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State Superintendent of Schools

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**TO:** Members of the State Board of Education  
**FROM:** Karen B. Salmon, Ph.D.  
**DATE:** April 24, 2018  
**SUBJECT:** Every Student Succeeds Act (ESSA) Update

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**PURPOSE:**

To provide an update on the implementation of Maryland's Every Student Succeeds Act (ESSA) Consolidated State Plan. This update will focus on the seven percent set-aside available in Title I, Part A and on three indicators in Maryland's new accountability system: Academic Achievement, English Language Proficiency, and School Quality/Student Success (SQ/SS). Academic Achievement includes revisions to the long-term and interim targets (Annual Measurable Objectives- AMOs). Exit criteria for English Learners (ELs) is a key component of the EL proficiency indicator and will be shared. Finally, the school climate survey and chronic absenteeism will be discussed as part of the SQ/SS indicator.

**BACKGROUND/HISTORICAL PERSPECTIVE:**

The Maryland State Department of Education (MSDE) submitted the final draft of Maryland's ESSA Consolidated State Plan to the U.S. Department of Education on January 10, 2018. The U.S. Department of Education approved Maryland's Plan on January 16, 2018. The Plan is to be implemented in the 2018-2019 school year.

**EXECUTIVE SUMMARY:**

A description and criteria will be provided for the Title I, Part A seven percent set-aside under ESSA provisions. Maryland's historical use of the set-aside will be provided as well as how other states are currently using their set-aside. A proposal of how the MSDE plans to use the seven percent set-aside for FY19 will be shared.

When the MSDE submitted the Consolidated State Plan to the U.S. Department of Education, interim and long-term targets were included using 2015-2016 data as the baseline for mathematics, English/language arts, English Language Proficiency, and graduation. At the time of the original submission, the 2016-2017 data was not yet available. However, a note was made in the Plan that Maryland would submit an amendment to the plan to update the baseline when the 2016-2017 data was available. The updated AMOs follow the same process (cutting in half the number of non-proficient students by 2030) but use the 2016-2017 data as baseline. These updated interim and long-term targets will be presented to the Board.

Similarly, the Plan included the following language regarding the English Language Proficiency Indicator: “As additional data on ACCESS for ELLs 2.0 and PARCC are reviewed, Local Education Agency (LEA) stakeholders, WIDA experts, and MSDE staff will re-examine the attainment goal that will provide ELs an opportunity to demonstrate performance comparable to their native English-speaking classmates.” WIDA (the consortium that produces the ACCESS for ELLs 2.0 assessment) reset the scale score points students were required to achieve higher language skills. After analysis of two years of ACCESS for ELLs 2.0 and PARCC data, the attainment goal (exit criteria) was adjusted from an overall score of 5.0 or higher to an overall score of 4.5.

Additionally, at the March 20, 2018 Board meeting, the MSDE staff presented information about the climate survey and chronic absenteeism. In response to the State Board request, staff will share further information about the climate survey and make a recommendation for the assignment of points to the chronic absenteeism measure.

**ACTION:**

No action is necessary, for discussion only.

# Every Student Succeeds Act (ESSA) Implementation Update



STATE BOARD MEETING

April 24, 2018

# ESSA Implementation Update

1. **Seven percent set aside in Title I**
2. Updated interim and long-term goals (Annual Measurable Objectives -AMOs)
3. English Language Proficiency Exit Criteria
4. School climate survey development and reporting
5. Chronic absenteeism standard setting

