MARYLAND STATE DEPARTMENT OF EDUCATION
PREPARING WORLD CLASS STUDENTS

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TO: Members of the State Board of Education

FROM: Karen B. Salmon, Ph.D.

DATE: June 27, 2017

SUBJECT: Every Student Succeeds Act (ESSA) Update

PURPOSE:

To provide an update on the work of the ESSA Internal Committee and its subcommittees, specifically related to the topics of calculating summative scores for differentiation, updating the Board on selected measures, English Learner (EL) proficiency and the identification of Comprehensive Support and Improvement (CSI) and Targeted Support and Improvement (TSI) schools. Additionally, Maryland State Department of Education (MSDE) staff will share an updated version of the draft Maryland ESSA Consolidated State Plan and an ESSA Plan overview document for sharing information in the plan with the public.

BACKGROUND/HISTORICAL PERSPECTIVE:

In December 2015, Congress was able to reach bipartisan agreement on an Elementary and Secondary Education Act (ESEA) reauthorization bill and passed the *Every Student Succeeds Act* (ESSA), signed by President Obama on December 10, 2015. The MSDE ESSA Internal and External Stakeholder Committees, along with seven subcommittees, began work in early 2016, collecting input from various stakeholders and developing a draft of Maryland's Consolidated State Plan. MSDE continues to work on a second draft for publication and comment before the final draft is submitted in September 2017.

EXECUTIVE SUMMARY:

The MSDE staff will present two options for calculating a summative score for each school and local educational agency (LEA), discuss options for category definitions, and provide information about how Maryland will address the performance of all students and all student groups. A detailed explanation of how the English Language (EL) Proficiency indicator is to be calculated will also be shared. Staff will review the recommendation for how to identify CSI and TSI schools and seek the Board's approval on the methodology. Finally, staff will share the draft of Maryland's ESSA Consolidated State Plan and request approval to post publicly for comment, send to the Governor, and the Legislative Policy Committee of the Maryland General Assembly. This presentation will also include a review of the communication overview document to be provided to the public.

ACTION:

Decisions to be made.

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Every Student Succeeds Act (ESSA)

Accountability Framework

State Board Meeting

June 27, 2017

Accountability

- Frameworks
- Calculating scores and differentiating among schools
  - Summation methodologies
  - Category definitions and labeling
  - Inclusion of student groups
- Updates to selected measures
  - Access to/credit for
  - Postsecondary enrollment
  - 5-year graduation rate
- English Learner (EL) proficiency
- Identification of Comprehensive, Support and Improvement (CSI) and Targeted Support and Improvement (TSI) schools
- Timeline

CALCULATING SCORES AND DIFFERENTIATING AMONG SCHOOLS

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Decision points regarding calculating scores and differentiating among schools

1. Summation method
2. Category definitions and labeling
3. Inclusion of student groups

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1. Summation method

- Option A: Measure scores → overall percentile
- Option B: Measure "points" → overall percentile

Recall: Maryland law requires that "the composite score shall be calculated numerically in a percentile form and may not be reported using a letter grade model."

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Option A:
Measure scores → overall percentile

1. Convert MEASURE VALUE into MEASURE SCORE (score based on percent of whole)
2. Add up MEASURE SCORES to get OVERALL SCORE
3. Convert OVERALL SCORE into OVERALL PERCENTILE

MEASURE	WEIGHT	MEASURE VALUE (ALL STUDENTS)	MEASURE SCORE (ALL STUDENTS)	(MATH FOR ASSIGNING SCORE)
Academic achievement	20	Performance index: 3.12 (math); 3.20 (ELA)	6.3	3.16 out of 5 levels → 10 points
		Percent proficient: 54% (math); 58% (ELA)	5.6	56% of 10 points
Growth	25	Median SGP: 80th percentile	20.0	80% of 25 points
Credit for well-rounded	10	Proficiency in Science: 80% proficient	5.6	80% of 7 points
		95% participate in non-core subjects	2.9	95% of 3 points
EL proficiency	10	EL proficiency: 55% on track to proficiency	5.5	55% of 10 points
Chronic absenteeism	15	6% of students chronically absent	14.1	94% of 15 points
Survey	10	School scores 80% on climate measures	8.0	80% of 10 points
Access to well-rounded	10	85% of students have access	8.5	85% of 10 points
		OVERALL SCORE	76.5 points	
		OVERALL PERCENTILE	**72nd percentile**	

1

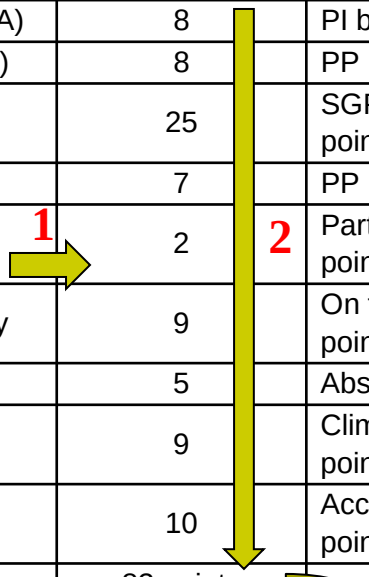
2

3

Option B:
Measure "points" → overall percentile

1. Convert MEASURE VALUE into MEASURE POINTS (points determined by distribution of raw scores, standard-setting process, or other method)
2. Add up MEASURE POINTS to get OVERALL SCORE
3. Convert OVERALL SCORE into OVERALL PERCENTILE

MEASURE	WEIGHT	MEASURE VALUE (ALL STUDENTS)	MEASURE POINTS (ALL STUDENTS)	(RULE FOR ASSIGNING POINTS)
Academic achievement	20	Performance index: 3.12 (math); 3.20 (ELA)	8	PI between 3 and 4: 8 of 10 points
		Percent proficient: 54% (math); 58% (ELA)	8	PP between 50 and 70: 8 of 10 points
Growth	25	Median SGP: 80th percentile	25	SGP between 80 and 100: 25 of 25 points
Credit for well-rounded	10	Proficiency in Science: 80% proficient	7	PP between 70 and 100: 7 of 7 points
		95% participate in non-core subjects	2	Participation between 90 and 99: 2 of 3 points
EL proficiency	10	EL proficiency: 55% on track to proficiency	9	On track between 50 and 70: 9 of 10 points
Chronic absenteeism	15	6% of students chronically absent	5	Abs between 5 and 10: 5 of 15 points
Survey	10	School scores 80% on climate measures	9	Climate between 75 and 90: 9 of 10 points
Access to well-rounded	10	85% of students have access	10	Access between 80 and 100: 10 of 10 points
		OVERALL SCORE	83 points	
		OVERALL PERCENTILE	**71st percentile**	



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Comparing methodologies

Option A: Measure scores → overall percentile	Option B: Measure points → overall percentile
Connection between measure value and score is straightforward. ("We are 60 percent proficient and the measure is worth 10 points, so we scored a 6 out of 10.")	Connection between measure value and points requires application of a rule. ("We are 60 percent proficient and the measure is worth 10 points, but we got 8 points out of 10.")
Uses mathematics to calculate measure scores.	Requires rules to assign measure points.
Measure scores communicate whether a school has reached the maximum possible score or not. (Measure scores are neither norm- nor criterion-referenced.)	Measure points have a reference. If points are assigned by percentiles, points communicate what is (comparatively) "good" and "bad." If points are assigned by a standard, points communicate what the state sets as "acceptable" or not.
The weight of an indicator can be distorted. For example, if an indicator has a high weight but the raw scores are all low, the weight of that indicator is reduced.	If points are assigned by percentiles, variation in raw scores does not distort the impact of each indicator. If points are assigned by a standard, distortion can still occur.

2. Category definitions and labeling for summative score and indicators

- Decision point 1: Base the category on the percentile rank, or on cuts (hard cuts, or cuts based on percentile rank)?
- Decision point 2: How many levels?
- Decision point 3: What type of designation? (Stars, etc.)

Communication of Designations

- Numbers
  - Traditional: 0-100, 1-5
  - Nontraditional: 0-150, 1-4, GPA
- Words
  - State determined language (below expectations, met expectations)
  - Federal categories (comprehensive support, reward)
- ~~Letter grades~~
  - ~~A-F~~
- Symbols
  - Stars
- Colors
  - Red, Yellow, Green

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District of Columbia

- Schools will be categorized into one of five summative levels **(One Star being the lowest, Five Stars being the highest)**
- Final score based on the aggregation of their framework scores for all students and for each student group.
- The cut points for each level will be set to ensure that there is clear differentiation of schools across levels, with primary modeling suggesting cut points of up to 19.9 percent, 20.0 to 39.9 percent, 40.0 to 59.9 percent, 60.0 to 79.9 percent, and 80.0 to 100.0 percent.

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Illinois

- **Tier 1: Exemplary School:** A school that has no underperforming student groups, a graduation rate of greater than 67 percent, and whose performance is in the top 10 percent of schools statewide.
- **Tier 2: Commendable School:** A school that has no underperforming student groups, a graduation rate above 67 percent, and whose performance is not in the top 10 percent of schools statewide.
- **Tier 3: Underperforming School:** A school in which one or more student group is performing at or below the level of the "all students" group in the lowest-performing 5 percent of Title I schools. Schools in Tier Three: Underperforming shall receive targeted services.
- **Tier 4: Lowest-Performing School:** A school that is in the lowest-performing 5 percent Title I schools in Illinois and those high schools that have a graduation rate of less than 67percent or less. School in Tier 4: Lowest-Performing shall receive comprehensive services.
- (Page 79)

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Massachusetts

The final summative determinations will be made using a hybrid approach employing a normative and criterion-referenced methodology. Schools will first be placed in a performance level based on their accountability index range. An example is included below. (Page 52)

Performance Level (names to be determined)	Criteria
Tier 1	Accountability Index 90-100
Tier 2	Accountability Index 50-89
Tier 3	Accountability Index 25-49
Tier 4	Accountability Index 11-24
Tier 5	Accountability Index 6-10
Tier 6	Accountability Index 1-5

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Nevada

- Nevada's public schools receive an **index score from 1-100 and an associated 1-5 star rating** under the Nevada School Performance Framework.
- This index score is calculated by adding the points earned in each indicator at the school.
- Nevada is currently engaging stakeholders in an accountability standard setting that will result in **performance level descriptors** for each star rating level.
- The point distribution for each indicator in the model to dependent on performance level descriptors.

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New Jersey

- NJDOE's system for annual meaningful differentiation will include, for each indicator for all students and each student group three distinct and discrete levels of school performance that are consistent with the attainment of New Jersey's long-term goals.
- Each school and each student group within the school will be identified annually as: **"exceeds target," "meets target," or "below target."**

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North Dakota

- North Dakota intends to create a dashboard for every public school that will allow multiple factors to be used when summarizing a school's measure of quality and assist the state in meaningful differentiation of school quality.

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Oregon

- Each indicator will be measured on five levels

Level	Criteria
Level 5	Meets the long term goal.
Level 4	Meeting the interim target, but not yet meeting the long term goal.
Level 3	Below the interim target, but not in the lowest 30% of
Level 2	In the lowest 30% of schools, but not in the lowest 10%.
Level 1	In the lowest 10% of schools.

- When calculating levels for student groups, Oregon will use the "cut scores" that are used for the "All Students" group. However, they will add the rule that any student group that is meeting the Measure of Interim Progress for that group will receive a "rating" of not lower than Level 3.

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Vermont

- 4-level label to describe performance

Level	Proposed Term	Proposed Iconography
1	Off-Target	
2	Near Target	
3	On-Target	
4	Bull's Eye	

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Discussion: Category Results

	Indicator	Summative	Targets and Goals
	Top 25% and All Targets/Goals Met or Exceeds	Top 25% and All Targets/Goals Met or Exceeds	Exceeds *Exceed target by some margin*
	Top 25%	Top 25%	Met *Met target within some margin*
	Middle 50%	Middle 50%	Improved Target Not Met
	Bottom 25%	Bottom 25%	No Improvement

3. Inclusion of student groups

- Option A: Make an equity determination “outside” of the school’s total score by comparing measure scores of all students with student groups. The equity determination affects school’s category.
- Option B: Include student groups “inside” the scoring system. A school’s score is partially “all students” and partially the average of student groups

Recall: ESSA requires that the system for “annual meaningful differentiation” of schools (aka the final score or category) be based on all students and each student group.

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Definition of student groups

Federal reporting requires aggregate data from each major racial and ethnic group (7 total), and three service groups (3 total). These ten reporting categories are --

1. Hispanic/Latino of any race

For individuals who are Non-Hispanic/Latino:

2. American Indian or Alaska Native
3. Asian
4. Black or African American
5. Native Hawaiian or Other Pacific Islander
6. White
7. Two or more races
8. Economically disadvantaged students,
9. Students with disabilities, and
10. English learners

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Summary of inclusion methods

- Option A: Make an equity determination "outside" of the school's total score by comparing measure scores of all students with student groups. The equity determination affects school's category.

Calculate total score using all students. Rank and classify the school. Then, apply a rule such as:

Six measures have measure gaps greater than 10%→ "NOT MET" equity, and adjust category.

- Option B: Include student groups "inside" the scoring system. A school's score is partially "all students" and partially the average of student groups.

Total score (all students) = 76.5 points
Student group average = average of (74.4, 59.3, 79.5, 74.5) = 71.9 points
Overall score = average of (76.5 and 71.9) = 74.2 points → rank and classify the new overall score

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Option A: Make an equity determination "outside" of the school's total score by comparing measure scores of all students with student groups. Equity determination affects final category.

1. For all students, calculate the MEASURE SCORE for each measure.
2. For all students, calculate the TOTAL SCORE. Rank and categorize the TOTAL SCORE.
3. Determine EQUITY based on a rule comparing the measures (examples are below).
4. If school does not meet equity determination, school category is dropped a level.

			ALL	SG1	SG2	SG3	SG4	MEASURE GAP
MEASURE	**WEIGHT**	**MEASURE VALUE (ALL STUDENTS)**	**MEASURE SCORE**					
Academic achievement	20	Performance index: 3.12 (math); 3.20 (ELA)	6.3	6.2	**4.1**	6.6	6.3	**2.5**
		Percent proficient: 54% (math); 58% (ELA)	5.6	5.4	**3.6**	5.9	5.6	**2.3**
Growth	25	Median SGP: 80th percentile	20.0	19.0	**13.0**	21.0	19.0	**8.0**
Credit for well-rounded	10	Proficiency in Science: 80% proficient	5.6	5.4	**3.6**	5.9	5.5	**2.3**
		95% participate in non-core subjects	2.9	2.9	2.8	3.0	2.9	0.2
EL proficiency	10	EL proficiency: 55% on track to proficiency	5.5	5.0	**3.6**	5.8	**4.5**	**2.2**
Chronic absenteeism	15	6% of students chronically absent	14.1	14.0	**12.0**	14.8	14.2	**2.8**
Survey	10	School scores 80% on climate measures	8.0	8.0	8.0	8.0	8.0	0.0
Access to well-rounded	10	85% of students have access	8.5	8.5	8.5	8.5	8.5	0.0
		TOTAL SCORE (all students)	**76.5**					**EQUITY: NOT MET**
		PERCENTILE (all students)	**72nd**					

STEP 3

Examples for the EQUITY determination rule (would only choose one rule):

Example 1: Compare the measures. Calculate a MEASURE GAP (example shows highest minus lowest). Six measures have a gap greater than 10%→ label as "met/not met" by a rule, and adjust school category accordingly. (If "not met," this school would go from three to two stars.)

Example 2: Compare the student groups. One student group (SG2) has five measure scores at least ten percent below all students → label as "met/not met" by a rule, and adjust school category accordingly. (If "not met," this school would go from three to two stars.)

Option B: Equity is determined "inside" of a school's total score. Include student groups in the total score, then rank and classify the school.

1. For all students and each student group, calculate the MEASURE SCORE for each measure.
2. For all students and each student group, calculate the GROUP SCORE.
3. The school's TOTAL SCORE is an average of "all students" and the average of student groups. Rank and categorize the TOTAL SCORE.

(The calculation can also be done at the measure level. Each MEASURE SCORE is the average of "all students" and "student groups." MEASURE SCORES are added to get the TOTAL SCORE. Rank and categorize the TOTAL SCORE.)

			ALL	SG1	SG2	SG3	SG4
MEASURE	**WEIGHT**	**MEASURE VALUE (ALL STUDENTS)**	**MEASURE SCORE**				
Academic achievement	20	Performance index: 3.12 (math); 3.20 (ELA)	6.3	6.2	4.1	6.6	6.3
		Percent proficient: 54% (math); 58% (ELA)	5.6	5.4	3.6	5.9	5.6
Growth	25	Median SGP: 80th percentile	20.0	19.0	13.0	21.0	19.0
Credit for well-rounded	10	Proficiency in Science: 80% proficient	5.6	5.4	3.6	5.9	5.5
		95% participate in non-core subjects	2.9	2.9	2.8	3.0	2.9
EL proficiency	10	EL proficiency: 55% on track to proficiency	5.5	5.0	3.6	5.8	4.5
Chronic absenteeism	15	6% of students chronically absent	14.1	14.0	12.0	14.8	14.2
Survey	10	School scores 80% on climate measures	8.0	8.0	8.0	8.0	8.0
Access to well-rounded	10	85% of students have access	8.5	8.5	8.5	8.5	8.5
		GROUP SCORES	76.5	74.4	59.3	79.5	74.5
		TOTAL SCORE	**72.5**				
		FINAL PERCENTILE AND CATEGORY	**68th** ★★★				

GROUP SCORE (ALL STUDENTS) = 76.5
Student group average = average of (74.4, 59.3, 79.5, 74.5) = 71.9
TOTAL SCORE = average of (76.5 and 71.9) = 74.2 → 76th percentile

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Comparing methodologies

Option A: Make an equity determination "outside" of the school's total score by comparing measure scores of all students with student groups. Equity determination affects school's category.		**Option B: Equity is determined "inside" of a school's total score. Include student groups in the total score, then rank and classify the school.**	
Achievement gaps have a clear impact on the school's category.		Can mask achievement gaps as "part of the math."	
Allows for selection of measures as part of the equity determination rule, which can drive school improvement.		Requires using all measures in the calculation, which can limit or obscure the impact of any single one.	
The impact of student groups is determined by rules that dictate when the final category is impacted by equity gaps (and when it isn't).		The impact of student groups is determined mathematically.	
Each student is only counted once in the overall score.		Each student is counted multiple times in the overall score.	
Schools with the same total score and rank can have different categories, due to equity determination.		Schools with the same total score will have the same rank and category.	
A only: Nevada(?)	A and B: Connecticut, Illinois	B only: DC, Massachusetts (version of B), Michigan, New Jersey, Tennessee	Unclear, or using student groups to determine TSI only: Delaware, Louisiana, Maine, New Mexico, North Dakota, Oregon, Vermont

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MSDE Recommendations

1. Summation method: Option A (measure score → overall percentile)
2. Category definitions and labeling for summative score and indicators: Use four categories, designated by stars, based on the determinations presented
3. Inclusion of student groups: Option A (make an equity determination outside of the summative calculation, which then impacts final score)
   A. Determination is based on measures, using the "measure gap." This calls attention to underperformance on *measures* (which is actionable by the school) without "blaming" a student group (which is highly undesirable by stakeholders and parents).
   B. Determination uses achievement, growth, graduation rate, and chronic absenteeism.
   C. Rule for calculating the measure gap will be studied. Highest minus lowest student group, or (average of high) minus (average of low) are options.
   D. Rule for determining how large a measure gap, and on how many measures, will determine equity be studied.

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UPDATES TO SELECTED MEASURES

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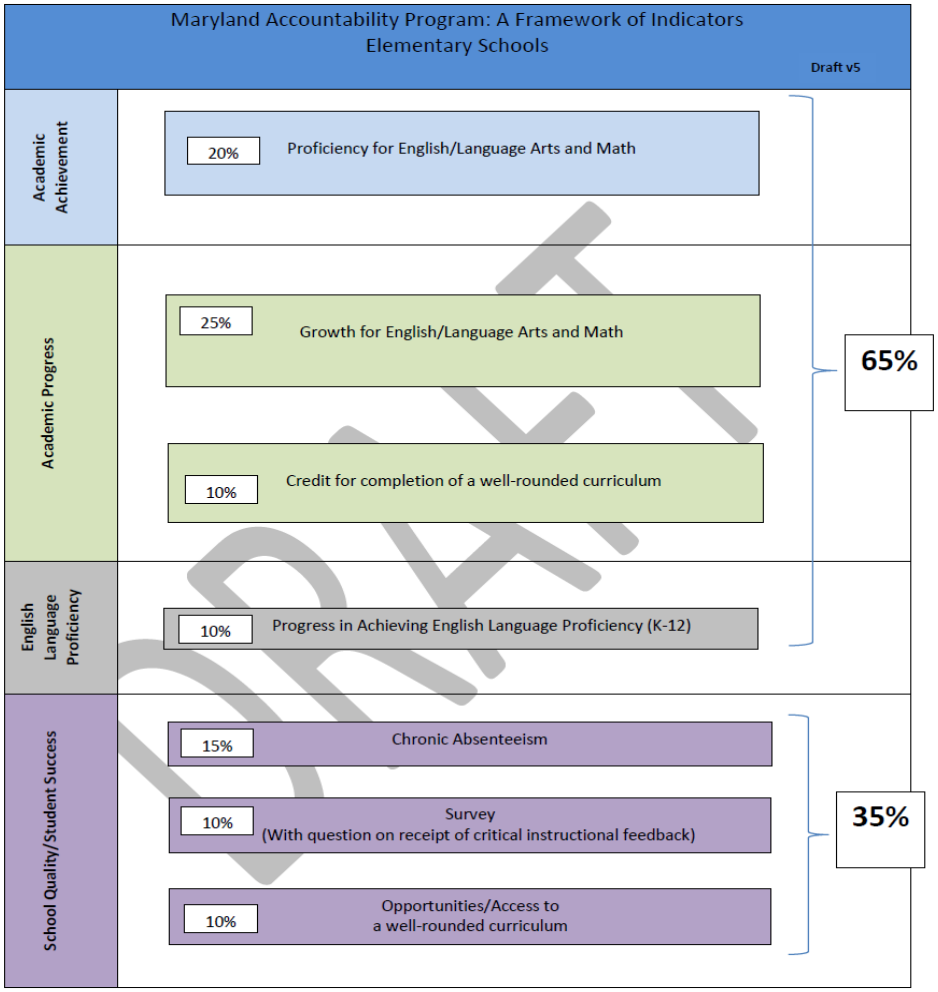
Elementary School Framework



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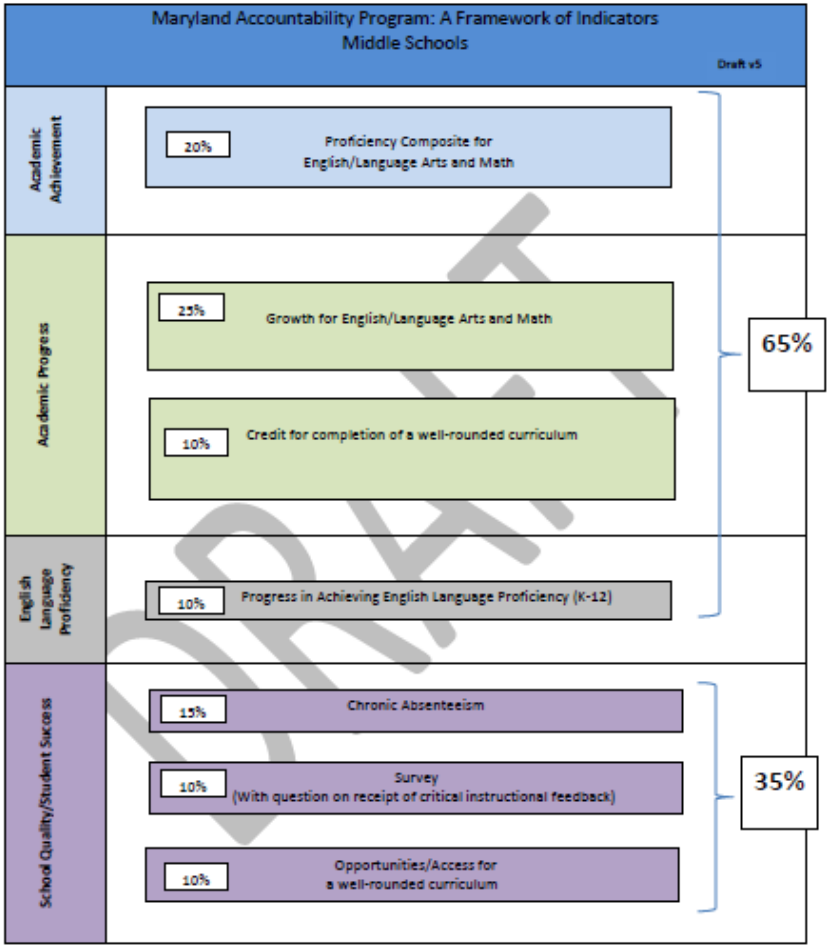
Middle School Framework



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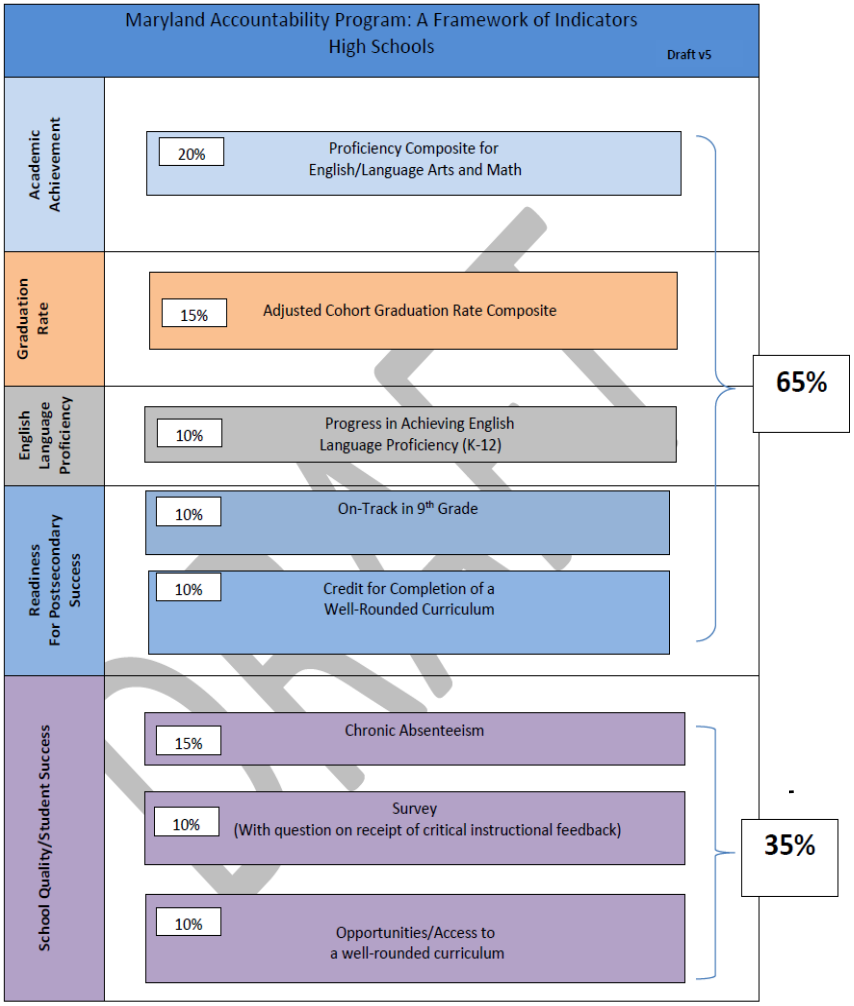
High School Framework



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Academic Progress (Elementary School)

- Credit for completion of a well-rounded curriculum
  - 5% - Percent of students scoring proficient on the Maryland Integrated Science Assessment (MISA) which will be field tested with MD fifth graders 2016-2017. Will include as an accountability measure once scores are available (anticipated in 2018-2019*).
  - 5%- Percent of fifth grade students passing Social Studies, Fine Arts, Physical Education, **and** Health.

Note: Maryland will investigate a measure of Academic Growth for K-3 with the earliest date of inclusion to be the 2020-2021 school year.

*Baseline data and standard setting needed for new assessments

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Academic Progress (Middle School)

- Credit for completion of a well-rounded curriculum
  - 3.5% - The Maryland Integrated Science Assessment (MISA) will be field tested with MD eighth graders 2016-2017. Will include as an accountability measure once scores are available (anticipated in 2018-2019*)
  - 3.5% - Social Studies Assessment will be field-tested in 2018-2019. Will include as an accountability measure once scores are available (anticipated in 2020-2021*)
  - 3.0% - Percent of students passing all English Language Arts, Math, Social Studies and Science courses in 8th grade

*Baseline data and standard setting needed for new assessments

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Credit for completion of a well- rounded curriculum (High School)

- Percent of 12th grade students graduating or exiting with a certificate of completion, and receiving any of the following:
  - Score of 3 or better on an Advanced Placement (AP) Exam or score of 4 or better on an International Baccalaureate (IB) Program Exam,
  - Met a standard set by the College Board on the SAT examination (score of 530 or higher (math) and 480 or higher (reading)),
  - Met a standard set by ACT, Inc. on the ACT examination (score of 21),
  - Credit for Dual Enrollment,
  - Met the University of Maryland entry requirements,
  - Completion of an industry certification from a Career and Technology Program,
  - Youth apprenticeship from a Career and Technology Program.
  - Met a standard on the ASVAB examination (standard to be determined pending study),
  - ~~Enrollment in a postsecondary institution within 16 months after graduation.~~
  - Students obtaining a Maryland High School Certificate of Program Completion: Entered the world of work through gainful employment; post secondary education and training; supported employment; and/or other services that are integrated in the community.

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University System of Maryland (USM) Course Requirements for Undergraduate Admissions

Students who have completed course requirements for University System of Maryland as outlined in the USM Undergraduate Admissions Requirements*.

Subject	Years/ No. of Courses
English	4
Biological and Physical Sciences	3
Social Science/History	3
Mathematics Must include Algebra I, Geometry, and Algebra II. Students who complete Algebra II prior to their final year must complete the four- year mathematics requirement by taking a course or courses that utilize non-trivial algebra.	4
Language other than English or Advanced Technology Education electives	2

Completion defined as a grade equivalent to a C or better in all courses.

A student that has completed the required array of courses but has not earned a C or better in all courses does NOT meet the standard.

*www.usmd.edu/regents/bylaws/SectionIII/III400.pdf

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ASVAB: Concordance Tables

Armed Services Vocational Aptitude Battery (ASVAB) consists of 8 subtests and results are reported as percentiles.

The Armed Forces Qualifying Test (AFQT) score determines qualification to enlist in the U.S. military.

An AFQT score is a composite of 4 of the subtests: mathematics, word knowledge, paragraph comprehension and arithmetic reasoning.

Scores on other subtests are used to determine qualification for certain military occupational specialties and Enlistment Bonuses.

SAT Composite Score	AFQT Category (and AFQT score range)
500-530	IV-C(10-15)
540-590	IV-B(16-20)
600-680	IV-A(21-30)
690-800	III-B(31-49)
810-900	III-A(50-64)
910-1180	II(65-92)
1190-1600	I(93-99)

ACT Composite Score	AFQT Category (and AFQT score range)
10 or less	V (1-9)
11	IV-C(10-15)
12	IV-B (16-20)
13-14	IV-A(21-30)
15-16	III-B(31-49)
17-18	III-A(50-64)
19-26	II(65-92)
27-36	I(93-99)

ASVAB CAREER EXPLORATION PROGRAM

http://www.asvabprogram.com

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Postsecondary Enrollment

Consideration: Is Postsecondary Enrollment a measure that is actionable and something that a school is able to influence?

- Option A: Report Only. Do not include Postsecondary Enrollment as an Accountability Measure.
- Option B: Include Postsecondary Enrollment within 16 months.
- Option C: Include Postsecondary Enrollment within 16 months AND within 24 months

MSDE recommends Option A:
Focus on measures that a school can act on and can work towards developing strategies to provide support and intervention so all students can be successful after high school.

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Potential modification: Addition of "still enrolled" students to five-year cohort grad rate

- Currently proposed:
  - 10%: Four-year adjusted cohort graduation rate
  - 5%: Five-year adjusted cohort graduation rate
- Issues raised about current proposal:
  - Does not account for students in extended programs like PTECH
  - Incentivizes "pushing out" of students for whom staying enrolled in school is beneficial (ex: special education students with significant impairments receiving services through the school; highly credit-deficient students; recently-arrived English Learners)
- Potential solution:
  - Replace 5 Year Adjusted Cohort Graduation Rate (5YACGR) with 5YACGR Plus
  - 5YACGR Plus percent of students that are still enrolled in school after five years
- Legal and other issues:
  - Unclear whether this is permitted under ESSA
  - Massachusetts is using 5YACGR Plus

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School Quality/Student Success: Access* to a well-rounded curriculum (All Schools)

- Elementary School: Enrolled in Science, Social Studies, Fine Arts, Physical Education, **and** Health
- Middle School: Enrolled in ~~Science~~, ~~Social~~ ~~Studies,~~ Fine Arts, Physical Education, Health, Computational Learning, World Language, Algebra, Geometry, **or** Algebra II
- High School: Enrolled in Advanced Placement (AP), International Baccalaureate (IB), Career and Technology Education (CTE) Concentrator, **or** Dual Enrollment

*Access means that the student must be enrolled in the course

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MSDE Recommendations

1. Adopt the proposed “access to” and “credit for” indicators
2. Report on postsecondary enrollment, but do not include in the accountability system.
3. Include “still enrolled” in the 5 Year Adjusted Cohort Graduation Rate

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ENGLISH LANGUAGE PROFICIENCY INDICATOR

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English Language Proficiency

Options for Inclusion. Indicator Weight Consistent at 10% for both Option A and B.

