



Maryland Consolidated State Plan

December 5, 2016

INTRODUCTION

Section 8302 of the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the Every Student Succeeds Act (ESSA), permits the Secretary to establish procedures and criteria under which, after consultation with the Governor, an SEA may submit a consolidated State plan or a consolidated State application to simplify the application requirements and reduce burden for SEAs. The Secretary must establish, for each covered program under section 8302 of the ESEA, as amended by the ESSA, and additional programs designated by the Secretary, the descriptions, information, assurances, and other material required to be included in a consolidated State plan or consolidated State application.

In developing the consolidated State plan template, the U.S. Department of Education (Department) encourages each State to think comprehensively about implementation of programs across the ESEA, as amended by the ESSA, and to leverage funding to ensure a focus on equity and excellence for all students. Further, the Department aims to remove silos among different funding streams and support collaboration and efficiency across multiple programs to help ensure that all children have significant opportunity to receive a fair, equitable, and high-quality education and that each SEA continues to close achievement gaps. In providing a framework for the consolidated State plan, the Department strives to support states in improving outcomes for all students and teaching and learning by encouraging greater cross-program coordination, planning, and service delivery; provide greater flexibility to State and local authorities through consolidated plans and reporting; and enhance the integration of ESEA programs with State and local programs.

To accomplish these goals, the Department has identified five overarching components and corresponding elements that cut across all of the included programs and that must be addressed by each SEA electing to submit a consolidated State plan. The overarching components and corresponding elements encourage each State to plan and implement included programs in a comprehensive way to support LEAs, schools, and all subgroups of students. Within each component, each SEA would be required to provide descriptions, strategies, timelines, and funding sources, if applicable, related to implementation of the programs included in the consolidated State plan. The consolidated State plan template includes a section for each of these components, as well as a section for the long-term goals required under the Statewide Accountability System in section 1111(c)(4)(a) of the ESSA.

The components are:

- Consultation and Coordination
- Challenging Academic Standards and Academic Assessments
- Accountability, Support, and Improvement for Schools
- Supporting Excellent Educators
- Supporting All Students

COVER PAGE

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Signature of Authorized SEA Representative X _____	Date
Signature of Governor (If Applicable) X _____	Date
The SEA, through its authorized representative, agrees to the enclosed assurances.	

PROGRAMS INCLUDED IN THE CONSOLIDATED STATE PLAN

Instructions: Indicate below by checking the appropriate box(es) which programs the SEA includes in its consolidated State plan. If an SEA elects not to include one or more of the programs below in its consolidated State plan, but still wishes to receive funds under that program or programs, it must submit individual program plans that meet all statutory requirements, including required assurances, for each program for which the SEA is separately applying with its consolidated State plan.

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

or

Check all programs listed below that the SEA included in its consolidated State plan:

- Title I, Part A: Improving Basic Programs Operated by State and Local Educational Agencies
- Title I, Part B, Section 1201: Grants for State Assessments and Related Activities
- 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: Language Instruction for English Learners and Migrant Students
- 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 Youths

Section 1: LONG TERM GOALS AND MEASUREMENTS OF INTERIM PROGRESS

Instructions: Each SEA must describe its ambitious long-term goals, including how it established its ambitious long-term goals for academic achievement, graduation rates, and English language proficiency, including its State-determined timeline for attaining such goals consistent with the requirements in §200.13 and section 1111(c)(2) of the ESEA, for all students and separately for each subgroup of students, consistent with the State's minimum number of students, such that the State's measurements of interim progress require greater rates of improvement for subgroups of students that are lower-achieving.

In the tables below, provide the starting point (year) and long term goal (year) for academic achievement and graduation rates by subgroup (add or delete rows as necessary). If the tables do not accommodate this information, an SEA may create a new table or text box. For English language proficiency, use the text box to describe the long term goals or create a new table, as necessary.

Note that in Appendix A, each SEA will include the measurements of interim progress for academic achievement, graduation rates, and English language proficiency.

A. Academic Achievement.

- i. **Description.** Describe how the SEA established its ambitious long-term goals and measurements of interim progress for academic achievement.

Maryland is proposing to implement an ambitious and rigorous long term goal of reducing non-proficient students by one half* by the year 2030. Annual targets and the end goal itself will be pivotal in driving school improvement work for all schools, all students, and all student groups. The AMOs will be calculated for each school for the "All Students" category and for all of the ESEA student groups. The primary purpose of AMOs will be to provide transparent reporting of LEA and school improvements towards college and career readiness for all students, and to incentivize continuous improvement. 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. [*For consideration an impact study is underway to consider a reduction by other than one-half such as two-thirds or three-fourths.]

New assessments were first administered in 2014-2015 to assess students on the Maryland College and Career Ready Standards (MCCRS). In 2017-2018, the first year of ESSA implementation, Maryland will have three years of assessment information. The students graduating in 2030 and beginning in 2016-2017 will have been instructed and assessed on MCCRS from pre-kindergarten thru high school.

Maryland is proposing a proficiency level of 4 for the ELA and Math PARCC assessments. The alternate assessments would have a proficiency level of 3.

Differentiated targets or AMOs will be set for all LEAs, schools, and student groups to close achievement gaps in ELA, mathematics and science. The overarching goal is to reduce the

achievement gap. Targets or AMOs will be differentiated based on a group’s baseline which will be informed and determined by 2014-2015 and 2015-2016 assessment data. Each group will start from a different baseline, however, those furthest behind will have the largest improvement to make.

Sample calculation

The table below demonstrates how to calculate the achievement gap-narrowing targets for two sample student groups. Group 1’s starting point is a baseline of 64. A score of 100 represents the achievement goal for all students in the group. Therefore, the group’s achievement gap is represented by 100 minus 64, or 36 points. Half of that figure is 18 points. The state goal is to halve achievement gaps within 6 years. Group 1 must, at a minimum, increase by 3 points each year to be on track. A similar calculation is also shown for Group 2.

Sample achievement gap-narrowing target calculation

Calculating the gap-narrowing target	Group 1	Group 2
1. Obtain the group’s baseline	64	76
2. Calculate the achievement gap (100 minus baseline)	36	24
3. Calculate the gap-narrowing target (achievement gap divided by 2)	18	12
4. Calculate the target (baseline plus gap-narrowing target)	82	88
5. Calculate annual targets* (gap-halving target divided by 6 years)	3	2

* A group’s annual targets are fixed; interim targets are not adjusted based on the group’s actual achievement across those years.

Sample Grade-level Table

	Reading/ Language Arts	Reading/ Language Arts	Mathematics	Mathematics
Subgroups	Starting Point (Year)	Long Term Goal (Year)	Starting Point (Year)	Long Term Goal (Year)
All students	2018	2030	2018	2030
Economically disadvantaged students	2018	2030	2018	2030
Children with disabilities	2018	2030	2018	2030
English learners	2018	2030	2018	2030
African American	2018	2030	2018	2030
American Indian or	2018	2030	2018	2030

	Reading/ Language Arts	Reading/ Language Arts	Mathematics	Mathematics
Subgroups	Starting Point (Year)	Long Term Goal (Year)	Starting Point (Year)	Long Term Goal (Year)
Alaska Native				
Asian or Native Hawaiian/Other Pacific Islander	2018	2030	2018	2030
Hispanic or Latino	2018	2030	2018	2030
White	2018	2030	2018	2030

B. Graduation Rate.

- i. **Description.** Describe how the SEA established its ambitious long terms goals and measurements of interim progress for the four-year adjusted cohort graduation rate and, if applicable, the extended-year adjusted cohort graduation rate. Add additional tables as necessary.

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, one year ahead of the requirement for all states due to State Legislation. The goal and respective targets for both 4-year and 5-year cohort graduation rate for the “all students” group were established in February 2011 and approved by the State Board.

Through the Standard Setting process from the first ESEA Flexibility Waiver, a group of stakeholders recommended that the cohort graduation goal be 95% in 2020 (submitted and approved by USDE in Maryland’s Consolidated State Application in 2011). Maryland has made great improvements with 86.39% of “all students” graduating within 4-years for the class of 2014. The first table below is the 4-year cohort graduation data and the second table is the 5-year cohort graduation data.

AMOs - 4-Year Cohort Graduation Rate

Subject											
Title	Subgroup	*Baseline	2012	2013	2014	2015	2016	2017	2018	2019	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
	ELL	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

ii. If the State has an extended-year rate or rates, indicate the length of the cohort (*i.e.*, 5-year, 6-year, 7-year):

<i>State AMOs - 5-Year Cohort Graduation Rate</i>
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Subject											
Title	Subgroup	*Baseline	2012	2013	2014	2015	2016	2017	2018	2019	2020
Grad. Rate	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 Races	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
	ELL	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

B. English Language Proficiency.

- i. **Description.** Describe how the SEA established its ambitious long terms goals and measurements of interim progress for progress in achieving English language proficiency and provide an explanation of the uniform procedure and student-level characteristics, if any, used to set the long terms goals and measurements of interim progress.

WIDA’s framework for English Language Development Standards distinguishes six levels of language proficiency, defined by specific criteria. The levels include 1-Entering, 2-Emerging, 3-Developing, 4-Expanding, 5-Bridging and 6-Reaching. Maryland uses an overall composite proficiency level and a literacy composite proficiency level on ACCESS 2.0 to determine ELs’ English proficiency. ELs in every LEA are considered to have attained English proficiency if their overall composite proficiency level is 5.0 and literacy composite proficiency level is 4 or higher. In Maryland, students that attain lower than a 5.0 on their Overall ELP level and lower than a 4.0 ELP level on Literacy still receive services as an EL. Level 6 is not served in ESOL programs.

Long term and interim targets will be defined in the next draft.

Section 2: CONSULTATION AND COORDINATION

2.1 Timely and Meaningful Consultation.

Instructions: Each SEA must engage in timely and meaningful consultation with stakeholders in developing its consolidated State plan, consistent with §§ 299.13 (b) and 299.15 (a). The stakeholders must include the following individuals and entities and reflect the geographic diversity of the State: the Governor or appropriate officials from the Governor's office; members of the State legislature; members of the State board of education, if applicable; LEAs, including LEAs in rural areas; representatives of Indian tribes located in the State; teachers, principals, other school leaders, paraprofessionals, specialized instructional support personnel, and organizations representing such individuals; charter school leaders, if applicable; parents and families; community-based organizations; civil rights organizations, including those representing students with disabilities, English learners, and other historically underserved students; institutions of higher education (IHEs); employers; and the public.

- A. **Public Notice.** Provide evidence of the public notice that the SEA provided in compliance with the requirements under §200.21(b)(1)-(3), of the SEA's processes and procedures for developing and adopting its consolidated State plan.

The Maryland State Department of Education (MSDE) has created a website for information on the Every Student Succeeds Act (ESSA) at Marylandpublicschools.org. This page includes many useful documents and resources including copies of the agendas, minutes, and materials from the External ESSA Committee (described below). Public notice and solicitations for input were [WILL BE] and will continue to be provided explaining Maryland's processes and procedures for developing and adopting its Consolidated State Plan.

On October 25, 2016 the Maryland State Department of Education (MSDE) posted a general survey on the MSDE website to solicit and capture feedback from any interested parties. This survey asked for the public's input on each of the categories within the plan (Consultation, Standards and Assessments, Accountability, Supporting Educators, and Supporting all Students). This information was [WILL BE] used to incorporate the public's ideas in the first draft of Maryland's Plan.

The first draft of the Consolidated State Plan will be posted with a survey of more specific questions in December 2016. This survey will ask direct questions about the proposals made in the draft plan. A second draft will be published tentatively in February 2017 after the December posting and the survey is analyzed and the feedback is incorporated into the draft. The February posting will also have an accompanying survey to determine specific areas of concern and challenge. *All results will be discussed in this section once the surveys are complete.*

Additionally, MSDE hosts bimonthly ESSA External Stakeholder Committee Meetings (described below). These meetings are subject to the Maryland Open Meetings Act. Specifically, “effective October 1, 2016, all public bodies will be required to make an agenda “available” to the public before each meeting. The agenda must contain ‘known items of business or topics to be discussed at the portion of the meeting that is open’ and must indicate ‘whether the public body expects to close any portion of the meeting’ under General Provisions Article (“GP”) § 3-305.” MSDE staff post an announcement of the meeting and an agenda before all meetings of this committee on its website (www.marylandpublicschools.org/). The Act states that “also effective October 1, 2016, ‘to the extent practicable, a public body shall post online the minutes or recordings’ that it has kept in order to comply with the Act’s requirements on minutes. GP § 3-306(e)(2).” In compliance with this regulation, all minutes from the ESSA External Committee meetings are also posted online at MSDE’s website.

MSDE held [WILL HOLD][INSERT #] townhall public forums for discussion of the draft Consolidated State Plan. These forums took place in [INSERT #] regions of the State. The purpose of the forums was to provide an opportunity for members of the public, regardless of affiliation, and specifically parents, to learn about ESSA and Maryland’s Consolidated State Plan. Sessions included [WILL INCLUDE] a general overview of ESSA and breakout sessions around the specific topics identified in the Plan with an opportunity for participants to provide feedback. This feedback was [WILL BE] then brought back to the External Committee and subcommittees for inclusion to the plan.

Finally, public notice as [WILL BE] the official notice required by §200.21(b)(1)-(3). This included the formal posting of Maryland’s Final Draft of the Consolidated State Plan and a survey to capture feedback and comments in June 2017. This information will be posted on or around June 30, 2017 for 30 days. *Results of this survey along with examples of inclusions in the plan will be shared once available.*

- B. Outreach and Input.** For each of the four components of the consolidated State plan listed below, describe how the SEA:
- i. Conducted outreach to and solicited input from the individuals and entities listed above during the design and development of the SEA’s plans to implement the programs that the SEA has indicated it will include in its consolidated State plan; and following the completion of the consolidated State plan by making the plan available for public comment for a period of not less than 30 days prior to submission to the Department for review and approval.
 - ii. Took into account the consultation and public comment, including how the SEA addressed the concerns and issues raised through consultation and public comment and any changes the SEA made as a result of consultation and public comment.

Maryland is committed to ensuring stakeholders have a voice in education policy within Maryland. After ESSA was signed by President Barack Obama on December 10, 2015, Maryland immediately began making plans to develop a strong Consolidated State Application. MSDE formed an ESSA

Internal Committee in January 2016 to begin the work of transitioning from the Elementary and Secondary Education Act (ESEA) Flexibility Waiver to ESSA. This Internal Committee is comprised of members of each Division within MSDE and includes the Directors of each Title under ESSA (Title I, II, III, and IV). The charge of the ESSA Internal Committee is to provide guidance on the transition from ESEA to ESSA, provide recommendations to the ESSA External Stakeholder Committee, the State Superintendent, and the State Board on Maryland's ESSA Plan, and create a draft of the State Plan Components. This committee meets monthly. Membership of this committee can be found here:

<http://marylandpublicschools.org/about/Documents/DAPI/ESEA/ESSAMembershipInternal.pdf>.

Next, MSDE solicited nominations and input from external stakeholders to form the ESSA External Stakeholder Engagement Committee. This committee consists of the Governor's Director of Policy, a policy analyst for the Maryland Department of Legislative Services, three members of the Maryland State Board of Education, two Local Superintendents, a representative from the Maryland Commission on Indian Affairs, two members of the local teacher associations, three Maryland teachers of the year, two local principals representing the Maryland Association of Secondary School Principals (MASSP) and the Maryland Association of Elementary School Principals (MAESP), (additionally, one State Board member is also currently a private school principal), the Executive director of the Maryland Alliance of Public Charter Schools, the president of the Maryland Parent Teacher Association, the State Education Chair for the Maryland National Association for the Advancement of Colored People, the Program Director for the Maryland Business Roundtable, an assistant professor and International Teachers of English to Speakers of other Languages (TESOL) Coordinator, two members of the Maryland Association of Boards of Education (MABE), the Coordinator of Master of Arts in Gifted and Talented Education from Notre Dame of Maryland University, the Chair and a member of the Special Education State Advisory Council, a member of Disability Rights Maryland, an Associate Local Superintendent, the Associate Vice Chancellor for Education and Outreach & Special Assistant to the Chancellor for P-20 education, and the Director of New Initiatives from the Greater Baltimore Urban League. This External Stakeholder Engagement Committee which is led by the Assistant State Superintendent of the Division of Academic Policy and Innovation, began meeting on March 24, 2016, and meets bimonthly. Membership for the External Stakeholder Engagement Committee can be found here:

<http://marylandpublicschools.org/about/Documents/DAPI/ESEA/ESSAMembership.pdf>.

The ESSA Internal Committee continues to meet on a monthly basis to provide updates to the State Board and the External Committee. Additionally, there are seven subcommittees, each chaired/co-chaired by a member(s) of the Internal Committee, but includes external stakeholders. The work of these subcommittees is shared with the Internal Committee, the External Committee, and the State Board. All input from stakeholder groups was shared with these subcommittees and the subcommittees were responsible for gathering more input as well as including all input in the draft State Plan.

As the committees and subcommittees dove into the details of the work, the State Superintendent and the Assistant State Superintendent of the Division of Academic Policy and Innovation, and other members of the Internal Committee, traveled around the State to present to and gather input from

individual focus groups. These groups were often preexisting committees that had an interest in ESSA, but some were also formed as ad hoc committees to partake in this work. To date, from February 23, 2016 to November 10, 2016, the MSDE team presented and discussed ESSA, specifically gathering feedback, at 64 distinct meetings around the State. A list of these meetings can be found at

<http://marylandpublicschools.org/about/Documents/DAPI/ESEA/ESSAStakeholderMasterChart.pdf>.

At each of these meetings a comment sheet was distributed to collect and gather feedback from each group. This comment sheet is shared at the end of this section. The comment sheets were collected and synthesized and given to the appropriate subcommittee to incorporate the feedback into the draft plan. The meetings mainly focused on accountability, as that was the most requested topic, and the comment sheet reflects the specific components within accountability.

The State Board has monthly discussions about ESSA and Maryland’s Consolidated State Plan and gathers input. In addition to the ESSA Internal team working with the board monthly on components of the plan, the Board invited individual organization stakeholders to speak to them about ESSA and the State’s Plan. Dialogue ensued with the Public School Superintendents Association of Maryland (PSSAM) (August 2016), the Maryland State Education Association (MSEA) (September 2016), and the Maryland Association of Boards of Education (MABE) (October 2016). Future dialogues include the Governor’s Office and other groups as deemed appropriate by the State Board. *As others are announced, they will be added to this list.*

Finally, as aforementioned, Maryland has [WILL] conduct two types of surveys (4 surveys in total), [INSERT #] townhall meetings, focus groups, and consistently solicited feedback, shared with the Internal (including subcommittees) and the External Committees and made all feedback available on the marylandpublicschools.org website.

a. Challenging Academic Standards and Academic Assessments

This response will be completed in later drafts and before submission.

b. Accountability and Support for Schools

This response will be completed in later drafts and before submission.

c. Supporting Excellent Educators

This response will be completed in later drafts and before submission.

d. Supporting All Students

This response will be completed in later drafts and before submission.

2.2 Coordination.

Instructions: Each SEA must coordinate its plans for administering the included programs and other programs, consistent with §299.15 (b). The programs must include the following: other programs

authorized under the ESEA, as amended by the ESSA; the Individuals with Disabilities Education Act; the Rehabilitation Act; the Carl D. Perkins Career and Technical Education Act of 2006; the Workforce Innovation and Opportunity Act; the Head Start Act; the Child Care and Development Block Grant Act of 1990; the Education Sciences Reform Act of 2002; the Education Technical Assistance Act of 2002; the National Assessment of Educational Progress Authorization Act; and the Adult Education and Family Literacy Act.

- A. **Plan Coordination.** Describe how the SEA is coordinating its plans for administering the programs under this consolidated application and the programs listed above.

The Division of Academic Policy and Innovation (DAPI) spearheaded the work of writing this plan in collaboration with all other Divisions at MSDE. Specifically, members of the Division of Special Education/Early Intervention Services (DSE/EIS), the Division of Career and College Readiness (DCCR), and the Division of Early Childhood Development (DECD) were integral to the writing of the Plan. Members of each of these divisions worked across the subcommittees to ensure that Maryland's plan was in alignment with each of the federal programs and laws mentioned above. The performance metrics that were created in each section of the plan will also be administered to monitor federal programs and ensure consistent coordination between all federal programs and this plan. The ESSA Internal and External committees will also continue to meet after the Plan is submitted to ensure continued dialogue and monitor implementation across the State.

One example includes how the DSEEIS representative wove the Division's State Systemic Improvement Plan (SSIP) throughout Section 6, Supporting all Students, of Maryland's Consolidated State Plan. These efforts ensure that the Agency as a whole, and ultimately the State, is aligning resources and goals/objectives to ensure complete implementation of federal programs in collaboration with the strategies discussed through the Plan and can be evidenced in the strategies within Section 6 (for example) where increasing non-traditional enrollment in Career and Technology Education Programs of Study is a strategy aligned with the Carol D. Perkins Career and Technical Education Improvement Act of 2006.

Every Student Succeeds Act

We appreciate your comments!

Name (optional): _____

Organization: _____

Goals	Multiple Measures
Differentiation	Other

Replies can be sent to Mary Gable at mary.gable@maryland.gov

www.marylandpublicschools.org

**Section 3: CHALLENGING STATE ACADEMIC STANDARDS
AND ACADEMIC ASSESSMENTS**

3.1 Challenging State Academic Standards.

Instructions: Each SEA must provide evidence that it has adopted challenging State academic standards, including challenging academic content standards and aligned academic achievement standards; as applicable, alternate academic achievement standards; and English language proficiency standards, in compliance with section 1111(b)(1) of the ESEA. Note: In general, the evidence referenced here will be provided through the Department's peer review process; consequently, a State is required to submit evidence for section 3.1, only if it has made changes to its standards **after** the peer review process.

A. Challenging Academic Content Standards and Aligned Academic Achievement Standards.

Provide evidence at such time and in such manner specified by the Secretary that the State has adopted challenging academic content standards and aligned academic achievement standards in the required subjects and grades consistent with section 1111(b)(1)(A)-(D) of the ESSA.

The State Board of Education formally adopted the Common Core State Standards in June 2010. Over the next year, educators from across the state reviewed the standards and created frameworks where the CCSS were broken down into their essential skills and knowledge. A draft of the frameworks was presented to the State Board for review and acceptance in June 2011, and was re-named the Maryland College and Career Readiness Standards (MCCRS). Following acceptance, professional development began for educators across the state. Full implementation occurred in 2013-14.

On June 25, 2013 the Maryland State Board of Education adopted the Maryland College- and Career-Ready Next Generation Science Standards (NGSS), a set of rigorous and internationally benchmarked standards for K-12 science education. Since that time, educators from around the state have met to determine the best way for Maryland teachers to transition from the existing Maryland State Curriculum to the Maryland NGSS.

The National Academy of Sciences, the staff arm of the National Research Council, began to address the need for research-based and rigorous science standards by developing the Framework for K–12 Science Education which was completed and published in summer 2012. The Framework was a critical first step because it is grounded in the most current research on science and science learning and identified the science all K–12 students should know.

Immediately following the publication of the Framework, 26 states, of which Maryland was one, began the development of the Next Generation Science Standards (NGSS). In a process managed by Achieve, the states led the development of K–12 science standards that are rich in content and practice and arranged in a coherent manner across disciplines and grades to provide all students an internationally-benchmarked science education. Over a period of nearly two years (summer 2012 - April 2013), the NGSS were developed collaboratively with states and other stakeholders in science, science education, higher education, and industry. Additional review and guidance were provided by

advisory committees composed of nationally-recognized leaders in science and science education as well as business and industry. As part of the development process, the standards underwent multiple reviews from many stakeholders including two public drafts, allowing all who have a stake in science education an opportunity to inform the development of the standards and the development process.

- B. Alternate Academic Achievement Standards.** If the State has adopted alternate academic achievement standards for students with the most significant cognitive disabilities, provide evidence at such time and in such manner specified by the Secretary that those standards meet the requirements of section 1111(b)(1)(E) of the ESSA.

In 2010, Maryland joined the National Center and State Collaborative (NCSC) consortium. The NCSC began the development of alternate academic achievement standards, known as Core Content Connectors (CCC). To reflect high expectations for students with the most significant cognitive disabilities, NCSC prioritized academic grade-level content for the alternate assessment. Arizona, the lead fiscal agent for the NCSC, submitted for peer review evidence of the CCCs alignment to grade level academic content standards: NCSC 15: NCSC 2015 Operational Assessment Technical Manual: Relationship of the Core Content Connectors (CCC) to grade level academic content standards; Chapter 3 Alignment and System Coherence, pp.72-75 and Appendix 3-B, Study 1.

In 2016, Maryland joined the Dynamic Learning Maps (DLM) consortium for Alternate Assessment in Science. The DLM Consortium developed the Essential Elements (EEs), which are aligned to the Next Generation Science Standards (NGSS). Essential Elements are specific statements of knowledge and skills in science linked to the grade-span expectations. The purpose of the EEs is to build a bridge from the content in the general education science framework to academic expectations for students with the most significant cognitive disabilities. The EEs were developed in a thorough, four stage-process which consisted of creation, face-to-face state educator review, in-state's reviews, and final States' reviews.

- C. English Language Proficiency Standards.** Provide evidence at such time and in such manner specified by the Secretary that the State has adopted English language proficiency standards that meet the following requirements:

- i. Are derived from the four recognized domains of speaking, listening, reading, and writing;

In 2011, Maryland joined the WIDA (World-Class Instructional Design and Assessment) consortium. WIDA's framework for English Language Development Standards addresses four language domains: listening, speaking, reading and writing. This organization of the standards by domain helps educators plan balanced opportunities for language learning and takes advantage of stronger English language skills in one domain to support their development in the other domains. The State Board formerly adopted WIDA's framework for English Language Development Standards and they became a part of regulations in September 2016.

- ii. Address the different proficiency levels of English learners; and

WIDA’s framework for English Language Development Standards distinguishes six levels of language proficiency, defined by specific criteria. The levels include 1-Entering, 2-Emerging, 3-Developing, 4-Expanding, 5-Bridging and 6-Reaching.

- iii. Align with the State’s challenging academic standards.

WIDA’s framework for English Language Development Standards correspond to the academic content standards, as exemplified in the following five WIDA English Language Development Standards:

1. English learners communicate for Social and Instructional purposes within the school setting.
2. English learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
3. English learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.
4. English learners communicate information, ideas and concepts necessary for academic success in the content area of Science.
5. English learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

3.2 Academic Assessments.

*Instructions: Each SEA must identify its high-quality student academic assessments consistent with section 1111(b)(2) of the Act. Note: In general, the evidence referenced here will be provided through the Department’s peer review process; consequently, a State is required to submit evidence for section 3.2.B only if it has changed its high-quality student academic assessments **after** the peer review process.*

A. **Student Academic Assessments.** Identify the student academic assessments that the State is implementing under section 1111(b)(2) of the ESEA, including the following:

- i. High-quality student academic assessments in mathematics, reading or language arts, and science consistent with the requirements under section 1111(b)(2)(B);

Mathematics and English/Language Arts (ELA) are assessed through the instruments developed by the Partnership for Assessment of Readiness for College and Careers (PARCC) Consortium. These instruments are currently with U.S. Department of Education (USED) for peer review, and we are awaiting feedback.

Mathematics and English Language Arts Assessments

Maryland is working with PARCC consortium on the development of the PARCC assessment system. The PARCC assessment system includes annual year-end assessments in English language arts/literacy, and mathematics for grades 3-8 and high school. The PARCC assessments are high-quality assessments aligned to the Maryland College and Career Ready standards. Data from the PARCC assessments provide educators with

indicators of student on-track or readiness for college and careers.

Maryland Integrated Science Assessment (MISA) Design

The adoption and implementation of the NGSS warrants a change in the Maryland Assessment Program for science, therefore the state has begun the development of the Maryland Integrated Science Assessment (MISA)

- Grade 5 & 8 Maryland Integrated Science Assessment Overview:
Assessment will continue to be administered in the spring (March) and incorporate Performance Expectations (PEs) from previous grades. For example:
 - Grade 5 will assess PEs from grades 3, 4, and identified PEs from 5 (and may also include the earlier years).
 - Grade 8 will assess PEs from grades 6, 7, and identified PEs from grade 8 which build on all previous years.

