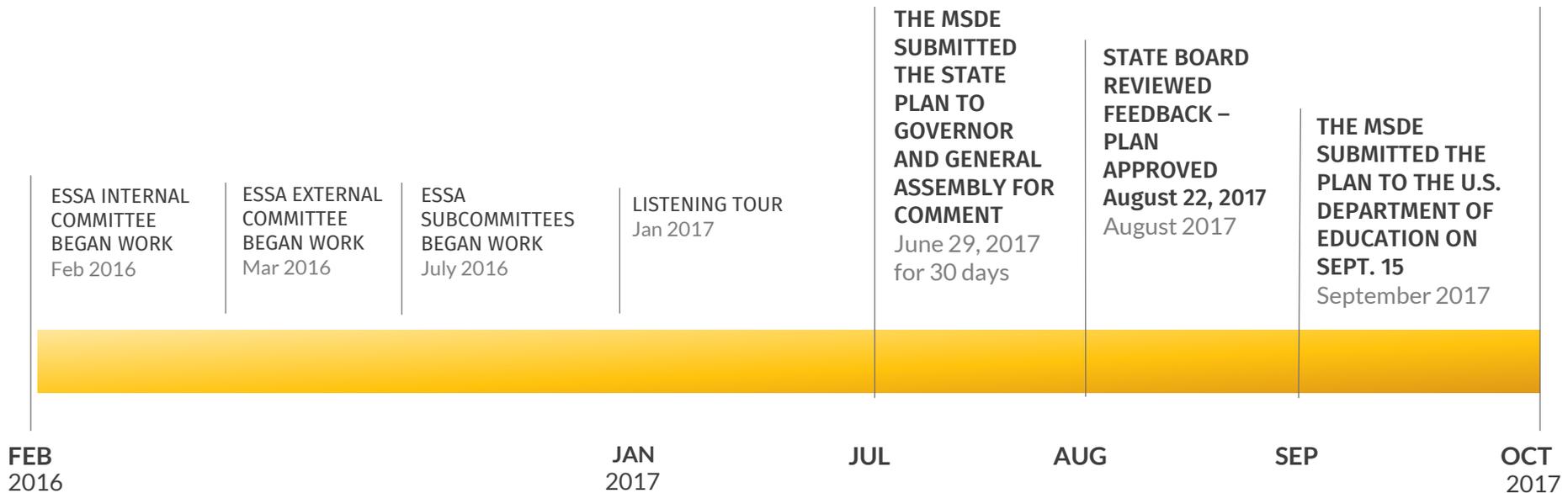


# Maryland ESSA Consolidated State Plan Overview

Title I Fall Meeting  
October 19, 2017

# Timeline: Maryland's ESSA Consolidated State Plan

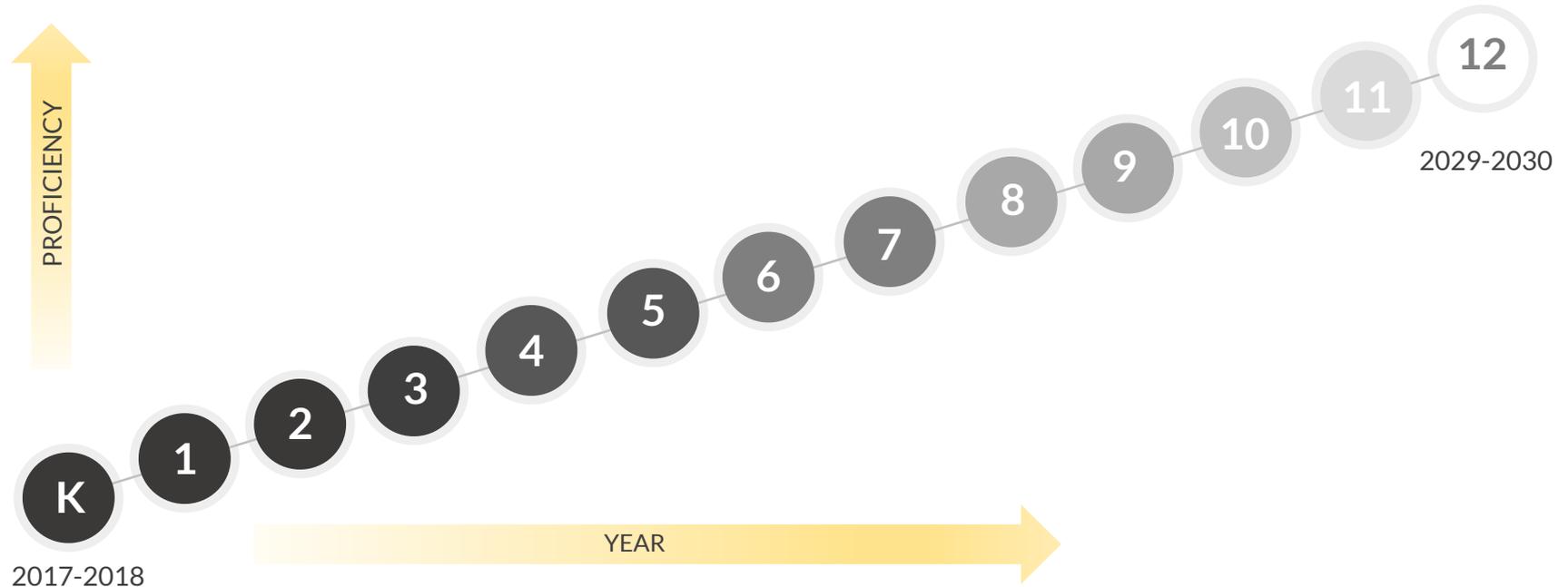
Stakeholder feedback has been essential as the MSDE prepared to submit the Maryland ESSA Consolidated State Plan by **September 18, 2017**, and refine the State's policies over time.



## JANUARY 2018 : State Plan is Approved (U.S. Department of Education has 120 days to approve)

The MSDE continues to engage parents, educators, and students in thoughtful conversations, particularly around how we can continually improve the way the MSDE identifies and supports schools and local school systems in need of improvement.

# Long Term Goal and Annual Measurements of Interim Progress: Cutting Proficiency Gaps



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

# ESSA School Accountability: Required Indicators

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



 **ALL ACCOUNTABILITY MEASURES MUST:**

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

## Data in the Accountability System must be disaggregated by student group

Racial Groups	Special Groups	Additional Group to be included
<p>American Indian/Alaskan Native</p> <p>Asian</p> <p>Native Hawaiian or Other Pacific Islander</p> <p>Black/African American</p> <p>Hispanic/Latino of Any Race</p> <p>White</p> <p>Two or More Races</p>	<p>Economically Disadvantaged Students</p> <p>Students with Disabilities</p> <p>Students designated as English Learners</p>	<p>The State intends to take steps to add “gifted and talented students” as an additional student group by the end of school year 2017-2018</p>

# ELEMENTARY and MIDDLE SCHOOLS

## FRAMEWORK OF INDICATORS

65%