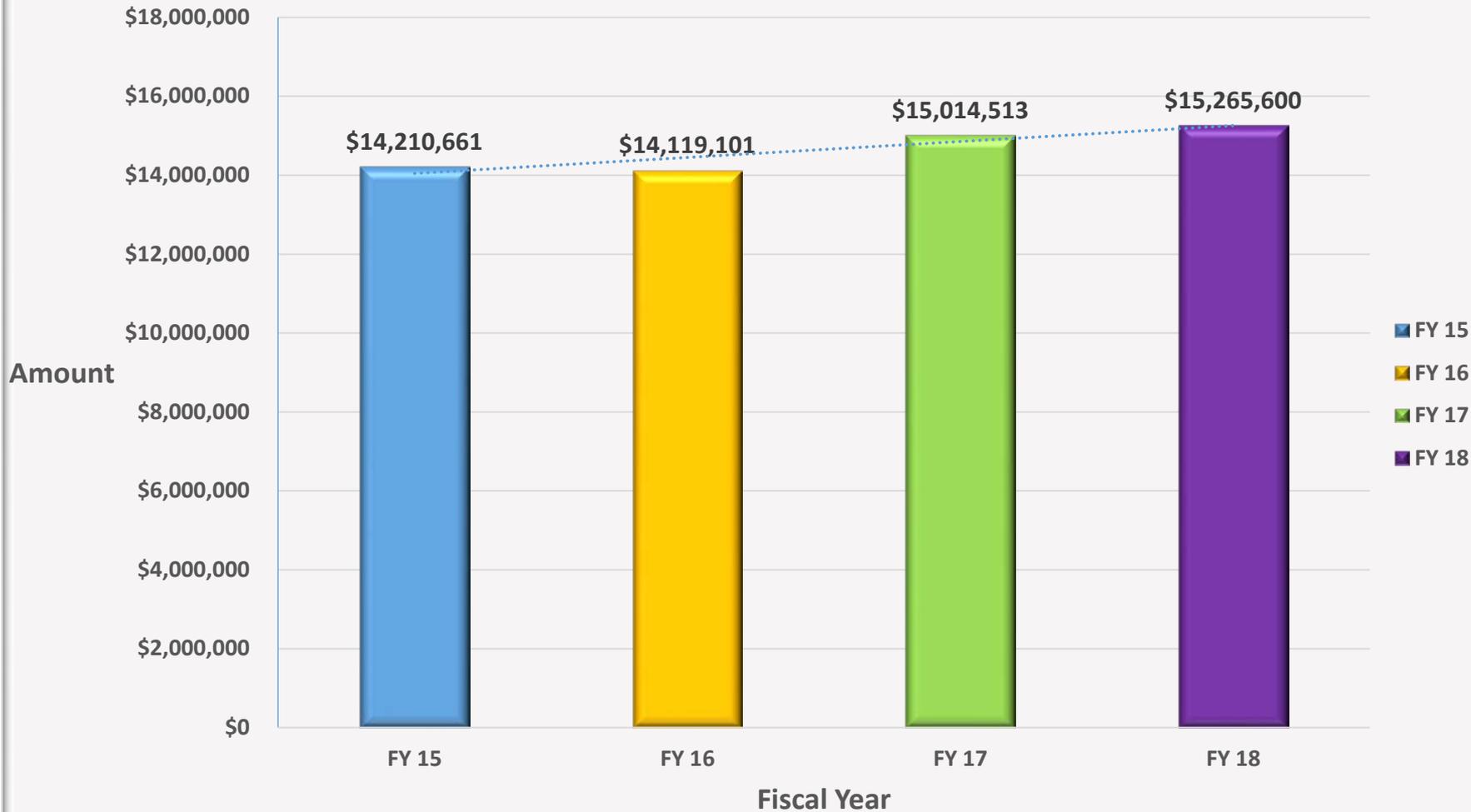
# What Is the Title I Set-aside?

*The Every Student Succeeds Act (ESSA) requires each state to reserve 7% of its overall Title I, Part A allocation for school improvement efforts. This set-aside is in addition to the School Improvement Grant allocations. The 7% set-aside should be viewed as an “innovative school improvement fund.”*

*States must give priority to districts that:*

- *Serve large percentages of schools implementing comprehensive and/or targeted support improvement plans;*
- *Demonstrate the greatest need for the funds as determined by the state; and*
- *Demonstrate the strongest commitment to using the funds to enable the lowest performing schools to improve student achievement and other outcomes.*

### Historical Funding for Intensive School Improvement Work



# State Comparison: Funding for School Improvement

## Example State Allocation of Title I, Part A 7% Set-aside for School Improvement

### Colorado

Strategic allocation of resources (financial and programmatic) to identified schools using a “needs-based approach”.

### Delaware

Hybrid grant process that combines a per pupil formula-based allocation for all schools with optional additional competitive funds.

### Illinois

In collaboration with stakeholders, Illinois will develop the formula for allotment of funds and services to districts that have identified schools.

### Louisiana

A significant portion of the set-aside will be used for competitive grants to districts with the strongest plans for school redesign.

### Massachusetts

CSI and TSI Schools will be eligible to apply for school improvement funds through a competitive process.