Administration Plan:

- Testing/field testing begins in spring 2017 with no fault to students (pending the approval of USED and the State Board). This would be considered a field test year.
- Standard setting to occur in spring/summer 2017.
- High School Maryland Integrated Science Assessment Overview:
Assessment will be given when students reach the end of the identified subset of high school PEs, which build on PEs from previous grades. For example:
 - Identified PEs will be a subset of the standards found in the high school grade band.
 - The information received from the assessment by the LEAs may be used to inform science placement in subsequent high school courses.
 - Assessment will be administered as end-of-course exams (available to schools in January, May, and August of each year) and incorporate the identified PEs.

- ii. Any assessments used under the exception for advanced middle school mathematics under section 1111(b)(2)(C)(iii) of the Act;

The high school level PARCC end-of-course assessments are administered to students in middle school taking high school level mathematics courses (i.e. Algebra I, Geometry, etc.). Maryland has a history of allowing students to take the high school level course in mathematics and the corresponding assessment for students in sixth through eighth grade. ESSA only allows for this at the eighth grade level. Maryland will seek clarification on high school level courses at the sixth and seventh grade level.

- iii. Alternate assessments aligned with the challenging State academic standards and alternate academic achievement standards for students with the most significant cognitive disabilities;

Alternate ACCESS for ELLs 2.0 (English Language Learners) is an assessment of English language proficiency for students in grades 1-12 who are classified as English learners and have significant cognitive disabilities that prevent their meaningful participation in the

ACCESS for ELLs 2.0 assessment. Alternate ACCESS for ELLs 2.0 was created to meet federal accountability requirements and to provide educators with a measure sensitive to English language proficiency growth of English learners with significant cognitive disabilities.

In 2015, Arizona, lead fiscal agent for the National Center and State Collaborative (NCSC) consortium, submitted for Peer Review the following evidence support the development and adoption of the CCCs: NCSC 15: NCSC 2015 Operational Assessment Technical Manual, Alignment of the tasks and items to grade-level CCSS Chapter 3 Alignment and System Coherence; pp. 77-80 and Appendix 3-B, Study 3. Results indicate they represent an adequate and appropriate sample of the grade level CCSS. Additionally, Alignment of the NCSC items to the performance level descriptors (PLDs). Chapter 3 Alignment and System Coherence; pp. 80-82 and Appendix 3-B, Study 4. This study addresses the extent to which inferences about student knowledge and skills reflected in the PLDs are supported by the items and tasks on NCSC. Results reveal items and tasks are appropriate aligned to PLDs.

In 2016, Maryland joined the Dynamic Learning Maps (DLM) consortium for Alternate Assessment in Science. The DLM Consortium developed the Essential Elements (EEs), which are aligned to the Next Generation Science Standards (NGSS). Essential Elements are specific statements of knowledge and skills in science linked to the grade-span expectations. The purpose of the EEs is to build a bridge from the content in the general education science framework to academic expectations for students with the most significant cognitive disabilities. The EEs were developed in a thorough, four stage-process which consisted of creation, face-to-face state educator review, in-state's reviews, and final States' reviews.

- iv. The uniform statewide assessment of English language proficiency, including reading, writing, speaking, and listening skills consistent with §200.6(f)(3); and

ACCESS for ELLs 2.0 is a large-scale language proficiency test for K–12 students and is one component of WIDA's comprehensive, standards-driven system designed to improve the teaching and learning for English learners. The test was developed in partnership with the Center for Applied Linguistics. The purpose of ACCESS for ELLs 2.0 is to monitor student progress in English language proficiency annually to serve as a criterion to aid in determining when English learners have attained language proficiency in listening, speaking, reading, and writing comparable to that of their English-proficient peers. The test is carefully designed to be representative of the social and academic language demands within a school setting as exemplified in the WIDA English Language Development Standards (2004, 2007, 2012).

- v. Any approved locally selected nationally recognized high school assessments consistent with §200.3.

N/A

- B. **State Assessment Requirements.** Provide evidence at such time and in such manner specified by the Secretary that the State’s assessments identified above in section 3.2.A. meet the requirements of section 1111(b)(2) of the ESEA.

In compliance with ESEA section 1111(b)(2), all federally required assessments undergo peer review. The peer review schedule for each of the assessments is included below.

Peer Review Schedule			
Content	Assessment Common Name	1st Operational Year	Peer Review Year
ELA grades 3-11	PARCC	2015-16	2016
Math grades 3-8 Algebra I, Algebra II, and Geometry	PARCC	2015-16	2016
Science grades 5, 8	MISA	2017-18	2018
Science HS	MISA	2018-19	2019
Alternate ELA, Math grades 3-8 and 11	MSAA	2015-16	2016
Alternate Science grades 5, 8 and 11	DLM	2016-17	2017
English proficiency	WIDA	2015-16	2017

- C. **Advanced Mathematics Coursework.** Describe the SEA’s strategies to provide all students in the State the opportunity to be prepared for and to take advanced mathematics coursework in middle school consistent with section 1111(b)(2)(C) and §200.5.

LEAs in Maryland use a variety of strategies for compacting the K-8 mathematics curriculum in order to accelerate students who are ready to take advanced mathematics coursework in middle school. Because of the importance of coherence in the learning of mathematical concepts both within a grade level and between grade levels, no concepts or skills are ever omitted. Advanced students study all grade-level mathematical concepts and skills at an accelerated pace.

Since 2013-2014, Maryland has not required middle school students taking high school mathematics coursework to take both a grade-level mathematics assessment and a high school mathematics assessment related to their coursework. Middle school students taking high school level mathematics coursework take only the related high school mathematics assessment.

Effective for the 2016-2017 school year, Maryland’s county boards of education are required to award credit to a middle school student for any course for which a high school student would be

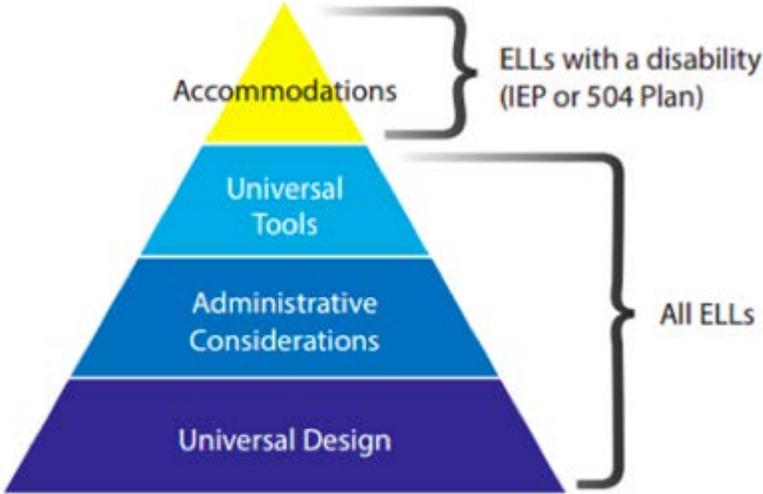
awarded credit if the middle school student meets the same requirements as the high school student.

D. Universal Design for Learning. Describe the steps the SEA has taken to incorporate the principles of universal design for learning, to the extent feasible, in the development of its assessments, including any alternate assessments aligned with alternate academic achievement standards that the State administers consistent with sections 1111(b)(2)(B)(xiii) and 1111(b)(2)(D)(i)(IV) of the Act.

In 2012, the Maryland State Board of Education adopted the COMAR regulation, 13A.03.06., Universal Design for Learning, which requires local school systems to use UDL guidelines and principles in the development and provision of curriculum, instructional materials, instruction, professional development, and student assessments.

The English/Language Arts (ELA) and mathematics assessments developed by the PARCC consortium are constructed using UDL principles to make the tests as accessible as possible to all students, including English learners and students with disabilities. The focus is on giving all students an equal opportunity to demonstrate the skills and knowledge of the standards. PARCC employed UDL philosophy to establish the Accessibility Guidelines for Item Development. Following item development UDL is leveraged from the initial design through item development, field testing, and implementation of the assessments for all students, including students with disabilities, English learners, and English learners with disabilities. This is done in part by having trained UDL content and accessibility experts part of the ELA/Literacy and Mathematics content review teams.

The WIDA Accessibility and Accommodations Framework, represented below, provides support for all English learners, including targeted accommodations for students with Individual Education Plans (IEP) or 504 plans. These supports are intended to increase the accessibility for the assessments for all English learners. To incorporate UDL, test items are presented using multiple modalities, including supporting prompts with appropriate animations and graphics, embedded scaffolding, tasks broken into chunks and modeling that uses task prototypes and guides.



The NCSC development partners applied their understanding of the characteristics of the population of students with the most significant cognitive disabilities and UDL principles to inform the design of each item. Their focus was to insure that any necessary additional adaptations and accommodations did not interfere with the measured construct. A strength of the NCSC AA-AAS Evidence Centered Design-based approach was the support it provided for the development of items that (a) focused on construct-relevant content (the knowledge, skills, and abilities intended to be measured), (b) minimized the evidence of construct-irrelevant skills (e.g., inability to read text due to the size of print, inability to access items due to absence of assistive device, inability to engage with the items), and (c) considered appropriate accessibility options. In addition, NCSC provided flexible materials, techniques, and strategies for instruction and assessment to address the needs of students with the most significant cognitive disabilities.

DLM has integrated accessible content by developing various testlet levels grade appropriate vocabulary, multiple and alternate pathways to the nodes, and item writing guidelines based on universal design. Prior to administering the DLM AA, educators provide information about the accessibility needs for each assessed student. The online test platform stores all of that information and uses some of it to activate certain features. DLM offers a dynamic delivery system. The system relies on each student's level of success and position in the learning map to select the next item. DLM provides immediate, corrective feedback to the student.

- E. **Appropriate Accommodations.** Consistent with §200.6, describe how the SEA will ensure that the use of appropriate accommodations, if applicable, do not deny an English learner (a) the opportunity to participate in the assessment and (b) any of the benefits from participation in the assessment that are afforded to students who are not English Learners.

The Maryland State Department of Education trains local education agency educators regarding the selection process for accommodations that are allowable based on each assessment as well as how they are implemented for instruction and assessment. The accommodations that are allowable on the assessments are reviewed and intended to provide testing conditions that do not result in changes to what the test measures, and that do not affect the validity or reliability of the interpretation of the scores for their intended purposes. The accommodations provide comparable test results to those students who do not receive accommodations. The training and review process help ensure that English learners participate in the assessment and receive the benefits from participation as students who are not English learners.

- F. **Languages other than English.** Describe how the SEA is complying with the requirements in §200.6(f)(1)(ii)(B)-(E) related to assessments in languages other than English:
- i. Provide the SEA's definition for "languages other than English that are present to a significant extent in the participating student population," consistent with paragraph (f)(1)(iv) of §200.6, and identify the specific languages that meet that definition;

In order to determine languages other than English that are present to a significant extent in the participating student population, Maryland uses the Office of Civil Rights recommended threshold of a language group comprising 5 percent of the total tested population. Spanish

currently is the only language that is present to a significant extent.

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

PARCC provides translations of the general administration directions for the English Language Arts/Literacy and Mathematics assessments for 2016-17 in Spanish, Arabic, Navajo, Chinese Mandarin, Vietnamese, Portuguese, Polish, Haitian Creole, Urdu and Russian. In addition, PARCC Mathematics assessments are provided in a translated/transadapted Spanish version and are available for all assessed grades and courses.

- iii. Indicate the languages other than English that are present to a significant extent in the participating student population, as defined by the State, for which yearly student academic assessments are not available and are needed;

Spanish	5.5 percent of the total K-12 population (46,953/848,567) 74 percent of the total English learner population (46,953/63,404)
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- iv. Describe how the SEA 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 paragraph (f)(1)(iv) of §200.6;

Strategy	Timeline	Funding Sources
Science	Will be developed after the 2017 field tests of the original English version as need dictates, per population demands.	Federal and State assessment funds.

- b. A description of the process the State used to gather meaningful input on assessments in languages other than English, collect and respond to public comment, and consult with educators, parents and families of English learners, and other stakeholders; and

Several groups, including the English Learner/Title III Supervisors, English Learner (EL) Task Force, and EL Advisory, were consulted to gain input regarding the use of assessments in other languages. These groups consist of school-based administrators and teachers, local education agency supervisors, family engagement specialists, advocacy groups and educators from the state education agency. In addition, several local education agencies 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 have provided valuable input

into the use of assessments in other languages.

- 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.

The science assessments are currently in varied stages of development. The State will begin consultation on the development of the assessment in Spanish after the validation of the field tests is completed.

- G. **Grants for State Assessments and Related Activities.** Describe how the State will use formula grant funds awarded under section 1201 of the ESEA to pay the costs of development of the high-quality State assessments and standards adopted under section 1111(b) of the ESEA or, if a State has developed those assessments, to administer those assessments or carry out other assessment activities consistent with section 1201(a) of the ESEA.

The formula grant funds awarded under section 1201 of the ESEA comprise roughly 15 percent of the overall state assessment budget overseeing the development, administration, scoring and reporting of the State's high quality assessment program.

3.3 Performance Management and Technical Assistance for Challenging State Academic Standards and Academic Assessments.

Instructions: Each SEA must describe its system of performance management for implementation of State and LEA plans regarding challenging State academic standards and academic assessments consistent with §299.14 (c). The description of an SEA's system of performance management must include information on the SEA's review and approval of LEA plans, collection and use of data, monitoring, continuous improvement, and technical assistance specific to the implementation of challenging State academic standards and academic assessments. If a table is provided below, the SEA's description must include strategies and timelines.

- A. **System of Performance Management** Describe the SEA's system of performance management for implementation of State and LEA plans for Challenging State Academic Standards and Academic Assessments.

The State utilizes professional test development, administration and scoring contractors to ensure high quality, well-aligned measures of performance to the State's College and Career Readiness standards. Timely reporting of results are made available to the Board, school systems, parents, and the public. Reports include overall performance on each test, as well as details by ethnic groups and identified student populations.

In addition to individual and group performances, reports of student achievement on specific standards are generated to inform curriculum development and instructional targets for specific subject/grades as well as for individual students.

- B. **Review and Approval of LEA Plans.** Describe the SEA's process for supporting the development,

review, and approval of LEA plans in accordance with statutory and regulatory requirements, including a description of how the SEA will determine if LEA activities align with the specific needs of the LEA and the State’s strategies described in its consolidated State plan for implementation of Challenging State Academic Standards and Academic Assessments.

Beginning in 2002-2003, legislation by the Maryland General Assembly enacted the Bridge to Excellence in Public Schools Act, which restructured Maryland’s public school finance system. A product of that legislation was the requirement that Maryland’s LEAs develop a Comprehensive Master Plan that outlined strategies for improving student achievement and eliminating achievement gaps.

In 2004, the Maryland General Assembly enacted the fiscal accountability and Oversight Act that included expansion of the Master Plan Annual Updates to include a detailed summary of how each local board of education’s current budgets were consistent and aligned with the goals, objectives and strategies detailed in their Master Plan. An annual report by the State Superintendent is given to the Governor and the General Assembly regarding this alignment by the local school systems.

Since the inception, LEAs have submitted Master Plan Annual Updates. Data analysis uses the Master Plan Guidance Document to develop and submit their updates by October 15 of each year. Eight panels consisting of approximately 80 individuals from the local and State staff engage in various phases of the review process. At conclusion of the review, the final plans are revised as needed, and panels of facilitators and technical reviewers ensure that all clarifying questions proposed were adequately addressed, and reach consensus in terms of changes and corrections. Recommendations regarding approval are then sent to the State Superintendent.

This process is presently under review and revision. The revised process will be used moving forward.

- C. **Collection and Use of Data.** Describe the SEA’s plan to collect and use information and data, including input from stakeholders, to assess the quality of SEA and LEA implementation of strategies and progress toward improving student outcomes and meeting the desired program outcomes for the included programs related to implementation of Challenging State Academic Standards and Academic Assessments.

Strategy	Timeline
In collaboration with WIDA and LEA EL supervisors, the state will analyze data and revisit the current state exit criteria to realign with the ACCESS for ELLs 2.0.	January -July 2017
The State will continue to analyze the performance of ELs on state assessments, highlighting LEA promising practices, and identifying areas that need improvement.	September 2017, January and May 2018
The State will personalize professional learning to meet	

the needs of the teachers in the fidelity of the implementation of the rigorous State standards.	
Professional learning needs will be collected through surveys, regional workshops, and district meetings.	

D. **Monitoring.** Describe the SEA’s plan to monitor SEA and LEA implementation of the included programs using the data in section 3.3.C to ensure compliance with statutory and regulatory requirements for implementation of Challenging State Academic Standards and Academic Assessments.

Strategy	Timeline
MSDE will request that LEAs describe the school system’s plan, including any changes or adjustments that will be made, for ensuring the progress of students who begin kindergarten with Emerging Readiness or Approaching Readiness as determined by the Maryland Kindergarten Readiness Assessment. MSDE will request that LEAs include a discussion of the best practices the system has implemented to address the achievement gaps found in the Kindergarten Readiness Assessment data and the data that will be collected to show that the best practice have been effective.	Due with yearly Master Plan
Each LEA in the state is monitored for alignment of their federal grant application for Title III and progress towards goals for ELs.	August and September 2017; March and April 2018.
Each LEA in the state is monitored for alignment of their federal grant application for Title IIA and use of funds to provide professional learning to educators.	Spring and summer 2017; Spring and summer 2018

E. **Continuous Improvement.** Describe the SEA’s plan to continuously improve implementation of SEA and LEA strategies and activities that are not leading to satisfactory progress toward improving student outcomes and meeting the desired program outcomes for implementation of Challenging State Academic Standards and Academic Assessments.

Strategy	Timeline
SEA Professional Development and Capacity Building	
The Division of Special Education / Early Intervention Services (DSE/EIS) has contracted with the State Implementation and Scale-up of Evidence Based Practices (SISEP) Center to conduct a year-long training for SEA	Through 2017

representatives on Systems Coaching, an evidence- based strategy to support change within an organization.	
The DSE/EIS, in collaboration with Johns Hopkins University Center for Technology in Education, has created a digital portfolio to facilitate data-informed decision making through the Team, Analyze, Plan, Implement, Track (TAP-IT) process.	Ongoing
LEA Professional Development and Capacity Building	
The SEA provides initial training and ongoing updates on the selection and provision of appropriate accommodations, modifications, and program support for students with disabilities, English learners, and English learners with disabilities.	Ongoing
The SEA provides initial training and ongoing updates on the eligibility process for identifying the appropriate assessments (general or alternate).	Ongoing
The SEA facilitates a series of professional learning and development opportunities on identifying and developing communicative competence for students with significant support needs.	Ongoing
The SEA facilitates Statewide community of practice groups to create model lesson plans for students with significant support needs that are aligned to the Maryland College and Career-Ready Standards.	September 2016
The SEA regularly meets with Alternate Assessment Facilitators to share evidence-based and promising practices for students taking an alternate assessment based on alternate academic achievement standards. The Alt Facilitators serve as the SEA’s conduit for disseminating information to practitioners across the State. In turn, the Alt Facilitators provide information and feedback from the field to the State. This information and feedback helps the State to define the need and nature of the technical assistance necessary to improve programming for students with significant support needs.	Ongoing
The State offers professional learning based upon needs through activities such as webinars, regional workshops,	Ongoing

and regional meetings.	
Monthly meetings are held with Assistant Superintendents of Instruction/Chief Academic Officers. Quarterly meetings with LEA content supervisors, professional learning coordinators, Title IIA Directors are held.	Ongoing

D. **Differentiated Technical Assistance.** Describe the SEA’s plan to provide differentiated technical assistance to LEAs and schools to support effective implementation of SEA, LEA, and other subgrantee strategies for implementation of Challenging State Academic Standards and Academic Assessments.

Strategy	Timeline
Two English Learner Specialists are assigned 12 LEAs each to provide consistent and accessible personalized consultation. Customized professional learning and technical assistance are provided through statewide briefings 3 times per year, regional collaboration meetings, and LEA-focused professional learning activities.	July 2017 - June 2018
Title II also provides differentiated technical assistance to LEAs.	July 2017 - June 2018

Section 4: ACCOUNTABILITY, SUPPORT, AND IMPROVEMENT FOR SCHOOLS

4.1 Accountability System.

Instructions: Each SEA must describe its accountability, support, and improvement system consistent with §§ 200.12-200.24, §299.17 and with section 1111(c) and (d) of the ESEA. Each SEA may include any documentation (e.g., technical reports or supporting evidence) that demonstrates compliance with applicable statutory and regulatory requirements.

- A. **Indicators.** Describe the measure(s) included in each of the Academic Achievement, Academic Progress, Graduation Rate, Progress in Achieving English Language Proficiency, and School Quality or Student Success indicators and how those measures meet the requirements described in §200.14(c)-(e) and section 1111(c)(4)(B) of the ESEA for all students and separately for each subgroup of students used to meaningfully differentiate all public schools in the State. The description should include how each indicator is valid, reliable, and comparable across all LEAs in the State. For the School Quality or Student Success measure, the description must also address how the indicator is supported by research that performance or progress on such measures is likely to increase student achievement and graduation rates and aids in the meaningful differentiation of schools by demonstrating varied results across all schools in the State.

Maryland's framework is based around a set of *core values* or indicators. The ongoing dialogue in Maryland has involved a rich exchange among advocates for students, teachers, and school and school system leaders. Through the two-decade school accountability experience in Maryland, school leaders have found the community to be a steadfast partner in the struggle to improve our schools. In Maryland and elsewhere in the nation, the dialogue on schools has become more and more focused on ensuring that the learning trajectory for every student is aimed toward college and career goals. The identification of measures for the accountability system will be based on meaningful differentiation and based on research so that the system as a whole is ensuring all students succeed in public education and are prepared for college, career and citizenship.

The indicators differ for elementary/middle schools and high school grade bands. All measures are consistent across the state within each grade band. The following is a summary of the core values and measures for elementary/middle and high schools.

Elementary and Middle School

Schools with students in grades 3-8 have four Indicators; 1) Achievement and Gap Narrowing; 2) Growth or Progress; 3) English Language Proficiency and 4) School and Student Success. A Performance Result will be calculated from these indicators.

High School

Schools with students in grade 9-12 also have four Indicators; 1) Achievement and Gap Narrowing; 2) Graduation Rate; 3) English Language Proficiency and 4) School and Student Success. A Performance Result will be calculated from these indicators.

Indicator	Measure	Description
Academic Achievement	1) Proficiency English Language Arts, Mathematics, and Science 2) Performance Composite English Language Arts, Mathematics and Science	For all high, middle and high schools: 1) A measurement of meeting the long term and interim goals based on proficiency for ELA, Mathematics and Science disaggregated by the 10 ESEA student groups and equally weighted across subject areas. 2) A measurement of student improvement based on a composite of student performance level results on ELA, Mathematics and Science disaggregated by the 10 ESEA student groups and equally weighted across subject areas.
Academic Progress	1) Progress: Value Matrix English Language Arts and Mathematics 2) Progress: Student Growth Percentile (SGP) English Language Arts and Mathematics	For all Middle and Elementary Schools: 1) A measurement of Student Growth using a value matrix based on standard setting. ELA and Mathematics disaggregated by the 10 ESEA student groups and equally weighted across subject areas. 2) A measurement of Student Growth using a comparison against academic peers. ELA and Mathematics disaggregated by the 10 ESEA student groups and equally weighted across subject areas.
Graduation Rate	1) 4-year Cohort graduation Rate 2) 5-year Cohort graduation Rate	For all High Schools: 1) A measure of the Cohort 4-year Graduation Rate disaggregated by the 10 ESEA student groups. 2) A measure of the Cohort 5-year Graduation Rate disaggregated by the 10 ESEA student groups.
Progress in Achieving English Language Proficiency		
School Quality or Student Success	For all High Schools: College and Career Readiness Indicators including performance on AP, IB, SAT, ACT,	For all High Schools: A measure of the college and career readiness indicators disaggregated by the 10 ESEA student groups.

		<p>Dual Enrollment, Postsecondary Enrollment, CTE concentrator and Industry certification.</p> <p>For all Middle and Elementary Schools: 1)Chronic Absenteeism 2) Other measures in consideration including but not limited to teacher attendance, climate surveys and discipline data.</p>	<p>For all Middle and Elementary Schools: A measure of school Quality or student success disaggregated by the 10 ESEA student groups.</p>
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Indicator: Achievement and Gap Narrowing

Starting in 2015, Maryland implemented PARCC assessments which are aligned to MCCR standards. PARCC Performance Levels on Assessments range from 1 to 5 with 5 being the highest score which is a change from the Advanced/Proficient/Basic that was used in the MSA assessments. These assessments provide an accurate measure of student achievement in critical grade level mathematics and English language arts content. Science and Government are additional assessments that Maryland will continue to administer and will include in the accountability system.

Maryland assesses students at grades 5 and 8, and high school in Science. Starting in 2016-2017, Maryland is implementing a new science assessment aligned to the next generation science standards. Government is also administered once in high school. Alternate Assessment tests are provided to students with disabilities in ELA, Math and Science.

Maryland is proposing two measures for inclusion in the Achievement and Gap Narrowing Indicator. The first is the performance of meeting the long term and interim goals. The second is the performance on a performance composite.

To incentivize improvement at all levels and reward continuous improvement, Maryland is planning to assign points to each student participating in a state assessment with partial credit available for moderate or partial performance below proficient. Performance above the proficiency level would be awarded a higher point total. Separate group scores will be generated for each measurement (ELA, Math, and Science) as well as at the state, LEA, school, and student group levels.

In a Performance composite, points are awarded to each student based on their performance level and for accountability purposes the points are added together and then divided by the number of students in the group being measured. The maximum points a participating student can earn is 5 and the least is 1 points. A result of 3 indicates that students within a group have a performance level of 3. Alternate Assessment tests are provided to students with disabilities and results from these tests will be combined in the final score.

In Maryland, there was consensus from the workgroup that all students can and should be held to high expectations and AMOs will drive improvement and supports for all students. Ultimately gaps across groups will be narrowed as targets are met.

Indicator: Growth (Elementary and Middle Schools Only)

With this core value, the goal is to incentivize high growth, increasing improvement year after year and ultimately reducing the number of students at low performance levels on assessments. Students who are not performing at the standard performance levels often need intervention to accelerate performance, regardless of the overall condition of the school.

Growth will be a core value for all elementary and middle schools; however, as in the previous ESEA accountability model, growth cannot be calculated for high schools because students are only assessed once in mathematics and ELA in high school. Growth is based on the percentage of students in the “all students” group demonstrating at least one year of growth in Mathematics or English Language Arts over the previous year. This indicator will also be disaggregated by the reporting student groups.

Maryland is proposing to use two methodologies to measure growth as measures within this Indicator. The first measurement is a value matrix where each student is measured on their own performance from one year to the next. The second method is to use student growth percentiles to measure a student against their academic peers.

Indicator: Graduation Rate (High School)

Maryland will continue using the state graduation targets by student group that were part of our previous ESEA Flexibility Waiver request. As required in ESSA, Maryland will include the measure of the 4-year cohort graduation targets. Maryland is also proposing to include the 5-year graduation rate.

High Schools that are below a 67 percent threshold for any student group or for all students graduating within 4 years will be differentiated and identified for supports.

Indicator: School and Student Success (High School)

Maryland is proposing to include College- and Career-Readiness measures in the school and student success indicator because they are important early predictors of whether a student will be positioned for successful first steps in college and a career.

The CCR for high schools includes the following measures:

1. College Readiness (AP, IB, Dual Enrollment, Enrollment in Postsecondary within 12 months)
2. Career Readiness (CTE Concentrators)

These measures are consistent with the measures that were part of our previous accountability system with the addition of dual enrollment and the change of enrollment in postsecondary within 16 months to 12 months. Other assessments as defined by the College and Career Act are being considered as well.

As previously approved, a student demonstrating success in any one of the college or career readiness measures (#1 or #2) is considered a single student success factor. Students who take an Advanced Placement exam and score a three or better OR take an International Baccalaureate exam and score a 4 or better, OR College Enrollment, OR are a career and technology education concentrator, OR are dually enrolled would be counted as a CCR student for that individual school. A student is only counted once in the numerator even if they meet two or more of the criteria in CCR.

