

# Elementary and Secondary Education Act (ESEA) Flexibility

January 24, 2012

## *Maryland State Board of Education Meeting*

# Waivers

**If  
Approved...**

- **Granted through 2013-2014 school year**
- **After 2014 SEA may request an extension of the flexibility**

# Submission Windows

## November 14, 2011

- 11 States submitted: **Colorado, Florida, Georgia, Indiana, Kentucky, Massachusetts, Minnesota, New Jersey, New Mexico, Oklahoma, and Tennessee**

## February 21, 2012

- Additional opportunity following the conclusion of the 2011-2012 school year

## Timeline

- January 24<sup>th</sup>- Presentation to the State Board
- January 25<sup>th</sup>- DRAFT posted online for public comment
- February 8<sup>th</sup>- All comments due
- February 21<sup>st</sup>- FINAL Application due to U.S. Department of Education

# ESEA Flexibility

## Consultation

- Communicate with and solicit input from diverse stakeholders and community in the development of the request.
- 33 Meetings/  
Communications from all stakeholder groups to date



# ESEA Flexibility

**Email  
Letters  
Presentations  
w/Feedback  
Feedback  
Forms  
Online Posting**

- **Superintendents & Assistant Superintendents**
- **Local School System Central Office Employees – Title I, Special Education, and English Language Learner Directors**
- **Teachers**
- **Principals**
- **Students**
- **Parents**
- **Higher Education**
- **Special Ed and ELL Advisory Groups**
- **Business Organizations**
- **Private/Non-publics**
- **Community Engagement Groups**



# Principles for Improving Student Academic Achievement and Increasing the Quality of Instruction

# Principle 1: Transitioning to College- and Career-Ready Standards and Assessments

- Adopt College- and Career-Ready standards for all students with a focus on English Language Learners and students with disabilities
- June 2009- Adopted Common Core Standards & Gap Analysis
- 2010- Present: Maryland CCSS Curriculum Framework
  - Universal Design of Learning utilized throughout the frameworks
  - June 2011- Maryland joined the World-Class Instructional Design and Assessment (WIDA) Consortium

# Principle 1: Transitioning to College- and Career-Ready Standards and Assessments

- Summer 2011 & 2012- Educator Effectiveness Academies
- School Year 2013-2014: Full implementation of Common Core Standards
- School Year 2014-2015: Full Implementation of PARCC Assessments



## Principle 2: Developing Systems of Differentiated Recognition, Accountability, and Support

- Identifying Priority, Focus, and Reward Schools
- Identifying Reward Strategies
- Establishing AMOs to reduce by  $\frac{1}{2}$  the number of student not proficient in 6 years
- Creating an index that includes achievement (ES, MS, & HS), growth (ES & MS), gap (ES, MS & HS), and college and career –readiness (HS)
- Designing appropriate interventions and supports



# Priority Schools

- ▶ Lowest 5 percent of Title I Schools
- ▶ Based on achievement of “all students” in proficiency on statewide assessments that are part of the differentiated recognition, accountability, and support system
- ▶ Title I-participating or Title I-eligible high school with graduation rate less than 60 percent
- ▶ Tier I or Tier II school under the School Improvement Grant



# Focus Schools

- ▶ Title I School that over two years has the largest within-school gaps between the highest-achieving subgroup(s) and the lowest-achieving subgroup(s); or at high school level, has the largest within-school gaps in graduation rates; or
- ▶ A school that has a subgroup(s) with low achievement or, at the high school level, low graduation rates.

# Maryland Reward Schools – *RECOMMENDATIONS*

- ▶ **Reward Schools-** Any Title I School that meets AMOs for ALL students for two consecutive years
- ▶ **Distinguished Reward Schools-** A reward school that has at least a 50% poverty rate
- ▶ **Superlative Reward Schools-** A reward school that has a 10 percentage point or less gap between “All Students” and the Special Education subgroup or a 10 percentage point or less gap between the “All Students” and the English Language Learner subgroup
- ▶ **Exceptional Reward School-** Meets all three criteria above

# Maryland's Recognition for Reward Schools- *Considerations/Recommendations*

- ▶ **Reward Schools-** MSDE Press Release and Publication of School's name online
- ▶ **Distinguished Reward Schools-** MSDE Press Release, Publication, and Special Certificate of Recognition
- ▶ **Superlative Reward Schools-** MSDE Press Release, Publication, Special Certificate of Recognition, Plaque from the State Board, State Board Presentation and Governor's Proclamation
- ▶ **Exceptional Reward School-** All rewards above and a visit from the State Superintendent and other State dignitaries, A special publication and video celebrating the schools best practices and featured presenters at the State Title I conference

