ESEA Renewal

Title I Coordinators Meeting

May 13, 2015

Mary Gable

Assistant State Superintendent, Academic Policy and Innovation

Chandra Haislet

Director, Accountability and Data Systems

Principles of ESEA Flexibility

Transitioning to college- and career-ready standards and assessments (Principle 1)

Developing systems of differentiated recognition, accountability, and support (Principle 2)

Evaluating teacher and principal effectiveness and support improvement (Principle 3)

**Reducing** duplication and unnecessary burden (Principle 4)

ESEA Renewal

- ☐ A commitment to continue all work done under ESEA Flexibility
- ☐ A review of what we will do in the next 3 years
  - ■ SY 2015-2016, 2016-2017, 2017-2018
- ☐ This is not a look back, but a look forward

Consultation

- ☐ 62 Responses

- ☐ Responders came from 18 of the 24 LEAs

- ☐ 67% of respondents gave the overall application a 4 or 5 (on scale of 1-5 with 5 being the highest)

Response Rate
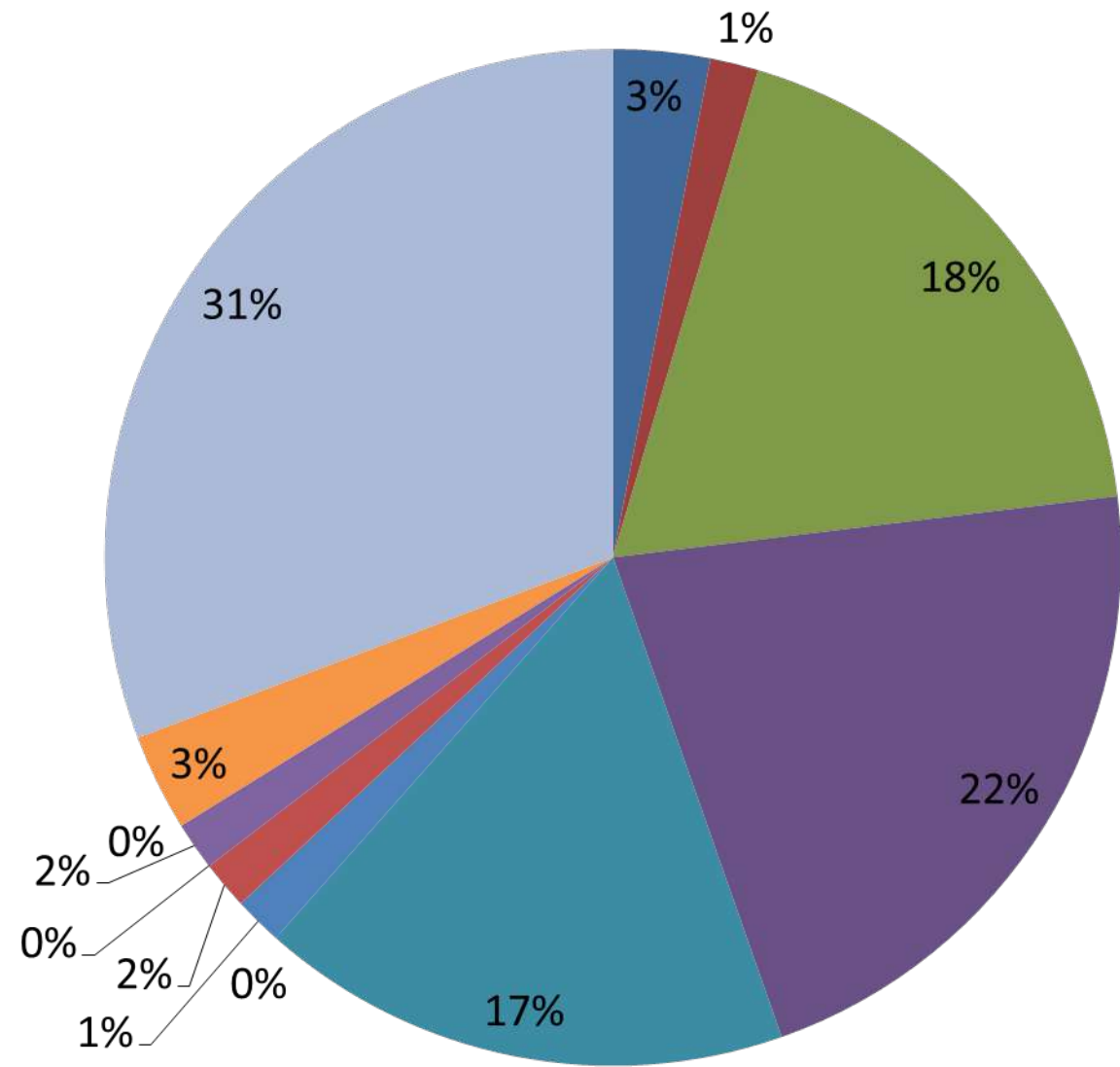
- Superintendent/Formal LEA Response (3%)
- State or Local School Board (1%)
- Principal (18%)
- Teacher (22%)
- Parent (17%)
- Student (0%)
- Special Education Advocate (2%)
- ELL Advocate (2%)
- Higher Ed (0%)
- Business (2%)
- Non Public Schools (0%)
- Community Engagement (3%)
- Other (31%)

