Elementary and Secondary Education Act (ESEA) Flexibility

January 24, 2012

Maryland State Board of Education Meeting

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Waivers

If Approved…

- Granted through 2013-2014 school year
- After 2014 SEA may request an extension of the flexibility

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Submission Windows

November 14, 2011

- 11 States submitted: Colorado, Florida, Georgia, Indiana, Kentucky, Massachusetts, Minnesota, New Jersey, New Mexico, Oklahoma, and Tennessee

February 21, 2012

- Additional opportunity following the conclusion of the 2011-2012 school year

Timeline

- January 24th- Presentation to the State Board
- January 25th- DRAFT posted online for public comment
- February 8th- All comments due
- February 21st- FINAL Application due to U.S. Department of Education

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ESEA Flexibility

Consultation

- Communicate with and solicit input from diverse stakeholders and community in the development of the request.
- 33 Meetings/ Communications from all stakeholder groups to date

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ESEA Flexibility

Email
Letters
Presentations w/Feedback
Feedback Forms
Online Posting

- Superintendents & Assistant Superintendents
- Local School System Central Office Employees – Title I, Special Education, and English Language Learner Directors
- Teachers
- Principals
- Students
- Parents
- Higher Education
- Special Ed and ELL Advisory Groups
- Business Organizations
- Private/Non-publics
- Community Engagement Groups

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Principles for Improving Student Academic Achievement and Increasing the Quality of Instruction

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Principle 1: Transitioning to College- and Career-Ready Standards and Assessments

- Adopt College- and Career-Ready standards for all students with a focus on English Language Learners and students with disabilities
- June 2009- Adopted Common Core Standards & Gap Analysis
- 2010- Present: Maryland CCSS Curriculum Framework
  - Universal Design of Learning utilized throughout the frameworks
  - June 2011- Maryland joined the World-Class Instructional Design and Assessment (WIDA) Consortium

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Principle 1: Transitioning to College- and Career-Ready Standards and Assessments

- Summer 2011 & 2012- Educator Effectiveness Academies
- School Year 2013-2014: Full implementation of Common Core Standards
- School Year 2014-2015: Full Implementation of PARCC Assessments

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Principle 2: Developing Systems of Differentiated Recognition, Accountability, and Support

- Identifying Priority, Focus, and Reward Schools
- Identifying Reward Strategies
- Establishing AMOs to reduce by ½ the number of student not proficient in 6 years
- Creating an index that includes achievement (ES, MS, & HS), growth (ES & MS), gap (ES, MS & HS), and college and career –readiness (HS)
- Designing appropriate interventions and supports

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Priority Schools

- Lowest 5 percent of Title I Schools
- Based on achievement of "all students" in proficiency on statewide assessments that are part of the differentiated recognition, accountability, and support system
- Title I-participating or Title I-eligible high school with graduation rate less than 60 percent
- Tier I or Tier II school under the School Improvement Grant

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Focus Schools

- Title I School that over two years has the largest within-school gaps between the highest-achieving subgroup(s) and the lowest-achieving subgroup(s); or at high school level, has the largest within-school gaps in graduation rates; or
- A school that has a subgroup(s) with low achievement or, at the high school level, low graduation rates.

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Maryland Reward Schools – *RECOMMENDATIONS*

- **Reward Schools-** Any Title I School that meets AMOs for ALL students for two consecutive years
- **Distinguished Reward Schools-** A reward school that has at least a 50% poverty rate
- **Superlative Reward Schools-** A reward school that has a 10 percentage point or less gap between "All Students" and the Special Education subgroup or a 10 percentage point or less gap between the "All Students" and the English Language Learner subgroup
- **Exceptional Reward School-** Meets all three criteria above

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Maryland's Recognition for Reward Schools- *Considerations/Recommendations*

- **Reward Schools-** MSDE Press Release and Publication of School's name online
- **Distinguished Reward Schools-** MSDE Press Release, Publication, and Special Certificate of Recognition
- **Superlative Reward Schools-** MSDE Press Release, Publication, Special Certificate of Recognition, Plaque from the State Board, State Board Presentation and Governor's Proclamation
- **Exceptional Reward School-** All rewards above and a visit from the State Superintendent and other State dignitaries, A special publication and video celebrating the schools best practices and featured presenters at the State Title I conference

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Principle 2

Option A: Sets AMOs to reduce by half the percentage of students in the *"all students"* group and in each subgroup who are not proficient with 6 years.