### New Jersey

Funds will be allocated via formula and/or competitive grants, including a limited competitive grant based on areas of need.

### New York

All Title I CSI schools will receive a baseline allocation, then a tiered system will be established. Title I CSI schools that reach progress benchmarks will receive an additional allocation.

### Ohio

A process for resource allocation and identifying inequities will be developed to determine ranges of acceptable allocations. This will inform funding allocations and models of funding.

### Tennessee

School improvement funds will be awarded to districts both by formula and competitive processes. After one year of school-level planning, a competitive grant application process will be used.

# Maryland's Proposed Use of Title I Set-aside

*The distribution of the Title I, Part A 7% set-aside funds to Comprehensive Support and Improvement (CSI) schools will be based on a two-part composition formula that will consist of the following:*

- A **fixed per pupil allocation** per year will be awarded to all CSI schools based on student enrollment at each school; and
- **Additional funding** may be awarded, contingent on the availability of set-aside funds, for **schools in which annual measurements of interim progress have been met, exceeded** and/or the school has demonstrated annual progress. The progress allocation will be based on the school's annual target as indicated on the School's Report Card which will be aligned with the state's target.

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# Annual Measurable Objectives (AMOs)

- AMOs are the interim and long-term targets for mathematics, English/language arts, graduation (not discussed in this presentation) and English Language Proficiency
- The goal is to cut in half the number of non proficient students by 2030
- Maryland's approved plan used 2015-2016 data as the baseline for determining the targets
- Updated targets use the 2016-2017 data as the baseline

See Handout

# ESSA Implementation Update

1. Seven percent set aside in Title I
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# English Language Proficiency (ELP)

- 2016 standard setting and score changes by *ACCESS for ELLs 2.0* impacted ELP data
- Maryland's approved plan indicated that the State exit criteria might be adjusted after study of 2 years of *ACCESS for ELLs 2.0* and PARCC data
- English learners with a proficiency level of 4.5 had an equi-probable likelihood of achieving proficiency on PARCC when compared to performance of English-only peers
- Exit criteria adjusted from overall score of 5.0 to 4.5

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# School Climate Survey Development and Reporting

- The climate survey has four domains, each with two or four topics.
- The domains and topics were developed by the climate survey steering committee. Once the topics are selected, the questions are fixed.
- Any changes to questions, topics, and domains have to be studied to ensure validity and continuity.

## Safety

- Physical safety
- Emotional safety
- Bullying
- Substance abuse

## Environment

- Instructional environment
- Fairness

## Engagement

- Cultural and linguistic diversity
- Participation

## Relationships

- Student-student relationships
- Student-staff relationships

# School Climate Survey Development and Reporting

- Schools will receive:
  - An overall score for the entire survey
  - Scores for each domain
  - Scores for each topic
  - Descriptions of what each topic measures

## DOMAIN: Safety

SCORE: 405

- Physical safety
- Emotional safety
- Bullying
- Substance abuse

## TOPIC: Physical Safety

SCORE: 430

- Physical safety measures the degree to which students feel safe at school, and whether students fight, damage each other's property, and threaten to hurt other students.

## TOPIC: Emotional Safety

SCORE: 400

- Emotional safety measures the degree to which students feel like they are happy and socially accepted at school, and whether students get along well with and listen to each other.

## TOPIC: Bullying

SCORE: 380

- Bullying measures the degree to which students are teased or picked on because of their race, ethnicity, ability, cultural background, or religion, and whether students spread rumors or lies about each other.