- Option A: Fixed population size

  N=10

  N=20

- Option B: Proportional population size

  N=5%

  N=7%

  N=10%

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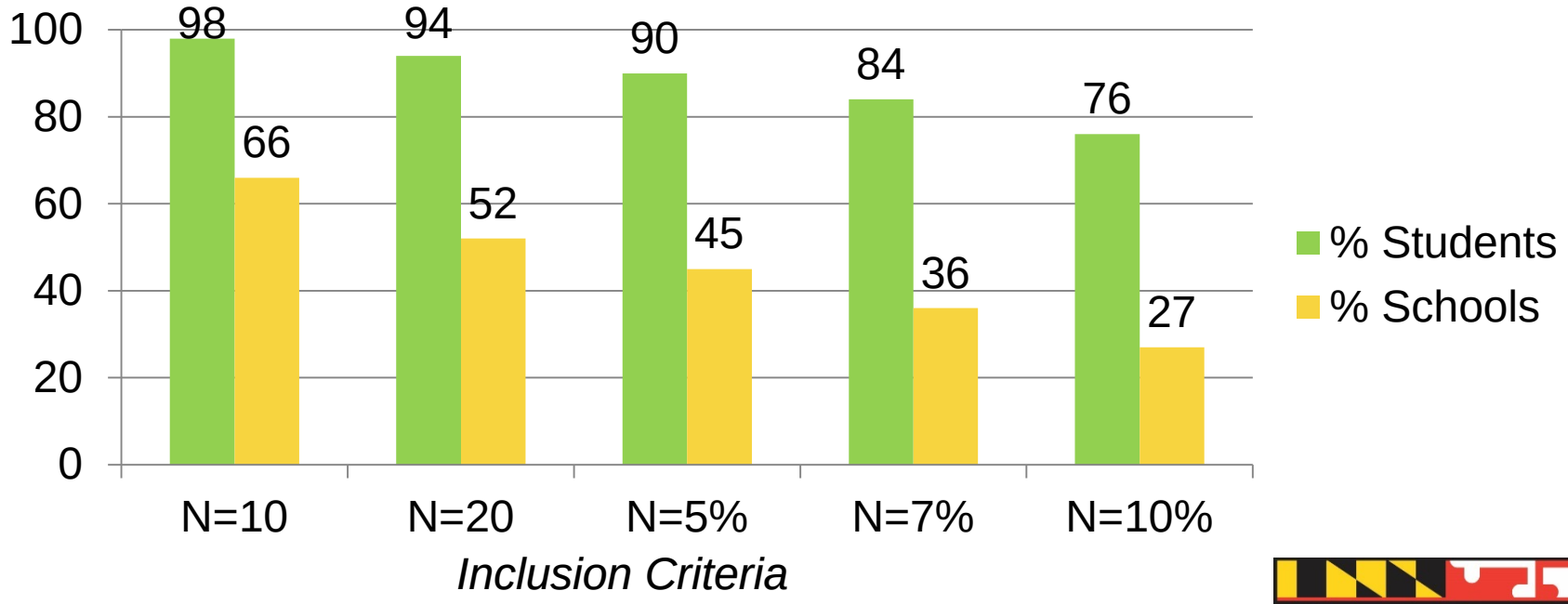
English Language Proficiency

Impact Data: Included at Each Criteria

85% of Maryland Schools have at least one English Language Learner
68,130 students are enrolled across 1201 schools



LEAs	22	21	22	20	13

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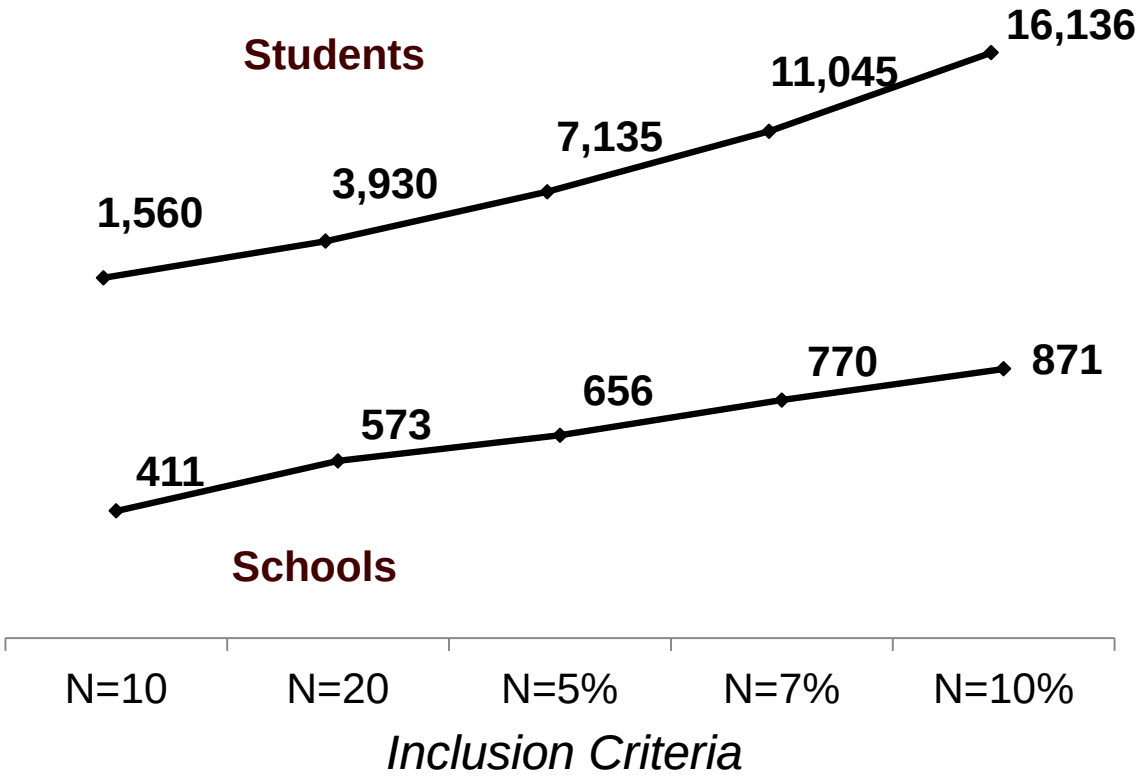
English Language Proficiency

Impact Data: Not Included at Each Criteria

Not Included		
Criteria	Student	School
N = 10	1,650	411
N = 20	3,930	573
N = 5%	7,135	663
N = 7%	11,045	773
N = 10%	16,136	871



MSDE Recommendation

- Fixed N Size
- Fixed population size of N=10

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COMPREHENSIVE AND TARGETED SUPPORT AND IMPROVEMENT SCHOOLS

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Identification of Comprehensive Support and Improvement (CSI) Schools

- The lowest five percent of Title I schools based on the accountability system (identified in 2018-2019; approximately 22 schools)
- High schools with a 4-year cohort graduation rate of less than 67 percent (identified in 2018-2019; approximately 30 schools)
- School Improvement Grant (SIG) IV schools (includes five schools which began implementation in 2016-2017 and will continue through 2020-21)
- Low performing student group (TSI) schools with a student group performing in the bottom five percent of all students based on the accountability system for two years (to be identified in 2021-22)
- **Other State Identified Schools:** Maryland will also identify all schools in the bottom 5 percent based on the accountability system. (identified in 2018-2019; approximately 70-80 schools)

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Identifying the Lowest 5% of Schools

- ESSA- States must:
  - Create a “meaningful differentiation” system for all schools
  - Create a “State-determined methodology” based on the system of “meaningful differentiation”
- Protect Our Schools Act:
  - Each LEA must develop an Improvement Plan which must include “the school quality indicators described in…” the State law

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MSDE Recommendation for identification metrics for CSI Lowest Five Percent

- Utilize the following Indicators/measures:
  - Academic Achievement
  - Academic Progress
  - EL Proficiency
  - School Quality/Student Success: Chronic Absenteeism

Note: Graduation is a part of the federal definition for CSI Schools – Any public high school with a four-year adjusted cohort graduation rate at or below 67 percent.

Identification of Targeted Support and Improvement (TSI) Schools

- Low-performing student group TSI Schools: Schools with one or more low-performing student groups performing below the summative performance of the "all students" student group in any of the lowest performing five percent of Title I schools (identified in 2018-2019) or a school where any student group does not meet the 95 percent participation (not eligible for funds)
- Consistently underperforming TSI Schools: Schools with any student group not meeting its annual targets for two or more years based on the accountability system (identified in 2019-2020)

MARYLAND STATE DEPARTMENT OF EDUCATION
PREPARING WORLD CLASS STUDENTS

U.S. Department of Education Feedback

Ed Concern	Maryland Response
State set goals are not ambitious enough (DE)	Baseline for almost half of Maryland student groups is below 30%. A 35% gain in 13 years is over 2% a year which constitutes a rigorous goal.
The academic weights must have “much greater weight” than the non-academic measures (80/20) and assure this is true for schools/systems that are missing data for indicators/measures.(DE)	Maryland has a weighting of 65/35 for academic vs non-academic. Maryland will include an explanation and rationale.
Counting Science and Social Studies in Academic Achievement (DE)	Maryland includes Science and Social Studies in Academic Progress, not in Academic Achievement.
State gives schools a menu of options for CCR- this means it is NOT the same measure for every school. (DE)	Maryland is also offering options which will be supported with rationale.

U.S. Department of Education Feedback Continued…

Ed Concern	Maryland Response
States must be more specific about how schools can exit comprehensive improvement status- not being in the lowest five percent is not sufficient. (NV & NM)	Maryland's exit criteria includes meeting annual targets for two years in a row; graduation rate for high schools higher than 67 percent; and no student group as low as "all students" in the lowest five percent of Title I schools.
State must be more specific about how children receiving Title I, Part A funds are not taught at disproportionate rates. (NM)	Maryland has developed and included strategies for all students.
State needs to explain how all students are given the opportunity to be ready for advanced math in 8th grade. (NM)	Algebra I is available to all 8th grade students and Maryland's plan explains how all students are prepared for advanced math in 8th grade.

Supporting Documents and Timeline for Submission of Maryland's Plan

- Overview of Plan Document – Any questions?

- June 29 – Submit "Final Draft" to Governor Hogan, Legislative Policy Committee and Post on Website
- Preliminary Update to State Board – July 18
- 30 Day Review (last day) – August 10
- Final Review for State Board – August 22
- Submission to U.S. Department of Education – September 18

MARYLAND STATE DEPARTMENT OF EDUCATION
PREPARING WORLD CLASS STUDENTS

Maryland Every Student Succeeds Act (ESSA) Consolidated State Plan

June 27, 2017 (DRAFT TWO)

Revised State Template for the

Consolidated State Plan

The Elementary and Secondary Education Act of 1965, as amended by the Every Student Succeeds Act

U.S. Department of Education
Issued: March 2017

OMB Number: 1810-0576
Expiration Date: September 30, 2017

Introduction

Section 8302 of the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the Every Student Succeeds Act (ESSA),[1] requires the Secretary to establish procedures and criteria under which, after consultation with the Governor, a State educational agency (SEA) may submit a consolidated State plan designed to simplify the application requirements and reduce burden for SEAs. ESEA section 8302 also requires the Secretary to establish the descriptions, information, assurances, and other material required to be included in a consolidated State plan. Even though an SEA submits only the required information in its consolidated State plan, an SEA must still meet all ESEA requirements for each included program. In its consolidated State plan, each SEA may, but is not required to, include supplemental information such as its overall vision for improving outcomes for all students and its efforts to consult with and engage stakeholders when developing its consolidated State plan.

Completing and Submitting a Consolidated State Plan

Each SEA must address all of the requirements identified below for the programs that it chooses to include in its consolidated State plan. An SEA must use this template or a format that includes the required elements and that the State has developed working with the Council of Chief State School Officers (CCSSO).

Each SEA must submit to the U.S. Department of Education (Department) its consolidated State plan by one of the following two deadlines of the SEA's choice:

- **April 3, 2017**; or
- **September 18, 2017**.

Any plan that is received after April 3, but on or before September 18, 2017, will be considered to be submitted on September 18, 2017. In order to ensure transparency consistent with ESEA section 1111(a)(5), the Department intends to post each State plan on the Department's website.

Alternative Template

If an SEA does not use this template, it must:

1) Include the information on the Cover Sheet;
2) Include a table of contents or guide that clearly indicates where the SEA has addressed each requirement in its consolidated State plan;
3) Indicate that the SEA worked through CCSSO in developing its own template; and
4) Include the required information regarding equitable access to, and participation in, the programs included in its consolidated State plan as required by section 427 of the General Education Provisions Act. See Appendix B.

Individual Program State Plan

An SEA may submit an individual program State plan that meets all applicable statutory and regulatory requirements for any program that it chooses not to include in a consolidated State plan. If an SEA intends to submit an individual program plan for any program, the SEA must submit the individual program plan by one of the dates above, in concert with its consolidated State plan, if applicable.

[1] Unless otherwise indicated, citations to the ESEA refer to the ESEA, as amended by the ESSA.

Consultation

Under ESEA section 8540, each SEA must consult in a timely and meaningful manner with the Governor, or appropriate officials from the Governor's office, including during the development and prior to submission of its consolidated State plan to the Department. A Governor shall have 30 days prior to the SEA submitting the consolidated State plan to the Secretary to sign the consolidated State plan. If the Governor has not signed the plan within 30 days of delivery by the SEA, the SEA shall submit the plan to the Department without such signature.

Assurances

In order to receive fiscal year (FY) 2017 ESEA funds on July 1, 2017, for the programs that may be included in a consolidated State plan, and consistent with ESEA section 8302, each SEA must also submit a comprehensive set of assurances to the Department at a date and time established by the Secretary. In the near future, the Department will publish an information collection request that details these assurances.

For Further Information: If you have any questions, please contact your Program Officer at OSS.[State]@ed.gov (e.g., OSS.Alabama@ed.gov).

Cover Page

Contact Information and Signatures	
SEA Contact (Name and Position): Mary L. Gable Assistant State Superintendent Division of Student, Family, and School Support/Academic Policy	Telephone: 410-767-0472
Mailing Address: 200 West Baltimore Street Baltimore, MD 21201	Email Address: mary.gable@maryland.gov
By signing this document, I assure that: To the best of my knowledge and belief, all information and data included in this plan are true and correct. The SEA will submit a comprehensive set of assurances at a date and time established by the Secretary, including the assurances in ESEA section 8304. Consistent with ESEA section 8302(b)(3), the SEA will meet the requirements of ESEA sections 1117 and 8501 regarding the participation of private school children and teachers.	
Authorized SEA Representative (Printed Name) Karen B. Salmon, Ph.D. State Superintendent of Schools	Telephone: 410-767-0462
Signature of Authorized SEA Representative	Date:
Governor (Printed Name) Larry Hogan	Date SEA provided plan to the Governor under ESEA section 8540:
Signature of Governor	Date:

Programs Included in the Consolidated State Plan

Instructions: Indicate below by checking the appropriate box(es) which programs the SEA included in its consolidated State plan. If an SEA elected not to include one or more of the programs below in its consolidated State plan, but is eligible and wishes to receive funds under the program(s), it must submit individual program plans for those programs that meet all statutory and regulatory requirements with its consolidated State plan in a single submission.

☒ Check this box if the SEA has included all of the following programs in its consolidated State plan.

or

If all programs are not included, check each program listed below that the SEA includes in its consolidated State plan:

☐ Title I, Part A: Improving Basic Programs Operated by Local Educational Agencies

☐ Title I, Part C: Education of Migratory Children

☐ Title I, Part D: Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk

☐ Title II, Part A: Supporting Effective Instruction

☐ Title III, Part A: English Language Acquisition, Language Enhancement, and Academic Achievement

☐ Title IV, Part A: Student Support and Academic Enrichment Grants

☐ Title IV, Part B: 21st Century Community Learning Centers

☐ Title V, Part B, Subpart 2: Rural and Low-Income School Program

☐ Title VII, Subpart B of the McKinney-Vento Homeless Assistance Act: Education for Homeless Children and Youth Program (McKinney-Vento Act)

Instructions

Each SEA must provide descriptions and other information that address each requirement listed below for the programs included in its consolidated State plan. Consistent with ESEA section 8302, the Secretary has determined that the following requirements are absolutely necessary for consideration of a consolidated State plan. An SEA may add descriptions or other information, but may not omit any of the required descriptions or information for each included program.

A. Title I, Part A: Improving Basic Programs Operated by Local Educational Agencies (LEAs)

1. Challenging State Academic Standards and Assessments *(ESEA section 1111(b)(1) and (2) and 34 CFR §§ 200.1−200.8.)*[2]

2. Eighth Grade Math Exception (*ESEA section 1111(b)(2)(C) and 34 CFR § 200.5(b)(4)*):
   i. Does the State administer an end-of-course mathematics assessment to meet the requirements under section 1111(b)(2)(B)(v)(I)(bb) of the ESEA?
      ☒ Yes
      □ No

   ii. If a State responds "yes" to question 2(i), does the State wish to exempt an eighth-grade student who takes the high school mathematics course associated with the end-of-course assessment from the mathematics assessment typically administered in eighth grade under section 1111(b)(2)(B)(v)(I)(aa) of the ESEA and ensure that:
      a. The student instead takes the end-of-course mathematics assessment the State administers to high school students under section 1111(b)(2)(B)(v)(I)(bb) of the ESEA;
      b. The student's performance on the high school assessment is used in the year in which the student takes the assessment for purposes of measuring academic achievement under section 1111(c)(4)(B)(i) of the ESEA and participation in assessments under section 1111(c)(4)(E) of the ESEA;
      c. In high school:
         1. The student takes a State-administered end-of-course assessment or nationally recognized high school academic assessment as defined in 34 CFR § 200.3(d) in mathematics that is more advanced than the assessment the State administers under section 1111(b)(2)(B)(v)(I)(bb) of the ESEA;
         2. The State provides for appropriate accommodations consistent with 34 CFR § 200.6(b) and (f); and
         3. The student's performance on the more advanced mathematics assessment is used for purposes of measuring academic achievement under section 1111(c)(4)(B)(i) of the ESEA and participation in assessments under section 1111(c)(4)(E) of the ESEA.

      ☒Yes
      □ No

   iii. If a State responds "yes" to question 2(ii), consistent with 34 CFR § 200.5(b)(4), describe, with regard to this exception, its strategies to provide all students in the State the opportunity to be prepared for and to take advanced mathematics coursework in middle school.

When Maryland adopted the Common Core State Standards in June 2010 for mathematics, Local

[2] The Secretary anticipates collecting relevant information consistent with the assessment peer review process in 34 CFR § 200.2(d). An SEA need not submit any information regarding challenging State academic standards and assessments at this time.

Educational Agencies (LEAs) developed plans for how to meet the needs of students who were able to move through the mathematics at an accelerated pace. State-level mathematics meetings provided opportunities for LEA Mathematics Supervisors to share a variety of methods for compacting mathematics content to allow students who were ready to take advanced level mathematics coursework in middle school to accelerate. Maryland's LEAs now use a variety of methods to provide students the opportunity to be prepared to take advanced mathematics coursework in middle school. Algebra I is available to all eighth grade students in Maryland. Approximately 50 percent of Maryland students exit middle school having engaged in high school level mathematics.

3. Native Language Assessments *(ESEA section 1111(b)(2)(F) and 34 CFR § 200.6(f)(2)(ii) and (f)(4)*:

   i. Provide its definition for "languages other than English that are present to a significant extent in the participating student population," and identify the specific languages that meet that definition.

The definition of "languages other than English that are present to a significant extent" was established in collaboration with the 24 LEAs in the State. Maryland uses the Office of Civil Rights recommended threshold of a language group comprising five percent of the total tested population or 1000 whichever is less. Spanish is the only language in Maryland that is present to a significant extent: 5.8 percent of the total K-12 population: (51,772/886,221) and 75 percent of the total English Learner (EL) population (51,772/69,079). The second most prevalent language in the State, French, comprises only 2.5 percent of the EL population. EL French speakers in tested grades do not reach the 1,000 student threshold. Upon examination of each LEA's data, no other language exceeds the five percent/1,000 student threshold. Migrant students in Maryland are primarily Spanish; the American Indian/Alaska Native population comprises only .0027 percent of the total student population. The Maryland State Department of Education (MSDE) will continue to drill down into annual LEA data, study grade level trends and distinct refugee and immigrant populations in specific LEAs, and consult with LEAs to determine if other thresholds need to be amended to Maryland's definition.

   ii. Identify any existing assessments in languages other than English, and specify for which grades and content areas those assessments are available.

Maryland administers the Partnership for Assessment of Readiness for College and Careers (PARCC) which provides translations of the general administration directions for the English Language Arts/Literacy and Mathematics assessments in all assessed grades for the top 10 languages of participating states. In addition, PARCC mathematics assessments are provided in a translated paper version in Spanish and a transadapted online version in Spanish for all assessed grades. A transadaptation goes beyond the literal word-to-word translation and is adapted to fit the cultural and linguistic understanding of the target language.

   iii. Indicate the languages identified in question 3(i) for which yearly student academic assessments are not available and are needed.

Maryland is field testing a new science assessment, the Maryland Integrated Science Assessment (MISA), in 2017. The State will begin consultation on the development of the assessment in Spanish

after the validation of the field test is complete.

iv. Describe how it will make every effort to develop assessments, at a minimum, in languages other than English that are present to a significant extent in the participating student population including by providing
   a. The State's plan and timeline for developing such assessments, including a description of how it met the requirements of 34 CFR § 200.6(f)(4);
   b. A description of the process the State used to gather meaningful input on the need for assessments in languages other than English, collect and respond to public comment, and consult with educators; parents and families of English learners; students, as appropriate; and other stakeholders; and
   c. As applicable, an explanation of the reasons the State has not been able to complete the development of such assessments despite making every effort.

a. The science assessment in Spanish will be developed after the 2017 field tests of the original English version of the MISA.
b. Several groups, including the EL/Title III LEA Supervisors, EL Task Force, and EL Advisory, were consulted to gain input regarding the use of assessments in other languages. EL/Title III Supervisors represent the State's 24 LEAs and help support the EL services, advocate for equitable educational access for ELs, and oversee general Title III administrative duties. The EL Task Force members are school-based administrators and teachers, LEA Supervisors, family engagement specialists, advocacy groups and educators from the MSDE as well as Institutes of Higher Education (IHEs). The members identify and address challenges related to ELs. The EL Advisory group also consists of educators and community members that are similar to the EL Task Force. The group provides on-going input and feedback with regard to education of ELs. In addition, several LEAs piloted the use of the translated/transadapted Spanish PARCC Mathematics assessments to gain insight and to establish promising practices for the selection of the accommodation as well as for test administration. Furthermore, since Maryland participates in the administration of the PARCC assessments, the input provided during group meetings and the peer review process has provided valuable input into the use of assessments in other languages.
c. The MISA is currently being piloted. The State will begin consultation on the development of the assessment in Spanish after the validation of the spring 2017 field tests is completed

4. Statewide Accountability System and School Support and Improvement Activities *(ESEA section 1111(c) and (d))*:
   i. Subgroups *(ESEA section 1111(c)(2))*:
      a. List each major racial and ethnic group the State includes as a subgroup of students, consistent with ESEA section 1111(c)(2)(B).

Maryland will include the required student groups in the accountability system which includes the following major racial and ethnic groups:
- American Indian/Alaskan Native
- Asian
- Native Hawaiian or Other Pacific Islander
- Black/African American

- Hispanic/Latino of any race
- White
- Two or More Races

b. If applicable, describe any additional subgroups of students other than the statutorily required subgroups (*i.e.*, economically disadvantaged students, students from major racial and ethnic groups, children with disabilities, and English learners) used in the Statewide accountability system.

Maryland includes the required student groups as part of the accountability system; Economically Disadvantaged Students; Students with Disabilities (SWD); and Students designated as English Learners (EL). No additional groups of students are included.

For all students and disaggregated by student groups, including homeless students, status as a child in foster care and students with a parent(s) in the military, Maryland will report on academic achievement as measured by the academic assessments. Additionally, Maryland will report information on academic progress and high school graduation rates for homeless students and students in foster care. However, these additional student groups will not be a part of the accountability system.

c. Does the State intend to include in the English learner subgroup the results of students previously identified as English learners on the State assessments required under ESEA section 1111(b)(2)(B)(v)(I) for purposes of State accountability (ESEA section 1111(b)(3)(B))? Note that a student's results may be included in the English learner subgroup for not more than four years after the student ceases to be identified as an English learner.

☒ Yes

□ No

d. If applicable, choose one of the following options for recently arrived English learners in the State:

☒ Applying the exception under ESEA section 1111(b)(3)(A)(i); or

☐ Applying the exception under ESEA section 1111(b)(3)(A)(ii); or

☐ Applying the exception under ESEA section 1111(b)(3)(A)(i) or under ESEA section 1111(b)(3)(A)(ii). If this option is selected, describe how the State will choose which exception applies to a recently arrived English learner.

ii. Minimum N-Size *(ESEA section 1111(c)(3)(A))*:

a. Provide the minimum number of students that the State determines are necessary to be included to carry out the requirements of any

provisions under Title I, Part A of the ESEA that require disaggregation of information by each subgroup of students for accountability purposes.

Maryland has established the minimum number of students for purposes of accountability as > 9 or an n size of 10. This minimum will protect individual students from possible identification, consistent with the Family Education Rights to Privacy Act.

b. Describe how the minimum number of students is statistically sound.

Maryland has established the minimum number of students as greater than 9 (>9) for public reporting and for accountability determinations. This minimum n-size allows for the maximum number of LEAs, schools, and student groups to be represented in the accountability system and provides an acceptable level of statistical reliability and validity.

The table below provides a breakdown of the number and percent of students and schools across student groups that would be included and in accountability determinations with a minimum n-size of 10 students.

	n = 10					
Student Group	**Students Included**	**All Students**	**Percent Included**	**Schools Included**	**All Schools**	**Percent Included**
All Students	432137	432176	99.99	1362	1371	99.34
American Indian or Alaska Native	10	1131	0.88	1	640	0.16
Asian	26075	28266	92.25	592	1145	51.70
Black or African American	142920	143782	99.40	1169	1340	87.24
Hispanic/Latino of any race	61789	63281	97.64	993	1328	74.77
Native Hawaiian or Other Pacific Islander	29	599	4.84	2	383	0.52
White	175537	176450	99.48	1053	1308	80.50
Two or more races	16335	18667	87.51	676	1190	56.81
Special Education	49163	49560	99.20	1292	1362	94.86
English Learner	18908	20939	90.30	455	1000	45.50
Free / Reduced Meals	184300	184475	99.91	1336	1367	97.73

c. Describe how the minimum number of students was determined by the State, including how the State collaborated with teachers, principals, other school leaders, parents, and other stakeholders when determining such minimum number.

Maryland strongly values a low n size and holding the LEAs and schools accountable for all students and student groups. The increase in the minimum number of students from an n=5 previously to an n=10 is in response to consultation with stakeholders. Maryland utilizes an n size

of 10 for data reporting and this change will bring the accountability system and reporting into alignment.

d. Describe how the State ensures that the minimum number is sufficient to not reveal any personally identifiable information.[3]

Maryland applies suppression rules to all public reports, including accountability data reports. In addition to suppressing all group sizes less than 10 (<10), Maryland utilizes top coding and bottom coding of >95% or <5% respectively. Maryland takes its obligation to protect individual-level data very seriously and works to continuously make improvements to data security and privacy practices across the agency.

e. If the State's minimum number of students for purposes of reporting is lower than the minimum number of students for accountability purposes, provide the State's minimum number of students for purposes of reporting.

Maryland utilizes an n- size of 10 for data reporting therefore the proposed accountability system and reporting are aligned.

iii. Establishment of Long-Term Goals *(ESEA section 1111(c)(4)(A))*:

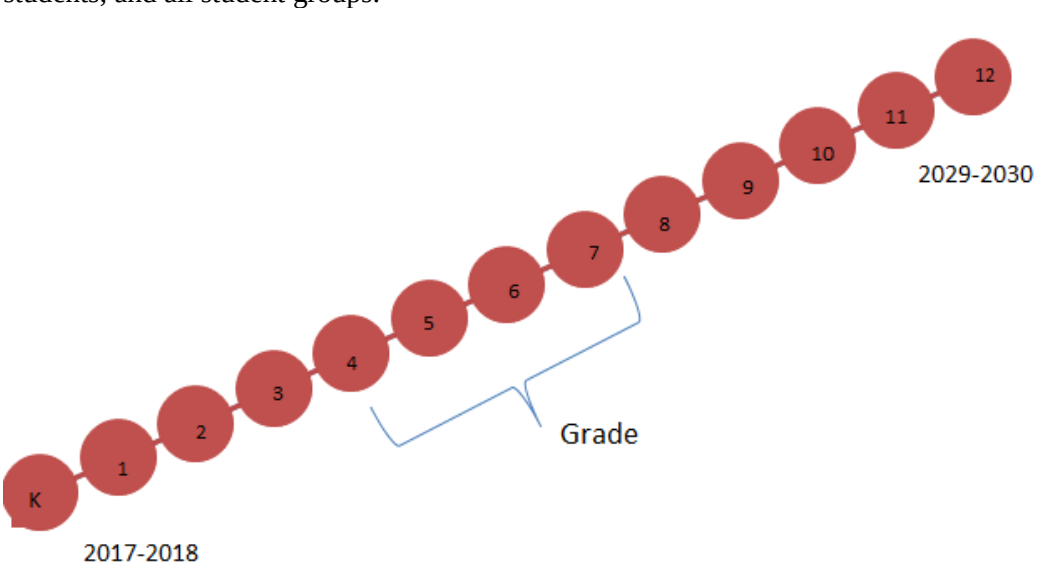
a. Academic Achievement. *(ESEA section 1111(c)(4)(A)(i)(I)(aa))*

1. Describe the long-term goals for improved academic achievement, as measured by proficiency on the annual statewide reading/language arts and mathematics assessments, for all students and for each subgroup of students, including: (i) baseline data; (ii) the timeline for meeting the long-term goals, for which the term must be the same multi-year length of time for all students and for each subgroup of students in the State; and (iii) how the long-term goals are ambitious.

In Maryland, and elsewhere in the nation, the dialogue on schools has become focused on ensuring that the learning trajectory for all students is aimed toward college and career readiness and postsecondary success. An accountability system is the State's primary way of ensuring that schools and LEAs are making progress towards attaining state goals. If there are student groups not proficient, not making adequate progress toward proficiency, or are not graduating then the accountability system should highlight the gaps. In order to meet these goals and comply with the requirements set forth in the Every Student Succeeds Act (ESSA), Maryland will establish long-term goals and measurements of interim progress in three areas: academic achievement, graduation rate, and progress toward English language proficiency. The long-term goal will be the same for all schools and for all student groups.

[3] Consistent with ESEA section1111(i), information collected or disseminated under ESEA section 1111 shall be collected and disseminated in a manner that protects the privacy of individuals consistent with section 444 of the General Education Provisions Act (20 U.S.C. 1232g, commonly known as the "Family Educational Rights and Privacy Act of 1974"). When selecting a minimum n-size for reporting, States should consult the Institute for Education Sciences report "Best Practices for Determining Subgroup Size in Accountability Systems While Protecting Personally Identifiable Student Information" to identify appropriate statistical disclosure limitation strategies for protecting student privacy.

Maryland is proposing the timeline for the long term goal as 2030. The students graduating in 2030 will have entered kindergarten in the 2017-2018 school year and will have been instructed and assessed on the Maryland College and Career Readiness Standards (MCCRS) from kindergarten through high school. The long term goals will be accomplished by a full generation of school-aged children who have been educated under the rigorous MCCR standards as well as the ESSA State plan. Each long-term goal has annual measurement targets to assist schools and LEAs in determining if adequate progress is being made toward long-term goals. The long term goals and annual interim targets will be pivotal in driving school improvement work for all schools, all students, and all student groups.



Maryland heard from stakeholders that goals must be both ambitious and achievable. Maryland is proposing to implement an ambitious and rigorous long term goal of reducing non-proficient students by half by the year 2030. Long term and interim goals will be set using 2016-2017 as the baseline year data once data are available.

New PARCC assessments were first administered in 2014-2015 to assess students on the MCCRS. PARCC assessments have five performance levels, and Maryland is proposing a proficiency level of four or five for the English Language Arts (ELA) and Math PARCC assessments. All students taking assessments, including the alternate assessments, will be included. The alternate assessments have four performance levels. Students scoring a level three or four would be considered proficient.

Accomplishing the long-term goal of reducing the non-proficient in half by 2030 will mean that the number of students across the State demonstrating grade-level proficiency in ELA and mathematics (as currently indicated by a Performance Level of four or five on a PARCC assessment or a Performance Level of three or four on the Alternate Assessment) will nearly double. With the most recent 2015-2016 data for grades 3-8, statewide nearly 40 percent for ELA and 34 percent for mathematics achieved Performance Level four or above. Statewide, annual interim targets for ELA, based on 2015-2016 data would be 2.3 percent and for mathematics 2.5 percent.

Student groups with a baseline of 20 percent proficient would triple as schools and LEAs strive to accomplish the long term and interim goals.

An important caveat to this section of Maryland's Plan is that Maryland does not currently have

State data on several of the measures proposed. Most notably, Maryland is implementing a new statewide assessment program in science and several of the non-academic indicators will be new data collections. The academic and other indicators that Maryland generates at the close of the 2016-2017 school year will serve as a baseline for the new system. Stakeholder voice and analysis will continue to play a prominent role in the refinement of the implementation of Maryland's Plan.

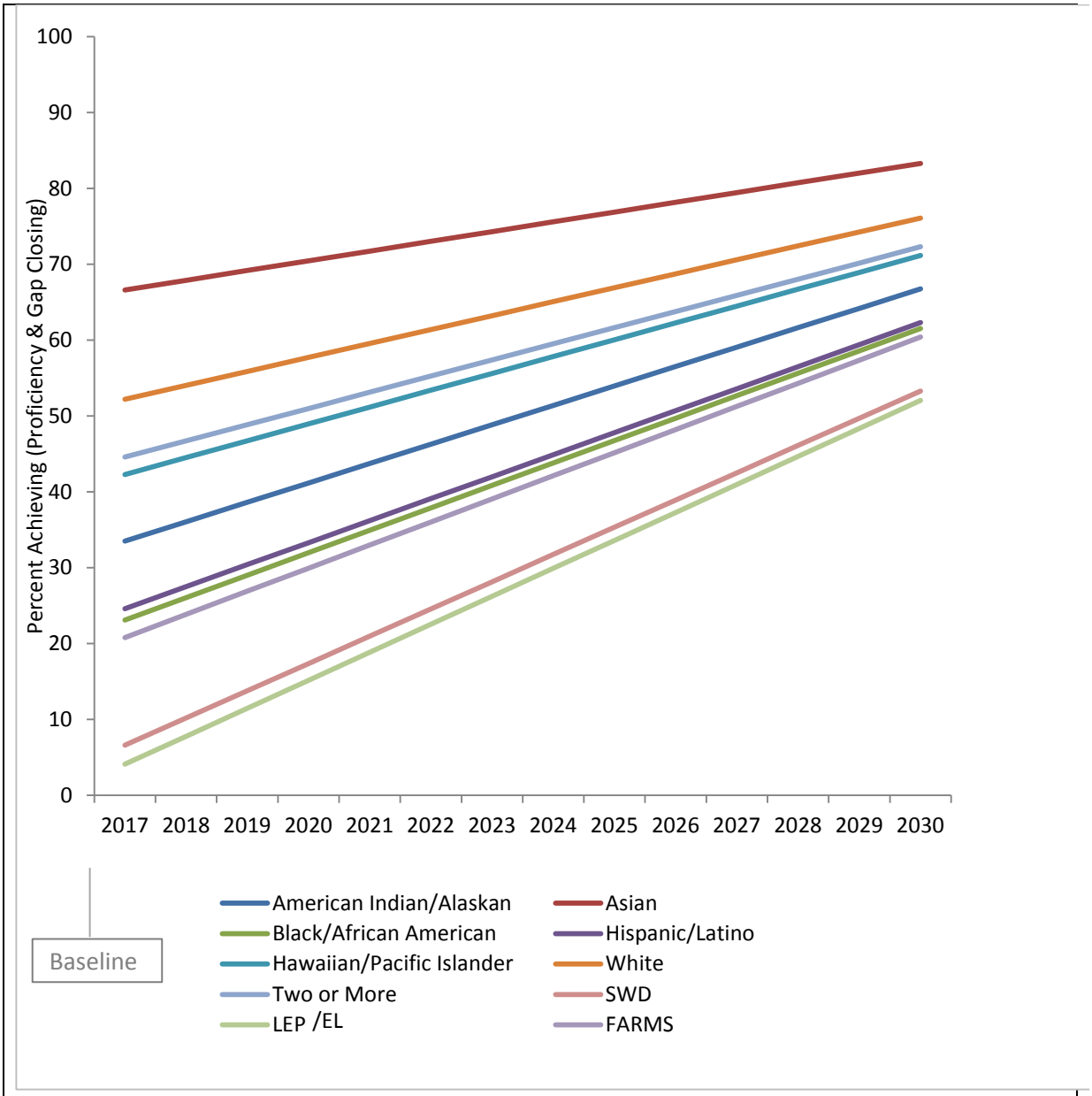
2. Provide the measurements of interim progress toward meeting the long-term goals for academic achievement in Appendix A.