Indicator: School and Student Success (Elementary and Middle School)

Maryland has participated in numerous stakeholder meetings around identifying measures for the elementary and middle school student success and school quality indicator. There is tremendous support for the inclusion of chronic absenteeism as a measure. Other indicators being considered include student engagement through surveys, suspension, and teacher engagement through surveys or attendance. All measures identified for inclusion will be disaggregated by the reporting student groups.

B. Subgroups.

- i. Describe the subgroups of students from each major and racial ethnic group, consistent with §200.16(a)(2).

When reporting long-term goals and progress on those goals, it is critical to disaggregate the results by student groups to identify differences in student performance across the groups. The AMO calculation measures the academic performance of specific groups of students using racial, ethnic and demographic data. The ten subgroups that are evaluated for the AMOs are: All Students; American Indian/Alaskan Native Students; Asian/Pacific Islander Students; Black, non-Hispanic Students; Hispanic Students; Multi-Racial Students; White, non-Hispanic Students; Economically Disadvantaged Students; Students with Disabilities (SWD); and Students designated as English Language Learners (EL).

- ii. If applicable, describe the statewide uniform procedures for:

- a. Former English learners consistent with §200.16(b)(1).

Maryland is proposing to include former English learners or recently exited for four years.

- b. Recently arrived English learners in the State to determine if an exception is appropriate for an English learner consistent with section 1111(b)(3) of the ESEA and §200.16(b)(4).

Maryland is investigating the three options provided which are: 1) Exclude year 1 administration and use proficiency scores for year 2 accountability, 2) Include year 1 administration, use growth in year 2 accountability, and use proficiency in year 3 accountability, or 3) State derived methodology. Maryland is engaging stakeholders and there is support for considering option 3) as a hybrid of options 1 and 2 and would weigh the results based on the English language proficiency level.

- C. Minimum Number of Students.** Describe the minimum number of students that the State determines are necessary to be included in each of the subgroups of students consistent with §200.17(a)(3).

The minimum group size for each achievement and gap narrowing measure will be reported on all ESEA student groups at n=10. The increase in population size from n=5 is in response to consultation with stakeholders. Even though statistical safeguards were put in place, the low n size created confusing variability over time, privacy concerns, and situations where a few students made an unintended large impact. The minimum group size for the adjusted cohort graduation rate used in the college and career measure remains the same from the prior ESEA

Flexibility Waiver at n=30.

Describe the following information with respect to the State's selected minimum number of students:

- i. How the State's minimum number of students meets the requirements in §200.17(a)(1);

Maryland is recommending that the minimum n-size be 10 which is within the guidelines of the law.

- ii. How other components of the statewide accountability system, such as the State's uniform procedure for averaging data under §200.20(a), interact with the minimum number of students to affect the statistical reliability and soundness of accountability data and to ensure the maximum inclusion of all students and each student subgroup under §200.16(a)(2);

This information will be completed as the accountability model is finalized.

- iii. A description of the strategies the State uses to protect the privacy of individual students for each purpose for which disaggregated data is required, including reporting under section 1111(h) of the ESEA and the statewide accountability system under section 1111(c) of the ESEA;

This information will be completed as the accountability model is finalized.

- iv. Information regarding the number and percentage of all students and students in each subgroup described in §200.16(a)(2) for whose results schools would not be held accountable in the State accountability system for annual meaningful differentiation under §200.18; and

This information will be completed as the accountability model is finalized.

- v. If applicable, a justification, including data on the number and percentage of schools that would not be held accountable for the results of students in each subgroup under §200.16(a)(2) in the accountability system, that explains how a minimum number of students exceeding 30 promotes sound, reliable accountability determinations.

This information will be completed as the accountability model is finalized.

- D. **Meaningful Differentiation.** Describe the State's system for meaningfully differentiating all public schools in the State, including public charter schools, consistent with the requirements of section 1111(c)(4)(C) of the ESEA and §§ 200.12 and 200.18.

After careful consultation with numerous stakeholders, Maryland is moving towards the differentiation of schools and LEAs in a way that can be easily communicated to LEA decision makers, teachers, parents and the public. The reporting of the results from the core values/indicators and measures will be critical for transparency and communication to inform as well as drive improvement for all students.

The Maryland framework has an overarching goal of rewarding progress and improvement. Maryland is proposing to differentiate schools throughout the accountability system based on meeting or exceeding targets, improving and making progress towards targets but not meeting targets, no change and declining performance. Maryland is proposing these four levels of differentiation for each indicator.

Describe:

- i. The distinct levels of school performance, and how they are calculated, under §200.18(b)(3) on each indicator in the statewide accountability system;

This information will be completed as the accountability model is finalized.

- ii. The weighting of each indicator, including how certain indicators receive substantial weight individually and much greater weight in the aggregate, consistent with §200.18(c) and (d).

This information will be completed as the accountability model is finalized.

- iii. The summative ratings, and how they are calculated, that are provided to schools under §200.18(b)(4).

This information will be completed as the accountability model is finalized.

- E. **Participation Rate.** Describe how the State is factoring the requirement for 95 percent student participation in assessments into its system of annual meaningful differentiation of schools required under §200.15, including if the State selects another equally rigorous State-determined action than those provided under §200.15(a)(2)(i)-(iii) that will result in a similar outcome for the school in the system of annual meaningful differentiation and will improve the school's participation rate so that the school meets the applicable requirements.

Participation on state assessments will remain a primary anchor of the accountability system and will continue to be calculated and included with a 95 percent target for participation.

- F. **Data Averaging.** Describe the State's uniform procedure for averaging data across school years and combining data across grades as defined in §200.20(a), if applicable.

Maryland is incorporating feedback from various stakeholder groups and is considering the use of multiple years of data.

- G. **Including All Public Schools in a State's Accountability System.** If the States uses a different methodology than the one described in D above, describe how the State includes all public schools in the State in its accountability system including:

- i. Schools in which no grade level is assessed under the State's academic assessment system (e.g., P-2 schools), although the State is not required to administer a formal assessment to meet this requirement;

All schools are classified into one of six school type categories based on the grades served by the school in the most recent year:

- (1) Early Elementary, usually schools ending in grades 1 or 2;
- (2) Elementary, usually schools serving grades K-5 or K-6;
- (3) Elementary/Middle, usually schools serving grades K-8;
- (4) Middle, usually schools serving grades 6-8 or 7-8;

(5) Middle/High or K-12, usually schools serving grades 7-12 or K-12; and
(6) High, usually schools serving grades 9-12.

- ii. Schools with variant grade configurations (e.g., P-12 schools);

Schools (and all LEAs) with grades crossing grade spans (elementary, middle, high) will have weighted results in order to ensure that schools and high schools are held accountable for all students.

- iii. Small schools in which the total number of students that can be included on any indicator under §200.14 is less than the minimum number of students established by the State under §200.17(a)(1), consistent with a State's uniform procedures for averaging data under §200.20(a), if applicable;

All small schools (those with less than n=10 at the "all student" level) are not measured for accountability at the school level. The accountability results are included at the LEA and State level.

- iv. Schools that are designed to serve special populations (e.g., students receiving alternative programming in alternative educational settings, students living in local institutions for neglected or delinquent children, students enrolled in State public schools for the blind, recently arrived English learners); and

Maryland includes all alternative public schools, juvenile institutions, and the Maryland School for the Deaf and the Maryland School for the Blind in the accountability system. Alternative programs are held accountable for students enrolled in the alternative program from September 30 through the dates of testing. Those students who enroll in the alternative program after September 30 are accounted for at the LEA level and the State level.

- v. Newly opened schools that do not have multiple years of data, consistent with a State's uniform procedure for averaging data under §200.20(a), if applicable.

When a new school is added, or a school is split, or two or more schools merge, the first year assessment data is available and would be used. In the first year (baseline year), the accountability for that school would be based on the LEA AMOs. In the second year (and each year thereafter), the school's specific AMOs would be used for accountability.

4.2 Identification of Schools

A. Comprehensive Support and Improvement Schools. Describe:

- i. The methodologies by which the State identifies schools for comprehensive support and improvement under section 1111(c)(4)(D)(i) of the Act and §200.19(a), including: 1) lowest-

performing schools; 2) schools with low high school graduation rates; and 3) schools with chronically low-performing subgroups.

Maryland strives to provide a well-rounded educational experience and access to opportunities to ensure equity and excellence for all students. As such, Maryland assumes responsibility for supporting Local Education Agencies (LEAs) in improving student outcomes in their lowest performing schools. Maryland's overarching goal in identifying schools for Comprehensive Support and Improvement (CSI) status is to appropriately leverage additional resources and funding which support the implementation of evidence-based strategies that have a strong likelihood of increasing student academic achievement and school success.

Maryland's accountability system will include the following indicators, which will be utilized to identify CSI Schools: achievement, progress/growth, English learner proficiency, four year adjusted cohort graduation rate and school quality/student success. Using the State's Accountability System, Maryland will identify CSI Schools from three types of schools. Maryland will identify Title I Schools that are the five percent of the lowest achieving of all Title I Schools in the State based on both achievement data and lack of progress in the "all students" group. Maryland will identify all public high schools failing to graduate at least 67 percent of enrolled students. In addition, Maryland will identify schools for which a subgroup is underperforming at a level which is lower than the "all" subgroup in a school in the lowest five percent category for the State. Maryland will publish an initial list of CSI Schools for 2018-2019.

In addition to Maryland's list of CSI Schools, annually, the Maryland State Department of Education (MSDE) will compile a statewide "watch list" of the lowest achieving six to ten percent of Title I schools, not already identified as CSI Schools, that are approaching identification. Also annually, MSDE will provide LEAs a statewide "watch list" of public high schools, not already identified as CSI Schools, that are approaching identification and have a four year adjusted cohort graduation rate between 68 percent and 75 percent. LEAs have the responsibility to address the unique concerns of the schools on the "watch list." The annual statewide "watch list" will provide each LEA with the early possible identification of schools which could lead to increased LEA support for improved performance to avoid future potential identification.

Timeline for Identification of Comprehensive Support and Improvement Schools

Beginning with the 2018-2019 school year, CSI Schools in Maryland will be identified (one year of pre-implementation/planning and three year of implementation) and will include only two types of schools:

- The lowest achieving five percent of all Title I schools.
- All public high schools in Maryland with a four year adjusted cohort graduation rate of less than 67 percent.

MSDE will identify Title I schools with Chronically Low-Performing Subgroups as CSI Schools beginning in the 2022-2023 school year. The information below summarizes the identification timeline for CSI Schools from 2018-2019 through 2025-2026 school years.

**Identification Summary and Timeline for
Comprehensive Support and Improvement Schools, and
More Rigorous Intervention Comprehensive Support and Improvement Schools**

Identification Cohort	Implementation Timeline Summary
<p>CSI Schools Cohort 1, including:</p> <ul style="list-style-type: none"> ● Lowest performing five percent of Title I Schools (<i>based on two years of data</i>) ● High Schools with less than 67 percent four year Adjusted Cohort Graduation Rate (<i>based on two years of data</i>) ● School Improvement Grant (SIG) IV cohort (<i>existing SIG IV schools will be included on Maryland's 2018-2019 CSI Schools list</i>) 	<p>Pre-Implementation/Planning in 2018- 2019 Implementation Year 1 in 2019-2020 Implementation Year 2 in 2020-2021 Implementation Year 3 in 2021-2022</p> <p><i>Note: Maryland's five SIG IV schools began implementation of a five year SIG grant in 2016-2017. SIG IV schools are in the lowest performing five percent of Title I schools in Maryland, based on 2015-2016 data.</i></p>
<p>CSI Schools Cohort 2, including:</p> <ul style="list-style-type: none"> ● Lowest performing five percent of Title I Schools (<i>based on two years of data</i>) ● High Schools with less than 67 percent four year Adjusted Cohort Graduation Rate (<i>based on two years of data</i>) ● Title I Chronically Low-Performing Subgroup Schools (<i>schools containing one or more subgroups performing, as an individual subgroup, as poorly as all students in any school in the lowest-performing five percent of Title I schools in the State based on two years of data</i>) 	<p>Pre-Implementation/Planning in 2022-2023 Implementation Year 1 in 2023-2024 Implementation Year 2 in 2024-2025 Implementation Year 3 in 2025-2026</p>

<p>More Rigorous Intervention CSI Cohort 1A, including:</p> <ul style="list-style-type: none"> • CSI Schools that fail to exit after one planning/pre-implementation year and three years of implementation 	<p>Implementation in 2022-2023</p>
<p>All CSI schools that are also Title I schools will implement a schoolwide Title I program. MSDE will provide ongoing technical assistance to LEAs with CSI Schools. Technical assistance will be provided on the selection of evidence-based strategies, identification of prioritized needs based on school-level needs assessment, identifying and leveraging resources to meet the needs of all students, and other areas based on need. Technical assistance will be provided in varying formats based on LEA and school needs. Available resources for technical assistance include, but are not limited to, the online Performance Management System, MSDE’s Title I Office, MSDE cross-divisional support, MSDE’s team for supporting low performing schools, Central Support Team Meetings, Turnaround Executive Support Team Meetings, LEA Professional Learning Communities, and presentations on the successful implementation of evidence-based strategies in Title I schools at the annual Title I conference/administrative meetings.</p>	

- ii. The uniform statewide exit criteria for schools identified for comprehensive support and improvement established by the State under section 1111(d)(3)(A)(i) of the Act and consistent with the requirements in §200.21(f)(1), including the number of years over which schools are expected to meet such criteria.

<p>Maryland will identify CSI Schools at least once every three years beginning in the 2018–19 school year, which will reflect the lowest-performing five percent of Title I schools and all public high schools that fail to graduate 67 percent or more of their students. Maryland will notify all LEAs, who have schools that meet the CSI criteria. Subsequently, Maryland will encourage LEAs to collaborate with local evidence-based practitioners to develop an intervention plan with evidence-based strategies to address prioritized needs. The criteria pertaining to a school’s exit from CSI status will be aligned with indicators in the State’s accountability system.</p> <p>CSI Schools will exit this status after three years of implementation if the school has made significant progress by meeting its Annual Measurable Objectives/Targets based on Maryland’s Accountability System. In addition, to exit CSI status a school must no longer be on the CSI School list.</p> <ul style="list-style-type: none"> • CSI Schools will exit this status when the school demonstrates that it met its Annual Measurable Objectives/Targets and is not in the lowest five percent of Title I schools; • CSI High Schools must have a four year adjusted cohort graduation rate higher than 67 percent for two consecutive years; and • Chronically Low-Performing Subgroup Schools will attain exit status when the

Annual Measurable Objectives/Targets are met for all subgroups and they do not have a subgroup performing as low as the “all” subgroup in the lowest five percent of Title I schools.

Maryland’s CSI Schools failing to meet the State’s exit criteria within one pre-implementation/planning year and three years of implementation of their intervention plan will be subject to more rigorous interventions as discussed in section 4.3C.

B. Targeted Support and Improvement Schools. Describe:

- i. The State’s methodology for identifying schools with “consistently underperforming” subgroups of students, including the definition and time period used by the State to determine consistent underperformance, under §200.19(b)(1) and (c).

Maryland’s Targeted Support and Improvement (TSI) Schools are identified by two types of schools with subgroups that are underperforming to include these subgroup categories: economically disadvantaged students, students from major racial and ethnic groups, children with disabilities, and English learners. The two types of TSI Schools are:

1. Low-Performing Subgroup TSI Schools: schools with at least one low performing subgroup of students, performing below the summative performance of all students subgroup in any of the lowest performing five percent of Title I Schools.
2. Consistently Underperforming Subgroup TSI Schools: schools with consistently underperforming subgroups, as defined by the State’s Accountability system.

Timeline for Identification of Targeted Support and Improvement Schools

Low-Performing Subgroup TSI Schools are identified beginning in 2018-2019 and follow the same identification timeline as CSI schools. Consistently Underperforming Subgroup TSI Schools are identified annually beginning in the 2019-2020 school year. MSDE will notify LEAs of any schools that have been identified as a TSI School. MSDE will publish the list of TSI Schools. All Title I TSI Schools must implement a schoolwide Title I program. The information below summarizes the identification timeline for TSI Schools from 2018-2019 through 2025-2026.

Identification Summary and Timeline for Targeted Support and Improvement Schools

Identification Cohort	Implementation Timeline Summary
<p>Low-Performing Subgroup TSI Schools including (Cohort 1A):</p> <p><i>Schools containing one or more subgroups performing, as an individual subgroup, as poorly as all students in any school in the lowest-performing five</i></p>	<p>Pre-Implementation/Planning in 2018-2019</p> <p>Implementation Year 1 in 2019-2020</p> <p>Implementation Year 2 in 2020-2021</p> <p>Implementation Year 3 in 2021-2022</p>

<p><i>percent of Title I schools in the State based on two years of data.</i></p>	<p><i>Note: At the end of three years of implementation, Title I Low-Performing Subgroup TSI Schools that do not meet exit criteria will become Chronically Low- Performing CSI Schools.</i></p>
<p>Consistently Underperforming Subgroup TSI Schools (Cohort 1B):</p> <p><i>Schools containing one or more subgroups that did not meet Annual Measurable Objectives/Targets over two years.</i></p>	<p>Pre-Implementation/Planning in 2019-2020 Implementation Year 1 in 2020-2021 Implementation Year 2 in 2021-2022 Implementation Year 3 in 2022-2023</p> <p><i>No new Low-Performing Subgroup TSI schools will be identified in 2019-2020.</i></p>
<p>TSI Schools Cohort 2, including:</p> <p>Consistently Underperforming Subgroup TSI Schools-</p> <p><i>Schools containing one or more subgroups that did not meet Annual Measurable Objectives/Targets over two years</i></p>	<p>Pre-Implementation/Planning in 2020-2021 Implementation Year 1 in 2021-2022 Implementation Year 2 in 2022-2023 Implementation Year 3 in 2023-2024</p> <p><i>No new Low-Performing Subgroup TSI schools will be identified in 2020-2021.</i></p>
<p>TSI Schools Cohort 3, including:</p> <p>Consistently Underperforming Subgroup TSI Schools-</p> <p><i>schools containing one or more subgroups that did not meet Annual Measurable Objectives/Targets over two years</i></p>	<p>Pre-Implementation/Planning in 2021-2022 Implementation Year 1 in 2022-2023 Implementation Year 2 in 2023-2024 Implementation Year 3 in 2024-2025</p> <p><i>No new Low-Performing Subgroup TSI schools will be identified in 2020-2021.</i></p>
<p>TSI Schools Cohort 4, including:</p> <p>Consistently Underperforming Subgroup TSI Schools-</p> <p><i>Schools containing one or more subgroups that did not meet Annual Measurable Objectives/Targets over two years</i></p>	<p>Pre-Implementation/Planning in 2022-2023 Implementation Year 1 in 2023-2024 Implementation Year 2 in 2024-2025 Implementation Year 3 in 2025-2026</p>

<p>Low-Performing Subgroup TSI Schools including:</p> <p><i>Schools containing one or more subgroups performing, as an individual subgroup, as poorly as all students in any school in the lowest-performing five percent of Title I schools in the State based on two years of data.</i></p>	<p>(Title I- Cohort 1A Low-Performing Subgroup schools that do not exit become CSI schools in 2022-2023)</p>
<p>Each LEA with TSI Schools will leverage resources to bring about the highest probability of student academic achievement and school success. The TSI Schools must develop a plan that adheres to these requirements:</p> <ul style="list-style-type: none"> • a school must acquire stakeholder input; • a school must describe how stakeholder input was solicited and taken into account; • a school must design a plan to improve student performance on indicators in the State’s accountability system; • a school must set interim and annual goals; • a school must complete a needs assessment; • a school must include one or more interventions that are evidence-based strategies, selected based upon the underperforming subgroups and prioritized needs of the school; • the intervention plan is approved by the LEA; and • intervention plans for Low-Performing Subgroup TSI Schools must address identified resource inequities. <p>Both types of the TSI Schools’ plans are monitored on the LEA level; however, after three years of implementation of an intervention plan where the results are unsuccessful for Title I Low-Performing Subgroup TSI Schools, and they do not exit, additional rigorous measures must take place, including identification as a CSI School. Consistently Underperforming Subgroup TSI Schools and non-Title I Low-Performing Subgroup TSI schools that do not exit after three years of implementation require the LEA to increase its support for these schools.</p>	

- ii. The State’s methodology for identifying additional targeted schools with low-performing subgroups of students under §200.19(b)(2) .

Maryland’s LEAs will provide customized support to TSI Schools with subgroups that are “consistently underperforming” and “low-performing” to include these categories: economically disadvantaged students, students from major racial and ethnic groups, children with disabilities, and English learners.

The final methodology for identification of any additional TSI Schools will align with the State's accountability system.

- i. The uniform exit criteria for schools requiring additional targeted support due to low-performing subgroups established by the State consistent with the requirements in §200.22(f).

The LEA will establish within its TSI School plans, uniform exit criteria assuring that schools no longer meet the State's criteria for identification. If Title I Low-Performing Subgroup TSI Schools with a subgroup performing as poorly as the bottom five percent of schools in Maryland fails to satisfy exit criteria within the three years of implementation, the school as a whole must be identified as a CSI School.

Since additional LEA support will be given to Consistently Underperforming Subgroup TSI Schools that fail to exit TSI status after three years of implementation, the LEA, in partnership with the school, is encouraged to seek internal and external partners to support the school in areas such as: data analysis, attendance, instruction, school culture and climate and family and community engagement. Additionally, these partners will support LEAs and schools in developing an intervention plan with evidence-based strategies to address prioritized needs. The exit criteria pertaining to a school's exit from TSI status will be aligned with indicators in the State's accountability system.

In establishing the TSI School exit criteria, the LEA will ensure that a school has successfully implemented its intervention plan so that it no longer meets TSI identification criteria. Additionally, TSI school will have demonstrated that it has improved student outcomes for its lowest-performing students, including each subgroup of students, and within an LEA-determined number of years.

The Final Regulations for Accountability and State Plan were published by U.S. Department of Education on November 29, 2016 and are reflected in the chart below.

Category: Comprehensive Support and Improvement

Types of Schools	Description	Timeline for Identification	Initial year of identification
Lowest-Performing	Lowest-performing five percent of schools in the State participating in Title I.	At least once every three years	2018-2019
Low High School Graduation Rate	Any public high school in the State with a four-year adjusted cohort graduation rate at or below 67 percent, or below a higher percentage selected by the State, over no more than three years.	At least once every three years	2018-2019
Chronically Low-Performing Subgroup	Any school participating in Title I that was identified for targeted support and improvement because it had a subgroup of students performing at or below the performance of all students in the lowest-performing schools and did not improve after implementing a targeted support and improvement plan over a State-determined number of years.	At least once every three years	State-determined

Category: Targeted Support and Improvement

Types of Schools	Description	Timeline for Identification	Initial year of identification
Consistently Underperforming Subgroup	Any school with one or more consistently underperforming subgroups.	Annually	2019-2020
Low-Performing Subgroup	Any school in which one or more subgroups of students is performing at or below the performance of all students in the lowest-performing schools. These schools must receive additional targeted support under the law. If this type of school is a Title I school that does not improve after implementing a targeted support and improvement plan over a State-determined number of years, it becomes a school that has a chronically low-performing subgroup and is identified for comprehensive support and improvement.	At least once every three years	2018-2019

4.3 State Support and Improvement for Low-performing Schools

- A. **Allocation of School Improvement Resources.** Describe the SEA's process for making grants to LEAs under section 1003 of the ESEA and consistent with the requirements of §200.24 to serve schools implementing comprehensive or targeted support and improvement plans under section 1111(d) of the Act and consistent with the requirements in §§ 200.21 and 200.22.

Maryland views CSI Schools as those schools with the most needs and challenges. CSI Schools require strong LEA commitment and resources. These schools also require additional interventions and supports available through Title I 1003(a) funds. Maryland continues to tackle this challenge and believes it can build upon the structure in place that was established with Title I 1003(g) School Improvement Grant (SIG) schools and Priority schools which can be extended to the newly identified CSI Schools. Maryland is coordinating efforts in a way that is unprecedented to make real differences in schools that have struggled for years under the challenges of low achievement and progress and high poverty. Maryland plans to significantly extend its support to LEAs and CSI Schools through the establishment of a robust and comprehensive online Performance Management System. The Performance Management System will highlight the ongoing indicators of progress and adjustments needed by CSI Schools in the areas of turnaround leadership, culture shift, instructional transformation and talent development at the LEA and school levels. This online Performance Management System will contain the intervention plans for all CSI Schools, fiscal information, and real-time data used by the LEA and MSDE to respond to the need for course corrections.

MSDE will provide support to CSI Schools using Title I, 1003(a) funds. MSDE will reserve seven percent of the State's Title I, Part A allocation for school improvement, with not less than 95 percent being directly allocated to LEAs. MSDE will fund CSI Schools via a hybrid of formula and competition grants.

For CSI Schools, the minimum grant amount per year during the three years of implementation is \$500,000. If funds are available, MSDE may provide funding for TSI Schools. If funds are allocated for TSI Schools, the minimum amount per year would be \$50,000. A lesser amount can be requested by an LEA for either CSI Schools or TSI Schools if the LEA provides a justification to MSDE that a lesser amount would be sufficient for implementation of intervention plans.

MSDE will develop a fiscal review process for CSI Schools, which includes ongoing and timely fiscal review and updates, such as budget amendments, spend down reports, and annual reports. All of this will be a part of MSDE's online Performance Management System. Additionally, MSDE may conduct fiscal oversight for LEAs with TSI schools via the online Performance Management System, if 1003(a) funding is provided.

Pre-Implementation/Planning Funding

All CSI Schools will receive funding via a formula allocation for their pre-implementation/planning activities based on an enrollment threshold. MSDE proposes that CSI Schools will immediately begin to develop a plan for pre-implementation/planning activities after they have been identified. Each LEA with CSI Schools will be required to submit to MSDE, for each school, via the online Performance Management System, a pre-implementation plan, including strategies and timelines for developing structures for meaningful stakeholder input and engagement, conducting a school-level needs assessment, completing a LEA readiness inventory, and developing strong intervention plans.

During the pre-implementation/planning year, MSDE will use a cross-divisional, coordinated, multi-tiered system of support to provide technical assistance through:

- (A) support for conducting needs assessments including: curriculum reviews, equity reviews, and other diagnostic supports and services for LEAs and schools necessary to develop strong intervention plans;
- (B) support in the identification of resources for selection of evidence-based strategies; and
- (C) professional development, and support to LEAs and schools in the development of their intervention plans;

Implementation Funding

Funding for the pre-implementation/planning year will be based on a formula for identified CSI schools. Funds for the three years of implementation of the CSI intervention plans will be allocated on a competitive basis, based on the quality of the intervention plan's alignment of evidence-based strategies to the prioritized needs. MSDE will develop an application review and scoring process, similar to its School Improvement Grant competitive grant process, for which LEAs can apply for additional Title I funds for each identified CSI School to support the school during the three years of the implementation of the intervention plan. MSDE will review and score a variety of indicators, including, but not limited to, the identification of prioritized needs, the strength of the selected evidence-based strategies to support the prioritized needs, and the selection of sustainability strategies to support ongoing improvement and progress.

An LEA may submit a grant application for available Title I 1003(a) grant funding to support the three years of implementation for its schools identified as CSI Schools. MSDE will ensure that allocations for CSI Schools are of sufficient amount and reflect geographic diversity to enable LEAs to effectively implement selected evidence-based strategies. Using a rubric, MSDE will use the following criteria in the scoring process for awarding of Title I 1003(a) funds to LEAs for the identified CSI Schools for implementation of their intervention plans:

- Adherence to all submission processes and deadlines;
- Priority consideration will be given to LEAs that serve high numbers of schools identified as CSI Schools;
- Priority consideration will be given to LEAs demonstrating the greatest need based on resource inequities;
- Priority consideration will be given to LEAs with the strongest commitment to

using funds to improve student outcomes and school progress, as demonstrated by the LEA's plans for their Central Support Team and Turnaround Executive Support Team;

- Commitment to family and community engagement
- Evidence of need in the application as identified by the comprehensive needs assessment and the prioritized needs;
- Planned use of evidence-based strategies demonstrating one of the three highest level of evidence, in order to provide the highest probability of success in increasing student outcomes and school progress;
- Development of a school and LEA intervention plan organized by the seven components of the Maryland Turnaround Principles model;
- The thoroughness and alignment of the proposed budget with the selected evidence-based strategies within the intervention plan;
- A LEA's plan for continuous improvement and support in the implementation of intervention plan;
- A LEA's plan for the timely and effective use of funds to implement the selected evidence-based strategies;
- A LEA's plans for sustaining effective evidence-based strategies once the schools exits CSI status;
- All plans must include a process for on-going review and revision based on the data collected pertaining to the implementation of the evidence-based strategies; and
- All plans must address strategies for sustainability.