## TOPIC: Substance Abuse

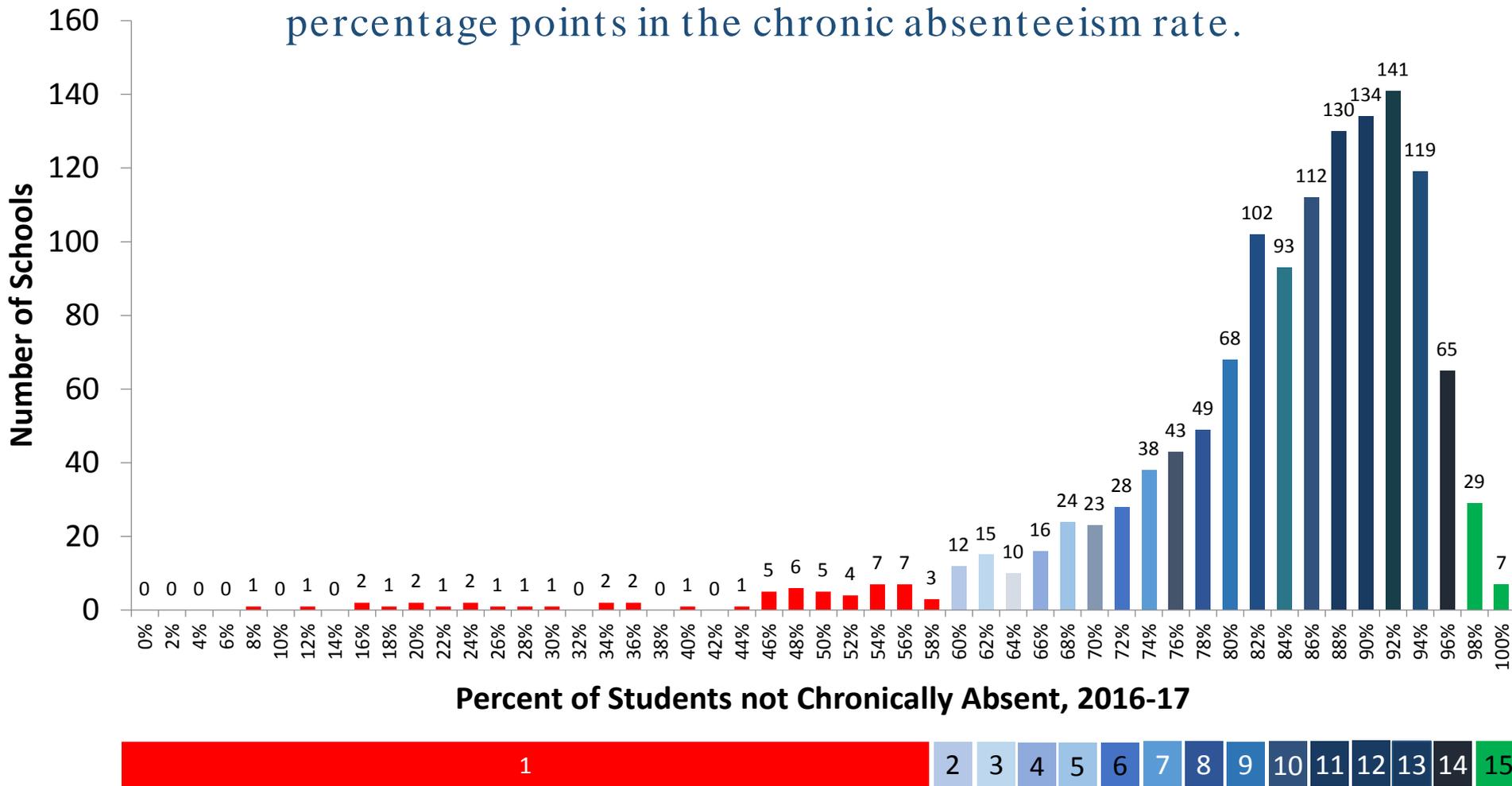
SCORE: 410

- Substance abuse measures the degree to which students use or try alcohol or drugs in or out of school, and whether it is easy for students to use or try alcohol or drugs at school without getting caught.

# ESSA Implementation Update

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3. English Language Proficiency Exit Criteria
4. School climate survey development and reporting
5. **Chronic absenteeism standard setting**

**OPTION 1:** Use even increments to assign points for rates between 60 and 96 percent. Each “accountability point step” represents an interval of 2.67 percentage points in the chronic absenteeism rate.





**OPTION 1:** Use even increments to assign points for rates between 60 and 96 percent. Each “accountability point step” represents an interval of 2.67 percentage points in the chronic absenteeism rate.

Percent not chronically absent is:			Percent not chronically absent is:		
Greater than or equal to	Less than	Points	Greater than or equal to	Less than	Points
0	60	1	80.0	81.3	9
60.0	61.3	1.5	81.3	82.7	9.5
61.3	62.7	2	82.7	84.0	10
62.7	64.0	2.5	84.0	85.3	10.5
64.0	65.3	3	85.3	86.7	11
65.3	66.7	3.5	86.7	88.0	11.5
66.7	68.0	4	88.0	89.3	12
68.0	69.3	4.5	89.3	90.7	12.5
69.3	70.7	5	90.7	92.0	13
70.7	72.0	5.5	92.0	93.3	13.5
72.0	73.3	6	93.3	94.7	14
73.3	74.7	6.5	94.7	96.0	14.5
74.7	76.0	7	96.0	100	15
76.0	77.3	7.5			
77.3	78.7	8			
78.7	80.0	8.5			

\*numbers may not add precisely due to rounding

The intervals between “accountability points” are the same (2.67 percentage points), regardless of the school’s rate of students not chronically absent.