## Principle 2

**Option A: Sets AMOs to reduce by half the percentage of students in the “all students” group and in each subgroup who are not proficient with 6 years.**

- ▶ 1. Calculate the percentage of students not proficient
  - Ex: 60% Proficient, 40% not proficient
- ▶ 2. Divide the not proficient percentage by 2
  - Ex:  $40 / 2 = 20$
- ▶ 3. Subtract that number from 100 percent – This equals the goal for the 2016-2017 School Year (6 years)
  - Ex:  $100 - 20 = 80\%$
- ▶ 4. Set AMO in annual equal increments by dividing the difference by 6 and adding to the baseline (first year)
  - Ex:  $20 / 6 = 3.33$ ,  $60 + 3.33 = 63.33\%$

# Maryland Accountability Index (Grades 3-8) – DRAFT

Achievement	Growth	Gap
<ul style="list-style-type: none"> <li>• Mathematics proficiency (MSA)</li> <li>• English proficiency (MSA)</li> <li>• Science proficiency (MSA)</li> </ul>	<ul style="list-style-type: none"> <li>• Percent of students making one year's growth in:               <ul style="list-style-type: none"> <li>○ Mathematics proficiency (MSA)</li> <li>○ Reading proficiency (MSA)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Gap between lowest subgroup and highest subgroup within a school               <ul style="list-style-type: none"> <li>○ Mathematics proficiency (MSA)</li> <li>○ Reading proficiency (MSA)</li> <li>○ Science Proficiency (MSA)</li> </ul> </li> </ul>

# Maryland Accountability Index (Grades 9-12) - DRAFT

Achievement	Gap	College-and Career-Readiness
<ul style="list-style-type: none"> <li>• Mathematics proficiency (Algebra/Data Analysis HSA)</li> <li>• English proficiency (English HSA)</li> <li>• Science proficiency (Biology HSA)</li> </ul>	<ul style="list-style-type: none"> <li>• Gap between lowest subgroup and highest subgroup within a school               <ul style="list-style-type: none"> <li>○ Mathematics proficiency (Algebra/Data Analysis HSA)</li> <li>○ English proficiency (English HSA)</li> <li>○ Science proficiency (Biology HSA)</li> <li>○ Cohort Graduation Rate</li> <li>○ Cohort Dropout Rate</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Cohort Graduation rate</li> <li>• Career Attainment</li> <li>• Attendance</li> </ul>





## Principle #2

- ▶ The “N” size will remain the same ( $N=5$ )
- ▶ No super subgroup

# Principle 3: Evaluating and Supporting Teacher and Principal Effectiveness – Principal Evaluations

- Growth Measures for Principals (50%)

Elementary/Middle Principals	High School Principals	Other Principals (e.g., Special Centers, PreK-2)
20% - SLOs	30% - SLOs	35%- SLOs
10%- MSA Reading	20%- Index	15%- Index
10%- MSA Math		
10% - Index		

## Principle 3: Evaluating and Supporting Teacher and Principal Effectiveness -Principal Evaluations

- Professional Practice Measures for Principals (50%)
  - Provide Effective Instructional Leadership
  - Provide a safe, orderly, and supportive learning environment

# Option A: Elementary/Middle School Teacher Two Content Areas

- 10%- Reading MSA (Class)
- 10%- Math MSA (Class)
- 20%- SLO
- 10%- School Index

# Option B: Elementary/Middle School Teacher One Content Area

- English/Language Arts
  - 20%- Reading MSA (Class)
  - 20%- SLO
  - 10%- School Index
- Math
  - 20%- Math MSA (Class)
  - 20%- SLO
  - 10%- School Index

# Option C: Elementary/Middle School Teacher Non-Tested Subject

- Appropriate Content Area
  - 30%-SLO
  - 20%- School Index

# Option D: High School Teacher

- Appropriate Content Area
  - 30%-SLO
  - 20%- School Index

# Questions/Input



**DRAFT will be posted online January  
25<sup>th</sup> for public comment**

**To provide further feedback/input on  
ESEA Flexibility, please contact:**

**Mary Gable:**

**[mgable@msde.state.md.us](mailto:mgable@msde.state.md.us)**