Using a rubric, MSDE's cross-divisional team will score and provide timely feedback on the LEA applications for 1003(a) grant funds to determine eligibility and level of funding. MSDE must approve all needs assessments prior to the development of the intervention plans and budgets. As needed, and formally on a yearly basis, LEAs and schools will be required to review and update the comprehensive needs assessment, the intervention plan, and the budget based on annual school data. All updated plans and supporting documents will be created, managed, and submitted via the online Performance Management System.

Sustainability Funding *(Workgroup will review in future meetings)*

All CSI schools that are also Title I schools will implement a schoolwide Title I program. Any school that successfully exits CSI status by meeting its Annual Measurable Objectives/Targets after three years of implementation may be eligible for additional funds under Title I, Part A as a "special school sustainability" fund reservation for sustaining its school success for up to two additional years. LEAs may reserve up to 10 percent of the Title I, Part A allocation beginning in 2021-2022 for school sustainability funds. To be eligible for receipt of these funds, the exited schools must have met their Annual Measurable Objectives/Targets for all subgroups at the end of their four year period and not be within the lowest performing five percent of Title I Schools in the state or with a four year adjusted cohort graduation rate less than 67 percent. CSI Schools that fail to meet the state exit criteria within four years, including their pre-

implementation/planning year, will be subject to more rigorous interventions, as defined by section 4.3.C within the State plan.

Funding for MSDE Support to Low-Performing Schools

Maryland proposes to use no more than five percent of the seven percent of the State’s Title I, 1003(a) school improvement fund allocation to:

- (1) Identify schools that are CSI or TSI and notify LEAs of their eligibility, responsibilities, and available system of supports and services;
- (2) Develop the LEA application for the allocation of funds and services to LEAs that have schools identified as CSI Schools or TSI Schools;
- (3) Monitor and evaluate the use of funds by LEAs receiving an allocation of these funds through an online Performance Management System; and
- (4) As a part of the multi-tiered system of support, MSDE will utilize the Division of Student, Family, and School Support, Program Improvement and Family Support Branch, to evaluate, streamline, and coordinate the LEA application processes, intervention plan submission, review, and approval processes, reporting and monitoring processes, and state resources via the online Performance Management System.

- B. **Evidence-Based Interventions.** Describe the State’s process to ensure effective development and implementation of school support and improvement plans, including evidence-based interventions, to hold all public schools accountable for student academic achievement and school success consistent with §§ 200.21 through 200.24, and, if applicable, the list of State-approved, evidence-based interventions for use in schools implementing comprehensive or targeted support and improvement plans.

Prior to the development of the intervention plan, each CSI School and the LEA will be required to complete a comprehensive needs assessment, including pertinent data points relating to: student profile; staff profile; student achievement; rigorous curriculum; instructional program; assessments; school culture and climate; students, family, and community supports; professional development; organizational structure and resources; comprehensive and effective planning; and effective leadership.

Each CSI School will develop an intervention plan based on the prioritized needs from their comprehensive needs assessment. Each plan will include evidence-based strategies that align with the seven components of the Maryland Turnaround Principles Model. Each school’s intervention plan must be based on a school-level comprehensive needs assessment and include meaningful stakeholder input, including parents, family, community members, school staff, central office staff, and students. A complete budget, aligned with the evidence-based strategies identified in intervention plan must also be provided.

MSDE will encourage LEAs to examine evidence-based strategies using available resources, including, but not limited to: What Works Clearinghouse, high performing schools with similar

demographics, and Regional Educational Laboratories.

In addition, MSDE will encourage LEAs to apply the principles of Implementation Science to assist CSI Schools to develop, implement, sustain, and expand evidence-based strategies to ensure schools fully implement their intervention plans, leading to increased student academic achievement and school success. Based on the identified prioritized needs of each CSI School, the context of the selected evidence-based intervention strategies will be crucial and should reflect the diverse needs of the school and LEA. On an ongoing basis, MSDE will provide resources through the MSDE cross-divisional team and MSDE's team for supporting low performing schools to support LEAs on selected evidence-based strategies. On a yearly basis, at the Title I Conference/Administrative Meetings, LEAs and Title I schools will present evidence-based strategies that have yielded positive results in Maryland Title I schools. The Title I Office will implement online Professional Learning Communities, inclusive of all LEAs, which will focus on the sharing of evidence for which strategies work in our Title I schools, using the online Performance Management System as a resource bank and online learning community.

While some ESSA programs allow the use of all four levels of evidence, Section 1003(a) requires that schools identified as CSI Schools and TSI Schools use these funds only for interventions reflecting one of the highest three levels of evidence (Strong, Moderate, and/or Promising).

- Strong — at least one well-designed and well-implemented experimental study (e.g., a randomized controlled trial).
- Moderate — at least one well-designed and well-implemented quasi-experimental study.
- Promising — at least one well-designed and well-implemented correlation study with statistical controls for selection bias.

Based on an analysis of the needs assessment, the school and LEA must identify prioritized needs for each CSI School in order to select the evidence-based strategies for their intervention plan. The development and implementation of the school and LEA intervention plan will include evidence-based strategies addressing student academic achievement and school success. The plan must reference the research supporting the selected evidence-based strategies in the appendix of the application. Each plan will align with the seven components of the Maryland Turnaround Principles Model, which are:

1. Strong Leadership
2. Ensuring teachers are effective and able to improve instruction
3. Providing additional time for instruction
4. Strengthening the school's instructional program
5. Ensuring data is used for continuous improvement and to inform instruction
6. Ensuring safe and supportive schools
7. Ensuring school has ongoing mechanisms to support family and community engagement

Throughout the development and implementation of the intervention plan, and the implementation of the evidence-based strategies, LEAs and schools are encouraged to utilize a continuous improvement cycle to assess progress towards interim milestones and goals within the intervention plan. The selection of evidence-based strategies to meet the unique needs of each CSI School is an integral part of the development of each intervention plan. The steps within the Continuous Improvement Cycle are:

1. Identify local needs
2. Select relevant evidence-based strategies
3. Plan for implementation
4. Implement
5. Examine and reflect

- C. **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) of the Act and §200.21(f).

For CSI Schools that have not made sufficient progress to exit CSI status after four years (one year of pre-implementation/planning and three years of implementation), the rigor of interventions and supports must increase. To ensure implementation of more rigorous and bold evidence-based strategies that are focused on the root causes for insufficient progress, schools, LEAs, and MSDE will collaboratively conduct an in-depth needs assessment of the LEA and school(s) through an audit process, including data as contained in the online Performance Management System and on-site visits. The audit will be focused on the lack of progress towards Annual Measurable Objectives/Targets, prioritized needs, current state of implementation of their intervention plan, and other significant data points. This audit process will help identify what is working and what is not, and the next best high-leverage steps to improve student academic outcomes. The audit process will include all stakeholders, including, but not limited to students, parents, community members, school staff, and central office staff.

The recommendations for improvement, as determined through the school audit process, will be shared with the LEA, schools, families and community and be used to assist in determining additional needs, gaps in the current implementation of evidence-based strategies and to identify possible new and innovative interventions and actions. The revised interventions plans must reflect the recommendations from the school audit and will be written with direct assistance from MSDE, including the Title I Office, and the MSDE cross-divisional team.

MSDE will require schools to significantly revise intervention plans if sufficient progress is not made based on the State’s accountability system. In collaboration with the cross-divisional team and based on the audit, MSDE will direct the selection of the evidence-based strategies for schools requiring more rigorous intervention. MSDE will recommend evidence-based strategies for the LEA and school(s) that have demonstrated success within schools with similar

populations and settings. For example, LEAs will be encouraged to use the revised What Works Clearinghouse resource to differentiate evidenced-based strategy and align to unique schools needs and populations in schools. Revised intervention plans will be submitted to MSDE for approval via the online Performance Management System. Increased rigor will be insured by requiring schools and LEAs to:

- Revise the school’s needs assessment that addresses the reasons the school did not meet exit criteria and identify revised prioritized needs based on a root cause analysis
- Significantly revise intervention plans based on prioritized needs, recommendations for improvement from the school audit, and the State suggested evidence-based strategies. Interventions must be more rigorous and based on strong or moderate levels of evidence and must be supported, to the extent practical, by evidence from a sample population or setting that overlaps with the population or setting of the school to be served.
- Identify resource inequities within the original intervention plan and address all identified resource inequities in the revised intervention plan
- The revised intervention plan must address the seven components of Maryland Turnaround Principles model in a comprehensive and coordinated manner.
- Obtain stakeholder feedback on major programmatic and staffing changes based on intervention plan revisions

Each revised plan will be submitted to MSDE for approval via the online Performance Management System. After approval by MSDE, the LEA must make the revised intervention plan publically available including to parents and stakeholders. Using the online Performance Management System, MSDE will provide increased monitoring, support, and periodic review of each LEA’s implementation of a revised intervention plan.

D. Periodic Resource Allocation Review. Describe the State's process, consistent with the requirements in section 1111(d)(3)(A)(ii) of the Act and §200.23(a), for periodically reviewing and addressing resource allocation to ensure sufficient support for school improvement in each LEA in the State serving a significant number of schools identified for comprehensive support and improvement and in each LEA serving a significant number of schools implementing targeted support and improvement plans.

As MSDE transitions to the online Performance Management System, a cross-divisional team within MSDE will monitor each CSI School at least three times per year via the online Performance Management System, and periodic on-site visits. As part of the monitoring and fiscal review protocols, MSDE will address allocation of resources to LEAs serving both CSI Schools and TSI Schools. Evidence of adequate additional resources allocated to schools will be reviewed by MSDE via the online Performance Management System.

Resource inequities must be identified and addressed by the LEA. MSDE will provide technical assistance to support the LEA with addressing identified resource inequities through the cross-divisional support team. MSDE will make recommendations to the LEA on strategies that will assist the LEA with improving resource distribution in order to increase student outcomes and school progress in its most challenged schools. These recommendations will be provided via

monitoring reports generated through the online Performance Management System. Additional support will be provided through MSDE’s differentiated technical assistance model, involving all necessary program areas.

E. **Other State-Identified Strategies.** Describe other State-identified strategies, including timelines and funding sources from included programs consistent with allowable uses of funds provided under those programs, as applicable, to improve low-performing schools.

Strategy	Timeline	Funding Sources
<p>On-going technical assistance to LEAs and CSI Schools via MSDE’s team for supporting low performing schools. This team will provide support in developing plans for CSI schools in the areas of leadership, instruction, talent development, and culture and climate. The State’s role for this team will be one of partnership, support, and service provider. MSDE will dedicate support resources through this team. The team will focus on institutionalizing and sustaining best practices and developing and maintaining leaders for low performing schools.</p>	<p>Pre-implementation/planning year (2018-2019)</p> <p>3 years of implementation (2019-2020 through 2021-2022)</p> <p>2 years of sustainability activities (2022-2023, 2023-2024)</p>	<p>General State funds</p>
<p>Creation of a Professional Learning Community, with an initial meeting in symposium format, for LEAs and CSI Schools, including outside partners, the MSDE cross-divisional team, and MSDE’s team for supporting low performing schools. LEA teams should include executive level</p>	<p>Spring 2019 of the pre-implementation planning year</p>	<p>General State Funds</p> <p>Title I Admin Funds</p> <p>LEA 1003(a) Funds</p>

decision makers and school teams.		
On-going technical assistance to LEAs and CSI Schools that fail to exit and are subject to more rigorous intervention via MSDE’s team for supporting low-performing schools.	Pre-implementation planning activities to create a revised intervention plan, based on the outcome of the MSDE led audit (Summer 2022) 3 years of implementation with increased support (2022-2023 through 2024-2025) 2 years of sustainability activities with increased support (2025-2026, 2026-2027)	General State funds
Creation of a Professional Learning Community, with an initial meeting in symposium format, for LEAs and CSI Schools that fail to exit and are subject to more rigorous intervention, including outside partners, the MSDE cross-divisional team, and MSDE’s team for supporting low performing schools. LEA teams should include executive level decision makers and school teams.	Summer 2022 to support pre-implementation planning activities	General State Funds Title I Admin Funds LEA 1003(a) Funds

4.4 Performance Management and Technical Assistance for Accountability, Support, and Improvement for Schools

Instructions: Each SEA must describe its system of performance management for implementation of State and LEA plans regarding accountability, support, and improvement for schools, consistent with §299.14 (c) and §299.17. The description of an SEA’s system of performance management must include information on the SEA’s review and approval of LEA plans, collection and use of data, monitoring, continuous improvement, and technical assistance. If a table is provided below, the SEA’s description must include strategies and timelines.

A. **System of Performance Management** Describe the SEA’s system of performance management for

implementation of State and LEA plans for Accountability, Support, and Improvement for schools.

Maryland's Online Performance Management System

MSDE will develop an internal **Comprehensive Strategic Plan for School Improvement** for the support and performance management of the CSI Schools. MSDE will convene a cross-divisional team, under the auspices of the Deputy Superintendent for School Effectiveness, comprised of experts within MSDE, including, but not limited to representatives from Title I, Student Support Services, Curriculum & Assessment, Title II, Title III, Academic Policy, Career & Technology, Special Education and Early Intervention. In order to support CSI Schools, this team is charged with designing and executing MSDE's Comprehensive Strategic Plan for School Improvement during the 2018-2019 school year. Maryland will explore a statewide platform for the online Performance Management System. The purpose of the online Performance Management System will be to manage all facets of the state-wide school improvement efforts, including:

- intervention plan submission, revision and approval
- budget submission, revision and approval
- data tracking
- MSDE support and monitoring of LEAs and schools.

The online Performance Management System may be supported by Title I Part A administrative funds. In addition, MSDE will seek other funding sources to support its online Performance Management System. The State will undertake a rigorous review process in recruiting, screening, selecting, and evaluating an online Performance Management System that will address the need for continuous improvement at the SEA, LEA, and school level.

The MSDE cross-divisional support team will use the online Performance Management System to carry out MSDE's **Comprehensive Strategic Plan for School Improvement** in order to identify support for LEAs and schools by leveraging resources to provide services in the areas of academics, scheduling, safe schools, leadership, teacher effectiveness, data, and professional development. The MSDE cross-divisional support team will meet monthly to continuously support CSI Schools and LEAs. MSDE Title I staff will continue to meet monthly with the LEA Central Support Team and will continue to meet quarterly with the LEA Turnaround Executive Support Team to discuss progress, barriers, services and interventions for each school. LEAs will be required to submit ongoing performance data and fiscal reports via the online Performance Management System.

- B. Review and Approval of LEA Plans.** Describe the SEA's process for supporting the development, reviewing, and approving the activities in LEA plans in accordance with statutory and regulatory requirements, including a description of how the SEA will determine if LEA activities align with the specific needs of the LEA and the State's strategies described in its consolidated State plan for implementation of Accountability, Support, and Improvement of Schools.

The following activities will be completed utilizing the online Performance Management System to ensure timely submission by the LEA and review by MSDE:

- MSDE will host Technical Assistance Meetings for LEAs.
- LEAs and Schools will conduct a comprehensive needs assessment, identifying

- prioritized needs.
- LEAs will submit needs assessment for MSDE’s review and approval prior to the development of their intervention plans and budgets.
- LEAs will collaborate with Schools in developing intervention plans, including the selection of evidence-based strategies.
- School and LEA intervention plans will be submitted to MSDE for review, feedback, revision, and approval.
- Budgets will be submitted to MSDE for review, feedback, revision, and approval.

i. **LEA Comprehensive Support and Improvement Plans.** Describe the SEA’s process to approve, monitor, and periodically review LEA comprehensive support and improvement plans that include evidence-based interventions consistent with the requirements in section 1111(d)(1)(B) of the Act and §200.21(e).

MSDE will conduct ongoing support and monitoring of approved intervention plans. MSDE will apply the principles of Implementation Science to assist LEAs with CSI Schools to implement, sustain, and scale up evidence-based strategies. MSDE will encourage the use of Implementation Science as a process to ensure schools fully plan and implement their intervention plans. MSDE will facilitate training and technical assistance relative to the use of Implementation Science.

Through an online Performance Management System, MSDE will have the capability of on-going support and monitoring of each CSI School’s intervention plan indicators of progress. Differentiated support and monitoring, including school visits, will be scheduled based on progress. MSDE will require the LEA to submit on-going data updates on student academic achievement and student culture and climate indicators as well as ongoing financial reports via the online Performance Management System.

The MSDE will approve three-year LEA and CSI School intervention plans, with updates to the plans approved annually. The MSDE will periodically monitor and review LEA and CSI School intervention plans through site visits and desktop support differentiated by needs of each LEA and school. Additionally, MSDE staff will provide technical assistance to the LEA based on need.

C. **Collection and Use of Data.** Describe the SEA’s plan to collect and use information and data, including input from stakeholders, to assess the quality of SEA and LEA implementation of strategies and progress toward improving student outcomes and meeting the desired program outcomes related to Accountability, Support, and Improvement of Schools.

Strategy	Timeline
Data collected on an ongoing basis via the online Performance Management System:	Real-time via the online Performance Management System

<ul style="list-style-type: none"> ● Extended Learning Opportunities ● Advanced Coursework/Dual Enrollment/ or Both, if applicable ● Attendance Rates for students, teacher, and principal, including chronic absenteeism ● Truancy ● Suspensions and Expulsions ● LEA Benchmark Assessments ● Academic Indicators based on metrics within the State’s Accountability System 	
<p>Data on Leading Indicators will be reported annually to the United States Department of Education (<i>based on current requirements - may change under revised requirements</i>)</p> <ul style="list-style-type: none"> ● Intervention Model ● Baseline Status ● School Year Minutes ● Extended Learning Time/Opportunities ● Advanced Coursework/Dual Enrollment/ or Both, if applicable ● Attendance Rates for student, teacher, and principal ● Suspensions ● Four year Adjusted Cohort Graduation Rate ● Dropout Rate ● Truancy ● Enrollment, including demographics by subgroup, including: <ul style="list-style-type: none"> ○ Race/Ethnicity ○ Gender ○ English Learners ○ Students with Disabilities ○ Economically Disadvantaged ○ Homeless Students ○ Foster Care Students ○ Special Education Students ● Academic Indicators based on metrics within the State’s Accountability System 	<p>Annually due in early December</p>
<p>Completion of the Comprehensive Needs Assessment to provide school data on: student profile; staff profile; student achievement; rigorous curriculum; instructional program; assessments; school culture and climate;</p>	<p>Completed and approved during the planning/pre-implementation year</p>

students, family, and community support; professional development; organizational structure and resources; comprehensive and effective planning; and effective leadership	
Update of the Comprehensive Needs Assessment	Annually during the three years of implementation of the intervention plan
Data reporting to provide updates on each CSI Schools' academic progress based on interim milestone goals and annuals goals, as defined within the intervention plan	Two times annually
Monitoring Reports provide data (quantitative and qualitative) regarding the implementation of the evidence-based strategies at the school based upon the approved intervention plan	Three times annually
Interim and Final Fiscal reporting to provide data on resource allocation and use of funds at the LEA and school levels to ensure use of resources in alignment with comprehensive needs assessment and the approved intervention plan.	Monthly and Annually

D. **Monitoring.** Describe the SEA's plan to monitor SEA and LEA implementation of included programs using the data in section 4.4.C to ensure compliance with statutory and regulatory requirements related to Accountability, Support, and Improvement of Schools.

Maryland will implement a process to provide direct support to LEAs with CSI Schools. Maryland's position is to collaborate with the LEA on a regular basis to insure there is improvement in the lowest performing schools. For CSI Schools, the support and monitoring process could include leadership team interviews, school self-assessments, fiscal and programmatic monitoring, and instructional walkthroughs in each school. The differentiated support and monitoring will include desktop reviews and up to three visits a year that will allow the Program Improvement team to closely inspect pertinent data and progress towards goals based on the implementation of the evidence-based strategies. The outcome of each support and monitoring activity will include feedback with commendations and recommendations for improvement for the school and/or LEA along with a timeline for meeting the recommendations. MSDE will require LEAs with CSI Schools to submit quarterly data reports by school on school performance, as well as monthly financial reports, while transitioning to the online Performance Management System. With full implementation of the online Performance Management System, data can be submitted more frequently.

Strategy	Timeline
<p>School and LEA Intervention Plans, and all supporting documents, will be uploaded and managed via the online Performance Management System for review, feedback, and approval</p>	<p>Upon submission of application, and as needed based on approved edits and amendments</p>
<p>First Monitoring (School Level) - Plan Implementation Overview/Update</p> <p>Each CSI School will receive either an on-site visit or desktop monitoring review in order to assess plan implementation and understanding. Example activities include leadership team and stakeholder interviews, intervention plan review, review and discussion of prioritized needs and selected evidence-based strategies to address prioritized needs.</p>	<p>Yearly in September and October</p>
<p>Second Monitoring (School Level) - Programmatic Review</p> <p>Each CSI School will receive either an on-site visit or desktop monitoring review in order to assess implementation of the evidence-based strategies within their intervention plans. Example activities include documentation review and data review.</p> <p>MSDE feedback informs the school and LEA on the level of implementation demonstrated for each of the evidence-based strategies within their intervention plan.</p>	<p>Yearly in January and February</p>
<p>Third Monitoring (School Level) - Intervention Plan Impact on Instruction (Teaching and Learning)</p> <p>Each CSI School will receive an on-site visit in order to assess implementation of the evidence-based strategies within their intervention plans. Example activities include informal review of instruction via learning walks.</p> <p>MSDE feedback informs the school and LEA on the impact the evidence-based strategies demonstrated on teaching and learning.</p>	<p>Yearly in April and May</p>
<p>First Monitoring (LEA Level) - LEA Capacity,</p>	<p>Yearly in October</p>

<p>Commitment, and Fiscal Monitoring</p> <p>Each LEA with CSI Schools will receive an on-site visit in order to assess LEA capacity, commitment, and fiscal responsibility. Example activities include LEA leadership team and interviews, school support plan review, review and discussion of the prioritized needs of its CSI Schools and the implementation of the selected evidence-based strategies to address prioritized needs. LEAs report on overall plans to address school needs, and its fiscal and programmatic activities.</p>	
<p>Second Monitoring (LEA Level) - LEA Capacity, Commitment, and Fiscal Monitoring and Programmatic Review</p> <p>Each LEA with CSI Schools will receive an on-site visit in order to assess LEA capacity, commitment, and fiscal responsibility. Example activities include LEA leadership team and interviews, school support plan review, review and discussion of the prioritized needs of its CSI Schools and the implementation of the selected evidence-based strategies to address prioritized needs. LEAs report on overall plans to address school needs. LEA monitors fiscal and programmatic activities.</p> <p>Each LEA with CSI Schools will receive an on-site visit in order to assess the district-wide support of the implementation of the evidence-based strategies within each CSI Schools intervention plan. Example activities include documentation review and data review.</p>	<p>Yearly in February</p>
<p>Third Monitoring (LEA Level) -LEA Capacity, Commitment, and Fiscal Monitoring</p> <p>Each LEA with CSI Schools will receive an on-site visit in order to assess LEA capacity, commitment, and fiscal responsibility. Example activities include LEA leadership team and interviews, school support plan review, review and discussion of the prioritized needs of its CSI Schools and the implementation of the selected evidence-based strategies to address prioritized needs. LEAs report on overall plans to address school needs. LEA monitors fiscal and programmatic activities.</p>	<p>Yearly in May</p>

<p>Central Support Team (CST) meet monthly with MSDE. The CST in each LEA with CSI Schools will be established to oversee the implementation of the intervention plans and evidence-based strategies that the LEA will implement in its CSI Schools. The CST team will coordinate support, as well as, monitor and assess progress of each CSI School. The CST meets monthly with MSDE’s Title I office and the MSDE cross-divisional support team.</p>	<p>Monthly</p>
<p>Turnaround Executive Support Team (TEST) meets 3 times per year with MSDE. The TEST in each LEA with CSI Schools will be established. The TEST will oversee the implementation of the selected intervention plans and evidence-based strategies in CSI Schools and will have decision-making authority to oversee budget, staffing, policy modifications, partnerships, and data that drive the full implementation of the intervention plans to ensure greater student academic achievement and school success in each CSI School. The TEST meet three times per year with MSDE’s Title I office and the MSDE cross-divisional support team.</p>	<p>Three times per year</p>
<p>Technical Assistance to LEAs and each CSI School</p>	<p>Ongoing</p>

E. **Continuous Improvement.** Describe the SEA’s plan to continuously improve implementation of SEA and LEA strategies and activities that are not leading to satisfactory progress toward improving student outcomes and meeting the desired program outcomes for Accountability, Support, and Improvement of Schools.

Maryland will implement a process to provide direct support to LEAs with CSI Schools who fail to exit after four years (one year planning/pre-implementation and three years of implementation) and are identified for more rigorous interventions. Maryland’s position is to collaborate with the LEA on a regular basis to insure there is improvement in the lowest performing schools requiring more rigorous interventions. The differentiated support and monitoring will include at least three visits a year, that will allow the Program Improvement team to closely inspect pertinent data and progress towards goals based on the implementation of the evidence-based strategies. The outcome of each support and monitoring activity will include feedback with commendations and recommendations for improvement for the school and/or LEA along with a timeline for meeting the recommendations. Via the online Performance Management System, MSDE will require each school to submit quarterly data reports on student achievement and student culture and climate indicators, as well as monthly financial reports.

Strategy	Timeline
MSDE Title I staff will meet with the LEA Central Support Team to discuss progress, barriers, services and interventions for each school.	Monthly
MSDE Title I staff will meet with the LEA Turnaround Executive Support Team to discuss progress, barriers, services and interventions for each school.	Quarterly
MSDE will convene a cross-divisional team, under the auspices of the Deputy Superintendent for School Effectiveness, comprised of experts within the Department from Title I, Curriculum & Assessment, Academic Policy, Career & Technology, Special Education, English Learners and Early Intervention, to discuss progress, barriers, services and interventions, and technical assistance necessary to support each LEA/school.	Monthly/As needed
<p>School audit to be conducted by MSDE in collaboration with the LEA.</p> <p>The audit will be focused on the progress towards Annual Measurable Objectives/Targets, prioritized needs, and current state of implementation of their comprehensive intervention plan; this process will help identify what is working and what is not and the next best high-leverage steps to improve student academic outcomes.</p>	Following failure to exit after the fourth year of CSI status (one year of pre-implementation/planning and three years of implementation)
The school, LEA, and State will collaboratively develop a revised intervention plan which must reflect the recommendations from the school audit. Significant modification will occur to intervention plans based on prioritized needs, recommendations for improvement from the State audit, and the state suggested evidence-based strategies	After the completion of the audit for schools that fail to exit CSI Status
Annually, the school, LEA, and MSDE will collaboratively update the needs assessment and the revised intervention plan for the LEA and each CSI School that fails to exit.	Yearly in Summer, as needed, for schools that fail to exit CSI Status
Identify resource inequities within the original intervention plan and address all identified resource inequities in the revised intervention plan	Yearly in Summer, as needed, for schools that fail to exit CSI Status
Obtain stakeholder feedback on major programmatic and staffing changes based on intervention plan modifications	Yearly in Summer, as needed, for schools that fail to exit CSI Status

<p>First Monitoring (School Level) - Plan Implementation Overview/Update</p> <p>Each CSI School will receive an on-site visit in order to assess plan implementation and understanding. Example activities include leadership team and stakeholder interviews, action plan review, review and discussion of prioritized needs and selected evidence-based strategies to address prioritized needs.</p>	<p>Yearly in September and October</p>
<p>Second Monitoring (School Level) - Programmatic Review</p> <p>Each CSI School will receive an on-site visit in order to assess implementation of the evidence-based strategies within their intervention plans. Example activities include documentation review and data review.</p> <p>MSDE feedback informs the school and LEA on the level of implementation demonstrated for each of the evidence-based strategies within their intervention plan.</p>	<p>Yearly in January and February</p>
<p>Third Monitoring (School Level) - Intervention Plan Impact on Instruction (Teaching and Learning)</p> <p>Each CSI School will receive an on-site visit in order to assess implementation of the evidence-based strategies within their intervention plans. Example activities include informal review of instruction via learning walks.</p> <p>MSDE feedback informs the school and LEA on the impact the evidence-based strategies demonstrated on teaching and learning.</p>	<p>Yearly in April and May</p>
<p>Data reporting to provide updates on each CSI Schools' academic progress based on interim milestone goals and annuals goals, as defined within the intervention plan</p>	<p>Four times annually</p>
<p>Monitoring Reports provide data (quantitative and qualitative) regarding the implementation of the evidence-based strategies at the school based upon the approved intervention plan</p>	<p>Three times annually</p>
<p>Interim and Final Fiscal reporting to provide data on resource allocation and use of funds at the LEA and school levels to ensure use of resources in alignment with</p>	<p>Monthly and Annually</p>

comprehensive needs assessment and the approved intervention plan.	
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F. **Differentiated Technical Assistance.** Describe the SEA’s plan to provide differentiated technical assistance to LEAs and schools to support effective implementation of SEA, LEA, and other subgrantee strategies for implementation of Accountability, Support, and Improvement of Schools.