3. Describe how the long-term goals and measurements of interim progress toward the long-term goals for academic achievement take into account the improvement necessary to make significant progress in closing statewide proficiency gaps.

Maryland's proposed accountability system will prioritize outcomes for all students and student groups through goals that are ambitious and achievable. The expectation is that all students and all student groups can and will be successful.

Goals will be calculated for each school for each year for the "All Students" category and for each of the ESEA student groups. Each student group will start from a different baseline; however, student groups performing the lowest will have the largest improvement to make. The overarching goal is to reduce the achievement gap for all students and student groups.

The figure below is for illustrative purposes and demonstrates the achievement gap narrowing between student group populations.



In recent years of data, the LEAs, schools, and student groups are performing at very different levels and will need to make substantial gains each year in order to achieve the long-term goal. Maryland is strongly committed to ensuring that every school and LEA, whether high or low-performing, must address the needs of student groups with particular attention to the student groups not improving or not meeting targets for multiple years.

Additional measures of school and LEA performance beyond those in the formal accountability system would be included on a public report card to provide further insight and comparative data to the public.

Since ELs in Maryland will be expected to achieve English language proficiency based upon a rigorous timeline of six years, progress in closing content assessment proficiency gaps will be

addressed through ELs attaining English proficiency in a more timely fashion. Consequently, ELs who are proficient in English are more likely to also demonstrate proficiency on PARCC English Language Arts/Literacy and Mathematics Assessments, and this helps close performance gaps based on these assessments.

b. Graduation Rate. *(ESEA section 1111(c)(4)(A)(i)(I)(bb))*

1. Describe the long-term goals for the four-year adjusted cohort graduation rate for all students and for each subgroup of students, including: (i) baseline data; (ii) the timeline for meeting the long-term goals, for which the term must be the same multi-year length of time for all students and for each subgroup of students in the State; and (iii) how the long-term goals are ambitious.

High schools will be held accountable for meeting the State target for 4-year and 5-year cohort graduation rates. Maryland began using the cohort graduation rate for accountability in 2011. The goal and respective targets for both 4-year and 5-year cohort graduation rate were established in February 2011 and approved by the Maryland State Board of Education.

Maryland submitted and was approved by USDE as part of Maryland's Consolidated State Application in 2011 the 4-year cohort graduation goal of 95 percent by 2020. Maryland has made great improvements with 86.39 percent of "all students" graduating within 4-years for the class of 2014, however graduation gaps persist. The current interim goals end in 2020. New long term and interim goals will be calculated based on the 2019-2020 academic year. Schools and student groups graduating at a rate exceeding the state goal of 95 percent will be expected to demonstrate continuous progress towards all students graduating. Schools and student groups not graduating at the State goal will have annual interim goals set toward reaching that goal by 2030.

The table below is the 4-year cohort graduation data:
Annual Measurable Objectives - 4-Year Cohort Graduation Rate

Subject Title	Student Group Subgroup	2011 *Baseline	2012 2012	2013 2013	2014 2014	2015 2015	2016 2016	2017 2017	2018 2018	2019 2019	2020 2020
Grad. Rate	All Students	81.97	82.70	83.42	84.14	84.87	85.59	86.32	87.04	87.76	88.49
	American Indian	75.93	76.99	78.05	79.11	80.17	81.23	82.29	83.35	84.41	85.47
	Asian	93.04	93.15	93.25	93.36	93.47	93.58	93.69	93.80	93.91	94.02
	African American	74.02	75.18	76.35	77.51	78.68	79.85	81.01	82.18	83.34	84.51
	Hispanic/Latino	73.44	74.63	75.83	77.03	78.23	79.43	80.62	81.82	83.02	84.22
	Pacific Islander	90.24	90.51	90.77	91.04	91.30	91.57	91.83	92.09	92.36	92.62
	White	88.27	88.65	89.02	89.39	89.77	90.14	90.52	90.89	91.26	91.64
	Two or more Races	93.42	93.51	93.59	93.68	93.77	93.86	93.95	94.03	94.12	94.21
	Sp. Ed.	54.72	56.95	59.19	61.43	63.67	65.91	68.14	70.38	72.62	74.86
	EL	56.98	59.09	61.21	63.32	65.43	67.54	69.65	71.77	73.88	75.99
	FARMS	74.11	75.27	76.43	77.59	78.75	79.91	81.07	82.23	83.39	84.55

2. If applicable, describe the long-term goals for each extended-year adjusted cohort graduation rate, including (i) baseline data; (ii) the timeline for meeting the long-term goals, for which the term must be the same multi-year length of time for all students and for each subgroup of students in the State; (iii) how the long-term goals are ambitious; and (iv) how the long-term goals are more rigorous than the long-term goal set for the four-year adjusted cohort graduation rate.

The extended graduation rate recognizes that students are entitled to a public education until they are 21 years old and may need additional time to complete graduation requirements. The extended graduation rate also recognizes the needs of students who receive special education services and may require additional supports until they reach 21 years of age. As required, the long term goal for the 5-year cohort graduation rate is more rigorous than the 4-year cohort graduation rate.

The table below is the 5-year cohort graduation data.
Annual Measurable Objectives - 5-Year Cohort Graduation Rate

Subject	Student Group	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
Grad.	All Students	84.57	85.15	85.72	86.30	86.88	87.46	88.04	88.62	89.20	89.78
	American Indian	78.01	78.95	79.90	80.84	81.78	82.73	83.67	84.62	85.56	86.50
	Asian	94.53	94.56	94.58	94.61	94.63	94.66	94.69	94.71	94.74	94.77
	African American	77.86	78.82	79.77	80.72	81.67	82.62	83.58	84.53	85.48	86.43
	Hispanic/Latino	78.15	79.09	80.02	80.96	81.90	82.83	83.77	84.70	85.64	86.58
	Pacific Islander	95.12	95.00	95.00	95.00	95.00	95.00	95.00	95.00	95.00	95.00
	White	89.65	89.94	90.24	90.54	90.84	91.13	91.43	91.73	92.03	92.32
	Two or more	94.73	94.75	94.76	94.78	94.79	94.81	94.82	94.84	94.85	94.87
	Sp. Ed.	60.94	62.83	64.73	66.62	68.51	70.40	72.29	74.19	76.08	77.97
	EL	66.64	68.21	69.79	71.37	72.94	74.52	76.09	77.67	79.24	80.82
	FARMS	80.24	81.06	81.88	82.70	83.52	84.34	85.16	85.98	86.80	87.62

3. Provide the measurements of interim progress toward the long-term goals for the four-year adjusted cohort graduation rate and any extended-year adjusted cohort graduation rate in Appendix A.
4. Describe how the long-term goals and measurements of interim progress for the four-year adjusted cohort graduation rate and any extended-year adjusted cohort graduation rate take into account the improvement necessary to make significant progress

in closing statewide graduation rate gaps.

Maryland submitted and was approved by the United Stated Department of Education (USED) as part of Maryland's Consolidated State Application in 2011, the 4-year cohort graduation goal of 95 percent. The 4-year graduation rate goals as adopted by the Maryland State Board in 2011, is the same for all students and all student groups at 95 percent. The extended 5-year cohort graduation rate recognizes that students are entitled to a public education until they are 21 years old and may need additional time to complete graduation requirements. The extended graduation rate also recognizes the needs of students who receive special education services and may require additional supports until they reach 21 years of age. As required, the long term goal for the 5-year cohort graduation rate is more rigorous than the 4-year cohort graduation rate.

The graduation goals associated with this plan, the long-term goals and interim targets, end in 2020. Schools and student groups graduating at a rate exceeding the State goal of 95 percent will be expected to demonstrate continuous progress towards all students graduating. Schools and student groups not graduating at the State goal will have annual interim goals set toward reaching that goal by 2030.

As with the academic achievement, the ambitious graduation rate goals set in 2011 were developed to reduce the percentage of non-graduating students by half. Through this methodology, steeper improvements are required from student groups with lower graduation rates. Maryland has made great improvements with 86.39 percent of all students graduating within 4-years for the class of 2014, however graduation gaps persist. During a re-setting process, Maryland will use data from 2019-2020 as a baseline to determine the appropriateness of using a similar methodology of reducing the non-graduating students by half or to set a State target for all students and student groups. Maryland stakeholders have indicated strongly that goals must be both rigorous and attainable.

c. English Language Proficiency. *(ESEA section 1111(c)(4)(A)(ii))*
   1. Describe the long-term goals for English learners for increases in the percentage of such students making progress in achieving English language proficiency, as measured by the statewide English language proficiency assessment including: (i) baseline data; (ii) the State-determined timeline for such students to achieve English language proficiency; and (iii) how the long-term goals are ambitious.

Maryland has always established common entrance and exit assessments and criteria throughout the State's 24 LEAs. Since joining WIDA in 2011, the proficiency attainment goal has been an overall score of 5.0 or higher on ACCESS for ELLs and a required 4.0 or higher on Literacy. WIDA has reset the scale score points on ACCESS for ELLs 2.0, which requires students to achieve higher language skills and allows students to meaningfully demonstrate what they know and can do on Maryland's more rigorous English Language Arts/Literacy and Mathematics Assessments. Additionally, Maryland data does not support the use of conjunctive exit criteria. As additional data on ACCESS for ELLs 2.0 and PARCC are reviewed, LEA stakeholders, WIDA experts, and SEA staff will re-examine the attainment goal that will provide ELs an opportunity to demonstrate performance comparable to their native English-speaking classmates.

Based upon an analysis of data and multiple models with the Council of Chief State School Officers (CCSSO), LEA and MSDE assessment and EL specialists, Maryland will use a proficiency level growth –to-target model that is operationalized through a value table to create transparency. This decision is a result of significant internal and external stakeholder input, including community advocates, LEA EL supervisors, and the EL advisory council. Upon examination of historical State data, Maryland established ambitious long-term goals and interim progress targets based upon a student's baseline proficiency level and date of that initial summative assessment: **The goal is for all Maryland English Learners to attain the State English language proficiency (ELP) level within a maximum of six years which includes a baseline year.**

Growth-to-Target Model for ELP

Expected ELP Growth by Years					
Initial Year Proficiency Level (based on ACCESS for ELLs 2.0)	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
1.0 – 1.9	1.2	.9	.8	.6	.5
2.0 – 2.9	1.0	.8	.7	.5	---
3.0 – 3.9	1.0	.6	.4	---	---
4.0 – 4.9	.6	.4	---	---	---
Proficiency Attainment Met	---	---	---	---	---

The values in the above table represent the growth in levels on ACCESS for ELLs 2.0 expected each year based upon attainment of proficiency at an overall level of 5.0 or higher. The target will be adjusted based upon the updated 2018 common exit criteria. Additionally, based upon input from LEA supervisors, the MSDE reserves the right to include elementary, middle, and high school value tables based upon examination of two years of ACCESS for ELLs 2.0 data.

Multiple year aggregation is used to calculate growth. For instance, if a student has not met the growth target shared in the Growth-to-Target Model ELP table in the current year, the growth of the current year will be combined with the prior year. Accumulative growth targets are used to take into consideration fluctuations in years with particularly high or low growth while still holding ELs accountable for staying on the overall English proficiency progress trajectory. A school is not penalized if the student reaches proficiency within the expected time frame. If an EL does not meet the target in an individual year or using his/her accumulative growth, the student is not considered as to have met the progress target.

Analysis of current data indicates that an average of 46 percent of all Maryland ELs exit within a 6-year timeframe. Therefore, the MSDE will collaborate with the CCSSO to develop a model for early identification of ELs who may not attain the State's ELP level within a maximum of six years to proactively address the needs of long-term ELs.

The mean for meeting the growth target indicated in the Growth-to-Target Model ELP table is 46 percent which means that an average of 46 percent of ELs in the dataset met this target. Therefore, Maryland will set the baseline target at 46 percent and the goal for 2030 at 73 percent of ELs achieving English language proficiency in six years.

2. Provide the measurements of interim progress toward the long-term goal for increases in the percentage of English learners making progress in achieving English language proficiency in Appendix A.

Maryland data mirrors research and national trends regarding students at lower proficiency levels progressing more rapidly than students at a higher proficiency level. The review of actual trend data for Maryland's ELs informed the setting of the State's ambitious long-term goal and interim targets.

The interim progress targets are established through calculating the gap between the current performance, which is 46 percent of ELs achieving English proficiency in six years, and 100 percent of ELs reaching this long-term goal. This is a gap of 54 percent. The interim progress targets are based upon reducing the gap by half, which is 27 percent. With a baseline of 46 percent combined with an additional 27 percent to decrease the gap by half, the final interim progress target is established at 73 percent. An increase of approximately 2 percent each year is needed in order to decrease the gap by 27 percent and meet the long-term goal of 73 percent over 13 years as shown in the Interim Progress Targets table below.

Interim Progress Targets

Year	Target in %
Baseline: 2016-17	46
2017-2018	48
2018-2019	50
2019-2020	52
2020-2021	54
2021-2022	56
2022-2023	58
2023-2024	60
2024-2025	62
2025-2026	64
2026-2027	66
2027-2028	68
2028-2029	70
2029-2030	73

The target will be adjusted based upon the updated 2018 common exit criteria.

iv. Indicators *(ESEA section 1111(c)(4)(B))*

a. Academic Achievement Indicator. Describe the Academic Achievement indicator, including a description of how the indicator (i) is based on the long-term goals; (ii) is measured by proficiency on the annual Statewide reading/language arts and mathematics assessments; (iii) annually measures academic achievement for all students and separately for each subgroup of students; and (iv) at the State's discretion, for each public high school in the State, includes a measure of student growth, as measured by the annual Statewide reading/language arts and mathematics assessments.

The academic achievement indicator is a composite measure of student achievement in mathematics and English Language Arts, as measured by the Partnership for Assessment Readiness for College and Careers (PARCC) assessments, or Maryland State Alternative Assessment (MSAA). Half of the measure is the percentage of students achieving proficiency, and half of the measure is the average performance level.

Indicator	Measure(s)	Description
a. Academic Achievement	Proficiency on state assessments (ELA and mathematics)	Half of a school's score will be the percentage of students performing at the "met expectations" (4) or "exceeded expectations" (5) levels on PARCC assessments, or the equivalent on MSAA (level (3) or (4) out of a possible four levels). Half will a performance index, equal to the average of student performance levels on PARCC assessments (or the equivalent on MSAA). This measure will be calculated and reported separately for ELA and mathematics.

(i) The Academic Achievement indicator is based on the same measure (percent of students achieving proficiency) as the State-wide long term goals.
(ii) The Academic Achievement indicator includes a direct measure of proficiency on annual Statewide reading/language arts and mathematics assessments, as measured by performance level "4" or higher on the PARCC assessments (or the equivalent level "3" or higher on the MSAA assessments). A 2015 study by Mathematica Policy Research (Nichols-Barrer, et. al) indicates that scores on the PARCC assessment are valid predictors of college readiness.
(iii) The results of the Academic Achievement indicator will be collected and reported for all students and for student subgroups.
(iv) There are no additional measures for student growth at each public high school. Any additional measures are included in "other academic indicators."

b. Indicator for Public Elementary and Secondary Schools that are Not High Schools (Other Academic Indicator). Describe the Other Academic indicator, including how it annually measures the performance for all students and separately for each subgroup of students. If the Other Academic indicator is not a measure of student growth, the description must include a demonstration that the indicator is a valid and reliable statewide academic indicator that allows for meaningful differentiation in school performance.

Indicator	Measure(s)	Description
b. Other Academic ("Academic Progress," for elementary and middle schools only)	Academic Growth (elementary and middle schools, grades 3-8)	Median student growth percentile (SGP) in ELA and mathematics. Maryland will monitor SGP to ensure precision and reliability. Beginning in 2017-18, Maryland will study a growth-to-standard measure for reporting and inclusion in the accountability system, in combination with SGP. The anticipated timeline for study and determination of feasibility is three years. This measure will be calculated and reported separately for ELA and mathematics.

	Credit for completion of a well-rounded curriculum (elementary and middle schools)	Elementary: "Credit for completion of a well-rounded curriculum" is a composite measure comprising (1) percent of students scoring proficient on the Maryland Integrated Science assessment (MISA), and (2) percent of 5th grade students passing one each of coursework in social studies, fine arts, physical education, and health. MSDE will investigate the feasibility of including a third component, K to 3 growth, which would be available for inclusion in the 2020-21 school year at the earliest. Middle: "Transition to High School" is a composite measure comprising (1) percent of students scoring proficient on the Maryland Integrated Science Assessment (MISA), (2) percent of students scoring proficient on the Middle School Social Studies Assessment (MSSA), and (3) the percent of 8th grade students passing one each of coursework in mathematics, ELA, social studies, and science.
Indicator	Measure(s)	Description
b. Other Academic ("Readiness for postsecondary Success," for high schools only)	On-track in 9th grade	Percent of 9th grade students earning at least four credits in any of: mathematics, ELA, science, social studies, and/or world language.
	Credit for completion of a well-rounded curriculum	Percent of 12th grade students graduating or exiting with a certificate of completion and achieving at least one of the following: - score 3 or higher on an Advanced Placement (AP) examination, or 4 or higher on an International Baccalaureate (IB) Program examination, - meet a standard set by the College Board on the SAT examination (score of 530 or higher (math) and 480 or higher (reading)), - meet a standard set by ACT, Inc. on the ACT examination (score of 21), - earn dual enrollment credit, - meet the University of Maryland entry requirements, - complete a career and technical education youth apprenticeship, - complete a career and technical education industry certification, - meet a standard on the ASVAB examination (standard to be determined pending study), - Students obtaining a Maryland High School Certificate of Program Completion: Entered the world of work through gainful employment; post-secondary education and training; supported employment; and/or other services that are integrated in the community.
Preliminary study of Maryland data, where available, indicates that these measures are valid, reliable, and allow for meaningful differentiation in school performance. In particular, a study of the data for the "credit for completion of a well-rounded curriculum" measures indicates that the measures are statewide. In addition, once this accountability system has been implemented, any measure that relies on a non-standardized determination such a passing courses will be re-examined to guard against improper inflation. Although the MSDE recognizes that these measures may be susceptible to subjective		

influence, research on the importance of 8th and 9th grade performance on high school persistence and college readiness is too important to ignore.

In the template provided by the U.S. Department of Education, "Other Academic Indicators" applies to public elementary and secondary schools that are not high schools, with the intention that additional measures for high school be included in "School Quality or Student Success Indicator(s)." However, Maryland statute SB0871 ("Protect Our Schools Act of 2017" Please see attachment C) prohibits any "School Quality or Student Success Indicator" based on student testing. MSDE is therefore including additional academic measures for high school under the "Other Academic Indicators" designation.

c. Graduation Rate. Describe the Graduation Rate indicator, including a description of (i) how the indicator is based on the long-term goals; (ii) how the indicator annually measures graduation rate for all students and separately for each subgroup of students; (iii) how the indicator is based on the four-year adjusted cohort graduation rate; (iv) if the State, at its discretion, also includes one or more extended-year adjusted cohort graduation rates, how the four-year adjusted cohort graduation rate is combined with that rate or rates within the indicator; and (v) if applicable, how the State includes in its four-year adjusted cohort graduation rate and any extended-year adjusted cohort graduation rates students with the most significant cognitive disabilities assessed using an alternate assessment aligned to alternate academic achievement standards under ESEA section 1111(b)(2)(D) and awarded a State-defined alternate diploma under ESEA section 8101(23) and (25).

Indicator	Measure(s)	Description
c. Graduation Rate	Four-year adjusted cohort graduation rate	Percent of a school's cohort of first-time 9th grade students in a particular school year, adjusted for students who transfer in or out of the cohort after 9th grade, who graduate within four years.
	Five-year adjusted cohort graduation Plus rate	Percent of a school's cohort of first-time 9th grade students in particular school year, adjusted for students who transfer in or out of the cohort after 9th grade, who graduate within five years plus the percent of students that are still enrolled after five years .

(i) The Graduation Rate indicator is based on the same measure (four-year) adjusted cohort graduation rate) as the State-wide long-term goals.
(ii) The results of the Graduation Rate indicator will be collected and reported for all students and for student subgroups.
(iii) A portion of the Graduation Rate indicator will be based on the four-year adjusted cohort graduation rate.
(iv) At the state's discretion, the five-year adjusted cohort graduation rate will be included long with the percent of students that are still enrolled after five years.
(v) Maryland has one high school diploma and does not award a state-defined alternate diploma under ESEA section 8101(23) and (25). Students earn the State diploma by taking assessments aligned to State standards. Graduation requirements are part of State law (COMAR 13A.03.02). All students, including students with the most significant cognitive disabilities taking alternate assessments, are

included in the four-year adjusted cohort and any extended-year adjusted cohort and are counted as non-graduates if students do not meet the requirements for a Maryland Diploma.

d. Progress in Achieving English Language Proficiency (ELP) Indicator. Describe the Progress in Achieving ELP indicator, including the State's definition of ELP, as measured by the State ELP assessment.

Indicator	Measure(s)	Description
d. Progress in Achieving English Language Proficiency	Progress toward English language proficiency	Percentage of students making progress towards attaining English language proficiency as measured by growth on the ACCESS 2.0 assessment for English language learners.
Based upon an analysis of data and multiple models with the Council of Chief State School Officers (CCSSO), LEA and MSDE assessment and EL specialists, Maryland will use a proficiency level growth-to-target model with a target of proficiency within a maximum of six years (including a baseline year) and accounting for an appropriate trajectory of language acquisition. (Additional information can be found earlier in this document, under Title I/Part A, Section 4(iii)(c).)		

e. School Quality or Student Success Indicator(s). Describe each School Quality or Student Success Indicator, including, for each such indicator: (i) how it allows for meaningful differentiation in school performance; (ii) that it is valid, reliable, comparable, and statewide (for the grade span(s) to which it applies); and (iii) of how each such indicator annually measures performance for all students and separately for each subgroup of students. For any School Quality or Student Success indicator that does not apply to all grade spans, the description must include the grade spans to which it does apply.

Indicator	Measure(s)	Description
e. School Quality or Student Success	Chronic Absenteeism (all grades)	Percent of students determined to be chronically absent, defined as absent greater than 20 days and in membership at the school for at least 90 days. This measure would be applied to all grades, in response to research on the impact of absenteeism and the importance of minimizing lost instructional time.
	School Climate (all grades)	Aggregate measure of school climate survey of students, teachers, and parents. Per Maryland statute (SB0871/ "Protect Our Schools Act of 2017" Please see Appendix C), the survey will include at least one question to educators regarding the receipt of critical instructional feedback. The MSDE is currently collaborating with REL-Mid Atlantic to develop the appropriate survey instrument.
	Access to a well-rounded curriculum (all grades)	Elementary schools: Percent of 5th grade students enrolled in science, social studies, fine arts, physical education, and

		health. Middle schools: Percent of 8th grade students enrolled in at least one of: fine arts, music, world language, physical education, health, advanced math (Algebra I or higher) and/or additional coursework as determined by the state. High schools: Percent of exiting students meeting at least one of the following criteria: enrolled in an Advanced Placement (AP) or International Baccalaureate (IB) course; participation in dual enrollment; completion of a career and technical education concentration.
(i) Preliminary analysis of chronic absenteeism data indicates that the measure will provide meaningful differentiation among school performance. The survey instrument is being designed with meaningful differentiation in mind. All three measures will be revisited once full data are available to ensure differentiation, and the measures will be adjusted accordingly if necessary. (For example, the State is considering giving additional significance to students who meet multiple criteria in the "access to a well-rounded curriculum" measure.) (ii) All measures are Statewide. Preliminary analysis indicates that the proposed measures are valid, reliable, and comparable across schools. (iii) The results of each measure under the School Quality or Student Success indicator will be collected and reported for all students and for student subgroups.		

v. Annual Meaningful Differentiation *(ESEA section 1111(c)(4)(C))*

a. Describe the State's system of annual meaningful differentiation of all public schools in the State, consistent with the requirements of section 1111(c)(4)(C) of the ESEA, including a description of (i) how the system is based on all indicators in the State's accountability system, (ii) for all students and for each subgroup of students. Note that each state must comply with the requirements in 1111(c)(5) of the ESEA with respect to accountability for charter schools.

The MSDE worked under multiple considerations when devising its accountability system. Stakeholders consistently indicated the importance of both simplicity and a comprehensive, non-reductive system. Stakeholders and the MSDE further sought a system that presented actionable information that would be immediately useful for school improvement. The MSDE also carefully considered the behaviors that it wished to incentivize, realizing that schools would react to the definition, calculation, combination, and reporting of the indicators. In addition, Maryland statute SB0871 ("Protect Our Schools Act of 2017" Please see Appendix C) requires that the State use a composite score, calculated numerically in a percentile form. Finally, the MSDE believes that a school cannot excel unless all its students excel. Throughout, the MSDE sought to continue its focus on achievement, growth, graduation, and equity, while creating a comprehensive picture of student outcomes and opportunities.

An overview of the summative determination, annual meaningful differentiation, and inclusion of student groups is presented below. An example can be found on the pages following the description of

the weights of each indicator.
(i) Each school will receive an overall score (translated to a percentile rank) and category. To make the summative determination, the following steps will be taken:
(1) Each measure will be given a score, calculated as a fraction of the whole. For example, a school where 80 percent of students earn credit for completion of a well-rounded curriculum would receive 8 of 10 points on that measure. The measure score will be based on all students.
(2) The measure scores will be summed to a total score, out of 100 possible points. This score will be given a percentile rank and category.
(3) For selected measures, an "equity gap" will be calculated for each student group. Maryland is currently studying the appropriate calculation to ensure that the gap is fair, meaningful, and clear. Student groups will not be aggregated.
(4) A school's category will be adjusted based on the number and size of its equity gaps. Maryland is currently studying the appropriate "rule" to ensure that a school with significant equity gaps will be re-classified at the next lower category.
Schools will be given the following summative determination:
Four stars: Total score in top 25 percent. Interim targets (progress toward long-term goals) met for all students.
Three stars: Total score in top 25 percent. Interim targets not met for all students.
Two stars: Total score between 26th and 75th percentile, inclusive.
One star: Total score in 25th percentile or below.

Each indicator will be classified using the same system, unless there are no interim targets associated with that indicator in which case the classification will be based on the percentile rank only.

Additional reported elements for all students will include: (1) score on each indicator and measure, for all students and disaggregated by student group; (2) the summation of the Academic Achievement, Other Academic, Progress in Achieving ELP, and Graduation Rate indicators ("Academic Indicators") and the summation of the School Quality or Student Success indicators ("Nonacademic Indicators"); (3) whether the school met its goals for all students (Academic Achievement, Graduation Rate, and Progress in Achieving ELP); and (4) whether all students met the State participation threshold.

(ii) Student groups will be included in the accountability system in several ways. The primary mechanism will be in Steps (3) and (4) of the summation method described here, where the achievement gap on selected measures will impact the school's final category. This exemplifies one of the MSDE's guiding principles regarding equity: a school cannot succeed if all its students do not succeed. In addition, student group performance will be included in the identification of schools for intervention.

Additional reported elements for student groups will include: (1) combined score for all indicators and measures; (2) score on each indicator and measure; and (3) whether each student group met its goals for Academic Achievement, Graduation Rate, and Progress in Achieving ELP.

b. Describe the weighting of each indicator in the State's system of annual meaningful differentiation, including how the Academic Achievement, Other Academic, Graduation Rate, and Progress in ELP indicators each receive substantial weight individually and, in the aggregate, much greater weight than the School Quality or Student Success indicator(s), in the aggregate.

Each indicator will be weighted as indicated in the table. The Academic Achievement, Other Academic, Graduation Rate, and Progress in ELP indicators each receive a minimum of ten percent individually, per Maryland statute; in the aggregate, they are worth 65 percent of the total score also as required by Maryland statute SB0871 ("Protect Our Schools Act of 2017" Please see Appendix C). For further information on the indicators, measures, and weights please see Appendix D.

	Elementary/Middle School	High School
a. Academic Achievement	Achievement composite: 20%	Achievement composite: 20%
b. Other Academic	Academic growth: 25% Credit for completion of a well-rounded curriculum: 10%	On-track in 9th grade: 10% Readiness for postsecondary success: 10%
c. Progress in Achieving ELP	Progress toward English language proficiency: 10%	Progress toward English language proficiency: 10%
d. Graduation Rate		Graduation composite: 15%
e. School Quality or Student Success	Chronic absenteeism: 15% School climate: 10% Access to a well-rounded curriculum: 10%	Chronic absenteeism: 15% School climate: 10% Access to a well-rounded curriculum: 10%

Example of summation and inclusion of student groups in final summative ranking. Does not reflect an actual school, and is not illustrative of complete information reported about each school. Student groups will be reported in addition to all students, as well as included in the "equity gap" calculation.

(1) Each measure is assigned points as a fraction of the whole, based on performance of all students.
(2) The measure scores are summed to calculate a total.
(3) An equity gap is calculated for each measure (methodology currently under study).
(4) Based on this school's percentile rank (80th), its interim goals (met), and its equity status (not met), this school would earn three out of four stars.

INDICATOR	MEASURE	ALL STUDENTS	EQUITY GAP
a. Academic Achievement	Achievement composite: 20%	15 of 20	12%
b. Other Academic	Academic growth: 25%	18 of 25	4%
	Credit for completion of a well-rounded curriculum: 10%	8 of 10	1%
c. Progress in Achieving ELP	Progress toward English language proficiency: 10%	7 of 10	0%
e. School Quality or Student Success	Chronic absenteeism: 15%	12 of 15	11%
	School climate: 10%	6 of 10	0%
	Access to a well-rounded curriculum: 10%	9 of 10	0%
	TOTAL SCORE: 75 of 100		EQUITY MET? No
	PERCENTILE RANK: 80th		
	INTERIM GOALS MET? Yes		
FINAL CATEGORY: ★★★			

c. If the States uses a different methodology or methodologies for annual meaningful differentiation than the one described in 4.v.a. above for schools for which an accountability determination cannot be made (*e.g.*, P-2 schools), describe the different methodology or methodologies, indicating the type(s) of schools to which it applies.

Maryland currently has 16 schools that are defined as a P-2 school. Maryland includes schools that have no grades assessed in its accountability system by shifting the tested grade's data back to the non-tested school. In the subsequent year the results of the exiting grade (for example grade 3 for a K-2 school) are reported at both the sending school (K-2 school) and the testing school (3-5 school in this example).

vi. Identification of Schools *(ESEA section 1111(c)(4)(D))*

d. Comprehensive Support and Improvement Schools. Describe the State's methodology for identifying not less than the lowest-performing five percent of all schools receiving Title I, Part A funds in the State for comprehensive support and improvement, including the year in which the State will first identify such schools.

The MSDE is committed to providing access to a well-rounded education that prepares students to pursue post-secondary study and careers. As such, Maryland assumes responsibility for identifying and supporting schools that require targeted support to improve. In Maryland, Comprehensive Support and Improvement (CSI) schools are the lowest achieving five percent of Title I schools in the State based on the "all students" group. Schools will be identified based on Maryland's accountability system. Maryland's accountability system will include academic achievement, progress/growth, English learner proficiency, four year adjusted cohort graduation rate, college and career readiness, and school quality/student success indicators. Using the summative rating from the Maryland accountability system for meaningful differentiation of schools, Maryland will rank order all schools based on the composite percentile score to include both academic and school quality indicators. Due to the transitions on State assessments and accountability hold, the first cohort of CSI schools in Maryland will use two years of available data from 2016-2017 and 2017-2018. Maryland will begin identifying the lowest performing five percent of Title I schools in the 2018-2019 school year and will identify these CSI schools at least once every three years based on the new Maryland accountability system which will be implemented in the 2017-2018 school year.

e. Comprehensive Support and Improvement Schools. Describe the State's methodology for identifying all public high schools in the State failing to graduate one third or more of their students for comprehensive support and improvement, including the year in which the State will first identify such schools.

Beginning in the 2018-2019 school year, Maryland will identify all public high schools failing to graduate one third or more of their students based upon the four-year adjusted cohort graduation rate for comprehensive support and improvement in alignment with the graduation rates used in the statewide accountability system. Maryland will identify the low graduation rate CSI schools at least once every three years using two years of available data. The first cohort of low graduation rate CSI schools will be identified using 2016-2017 and 2017-2018 graduation rate data.

f. Comprehensive Support and Improvement Schools. Describe the methodology by which the State identifies public schools in the State receiving Title I, Part A funds that have received additional targeted support under ESEA section 1111(d)(2)(C) (based on identification as

a school in which any subgroup of students, on its own, would lead to identification under ESEA section 1111(c)(4)(D)(i)(I) using the State's methodology under ESEA section 1111(c)(4)(D)) and that have not satisfied the statewide exit criteria for such schools within a State-determined number of years, including the year in which the State will first identify such schools.

In Maryland, Title I Targeted Support and Improvement (TSI) schools that do not make improvements after three years will be considered as chronically low-performing and these schools will be reclassified as chronically low performing CSI schools. The Maryland TSI schools will include schools where one or more specific student groups are low-performing or consistently underperforming. Student groups included for identification are students who are economically disadvantaged, from major racial and ethnic groups, with disabilities, and English learners.

The TSI schools with low-performing student groups are schools with at least one low performing student group of students, performing below the summative performance of the "all students" student group in the lowest performing five percent of Title I schools, based on the indicators in Maryland's accountability system. These indicators include academic achievement, progress/growth, English learner proficiency, graduation rate, college and career readiness, and school quality/student success. Beginning in the 2021-2022 school year, Maryland will identify its first cohort of chronically low performing student group CSI schools. Chronically low performing student group CSI schools will be identified at least once every three years.

g. Frequency of Identification. Provide, for each type of school identified for comprehensive support and improvement, the frequency with which the State will, thereafter, identify such schools. Note that these schools must be identified at least once every three years.

The first cohort of Comprehensive Support and Improvement (CSI) schools in Maryland will be identified in 2018-2019 and will include these three types of schools:

- Lowest performing five percent of Title I Schools (based on two years of data);
- Public high Schools with less than 67 percent four year adjusted cohort graduation rate (based on two years of data); and
- School Improvement Grant (SIG) IV schools. Existing SIG IV schools will be included on the Maryland 2018-2019 CSI Schools list. The five Maryland SIG IV schools began implementation of a five-year SIG grant in 2016-2017. SIG IV schools were identified as the lowest performing five percent of Title I schools in Maryland, based on 2015-2016 data. The SIG grant ends in 2020-2021.

Each of the above types of CSI schools will be identified at least once every three years.

