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# **MARYLAND ESEA FLEXIBILITY REQUEST**

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February 28, 2012

Maryland State Department of Education  
200 West Baltimore Street  
Baltimore, MD 21201

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## INTRODUCTION

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The U.S. Department of Education (Department) is offering each State educational agency (SEA) the opportunity to request flexibility on behalf of itself, its local educational agencies (LEAs), and its schools, in order to better focus on improving student learning and increasing the quality of instruction. This voluntary opportunity will provide educators and State and local leaders with flexibility regarding specific requirements of the No Child Left Behind Act of 2001 (NCLB) in exchange for rigorous and comprehensive State-developed plans designed to improve educational outcomes for all students, close achievement gaps, increase equity, and improve the quality of instruction. This flexibility is intended to build on and support the significant State and local reform efforts already underway in critical areas such as transitioning to college- and career-ready standards and assessments; developing systems of differentiated recognition, accountability, and support; and evaluating and supporting teacher and principal effectiveness.

The Department invites interested SEAs to request this flexibility pursuant to the authority in section 9401 of the Elementary and Secondary Education Act of 1965 (ESEA), which allows the Secretary to waive, with certain exceptions, any statutory or regulatory requirement of the ESEA for an SEA that receives funds under a program authorized by the ESEA and requests a waiver. Under this flexibility, the Department would grant waivers through the 2013–2014 school year, after which time an SEA may request an extension of this flexibility.

## REVIEW AND EVALUATION OF REQUESTS

The Department will use a review process that will include both external peer reviewers and staff reviewers to evaluate SEA requests for this flexibility. This review process will help ensure that each request for this flexibility approved by the Department is consistent with the principles described in the document titled *ESEA Flexibility*, which are designed to support State efforts to improve student academic achievement and increase the quality of instruction, and is both educationally and technically sound. Reviewers will evaluate whether and how each request for this flexibility will support a comprehensive and coherent set of improvements in the areas of standards and assessments, accountability, and teacher and principal effectiveness that will lead to improved student outcomes. Each SEA will have an opportunity, if necessary, to clarify its plans for peer and staff reviewers and to answer any questions reviewers may have. The peer reviewers will then provide comments to the Department. Taking those comments into consideration, the Secretary will make a decision regarding each SEA's request for this flexibility. If an SEA's request for this flexibility is not granted, reviewers and the Department will provide feedback to the SEA about the components of the SEA's request that need additional development in order for the request to be approved.

## GENERAL INSTRUCTIONS

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An SEA seeking approval to implement this flexibility must submit a high-quality request that addresses all aspects of the principles and waivers and, in each place where a plan is required, includes a high-quality plan. Consistent with ESEA section 9401(d)(1), the Secretary intends to grant waivers that are included in this flexibility through the end of the 2013–2014 school year. An SEA will be permitted to request an extension of the initial period of this flexibility prior to the start of the 2014–2015 school year unless this flexibility is superseded by reauthorization of the ESEA. The Department is asking SEAs to submit requests that include plans through the 2014–2015 school year in order to provide a complete picture of the SEA’s reform efforts. The Department will not accept a request that meets only some of the principles of this flexibility.

High-Quality Request: A high-quality request for this flexibility is one that is comprehensive and coherent in its approach, and that clearly indicates how this flexibility will help an SEA and its LEAs improve student achievement and the quality of instruction for students.

A high-quality request will (1) if an SEA has already met a principle, provide a description of how it has done so, including evidence as required; and (2) if an SEA has not yet met a principle, describe how it will meet the principle on the required timelines, including any progress to date. For example, an SEA that has not adopted minimum guidelines for local teacher and principal evaluation and support systems consistent with principle 3 by the time it submits its request for the flexibility will need to provide a plan demonstrating that it will do so by the end of the 2011–2012 school year. In each such case, an SEA’s plan must include, at a minimum, the following elements for each principle that the SEA has not yet met:

1. Key milestones and activities: Significant milestones to be achieved in order to meet a given principle, and essential activities to be accomplished in order to reach the key milestones. The SEA should also include any essential activities that have already been completed or key milestones that have already been reached so that reviewers can understand the context for and fully evaluate the SEA’s plan to meet a given principle.
2. Detailed timeline: A specific schedule setting forth the dates on which key activities will begin and be completed and milestones will be achieved so that the SEA can meet the principle by the required date.
3. Party or parties responsible: Identification of the SEA staff (*e.g.*, position, title, or office) and, as appropriate, others who will be responsible for ensuring that each key activity is accomplished.
4. Evidence: Where required, documentation to support the plan and demonstrate the SEA’s progress in implementing the plan. This *ESEA Flexibility Request* indicates the specific evidence that the SEA must either include in its request or provide at a future reporting date.
5. Resources: Resources necessary to complete the key activities, including staff time and additional funding.
6. Significant obstacles: Any major obstacles that may hinder completion of key milestones and activities (*e.g.*, State laws that need to be changed) and a plan to overcome them.

Included on page 19 of this document is an example of a format for a table that an SEA may use to submit a plan that is required for any principle of this flexibility that the SEA has not already met. An SEA that elects to use this format may also supplement the table with text that provides an overview of the plan.

An SEA should keep in mind the required timelines for meeting each principle and develop credible plans that allow for completion of the activities necessary to meet each principle. Although the plan for each principle will reflect that particular principle, as discussed above, an SEA should look across all plans to make sure that it puts forward a comprehensive and coherent request for this flexibility.

Preparing the Request: To prepare a high-quality request, it is extremely important that an SEA refer to all of the provided resources, including the document titled *ESEA Flexibility*, which includes the principles, definitions, and timelines; the document titled *ESEA Flexibility Review Guidance*, which includes the criteria that will be used by the peer reviewers to determine if the request meets the principles of this flexibility; and the document titled *ESEA Flexibility Frequently Asked Questions*, which provides additional guidance for SEAs in preparing their requests.

As used in this request form, the following terms have the definitions set forth in the document titled *ESEA Flexibility*: (1) college- and career-ready standards, (2) focus school, (3) high-quality assessment, (4) priority school, (5) reward school, (6) standards that are common to a significant number of States, (7) State network of institutions of higher education, (8) student growth, and (9) turnaround principles.

Each request must include:

- A table of contents and a list of attachments, using the forms on pages 1 and 2.
- The cover sheet (p. 3), waivers requested (p. 4-5), and assurances (p. 5-6).
- A description of how the SEA has met the consultation requirements (p. 8).
- An overview of the SEA's request for the ESEA flexibility (p. 8). This overview is a synopsis of the SEA's vision of a comprehensive and coherent system to improve student achievement and the quality of instruction and will orient the peer reviewers to the SEA's request. The overview should be about 500 words.
- Evidence and plans to meet the principles (p. 9-18). An SEA will enter narrative text in the text boxes provided, complete the required tables, and provide other required evidence. An SEA may supplement the narrative text in a text box with attachments, which will be included in an appendix. Any supplemental attachments that are included in an appendix must be referenced in the related narrative text.

Requests should not include personally identifiable information.

Process for Submitting the Request: An SEA must submit a request to the Department to receive the flexibility. This request form and other pertinent documents are available on the Department's Website at: <http://www.ed.gov/esea/flexibility>.

Electronic Submission: The Department strongly prefers to receive an SEA's request for the flexibility electronically. The SEA should submit it to the following address: [ESEAFlexibility@ed.gov](mailto:ESEAFlexibility@ed.gov).

*Paper Submission:* In the alternative, an SEA may submit the original and two copies of its request for the flexibility to the following address:

Patricia McKee, Acting Director  
Student Achievement and School Accountability Programs  
U.S. Department of Education  
400 Maryland Avenue, SW, Room 3W320  
Washington, DC 20202-6132

Due to potential delays in processing mail sent through the U.S. Postal Service, SEAs are encouraged to use alternate carriers for paper submissions.

### **REQUEST SUBMISSION DEADLINE**

SEAs have multiple opportunities to submit requests for the flexibility. The submission dates are November 14, 2011, February 28, 2012, and an additional opportunity following the conclusion of the 2011–2012 school year.

### **TECHNICAL ASSISTANCE MEETING FOR SEAS**

To assist SEAs in preparing a request and to respond to questions, the Department will host a series of Technical Assistance Meetings via webinars in September and October 2011.

### **FOR FURTHER INFORMATION**

If you have any questions, please contact the Department by e-mail at [ESEAflexibility@ed.gov](mailto:ESEAflexibility@ed.gov).

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Insert page numbers prior to submitting the request, and place the table of contents in front of the SEA’s flexibility request.

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For each attachment included in the *ESEA Flexibility Request*, label the attachment with the corresponding number from the list of attachments below and indicate the page number where the attachment is located. If an attachment is not applicable to the SEA’s request, indicate “N/A” instead of a page number. Reference relevant attachments in the narrative portions of the request.

<b>LABEL</b>	<b>LIST OF ATTACHMENTS</b>	<b>PAGE</b>
1	Notice to LEAs	A-3
2	Comments on request received from LEAs (if applicable)	A-7
3	Notice and information provided to the public regarding the request	A-19
4	Evidence that the State has formally adopted college- and career-ready content standards consistent with the State’s standards adoption process	A-29
5	Memorandum of understanding or letter from a State network of institutions of higher education (IHEs) certifying that meeting the State’s standards corresponds to being college- and career-ready without the need for remedial coursework at the postsecondary level (if applicable)	N/A
6	State’s Race to the Top Assessment Memorandum of Understanding (MOU) (if applicable)	A-34
7	Evidence that the SEA has submitted high-quality assessments and academic achievement standards to the Department for peer review, or a timeline of when the SEA will submit the assessments and academic achievement standards to the Department for peer review (if applicable)	N/A
8	A copy of the average statewide proficiency based on assessments administered in the 2010–2011 school year in reading/language arts and mathematics for the “all students” group and all subgroups (if applicable).	N/A
9	Table 2: Reward, Priority, and Focus Schools	A-59
10	A copy of any guidelines that the SEA has already developed and adopted for local teacher and principal evaluation and support systems (if applicable).	A-67
11	Evidence that the SEA has adopted one or more guidelines of local teacher and principal evaluation and support systems	A-101



## COVER SHEET FOR ESEA FLEXIBILITY REQUEST

Legal Name of Requester: <b>Bernard J. Sadusky, Ed.D.</b>	Requester's Mailing Address: Office of the Superintendent Maryland State Department of Education 200 West Baltimore Street Baltimore, MD 21201
State Contact for the ESEA Flexibility Request  Name: <b>Mary L. Gable</b>  Position and Office: <b><i>Assistant State Superintendent - Division of Academic Policy</i></b>  Contact's Mailing Address: Maryland State Department of Education 200 West Baltimore Street Baltimore, MD 21201  Telephone: <b><i>410-767-0473</i></b>  Fax: <b><i>410-333-2275</i></b>  Email address: <b><u>mgable@msde.state.md.us</u></b>	
Chief State School Officer (Printed Name): <b>Bernard J. Sadusky, Ed.D.</b>	Telephone: <b>410-767-0462</b>
Signature of the Chief State School Officer:   X	Date: <b>2-28-12</b>
The State, through its authorized representative, agrees to meet all principles of the ESEA Flexibility.	

## WAIVERS

By submitting this flexibility request, the SEA requests flexibility through waivers of the ten ESEA requirements listed below and their associated regulatory, administrative, and reporting requirements by checking each of the boxes below. The provisions below represent the general areas of flexibility requested; a chart appended to the document titled *ESEA Flexibility Frequently Asked Questions* enumerates each specific provision of which the SEA requests a waiver, which the SEA incorporates into its request by reference.

- 1. The requirements in ESEA section 1111(b)(2)(E)-(H) that prescribe how an SEA must establish annual measurable objectives (AMOs) for determining adequate yearly progress (AYP) to ensure that all students meet or exceed the State’s proficient level of academic achievement on the State’s assessments in reading/language arts and mathematics no later than the end of the 2013–2014 school year. The SEA requests this waiver to develop new ambitious but achievable AMOs in reading/language arts and mathematics in order to provide meaningful goals that are used to guide support and improvement efforts for the State, LEAs, schools, and student subgroups.
- 2. The requirements in ESEA section 1116(b) for an LEA to identify for improvement, corrective action, or restructuring, as appropriate, a Title I school that fails, for two consecutive years or more, to make AYP, and for a school so identified and its LEA to take certain improvement actions. The SEA requests this waiver so that an LEA and its Title I schools need not comply with these requirements.
- 3. The requirements in ESEA section 1116(c) for an SEA to identify for improvement or corrective action, as appropriate, an LEA that, for two consecutive years or more, fails to make AYP, and for an LEA so identified and its SEA to take certain improvement actions. The SEA requests this waiver so that it need not comply with these requirements with respect to its LEAs.
- 4. The requirements in ESEA sections 6213(b) and 6224(e) that limit participation in, and use of funds under the Small, Rural School Achievement (SRSA) and Rural and Low-Income School (RLIS) programs based on whether an LEA has made AYP and is complying with the requirements in ESEA section 1116. The SEA requests this waiver so that an LEA that receives SRSA or RLIS funds may use those funds for any authorized purpose regardless of whether the LEA makes AYP.
- 5. The requirement in ESEA section 1114(a)(1) that a school have a poverty percentage of 40 percent or more in order to operate a schoolwide program. The SEA requests this waiver so that an LEA may implement interventions consistent with the turnaround principles or interventions that are based on the needs of the students in the school and designed to enhance the entire educational program in a school in any of its priority and focus schools, as appropriate, even if those schools do not have a poverty percentage of 40 percent or more.
- 6. The requirement in ESEA section 1003(a) for an SEA to distribute funds reserved under that section only to LEAs with schools identified for improvement, corrective action, or restructuring. The SEA requests this waiver so that it may allocate section 1003(a) funds to its LEAs in order to serve any of the State’s priority and focus schools.

- 7. The provision in ESEA section 1117(c)(2)(A) that authorizes an SEA to reserve Title I, Part A funds to reward a Title I school that (1) significantly closed the achievement gap between subgroups in the school; or (2) has exceeded AYP for two or more consecutive years. The SEA requests this waiver so that it may use funds reserved under ESEA section 1117(c)(2)(A) for any of the State’s reward schools.
- 8. The requirements in ESEA section 2141(a), (b), and (c) for an LEA and SEA to comply with certain requirements for improvement plans regarding highly qualified teachers. The SEA requests this waiver to allow the SEA and its LEAs to focus on developing and implementing more meaningful evaluation and support systems.
- 9. The limitations in ESEA section 6123 that limit the amount of funds an SEA or LEA may transfer from certain ESEA programs to other ESEA programs. The SEA requests this waiver so that it and its LEAs may transfer up to 100 percent of the funds it receives under the authorized programs among those programs and into Title I, Part A.
- 10. The requirements in ESEA section 1003(g)(4) and the definition of a Tier I school in Section I.A.3 of the School Improvement Grants (SIG) final requirements. The SEA requests this waiver so that it may award SIG funds to an LEA to implement one of the four SIG models in any of the State’s priority schools.

Optional Flexibility:

An SEA should check the box below only if it chooses to request a waiver of the following requirements:

- 11. The requirements in ESEA sections 4201(b)(1)(A) and 4204(b)(2)(A) that restrict the activities provided by a community learning center under the Twenty-First Century Community Learning Centers (21st CCLC) program to activities provided only during non-school hours or periods when school is not in session (*i.e.*, before and after school or during summer recess). The SEA requests this waiver so that 21st CCLC funds may be used to support expanded learning time during the school day in addition to activities during non-school hours or periods when school is not in session.
- 12. The requirements in ESEA sections 1116(a)(1)(A)-(B) and 1116(c)(1)(A) that require LEAs and SEAs to make determinations of adequate yearly progress (AYP) for schools and LEAs, respectively. The SEA requests this waiver because continuing to determine whether an LEA and its schools make AYP is inconsistent with the SEA’s State-developed differentiated recognition, accountability, and support system included in its ESEA flexibility request. The SEA and its LEAs must report on their report cards performance against the AMOs for all subgroups identified in ESEA section 1111(b)(2)(C)(v), and use performance against the AMOs to support continuous improvement in Title I schools that are not Reward schools, priority schools, or focus schools.
- 13. The requirements in ESEA section 1113(a)(3)-(4) and (c)(1) that require an LEA to serve eligible schools under Title I in rank order of poverty and to allocate Title I, Part A funds based on that rank ordering. The SEA requests this waiver in order to permit its LEAs to serve a Title I-eligible high school with a graduation rate below 60 percent that the SEA has identified as a priority school even if that school does not rank sufficiently high to be served.

**ASSURANCES**

By submitting this application, the SEA assures that:

- 1. It requests waivers of the above-referenced requirements based on its agreement to meet Principles 1 through 4 of the flexibility, as described throughout the remainder of this request.
- 2. It will adopt English language proficiency (ELP) standards that correspond to the State's college- and career-ready standards, consistent with the requirement in ESEA section 3113(b)(2), and that reflect the academic language skills necessary to access and meet the new college- and career-ready standards, no later than the 2013–2014 school year. (Principle 1)
- 3. It will develop and administer no later than the 2014–2015 school year alternate assessments based on grade-level academic achievement standards or alternate assessments based on alternate academic achievement standards for students with the most significant cognitive disabilities that are consistent with 34 C.F.R. § 200.6(a)(2) and are aligned with the State's college- and career-ready standards. (Principle 1)
- 4. It will develop and administer ELP assessments aligned with the State's ELP standards, consistent with the requirements in ESEA sections 1111(b)(7), 3113(b)(2), and 3122(a)(3)(A)(ii). (Principle 1)
- 5. It will report annually to the public on college-going and college credit-accumulation rates for all students and subgroups of students in each LEA and each public high school in the State. (Principle 1)
- 6. If the SEA includes student achievement on assessments in addition to reading/language arts and mathematics in its differentiated recognition, accountability, and support system and uses achievement on those assessments to identify priority and focus schools, it has technical documentation, which can be made available to the Department upon request, demonstrating that the assessments are administered statewide; include all students, including by providing appropriate accommodations for English Learners and students with disabilities, as well as alternate assessments based on grade-level academic achievement standards or alternate assessments based on alternate academic achievement standards for students with the most significant cognitive disabilities, consistent with 34 C.F.R. § 200.6(a)(2); and are valid and reliable for use in the SEA's differentiated recognition, accountability, and support system. (Principle 2)
- 7. It will report to the public its lists of reward schools, priority schools, and focus schools at the time the SEA is approved to implement the flexibility, and annually thereafter, it will publicly recognize its reward schools. (Principle 2)
- 8. Prior to submitting this request, it provided student growth data on their current students and the students they taught in the previous year to, at a minimum, teachers of reading/language arts and mathematics in grades in which the State administers assessments in those subjects in a manner that is timely and informs instructional programs, or it will do so no later the deadline required under the State Fiscal Stabilization Fund. (Principle 3)

- 9. It will evaluate and, based on that evaluation, revise its own administrative requirements to reduce duplication and unnecessary burden on LEAs and schools. (Principle 4)
- 10. It has consulted with its Committee of Practitioners regarding the information set forth in its request.
- 11. Prior to submitting this request, it provided all LEAs with notice and a reasonable opportunity to comment on the request and has attached a copy of that notice (Attachment 1) as well as copies of any comments it received from LEAs (Attachment 2).
- 12. Prior to submitting this request, it provided notice and information regarding the request to the public in the manner in which the State customarily provides such notice and information to the public (*e.g.*, by publishing a notice in the newspaper; by posting information on its website) and has attached a copy of, or link to, that notice (Attachment 3).
- 13. It will provide to the Department, in a timely manner, all required reports, data, and evidence regarding its progress in implementing the plans contained throughout this request.
- 14. It will report annually on its State report card, and will ensure that its LEAs annually report on their local report cards, for the “all students” group and for each subgroup described in ESEA section 1111(b)(2)(C)(v)(II): information on student achievement at each proficiency level; data comparing actual achievement levels to the State’s annual measurable objectives; the percentage of students not tested; performance on the other academic indicator for elementary and middle schools; and graduation rates for high schools. It will also annually report, and will ensure that its LEAs annually report, all other information and data required by ESEA section 1111(h)(1)(C) and 1111(h)(2)(B), respectively.

**If the SEA selects Option A in section 3.A of its request, indicating that it has not yet developed and adopted all the guidelines for teacher and principal evaluation and support systems, it must also assure that:**

- 15. It will submit to the Department for peer review and approval a copy of the guidelines that it will adopt by the end of the 2011–2012 school year. (Principle 3)

## CONSULTATION

An SEA must meaningfully engage and solicit input from diverse stakeholders and communities in the development of its request. To demonstrate that an SEA has done so, the SEA must provide an assurance that it has consulted with the State’s Committee of Practitioners regarding the information set forth in the request and provide the following:

1. A description of how the SEA meaningfully engaged and solicited input on its request from teachers and their representatives.
2. A description of how the SEA meaningfully engaged and solicited input on its request from other diverse communities, such as students, parents, community-based organizations, civil rights organizations, organizations representing students with disabilities and English Learners, business organizations, and Indian tribes.

### **I. Maryland Context**

Maryland has 24 Local Education Agencies (LEAs) from 23 counties and Baltimore City. As of fall 2011, those 24 LEAs had 852,211 PreK–12 students (see <http://www.mdreportcard.org> ). Generally speaking, Maryland divides its schools into six regions. The Baltimore Metropolitan Region has six LEAs: Anne Arundel County, Baltimore City, Baltimore County, Carroll County, Harford County, and Howard County. It also has the SEED School, a publicly-funded, residential boarding school featured on May 23, 2010, on CBS News’ *60 Minutes* program. The Baltimore Metropolitan Region is the largest of the six regions. The National Capital Region includes Montgomery County and Prince George’s County and is the second-largest region in the State. The Western Maryland Region has four LEAs: Allegany County, Frederick County, Garrett County, and Washington County. The Upper Shore Region has five LEAs and includes Caroline County, Cecil County, Kent County, Queen Anne’s County, and Talbot County. The Lower Shore Region has four LEAs and includes Dorchester County, Somerset County, Wicomico County, and Worcester County. Finally, the Southern Maryland Region is home to three LEAs and includes Calvert County, Charles County, and St. Mary’s County.

Maryland will continue to take advantage of its relatively small number of LEAs (24) to provide individualized support and ongoing technical assistance in carrying out the State’s goals. Dr. Bernard Sadusky, Interim State Superintendent, meets monthly with all LEA Superintendents, and appropriate MSDE staff meets monthly with Assistant Superintendents and curriculum content supervisors. Maryland’s small size makes it a good investment for developing and implementing education reform, as the State’s close relationship with all 24 Superintendents ensures constant collaboration, oversight, assistance, rapid communications, and capacity building.

## **II. Engaging All Stakeholders about the Flexibility Application**

Maryland is quite experienced in engaging stakeholders, especially teachers, to build support for education reforms. Maryland has a long history of bringing together education, business, foundation, and community agencies to achieve student success, and to actively engage them in reform efforts.

Maryland utilized much of the communication plan from the State’s work on Race to the Top to ensure engagement of all the appropriate stakeholder groups. An Executive Steering Committee coordinated Maryland’s Race to the Top application, ensuring that all stakeholders were informed and contributing suggestions. The committee was co-chaired by now-retired State Superintendent Nancy S. Grasmick and James DeGraffenreidt, Jr., the president of the State Board of Education. Membership included the Director of Policy for Governor Martin O’Malley; the presidents of the Baltimore Teachers Union (American Federation of Teachers [AFT] affiliate) and the Maryland State Education Association (National Education Association [NEA] affiliate); the Public School Superintendents Association of Maryland (PSSAM), school boards, elementary principals, and secondary principals; the Maryland Parent Teacher Association; the Maryland Business Roundtable; representatives from higher education (State and private colleges and universities, and community colleges); and an advisor from the national AFT.

The letters of support from most of the organizations these individuals represent, as well as from a broad spectrum of others across the State for the Race to the Top application, confirm that Maryland is a united community committed to systemic and sustainable improvements in its public schools. In fact, among the many letters of support Maryland received for its Race to the Top efforts was correspondence signed by every 2009–10 Maryland Local Teacher of the Year (including the teachers from Montgomery County and Frederick County — the only two Local Education Agencies (LEAs) that did not sign on to Race to the Top) and from approximately 30 former Teachers of the Year, as well as Milken Award winners who collectively expressed their support for the Maryland reform plan.

Similarly, as Maryland began preparing the application for the ESEA flexibility, multiple efforts were made to engage as many stakeholders as possible. Maryland held or participated in at least thirty-eight meetings (see Appendix C-1-Consultation Evidence), representing stakeholders from all the appropriate groups in Maryland (see Appendix C-2- Stakeholder Groups) to discuss the flexibility

application process and solicit feedback on the options offered in the application.

Continuing the success of the work on Race to the Top, Maryland used many of the groups that have been convened for Race to the Top work to gather feedback on the flexibility application. This includes the Race to the Top Executive Advisory Meetings. This group includes LEA administrative personnel, teachers, principals, students, parents, higher education, organizations representing students with disabilities and English Language Learners, and business organizations.

As mentioned above, the Interim State Superintendent of School, Dr. Bernard Sadusky, holds meetings with all 24 Local Superintendents on a monthly basis. Dr. Sadusky has discussed the flexibility application with the superintendents in at least the last 5 meetings, beginning September 2011 through January 2012. He solicited their views on the pros and cons of applying for the flexibility and then about each of the components of the application. As the Maryland State Department of Education (MSDE) staff drafted versions of each of the components, Dr. Sadusky brought them back to the superintendents for feedback that was used to revise the models.

Similarly, Dr. Sadusky and his staff presented information about the components of flexibility and the process of developing the application to the Maryland State Board of Education at each of its monthly meetings (September 2011 to the present). The Board provided feedback on the decision to apply for flexibility as well as offered feedback on the elements of the flexibility application which were incorporated into the final application. Additionally, the State Board of Education held a special meeting on February 13, 2012, after the public comment period ended to review and endorse the final application.

Dr. Sadusky and his staff provided updates to the Governor and the legislative analysts explaining the flexibility request, what the flexibility would mean to Maryland, and soliciting feedback and support for Maryland's application. MSDE staff have attended student council meetings, parent and community engagement meetings, gatherings with teacher associations and meetings of advocacy groups for both children with special needs and English Language Learners. During the public comment period, MSDE sent a personal copy of the application to the American Civil Liberties Union (ACLU) and to the Advocate for Children and Youth (ACY) to request their feedback. All of these meetings were in addition to the outreach done with members of each of these groups who sit on various councils

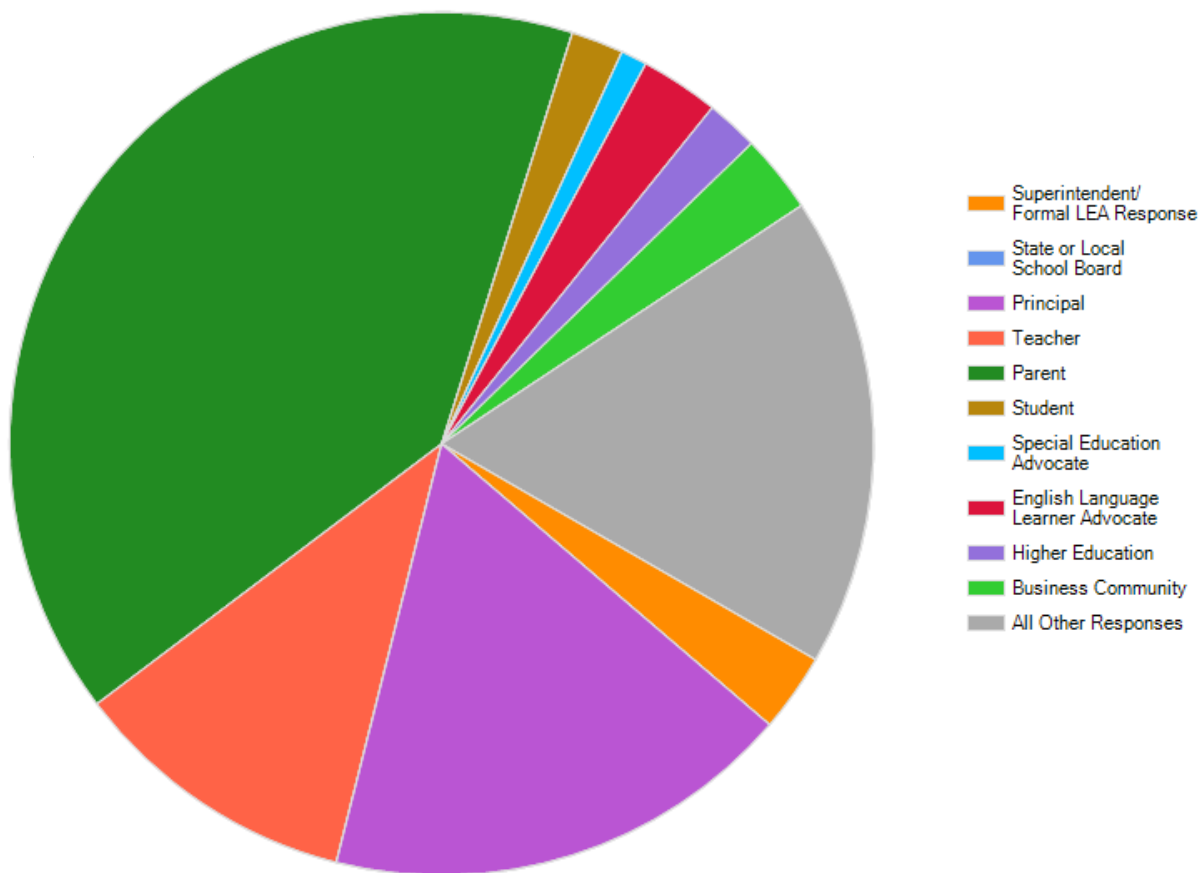


spearheaded by MSDE. Each time a member of the MSDE staff went out to these groups they offered an explanation of the purpose of the flexibility, an update on where Maryland was in the drafting of its application and sought feedback on any developments. All comments were collected and incorporated into the final application (Please see Attachments 1, 2, and 3 for evidence of Maryland’s engagement and the feedback received.)

Maryland posted a draft copy of the application, all attachments, appendices, and a link to the survey monkey feedback tool online (1/25/12) with a message, prominently displayed on the first page of the MSDE website. Emails were sent (1/26/12) to advocacy groups, LEAs, the Community of Practitioners, and groups of stakeholders that had been engaged in this work to alert them to the posting of the draft. The draft remained posted for two weeks (until 2/8/12 at noon) and all comments were either emailed directly to MSDE staff or gathered through a survey monkey feedback site (see survey in Attachment 3).

In the two weeks that the draft remained posted, MSDE received 94 comments, the majority (41) of which came from parents. Fifteen of the comments came from “others” such as representatives of teacher unions, non profits, and non publics, president of a youth organization, grandparents, Supplemental Education Services provider, a Committee of Practitioners member, and several LEA central office staff. Eighteen respondents identified themselves as principals, eleven as teachers and at least four identified as English Language Learner or Special Education Advocates. The pie chart below illustrates the variety of stakeholders who responded to the opportunity to provide feedback. It is important to note that individuals could identify as being in more than one stakeholder category. For example, a teacher who was also a parent could mark both categories. The responders came from every district in the State, with Baltimore City being the most represented (34).

I am responding to this survey as a(n)



Individuals were able to write open ended responses about their thoughts on the consultation section as well as the four Principles and then rate each section and the overall application. Twelve individuals commented on MSDE’s consultation strategies. The comments were generally positive with one respondent thanking MSDE for the opportunity to provide input and noting “Community input provides a forum to gain broader support for MSDE priorities and to improve upon program direction and planning.”

In Principle 1, feedback included some concerns about technology in all districts, principal preparation programs, and addressing the students taking ALT-MSA. This was due in part to the fact that the application that was posted was in draft form. Maryland has specifically responded to concerns about students who take the ALT-MSA in the application and has included these scores in achievement and growth measures within the School Performance Index. Overall, this section received positive feedback with one respondent noting “Pleased to see a special focus being put upon ELL students and students

with disabilities.”

Eleven respondents offered feedback on Principle 2 which was relatively positive. One concern about Maryland’s accountability system, that subgroups will not receive the appropriate amount of focus, has been continually voiced by Special Education advocates and was mentioned in the feedback in Principle 2. MSDE staff have been working closely with the special education and English Language Learner communities to allay some of these concerns. Maryland preserved a strong focus on subgroup achievement in AMOs, retained its n size of 5 to maintain strong accountability for all students, and has proposed a reward structure that specifically rewards schools for reducing achievement gaps with all subgroups. These decisions were made with the advice and consultation of the advocates in these areas. In fact, one respondent noted that “We were pleased to see that MSDE will continue to require accountability requirements and will also improve data systems that have the capacity to differentiate between subgroups in a meaningful and useful approach.”

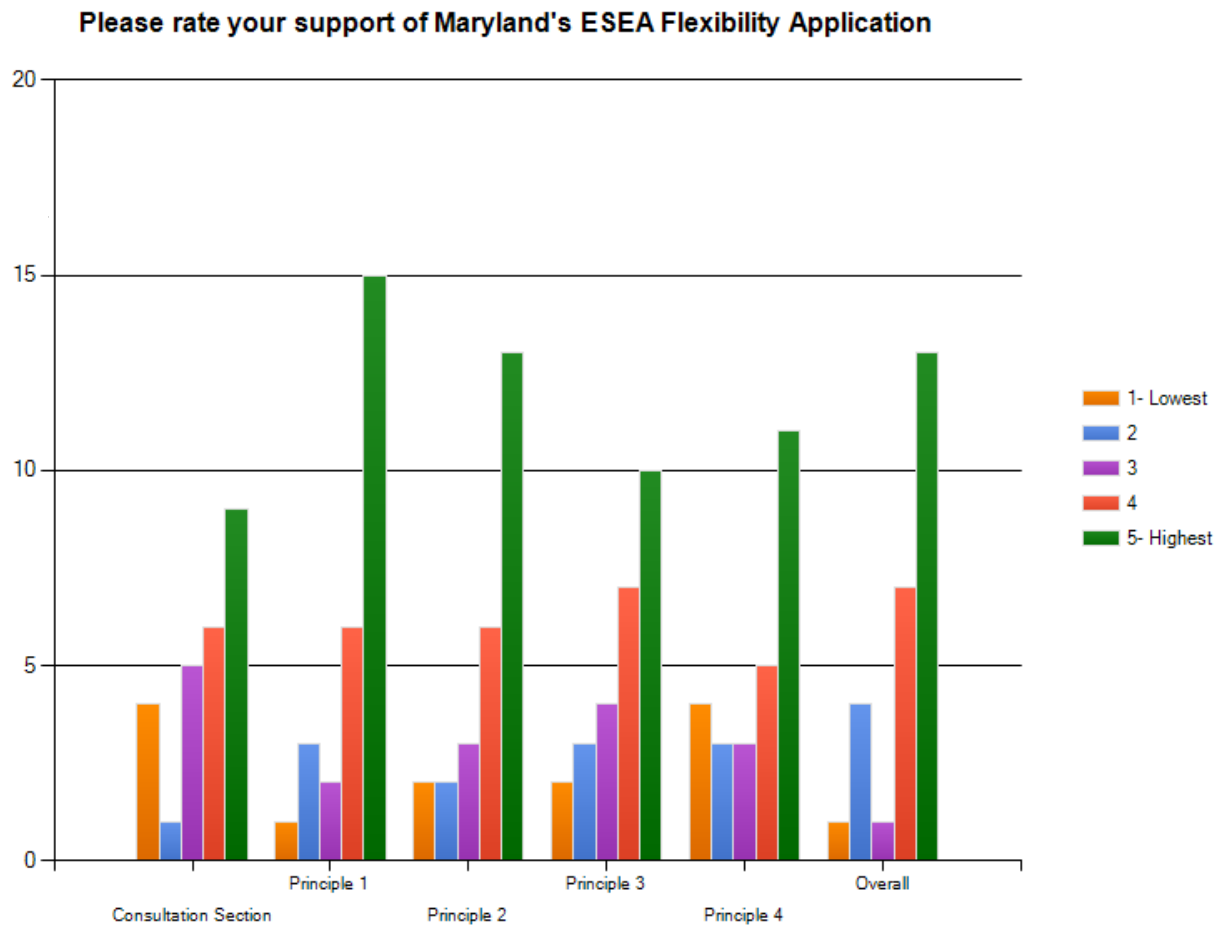
Feedback on Principle 3 was completed by 12 respondents. Overall, they responded that they were pleased with the steps Maryland has been taking to redesign its teacher/principal evaluation system. Positive comments included praise for considerations of student growth, allowing the option of a fourth rating category, and linking evaluation with professional development. Concerns included using the School Performance Index as part of the evaluation model, evaluating the effectiveness of the assessments to be used, and the evaluation cycle. MSDE has responded to many of these comments in the final application, including a clearer explanation of the School Performance Index and how it will be used in the teacher/principal evaluation model.

There was no explanation of Principal 4, reducing duplication and unnecessary burden, at the time the draft proposal was posted. Therefore, many of the comments were about the lack of information. At the time of the posting, Maryland made a statement that it would evaluate and based on that evaluation, revise its own administrative requirements to reduce duplication and unnecessary burden on LEAs and schools. Since the posting, Maryland has explained how the Master Plan process reduces the paperwork burden and that future meetings about this process will pay special attention to even further reduction of duplicative reporting without jeopardizing the integrity of the accountability systems.

One concern that was raised in the feedback process came from Supplemental Education Service (SES)

providers mainly from Baltimore City with additional concerns from SES providers in Baltimore County and Prince George’s County. Because the flexibility would allow low-performing LEAs to use the funds they had been required to reserve for SES for other uses, SES providers are concerned that their services will be eliminated. Maryland has responded to this by clearly stating in the application that an LEA may still choose to use its funds for SES, although it will not be required to do so. Furthermore, Interim State Superintendent, Dr. Bernard Sadosky, met with a group of representatives from SES providers in the State to hear their concerns and explain Maryland’s position. Still, the SES providers encouraged parents to contact MSDE to advocate for “keeping” SES. As a result, each section of the feedback has some comments about maintaining the current SES programs. Additionally, MSDE received approximately 200 postcards that were pre-printed “Save SES” and approximately 20 calls from parents requesting the same.

Overall, MSDE was very pleased with the feedback and stakeholder input received through the public feedback survey. Twenty-nine of the respondents chose to rate the components of the application and the application overall. On a 1-5 scale with 1 being the lowest and 5 the highest, the overall application received a 4.04. A graph of the overall ratings is below:



Although some concerns were raised about specific portions of the application and the level of involvement certain groups had over others, MSDE is confident that consultation was approached in good faith in as many ways as possible. One respondent validated this impression by stating “The application paints an accurate picture of what has happened in the process of stakeholder involvement and reflects the current status of Maryland’s progress in meeting RTTT requirements and those of the ESEA waiver.” MSDE staff made a concerted effort to not only involve all stakeholder groups, but to respond to their concerns either verbally, through email, response letters, or in this application. Seventeen respondents chose to make general comments on the application. MSDE is especially proud of the following comment from the Maryland Down Syndrome Advocacy Coalition:

We want to applaud MSDE for its commitment to meaningful stakeholder input and the responsiveness of MSDE leadership who are involved with this effort. In addition, we want to acknowledge that prior to releasing the draft, MSDE already made key decisions that demonstrate a strong commitment to accountability for students in every subgroup and to improve instruction through implementing Universal Design for Learning (UDL).

### **III. Engagement around Principle #1— College- and Career-Ready Expectations for all Students**

Maryland’s work on engaging stakeholders to work on creating college- and career-ready expectations began before the opportunity for ESEA flexibility was announced. Like many other Race to the Top states, Maryland had already agreed to adopt the Common Core State Standards as part of its Race to the Top application. Importantly, this decision was informed by many of the stakeholders in Maryland.

Beginning in the summer 2002, Maryland departed from a long tradition of total local curriculum control to implement a Statewide Maryland curriculum. Maryland developed the Voluntary State Curriculum (VSC) in the summer 2002 and took the mathematics and reading curriculums to the State Board in June 2003. It was voluntary for LEAs to adopt the State curriculum. More than 900 educators throughout Maryland came together to develop the curriculum in English/Language Arts, mathematics, science, social studies, world languages, health, physical education, fine arts, and school library media, and to develop cross-cutting expectations and tools to help content-area teachers instruct English Language Learners (ELLs) and students with disabilities. Educators in each of the State’s 24 LEAs were deeply engaged in developing this curriculum. In 2008 the VSC became the Maryland State Curriculum and all 24 local districts aligned to this curriculum for the Maryland School Assessments (MSAs) and the High School Assessments (HSAs). This experience served as a model for engaging teachers and their representatives as Maryland adopted the Common Core State Standards in June 2010 and began development of the Maryland Common Core State Curriculum.

In both reforms, and as described below (see Principle 1), Maryland initiated meetings of cross-district, cross-discipline, and cross-grade-level (including higher education) to come together to develop a model curricular framework based on the Common Core State Standards. These cross area teams also included educators with a focus on English Language Learners and Students With Disabilities (SWD). MSDE shared the draft products iteratively with educators in each of the 24 LEAs and in higher education for multiple rounds of feedback and redrafting until the writing teams were satisfied that the materials were of exceptional quality. The curricula were shared with grade-level teams at the Educator Effectiveness Academies (described more below) which MSDE conducted over the summer 2011. The participants in these Academies were tasked with bringing the information back to their own schools and had to develop a plan for doing so (See Principle 1 for a more complete description).

State Board adoption was the culmination of months of active participation by Maryland educators and stakeholders in the development of the standards. Three MSDE staff members provided feedback and guidance to the Common Core State Standards Initiative during the standards development phase. Four representatives from Maryland colleges and universities — Francis (Skip) Fennell (McDaniel College), Denny Gulick (University of Maryland, College Park), Bernadette Sandruck (Howard Community College), and Stephen Wilson (Johns Hopkins University) — also served on the standards development teams or feedback teams. In addition, MSDE, the Maryland State Education Association (MSEA), local colleges and universities, and the Maryland Business Roundtable provided extensive feedback.

To expand the base of participation, MSDE invited all 24 LEA supervisors in each of the content areas of reading, English/Language Arts, mathematics, science, and social studies to comment, along with all 24 Local Assistant Superintendents for Instruction, the 25 higher-education representatives on the Statewide Standards for College English Committee, and mathematics higher-education representatives.

Twenty-three of the 24 systems (90 educators in all) were represented at regular MSDE content briefings and feedback sessions on the Common Core State Standards. With the permission of the Council of Chief State School Officers (CCSSO), the 24 Local Assistant Superintendents received an overview of the draft K–12 Common Core State Standards at their February 2011 meeting and were given the opportunity to identify concerns. Moreover, to get a head start on the next phase of implementation, 10 Reading/English/Language Arts specialists from multiple LEAs and 14 mathematics specialists began comparing the draft Common Core State Standards to the existing Maryland State Curriculum (see the gap analysis description in Principle 1).

Concerned about the difficulty in engaging higher education faculty and cognizant of how imperative their involvement was to creating college- and career-ready standards, MSDE contacted the University System of Maryland (USM) and the Maryland Higher Education Commission (MHEC) to set up a meeting specifically to gather feedback from the higher education faculty. Two meetings were held, one for English/Language Arts and one for mathematics, involving more than one hundred faculty and including not just teacher educators, but English and mathematics content faculty as well. MSDE staff from the Division of Instruction presented the draft of the curriculum frameworks for all grade levels in both content areas. Higher Education faculty reviewed the frameworks and offered feedback that

MSDE staff then incorporated into the final frameworks. MSDE also used this opportunity to explain the Partnership for the Assessment of Readiness for College and Careers (PARCC) and the role higher education faculty could play in that work. (Appendix C-3)

Most importantly, this collaboration created a network of practitioners from the full P-20 spectrum to continue to work together to ensure that all students in Maryland are college- and career-ready. MSDE has continued to offer regional meetings for all teachers, principals, students, parents, other LEA representatives, higher education faculty, and any other interested stakeholders, to continue a dialogue about college- and career-ready standards (Appendix C-4).

Finally, MSDE publishes a monthly update on Race to the Top that often includes information about the progress on implementation of the Common Core State Standards and the PARCC Assessments. MSDE also issues a document titled “*Maryland Classroom*” that provides ongoing updates about all the initiatives in Maryland education. Both of these documents are published on the MSDE website and the *Maryland Classroom* is distributed in limited numbers to every school in the State. The purpose of both documents is to continue to reach out to the public and engage all stakeholders in all reform efforts in Maryland. (Appendix C-5 and can also be found at: [http://www.marylandpublicschools.org/MSDE/programs/race\\_to\\_the\\_top](http://www.marylandpublicschools.org/MSDE/programs/race_to_the_top)).

#### **IV. Engagement around Principle #2— State-Developed Differentiated Recognition, Accountability and Support**

Teachers and their representatives were also intricately involved in the development of the State differentiated recognition, accountability, and support system. MSDE held multiple meetings to solicit feedback from teachers and their representatives including presentations to Educators Association representatives. The National Teacher of the Year 2010, Michelle Shearer, and the Maryland State Teacher of the Year 2011, Joshua Parker, were both engaged directly about their thoughts and feedback on the process.

MSDE held a stakeholder meeting for all the LEA superintendents and/or their accountability and assessment representatives to engage them in the development of this system. Eighteen of the twenty-four LEAs were represented. The group, which included at least six superintendents, reviewed the requirements and options for Principle 2. They agreed that they wanted to do an Index that expressed



the value Maryland places on achievement, student growth, gap closing, college- and career-readiness, and the graduation rate. They discussed the options of super-groups, n-sizes, and which schools should be involved. They advised the MSDE staff drafting the model to keep it simple, align it with strategic initiatives, and base all components on presently available data, with the ability to add more as data became available.

In addition to the above mentioned meeting, MSDE provided updates and gathered feedback at the monthly PSSAM meetings in November and December 2011 and in January 2012. MSDE shared progress, data, and the draft Index. The superintendents' continuous feedback was utilized in the development of the models.

As the components of the new model were developed, MSDE staff shared them with all of the stakeholder groups MSDE works with as well as offering to visit all teacher education associations and any district that wanted more explanation and input. This resulted in attendance at Special Education Meeting, ELL Advisory Council, and an LEA Teacher Union meeting. At each meeting, staff presented the most recent version of the new recognition, accountability and reward system, solicited input and support and brought it back for consultation and action as appropriate. The ELL Advisory Council recommended a differentiated approach to AYP for ELLs that links both a student's time in an ESOL program and current English language proficiency level (beginning, intermediate, advanced) to expectations for achievement on State assessments. The ELL Advisory Council also felt that NCLB was an important catalyst for transparency and accountability regarding ESOL programs and ELL student achievement. The group cautioned that we do not want to lose ground related to this emphasis on rigor and accountability for ELLs. Additionally, special education advocates shared emails, letters and feedback on "n" size and discouraged the use of a super subgroup and the use of the IEP as a multiple measure. In response to this feedback and the suggestion that Maryland keep its small subgroup size for AYP purposes so as not to lose the focus on ELL and SWD students, MSDE is maintaining the current "n" size of 5 and is not requesting an increase in "n" size.

To continue feeding all the input into the model, MSDE formed an internal working group of Assistant State Superintendents, led by the Interim State Superintendent. This group included two consultants hired by MSDE to help develop the specific metrics. Meeting on an almost bi-weekly basis, every member of this group solicited feedback from stakeholder groups, brought it back to the authors, and

was responsible for making sure all voices were heard, incorporated, and included in the final application while also responding to the feasibility of the model options.

### **V. Engagement around Principle #3 — Supporting Effective Instruction and Leadership**

While the broad framework of Maryland’s new educator evaluation system has been established through State law, MSDE relied extensively on consultations, feedback, and focus-group discussions with teachers and principals from throughout the State to begin filling in key details and next steps. Similar to Maryland’s adoption of the Common Core State Standards, the work for this application actually began with the Race to the Top application. Specifically, a series of 24 focus groups consisting of 432 stakeholders — including superintendents, human resource directors, teachers, ELL and SWD educators, representatives of teacher associations, and representatives from higher-education teacher preparation and arts and sciences faculty — provided input on the draft framework for teacher evaluations that was originally presented in Maryland’s Race to the Top Application. Eleven focus groups engaged 200 principals and 30 supervisors of principals on the draft framework for principal evaluations. Just as a similar consultative process a decade ago helped the State shift to a mandatory curriculum (described in Principle 1) that was widely accepted and used, this outreach and consultation on the evaluation system has helped lay a strong groundwork and broader buy-in for the new evaluation system as Maryland shifts from a locally determined system to a Statewide framework with required components and consistent quality, but still with local flexibility.

Additionally, Maryland established the Maryland Educator Effectiveness Council (MEEC) which required the participation of representatives from individuals/groups such as: State Superintendent; Members of the General Assembly; Governor’s Policy Director; State Board of Education; Local Boards of Education; LEA Superintendents; Maryland State Education Association; Baltimore Teachers Union; LEA Assistant Superintendents for Instruction; LEA School Business Officials; LEA Executive Officers; Local Accountability Coordinators; LEA Human Resources Directors; Title I coordinators; Principals; MSDE/LEA identified teachers; Institutions of Higher Education (USM system, private colleges and community colleges); Community/Business; PTA; National Psychometric Council; Maryland Assessment Research Center for Education Success (MARCES); and students. At least six teachers or their representatives were required to make up the Council. The job of this Council is to submit recommendations to the Governor, the General Assembly, and the Maryland State Board of Education for the development of a model evaluation system for educators. The interim report

of this Council, informed by the pilots (discussed below) is the basis for the Maryland model that is included in this application.

As part of the work of the MEEC, Maryland held a series of think tank meetings that were designed around specific content areas. In addition to content areas, there were ESOL teachers, special educators, and Career and Technical Education (CTE) educator think tanks. The think tanks were charged with how to define student growth for content that is not part of the content accountability assessments and what measures would be used to then evaluate the teachers of the specific subject or area. Some examples of feedback include: the group of ELL educators identified sample measures of an ESOL teacher’s effectiveness, English language proficiency assessment measures, and specific ELL “look-fors” for teacher observations and teacher portfolios; the Special Education group identified reasonable growth measures that included pre and post measures, improvement over baselines and growth from pre to post rather than IEPs; Science educators focused on quarterly assessments and portfolios; finally, mathematics educators recommended that student growth be incorporated with a focus on how pre and post tests are constructed. All recommendations were then presented to the Maryland Educator Effectiveness Council and were considered for incorporation into the report and pilot models.

Currently seven districts are piloting the system recommended by MEEC (see Principle 3 for more information). The leadership teams of these pilots, which include superintendents, district staff, principals and teachers, meet on a monthly basis and offer input and feedback into what is and is not working and how that information can be used to make adjustments to the Statewide model that will be piloted in the next school year. MSDE has hired three RTTT contractual employees who act as liaisons between the pilot districts, non-pilot districts, and MSDE to ensure a continuous feedback loop of communication and adjustment.

## EVALUATION

The Department encourages an SEA that receives approval to implement the flexibility to collaborate with the Department to evaluate at least one program, practice, or strategy the SEA or its LEAs implement under principle 1, 2, or 3. Upon receipt of approval of the flexibility, an interested SEA will need to nominate for evaluation a program, practice, or strategy the SEA or its LEAs will implement under

principles 1, 2, or 3. The Department will work with the SEA to determine the feasibility and design of the evaluation and, if it is determined to be feasible and appropriate, will fund and conduct the evaluation in partnership with the SEA, ensuring that the implementation of the chosen program, practice, or strategy is consistent with the evaluation design.

Check here if you are interested in collaborating with the Department in this evaluation, if your request for the flexibility is approved.

## OVERVIEW OF SEA'S REQUEST FOR THE ESEA FLEXIBILITY

Provide an overview (about 500 words) of the SEA's request for the flexibility that:

1. explains the SEA's comprehensive approach to implement the waivers and principles and describes the SEA's strategy to ensure this approach is coherent within and across the principles; and
2. describes how the implementation of the waivers and principles will enhance the SEA's and its LEAs' ability to increase the quality of instruction for students and improve student achievement.

Even in its fourth straight year as *Education Week's* number one ranked school system in the nation and the *College Board's* number one ranking in Advanced Placement performance, the Maryland Department of Education (MSDE) is always challenging itself to improve. MSDE's core values of commitment to every student, belief that all students can and must learn, certainty that schools must help students grow, and conviction that the educator evaluation system must be equitable are achieved through data-driven accountability systems, high standards of excellence from teachers and principals and dynamic collaboration between Local Education Agencies (LEAs) and MSDE. Maryland's ambitious mission is to provide every student with a world-class education that ensures post-graduation college- and career-readiness. Every student must be prepared to graduate from a Maryland public school with the content knowledge and learning skills to be successful in the future, whether post-secondary education, job training, or an immediate career.

Maryland's excellence in education is made possible by seamless and supportive partnerships connecting the 24 LEAs with MSDE. Maryland continually challenges its education system to be "world class" by providing strong State education policy, programs, and leadership. Annual reports by every school system on student achievement are scrutinized within the framework of State and federal standards. LEAs are required to include strategies and methodologies for further improvement, which must be approved by the Maryland State Board of Education.

Maryland educators are building a homegrown Maryland Curriculum, aligned with the Common Core State Standards, to help students achieve the national standards. Such cutting-edge activity is also visible in the emphasis on a Statewide technology infrastructure that links all data elements with analytic and instructional tools to better monitor student achievement.

In regards to Principle 1, Maryland adopted college- and career-ready standards for all students and signed a Memorandum of Understanding with the Partnership for Assessment of Readiness for College and Careers (PARCC), which is focused on developing summative assessments that will measure each student’s readiness for college and careers and will be sufficiently reliable and valid for student and school accountability. The new Maryland CCSS Curriculum Framework emphasizes the incorporation of Universal Design of Learning (UDL) principles. As for Principle 2, Maryland’s approach to differentiated recognition, accountability, and support builds upon the differentiated accountability structure that Maryland has been using for the last four years with renewed attention to achievement, equity, growth, and attainment. For Principle 3, Maryland is committed to taking bolder, more aggressive steps to develop an evaluation process for teachers and principals and use that information to help develop the strongest educator corps in the country. Finally, for Principle 4, the flexibility will help Maryland in consolidating similar reports to reduce the burden on schools and school systems in duplicating reports.

The implementation of the flexibility described in this ESEA flexibility request will enhance the ability of the Maryland State Department of Education and the local school systems to increase the quality of instruction for all students as well as improve their achievement levels. Maryland’s dedication to accountability, support for educators, spirit of collaboration, and insistence of excellence for all students were fundamental in helping Maryland win Race to the Top, and will continue to guide Maryland in preparing world-class students.

# Maryland's ESEA Waiver Theory of Action

## IF we...

### Strategic Levers

- Adopt Common Core Standards, use PARCC assessments and communicate clear expectations of college and career readiness for students
- Can develop, assess, and better deploy effective educators
- Differentiate the progress schools are making to better target state assistance

## THEN we have...

### Impact on Closing Achievement Gaps

- Standards translated into engaging instruction (curriculum, lessons, projects, homework) that are ...
  - ◊ Designed and delivered by effective and exemplary educators who ...
  - ◊ Use data to monitor every student's progress, identify gaps, continuously improve instruction.

## GOALS

### Student Achievement. Educator Effectiveness and School Improvement

- All students can and must learn and grow.
- All educators must be effective and continue to improve.
- All schools are helping students and educators grow through continuous improvement.

## PRINCIPLE 1: COLLEGE- AND CAREER-READY EXPECTATIONS FOR ALL STUDENTS

### 1A ADOPT COLLEGE-AND CAREER-READY STANDARDS

Select the option that pertains to the SEA and provide evidence corresponding to the option selected.

<p><b>Option A</b></p> <p><input checked="" type="checkbox"/> The State has adopted college- and career-ready standards in at least reading/language arts and mathematics that are common to a significant number of States, consistent with part (1) of the definition of college- and career-ready standards.</p> <p>i. Attach evidence that the State has adopted the standards, consistent with the State’s standards adoption process. (Attachment 4)</p>	<p><b>Option B</b></p> <p><input type="checkbox"/> The State has adopted college- and career-ready standards in at least reading/language arts and mathematics that have been approved and certified by a State network of institutions of higher education (IHEs), consistent with part (2) of the definition of college- and career-ready standards.</p> <p>i. Attach evidence that the State has adopted the standards, consistent with the State’s standards adoption process. (Attachment 4)</p> <p>ii. Attach a copy of the memorandum of understanding or letter from a State network of IHEs certifying that students who meet these standards will not need remedial coursework at the postsecondary level. (Attachment 5)</p>
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### 1.B TRANSITION TO COLLEGE-AND CAREER-READY STANDARDS

Provide the SEA’s plan to transition to and implement no later than the 2013–2014 school year college- and career-ready standards statewide in at least reading/language arts and mathematics for all students and schools and include an explanation of how this transition plan is likely to lead to all students, including English Learners, students with disabilities, and low-achieving students, gaining access to and learning content aligned with such standards. The Department encourages an SEA to include in its plan activities related to each of the italicized questions in the corresponding section of the document titled *ESEA Flexibility Review Guidance*, or to explain why one or more of those activities is not necessary to its plan.

*Maryland’s Plan for complete implementation is provided in table form in Appendix 1.B – a narrative of the work is below:*

#### **I. Maryland’s Definition of College- and Career-Readiness**

Through work over recent years with the Maryland P-20 Council, the Maryland Business

Roundtable for Education and our 24 Local Education Agencies, MSDE has developed the following definition for College- and Career-Readiness.

College- and career-readiness includes mastery of rigorous content knowledge and the abilities to apply that knowledge through higher-order skills to demonstrate success in college and careers. This includes the ability to think critically and solve problems, communicate effectively, work collaboratively, and be self-directed in the learning process. More specifically, a student who is college- and career-ready should:

- Be prepared to succeed in credit-bearing postsecondary introductory general education courses or in an industry certification programs without needing remediation;
- Be competent in the *Skills for Success (SFS)* which can be found at <http://www.marylandpublicschools.org/NR/rdonlyres/2990BAB1-3E67-4E08-9D0E-297014ADE008/10606/SFSFeb1998.pdf>. (SFS includes learning, thinking, communication, technology, and interpersonal skills.)
- Have identified potential career goal(s) and understand the steps to achieve them; and
- Be skilled enough in communication to seek assistance as needed, including student financial assistance.

## **II. Adoption of Common Core State Standards (CCSS)**

On June 1, 2009, Maryland signed the Memorandum of Agreement to participate in the development and adoption of internationally benchmarked State standards through the Common Core State Standards Initiative led by the National Governors Association (NGA) and the Council of Chief State School Officers (CCSSO). This initiative now includes 45 other states, the District of Columbia, and two U.S. territories. At that time, Governor Martin O’Malley stated, “Maryland has a long history of high educational standards, which have helped our State to be recognized as the number one-ranked system in the nation. At the same time, our schools and our students must compete globally, and we must continue to raise expectations.” The standards were adopted by the Maryland State Board of Education on June 22, 2010 (Attachment 4 is an excerpt from the minutes of that meeting- the complete minutes can be found at: <http://www.marylandpublicschools.org/NR/rdonlyres/5D922A58-42B9-420F-997F-11CF4B13DEB4/24679/June222010.pdf> ).



The Common Core State Standards represent an important evolution in standards-based reform, an area where Maryland has demonstrated leadership since the 1980s. Indeed, in 2011, Education Week's *Quality Counts* report gave the State's standards an A ranking. Maryland has led the nation in establishing strong academic standards and accompanying curriculum; shown how to effectively engage hundreds of teachers, Local Education Agencies (LEAs), and Institutions of Higher Education (IHEs) across the State in developing standards and the State Curriculum; sought outside experts to evaluate the quality of the curriculum; and benchmarked the State's standards and curriculum against those used in high-performing states and countries. Most recently (2007–08), to ensure that its standards were world class and rigorous enough to prepare students for college and careers, Maryland aligned its high school curriculum with the American Diploma Project's College- and Career-Ready Benchmarks in reading, English/Language Arts, and mathematics.

Given this track record for Maryland, the Common Core State Standards are the logical next step in providing a set of rigorous expectations for the State's schools to build on the work the State has accomplished over the past two decades. The standards provide the essential foundation to ensure that all students, including those who traditionally have not succeeded at higher levels, have access to the challenging education opportunities that more privileged students have long taken for granted. As described more fully below, Maryland plans to take essential steps over the next several years to make these standards accessible to all Maryland teachers and students with a specific focus for students with disabilities and English Language Learners by incorporating Universal Design Learning (UDL) principles throughout the standards (Appendix 1.B).

### **III. Gap Analysis**

After the adoption of the Common Core State Standards, MSDE's Division of Instruction created and shared a transition plan. The first step in the transition process was to review the final version of the Common Core State Standards (CCSS) and compare them to Maryland's State Curriculum. Members of MSDE's Division of Instruction staff invited educators from LEAs, including ESOL teachers and Special Educators, and higher education to compare the State Curricula in mathematics and Reading/English/Language Arts with the CCSS using the Achieve Common Core Comparison Tool (CCCTool). The information provided by this tool was a roadmap to guide State teams in updating the State curriculum, developing tools for

Maryland educators and providing professional development. During the months of August and September 2010, educators completed the match and rate process. This information forms the data set and reports that curriculum revision teams used to create curricular documents and produce and identify materials for the Online Instructional Toolkit.

### **Mathematics**

The CCCTool for mathematics indicated that 88% of the Common Core State Mathematics Standards matched Maryland mathematics standards; there are 495 Common Core State Mathematics Standards. The strength of the matches is categorized as excellent, good, or weak. Twelve percent of the Common Core State Mathematics Standards had no match to Maryland mathematics standards. The mathematics teams considered the strength of the matched standards, as well as those standards that have no match, as they developed curricular documents and tools. Grade level differences were reviewed and appropriate adjustments to the Common Core State Curriculum were completed by May 2011.

Of the 495 Common Core State Mathematics Standards, 55 are “+” standards (all in grades 9 – 12). This means that these standards are not required for students to meet the College- and Career-Readiness standards but represent additional mathematics that students should learn in order to take advanced courses such as calculus, advanced statistics, or discrete mathematics. These “+” standards are the weakest match between the Common Core State Standards and Maryland mathematics standards with a 42% match. The strongest matches occurred in grades K – 5 where the match was 100%.

Overall, Maryland teams identified the strength of the matches in mathematics:

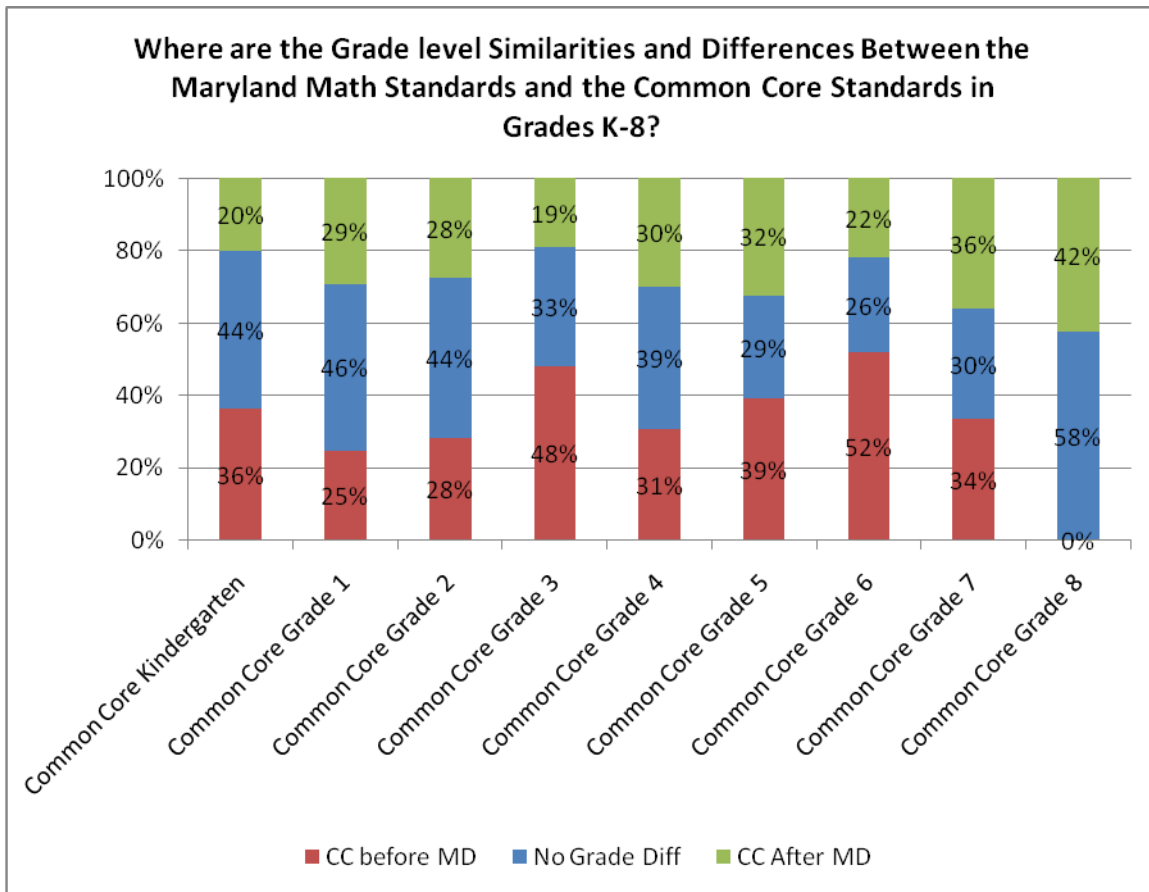
52% (n=258)	Excellent match
21% (n=103)	Good match
15% (n=76)	Weak match
12% (n= 58)	No match

### Common Core State Mathematics Standards Frequency Table for Maryland

Grade	Total # of CC standards at grade level	% of Common Core matched	Excellent Match to MD	Good Match to MD	Weak Match to MD	No Match to MD
<b>Grand Total</b>	495	88%	258	103	76	58
<b>K-12 Math Practices</b>	8	100%	2	3	3	0
<b>Kindergarten</b>	25	100%	20	4	1	0
<b>Grade 1</b>	21	100%	13	7	1	0
<b>Grade 2</b>	26	100%	21	4	1	0
<b>Grade 3</b>	35	100%	25	10	0	0
<b>Grade 4</b>	35	100%	30	1	4	0
<b>Grade 5</b>	36	100%	23	6	7	0
<b>Grade 6</b>	43	93%	33	4	3	3
<b>Grade 7</b>	43	84%	21	11	4	7
<b>Grade 8</b>	33	94%	19	7	5	2
<b>Grade 9-12 (Total)</b>	190	76%	51	46	47	46
<b>9-12 non “+”</b>	135	90%	43	43	35	14
<b>9-12 “+” standards</b>	55	42%	8	3	12	32

### Grade Level Comparisons

The table below indicates the percentages of matched standards at the same grade levels. However, the number of weak and good matches is significant and requires changes in the Maryland Mathematics Curriculum. These differences in grade level content had implications for the curriculum revision teams for classroom instruction, assessment, professional development, and curriculum materials. The red area indicates that college- and career-standards are taught before they would be taught in the Maryland State Curriculum. The blue area indicates that college- and career-standards are taught at the same time as they would be taught in the Maryland State Curriculum. The green area indicates that college- and career-standards are taught after they would be taught in the Maryland State Curriculum.



### English/Language Arts and Literacy in History, Science and Technology

The CCCTool for English/Language Arts (ELA) indicated that 89% of the Common Core

State ELA Standards matched Maryland ELA standards; there are 1019 State Core ELA Standards; this includes the College- and Career-Readiness Anchor Standards and the Literacy in History, Science and Technology Standards.

The strength of the matches is categorized as excellent, good, or weak. Eleven percent of the Common Core State ELA Standards had no match to Maryland ELA standards. The ELA and literacy teams considered the strength of the matched standards as well as those standards that have no match as they developed curricular documents and tools. Grade level differences were also reviewed and appropriate adjustments to the Common Core State Curriculum were completed by May 2011. Most of the ELA matches were on grade level.

The teams reported that writing standards matches presented the most differences because the State Curriculum standards are written as process and the CCSS are written as product.

Overall, Maryland teams identified the strength of the matches in ELA\*:

50% (n=433)	Excellent match
22% (n=196)	Good match
17% (n=144)	Weak match
11% (n=95)	No match

\*The 32 College- and Career-Readiness Anchor Standards and the Literacy in History, Science and Technology standards are not included in this count.

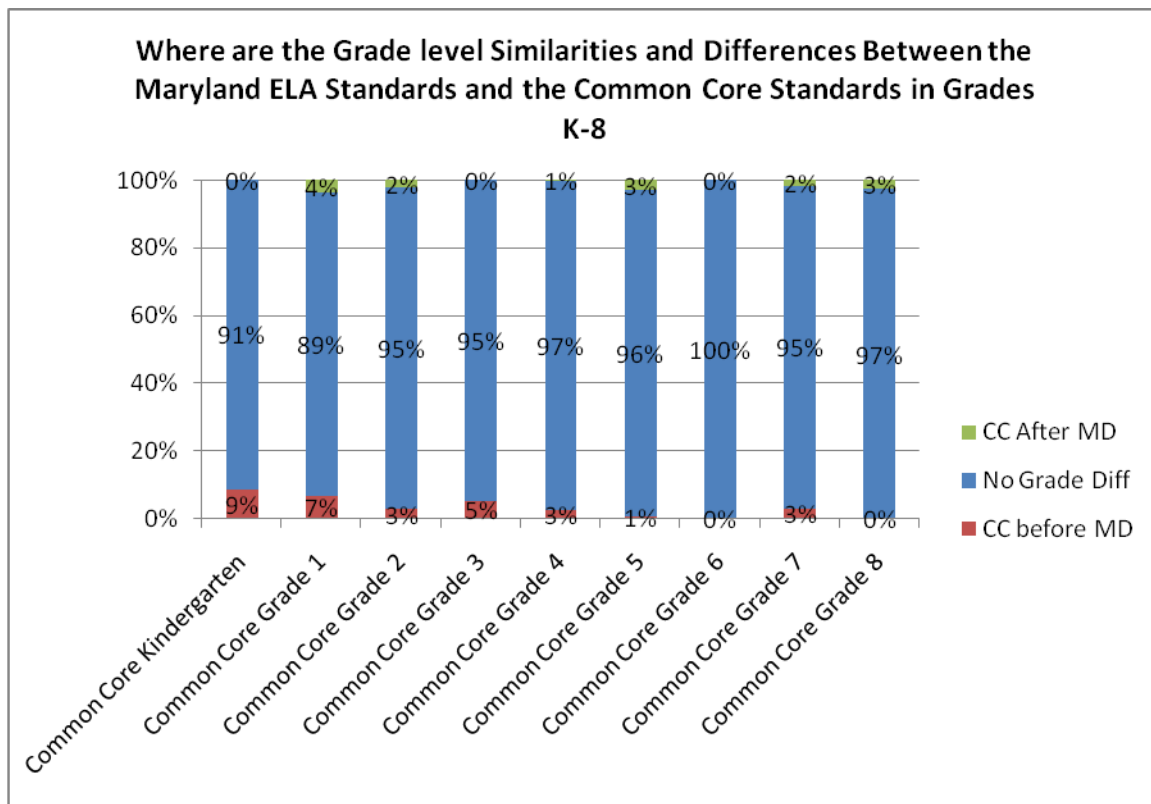
**Common Core State ELA Standards Frequency Table for Maryland**

Grade/ Grade Band	Total # of Common Core standards at grade level	% of Common Core matched	Excellent Match to Maryland (# of 3s)	Good Match to Maryland (# of 2s)	Weak Match to Maryland (# of 1s)	# of non-matched standards
<b>Total</b>	868	89%	433	196	144	95
Kindergarten	72	88%	35	18	10	9
Grade 1	81	90%	47	20	6	8
Grade 2	71	94%	51	11	5	4

Grade 3	90	93%	54	21	9	6
Grade 4	87	87%	40	24	12	11
Grade 5	85	87%	41	19	14	11
Grade 6-8	79	87%	20	18	31	10
Grade 9-10	76	75%	14	25	18	19
Grade 11-12	78	82%	22	19	23	14

**Grade Level Comparisons**

The table below indicates the percentages of matched standards at the same grade levels. Differences in grade level content had implications for the curriculum revision teams for classroom instruction, assessment, professional development, and use of curriculum materials. The red area indicates that college- and career-standards are taught before they would be taught in the Maryland State Curriculum. The blue area indicates that college- and career-standards are taught at the same time as they would be taught in the Maryland State Curriculum. The green area indicates that college- and career-standards are taught after they would be taught in the Maryland State Curriculum.



This gap analysis was presented to the State School Board in October 2010. Appendix 1.B.1 contains an excerpt from the minutes of that meeting—the complete minutes can be found at: <http://www.marylandpublicschools.org/NR/rdonlyres/5D922A58-42B9-420F-997F-11CF4B13DEB4/27202/October262010.pdf> ).

It is important to note that when teams of Maryland educators developed the Maryland Common Core State Curriculum Frameworks (discussed below) during 2010-2011 school year, they specifically identified the excellent matches. The Maryland Curriculum Frameworks include each grade level standard and the “Essential Skills and Knowledge” needed to master that standard. This information was part of the Educator Effectiveness Academy in 2011 (also described below). Additionally, workshops on addressing the transition have targeted specific changes that need to occur which includes addressing standards identified as a low/no match in the CCSS gap analysis or that had a grade misalignment.

#### **IV. Common Core State Curriculum Frameworks**

Adopting the world-class expectations embodied in the Common Core State Standards is just the first step Maryland took to ensure that *all* high school graduates are ready for college and careers. The standards are an important foundation. But to meet its ultimate goal of preparing all students for college and careers — including students traditionally not meeting standards — the State had to find and fund more effective strategies for ensuring that these standards make their way into every classroom. The standards had to be: (1) translated into challenging and engaging curriculum, lesson plans, classroom projects, and homework assignments; (2) delivered by effective instructors in schools that are managed by effective principals; and (3) supported by a technology infrastructure and longitudinal data system that can identify achievement gaps among students and help educators intervene in a timely way to close those gaps. Race to the Top has allowed Maryland to re-examine every aspect of its instructional system. The implementation strategies described below and in subsequent sections of this application will ensure that the State closes its persistent achievement gaps and, in the process, lives up to its commitment to transition from national leadership to world-class excellence — and not just for the majority of students who already do well, but also for those who traditionally have lagged behind.

**Aligned State Curriculum:** After the Maryland State Board of Education approved the Common Core State Standards in June 2010, Maryland began a year-long, Statewide, participatory process to revise its curriculum to align with these new challenging standards. Hundreds of classroom educators, including educators of ELL, SWD, and Gifted and Talented (GTE) students, instructional coaches, LEA curriculum, assessment, and accountability leaders, and members of the higher education community collaborated to refine and align the current Maryland State Curriculum with the Common Core State Standards through the creation of curriculum frameworks. The new Maryland Common Core State Curriculum Frameworks were accepted by the Maryland State Board of Education in June 2011 — an accelerated process made possible by the State’s previous work in this area. These frameworks are available at [www.mdk12.org](http://www.mdk12.org).

**Online Instructional Toolkit:** The State curriculum frameworks, in turn, provided the starting point for the redesign of a widely used and admired online resource for teachers: Maryland’s current Online Instructional Toolkit found at the [www.mdk12.org](http://www.mdk12.org) website. This content-rich, instantly accessible resource bank was developed in response to teacher requests and links instructional tools, such as curricular objectives, lesson seeds, instructional resources, and annotated publicly released assessment items, to State standards. Maryland teachers, as well as educators across the country, have used this website extensively. For example, in 2009, the website had more than 16 million page views by 1,666,704 unique users. This website is now so ingrained in the culture of Maryland teachers that when the Maryland Business Roundtable hosted teacher focus groups in March 2010 to discuss how teachers wanted to access STEM resources, such as instructional materials and industry externships, teachers said, “The materials must be meta-tagged to the State curriculum and available to us like the mdk12 website.”

The items in the toolkit are provided by vendors and MSDE. The review process for vendors is part of the Requests for Proposal that accompany each item. The model units and lessons being developed by Maryland educators and facilitated by curriculum specialists at the Maryland State Department of Education will be reviewed using rubrics.

It is important to note that LEAs in Maryland choose their own instructional materials. However, information from PARCC has been shared and discussed, such as the Publishers’



Criteria for ELA/Literacy, as well as the PARCC Model Content Frameworks. These documents guide educators in criteria for choosing instructional materials. Achieve, Inc., has also developed rubrics for OER (Open Educational Resources) that have been shared and discussed with LEAs. At the 2011 Educator Effectiveness Academies, information on determining text complexity was part of the English/Language Arts/Literacy sessions. This summer (2012), more detailed information on determining text complexity will be included in the Educator Effectiveness Academy. Through all of these options, MSDE is ensuring, where appropriate, that textbooks and other common instructional materials are aligned with the new standards.

**Mini Academies for Local Assistant Superintendents of Instruction:** As the Maryland Common Core State Standards Curriculum frameworks were created, the local assistant superintendents began developing a structure for the Educator Effectiveness Academies (described below) (Appendix 1.B.2). In these Academies, school district teams began creating their transition plans for the shift from the Maryland State Curriculum to the newly aligned Maryland Common Core State Curriculum. Additionally, the monthly assistant superintendents' meetings, led by the Assistant State Superintendent of the Division of Instruction, have had a dedicated agenda item to transitioning to the Common Core State Standards, including sharing content specific approaches, walking through exercises that can be replicated, analyzing connections with new PARCC assessment information and PARCC content framework information.

#### **V. Individual School Transition Plans— Summer Educator Effectiveness Academies & Professional Development for New Curriculum and Curriculum Resources**

**Educator Effectiveness Academies 2011:** As part of the Race to the Top grant, MSDE conducted 11 regional Educator Effectiveness Academies during the summer 2011. Every school in the State sent a team which consisted of the principal, one ELA teacher, one Mathematics teacher and one STEM teacher. More than 6,000 teachers and principals attended these Academies. The purpose of these Academies was to assist principals and teachers to:

1. Develop knowledge of the Maryland Common Core State Curriculum Standards and Framework;

2. Develop an understanding of the relationship between Maryland's vision of STEM and the Maryland Common Core State Curriculum Framework;
3. Provide feedback, modifications, and additions to curriculum work completed in 2010-2011;
4. Analyze the Academy content presented to identify prerequisite skills needed and appropriate strategies for scaffolding instruction to build capacity for addressing diverse learning needs; and
5. Create a one-year study plan that will guide school staff in delivering the Academy content.

All schools were given a transition plan template that included how SWD and ELL educators will be trained to support Common Core State Standard implementation, a rubric, and questions to consider as they developed their transition plans (Appendix 1.B.3).

To support educators of Students With Disabilities and English Language Learners, additional briefings on the content of the Educator Effectiveness Academies were held prior to the Academies themselves. This process will continue as the Educator Effectiveness Academies continue.

***Academy Participant Responsibilities:*** Staff members attending the Academies with their principal agreed to plan and organize, in collaboration with the principal, professional development activities during the school year that would assist all staff members, including Special Education and ELL educators, in developing a working knowledge of the Maryland Common Core State Curriculum Framework. Members of the school team also agreed to participate in on-line follow-up sessions. In future years, Academy outcomes will expand to include effective use of Maryland's Instructional Improvement System as described in the Race to the Top application. This includes information regarding new summative assessments to be developed by the PARCC consortium, effective use of formative assessment tools, and the Instructional Improvement System. The composition of school teams in future years will also be determined by the principal.

***Academy Format:*** Master teachers facilitated Academy sessions which grouped participants by

content area and grade level (elementary, middle, high) in classes of approximately 25. School principals engaged in activities in collaboration with their teachers in addition to job-alike sessions. Time was provided for school team planning (Appendix 1.B.4).

***Academy Evaluation:*** In June 2011, an MOU was signed by MSDE and University System of Maryland (USM) to evaluate MSDE’s Race to the Top work. The Center for Application and Innovation Research in Education (CAIRE) is the USM organization responsible for this program evaluation. Each year of the grant, CAIRE will: evaluate the Educator Effectiveness Academy and related LEA transition plans; review project schedules; conduct a three-phase evaluation – product/process, utilization, and impact— of the 54 RTTT projects; and conduct reviews of LEA goals and initiatives.

The first round of this evaluation just began and CAIRE staff have focused specifically on the Educator Effectiveness Academies from Summer 2011. The very preliminary results suggest a 67% response rate that indicates that there is a valuable partnership between MSDE and the LEAs in delivering this important content. MSDE is eager to continue to monitor and adjust the future Educator Effectiveness Academies based on this evaluation.

**Educator Effectiveness Academies 2012 and beyond:** Ten more regional Educator Effectiveness Academies will be held during the summers of both 2012 and 2013. Academy content will be delivered on-line in 2014 and future years. Evaluation results provided by participants after the 2011 Academies indicated that the structure and activities were highly successful at achieving Academy outcomes. Transition plans produced by school teams to guide professional development activities with school staff members during the 2011-2012 school year demonstrated that Academy activities were highly engaging and focused on implementation of the Common Core State Curriculum and Maryland’s STEM initiatives.

Outcomes for the Academy in 2012:

1. Review final version of English/Language Arts and Mathematics Frameworks, identify changes, and introduce content literacy frameworks;
2. Learn STEM standards, practices, processes and skills;
3. Develop knowledge of the format, lessons, and media resources in the English/Language Arts, Mathematics, and STEM curriculum toolkits;

4. Practice navigating curriculum toolkits and develop applications based on curriculum toolkit models;
5. Update participants on PARCC assessment development, design and timeline (and if possible, engage in activities related to innovative item types); and
6. Create a school plan that will guide school staff in delivering content and curriculum toolkit that includes special educators and ELL specialists.

Academy participant responsibilities and the Academy format will remain the same for the 2012 sessions. The MSDE Division of Instruction (DOI) have held in the fall 2011 and will hold in the spring 2012, online follow-up sessions in the fall and spring for school year 2011-2012 which will provide further guidance on the Common Core State Standards and new information provided by PARCC. In addition, staff from MSDE DOI will make periodic site visits to LEAs requesting assistance with their system planning and/or individual school planning (Appendix 1.B.5). All content discipline supervisory briefings facilitated by members of DOI will have dedicated agenda time for discussing transition guidelines, and sharing system approaches, for the full implementation of the new curriculum targeted for 2013-2014 (Appendix 1.B.6).

To further assist and support principals in their instructional leadership in CCSS implementation, principals will continue to be part of the Educator Effectiveness Academies. At this summer's (2012) Educator Effectiveness Academy, there will be "principal-alike" sessions that focus on each of the content areas, as well as information on monitoring the transition. The Executive Officers' Network (individuals in the LEAs who supervise principals), worked with professional development specialists to create the transition documents and accompanying activities for the 2012 Educator Effectiveness Academy.

### **Pre-Service Teachers**

In addition to training and supporting current teachers to adapt to the Common Core State Standards, Maryland is working with its higher education counterparts to effectively prepare pre-service teachers. Specifically, members of the Divisions of Instruction and Certification and Accreditation have held workshops with IHE faculty to provide an overview of the Common Core State Standards for English/Language Arts/Literacy and Mathematics. These workshops were held throughout the State so that higher education faculty members could attend a regional

session. One topic addressed in these meetings was “Implications for Teacher Education.” Additionally, the English/Language Arts/Literacy and Mathematics Teams routinely invite members of IHEs to their unit/lesson plan development sessions, just as they were invited to the sessions where the Maryland Common Core State Curriculum Frameworks were developed.

## **VI. Schools Implement Transition Plans**

As mentioned above, transition planning began with the Educator Effectiveness Academies and the assistant superintendent meetings. The thorough and deep engagement of educators in developing and implementing the current Maryland Common Core State Curriculum frameworks illustrates why MSDE and all LEAs will be able to thoughtfully and confidently transition the new curriculum to align with the Common Core State Standards. To begin, MSDE used Achieve’s Gap Analysis Tool to analyze the alignment, gaps, and inconsistencies of the Maryland State Standards against the Common Core State Standards. As described above, this work began on June 18, 2010, in a full-day meeting with the Assistant Superintendents for Instruction from all 24 LEAs, who determined the magnitude of needed adjustments. The team then mapped out a yearlong plan for accomplishing the curriculum refinement and transition; the review included identifying where new curriculum units needed to be created and existing ones augmented (Appendix 1.B.7). It was this expedited process that allowed MSDE to present the new Common Core State Curriculum Frameworks to the State Board of Education for approval in June 2011.

At the same time that the State curriculum is being revised, Maryland is also working to expand the Online Instructional Toolkit mentioned above. It consists of several elements. First, the revised State Curriculum will be posted on the Online Instructional Toolkit website ([www.mdk12.org](http://www.mdk12.org)). Second, curricular supports, such as lesson plans, multimedia resources (e.g., videos), and public release summative assessment items with annotated student responses are linked to the State Curricula. Third, the formative assessment item bank and computerized test blueprints will be available at this site. Finally, online and face-to-face opportunities for professional development, available from IHEs, LEAs, and MSDE, which have been reviewed for quality, will be posted in the Online Instructional Toolkit. As described more below, tools are also being designed using UDL principles and guidelines to assist in differentiation for teachers of SWD, ELL and other diverse learners. In addition, MSDE staff from the Division of

Special Education and Early Intervention Services and the Division of Instruction are currently drafting proposed regulations for the Code of Maryland Regulations (COMAR) for the use of Universal Design of Learning (UDL) principles and guidelines in the development of curriculum instruction and assessment for all learners.

This Toolkit is an important component of the Instructional Improvement System and is a critical part of the transition process. As teachers access student performance data from the longitudinal data system through the dashboard system supported by the technology infrastructure, they will analyze current levels of student learning, develop lessons aligned to the State Curriculum frameworks, and draw on the curricular resources described above. Teachers can use items from the formative assessment item bank to capture quick information about levels of student mastery or longer-term interim assessments measured at quarterly or semester points of time. Finally, if teachers want or need professional development support in a particular curriculum, or strategies to reach students who are not demonstrating progress they can use the Toolkit. Teachers of ELL and SWD students may also access resources in the professional development section of the Toolkit where these supports will be meta-tagged for alignment with specific sections of the State Curriculum.

Throughout the year, LEAs, IHEs, and other partners will identify instructional materials and digital resources that are focused, coherent, and aligned to the Common Core State Standards and State Curriculum frameworks. In addition, digital resources, course modules, and online courses aligned to the Common Core State Standards will be identified and developed through the Maryland Virtual Learning Opportunities Program.

Additional resources will be identified through Maryland's MDK12 Digital Library. This collaborative purchasing consortium made up of the 24 LEAs and MSDE provides a rich set of resources and ensures equity of availability in all 24 LEAs. Partnerships with the Maryland Business Roundtable (MBRT), Maryland Public Television (MPT), and the College Board will give teachers easy access to quality digital instructional materials. MBRT will identify business partners anxious to contribute their knowledge and time in Maryland classrooms, and will provide additional instructional materials and digital resources, including links to available local, national, and international business, industry, and military partners that are carefully evaluated

for quality and alignment. These materials will provide Maryland’s teachers with an array of electronic resources carefully mapped to support the effective implementation of the State Curriculum frameworks. Maryland Public Television and MSDE will conduct a technical review of existing resources on the MPT Thinkport website, and then develop new online courses and content resources and provide public outreach programming and public service announcements. Maryland and the College Board have a co-funded liaison position at MSDE. Building on this unique nine-year partnership, MSDE and the College Board will conduct a technical correlation between the State curriculum and College Board public-domain materials, programs, and services to ensure that all teachers and students have easy online access.

Finally, MSDE’s Division of Instruction is working with LEAs to create model units for each subject at every grade level and are using UDL guidelines and principles within these modules (Appendix 1.B.8). The curriculum resources include intervention and enrichment modules, on-line courses, and multi-media resources to accelerate student learning opportunities. The model units and lessons will include resources for enrichment and acceleration/intervention. As curriculum resources are developed, specialists who work with students with disabilities and English Language Learners participate in the development of the resources. All curriculum resources incorporate Universal Design for Learning principles (discussed more below).

All schools implemented their transition plans for school year 2011-2012, which were developed based on the content provided on the Common Core State Standards, the Maryland Common Core State Curriculum Frameworks, and presented at the Educator Effectiveness Academies. Additionally, the plans were presented at the superintendents’ meeting (Monthly meeting of all Local Superintendents led by the State Interim Superintendent) in December 2011 (Appendix 1.B.9) and remain a consistent agenda item for the monthly assistant superintendents’ meetings. Members of the MSDE Division of Instruction have been making periodic site visits to LEAs that request assistance with their system or individual school transition plans. A review of a random sampling of these transition plans will be part of the evaluation of Maryland’s RTTT program (Appendix 1.B.10). More specifically, MSDE, in collaboration with the University of Maryland System, developed an evaluation process to be done by CAIRE. This process includes a rubric for evaluating the transition plans. This rubric can be found on the [www.mdk12.org](http://www.mdk12.org) website under Educator Effectiveness Academy (and also as part of Appendix 1.B.3). The State

has provided support to the LEAs by facilitating “Transition Tools Workshops” to help LEAs identify professional development needs.

## **VII. Writing new State curriculum based on CCSS and Maryland CCSS Curriculum Framework**

As mentioned above, the LEA Assistant Superintendents of Instruction met in October 2011 to develop a timeline for the full implementation of the new Maryland Common Core State Curriculum (Appendix 1.B.11). While the Common Core State Standards provide goals and expectations for student learning, Maryland educators, including ELL and SWD educators, are developing the State Curriculum that will help its students achieve the Standards. Following the adoption of the Common Core State Standards, Maryland launched a broad-based, year-long process to analyze the new Standards and compared the alignment of the existing State Curriculum to the Common Core State Standards (the gap analysis described above). Using only the “excellent” matches in each grade level, development of the new Maryland Common Core State Curriculum Frameworks began.

This was the first iteration of the State Curriculum and was developed as a curricular framework for each separate content area (e.g., English/Language Arts, mathematics, science, social studies). When the Maryland Common Core State Curriculum is complete it will have two main components, the Curriculum Frameworks and the Online Curriculum Toolkit (also described above).

The State Curriculum is the document that aligns the Maryland Content Standards and the Maryland Assessment Program and will be available in a number of formats for teachers, central office staff, students, parents, and the other stakeholders. The curriculum documents are formatted so that each begins with content standards or broad, measurable statements about what students should know and be able to do. Indicator statements provide the next level of specificity and begin to narrow the focus for teachers. Finally, the objectives provide teachers with very clear information about what specific learning should occur.

Hundreds of classroom educators, instructional leaders, administrators, and higher education representatives continue to assist State officials in developing components of the new State



Curriculum based on the Common Core State Standards, and the Maryland Common Core State Curriculum Frameworks. This is extensive and substantive professional development. As part of this work, curriculum teams have also been identifying instructional priorities for transition.

The development of the new Maryland Common Core State Curriculum has involved extending the Common Core State Standards down to Pre-K. Since the Common Core State Standards did not include Pre-K, Maryland educators created standards and developed the essential skills and knowledge to serve these students. This work will be further developed with the new federal Race to the Top Early Learning Challenge Fund Grant (RTTT-ELC) that Maryland was recently awarded in December 2011, along with eight other states. The program is designed to narrow the school readiness gap for children in poverty, English Language Learners, and those with disabilities. Maryland developed an ambitious slate of projects in its RTTT-ELC application. These projects range from strengthening the Maryland Excellence Counts in Early Learning and School-Age Child Care (EXCELS) rating system to revising the early learning standards to align with the Common Core State Standards to refining the State’s assessment system for pre-school children.

In redesigning the content areas of the State Curriculum to align to Common Core State Standards, MSDE and the LEAs will develop an interdisciplinary STEM-based curriculum. Finally, a cross-curricular team, including educators of SWD and ELL students, will develop curriculum frameworks for the Literacy Standards for Social Studies/History, Science, and Technical Subjects, grades 6 – 12. The Literacy Standards are part of the Common Core State Standards, but Maryland is still in the process of developing the frameworks which will ultimately be incorporated into the new Maryland Common Core State Curriculum. These frameworks will be complete by March 2012.

As the work of writing the curriculum continues, MSDE is also offering continuous opportunities for districts to request assistance in developing their plans and helping teachers and parents understand the new standards, frameworks, and curriculum. This includes regional meetings and presentations by the MSDE Division of Instruction for any requesting LEA and for higher education (Appendix 1.B.12).

Additionally, MSDE is making a concerted effort to inform parents about the new standards in a way that helps engage them in their children’s learning. As mentioned in the consultation section above, last spring, five regional briefings, open to the public, were held across the State to introduce the Common Core State Standards. Members of the Division of Instruction have also presented a session on the Common Core State Standards at the State PTA Convention held in the summer 2011. Information on the website also provides information for parents.

### **VIII. Addressing the Needs of Students with Disabilities and English Language Learners (ELL)**

Maryland is developing curriculum resources, including model units and lessons that are aligned to the Common Core State Standards. These resources are being developed by teams of Maryland educators from across the state. In addition to identifying specific components to be included in these models, educators are developing the resources based on the guidelines and principles of Universal Design for Learning to ensure that all children have access to the tools and resources needed to master the Common Core State Standards. Please see Appendix 1.B.13 for a description of the State UDL Resources and a flier that contains valuable information about tools that have been developed to help teachers teach all students. These tools include an online version of an interactive Universal Design for Learning (UDL) resource wheel and links to the two websites where educators can download free apps for their smart-phones. Both tools foster incorporating UDL into instructional practice at every grade level from pre-school through graduation.

PARCC, the consortium developing the assessments for Maryland and 23 other states, has stated that test items will adhere to Universal Design principles, as well. PARCC is committed to providing all students with equitable access to high-quality, 21st-century PARCC assessments. For the assessment system as a whole, PARCC will consider how its assessments will be accessible to all participating students, including English Language Learners (ELL) and students with disabilities (SWD), and then include appropriate accommodations (as defined in the Notice for Inviting Applications) for SWD and ELLs. Accessible assessments will allow all individuals taking the assessments to participate and engage in a meaningful and appropriate manner, with the goal being to ensure that results are valid for each and every student.

Through a combination of Universal Design principles and computer embedded supports, PARCC intends to design an assessment system that is inclusive by considering accessibility from the beginning of initial design through item development, field testing, and implementation, rather than trying to retrofit the assessments for SWD and ELLs. Paper-and-pencil assessments that have been designed without the benefit of Universal Design have focused primarily on promoting accessibility after-the-fact resulting in the need to provide many more accommodations and a consequent need for increased test administration resources at the school level. Additionally, as the number of accommodations increases, so does the possibility of implementation infidelity. While external accommodations may be needed for some students to demonstrate what they know and can do, embedded support accessibility options and procedures need to be addressed during design and item development to minimize the need for accommodations during testing. Embedded accessibility supports at the item level, that do not shift the construct being measured, become a feature of the assessment for potential use by *all* children.

The PARCC assessments will also require all electronic test items and test materials to be compliant with the Accessible Portable Item Profile (APIP) standards. This will require the provision of accessibility information for text only, graphic only, text and graphic, non-visual audio representation of item content, and Braille representation of item content. Additional optional accessibility information will also be required so long as the construct to be measured is not violated. These will include audio directions, tactile graphics, American Sign Language, signed English, alternate language(s), keyword highlighting and keyword translation.

The results will yield information in order to make valid inferences about the performance of students with diverse characteristics, and that does not mask what students really know and can do. To ensure that students with wide ranging learning characteristics and English proficiency are able to demonstrate their content knowledge and skills on the common assessments, PARCC will eliminate or minimize any features that are irrelevant to measuring Common Core State Standards constructs. The range of complexity of the constructs measured must be such that students are able to demonstrate their knowledge for the intended purpose of each test.

PARCC's Accessibility, Accommodations, and Fairness Operational and Technical Working

Groups are guided by the following key principles:

- 1) Minimize/eliminate features of the assessment that are irrelevant to what is being measured and that measure the full range of complexity of the standards so that students can more accurately demonstrate their knowledge and skills;
- 2) Design each component of the assessment in a manner that allows ELLs and students with disabilities to demonstrate what they know and can do;
- 3) Use Universal Design for accessible assessments throughout every stage and component of the assessment, including items/tasks, stimuli, passages, performance tasks, graphics and performance-based tasks; and
- 4) Use technology for rendering all assessment components in as accessible a manner as possible.

These guiding principles demonstrate PARCC’s deep commitment to developing assessments that reach the broadest range of students while maintaining comparability and measurement accuracy.

In addition to addressing the needs of students with disabilities, Maryland is also committed to ensuring effective and appropriate instruction, support and assessments for English Language Learners. In June 2011, the Maryland State Department of Education joined the World-Class Instructional Design and Assessment (WIDA) Consortium that provides English language proficiency (ELP) standards and an ELP assessment. As a result, the State is in the process of implementing these standards and the ACCESS for ELLs® ELP assessment. The standards encompass (1) social and instructional language; (2) the language of language arts; (3) the language of mathematics; (4) the language of science; and (5) the language of social studies. The focus of the standards is teaching academic language within the context of content area instruction. Model Performance Indicators have been developed that align with the Common Core State Curriculum across grade levels. The result of this focus on academic language in a content context and the alignment with the Common Core State Curriculum will support English Language Learners in accessing the college- and career-ready standards on the same schedule as all students.

The WIDA Assessment exceeds the requirements stipulated by the No Child Left Behind (NCLB) Act of 2001 and is used to measure and report growth in a manner consistent with the need for fulfilling these requirements. The program generates results that serve as one criterion to aid in determining when ELLs have attained the language proficiency needed to participate meaningfully in content area classrooms without program support and on State academic content tests without accommodations. Additionally, it provides districts with information that will aid in evaluating the effectiveness of their ESL/bilingual programs, identifies the ELP levels of students with respect to the WIDA ELP Standards' levels 1-6 and provides information that can be used to enhance instruction and learning for ELLs.

Maryland is also working with State's Institutions of Higher Education (IHEs) to ensure that teacher preparation programs are incorporating strategies for teaching academic language that aligns with the Common Core State Curriculum to ELLs. One example is a program between MSDE and the University of Maryland Baltimore County to develop an online course for secondary content teachers who have English Language Learners in their classrooms that include the language acquisition process as well as effective instructional strategies that result in the attainment of academic vocabulary and content knowledge across levels of English language proficiency.

In addition, MSDE is issuing sub-grants to LEAs to provide incentives for English, mathematics, social studies, science, and elementary classroom teachers in low-achieving, high-minority, high-poverty schools with a significant number of ELLs to obtain an additional certification (endorsement) in ESOL. This project is funded by the Race to the Top grant and will last through the 2013-2014 school year. Each LEA that participates in this project can nominate 5 applicants per year. Once selected, teachers must take courses in second language acquisition and ESOL methodology as well as pass the required Praxis II (ESOL) examination. The purpose of this incentive is for classroom teachers to gain an understanding of ESOL and strategies for working with ELLs and to become dual certified in their content and ESOL, not to prepare additional ESOL teachers. Therefore, teachers must pledge to remain in their content area for at least 2 years after receiving the incentive.

### **IX. Full Implementation of the CCSS through the Maryland Common Core State Curriculum**

Maryland is on track to fully implement the Common Core State Standards integrated into the new Maryland Common Core State Curriculum by school year 2013-2014. All of the work described above has positioned Maryland to transition to the new curriculum a year before the new assessments begin (although Maryland has agreed to field test some of the assessments).

**X. Maryland participation in the ACHIEVE led Partnership for the Assessment of Readiness for College and Careers (PARCC)**

Maryland has signed a MOU with PARCC, an assessment consortium facilitated by Achieve (Attachment 6). Twenty-four states are in this College- and Career-Readiness consortium, which is focused on summative assessments that will measure each student’s readiness for college and careers and will be sufficiently reliable and valid for student and school accountability. The member states currently include Alabama, Arizona, Arkansas, Colorado, District of Columbia, Florida, Georgia, Illinois, Indiana, Kentucky, Louisiana, Maryland, Massachusetts, Mississippi, New Hampshire, New Jersey, New York, North Dakota, Ohio, Oklahoma, Pennsylvania, Rhode Island, South Carolina, and Tennessee.

As a governing state in this consortium, MSDE staff members are actively engaged in the design and development of the assessments. For example, staff members participate in weekly planning calls with the PARCC consortium and staff from the Division of Instruction and Division of Assessment, Accountability and Data Systems, participate in the consortium’s design team. In addition, Maryland is fully committed to engaging IHE staff in the development of a new generation of assessments that fully certify students as college- and career-ready.

Maryland believes that partnering with other states offers multiple benefits: an ability to measure the full range of college- and career-readiness skills, generate comparable student achievement results across states, increase assessment quality, and decrease costs. Several aspects of the PARCC consortium make it an ideal fit for Maryland:

- The design principles of the consortium align with Maryland’s vision for an innovative assessment system that enhances classroom instruction and ensures that students become college- and career-ready. In particular, the consortium will measure the full depth, breadth, and rigor of the Common Core State Standards and include assessments given in high school that will measure college- and career-readiness. In

fact, Maryland is encouraging the consortium to develop college- and career-ready anchor assessments in advanced English/Language Arts and mathematics courses and to set a college- and career-ready cut score that will be comparable across state lines.

- The consortium approaches assessment design comprehensively, seeking an aligned system of summative, interim, and formative assessments. The design for each type of assessment will be closely aligned and occur concurrently, with significant collaboration among consortium partners.
- A rapid transition is especially important to Maryland. With the formal adoption of the Common Core State Standards by the State Board of Education in June 2010, educators spent the 2010–11 school year revising the State’s curriculum in reading/language arts, mathematics, and STEM to align with the Common Core State Standards. This curriculum framework development was completed by June 2011, and educators working in every school in Maryland will have been trained on the reading/language arts, mathematics, and STEM curriculum by 2013. The PARCC Consortium plans for its summative assessments to be operational no later than spring 2015 and sooner if possible.
- The consortium is committed to developing common summative assessments that are high quality, scalable within a short time, and designed for multiple purposes, including assessing student performance in high school; evaluating school and district performance disaggregated by subgroups of ethnicity, income, and special-needs populations; and determining educator effectiveness by isolating student-learning gains.
- The consortium plans to infuse technically sound innovations in measurement, including online administration (in addition to traditional paper-and-pencil assessment); use of artificial intelligence for scoring certain constructed-response items; a richer range of constructed-response item types that can measure various cognitive skills; and greater teacher involvement in item development. In addition, the consortium will explore computer-adaptive testing that can diagnose how well students are meeting the Common Core State Standards and adjust, in real time, the rigor and content of the items presented to students based on students’ previous responses. Maryland has piloted the use of artificial intelligence systems in scoring constructed responses. The State hopes each consortium will fully implement the

goals and recommendations contained in the 2010 draft of the National Educational Technology Plan.

In transitioning to a new system of high-quality assessments, Maryland builds on an impressive legacy of leadership. In the 1980s, Maryland was one of the first states to require students to pass a Statewide minimum competency test, the Maryland Functional Test, as one condition of earning a high school diploma. In the 1990s, the Maryland School Performance Assessment Program (MSPAP) pioneered the use of performance-assessment tasks to foster students' problem-solving, critical-thinking, and writing skills. This first iteration of performance assessments provided excellent *school-level data*, which gives Maryland a valuable head start in developing the kinds of multiple measures of performance that provide a more balanced and comprehensive view of achievement. The current criterion-referenced Maryland School Assessments (MSA), begun in 2003, provide even more useful *student-level data* that have helped to drive improvements at the classroom level and reduced achievement gaps.

Maryland's transition plan for the implementation of a new assessment system links seamlessly to professional development initiatives for teachers designed to assist movement from the Maryland State Curriculum to the Common Core State Standards (see above). Maryland's teachers have benefited in the past decade from the existence of a very transparent assessment system supported by the Online Instructional Toolkit on [www.mdk12.org](http://www.mdk12.org). Statewide, teachers already understand the State curriculum and assessment parameters that guide accountability testing. Maryland's transition plan to *new* assessments will build on this existing knowledge base and assist teachers and administrators in understanding changes in the assessment system.

Maryland's past experience transitioning to and implementing the MSPAP provides an experience base across the State that increases the likelihood that teachers can effectively use the results of performance-assessment tasks to improve instruction. Maryland's current assessment system already allows schools to administer tests on the computer, and the State has piloted the use of artificial intelligence systems in scoring constructed responses. The new generation of assessments will be delivered primarily on a technology platform. A purposeful, Statewide plan will assist for all schools to migrate from paper-and-pencil assessments to technology-delivered assessment practices. A Statewide cadre of technology-savvy teachers will ensure there are



educators in every school who can build capacity among staff for effective use of technology in assessment practices.

Maryland's transition plan first ensures that its existing assessment system remains fully operational until new assessments are implemented. Since full implementation of the new assessment system will occur no later than the 2014–15 school year, the Maryland State Board of Education is reviewing the issue of whether the current assessment system needs to be changed in order to ease the transition to the new assessments. They are expected to make a decision in spring 2012.

Maryland will continue to engage stakeholders to provide input to the multistate consortia and will keep stakeholders up to date as important design decisions are made. Participation of MSDE and LEA content specialists in the assessment design work conducted by multistate consortia will ensure this engagement takes place, and monthly updates to the LEA Superintendents and Assistant Superintendents for Instruction ensure ongoing communication with LEA leadership. Participation by Maryland teachers in the construction of assessment items increases engagement and ownership. In addition, Maryland will support teachers' transitions to new assessments by keeping them fully informed at all stages of assessment design, with particular attention to those areas where the design of new assessments differs from past practice (e.g., computer-adaptive designs).

Maryland believes that student learning advances when student achievement data in various forms inform teachers' decisions regarding lesson planning and choice of instructional materials. Teachers and administrators will reap the greatest benefit in transitioning to new State summative assessments through their involvement in developing formative assessments. Maryland's plan for developing formative assessments that are aligned with the new summative assessments involves building on existing expertise in the State, including work underway with Response to Intervention and Classroom Focused Improvement Program models, where several LEAs already employ a rich array of formative and interim assessment tools. Initial work has involved creating an item bank constructed from these existing tools including tools specifically designed for ELL and SWD students. This bank will be expanded based on the ongoing assessment development work of the State's consortium partners. Teachers will use high-quality

formative assessments that provide Maryland’s teachers with real-time data as part of the Instructional Improvement System being implemented through Maryland’s Race to the Top Grant. Effective use of formative assessment results to guide instructional decision making will be a major component of face-to-face and online professional development offerings.

Finally, the development and implementation of a new assessment system is meaningless unless that system validly and reliably measures the readiness of students to succeed in college and careers. Thus, a critical transition activity is the active collaboration of MSDE and Maryland’s IHE community at all stages of the development of formative, interim, and summative assessment tools. Importantly, to ensure that assessments are fully aligned with the college admissions requirements and employers’ hiring criteria, Maryland’s higher education faculty have been participating extensively in the multistate consortia’s activities, including blueprint design, item development, piloting, field testing, operational administration, range finding, scoring, and reporting. In the process, Maryland is fully implementing a key recommendation from the Governor’s College Success Task Force: “Partner with Maryland P–20 discipline-based groups to ensure that the high school assessments of the Common Core State Curriculum build on the rigor of K–8 assessments and serve as college-readiness tests for all students.” To this end, Maryland secured letters of intent from *all* IHEs, including those with Special Education programs, to participate in the assessment consortium development of high school summative assessments in Reading/English/Language Arts and mathematics, and to implement policies that place students who meet the consortium-adopted achievement standards for each assessment into credit-bearing college courses. This collaborative work will be reported regularly to Maryland’s P–20 Council.

#### **XI. The Role of the SEA/LEA/School in the Transition to New Standards and Assessments**

The Maryland State Board of Education adopted the Common Core State Standards in June 2010. All LEAs will administer the PARCC assessments that are aligned to those standards. MSDE English/Language Arts and Mathematics teams have convened Maryland educators representing all LEAs to develop units and lessons aligned to the standards. Each school has developed its transition plan for the 2011 – 2012 school year. These transition plans will be extended to the 2012-2013 school year at the 2012 Educator Effectiveness Academy, and to the 2013-2014 school year at the 2013 Educator Effectiveness Academy.

### 1.C DEVELOP AND ADMINISTER ANNUAL, STATEWIDE, ALIGNED, HIGH-QUALITY ASSESSMENTS THAT MEASURE STUDENT GROWTH

Select the option that pertains to the SEA and provide evidence corresponding to the option selected.

<b>Option A</b>	<b>Option B</b>	<b>Option C</b>
<p><input checked="" type="checkbox"/> The SEA is participating in one of the two State consortia that received a grant under the Race to the Top Assessment competition.</p> <p>i. Attach the State’s Memorandum of Understanding (MOU) under that competition. (Attachment 6)</p>	<p><input type="checkbox"/> The SEA is not participating in either one of the two State consortia that received a grant under the Race to the Top Assessment competition, and has not yet developed or administered statewide aligned, high-quality assessments that measure student growth in reading/language arts and in mathematics in at least grades 3-8 and at least once in high school in all LEAs.</p> <p>i. Provide the SEA’s plan to develop and administer annually, beginning no later than the 2014–2015 school year, statewide aligned, high-quality assessments that measure student growth in reading/language arts and in mathematics in at least grades 3-8 and at least once in high school in all LEAs, as well as set academic achievement standards for those assessments.</p>	<p><input type="checkbox"/> The SEA has developed and begun annually administering statewide aligned, high-quality assessments that measure student growth in reading/language arts and in mathematics in at least grades 3-8 and at least once in high school in all LEAs.</p> <p>i. Attach evidence that the SEA has submitted these assessments and academic achievement standards to the Department for peer review or attach a timeline of when the SEA will submit the assessments and academic achievement standards to the Department for peer review. (Attachment 7)</p>

For Option B, insert plan here.

## PRINCIPLE 2: STATE-DEVELOPED DIFFERENTIATED RECOGNITION, ACCOUNTABILITY, AND SUPPORT

### 2.A DEVELOP AND IMPLEMENT A STATE-BASED SYSTEM OF DIFFERENTIATED RECOGNITION, ACCOUNTABILITY, AND SUPPORT

- 2.A.i Provide a description of the SEA’s differentiated recognition, accountability, and support system that includes all the components listed in Principle 2, the SEA’s plan for implementation of the differentiated recognition, accountability, and support system no later than the 2012–2013 school year, and an explanation of how the SEA’s differentiated recognition, accountability, and support system is designed to improve student achievement and school performance, close achievement gaps, and increase the quality of instruction for students.

Maryland’s flexibility proposal permits the State to build on more than two decades of experience with school accountability using systematic enhancements benefitting from an array of technical and policy improvements that continue to evolve. The current flexibility proposal is based on the best accountability tools available to Maryland and now encompasses a broader palate of indicators of school progress. However, the proposal anticipates the continuing evolution of school accountability over the coming years as the State implements PARCC assessments and makes further strides in both policy and data development. As additional tools become available to Maryland, Maryland plans to continue to evolve the proposed accountability plan to take advantage of tools currently in development and to work toward better reflecting the societal values that Marylanders express regarding their schools.

The Adequate Yearly Progress measures and school report cards of the past decade of No Child Left Behind are increasingly becoming outdated as developments on the research front avail educators with better tools and strategies. The grid of measures mandated by No Child Left Behind may have reflected the state of the art in 2002, but educators now recognize that AYP could tell only a very limited story of achievement for each school. However, through a decade of hard work, leaders have increasingly seen the value of expanding accountability mechanisms to encompass better real-time feedback via the analyses of data features, particularly within student growth and subgroup performance gap data.

The ongoing dialogue in Maryland over the past decade has involved a rich exchange among advocates

for students, teachers, and school and school system leaders. By the time the ESEA Flexibility guidance was released by the United States Department of Education, Maryland State leaders had a strong sense of what the educational community and the community at large valued about schools. 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. Unfortunately, the inherent design of No Child Left Behind, with its idealistic drive for one-hundred-percent proficiency by 2014 had the net effect of diluting State and local efforts to improve Maryland’s most critically ineffective schools. ESEA Flexibility permits Maryland to reset its focus on the lowest-performing schools and to support those efforts vigorously, with a drive toward rigorous, but more realistic goals.

In Maryland and elsewhere in the nation, the dialogue on schools has become focused more sharply on ensuring that the learning trajectory for every student is aimed more accurately toward college and career goals. Consequently, Maryland invites the opportunity provided by the flexibility guidance to include a focus on that trajectory from preK through the post-secondary experience. It is for this reason that Maryland stakeholders invited the opportunity to recast the school accountability system to begin taking the pulse on College- and Career-Readiness. The initial readiness measures proposed by Maryland are carefully chosen to be ones that are useful in gauging the programmatic trajectory of all high schools and all students in those schools. This shift can now provide a catalytic opportunity for both SEAs and LEAs to begin looking at their own work with high schools and their own even deeper measures of high school programs. Maryland was cautioned by advisors to ensure that the array of components in its accountability measures was limited to those most reflective of the education community’s values and not overload the array with too many discrete measures. Overly robust arrays of school performance often provide too many compensatory opportunities for schools, ultimately permitting schools to hide their challenges in favor of their image. School improvement work must be based on honest reporting and an open understanding of the root causes of failure.

Maryland also approached the data array for its accountability system with an eye toward elegance, credibility, and validity. The past decade of school improvement work has provided a good opportunity to build strong accountability systems at the State level. However, many more additional opportunities lie ahead for states to begin capturing even more meaningful data and analytical tools. College- and career-readiness measures will evolve to take advantage of data from nationally used programs such as that generated by Advanced Placement and International Baccalaureate programs.

Because the accountability program is meant to gauge student performance and readiness and not school policies, some work will lie ahead for Maryland to identify ways to incorporate some of the most meaningful data as the accountability system further evolves.

Over the past two decades, work with low-performing schools has been based on relatively limited comparative snapshots of school data. School leaders analyzed their performance against LEA and SEA results in any given year and watched their trend lines over time. Maryland’s flexibility proposal will provide leaders with better tools to gauge how schools are addressing the needs of subgroups as well as individual students. The data array will permit leaders to examine how well students are progressing year-to-year. The system will permit leaders to probe further into data to locate the most egregious student performance gaps among subgroups. Both student growth and subgroup gaps data in isolation are of very limited value unless viewed comparatively.

The Maryland School Performance Index will be rolled out as part of Maryland’s recasting of its accountability system. The annual tracking of a school’s aggregated and subgroup performance will continue as reported via [www.MDReportCard.org](http://www.MDReportCard.org) at the school, school system, and state level. The data will be informative to the school improvement progress, particularly as it relates to the Annual Measurable Objectives as calculated using Option A and will assure full disclosure of the year-to-year performance of every Maryland school. However, the Maryland School Performance Index will use the Report Card data and/or derivatives of that data for the purpose of painting a clear picture of every school’s performance on a comparative scale in relation to the school’s movement toward the reduction of student non-proficiency within six years.

The Index mirrors recent work performed in many other states on similar indices, but it is uniquely a Maryland tool. The Index is the result of work the State has done to dialogue with advocates, leaders, and stakeholders over many months on the future of accountability in Maryland. While Maryland conducted dozens of formal briefings and exchanges with key stakeholders over five months, Maryland’s unique geographic and political structure has been conducive for the ongoing dialogue on school accountability for some years. The State Superintendent and key staff meets ten to twelve times per year with the State’s twenty-four local superintendents on critical policy issues, for which school accountability has been an ever-present part of the discussions. Further, Maryland State Department of Education technical, program, and policy staff meet nearly as often with their local counterparts to

assure coherence across local school systems and to ensure effective implementation of new policies and programs. All were engaged in dialogues and briefings with these groups in the five months during which the current proposal was developed. Numerous additional meetings were held with teachers, parents, higher education officials, business leaders, and advocates to broaden the dialogue. The ultimate shape and structure of the Index is a direct result of those dialogues.

The discussions often probed routine implementation issues for both State and local staff as well as the data requirements. It also became clear that the State would ultimately need to limit the number of Index components to ones that were meaningful to schools and at the same time would meet the highest tests of integrity. While the mechanisms and structures for measurement were probed, a significant amount of attention was given to the core values that stakeholders held regarding their schools. The core values emerging from those discussions were not unlike those held in other states, but they helped assure that the Index would be rooted in things that most mattered to Marylanders.

The Core Values were articulated in numerous ways, but they ultimately came down to a recognition that schools needed to assure that every student in every school was served well. That meant that at the end of the school year, every student would have progressed at least one year in critical content knowledge and skills. It also meant that no student subgroup would fall behind due to the lack of attention of school leaders to student and/or community problems and needs. The Core Values, in the end, centered around the deeply held belief of so many stakeholders that graduates should graduate on time and be prepared to pursue their life dreams.