Strategy	Timeline
<p>Specific strategies and timelines for technical assistance will be determined based on the strategic plan for CSI schools and the selection of the online Performance Management System.</p> <p>Course corrections for LEAs and schools are the responsibility of the school, LEA, and MSDE’s cross-divisional team, resulting in the revision of evidence-based strategies within the intervention plan. All intervention plans will be embedded in the online Performance Management System.</p>	Ongoing
<p>MSDE Title I Program Improvement staff will meet with the LEA Central Support Team to discuss progress, barriers, services and interventions for each school.</p>	Monthly
<p>MSDE Title I Program Improvement staff will meet with the LEA Turnaround Executive Support Team to discuss progress, barriers, services and interventions for each school.</p>	Quarterly
<p>MSDE will convene a cross-divisional team, under the auspices of the Deputy Superintendent for School Effectiveness, comprised of experts within the Department from Title I, Curriculum & Assessment, Academic Policy, Career & Technology, Special Education, English Learners and Early Intervention, to discuss progress, barriers, services and interventions, and technical assistance necessary to support each LEA/school.</p>	Monthly/As needed

- i. **Technical Assistance to Specific LEAs.** Describe the technical assistance it will provide to each LEA in the State serving a significant number of schools identified for comprehensive and targeted support and improvement, including technical assistance related to selection of evidence-based interventions for comprehensive and targeted support and improvement schools, consistent with the requirements in section 1111(d)(3)(A)(iii) of the Act and §200.23(b)

MSDE will continue to collaborate with LEAs on the development of their Central Support Team (CST) and Turnaround Executive Support Team (TEST). The Central Support Team in each LEA will be established to oversee the implementation of the intervention plans and selected evidence-based strategies that the LEA will implement in its CSI Schools. The Central Support Team will coordinate support, as well as, monitor and assess progress of each CSI School. This team meets monthly with MSDE's Title I office and others representatives from the MSDE cross-divisional team.

The Turnaround Executive Support Team in each LEA with CSI Schools will also be established. The Turnaround Executive Support Team will oversee the implementation of the intervention plans and selected evidence-based strategies and will also have decision-making authority to oversee budget, staffing, policy modifications, partnerships, and data that drive the full implementation of the intervention plans to ensure greater student academic achievement and school success in each CSI School. The Turnaround Executive Support Team meets three times per year with MSDE's Title I office and other representatives from the MSDE cross-divisional team.

- ii. Describe any additional improvement actions the State may take consistent with §200.23(c), including additional supports for interventions in LEAs, or in any authorized public chartering agency consistent with State charter school law, with a significant number of schools identified for comprehensive support and improvement that are not meeting exit criteria or a significant number of schools identified for targeted support or improvement.

The final methodology will reflect State accountability policy decisions adopted by the Maryland State Board of Education.

Section 5: SUPPORTING EXCELLENT EDUCATORS

5.1 Systems of Educator Development, Retention and Advancement

Instructions: In the section below, each SEA must describe its systems of educator development, retention, and advancement.

- A. Educator Development, Retention, and Advancement Systems.** Consistent with 2101 and 2102 of the ESEA, describe the State’s educator development, retention, and advancement systems, including at a minimum:
- i. The State’s system of certification and licensing of teachers and principals or other school leaders;
 - ii. The State’s system to ensure adequate preparation of new educators, particularly for low-income and minority students; and
 - iii. The State’s system of professional growth and improvement, which may include the use of an educator evaluation and support system, for educators that addresses induction, development, compensation, and advancement for teachers, principals, and other school leaders if the State has elected to implement such a system. Alternatively, the SEA must describe how it will ensure that each LEA has and is implementing a system of professional growth and improvement for teachers, principals, and other school leaders that addresses induction, development, compensation, and advancement.

Parts i and ii:

Maryland has a single-tier certification process with five pathways leading to an initial professional certificate. That means, among other identifiers, that there is no “license” which precedes certification, no graduated performance-driven process through which an individual earns certification except through completion of one of the five pathways. An individual can pursue certification through: (1) a traditional Maryland education preparation program; (2) an out of state education preparation program; (3) the experienced professional route; (4) transcript analysis allowing the potential educator to fill in any content gaps and obtain the sequence of professional education courses necessary for certification in that specific area; or (5) a state-approved alternative preparation program.

Pathways 1 and 5 are state-approved programs that must meet the standards of the Institutional Performance Criteria (IPC) of the *Redesign of Teacher Education in Maryland*.

http://www.marylandpublicschools.org/about/Documents/DEE/ProgramApproval/MAP/InstitutionalPerformanceCriteria_09032014.pdf

The four components of the IPC are Strong Academic Content, Extended Field Experience, Performance Assessment, and Linkage with PreK-12 Priorities. It is these four components and the supporting elements listed on the documents that make up the areas through which a traditional program is assessed in a cyclical program review. Component II, Extended Field Experience, is shaped in Maryland through the requirement that all full-time students have a minimal 100-day experience in a Professional Development School (PDS). The PDS element has its own set of standards to which a college or university must respond annually and during the cyclical state program review.

<http://www.marylandpublicschools.org/about/Documents/DEE/ProgramApproval/PDS/PDSImplementationManual.pdf>

Essential to the philosophy of PDS is the close and collaborative partnership between the college/university that provides the preparation program and the local school systems that provide opportunities for internship placements and ultimate hiring potential. In addition, alternative programs also meet the four components of the IPC through a similar state program approval peer site review. All elements of that review process are found in the link below.
<http://www.marylandpublicschools.org/about/Pages/DEE/Program-Approval/MAAPP.aspx>

Component IV, Linkage with PreK-12 Priorities, requires teacher preparation programs to provide evidence that their candidates have the skills and knowledge base to teach students for whom English is not the primary language, as well as all students on the exceptionality spectrum, from those with significant learning challenges to those who are gifted and talented. In addition, through funding provided through the Race to the Top grant, ten colleges and universities, three local school systems, MSDE representatives, and Core Education, LLC as the consultant to the membership, worked in collaboration to develop a manual for use by teachers, principals and any other educators for whom the topic is appropriate and/or who work with populations of students who represent a minority or culturally diverse population, or who live in poverty. The manual, *Preparing Educators for High Poverty, Culturally and Diverse Schools*, can be found on the MSDE website location provided below:
<http://www.marylandpublicschools.org/about/Documents/DEE/PreparingEducatorsHighPovertyCulturallyLinguisticallyDiverseSchools070914.pdf>

Finally, Maryland statute has required national accreditation for all colleges and universities serving over 2000 full-time students. Due to the merge of the two pre-existing national accrediting bodies (National Council for Accreditation of Teacher Education and Teacher Education Accreditation Council) into one (Council for the Accreditation of Educator Preparation), there is currently no United States Department of Education-approved accrediting agency. Consequently, traditional Maryland Approved Programs will engage in the State Program Approval process as described above until such time as issues regarding national accreditation are resolved.

Maryland currently has four professional certificates available to educators. Each professional certificate is valid for five years. The Professional Eligibility Certificate (PEC) is issued to an educator who meets all of the standards under COMAR 13A.12.05 and is not currently employed in a local school system. The Standard Professional Certificate I (SPC I) is issued to an educator who meets all of the standards under COMAR 13A.12.05 and is employed in a local school system but does not have any previous experience. Prior to the expiration of the SPC I, an educator must meet the requirements of a Standard Professional Certificate II (SPC II). In order to qualify for the SPC II, the educator must present six semester hours of acceptable credit and three years of satisfactory experience. Prior to the expiration of the SPC II, an educator must meet the requirements for an Advanced Professional Certificate (APC). In order to qualify for the APC, an educator must present six semester hours of acceptable credit, three years of satisfactory experience, and one of the following: a master's degree, a master's degree equivalent (36 credits), or National Board Certification and 12 semester hours of graduate course work.

Opportunities for professional growth emanate from other Divisions at the Maryland State Department of Education, but considerable collaboration has taken place between the Division

of Educator Effectiveness and the Division of Curriculum, Assessment and Accountability, Office of Professional Development and Professional Learning, to expand the Continuing Professional Development (CPD) opportunities for practicing teachers. These credits can be used for recertification as well as for professional growth. A website is now available for statewide use by teachers themselves to track their own activities and accumulate those experiences toward approved CPD credits. The Professional Learning Program will be found at the website below.

<http://www.marylandpublicschools.org/about/Pages/DCAA/professionallearning/index.aspx>

Stakeholder discussion is taking place concurrently regarding the efficacy of revisiting, with the intent to revise, the IPC with particular attention to certain testing requirements that may be redundant to program outcome requirements. In addition, some elements used to assess whether or not a program is meeting state standards may not be outcomes based in practicality when implemented, resulting in a process that may prohibit, rather than exhibit, the true performance abilities of candidates in programs. A state-wide master plan that includes a method to ensure that accountability processes for those entities charged with the preparation of educators, grounded in the performance of teacher candidates in the classroom, must include a system of evidence analysis in order to facilitate ongoing program improvement based on performance assessment. As part of the development of this new system, elements of the IPC should be examined for revision.

Supporting Excellent Educators – Systems subcommittee was asked to make recommendations for potential changes to these systems. The following recommendations, submitted by this subcommittee, are aligned with the work of the Teacher, Induction, Retention and Advancement Act of 2016:

1. Recommends a revision of certification regulations. Align standards to streamline the process and remove contradictions in the regulations when overhauling.
2. Recommends a review of required test scores in comparison to those required by neighboring states to determine if tests used are user-friendly.
3. Recommends investigating a way to be able to process volumes of Maryland graduates in order to enable all candidates to become certified as quickly as possible post program completion. Partner with IHEs to determine if submitting certification applications of MD graduates as a “bundle” facilitates a quicker path to certification.
4. Recommends collaboration of the following groups to establish guidelines for what it looks like, and is required, to become a mentor:
Local school systems representatives, IHEs, teachers in the field, MSDE’s Division of Educator Effectiveness and Division of Curriculum, Assessment, and Accountability and MHEC.

Special Note: As a result of Senate Bill 493: Teacher Induction, Retention, and Advancement Act of 2016, passed during the 2016 legislative session, the Maryland State Department of Education has formed a diverse stakeholder group to study and recommend a coordinated statewide strategy that addresses teacher recruitment, preparation, induction, and retention. This diverse group consists of representatives from the following: Maryland Higher Education Commission, Maryland State Department of Education, Maryland Association of Directors of Teacher Education at Community Colleges, Maryland Independent College and University Association, Maryland Association of Elementary School Principals, University of Maryland System, Public School Superintendents Association of Maryland, Maryland Association of Secondary School Principals, Maryland State Education Association, and Maryland State Board

of Education. This work will culminate with two reports which include the workgroup's findings and recommendations to the Governor. The first of which is an interim report due November 1, 2016. The final report will be due on November 1, 2017.

This workgroup and its subcommittees began meeting on June 22, 2016. Issues currently under consideration by the workgroup are best categorized into four groups: recruitment, preparation, induction, and retention. These are aligned with ESSAs Supporting Excellent Educators – Systems recommendations, which are summarized below.

Recruitment:

- Teacher preparation programs at the undergraduate and graduate level should include, but not require, the tenets/principles referred to as the core propositions of National Board Certification (NBC), as they support quality teaching and learning experiences; however, this is not possible due to NBC requirements. Loan forgiveness should be a focused marketing tool for teachers with a variety of implementation models, in hard to fill areas of certification.
- Explore ways to expand the Quality Teacher Stipends currently offered.
- Explore different options for basic skills assessments, including the possible use of multiple measures or performance-based assessments to meet this requirement.
- Explore the minimum pedagogy requirements that are essential for all teachers.
- Determine if adding an adjunct certificate to the continuum of educator certificates will aid in the recruitment of difficult-to-fill teacher specialty positions.
- Explore ESSA definition of Teacher Academies as a means to expand options for increasing teacher work force across all regions of the state.

Preparation

- Enhance requirements for clinical experiences to assure teacher candidates have exposure to diverse school populations.
- Examine the Institutional Performance Criteria to assure the use of evidence-based assessment in all areas of candidate performance.
- Assure equitable application of required standards to both traditional and alternative pathways to certification. Revisit the use of the National Specialized Professional Associations for approval/accreditation.
- Revise Education article 11-208 regarding the approval of Institutions of Higher Education (IHEs) that offer teacher preparation programs.

Induction

- Review current regulations to assure that teacher induction regulations are using best practices
- Explore increased partnerships with colleges and universities to provide teacher induction/professional development activities
- Increase and standardize mentoring activities throughout the State.
- Establish minimum qualifications for mentor teachers

Retention

- Consider alternative career structures that fit the Maryland environments of both small rural and large urban and suburban districts (a career lattice). The lattice should reflect the development of teachers' expertise and experience and offer lateral options not just vertical, usually represented by moves to administration.

- Review mentoring models for beginning teachers that expand in duration and complexity. Teachers benefit from mentoring that reflects their needs in content, child development, and teacher experience and expertise. Assure adequate and consistent training across the state for the role of mentor.
- The committee recognizes the incentives and recognition national board certification provides teachers, but also is aware of the costs both financial and time to teachers and schools. Reviews of independent assessments of the benefits and limitations of NBC should be undertaken within the context of career lattice.
- Explore the idea of college/university submission of documentation of program completion as a package to reduce processing time.

Finally the workgroup will be conducting a thorough examination of Laws and Regulations that effect teacher recruitment, preparation, induction, and retention.

Part iii:

1) Induction:

- a) 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. The COMAR specifies that induction programs shall include:
 - i) standards for effective mentoring;
 - ii) orientation program;
 - iii) ongoing support from a mentor;
 - iv) observation and co-teaching opportunities;
 - v) professional development;
 - vi) ongoing formative review of performance;
 - vii) induction program staff;
 - viii) participation by all new teachers;
 - ix) evaluation; and
 - x) reduced workload for new teachers and mentors, to the extent practical, given fiscal and staffing concerns.
- b) 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.
- c) The State will provide ongoing guidance and support to LEAs regarding the teacher induction program requirements.

2) Professional Learning:

- a) Each LEA will provide to MSDE their a report on their comprehensive professional learning that includes:
 - i) needs assessment;
 - ii) teacher growth plan;
 - iii) evidence-based strategies;
 - iv) implementation plan;
 - v) resources to support implementation; and
 - vi) reflection and evaluation of strategies.
- b) State will provide support for developing the plan. These may include instructions, guidance, models, or templates. LEAs may choose to create professional learning plans to fulfill requirements.

- c) In order to ensure the LEAs are providing and implementing a system of professional growth and improvement for teachers, principals, and other school leaders, the State will approve the professional learning plans annually. In addition, each LEA will be given a risk assessment rating based upon a mutually agreed-upon rubric. 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 three-year rotation.
- 3) Principal/Teacher Evaluation:
- a) Each LEA must use either a State-approved local model or the State model framework for teacher/principal evaluation that includes measures of professional practice and student growth.
 - b) In mutual agreement with the teachers' association, LEAs may develop their own framework for teacher/principal evaluation. This plan must include professional practices, as well significant and multiple measures of student growth, approved by the State.
 - c) The State collects data that includes LEAs visits, focus groups and an annual survey on teacher/principal evaluation. Results are used to validate model effectiveness, recommend model changes, and determine future professional development.
- 4) Advancement/Compensation--Individual teacher and principal advancement and compensation is determined by each LEA.

5.2 Support for Educators

Instructions: For each item below, each SEA must provide its rationale in the text box provided. Each SEA must also use the tables below to provide its timeline for the design and implementation of the strategies it identifies. Each SEA may add additional rows to each table as needed.

- A. **Resources to Support State-level Strategies.** Describe how the SEA will use Title II, Part A funds and funds from other included programs, consistent with allowable uses of funds provided under those programs, to support State-level strategies designed to:
- i. Increase student achievement consistent with the challenging State academic standards;
 - ii. Improve the quality and effectiveness of teachers and principals or other school leaders;
 - iii. Increase the number of teachers and principals or other school leaders who are effective in improving student academic achievement in schools; and
 - iv. Provide low-income and minority students greater access to effective teachers, principals, and other school leaders consistent with the provisions described in the State's plan for educator equity.

Rationale for Selected Strategies. Describe the SEA's rationale(s) for the strategies provided in the table below.

- In the classroom, effective, high quality teachers are making progress and growth to increase student achievement consistent with challenging academic standards. Identifying these teachers based on developed framework and capitalizing on their best practices to share

across the state, can be replicated and shared. This will support the retention of good teachers.

- Partnering with IHE in order to increase the capacity of preservice teachers aligned to challenging academic standards will provide for a realistic expectation related to planning, implementation, and assessment around challenging academic standards. Realistic expectations increase teacher retention.
- Networking, building leadership, building content, and pedagogy at the grade band level is valuable for administrator development. Providing this opportunity for limited number of candidates does not build capacity. Scaling up the promising principals to include additional candidates and providing LEA the content will increase the number of administrators and build capacity across the state.
- Assistant Principals are often overlooked for professional development. Networking, building leadership, building content and pedagogy at the grade band level is valuable for assistant principal development. Providing this opportunity for limited number of candidates does not build capacity. They need the same support and networking opportunities as principals. Developing an assistant principal academy will provide these opportunities.
- Online courses for administrators, allows for differentiated content specific professional learning that can be just in time learning
- A strong induction program, effective mentoring, and providing time to teacher/mentors/co-teachers have proven to be effective indicators of teacher growth and success, as well as student success.
- Aspiring principal programs and principal mentors build the capacity for principals to become strong instructional leaders which leads to continuous growth of the principal. *Leadership is second only to classroom instruction among all school-related factors that contribute to what students learn at school* (Leadership Matters - What the research says about the importance of Principal Leadership, NASSP).

Strategy	Timeline	Funding Sources
<ul style="list-style-type: none"> ● Develop a statewide definition of teacher that <ul style="list-style-type: none"> ○ defines leaders both emerging and established; and ○ outlines characteristics of effective teacher leaders. ● Create a teacher leadership framework that <ul style="list-style-type: none"> ○ develops pedagogy, content, community, and collaboration; and ○ capitalizes on established teacher leaders; ● Develop resources i.e. toolkit, online courses in order to support teacher leaders 	2018-2019	Title IIA
Support LEAs in the mentoring of non-tenured teachers in order to prepare them to increase student achievement aligned with challenging academic standards. The State support shall target professional learning to meet mentor and new teacher needs. This may include meetings, webinars, regional workshops, and online courses.	2017 and ongoing	Title IIA

Support LEAs in the creation of a consistent, structured mentor training program for both principal and teacher mentors.	2018 and ongoing	Title IIA
Collaborate with LEAs to develop professional learning for principals, assistant principals, aspiring principals, and teacher leaders, aligned with Professional Standards for Educational Leaders (PSEL). This may include: <ul style="list-style-type: none"> • residency programs; • focused academies; • professional learning communities (PLCs); • webinars; • online courses; • regional workshops; and • action research. 	2017 and ongoing	Title IIA.
Support LEAs in the development of personalized teacher growth plans.	2017 and ongoing	Title IIA
Provide opportunities and structures to collaborate and partner with institutes of higher education on professional learning needs, such as, induction, cultural proficiency, Universal Design for Learning (UDL), and restorative practices	2017 and ongoing	Title IIA
Research and gather information on methods to evaluate the effectiveness of PD initiatives	2017 and ongoing	Title IIA
Hold back up to 3 percent of Title IIA funds for professional learning targeted to principals, assistant principals, and teacher leadership.	2018 and ongoing	Title IIA

B. Skills to Address Specific Learning Needs. Describe how the SEA will improve the skills of teachers, principals, or other school leaders in identifying students with specific learning needs and providing instruction based on the needs of such students consistent with 20101(d)(2)(J) of the ESEA, including strategies for teachers of, and principals or other school leaders in schools with: low-income students; lowest-achieving students; English learners; children with disabilities; children and youth in foster care; migratory children, including preschool migratory children and migratory children who have dropped out of school; homeless children and youths; neglected, delinquent, and at-risk children identified under title I, part D of the ESEA; immigrant children and youth; students in LEAs eligible for grants under the Rural and Low-Income School Program; American Indian and Alaska Native students; students with low literacy levels; and students who are gifted and talented.

Rationale for Selected Strategies. Describe the SEA’s rationale(s) for the strategies provided in the table below.

- | |
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| <ul style="list-style-type: none"> • LEAs need support in order to target professional learning to student data and needs. This makes professional learning intentional, strategic, and targeted to student needs, especially the needs of specific student populations. • LEAs have requested the creation of a tool, survey, rubric, continuum, or framework that educators can use to self-assess their own personal professional learning needs in order to: |
|--|

- individualize professional learning and target teacher learning related to professional practices, especially to the instructional needs of specific student populations;
- validate educators for what they already know;
- identify strengths and weaknesses;
- assist educators in determining their own PD needs;
- assist educators to reflect deeply;
- provide differentiation to meet the needs of specific student groups;
- provide support for LEAs to offer transparency;
- build trust for school-based educators; and
- empower educators by soliciting teacher and administrator voice in the professional learning process.
- A State/LEA partnership on professional learning is responsive to teacher and student needs and requests for professional learning. Provides educators the opportunity to self-select professional learning based upon their own needs. Allows for the analysis and delivery of targeted content that is needed for educators of specific student subgroups. Allows for collaboration across the State and LEAs.
- A State collaboration with Institutes of Higher Education (IHE) is important in order to:
 - support teachers who have recently graduated;
 - target research on the needs of students;
 - ensure that teachers coming out of the universities are prepared and ready to teach students from special needs populations;
 - provide for alignment between State and IHE for pre-service and in-service teachers;
 - strengthen relationships between Professional Development Schools (PDS) and LEAs;
 - inform teacher prep programs in IHEs of the needs of the schools; and
 - target professional learning in the PDS schools.
- The role of identifying students in specific sub-groups belongs to the LEA with State support.
- Collaboration with all internal and external stakeholder groups who interact with specific student populations, will ensure cohesive, aligned support to all students.
- The locals do not have the resources and staffing to research and attend national meetings and collaboratives. They need the State to serve in this role for them.

Strategy	Timeline	Funding Sources
<ul style="list-style-type: none"> ● Research and gather information on national trends and research in professional learning best practices and bring it back to locals, through national meetings and multi-state collaboratives. Local staff included, where appropriate and practical. 	2017 and ongoing	Title IIA
<ul style="list-style-type: none"> ● The State will collaborate with the LEAs on professional learning needs of the schools, especially related to specific student populations. ● Investigate tools, surveys, rubrics, continuums or frameworks that can be used with educators to anonymously self-assess their abilities to identify the personal professional learning needed by the educator. They should: 	2018 -2019	Title IIA.

<ul style="list-style-type: none"> ○ afford an opportunity to educators as a systemic way of providing voice in personalizing professional learning to meet the needs of specific student populations; ○ be made available to LEAs, schools, and teachers for self-assessment. (For example, Gallop poll for professionals, Charlotte Danielson, Cultural Proficiency, etc.); ○ 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; and ○ be streamlined and not time consuming; ○ provide data summaries for LEAs/schools; and ○ protect the anonymity of individual teacher data 		
<p>State-level professional learning should be:</p> <ul style="list-style-type: none"> • aligned to LEA needs; • scalable and replicable on the local level; • collaborative, focused, and evaluative; and • differentiated in content and delivery to meet the needs of specific student populations. 	2017 and ongoing	Title IIA
Provide opportunities and structures to collaborate and partner with IHEs on professional learning needs, such as induction, cultural proficiency, UDL, and restorative practices.	2017 and ongoing	Title IIA
Investigate methods to assist LEAs in training teachers to identify students with specific learning needs.	2018 and ongoing	Title IIA
Collaborate with internal and external stakeholder groups who interact with specific student populations.	2017 and ongoing	Title IIA

C. **Evaluation and Support Systems.** If the SEA or its LEAs plan to use funds under one or more of the included programs for this purpose, describe how the SEA will work with LEAs in the State to develop or implement State or local teacher, principal, or other school leader evaluation and support systems consistent with section 2101(c)(4)(B)(ii) of the ESEA.

Rationale for Selected Strategies. Describe the SEA’s rationale(s) for the strategies provided in the table below.

N/A

Strategy	Timeline	Funding Sources
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Click here to enter text.	Click here to enter text.	Click here to enter text.
Click here to enter text.	Click here to enter text.	Click here to enter text.
<Add rows as necessary>	Click here to enter text.	Click here to enter text.

D. **Education Preparation Programs.** If the SEA or its LEAs plan to use funds under one or more of the included programs for this purpose, describe how the State will improve education preparation programs consistent with section 2101(d)(2)(M) of the ESEA.

Rationale for Selected Strategies. Describe the SEA’s rationale(s) for the strategies provided in the table below.

N/A

Strategy	Timeline	Funding Sources
Click here to enter text.	Click here to enter text.	Click here to enter text.
Click here to enter text.	Click here to enter text.	Click here to enter text.
<Add rows as necessary>	Click here to enter text.	Click here to enter text.

5.3 Educator Equity

Instructions: For each item below, each SEA must describe how it will meet the applicable statutory and regulatory requirements. Each SEA may add additional rows to each table as needed.

A. **Definitions.** Provide the SEA’s different definitions, using distinct criteria so that each provides useful information about educator equity and disproportionality rates, for the following key terms:.

Key Term	Statewide Definition or Statewide Guidelines
Ineffective teacher	An educator who is deemed unsuccessful by a State approved local evaluation model.
Key Term	Definition
Out-of-field teacher	Teachers teaching in a subject they are not certified to teach.
Inexperienced teacher	Inexperienced teachers in the first year include teachers with a year of experience or less. Inexperienced teachers 1-3 years include teachers with one to three years of experience.
Low-income student	Maryland uses the Free and Reduced Price Meal (FARMS) data or the Community Eligibility Provision (direct certification process) and ranks the schools based on the percentage of those students within each school in MD from low to high. Each school is designated as either an elementary or secondary school. One calculation includes all elementary schools in the state and the other includes all the secondary schools in the

	state. The quartiles are determined as two distinct calculations. Quartiles are assigned with the 1st quartile being lowest poverty (non-poor) and the 4th quartile being highest poverty (poor). Each quartile contains the elementary schools in that quartile and the secondary schools in that quartile.
Minority student	Maryland defines minority students as those in all racial categories with the exception of white, to include: Hispanic/Latino of any race, American Indian or Alaska Native, Asian, Black or African American, Native Hawaiian or Other Pacific Islander, and Two or more Races. Quartiles are assigned with the 1st quartile being low minority and the 4th quartile being high minority.

