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TO: Members of the State Board of Education
FROM: Jack R. Smith, Ph.D. *JRS/clr*
DATE: December 8, 2015
SUBJECT: ESEA Flexibility Renewal Request Update

PURPOSE:

The purpose of this agenda item is to provide an update on Maryland's request to the United States Department of Education (ED) for a renewal to the Elementary and Secondary Education Act (ESEA) Flexibility Waiver and the submission of amendments.

BACKGROUND:

Maryland received approval from ED on July 23, 2015 for its ESEA Flexibility Renewal Plan. The approval is effective for three years beginning with the 2015-2016 school year through the 2017-2018 school year, barring reauthorization of ESEA. As part of the approval process and due to necessary revisions based on the administration of the new Partnership for Assessment of Readiness for College and Careers (PARCC), Maryland is committed to submitting further information to ED in spring and summer 2016.

SUMMARY:

MSDE's ESEA Workgroup and ESEA Accountability Workgroup have met regularly to address the requirements of ESEA and to recommend a revised accountability process. The purpose of this discussion will be to explain progress thus far, describe timelines for submission, provide history of the accountability work, and seek guidance on revised accountability processes. Specific required amendments include a request to amend Maryland's system of accountability given the receipt and analysis of the PARCC results and "an amended request that incorporates the Statewide approach that Maryland will use for calculation of student growth based on State assessments administered no later than the 2015-2016 school year, and each year thereafter, in its teacher and principal evaluation and support systems."

Additionally, MSDE staff will explain the status of the Maryland State Integrated Science Assessment and a request to ED for an accountability waiver for field testing for students for 2016-2017 for Grades 5 and 8 and for 2017-2018 for high school students.

ACTION:

For information only.

Elementary and Secondary Education Act (ESEA) Flexibility Renewal

Maryland State Board of Education
December 8, 2015

Principles of ESEA Flexibility

Transitioning to college- and career-ready standards and assessments (Principle 1)

Developing systems of differentiated recognition, accountability, and support (Principle 2)

Evaluating teacher and principal effectiveness and support improvement (Principle 3)

Reducing duplication and unnecessary burden (Principle 4)

ESEA Flexibility Renewal

- Renewal approved July 23, 2015
- Effective for three years through the 2017-2018 school year **barring ESEA Reauthorization.**
 - Original approval was for 2012-2013 and 2013-2014
 - Extended for 2014-2015
- Maryland committed to submitting further information regarding accountability, low performing school identification, and Teacher Principal Evaluation (TPE) to U.S. Department of Education (USED) in January and June 2016.
- ESEA Workgroup was established to guide work.



Requirements

- ESEA Flexibility Renewal guides Maryland's work
- Due to implementation of new assessments, USED allowed for certain submissions to be beyond July 2015
- Maryland's plan for addressing commitments are in the areas of differentiated accountability and implications for TPE
- Maryland must continue to report progress but received approval for a pause in accountability

Accountability

- Amendment to reset Annual Measurable Objectives (AMOs) for school progress and to amend current system of accountability by January 31, 2016
- ESEA Accountability Workgroup consisting of data and accountability experts from Local Education Agencies (LEAs).
- Maryland will request an extension of the deadline for submitting an amendment due to the timing of the release of the Partnership for Assessment of Readiness for College and Careers (PARCC) data and the need for explanation and approval

Teacher/Principal Evaluation (TPE)

- ❑ Must submit amendment request with Statewide approach that Maryland will use for calculation of student growth
- ❑ Based on State assessment administered no later than the 2015-2016 school year
- ❑ Due to USED by June 1, 2016

TPE Timeline

- Analysis and reporting of findings on the translation of PARCC data and TPE around student growth- 2/2016
- Model Analysis and Determinations- 4/2016
- Comprehensive Findings and Recommendation Report- 6/2016
- Amendment to USED- 6/1/2016

Maryland Integrated Science Assessment

- Requesting a waiver for field testing the Maryland Integrated Science Assessment with no fault accountability
 - 2016-2017 for Grades 5 and 8
 - 2017-2018 for high school

Further look at Accountability

Accountability 2014-2015

- “Pause” for most Elementary/Middle Schools
- Ratings retained
- New Assessments Administered (Math, English/Language Arts)

Accountability 2015-2016

- “Pause” in Accountability
- Ratings retained
- AMOs Reset
- Schools and LEAs compared to targets for reporting.

Accountability 2016-2017

- Ratings reported for all schools and LEAs based on accountability system using two years of data.

Accountability “Pause”

What is it?

- Schools retain their 2014-2015 rating or grade in 2015-2016 and continue to implement appropriate interventions based on that rating or grade in the 2015-2016 school year

What is it *not*?

- A pause of implementing interventions
- A pause in reporting requirements

Accountability “Pause”

Reporting Against Targets

- Academic Year 2014-2015 acts as both the baseline and the first year of incremental targets
- For reporting against 2014-2015 assessment results, the recommendation is for the State to use the LEA performance to establish school-level targets and use the State performance to establish LEA-level targets.

Schools meeting or exceeding the LEA performance for All Students or Student Group will have “MET” the target.

Schools below the LEA performance for All Students or Student Group will have “Not Met” the target.

Accountability “Pause”

Reporting Against Targets

- LEA performance and State performance will be determined by looking at the percent of students that are proficient.
- The recommendation is to set PARCC performance levels 4 and 5 as proficient.

Schools meeting or exceeding the LEA performance (Percent of students proficient) for All Students or Student Group will have “MET” the target.

Schools below the LEA performance (Percent of students proficient) for All Students or Student Group will have “Not Met” the target.

Annual Measurable Objectives AMOs

A State may choose one of three options:

- Option A: Cutting the proficiency gap in half.

The State may set AMOs in annual equal increments toward a goal of reducing the percentage of students who are not proficient by half within six years.

- Option B: 100 percent proficiency.

The State may set AMOs that increase in annual equal increments and result in 100 percent of students achieving proficiency.

- Option C: Another method.

The State may use another method that is educationally sound.

Annual Measurable Objectives AMOs

- The recommendation is for Maryland to set AMOs using the methodology in Option A for the PARCC assessments.

AMOs are set in annual equal increments toward a goal of reducing the percentage of students who are not proficient by half within six years.

Resetting AMOs following administration of new assessments in 2014-2015

Subgroup	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	2014-15	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
All Students	40	45	50	55	60	65	70

Questions?