OPTION 2: Use smaller intervals close to 96% by (1) setting a third cut point (ex: at 80%), then (2) allocating the range above the cut a greater fraction of the available points (ex: two-thirds of the available points are allocated to the range above the cut).

BELOW the cut, each “accountability point step” represents an interval of 4.4 percentage points. ABOVE the cut, each “step” represents an interval of 1.8 percentage points.

Percent not chronically absent is:			Percent not chronically absent is:		
Greater than or equal to	Less than	Assigned Points	Greater than or equal to	Less than	Assigned Points
0	60.0	1	80.0	80.9	6
60.0	62.2	1.5	80.9	81.8	6.5
62.2	64.4	2	81.8	82.7	7
64.4	66.7	2.5	82.7	83.6	7.5
66.7	68.9	3	83.6	84.4	8
68.9	71.1	3.5	84.4	85.3	8.5
71.1	73.3	4	85.3	86.2	9
73.3	75.6	4.5	86.2	87.1	9.5
75.6	77.8	5	87.1	88.0	10
77.8	80.0	5.5	88.0	88.9	10.5
			88.9	89.8	11
			89.8	90.7	11.5
			90.7	91.6	12
			91.6	92.4	12.5
			92.4	93.3	13
			93.3	94.2	13.5
			94.2	95.1	14
			95.1	96.0	14.5
			96.0	100.0	15

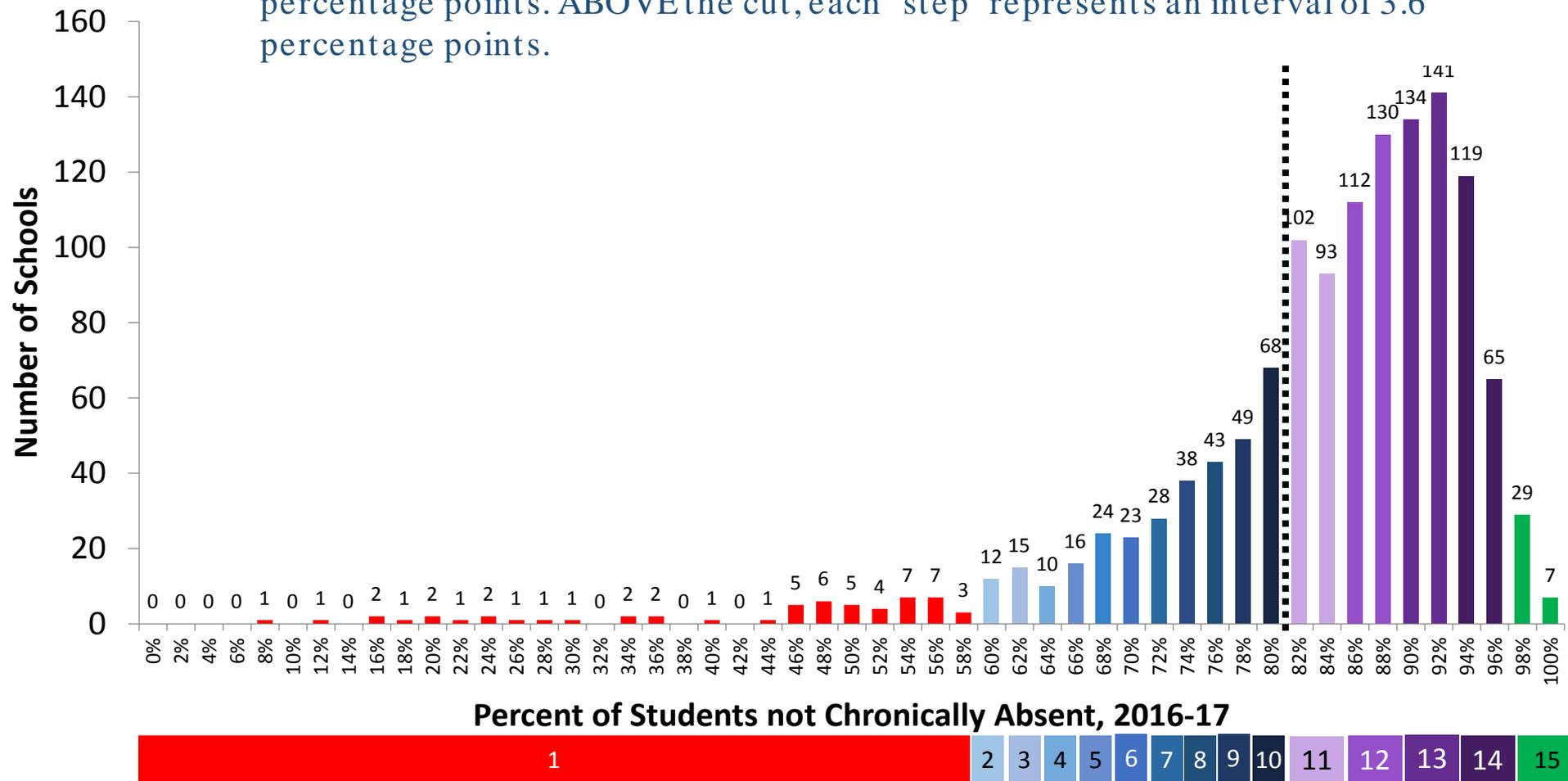
The **60-80 percent** range receives **one-third** of the available points. Schools whose starting rate is between 60 and 80 have to improve their rate by **4.4 percentage points** in order to gain one “accountability point.”