Principle 1: College- and Career-Ready Expectations for All Students

☐ College and Career-Ready Expectations for all students

- Maryland College and Career-Ready Standards implemented in all schools 2013-2014 school year

- Partnership for the Assessment of Readiness for College and Careers (PARCC) administered in all schools in 2014-2015 school year

Principle 1- Moving Forward

- ☐ College and Career-Ready conferences in summer 2015

- ☐ Support visit symposiums regionally to assess needs and provide professional development

- ☐ Continued meetings with the LEA content supervisors and leaders of instruction

- ☐ Student Learning Objective (SLO) training as an instructional resource

- ☐ Continued development of transition courses between K-12 and higher education

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Principle 1- Special Subgroups

- ☐ Communities of Practice for Specialized Educators
- ☐ Tiers of supervision (Universal, Targeted, Focused or Intensive) for level of engagement focused on building local capacity to improve results of students receiving special education services
- ☐ ELL Specific sessions at the College and Career Ready Conferences
- ☐ Dedicated space on Blackboard for resources to support specialized educators

Phasing in PARCC

- ☐ **2014-2015**
  - 🟨 Algebra I
  - 🟨 Algebra II
 - 🟨 English 10
- ☐ **2015-2016 Tentative Plans**
  - 🟨 Add:
    - ☐ English 11
- ☐ **Future Considerations:**
  - ☐ Geometry
  - ☐ English 9

Principle 2: State-Developed Systems of Differentiated Recognition, Accountability, and Support

- ☐ Schools and LEAs will be held accountable for the performance on core values.
- ☐ Performance will be calculated based on the core value results available for each year.
- ☐ Progress will not be available until 3 years of data are available in 2017-2018
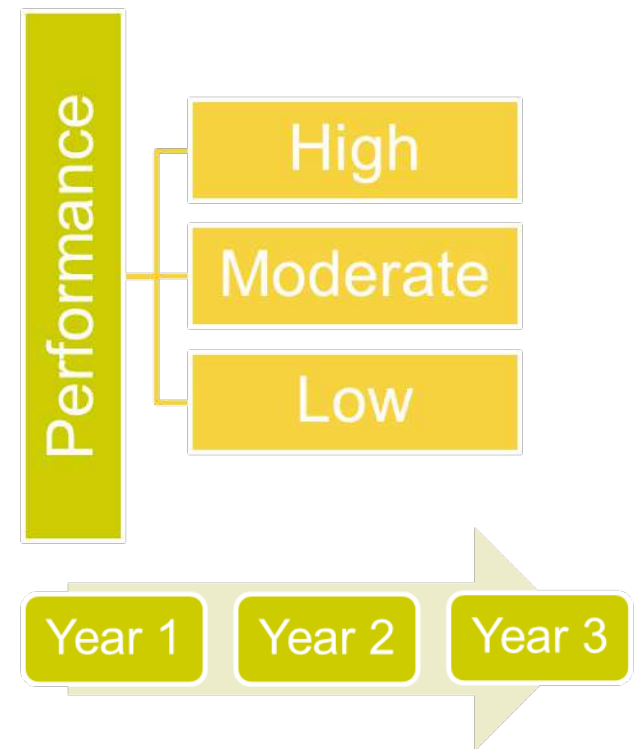
Principle 2: Proposed Phased Implementation

School Year 2015-2016

Identify Priority and Focus Schools Winter 2016

Data: 2014-2015

Core Values: Achievement, College and Career

School Year 2016-2017

Identify Schools Fall 2016

Data: 2014-2015 2015-2016

Core Values: + Growth +School +AMOs

School Year 2017-2018

Identify Schools Fall 2017

Data: 2014-2015 2015-2016 2016-2017

+Progress

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Principle 2: Proposed Changes with ESEA Flexibility