35%

### Academic Achievement

- 20% Performance Composite for English Language Arts and Math

### Academic Progress

- 25% Growth in English Language Arts and Math
- 10% Credit for Completion of a Well-Rounded Curriculum

### English Language Proficiency

- 10% Progress in Achieving English Language Proficiency

### School Quality/ Student Success

- 15% Chronic Absenteeism
- 10% Climate Survey
- 10% Opportunities/Access to a Well-Rounded Curriculum

# HIGH SCHOOLS

## FRAMEWORK OF INDICATORS

65%

35%

### Academic Achievement

- 20% Performance Composite for English Language Arts and Math

### Graduation Rate

- 15% Adjusted Cohort Graduation Rate Composite

### English Language Proficiency

- 10% Progress in Achieving English Language Proficiency

### Readiness For Postsecondary Success

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

### School Quality/ Student Success

- 15% Chronic Absenteeism
- 10% Climate Survey
- 10% Opportunities/Access to a Well-Rounded Curriculum

# Definition of Measures: Academic Achievement

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

Academic Achievement	Weight	ELEMENTARY SCHOOL	MIDDLE SCHOOL	HIGH SCHOOL
Performance Composite for English Language Arts (ELA) and Mathematics	20%	<p><b>Measures:</b></p> <p>Half of a school’s score will be the percentage of students performing at the “met expectations” (4) or “exceeded expectations” (5) levels on PARCC assessments, or the equivalent on Maryland State Alternative Assessment (MSAA) (level (3) or (4) out of a possible four levels).</p> <p>Half will be the average of student performance levels on PARCC assessments (or the equivalent on MSAA). This measure will be calculated and reported separately for English Language Arts and mathematics.</p>		