Other Key Terms (optional)	Definition
Certified teachers	Teachers holding a certification other than a Conditional Certification or a Provisional Certification. These certifications are Professional Eligibility Certificate (PEC), Standard Professional I Certificate (SCPI), Advanced Professional Certificate (APC), or Resident Teacher Certificate (RTC)
All Teachers	Includes all teachers in either poor, non-poor, minority, or non-minority schools.

B. Rates and Disproportionalities. Using the definitions provided in section 5.3A and data, demonstrate whether low-income and minority students enrolled in schools that receive funds under Title I, Part A are taught at disproportionate rates by ineffective, out-of-field, or inexperienced teachers compared to non-low-income and non-minority students enrolled in schools not receiving funds under Title I, Part A. In making this demonstration, the State must calculate and report student-level data on a statewide basis.

Extension. Check this box if ED has granted the SEA an extension for the calculation of educator equity student-level data. In compliance with §299.13(d)(3), an SEA that receives an extension must still calculate and report disproportionalities based on school-level data for each of the groups listed in section 5.3.B and describe how the SEA will eliminate any disproportionate rates based on the school-level data consistent with section 5.3.E.

Data from 2015-2016

STUDENT GROUPS	Rate at which students are taught by an ineffective teacher	Disproportionality between rates	Rate at which students are taught by an out-of-field teacher	Disproportionality between rates	Rate at which students are taught by an inexperienced teacher (First Year)	Disproportionality between rates
Low-income students	4.8	4.3	5.9	3.8	7.8	3.9

enrolled in schools receiving funds under Title I, Part A						
Non-low-income students enrolled in schools not receiving funds under Title I, Part A	0.5		2.1		3.9	
Minority students enrolled in schools receiving funds under Title I, Part A	6.6		5.8		6.6	
Non-minority students enrolled in schools not receiving funds under Title I, Part A	0.8	5.8	2.2	3.6	4.7	1.9

STUDENT GROUPS	Rate at which students are taught by UNQUALIFIED	Disproportionality between rates	Rate at which students are taught by INEXPERIENCED 1-3 YEARS	Disproportionality between rates
Low-income students enrolled in schools receiving funds under Title I, Part A	13.1	8.4	19.8	11.2

Non-low-income students enrolled in schools not receiving funds under Title I, Part A	4.7		8.6	
Minority students enrolled in schools receiving funds under Title I, Part A	13.5	9.3	21.4	12.7
Non-minority students enrolled in schools not receiving funds under Title I, Part A	4.2		8.7	

DRAFT

C. **Public Reporting.** Consistent with §299.18(c)(5), describe where the SEA will publish and annually update:

- i. the rates and disproportionalities calculated in section 5.3.B;
- ii. the percentage of teachers categorized in each LEA at each effectiveness level established as part of the definition of “ineffective teacher,” consistent with applicable State privacy policies;
- iii. the percentage of teachers categorized as out-of-field teachers consistent with §200.37; and
- iv. the percentage of teachers categorized as inexperienced teachers consistent with §200.37.

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 MSDE’s secure data server, Tumbleweed. LEAs will be expected to address the data in their annual master plan submissions based on the revised process established for Master Plans.

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.

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).

D. **Root Cause Analysis.** If the analysis in section 5.3.B demonstrates that low-income or minority students enrolled in schools receiving funds under Title I, Part A are taught at disproportionate rates by ineffective, out-of-field, or inexperienced teachers, describe the root cause analysis, including the level of disaggregation of disproportionality data (e.g., statewide, between districts, within district, and within school), that identifies the factor or factors causing or contributing to the disproportionate rates demonstrated in section 5.3.B.

Root Cause Analysis

A root cause is a factor that causes a gap, is seen as the most important reason for the gap, and needs to be permanently eliminated. In reviewing the data, Maryland acknowledges that a gap exists in all categories analyzed at the state level and/or in at least one LEA. Maryland looked at root causes of the categories of each of the gaps with the understanding that sometimes a singular root cause was evident for multiple categories. Data will be provided to LEAs for analysis.

Equity Committee Root Cause Analysis

The internal equity group reviewed prior data (2013-2015) and looked at each area of gap (unqualified, inexperienced, and out-of-field) and then examined from the State perspective why those gaps exist. This analysis will be repeated with the newest data (2015-2016). It is clear that

these gaps exist in different LEAs sometimes for the same reasons and sometimes for different reasons. For example, one urban LEA and one Eastern Shore LEA both showed a gap in experienced teachers in the highest poverty quartile. The internal equity group believes that the root cause for the gap in the urban LEA is a lack of well trained teachers for the high needs of the urban schools, whereas in the Eastern Shore LEA the root cause may be linked to geographical location. Further in-depth analysis of this will be made at the LEA level.

Each strategy in the next section responds to at least one specific root cause and in some cases multiple root causes.

- Insufficient supply of well-prepared teachers: Maryland is an import State and does not produce enough teachers in the areas of certification required to satisfy the needs of the State. Therefore, teachers come, or are recruited, from other states. This affects retention because often those teachers choose to return to their home state after a number of years. In addition, while Maryland teachers prepared in Maryland meet extraordinarily rigorous standards, those prepared in other states may need additional professional learning in order to meet the challenges of the College and Career-Ready Standards and the PARCC assessments. This directly impacts Maryland's gaps in inexperienced teaching.
- Geographic location: Some of Maryland's LEAs are in smaller, less populated regions. This leads to questions about quality of life, differences in cultural opportunities and expression, and median teachers' salaries. These issues particularly affect the numbers of unqualified teachers in some of our smaller LEAs.
- Flexible Retirement- Maryland's teacher retirement plan allows teachers to move across LEAs and still maintain their retirement plan. There is no statewide salary scale. Teachers may begin their career in one LEA, become a member of the state retirement system, and then move to another LEA with more competitive salaries without a break in retirement benefits since all Maryland teachers' pay into the same plan. What in one scenario can be an incentive for teachers to stay in the profession and better their own personal circumstances, in another scenario can add to the number of unqualified teachers in LEAs, which may not have the ability to offer the higher salaries.
- Teacher Attrition- For school years 2013-2016, the average number of teachers who leave within the first year of teaching is over four percent of new hires (4.66%). Further, the data shows an increase in attrition over the first five years of teaching. The State average over the past three years also indicates that about 34 percent leave teaching within the first five years (actually lower than the national average but still unacceptable), adding to that there is a problem of a large segment of teachers being relatively inexperienced. Research does indicate that there is a correlation between the experience of a teacher and effective teaching that leads to strong student learning.
- Rapid Turnover- The State has particular concern with the number of newly hired teachers who leave within the first year of teaching, mentioned above. The practice of "stacking" large numbers of first-year and alternatively-prepared teachers in high-needs and challenging schools could be impacting these increasing numbers over the last four years. In 2013-2014, four percent of new hires left within the first year of teaching, five percent in 2014-2015, and five percent in 2015-2016. Alternatively prepared teachers, such as those from any of the 14 approved alternative programs in Maryland, including Teach for America (TFA) and others, cannot take full advantage of the mentoring and supports that are in place for them when too many are placed in one school, negating the advantaged support they often have. With increased ability to track programs from which newly-hired teachers are prepared in relation to where they are placed, the State

may not be able to suggest cause and effect, but can draw more strongly-supported correlation to explain this phenomenon. Overall seven percent of teachers left teaching in 2015-2016 data, which translates to 4,429 teachers in Maryland Public Schools, left teaching. If they left in large numbers from schools with high percentages of poor and minority children, those children can least afford the turnover. (Eppley [2009] and Keller [2007] report that, in core academic classes nationwide, teachers with neither certification nor a major in the subject, teach in high poverty schools at double the rate of low poverty schools). Maryland is working to analyze this data by poverty and minority quartiles.

- **Shortage Areas:** Teacher shortage areas persist both in specific content areas and geographically sometimes requiring out-of-field teachers to cover necessary instructional needs. In smaller school systems and in some schools, only one class of a particularly focused area of instruction is required by student enrollment, so the hiring of a certified teacher in that area is not cost-possible so the class may be one taught out-of-field.
- **Competition with Business:** There is much competition for graduates and others with specific talents and educational credentials into other jobs which often pay higher salaries. This is especially true of what is currently identified as minority candidates.
- **Allocation of Resources:** Urban-suburban issues are different than rural issues in terms of how schools choose to allocate their hiring resources, forcing some classes to be taught by unqualified or out of field teachers. Highly stressed urban local school systems often have competing priorities of compliance which force decisions which may impact the number of classes taught by unqualified or out of field teachers. Rural areas suffer here, again, due to choices made by individuals who might be recruited to teach there.
- **Institutional Causes:** related to lack of preparation to teach in challenging conditions leading to schools with high turnover rates and lack of teacher experience.
- **Teacher Preference:** Some teachers are concerned about adverse working conditions-school location, teacher workload, lack of parental involvement, student conduct, and school safety.
- **Environmental Cause:** Lack of Effective school leadership leads to issues related to culture and climate in the lowest performing schools. The implementation of multiple strategies can also lead to implementation fatigue.

E. **Identification of Strategies.** Each SEA that demonstrates that low-income or minority students enrolled in schools receiving funds under title I, part A of the ESEA are taught at disproportionate rates by ineffective, out-of-field, or inexperienced teachers must provide its strategies, including timelines and funding sources, to eliminate the disproportionate rates demonstrated in section 5.3.B that are based on the root cause analysis and focuses on the greatest or most persistent rates of disproportionality demonstrated in this section, including by prioritizing strategies to support any schools identified for comprehensive or targeted support and improvement under §200.19 that are contributing to those disproportionate rates.

Statewide Strategies

The Equity Committee, having reviewed the data and conducted a root cause analysis (described above), identified statewide strategies to address the equity issue in Maryland Public Schools. 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 strategies that Maryland is investigating for implementation (U.S. Department of Education State Plans and Klein, 2015).

Maryland also 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.

The table below is a strategic plan at the State level from the State perspective in how the State can work with all LEAs to begin addressing equity issues immediately.

Strategies	Root Cause addressed through strategy	Resources Required	Timeline
1. Investigate and determine recommendations for revision to the teacher quality stipends.	Unqualified Teachers Inexperienced Teachers <ul style="list-style-type: none"> • Teacher Preference • Competition with Business 	State and Local Funds	November 1, 2017
2. Collaborate with training partners. The Lower Eastern Shore counties are currently working with a national, state-approved alternative provider to establish a coalition of counties to bring alternative programs in to assist in placing qualified teachers in hard-to-staff positions.	Unqualified <ul style="list-style-type: none"> • Geographic locations • Critical Shortage Areas 	Federal, State and Local Funds	Conversations now include the approved educator preparation program offered by one LEA with the possibility of a “trainer of trainers” model to be used in collaboration with other local school systems such as those on the Lower Eastern Shore and the Western Counties of Maryland. This approach is more conducive to local recruitment and is far more economical than programs available through national providers.
3. Encourage online and digital preparation programs in partnership with rural counties both on the Shore and in the western part of the state.	Unqualified <ul style="list-style-type: none"> • Geographic locations • Critical Shortage Areas 	State and Local Funds	One Maryland IHE is in current conversation with the Eastern Shore coalition regarding online preparation programs for this region. MSDE is exploring several models, as well
4. Continue the partnership between MSDE and 10 IHE’s to implement the Teach For Maryland Consortium. Utilize the <i>Preparing Educators for High Poverty/Culturally and Linguistically Diverse</i>	Inexperienced <ul style="list-style-type: none"> • Attrition • Teacher Preference • Environmental Causes 	State and Local Funds	15/16 plan integration; 16/17 begin collecting data from integrated curriculum;

Strategies	Root Cause addressed through strategy	Resources Required	Timeline
<p><i>Schools: A Manual for Teacher Educators, Teachers, and Principals</i> which was researched, written and component piloted over a period of four years in collaboration with PreK-12 and IHE preparation stakeholders. Tenets of the manual, dealing specifically with the issues of poverty and inequity, will be required inclusions in the State Program Approval process for educator preparation programs.</p>	<ul style="list-style-type: none"> • Institutional Causes 		<p>17/18 report data to MSDE DEE.</p>
<p>5. Collaboratively engage in a process that uses observation and exit data from departing teachers to further refine elements of disposition to be considered when admitting a potential teacher into an educator preparation program in order to produce better teachers more likely to stay in teaching ten or more years.</p>	<p>Inexperienced</p> <ul style="list-style-type: none"> • Attrition • Teacher Preference • Environmental Causes • Institutional Causes 	<p>State and Local Funds</p>	<p>Ongoing</p>
<p>6. Broaden and deepen their local school system partnerships to ensure that teacher candidates have authentic experiences with populations of all diversities in order to prepare adequately to serve well the critical needs of the students who most need them.</p>	<p>Inexperienced</p> <ul style="list-style-type: none"> • Attrition • Teacher Preference • Environmental Causes • Institutional Causes 	<p>State and Local Funds</p>	<p>Approval processes began in spring 2016 and is scheduled to conclude in November 2017. Cross-county, cross-IHE partnerships have work groups scheduled between May 1 2016 and November 2017.</p>
<p>7. Continue to facilitate ongoing conversations with teacher associations and local school systems to address seniority issues that force the placement of the least experienced teacher in the lowest salaried, and often most difficult, teaching situations.</p>	<p>Inexperienced Out-of-field</p> <ul style="list-style-type: none"> • Insufficient Supply • Teacher Preference • Shortage Areas 	<p>State and Local Funds</p>	<p>Ongoing</p>
<p>8. Expand the options offered to highly skilled professionals in the work force who may elect to teach one or two classes in a high school in order to allow them to teach those classes that were formerly</p>	<p>Out-of-field</p> <ul style="list-style-type: none"> • Insufficient Supply • Teacher Preference • Shortage Areas 	<p>State and Local Funds</p>	<p>November 1, 2017</p>

Strategies	Root Cause addressed through strategy	Resources Required	Timeline
taught out of field.			
9. Explore with local school system partners and education preparation providers, both traditional and alternative, ways in which practicing teachers can enhance their practice and their abilities to teach effectively and meet requirements in more than one area through additional certifications and professional development.	Inexperienced Out-of-field Unqualified <ul style="list-style-type: none"> • Insufficient Supply • Teacher Preference • Shortage Areas 	State and Local Funds	During academic year 2016-2017, information sessions with LEAs and providers will broaden opportunities for teachers to expand their certifications and effectiveness.
10. Increase minority hires by certification area and percentage of classes taught by unqualified teachers.	Inexperienced Out-of-field <ul style="list-style-type: none"> • Critical shortage areas 	State and Local Funds	Annually
11. Continue to establish cohorts for classroom teachers to take courses and complete English for Speakers of Other Languages (ESOL) and Special Education endorsement.	Inexperienced Teachers <ul style="list-style-type: none"> • Critical Shortage areas 	State and Local Funds	MSDE expects to have a minimum of three more alternative programs for ESOL Certification and at least two more Special Education Certification programs by Fall 2017.
12. Gather information about training of teachers in HM HP schools to work with ELLs and Special Education Students.	Unqualified teachers (Will also help LEAs identify individual root causes) <ul style="list-style-type: none"> • Critical Shortage Areas 	State and Local Funds Title II Funds Monitoring: Determine state-wide PD activities based upon needs identified during monitoring	DEE has completed the revision of literacy courses for secondary candidates and is currently revising all literacy courses for elementary candidates for intentional focus on ELL and special education students. The work group includes high-level researchers, practitioners and members of local action groups such as Right to Read and Dyslexia Maryland. This

Strategies	Root Cause addressed through strategy	Resources Required	Timeline
			work is ongoing through at least spring 2018.
13. Collect information on the use of funds to address teacher effectiveness in HP/HM schools.	Unqualified teachers (Will also help LEAs identify individual root causes) <ul style="list-style-type: none"> • Critical Shortage Areas 	State and Local Funds Monitoring/Evaluating: Fall /Winter 2015-16 review LEA feedback on Master Plan Spring 2016 review at Title IIA monitoring visits. Summer 2016 Analyze feedback and data. Determine state-wide PD activities based upon needs identified during monitoring	Summer 2015 add new question SY 15-16 analyze and compile data
14. Continue to implement a professional learning program to recognize teachers and award credit for individualized professional development plans aligned to their needs	Inexperienced Teachers <ul style="list-style-type: none"> • Teacher Attrition • Teacher Preference 	Current Staff MSDE will gather professional learning data on teachers in HM/HP areas. Principals will have the ability to monitor the PD data of the teachers in their schools and make recommendations on PD that is needed by specific teachers and alignment to school goals.	Piloted in spring 2015 Revise program based upon pilot and add CPD credit to program SY 2016-17 Implement state-wide
15. Establish a Turnaround Executive Support Team (TEST) to oversee school improvement in Comprehensive Support and Improvement Schools (CSI) and Targeted Support and Improvement Schools (TSI) which will have	Ineffective Teachers	Federal, State and Local funds	2018-2019

Strategies	Root Cause addressed through strategy	Resources Required	Timeline
decision making authority to oversee the total school operations including budget, staffing, policy modifications, partnerships, and data.			
16. Establish a Central Support Team (CST) to directly monitor and support its Comprehensive Support and Improvement Schools (CSI) and Targeted Support and Improvement Schools (TSI) which will coordinate the support received through the LEA and MSDE, as well as monitor, and assess the progress for each of the identified schools.	Ineffective Teachers	Federal, State and Local funds	2018-2019

5.4 Performance Management and Technical Assistance for Supporting Excellent Educators.

Instructions: Each SEA must describe its system of performance management for implementation of State and LEA plans regarding supporting excellent educators, consistent with §299.14 (c). The description of an SEA's system of performance management must include information on the SEA's review and approval of LEA plans, collection and use of data, monitoring, continuous improvement, and technical assistance. If a table is provided below, the SEA's description must include strategies and timelines.

A. System of Performance Management. Describe the SEA's system of performance management for implementation of State and LEA plans for supporting excellent educators.

As part of its commitment to educating all students and as part of its ESEA Flexibility Renewal Application, Maryland intends to monitor the equitable access of excellent educators in conjunction with its ongoing monitoring and support of all LEAs. The explanation below is also a part of Maryland's ESEA Flexibility Renewal Application that was submitted to USDE in March 2015.

Maryland has distinguished itself with its overall monitoring of performance and standard attainment for all 24 LEAs. Since 2003, the Maryland General Assembly has required all 24 LEAs to submit a Master Plan detailing strategies for meeting ESEA and Maryland education goals. Data for each standard or program is tracked and each year, in an Update to the Master Plan, each LEA must describe its progress to date. If the data indicates success, an explanation for what the LEA believes has worked is included. If the LEA is not making adequate progress on any standard, it must detail what steps will be taken to correct the course. The Master Plan guidance documents, officially called the Bridge to Excellence Guidance Document Part I, can be found at http://docushare.msde.state.md.us/docushare/dsweb/Get/Document-147467/BTE%20RTTT%20Guidance%202011_6_20_11.docx . The Guidance Part 2 (Federal Grant Applications and Other State Reporting Requirements) can be found at http://docushare.msde.state.md.us/docushare/dsweb/Get/Document-146666/BTE%20Guidance%20Part%202%20FINAL_6-20-11.docx . All of these documents are being updated and the process for Master Plan is being revised. Maryland will utilize the revised process to address equity data.

Additionally, Maryland provides support to individual LEAs through MSDE's team for supporting low performing schools, Maryland's Statewide System of Support. This team provides efficient, targeted, and impactful services and support to Maryland's underperforming schools, with the goal of building capacity of LEAs and schools to turn around patterns of chronic underperformance.

MSDE will continue its commitment toward and success in providing integrated and impactful support that builds capacity and trusting relationships. Maryland will work to continue to build upon the already established close, constructive relationship with its LEAs. Based on identified needs of LEAs and schools, the MSDE system of support will continue to collaborate with various Divisions to provide targeted and integrated support services in leadership development, instruction, school climate and culture, and family and community engagement. This support is often provided at the LEA level and is a strategy for building the capacity of the LEA but will also aid in providing support for improving the equitable access to excellent educators. By providing support at the central office level, these staff can work directly with schools through customized programs and professional development offerings that build organizational, leadership, and instructional capacity.

- B. Review and Approval of LEA Plans.** Describe the SEA’s process for supporting the development, reviewing, and approving the activities in LEA plans in accordance with statutory and regulatory requirements, including a description of how the SEA will determine if LEA activities align with the specific needs of the LEA and the State’s strategies described in its consolidated State plan for supporting excellent educators.

Included in text above (5.4 A)- Maryland will use the revised Master Plan as a vehicle to collect, review, and approve the LEA plans.

- C. Collection and Use of Data.** Describe the SEA’s plan to collect and use information and data, including input from stakeholders, to assess the quality of SEA and LEA implementation of strategies and progress toward improving student outcomes and meeting the desired program outcomes related to supporting excellent educators.

Included in text above (5.4 A)- Maryland uses the Master Plan as a vehicle to collect, review, and approve the LEA plans. Also included in the monitoring table provided below.

- D. Monitoring.** Describe the SEA’s plan to monitor SEA and LEA implementation of included programs using the data in section 5.4.C to ensure compliance with statutory and regulatory requirements related to supporting excellent educators.

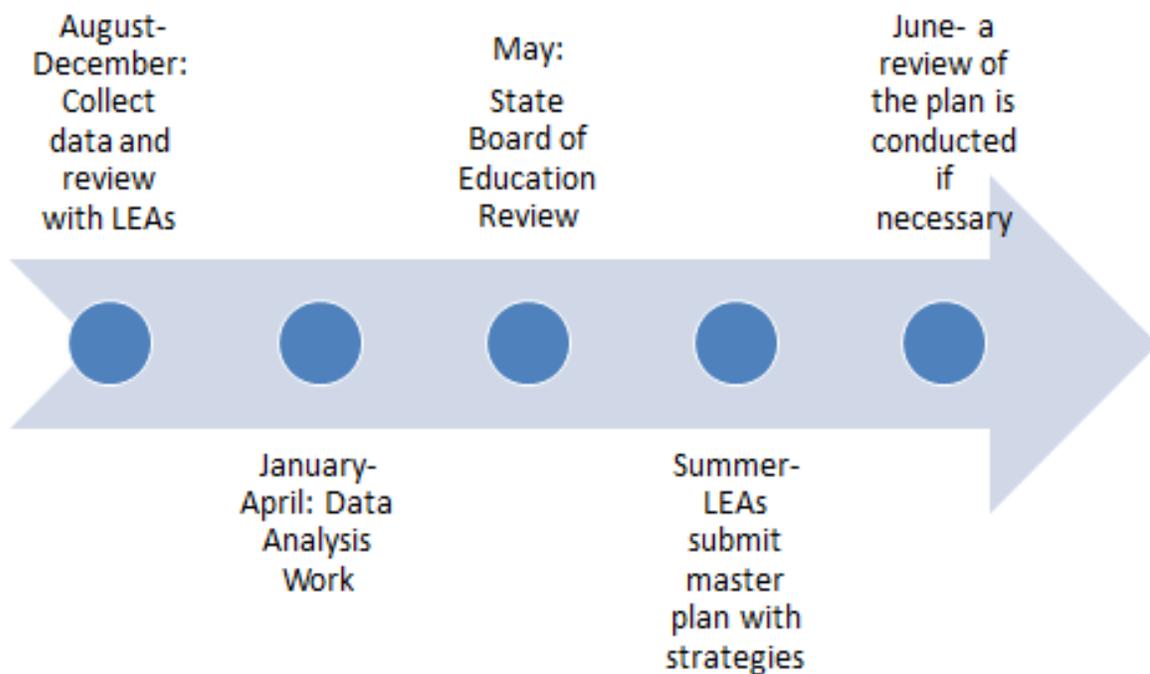
This information is provided in the table below:

Strategy	Frequency	Performance Metrics (Long and short term)
1. Collect data on the five categories (question 5.3B) used in this analysis.	Annually	Measure against baseline data (2013-2014) and against potential TBD goals and targets.
2. Share data from above analysis with all LEAs and monitor progress	Annually	Measure against baseline data (2013-2014) and against potential TBD goals and targets.
3. Complete and produce the Maryland Staffing Report Most recent report available here: http://www.marylandpublicschools.org/about/Documents/DEE/ProgramApproval/MarylandTeacherStaffingReport20162018.pdf	Bi-Annually	<ul style="list-style-type: none"> • #/% of teachers teaching on conditional certification • #/% of teachers in their first year of teaching • #/% of teachers in their 5th, 10th, 20th, 30th year of teaching • # of new hires with previous teaching experience • # of teaching positions vacant on the 1st day of school • Percent of teachers with effective and highly effective ratings • Percent of teachers with ineffective ratings
4. Identify comprehensive needs schools through the state accountability measure	Annually	Schools that fall in the lowest levels of Maryland's Accountability System
5. Analyze Title II report	Annually	Racial, ethnic and gender demographics of teacher candidates and completers to ensure continued focus on providing a diverse population of teachers
6. Report and analyze State Performance Plan (SPP) Indicators	Annually	Disproportionality: SPP #9. Percent of LSS with disproportionate representation of racial and ethnic groups that is the result of inappropriate identification.
7. Report and analyze State Performance Plan (SPP) Indicators	Annually	Disproportionality/Category: SPP #10. Percent of LEA with disproportionate representation of racial and ethnic groups in specific disability categories that is the

Strategy	Frequency	Performance Metrics (Long and short term)
<p>8. Annually monitor Title I Comprehensive Support and Improvement Schools.</p> <p>The primary function of the onsite monitoring visits is to review and analyze all facets of a school’s approved implementation model and/or strategies and to collaborate with leadership, staff and other stakeholders pertinent to goal attainment.</p> <p>Goal: Each school implementing an approved turnaround model will complete a comprehensive needs assessment that includes the review of existing staff, new staff, and principal qualifications. Each LEA will retain only those staff/leadership personnel who are determined to be effective and have demonstrated the ability to be successful in supporting the turnaround effort.</p>	<p>Title I Comprehensive Schools will be monitored on site three times per year.</p> <p>September-October: an initial interview and school walk-through.</p> <p>January-February: an onsite visit to monitor and review documentation that substantiates the school’s implementation of its approved intervention model.</p> <p>March-May: an onsite visits to monitor the impact of the intervention model on teaching and learning</p>	<p>result of inappropriate identification.</p> <ul style="list-style-type: none"> • Number of minutes within the school year • Number and percentage of students completing advanced coursework, early college high schools, and dual enrollment classes • Distribution of teachers by performance level on LEA’s teacher evaluation system • Teacher attendance rate • Principal attendance rate • Student scale scores on State assessments in reading/language arts and mathematics, by grade, for the “all students” group and by subgroup, for each achievement quartile, and for each subgroup.

E. **Continuous Improvement.** Describe the SEA’s plan to continuously improve implementation of SEA and LEA strategies and activities that are not leading to satisfactory progress toward improving student outcomes and meeting the desired program outcomes related to supporting excellent educators.

As described in Question 5.3 C above, Maryland will continue to review data on an annual basis. This review will be shared with the LEAs through MSDE’s secure data server, Tumbleweed. LEAs will be expected to address the data in their annual revised master plan submissions. 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). A draft timeline of reporting progress is below:



F. **Differentiated Technical Assistance.** Describe the SEA’s plan to provide differentiated technical assistance to LEAs and schools to support effective implementation of SEA, LEA, and other subgrantee strategies for supporting excellent educators.

MSDE will provide differentiated technical assistance to LEAs based on the results of data analysis of the rates and disproportionalities of ineffective, unqualified, out of field and inexperienced teachers in high poverty and high minority schools and will provide support to LEAs with their identified strategies.

Section 6: SUPPORTING ALL STUDENTS

6.1 Well-Rounded and Supportive Education for Students.

Instructions: For each item below, each SEA must describe how it will meet the applicable statutory and regulatory requirements. This description must include how the SEA and its LEAs will use funds available under covered programs, in combination with State and local funds, to ensure that all children receive a fair, equitable, and high-quality education, including strategies, rationale for selected strategies, and timelines. Each SEA **must address** the academic and non-academic needs of subgroups of students including low-income students, lowest-achieving students, English learners, children with disabilities, foster care children and youth, migratory children, including preschool migratory children and migratory children who have dropped out of school, homeless children and youths, neglected, delinquent, and at-risk students identified under title I, part D of the ESEA, immigrant children and youth, students in LEAs eligible for grants under the Rural and Low-Income School program under section 5221 of the ESEA, American Indian and Alaska Native students.