By cross-referencing the Core Values strongly articulated by the community and stakeholders as well as educators against the data and data tools currently available in Maryland, the concept of the Maryland School Performance Index was born. A need for simplicity and elegance for both implementation and communication reasons formed the basis for the skeleton structure of the Index with three distinct Core Values areas for each of the elementary, middle school, and high school levels. The elementary and middle school Index looks at Student Achievement, Growth, and Gaps while the high school Index substitutes College- and Career-Readiness for Growth. At some time in the future, student growth may be incorporated into the high school Index, but the State's data advisors suggested that the current assessment programs at the high school and middle school levels had administrative and timing issues that might confound the production of a high school growth measure and compromise

the value of the Index measure. Further study or assessment changes in future years might facilitate the introduction of growth into the high school Index.

In February 2012, Maryland conducted standard setting for the Index using a modified Delphi model similar to the approach used in Maryland over the past two decades for standard setting for assessments, performance reports, graduation rates, and other accountability measures. Approximately 25 stakeholders were invited to participate in the process from local superintendents of both large and small school systems to parent and teacher representatives, local school data technical experts, business representatives, school principals, and advocates for groups such as students with disabilities and students who are English Language Learners. The participants were provided an orientation on the ESEA Flexibility proposal for Maryland and the role the Index will play in the State’s school accountability system. The data elements were defined and articulated so that participants would understand both the values and limitations of the measurements included in the Index. However, participants were asked to recognize their own values as they related to schools and to work as a group toward consensus on the weights to be applied to each of the Core Value areas in the Index and the components of each.

By identifying the median position of each participant on each consensus round, standards-setting leaders produced a complete record of proceedings for sharing with the Interim State Superintendent of Schools. Following the State Superintendent’s review of the recommendations of the standards-setting group, the State Superintendent produced a set of recommendations for the State Board of Education for inclusion in the ESEA Flexibility application for Maryland. On February 13 and again on February 28, the State Board examined and agreed to the Core Values Areas, their weights, and the weights of their components as reflected in this application.

### **Annual Measurable Objectives**

The proposal begins by incorporating the opportunity under Option A in the Flexibility Guidance to reset Annual Measurable Objectives (AMOs) for the coming six years on a trajectory toward 2017, the time by which each individual school is expected to reduce its percent of non-proficient students for each of its subgroups and overall by half. The reconfiguration of annual targets and the 2017 goal itself will be instrumental in driving school improvement work for all schools, all students, and all subgroups. The AMOs will be calculated for each school for the “all students” category and for all of



the subgroups. The subgroup level AMO in the LEA will be used for any subgroup or “all students” with a 90% or higher baseline. Please see below for the 2010-11 State data (this will not be referred to as an AYP Report in the future) — these AMOs represent the State level AMOs collapsed for all grades K-12. Further, the progress of each school toward the Statewide targets provide valuable information over time on the effectiveness of instructional strategies, the inherent needs of the students and the extent to which the school is fulfilling those needs. Participation will continue to be calculated and included with a 95% AMO for participation.

**MARYLAND STATE DEPARTMENT OF EDUCATION***Division of Accountability, Assessment, and Data Systems***2011 AYP Report****Option A State AMOs**

Subject Title	Subgroup	2011 Baseline	2012	2013	2014	2015	2016	2017
Math	All Students	81.0	82.6	84.2	85.7	87.3	88.9	90.5
	American Indian	79.5	81.2	82.9	84.6	86.3	88.0	89.7
	Asian	94.6	95.1	95.5	96.0	96.4	96.9	97.3
	African American	68.2	70.8	73.5	76.1	78.8	81.4	84.1
	Hispanic/Latino	76.8	78.7	80.6	82.6	84.5	86.4	88.4
	Pacific Islander	82.3	83.7	85.2	86.7	88.2	89.6	91.1
	White	90.2	91.1	91.9	92.7	93.5	94.3	95.1
	Two or more Races	86.6	87.7	88.8	89.9	91.0	92.2	93.3
	Sp. Ed.	57.0	60.6	64.2	67.8	71.4	74.9	78.5
	LEP	74.3	76.5	78.6	80.7	82.9	85.0	87.2
	FARMS	69.7	72.3	74.8	77.3	79.8	82.4	84.9
Reading	All Students	85.4	86.7	87.9	89.1	90.3	91.5	92.7
	American Indian	83.1	84.5	85.9	87.3	88.7	90.1	91.6
	Asian	94.1	94.6	95.1	95.6	96.1	96.6	97.1
	African American	76.0	78.0	80.0	82.0	84.0	86.0	88.0
	Hispanic/Latino	82.3	83.8	85.3	86.8	88.2	89.7	91.2
	Pacific Islander	87.3	88.3	89.4	90.4	91.5	92.6	93.6
	White	92.3	93.0	93.6	94.2	94.9	95.5	96.2
	Two or more Races	90.7	91.5	92.3	93.0	93.8	94.6	95.4
	Sp. Ed.	64.3	67.2	70.2	73.2	76.2	79.2	82.1
	LEP	75.7	77.7	79.8	81.8	83.8	85.8	87.9
	FARMS	76.1	78.1	80.1	82.1	84.1	86.1	88.1

Maryland proposes to continue the annual publication of the performance status of each school, school system, and the State in relation to its AMOs and will use its report card website,

[www.MDReportCard.org](http://www.MDReportCard.org) as an instrumental vehicle for making that information available to the public, along with other data not mandated by NCLB. Since the passage of ESEA reauthorization in 2001, Maryland has also published annually the names of schools failing to meet all annual targets in any single school year. Following the ESEA Flexibility approval, Maryland will publish all AMO data

for the “all students” category and for each individual subgroup for each school. However, Maryland is requesting a waiver of the requirement for identifying schools based on AYP status since the proposal reconfigures accountability to a more accurate methodology, based on the flexibility provided in the Flexibility Guidance.

### **Maryland School Performance Index**

Maryland’s collaboration with its partners—parents, educators, legislators, business, and the general public—has produced consensus on a set of Core Values that will drive the identification of schools for intervention and similarly the recognition of schools making exceptional progress and achieving at high levels. Selected components and derivatives from the traditional Adequate Yearly Progress data set will be incorporated into a school appraisal instrument that more comprehensively reflects the Core Values Marylanders have regarding their schools.

The identified Core Values begin with student performance. Certainly, the goal and purpose of each Maryland school is to assure that students receive the best education possible and can demonstrate the acquisition of the skills and knowledge they have acquired. Maryland assessments, built under the requirements of the Elementary and Secondary Education Act continue to be the benchmarks by which student performance is measured, with proficiency standards (advanced, proficient, basic). These assessments provide an accurate measure of student achievement in critical grade level mathematics and reading/English content. This information contributes directly to the current AYP data set posted for each school and subgroup. The data related to AMO progress for schools will essentially be the same information feeding into the Core Values measurements. Core Values data is principally concerned with the distance a school is from each of its annual performance targets as determined by Option A. It should be noted that the Index will be revised as MSA and HSA are replaced by PARCC Assessments and other measures are developed with the implementation of the Longitudinal Data System.

Ultimately, the Standard Setting Committee on February 8<sup>th</sup> made recommendations for the value of achievement. If all students are achieving at high levels, then the performance of the school is deemed acceptable and the school assessed as successfully achieving its targets and goals. However, within every school, the spectrum of student performance mirrors an array of student social, developmental, and medical conditions. Standards are set to represent the minimal expectations all students will need

to meet if they are to be prepared adequately for the next school year's academic challenges and to eventually be college- and career-ready.

Particularly for students receiving special services (English Language Learners, students with disabilities, and students living in poverty as measured via the Free and Reduced Price Meals Program) and for some students in some traditionally low-performing racial subgroups, the assessment standards and thus the annual performance targets may be challenging to achieve. Consequently, the school's instructional program must include features designed for the primary purpose of accelerating the year-to-year performance growth of low-performing students so that the annual targets are achieved assuring the student can be ready for college or career upon graduation.

Through the MD IDEA scorecard, State and district leaders can compare schools, regions and district performance of all students, including students with disabilities. At the local level, school leaders can analyze local school data to improve school performance and access online professional development to support data analysis and data informed decision making. In addition, schools can monitor fidelity of implementation of targeted interventions and student performance. The Maryland State Department of Education, Division of Special Education/Early Intervention Services has a newly launched web portal located at <http://marylandlearninglinks.org>. This dynamic site has many interactive features and resources for educators and families related to special education and early intervention services in Maryland. The site is constantly being updated and enhanced with new resources and current information. The Maryland Learning Links (MLL) contains multiple channels and among them are the Teaching All Students, Professional Practice, and Leadership channels. The Teaching All Students channel contains multiple methods of presenting information about research-based practices such as Universal Design for Learning and Differentiated Instruction. There are media clips, enhanced podcasts, narrative information, professional development segments, articles, interactive practice activities, and links to learn more that can all be used to support professional development and growth for addressing the needs of diverse learners. The Professional Practice channel has information that can support a teacher in developing their own professional growth plan throughout their career that will enhance their skills in meeting diverse student needs. There is also media and information about mentoring. The Leadership channel was developed to support leaders and school administrators who are the instructional leaders that lay the foundation for establishing a collaborative school culture in order to promote high levels of achievement for all students.

School improvement is by definition a long term but constantly changing process. Good planning based on the analyses of targeted data should keep the necessary changes to a minimum. Any change should be directly driven by the changing needs of the students and often takes several years to institutionalize. Meanwhile, students who are not performing at the standards levels often need extraordinary intervention to fuel their performance acceleration, regardless of the overall condition of the school. Recognizing that greater incentive and accountability is needed to assure that kind of acceleration, Maryland constituents indicated a need for direct measurements of the acceleration of individual student performance and for the closing of gaps for student subgroups. Consequently, the proposed Maryland School Performance Index incorporates two additional related, but separate Core Values—Gap Closing and Annual Individual Student Growth. The Standard Setting Committee made further recommendations for the weights of gap and growth.

A fourth Core Value is College- and Career-Readiness. While no satisfactory elementary or middle school measures currently exist, several existing high school measures permit a reasonably satisfactory assessment of the measure. Maryland looks forward to the addition of further elements as the data become available with the development of the Longitudinal Data System and as Maryland administers the PARCC assessments. Additionally, Maryland will continue to revise the School Performance Index as the data components are analyzed and reviewed. Since the Standard Setting process was conducted on February 8, 2012, as discussed below, Maryland will need to review the data runs and will submit any revisions to USDE prior to implementation.

Ultimately, the Index will be used to group schools with similar challenges so that targeted supports and resources can be offered by both the State Education Agency (SEA) and the Local Education Agency (LEA).

## **Maryland School Performance Index Components**

### **Theory of Action**

The premise of an Index is that schools are evaluated on a continuous scale based on variables Maryland State Department of Education deems important indicators of adequacy: Achievement, Growth, College- and Career-Readiness, and Reducing Gaps. A proportional index measures the location of a school relative to a target ( $O/T$ ) where  $O$  is the observed value and  $T$  is the target.

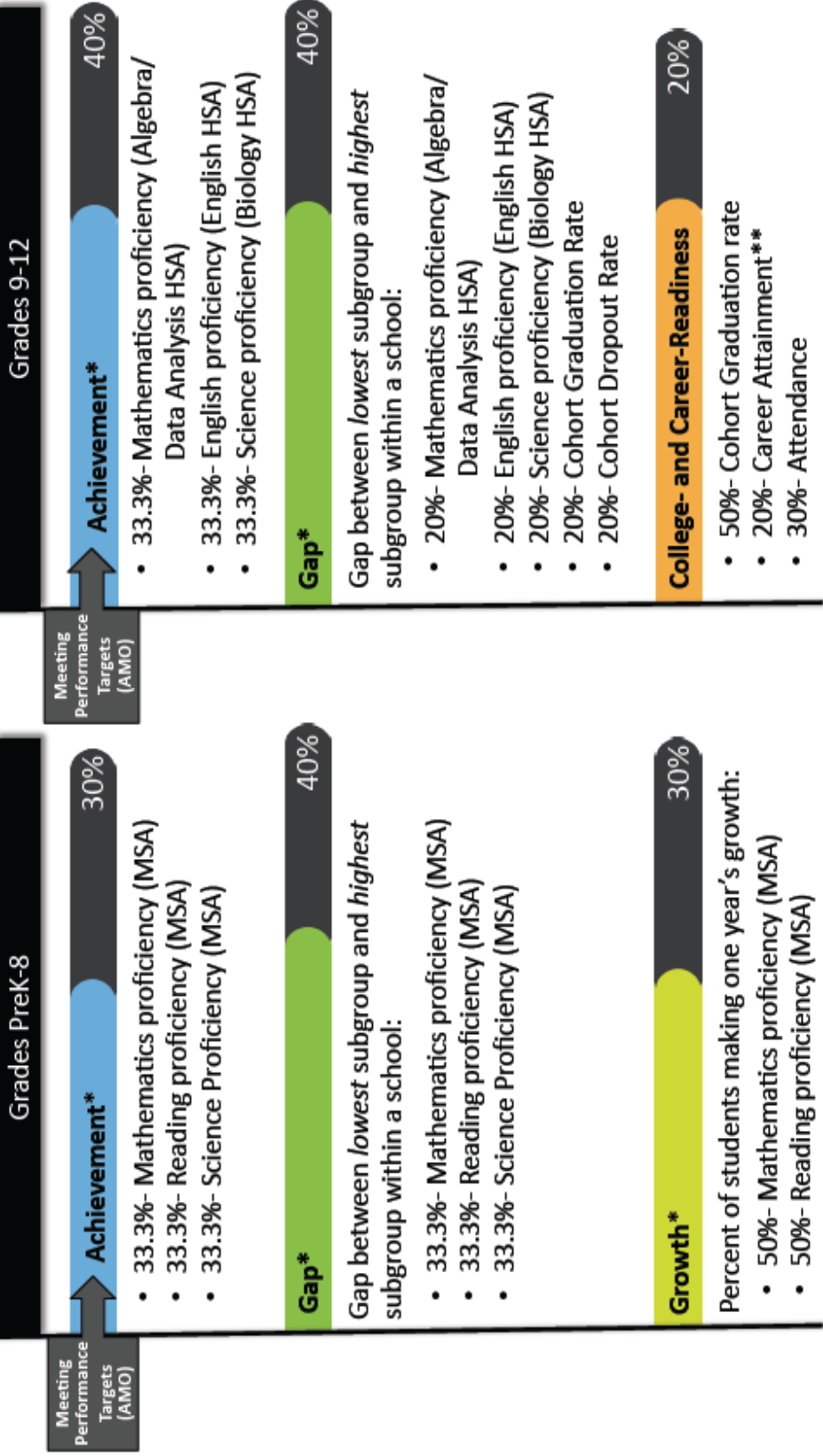
Proportions less than one indicate the observed performance is less than the target. Proportions one or greater indicate the observed performance is greater than or equal to the target. The measure is continuous in that the value conveys how far above or below the target the observed result falls. The index for the sample has a minimum value of 0 and a theoretical value greater than 1. The index can be rescaled by multiplying the index value by the maximum value of the desired scale. For example, to convert the values to a 100-point scale, multiply the index value by 100.

To simplify matters, targets for each component of the Index were created using the logic of Option A: a 50% reduction by 2017 in students at basic, not graduating, etc. Annual targets were set according to Option A as well. The amount of improvement needed to reach the 2017 target is equally distributed across 6 years.

Unlike the discreet model used for AYP decisions (Met or Not Met), combining values within and between categories results in a composite Index that is compensatory where a low value on one component can be balanced by a high value on another component. It is possible that a school not meeting the AYP criteria could have a relatively higher composite Index value and very likely be judged as adequate. Unlike the AYP model in which all components are equally weighted, each of the components and categories comprising the Index can be differentially weighted based on their perceived importance in assessing overall school performance.

Under No Child Left Behind, a school could achieve Adequate Yearly Progress only if each of the groups and subgroup performance levels met or exceeded the same Annual Measurable Objective. Consequently, the school failing to achieve the AMO for one of the subject areas for one of the subgroups would necessarily fail to achieve AYP for the year and failing to meet AMOs for two consecutive years would result in the school entering school improvement. An examination of schools not achieving AYP then produces a mixture of schools and consequently helps little in appraising a school's overall performance. The compensatory nature of the Index reveals better how the school is performing and incorporates vitally important information about improvement and growth in addition to achievement. (The draft of the Index is below with full size copies in Appendix 2.A)

Maryland School Performance Index



\*ALT-MSA is included in the index component

\*\*Measured by the number of Career and Technology Education (CTE) students who have achieved concentrator status at exit from high school in the reporting year

## Core Value Definitions

The Core Values related to the Maryland School Performance Index include the following:

**Achievement** (elementary, middle, and high school) based on percentage of the “all students” group scoring proficient or advanced on the Maryland School Assessments (MSA) (which includes and will continue to include student performance on the Alt-MSA) in Mathematics, Reading, and Science for Elementary Schools, Middle Schools, and on the High School Assessments in Algebra, Biology, and English.

**Growth** (elementary and middle) or *Annual Individual Student Performance Growth* is based on the percentage of the “all students” group and in specific subgroups demonstrating growth in performance over the previous year. Annual targets set for each content area separately are based on the percent of students that would yield a 50% reduction in the percentage of students by 2017 demonstrating less than one year’s growth from the prior year for the “all students” group.

**Gap Reduction** (elementary, middle, and high school) is defined as a decrease in the performance gap between the highest- and lowest-performing subgroups. The calculations include an adjustment for reductions resulting from declines in performance of highest-performing subgroup.

**College- and Career-Readiness** for high schools includes cohort graduation rate, cohort dropout rate, and career attainment. Maryland’s School Performance Index (Grades 9-12) includes College- and Career-Readiness Indicators because they are important early predictors of whether a student will be positioned for successful first steps in college and a career. In the first iteration of the Index, only indicators for which there are established data elements are included. These indicators will be adjusted/replaced as the Index is refined and expanded with the assistance of the Maryland Longitudinal Data Systems (LDS). (Note: Once Maryland’s LDS is fully operational, the Career Attainment metric for the School Performance Index can be replaced by the percentage of graduates achieving program completion status or the percentage of graduates earning industry certifications.) While these indicators are less than perfect, each can be viewed as a predictor of college and career success. Moreover, they currently constitute the measures for which reliable data is available. Over time, it is expected that more measures, such as International Baccalaureate and Advanced Placement metrics, will be added with the Longitudinal Data System (LDS).



### *Cohort Graduation Rate and Definition*

Maryland began using the cohort graduation rate for accountability in 2011, one year ahead of the requirement for all states due to State Legislation. Maryland has previously used and continues to report the Leaver Graduation Rate. The Leaver Graduation Rate is 87.0% for 2011, up from 85.2% in 2007, demonstrating continuing growth in overall graduation rate for all Maryland students. 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. For 2012, all states must report cohort graduation rate for the “all students” group and for each subgroup.

Through the Standard Setting process, 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). Based on data analysis it is clear that there are subgroups that continue to struggle with graduation and a number of subgroups have far greater distances to improve and reach this 95% 2020 goal than others.

To ensure that Maryland’s process and targets are both rigorous and attainable, Maryland has calculated the targets for subgroups utilizing the target approved by USDE in 2011 and adapting the “Option A” for assessment AMOs as provided in the ESEA Flexibility Application. The procedure is: Set annual equal increments toward the goal of reducing by half the percentage of students in each subgroup who are not meeting the 95% in 2020 graduation goal, as approved by USDE, within nine years (number of years between the present and 2020). By using option A to reach a grad rate using a goal of 95% by 2020, we want to reduce the percentage of non grads by 50% (one-half) in relation to the 95% goal based on the base year. The formula for gain per year is as follows:

$$\text{Gain per year} = (((0.95 - (0.95 - \text{baseline grad rate})/2) - \text{baseline grad rate}) / 9)$$

The formula above is used for the 4-year and 5- year cohort graduation rate.

State Graduation targets by subgroup are provided below. The first table is the 4-year cohort graduation data and the second table is the 5-year cohort graduation data.

**MARYLAND STATE DEPARTMENT OF EDUCATION  
Division of Accountability, Assessment, and Data Systems  
Option A State AMOs- 4 –Year Cohort Graduation Rate**

Subject Title	Subgroup	2011 Baseline	2012	2013	2014	2015	2016	2017	2018	2019	2020
Grad. Rate	All Students	82.85	83.53	84.20	84.88	85.55	86.23	86.90	87.58	88.25	88.93
	American Indian	74.10	75.26	76.42	77.58	78.74	79.91	81.07	82.23	83.39	84.55
	Asian	93.13	93.23	93.34	93.44	93.55	93.65	93.75	93.86	93.96	94.07
	African American	76.14	77.19	78.24	79.28	80.33	81.38	82.43	83.47	84.52	85.57
	Hispanic/Latino	71.82	73.11	74.40	75.68	76.97	78.26	79.55	80.83	82.12	83.41
	Pacific Islander	88.46	88.82	89.19	89.55	89.91	90.28	90.64	91.00	91.37	91.73
	White	89.11	89.44	89.76	90.09	90.42	90.75	91.07	91.40	91.73	92.06
	Two or more Races	91.17	91.38	91.60	91.81	92.02	92.23	92.45	92.66	92.87	93.09
	Sp. Ed.	55.66	57.85	60.03	62.22	64.40	66.59	68.77	70.96	73.14	75.33
	LEP	73.72	55.41	57.74	60.07	62.40	64.72	67.05	69.38	71.71	74.04
	FARMS	73.72	74.90	76.08	77.27	78.45	79.63	80.81	82.00	83.18	84.36

**MARYLAND STATE DEPARTMENT OF EDUCATION  
Division of Accountability, Assessment, and Data Systems  
Option A State AMOs- 5-Year Cohort Graduation Rate**

Subject Title	Subgroup	2011 Baseline	2012	2013	2014	2015	2016	2017	2018	2019	2020
Grad. Rate	All Students	84.57	85.15	85.73	86.31	86.89	87.47	88.05	88.63	89.21	89.79
	American Indian	78.01	78.95	79.90	80.84	81.79	82.73	83.67	84.62	85.56	86.51
	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	78.81	79.76	80.72	81.67	82.62	83.57	84.53	85.48	86.43
	Hispanic/Latino	78.15	79.09	80.02	80.96	81.89	82.83	83.77	84.70	85.64	86.58
	Pacific Islander	95.12	95.11	95.11	95.10	95.09	95.09	95.08	95.07	95.07	95.06
	White	89.65	89.95	90.24	90.54	90.84	91.14	91.43	91.73	92.03	92.33
	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	64.72	66.62	68.51	70.40	72.29	74.19	76.08	77.97
	LEP	66.64	68.22	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

*Career Attainment Definition*

Maryland gives students the option of earning a standard high school diploma with a career concentration if they complete a State-approved career and technology education (CTE) program of study. The Career Attainment rate represents the percentage of graduating students who attained

advanced standing in a State-approved CTE program of study, i.e. enrollment in the “concentrator” or third course in the program sequence. (Note: CTE Concentrator data are included in Maryland’s CTE Accountability System and are part of the data reported annually to the USDE.) CTE programs of study provide students with academic and technical knowledge and skills, include a work-based learning component, and culminate in an industry certification and/or early college credit.

### **Standard Setting**

On February 8, MSDE invited 25 representatives of Maryland’s Statewide pre-K through 12 school community to participate in a standard setting discussion on the new Maryland School Performance Index. The group was identified to represent both school and school system leadership from among the State’s twenty-four school systems as well parents and advocates for teachers and students. Groups such as the Maryland State Educators Association (the NEA affiliate for Maryland) and the Baltimore Teachers Union (the AFT affiliate) were invited to be at the table as well as advocates for students with disabilities, Title I students, and ELL students. The Maryland State Department of Education provided technical and policy experts and consultants to assist with the process.

The February 8 meeting followed dozens of prior meetings on the ESEA flexibility application with individuals and groups, including those represented in the preliminary standard setting, with the understanding that the standard setting would be inclusive and thoughtful and would be carefully designed to elicit the most viable outcomes for students.

The standard setting procedure for the Index is patterned after the model that has been used in Maryland since 1993, when the State first developed standards in its initial school accountability system. The procedure has been used for measures as diverse as attendance rates and test scores. However, the development of the component weights for the Index presented special problems for State policy makers in that the Index was designed to convey a broad interpretation of the performance of a school from an array of diverse factors. Educators recognized all as important indicators of success or progress, but they have never been consolidated under the same umbrella with traditional achievement measures such as test results.

The standard setting procedure used for the Maryland School Performance Index was patterned after the modified Delphi process that Maryland has used since 1993. Consequently, the standard setting

process was modified to produce an Index value for each school that most accurately reflects the critical core values of educators, advocates, and parents. The standard setting process is outlined below:

<b>Steps</b>	<b>Activity</b>	<b>Outcome</b>
<b>November-December</b> Framework Structure Development	Who: MSDE staff with consultants and stakeholders via multiple engagements  What: Identify core values and the most viable component measures for inclusion in the Index;	Identification of Index Core values used to organize viable Index components.
<b>December-January</b> Framework Research	Who: MSDE staff and consultants  What: conduct preliminary statistical studies of all possible component measures to identify most technically feasible component design for Maryland.	Draft framework developed to include most viable components.
<b>February 8</b> Preliminary Determination of Index Weights	Who: Stakeholder standard setting group, assisted by key MSDE staff and consultants.  What: Study the Draft Index framework and the outcome of MSDE studies of component viability and determine alignment with core values.	Preliminary recommendations on the weighting of components for the Index.
<b>February 10</b> State Superintendent Review	Who: State Superintendent of Schools and appropriate MSDE staff  What: Review the preliminary recommendations of the Stakeholder standard setting group	Recommendation of Index framework and component weights for State Board of Education
<b>February 13</b> State Board Action	Who: State Board of Education  What: Considers the recommendations of the State Superintendent of Schools on the School Performance Index framework for action.	The determination of the Index component weights for submission to USDE February 28 in the ESEA waiver application.
<b>February 28</b> USDE Review	Who: USDE staff and experts  What: Review of the complete Maryland ESEA waiver application	Approval/recommendations or both for Maryland on the implementation of the ESEA waiver plan.
<b>March-May</b> Further Technical Studies	Who: MSDE staff and consultants  What: Conduct statistical studies of the draft framework and fine-tune the implementation steps necessary.	Studies based on the design to identify possible adjustments necessary to assure the Index functions as intended.

<b>April-May</b> Second Standard Setting Process	Who: MSDE staff and consultants  What: Review data on the Index to determine cuts of schools.	Determination of schools in each of 5 strands as described in process.
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## February 8 Standard Setting Procedure

Development of Standards Recommendations:

### **HIGH SCHOOL STANDARDS**

#### **1. Relative weights for three core values areas (Achievement, Gaps, College- and Career-Ready).**

- a. Develop an understanding of the terms used for components:
  - i. Core Values Areas
  - ii. Components
  - iii. Recommendations
- b. Conduct table discussions on the core value areas and how these areas might help paint a good picture of a school's performance.
- c. Conduct consensus vote on the possible relative weights of the core values areas.
- d. Discussion of the preliminary vote and range of votes.
- e. Second table discussion on the weighting
- f. Conduct second consensus vote on the possible relative weights of the core values areas.
- g. Sharing of the outcome of vote 2, with explanation of the range of votes.

#### **2. Relative weights for High School Achievement (English, Mathematics, Science)**

- a. Develop an understanding of the terms used for the achievement components.
  - i. English (English HSA)
  - ii. Mathematics (Algebra/Data Analysis HSA)
  - iii. Science (Biology HSA)
- b. Conduct table discussion on the Achievement components and how these areas might help paint a good picture of a school's performance.
- c. Conduct consensus vote on the possible relative weights of the Achievement components.
- d. Discussion of the consensus vote and range of votes.
- e. Second table discussion on the Achievement weighting
- f. Conduct second consensus vote on the possible relative Achievement component

weights.

- g. Sharing of the outcome of vote 2, with explanation of the range of votes.

**3. Relative weights for High School Gaps components.** The Gaps components consist of the gaps for each of the five measures between the school’s highest- and lowest-performing group.

- a. Develop an understanding of the terms used for the Gaps components.
  - i. English (English HSA)
  - ii. Mathematics (Algebra/Data Analysis HSA)
  - iii. Science (Biology HSA)
  - iv. Cohort Graduation Rate
  - v. Cohort Dropout Rate
- b. Conduct table discussion on the Gaps components and how these areas might help paint a good picture of a school’s performance.
- c. Conduct consensus vote on the possible relative weights of the Gaps components.
- d. Discussion of the consensus vote and range of votes.
- e. Second table discussion on the Gaps weighting
- f. Conduct second consensus vote on the possible relative Gaps component weights.
- g. Sharing of the outcome of vote 2, with explanation of the range of votes.

**4. Relative weights for High School College- and Career-Ready**

- a. Develop an understanding of the terms used for the College- and Career-Ready components.
  - i. Cohort Graduation Rate
  - ii. Career Attainment
  - iii. Attendance
- b. Conduct table discussion on the College- and Career-Ready components and how these components might help paint a good picture of a school’s performance.
- c. Conduct consensus vote on the possible relative weights of the College- and Career-Ready components.
- d. Discussion of the consensus vote and range of votes.
- e. Second table discussion on the College- and Career-Ready weighting

- f. Conduct second consensus vote on the possible relative College- and Career-Ready component weights.
- g. Sharing of the outcome of vote 2, with explanation of the range of votes.

## **ELEMENTARY AND MIDDLE SCHOOL STANDARDS**

### **1. Relative weights for Elementary and Middle School Core Values Areas (Achievement, Growth, Gaps)**

- a. Review the terms used for components:
  - i. Core Values Areas
  - ii. Components
  - iii. Recommendations
- b. Conduct table discussion on the Elementary and Middle School core values areas and how these areas might help paint a good picture of a school's performance.
- c. Conduct consensus vote on the possible relative weights of the core values areas.
- d. Discussion of the consensus vote and range of votes.
- e. Second table discussion on the weighting
- f. Conduct second consensus vote on the possible relative weights of the core values areas.
- g. Sharing of the outcome of vote 2, with explanation of the range of votes.

### **2. Relative weights for Elementary/Middle School Achievement (Reading, Mathematics, Science)**

- a. Develop an understanding of the terms used for the achievement components.
  - i. Reading (Reading MSA)
  - ii. Mathematics (Mathematics MSA)
  - iii. Science (Science MSA)
- b. Conduct table discussion on the Achievement components and how these components might help paint a good picture of a school's performance. Discuss whether the elementary and middle school achievement weighting should differ from high school achievement
- c. Conduct preliminary vote on the possible relative weights of the Achievement components.
- d. Discussion of the preliminary vote and range of votes.

- e. Second table discussion on the Achievement weighting (if necessary)
- f. Conduct second vote on the possible relative Achievement component weights (if necessary).
- g. Sharing of the outcome of vote 2, if necessary, with explanation of the range of votes.

**3. Relative weights for Elementary/Middle School Gaps components.** The Gaps components come from the gaps between the highest- and lowest-performing subgroups within the school.

- a. Develop an understanding of the terms used for the Gaps components.
  - i. Reading (Reading MSA)
  - ii. Mathematics (Mathematics MSA)
  - iii. Science (Science MSA)
- b. Conduct table discussion on the Gaps components and how these components might help paint a good picture of a school's performance. Discuss whether the weighting should be different from or the same as the high school gaps weighting recommendations.
- c. Conduct consensus vote on the possible relative weights of the Gaps components.
- d. Discussion of the consensus vote and range of votes.
- e. Second table discussion on the Gaps weighting (if necessary)
- f. Conduct second consensus vote on the possible relative Gaps component weights (if necessary).
- g. Sharing of the outcome of vote 2, with explanation of the range of votes (if necessary).

**4. Relative weights for Elementary/Middle Growth components.** For Growth, the Index uses the percent of students making one year's growth or more in the three Maryland School Assessments.

- a. Develop an understanding of the terms used for the Growth components.
  - i. Reading (Reading MSA)
  - ii. Mathematics (Mathematics MSA)
- b. Conduct table discussion on the Growth components and how these components might help paint a good picture of a school's performance. Discuss whether the weighting should be different from or the same as the high school gaps weighting recommendations.



- c. Conduct consensus vote on the possible relative weights of the Growth components.
- d. Discussion of the consensus vote and range of votes.
- e. Second table discussion on the Growth weighting (if necessary)
- f. Conduct second vote on the possible relative Growth component weights (if necessary).
- g. Sharing of the outcome of vote 2, with explanation of the range of votes (if necessary).

Following compilation of the results of the standard setting procedure, the State Superintendent received a complete briefing on the process and the results. The State Superintendent reviewed all the summary discussion notes and the votes, with particular attention to the range and median for each of the votes. The State Superintendent submitted the information to the State Board on February 13 for presentation and action.

Subsequent to the February 13 vote, the Maryland State Department of Education will complete statistical and process studies to determine a detailed implementation plan as well as adjustments to the procedures and Index itself necessary for full implementation with the 2011-2012 school performance data. Annually the Index will be reviewed and updated as needed.

### Example of the School Performance Index Calculation for Elementary and Middle Schools

School Index	0.995								
	Achievement			Growth			Gap Reduction		
Weight-1	0.35			0.35			0.30		
Weighted Contribution	0.342			0.334			0.319		
	Math	Read	Science	Math	Read	Math	Read	Science	
Weighted Proportion	0.386	0.394	0.197	0.520	0.434	0.410	0.427	0.227	
Target	0.954	0.945	0.872	0.597	0.945	0.927	0.927	0.862	
Weight-2	0.40	0.40	0.20	0.50	0.50	0.40	0.40	0.20	
Proportional Measure	0.964	0.984	0.987	1.039	0.868	1.025	1.068	1.136	
All Students current Yr	0.92	0.93	0.86	0.62	0.82	0.05	0.01	0.02	
All Students Base Yr	0.95	0.94	0.86	0.56	0.94	0.08	0.08	0.15	

The **School Performance Index** for each elementary / middle school is calculated by summing the weighted contribution from Achievement, Growth, and Gap Reduction. After weighted proportions are calculated by content in each section, the weighted contributions are calculated by multiplying the sum of the weighted proportions in each section by the value of **weight-1** in each section. **Weight-1** is distributed across all three sections (Achievement, Growth, and Gap Reduction) and the sum of these three weights must be equal to 1.0.

In the example above, this calculation would lead to the following:

- $((.386 + .394 + .197) * 0.35) + ((.520 + .434) * 0.35) + ((.410 + .427 + .227) * 0.30) = 0.995$   
which is our School Performance Index

On the next page is a brief description of each section that leads up to how the weighted proportions are calculated in that section.

Note: This is a sample with given weights. Final weights were decided through the standard setting process that included a representative group of stakeholders on February 8, 2012.

### **School Achievement**

**Achievement** is based on the percentage of the students in the “all students” group scoring proficient or advanced in Mathematics, Reading, and Science for each elementary and middle school. The performance percent for each school and content (values highlighted in blue in the achievement section) is the combined result of all three elementary / middle test types (Alt-MSA, Mod-MSA, and MSA) and is calculated for the current and baseline (prior) school year.

### **School Growth**

**Growth** is based on the percentage of students in the “all students” group demonstrating growth in Mathematics or Reading performance over the previous year for each elementary and middle school. The growth percent for each school and content (values highlighted in blue in the growth section) is the combined result of all three elementary / middle test types (Alt-MSA, Mod-MSA, and MSA) and is calculated for the current and baseline (prior) school year.

The following steps are taken to determine the growth percentage by content:

- Determine a student’s scale score cut for the current and prior school year. The scale score cut is derived from a standardized table and ranges from 1 to 9 with 9 being the highest. Each proficiency level is broken into three ranges:
  - 1 - 3 for basic scale scores
  - 4 - 6 for proficient scale scores
  - 7 - 9 for advanced scale scores.
- Determine a student’s growth score by subtracting the prior year scale score cut from the current year scale score cut. The growth score ranges from -8 to 8 with 8 being the highest.

- For a growth score to be calculated for a student, the student must have matching test types in both the prior and current school year, and the student’s grade must progress by a one grade increment (i.e. if a student was in grade 3 in the prior year then they must be in grade 4 in the current year).
- The student will then be placed into one of the following three categories based on their growth score
  - Decline: Growth Score: -8 to -1
  - Same: Growth Score: 0
  - Improve: Growth Score: 1 to 8
- Sum the students by school and content for the same and improve categories, which become the number of students demonstrating growth.
- Sum the students by school and content for the decline, same, and improve categories, which becomes the number of test takers.
- The growth percent by content is then the number of students demonstrating growth divided by the number of test takers.
- The current year growth percent is determined by looking at changes from SY2010-11 to SY2011-12. The baseline year growth percent is determined by looking at changes from SY2009-10 to SY2010-11.

### **School Gap Reduction**

**Gap reduction** is based on a gap score that is calculated for each school which shows the gap between the highest-achieving subgroup and the lowest-achieving subgroup in Mathematics, Reading, and Science for each elementary and middle school. The gap percent for each school and content (values highlighted in blue in the gap reduction section) is the combined result of all three elementary / middle test types (Alt-MSA, Mod-MSA, and MSA) and is calculated for the current and baseline (prior) school year.

The following steps are taken to determine the gap score by content:

- The subgroups here are defined as the seven racial categories along with special education, limited English proficiency, and free and reduced meal status.
- For each school, the above subgroups are evaluated by content and the highest- and lowest-achieving subgroups (based on the percentage of the students in the “all students” group scoring

proficient or advanced) are flagged for both the current and baseline years (SY2010-11 and SY2011-12). Note that a minimum n of 5 test takers was used per content and subgroup, so any subgroups under that were eliminated from the process. A content-specific gap score is then calculated as the percentage of all students scoring proficient or advanced in the highest-achieving subgroup minus the percentage of all students scoring proficient or advanced in the lowest-achieving subgroup. Since these gap scores are year-specific, there was no requirement that the subgroup had to exist in both years.

- To help ensure that gap reductions reflect improved performance of the lowest-performing subgroup and not a decline in the performance of the highest-performing subgroup, the percent proficient value used to calculate the gap for the highest-performing subgroup was the larger of the prior and current year.

### **Calculating the Weighted Proportions**

The **weighted proportion** calculation is similar across all three sections. The only difference is in the formula used for the proportional measure and target calculations for gap reduction. Also, growth only looks at Mathematics and Reading whereas achievement and gap reduction look at all three contents.

You can follow along by using the example in the beginning of this section.

- **Weight-2** is distributed across the contents independently within each section; the sum of the weights in the section must be equal to 1.0.
- **Target** is calculated by taking a school's percentage for the baseline school year and determining annual equal increments toward a goal of reducing by half the percentage of students who are not proficient within six years. The target is calculated separately by content within a school. The targets were computed with the convention that larger values are indicative of higher performance levels. Annual targets represent the annual increase in performance required to achieve a 50% reduction in the number of students not meeting the desired outcome by 2017. For the Achievement, Growth, Cohort Graduation Rate, and CTE Concentrators measures the targets are computed as:

$$\text{All Students Base Yr} + (((1 - ((1 - \text{All Students Base Yr}) / 2)) - \text{All Students Base Yr}) / 6)$$

For Gap reduction and Cohort Dropout Rate, where larger values are indicative of lower (less desirable) performance level, calculations were based on the complements (1-Gap and 1-Cohort

Dropout Rate) for consistency.

- **Proportional Measure** is a school’s percentage for the current year divided by the target for achievement and growth; it is 1 divided by a school’s percentage for the current year divided by the target for gap reduction. The proportional measure is calculated by content within a school.

The formula for proportional measure is:

*All Students current Yr / Target*

- **Weighted Proportion** is the proportional measure multiplied by weight-2. The weighted proportion is calculated separately by content within a school.
- As stated in the beginning, **Weighted Contribution** is the sum of the school’s weighted proportions for Mathematics, Reading, and Science multiplied by Achievement Weight-1 for each section.

### **Maryland’s Accountability Plan**

Maryland remains committed to addressing significant gains and progress, in addition to proficiency, for all students. Maryland’s new accountability structure has three prongs. The first is the identification of Priority, Focus, and Reward schools. The second is driven by the results of each subgroup’s performance on the “ambitious, but achievable, annual measurable objectives (AMOs).” The third is the development of the School Performance Index. Every school, whether high or low-performing, must address the needs of any subgroup of students that fails to make the AMOs. The vehicle for the description of this support should be the School Improvement Plan (SIP). The Code of Maryland Regulations (COMAR 13A.01.04.07) presently states that “A school identified for improvement (1) Annually, before the beginning of the school year following a failure to make adequate yearly progress, each local school system shall identify for school improvement each elementary or secondary school that has not made AYP because that school did not make the annual measurable objective in the same reported area for 2 consecutive years. The reported areas are reading, mathematics, or as applicable, attendance rate or graduation rate. (2) To insure that all students reach the State’s proficient level in reading, mathematics, and science by 2013 —14, within 3 months or sooner after identification, each identified school shall develop a 2-year school improvement plan that: (a) Focuses on strengthening core academic subjects; (b) Incorporates strategies based on scientifically based research that will strengthen core academic subjects; (c) Includes funds for high quality professional development; and

(d) Has specific measurable objectives for each student subgroup. Furthermore, (3) Each local school system within 45 days of receiving a plan shall: (a) Establish a peer review process to assist with review of the plan; (b) Promptly review the plan; (c) Work with the schools as necessary; and (d) Approve the school plan if the plan meets the requirements of all applicable federal and State laws and regulations.” This COMAR regulation will be reviewed and revised as necessary.

Once the data has been reported and analyzed and the support is in place, the school’s efforts for improvement should address any subgroup needs and allow the school to track the improvement efforts by subgroup as well as intervention. Most all schools in Maryland currently use a very robust school improvement plan process and may be best served by continuing along a path for improvement that is already in place. If all school data is being considered and the current direction for the school indicates that all targets are being met and the school continues to improve then no change should be made just for this process. However, if the school and/or LEA examine the data and come to a new analysis for change then this process can be an opportune moment to implement necessary changes. The format for school improvement plans will not be specified by MSDE. However, it will be expected that all schools have a SIP which is available to the public. Priority schools will be required to incorporate the seven turnaround principles into the SIP or adopt one of the four USDE approved 1003(g) SIG models.

As described above, once standard setting is complete for the School Performance Index, a scale will be created from 0-1+. For directing support and interventions to schools with similar conditions, the scale will be broken into five strands with Strand 1 the highest-performing and Strand 5 the lowest. Although schools will, as always, have very unique profiles, MSDE will group the schools based on a measure of the magnitude of the issues these schools face. Thus, if a school falls into Strand 5, it joins other schools with pervasive, school-wide, systemic problems. Schools in Strand 1 are meeting the challenges brought to school by their students. This is not to say that schools in Strand 1 cannot achieve more but that the schools overall and by subgroup are meeting and exceeding the academic standards currently set for the school. This Strand categorization allows the SEA and LEA to differentiate resources to schools by magnitude of need while precise diagnosis occurs at the school.

## STRAND 1

If schools fall into Strand 1, the schools usually meet and exceed the academic standards for all

students. Although, it will be possible to be in the top Strand and still miss the AMOs for one subgroup, most of the Reward Schools identified below will fall into Strand 1. Schools that score in this Strand may have met the minimum standards set by the State for closing the achievement gaps but will, through development of the School Improvement Plan, set higher standards. Additionally, schools will examine the data they have that indicate any need whether academic, physical, emotional or cultural and develop intervention plans which will be monitored.

Since data for the School Performance Index will be published annually, to maintain the status of a Strand I school, focused and intense interventions for students not showing growth will be necessary. Although the Maryland School Assessments (MSAs) are meant to assess the most important academic content instructed in all Maryland classrooms, teachers/leaders understand that they are responsible for the whole child. That means that at times Social Studies activities, tools to keep students organized or addressing intense personal needs will intervene and be partnered with the ongoing support for the content of Science, English/Language Arts and Mathematics.

Support to these schools beyond the SIP may take different forms. The school should be able to identify the professional development and training that can lead to additional improvement in achievement. The LEA may provide this resource or schools may leverage other sources of funding to seek training beyond the current staff within the LEA.

Monitoring for these schools on the part of the LEA is left totally to the LEA and its theory of action. MSDE will intervene in a very small way. Each year a random sample of 1-3% of the schools in Strand I will submit their School Improvement Plans for review by LEA experts. The LEA Superintendent will report on the examination of these plans through the Master Plan process and assure that any omissions or inadequacies will be addressed in these and all other SIPs. This will allow MSDE to have insight into the School Improvement Plan process from the school's perspective and the school will receive feedback that will assist with the continued improvement of the school's ability to diagnose and prescribe interventions.

## STRAND 2

When schools are categorized as Strand 2 they are expected to be among the top 50% of schools in the State. The successes and challenges in this Strand will be varied. Schools may excel at Mathematics

but lag in reading or the reverse. In this case, the balance of Achievement, Growth, Gap Reduction and College- and Career-Ready Goals can yield relatively high-performing schools with targeted needs that, when addressed, could lead them to enter Strand I. Schools in this Strand could also be struggling to stay in Strand 2.

More than one area of need may drive the school to focus on one and then another intervention sequentially or consider a quasi-systemic plan that would embrace all of the needs at once. The SIP process will again ensure that each subgroup is addressed and identified needs drive professional development for teachers and appropriate interventions for the students. MSDE will dictate no specific support for schools in Strand 2. However, it is expected that LEAs will take particular interest in the needs in these schools. Although an individual school's assessment of data is recommended for sustained improvement, it will additionally serve as an excellent source for the LEA to determine system-wide professional development.

State monitoring for Strand 2 schools will be identical to the random inspection of SIPs as described for Strand 1, with a larger sample of 4-5%. MSDE will also require the LEA with Strand 2 schools to describe in the annual Master Plan Update the overall process for addressing the production of useful, focused SIPs; the commonalities discovered through this analyses and syntheses of data; and the system-wide professional development plan that emerges from that work. There will be specific language in the Master Plan guidance developed by the BTE External Advisory Panel.

### STRAND 3

Strand 3 schools bring the same variety as Strand 2 but an increase in the intensity of needs identified by the School Improvement Process. Schools in Strand 3 may have multiple subgroups struggling to achieve standards or may have intensive, pervasive problems for one very low-performing subgroup. More often than for schools in Strand 2, LEAs and schools may determine the need for a systemic solution rather than or in addition to continued support to individual subgroups. Title I schools that fall in this Strand will be eligible to apply for 1003(a) School Improvement Grant funds to support the direction toward improvement detailed in the SIP.

LEAs are directed to oversee the School Improvement Process for Strand 3 schools. Many configurations may be used for the delivery of professional development or training but LEAs must be



closely in touch with these schools and regularly checking on progress. Additionally, LEAs will have a section of the Master Plan to address Strand 3 activities separately. Commonalities of the school concerns should be addressed. Successes and challenges will be addressed through monitoring questions developed by the BTE External Advisory Panel.

#### STRAND 4

Strand 4 schools are those with serious needs. These schools fall in the close to the bottom of achievement for schools in the State. They are not identified as falling into the very bottom but they are near that point. Rarely will these schools have focused problems with one specific subgroup. Most often, a systemic change will be necessary to address all instruction as well as those ancillary supports, like classroom management training, that can prevent other problems from interfering with instruction.

Support for the improvement of instruction, the replacement or the retraining of the leadership staff, and intensified outreach to families to become involved with their child's school should be addressed by all schools in this strand and always with LEA oversight. LEAs should look carefully to the existing supports in the schools to determine effectiveness of the current path to improvement. Schools with serious needs require the attention and support of the whole community and Strand 4 schools must have intentional activities to create community involvement.

For monitoring, LEAs must include in their Master Plan Update, the process that is used to assure that each Strand 4 school has the most effective school improvement plan possible. Additionally, specific guiding questions will ask for a description of any differentiation of supports to these schools with very low scores on the School Performance Index. It is possible for Focus schools to fall into this strand. When this occurs, certain Title I Focus schools will be eligible to apply for 1003(a) school improvement funds to support the path for improvement stated in their school improvement plans.

#### STRAND 5

The lowest-achieving schools in the State will fall into Strand 5. It is probable that all Priority Schools will fall in this category but there will be others, not receiving Title I services, that will present with serious, school-wide issues that require additional, differentiated services from the LEA. These schools are also going to present the most need from the student services. These schools will typically be of higher poverty, more diverse and in communities of need.

Required supports for Strand 5 schools that are not Title I are described in Section 2.G. Those Title I schools in this Strand will either be Priority, Focus or another low-performing Title I school so each category will afford access to additional school improvement dollars. All schools, Title I or non-Title I schools should receive differentiated support from the LEA.

Monitoring of these schools will be covered by the LEA and MSDE if they are Priority or Focus. The other schools will be required to provide assurances within the Master Plan to the State Superintendent of Schools that all required interventions, reporting, and monitoring are being supplied by the LEA.

### FIXED STANDARDS

Detailed in other sections of this document is the description of how schools may exit the categories of Priority and Focus. Because that is an important concept within Maryland's support and incentives to schools, MSDE will take the following steps to make this a demanding, attainable goal. Upon analysis of the data from the Index, cut scores will be established to differentiate strands. Following the identification of the cut scores, the number of schools in each strand will be identified for the school year 2012-2013. After that first year, the SPI scale will be held constant so that, should an SPI of .73, for example, be necessary to move a school from Strand 3 to Strand 2 in 2013, it will also be necessary in 2015 should this flexibility continue.

This allows the school to continue to work toward AMOs that will change each year, moving the standard higher but allows the school to have a fixed standard to target. To exit improvement schools must move upward at least two Strands. This standard is not moveable such that an increased performance would be necessary to keep schools in their current Strand. The stability in the standard not only allows schools to exit Priority and Focus status but provides an incentive for all schools to improve.

The chart below describes an overview of supports and monitoring for Maryland's School Performance Index.

## Maryland’s School Performance Index—Overview of Supports and Monitoring

Strand	Additional Financial Support	Academic Standards	Sub-groups	SEA Support	LEA Support	Monitoring
1		Meets and/or exceeds	Minimal subgroups missing AMOs	Feedback from all monitoring visits.	Oversee process for completion of SIPs assuring that low-performing subgroups are addressed	Random sample of 1-3% of schools submit plan to LEA for review. Results of review reported in Master Plan. MSDE on-site monitoring of LEA Title I annually and random visit to one or more Title I schools.
2		Meets	Some subgroups missing AMOs	Feedback from all monitoring visits.	Oversee process for completion of SIPs assuring that low-performing subgroups are addressed	Random sample of 4-5% of schools submit plan to LEA for review. Results of review reported in Master Plan. MSDE on-site monitoring of LEA Title I annually and random visit to one or more Title I schools.
3		Minimally meets or does not meet	Multiple subgroups missing AMOs	Feedback from all monitoring visits.	Oversee the actual completion of SIPs assuring that low-performing subgroups are addressed	In Master Plan, LEAs report on overall plans to address school needs. MSDE on-site monitoring of LEA Title I annually and random visit to one or more Title I schools.
4		Usually does not	Multiple subgroups	Feedback from all monitoring visits.	Oversee the actual completion of SIPs	In Master Plan, LEAs report on overall plans to

Strand	Additional Financial Support	Academic Standards	Sub-groups	SEA Support	LEA Support	Monitoring
		meet	Missing AMOs; Systemic whole school reform may be needed		assuring that low-performing subgroups are addressed	address school needs. MSDE on-site monitoring of LEA Title I annually and random visit to one or more Title I schools.
5	Low-Performing Title I Schools have access to 1003(a) SIG funds	Does not meet	Multiple subgroups Missing AMOs; Systemic whole school reform may be needed	Feedback from all monitoring visits. Title I Office will Review and Approve use of 1003(a) grant application.	Oversee the actual completion of SIPs assuring that low-performing subgroups are addressed	In Master Plan, LEAs report on overall plans to address school needs. MSDE on-site monitoring of LEA Title I annually and random visit to one or more Title I schools.
<b>Priority Schools</b>	Priority Schools have access to 1003(g), or LEA will reserve up to 20% off the top of its annual Title I, Part A Allocation as a reservation in Attachment 7, Table 7-8, Line 6 of Master Plan, formerly used to provide SES/PSC.		Multiple subgroups Missing AMOs; Systemic whole school reform may be needed	SIG Monitoring Teams; Breakthrough Center New Priority Schools Monitoring Teams	Oversee the actual completion of SIPs assuring that low-performing subgroups are addressed. Sign MOU with Breakthrough Center and commit to support agreements; Until the SIG grants expire, LEA must fund an intervention model for any new Priority School with Title I money previously reserved for SES.	In Master Plan, LEAs report on overall plans to address school needs. Title I Office will monitor Fiscal and Programmatic activities reserved in Table 7-8, Line 6 Attachment 7, Master Plan
<b>Focus Schools</b>	Focus Schools, regardless of what Strand they fall		Need to focus on subgroups not	MSDE on-site monitoring of LEA	Oversee the actual completion of SIPs	In Master Plan, LEAs report on overall plans to

Strand	Additional Financial Support	Academic Standards	Sub-groups	SEA Support	LEA Support	Monitoring
	<p>in, have access to 1003(a) SIG funds.</p> <p>LEA should consider differential support to address needs using Title I money previously reserved for SES</p>		<p>meeting AMOs and the gap in subgroup performance</p>	<p>Title I annually and random visit to one or more Title I schools.</p> <p>Breakthrough Center to work with LEA</p> <p>Title I Office will Review and Approve use of 1003(a) grant application.</p>	<p>assuring that low-performing subgroups are addressed.</p> <p>Monitoring of SIP implementation by the LEA.</p> <p>Sign MOU with Breakthrough Center and commit to support agreements;</p>	<p>address school needs.</p> <p>MSDE on-site monitoring of LEA Title I annually and random visit to one or more Title I schools.</p>

Upon analysis of the data from the Index, cut scores will be established to differentiate strands. As data is analyzed for schools and strands, more specificity will be established under the headings in the chart above.

2.A.ii Select the option that pertains to the SEA and provide the corresponding information, if any.

<p><b>Option A</b></p> <p><input checked="" type="checkbox"/> The SEA only includes student achievement on reading/language arts and mathematics assessments in its differentiated recognition, accountability, and support system and to identify reward, priority, and focus schools.</p>	<p><b>Option B</b></p> <p><input type="checkbox"/> If the SEA includes student achievement on assessments in addition to reading/language arts and mathematics in its differentiated recognition, accountability, and support system and to identify reward, priority, and focus schools, it must:</p> <ol style="list-style-type: none"> <li>a. provide the percentage of students in the “all students” group that performed at the proficient level on the State’s most recent administration of each assessment for all grades assessed; and</li> <li>b. include an explanation of how the included assessments will be weighted in a manner that will result in holding schools accountable for ensuring all students achieve college- and career-ready standards.</li> </ol>
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Insert text for Option B here.

## 2.B SET AMBITIOUS BUT ACHIEVABLE ANNUAL MEASURABLE OBJECTIVES

Select the method the SEA will use to set new ambitious but achievable annual measurable objectives (AMOs) in at least reading/language arts and mathematics for the State and all LEAs, schools, and subgroups that provide meaningful goals and are used to guide support and improvement efforts. If the SEA sets AMOs that differ by LEA, school, or subgroup, the AMOs for LEAs, schools, or subgroups that are further behind must require greater rates of annual progress.

<p><b>Option A</b></p> <p><input checked="" type="checkbox"/> Set AMOs in annual equal increments toward a goal of reducing by half the percentage of students in the “all students” group and in each subgroup who are not proficient within six years. The SEA must use current proficiency rates based on assessments administered in the 2010–2011 school year as the</p>	<p><b>Option B</b></p> <p><input type="checkbox"/> Set AMOs that increase in annual equal increments and result in 100 percent of students achieving proficiency no later than the end of the 2019–2020 school year. The SEA must use the average statewide proficiency based on assessments administered in the 2010–2011 school year as the starting point for</p>	<p><b>Option C</b></p> <p><input type="checkbox"/> Use another method that is educationally sound and results in ambitious but achievable AMOs for all LEAs, schools, and subgroups.</p> <ol style="list-style-type: none"> <li>i. Provide the new AMOs and an explanation of the method used to set these AMOs.</li> <li>ii. Provide an educationally</li> </ol>
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<p>starting point for setting its AMOs.</p> <p>i. Provide the new AMOs and an explanation of the method used to set these AMOs.</p>	<p>setting its AMOs.</p> <p>i. Provide the new AMOs and an explanation of the method used to set these AMOs.</p>	<p>sound rationale for the pattern of academic progress reflected in the new AMOs in the text box below.</p> <p>iii. Provide a link to the State’s report card or attach a copy of the average statewide proficiency based on assessments administered in the 2010–2011 school year in reading/language arts and mathematics for the “all students” group and all subgroups. (Attachment 8)</p>
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The AMOs will be developed using the process in Option A above for every school and every subgroup. Data for State, all students, and subgroups is included in Section 2.A (Annual Measurable Objectives) above.

## 2.C REWARD SCHOOLS

2.C.i Describe the SEA’s methodology for identifying highest-performing and high-progress schools as reward schools. If the SEA’s methodology is not based on the definition of reward schools in *ESEA Flexibility* (but instead, e.g. based on school grades or ratings that take into account a number of factors), the SEA should also demonstrate that the list provided in Table 2 is consistent with the definition, per the Department’s “Demonstrating that an SEA’s Lists of Schools meet ESEA Flexibility Definitions” guidance.

Title I schools are identified because of the enormous challenge that poverty brings for families, students and schools. Students and families are steeped in the basic needs for employment, food and shelter. These needs and those additional ones of health care, mental health care and childcare come into the schools with the children. Education is one of the keys to overcoming poverty and the devastating effects it is having on our state’s youth. Because of this basic reason for the existence of Title I, Maryland seeks to reward all schools that are high achieving but to offer an additional recognition for those schools that do this with additional challenges. As will all aspects of this application, the definitions and recognitions of Reward Schools were shared with LEAs and all comments were taken into consideration.

One of the most effective aspects of NCLB has been the increased attention to subgroups. In Maryland, the most frequently low-performing subgroup is the students with disabilities subgroup. This is, at times, due to their disability. The English Language Learner subgroup also struggles with low performance. For these students, the language barrier can affect their academic progress. Maryland remains concerned for the struggle of students in other cultural and racial subgroups. By requiring Reward schools to keep the achievement gap between “all students” and any lower performing subgroup at or below 10%, Maryland keeps the spotlight on students with disabilities, students with cultural and language barriers, and on other subgroups facing challenges. This allows schools, parents and advocates to have a clearer picture of performance and need.

The methodology will have multiple steps. First, any Title I school will be designated a Highest Performing Reward School if the school has met AYP for “all students” and all subgroups for two consecutive years AND has a 10% or less gap between the performance of “all students” and that of any lower performing subgroup.

Of the identified Highest Performing Reward Schools, those that additionally appear in the top 10% of Title I schools showing the most improvement in performance between the 2007 MSA and the 2011 MSA will be designated Distinguished Highest Performing Reward Schools.

If a Highest Performing Reward School has additionally improved its “all students” performance by at least eighteen percentage points between the 2007 MSA and the 2011 MSA, AND have 50% or more economically disadvantaged students it will be designated as a Superlative Highest Performing Reward School.

The second category of Reward schools will be those that have shown significant improvement in performance but may not have yet reached the current mark for Adequate Yearly Progress. These schools must have made at least a gain of eighteen percentage points between the 2007 MSA and the 2011 MSA for “all students” and have a 10% or less gap between the performance of “all students” and that of any lower performing subgroup. These schools will be designated as Highest Progress Reward Schools.



Maryland’s Highest Performing Reward Schools will receive additional endorsements for additional accomplishments in progress and with high poverty. The Highest Progress schools will have made significant improvement for all students over the past five years. In both cases these schools have met and exceeded very high standards.

This method will apply only to this initial year of recognition. After the 2012-2013 school year, Reward Schools will also be expected to achieve one of the top two categories on the newly developed School Index for two consecutive years.

2.C.ii Provide the SEA’s list of reward schools in Table 2.

The 30 schools to be recognized in all four categories of reward are attached in Table 2.

2.C.iii Describe how the SEA will publicly recognize and, if possible, reward highest-performing and high-progress schools.

Maryland will recognize all ***Title I Highest Performing Reward Schools*** and the **Highest Progress Reward Schools** by sending out a Maryland State Department of Education press release listing all schools in this category and actively promoting the announcement with Statewide media. The State will provide a Special Certificate of Recognition that applauds their accomplishment. Schools in this category will also be encouraged to celebrate their success and prominently display the certificate in a highly visible location in the school. The State will also provide a template for local school systems and encourage them to release their own press announcement and work with their own local media to highlight their successful schools. All information will be prominently displayed on the MSDE website.

In addition to the State and local media recognition detailed above, ***Title I Distinguished Highest Performing Reward Schools*** will receive a Special Plaque of Recognition that applauds the accomplishment. Schools in this category will also be encouraged to celebrate

their success and display the plaque in a highly visible location in the school. n.

In addition to the recognition detailed above, the ***Superlative Highest Performing Reward Schools*** will also be recognized by the State Board of Education and the Governor’s Office at a State Board meeting. In addition, the State Superintendent and other State dignitaries will visit every school to applaud success and highlight best practices. A special publication and a video highlighting Best Practices in every ***Superlative Highest Performing Reward School*** will be produced and shared with other schools throughout the State. Finally, the ***Superlative Highest Performing Reward Schools*** will be featured and afforded the opportunity to present their Best Practices at our yearly Title I administrative meetings.

Additionally, all LEAs will be encouraged to identify strategies to recognize these schools within their local districts in addition to the Statewide recognition. Maryland is also exploring ways to expand its very prestigious Blue Ribbon Schools of Excellence Program to an Honorable Mention Blue Ribbon Schools Program that would encompass Reward Schools that have made exemplary progress for all students. These schools would be recognized, honored, and rewarded in a program that could lead them to Maryland and National Blue Ribbon School status.

It should be noted that it is a result of the input of the LEA Superintendents that there are multiple categories of reward schools. Additionally, LEAs will be expected to recognize these schools as well.

The table below displays the types of Reward Schools and their recognition.

**Maryland Reward Schools**

Type	Definition for Identification for 2012-2013	Number of Schools	Recognition
Highest Performing Reward Schools	All Title I schools that met AYP for 2009-10 and 2010-11 AND the Gap between "All Students" and any lower performing subgroup is at or below 10%	4/22 Schools	<ul style="list-style-type: none"> <li>MSDE Press Release</li> <li>Promotion of Announcement with Statewide media</li> <li>Special Certificate of Recognition</li> <li>Template for LEA Recognition</li> <li>Prominent Display on MSDE Website</li> <li>All of the above</li> <li>Special Plaque of Recognition</li> </ul>
Distinguished Highest Performing Reward Schools	Met requirements above AND school is in top 10% of Title I schools showing the most improvement in performance between 2007 MSA and 2011 MSA	10/22 schools	<ul style="list-style-type: none"> <li>All of the Above</li> <li>Recognition by the State Board and the Governor's Office at a State Board Meeting</li> <li>Visit from the State Superintendent &amp; Other State Dignitaries</li> <li>Special Publication and Video of Best Practices</li> <li>Featured and offered opportunity to present at the yearly Title I Administrative Meeting</li> </ul>
Superlative Highest Performing Reward School	Met all requirements above AND improved its "All Students" performance by at least 18 percentage points between 2007 MSA and 2011 MSA AND has 50% or more economically disadvantaged students	8/22 schools	<ul style="list-style-type: none"> <li>MSDE Press Release</li> <li>Promotion of Announcement with Statewide media</li> <li>Special Certificate of Recognition</li> <li>Template for LEA Recognition</li> <li>Prominent Display on MSDE Website</li> </ul>
Highest Progress Reward Schools	School that made at least a gain of 18 percentage points for "All Students" AND has a 10% or less gap between the performance of "All Students" and that of any performing subgroup (School does not have to have made AYP)	8 Schools	<ul style="list-style-type: none"> <li>MSDE Press Release</li> <li>Promotion of Announcement with Statewide media</li> <li>Special Certificate of Recognition</li> <li>Template for LEA Recognition</li> <li>Prominent Display on MSDE Website</li> </ul>

## 2.D PRIORITY SCHOOLS

2.D.i Describe the SEA’s methodology for identifying a number of lowest-performing schools equal to at least five percent of the State’s Title I schools as priority schools. If the SEA’s methodology is not based on the definition of reward schools in *ESEA Flexibility* (but instead, e.g. based on school grades or ratings that take into account a number of factors), the SEA should also demonstrate that the list provided in Table 2 is consistent with the definition, per the Department’s “Demonstrating that an SEA’s Lists of Schools meet ESEA Flexibility Definitions” guidance.

Maryland views Priority Schools as not only those schools with the most obvious need and challenge but as test cases for the interventions and support brought by the federal dollars and direction; the State vision and policy; the district attention and resources; and the school’s dedication to change. Maryland is coordinating enormous resources and efforts across all levels of government in a way that is unprecedented in recent times to make real differences in schools that have struggled for years under the challenges of low expectations and high poverty and all of the additional baggage that brings. Maryland is ready to meet this challenge and believes that there is a structure in place with Section 1003(g) School Improvement Grant (SIG) Schools that can be extended to the additional schools that we will need to identify as Priority. Maryland will use the same definition of Persistently Lowest-Performing Schools to identify Priority schools as it used to identify “Tier I” 2010 SIG schools.

### 2010 Definition of Persistently Lowest-Performing Schools

Maryland defines “persistently lowest-performing Tier I schools” as those Title I schools (elementary school grade levels Pre-K through five, and middle school grade levels 6-8, and combination schools, PreK-8 at the LEA’s discretion) that are the five lowest-achieving (or five percent) of all Title I schools in improvement, corrective action, or restructuring in the State.

Based on the 2010 Spring administration of the Maryland School Assessment, Maryland identified 76 operating Title I schools in improvement, corrective action or restructuring for school year 2010-2011. The five identified Title I schools have not met performance standards in combined reading and mathematics in the “all students” subgroup for the full academic year 2009-2010. There are 4 Title I high schools (grades 9-12 or combination K-12) in Maryland. No combination high schools have a graduation rate of 60% or less. The process

below was used to identify Tier I schools.

#### Annual Performance Ranking

1. School's AYP Proficiency calculated based on all assessed grades
2. Schools Annual Measurable Objective (AMO) based on all assessed grades
3. Ranking for Reading and Mathematics are calculated separately by subtracting the AMO from the AYP Proficiency
4. Reading and Mathematics Rankings are summed to calculate the School's annual Overall Performance Rank

**Annual Performance Rank** = (AYP % proficient for Reading – AMO for Reading) + (AYP % proficient for Mathematics – AMO for Mathematics)

- **Overall Rank** – is the School's Annual Performance Rank summed for 2008 through 2010
- **Overall Average Rank** - is the School's Annual Performance Ranks averaged based on the summed Annual Performance Ranks for 2008 through 2010
- **Overall Weighted Rank** – is the School's Annual Performance Rank weighted for each school year
  1. 2008 Performance Rank multiplied by a weight of 1.0
  2. 2009 Performance Rank multiplied by a weight of 1.0
  3. 2010 Performance Rank multiplied by a weight of 1.25
  4. Sum the weighted Performance Ranks for 2009 through 2010
  5. Divide the sum of the Performance Ranks by the sum of the weights, which is 3.25 when a Performance Rank is present for all three school years

#### *Graduation Rate Criteria:*

##### **Graduation Rate**

- Graduation Rate is less than 60% for the past 3 school years
- School must be Title I eligible
- School measured for AYP

##### **Notes:**

- Schools that did not have three years of AYP data were excluded from Tier I and Tier II. (lacking trend data)
- Schools where 100% of the students are not working towards a Maryland Diploma were excluded from Tier I and Tier II. The populations of these schools receive a certificate of participation. (certificate program only)
- Schools that did not have graduation data for three consecutive years were excluded from Tier II. (lacking trend data)
- Schools where the participation rate is below the minimum “n” for the “all students” group are excluded from Tier I and Tier II. Participation rate will be computed for each subgroup, and in the aggregate, for each of the reading and mathematics assessments by dividing the number of students present in each testing group by the number of enrolled students in that group. The rate will be calculated for each subgroup and for aggregate separately in each of reading and mathematics assessments where a group includes at least a) 30 students for schools with one grade tested, b) 60 students for schools with two or more grades tested c) Groups not meeting the minimum criteria listed above will not be checked for participation rate. MSDE submitted a waiver request with the 2010 1003(g) SIG Application.

Under the ESEA section of support to low-performing schools, Maryland has dedicated its 1003(g) funding to 16 schools. Eleven (11) were identified for the 2010-2011 school year when 2009 ARRA funding was added to the basic 1003(g) funds. This allowed, with a waiver, for the funding of the 11 schools for three school years until the summer of 2013. An additional five (5) schools were identified for the 2011-2012 school year (2009 SIG) and will be funded for three years with the annual allocation for 1003(g) funds. Each of these 16 schools is implementing one of the four allowable interventions. In Maryland, only the turnaround and restart models are currently in place.

Since the definition offered by USDE for Priority schools mandates 5% of ALL Title I schools to be identified, Maryland has added five additional schools to meet the target of 21 Priority Schools. These schools were drawn from the same list that was generated for the selection of 2010 SIG schools. All five newly identified Priority schools are in the Baltimore City Public

**School System.**

2.D.ii Provide the SEA's list of priority schools in Table 2.

During the 2010-2011 school year, Maryland served 412 Title I schools. Table 2 of the ESEA Flexibility Request identifies 21 schools as Priority, 16 of which are currently being served under 1003(g) SIG. Maryland's newly identified Priority schools are located in Baltimore City. All 21 identified schools are from two of Maryland's 24 districts: Baltimore City Public Schools and Prince George's County Public Schools. Maryland is currently not serving any Title I high schools with a graduation rate of <60%. Maryland identified 11 Title I eligible high schools. Of the 11 schools, five do not have trend data for three or more years and four were excluded using Maryland's Tier I, and Tier II SIG 2010 Definition of Lowest Performing Schools: Where the participation rate is below the minimum "n" for the all students group are excluded from Tier I and Tier II. Participation rate will be computed for each subgroup, and in the aggregate, for each of the reading and mathematics assessments by dividing the number of students present in each testing group by the number of enrolled students in that group. The rate will be calculated for each subgroup and for aggregate separately in each of reading and mathematics assessments where a group includes at least a) 30 students for schools with one grade tested, b) 60 students for schools with two or more grades tested c) Groups not meeting the minimum criteria listed above will not be checked for participation rate. The remaining two Title I eligible schools will not be designated as Priority as Maryland has chosen to not serve alternative schools as explained in Section C-23 of the ESEA Flexibility Frequently Asked Questions document.

2.D.iii Describe the meaningful interventions aligned with the turnaround principles that an LEA with priority schools will implement.

The Breakthrough Center, Maryland’s Statewide system of support for low-achieving schools, serves as the interface between MSDE and the LEAs in the adoption of one of the federal intervention models. Based on the turnaround principles, the Breakthrough Center’s work places strong emphasis on building capacity in the identified school districts and SIG schools so that turnaround is not just achieved, but sustained. As described above, the 16 SIG schools are currently implementing either the restart or turnaround models from the four identified by USDE. It is important to note that all 16 schools are in only two of Maryland’s 24 LEAs. Intensive work is ongoing, not just with the schools but also with the personnel and structures in the LEAs. Both LEAs have redesigned their infrastructures to better support these schools. They each have a Turnaround Office with dedicated staff to work directly with the schools and facilitate the changes necessary to meet the demands of these grants. The five additional Priority Schools are also in Baltimore City. Thus, through the Breakthrough Center’s tremendous partnership work done with the LEAs, new schools begin on a firm basis.

Maryland’s newly awarded RTTT Early Childhood grant will also include an Early Childhood Breakthrough Center. The Early Childhood Breakthrough Center is an internal MSDE operation dedicated to coordinating, brokering, and delivering support to early learning and development programs located in low-income neighborhoods across Maryland. It aims to maximize the State’s comparative advantage by partnering with regional child care resource centers (CCRC) to determine needs and necessary supports; identify, target, and maximize resources from education, business, government, and research agencies; and to create access to these resources for early learning and development programs with large numbers of children with high needs. More information can be found at <http://marylandpublicschools.org/NR/exeres/DAD6D845-93F5-4EB6-9AD6-6EB1CB7B7A8A.frameless.htm>

Appendix 2.B contains the template that Baltimore City Public Schools must complete for each additional Priority School. The LEA can choose to implement one of the four models currently allowed for the SIG schools or it can detail a different model of intervention that meets the seven principals of turnaround. The template will be used to structure the LEA description of this choice.



MSDE expects the LEA to use all or a portion of the amount of Title I dollars that are currently set aside for Supplemental Education Services (SES) and Parental Choice to provide between \$50,000 and \$2 million per school per year for the next three years in order to implement the chosen intervention. In 2011-2012, Baltimore City Public Schools reserved \$6,954,799 for Supplemental Educational Services and Public School Choice. MSDE believes this amount, coupled with its regular Title I A funds, will allow the five Priority schools to implement a model or interventions sufficient to address the needs of its schools and students. It should be noted that the LEA may choose to continue to work with SES providers to support these schools and may choose to allocate Title I or other funding sources to hire SES providers to support these schools.

Appendix 2.B contains the Priority Schools Template that Maryland will require each newly identified Priority school to complete. The LEA and/or school can opt to implement one of the four USDE approved turnaround models or can develop their own models for intervention that meet the seven principals of turnaround. The template will be used to structure and ensure that all turnaround principles below have been addressed.

1. Providing strong leadership
2. Ensuring that teachers are effective and able to improve instruction
3. Redesigning the school day, week, or year to include additional time for student learning and support
4. Strengthening the school's instructional program
5. Using data to inform instruction for continuous improvement
6. Establishing a school environment that improves school safety and discipline
7. Providing ongoing mechanisms for family and community engagement

#### Financial Resources

MSDE expects each LEA with Priority schools to set aside and use all or a portion of the amount of Title I, Part A dollars that they would set aside for Supplemental Education Services (SES) and Public School Choice to implement their chosen interventions. Each school is eligible to receive between \$50,000 and \$2 million per school, per year for the next three years to implement the chosen interventions in order to make substantial student progress towards meeting Maryland's performance targets by 2017.

Maryland understands that under ESEA section 9401(a)(5), the U.S. Secretary of Education may not waive any statutory or regulatory requirement related to the equitable participation of private school students, teachers, and families. As such, Maryland has and will continue to expect LEAs to engage in timely and meaningful consultation before making any decision that affects the opportunities of eligible private school children, teachers, and other educational personnel, if applicable, to participate in the programs affected by the transfer of funds, and provide private school students and teachers equitable services under the program to which the funds are transferred (if applicable) based on the total amount of funds available to each program after the transfer. Maryland consulted with private school stakeholders on February 7, 2012.

Should an LEA transfer funds from Title II, Part A, Section 9501 (b)(3)(B) the LEA is required to provide, at a minimum, equitable services to private school teachers based on an amount of the LEA's allocation under Title II, Part A, that is not less than the aggregate amount of FY2001 funds that an LEA used for professional development under the Eisenhower and Class Size Reduction Program.

- 2.D.iv Provide the timeline the SEA will use to ensure that its LEAs that have one or more priority schools implement meaningful interventions aligned with the turnaround principles in each priority school no later than the 2014–2015 school year and provide a justification for the SEA's choice of timeline.

Because of the existing infrastructure for the current 16 SIG schools, Maryland expects the LEAs to commence pre-implementation activities beginning July 2012 with full implementation of the plan beginning July 1, 2013. This allows for a full year of planning (assuming approval of the flexibility package by the end of May 2012) to slowly introduce those programs or policies that will be in full effect beginning July 2013. The Priority Schools will use the Maryland Priority Schools Intervention Template or Adopt one of the four USDE approved SIG models. An LEA may use up to 20% of the federal FY 2012 Title I, Part A funds in its Priority schools. An LEA may reserve from \$50, 000- \$2, 000,000 per school from this reservation annually to implement its schools' plans. The list of the Priority schools will be refreshed after the three-year period.

**Maryland's Timeline for Priority School Implementation of Meaningful Interventions**

May/June 2012	Maryland's ESEA Flexibility Plan approved by USDE
July 2012-August 2012	Technical Assistance Meetings for LEAs with Priority and

	Focus Schools. Ongoing TA by SEA for plan approval.
July 2012-June 2015	Partnership Meetings held monthly with MSDE Title I, MSDE Breakthrough Center and LEA Office of Turnaround and Central Support Team.
September 2012	<p>Pre-implementation Activities developed and submitted to MSDE for approval. Pre-implementation Plans will address:</p> <p><b>Pre-Implementation Activities</b> Pre-Implementation allows the LEA to prepare for full implementation of a Priority school intervention at the start of the 2012-2013 school year. Below is a list of allowable pre-implementation activities.</p> <p><b>Family and Community Engagement:</b> Hold community meetings to review school performance, discuss the school interventions to be implemented, and complete school improvement plans in line with the intervention model selected; survey students and parents to gauge needs of students, families, and the community; communicate with parents and the community about school status, improvement plans, choice options, and local service providers for health, nutrition, or social services through press releases, newsletters, newspaper announcements, parent outreach coordinators, hotlines, and direct mail; assist families in transitioning to new schools if their current school is implementing the closure model by providing counseling or holding meetings specifically regarding their choices; or hold open houses or orientation activities specifically for students attending a new school if their prior school is implementing the closure model.</p> <p><b>Rigorous Review of External Providers:</b> Conduct the required rigorous review process to select a charter school operator, a CMO, or an EMO and contract with that entity (see C-5); or properly recruit, screen, and select any external providers that may be necessary to assist in planning for the implementation of the interventions.</p> <p><b>Staffing:</b> Recruit and hire the incoming principal, leadership team, instructional staff, and administrative support; or evaluate the strengths and areas of need of current staff.</p> <p><b>Instructional Programs:</b> Provide interventions for acceleration and enrichment opportunities to students in schools that will implement an intervention model at the start of the 2013-2014 school year through programs with</p>

	<p>evidence of raising achievement; use Universal Design for Learning (UDL) tenets to identify and purchase instructional materials that are research-based, aligned with State academic standards, and have data-based evidence of raising student achievement; or compensate staff for universally designed instructional planning, such as examining student data, developing a curriculum that is aligned to State standards and aligned vertically from one grade level to another, collaborating within and across disciplines, and devising UDL student assessments.</p> <p><b>Professional Development and Support:</b> Train staff, including special educators and ELL specialists on the implementation of new or revised universally designed instructional programs and policies that are aligned with the school’s comprehensive instructional plan and the school’s intervention model; provide instructional support for returning staff members, such as classroom coaching, structured common planning time, mentoring, consultation with outside experts, and observation of classroom practice, that is aligned with the school’s comprehensive instructional plan and the school’s intervention model; or train staff on the new evaluation system and locally adopted competencies.</p> <p><b>Preparation for Accountability Measures:</b> Develop and pilot a data system for use in Priority schools; analyze data on leading baseline indicators; or develop and adopt universally designed interim assessments for use in Priority schools.</p>
October 2012-June 2013	Online progress reports on pre-implementation activities submitted to MSDE via web-survey.
October 2012	Restructuring Implementation Technical Assistance (RITA) Initiative administered to all Priority Schools by MSDE. See Appendix 2.C for an explanation of RITA.
November-December 2012	MSDE shares RITA feedback with school and LEA.
January 2013- June 30, 2013	<p>Intervention Plans Developed by Schools and LEAs:</p> <ol style="list-style-type: none"> <li>1. Priority Schools conduct needs assessment and complete Maryland’s Priority Schools Intervention Template containing the 7 turnaround principles or adopt one of the 4 USDE approved SIG models.</li> <li>2. Develop budgets, hire consultants, engage families and community, schedule professional development, etc.</li> </ol> <p>Draft 1 due: March 1, 2013  Draft 2 due: April 15, 2013  Final Submission due: May 30, 2013</p>

February 2013	MSDE onsite monitoring of pre-implementation activities. MSDE shares monitoring feedback during the monthly technical assistance Partnership Meeting in March 2013. Monitoring tool will be customized for each school.
July 1, 2013- June 30, 2014	Full Implementation of approved Priority School Implementation plan.
July 1, 2013- June 30, 2014	MSDE onsite Monitoring of the Approved Priority School Implementation Plan September/October 2013 February/March 2014 May/June 2014  Monitoring tools will be customized to each approved Priority School plan and budgets.
July 1, 2014	MSDE and LEA review of Performance Data and revise plans based on data.
July 1, 2014- June 30, 2015	MSDE onsite Monitoring of the Approved Priority School Implementation Plan September/October 2014 February/March 2015 May/June 2015  Monitoring tools will be customized to each approved Priority School plan and budgets.
July 1, 2015	MSDE and LEA review of Performance Data and revise plans based on data.

2.D.v Provide the criteria the SEA will use to determine when a school that is making significant progress in improving student achievement exits priority status and a justification for the criteria selected.

The sustained support to Priority Schools is designed to fundamentally alter their current direction or performance. Because of this and the discussion in Section 2.A.i., a Priority school will exit Priority status when it demonstrates that it is making significant progress in improving student achievement on the Maryland State Assessment. A Priority school must advance two (2) strands or more on the Maryland School Performance Index or fall within Strand 2 on the School Performance Index. Should Maryland identify Title I high schools or Title I eligible high schools in the future, an additional exit component would include a graduation rate of 70% or above for two consecutive years.

## 2.E FOCUS SCHOOLS

2.E.i Describe the SEA’s methodology for identifying a number of low-performing schools equal to at least 10 percent of the State’s Title I schools as “focus schools.” If the SEA’s methodology is not based on the definition of focus schools in *ESEA Flexibility* (but instead, e.g. based on school grades or ratings that take into account a number of factors), the SEA should also demonstrate that the list provided in Table 2 is consistent with the definition, per the Department’s “Demonstrating that an SEA’s Lists of Schools meet ESEA Flexibility Definitions” guidance.

Maryland has a history of identifying Focus schools under the piloted Differentiated Accountability structure. These are schools that do not require a school-wide, systemic change but rather need to focus on the services to only one or two subgroups. Because performance in the other subgroups and at the “all students” level are maintaining and improving, the low achievement of one subgroup contributes to the overall gap within the school, the LEA and the SEA.

Analysis: In order to be considered for this analysis, a school had to be a Title I school in 2011 and had to have been measured for AYP for Reading and Mathematics in both 2010 and 2011 since Maryland is using matched AYP proficiency data. Out of 412 schools flagged as Title I in 2011, there were 408 such schools (three schools only had students in grades Pre-K, K, or 1 and one school was new in 2011).

There were seven Title I schools in 2011 that had a High School component, all in Baltimore City. However, since all of these schools also had a Middle School component and had a significant number of test takers, this analysis looked at the achievement subgroups (the seven race code levels, SPED, LEP, and FARMS) and not the graduation rates.

Sample 2.e.i.1.

LEA	School	School Name	Reading Prof	Reading Takers	Math Prof	Math Takers
XX	XXX	XXX	120	178	68	175
XX	XXX	XXX	172	237	140	237
XXX	XXX	XXX	105	210	75	210
XX	XXX	XXX	119	206	58	204

XX	XXX	XXX	43	111	30	107
XXX	XXX	XXX	100	150	113	149
XXX	XXX	XXX	93	229	66	230

Any subgroups (by content – reading or mathematics) that had less than the minimum n test takers (n = 5) were removed from the analysis. Since gap scores are calculated within an academic year, there was no requirement that the subgroup had to exist in both years.

Samples of one school’s analysis records are shown below (note that a school may not have all 10 subgroups). Overall proficiency for each year was then calculated as the sum of reading and mathematics proficient students divided by the sum of reading and mathematics test takers. Note that the empty cells for the Asian subgroup are cells where the test taker count was less than the minimum n = 5.

LEA	School	Subgroup	read_prof_count_2011	read_test_takers_2011	read_prof_count_2010	read_test_takers_2010	math_prof_count_2011	math_test_takers_2011	math_prof_count_2010	math_test_takers_2010	overall_prof_pct_2011	overall_prof_pct_2010
XX	XXXX	Asian	4	5			5	5			0.9	
XX	XXXX	Black or African American	89	111	69	85	90	111	71	85	0.806	0.824
XX	XXXX	Hispanic/Latino of any race	18	20	13	17	19	20	14	17	0.925	0.794
XX	XXXX	White	52	59	38	41	56	59	40	41	0.915	0.951
XX	XXXX	Two or more races	18	20	20	24	19	20	20	24	0.925	0.833
XX	XXXX	Special Education	25	34	15	23	23	34	13	23	0.706	0.609
XX	XXXX	Limited English Proficiency	18	20	5	8	20	20	7	8	0.95	0.75
XX	XXXX	FARMS	120	146	90	108	128	146	92	108	0.849	0.843

At this point the lowest- and highest-achieving subgroups for each year were determined. For the above school, the highest-achieving in 2011 was LEP (.95) and the lowest-achieving was SPED (.706). In 2010, it was White (.951) and SPED (.609). From here, a gap score was calculated (the distance from highest to lowest each year):

- $.95 - .706 = .244$  for 2011
- $.951 - .609 = .342$  for 2010

These gap scores for each year were then used to create a weighted gap score for ranking, weighting the 2010 score with a weight of 1 and the 2011 score with a weight of 1.25. Thus, the

weighted gap score for ranking for this school is:

- $((.244 * 1.25) + (.342 * 1)) / (1.25 + 1) = .288$

There was concern over the possibility that gap reduction could be the result of declines in the highest-performing subgroup. The proposed solution is to compute a corrected gap score for the current year using the higher of the percent proficient for the current year and prior year for the highest-performing subgroup before applying the weight for the current year. For example, the LEP subgroup was 0.95 in 2011 but suppose it would have been 0.975 in 2010. Since 0.975 is greater than 0.95 (the 2011 value), the 2011 gap is computed by the difference between 0.975 and 0.706 (SPED 2011). Thus, the 2011 gap would be 0.269 instead of 0.244. The gap score for 2010 remains the same. But the weighted rank gap score would increase:  $((.269 * 1.25) + (.342 * 1)) / (1.25 + 1) = .301$  instead of .288.

2.E.ii Provide the SEA's list of focus schools in Table 2.

2.E.iii Describe the process and timeline the SEA will use to ensure that its LEAs that have one or more focus schools will identify the specific needs of the SEA's focus schools and their students and provide examples of and justifications for the interventions focus schools will be required to implement to improve the performance of students who are the furthest behind.

Maryland's experience with schools that have performance deficits in only one or two subgroups, through the Restructuring Planning and Implementation phases under No Child Left Behind is that examining the needs and resources dedicated to the low-performing subgroup often reveals work necessary to turnaround the low performance. MSDE currently distributes the school improvement dollars provided through 1003(a) funding to all Title I schools in improvement. In SY 2011-2012, 150 Title I schools were in improvement. To apply for these funds a school or LEA must complete an application that details its Priority needs and the interventions the school will put in place to address the identified needs. Maryland proposes to use the same process for identifying the needs in Focus Schools and for ensuring that these schools have a viable plan for improvement. MSDE will ask that each LEA, after funding any Priority Schools, use up to the current amount used for SES or Choice to support the work necessary in these schools. After that, MSDE will target these 41 schools for a differentiated amount of the 1003(a) funds (Appendix 2.D). Maryland's 1003(a) funds are currently used for 150 Title I schools in improvement. At the time this application was submitted, Maryland does not have any Title I high schools with a graduation rate less than 60



percent. With a differentiation that weights support to Focus schools, LEAs and schools will be able to craft effective interventions to address specific needs, describe them in the application for 1003(a) funds and implement them under the direction and monitoring of the SEA and the LEAs. Maryland will use 1003(a) funds to provide base funding of \$30,000 + (enrollment x \$50.00 PPA) for each Focus school. These funds, coupled with the schools' regular Title I, Part A allocations will provide adequate resources to address the schools' needs. The difference will be the availability of additional dollars and support from The Breakthrough Center. See Appendix 2.E for a fuller explanation of Maryland's Breakthrough Center.

With the 1003(a) application process in place, the LEAs should be able to augment and support additional focus to these schools by the beginning of the 2012-2013 school year. Maryland's application includes the following: Title I 1003(a) School Improvement Funds shall be used in accordance with the *No Child Left Behind Act of 2001, of the Elementary and Secondary Education Act, Title I, Part A, Subpart 1, Section 1116 (b)(4)*. Federal funds shall not be used for administrative purposes.

The LEA will provide technical assistance to schools identified as Focus schools as they develop and implement their school improvement plans. Technical assistance includes, but is not limited to:

- ◆ Providing assistance in analyzing data from assessments and other examples of student work;
- ◆ Providing assistance to identify and address problems in instruction;
- ◆ Providing assistance to identify and address problems implementing parental involvement and professional development requirements described in NCLB Sections 1118 and 1119;
- ◆ Providing assistance to identify and address problems implementing the responsibilities of the school and the local school system under the school plan;
- ◆ Providing assistance to identify and implement professional development, instructional strategies, and methods of instruction that are based on scientifically-based research and that have proven effective in addressing the specific instructional issues related to lack of progress; and

- ◆ Providing assistance in analyzing and revising the school's budget so that the school's resources are more effectively allocated to the activities most likely to increase student academic achievement.

Technical assistance *may* be provided by school support teams (i.e. The Breakthrough Center) authorized in Section 1117 (B)(i)(ii)(iv). Each school support team assigned to a school will:

- ◆ Review and analyze all facets of the school's operation, including the design and operation of the instructional program;
- ◆ Assist the school in developing recommendations for improving student performance in the school;
- ◆ Collaborate with parents and school staff and the local educational agency in the design, implementation, and monitoring of a plan that can reasonably be expected to improve student performance and help the school meet its goals for improvement; and
- ◆ Make additional recommendations as the school implements that plan.

Each school receiving funds under 1003(a) must complete a needs assessment. Schools will summarize the results of the data analysis, including the data sources, used to identify the Priority need(s). The Required Strategies are described below. Each school will select one or more strategies that will meet the Priority identified need(s).

- Schools will coordinate with the LEA to develop a professional development plan that is designed to build the capacity of the school staff and is informed by student achievement and outcome-related measures.

Each school will work with the LEA to create a professional development plan that takes into consideration the various needs of the instructional staff. The plan must be systemic in behavior-changing approaches that foster collaboration and increase teacher knowledge of best practices. The plan must:

- Include instructional teams that meet regularly to examine student work, collaborate on lesson design, and implement instruction based on proven effective strategies;
- Align with the Maryland Professional Development Standards for Staff

Development that focus on context, process, and content standards:

([http://www.marylandpublicschools.org/MSDE/divisions/instruction/prof\\_standards](http://www.marylandpublicschools.org/MSDE/divisions/instruction/prof_standards));  
and

- Provide time for all staff to collaborate and plan strategy implementation.
- Schools will target research-based strategies to change instructional practice in order to address the academic achievement gaps and other challenges that led to the school not making the AMOs.
- Each school will develop a plan that clearly identifies the expected outcomes for students. Plans will include but not be limited to data retreats, professional learning communities, and continual self-monitoring of individually targeted student progress.

Additionally, each school will explore tools that identify the local alignment of curricula, curriculum mapping, or other tools that align with Maryland’s State Curriculum. This will provide the school with research-based data to focus on the curriculum areas that need improvement. From the curriculum gap analysis, the school will need to write strategies that support these efforts. The school and the district must approach educating targeted students using progress-monitoring instruments, data analysis, collaborative decision-making, tiered and/or differentiated instruction, parental involvement, and access to a standards-aligned core curriculum.

- Schools may create partnerships among external entities to obtain technical assistance, professional development, and management advice. Grantees are encouraged to create partnerships that can be cultivated to leverage assistance in meeting the individual needs of each school.
- Schools may consider strengthening the parental involvement component of the school improvement plan and may work with other technical assistance providers to provide opportunities for parents to become more involved in the educational process.
- Schools may implement other strategies determined by the school district, as

appropriate, for which data indicate the strategy is likely to result in improved teaching and learning. Schools will be required to plan for collecting, analyzing, and interpreting individualized student data in order to adjust the daily instruction to promote student outcomes.

Additionally, the MSDE Division of Special Education and Early Intervention Services (DSE/EIS) has a compiled list of reading and math interventions (Appendix 2.F) currently based in local school systems to support achievement of children with disabilities that we could provide you upon request if you think it would enhance this section. This document was developed to provide local school systems with a list of Reading and Math Interventions that are frequently used in the field. The document was developed by staff members from DSE/EIS and the Division of Accountability and Assessment (DAA), in collaboration with the Modified Assessment Facilitators from each local school system. This document may be used to supplement any Reading or Math Intervention document currently used in a local school system. Local school systems may have an approved list of Reading and/or Math Interventions. Local and State contacts are available should additional information be needed.

#### **Maryland's Timeline for Focus School Implementation of Meaningful Interventions**

May/June 2012	Maryland's ESEA Flexibility Plan approved by USED
July 2012-August 2012	Technical Assistance Meetings for LEAs with Priority and Focus Schools. Ongoing TA by SEA for plan approval.
July 2012-June 2015	Partnership Meetings held monthly with MSDE Title I, MSDE Breakthrough Center and LEA Office of Turnaround and Central Support Team.
July 2012- September 30, 2012	Intervention Plans Developed by Schools and LEAs: <ol style="list-style-type: none"> <li>1. Focus Schools conduct needs assessment and complete Maryland's Focus Schools Intervention Template.</li> <li>2. Develop budgets, hire consultants, engage families and community, schedule professional development, etc.</li> </ol> Draft due: August 1, 2012 Final Submission due: September 30, 2012
October 1, 2012- September 30, 2013	Full Implementation of approved Focus School Implementation plan.
October 30, 2012	MSDE desk monitoring of intervention activities. MSDE shares monitoring feedback during the monthly technical assistance Partnership Meeting in November 2012.
January 2013	MSDE desk monitoring of intervention activities. MSDE shares monitoring feedback during the monthly

	technical assistance Partnership Meeting in February-March 2013.
May 2013	MSDE onsite Monitoring of the Focus Schools
June, 2013	MSDE and LEA review of Performance Data and revise plans for year 2 based on data.
July 1, 2013-June 30, 2014	Repeat cycle for year 2.
July 1, 2014-June 30, 2015	Repeat cycle for year 3.

2.E.iv Provide the criteria the SEA will use to determine when a school that is making significant progress in improving student achievement and narrowing achievement gaps exits focus status and a justification for the criteria selected.

The support to Focus Schools is designed to address poor performance in targeted subgroups. Because of this and the discussion in Section 2.A.i., a Focus school will exit Focus status when it (1) demonstrates that it is making progress in improving student achievement on the Maryland State Assessment in the area(s) that caused that status originally, (2) advance two (2) Strands or fall within Strand 2 on the Maryland School Performance Index to exit this designation.

Maryland is currently not serving any Title I high schools with a graduation rate of <60%. Should Maryland identify Title I high schools as Focus schools in the future, an additional exit component would include a graduation rate of 70% or above for two (2) or more consecutive years.

**TABLE 2: REWARD, PRIORITY, AND FOCUS SCHOOLS**

Provide the SEA’s list of reward, priority, and focus schools using the Table 2 template. Use the key to indicate the criteria used to identify a school as a reward, priority, or focus school.

**TABLE 2: REWARD, PRIORITY, AND FOCUS SCHOOLS**

LEA Name	School Name	School NCES ID #	Reward School	Priority School	Focus School
Allegany	Cash Valley ES	240003001338	A*		
	Flintstone ES	240003000014	A*		
Anne Arundel	Georgetown East ES	240006000073			F
	Marley ES	240006000093	A		
Baltimore City	Dr. Carter Godwin Woodson PreK	24000900167	B		
	Charles Carroll Barrister ES	240009000153	B		
	Coldstream Park ES	240009000178	B		
	The Crossroads School	240009001291	B		
	Inner Harbor East Academy	240009001528	B		
	Westport Academy	240009000331	B		
Baltimore County	Berkshire ES	240012000349	A*		
	Chadwick ES	240012000357	A*		
	Deer Park ES	240012000371	A		
	Dogwood ES	240012002945	A**		
	Powhatan ES	240012000455	A*		
	Randallstown ES	240012000457	A		
	Sandy Plains ES	240012000470			F
	Sussex Elementary	240012000482	B		
Charles	Winfield ES	240012000498			F
	C. Paul Barnhart ES	240027000380			F
	Dr. Samuel A. Mudd ES	240027000585			F
Dorchester	Mt Hope/Nanjemoy ES	240027001492			F
	Choptank ES	240030000841			F

Garrett	Crellin ES	240036000665	A*		
Harford	William Paca/Old Post Road ES	240039000716			F
Howard	Bryant Woods ES	240042000720			F
	Guilford ES	240042000733			F
	Laurel Woods ES	240042000761			F
	Swansfield ES	240042000755			F
Kent	Kent County MS	240045000766			F
Montgomery	Brookhaven ES	240048000789			F
	Kemp Mill ES	240048000858			F
	Montgomery Knolls ES	240048000878			F
	Watkins Mill ES	240048000944			F
Prince George's	Adelphi ES	240051000965	A**		
	Andrew Jackson Academy	240051001683			F
	Benjamin Stoddert MS	240051001464		E	
	Charles Carroll MS	240051001004			F
	Concord ES	240051001013	A**		
	Drew Freeman MS	240051001034		E	
	G. James Gholson MS	240051001211		E	
	Gaywood ES	240051001041			F
	Hyattsville ES	240051001064			F
	James Mchenry ES	240051001071			F
	Kenmoor ES	240051001078			F
	Lewisdale ES	240051001093	A**		
	Oxon Hill MS	240051001471		E	
	Robert Frost ES	240051001142	A**		
	Robert R. Gray ES	240051001183	B		
	Seat Pleasant ES	240051001155	A**		
	Thomas Johnson MS	240051001175		E	
	Thurgood Marshall MS	240051001465		E	
	William C. March MS	240051001568		E	
	William Wirt MS	240051001186			F
Somerset	Greenwood ES	240057001373	A*		

St. Mary's	George Washington Carver ES	240060001483			F
	Park Hall ES	240060001234			F
Talbot	St. Michaels ES	240063001247			F
	Easton ES	240063001244			F
Washington	Eastern ES	240066000418			F
Wicomico	Prince Street School	240069001314			F
	West Salisbury Elementary	240069001322	A*		
Worcester	Buckingham ES	240072001325	A*		
	Pocomoke ES	240072001328	A**		
	Snow Hill ES	240072001332	A*		
Baltimore City	Augusta Fells Savage Institute Of Visual Arts	240009001387		E	
	Baltimore Civitas	240009001666		C	
	Baltimore Freedom Academy	240009001560		C	
	Baltimore IT Academy	240009000174		E	
	Baltimore Rising Star Academy	240009001664		C	
	Booker T. Washington MS	24000900160		E	
	Calverton Elem/ MS	240009000164		E	
	Cherry Hill ES/MS	240009000171		E	
	Commodore John Rogers	240009000180		E	
	Empowerment Academy	240009001558	A		
	Federal Hill Preparatory School	240009000201			F
	Francis Scott Key ES/MS	240009000205			F
	Frederick Douglass High	240009000209		E	
	Garrison MS	240009000228		E	
	Glenmount ES/MS	240009000222			F
	Hampstead Hill Academy	240009000234			F
	Hazelwood ES/MS	240009000241			F
	Highlandtown ES #215	240009000243			F
	Langston Hughes ES	240009000266			F
	Margaret Brent ES	240009000276			F
	Mary Ann Winterling ES At	240009000158	A**		



	Bentalou				
	Masonville Cove Academy	240009000157		E	
	Moravia Park	240009000282			F
	Northeast MS	240009000289			F
	Patapsco ES/MS	240009000296		C	
	Steuart Hill Academic Academy	240009000319		C	
	Woodhome ES/MS	240009000339			F

**Total # of Reward Schools: 30**

**Total # of Priority Schools: 21**

**Total # of Title I schools in the State: 412**

**Total # of Title I-participating high schools in the State with graduation rates less than 60%: 0**

## Key

### Reward School Criteria:

- A. Highest-performing school (See definition below)
- B. High-progress school (See definition below)

### Highest Performing Title I Reward Schools- A (4)

1. Title I School making AYP or AMOs for the "all students" group and all subgroups
2. Highest absolute performance over 2 years for the "all students" group and for all subgroups
3. If applicable be among Title I high schools with graduation rates greater than 60%
4. Not have significant achievement gaps across subgroups that are not closing

### Distinguished Highest Performing Title I Reward Schools - A\*(10)

1. Title I School making AYP or AMOs for the "all students" group and all subgroups
2. Highest absolute performance over 2 years for the "all students" group and for all subgroups
3. If applicable be among Title I high schools with graduation rates greater than 60%
4. Not have significant achievement gaps across subgroups that are not closing
5. Be among the top ten percent of Title I schools in the State in improving the performance of the "all students" group over 5 years or be among the Title I high schools in the state making the most progress in increasing graduation rates.

### Superlative Highest Performing Title I Reward Schools -A\*\*(8)

1. Title I School making AYP or AMOs for the "all students" group and all subgroups
2. Highest absolute performance over 2 years for the "all students" group and for all subgroups
3. If applicable be among Title I high schools with graduation rates greater than 60%
4. Not have significant achievement gaps across subgroups that are not closing
5. Be among the top ten percent of Title I schools in the State in improving the performance of the "all students" group by at least 18 percentage points over 5 years or be among the Title I high schools in the state making the most progress in increasing graduation rates.
6. Have a FARMs rate of 50% or higher.

### High Progress Title I Schools-B (8)

1. Title I school among the top 10% of Title I schools in the State in improving the performance of the "all students" group over 5 years.
  2. A Title I high school making the most progress in increasing graduation rates.
  3. No significant achievement gaps across subgroups that are not closing.
- Note: In Maryland, Increased gap closure by 18% points or more

### Priority School Criteria:

- C. Among the lowest five percent of Title I schools in the State based on the proficiency and lack of progress of the "all students" group
- D-1. Title I-participating high school with graduation rate less than 60% over a number of years
- D-2. Title I-eligible high school with graduation rate less than 60% over a number of years
- E. Tier I or Tier II SIG school implementing a school intervention model

### Focus School Criteria:

- F. Has the largest within-school gaps between the highest-achieving subgroup(s) and the lowest-achieving subgroup(s) or, at the high school level, has the largest within-school gaps in the graduation rate
- G. Has a subgroup or subgroups with low achievement or, at the high school level, a low graduation rate
- H. A Title I-participating high school with graduation rate less than 60% over a number of years that is not identified as a priority school

**2.F PROVIDE INCENTIVES AND SUPPORTS FOR OTHER TITLE 1 SCHOOLS**

- 2.F Describe how the SEA’s differentiated recognition, accountability, and support system will provide incentives and supports to ensure continuous improvement in other Title I schools that, based on the SEA’s new AMOs and other measures, are not making progress in improving student achievement and narrowing achievement gaps, and an explanation of how these incentives and supports are likely to improve student achievement and school performance, close achievement gaps, and increase the quality of instruction for students.

With the Maryland plan of differentiated recognition, accountability, and support system described above, Maryland will provide the incentives for excellent and improved performance by publically recognizing Reward Schools and all additional endorsement schools. The Breakthrough Center is the leading edge of Maryland’s school turnaround work. The Center gives high visibility and priority to support dramatic improvement in the Priority Schools and in LEAs that have Focus Schools.

Priority Schools will each implement full interventions that include all of the seven principles of turnaround, either through adoption of one of the current four interventions available to SIG schools or through the crafting of a unique intervention for one of the newly identified Priority Schools. The interventions will be funded by the money made available by the removal of the requirements for SES and Choice and the current SIG grants. Focus Schools will receive increased fiscal support for programs under the differentiated 1003(a) plans and LEAs that have Focus Schools will receive differentiated support from The Breakthrough Center.

Maryland has a long history of support to low-performing schools. This application allows LEAs and schools to shed some of the debilitating aspects of NCLB and focus improvement on fiscal and human capital support to fewer schools with more emphasis. The State’s performance nationally, Education Week’s identification as #1 for the fourth year in a row, is not based on relying on high-performing school success but on constantly building the infrastructure and resources for our lowest-performing schools and for those that have very targeted needs. To maintain this position, Maryland and its 24 schools systems rely on close communications, shared vision planning, responsible allocation of resources, and an enormous pool of talented educators that are dedicated to constant, sustained improvement.

Maryland will annually assess school and student performance using Annual Measurable Objectives as described in Option A and Maryland's School Performance Index. A new list of schools will be generated annually based on school performance.

With a differentiation that weights support to Focus schools, LEAs and schools will be able to craft effective interventions to address specific needs, describe them in the application for 1003(a) funds and implement them under the direction and monitoring of the LEAs through the Annual Master Plan Update. Maryland will use 1003(a) funds to provide base funding of \$20,000 + (enrollment x \$30.00 PPA) for each Title I school that is not making progress in improving student achievement and narrowing achievement gaps (Appendix 2.G). These funds, coupled with the schools' regular Title I, Part A allocation will provide adequate resources to address the schools' needs. The Maryland State Department of Education's Title I Office will be available to provide technical support and monitoring of all fiscal and programmatic aspects associated with the use of 1003(a) funds in these schools. Maryland will perform an onsite monitoring of LEAs annually and randomly select 1-5 schools from each LEA to monitor onsite annually.

With the 1003(a) application process in place, the LEAs should be able to augment and support additional focus to these schools by the beginning of the 2012-2013 school year. Maryland's application includes the following: Title I 1003(a) School Improvement Funds shall be used in accordance with the *No Child Left Behind Act of 2001, of the Elementary and Secondary Education Act, Title I, Part A, Subpart 1, Section 1116 (b)(4)*. These Federal funds shall not be used for administrative purposes.

The LEA will provide technical assistance to Title I schools that have not met the AMOs or have large gaps in achievement as they develop and implement their school improvement plans.

Technical assistance includes, but is not limited to:

- ◆ Providing assistance in analyzing data from assessments and other examples of student work;
- ◆ Providing assistance to identify and address problems in instruction;

- ◆ Providing assistance to identify and address problems implementing parental involvement and professional development requirements described in NCLB Sections 1118 and 1119;
- ◆ Providing assistance to identify and address problems implementing the responsibilities of the school and the local school system under the school plan;
- ◆ Providing assistance to identify and implement professional development, instructional strategies, and methods of instruction that are based on scientifically-based research and that have proven effective in addressing the specific instructional issues; and
- ◆ Providing assistance in analyzing and revising the school's budget so that the school's resources are more effectively allocated to the activities most likely to increase student academic achievement and remove the school from school improvement status.

Technical assistance *may* be provided by school support teams upon request, (i.e. The Breakthrough Center) authorized in Section 1117 (B)(i)(ii)(iv). Each school support team assigned to a school will:

- ◆ Review and analyze all facets of the school's operation, including the design and operation of the instructional program;
- ◆ Assist the school in developing recommendations for improving student performance in the school;
- ◆ Collaborate with parents and school staff and the local educational agency in the design, implementation, and monitoring of a plan that can reasonably be expected to improve student performance and help the school meet its goals for improvement; and
- ◆ Make additional recommendations as the school implements that plan.

Each school receiving funds under 1003(a) must complete a needs assessment. Schools will summarize the results of the data analysis, including the data sources, used to identify the priority need(s). The Required Strategies are described below. Each school will select one or more strategies that will meet the priority identified need(s).

- Schools will coordinate with the LEA to develop a professional development plan that is

designed to build the capacity of the school staff and is informed by student achievement and outcome-related measures. Each school will work with the LEA to create a professional development plan that takes into consideration the various needs of the instructional staff. The plan must be systemic in behavior-changing approaches that foster collaboration and increase teacher knowledge of best practices. The plan must:

- Include instructional teams that meet regularly to examine student work, collaborate on lesson design, and implement instruction based on proven effective strategies;
  - Align with the Maryland Professional Development Standards for Staff Development that focus on context, process, and content standards: ([http://www.marylandpublicschools.org/MSDE/divisions/instruction/prof\\_standards](http://www.marylandpublicschools.org/MSDE/divisions/instruction/prof_standards) ); and
  - Provide time for all staff to collaborate and plan strategy implementation.
- Schools will target research-based strategies to change instructional practice in order to address the academic achievement challenges that led to the school not making the AMOs.
  - Each school will develop a plan that clearly identifies the expected outcomes for students. Plans will include but not be limited to data retreats, professional learning communities, and continual self-monitoring of individually targeted student progress.

Additionally, each school will explore tools that identify the local alignment of curricula, curriculum mapping, or other tools that align with Maryland's State Curriculum. This will provide the school with research-based data to focus on the curriculum areas that need improvement. From the curriculum gap analysis, the school will need to write strategies that support these efforts. The school and the district must approach educating targeted students using progress-monitoring instruments, data analysis, collaborative decision-making, tiered and/or differentiated instruction, parental involvement, and access to a standards-aligned core curriculum.

- Schools may create partnerships among external entities to obtain technical assistance, professional development, and management advice. Grantees are encouraged to create partnerships that can be cultivated to leverage assistance in meeting the individual needs of each school.
- Schools may consider strengthening the parental involvement component of the school improvement plan and may work with other technical assistance providers to provide opportunities for parents to become more involved in the educational process.
- Schools may implement other strategies determined by the school district, as appropriate, for which data indicate the strategy is likely to result in improved teaching and learning. Schools will be required to plan for collecting, analyzing, and interpreting individualized student data in order to adjust the daily instruction to promote student outcomes.

**Maryland’s Annual Timeline for Implementation of Meaningful Interventions in Title I Schools that are Not Making Progress in Improving Student Achievement and Narrowing the Achievement Gaps (Title I 1003(a) Grant)**

May/June 2012	Maryland’s ESEA Flexibility Plan approved by USDE
July-August, Annually	Technical Assistance Meetings for LEAs with Priority and Focus Schools. Ongoing TA by SEA for plan approval.
July 1 - September 30, Annually	Intervention Plans Developed by Schools and LEAs: <ol style="list-style-type: none"> <li>1. Title I Schools conduct needs assessment and complete Maryland’s RFP for 1003(a) grant.</li> <li>2. Develop budgets, hire consultants, engage families and community, schedule professional development, etc.</li> </ol> Draft due: August 1, annually Final Submission due: September 30, annually
October 1, 2012- September 30 <sup>th</sup> annually	Full Implementation of approved Title I 1003(a) Grant School Implementation plan.
March-May Annually	MSDE onsite Monitoring of the LEA and Randomly Selected Title I Schools
July 1, 2013-June 30, 2014	Repeat cycle for year 2.
July 1, 2014-June 30, 2015	Repeat cycle for year 3.

## 2.G BUILD SEA, LEA, AND SCHOOL CAPACITY TO IMPROVE STUDENT LEARNING

- 2.G Describe the SEA’s process for building SEA, LEA, and school capacity to improve student learning in all schools and, in particular, in low-performing schools and schools with the largest achievement gaps, including through:
- i. timely and comprehensive monitoring of, and technical assistance for, LEA implementation of interventions in priority and focus schools;
  - ii. ensuring sufficient support for implementation of interventions in priority schools, focus schools, and other Title I schools identified under the SEA’s differentiated recognition, accountability, and support system (including through leveraging funds the LEA was previously required to reserve under ESEA section 1116(b)(10), SIG funds, and other Federal funds, as permitted, along with State and local resources); and
  - iii. holding LEAs accountable for improving school and student performance, particularly for turning around their priority schools.

Explain how this process is likely to succeed in improving SEA, LEA, and school capacity.

2.G.i 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 the 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%20RTT%20Guidance%202011\\_6\\_20\\_11.docx](http://docushare.msde.state.md.us/docushare/dsweb/Get/Document-147467/BTE%20RTT%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](http://docushare.msde.state.md.us/docushare/dsweb/Get/Document-146666/BTE%20Guidance%20Part%202%20FINAL_6-20-11.docx)

The existence of the Master Plan offers an ideal vehicle for monitoring progress by LEAs with their Focus and Priority Schools. Maryland has used this process to incorporate ARRA spending and activities and RTT Scopes of Work for each participating LEA.



The Master Plan clearly includes fiscal reporting, however, Title I monitoring of expenditures of federal dollars will offer more targeted, more detailed inspection of the spending in Focus and Priority Schools. The monitoring of the specific programs in each school is described below.

Maryland’s monitoring and support for SIG schools has been cited as a model for the nation. In fact, staff that developed this process was asked to present to the newly formed School Improvement office at USDE. For Priority Schools this process will continue for SIG schools and be developed in a commensurate way for the newly identified schools. This oversight includes three visits a year that require SIG teams to closely inspect any indicators that have been provided since the last visit so that targeted questions can be posed to the school and LEA staff at a face-to-face meeting. The follow up to each visit includes a written report with recommendations for the school and/or LEA with a recommended timeline for meeting the recommendations.

As referenced above in section 2.G.i., the 5% lowest-achieving non-Title I schools will also undergo periodic monitoring which will be focused on teachers’ individual professional development plans. Each teacher will be required at the beginning of each school year to develop a Professional Growth Plan that is based on the teachers’ needs in addressing student achievement gaps. The required components of the plan will be, but not limited to, the Type of Learning Experience, Description of Relevance to School, System, and SEA goals, Timing of Experiences, and Expected Impact on Student Learning. These plans must be approved by the principal and kept on file for periodic review by the LEA and SEA. A mid-year update on the plan must include a section describing ongoing growth opportunities and connecting those to specific interventions needed for the teachers’ students. Technical assistance both online and face to face will have a focus on assisting the teacher in identifying appropriate learning experiences within the parameters of the stated teachers’ goals.

2.G.ii Through the Breakthrough Center’s partnerships, Maryland has established a close, constructive relationship with its LEAs. Regular meetings are held with the two LEAs that

include the Priority Schools; SEA and LEA Superintendent, SEA and LEA Assistant Superintendents for Instruction, and the SEA Breakthrough Center and LEA School Turnaround staff. At the monthly Breakthrough Center meetings with the two LEAs, the Priority Schools and their progress are always agenda items and receive special attention. As described earlier, ongoing work for the SIG schools includes clear needs assessment and a detailed list of recommendations for each school and for the LEA for each school. The work already underway will support the addition of five more schools. The new Turnaround Offices in each LEA have staff dedicated to support for SIG schools and MSDE has provided direction for diversion of funding from SES and Choice funds to provide the resources to augment supports as needed for the new schools. Maryland is a small community and takes very seriously the admonition to improve.

#### Focus Schools

The Breakthrough Center will collaborate with the LEAs that have Focus schools to assess needs, streamline and differentiate the services and supports consistent with school capacity and need, and develop structures and strategies to build and sustain their capacity to improve and successfully turnaround their pattern of underperformance.

The SEA will hold the system accountable for providing assistance to its principals of the 5% lowest-performing non-Title I schools in the system through a process that both mirrors and supports the teachers' professional growth plans. Each LEA will submit prior to November 1 of each school year the Professional Growth Plan (PGP) for each principal in these identified schools. The PGP will include, but not be limited to, the School, Principal, Date of Conference with Executive Officer, Targeted Growth Experiences for the year, Connection of Experience to Identified Student Achievement Needs, and Expected Outcomes. Mid-year corrections based on emerging student and teacher needs will be made and on file for periodic review by the LEA Executive Officer and SEA staff.

2.G.iii Funding for each of the Priority and Focus Schools as well as those Title I schools that are also low-performing but do not fall into the new categorization of schools has been

explained within the description of support to each category. In Summary,

1. Priority Schools must be funded with SIG grants (already) in place or with \$50,000 to \$2 million dollars per year per school for the next three years from funds leveraged from dollars currently required under ESEA section 1116 (b)(10). These funds must be sufficient to implement the Turnaround plans designed to address the needs identified by the school and LEA.
2. Focus Schools will receive a differentiated amount of the 1003(a) funding based on their completion of an approved application. This process is currently in use and has proven a valid vehicle for delivery of targeted funds. LEAs and schools must cite needs assessments that document that the needs will be addressed with these funds are the ones that are contributing to the achievement gaps in the school.
3. Other low-performing Title I schools will receive the balance of 1003(a) funds upon completion of the application that specifies the particular needs of the school and approval by MSDE teams of specialists. The schools will be encouraged to use their own Title I, Part A funding for staff development to address these needs as well.

SEA support for the development of the teacher and principal Professional Growth Plan (PGP) will be twofold. The major responsibility will be (a) to provide ongoing opportunities for professional growth in both online and face-to-face experiences and (b) periodic reviews and discussions that are focused on classroom and school application of skills and content that constituted the learning experiences. With the advent of a new universally designed Maryland curriculum in all disciplines, support for teachers to learn, teach, and assess these new curricula will be a major outcome of the growth experiences. For principals, ongoing observation and effective feedback in the context of a new State curriculum will be a major focus, thus, placing teachers and principals on a parallel track for improvement and school reform.