In addition, low performing student groups TSI schools, which could be potentially reclassified as CSI schools, will be identified at least once every three years beginning in 2021-2022.

h. Targeted Support and Improvement. Describe the State's methodology for annually identifying any school with one or more "consistently

underperforming" subgroups of students, based on all indicators in the statewide system of annual meaningful differentiation, including the definition used by the State to determine consistent underperformance. *(ESEA section 1111(c)(4)(C)(iii))*

The TSI schools will include schools where one or more specific student groups are performing below the summative performance of the "all students" student group in the lowest performing five percent of Title I schools or schools with consistently underperforming student groups. Student groups include students who are economically disadvantaged, from major racial and ethnic groups, with disabilities, and English learners. TSI schools will be identified based on indicators in Maryland's accountability system, which will include academic achievement, progress/growth, English learner proficiency, graduation rate, college and career readiness, and school quality/student success.

Any school with one or more underperforming student groups that does not meet its annual targets over two years based on the State accountability system will be identified as a consistently underperforming student group TSI school. The consistently underperforming student group TSI schools will be identified annually beginning in the 2019-2020 school year.

i. Additional Targeted Support. Describe the State's methodology, for identifying schools in which any subgroup of students, on its own, would lead to identification under ESEA section 1111(c)(4)(D)(i)(I) using the State's methodology under ESEA section 1111(c)(4)(D), including the year in which the State will first identify such schools and the frequency with which the State will, thereafter, identify such schools. *(ESEA section 1111(d)(2)(C)-(D))*

Schools identified for targeted support and improvement will include low-performing and consistently underperforming student groups and any school that does not meet the 95 percent assessment threshold across three years of data will be identified as a TSI school. These schools will not be eligible for funding.

Student group categories include: economically disadvantaged students, students from major racial and ethnic groups, children with disabilities, and English learners. TSI schools will be identified based on indicators in Maryland's accountability system, which will include academic achievement, progress/growth, English learner proficiency, graduation rate, college and career readiness, and school quality/student success.

Schools with one or more low performing student groups performing below the summative performance of the "all students" student group in any of the lowest performing five percent of Title I schools will be identified as low performing student group TSI schools. Using the summative rating from the Maryland accountability system, student group performance in each school will be compared to the summative "all students" group performance in the lowest performing five percent of Title I schools in order to identify these TSI schools. Low performing student group TSI schools will be identified at least once every three years beginning in the 2018-2019 school year.

j. Additional Statewide Categories of Schools. If the State chooses, at its discretion, to include additional statewide categories of schools, describe those categories.

Maryland is committed to supporting all of its lowest performing schools. Therefore, in addition to identifying the required lowest performing five percent of Title I schools, Maryland will also identify for support the lowest performing five percent of all Maryland schools. In 2016-2017, there are a total of 1,434 Maryland schools in the State, five percent of the total is 72 schools, inclusive of the Title I schools for the most part. Maryland will provide differentiated support to its non-Title I within the lowest performing five percent of schools based on the Maryland identification system. The support for these non-Title I lowest performing schools will be determined based on identified school needs and available resources.

vii. Annual Measurement of Achievement *(ESEA section 1111(c)(4)(E)(iii))*: Describe how the State factors the requirement for 95 percent student participation in statewide mathematics and reading/language arts assessments into the statewide accountability system.

Schools will be measured annually on the percentage of students in the school that participate in the required assessments for all students and for all student groups required and the information will be reported on the state report card. Schools that do not meet the 95 percent threshold for all students or for any one of the required student groups average over a three year period will be identified as a targeted support school.

viii. Continued Support for School and LEA Improvement *(ESEA section 1111(d)(3)(A))*

k. Exit Criteria for Comprehensive Support and Improvement Schools. Describe the statewide exit criteria, established by the State, for schools identified for comprehensive support and improvement, including the number of years (not to exceed four) over which schools are expected to meet such criteria.

The CSI schools that no longer meet identification criteria, as established by Maryland's accountability system, and have met targets for two consecutive years, will be eligible to exit. Low performing CSI schools will exit this status when the school is no longer in the lowest five percent of Title I schools. Low graduation rate CSI schools will exit this status once the four year adjusted cohort graduation rate is higher than 67 percent. Chronically low performing student group CSI schools will exit this status when the annual targets are met for all student groups and there is no student group performing as low as the "all students" student group in the lowest five percent of Title I schools. CSI schools will have three years to meet established criteria. School leaders must demonstrate that significant progress has been made toward meeting annual targets for two consecutive years prior to exit.

CSI school leaders will be required to develop action plans that identify measurable benchmarks toward meeting annual targets and exit criteria in three years. Plans will be approved and monitored by staff from the MSDE. Additionally, school leaders will be required to develop a sustainability plan and have it approved by the MSDE prior to exit. Any CSI school failing to meet the exit criteria in three

years will be required to participate in more rigorous interventions.

l. Exit Criteria for Schools Receiving Additional Targeted Support. Describe the statewide exit criteria, established by the State, for schools receiving additional targeted support under ESEA section 1111(d)(2)(C), including the number of years over which schools are expected to meet such criteria.

TSI schools that no longer meet identification criteria, as established by Maryland's accountability system, will be eligible to exit. TSI school leaders will be required to develop action plans that contain measurable benchmarks toward meeting exit criteria. Action plans will be approved and monitored by the LEA. TSI School leaders must demonstrate that significant progress has been made toward meeting annual targets for two consecutive years prior to exit. Additionally, school leaders will be required to develop a sustainability plan and have it approved by the LEA prior to exit. Low performing student group TSI schools failing to meet the state's exit criteria in three years will be identified as a CSI school. Consistently underperforming student group TSI schools that fail to exit after two years will be subject to more rigorous interventions by the LEA.

m. More Rigorous Interventions. Describe the more rigorous interventions required for schools identified for comprehensive support and improvement that fail to meet the State's exit criteria within a State-determined number of years consistent with section 1111(d)(3)(A)(i)(I) of the ESEA.

The CSI schools that fail to meet exit criteria in three years will receive more rigorous interventions. The MSDE will lead implementation of intervention strategies at identified schools. The MSDE will convene an external stakeholder group to review the root cause analysis and revise the action plan. Significant staffing, scheduling, and programmatic changes will occur as a result of the revised action plan.

Local school superintendents will be required to make staffing changes based on recommendations from the MSDE and the stakeholder team. This will include assigning experienced and effective administrators and teachers to CSI schools identified for more rigorous interventions. Principals will be required to use the MSDE leadership coaches. Leadership coaches will meet regularly with school principals to provide guidance on the implementation of school improvement strategies. Principals, assistant principals, and teacher leaders will be required to participate in targeted professional learning experiences identified by the MSDE to address the unique needs of low-performing schools. School leaders will be held accountable for implementing resources and strategies provided during professional learning experiences. Data will be analyzed to determine necessary modifications to school schedules, course offerings, instructional material, and other programmatic revisions.

The MSDE will lead a team composed of central office staff, school administration, and other stakeholder groups to conduct monthly on-site school visits to monitor progress toward meeting established goals. Visits will include analyzing data, conducting learning walks, and participating in classroom observations. Collaborative debriefs will occur after each visit. School administration will be required to implement recommendations that are developed as a result of monthly school visits. To

support progress toward meeting established goals, the MSDE will facilitate professional learning for school-based and central office personnel that focus on providing, monitoring, and assessing tiered academic support and nonacademic support to students; building teacher and leader capacity; and engaging the community in school improvement efforts.

The MSDE will conduct quarterly fiscal review sessions with local school systems. The LEAs will be required to make modifications based on the outcomes of fiscal review sessions.

Distribution of funds will be connected to meeting established benchmarks and accountability measures.

n. Resource Allocation Review. Describe how the State will periodically review resource allocation to support school improvement in each LEA in the State serving a significant number or percentage of schools identified for comprehensive or targeted support and improvement.

A review of resource allocation, including identification of resource inequities, will be a part of the root cause analysis and monitoring process. Local school superintendents will be held accountable for developing and implementing strategies to address resource inequalities in the CSI and TSI schools. The MSDE will prioritize allocation of resources based on need and implementation of evidence-based strategies with strong accountability measures. A robust monitoring and evaluation process for the use of funds has been established by the MSDE. Each LEA provides a monthly spenddown report to the MSDE, as well as a summative fiscal report during all the LEA monitoring visits.

o. Technical Assistance. Describe the technical assistance the State will provide to each LEA in the State serving a significant number or percentage of schools identified for comprehensive or targeted support and improvement.

The MSDE uses the Four Domains of Rapid School Improvement: A System Framework (2017) developed by the Center for School Turnaround at WestEd as a framework for school improvement. The four domains include turnaround leadership, talent development, instructional transformation, and culture shift which have been identified as the areas of critical practices for successful school improvement. This framework allows for a coordinated and strategic approach to technical assistance for school improvement. The MSDE will collaborate with the LEAs on the development, implementation, and monitoring of intervention strategies. The level of technical assistance provided by the MSDE to the CSI and the TSI schools will differ. However, sufficient support will be provided to ensure evidence-based strategies aimed at improving student academic performance will be implemented with a high-level of fidelity.

All the CSI schools will be required to complete a needs assessment developed by the MSDE and have a root cause analysis conducted by a third party to uncover causes for school performance problems. The needs assessment and root cause analysis will be closely aligned with the Maryland accountability system, including Maryland school quality and school success indicators. The LEAs will be required to implement a collaborative process that includes input from diverse stakeholder groups (school administration, parents, community members, teachers, business partners, higher

education partners, etc.) to complete and review the needs assessment and root cause analysis. The MSDE will identify resources for the LEAs with TSI schools, including needs assessment, root cause analysis, collaboration support, and other areas to support students in these schools.

Based on the needs assessment and root cause analysis, the LEAs will be required to develop action plans for each school that include evidence-based interventions to address identified needs that resulted in identification as a CSI or TSI school. The LEAs must demonstrate that the action plan was developed by a diverse stakeholder group. The LEAs must also identify in their plans community partnerships that will be established to promote student achievement and overall student well-being. The CSI action plans must be approved by the MSDE while the TSI action plans must be approved by the LEA. To support all the LEAs in their school improvement efforts, the MSDE will develop a resource hub that contains evidence-based interventions, effective practices, research articles, rubrics, templates, planning documents, and other items that support the identification, implementation, and assessment of evidence-based interventions.

Technical Assistance for Instructional Transformation:

Maryland recognizes that the implementation of standards-based curriculum is critical for school improvement for CSI and TSI schools. As a result, each CSI school will be required to use English/language arts and mathematics curriculum that has been vetted by the MSDE. The LEAs and the MSDE will collaborate to provide training that supports curriculum implementation and rigorous instruction. Curriculum implementation will be monitored by the LEAs and the MSDE to ensure that it is being implemented with a high-level of fidelity. The LEAs with TSI schools will be required to support those schools to ensure effective standards-based instructional practices to improve student learning outcomes for all students, including all student groups.

Technical Assistance for Turnaround Leadership and Talent Development:

Maryland understands the importance of highly competent and committed leaders at all levels in school improvement. The MSDE has nationally recognized leadership training programs. Maryland will build upon the successes and lessons learned from these programs and refocus them to address the unique needs of low-performing schools. The CSI principals will be required to participate in the Priority Principals Program; assistant principals will be required to participate in the Promising Principal Academy; and teacher leaders will be required to participate in the Aspiring Leaders Institute. Each program is vertically aligned and has been designed to build leadership capacity and create a shared leadership structure within a school building.

The TSI leaders will be provided professional learning opportunities by the MSDE and the LEAs to foster the growth of effective leaders. Through these targeted professional learning experiences, school leaders at CSI and TSI schools will be equipped with the content and skills necessary to improve school performance.

Technical Assistance for Culture Shift:

School improvement depends on a variety of stakeholders both internally and externally working together as a team to improve student outcomes. As a result, all TSI and CSI schools will be required to establish a network of partners and community resources that support student achievement and well-being based on the needs assessment of each school. This includes providing necessary academic, health, and social service supports before, during, and/or after school. Identified support must be included in the plan of action and be aligned with goals for school improvement.

p. Additional Optional Action. If applicable, describe the action the State will take to initiate additional improvement in any LEA with a significant number or percentage of schools that are consistently identified by the State for comprehensive support and improvement and are not meeting exit criteria established by the State or in any LEA with a significant number or percentage of schools implementing targeted support and improvement plans.

N/A

5. Disproportionate Rates of Access to Educators (*ESEA section 1111(g)(1)(B)):* Describe how low-income and minority children enrolled in schools assisted under Title I, Part A are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers, and the measures the SEA will use to evaluate and publicly report the progress of the SEA with respect to such description.[4]

Data from the 2015-2016 school year indicate that Maryland is still working on ensuring that low-income and children of color are served at disproportionate rates by ineffective, out-of-field, and/or inexperienced teachers. The disproportionality between low-income and non-low-income children being taught by an effective teacher is 4.3 percent, by an out-of-field teacher is 3.8 percent, and by an inexperienced (first year) teacher is 3.9 percent. Maryland follows both a gap and a threshold model; that is any gap greater than five percent and any individual category that is over five percent requires attention. Low income children are taught at a rate of 5.9 percent by out-of-field teachers and 7.8 percent by inexperienced teachers. These are two areas that Maryland continues to work to improve. When reviewing the data for students of color and their counterparts, the rate of disproportionately for students of color being taught by ineffective teachers is 5.8 percent, for out-of-field it is 3.6 percent, and for inexperienced it is 1.9 percent, However, similar to the measurements for low income students, the thresholds for students of color (6.6 percent taught by ineffective, 5.8 percent taught by out-of-field, and 6.6 percent taught by inexperienced) are above Maryland's preferred threshold of five percent and are areas to be addressed. Statewide Strategies The MSDE, having reviewed the data and conducted a root cause analysis, identified statewide strategies to address equity in Maryland Public Schools with a focus on schools that receive Title I, Part A funds. These statewide strategies were developed in conversation with the LEAs and through a review of best practices and current research. One strategy includes investigating and determining revisions to the teacher quality stipends for National Board Certification (NBC). This strategy is supported by a review of the literature which showed that successful NBC applicants tended to be more effective than other applicants (Cowan and Goldhaber, 2015; Harris and Sass, 2008; McColskey and Stronge, 2006). A review of other state plans and strategies offered evidence of best practices around leadership bonuses (Idaho), bolster mentorship opportunities (Kansas), and promote increases to access to distance learning programs (Nebraska); all

[4] Consistent with ESEA section 1111(g)(1)(B), this description should not be construed as requiring a State to develop or implement a teacher, principal or other school leader evaluation system.

strategies that Maryland is investigating for implementation (U.S. Department of Education State Plans and Klein, 2015).

Maryland used research based information to determine how to develop a State plan and how to encourage LEAs to review and analyze data. This included reports from The Education Trust (2015), Public Agenda (2015), and the Mid-Atlantic Equity Consortium (2012). These reports included suggestions such as prioritizing immediate actions, determining the kinds of potential approaches, and defining what an equitable school and an equitable classroom might look like. The Education Trust Report (2015) provides information on what could be included in a good plan such as a statewide analysis of data, identifying district level problems, and ways to build stakeholder buy-in. Public Agenda (2015) offers advice on how to kick off a discussion about equity and promotes a conversation about what makes teachers effective. The final resource, provided by the Mid-Atlantic Equity Consortium (2012), offers a checklist to determine equity within a classroom or school that MSDE shared with each of the six LEAs with indications of gaps in the 2015-2016 school year.

Maryland remains committed to communicating the progress of its plan to ensure equitable access to excellent educators to the LEAs, the public, and other stakeholders. Maryland will continue to review data on an annual basis. This review will be shared with the LEAs through the MSDE's secure data server, Tumbleweed. The LEAs will be expected to address the data in their annual master plan submissions based on the revised process established for master plans with a specific focus on how the support will differ for schools that receive Title I, Part A funds.

Maryland will continue to print summary information in various formats that report on the collected data. These reports include (1) Analysis of Professional Salaries; (2) Staff Employed at School and Central Office Levels; (3) Professional Staff by Type of Degree and Years of Experience; and (4) Professional Staff by Assignment, Race/Ethnicity and Gender. These four reports are posted on the MSDE web site (www.marylandpublicschools.org). Additionally, the Staffing Report, which is produced biannually, will provide an additional update on this information. The 2016-2018 Maryland Teacher Staffing Report was published in September 2016 and can be found on Maryland's website at http://www.marylandpublicschools.org/about/Documents/DEE/ProgramApproval/MarylandTeacherStaffingReport20162018.pdf .

This data analysis will occur annually after data is returned from the LEAs. Maryland will continue to periodically review and update its plan as necessary to reflect changes in the State's strategies and programs as required in ESEA Section 1111(g)(1)(B).

6. School Conditions (*ESEA section 1111(g)(1)(C)):* Describe how the SEA agency will support LEAs receiving assistance under Title I, Part A to improve school conditions for student learning, including through reducing: (i) incidences of bullying and harassment; (ii) the overuse of discipline practices that remove students from the classroom; and (iii) the use of aversive behavioral interventions that compromise student health and safety.

To reduce incidents of bullying and harassment, the MSDE will provide a variety of programs, practices, and strategies to promote positive school climate. These strategies include positive behavioral interventions and supports, conflict resolution, anti-bullying interventions, data analysis, student engagement, and technical assistance to improve school climate and engagement. Specifically, the MSDE will:

- Develop, in consultation with a broad spectrum of stakeholders, and implement a statewide multi-tiered system of support, that coordinates and aligns academic, behavioral health, and wellness

resources to address all students' needs using sustainable evidence-based strategies and interventions that vary in intensity, e.g. Universal Tier I – all students; Targeted Tier II – some students; and Individualized Tier III – individual students.

- Provide training, technical assistance, and coaching to LEAs in the implementation and management of Positive Behavioral Interventions and Support (PBIS). There will be four PBIS coach's meetings annually.
- Provide technical assistance to school systems utilizing their own data, offering supports in areas and methods for improvement in anti-bullying interventions (i.e. staff relationship building, staff awareness, cross-cultural awareness, reduction of incidents, suspensions, length of suspensions and alternative choices).
- Provide access to tools that will help schools promote the importance of good attendance, including a focus on high risk groups of students. Tools will include resources and supports that can assist all students and families that may experience barriers to school attendance.

To reduce the overuse of discipline practices that remove students from the classroom, the MSDE will fully implement programs and strategies that address the mental and behavioral health of students by ensuring identified students are connected to school-based professionals and community resources and provide assistance so that school staff are trained in the identification of students in need. Specifically, the MSDE will:

- Partner with the Center for Dispute Resolution, University of Maryland Francis King Carey School of Law, and other community partners to support schools in building sustainable conflict resolution programs including Peer Mediation and Restorative Practices.
- Fully implement Maryland's plan to reduce and eliminate disproportionality in school discipline. The Maryland plan is designed to provide professional development opportunities, support implementation of strategies that enhance culture and climate at the school level, foster relationships between students and adults, and monitor data. Effective 2018-2019, schools identified using the methodology approved by the Maryland State Board of Education will be required to develop a plan to reduce disproportionate impact within one year and eliminate it within three years.
- Promote the Youth Mental Health First Aid curriculum that teaches school staff and other adults serving youth between the ages of 12-18 to support young people who may be experiencing a mental health crisis or illness.
- Provide a comprehensive prevention and intervention human trafficking education program pilot in three LEAs. The pilot will include ten schools in each of the LEAs.
- Fully implement Maryland's plan to reduce and eliminate disproportionality in school discipline. The Maryland plan is designed to provide professional development opportunities, support implementation of strategies that enhance culture and climate at the school level, foster relationships between students and adults, and monitor data. Schools identified using the methodology approved by the Maryland State Board of Education will be required to develop a plan to reduce disproportionate impact within one year and eliminate it within three years.
- Work with the Maryland State Board of Education Mental Health subcommittee to develop guidance and policy to address the mental health needs of students, particularly students at risk of committing suicide or who may be at risk of human trafficking.
- Provide leadership and support to Governor's Opioid Operational Command Center to develop a strategy for implementing a statewide educational program available to all schools in the State for reducing overdose deaths.

To reduce the use of aversive behavioral interventions that compromise student health and safety the MSDE will continue to implement and provide technical assistance and promote programs and

practices mentioned previously in this section, including a statewide multi-tiered system of support, positive behavioral interventions, restorative practices, review and analysis of data, and reduction of disproportionality. In addition, the MSDE will review LEA coordinated student services programs to identify the program and professional development needs that exist in student services per Maryland regulations. This will enable the MSDE to better support school counselors, school psychologists, school health coordinators, pupil personnel workers, and school safety officers through the professional development and identification of programs, practices and strategies to engage professionals, students, and community members.

7. School Transitions *(ESEA section 1111(g)(1)(D))*: Describe how the State will support LEAs receiving assistance under Title I, Part A in meeting the needs of students at all levels of schooling (particularly students in the middle grades and high school), including how the State will work with such LEAs to provide effective transitions of students to middle grades and high school to decrease the risk of students dropping out.

Maryland believes that to support students through grade span transitions, support appropriate promotion practices, and decrease the risk of students dropping out, it is important to provide multiple resources. These resources include, but are not limited to, promoting opportunities for collaboration on transitions from Head Start and community-based preschool programs to elementary schools, developing predictors of post- school success, summer bridge programs, encouraging strong school to family/community engagement, and providing multiple opportunities and pathways for all students, with a specific focus on English Learners (EL), Students with Disabilities (SWD), and students partaking in the Free and Reduced Priced Meals Program(FARMS). Each of these strategies contribute to ensuring that all children have a significant opportunity to meet challenging State academic standards and career and technical standards, as applicable, attain, at a minimum, a high school diploma and be prepared for college and careers. Focus on post school success predictors allows educators to align student work, promote appropriate study and learning practices, and prepare students for life after high school. Summer bridge programs help many of our most at risk students retain knowledge over the summer while also promoting long term learning. Students require differentiated support and instruction which emphasizes the importance of multiple pathways for all students. Finally, Maryland believes that strong family and community engagement is a shared responsibility of families, schools, and communities to support student learning and achievement, continuous from birth through the school-age years. In order to engage all parents, including the parents whose first language is not English, tools and resources will be provided in multiple languages.

Transitions in early childhood are ongoing processes that have many steps along the way for children and families. To support the transition process from early care and education programs into elementary schools, MSDE's Division of Early Childhood Development will develop a transition resource guide that LEAs, schools, and early care and education programs, like Head Start and other community-based programs, can access as they prepare for and plan transitional supports for children as well as for families. In addition to addressing transitions between programs, the guide will also address transitions between grade levels and describe ways to build ongoing partnerships between programs and schools in order to support children and families.

Key indicators of successful transitions in early childhood are positive feelings and perceptions by the family of the community or school-based learning environment, the use of developmentally appropriate and evidence-based practices, and collaborative and mutually supportive efforts among

families and providers/teachers across all environments in which the child routinely spends time. High quality early care and education programs are associated with better academic and social outcomes for all children and are especially important for children with disabilities. Maryland's birth to kindergarten-entry system of comprehensive and coordinated services for children with disabilities and their families supports a smooth transition process that actively engages parents and other important caretakers in decision-making focused on the unique needs of each child.

Community agencies and local schools must collaboratively develop processes and procedures to facilitate smooth transitions, including who is responsible for implementing these procedures. Additionally, State policies and procedures on early childhood transitions provide the foundation and direction for a process that is shared by all stakeholders and implemented effectively at the local program level for children and families. [COMAR 13A.13.01 & 13A.13.02]

In secondary education, student-centered approaches provide for a seamless transition to positive outcomes including graduation, competitive employment, enrollment in post-secondary education, and active participation in the community. Beginning early in middle school, a comprehensive program of academic and career advisement, including opportunities to practice self-advocacy and self-direction strategies within school and the community, empowers youth to exercise informed choice and decision-making. This includes lessons in career awareness based on Maryland's 10 career clusters, engaging in career interest inventories, exploring careers through Career and Technology Education (CTE) programs of study, and participating in work-based learning experiences as well as student leadership organizations. Enrollment in rigorous academic courses, combined with students receiving ongoing academic and career advisement, allows for better alignment of courses taken in high school to what students want to do when they leave high school. This connection provides a necessary context to support students in planning their futures and making better informed decisions.

In 2012, the Maryland General Assembly passed legislation to increase the age of compulsory school attendance from sixteen to eighteen. Phase one became effective July 1, 2015, and increased the age of compulsory school attendance from sixteen to seventeen. Phase two will become effective July 1, 2017 and increases the age of compulsory school attendance from seventeen to eighteen.

To ensure effective student transitions and decrease the risk of dropping out, the MSDE will:

- Engage local school systems in statewide professional development to provide technical assistance on proper implementation of the law. Program specialists will convene statewide meetings for local Directors of Student Services, School Counseling Supervisors, and Supervisors of Pupil Personnel. The MSDE will also provide individual support as requested to LEAs, families, and students.

- Provide technical assistance on the implementation of evidence-based strategies such as Career Academies, Middle College High School, Talent Search, and Check and Connect, all specifically designed to keep students engaged.

- Revise and update the Dropout Prevention Resource Guide originally published by the MSDE in 2012. The Dropout Prevention Resource Guide contains information on programs, initiatives, tools, and evidence-based practices to address school completion.

- Offer alternate paths for students through online student courses and support LEAs in the implementation of data driven personalized and blended learning opportunities.

- Provide access to multiple formats of digital resources that have been vetted for content and accessible to students with disabilities and EL students through a state repository and school library media databases.

These strategies support all students, including students with disabilities. For students with Individualized Education Programs (IEPs), Maryland requires transition planning to begin at age 14 to ensure positive results. In addition, it is imperative that students with IEPs participate in career exploration activities that are based on their interests identified in their transition plans and that they have access to career pathways involving CTE and magnet programs throughout high school paired with an array of work-based learning opportunities (paid and unpaid) that will enable them to be proactive and informed as they navigate their post-school career path.

Outside of the school day, Maryland's 21st Century Community Learning Center (CCLC) Summer Bridge Programs are Educational Bridge Projects that provide extended-year (summer) learning opportunities focused on improving academic achievement of students entering grades 1, 6, and 9 as well as projects that improve college readiness and workforce advancement. Bridge programs support grade level transitions for students entering grades 1, 6, and 9 with social/emotional, as well as study and work skills, to prepare them for navigating to the next level of education with more ease.

In order to identify and address challenges related to ELs, the MSDE has convened the EL Task Force. This group, comprising school-based administrators and teachers, LEA Supervisors, family engagement specialists, advocacy groups and representatives from the MSDE as well as institutes of higher education, focuses on issues related to certification of teachers instructing ELs, the State's plan for addressing ELs' needs, parental involvement, the Seal of Biliteracy, dual language programs, social and emotional supports for ELs, and transitions. Additionally, the MSDE, in collaboration with six LEAs, will implement a GED Option Pilot Program for ELs for overage under-credited ELs. This program will serve as a diploma pathway pilot for older ELs who have arrived in the United States in recent years, experienced interrupted education, and have a lower level of proficiency in English. One goal of the program is for each participating EL who passes the four GED tests while participating in the GED Option Pilot Program for ELs to receive a high school diploma through the LEA in conjunction with the MSDE and the Department of Labor, Licensing and Regulation. Transition into adult education programs, if needed, will also be a component of the pilot.

Family and community engagement is a shared responsibility of families, schools, and communities to support student learning and achievement. The MSDE's Internal Family Engagement Team will develop and implement a Family and Community Engagement Outreach Plan. The plan will include the development of tools, resources, and information representing the continuum of a student's education -- from home to school settings including infants and toddlers to early care and education programs like home visiting, Head Start, libraries and community-based programs to pre-kindergarten/elementary through high school; between grade levels; new settings; and high school to post-secondary education and career. A parent portal will be created on the MSDEs website that will bring together existing Division websites to provide a "one stop" for parents and stakeholders to access information, in multiple languages, like tip sheets on a variety of topics including the Early Childhood Family Engagement Framework Toolkit, Maryland Learning Links, financial literacy, Ask Us Now! and secondary transition resources. In addition, representatives from the Internal Team will host Town Hall meetings and webinars for parents by partnering with LEAs, non-profit- and community-based organizations to address equitable access to a well-rounded education. An added component to this work is the addition of the "on track in 9th grade" measure in Maryland's new accountability system. This measure is the percentage of 9th grade students earning a total of four or more combined credits in at least four of the following subjects: ELA, Math, science, social studies,

and/or world languages. By adding this to the accountability framework, Maryland is indicating the importance of tracking student transitions and providing support for all students.

B. Title I, Part C: Education of Migratory Children

1. Supporting Needs of Migratory Children *(ESEA section 1304(b)(1))*: Describe how, in planning, implementing, and evaluating programs and projects assisted under Title I, Part C, the State and its local operating agencies will ensure that the unique educational needs of migratory children, including preschool migratory children and migratory children who have dropped out of school, are identified and addressed through:
    - i. The full range of services that are available for migratory children from appropriate local, State, and Federal educational programs;
    - ii. Joint planning among local, State, and Federal educational programs serving migratory children, including language instruction educational programs under Title III, Part A;
    - iii. The integration of services available under Title I, Part C with services provided by those other programs; and
    - iv. Measurable program objectives and outcomes.

i. The Maryland State Department of Education (MSDE) will ensure that the unique educational needs of migratory children, including preschool migratory children and migratory children who have dropped out of school, are identified and addressed through the needs assessment process which is conducted by recruiters, the Local Educational Agencies (LEAs), and the MSDE. The needs for migratory children are determined through a data-driven Comprehensive Needs Assessment (CNA) and Service Delivery Plan (SDP) process. Students will also be evaluated for Priority for Service (PFS) status. The PFS migrant children meet both of the following criteria: students who are failing, or most at risk of failing, to meet the State's challenging State academic content standards and challenging State student academic achievement standards; and students whose education has been interrupted. PFS students receive distinct service attention in order to immediately address discontinuity due to educational disruption. The MSDE, LEAs, and communities will establish partnerships to provide services for migrant students and families. The State will provide continuous efforts through on-going professional development opportunities to support the identification and recruitment of migratory children, preschool migratory children, and migratory children who have dropped out of school. The LEAs will schedule parent involvement activities to help parents prepare their children for school and promote their success.

Preschool migratory children and migratory children who have dropped out of school have unique educational needs attributed to frequent mobility. The most prominent needs are consistent reinforcement of learning content in all academic subjects, supportive services for students and families, and equitable access to resources. Maryland will continue to aggressively identify and adequately serve eligible students in the areas of identified need. Maryland will continue to monitor student academic progress and provide feedback on academic performance for migratory students annually.

ii. The MSDE ensures migratory children will have the opportunity to meet the same challenging academic achievement standards that all children are expected to meet. The Maryland Migrant Education Program (MEP) will engage in partnerships with other Federal, State, or locally operated programs for available services, as well as, collaborate internally with other Title Programs such as Title III, Part A to address the unique needs of migratory children. The SDP, an action plan inclusive of service delivery strategies, outcomes, goals, and definitions for the MEP, will be utilized to spearhead these efforts and close achievement

gaps for migrant students. Maryland will perform a triennial review of the MEPSDP by convening stakeholders to review the MEP, analyze evaluation results, and engage in data-driven program improvement and planning.

The MEP will continue to fully implement the Migrant Student Information Exchange (MSIX) initiatives as required by the United States Department of Education used to ensure migrant students' educational disruptions are lessened across state lines. Full implementation of MSIX supports migrant students in experiencing a seamless and streamlined transfer of all student records and academic progress, so that they are able to have continuity in their education in spite of their mobility.

iii. The State SDP provides a framework that enables the MEP to focus on high priority service delivery strategies and to determine their effectiveness in meeting the needs of its migrant students. Partnerships will be established between the Maryland MEP, LEAs, and other service providers to integrate and utilize multiple data sources to inform the unique educational needs of migratory children. The Maryland MEP staff will collect and analyze the following data points to evaluate program services (inclusive of, but not limited to):

- Counts of students identified and served (MIS2000 database);
- Reviews of services provided (school year and summer programming);
- Onsite records;
- Migrant student achievement and gap analysis (local and state test scores);
- Quality control efforts for the Identification and Recruitment system; and,
- Migrant Student Information Exchange Data Reporting Requirements,

The SDP outlines evaluative measures that enable the Maryland MEP to track implementation and determine whether its programming is having the desired impact on migrant student achievement.

The diverse representation of the Needs Assessment Committee that oversaw the Comprehensive Needs Assessment process brought considerable expertise to the data analysis and decision making processes to best serve migrant students in Maryland. The MSDE will continue to utilize this reviewer process and evaluative procedure to assess the performance measures for the Migrant Education Program.

To continue to address the unique educational needs of migrant students, the Maryland MEP and the LEAs will continue to provide summer programs and a supplemental educational service during the regular school year to support migrant students. In addition, these services will be extended to eligible preschool migratory children and migratory children who have dropped out of school.

iv. The goal of the MEP is to ensure that migratory children who are failing or most at risk of failing to meet the State's challenging academic content standards and student academic achievement standards, and whose education has been interrupted during the year are correctly identified. The following MEP goal areas are identified and included in the Service Delivery Plan:

Goal Area 1: School Readiness;
Goal Area 2: Reading Achievement;
Goal Area 3: Mathematics Achievement; and,
Goal Area 4: High School Graduation/Out- of- School- Youth.

2. Promote Coordination of Services (*ESEA section 1304(b)(3)*): Describe how the State will use Title I, Part C funds received under this part to promote interstate and intrastate coordination of services for migratory children, including how the State will provide for educational continuity through the timely transfer of pertinent school records, including information on health, when children move from one school to another, whether or not such move occurs during the regular school year.

The State will ensure appropriate use of Title I, Part C funds to promote interstate and intrastate coordination of services for migratory children. The MEP will provide assistance to the LEAs with record transfers of pertinent school records, including information on health (without supplanting the responsibility of the school system). The Maryland MEP will utilize Title I, Part C funds to coordinate with the MIS2000 database as its record system and the National Migrant Student Information Exchange (MSIX) data system, which includes counts of students identified and served, to ensure accurate and timely record transfer.

3. Use of Funds *(ESEA section 1304(b)(4))*: Describe the State's priorities for the use of Title I, Part C funds, and how such priorities relate to the State's assessment of needs for services in the State.

Title I, Part C funds will be utilized to provide support to LEAs most in need during the regular school year, as well as, summer intercession programs. The State will also utilize these funds to support interstate student record exchange and information in order to communicate the unique needs of migratory children, migratory preschool children, migratory students who have dropped out of school, and Priority for Service (PFS) students. In addition, these funds will be used to support local recruiters and school personnel with identification and recruitment efforts, conducting needs assessments, and family engagement activities for migrant students and families.

C. Title I, Part D: Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent, or At-Risk

1. Transitions Between Correctional Facilities and Local Programs *(ESEA section 1414(a)(1)(B))*: Provide a plan for assisting in the transition of children and youth between correctional facilities and locally operated programs.

The MSDE will ensure a plan for the successful transition of children and youth between correctional facilities and locally operated programs. The MSDE will facilitate the collaboration with LEAs and juvenile justice system agencies in order to coordinate and eliminate gaps in a child or youth's education and to ensure that youth are placed in appropriate educational programs that meet their needs. The MSDE will work with the LEAs and State agencies to implement a transition plan that will include the following strategies:

- records or credits are transferred with youth;
- pre-placement programs that allow adjudicated or incarcerated youth to audit or attend courses on college, university or community college campuses, or through programs provided in institutions; and
- worksite schools, in which institutions of higher education and private or public employers partner to create programs to help students make a successful transition to postsecondary education and employment.