Each SEA **must also consider** information and data on resource equity collected and reported under §§ 200.34 and 200.27 and section 1111(h) of the ESEA including a review of LEA-level budgeting and resource allocation related to (1) per-pupil expenditures of Federal, State, and local funds; (2) educator qualifications as described in §200.37; (3) access to advanced coursework; and (4) the availability of preschool.

- A. Each SEA must describe for (i)-(vii) below, its strategies, rationale for selected strategies, timelines, and how it will use funds under the programs included in the consolidated State plan, and support LEA use of funds, in combination with State and local funds, to ensure that all children have a significant opportunity to meet challenging State academic standards and career and technical standards, as applicable, and attain, at a minimum, a regular high school diploma. The description must address, at a minimum:
- i. The continuum of a student's education from preschool through grade 12, including transitions from early childhood education to elementary school, elementary school to middle school, middle school to high school, and high school to post-secondary education and careers, in order to support appropriate promotion practices and decrease the risk of students dropping out;

Rationale for Selected Strategies. Describe the SEA's rationale(s) for the strategies provided in the table below.

Maryland believes that to support students through grade span transitions and to support appropriate promotion practice and decrease the risk of students dropping out, it is important to provide multiple resources which include, but are not limited to, predictors of post-school success, summer bridge programs, strong school to family/community engagement, and multiple opportunities and pathways for all students, with a specific focus on English Learners (EL) and
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Students with Disabilities (SWD). 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, and attain, at a minimum, a high school diploma. 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.

Strategy	Timeline	Funding Sources
Provide Career Awareness lessons in middle school to better prepare transition to early high school	Promoting the Readiness of Minors in Supplemental Security Income (PROMISE) Initiatives: 2013-2018	Federal funding/Individuals with Disabilities Act (IDEA), Promoting the Readiness of Minors in Supplemental Security Income (PROMISE) Initiatives * PROMISE will be defined for the glossary
Foster opportunities for self-advocacy instruction aimed at self-awareness using a student-driven IEP process	Promoting the Readiness of Minors in Supplemental Security Income (PROMISE) Initiatives: 2013-2018	Federal funding/IDEA, PROMISE Initiatives
Participate in community-based Career Exploration based on identified interests (Assessments) from student's transition plan	Promoting the Readiness of Minors in Supplemental Security Income (PROMISE) Initiatives: 2013-2018	Federal funding/IDEA, PROMISE Initiatives
Provide opportunities and access to Career and technology Education courses and pathways during high school.	Promoting the Readiness of Minors in Supplemental Security Income (PROMISE) Initiatives: 2013-2018	Federal funding/IDEA, PROMISE Initiatives
Participate in multiple work-based learning opportunities (paid and unpaid) as indicated on student's transition plan	Promoting the Readiness of Minors in Supplemental Security Income (PROMISE) Initiatives: 2013-2018	Federal funding/IDEA, PROMISE Initiatives
Identify and provide supports and accommodations in general education settings using multiple modes of	Promoting the Readiness of Minors in Supplemental Security Income (PROMISE) Initiatives: 2013-2018	Federal funding/IDEA, PROMISE Initiatives

instruction		
Streamline MSDE's website to have a parent portal that harbors family engagement tools, resources, and information from across the Department such as Maryland Learning Links, financial literacy, and Ask Us Now! and secondary transition resources. Ensure information/resources are accessible in multiple languages.	June 2019	State and Local Funds
Develop Tip Sheets on a variety of topics that support families with children birth to 21.	November 2018	State/Federal Funds/Title IV ESSA
Increase the number of 21st Century Community Learning Centers Summer Bridge Programs (these programs support students transitioning from elementary to middle or middle to high school).	Summer 2018	Federal Funds
Implement GED EL Option Pilot Program in 4 LEAs for overage under-credited ELs	2017-2020	Title III, local operating budget
Convene EL Task Force representing multiple stakeholders to identify and address challenges	ongoing	State and local funds
Expand learning opportunities for students and create policies that allow personalized learning to flourish. Including: <ul style="list-style-type: none"> • Create a competency-based education task force to identify barriers and policy issues • Provide flexibility to school districts to allow students to earn credits on demonstrated mastery • Set-up pilot programs and 	To begin Fall 2017	State and Local Funds

<p>planning grants to support personalized, competency-based learning models</p> <ul style="list-style-type: none"> • Collaborate with DAPI and LEAs to develop policies that allow for multiple pathways to earn credits and to graduate • Ensure that all students have a personalized learning path • Align data systems with student-centered learning 		
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- ii. Equitable access to a well-rounded education, in subjects such as English, reading/language arts, writing, science, technology, engineering, mathematics, foreign languages, civics and government, economics, history, geography, computer science, music, career and technical education, health, physical education, and any other subjects, in which female students, minority students, English learners, children with disabilities, and low-income students are underrepresented;

Rationale for Selected Strategies. Describe the SEA’s rationale(s) for the strategies provided in the table below.

<ol style="list-style-type: none"> 1. Quality prekindergarten programs are found to improve children’s educational outcomes. 2. Access and opportunity is imperative to a well-rounded education and should include, at a minimum: <ol style="list-style-type: none"> a. Advanced level coursework for all students, b. Strategies to encourage and provide access to higher level STEM courses for all students, but specifically for female and minority students c. More college preparatory support in all schools, but specifically focusing on low-income schools (i.e. AVID Program) d. Students need more fine arts options in all schools to appreciate more well-rounded education e. Schools/LEAs need to provide more career and technology programs/options for all schools 3. Technology <ol style="list-style-type: none"> a. School systems have limited capacity and resources to provide and expand access to high quality digital learning experiences to all students including students in remote and rural areas and under-represented student groups. b. Maryland schools systems often do not have trained staff members who possess the necessary qualifications to review digital resources, including online courses, for web accessibility compliance. c. Maryland educators and students must be provided flexible platforms that allow for online professional development and student course delivery (Learning Management
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- System).
- d. There is a lack of equity in regard to support provided by LEAs for their school library and media programs.
 4. Early childhood programs, out-of-school time programs, local school systems, 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; with disabilities; of migratory children; of foster care children; and families experiencing homelessness.
 5. Training of general education teachers across all content areas increases access for ELs to a well-rounded education.

Strategy	Timeline	Funding Sources
Increase public preschool participation by 11% (3,000 more students).	By 2018	Federal Preschool Expansion Grant and matching state funds
Collaborate with Project Tomorrow, LoTi, ASCD, Kindergarten Readiness Assessment, etc. to assess school system readiness for the instructional use of technology. Resulting data can be used to leverage funding and identify gaps.	December 2017	Federal, State, Local Funds Non-profit organizations
Build the capacity of local leadership to support educators and school media specialists to use data related to student groups and technology to improve instruction. (Supporting these efforts will be guidelines set in the Maryland Digital Learning Plan and formative assessments that will be available in the repository)	September 2017, 2018, 2019 May 2018, 2019, 2020 August 2017	Federal, State, Local Funds Funding required for website development
Provide and develop additional learning opportunities by offering online courses for students and educators. The approved list of online courses will be available on the State website and shared with the local school and public library systems.	September 2017, 2018, 2019 February 2018, 2019, 2020 June 2018, 2019, 2020	Federal, State, Local Funds Grant funding required for development of additional courses

<p>Provide and maintain a learning management system (LMS) to house online courses and eCommunities and support the delivery and registration for over 40 professional development courses, 8 student courses (many are supported by multiple sections) and over 500 student online, intervention and enrichment modules.</p>	<p>Annual</p>	<p>The Learning Management system was procured with Race to the Top funding. The contract ends September 2017. Funding required to replace or continue with the current learning management system, sustain existing resources, and to develop new resources.</p>
<p>Provide guidance through resources and technical assistance using Accessible Educational Materials (AEM) to ensure that alternative media required by students with disabilities will be available.</p>	<p>In compliance with COMAR Textbook, this service is ongoing.</p>	<p>Federal funds</p>
<p>Support LEAs in developing customized professional learning activities aligned to MD College and Career Ready Standards and Maryland Science Standards (NGSS) for teachers of ELs.</p>	<p>Ongoing</p>	<p>State and Local Funds</p>
<p>Provide technical assistance to LEAs in developing programs, curriculum resources and professional learning to increase access for ELs to curriculum aligned to MD College and Career Ready Standards and the Next Generation Science Standards (NGSS).</p>	<p>Ongoing</p>	<p>State and Local Funds</p>
<p>Monitor, evaluate, and revise Algebra I Bridge Plans for Academic Validation to align with the Maryland College and Career Ready standards in order to provide students, who struggle to show their proficiency with the skills, conceptual understandings and ability to model with mathematics assessed on the</p>	<p>July 2017 – June 2020</p>	<p>State and Local Funds</p>

state mathematics graduation assessment, an alternate way to demonstrate proficiency.		
Collaborate with Institutions of Higher Education to modify the mathematics coursework requirements Elementary Education candidates must satisfy to become certified Elementary Education candidate.	2017-2018 school year finalize framework document 2018-2019 share framework and begin course development	State and Local Funds
Collaborate with Special Education division to develop and deliver professional learning to K-8 educators who work with students who struggle to learn mathematics.	2017 to the expiration of grant series of professional learning opportunities	State and Local Funds
Provide supports to designated LEA educator cohorts to support low-income students beginning in the 7 th grade and following them through high school in order to increase the success rate in post-secondary education	2017 to grant expiration	State and Local Funds
Provide LEAs with professional learning targeting the use of data from high stakes mathematics assessments in the instructional decision making process.	Summer 2017 to 2020	State and Local Funds
Collaborate with Institutions of Higher Education (IHE) to improve teacher preparation/methods courses for elementary social studies/history teachers to ensure an effective melding of literacy and content in grades K-5.	Fall 2017	State and Local Funds
Revise the American Government Bridge Plans for Academic Validation to align with the Standard 6.0 Skills and Processes-based instruction and to provide varying levels of embedded supports and differentiation to	<ul style="list-style-type: none"> • Project development: September 2016-August 2017 • Projects Piloted: Fall 2017/Spring 2018 • Revision of Plans based on feedback: Summer 2018 	State and Local Funds

provide equitable access for all students to meet graduation requirements.	<ul style="list-style-type: none"> Revised Projects available: January 2019 	
Provide summer Elementary Teacher Professional Development designed to strengthen instruction that infuses Maryland College and Career Readiness standards, non-fiction reading, and social studies skills and content.	Fall 2017	State and Local Funds
Provide a series of English Language Arts Regional Professional Development sessions designed to strengthen instructional practices aligned to the Maryland College and Career-Ready Standards.	October 4-13, 2016 April-May, 2017	State and Local Funds
Provide summer Elementary Teacher Professional Development designed to strengthen instruction in the reading foundational skills of phonemic awareness, phonics, and fluency.	Summer 2017	State and Local Funds
Revise the English Language Arts Bridge Plans for Academic Validation to align with Maryland College and Career-Ready Standards based instruction and to provide varying levels of embedded supports and differentiation to provide equitable access for all students to meet graduation requirements.	March-June, 2016: Bridge Projects piloted in schools July-September, 2016: Revision of Plans based on feedback January, 2017: Revised Projects available	State and Local Funds
Collaborate with representatives from 2 and 4 year colleges and universities in Maryland on committees charged with the revision of the required elementary reading courses to include research based practices in teaching reading.	May, 2016-through 2017: Committees convening	State and Local Funds
Develop and maintain a free and openly licensed online	Ongoing	Federal, State, Local

repository of searchable and vetted digital resources based on universal design for learning principles that meets the instructional needs of all students.		
Provide Professional development in platform functionality and blended instructional strategies to cohorts in each local educational agency, including public libraries, so that seamless support to these resources is available to students in every learning environment.	Ongoing	Federal, State, Local
Build the capacity of local leadership to support educators and school media specialists to use data and technology to improve instruction.	Ongoing	Federal, State, Local
Provide additional learning opportunities by offering online courses for students and educators. The approved list of online courses will be available on the State website and shared with the local school systems and public library systems.	Ongoing	Federal, State, Local
Collaborate with LEAs to increase access to personalized learning experiences, which may include professional development to School Library Media Specialists and better access to school libraries for students.	Ongoing	Federal, State, Local Title IIA Title IVB
Provide direct services to low income students, including high school graduation plan development training, summer work or internship opportunities, financial aid assistance, career interest assessments, mentors, college	July 2017-June 2018	GEAR Up grant and Next Generation Scholars of MD program; State fine arts funding, Title II, and Title IV funding

visits, intensive summer bridge program, and college graduation plans.		
Revise the state regulation for fine arts, thereby expanding fine arts offerings aligned to national standards; provide technical assistance, professional learning, and resources for local school systems to plan and evaluate their implementation of the new regulation.	January-June 2017	State Fine Arts Funding, Title II, and Title IV funding
Provide opportunities for students to earn Advanced Placement credit for Career and Technology Education courses	Fall 2016	Carl D. Perkins Career and Technical Education Improvement Act of 2006 P.L. 109-270 and Local Funds
Disseminate the Computer Science Toolkit which includes the Standards, Framework, and Resources to LEAs	Fall 2016 – Fall 2017	State and Local Funds
Provide opportunities for LEAs to apply for STEM-related Reserve Fund Grants to implement and expand Career and Technology Education Programs of Study (e.g. Computer Science, Environmental Studies, Allied Health, etc...)	Winter 2016 & Spring 2017	Carl D. Perkins Career and Technical Education Improvement Act of 2006 P.L. 109-270
Increase non-traditional enrollment in Career and Technology Education Programs of Study	Ongoing	Carl D. Perkins Career and Technical Education Improvement Act of 2006 P.L. 109-270
Expand the Maryland Youth Apprenticeship program beyond the pilot program to additional LEAs	2018	State and Local Funds
Expand Pathways in Technology Early College High (P-TECH) Schools to five additional LEAs	Fall 2018	General Funds
Increase Memoranda of Understanding with postsecondary institutions to provide seamless transitions	Spring 2017	Carl D. Perkins Career and Technical Education Improvement Act of 2006 P.L. 109-270

and college credits for high school CTE graduates		
Partner with national & state educational organizations, as well as with local postsecondary institutions, to develop statewide programs of Career and Technology Education Programs of Study, giving teachers curriculum options.	Spring 2017	Carl D. Perkins Career and Technical Education Improvement Act of 2006 P.L. 109-270
Provide technical assistance to LEAs on Perkins funding as well as CTE programs in general.	Ongoing	Carl D. Perkins Career and Technical Education Improvement Act of 2006 P.L. 109-270
Provide state leadership to the following Career and Technical Student Organizations (CTSO): DECA, FBLA, FFA and SkillsUSA	Ongoing	Carl D. Perkins Career and Technical Education Improvement Act of 2006 P.L. 109-270

- iii. School conditions for student learning, including activities to reduce:
- a. Incidents of bullying and harassment;
 - b. The overuse of discipline practices that remove students from the classroom; and
 - c. The use of aversive behavioral interventions that compromise student health and safety;

Rationale for Selected Strategies. Describe the SEA’s rationale(s) for the strategies provided in the table below.

These strategies are designed to provide support to local school systems in implementing practices and programs that address the emotional, mental, social, and physical health of all students. Furthermore, these strategies support Maryland’s coordinated program of pupil services, which include school counseling and career development, school psychology, pupil personnel and social work, school health services, safe and supportive schools, dropout prevention and alternative programs, and initiatives to reduce disruption and violence, address at-risk behaviors, and facilitate student achievement. Additionally, research strongly supports the role of families in their child’s development and education. Schools, parents, and the community should work together to promote the health, well-being, and learning of all students.

Strategy	Timeline	Funding Sources
Review the LEA coordinated student services program to identify the program and professional development needs that exist in pupil services (COMAR 13A.05.05.01(F)(2))	One comprehensive monitoring visit per LEA	State General Funds

	on a 5-6 year rotational basis.	
Connect children, youth, and families who may experience behavioral health issues with appropriate services in school and through community service agencies	2014 – 2019 (5-Year Grant)	Federal Grant – Substance Abuse and Mental Health Services Administration
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.	2014 – 2019 (5-Year Grant)	Federal Grant – Substance Abuse and Mental Health Services Administration
Publish/update documents for use by school systems to provide technical guidance and assistance as each Maryland school system works to support the rights of all students, ensure their safety, and reduce at-risk behaviors of transgender and gender non-conforming students.	January 2015- June 2019	State General Funds
Develop community partnerships to provide safe schools for transgender and gender non-conforming students.	August 2015- June 2019	State General Funds
Provide training and technical assistance and coaching to local school systems in the implementation and management of Positive Behavioral Intervention Services (PBIS).	4 Coach’s meetings per year.	State Funds
Collaborate with local school systems, public libraries, law enforcement agencies, State and local government, community organizations, parents, and other groups to disseminate information on best practices, programs, and resources; provides technical assistance and training; collects, analyzes, and integrates Statewide data; and promotes interagency efforts to ensure safe schools.	At least quarterly	State General Funds
Partner with the Center for Dispute Resolution, University of Maryland Francis King Carey School of Law to support schools in building sustainable conflict resolution programs (Peer Mediation Train-the-trainer Workshop and a 2-day Introduction to Restorative Practices and Using Circles Effectively).	September 2016-June 2019	Maryland Judiciary
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).	Annually	State General Funds
Update policies to focus on cyber-bullying and the inappropriate use of digital devices (LEAs).	Annually	State General Funds
Provide technical assistance to LEAs on how to implement strategies for students who may be more at risk for bullying,	Annually	State General Funds

such as students with disabilities. This includes guidance for the identification of vulnerable youth.		
Identify best practices and provide guidance regarding the implementation of programs which promote positive learning environments and show best practices for school discipline and alternatives to suspension.	5-6 times per year	State General Funds with support from partners where funding is available.
Provide access to tools that will help schools promote the importance of good attendance. (In partnership with Attendance Works) including a focus on high risk groups of students.(Including identifying resources and supports that can support all students and families that may experience barriers to school attendance.)	Annual Meetings	State General Funds with support from partners where funding is available.
Participate on the Governor's Commission on Suicide Prevention to develop statewide strategies for prevention/intervention.	Annual Meetings	State General Funds with support from partners where funding is available.
Provide information in partnership with the Maryland Department of Health and Mental Hygiene (DHMH) to local school systems, local Directors of Student Services, School Health Officers, Supervisors of School Psychological Services, Supervisors of Pupil Personnel and Social Work, and School Counseling Supervisors. Including assistance using YRBS (Youth Risk Behavior Survey) data to support programs and strategies that address the needs of high risk groups of students.	Annual suicide prevention meetings fall of each year.	State General Funds with support from partners where funding is available.
Provide Kognito, a collection of self-paced computer modules for school staff designed to educate them on psychological distress, including signs of suicide.	Annual Meetings	State General Funds with support from partners where funding is available.
Provide a comprehensive prevention and intervention human trafficking education program in three LEAs. The pilot will include 10 schools in each of the LEAs.	Annual Training for Pilot Schools	LEA Funds with MSDE Staff support
Provide support for school nurses and the local School Health Services Program to address the physical health of all students and returning all students to class to promote academic achievement. Continuing to identify services to more effectively manage the health of students while they are in school.	Annually	
Provide support to LEAs to meet all goals, provide professional development and training which reduce violence and bullying and harassment, the over use of aversive behavioral interventions including restraints and seclusion, and discipline practices which remove disruptive	2017-2018* *Contingent upon availability of ESEA Title IV	Title IV ESSA

students from the classroom.	funds.	
Participate with LEA student services teams to identify prevention strategies and programs.	Annual child abuse prevention meetings (fall each year)	State General Funds
Develop guidelines and regulations to ensure children in foster care will have educational stability. This includes coordination of services with the State Department of Human Resources, LEAs, local departments of social services (CWAs), and advocate groups.	Annually	State General Funds
Develop partnerships with community agencies to address needs of disadvantaged youth, including at-risk, drop-out students, and homeless youth. These relationships will position youth services librarians as key community partners in the development and implementation of strategies that define and assist in meeting the emotional, mental, and social needs of our disadvantaged youth.	Annually	State General Funds
Provide technical assistance to develop early care and education providers' skills in universal design for learning principles and instructional strategies.	Ongoing	RTTT-ELC
Develop an outreach plan for parents, families and community to promote Maryland Social Emotional Foundations for Early Learning MD (SEFEL) and Maryland's early childhood mental health consultation, and Maryland's coordinated pupil services supports.	June 2018	Title IV ESSA

- iv. The effective use of technology to improve the academic achievement and digital literacy of all students;

Rationale for Selected Strategies. Describe the SEA's rationale(s) for the strategies provided in the table below.

<ol style="list-style-type: none"> 1. School systems have limited capacity and resources to provide and expand access to high quality digital learning experiences to all students including students in remote and rural areas and under-represented sub-groups. 2. Statewide, educators struggle with the use of data to inform and modify instruction by identifying and integrating appropriate digital resources to personalize learning. 3. Maryland schools systems often do not have trained staff members who possess the necessary qualifications to review digital resources, including online courses, for web accessibility compliance. 4. There is a lack of equity in regard to the support provided by LEAs for their school library media programs. <p>Maryland educators and students must be provided flexible platforms that allow for online professional development and student course delivery (Learning Management System).</p>
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Strategy	Timeline	Funding Sources
Develop guidelines/policies related to digital content that ensures accessibility and encourages personalized learning, prepare students for College and Career, and promote academic achievement and digital literacy.	August 2017	State
Provide models of best practice for the use of technology in daily instruction and encourage the use of the Partnership for Assessment of Readiness for College and Careers (PARCC) and the Maryland Integrated Science Assessment (MISA) Practice Tests.	August 2017 - 2020	SLDS grant funding until 2018/2019
Partition state LMS system to accommodate courses, collaborations, and eCommunities for local school systems who are unable to support their own LMS.	Annually	Funding required to replace or continue with the current learning management system.
Provide access to multiple formats of digital content through an openly licensed online repository and School Library Media databases that encourage personalized learning, prepare students for College and Career, and promote academic achievement and digital literacy.	Annually	SLDS grant funding until 2018/2019 State, Local, and Federal funding supports School Library Media databases.
Provide technical assistance to local educational agencies to identify and address digital readiness needs by encouraging school systems	July 2017 - 2020	Federal

and potentially public library systems to participate in the Future Ready/Future Ready Librarian movement and by maintaining an inventory of Internet-related capabilities in each LEA.		
Support school LEAs with the implementation of the MDK12 Digital Library purchasing consortium that identifies and provides online databases in multiple formats.	Annually - September 2017 – March 2020	Federal, State, Local
Provide support to local school libraries to ensure equitable access to instruction, materials, and technologies that promote digital literacy.	In compliance with COMAR 13A.05.04.01, support is continually provided.	State
Provide technical assistance to LEAs, early childhood educators/providers, and work with stakeholder groups to build the capacity of parents/families to use data and technology to support learning.	Fall 2017	Contingent Upon Funding
Create training opportunities for stakeholder groups to build the capacity of parents/families to use data and technology to support learning.	Beginning June 2017	Title IV ESSA
Address digital divide for students in poverty and ELs and provide parent training on technology.	Fall 2017	Title III

- v. Parent, family, and community engagement; and

Rationale for Selected Strategies. Describe the SEA’s rationale(s) for the strategies provided in the table below.

Family engagement occurs across various settings wherever children learn--in the home, early childhood settings, school, school and public libraries, out-of-school time programs (Title IV-B), faith-based institutions, and community programs and activities. Family engagement includes building relationships with families that support their 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 and families are supported to actively engage in their children's learning and development.

Within MSDE, five Divisions have direct responsibilities for providing training, support, technical assistance, and outreach to stakeholders as it relates to family and community engagement. Divisions include: Curriculum, Assessment and Accountability (DCAA); Early Childhood Development (DECD); Library Development and Services (DLDS); Special Education and Early Intervention Services (DSE/EIS); and Student, Family and School Support (DSFSS). Due to the variety of responsibilities of these Divisions, efforts can be more closely aligned and coordinated by having a unified approach across the Department. This would result in a braided structure that weaves together programs throughout the Department while building on the expertise across Divisions within MSDE. Additionally, this cohesive structure would offer coordinated, collaborative opportunities, and sharing of resources to ensure that families and educators alike have access to resources that prepare students to succeed in college, careers, and life.

In addition, early childhood programs, out-of-school time programs, local school systems, 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; with disabilities; of migratory children; of foster care children; and families experiencing homelessness. The IDEA requires that certain documents be provided to parents whose first language is not English. Therefore, the DSE/EIS utilizes its IDEA federal funds to ensure this is addressed. Title III can only fund resources/materials for families whose children receive Title III services. It is imperative to make sure timely communication happens with all families, especially for those whose first language is not English. Furthermore, Maryland's Charter schools now serve over 20,000 students. This is greater than the enrollments of 13 of our 24 school systems. Some charter schools were founded by parents and many have extensive family engagement programs. State consultation in this area will include representation from the charter school community.

Strategies presented are aligned with the United States Department of Education's Dual Capacity Framework and aligned with National PTA Standards, and Federal and State requirements for family engagement.

Strategy	Timeline	Funding Sources
Recommend establishment of an interdepartmental team for Family and Community Engagement (FCE) in MSDE under the auspices of the State Superintendent representing Title III/DCAA, Early DECD,	Beginning November 2019	Title IV ESSA

DLDS, DSE/EIS, Titles I & IV-B, School Innovations/DSFSS		
Foster coordination of efforts with local school and public library systems to establish family engagement advisory groups to advise their local boards of education and library boards on family engagement practices and support.	Beginning November 2019	Title IV ESSA
Expand the Superintendent's Family Engagement Council to ensure representation birth to 21 as a parent advisory stakeholder group to the MSDE.	Beginning November 2019	Title IV ESSA
Develop a Maryland FCE Policy that includes the Early Childhood Family Engagement Framework and the Prek-12 Family Engagement Framework, encompassing birth to 21.	November 2018 – June 2021	Title IV ESSA
Prioritize existing funding sources to translate documents for families whose first language is not English, with the exception of Special Education and Early Intervention Services as required by IDEA.	June 2018	Title IV ESSA
Establish a Family Community Engagement Committee of Practitioners to meet at least bi-annually to guide and support MSDE's family and community engagement efforts and initiatives. Include representation from Maryland's charter schools.	Bi-Annually Beginning November 2018	No Funding Required

Develop training opportunities on topics related to family and community engagement to support early childhood providers, out-of-school time providers, local school systems, school staff, and libraries.	June 2018	Title IV ESSA Local and Title III funding
Develop a set of survey questions for parents – that could stand alone or be incorporated into existing local school system, early childhood programs, and public library survey instruments – to annually assess the effectiveness of family and community engagement policies and practices, including culture/climate.	Beginning June 2018	Title IV ESSA
Increase access to charter schools for disadvantaged students.	Ongoing	State and Local Funds
Identify high quality charter schools with proven results for disadvantaged students, as candidates for replication and provide technical assistance to increase capacity to secure USDOE startup funding.	Annual review of data and publication.	State and Local Funds
Provide training to LEA authorizers and charter school leaders on the limited and strategic use of weighted lotteries as permitted by Federal non regulatory guidance and state law.	Ongoing	State and Local Funds

- vi. The accurate identification of English learners and children with disabilities.

Rationale for Selected Strategies. Describe the SEA’s rationale(s) for the strategies provided in the table below.

Maryland ensures that LEA identification of English Learners (ELs) and students with disabilities comply with federal and state regulations and are implemented in a consistent and equitable way across the LEAs. Analysis of state data related on Least Restrictive

Environment, access, and equity guide the State’s annual strategies for LEA technical assistance and monitoring as related to identification of ELs and students with disabilities. .

Strategy	Timeline	Funding Sources
Administer a common home language survey for all students; (English Language Proficiency diagnostic screening assessment is given to students whose home language is other than English.)	Ongoing: Upon entry of students throughout the year.	Local funds
Provide a wide range of technical assistance and professional learning opportunities and formats customized to LEA needs based on student data.	Ongoing, statewide scheduled and upon request, targeted technical assistance based upon State Performance Plans/Annual Performance Report (SPP/APR) results and other data points.	Title III Federal funds
Analyze data at the State, LEA, and school level to identify and address disproportionality	Ongoing analysis of annual October enrollment survey data and SPP/APR results. The SEA team provides tiered technical assistance to support LEA needs related to accurate and appropriate student identification.	State and local funds
Monitor to ensure the accuracy of identification of minority students to address the disproportionality issue.	Each LEA is formally monitored on a three-year cycle.	Title III

vii. *Optional*: Other State-identified strategies.