## **PRINCIPLE 3: SUPPORTING EFFECTIVE INSTRUCTION AND LEADERSHIP**

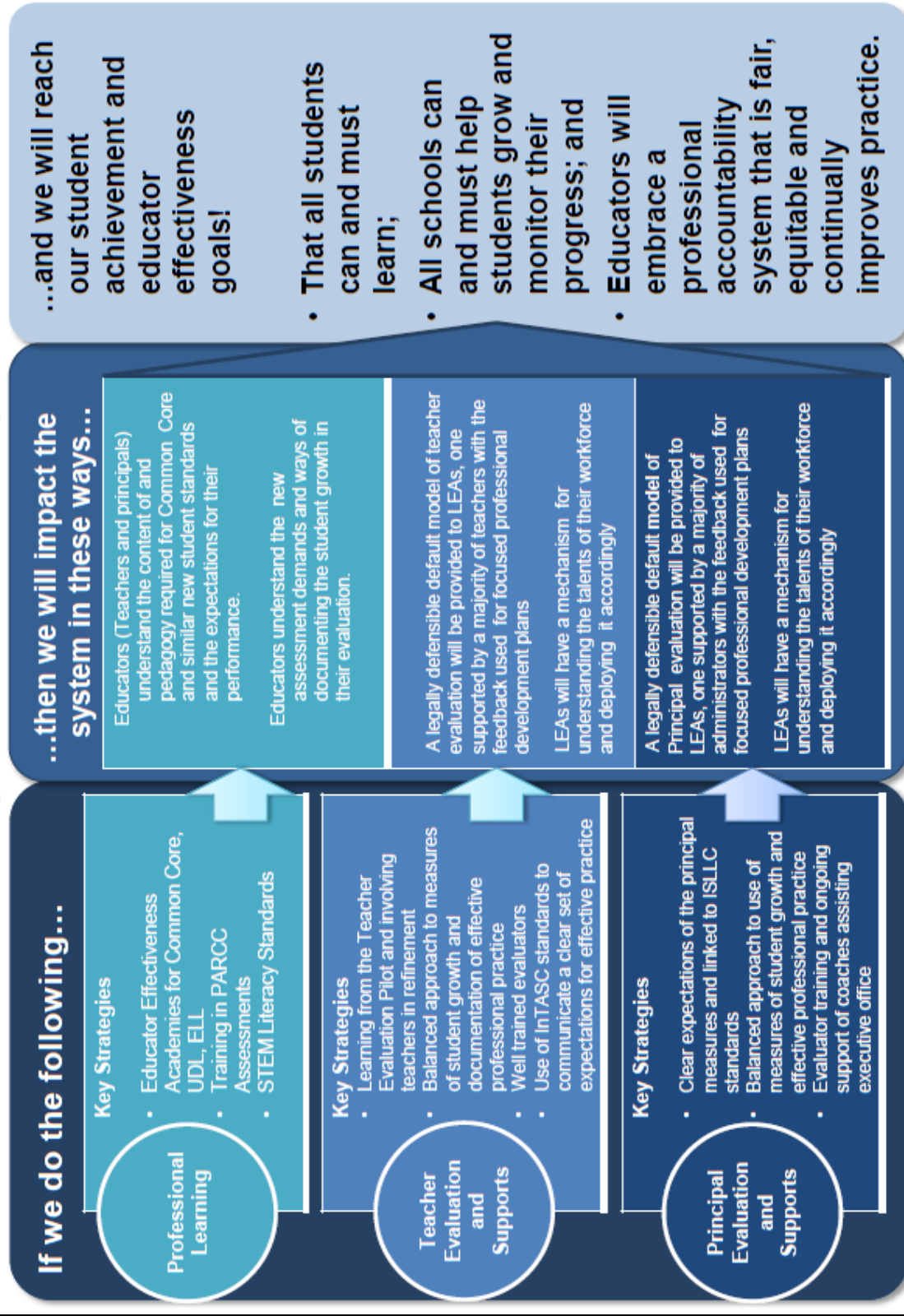
### 3.A DEVELOP AND ADOPT GUIDELINES FOR LOCAL TEACHER AND PRINCIPAL EVALUATION AND SUPPORT SYSTEMS

Select the option that pertains to the SEA and provide the corresponding description and evidence, as appropriate, for the option selected.

<p><b>Option A</b></p> <p><input checked="" type="checkbox"/> If the SEA has not already developed and adopted all of the guidelines consistent with Principle 3, provide:</p> <ul style="list-style-type: none"> <li>i. the SEA’s plan to develop and adopt guidelines for local teacher and principal evaluation and support systems by the end of the 2011–2012 school year;</li> <li>ii. a description of the process the SEA will use to involve teachers and principals in the development of these guidelines; and</li> <li>iii. an assurance that the SEA will submit to the Department a copy of the guidelines that it will adopt by the end of the 2011–2012 school year (see Assurance 14).</li> </ul>	<p><b>Option B</b></p> <p><input type="checkbox"/> If the SEA has developed and adopted all of the guidelines consistent with Principle 3, provide:</p> <ul style="list-style-type: none"> <li>i. a copy of the guidelines the SEA has adopted (Attachment 10) and an explanation of how these guidelines are likely to lead to the development of evaluation and support systems that improve student achievement and the quality of instruction for students;</li> <li>ii. evidence of the adoption of the guidelines (Attachment 11); and</li> <li>iii. a description of the process the SEA used to involve teachers and principals in the development of these guidelines.</li> </ul>
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The graphic below is Maryland’s Theory of Action for Teacher/Principal Evaluation

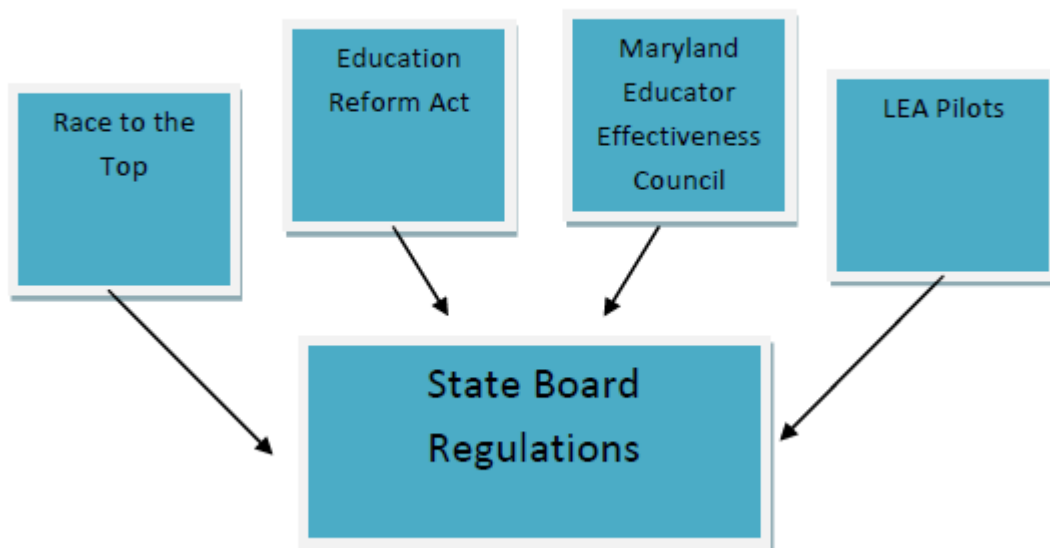
# Theory of Action Principle 3



### 3.B ENSURE LEAS IMPLEMENT TEACHER AND PRINCIPAL EVALUATION AND SUPPORT SYSTEMS

- 3.B Provide the SEA’s process for ensuring that each LEA develops, adopts, pilots, and implements, with the involvement of teachers and principals, including mechanisms to review, revise, and improve, high-quality teacher and principal evaluation and support systems consistent with the SEA’s adopted guidelines.

#### Introduction: Improving Educator Effectiveness Based on Performance:



The work of Race to Top, the Education Reform Act 2010, the Maryland Educator Effectiveness Council, and the LEA pilots will inform the State Board Regulations to be promulgated March 2012. Maryland will provide USDE a copy of the Regulations following presentation to the State Board on March 27, 2012. Maryland’s Plan for complete implementation is provided in table form in Appendix 3.A – a narrative of the work is below:

#### Maryland’s Race to the Top Application

If Maryland is going to ensure that all students are college- and career-ready, every school — especially those where students need the most support — must have teachers and principals who are effective at increasing student achievement. Although Maryland has worked diligently and successfully over the past decade to increase the number of Maryland teachers designated as

Highly Qualified under federal definitions, State leaders also understand that this measurement is imprecise and considers only inputs into good teaching and not actual performance. Maryland is committed to taking bolder, more aggressive steps to develop an evaluation process for teachers and principals and using that information to help develop the strongest educator corps in the country.

Signaling its serious commitment to this new approach, when Maryland submitted its Race to the Top (RTTT) Application in May 2010, a revision of the teacher and principal evaluation system was central to the work Maryland agreed to do. The application offered guidelines (Attachment 10) for a new system to be piloted in seven school districts in 2011-2012 and fully implemented Statewide by school year 2012-2013. The dates for full implementation were later revised through an amendment that was submitted to and approved by USDE to 2013-2014; one year before the ESEA flexibility requirements call for full implementation. The application outlined the plan for pilots in seven districts to build the new model in a collective fashion. The application was signed by the Governor and the President of the Maryland State Board of Education (Attachment 11).

### **Education Reform Act of 2010**

Maryland has already adopted needed policies to anchor and guide next steps. Signed by Governor O'Malley on May 3, 2010, the Education Reform Act of 2010 created a new expectation for Maryland educators: To be effective, teachers and principals must show they can successfully improve student learning. The law established that changes in student growth will become a significant factor in the evaluation of teachers and principals (see Appendix 3-B). This legislation created the foundation for a new evaluation system that will more consistently and fairly identify, support, and reward educators who are effective; and identify, develop, or exit those who are ineffective.

Supporting the transition to this new system, the General Assembly also extended the timeline for granting tenure from two years to three years, allowing new teachers to receive both the support and oversight they need in their early years to become effective or leave the profession.

**Comprehensive Teacher Induction Program**

The State Board of Education developed Code of Maryland Regulations (COMAR) 13A.07.00-.09 that calls for a Comprehensive Teacher Induction Program. The purpose of the regulation is to provide guidance for local school systems to establish a high quality induction program that addresses critical professional learning needs of new teachers, improves instructional quality and helps inductees achieve success in their initial assignments, resulting in improved student learning and high retention in the profession. The induction program that each local school system designs shall reflect coherence in structure and consistency in focus to ensure an integrated, seamless system of support. Recognizing that “one-size-fits-all” induction programs do not meet the needs of new teachers, this regulation establishes the components of an induction program, allowing local school systems to build on their current programs. More information can be found at <http://www.dsd.state.md.us/comar/SubtitleSearch.aspx?search=13A.07.01>.

**Maryland Educator Effectiveness Council**

To help guide the design and refinement of the pilots and resolve outstanding issues, the Governor created, through an Executive Order in June 2010, the Maryland Educator Effectiveness Council (MEEC) (Appendix 3-C). Membership of this Council and stakeholders that support the work of this council are broad-based and include representation from individuals/groups such as: State Superintendent; Members of the General Assembly; Governor’s Policy Director; State Board of Education; Local Boards of Education; LEA Superintendents; Maryland State Education Association; Baltimore Teachers Union; LEA Assistant Superintendents for Instruction; LEA School Business Officials; LEA Executive Officers; Local Accountability Coordinators; LEA Human Resources Directors; Title I coordinators; Principals; MSDE/LEA identified teachers; Institutions of Higher Education (University System of Maryland (USM) system, private colleges and community colleges); Community/Business; PTA; National Psychometric Council; Maryland Assessment Research Center for Education Success (MARCES); and students. The council is chaired by the Maryland State Superintendent and Maryland State Educators Association Vice President. The specific membership of the Maryland Council for Educator Effectiveness can be found at [http://www.marylandpublicschools.org/MSDE/programs/race\\_to\\_the\\_top/eecm](http://www.marylandpublicschools.org/MSDE/programs/race_to_the_top/eecm).



The Maryland Educator Effectiveness Council was charged with submitting recommendations for the development of the model evaluation system that was legislatively mandated by the Education Reform Act. The recommendations must include a definition for effective teachers and principals, a definition for highly effective teachers and principals, an explanation of the relationship between the student learning component of educator evaluations and the other components of the evaluations.

The Council met 17 times from August 2010 to June 2011 and continues to monitor the progress of the pilot programs being conducted in seven LEAs (described below) with the intention to provide recommendations to the Governor, State Board of Education, and State Superintendent. Once these recommendations, informed by the pilots, are made, procedures and policies will be developed to address the following areas:

- Appropriate levels of student growth for a teacher or principal to be rated Effective or Highly Effective; Maryland believes that to be rated Effective, a teacher or principal must show appropriate levels of growth among their students to help them successfully transition and progress from grade to grade; to be rated Highly Effective, a teacher or principal must show exceptional talent in increasing student growth well beyond one grade level in one year or exceptional success educating high-poverty, minority, English Language Learners (ELL), Students with Disabilities (SWD), or other high-needs students;
- Definition of Ineffective for a teacher or principal receiving an Ineffective rating, including what supports should be offered and what additional evaluations are needed;
- Whether an additional rating category (e.g., “Developing,” for educators whose performance falls between Ineffective and Effective) beyond the minimum three categories established in State Board of Education regulations is needed;
- Model scoring rubrics for classroom observations of teachers that measure the four other domains and are based on best practices, such as the Charlotte Danielson Framework for Teacher Performance Assessment System;
- Model scoring rubrics for measuring the eight outcomes of the *Maryland*

*Instructional Leadership Framework* (See Appendix 3-D );

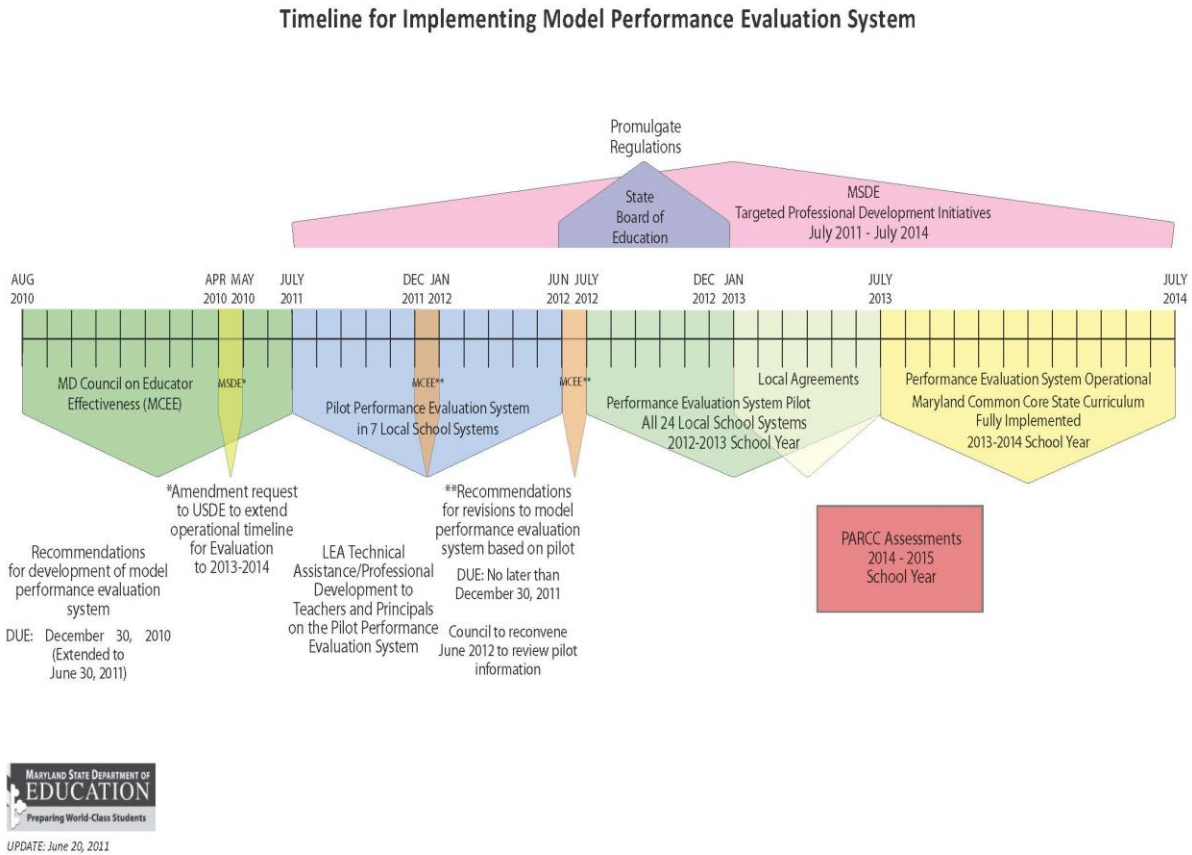
- Matrix for determining how different rating criteria received in any individual domain combine to form an overall summative rating for the teacher or principal;
- Reviews of current LEA evaluation tools, protocols, and processes to determine potential applicability to other counties; and
- Propose revisions to Maryland Teaching Standards to reflect current INTASC standards research, best practices, the new evaluation system, and to inform teacher preparation and professional development.

### **Race to the Top Amendment**

As the Council began its work, it became evident that it needed more time to complete its charge than originally conceived. As such, the Council requested of the Governor an extension to the original timeline (December 2010) to June 2011 to present its recommendations for the new model system (Appendix 3.E). Built into this revised timeline is a professional development component for teachers and principals. The new timeline also provides for a 24 month (SY 2011-2012 and SY 2012-2013) pilot project for the new Statewide system of evaluation instead of the original 18 month (second semester of SY 2010-2011 and SY 2011-2012) pilot.

Upon further reflection, the Council became concerned about moving too quickly from a pilot evaluation system being conducted in 7 Local Education Agencies (LEAs) to Statewide implementation without further time provided to the remaining school systems to also develop and pilot their own local evaluation systems in order to seek solutions to unforeseen obstacles and provide high quality professional development. Accordingly, the Council endorsed a proposal from Dr. Nancy Grasmick (Former State Superintendent of Schools) that the Maryland State Department of Education (MSDE) should request an amendment from the United States Department of Education (USDE) to allow an additional year before implementing the Statewide system of evaluation. This is an operational timeline amendment that changed when the new system would be State mandated. That amendment was submitted to USDE on April 22, 2011, and was approved on June 17, 2011. The timeline below describes the relationship between and among the work of the Council, pilot LEAs, professional development activity, development of regulations, local agreements and the actual implementation of the Statewide system of

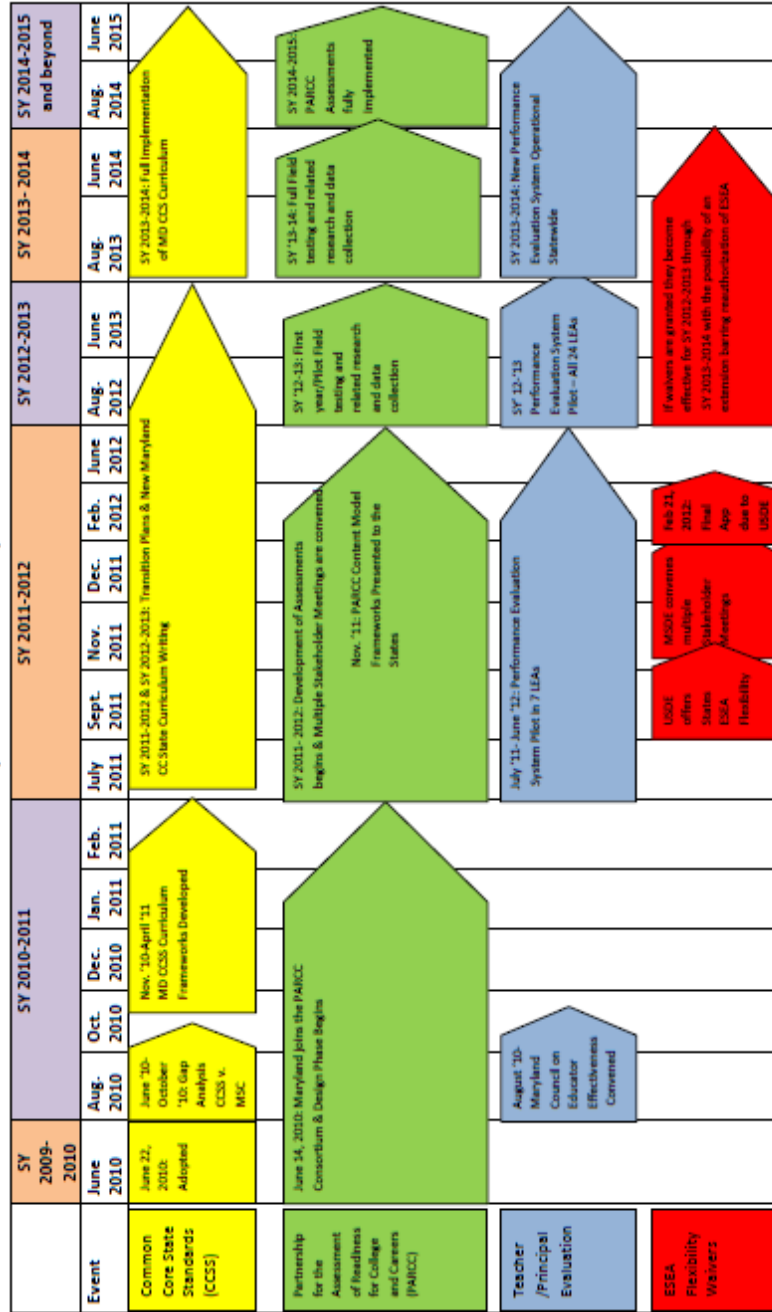
evaluation.



This timeline is also available in full size in Appendix 3.F. A further timeline to reflect the relationship between the Common Core State Standards and the Teacher/Principal Evaluation Model can be found below and is also available in Appendix C-6.

1/3/2012

### Maryland's Third Wave of Reform: Timeline (Critical Elements)



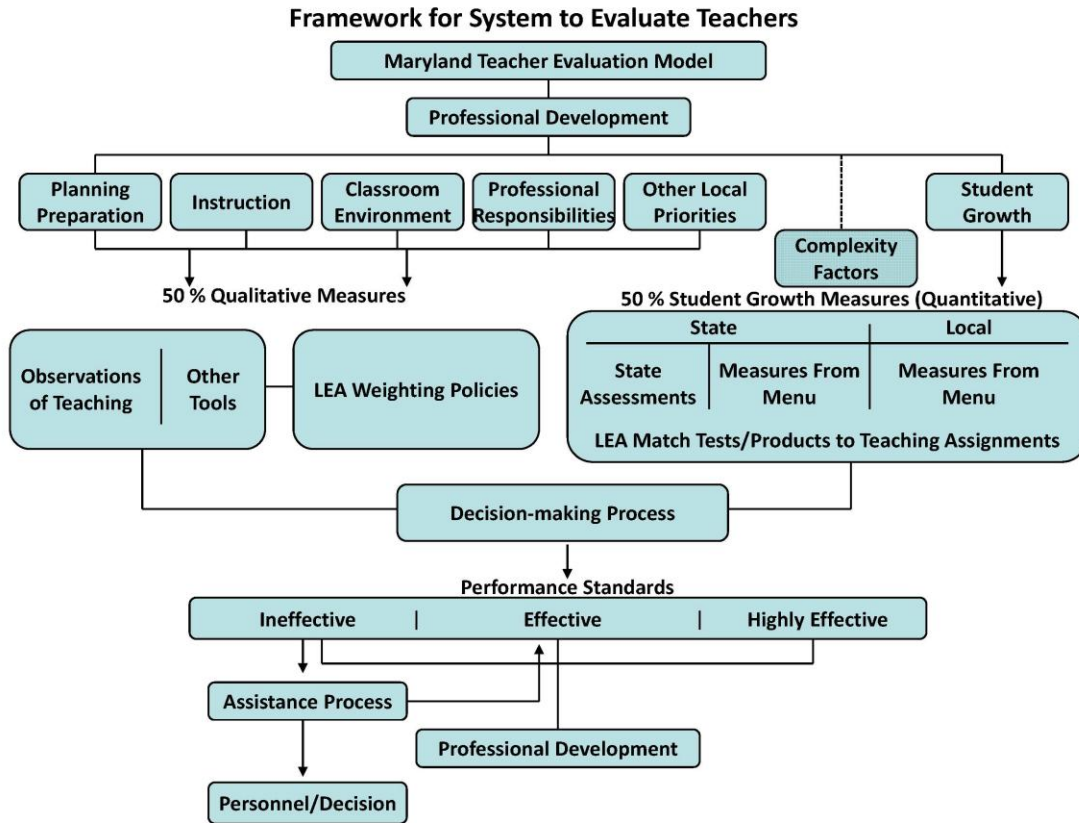
**MEEC Interim Report- Framework: Evaluation of Teachers and Principals**

In June 2011, after meeting 17 times beginning August 2010, the MEEC offered an interim report to the Governor on their progress to date. The report “*Maryland Council for Educator Effectiveness Initial Recommendations Statewide Educator Evaluation System*”, offered a framework for the model of evaluation of teachers and principals.

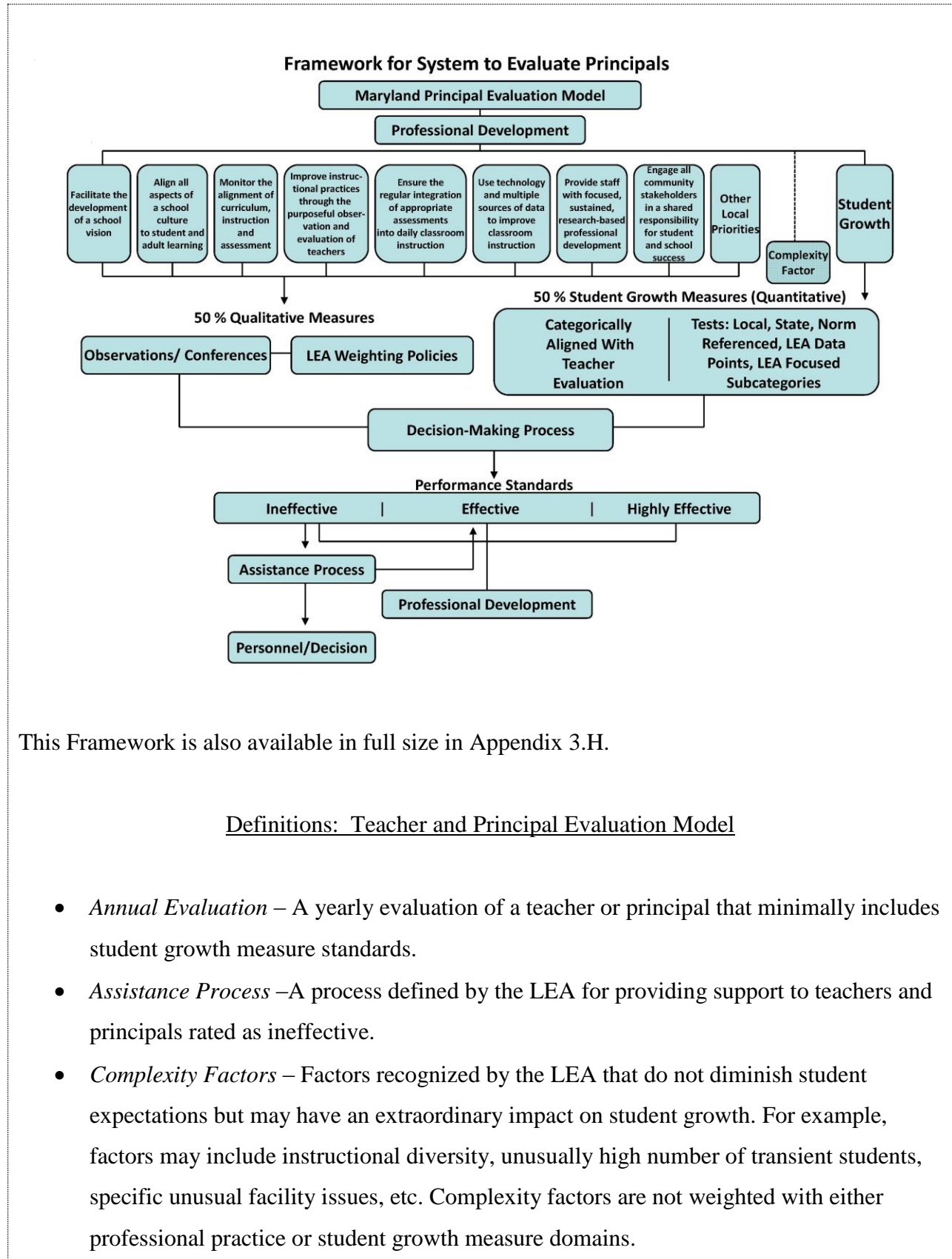
After several discussions at Council meetings about the suggested components of an effective yet flexible Statewide evaluation system, the Council endorsed two separate frameworks and definitions that accompany those frameworks (below). The first framework lays out graphically the components of a model for teacher evaluation in Maryland. The framework has at its core a professional development component. It includes four qualitative measures (planning and preparation; instruction; classroom environment; and professional responsibilities). The framework also allows for the inclusion of other local priorities in addition to the four qualitative measures to take into account other areas for which LEAs wish to hold teachers responsible. This component of the evaluation is 50%. The other 50% is the student growth component. It provides for consideration of complexity factors (see definition below) recognized by the LEA. The framework yields a decision-making process based on performance standards. Once again, professional development is included, with the caveat that such professional development is important for all teachers, not just those who are rated ineffective. Continuous improvement is the key to sustainable change.

The principal framework is similar to the first in design, but does have different components because of the nature of the job of a principal. Once again, at its core is professional development. For the qualitative measures, the framework includes specifically the eight outcomes in the Maryland Instructional Leadership Framework. As with the teacher framework, the principal framework yields a decision-making process based on performance standards. Targeted professional development is provided based on needs identified in the evaluation. Similar to the teacher professional development, such assistance for principals is intended for all principals, since the model is based on the premise that all principals can

continue to improve. The definitions page provides clarity to the various elements of the two frameworks, and combined with those frameworks and the General Standards provide the basis for the Statewide system of evaluation.



This Framework is also available in full size in Appendix 3.G.



- *Decision Making Process* – The process by which an LEA utilizes the data, both qualitative and quantitative, for determining a teacher’s or principal’s level of performance and targeted professional development.
- *LEA Match Test/Products to Teaching Assignments* – Assessments, selected by the LEA for grade level or content area teachers from the menu of multiple measures, which align with a teacher’s assignment.
- *LEA Weighting Policies* – Policies set by each LEA indicating the percentage the LEA will assign to each of the qualitative measures. Qualitative measures account for 50% of the total evaluation.
- *Measures From Menu* – The list of multiple measures approved by MSDE that measure student growth (see table below).
- *Mentoring* – Ongoing support provided to teachers and/or principals by a cadre of mentors trained by the LEA to provide teachers and/or principals with the knowledge and skills necessary to be successful in their classroom and schools and enable them to stay in the profession. Mentoring should be focused, systematic, ongoing, high quality, geared to the needs of the employee being mentored, include observations, and include feedback.
- *Observations of Leadership* – The process by which a trained evaluator has formally observed the qualitative measures of instructional and administrative leadership for each principal being evaluated.
- *Observations of Teaching* – The process by which a trained evaluator has formally observed the qualitative measures of teaching for each teacher being evaluated.
- *Other Tools* – Qualitative data collection tools in the classroom and school that produce sufficient data from which a teacher or principal may be evaluated on all or part of the domains of the teacher and/or principal evaluation model.
- *Performance Standards* – Levels of teacher or principal performance resulting in a final rating of ineffective, effective, or highly effective on the individual’s evaluation.
- *Professional Development* – The training a teacher and/or principal receives relative to the teacher’s and/or principal’s level of performance. It should be research-based, high quality, timely, and relevant.
- *Qualitative Measures (Teacher)* – Observable measures and evidence, accounting for



50% of a teacher’s evaluation, which must include the following domains:

planning/preparation, instruction, classroom environment, professional responsibilities, and other local priorities if appropriate.

- *Qualitative Measures (Principal)* – Observable measures and evidence, accounting for 50% of a principal’s evaluation, which must include: school vision, school culture, alignment of curriculum, instruction and assessments, instructional practices, appropriate assessments, technology and multiple sources of data, professional development, engagement of community stakeholders, and other local priorities if appropriate.
- *Quantitative Measures* – Data specific measure which results from students’ performance on approved State or LEA multiple measures of student performance.
- *State Assessments* – State assessments as required by state or federal laws and/or regulations.
- *Student Growth Measures* – Multiple measures of student academic and affective outcomes directly related to the teacher or principal. These measures account for 50% of a teacher’s or principal’s evaluation.

Maryland Council for Educator Effectiveness – Sample Growth Measures

	High School	4-8 Tested	4-8 Non-Tested	Prnk-3
State Assessments	W H E R E A P L   C A B L E			
Portfolio	<ul style="list-style-type: none"> <li>Portfolio – student work</li> <li>Portfolio – teacher work</li> </ul>	<ul style="list-style-type: none"> <li>Portfolios</li> </ul>	<ul style="list-style-type: none"> <li>Portfolios – student portfolios/sampling</li> </ul>	<ul style="list-style-type: none"> <li>Portfolios</li> </ul>
Projects/Products	<ul style="list-style-type: none"> <li>Projects: Locally Graded, State Checked, Performance Task</li> <li>Intervention Assessments (Wilson Reading, Lexile Lev)</li> </ul>	<ul style="list-style-type: none"> <li>Cross curricular projects</li> <li>Research-Based Interventions</li> </ul>	<ul style="list-style-type: none"> <li>In class projects (Science Fair, Class labs, Problem-based projects)</li> </ul>	<ul style="list-style-type: none"> <li>Culminating Project</li> <li>Summative Checklists (K)</li> </ul>
Test Products	<ul style="list-style-type: none"> <li>College/Career Readiness Tests</li> <li>SAT, AP, Accuplacer, IB, PSAT</li> <li>SLO – Pre/Post test; Standardized mid-term</li> <li>LEA or school developed Reading Level Tests</li> <li>Certification tests</li> <li>Benchmarking tests</li> <li>LAS Links</li> <li>Fitness Gram, Fitness for Life, Physical Education Metrics</li> </ul>	<ul style="list-style-type: none"> <li>Writing – Artificial Intelligence or teacher scored; Cross Curricular</li> <li>Benchmarking tests</li> <li>Unit Assessments</li> <li>Early Reading Inventories</li> <li>Math Inventories</li> <li>Language Proficiency Assessments</li> <li>LAS Links</li> <li>Modified Assessments</li> </ul>	<ul style="list-style-type: none"> <li>Pre-Post Assessments</li> <li>Local Assessments – quarterly/other</li> <li>Oral Assessments</li> </ul>	<ul style="list-style-type: none"> <li>Dibels</li> <li>Benchmarking tests</li> <li>Quarterly assessments</li> <li>Quarterly Reading Assessments</li> <li>Sight work assessments</li> <li>Basic facts Quarterly assessments</li> </ul>
Performance		<ul style="list-style-type: none"> <li>Performance based – cross curricular</li> </ul>	<ul style="list-style-type: none"> <li>Small Group video (performance, ex. drama, music group, individual students, special education)</li> <li>Adjudication (Ensembles, Choir)</li> </ul>	

InTASC Standards

Concurrent with the work of the Maryland Educator Effectiveness Council (MEEC) has been the ongoing work of the Council of Chief State School Officers (CCSSO), through its Interstate

Teacher Assessment and Support Consortium (InTASC). The InTASC standards ([http://www.ccsso.org/Documents/2011/InTASC\\_Model\\_Core\\_Teaching\\_Standards\\_2011.pdf](http://www.ccsso.org/Documents/2011/InTASC_Model_Core_Teaching_Standards_2011.pdf)) are described as model core teaching standards that outline what teachers should know and be able to do to ensure every K-12 student reaches the goal of being ready to enter college or the workforce in today’s world. They are intended to be an outline of the common principles and foundations of teaching practice that cut across all subject areas and grade levels and that are necessary to improve student achievement. The MEEC fully endorsed the use of the InTASC Standards.

The Division of Special Education and Early Intervention Services (DSE/EIS) has a Professional Development Online Tracker (PDot) based on the Council for Exceptional Children and InTASC standards available on Maryland Learning Links. PDot is a free tool designed for Maryland general or special education teachers who work with students with disabilities. It helps teachers assess their own teaching in relation to the 10 standards from “Stages of Professional Development” (a continuum based on the standards which has indicators for each InTASC principle/standard and 5 levels of proficiency), and then provides teachers with specific resources – based on that self-assessment – to address the areas where they want/need to grow as a professional. This is currently a voluntary self-assessment tool MSDE will consider for use as part of the evaluation process.

Because the InTASC standards generally align well with the Framework for Teachers, the Council endorsed them as ones that should be embraced by teachers as they maximize learning in a transformed vision of teaching and learning. The 10 standards are:

- Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
- Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
- Standard #3: Learning Environments. The teacher works with others to create

environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.

- **Standard #4: Content Knowledge.** The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.
- **Standard #5: Application of Content.** The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
- **Standard #6: Assessment.** The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.
- **Standard #7: Planning for Instruction.** The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
- **Standard #8: Instructional Strategies.** The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.
- **Standard #9: Professional Learning and Ethical Practice.** The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.
- **Standard #10: Leadership and Collaboration.** The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

### **Pilot Teacher Evaluation Programs**

Maryland’s goal is to ensure the majority of teachers and principals in its public schools are not only evaluated as being effective, but *are* effective. A lynchpin in the State’s overall strategy for

creating a truly world-class education system, this new evaluation system will: (1) collect information about how every educator impacts student growth and achievement; (2) count student achievement growth as the single most significant factor, accounting for 50 percent, of the evaluation of teachers and principals; (3) combine information about student learning with high-quality, more consistent observations of teachers' and principals' skills, knowledge, and leadership by better-trained supervisors; (4) empower schools to better support educators and strengthen their practices, compensate exceptional teachers and principals, and remove those who clearly are ineffective; and (5) help Maryland identify and deploy the best teachers and principals to the neediest schools.

### **Student Growth Measures**

The State Board of Education specified that student-learning gains should comprise 50 percent of the evaluation. Currently, Maryland is in the pilot phase with the seven pilot school districts that will result in Statewide pilot in 2012-2013 and then full implementation of this new standard by the 2013–14 school year.

*Clear approaches to measuring student growth (intermediate strategy and long-term strategy):* State leaders recognize that using student growth data in teacher and principal evaluations requires thoughtful planning and engagement among key stakeholders and psychometrically valid instruments and analytics. Compounding the challenge, Maryland (like many other states) is implementing its new educator evaluation system even as it plans to convert to a new student assessment system that measures Common Core State Standards and will be developed jointly with other states. These new assessments will be specifically designed to measure growth with summative assessments. MSDE envisions a system of growth measures that are flexible to accommodate various types of growth data, and will provide alert data for students not making progress during the school year.

MSDE will calculate the *progress each school makes in closing overall achievement gaps* as measured by the Maryland State Assessment (MSA) for elementary and middle schools and in end-of-course exams in algebra, biology, and English (as measured by the end-of-course High School Assessments for high school. MSDE has determined that virtually every school has an

achievement gap for at least one group of students (e.g., low-income, minority, special education); this measure reinforces the need to ensure educators are helping students make sufficient growth to close these gaps. Again, the State’s experience developing and using these types of indices began with the Maryland School Performance Assessment Program (MSPAP) results which gives MSDE existing capacity and expertise to make these school-based calculations.

The rubric (below) was developed by the Assessment and Accountability Comprehensive Center and has been adapted for specific application in Maryland. Pilot districts received this rubric as an example of criteria that could be used to evaluate the suitability of student growth measures in a teacher evaluation system. While it is acknowledged that many existing measures may not meet all of the criteria, the rubric can help districts select the measures that are most appropriate for initial implementation and offer guidance on how the measures can be improved.

### Criteria for Reviewing Measures of Student Growth

Criteria	1	2	3	4
Alignment to Standards	The measures reflect the full depth and breadth of targeted MD grade-level standards	The measures partially reflect the depth and breadth of targeted MD grade-level standards	The measures are not aligned to targeted MD grade-level standards	No or insufficient evidence to judge
Reliability Items	There are sufficient items to enable reliable measurement (at least 5 for each intended subscore)	There are multiple but insufficient items for reliable measurement	The number of items is clearly insufficient for reliability	No or insufficient evidence to judge
Reliability: standard procedures	There are standardized procedures for <i>both</i> a) when the test is administered <i>and</i> b) the time allocated for the test	There are standardized procedures for <i>either</i> a) when the test is administered <i>or</i> b) the time allocated for the test	There are no standardized procedures for <i>either</i> a) when the test is administered <i>and</i> b) the time allocated for the test	No or insufficient evidence to judge
Reliability: scoring of open-ended responses	There are precise scoring criteria related to the performance expectations	There are general scoring criteria that are not specifically related to the performance expectations	There are no scoring criteria related to the performance expectations	No or insufficient evidence to judge
Reliability: rater training	There are clear procedures for training raters of open-ended responses	There are limited procedures for training raters of open-ended responses	There are no procedures for training raters of open-ended responses	No or insufficient evidence to judge
Reliability of Scores	There is evidence that the scores are reasonably reliable	There is evidence that the scores have low availability	There is no evidence of score reliability	No or insufficient evidence to judge
Fairness and Freedom Bias	The items are free of elements that would prevent some sub-groups of students from showing their capabilities	There are some items that contain elements that would prevent some sub-groups of students from showing their capabilities	There are many items that contain elements that would prevent some sub-groups of students from showing their capabilities	No or insufficient evidence to judge

\*This rubric should be used in conjunction with the CRESST/AACC brief, Developing and Selecting Measures of Student Growth to Use for Teacher Evaluation. This brief provides detailed information about all the criteria and the evidence needed to substantiate them.

These criteria were developed by the Assessment and Accountability Comprehensive Center and have been adapted for specific application in Maryland.

*Piloting and refining the growth measures (2011–13):* Measures of student growth began being piloted in September 2011 and will continue to be refined through the 2011-2012 and 2012-2013 school years. Maryland is working in close partnership with seven pilot school districts throughout the State: **Baltimore City, Baltimore County, Charles County, Kent County, Prince George’s County, Queen Anne’s County, and St. Mary’s County.** Importantly, three of these districts (Baltimore City, Baltimore County, and Prince George’s County) disproportionately serve the majority of low-income students in Maryland — ensuring that the new evaluation system can accelerate improvement in schools serving the State’s neediest students and efforts to equitably distribute effective teachers and principals. The pilot LEAs presently consist of eighty-three schools, nine hundred and thirty-four teachers, and forty-eight principals. It is representative of multiple school levels, grade levels, team levels, and subject levels; with consideration given to both assessed and non-assessed area educators. Models range from systems identifying a selection of educators across all schools to systems identifying full cohorts of educators within select schools. To varying degrees, six districts are conducting complementary pilot evaluation processes with principals and or assistant principals. Most are using a variation of existing or recently created evaluation tools to facilitate the validation of the Professional Practice portion of Educator Effectiveness. The seven Pilot LEAs recognize that the “experimental” design of the model allows for unique measures and accomplishments associated with the interests and limitations of each district and that it has the potential to create a valuable collection of evaluative evidence.

The seven LEAs’ experiences over the two-year pilot are also helping to inform any needed course corrections before the system is piloted in all schools throughout the State in the 2012-13 school year and then implemented completely in school year 2013-2014. MSDE and the Maryland Educator Effectiveness Council will collaborate with the pilot districts to gather information and lessons learned to inform the Statewide scale-up.

The seven pilot districts meet with MSDE on a monthly basis to update MSDE and one another on successes and challenges and to make recommendations for revisions to the models. These meetings allow the districts to share with one another, learn from one another, request support



from MSDE and maintain the collaborative approach with which the new evaluation system is being developed.

With the goal of testing and refining the rubrics and measures, the student-growth portion of evaluations during this pilot cycle will be “no fault” without high stakes or consequences attached. However, as part of Race to the Top, participating teachers and principals in the lowest-performing schools are part of an incentive project. Those identified by their local school systems because of their exceptional impact on student growth will qualify for locally negotiated incentives for working in high-poverty/high-minority schools. In the interest of fairness during the pilot period, the participating LEAs will use their current evaluation system.

Two Race to the Top (RTTT) projects support the Student Growth portion of the Teacher/Principal Evaluation model. Project # 28/47 - Develop and Implement a Statistical Model to Measure Student Growth supports Maryland educational reform initiatives by developing and implementing a student growth model so student performance outcome measures may be used in educator effectiveness evaluations. This project assessed the strengths and limitations of various valued added growth models in Year 1. In the current year, Year 2, the SEA team has tested the Colorado growth model as a key student growth measure and distributed the data to seven LEAs for use in a no-fault teacher effectiveness pilot. Based on preliminary direction of the LEA pilots, MSDE is consolidating the best practices of the LEAs in order to develop a multi-component State student growth measurement system.

Accomplishments that show evidence of meeting goals/activities and making progress include:

- (1) Preparation of initial requirements document for student growth index method;
- (2) Design of approach using value matrices for non-tested areas to create student growth index;
- (3) Design of State level computation for the combined local plus State multi-component growth measure;
- (4) Installation of the Colorado system with associated data structures to capture and store student growth percentile data from the system, and process of student data for grades 3-8 from years 2007-2011;
- (5) Development of proof-of-concept dashboards showing aggregation and drill down dis-aggregation of growth data from the State to LEA to school to subgroups;
- (6) Completion of system technical architecture to productionalize the system and integrated the data

with teacher effectiveness data to create a single teacher effectiveness measure; (7) Initiation of assessment of short-comings with Colorado models and identification of solutions to improve the measure with the National Psychometric Council; and (8) Initiation of new procurement for psychometric consulting support to facilitate the development of a full student growth measurement system.

The second project, Project # 29/48 - Develop and Implement an Educator Evaluation System develops and implements an educator evaluation system that allows LEAs that do not have a system, to implement a system of fair evaluations that use student performance measures and professional performance measures for administrators and teachers. Year 2 activities include identifying the best administrator and teacher performance measurement practices, tools and methods in Maryland LEAs, procure an educator effectiveness system, and initiate a pilot it in one or more LEAs.

Accomplishments that show evidence of meeting goals/activities and making progress include (1) Survey of LEAs for teacher evaluation tools and procedures; (2) Preparation of strategy and initial requirements document for educator effectiveness measures and a system; (3) Creation of LEA collaboration team to review and participate in the selection of administrator and teacher effectiveness tools and methods; (4) Design of State level computation system to combined local plus State multi-component educator effectiveness measures with student growth measures; (5) Design of a portfolio method for teachers and initiation of a single-LEA pilot; and (6) Matrix that shows the initial identification of administrator rating tools and procedures, teacher rating tools and procedures, and training packages that can meet State LEA needs.

### **Rigorous, Transparent, Fair Evaluations**

The pilot process — and MSDE’s close partnership with the seven school districts to refine the new framework — is an important step to ensuring the fairness, reliability, and rigor of the new system and to identify and work out any problems before the evaluation models are piloted Statewide in 2012 and then implemented Statewide in 2013. Importantly, MSDE and its partner school districts will study the impacts and validity of the new evaluation system by examining key questions, such as: Do ratings of teachers and principals under the new system match what

principals and administrators had expected? Are teachers and principals receiving overall ratings of Effective or better in numbers that are the same, fewer, or more that had been previously rated Satisfactory?

### **Annual Evaluations that Provide Constructive Feedback-**

Maryland’s goal is to ensure that all of the teachers and principals in its schools truly *are* effective. Data and anecdotal reports suggest that nearly every educator today is rated Satisfactory — which is not the same as knowing whether principals or teachers actually *are* effective at improving student learning, the most important component of their jobs. For Maryland to achieve its aspiration of having every principal and teacher become Effective or Highly Effective, the State needs to ensure that evaluations happen regularly and that supervisors not only are able to conduct evaluations capably and fairly but also understand how to use the results to provide useful feedback and target appropriate support to those they are evaluating.

Maryland now mandates that all teachers and principals will be required to have annual evaluations on student growth. Under the current system, tenured teachers are evaluated every other year; under the new system, all school districts must follow these guidelines:

- Every teacher and principal shall be evaluated at least once annually.
- Each annual evaluation of a principal shall include all of the components of the evaluation system (student growth, the eight leadership outcomes, and locally-decided priorities).

MSDE will review the Code of Maryland Regulations (COMAR) to address this issue. In the proposed regulation to be submitted to the State Board on March 27, 2012, the annual evaluation process will be that teachers and principals shall be evaluated at least once annually on a three year evaluation cycle, in the following ways: (1) tenured teachers shall be evaluated on both professional practice and student growth in the first year of the evaluation cycle. If in the first year of the evaluation cycle a tenured teacher is determined to be highly effective or effective then in the second year of the evaluation cycle, the tenured teacher shall be evaluated using the professional practice rating from the previous year and student growth based on the most recent available data. If in the second year of the evaluation cycle a tenured teacher is

determined to be highly effective or effective, then in the third year of the evaluation cycle, the tenured teacher shall be evaluated using the professional practice rating from the previous year and student growth based on the most recent available data. In the fourth year of the evaluation cycle conducted under these regulations, tenured teachers shall be evaluated on both professional practice and student growth. The cycle will continue as described above. In any year, a principal may determine or a teacher may request that the evaluation be based on a new review of professional practice along with student growth. (2) All non-tenured teachers and all teachers rated as ineffective shall be evaluated annually on professional practice and student growth. (3) Every principal shall be evaluated at least once annually based on all of the components set of the evaluation.

Whenever student growth demonstrates a failure on the part of the teacher or principal to meet targets and earn a rating of Effective, it will trigger additional evaluation of the teacher's or principal's performance and a determination of what intervention and/or supports may be necessary.

Because a high-quality, consistent, Statewide system for evaluating teacher and principal effectiveness has never existed before in Maryland — and because student learning data in particular have not regularly been used by all LEAs in evaluations — Maryland will invest in significant technical assistance to support school districts, and especially those education leaders who supervise teachers and principals, in making the transition.

In Maryland, principal evaluations are performed by a designated executive officer in each LEA, so assistance and support easily can be targeted to the right individuals. In order to determine the kind of assistance that executive officers feel that they need, the Division of Academic Reform and Innovation will be conducting a needs assessment session at the February 2012 executive officers meeting to help drive the design of the professional development. This training in staff evaluations will be designed during spring 2012; regional trainers will be hired to support the 58 executive officers, and support will be offered to every LEA beginning in 2012. Executive officers will help teach principals to evaluate teachers using the new teacher evaluation system; they also will receive continued professional development and support to enable them to improve

the oversight, coaching, and annual evaluation of principals. Executive officers and principals also will receive training in the use of evaluations for promotion, incentives, and removal.

### **MSDE Teacher/Principal Evaluation Committee**

In addition to the MEEC, MSDE established an internal stakeholder group to discuss and monitor the progress of the Teacher/Principal Evaluation Model. This group consists of Cross-Divisional Assistant State Superintendents, State Directors, and State Specialists and is led by the Interim State Superintendent. The focus is on how MSDE can assist the non-pilot districts as they develop their own systems, the seven pilot districts as they continue to experiment and test their models, while also refining the Maryland default model as needed.

This group meets monthly and always one week before the pilots meet. Their main task is to write a report that will help inform the Statewide pilot in 2012-2013 including incorporating lessons learned from the seven pilot districts and designing a Statewide default model. The report will include guidance on the teacher and principal evaluation frameworks, the multiple measures, work and learnings from the pilots, annual evaluation cycles, professional development, dashboards, attributions, certification and training of principals/evaluators, and partnering with the unions.

### **Teacher Evaluation System: (State Default Model)**

Following the initial work of the Council, the internal MSDE Teacher/Principal Evaluation Committee, representatives of MSDE and MSEA Committee, the pilot group and the ESEA Flexibility committee, with input from local superintendents and other stakeholders developed a draft Teacher and Principal State Default Evaluation Model. These models will be shared with the Educator Effectiveness Council.

Local school systems in working with their local unions are encouraged to develop the Teacher Evaluation model that is aligned with the State framework as defined in the report of the Council for Educator Effectiveness and as described above. In the event that the LEA and their union do not agree on a local model, the LEA must adopt the State Default model for Teacher Evaluation. Maryland continues to work on finalizing the State Teacher Evaluation Model and

all of its components. A copy will be provided upon completion.

### *Professional Practice (50%)*

The State Model is designed to promote rigorous standards of professional practice and encourage professional development for teachers and administrators. As described, the teacher evaluation model is divided into two sections - professional practice (50 percent) for the qualitative portion and student growth (50 percent) for the quantitative portion. The Charlotte Danielson Framework for Teaching is to be used as the framework for the professional practice section for teachers. The Framework for Teaching is divided into four domains of professional practice: Planning and Preparation, Classroom Environment, Instruction, and Professional Responsibilities. The LEA that selects the State Model is expected to fully implement a teacher evaluation design that assesses the four domains and the 22 Components within those four domains. Similar to teachers, the Administrator Evaluation model is also divided into two sections -- professional practice (50 percent) for the qualitative portion and student growth (50 percent) for the quantitative portion. For principals, the LEA will use the Maryland Instructional Leadership/Communications, Management, and Ethics Framework elements as the basis for the professional practice section.

### *Design of the Evaluation Process*

In Maryland, many LEAs already incorporate the Danielson Framework for Teaching into their teacher evaluation process. Therefore, LEAs choosing the State model may continue to use observation and evaluation instruments already in use as long as those instruments fully assess the four domains and 22 components (and 76 smaller elements).

#### **Domain 1: Planning and Preparation**

##### *Component 1a: Demonstrating Knowledge of Content and Pedagogy*

- Knowledge of content
- Knowledge of prerequisite relationships
- Knowledge of content-related pedagogy

#### **Domain 2: The Classroom Environment**

##### *Component 2a: Creating an Environment of Respect and Rapport*

- Teacher interaction with students
- Student interactions with one another

<p><b>Component 1b: <i>Demonstrating Knowledge of Students</i></b></p> <ul style="list-style-type: none"> <li>• Knowledge of child and adolescent development</li> <li>• Knowledge of the learning process</li> <li>• Knowledge of students' skills and knowledge and language proficiency</li> <li>• Knowledge of students' interests and cultural heritage</li> <li>• Knowledge of students' special needs</li> </ul> <p><b>Component 1c: <i>Setting Instructional Outcomes</i></b></p> <ul style="list-style-type: none"> <li>• Value, sequence and alignment</li> <li>• Clarity</li> <li>• Suitability for diverse learners</li> <li>• Balance</li> </ul> <p><b>Component 1d: <i>Demonstrating Knowledge of Resources</i></b></p> <ul style="list-style-type: none"> <li>• Resources for classroom use</li> <li>• Resources to extend content knowledge and pedagogy</li> <li>• Resources for students</li> </ul> <p><b>Component 1e: <i>Designing Coherent Instruction</i></b></p> <ul style="list-style-type: none"> <li>• Learning activities</li> <li>• Instructional materials and resources</li> <li>• Instructional groups</li> <li>• Lesson and unit structure</li> </ul> <p><b>Component 1f: <i>Designing Student Assessments</i></b></p> <ul style="list-style-type: none"> <li>• Congruence with instructional goals</li> <li>• Criteria and standards</li> <li>• Use for planning</li> <li>• Design of formative assessments</li> </ul>	<p><b>Component 2b: <i>Establishing a Culture for Learning</i></b></p> <ul style="list-style-type: none"> <li>• Importance of the content</li> <li>• Student pride in work</li> <li>• Expectations for learning and achievement</li> </ul> <p><b>Component 2c: <i>Managing Classroom Procedures</i></b></p> <ul style="list-style-type: none"> <li>• Management of instructional groups</li> <li>• Management of transitions</li> <li>• Management of materials and supplies</li> <li>• Performance of non-instructional duties</li> <li>• Supervision of volunteers and paraprofessionals</li> </ul> <p><b>Component 2d: <i>Managing Student Behavior</i></b></p> <ul style="list-style-type: none"> <li>• Expectations</li> <li>• Monitoring of student behavior</li> <li>• Response to student misbehavior</li> </ul> <p><b>Component 2e: <i>Organizing Physical Space</i></b></p> <ul style="list-style-type: none"> <li>• Safety and arrangement of furniture</li> <li>• Accessibility to learning and use of physical resources</li> </ul>
<p><b>Domain 3: Instruction</b></p>	<p><b>Domain 4: Professional Responsibilities</b></p>

*Component 3a: Communicating With Students*

- Directions and procedures
- Use of oral and written language
- Expectations for learning
- Explanations of content

*Component 3b: Using Questioning and Discussion Techniques*

- Quality of questions
- Discussion techniques
- Student participation

*Component 3c: Engaging Students in Learning*

- Representation of content
- Activities and assignments
- Grouping of students/structure and pacing
- Instructional materials and resources

*Component 3d: Using Assessment in Instruction*

- Student self-assessment and monitoring of progress
- Assessment criteria
- Monitoring of student learning
- Feedback to students

*Component 3e: Demonstrating Flexibility and Responsiveness*

- Lesson adjustment
- Response to students
- Persistence

*Component 4a: Reflecting on Teaching*

- Accuracy
- Use in future teaching

*Component 4b: Maintaining Accurate Records*

- Student completion of assignments
- Student progress in learning
- Non-instructional records

*Component 4c: Communicating with Families*

- Information about the instructional program
- Information about individual students
- Engagement of families in the instructional program

*Component 4d: Participating in a Professional Community*

- Relationships with colleagues
- Service to the school
- Participation in school and district projects
- Involvement in a culture of professional inquiry

*Component 4e: Growing and Developing Professionally*

- Enhancement of content knowledge and pedagogical skill
- Receptivity to feedback from colleagues
- Service to the profession

*Component 4f: Showing Professionalism*

- Service to students
- Advocacy



- Decision making
- Integrity and ethical conduct
- Compliance with school and district regulations

Several LEAs in Maryland utilize rubrics that assist administrators in describing and categorizing teachers' professional practice as a result of classroom observations. Such rubrics represent a critical resource for both teachers and evaluators because they paint a vivid portrait of professional practice at differing proficiency levels. Rubrics also ensure that both evaluators and teachers share a common language in assessing professional practice. An example of one such rubric, from the Howard County Public Schools, may be found at the following URL:

[http://www.hcpss.org/schools/framework\\_self\\_assess.pdf](http://www.hcpss.org/schools/framework_self_assess.pdf). Maryland State Department of Education staff will assist LEAs seeking to create and/or refine existing rubrics associated with the Framework for Teaching to guide professional development efforts associated with evaluating educators. Ultimately, the Framework for Teaching, when used as the foundation of an LEA's mentoring, professional development, and teacher evaluation processes, links these activities together and assists teachers in becoming more effective practitioners.

As with teacher evaluation systems in Maryland, many LEAs already use the Maryland Instructional Leadership/Communications, Management, and Ethics Framework as the basis for administrator evaluations. Therefore, LEAs choosing the State model may continue to use evaluation instruments already in use for administrators as long as those instruments fully assess the 12 outcomes that comprise that framework. Maryland State Department of Education staff will also assist LEAs seeking to create and/or refine evaluation rubrics associated with the Maryland Instructional Leadership/Communications, Management, and Ethics Framework to guide professional development efforts.

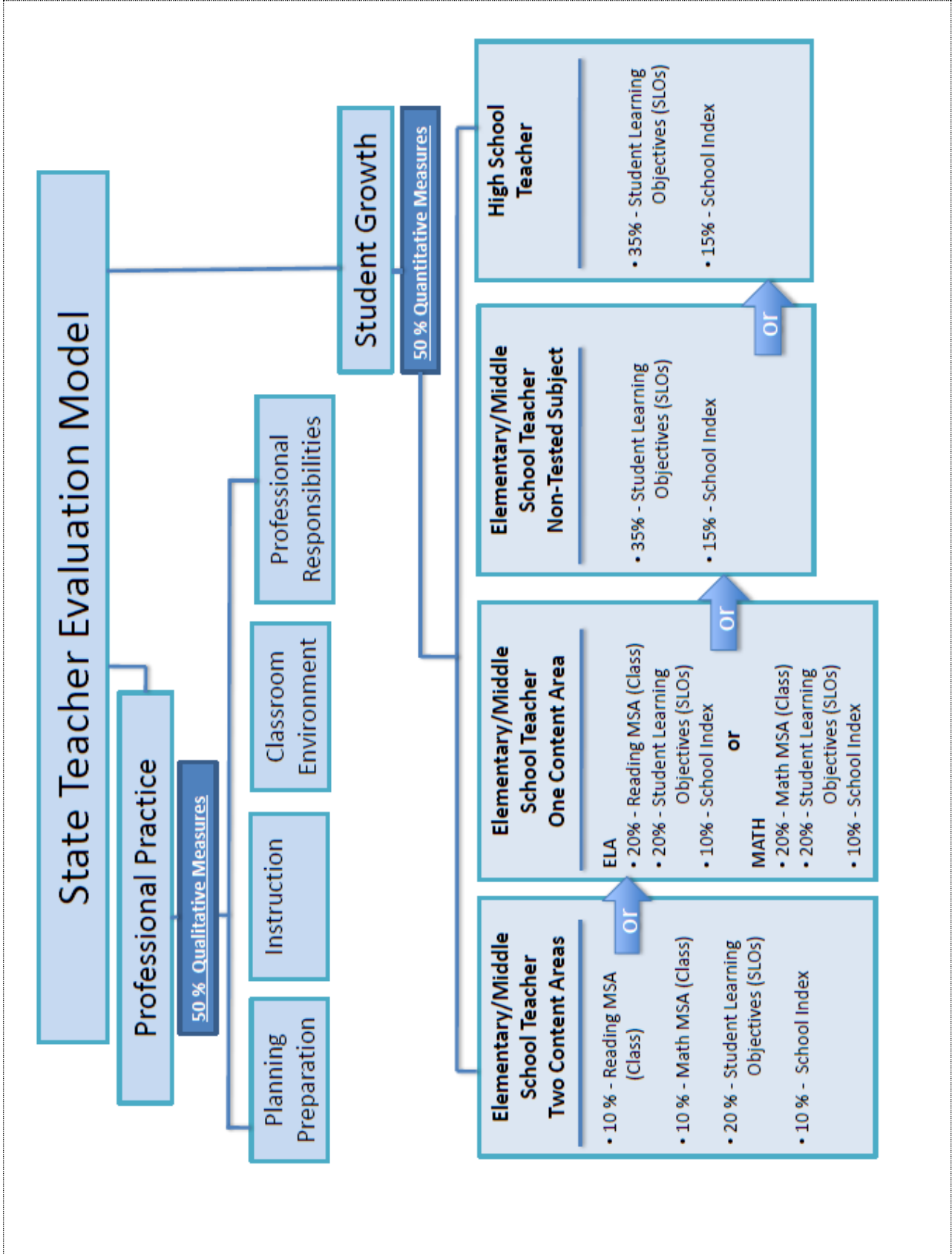
The State model requires that the evaluator assigns a rating of Highly Effective, Effective, or Ineffective for the Professional Practice portion. The weight of each of the domains/outcomes is expected to be equal in the Professional Practice category.

*Professional Development*

Extensive materials, including videos, webinars and on-line materials are available to support the implementation of these models of evaluation of professional practice. The LEA is encouraged to utilize Title II, Part A federal funds along with local funds to provide necessary professional development and to support these initiatives.

Depending on the continuation of federal Title II, Part A funding, grants to local school systems will include priority for professional learning experiences for teachers and school leaders that are directly aligned with the qualitative components of the teacher/principal evaluation system. The focus of professional development for principals regarding the qualitative components will include outcomes and evidences of practice as delineated in the Maryland Instructional Leadership/Communications, Management, and Ethics Framework. The focus for the qualitative components of professional practice for teachers will include the Charlotte Danielson Framework for Teaching or other locally chosen qualitative framework.

The teacher toolkit portal, developed as part of the Race to the Top grant, represents a significant professional development resource in support of educator evaluation. The Toolkit will provide educators with access to a variety of online and face-to-face professional development, tools that will help them plan their individual professional development plans along with opportunities to collaborate online. It will provide a user friendly resource for teachers and principals to tap professional development resources linked to the Common Core State Curriculum, multiple dashboards for student, teacher and principal performance and teacher and principal evaluation systems.



*Student Growth (50%)*

Student growth will be determined based on the courses and grade levels a teacher teaches. The State model incorporates the use of the Maryland School Performance Index (described in Principle 2) and Student Learning Objectives (SLOs) (defined more clearly below) to define student growth for the evaluation. Wherever a Statewide assessment exists; it must be used as one of the multiple measures (per Race to the Top). State assessments, if available, will be combined with SLOs and MSDE's approval to yield ratings of Highly Effective, Effective, or Ineffective. The evaluator rates the teacher/principal as Highly Effective, Effective, or Ineffective on the student growth rubric. The metrics that serve as the basis of the evaluation are below.

- For elementary and middle school teachers who teach more than one subject (Option A), the student growth would be calculated by combining the aggregate of 10% of the class reading scores on the Maryland State Assessment (MSA), 10% of the class mathematics scores, 20% of the SLOs and then the remaining 10% comes from the School Performance Index.
- For elementary and middle school teachers who only teach one subject (Option B), the score would still be calculated using 20% from SLOs and 10% from the School Performance Index, however, the final 20% would be calculated from the Class scores of the appropriate subject (Mathematics or English/Language Arts).
- For elementary or middle school teachers who teach in a non-tested content area, their student growth rating would be determined by the SLOs (35%) and the School Performance Index rating (15%).
- High school teachers would derive their student growth rating the same way as non-tested content area teachers. Thirty-five percent comes from their SLOs and 15% from the School Performance Index.

These metrics are also displayed graphically in Appendix 3.I. It is important to note that MSDE is in the process of defining options and strategies for co-teachers in one content all day, self contained special educators like those teaching multiple subjects, and support for special educators in the non-tested areas.

MSDE is finalizing the method of calculation of growth for the Maryland School Assessment.

The Assistant State Superintendent for Assessment, Accountability, and Data Systems is meeting with the Psychometric Council on February 23, 2012 to review the use of student growth percentiles and the Value Matrix. A recommendation will be brought to the Core Team which includes the Interim State Superintendent for approval. Standard setting will be conducted on the teacher evaluation model to determine the process for arriving at the final evaluation based on the inputs as described above. MSDE will update the model with any revisions as needed. The results of the standard setting process and other revisions to the teacher and principal evaluation will be made available upon completion.

#### *Overall Evaluation*

The intersection of the Professional Practice rating (50%) and the Student Growth rating (50%) will result in the final evaluation of the teacher/principal.

#### *Student Learning Objectives (SLOs)*

The use of Student Learning Objectives (SLOs) is planned to be an integral part of the teacher and principal evaluation process. A student learning objective is a long term academic goal for a group or class of students. SLOs are specific and measurable, based on available prior student learning data, and aligned to State standards, as well as any school and LEA priorities. SLOs should represent the most important learning during the interval of instruction. Objectives may be based on progress or mastery.

SLOs are a solution that can work for all teachers, make a difference in instruction and student outcomes and will support the transition to Common Core State Standards and assessments. SLOs are also helpful in framing the conversations about school improvement and closing the achievement gap.

Student Learning Objectives are not new in Maryland. Today in schools across the State groups of teachers review formative and summative assessments with principals and other school leadership and make instructional decisions based on past and current data and student work. Maryland currently sees teachers conducting teacher research to solve real problems in their classrooms and basing their instructional decisions on data they collect.

In trying to assure quality and clarity Maryland has asked for technical assistance from USDE from the Race to the Top Reform Support Network to capture best practices, models and strategies from Massachusetts, Colorado, Austin TX, and New York. Maryland has also contacted colleagues in Rhode Island who have had SLOs in use to find out what lessons they have learned this year. See Appendix 3.J for the SLO Report for Maryland from the Race to the Top Reform Support Network.

Maryland has an Ad Hoc committee in place that is currently reviewing in-State and out of state models that could be adopted for the State model. Maryland is preparing an informational document on SLOs which will include a general overview of SLOs and the rationale for using them in Maryland’s Educator Evaluation System, a more in-depth detailed explanation of how SLOs will be used in Maryland, and the explicit connection between SLOs and professional practice. In addition Maryland will provide resources and information for all educators on developing SLOs that address the specific needs of all subgroups.

Maryland is committed to making SLOs a focus for evaluating all teachers, but most especially to address teachers who teach in areas that are not tested. The SLO process adds key strengths to an evaluation system, including: providing a model for differentiating teacher effectiveness; establishing a vehicle for improving teaching based on data on student performance and growth; bringing more science to the art of teaching; linking teacher effectiveness to principal effectiveness; connecting evaluation directly to student learning, while respecting teacher professionalism; and enabling teachers and principals to become more systematic and strategic in their instructional decisions to improve the quality of the outcome.

**Principal Evaluation System: (State Default Model)**

Simultaneous to the development of the teacher evaluation model, MSDE and its stakeholders have been working on a State default model for the principal evaluation system. Similar to the teacher evaluation model, the principal model will be based 50% on growth measures and 50% on Professional Practice Measures.

*Growth Measures for Principals (50%)*

Cognizant of the fact that growth is and should be measured differently for principals of different types and level of schools; MSDE developed a model that is differentiated based on the type of school a principal leads (see the table below). For elementary and middle school principals, growth will be defined 20% by Student Learning Objectives (SLOs). Similar to the teacher model, these will be developed collaboratively by the principal and the evaluator before the start of the school year and will be based on overall student performance within the school. MSA school-wide reading and mathematics scores will each make up another 10% of this component. The final 10% will be decided based on the Maryland School Performance Index discussed in Principle 2. Since high school principals do not have MSA scores, their growth measures will be based 30% on SLOs and 20% on the Maryland School Performance Index. Finally, principals of Special Education Centers, a PreK-2 school or any of the other types of schools in the State will calculate their growth measure with 35% from SLOs and 15% from the Maryland School Performance Index.

<b>Elementary/Middle Principals</b>	<b>High School Principals</b>	<b>Other Principals (e.g., Special Centers, PreK-2)</b>
Student Learning Objectives: 20%	Student Learning Objectives: 30%	Student Learning Objectives: 35%
MSA Reading: 10%	Index: 20%	Index: 15%
MSA Mathematics: 10%		
Index: 10%		

**Growth Measures for Principals (50%)***Professional Practice Measures for Principals (50%)*

Professional practice measures for principals will make up the remaining 50% of the evaluation. These measures will have two main components: Providing effective instructional leadership and providing a safe, orderly, and supportive learning environment. Recognizing the important role principals play as instructional leaders, this first component will consist of facilitating the development of a school vision; aligning all aspects of a school culture to student and adult learning; monitoring the alignment of curriculum, instruction, and assessment; improving instructional practices through purposeful observation and evaluation of teachers; ensuring the

regular integration of appropriate assessments into daily classroom instruction; using technology and multiple sources of data to improve classroom instruction; providing staff with focused, sustained, research-based professional development; and engaging all community stakeholders in a shared responsibility for student and school success.

The second professional practice measure involves providing a safe, orderly, and supportive learning environment. This is measured by whether a principal manages and administers the school operations and budget in an effective and efficient manner; communicates effectively in a variety of situations and circumstances with diverse audiences; understands, responds to, and helps influence the political, social, economic, legal, and cultural context of the school community; and promotes the success of every student and teacher by acting within a framework of integrity, fairness, and ethics.

MSDE is developing a series of “Look-fors” for each of the above metrics either by using the evidences in practice in the Maryland Instructional Leadership Framework or the knowledge, dispositions, and performances in the ISLLC Standards.

For the most recent version of the Principal Default Model, please see Appendix 3.K.

### **Internal Support Mechanisms and Non-Pilot Districts**

A variety of technical assistance has been provided to the pilot LEAs in support of their work, mostly through the RTTT funds. Individual visitations have been conducted to each LEA along with combined monthly progress and informational sharing meetings. Electronic networks have been established to facilitate communications, to maintain a reference resource, and to conduct topical Webinar sessions. Teleconferencing has occurred with MSDE and USDE to report progress and to identify immediate and longer range needs for State and national assistance. A second round of visits took place in January 2012 along with a meeting that included a topically driven action agenda.

In preparation for the second year Statewide pilot, the other seventeen LEAs have accepted the invitation to participate in less formal processes to inform and instruct them of the work that is occurring. Upon request, visitations and conversations have been conducted to thirteen of the



non-pilot LEAs; with two more scheduled. The purpose of such briefings was to obtain a sense of what the non-pilot LEAs may be presently doing with the Educator Effectiveness Initiative, what they may be planning, and how MSDE might be of technical assistance concurrent to the seven pilot LEA initiative. Points of contact indicate that the non-pilot LEAs are independently pursuing a number of approaches to crafting a local method for measuring educator effectiveness. The non-pilot LEAs, not unlike their pilot counterparts, are at varying points in their efforts to quantify educator effectiveness. Some are taking full advantage of this year to pursue conversations with their stakeholder groups; realigning local evaluation instruments and initiating discussions about the means for quantifying student growth. Others, equally complying with this year's expectations, are taking the time to converse and consider options while awaiting the outcomes of the seven pilot LEAs.

Both pilot and non-pilot LEAs are committed to the spirit and the intent of the Educator Effectiveness initiative and a positive and productive dynamic is being evidenced between administrative and association personnel.

### **New Regulations**

As mentioned above, new regulations are being developed and will be presented to the State Board of Education in March 2012. These regulations will address much of what has been and is being learned by the pilots. The State Superintendent and MSDE will rely heavily on the Maryland Educator Effectiveness Council to identify and develop any further policies needed. The Council will continue to meet throughout the pilots to provide input and advice on these additional issues:

- Guide MSDE's evaluation and research questions throughout the two-year pilot of the new system (one year with 7 districts and one year Statewide); and
- Identify by April 2012 corrections and adjustments to the overall design of the State evaluation system — including the guidelines, tools, and measures — before the system is piloted Statewide in fall 2012.

Further adjustments to the evaluation system and specific consequences for those rated Ineffective under the new system still need to be enacted into policy in 2012 (and 2013 if

additional corrections are needed). It is important to understand that members of the State Board of Education — who are appointed by the Governor — have sole authority within the limits of the law to act on these issues. Maryland leaders are appropriately taking the needed time to seek input from stakeholders to refine and perfect the new evaluation system — and not simply postponing difficult decisions to a distant date or to an uncertain future. The action of Maryland’s General Assembly — combined with the State Board’s broad powers to “determine the elementary and secondary educational policies of this State” and to do so by regulations that have the “force of law” and apply to all school systems (Annotated Code of Maryland, §2-205(b)(1) and §2-205(c)) — ensure Maryland will take action and enact all aspects of the plan outlined above, after conferring closely with stakeholders.

**Towards Full Implementation: Refining the Evaluation System and Involving Teachers and Principals:**

As part of annual evaluations, school districts will have flexibility to determine how these domains are assessed. They also have the flexibility to suggest additional measures for this 50 percent that reflect unique priorities of their communities. Similar to the non-growth measure component of the teacher evaluation, LEAs will have flexibility in their principal evaluations to determine how best to assess these outcomes, which must be done annually. In addition, LEAs may add attributes of principal leadership (e.g., school-management skills) to these eight outcomes that reflect local priorities. LEAs must work within the framework as described for teachers and principals, must include multiple measures and must have annual evaluations.

Initially each LEA will submit their evaluation model to MSDE for review and approval. In future years as part of the annual Master Plan update process, MSDE will review each LEA’s evaluation framework and exert quality control as needed. Maryland tracks performances at the district level through the Bridge to Excellence program, which requires local school systems to develop and implement a comprehensive master plan, updated annually, as part of receiving increased State funding. Because the Master Plan is reviewed annually by MSDE and LEA staff to ensure that students, schools, and districts are making sufficient progress toward performance goals, the process serves as an important, high-profile accountability tool in Maryland.

The new Maryland Teacher/Principal Evaluation System will be operational Statewide in September 2013. All twenty-four LEAs will be mandated to participate in the new collaboratively developed system. All revisions to the model will be available.

## **PRINCIPLE 4: REDUCING DUPLICATION AND UNNECESSARY BURDEN**

### **4. A REMOVE DUPLICATIVE AND BURDENSOME REPORTING REQUIREMENTS THAT HAVE LITTLE OR NO IMPACT ON STUDENT OUTCOMES**

Maryland has a long history of consolidating and reducing reporting. Beginning in the early 1990's, MSDE produced the School Accountability Funding for Excellence reporting compendium of all Federal Programs. This not only reduced the explanatory work necessary for each program but it also forced more coherence between programs, thus bringing more efficiency to the work.

Efficiency is the key, not just reduction of paperwork. Maryland's programs must run smoothly and with great attention to fiscal responsibility. Because of this premise and the understanding from the Maryland General Assembly about the need to consolidate plans, MSDE embarked, in 2003, on the Master Planning Process. Master Plans consist of the ESEA goals, Race to the Top goals, and additional State goals. With each goal there is an explanation of milestones; tracking and analyses of data against these milestones; an evaluation of the successes and challenges; and then a clear path forward to attaining each and every goal including the resource allocation. The original five-year plans are updated annually leading to a constant adjustment of programs and policies that drive excellent schooling in each of the LEAs.

The Guidance document for each year's Master Plan is created with the assistance of an External Advisory Panel. MSDE staff begin meeting with this Panel in February of each year to bring forward any changes to laws, regulations or policies that have occurred since the last Update. This Panel consists of LEA Superintendents, LEA data experts, LEA Assistant Superintendents for Instruction, policy specialists and a variety of MSDE staff that have program responsibilities.

This group is forthright and demanding but able to keep the big picture of consolidation in sight. Because each member has responsibilities for producing the Master Plan for their respective LEA, the members are vigilant regarding redundancy and unnecessary additions to the plans. As the External Advisory Panel meets beginning February 2012 and prepares for the next Master Plan Update, MSDE will ask the Panel to pay particular attention to Principle 4: “Reducing Duplication and Unnecessary Burden”.

The annual Master Plan Guidance is distributed in early spring each year with preloaded data from previous years. As soon as the current year’s data is available it is provided so that all LEAs work with approved, MSDE data. The planning and writing happens throughout the summer with the formulaic Federal Grant portions due in August and the complete Master Plan due in October. The August submissions are reviewed by specialists in the program and the complete Master Plan is reviewed by panels of experts from both MSDE and the LEAs. This panel work allows for another feedback loop not only to assure that LEAs have viable, realistic goals and plans to meet them but that MSDE uses the most efficient process to gather this information.

Final Master Plan Updates are approved by the Superintendent based on the recommendation of the panel. A summary of the plans is then presented to the State Board of Education, the Governor and the leaders of the Maryland General Assembly. The local Master Plans are used by the LEAs to inform the funding agents in their districts and to report to the public the progress they are making and their commitment to continue to address disparities. These multiple uses are yet another example of how this process reduces paperwork because without it each of the LEAs would have to prepare and each of the constituencies above would have to receive and review a separate report.

Reviewers will find references to Master Plan reporting throughout this application. With nine years of experience with this process MSDE has learned the power and the efficiency of one vehicle for describing the direction of schooling in Maryland.

MSDE will continue to look for additional ways to reduce paperwork. Again, this reduction will always be for the betterment of the program, not just so that paperwork is reduced.

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# **MARYLAND**

# **ESEA FLEXIBILITY**

# **APPENDICES**

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February 28, 2012

Maryland State Department of Education

200 West Baltimore Street

Baltimore, MD 21201

# Appendices for Consultation & Overview Section

<b>Document</b>	<b>Label</b>
List of Consultation Meetings	C-1
List of Stakeholders	C-2
Higher Education and MSDE ELA and Math Briefing- Agenda, Minutes and Powerpoints	C-3
Regional Presentation on Common Core Standards Overview	C-4
Maryland Classroom Monthly Newsletter	C-5
Maryland's Third Wave of Reform Timeline	C-6

# Appendix C-1: List of Consultation Meetings



## ESEA Flexibility Application- Consultation Meetings

CONTENTS	EVIDENCE*
<b>August 28, 2011—Superintendent’s Meeting</b> Discussion of waiver components	Agenda Mary’s notes Feedback from Eastern Shore Superintendents and Public School Superintendents’ Association of MD
<b>September 23, 2011</b> Release of ESEA Flexibility	
<b>September 27, 2011— State Board Meeting</b> Update on waiver	Agenda Minutes
<b>September 28, 29, 30, 2011—CCSSO/USDE Meeting in D.C.</b> Discussion of waiver components	Agenda Minutes Handouts
<b>October 3, 2011- Update for the Governor</b> A written update on the waiver	Update
<b>October 5, 2011— Maryland Association of Boards of Education Retreat, Ocean City, MD</b> Discussion of waiver components by Bernie	Agenda & Handout Minutes
<b>October 6, 2011—Meeting with Bernie, Mary C. Mary G. Ann, Jean, Janice</b> Discussion of waiver components	Notes
<b>October 11, 2011—Executive Team Meeting (Mary G. &amp; Ann C.)</b> Presentation of waiver components	Agenda Notes/minutes Handouts- Powerpoint
<b>October 25, 2011— State Board Meeting</b> Power point presentation of waiver components By Mary G. and Ernestine McKnight	Agenda Minutes Bernie’s Memo MG’s Powerpoint
<b>October 25, 2011— Maryland Association of Student Council’s Executive Board</b> Discussion of waiver components with students [REDACTED], [REDACTED]	Agenda Student Feedback

<p><b>October 27-28, 2011—Superintendents’ Retreat, Ocean City, MD</b> Power point presentation of waiver components Mary G. Ann C.</p>	<p>Agenda MG’s Powerpoint State Legislative Update Federal Legislative Update</p>
<p><b>November 2, 2011</b> Began outline of written report, Mary G.</p>	<p style="background-color: black; color: black;">[REDACTED]</p>
<p><b>November 3, 2011—Department of Legislative Analyst Orientation</b> Discussion of waiver components Mary G.</p>	<p>Agenda Powerpoint</p>
<p><b>November 7, 2011—Breakthrough Center Cross Functional Team Meeting</b> Discussion of waiver components Ann C.</p>	<p>Agenda Minutes/Notes Materials</p>
<p><b>November 9, 2011- Feedback from Special Education Advocacy Group</b> Email from Ricki Sabia from The Maryland Down Syndrome Advocacy Coalition (National Down Syndrome Society-NDSS)</p>	<p>Email Comments</p>
<p><b>November 10, 2011—RTTT Executive Advisory Meeting</b> Discussion of waiver components Mary G. Ann C.</p>	<p>Agenda MG’s Powerpoint Notes/Minutes</p>
<p><b>November 14, 2011—Executive Team Meeting</b> Presentation and discussion of waiver components Ann C.</p>	<p>Agenda Minutes Handouts/Powerpoint</p>
<p><b>November 16-18, 2011—Maryland Assessment Group.</b> Presentation and discussion of waiver components. Ann C.</p>	<p>Agenda Handouts</p>
<p><b>November 17, 2011—Maryland Special Education State Advisory Committee (MSESAC)</b> Presentation and discussion of waiver components. Jean Satterfield</p>	<p>Minutes</p>
<p><b>November 29, 2011—LEA Stakeholders Committee</b> Presentation and Discussion on ESEA Flexibility- Bernie, Mary G., &amp; Ann C.</p>	<p>Agenda Feedback Handouts/Powerpoint</p>

<p><b>December 2, 2011---Superintendent’s Monthly Meeting /PSSAM</b>  Presentation and discussion of waiver components. Mary G., Ann C.</p>	<p>Agenda  Minutes</p>
<p><b>December 2, 2011--- ELL Advisory Meeting</b>  Presentation and discussion of waiver components. Mary G., Susan S.</p>	<p>Agenda  Feedback  Handouts/Powerpoint</p>
<p><b>December 5, 2011---K-12 Advisory Group</b>  Presentation and discussion of waiver components. Mary G., Ann C.</p>	<p>Agenda  Minutes  Handouts/Powerpoint</p>
<p><b>December 6, 2011---State Board Meeting</b>  Presentation and discussion of waiver components.  Presenter: Mary G.</p>	<p>Agenda  Feedback  Handouts (Memo from Bernie)</p>
<p><b>December 7, 2011- Internal Stakeholder Meeting-</b>  Discussion of feedback to date and focus on Principle #2</p>	<p>Agenda  Sample Indices</p>
<p><b>December 8, 2011- Carroll County Educator’s Association Representatives –</b> Presentation (representing 1800 of 2200 teachers in Carroll County)   Mary G.</p>	<p>Feedback  Handouts/Powerpoint</p>
<p><b>December 14, 2011- Superintendent’s Family Engagement Council</b>  Presentation on waivers to solicit parent feedback. Ann Chafin</p>	<p>Agenda  Minutes</p>
<p><b>December 15, 2011- Education Advocacy Coalition (EAC)</b>  Marcella and Jean will present on ESEA waivers and solicit feedback</p>	<p>Agenda  Feedback</p>
<p><b>December 15, 2011- Internal Stakeholder Meeting</b>  To prepare for USDE Office Hours</p>	<p>Handouts  Notes</p>
<p><b>December 20, 2011- Office Hours with the USDE</b>  Including internal stakeholders to clarify issues on Principle #2</p>	<p>Notes</p>
<p><b>January 4, 2012- Title I Coordinators and the Committee of Practitioners</b>  Mary G. &amp; Ann C.</p>	<p>Powerpoint  Feedback</p>
<p><b>January 6, 2012- Superintendents’ Meeting/PSSAM</b>  Update on waivers and process  Mary G. &amp; Ann C.</p>	<p>Agenda  Feedback  Handouts/Powerpoint</p>
<p><b>January 11, 2012- Special Education Directors-</b> This meeting will include all local Directors for Special Education,</p>	<p>Agenda &amp; Powerpoint  Feedback</p>

Directors for Infants and Toddlers, and the Preschool Coordinators Presentation on the waiver components to date Mary G. & Ann C.	
<b>January 19, 2012- ESEA Flexibility Forum for Special Education Advocates-</b> Mary G., Ann C. and Marcella F. presented and collected feedback from the Special Education Advocates	Agenda & Powerpoint Sign in Sheet Feedback
<b>January 20, 2012- Assistant Superintendents Meeting</b> Update on the waivers and process Mary G. & Ann C.	Agenda & Powerpoint Feedback
<b>January 24, 2012- State Board Meeting</b> Presentation on waiver application and request for approval Bernie S., Mary G., & Ann C.	Agenda, Memo, Powerpoint Minutes
<b>January 25, 2012 Maryland Draft Application Posted for Public Comment</b>	
<b>February 7, 2012- State Superintendents Non-Public Meeting</b>	Agenda
<b>February 8, 2012- Standard Setting</b> Standard Setting for the School Index	Agenda Feedback
<b>February 13, 2012- State Board Meeting</b> To endorse the application	Agenda Minutes
<b>February 24, 2012- State Superintendents Meeting</b>	Agenda
<b>February 28, 2012- State Board Meeting</b>	Agenda
<b>Feedback</b>	Letters: <ul style="list-style-type: none"> <li>- Education Advocacy Coalition</li> <li>- SESAC</li> <li>- CCSSO Feedback</li> <li>- Archdiocese Letter</li> <li>- MDAC Letter</li> <li>- Down Syndrome Coalition</li> <li>- SES Representatives</li> </ul>

\*Agendas, powerpoints/handouts, and minutes/notes are available as evidence of all meetings upon request.

# Appendix C-2: List of Stakeholders

**Stakeholder Groups for ESEA Flexibility Application  
Consultation**

<b>Stakeholder Group</b>	<b>Name</b>	<b>Organization/Affiliation</b>	<b>Meeting (s)</b>
<b>State &amp; Local School Boards &amp; Superintendents</b>	All Superintendents	Maryland (MD) Superintendents	PSSAM (8/28/11, 10/27-28/11) LEA Stakeholder (11/29/11)
	All Assistant Superintendents	MD Assistant Superintendents	Monthly Meetings (Nov., Dec., Jan. 2011-2012)
	James DeGraffenreidt	President, MD State Board of Education	Presentation at SBOE (9/27/11, 10/25/11) RTTT Executive Council (11/10/11)
	Betty Weller	Vice President, Maryland State Education Association	Standard Setting (2/8/11)
	Cathy Allen	President, Maryland Association of Boards of Education	RTTT Executive Council (11/10/11)
	John Ratliff	Governor's Office	Standard Setting (2/8/11)
	Jack Smith	President, Public School Superintendents Association of Maryland	RTTT Executive Council (11/10/11) Standard Setting (2/8/11)
	Linda Dudderar	LEA Assistant Superintendent for Instruction- St. Mary's County	K-12 Assessment Advisory Committee (12/5/11)
	Gary Bauer	Local School Board Member- Carroll County	K-12 Assessment Advisory Committee (12/5/11)
	Sue Wagoner	Superintendent- Garrett County	Title I Coordinators and the Committee of Practitioners (1/4/12)
	Joshua Starr	Superintendent- Montgomery County	Standard Setting (2/8/11)
	Margo Handy	Assistant Superintendent- Wicomico County	Standard Setting (2/8/11)
<b>Local School System &amp; Central Office Employees-</b>	Cliff Eichel	Local Education Accountability Coordinator- Charles County	K-12 Assessment Advisory Committee (12/5/11) Standard Setting (2/8/11)
	Marti Pogonowski	Local Education Accountability Coordinator- Anne Arundel County	Standard Setting (2/8/11)

	Tim Hayden	High School Counselor Supervisor- Office of School Counseling, Baltimore County	K-12 Assessment Advisory Committee (12/5/11)
	LEA Assessment Specialists	MD LEA Assessment Specialist	Maryland Assessment Group (11/16-18/11)
	Kendra Johnson	Title I Coordinator- Baltimore County	Title I Coordinators and the Committee of Practitioners (1/4/12) Standard Setting (2/8/11)
	Felicia Lanham	Title I Program Director- Montgomery County	Title I Coordinators and the Committee of Practitioners (1/4/12)
	Beth Sheller	Title I Parent Involvement Liaison- Wicomico County	Title I Coordinators and the Committee of Practitioners (1/4/12)
	Caroline Walker	Coordinator, Office of Academic Intervention and Title I- Howard County	Title I Coordinators and the Committee of Practitioners (1/4/12)
	Carl Love	Homeless Education/Title I Liaison- Baltimore County	Title I Coordinators and the Committee of Practitioners (1/4/12)
	Geri Thompson	Director, Judy Center & Even Start Program- Queen Anne's County	Title I Coordinators and the Committee of Practitioners (1/4/12)
<b>Principals</b>	Tess Blumenthal	President, Maryland Association of Elementary School Principals	RTTT Executive Council Meeting (11/10/11)
	Kim Dolch	President, Maryland Association of Secondary School Principals	RTTT Executive Council Meeting (11/10/11)
	Daryl Kennedy	Principal, Meade High School- Anne Arundel County	K-12 Assessment Advisory Committee (12/5/11)
	Mita Badshah	Principal, Ballenger Creek Middle School- Frederick County	K-12 Assessment Advisory Committee (12/5/11)
	Dana McCauley	Principal, Crellin Elementary School- Garrett County	Title I Coordinators and the Committee of Practitioners (1/4/12) Standard Setting (2/8/11)
	Richard Ramsburg	Principal, Adult Education and Even Start- Frederick County	Title I Coordinators and the Committee of Practitioners (1/4/12)

	Lloyd Taylor	Principal, Sudlersville Elementary School- Queen Anne's County	Standard Setting (2/8/11)	
	Catherine Hood	Principal, Oklahoma Road Middle School- Carroll County	Standard Setting (2/8/11)	
	Jacqueline Williams	Interim Principal, Baltimore Polytechnic Institute- Baltimore City	Standard Setting (2/8/11)	
<b>Teachers &amp; their Representatives</b>	Marietta English	President, Baltimore Teachers' Union	RTTT Executive Council Meeting (11/10/11) K-12 Assessment Advisory Committee (12/5/11) Standard Setting (2/8/11)	
	Clara Floyd	President, Maryland State Education Association	RTTT Executive Council Meeting (11/10/11) K-12 Assessment Advisory Committee (12/5/11)	
	Loretta Johnson	Executive Vice President, American Federation of Teachers, AFL-CIO	RTTT Executive Council Meeting (11/10/11)	
	Radhika Plakkot	Calvert County Teacher of the Year 2008	K-12 Assessment Advisory Committee (12/5/11)	
	Joshua Parker	Baltimore County and Maryland State Teacher of the Year 2011	K-12 Assessment Advisory Committee (12/5/11)	
	Carroll County Educators	Carroll County Education Association Representatives- representing 1800 teachers in Carroll County	Presentation by Mary Gable (12/8/11)	
	Teachers	Teachers from across the 24 LEAs	Maryland Assessment Group (11/16-18/11)	
	Vernon Thompson	Automotive Instructor- Harford County	Title I Coordinators and the Committee of Practitioners (1/4/12)	
	Quanya Williams	Title I Intervention Teacher- Baltimore City	Title I Coordinators and the Committee of Practitioners (1/4/12)	
	Christian Slattery	Teacher, Hall's Cross Road Elementary School- Harford County	Standard Setting (2/8/11)	
	<b>Students</b>		President, Maryland Association of	RTTT Executive



		Student Councils	Council (11/10/11)
	Student Council Representatives	Maryland Association of Student Councils	Presentation by Laura Motel (MSDE) (10/25/11)
<b>Parents</b>	Sam Macer	President, Maryland Foster Parent Association	RTTT Executive Council (11/10/11)
	Kay Romero	President, Maryland PTA	RTTT Executive Council (11/10/11) K-12 Assessment Advisory Committee (12/5/11)
	Parent Representatives	Parent Involvement Council	Presentation by Ann Chafin (12/14/11)
		Parent- Baltimore City	Title I Coordinators and the Committee of Practitioners (1/4/12)
		Parent- Cecil County	Title I Coordinators and the Committee of Practitioners (1/4/12)
		Parent- Howard County	Standard Setting (2/8/11)
<b>Higher Education</b>	Tina Bjarekull	President, Maryland Independent Colleges and Universities Association	RTTT Executive Council Meeting (11/10/11)
	William E. Kirwan	Chancellor, University System of Maryland	RTTT Executive Council (11/10/11)
	Nancy Shapiro	Associate Vice Chancellor of Academic Affairs- University System of Maryland	K-12 Assessment Advisory Committee (12/5/11)
	Danette Howard	Interim Secretary of Higher Education , Maryland Higher Education Commission	RTTT Executive Council (11/10/11)
	H. Clay Whitlow	Executive Director, Maryland Association of Community Colleges	RTTT Executive Council (11/10/11)
<b>Organizations representing students with disabilities &amp; English Language Learners</b>	Leslie Margolis	MD Disabilities Law Center	K-12 Assessment Advisory Meeting (12/5/11)
	Karen Woodson	Local Supervisor of ELL- Montgomery County	K-12 Assessment Advisory Committee (12/5/11)
	Laura Hook	ELL Representative and Vice President, Maryland TESOL- Howard County	K-12 Assessment Advisory Committee (12/5/11) Standard Setting (2/8/11)
	Dr. Anjali Pandey	ELL Advisory Council	Standard Setting (2/8/11)
	Dianne Yohe	LEP Representative- Prince	Standard Setting

		George's County	(2/8/11)
	Special Education Advisers	Special Education Advisory Group	Presentation by Jean Satterfield (MSDE) (11/17/11)
	Ricki Sabia	The Maryland Down Syndrome Advocacy Coalition	Email correspondence and feedback after presentation by Jean Satterfield (11/10/11)
	Directors for Special Education, Directors for Infants and Toddlers, and the Preschool Coordinators	Directors for Special Education, Directors for Infants and Toddlers, and the Preschool Coordinators	Presentation by Mary Gable & Marcella Franczkowski (1/11/12)
	Education Advocates	Education Advocacy Coalition (EAC)	Presentation by Marcella Franczkowski & Jean Satterfield (12/15/11)
	Special Education Advocates	Special Education Advocates	Presentation by Mary Gable, Ann Chafin & Marcella Franczkowski (1/19/12)
	Selene Almazan	Director, Maryland Coalition for Inclusive Education	Standard Setting (2/8/11)
	Sheree Witt	Director of Special Education- Allegany County	Standard Setting (2/8/11)
<b>Business organizations</b>	June Streckfus	Executive Director, Maryland Business Roundtable for Education	RTTT Executive Council Meeting (11/10/11) K-12 Assessment Advisory Committee (12/5/11) Standard Setting (2/8/11)
	██████████	Small/medium business owner- St. Mary's County	Standard Setting (2/8/11)
<b>Non-Public/Private School Services</b>	Julia Rogers	Director, Government Funded Programs- Archdiocese of Baltimore	Title I Coordinators and the Committee of Practitioners (1/4/12)
	Judy Tonkins	Education Specialist- Baltimore City- Non-public/private school services	Title I Coordinators and the Committee of Practitioners (1/4/12)
<b>Community Engagement Groups</b>	Susan Shaffer	Executive Director, Mid-Atlantic Equity Consortium	Title I Coordinators and the Committee of Practitioners (1/4/12)

Appendix C-3: Higher Education and  
MSDE ELA and Math Briefing- Agenda,  
Minutes and Powerpoints

**Higher Ed and MSDE  
Reading/English Language Arts Briefing  
February 22, 2011  
University System of Maryland- Atrium  
10:00 a.m. to 2:30 p.m.**

**Revised AGENDA**

- **Welcome and Introductions**
- **PARCC Consortium – Allison Jones, PARCC project, ACHIEVE**
- **Development of Common Core State Curriculum – Kathy Lauritzen, MSDE**
- **Overview of Transition Plan to Common Core in MD**
- **Small Group Review of MD Common Core State Curriculum Framework for Writing**
  - **Pre-K – Gr. 2 – Facilitated by Ava Spencer, MSDE, and Lea Ann Christenson, MSDE**
  - **Gr. 3 – 5 – Facilitated by Sylvia Edwards, MSDE**
  - **Gr. 6-8 – Facilitated by Lynette Sledge, MSDE**
  - **Gr. 9-12 – Facilitated by Cecilia Roe, MSDE**



Higher Ed Review of Writing Framework

February 22, 2011

Name of Reviewer \_\_\_\_\_ Email contact \_\_\_\_\_

Higher Ed Institution \_\_\_\_\_ Position \_\_\_\_\_

Grade Band Reviewed (circle one):    PreK-2            3-5            6-8            9-12

MD CCSC Framework Standard	Suggestions for Revision (Clarity, Additions, Deletions)	Flow from Grade band below/above	Toolkit Ideas (Terms, clarification, resources)
W1			
W2			
W3			
W4			
W5			

W6			
W7			
W8			
W9			
W10			

What ways do you think would be best to help your colleagues begin to transition to the MD Common Core State Curriculum through the courses that they teach?

DRAFT

Maryland Common Core State Curriculum  
English Language Arts

Standards for Writing (W)

<b>Topic/Cluster: Text Types and Purposes</b>	
<b>W1 CCR Anchor Standard</b>	
Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	
<b>Grades 9-10</b>	<b>Grades 11-12</b>
<p><b>W1</b> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p><b>W.1a</b> Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.</p> <p><b>Essential Skills and Knowledge</b></p> <ul style="list-style-type: none"> <li>Apply the pre-writing phase of the writing process independently (See CCSS 9-10 W.5)</li> <li>Choose, apply, and maintain an organizational structure appropriate to the writing purpose (See CCSS 9-10 W.4)</li> <li>Generate and develop a well-constructed controlling idea or thesis that states refutes, or modifies a position. (See CCSS 9-10 W.4, W.5)</li> <li>Determine and gather relevant, reliable, and valid information from print and digital sources. (See CCSS 9-10 W.6, W.7, W. 8, W.9b; see also RI.5)</li> </ul>	<p><b>W1</b> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p><b>W.1a</b> Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.</p> <p><b>Essential Skills and Knowledge</b></p> <ul style="list-style-type: none"> <li>Apply the pre-writing phase of the writing process independently (See CCSS 11-12 W.5)</li> <li>Choose, apply, and maintain an organizational structure appropriate to the writing purpose (See CCSS 11-12W.4)</li> <li>Generate and develop a well-constructed controlling idea or thesis that states refutes, or modifies a position. (See CCSS 11-12 W.4, W.5)</li> <li>Determine and gather knowledgeable, relevant, reliable, and valid information from print and digital sources. (See CCSS 11-12 W.6, W.7, W. 8, W.9b; see also, RI.5)</li> <li>Compare the significance of opposing claims while determining which claims best support the argument. (See CCSS 11-12W 7, W.9b)</li> </ul>
<b>W.1b</b> Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.	<b>W.1b</b> Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
<b>Essential Skills and Knowledge</b>	
<ul style="list-style-type: none"> <li>Apply the drafting phase of the writing process independently. (See CCSS 9-10 W.5)</li> <li>Demonstrate attention to audience interest and concern by using rhetorical appeals and by refuting opposing positions and opinions. (See CCSS 9-10 W.4, W.5)</li> <li>Use words, phrases, and clauses to link the major sections of the text. (See CCSS 9-10 L.1b)</li> </ul>	<ul style="list-style-type: none"> <li>Apply the drafting phase of the writing process independently. (See CCSS 11-12 W.5)</li> <li>Demonstrate attention to audience interest, values, biases, and concerns by using rhetorical appeals and by refuting opposing positions and opinions. (See CCSS 11-12 W.4, W.5)</li> <li>Use words, phrases, and clauses to link the major sections of the text. (See CCSS 9-10 L.1b)</li> </ul>

\*Refer to Common Core Language Progressive Skills, by Grade

MSDE/ELA-2/15/2011

## **MSDE/Higher Ed English Language Arts Higher Ed Meeting**

**February 22, 2011**

### **Introductions**

- In CA, they plan how many jail cells they will build based on how many children are not reading by third grade

### **Allison Jones- Achieve – Partnership for the Assessment of Readiness for College and Careers (PARCC)**

- “If we cannot learn wisdom from experience it is hard to say where it will be found” George Washington
- Close to 48 states and DC that have adopted the CCS, was developed by the states, not the federal government- supported by the governors who wanted to move it forward
- What students are expected to know in high school is not what we in higher education expect them to know- the CCS will create a common set of expectations for what students should know when graduating high school and entering college
- Effort between CCS and higher education- we are aligning the common core with the higher ed expectations
- CCS has a clear mission statement- to provide a consistent clear understanding of what students are expected to learn , designed to be relevant to the real world, to reflect the knowledge and skills our students will need to be competitive globally and nationally- types of skills employers want- are ability of students to think analytically, critically, synthesize, - for students to be fully prepared
- In terms of its engagement, PARCC initiative – one of two consortia funded, state of MD is a governing state (13 of 25) that are committed to this effort- to pilot the assessments and accept a college readiness indicator students will get as part of this process- much of what is done today will roll into the process of developing the assessments
- The Assessment design is a “through course model”- students will be assessed on a quarterly basis and will be in grades 3-11- ideally, trying to define what this means, not formative, but summative- will be computer based so teachers get data back in 5 days to know effectively teachers are teaching the material and how effectively students are learning the material and hopefully will have supports along the way
- Higher education has made a major commitment- over 200 Higher Ed reps that signed a letter of intent last spring in support of the RTT grant and the PARCC grant- represents over 1000 IHES- an agreement nationally from 25 states that says that if in fact the college readiness score is developed with higher education, (likely to be 11<sup>th</sup> grade), an indication of whether student is college ready – it will exempt you from entry into the first year credit-



- bearing courses (not admission or does NOT replace existing placement tests used to place students in advanced courses).
- Role of higher education is to work closely with K-12 and be engaged in that work
  - Last week, some higher Ed faculty from our state met with K-12 faculty from our state to talk about what skills are most important for students to be college ready- one of the outcomes was that K-12 faculty and Higher Ed faculty didn't necessarily have the same assumptions
  - What are the most important skills to be assessed effectively to define college readiness?
  - The college readiness from perspective of SAT is 500 on ELA, it is 65% chance of earning B or better in first credit bearing courses, ACT: ELA score 18, means 50 % will score B or higher in first credit bearing course
    - o Range of PARCC states- SAT: 400-600; ACT: 16-21- so students who are remedial in one state are fully proficient in another and vice versa- one of the things that common core is doing is creating a common definition of college readiness because the college ready cut score will be acceptable across all states, not just across institutions within a state
  - This is the purview of the faculty- this is not the decision of the president- it is the faculty in the classrooms, if faculty don't understand the common core and don't participate in the definition of college readiness, then it won't work
  - There is an Higher Education Advisory Committee- There are representatives from participating states and governing states, representatives from SHEEO, - it is a broad based group that will provide guidance to the overarching executive committee
  - A high school diploma is no longer enough, 83% of the nation's jobs require some postsecondary training
  - "To encourage literature and the arts is a duty which every good citizen owes to its country" George Washington
  - Timetable for defining college readiness-
    - o Assessment for K-12 had to be in place and administered in 2014-2015; we can't develop the college ready definition until we have some experience with the students responses- states (including MD) will begin piloting this after development
    - o Working on putting together tools to help assist the development of curricula aligned with the common core standards
  - Only 15% of 90% of 11<sup>th</sup> graders who took a college readiness exam in CA where college ready two years ago- jumped to 21% last year
  - Question about NCTE – NCTE was at table for development of common core, but so far not in development of the PARCC assessments
  - Challenge- looking for an artificial component for scoring, doesn't exist yet, but looking for it to be developed

**Kathy Lauritzen- MSDE- Presentation MD Common Core State Standards Initiative  
(Powerpoint also attached)**

- Working hard on the K-12 piece to prepare students for higher education
- In Spring of 2009- the standards were put out for comment- in June of 2010 final draft was released with updates from the comment period. In June MD State Board voted to adopt the standards- states could add 15% more to them, MD did not feel it necessary, only added Pre-K
- Four Strands; K-12- Reading, Writing, Speaking & Listening, Language- in Reading- Literature, Informational Text, and Foundational Skills K-5
- Common core is organized around standards that are called college and career ready anchor standards for each of the 4 strands- there are 10 standards in reading and are applied in the 3 subgroups of reading (with the exception of the Foundational Skills category for grades K-5), 10 for writing, 6 for speaking and listening and 6 for language
  - o The anchor standards are broken down by grade- what part of it is appropriate for each grade level teacher to develop- so there are grade specific standards as well (which we will look at today)
  - o In grades 6-12 there are additional standards that relate back to the same college and career ready standards- in reading the same 10 standards are applied to reading in literacy in history/social studies and literacy in science and technical subjects; the 10 writing standards are applied in the literacy in history/social studies and science and technical subjects
- In the fall, there was a gap analysis- the board adopted in June, MSDE had to run a detailed gap analysis- over the summer brought in teachers and looked at CCS and existing state curriculum and looked at how they matched up, round 2 was to bring in higher Ed folks and have them rate the match and the third round was to the supervisors and had them look at that matching
  - o Overall in ELA there was an 89% match of excellent, good, and weak
  - o 50% matched at the excellent level
  - o Lowest percent of excellent matches were in middle and high school
  - o Crosswalk will include only excellent matches
  - o Grade matches
  - o Areas of concern: writing (because not assessed in our current curriculum), complexity of text, rigor
  - o Timeline: Late summer, early fall 2010
  - o So rewriting the curriculum
- MD Common Core State Curriculum Framework- Common Core State Standards are not a curriculum because a curriculum has to help teachers identify essential skills and knowledge – MSDE did this by bringing educators together and then they identified by educators and woven into framework document

- Timeline: develop and share completed framework document in May; present to State Board of Education in June; Present for feedback at Educator Effectiveness Academies this summer (using RTT funds to bring faculty from every school (opportunity for 5800 teachers and administrators to offer feedback) for the next 3 summers- every school will send an administrator, an ELA person, a Math person and a STEM person); Revisions made based on Academy feedback
- Started with writing because it is not assessed and is important for concerns about college and career ready- that is the piece to be shared today
- Toolkit:
  - Clarification documents, where necessary
  - Lesson seeds
  - Model lessons
  - Model units
  - Formative assessments
  - Identification of text passages
  - Intervention/extensions
  - Timeline:
    - Inventory of current toolkit this year
    - Development of toolkit over next three years (will work with teachers to do this and invite higher Ed faculty to participate as well)
- Collaboration- PARCC consortium that Allison Jones presented
  - PARCC is also building a toolkit as well and MD will work with them during development
- Tasks for today:
  - Look at the DRAFT frameworks in writing- they are to be returned because they will change as feedback is fed into the document
  - Divide into groups
  - Review the MD Common Core State Curriculum Framework document for Writing
  - Discuss the essential skills and knowledge section under each of the common core standards
    - Make suggestions for revisions (clarity, additions, deletions, etc.)
    - Check flow from grade band to grade band (pre-K, 3-5,6-8, and 9-12)
    - Toolkit ideas (terms, clarifications, resources)
- Kathy's email: [Klauritzen@msde.state.md.us](mailto:Klauritzen@msde.state.md.us)

**\*At this point in the meeting we split into working groups- one group looked at the High school Framework, one at the 6-8 framework, one at the 3-5 framework, and one at the pre-school framework- There was also an electronic group that talked a bit about the high school framework, but couldn't offer feedback because the document was unavailable electronically)\***

**Electronic group** (FSU (Charles Ewers, Ralph Brewer, and Beth Holmberg), CSU (Elaine Sykes), Garrett College (Phil Rivera), and Salisbury (Nancy Michelson and Lucy Morrison)

- Standards for Writing (W)- facilitated by Kathy Lauritzen
  - The document will be made public in May/June
    - o There were concerns that this doesn't allow enough feedback from the electronically participating folks- Kathy asked folks to email her and she will speak to her supervisors about contributing on a small scale for more feedback
    - o Suggestion a reading list for 9<sup>th</sup> graders to align with college
    - o There is a concern that there is not writing being taught in high school- there are not forms of writing, but just one research paper a year – This feedback will be given to both the curriculum folks and the assessment folks (it is a notion that was echoed across faculty and institutions)
    - o Accreditation is anchored in reading and writing outcomes- students must write a statement of purpose for college admissions
- 

**High School Group-** 15 people in the group

- Two sets of standards: Grades 9/10 and Grades 11/12. The grade levels are taken together, with the expectation that students reach standards at the end of a two year period.
- **W1 Standard**
- Q: Why is the word “independent” only used in the writing process expectation—should it be the “stem” component of each of the standards?
- Q: There appears to be confusion between the use of “claim” and “thesis” that could lead students to misunderstand. Claim is the term that is used in argument and rhetoric.
- Q: Although sources are mentioned, there appears to be no mention of documentation of sources
- Q: Should the term “academic vocabulary” be balanced by references to “standard English?” Can we change “academically appropriate” to “discipline specific?”
- Q: How should we react to the fact that there is no real difference between 9/10 and 11/12 standards?
- A: It may be a difference in mastery level.
- Comment: the document does not make a distinction between mastery and competency.
- Q: Why is writing process mentioned throughout—shouldn't they have it down by 11/12?
- A: Teachers insisted on it.

- Q: Where does vocabulary building come in?
- A: in Language
- Comment: Vocabulary development is a huge weakness for students in developmental reading and writing courses.
- **W2 Standard**
- Q: Students don't understand that even paraphrases need to be cited. Where is citation form taught in High School?
- Q: Can you add accuracy to the list on W2a bullet 3?
- Q: Add "connotative language" to W2b
- Q: Acceptable usage is different for different rhetorical situations. Can you change "acceptable" to "suitable?"
- Q: Where is summarizing, paraphrasing?
- A: Elementary standards, but also should be cross referenced with media, library, reading and language.
- **W3 Standard**
- Q: Is memorization (poems, plays) a part of the standards?
- A: No
- Q: Where do they learn language, style, tone, voice, mood?
- Q It appears that the sequence of the standards is not correct. There is no narrative writing mentioned—does that occur elsewhere?
- Use correct sentences rather than complete, which is too narrow. Need to include other matters of syntax, such as confusing prediction.
- Library-media people will evaluate terminology- ideas related to their discipline
- **W7 Standard**
- Too much information
- **W8 Standard**
- No mention of assessment in red.
- Need to include that wording- put it in 3<sup>rd</sup> bullet

- **W9 Standard**
  - Add- demonstrate understanding of propaganda, bias, and logical fallacies
  - Many questions about how the Common Core Standards will be implemented
  - Need to add action and passive voice somewhere
  - **W9a Standard**
  - grade-level print- questions about definition of this term
  - How do we ensure that students are using grade level information when doing research?  
This is really a Reading standard and applying it to grade level text that is chosen for them
  - Also need to include “without plagiarism”
  - Add bullet- students should understand what constitutes plagiarism- “Demonstrate understanding that paraphrases, summaries, and quotations must be cited”
  - Add “in an ethical manner” to the end of 2<sup>nd</sup> bullet
- 

## **6-8 Grade Group**

### Comments and Observations

- Plagiarism is difficult for college level students to understand fully. How is academic honesty presented and supported?
- Wish to see reading standards discussed among college faculties.
- How might secondary schools support positive reading habits?
- A need for professional development among groups within higher ed faculty to determine what skills students should be expected to bring to higher ed experience
- Offer more focused explanation for relationship between reading materials being connected to writing expectations
- Suggest a more forceful focus upon audience in writing process
- Concern about the degree of technology expertise expected of students

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### **3-5 Grade Band- General Comments and Observations:**

- Concern that instruction in the concepts of paragraph and topic sentence was not clearly articulated; the expectation is there but not specificity about when students will receive instruction
- Suggestion to clarify length of writing assignments. How much can a 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> grader be expected to do well?
- Attention to plagiarism should be clear at all levels. Avoid giving assignments where students can simply cut and paste.
- Clarify and be consistent about when students move from “guidance and support” to “support” to “independent application” of the writing process.
- Some terminology may require footnoting, e.g., thesis, academic vocabulary.
- Check to correct any unintentional dropping off of rigor from grade to grade.
- Concern over CCSS expectations for level of keyboarding skills and stamina for younger students.
- Suggestion to revisit framework formatting to make sure the framework is easily accessible to teachers, e.g., perhaps more bullets

---

### **PreK – Grade 2 Group**

This group looked at the preK-2nd grade materials. Here are some highlights of questions/concerns they had:

Overall, the group was productive. They did not see clear reference to the introduction of primary vs. secondary documents; understanding how to identify and write fiction vs. non-fiction; understanding how to write poetry or drama. In addition, while they understood that that UDL is inferred or understood, they did not want ELLs or children eligible for special education or ELLs with disabilities to get lost in the shuffle. Therefore, in the Toolkit section they offered a recommendation that Assistive Technology be considered at all grade levels, including, but not limited to, voice-synthesized software (such as Kurzweil), voice-activated software (e.g., Dragon Naturally Speaking), spell checkers (e.g., Franklin spell checkers), and webdesign/outline software (e.g., Kidspiration or Inspiration). In addition, they discussed the idea of including the use of

sequencing materials such as comic strips (starting with nonverbal comics to more complex verbal comics) and/or story sequencing cards to introduce sequencing to children.



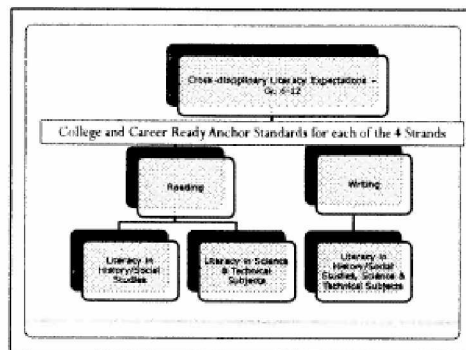
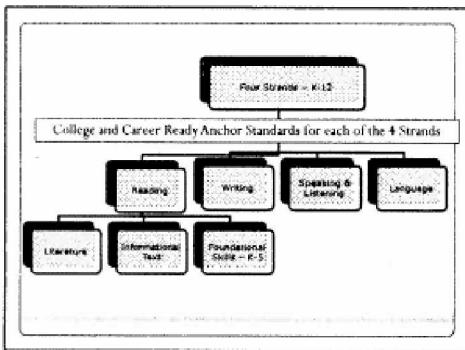
**MD Common Core State Curriculum**  
 MSDE/Higher Ed Work Session  
 February 22, 2011

Beginning in the spring of 2009, Governors and state commissioners of education from 48 states, 2 territories and the District of Columbia committed to developing a common core of state K-12 English-language arts (ELA) and mathematics standards.

The Common Core State Standards Initiative (CCSSI) is a state-led effort coordinated by the National Governors Association (NGA) and the Council of Chief State School Officers (CCSSO).