Description	School Progress Index	Change
Measurement of Student Proficiency On Assessments	Percent Proficient/ Advanced	To incentivize improvement at all levels and reward continuous improvement, points are earned depending on the PARCC proficiency level or scale score. Opportunity for both extra and partial credit
School Culture	N/A	Provide LEAs an opportunity to identify school culture indicators that are measurable, actionable and relevant to their geographical and demographic needs within their jurisdiction.
Methodology for Differentiation of schools	Strands 1-5	Schools and LEAs will be differentiated into High, Moderate, Low and Underperforming.
Measures		Addition of Government Assessment Addition of Dual Enrollment

Principle 2: Achievement

The PARCC Performance Levels range from 1 to 5 with 5 being the highest score.

To incentivize improvement at all levels and reward continuous improvement, Maryland is proposing to assign points to each student participating. An average will be determined for each LEA, school and student group.

Performance Level*	Performance Level Description	Points per Student
5	Distinguished Performance	125
4	Strong Performance	100
3	Moderate Performance	75
2	Partial Performance	50
1	Minimal Performance	25*

Maryland will perform standard setting fall 2015 and performance level and/or scale score ranges will both be considered.

* Those students that are assigned a 1 in order to meet the accountability participation requirement of 95% will count for 0 points.

Principle 2: Differentiation

Meets or Exceeds Statewide, LEA and School Targets.

Targets are not all met.

Lowest performing schools in the state. Consistently demonstrating no progress. Gap narrowing targets not met.

Chronically Low Performing

Distinguished

Proficient

Improvement Needed

Underperforming

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Principle 2

- ☐ Annual Measurable Objectives (AMOs) will not be determined for this renewal

- ☐ New Priority, Focus and Reward Schools will be determined in January 2016

- ☐ Agency Wide plan for supports for Priority and Focus Schools (and ultimately all schools)

- ☐ Exit Criteria for Priority and Focus Schools will be "what gets you in, gets you out"

Recognizing and Supporting All Schools

Distinguished Schools

- **SEA (ALL OPTIONAL)**
  - General Options
  - Professional Learning
  - Professional Development
  - Title I
  - Culture & Climate
- **LEA (ALL OPTIONAL)**
  - General Options
  - Professional Learning
  - Professional Development
  - Data Analysis
  - Culture & Climate

Proficient Schools

- **SEA (ALL OPTIONAL)**
  - General Options
  - Professional Learning
  - Professional Development
  - Title I
  - Culture & Climate
- **LEA (ALL OPTIONAL)**
  - General Options
  - Professional Learning
  - Professional Development
  - Data Analysis
  - Culture & Climate

Improvement Needed and Focus Schools

- **SEA**
  - General Options
  - Professional Learning (Required for Focus Schools)
  - Professional Development
  - Title I (Required for Focus Schools)
  - Early Childhood (Where appropriate)
  - Culture & Climate
- **LEA**
  - General Options
  - Professional Learning (Required for Focus Schools)
  - Professional Development
  - Data Analysis (Required for Focus Schools)
  - Culture & Climate

Underperforming Schools and Priority Schools

- **SEA**
  - General Options
  - Professional Learning (Required for Priority Schools)
  - Professional Development
  - Title I (Required for Priority Schools)
  - Early Childhood (Where appropriate)
  - Culture & Climate
- **LEA**
  - General Options
  - Professional Learning (Required for Priority Schools)
  - Professional Development
  - Data Analysis (Required for Priority Schools)
  - Culture & Climate

Note: All supports for non-Title I schools are optional at this time because the accountability model is still under development. Once the model has been complete, some supports will remain optional and others will become mandatory. Maryland will revisit these supports upon amendment of the accountability model.