The MSDE will work with LEAs and State agencies to provide essential support services to ensure the success for the youth which may include:

- personal, vocational and technical, and academic , counseling; placement services designed to place the youth in a university, college, or community college program;
- information concerning, and assistance in obtaining, available student financial aid;
- Counseling services; and job placement services.

For the immediate re-enrollment of youth returning from justice placements, the MSDE will provide guidance and training to LEAs and State Agencies to help them avoid placement in alternative education settings, GED/high school equivalent. In addition, the MSDE will train or make provisions for training on best practices for ensuring smooth transitions from LEAs to educational programs in the justice system and back again to an appropriate education setting upon reentry.

The MSDE will develop and issue an application to LEAs and State Agencies, for the opportunity to apply for Title I, Part D funding, to establish and/or improve education programs for neglected, delinquent, or at-risk children and youth. The funding will be distributed in two parts: Subpart 1 for State Agencies serving neglected or delinquent children and youth; and Subpart 2 for LEAs with high numbers of children and youth in locally operated juvenile correctional facilities, including community day programs. The MSDE will continue to share resource products developed by the Neglect and Delinquent Technical Assistance Center (NDTAC), United States Department of Education, and used other credible entities.

2. Program Objectives and Outcomes *(ESEA section 1414(a)(2)(A))*: Describe the program objectives and outcomes established by the State that will be used to assess the effectiveness of the Title I, Part D program in improving the academic, career, and technical skills of children in the program.

The objectives for the MSDE, Title I, Part D program are adopted from the federal program goals for both Subpart 1 and Subpart 2. The MSDE will work with State Agencies to: (1) Improve educational services in Maryland's State institutions for neglected or delinquent children and youth so that such children and youth have the opportunity to meet the same challenging State academic content standards and challenging State student academic achievement standards that all children in the State are expected to meet; (2) Provide children and youth with the services to enable them to transition successfully from institutionalization to further schooling or employment; (3) Prevent at-risk youth from dropping out of school; and (4) Provide dropouts, and children and youth returning from correctional facilities or institutions for neglected or delinquent children and youth, with a support system to ensure their continued education.

The MSDE will work with LEAs and other agencies serving children and youth to: (1) Carry out high quality education programs to prepare children and youth for secondary school completion, training, employment, or further education; (2) Provide activities to facilitate the transition of such children and youth from the correctional program to further education or employment; and (3) Operate programs in local schools for children and youth returning from correctional facilities and programs which may serve at-risk children and youth.

The MSDE will facilitate two statewide administrative and technical assistance meetings annually to address challenges and barriers to services and program opportunities. The meetings will include representatives from the state juvenile justice department and other related entities. The MSDE will conduct annual monitoring of programs receiving subgrants to ensure compliance to Title I, Part D assurances and program objectives are being met. The MSDE will work with LEAs and State Agencies to facilitate a three-year evaluation cycle of Title I, Part D programs to determine effectiveness of programs and services.

D. Title II, Part A: Supporting Effective Instruction

1. Use of Funds *(ESEA section 2101(d)(2)(A) and (D))*: Describe how the State educational agency will use Title II, Part A funds received under Title II, Part A for State-level activities described in section 2101(c), including how the activities are expected to improve student achievement.

Maryland will assist the LEAs in providing professional development that is personalized to the needs of the teachers and the students. Feedback from the State-wide ESSA plan survey, as well as from the ESSA Listening Tours held regionally around the State strongly supported the need for personalized professional learning to meet teacher and student needs. In personalizing professional learning for educators, the State and the LEAs must examine student data. Student achievement is improved through formative and summative student assessment data that is used to guide instruction to meet individual student needs in each LEA. State strategies include the following:

- The State will develop a plan for personalized professional learning for teachers, principals, and principal supervisors that is aligned to student data and needs. The professional learning shall:
  - support LEAs in identifying all educator professional learning needs regarding student achievement;
  - encourage innovative, evidence-based instructional strategies;
  - support LEAs in the development of personalized professional growth plans for all educators; and,
  - research and gather information on methods to evaluate the effectiveness of professional learning initiatives.
- The State will develop an educator growth-mindset through personalized educator professional learning that is aligned to student needs in each LEA. The State will provide opportunities for collaboration across LEAs, specific instructions, guidance, models, and templates. The LEA professional learning programs shall include:
  - a needs assessment;
  - student data;
  - strategies for improvement based upon evidence, needs, and data;
  - an implementation plan;
  - educator growth plans;
  - resources to support implementation; and,
  - reflection and evaluation of strategies

Effective schools must have effective leaders. A committee of LEA stakeholders that included school-based staff as well as central office staff emphasized the need for professional learning targeted to principal supervisors, principals, assistant principals, aspiring principals, and teacher leaders. Feedback from the state-wide ESSA plan survey, as well as from the ESSA Listening Tours held regionally around the state stressed the need for teacher leadership opportunities and development. State strategies to develop principal supervisors, principals, assistant principals, and teacher leaders include the following:

- The State shall hold back up to three percent of Title IIA funds for professional learning programs to build leadership capacity on the school level. This professional learning shall be targeted to principal supervisors, principals, assistant principals, aspiring principals, and other school leaders. In collaboration with the LEAs, the State shall develop a strategy for professional learning for principal supervisors, principals, assistant principals, aspiring principals, and other school leaders, aligned with Professional Standards for Educational Leaders (PSEL), which were adopted by the Maryland State Board of Education on February

28, 2017. This may include:

- residency programs;
- focused academies;
- professional learning communities (PLCs);
- webinars;
- online courses;
- regional workshops;
- action research; and/or,
- sub-grants to LEAs to hold leadership academies and other initiatives to build the capacity of school leaders.

- Principal supervisors, principals, assistant principal, aspiring principals, and other school leaders must be skilled in providing and recognizing the implementation of evidence-based instructional strategies aligned to student needs. The State shall provide support and targeted professional learning to principal supervisors, principals, assistant principals, aspiring principals, and other school leaders. The professional learning will:
  - build the capacity for principals to become strong instructional leaders;
  - provide a system of support through a principal and assistant principal network;
  - allow new principals to be effective on the first day of their assignment;
  - provide for continuous professional growth; and,
  - assist principals in the development and support of teacher leaders.
- In consultation with LEAs, the State will develop a statewide definition of teacher leaders that:
  - defines leaders both emerging and established; and
  - describes the characteristics of effective teacher leaders.
- In collaboration with LEAs, the State will create a leadership framework that:
  - develops pedagogy, content, community, and collaboration;
  - builds capacity of principal supervisors and principals to grow, maintain, and support teacher leaders; and
  - capitalizes on established principal and teacher leaders.

2. Use of Funds to Improve Equitable Access to Teachers in Title I, Part A Schools *(ESEA section 2101(d)(2)(E))*: If an SEA plans to use Title II, Part A funds to improve equitable access to effective teachers, consistent with ESEA section 1111(g)(1)(B), describe how such funds will be used for this purpose.

Data indicate that more unqualified, and possibly ineffective, teachers serve in the most challenging classrooms in the state. Causes range from structural processes directing teacher placement related to seniority status to difficulties in recruiting for Title I, Part A schools, and extended challenges associated with recruiting for rural areas. The State is committed to:

- supporting LEAs with the recruitment and retention of effective teachers in Title I, Part A Schools and extending to rural schools;
- collaborating with LEA human resources to implement structures that ensure equitable placement of teachers; and
- creating regional access to, support for, and stakeholder collaboration in the development of localized centers of sharing and ongoing learning.

Slightly more than two percent of all Maryland teachers are rated ineffective. Ineffective teachers are primarily inexperienced staff in Title I, Part A schools. All State-led professional learning initiatives shall give priority to low performing schools. It shall also give priority to Title I, Part A schools. In order to provide equity, implementation of high quality instruction aligned to the Maryland College and Career-Ready Standards must be delivered with fidelity to all student groups beginning with pre-kindergarten. This includes equitable access to instruction and instructional materials for students with specific learning needs, particularly children with disabilities, English learners, students who are gifted and talented, and students with low literacy and mathematics levels. State Kindergarten Readiness data shows the gaps that exist for students entering kindergarten are the same gaps that exist on State assessments in grade 3. Feedback from the LEA committee of stakeholders and CCSSO critical friends, indicates that implementation of high quality instruction and instructional materials aligned to the Maryland College and Career-Ready Standards, delivered with fidelity to all student groups is needed to provide equity. The State will collaborate with LEAs in the:

- implementation of evidence-based strategies aligned to the Maryland College and Career-Ready Standards beginning with pre-kindergarten that will lead to improving achievement for all student groups;
- creation of professional learning for all school staff, including administrators, teachers, specialists, and support staff, on communicating and ensuring success for all student groups;
- formation of a state-wide curricular materials collaborative that will provide LEAs the ability to share information, ratings, and alignment of curricular support materials;
- development of an educator repository of digital resources and Open Educational Resources (OER) that provides equitable access to high quality, vetted content;
- development and implementation of professional learning that addresses strategies for the integration of digital resources into teaching and learning; and
- creation of professional learning for school library media specialists and educators related to the use of the MDK12 Digital Library databases to support instruction and provide statewide equity.

3. System of Certification and Licensing *(ESEA section 2101(d)(2)(B))*: Describe the State's system of certification and licensing of teachers, principals, or other school leaders.

Maryland has five pathways leading to initial professional certificate: traditional Maryland State-approved education preparation program; out-of-state, approved education preparation program; the experienced professional route; transcript analysis requiring a potential educator to "fill in the gaps" with coursework; or, a Maryland state-approved alternative preparation program.

The pathways and certificate renewal requirements result in the following types of certificates:

- the Professional Eligibility Certificate (PEC);
- the Standard Professional Certificate I (SPC I);
- the Standard Professional Certificate II (SPC II); and,
- the Advanced Professional Certificate (APC).

Each certificate has its own requirements for initial award as well as for renewal. Over the course of the next year, MSDE plans to introduce language that would facilitate development of specialized certificates.

- A certificate that would allow the hiring of individuals with specialized knowledge and skills

(symphonic violinists, diesel technicians, nanotechnologists, etc.) to teach in specialized teaching circumstances without undue requirements placed on them.
- A new route for those individuals entering the State with National Board Certification, designed to ease the entry requirements for those not prepared in Maryland.

MSDE and stakeholder groups are also revising and/or refining requirements for
- initial certification and renewal in the areas of reading/literacy,
- content with guaranteed alignment to both national standards as well as local priorities,
- pedagogy with intentional focus on cultural competency and relationship-based classroom management,
- inclusion-based and knowledge-based instruction for students with special needs, and,
- the art of building parent engagement.

In addition, Maryland is examining the testing requirements for prospective teachers related to certification to determine if changes are warranted.
- Revise the language pertaining to the conditional certificate to amend the timeline and requirements to enhance the probability of those who hold the certificate to advance to professional certification.

4. Improving Skills of Educators *(ESEA section 2101(d)(2)(J))*: Describe how the SEA will improve the skills of teachers, principals, or other school leaders in order to enable them to identify students with specific learning needs, particularly children with disabilities, English learners, students who are gifted and talented, and students with low literacy levels, and provide instruction based on the needs of such students.

The State will assist the LEAs in training teachers, principals, and other school leaders to identify students with specific learning needs, particularly children with disabilities, English learners, students who are gifted and talented, and students with low literacy levels. A committee of LEA stakeholders that included school-based staff as well as central office staff examined this issue and requested that the State assist the LEAs in training teachers to identify these needs. The stakeholder group requested that the State assist the LEAs in training teachers to identify these needs, by investigating tools, surveys, rubrics, continuums, or frameworks that can be used by teachers, principals, and other school leaders to anonymously self-assess their abilities to identify the personal professional learning needed by the educator to meet student needs and allow for the analysis and delivery of targeted content for educators of students with specific learning needs, particularly children with disabilities, English learners, students who are gifted and talented, and students with low literacy levels. The tools, surveys, rubrics, continuums, or frameworks will improve and target educator professional practices by:

- personalizing professional learning and targeting teacher learning related to professional practices, especially for the instructional needs of students with specific learning needs, particularly children with disabilities, English learners, students who are gifted and talented, and students with low literacy levels;
- validating educators for what they already know;
- identifying strengths and weaknesses;
- being made voluntary and streamlined;
- assisting educators in determining their own professional learning needs as related to the needs of their students;
- assisting educators to reflect deeply;

- developing a culture of professional growth;
- providing differentiation to meet the needs of students with specific learning needs, particularly children with disabilities, English learners, students who are gifted and talented, and students with low literacy levels;
- providing support for LEAs to offer transparency;
- building trust for school-based educators; and ,
- empowering educators by soliciting teacher and administrator voices in the professional learning process.

The tools, surveys, rubric, continuums, or frameworks will:

- be made available to LEAs, schools, and teachers for self-assessment;
- be provided to educators to allow for self-reflection of both strengths and weaknesses to guide educator choice for professional learning;
- be adaptable by the LEA/school to target the specific student populations in the LEA/school;
- be made voluntary, streamlined, and not time consuming; and,
- provide data summaries for LEAs/schools; and protect the anonymity of individual teacher data.

The State will collaborate with the LEAs on professional learning needs of schools, related to specific student groups and foster collaboration across LEAs to support these students. Feedback provided from the State ESSA survey and the State ESSA Listening tour specified the need for State facilitated opportunities for collaboration across schools and the LEAs throughout Maryland. In addition, the committee of LEA stakeholders identified the need for State-level professional learning initiatives to be scalable and replicable on the local level, where possible. As a result of this feedback, the State developed and led professional learning initiatives shall be:

- aligned to LEA principal, teacher, and student needs;
- scalable and replicable on the local level, where possible;
- collaborative, focused, and evaluative; and,
- differentiated in content and delivery to meet the needs of students with specific learning needs, particularly children with disabilities, English learners, students who are gifted and talented, and students with low literacy levels.

A committee of LEA stakeholders that included school-based staff as well as central office staff requested that the State gather information on national research in professional learning best practices to improve student achievement through national meetings and multi-state collaboration. The stakeholder committee requested that the State bring the information back to locals. Local staff shall be included in national meetings with the State, where appropriate and practical.

The State will provide opportunities and structures to collaborate and partner with the Institutions of Higher Education (IHEs) on professional learning needs, such as induction, cultural proficiency, Universal Design of Learning (UDL), Specially Designed Instruction, and behavioral improvement programs. In addition, the State shall foster collaboration with internal and external stakeholder groups who interact with students with specific learning needs, particularly children with disabilities, English learners, students who are gifted and talented, and students with low literacy levels. Such collaboration with internal and external stakeholder and advocacy groups will ensure cohesive, aligned support to all student populations.

National research is compelling on the need for curricular materials that are aligned to rigorous state standards. Feedback from LEAs has demonstrated a need for the State to facilitate collaboration on

the selection of curricular materials aligned to the rigorous state standards. Such an alignment of materials will provide equity for all student population, especially students with specific learning needs, particularly children with disabilities, English learners, students who are gifted and talented, and students with low literacy and mathematics levels. The State will develop an LEA curricula materials collaborative that will provide LEAs the ability to share information with inter-rater reliable ratings of curricular materials.

To support these alignment and focused efforts at the educator preparation level, revisions of literacy coursework required both for elementary and secondary teachers are currently underway with the secondary frameworks having been released in January 2017 and elementary frameworks scheduled for release in January 2018. These courses and those developed by the upcoming revision of early childhood and elementary mathematics coursework for prospective teachers focus intentionally on students with special needs at both ends of the spectrum, and on children for whom English is not the primary language, etc. Revised coursework is intentional and quite specific in requiring course developers and professional development specialists to address these needs.

- The MSDE's planned focus on regional accessibility location aligned with State-led initiatives and cross-LEA sharing will assist in assuring the implementation of the above initiatives.

5. Data and Consultation *(ESEA section 2101(d)(2)(K))*: Describe how the State will use data and ongoing consultation as described in ESEA section 2101(d)(3) to continually update and improve the activities supported under Title II, Part A.

To ensure that the LEAs are providing and implementing a system of professional growth and improvement for teachers, principals, and other school leaders, the State will review the LEAs' professional learning plans annually.

Each LEA will provide to the State, a report on their comprehensive professional learning program that shall include:

- a needs assessment;
- student data; and,
- strategies for improvement based upon needs and data.

The State shall collect data from LEAs through:

- annual reports;
- monitoring and support visits;
- surveys;
- examination of state achievement data; and,
- needs assessments.

The State will also collect data during:

- quarterly meetings;
- focus groups; and,
- webinars.

The LEAs will be given an annual risk assessment rating of their Title IIA grant plans. The rating will be based upon a rubric that has been developed in consultation with the LEAs. The LEAs that have a

Risk Level 1, 2, or 3 will be monitored every 3 years through site visits. LEAs that have a Risk Level of 4 or 5 will be monitored annually through site visits. Site visits for Risk Levels 1, 2, or 3 will occur on a rotational visit.

6. Teacher Preparation *(ESEA section 2101(d)(2)(M))*: Describe the actions the State may take to improve preparation programs and strengthen support for teachers, principals, or other school leaders based on the needs of the State, as identified by the SEA.

Changes are being proposed with regard to teacher preparation, interventions to promote equitable access to effective teachers, and to the concept of professional learning, particularly in relation to regional access to all of the above. Each of these changes requires collaboration, the facilitation of pilot projects designed to distinguish theoretical design from effective implementation practices, and ongoing and frequent feedback that ensures responsiveness to the effectiveness or ineffectiveness of the change.

Revision of the Institutional Performance Criteria required for State Program Approval for educator preparation programs culminating in certification will include enhanced and scaffolded clinical experiences to ensure that all beginning teachers have had direct experience with students from a wide array of backgrounds and educational experiences. (This was the one most clearly identified need as MSDE listened to nearly 500 voices in five ESSA Listening Tour meetings held in January 2017 and read in almost 3000 survey responses from statewide constituents).

The State will establish regional hubs alluded to above, Regional Teacher Learning Centers (RTLC) at existing higher education regional centers. These RTLCs would serve a variety of uses, such as:

- cost-effective and locally-responsive supports to existing teacher preparation programs;
- centers for professional development in partnership among the LEAs and IHEs;
- delivery centers for alternative preparation programs designed to provide more equitable access to capable and experienced teachers for all students;
- collaboration among colleges and universities across the State to provide a widely diverse set of clinical field and internship experiences not always available within the general area of the home college.
- collaboration among IHEs to provide and monitor extended internships out of the regional center allowing some students to return to their family homes to ensure program completion.
- a more affordable model for the preparation of certified teachers through partnerships among the successful high school Teacher Academy of Maryland, local community colleges, and four-year IHEs located at the regional center;
- centers for the innovative use of technology to widen access to best LEA and IHE practices available throughout the State, accessible without long-distance travel and designed for specific needs of the region;
- points of intersection between teacher preparation, induction and professional learning activities to provide seamless transitions and a common message for in-state and out-of-state prepared teachers and, due to the nature of the RTLC, a more local response to individual school system needs.

During the next two years, the MSDE will explore the development of a an undergraduate, online/hybrid teacher education program with as yet undetermined partners in concert with the State's

priorities of assuring broad access for all potential teachers to a high-quality program leading to certification. As identified, the MSDE will assure that these programs address the needs of a vastly diverse population. While a wide variety of online programs is available, the MSDE will seek to facilitate a Maryland-developed and approved program containing the rigor and accountability of all other programs in the State.

New Teacher Induction: State regulations ensure the fidelity of new teacher induction programs offered by LEAs. The Code of Maryland Regulations (COMAR) 13A.07.01 requires that each LEA shall establish and maintain a comprehensive teacher induction program for all new teachers until they achieve tenure and veteran teachers new to an LEA. A strong induction program, effective mentoring, and providing time to teachers/mentors/co-teachers have proven to be effective drivers of teacher growth and success, as well as student growth and success. COMAR specifies that induction programs shall include:

- standard elements for the selection and expectation of mentors at both preservice and in-service levels of practice
- standards for effective mentoring;
- orientation programs;
- ongoing support from a mentor;
- observation and co-teaching opportunities;
- professional learning;
- ongoing formative review of performance;
- induction program staff;
- participation by all new teachers;
- evaluation; and,
- reduced workload for new teachers and mentors, to the extent practical, given fiscal and staffing concerns.

Each LEA shall provide an annual professional learning plan that outlines the elements of the induction program and demonstrates how the LEA is supporting new teacher growth. The State will provide:

- ongoing guidance and support to the LEAs regarding the teacher induction program requirements;
- collaboration and support for the LEAs in the mentoring of non-tenured teachers to prepare them to increase student achievement through instruction aligned to Maryland's challenging academic standards; and,
- professional learning to meet mentor and new teacher needs. This may include meetings, webinars, regional workshops, and online courses.

The State shall facilitate collaboration between the LEAs and the IHEs to strengthen and provide alignment to the teacher pathway from pre-service to in-service. This collaboration will:

- develop standard elements for selection, training and assessment of mentors for both pre-service, induction, and pre-tenure mentor programs;
- inform teacher preparation programs of the needs of the schools;
- increase the capacity of pre-service teachers;
- strengthen the relationships and inform the design of the efforts of Professional Development Schools (PDS) and the LEAs;
- provide a realistic expectation related to planning, implementation, and assessment aligned to the State's rigorous academic standards; and,
- provide realistic expectations to increase teacher retention.

E. Title III, Part A, Subpart 1: English Language Acquisition and Language Enhancement

1. Entrance and Exit Procedures *(ESEA section 3113(b)(2)):* Describe how the SEA will establish and implement, with timely and meaningful consultation with LEAs representing the geographic diversity of the State, standardized, statewide entrance and exit procedures, including an assurance that all students who may be English learners are assessed for such status within 30 days of enrollment in a school in the State.

Maryland has always had standardized statewide entrance and exit procedures for English Learners (ELs), established in consultation with all 24 Local Educational Agencies (LEAs) in the State and national experts. ELs in every LEA are considered to have attained English proficiency if their overall composite proficiency level is 5.0 on ACCESS for ELLs 2.0. To ensure that all students who may be ELs are assessed, Maryland has also adopted a common home language survey. The Maryland State Department of Education's (MSDE's) *English Learners: Eligibility, Guidance, and Laws* document requires that all students identified by the home language survey are assessed (1) no later than 30 days after the beginning of the school year for students who enter at the start of the school year; or (2) within the first two weeks of attendance for those children who have not been identified as a potential EL prior to the beginning of the school year. This element is monitored by the MSDE Education Program Specialists and is included in the Maryland's Title III monitoring tool.

2. SEA Support for English Learner Progress *(ESEA section 3113(b)(6))*: Describe how the SEA will assist eligible entities in meeting:
    i. The State-designed long-term goals established under ESEA section 1111(c)(4)(A)(ii), including measurements of interim progress towards meeting such goals, based on the State's English language proficiency assessments under ESEA section 1111(b)(2)(G); and
    ii. The challenging State academic standards.

i. The MSDE staff convenes statewide briefings for all 24 LEAs that include professional learning activities around effective practices towards meeting interim progress goals. The LEA EL supervisors have the opportunity to collaborate with colleagues from other LEAs with similar geographic and demographic characteristics. Additionally, the MSDE supports LEA collaboration meetings twice a year that are designed by participants. The LEAs with new EL supervisors are provided personalized mentoring and technical assistance at least monthly by MSDE EL staff. For the 2017-18 school year, statewide briefings will examine the new accountability system and provide individualized technical assistance to LEAs based on local and State data comparisons. Additionally, the MSDE and the LEAs will use the new State model to identify potential long-term ELs to proactively address the needs of these students in each LEA.

ii. The focus of the MSDE's State and regional professional development has been for content teachers and building administrators in supporting ELs achievement in meeting academic standards. During technical assistance and monitoring, MSDE EL Specialists examine class schedules, program models, and curriculum to ensure that ELs have equitable access to grade-level content. The majority of the State's EL population is in K-2. In summer 2017, the MSDE will offer three regional symposia for administrators and teachers focused on academic achievement of students in grades PreK-2; Master EL teachers will provide focus sessions on English Language Arts and mathematics.

3. Monitoring and Technical Assistance *(ESEA section 3113(b)(8))*: Describe:
    i. How the SEA will monitor the progress of each eligible entity receiving a Title III, Part A subgrant in helping English learners achieve English proficiency; and
    ii. The steps the SEA will take to further assist eligible entities if the strategies funded under Title III, Part A are not effective, such as providing technical assistance and modifying such strategies.

i. Two MSDE Education Program Specialists conduct extensive monitoring visits of all 21 LEAs that receive a Title III subgrant in a three-year cycle. The Title III monitoring tool has been revised to align to ESSA and Maryland's new accountability system and shared and reviewed with all LEAs. Prior to the visit, a collaboration meeting is held with LEA leadership and the MSDE EL Program Specialist. The monitoring visit includes classroom observations and desk monitoring of all aspects of the LEA program for ELs. Verbal and written feedback is provided, including commendations and findings. Although LEA English Language Proficiency data is reviewed on a regular basis, monitoring visits provide an opportunity to analyze progress, targets, and strategies for improvement. Starting in 2017-18, monitoring visits will include discussion of plans for addressing the needs of students who have been identified as potential long-term ELs.

ii. The MSDE has always collaborated with LEAs whose ELs have not met both academic and English language proficiency state goals. MSDE Education Program Specialists will adopt tools utilized in the past and update them to align with ESSA goals to further assist LEAs identified as not being effective in educating ELs. Working in partnership with the LEAs, the MSDE requires that the LEAs (1) find root causes through in-depth data analysis and program evaluation; (2) gather all stakeholders' input and feedback; and (3) create a plan with both short- and long-term goals, objectives and deliverables. MSDE Education Program Specialists schedule monthly conference calls or face-to-face meetings with these identified LEAs to monitor the plan and provide targeted technical assistance as needed and offer customized professional development. Reporting and data analyses on students' attainment of English Language Proficiency within Maryland's proposed accountability program indicator will help inform program success and areas in need of strengthening.

F. Title IV, Part A: Student Support and Academic Enrichment Grants

1. Use of Funds *(ESEA section 4103(c)(2)(A)):* Describe how the SEA will use funds received under Title IV, Part A, Subpart 1 for State-level activities.

The purpose of Title IV, Part A, Subpart I is to increase the capacity of States, Local Educational Agencies (LEAs), schools, and local communities to –

- Provide all students with access to a well-rounded education;
- Improve school conditions for student learning; and
- Improve the use of technology in order to improve the academic achievement and digital literacy of all students.

Maryland will reserve the allowed, not more than one percent, for administrative costs of carrying out its responsibilities under this subpart, including public reporting on how funds made available under this subpart are being expended by LEAs, including the degree to which the LEAs have made progress toward meeting the objectives and outcomes outlined in the LEA applications for these funds.

Additionally, Maryland will use the remainder of funds at the State level to provide monitoring of and training, technical assistance, and capacity building to, LEAs that receive an allotment of these funds. This will include eliminating State barriers to the coordination and integration of programs, initiatives, and funding streams that meet the purposes of this subpart to facilitate better coordination with other agencies, schools, and community-based services and programs.

Finally, Maryland will support LEAs in providing programs and activities that:

- Improve access and opportunity and should include at a minimum:
    - Providing support for students taking the Advanced Placement (AP) or International Baccalaureate (IB) exams;
    - Advanced level coursework for all students;
    - Access to instruction in all content areas beginning in Prekindergarten;
    - Strategies to encourage and provide access to integrated STEM core concepts and practices for all students, specifically for female and students of color;
    - More college preparatory support in all schools, specifically focusing on low-income schools (i.e. Advancement Via Individual Determination (AVID) Program);
    - Diverse fine arts options for all students to foster creative problem solving, individual growth, meaningful expression, and innovation;
    - Quality physical education for all students to gain the academic and health benefits of movement and fitness;
    - Comprehensive health education that provides students the skills to adopt and sustain behaviors that promote a healthy lifestyle and reduce health risks;
    - Uninterrupted sequences of world language study beginning as early as possible that enable high levels of proficiency; and,
    - Schools/LEAs need to continue to increase career and technology programs/options offering high skill/high wage opportunities for all schools.
- Improve the effective use of technology through access to programs and activities that:
    - Provide and/or expand access to high quality digital learning experiences and resources through a state wide learning management system, a digital repository, and school library media databases (MDK12 Digital Library);
    - Ensure that online courses and web based digital resources comply with accessibility guidelines;

- Collaborate nationally to identify, evaluate, and integrate Open Educational Resources into teaching and learning;
- Provide a flexible delivery format that allow for participation in online professional development and student courses (Learning Management System); and,
- Provide additional support to LEAs for school library media programs that encourage the development of digital literacy skills for educators and students.

- Improve the communication between home and schools. Specifically, early childhood programs, out-of-school time programs, LEAs, schools, and libraries must be intentional about providing information, reports, and data in a format and language parents understand, as well as ensuring opportunities for the involvement of parents and family members whose first language is not English, of children with disabilities, of migratory children, of foster care children, and families experiencing homelessness.
- Provide training of general education teachers across all content areas on language acquisition and strategies for serving English Learners (ELs) as this increases access for ELs to a well-rounded education; and,
- Increase the training of teachers across all content areas on identifying and serving gifted and talented students to increase access and success for all students.

2. Awarding Subgrants *(ESEA section 4103(c)(2)(B))*: Describe how the SEA will ensure that awards made to LEAs under Title IV, Part A, Subpart 1 are in amounts that are consistent with ESEA section 4105(a)(2).

Maryland will allocate these funds using the same formula that is used for Title I, Part A which is based on poverty and schools are served in rank order. All LEAs in Maryland receive Title I, Part A funds and will be eligible to receive Title IV, Part A funds with an approved plan for these funds that addresses one or more of the priorities above. No subgrant shall be less than $10,000 as per the law.

G. Title IV, Part B: 21st Century Community Learning Centers

1. Use of Funds *(ESEA section 4203(a)(2))*: Describe how the SEA will use funds received under the 21st Century Community Learning Centers program, including funds reserved for State-level activities.

The Maryland State Department of Education (MSDE) will use 93 percent of the funds received under the 21st Century Community Learning Centers (CCLC) program to fund afterschool programs that can meet and adhere to the requirements detailed below. The selection of programs is made after a competitive Request For Proposal (RFP) process with consideration for the final individual award amount based on the number of students proposed to serve and the number of days of program operation. The 21st CCLC competition in Maryland is open to Maryland LEAs, interagency, interdepartmental, community and faith-based or other private or public organizations, or a consortium of two or more of the aforementioned, proposing to provide afterschool programming. For the purposes of this narrative, afterschool programs are defined in Maryland as programs that occur before school, after school, during the summer, and on Saturdays.

Maryland has identified several Absolute and Competitive Priorities for the 21st CCLC program. *Absolute Priorities* are those priorities which must be addressed by all proposals; failure to do so will disqualify a proposal from consideration. *Competitive Priorities* are optional and, if addressed, may earn additional points.

Eligible organizations must use funds to provide activities outside of school hours that:

- Provide opportunities for academic enrichment, including providing instructional services to help students, particularly students who attend low-performing schools, to meet State and local student academic achievement standards in core academic subjects, such as reading, mathematics, and science;
- Offer students a broad array of additional services, programs, and activities, such as youth development and engagement activities, substance abuse and alcohol prevention, service-learning, violence prevention, counseling, art, music, recreation, technology education, and character education programs that are designed to reinforce and complement the regular academic program of participating students; and,
- Offer families of students served by community learning centers opportunities for literacy instruction and related educational development.

All programs must:

- Target students and families of students who attend Title I school-wide programs or schools that serve a high percentage (at least 40 percent) of students from low-income families;
- Include partnerships of eligible entities consisting of:
  - (i) LEAs and/or school(s); and,
  - (ii) community-based organization(s) or other public or private entity(ies).
- Integrate character education in alignment with programs in place in the schools of the target population; and,
- Integrate service-learning in accordance with the Maryland Seven Best Principles

In addition, applicants were given the opportunity to earn additional points by addressing competitive priorities in their programs. The competitive priorities were as follows:

- Proposing a program aligned with preparing students to successfully reach Maryland's College and Career Readiness Standards (MCCRS);
- Proposing a program whose focus is science, technology, engineering and mathematics (STEM) including all seven State STEM standards of practice;
- Propose a program whose focus is ensuring the healthy development of youth providing healthy recreational enrichment that promotes positive physical, emotional, and social development that better student's health and wellness; or
- Proposing a program whose focus is providing students with high quality arts programming that includes hands on experiential learning in the creative exploration of visual and performing arts.

The MSDE will use the remaining seven percent of the funds received for administrative purposes such as oversight of the overall program, fiscal monitoring, programmatic monitoring, and program evaluation. Besides administrative expenses, most recently, the MSDE implemented a training program for a pilot group of sub-grantees to assess program quality. Staff will be trained on the selected tool and the monitoring process will be revised to include a more comprehensive, standardized review of program quality. Training in program quality as well as other professional development opportunities will be available to MSDE staff with the seven percent 21st CCLC funding allotment.

2. Awarding Subgrants *(ESEA section 4203(a)(4)):* Describe the procedures and criteria the SEA will use for reviewing applications and awarding 21st Century Community Learning Centers funds to eligible entities on a competitive basis, which shall include procedures and criteria that take into consideration the likelihood that a proposed community learning center will help participating students meet the challenging State academic standards and any local academic standards.

The MSDE utilizes a multi-stage process of reviewing applications and awarding 21st CCLC funds. When a Request for Proposal (RFP) is issued, the date and time for application is posted on both the MSDE web site and in the RFP. Grantees are encouraged to submit their applications electronically to an email dropbox but on-site delivery is also available.

All applications received by the announced deadline are pre-screened using eligibility requirements that pertain to the submitting Lead Agency, the proposed leadership team, and to requirements regarding the number of days the program proposes to serve students each week during the school year and, if applicable, the number of days of operation during the summer. Applications not meeting the pre-screening submission requirements will not be further reviewed.

During the timeframe of the RFP release and the application deadline, the MSDE is recruiting, selecting, contracting with, and training application reviewers. The MSDE publicly solicits, screens, and selects impartial, qualified reviewers who are not employees of the MSDE to review and score applications. The MSDE will assemble review teams based on experience as a reviewer, employment history, and geographic distribution.

Reviewers individually comment on each application assigned to that team and assign each a numerical score using the 21st CCLC scoring rubric. The scoring rubric includes sections that

ask reviewers to rate the program's extent of need, operational plan, management plan, evaluation plan, and sustainability. Reviewers will then meet in teams to arrive at consensus scores for each standard on the rubric.

After the conclusion of the review process, the MSDE will rank applications in order by total consensus score plus competitive priority bonus points. Proposals scoring at 80 percent and above will be eligible for the next review stage.

Applications scoring at 80 percent or above are sorted into two groups: 1) returning applicants, and 2) new applicants. Returning applicants are those that either currently have a 21st CCLC grant with the MSDE or have had a grant within the last three years. New applicants do not have a history of receiving 21st CCLC funding from the MSDE.

Returning applicants receive and respond in writing to any clarification questions raised by the reviewers. New applicants must participate in a validation interview. The MSDE, in collaboration with the applicant, will arrange the date and time for the validation interview to take place within seven business days of contact by the MSDE. This interview will be attended by MSDE representatives. The peer review team will be invited to attend; however, their attendance is not mandatory. The proposed program leadership team and program partners must attend the validation interview. Attendees should be limited to active participants in the proposed program. It is mandatory that all partners attend.