[www.corestandards.org](http://www.corestandards.org)  
 Final standards were released June 2, 2010

**The Common Core State Standards Initiative**



- 89% match = excellent, good and weak
- 50% match = excellent
- Lowest percent of excellent matches are in middle and high school
- Crosswalk will include only excellent matches
- Grade matches
- Areas of concern: writing, complexity of text, rigor
- Timeline:
  - Late summer, early fall, 2010

**Gap Analysis**

- Common Core State Standards
- Essential Skills and Knowledge
  - Identified by educators in work groups
  - Woven into framework document
- Timeline:
  - develop and share completed framework document in May
  - Present to State Board of Education in June
  - Present for feedback at Educator Effectiveness Academies this summer
  - Revisions made based on Academy feedback

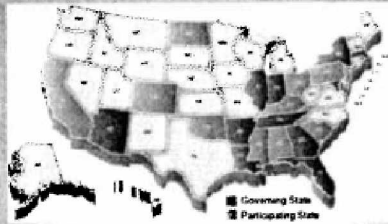
**MD Common Core State Curriculum Framework**

- Clarification documents, where necessary
  - Lesson Seeds
  - Model Lessons
  - Model Units
  - Formative Assessments
  - Identification of text passages
  - Interventions/extensions
- Timeline:**
- Inventory of current toolkit this year
  - Development of toolkit over next three years

**Toolkit**

- Twenty-five states have joined together to create the Partnership for the Assessment of Readiness for College and Careers (PARCC).
- The goal is to create an assessment system and supporting tools that will help states dramatically increase the number of students who graduate high school ready for college and careers and provide students, parents, teachers and policymakers with the tools they need to help students - from grade three through high school - stay on track to graduate prepared. The Partnership will also develop formative tools for grades K-2.

**Collaboration**



**Members of the PARCC Consortium**

- Divide into groups
- Review the MD Common Core State Curriculum Framework document for Writing
- Discuss the essential skills and knowledge section under each of the common core standards
  - Make suggestions for revisions (clarity, additions, deletions, etc.)
  - Check flow from grade band to grade band
  - Toolkit Ideas (terms, clarifications, resources)

**Our work today**

Kathy Lauritzen  
klauritzen@msde.state.md.us

**Questions**

**Higher Education Review of Maryland  
Common Core State Curriculum Frameworks**

**MATH**

**April 21, 2011**

**Tentative Agenda**

- 10:00 a.m.**
- Welcome and Introductions**
  - PARCC Update**
  - Common Core State Standards: Overview of the Maryland Plan**
  - General Overview of Format**
  - Lunch**
  - Debriefing**
    - Next Steps
    - Educator Effectiveness Academies
- 2:30 p.m.**
- Evaluation and Thank you**

## **Math Faculty Common Core Framework Meeting**

**April 21, 2011**

Welcome from Chancellor Kirwan- Thanking the faculty gathered here for their involvement in this very important work. Kirwan emphasized that the real problem in math education is the gap between high school and college.

Allison Jones- from Achieve, Senior Fellow working on the PARCC (Partnership for the Assessment of Readiness for Colleges and Careers) Consortium

The common core standard initiative was initiated by the Governors and CEOs and was adopted by 44 states- this was a bottoms up approach

States currently use varying methods to define and measure college readiness- there is no common measure within or across states to define college readiness

Most colleges and universities use a score even lower than ACT set their college ready score- the challenge is that every institution has a different definition and different expectations of core competencies

The PARCC initiative challenge is to develop a common definition of college readiness that will be fully acceptable to all colleges and universities in the PARCC states

What students are expected to know, as measured by assessments in High School do not equate with what postsecondary institutions feel students need to know

PARCC (through Achieve) received \$170 million dollars from Race to the Top funds (Smarter Balance was the other consortium)

Maryland is a governing state in this consortium- only participating in this consortium, agreed to pilot the assessments and will implement the assessments in 2014-2015

Goal- to create a “through course assessment”- students will be tested at 25%, 50%, 75% and the final exam- weighting of these tests have not been decided, but it will provide immediate feedback to the students and teachers that will give an opportunity to provide additional resources where and when needed

This is an accountability model- the K-12 community felt that this was important- to measure students, teachers, schools, districts, etc.- Smarter Balance is not an accountability model

Through Course #4- research papers and other types of in depth assessments that will augment the other through course assessments, students will be expected to build on the knowledge and use it in a way besides an exam

Timeline- Assessment has to be rolled out by 2014-2015

Key mathematics focus group- met on April 11, 2011

Included 5, four-year math faculty; 4, two-year faculty, and 2, K-12 and 1 HE

Objective- to engage higher education faculty and leaders in the process of designing the high school assessment to ensure its allows for the certification of college readiness; to identify the options for certifying college readiness for students who take college readiness test before the 11th grade

Looked at the key competencies (domains)- what are they in each course to ensure college readiness? And what are the competencies in geometry that higher education faculty value and want to be sure are measured?

When to assess? Looking at using 3rd exam of the year- Non routine tasks that require “securely held knowledge”

College Readiness Score that hasn’t been decided on yet, but would measure depth and breadth- will be evidence based and then the validity of the college readiness assessment

Scoring ranges- college ready, conditionally college ready and not college ready- we want to encourage students to take more math, but won’t require it because that is the purview of the state 83% of the nation’s jobs require some postsecondary education or training

Questions:

Will the testing environment also be considered? Students should have the same testing environment throughout K-12 that they use for taking the college readiness exam?

A: Yes, this is part of the work- all the exams will be electronic

Will the exam be constructed in a way that does not allow teachers to “teach to the test”?

A: We do not know yet- in English it is unlikely, but for Math, we do not know yet

Is this actually a placement test? Placement tests usually tell levels of where they place into...

A: This is not a placement test, but an indication of whether a student will need remediation- it is an indication that they have mastered college readiness and skills – it is to place them into the first level credit bearing course- it is an early warning system for the students

Is it feasible that a university can withhold admission to a student who does not pass the test or is not defined as “college ready”?

That is an individual state and institution decision- this will not be a standard across PARCC or that will come from Achieve – this is a public policy issue that requires a lot of discussion

Donna Watts, Maryland State Department of Education-

Refer to the slides from MSDE

Will be showing the draft forms of the frameworks and faculty will have the opportunity to provide feedback on the frameworks

MSDE staff discussed 3<sup>rd</sup> grade standards, 7<sup>th</sup> grade standards, and high school standards

Green means a prior standard, red is what MSDE added – Essential Skills and Knowledge, black is common core (no wording changes), blue is a link to clarification or glossary

MSDE needs help in unpacking these standards and for faculty to really think about what a student needs to be successful

The eight points located in a box on the right side are critical (Habits of Min

The HS documents are very similar to the elementary and middle school standards, but more detail is provided via Units (note description of document on slides...provides detail of what’s included in the High School Framework document)

Faculty split into groups to review the Framework

Debriefing

What positive comments would you like to share?

What suggestions do you have?

How will this impact the content of your courses and the expectations for your future teachers?

Someone needs to look at how language is being used from grade level to grade level

- That everyone should have access to the toolkits- including parental and family support for the electronic resources
- Being at a community college, it will be longer before prepared students get to us- we need to have more diverse opportunities for first year students- more sections for those still in remediation and those who have come through this more successful program- will require a wide spectrum
- When will the assessment begin? 2014-2015- Will they have a remediation course available immediately to help those not ready?- We don’t know that yet- we are working on the transition plan from the state curriculum to the new Common Core

Standards Curriculum – states are still bound by NCLB so this is all under discussion in terms of the transition plan

- In smaller counties, great documents, with good comparisons will really make the difference- the more specific the better (here is where you are now, here is what is new, and here is the difference)
- The new standards are exciting- more based on conceptual standards than we have seen before- this will benefit those who are becoming teachers as well because they will be taught in this way- we will see a whole new group who will learn conceptually and will then teach conceptually
- Parallel standards need to be identified from grade to grade and course to course
- Inclusion of modeling is very important- so anywhere that the curriculum can incorporate modeling is useful
- What did you learn about the Common Core State Standards and/or the Frameworks that was new or surprised you?
  - Frameworks are striving to provide details.
  - Statistics is introduced at a much earlier grade.
  - This is the math we used to do in our schools.
  - Algebra I is more rigorous than the Algebra I currently being taught in schools.
  - There is inconsistency in the documents across the grade levels.
- What, if anything, concerns you about the Common Core State Standards and/or the Frameworks?
  - Frameworks are inconsistent in the details they provide and the voice used.
  - Skills and Knowledge terminology is confusing and mis-leading.
  - Many factors which will impact success are out of our/teacher control.
  - We have been giving credit to students who are doing little more than putting their name to the paper.
  - Supports are needed for who are currently having difficulty in mathematics.
  - The transition plan is concerning.
- What suggestions do you have that would ease the transition to the Maryland Common Core State Curriculum?
  - Individual support and personal contact is needed for the teacher, the parent and the student.
  - Professional development will need to go to a higher level if we expect success with these standards.
  - Videos would be helpful as we move forward.
  - Common planning time would allow teachers to work together as they implement the standards.

Next Steps:

- Frameworks edited based upon the feedback from reviews and information gained from PARCC
  - o Reviews will continue throughout the summer at the Educator Effectiveness Academies
- Frameworks presented to the State Board of Education for acceptance in June 2011
  - o Finalized in June 2012
- Curriculum Writing Continues
  - o Curriculum includes frameworks and toolkit
- Educator Effectiveness Academies
  - o 2011-2014 Professional Development for 6,000- there will be 11 academies
  - o First group starts this summer- 3 day academies- coming from all local LEAs- each school will send a team (a principal, a math teacher, an ELA teacher, and a STEM teacher)
  - o Master teachers will facilitate and represent each LSS
  - o MSDE opportunity to obtain feedback on Frameworks
  - o Take away- meaningful understanding of the frameworks and the MD CCS curriculum and expertise to share within their school systems to impact faculty and students



**Common Core State Standards**

Overview of the  
Maryland Common Core State  
Curriculum Frameworks

**History of CCSS**

- Back-mapped from Career and College Readiness Standards for Mathematics
- 2009 - NGA and CCSSO
  - Facilitated by Achieve
  - [www.corestandards.org](http://www.corestandards.org)

**CCSS**

- Focused, coherent, clear and rigorous
- Internationally benchmarked
- Anchored in college and career readiness
- Evidence and research based

**High Performing Countries in Mathematics**

1. Belgium (Flemish)
2. Canada (Alberta)
3. China
4. Chinese Taipei
5. England
6. Finland
7. Hong Kong
8. India
9. Ireland
10. Japan
11. Korea
12. Singapore

Standards from individual high performing countries and provinces were used to inform content, structure, and language. Writing teams looked for examples of rigor, coherence, and progression.

- **Standards for Mathematical Practice**
  - Habits of Mind for the Mathematically Proficient Student
- **Standards for Mathematical Content**
  - K through 8 arranged by domains
  - 9 through 12 arranged by conceptual categories

**Today's Focus**

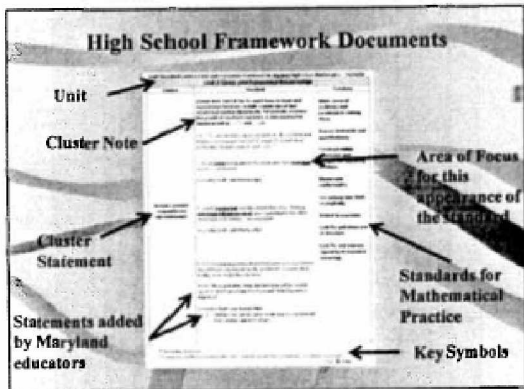
- **Feedback for the Frameworks**
  - Unpacking the standards
  - Clarification
  - What the teacher does and/or what the student should be able to do

2010 Maryland Content Area Test Frameworks for Grade 3 Mathematics

Grade 3		Mathematical Practices
<p><b>DOMAIN: Operations and Algebraic Thinking</b> Cluster</p> <p><b>Apply and extend previous understanding of multiplication and division.</b></p> <p><b>3.OA.A</b> Use multiplication to solve word problems involving unknowns in all positions—for example, <math>8 \times ? = 48</math>, <math>56 \div ? = 8</math>, and <math>48 \div 8 = ?</math>. Represent the unknown by a letter such as <math>x</math>. For example, interpret the equation <math>3x = 18</math> as a multiplication problem <math>3 \times ? = 18</math>.</p> <p><b>3.OA.B</b> Use multiplication to find an unknown in multiplication, division, and word problems.</p> <p><b>3.OA.C</b> Use strategies to multiply and divide. Use strategies based on place value and properties of operations. Use the relationship between multiplication and division to solve problems. Use the distributive property to multiply a number by a sum. Use the area model to multiply.</p> <p><b>3.OA.D</b> Use the relationship between multiplication and division to solve problems involving unknowns in all positions—for example, <math>8 \times ? = 48</math>, <math>56 \div ? = 8</math>, and <math>48 \div 8 = ?</math>.</p> <p><b>3.OA.E</b> Use strategies to multiply and divide. Use strategies based on place value and properties of operations. Use the relationship between multiplication and division to solve problems. Use the distributive property to multiply a number by a sum. Use the area model to multiply.</p>	<p><b>Standard</b></p> <p>1. Use multiplication to solve word problems involving unknowns in all positions—for example, <math>8 \times ? = 48</math>, <math>56 \div ? = 8</math>, and <math>48 \div 8 = ?</math>. Represent the unknown by a letter such as <math>x</math>. For example, interpret the equation <math>3x = 18</math> as a multiplication problem <math>3 \times ? = 18</math>.</p> <p>2. Use multiplication to find an unknown in multiplication, division, and word problems.</p> <p>3. Use strategies to multiply and divide. Use strategies based on place value and properties of operations. Use the relationship between multiplication and division to solve problems. Use the distributive property to multiply a number by a sum. Use the area model to multiply.</p> <p>4. Use the relationship between multiplication and division to solve problems involving unknowns in all positions—for example, <math>8 \times ? = 48</math>, <math>56 \div ? = 8</math>, and <math>48 \div 8 = ?</math>.</p> <p>5. Use strategies to multiply and divide. Use strategies based on place value and properties of operations. Use the relationship between multiplication and division to solve problems. Use the distributive property to multiply a number by a sum. Use the area model to multiply.</p>	<p>1. Make sense of problems and persevere in solving them.</p> <p>2. Reason abstractly and quantitatively.</p> <p>3. Construct viable arguments and critique the reasoning of others.</p> <p>4. Model with mathematics.</p> <p>5. Use appropriate tools strategically.</p> <p>6. Attend to precision.</p> <p>7. Look for and make use of structure.</p> <p>8. Look for and express regularity in repeated reasoning.</p>

2010 Maryland Content Area Test Frameworks for Grade 2 Mathematics

Grade 2		Mathematical Practices
<p><b>DOMAIN: THE NUMBER SYSTEM (NS)</b> Cluster</p> <p><b>Apply and extend previous understanding of addition and subtraction to add and subtract within 100, and to solve problems involving these operations.</b></p> <p><b>2.OA.A</b> Use addition to solve word problems involving unknowns in all positions—for example, <math>8 + ? = 18</math>, <math>18 - 8 = ?</math>, and <math>18 = 8 + ?</math>. Represent the unknown by a letter such as <math>x</math>.</p> <p><b>2.OA.B</b> Use strategies to add and subtract. Use strategies based on counting on, making ten, using the relationship between addition and subtraction, and decomposing a number into tens and ones. For example, to add <math>9 + 4</math>, think <math>9 + 1 = 10</math>, then <math>10 + 3 = 13</math>.</p> <p><b>2.OA.C</b> Use strategies to add and subtract. Use strategies based on counting on, making ten, using the relationship between addition and subtraction, and decomposing a number into tens and ones. For example, to add <math>9 + 4</math>, think <math>9 + 1 = 10</math>, then <math>10 + 3 = 13</math>.</p>	<p><b>Standard</b></p> <p>1. Use addition to solve word problems involving unknowns in all positions—for example, <math>8 + ? = 18</math>, <math>18 - 8 = ?</math>, and <math>18 = 8 + ?</math>. Represent the unknown by a letter such as <math>x</math>.</p> <p>2. Use strategies to add and subtract. Use strategies based on counting on, making ten, using the relationship between addition and subtraction, and decomposing a number into tens and ones. For example, to add <math>9 + 4</math>, think <math>9 + 1 = 10</math>, then <math>10 + 3 = 13</math>.</p> <p>3. Use strategies to add and subtract. Use strategies based on counting on, making ten, using the relationship between addition and subtraction, and decomposing a number into tens and ones. For example, to add <math>9 + 4</math>, think <math>9 + 1 = 10</math>, then <math>10 + 3 = 13</math>.</p>	<p>1. Make sense of problems and persevere in solving them.</p> <p>2. Reason abstractly and quantitatively.</p> <p>3. Construct viable arguments and critique the reasoning of others.</p> <p>4. Model with mathematics.</p> <p>5. Use appropriate tools strategically.</p> <p>6. Attend to precision.</p> <p>7. Look for and make use of structure.</p> <p>8. Look for and express regularity in repeated reasoning.</p>



What You Will Be Doing

- Choosing a group to begin—pre-K-4; 5-8, HS
- Clarifying Standards
- Black—common core—no wording changes
- Red—Essential Skills and Knowledge
- Blue—linked to clarification, glossary
- Pre-K-8, write comments on document
- HS—write comments on feedback form

Debrief

- What positive comments would you like to share?
- What suggestions do you have?
- How will this impact the content of your courses and the expectations for your future teachers?


Next Steps


- Frameworks edited based upon the feedback from reviews and information gained from PARCC
- Reviews will continue throughout the summer at the Educator Effectiveness Academies
- Frameworks presented to the State Board of Education for acceptance in June 2011
  - Finalized in June 2012
- Curriculum writing continues
  - Curriculum includes frameworks and toolkit

**Educator Effectiveness Academies**

- 2011-2014 Professional Development for 6,000
- Four-person team from every school in Maryland
- Master Teachers facilitate: represent each LSS
- Participants work by school team, by content and grade level; Principals in ALL content sessions
- MSDE opportunity to obtain feedback on Frameworks
- Take away - meaningful understanding of new Maryland CCSC and expertise to present content effectively

Thank you!









**The Partnership for Assessment of Readiness for College and Careers (PARCC)**

*Higher Education Review of Maryland  
Common Core State Curriculum Frameworks  
April 21, 2011*

Allison G. Jones  
Senior Fellow, Postsecondary Engagement  
Achieve  
Washington, D.C.



**The Education Landscape**

**President Obama:  
Reforming Education**



“There is no better economic policy than one that produces more graduates. That’s why reforming education is the responsibility of every American – every parent, every teacher, every business leader, every public official, and every student.”

– President Obama said in remarks prepared for delivery at TechBoston Academic in March.



**The Education Landscape**

- At a once in a lifetime moment in education reform
- Nearly every state in the nation is working to improve academic standards and assessments
- Overarching goal: to ensure students graduate with the knowledge and skills most demanded by college and careers


**The Common Core State Standards Initiative**

- Beginning in the spring of 2009 --
  - Governors and state commissioners of education from 48 states, 2 territories and the District of Columbia committed to developing a common core of state K-12 English-language arts (ELA) and mathematics standards.
- The **Common Core State Standards Initiative (CCSSI)** --
  - A state-led effort coordinated by the National Governors Association (NGA) and the Council of Chief State School Officers (CCSSO). [www.corestandards.org](http://www.corestandards.org)


**The Common Core State Standards**

- Over 40 states and the District of Columbia have adopted the Common Core State Standards (CCSS)--
  - a consistent set of English language arts (ELA) and
  - mathematics expectations that students need to meet to succeed in college and careers
- States have committed to implement the new standards by the 2014-15 school year
  - Aggressive timeline
  - Will require a strategy that draws on state policymakers, district and school officials, and classroom teachers to ensure a successful and efficient implementation and transition




### Why Common, Next-Generation Assessments?

- Standards are a critical first step --
  - But alone will not bring about the instructional changes necessary to improve student achievement and attainment
- Creating common assessments grounded in common standards is the logical next step to ensure:
  - All students have access to the new standards
  - States get an accurate view of how they stack up against one another
- Assessments aligned to the Common Core will help ensure the new standards truly reach every classroom




### College Readiness Benchmarks



### PARCC States: College Readiness Benchmarks


- Placement tests vary from state-to-state:
  - ACT
  - SAT
  - ACCUPLACER
  - COMPASS
  - High school GPAs



### SAT/ACT College Ready Benchmarks v. PARCC States


			Low	High	Median	Low	High	Median
CRITICAL READING (SAT)/ ENGLISH (ACT)	18- 500 (50%)	77	17	21	18	400	600	450/500
MATH (SAT)/ COLLEGE ALGEBRA (ACT)	22- 500 (54%)	52	18	22	18	400	600	480/500

Source: SAT: The College Board, Myer Center, Vice President Research and Development. ACT: Scores in College Readiness, 2010. 10% probability of B or better; 75%, C or better. PARCC: PARCC state response to Assessment Policies, 01/01/11, January 6, 2011




### PARCC States: College Readiness Benchmarks

- College Ready/remediation scores vary --
  - By states
  - By higher education systems within a state
  - By college/universities within a system
- No single definition of college readiness/remediation
- Most PARCC states do not track the number of students that are remediated; that task is left up to individual institutions and systems, with varying degrees of reporting
  - Range from 20% to 60% at 4-year colleges and universities, but percent is function of definition of remediation




### PARCC States: College Readiness Benchmarks

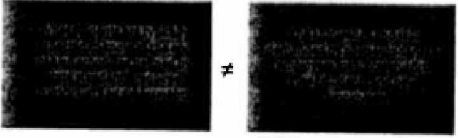
- Most PARCC states meet and require minimum benchmarks for college-readiness
- The definition of "first-year, credit-bearing course" varies from state-to-state:
  - Especially within mathematics courses
  - Most PARCC states use college algebra as an entry-level course
  - Some individual state colleges and universities offer intermediate algebra as an option



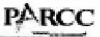
The PARCC Vision:  
*College and Career Readiness*



ADP Research Documents an Expectations Gap




RESULT  
In many states, students can earn a high school diploma without the skills necessary for success in college and careers.



Defining College and Career Readiness

- *College* includes any education beyond high school leading to a postsecondary credential
- *Careers* of interest provide a family-sustaining wage and pathways to advancement...and typically require education or training beyond high school
- *College-ready* means prepared to enter and succeed in entry-level credit-bearing courses without remediation
- Research by conducted by ADP and independently by ACT found preparation for college or workforce training programs required comparable levels of skills in reading and mathematics




Common Core Initiative Mission Statement

The Common Core State Standards –

- Provide a **consistent, clear** understanding of what students are expected to learn –
  - so teachers and parents know what they need to do to help them.
- Designed to be **robust and relevant to the real world** –
  - reflecting the knowledge and skills that students need for success in college and careers.
- With American students fully prepared for the future, our communities will be best positioned to **compete successfully** in the global economy.

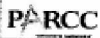
Source: The National Governors' Association Center for Best Practices (NCA Center) and the Council of Chief State School Officers (CCSSO)




Common, Next-Generation Assessments

Next-Generation Common Assessment Systems:

- Measure **students' mastery** of Common Core State Standards
- Provide a **common measure** of college and career readiness
- Include a range of item types that allow for the **assessment of higher-order skills**
- Leverage **new technologies** in assessment and reporting to get actionable student data to educators and parents in real time
- Mitigate challenges associated with student mobility by ensuring students will have the **same expectations** wherever they live
- Provide **early warning signal** about college readiness
- Enable **adjustments to senior-year** to prepare for college-level courses
- Earn an **exemption** from placement tests
- **Avoid remediation** which costs time and money




About PARCC




### Race to the Top Assessment Program Competition

- \$350 million of Race to the Top Fund set aside for awards to consortia of states to design and develop common K-12 assessment systems aligned to common, college- and career-ready standards
- The competition asked consortia to design assessment systems that meet the dual needs of *accountability and instructional improvement*
- In September 2010, the U.S. Department of Education awarded grants to:
  - Partnership for Assessment of Readiness for College and Careers (PARCC)
  - Smarter Balanced Assessment Consortium (SBAC)
- The winning consortia have four years to develop assessments systems, and states participating in either consortium will administer new assessments statewide by 2014-2015

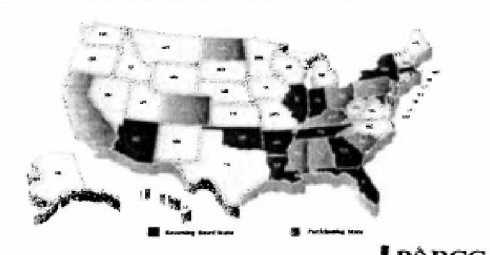



### About PARCC

- PARCC
  - An alliance of 25 states working together to develop a common set of K-12 assessments in English and math
  - Anchored in what it takes to be ready for college and careers
- PARCC is state-led and a subset of PARCC states make up its Governing Board
- State-based collaboration is the hallmark of PARCC, and collectively these states educate more than 31 million students — nearly 63% of K-12 students attending American public schools



### PARCC States





### PARCC Governing Board States

15 Governing Board States

- Arizona
- Arkansas
- District of Columbia
- Florida (*Fiscal Agent*)
- Georgia
- Illinois
- Indiana
- Louisiana
- Maryland
- Massachusetts (*Board Chair*)
- New Jersey
- New York
- Oklahoma
- Rhode Island
- Tennessee

- Governing States will pilot and field test the assessment system components during the 2011-12, 2012-13 and 2013-14 school years, and administer the new assessment system during the 2014-15 school year
- Governing States will use the results from the PARCC assessments in their state accountability systems
- The chief state school officers of the Governing States serve on the PARCC Governing Board and make decisions on behalf of the Partnership on major policies and operational procedures




### PARCC Participating States

10 Participating States


- Alabama
- California
- Colorado
- Delaware
- Kentucky
- Mississippi
- North Dakota
- Ohio
- Pennsylvania
- South Carolina

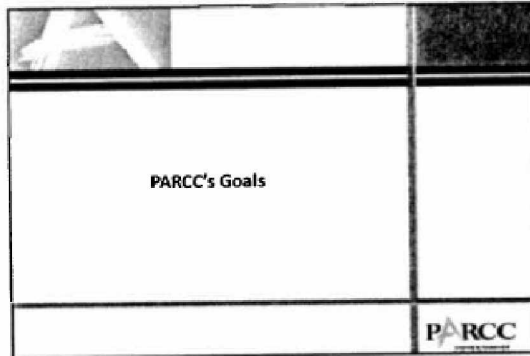
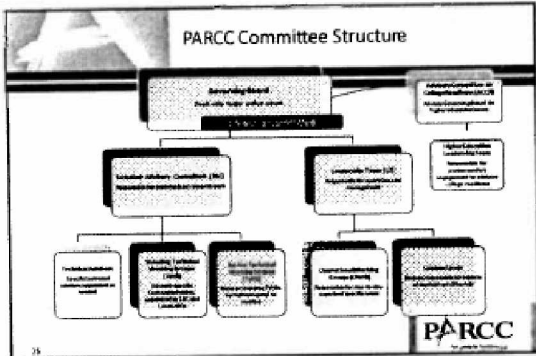
- Participating States provide staff to serve on PARCC's design committees, working groups, and other task forces established by the Governing Board to conduct the work necessary to design and develop PARCC's proposed assessment system
- By 2014-15, any state that remains in PARCC must commit to statewide implementation and administration of the Partnership's assessment system
- Any PARCC Participating State prepared to make the commitments and take on the responsibilities of a Governing State can become one



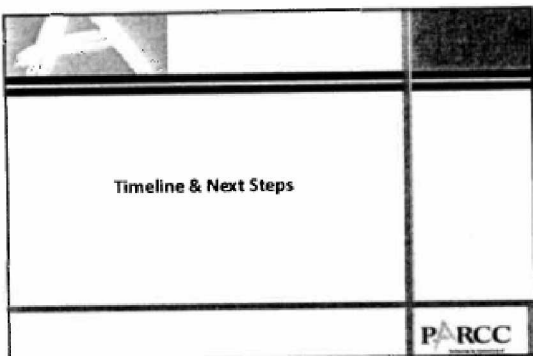
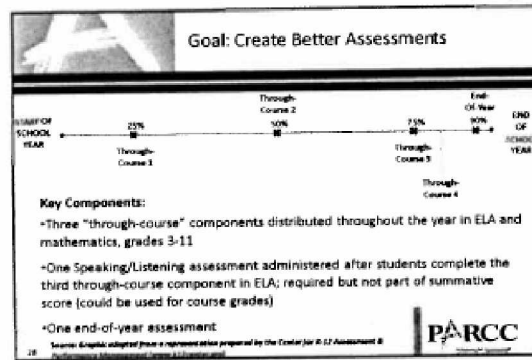
### PARCC Project Management Partner

- PARCC selected Achieve as its Project Management Partner to play a key role in coordinating the work of the Partnership based on Achieve's deep experience:
  - Developing educational standards, including the Common Core State Standards;
  - Leading multi-state assessment development efforts anchored in college- and career-ready goals; and
  - Convening a cross-section of state leaders around common issues and challenges
- Achieve is a bipartisan, non-profit organization that helps states raise academic standards, improve assessments, and strengthen accountability to prepare all young people for postsecondary education, work, and citizenship
- Achieve's Board consists of Democratic governors, Republican governors and business leaders






- ### PARCC's Goals
- Build a pathway to college and career readiness
    - Aligned to college- and career-ready, common core standards
    - Signal students about college readiness
  - Construct assessments that enable cross-state comparisons
    - Grounded in research; internationally benchmarked; anchored in college readiness
  - Create better assessments
    - Mix of short answer with longer open responses
    - Encourage teachers to focus on helping each student develop a deep understanding of the subject matter rather than "teaching to the test"
  - Make better use of technology in assessments
    - Real-time snapshots of student's knowledge
    - Provide opportunity for teachers and students to make adjustments
  - Match investments in testing with investments in teaching
    - Support good teaching
    - Provide early signals
- PARCC





- ### Timeline & Next Steps
- The PARCC plan includes an ambitious timeline to develop and deploy new common assessments. PARCC states will see increasing levels of activity between now and the fall of 2014 when new assessments are fully launched
- October 2010: Design phase begins
  - September 2011: Development phase begins
  - September 2012: Field testing and research and data collection begin
  - School year 2014-15: Assessments administered in all PARCC states
  - Summer 2015: Achievement levels, or proficiency thresholds, are set
- PARCC







## Challenges Ahead

### Key Implementation Challenges for PARCC



- Developing and implementing next generation, K-12 assessment system in just four years will be a major challenge for state leaders, district and school leaders, and educators alike.
- Estimating administrative costs over time, including long-term budgetary planning
  - How can states use existing sources of funding to support implementation of the new assessment system?
- Transitioning to the new assessments, including “through-course” components, and what the impact will be at the classroom level
  - Providing tools, resources and supports to districts and schools to ease this transition
- Ensuring long-term sustainability



### Key Policy Challenges for PARCC

The implementation of CCSS and PARCC will not happen in a vacuum and require states to address a number of related policies, such as:

- High school course requirements
  - What courses need to be required to ensure there is alignment with the Common Core and high school PARCC assessments?
  - In what courses should the assessments be given in high school?
- Accountability
  - How will states’ accountability systems need to evolve to take into account PARCC assessments?
- Student supports and interventions
  - How/when will supports and interventions be triggered for students not meeting proficiency/readiness scores on the assessments?






## Mathematics Focus Workgroup


### Math Focus Workgroup

- Met on April 11, 2011
  - 5, four-year math faculty
  - 4, two-year math faculty
  - 2, K-12 and 1, HE
- Objectives
  - Engage higher education faculty and leaders in process of designing the high school assessment to ensure it allows for the certification of college readiness
  - Identify the options for certifying college readiness for students who take the college readiness test before the 11<sup>th</sup> grade, and
  - Recommend a test design that ensures students have mastered the key competencies identified by higher education mathematics faculty contained in the Common Core State Standards that are necessary to determine college readiness


### Math Focus Workgroup: Design Issues

- Key Competencies (domains)
  - What are the key competencies within each mathematics course that are critical to ensuring college readiness?
  - What competencies in geometry do higher education mathematics faculty value and want to ensure are measured?
- When to Assess
  - Use of 3<sup>rd</sup> of three through-course assessments during the year
    - Non-routine tests that require students to use “securely held knowledge”
    - Problem solving using accumulated knowledge
- College Readiness “score” would measure—
  - Depth (key competencies), and
  - Breadth (Algebra I, Geometry, Algebra II)
- Validity of the College Ready Assessment




### Math Focus Workgroup: Timing Questions

- Scoring Ranges:
  - College Ready
  - Conditionally College Ready
  - Not College Ready
- Assessed at end of 9<sup>th</sup>, 10<sup>th</sup>, or 11<sup>th</sup> grades for students who complete Algebra II or Integrated Mathematics III
  - At end of 9<sup>th</sup> and 10<sup>th</sup>
    - Continue to take progressively more rigorous high school level mathematics courses
  - At end of 11<sup>th</sup>
    - Mathematics courses recommended in 12<sup>th</sup> if College Ready, required if Conditionally College Ready




### Higher Education Engagement




### Higher Education: Key PARCC Partner

- Nearly 3,000 postsecondary colleges and universities across all 25 PARCC states
- Role of Higher Education:
  - Partner with K-12 to develop college-ready high school assessments in English and mathematics acceptable to all PARCC colleges and universities
  - Guide long-term strategy to engage all colleges and universities in PARCC states
  - Lay groundwork for implementation of college-ready high school assessments as valid placement instruments for credit-bearing courses
- PARCC college-ready assessments will help students –
  - To enter colleges better prepared
  - To persist in and complete degree and certificate programs




### Expected Outcomes of Higher Education Involvement

- Better alignment of high school curricula with first-year college courses
- Development of "bridge courses" and exploration of dual enrollment policies
- Targeted college readiness supports to help students make the transition
- Alignment of exit standards in high school with placement expectations of postsecondary systems
- Engagement of higher education and faculty from mathematics, English, composition, and other relevant disciplines on the use of college-ready assessments as an indicator of students' readiness




### Higher Education Engagement Process




### Advisory Committee on College Readiness

- System and institution chancellors/presidents from partnership states
- Representatives from education associations, HSI, and HBCU
- Policy guidance
- Decision role
  - Design parameters
  - Core competencies in ELA and mathematics in the CCSS
- College ready cut scores – robust, research-based process to set college-ready achievement levels




### Higher Education Leadership Team

- Consists of representatives from all PARCC states;
- Helps shape PARCC's strategy for working with postsecondary education systems, institutions, academic administrators, and faculty in addition to K-12 to ensure the successful
- Participates in the development and implementation of college-ready assessments . . .
  - That determine when a student is ready for placement into credit-bearing coursework
  - That provides the information to educators to explore proper interventions for students who are not yet deemed college-ready




### Higher Education Workgroups

- College Readiness Intervention
  - To identify appropriate intervention programs to assist students and teachers
- Communications
  - To create effective communications and outreach materials
- Governance
  - To identify higher education's decision-making role in the development of collegeready assessments and cut scores aligned with the needs of K-12 education
- Grants
  - To assist states to seek funding to support the engagement activities
- Postsecondary Education Alignment Scan
  - To identify state policy changes that can promote alignment with CCSS and PARCC initiative
- Regional Meetings
  - To engage higher education leadership cadres and additional state stakeholders




### Benefits to Higher Education




### Benefits to Higher Education of Common Standards and Assessments

- Improved preparation of incoming students – from all states
- Better information about the preparation of incoming students
- Reduced remediation rates
- Increased degree attainment rates
- Clear guidance for teacher preparation programs regarding content and skills teacher at each grade must be prepared to teach
- Increased academic rigor in entry-level, credit-bearing college courses




### The Challenge Ahead

- Identifying a set of core competencies in English and mathematics reflected in the Common Core State Standards (CCSS) that signal that a student is on-track to be college-ready
- Setting a college ready cut score acceptable to all colleges and universities within and across states
- Agreeing on college-readiness standards
- Communicating clear placement standards to high school teachers
- Helping students use their senior year more effectively to prepare academically for college.
- Aligning definition of college readiness between two consortia.



### Why is Commitment to College and Career Readiness So Critical?

- A high school diploma is no longer enough:
  - 83% of the nation's jobs require some postsecondary education or training.
- Currently, far too many students drop out or graduate from high school without the knowledge and skills required for success, closing doors and limiting their post-high school options and opportunities.
- The best way to prepare students for life after high school is to align K-12 and postsecondary expectations.
- All students deserve a world-class education that prepares them for college, careers and life.



## PARCC Higher Education Fact Sheet

### ABOUT PARCC

- The Partnership for the Assessment of Readiness for College and Careers (PARCC) is a group of 25 states committed to building a next-generation assessment system for grades three through high school based upon the Common Core State Standards (CCSS). This assessment system will culminate in assessments that indicate whether students are prepared for entry-level, credit-bearing college courses. As such, higher education will play a significant role in shaping these assessments.
- K-12 leaders and higher education system and institutional leaders in PARCC states have agreed to collaborate on the development of college-ready assessments given in high school that can be used to signal whether students have acquired the prerequisite knowledge and skills for entry-level credit-bearing postsecondary courses. Teachers, parents, and students will know whether or not students are college ready by the end of high school, and, critically, whether they are “on-track” to college readiness in earlier grades. The new assessments will be ready for field-testing in 2012-2013 and for full statewide administration by the 2014 **-2015 school year.**
- The 13 governing states that will guide PARCC’s work include: Arizona, Arkansas, the District of Columbia, Florida, Georgia, Illinois, Indiana, Louisiana, Maryland, Massachusetts, New York, Rhode Island and Tennessee. Florida will serve as PARCC's fiscal agent state, and Massachusetts Commissioner of Elementary and Secondary Education Mitchell Chester will serve as the first chair of PARCC’s Governing Board. Additionally, Participating States in PARCC include: Alabama, Delaware, California, Colorado, Kentucky, Mississippi, New Jersey, North Dakota, Ohio, Oklahoma, Pennsylvania, and South Carolina. Altogether, PARCC states educate more than 31 million public K-12 students in the U.S.
- PARCC includes most of the largest states in the country as well as those that have been leaders in education reform. In fact, 10 of the 12 state Race to the Top grant winners are PARCC states.
- PARCC selected Achieve to play a key role in coordinating the work of the Partnership, leveraging the organization’s deep experience in developing educational standards, including helping develop the CCSS, and its experience leading multi-state assessment development efforts anchored in college- and career-readiness.

## **ABOUT HIGHER EDUCATION'S ROLE**

- PARCC will regularly engage with teams of K-12 and postsecondary leaders in each state (K-12 chiefs and boards, higher education SHEEOs, system leaders and boards) to keep them informed of progress towards the development of the PARCC college-ready assessments and the supports and interventions that will accompany them.
- Engagement with higher education leaders will begin with the formation of a College-Ready Advisory Committee, which will consist of key higher education leaders from PARCC states as well as nationally recognized leaders in higher education (system leaders, presidents, etc.). Their role will be to provide overall guidance to the PARCC consortium's work and to serve as ambassadors for PARCC with their higher education peers around the country.
- Faculty from mathematics, English, composition and other relevant disciplines will join their K-12 colleagues to design and develop PARCC's high school assessments. They will review the CCSS to determine what it means to be ready for entry-level courses in their institutions; help develop and review assessment items that measure those standards; participate in scoring pilot items and field tests, developing scoring rubrics and choosing anchor papers; and participate in a robust, research-based process to set the college-ready achievement levels.
- 186 systems and institutions committed to participate in PARCC's development of college-ready high school assessments in mathematics and English language arts/literacy that will indicate whether students are prepared for entry-level, credit-bearing college courses. Upon implementation of the assessments and verification of the college-ready achievement levels, participating colleges and universities will use PARCC's college-ready assessments as an indicator of students' readiness for placement into entry-level, credit-bearing baccalaureate courses.

# Partnership for the Assessment of Readiness for College and Careers (PARCC)

Update March 2, 2011

## ABOUT PARCC

The Partnership for the Assessment of Readiness for College and Careers (PARCC) is a group of 25 states<sup>1</sup> committed to building a next-generation assessment system for elementary and secondary schools that is based upon the Common Core State Standards (CCSS). Of the twenty-five states, thirteen are part of the Governing Board which make the strongest commitment to PARCC and its activities and therefore have the most decision making authority. Maryland is one of the thirteen Governing States. The chief state school officers of the Governing States serve on the PARCC Governing Board and make decisions on behalf of the Partnership on major policies and operational procedures. Additionally, Dr. Nancy S. Grasmick serves on a six-member steering committee that advises Achieve on planning issues and implementation.

PARCC selected Achieve to play a key role in coordinating the work of the Partnership, leveraging the organization's deep experience in developing educational standards, including helping develop the CCSS, and its experience leading multi-state assessment development efforts anchored in college- and career-readiness.

## Maryland Role

As a Governing State, Maryland has representatives on the PARCC Leadership Team. Maryland's K-12 Leadership Team is led by Leslie Wilson, Assistant State Superintendent for the Division of Accountability, Assessment and Data Systems, and Janet Bagsby, Chief of Assessment and Planning at the Maryland State at the Department of Education (MSDE). The Higher Education Leadership Team is led by Nancy Shapiro, Associate Vice Chancellor of Academic Affairs and Special Assistant to the Chancellor on P-20 Issues at the University System of Maryland (USM).

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<sup>1</sup> The 25 Participating States and Governing States (those in bold are governing states) are: Alabama, **Arizona**, **Arkansas**, California, Colorado, Delaware, **District of Columbia**, **Florida**, **Georgia**, **Illinois**, **Indiana**, Kentucky, **Louisiana**, **Maryland**, **Massachusetts**, Mississippi, New Jersey, **New York**, North Dakota, Ohio, Oklahoma, Pennsylvania, **Rhode Island**, South Carolina and **Tennessee**. Florida will serve as PARCC's fiscal agent state, and Massachusetts Commissioner of Elementary and Secondary Education Mitchell Chester will serve as the first chair of PARCC's Governing Board. Altogether, PARCC states educate more than 31 million public K-12 students in the U.S.

The project manager for the involvement in higher education in PARCC is Danielle Susskind, also at USM.

K-12 leaders and higher education system and institutional leaders in PARCC states have agreed to collaborate on the development of college-ready assessments given in high school that can be used to signal whether students have acquired the prerequisite knowledge and skills for entry-level credit-bearing postsecondary courses without remediation. The new assessments will be piloted in 2011-2012, field-tested in 2012-2013 and 2013-2014 and be fully implemented in the 2014-2015 school year.

### **Recent Activities**

- On February 16<sup>th</sup>, 17<sup>th</sup>, and 18<sup>th</sup> the MD PARCC leadership team attended the initial PARCC Higher Education and K-12 Engagement Meeting for Aligning College Readiness Expectations in Orlando, Florida. The MSDE leaders brought a high school English content specialist and a high school mathematics content specialist. The higher education leader brought the chair of the Statewide English Standards Committee, a professor from a community college and the chair of the Statewide Math Standards Committee, a professor at a four year institution. The high school content leads from all 25 states met with the faculty in the same discipline to discuss what each of their expectations were for college readiness set forth in the CCSS and identifying which of those standards are the most important to measure on PARCC's assessments.
- The teams also discussed the priority purposes that are to be addressed by the PARCC high school assessments and to determine the implications of those priority purposes on the design of the assessments (e.g. end-of-course, end-of-year) and what additional information faculty will need beyond the college readiness score to determine that students are prepared for entry-level, credit-bearing college courses when they arrive at postsecondary institutions.
- Achieve is currently summarizing the various conversations and responses around these questions.
- On February 22, 2011, the Coordinator of English/Language Arts in the Department of Instruction at MSDE and her team presented the draft writing curriculum framework that has been developed in alignment with the new Common Core Standards to approximately 50 higher education faculty members from all over the state of Maryland. The faculty represented two and four year, private and public institutions. This meeting was hosted and facilitated by USM. The MSDE team explained how the framework was based on the standards and solicited feedback from the faculty on whether the essential skills and knowledge that K-12 teachers had suggested students needed to know and have to meet a standard were the right ones. Faculty offered suggestions, edits and additions to the framework that MSDE will feed into the next draft of the curriculum framework.
- On April 22<sup>nd</sup>, 2011, the Coordinator of Math in the Department of Instruction will hold the same meeting for Math faculty from all over the state in collaboration with USM. To date,

approximately 80 faculty members have been invited to participate and offer feedback on the draft math curriculum framework.

- Maryland and all Governing States were invited to nominate three (3) higher education representatives to serve on PARCC's Advisory Committee on College Readiness (ACCR). The nominees were jointly recommended by Dr. William (Brit) Kirwan and Dr. Nancy Grasmick. The committee will work with the PARCC Governing Board to shape the consortium's strategy for working with higher education systems, institutions, and K-12 to ensure the successful development of college readiness assessments that will be accepted as an indicator of readiness for first-year, credit bearing courses by all colleges and universities across PARCC consortium states. The selection of the final committee representatives will be made by the PARCC Governing Board.



# Appendix C-4: Regional Presentation on Common Core Standards Overview

# An Overview of Maryland's Transition to Common Core State Standards Regional Presentations

There has been a lot of information in the media about the new Common Core State Standards. The Maryland State Board of Education adopted these standards in June 2010, and Maryland's new state curriculum is being written with these standards as the foundation. The Maryland State Department of Education is conducting four regional meetings to share information about the standards and the new curriculum with all stakeholders.

Presenters will share

- How the Common Core State Standards were developed
- How the new standards compare to the current State Curriculum
- How the new Maryland Common Core State Curriculum Frameworks are being developed
- How the new assessments aligned to the Common Core State Standards are being developed
- The timeline for implementation of the new curriculum and the new assessments
- The transition plans for moving to the new curriculum
- Brief descriptions of the curriculum work in English Language Arts, Mathematics, and STEM

The four regional meetings are from 5 – 6:30 PM:

May 5, 2011 Frederick Douglas High School in Prince George's County

May 12, 2011 Lockerman Middle School in Caroline County

May 17, 2011 North Hagerstown High School in Washington County

May 19, 2011 Magothy River Middle School in Anne Arundel County



## REGIONAL MEETING

Updates on transitioning to the Maryland Common Core State Curriculum

## Our Timeline

- ▣ 2010 – 2011
  - Maryland State Board of Education adopts Common Core Standards – June 2010
  - Maryland wins Race to the Top Grant – September 2010
  - Gap Analysis completed – September 2010
  - Curriculum Revision Teams begin developing curriculum frameworks – September 2010
  - MSDE representatives meets regularly with assessment consortium to discuss development of new assessments
  - Eleven Educator Effectiveness Academies scheduled around the state – June, July, August 2011

## Gap Analysis

- ▣ Educators compare current State Curriculum to Common Core State Standards
- ▣ Information gathered from this analysis inform the work of the Curriculum Revision Teams
  - Key “Take-Aways” for English Language Arts
  - Key “Take-Aways” for Mathematics

## Curriculum Revision Teams

- ▣ Development of Curriculum Frameworks
  - Common Core State Standards
    - College and Career Ready Standards
    - Benchmarked nationally and internationally
    - Evidence-based
  - By grade or course
  - Educators from around the state, Pre-K – 12
  - Representatives from Higher Education
  - Specialists from ELL, G/T, and Special Education
  - Excellent Matches to State Curriculum identified
  - Essential Skills and Knowledge
- ▣ Presented in June 2011 to State Board for acceptance

## PARCC

- ▣ Partnership for the Assessment of Readiness for College and Career
- ▣ 26-State Consortium
- ▣ Maryland is a governing member
- ▣ Design and development of new assessments that are aligned to the Common Core State Standards
- ▣ Development of content frameworks

## Educator Effectiveness Academies

- ▣ June, July, August 2011
- ▣ Eleven sites around the state
- ▣ Four-person team from each school
- ▣ Five-person team from each central office
- ▣ Master teachers from around the state delivering content
- ▣ School Plan for 2011-12

## Our Timeline

- ▣ 2011-2012
  - Curriculum Frameworks finalized
  - Curriculum Toolkit Development begins
  - Assessment Prototypes
  - Educator Effectiveness Academies

## Curriculum Frameworks

- ▣ Feedback collected from educators
- ▣ Modifications/edits completed
- ▣ Curriculum Frameworks available to all educators

## Curriculum Toolkit

- ▣ One-stop shop for curriculum resources
  - Robust
  - Easy access
  - Multi-media
  - Enrichments and Interventions
  - Assessments
- ▣ Technology Solutions

## Curriculum Toolkit Development

- Curriculum Toolkit Development will span multiple years. There will be a variety of tools; sample tools are listed:
  - Model lessons
  - Model units
  - Formative assessments
  - Multi-media resources
  - Intervention, extension, enrichment modules
  - Online courses

## 2012 Educator Effectiveness Academy

- ▣ Content will include new information:
  - Assessment
  - Curriculum Toolkit
  - Any modifications made to the Curriculum Frameworks

## Transitioning

- ▣ 2011-2012
  - Standards for Mathematical Practice
  - Writing to Source
  - Considering text complexity
  - Literacy Standards integration in history/social studies, science, and technical subjects
  - On-line STEM courses

## Transitioning

- 2012 – 2013
  - Assessment Prototypes
  - Assessment Field-testing
  - Formative Assessment Development
  - Curriculum Toolkit Resources Development
  - Curriculum alignment to Common Core
  - On-line STEM courses


## Transitioning

- 2013-2014
  - Assessment Field-testing
  - Formative Assessment Development
  - Further development of Curriculum Toolkit Resources
  - Full implementation of Maryland Common Core State Curriculum
  - On-line STEM courses
- 2014-2015
  - Assessments become operational

## Mathematics Curriculum

## Mathematics Curriculum

- Standards for Mathematics Content
  - K-8 grade-by-grade standards organized by domain
  - 9-12 high school standards organized by conceptual categories
- Standards for Mathematical Practice
  - Describe mathematical “habits of mind”
  - Standards for mathematical proficiency: reasoning, problem solving, modeling, decision making and engagement
  - Connect with content standards in each grade

- 
- Number-Counting and Cardinality
  - Number-Operations and the Problems They Solve
  - Number-Base Ten
  - Number-Fractions
  - Measurement and Data
  - Geometry
  - Ratios and Proportional Reasoning
  - The Number System
  - Expressions and Equations
  - Functions
  - Geometry
  - Statistics and Probability
  - Number and Quantity
  - Algebra
  - Functions
  - Geometry
  - Statistics and Probability

### A Procedure Problem

Maryland currently has a gasoline tax of 23.5 cents per gallon. Explain how you might estimate the impact of a 6 cent increase in the gasoline tax.

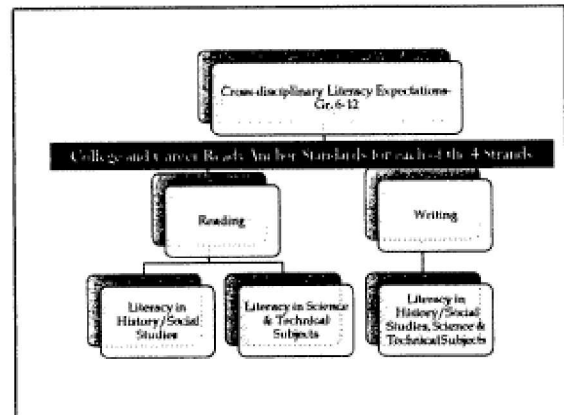
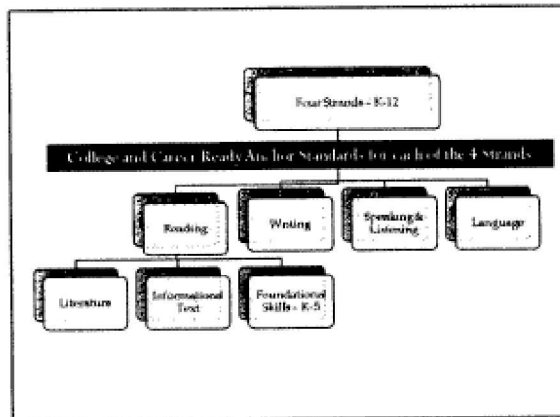
### A Practice Problem

Maryland currently has a gasoline tax of 23.5 cents per gallon. Explain how you might estimate the impact of a 6 cent increase in the gasoline tax for different vehicles driven for a variety of miles.

## Habits of Mind

- Make sense of problems and persevere in solving them
- Reason abstractly and quantitatively
- Construct viable arguments and critique the reasoning of others
- Model with mathematics
- Use appropriate tools strategically
- Attend to precision
- Look for and make use of structure
- Look for and express regularity in repeated reasoning

## ENGLISH LANGUAGE ARTS CURRICULUM



## MD CCSC Framework Sample Grade 6 - Writing Standard 1

### W1 CCR Anchor Standard

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence

W1 Write arguments to support claims with clear reasons and relevant evidence.

W1.a Introduce claim(s) and organize the reasons and evidence clearly.

#### Essential Skills and Knowledge

Adapt the prewriting stage of the writing process to an argument, including developing one or more assertions, and effectively ordering reasons that support the assertion (See CCSS 6.W.1)

Compose an introduction that presents a claim or claims clearly. (CCSS 6.W.4, W.6.)

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## MD CCSC Framework Sample Grade 6 - Writing Standard 1

W1.b Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.

#### Essential Skills and Knowledge

- Show knowledge of a topic or text by selecting appropriate evidence to support a claim or claims. (See CC.6.W.7)
- Access trustworthy sources to find evidence. (See CCSS 6.W.8.)
- Compose the body of an argument that shows an effective organization of support for a claim or claims.
- Compose with attention to:
  - Subject-verb and pronoun antecedent agreement
  - Formation of complete sentences\* (CCSS 4.L.1)
  - Pronouns written in the proper case (CCSS 6.L.1.a)
  - Recognition of inappropriate shifts in pronoun number and person\* (CCSS 6.L.1.c)
  - Infrequently-confused words.\* (CCSS 4.L.1.g)
  - Spelling correctly (CCSS 6.L.2.b)

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## MD CCSC Framework Sample Grade 6 - Writing Standard 6

**W.6.1 Anchor Standard**  
Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

**W.6.2 Anchor Standard**  
Use technology, including the Internet, to produce and publish writing, as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

**Essential Skills and Knowledge**  
See W.1, W.2, W.3, and W.7 of CCSS Framework for specific application.

Apply computer literacy and keyboarding skills at the Intermediate level as defined in "A Companion to the Maryland Technology Literacy Standards for Students."

Use keyboard and mouse effectively and efficiently. (TL.Gr. 6.1A.1)

Use technology responsibly. (TL.Gr. 6.2A1, 2B1, 2, 3)

Use technology to enhance learning and collaboration. (TL.Gr. 6.3A1, 3B1, 3C1)

Use technology for communication. (TL.Gr. 6.4A1, 4B3)

Use technology to locate, evaluate, and organize information. (TL.Gr. 6.5A1, 3B1)

Use technology to solve problems by strategizing, analyzing and communicating, and examining solutions. (TL.Gr. 6.6A1, 2, 3, 4, 5a, 8)

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## Three Types of Writing

Common Core State Standards include 3 types of writing:

- ▣ Argument
- ▣ Informative/explanatory
- ▣ Narrative



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## Argument

An argument is a reasoned, logical way of demonstrating that the writer's position, belief, or conclusion is valid.

Text based evidence.



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## Informational/Explanatory Writing

- ▣ Informational/explanatory writing conveys information accurately.
- ▣ This kind of writing serves one or more closely related purposes:
  - to increase readers' knowledge of a subject
  - to help readers better understand a procedure or process
  - to provide readers with an enhanced comprehension of a concept
- ▣ Information based on sources



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## Narrative Writing

- ▣ Narrative writing conveys experience, either real or imaginary, and uses time as its deep structure.
- ▣ It can be used for many purposes, such as to inform, instruct, persuade, or entertain.
- ▣ In English language arts, students produce narratives that take the form of creative fictional stories, memoirs, anecdotes, and autobiographies.

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▣ Reading Standards include exemplar texts (stories and literature, poetry, and informational texts) that illustrate appropriate level of complexity by grade

▣ Text complexity is defined by:

1. Qualitative measures – levels of meaning, structure, language conventionality and clarity, and knowledge demands
2. Quantitative measures – readability and other scores of text complexity
3. Reader and Task – background knowledge of reader, motivation, interests, and complexity generated by tasks assigned



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### Close reading of Complex Text

- ⊗ "It is important to love where you live, and Solomon Singer loved where he lived not at all, and it was this that drove him out into the street each night."



## STEM INITIATIVES

### Our STEM Initiative

will address the national focus on

**STEM Education  
and  
STEM Workforce Needs**



*Maryland STEM:  
Innovation today to meet tomorrow's global challenges*

**Maryland's vision is to be a leader in STEM education, preparing and inspiring generations of learners to meet the challenges of the global society through innovation, collaboration, and creative problem solving.**

### Governor's STEM Task Force

- Recommendations include:
  - curriculum alignment
  - teacher workforce and training
  - student experiences
  - an increase in STEM college graduates
  - global competitiveness

### Race to the Top

- Maryland Common Core State Curriculum
- STEM Teaching Force
- STEM Innovation Network
- Online toolkit for educators
- Educator Effectiveness Academy



**Educator Effectiveness Academies  
will prepare teachers to:  
develop exemplar transdisciplinary  
STEM lessons and units**

**STEM Educators will learn about the  
integration of:**  
**Maryland State Common Core Curriculum**  
•Standards for mathematical practices  
•Literacy Standards for Science and  
Technical subjects  
**•Maryland State Curriculum**  
•Standards for Science  
•Standards for Technology and  
Engineering

**STEM Educators will learn about:**  
•Inquiry Based Learning Techniques  
•Best practices in STEM lesson planning  
•Universal Design for Learning (UDL)  
Principles  
•Development of a STEM Professional  
Learning Community

**Questions**  
  
**???**

# Appendix C-5: Maryland Classroom Monthly Newsletter

# Maryland's 3rd Wave of Reform

## From National Leader to World-Class

Maryland's public education system is ranked as the nation's best for one simple reason: it does not stand still. Over the past three decades, Maryland has built a strong foundation, policy by policy, through two waves of reform to achieve national status as a leader in educational excellence.

During the first wave of reform (1989–2002), Maryland focused on creating a comprehensive system of public assessment and accountability to hold schools, local school systems, and the State responsible for student achievement.

Maryland's second wave of reform (2002–2009) featured significant additional funding; increased accountability; development of a statewide curriculum and related tools; alternative pathways for high-school students; and stronger preparation and development programs for school leaders and teachers.

Today, Maryland is poised for its third wave of reform, and the State Board of Education's mission couldn't be clearer—create a world-class system that prepares students for college and career success in the 21st Century.

World-class means recognizing and acting on the new reality that a high school diploma is just the starting point; every student must be prepared to succeed in college or the workplace.

To reach world-class status, Maryland has developed a 5-pronged strategy that will provide the appropriate challenges and supports to students, educators, and administrators to bring Maryland's education system to the next level.

### 1 Ensure that all students are fully prepared for college and career in the 21st Century

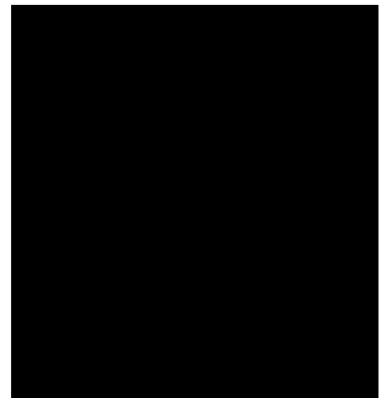
- Revise the State's PreK–12 curricula, assessments, and accountability system based on the Common Core State Standards to ensure that all graduates are college and career ready;
- Align the PreK–12 standards with college and university admission standards, and ensure that higher education stakeholders are involved in defining college-ready standards;
- Redesign high school graduation requirements to include four years of mathematics, including Algebra II;
- Create an assessment that will gauge students' college readiness early in their high school careers; and
- Add a college-ready and STEM-ready endorsement to the high school diploma.

### 2 Build a statewide technology infrastructure that links all data elements with analytic and instructional tools to promote student achievement

- Link current Local Education Agency (LEA), Maryland State Department of Education (MSDE), higher education, and workforce data systems;
- Create an instructional improvement system to give teachers better data about their students; and
- Expand the Online Instructional Toolkit to equip teachers with curriculum information, model lessons, formative assessments, and professional development opportunities.

### 3 Develop and support Great Teachers and Great Leaders

- Redesign and strengthen the model for the preparation, development, retention, and evaluation of teachers and principals;
- Extend the tenure timeline from two years to three years;
- Provide comprehensive induction programs for non-tenured teachers and provide training for LEA staff to ensure quality induction services; and
- Provide Educator Instructional Improvement Academies for administrators and school-based coaches in all 1,400 schools.





### 3 Develop and support Great Teachers and Great Leaders (cont'd.)

- Create a new mandatory evaluation system
  - **For teachers:** general evaluation standards include 30% based on student growth determined by the State and 20% on student growth determined by the local school system and bargaining unit. The remaining 50% includes planning and preparation, classroom environment, instruction, and professional responsibilities with other measures added by the local school system.
  - **For principals:** general evaluation standards include 30% based on student growth determined by the State and 20% on student growth determined by the local school system and bargaining unit. Of the remaining 50% — 25% is based on the Maryland Instructional Leadership Framework and 25% determined by the local school system.



### 5 STEM (Science, Technology, Engineering, Mathematics)

- Implement all seven recommendations of the Governor's 2009 STEM Task Force report, including creating a STEM Innovation Network to coordinate efforts;
- Develop curriculum and resources in STEM to address the Common Core State Standards;
- Increase the number of secondary STEM teachers in the State and enhance STEM preparation for early childhood and elementary teachers; and
- Increase the use of Advanced Placement (AP) courses with a STEM focus.



### 4 Turn around low-achieving schools

- Expand implementation of Maryland's Breakthrough Center for transforming low-achieving schools and LEAs;
- Create a new Breakthrough Zone for the lowest-achieving schools to allow for more targeted assistance;
- Adopt one of four school intervention models to help the State's persistently low-achieving schools;
- Provide monetary and resource incentives to specially-trained teachers and experienced principals to work in low-achieving schools; and
- Address cultural and climate issues in the State's lowest-achieving schools to ensure that students will be successful, safe, and healthy.



*"We are poised to focus attention where our schools need it most. Our reforms are student-centered. Our ultimate goal is to have each high school graduate leave school prepared for higher education or the world of work. There is no more important mission facing education."*

Nancy S. Grasmick  
State Superintendent of Schools

For more information, go to [MarylandPublicSchools.org](http://MarylandPublicSchools.org)  
July 2010

# Your Guide to The Maryland Common Core State Curriculum



## BACKGROUND

In June 2010 the Maryland State Board of Education unanimously adopted the Common Core State Standards in English/Language Arts and Mathematics. These national education standards establish a set of shared goals and expectations for what students should understand and be able to do in grades K-12 in order to be prepared for success in college and the workplace. Common standards help ensure that students are receiving an equally rigorous, high quality education consistently, from school to school and state to state. The Common Core State Standards form the foundation upon which Maryland is building its new State Curriculum.

## THE MARYLAND COMMON CORE STATE CURRICULUM

While the Common Core State Standards provide goals and expectations for student learning, Maryland educators are developing the State Curriculum that will help its students achieve the Standards.

Following the adoption of the Common Core Standards, Maryland launched a broad-based, year-long process to analyze the new Standards and compared the alignment of the existing State Curriculum to the Common Core State Standards. Using only the “excellent” matches in each grade level, development of the new Maryland Common Core Curriculum Frameworks began. Since the Common Core State Standards did not include Pre-K, Maryland educators created standards and developed the essential skills and knowledge to serve these students, as well.

Hundreds of classroom educators, instructional leaders, administrators, and higher education representatives continue to assist State officials in developing the new Maryland Common Core State Curriculum. The new State Curriculum will be implemented in Maryland schools in the 2013-2014 school year.

The Maryland Common Core State Curriculum will have two main components, the Curriculum Frameworks and the Online Curriculum Toolkit.

## The Common Core State Standards

- National education standards covering grades K-12 in English/Language Arts and Mathematics
- Anchored in college and career readiness
- Research and evidence based
- Internationally benchmarked
- State-led effort, headed by Council for Chief State School Officers and National Governors Association
- Voluntarily adopted by over 40 states and U.S. territories, and the District of Columbia

# Your Guide to The Maryland Common Core State Curriculum



## THE CURRICULUM FRAMEWORKS

The Maryland Common Core Curriculum Frameworks in English/Language Arts and Mathematics define the essential skills and knowledge that students need to know and be able to do in order to achieve the academic goals of the Common Core State Standards. The Frameworks are the foundation of Maryland's new Curriculum and will guide the development of curriculum resources.

Since the adoption of the Common Core State Standards, educators from around Maryland have met to determine the Essential Skills and Knowledge associated with these Standards. The Frameworks are the result of this work.

On June 21, 2011, the Maryland State Board of Education unanimously accepted Maryland's Draft Common Core Curriculum Frameworks for English/Language Arts and Mathematics.

The draft Frameworks have been posted on [www.mdk12.org](http://www.mdk12.org) and are open to comments and feedback. Additional feedback will be gathered from other groups, including 6,000 educators at this summer's Educator Effectiveness Academies, 150 teachers at Master Teacher Training, representatives from colleges and universities across the state at Institutes of Higher Education meetings, multiple Supervisors' briefings, and the Assistant Superintendents/Executive Officers Mini-Academy.

## THE ONLINE CURRICULUM TOOLKIT

Maryland's Online Curriculum Toolkit provides resources that will assist educators in designing instructional programs that are aligned with the new Curriculum and the new assessments.

The Toolkit will contain model lessons, model units, formative assessments, multi-media resources, intervention and enrichment modules, online courses for students and educators. This rich curriculum resource will also enable educators to differentiate instruction to meet the needs of all students.

## ASSESSMENTS

The Partnership for Assessment of Readiness for College and Careers (PARCC) is developing new assessments that are aligned with the Common Core State Standards.

PARCC is a consortium of 25 states working together to develop an assessment system aligned to the Common Core State Standards. Maryland is a Governing State in the PARCC consortium.

The new assessments will be anchored in college and career readiness; provide comparability across states; and be able to assess and measure higher-order skills such as critical thinking, communications, and problem solving.

The PARCC assessments will be implemented in Maryland in the 2014-15 school year and will replace the Maryland School Assessments.



Bernard J. Sadusky, Ed.D., Interim State Superintendent of Schools  
Maryland State Department of Education, July 2011

*The contents of this flyer were developed under a grant from the U. S. Department of Education. However, those contents do not necessarily represent the policy of the U.S. Department of Education, and you should not assume endorsement by the Federal Government.*

# Race to the Top Monthly Update

April 2011

## Welcome!

The Maryland State Department of Education (MSDE) is proud to provide this monthly update designed to keep you informed about Maryland's Race to the Top (RTTT) progress. In this publication you will receive the latest news about the State's programs and initiatives to bring Maryland's education system from national leader to world-class status.

### Scope of Work Update

The U.S. Department of Education has recently approved Maryland's State and local RTTT Scopes of Work. These documents detail how the State and Local Education Agencies (LEAs) will spend their grant dollars to further education reform over the next four years. With this approval Maryland's \$250 million RTTT grant is now fully available!

### The Breakthrough Center

In the reform area of providing strategic help for struggling schools, Maryland's Breakthrough Center program has made progress in several key areas.

- The Breakthrough Center's Cross-Functional Team has been established to coordinate the services being offered by the Breakthrough Center to low-performing schools. Team members work together to provide Maryland's lowest performing schools with the services they need in order to improve student performance.
- Monitoring visits to learn their baseline needs have been performed in schools designated to receive support from the Breakthrough Center.
- The Cross-Functional Team provided professional development for teachers in four of the lowest achieving middle schools and seven feeder schools in Prince George's County, and created a pathway for teachers and leaders to excel in these schools. Additionally, technical assistance has been provided to other school and central office staff to ensure a safe, healthy, and supportive environment for learning.

### Educator Effectiveness Academies

Beginning this summer and continuing through 2014, MSDE will be conducting Educator Effectiveness Academies. These professional development programs are intended to build educators' knowledge of the State's new reform initiatives. Much has been accomplished in preparation for this summer's Academies.

- The content of these Academies has been developed and will be presented to 6,000 teachers and principals at 11 regional sites. The content focus for this summer will be the new Maryland Common Core State Curriculum.
- Master Teachers, who will facilitate the delivery of the Academy content, have been identified and selected.
- Input on the structure and content of the Academies was gathered from statewide stakeholders.

### Maryland's Common Core State Curriculum

Maryland is currently developing a new State curriculum with guidance from Maryland teachers, administrators, and higher education representatives.

- Maryland's new curriculum is being built upon the foundation of the Common Core State Standards, national education standards that establish a set of shared goals and expectations for what students are expected to learn.
- This new State curriculum will be tailored specifically to the needs of Maryland's students, relying on insight from teachers about how best to help students reach those shared standards.

Visit [www.marylandpublicschools.org/rttt](http://www.marylandpublicschools.org/rttt) for more information.

# Race to the Top Monthly Update

June 2011

## Race to the Top Program News

The U.S. Department of Education has approved an amendment to Maryland's Race to the Top application for a one-year extension of its Statewide Educator Evaluation System. This extension allows for the Evaluation System for both teachers and principals to be piloted for an additional year in all Maryland schools before it becomes fully operational. Seven school systems will pilot the evaluation system this fall, the pilot program will expand to all Maryland schools in the fall of 2012 as per the amendment, and the system will be fully operational in the fall of 2013.

## Higher Standards

On June 21st, the State Board of Education gave their approval on a draft of the Maryland Common Core State Curriculum Frameworks for English/Language Arts and Mathematics. The Frameworks, which define essential skills and knowledge, will be the foundation for the new State Curriculum. [The draft Frameworks](#) have been posted online and are open to comments and feedback. Additional feedback will come from educators and administrators at a number of meetings and trainings throughout the summer.

More than 6,000 educators will have an opportunity to provide their insight on the Frameworks during this summer's Educator Effectiveness Academies, which began June 27th and will run through early August. This summer's Academies focus specifically on developing participants' understanding of the new Curriculum Frameworks.

## Robust Data

Two new online dashboards are currently being developed that will help students track their progress towards specific educational goals. One of these new dashboards will aid students concentrating in Career and Technology Education (CTE) monitor their progress through CTE programs of study. The other dashboard will give students the ability to view their progress towards qualifying for the Maryland Scholars Program.

## Effective Educators

The Maryland Council for Educator Effectiveness has finalized initial recommendations for a Statewide Educator Evaluation System and submitted [this report](#) to Governor Martin O'Malley, the Maryland General Assembly, and the State Board of Education. The recommendations define various aspects of teacher and principal evaluations, set in place general standards, provide flexibility to local school systems with State approval, and establish a framework for evaluation.

The Council will reconvene this December and again in June 2012 to review and refine the framework and make any final recommendations based on the pilots conducted in seven school districts during the 2011-2012 school year.

## Strategic Help for Struggling Schools

The Maryland State Department of Education's [Breakthrough Center](#), which coordinates and delivers support to low-performing districts and schools, has re-established partnership agreements with Baltimore City and Prince George's County school districts for 2011-2012. These partnership agreements define the State and district roles in school improvement as well as expected outcomes and deliverables.

The Breakthrough Center has collaborated with Baltimore City and Prince George's County school districts to develop internal organizational structures within these districts to support the turnaround of the lowest-achieving schools and their feeder schools and sustain that turnaround over time.

Visit [www.MarylandPublicSchools.org/rttt](http://www.MarylandPublicSchools.org/rttt) for more information.



# Race to the Top Monthly Update

## Race to the Top Program News

Maryland has a new Interim State Superintendent of Schools, Bernard J. Sadusky. Dr. Sadusky took over the reins of the Maryland State Department of Education (MSDE) on July 1, 2011, following the retirement of State Superintendent Nancy S. Grasmick. Dr. Sadusky served as Superintendent of the Queen Anne's County school system from 1994 to 2007, after which he joined the staff at MSDE, serving as a policy liaison with local school systems. The State Board of Education is conducting a national search for Dr. Grasmick's permanent replacement.

## Higher Standards

The largest professional development program in State education history is wrapping up for the summer. Since June 27<sup>th</sup>, MSDE has held nine of its 11 scheduled regional Educator Effectiveness Academies. The 3-day Academies bring teams of educators from all 1,450 Maryland public schools together to learn about the new Maryland Common Core State Curriculum Standards and Framework. The Academies have even received national recognition, garnering a front page article in the July 13<sup>th</sup> issue of *Education Week*. This summer's last two Academies will be held July 25-27 at Northwest High School in Montgomery County and August 1-3 at Towson High School in Baltimore County.

## Robust Data

Work is currently underway to develop the State's Longitudinal Data Warehouse. The new Data Warehouse will collect and analyze statewide data from MSDE, the Maryland Higher Education Commission (MHEC), and the Department of Labor, Licensing and Regulation (DLLR) on how well Maryland students transition out of high school and into college and the workforce. The information provided by the Data Warehouse will help the State identify the programs and policies that improve student success during these transitions. Development of the Warehouse is a collaborative effort between MSDE, MHEC, and DLLR, with additional support coming from the University System of Maryland.

## Effective Educators

The Race to the Top Performance Compensation Workgroup held its first meeting on July 12, 2011. The Workgroup was established to investigate best practices for creating a performance compensation model for teachers and principals. The Workgroup's members include superintendents, human resources officers, and union leaders from the five local school systems that currently have or at one time created alternative compensation systems. The members are working to compile information on ways of compensating teachers and principals differently based on performance/evaluation results, career and leadership roles, and subject areas. With this information, the Workgroup will share model compensation system(s) that local school superintendents could implement as part of their collective bargaining process. The Workgroup plans to meet two more times.

## Strategic Help for Struggling Schools

One way MSDE's Breakthrough Center provides support to low-achieving districts and schools is through intensive professional development efforts. This summer the Breakthrough Center provided professional development to educators from the four middle schools in Prince George's County that are currently undergoing the school turnaround process. The Center also conducted the first session of an Aspiring Leaders Institute for teacher-leaders in these Prince George's County schools. The Aspiring Leaders Institute is a professional development program designed to train the next generation of school principals and leaders. In addition to building attendees' leadership capabilities, this program focuses on teaching the best practices and necessary skills for attaining success in low-achieving schools.



For more information visit [www.MarylandPublicSchools.org/rttt](http://www.MarylandPublicSchools.org/rttt)

# Race to the Top Monthly Update

## Race to the Top Program News

Earlier this month, the Maryland State Department of Education (MSDE) submitted its first Race to the Top Annual Performance Report to the U.S. Department of Education (USDE). The 88-page document describes the progress Maryland has made to date on the Race to the Top (RTTT) grant. It provides detailed status updates, performance measures, and achievement data for each of the State's 54 RTTT projects. Data from the Annual Performance Report will be used by USDE to inform State-specific and comprehensive annual reports, which will be posted on the USDE website, <http://www.ed.gov/>.

## Higher Standards

Maryland has been selected to help lead the development of the Next Generation Science Standards (NGSS). These new standards will strengthen science education for all students by clearly defining the content and practices that students will need to learn from kindergarten through high school. As one of the 20 states leading this effort, Maryland will guide the standards writing process, gather and deliver feedback from state-level committees, and work to address common issues and challenges.

The NGSS will be based on the "Framework for K-12 Science Education," developed by the National Research Council, the staffing arm of the National Academy of Sciences, and online at [http://www.nap.edu/catalog.php?record\\_id=13165](http://www.nap.edu/catalog.php?record_id=13165). NGSS leaders hope to complete their work by December 2012.

## Robust Data

MSDE is working with the Maryland Business Roundtable (MBRT) to develop and deploy the STEM Innovation Network (STEMnet), a virtual and physical network to promote communication and share resources among all of Maryland's STEM stakeholders. STEMnet allows educators and students to connect directly with STEM experts and industry leaders and provides a repository of information and resources to support teacher enrichment and student learning in STEM fields. MSDE and MBRT are also preparing to conduct a limited pilot of STEMnet, focusing on biology.

## Effective Educators

Seven Maryland school systems (Baltimore City, and Baltimore, Charles, Kent, Prince George's, Queen Anne's and St. Mary's Counties) are currently piloting a new model evaluation system for teachers and principals, developed by the Governor's Educator Effectiveness Council. During the 2011-2012 pilot year, these seven school systems will work to identify various ways to measure student growth in all subject areas and for all teachers. Under this new system, student growth accounts for 50% of a teacher's or principal's evaluation. The results and feedback from this pilot year will inform the no-fault, statewide pilot that will be implemented in the 2012-2013 school year. The evaluation system will be fully operational in fall 2013.

## Strategic Help for Struggling Schools

MSDE's Breakthrough Center has begun providing leadership development to principals and their instructional leadership teams in Maryland's lowest-achieving schools. Over the past month, the Center has worked with leadership teams in three Prince George's County high schools to build their capacity to improve classroom instruction.



For more information visit [www.MarylandPublicSchools.org/rttt](http://www.MarylandPublicSchools.org/rttt)

# Race to the Top Monthly Update

## Race to the Top Program News

Maryland has entered the competition for a new federal Race to the Top (RTTT) grant program—this one aimed at improving early childhood education. On October 19, 2011 the Maryland State Department of Education (MSDE) submitted its proposal to the [Race to the Top Early Learning Challenge Fund](#). The program is designed to narrow the school readiness gap for children in poverty, English Language Learners, and those with disabilities. Maryland's entrance into the latest RTTT competition meshes well with the State's other efforts to improve student performance and eliminate chronic achievement gaps. Maryland is eligible for \$50 million over four years. The decision about the awards will be announced in late December.

## Higher Standards

This fall, all Maryland schools will have the opportunity to participate in online follow-up sessions to the [Educator Effectiveness Academies](#) that were held across the State this summer. The primary purpose for these follow-up sessions is to provide a forum to maintain the momentum generated from the Academies. There will be follow-up session focusing on school transition plans, English/Language Arts, Mathematics, and STEM. Each interactive session will build upon the information Academy participants received this summer, reviewing some material, reinforcing important concepts, and extending material as appropriate. The sessions will be recorded and placed on the [mdk12.org](http://mdk12.org) website.

## Robust Data

MSDE's [Division of Accountability, Assessment, and Data Systems](#) is making progress towards developing a number of educational dashboards as part of the RTTT grant. A dashboard is an on-line tool that provides users with a logical, easy-to-use presentation of information from the P12 Longitudinal Data System (LDS) that enables a user to look at the data in a variety of ways. In addition to the dashboards, online multi-media training modules will be rolled out to support meaningful use of the information in the P12 LDS.

## Effective Educators

This month the seven Local Education Agencies (LEAs) that are piloting the new teacher and principal evaluation system had their first technical assistance meeting with consultants from the U.S. Department of Education's [Assessment and Accountability Comprehensive Center \(AACC\)](#). These monthly meetings provide LEAs with research-based assistance as they implement the new evaluation system in their schools. During the meetings, LEA representatives and AACC experts discussed questions and issues about student growth measures, focusing on the specific needs of each LEA.

## Strategic Help for Struggling Schools

A key function of MSDE's [Breakthrough Center](#) is to develop collaborative relationships between the State, LEA, and community partners that support the work of the turnaround schools. Earlier this month, the Breakthrough Center established a partnership between Drew Freeman Middle School, a turnaround middle school in Prince George's County, the Suitland Family and Life Development Corporation, the National Science Foundation, and the National Oceanic and Atmospheric Administration. The goals of this partnership are to provide teacher professional development in [STEM](#) and promote science and mathematics learning through the development of STEM-related programs at the middle school.



For more information visit [www.MarylandPublicSchools.org/rttt](http://www.MarylandPublicSchools.org/rttt)

# Race to the Top Monthly Update

## Race to the Top Program News

In the coming weeks, the U.S. Department of Education (USDE) will be releasing several Race to the Top (RTT) yearly reports. These reports include State Annual Performance Reports, written by each RTTT-winning state to provide details on the state's progress toward the annual targets outlined in their RTTT application; State-specific Summary Reports, drafted by USDE to provide annual assessments of each State's RTTT implementation at a given point in time; and the Comprehensive Race to the Top Annual Report, USDE's complete overview of reform efforts across all RTTT states. Once released, these yearly reports will be posted on the [USDE website](#) for public viewing.

## Higher Standards

The fall 2011 follow-up session to this summer's Educator Effectiveness Academies is underway. MSDE has just released the first in a series of online professional development modules, following-up on the content presented during the Academies. This first module focuses on how schools can begin planning their transition to the Common Core State Standards. [The module](#) is posted at [www.mdk12.org](http://www.mdk12.org), under the Educator Effectiveness Academy tab. Three additional content focused modules, in English/Language Arts, Mathematics, and STEM, will be posted in mid to late December.

## Robust Data

One RTTT project being headed by the Division of [Accountability, Assessment, and Data Systems \(DAADS\)](#) is the development of formative assessments. Formative assessments are assessments to enhance learning; they check for understanding during the learning process and help to guide teachers as they plan future instruction. DAADS is currently reviewing education websites, teacher training supports, and teaching resources from other states, and even other countries, that teachers in Maryland could use to help them monitor the learning process of students in the classroom.

## Effective Educators

Since the start of the 2011-2012 school year, seven Maryland Local Education Agencies (LEAs) have been piloting the new statewide educator evaluation system. In December, the [Council for Educator Effectiveness](#) will reconvene to review the status of implementation and recommendations and lessons learned so far. The Council will meet again in spring 2012 to further refine the evaluation framework and make any final recommendations based on the 2011-2012 pilots.

In addition, the RTTT Educator Effectiveness/Student Growth Collaboration page has been created through the Maryland Longitudinal Data Systems Portal. This online discussion forum and research page allows LEAs to share their experiences, challenges, and solutions as they begin implementing the new educator evaluation system. The page also provides access to a wealth of research documents in the field of educator effectiveness and student growth.

## Strategic Help for Struggling Schools

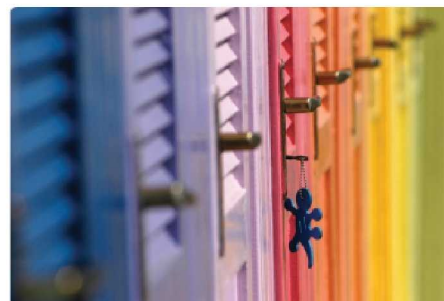
Creating safe school environments and supporting students' emotional and physical health are essential components of school turnaround. To accomplish this in Maryland's lowest-achieving schools, the [Breakthrough Center](#) has been collaborating with LEA staff to build the capacity of student service teams in these schools. Through ongoing professional development, school student services teams will develop strategies to better serve the students and their families that lead to greater student academic success.



For more information visit [www.MarylandPublicSchools.org/rttt](http://www.MarylandPublicSchools.org/rttt)

## Maryland Race to the Top Progress Report

- On August 24, 2010, Maryland, along with eight other states and the District of Columbia, was selected by the U.S. Department of Education (USDE) for a Race to the Top (RTTT) grant. Maryland, one of only three states to be awarded the grant on its first submission, will receive \$250 million to continue building upon a solid record of school reform.
- The Maryland State Department of Education’s (MSDE) program will utilize a five-prong strategy to provide the appropriate challenges and supports to students, educators, and administrators, and will include:
  - Adopting and implementing the new Common Core State Standards, Curriculum, and Assessments
  - Building a statewide student data system
  - Developing and supporting Great Teachers and Great Leaders
  - Turning around low-achieving schools
  - Increasing Science, Technology, Engineering, Mathematics (STEM) resources for elementary through high school students



### Award Allocation

The allocation to each local school system is proportionate to its Title I participation (see approximate amounts below).

LOCAL SCHOOL SYSTEM	ALLOCATION
Allegany	\$1,714,775
Anne Arundel	\$6,850,953
Baltimore City	\$52,789,872
Baltimore County	\$17,403,073
Calvert	\$847,260
Caroline	\$780,138
Carroll	\$520,521
Cecil	\$1,959,554
Charles	\$1,830,692
Dorchester	\$925,006
Garrett	\$833,298
Harford	\$2,904,665
Howard	\$823,257
Kent	\$334,426
Prince George’s	\$23,571,891
Queen Anne’s	\$478,898
St. Mary’s	\$1,602,820
Somerset	\$1,029,235
Talbot	\$490,314
Washington	\$3,105,678
Wicomico	\$3,082,320
Worcester	\$1,120,989

### RTTT Budget Update

- On September 16, MSDE staff met with USDE officials to discuss Maryland’s budget for RTTT. Final budget documents are currently being prepared under USDE guidelines.
- Each of the 22 participating local school systems must submit a Scope of Work to MSDE by November 3 detailing how they will disburse their allocated funds. The document must include a narrative, action plans, and budget information.
- MSDE staff met with local school system representatives on September 14 to provide technical assistance training and directions on completing the Scope of Work.
- MSDE must submit the Scope of Work for every local school system to USDE by November 22.
- The \$250 million in RTTT funds will be distributed as follows:
  - MSDE will receive \$125 million for the projects specified in Maryland’s RTTT application to support statewide school reform.
  - The 22 participating local school systems will collectively receive \$125 million disbursed over four years. (see Award Allocation section for amounts)

## Education Reform Act of 2010

- In April, the Maryland General Assembly passed the Education Reform Act calling for changes in the system used to evaluate educators beginning in the 2012-13 school year.
- One important component is educator effectiveness, including student growth as a significant component of the system.
- The Educator Reform Act of 2010 directs the State Board of Education to propose regulations that define the general evaluation standards.
- In April 2010, the State Board proposed regulations that define the following:
  - FOR TEACHERS,**
    - The general standards include 50% of the evaluation based on student growth.
    - The remaining 50% includes planning and preparation, classroom environment, instruction and professional responsibilities with other measures the local school system may wish to add.
  - FOR PRINCIPALS**
    - The general standards include 50% of the evaluation based on student growth.
    - The remaining 50% includes the Maryland Instructional Leadership Framework.
- In August 2010, Governor Martin O'Malley, by Executive Order, established the Maryland Council for Educator Effectiveness (MCEE).

## Maryland Council for Educator Effectiveness (MCEE)

- The Council held its first meeting on August 26 and will continue meeting regularly over the next several months.
- The Council recommendations will address model performance evaluation criteria, including:
  - The definitions of "effective" and "highly effective" teachers and principals; and
  - The relationship between the student learning component of educator evaluations and the other components of the evaluations.
- The Council will provide its recommendations to the State Board of Education, which will review the recommendations and consider regulatory changes as needed.
- The educator evaluation system recommendations will be piloted in Baltimore City, and Baltimore, Charles, Kent, Queen Anne's, Prince George's, and St. Mary's Counties.
- The pilot phase will conclude in June 2012.
- The new educator evaluation system will go into effect in the 2012-13 school year.

## Maryland Council for Educator Effectiveness (MCEE) Membership

### COUNCIL CO-CHAIRS

**Dr. Nancy S. Grasmick**  
State Superintendent of Schools

**Elizabeth Weller**  
Vice President  
Maryland State Education Association

### COUNCIL MEMBERS

- **Dr. Andres Alonso**, Chief Executive Officer, Baltimore City
- **Christopher S. Barclay**, Vice President, Montgomery County Board of Education, and Chair, Maryland Association of Boards of Education's Charles W. Willis Memorial Award Committee
- **Bridgette Blue**, FIRST Teacher Liaison, Prince George's County
- **Cheryl Bost**, President, Teachers Association of Baltimore County
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- **Donna Hanlin**, Assistant Superintendent for Curriculum, School Administration and Improvement, Washington County
- **Anne Kaiser**, Delegate, Maryland House of Delegates, Montgomery County
- **Delores G. Kelley**, Senator, Maryland State Senate, Baltimore County
- **Maleeta Kitchen**, Teacher, Running Brook Elementary School, Howard County, and Member, Howard County Education Association Board of Directors
- **Dr. Lawrence Leak**, former Teacher, Principal, and Associate Professor and Chair of the Department of Secondary Education, Towson University
- **Enrique Melendez**, former Member, Anne Arundel County Board of Education
- **Dr. Dennis Pataniczek**, Dean, Seidel School of Education, Salisbury University
- **Pamela A. Pedersen**, Member, Charles County Board of Education
- **Dawn Pipkin**, Teacher, Leonardtown Middle School, St. Mary's County
- **Lee Rutledge**, Teacher, Pimlico Elementary Middle School, Baltimore City
- **June Streckfus**, Executive Director, Maryland Business Roundtable for Education
- **Judith Walker**, Principal, Robert Moton Elementary School, Carroll County, and President, Maryland Association of Elementary School Principals



For more information about Maryland's Race to the Top program, go to [http://marylandpublicschools.org/MSDE/programs/race\\_to\\_the\\_top](http://marylandpublicschools.org/MSDE/programs/race_to_the_top)  
For more information about the Common Core State Standards, go to [www.Corestandards.org](http://www.Corestandards.org)

## Common Core State Standards (CCSS)

The Common Core State Standards (CCSS) Initiative is a state-led initiative to develop a set of kindergarten through grade 12 education standards in English/language arts and mathematics. The standards would serve as a national foundation for states to adopt and implement. Currently, education standards are developed and implemented on a state-by-state basis.

- In June 2010, the State Board formally adopted the Common Core State Standards (CCSS). Maryland is part of a nationwide alliance to ensure students have the knowledge and skills for global competition and success in college and the world of work.
- In August 2010, 76 local school system teachers and coordinators worked with MSDE content specialists to conduct a gap analysis, using an online tool developed by Achieve, to determine the alignment of Maryland's State Curriculum with CCSS.
- In September 2010, groups representatives, including 28 from higher education, also completed the gap analysis.
- A report of the collective work of these two groups will be prepared in October. For the remainder of the 2010-11 school year, representatives of the local school systems, higher education and MSDE will work to develop the Common Core State Curriculum from the State Curriculum and the CCSS.
- The Common Core State Curriculum will be presented to the State Board in June 2011 for adoption.

### Maryland Classroom

A Publication from the Maryland State Department of Education

Nancy S. Grasmick, *Secretary-Treasurer of the Board, State Superintendent of Schools*

James H. DeGraffenreidt, Jr., *President, State Board of Education*

Martin O'Malley, *Governor*

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If you have any questions or comments about this publication, please contact 410.767.0484.

## Common Core State Standards content areas and grade levels

There are two sets of education standards, spanning Kindergarten through grade 12—English-language arts and math. English-language arts and math were the first subjects chosen because these two subject areas provide core skills upon which students build skill sets in other subject areas. They are also the subjects most frequently assessed for accountability purposes.

- The **English/language arts standards** can be found at <http://corestandards.org/the-standards/english-language-arts-standards>. Within the English/language arts standards are literacy standards for history and social studies, and sciences and technical subjects.
- The **math standards** can be found at <http://corestandards.org/the-standards/mathematics>.

*Expectations for college and career-readiness in reading and writing are also defined in CCSS and can be found in the English/language arts standards. These expectations focus on the knowledge and skills students' grades 6 through 12 will need upon high school graduation to succeed in credit-bearing college courses and entry-level workforce jobs or training programs.*

## Assessments

- On September 2, USDE awarded a \$170 million grant to the Partnership for the Assessment of Readiness for College and Careers (PARCC) for the development of a K-12 assessment system aligned to the Common Core State Standards in English/language arts and mathematics.
- Maryland is among eleven governing states that will lead the 26-state PARCC group in developing the assessment.
- PARCC's goal is to create an assessment system that is computer-based and one that will provide teachers with timely information on student progress.
- It is anticipated that the assessments will be ready for the 2014-15 school year.



The Maryland Classrooms publication was made possible by a generous contribution from 7 Eleven & the Maryland Teacher of the Year Program.

[MarylandPublicSchools.org](http://MarylandPublicSchools.org)



## Maryland's 2011 Educator Effectiveness Academies

Bringing Knowledge of the New Maryland Common Core State Curriculum Back to Your School

As part of its Third Wave of Reform, the Maryland State Department of Education (MSDE) will be conducting regional Educator Effectiveness Academies beginning this summer and continuing through 2014. These professional development programs are aimed at building educators' knowledge of new reform measures, knowledge that they will bring back to all of Maryland's schools. The 2011 Academies are specifically targeted at expanding educators' understanding about the new Maryland Common Core State Curriculum and how STEM education aligns with these new standards.

### Participation

More than 6,000 educators, representing every school in the state of Maryland, will participate in this summer's Academies. Each school will send a team of four representatives, comprised of the school's principal, and one teacher from each of the following three subject areas: English/language arts; mathematics; and science, technology, engineering, and mathematics (STEM) content. Participants will be selected by their principal, with guidance from the Local Education Agency (LEA). LEAs are also charged with disseminating all Academy information to schools within their district.

### Academy Format

Facilitated by Master Teachers, Academy participants will break in to groups, based on content and grade level, to engage in activities that further their understanding of the new curriculum. Participants will also have the opportunity to provide feedback and input into areas of the curriculum framework that need modification. School teams will collaborate to create one-year professional development plans, which they will bring back to their individual schools and use to educate the entire staff on these topics.

### Take Away

Participants will leave the Academies with a meaningful understanding of the new Maryland Common Core State Curriculum Framework and the expertise to present that content effectively. Over the following year, they will lead their school staff in professional development programs on these topics, as well as participate in two on-line Academy follow-up sessions.

### 2011 Academy Outcomes

Over the course of each three-day Educator Effectiveness Academy, participants will:

- Develop knowledge of the Maryland Common Core State Curriculum Standards and Framework;
- Develop an understanding of the relationship between Maryland's vision of STEM and the Common Core State Curriculum Framework;
- Provide feedback, modifications, and additions to curriculum work completed in 2010-2011;
- Analyze the Academy content presented to identify prerequisite skills needed and appropriate strategies for scaffolding instruction; and
- Create a one-year study plan that will guide school staff in delivering the Academy content.

### Educator Effectiveness Academies Timeline

**Master Teacher applications due:** February 22, 2011  
**Registration of school teams with MSDE:** March 9, 2011 - April 15, 2011  
**Master Teacher selection:** early April 2011  
**On-line follow-up sessions for all Academy participants:** fall 2011 and spring 2012

### Academy Sessions:

2011 DATES	SESSIONS OFFERED
June 27 - June 29	4
July 7 - July 13	3
July 18 - July 20	2
July 25, - July 27	1
August 1 - August 3	1

## Common Core State Standards vs. Maryland Common Core State Curriculum

COMMON CORE STATE STANDARDS	THE MARYLAND COMMON CORE STATE CURRICULUM
<ul style="list-style-type: none"> <li>- National education standards that establish a set of shared goals and expectations for what students are expected to learn.</li> <li>- These standards ensure that all students, from school-to-school and state-to-state, are receiving equally rigorous content to prepare them for college and career.</li> <li>- The Common Core State Standards cover kindergarten through grade 12, in the subject areas English/language arts and mathematics.</li> <li>- It is up to the individual states to determine whether to adopt the standards and how to implement them.</li> <li>- The Maryland State Board of Education adopted the Common Core State Standards in June 2010.</li> <li>- In total, more than 40 states and U.S. territories, as well as the District of Columbia, have adopted the Common Core State Standards.</li> </ul>	<ul style="list-style-type: none"> <li>- A new state curriculum for all Maryland schools will be built upon the foundation of educational standards established by the Common Core State Standards.</li> <li>- The new curriculum will be developed over the next three years, with guidance from hundreds of teachers, administrators, and higher education representatives, to ensure that the Maryland Common Core State Curriculum is aligned with the Common Core State Standards.</li> <li>- The Maryland Common Core State Curriculum Framework, which is comprised of the standards, essential skills, and essential knowledge, will be presented to the State Board for adoption in June 2011.</li> <li>- In 2013, the new curriculum will become the state curriculum for Maryland.</li> <li>- The development of new curriculum is part of Maryland's Third Wave of Reform, helping ensure that all students are fully prepared for college and career in the 21st Century.</li> </ul>

## Maryland Council for Educator Effectiveness (MCEE) Update

- The Maryland Council for Educator Effectiveness is charged with developing an educator performance evaluation model, ensuring that every teacher and principal is assessed using multiple, fair, transparent, timely, rigorous, and valid methods.
- The 21-member Council is comprised of teachers, principals, education experts, and elected officials.
- The Council has been meeting regularly since August 26, 2010.
- As the Council develops an educator evaluation model, they are calling upon outside groups of educators to provide additional ideas and feedback. The Council has gathered input from educators across the state, including:

### Teacher Effectiveness Think Tanks

Nearly 200 administrators, supervisors of instruction, and teachers, representing all fields of instruction, have met two to three times to address questions surrounding the criteria that will go into educator evaluations. They are specifically looking at ways to measure student growth across diverse content areas and identifying effective and highly effective outcomes for teachers and principals.

### Teacher of the Year Summit, January 7, 2011

80 award winning teachers and principals gathered to discuss teacher evaluations, specifically identifying the potential benefits and concerns around the use of student growth measures to gauge teacher effectiveness.

- The Council will submit its recommendations for the development of a model performance evaluation system to the Governor, the General Assembly, and the Maryland State Board of Education by mid-2011.

A Publication from the Maryland State Department of Education

# Maryland Classroom

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## Maryland’s Longitudinal Data System

### Robust Data to Improve Student Achievement

Maryland’s Longitudinal Data System (MLDS) initiative is one of the main components of the State’s Race to the Top (RTTT) program. Through this initiative, the Maryland State Department of Education (MSDE) is working to build a statewide technology infrastructure that links State education data with analytical and instructional tools to monitor and promote student achievement. MLDS is designed to increase the type and usefulness of the educational data delivered to a variety of stakeholders. The overall goal of this program is to support Maryland’s education reforms, strengthen instruction, improve student performance at all levels, and facilitate postsecondary school transitions.

#### Tracking Student Performance

Maryland’s goal is to have a continuous record of each student’s growth and achievement from Pre-K through college and beyond. By tracking student performance, the State will develop a clear picture of just how well Maryland is meeting its reform goals.

Following students as they transition throughout their education will also help schools more quickly meet the educational needs of students as they move from school to school or school system to school system.

#### Using Data to Improve Instruction

Maryland’s vision for MLDS places teachers at the center, providing every educator with the tools for strengthening classroom instruction. The data collected through the MLDS initiative will be linked to a variety of resources available for all Maryland teachers to assist them in enhancing student achievement. These tools are being designed to help struggling students catch up, on-track students accelerate their progress, and help prepare all students for college and careers.

#### Tools for Teachers

##### Online Instructional Toolkit

The MLDS Online Instructional Toolkit will equip teachers with curriculum information, model lessons, formative assessments, and professional development opportunities.

##### Dashboards

The data collected through the MLDS program will be organized into easy-to-use online dashboards, which teachers will use to assess student performance and needs.

##### Student Intervention Alert System

MLDS will contain an alert system that will automatically notify teachers when a student is getting off track and the issues that may be the cause.

#### Data System Status

While Maryland has had a robust data system for many years, since 2005 the State has been concentrating on building a Longitudinal Data System that will provide useful information for all stakeholders and essential information to inform policy decisions.

Maryland is currently completing its Longitudinal Data System and is now designing dashboards that will make the data available to teachers, giving them a “one-stop-shop” for the identification of student needs as well as instructional tools to address those issues.

## Race to the Top Scopes of Work Update

The U.S. Department of Education has recently approved Maryland's State and local RTTT Scopes of Work. These documents detail how the State and Local Education Agencies (LEAs) will spend their grant dollars to further education reform over the next four years.

With this approval Maryland's \$250 million RTTT grant is now fully available!

## Race to the Top Videos

The Maryland State Department of Education (MSDE) crafted a series of videos outlining Maryland's vision for its RTTT program. The series begins with an overview of the State's RTTT program, followed by videos that expand upon the four assurance areas that are the pillars of Maryland's reform plan: Standards and Assessment, Data Systems, Great Teachers and Great Leaders, and Support for Struggling Schools.

These short pieces provide valuable insight in an easy-to-understand format into the State's objective to move from national leader to world-class status and the role Maryland's educators will play in this process.

To view these videos and learn more about Maryland's vision for reform visit:  
[http://MarylandPublicSchools.org/MSDE/programs/race\\_to\\_the\\_top/rttt\\_videos](http://MarylandPublicSchools.org/MSDE/programs/race_to_the_top/rttt_videos)

## Updates Underway to MSDE's Race to the Top Website

Maryland's RTTT website is getting a makeover. The site, [www.MarylandPublicSchools.org/rttt](http://www.MarylandPublicSchools.org/rttt), is being rebuilt to be more user-friendly and include additional resources to keep visitors up to date on the latest progress being made in RTTT.

The revamped site will contain new pages detailing Maryland's RTTT program and initiatives for reform; provide documents and information about the State's RTTT application, budget, and Scopes of Work; include links to RTTT news and multimedia resources; and provide contact information to reach the State's RTTT team.

The website will be updated regularly, so be sure to check back often for the latest news and information about Maryland's education reforms.



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## Teachers' Top 10 Questions about Race to the Top

1

### Why do we need a new statewide system of evaluation for teachers and principals?

Implementing a new statewide system of evaluation for teachers and principals will help Maryland move from being a national leader in education to world class. To be world class it is not sufficient to measure only qualitative measures (e.g., planning, preparation, instruction, and professional responsibilities) like most school systems currently do. Maryland must also be able to determine how much students grow as a result of instruction in the classroom, thereby aligning student growth to evaluation.

Student growth is the primary reason why we teach and why schools exist. We owe it to our stakeholders to show them we are committed to growth for each student and that taxpayer dollars are being well-spent.

2

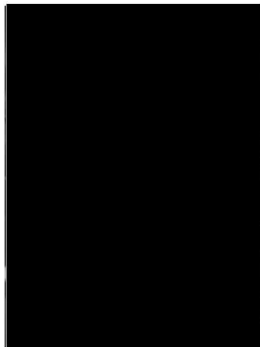
### Since student growth is counting for 50% of my evaluation, how can I be assured that the components of that measure will be transparent and fair regardless of my teaching assignment?

When Maryland committed to making student growth 50% of teacher evaluations, the Governor appointed an Educator Effectiveness Council, with broad stakeholder representation, whose charge was to develop a fair, transparent, comprehensive evaluation model.

After months of deliberation, the Council agreed to an initial framework for the evaluation of teachers and principals as well as to a set of general standards to guide the evaluation process. The Council will meet to refine these initial recommendations in December 2011 and June 2012.

The general standards give broad flexibility to Local Education Agencies (LEAs) as they work with their bargaining units to develop their own LEA-specific evaluation systems. These general standards also allow LEAs to select growth measures from a menu of options and provide for the use of multiple measures in the student growth component of the evaluation system.

For more information view [Initial Recommendations Statewide Educator Evaluation System](http://www.MarylandPublicSchools.org/rttt), available at [www.MarylandPublicSchools.org/rttt](http://www.MarylandPublicSchools.org/rttt).



## What kind of professional development experiences will I receive so that I can fully understand how I will be evaluated?



Professional development experiences will be built on what we learn through two years of pilot evaluation systems. The first pilot year, 2011-2012, will involve seven LEAs. The second pilot year, 2012-2013, will involve all LEAs.

The Maryland State Department of Education (MSDE) will provide technical assistance to LEAs as they develop their evaluation systems and resulting professional development experiences. MSDE will also provide direct professional development to executive officers and principals in the implementation of the new statewide system of evaluation. Individual LEAs will deliver professional development to meet their local needs as determined by the design of their evaluation systems.

Additionally, the summer Educator Effectiveness Academies and Academy follow-up sessions during the school year will provide ongoing information and support for teachers and principals while the new evaluation system is piloted and implemented.



## Will our new Curriculum be either a Maryland curriculum or a national curriculum?

Our new Curriculum will be a homegrown Maryland Curriculum, created by Maryland's own educators. Maryland is building its new Curriculum on the Common Core State Standards (CCSS), national education standards that provide goals and expectations for students in grades K-12 that will prepare them for success in college and the workplace. Maryland educators are developing the new State Curriculum to help its students achieve these Standards.

Maryland voluntarily adopted the CCSS in 2010. Since that time hundreds of classroom educators, instructional leaders, administrators, and higher education representatives have assisted State officials in developing the new Maryland Common Core State Curriculum Frameworks in English/Language Arts and Mathematics. The Frameworks identify the essential skills and knowledge students must know and be able to do in order to master the Standards. Since the CCSS did not include Pre-K, Maryland created standards and developed the accompanying Frameworks to serve these students, as well.

The Frameworks form the foundation for the new State Curriculum in English/Language Arts and Mathematics and the development of the new State Curriculum in other disciplines will begin in fall 2011. Transition from our current State Curriculum to the new Curriculum will occur when the new Curriculum is fully in place in the 2013-2014 school year.

For more information view [Your Guide to the Maryland Common Core State Curriculum](http://www.MarylandPublicSchools.org/rttt), available at [www.MarylandPublicSchools.org/rttt](http://www.MarylandPublicSchools.org/rttt).

## What am I expected to do this school year as part of this transition and what supports will I get?



The transition to the new Maryland Common Core State Curriculum is just beginning. This school year all teachers are expected to develop an understanding of the new Curriculum Frameworks in English/Language Arts and Mathematics.

Certain faculty members, identified by school principals, will be asked to implement various components of the new Curriculum Frameworks in their classrooms this year. The designated English/Language Arts faculty members will be asked to include explanatory, argument, and narrative writing products in their lessons this school year. The identified Mathematics faculty members will be asked to include the standards for mathematical practice in their lessons. Other faculty members, also designated by school principals, will work to develop integrated STEM lessons.

These expectations were crafted as part of a school curriculum transition plan developed by every school team that participated in this summer's Educator Effectiveness Academies. This transition plan will guide the faculty involved and provide support to all faculty members. Additional support will be provided by LEA staff and MSDE.



## What will the new assessments look like, and when will they be used for accountability purposes?



Maryland has joined the Partnership for Assessment of Readiness for College and Careers (PARCC), a national consortium of 25 states that are working together to design assessments aligned to the Common Core State Standards.

The new assessments PARCC develops will be anchored in college and career readiness; provide comparability across states; and be able to assess and measure higher-order skills such as critical thinking, communications, and problem solving. The assessments will include a mix of constructed response items, performance-based tasks, and computer-enhanced, computer-scored items.

The assessment system will be computer-based and will measure student progress at key times during the school year, rather than on one test at the end. These “through course” assessments will allow for instructional adjustment and extra support to students who need it. The PARCC assessments will be implemented in Maryland in the 2014-15 school year and will replace the Maryland School Assessments.

For more information go to [www.parcconline.org](http://www.parcconline.org)



## How will we help ensure that all schools have equitable access to technology and online resources?

Embracing meaningful education reform in the 21st Century must include the expanded use of technology. We need it to enhance our efficiency, to access abundant online resources, and most of all, to successfully engage the “digital natives” in our classrooms by meeting them where they are.

As a State and a nation, we must work together to integrate technology into all aspects of education, whether it be in administration, using student data at the teacher level, or using technology in everyday student instruction and assessment. The PARCC assessments are planned to be administered online, but the use of technology cannot be merely “test prep.”

Race to the Top will provide some resources to shore up the infrastructure in our LEAs and achieve equity among systems. Conversations continue at the State and national level to find additional resources to assist school systems in providing the technology required to prepare students for their 21st Century world. All of us must acknowledge that this is a major priority and work together to provide these resources to Maryland’s teachers and students.

## How does a Longitudinal Data System benefit the classroom teacher?



Classroom teachers will benefit from a Longitudinal Data System in a number of ways. A Longitudinal Data System links student data across years including major transitions (such as middle school to high school and high school to college), giving each educational level access to feedback concerning the adequacy of preparation of students for success in the next phase of their education career. This information is also essential to policy makers to inform them in a systematic way of what changes need to be made.

The Data System will also provide teachers with a full history of a student’s education record. This will allow for more efficient and accurate placement of students who transfer between schools.

Additionally, the Longitudinal Data System will be the foundation for the Instructional Intervention System, which provides data on student strengths and weaknesses, along with the resources and supports to assist teachers to address those needs. Teachers will also receive progress reports and automatic screenings (called “alerts”) to notify them when a student is in need of intervention or additional challenges.

For more information view [May 2011 issue of Maryland Classroom](#), available at [www.MarylandPublicSchools.org/rttt](http://www.MarylandPublicSchools.org/rttt).

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## I've heard a great deal about the Online Instructional Toolkit. What is it and how can it help me with my students?

Maryland's Online Instructional Toolkit is a one-stop-shop for resources that will assist educators in teaching the content and skills contained in the new State Curriculum.

The Toolkit will include model units, model lessons, formative assessments, multimedia resources, interventions, enrichments, and much more to assist educators in designing instructional programs that are aligned with the new State Curriculum and the new assessments.

The resources included in the Toolkit will allow teachers to pull video to include in lessons; use the model lessons and units as guides to develop their own; choose interventions for students who are experiencing difficulty with a particular skill or concept; and choose enrichments for students who are learning material quickly.

For more information go to [www.mdk12.org](http://www.mdk12.org).

## What is the Breakthrough Center, and how does it serve the lowest-achieving schools?



The Breakthrough Center is Maryland's statewide system of support for the lowest-achieving schools. The Breakthrough Center is dedicated to coordinating, brokering, and delivering support to districts and schools across the State.

Maryland's lowest-achieving schools are determined by a strict formula provided by the U.S. Department of Education. Schools on that list must look at the whole school to determine barriers to student achievement. To that end, the Breakthrough Center works to build the capacity of individuals and entire school systems to turn around these low-achieving schools. It also provides direct support and guidance to teachers and principals during the turnaround process.

The Breakthrough Center coordinates many Race to the Top services, including Restructuring Implementation Technical Assistance (RITA) needs assessments; guidance and health services; primary talent development; physical activity; extended student learning; and school culture.

For more information go to [http://www.MarylandPublicSchools.org/MSDE/divisions/leadership/programs/breakthrough\\_center.htm](http://www.MarylandPublicSchools.org/MSDE/divisions/leadership/programs/breakthrough_center.htm)

## VIDEO ON TEACHERS' TOP 10 QUESTIONS ABOUT RACE TO THE TOP

For additional insight into these questions, download and view the companion video at <http://media.msde.state.md.us/2011/TOP/TEN.wmv>

A Publication from the Maryland State Department of Education

# Maryland Classroom

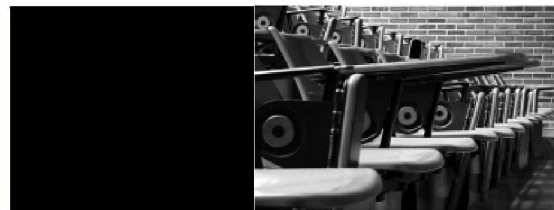
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Bernard J. Sadusky, Ed.D. *Interim State Superintendent of Schools*  
 James H. DeGraffenreidt, Jr., *President, State Board of Education*  
 Martin O'Malley, *Governor*

The contents of this flyer were developed under a grant from the U. S. Department of Education. However, those contents do not necessarily represent the policy of the U.S. Department of Education, and you should not assume endorsement by the Federal Government.

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[MarylandPublicSchools.org](http://MarylandPublicSchools.org)



## Your Guide to The Maryland Common Core State Curriculum

### Background

In June 2010 the Maryland State Board of Education unanimously adopted the Common Core State Standards in English/Language Arts and Mathematics. These national education standards establish a set of shared goals and expectations for what students should understand and be able to do in grades K-12 in order to be prepared for success in college and the workplace.

Common standards help ensure that students are receiving an equally rigorous, high quality education consistently, from school to school and state to state. The Common Core State Standards form the foundation upon which Maryland is building its new State Curriculum.

### The Maryland Common Core State Curriculum

While the Common Core State Standards provide goals and expectations for student learning, Maryland educators are developing the State Curriculum that will help its students achieve the Standards.

Following the adoption of the Common Core Standards, Maryland launched a broad-based, year-long process to analyze the new Standards and compared the alignment of the existing State Curriculum to the Common Core State Standards. Using only the "excellent" matches in each grade level, development of the new Maryland Common Core Curriculum Frameworks began. Since the Common Core State Standards did not include Pre-K, Maryland educators created standards and developed the essential skills and knowledge to serve these students, as well.

Hundreds of classroom educators, instructional leaders, administrators, and higher education representatives continue to assist State officials in developing the new Maryland Common Core State Curriculum. The new State Curriculum will be implemented in Maryland schools in the 2013-2014 school year.

The Maryland Common Core State Curriculum will have two main components, the Curriculum Frameworks and the Online Curriculum Toolkit.

### The Common Core State Standards

- National education standards covering grades K-12 in English/Language Arts and Mathematics
- Anchored in college and career readiness
- Research and evidence based
- Internationally benchmarked
- State-led effort, headed by Council for Chief State School Officers and National Governors Association
- Voluntarily adopted by over 40 states and U.S. territories, and the District of Columbia

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## The Curriculum Frameworks

The Maryland Common Core Curriculum Frameworks in English/Language Arts and Mathematics define the essential skills and knowledge that students need to know and be able to do in order to achieve the academic goals of the Common Core State Standards. The Frameworks are the foundation of Maryland's new Curriculum and will guide the development of curriculum resources.

Since the adoption of the Common Core State Standards, educators from around Maryland have met to determine the Essential Skills and Knowledge associated with these Standards. The Frameworks are the result of this work.

On June 21, 2011, the Maryland State Board of Education unanimously accepted Maryland's Draft Common Core Curriculum Frameworks for English/Language Arts and Mathematics. The draft Frameworks have been posted on [www.mdk12.org](http://www.mdk12.org) and are open to comments and feedback. Additional feedback will continue to be gathered from other groups, including 6,000 educators at this summer's Educator Effectiveness Academies, 150 teachers at Master Teacher Training, representatives from colleges and universities across the State at Institutes of Higher Education meetings, multiple Supervisors' briefings, and the Assistant Superintendents/Executive Officers Mini-Academy.

## The Online Curriculum Toolkit

Maryland's Online Curriculum Toolkit provides resources that will assist educators in designing instructional programs that are aligned with the new Curriculum and the new assessments.

The Toolkit will contain model lessons, model units, formative assessments, multi-media resources, intervention and enrichment modules, and online courses for students and educators. This rich curriculum resource will also enable educators to differentiate instruction to meet the needs of all students.

## Assessments

Maryland is a Governing State in the Partnership for Assessment of Readiness for College and Careers (PARCC), a consortium of 24 states working together to develop an assessment system aligned to the Common Core State Standards. The new assessments will be anchored in college and career readiness; provide comparability across states; and be able to assess and measure higher-order skills such as critical thinking, communications, and problem solving. The assessments will be computer-based and will include a mix of constructed response items, performance-based tasks, and computer-enhanced, computer-scored items.

PARCC will assist educators in the classroom by providing instructional tools to support implementation, student achievement data, professional development modules, and educator-led training to support "peer-to-peer" training. K-12 educators across the consortium of PARCC states will be involved throughout the development of the PARCC assessments and related instructional and reporting tools to help ensure the assessment system provides the information and resources educators need most.

In August 2011, PARCC released its draft of the PARCC Model Content Frameworks in English Language Arts/Literacy and Mathematics, which serve as a bridge between the Common Core State Standards and the new assessment system.

The PARCC assessments will be fully implemented in Maryland in the 2014-15 school year and will replace the Maryland School Assessments.

To view the Frameworks and additional information about the new assessments, visit the PARCC website at [www.parcconline.org](http://www.parcconline.org).