# Definition of Measures: Academic Progress

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

Academic Progress	Weight	ELEMENTARY SCHOOL	MIDDLE SCHOOL	HIGH SCHOOL
Growth in English Language Arts and Mathematics	25%	<p><b>Measures:</b></p> <p>Median <b>Student Growth Percentile (SGP)</b> which shows student growth from one year to the next in in English Language Arts and Mathematics as compared to a student's academic peers.</p>		
Credit for Completion of a Well-Rounded Curriculum	10%	<p><b>Measures:</b></p> <ul style="list-style-type: none"> <li>5% – Percent of students proficient in Science. The Maryland Integrated Science Assessment (MISA) will be field tested with MD fifth graders 2016-2017 and will be operational in 2017-2018.</li> <li>5% – Percent of 5<sup>th</sup> grade students passing one each of coursework in Social Studies, Fine Arts, Physical Education, and Health.</li> </ul> <p>Note: The MSDE will identify gauges for kindergarten readiness and academic growth through grade 3, to be deployed no later than school year 2018-2019, and incorporated into the ESSA accountability system as rapidly as feasible with the weights of the measures revised accordingly.</p>	<p><b>Measures:</b></p> <ul style="list-style-type: none"> <li>3.5% – The Maryland Integrated Science Assessment (MISA) will be field tested with MD eighth graders 2016-2017 and will be operational in 2018-2019.</li> <li>3.5% – Social Studies Assessment will be tested in 2018-2019 and will be operational in 2020-2021.</li> <li>3.0% – Percent of 8<sup>th</sup> grade students passing all in English Language Arts, Math, Social Studies and Science courses.</li> </ul>	

# Definition of Measures: English Language Proficiency

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

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

# Definition of Measures: School Quality/Student Success

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

School Quality/Student Success	Weight	ELEMENTARY SCHOOL	MIDDLE SCHOOL	HIGH SCHOOL
Chronic Absenteeism	15%	<b>Measures:</b> Percent of students determined to be chronically absent. Chronic absenteeism is defined as the number of students absent 10% or more school days during the school year in membership at least ten days.”		
Climate Survey	10%	<b>Measures:</b> Average for all results within a school disaggregated by role. The survey is currently under development.		
Opportunities/Access to a Well-Rounded Curriculum	10%	<b>Measures:</b> Percent of 5 <sup>th</sup> graders enrolled in Science, Social Studies, Fine Arts, Physical Education and Health.	<b>Measures:</b> Percent of 8 <sup>th</sup> graders enrolled in Fine Arts, Physical Education, Health, and computational learning.	<b>Measures:</b> Percent of students graduating or exiting with a certificate of program completion who: <ul style="list-style-type: none"> <li>enrolled in an Advanced Placement (AP) or International Baccalaureate (IB) course;</li> <li>participated in dual enrollment;</li> <li>or completed a career and technical education concentration.</li> </ul> For students awarded a certificate of completion—enrollment in a general education core academic or elective course.

# Definition of Measures: Readiness for Post Secondary Success

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

Readiness for Post Secondary Success	Weight	HIGH SCHOOL
On-Track in 9 <sup>th</sup> Grade	10%	<p><b>Measures:</b></p> <p>Percent of students who, at the end of 9<sup>th</sup> grade, have earned at least four credits in: English Language Arts, Mathematics, Science, Social Studies, World Language.</p>
Credit for Completion of a Well-Rounded Curriculum	10%	<p><b>Measures:</b></p> <p>Percent of students graduating or exiting with a certificate of completion, and receiving any of the following:</p> <ul style="list-style-type: none"> <li>• Scored 3 or better on an Advanced Placement (AP) Exam or 4 or better on an International Baccalaureate (IB) Program Exam,</li> <li>• Met a standard set by the College Board on the SAT examination (score of 530 or higher (math) and 480 or higher (reading)),</li> <li>• Met a standard set by ACT, Inc. on the ACT examination (score of 21),</li> <li>• Earned credit for Dual Enrollment,</li> <li>• Met the University of Maryland entry requirements,</li> <li>• Completed an MSDE-approved Career and Technology Program,</li> <li>• Completed an industry certification from a Career and Technology Program,</li> <li>• Completed a youth apprenticeship from a Career and Technology Program,</li> <li>• Met a standard on the ASVAB examination (standard to be determined pending study).</li> <li>• Earned Seal of Biliteracy</li> <li>• Students obtaining a Maryland High School Certificate of Program Completion: Entered the world of work through gainful employment; post secondary education and training; supported employment; and/or other services that are integrated in the community.</li> </ul>