Prior to the validation interview, applicants will, in writing, respond to a standard set of questions, as well as, clarify any questions or concerns raised by the reviewers. The MSDE will forward the questions at least one week before the interviews. The purpose of the validation interview is:

i. Provide the leadership team and partners the opportunity to validate details about their proposed program to ensure participating students meet challenging State academic standards;
ii. Provide MSDE representatives and the review team an opportunity to discuss the written responses to interview questions with the leadership team and partners;
iii. Communicate the aspects of their proposed program that may need clarification and improvement; and,
iv. Establish a timeline for required revisions, if any.

The MSDE shall make final determination for awards based on the results of the Validation Process and the availability of funds. Proposals will be funded as the total federal allocation to the State allows.

H. Title V, Part B, Subpart 2: Rural and Low-Income School Program

1. Outcomes and Objectives *(ESEA section 5223(b)(1))*: Provide information on program objectives and outcomes for activities under Title V, Part B, Subpart 2, including how the SEA will use funds to help all students meet the challenging State academic standards.

The Rural and Low-Income School Program is designed to support Local Educational Agencies (LEAs) in meeting performance goals as defined in Maryland's accountability system to increase student outcomes. Rural LEAs receiving grants under this program will be expected to set performance goals consistent with an expectation to increase student achievement, enhance student support, and promote academic enrichment. The grant focuses on the implementation of initiatives to address any factors adversely affecting student outcomes.

Maryland LEAs receiving funds under this program have traditionally used funds to promote academic enrichment through implementation of programs to increase learning opportunities for home school and home and hospital students through initiatives such as the eLearning technology program, programs to increase parent involvement through School Engagement Workshop Series for parents with students at low performing schools, and promote college and career readiness by providing students in grades 8 through 10 exposure to college and career readiness initiatives such as the Junior Aces Program. Funding has improved performance on local benchmarks by all students and decreased the achievement gap for African American and Hispanic ethnicities, special education, and students who qualify for the Free and Reduced Meal (FARMS). In addition, funds have been used to promote peer mediation, teach conflict resolution skills, and enable credit recovery. Local outcomes have included reduced incidents of violence, improved attendance rates, reduced suspension and expulsion rates, and improved communication skills.

The MSDE will provide technical assistance to ensure LEAs identify targeted resources to address data-driven needs.

2. Technical Assistance *(ESEA section 5223(b)(3))*: Describe how the SEA will provide technical assistance to eligible LEAs to help such agencies implement the activities described in ESEA section 5222.

Maryland provides technical assistance by working with the LEAs to identify priority needs through the application process and comprehensive master plan required under State law. The master plan is the comprehensive plan the LEAs develop and implement that describes the goals, objectives, and strategies that are used to improve student achievement and meet State performance standards and local performance standards. The MSDE will collaborate with the LEA to provide direct technical assistance that will focus on the LEA making progress towards meeting goals outlined in Rural and Low Income School grant applications and providing on-going support for capacity building innovations to increase student outcomes. The technical assistance process will include an inquiry process for joint sharing and learning to identify any technical assistance that may be needed to support informed decisions to improve data-driven instruction, and address professional development needs to increase professional knowledge and effectiveness to increase student outcomes. The MSDE will also collaborate with the LEA to monitor implementation of practices and programs to determine effectiveness in meeting intended goals and objectives. The grant manager will coordinate the technical assistance efforts.

I. Education for Homeless Children and Youth program, McKinney-Vento Homeless Assistance Act, Title VII, Subtitle B

1. Student Identification *(722(g)(1)(B) of the McKinney-Vento Act)*: Describe the procedures the SEA will use to identify homeless children and youth in the State and to assess their needs.

The Maryland State Department of Education (MSDE) will support the Local Educational Agencies (LEAs) in identification and assessment of children and youth experiencing homelessness by ensuring that each local school system develops, reviews, and revises policies and procedures to eliminate barriers to enrollment and retention to ensure school success. The MSDE has a designated McKinney-Vento State Coordinator to facilitate the coordination of services to homeless students with LEAs and other State agencies. The McKinney-Vento State Coordinator provides ongoing consultation, guidance, technical assistance, resources, and monitoring of local school systems on the McKinney-Vento law, policies, and best practices. The Coordinator works in partnership with educators, State partners, and community partners to strengthen collaborative efforts that sustain statewide initiatives to support and reinforce the identification and assessment of children and youth experiencing homelessness. The MSDE has established a Homeless State Advisory Committee comprised of State and local community partners who meets regularly to identify gaps in services and trends within this population of students, and to review all relevant information, regulations, laws, and policies affecting homeless students.

2. Dispute Resolution *(722(g)(1)(C) of the McKinney-Vento Act)*: Describe procedures for the prompt resolution of disputes regarding the educational placement of homeless children and youth.

The MSDE adheres to regulations set forth in the Code of Maryland Regulations (COMAR 13A.05.09.07) Programs for Homeless Children that establish dispute resolution procedures for all LEAs and includes timelines regarding the educational placement of children and youth experiencing homelessness. The MSDE consults with individual LEAs regarding dispute resolution issues as needed.

The COMAR regulations require:

- Each LEA to establish an expedited dispute resolution process;
- A student to remain enrolled in school during the dispute resolution process; and
- Immediate admission of the student to the school sought, pending resolution of the dispute if the dispute arises over school selection or enrollment.

The MSDE works with all LEAs to establish and implement a dispute resolution procedure that complies with federal law and State regulations, which reflects best practices. Homeless families and youth within LEAs are made aware of dispute resolution rights and how to utilize the dispute resolution process. A list of legal and advocacy service providers in the area that can provide additional assistance during any part of the process is provided. The MSDE works with LEA liaisons to develop a step-by-step description of how to appeal the school's decision that includes a form that parents, guardians, or unaccompanied youth can complete and submit to the school to initiate the dispute process. Links to individual LEA dispute policies are available on the MSDE website. Training on the dispute resolution process is provided for all

homeless liaisons. The MSDE and LEAs will collect and maintain communication logs of disputes and reported barriers, and use this information to inform training of LEAs for a cycle of continuous improvement in resolving disputes in an equitable and timely manner.

The MSDE ensures LEAs provide notification that if a parent, guardian, or unaccompanied youth are English learners, use a native language other than English, or need additional supports because of a disability then translators, interpreters, or other support services will be made available without charge. The MSDE will work with LEAs to ensure students receive all services for which they are eligible until final resolution of all disputes and appeals.

3. Support for School Personnel *(722(g)(1)(D) of the McKinney-Vento Act)*: Describe programs for school personnel (including the LEA liaisons for homeless children and youth, principals and other school leaders, attendance officers, teachers, enrollment personnel, and specialized instructional support personnel) to heighten the awareness of such school personnel of the specific needs of homeless children and youth, including runaway and homeless children and youth.

The MSDE will coordinate and facilitate supports for school personnel (including the LEA liaisons for homeless children and youth, principals and other school leaders, attendance officers, teachers, enrollment personnel, and specialized instructional support personnel) to heighten the awareness of such school personnel of the specific needs of children and youth experiencing homelessness, including runaway and homeless children and youth. The MSDE will train or make provisions for training on recommended best practices for addressing specific needs, identification, and awareness of children and youth experiencing homelessness at statewide meetings, conferences, national trainings/conferences of student services staff, pupil personnel workers, administrators, school counselors, school social workers, school transportation staff, and special education teachers and/or MSDE Divisions (upon request). The MSDE will facilitate the sharing of model training materials and resources with LEA liaisons (National Center for Homeless Education (NCHE) and National Association for the Education of Homeless Children and Youth (NAEHCY)). The MSDE will provide guidance and technical assistance to LEA liaisons with developing and implementing a strategy for ongoing training of school personnel and require documentation of trainings. The MSDE will provide guidance on the protection of information about a student's living situation as part of the student's record as required under The Family Educational Rights and Privacy Act (FERPA).

4. Access to Services *(722(g)(1)(F) of the McKinney-Vento Act)*: Describe procedures that ensure that:
   i. Homeless children have access to public preschool programs, administered by the SEA or LEA, as provided to other children in the State;
   ii. Homeless youth and youth separated from public schools are identified and accorded equal access to appropriate secondary education and support services, including by identifying and removing barriers that prevent youth described in this clause from receiving appropriate credit for full or partial coursework satisfactorily completed while attending a prior school, in accordance with State, local, and school policies; and
   iii. Homeless children and youth who meet the relevant eligibility criteria do not face barriers to accessing academic and extracurricular activities,

including magnet school, summer school, career and technical education, advanced placement, online learning, and charter school programs, if such programs are available at the State and local levels.

i. The MSDE facilitates collaboration strategies between LEAs, Head Start, Judy Centers, Office of Child Care, and the State Pre-K programs to ensure that children and youth experiencing homelessness have access to public preschool programs, administered by the State or LEA, as provided to other children in the State. The McKinney-Vento State Coordinator is a member of the Early Childhood State Advisory Council, the Special Education State Advisory Council, and the Interagency Council for Infants & Toddlers, which support and help inform these efforts.

   The MSDE ensures that families of young children experiencing homelessness are provided information about early education resources that are available for them. The federal Improving Head Start for School Readiness Act (42 U.S.C. 9835(m)) requires Head Start programs to prioritize enrollment of homeless three and four year-olds, permit them to enroll without first producing required documentation, and coordinate their services with the Head Start Collaboration office at the MSDE, the LEA liaisons, and other homeless services providers. Judith P. Hoyer Early Childhood and Family Education Centers ("Judy Centers") in Maryland prioritize homeless children and youth for receipt of early childhood education services. The offices of the State Coordinator for Homeless Education and the Judy Centers collaborate to ensure LEAs comply. State regulations set forth in Maryland State law guarantee homeless four year olds access to public pre-Kindergarten programs within LEAs. The offices of the state coordinator for Homeless Education and Early Learning and Early Care will collaborate to ensure access. All homeless families will be able to immediately enroll their four-year old children in local public pre-K programs where availability exists.

ii. The MSDE will work with the LEAs to develop procedures to award credit to homeless youths who satisfactorily completed full or partial coursework at a prior school, as part of the immediate enrollment process, and to transmit that information to future schools. The MSDE will develop and disseminate model procedures which the LEAs may choose to adopt. The MSDE will monitor the administrative procedures and regulations of LEAs to ensure they include strategies for meeting this requirement. The MSDE will train or make provisions for training to LEA liaisons on best practices for ensuring homeless youth and youth separated from public schools are identified and accorded equal access to appropriate secondary education and support services. The MSDE will work with LEA homeless liaisons to provide support to enable students to attend school consistently and progress academically including, establishing processes to award partial credit for work completed. By working with LEA liaisons to help keep students in their schools of origin, the challenges associated with school change will be avoided. The MSDE will work with LEA liaisons to work with family courts and LEA personnel to create or improve diversion programs or alternative education programs.

ii. The MSDE will work with the LEAs to develop procedures including, alternative assessment and application procedures. The MSDE and the LEAs will ensure homeless students will be given the opportunity to immediately enroll in magnet schools, charter schools, advanced placement coursework, career and technical education, and online learning. If their homelessness prevents them from paying any normally required fees or meeting normally required deadlines in accordance with State, local, and school policies, the MSDE will work with LEAs to eliminate barriers by providing funding support with fees

and assistance with school entry.

5. Strategies to Address Other Problems *(722(g)(1)(H) of the McKinney-Vento Act)*: Provide strategies to address other problems with respect to the education of homeless children and youth, including problems resulting from enrollment delays that are caused by—
   i. requirements of immunization and other required health records;
   ii. residency requirements;
   iii. lack of birth certificates, school records, or other documentation;
   iv. guardianship issues; or
   v. uniform or dress code requirements.

The MSDE will work with LEAs to ensure a school selected on the basis of a best interest determination must immediately enroll the homeless child or youth, even if the child or youth is unable to produce the records normally required for enrollment. The MSDE will work with LEAs to ensure the enrolling school immediately refers the parent, guardian, or unaccompanied youth to the LEA liaison. The LEA liaison must assist in obtaining the immunizations, screenings or other required health records, proof of residency, proof of guardianship and birth certificates and document all actions until records are received. LEAs will collaborate with Title I, Part A, Special Education, Early Childhood Programs, etc. to seek resources to assist students in need of uniforms for uniform schools.

6. Policies to Remove Barriers (*722(g)(1)(I) of the McKinney-Vento Act)*: Demonstrate that the SEA and LEAs in the State have developed, and shall review and revise, policies to remove barriers to the identification of homeless children and youth, and the enrollment and retention of homeless children and youth in schools in the State, including barriers to enrollment and retention due to outstanding fees or fines, or absences.

Maryland is committed to the development, review and revision of State and LEA policies that remove barriers to the identification of homeless children and youth, and the enrollment and retention of homeless children and youth in schools in the State, including barriers to enrollment and retention due to outstanding fees or fines, or absences. To demonstrate the State's efforts, the MSDE adheres to the following practices:

- Continue to provide formal guidance to LEAs that all homeless students should be enrolled – in class, and participating fully in school activities – within one school day of an attempt to enroll;
- Provide guidance, develop and/or disseminate assessment procedures to facilitate immediate enrollment where a child's grade/credits are unknown (e.g. missing documents or arrival from out of LEA/state without documents);
- Develop, disseminate, and/or facilitate the sharing of sample self-enrollment and caretaker forms (electronic or paper) to facilitate enrollment of unaccompanied homeless youth, and provide related training;
- Provide training and issue guidance to LEAs on how to collect missing documents after enrollment, and when/how to use affidavits in lieu of certain missing documents;
- Assist LEAs with making resources available to families (e.g. National Center for Homeless Children (NCHE) Parent Pack and/or thumb drives) to provide to homeless parents and youth so that they can maintain important documents;
- Ensure that transportation delays do not prevent immediate enrollment by working with

LEAs to implement long-term transportation services when requested by eligible homeless family or youth;

- Provide guidance to LEAs on transportation strategies and supports (e.g. public transit tokens or short-term cab) until long-term arrangements are in place;
- Provide LEAs with initial guidance and training as needed on new federal transportation requirements;
- Collaborate with the MSDE's and the LEA's Office of Pupil Transportation to develop strategies – potentially including policy changes, training, or resource decisions - to support the LEAs with transportation of homeless students;
- Ensure the LEAs develop agreements between LEAs on handling inter-LEA and interstate transportation needs;
- Provide guidance and training on the requirement that LEAs treat schools within a feeder system as a homeless student's "school of origin";
- Provide guidance and training on the inclusion of preschools within the current definition of "school of origin," and the requirement that transportation to the school of origin apply to preschool;
- Ensure that the LEAs provide guidance to families on how to ensure that documents stored on a thumb drive remain secure; and,
- Ensure that all LEA liaisons will continue to participate in training on immediate enrollment.

7. Assistance from Counselors *(722(g)(1)(K))*: A description of how youths described in section 725(2) will receive assistance from counselors to advise such youths, and prepare and improve the readiness of such youths for college.

The MSDE will ensure that the unique educational needs of homeless children and youth are identified and addressed through the use of student services personnel at the LEAs. School counselors, LEAs, and community partners will collaborate to provide supportive college readiness counseling services for homeless youth. The MSDE will provide continuous efforts through ongoing professional development opportunities to support the identification and support of homeless youth so that school counselors can focus specifically on their unique college readiness needs.

Additional assistance from counselors will include: guidance and advisement on school and community based learning supports and resources in all academic subjects; providing wrap around supportive services for students and families; ensuring equitable access to resources due to the abrupt interruption of learning often caused by the frequent mobility; advocacy for access to the same challenging academic content that all children are expected to meet; collaboration with other offices and agencies to provide summer and extended day opportunities for credit recovery and advancement; and, providing access to information on financial supports provided by McKinney Vento and Title I, Part A funds for access to reduced college costs, college field trips, and other college readiness activities.

School counselors will meet with homeless youth to create a four-year college readiness plan, as well as meet with homeless youth to identify courses, activities and resources which will provide them much needed social-emotional support as well as college and career readiness support. Counselors will work with content specialists to assure that homeless youth are

enrolled in transition courses, if needed, to prepare them for college. School counselors will share information about financial aid nights, college preparation courses, college nights, college speakers, and career fairs to enhance the opportunities for homeless youth. Homeless students pursuing post-secondary education at a two-year or four-year higher education institution in Maryland are eligible for a tuition waiver until 24 years of age, as long as the student meets the McKinney-Vento eligibility criteria for homelessness. A Maryland stakeholder group is formed to serve as the catalyst for assisting students with any barriers they face with enrollment in Maryland's colleges and universities.

Appendix A: Measurements of interim progress

Instructions: Each SEA must include the measurements of interim progress toward meeting the long-term goals for academic achievement, graduation rates, and English language proficiency, set forth in the State's response to Title I, Part A question 4.iii, for all students and separately for each subgroup of students, including those listed in response to question 4.i.a. of this document. For academic achievement and graduation rates, the State's measurements of interim progress must take into account the improvement necessary on such measures to make significant progress in closing statewide proficiency and graduation rate gaps.

A. Academic Achievement

This information will be available after the Maryland State Board Meeting on June 27, 2017.

B. Graduation Rates

The table below is the 4-year cohort graduation data:
Annual Measurable Objectives - 4-Year Cohort Graduation Rate

Subject Title	Student Group Subgroup	2011 *Baseline	2012 2012	2013 2013	2014 2014	2015 2015	2016 2016	2017 2017	2018 2018	2019 2019	2020 2020
Grad. Rate	All Students	81.97	82.70	83.42	84.14	84.87	85.59	86.32	87.04	87.76	88.49
	American Indian	75.93	76.99	78.05	79.11	80.17	81.23	82.29	83.35	84.41	85.47
	Asian	93.04	93.15	93.25	93.36	93.47	93.58	93.69	93.80	93.91	94.02
	African American	74.02	75.18	76.35	77.51	78.68	79.85	81.01	82.18	83.34	84.51
	Hispanic/Latino	73.44	74.63	75.83	77.03	78.23	79.43	80.62	81.82	83.02	84.22
	Pacific Islander	90.24	90.51	90.77	91.04	91.30	91.57	91.83	92.09	92.36	92.62
	White	88.27	88.65	89.02	89.39	89.77	90.14	90.52	90.89	91.26	91.64
	Two or more Races	93.42	93.51	93.59	93.68	93.77	93.86	93.95	94.03	94.12	94.21
	Sp. Ed.	54.72	56.95	59.19	61.43	63.67	65.91	68.14	70.38	72.62	74.86
	EL	56.98	59.09	61.21	63.32	65.43	67.54	69.65	71.77	73.88	75.99
	FARMS	74.11	75.27	76.43	77.59	78.75	79.91	81.07	82.23	83.39	84.55

The table below is the 5-year cohort graduation data.
Annual Measurable Objectives - 5-Year Cohort Graduation Rate

Subject	Student Group	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
Grad.	All Students	84.57	85.15	85.72	86.30	86.88	87.46	88.04	88.62	89.20	89.78
	American Indian	78.01	78.95	79.90	80.84	81.78	82.73	83.67	84.62	85.56	86.50
	Asian	94.53	94.56	94.58	94.61	94.63	94.66	94.69	94.71	94.74	94.77
	African American	77.86	78.82	79.77	80.72	81.67	82.62	83.58	84.53	85.48	86.43
	Hispanic/Latino	78.15	79.09	80.02	80.96	81.90	82.83	83.77	84.70	85.64	86.58
	Pacific Islander	95.12	95.00	95.00	95.00	95.00	95.00	95.00	95.00	95.00	95.00
	White	89.65	89.94	90.24	90.54	90.84	91.13	91.43	91.73	92.03	92.32
	Two or more	94.73	94.75	94.76	94.78	94.79	94.81	94.82	94.84	94.85	94.87
	Sp. Ed.	60.94	62.83	64.73	66.62	68.51	70.40	72.29	74.19	76.08	77.97
	EL	66.64	68.21	69.79	71.37	72.94	74.52	76.09	77.67	79.24	80.82
	FARMS	80.24	81.06	81.88	82.70	83.52	84.34	85.16	85.98	86.80	87.62

C. Progress in Achieving English Language Proficiency

Maryland data mirrors research and national trends regarding students at lower proficiency levels progressing more rapidly than students at a higher proficiency level. The review of actual trend data for Maryland's ELs informed the setting of the State's ambitious long-term goal and interim targets.

The interim progress targets are established through calculating the gap between the current performance, which is 46 percent of ELs achieving English proficiency in 6 years, and 100 percent of ELs reaching this long-term goal. This is a gap of 54 percent. The interim progress targets are based upon reducing the gap by half, which is 27 percent. With a baseline of 46 percent combined with an additional 27 percent to decrease the gap by half, the final interim progress target is established at 73 percent. An increase of approximately 2 percent each year is needed in order to decrease the gap by 27 percent and meet the long-term goal of 73 percent over 13 years as shown in the Interim Progress Targets table below.

Interim Progress Targets

Year	Target in %
Baseline: 2016-17	46
2017-2018	48
2018-2019	50
2019-2020	52
2020-2021	54
2021-2022	56
2022-2023	58
2023-2024	60
2024-2025	62
2025-2026	64
2026-2027	66
2027-2028	68
2028-2029	70
2029-2030	73

Appendix B: General Education Provisions Act

OMB Control No. 1894-0005 (Exp. 03/31/2017)

NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

(1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

(2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.

(3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

(4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concern of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1894-0005.

Appendix C: Protect Our Schools Act

SENATE BILL 871

F1 7lr3486
CF HB 978

By: **Senator Zucker**
Introduced and read first time: February 3, 2017
Assigned to: Education, Health, and Environmental Affairs

Committee Report: Favorable with amendments
Senate action: Adopted with floor amendments
Read second time: March 24, 2017

CHAPTER _____

AN ACT concerning

Education – Accountability – Consolidated State Plan and Support and Improvement Plans
(Protect Our Schools Act of 2017)

FOR the purpose of requiring a certain educational accountability program to include at least a certain number of school quality indicators; requiring one of the school quality indicators to be a certain school climate survey; authorizing certain school quality indicators to include certain factors; prohibiting certain school quality indicators from being based on student testing, subject to a certain exception; ~~requiring that certain indicators be given equal weight under certain circumstances; prohibiting a certain total of certain indicators from exceeding a certain percentage of a certain score~~ requiring the State Board of Education to establish a certain composite score that provides for certain differentiation; requiring a certain composite score to include certain indicators and incorporate a certain methodology; prohibiting a certain total of academic indicators from exceeding a certain percentage of a composite score; requiring a certain composite score to be calculated in a certain manner; prohibiting a certain composite score from being reported in a certain format; prohibiting certain indicators from being weighted in a certain manner; specifying that the final weights of certain indicators, subject to certain provisions of law, are determined by the State Board, with certain stakeholder input; requiring a certain academic indicator to be a certain measure; requiring a county board of education to develop and implement a Comprehensive Support and Improvement Plan for certain schools under certain circumstances; providing for the content and requirements of a Comprehensive Support and Improvement Plan; requiring a school to develop and implement a Targeted Support and Improvement Plan for

EXPLANATION: CAPITALS INDICATE MATTER ADDED TO EXISTING LAW.
[Brackets] indicate matter deleted from existing law.
Underlining indicates amendments to bill.
~~Strike out~~ indicates matter stricken from the bill by amendment or deleted from the law by amendment.

certain schools under certain circumstances; providing for the content and requirements of a Targeted Support and Improvement Plan; requiring certain entities to approve, monitor, and annually review a certain plan; requiring a plan to be implemented in compliance with certain collective bargaining agreements; requiring the State Department of Education to distribute federal funds for the implementation of a certain plan in a certain manner; requiring a county board, after a certain time period, to consult with a school to develop certain strategies under certain circumstances; authorizing a certain plan to include a lengthening of the school year, notwithstanding certain laws, regulations, or executive orders; requiring the Department, after a certain time period, to collaborate with a certain county board in determining the appropriate intervention strategy under certain circumstances, subject to certain limitations; specifying that a certain decision of the Department is final; providing for the construction of certain provisions of this Act; and generally relating to education accountability plans.

BY repealing and reenacting, with amendments,
Article – Education
Section 7–203
Annotated Code of Maryland
(2014 Replacement Volume and 2016 Supplement)

BY adding to
Article – Education
Section 7–203.4
Annotated Code of Maryland
(2014 Replacement Volume and 2016 Supplement)

Preamble

WHEREAS, All students in the State should have a fair, equal, and significant opportunity to obtain a high–quality education and reach, at a minimum, proficiency on challenging State academic achievement standards and State academic assessments; and

WHEREAS, The State should focus on closing the achievement gaps between high– and low–performing students and minority and nonminority students; and

WHEREAS, Parents and students should hold schools, county boards of education, and the State accountable for improving the academic achievement of all students, and identifying and improving low–performing schools to provide a high–quality education; now, therefore,

SECTION 1. BE IT ENACTED BY THE GENERAL ASSEMBLY OF MARYLAND, That the Laws of Maryland read as follows:

Article – Education

7–203.

(a) **(1)** The State Board, the State Superintendent, each county board, and each public school shall implement a program of education accountability for the operation and management of the public schools.

(2) A CONSOLIDATED STATE PLAN TO IMPROVE STUDENT OUTCOMES SUBMITTED BY THE DEPARTMENT TO THE UNITED STATES DEPARTMENT OF EDUCATION UNDER THE FEDERAL ELEMENTARY AND SECONDARY EDUCATION ACT SHALL COMPLY WITH THE REQUIREMENTS OF THIS SUBTITLE.

(b) (1) In this subsection, "grade band assessment" means one assessment of a middle school student's knowledge in a core academic subject area during grades 6 through 8.

(2) The education accountability program shall include the following:

(i) The State Board and the State Superintendent shall assist each county board to establish educational goals and objectives that conform with statewide educational objectives for subject areas including reading, writing, mathematics, science, and social studies;

(ii) With the assistance of its county board, each public school shall survey current student achievement in reading, language, mathematics, science, social studies, and other areas to assess its needs;

(iii) 1. The State Board and the State Superintendent shall implement assessment programs in reading, language, mathematics, science, and social studies that include written responses;

2. The assessment program required in this subsection shall:

A. Provide information needed to improve public schools by enhancing the learning gains of students and academic mastery of the skills and knowledge set forth in the State's adopted curricula or common core curricula;

B. Inform the public annually of the educational progress made at the school, local school system, and State levels; and

C. Provide timely feedback to schools and teachers for the purposes of adapting the instructional program and making placement decisions for students; and

3. Beginning in the 2014–2015 school year, the following assessments shall be implemented and administered annually:

A. At the middle school level, a statewide, comprehensive, grade band assessment program that measures the learning gains of each public school

student towards achieving mastery of the standards set forth in the common core curricula or the State's adopted curricula for the core content areas of reading, language, mathematics, science, and social studies; and

B. At the high school level, a statewide, standardized, end–of–course assessment that is aligned with and that measures each public school student's skills and knowledge of the State's adopted curricula for the core content areas of reading, language, mathematics, science, and social studies;

(iv) Each public school shall establish as the basis for its assessment of its needs, project goals and objectives that are in keeping with the goals and objectives established by its county board and the State Board;

(v) With the assistance of its county board, the State Board, and the State Superintendent, each public school shall develop programs to meet its needs on the basis of the priorities it sets;

(vi) Evaluation programs shall be developed at the same time to determine if the goals and objectives are being met; and

(vii) A reevaluation of programs, goals, and objectives shall be undertaken regularly.

(3) (i) After the 2014–2015 school year, the State Board shall determine whether the assessments at the middle school and high school levels required under paragraph (2)(iii)3 of this subsection adequately measure the skills and knowledge set forth in the State's adopted curricula for the core content areas of reading, language, mathematics, science, and social studies.

(ii) If the State Board makes a determination under subparagraph (i) of this paragraph that an assessment does not adequately measure the skills and knowledge set forth in the State's adopted curricula for a core content area, the Department shall develop a State–specific assessment in that core content area to be implemented in the 2018–2019 school year.

(c) **(1)** National standardized testing may not be the only measure for evaluating educational accountability.

(2) (I) AN EDUCATIONAL ACCOUNTABILITY PROGRAM SHALL INCLUDE AT LEAST THREE SCHOOL QUALITY INDICATORS THAT MEASURE THE COMPARATIVE OPPORTUNITIES PROVIDED TO STUDENTS OR THE LEVEL OF STUDENT SUCCESS IN PUBLIC SCHOOLS.

(II) 1. ONE OF THE SCHOOL QUALITY INDICATORS UNDER SUBPARAGRAPH (I) OF THIS PARAGRAPH SHALL BE SCHOOL CLIMATE SURVEYS.

2. THE SCHOOL CLIMATE SURVEYS SHALL INCLUDE AT LEAST ONE ~~OR MORE QUESTIONS~~ QUESTION TO EDUCATORS REGARDING THE RECEIPT OF CRITICAL INSTRUCTIONAL FEEDBACK.

~~(ii)~~ (III) ~~SCHOOL~~ OTHER SCHOOL QUALITY INDICATORS MAY INCLUDE:

~~1. FOR SECONDARY SCHOOLS:~~

~~A.~~ 1. CLASS SIZE;

~~B.~~ 2. CASE LOAD;

~~C.~~ 3. ~~SCHOOL CLIMATE SURVEYS~~ ~~ACCESS TO OR CREDIT FOR COMPLETION OF A WELL ROUNDED CURRICULUM BY THE END OF NINTH GRADE, INCLUDING MATHEMATICS, ENGLISH LANGUAGE ARTS, SCIENCE, SOCIAL STUDIES, AND RELATED ARTS;~~

~~D.~~ 4. 3. OPPORTUNITIES ~~TO ENROLL IN ADVANCED PLACEMENT COURSES AND INTERNATIONAL BACCALAUREATE PROGRAMS;~~

~~E. OPPORTUNITIES FOR DUAL ENROLLMENT;~~

~~F. OPPORTUNITIES TO ENROLL IN CAREER AND TECHNOLOGY EDUCATION PROGRAMS; AND~~

~~G. OPPORTUNITIES FOR INDUSTRY CERTIFICATION; AND~~

~~2. FOR ELEMENTARY AND MIDDLE SCHOOLS:~~

~~A. CLASS SIZE;~~

~~B. CASE LOAD;~~

~~C. CHRONIC ABSENTEEISM; AND~~

~~D. SCHOOL CLIMATE SURVEYS.~~ FOR:

A. ADVANCED PLACEMENT COURSES AND INTERNATIONAL BACCALAUREATE PROGRAMS;

B. CAREER AND TECHNOLOGY EDUCATION PROGRAMS; AND

C. DUAL ENROLLMENT;

~~5.~~ 4. CHRONIC ABSENTEEISM;

~~6.~~ 5. DATA ON DISCIPLINE AND RESTORATIVE PRACTICES; AND

~~7.~~ 6. ACCESS TO TEACHERS WHO HOLD AN ADVANCED PROFESSIONAL CERTIFICATE OR HAVE OBTAINED NATIONAL BOARD CERTIFICATION.

~~(III)~~ (IV) ~~THE~~ EXCEPT AS PROVIDED IN ITEM (III)2 OF THIS PARAGRAPH, THE SCHOOL QUALITY INDICATORS USED IN SUBPARAGRAPH (I) OF THIS PARAGRAPH MAY NOT BE BASED ON STUDENT TESTING.

~~(IV)~~ (V) 1. ~~BOTH ACADEMIC INDICATORS AND SCHOOL QUALITY INDICATORS SHALL BE GIVEN EQUAL WEIGHT IN REPORTING INTERIM PROGRESS TOWARD THE STATE BOARD'S GOALS AND OBJECTIVES.~~

2. ~~THE COMBINED TOTAL OF THE ACADEMIC INDICATORS MAY NOT EXCEED 51% OF THE COMPOSITE SCORE.~~ THE STATE BOARD SHALL ESTABLISH A COMPOSITE SCORE THAT PROVIDES FOR MEANINGFUL DIFFERENTIATION OF SCHOOLS UNDER THE SCHOOL ACCOUNTABILITY SYSTEM.

2. THE COMPOSITE SCORE ESTABLISHED UNDER SUBSUBPARAGRAPH 1 OF THIS SUBPARAGRAPH SHALL:

A. INCLUDE BOTH ACADEMIC AND SCHOOL QUALITY INDICATORS; ~~AND~~

B. INCORPORATE A METHODOLOGY THAT COMPARES SCHOOLS THAT SHARE SIMILAR DEMOGRAPHIC CHARACTERISTICS, INCLUDING THE PROPORTION OF ECONOMICALLY DISADVANTAGED STUDENTS, AS DEFINED BY THE STATE IN ACCORDANCE WITH FEDERAL LAW; AND

C. BE REPORTED IN A MANNER THAT STATES FOR EACH SCORE THE INDIVIDUAL INDICATOR SCORE THAT IS USED TO CALCULATE THE COMPOSITE SCORE FOR EACH SCHOOL.

3. THE COMBINED TOTAL OF THE ACADEMIC INDICATORS MAY NOT EXCEED ~~55%~~ 65% OF THE COMPOSITE SCORE.

4. THE COMPOSITE SCORE:

A. SHALL BE CALCULATED NUMERICALLY IN A PERCENTILE FORM; AND

B. MAY NOT BE REPORTED USING A LETTER GRADE MODEL.

5. NO ACADEMIC INDICATOR MAY BE WEIGHTED AS LESS THAN 10% OF THE TOTAL AMOUNT OF THE COMPOSITE SCORE.

6. NO SCHOOL QUALITY INDICATOR DESCRIBED UNDER SUBSECTION (C)(2) OF THIS SECTION MAY BE WEIGHTED AS LESS THAN 10% OF THE TOTAL AMOUNT OF THE COMPOSITE SCORE.

7. SUBJECT TO THIS ~~SUBSUBPARAGRAPH~~ SUBPARAGRAPH, THE FINAL WEIGHTS OF THE ACADEMIC AND SCHOOL QUALITY INDICATORS SHALL BE DETERMINED BY THE STATE BOARD, WITH STAKEHOLDER INPUT.

(VI) OF THE ACADEMIC INDICATORS ESTABLISHED BY THE STATE BOARD UNDER SUBPARAGRAPH (V) OF THIS PARAGRAPH, ONE SHALL BE ACCESS TO OR CREDIT FOR COMPLETION OF A WELL–ROUNDED CURRICULUM THAT IS INDICATIVE OF ON–TRACK PROGRESS AT KEY TRANSITION POINTS WITHIN ELEMENTARY AND SECONDARY EDUCATION.

(d) The Department shall assist each county board to establish an education accountability program by providing:

(1) Guidelines for development and implementation of the program by the county boards; and

(2) Assistance and coordination where it is needed and requested by the county boards.

(e) (1) The Department shall survey a statewide, representative sample of public schools and public school teachers annually to measure:

(i) The amount of instructional time spent on social studies and science instruction in elementary schools;

(ii) The availability and use of appropriate instructional resources and teaching technology in social studies and science classrooms;

(iii) The availability and use of appropriate professional development for social studies and science teachers; and

(iv) The number of secondary school social studies and science classes that are taught by teachers who are:

1. Certified in the subject being taught; and

2. Not certified in the subject being taught.

(2) The Department shall:

(i) Compile the results of the survey conducted under paragraph (1) of this subsection; and

(ii) Publish the results on the Department's Web site.