**Maryland Classroom**  
A Publication from the Maryland State Department of Education

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Bernard J. Sadusky, Ed.D. *Interim State Superintendent of Schools*  
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*The Maryland Classrooms publication was made possible by a generous contribution from 7 Eleven & the Maryland Teacher of the Year Program.*

# Appendix C-6: Maryland 3<sup>rd</sup> Wave of Reform Timeline

(Critical Elements)

Event	SY 2009-2010		SY 2010-2011				SY 2011-2012				SY 2012-2013		SY 2013-2014		SY 2014-2015 and beyond			
	June 2010	Aug. 2010	Oct. 2010	Dec. 2010	Jan. 2011	Feb. 2011	July 2011	Sept. 2011	Nov. 2011	Dec. 2011	Feb. 2012	June 2012	Aug. 2012	June 2013	Aug. 2013	June 2014	Aug. 2014	June 2015
Common Core State Standards (CCSS)	June 22, 2010: Adopted	June '10- October '10: Gap Analysis CCSS v. MSC	Nov. '10-April '11: MD CCSS Curriculum Frameworks Developed															
Partnership for the Assessment of Readiness for College and Careers (PARCC)			June 14, 2010: Maryland joins the PARCC Consortium & Design Phase Begins															
Teacher /Principal Evaluation																		
ESEA Flexibility Waivers																		

SY 2013-2014: Full Implementation of MD CCSS Curriculum

SY '13-14: Full Field testing and related research and data collection

SY 2014-2015: PARCC Assessments fully implemented

SY 2011-2012 & SY 2012-2013: Transition Plans & New Maryland CC State Curriculum Writing

SY 2011-2012: Development of Assessments begins & Multiple Stakeholder Meetings are convened  
Nov. '11: PARCC Content Model Frameworks Presented to the States

July '11- June '12: Performance Evaluation System Pilot in 7 LEAs

if waivers are granted they become effective for SY 2012-2013 through SY 2013-2014 with the possibility of an extension barring reauthorization of ESEA

Nov. '10-April '11: MD CCSS Curriculum Frameworks Developed

Nov. '11: PARCC Content Model Frameworks Presented to the States

August '10: Maryland Council on Educator Effectiveness Convened

Feb 21, 2012: Final App due to USOE

MSOE convenes multiple Stakeholder Meetings

USOE offers States ESEA Flexibility

MSOE convenes multiple Stakeholder Meetings

Feb 21, 2012: Final App due to USOE

# Appendices for Principle 1: College- and Career- Ready Expectations for all Students

<b>Document</b>	<b>Label</b>
Maryland's Plan for Complete Implementation to the Common Core Standards	1.B
State School Board Minutes- Presentation of Gap Analysis	1.B.1
Mini-Academy for Assistant Superintendents and Executives Officers- Developing a structure for the Educator Effectiveness Academies - Agenda & Handouts	1.B.2
Educator Effectiveness Academy – Agenda, Templates and Sample Transition Plans	1.B.3
Maryland Common Core State Curriculum Teacher Effectiveness Academy Content for 2011	1.B.4
MSDE evidence to assist LEAs in transition planning	1.B.5
Content Discipline Supervisory Briefings on Common Core transition- Agendas	1.B.6
Assistant Superintendents' Retreat – Agenda and timeline for curriculum transition and implementation	1.B.7
Model Units Template and Descriptors	1.B.8
Public School Superintendents Association of Maryland- Presentation of transition plans- Agenda and Minutes	1.B.9
Random Sample of Transition Plans for Common Core	1.B.10
LEA Assistant Superintendents Meeting – Development of timeline for full implementation – Agenda and Notes	1.B.11
Regional Meeting Agendas- MSDE Presentation and Assistance to LEAs for developing plans	1.B.12
State Universal Design for Learning (UDL) Resources	1.B.13

# Appendix 1.B: Maryland's Plan for Complete Implementation of the Common Core Standards

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

**1. A Adopt college- and career- ready standards: Option A:** *The State has adopted college-and career-ready standards in at least reading/language arts and mathematics that are common to a significant number of States, consistent with part (1) of the definition of college-and career- ready standards. [Attach evidence that the State has adopted the standards, consistent with the State’s standards adoption process. (Attachment 4)]*

<b>Key Milestone or Activity</b>	<b>Detailed Timeline</b>	<b>Party or Parties Responsible</b>	<b>Evidence (Attachment)</b>	<b>Resources*</b>	<b>Significant Obstacles*</b>
Common Core State Standards were adopted	June 22, 2010- Presented and adopted by the Maryland State School Board	MD State School Board;  (Now Former) MD State Superintendent of Schools, Nancy Grasmick	MD SBOE Minutes and Memo from Dr. Grasmick  (Attachment 4)	None	None

**1.B Transition to college- and career-ready standards:** *Provide the SEA’s plan to transition to and implement no later than the 2013–2014 school year college- and career-ready standards statewide in at least reading/language arts and mathematics for all students and schools and include an explanation of how this transition plan is likely to lead to all students, including English Learners, students with disabilities, and low-achieving students, gaining access to and learning content aligned with such standards.*

<b>Key Milestone or Activity</b>	<b>Detailed Timeline</b>	<b>Party or Parties Responsible</b>	<b>Evidence (Attachment)</b>	<b>Resources (</b>	<b>Significant Obstacles</b>

Public Communication- Adoption of the new CCSS and Explanations  (In the Consultation Section)	June 2010- Ongoing	MSDE Division of Academic Policy;  MSDE Division of Instruction	Maryland's 3 <sup>rd</sup> wave of reform pamphlet  MD Race to the Top Monthly Updates  Maryland Classroom Monthly Updates  (Consultation Section)		
	May 2011- Regional Presentations of the Common Core Standards- Open to the Public	MSDE Division of Instruction;  LEA Public Information Officers;  Interested members of the public	Agenda  Powerpoint of the presentation  (Consultation Section)	Curriculum Team  ~ 15 hours for 3 staff	
Gap analysis of the new CCSS and the existing Maryland State Curriculum	June 2010-October 2010: Gap Analysis was conducted through regional meetings using the Common Core Comparison Tool developed by Achieve	K-12 Teachers; Principals; content experts; Higher education faculty;  Public Stakeholders	Results of the Gap Analysis (Presented in the Text)	Curriculum Staff, LEA Staff, IHE Staff	
	October 2010-	Assistant State	BOE Minutes (Appendix		



	Presented the Gap Analysis to MD State Board of Education	Superintendent - Division of Instruction; MD State Board of Education	1.B.1)		
Creation of the Common Core Curriculum Frameworks	November 2010-April 2011	Curriculum revision teams from LEAs- teams included teachers, principals, and discipline specialists,  Higher Education representatives and MSDE Division of Instruction	These frameworks are available on <a href="http://www.mdk12.org">www.mdk12.org</a>	State-wide teams, 6 additional specialists in math and ELA	
	February 22, 2011- Joint meeting between MSDE and University System of Maryland (USM) including higher education faculty around the state to provide feedback on the English/Language	USM;  MSDE Division of Instruction;  Higher Education Faculty from private and public four years and two years;  Achieve PARCC	Agendas  Minutes  Powerpoint presentations for each meeting  PARCC fact sheet and MD PARCC update  (Consultation Section)		

	<p><b>Arts Common Core Framework</b></p> <p>April 21, 2011- Joint meeting between MSDE and USM including higher education faculty around the state to provide feedback on the Math Common Core Framework</p>	<p>representative</p>			
	<p>May 2011- Mini Academy for Local Assistant Superintendents to develop the structure for the Educator Effectiveness Academies</p>	<p>Local Assistant Superintendents of Instruction; MSDE Division of Instruction</p>	<p><b>Agenda</b></p> <p>Overview of the Common Core State Curriculum Structure</p> <p>Educator Academies Agenda Draft</p> <p>HS Math Transition Plan</p> <p>(Appendix 1.B.2)</p>		

<p>Assistance for Individual Schools in Creating Transition Plans and Professional Development for New Curriculum Resources- delivered through new technology solutions</p>	<p>Summer 2011- Educator Effectiveness Academies- Schools were given a plan template, a rubric, and questions to consider as they write their transition plans</p> <p>2011-2013: Extensive and substantial professional development. Curriculum teams will identify instructional priorities for transition</p> <p>(Educator Effectiveness Academies)</p>	<p>Individual Schools, Teachers, and Principals from every school in the state (School teams included the principal, one ELA teacher, one Math teacher, and one STEM teachers) with Assistance from the MSDE Division of Instruction</p> <p>More than 6,000 educators from Pre-K 12 and higher education MSDE Division of Instruction</p>	<p>Template, Rubric and Questions to Consider</p> <p>Sample Transition Plans for Math and ELA</p> <p>Powerpoint from Academies (Appendix 1.B.3)</p> <p>Teacher Academy Content 2011, 2012, and 2013 (After 2013 they will be electronic) (Appendix 1.B.4)</p> <p>Information on these academies is also available at : <a href="http://www.mdk12.org/instruction/academies/index.html">http://www.mdk12.org/instruction/academies/index.html</a></p>	<p>Printing &amp; Shipping Costs</p> <p>Training Costs</p> <p>150 Master teachers training</p> <p>3 PD specialists</p>	
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	<p>Fall and Spring 2011-2012 online follow-up sessions that provide additional guidance on the Common Core State Standards and new information provided by PARCC</p>	<p>MSDE Division of Instruction;  Local Assistant Superintendents;  LEAs</p>	<p>Will be online by February 2012 <a href="http://www.mdk12.org">www.mdk12.org</a></p>		
	<p>2011-2012: Periodic Site Visits to LEAs requesting assistance with their system planning and/or individual school planning</p>	<p>MSDE Division of Instruction</p>	<p>Powerpoint for Baltimore County Assistant Principals and Supervisors (Appendix 1.B.5)</p>		
	<p>SY 2011-12: Dedicated agenda time for discussing transition guidelines and sharing system approaches for the full implementation of the curriculum (targeted for 2013-2014)</p>	<p>Content Discipline Supervisors;  MSDE Division of Instruction</p>	<p>Sample Agendas (Appendix 1.B.6)</p>		

	<p>Monthly 2011-12: A dedicated agenda item for “transitioning to the common core”- includes sharing content specific approaches, walking through exercises that can be replicated, analyzing connections with the new PARCC assessment information and PARCC content framework information</p>	<p>Local Assistant Superintendents;  Assistant State Superintendent - MSDE Division of Instruction</p>	<p>Sample of an agenda from these meetings</p> <p>Suggested curriculum transition activities</p> <p>Enhanced Timeline for Curriculum Implementation</p> <p>(Appendix 1.B.7)</p>		
<p>Creation of Curriculum Resources</p>	<p>September 2011- Present (Ongoing)- These are the components for the module units and lesson for each subject for each grade level</p>	<p>Educator Teams;  MSDE Division of Instruction</p>	<p>ELA Template for Model Units</p> <p>Math Unit Component Descriptors</p> <p>(Appendix 1.B.8)</p>		

	<p>December 2011- Local Superintendents Meeting- (This is a monthly meeting of all the LEA superintendents with the State Superintendent)</p> <p>Presentation of the Transition Plan for Math</p>	<p>State Interim Superintendent, Bernard Sadusky;</p> <p>Local Superintendents;</p> <p>MSDE Division of Instruction</p>	<p>Agenda</p> <p>Minutes</p> <p>(Appendix 1.B.9)</p>		
<p>Implementation of transition plans - developed based on the MD CCS Curriculum Frameworks</p>	<p>SY 2011-12</p>	<p>ALL Schools and LEAs</p>			
	<p>SY 2011-12- Review of a random sampling of the transition plans as part of the evaluation of RTTT</p>	<p>MSDE Division of Instruction</p>	<p>Sample plans</p> <p>(Appendix 1.B.10)</p>		

<b>Development of new state curriculum-based on the CCSS and the MD CCS Curriculum Framework</b> <b>(Producing the modules and tools)</b>	<b>2011-2013:</b>  <b>October 7, 2011- Local Assistant Superintendents meeting – developed a development timeline for the full implementation of the new MD CCS curriculum implementation</b>	<b>Local Assistant Superintendents;</b>  <b>MSDE Division of Instruction</b>	<b>Agenda</b>  <b>Transition Plan for math (Sample)</b>  <b>Development timeline (Appendix 1.B.11)</b>		
	<b>September –October 2011: Regional meetings to explain the process to full implementation to higher education</b>	<b>Higher Education Faculty;</b>  <b>MSDE Division of Instruction</b>	<b>Agenda</b>  <b>Powerpoint (Appendix 1.B.12)</b>		

Development of Curriculum frameworks for the Literacy Standards for Social Studies/History, Science, and Technical Subjects grades 6-12	SY 2011-14: Begins 2011 and continues through 2014	MSDE Division of Instruction and Cross-disciplinary teams	Literacy Frameworks Draft will be completed by March 2012		
FULL Implementation of the Common Core Standards through the Maryland Common Core State Curriculum	SY 2013-2014: This gives teachers the opportunity to implement the new curriculum one year before the official assessments begin (2014-2015) although MD will be field testing some of the assessments.	ALL SCHOOLS			
<p><b><i>1.C Develop and administer annual, statewide, aligned, high-quality Assessments that measure student growth: OPTION A: The SEA is participating in one of the two State consortia that received a grant under the Race to the Top Assessment Competition. . [Attach the State’s Memorandum of Understanding (MOU) under that competition (Attachment 6)]</i></b></p>					



<p>Maryland joined the Partnership for the Assessment of Readiness for College and Careers (PARCC) administered by Achieve</p>	<p>June 14, 2010: MOU was signed by then State Superintendent Nancy Grasmick</p> <p>Amendment was signed in July 2011 by the Interim Superintendent Bernard Sadusky</p>	<p>State of Maryland-MSDE and higher Ed partners signing letters of support</p> <p>Other states in the PARCC Consortium</p>	<p>Signed MOU and addendum</p> <p>Letters of Support from Institutions of Higher Education</p> <p>(Attachment 6)</p>		
<p>Maryland, as a governing state, will be involved in the field testing of the PARCC assessments</p>	<p>School Year 2012-2013</p>	<p>Specific information has not been released by PARCC at this time</p>			
<p>Full implementation of the PARCC Assessments</p>	<p>School Year 2013-2014</p>	<p>All LEAs</p>			

# Appendix 1.B.1: State School Board Minutes - Presentation of Gap Analysis

# Excerpt from Maryland State Board of Education Minutes

Full minutes can be found at: <http://www.marylandpublicschools.org/NR/rdonlyres/5D922A58-42B9-420F-997F-11CF4B13DEB4/27202/October262010.pdf>

## MINUTES OF THE MARYLAND STATE BOARD OF EDUCATION

Tuesday  
October 26, 2010

Maryland State Board of Education  
200 W. Baltimore Street  
Baltimore, Maryland 21201

The Maryland State Board of Education met in regular session on Tuesday, October 26, 2010, at the Nancy S. Grasmick State Education Building. The following members were in attendance: Mr. James H. DeGraffenreidt, Jr., President; Dr. Mary Kay Finan; Dr. James Gates, Jr.; Mr. Sayed Naved; Mr. Gayon Sampson; Mrs. Madhu Sidhu; Mr. Guffrie M. Smith, Jr.; Donna Hill Staton, Esq.; Dr. Ivan Walks; Ms. Kate Walsh and Dr. Nancy S. Grasmick, Secretary/Treasurer and State Superintendent of Schools. Dr. Charlene M. Dukes and Ms. Luisa Montero-Diaz were absent due to scheduling conflicts.

Elizabeth Kameen, Esq., Assistant Attorney General, and the following staff members were also present: Dr. John Smeallie, Deputy State Superintendent for Administration; Mr. Steve Brooks, Deputy State Superintendent for Finance and Mr. Anthony South, Executive Director to the State Board.

## **TRANSITION TO THE COMMON CORE STATE CURRICULUM -- GAP ANALYSIS REPORT**

Dr. Grasmick asked Dr. Seremet to provide highlights of the *Common Core State Curriculum -- Gap Analysis Report* and explain the implications of the various charts included in the Report.

Dr. Seremet reported that the gap analysis was conducted in August and September of this year and indicated that 88 percent of the Common Core math standards matched Maryland math standards and 89 percent of the Common Core English/Language Arts (ELA) standards match Maryland's ELA standards. She said that next week teams will be working on anything that didn't have a match or were not categorized as a "good match" since the goal is to have all standards fall under "excellent" as a match. She reported that the teams will also work on grade level shifts and transition plans to make those changes. She explained that of the 495 common core math standards, 55 are "plus" standards that are not required for students to meet the College and Career Readiness standard but represent additional mathematics that student should learn in order to take advanced mathematics courses. She explained that grade level comparisons of the ELA standards were a very close match.

Dr. Seremet said that the teams will be working through the months ahead revising Maryland's curriculum, developing new tools and modifying current tools that educators will use to provide Maryland students with the instructional programs aligned to the

Common Core State Standards. She indicated that the State Board should expect to receive the completed State Curriculum document in June 2011.

In response to a question by the President, Dr. Seremet said that the State Curriculum document will show the changes made and that there will be transition plans to show where the changes will be made.

There was some discussion about the differences in the national and state math standards and Dr. Seremet offered to provide the Board with a breakout of the grades 9 – 12 matches in math and ELA. In response to a question by Mr. Naved, Dr. Seremet offered to provide him with the rubric that explains how a "weak match" is determined.

Dr. Grasmick explained that while the curriculum revisions will be completed by June 2011, the assessments will not be ready until 2014. She noted that this timing gap is a national dilemma which places teachers in a difficult situation. She explained that it is a time consuming process to ensure the reliability and validity of new assessments.

**Appendix 1.B.2: Mini-Academy for  
Assistant Superintendents and Executives  
Officers - Developing a Structure for the  
Educator Effectiveness Academies -  
Agenda & Handouts**

Mini-Academy for Assistant Superintendents and Executive Officers  
May 20, 2011

#### STRUCTURE FOR MINI-ACADEMY

##### **Large Group**

<u>Content</u>	<u>Presenter</u>	<u>Time</u>
Academy Macrostructure/Common Core Information/Crosswalk/Gap Analysis/ School Team Transition Template		

For content presentations, participants will be divided into three groups and will rotate through each content presentation. After first content session, lunch will be provided.

##### **Small Group**

<u>Content</u>	<u>Presenters</u>	<u>Time</u>
Math	Math Team	90 minutes
ELA	ELA Team	90 minutes
STEM	STEM Team	90 minutes

##### Considerations for Content Teams

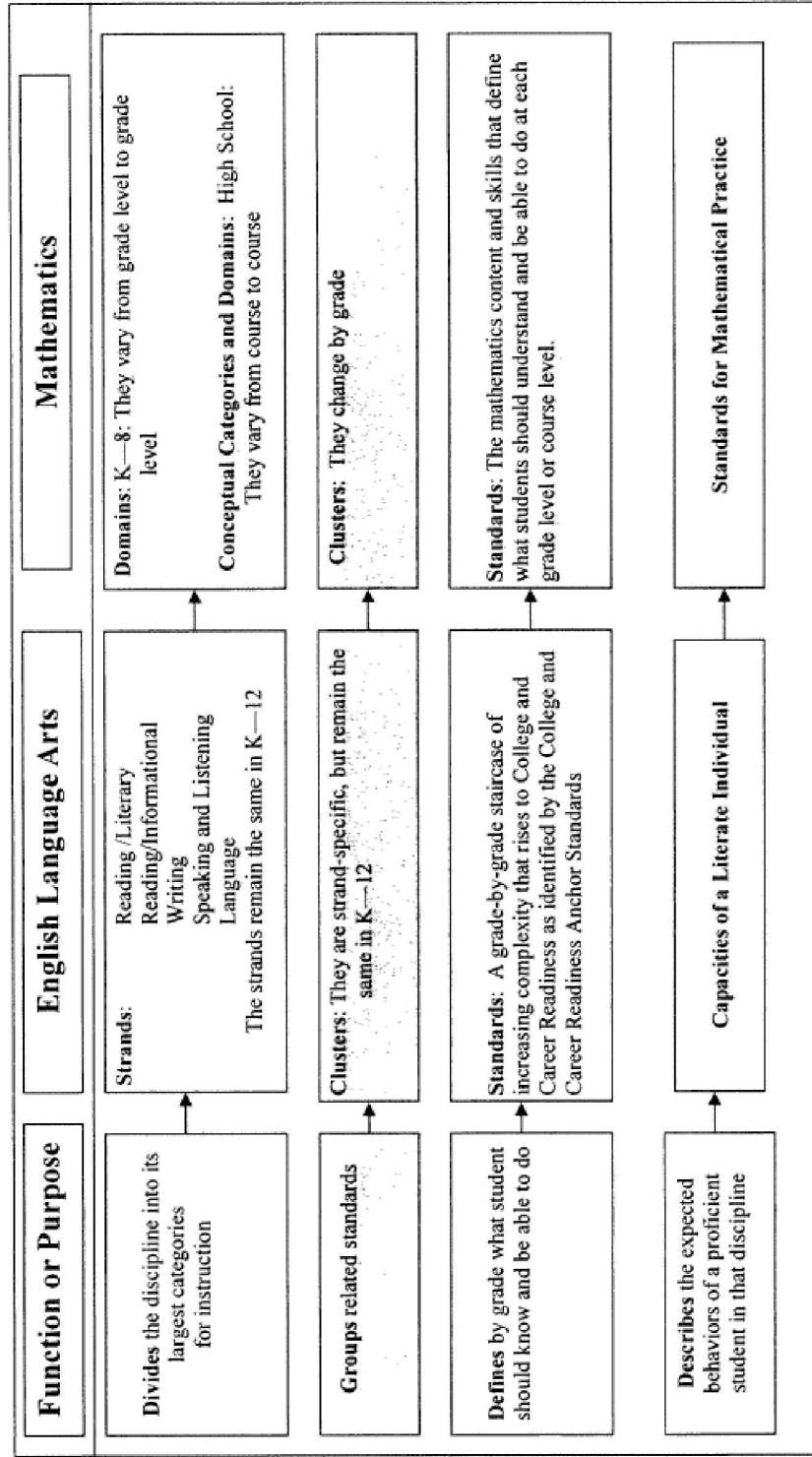
We have promised them that would learn what the content of the Educator Effectiveness Academy would be for all three days. Within 90 minutes, we can provide them with some sample activities, but we will also have to present overviews of some activities, as well.

##### AGENDA:

9:00 – 10:00 Introductory activities in large group  
10:10 – 11:40 First content session  
11:45 – 12:30 Lunch  
12:30 – 2:00 Second content session  
2:10 - 3:40 Third content session

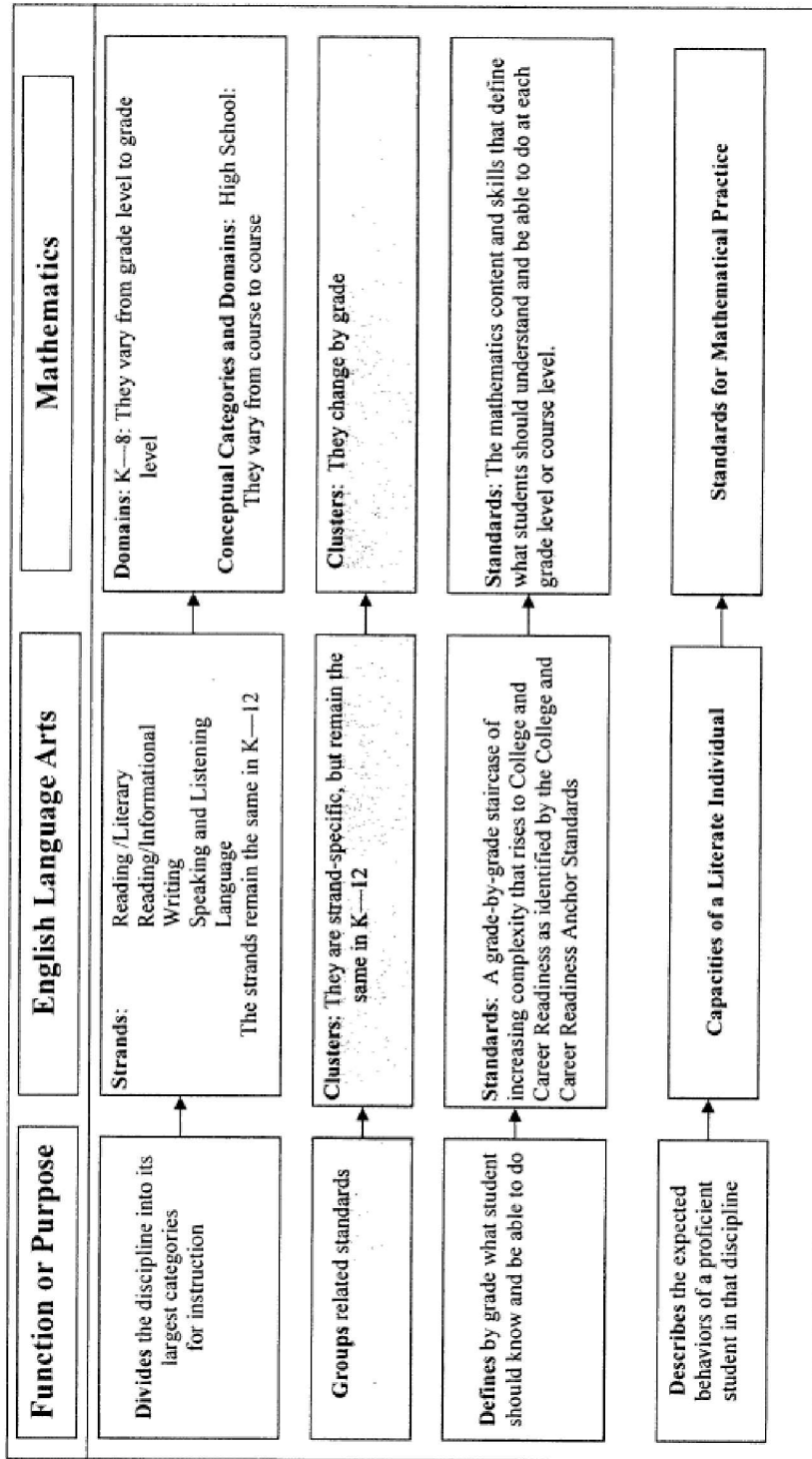
## An Overview of the Maryland Common Core State Curriculum Structure

The Common Core State Standards are the foundation on which the Maryland Common Core State Curriculum is constructed. The language in the English Language Arts and Mathematics Standards differs in some areas, but the purposes or functions of the two disciplines are aligned: The standards define what students must know and be able to do to be College and Career Ready when they graduate from high school. The graphic below illustrates how the two disciplines are structured.



## An Overview of the Maryland Common Core State Curriculum Structure

The Common Core State Standards are the foundation on which the Maryland Common Core State Curriculum is constructed. The language in the English Language Arts and Mathematics Standards differs in some areas, but the purposes or functions of the two disciplines are aligned: The standards define what students must know and be able to do to be College and Career Ready when they graduate from high school. The graphic below illustrates how the two disciplines are structured.





## Draft - 2012 Educator Effectiveness Academies - Draft

<b>Tuesday</b> (Main HS Site)	<b>Wednesday</b> (Main HS site in AM)	<b>Thursday</b> (Main HS Site)
<p><u>School Teams (Teachers &amp; Principals)</u></p> <p>9:00 – 10:00 Large Group in the Auditorium</p> <p>10:15 – 11:15 Rotation #1 School Teams</p> <p>11:30 – 12:30 Rotation #2 School Teams</p> <p>12:30 – 1:15 Lunch on site</p> <p>1:15 – 2:15 Rotation #3 School Teams</p> <p>2:30 – 4:00 Content Sessions designed to set the stage for work to be done the next two days.</p>	<p style="text-align: center;"><u>Teachers</u></p> <p>9:00 – 12:00 Content Sessions for teachers</p> <p>12:00 – 1:00 Lunch (on your own) and travel</p> <p>1:00 – 4:00 Back at school to work on an ‘application’ assignment</p> <p>(Master teachers available by phone/email/or some other medium from 1:30 – 4:00)</p> <p style="text-align: center;"><u>Principals</u></p> <p>9:00 – 12:00 Attend a principals-alike session facilitated by master teachers in each content area—1 hour per content. Content will present an overview of what the teachers are receiving.</p>	<p style="text-align: center;"><u>Teachers</u></p> <p>9:00 – 12:00 Content Sessions for teachers: Trouble shoot work from PM yesterday; discuss the application activity which they completed independently; and continue working on toolkit knowledge (Working together to develop a lesson).</p> <p>12:00 – 12:45 Lunch on-site for teachers</p> <p><u>School Teams (Teachers &amp; Principals)</u></p> <p>12:45 – 4:00 School Team Planning</p> <p>Note: This planning session will be discussed with executive officers and assistant superintendents in the context of some of the system –wide, (multi-team) planning that was done by some LEAs this past summer. This will be an optional approach. For those not interested in doing this, those teams will meet as discrete school planning teams as they did last summer.</p>

# Appendix 1.B.3: Educator Effectiveness Academy - Agenda, Templates and Sample Transition Plans



**Monday Morning:**

8:15-8:45	Academy Registration
9:00-10:00	Opening General Session in auditorium Welcome and Introductions Overview of MCCSC Structure
10:00 – 10:15	Move to Breakout Sessions- assignments by School Team
10:15 – 10:55	MCCSC Structure Activity
10:55-11:55	Breakout Session 1: Content Area Rotation 1
11:55-12:55	Lunch

**Monday Afternoon:**

12:55-1:55	Breakout Session 2: Content Area Rotation 2
2:00-3:00	Breakout Session 3: Content Area Rotation 3
3:00-4:00	Breakout Session 4: School Teams-Planning
4:00	Adjournment

**Tuesday Morning:**

8:15-8:45	Registration and move to content area assignments
9:00-10:00	Breakout Session 1 (E/LA, Math, or STEM)
10:00-10:10	Move to next session
10:10-11:20	Breakout Session 2: (E/LA, Math, STEM)
11:20-11:30	Move to next session
11:40-12:40	Breakout Session 3: (E/LA, Math, STEM)
12:40-1:40	Lunch

**Tuesday Afternoon:**

1:45-2:45	Breakout Session 4: (E/LA, Math, STEM)
1:45-2:45	Principal's Session
3:00-4:00	Breakout Session 5: School Team- Planning
4:00	Adjournment

**Wednesday Morning:**

8:15-8:45	Registration
9:10-10:00	Breakout Session 1: (E/LA, Math, STEM)
10:00-10:10	Move to next session
10:10-11:20	Breakout Session 2: (E/LA, Math, STEM)
11:20-11:30	Move to next session
11:30-12:40	Breakout Session 3: (E/LA, Math, STEM)
12:40-1:40	Lunch

**Wednesday Afternoon:**

1:40-4:00	Breakout Session 4: School Team- Planning
4:00	End of Academy

**Our School's Transition Plan for the New Maryland Common Core State Curriculum**

**By June 2012:**

- Outcome#1:** All faculty will have an understanding of the Maryland Common Core State Curriculum (MCCSC) Framework in Reading/English Language Arts (standards, essential skills, and essential knowledge).
- Outcome#2:** All faculty will have an understanding of the MCCSC Framework in Mathematics (standards, essential skills, and essential knowledge).
- Outcome#3:** Identified faculty will include the MCCSC argument, explanatory, and narrative writing products and processes in lesson development and implementation.
- Outcome#4:** Identified faculty will include the MCCSC practices in mathematics in lesson development and implementation.
- Outcome#5:** Identified, cross-disciplinary faculty teams will develop and implement integrated STEM lesson(s).

Outcome#	What specific activities are we going to include?	Who are the identified faculty members involved?	What resources do we need to implement this activity?	Which lead team member(s) is (are) responsible?	What is the timeframe for the activity?	What is the outcome measure?

MSDE: Educator Effectiveness Academy 2011

**Our School's Transition Plan for the New Maryland Common Core State Curriculum**

Outcome#	What specific activities are we going to include?	Who are the identified faculty members involved?	What resources do we need to implement this activity?	Which lead team member(s) is responsible?	What is the timeframe for the activity?	What is the outcome measure?

**Rubric: School Transition Plan  
for the  
New Maryland Common Core State Curriculum**

*The following rubric provides guidance to assist school teams in developing their School Transition Plan for the Maryland Common Core State Curriculum and for its review by executive level staff. School teams should consider this rubric in relation to each of the five desired outcomes for June 2012. Please have completed draft plans five weeks after your Academy has ended. MSDE will do a random sampling of plans for the purposes of USDE oversight and MSDE program evaluation. Within your system, send your plan to the appropriate executive level staff.*

	<b>Weak</b>	<b>Good</b>	<b>Advanced</b>
<b>Planned Activities</b>	Minimal activities are planned and they appear episodic and disjointed; little thought is given to follow-up.	A satisfactory array of activities is evident in the plan; the activities are cohesive; follow-up and monitoring are also present.	There is a thoughtful and comprehensive listing of strategies that clearly lead to the desired outcome. Follow-up and monitoring are a key component of the plan, and they are clearly described.
<b>Identified Faculty</b>	Few faculty members are involved. There is little evidence of trying to reach out to all faculty members in the short or long term. The school planning team meets irregularly.	Key faculty members in all disciplines and/or grade levels are involved. There is evidence of including key faculty members in the short term and all faculty members in the long-term through pre-service days, in-service, days, and departmental or faculty meetings. The planning team continues to meet.	All faculty members in all disciplines and/or grade levels are involved. There is evidence of a thoughtful and comprehensive approach to planning for pre-service days, in-service, days, and departmental or faculty meetings for all faculty members. The planning team continues to meet throughout the year to guide the effort, discuss staff understanding of the Maryland Common Core State Curriculum, determine faculty needs, and plan future strategies.
<b>Required Resources</b>	Inadequate attention is paid to resource allocation. Time, expertise, facilities, and funding are minimally addressed and are unlikely to lead to staff understanding of the Maryland Common Core State Curriculum.	Adequate resources, within current budgetary limitations, are allocated to accomplish the identified activities. Clear priorities exist for developing staff understanding of the Maryland Common Core State Curriculum through providing time, expertise, facilities, and funding.	A clear and coherent plan for allocation of appropriate resources is identified in the plan. The plan reflects careful consideration of all available resources and makes creative use of time, expertise, facilities, and funding so that all staff can have an understanding of the Maryland Common Core State Curriculum. Attention is given to sustaining the effort over time through a thoughtful approach to long-term resource allocation.

<b>Responsible Person(s)</b>	The responsible person(s) for delivering the specific activities are not clearly identified throughout the plan.	The responsible person(s) for delivering the specific activities are clearly identified throughout the plan. An effort is made to share the load among team members.	The responsible person(s) for delivering the specific activities are clearly identified throughout the plan. Activities are shared among team members. Other faculty members are brought into the delivery of activities as the plan progresses to help ensure total staff buy-in.
<b>Timeframe</b>	The timeframe for the completion of activities is not clear, and there is little evidence that it is realistic in light of the planned activities and dedicated resources.	The timeframe for completion of activities is clear. It is realistic in light of the planned activities and dedicated resources. The team has included all appropriate content from the summer Academies for sharing with staff in reasonably-sized chunks.	The timeframe for completion of activities is appropriate. It is clear that the activities can be accomplished in light of the planned activities, dedicated resources, and responsible person(s). The team has thoughtfully included all appropriate content from the summer Academies 2011 for sharing with staff so that the content for subsequent Academies will be timely and understandable.
<b>Outcome Measures</b>	There is little evidence that outcomes for each of the activities will be measured appropriately and whether there will be substantive changes in classroom practice as a result.	The outcome measures are appropriate, and they describe the degree to which the school has successfully implemented the activities. It is also clear that classroom practice will be affected by the activities, and that the changes in classroom practice will be clearly identified.	The outcome measures clearly describe how the implementation of identified activities will affect delivery of instruction. They also describe changes in classroom practice related to the Maryland Common Core State Curriculum. The plan describes how student achievement data resulting from changed classroom practice will be tracked.

## Questions to Consider as you Craft your School's Transition Plan

### Managing Change

- How do I use this information with my faculty to ensure positive and effective change?

### Maryland Common Core State Curriculum Framework in Reading/ English Language Arts and Mathematics

- What will I expect my faculty to know and be able to do by June 2012?
- What key information from the Academy sessions should be included?
- How will we approach the inclusion of literacy standards in all content areas (Day 3 content)?

### Writing Products and Processes (argument, explanatory, and narrative)

- How will we determine which specific faculty members will be included?
- Which types of writing (argument, explanatory, narrative) will be included – some, all?
- How often do we include products and processes – daily, monthly, etc.?
- What cautions should we consider regarding formulaic writing? What cautions should we consider regarding writing that is isolated from text?

### Practices in Mathematics

- Which math teachers will be expected to include the math practices in their lessons during this first transitional year?
- Which practices will be included in disciplines other than math?

### STEM

- How will we determine which specific faculty members will be part of the cross-disciplinary teams?
- How many cross-curricular lessons do we want the identified faculty members to plan and teach during the school year?
- How will we ensure that attention is given to integrating the math practices into these lessons? The writing products and processes? Informational text?

MSDE: Educator Effectiveness Academy 2011



Appendix 1.B.4: Maryland Common Core  
State Curriculum Teacher Effectiveness  
Academy Content for 2011

**Maryland Common Core State Curriculum  
Teacher Effectiveness Academy Content for 2011**

Mathematics	Reading/English/Language Arts	STEM
<p><b>K – 12</b> Math content will include curriculum framework study, <del>sample</del> <del>technical</del> <del>items</del> and use of/creation of instructional activities that could be used to transition to the MDCCSC for the 2011/12 school year.</p>	<p><b>K – 12</b> Reading/English/Language Arts content will include curriculum framework study, sample toolkit items and use of/creation of instructional activities that could be used to transition to the MDCCSC for the 2011/12 school year.</p>	<p><b>K – 12</b> STEM content will include problem/project-based activities that show how content is integrated and aligned to CCSS.</p>
<p><b>K – 12</b> Academy participants will be asked for structured feedback on all curriculum documents presented during the academy</p>	<p><b>K – 12</b> Academy participants will be asked for structured feedback on all curriculum documents presented during the academy</p>	<p><b>K – 12</b> Academy participants will be asked for structured feedback on all curriculum documents presented during the academy</p>
<p><b>K – 12</b> Academy participants will be provided guidelines for sharing content information to educators in their schools and methods for presentation</p>	<p><b>K – 12</b> Academy participants will be provided guidelines for sharing content information to educators in their schools and methods for presentation</p>	<p><b>K – 12</b> Academy participants will be provided guidelines for sharing strategies across content to educators in their schools and methods for presentation</p>

**Maryland Common Core State Curriculum  
Teacher Effectiveness Academy Content for 2012**

<b>Mathematics</b>	<b>Reading/English/Language Arts</b>	<b>STEM</b>
<p><b>K – 12</b> Math content will include transition guidelines for curriculum, sample toolkit items and use of/creation of instructional activities and assessment prototypes (formative and summative) that can be used-to-transition to the MDCCSC for the 2012/13 school year.</p>	<p><b>K – 12</b> Reading/English/Language Arts content will include transition guidelines for curriculum, sample toolkit items and use of/creation of instructional activities and assessment prototypes (formative and summative)that can be used to transition to the MDCCSC for the 2012/13 school year.</p>	<p><b>K – 12</b> STEM content will include problem/project-based activities that show how content is integrated and aligned to CCSS.</p>
<p><b>K – 12</b> Academy participants will be asked for structured feedback on all curriculum documents presented during the academy</p>	<p><b>K – 12</b> Academy participants will be asked for structured feedback on all curriculum documents presented during the academy</p>	<p><b>K – 12</b> Academy participants will be asked for structured feedback on all curriculum documents presented during the academy</p>
<p><b>K – 12</b> Academy participants will be provided guidelines for sharing content information to educators in their schools and methods for presentation</p>	<p><b>K – 12</b> Academy participants will be provided guidelines for sharing content information to educators in their schools and methods for presentation</p>	<p><b>K – 12</b> Academy participants will be provided guidelines for sharing strategies across content to educators in their schools and methods for presentation</p>

**Maryland Common Core State Curriculum  
Teacher Effectiveness Academy Content for 2013**

<b>Mathematics</b>	<b>Reading/English/Language Arts</b>	<b>STEM</b>
<p><b>K – 12</b> Math content will include transition guidelines for curriculum, sample toolkit items and use of/creation of instructional activities and assessment items (formative and summative) that can be used to transition to the MDCCSC for the 2013/14 school year.</p>	<p><b>K – 12</b> Reading/English/Language Arts content will include transition guidelines for curriculum, sample toolkit items and use of/creation of instructional activities and assessment items (formative and summative) that can be used to transition to the MDCCSC for the 2013/14 school year.</p>	<p><b>K – 12</b> STEM content will include problem/project-based activities that show how content is integrated and aligned to CCSS.</p>
<p><b>K – 12</b> Academy participants will be asked for structured feedback on all curriculum documents presented during the academy</p>	<p><b>K – 12</b> Academy participants will be asked for structured feedback on all curriculum documents presented during the academy</p>	<p><b>K – 12</b> Academy participants will be asked for structured feedback on all curriculum documents presented during the academy</p>
<p><b>K – 12</b> Academy participants will be provided guidelines for sharing content information to educators in their schools and methods for presentation</p>	<p><b>K – 12</b> Academy participants will be provided guidelines for sharing content information to educators in their schools and methods for presentation</p>	<p><b>K – 12</b> Academy participants will be provided guidelines for sharing strategies across content to educators in their schools and methods for presentation</p>

# **Educator Effectiveness Academy**

## Summer 2011

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### Interesting Points:

One of eleven academies

6,000 educators

150 master teachers presenting at the academies

Five staff members from each LEA Central Office

Only state doing this type of "grassroots" professional development on the Common Core State Standards

## Common Core State Standards

- Common Core Standards for K-12 English/language arts and mathematics
- Initiative led by the Council of Chief State School Officers (CCSSO) and National Governors' Association
- Common Core State Standards adopted by the Maryland State Board of Education – June, 2010



### Key Points;

The Common Core State Standards are the foundation for the new Maryland Common Core State Curriculum.

The standards were written for K – 12 in English Language Arts and Mathematics  
Maryland has added Pre-K to its curriculum

The Common Core Standards Initiative was led by CCSSO and NGA, a states-driven initiative

The Standards were adopted by the Board in June 2010. The Curriculum Frameworks for ELA and Math were presented at the June Board Meeting for acceptance.

## What makes the Common Core State Standards unique?

- College and Career Ready Standards
- Nationally and internationally benchmarked
- Evidence-based
- Increased rigor



### Key Points:

CCR means that students will graduate from high school ready to earn credit-bearing college courses and prepared for career training programs WITHOUT need for remediation

The writers of the standards researched best practices in the United States and foreign countries as they developed the standards.

The standards are research and evidenced-based.

There are higher expectations for students – insuring that our students can be competitive in a global society.

## **Common Core Curriculum – Race to the Top connection**

- The Maryland State Board of Education adopted the Common Core State Standards prior to receiving Race to the Top grant.
- Race to the Top enables Maryland to...
  - Accelerate curriculum implementation
  - Develop robust curriculum toolkit
  - Support curriculum implementation with an instructional improvement system



### **Key Points:**

Maryland recognized the need for continuing reform of its education program and was committed to moving forward with that reform agenda before the RTTT grant was awarded.



## Gap Analysis

- Side by side comparison of State Curriculum and Common Core State Standards
- Identified weak, good, and excellent matches
- Informed development of curriculum frameworks
- Key “take-aways”



### Key Points:

Soon after the CCSS were adopted in June, teams of educators from across the state began working on a comparison of the State Curriculum Standards with the CCSS. The teams included classroom teachers, representatives from IHE, content supervisors, and content specialists from MSDE.

Achieve provided the Common Core Comparison Tool to facilitate the analysis.

The tool identified matches, but it included all types of matches: excellent, good, and weak.

The information gleaned from the gap analysis provided rich information for the development of the new Maryland Common Core Curriculum Frameworks in ELA and math.

In ELA, there were several key “take-aways”:

There was a renewed focus on writing, especially for the writing of argument and explanatory pieces.

Text complexity must be evaluated.

There must be an emphasis on reading for informational text

Key “take-aways” for Math:

Emphasis must be given to understanding and incorporating the Standards for Mathematical Practice into every math lesson.

The matches identified between the SC and CCSS were often not at the same grade level; this will have a significant impact at the middle school level.

Probability and Statistics were integrated throughout the high school curriculum

## **Maryland Common Core State Curriculum**

- The **Maryland Common Core State Curriculum** is a Maryland created curriculum that includes the frameworks and the curriculum toolkit



## **Maryland Common Core State Curriculum Frameworks**

- The Maryland Common Core State Curriculum Frameworks are built upon the Common Core State Standards
- The Frameworks for ELA and Math were posted on MDK12.org in June 2011
- The Frameworks were presented to the Maryland State Board of Education on June 21, 2011.



## Curriculum Frameworks

- Common Core State Standards
- Only Excellent Matches within grade
- Essential Skills and Knowledge



### Key Points:

The frameworks are the foundation of the new curriculum – NOT the entire curriculum.

CCSS are non-negotiable. We did NOT add 15% to our standards as some states did. We did add Pre-K.

We identified only excellent matches within the same grade.

Curriculum Revision teams identified what students needed to know and be able to do to master each standard. The essential skills and knowledge component is not intended as a laundry list of skills and content, but rather a guide for teachers in the development of their lessons.

## Curriculum Toolkit

One-stop shop for curriculum resources

- Robust
- Easy Access
- Multi-media
- Technology solutions



### Key Points:

In the next several years, curriculum teams will be developing the curriculum toolkit – resources for the development of instructional programs aligned to the CCSS. The Maryland Common Core State Curriculum will be composed of the toolkit and frameworks.

The toolkit will be more robust and easily accessible. Because it will include new technology solutions, there will be many multi-media resources. We are partnering with Maryland Public TV and the Maryland Business Roundtable for Education in some of these initiatives.

## Curriculum Toolkit Content

Curriculum Toolkit Development will span multiple years. There will be a variety of tools:

- Model lessons
- Model units
- Formative assessments
- Multi-media resources
- Intervention and enrichment modules
- Online courses for students and educators



### Key Points

In addition to many of the tools that are currently available to Maryland educators, we will be adding other tools.

The Universal Design for Learning will be the model for lesson design, providing all students with multiple means of accessing content, demonstrating what they know, and becoming engaged in meaningful learning.

## Maryland STEM

Science, Technology, Engineering and Math  
(STEM)

- Implementation of Seven Recommendations of the Governor's Task Force
- Priority in Race to the Top Application
- Theme throughout Maryland's Reform Initiative



### Key Points:

STEM is critical to our state.

As we continue to develop the vision for STEM education, the recommendations of the Governor's Task Force will guide that work.

STEM is a priority and integrated in our RTTT work.

# STEM

## Lessons and Units – Problem Driven Instructional Process – Inquiry Based

- Primary Disciplines:
  - Science
  - Technology
  - Engineering
  - Mathematics
- Other Disciplines:

Any discipline can be integrated into a STEM lesson or unit



### Key Points:

STEM lessons and units will be developed through student generated questions about a problem. The skills and concepts learned are in the context of an authentic setting.

Although we typically think of science, technology, engineering, and mathematics in reference to STEM, in fact, there are many problems that students will explore that include other content areas. Literacy skills will be an integral part of any STEM lesson or unit.

## Assessment

The Partnership for Assessment of Readiness for College and Careers (PARCC)

- 25 states in this consortium—one of two consortia across the country
- Maryland is one of the Governing States



### Key Points:

Assessments will be given throughout the year. They are aligned to the CCSS.

Assessment design is on-going. However, students will be required to demonstrate what they know through writing, as well as brief answers. Students will have to read complex text – including historical and science text. Students will be required to solve a range of mathematical problems, including non-routine math problems.



## Assessment

### Important Areas of Focus:

- Text complexity
- Writing to source
- Writing products: **Argument, Explanatory, Narrative**
- Integration of Standards for Mathematical Practice with Math Content Standards
- Summative Assessments include Through-course and End-of-course assessments



## Assessment

### PARCC Timeline

- Prototype items available 2011-2012
- Limited field-testing in 2012-2013
- Full curriculum implementation in 2013-2014
- Full field-testing in 2013-2014
- Full implementation in 2014-15



### Key Points:

Full implementation is 2014-15, and so it is crucial that the Maryland Common Core State Curriculum be fully implemented by 2013-2014.

As you consider your school transition plans, be mindful of these target dates.

# The Ultimate Goal

## World-Class Students

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### Key Points:

We hope this overview has provided to you a foundation for the work you will be engaged in throughout the next three days here at the Academy as well as the work that you will begin with your school community.

## Academy Outcomes

- Develop knowledge of the Common Core State Standards and the Curriculum Frameworks for Mathematics and English Language Arts
- Develop an understanding of the relationship between Maryland's vision of STEM and the Curriculum Frameworks
- Provide feedback, modifications, and additions to the Curriculum Frameworks
- Create a one-year transition plan that will guide school staff in delivering the Academy content



# Appendix 1.B.5: MSDE Evidence to Assist LEAs in Transition Planning



An Overview of the Common  
Core State Standards and  
Transitioning to Maryland's New  
Common Core State Curriculum

## Outcomes

- ▣ Participants will be able to identify significant differences between the State Curriculum and the Common Core State Standards
- ▣ Participants will develop an understanding of the transition timelines for implementing the new Maryland Common Core State Curriculum and the new assessments
- ▣ Participants will have a better understanding of Maryland's vision for STEM

## Our Timeline

- ▣ 2010 – 2011
  - Maryland State Board of Education adopts Common Core Standards – June 2010
  - Maryland wins Race to the Top Grant – September 2010
  - Gap Analysis completed – September 2010
  - Curriculum Revision Teams begin developing curriculum frameworks – September 2010
  - MSDE representatives meet regularly with assessment consortium to discuss development of new assessments
  - Eleven Educator Effectiveness Academies scheduled around the state – June, July, August 2011

## Gap Analysis

- ▣ Educators compare current State Curriculum to Common Core State Standards
- ▣ Information gathered from this analysis informs the work of the Curriculum Revision Teams
  - Key “Take-Aways” for English Language Arts
  - Key “Take-Aways” for Mathematics

## **Take-Aways for Mathematics**

- ▣ Incorporating the Standards for Mathematical Practice routinely into math lessons
- ▣ Grade level changes
- ▣ Probability and Statistics integrated throughout high school curriculum
- ▣ Algebra I

## **Take-Aways for English Language Arts**

- ▣ Renewed focus on writing, especially argument and explanatory/informative writing
- ▣ Writing to source
- ▣ Text complexity
- ▣ Emphasis on informational text



## Curriculum Revision Teams

- ▣ Development of Curriculum Frameworks
  - Common Core State Standards
    - College and Career Ready Standards
    - Benchmarked nationally and internationally
    - Evidence-based
  - By grade or course
  - Educators from around the state, Pre-K - 12
  - Representatives from Higher Education
  - Specialists from ELL, G/T, and Special Education
  - Excellent Matches to State Curriculum identified
  - Essential Skills and Knowledge
- ▣ Presented in June 2011 to State Board for acceptance

## PARCC

- ▣ Partnership for the Assessment of Readiness for College and Career
- ▣ 25-State Consortium
- ▣ Maryland is a governing member
- ▣ Design and development of new assessments that are aligned to the Common Core State Standards
- ▣ Development of content frameworks

## **PARCC Resources**

- ▣ PARCCOnline.com
  - Information on assessments, classroom resources
- ▣ Publishers' Criteria for the Common Core Standards in English Language Arts and Literacy (found under Classroom Resources)
  - Grades K - 2
  - Grades 3 - 12

## **Educator Effectiveness Academies**

- ▣ June, July, August 2011
- ▣ Eleven sites around the state
- ▣ Four-person team from each school
- ▣ Five-person team from each central office
- ▣ Master teachers from around the state delivering content
- ▣ School Transition Plan for 2011-12, found on [mdk12.org](http://mdk12.org) under Educator Effectiveness Academy

## **Our Timeline**

- ▣ 2011-2012
  - Curriculum Frameworks finalized
  - Curriculum Toolkit Development begins
  - Assessment Prototypes shared
  - Educator Effectiveness Academies continue

## **Curriculum Frameworks**

- ▣ Feedback collected from educators
- ▣ Modifications/edits completed
- ▣ Curriculum Frameworks available to all educators

## **Curriculum Toolkit**

- ▣ One-stop shop for curriculum resources
  - Robust
  - Easy access
  - Multi-media
  - Enrichments and Interventions
  - Assessments
- ▣ Technology Solutions

## **Curriculum Toolkit Development**

- Curriculum Toolkit Development will span multiple years. There will be a variety of tools:
  - Model lessons
  - Model units
  - Formative assessments
  - Multi-media resources
  - Intervention, extension, enrichment modules
  - Online courses
- The Universal Design for Learning will be the model for unit and lesson design

## **2012 Educator Effectiveness Academy**

- ▣ Content will include new information:
  - Assessment
  - Curriculum Toolkit
  - Any modifications made to the Curriculum Frameworks

## **Transitioning**

- ▣ 2011-2012
  - Standards for Mathematical Practice
  - Writing to Source
  - Considering text complexity
  - Literacy Standards integration in history/social studies, science, and technical subjects
  - On-line STEM courses

## **Transitioning**

- ▣ 2012 - 2013
  - Assessment Prototypes
  - Assessment Field-testing
  - Formative Assessment Development
  - Curriculum Toolkit Resources Development
  - Curriculum alignment to Common Core
  - On-line STEM courses

## **Transitioning**

- ▣ 2013-2014
  - Assessment Field-testing
  - Formative Assessment Development
  - Further development of Curriculum Toolkit Resources
  - Full implementation of Maryland Common Core State Curriculum
  - On-line STEM courses
- ▣ 2014-2015
  - Assessments become operational

# Curriculum Visual

An Overview of the Maryland Common Core State Curriculum Structure

Function or Purpose	English Language Arts	Mathematics
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## Mathematics Curriculum

# Mathematics Curriculum

## ➤ Standards for Mathematics Content

- K-8 grade standards organized by domain
- 9-12 high school standards organized by conceptual categories

## ➤ Standards for Mathematical Practice

- Describe mathematical "habits of mind"
- Standards for mathematical proficiency
- Connect with content standards in each grade

Pre-K - 5 Domains	6 - 8 Domains	High School Conceptual Categories
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<ul style="list-style-type: none"> <li>› Number-Counting and Cardinality</li> <li>› Number-Operations and the Problems They Solve</li> <li>› Number-Base Ten</li> <li>› Number-Fractions</li> <li>› Measurement and Data</li> <li>› Geometry</li> </ul>	<ul style="list-style-type: none"> <li>› Ratios and Proportional Reasoning</li> <li>› The Number System</li> <li>› Expressions and Equations</li> <li>› Functions</li> <li>› Geometry</li> <li>› Statistics and Probability</li> </ul>	<ul style="list-style-type: none"> <li>› Number and Quantity</li> <li>› Algebra</li> <li>› Functions</li> <li>› Geometry</li> <li>› Statistics and Probability</li> </ul>
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## High School

- ▣ Two Pathways: traditional and integrated
- ▣ Maryland chose traditional pathway:
  - Algebra I
  - Geometry
  - Algebra II

## Standards for Mathematical Practice

- › Make sense of problems and persevere in solving them
- › Reason abstractly and quantitatively
- › Construct viable arguments and critique the reasoning of others
- › Model with mathematics
- › Use appropriate tools strategically
- › Attend to precision
- › Look for and make use of structure
- › Look for and express regularity in repeated reasoning

## Rich Lessons and High Expectations

### Problem 1

A sign above a car wash says, "We have one million satisfied customers." Explain why you think this is or is not a reasonable statement.



Because they can have satisfied  
customer, but it is impossible to  
get one million satisfied customers  
because one million is a big  
number.

## Car Wash

It not reasonable because there was only  
325,000 in fedrick in 2008 so there can  
not be 1 million people in Fedricks  
county. That means that 775,000 people  
come to Fedrick county.



## Car Wash

It is reasonable b/c it depends on how  
long they already open. For example like if they  
already open for 2 or 3 year it can be possible  
but if they open just for like 3 or 4  
months it's impossible unless a person or  
more go there for like 3 times a week or  
5.



## Rich Lessons and High Expectations

### Problem 2

Division problems sometimes have remainders. The context of the problem will determine how to interpret the remainder. Explain different contexts for a problem which would require different interpretation of the remainder.

## Division and Remainders

There are 45 balloons and there are 4 friends  
how many balloons will each friend get?

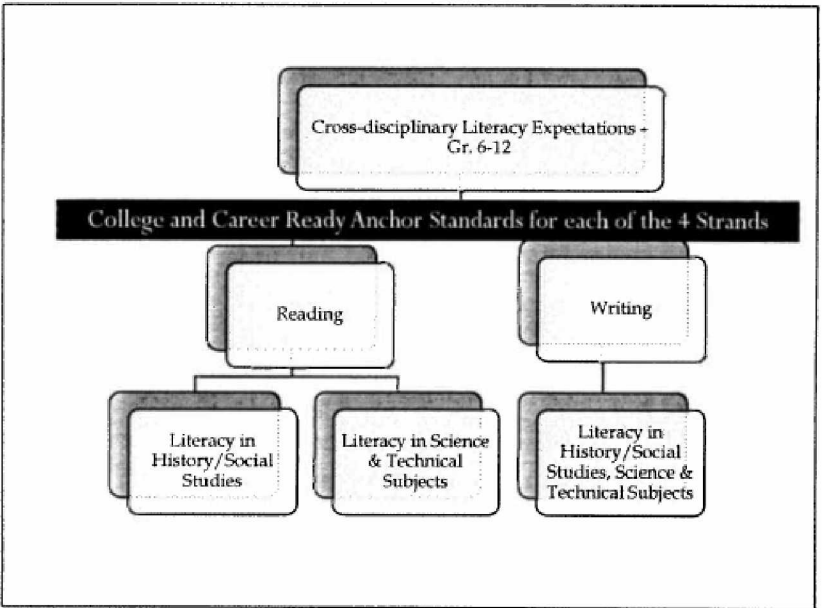
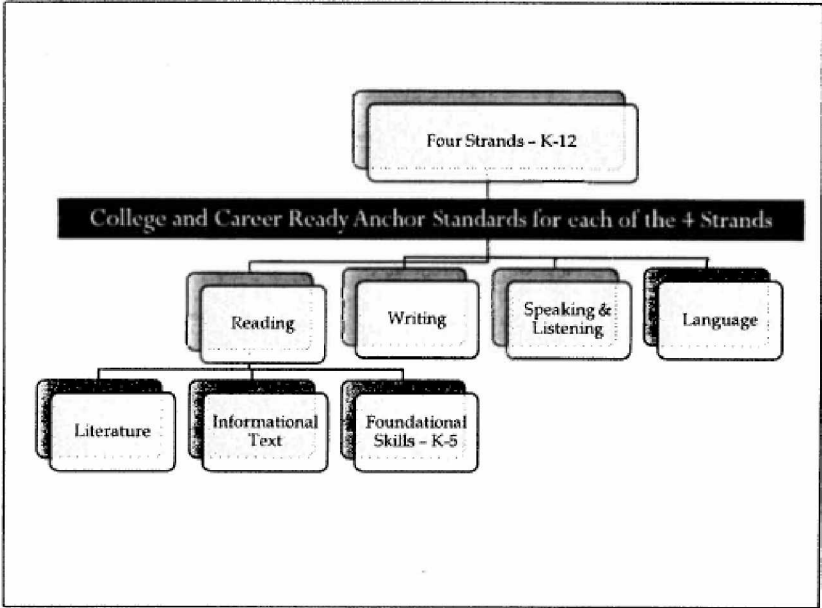
$$\begin{array}{r} 4 \times 10 = 40 \\ 4 \times 11 = 44 \\ \hline 45 \end{array}$$
      
$$45 \overline{) 11} \begin{array}{r} 11 \\ \underline{44} \\ 1 \end{array}$$

## Division and Remainders

I have 11 Paper clips to share  
with 3 friends. Three friends have 3  
Paper clips and there are 2 left over. So  
to make it fair with throw away the  
2 left over.



## ENGLISH LANGUAGE ARTS CURRICULUM



## **MD CCSC Framework Sample Grade 6 - Writing Standard 1**

### **W1 CCR Anchor Standard**

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence

**W1 Write arguments to support claims with clear reasons and relevant evidence.**

## **MD CCSC Framework Sample Grade 6 - Writing Standard 1**

**W1.a** Introduce claim(s) and organize the reasons and evidence clearly.

### **Essential Skills and Knowledge**

Adapt the prewriting stage of the writing process to an argument, including developing one or more assertions, and effectively ordering reasons that support the assertion (See CCSS 6 W5.)

Compose an introduction that presents a claim or claims clearly. (CCSS 6 W4, W6.)

## Three Types of Writing

Common Core State Standards include 3 types of writing:



- ▣ Argument
- ▣ Informative/explanatory
- ▣ Narrative

See Appendix C of the English Language Arts Common Core State Standards for samples of student writing

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## Sample

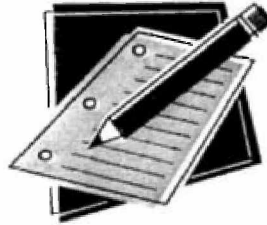
Dear Mr. Sandler,

Did you know that every cigarette a person smokes takes seven minutes off their life? I mentioned this because I just watched the movie, Benchwarmers, and I noticed that Carlos smoked. Why did you feel the need to have one of the characters smoke? Did you think that would make him look cool? .....



## Argument

- ❑ An argument is a reasoned, logical way of demonstrating that the writer's position, belief, or conclusion is valid.
- ❑ The purpose of argument is to support claims using valid reasoning and sufficient, relevant evidence.
- ❑ Text based evidence.



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## Informational/Explanatory Writing

- ❑ Informational/explanatory writing conveys information accurately.
- ❑ This kind of writing serves one or more closely related purposes
- ❑ Information based on sources



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## **Narrative Writing**

- ▣ Narrative writing conveys experience, either real or imaginary, and uses time as its deep structure.
- ▣ It can be used for many purposes, such as to inform, instruct, persuade, or entertain.
- ▣ In English language arts, students produce narratives that take the form of creative fictional stories, memoirs, anecdotes, and autobiographies.

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## **Reading Standards**

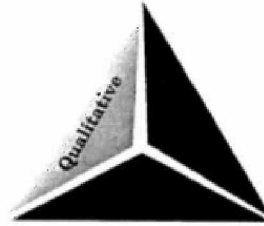
- ▣ Reading Standards address literary and informational text
- ▣ It is critical that students are provided text that is challenging and worthwhile.
- ▣ Reading Standards include exemplar texts (stories and literature, poetry, and informational texts) that illustrate appropriate level of complexity by grade

## Text Complexity

Qualitative measures – levels of meaning, structure, language conventionality and clarity, and knowledge demands

Quantitative measures – readability and other scores of text complexity

Reader and Task – background knowledge of reader, motivation, interests, and complexity generated by tasks assigned

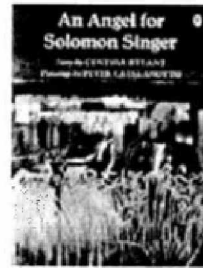


See Appendix B in English Language Arts for samples of appropriate text.

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## Close reading of Complex Text

- ▣ “It is important to love where you live, and Solomon Singer loved where he lived not at all, and it was this that drove him out into the street each night.”



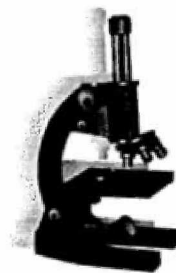
44

# STEM INITIATIVES

## Our STEM Initiative

Will address the national focus on

- ▣ STEM Education
- ▣ STEM Workforce Needs





**Maryland STEM:**  
*Innovation today to meet tomorrow's global challenges.*

**Maryland's vision is to be a leader in STEM education, preparing and inspiring generations of learners to meet the challenges of the global society through innovation, collaboration, and creative problem solving.**

## **Governor's STEM Task Force**

### **Recommendations include:**

- Align P-12 STEM curriculum with college and career requirements
- Triple the number of teachers in STEM shortage areas
- P-20 math and science teachers prepared
- STEM internships, co-ops or lab experiences
- Increase number of STEM college graduates by 40%
- Support research and entrepreneurship
- Create STEM Innovation Network

## **Race to the Top STEM Initiatives**

- **Online STEM Courses**
- **STEM lessons and units**
- **STEM Innovation Network**
- **Robust Toolkit**
- **Professional Development**

## **Educator Effectiveness Academy**

- ▣ **This summer's STEM focus:**
  - **Maryland's Vision and Mission**
  - **Begin Standards' Work**
  - **STEM Professional Learning Communities**

## Questions

???

Judy Jenkins

[jjenkins@msde.state.md.us](mailto:jjenkins@msde.state.md.us)

[www.mdk12.org](http://www.mdk12.org)

[www.corestandards.org](http://www.corestandards.org)

[parcconline.org](http://parcconline.org)

Possible High School Mathematics Transition Plan

School Year	8 <sup>th</sup> Grade	Algebra I	Geometry	Algebra II
2011/2012	Curriculum State Curriculum plus Mathematical Practices	State Curriculum plus Mathematical Practices	State Curriculum plus Mathematical Practices	State Curriculum plus Mathematical Practices
	Testing 8 <sup>th</sup> Grade MSA	Algebra/Data Analysis H.S.A.	No assessment	No assessment
2012/2013	Curriculum State Curriculum Plus Mathematical Practices Plus Items from 8 <sup>th</sup> Grade CC <ul style="list-style-type: none"> <li>• Irrational numbers</li> <li>• Radical and integer exponents</li> <li>• Proportional reasoning w. slope</li> </ul> Minus 12 non tested objectives from the 8 <sup>th</sup> Grade SC	State Curriculum Plus Mathematical Practices Plus Introduction to the Quadratic Function which is listed as an additional topic in the SC and is also listed as a major topic in Common Core Algebra I	Common Core Geometry Plus Transformations and volume standards from the 8 <sup>th</sup> grade CC should not be taught in isolation but rather should be blended into the CC Geometry as appropriate. Minus Probability Unit	State Curriculum Plus Mathematical Practices (Catch up to Common Core is not possible)
	Testing 8 <sup>th</sup> Grade MSA	Algebra/Data Analysis H.S.A.	No assessment	No assessment



School Year	8 <sup>th</sup> Grade	Algebra I	Geometry	Algebra II
2013/2014	<p>Common Core 8<sup>th</sup> Grade</p> <p>Plus</p> <ul style="list-style-type: none"> <li>Five 7<sup>th</sup> Grade Common Core standards that were not taught in the 7<sup>th</sup> grade</li> <li>State Curriculum Geometry Standards</li> </ul> <p>Curriculum</p>	<p>Common Core Algebra I</p> <p>Plus</p> <p>CC 8<sup>th</sup> Grade Standards that should be blended into the CC Algebra I</p> <ul style="list-style-type: none"> <li>Linear equations and systems</li> <li>Functions</li> <li>Use functions for modeling</li> </ul> <p>Plus</p> <p>Topics from the CLG #3 that are not included in the Common Core Algebra I</p>	<p>Common Core Geometry</p> <p>Plus</p> <p>Transformations and volume standards from the 8<sup>th</sup> grade CC should not be taught in isolation but rather should be blended into the CC Geometry as appropriate.</p>	<p>State Curriculum</p> <p>Plus</p> <p>Mathematical Practices (Catch up to Common Core is not possible)</p>
	<p>8<sup>th</sup> Grade MSA</p> <p>Plus</p> <p>Field Testing for PARCC (Sampling of Student Population)</p> <p>Testing</p>	<p>Algebra/Data Analysis H.S.A.</p> <p>Plus</p> <p>Field Testing for PARCC Algebra I Assessment (Sampling of Student Population)</p>	<p>Field Testing for PARCC Geometry Assessment (Sampling of Student Population)</p>	<p>Recommended that this group of students not be required to take the Field Test for the PARCC Algebra II assessment</p>

School Year	8 <sup>th</sup> Grade	Algebra I	Geometry	Algebra II
2014/2015	Common Core 8 <sup>th</sup> Grade	Common Core Algebra I Plus Topics from the CLG #3 that are not included in the Common Core Algebra I	Common Core Geometry	Common Core Algebra II Plus Complete the study of the quadratic function from Units 4 and 5 of Common Core Algebra I Minus Statistics Unit
	Curriculum	Algebra/Data Analysis H.S.A. Plus PARCC Algebra I Assessment	PARCC Geometry Assessment	Recommended that this group of students not be required to take the PARCC Algebra II assessment
	PARCC 8 <sup>th</sup> Grade Assessment	Testing		

English Language Arts, Grades 9 and 10  
Transition to the Maryland Common Core State Curriculum and the PARCC Assessments

2012-2013		2013-2014		2014-2015	
Curriculum and Instruction		Curriculum and Instruction		Curriculum and Instruction	
SC	MD CCSC Frameworks Implement	SC	MD CCSC Frameworks Implement	SC	MD CCSC Frameworks
<p><b>Remove</b></p> <p><b>Standard 1:</b> Comp &amp; Interp. of Text</p> <p><b>Standard 2:</b> Analysis &amp; Eval. Of Text</p> <p><b>Standard 3:</b> Writing</p>	<p><b>Reading Literature: RL.1 through RL.10</b> <b>Reading Informational Text: RI.1 through RI.10</b></p> <ul style="list-style-type: none"> <li>• Grade-band standards for close reading of literature and literary nonfiction in the following clusters:                             <ul style="list-style-type: none"> <li>◦ Key Ideas and Details</li> <li>◦ Craft and Structure</li> <li>◦ Integration of Knowledge and Ideas</li> <li>◦ Range of Reading and Text Complexity at the grades 9-10 text complexity band</li> </ul> </li> </ul> <p><b>Writing: W.1 through W.6; W.9, W.10</b></p> <ul style="list-style-type: none"> <li>• Grade-band standards for writing to source in the following clusters:                             <ul style="list-style-type: none"> <li>◦ Text Types and Purposes: argument, informative, and narrative writing per NAEP percentages*</li> <li>◦ Production and Distribution of Writing</li> <li>◦ Research to Build and Present Knowledge: drawing evidence from literature or literary nonfiction</li> <li>◦ Range of Writing</li> </ul> </li> </ul> <p><b>Common Core State Standards for Content Literacy</b></p> <ul style="list-style-type: none"> <li>• Grade-band standards for reading expository content-area text</li> <li>• Grade-band standards for content-area argument and informative writing</li> </ul>	<p><b>Remove</b></p> <p><b>Standard 4:</b> Language</p> <p><b>Standard 5:</b> Speaking</p> <p><b>Standard 6:</b> Listening</p>	<p><b>Writing: W.7, W.8</b></p> <ul style="list-style-type: none"> <li>• Grade-band standards for research                             <ul style="list-style-type: none"> <li>◦ Research to Build and Present Knowledge: conducting short research projects</li> </ul> </li> </ul> <p><b>Speaking and Listening: SL.1 through SL.6</b></p> <ul style="list-style-type: none"> <li>• Grade-band standards for the following clusters:                             <ul style="list-style-type: none"> <li>◦ Comprehension and Collaboration</li> <li>◦ Presentation of Knowledge and Ideas</li> </ul> </li> </ul> <p><b>Language: L.1 through L.6</b></p> <ul style="list-style-type: none"> <li>• Grade-band standards for the following clusters:                             <ul style="list-style-type: none"> <li>◦ Conventions of Standard English</li> <li>◦ Knowledge of Language</li> <li>◦ Vocabulary Acquisition and Use</li> </ul> </li> </ul>	<p><b>SC</b></p> <p>Current SC no longer in use</p>	<p><b>MD CCSC Frameworks</b></p> <p>MD CCSC in second year of implementation</p>

\*NAEP writing percentages at grade 12 suggest 40% argument; 40% explanatory; 20% narrative. Although NAEP refers to persuasion instead of argument and conveying experience instead of narrative, the distribution of writing types on NAEP correlates to what we can expect from PARCC.

**English Language Arts, Grades 9 and 10**  
**Transition to the Maryland Common Core State Curriculum and the PARCC Assessments**

2012-2013		2013-2014		2014-2015	
Assessment	PARCC	Assessment	PARCC	Assessment	PARCC
HSA	PARCC	HSA	PARCC	HSA	PARCC
<p>HSA will continue to assess the identified English Core Learning Goals (ECLG).</p> <ul style="list-style-type: none"> <li>Assessed indicators in ECLG 1 (Reading &amp; Responding to Text) are subsumed by MD CCSC Frameworks for Reading Literature: RL1 through RL10 and for Reading Informational Text: RI1 through RI10.</li> <li>Assessed indicators in ECLG 2 (Composing) are subsumed by MD CCSC Frameworks for Writing.</li> <li>Assessed indicators in ECLG 4 (Evaluating Content, Organization, and Language Use to Text) are subsumed by MD CCSC Frameworks for Reading Literature: RL10 and Reading Informational Text: RI1 through RI10.</li> <li>Instructional time will have to be devoted to the review of discreet skills found in the assessment limits, such as commas in a series, capitalization of proper nouns and adjectives, and appropriate use of basic reference materials.</li> </ul>	<p>PARCC will conduct limited field-testing.</p>	<p>HSA will continue to assess the identified English Core Learning Goals (ECLG).</p> <ul style="list-style-type: none"> <li>Assessed indicators in ECLG 1 (Reading &amp; Responding to Text) are subsumed by MD CCSC Frameworks for Reading Literature: RL1 through RL10 and for Reading Informational Text: RI1 through RI10.</li> <li>Assessed indicators in ECLG 2 (Composing) are subsumed by MD CCSC Frameworks for Writing.</li> <li>Assessed indicators in ECLG 3 (Controlling Language) are subsumed by MD CCSC Frameworks for Writing.</li> <li>Assessed indicators in ECLG 4 (Evaluating Content, Organization, and Language Use in Text) are subsumed by MD CCSC Frameworks for Reading Literature: RL1 through RL10 and Reading Informational Text: RI1 through RI10.</li> <li>Instructional time will have to be devoted to the review of discreet skills found in the assessment limits, such as commas in a series, capitalization of proper nouns and adjectives, and appropriate use of basic reference materials.</li> </ul>	<p>PARCC will conduct extensive field-testing.</p>	<p>HSA will continue to assess the identified English Core Learning Goals (ECLG).</p> <ul style="list-style-type: none"> <li>Assessed indicators in ECLG 1 (Reading &amp; Responding to Text) are subsumed by MD CCSC Frameworks for Reading Literature: RL1 through RL10 and for Reading Informational Text: RI1 through RI10.</li> <li>Assessed indicators in ECLG 2 (Composing) are subsumed by MD CCSC Frameworks for Writing.</li> <li>Assessed indicators in ECLG 3 (Controlling Language) are subsumed by MD CCSC Frameworks for Writing.</li> <li>Assessed indicators in ECLG 4 (Evaluating Content, Organization, and Language Use in Text) are subsumed by MD CCSC Frameworks for Reading Literature: RL1 through RL10 and Reading Informational Text: RI1 through RI10.</li> <li>Instructional time will have to be devoted to the review of discreet skills found in the assessment limits, such as commas in a series, capitalization of proper nouns and adjectives, and appropriate use of basic reference materials.</li> </ul>	<p>PARCC assessment will be operational.</p>

**English Language Arts, Grade 6**  
**Transition to the Maryland Common Core State Curriculum and the PARCC Assessments**

2012-2013		2013-2014		2014-2015	
Curriculum and Instruction		Curriculum and Instruction		Curriculum and Instruction	
SC Remove	MD CCSC Implement	SC Remove	MD CCSC Implement	SC Remove	MD CCSC Implement
<p><b>Standard 1:</b> Gen Rdn Processes</p> <p><b>Standard 2:</b> Rdnng Literature</p> <p><b>Standard 3:</b> Rdnng Info Text</p> <p><b>Standard 4:</b> Writing</p>	<p><b>Reading Literature: RL.1 through RL.10</b></p> <p><b>Reading Informational Text: RI.1 through RI.10</b></p> <ul style="list-style-type: none"> <li>• Grade-level standards for close reading of literature and literary nonfiction in the following clusters:                             <ul style="list-style-type: none"> <li>◦ Key Ideas and Details</li> <li>◦ Craft and Structure</li> <li>◦ Integration of Knowledge and Ideas</li> <li>◦ Range of Reading and Text Complexity at the grades 6-8 text complexity band</li> </ul> </li> </ul> <p><b>Writing: W.1 through W.6; W.9, W.10</b></p> <ul style="list-style-type: none"> <li>• Grade-level standards for writing to source in the following clusters:                             <ul style="list-style-type: none"> <li>◦ Text Types and Purposes: argument, informative, and narrative writing per NAEP percentages*</li> <li>◦ Production and Distribution of Writing</li> <li>◦ Research to Build and Present Knowledge: drawing evidence from literature or literary nonfiction</li> <li>◦ Range of Writing</li> </ul> </li> </ul> <p><b>Common Core State Standards for Content Literacy</b></p> <ul style="list-style-type: none"> <li>• Grade-band standards for reading expository content-area text</li> <li>• Grade-band standards for content-area argument and informative writing</li> </ul>	<p><b>Standard 5:</b> Controlling Lang.</p> <p><b>Standard 6:</b> Listening</p> <p><b>Standard 7:</b> Speaking</p>	<p><b>Writing: W.7, W.8</b></p> <ul style="list-style-type: none"> <li>• Grade-level standards for research Knowledge: conducting short research projects</li> </ul> <p><b>Speaking and Listening: SL.1 through SL.6</b></p> <ul style="list-style-type: none"> <li>• Grade-level standards for the following clusters:                             <ul style="list-style-type: none"> <li>◦ Comprehension and Collaboration</li> <li>◦ Presentation of Knowledge and Ideas</li> </ul> </li> </ul> <p><b>Language: L.1 through L.6</b></p> <ul style="list-style-type: none"> <li>• Grade-level standards for the following clusters:                             <ul style="list-style-type: none"> <li>◦ Conventions of Standard English</li> <li>◦ Knowledge of Language</li> <li>◦ Vocabulary Acquisition and Use</li> </ul> </li> </ul>	<p>Current SC no longer in use</p>	<p>MD CCSC in second year of implementation</p>

\*NAEP writing percentages at grade 8 suggest 35% argument; 35% explanatory; 30% narrative. Although NAEP refers to persuasion instead of argument and conveying experience instead of narrative, the distribution of writing types on NAEP correlates to what we can expect from PARCC.

**English Language Arts, Grade 6  
Transition to the Maryland Common Core State Curriculum and the PARCC Assessments**

2012-2013		2013-2014		2014-2015
Assessment		Assessment		Assessment
MSA	PARCC	MSA	PARCC	MSA
<p>MSA will continue to assess Standard 1 (Gen Rding Processes), Standard 2 (Rding Literature), and Standard 3 (Rding Info Text).</p> <ul style="list-style-type: none"> <li>Assessed objectives in Standard 1, 2, and 3 of current SC are subsumed by MD CCSC Frameworks for Reading Literature: RL1 through RL10 and for Reading Informational Text: RI1 through RI10</li> <li><b>Common Core State Standards for Content Literacy</b> must be addressed because MSA contains content-area expository passages.</li> </ul>	<p>PARCC will conduct limited field-testing.</p>	<p>MSA will continue to assess Standard 1 (Gen Rding Processes), Standard 2 (Rding Literature), and Standard 3 (Rding Info Text).</p> <ul style="list-style-type: none"> <li>Assessed objectives in Standard 1, 2, and 3 of current SC are subsumed by MD CCSC Frameworks for Reading Literature: RL1 through RL10 and for Reading Informational Text: RI1 through RI10</li> <li><b>Common Core State Standards for Content Literacy</b> must be addressed because MSA contains content-area expository passages.</li> </ul>	<p>PARCC will conduct extensive field-testing.</p>	<p>MSA will be replaced by the PARCC assessment.</p>
				<p>PARCC assessment will be operational.</p>

Appendix 1.B.6: Content Discipline  
Supervisory Briefings on Common Core  
Transition - Agendas

**Reading/English Language Arts Briefing**  
**January 7, 2011**  
**Carver Staff Development Center**  
**9:00 a.m. to 3:00 p.m.**

**AGENDA**

9:00 – Welcome and Introductions – Kathy Lauritzen, R/ELA Specialist

9:10 – Updates

- **Status of Transition Plan to Common Core** - Judy Jenkins, MSDE, Director of Curriculum
- **Educator Effectiveness Academies, Summer 2011** – Scott Pfeifer, MSDE, Director of Assessment
- **PARCC**– Sylvia Edwards, R/ELA Specialist
- **Middle School Magazine** – Lynette Sledge, R/ELA Specialist
- **January Reading Month**, Susan Frank, SoMIRAC
- **Development of Common Core State Curriculum** – R/ELA Team



10:30 – Form teams for  
review

Common Core State Curriculum

11:45 – Lunch (on your own)

12:45 - Continuation of group work

2:45 – Status of work and evaluations

3:00 - Dismissal

**MSDE/MSSA Briefing**  
**Lathrop E. Smith**  
**Environmental Education Center**  
**5110 Meadowside Lane**



Rockville, MD 20855

March 29, 2011

## Working Agenda: The Impact of RT<sup>3</sup> on Science in Maryland

### Outcomes

Participants will:

- ❖ gather information and discuss current initiatives underway in the MSDE Science Office:
  - ❖ New Science Standards Framework and Standards Development
  - ❖ CCSSO SCASS (State Collaborative on Assessment and Student Standards)
  - ❖ Educator Effectiveness: Think Tanks and Summer Academies
  - ❖ Environmental Education (Literacy)
- ❖ gather information on current MSSA and MAST initiatives
- ❖ receive input on FAQ's regarding Teacher of the Year from the current Maryland TOY

Time	Room	Event
8:30	White Oak Hall	<b>Registration &amp; Coffee</b>
9:00	White Oak Hall	<b>Welcome/ Introductions</b>
		<b>MSDE Updates</b> <ul style="list-style-type: none"><li>❖ HSA, Bridge Projects, MSA, Alt-MSA, BGA, Online Biology Course</li><li>❖ New Science Standards Framework and Standards Development : Mary Thurlow</li><li>❖ CCSSO SCASS (State Collaborative on Assessment and Student Standards) : George Morse</li><li>❖ Educator Effectiveness: Think Tanks and Summer Academies : Mary Thurlow</li><li>❖ Common Core - Mathematics &amp; RELA: Judy Jenkins</li><li>❖ Environmental Education (Literacy) : Gary Hedges</li></ul>
11:30		<b>Break</b>
11:45	White Oak Hall	<b>Keynote Address: FAQ's regarding Teacher of the Year</b> <ul style="list-style-type: none"><li>❖ <b>Michelle Shearer, current Maryland TOY; National Finalist</b></li></ul>

12:30	White Oak Hall	<b>Lunch</b>
1:45		<b>Concurrent Breakout Sessions</b>
	White Oak Hall	<b>Elementary School Supervisors and Specialists Discussion</b> <ul style="list-style-type: none"> <li>• <b>Topic: Science Literacy Connection to rELA Common Core Standards</b> <ul style="list-style-type: none"> <li>❖ Mary</li> </ul> </li> </ul>
	Portable #1	<b>Middle School Supervisors and Specialists Discussion</b> <ul style="list-style-type: none"> <li>• <b>Topic: Science Literacy Connection to rELA Common Core Standards</b> <ul style="list-style-type: none"> <li>❖ George</li> </ul> </li> </ul>
	Portable #2	<b>High School Supervisors and Specialists Discussion</b> <ul style="list-style-type: none"> <li>• <b>Topic: HS Graduation COMAR : Environmental Literacy Programs</b> <ul style="list-style-type: none"> <li>❖ Gary</li> </ul> </li> </ul>
2:45	White Oak Hall	<b>MSSA Updates – Tom DuMars</b>  <b>MAST Updates – Mona Becker</b>  <b>Closure &amp; Evaluations</b>

MATH

Draft Briefing Agenda – Version #3

October 20, 2011 at Howard County Conservatory

Remember – no handouts. We will need to send email files on October 17<sup>th</sup>. Will they be pdf files?? Or Word?? Yellow are files to be sent to Kim on the morning of Oct17.

Green – needs a decision/attention

Time	What -Agenda	Who will lead?
7:30	Set up	
8:00	Sign –In, Coffee and Chat	Debby &
8:30	No folders– so only sign in Need sticky name tags with pre assigned groups Need tent cards to label tables for groups	Karen Follow-up with Kim
8:30	Welcome and Announcements <ul style="list-style-type: none"> <li>• Introduction of self and other guests               <ul style="list-style-type: none"> <li>○ Available Contractual Position</li> </ul> </li> <li>• Who - this is your first briefing? Who coming less than 5 years --- less than 3 years. Who has been coming 20+ years – Nelson retired</li> <li>• Time at table to introduce yourself and your roll in system – get to know each other so we can learn from one another and not reinvent the wheel – much easier to contact someone you have met then contact them cold</li> <li>• Introduction of Houghton Mifflin by Bonnie Ennis</li> <li>• Review efiles they should have               <ul style="list-style-type: none"> <li>○ Dates to remember</li> <li>○ Contact list</li> </ul> </li> <li>• Plan for the Day</li> </ul>	Donna
8:55	Curriculum Development – 2 or 3 year plan <ul style="list-style-type: none"> <li>• What are we doing 11-12 then 12-13 then 13-14?</li> <li>• Sample lesson will be shared in December</li> <li>• Introduce what they will hear next and what is expected of them</li> </ul>	Karen




	<ul style="list-style-type: none"> <li>Transition to specialists for Unit format</li> </ul>	
9:00	Unit Plan Format Discussion	Bette for elem
9:30	<ul style="list-style-type: none"> <li>Elementary, Middle School, Alg I Sample <ul style="list-style-type: none"> <li>10 minutes each – do not repeat concerns/issues</li> </ul> </li> <li>Our elements – what works, what needs more, what is missing</li> <li>Capture their thoughts on feedback form – one for elem, middle high school – in color</li> </ul>	Sara for middle Debby for HS
9:30	<ul style="list-style-type: none"> <li>Please create a color coded feedback form – Deby, Sara, Bette – we will print(20 each)and take</li> </ul>	
10:00		
10:00	Transition Plan	Linda
10:15	<ul style="list-style-type: none"> <li>Presented to Asst Sups and to Sups at end of Oct</li> <li>Comments</li> <li>Donna comments – no middle or elem plan – we are discussing but haven’t shared with asst sups; happening at the leadership level</li> </ul>	
10:15	Break	
10:30	Educator Effectiveness Academy	Donna and Cassandra
11:00	<ul style="list-style-type: none"> <li>Debriefing from 2011</li> <li>Plans for Fall Follow-up of 2011</li> <li>Thoughts for Summer 2012 <ul style="list-style-type: none"> <li>Structure and Content</li> </ul> </li> </ul>	
11:00	IPC Conference for High School Students/Teachers	
11:15	Johns Hopkins Applied Lab Jackie Akinpelu	
11:15	Houghton Mifflin presentation	Bonnie Ennis
11:45		
11:45	Lunch	

12:30		
12:30	STEM Update with Donna Clem	Donna C
1:15	<ul style="list-style-type: none"> <li>• Stem Standards/definition</li> <li>• STEM Advisory</li> <li>• STEM units/Lesson</li> <li>• Please spread among tables during feedback, Donna would like specialist to facilitate table discussions</li> </ul>	And Staff
1:15	Other RTTT Projects	Marci
1:30	<ul style="list-style-type: none"> <li>• Intervention/Enrichment – briefly what has been identified for RFP</li> <li>• PD modules</li> <li>• MPTV Projects - all 3</li> </ul>	
1:30	Sharing session – sit by level elementary, middle , hs – realize some of you are here alone so chose a group and you will benefit from hearing the large group sharing	Donna
3:00	<ul style="list-style-type: none"> <li>• MD Common Core Learning Community <ul style="list-style-type: none"> <li>○ Bill Barnes</li> <li>○ Small group – participant feedback, your personal next steps, and next steps for your system</li> </ul> </li> <li>• What are systems doing with PreK-2 implementation? <ul style="list-style-type: none"> <li>○ Howard - Kay and John S</li> <li>○ Wicomico – Bonnie Ennis</li> </ul> </li> <li>• What are the system-wide efforts to support the EEA? <ul style="list-style-type: none"> <li>○ Washington Elem – Kara reed???</li> <li>○ Baltimore County – Cindy for Elem and Maria for Secondary</li> </ul> </li> <li>• What concerns you???</li> </ul>	
3:00	Evaluation and Adjourn	

*Fall Social Studies Briefing  
George Washington's Mount Vernon Estate  
Ann Pamela Cunningham Building  
Monday, September 26, 2011*

*Participants will gain information about:*

- *George Washington, Mount Vernon Partnership & Initiatives*
- *Update Race to the Top and Common Core*
- *Social Studies Advisory Council*
- *Updates on all recent MSDE, Social Studies projects*

9:00	Continental Breakfast	
9:30	Welcome	
		
9:45	Common Core and Social Studies	<i>Marcie Taylor-Thoma</i>
10:00	Financial Literacy	<i>Donna Olszewski</i>
10:15	Environmental Literacy	<i>Kevin Jenkins</i>
10:30	Social Studies Advisory Council	<i>Scott McComb</i>
11:00	Exploration of the Donald W. Reynolds Education Center and Museum	
12:15	Working Lunch	<i>(George Washington Leadership Lesson for Elementary School)</i>
1:15	Mansion and Outbuildings Tour	<i>Tour Interpreters</i>

2:30            Debriefing

Thanks to George Washington's Mount Vernon Estate, Museum, and Gardens for sponsoring this event.

# Appendix B.7: Assistant Superintendents' Retreat – Agenda and Timeline for Curriculum Transition and Implementation



**Assistant Superintendents' Retreat  
March 18, 2011  
Arlington Echo\***

**Agenda**

<b>9:00 – 9:30</b>	<b>Continental Breakfast and Conversation</b>
<b>9:30 – 10:45</b>	<b>A Study of the Mathematics and English Language Arts Common Core Standards</b>
<b>10:45 – 11:45</b>	<b>A Close Look at the Standards of Mathematical Practice</b>
<b>12:00 – 12:45</b>	<b>Lunch</b>
<b>1:00 – 2:00</b>	<b>A Close Look at the Writing Prototypes</b>
<b>2:15 – 3:15</b>	<b>The Problem/Project-Based Approach to STEM</b>
<b>3:15 – 3:30</b>	<b>Questions and Comments</b>

\*Arlington Echo practices environmental sustainability.

1. They reduce, recycle, reuse, and compost whenever possible. Outside groups are asked not to bring plastic or paper products. Arlington Echo provides spring water and glasses; please do not bring bottled water.
2. Because there is limited parking, please carpool if possible.

## **PROFESSIONAL DEVELOPMENT**

### **Universal Design for Learning (UDL)**

The Maryland Common Core State Curriculum resources will be based on UDL, and so it is critical that professional development be provided for educators on this design.

### **Scaffolding Strategies to Develop Student Independence**

The Maryland Common Core State Curriculum is a mastery curriculum. Students are expected to become independent learners. Models/strategies on how to develop independence will assist teachers with this goal.

#### **Types of Writing:**

**Argument**

**Informative/explanatory**

**Narrative**

Students are expected to write in all content areas (literacy standards), and so it is important to provide all teachers with this professional development. Emphasis should be placed on argument and informative/explanatory writing.

### **Text Complexity Model**

Standard 10 of the reading standards deals specifically with text complexity. The model for text complexity is included in the English Language Arts Common Core State Standards Appendix A document. Later this year, PARCC is expected to release a tool that will measure text complexity.

### **Content Support**

In both English Language Arts and Mathematics, teachers will be expected to teach content that may be unfamiliar to them, for example, writing types and processes, or knowledge of bivariate data, random sampling, and functions. Professional development on content as described in the Maryland Common Core Curriculum Frameworks may be needed.

### **Writing to Source**

Students will be expected to respond in writing to text, and they will be evaluated on their comprehension of the text as well as their writing skills. Models of high level questions that are text dependent will be helpful to all teachers. For example, students reading *The Gettysburg Address*, may be asked what “conceived” means in the context of the speech. Asking students what freedom means to them after reading *The Declaration of Independence*, is NOT dependent on the text.

### **CCSS Documents**

There are many documents available from [www.corestandards.org](http://www.corestandards.org)., PARCC, and MSDE. More will be published. Ensuring that educators are aware of these documents, know how to access them, and what they can gain from them will be important.

## **Suggested Curriculum Transition Activities for 2011-2012 School Year**

What central office curriculum supervisors/resource teachers can do to begin the transition to the Maryland Common Core State Curriculum:

### **CURRICULUM DEVELOPMENT/ANALYSIS**

**Align courses/grade level curriculum to the Common Core State Standards (CCSS)**  
Curriculum teams need to compare the Maryland Common Core Curriculum Frameworks with their own curriculum documents to determine needed changes. LEAs may want to begin the revision process, but within the context of PARCC assessment information and toolkit development not yet available for inclusion.

#### **Standards for Mathematical Practice**

Develop models for integrating math content and standards for mathematical practice (that have been shared at the Educator Effectiveness Academy) for specific grade levels and courses. Provide examples in those models of student learning behaviors in a math classroom that includes integration of these practices into lessons, and how to establish a classroom environment of inquiry.

#### **Accelerated Mathematics**

In the Common Core, there is some guidance for accelerating students in mathematics. Curriculum teams need to examine their programs to determine approaches for compacting the math content to meet the needs of students who are ready for Algebra I prior to grade nine. In Common Core, Mathematics Appendix A, pages 80 - 116, there are guidelines for compacting and acceleration.

#### **Comprehensive Writing Program for LEA, grades Pre-K – 12**

Much attention has been given to the renewed focus on writing in the Common Core State Standards. LEAs need to develop a model for their comprehensive writing program. Examples of components for the writing program may include use of writing portfolios, the number of writing tasks in each content area/unit, types of research projects in each content area/unit, increased emphasis on argument and informative writing, and incorporation of grammar and conventions within the writing program.

## Enhanced Timeline for Maryland Common Core State Curriculum Implementation

Summer 2011

Task	MSDE	LEA	PARCC
Educator Effectiveness Academy	X	X	
School Transition Plan		X	

2011-2012 School Year

Task	MSDE	LEA	PARCC
Curriculum Toolkit Development	X	X	
Final Revision of Curriculum Frameworks	X		
Text Complexity Tool Released			X
Assessment Prototype Items released			X
Content Frameworks released			X
Possible activities for professional development: UDL Scaffolding Strategies Types of Writing Text Complexity Content Support Writing to Source CCSS Documents		X	
Possible activities for curriculum development/analysis: Alignment of LEA Curriculum to MD Curriculum Frameworks Integrated lessons for math practices and math content Guides for Accelerating Mathematics Comprehensive Writing Program		X	
Development of Literacy Standards for History/Social Studies, Science and the Technical Subjects Frameworks	X	X	

# Appendix 1.B.8: Model Units Template and Descriptors

## ELA Unit Components

Grade \_\_\_\_\_ Length of Unit \_\_\_\_\_

Unit Title \_\_\_\_\_

Unit Writers \_\_\_\_\_

### **Unit Overview**

*Write a brief description of the unit including:*

- *Controlling idea or central topic*
- *Rationale—why*
- *Purpose—what*
- *Structure—how*
  - *Flow of instruction*
  - *Student performance*

### **Essential Question**

- *Linked to controlling idea or central topic*
- *Open-ended (wide variety of ways to answer/respond)*
- *Worth exploring (universality, relevance)*
- *Kid-friendly, age-appropriate, prompt intellectual exploration)*
- *Organize materials and instruction*
- *Limited to 1 question (allows flexibility in materials)*

### **Unit Standards**

- *Taken directly from the CCSS*
- *Relevant to text(s) and concepts*
- *Strands Integrated as appropriate*
- *Modify accordingly during development*

### Student Outcomes

- *Essential Skills and Knowledge*
- *Not limited to Frameworks, but CCSS aligned*
- *Consistent with the language of the frameworks*

### Suggested Texts

- *Variety of text types*
  - *short, extended, digital, non-print, multi-media*
  - *genres, cultures, etc*
- *Related to unit central idea or central topic, and Essential Questions*
- *Reflect the balance of the CCSS*
  - *Elementary - 50% literary and 50% informational text*
  - *Middle -45% literary and 55% informational text (NAEP guidelines include literacy in content)*
  - *High – 30% literary and 70% informational text (NAEP guidelines include literacy in content)*
- *Text complexity considers the Three-Part Model for Measuring Text Complexity, as described in the CCSS— Qualitative, Quantitative, and Reader and Task*

### Assessments

- *Pre (define)*
- *Formative (define)*
- *Summative (define)*

### Lesson Plans

- *Differentiation-ELL, GT, Special education*
- *UDL*
- *508*
- *Essential Question*
- *Standards and strands*
- *Student outcomes*
- *Activity procedures*
- *Pre, formative assessments*
- *Suggested texts/materials*
- *Optional components (by lesson)*
  - *Essential Background knowledge*
  - *Additional Resources*

**Lesson Seeds**

*The lesson seeds are ideas for the standard that can be used to build a lesson. Lesson seeds are not meant to be all-inclusive, nor are they substitutes for instruction.*

**Interdisciplinary connections - literacy**

- elementary
- secondary

**Additional Resources**



# Mathematics Unit Component Descriptors

## Overview

The overview statement is intended to provide a summary of major themes in this unit.

## Teacher Notes

The information in this component provides additional insights which will help the educator in the planning process for the unit.

## Enduring Understandings

*Enduring understandings go beyond discrete facts or skills. They focus on larger concepts, principles, or processes. They are transferable and apply to new situations within or beyond the subject. Bolded statements represent Enduring Understandings that span many units and courses. The statements shown in italics represent how the Enduring Understandings might apply to the content in this unit.*

## Essential Question(s)

*A question is essential when it stimulates multi-layered inquiry, provokes deep thought and lively discussion, requires students to consider alternatives and justify their reasoning, encourages re-thinking of big ideas, makes meaningful connections with prior learning, and provides students with opportunities to apply problem-solving skills to authentic situations.*

## Possible Student Outcomes

*The following list provides outcomes that describe the knowledge and skills that students should understand and be able to do when the unit is completed. The outcomes are often components of more broadly-worded standards and sometimes address knowledge and skills related to the standards. The lists of outcomes are not exhaustive, and the outcomes should not supplant the standards themselves. Rather, they are designed to help teachers "drill down" from the standards and augment as necessary, providing added focus and clarity for lesson planning purposes. This list is not intended to imply any particular scope or sequence.*

## Possible Organization/Groupings of Standards

*The following charts provide one possible way of how the standards in this unit might be organized. The following organizational charts are intended to demonstrate how some standards will be used to support the development of other standards. This organization is not intended to suggest any particular scope or sequence.*

## Connections to the Standards for Mathematical Practice

*This section provides samples of how the learning experiences for this unit support the development of the proficiencies described in the Standards for Mathematical Practice. The statements provided offer a few examples of connections between the Standards for Mathematical Practice in the content standards of this unit. The list is not exhaustive and will hopefully prompt further reflection and discussion.*

## **Mathematics Unit Component Descriptors**

### **Content Standards with Essential Skills and Knowledge Statements and Clarifications**

The Content Standards with Essential Skills and Knowledge statements shown in this section come directly from the Maryland Common Core State Curriculum framework document. Clarifications were added as needed. Please note that only the standards or portions of standards that needed further explanation have supporting statements. Educators should be cautioned against perceiving this as a checklist. All information added is intended to help the reader gain a better understanding of the standards.

### **Vocabulary/Terminology/Concepts**

The following definitions/examples are provided to help the reader decode the language used in the standard or the Essential Skills and Knowledge statements. This list is not intended to serve as a complete list of the mathematical vocabulary that students would need in order to gain full understanding of the concepts in the unit.

### **Progressions from the Common Core State Standards in Mathematics**

For an in-depth discussion of overarching, "big picture" perspective on student learning of the Common Core State Standards please access the documents found at the site below.

<http://ime.math.arizona.edu/progressions/>

### **Vertical Curriculum Alignment**

Vertical curriculum alignment provides two pieces of information:

- A description of prior learning that should support the learning of the concepts in this unit
- A description of how the concepts studied in this unit will support the learning of additional mathematics

### **Common Misconceptions**

This list includes general misunderstandings and issues that frequently hinder student mastery of concepts regarding the content of this unit.

### **Model Lesson Plan**

Model lesson plans are in the initial stages of creation and will be inserted as available.

### **Lesson Seeds**

The lesson seeds have been written particularly for the unit, with specific standards in mind. The suggested activities are not intended to be prescriptive, exhaustive, or sequential; they simply demonstrate how specific content can be used to help students learn the skills described in the standards. They are designed to generate evidence of student understanding and give teachers ideas for developing their own activities.

(NOTE –this is where we want to reference the Mathematical practice activities created last year, list of current mdk12 activities that work with CCSS)

# Mathematics Unit Component Descriptors

## Sample Assessment Items

The items included in this component will be aligned to the standards in the unit and will include:

- Items purchased from vendors
- PARCC prototype items
- PARCC public released items
- Maryland Public release items

## Resources

This section contains links to materials that are intended to support content instruction in this unit.

## Interventions/Enrichments

Standard-specific modules that focus on student interventions/enrichments and on professional development for teachers will be included later, as available from the vendor(s) producing the modules.

## Interdisciplinary Connections

Interdisciplinary connections fall into a number of related categories:

- Literacy standards within the Maryland Common Core State Curriculum
- Science, Technology, Engineering, and Mathematics standards
- Instructional connections to mathematics that will be established by local school systems, and will reflect their specific grade-level coursework in other content areas, such as English language arts, reading, science, social studies, world languages, physical education, and fine arts, among others.

# Mathematics Unit Component Descriptors

## PARCC Components

This content will need to be edited based on the release of the latest PARCC Content Framework.

### Priority Clusters (as identified by PARCC)

*According to the Partnership for the Assessment of Readiness for College and Careers (PARCC), some clusters require greater emphasis than others. The table below shows PARCC's relative emphasis for each cluster. Prioritization does not imply neglect or exclusion of material. Clear priorities are intended to ensure that the relative importance of content is properly attended to. Note that the prioritization is in terms of cluster headings.*

### Focus Standards (Listed as Examples of Opportunities for In-Depth Focus in the PARCC Content Framework document)

*According to the Partnership for the Assessment of Readiness for College and Careers (PARCC), this component highlights some individual standards that play an important role in the content of this unit. Educators may choose to give the indicated mathematics an especially in-depth treatment, as measured for example by the number of days; the quality of classroom activities for exploration and reasoning; the amount of student practice; and the rigor of expectations for depth of understanding or mastery of skills.*

### Instructional Connections and Major Within-Course Dependencies

*According to the Partnership for the Assessment of Readiness for College and Careers (PARCC), the following bodies of content depend on another body of content. Additional connections were added as deemed appropriate.*

### Key Advances

*According to the Partnership for Assessment of Readiness for College and Careers (PARCC), these standards highlight major steps in a progression of increasing knowledge and skill.*

### Fluency Expectations/Recommendations

*According to the Partnership for Assessment of Readiness for College and Careers (PARCC), the curricula should provide sufficient supports and opportunities for practice to help students gain fluency. PARCC cites the areas listed below as those areas where a student should be fluent.*

### Evidence of Student Learning

*The Partnership for Assessment of Readiness for College and Careers (PARCC) has awarded the Dana Center a grant to develop the information for this component. This information will be provided at a later date. The Dana Center, located at the University of Texas in Austin, encourages high academic standards in mathematics by working in partnership with local, state, and national education entities. Educators at the Center collaborate with their partners to help school systems nurture students' intellectual passions. The Center advocates for every student leaving school prepared for success in postsecondary education and in the contemporary workplace.*

**Appendix 1.B.9: Public School  
Superintendents Association of Maryland  
- Presentation of Transition Plans -  
Agenda and Minutes**

# **PSSAM/MSDE MEETING**

**ANNE ARUNDEL COUNTY BOARD OF EDUCATION**

**ANNAPOLIS, MARYLAND**

**December 2, 2011**

**8:30 – 12:00**

## **AGENDA**

- I. Welcome, Announcements and Introductions (Dr. Smith & Dr. Sadusky)**
  
- II. Minutes – Dr. Martirano**
  
- III. Treasurer’s Report – Mr. Richmond**
  
- IV. Presidents Report – Dr. Smith**
  - A. Teacher Growth & Impact Reports – Distribution Expectations?**
  - B. SOAR Report Update**
  - C. Other**
  
- V. Governor’s Initiatives**
  - A. ESSENCE – Early Warning for Epidemics – Fran Philips(DHMH) & Ann Chafin**
  - B. Maryland Partnership to End Childhood Hunger –  
Rosemary Johnston, Executive Director - Governor’s Office for Children &  
Ann Sheridan, Director – Maryland No Kid Hungry Campaign**
  
- VI. State Fiscal Outlook – FY2012 & FY2013 –  
Warren Deschenuax – Department of Legislative Services**
  
- VII. Major Topics**
  - A. Transition to Common Core Standards/PARCC Assessments – DISCUSSION  
Mary Cary & Leslie Wilson**
  
  - B. Vision for School Reform in Maryland – Discussion - Group**
  
- VIII. Maryland State Department of Education – Dr. Sadusky**

- A. **NCLB Waiver Update – Mary Gable**
- B. **Common Core Math Alignment – Linda Kaniecki**
- C. **Special Education – Marcella Franczkowski**

**IX. Executive Director’s Report**

- A. **Legislation Update**
- B. **Budget Outlook**
  - 1. **Federal**
  - 2. **State**
  - 3. **Local**
- C. **Other**

**X. Roundtable**

- A. **Maryland Scholars Program – MBRT- Dr. Salmon**
- B. **NAACP Complaint-St Mary’s County – COMAR13A.07.05.01 – Dr. Martirano**
- C. **RTTT-Early Learning Challenge Briefing – Dr. Wagner**
- D. **MPSSAA – Handbook Revision Recommendation – Mr. Guthrie**
- E. **Master Plan – Dr. Andes**
- F. **Other**

**XI. Adjourn**

**NEXT MEETING:**

**THURSDAY, JANUARY 6 2012 8:30 A.M.**

**ANNE ARUNDEL COUNTY BOARD OF EDUCATION**

**PSSAM/MSDE**  
**Anne Arundel County Board of Education -Annapolis, Maryland**

**December 2, 2011**

**8:30 a.m. – 12:00 p.m.**

**AGENDA**

**I. Welcome, Announcements and Introductions - Dr. Smith & Dr. Sadusky**

**II. Secretary's Report/Minutes – Dr. Martirano**

A motion to accept the minutes from the October 28, 2011 meeting was seconded and passed.

**III. Treasurer's Report - Mr. Richmond**

A motion to accept the treasurer's report was seconded and passed.

**IV. President's Report- Dr. Smith –**

**A. Teacher Growth & Impact Report – Distribution Expectation?**

Reports will be distributed to each LAC and with an email to Superintendents for notification of distribution. FAQ sheet was presented.

**B. SOAR Report Update: As tied to remediation for colleges**

**V. Governor's Initiatives**

**A. ESSENCE-Early Warning for Epidemic-Fran Phillips (DHMH) and Ann Chafin Power Point distributed. This is a syndrome surveillance system for the early notification of community based epidemics. OPPOSITION voiced to this implementation.**



- B. Maryland Partnership to End Childhood Hunger- Rosemary Johnston, Executive Director- Governor's Office for Children and Ann Sheridan, Director- Maryland No Kid Hungry Campaign. Notebook distributed to all Superintendent with Power Point included. Main focus is to establish breakfast programs in all schools across the state of Maryland.

**VI. State Fiscal Outlook- FY 2012 & 2013-**

Warren Deschenuax- Department of Legislative Services. A very comprehensive report was delivered. Please refer to the handout (State Fiscal Outlook, December 2, 2011) which contains copious amounts of information that should be shared with your BOE and your BOCC.

**VII. Major Topics**

- A. Transition to Common Core Standards/PARCC Assessments- Discussion - Mary Cary and Leslie Wilson. PARCC and curriculum work at the MSDE go hand in hand. Next phase is the development of the model units and lessons guided by the curriculum framework from PARCC. Two model units are being created for every grade level in math and reading language arts and each contains two lessons in each unit. The model units selected were based upon the gap analysis of the current curriculum. Superintendents are encouraged to funnel information about the Common Core Standards/PARCC Assessments to Carl in preparation for the January 6<sup>th</sup> meeting. Carl will develop a survey that will assist in the gathering information that will help frame the discussion.
- B. Vision for School Reform in Maryland – Discussion - Group

**VIII. Maryland State Department of Education- Dr. Sadusky**

- A. NCLB Waiver Update – Mary Gable provided an excellent summary document of math graduation credits for each LEA. An update of the NCLB waiver process was presented as a way remedy the current AYP requirement. The consensus was to use Option A. *{Definition for Option A: The SEA would set AMOs in annual equal increments toward a goal of reducing by half the percentage of students in the “all students” group and in each subgroup who are not proficient within six years. The SEA must use current proficiency rates based on assessments administered in the 2010-2011 school year as the starting point for setting its AMOs.}* The deadline for the submission of the MSDE waiver process is February 21, 2012. This will be discussed further at the next PSSAM meeting in January.
- B. Common Core Math Alignment- Linda Kaniecki provided a overview of the possible high school mathematics transition plan. The alignment charts depicted the math sequence across the 3 year development and transition process. The charts are excellent.

**IX. Executive Director's Report – Dr. Roberts**

- A. Legislative Update: additional information will be sent via email
- B. Labor Relations Board – Harford Decision Update provided by Rob Tomback.  
Several issues being discussed that HCEA claims that Harford County bargained in bad faith and entered in renegotiations in bad faith. The County Executive is using \$32 million of fund balance to provide one-time \$1250 bonus to all county employees including school system staff. Hearing before the PSLRB on December 16<sup>th</sup>. Two issues are jurisdiction and the interpretation of the legislation.
- C. March 1<sup>st</sup>: Annual recognition of superintendent retirees in Annapolis. Location to be announced.
- D. CEASOM: Call for proposals for Common Ground 2012 Conference
- E. Other

**X. Roundtable**

- A. Maryland Scholars Program – MBRT – Dr. Salmon
- B. NAACP Complaint – St. Mary's County – COMAR 13A.07.05.01 – Dr. Martirano: Handout distributed. Please read
- C. RTTT – Early Learning Challenge Briefing – Dr. Wagner
- D. MPSSAA – Handbook Revision Recommendation – Dr. Guthrie
- E. Master Plan – Dr. Andes
- F. Other

**XI. Adjournment at 12:25**

**NEXT MEETING:**

**FRIDAY, JANUARY 6, 2012**

**ANNE ARUNDEL COUNTY BOARD OF EDUCATION**

# Appendix 1.B.10: Random Sample of Transition Plans for Common Core

**Transition Plan for the New Maryland Common Core State Curriculum**  
**GILPIN MANOR ELEMENTARY SCHOOL**

By June 2012:

**Outcome #1:** All faculty will have an understanding of the Maryland Common Core State Curriculum (MCCSC) Framework in Reading/English Language Arts (standards, essentials skills, and essential knowledge)

**Outcome #2:** All faculty will have an understanding of the MCCSC Framework in Mathematics (standards, essentials skills, and essential knowledge)

**Outcome #3:** Identified faculty will include the MCCSC argument, explanatory, and narrative writing products and processes in lesson development and implementation.

**Outcome #4:** Identified faculty will include the MCCSC practices in mathematical lesson development and implementation.

**Outcome #5:** Identified, cross-disciplinary faculty teams will develop and implement integrated STEM lesson(s).

OUTCOME	SPECIFIC ACTIVITIES	IDENTIFIED FACULTY	RESOURCES	PERSON(S) RESPONSIBLE	TIMEFRAME	OUTCOME MEASURE
1 & 2	Professional Development on MD CCSC  Overview of CCSC and MSDE vision for implementation  Intro to R/ELA CCSC (1.5 hrs) <ul style="list-style-type: none"> <li>• Focus: What is literacy?</li> </ul> Intro to Math CCSC (1.5 hrs) <ul style="list-style-type: none"> <li>• Focus: Standards for Mathematical Practice (8)</li> </ul> Intro to STEM (1.5 hrs) <ul style="list-style-type: none"> <li>• Focus: STEM Concept Attainment, 5 E Stem Lesson Plan</li> </ul>	All teachers	R/ELA: R/ELA CCSS, Capacities of Literate Individuals, Word Map  Math: Standards for Mathematical Practices, CCPS PowerPoint, Reflection Worksheet  Stem: Concept attainment cards, PowerPoint, 5 E lesson plan template and poster	Catherine Green, Principal  Paula Webster, Assistant Principal  Alison Benner, R/ELA EEA Rep  Natalya Hernandez, Math EEA Rep  Don Foskey, STEM EEA Rep	8/19/11	R/ELA: Literacy definitions – Word Map  Math: Evaluation, Math Practices Jigsaw Activity, Posters  Stem: Evaluation and later usage of information during lesson planning
5						

**Transition Plan for the New Maryland Common Core State Curriculum**  
**GILPIN MANOR ELEMENTARY SCHOOL**

OUTCOME	SPECIFIC ACTIVITIES	IDENTIFIED FACULTY	RESOURCES	PERSON(S) RESPONSIBLE	TIMEFRAME	OUTCOME MEASURE
5	Professional Development on STEM (2:15 – 3:45 PM) 1.) Model lesson on kinetic and potential energy, based on the 5E lesson plan 2.) Model how to correlate standards to this lesson 3.) Whole group lesson on pendulum 4.) Match standards to the pendulum lesson plan	All teachers	STEM lesson templates, 5 E poster, kinetic and potential energy pictures, PowerPoint, pendulum materials	Don Foskey, STEM EEA Rep  Paula Webster, Assistant Principal	9/14/11	Matching standards to lesson plan
5	Extended Team Planning Meetings, Kindergarten – Grade 5  Focus: Development of STEM Lesson Plans	All teachers	STEM Lesson Templates  ETP time	Alison Benner	September (ongoing)	One STEM lesson plan per grade level
5	Professional Development on STEM (2:15 – 3:00 PM) Focus: STEM Lesson Plans	All teachers	STEM: STEM Lesson Templates	Don Foskey Paula Webster	9/28/11	STEM: One STEM lesson plan per grade level, as begun during ETPs
1	Professional Development on R/ELA (3:00 – 3:45 PM) Focus: Structure of R/ELA Maryland CCSC		R/ELA: MD R/ELA CCSC	Alison Benner Catherine Green		R/ELA: Matching expectations to the specific grade band

**Transition Plan for the New Maryland Common Core State Curriculum**  
**GILPIN MANOR ELEMENTARY SCHOOL**

OUTCOME	SPECIFIC ACTIVITIES	IDENTIFIED FACULTY	RESOURCES	PERSON(S) RESPONSIBLE	TIMEFRAME	OUTCOME MEASURE
2 & 4	Professional Development on Math CCSC (2:15 – 3:45 PM)  Focus: Standards for Mathematical Practices	All teachers	Standards for Mathematical Practices, CCPS PowerPoint, Problems for Matching Activity, Reflection Sheets from Aug. Session, Graphic Organizer to list Practices for a Current Math Indicator(s)	Natalya Hernandez  Catherine Green	10/12/11	Completed Graphic Organizer with Mathematical Practices for Current Math Indicator(s)
3	Voluntary study group to analyze argumentative, explanatory, and narrative writing products and processes. The study group will consist of teachers from multiple grade levels.  The study group will meet seven times after school throughout the school year to: 1.) Examine argumentative, explanatory, and narrative writing processes 2.) Analyze the student writing products in relationship to the rigor and expectations demanded by the new curriculum; 3.) Develop sample writing lessons; 4.) Create exemplars to share with other grade levels; and, 5.) Vertically align writing expectations for students	Teachers in grades 1-5	College and Career Readiness Anchor Standards for Writing  MCCSC  Title I Funds to pay for stipends	Alison Benner	11/2/11 12/7/11 1/4/12 2/1/12 3/7/12 5/2/12 5/30/12	Student writing samples  Sample lessons to teach text types and purposes (argument, explanatory, narrative)  Exemplar writing samples

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OUTCOME	SPECIFIC ACTIVITIES	IDENTIFIED FACULTY	RESOURCES	PERSON(S) RESPONSIBLE	TIMEFRAME	OUTCOME MEASURE
2 & 4	Professional Development on Math CCSC (2:15 – 3:45 PM) Focus: Standards for Mathematical Practices	All teachers	Standards for Mathematical Practices, Current Math Lesson(s), Lesson Template	Natalya Hernandez Catherine Green	11/16/11	Completed lesson template that indicates the purposes planning of Standards for Mathematical Practices
4	Extended Team Planning Meetings, Kindergarten – Grade 5 Focus: Development of Math Lesson Plans with use of Standards for Mathematical Practices	All teachers	Standards for Mathematical Practices	Alison Benner	November (ongoing)	Math lessons that include Standards for Mathematical Practices
1 & 3	Professional Development on R/ELA CCSC (2:15 – 3:45 PM) Focus: Structure of R/ELA CCSC, text complexity, tracing a reading and writing indicator from kindergarten through twelfth grade, examining the draft MD CCSC.	All teachers	MD CCSC for R/ELA	Alison Benner	1/11/12	Evaluation
1 & 3	Professional Development on R/ELA CCSC Focus: Structure of R/ELA CCSC, text complexity, tracing a reading and writing indicator from kindergarten through twelfth grade, examining the draft MD CCSC.	All teachers	MD CCSC for R/ELA	Alison Benner	1/23/12	Evaluation

**Transition Plan for the New Maryland Common Core State Curriculum**

GILPIN MANOR ELEMENTARY SCHOOL

OUTCOME	SPECIFIC ACTIVITIES	IDENTIFIED FACULTY	RESOURCES	PERSON(S) RESPONSIBLE	TIMEFRAME	OUTCOME MEASURE
1, 2, 3, 4, & 5	Professional Development on CCSC (2:15 – 3:45 PM)  Focus: Next steps, expectations for 2012-2012	All teachers	MD CCSC for R/ELA  College and Career Readiness Anchor Standards for Writing  Standards for Mathematical Practices  STEM Practices	Catherine Green, Principal  Paula Webster, Assistant Principal  Alison Benner, R/ELA EEA Rep  Natalya Hernandez, Math EEA Rep  Don Foskey, STEM EEA Rep	4/25/11	Evaluation  Implementation Plan for 2012-2013



Appendix 1.B.11: LEA Assistant  
Superintendents Meeting - Development  
of Timeline for Full Implementation -  
Agenda and Notes

*Assistant Superintendents for Instruction Meeting  
Anne Arundel County Board of Education  
2644 Riva Road, Annapolis, MD*

*Board Room  
October 7, 2011  
9:00 a.m. – 12:00 p.m.*

*Agenda*

- 9:00 Updates and Informational Items
- 9:30 Transition to New Curriculum and Assessments 2013-14 and 2014-15  
(Notes: Superintendents will discuss this during their October retreat in Ocean City. Joining us in our discussion will be Judy Jenkins, Kathy Lauritzen, Donna Watts, Sylvia Edwards, and Linda Kaniecki.)
- 10:30 **BREAK**
- 10:45 Exchange of Ideas and Approaches to Curriculum Transition Work This Year  
(Note: Please be prepared to share with the group what is working well and lessons learned so far.)
- 11:30 Proposed Macrostructure for Summer 2012 Educator Effectiveness Academies  
- Scott Pfeifer
- 12:00 Adjourn

**PLEASE NOTE THE FOLLOWING:**

- No November meeting  
Next meeting - December 9 – Teleconference  
April meeting - **Cancelled**

Attachments: These materials will not be printed for the meeting. Please print or bring laptop.