Rationale for Selected Strategies. Describe the SEA’s rationale(s) for the strategies provided in the table below.

This will be completed before final submission if Maryland chooses to add additional strategies.

Strategy	Timeline	Funding Sources
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- B. Each SEA must describe how it will use title IV, part A and part B, and other Federal funds to support the State-level strategies described in section 6.1.A and other State-level strategies, as applicable, and to ensure that, to the extent permitted under applicable law and regulations, the processes, procedures, and priorities used to award subgrants under an included program are consistent with the requirements of this section.

This will be completed before final submission if Maryland chooses to add additional strategies.

6.2 Performance Management and Technical Assistance for Supporting All Students.

This section will be completed before final submission to USED.

6.3 Program-Specific Requirements.

A. **Title I, Part A: Improving Basic Programs Operated by State and Local Educational Agencies**

- i. Each SEA must describe the process and criteria it will use to waive the 40 percent schoolwide poverty threshold under section 1114(a)(1)(B) of the Act submitted by an LEA on behalf of a school, including how the SEA will ensure that the schoolwide program will best serve the needs of the lowest-achieving students in the school.

In Maryland, per the requirement in ESEA section 1114(a)(1)(B), a LEA may implement interventions consistent with Maryland’s Turnaround Principals or interventions that are based on the needs of the students or designed to enhance the entire education program in a school that meets the definition of “Comprehensive Support and Improvement Schools (CSI)” or “Target Support and Improvement Schools, (TSI)” even if those schools do not have a poverty percentage of 40 percent or more.

Additionally, each LEA is required to submit to MSDE an approvable application to receive Title I 1003(a) school improvement funds. The application will contain the LEA’s plan for working with all of its CSI Schools and TSI Schools and interventions to address the identified needs. LEAs wishing to waive the 40 percent schoolwide poverty threshold under section 1114(a)(1)(B) of the Act must submit a formal letter to the Director of the Program Improvement and Family Support Branch, informing MSDE of its intent. In the application, the LEA must also describe the steps it will take to help the school make effective use of the schoolwide programs, including approved schoolwide programs in schools that do not have a poverty percentage of 40 percent or more, by addressing the following:

- a. How, if at all, federal, state, and local funds will be consolidated,
- b. How the Components of a Schoolwide Program are incorporated,
- c. How the program will be evaluated for effectiveness, and
- d. How the LEA will provide extended learning time.

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

- i. Describe how the SEA and its local operating agencies, which may include LEAs, will establish and implement a system for the proper identification and recruitment of eligible migratory children on a Statewide basis, including the identification and recruitment of preschool migratory children and migratory children who have dropped out of school, and how the State will verify and document the number of eligible migratory children aged 3 through 21 residing in the State on an annual basis.

Maryland will utilize local recruiters and communicate with LEAs pertaining to the identification of Migrant families and students. Maryland will continue to utilize the Electronic Certificate of Eligibility to identify eligible Migrant students. Recruiters will be responsible for mapping areas most populated with migrant families, tracking and updating of agri-business annually. Recruiters will conduct surveys in counties in Maryland that have potential migrant activity. MSDE, LEAs, and community partners will collaborate to provide supportive services for migrant families. Recruiters will be trained on how to identify migrant children and determine their eligibility. MSDE will schedule recruiter training sessions annually in June and will provide technical support assistance for LEAs with Migrant students. Recruiters will be assigned to carry out statewide identification of migrant students. Two regional recruiters are assigned to the upper and lower Eastern Shore areas. Additional recruiters will be hired during the summer to handle the influx of migrant students.

MSDE will implement quality control using Maryland's Data Collection and Management Procedures to ensure the reasonable accuracy of recruiters' eligibility determinations and written eligibility documentation. The effectiveness of identification and recruitment efforts will be ongoing through a review of data, updates during Identification and Recruitment team meetings, and results from the random sample re-interviews. There will be continuous efforts to identify and recruit preschool migratory children and migratory children who have dropped out of school.

- ii. Describe how the SEA and its local operating agencies, which may include LEAs, will assess the unique educational needs of migratory children, including preschool migratory children and migratory children who have dropped out of school, and other needs that must be met in order for migratory children to participate effectively in school.

The comprehensive State plan provides for migratory children to have an opportunity to meet the same challenging State academic content standards and challenging State student academic achievement standards that all children are expected to meet. It also specifies measurable program goals and outcomes. MSDE will collaborate with other Federal, State, or locally operated programs for available Migrant Education Program services.

The Service Delivery Plan, an action plan inclusive of service delivery strategies, outcomes, goals, and definitions for the Migrant Education Program, will be utilized to spearhead these efforts and close achievement gaps for Migrant students. Maryland will update the Service Delivery Plan by convening stakeholders to review the Migrant Education Program, analyze evaluation results and engage in data-driven program improvement and planning, and

updates annually. MSDE and the LEAs will address the special needs of migratory children in accordance with a Comprehensive Needs Assessment that will drive the Service Delivery Plan.

The Service Delivery Plan will focus on ways to permit migrant children with priority for services to participate effectively in school. MSDE and the LEAs will meet migrant student needs not addressed by services available from other Federal or non-Federal programs. MSDE will establish statewide priorities for local procedures and will provide a basis for allocation of funds to local operating agencies by utilizing the Service Delivery Plan as a systematic approach.

The following seven themes were identified as areas that present significant challenges to the success of migrant children and will be prioritized within the Service Delivery Plan.

1. Educational continuity
2. Instructional time
3. School engagement
4. English language development
5. Parent involvement and family engagement
6. Health
7. Access to services

Migrant Educational Plan staff and key stakeholders will design appropriate services to meet the unique educational needs of migrant students.

- iii. Describe how the SEA and its local operating agencies, which may include LEAs, will ensure that the unique educational needs of migratory children, including preschool migratory children and migratory children who have dropped out of school, and other needs that must be met in order for migratory children to participate effectively in school, are identified and addressed through the full range of services that are available for migratory children from appropriate local, State, and Federal educational programs.

The State Service Delivery Plan provides a framework that enables the Maryland Migrant Education Program (MMEP) to focus on high priority service delivery strategies and to determine their effectiveness in meeting the needs of its migrant students. MMEP will utilize multiple data sources to inform the unique educational needs of migratory children. MMEP 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);
- Document review of services provided (school year and summer programming); particularly related to Priority for Service students;
- Onsite monitoring reviews (record examination, interview responses and observations);
- 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 Service Delivery Plan outlines a number of evaluation measures that enable the MMEP 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. They highlighted the importance of making evaluation a key component of the Migrant Education Program and ensuring that the data collection analysis phase is integrated into the State's broader evaluation framework. MSDE will continue to utilize this reviewer process and evaluative procedure to continuously assess the performance measures for the MMEP.

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

- iv. Describe how the State and its local operating agencies, which may include LEAs, will use funds received under Title I, Part C 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 MMEP will provide assistance to the LEAs with record transfers (without supplanting the responsibility of the school system). Request for records are completed during the summer for families that arrived during the summer and may be attending school in the fall. Summer programs make record requests from the student's home base or the last school they attended prior to entering the State. MMEP will utilize MIS2000 as its record system. MSDE uploads information from MIS2000 Data System to the National Migrant Student Information Exchange data system. The collection and submission of data will be entered by the MSDE Data Specialist (completed by two Migrant Education summer programs).

Summer program records should include but are not limited to: testing data, supplemental services, health information, and attendance records. During the regular school term, Migrant Education Program supplemental tutoring information and attendance is collected by the project and submitted to MSDE to be entered into the MIS2000 Data system (additional data will be collected as required by Migrant Student Information Exchange).

Summer program staff will ensure that student information and data is collected to give to migrant parents when relocating. Packets should include: copies of testing information,

letter from the principal of the program, attendance information, and a copy of the Certification of Eligibility if a new qualifying move was made by the family.

- v. Describe the unique educational needs of the State’s migratory children, including preschool migratory children and migratory children who have dropped out of school, and other needs that must be met in order for migratory children to participate effectively in school, based on the State’s most recent comprehensive needs assessment.

Maryland’s Migrant students, inclusive of preschool and out of school youth, have unique educational needs attributed to the transient nature of these students and their families. The most prominent needs are consistent reinforcement of learning content in all academic subjects, wrap around supportive services for students and families, parent involvement, and equitable access to resources due to the abrupt interruption of their learning caused by the frequent mobility of these families. To best serve the unique educational needs of all migrant students, Maryland will continue to aggressively identify and adequately serve eligible migrant students. According to the 2015 Maryland PAARC data, there are significant academic gaps between migrant student performance and non-migrant student performance.

Students Scoring Proficient or Above in Reading According to 2015 PAARC Results

Grade 3	Non-migrant students 33%	Migrant students 0%
Grade 4	Non-migrant students 32%	Migrant students 0%
Grade 5	Non-migrant students 37%	Migrant students 0%
Grade 6	Non-migrant students 37%	Migrant students 0%
Grade 7	Non-migrant students 29%	Migrant students 0%
Grade 8	Non-migrant students 33%	Migrant students 0%
Grade 10	Non-migrant students 38%	Migrant students 0%

The academic performance results for PAARC in the content area of math are similar for migrant students. Additionally, migrant students’ education has been interrupted during the regular school year. The unique educational needs of migratory children will be addressed by providing the migratory children an opportunity to meet the same challenging State academic content standards and challenging achievement standards that all children are expected to meet.

Migrant students do not have access to formal preschool programs that develop language and literacy skills. In 2014-15, 34%* of migrant preschool-aged children had not attended preschool within the past year. (Source: Pre-K Needs Assessment).

*This percentage reflects the number of preschool children who attended preschool **before** arriving in Maryland.

Migrant students do not have equitable access to available services. In 2014-15, 94% of preschool children (ages 3-5) attended summer preschool classes for at least 15 days.

Migrant parents lack the educational and language skills to effectively prepare their children for Kindergarten. In 2014-15, 55% of migrant preschool children have parents who are non-English proficient. 64% of migrant preschool children have fewer than five reading materials in their home.

According to the 2015 Migrant State Program Needs Assessment, Maryland has identified 43 out-of-school youth and 7 of those students were served (16%).

MMEP will improve in all areas set forth by the Government Performance and Results Act and show progress in reading and math scores. Two additional key elements of the Government Performance Results Act that apply to the critical focus area of high school graduation: 1) decrease the percentage of migrant students who will drop out from secondary school (grades 7-12); and 2) increase the percentage of migrant students who will graduate from high school. The Government Performance Results Act goals closely mirror the major concerns identified by the High School Graduation/Out of School Youth committee.

The MMEP will focus service delivery strategies at improving practices at the student, parent, and school system levels. Beginning with the student level, the MMEP proposes to initiate a process that will assess the career acumen and interests of each migrant students beginning in 8th or 9th grade. A portfolio will then be developed and will be used to track the progress of each student to ensure that he or she is meeting course requirements and personal goals from year to year. Migrant students will be introduced to a full range of options available to them after high school. The goal setting process will include family involvement.

Migrant students will be provided mentors and successful role models. Migrant students' coursework and credits will be reviewed and staff will provide them with strategic ways to make up missing credits due to mobility and/or failing courses. Parents will be educated on high school requirements and continuing education options. Parents will be included on the student's goal setting process. The MMEP and LEAs will ensure that migrant secondary students are benefiting from all the programs that are aimed at improving student success.

- vi. Describe the current measurable program objectives and outcomes for Title I, part C, and the strategies the SEA will pursue on a statewide basis to achieve such objectives and outcomes.

The goal of the MMEP 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 regular school year are correctly identified. The following MMEP objectives are to identify and recruit eligible Migrant students in order to provide them with the appropriate services to promote school success.

Currently, the MMEP outcomes are focused on increasing academic achievement in English/Language Arts, Reading, and Mathematic skills. The following table outlines measurable program outcomes for the Migrant Education Program after eligible migrant students that have been identified, service delivery strategies, outcome measures, and implementation measures and documentation that MSDE will pursue any required help to ensure migrant students succeed.

HS Graduation/Out of School Youth/ Measureable Program Outcome	Service Delivery Strategies	Outcome Measures	Implementation Measures and Documentation
<p>Gather and establish baseline data. Migrant middle and high school students who have received assistance in planning for career and continuing education opportunities will increase by five percent from baseline.</p>	<p>Students in grades 8-11 will develop a portfolio which includes: *career assessment *credit assessment *education background *interests *annual goal-setting and monitoring.</p> <p>Assess migrant students on their career aptitude and assist them in selecting the appropriate courses.</p> <p>Involve parents of migrant secondary students in discussion of graduation requirements and the results of their children’s goal-setting.</p> <p>Assign a buddy/mentor.</p>	<p>MIS2000 Data System</p>	<p>Monitor and document number of students who have completed portfolios quarterly.</p> <p>Document career and continuing education counseling sessions. Number of migrant students participating will increase by five percent from baseline</p> <p>Document number of students who were assigned a buddy/mentor.</p>
<p>90 percent of migrant</p>	<p>Identify students who</p>	<p>MIS2000 Data</p>	<p>Report of efforts</p>

<p>students who receive MEP instructional services in a core subject area will obtain a grade of C or better, in that core subject area, by the end of the year or term.</p>	<p>are at-risk in core subject areas and develop an instructional plan that is informed by data analysis, student need, and availability of instructional supports and close monitoring of progress.</p> <p>Collaborate with classroom teachers to determine specific ways in which the MEP can support a migrant student who is struggling.</p>	<p>System's attendance records</p>	<p>aimed at increasing participation and attendance of students in grades 7-12.</p> <p>Tutoring logs.</p> <p>Documentation of instructional plans.</p>
<p>100 percent of high school students, who lack credit due to mobility or not passing, will receive credit for completed work (e.g. Portable Assisted Study Sequence and or State or LEA credit recovery program).</p>	<p>MMEP staff will explore and document LEA-specific procedures to obtain student records and share with key stakeholders to ensure students are on track for graduation. (e.g. credit history)</p>	<p>Migrant Student Information Exchange</p>	<p>Documentation of sessions Dedicated to credit accrual.</p>
<p>Establish baseline. Increase the percentage of Out of School Youth who access needed support services.</p>	<p>Complete the Needs Assessment Profile on all Out of School Youth.</p> <p>Tailor services to the needs of each OSY who expresses an interest in furthering his/her Education. Use factors such as technology resources</p>	<p>Report on what percentage of Out of School Youth express an interest in receiving instruction.</p> <p>MIS2000 Data System</p>	<p>Record of completed Out of School Youth needs.</p> <p>Tutoring logs.</p> <p>Documentation of referrals and support services.</p>

	accessibility and availability (e.g. CDs, iPods, on-line), teachers and/or volunteers available in an area and feasibility of face-to-face instruction to deliver services.		
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- vii. Describe how the SEA will ensure there is consultation with parents of migratory children, including parent advisory councils, at both the State and local level, in the planning and operation of Title I, Part C programs that span not less than one school year in duration, consistent with section 1304(c)(3) of the ESEA, as amended by ESSA.

The MMEP will continue to encourage family engagement and parent involvement for all families of migrant students. Each MMEP will schedule two Parent Advisory Council meetings per year. The purpose of each meeting is to gain input and feedback from families.

The LEAs will provide opportunities for family engagement and parent involvement through trainings, meetings, outreach, and workshops. MSDE will monitor parent involvement by using the monitoring tool and reviewing additional evidence provided by the LEAs.

- viii. Describe the SEA’s processes and procedures for ensuring that migratory children who meet the statutory definition of “priority for services” are given priority for Title I, Part C services, including:

- a. The specific measures and sources of data used to determine whether a migratory child meets each priority for services criteria;

The LEAs will provide extended day summer program for migratory children who meet the statutory definition of “priority of services”. The MMEP will provide grant applications to LEAs.

Priority I students are served first. Once the needs of Priority I students are met, then funds can be used to serve the remaining eligible students in the order of priority. (Student Needs Assessment and Performance and Evaluation Report).

- Priority I-Students who have had an interrupted education during the regular school year: students in need of secondary credits, in need of summer school for promotion, are limited English speakers, are below grade level in reading, math or language arts and who are at risk of failing to meet the State’s academic achievement standards.
- Priority II-Students who have moved in the past 12 months: in need of secondary credits, in need of summer school for promotion, are limited English speakers, preschool age, below grade level in reading, math, and language arts

and are at risk of failing to meet the State's academic achievement standards.

- Priority III-Student who have been in the state more than 12 months who are: performing below grade level, in need of English Speakers of Other Languages, in risk of failing (secondary courses or at risk of elementary retention), are preschool age, are at risk of failing to meet the State's academic achievement standards. Students are to be served only if the LEA does not offer a program in the summer to meet their needs.
- Priority IV-Students who are out-of-school and want to re-enter high school, or seeking an Adult Basic Education, English Speakers of Other Languages, or General Education Development class.

LEAs must assure MSDE that funds will be used to provide services that give priority to migratory children who are failing, or most at risk of failing to meet the State's challenging State content standards and challenging State student performance standards, and whose education has been interrupted during the regular school year. In planning and carrying out such programs there has been, and will continue to be, adequate provision for addressing the unmet educational needs of preschool migratory children.

The summer school projects will coordinate and collaborate to the extent feasible and necessary with other agencies, similar programs, and projects within the State and in other States, as well as with other federal programs that can benefit migratory children and their families.

- b. The delegation of responsibilities for documenting priority for services determinations and the provision of services to migratory children determined to be priority for services; and

Training and monitoring of recruiters will be the responsibility of the State and will be completed annually by MSDE with LEA staff so that they are able to properly identify Priority for Service students. MSDE and LEAs will be responsible for migrant funds being used to serve all migrant students in the four tier system previously identified.

- c. The timeline for making priority for services determinations, and communicating such information to title I, part C service providers.

Timeline for making priority services for Migrant student happens on a rolling basis as Migrant students are identified

C. Title III, Part A: Language Instruction for English Learners and Immigrant Students

- i. Describe the SEA's standardized entrance and exit procedures for English learners consistent with section 3113(b)(2) of the ESEA, as amended by ESSA. These procedures must include valid and reliable, objective criteria that are applied consistently across the State. At a minimum, the standardized exit criteria must:
- a. Include a score of proficient on the State's annual English language proficiency assessment;
 - b. Be the same criteria used for exiting students from the English learner subgroup for title I reporting and accountability purposes;
 - c. Not include performance on an academic content assessment; and

- d. Be consistent with Federal civil rights obligations.

Maryland uses an overall composite proficiency level and a literacy composite proficiency level on ACCESS 2.0 to determine ELs' English proficiency. ELs in every LEA are considered to have attained English proficiency if their overall composite proficiency level is 5.0 and literacy composite proficiency level is 4 or higher. Maryland does not include performance on an academic content assessment as part of the exit criteria. The state has also adopted the common home language survey and has established a common entrance score on the screening assessment to be consistent with Federal civil rights obligations.

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

- i. Provide the SEA's specific measurable program objectives and outcomes related to activities under the Rural and Low-Income School Program, if applicable.

The Rural and Low-Income School (RLIS) Program will assist LEAs in meeting performance goals defined in Maryland's accountability system. Rural LEAs receiving grants under this program will be expected to set performance goals consistent with an expectation to increase student achievement on Maryland assessments. In applying for funds, eligible LEAs will describe:

- How flexibility provisions for these funds will be used to support the needs of schools to increase student academic performance for all students and student groups;
- How LEAs will support immigrant students, ELs, and their families; and
- How LEAs will coordinate and integrate the activities with other federal, State, and local programs and activities.

Historically, MSDE has had two to three LEAs eligible under the RLIS formula in a given year. There have been years when no Maryland LEAs have been eligible. In the past, school systems have used funds to address issues relating to College and Career Readiness, providing students exposure to college and career readiness initiatives. In addition, funds have been used for mediation, conflict resolution, and credit recovery to support students to improve and benefit from conflict resolution skill development. Initiatives were implemented to increase the use of mediation, reduce incidents of violence, improve attendance rates, reduce suspension and expulsion rates, and assist students in the development of effective communication skills.

RLIS funds have also been used to increase parental involvement by providing parenting activities at schools, allowing teachers to work with parents on strategies to support student achievement at home. Funds were also used for professional development for teachers and principals to improve data analysis and develop student learning objectives to increase student achievement.

E. McKinney-Vento Education for Homeless Children and Youth Program

- i. Describe the procedures the SEA will use to identify homeless children and youths in the State and assess their needs.

MSDE:

- consults with individual LEAs and homeless families and youth on identification issues;
- provides training on identification issues at semi-annual technical assistance meetings for LEA liaisons, joint presentations with the Department of Human Resources for school and Department of Social Services staff, the annual conference of the Maryland Association of Pupil Personnel Workers, annual professional development sessions for Directors of Student Services;
- provides resource materials, and technical assistance to help LEAs understand how to identify children and youth experiencing homelessness;
- has developed a Maryland outreach brochure and posted on the website;
- provides LEA liaisons with copies of NCHE's Homeless Education Liaison Toolkit;
- is represented on various statewide councils in order to facilitate identification of homeless students, including the Interagency Coordinating Council on Homelessness Youth Workgroup, the Early Childhood State Advisory Council (ECAC), the Special Education Advisory Council (SESAC), and the Interagency Council for Infants & Toddlers (SICC);
- will develop, translate and disseminate Maryland-specific outreach materials, which use non-stigmatizing language;
- will maintain an accessible website for families and youth experiencing homelessness;
- will annually publish on the website, beginning SY 2017-2018, the number of homeless children and youth identified and enrolled in each LEA and reporting requirements of U.S. Department of Education;
- conducts training and issues guidance to facilitate collaboration and data sharing between LEAs and local Continuums of Care, including through participation in point-in-time counts;
- supports LEAs in conducting targeted outreach for hard-to-reach populations, including doubled up families, unaccompanied homeless youth, out-of-school youth, ELs, and immigrant youth; and,
- develops and implements comprehensive strategy, (e.g. Homeless Education State Advisory Committee) to strengthen collaboration between the Office of the State Coordinator and agencies and organizations working with homeless children and youth, including educators; public and private child welfare and social service providers; law enforcement; juvenile and family courts; mental health service providers; child care providers; runaway and homeless youth centers.

- ii. Describe the SEA's programs for school personnel (including liaisons designated under section 722(g)(1)(J)(ii) of the McKinney-Vento Act, 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 youths, including such children and youths who are runaway and homeless youths.

MSDE will provide the following:

- training on homeless education at certain existing statewide educational trainings;
- LEA liaisons with copies of NCHE’s Homeless Education Liaison Toolkit, which contains sample training materials;
- Assistance to all LEA liaisons to develop and implement a strategy for ongoing training of school personnel;
- training on specific needs of homeless children and youths at existing statewide and national trainings/conferences of student services, pupil personnel workers, administrators, school counselors, school social workers, school transportation, and special education and/or MSDE divisions (upon request);
- facilitation for the sharing of model training materials between LEA liaisons;
- recommendations for the minimum standards for LEA liaisons on which school personnel should be trained, and how frequently, and require documentation of trainings; and,
- guidance on the protection of information about a homeless student’s living situation as part of the student’s record.

iii. Describe the SEA’s procedures to ensure that disputes regarding the educational placement of homeless children and youths are promptly resolved.

- State regulations are set forth in COMAR 13A.05.09.07 that establish dispute resolution procedures for all LEAs;
- MSDE consults with individual LEAs as needed;
- MSDE will ensure LEAs develop procedures – including alternative assessment and application procedures – by which homeless students will be given the opportunity to immediately enroll in magnet schools, charter schools, advance placement coursework, career and technical education, online learning, even if their homelessness prevents them from paying any normally required fees or meeting normally required deadline;
- All LEAs establish and implement a dispute resolution procedure that complies with federal law and state regulations which reflects best practices;
- LEAs ensure homeless families and youth within LEAs are aware of dispute resolution rights, and how to utilize the dispute resolution process;
- MSDE will publish links to individual LEA dispute policies on the website;
- MSDE will train LEA liaisons on dispute resolution process; and,
- SEAs and LEAs will collect and maintain communication logs of disputes and reported barriers, and use this information to inform training of LEAs.

iv. Describe the SEA’s procedures to ensure that that youths described in section 725(2) of the McKinney-Vento Act and youths separated from the public school are identified and accorded equal access to appropriate secondary education and support services, including by identifying and removing barriers that prevent youths described in this paragraph from receiving appropriate credit for full or partial coursework satisfactorily completed while attending a prior school, in accordance with State, local, and school policies.

- MSDE will ensure LEAs 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;
- MSDE will develop and disseminate model procedures which LEAs may choose to

adopt; and,

- MSDE will ensure LEAs develop procedures – including alternative assessment and application procedures – by which homeless students will be given the opportunity to immediately enroll in magnet schools, charter schools, advance placement coursework, career and technical education, online learning, even if their homelessness prevents them from paying any normally required fees or meeting normally required deadline.

- v. Describe the SEA’s procedures to ensure that homeless children and youths:
- a. Have access to public preschool programs, administered by the SEA or by LEA, as provided to other children in the State;
 - b. Who meet the relevant eligibility criteria, do not face barriers to accessing academic and extracurricular activities under ; and
 - c. Who meet the relevant eligibility criteria, are able to participate in Federal, State, and local nutrition programs.

- The federal Improving Head Start for School Readiness Act (42 U.S.C. 9835(m)) requires Head Start programs to prioritize enrollment of homeless 3 and 4 year-olds, permit them to enroll without first producing required documentation, and coordinate their services with MSDE’s Head Start Collaboration office, the LEA liaisons and other homeless services providers;
- MSDE’s Judith P. Hoyer Early Childhood and Family Education Centers (“Judy Centers”) prioritize homeless children and youth for receipt of early childhood education services and the Offices of the State Coordinator for Homeless Education and the Judy Centers will collaborate to ensure LEAs comply;
- State regulations set forth in COMAR 13A.06.02.03 guarantee homeless 4 year olds access to public pre-Kindergarten programs within LEAs;
- The 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;
- MSDE will continue to facilitate collaboration strategies between LEAs, Head Start, Judy Centers, Office of Child Care and the state Pre-K programs;
- All homeless families of young children receive information about early education resources available to them; and,
- All homeless families will be able to immediately enroll their 4 year old children in local public pre-K programs where availability exists.

- vi. Describe the SEA’s strategies to address problems with respect to the education of homeless children and youths, including problems resulting from enrollment delays and retention, consistent with section 722(g)(1)(H) and (I) of the McKinney-Vento Act.

- MSDE will:
 - ensure all LEA liaisons receive a copy of NCHE’s Homeless Liaison Toolkit, which contains information on immediate enrollment;
 - continue to provide formal guidance to LEAs that all homeless students should be enrolled – in class, and participating fully in school activities – between 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);
- develop and 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. 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 request 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 MSDE's Office of Pupil Transportation to develop strategies – potentially including policy changes, training, or resource decisions - to support LEAs with transportation of homeless students;
- ensure 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 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.

Children in Foster Care

The SEA will ensure that an LEA receiving funds under title I, part A of the Act will provide children in foster care transportation, as necessary, to and from their schools of origin, consistent with the procedures developed by the LEA in collaboration with the State or local child welfare agency under section 1112(c)(5)(B) of the Act, even if the LEA and local child welfare agency do not agree on which agency or agencies will pay any additional costs incurred to provide such transportation.

APPENDIX A: MEASUREMENTS OF INTERIM PROGRESS

Instructions: Each SEA must include the measurements of interim progress for academic achievement, graduation rates, and English language proficiency consistent with the long-term goals described in Section 1 for all students and separately for each subgroup of students, consistent with the State's minimum number of students, such that the State's measurements of interim progress require greater rates of improvement for subgroups of students that are lower-achieving.

A. Academic Achievement

B. Graduation Rates

C. English Language Proficiency

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APPENDIX B: TABLE OF CONTENTS FOR ATTACHMENTS

PAGE NUMBER	DOCUMENT TITLE

DRAFT