(f) The State Superintendent shall send the Governor and, subject to § 2–1246 of the State Government Article, the General Assembly a report each January that includes:

(1) Documentation of the progress of the Department, the county boards, and each public school in this State towards their respective goals and objectives; and

(2) Recommendations for legislation that the State Board and the State Superintendent consider necessary to improve the quality of education in this State.

(g) On the recommendation of the State Superintendent, the State Board shall include in its annual budget request the funds it considers necessary to carry out the provisions of this section.

7–203.4.

(A) (1) FOR EACH PUBLIC SCHOOL IDENTIFIED BY THE DEPARTMENT FOR COMPREHENSIVE SUPPORT AND IMPROVEMENT, THE COUNTY BOARD SHALL DEVELOP AND IMPLEMENT A COMPREHENSIVE SUPPORT AND IMPROVEMENT PLAN TO IMPROVE STUDENT OUTCOMES AT THE SCHOOL.

(2) THE PLAN DEVELOPED UNDER PARAGRAPH (1) OF THIS SUBSECTION SHALL:

(I) BE DEVELOPED IN CONSULTATION WITH PRINCIPALS, PARENTS, LOCAL COMMUNITY ~~MEMBERS~~ LEADERS, LOCAL EMPLOYER LEADERS, LOCAL GOVERNMENT LEADERS, TEACHERS, SCHOOL STAFF, AND THE EXCLUSIVE BARGAINING REPRESENTATIVE;

(II) INCLUDE THE SCHOOL QUALITY INDICATORS DESCRIBED UNDER § 7–203(C) OF THIS SUBTITLE;

(III) INCLUDE EVIDENCE–BASED INTERVENTIONS;

(IV) BE BASED ON SCHOOL–LEVEL NEEDS ASSESSMENTS; AND

(V) IDENTIFY RESOURCE INEQUITIES AND BUDGETARY NEEDS.

(3) THE SCHOOL ~~AND THE~~, COUNTY BOARD, AND THE DEPARTMENT SHALL APPROVE THE PLAN.

(4) THE DEPARTMENT SHALL MONITOR AND ANNUALLY REVIEW THE PLAN.

(B) (1) FOR EACH PUBLIC SCHOOL IDENTIFIED BY THE DEPARTMENT FOR TARGETED SUPPORT AND IMPROVEMENT, THE SCHOOL SHALL DEVELOP AND IMPLEMENT A TARGETED SUPPORT AND IMPROVEMENT PLAN TO IMPROVE STUDENT OUTCOMES AT THE SCHOOL.

(2) THE PLAN DEVELOPED UNDER PARAGRAPH (1) OF THIS SUBSECTION SHALL MEET THE REQUIREMENTS OF SUBSECTION (A)(2) ~~AND (3)~~ OF THIS SECTION.

(3) THE COUNTY BOARD SHALL MONITOR AND ANNUALLY REVIEW THE PLAN.

(C) PLANS DEVELOPED UNDER SUBSECTIONS (A)(1) AND (B)(1) OF THIS SECTION SHALL BE IMPLEMENTED IN COMPLIANCE WITH EXISTING COLLECTIVE BARGAINING AGREEMENTS BETWEEN THE COUNTY BOARD AND THE EXCLUSIVE BARGAINING REPRESENTATIVE.

(D) THE DEPARTMENT SHALL DISTRIBUTE FEDERAL FUNDS FOR THE IMPLEMENTATION OF PLANS DEVELOPED UNDER SUBSECTIONS (A)(1) AND (B)(1) OF THIS SECTION BASED ON A FORMULA AND DRIVEN BY THE IDENTIFIED NEEDS OF EACH SCHOOL IDENTIFIED BY THE DEPARTMENT.

(E) (1) AFTER A 2–YEAR PERIOD FROM THE DATE OF A PLAN'S IMPLEMENTATION UNDER SUBSECTIONS (A)(1) AND (B)(1) OF THIS SECTION, IF A COUNTY BOARD DETERMINES THAT STUDENT OUTCOMES HAVE NOT IMPROVED AT A PUBLIC SCHOOL, THE COUNTY BOARD SHALL CONSULT WITH THE SCHOOL TO DEVELOP ADDITIONAL STRATEGIES AND INTERVENTIONS INCLUDING FUNDING, COMMUNITY SUPPORTS, AND GRANTS PROVIDED IN THE PUBLIC SCHOOL OPPORTUNITIES ENHANCEMENT PROGRAM.

(2) NOTWITHSTANDING ANY LAW, REGULATION, OR EXECUTIVE ORDER, A PLAN UNDER THIS SECTION MAY INCLUDE A LENGTHENING OF THE SCHOOL YEAR BEYOND 180 DAYS OR ANY OTHER LIMITATION.

~~(2)~~ (3) NOTHING IN THIS SUBSECTION SHALL BE CONSTRUED TO AUTHORIZE THE DEPARTMENT TO REQUIRE A COUNTY BOARD TO IMPLEMENT A SPECIFIC INTERVENTION STRATEGY.

(F) (1) AFTER A 3–YEAR PERIOD FROM THE DATE OF A PLAN'S IMPLEMENTATION UNDER SUBSECTIONS (A)(1) AND (B)(1) OF THIS SECTION, IF THE DEPARTMENT DETERMINES THAT STUDENT OUTCOMES HAVE NOT IMPROVED AT A PUBLIC SCHOOL AND INTERVENTION IS NECESSARY, THE DEPARTMENT SHALL COLLABORATE WITH THE COUNTY BOARD IN DETERMINING THE APPROPRIATE INTERVENTION STRATEGY, SUBJECT TO EXISTING COLLECTIVE BARGAINING AGREEMENTS BETWEEN THE COUNTY BOARD AND THE EXCLUSIVE BARGAINING REPRESENTATIVE.

(2) AN INTERVENTION STRATEGY DETERMINED UNDER PARAGRAPH (1) OF THIS SUBSECTION MAY NOT INCLUDE:

(I) CREATING A STATE–RUN SCHOOL DISTRICT;

(II) CREATING A LOCAL SCHOOL SYSTEM IN ADDITION TO THE 24 SCHOOL SYSTEMS ESTABLISHED IN THIS ARTICLE;

(III) CONVERTING OR CREATING A NEW PUBLIC SCHOOL WITHOUT LOCAL BOARD APPROVAL;

~~(II) CONVERTING A PUBLIC SCHOOL TO A CHARTER SCHOOL;~~

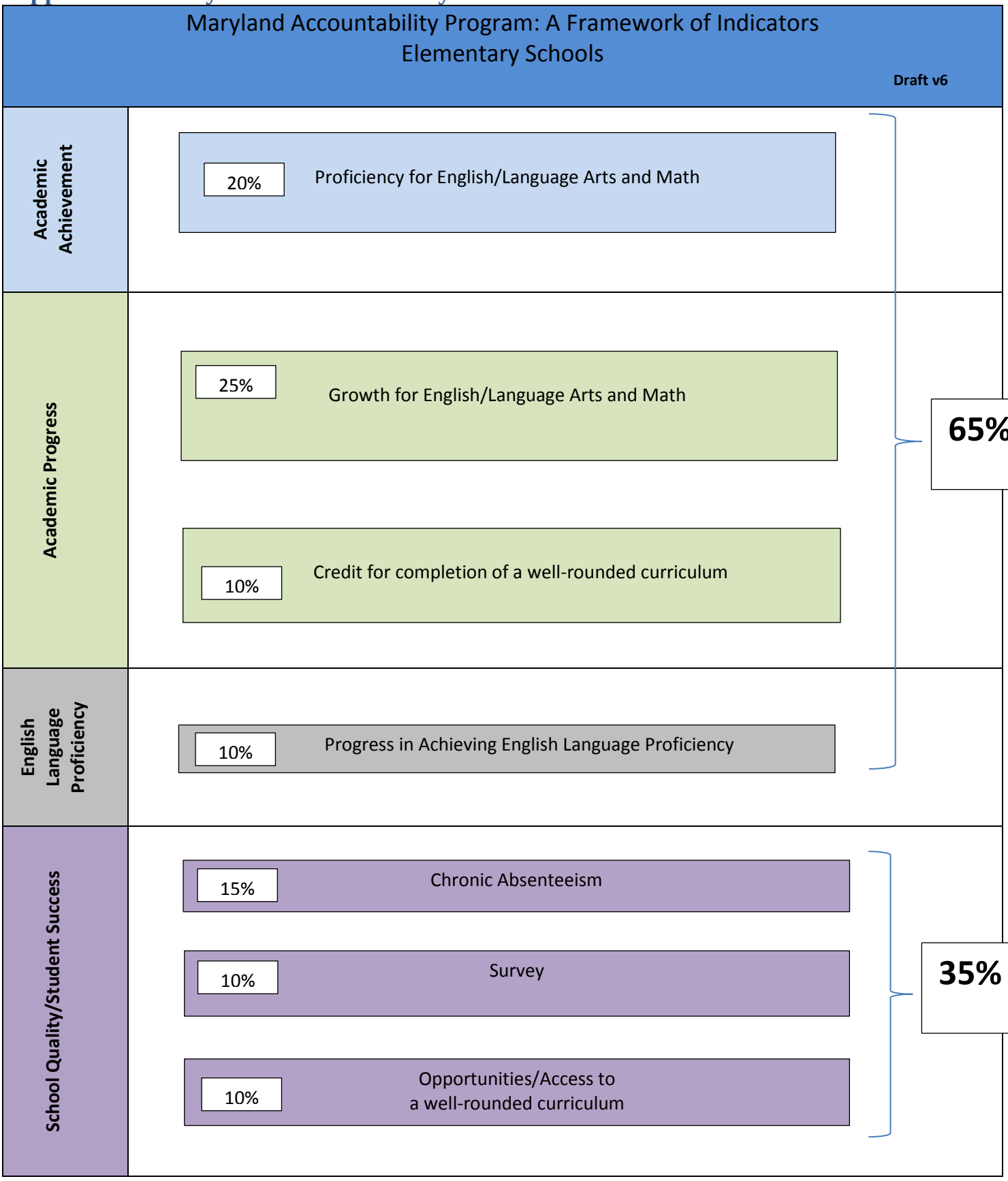
~~(III)~~ (IV) ISSUING SCHOLARSHIPS TO PUBLIC SCHOOL STUDENTS TO ATTEND NONPUBLIC SCHOOLS THROUGH DIRECT VOUCHERS, TAX CREDIT PROGRAMS, OR EDUCATION SAVINGS ACCOUNTS; AND

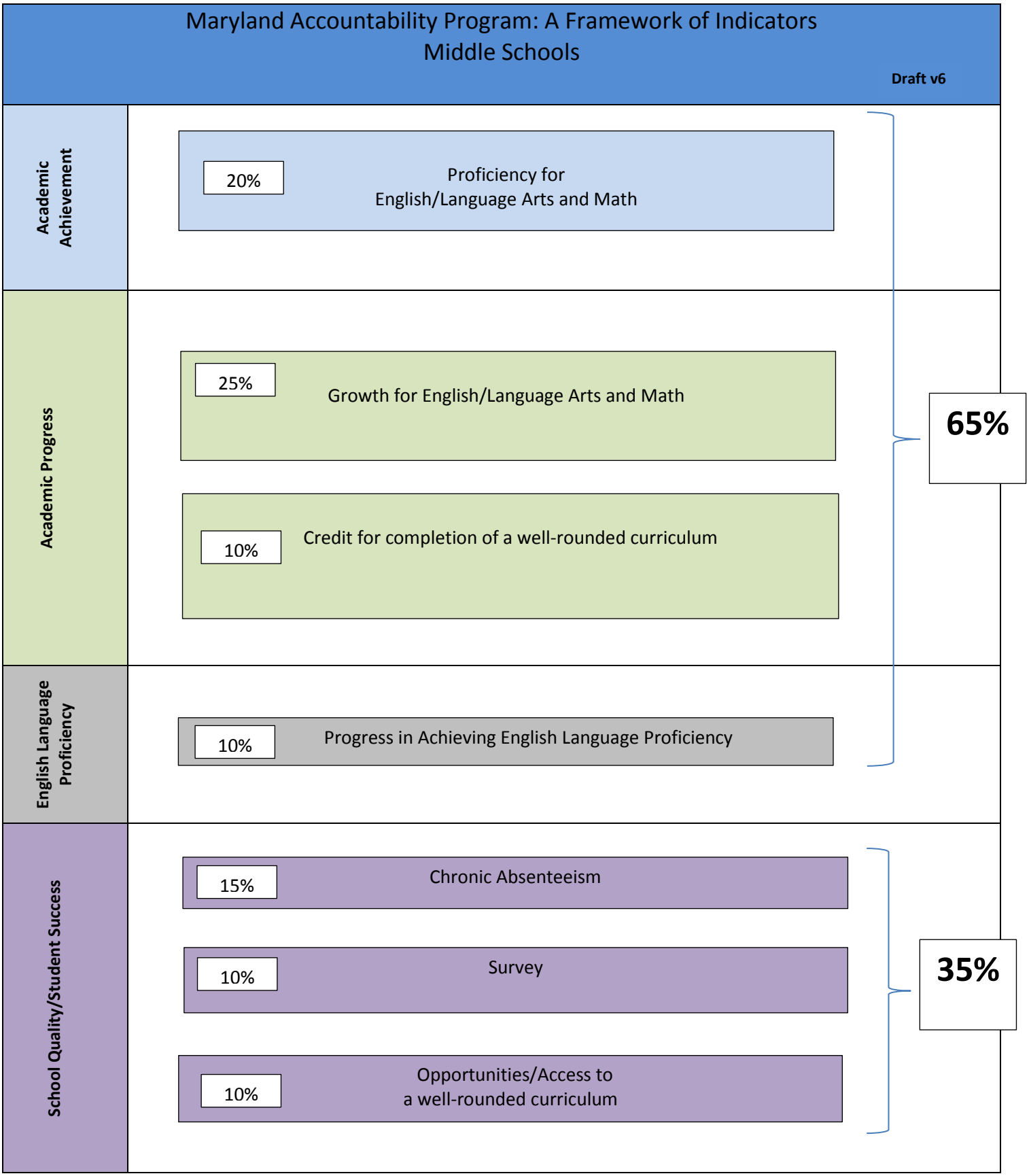
~~(IV)~~ (V) CONTRACTING WITH A FOR–PROFIT COMPANY.

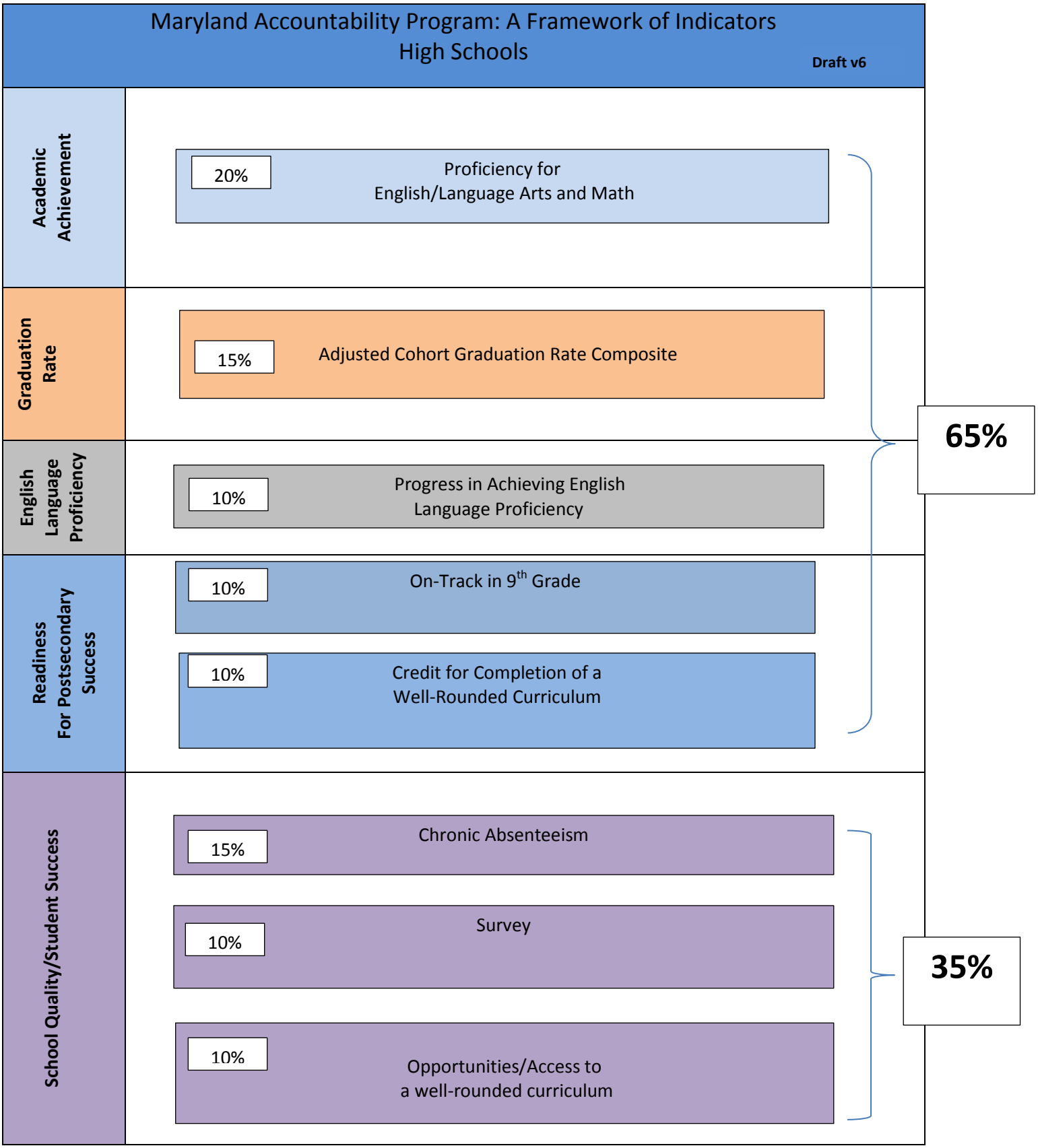
(3) A DECISION OF THE DEPARTMENT UNDER THIS SUBSECTION IS FINAL.

SECTION 2. AND BE IT FURTHER ENACTED, That this Act shall take effect July 1, 2017.

Appendix D: Maryland's Accountability Framework




Maryland Accountability Program: A Framework of Indicators
Middle Schools
Draft v6
Academic Achievement
20%
Proficiency for English/Language Arts and Math
Academic Progress
25%
Growth for English/Language Arts and Math
10%
Credit for completion of a well-rounded curriculum
65%
English Language Proficiency
10%
Progress in Achieving English Language Proficiency
School Quality/Student Success
15%
Chronic Absenteeism
10%
Survey
10%
Opportunities/Access to a well-rounded curriculum
35%


Maryland Accountability Program: A Framework of Indicators
High Schools
Draft v6
Academic Achievement
20%
Proficiency for English/Language Arts and Math
Graduation Rate
15%
Adjusted Cohort Graduation Rate Composite
English Language Proficiency
10%
Progress in Achieving English Language Proficiency
Readiness For Postsecondary Success
10%
On-Track in 9th Grade
10%
Credit for Completion of a Well-Rounded Curriculum
65%
School Quality/Student Success
15%
Chronic Absenteeism
10%
Survey
10%
Opportunities/Access to a well-rounded curriculum
35%

Maryland Accountability Program: A Framework of Indicators and Measures Elementary Schools				
Indicator	**Description**	**Weight of Indicator**	**Measures**	**Weight of Measures**
Academic Achievement	Proficiency for English/Language Arts (ELA) and Mathematics	20%	Proficiency – percent of students receiving a 4 or higher on PARCC or 3 or higher on the Multi State Alternative Assessment (MSAA)	10% (calculated 5% for ELA; 5% for Math)
			Average of student performance levels on PARCC (or MSAA) assessments	10% (calculated 5% for ELA; 5% for Math)
Other Academic Indicator (Academic Progress)	Growth For English/Language Arts and Math	25%	Median student growth percentile (SGP) in ELA and Math; beginning in 2017-2018, MD will study a growth-to-standards measure for combination with the SGP	12.5% for ELA
				12.5% for Math
	Credit for Completion of a well-rounded curriculum	10%	Percent of students scoring proficient on the Maryland Integrated Science Assessment (MISA) – Field tested with Maryland fifth graders in 2016-2017; will include as an accountability measure once scores are available (anticipated in 2018-2019)	5%
			Percent of 5th grade students passing Social Studies, Fine Arts, Physical Education and Health.	5%
	K-3 Progress		Investigating this measure for earliest possible inclusion in school year 2020-2021.	
English Language Proficiency	Progress in Achieving English Language Proficiency	10%	Percentage of students making progress towards attaining English language proficiency as measured by growth on the ACCESS assessment for English language learners	10%
School Quality/Student Success	Chronic Absenteeism	15%	Percent of students determined to be chronically absent (absent greater than 20 days and in membership at the school for at least 90 days)	15%
	Survey	10%	Aggregate measure of school climate survey of students, teachers and parents	10%
	Opportunities/Access to a well-rounded curriculum	10%	Percent of students enrolled in: Science, Social Studies, Fine Arts, Physical Education, **and** Health	10%

Maryland Accountability Program: A Framework of Indicators and Measures Middle Schools				
Indicator	**Description**	**Weight of Indicator**	**Measures**	**Weight of Measures**
Academic Achievement	Proficiency for English/Language Arts (ELA) and Mathematics	20%	Proficiency – percent of students receiving a 4 or higher on PARCC or 3 or higher on the Multi-State Alternative Assessment (MSAA)	10% (calculated 5% for ELA; 5% for Math)
			Average of student performance levels on PARCC (or MSAA) assessments	10% (calculated 5% for ELA; 5% for Math)
Other Academic Indicator (Academic Progress)	Growth For English/Language Arts and Mathematics	25%	Median student growth percentile (SGP) in ELA and Math; beginning in 2017-2018, MD will study a growth-to-standards measure for combination with the SGP	12.5% for ELA
				12.5% for Math
	Credit for Completion of a Well Rounded Curriculum	10%	Percent of students scoring proficient on the Maryland Integrated Science Assessment (MISA) – Field tested with Maryland eighth graders in 2016-2017; will include as an accountability measure once scores are available (anticipated in 2018-2019)	3.5%
			Percent of students scoring proficient on the Maryland Social Assessment – Field tested in 2018-2019; will include as an accountability measure once scores are available (anticipated in 2020-2021)	3.5%
			Percent of students passing all ELA, Math, Social Studies and Science courses in 8^{th} grade	3.0%
English Language Proficiency	Progress in Achieving English Language Proficiency	10%	Percentage of students making progress towards attaining English language proficiency as measured by growth on the ACCESS assessment for English language learners	10%
School Quality/Student Success	Chronic Absenteeism	15%	Percent of students determined to be chronically absent (absent greater than 20 days and in membership at the school for at least 90 days)	15%
	Survey	10%	Aggregate measure of school climate survey of students, teachers and parents	10%
	Opportunities/Access to a well-rounded curriculum	10%	Percent of students enrolled in at least one of: Fine Arts, Physical Education, Health, Computational Learning, World Language, Algebra, Geometry, **or** Algebra II	10%

Maryland Accountability Program: A Framework of Indicators and Measures High Schools				
Indicator	**Description**	**Weight of Indicator**	**Measures**	**Weight of Measures**
Academic Achievement	Proficiency for English/Language Arts (ELA) and Mathematics	20%	Proficiency – percent of students receiving a 4 or higher on PARCC or 3 or higher on the Multi-State Alternative Assessment (MSAA)	10% (calculated 5% for ELA; 5% for Math)
			Average of student performance levels on PARCC (or MSAA) assessments	10% (calculated 5% for ELA; 5% for Math)
Graduation Rate	Adjusted Cohort Graduation Rate Composite	15%	Percent of a school's cohort of first-time 9th grade students in a particular school year adjusted for students who transfer in or out of the cohort after 9th grade who graduate within **four** years	10%
			Percent of a school's cohort of first-time 9th grade students in a particular school year adjusted for students who transfer in or out of the cohort after 9th grade who graduate within **five** years plus percentage of students still enrolled in high school to account for students with significant cognitive disabilities and those in alternative programs designed for off-track students (this language needs to be adjusted)	5%
English Language Proficiency	Progress in Achieving English Language Proficiency	10%	Percentage of students making progress towards attaining English language proficiency as measured by growth on the ACCESS assessment for English language learners	10%
Readiness for Postsecondary Success	On-Track 9th grade	10%	Percent of 9th grade students, earning at least four credits in any of: ELA, mathematics, science, social studies or world language	10%
	Credit for completion of a well-rounded curriculum	10%	Percent of students achieving at least one of: • Score of 3 or higher on an Advanced Placement examination or 4 or higher on an International Baccalaureate Program examination • Met a standard set by the College Board on the SAT (480 or higher on reading; 530 or higher on Math) • Met a standard set by ACT on the ACT examination (score of 21) • Credit for Dual Enrollment	10%

			• Met the University of Maryland entry requirements • Completion on an industry certification from a Career and Technology Program • Completion of a youth apprenticeship from a Career and Technology Program • Met a standard on the ASVAB examination (standard to be determined pending study) • Students obtaining a MD High School Certificate of Program Completion: Entered the world of work through gainful employment; post-secondary education and training; support employment; and/or other services that are integrated in the community	
School Quality/Student Success	Chronic Absenteeism	15%	Percent of students determined to be chronically absent (absent greater than 20 days and in membership at the school for at least 90 days)	15%
	Survey	10%	Aggregate measure of school climate survey of students, teachers and parents	10%
	Opportunities/Access to a well-rounded curriculum	10%	Percent of students enrolled in at least one of: Advanced Placement, International Baccalaureate, Career and Technology Education Concentrator, **or** Dual Enrollment	10%

Appendix E: Maryland's Family Engagement Plan

Family engagement is the shared responsibility of families, schools, and communities to support student learning and achievement, continuous from birth through the school-age years. It occurs across various settings wherever children learn--in the home, early childhood settings, schools, public libraries, out-of-school time programs, faith-based institutions, and community programs and activities. Family engagement includes building relationships with families that support the family and student's well-being; sustaining strong parent–child relationships; and providing opportunities for ongoing learning and development of both parents and children. As a shared responsibility, early childhood providers, schools, out-of-school time programs, libraries, and other community agencies and organizations are committed to engaging families in meaningful and culturally respectful ways of supporting families to actively engage in their children's learning and development.

Within the Maryland State Department of Education (MSDE), five Divisions have direct responsibilities for providing training, support, technical assistance, and outreach to stakeholders as they relate to family and community engagement. Divisions include: Curriculum, Research, Assessment, and Accountability (DCRAA); Early Childhood Development (DECD); Special Education/Early Intervention Services (DSE/EIS); School Effectiveness/Office of School and Community Nutrition Programs (DOSE/OSCNP); and Student, Family, and School Support (DOSFSS). To support this effort, these Divisions will partner in this work with the Maryland State Library Agency (MSLA). Due to the variety of responsibilities of these Divisions, the MSDE will work more closely, align and coordinate efforts. This would result in a braided structure that weaves together programs throughout the State while building on the expertise across Divisions within the MSDE. Additionally, this collaboration would offer coordinated, efforts and opportunities to share resources to ensure that families and educators alike have access to resources that prepare students to succeed in college, careers, and life.

Federal regulations under the Every Student Succeeds Act (ESSA) require outreach to families as it relates to the development of state, local, and school level plans. All Title I local educational agencies (LEAs) and schools, under Section 1116 (Parent and Family Engagement), must conduct outreach to all parents and family members, and implement programs, activities, and procedures to support the involvement of parents and family members in programs. Similarly, LEAs receiving Title III funds must provide parent, family, and community engagement activities that may include strategies that serve to coordinate and align related programs, such as:

- The development of parent and family engagement policies/plans addressing meaningful consultation with parents and family members;
- Coordination with federal, state, and local programs;
- Meaningful and effective outreach to parents and family members; and,
- Building capacity of teachers, specialized instructional support personnel, parents, and family members to work together in partnership.

In addition, early childhood programs, out-of-school time programs, LEAs, schools, and libraries must be intentional about providing information, reports, and data in a format and language that parents can easily interpret and understand, as well as ensuring opportunities for the involvement of parents and family members whose first language is not English, who may have a child or they themselves may have a disability, who may be migratory, be a family that is part of the foster care system, involved with children who are neglected, delinquent or at-risk and families experiencing homelessness.

Strategies presented are aligned with the United States Department of Education's Dual Capacity Framework, National Parent Teacher Association (PTA) Standards, Maryland's Family Engagement Frameworks for both Early Childhood and PreK-12, and Federal and State requirements for family engagement.

The MSDE will work to develop a Maryland Family and Community Engagement Team, which will include staff representing Divisions across the agency as well as the MSLA. The team will develop and implement strategies to increase family and community engagement including:

- Developing tools, resources, and information representing the continuum of a student's education -- from home to school settings, including infants and toddlers, to early care and education programs like home visiting, Head Start, Judy Centers, libraries and community-based programs to pre-kindergarten/elementary through high school. In addition, support for transitions between grade levels, new settings, and high school to post-secondary education and career will also be made available.
- Creating a parent portal on the MSDE's website that will bring together existing Division websites to provide a "one stop" area for parents and stakeholders to access information in multiple languages. These resources may include something such as tip sheets on a variety of topics including the Early Childhood Family Engagement Framework Toolkit, Maryland Learning Links, financial literacy, evidence based family engagement practices, wellness policies and School Meals, Ask Us Now! and secondary transition resources.
- Hosting meetings and webinars for parents by partnering with LEAs, non-profit- and community-based organizations to address equitable access to a well-rounded education.

The Department will also continue to dialogue with the Superintendent's Family Engagement Council to garner input on educational topics promoting student academic achievement and promote success for students. Along those lines, myriad resources will be developed to support the engagement of parents and families and to assess the training needs of staff working with parents and families. To accomplish this, representatives of the MD FACE Team will collaborate with LEAs to provide training, technical assistance, professional development opportunities, and resources to support early childhood providers, out-of-school time providers, LEAs, school staff, and libraries in the assessment of their family engagement outreach.

The MSDE will also develop a set of survey questions for parents, families and staff working with children – that could stand alone or be incorporated into existing LEA, early childhood programs, and public library survey instruments – to annually assess the effectiveness of family and community engagement policies and practices, including culture/climate. The survey results will be used to design and modify parent/family engagement activities detailed in each LEA's Master Plan and annual update.

Lastly, the *Maryland's Early Childhood Family Engagement Framework* (http://earlychildhood.marylandpublicschools.org/prek-grade-2/maryland-early-learning-framework) for early learning providers and the *PreK-12 Family Engagement Framework* (http://marylandpublicschools.org/parents/Documents/MDPreK12FamilyEngagementFramework2016.pdf) demonstrate the natural progression of transitioning from early learning settings to formalized school settings. These frameworks lay the groundwork for future planning and efforts in the development of family engagement policy.

Maryland ESSA Consolidated State Plan Overview

DRAFT PLAN - JUNE 2017

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INTRODUCTION AND CONTENT

Introduction

Timeline

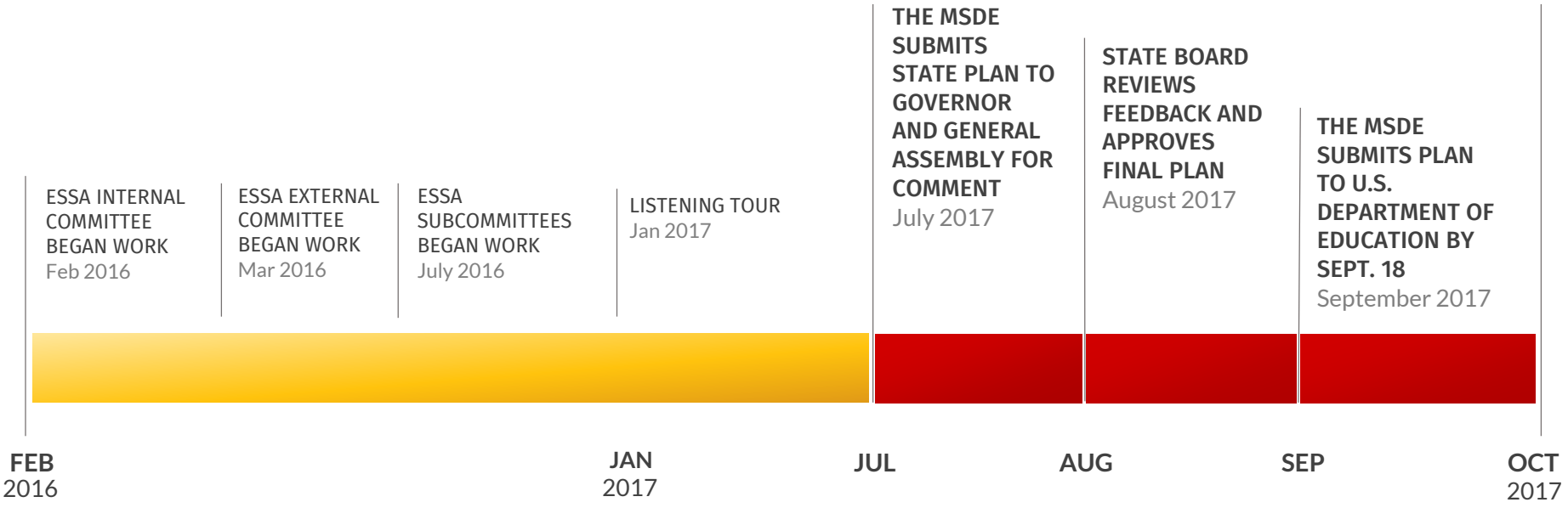
Introduction

The purpose of the Elementary Secondary Education Act (ESEA), as reauthorized by the Every Student Succeeds Act (ESSA), is to provide all students the opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps. By answering a series of questions posed by the U.S. Department of Education, the Maryland State Department of Education (MSDE) developed, in collaboration with stakeholders across the State, a plan explaining how Maryland will meet, or is already meeting, the following ESSA requirements:

- **Establish** State standards, set academic goals, and assess progress toward those goals for all students and schools
- **Measure** and report performance of all students, schools, and local school systems
- **Identify** and support schools in need of improvement
- **Support** professional development and growth for educators
- **Support** students to ensure a well-rounded education

Timeline: Maryland's ESSA Consolidated State Plan

Stakeholder feedback will continue to be essential as the MSDE prepares to submit the Maryland ESSA Consolidated State Plan by **September 18, 2017**, and refine the State's policies over time.