- Possible High School Mathematics Transition Plan
- Educator Effectiveness Academies, Summer 2012 Macrostructure
- ELA Curriculum Transition Plan – Grade 6
- ELA Curriculum Transition Plan – Grades 9-10

Possible High School Mathematics Transition Plan

School Year	8 <sup>th</sup> Grade	Algebra I	Geometry	Algebra II
2011/2012	Curriculum State Curriculum plus Mathematical Practices	State Curriculum plus Mathematical Practices	State Curriculum plus Mathematical Practices	State Curriculum plus Mathematical Practices
	Testing 8 <sup>th</sup> Grade MSA	Algebra/Data Analysis H.S.A.	No assessment	No assessment
2012/2013	Curriculum State Curriculum plus Mathematical Practices Items from 8 <sup>th</sup> Grade CC <ul style="list-style-type: none"> <li>• Irrational numbers</li> <li>• Radical and integer exponents</li> <li>• Proportional reasoning w. slope</li> </ul> Minus 12 non tested objectives from the 8 <sup>th</sup> Grade SC	State Curriculum plus Mathematical Practices Introduction to the Quadratic Function which is listed as an additional topic in the SC and is also listed as a major topic in Common Core Algebra I	Common Core Geometry plus Transformations and volume standards from the 8 <sup>th</sup> grade CC should not be taught in isolation but rather should be blended into the CC Geometry as appropriate. Minus Probability Unit	State Curriculum plus Mathematical Practices (Catch up to Common Core is not possible)
	Testing 8 <sup>th</sup> Grade MSA	Algebra/Data Analysis H.S.A.	No assessment	No assessment

School Year	8 <sup>th</sup> Grade	Algebra I	Geometry	Algebra II
2013/2014	<p>Common Core 8<sup>th</sup> Grade</p> <p>Plus</p> <ul style="list-style-type: none"> <li>Five 7<sup>th</sup> Grade Common Core standards that were not taught in the 7<sup>th</sup> grade</li> <li>State Curriculum Geometry Standards</li> </ul> <p>Curriculum</p>	<p>Common Core Algebra I</p> <p>Plus</p> <p>CC 8<sup>th</sup> Grade Standards that should be blended into the CC Algebra I</p> <ul style="list-style-type: none"> <li>Linear equations and systems</li> <li>Functions</li> <li>Use functions for modeling</li> </ul> <p>Plus</p> <p>Topics from the CLG #3 that are not included in the Common Core Algebra I</p>	<p>Common Core Geometry</p> <p>Plus</p> <p>Transformations and volume standards from the 8<sup>th</sup> grade CC should not be taught in isolation but rather should be blended into the CC Geometry as appropriate.</p>	<p>State Curriculum</p> <p>Plus</p> <p>Mathematical Practices (Catch up to Common Core is not possible)</p>
	<p>8<sup>th</sup> Grade MSA</p> <p>Plus</p> <p>Field Testing for PARCC (Sampling of Student Population)</p> <p>Testing</p>	<p>Algebra/Data Analysis H.S.A.</p> <p>Plus</p> <p>Field Testing for PARCC Algebra I Assessment (Sampling of Student Population)</p>	<p>Field Testing for PARCC Geometry Assessment (Sampling of Student Population)</p>	<p>Recommended that this group of students not be required to take the Field Test for the PARCC Algebra II assessment</p>

School Year	8 <sup>th</sup> Grade	Algebra I	Geometry	Algebra II
2014/2015	Common Core 8 <sup>th</sup> Grade	Common Core Algebra I Plus Topics from the CLG #3 that are not included in the Common Core Algebra I	Common Core Geometry	Common Core Algebra II Plus Complete the study of the quadratic function from Units 4 and 5 of Common Core Algebra I Minus Statistics Unit
	PARCC 8 <sup>th</sup> Grade Assessment	Algebra/Data Analysis H.S.A. Plus PARCC Algebra I Assessment	PARCC Geometry Assessment	Recommended that this group of students not be required to take the PARCC Algebra II assessment
	Testing			

## Maryland Common Core State Curriculum Development Timeline 2010/2011

Maryland Common Core State Curriculum	Mathematics Development	Reading/English/Language Arts Development
<p><b>Framework</b></p> <ul style="list-style-type: none"> <li>• Common Core State Standards</li> <li>• Crosswalk (only excellent matches identified)</li> <li>• Essential skills and knowledge</li> </ul>	<p>Framework developed by Curriculum Revision Teams</p> <p>Framework shared with Academy Teams along with method for sharing with school teams</p>	<p>Framework developed by Curriculum Revision Teams</p> <p>Framework shared with Academy Teams along with method for sharing with school teams</p>
<p><b>Toolkit</b></p> <ul style="list-style-type: none"> <li>• Clarifications</li> <li>• Vocabulary</li> <li>• Lesson Seeds</li> <li>• Model Lessons</li> <li>• Model Units</li> <li>• Assessments</li> <li>• Prerequisite skills</li> <li>• Resources</li> </ul>	<p>Identify, edit, and include current K - 8 toolkit items that are an excellent match with Maryland Common Core State Curriculum</p> <p>Create tools (clarification tools; additional tools identified in February 2011) for Algebra I: Statistics and Probability Standards</p> <p>Develop lesson seeds that integrate mathematical practices</p> <p>Participate in PARCC collaboration on assessment development and curriculum support</p>	<p>Identify, edit, and include current K - 8 toolkit items that are an excellent match with Maryland Common Core State Curriculum</p> <p>Begin creation of new clarification tools and identification of text passages for use in toolkit</p> <p>Develop sample argument, narrative, and explanatory writing lessons with appropriate text (using items from CCSS Appendix B) that can be used at each grade level; text identified would be in public domain</p> <p>Participate in PARCC collaboration on assessment development and curriculum support</p>
<p><b>Implementation Considerations</b></p> <ul style="list-style-type: none"> <li>• System staff determine expectations in May/June</li> </ul>		

## Maryland Common Core State Curriculum Development Timeline 2011/2012

Maryland Common Core State Curriculum Framework	Mathematics Development	Reading/English/Language Arts Development
<ul style="list-style-type: none"> <li>• Common Core State Standards</li> <li>• Crosswalk (only excellent matches identified)</li> <li>• Essential skills and knowledge</li> </ul>	<p>Revise and finalize based on feedback</p>	<p>Revise and finalize based on feedback</p>
<p><b>Toolkit</b></p> <ul style="list-style-type: none"> <li>• Clarifications</li> <li>• Vocabulary</li> <li>• Lesson Seeds</li> <li>• Model Lessons</li> <li>• Model Units</li> <li>• Assessments</li> <li>• Prerequisite skills</li> <li>• Resources</li> </ul>	<p>Continue toolkit item development for Maryland Common Core State Curriculum, including lesson seeds, and model lessons based on priorities identified by Maryland educators</p> <p>Participate in PARCC collaboration on assessment development and curriculum support</p> <p>Integrate resources from LEA's for toolkit inclusion</p> <p>Create tools (not yet identified) for Geometry: Geometry, Statistics and Probability, and Modeling Standards</p> <p>Create tools (not yet identified) for Algebra I: Number and Quantity, Functions, and Modeling Standards</p>	<p>Continue toolkit item development for Maryland Common Core State Curriculum, including lesson seeds, and model lessons based on priorities identified by Maryland educators</p> <p>Continue identification of text passages for use in toolkit</p> <p>Participate in PARCC collaboration on assessment development and curriculum support</p> <p>Integrate resources from LEA's for toolkit inclusion</p> <p>Begin development of sample tasks based on PARCC prototype models</p>

	Begin development of sample tasks based on PARCC prototype models	
<b>Implementation Considerations</b> <ul style="list-style-type: none"> <li>• System staff determine expectations at spring meetings</li> </ul>		



# Appendix 1.B.12: Regional Meeting Agendas - MSDE Presentation and Assistance to LEAs for Developing Plans



Maryland State Department of Education  
Race to the Top Meeting

Loyola University Graduate Center Timonium Campus, Room 44C

September 23, 2011

2:00 - 4:00 P.M.

*5 meetings*

*9/23 AM Columbia  
PM Timonium  
9/30 PM Annapolis  
10/24 - Easton  
10/26 - Hagerstown  
11/23 - Columbia  
Alternative  
Pathways*

# AGENDA

**Workshop Session on Transitioning to the Common Core State Curriculum: Implications for Institutions of Higher Education**

Welcome and Introductions of Participants	Norma Allen
Introduction to the Common Core Standards	Judy Jenkins
Overview of English Language Arts and Mathematics Standards	Judy Jenkins
English Language Arts Activity	Judy Jenkins
Discussion: Opportunity for Participation in Curriculum Writing	Judy Jenkins Norma Allen
Next Steps and Wrap-Up	Judy Jenkins Norma Allen

## Transitioning to the Common Core State Curriculum in Maryland

Fall 2011



## Common Core State Standards (CCSS)

- Common Core Standards for K-12 English/language arts and mathematics
- initiative led by the Council of Chief State School officers (CCSSO) and National Governors' Association
- Common Core State Standards adopted by the Maryland State Board of Education – June, 2010

## What Makes CCSS Unique?

- College and Career Ready Standards
- Nationally and internationally benchmarked
- Evidence-based
- Increased rigor

## Common Core Curriculum – Race to the Top Connection

- The Maryland State Board of Education adopted the Common Core State Standards prior to receiving Race to the Top grant.
- Race to the Top enables Maryland to...
  - Accelerate curriculum implementation
  - Develop robust curriculum toolkit
  - Support curriculum implementation with an instructional improvement system

## Maryland's Timeline

Common Core Standards adopted	June, 2010
Curriculum Transition	2011 - 2013
New Curriculum Resources	2012-ongoing
Full Curriculum Implementation	2013-2014
New Assessments operational	2014-2015



## Maryland Work to Date

- Maryland Common Core Curriculum Frameworks
- Briefings on Common Core work
- Educator Effectiveness Academies
- Curriculum Resource Development
- PARCC participation

## PARCC

- Two consortia working on new assessments
- Maryland is governing state with PARCC (Partnership for the Assessment of College and Careers)
- Smarter Balance is other consortium
- Assessment design being finalized
- Important design features

[www.parcconline.org](http://www.parcconline.org)

## Assessment Information

- Five components
  1. Early assessments that could be used as an early indicator of student status - OPTIONAL
  2. Mid-year assessments, that are performance-based, and designed to provide useful feedback to help teachers and students to prepare for assessment 3 – OPTIONAL
  3. Rich, performance based assessment in grades 3 – high school, administered as close to the end of the year as possible; it will be incorporated into end-of-year summative score - REQUIRED

## Assessment, continued

Components, continues

4. Counts toward summative assessment
  - Grades 3 – 8: End of year assessments comprised of innovative, computer-based machine-scorable items - REQUIRED
  - High School: End of course assessments in mathematics; end of year assessment in high school literacy, comprised of innovative, computer-based machine-scorable items assessing literacy in ELA, science, social studies and technical subjects - REQUIRED

## Assessment, continued

Components, continued

5. Required assessment of Listening/Speaking  
Design still under consideration

## PARCC Resources

- PARCConline.org
  - Information on assessments, classroom resources
- Publishers' Criteria for the Common Core Standards in English Language Arts and Literacy (found under Classroom Resources)
  - Grades K – 2
  - Grades 3 – 12
- PARCC Content Frameworks

## Mathematics Curriculum



## Mathematics Curriculum

- Standards for Mathematics Content
  - K-8 grade standards organized by domain
  - 9-12 high school standards organized by conceptual categories
- Standards for Mathematical Practice
  - Describe mathematical “habits of mind”
  - Standards for mathematical proficiency
  - Connect with content standards in each grade



- ▶ Number-Counting and Cardinality
- ▶ Ratios and Proportional Reasoning
- ▶ Number and Quantity
- ▶ Number-Operations and the Problems They Solve
- ▶ The Number System
- ▶ Algebra
- ▶ Number-Base Ten
- ▶ Expressions and Equations
- ▶ Functions
- ▶ Geometry
- ▶ Number-Fractions
- ▶ Geometry
- ▶ Statistics and Probability
- ▶ Measurement and Data
- ▶ Statistics and Probability
- ▶ Geometry

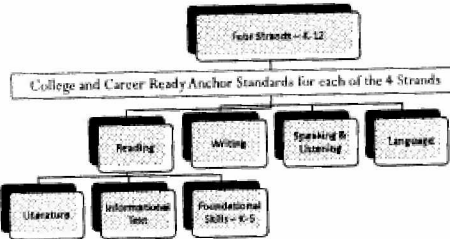
## High School

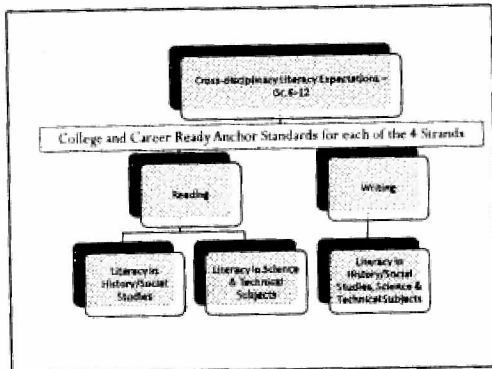
- Two Pathways: traditional and integrated
- Maryland chose traditional pathway:
  - Algebra I
  - Geometry
  - Algebra II

## Standards for Mathematical Practice

- ▶ Make sense of problems and persevere in solving them
- ▶ Reason abstractly and quantitatively
- ▶ Construct viable arguments and critique the reasoning of others
- ▶ Model with mathematics
- ▶ Use appropriate tools strategically
- ▶ Attend to precision
- ▶ Look for and make use of structure
- ▶ Look for and express regularity in repeated reasoning

## English Language Arts Curriculum





## MD CCSC Framework Sample Grade 6 – Writing Standard 1

### W1 CCR Anchor Standard

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence

**W1 Write arguments to support claims with clear reasons and relevant evidence.**

## MD CCSC Framework Sample Grade 6 – Writing Standard 1

**W1.a** Introduce claim(s) and organize the reasons and evidence clearly.

(See CCSS 6 W5.)

(CCSS 6 W4, W6.)

## Three Types of Writing

Common Core State Standards include 3 types of writing:

- Argument
- Informative/explanatory
- Narrative

See Appendix C of the English Language Arts Common Core State Standards for samples of student writing.

### Student Sample: Grade 6, Argument

This argument was written as homework after a class in which grade 6 students viewed a movie titled *Benchwarmers* and discussed how movie writers and producers promote smoking. The letter is addressed to the producer of a film in which smoking appears.

Dear Mr. Sandler,

Did you know that every cigarette a person smokes takes seven minutes off their life? I mentioned this because I just watched the movie, *Benchwarmers*, and I noticed that Carlos smoked. Why did you feel the need to have one of the characters smoke? Did you think that would make him look cool? Did you think that would make him look older? It did neither of those things. As a matter of fact, I think it made him look stupid and not very cool. Especially when he put out a cigarette on his tongue.

If I were producing a movie, I would want my characters to be strong, healthy and smart. I would not have any smokers in my movies for many reasons. The first reason is it sets a bad example for children. An estimated 450,000 Americans die each year from tobacco related disease. In fact, tobacco use causes many different types of cancer, such as lung, throat, mouth, and tongue. Another reason not to promote smoking is it ages and wrinkles your skin. Who wants to look 75 if you are only 60? It turns your teeth yellow and may lead to gum disease and tooth decay. Lastly, smoking is a very expensive habit. A heavy smoker spends thousands of dollars a year on cigarettes. I can think of better things to spend money on.

So Mr. Sandler I urge you to take smoking out of all future movies you produce. Instead of having your characters smoke have them do healthy things. That will set a positive influence for children instead of poisoning their minds. Thanks for reading my letter. I hope you agree with my opinion.

Sincerely,  
\_\_\_\_\_

P.S. I love your Chanukah song.

### Some Implications for Teacher Education

- UDL
  - Curriculum resources
  - Assessment
- Curriculum and Technology
- Literacy Standards
- Text Complexity
- Close Reading
- Writing to Source
- Standards for Mathematical Practice

### UDL

- Maryland has adopted UDL as a critical component of effective instructional practice
- PARCC has stated that UDL not only is critical to good instruction but will also be imbedded in their assessment design

### Curriculum and Technology

Our Curriculum Toolkit will embrace the use of technology:

- Model lessons
- Model units
- Formative assessments
- Multi-media resources
- Intervention and enrichment modules
- Online courses for students and educators

### Literacy Standards

Literacy Standards for Reading History/Social Studies

Literacy Standards for Science and Technical Subjects

Literacy Standards for Writing History/Social Studies, Science and Technical Subjects

### Text Complexity

According to the 2006, ACT, Inc., report *Reading Between the Lines*, the biggest differentiator between students who met the reading benchmark and those who didn't was students' ability to answer questions associated with complex texts.

\*From Appendix A, page 2 of the *Common Core State Standards for English Language Arts*.

### Writing to Source

- Instructional Implications
  - Increased emphasis on writing argument, in ELA as well as across disciplinary areas
  - Emphasis on writing in response to sources (not stand alone writing prompts)
  - Responses to sources will be scored for both reading content and writing

## Close Reading

- Complex text
- Reading
  - Increased understanding of text
  - Text dependent tasks and questions
  - Study and Reflection

## An Example

Let's take a look at sample text that could be used at the ninth or tenth grade level:

### Gettysburg Address

Instructional Implications?

## Standards for Mathematical Practice

- Let's take a look at the standards for mathematical practice
- How does each description begin?
- Your thoughts?

## Richness of Tasks

- What is 50% of 92?
- At Spring High School, 50% of the graduating class goes to college. This year's graduating class had 500 students. How many students went to college?



## Math Content and Practices Integration

An international fast food chain reports that 8% of the people in the United States eat at its restaurants each day. The fast food chain currently has 12,800 stores in the United States. The most recent Census Bureau report states that approximately 310 million people live in the United States.

Make a conjecture as to whether or not you believe the report from the fast food chain to be accurate information. Create a mathematical argument that validates your conclusion.

## STEM Initiatives



### Our STEM Initiative

Will address the national focus on

- STEM Education
- STEM Workforce Needs



**Maryland STEM:**  
*Innovation today to meet tomorrow's global challenges*

**Maryland's vision is to be a leader in STEM education, preparing and inspiring generations of learners to meet the challenges of the global society through innovation, collaboration, and creative problem solving.**

### Governor's STEM Task Force

Recommendations include:

- Align P-12 STEM curriculum with college and career requirements
- Triple the number of teachers in STEM shortage areas
- P-20 math and science teachers prepared
- STEM Internships, co-ops or lab experiences
- Increase number of STEM college graduates by 40%
- Support research and entrepreneurship
- Create STEM Innovation Network

### Race to the Top STEM Initiatives

- Online STEM Courses
- STEM lessons and units
- STEM Innovation Network
- Robust Toolkit
- Professional Development

### Educator Effectiveness Academy

- This summer's STEM focus:
  - Maryland's Vision and Mission
  - Begin Standards' Work
  - STEM Professional Learning Communities

### Other Content Areas

- Common Core Standards for Social Studies
- Next Generation Science Standards
- Next Generation Standards for the Fine Arts
- Health is seeking funding for standards work



### More to Come....

- We will continue to work with our colleagues in Higher Education as we learn more about the assessments and instructional implications
- We would like our next sessions to focus on specific content information in ELA and math
- We need your help: sign-up sheets
  
- Questions: Judy Jenkins,  
[jjenkins@msde.state.md.us](mailto:jjenkins@msde.state.md.us)

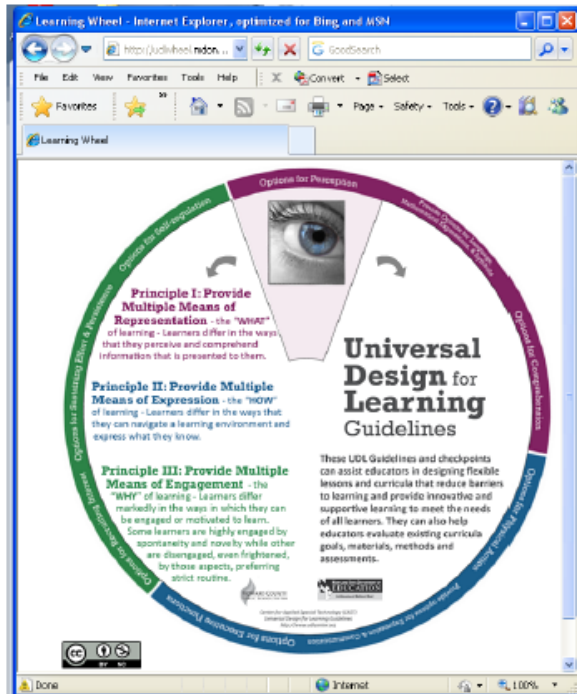
# Appendix 1.B.13: State Universal Design for Learning (UDL) Resources

**State UDL Resources**

	MD Learning Links <a href="http://marylandlearninglinks.org/">http://marylandlearninglinks.org/</a>	Date Available	Toolkit	Date Available	MSDE Other	Date Available
Curriculum	<p>National UDL Center <a href="http://www.udlcenter.org/">http://www.udlcenter.org/</a></p> <p>Center for Applied Special Technology (CAST) Online Tools and Media <a href="http://www.cast.org/">http://www.cast.org/</a></p>	Now	<p>Model Units Developed Using UDL</p> <p>Model Lessons Developed Using UDL</p> <p>UDL Included in Glossary</p> <p>Varied Materials of Instruction, Including digital text, automated speech to text, visual diagrams</p>	<p>9/30/12</p> <p>9/30/12</p> <p>9/30/12</p> <p>9/30/12</p>		
Instructional Strategies/ Practices	<ol style="list-style-type: none"> <li>1- Origins Theory in Classroom- Links to more UDL Interactive Podcast, UDL Wheel and App <a href="http://marylandlearninglinks.org/1019">http://marylandlearninglinks.org/1019</a></li> <li>2- Differentiated Instruction – Content, Process, Product <a href="http://marylandlearninglinks.org/951">http://marylandlearninglinks.org/951</a></li> <li>3- Co-Teaching- Tools, Resources, Media <a href="http://marylandlearninglinks.org/952">http://marylandlearninglinks.org/952</a></li> <li>4- Assistive Technology to support instruction <a href="http://marylandlearninglinks.org/955">http://marylandlearninglinks.org/955</a></li> </ol>	Now	<p>Video Streaming Lessons with Educators Demonstrating UDL Integrated Lessons</p> <p>Formative and Summative Assessment Models Incorporate UDL</p>	<p>9/30/12</p> <p>9/30/12</p>		
Professional Development	<p>UDL (See above)</p> <p>IHE Modules- Include UDL and Differentiated Instruction</p> <p>E-learning modules (MD Virtual Learning Center <a href="http://mdk12online.org/schools/schoolshome.htm">http://mdk12online.org/schools/schoolshome.htm</a> <a href="http://udl.mdonlinegrants.org">http://udl.mdonlinegrants.org</a></p> <p>5 module online courses on UDL</p>	<p>Now</p> <p>6/2012</p>	<p>Professional Development Modules on UDL</p>	<p>12/30/11</p>	<p>Leadership Learning Series for Administrators</p>	<p>Ongoing</p>

# UNIVERSAL DESIGN FOR LEARNING: NEW TOOLS FOR TEACHERS!

NEW Online, Interactive UDL Guidelines Wheel at <http://udlwheel.mdonlinegrants.org/>



Check out these sample strategies for your classroom....

## Options for Perception

- Use text equivalents in the form of captions or automated speech-to-text (voice recognition) for spoken language
- Provide visual diagrams, charts, notations of music or sound
- Provide written transcripts for videos or auditory clips
- Vary the display of information in a flexible format including:
  - The size of text, images, graphs, tables, or other visual content.
  - The contrast between background and text or image
  - The color used for information or emphasis
  - The volume or rate of speech or sound
  - The speed or timing of video, animation, sound, simulations, etc
- The font used for print materials

Sample Resources

[Customize Display](#)

[Additional Resources and Information](#)

**Plus.....**

**NEW FREE Mobile App**

Available for free download in the:

[iTunes App Store](#)

and

[Google Android Market Place](#)



For more information on this and other UDL work developed through Maryland's ARRA grant *College & Career Readiness*, led by Howard County Public Schools, see <http://ccr.mdonlinegrants.org/>

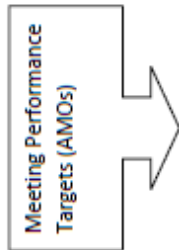


# Appendices for Principle 2: State-Developed Differentiated Recognition, Accountability and Support

<b>Document</b>	<b>Label</b>
Maryland School Index	2.A
Priority School Identification and Intervention Template	2. B
Restructuring Implementation Technical Assistance (RITA) Initiative	2.C
Focus School Request For Funds Application	2.D
Maryland's Breakthrough Center	2.E
Special Education Mathematics and Reading Interventions	2.F
Low Achieving Title I Schools Request for Funds Application	2.G

# Appendix 2.A: Maryland School Performance Index

**Maryland School Performance Index (Grades 3-8)**



Achievement*	Growth*	Gap*
<ul style="list-style-type: none"> <li>• Mathematics proficiency (MSA)</li> <li>• Reading proficiency (MSA)</li> <li>• Science Proficiency (MSA)</li> </ul>	<ul style="list-style-type: none"> <li>• Percent of students making one year's growth in:                             <ul style="list-style-type: none"> <li>○ Mathematics proficiency (MSA)</li> <li>○ Reading proficiency (MSA)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Gap between lowest subgroup and highest subgroup within a school                             <ul style="list-style-type: none"> <li>○ Mathematics proficiency (MSA)</li> <li>○ Reading proficiency (MSA)</li> <li>○ Science Proficiency (MSA)</li> </ul> </li> </ul>

\* ALT-MSA is included in the index component



## Maryland School Performance Index (Grades 9-12)

Meeting Performance  
Targets (AMOs)



Achievement*	Gap*	College-and Career- Readiness
<ul style="list-style-type: none"> <li>• Mathematics proficiency (Algebra/Data Analysis HSA)</li> <li>• English proficiency (English HSA)</li> <li>• Science proficiency (Biology HSA)</li> </ul>	<ul style="list-style-type: none"> <li>• Gap between lowest subgroup and highest subgroup within a school                             <ul style="list-style-type: none"> <li>○ Mathematics proficiency (Algebra/Data Analysis HSA)</li> <li>○ English proficiency (English HSA)</li> <li>○ Science proficiency (Biology HSA)</li> <li>○ Cohort Graduation Rate</li> <li>○ Cohort Dropout Rate</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Cohort Graduation rate</li> <li>• Career Attainment**</li> <li>• Attendance</li> </ul>

\* ALT-MSA is included in the index component

\*\*Measured by the number of Career and Technology Education (CTE) students who have achieved concentrator status at exit from high school in the reporting year

# Appendix 2.B: Priority School Identification and Intervention Template

ESEA Flexibility



## Priority Schools Template

Federal

FY2012-2013

This document contains the template that Baltimore City Public Schools must complete for each newly identified Priority School. The LEA can choose to implement one of the four models currently allowed for the SIG schools or it can detail a different model of intervention that meets the seven principals of turnaround. The template will be used to structure the LEA description of this choice.

MSDE expects each LEA with priority schools to set aside and use all or a portion of the amount of Title I, Part A dollars that they would set aside for Supplemental Education Services (SES) and Public School Choice to implement their chosen interventions. Each school is eligible to receive between \$50,000 and \$2 million per school, per year for the next three years to implement the chosen interventions in order to make substantial student progress towards meeting Maryland's performance targets by 2017. The amount the LEA has reserved for Priority Schools must be entered in Table 7-8, Line 6 of Attachment 7 in the Master Plan Update.

Under ESEA section 9401(a)(5), the Secretary may not waive any statutory or regulatory requirement related to the equitable participation of private school students, teachers, and families. As such, the LEA is required to continue to engage in timely and meaningful consultation before making any decision that affects the opportunities of eligible private school children, teachers, and other educational personnel, if applicable, to participate in the programs affected by the use of Title I, Part A funds, and provide private school students and teachers equitable services under the Title I, Part A program.

Maryland expects the LEAs to begin pre-implementation activities beginning July 2012 with full implementation of the plan beginning July 1, 2013. This allows for a full year of planning (assuming approval of the flexibility package by the end of May 2012) to slowly introduce those programs or policies that will be in full effect beginning July 2013. The Priority Schools will use the Maryland Priority Schools Intervention Template or Adopt one of the 4 USED approved SIG models. An LEA may use up to 20% of the federal FY 2012 Title I, Part A funds in its Priority schools.

A Priority school will exit priority status when it demonstrates that it is making significant progress in improving student achievement on the Maryland State Assessment. A priority school must advance 2 points or more on the Maryland Performance Index or receive a “2” on the performance index.

**Maryland’s Timeline for Priority School Implementation of Meaningful Interventions**

May/June 2012	Maryland’s ESEA Flexibility Plan approved by USED
July 2012-August 2012	Technical Assistance Meetings for LEAs with Priority and Focus Schools. Ongoing TA by SEA for plan approval.
July 2012-June 2015	Partnership Meetings held monthly with MSDE Title I, MSDE Breakthrough Center and LEA Office of Turnaround and Central Support Team.
September 2012	<p>Pre-implementation Activities developed and submitted to MSDE for approval.</p> <p>Pre-implementation Plans will address:</p> <p><b>Pre-Implementation Activities</b></p> <p>Pre-Implementation allows the LEA to prepare for full implementation of a priority school intervention at the start of the 2012-2013 school year. Below is a list of allowable pre-implementation activities.</p> <p><b>Family and Community Engagement:</b> Hold community meetings to review school performance, discuss the school interventions to be implemented, and complete school improvement plans in line with the intervention model selected; survey students and parents to gauge needs of students, families, and the community; communicate with parents and the community about school status, improvement plans, choice options, and local service providers for health, nutrition, or social services through press releases, newsletters, newspaper announcements, parent outreach</p>

	<p>coordinators, hotlines, and direct mail; assist families in transitioning to new schools if their current school is implementing the closure model by providing counseling or holding meetings specifically regarding their choices; or hold open houses or orientation activities specifically for students attending a new school if their prior school is implementing the closure model.</p> <p><b>Rigorous Review of External Providers:</b> Conduct the required rigorous review process to select a charter school operator, a CMO, or an EMO and contract with that entity (see C-5); or properly recruit, screen, and select any external providers that may be necessary to assist in planning for the implementation of the interventions.</p> <p><b>Staffing:</b> Recruit and hire the incoming principal, leadership team, instructional staff, and administrative support; or evaluate the strengths and areas of need of current staff.</p> <p><b>Instructional Programs:</b> Provide remediation and enrichment to students in schools that will implement an intervention model at the start of the 2013-2014 school year through programs with evidence of raising achievement; identify and purchase instructional materials that are research-based, aligned with State academic standards, and have data-based evidence of raising student achievement; or compensate staff for instructional planning, such as examining student data, developing a curriculum that is aligned to State standards and aligned vertically from one grade level to another, collaborating within and across disciplines, and devising student assessments.</p> <p><b>Professional Development and Support:</b> Train staff on the implementation of new or revised instructional programs and policies that are aligned with the school's comprehensive instructional plan and the school's intervention model; provide instructional support for returning staff members, such as classroom coaching, structured common planning time, mentoring, consultation with outside experts, and observation of classroom practice, that is aligned with the school's comprehensive instructional plan and the school's intervention model; or train staff on the new evaluation system and locally adopted competencies.</p>
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	<b>Preparation for Accountability Measures:</b> Develop and pilot a data system for use in Priority schools; analyze data on leading baseline indicators; or develop and adopt interim assessments for use in priority schools.
October 2012-June 2013	Online progress reports on pre-implementation activities submitted to MSDE via web-survey.
October 2012	RITA administered to all Priority Schools by MSDE.  See Appendix 2.C for explanation of RITA.
November-December 2012	MSDE shares RITA feedback with school and LEA.
January 2013- June 30, 2013	Intervention Plans Developed by Schools and LEAs:  <ol style="list-style-type: none"> <li>1. Priority Schools conduct needs assessment and complete Maryland's Priority Schools Intervention Template containing the 7 turnaround principles or adopt one of the 4 USED approved SIG models.</li> <li>2. Develop budgets, hire consultants, engage families and community, schedule professional development, etc.</li> </ol> Draft 1 due: March 1, 2013  Draft 2 due: April 15, 2013  Final Submission due: May 30, 2013
February 2013	MSDE onsite monitoring of pre-implementation activities.  MSDE shares monitoring feedback during the monthly technical assistance Partnership Meeting in March 2013. Monitoring tool will be customized for each school.
July 1, 2013- June 30, 2014	Full Implementation of approved Priority School Implementation plan.

<p>July 1, 2013- June 30, 2014</p>	<p>MSDE onsite Monitoring of the Approved Priority School Implementation Plan</p> <p>September/October 2013</p> <p>February/March 2014</p> <p>May/June 2014</p> <p>Monitoring tools will be customized to each approved Priority School plan and budgets.</p>
<p>July 1, 2014</p>	<p>MSDE and LEA review of Performance Data and revise plans based on data.</p>
<p>July 1, 2014- June 30, 2015</p>	<p>MSDE onsite Monitoring of the Approved Priority School Implementation Plan</p> <p>September/October 2014</p> <p>February/March 2015</p> <p>May/June 2015</p> <p>Monitoring tools will be customized to each approved Priority School plan and budgets.</p>
<p>July 1, 2015</p>	<p>MSDE and LEA review of Performance Data and revise plans based on data.</p>



**Definitions:**

**Priority School:** A “priority school” is a school that, based on the most recent data available, has been identified as among the lowest-performing schools in the State. The total number of priority schools in a State must be at least five percent of the Title I schools in the State. A priority school is—

- a school among the lowest five percent of Title I schools in the State based on the achievement of the “all students” group in terms of proficiency on the statewide assessments that are part of the SEA’s differentiated recognition, accountability, and support system, combined, and has demonstrated a lack of progress on those assessments over a number of years in the “all students” group;
- a Title I-participating or Title I-eligible high school with a graduation rate less than 60 percent over a number of years; or
- a Tier I or Tier II school under the SIG program that is using SIG funds to implement a school intervention model.

**Turnaround Principles:** Meaningful interventions designed to improve the academic achievement of students in priority schools must be aligned with all of the following “turnaround principles” and selected with family and community input:

- providing strong leadership by: (1) reviewing the performance of the current principal; (2) either replacing the principal if such a change is necessary to ensure strong and effective leadership, or demonstrating to the SEA that the current principal has a track record in improving achievement and has the ability to lead the turnaround effort; and (3) providing the principal with operational flexibility in the areas of scheduling, staff, curriculum, and budget;
- ensuring that teachers are effective and able to improve instruction by: (1) reviewing the quality of all staff and retaining only those who are determined to be effective and have the ability to be successful in the turnaround effort; (2) preventing ineffective teachers from transferring to these schools; and (3) providing job-embedded, ongoing professional development informed by the teacher evaluation and support systems and tied to teacher and student needs;
- redesigning the school day, week, or year to include additional time for student learning and teacher collaboration;
- strengthening the school’s instructional program based on student needs and ensuring that the instructional program is research-based, rigorous, and aligned with State academic content standards;
- using data to inform instruction and for continuous improvement, including by providing time for collaboration on the use of data;
- establishing a school environment that improves school safety and discipline and addressing other non-academic factors that impact student achievement, such as students’ social, emotional, and health needs; and

- providing ongoing mechanisms for family and community engagement.
- A priority school that implements one of the four SIG models is implementing an intervention that satisfies the turnaround principles. An SEA may also implement interventions aligned with the turnaround principles as part of a statewide school turnaround strategy that allows for State takeover of schools or for transferring operational control of the school to another entity such as a recovery school district or other management organization.

## Priority Schools In Baltimore City

LEA	School Name	NCES #	Priority Schools In Baltimore City	Intervention
Baltimore City	Baltimore Rising Star Academy	240009001664	New	TBD
Baltimore City	Booker T. Washington Middle	240009000160	SIG	Turnaround Model
Baltimore City	Garrison Middle	240009000228	SIG	Restart Model
Baltimore City	Calverton Elem/ Middle	240009000164	SIG	Restart Model
Baltimore City	Masonville Cove Academy (Benjamin Franklin @ Masonville Cove)	240009000157	SIG	Turnaround Model
Baltimore City	Baltimore Civitas	240009001666	New	TBD
Baltimore City	Cherry Hill Elementary/Middle	240009000171	SIG	Restart Model
Baltimore City	Baltimore IT Academy	240009000174	SIG	Restart Model
Baltimore City	Commodore John Rogers	240009000180	SIG	Restart Model
Baltimore City	Frederick Douglass High	240009000209	SIG	Turnaround Model
Baltimore City	Patapsco Elementary/Middle	240009000296	New	TBD
Baltimore City	Augusta Fells Savage Institute Of Visual Arts	240009001387	SIG	Turnaround
Baltimore City	Steuart Hill Academic Academy	240009000319	New	TBD
Baltimore City	Baltimore Freedom Academy	240009001560	New	TBD

**Cover Sheet- Priority Schools**

School Name:		LEA Point of Contact (POC) Name & Position:	
NCES #		Phone#:	
Address:		Email Address:	
Grade levels enrolled (SY2011-2012):		Number of Students Enrolled (SY2011-2012):	
Intervention Selected:			
<input type="checkbox"/> Turnaround Principles <input type="checkbox"/> Turnaround Model- Request Application from MSDE <input type="checkbox"/> Closure- Request Application from MSDE <input type="checkbox"/> Restart- Request Application from MSDE <input type="checkbox"/> Transformation- Request Application from MSDE			
Amount the LEA reserved from Attachment 7, Table 7-8, Line 6			
		Total LEA Reservation Year 1: SY 2012-13	
		Pre-implementation Activities Yr. 1	
		Estimate Year 2:	
		Estimate for Year 3:	
		Total Amount of Funding Anticipated for this school	

# Priority School Option I

School Name \_\_\_\_\_

NCES Number: \_\_\_\_\_

## Table A

Complete Table A for each priority School.

### Priority Schools Pre-Implementation Activities

**Pre-Implementation Activities:**

Pre-Implementation allows the LEA to prepare for full implementation of the turnaround principles at the start of the 2013-2014 school year. To help in its preparation, an LEA may use federal FY 2012 Title I, Part A funds reserved under Table 7-8, Line 6 of Attachment 7 in the Master Plan Update once the LEA has received MSDE approval of its Priority School Template submission.

**Family and Community Engagement:** Hold community meetings to review school performance, discuss the school intervention model to be implemented, and develop school improvement plans in line with the intervention model selected; survey students and parents to gauge needs of students, families, and the community; communicate with parents and the community about school status, improvement plans, choice options, and local service providers for health, nutrition, or social services through press releases, newsletters, newspaper announcements, parent outreach coordinators, hotlines, and direct

Provide a Description of how the LEA will use federal FY 2010 SIG funds in its newly identified SIG schools. Include the cost for each activity. Items in this section must be included in the Budget Narrative.

mail; assist families in transitioning to new schools if their current school is implementing the closure model by providing counseling or holding meetings specifically regarding their choices; or hold open houses or orientation activities specifically for students attending a new school if their prior school is implementing the closure model.

**Rigorous Review of External Providers:** Conduct the required rigorous review process to select a charter school operator, a CMO, or an EMO and contract with that entity (see C-5); or properly recruit, screen, and select any external providers that may be necessary to assist in planning for the implementation of an intervention model.

**Staffing:** Recruit and hire incoming staff such as: principal, leadership team, instructional staff, and administrative support; or evaluate the strengths and areas of need of current staff.

**Instructional Programs:** Provide remediation and enrichment to students in priority schools that will implement an intervention model at the start of the 2013-2014 school year through programs with evidence of raising achievement; identify and purchase instructional materials that are research-based, aligned with State academic standards, and have data-based evidence of raising student achievement; or compensate staff for instructional planning, such as examining student data, developing a curriculum that is aligned to State standards and aligned vertically from one grade level to another, collaborating within and across disciplines, and devising student assessments.

**Professional Development and Support:** Train staff on the

implementation of new or revised instructional programs and policies that are aligned with the school's comprehensive instructional plan and the school's intervention model; provide instructional support for returning staff members, such as classroom coaching, structured common planning time, mentoring, consultation with outside experts, and observations of classroom practice, that is aligned with the school's comprehensive instructional plan and the school's intervention model; or train staff on the new evaluation system and locally adopted competencies.

**Preparation for Accountability Measures:** Analysis of data on leading baseline indicators; or develop and adopt interim assessments for use in priority schools.

**Comprehensive Needs Assessment for Priority Schools**

Complete Table B to demonstrate the LEA has analyzed the needs the priority school. A thorough analysis will enable the LEA to demonstrate it has the capacity to identify areas of need and assist with providing adequate resources related to support of each priority school.

<b>Table B Comprehensive Needs Assessment</b>	
<b>Name of School:</b>	
<b>Areas to consider for analysis as part of a comprehensive needs assessment of include successes and challenges</b>	<b>LEAs summary and conclusion of its analysis of each of the areas considered in the needs assessment</b>
<p><b>1 Student Profile Information( include trend analysis)</b></p> <ul style="list-style-type: none"> <li>• Total enrollment</li> <li>• Grade level enrollment</li> <li>• Subgroups - # of students in each</li> <li>• Mobility % - Entrants &amp; Withdrawals</li> <li>• Attendance %</li> <li>• Expulsions #</li> <li>• Suspensions #</li> <li>• Dropout rate</li> <li>• Advance Coursework completion (IB/AP/early college high schools, dual enrollment classes) # and % of students</li> <li>• Graduation rate</li> <li>• High School Diploma Rate</li> </ul>	

Table B Comprehensive Needs Assessment	
Name of School:	
Areas to consider for analysis as part of a comprehensive needs assessment of include successes and challenges	LEAs summary and conclusion of its analysis of each of the areas considered in the needs assessment
<p><b>2 Staff Profile</b></p> <ul style="list-style-type: none"> <li>• Principal – Length of time at the school</li> <li>• Number of Assistant Principal/s and other administrators</li> <li>• Number and % of teaching faculty's total classroom instruction experience:                             <ul style="list-style-type: none"> <li>○ 0-5 years</li> <li>○ 6-10 years</li> <li>○ 11-15 years</li> <li>○ 16+ years</li> </ul> </li> <li>• Number and % of teaching faculty's service at this school:                             <ul style="list-style-type: none"> <li>○ 0-5 years</li> <li>○ 6-10 years</li> <li>○ 11-15 years</li> <li>○ 16+ years</li> </ul> </li> <li>• Number and % of HQ teachers</li> <li>• Number of school-based reading and English teachers of record</li> <li>• Number of school-based mathematics and data/analysis teachers of record</li> <li>• Number of school-based reading and English resource personnel</li> <li>• Number of school-based mathematics and</li> </ul>	



<b>Table B Comprehensive Needs Assessment</b>	
<b>Name of School:</b>	
<b>Areas to consider for analysis as part of a comprehensive needs assessment of include successes and challenges</b>	<b>LEAs summary and conclusion of its analysis of each of the areas considered in the needs assessment</b>
<p>data/analysis resource personnel</p> <ul style="list-style-type: none"> <li>• Number and % of paraprofessionals who are qualified</li> <li>• Number of mentor teachers and number of teachers being supported</li> <li>• Teacher and administrator attendance %</li> </ul>	
<p><b>3 Student Achievement</b></p> <ul style="list-style-type: none"> <li>• Student achievement data for reading and math on State assessments by the "all student" category and all subgroups</li> <li>• Average scale scores on State assessments in reading/language arts and in mathematics, by grade, for the "all students" group, for each achievement quartile, and for each subgroup</li> <li>• Graduation Rate</li> </ul>	
<p><b>4 Rigorous Curriculum</b></p> <p>Alignment of curriculum implementation with state standards across grade levels</p> <ul style="list-style-type: none"> <li>• Core English/Reading program</li> <li>• Core Mathematic and algebra programs</li> <li>• Curriculum Intervention Programs</li> <li>• Enrichment Programs</li> </ul>	

Table B Comprehensive Needs Assessment	
Name of School:	
Areas to consider for analysis as part of a comprehensive needs assessment of include successes and challenges	LEAs summary and conclusion of its analysis of each of the areas considered in the needs assessment
<p><b>5 Instructional Program</b></p> <ul style="list-style-type: none"> <li>• Planning and implementation of research-based instructional practices</li> <li>• Use of technology-based tools</li> <li>• Use of data analysis to inform and differentiate instruction</li> <li>• Master Schedule by content area (include minutes of instruction)</li> </ul>	
<p><b>6 Assessments</b></p> <ul style="list-style-type: none"> <li>• Use of formative, interim, and summative assessments to measure student growth</li> <li>• Process and timeline for reporting</li> <li>• Use of technology, where appropriate</li> <li>• Use of universal design principles</li> </ul>	
<p><b>7 School Culture and Climate</b></p> <ul style="list-style-type: none"> <li>• School vision, mission and shared values</li> <li>• School safety</li> <li>• Student health services</li> <li>• Attendance supports</li> <li>• Climate survey, if available</li> </ul>	

Table B Comprehensive Needs Assessment	
Name of School:	
Areas to consider for analysis as part of a comprehensive needs assessment of include successes and challenges	LEAs summary and conclusion of its analysis of each of the areas considered in the needs assessment
<p><b>8 Students, Family, and Community Support</b></p> <ul style="list-style-type: none"> <li>• Social-emotional and community-oriented services and supports for students and families</li> <li>• Engagement of parents in the education of students</li> </ul>	
<p><b>9 Professional Development</b></p> <ul style="list-style-type: none"> <li>• Use of Maryland Professional development standards</li> <li>• Accountability aligned to improved teaching and learning</li> </ul>	
<p><b>10 Organizational structure and resources</b></p> <ul style="list-style-type: none"> <li>• Collaborative planning time</li> <li>• Class scheduling (block, departmentalizing, etc.)</li> <li>• Class configuration</li> <li>• Managing resources and budgets</li> <li>• Accessing other grants to support learning</li> <li>• Increasing learning time for students and teachers</li> </ul>	

Table B Comprehensive Needs Assessment	
Name of School:	
Areas to consider for analysis as part of a comprehensive needs assessment of include successes and challenges	LEAs summary and conclusion of its analysis of each of the areas considered in the needs assessment
<b>11 Comprehensive and Effective Planning</b> <ul style="list-style-type: none"> <li>Practices for strategic school planning</li> <li>School improvement plan development, implementation and monitoring</li> </ul>	
<b>12 Effective Leadership</b> <ul style="list-style-type: none"> <li>Instructional leadership to promote teaching and learning</li> <li>Monitoring of curriculum implementation and instructional practices linked to student growth</li> <li>Impact on the school culture for teaching and learning</li> <li>Use of assessment data using technology</li> <li>Recruitment and retention of effective staff</li> <li>Identification and coordination of resources to meet school needs</li> <li>Engagement of parents and community to promote academic, developmental, social, and career needs of students</li> </ul>	

Table C

## Priority School Option I

Complete Table C for each priority school.

School Name \_\_\_\_\_ NCES Number: \_\_\_\_\_

### TURNAROUND PRINCIPLES

Annual Goals for Reading/Language Arts on State assessments (MSA/HSA) for "all students" group and for each subgroup.

SY 2012-13:

SY 2013-14:

SY 2014-15:

Quarterly Milestone Goals for Reading/Language Arts on interim assessments for "all students" group and for each subgroup.

Annual Goals for Mathematics on State assessments (MSA/HSA) for "all students" group and for each subgroup.  
 SY 2012-13:  
 SY 2013-14:  
 SY 2014-15:  
 Quarterly Milestone Goals for Mathematics on interim assessments for "all students" group and for each subgroup.

Turnaround PRINCIPLE	Description of Actions the LEA will Take	Timeline for Implementation	Name and Position of LEA Responsible Person(s)
<b>PRINCIPLE I: STRONG LEADERSHIP</b> The LEA must:			
<input type="checkbox"/> 1a. Review the performance of the current principal and replace principal if such a change is necessary to ensure strong and effective leadership or			
<input type="checkbox"/> 1b. Demonstrate to MSDE that the current principal has a track record in improving achievement and has the ability to lead the turnaround effort.			
<input type="checkbox"/> 1c. Provide the principal with operational flexibility in the areas of			

Turnaround PRINCIPLE	Description of Actions the LEA will Take	Timeline for Implementation	Name and Position of LEA Responsible Person(s)
scheduling, staff, curriculum, and budget.			
<b>PRINCIPLE 2: ENSURING TEACHERS ARE EFFECTIVE AND ABLE TO IMPROVE INSTRUCTION</b>			
The LEA must:			
<input type="checkbox"/> 2a Review the quality of all staff and retaining only those who are determined to be effective and have the ability to be successful in the turnaround effort.			
<input type="checkbox"/> 2b Prevent ineffective teachers from transferring to priority and focused schools.			
<input type="checkbox"/> 2c. Provide job-embedded, ongoing professional development informed by the teacher evaluation and support systems and tied to teacher and student needs.			
<b>PRINCIPLE 3: PROVIDING ADDITIONAL TIME FOR INSTRUCTION</b>			
The LEA must:			
<input type="checkbox"/> 3a. Redesign the school day, week, or year to include additional time for			

Turnaround PRINCIPLE	Description of Actions the LEA will Take	Timeline for Implementation	Name and Position of LEA Responsible Person(s)
student learning and collaboration.			
<b>PRINCIPLE 4: STRENGTHENING THE SCHOOL'S INSTRUCTIONAL PROGRAM</b>			
<b>The LEA must:</b>			
<input type="checkbox"/> 4a. Strengthen the school's instructional program based on student needs and ensuring that the instructional program is research-based, rigorous, and aligned with State academic content standards.			
<b>PRINCIPLE 5: ENSURING DATA IS USED FOR CONTINUOUS IMPROVEMENT AND TO INFORM INSTRUCTION</b>			
<b>The LEA must:</b>			
<input type="checkbox"/> 5a. Ensure the use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students			
<input type="checkbox"/> 5b. Ensure teachers and school-based leaders are provided time for			



Turnaround PRINCIPLE	Description of Actions the LEA will Take	Timeline for Implementation	Name and Position of LEA Responsible Person(s)
collaboration on the use of data.			
<p><b>PRINCIPLE 6: ENSURING SAFE AND SUPPORTIVE SCHOOLS</b></p> <p><b>The LEA must:</b></p>			
<p><input type="checkbox"/> 6a. Establish a school environment that improves school safety and discipline and addressing other non-academic factors that impact student achievement such as: students' social and emotional, and health needs.</p>			
<p><b>PRINCIPLE 7: ENSURING SCHOOL HAS ONGOING MECHANISMS TO SUPPORT FAMILY AND COMMUNITY ENGAGEMENT</b></p> <p><b>The LEA must:</b></p>			
<p><input type="checkbox"/> 7a. Providing ongoing mechanisms for family and community engagement.</p>			

Turnaround PRINCIPLE	Description of Actions the LEA will Take	Timeline for Implementation	Name and Position of LEA Responsible Person(s)
Other Actions the LEA will take in addition to the Turnaround Principles			

## Priority School Option 2

School Name \_\_\_\_\_ NCES Number: \_\_\_\_\_

### Implementation of one of the SIG Models

- Turnaround Model
- Restart Model
- Closure Model
- Transformation Model

**Note:** Applications must be obtained from the MSDE Title I Office.

LEAs may use Title I 1003(a) funds and/or a portion of the 20% Title I, Part A reservation formally reserved for SES and Public School Choice up to \$2 million per school per year.

**Timeline for LEA Monitoring Priority Schools  
To be Updated Annually**

**Intervention Type:** Circle One: **SIG Intervention** Turnaround Principles

**School:** \_\_\_\_\_

Use the quarterly timeline below to provide a detailed description of how the LEA plans to monitor and assess the impact of the interventions in this school. For each quarter, provide information on how the LEA will provide monitoring and oversight of the implementation actions (aligned with the turnaround principles or requirements of the specific intervention selected.) to be taken by the school and the LEA, the ways in which the school's progress will be assessed.

Year 2: Q1 (SY2012, July-Sept)	Monitoring and oversight
	How progress will be assessed
Year 2: Q2 (SY2012, Oct-Dec)	Monitoring and oversight
	How progress will be assessed
Year 2: Q3 (SY2012, Jan-Mar)	Monitoring and oversight
	How progress will be assessed
Year 2: Q4 (SY2012, April-June)	Monitoring and oversight
	How progress will be assessed

## **Priority School Budget and Budget Narrative**

### **Budget Narrative**

The project's budget should demonstrate the extent to which the budget is reasonable, cost-effective, and integrates other sources of funding. All strategies/activities described in the Priority School Template with associated costs will appear in the budget narrative and must have a corresponding entry in the itemized budget (C-1-25) for that year.

Using the budget narrative template, group line items according to the following categories: *Salaries & Wages, Contracted Services, Supplies & Materials, Other Charges, Equipment, and Transfers*. For example "meeting expenses" can be broken down into room rental, photocopying, and refreshments. There is no page limit for the budget. Describe in detail. The derivation of each cost must be shown.

Show how the expense was calculated for each line item and total each category. Reviewers will use this information to determine if your budget is reasonable and cost effective.

### **The MSDE Proposed C-1-25 Budget Form**

Proposed Budget C-1-25 contains the itemized budget form that must be submitted with the RFP. If you are having difficulties categorizing your budget, consult with the financial officer in your local school system.

**The budget form must be signed by both your district's Finance Officer and the Superintendent.**

Only the most current grant budget forms will be accepted, so please use the forms found on MSDE's website.

1. <http://marylandpublicschools.org/MSDE>
2. <http://marylandpublicschools.org/MSDE/aboutmsde/highlights>
3. <http://marylandpublicschools.org/MSDE/divisions/superintendent/grants/overview.htm>
4. <http://marylandpublicschools.org/MSDE/divisions/superintendent/grants/Budget+Information> OR

Go to the <http://marylandpublicschools.org/MSDE> website and click More Highlights (on the left side under Highlights)

### Suggestions for Completing an Approvable Budget Narrative

#### 1. Salaries & Wages:

- Reviewers must find consistency within the plan. If there are 25 teachers listed in three places, but only 30 participating in one place, there should be an explanation for the additional five participants.

#### 2. A detailed financial breakdown is required.

- Always provide the number of participants x the cost x the # of sessions = total. Providing "some" of the information will only cause the plan to be returned for revision.
- Sending staff to conferences should be limited to a small number, one per grade, team leaders, or essential staff of the school. The grant will fund *reasonable and necessary* requests for staff to attend conference.
- Attending staff should be aware that they will provide follow-up to staff upon their return. Their required presentation of conference information to staff should be written into the plan.
- Calculations must be checked and rechecked before reaching MSDE.

#### 3. Contracts:

- The LEA must ensure that contracts go through the bidding process.
- Persons listed under "Contracts" must complete the "Contracting with Consultants" form.
- Consultants should have a track record for providing quality training.

#### 4. Supplies and Materials:

- Schools listing boxes of duplicating paper, construction paper, chart paper, index cards, Post-its, rulers, hole punchers, student workbooks, etc. as items for purchase will send a red flag that the funds may be used inappropriately. The priority school grant funds are not to be used to stock the school with supplies.
- Local funds or Title I, Part A regular school allocation should be used to purchase such supplies and materials to be used for delivering instruction.
- The funds will purchase *reasonable and necessary* supplies and materials for implementing strategies in their priority school plan.

#### 5. Other Charges:

- Food: USDE agrees that providing food for parents as an incentive for them to attend trainings, meetings, etc. is appropriate. However, food cost must be *reasonable and necessary*. The same is true for teacher training sessions that are off site. If training is held *after school or on the school campus*, meals are not allowable with this reservation. The following will be the "rule of thumb" for purchasing food:
  - Light snacks: \$2 - \$3 or less;
  - Breakfast: \$3 - \$5 or less and;
  - Dinner: \$5 - \$8 per person.

6. Offsite Locations: This reservation should not be used to fund the rental of a facility or catering.

#### 7. Equipment:

- Only purchases that are associated with activities outlined in the approved Priority Schools Template will be allowable under this reservation.  
For example, purchasing Promethean Boards, clickers, tape recorders, flash drives, laptops, overheads, iPods, color printers, etc. will be approved on a case-by-case basis and only if the school has effectively explained how these purchases are needed in the Priority Schools template.
- The plan must describe how teachers and other staff will be trained to use equipment being purchased and how the equipment will impact classroom instruction and student achievement.

School Budget Narrative

Line Item	Description	Calculation	Total
<i>Salaries &amp; Wages</i>			
<b>Total Salaries and Wages</b>			
<i>Fixed Charges</i>	FICA		
<b>Total Fixed Charges</b>			
<b>Total Salaries and Wages <i>and</i> Fixed Charges</b>			
<i>Contracted Services</i>			



<b>Total Contracted Services</b>			
<i>Supplies &amp; Materials</i>			
<b>Total Supplies and Materials</b>			
<i>Other Charges</i>			

<b>Total Other Charges</b>			
<i>Equipment</i>			
<b>Total Equipment</b>			
<b>Total Costs</b>			
<b>Total Fixed Charges</b>			
<b>Total Requested</b>			

**Contracting with Consultants**

*When planning to contract with a consultant, provide all of the information below for each consultant:*

Consultant Company Firm Name / Address / Phone / E-mail / Website
Lead Consultant's Name(s) / Address / Phone / E-mail / Website
Has the consultant been contacted for their availability of services? <input type="checkbox"/> Yes <input type="checkbox"/> No
Has the consultant tentatively agreed to provide the services to the school? <input type="checkbox"/> Yes <input type="checkbox"/> No
Describe what constitutes the consultant's fee. Include the following: Number of professional development hours per day and per week committed to the school: _____ Number of planning hours committed to the school: _____ Proposed start/end dates: _____ To _____ Type of professional development to be delivered (training sessions, classroom coaching, online sessions, etc.): Type of support the consultant will provide to the school to monitor implementation of professional development: Type of support to the school to evaluate the success of the professional development:

# Priority School Option I

School Name \_\_\_\_\_ NCES Number: \_\_\_\_\_

## TURNAROUND PRINCIPLES

Annual Goals for Reading/Language Arts on State assessments (MSA/HSA) for “all students” group and for each subgroup.

SY 2012-13:

SY 2013-14:

SY 2014-15:

Quarterly Milestone Goals for Reading/Language Arts on interim assessments for “all students” group and for each subgroup.

Annual Goals for Mathematics on State assessments (MSA/HSA) for “all students” group and for each subgroup.

SY 2012-13:

SY 2013-14:

SY 2014-15:

Quarterly Milestone Goals for Mathematics on interim assessments for “all students” group and for each subgroup.

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Turnaround PRINCIPLE	Description of Actions the LEA will Take	Timeline for Implementation	Name and Position of LEA Responsible Person(s)
<p><b>PRINCIPLE 1: STRONG LEADERSHIP</b></p> <p>The LEA must:</p>			
<input type="checkbox"/> 1a. Review the performance of the current principal and replace principal if such a change is necessary to ensure strong and effective leadership or			
<input type="checkbox"/> 1b. Demonstrate to MSDE that the current principal has a track record in improving achievement and has the ability to lead the turnaround effort.			
<input type="checkbox"/> 1c. Provide the principal with operational flexibility in the areas of scheduling, staff, curriculum, and budget.			
<p><b>PRINCIPLE 2: ENSURING TEACHERS ARE EFFECTIVE AND ABLE TO IMPROVE INSTRUCTION</b></p> <p>The LEA must:</p>			
<input type="checkbox"/> 2a. Review the quality of all staff and retaining only those who are determined to be effective and have			

Draft: ESEA Flexibility Interventions Dec. 19, 2012

Turnaround PRINCIPLE	Description of Actions the LEA will Take	Timeline for Implementation	Name and Position of LEA Responsible Person(s)
the ability to be successful in the turnaround effort.			
<input type="checkbox"/> 2b Prevent ineffective teachers from transferring to priority and focused schools.			
<input type="checkbox"/> 2c. Provide job-embedded, ongoing professional development informed by the teacher evaluation and support systems and tied to teacher and student needs.			
<b>PRINCIPLE 3: PROVIDING ADDITIONAL TIME FOR INSTRUCTION</b>			
<b>The LEA must:</b>			
<input type="checkbox"/> 3a. Redesign the school day, week, or year to include additional time for student learning and collaboration.			
<b>PRINCIPLE 4: STRENGTHENING THE SCHOOL'S INSTRUCTIONAL PROGRAM</b>			
<b>The LEA must:</b>			
<input type="checkbox"/> 4a. Strengthen the school's instructional program based on student needs and ensuring that the instructional program is research-			

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Turnaround PRINCIPLE	Description of Actions the LEA will Take	Timeline for Implementation	Name and Position of LEA Responsible Person(s)
based, rigorous, and aligned with State academic content standards.			
<b>PRINCIPLE 5: ENSURING DATA IS USED FOR CONTINUOUS IMPROVEMENT AND TO INFORM INSTRUCTION</b> <b>The LEA must:</b>			
<input type="checkbox"/> 5a. Ensure the use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students			
<input type="checkbox"/> 5b. Ensure teachers and school-based leaders are provided time for collaboration on the use of data.			
<b>PRINCIPLE 6: ENSURING SAFE AND SUPPORTIVE SCHOOLS</b> <b>The LEA must:</b>			
<input type="checkbox"/> 6a. Establish a school environment that improves school safety and discipline and addressing other non-academic factors that impact student achievement such as: students' social			

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Turnaround PRINCIPLE	Description of Actions the LEA will Take	Timeline for Implementation	Name and Position of LEA Responsible Person(s)
and emotional, and health needs.			
<b>PRINCIPLE 7: ENSURING SCHOOL HAS ONGOING MECHANISMS TO SUPPORT FAMILY AND COMMUNITY ENGAGEMENT</b> <b>The LEA must:</b>			
<input type="checkbox"/> 7a. Providing ongoing mechanisms for family and community engagement.			
<b>Other Actions the LEA will take in addition to the Turnaround Principles</b>			

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# Priority School Option 2

School Name \_\_\_\_\_ NCES Number: \_\_\_\_\_

## Implementation of one of the SIG Models

- Turnaround Model
- Restart Model
- Closure Model
- Transformation Model

**Note:** Applications must be obtained from the Title I Office.

LEAs may use Title I 1003(a) funds and/or a portion of the 20% Title I, Part A reservation formally reserved for SES and Public School Choice up to \$2 million per school per year.

# Focus School Intervention Plan

School Name \_\_\_\_\_ NCES Number: \_\_\_\_\_  
LEAs may use Title I 1003(a) funds and/or a portion of the 20% Title I, Part A reservation formally reserved for SES and Public School Choice up to \$100,000 per school per year.

Annual Goals for Reading/Language Arts on State assessments (MSA/HSA) for "all students" group and for each subgroup.

SY 2012-13:

SY 2013-14:

SY 2014-15:

Quarterly Milestone Goals for Reading/Language Arts on interim assessments for "all students" group.

Annual Goals for Mathematics on State assessments (MSA/HSA) for "all students" group and for each subgroup.

SY 2012-13:

SY 2013-14:

SY 2014-15:

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**Quarterly Milestone Goals for Mathematics on interim assessments for "all students" group.**

Focused School Plans Must Contain the Elements Below.			
<ul style="list-style-type: none"> <li><input type="checkbox"/> Each school will develop a plan that clearly identifies the expected outcomes for students. Plans will include but not be limited to data retreats, professional learning communities, and continual self-monitoring of individually targeted student progress.</li> <li><input type="checkbox"/> Additionally, each school will explore tools that identify the local alignment of curricula, curriculum mapping, or other tools that align with Maryland's State Curriculum. This will provide the school with research-based data to focus on the curriculum areas that need improvement. From the curriculum gap analysis, the school will need to write strategies that support these efforts. The school and the district must approach educating targeted students using progress-monitoring instruments, data analysis, collaborative decision-making, tiered and/or differentiated instruction, parental involvement, and access to a standards-aligned core curriculum.</li> <li><input type="checkbox"/> Schools may create partnerships among external entities to obtain technical assistance, professional development, and management advice. Grantees are encouraged to create partnerships that can be cultivated to leverage assistance in meeting the individual needs of each school.</li> <li><input type="checkbox"/> Schools may consider strengthening the parental involvement component of the school improvement plan and may work with other technical assistance providers to provide opportunities for parents to become more involved in the educational process.</li> <li><input type="checkbox"/> Schools will be required to plan for collecting, analyzing, and interpreting individualized student data in order to adjust the daily instruction to promote student outcomes.</li> </ul>	<p><b>Description of Actions the LEA will to Ensure Focus School is developing Capacity to utilize research-based strategies to change instructional practice.</b></p>	<p><b>Timeline for Implementation</b></p>	<p><b>Name and Position of LEA Responsible Person(s)</b></p>

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# Appendix 2.C: Restructuring Implementation Technical Assistance (RITA) Initiative

## **RITA OVERVIEW**

Under the direction of the Maryland State Department of Education (MSDE), the Restructuring Implementation Technical Assistance (RITA) Initiative was developed in January 2007 by the Program Improvement and Family Support (PIFS) Branch in the Division of Student, Family, and School Support (DOSFSS). This initiative is part of MSDE's Statewide System of Support for schools in improvement. Specifically, the RITA Initiative targets those schools that have been in Restructuring Implementation status of school improvement for three or more years. The RITA process is designed to assist Restructuring Implementation schools in identifying programs and systems that are effective in advancing student achievement and programs and systems that need to be improved or eliminated in order to ensure delivery of an effective education for students in the Maryland Public School System.

The purpose of RITA is to empower schools and districts to go beyond current efforts to improve student achievement. RITA establishes teams of highly skilled educators to work in concert with school districts, using a thoughtful, systematic, evidence-based process in order to provide constructive feedback that will improve teaching and learning. The process is collaborative, demonstrating a commitment to shared responsibility for student learning among the state and local educators as well as a commitment to continuous school improvement for the benefit of all Maryland public school students. RITA is an ongoing, developmental process that will improve over time as the participants benefit from lessons learned.

The RITA Initiative has been designed to fulfill the Title I requirements for Restructuring Implementation schools in school improvement. Additionally, No Child Left Behind (NCLB) requires state department agencies (SEAs) to implement a statewide system of intensive and sustained support for those schools designated as "in need of improvement." RITA addresses that requirement for Restructuring Implementation schools by establishing school support teams of skilled and experienced educators to provide struggling schools with practical, applicable technical assistance in order to increase the opportunity for all students to meet the State's academic content and student achievement standards. RITA team members are charged with reviewing and analyzing all facets of the school's operation, collaborating with school staff, district staff, and parents to design, implement, and monitor the school improvement plan, monitoring the implementation of the plan, and providing feedback to the district and the school about the effectiveness of the entire school program.

The primary function of the RITA Team is to identify obstacles to improve teaching and learning for all students by reviewing student achievement data and intermediate progress measures, visiting classrooms, and interviewing teachers; principals, district staff; and parents, family, and community leaders. Based on RITA's nine standards and accompanying indicators, the RITA team shall issue a written report. The report will include recommendations for improvement for the school and school district. After the school and district receive the report, the school district will have thirty days to respond to each recommendation for improvement.

# Restructuring Implementation Technical Assistance (RITA)

## Standard 1

### 1003(g) School Improvement Grant (SIG) Intervention Plan

*The district and school implement its School Improvement Grant (SIG) Intervention Plan approved by the Maryland State Department of Education that makes fundamental reforms, such as significant changes in the school's staffing and governance, to improve student achievement in the school and that has the substantial promise of enabling the school to make adequate yearly progress.*

#### **Indicators:**

- 1.1 The SIG Plan impacts the school governance structure in a **significant** manner that either diminishes school-based management and decision making or increases control, monitoring, and oversight of the school's operations and educational program by the local education agency (LEA).
- 1.2 Under the SIG Plan, the building administrator has a clear understanding of authority to make staffing and curriculum changes.
- 1.3 The SIG Plan is integral to the School Improvement Plan.
- 1.4 School stakeholders (school administrators, district staff assigned to the school, teachers, parents, and community members) understand the SIG Plan's organizational structure, including areas of responsibilities of key personnel, and how the plan effectively contributes to and maximizes the staff's efforts to address the academic issues that caused it to be identified as a persistently lowest achieving school.
- 1.5 The school administration (principal and assistant principals) and/or district leadership team/LEA District Support Team meet at least monthly to monitor the implementation and effectiveness of the school's SIG Plan, as approved by the Maryland State Department of Education (MSDE).

# Restructuring Implementation Technical Assistance (RITA)

## Standard 2—Curriculum

- *The school district provides a rigorous curriculum that is aligned to the State Curriculum (elementary, middle, or high schools); and*
- *The school adheres with fidelity to the district approved curriculum in clear alignment of curriculum, instruction, and assessment.*

### Indicators:

- 2.1 The school district provides the school’s instructional staff with well organized, user-friendly curriculum documents with necessary resources to teach the district curriculum with fidelity and compliant with universal design principles.
- 2.2 All members of the school’s instructional staff demonstrate a thorough understanding of the State Curriculum (elementary, middle, or high schools).
- 2.3 The school district provides a rigorous, technology curriculum that embeds student technology skills and teacher use of instructional technologies for tested subject areas that is aligned to state standards.
- 2.4 The school ensures that all students [special education, English Language Learners (ELL), and Free and Reduced Meals (FARMS)] have access to a rigorous, technology enhanced curriculum in all tested content areas.
- 2.5 The school administration (principal and assistant principals) (1) understands the district approved curriculum; (2) ensures all instructional staff understands the district approved curriculum; (3) monitors curriculum implementation with fidelity by reviewing lesson plans, conducting frequent walk-throughs, and providing timely feedback on teaching the curriculum.



# Restructuring Implementation Technical Assistance (RITA)

## Standard 3—Instruction

*The school's instructional program actively engages all students by planning and implementing effective, varied, and research-based practices to improve academic performance in clear alignment of curriculum, instruction, and assessment.*

### Indicators:

- 3.1 The instructional staff demonstrates a high degree of skill in engaging all students in daily instruction using a variety of instructional strategies, differentiation of instruction, and appropriate accommodations and modifications for students.
- 3.2 The school implements effective research-based, technology enhanced instructional strategies, identified in the school improvement plan, in all classrooms with all student populations.
- 3.3 The instructional staff provides supplemental and intervention programs, including technology-based interventions, for all students (special education, ELL, FARMS) to achieve at higher performance levels.
- 3.4 The instructional staff examines and discusses student work weekly with grade or content level team members and school resource teachers/coaches to inform their instruction.
- 3.5 All students have opportunities within the school library media program to learn and practice technology and information literacy skills through lessons created and delivered collaboratively by the classroom teacher and school library media specialist.
- 3.6 The school administration (principal and assistant principals) (1) ensures all instructional staff are teaching the district approved curriculum with fidelity; and (2) monitors teaching and learning in all classrooms by conducting frequent walk throughs, and providing timely feedback to instructional staff to improve teaching by teachers and enhance learning for all students.

# Restructuring Implementation Technical Assistance (RITA)

## Standard 4—Assessment

- *The district provides schools with standards based formative and summative assessments that are aligned with the State Curriculum.*
- *The school, in clear alignment of curriculum, instruction, and assessment, uses the standards based formative and summative assessments continuously to monitor student learning and modify teaching strategies to meet the instructional needs of all students.*

### Indicators:

- 4.1 The school instructional staff delivers daily lessons that include an assessment component, and students are provided with identified accommodations on these assessments.
- 4.2 The school instructional staff uses assessments that reflect the levels of cognitive demand within the State Curriculum (elementary, middle, or high schools).
- 4.3 The school instructional staff uses formative and summative assessment data to inform instruction to meet the needs of all students including special education, ELL, and FARMS.
- 4.4 The school uses district benchmark assessments and classroom assessments to monitor progress by each subgroup population and adjusts instructional practice, as needed, for all students or groups of students.
- 4.5 The district provides ongoing support for data analysis of district benchmark assessment results to the school.
- 4.6 The school administration (principal and assistant principals) ensures that district and classroom assessments are (1) frequent, rigorous, aligned with the State Curriculum; (2) used to assess student learning and adjust teaching to individual needs including students with individualized education programs; (3) reviewed to monitor assessment benchmark goals in the school improvement plan and SIG plan; and (4) delivered using current technology as appropriate.

# Restructuring Implementation Technical Assistance (RITA)

## Standard 5—School Culture and Climate

*The school, in a collaborative partnership with parents and community, functions as an effective learning community with a shared school vision, mission, and values for students and teachers by providing a climate that is safe, supportive, healthy, and drug-free.*

### Indicators:

- 5.1 The school and district hold students to high expectations as evidenced by a code of conduct that is routinely monitored and evaluated. An orderly school environment is maintained through consistency and adheres to school behavior expectations that are reinforced through daily dialogues and routines.
- 5.2 The school and district establish and maintains a climate for students and teachers that is safe, supportive, healthy, and drug-free, and ensures a clean, pleasant, supportive and secure environment.
- 5.3 The school and district have an active student health services program for all students (special education, ELL, and FARMS) which addresses student health concerns which might otherwise interfere with school attendance and performance.
- 5.4 The school and district have a policy that encourages students to arrive at school on time and attend on a daily basis.
- 5.5 The school administration (principal and assistant principals) (1) communicates to all stakeholders a shared school vision, mission, and values; (2) monitors school climate frequently and makes adjustments to enhance an effective learning community for students and teachers; and (3) addresses the school culture needs of the school community.

# Restructuring Implementation Technical Assistance (RITA)

## Standard 6—Students, Family, and Community Support

*The school works with students, families, and communities to promote academic, developmental, social, and career needs of students.*

### Indicators:

- 6.1 The school and district have processes in place for determining students' needs (academic, developmental, social, and career) and involving all stakeholders (families and community) in planning for assisting students to meet their academic goals.
- 6.2 The school and district provide materials and training, including electronic communication and resources, to help parents and families work to remove barriers and address challenges to learning and to improve achievement.
- 6.3 The school and district, with parental input, educate instructional staff in the value and utility of contributions of parents and families and its impact on student achievement (i.e., how to communicate with and work with parents and families as equal partners; implement and coordinate parent/family activities; and build ties between parents/families/community and school).
- 6.4 The school and district provide full opportunities for participation of parents and families of ELL students, students with disabilities, homeless, and poverty students.
- 6.5 The school and district have a process in place to address the concerns/complaints from students, school staff, families, and community members and resolutions are dealt with in a timely manner.
- 6.6 The school administration (principal and assistant principals) (1) ensures there is a collaborative process between the school district and outside agencies to address all students' needs and the process is being implemented; (2) ensures parents, family and community are equal partners in the coordination and implementation of parent/family activities; and (3) ensures the process in place to address the concerns (complaints) from students, staff, families, and community members has been followed and resolutions are dealt with in a timely manner and communicated to appropriate stakeholders.

# Restructuring Implementation Technical Assistance (RITA)

## Standard 7—Professional Development with Accountability

*Based on student and teacher learner needs, the school provides all staff with research-based, results driven, job-embedded professional development opportunities and implements performance accountability procedures in order to improve teaching and learning.*

### Indicators:

- 7.1 The professional development in the school is aligned with the school improvement priorities which are on the based diverse academic needs of students and the learning needs of the instructional staff.
- 7.2 The school improvement team clarified the content and focus of the professional development based on identified specific outcomes in the school improvement plan that are aligned to the district's master plan priorities.
- 7.3 The professional development activities of the school and district are aligned with the *MSDE Teacher Professional Development Standards* and address the State Curriculum (elementary, middle, or high schools) and the *Maryland Teacher Technology Standards* and *Maryland Technology Literacy Standards for Students*.
- 7.4 The school leadership team and/or school administration determine which teachers are most likely to benefit from participating in the professional development activities.
- 7.5 The school and district provide a teacher mentoring/coaching program.
- 7.6 The school and district have adequate professional development resources, including time, people, facilities, equipment, and money, to support high quality professional development based on teaching and learning needs which includes grade level/content planning.
- 7.7 The school and district require that learning activities and follow-up to achieve the intended outcomes are research-based, results driven, and job embedded with learner outcomes that explicitly address the need for the activity. The outcomes are observable and measurable.

- 7.8 The school and district have an expectation that all teachers including special education teachers, English language arts teachers, and school library media specialists are always included in professional development opportunities offered to general education teachers.
- 7.9 The school administration (principal and assistant principals) demonstrates an active role by (1) participating in all professional development activities; (2) holding the staff accountable for engaging in professional development activities; by (3) making certain the activity took place; (4) monitoring the implementation of instructional knowledge and strategies gained through professional development activities; (5) evaluating to determine the activity achieved the intended outcome(s) and (6) monitoring professional development activities provided by external partners, if applicable.

# Restructuring Implementation Technical Assistance (RITA)

## Standard 8—Organizational Structure and Resources

*The school and district align all resources in order to make decisions which improve the instructional delivery for all children to meet proficient and advanced levels of student achievement.*

### Indicators:

- 8.1 The district leadership and the system’s human resources department give the school highest priority to recruiting, hiring, and retaining highly qualified staff and stable leadership that can meet the diverse needs of the student population.
- 8.2 The district provides sufficient resources to the school, and the school distributes those resources effectively to improve teaching and learning.
- 8.3 The district team meets monthly with the school improvement team to provide ongoing expert assistance in the implementation of the school improvement plan and the SIG Plan. The school improvement plan and SIG Plan are used as a framework for analyzing problems, identifying underlying causes, and addressing instructional issues.
- 8.4 The school and district provide professional development, detailed in the school improvement plan and SIG Plan, in a manner that ensures common teacher planning time with expert support to analyze student work and makes instructional changes to improve student learning.
- 8.5 The school has a quality library media center and a certified library media specialist who teaches an information literacy curriculum integrated into all content areas and accessible to all students.
- 8.6 The school has an accessible technology-rich environment with a robust infrastructure to support all student learning.
- 8.7 The district team and school administration meet monthly and are focused on making substantive changes in its approach to teaching and learning by (1) emphasizing the use of

student achievement data and research to inform instructional strategies; (2) helping the school with budget allocations; (3) monitoring the professional development for administrators and all instructional staff; and (4) planning and implementing other strategies to ensure that the SIG plan is implemented.



# Restructuring Implementation Technical Assistance (RITA)

## Standard 9—Comprehensive and Effective Planning

*The school administration and school improvement team communicate a clear purpose, direction and strategies focused on teaching and learning through the development, implementation, and evaluation of its school improvement plan with the SIG Plan.*

### **Indicators:**

- 9.1 All school stakeholders worked collaboratively to develop a shared vision, mission, and values for the school.
- 9.2 The school improvement team, with central office support, has completed a comprehensive needs assessment to identify the academic issues that caused the school to be identified as a persistently lowest achieving school.
- 9.3 The school and district use the Maryland Teacher Professional Development Planning Guide to design, monitor implementation, and guide evaluation of all professional development in the school.
- 9.4 The school improvement team, with central office support, identified evidence based reforms and developed prioritized action plan strategies that include professional development to improve the quality of teaching and learning that meet diverse student needs.
- 9.5 The district Office of Assessment and Accountability gives a high priority to providing disaggregated formative and summative data in a timely manner to school staff.
- 9.6 The school administration ensures the school improvement team meets monthly to evaluate the degree to which the school is achieving the plan's goals, objectives, and milestones for student learning. Revisions are made to the school improvement plan when data analysis indicates a need to accelerate learning.

# Appendix 2.D: Focus School Request for Funds Application

**FOCUS  
School  
Application**

**Title I, Part A**

**School**

**Improvement**

**Grant Funds**

**Section 1003(a)**



**Request For Proposal**

**School Year 2012-2013**

Maryland State Department of Education  
200 West Baltimore Street  
Baltimore, MD 21201

**Deadline for Submission**

**TBD**

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## PROGRAM DESCRIPTION

<b>Name of Grant Program:</b>	Title I 1003(a) School Improvement Grant-Focus School(s) Application
<b>Authorization:</b>	No Child Left Behind Act of 2001, of the Elementary and Secondary Education Act, Title I, Part A, Subpart 1/ESEA Flexibility Waiver
<b>Deadline for Receipt of Application</b>	<b>TBD</b> <b>Application package must be received by 3:00 p.m. at the Maryland State Department of Education on TBD. No email or fax transmittals will be accepted.</b>
<b>Deadline for Receipt of Letter of Intent</b>	Letter of Intent to apply for the Title I 1003(a) School Improvement Grant should be received at the Maryland State Department of Education by <b>TBD</b> . (Appendix A)
<b>Purpose:</b>	The purpose of the Title I School Improvement grant is to carry out the activities under Section 1116 (b)-School Improvement. Overarching and Unifying Themes in the Bridge to Excellence Comprehensive 5-Year Master Plan provides a description of the strategies to provide high quality, sustained support to all schools in the local school system. (See Section B page 30 of the Bridge to Excellence Comprehensive Master Plan Guidelines.)
<b>Eligible Applicants:</b>	Funds will be available annually to LEAs with schools identified as Focus Schools under Maryland's Approved ESEA Flexibility Plan
<b>Total Funds Available</b>	<b>\$ TBD</b> <i>LEA funds are subject to adjustments based on any reduction in funds for Title I, Part A.)</i>
<b>Estimated LEA Allocations</b>	<b>A formula will be used to determine the total allocation of funds to Local Education Agencies. Maryland will use 1003(a) funds to provide base funding of \$30,000 + (enrollment x \$50.00 PPA) for each focus school.</b>
<b>Use of Funds:</b>	<b>Title I 1003(a) School Improvement Funds shall be used in accordance with the No Child Left Behind Act of 2001, of the Elementary and Secondary Education Act, Title I, Part A, Subpart 1, Section 1116 (b)(4) and Maryland's Approved ESEA Flexibility Plan. Federal funds shall not be used for administrative purposes.</b>

**The LSS will provide technical assistance to schools identified as Focus Schools as they develop and implement their school improvement plans. Technical assistance includes, but is not limited to:**

- Providing assistance in analyzing data from assessments and other examples of student work;
- Providing assistance to identify and address problems in instruction;
- Providing assistance to identify and address problems implementing parental involvement and professional development requirements described in NCLB Sections 1118 and 1119;
- Providing assistance to identify and address problems implementing the responsibilities of the school and the local school system under the school plan;
- Providing assistance to identify and implement professional development, instructional strategies, and methods of instruction that are based on scientifically-based research and that have proven effective in addressing the specific instructional issues; and
- Providing assistance in analyzing and revising the school's budget so that the school's resources are more effectively allocated to the activities most likely to increase student academic achievement.

**Technical assistance *may* be provided by school support teams (i.e. The Breakthrough Center) authorized in Section 1117 (B)(i)(ii)(iv). Each school support team assigned to a school will:**

- Review and analyze all facets of the school's operation, including the design and operation of the instructional program;
- Assist the school in developing recommendations for improving student performance in the school;
- Collaborate with parents and school staff and the local educational agency in the design, implementation, and monitoring of a plan that can reasonably be expected to improve student performance and help the school meet its goals for improvement; and
- Make additional recommendations as the school implements that plan.

**The General Education Provisions Act (GEPA) Section 427**

Each applicant must include a succinct description of the steps the applicant will take to ensure equitable access to, and participation in, this federally-assisted program for students, teachers, and other program beneficiaries regardless of gender, race, national origin, color, disability, or age. Based on the circumstances of the local school system, the applicant should determine whether these or other barriers may prevent students, teachers, or other program beneficiaries from access to, or participation in, this federally funded project or activity.

**Grant Period**

**TBD**

## Reporting Requirements

Grantees must submit:

- Interim Progress Report – TBD
- Site Visit Question Sheet – TBD
- Final Progress Report – TBD
- Final Financial Report – TBD

In addition, grantees will host at least one site visit per funding cycle.

## Submission Procedures:

MSDE will provide technical assistance upon request during the development of the RFP. **The grant application may be downloaded from the MSDE Title I website at [www.marylandpublicschools.org](http://www.marylandpublicschools.org).**

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Proposals must contain the following information, assembled in the order indicated:

1. Proposal Cover Sheet
2. Assurances
3. Proposal Narrative Components
  - Part I – Needs Assessment
    - Table A – Needs Assessment Document
  - Part II – Plan of Operation
    - Table B – Plan of Operation Worksheet
  - Part III – Measuring Progress
  - Part IV – Management Plan and Key Personnel
    - Table C – Management Plan Worksheet
  - Part V – Budget and Cost Effectiveness
    - Table D – Signed C-1-25
    - Table D1 – Consolidated LEA Budget Narrative
    - Table D2 – School Budget Narrative
    - Table D3 – Contracting with Consultants Document
  - Part VI – The General Education Provisions Statement
4. Appendices
  - Appendix A List of Qualifying LEA's
  - Appendix A1 Suggestions for Completing an Approval Plan
  - Appendix A2 Sample Plan
  - Appendix B Grant Site Visit Question Sheet
  - Appendix C Allowable Expenditures
  - Appendix D Suggestions for Completing an Approvable Budget Narrative
    - Appendix D1 Sample Consolidated LEA Budget Narrative
    - Appendix D2 Sample School Budget Narrative
  - Appendix E Scoring Rubric

An application package, excluding proposal cover sheet, abstract, table of contents, budget and budget narratives, signed assurances, strategies/activities worksheets, and appendices must not exceed **fifteen (15) pages and meet the following criteria.**

The narrative must use line spacing of at least 1.5, and a 12-point font size, Times New Roman.

- All pages of the project narrative must use one-inch margins and be numbered. Charts may use single spacing and a 10-point font.
- The unbound original RFP should be on a standard size (8 1/2 x 11) paper of regular weight.
- **All signatures on the original application should be signed with a blue pen.**

**An unbound original and one bound copy stapled in the upper left corner should be submitted to:**

Maryland State Department of Education  
Division of Student, Family, and School Support - 4<sup>th</sup> Floor  
Program Improvement and Family Support Branch  
200 West Baltimore Street  
Baltimore, Maryland 21201-2595



## Sample Letter of Intent

\_\_\_\_\_, 20\_\_

Ms. Ann E. Chafin  
Assistant State Superintendent  
Division of Student, Family, and School Support  
Maryland State Department of Education  
200 West Baltimore Street  
Baltimore, Maryland 21201-2595

Dear Ms. Chafin:

This letter serves as a notification of {Insert LEA} intent to submit a Request for Proposal (RFP) for the 20\_\_-20\_\_ Title I 1003(a) School Improvement (*non-competitive*) Grant. The original RFP will be completed and submitted to the Maryland State Department of Education by **TBD**.

We understand that the purpose of this Title I 1003(a) School Improvement Grant is to ensure the provision of technical assistance and support to schools identified as Focus Schools under Maryland's Approved ESEA Flexibility Plan during development and implementation of their school improvement plans. We also understand that the technical assistance should specifically address the academic achievement issues that resulted in the schools' achievement gap(s). The technical assistance should also provide support in analyzing assessment data, improving professional development, and revising school budgets to ensure that the resources are effectively allocated.

If you have any questions or need additional information, please contact [NAME], [TITLE], at [TELEPHONE #], or [E-MAIL ADDRESS].

Sincerely,

[NAME]  
Superintendent of Schools/Chief Executive Officer

**REQUEST FOR PROPOSAL COVER SHEET**  
**SCHOOL YEAR \_\_\_\_\_**

**LOCAL SCHOOL SYSTEM:** \_\_\_\_\_

**CONTACT PERSON:** \_\_\_\_\_

**POSITION/TITLE:** \_\_\_\_\_

**ADDRESS:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**TELEPHONE / FAX NUMBER:** \_\_\_\_\_

**E-MAIL:** \_\_\_\_\_

**MSDE PROJECT CONTACT:**

TBD

Title I 1003(a) School Improvement Grant for Focus Schools

Office: (410) 767-

Fax: (410) 333-8010

Email: TBD

**Title I 1003(a) School Improvement Grant for Focus Schools**  
**GENERAL ASSURANCES**

By receiving funds under this grant award, I hereby agree, as grantee, to comply with the following terms and conditions:

1. Programs and projects funded in total or in part through this grant will operate in compliance with State and federal statutes and regulations, including but not limited to the 1964 Civil Rights Act and amendments, the Code of Federal Regulations (CFR) 34, the Elementary and Secondary Education Act, Education Department General Administrative Regulations (EDGAR), the General Education Provisions Act (GEPA) and the Americans with Disabilities Act.
2. The Maryland State Department of Education (MSDE) may, as it deems necessary, supervise, evaluate and provide guidance and direction to grantee in the conduct of activities performed under this grant. However, failures of MSDE to supervise, evaluate, or provide guidance and direction shall not relieve grantee of any liability for failure to comply with the terms of the grant award.
3. Grantee shall establish and maintain fiscal control and fund accounting procedures, as set forth in 34 CFR Parts 76 & 80 and in applicable statute and regulation.
4. Grantee shall adhere to MSDE reporting requirements, including the submission of all required reports. Failure to submit complete, accurate, and timely progress and final reports may result in the withholding of subsequent grant payments until such time as the reports are filed.
5. Entities receiving federal funds of \$500,000 or more must have an annual financial and compliance audit in accordance with OMB Circular A-133.
6. Grantee shall retain all records of its financial transactions and accounts relating to this grant for a period of three years, or longer if required by federal regulation, after termination of the grant agreement. Such records shall be made available for inspection and audit by authorized representatives of MSDE.
7. Grantee must receive prior written approval from the MSDE Program Monitor before implementing any programmatic changes with respect to the purposes for which the grant was awarded.
8. Grantee must receive prior written approval from the MSDE Program Monitor for any budgetary realignment of \$1,000 or 15% of total object, program or category of expenditure, *whichever is greater*. Grantee must support the request with reason for the requested change. Budget alignments must be submitted at least 45 days prior to the end of the grant period.
9. Requests for grant extensions, when allowed, must be submitted at least 45 days prior to the end of the grant period.
10. Grantee shall repay any funds that have been finally determined through the federal or State audit resolution process to have been misspent, misapplied, or otherwise not properly accounted for, and further agrees to pay any collection fees that may subsequently be imposed by the federal and/or State government.
11. If the grantee fails to fulfill its obligations under the grant agreement properly and on time, or otherwise violates any provision of the grant, including maintaining proper documentation and records as required by pertinent federal and State statute and regulations, MSDE may suspend or terminate the grant by written notice to the grantee. The notice shall specify those acts or omissions relied upon as cause for suspension or termination. Grantee shall repay MSDE for any funds that have been determined through audit to have been misspent, unspent, misapplied, or otherwise not properly accounted for. The repayment may be made by an offset to funds that are otherwise due the grantee.

I further certify that all of the facts, figures and representations made with respect to the grant application and grant award, including exhibits and attachments, are true and correct to the best of my knowledge, information, and belief.

Superintendent of Schools/Head of Grantee Agency	Date
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## I. Needs Assessment

**Table A:** For each school receiving funds under this grant must complete a needs assessment using Table A. Schools should summarize the results of the data analysis, including the data sources, used to identify the priority need(s). The **Required Strategies** are described below. **Select one or more strategies that will meet the priority identified need(s).**

- A. Schools will coordinate with the LEA to develop a professional development plan that is designed to build the capacity of the school staff and is informed by student achievement and outcome-related measures.

Each school will work with the LEA to create a professional development plan that takes into consideration the various needs of the instructional staff. The plan must be systemic in behavior-changing approaches that foster collaboration and increase teacher knowledge of best practices. The plan must:

1. Include instructional teams that meet regularly to examine student work, collaborate on lesson design, and implement instruction based on proven effective strategies;
  2. Align with the Maryland Professional Development Standards for Staff Development that focus on context, process, and content standards: ([http://www.marylandpublicschools.org/MSDE/divisions/instruction/prof\\_standards](http://www.marylandpublicschools.org/MSDE/divisions/instruction/prof_standards)); and
  3. Provide time for all staff to collaborate and plan strategy implementation.
- B. Schools will target research-based strategies to change instructional practice in order to address the academic achievement challenges that led to the school not making AYP.
- C. Each school will develop a plan that clearly identifies the expected outcomes for students. Plans will include but not be limited to data retreats, professional learning communities, and continual self-monitoring of individually targeted student progress.

Additionally, each school will explore tools that identify the local alignment of curricula, curriculum mapping, or other tools that align with Maryland's State Curriculum. This will provide the school with research-based data to focus on the curriculum areas that need improvement. From the curriculum gap analysis, the school will need to write strategies that support these efforts. The school and the district must approach educating targeted students using progress-monitoring instruments, data analysis, collaborative decision-making, tiered and/or differentiated instruction, parental involvement, and access to a standards-aligned core curriculum.

- D. Schools may create partnerships among external entities to obtain technical assistance, professional development, and management advice. Grantees are encouraged to create partnerships that can be cultivated to leverage assistance in meeting the individual needs of each school.
- E. Schools may consider strengthening the parental involvement component of the school improvement plan and may work with other technical assistance providers to provide opportunities for parents to become more involved in the educational process.
- F. Schools may implement other strategies determined by the school district, as appropriate, for which data indicate the strategy is likely to result in improved teaching and learning. Schools will be required to plan for collecting, analyzing, and interpreting individualized student data in order to adjust the daily instruction to promote student outcomes.

**Table A**

- 1. School Name and ID Number:**
- 2. Grade Levels:**
- 3. School Allocation Amount:**
- 4. Using multiple data sources, summarize the results of the data analysis.** Be sure to identify the data sources used to identify the priority need(s) below. Data charts are not required. MSA data is required. Use the MSDE website to secure other school data, such as staffing and subgroup data, county benchmark, other standardized assessment data, and school developed assessment data may be used.
- 5. Needs Assessment ~ Based on the data summary; prioritize the needs of the school that this grant will address.**  
**PRIORITY #1:**  
  
**PRIORITY #2:**
- 6. Identify the required strategy and strategy number selected to address the priority need:**
- 7. List the action steps, including timelines for carrying out the activities, which will be taken to implement the selected strategy? Remember that your timeline should be representative of the grant period.**
- 8. How will the effectiveness of this strategy be determined? Discuss the tools, process, etc. that will be used to determine if the strategy is meeting the priority need. Include the process for making adjustments to the plan if it is determined that the strategy is not meeting success.**
- 9. Who is taking the lead and who will participate?**
- 10. Who will monitor and evaluate the implementation of the strategies and activities of this plan? Name each person from the school, (LEA must designate staff), the contracted entity, and the LEA staff who will be monitoring and evaluating the implementation of this plan.**
- 11. How will the LEA provide technical assistance and support to help this school address their priority needs? The LEA should state how it will provide technical assistance and support as the school addresses their priority need(s). It may be monitoring by LEA staff, providing resources, assisting with training, etc.**

## **II. Plan of Operation Worksheet**

Using the Plan of Operation Worksheet (Table B) template provided in the grant for further description of how to meet the specific goals of each school.

### ***Sample Generic Long Range Goal Statement***

(Schools may also submit a system developed goal statement, but must specify it as being so.)

All students in the aggregate (*aggregate* comprises all students whose performance is included in AYP calculations) in [name school] will meet the MSDE intermediate goal for 2012 in reading on the Maryland School Assessment.

### ***Sample Generic Annual Measurable Objective Statement***

(Objectives should be provided for each school, since each site is unlikely to have exactly the same data and specific expected growth must be quantified.)

All students and all subgroups in the aggregate in [name school] will meet the AMO in reading on the 2011-2012 Maryland School Assessment.

The following subgroups (in the *aggregate*) did not meet the AMO in 2011: [list subgroups not meeting the AMO].

**Milestones** are checkpoints that measure progress toward the annual measurable objective. The milestones should be measurable in terms of content skills/processes and relate to the year's objective. Milestone statements should identify:

- ✓ The proposed measurement instrument (county benchmark assessment, Stanford 10, etc.);
- ✓ The anticipated administration timeline (quarterly, by semester, etc.); and
- ✓ The grades involved (grades 3 and 4, grades 1 through 6, etc.).

### ***Sample Generic Annual Measurable Objective Milestone Statement***

All students and subgroups in grades 3 not meeting the AMO in 2011 in reading will increase their performance on the XYZ quarterly assessment in reading by 10 percentage points.

### ***Sample Annual Measurable Objective Evaluation Statement***

All students and all subgroups in the aggregate in [name school] will meet the AMO in reading on the 2011-2012 Maryland School Assessment. The following subgroups (in the *aggregate*) will meet the AMO in 2012: [list subgroups that will meet the AMO].

**Table B**

**Plan of Operation Worksheet for Title I 1003(a) Focus School Grant**

<b>Name of school:</b>
<b>Priority Needs to be addressed: [Bullet in detail]</b> <ul style="list-style-type: none"><li>•</li></ul>
<b>Long Range Goal Statement [3-5 years]</b>
<b>Annual Measurable Objective Statement:</b>
<b>Annual Measurable Objective Milestones Statement:</b>
<b>Annual Measurable Objective Evaluation:</b>

### III. Measuring Progress

LEAs are required to submit Interim and Final Progress Reports to MSDE that are consistent with the project's goal and objectives. Keep in mind that the final evaluation must consider the entire project, beginning to end. It should not be viewed as an activity done after the project's completion but as an integral element in the project's planning, design, and implementation. An effective ongoing plan that evaluates milestones will enable the school to make informed decisions about changes the project may need along the way.

Under each issue below, provide a concise response.

Who will analyze the data?
How will <u>data information</u> be communicated to classroom teachers, school improvement teams, and other stakeholders?
Who will monitor if the data is being used to guide classroom instruction?
How do the milestones align with the Maryland School Assessment?
Provide details on how the <u>project's findings</u> will be disseminated to the major stakeholders and individuals with an interest in your project.

### IV. Management Plan and Key Personnel

The Management Plan supports the project's implementation but does not contain direct service activities. Direct service activities are to be described under Plan of Operation. Examples of management activities include the following: project oversight, contracting services, ordering and maintaining equipment, evaluation activities, etc. None of these actions render direct service but enable direct service activities to take place.

#### **Management Plan Worksheet**

List on your Management Plan Worksheet (Table E), in chronological order, **all major management actions necessary to implement the project**. Assign an approximate date for each action. If the action is ongoing, indicate the range of dates over which it will be implemented. **A well-considered management plan assigns responsibility for each action to a management team member**. Indicate on the worksheet the names of those responsible for accomplishing each task, even if those named may change in the future.

MSDE grant reporting requirements should also be included in your management plan. These include submission of an Interim Progress Report, Final Progress Report, and a Final Financial Report to MSDE. The Final Progress Report will be your final evaluation. Reports are due on the dates listed on the Management Plan Worksheet.



**Table C**  
**Management Plan Worksheet**  
**2011-2012 Title I School Improvement Section 1003(a) Grant for Focus Schools**

Management Action	Beginning and Ending Dates	Name and Position of Responsible Person(s)
#1		
#2		
#3		
#4		
#5		
#6		
#7		
Required Grant Reports		
Name of Report	Due Date	Name and Position of Responsible Person(s)
<i>Interim Progress Report (TBD)</i>	TBD	
<i>Grant Site Visit Question Sheet</i>	TBD	
<i>Final Report (TBD)</i>	TBD	
<i>Final Financial Report</i>	TBD	

## **V. Budget and Budget Narrative**

### **Budget Narrative**

The project's budget should demonstrate the extent to which the budget is reasonable, cost-effective, and integrates other sources of funding. All strategies/activities described in the Plan of Operation with associated costs will appear in the budget narrative and must have a corresponding entry in the itemized budget (C-1-25) for that year.

Using the budget narrative template on page 15, group line items according to the following categories: *Salaries & Wages, Contracted Services, Supplies & Materials, Other Charges, Equipment, and Transfers*. For example "meeting expenses" can be broken down into room rental, photocopying, and refreshments. There is no page limit for the budget. Describe in detail. The derivation of each cost must be shown.

**Indirect Cost is allowable in the 1003(a) Grant for Focus Schools.**

Show how the expense was calculated for each line item and total each category. Reviewers will use this information to determine if your budget is reasonable and cost effective.

### **The MSDE Proposed C-1-25 Budget Form**

Proposed Budget C-1-25 contains the itemized budget form that must be submitted with the RFP. If you are having difficulties categorizing your budget, consult with the financial officer in your local school system.

**This form must be signed by both your district's Finance Officer and the Superintendent.**

Only the most current grant budget forms will be accepted, so please use the forms found on MSDE's website.

1. <http://marylandpublicschools.org/MSDE>
2. <http://marylandpublicschools.org/MSDE/aboutmsde/highlights>
3. <http://marylandpublicschools.org/MSDE/divisions/superintendent/grants/overview.htm>
4. <http://marylandpublicschools.org/MSDE/divisions/superintendent/grants/Budget+Information>

Or

Go to the <http://marylandpublicschools.org/MSDE> website  
Click More Highlights (on the left side under Highlights) Click Grants

**Table D1**

**Consolidated LEA Budget Narrative**

*To be completed by the LEA for all participating school budget totals*

<b>Line Item</b>	<b>Description</b>	<b>Total</b>
<i>Salaries &amp; Wages</i>		
<i>Contracted Services</i>		
<i>Supplies &amp; Materials</i>		
<i>Other Charges</i>		
<i>Equipment</i>		
<b>Total Costs for participating schools</b>		
<b>Total Fixed Charges for participating schools</b>		
<b>Total Requested for participating schools</b>		

**Table D2  
School Budget Narrative**

<b>Line Item</b>	<b>Description</b>	<b>Calculation</b>	<b>Total</b>
<i>Salaries &amp; Wages</i>			
<b>Total Salaries and Wages</b>			
<i>Fixed Charges</i>	<b>FICA</b>		
<b>Total Fixed Charges</b>			
<b>Total Salaries and Wages and Fixed Charges</b>			
<i>Contracted Services</i>			
<b>Total Contracted Services</b>			
<i>Supplies &amp; Materials</i>			
<b>Total Supplies and Materials</b>			
<i>Other Charges</i>			
<b>Total Other Charges</b>			
<i>Equipment</i>			
<b>Total Equipment</b>			
<b>Total Costs</b>			
<b>Total Fixed Charges</b>			
<b>Total Requested</b>			

**Contracting with Consultants**

*When planning to contract with a consultant, provide all of the information below for each consultant:*

Consultant Company Firm Name / Address / Phone / E-mail / Website
Lead Consultant's Name(s) / Address / Phone / E-mail / Website
Has the consultant been contacted for their availability of services? <input type="checkbox"/> Yes <input type="checkbox"/> No
Has the consultant tentatively agreed to provide the services to the school? <input type="checkbox"/> Yes <input type="checkbox"/> No
Describe what constitutes the consultant's fee. Include the following: Number of professional development hours per day and per week committed to the school: _____ Number of planning hours committed to the school: _____ Proposed start/end dates: _____ To _____ Type of professional development to be delivered (training sessions, classroom coaching, online sessions, etc.):  Type of support the consultant will provide to the school to monitor implementation of professional development:  Type of support to the school to evaluate the success of the professional development:  Provide copy of monitoring tool and/or evaluation rubric:  Description of "job embedded" professional development, if applicable.
Explain how the consultant's services are aligned to district and school instructional programs?
Professional developers are required to use the MSDE Professional Development Planning Guide. Provide a statement confirming that contracted professional developers will use the guide as they service the school.

**VI. The General Education Provisions Act (GEPA), Section 427**

As required on page 3, describe the steps proposed to ensure equitable access to, and equitable participation in the project by addressing the special needs of students, teachers, and other program beneficiaries in order to overcome barriers to equitable participation.

# **APPENDICES**

**Appendix A**

**List of Qualifying LEAs with Focus Schools**

- 1. Anne Arundel**
- 2. Baltimore City**
- 3. Baltimore County**
- 4. Charles County**
- 5. Dorchester County**
- 6. Harford County**
- 7. Howard County**
- 8. Kent County**
- 9. Montgomery County**
- 10. Prince George's County**
- 11. Saint Mary's County**
- 12. Talbot County**
- 13. Washington County**
- 14. Wicomico County**

## Appendix A1

### *Suggestions for Completing an Approvable Plan*

1. **School Name and ID number for each school receiving 1003(a) funds.**
2. **Grade Levels:**
3. **School Allocation Amount:**
4. **Summarize the results of the data analysis, including the data sources, used to identify the priority need below.**
  - MSA data should be analyzed, but an analysis of one or more additional data sources must be completed. Other sources could be county benchmark data, other standardized testing data, or parent and staff data.
  - A summary of the data provided is essential to determining the need(s) of each school. In the past, some schools have provided data, but have failed to summarize what the data means to the school. In the past, some schools have identified the school's need(s), but the need(s) has no relevance to the summary of the data. Red flags go up when there is *little* or no alignment between the data, the summary, and the identified need(s). Be sure the identified need(s) can be confirmed by the summary of data.
  - Discuss the school's data trends for the **past three years** for MSA *and* another data source. Use accurate data.
  - Discussion should include grades that are making proficient and advances levels.
  - Factors contributing to why the school has not made AYP should be discussed.
5. **Needs Assessment: Priority #1 or more**
  - The need must be confirmed by the data and the summary of the data.
6. **Identify the allowable strategy from page 8 of the RFP. What action steps will be taken to implement the selected strategy?**
  - USDE provided six strategies for the school to select from. The school should indicate (a) the strategy number and then (b) write the strategy.
7. **Who is taking the lead and who will participate?** Provide the names of all lead persons and participants. The Title I Coordinator and principal must always be included.
8. **When will it occur?** LEAs should list the action steps to be taken with the timeline.  
Example:
  - **Fall of 2012:** steps are numerically listed.
  - **Winter of 2013:** steps are numerically listed.
  - **Spring of 2013:** steps are numerically listed.

This type of detail allows the LEA, the schools, and the MSDE reviewers to understand when the activities are to occur.



9. **How will the effectiveness of this strategy be determined?** LEAs should discuss:
- What assessments will be used to determine if the selected strategy/activities has been effective?
  - What other evaluation tool will be used to determine effectiveness of the strategy/activities?
  - How often will the strategy/activities be monitored or assessed for effectiveness?
- School staff should be aware that the activities in the plan will be monitored and assessed for effectiveness. If the strategy/activities are not producing the expected results, there should be a plan to **immediately** address the ineffectiveness. \*If the strategy/activities cannot be assessed, They should not be included.
10. **Who will monitor and evaluate the implementation?** The Title I Office must be included in monitoring and evaluating the implementation of this grant. There should be a monitoring form used by the Title I Office showing the dates and the schools that have been monitored, and notes taken from the monitoring visit.
11. **How will the LEA provide technical assistance and support to help this school address their priority need(s)?** The various offices of the school system that are available to support the schools must be listed. The Title I Office specifically should discuss how it will support the school.

## Appendix A2

### **SAMPLE Plan**

1. School Name and ID Number: **JOHNSON SOCK ELEMENTARY SCHOOL (ES) #0050**
2. Grade Levels: **Pre K to 5**
3. School Allocation Amount:
4. Using **multiple data sources, summarize the results of the data analysis.** Be sure to identify the data sources used to identify the priority need(s) below. MSA data is required; use the MSDE website to secure this data. Data charts are not required. County benchmarks, other standardized assessment data, and school developed assessment data may be used.
5. Needs Assessment ~ Based on the data summary, prioritize the needs of the school that this grant will address.
  - ✓ **PRIORITY #1:** Johnson Sock ES will focus these grant funds to provide PD for teachers, para-professionals, and administrators in understanding and effectively using the Voluntary Curriculum to plan and deliver instruction, and to access student progress, being mindful of the assessment limits.
  - ✓ **PRIORITY #2:** Johnson Sock ES will focus these grant funds to provide flexible training for parents in grades Pre-K to 1 and grades 4 to 5. These training sessions will focus on helping parents understand the curriculum and how parents can help their children at home. A special consultant, not funded through this grant, will train parents of children in grades 2 to 3.
6. Identify the required USDE strategy selected to address the priority need: **Provide the strategy number and then write out the strategy.**
7. List the action steps, including timelines for carrying out the activities, which will be taken to implement the selected strategy? Remember that your timeline should be representative of the grant period. **Example:**
  - ✓ **Fall 2011:** list action steps
  - ✓ **Winter 2012:** list action steps
  - ✓ **Spring 2012:** list action steps
  - ✓ **Summer 2012:** list action steps (optional)
8. **How will the effectiveness of this strategy be determined?** Discuss the **tools, process, etc.** that will be used to determine if the strategy is meeting the priority need. Include the process for **making adjustments to the plan** if it is determined that the strategy is not meeting success.
9. **Who is taking the lead and who will participate?**
















*Example:*  
Lead for planning: **Mr. Johnson, Principal**  
Co-lead for planning: **Dr. Rick Todd, Assistant Principal**  
Participants: **SIT, PTO, school staff**  
LEA Monitors: **Title I Coordinator (Name) and Monitoring Specialist (Name)**


10. **Who will monitor and evaluate the implementation of the strategies and activities of this plan?**  
Name each person from the school system (**the Title I office must designate staff**), the contracted entity, and the LEA staff who will be monitoring and evaluating the implementation of this plan.
11. **How will the LEA provide technical assistance and support to help this school address their priority needs?** The LEA should state how it will provide **technical assistance** and **support** as the school (**technical assistance and support to the specific school, not to all schools in the LEA**) addresses their priority need. It may be that the LEA staff is scheduled to monitor the school bi-weekly or more frequently, the LEA provides resources to the school, the LEA assists with planning and facilitating workshops at the school, etc.

Appendix B

**Grant Site Visit Question Sheet**  
**TITLE I 1003(a) SCHOOL IMPROVEMENT GRANT FOR FOCUS SCHOOLS**

Due to MSDE on **tbd**

From your approved application, list <b>three or more</b> activities found on the Plan of Operation Worksheet.	Give a brief description of how each of the activities listed promoted greater student academic achievement.	Describe how the listed activities helped build capacity for high quality instruction.
		
		
		
		
		

 Has the Management Plan been implemented on schedule?  YES  NO If not, explain.

\$\$\$ The Finance Officer should prepare for discussion an *updated* Grant Expenditure Report indicating the following:

- How much of the grant has been obligated. \$ \_\_\_\_\_
- How much of the grant has been spent. \$ \_\_\_\_\_
- The grant balance as of the report date. \$ \_\_\_\_\_
- At the present rate of spending, will the grant have a zero balance by the end of the grant period?

YES  NO If not, explain. \_\_\_\_\_

Is there a need to amend the grant?  YES  NO

## Appendix C

### 1003(a) School Improvement Grant for Focus Schools Allowable Expenditures

Professional Development (PD) and Other Activities	Examples of Allowable Expenditures
Research-based support in content areas for teachers and administrators designed to improve teaching and learning. PD must be aligned with State Professional Development Standards.	<ul style="list-style-type: none"> <li>• Consultants (Fees- per diem , travel expenses, lodging)</li> <li>• Stipends- Teachers</li> <li>• Substitutes</li> <li>• FICA, unemployment, workers' compensation</li> <li>• Materials to support PD for adult learners</li> <li>• Minimal refreshments</li> </ul>
Sustained PD for school staff on the use of technology to support instruction, analyze student data and assist teachers with self monitoring of student progress etc. Emphasis should be placed on the training of teachers and staff.	<ul style="list-style-type: none"> <li>• Instructional Technology</li> <li>• Software</li> <li>• Consultants</li> <li>• Stipends- Teachers</li> <li>• Substitutes</li> </ul>
Action Research on research-based programs and intervention models designed to increase student achievement.	<ul style="list-style-type: none"> <li>• Intervention programs and materials</li> <li>• Consultants</li> <li>• Stipends- Teachers</li> <li>• Substitutes</li> </ul>
Professional development for teachers on interpreting and analyzing trend data to guide decision making when planning reform efforts for school improvement.	<ul style="list-style-type: none"> <li>• Cost related to completion of Teacher Capacity Needs Assessment</li> <li>• Stipends- Teachers</li> <li>• Substitutes</li> </ul>
Professional development to improve teaching and learning can be obtained by utilizing Maryland's Statewide System of Support – The Breakthrough Center.	<ul style="list-style-type: none"> <li>• Consultants (brokered through Breakthrough Center)</li> <li>• Materials to support PD for adult learners</li> <li>• Stipends – Teachers</li> <li>• Substitutes</li> <li>• Services rendered for Breakthrough Center Staff (i.e. mileage / contracted employees)</li> </ul>
Parent Involvement	<ul style="list-style-type: none"> <li>• See page 4</li> </ul>
Serve Preschool Children	<ul style="list-style-type: none"> <li>• See page 5</li> </ul>

<b>Suggestions for Completing an Approvable Budget Narrative</b>
--

1. **Salaries & Wages:**
    - Reviewers must find consistency within the plan. If there are 25 teachers listed in three places, but only 30 participating in one place, there should be an explanation for the additional five participants.
    - **A detailed financial breakdown is required.** Always provide the number of participants x the cost x the # of sessions = total. Providing “some” of the information will only cause the plan to be returned for revision.
    - Sending staff to conferences should be limited to a small number, one per grade, team leaders, or essential staff of the school. The grant will fund *reasonable and necessary* requests for staff to attend conferences. Attending staff should be aware that they will provide follow-up to staff upon their return. Their required presentation of conference information to staff should be written into the plan.
    - Calculations must be checked and rechecked before reaching MSDE.
  2. **Contracts:**
    - The LEA must ensure that contracts go through the bidding process.
    - Persons listed under “Contracts” must complete the “Contracting with Consultants” form.
    - Consultants should have a track record for providing quality training.
  3. **Supplies and Materials:**
    - Schools listing boxes of duplicating paper, construction paper, chart paper, index cards, Post-its, rulers, hole punchers, student workbooks, etc. as items for purchase will send a red flag that the grant funds may be used inappropriately. The grant funds are not to stock the school with supplies.
    - Local funds or Title I, Part A should be used to purchase such supplies and materials to be used for delivering instruction.
    - The grant will purchase *reasonable and necessary* supplies and materials for implementing strategies in their professional development plan.
  4. **Other Charges:**
    - Food: USDE agrees that providing food **for parents** as an incentive for them to attend trainings, meetings, etc. is appropriate. However, food cost must be *reasonable and necessary*. The same is true for teacher training sessions that are off site. If training is held *after school or on the school campus*, meals are not allowable. The following will be the “rule of thumb” for purchasing food:
      - Light snacks: \$2 - \$3 or less;
      - Breakfast: \$3 - \$5 or less and;
      - Dinner: \$5 - \$8 per person.
    - The grant will fund *reasonable and necessary* food requests, only.
    - **Offsite Locations:** The grant will not fund the rental of a facility nor will it fund catering.
  5. **Equipment:**
    - Only purchases that are associated with activities outlined in the professional development plan will be allowable.
    - For example, purchasing Promethean Boards, clickers, tape recorders, flash drives, laptops, overheads, iPods, color printers, etc. will be approved on a case-by-case basis and only if the school has effectively explained how these purchases are needed for training activities.
- The plan must describe how teachers and other staff will be trained to use equipment being purchased.
  - The fact to remember is that whatever the equipment purchase request, there must be a description of how the purchase relates to the training needs of the school.
  - Check and recheck all calculations.