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Menu of Supports (Example)

Professional Learning

☐ Options:
- Standards Based Individualized Education Plan (IEPs)
- Data Analysis Workshop- Such as Classroom Focused Improvement Process (CFIP)
- Differentiated Instruction
- Lesson Planning
- Collaboration
- Sheltered Instruction Observation Protocol (SIOP)
- Specialized Instruction
- Universal Design for Learning (UDL)
- Targeted Student Learning Objectives (SLOs)
- Co-teaching

- Other Topics based on a Needs Assessment
- Student Service-Learning
- Career and Technology Education (CTE) State Programs of Study
- Technology Education
- Financial Education

☐ Method:
- Create Communities of Practice to Share Resources and Best Practices
- Webinars
- Conduct an Educator Symposium and/or EdCamp for an Individual School
- Face to Face Sessions
- Teleconferences

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Principle 3: Supporting Effective Instruction and Leadership

1. **Professional Practice**

   <u>Teachers</u>
   Planning & Preparation
   Instruction
   Classroom environment
   Professional Responsibilities

   <u>Principals</u>
   8 Maryland Instructional Leadership Framework Domains
   4 Inter-State Leadership Licensure Consortium Domains (ISLLC)

2. **Student Learning Objectives (SLOs)**
3. **Test Score Translation**
4. **Use of New State Accountability Measure**

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Professional Practice

SY 2015-2016	SY 2016-2017	SY 2017-2018
<u>50% Professional Practice</u>	<u>50% Professional Practice</u>	<u>50% Professional Practice</u>
October 2015 – June 2016	Annual	October 2014 – June 2015
1. Conduct year-two Component performance and contribution analysis 2. Make adjustments to Professional Practice Components	Study and Refine Component measures	1. Conduct year-one Component performance and contribution analysis (MACC@WestEd 2/24/15) 2. Identify correlations of interest for year-two (3/4 & 3/5 Sustainability Convening)

Student Learning Objectives (SLOs)

SY 2015-2016	SY 2016-2017	SY 2017-2018
50% Student Growth	50% Student Growth	50% Student Growth
October 2014 – June 2015 1. Conduct year-one SLO performance and contribution analysis (CTAC Annual Report 9/27/15 Real Progress in Maryland & MSDE SLO Progress Survey Results (2/24/15) 2. Identify correlations of interest for year-two (CTAC Annual Review April & May 2015 and March 3-4 Sustainability Convening)	October 2015 – June 2016 1. Conduct year-two SLO performance and contribution analysis 2. Make adjustments to SLO Components	Annual Study and Refine SLOs

Test Score Translation

SY 2015-2016	SY 2016-2017	SY 2017-2018
50% Student Growth	50% Student Growth	50% Student Growth

SY 2015-2016

March 2014 – June 2015

1. Administer year-one PARCC Assessments
2. Report results
3. Set baseline Student Growth Points
4. Determine how to use PARCC data to inform year-two SLOs

SY 2016-2017

March 2015-August 2016

1. Administer year-two PARCC Assessments
2. Report Results
3. Reconstruct Maryland Tiered Assessment Index Translation of Growth Measures
4. Calculate Growth Measures
5. Determine application of Growth Measure in Evaluation
6. Make informed adjustments to State and local Models

SY 2017-2018

Annual

Apply and refine Assessment Translation Decision to Evaluation

Assessment Decision Required

Use of State Accountability Measures

SY 2015-2016	SY 2016-2017	SY 2017-2018
50% Student Growth	50% Student Growth	50% Student Growth
November 2014–June 2015	July 2015-August 2016	Annual
1. Develop new State Accountability measure (ESEA Renewal March 31, 2015) 2. Set baseline Accountability measures	1. Collect year-two accountability measures 2. Calculate progress measures 3. Determine evalua... values and param... 4. Apply to principa... teacher evaluatio... 5. Make informed decisions about use in evaluation	Apply and refine Accountability Measure translation decision to Evaluation

Accountability Measure Decision Required

Principal Evaluation…

As applicable, will follow the same design parameters and timelines

Strengths of Maryland's Response to Principle 3

- ☐ Honors commitments made in spring 2014
- ☐ Complies with existing legislation
- ☐ Allows flexibility for the State and the LEAs to learn together and to inform decisions and direction at critical points on the timeline
- ☐ Comports with requirements from USED

Tentative Timeline

☐ Consultation = Ongoing

☐ Committee of Practitioners = February 19, 2015

☐ State Board Review = February 24, 2015

◼ General Assembly (Legislative Policy Committee) = February 24, 2015

◼ Public Posting (2 weeks) = February 24, 2015- March 11, 2015

☐ Revised Documents to the State Board and the General Assembly= March16, 2015

☐ Board Approval = March 24, 2015

☐ Submission to USDE = March 31, 2015

Questions?

Mary Gable

Assistant State Superintendent

Division of Academic Policy and Innovation

Mary.gable@maryland.gov

410-767-0472

Chandra Haislet

Director

Accountability and Data Systems

Chandra.haislet@maryland.gov

410-767-0025