# Definition of Measures: Graduation Rate

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

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

## Sample Summation

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

# Details of the Summative Rating System: State Board Decision

Category	Possible assignment of category (Actual assignment system will be developed in consultation with stakeholders)	Possible description of school (Actual description to be developed in consultation with stakeholders)
★★★★★	85th percentile of schools and above	<b>Academic and Non-academic indicators:</b>  Increasing; met annual measure of interim progress  Increasing; did not meet annual measures of interim progress  Decreasing; met annual measure of interim progress  Decreasing; did not meet annual measure of interim progress  No change; met annual measure of interim progress  No change; did not meet annual measure of interim progress
★★★★	50th to 84th percentile of schools	
★★★	16th to 49th percentile of schools	
★★	1st to 15th percentile of schools	
★	Determination described in Section A.4.vi.a-c	

# Identifying Schools in Need of Support and Improvement



Maryland will use all indicators in ESSA accountability system to identify schools in need of Comprehensive Support and Improvement and Targeted Support and Improvement.

## COMPREHENSIVE SUPPORT AND IMPROVEMENT (CSI) SCHOOLS

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

\* dates may be affected by USED

# How Schools are Identified

## TARGETED SUPPORT AND IMPROVEMENT (TSI) SCHOOLS

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

\* dates may be affected by USED

# Supporting CSI Schools

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

## School Improvement Resources

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

## Technical Assistance Regarding Evidence-Based Interventions

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

## CSI School Action Plan

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

# SUPPORT FOR EDUCATORS

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

# Supporting Educators in ESSA

⚠️ ESSA specifically asks states to:

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

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

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

1

Improve the Skills of  
Educators

2

Expand Certification  
Options

3

Provide Support to All  
Educators

4

Ensure Equitable Access  
to Effective Educators

# Supporting Educators:

## 1 Improve Skills of Educators Through Teacher Preparation

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

### Establish Regional Teacher Learning Centers:

**Enhance** regional recruitment and competencies related to local needs.

### Develop an Online/Hybrid Teacher Education Program:

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

### Revision of the Institutional Performance Criteria (IPC):

**Revise** the IPC to include experiences to ensure that all beginning teachers have had direct experience with students from a wide array of backgrounds.

### Increase Cultural Competencies:

**Assure** concentrated experiences with diverse populations.

### New Teacher Induction:

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

## 2 Supporting Educators: Expand Certification Options

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

### National Board Certification (NBC):

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

### Addition of an Adjunct Certificate:

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

### Revise the Renewal Requirements for the Conditional Certificate:

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

### Revision of Test Requirements:

**Review** and revise as appropriate the teacher test requirements.

### Micro-Credentials:

**Explore** the use of micro-credentials for renewing certificates.

Micro-credentials are competency based credentials allow educators to focus on a discrete skill related to their practice.

# Supporting Educators:

## 3 Professional Development

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

### Expand Leadership Capacity:

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

### Annual Professional Learning Plan:

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

### Self-Assessment of Abilities:

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

### Data Literacy:

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

### State-Wide Collaborative:

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

## Supporting Educators:

4

### Ensure Equitable Access to Effective Educators

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

The MSDE is working to provide access to certified and experienced teachers in all regions of the State by creating regional centers to support seamless teacher preparation and professional development.

The MSDE is engaged in conversations with the Teacher Induction Workgroup and ESSA groups regarding incentives for the most qualified teachers to teach the most challenged students. Strategies may include:

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

# SUPPORT FOR STUDENTS

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- ✓ Ensuring a Well-Rounded Curriculum

## Supporting Students: Ensuring A Well-Rounded Curriculum

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

Maryland will support local school systems in providing programs and activities that:

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