- 1. Calculate the percentage of students not proficient
  - Ex: 60% Proficient, 40% not proficient
- 2. Divide the not proficient percentage by 2
  - Ex: 40 /2 =20
- 3. Subtract that number from 100 percent – This equals the goal for the 2016-2017 School Year (6 years)
  - Ex: 100 - 20=80%
- 4. Set AMO in annual equal increments by dividing the difference by 6 and adding to the baseline (first year)
  - Ex: 20/6=3.33, 60+3.33=63.33%

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Maryland Accountability Index (Grades 3-8) – DRAFT

Achievement	Growth	Gap
• Mathematics proficiency (MSA) • English proficiency (MSA) • Science proficiency (MSA)	• Percent of students making one year's growth in: o Mathematics proficiency (MSA) o Reading proficiency (MSA)	• Gap between lowest subgroup and highest subgroup within a school o Mathematics proficiency (MSA) o Reading proficiency (MSA) o Science Proficiency (MSA)

Maryland Accountability Index (Grades 9-12) - DRAFT

Achievement	Gap	College and Career Readiness
• Mathematics proficiency (Algebra/Data Analysis HSA) • English proficiency (English HSA) • Science proficiency (Biology HSA)	• Gap between lowest subgroup and highest subgroup within a school o Mathematics proficiency (Algebra/Data Analysis HSA) o English proficiency (English HSA) o Science proficiency (Biology HSA) o Cohort Graduation Rate o Cohort Dropout Rate	• Cohort Graduation rate • Career Attainment • Attendance

Principle #2

- The "N" size will remain the same (N=5)
- No super subgroup

Principle 3: Evaluating and Supporting Teacher and Principal Effectiveness – Principal Evaluations

- Growth Measures for Principals (50%)

Elementary/Middle Principals	High School Principals	Other Principals (e.g., Special Centers, PreK-2)
20% - SLOs	30% - SLOs	35%- SLOs
10%- MSA Reading	20%- Index	15%- Index
10%- MSA Math		
10% - Index		

Principle 3: Evaluating and Supporting Teacher and Principal Effectiveness -Principal Evaluations

- Professional Practice Measures for Principals (50%)
  - Provide Effective Instructional Leadership
  - Provide a safe, orderly, and supportive learning environment

Option A: Elementary/Middle School Teacher Two Content Areas

- 10%- Reading MSA (Class)
- 10%- Math MSA (Class)
- 20%- SLO
- 10%- School Index

Option B: Elementary/Middle School Teacher One Content Area

- English/Language Arts
  - 20%- Reading MSA (Class)
  - 20%- SLO
  - 10%- School Index
- Math
  - 20%- Math MSA (Class)
  - 20%- SLO
  - 10%- School Index

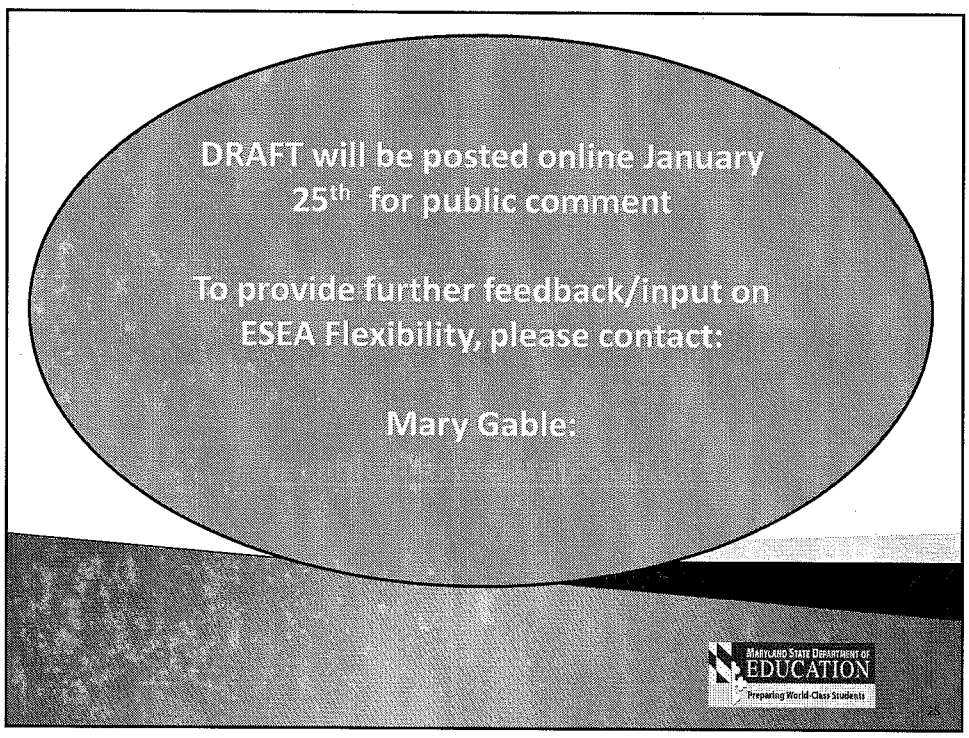
Option C: Elementary/Middle School Teacher Non-Tested Subject

- Appropriate Content Area
  - 30%-SLO
  - 20%- School Index

Option D:
High School Teacher

- Appropriate Content Area
  - 30%-SLO
  - 20%- School Index

Questions/Input


DRAFT will be posted online January 25th for public comment
To provide further feedback/input on ESEA Flexibility, please contact:
Mary Gable:
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