The **80-96 percent** range receives **two-thirds** of the available points. Schools whose starting rate is between 80 and 96 have to improve their rate by **1.8 percentage points** in order to gain one “accountability point.”

\*numbers may not add precisely due to rounding

OPTION 3: Use smaller intervals close to 60% by (1) setting a third cut point (ex: at 80%), then (2) allocating the range below the cut a greater fraction of the available points (ex: two-thirds of the available points are allocated to the range below the cut).

BELOW the cut, each “accountability point step” represents an interval of 2.2 percentage points. ABOVE the cut, each “step” represents an interval of 3.6 percentage points.





OPTION 3: Use smaller intervals close to 60% by (1) setting a third cut point (ex: at 80%), then (2) allocating the range below the cut a greater fraction of the available points (ex: two-thirds of the available points are allocated to the range below the cut).

BELOW the cut, each “accountability point step” represents an interval of 2.2 percentage points. ABOVE the cut, each “step” represents an interval of 3.6 percentage points.

Percent not chronically absent is:			Percent not chronically absent is:		
Greater than or equal to	Less than	Assigned Points	Greater than or equal to	Less than	Assigned Points
0.0	60.0	1	80.0	81.8	10.5
60.0	61.1	1.5	81.8	83.6	11
61.1	62.2	2	83.6	85.3	11.5
62.2	63.3	2.5	85.3	87.1	12
63.3	64.4	3	87.1	88.9	12.5
64.4	65.6	3.5	88.9	90.7	13
65.6	66.7	4	90.7	92.4	13.5
66.7	67.8	4.5	92.4	94.2	14
67.8	68.9	5	94.2	96.0	14.5
68.9	70.0	5.5	96.0	100.0	15
70.0	71.1	6			
71.1	72.2	6.5			
72.2	73.3	7			
73.3	74.4	7.5			
74.4	75.6	8			
75.6	76.7	8.5			
76.7	77.8	9			
77.8	78.9	9.5			
78.9	80.0	10			

The **60-80 percent** range receives **two-thirds** of the available points. Schools whose starting rate is between 60 and 80 have to improve their rate by **2.2 percentage points** in order to gain one “accountability point.”

The **80-96 percent** range receives **one-third** of the available points. Schools whose starting rate is between 80 and 96 have to improve their rate by **3.6 percentage points** in order to gain one “accountability point.”