Appendix D1

**Sample Consolidated LEA Budget Narrative**

To be completed by the LEA for all participating school budget totals

<b>Line Item</b>	<b>Description</b>	<b>Total</b>
<i>Salaries &amp; Wages</i>	<i>Example:</i> <ul style="list-style-type: none"> <li>• Funds to pay staff for participating in training sessions</li> <li>• Funds to pay instructional personnel for working after contracted hours</li> </ul>	<i>Example:</i> <ul style="list-style-type: none"> <li>• \$0</li> <li>• \$0</li> </ul>
<i>Fixed Charges</i>	<i>Example:</i> <ul style="list-style-type: none"> <li>• FICA</li> </ul>	<i>Example:</i> <ul style="list-style-type: none"> <li>• \$0</li> </ul>
<i>Contracted Services</i>	<i>Example:</i> <ul style="list-style-type: none"> <li>• Consultant fees</li> </ul>	<i>Example:</i> <ul style="list-style-type: none"> <li>• \$0</li> </ul>
<i>Supplies &amp; Materials</i>	<i>Example:</i> <ul style="list-style-type: none"> <li>• Books, instructional materials</li> </ul>	<i>Example:</i> <ul style="list-style-type: none"> <li>• \$0</li> </ul>
<i>Other Charges</i>	<i>Example:</i> <ul style="list-style-type: none"> <li>• Food: light refreshments for afterschool trainings</li> <li>• Food: light refreshments for parent trainings</li> <li>• Food: snacks and lunch during summer trainings</li> </ul>	<i>Example:</i> <ul style="list-style-type: none"> <li>• \$0</li> <li>• \$0</li> <li>• \$0</li> </ul>
<i>Equipment</i>	<i>Example:</i> <ul style="list-style-type: none"> <li>• Instructional technology</li> </ul>	<i>Example:</i> <ul style="list-style-type: none"> <li>• \$0</li> </ul>
<b>Total Costs for participating schools</b>		\$0
<b>Total Fixed Charges for participating schools</b>		\$0
<b>Total Requested for participating schools</b>		\$0

Appendix D2

**SAMPLE**  
**School Budget Narrative**

Line Item	Description	Calculation	Total
Salaries & Wages	Saturday training for teachers	\$__ amount of stipend per hour x __ # of hours x __ # of teachers x __ # of training session = \$0	\$0
Total Salaries and Wages			\$0
Fixed Charges	FICA	Salary x 0.000	\$0
Total Fixed Charges			\$0
Total Salaries and Wages and Fixed Charges			\$0
Contracted Services	Parental Information Resource Center to train staff and parents on the development of the School Parent Compact (See Contract with Consultant for specific information)  Consultant for Saturday Training – infusing technology into differentiated reading instruction training for instructional staff plus classroom observation/coaching (See Contract with Consultant for specific information)	NO COST  Saturday Training: Cost per hour: \$__ cost per hour x #__ of hours <u>Or</u> Cost per session identifying the number of hours per session: \$__ cost x # of #__ hour sessions  Observation & Coaching : \$__ cost per hour x #__ of hours	NO COST  \$0  \$0  \$0
Total Contracted Services			\$0
Supplies & Materials	Rosetta Stone Software/Licensures Datawise Textbooks  Professional Literature: list each item being purchased with the cost	\$_ cost per year x #_ of years \$__ cost per book x #_ of books \$__ cost of literature total x #_ of books purchased	\$0 \$0 \$0
Total Supplies and Materials			\$0
Other Charges	Food: Saturday 5 hour Trainings  Light Snacks: Parent 2 hour Workshops *Food costs must be reasonable and necessary and represent the number of training hours. These funds are not to purchase lavish meals.	\$__ cost per person x #__ of participants \$__ cost per person x #__ of participants	\$0
Total Other Charges			\$0
Equipment		\$__ cost per item x #__ of items being purchased \$__ cost per item x #__ of items being purchased	\$0 \$0



Total Equipment	\$0
Total Costs Requested	\$0
Total Fixed Charges	\$0
Total Requested	\$0



**SCORING RUBRIC SUMMARY**

**School Improvement Grant – Section 1003(a) for Focus Schools**

Reviewer: \_\_\_\_\_ Local School System: \_\_\_\_\_  
 Date: \_\_\_\_\_ Position/Title: \_\_\_\_\_

Sections	Comprehensive Responses were thorough with sufficient detail	Clarifications Responses were satisfactory needing minor clarifications	Incomplete/Missing Responses were attempted but lacking specificity or no response was given
I. Needs Assessment	Q1	Q1	Q1
II. Plan of Operation	Q1	Q1	Q1
III. Measuring Progress	Q1 Q2 Q3 Q4 Q5	Q1 Q2 Q3 Q4 Q5	Q1 Q2 Q3 Q4 Q5
IV. Management Plan and Key Personnel	Q1	Q1	Q1
V. Budget and Budget Narrative	Q1 Q2	Q1 Q2	Q1 Q2
VI. General Education Provisions Act (GEPA)	Q1	Q1	Q1
VII. General Assurances	Q1	Q1	Q1

Decision - Please Check One:  Award Grant  Award Grant With Revisions  Do Not Award Grant

*[A circled question number in any column other than the Comprehensive column will require LEA revision.]*

*Review Comments on the Scoring Sheets*

**RUBRIC SCORING**

Directions: Review the responses to the questions in the school plan. Put a (✓) in the Comprehensive Column if the response is thorough with sufficient detail. Provide a comment under the Clarification Column if the response needs minor clarification. If the response lacks specificity or is missing denote comments under the Missing/Incomplete Column. Complete the Scoring Rubric Summary Sheet.

**I. Needs Assessment**

Questions	Comprehensive	Clarifications	Missing/Incomplete
1. The information should include each of the following: <ul style="list-style-type: none"> <li>• School name, school ID and school grade levels</li> <li>• Summary of the data analysis, including 3 year trend MSA data and an additional data source(s), used to identify the priority need below.</li> <li>• Priority need(s)</li> <li>• Strategy number selected by the school to address the priority need</li> <li>• Identified the lead and the participants</li> <li>• Timeline showing action steps</li> <li>• Evaluation of strategy effectiveness</li> <li>• Identified the monitor and evaluator of plan implementation</li> <li>• LEA technical assistance and support for the school</li> </ul>			
Comments:			

**II. Plan of Operation**

Questions	Comprehensive	Clarifications	Missing/Incomplete
1. Provided a complete Plan of Operation worksheet. including the priority need(s), goal statement, measurable objective statement, measurable objective milestones, and measurable objective evaluation.			
Comments:			

**IV. Measuring Progress**

Questions	Comprehensive	Clarifications	Missing/Incomplete
1. Identified who will analyze the student data.			
2. Described how data information will be communicated to: <ul style="list-style-type: none"> <li>• Classroom teachers</li> <li>• School improvement teams</li> <li>• Other stakeholders</li> </ul>			
3. Identified who will monitor if the student data is being used to guide classroom instruction.			
4. Explained how the milestones align with the Maryland School Assessment.			
5. Details were provided on how the project's findings will be disseminated to major stakeholders, MSDE, and individuals with interest in the project.			
Comments:			

**V. Management Plan and Key Personnel**

Questions	Comprehensive	Clarifications	Missing/Incomplete
1. A detailed and time-specific management plan with pre-assigned responsibilities is provided.			
Comments:			

**VI. Consolidated LEA Budget Narrative and Proposed Budget C-1-25**

Questions	Comprehensive	Clarifications	Missing/Incomplete
1. A consolidated budget narrative has been completed for <i>all</i> participating school budgets in the format requested in the application.			
2. A C-1-25 signed by the Budget Officer <i>and</i> the Superintendent is provided.			
Comments:			

**VII. General Education Provisions Act (GEPA), Section 427**

Questions	Comprehensive	Clarifications	Missing/Incomplete
1. Steps to ensure equitable access and participation in the project are found.			
Comments:			

**VIII. General Assurances**

Questions	Comprehensive	Clarifications	Missing/Incomplete
1. The Superintendent signed the Assurances page.			

# Appendix 2.E: Maryland's Breakthrough Center

## **The Breakthrough Center: Maryland's Statewide System of Support**

### **Background**

A national leader in school reform, the Maryland State Department of Education (MSDE) has taken bold, dramatic, and even unpopular measures to ensure that every child in every classroom is exposed to exceptional teaching and rigorous content, measured by reliable and challenging assessments. MSDE's efforts have been successful according to several measures and recently *Education Week*, the nation's leading education newspaper, ranked Maryland's public education system top in the country for the fourth year in a row.

However, like every state, Maryland continues to struggle with pockets of underperformance. Recognizing that these districts and schools require a different level of support and intensity, MSDE initiated two systemic changes to its accountability and intervention system:

#### **1. A different way to identify schools**

Under No Child Left Behind (NCLB) schools are identified for improvement according to the number of years they fail to meet performance targets. For each year of failure, schools move further along a continuum until the final and most serious phase—restructuring. The labels and consequences are the same whether one subgroup is contributing to the school's failure or five. In 2008, MSDE applied for and was awarded a waiver from the United States Department of Education to implement an accountability system that would differentiate labels and consequences among underperforming schools.

Now, in addition to the number of years a school fails to meet performance targets, the extent of their failure (the number of subgroups contributing to the failure) is also considered in the identification process.

#### **2. A different way to support schools**

Prior to the differentiated accountability system, the support that schools received was consistent with their placement on the improvement continuum: the consequences for a school that did not make adequate yearly progress due to the performance of one subgroup for three consecutive years was no different than the school with five subgroups that fell short over the same period of time. Aligned with the new differentiated method for identifying underperforming schools, support is now differentiated through The Breakthrough Center

### **Operations**

In 2008, the State Superintendent of Schools took bold and culture-changing action to address long-standing challenges that limited MSDE's ability to deliver effective and successful support to low-achieving schools. Challenges such as the pervasive lack of 1) coordination in services provided by MSDE offices and external partners; 2) clarity or prioritization around which schools are required to participate in which services; 3) breakthrough vision, standards, and services to address the needs of low-achieving schools; and 4) cohesive dashboard of turnaround services.

To address these challenges — and the urgency for improved performance in persistently low-achieving schools — MSDE launched a major organizational and operational shift with the creation of the Breakthrough Center (the Center). The Center is the leading edge of Maryland’s school turnaround work. The Center gives high visibility and high priority to the provision of integrated public and private services to support reform in underperforming districts and schools. It serves as *the* interface among MSDE, LEAs, and identified chronically underperforming schools adopting one of the four intervention models — Turnaround, Restart, Closure, and Transformation — and places strong emphasis on building capacity in these districts and schools so that turnaround is not just achieved, but sustained.

The mission of the Center is to ensure that the right services are delivered to the right districts and schools at the right time to: (1) accelerate school performance; and (2) cultivate people by improving the capacity of individuals through Breakthrough Leading and Teaching. The core work of the Center’s operation is instruction. Every effort, every expectation, and every consequence leads to the same result: *improved teaching, improved school leadership, and improved learning.*

The Center establishes personal and customized relationships with district and school leaders and instructional staff. These solid, candid partnerships give way to authentic assessment of need and capacity for change, as well as clarity regarding the expectations and consequences when performance falls short. The outcome, coupled with a mutual drive to turnaround low performance, informs a tight and focused path to achievement. The newly achieved coordination at the State level makes it easier for districts and schools to navigate the turnaround process and gain access to supports and services that will make a difference.

The Center is unique for many reasons: its strategic identification and allocation of resources (human, material, fiscal), its integrative approach, its knowledge-management repository, and its cross-district sharing of best practices. In addition, the Center is structured to operate on two tracks: basic and deep support.

*Basic support:* At its most basic level, the Center supports districts and schools at risk of moving deeper into improvement status. Often, it is the result of one or two subgroups in these districts and schools failing to meet performance targets. The needs are isolated, but they require focused and immediate intervention. In these cases, the Center currently works with districts and schools to:

- Assess their comprehensive capacity to improve;
- Streamline and differentiate the services and supports consistent with capacity and need;
- Collaborate in the development and execution of structures and strategies to build and sustain their capacity to improve; and
- Spearhead the identification of policies and conditions that will enable them to successfully turnaround their patterns of underperformance.

*Deep support:* At its most intense level, the Center will work with persistently low-achieving districts and schools — those in the bottom 5 percent plus their feeder schools— to provide the above-mentioned activities as well as the following:

- Negotiate with partner districts on the adoption of one of the four school intervention models and the development of a detailed and sound plan for implementing the model;



- Drive the passage and adoption of policy-changing conditions in cooperation with the partner districts that will grant access to monetary and human supports, teachers specially trained and skilled to work in low-achieving schools, and specially trained and/or highly effective principals;
- Deliver access to real-time data through an integrated State and district data system that will allow teams to make instructional decisions using integrated, comprehensive, and accurate formative and summative performance and behavioral data;
- Provide targeted and intensive principal leadership development and teacher professional development;
- Ensure local curriculum alignment with the Maryland State Curriculum and assessments; and
- Engage students, families, and the community in improvement efforts.

### **The Center's Track Record of Success**

The pilot phase (2008-2010) for the Center included one district among the largest in Maryland (with 104,000 students and 172 schools) and a second district that is the smallest (with 2,200 students and eight schools). In the short time that the Breakthrough Center has intervened in these districts, there has been dramatic improvement in the districts' capacity to organize and achieve success. Witness:

- The high school in a regional cluster of schools in the larger school district was entering Restructuring-Planning when the Breakthrough Center became involved. In one year, with exceptional principal leadership, zero-based staffing, and intensive instructional core work, this school made AYP. The high school exited Restructuring in 2010.
- In the smaller district, three of its five schools were in some state of improvement with the high school at risk of moving into Restructuring-Planning. In 2009, all schools in the district made Adequate Yearly Progress (AYP) making it one of only four *districts* in Maryland to make AYP. The high school did not move into Restructuring status and is positioned to exit from improvement in 2010.

### **Turning Around the Lowest-Achieving Schools: The Maryland Breakthrough Zone**

Through the Race to the Top reforms, MSDE leverages the coordinating and brokering capacity of the Breakthrough Center by instituting a **Breakthrough Zone**. Schools and districts identified for inclusion in the Breakthrough Zone will have access to policy, monetary, and assistance resources to support the implementation of one of the four intervention models and promote rapid and sustained student achievement.

Maryland has identified five Title I Tier I and eleven Tier II schools that are part of the Breakthrough Zone, as well as feeder schools. The Center supports improvement efforts in the Tier I and Tier II schools in Baltimore City and Prince George's County school systems (16 schools identified in the 1003(g) Title I School Improvement Grants I & II and 20 additional schools which are low-achieving feeder schools for the Tier I and Tier II schools) with Race to the Top funding.

Key features of the Zone include:

- Schools and districts in the Breakthrough Zone will receive a five-year commitment of assistance from MSDE, coordinated by the State's Breakthrough Center.
- Support for the implementation of the four intervention models through high-priority access for districts to resources, regulatory flexibility, and assistance that can help LEAs and schools successfully turn around their patterns of underperformance.
- MSDE will help LEAs in the Zone explore innovative organizational structures such as flexible teacher schedules, scheduling, collaborative planning, changes to length of day and year for teachers, incentive pay and benefits, and alternative uses of the school facility to foster community engagement.
- MSDE will work with district leaders in the Zone to negotiate policy flexibility to ensure that district and school leaders have the authority they need to take strong action to reverse low-performance and succeed with turnaround efforts

For schools and districts in the Breakthrough Zone, the process of engagement will be as follows:

- *Initial entry.* The State Superintendent of Schools makes initial contact with the district. The executive director of the Breakthrough Center and the district superintendent engage in a follow-up discussion to formulate intervention details and composition of the District Turnaround Team (DTT) and to identify potential external partners in the effort. This information sets in motion the details of a formal Partnership Agreement;
- *Collaborative assessment of needs and establishment of priorities.* The DTT and the MSDE Cross-Functional Leadership Team conduct a collaborative analysis of school and district performance indicators and establish priority needs. School, district, and MSDE leaders reach agreement on findings and an intervention model (as applicable), articulate specific performance targets, and recommend strategies and interventions for significant school and district performance. Recommendations are integrated into formal district and school improvement plans;
- *Identification and brokerage of applicable resources and partners.* A thorough analysis of existing and potential availability of resources is conducted at all levels: MSDE, district, school, federal, core partners (consultants and organizations);
- *Formalize implementation and coordination of intervention activities.* The Partnership Agreement is finalized with built-in mechanisms for building district capacity, with a focus on school-based improvement; and
- *Monitor and assess implementation of intervention activities and their cross-level impact (classroom, school, district, State, partnerships).* Ongoing analysis of results, with a formal annual evaluation against established benchmarks are conducted.

Maryland's Breakthrough Plan for school and district turnaround is built on lessons from past state action, recent innovations to support struggling schools, and a resolute belief that its efforts have not yet matched the state's ambitions for its school and students. It is the intent of the

Breakthrough approach that each of the 16 schools in the initial phase and their 20 feeder schools will move out of low-performing status and that the proficiency gains of their students will play a significant role in helping the state meet the performance goals for student achievement and graduation rates set out in this proposal.

Maryland is not satisfied with the number of schools and students it finds with persistent low performance. But the state is satisfied that it has learned lessons, has identified the critical drivers for turnaround, and is girded for the tough battles ahead to ensure that students in low-achieving schools and districts have the opportunities they need and deserve to be prepared for college, work, and life.

# Appendix 2.F: Special Education Mathematics and Reading Interventions

*Maryland State Department of Education*  
**Mathematics Intervention Programs**



*Released*  
2010-2011 School Year



Prepared by the  
*Division of Special Education/Early Intervention Services*  
&  
*Division of Accountability and Assessment*  
200 West Baltimore Street  
Baltimore, MD 21201

**Introduction:**

The Maryland State Department of Education (MSDE) developed this document to provide local school systems with a list of Mathematics Interventions that are frequently used in the field. The document was developed by staff members from the Division of Special Education/Early Intervention Services (DSE/EIS) and the Division of Accountability and Assessment (DAA), in collaboration with the Modified Assessment Facilitators from each local school system. This document may be used to supplement any Mathematics Intervention document currently used in your local school system. Local school systems may have an approved list of Mathematics Interventions. Please check with your local school system's office of instruction for further information, or contact the Modified Assessment Facilitator in your local school system. Please see Appendix A for the contact list of Mod-Assessment Facilitators.

Division of Special Education/ Early Intervention Services  
**Michelle Daley**  
410-767-0743  
mdaley@msde.state.md.us

Division of Accountability and Assessment  
**Trinell Bowman**  
410-767-2498  
tbowman@msde.state.md.us

**Mathematics Intervention Programs**

Name of Intervention	Grade Level	Content Standards Skills Addressed						Is the intervention Research-based <sup>1</sup> or Evidence based <sup>2</sup> ?	Computer Access Yes/No	Company Recommended Intervention Time Per Day	Group Size	Comments
		Algebra	Geometry	Measurement	Number Computation	Process of Mathematics	Probability, Statistics					
Above & Beyond with Digi-Block Mathematics Curriculum	Grades 1-12				X			Evidence-based	No		Individual	Above & Beyond with Digi-Block is a manipulative ingeniously designed math program. Digi-Block's set of proportional nesting blocks are accurate physical representation of the base-10 number system that it enables students to understand, at a deep level, place value concepts and skills associated with number operations. Above & Beyond with Digi-Block Mathematics provides a complete and thorough base-10 curriculum for developmentally disabled students in elementary, middle or high school. The content is organized into four units that guide students through a carefully developed sequence of lessons. Beginning with the most elementary mathematical experiences in unit 1 and continuing through units 2, 3, and 4, students build conceptual understanding of the base-10 number system.

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<sup>2</sup> Evidence-based refers to an instructional program or collection of practices that have been tested and shown to have a record of success. That is, reliable, trustworthy, and valid evidence indicates that when that program or set of practices is used with fidelity, students can be expected to make adequate gains in academic achievement.

**Mathematics Intervention Programs**

Name of Intervention	Grade Level	Content Standards Skills Addressed						Is the intervention Research-based <sup>1</sup> or Evidence based <sup>2</sup> ?	Computer Access Yes/No	Company Recommended Intervention Time Per Day	Group Size	Comments
		Algebra	Geometry	Measurement	Number Computation/ Relations	Process of Mathematics	Probability, Statistics					
Accelerated Math	Grades 1-12	X	X	X	X	X	X	Research-based	Yes	Not listed	Individual	<p><i>Accelerated Math</i> software can be used with existing textbooks and instructional methods for students in grades 1 through twelve to add practice assignments and progress monitoring to the existing curriculum. After reviewing students' progress, teachers can adjust instruction for the entire class, for small groups of students struggling with similar objectives, or for individual students as needed.</p> <p>Accelerated Math provides daily information about student progress toward math mastery, skill by skill.</p> <p>Accelerated Math is a software tool used to customize assignments and monitor progress in math for students.</p>

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**Mathematics Intervention Programs**

Name of Intervention	Grade Level	Content Standards Skills Addressed						Is the intervention Research-based <sup>1</sup> or Evidence based <sup>2</sup> ?	Computer Access Yes/No	Company Recommended Intervention Time Per Day	Group Size	Comments
		Algebra	Geometry	Measurement	Number Computation/ Relations	Process of Mathematics	Probability, Statistics					
America's Choice: Navigator	Elementary and Middle	X	X	X	X	X	X	Research-based	Yes	30 to 45 minutes	Small group/ partner/ individual	<p>Mathematics Navigator is a modular intervention that allows schools to target students' specific needs and topic-focused modules. Students can complete a single module or a series of modules. Schools can use modules in ways that fit their schedules.</p> <p>Mathematics Navigator is designed to fit the particular scheduling needs of elementary and secondary schools. The elementary modules are typically delivered in 30-minute sessions by a teacher or paraprofessional (who does not have to be a math expert). The secondary modules are often delivered by a math teacher in a 45-minute class during the school day.</p> <p>Spanish edition available.</p>
Cognitive Tutor: Bridge to Algebra	Middle	X						Research-based	Yes	Recommended for 40% (or two class periods/week) of the total instructional time in a course.		
Every Day Counts							X	Evidence-based	No	10 to 15 minutes daily	Individual	<i>Every Day Counts® Calendar Math</i> is based on best classroom practices for teaching mathematics that have been validated by scientific research. These practices include daily whole class discussion and the use of real life data and visual models, continuous exposure to critical mathematical

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**Mathematics Intervention Programs**

Name of Intervention	Grade Level	Content Standards Skills Addressed						Is the intervention Research-based <sup>1</sup> or Evidence based <sup>2</sup> ?	Computer Access Yes/No	Company Recommended Intervention Time Per Day	Group Size	Comments
		Algebra	Geometry	Measurement	Number Computation/ Relations	Process of Mathematics	Probability, Statistics					
												concepts, making connections across mathematical strands, offering students multiple points of entry, cooperative learning, developing number sense and computational fluency, the use of informal learning and games, differentiating instruction, and ongoing assessment.
Everyday Mathematics	Grades K-6	X	X	X	X	X	X	Evidenced-based	Yes	Not listed	Individual and whole class	Everyday Mathematics is a core curriculum for students in kindergarten through grade 6. The curriculum is broken into units covering specific topics. The number of units per school year ranges from 9 to 12, depending on the specific grade and the topics covered. Each unit is composed of 7 to 14 individual lessons.  <i>(cont'd on next page)</i>
Everyday Mathematics	Grades K-6	X	X	X	X	X	X	Not Listed	Yes	Not listed	Individual and whole class	Everyday Mathematics emphasizes the application of mathematics to real world situations. Numbers, skills and mathematical concepts are not presented in isolation, but are linked to situations and contexts that are relevant to everyday lives. The curriculum also provides numerous suggestions for incorporating mathematics into daily classroom routines and other subject areas.

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Name of Intervention	Grade Level	Content Standards Skills Addressed						Is the intervention Research-based <sup>1</sup> or Evidence based <sup>2</sup> ?	Computer Access Yes/No	Company Recommended Intervention Time Per Day	Group Size	Comments
		Algebra	Geometry	Measurement	Number Computation/ Relations	Process of Mathematics	Probability, Statistics					
Great Leaps Math	Grades K-5				X			Evidenced-based	No	5-7 minutes daily	Individual	The Great Leaps Math Program focuses on building fluency in the basic facts, including addition, subtraction, multiplication, and division. It features concrete lessons (using manipulative objects) and representational lessons (using student drawings) to help the student understand the concepts behind the four basic math operations.
Great Source: Summer Success Math	Grades K-8	X	X	X			X	Research-based	Yes	Whole group and individual daily instruction	Not listed	<i>Summer Success: Math</i> is comprised of five key elements—Number Names, Games, Practice, Make and Take, and Assessment. In addition to the math content, the variety of activities within the program offers a mixture of whole-group instruction and individual practice to help students preview, learn, and review math topics.
I CAN Learn Pre-Algebra and Algebra	Grades 6-12	X						Research-based	Yes	Not listed	Individual	I CAN Learn® Program, a full-curriculum mathematics software. The I CAN Learn® Program's Courseware offers Fundamentals of Math, Pre-Algebra, Algebra and Geometry curricula. For each area there are over 120 lessons and live-action video and animated segments.

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**Mathematics Intervention Programs**

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		Algebra	Geometry	Measurement	Number Computation/ Relations	Process of Mathematics	Probability, Statistics					
iSucceed Math	Grades 3-8		X	X	X			Research-based	Yes	Not listed	1:1 and teacher led group instruction	<i>iSucceed MATH™</i> promotes the needs of kinesthetic and visual learners through hands-on activities that bridge the transition from concrete to abstract. To overcome language barriers, <i>iSucceed MATH™</i> offers support for teachers of English Language Learners (ELL).
MathScope	Grades 6-8		X	X	X	X	X	Evidence-based	Yes	Not listed	Group Instruction; Students will work in pairs or small groups	MathScope curriculum consists of three courses, with seven units in each course; MathScope is made up of individual 6-week units.
Moving with Math	Grades 5-8	X	X	X	X	X	X	Research-based	Yes	Not listed	Group/ partner/ individual	The primary benefit of <i>Moving with Math®</i> is that students gain a solid understanding of underlying math concepts through hands-on learning activities. These activities provide a firm, memorable foundation for more abstract, symbolic operations. <i>Moving with Math®</i> uses manipulatives to introduce every objective.  Students move through the three stages of learning. Hands-on activities address the needs of auditory, visual and kinesthetic learners. Students move from concrete ( <b>Manipulative</b> ) to representational ( <b>Pictorial</b> ) to abstract learning ( <b>Numbers</b> )/ <b>Signs</b> .

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**Mathematics Intervention Programs**

Name of Intervention	Grade Level	Content Standards Skills Addressed						Is the intervention Research-based <sup>1</sup> or Evidence based <sup>2</sup> ?	Computer Access Yes/No	Company Recommended Intervention Time Per Day	Group Size	Comments
		Algebra	Geometry	Measurement	Number Computation/ Relations	Process of Mathematics	Probability, Statistics					
Renaissance Learning: Math Facts in a Flash	Grades K-5				X			Evidence-based	Yes	5-15 min At least 3 times per week	Individual-Self paced	Measure fluency within 62 levels of addition, subtraction, multiplication, division, squares, and conversions between fractions, decimals, and percentages. The MathFacts in a Flash Student Progress Report graphs students' progress toward research-based benchmarks, automating progress monitoring so you can quickly and easily see if students are meeting benchmarks.
SRA: Building Blocks	Grades Pre-K-K	X	X				X	Research-based	Yes	Not listed	Individual small group  Whole group	The software includes 150 activities (60 are intended for preschoolers) manipulatives, and print material.  <i>Building Blocks for Math</i> embeds mathematical learning in children's daily activities; ranging from designated math activities to circle and story time, with the goal of helping children relate their informal math knowledge to more formal mathematical concepts. Computer program to supplement number words is available.

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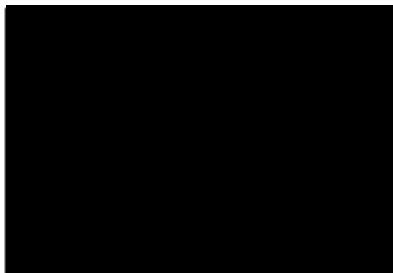
### Mathematics Intervention Programs

Name of Intervention	Grade Level	Content Standards Skills Addressed						Is the intervention Research-based <sup>1</sup> or Evidence based? <sup>2</sup>	Computer Access Yes/No	Company Recommended Intervention Time Per Day	Group Size	Comments
		Algebra	Geometry	Measurement	Number Computation/ Relations	Process of Mathematics	Probability, Statistics					
SRA: Number Worlds	Grades Pre-K through grade 8	X	X				X	Evidence-based; Research-based	Yes	One hour daily	Small group	This portion of the program consists of six four-week units built around problem solving activities, small-group interaction, and discussion. This program is for students who are one or more grade levels behind in math. Number Worlds uses a variety of instructional techniques to hold students' attention, including guided discussion, hands-on activities, response activities, and computer activities.
Successful for All: Math Wings	Grades 1 – 6				X			Research-based	No	Primary Math Wings, students spend 75 minutes in math daily  Intermediate Math Wings, students spend at least 60 minutes daily in their mathematics class, although 75 minutes is recommended	Individual and whole group	MathWings uses cooperative learning at all age levels while incorporating problem solving in real situations, skill practice and reinforcement for efficiency in application, calculator use, alternative assessments, writing, connections to literature and other disciplines, and application to the students' world and personal experiences. Manipulative use is a basic building block of the MathWings program at all levels.

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*Maryland State Department of Education*  
**Reading Intervention Programs**



*Released*  
2010-2011 School Year



**Prepared by the**  
*Division of Special Education/Early Intervention Services*  
&  
*Division of Accountability and Assessment*  
200 West Baltimore Street  
Baltimore, MD 21201

**Introduction:**

The Maryland State Department of Education (MSDE) developed this document to provide local school systems with a list of Reading Interventions that are frequently used in the field. The document was developed by staff members from the Division of Special Education/Early Intervention Services (DSE/EIS) and the Division of Accountability and Assessment (DAA), in collaboration with the Modified Assessment Facilitators from each local school system. This document may be used to supplement any Reading Intervention document currently used in your local school system. Local school systems may have an approved list of Reading Interventions. Please check with your local school system's office of instruction for further information, or contact the Modified Assessment Facilitator in your local school system. Please see Appendix A for the contact list of Mod-Assessment Facilitators.

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Reading Intervention Programs

Name of Intervention	Grade Level	Content Standards Skills Addressed							Is the Intervention Research-based <sup>1</sup> or Evidence based <sup>2</sup> ?	Computer Access Yes/No	Company Recommended Intervention Time Per Day	Group Size	Comments
		Phonics	Fluency	Vocabulary	Comprehension	Writing	Grammar	Spelling					
Corrective Reading	Grades 3-12	X			X				Research-based	No	45 minute lessons, 4 to 5 times per week	Small groups of four to five or up to 20 students, or whole-class	Designed to promote reading accuracy decoding, fluency, and comprehension.  Corrective Reading was found to have potentially positive effects on alphabets and fluency, and no discernible effects on comprehension.
Earobics Foundations	Grades Pre- K through grade 1	X		X	X				Research-based	Yes	Not listed	Not listed	Supplemental program that can be used in conjunction with existing Language Arts program.  Earobics is for students who require highly differentiated instruction that is driven by assessments and ongoing performance monitoring. With Earobics, students have the opportunity to reach proficiency with effective tools and strategies.
Earobics Connections	Grades 2 -3, and other struggling readers	X		X	X				Research-based	Yes	Not listed	Not listed	Provides a diverse, differentiated approach to literacy suited to each student's individual needs. Teachers can tailor instruction based on assessment measurements, performance indicators and student learning styles.

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**Reading Intervention Programs**

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Failure Free Reading	Grades 1-12		X	X	X				Research-based	Yes	45-60 minutes	One-to-one or small group	Most effective for comprehension. This product lends itself for use in classroom, extended day program, resource room, pull-out program, or lab setting.
Fast Forward	Grades K-12	X	X	X	X				Research-based	Yes	5 days a week 100 minutes daily	Whole-group	This product teaches oral language skills, and enhances comprehension. Fast Forward reading intervention products support existing curriculum; they don't replace it.
Great Leaps	Grades K-12	X	X						Research-based	No	5-10 minutes daily, three times per week	One-to-one instruction	Not a complete reading program. Phonics are not taught explicitly.  Strengths: Easy to implement and motivating to students.  This product specifically targets students experiencing difficulty with fluency.
Horizons	Grades 9-12								Research-based	Yes	Student paced	Individualized	Takes 40 to 60 hours for students to complete.  The time differential depends

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		Phonics	Fluency	Vocabulary	Comprehension	Writing	Grammar	Spelling					
												on how quickly the students progress through the software. Each student should access the software until mastery is achieved.	
Houghton Mifflin- Early Success	Grades 1-2		X		X	X	X		Research-based	No	30 Minutes; 5 days a week	5-7 students	This product is to be used to supplement, not supplant, the existing core reading program.  Students using this program must have a solid foundation in phonics and decoding skills.
Houghton Mifflin- Soar to Success	Grades 3-8	X	X		X				Research-based	No	30-40 minutes a day for 18 weeks	Small group	Reciprocal teaching, highly organized, high-interest, uses graphic organizer, teacher support gradually faded.  Comprehension instruction is the primary thrust of this product.  This product specifically addresses students experiencing difficulty with comprehension.
Kaplan Spell Read P.A.T.	Grade 2 and above	X	X		X	X			Research-based	No	Not Mentioned	Small group of five students and one instructor	<i>SpellRead™</i> is a one-year, small-group reading intervention program that focuses on phonological automaticity and reading fluency while providing explicit comprehension and vocabulary

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		Phonics	Fluency	Vocabulary	Comprehension	Writing	Grammar	Spelling					
											60-90 minutes	instruction, as well as opportunities for writing.  Includes comprehensive Professional development and on-going support to educators.  A web-based instructor support system allows educators to closely monitor student progress.	
Project Read	Grades 1-5; <i>(Adolescents &amp; adults who are struggling readers)</i>	X	X		X	X			Evidence-based	Not listed	Lessons are intended to occur daily within an extended block of time devoted to reading instruction	Whole group or small-group instruction	The program uses concrete examples and multisensory experiences to teach abstract concepts.
Read 180	Elementary through high school		X	X	X				Research-based	Yes	90 minutes	Whole and small group instruction  90 minutes daily	In addition to the computer program, the READ 180 program includes workbooks designed to address reading comprehension skills, paperback books for independent reading, and audiobooks with corresponding CDs for modeling reading.
Read Naturally	Grades K-12		X		X				Evidence-based	Yes	20 to 30 minutes daily	Small groups of up to six students	<i>Read Naturally</i> <sup>®</sup> is designed to improve reading fluency using a combination of books, audiotapes, and computer software. The program has three main

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**Reading Intervention Programs**

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Reading Rockets	For struggling readers		X	X	X								strategies: repeated reading of text for developing oral reading fluency, teacher modeling of story reading, and systematic monitoring of student progress by the students themselves and by teachers. This program provides teachers with effective, research-based classroom strategies to help build and strengthen literacy skills in the following areas: print awareness, phonological awareness, phonics, fluency, vocabulary, comprehension, and writing.
Success Maker Enterprise	Grades K-8	X	X	X	X				Research-based	Yes	Ranging from 7-35 minutes Per session 3 sessions per week 4-5 lessons per week	Not Listed	Intended to supplement, not supplant existing reading program.

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Reading Intervention Programs

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		Phonics	Fluency	Vocabulary	Comprehension	Writing	Grammar						Spelling
System 44	Grades 9-12	X		X	X	X			Researched-based	Yes	Student paced	One-on-one Computer-based instruction	Validated assessment for screening and placement Research-based phonics instruction Highly motivating and age-appropriate adaptive technology Students with assessed weaknesses in: Decoding Fluency Vocabulary Comprehension Writing
The Lindamood Phoneme Sequencing <sup>®</sup> (LIPS <sup>®</sup> ) program (formerly called the Auditory Discrimination in Depth <sup>®</sup> )	Designed for emergent readers in Grades K-3 or for struggling, dyslexic readers	X							Evidence-based			Whole class and small group activities or in small groups and one-on-one settings to help students become aware of the mouth actions that produce speech sounds	Designed to teach students the skills they need to decode words and to identify individual sounds and blends in words.  LIPS <sup>®</sup> was found to have potentially positive effects on alphabetics, reading fluency, and math, no discernible effects on reading comprehension, and potentially negative effects on writing for students with learning disabilities.

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Wilson	Grades 9-12	X						Research-based	No	60-90 minutes	Small group (up to 6 students)	For students who are not making sufficient progress in interventions or who may require more intensive instruction.  Wilson was found to have potentially positive effects on alphabetic principles and no discernible effect on fluency and comprehension.  Students needing intensive support or instruction in decoding, vocabulary, fluency and/or comprehension
Wilson Just Words	Grades 4-12	X		X	X			Not Listed	No	5 classes per week; 45 minutes per class	Can be delivered in classes of up to 15 students	Highly explicit, multisensory decoding and spelling program for students in grades 4-12 who have mild to moderate gaps in their decoding and spelling proficiency but do not require intensive intervention.
Wilson Foundations	Grades K-3	X		X	X			Research - based	No	30-minutes daily of the Foundations lesson may be incorporated into Language Arts classroom instruction	Not Listed	Foundations is based upon the Wilson Reading System® principles and serve as a prevention program to help reduce reading and spelling failure.  Intense year- long professional development needed prior to implementation.

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# Appendix 2.G: Low Achieving Title I Schools Request for Funds Application



# LEA Application

## **Title I, Part A School Improvement Grant Funds Section 1003(a)**

**Title I Schools That  
Have Not Met the  
AMO or Have Large  
Gaps in Achievement**



## **Request For Funds**

**School Year 2012-2013**

Maryland State Department of Education  
200 West Baltimore Street  
Baltimore, MD 21201

**Deadline for Submission**  
**TBD**

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## PROGRAM DESCRIPTION

<b>Name of Grant Program:</b> Application	Title I 1003(a) School Improvement Grant-Support to Title I School(s)
<b>Authorization:</b>	No Child Left Behind Act of 2001, of the Elementary and Secondary Education Act, Title I, Part A, Subpart 1/ESEA Flexibility Waiver
<b>Deadline for Receipt of Application</b>	<b>TBD</b> <b>Application package must be received by 3:00 p.m. at the Maryland State Department of Education on TBD. No email or fax transmittals will be accepted.</b>
<b>Deadline for Receipt of Letter of Intent</b>	Letter of Intent to apply for the Title I 1003(a) School Improvement Grant should be received at the Maryland State Department of Education by <b>TBD</b> . (Appendix A)
<b>Purpose:</b>	The purpose of the Title I School Improvement grant is to carry out the activities under Section 1116 (b)-School Improvement. Overarching and Unifying Themes in the Bridge to Excellence Comprehensive 5-Year Master Plan provides a description of the strategies to provide high quality, sustained support to all schools in the local school system. (See Section B page 30 of the Bridge to Excellence Comprehensive Master Plan Guidelines.)
<b>Eligible Applicants:</b>	Funds will be available annually to LEAs with schools identified as Focus Schools under Maryland's Approved ESEA Flexibility Plan
<b>Total Funds Available</b>	<b>\$ TBD</b> <i>LEA funds are subject to adjustments based on any reduction in funds for Title I, Part A.)</i>
<b>Estimated LEA Allocations</b>	<b>A formula will be used to determine the total allocation of funds to Local Education Agencies. Maryland will use 1003(a) funds to provide base funding of \$20,000 + (enrollment x \$30.00 PPA) for each Title I school that is not making progress in improving student achievement and narrowing achievement gaps.</b>
<b>Use of Funds:</b>	<b>Title I 1003(a) School Improvement Funds shall be used in accordance with the No Child Left Behind Act of 2001, of the Elementary and Secondary Education Act, Title I, Part A, Subpart 1, Section 1116 (b)(4) and Maryland's Approved ESEA Flexibility Plan. Federal funds shall not be used for administrative purposes.</b>

**The LSS will provide technical assistance to schools identified as Title I Schools that have not met the AMO or have large gaps in achievement, as they develop and implement their school improvement plans. Technical assistance includes, but is not limited to:**

- Providing assistance in analyzing data from assessments and other examples of student work;
- Providing assistance to identify and address problems in instruction;
- Providing assistance to identify and address problems implementing parental involvement and professional development requirements described in NCLB Sections 1118 and 1119;
- Providing assistance to identify and address problems implementing the responsibilities of the school and the local school system under the school plan;
- Providing assistance to identify and implement professional development, instructional strategies, and methods of instruction that are based on scientifically-based research and that have proven effective in addressing the specific instructional issues; and
- Providing assistance in analyzing and revising the school's budget so that the school's resources are more effectively allocated to the activities most likely to increase student academic achievement and remove the school from school improvement status.

**Technical assistance may be provided by school support teams (i.e. The Breakthrough Center) authorized in Section 1117**

**(B)(i)(ii)(iv). Each school support team assigned to a school will:**

- Review and analyze all facets of the school's operation, including the design and operation of the instructional program;
- Assist the school in developing recommendations for improving student performance in the school;
- Collaborate with parents and school staff and the local educational agency in the design, implementation, and monitoring of a plan that can reasonably be expected to improve student performance and help the school meet its goals for improvement; and
- Make additional recommendations as the school implements that plan.

**The General Education Provisions Act (GEPA) Section 427**

Each applicant must include a succinct description of the steps the applicant will take to ensure equitable access to, and participation in, this federally-assisted program for students, teachers, and other program beneficiaries regardless of gender, race, national origin, color, disability, or age. Based on the circumstances of the local school system, the applicant should determine whether these or other barriers may prevent students, teachers, or other program beneficiaries from access to, or participation in, this federally funded project or activity.

**Grant Period**

**TBD**

## Reporting Requirements

Grantees must submit:

- Interim Progress Report – TBD
- Site Visit Question Sheet – TBD
- Final Progress Report – TBD
- Final Financial Report – TBD

In addition, grantees will host at least one site visit per funding cycle.

## Submission Procedures:

MSDE will provide technical assistance upon request during the development of the RFP. The grant application may be downloaded from the MSDE Title I website at [www.marylandpublicschools.org](http://www.marylandpublicschools.org).

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Proposals must contain the following information, assembled in the order indicated:

1. Proposal Cover Sheet
2. Assurances
3. Proposal Narrative Components
  - Part I – Needs Assessment
    - Table A – Needs Assessment Document
  - Part II – Plan of Operation
    - Table B – Plan of Operation Worksheet
  - Part III – Measuring Progress
  - Part IV – Management Plan and Key Personnel
    - Table C – Management Plan Worksheet
  - Part V – Budget and Cost Effectiveness
    - Table D – Signed C-1-25
    - Table D1 – Consolidated LEA Budget Narrative
    - Table D2 – School Budget Narrative
    - Table D3 – Contracting with Consultants Document
  - Part VI – The General Education Provisions Statement
4. Appendices
  - Appendix A List of Qualifying LEA's
  - Appendix A1 Suggestions for Completing an Approval Plan
  - Appendix A2 Sample Plan
  - Appendix B Grant Site Visit Question Sheet
  - Appendix C Allowable Expenditures
  - Appendix D Suggestions for Completing an Approvable Budget Narrative
  - Appendix D1 Sample Consolidated LEA Budget Narrative
  - Appendix D2 Sample School Budget Narrative
  - Appendix E Scoring Rubric

An application package, excluding proposal cover sheet, abstract, table of contents, budget and budget narratives, signed assurances,

strategies/activities worksheets, and appendices must not exceed **fifteen (15) pages and meet the following criteria.**

- The narrative must use line spacing of at least 1.5, and a 12- point font size, Times New Roman.
- All pages of the project narrative must use one-inch margins and be numbered. Charts may use single spacing and a 10-point font.
- The unbound original RFP should be on a standard size (8 1/2 x 11) paper of regular weight.
- **All signatures on the original application should be signed with a blue pen.**

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**An unbound original and one bound copy stapled in the upper left corner should be submitted to:**

Maryland State Department of Education  
Division of Student, Family, and School Support - 4<sup>th</sup> Floor  
Program Improvement and Family Support Branch  
200 West Baltimore Street  
Baltimore, Maryland 21201-2595

Attention: TBD

## Sample Letter of Intent

\_\_\_\_\_, 20\_\_

Ms. Ann E. Chafin  
Assistant State Superintendent  
Division of Student, Family, and School Support  
Maryland State Department of Education  
200 West Baltimore Street  
Baltimore, Maryland 21201-2595

Dear Ms. Chafin:

This letter serves as a notification of {Insert LEA} intent to submit a Request for Proposal (RFP) for the 20\_\_-20\_\_ Title I 1003(a) School Improvement (*non-competitive*) Grant. The original RFP will be completed and submitted to the Maryland State Department of Education by TBD.

We understand that the purpose of this Title I 1003(a) School Improvement Grant is to ensure the provision of technical assistance and support to schools identified as **Title I Schools that have not met the AMO or have large gaps in achievement**, under Maryland's Approved ESEA Flexibility Plan during development and implementation of their school improvement plans. We also understand that the technical assistance should specifically address the academic achievement issues that resulted in the schools' achievement level. The technical assistance should also provide support in analyzing assessment data, improving professional development, and revising school budgets to ensure that the resources are effectively allocated.

If you have any questions or need additional information, please contact [NAME], [TITLE], at [TELEPHONE #], or [E-MAIL ADDRESS].

Sincerely,

[NAME]  
Superintendent of Schools/Chief Executive Officer

**REQUEST FOR PROPOSAL COVER SHEET**  
**SCHOOL YEAR \_\_\_\_\_**

**LOCAL SCHOOL SYSTEM:** \_\_\_\_\_

**CONTACT PERSON:** \_\_\_\_\_

**POSITION/TITLE:** \_\_\_\_\_

**ADDRESS:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**TELEPHONE / FAX NUMBER:** \_\_\_\_\_

**E-MAIL:** \_\_\_\_\_

**MSDE PROJECT CONTACT:**

TBD

**Title I 1003(a) School Improvement Grant for  
Title I Schools That Have Not Met the AMO or Have Large Gaps in Achievement,**

Office: (410) 767-

Fax: (410) 333-8010

Email: **TBD**



**Title I 1003(a) School Improvement Grant for Title I Schools That Have Not Met the AMO or have Large Gaps in Achievement**  
**GENERAL ASSURANCES**

By receiving funds under this grant award, I hereby agree, as grantee, to comply with the following terms and conditions:

1. Programs and projects funded in total or in part through this grant will operate in compliance with State and federal statutes and regulations, including but not limited to the 1964 Civil Rights Act and amendments, the Code of Federal Regulations (CFR) 34, the Elementary and Secondary Education Act, Education Department General Administrative Regulations (EDGAR), the General Education Provisions Act (GEPA) and the Americans with Disabilities Act.
2. The Maryland State Department of Education (MSDE) may, as it deems necessary, supervise, evaluate and provide guidance and direction to grantee in the conduct of activities performed under this grant. However, failures of MSDE to supervise, evaluate, or provide guidance and direction shall not relieve grantee of any liability for failure to comply with the terms of the grant award.
3. Grantee shall establish and maintain fiscal control and fund accounting procedures, as set forth in 34 CFR Parts 76 & 80 and in applicable statute and regulation.
4. Grantee shall adhere to MSDE reporting requirements, including the submission of all required reports. **Failure to submit complete, accurate, and timely progress and final reports may result in the withholding of subsequent grant payments until such time as the reports are filed.**
5. Entities receiving federal funds of \$500,000 or more must have an annual financial and compliance audit in accordance with OMB Circular A-133.
6. Grantee shall retain all records of its financial transactions and accounts relating to this grant for a period of three years, or longer if required by federal regulation, after termination of the grant agreement. Such records shall be made available for inspection and audit by authorized representatives of MSDE.
7. Grantee must receive prior written approval from the MSDE Program Monitor before implementing any programmatic changes with respect to the purposes for which the grant was awarded.
8. Grantee must receive prior written approval from the MSDE Program Monitor for any budgetary realignment of \$1,000 or 15% of total object, program or category of expenditure, *whichever is greater*. Grantee must support the request with reason for the requested change. Budget alignments must be submitted at least 45 days prior to the end of the grant period.
9. Requests for grant extensions, when allowed, must be submitted at least 45 days prior to the end of the grant period.
10. Grantee shall repay any funds that have been finally determined through the federal or State audit resolution process to have been misspent, misapplied, or otherwise not properly accounted for, and further agrees to pay any collection fees that may subsequently be imposed by the federal and/or State government.
11. If the grantee fails to fulfill its obligations under the grant agreement properly and on time, or otherwise violates any provision of the grant, **including maintaining proper documentation and records as required by pertinent federal and State statute and regulations**, MSDE may suspend or terminate the grant by written notice to the grantee. The notice shall specify those acts or omissions relied upon as cause for suspension or termination. Grantee shall repay MSDE for any funds that have been determined through audit to have been misspent, unspent, misapplied, or otherwise not properly accounted for. The repayment may be made by an offset to funds that are otherwise due the grantee.

I further certify that all of the facts, figures and representations made with respect to the grant application and grant award, including exhibits and attachments, are true and correct to the best of my knowledge, information, and belief.

Superintendent of Schools/Head of Grantee Agency	Date
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## **I. Needs Assessment**

**Table A:** For each school receiving funds under this grant must complete a needs assessment using Table A. Schools should summarize the results of the data analysis, including the data sources, used to identify the priority need(s). The **Required Strategies** are described below. **Select one or more strategies that will meet the priority identified need(s).**

- A. Schools will coordinate with the LEA to develop a professional development plan that is designed to build the capacity of the school staff and is informed by student achievement and outcome-related measures.

Each school will work with the LEA to create a professional development plan that takes into consideration the various needs of the instructional staff. The plan must be systemic in behavior-changing approaches that foster collaboration and increase teacher knowledge of best practices. The plan must:

1. Include instructional teams that meet regularly to examine student work, collaborate on lesson design, and implement instruction based on proven effective strategies;
2. Align with the Maryland Professional Development Standards for Staff Development that focus on context, process, and content standards: ([http://www.marylandpublicschools.org/MSDE/divisions/instruction/prof\\_standards](http://www.marylandpublicschools.org/MSDE/divisions/instruction/prof_standards)); and
3. Provide time for all staff to collaborate and plan strategy implementation.

- B. Schools will target research-based strategies to change instructional practice in order to address the academic achievement challenges that led to the school not making AYP.
- C. Each school will develop a plan that clearly identifies the expected outcomes for students. Plans will include but not be limited to data retreats, professional learning communities, and continual self-monitoring of individually targeted student progress.

Additionally, each school will explore tools that identify the local alignment of curricula, curriculum mapping, or other tools that align with Maryland's State Curriculum. This will provide the school with research-based data to focus on the curriculum areas that need improvement. From the curriculum gap analysis, the school will need to write strategies that support these efforts. The school and the district must approach educating targeted students using progress-monitoring instruments, data analysis, collaborative decision-making, tiered and/or differentiated instruction, parental involvement, and access to a standards-aligned core curriculum.

- D. Schools may create partnerships among external entities to obtain technical assistance, professional development, and management advice. Grantees are encouraged to create partnerships that can be cultivated to leverage assistance in meeting the individual needs of each school.
- E. Schools may consider strengthening the parental involvement component of the school improvement plan and may work with other technical assistance providers to provide opportunities for parents to become more involved in the educational process.

- F. Schools may implement other strategies determined by the school district, as appropriate, for which data indicate the strategy is likely to result in improved teaching and learning. Schools will be required to plan for collecting, analyzing, and interpreting individualized student data in order to adjust the daily instruction to promote student outcomes.

## Table A

1. **School Name and ID Number:**
2. **Grade Levels:**
3. **School Allocation Amount:**
4. **Using multiple data sources, summarize the results of the data analysis.** Be sure to identify the data sources used to identify the priority need(s) below. Data charts are not required. MSA data is required. Use the MSDE website to secure other school data, such as staffing and subgroup data, county benchmark, other standardized assessment data, and school developed assessment data may be used.
5. **Needs Assessment** ~ Based on the data summary; prioritize the needs of the school that this grant will address.  
**PRIORITY #1:**  
  
**PRIORITY #2:**
6. **Identify the required strategy and strategy number selected to address the priority need:**
7. **List the action steps, including timelines for carrying out the activities, which will be taken to implement the selected strategy?** *Remember that your timeline should be representative of the grant period.*
8. **How will the effectiveness of this strategy be determined?** Discuss the tools, process, etc. that will be used to determine if the strategy is meeting the priority need. Include the process for making adjustments to the plan if it is determined that the strategy is not meeting success.
9. **Who is taking the lead and who will participate?**
10. **Who will monitor and evaluate the implementation of the strategies and activities of this plan?** Name each person from the school, (*LEA must designate staff*), the contracted entity, and the LEA staff who will be monitoring and evaluating the implementation of this plan.
11. **How will the LEA provide technical assistance and support to help this school address their priority needs?** The LEA should state how it will provide **technical assistance and support** as the school addresses their priority need(s). It may be monitoring by LEA staff, providing resources, assisting with training, etc.

## **II. Plan of Operation Worksheet**

Using the Plan of Operation Worksheet (Table B) template provided in the grant for further description of how to meet the specific goals of each school.

### ***Sample Generic Long Range Goal Statement***

(Schools may also submit a system developed goal statement, but must specify it as being so.)

All students in the aggregate (*aggregate* comprises all students whose performance is included in AYP calculations) in [name school] will meet the MSDE intermediate goal for 2012 in reading on the Maryland School Assessment.

### ***Sample Generic Annual Measurable Objective Statement***

(Objectives should be provided for each school, since each site is unlikely to have exactly the same data and specific expected growth must be quantified.)

All students and all subgroups in the aggregate in [name school] will meet the AMO in reading on the 2011-2012 Maryland School Assessment.

The following subgroups (in the *aggregate*) did not meet the AMO in 2011: [list subgroups not meeting the AMO].

**Milestones** are checkpoints that measure progress toward the annual measurable objective. The milestones should be measurable in terms of content skills/processes and relate to the year's objective. Milestone statements should identify:

- ✓ The proposed measurement instrument (county benchmark assessment, Stanford 10, etc.);
- ✓ The anticipated administration timeline (quarterly, by semester, etc.); and
- ✓ The grades involved (grades 3 and 4, grades 1 through 6, etc.).

### ***Sample Generic Annual Measurable Objective Milestone Statement***

All students and subgroups in grades 3 not meeting the AMO in 2011 in reading will increase their performance on the XYZ quarterly assessment in reading by 10 percentage points.

### ***Sample Annual Measurable Objective Evaluation Statement***

All students and all subgroups in the aggregate in [name school] will meet the AMO in reading on the 2011-2012 Maryland School Assessment. The following subgroups (in the *aggregate*) will meet the AMO in 2012: [list subgroups that will meet the AMO].

**Table B**

**Plan of Operation Worksheet for Title I 1003(a) Title I School Grant**

<b>Name of school:</b>
<b>Priority Needs to be addressed: [Bullet in detail]</b> <ul style="list-style-type: none"><li>•</li></ul>
<b>Long Range Goal Statement [3-5 years]</b>
<b>Annual Measurable Objective Statement:</b>
<b>Annual Measurable Objective Milestones Statement:</b>
<b>Annual Measurable Objective Evaluation:</b>

### **III. Measuring Progress**

LEAs are required to submit Interim and Final Progress Reports to MSDE that are consistent with the project’s goal and objectives. Keep in mind that the final evaluation **must** consider the entire project, beginning to end. It should not be viewed as an activity done after the project’s completion but as an integral element in the project’s planning, design, and implementation. An effective ongoing plan that evaluates milestones will enable the school to make informed decisions about changes the project may need along the way.

**Under each issue below, provide a concise response.**

Who will analyze the data?
How will <u>data information</u> be communicated to classroom teachers, school improvement teams, and other stakeholders?
Who will monitor if the data is being used to guide classroom instruction?
How do the milestones align with the Maryland School Assessment?
Provide details on how the <u>project’s findings</u> will be disseminated to the major stakeholders and individuals with an interest in your project.

### **IV. Management Plan and Key Personnel**

The Management Plan supports the project’s implementation but does not contain direct service activities. Direct service activities are to be described under Plan of Operation. Examples of management activities include the following: project oversight, contracting services, ordering and maintaining equipment, evaluation activities, etc. None of these actions render direct service but enable direct service activities to take place.

#### **Management Plan Worksheet**

List on your Management Plan Worksheet (Table E), in chronological order, **all major management actions necessary to implement the project**. Assign an approximate date for each action. If the action is ongoing, indicate the range of dates over which it will be implemented. **A well-considered management plan assigns responsibility for each action to a management team member**. Indicate on the worksheet the names of those responsible for accomplishing each task, even if those named may change in the future.

MSDE grant reporting requirements should also be included in your management plan. These include submission of an Interim Progress Report, Final Progress Report, and a Final Financial Report to MSDE. The Final Progress Report will be your final evaluation. Reports are due on the dates listed on the Management Plan Worksheet.

**Table C**  
**Management Plan Worksheet**  
**2011-2012 Title I School Improvement Section 1003(a) Grant for Title I Schools**

Management Action	Beginning and Ending Dates	Name and Position of Responsible Person(s)
#1		
#2		
#3		
#4		
#5		
#6		
#7		
Required Grant Reports		
Name of Report	Due Date	Name and Position of Responsible Person(s)
<i>Interim Progress Report (TBD)</i>	TBD	
<i>Grant Site Visit Question Sheet</i>	TBD	
<i>Final Report (TBD)</i>	TBD	
<i>Final Financial Report</i>	TBD	



## **V. Budget and Budget Narrative**

### **Budget Narrative**

The project's budget should demonstrate the extent to which the budget is reasonable, cost-effective, and integrates other sources of funding. All strategies/activities described in the Plan of Operation with associated costs will appear in the budget narrative and must have a corresponding entry in the itemized budget (C-1-25) for that year.

Using the budget narrative template on page 15, group line items according to the following categories: *Salaries & Wages, Contracted Services, Supplies & Materials, Other Charges, Equipment, and Transfers*. For example "meeting expenses" can be broken down into room rental, photocopying, and refreshments. There is no page limit for the budget. Describe in detail. The derivation of each cost must be shown. **Indirect Cost is allowable in the 1003(a) Grant for Title I Schools.**

Show how the expense was calculated for each line item and total each category. Reviewers will use this information to determine if your budget is reasonable and cost effective.

### **The MSDE Proposed C-1-25 Budget Form**

Proposed Budget C-1-25 contains the itemized budget form that must be submitted with the RFP. If you are having difficulties categorizing your budget, consult with the financial officer in your local school system.

**This form must be signed by both your district's Finance Officer and the Superintendent.**

Only the most current grant budget forms will be accepted, so please use the forms found on MSDE's website.

1. <http://marylandpublicschools.org/MSDE>
2. <http://marylandpublicschools.org/MSDE/aboutmsde/highlights>
3. <http://marylandpublicschools.org/MSDE/divisions/superintendent/grants/overview.htm>
4. <http://marylandpublicschools.org/MSDE/divisions/superintendent/grants/Budget+Information>

Or

Go to the <http://marylandpublicschools.org/MSDE> website  
Click More Highlights (on the left side under Highlights) Click Grants

**Table D1**

**Consolidated LEA Budget Narrative**

*To be completed by the LEA for all participating school budget totals*

<b>Line Item</b>	<b>Description</b>	<b>Total</b>
<i>Salaries &amp; Wages</i>		
<i>Contracted Services</i>		
<i>Supplies &amp; Materials</i>		
<i>Other Charges</i>		
<i>Equipment</i>		
<b>Total Costs for participating schools</b>		
<b>Total Fixed Charges for participating schools</b>		
<b>Total Requested for participating schools</b>		

**Table D2  
School Budget Narrative**

<b>Line Item</b>	<b>Description</b>	<b>Calculation</b>	<b>Total</b>
<i>Salaries &amp; Wages</i>			
<b>Total Salaries and Wages</b>			
<i>Fixed Charges</i>	FICA		
<b>Total Fixed Charges</b>			
<b>Total Salaries and Wages <i>and</i> Fixed Charges</b>			
<i>Contracted Services</i>			
<b>Total Contracted Services</b>			
<i>Supplies &amp; Materials</i>			
<b>Total Supplies and Materials</b>			
<i>Other Charges</i>			
<b>Total Other Charges</b>			
<i>Equipment</i>			
<b>Total Equipment</b>			
<b>Total Costs</b>			
<b>Total Fixed Charges</b>			
<b>Total Requested</b>			

**Table D3**

**Contracting with Consultants**

*When planning to contract with a consultant, provide all of the information below for each consultant:*

Consultant Company Firm Name / Address / Phone / E-mail / Website	
Lead Consultant's Name(s) / Address / Phone / E-mail / Website	
Has the consultant been contacted for their availability of services?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Has the consultant tentatively agreed to provide the services to the school?	<input type="checkbox"/> Yes <input type="checkbox"/> No
<p>Describe what constitutes the consultant's fee. Include the following:</p> <p>Number of professional development hours per day and per week committed to the school: _____</p> <p>Number of planning hours committed to the school: _____</p> <p>Proposed start/end dates: _____ To _____</p> <p>Type of professional development to be delivered (training sessions, classroom coaching, online sessions, etc.):</p> <p>Type of support the consultant will provide to the school to monitor implementation of professional development:</p> <p>Type of support to the school to evaluate the success of the professional development:</p> <p>Provide copy of monitoring tool and/or evaluation rubric:</p> <p>Description of "job embedded" professional development, if applicable.</p>	
Explain how the consultant's services are aligned to district and school instructional programs?	
<p>Professional developers are required to use the MSDE Professional Development Planning Guide.  <b>Provide a statement confirming</b> that contracted professional developers will use the guide as they service the school.</p>	

**VI. The General Education Provisions Act (GEPA), Section 427**

As required on page 3, describe the steps proposed to ensure equitable access to, and equitable participation in the project by addressing the special needs of students, teachers, and other program beneficiaries in order to overcome barriers to equitable participation.

# **APPENDICES**

Appendix A

**List of Qualifying LEAs with Title I Schools who Have Not Met the  
or  
Have Large Gaps in Achievement**

1. Insert Names of LEAs

## Appendix A1

### Suggestions for Completing an Approvable Plan

1. School Name and ID number for each school receiving 1003(a) funds.
2. Grade Levels:
3. School Allocation Amount:
4. Summarize the results of the data analysis, including the data sources, used to identify the priority need below.
  - MSA data should be analyzed, but an analysis of one or more additional data sources must be completed. Other sources could be county benchmark data, other standardized testing data, or parent and staff data.
  - A summary of the data provided is essential to determining the need(s) of each school. In the past, some schools have provided data, but have failed to summarize what the data means to the school. In the past, some schools have identified the school's need(s), but the need(s) has no relevance to the summary of the data. Red flags go up when there is *little* or no alignment between the data, the summary, and the identified need(s). Be sure the identified need(s) can be confirmed by the summary of data.
  - Discuss the school's data trends for the past three years for MSA *and* another data source. Use accurate data.
  - Discussion should include grades that are making proficient and advances levels.
  - Factors contributing to why the school has not made AYP should be discussed.
5. Needs Assessment: Priority #1 or more
  - The need must be confirmed by the data and the summary of the data.
6. Identify the allowable strategy from page 8 of the RFP. What action steps will be taken to implement the selected strategy?
  - USDE provided six strategies for the school to select from. The school should indicate (a) the strategy number and then (b) write the strategy.
7. Who is taking the lead and who will participate? Provide the names of all lead persons and participants. The Title I Coordinator and principal must always be included.
8. When will it occur? LEAs should list the action steps to be taken with the timeline.  
Example:
  - Fall of 2012: steps are numerically listed.
  - Winter of 2013: steps are numerically listed.
  - Spring of 2013: steps are numerically listed.

This type of detail allows the LEA, the schools, and the MSDE reviewers to understand when the activities are to occur.
9. How will the effectiveness of this strategy be determined? LEAs should discuss:
  - What assessments will be used to determine if the selected strategy/activities has been effective?
  - What other evaluation tool will be used to determine effectiveness of the strategy/activities?



- How often will the strategy/activities be monitored or assessed for effectiveness?  
School staff should be aware that the activities in the plan will be monitored and assessed for effectiveness. If the strategy/activities are not producing the expected results, there should be a plan to **immediately** address the ineffectiveness. \*If the strategy/activities cannot be assessed, They should not be included.

10. **Who will monitor and evaluate the implementation?** The Title I Office must be included in monitoring and evaluating the implementation of this grant. There should be a monitoring form used by the Title I Office showing the dates and the schools that have been monitored, and notes taken from the monitoring visit.

11. **How will the LEA provide technical assistance and support to help this school address their priority need(s)?** The various offices of the school system that are available to support the schools must be listed. The Title I Office specifically should discuss how it will support the school.

## Appendix A2

### **SAMPLE Plan**

1. **School Name and ID Number:** JOHNSON SOCK ELEMENTARY SCHOOL (ES) #0050
2. **Grade Levels:** Pre K to 5
3. **School Allocation Amount:**
4. **Using multiple data sources, summarize the results of the data analysis.** Be sure to identify the data sources used to identify the priority need(s) below. MSA data is required; use the MSDE website to secure this data. Data charts are not required. County benchmarks, other standardized assessment data, and school developed assessment data may be used.
5. **Needs Assessment ~ Based on the data summary, prioritize the needs of the school that this grant will address.**
  - ✓ **PRIORITY #1:** Johnson Sock ES will focus these grant funds to provide PD for teachers, para-professionals, and administrators in understanding and effectively using the Voluntary Curriculum to plan and deliver instruction, and to access student progress, being mindful of the assessment limits.
  - ✓ **PRIORITY #2:** Johnson Sock ES will focus these grant funds to provide flexible training for parents in grades Pre-K to 1 and grades 4 to 5. These training sessions will focus on helping parents understand the curriculum and how parents can help their children at home. A special consultant, not funded through this grant, will train parents of children in grades 2 to 3.
6. **Identify the required USDE strategy selected to address the priority need:** Provide the strategy number and then write out the strategy.
7. **List the action steps, including timelines for carrying out the activities, which will be taken to implement the selected strategy? Remember that your timeline should be representative of the grant period. Example:**
  - ✓ Fall 2011: list action steps
  - ✓ Winter 2012: list action steps
  - ✓ Spring 2012: list action steps
  - ✓ Summer 2012: list action steps (optional)
8. **How will the effectiveness of this strategy be determined? Discuss the tools, process, etc. that will be used to determine if the strategy is meeting the priority need. Include the process for making adjustments to the plan if it is determined that the strategy is not meeting success.**
9. **Who is taking the lead and who will participate?**

*Example:*
















Lead for planning: Mr. Johnson, Principal  
Co-lead for planning: Dr. Rick Todd, Assistant Principal  
Participants: SIT, PTO, school staff  
LEA Monitors: Title I Coordinator (Name) and Monitoring Specialist (Name)


10. **Who will monitor and evaluate the implementation of the strategies and activities of this plan?**  
Name each person from the school system (**the Title I office must designate staff**), the contracted entity, and the LEA staff who will be monitoring and evaluating the implementation of this plan.
11. **How will the LEA provide technical assistance and support to help this school address their priority needs?** The LEA should state how it will provide **technical assistance** and **support** as the school (**technical assistance and support to the specific school, not to all schools in the LEA**) addresses their priority need. It may be that the LEA staff is scheduled to monitor the school bi-weekly or more frequently, the LEA provides resources to the school, the LEA assists with planning and facilitating workshops at the school, etc.

Appendix B

**Grant Site Visit Question Sheet**  
**TITLE I 1003(a) SCHOOL IMPROVEMENT GRANT FOR TITLE I SCHOOLS**

Due to MSDE on **tbd**

From your approved application, list <i>three or more</i> activities found on the Plan of Operation Worksheet.	Give a brief description of how each of the activities listed promoted greater student academic achievement.	Describe how the listed activities helped build capacity for high quality instruction.
		
		
		
		
		

 Has the Management Plan been implemented on schedule?  YES  NO If not, explain.

\$\$\$ The Finance Officer should prepare for discussion an *updated Grant Expenditure Report* indicating the following:

- How much of the grant has been obligated. \$ \_\_\_\_\_
- How much of the grant has been spent. \$ \_\_\_\_\_
- The grant balance as of the report date. \$ \_\_\_\_\_
- At the present rate of spending, will the grant have a zero balance by the end of the grant period?

YES  NO If not, explain. \_\_\_\_\_

Is there a need to amend the grant?  YES  NO

**Appendix C**

**1003(a) School Improvement Grant for Title I Schools  
Allowable Expenditures**

<b>Professional Development (PD) and Other Activities</b>	<b>Examples of Allowable Expenditures</b>
<p>Research-based support in content areas for teachers and administrators designed to improve teaching and learning. PD must be aligned with State Professional Development Standards.</p>	<ul style="list-style-type: none"> <li>• Consultants (Fees- per diem , travel expenses, lodging)</li> <li>• Stipends- Teachers</li> <li>• Substitutes</li> <li>• FICA, unemployment, workers' compensation</li> <li>• Materials to support PD for adult learners</li> <li>• Minimal refreshments</li> </ul>
<p>Sustained PD for school staff on the use of technology to support instruction, analyze student data and assist teachers with self monitoring of student progress etc. Emphasis should be placed on the training of teachers and staff.</p>	<ul style="list-style-type: none"> <li>• Instructional Technology</li> <li>• Software</li> <li>• Consultants</li> <li>• Stipends- Teachers</li> <li>• Substitutes</li> </ul>
<p>Action Research on research-based programs and intervention models designed to increase student achievement.</p>	<ul style="list-style-type: none"> <li>• Intervention programs and materials</li> <li>• Consultants</li> <li>• Stipends- Teachers</li> <li>• Substitutes</li> </ul>
<p>Professional development for teachers on interpreting and analyzing trend data to guide decision making when planning reform efforts for school improvement.</p>	<ul style="list-style-type: none"> <li>• Cost related to completion of Teacher Capacity Needs Assessment</li> <li>• Stipends- Teachers</li> <li>• Substitutes</li> </ul>
<p>Professional development to improve teaching and learning can be obtained by utilizing Maryland's Statewide System of Support – The Breakthrough Center.</p>	<ul style="list-style-type: none"> <li>• Consultants (brokered through Breakthrough Center)</li> <li>• Materials to support PD for adult learners</li> <li>• Stipends – Teachers</li> <li>• Substitutes</li> <li>• Services rendered for Breakthrough Center Staff (i.e. mileage / contracted employees)</li> </ul>
<p>Parent Involvement</p>	<ul style="list-style-type: none"> <li>• See page 4</li> </ul>
<p>Serve Preschool Children</p>	<ul style="list-style-type: none"> <li>• See page 5</li> </ul>

### Suggestions for Completing an Approvable Budget Narrative

1. **Salaries & Wages:**
    - Reviewers must find consistency within the plan. If there are 25 teachers listed in three places, but only 30 participating in one place, there should be an explanation for the additional five participants.
    - **A detailed financial breakdown is required.** Always provide the number of participants x the cost x the # of sessions = total. Providing “some” of the information will only cause the plan to be returned for revision.
    - Sending staff to conferences should be limited to a small number, one per grade, team leaders, or essential staff of the school. The grant will fund *reasonable and necessary* requests for staff to attend conferences. Attending staff should be aware that they will provide follow-up to staff upon their return. Their required presentation of conference information to staff should be written into the plan.
    - Calculations must be checked and rechecked before reaching MSDE.
  2. **Contracts:**
    - The LEA must ensure that contracts go through the bidding process.
    - Persons listed under “Contracts” must complete the “Contracting with Consultants” form.
    - Consultants should have a track record for providing quality training.
  3. **Supplies and Materials:**
    - Schools listing boxes of duplicating paper, construction paper, chart paper, index cards, Post-its, rulers, hole punchers, student workbooks, etc. as items for purchase will send a red flag that the grant funds may be used inappropriately. The grant funds are not to stock the school with supplies.
    - Local funds or Title I, Part A should be used to purchase such supplies and materials to be used for delivering instruction.
    - The grant will purchase *reasonable and necessary* supplies and materials for implementing strategies in their professional development plan.
  4. **Other Charges:**
    - Food: USDE agrees that providing food **for parents** as an incentive for them to attend trainings, meetings, etc. is appropriate. However, food cost must be *reasonable and necessary*. The same is true for teacher training sessions that are off site. If training is held *after school or on the school campus*, meals are not allowable. The following will be the “rule of thumb” for purchasing food:
      - Light snacks: \$2 - \$3 or less;
      - Breakfast: \$3 - \$5 or less and;
      - Dinner: \$5 - \$8 per person.
    - The grant will fund *reasonable and necessary* food requests, only.
    - **Offsite Locations:** The grant will not fund the rental of a facility nor will it fund catering.
  5. **Equipment:**
    - Only purchases that are associated with activities outlined in the professional development plan will be allowable.
    - For example, purchasing Promethean Boards, clickers, tape recorders, flash drives, laptops, overheads, iPods, color printers, etc. will be approved on a case-by-case basis and only if the school has effectively explained how these purchases are needed for training activities.
- The plan must describe how teachers and other staff will be trained to use equipment being purchased.
  - The fact to remember is that whatever the equipment purchase request, there must be a description of how the purchase relates to the training needs of the school.
  - Check and recheck all calculations.

Appendix D1

**Sample Consolidated LEA Budget Narrative**

To be completed by the LEA for all participating school budget totals

Line Item	Description	Total
<i>Salaries &amp; Wages</i>	<i>Example:</i> <ul style="list-style-type: none"> <li>• Funds to pay staff for participating in training sessions</li> <li>• Funds to pay instructional personnel for working after contracted hours</li> </ul>	<i>Example:</i> <ul style="list-style-type: none"> <li>• \$0</li> <li>• \$0</li> </ul>
<i>Fixed Charges</i>	<i>Example:</i> <ul style="list-style-type: none"> <li>• FICA</li> </ul>	<i>Example:</i> <ul style="list-style-type: none"> <li>• \$0</li> </ul>
<i>Contracted Services</i>	<i>Example:</i> <ul style="list-style-type: none"> <li>• Consultant fees</li> </ul>	<i>Example:</i> <ul style="list-style-type: none"> <li>• \$0</li> </ul>
<i>Supplies &amp; Materials</i>	<i>Example:</i> <ul style="list-style-type: none"> <li>• Books, instructional materials</li> </ul>	<i>Example:</i> <ul style="list-style-type: none"> <li>• \$0</li> </ul>
<i>Other Charges</i>	<i>Example:</i> <ul style="list-style-type: none"> <li>• Food: light refreshments for afterschool trainings</li> <li>• Food: light refreshments for parent trainings</li> <li>• Food: snacks and lunch during summer trainings</li> </ul>	<i>Example:</i> <ul style="list-style-type: none"> <li>• \$0</li> <li>• \$0</li> <li>• \$0</li> </ul>
<i>Equipment</i>	<i>Example:</i> <ul style="list-style-type: none"> <li>• Instructional technology</li> </ul>	<i>Example:</i> <ul style="list-style-type: none"> <li>• \$0</li> </ul>
<b>Total Costs for participating schools</b>		\$0
<b>Total Fixed Charges for participating schools</b>		\$0
<b>Total Requested for participating schools</b>		\$0

Appendix D2

**SAMPLE**  
**School Budget Narrative**

Line Item	Description	Calculation	Total
Salaries & Wages	Saturday training for teachers	\$__ amount of stipend per hour x __ # of hours x __ # of teachers x __ # of training session = \$0	\$0
Total Salaries and Wages			\$0
Fixed Charges	FICA	Salary x 0.000	\$0
Total Fixed Charges			\$0
Total Salaries and Wages and Fixed Charges			\$0
Contracted Services	Parental Information Resource Center to train staff and parents on the development of the School Parent Compact ( <i>See Contract with Consultant for specific information</i> )  Consultant for Saturday Training – infusing technology into differentiated reading instruction training for instructional staff plus classroom observation/coaching ( <i>See Contract with Consultant for specific information</i> )	NO COST  Saturday Training: Cost per hour: \$__ cost per hour x __ of hours <i>Or</i> Cost per session identifying the number of hours per session: \$__ cost x # of __ hour sessions  Observation & Coaching : \$__ cost per hour x __ of hours	NO COST  \$0  \$0  \$0
Total Contracted Services			\$0
Supplies & Materials	Rosetta Stone Software/Licensures Datawise Textbooks  Professional Literature: list each item being purchased with the cost	\$_ cost per year x # of years \$_ cost per book x # of books \$_ cost of literature total x # of books purchased	\$0 \$0 \$0
Total Supplies and Materials			\$0
Other Charges	Food: Saturday 5 hour Trainings  Light Snacks: Parent 2 hour Workshops *Food costs must be reasonable and necessary and represent the number of training hours. These funds are not to purchase lavish meals.	\$__ cost per person x # of participants \$__ cost per person x # of participants	\$0
Total Other Charges			\$0
Equipment		\$_ cost per item x # of items being purchased \$__ cost per item x # of items being purchased	\$0 \$0
Total Equipment			\$0
Total Costs Requested			\$0
Total Fixed Charges			\$0
Total Requested			\$0



<b>SCORING RUBRIC SUMMARY</b>
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**School Improvement Grant – Section 1003(a) for Title I Schools**

Reviewer: \_\_\_\_\_ Local School System: \_\_\_\_\_

Date: \_\_\_\_\_ Position/Title: \_\_\_\_\_

Sections	Comprehensive Responses were thorough with sufficient detail	Clarifications Responses were satisfactory needing minor clarifications	Incomplete/Missing Responses were attempted but lacking specificity or no response was given
<b>I. Needs Assessment</b>	Q1	Q1	Q1
<b>II. Plan of Operation</b>	Q1	Q1	Q1
<b>III. Measuring Progress</b>	Q1 Q2 Q3 Q4 Q5	Q1 Q2 Q3 Q4 Q5	Q1 Q2 Q3 Q4 Q5
<b>IV. Management Plan and Key Personnel</b>	Q1	Q1	Q1
<b>V. Budget and Budget Narrative</b>	Q1 Q2	Q1 Q2	Q1 Q2
<b>VI. General Education Provisions Act (GEPA)</b>	Q1	Q1	Q1
<b>VII. General Assurances</b>	Q1	Q1	Q1

Decision - Please Check One:  Award Grant  Award Grant With Revisions  Do Not Award Grant

*[A circled question number in any column other than the Comprehensive column will require LEA revision.]*

*Review Comments on the Scoring Sheets*

**RUBRIC SCORING**

Directions: Review the responses to the questions in the school plan. Put a (✓) in the Comprehensive Column if the response is thorough with sufficient detail. Provide a comment under the Clarification Column if the response needs minor clarification. If the response lacks specificity or is missing denote comments under the Missing/Incomplete Column. Complete the Scoring Rubric Summary Sheet.

**I. Needs Assessment**

Questions	Comprehensive	Clarifications	Missing/Incomplete
1. The information should include each of the following: <ul style="list-style-type: none"> <li>• School name, school ID and school grade levels</li> <li>• Summary of the data analysis, including 3 year trend MSA data and an additional data source(s), used to identify the priority need below.</li> <li>• Priority need(s)</li> <li>• Strategy number selected by the school to address the priority need</li> <li>• Identified the lead and the participants</li> <li>• Timeline showing action steps</li> <li>• Evaluation of strategy effectiveness</li> <li>• Identified the monitor and evaluator of plan implementation</li> <li>• LEA technical assistance and support for the school</li> </ul>			
Comments:			

**II. Plan of Operation**

Questions	Comprehensive	Clarifications	Missing/Incomplete
1. Provided a complete Plan of Operation worksheet, including the priority need(s), goal statement, measurable objective statement, measurable objective milestones, and measurable objective evaluation.			
Comments:			

**IV. Measuring Progress**

Questions	Comprehensive	Clarifications	Missing/Incomplete
1. Identified who will analyze the student data.			
2. Described how data information will be communicated to: <ul style="list-style-type: none"> <li>• Classroom teachers</li> <li>• School improvement teams</li> <li>• Other stakeholders</li> </ul>			
3. Identified who will monitor if the student data is being used to guide classroom instruction.			
4. Explained how the milestones align with the Maryland School Assessment.			
5. Details were provided on how the project's findings will be disseminated to major stakeholders, MSDE, and individuals with interest in the project.			
Comments:			

**V. Management Plan and Key Personnel**

Questions	Comprehensive	Clarifications	Missing/Incomplete
1. A detailed and time-specific management plan with pre-assigned responsibilities is provided.			
Comments:			

**VI. Consolidated LEA Budget Narrative and Proposed Budget C-1-25**

Questions	Comprehensive	Clarifications	Missing/Incomplete
1. A consolidated budget narrative has been completed for <i>all</i> participating school budgets in the format requested in the application.			
2. A C-1-25 signed by the <b>Budget Officer</b> <i>and</i> the Superintendent is provided.			
Comments:			

**VII. General Education Provisions Act (GEPA), Section 427**

Questions	Comprehensive	Clarifications	Missing/Incomplete
1. Steps to ensure equitable access and participation in the project are found.			
Comments:			

**VIII. General Assurances**

Questions	Comprehensive	Clarifications	Missing/Incomplete
1. The Superintendent signed the Assurances page.			

# Appendices for Principle 3: Supporting Effective Instruction and Leadership

Document	Label
Maryland's Plan for Full Implementation of a New Teacher/Principal Evaluation Model	3.A
Education Reform Act	3.B
Executive Order Creating the Maryland Educator Effectiveness Council	3.C
Maryland Instructional Leadership Framework	3.D
Race to the Top Amendment	3.E
Teacher/Principal Evaluation Timeline	3.F
Framework for System to Evaluate Teachers	3.G
Framework for System to Evaluate Principals	3.H
Graphic of 50% Student Growth Model	3.I
RTTT Reform Support Network Student Learning Objectives Report	3.J
Principal Evaluation State Model	3.K

# Appendix 3.A: Maryland's Plan for Full Implementation of a New Teacher/Principal Evaluation Model

### Principle 3: Supporting Effective Instruction and Leadership

#### 3.A Develop and adopt guidelines for local teacher and principal evaluation and support systems

- **OPTION B:** If the SEA has already developed and adopted one or more, but not all, guidelines consistent with Principle 3, provide:
- a copy of any guidelines the SEA has adopted (Attachment 10) and an explanation of how these guidelines are likely to lead to the development of evaluation and support systems that improve student achievement and the quality of instruction for students;
  - evidence of the adoption of the guidelines (Attachment 11);
  - the SEA's plan to develop and adopt the remaining guidelines for local teacher and principal evaluation and support systems by the end of the 2011–2012 school year;
  - a description of the process used to involve teachers and principals in the development of the adopted guidelines and the process to continue their involvement in developing any remaining guidelines; and
  - an assurance that the SEA will submit to the Department a copy of the remaining guidelines that it will adopt by the end of the 2011–2012 school year (see Assurance 14).

#### 3.B Ensure LEAs implement teacher and principal evaluation and support systems

Provide the SEA's process for ensuring that each LEA develops, adopts, pilots, and implements, with the involvement of teachers and principals, including mechanisms to review, revise, and improve, high-quality teacher and principal evaluation and support systems consistent with the SEA's adopted guidelines.

Key Milestone or Activity	Detailed Timeline	Party or Parties Responsible	Evidence (Attachment)	Resources *	Significant Obstacles*
Race to the Top - Application includes timeline and guidelines for new teacher/principal evaluation system	<p>May 27, 2010- Approved by President of the State School Board, Mr. James DeGraffenreidt</p> <p>May 31, 2010- Signed and approved by the Governor, Martin O'Malley</p> <p>May 31, 2010- Maryland submits its application for Race to the Top</p>	Maryland State Department of Education (MSDE)	<p>Application can be found at:</p> <p><a href="http://www.marylandpublicschools.org/NR/rdonlyres/167F463A-3628-47B7-8720-353C3216AD1A/25539/Racetothetop_Application_MD_06012010.pdf">http://www.marylandpublicschools.org/NR/rdonlyres/167F463A-3628-47B7-8720-353C3216AD1A/25539/Racetothetop_Application_MD_06012010.pdf</a></p> <p>Section (D)(2)-</p>		

	August 24, 2010- Maryland was awarded a Race to the Top Grant		Guidelines- Attachment 10  Signature Page- Attachment 11		
Education Reform Act of 2010	<ul style="list-style-type: none"> <li>• May 3, 2010- creates a new expectation for Maryland educators: To be effective, teachers and principals must show they can successfully improve student learning. This legislation creates the foundation for a new <i>evaluation system</i> that will more consistently and fairly identify, support, and reward educators who are effective; and identify, develop, or exit those who are ineffective.</li> <li>• Extended the timeline for granting tenure from two years to three years, allowing new teachers to receive both the support and oversight they need in their early years to become effective or leave the profession.</li> </ul>	General Assembly  Signed by Governor Martin O'Malley (5/3/10)	Education Reform Act of 2010 (Appendix 3-C)  Education Reform Act of 2010 (Part (b) (1))		
Executive Order creating Maryland Educator Effectiveness Council (MEEC)	<ul style="list-style-type: none"> <li>• June 2010-Council will help guide the design and implementation of the new evaluation system, providing information and recommendations on evaluation criteria, model tools, and protocols, and any additional</li> </ul>	Governor Martin O'Malley  Council includes: State Superintendent of Schools	Maryland Educator Effectiveness Council Charge and Executive Order (Appendix 3-D)  Maryland Instructional		



	<p>policy changes the State Board should enact to clarify the goals of the new system</p> <ul style="list-style-type: none"> <li>• Council met 17 times from August 2010-June 2011</li> </ul>	<p>6 teachers  2 principals  1 LEA Superintendent  2 LEA Administrators with HR knowledge  2 LEA school board members  1 rep from the business community  1 State Board of Ed rep  1 rep from HE  2 at large members with expertise in education policy</p>	<p>Leadership Framework (Appendix 3-E)</p>		
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<p>Amendment to the Race to Top Application to adjust the timeline for the Teacher/Principal Evaluation System</p>	<p>April 22, 2011- Submitted to United States Department of Education (USDE)</p> <p>June 17, 2011- Amendment Approved</p>	<p>MSDE Department of Reform and Innovation</p>			
<p>Maryland Educator Effectiveness Council Interim Report I</p>	<p>June 2011- Recommendations for the development of the model evaluation system for educators- Includes Draft Frameworks and Default Model</p>	<p>MEEC</p>	<p>Copy of the June 2011 Interim Report</p>		
<p>Pilot Teacher Evaluation Programs (7 districts)</p>	<p>SY 2011-2012: Seven pioneering school districts — including the three serving the majority of the State’s low-income students: Baltimore City, Baltimore County, and Prince George’s County — and 4 others Charles County, Kent County, Queen Anne’s County, and St. Mary’s county – They will pilot with MSDE the specific mechanics, metrics, and protocols for the new evaluation system to ensure the new evaluation system can be successfully piloted in ALL LEAs in 2012-2012 and then scaled statewide in fall 2013</p>	<p>7 LEAs</p> <p>MSDE Division of Student, Family and School Support</p> <p>24 LEAs</p>			

Monthly Pilot Reporting Meetings	July 2011- July 2012: All 7 LEAs conducting pilots meet monthly to discuss progress and challenges and collaborate on next steps	7 LEAs  MSDE Division of Student, Family and School Support	Pilot Meeting Agendas		
Teacher and Principal Evaluation Internal Stakeholder Group	<p>July 2011-August 2012: This group will meet 12 times and is focusing on discussing and sharing progress on the Teacher/Principal Evaluation Model</p> <p>Meets one week before the pilot meetings</p> <p>Will produce a report to inform the full year pilots</p> <p>Produced the State Teacher/Principal Evaluation Default Model- they will continue to revise through August 2012. (This will be reviewed again following the full system wide pilot in 2012-2013 for development of the final model).</p>	MSDE			
Internal Support to Districts (David Volrath) meeting with pilots and non pilots	<p>September 2011- Present</p> <p>Purpose-technical assistance and communication liaison between pilots and MSDE</p>	<p>MSDE Division of Student, Family and School Support</p> <p>7 Pilot LEAs</p> <p>17 non-pilot</p>			

		LEAs			
Educator Effectiveness Council Interim Report II- Prepared for the 2012-2013 Pilot of all LEAs	December 2011- This report will offer an update on how the pilots are doing and any revisions that need to be made as the pilots continue	Maryland Educator Effectiveness Council  7 Pilot LEAs			
Maryland Educator Effectiveness Council Reconvenes	February 27, 2012: The council will reconvene and then meet monthly through June 2012 to review the final results of the yearlong 7 pilots and offer final recommendations to the system for the statewide pilot (Report is due to the Governor June 2012)	Maryland Educator Effectiveness Council			
New Regulations	March 2012-: Draft regulations will go to the State Board	Maryland State Board of Education			
Training on the Maryland Default Model	June 2012-September 2012: All LEAs that are interested will receive training on the Maryland default model	MSDE			
Pilot Teacher Evaluation Program Statewide	SY 2012-2013: All 24 school districts will pilot the new evaluation system	ALL 24 LEAs			

Local Agreements	Jan 2013-July 2013: LEAs will negotiate all the local agreements necessary to implement the new evaluation system	All 24 LEAs			
NEW evaluation system operational statewide	SY 2013-2014: The new evaluation system will be operational in every district	All 24 LEAs			

\* Maryland did not encounter significant obstacles in this work because much of the work has been underway as part of the Race to the Top grant Maryland received. This also significantly helped with resources.

# Appendix 3.B: Education Reform Act

BY: The Administration

A BILL ENTITLED

AN ACT concerning

**Education Reform Act of 2010**

FOR the purpose of altering the probationary period of employment of a certificated employee in a public school system; altering certain procedures related to the probationary period of a certificated employee; requiring a county board of education to annually evaluate a non-tenured certificated employee based on established performance evaluation criteria; requiring certain certificated employees to be assigned a mentor and provided additional professional development under certain circumstances; requiring that a performance evaluation of a certificated teacher or principal in a public school system include certain data as a certain component of the evaluation; requiring that a certain component of an evaluation be one of multiple measures; requiring the State Board of Education to adopt regulations to implement certain provisions of this Act; requiring certain classroom teachers and principals working in certain public schools to receive a certain stipend, contingent upon the receipt of certain federal funds; providing for the application of a certain provision of this Act; and generally relating to the employment of certificated employees in a public school system.

BY repealing and reenacting, with amendments,

Article – Education

Section 6–202

Annotated Code of Maryland

(2008 Replacement Volume and 2009 Supplement)

BY adding to

Article – Education

Section 6–306(b)(5)

Annotated Code of Maryland

(2008 Replacement Volume and 2009 Supplement)

SECTION 1. BE IT ENACTED BY THE GENERAL ASSEMBLY OF MARYLAND, That the Laws of Maryland read as follows:

**Article – Education**

6–202.

(a) (1) On the recommendation of the county superintendent, a county board may suspend or dismiss a teacher, principal, supervisor, assistant superintendent, or other professional assistant for:

- (i) Immorality;
- (ii) Misconduct in office, including knowingly failing to report suspected child abuse in violation of § 5-704 of the Family Law Article;
- (iii) Insubordination;
- (iv) Incompetency; or
- (v) Willful neglect of duty.

(2) Before removing an individual, the county board shall send the individual a copy of the charges against him and give him an opportunity within 10 days to request a hearing.

(3) If the individual requests a hearing within the 10-day period:

(i) The county board promptly shall hold a hearing, but a hearing may not be set within 10 days after the county board sends the individual a notice of the hearing; and

(ii) The individual shall have an opportunity to be heard before the county board, in person or by counsel, and to bring witnesses to the hearing.

(4) The individual may appeal from the decision of the county board to the State Board.

(5) Notwithstanding any provision of local law, in Baltimore City the suspension and removal of assistant superintendents and higher levels shall be as provided by the personnel system established by the Baltimore City Board of School Commissioners under § 4-311 of this article.

(b) (1) Except as provided in paragraph (2) of this subsection, the probationary period of employment of a certificated employee in a public school system shall cover a period of [2 years] **3 YEARS** from the date of employment and shall consist of a 1-year employment contract that may be renewed by the county board.

[(2) (i) A probationary period for a certificated employee in a public school system may be extended for a third year from the date of employment if the certificated employee does not qualify for tenure at the end of the second year based on established performance evaluation criteria and the employee demonstrates a strong potential for improvement.



(ii) If the probationary period of a certificated employee is extended as provided in this paragraph, a mentor shall be assigned to the employee and the employee shall be evaluated at the end of the third year based on established performance evaluation criteria.]

**(2) (I) A COUNTY BOARD SHALL ANNUALLY EVALUATE A NON-TENURED CERTIFICATED EMPLOYEE BASED ON ESTABLISHED PERFORMANCE EVALUATION CRITERIA.**

**(II) IF THE CERTIFICATED EMPLOYEE IS NOT ON TRACK TO QUALIFY FOR TENURE AT THE END OF THE FIRST OR SECOND YEAR, A MENTOR SHALL BE ASSIGNED TO THE EMPLOYEE AND ADDITIONAL PROFESSIONAL DEVELOPMENT SHALL BE PROVIDED, AS APPROPRIATE.**

(3) The State Board shall adopt regulations that implement the provisions of paragraphs (1) and (2) of this subsection and define the scope of a mentoring program **AND PROFESSIONAL DEVELOPMENT** that will be aligned with the [2-year] **3-YEAR** probationary period [and the 1-year extension as provided in paragraph (2) of this subsection].

**(C) (1) A PERFORMANCE EVALUATION OF A CERTIFICATED TEACHER OR PRINCIPAL IN A PUBLIC SCHOOL SYSTEM SHALL INCLUDE DATA ON STUDENT GROWTH AS A SIGNIFICANT COMPONENT OF THE EVALUATION AND ONE OF MULTIPLE MEASURES.**

**(2) THE STATE BOARD SHALL ADOPT REGULATIONS THAT IMPLEMENT THE PROVISIONS OF THIS SUBSECTION.**

**6-306.**

**(b) (5) (I) IN THIS PARAGRAPH, “RACE TO THE TOP APPLICATION” MEANS THE STATE’S APPLICATION TO THE UNITED STATES DEPARTMENT OF EDUCATION FOR THE RACE TO THE TOP FUND, AUTHORIZED UNDER THE AMERICAN RECOVERY AND REINVESTMENT ACT OF 2009.**

**(II) A HIGHLY EFFECTIVE CLASSROOM TEACHER OR PRINCIPAL WORKING IN A PUBLIC SCHOOL IDENTIFIED IN THE STATE’S RACE TO THE TOP APPLICATION AS A SCHOOL IN THE LOWEST ACHIEVING 5% OF TITLE I SCHOOLS IN IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING SHALL RECEIVE A STIPEND FROM THE STATE IN AN AMOUNT DETERMINED BY THE STATE BOARD, CONTINGENT UPON RECEIPT OF RACE TO THE TOP GRANT FUNDS.**

SECTION 2. AND BE IT FURTHER ENACTED, That the probationary period of employment specified in § 6–202(b) of the Education Article, as enacted by Section 1 of this Act, shall be applicable to a certificated employee in a public school system with a date of employment starting on or after July 1, 2010.

SECTION 3. AND BE IT FURTHER ENACTED, That this Act shall take effect July 1, 2010.

# Appendix 3.C: Executive Order Creating the Maryland Educator Effectiveness Council



# The State of Maryland

## Executive Department

EXECUTIVE ORDER  
01.01.2010.12

### Maryland Council for Educator Effectiveness

- WHEREAS, Maryland's public school system has twice been recognized as best-in-the-nation – in 2009 and 2010. To prepare all of our students for the 21<sup>st</sup> century workforce, Maryland is committed to improving from national leader to world-class—not only for some students, but for all students;
- WHEREAS, World-class means that the achievement gaps that continue to exist in far too many schools must be closed. Without dramatic and immediate policies directed at eliminating these gaps in achievement and improving achievement overall, Maryland's economic health and quality of life will decline;
- WHEREAS, World-class means that all students are taught by effective teachers and principals because improvements in student achievement ultimately rely upon the expertise and abilities of our educators;
- WHEREAS, Evaluations of the effectiveness of our educators must be conducted in a manner that is objective, transparent, timely, fair, and informed by multiple perspectives and sound information;
- WHEREAS, Maryland must attract, develop and retain highly effective educators by creating school environments that maintain high standards of both professionalism and performance. While all schools should be staffed by effective educators, we must ensure that effective educators are equitably distributed among the lowest performing schools;
- WHEREAS, Every aspect of our public educational system must be focused upon ensuring that these valuable professionals who serve our students daily have the knowledge, skills, and support necessary to meet this challenge; and
- WHEREAS, Given our long history of local innovation and tradition of broad collaboration, Maryland is well-positioned to work collectively to ensure that all of our educators have the capacity and the resources to help their students achieve at the highest levels.

NOW THEREFORE, I MARTIN O'MALLEY, GOVERNOR OF THE STATE OF MARYLAND, BY VIRTUE OF THE AUTHORITY VESTED IN ME BY THE CONSTITUTION AND LAWS OF MARYLAND, HEREBY PROCLAIM THE FOLLOWING EXECUTIVE ORDER, EFFECTIVE IMMEDIATELY:

A. Establishment. There is a Maryland Council for Educator Effectiveness (the Council).

B. Membership. The Council consists of the following members:

(1) The State Superintendent of Schools, or the Superintendent's designee;

(2) The following members, appointed by the Governor:

(a) Six teachers or teacher representatives, selected with the advice of the Maryland State Education Association and the American Federation of Teachers-Maryland;

(b) Two principals, selected with the advice of the Maryland Association of Elementary School Principals and the Maryland Association of Secondary School Principals;

(c) One local school superintendent, selected with the advice of Public School Superintendents Association of Maryland;

(d) Two public school administrators with knowledge of human resources, business, accountability, or support of new or struggling educators;

(e) Two members of local school boards, selected with the advice of the Maryland Association of Boards of Education;

(f) One representative from the business community;

(g) One member of the State Board of Education;

(h) One representative of higher education with knowledge of teacher preparation programs; and

(i) Two at-large members with expertise in education policy.

(3) A member of the Maryland Senate, appointed by the President of the Senate; and

(4) A member of the Maryland House of Delegates, appointed by the Speaker of the House.

C. The Governor shall appoint two co-chairs from among the members of the Council.

D. The State Superintendent of Schools shall serve by virtue of the Superintendent's Office. Members of the Maryland General Assembly shall serve at the pleasure of their appointing authority. All other members serve at the pleasure of the Governor. In the event of a vacancy on the Council, a successor shall be appointed in the same manner as the members predecessor.

E. Members of the Council may not receive any compensation for their services, but may be reimbursed for reasonable expenses incurred in the performance of their duties, in accordance with the Standard State Travel Regulations, and as provided in the State budget.

F. Responsibilities.

(1) Not later than December 31, 2010, the Council shall submit to the Governor, the General Assembly, and the Maryland State Board of Education recommendations for the development of the model evaluation system for educators required by Chapter 189 of the 2010 Laws of the General Assembly of Maryland – Education Reform Act of 2010.

(2) The recommendations shall address:

(a) The definitions of "effective" teachers and principals;

(b) The definitions of "highly effective" teachers and principals; and

(c) The relationship between the student learning component of educator evaluations and the other components of the evaluations.

(3) The Council's recommendations should seek to ensure that every educator is:

(a) Evaluated using multiple, fair, transparent, timely, rigorous, and valid methods;

(b) Afforded a meaningful opportunity to improve their effectiveness; and

(c) Provided the means to share effective practices with other educators statewide.

(4) Not later than December 31, 2011, the Council shall submit to the Governor, the General Assembly, and the Maryland State Board of Education any recommendations for corrections or adjustments to the overall design of the model evaluation system – including guidelines, tools, and measures – based on the experience in the field.

(5) The Council shall perform any other duties related to State requirements for educator evaluations that may be requested by the Governor.

G. Procedures.

(1) A majority of Council members shall constitute a quorum for the transaction of any business.

(2) The Council may adopt such other procedures and by-laws as may be necessary to ensure the orderly transaction of business.

(3) The Council may establish working groups, task forces, or other structures from within its membership or outside its membership as needed to address specific issues or to assist in its work.

H. Meetings. The Council shall meet at the call of the co-chairs as needed to complete the tasks set forth in this Executive Order. Unless otherwise indicated, members may not send designees to represent them at Council meetings.

I. Advisory Panel. The Council shall create an Advisory Panel to provide expert advice and information to the Council. The Panel shall include State and national experts with experience in psychometrics and assessments; experts in teacher preparation programs; and individuals with knowledge of the needs of parents, students, and the business community.

J. Staffing. The Maryland State Department of Education and the Office of the Governor shall provide the Council with data, analytical information, and administrative support necessary to complete its work.

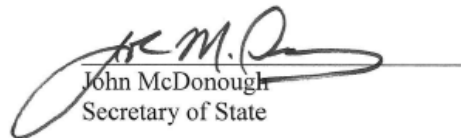
K. Termination. This Executive Order shall terminate and be of no effect after December 31, 2011.

GIVEN Under My Hand and the Great Seal of the State of Maryland, in the City of Annapolis this 1<sup>st</sup> day of June, 2010.



Martin O'Malley  
Governor

ATTEST:



John McDonough  
Secretary of State

# Appendix 3.D: Maryland Instructional Leadership Framework



## Maryland Instructional Leadership Framework

Instructional Leadership Outcome	Evidence in Practice
<p>1. Facilitate the Development of a School Vision</p>	<p>The principal is able to demonstrate that there is/are:</p> <ul style="list-style-type: none"> <li>1.1 A written school vision that encompasses values, challenges, and opportunities for the academic, social, and emotional development of each student</li> <li>1.2 A process for ensuring that all staff and other stakeholders are able to articulate the vision</li> <li>1.3 Procedures in place for the periodic, collaborative review of the vision by stakeholders</li> <li>1.4 Resources aligned to support the vision</li> </ul>
<p>2. Align All Aspects of a School Culture to Student and Adult Learning</p>	<p>The principal is able to demonstrate that there is/are:</p> <ul style="list-style-type: none"> <li>2.1 Mutual respect, teamwork, and trust in dealings with students, staff, and parents</li> <li>2.2 High expectations for all students and teachers in a culture of continuous improvement</li> <li>2.3 An effective school leadership team</li> <li>2.4 Effective professional learning communities aligned with the school improvement plan, focused on results, and characterized by collective responsibility for instructional planning and student learning</li> <li>2.5 Opportunities for leadership and collaborative decision making distributed among stakeholders, especially teachers</li> </ul>

Instructional Leadership Outcome	Evidence in Practice
<p>3. Monitor the Alignment of Curriculum, Instruction, and Assessment</p>	<p>The principal is able to demonstrate that there is/are:</p> <ul style="list-style-type: none"> <li>3.1 Ongoing conversations with teachers as to how state content standards, voluntary state curriculum and/or local curriculum, and research-based instructional strategies are integrated into daily classroom instruction</li> <li>3.2 Teacher assignments that are rigorous, purposeful, and engaging</li> <li>3.3 Student work that is appropriately challenging and demonstrates new learning</li> <li>3.4 Assessments that regularly measure student mastery of the content standards</li> </ul>
<p>4. Improve Instructional Practices Through the Purposeful Observation and Evaluation of Teachers</p>	<p>The principal is able to demonstrate that there is/are:</p> <ul style="list-style-type: none"> <li>4.1 A process to determine what students are reading, writing, producing, and learning</li> <li>4.2 Use of student data and data collected during the observation process to make recommendations for improvement in classroom instruction</li> <li>4.3 Formal feedback during observation conferences as well as ongoing informal visits, meetings, and conversations with teachers regarding classroom instruction</li> <li>4.4 Regular and effective evaluation of teacher performance based on continuous student progress</li> <li>4.5 Identification and development of potential school leaders</li> </ul>

Instructional Leadership Outcome	Evidence in Practice
<p>5. Ensure the Regular Integration of Appropriate Assessments into Daily Classroom Instruction</p>	<p>The principal is able to demonstrate that there is/are:</p> <ul style="list-style-type: none"> <li>5.1 Multiple and varied assessments that are collaboratively developed</li> <li>5.2 Formative assessments that are a regular part of the ongoing evaluation of student performance and that serve as the basis for adjustments to instruction</li> <li>5.3 Summative assessments that are aligned in format and content with state assessments</li> <li>5.4 Appropriate interventions for individual students based on results of assessments</li> </ul>
<p>6. Use Technology and Multiple Sources of Data to Improve Classroom Instruction</p>	<p>The principal is able to demonstrate that there is/are:</p> <ul style="list-style-type: none"> <li>6.1 Effective use of appropriate instructional technology by students, staff, and administration</li> <li>6.2 Regular use of the MSDE websites (Maryland Report Card and School Improvement)</li> <li>6.3 Review of disaggregated data by subgroups</li> <li>6.4 Ongoing root cause analysis of student performance that drives instructional decision making</li> </ul>
<p>Instructional Leadership Outcome</p>	<p>Evidence in Practice</p>

<p>7. Provide Staff with Focused, Sustained, Research-based Professional Development</p>	<p>The principal is able to demonstrate that there is/are:</p> <ul style="list-style-type: none"> <li>7.1 Results-oriented professional development that is aligned with identified curricular, instructional, and assessment needs and is connected to school improvement goals</li> <li>7.2 Opportunities for teachers to engage in collaborative planning and critical reflection during the regular school day (job-embedded)</li> <li>7.3 Differentiated professional development according to career stages, needs of staff, and student performance</li> <li>7.4 Personal involvement in professional development activities</li> <li>7.5 Professional development aligned with the Maryland Teacher Professional Development Standards</li> </ul>
<p>8. Engage All Community Stakeholders in a Shared Responsibility for Student and School Success</p>	<p>The principal is able to demonstrate that there is/are:</p> <ul style="list-style-type: none"> <li>8.1 Parents and caregivers welcomed in the school, encouraged to participate, and given information and materials to help their children learn</li> <li>8.2 Parents and caregivers who are active members of the school improvement process</li> <li>8.3 Community stakeholders and school partners who readily participate in school life</li> </ul>

# Appendix 3.E: Race to the Top Amendment



UNITED STATES DEPARTMENT OF EDUCATION  
OFFICE OF THE DEPUTY SECRETARY

June 17, 2011

The Honorable Martin O'Malley  
Office of the Governor  
Maryland State House  
100 State Circle  
Annapolis, MD 21401

Dear Governor O'Malley:

I am writing in response to Maryland's request to amend its approved Race to the Top grant project. From April 28 - June 14, 2011 the State submitted amendment requests to the U.S. Department of Education (the Department). As you are aware, the Department has the authority to approve amendments to your plan and budget, provided that such changes do not alter the scope or objectives of the approved proposal. On January 6, 2011, the Department sent a letter and "Grant Amendment Submission Process" document to Governors of grantee States indicating the process by which amendments would be reviewed and approved or denied. To determine whether approval could be granted, the Department has applied the conditions noted in the document, and compared it with the Race to the Top program *Principles*, which are also included in that document.

I am pleased to approve the following amendments:

- In the Great Teachers and Leaders section of the application (section (D)), adjust the approach to give all local educational agencies (LEAs) the opportunity to pilot their new teacher and principal evaluation systems in school year (SY) 2012-13, rather than requiring full implementation in that year as originally planned. According to Maryland's proposal, although information from the new teacher and principal evaluations systems will not be used to inform decisions regarding compensation, promotion, retention, grant of tenure, or dismissal, all participating LEAs will implement all required components of these new evaluation systems in SY2011-12. As a result of this change in approach, the following performance measures and activities are impacted:
  - SY2011-12: performance measures related to using this data to inform decisions regarding compensation, promotion, retention, grant of tenure, or dismissal should be zero in SY2011-12. However, pilot data will still be used to inform decisions regarding professional development; therefore, performance measure (D)(2)(iv)(a) does not change.

Maryland has noted that an additional pilot year of the state-wide system is necessary and beneficial for the following reasons:

- *The Maryland State Board of Education ("Board") is required under the Education Reform Act of 2010 to promulgate final regulations to implement the statewide system.* In June 2010, the Governor issued an executive order establishing the Council for Educator Effectiveness ("Council") to provide recommendations for the development of a model evaluation system. These recommendations will be available by June 30, 2011. The Council was originally charged with providing these recommendations by December 31, 2010, but requested additional time to gain stakeholder input and the Governor extended the deadline until June 30, 2011. (See amendment approval letter dated April 8, 2011.)
  - *The State Teacher Evaluation System model will not be completed until spring 2012.* Under the proposed system, 50 percent of the evaluation measures student growth. Of this 50 percent, LEAs have flexibility in determining up to 20 percent of their teacher and principal evaluation systems; 30 percent of the evaluation is mandated by the State. Of the remaining 50 percent, LEAs have flexibility in determining the frequency (at least once annually), format, and means to assess teacher skills, knowledge, and practice in at least four specific domains specified in the State's plan. If LEAs opt not to develop their own measures or do not propose measures that meet the State's guidelines, they will be required to adopt the State model for this portion. The development of the State model is dependent on the Council's recommendations and the issuance of State regulations.
  - *LEAs need additional time to determine elements of their plans and work closely with their bargaining units.* LEA plans could not be finalized until the Board issues final regulations. Successful implementation will require that that LEA plans are developed thoughtfully and reflect the input of local stakeholders.
  - *The proposed pilot year will give all LEAs time to identify and make ongoing improvements to their evaluation systems before they are required under State law to use these data to inform decisions regarding compensation, promotion, retention, grant of tenure, or dismissal in SY2013-14.*
  - *State and LEAs have stressed the need for additional time to provide appropriate professional development for teachers and principals.* Findings from the 7-LEA pilot would be used to inform the development of the statewide default system and the local LEA measures. Professional development would be offered to all LEAs beginning at the end of SY2011-12.
- In the project titled "Educator Effectiveness Academies" (Project number 41 /24), during the summer of 2011, adjust the approach to provide targeted professional development over the course of three days in two content areas, rather than five days of training in four content areas, as was originally proposed. The State will focus summer 2011 Effectiveness Academies on two topics: the Common Core State Curriculum; and formative, interim, and summative assessments. In its planning stage, the State determined that professional development in these two critical areas was its highest priority, and should be the focus of the summer 2011 Academies. Subsequent training in summer 2012 and 2013 will provide professional development in all four areas of reform, including the Instructional Improvement System (IIS) and the Online

Instructional Toolkit, as originally planned. During SY 2011-12 and SY 2012-13, school teams will continue to participate in two days of professional development training, as originally proposed. Adjustments to the budget result in a change from approximately \$13.9 million to \$12.7 million. Maryland has submitted an additional amendment which describes its use of the remaining approximately \$1.2 million; this amendment is currently under review by the Department.

- In the project titled "Teacher Induction Academies" (Project number 39/25), adjust the approach to provide targeted professional development for induction program coordinators and new teacher mentors. The State determined that the content, goals and objectives of the program could be accomplished in fewer sessions and that the content should be more focused during the first summer. As a result:
  - During the summer of 2011, provide professional development in two content areas, rather than four as was originally proposed. Subsequent training in summers 2012 and 2013 will provide professional development in all four areas of reform, including the Instructional Improvement System (IIS) and the Online Instructional Toolkit, as originally planned.
  - During summers 2011, 2012 and 2013, school teams will participate in three days of training, rather than five days as was originally proposed. In addition, participants will receive two follow-up sessions during the school year, rather than three as was originally proposed.
  - The State will train 300 new mentors through these Induction Academies, and continue to meet its goal of providing training to at least one mentor for every 15 new teachers in Maryland. (Maryland anticipates 4500 new teachers this year, rather than 7500, as originally estimated in its application.)
  - The project budget will be reduced from \$1.9 million to \$1.7 million. Maryland has submitted an additional amendment which describes its use of the remaining approximately 200,000; this amendment is currently under review by the Department.
  
- In the project titled: "Compensation for teachers and principals in the lowest-achieving 5% of schools" (Project number 33/50), adjust the approach and start date to provide incentives to highly effective teachers and principals to work in Tier I and Tier II schools beginning in SY2011-12, rather than Tier I, Tier II and Tier III schools beginning in SY2010-11, as originally proposed. Maryland believes that by limiting eligibility to Tier I and Tier II schools, the State can ensure that incentives are targeted to schools with the greatest need. By eliminating mid-year incentives in the first year, the State can provide more generous incentives when employment offers are being made at the beginning of a school year. As a result:
  - Incentives in SY2011-12 and SY2012-13 would be based on Tier I and Tier II schools' current evaluation systems.
  - Incentives would be based on ratings under the new evaluation system in SY2013-14, upon full implementation of the new evaluation system. (See amendment request above for additional details regarding the statewide pilot in SY2012-13.)
  - The total project budget of \$3,216,000 will be evenly split between three years SY2011-12, SY2012-13, and SY13-14, as opposed to four years.



- In the project titled: "Compensation for Teachers in Shortage Areas" (Project number 34/51), adjust the approach and start date. Provide incentives to highly effective teachers and principals to work in five LEAs (Baltimore City, Baltimore County, Dorchester County, Kent County, and Prince George's County), where the largest concentration of 53 Tier III schools are located, beginning in SY2011-12 rather than Tier I, Tier II and Tier III schools beginning in SY2010-11, as originally proposed. Maryland believes that by limiting eligibility to five LEAs, the State can target the incentives to LEAs with the largest concentration of Tier III schools, and schools with the greatest need. By eliminating mid-year incentives in the first year, the State can provide more generous incentives when employment offers are being made. As a result:
  - Incentives in SY2011-12 and SY2012-13 would be based on schools' current evaluation systems.
  - Incentives would be based on ratings under the new evaluation system in SY2013-14, upon full implementation of the new evaluation system. (See amendment request above for additional details regarding the statewide pilot in SY2012-13.)

In addition, I am pleased to approve the amendments described in the attached chart, which relate primarily to timeline and budget shifts, or other clarifications.

It is our understanding that the amendments will not substantially change the scope of work. Please note that this letter will be posted on the Department's website as a record of the amendments. I am confident that Maryland will continue its bold, comprehensive reform efforts. If you have any questions regarding Race to the Top, please do not hesitate to contact your Race to the Top Program Officer, Melissa Siry, at 202-260-0926 or [melissa.siry@ed.gov](mailto:melissa.siry@ed.gov) and Rina Dhalla, at 202-453-5546 or [rina.dhalla@ed.gov](mailto:rina.dhalla@ed.gov).