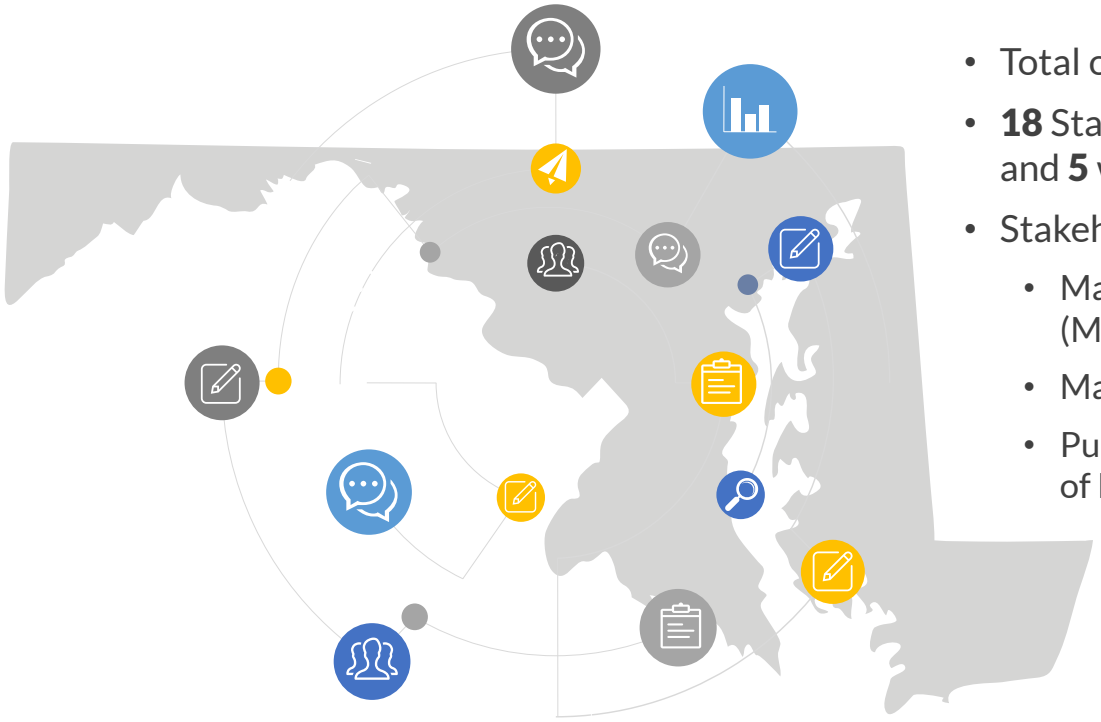
JANUARY 2018 : State Plan is Approved (U.S. Department of Education has 120 days to approve)
The MSDE continues to engage parents, educators, and students in thoughtful conversations, particularly around how we can continually improve the way the MSDE identifies and supports schools and local school systems in need of improvement.

ESSA STAKEHOLDER ENGAGEMENT

- Engagement to Date
- Regional Listening Tour
- Key Engagement Activities
- Feedback from Stakeholders

Engagement: ESSA Stakeholder Engagement to Date

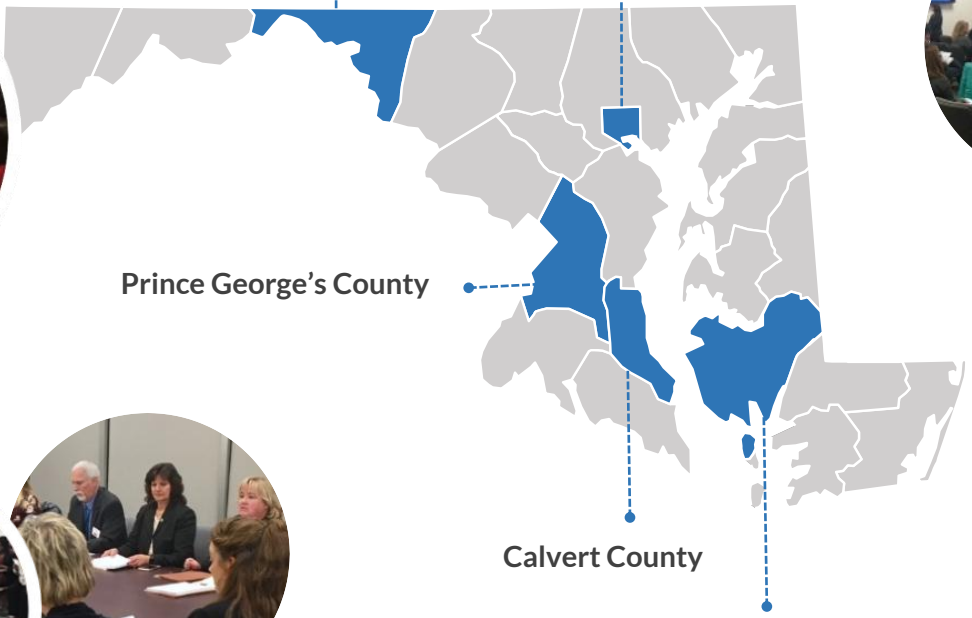
To create the Maryland ESSA Consolidated State Plan, the MSDE's first step was to engage as many stakeholders as possible. The MSDE received input from the General Assembly, the Governor, all 24 School Systems, Advocacy Groups, Teachers, Principals, other educators, Parents, Students, and community organizations.



- Total of **209** meetings since Feb 2016
- **18** State Board of Education meetings and **5** work sessions
- Stakeholder presentations to the State Board:
  - Maryland Association of Boards of Education (MABE)
  - Maryland State Education Association (MSEA)
  - Public School Superintendents Association of Maryland (PSSAM)

ESSA Regional Listening Tour

Nearly **500** attendees. **5** regions visited. Received valuable feedback.



Engagement: ESSA Key Engagement Activities

- Embarked on a Regional Listening tour visiting **5** regions state wide
  - Nearly **500** attendees
- Conducted surveys and received nearly **3,000** responses in total
- More than **85** focus groups provided input

- Established an Internal Committee with over **16** members that met at **12** monthly meetings
- Formed the ESSA External Stakeholder Committee with over **34** members representing **20** organizations
  - Hosted over **7** external meetings in total (Bi-monthly March 2016-Present)
- **7** ESSA Sub-Committees with stakeholder representation held **81** meetings

TO COME:

- Educator Engagement Day
- Final draft posted with survey
  - **30** day public comment period on draft plan

Sample Feedback from Stakeholders:

Accountability and Assessment

What We Heard	What Is In The Plan
Stakeholders valued: Student Growth as the most important indicator	Student Growth has the highest value of any measure.
Preparing students for college and career	Readiness for Post Secondary Success is an Academic Indicator at the High School level.
A process for setting Annual Measurable Objectives (AMOs) above a hard target for achievement	AMOs are based on cutting in half the number of non proficient students by 2030 but the MSDE staff will study a hard target.
Students growing, even if they are not yet proficient (Example: moving from PARCC level 1 to PARCC level 2)	Using an index for Academic Proficiency that gives values to all PARCC levels.

Sample Feedback from Stakeholders:

Support for Teachers

What We Heard	What Is In The Plan
Preparation programs should include training for teachers on how to teach students with diverse needs, including behavioral, even at the early childhood level.	• All prospective teachers will have direct experiences in diverse settings • Intern assignment will be prioritized to relate to the quality of the placement, the skill of the mentor, and the diversity of the experience • Educator preparation and induction/mentoring programs should intersect seamlessly
Professional development should be differentiated based on individual needs of teachers. Expertise of teachers in the classroom should be shared across the local school systems	• Identify and support personalized professional learning that meets the needs of diverse populations • Develop State models for collaborative professional learning that includes data analysis, peer coaching, and lesson study • Support implementation of evidence-based strategies/materials aligned to State standards • Collect tools, strategies, and resources that can be used to identify teacher professional learning needs.

Sample Feedback from Stakeholders:

Support to Low Performing Schools and Well-Rounded Education

What We Heard	What Is In The Plan
Valued Community Schools – explained importance of partnering.	• Root cause analysis for low-performing schools to be conducted by an external stakeholder. Analysis will include engagement with a broad range of stakeholders (parents, students, community partners, etc.)
Need high quality resources, teachers, and leaders who are skilled in ways to support needs of the diverse school populations.	• Assess allocation of resources to ascertain and develop strategies to correct inequities • Identify high-quality supports that are in alignment with State and school system goals
Build student and career pathways starting in elementary school.	• The accountability system measures access to and credit for a well-rounded curriculum • Title IV fund will be used to support access to and credit for a well-rounded curriculum

Survey Feedback

Assessment

76.21 %
Valued limiting testing time over depth of reporting

70.62 %
Valued questions that provide engaging, real-world, content over short, direct questions of knowledge skills

88.44 %
Valued student's ability to write clearly across academic disciplines

Preparation of Teachers

Provide teachers with a longer internship and on-going mentoring while employed.

Prepare teachers by developing strong teaching and learning skills to meet the diverse needs of students.

Provide funding/flexibility for continuing education credits.

LONG TERM GOALS

- Academic Achievement Goals
- Cutting Proficiency Gaps

Academic Achievement Long Term Goals and Interim Targets

⚠ ESSA requires states to set a long-term goal for academic achievement, graduation rate, and progress toward English language proficiency that is the same for all schools. ESSA also requires states to set interim targets to ensure that all students and student groups, where applicable, are making progress toward attaining these long-term goals.

.

To fulfill the *ESSA* requirement, Maryland aimed to create long-term goals and interim targets that are both ambitious and achievable.

The long-term goal and interim targets the MSDE recommends are as follows:

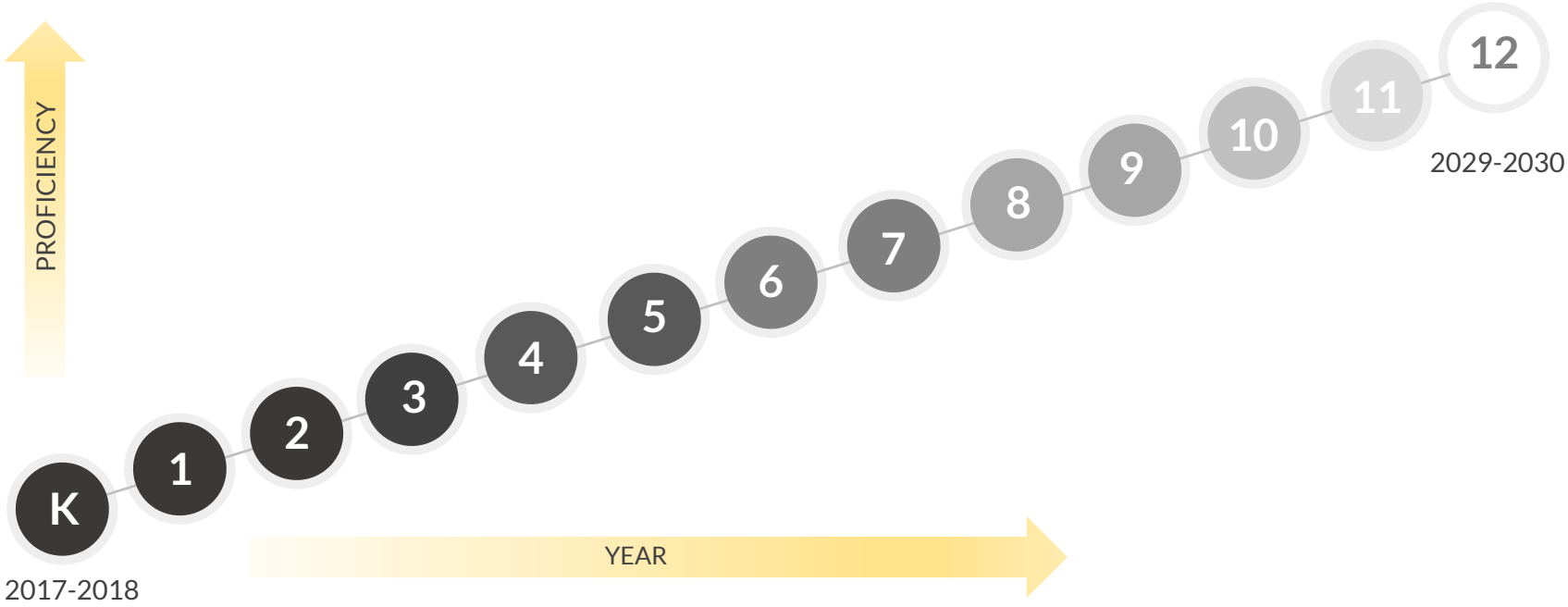
1. **PROFICIENCY:** A score of 4 or 5 on the 1-5 scale on the Partnership for the Assessment of Readiness for College and Careers (PARCC) Assessment

2. **LONG TERM GOAL:** To reduce by half the number of students who are not proficient by 2030.

3. **INTERIM TARGET:** Interim Target- The interim target is the amount a student group needs to grow per year to meet the long term goal. It is determined by subtracting the baseline data from 100%, cutting that number in half, and then dividing by 13 (the number of years between 2017 and 2030).

   For example: 100 (100% proficiency – 30 (baseline of number of students proficient) = 70 ÷ ½ = 35 (how much progress this student group must meet by 2030) ÷ 13 = 2.7. This student group must show 2.7% more students are proficient each year in order to reduce their non-proficient students by half by 2030.

Long Term and Interim Goals:
Cutting Proficiency Gaps



Maryland heard from stakeholders that goals must be both ambitious and achievable. Maryland is proposing to implement an ambitious and rigorous long term goal of reducing the number of non-proficient students in half by the year 2030. Long term and interim target baselines will be determined from the 2016-2017 PARCC assessment results. The overarching goal is to reduce the achievement gap for all students and student groups. Goals will be calculated for each school for each year for the "All Students" category and for all of the ESEA student groups. Each student group will start from a different baseline; however, those student groups performing the lowest will have the largest improvement to make, therefore narrowing the gap.

ACCOUNTABILITY

- Overview
- Required Indicators
- Accountability Framework
- Definition of Measures
- Student Group Size
- Sample Performance Data
- Calculating Summative Ratings

Accountability

Align accountability measures to school improvement efforts to provide equitable opportunities for all students

Focus and simplify the existing accountability system and related school and local school system level improvement and performance plans

Inspire aspirational goals that support schools and local school systems in creating a culture of excellence

Capture a holistic view of schools with measures that provide a clearer picture of schools that goes beyond assessment results

ESSA School Accountability: Required Indicators

ESSA requires states to use a set of indicators to measure the performance of all schools. The academic progress, progress towards English language proficiency, and school quality/student success indicators are all new under ESSA.

Elementary School

- Academic Achievement
- Academic Progress
- English Language Proficiency
- School Quality/Student Success

Middle School

- Academic Achievement
- Academic Progress
- English Language Proficiency
- School Quality/Student Success

High School

- Academic Achievement
- Graduation Rate
- English Language Proficiency
- Readiness For Post Secondary Success
- School Quality/Student Success

ALL ACCOUNTABILITY MEASURES MUST:

- Be supported by research showing that performance and/or progress are likely to increase
- Allow for meaningful differentiation of schools
- Be disaggregated by student group
- Be valid and reliable across all schools

Accountability Framework

ELEMENTARY SCHOOLS

FRAMEWORK OF INDICATORS

65%

Academic Achievement

- 20% Proficiency for English/Language Arts & Math

Academic Progress

- 25% Growth for English/Language Arts & Math
- 10% Credit for completion of a well-rounded curriculum

English Language Proficiency

- 10% Progress in Achieving English Language Proficiency

35%

School Quality/ Student Success

- 15% Chronic Absenteeism
- 10% Climate Survey
- 10% Opportunities/Access to a well-rounded curriculum

MIDDLE SCHOOLS

FRAMEWORK OF INDICATORS

65%

Academic Achievement

- 20% Proficiency for English/Language Arts & Math

Academic Progress

- 25% Growth for English/Language Arts & Math
- 10% Credit for completion of a well-rounded curriculum

English Language Proficiency

- 10% Progress in Achieving English Language Proficiency

35%

School Quality/ Student Success

- 15% Chronic Absenteeism
- 10% Climate Survey
- 10% Opportunities/Access to a well-rounded curriculum

HIGH SCHOOLS

FRAMEWORK OF INDICATORS

65%

Academic Achievement

- 20% Proficiency Composite for English/Language Arts & Math

Graduation Rate

- 15% Adjusted Cohort Graduation rate Composite

English Language Proficiency

- 10% Progress in Achieving English Language Proficiency

Readiness For Postsecondary Success

- 10% On-Track in 9th grade
- 10% Credit for Completion of a Well-Rounded Curriculum

35%

School Quality/ Student Success

- 15% Chronic Absenteeism
- 10% Climate Survey
- 10% Opportunities/Access to a well-rounded curriculum

Definitions of Measures for Each Indicator

Definition of Measures: Academic Achievement

Below are the definitions of **Academic Achievement** measures for Elementary, Middle, and High School.

Academic Achievement	Weight	ELEMENTARY SCHOOL	MIDDLE SCHOOL	HIGH SCHOOL
Proficiency for English/Language Arts (ELA) and Mathematics	20%	**Metric:** Half of a school's score will be the percentage of students performing at the "met expectations" (4) or "exceeded expectations" (5) levels on PARCC assessments, or the equivalent on MSAA (level (3) or (4) out of a possible four levels). Half will be the average of student performance levels on PARCC assessments (or the equivalent on MSAA). This measure will be calculated and reported separately for ELA and mathematics.		

Definition of Measures: Academic Progress

Below are the definitions of **Academic Progress** measures for Elementary, Middle, and High School.

Academic Progress	Weight	ELEMENTARY SCHOOL	MIDDLE SCHOOL	HIGH SCHOOL
Growth for English/Language Arts and Mathematics	25%	**Metric:** Median **Student Growth Percentile (SGP)** which shows student growth from one year to the next in ELA and mathematics as compared to a student's peers. **CLICK HERE for a detailed explanation of SPG.**		
Credit for completion of a well-rounded curriculum	10%	**Metric:** • 5% – Percent of students proficient in Science • 5% – Percent of fifth grade students passing one each of coursework in Social Studies, Fine Arts, Physical Education, and Health • Maryland will study a measure of academic growth for K-3 with the earliest date of inclusion to be the 2020-2021 school year	**Metric:** • 3.5% – The Maryland Integrated Science Assessment (MISA) will be field tested with MD eighth graders 2016-2017 and will be operational in 2017-2018. • 3.5% – Social Studies Assessment will be tested in 2018-2019 and will be operational in 2019-2020. • 3.0% – Percent of eighth grade Students passing all ELA, Math, Social Studies and Science courses	

Definition of Measures: English Language Proficiency

Below is the definition of the **English Language Proficiency** measure for Elementary, Middle, and High School.

English Language Proficiency	Weight	ELEMENTARY SCHOOL	MIDDLE SCHOOL	HIGH SCHOOL
Progress in Achieving English Language Proficiency	10%	**Metric:** Percent of English learner students progressing from one year to the next on the ACCESS for ELLs 2.0 summative assessment.		

Definition of Measures: School Quality/Student Success

Below are the definitions of **School Quality/Student Success** measures for Elementary, Middle, and High Schools.

School Quality/Student Success	Weight	ELEMENTARY SCHOOL	MIDDLE SCHOOL	HIGH SCHOOL
Chronic Absenteeism	15%	**Metric:** Percent of students determined to be chronically absent. Chronic absenteeism is defined as absent greater than 20 days and in membership at the school for at least 90 days.		
Climate Survey	10%	**Metric:** Average for all results within a school disaggregated by role. Will need further definition.		
Opportunities/Access to a well-rounded curriculum	10%	**Metric:** Access to Science, Social Studies, Fine Arts, Physical Education and Health as measured by enrollment.	**Metric:** Access to Fine Arts, Physical Education, Health, World language , Algebra I or higher, Environmental Science, Technology Education, STEM, Information Technology (IT), and/or Computer Science as measured by enrollment.	**Metric:** Access to Advanced Placement, International Baccalaureate, and/or Career and Technical Education concentrator.

Definition of Measures: Readiness for Post Secondary Success

Below are the definitions of **Readiness for Post Secondary Success** measures for High School.

Readiness for Post Secondary Success	Weight	HIGH SCHOOL
On-Track in 9th Grade	5%	**Metric:** Percent of students who, at the end of 9th grade, have earned at least four credits in: ELA, mathematics, science, social studies, world language
Credit for completion of a well-rounded curriculum	10%	**Metric:** Percent of 12th grade students graduating or exiting with a certificate of completion, and receiving any of the following: • Score of 3 or better on an Advanced Placement (AP) Exam • Score of 4 or better on an International Baccalaureate (IB) Program Exam • Meet a standard set by the College Board on the SAT examination (Math score of 530 or higher and Reading score of 480 or higher) • Credit for Dual Enrollment • Meet a standard set by ACT, Inc. on the ACT examination (score of 21) • Completion of an industry certification or apprenticeship from a Career and Technology (CTE) Program • Students obtaining a Maryland High School Certificate of Program Completion: Entered the world of work through gainful employment; post secondary education and training; supported employment; and/or other services that are integrated in the community

Definition of Measures: Graduation Rate

Below are the definitions of **Graduation Rate** measures for High School.

Graduation Rate	Weight	HIGH SCHOOL
Adjusted Cohort Graduation Rate Composite	15%	**Metric:** Four-year adjusted cohort graduation rate: (10%) Percent of a school's cohort of first-time 9th grade students in a particular school year, adjusted for students who transfer in or out of the cohort after 9th grade, who graduate within four years. Five-year adjusted cohort graduation rate: (5%) Percent of a school's cohort of first-time 9th grade students in a particular school year, adjusted for students who transfer in or out of the cohort after 9th grade, who graduate within five years.

ESSA School Accountability: Student Group Size

⚠ States must select a minimum number of students – minimum n-size – necessary for a particular group to be included in the ESSA school accountability system.

Maryland has established the minimum number of students for purposes of accountability as greater than 9 or an **n-size of 10**. This minimum will protect individual students from possible identification, consistent with the Family Education Rights to Privacy Act.

minimum n-size of 10 students for accountability

Maryland strongly values a low student group size and holding local school systems and schools accountable for all students and student groups. The increase in the minimum number of students from 5 previously to 10 is in response to consultation with stakeholders. Maryland utilizes a student group size of 10 for data reporting and this change will bring the accountability system and reporting system into alignment. The minimum group size for the adjusted cohort graduation rate remains the same from the prior ESEA Flexibility Waiver at 30.

Interpreting Sample Performance Data

While performance reports reflecting the new school accountability system have not yet been developed, the sample performance data on the following pages are a visual of how the different components of the system described in this section may be provided in a clear, concise, and easily understandable format that helps schools and the public understand each school's performance.

Understanding Percentiles

The overall percentile rank of 70 means the school performed equal to or higher than 70 percent of public schools in the State on the indicators in the school accountability system according to the established weighting system. The percentile rank for each accountability measure means this school performed equal to or higher than that percent of public schools in the State on that measure.

Sample Performance Data

			ALL STUDENTS		Student Group 1	Student Group 2	Student Group 3	Student Group 4	
		WEIGHT	TRUE VALUE	PERCENTILE RANK *	PERCENTILE RANK *				EQUITY
ACCOUNTABILITY MEASURES	Academic achievement	20	Performance Index: 3.12 (math); 3.20 (ELA) Percent proficient: 55% (math); 58% (ELA)	75th	75th	60th	75th	75th	NOT MET
	Growth	25	Median SGP: 80th percentile	80th	80th	60th	80th	80th	NOT MET
	Credit for well-rounded	10	Proficiency in Science: 80% proficient 95% participate in non-core subjects	90th	90th	60th	90th	90th	NOT MET
	EL proficiency	10	EL proficiency: 55% on track to proficiency	80th	80th	60th	80th	80th	NOT MET
	Chronic absenteeism	15	6% of students chronically absent	60th	60th	60th	60th	60th	MET
	Survey	10	School scores 80% on climate measures	70th	70th	60th	70th	70th	NOT MET
	Access to well-rounded	10	85% of K-5 students have access	70th	70th	60th	70th	70th	NOT MET
	Weighted average			75th	75th	**60th**	75th	75th	NOT MET
	OVERALL PERCENTILE *			**70th**	**70th**	**65th**	**70th**	**70th**	
				ANNUAL TARGETS MET ?					
ANNUAL GOALS	Academic achievement			MET	MET	NOT MET	MET	EXCEEDS	
	Growth			NOT MET	MET	NOT MET	MET	EXCEEDS	
	Credit for well-rounded			MET	MET	NOT MET	MET	EXCEEDS	

SUMMARY	
OVERALL PERCENTILE *	70th
ACADEMIC PERCENTILE *	75th
NON ACADEMIC PERCENTILE *	65th

PARTICIPATION	MET
EQUITY	NOT MET
TARGETS	NOT MET
IDENTIFIED FOR IMPROVEMENT?	NO

*The overall percentile rank of 70 means this school performed equal to or higher than 70 percent of public schools in the State on the indicators in the school accountability system according to the established weighting system. The percentile ranks for each accountability measure means this school performed equal to or higher to that percent of public schools in the State on that measure.

Sample Performance Data - Explained

FOR INFO ONLY

			ALL STUDENTS		Student Group 1	Student Group 2	Student Group 3	Student Group 4	
		WEIGHT	TRUE VALUE	PERCENTILE RANK *	PERCENTILE RANK *				EQUITY
ACCOUNTABILITY MEASURES	Academic achievement	20	Performance Index: 3.12 (math); 3.20 (ELA) Percent proficient: 55% (math); 58% (ELA)	75th	75th	60th	75th	75th	NOT MET
	Growth	25	Median SGP: 80th percentile	80th	80th	60th	80th	80th	NOT MET
	Credit for well-rounded	10	Proficiency in Science: 80% proficient 95% participate in non-core subjects	90th	90th	60th	90th	90th	NOT MET
	EL proficiency	10	EL proficiency: 55% on track to proficiency	80th	80th	60th	80th	80th	NOT MET
	Chronic absenteeism	15	6% of students chronically absent	60th	60th	60th	60th	60th	MET
	Survey	10	School scores 80% on climate measures	70th	70th	60th	70th	70th	NOT MET
	Access to well-rounded	10	85% of K-5 students have access	70th	70th	60th	70th	70th	NOT MET
	Weighted average			75th	75th	**60th**	75th	75th	NOT MET
	OVERALL PERCENTILE *			**70th**	**70th**	**65th**	**70th**	**70th**	

ANNUAL GOALS	ANNUAL TARGETS MET ?				
Academic achievement	MET	MET	NOT MET	MET	EXCEEDS
Growth	NOT MET	MET	NOT MET	MET	EXCEEDS
Credit for well-rounded	MET	MET	NOT MET	MET	EXCEEDS

SUMMARY	
OVERALL PERCENTILE *	70th
ACADEMIC PERCENTILE *	75th
NON ACADEMIC PERCENTILE *	65th

PARTICIPATION	MET
EQUITY	NOT MET
TARGETS	NOT MET
IDENTIFIED FOR IMPROVEMENT?	NO

*The overall percentile rank of 70 means this school performed equal to or higher than 70 percent of public schools in the State on the indicators in the school accountability system and according to the established weighting system. The percentile ranks for each accountability measure means this school performed equal to or higher to that percent of public schools in the State on that measure.

EXAMPLE: CALCULATING THE SUMMATIVE DETERMINATION

High School 1						
Indicator	All Student And Subgroup Performance		Avg. Standard Score	Indicator Score* (Avg. Standard Score converted to Percentile)	Weight	Points Earned Towards Summative Score (Indicator Score x weighing)
	All Student Standard Score	Avg. of Subgroups' Standard Scores				
Academic Achievement (percent of students grade-level proficient on statewide academic tests)	1.8	1.3	((1.8+1.3)/2) =3.15	63	30%	63 x 0.30= **18.9**
Graduation rate (Average of four-and-five year)	1.4	1.6	((1.4+1.6)/2) =1.5	73	40%	73 x 0.40= **29.2**
English language proficiency (percent of students making progress toward English proficiency)	2.4	Not applicable. (English learners are their own subgroup)	2.4	80	20%	80 x 0.20= **16.00**
Chronic Absenteeism (percent of students **not chronically** absent)	1.3	1.7	((1.3+1.7)/2) =1.5	85	10%	85 x 0.10= **8.5**
			Summative Score (sum of indicator scores)			**72.60**
			Summative Determination (percentile rank of summative score)			**77th percentile**

TBD

Category Results

	INDICATOR	SUMMATIVE	TARGETS & GOALS
★★★★	Top 25% and All Targets/Goals Met or Exceeds	Top 25% and All Targets/Goals Met or Exceeds	**Exceeds** *Exceed target by some margin*
★★★	Top 25%	Top 25%	**Met** *Met target within some margin*
★★	Middle 50%	Middle 50%	**Improved Target Not Met**
★	Bottom 50%	Bottom 50%	**No Improvement**

Identification of Schools

- Comprehensive Support and Improvement Schools (CSI) & Targeted Support and Improvement Schools(TSI)
- How Schools are Identified
- Supporting CSI Schools

Identifying Schools in Need of Support and Improvement

⚠ States must use the ESSA accountability system to identify schools in need of Comprehensive Support and Improvement and Targeted Support and Improvement. In addition, states must define "consistently underperforming" under Targeted Support and Improvement.

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COMPREHENSIVE SUPPORT AND IMPROVEMENT (CSI) SCHOOLS

Type of School	Description	Timeline for Identification	Initial year of Identification*
Lowest Performing	Not less than the lowest-performing five percent of schools in the State participating in Title I.	At least once every three years	2018 – 2019
Low Graduation Rate	All public high schools in the State failing to graduate one third or more of their students.	At least once every three years	2018 – 2019
Chronically Low-Performing Student group	Any Title I school identified for targeted support and improvement for a low-performing student group that did not improve over three years.	At least once every three years	2021 – 2022

* dates may be affected by USED

How Schools are Identified

TARGETED SUPPORT AND IMPROVEMENT (TSI) SCHOOLS

Types of School	Description	Timeline for Identification	Initial year of Identification*
Low-Performing Student Group	Schools where one or more student group(s) is performing the same or worse than the lowest performing five percent of Title I schools	At least once every three years	2018-2019
Consistently Underperforming Student Group	Schools with student groups who are "consistently underperforming" are schools that have not met their targets for two or more years	Annually	2019-2020

* dates may be affected by USED

Supporting CSI Schools

Beginning in the 2018-19 school year, the MSDE will identify Comprehensive Support and Improvement Schools (CSI) at least every three years. Schools will develop an action plan using evidence-based strategies that address needs identified by the school and the local school system. The MSDE, in collaboration with school systems and schools, will provide ongoing support, monitoring, and evaluation of each CSI school in order to improve the school and sustain progress. To ensure equity and excellence, the MSDE is committed to partnering with school systems and their CSI schools, families, and communities to provide resources and support, aligned directly to school and school system needs.

School Improvement Resources

- Strategically allocate funds with rigorous accountability for the use of funds
- Provide incentives to drive change

Technical Assistance Regarding Evidence-Based Interventions

- The MSDE will utilize the four domains for rapid school improvement as a framework to establish a systemic approach to improvement efforts
  - Turnaround Leadership
  - Talent Development
  - Instructional Transformation
  - Culture Shift

CSI School Action Plan

- School level needs assessment
- Root cause analysis
- Wide stakeholder input (school, families, community partners, etc.)
- Ongoing cycle of continuous improvement

SUPPORT FOR EDUCATORS

- Overview
- Improve Skills
- Expand Certification
- Provide Professional Development
- Ensure Equitable Access

Supporting Educators in ESSA

⚠ *ESSA* specifically asks states to:

1. Assure that well prepared teachers are available to all students
2. Assure that low-income and students of color have equitable access to effective educators as defined in the law

Teacher preparation reform, aligned with teacher recruitment, induction, and retention are essential to placing high quality educators in front of Maryland's children.

Maryland's ESSA State Consolidated Plan for supporting educators is focused on the following goals:

1. Improve the Skills of Educators
2. Expand Certification Options
3. Provide Support to All Educators
4. Ensure Equitable Access to Effective Educators

Supporting Educators:

1 Improve Skills of Educators Through Teacher Preparation

ESSA provides funds to improve teacher preparation programs and ensure teachers are prepared to enter a variety of classroom settings.

Establish Regional Teacher Learning Centers:

Enhance regional recruitment and competencies related to local needs

Develop an Online/Hybrid Teacher Education Program:

Explore the development of an online program to assure broad access for all potential teachers

Revision of the IPC:

Revise the Institutional Performance Criteria (IPC) to include experiences to ensure that all beginning teachers have had direct experience with students from a wide array of backgrounds

Increase Cultural Competencies:

Assure concentrated experiences with diverse populations

New Teacher Induction:

Facilitate collaboration between the local school systems and Institutions of Higher Education to strengthen and align the teacher pathway from pre-service to in-service.

Supporting Educators:

2 Expand Certification Options

To ensure local school systems have access to certified teachers, Maryland is focused on expanding its routes to certification.

National Board Certification (NBC):

Allow NBC to become an initial route to certification for out-of-state teachers

Addition of an Adjunct Certificate:

Expand the pool of candidates to teach specialty area subjects by creating a new certificate

Revise the Renewal Requirements for the Conditional Certificate:

Reevaluate the renewal requirements for the conditional certificate to increase teacher retention

Revision of Test Requirements:

Review and revise as appropriate the teacher test requirements

Micro-Credentials:

Explore the use of micro-credentials for renewing certificates
(Micro-credentials: Competency based credentials allow educators to focus on a discrete skill related to their practice)

Supporting Educators:

3 Professional Development

ESSA requires states to provide equitable implementation of high quality instruction aligned to the Maryland College and Career-Ready Standards and to help local school systems close the equity gap.

Expand Leadership Capacity:

Implement Professional Learning Communities (PLCs), online courses, and regional workshops

Annual Professional Learning Plan:

Develop personalized professional learning for teachers and administrators aligned to student needs

Self-Assessment of Abilities:

Develop tools, surveys, rubrics, and frameworks for teachers to anonymously self-assess their abilities

Data Literacy:

Enhance an educator mindset through data analysis and data dialogue to support student learning

State-Wide Collaborative:

Create a state-wide collaborative for curricular support materials that will provide local school systems the opportunity to share information.

Supporting Educators:

4 Ensure Equitable Access to Effective Educators

Data show that the least qualified teachers (overall certification, experience, and in-field certification) continue to be disproportionately assigned to the most challenged students across the State, with six local school systems identified as having the largest disparities.

The MSDE is working to provide access to more and better systems for all regions of the State to access quality teachers by creating regional centers to support seamless teacher preparation and professional development.

Conversations with the Teacher Induction Workgroup and ESSA groups regarding incentives for the most qualified teachers to teach the most challenged students. Strategies may include:

- Quality Teacher Incentive Act changes
- Housing incentives
- Job search support for spouses
- Loan forgiveness

SUPPORT FOR STUDENTS

- Ensuring a Well-Rounded Curriculum

Supporting Students: Ensuring A Well-Rounded Curriculum

Maryland will use Title IV, Part A, funds to increase the capacity of local school systems, schools, and local communities to provide all students with access to a well-rounded education, improve school conditions for student learning, and improve the use of technology in order to improve the academic achievement and digital literacy of all students.

Maryland will support local school systems in providing programs and activities that:		
Improve access and opportunity to advanced level coursework	Improve the effective use of technology	Improve the communication between home and schools
Provide access to integrated STEM core concepts and practices	Provide more college preparatory support	Improve diverse fine arts options
Support students taking the Advanced Placement (AP) or International Baccalaureate (IB) exams	Provide training of general education teachers across all content areas on language acquisition and strategies for serving English Learners (ELs)	Increase the training of teachers across all content areas on identifying and serving gifted and talented students

Please use the below index guide to reference specific content within the Maryland State ESSA Plan.

You can view and/or download the entire plan HERE.

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Thank You for Your Feedback

The MSDE welcomes feedback on any MD policies concerning ESSA or Maryland's ESSA Consolidated State Plan.

To provide general and specific feedback, or to find additional information and resources, please go to the MSDE ESSA webpage at:
www.websitegoeshere.com

For questions, concerns please contact MSDE staff directly at:
emailgoeshere@maryland.gov