\*numbers may not add precisely due to rounding

## MSDE recommends Option 1: Points are assigned at regular intervals.

The standard-setting team developed guiding principles for the process:

- Setting as few cut points as possible in the absence of data and/or research on where cut points should be
- Using existing data and research wherever possible to set cut points
- Creating an assignment schema that incentivizes improvement without “bubbles” or “cliffs”

Options 2 and 3 require:

- Setting an additional cut point
- Choosing both a cut point and an allocation rule with no supporting research or data
- Creating incentives for growth at either the high or low ends of the range (and potential disincentives for growth at the other end), and creating a “cliff” at the additional cut point

<b>English/Language Arts Annual Measureable Objectives</b>																
Student Group	Proficient Count	Tested Count	2017 (Baseline)	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030
All Students	186164	436675	42.63	44.84	47.05	49.25	51.46	53.66	55.87	58.08	60.28	62.49	64.70	66.90	69.11	71.32
American Indian or Alaska Native	477	1187	40.19	42.49	44.79	47.09	49.39	51.69	53.99	56.29	58.59	60.89	63.19	65.49	67.79	70.09
Asian	20212	28845	70.07	71.22	72.37	73.52	74.68	75.83	76.98	78.13	79.28	80.43	81.58	82.73	83.88	85.04
Black or African American	38682	145039	26.67	29.49	32.31	35.13	37.95	40.77	43.59	46.41	49.23	52.05	54.87	57.69	60.51	63.34
Hispanic/Latino of any race	18720	67747	27.63	30.42	33.20	35.98	38.77	41.55	44.33	47.12	49.90	52.68	55.47	58.25	61.03	63.82
Native Hawaiian or Other Pacific Islander	278	615	45.20	47.31	49.42	51.53	53.63	55.74	57.85	59.96	62.06	64.17	66.28	68.39	70.49	72.60
White	98195	173428	56.62	58.29	59.96	61.63	63.29	64.96	66.63	68.30	69.97	71.64	73.30	74.97	76.64	78.31
Two or more races	9547	19534	48.87	50.84	52.81	54.77	56.74	58.71	60.67	62.64	64.60	66.57	68.54	70.50	72.47	74.44
Special Education	5029	49508	10.16	13.61	17.07	20.52	23.98	27.44	30.89	34.35	37.80	41.26	44.71	48.17	51.62	55.08
Limited English Proficient	5314	37174	14.29	17.59	20.89	24.18	27.48	30.78	34.07	37.37	40.67	43.96	47.26	50.55	53.85	57.15
FARMS	42078	178948	23.51	26.46	29.40	32.34	35.28	38.22	41.16	44.11	47.05	49.99	52.93	55.87	58.82	61.76

<b>Mathematics Annual Measureable Objectives</b>																
Student Group	Proficient Count	Tested Count	2017 (Baseline)	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030
All Students	151264	424937	35.60	38.07	40.55	43.03	45.50	47.98	50.46	52.94	55.41	57.89	60.37	62.84	65.32	67.80
American Indian or Alaska Native	342	1170	29.23	31.95	34.67	37.40	40.12	42.84	45.56	48.28	51.01	53.73	56.45	59.17	61.89	64.62
Asian	18988	27708	68.53	69.74	70.95	72.16	73.37	74.58	75.79	77.00	78.21	79.42	80.63	81.84	83.05	84.26
Black or African American	24733	141853	17.44	20.61	23.79	26.96	30.14	33.31	36.49	39.66	42.84	46.02	49.19	52.37	55.54	58.72
Hispanic/Latino of any race	14210	66840	21.26	24.29	27.32	30.35	33.37	36.40	39.43	42.46	45.49	48.52	51.54	54.57	57.60	60.63
Native Hawaiian or Other Pacific Islander	241	609	39.57	41.90	44.22	46.55	48.87	51.19	53.52	55.84	58.17	60.49	62.81	65.14	67.46	69.79
White	84827	167503	50.64	52.54	54.44	56.34	58.24	60.13	62.03	63.93	65.83	67.73	69.63	71.52	73.42	75.32
Two or more races	7850	18976	41.37	43.62	45.88	48.13	50.39	52.64	54.90	57.15	59.41	61.66	63.92	66.17	68.43	70.68
Special Education	5399	49194	10.97	14.40	17.82	21.25	24.67	28.10	31.52	34.94	38.37	41.79	45.22	48.64	52.06	55.49
Limited English Proficient	6082	37942	16.03	19.26	22.49	25.72	28.95	32.18	35.41	38.64	41.87	45.10	48.33	51.56	54.79	58.01
FARMS	30914	176412	17.52	20.70	23.87	27.04	30.21	33.38	36.56	39.73	42.90	46.07	49.25	52.42	55.59	58.76