Sincerely,



Ann Whalen  
Director, Policy and Program Implementation  
Implementation and Support Unit

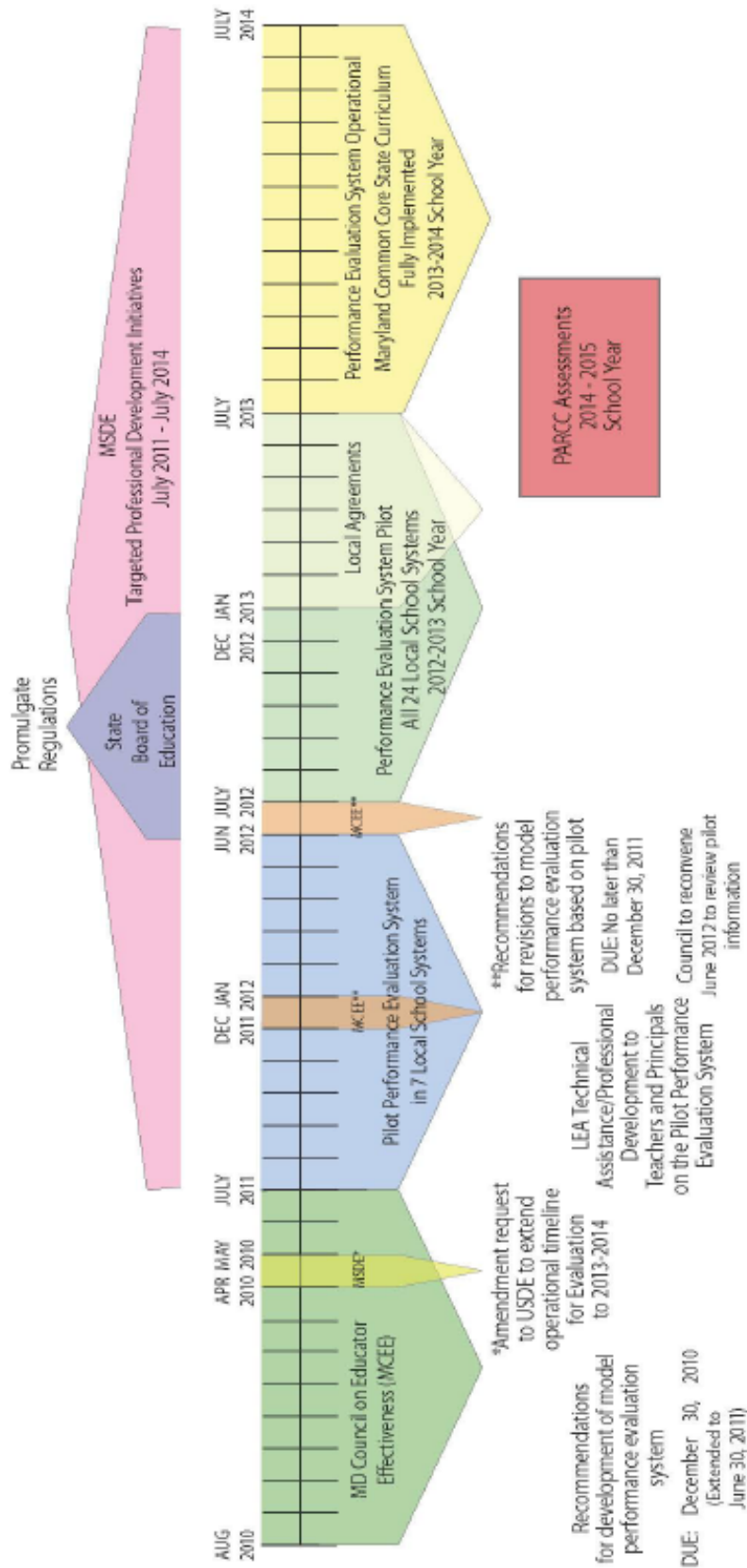
Cc: Nancy Grasmick  
James V. Foran

Grant project area affected	Specific project	Description of change
Clarification of LEA scopes of work approval process in years 2-4.	N/A	Clarify the State's process for integrating LEA scopes of work into the master planning process for years 2 - 4. On November 22, 2010, the State received from all participating LEAs a four-year plan and a four-year budget for Race to the Top. The State approved all LEA plans for the first year, and elected to provide one year of the section 14006(c) subgrant to participating LEAs. In its approved scope of work, Maryland indicated its intent to integrate the scope of work approval process into the State's master planning process for years 2 - 4. According to this process, all 24 LEAs will submit Master Plans annually to the State on October 15 <sup>th</sup> . The State Superintendent of Schools approves or rejects the Plans and advises the State Board at the December board meeting. This process allows the State to facilitate an efficient and effective transfer of planning and budget information from LEAs.
A: State Success Factors	Office of Academic Reform and Innovation (#1/78) and Program Evaluation (#2/1)	Provide additional funding to better support the Office of Academic Reform. Maryland originally budgeted for two personnel, a program director and a finance manager. Maryland has determined that it will require additional personnel, a communications specialist and technical program director, in order to successfully implement the grant. Since the University System of Maryland, which has been contracted to conduct the program evaluation, has determined that it can satisfactorily complete the program evaluation for \$4,750,000, Maryland has reduced the budget for the program evaluation by \$250,000 and reallocated these funds to the Office of Academic Reform to support the additional personnel.
B: Standards and Assessments	Curriculum and Formative Assessment Development (#4/3)	Reduce personnel and fringe benefit allocation in SY2010-11 due to delay in hiring project personnel. Shift \$262,710 to contractual budget for additional contractual project management services to support the technical project manager over the remainder of the grant.
C: Data Systems to Support Instruction	16/20 STEM Instructional and Career Support (#16/20)	Shift activity of placing STEM industry practitioners/volunteers in the classroom from Spring 2011 to the beginning of SY2011-12 due to the late start of the project. In addition, shift contractual budget to "other" line item to reflect grant award to Maryland Business Roundtable, a non-governmental organization.
D: Great Teachers and Leaders	Professional Development for Executive Officers (#40/15)	Clarify the scope of professional development activities provided in SY2011-12 and SY2012-13. Specifically, (1) During SY2011-12, the project will provide professional development to teachers and principals in the 7 pilot LEAs to help them implement their teacher and principal evaluation system. In collaboration with MSDE and the Center Coordinator responsible for overall management of the regional development centers for executive officers, an outside contractor will develop the content of the professional development for executive officers. (2) Additional professional development will be

		<p>provided beginning at the end of SY2011-12 to the remaining LEAs in the development of their systems, including information on how the systems can be used for promotion, transfer, and other purposes. (3) The project budget will be reduced by \$227,716 from \$1,203,448 to \$975,732. Maryland has indicated that it intends to reallocate these funds to offset some of the training and support costs LEAs will incur in their implementation of the new evaluation systems. Final approval of these training and support activities will be determined based on additional description and justification in future amendments.</p>
<p>E: Turning Around the Lowest-Achieving Schools</p>	<p>Project Lead the Way/Gateway to Technology (#51/71)</p>	<p>Implement four in SY2010-11 and six in SY2011-12, rather than implementing Gateway to Technology curriculum in 10 low performing schools in SY2010-11 as originally proposed. The implementation shift is necessary because it took longer than expected to identify schools where the principal and faculty were ready to implement a STEM-focused curriculum. As a result, \$144,000 in the line item for "supplemental funding for participating LEAs" in SY2010-11 will be shifted to SY2011-12.</p>
<p><b>Specific project</b></p>		
<p>Implement System to Support E-Learning for Intervention, Enhancement and Enrichment (#26/43)</p>		<p><b>Corrections to amendment approval letter dated April 8, 2011</b></p> <p>Correct errors to Maryland's amendment request (on file with the Department) and the Department's April 8, 2011 amendment approval letter to reflect that the contractual budget of \$300,000 has been split evenly across two years, rather than \$500,000 across two years, as erroneously stated.</p>
<p>Professional Development for Executive Officers (#40/15)</p>		<p>Correct errors to Maryland's amendment request (on file with the Department) and the Department's April 8, 2011 amendment approval letter to reflect that the contractual budget of \$125,000 has been shifted from year 1 to year 2, rather than \$250,000 from year 1 to year 2, as erroneously stated.</p>

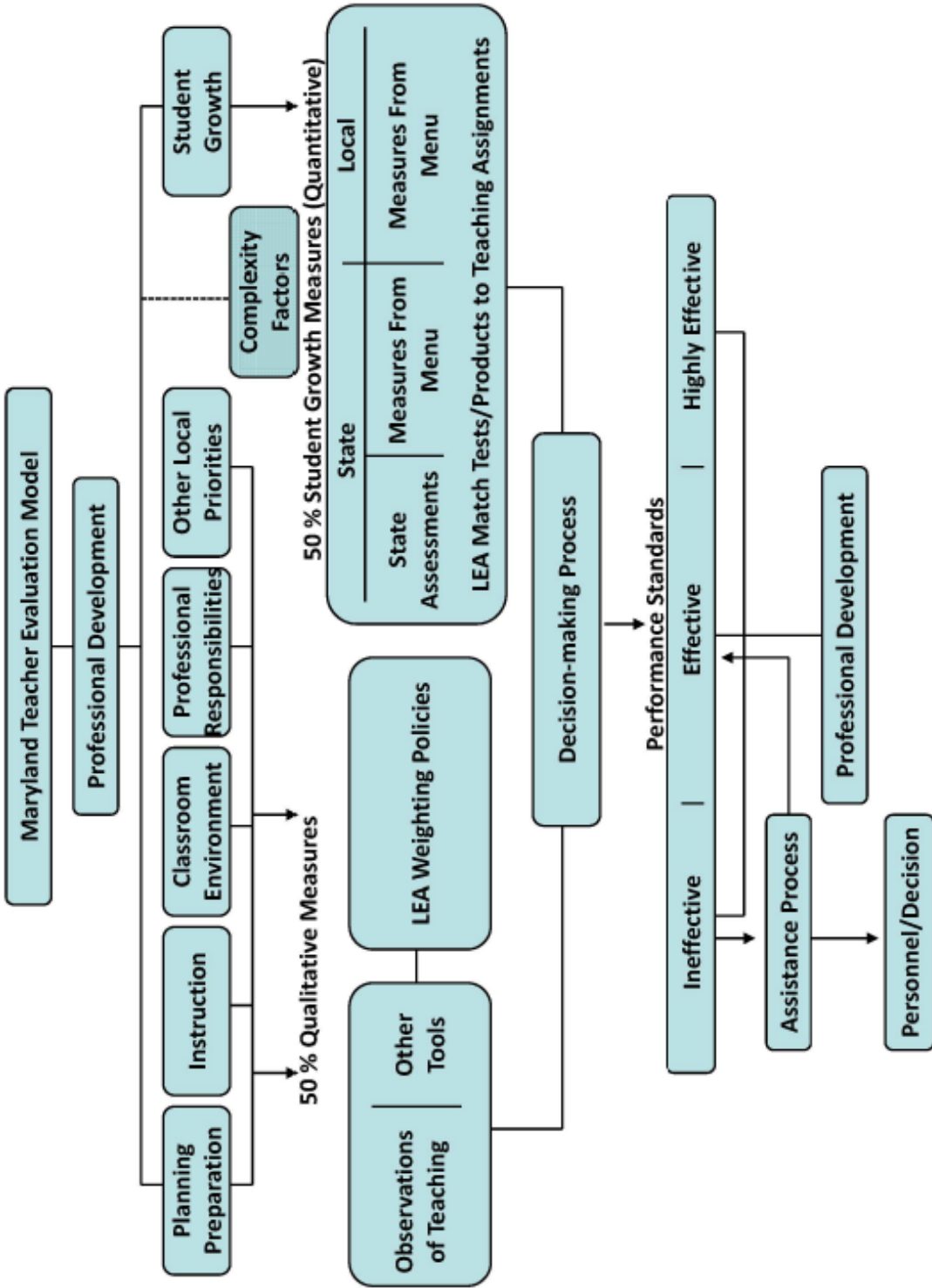
# Appendix 3.F: Teacher/Principal Evaluation Timeline

# Timeline for Implementing Model Performance Evaluation System



# Appendix 3.G: Framework for System to Evaluate Teachers

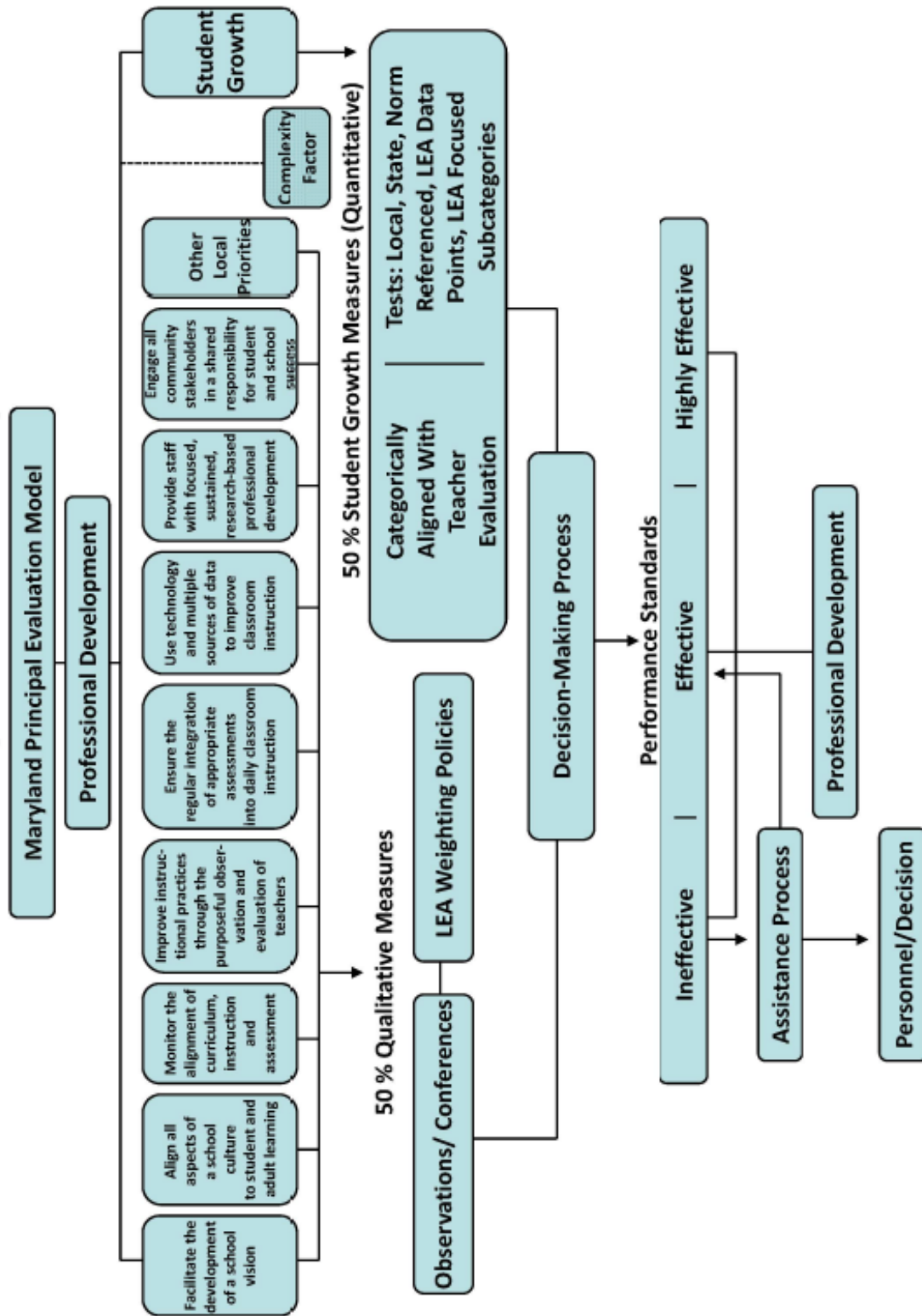
# Framework for System to Evaluate Teachers



# Appendix 3.H: Framework for System to Evaluate Principals



# Framework for System to Evaluate Principals

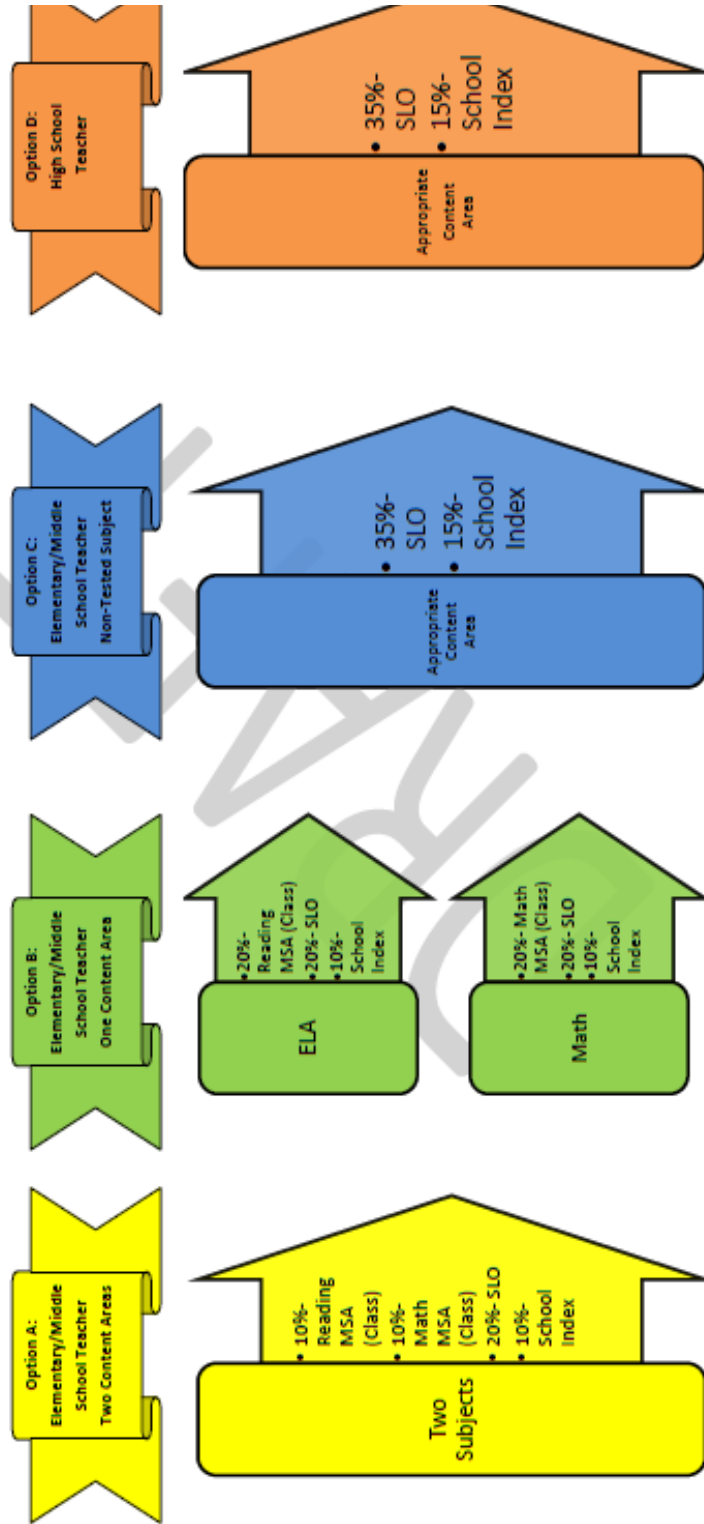


# Appendix 3.I: Graphic for 50% Student Growth Model

# DRAFT

## Teacher Evaluation- Maryland State Model

### 50% Student Growth Measures



# Appendix 3.J: Race to the Top Reform Support Network Student Learning Objectives Report for Maryland

# Lessons Learned around Developing and Implementing Student Learning Objectives

Prepared for the Maryland Department of Education by the Reform Support Network  
February 2012

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Several states and some districts are building systems of educator effectiveness that include student learning objectives (SLOs) as one of multiple measures in teacher and principal evaluations. This brief, developed for Maryland Department of Education leadership, provides:

- An overview of SLOs, including strengths and challenges;
- A summary of lessons learned from state and district sample sites (Austin, Charlotte/Mecklenburg, Denver, New York and Rhode Island ) that targets the following areas:
  - Overall purpose of an SLO process;
  - Training – Recommended Topics, Tools and Supports, and Delivery Methods;
  - Quality Assurance – Student Subgroups, Automated Data Systems, Audits and Approval Processes, and the Role of the Principal/Evaluator; and
  - Continuous Refinement;
- The most significant advice each of the sample sites offers to Maryland.

Additionally, a summary of SLO processes in the sample sites is provided as an appendix.

## What are student learning objectives?

SLOs are a way to measure student growth by establishing learning goals, most often set in a collaborative process by teachers and their supervisors (typically their principals). SLOs include the following essential components:

- Level of objective (teacher, teams of teachers, district). SLOs can be set for any subject, grade or group of students, for individual teachers or collectively, for groups of teachers in the same subject or grade, in the same school or in the same district. For educators or administrators with district-wide responsibilities, SLOs can be at a district level.
- Student population included. SLOs identify the grade, subject and number of students included in the measure. One important indicator of the quality of an SLO is the extent to which it applies to and includes the whole of a teacher's students. While teachers might have multiple

### *SLOs in Action: Denver*

**Subject/Grade:** 7<sup>th</sup> grade social studies

**Level:** individual teacher goal

**Student Population:** 84 seventh graders

**Timeframe:** 12 weeks

**Assessment:** World history end of course

**Assessment Baseline:** 100 percent of the students scored a "one" on the district seventh grade world history pretest.

**Expected Student Growth:** 80 percent of the students who attend 85 percent of classes or more will score a "three or better" on the district seventh grade world history post test

**Sample Strategies:** Experiential exercises, Writing, Inquiry, Collaboration, and Reading (WICR), Modified Document Based Questions, Commentary Writing, Graphic Organizers, and Reciprocal Teaching.

individual SLOs, and there may be cases where subgroup goals are appropriate for a specific population of students, at least one SLO developed by a teacher ought to include every student in that teacher's class to ensure accountability for the academic progress of all students.

- Timeframe for evaluating progress toward the objective. A high-quality SLO identifies a clear timeline within which students will reach an academic goal (usually one school year). Additionally, SLOs can take into consideration students who may not have been exposed to a teacher for the full time period identified by an SLO (see Denver example in the box above).
- Assessment used to measure progress. In general, state or district standardized measures are the most valid and reliable sources for student growth and performance data. However, SLOs may use rigorous school or classroom-level measures (developed by the teacher or teams of teachers) when comparable district or state measures are not available.
- Assessment baseline. SLOs must include baseline performance data (e.g., from end of course exams in the prior year or pre-tests taken at the beginning of the year).
- Expected student growth. The growth goals should represent the most important learning expected of students. Teachers and their supervisors need to be able to provide an explicit rationale for the expected student growth target, including how and why the target is appropriate, rigorous, and uses the best available student assessment data to demonstrate attainment of the target. Some states and districts ask teachers and principals to articulate the specific state standards to which an SLO is aligned and for which it is designed to measure.
- Strategies for achieving growth. For SLOs to be not just an evaluative tool, but an instructional tool, teachers need to be able to identify the specific approaches they will use in the classroom to meet the expectations set for student growth.

#### *A Typical SLO Development Process*

1. An individual teacher reviews his/her student data before the school year begins.
2. An individual teacher or team of teachers draft one or more student learning objectives.
3. Principals or designated evaluators review and approve objectives and targets.
4. Teachers and/or evaluators may do mid-course checks on teacher progress on SLO targets (e.g., as part of observations or conferences).
5. Principal/evaluator conducts a final review of teacher progress on SLO as part of an annual teacher evaluation.
6. SLO results are included as measures of student growth along with other measures (e.g., observation ratings) in summative ratings for teacher performance.
7. Teacher and evaluator discuss progress and next steps, including setting new SLOs or adjusting SLOs for the following year.

## What are the strengths of SLOs?

States and districts are exploring SLOs because of the following strengths:

- *SLOs can be used for a wide variety of teaching assignments.* While particularly promising for teachers in non-tested grades and subjects, SLOs can be implemented with all teachers. SLOs are also a promising strategy for evaluating non-instructional staff and other school personnel who have roles where performance expectation may be best defined on a case-by-case basis.
- *SLOs are adaptable.* SLOs are flexible and can be adjusted or revisited based on changes in standards, curriculum or assessments or shifts in student population and student needs.
- *SLOs may help educators buy into state and district evaluation systems.* The joint identification of objectives can create educator investment in accomplishing objectives relevant to individual work and personal job responsibilities. And because of the collaborative development process, SLOs can help reinforce the credibility of the evaluation process and build ownership for student results.
- *SLOs can be developed to measure not only individual teacher performance, but also school or group performance.* SLOs can be built for a group of teachers all in the same subject area or grade across a district; they can also be built at the school level, setting expectations for student achievement for which all teachers and school personnel are responsible.
- *SLOs are good instructional practice.* SLOs are more than just an option for designing evaluation systems; they embody what good instructional practice should be: a purposeful review of data, meaningful collaboration, analysis of student needs, and outcome-focused goal setting tied to classroom instruction. In fact, research on Denver's SLO efforts found that rigorous and high quality growth objectives were associated with higher student achievement.

## What are the challenges of SLOs?

When considering SLOs as an option for measuring growth, Maryland should reflect on the following challenges:

- *Developing SLOs can be time consuming for teachers and principals.* One concern about the implementation of SLOs is the practical consideration of the time teachers and principals need to invest in developing, approving and assessing targets. High-quality training that is necessary to ensure teachers and appraisers are developing appropriate goals can take considerable time as well.
- *Teachers may not set appropriately rigorous goals for themselves.* Done well, the SLO process offers teachers a voice and honors their ability to set rigorous goals based on their knowledge of curriculum, assessments, school context, and student data. However, to the extent these targets also are included in teacher evaluations, there is legitimate concern that teachers may have incentives to be less than ambitious in the targets they set.
- *Monitoring rigor and quality at the state or district level can be difficult.* States and districts simply do not have the capacity to review all SLOs or monitor all of the details involved in individual or school-

level efforts. The stakes are high when it comes to monitoring SLO implementation. If SLOs set, or are perceived to set, lower expectations for teachers in non-tested grades and subjects than expectations set for teachers for whom standardized student growth measures apply, a state or district's entire evaluation process could be at risk.

## What Lessons Can Be Learned from Other States and Districts?

The lessons learned from interviews with officials in Austin, Charlotte/Mecklenburg, Denver, New York and Rhode Island provide on-the-ground insight into the challenges and strategies around SLO development and implementation. Below are the key takeaways from our interviews that we think will most benefit Maryland.

### Lessons Learned: Clarifying the Purpose

States and districts have varying reasons for implementing SLOs, and one interviewee suggested it is essential to take the time to **think deeply about the intended purpose(s) of an SLO process**. For example, representatives from Austin developed their own theory of action for the SLO work, and spent considerable

#### *Austin's Educator Quality Theory of Action:*

"If we strengthen the capacity of our staff to provide effective teaching in the instructional core, then we will achieve learning gains for all students."

This broad theory informed the SLO development and implementation process, ensuring that Austin's system focused on

time refining the purpose and intended outcomes of implementing SLOs. Creating a coherent theory of action on how SLOs are intended to support teacher practice, student learning and school and district missions can help drive decisions about the entire system. As one interviewee explained: "So much of this comes down to having clear policy goals up front. Once you decide the goals, then the rest" becomes more manageable. Austin's theory of action is rooted in the premise that rewards and supports go hand in hand, and this idea drives key decisions at every level.

### Lessons Learned: Training – Recommended Topics

Teachers need confidence in their abilities to develop fair and accurate SLOs and in some cases to develop appropriate assessments to measure those SLOs. All of our interviews emphasized the importance of high quality training and professional development when rolling out SLOs.

Several interviews highlighted the importance of **training around data analysis and interpretation**. This includes identification of achievement trends and how subgroups of students perform, including English language learners (ELL) and special education students; developing ways to ensure that all students are covered by at least one SLO; and using data to develop appropriate team, group, or school-wide SLOs.

All interviewees recommended **training around how to help teachers create more rigorous SLOs and assessments**. One interviewee suggested that setting appropriate growth expectations was an essential piece of the equation because the district found that students were regularly outperforming teachers' expectations. All interviews reflected the importance of providing training around what high quality looks like. Teachers and principals benefit from professional development on the basic components of high-



quality SLOs, understanding what is appropriate growth for all students and articulating why the expected growth targets set are appropriate for the students included in SLOs.

Training becomes even more important in systems in which teachers are developing the assessments that will be used to determine SLO attainment. Austin made the decision early on that it would focus on teacher-developed assessments in all areas (including core subjects). Building teacher assessment knowledge and instructional capacity is an important component of Austin's approach: "We saw it as almost a teachable moment, where we could wade into the world of non-tested subjects and grades and think about what assessments we would really like to see in any subject." The district also recognizes that SLOs will not meet the valid and reliable standards of standardized tests, but made a strategic decision that the growth opportunities embedded in SLO development were more important.

So that districts and schools can in turn train their teachers, one interviewee suggested that states should provide district administrators and principals with **training on how to align SLOs with college- and career-ready standards and specific school and district objectives.**

Austin officials also emphasized the important distinction between two training categories: 1) **training on developing SLOs**; and 2) **training on developing and/or choosing assessments.** Assessment training might include identifying valid and reliable assessments; identifying assessment measures for specific objectives; understanding what is and is not acceptable when designing and selecting assessments; and understanding what information about the student(s) the assessment will and will not provide.

Principals will likely be the main evaluators of the quality and rigor of SLOs in most districts and schools. To that end, **training for principals on how to implement and assess the SLOs and support teachers** in the process was emphasized in the interviews. Training should address how to develop and use a rubric to assess the rigor of SLOs; how to have conversations with teachers to gauge their understanding of the process; and how to support and provide resources to teachers to help them develop rigorous SLOs. Training for evaluators also needs to include assistance with strategies to cope with, and resolve, implementation issues.

### **Lessons Learned: Training – Tools and Supports**

Each state/district we interviewed **provides tools to support the development of SLOs**, some of which are in various stages of development. All sites have created rubrics for principals/evaluators to assess SLO rigor. Both Denver and Rhode Island provide grade-by-grade and subject-specific examples of SLOs on their websites, as well as sample forms and timelines to help establish a common understanding of what is expected in the SLO process at each level (district, evaluator, and teacher). Denver provides teachers and school administrators with checklists outlining the key features of SLOs.

New York has developed a "roadmap" aimed at helping districts plan for implementation of SLOs. Rhode Island provides evaluation guidance and handbooks for teachers and administrators. The state also offers a training video and accompanying PowerPoint that evaluators can use to guide teachers through the process of setting SLOs, communicate the benefits of the process, and help teachers evaluate the quality of SLOs developed. Additional useful resources also include frequently asked questions, online contact support, and

calendars that identify important deadlines for teachers and principals. Please see the appendix for links to several of these tools and resources.

### Lessons Learned: Training – Delivery Methods

The sample districts and states we interviewed are providing training in a variety of creative ways, and almost all rely on technology platforms to push out information. Rhode Island is in the process of building a technology portal called the Educator Performance Support System (EPSS) and has used webinars and websites for training, as have each of the other sites. Denver supplements beginning-of-the-year trainings with webinars throughout the year, providing incentives for participation in some webinars.

#### *Two birds with one stone*

New York has embedded SLO training into Race to the Top-funded training on the Common Core State Standards.

Training on SLOs can and should be part and parcel of any training on planning for effective instruction and can dovetail well with efforts to provide professional development to current teachers on standards. New York is using Race to the Top-funded Network Teams to **deliver SLO professional development within the context of training on Common Core State Standards**, data-driven instruction and turning around low-performing schools.

Austin recently began selecting and training **site-based SLO facilitators** – teachers, instructional coaches, or administrators who serve as a campus’ go-to advisor and expert around the development and implementation of SLOs. These facilitators are trained during the summer and receive a small (\$1,500/year) stipend to support teachers throughout the process. The district found that after the SLO facilitator program was implemented, the quality of SLOs received by the district was markedly better.

One interviewee recommended that states **establish an on-line library of SLO resources** that will grow over time. Among other possible items, the library should include model SLOs for all non-tested subjects and grades, rubrics for judging the quality of SLOs, training videos that evaluators can use to guide teachers through the process of setting SLOs and determining their quality, guidance for choosing or developing valid and reliable assessments, and an assessment item bank.

States also need to be clear that training on setting objectives for student performance and targets for student growth needs to start with new teachers. States need to **engage institutions of higher education** in preparing teacher candidates in developing SLOs. States can work with their institutions of higher education and alternative route programs to ensure that the SLO development process is part of the teacher and principal education curriculum. Rhode Island is the only interviewee that is actively engaging its preparation institutions. The state has regular meetings with preparation programs, and representatives from the institutions are invited to attend training modules so they can imbed key concepts in coursework requirements. States can also model continuous improvement and outcome-focused goal setting by using SLOs as part of teacher mentoring and induction programs.

### Lessons Learned: Quality Assurance – Automated Data Systems

Two sites recommended building systems that **prepopulate data to eliminate errors in data entry**. Both Charlotte/Mecklenburg and Austin originally implemented their systems with pen and paper data entry but quickly realized the importance of moving online. Charlotte now uses an interactive SharePoint site for

electronic submission and designed a web application that prepopulates information. Teachers and principals can communicate through the application, allowing feedback without having to have one-on-one conversations.

In an effort to eliminate human error, Austin is piloting a formula for setting growth targets. Previously, teachers created their own growth targets; the system included multi-tier targets based on a student's baseline performance. However, the system resulted in significant variation of rigor. The district began considering how to address rigor by normalizing the growth target, and has developed a formula for 100 point tests,  $[100 - \text{student pretest score}] / 2$ , which results in individual tiers for each and every student in the district. It also means that those calculations are performed automatically, eliminating human error. Officials in Austin recognized that the formula only works with assessments based on 100 point scales; portfolios or other types of assessments would need to have alternative means of setting growth targets. However, the majority of teachers are using 100 point tests for the SLOs, and this single automation has greatly improved data quality and consistency. The district is also looking into automating the student roster verification process.

***The Power of Prepopulation***

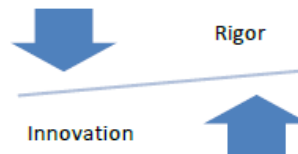
“Having integrated systems so you don't have to do these things by hand is really helpful. The more places you can make [the system] automatic, the easier it becomes.”

Austin Representative

#### **Lessons Learned: Quality Assurance – Audits and Approval Processes**

All interviews emphasized the importance of **ensuring a high level of quality in SLOs**, and each reflected on the challenges of this. Austin emphasized the importance of striking a balance between having space for innovation and creativity to occur while setting rigorous, high quality expectations. Rhode Island uses an assessment audit and approval process for any objective that will be measured using a school-based assessment, i.e., one that is not used by any teachers outside of a particular school. New York provides a list of state-approved assessments for use by school districts as local measures in teacher and principal evaluations. Furthermore, New York's evaluation regulations specify that assessments used as evidence for SLOs may not be scored by teachers and principals with a vested interest in the outcome of the assessments they score.

*One district's advice: balance an emphasis on rigor with an emphasis on innovation*



Several sites recommended that states and/or school districts should regularly spot check SLOs for rigor and ambition, and one of the measures of principal effectiveness should be the quality of SLOs he or she approves. Austin routinely audits over half of all SLOs developed.

Because SLOs feed into teacher evaluations and accountability, states and districts also must **establish procedures for resolving conflicts** over setting SLOs goals as well as scoring SLO results. One interviewee suggested that differences of opinion could undermine the SLO process, unless states and districts prepare processes and procedures that outline how conflicts will be resolved. Rhode Island has established district

review committees that serve as independent review boards for teachers who have disagreements about their evaluation scores, including disagreements on the SLOs results.

*An essential quality assurance question districts and states must answer*

How do teachers with SLOs in non-tested grades and subjects fare on performance evaluations compared to teachers subject to student growth model or value-added measures of performance?

Several sites emphasized the importance of regularly analyzing and comparing data from student growth or value-added evaluation measures with SLO measures. **Triangulating data** can help states and districts identify anomalies worth investigating and raise red flags on schools, districts, teachers in certain subject areas or grades where patterns of SLO completion rates in general, or compared with student growth rates, are unexpected or appear too high or too low.

One interviewee pointed out the importance of remembering that teachers in tested grades and subjects are held to a very high standard, and it should be the same for teachers in non-tested grades and subjects. While it is likely that the success rates of teachers in non-tested grades and subjects will be higher

initially, states and districts should work to ensure that the SLO attainment rate mirrors the rate at which teachers in tested grades and subjects produce a year's worth of growth.

**Lessons Learned: Quality Assurance – Student Subgroups**

It is important for a teacher to have at least one SLO that covers all students in her class (provided they reach an attendance threshold; however it is accepted practice to write **additional SLOs that address the learning needs of specific subgroups of students**. In Denver, teachers in non-tested subjects or grades use teacher- or team-created measures. Rhode Island requires regular education teachers and special education teachers to collaborate, ensure alignment of their SLOs and discuss instructional strategies and supports to reach their goals. Several sites recognize the significance of attendance on the validity of SLOs, and have stipulations based on the amount of time a student is under the aegis of the teacher.

**Lessons Learned: Quality Assurance – The Role of the Principal and/or Evaluator**

Several sites indicated that principals are the primary line of defense in ensuring SLO quality. The quality of SLOs developed by teachers in a school can be included as **performance measures in principals' evaluations**. Based on this premise, Rhode Island's principal evaluation looks at how well his/her teachers' SLOs are aligned to school and district goals.

One interviewee recommended providing support for **evaluator calibration sessions** and, if possible, support for third party evaluators to review objectives, targets, and attainment. Calibration sessions, used frequently in sectors outside of education, are forums intended to provide discussion among small groups of evaluators to examine and compare SLOs and SLO ratings. Building calibration sessions into a state or district SLO process can help build confidence and promote consistency among principals and/or evaluators and can help serve as a way to promote peer accountability among school leaders. To the extent resources permit, employing independent third party evaluators to spot-check the teacher evaluation process, including reviewing SLO results, is a useful quality assurance strategy.

### Lessons Learned: Continuous Refinement

Several sites emphasized avoiding letting the perfect be the enemy of the good, and are committed to continuously refining their systems. Rhode Island is phasing in implementation of SLOs as a part of its evaluation system and emphasized the importance of feedback in the refinement process. The state is surveying all districts involved in SLOs at different stages to inform adjustments to the system.

One interviewee emphasized the importance of understanding that initial implementation will not be perfect and that the quality of SLOs will improve over time, as principals and teachers gain experience and as state SLO resources grow. The key is to **commit to a cycle of continuous improvement** that allows the state and its school districts to develop new strategies to ensure the development of high quality attainable but ambitious SLOs.

Several sites **connect feedback routes and training opportunities with continuous improvement**. The same tools and rubrics used to provide to teachers, principals and evaluators with guidance on high-quality SLOs also can be used by states and districts to spot-check SLOs. States or districts can examine patterns of SLO attainment, including disproportionate SLO attainment of goals by certain schools or in certain subject areas, to flag objectives that ought to undergo a thorough quality review.

### What is the most important advice other states and districts would give Maryland?

Rhode Island emphasized the importance of focusing on teacher collaboration: “They should see it as a **way to leverage educator evaluation work but also stronger instruction and local education practice**. What are they doing to increase the likelihood teachers are going to talk across classrooms and schools, that special education and normal education teachers work together, calibrate expectations for kids across districts and state? Every decision will encourage or discourage that.”

Charlotte/Mecklenburg recommended that an emphasis be placed on making sure that everyone understands that **SLOs are a process and not just an end result**. Specifically, they recommend:

- Setting deadlines between steps to ensure enough time for quality feedback to take place.
- Using training opportunities to go above and beyond the logistics and process; use insights gained from facilitating and implementing the process to create differentiated training opportunities (e.g., using data, creating quality assessments, setting high growth expectations, etc.) that target instructional practice
- Using district and site-based support staff to review SLO documents and provide specific feedback and targeted support throughout the implementation process (e.g., aligning rigorous assessment items to standards, identifying appropriate instructional strategies to meet objectives, differentiating growth expectations, etc.)
- Communicating to principals that they should be constantly reflecting on how SLOs feed into school improvement plan
- Communicating to unions that SLOs empower teachers, and that SLOs are more about support than about consequences.
- Embedding SLO information in existing communication practices; participants need to see this as a process that aligns other efforts already in place (e.g., school improvement plans, individual professional growth goals, performance evaluations, etc.)

Denver recommended that states and districts should be very clear from the beginning how “tight” or “loose” they expect the system to run from policy and operational perspectives. Tight systems would be much more prescriptive, limiting assessment options to ensure consistency and quality. Loose systems can allow for more innovation – multiple assessments, teacher-developed assessments, etc. – but can sacrifice consistency and rigor.

Austin recommended that states and districts think deeply about the challenges of going to scale with SLOs, both from a human capital and a data infrastructure perspective. That is, it takes a number of staff to ensure quality SLOs are being implemented. Additionally, antiquated data systems make automating SLO processes challenging. Austin also recommended developing and rolling out high quality tools and resources, such as item banks, at the same time the SLO process is rolled out. The quality of these supports can significantly influence implementation success. Finally, Austin officials emphasized that the communications and messaging piece is critical. States and districts need to know exactly why they are implementing an SLO process and then communicate those reasons clearly to all stakeholders.

In an effort to ensure rigor and reliability, New York recommended establishing a clear and strong role for the state and districts relative to schools in setting SLOs and targets. The state also recommended developing exemplar trainings (implemented by New York’s field curriculum director association) to help mitigate practitioners’ fears around SLO implementation increasing workloads.

Appendix: Components of SLOs and Resources in Sample Sites

	Austin Independent School District (AISD)	Charlotte-Mecklenburg Public School District	Denver Public School District	Rhode Island Department of Education	New York Department of Education
Level of SLO	1) Teacher; and 2) Teams of teachers (self-selected; non-core teachers may join a core team or form their own )	Teacher	Teacher	Teacher, but written in content-alike or grade-alike teams for discussion and support	District
Assessments	Teacher-developed or selected	Teacher-developed or selected	Teacher or team-developed or selected	Standardized assessments, assessments developed by teams of teachers scored by rubrics, or portfolios of evidence created/selected by the teacher	State-approved third party or district-selected assessments
Integrating SLOs Into the Evaluation Process	Began with teachers creating individual SLOs as part of a pay-for-performance initiatives five years ago; beginning in 2012, the district is incorporating SLOs into its evaluation system.	Began using SLOs as part of pay-for-performance program funded through the Teacher Incentive Fund; as teachers have become familiar with SLOs, the district has begun the transition towards using SLOs in higher stakes decisions in their evaluation system.	Began piloting SLOs in 1999 and incorporated them into pay-for-performance initiative in 2005. SLOs are currently being piloted for use in the new evaluation system.	Phasing in SLOs over two years (2012-14); the first year requires teachers to develop SLOs but will not tie any decisions to their outcomes; the second year, evaluation decisions will be attached to the outcomes.	Published rules and guidance around SLOs in January 2012 and is training districts through August 2012; SLOs are expected to be in place for all applicable teachers by October 15 of 2012 for the 2012-2013 school year evaluations.
Resources and Tools	The district has created <a href="#">an SLO spreadsheet formula</a> . If the principal also includes the post-test score, the spreadsheet	Charlotte-Mecklenburg works with an expert consultant, <a href="#">Community Training and Assistance Center</a> (CTAC) to oversee	During training, Denver <a href="#">provides examples of SLOs</a> for educators to use as a reference.	Rhode Island also created a series of guidebooks and PowerPoint presentations to explain SLOs and their role in the	New York's <a href="#">webinar series</a> provides background around the development and implementation of the system as well as specifics

	<p>populates the actual growth scores and indicates whether or not the target was met. The spreadsheet auto-calculates the total number of SLOs included, the number of SLOs met and the number of SLOs not met. The district also created an <a href="#">online database that houses SLOs</a> to remove the burden of paper and pencil copies.</p> <p>Austin <a href="#">provides a list of assessments teachers can use</a>, has <a href="#">a quality assurance rubric</a> for principals and campuses to use for rating SLOs, and <a href="#">provides examples of SLOs</a> for teachers to learn from.</p> <p>Austin has created several resources, including a <a href="#">website</a> that houses <a href="#">guidebooks</a> and videos for educator use.</p>	<p>the implementation of SLOs in the district's pay for performance program.</p> <p>Charlotte-Mecklenburg offers trainings for school and district staff on how to create, evaluate and adjust SLOs and has <a href="#">a rubric</a> for staff to reference.</p>	<p>Denver has also created a rubric for principals and campuses to use for rating SLOs.</p> <p>The district provides online guidebooks and other resources for teachers and principals to further enhance their understanding of SLOs.</p>	<p>state's educator evaluation system.</p> <p>Rhode Island offers <a href="#">a training video</a> and accompanying <a href="#">PowerPoint</a> for evaluators.</p> <p>Rhode Island has developed <a href="#">teacher-</a> and <a href="#">principal-</a> specific guidance documents, examples of SLOs for <a href="#">Administrators</a>, <a href="#">Elementary school teachers</a>, <a href="#">Middle school teachers</a>, and <a href="#">High school teachers</a></p> <p>Rhode Island also has a <a href="#">Comprehensive Assessment System Criteria and Guidance: Appendix B</a> that provides guidance to teachers and principals on how to decide which assessments are appropriate to use with SLOs.</p>	<p>for teacher when developing their own SLOs.</p> <p>The state's <a href="#">Roadmap for Districts</a> clearly lays out the implementation responsibilities and steps for districts.</p>
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# Appendix 3.K: Principal Evaluation State Model

## State Principal Evaluation Model

### Annual Student Growth Measures: 50%

Elementary/Middle School		High School		Other ( Special centers, Pre-K etc.)	
Student Learning Objectives	20%	Student Learning Objectives	30%	Student Learning Objectives	35%
MSA: Reading	10%	School Performance Index	20%	School Performance Index	15%
MSA: Math	10%				
School Performance Index	10%				

### Professional Practice: 50%

The repeated process of evaluation and professional development is intended to improve the principal’s Professional Practice and subsequently elevate the school’s Annual Student Growth Measures. Professional Practice comprises fifty-percent of the evaluation and is presented as 12 outcomes; each with performance evidence that is scored on a valued range of two to ten percent. In collaboration with the Principal, the Executive Officer will determine the assigned value for each Outcome, with the understanding that the combined outcome values must total fifty percent. The assigned outcome values are based on the individual needs of the principal, the needs of the school, and/or the priorities of the district.

#### Maryland Instructional Leadership Framework

Outcome

1. Facilitate the Development of a School Vision
2. Align All Aspects of a School Culture to Student and Adult Learning
3. Monitor the Alignment of Curriculum, Instruction, and Assessment
4. Improve Instructional Practices Through the Purposeful Observation and Evaluation of Teachers
5. Ensure the Regular Integration of Appropriate Assessments into Daily Classroom Instruction
6. Use Technology and Multiple Sources of Data to Improve Classroom Instruction
7. Provide Staff with Focused, Sustained, Research-based Professional Development
8. Engage All Community Stakeholders in a Shared Responsibility for Student and School Success

Value  
Range      Assigned  
Value

2% - 10%	
2% - 10%	
2% - 10%	
2% - 10%	
2% - 10%	
2% - 10%	
2% - 10%	
2% - 10%	

#### Communications, Management, and Ethics

9. Manage and Administer the School Operations and Budget in an Effective and Efficient Manner
10. Communicate Effectively in a Variety of Situations and Circumstances with Diverse Audiences
11. Understand, Respond to, and Help influence the Political, Social, Economic, Legal, and Cultural Context of the School Community
12. Promote the Success of Every Student and Teacher by Acting Within a Framework of Integrity, Fairness, and Ethics

2% - 10%	
2% - 10%	
2% - 10%	
2% - 10%	
Total Score	(Must equal 50%)

## **Professional Practice Measures**

- 1.0 Facilitate the Development of a School Vision**
  - 1.1 There is a written school vision that encompasses values, challenges, and opportunities for the academic, social, and emotional development of each student
  - 1.2 There is a process for ensuring that all staff and other stakeholders are able to articulate the vision
  - 1.3 There are procedures in place for the periodic, collaborative review of the vision by stakeholders
  - 1.4 There are resources aligned to support the vision
  
- 2.0 Align All Aspects of a School Culture to Student and Adult Learning**
  - 2.1 There is mutual respect, teamwork, and trust in dealings with students, staff, and parents
  - 2.2 There are high expectations for all students and teachers in a culture of continuous learning
  - 2.3 There is an effective school leadership team
  - 2.4 There are effective professional learning communities aligned with the school improvement plan, focused on results, and characterized by collective responsibility for instructional planning and student learning
  - 2.5 There are opportunities for leadership and collaborative decision making distributed among stakeholders, especially teachers
  
- 3.0 Monitor the Alignment of Curriculum, Instruction, and Assessment**
  - 3.1 There are ongoing conversations with teachers as to how the Maryland State Common Core Curriculum and/or local curriculum and research-based instructional strategies that are integrated into daily classroom instruction
  - 3.2 There are teacher assignments that are rigorous, purposeful, and engaging
  - 3.3 There is student work that is appropriately challenging and demonstrates new learning
  - 3.4 There are assessments that regularly measure student mastery of the content standards
  
- 4.0 Improve Instructional Practices Through the Purposeful Observation and Evaluation of Teachers**
  - 4.1 There is a process to determine what students are reading, writing, producing, and learning.
  - 4.2 There is use of student data and data collected during the observation process to make recommendations for improvement in classroom instruction
  - 4.3 There is formal feedback during the observation conferences as well as ongoing informal visits, meetings, and conversations with teachers regarding classroom instruction
  - 4.4 There is regular and effective evaluation of teacher performance based on continuous student progress
  - 4.5 There is identification and development of potential school leaders
  
- 5.0 Ensure the Regular Integration of Appropriate Assessments into Daily Classroom Instruction**
  - 5.1 There are multiple and varied assessments that are collaboratively developed
  - 5.2 There are formative assessments that are a regular part of the ongoing evaluation of student performance and that serve as the basis for adjustments to instruction
  - 5.3 There are summative assessments that are aligned in format and content with state assessments
  - 5.4 There are appropriate interventions for individual students based on results of assessments

February 21, 2012

**6.0 Use Technology and Multiple Sources of Data to Improve Classroom Instruction**

- 6.1 There is effective use of appropriate instructional technology by students, staff, and administration
- 6.2 There is regular use of MSDE websites
- 6.3 There is review of disaggregated data by subgroups
- 6.4 There is ongoing root cause analysis of student performance that drives instructional decision making
- 6.5 There is regular collaboration among teachers on analyzing student work

**7.0 Provide Staff with Focused, Sustained, Research-based Professional Development**

- 7.1 There is results-driven professional development that is aligned with identified curricular, instructional, and assessment needs and is connected to school improvement goals
- 7.2 There are opportunities for teachers to engage in collaborative planning and critical reflection that is embedded within the regular school day.
- 7.3 There is differentiated professional development according to career stages, needs of staff, and student performance
- 7.4 There is personal involvement in professional development activities
- 7.5 There is professional development aligned with the Maryland Teacher Professional Development Standards

**8.0 Engage All Community Stakeholders in a Shared Responsibility for Student and School Success**

- 8.1 There are parents and caregivers welcomed in the school, encouraged to participate, and given information and materials to help their children to learn
- 8.2 There are parents and caregivers who are active members of the school improvement process
- 8.3 There are community stakeholders and school partners who readily participate in school life

**9.0 Prioritize, Manage, and Administer Resources in an Effective and Efficient Manner**

There is a Leader who:

- 9.1 Creates processes and a schedule that maximizes time for instruction and collaboration
- 9.2 Facilitates hiring, assigning, and supervising of all personnel employed at the school
- 9.3 Uses a variety of performance data to recommend personnel for promotion, change of assignment, reclassification, or dismissal
- 9.4 Uses public resources and funds appropriately and wisely
- 9.5 Manages financial, material, and technology resources in an effective, equitable, and strategic manner
- 9.6 Coordinates the management of the school plant
- 9.7 Ensures the maintenance and accuracy of all school records

**10.0 Communicate Effectively in a Variety of Situations and Circumstances with Diverse Audiences**

There is a Leader who:

- 10.1 Strives to keep the community aware of school programs and shares important data and information with the school community
- 10.2 Facilitates adequate information and systems for the continuous safety of the school community
- 10.3 Responds appropriately and in a timely manner regarding school, family, and community concerns, expectations, and needs
- 10.4 Communicates and interacts professionally and positively with members of the internal and external school communities
- 10.5 Demonstrates appreciation of diversity and promotes sensitivity to student and staff needs.
- 10.6 Utilizes effective problem solving strategies for resolving conflict and building consensus
- 10.7 Develops and nurtures effective media relationships

**11.0 Understand, Respond to, and Help influence the Political, Social, Economic, Legal, and Cultural Context of the School Community**

There is a Leader who

- 11.1 Models the core beliefs of the system and the school
- 11.2 Aligns actions to the vision of the school
- 11.3 Develops positive relationships with community leaders and fosters a climate that invites community members to donate time, expertise, and resources
- 11.4 Promotes positive feelings about the school, the system, and public education
- 11.5 Recognizes and celebrates accomplishments and contributions

**12.0 Promote the Success of Every Student and Teacher by Acting Within a Framework of Integrity, Fairness, and Ethics**

There is a Leader who:

- 12.1 Defines, fosters, models, and supports a high level of professional performance and growth for administrative, instructional, and support staff
- 12.2 Maintains confidentiality when dealing with staff, students, services, and records
- 12.3 Follows established legal practices, board policy, negotiated agreements and system procedures
- 12.4 Exercises appropriate judgment when making decisions
- 12.5 Adapts personal behavior to the situation and is comfortable with dissent
- 12.6 Models and enforces responsible and professional use of communications

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# **MARYLAND ESEA FLEXIBILITY ATTACHMENTS**

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February 28, 2012

Maryland State Department of Education

200 West Baltimore Street

Baltimore, MD 21201

LABEL	LIST OF ATTACHMENTS	PAGE
1	Notice to LEAs	A-3
2	Comments on request received from LEAs (if applicable)	A-7
3	Notice and information provided to the public regarding the request	A-19
4	Evidence that the State has formally adopted college- and career-ready content standards consistent with the State’s standards adoption process	A-29
5	Memorandum of understanding or letter from a State network of institutions of higher education (IHEs) certifying that meeting the State’s standards corresponds to being college- and career-ready without the need for remedial coursework at the postsecondary level (if applicable)	N/A
6	State’s Race to the Top Assessment Memorandum of Understanding (MOU) (if applicable)	A-34
7	Evidence that the SEA has submitted high-quality assessments and academic achievement standards to the Department for peer review, or a timeline of when the SEA will submit the assessments and academic achievement standards to the Department for peer review (if applicable)	N/A
8	A copy of the average statewide proficiency based on assessments administered in the 2010–2011 school year in reading/language arts and mathematics for the “all students” group and all subgroups (if applicable).	N/A
9	Table 2: Reward, Priority, and Focus Schools	A-59
10	A copy of any guidelines that the SEA has already developed and adopted for local teacher and principal evaluation and support systems (if applicable).	A-67
11	Evidence that the SEA has adopted one or more guidelines of local teacher and principal evaluation and support systems	A-101

# Attachment 1: Notice to Local Education Agencies (LEAs)



# Email to Superintendents about Stakeholder Meeting

**From:** Betty Mack **On Behalf Of** Bernard Sadusky  
**Sent:** Wednesday, November 02, 2011 11:25 AM  
**To:** MD Superintendents  
**Cc:** Mary Gable; Cindy Schaefer; Debbie Drankiewicz; Betty Mack  
**Subject:** ESEA Flexibility

Dear Colleagues:

As discussed on Friday, October 28, 2011 at the Superintendent's Retreat, an ESEA Flexibility Meeting will be held to review options, discuss and provide recommendations related to the U.S. Department of Education ESEA Flexibility Application. The meeting will be **Tuesday, November 29, 2011 from 1:00 to 4:00 PM** at the Maryland State Department of Education in the State Board Room on the 7<sup>th</sup> floor. You are invited to participate in this discussion or send a representative.

Please let Mary Gable know by **November 9** via email ([mgable@msde.state.md.us](mailto:mgable@msde.state.md.us)) or telephone (410-767-0473) of the name, position and email of your nominee to this workgroup.

Thank you!

Bernie

*Bernard J. Sadusky, Ed.D*  
*Interim State Superintendent of Schools*  
*Maryland State Department of Education*  
*200 West Baltimore Street*  
*Baltimore, Maryland 21201*  
*410-767-0462*  
[bsadusky@msde.state.md.us](mailto:bsadusky@msde.state.md.us)

# Email to Superintendents for Feedback

**From:** Bernard Sadusky  
**Sent:** Thursday, January 26, 2012 3:35 PM  
**To:** MD Superintendents  
**Subject:** ESEA Flexibility Memo

Colleagues,

We have had lengthy discussions on this topic during the past several months as we develop our February 21 submission. I appreciate the feedback we have already received during our multiple meetings. Please know that a great deal of time and effort has gone into addressing your concerns and issues.

Maryland's Draft ESEA Flexibility Application has now been posted on our website for public comment. We will have this item on our PSSAM meeting agenda for February 3 and we will review the application and the critical elements with you and will allow sufficient time for your input.

As part of the application process, we are soliciting comments on the contents of the application from the various stakeholders via a feedback survey that has also been posted on our website. Please know that although the survey is the preferred method of providing comment, your feedback would be greatly appreciated through other channels (letter, email, etc.) or can be a part of our discussion on February 3. Deadline for submission of all feedback is February 8. All comments will be taken into consideration before the final application is submitted to USDE on February 21.

A formal memo providing specifics and links to the application and survey is attached. Please feel free to share this memo with others as you deem appropriate.

Thank you for your continued support as we work together on this important opportunity to recommend improvements to our accountability system.

Bernie

Links are listed below:


Application: <http://marylandpublicschools.org/MSDE/programs/esea/ESEA>

Survey: <https://www.surveymonkey.com/s/MarylandESEAFlexibilityDRAFTApplication>



Bernard J. Sadusky, Ed.D.  
Interim State Superintendent of Schools

200 West Baltimore Street • Baltimore, MD 21201 • 410-767-0100 • 410-333-6442 TTY/TDD • MarylandPublicSchools.org

**TO:** Superintendents  
**FROM:** Bernard J. Sadusky, Ed. D.   
**DATE:** January 26, 2012  
**SUBJECT:** U.S. Department of Education ESEA Flexibility

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As we have previously discussed, Maryland has declared its intention (non-binding) to apply for ESEA Flexibility in the February 2012 submission. Our State's ESEA flexibility application aligns with Maryland's long-range education priorities and goals. The application provides a comprehensive, interconnected plan for education in our State in four critical areas: implementation of Maryland's college- and career-ready standards and assessments; new, strong accountability systems; teacher and principal evaluation and support; and removal of unnecessary or burdensome State rules and regulations. The flexibility will allow Maryland to focus on rewarding schools making improvement. It also supports Maryland's plan to redesign teacher and principal evaluation with a strong focus on incorporating student growth measures. Finally, the flexibility will help Maryland in consolidating similar reports to reduce the burden on schools and school systems in duplicating reports.

As part of the application process, we are soliciting your feedback on the contents of the application. Please review the DRAFT application at <http://www.msde.state.md.us/ESEAFlex.pdf> and then provide your comments via the feedback survey link, which can be found at <https://www.surveymonkey.com/s/MarylandESEAFlexibilityDRAFTApplication>. The application and the feedback form can also be found on the home page of our website, [www.MarylandPublicSchools.org](http://www.MarylandPublicSchools.org).

All comments are due by **noon on February 8, 2012** and will be taken into consideration before the final application is submitted to the U.S. Department of Education on February 21, 2012.

As the number one state in the nation for the fourth year in a row, Maryland is moving our education agenda forward and will use this opportunity to better support schools in need of improvement, support and evaluate teachers and principals, and continue the implementation of the new Common Core Standards. The level of accountability will remain high and the focus on increasing student achievement will remain central to the mission of educators in Maryland.

For additional background information, go to: <http://www.ed.gov/esea/flexibility>.

Maryland Public Schools: **#1 in the Nation Four Years in a Row**

**Attachment 2: Comments on Request  
Received from Local Education  
Agencies (LEAs)**

# BALTIMORE CITY PUBLIC SCHOOLS

## MEMO

**To:** Mary Gable, Maryland State Department of Education

**From:** Heather Nolan, Office of Achievement and Accountability

**Date:** February 8, 2012

**Re:** City Schools' Comments on MSDE ESEA Flexibility Proposal

**CC:** Jennifer Bell-Ellwanger, Chief Accountability Officer

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## Summary

We appreciate the opportunity to provide comments to MSDE's ESEA Flexibility Proposal. Below you will find a compilation of City Schools' comments on the components of the MSDE ESEA Flexibility Proposal. Please contact Heather Nolan at [knolan@bcps.k12.md.us](mailto:knolan@bcps.k12.md.us) if you have any questions.

## Feedback on Principles

- 1) **Consultation (Rating: 4):** The application detailed how all stakeholder groups were engaged in the process. MSDE should consider adding documentation to support feedback from stakeholder groups.
- 2) **Principle 1: College- and Career-Ready Expectations for All students (Rating: 3)**
  - MSDE provides details on its adoption of Common Core State Standards and the gap analysis it completed to compare the difference between the Common Core and the state's current standards.
  - MSDE states its progress in developing online toolkits and guidance to support the transition of LEAs to the Common Core.
  - There is a lack of information on what MSDE sees as the role of the LEA to ramp up the work on setting College- and Career-Ready Expectations for all students.
  - There is a lack of information and clarity regarding assessing accommodations/supports for students with disabilities and students who are English language learners.
  - It is unclear how Maryland will determine college ready standards based on actual data and analyses from higher education institutions and LEAs.
  - Very little information included on how the MSDE and LEAs are to get their technological infrastructures ready to roll out the Common Core standards and assessments.
  - There is a recommendation that there should be more of an engagement with HCBU's, community and technical college and trade schools in the discussion.

**3) Principle 2: State-Developed Differentiated Recognition, Accountability, and Support (Rating: 2)**

- The Application proposes a more realistic goal of reducing by half the number of students who are not proficient by 2017, to replace the unrealistic goal of all students proficient by 2014.
- The Application proposes a more realistic goal of reducing by half the number of students who are not proficient by 2017, to replace the unrealistic goal of all students proficient by 2014.
- MSDE proposes to revise its accountability system to include traditional AYP achievement components in addition to school progress measures related to closing the achievement gap for subgroups, student level growth from year to year, and improvements in college and career readiness for high school students.
  - a. The proposed School Performance Index (SPI) and associated formulas are specific, understandable, and unambiguous.
  - b. It extends the viewpoint on student performance to accommodate the notion of growth, and promotes the use of multiple quantitative measures, and promotes the use of multiple quantitative measures.
  - c. It acknowledges and builds on the contribution of NCLB accountability with respect to attention on subgroups and gap-closing.
- The proposal does nothing to answer criticisms of NCLB accountability that it promoted “narrowing of the curriculum” by focusing on a narrow range of subjects. By choosing Option A, rather than exploring the opportunities provided by the greater flexibility of Option C, this seems to perpetuate that problem.
- In addition, by choosing Option A rather than Option C, the State decided not to explore imaginative or innovative alternatives, such as a role for qualitative inspections, portfolio assessments, or other forms of “rich” description of what is going on in schools. However, this may be a prudent and practical path to take given current economic realities and the transitional state we find ourselves in prior to the introduction of PARCC assessments and the Common Core Standards.
- The particular growth model promoted in the Application is the least sophisticated among several alternatives currently under development in the state, including Student Growth Percentiles and a Value Added Model. As such, this Application represents a missed opportunity to seek greater integration with the new evaluation systems for teachers, schools, and school leaders being developed at both SEA and LEA levels under Race to the Top. In particular, this is a missed opportunity to align with the key performance indicators in these latter systems.
- MSDE’s definition of “growth” (page 55) seems simplistic and incomplete as it seems to make unrealistic (and unacknowledged) assumptions that the state assessment performance categories are equal-sized and are measured with equal precision across the entire scale score ranges. It ignores growth within performance categories. It seems to make unrealistic (and unacknowledged) assumptions that the state assessment performance categories are equal-sized and are measured with equal precision across the entire scale score ranges. On the positive side, it does acknowledge the difficulties inherent in defining “one year’s growth.”
- MSDE remains silent on the issue of eligibility rules for including a student in a school’s measures based on length of enrollment. There is a greater potential for distortion from increased student attrition because of the introduction of longitudinal “growth” indicators. It is both a fairness issue, and a caution against allowing more students to fall “off the books.”
- The discussion about applying weights to create a composite index seems to rely on an assumption that the various components are measured on naturally similar scales, or can be re-scaled to fall on a common scale. But re-scaling doesn’t solve the problem if the scores have dissimilar distributions. The scores with larger variances will have a disproportionate impact on the final composite, and the original weighting intentions may be subverted. This phenomenon is termed “effective weighting”, and there should be an explicit plan to deal with it.

**4) Principle 3: Supporting Effective Instruction and Leadership (Rating: 2)**

- In this proposal, MSDE provides a comprehensive summary of the timeline for implementing a teacher and school leader evaluation system for SY 2013-2014 and beyond.
- MSDE is relying heavily on the feedback from the pilot school districts (e.g., City Schools) to inform their development of the state-wide evaluation system.
- As shared at the monthly MSDE Educator Effectiveness meetings, City Schools continues to raise questions regarding: roster verification of students and teachers to ensure data integrity, alignment of courses to tested subjects, incorporation of factors related to student mobility and shared teaching assignments and regrouping. City Schools continues to wrestle with questions related to the design of the teacher evaluation system and would greatly appreciate guidance from the state.

**5) Principle 4: Reducing Duplication and Unnecessary Burden (Rating: 3)**

- Appreciate the creation of breakthrough centers and zones to serve as models to accelerate achievement in low performing schools.
- Outstanding questions include: what is the 'real time' element surrounding the processes and procedures identified; will funds and resources be available for implementation; what technological infrastructures and systems will be available to upload and report data?

Education Edit Design Survey Collect Responses **Analyze Results**

- View Summary**
- Browse Responses**
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- Crosstab Responses**
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Default Report: ▼

Displaying 76 of 84 respondents

<b>Response Type:</b> Normal Response	<b>Collector:</b> Web Link (Web Link)
<b>Custom Value:</b> empty	<b>IP Address:</b> [REDACTED]
<b>Response Started:</b> Monday, February 6, 2012 7:25:01 AM	<b>Response Modified:</b> Monday, February 6, 2012 7:32:06 AM

**1. I am responding to this survey as a(n)**

Superintendent/ Formal LEA Response

**2. County**

Cecil County

**3. Name (optional)**

First - D'Elte  
Last - Devine

**4. Email Address (optional)**

ddevine@ccps.org

**5. Consultation Section**

There has been opportunity for discussion.

**6. Principle 1: College and Career Ready expectations for all students**

No Response

**7. Principle 2: State Developed Differentiated Recognition, Accountability and Support**

No Response

**8. Principle 3: Supporting Effective Instruction and Leadership**

LEAs need more information on the clear definition/ common understanding of Student Learning Objectives. MSA scores are used twice for teachers of tested subjects with the index.

**9. Principle 4: Reducing Duplication and Unnecessary Burden**

I have not seen this work yet.

**10. General Comments**

There has been a lot of good work by many in developing this important waiver. Thank you.

**11. Please rate your support of Maryland's ESEA Flexibility Application**

	1- Lowest (1)	2 (2)	3 (3)	4 (4)	5- Highest (5)
Consultation Section					X
Principle 1					X



Principle 2		X
Principle 3	X	
Principle 4	X	
Overall		X

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Default Report:

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Displaying 15 of 94 respondents

[Crosstab Responses](#)

[Download Responses](#)

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Response Type:  
Normal Response

Collector:  
Web Link  
(Web Link)

Custom Value:  
empty

IP Address:

Response Started:  
Monday, January 30, 2012 12:44:42 PM

Response Modified:  
Monday, January 30, 2012 12:45:29 PM

1. I am responding to this survey as a(n)

Superintendent/ Formal LEA Response

2. County

Charles County

3. Name (optional)

No Response

4. Email Address (optional)

No Response

5. Consultation Section

No Response

6. Principle 1: College and Career Ready expectations for all students

No Response

7. Principle 2: State Developed Differentiated Recognition, Accountability and Support

No Response

8. Principle 3: Supporting Effective Instruction and Leadership

No Response

9. Principle 4: Reducing Duplication and Unnecessary Burden

No Response

10. General Comments

No Response

11. Please rate your support of Maryland's ESEA Flexibility Application

No Response

Education Edit

Design Survey Collect Responses Analyze Results

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Displaying 61 of 94 respondents

Crosstab Responses

Download Responses

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Response Type:  
Normal Response

Collector:  
Web Link  
(Web Link)

Custom Value:  
empty

IP Address:

Response Started:  
Thursday, February 2, 2012 6:39:36 PM

Response Modified:  
Thursday, February 2, 2012 6:40:02 PM

1. I am responding to this survey as a(n)

Superintendent/ Formal LEA Response

2. County

Queen Anne's County

3. Name (optional)

No Response

4. Email Address (optional)

No Response

5. Consultation Section

No Response

6. Principle 1: College and Career Ready expectations for all students

No Response

7. Principle 2: State Developed Differentiated Recognition, Accountability and Support

No Response

8. Principle 3: Supporting Effective Instruction and Leadership

No Response

9. Principle 4: Reducing Duplication and Unnecessary Burden

No Response

10. General Comments

No Response

11. Please rate your support of Maryland's ESEA Flexibility Application

No Response

**From:** Karen B. Salmon [mailto:ksalmon@tcps.k12.md.us]  
**Sent:** Tuesday, February 07, 2012 4:06 PM  
**To:** Mary Gable  
**Subject:** Waiver Comments

Hi Mary,

Here is our feedback on the waiver application:

- Page 57 - In the formula, I think that the number .200 should not be included. We could find all of the other numbers in the table but could not locate the .200.

At the bottom of the page Mod-MSA is referred to. If the Mod assessments are eliminated, will we return to an appeal process? If so, does this need to be mentioned?

- Page 59 - Second bullet: no mention is made of the confidence interval - what happens to it?
- Page 70 - Notes that Financial Resource target date is 2017, which does not align with school implementation timeline.
- Page 101 - Maryland will invest in significant assistance to support school districts, and especially those education leaders who supervise teachers and principals, in making the transition. When? How? Does this need to be more specific?
- Page 101 - All teachers will be evaluated annually. This changes COMAR. Now COMAR states at least every other year.

Hope this is helpful!

Karen

Karen B. Salmon, Ph.D.  
Superintendent of Schools  
Talbot County Public Schools  
12 Magnolia Street  
Easton, MD 21601  
410-822-0330

NOTICE: Pursuant to Talbot County Public Schools (TCPS) policy and administrative procedures, the intended use of this e-mail system is for TCPS business. All users are cautioned that all messages sent and received through this system are subject to the Freedom of Information Act and Maryland public disclosure laws, and may be reviewed at any time by TCPS. There should be no expectation of privacy.

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## ESEA Waiver Discussion

### Superintendent's Meeting

August 26, 2011

#### Information Provided:

- On August 8<sup>th</sup>, Arne Duncan, Secretary of Education announced that USDE will provide a process for states to seek relief from key provisions of the Elementary and Secondary Act, provided that we are willing to embrace education reform.
- Expect that USDE will distribute guidelines to states to request waivers from some requirements of ESEA in early September.
- Duncan has said that the process is “not a pass on accountability. There will be a higher bar for states seeking flexibility within the law”.
- They encourage all states to apply and each one should have a chance to succeed. But those that do not will have to comply with the No Child Left Behind's requirements, until Congress enacts a law that will deliver change to all 50 states.
- The administration's proposal for fixing NCLB calls for college-and career-ready standards, more great teachers and principals, robust use of data, and a more flexible and targeted accountability system based on measuring annual student growth.
- Duncan has said that the final details on the ESEA flexibility package will reflect similar goals.
- Duncan has remarked that NCLB is “forcing districts into one-size-fits-all solutions that just don't work. The President understands this and he has directed us to move ahead in providing relief- but only for states and districts that are prepared to address our educational challenges.”
- States have not received guidelines yet (expected early September) and therefore, we do not know the parameters of the waivers. There are no guarantees on what states are able to request or what may meet approval.
- Topics for Discussion-
  - o Principles of Accountability Systems
    - All schools, all students
    - Method of AYP Determinations
    - Subgroups accountability
    - Based on Academic Assessments; Reading/Language Arts and Mathematics (2014 100% targets)
    - Additional Indicators (Graduation rate for high schools- moving to subgroup accountability; attendance for elementary and middle)
  - o Title I
    - School Choice/Supplemental Educational Services
    - Flexibility of Use of Funds
  - o Other indicators mentioned for the waiver
    - Setting the bar for student performance based on college- and career-ready standards
    - More flexible and targeted annual accountability determinations for schools and districts while focusing on status *and* growth in student achievement

- Commitment to disaggregation- subgroups
- Targeting lowest performing schools/celebrating schools/districts that meet standards/not labeling failing those schools that miss in only 1 area
- Robust use of data
- More great teachers and principals
- Other Considerations
  - Differentiated Accountability
  - Multiple Counting of Students
  - Persistently Dangerous Schools

**Superintendents Position on Reauthorization:**

- Considerations:
  - Plan A: Suspend requirements for NCLB
  - Plan B: Multiple subgroups go away
    - Looked at achievement data for elementary school, middle school, and K-8
  - Benefits of Confidence Bands
  - Increase “N” size- 25-40
    - Keep subgroups intact- not to have kids exit
    - Look at SpEd & LEP
  - Recognize student growth
  - Report cohort data
  - Eliminate school Choice
- Pedantic Pieces
  - Confidence of public education
  - # of schools failing
  - All schools in 80-90% but schools fail
  - Confidence of public education and quality of schools- not one measure
- Evaluating teachers on multiple measures
- Race to the Top (RTTT) still needed- all but one middle school did not make AYP
- Superintendents are interested in how the pieces come together- for example, common core and teacher evaluation
- It is complicated- it needs to be more concrete, freeze the AMOs- What are we going to do to get release?
- How do we get schools that are in corrective action out?
- Flawed law- this is what is wrong
- American Association of School Administrators (AASA) is providing information
- We can't ignore the underlying premises- we can't hide behind aggregates, groups have risen, gaps persist, we have to focus on growth, combining scores and growth over time
- Growth can't be 100%
- Human progress isn't neat

\*Notes by Mary Gable

**Summary Points from LEA Stakeholder Meeting (11/29/11) for  
ESEA Flexibility Waivers**

- Attendance: 18 LEAS were represented (those NOT represented were Garrett, Harford, Howard, Kent, St. Mary's and Wicomico)
  - 6 superintendents were present ( Baltimore City, Calvert, Caroline, Cecil, Queen Anne's, and Talbot)
  - The 12 remaining LEAs were represented by other members
- The focus was on principal #2- State Developed Differentiated Recognition, Accountability and Support System. Items of consensus:
  - Option A or C are the most attractive
  - Do an index- include
    - Achievement
    - Growth
    - Grad Rate
    - Gap Closing
    - Creating a “super subgroup” around the lowest performing students so that students only count once
  - Change the “n” size
    - Common suggestion was around 35
  - Run data for all potential models
  - Use existing measurements- KEEP IT SIMPLE
  - College and Career Readiness should be included
    - AP/IB/ Industry Certifications
  - Only Title I schools should be involved- NOTE: this would require a COMAR change
  - Alignment with strategic initiatives is imperative

# Attachment 3: Notice and Information Provided to the Public Regarding the Request



Maryland State Department of Education

http://marylandpublicschools.org/msde

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## Welcome to MSDE



For the fourth straight year, Maryland's public education system received the Number One in the Nation ranking in 2012 from [Education Week](#). This is a remarkable accomplishment for Maryland's public education system and worthy of celebrating. We should all be proud of these consistent and outstanding accomplishments.

--Bernard J. Sadusky, Ed.D.  
Interim State Superintendent of Schools

**In Focus**

- [To review and provide feedback to Maryland's Draft ESEA Flexibility Application Request, click here.](#)

Click on the link on the right for additional information.

<b>Parents</b> >	<b>Students</b> >	<b>Teachers &amp; Principals</b> >
Resources for parents	Useful links for students	Information for educators and prospective educators

## News Releases and Videos

### MSDE SEARCH

- ◆ [Search the MSDE web site](#)

### Directory

- ◆ [Directory of Maryland Public Education 2011-2012](#)

### In Focus

- ◆ [Search for Next State Superintendent](#)
- ◆ [Maryland Education Ranks As Nation's Leader for Fourth Straight Year](#)
- ◆ [Parent Involvement Matters Award](#)
- ◆ [Financial Literacy Education](#)
- ◆ [Blue Ribbon Schools](#)
- ◆ [February is Career and Technology \(CTE\) Month](#)
- ◆ [Maryland Learning Links](#)
- ◆ [Common Core State Standards](#)
- ◆ [2011 TELL Maryland Survey](#)

### Connect with MSDE

- ◆ [Connect with MSDE](#)

### Maryland's Race to the Top

- ◆ [Maryland's Race to the Top \(RTTT\)](#)

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- > Programs
  - Overview
  - > ARRA
  - > BRAC / Military Families
  - > Bridge to Excellence
  - > Charter Schools
  - > Common Core State Standards
  - > Environmental Programs
  - > Equity Assurance
  - > Family Literacy
  - > Financial Literacy
  - > GED
  - > Gifted and Talented
  - > Homeless Education Assistance
  - > Maryland Skills2Compete
  - > Minority Achievement
  - > Multicultural Education
  - ✓ No Child Left Behind
    - Overview
    - Information
    - Supplemental Educational Services

## Programs

[Programs](#) > [No Child Left Behind](#)

### The ESEA Flexibility Application

#### The Elementary and Secondary Education Act (ESEA) Flexibility Application

As recently allowed by the U.S. Department of Education (USDE), the Maryland State Department of Education is in the process of seeking flexibility from adhering to certain federal requirements for our public education system. The Elementary and Secondary Act (ESEA), commonly referred to as "No Child Left Behind," was created a decade ago to establish an accountability system that focused on accountability, improving standards, and eliminating achievement gaps. However, the consequences of NCLB are prohibiting some states from developing new and innovative reforms. As a result, USDE has offered states flexibility around ten of the provisions of NCLB. Maryland will apply for flexibility in February 2012.

A draft of Maryland's ESEA Flexibility Application can be found at the link below. We encourage your review of Maryland's plan and welcome your feedback. All feedback will be taken into consideration before final submission. **Deadline for feedback submission is February 8 at Noon.**

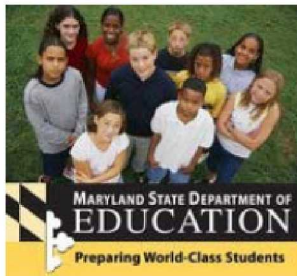
[Maryland's ESEA Flexibility Application](#) 

[Submit your feedback](#)

For additional information, please visit <http://www.ed.gov/esea/flexibility>

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## Maryland State Department of Education

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**Maryland State Department of Education**

Eight terrific Maryland middle and high school students are traveling to Annapolis today to be honored by the General Assembly for their achievements at the annual History Day competition. Ethan McComb, a student at Plum Point Middle School, received a gold medal for his exhibit, "The Marshall Plan: America's Soft Power Diplomacy Saves Europe from Economic and Political Chaos Following World War II." Congratulations to all the honorees!



**Maryland Humanities Council**

[www.mdhc.org](http://www.mdhc.org)

The Maryland Humanities Council is a nonprofit that uses the humanities to stimulate and promote informed dialogue and civic engagement on critical issues.

Like · Comment · 4 hours ago ·



**Maryland State Department of Education**

Two Maryland students have been tapped for the U.S. Senate Youth Program: Douglas Bryn Bogan from Bohemia Manor High School in Cecil County and Andrew Wilhelm from Queen Anne's County High School in Queen Anne's. See the release for the scoop.



**Maryland Students Selected for United States Senate Youth Program**

[marylandpublicschools.org](http://marylandpublicschools.org)

News Release

Like · Comment · Friday at 11:09am ·



**Maryland State Department of Education**

Maryland next month intends to apply for flexibility from some of the requirements of the Elementary and Secondary Education Act, known as No Child Left Behind. MSDE has put a draft of its application online, and invites public comment. See the link for for information.

**The ESEA Flexibility Application**

[www.marylandpublicschools.org](http://www.marylandpublicschools.org)

The ESEA Flexibility Application

Like · Comment · January 26 at 8:11am ·



Feedback on this will be considered. It's important that we read the draft and send our comments. I shared this on my wall.

January 26 at 2:08pm

# Email to MSDE Executive Team for distribution to appropriate groups (Including Special Education and English Language Learner Advocates)

**From:** Bernard Sadusky

**Sent:** Thursday, January 26, 2012 2:57 PM

**To:** Executive Team

**Subject:** FW: Maryland's ESEA Flexibility DRAFT Application

As many of you know, Maryland has declared its intention (non-binding) to apply for ESEA Flexibility in the February 2012 submission. Our State's ESEA flexibility application aligns with Maryland's long-range education priorities and goals. The application provides a comprehensive, interconnected plan for education in our State in four critical areas: implementation of Maryland's college- and career-ready standards and assessments; new, strong accountability systems; teacher and principal evaluation and support; and removal of unnecessary or burdensome State rules and regulations.

As part of the application process, MSDE is posting our application in order to allow feedback on the content. I am sharing with you so that you can provide feedback and you can also share this information with your Division, your colleagues in the local school systems and with other stakeholder groups as you determine. All are encouraged to review the DRAFT application at

<http://marylandpublicschools.org/MSDE/programs/esea/ESEA> and then provide feedback via the feedback survey link at <https://www.surveymonkey.com/s/MarylandESEAFlexibilityDRAFTApplication>.

All comments are due by noon on February 8, 2012 and will be taken into consideration before the final application is presented to the State Board and then is submitted to the U.S. Department of Education on February 21, 2012.

As the number one state in the nation for the fourth year in a row, Maryland is moving the education agenda forward and will use this opportunity to better support schools in need of improvement, support and evaluate teachers and principals, and continue the implementation of the new Common Core Standards. The level of accountability will remain high and the focus on increasing student achievement will remain central to the mission of educators in Maryland.

For additional information on ESEA Flexibility, go to <http://www.ed.gov/esea/flexibility>. For additional information on Maryland's application, please feel free to contact Mary Gable in the Division of Academic Policy.

Bernie



[Exit this survey](#)

Please provide the Maryland State Department of Education with your suggestions and ideas to strengthen and improve Maryland's ESEA Flexibility Request. Your feedback is a critical component of our application and we appreciate your time and effort. Please use the following tables to provide us your feedback. Feel free to provide comments in all the areas or only those for which you are interested. Again, we appreciate your input!

\*

**1. I am responding to this survey as a(n)**

- I am responding to this survey as a(n) Superintendent/ Formal LEA Response
- State or Local School Board
- Principal
- Teacher
- Parent
- Student
- Special Education Advocate
- English Language Learner Advocate
- Higher Education
- Business Community

- Non Public School
- Community Engagement Group
- Other (please specify)

**2. County**

- County Allegany County
- Anne Arundel County
- Baltimore City
- Baltimore County
- Calvert County
- Caroline County
- Carroll County
- Cecil County
- Charles County
- Dorchester County
- Frederick County
- Garrett County
- Harford County
- Howard County
- Kent County

- Montgomery County
- Prince George's County
- Queen Anne's County
- St. Mary's County
- Somerset County
- Talbot County
- Washington County
- Wicomico County
- Worcester County
- Not in Maryland

**3. Name (optional)**

Name (optional)   
First

Last

**4. Email Address (optional)**

Email Address (optional)

Next

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## Maryland's ESEA Flexibility Application Feedback

Please submit your feedback, comments, and suggestions in the boxes below the corresponding heading. (Note: Comment boxes expand)

### 5. Consultation Section

Consultation Section

### 6. Principle 1: College and Career Ready expectations for all students

Principle 1: College and Career Ready expectations for all students

### 7. Principle 2: State Developed Differentiated Recognition, Accountability and Support

Principle 2: State Developed Differentiated Recognition, Accountability and Support

### 8. Principle 3: Supporting Effective Instruction and Leadership

Principle 3: Supporting Effective Instruction and Leadership



**9. Principle 4: Reducing Duplication and Unnecessary Burden**

Principle 4: Reducing Duplication and Unnecessary Burden

**10. General Comments**

General Comments

**11. Please rate your support of Maryland's ESEA Flexibility Application**

	<b>1- Lowest</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5- Highest</b>
<b>Consultation Section</b>	<input type="checkbox"/> Consultation Section 1- Lowest	<input type="checkbox"/> Consultation Section 2	<input type="checkbox"/> Consultation Section 3	<input type="checkbox"/> Consultation Section 4	<input type="checkbox"/> Consultation Section 5- Highest
<b>Principle 1</b>	<input type="checkbox"/> Principle 1 1- Lowest	<input type="checkbox"/> Principle 1 2	<input type="checkbox"/> Principle 1 3	<input type="checkbox"/> Principle 1 4	<input type="checkbox"/> Principle 1 5- Highest
<b>Principle 2</b>	<input type="checkbox"/> Principle 2 1- Lowest	<input type="checkbox"/> Principle 2 2	<input type="checkbox"/> Principle 2 3	<input type="checkbox"/> Principle 2 4	<input type="checkbox"/> Principle 2 5- Highest
<b>Principle 3</b>	<input type="checkbox"/> Principle 3 1- Lowest	<input type="checkbox"/> Principle 3 2	<input type="checkbox"/> Principle 3 3	<input type="checkbox"/> Principle 3 4	<input type="checkbox"/> Principle 3 5- Highest
<b>Principle 4</b>	<input type="checkbox"/> Principle 4 1- Lowest	<input type="checkbox"/> Principle 4 2	<input type="checkbox"/> Principle 4 3	<input type="checkbox"/> Principle 4 4	<input type="checkbox"/> Principle 4 5- Highest
<b>Overall</b>	<input type="checkbox"/> Overall 1- Lowest	<input type="checkbox"/> Overall 2	<input type="checkbox"/> Overall 3	<input type="checkbox"/> Overall 4	<input type="checkbox"/> Overall 5- Highest

Prev Next

Attachment 4: Evidence that the State  
has Formally Adopted College-and  
Career- Ready Content Standards  
Consistent with the State's Standard  
Adoption Process

# Excerpt from the Maryland State Board of Education Meeting

## MINUTES OF THE MARYLAND STATE BOARD OF EDUCATION

Tuesday  
June 22, 2010

Maryland State Board of Education  
200 W. Baltimore Street  
Baltimore, Maryland 21201

The Maryland State Board of Education met in regular session on Tuesday, June 22, 2010, at the Nancy S. Grasmick State Education Building. The following members were in attendance: Mr. James H. DeGraffenreidt, Jr., President; Dr. Charlene M. Dukes, Vice-President; Dr. Mary Kay Finan; Dr. James Gates, Jr.; Ms. Luisa Montero-Diaz; Mr. David H. Murray; Mrs. Madhu Sidhu; Mr. Guffrie M. Smith, Jr.; Donna Hill Staton, Esq.; Dr. Ivan Walks; Ms. Kate Walsh and Dr. Nancy S. Grasmick, Secretary/Treasurer and State Superintendent of Schools. Mr. Sayed Naved was not present.

Elizabeth Kameen, Esq., Assistant Attorney General, and the following staff members were also present: Dr. John Smeallie, Deputy State Superintendent for Administration; Mr. Steve Brooks, Deputy State Superintendent for Finance; and Mr. Anthony South, Executive Director to the State Board.

President DeGraffenreidt declared a quorum and opened the meeting at 9:00 a.m. He informed the Board and the public that Mr. Naved was not going to present due to a business trip that had been scheduled prior to his appointment to the State Board. He also noted that Dr. Walks would be late due to traffic congestion.

### **COMMON CORE STATE STANDARDS**

Mr. DeGraffenreidt noted that Dr. Finan and Mr. Murray had attended a meeting of the National Association of State Boards of Education on the Common Core Standards this past January. He then called on Dr. Grasmick to introduce this agenda item.

Dr. Grasmick asked Dr. Colleen Seremet, Assistant State Superintendent of Instruction, and Dixie Stack, Director, Curriculum, to join the Board at the testimony table. Dr. Grasmick noted that the Common Core Standards have been an item of discussion on Board agendas for a number of months now and that the Standards have now been completed. She stated that the State Board had endorsed the Standards at the May meeting and that this endorsement had been

included in the Race to the Top application. She then turned the discussion over to Ms. Seremet and Ms. Stack with her recommendation for adoption of the Common Core Standards.

Dr. Seremet explained the process for the finalization of the Common Core Standards and referred the Board to the sample document provided in their packets at Tab G. She explained that the writing team had been responsive to feedback throughout the process which resulted in a final version that the committee was very pleased with. She noted The Common Core State Standards differed a bit from the current Maryland state standards in the language and terms used, but that the content is very “connected” to Maryland’s standards.

She gave an account of her last meeting with the local assistant superintendents of instruction which took place on Friday, June 18, to which additional guests were invited to discuss the Common Core Standards. She noted that 78 people attended and that there was an overwhelming positive response to the overview of the entire Common Core Standards for kindergarten through grade eight.

Dr. Seremet said that if the Board approved the adoption of the Common Core State Standards today, the Board would be presented with a detailed plan of how the Standards would be applied. She then asked if any Board members had any questions.

Mr. DeGraffenreidt asked Dr. Seremet and Ms. Stack if there were any structural changes to the Standards in their final version today versus the previous version reviewed by the Board, and to point out any significant differences. Ms. Stack replied that there was nothing significant that had changed between the draft version previously presented to the Board and the version they were being asked to adopt today. Some feedback was included in the introductory documents and there were small changes made to the language in spots. Mr. DeGraffenreidt thanked her.

Dr. Dukes asked if there would be any impact on Maryland’s assessments as we transition to the Common Core. Ms. Stack explained that the Common Core State Standards had been developed with the expectation that there would be common assessments developed by consortiums of states to measure students’ mastery. Federal funding through the Comprehensive Assessment Systems competition is available for grants to consortia of states interested in developing summative and formative assessments aligned to the Common Core. Ms. Stack then invited Dr. Grasmick to address this issue.

Dr. Grasmick described the process of various consortia coming together out of shared interests resulting in two major groups submitting grant proposals to U.S. Department of Education to develop assessments aligned to the Common Core State Standards. Maryland had to make a decision to join one of the two groups and after weighing various considerations, Dr. Grasmick said the MSDE had joined the Partnership for Assessment of Readiness of College and Careers (PARCC) Group, which will be facilitated by Achieve, Inc. Because of Maryland’s highly regarded history with assessment development, Maryland was invited to be one of the governing states and as a result will have a major role in the development of the assessment of the PARCC Group. Maryland has always used an outside evaluator and Achieve has frequently filled that role and as a result is very familiar with Maryland’s curricula and assessments. Dr. Grasmick explained that until the new assessments are ready, Maryland will continue to use its current Maryland School Assessments and High School Assessments.

Dr. Gates commented these responses had answered any further questions he might have had.

Dr. Finan indicated that it was remarkable that the development of the Common Core Standards had adhered to the timeline and plan which was presented at the NASBE meeting in January. She said that Kentucky had declared it would be the first state to accept the standards, even before the draft was out on February 1. Dr. Finan said that Maryland was the only state that had brought a student member, and they asked Mr. Murray to speak from the student member's perspective on the Common Core. Dr. Finan expressed pride in Mr. Murray's capable response.

Mr. Smith commented on the positive side of this process--that continued feedback from the LEA's etc. needs to be continued. He expressed his satisfaction that the reforms were paying off and now Maryland was ready for the next step. He stated that there might be some resistance from some factions but he thought Maryland was on the cutting edge and was glad to see Maryland's progress.

Dr. Gates commended everyone in the Department as well as in the districts, and expressed his confidence that all 24 districts will have alignment with the Common Core Standards.

Mr. DeGraffenreidt thanked everyone for their input and asked for a motion; Mr. Smith made a motion to adopt the Common Core State Standards and Ms. Sidhu seconded it. The vote on the motion was unanimous. (In Favor: 11)

To see the press release, please go to:

<http://www.marylandpublicschools.org/NR/exeres/BA437608-FEFA-4CB9-ABF9-16E12C08229E,frameless.htm?Year=2010&Month=6&WBCMODE=PresentationUnpub%25%25%>>

To see the full minutes, please go to:

[http://www.marylandpublicschools.org/MSDE/stateboard/2011\\_mc.htm](http://www.marylandpublicschools.org/MSDE/stateboard/2011_mc.htm)

**Attachment 5: Memorandum Of  
Understanding or Letter From a State  
Network of Institutions of Higher  
Education (IHEs) Certifying that  
Meeting the State's Standards  
Corresponds to Being College- And  
Career-Ready Without the Need for  
Remedial Coursework at the  
Postsecondary Level**

**THIS IS NOT APPLICABLE TO  
MARYLAND**

Attachment 6: State's Race to the Top  
Assessment Memorandum of  
Understanding (MOU)

**MEMORANDUM OF UNDERSTANDING**  
**For**  
**Race To The Top – Comprehensive Assessment Systems Grant**

**PARTNERSHIP FOR ASSESSMENT OF READINESS FOR COLLEGE AND CAREERS MEMBERS**

*JUNE 3, 2010*

**I. Parties**

This Memorandum of Understanding (“MOU”) is made and effective as of this 14th day of June 2010, (the “Effective Date”) by and between the State of Maryland and all other member states of the Partnership For Assessment of Readiness for College and Careers (“Consortium” or “PARCC”) who have also executed this MOU.

**II. Scope of MOU**

This MOU constitutes an understanding between the Consortium member states to participate in the Consortium. This document describes the purpose and goals of the Consortium, presents its background, explains its organizational and governance structure, and defines the terms, responsibilities and benefits of participation in the Consortium.

**III. Background – Comprehensive Assessment Systems Grant**

On April 9, 2010, the Department of Education (“ED”) announced its intent to provide grant funding to consortia of States for two grant categories under the Race to the Top Fund Assessment Program: (a) Comprehensive Assessment Systems grants, and (b) High School Course Assessment grants. 75 Fed. Reg. 18171 (April 9, 2010) (“Notice”).

The Comprehensive Assessment Systems grant will support the development of new assessment systems that measure student knowledge and skills against a common set of college- and career-ready standards in mathematics and English language arts in a way that covers the full range of those standards, elicits complex student demonstrations or applications of knowledge and skills as appropriate, and provides an accurate measure of student achievement across the full performance continuum and an accurate measure of student growth over a full academic year or course.

**IV. Purpose and Goals**

The states that are signatories to this MOU are members of a consortium (Partnership For Assessment of Readiness for College and Careers) that have organized themselves to apply for and carry out the objectives of the Comprehensive Assessment Systems grant program.

Consortium states have identified the following major purposes and uses for the assessment system results:



- To measure and document students' college and career readiness by the end of high school and progress toward this target. Students meeting the college and career readiness standards will be eligible for placement into entry-level credit-bearing, rather than remedial, courses in public 2- and 4-year postsecondary institutions in all participating states.
- To provide assessments and results that:
  - Are comparable across states at the student level;
  - Meet internationally rigorous benchmarks;
  - Allow valid measures of student longitudinal growth; and
  - Serve as a signal for good instructional practices.
- To support multiple levels and forms of accountability including:
  - Decisions about promotion and graduation for individual students;
  - Teacher and leader evaluations;
  - School accountability determinations;
  - Determinations of principal and teacher professional development and support needs; and
  - Teaching, learning, and program improvement.
- Assesses all students, including English learners and students with disabilities.

To further these goals, States that join the Consortium by signing this MOU mutually agree to support the work of the Consortium as described in the PARCC application for funding under the Race to the Top Assessment Program.

#### **V. Definitions**

This MOU incorporates and adopts the terms defined in the Department of Education's Notice, which is appended hereto as Addendum 1.

#### **VI. Key Deadlines**

The Consortium has established key deadlines and action items for all Consortium states, as specified in Table (A)(1)(b)(v) and Section (A)(1) of its proposal. The following milestones represent major junctures during the grant period when the direction of the Consortium's work will be clarified, when the Consortium must make key decisions, and when member states must make additional commitments to the Consortium and its work.

- A. The Consortium shall develop procedures for the administration of its duties, set forth in By-Laws, which will be adopted at the first meeting of the Governing Board.
- B. The Consortium shall adopt common assessment administration procedures no later than the spring of 2011.

- C. The Consortium shall adopt a common set of item release policies no later than the spring of 2011.
- D. The Consortium shall adopt a test security policy no later than the spring of 2011.
- E. The Consortium shall adopt a common definition of “English learner” and common policies and procedures for student participation and accommodations for English learners no later than the spring of 2011.
- F. The Consortium shall adopt common policies and procedures for student participation and accommodations for students with disabilities no later than the spring of 2011.
- G. Each Consortium state shall adopt a common set of college- and career-ready standards no later than December 31, 2011.
- H. The Consortium shall adopt a common set of common performance level descriptors no later than the summer of 2014.
- I. The Consortium shall adopt a common set of achievement standards no later than the summer of 2015.

**VII. Consortium Membership**

**A. Membership Types and Responsibilities**

- 1. **Governing State:** A State becomes a Governing State if it meets the eligibility criteria in this section.
  - a. The eligibility criteria for a Governing State are as follows:
    - (i) A Governing State may not be a member of any other consortium that has applied for or receives grant funding from the Department of Education under the Race to the Top Fund Assessment Program for the Comprehensive Course Assessment Systems grant category;
    - (ii) A Governing State must be committed to statewide implementation and administration of the assessment system developed by the Consortium no later than the 2014-2015 school year, subject to availability of funds;
    - (iii) A Governing State must be committed to using the assessment results in its accountability system, including for school accountability determinations;

teacher and leader evaluations; and teaching, learning and program improvement;

- (iv) A Governing State must provide staff to the Consortium to support the activities of the Consortium as follows:
- Coordinate the state's overall participation in all aspects of the project, including:
    - ongoing communication within the state education agency, with local school systems, teachers and school leaders, higher education leaders;
    - communication to keep the state board of education, governor's office and appropriate legislative leaders and committees informed of the consortium's activities and progress on a regular basis;
    - participation by local schools and education agencies in pilot tests and field test of system components; and
    - identification of barriers to implementation.
  - Participate in the management of the assessment development process on behalf of the Consortium;
  - Represent the chief state school officer when necessary in Governing Board meetings and calls;
  - Participate on Design Committees that will:
    - Develop the overall assessment design for the Consortium;
    - Develop content and test specifications;
    - Develop and review Requests for Proposals (RFPs);
    - Manage contract(s) for assessment system development;
    - Recommend common achievement levels;
    - Recommend common assessment policies; and
    - Other tasks as needed.
- (v) A Governing State must identify and address the legal, statutory, regulatory and policy barriers it must change in order for the State to adopt and implement

the Consortium's assessment system components by the 2014-15 school year.

- b. A Governing State has the following additional rights and responsibilities:
- (i) A Governing State has authority to participate with other Governing States to determine and/or to modify the major policies and operational procedures of the Consortium, including the Consortium's work plan and theory of action;
  - (ii) A Governing State has authority to participate with other Governing States to provide direction to the Project Management Partner, the Fiscal Agent, and to any other contractors or advisors retained by or on behalf of the Consortium that are compensated with Grant funds;
  - (iii) A Governing State has authority to participate with other Governing States to approve the design of the assessment system that will be developed by the Consortium;
  - (iv) A Governing State must participate in the work of the Consortium's design and assessment committees;
  - (v) A Governing State must participate in pilot and field testing of the assessment systems and tools developed by the Consortium, in accordance with the Consortium's work plan;
  - (vi) A Governing State must develop a plan for the statewide implementation of the Consortium's assessment system by 2014-2015, including removing or resolving statutory, regulatory and policy barriers to implementation, and securing funding for implementation;
  - (vii) A Governing State may receive funding from the Consortium to defray the costs associated with staff time devoted to governance of the Consortium, if such funding is included in the Consortium budget;
  - (viii) A Governing State may receive funding from the Consortium to defray the costs associated with intra-State communications and engagements, if such funding is included in the Consortium budget.
-

- (ix) A Governing State has authority to vote upon significant grant fund expenditures and disbursements (including awards of contracts and subgrants) made to and/or executed by the Fiscal Agent, Governing States, the Project Management Partner, and other contractors or subgrantees.
2. **Fiscal Agent:** The Fiscal Agent will be one of the Governing States in the Consortium.
- (i) The Fiscal Agent will serve as the "Applicant" state for purposes of the grant application, applying as the member of the Consortium on behalf of the Consortium, pursuant to the Application Requirements of the Notice (Addendum 1) and 34 C.F.R. 75.128.
  - (ii) The Fiscal Agent shall have a fiduciary responsibility to the Consortium to manage and account for the grant funds provided by the Federal Government under the Race to the Top Fund Assessment Program Comprehensive Assessment Systems grants, including related administrative functions, subject to the direction and approval of the Governing Board regarding the expenditure and disbursement of all grant funds, and shall have no greater decision-making authority regarding the expenditure and disbursement of grant funds than any other Governing State;
  - (iii) The Fiscal Agent shall issue RFPs in order to procure goods and services on behalf of the Consortium;
  - (iv) The Fiscal Agent has the authority, with the Governing Board's approval, to designate another Governing State as the issuing entity of RFPs for procurements on behalf of the Consortium;
  - (v) The Fiscal Agent shall enter into a contract or subgrant with the organization selected to serve as the Consortium's Project Management Partner;
  - (vi) The Fiscal Agent may receive funding from the Consortium in the form of disbursements from Grant funding, as authorized by the Governing Board, to cover the costs associated with carrying out its

responsibilities as a Fiscal Agent, if such funding is included in the Consortium budget;

- (vii) The Fiscal Agent may enter into significant contracts for services to assist the grantee to fulfill its obligation to the Federal Government to manage and account for grant funds;
- (viii) Consortium member states will identify and report to the Fiscal Agent, and the Fiscal Agent will report to the Department of Education, pursuant to program requirement 11 identified in the Notice for Comprehensive Assessment System grantees, any current assessment requirements in Title I of the ESEA that would need to be waived in order for member States to fully implement the assessment system developed by the Consortium.

### 3. **Participating State**

- a. The eligibility criteria for a Participating State are as follows:
  - (i) A Participating State commits to support and assist with the Consortium's execution of the program described in the PARCC application for a Race to the Top Fund Assessment Program grant, consistent with the rights and responsibilities detailed below, but does not at this time make the commitments of a Governing State;
  - (ii) A Participating State may be a member of more than one consortium that applies for or receives grant funds from ED for the Race to the Top Fund Assessment Program for the Comprehensive Assessment Systems grant category.
- b. The rights and responsibilities of a Participating State are as follows:
  - (i) A Participating State is encouraged to provide staff to participate on the Design Committees, Advisory Committees, Working Groups or other similar groups established by the Governing Board;
  - (ii) A Participating State shall review and provide feedback to the Design Committees and to the Governing Board regarding the design plans,

strategies and policies of the Consortium as they are being developed;

- (iii) A Participating State must participate in pilot and field testing of the assessment systems and tools developed by the Consortium, in accordance with the Consortium's work plan; and
- (iv) A Participating State is not eligible to receive reimbursement for the costs it may incur to participate in certain activities of the Consortium.

**4. Proposed Project Management Partner:**

Consistent with the requirements of ED's Notice, the PARCC Governing States are conducting a competitive procurement to select the consortium Project Management Partner. The PARCC Governing Board will direct and oversee the work of the organization selected to be the Project Management Partner.

**B. Recommitment to the Consortium**

In the event that the governor or chief state school officer is replaced in a Consortium state, the successor in that office shall affirm in writing to the Governing Board Chair the State's continued commitment to participation in the Consortium and to the binding commitments made by that official's predecessor within five (5) months of taking office.

**C. Application Process For New Members**

- 1. A State that wishes to join the Consortium after submission of the grant application may apply for membership in the Consortium at any time, provided that the State meets the prevailing eligibility requirements associated with its desired membership classification in the Consortium. The state's Governor, Chief State School Officer, and President of the State Board of Education (if applicable) must sign a MOU with all of the commitments contained herein, and the appropriate state higher education leaders must sign a letter making the same commitments as those made by higher education leaders in the states that have signed this MOU.
- 2. A State that joins the Consortium after the grant application is submitted to the Department of Education is not authorized to re-open settled issues, nor may it participate in the review of proposals for Requests for Proposals that have already been issued.

**D. Membership Opt-Out Process**

At any time, a State may withdraw from the Consortium by providing written notice to the chair of the Governing Board, signed by the individuals holding the same positions that signed the MOU, at least ten (10) days prior to the effective date of the withdrawal, including an explanation of reasons for the withdrawal.

### **VIII. Consortium Governance**

This section of the MOU details the process by which the Consortium shall conduct its business.

#### **A. Governing Board**

1. The Governing Board shall be comprised of the chief state school officer or designee from each Governing State;
2. The Governing Board shall make decisions regarding major policy, design, operational and organizational aspects of the Consortium's work, including:
  - a. Overall design of the assessment system;
  - b. Common achievement levels;
  - c. Consortium procurement strategy;
  - d. Modifications to governance structure and decision-making process;
  - e. Policies and decisions regarding control and ownership of intellectual property developed or acquired by the Consortium (including without limitation, test specifications and blue prints, test forms, item banks, psychometric information, and other measurement theories/practices), provided that such policies and decisions:
    - (i) will provide equivalent rights to such intellectual property to all states participating in the Consortium, regardless of membership type;
    - (ii) will preserve the Consortium's flexibility to acquire intellectual property to the assessment systems as the Consortium may deem necessary and consistent with "best value" procurement principles, and with due regard for the Notice requirements regarding broad availability of such intellectual property except as otherwise protected by law or agreement as proprietary information.



3. The Governing Board shall form Design, Advisory and other committees, groups and teams ("committees") as it deems necessary and appropriate to carry out the Consortium's work, including those identified in the PARCC grant application.
  - a. The Governing Board will define the charter for each committee, to include objectives, timeline, and anticipated work product, and will specify which design and policy decisions (if any) may be made by the committee and which must be elevated to the Governing Board for decision;
  - b. When a committee is being formed, the Governing Board shall seek nominations for members from all states in the Consortium;
  - c. Design Committees that were formed during the proposal development stage shall continue with their initial membership, though additional members may be added at the discretion of the Governing Board;
  - d. In forming committees, the Governing Board will seek to maximize involvement across the Consortium, while keeping groups to manageable sizes in light of time and budget constraints;
  - e. Committees shall share drafts of their work products, when appropriate, with all PARCC states for review and feedback; and
  - f. Committees shall make decisions by consensus; but where consensus does not exist the committee shall provide the options developed to the Governing Board for decision (except as the charter for a committee may otherwise provide).
4. The Governing Board shall be chaired by a chief state school officer from one Governing State.
  - a. The Governing Board Chair shall serve a one-year term, which may be renewed.
  - b. The Governing States shall nominate candidates to serve as the Governing Board Chair, and the Governing Board Chair shall be selected by majority vote.
  - c. The Governing Board Chair shall have the following responsibilities:
    - (i) To provide leadership to the Governing Board to ensure that it operates in an efficient, effective, and

orderly manner. The tasks related to these responsibilities include:

- (a) Ensure that the appropriate policies and procedures are in place for the effective management of the Governing Board and the Consortium;
  - (b) Assist in managing the affairs of the Governing Board, including chairing meetings of the Governing Board and ensure that each meeting has a set agenda, is planned effectively and is conducted according to the Consortium's policies and procedures and addresses the matters identified on the meeting agenda;
  - (c) Represent the Governing Board, and act as a spokesperson for the Governing Board if and when necessary;
  - (d) Ensure that the Governing Board is managed effectively by, among other actions, supervising the Project Management Partner; and
  - (e) Serve as in a leadership capacity by encouraging the work of the Consortium, and assist in resolving any conflicts.
5. The Consortium shall adhere to the timeline provided in the grant application for making major decisions regarding the Consortium's work plan.
- a. The timeline shall be updated and distributed by the Project Management Partner to all Consortium states on a quarterly basis.
6. Participating States may provide input for Governing Board decisions, as described below.
7. Governing Board decisions shall be made by consensus; where consensus is not achieved among Governing States, decisions shall be made by a vote of the Governing States. Each State has one vote. Votes of a supermajority of the Governing States are necessary for a decision to be reached.
- a. The supermajority of the Governing States is currently defined as a majority of Governing States plus one additional State;
  - b. The Governing Board shall, from time to time as necessary, including as milestones are reached and additional States become

Governing States, evaluate the need to revise the votes that are required to reach a decision, and may revise the definition of supermajority, as appropriate. The Governing Board shall make the decision to revise the definition of supermajority by consensus, or if consensus is not achieved, by a vote of the supermajority as currently defined at the time of the vote.

8. The Governing Board shall meet quarterly to consider issues identified by the Board Chair, including but not limited to major policy decisions of the Consortium.

**B. Design Committees**

1. One or more Design Committees will be formed by the Governing Board to develop plans for key areas of Consortium work, such as recommending the assessment system design and development process, to oversee the assessment development work performed by one or more vendors, to recommend achievement levels and other assessment policies, and address other issues as needed. These committees will be comprised of state assessment directors and other key representatives from Governing States and Participating States.
2. Design Committees shall provide recommendations to the Governing Board regarding major decisions on issues such as those identified above, or as otherwise established in their charters.
  - a. Recommendations are made on a consensus basis, with input from the Participating States.
  - b. Where consensus is not achieved by a Design Committee, the Committee shall provide alternative recommendations to the Governing Board, and describe the strengths and weaknesses of each recommendation.
  - c. Design Committees, with support from the Project Management Partner, shall make and keep records of decisions on behalf of the Consortium regarding assessment policies, operational matters and other aspects of the Consortium's work if a Design Committee's charter authorizes it to make decisions without input from or involvement of the Governing Board.
  - d. Decisions reserved to Design Committees by their charters shall be made by consensus; but where consensus is not achieved decisions shall be made by a vote of Governing States on each Design Committee. Each Governing State on the committee has one vote. Votes of a majority of the Governing States on a Design Committee, plus one, are necessary for a decision to be reached.

3. The selection of successful bidders in response to RFPs issued on behalf of the Consortium shall be made in accordance with the procurement laws and regulations of the State that issues the RFP, as described more fully in Addendum 3 of this MOU.
  - a. To the extent permitted by the procurement laws and regulations of the issuing State, appropriate staff of the Design Committees who were involved in the development of the RFP shall review the proposals, shall provide feedback to the issuing State on the strengths and weaknesses of each proposal, and shall identify the proposal believed to represent the best value for the Consortium members, including the rationale for this conclusion.

**C. General Assembly of All Consortium States**

1. There shall be two convenings of all Consortium states per year, for the purpose of reviewing the progress of the Consortium's work, discussing and providing input into upcoming decisions of the Governing Board and Design Committees, and addressing other issues of concern to the Consortium states.
  - a. A leadership team (comprised of chief state school officers, and other officials from the state education agency, state board of education, governor's office, higher education leaders and others as appropriate) from each state shall be invited to participate in one annual meeting.
  - b. Chief state school officers or their designees only shall be invited to the second annual convening.
2. In addition to the two annual convenings, Participating States shall also have the opportunity to provide input and advice to the Governing Board and to the Design Committees through a variety of means, including:
  - a. Participation in conference calls and/or webinars;
  - b. Written responses to draft documents; and
  - c. Participation in Google groups that allow for quick response to documents under development.

**IX. Benefits of Participation**

Participation in the Consortium offers a number of benefits. For example, member States will have opportunities for:

- A. Possible coordinated cooperative purchase discounts;

- B. Possible discount software license agreements;
- C. Access to a cooperative environment and knowledge-base to facilitate information-sharing for educational, administrative, planning, policy and decision-making purposes;
- D. Shared expertise that can stimulate the development of higher quality assessments in an efficient and cost-effective manner;
- E. Cooperation in the development of improved instructional materials, professional development and teacher preparation programs aligned to the States' standards and assessments; and
- F. Obtaining comparable data that will enable policymakers and teachers to compare educational outcomes and to identify effective instructional practices and strategies.

**X. Binding Commitments and Assurances**

**A. Binding Assurances Common To All States – Participating and Governing**

Each State that joins the Consortium, whether as a Participating State or a Governing State, hereby certifies and represents that it:

- 1. Has all requisite power and authority necessary to execute this MOU;
- 2. Is familiar with the Consortium's Comprehensive Assessment Systems grant application<sup>14</sup> under the ED's Race to the Top Fund Assessment Program and is supportive of and will work to implement the Consortium's plan, as defined by the Consortium and consistent with Addendum I (Notice);
- 3. Will cooperate fully with the Consortium and will carry out all of the responsibilities associated with its selected membership classification;
- 4. Will, as a condition of continued membership in the Consortium, adopt a common set of college- and career-ready standards no later than December 31, 2011, and common achievement standards no later than the 2014-2015 school year;
- 5. Will, as a condition of continued membership in the Consortium, ensure that the summative components of the assessment system (in both mathematics and English language arts) will be fully implemented statewide no later than the 2014-2015 school year, subject to the availability of funds;
- 6. Will conduct periodic reviews of its State laws, regulations and policies to identify any barriers to implementing the proposed assessment system and

address any such barriers prior to full implementation of the summative assessment components of the system:

- a. The State will take the necessary steps to accomplish implementation as described in Addendum 2 of this MOU.
  7. Will use the Consortium-developed assessment systems to meet the assessment requirements in Title I of the ESEA;
  8. Will actively promote collaboration and alignment between the State and its public elementary and secondary education systems and their public Institutions of Higher Education ("IHE") or systems of IHEs. The State will endeavor to:
    - a. Maintain the commitments from participating public IHEs or IHE systems to participate in the design and development of the Consortium's high school summative assessments;
    - b. Obtain commitments from additional public IHEs or IHE systems to participate in the design and development of the Consortium's high school summative assessments;
    - c. Involve participating public IHEs or IHE systems in the Consortium's research-based process to establish common achievement standards on the new assessments that signal students' preparation for entry level, credit-bearing coursework; and
    - d. Obtain commitments from public IHEs or IHE systems to use the assessment in all partnership states' postsecondary institutions, along with any other placement requirement established by the IHE or IHE system, as an indicator of students' readiness for placement in non-remedial, credit-bearing college-level coursework.
  9. Will provide the required assurances regarding accountability, transparency, reporting, procurement and other assurances and certifications; and
  10. Consents to be bound by every statement and assurance in the grant application.
- B. Additional Binding Assurances By Governing States

In addition to the assurances and commitments required of all States in the Consortium, a Governing State is bound by the following additional assurances and commitments:

1. Provide personnel to the Consortium in sufficient number and qualifications and for sufficient time to support the activities of the Consortium as described in Section VII (A)(1)(a)(iv) of this MOU.

#### **XI. Financial Arrangements**

This MOU does not constitute a financial commitment on the part of the Parties. Any financial arrangements associated with the Consortium will be covered by separate project agreements between the Consortium members and other entities, and subject to ordinary budgetary and administrative procedures. It is understood that the ability of the Parties to carry out their obligations is subject to the availability of funds and personnel through their respective funding procedures.

#### **XII. Personal Property**

Title to any personal property, such as computers, computer equipment, office supplies, and office equipment furnished by a State to the Consortium under this MOU shall remain with the State furnishing the same. All parties agree to exercise due care in handling such property. However, each party agrees to be responsible for any damage to its property which occurs in the performance of its duties under this MOU, and to waive any claim against the other party for such damage, whether arising through negligence or otherwise.

#### **XIII. Liability and Risk of Loss**

- A. To the extent permitted by law, with regard to activities undertaken pursuant to this MOU, none of the parties to this MOU shall make any claim against one another or their respective instrumentalities, agents or employees for any injury to or death of its own employees, or for damage to or loss of its own property, whether such injury, death, damage or loss arises through negligence or otherwise.
- B. To the extent permitted by law and to the extent of available appropriations, if a risk of damage or loss is not dealt with expressly in this MOU, such party's liability to another party, whether or not arising as the result of alleged breach of the MOU, shall be limited to direct damages only and shall not include loss of revenue or profits or other indirect or consequential damages.

#### **XIV. Resolution of Conflicts**

Conflicts which may arise regarding<sup>po</sup> the interpretation of the clauses of this MOU will be resolved by the Governing Board, and that decision will be considered final and not subject to further appeal or to review by any outside court or other tribunal.

#### **XV. Modifications**

The content of this MOU may be reviewed periodically or amended at any time as agreed upon by vote of the Governing Board.

#### **XVI. Duration, Renewal, Termination**

- A. This MOU will take effect upon execution of this MOU by at least five States as "Governing States" and will have a duration through calendar year 2015, unless otherwise extended by agreement of the Governing Board.
- B. This MOU may be terminated by decision of the Governing Board, or by withdrawal or termination of a sufficient number of Governing States so that there are fewer than five Governing States.
- C. Any member State of the Consortium may be involuntarily terminated by the Governing Board as a member for breach of any term of this MOU, or for breach of any term or condition that may be imposed by the Department of Education, the Consortium Governing Board, or of any applicable bylaws or regulations.

#### **XVII. Points of Contact**

Communications with the State regarding this MOU should be directed to:

*Name: Janet Bagsby*

*Mailing Address: Division of Accountability and Assessment; Maryland State Department of Education; 200 West Baltimore Street; Baltimore, MD 21201*

*Telephone: (410)767-0048*

*Fax: (410)333-2017*

*E-mail: jbagsby@msde.state.md.us*

Or hereafter to such other individual as may be designated by the State in writing transmitted to the Chair of the Governing Board and/or to the PARCC Project Management Partner.

#### **XVIII. Signatures and Intent To Join in the Consortium**

The State of *Maryland* hereby joins the Consortium as a *Governing State*, and agrees to be bound by all of the assurances and commitments associated with the *Governing State* membership classification. Further, the State of *Maryland* agrees to perform the duties and carry out the responsibilities associated with the *Governing State* membership classification.

*Signatures required:*

- Each State's Governor;
- Each State's chief school officer; and
- If applicable, the president of the State board of education.




Addenda:

- **Addendum 1:** Department of Education Notice Inviting Applications for New Awards for Fiscal Year (FY) 2010.
- **Addendum 2:** Each State describes the process it plans to follow to ensure that it will be able to implement the assessment systems developed by the Consortium by the 2014-2015 school year, pursuant to Assurance 6 in Section X of this MOU.
- **Addendum 3:** Signature of each State's chief procurement official confirming that the State is able to participate in the Consortium's procurement process.

**STATE SIGNATURE BLOCK**

*Signature Block for Recommitment to Participation as a Governing State in PARCC  
as outlined in the*  
**MEMORANDUM OF UNDERSTANDING for  
PARTNERSHIP FOR ASSESSMENT OF READINESS FOR COLLEGE AND  
CAREERS MEMBERS (June 2010)**

<b>State of:</b> <b>MARYLAND</b>	
Signature of the Chief State School Officer: 	
Printed Name: <b>Bernard J. Sadusky</b>	Date: <b>7-6-11</b>

**ADDENDUM 2:  
MARYLAND'S ASSURANCE REGARDING PROCESS AND PLANS FOR  
IMPLEMENTING PROPOSED ASSESSMENT SYSTEM**

**MEMORANDUM OF UNDERSTANDING**

**For**

**Race To The Top -- Comprehensive Assessment Systems Grant Partnership For  
Assessment of Readiness for College and Careers Members**

**ADDENDUM 2: ASSURANCE REGARDING PROCESS AND PLANS FOR  
IMPLEMENTING PROPOSED ASSESSMENT SYSTEM**

*June 3, 2010*

Plan of Maryland

Maryland has already begun the process for eventual implementation of the assessment systems to be developed by the Consortium and implemented in the 2014-15 school year. Maryland's recent Race To The Top application submitted in June, 2010 details the plans the state will implement with regards to transitioning to the new assessment system. Key milestones directly related to the implementation of the assessments are:

- May 2010 – The Maryland State Board of Education endorsed the Common Core State Standards based on earlier drafts of the documents.
- June 2010 – The Maryland State Board of Education will adopt the Common Core State Standards. Maryland Education Code Ann. §2-205(h), gives the State Board authority to adopt standards for all public schools in Maryland.
- July 2010 – Maryland Department of Education in collaboration with educators statewide will begin a year-long process to revise curriculum to align with the new Common Core Standards. Classroom educators, instructional coaches, and Local Education Agency curriculum, assessment, and accountability leaders will refine and align the current Maryland State Curriculum with the Common Core State Standards.
- June 2011 – The new State Curriculum will be provided to the Maryland State Board of Education for adoption.
- Budgeted state and federal assessment funds will be used for the phase out of the current assessments and the implementation of the new assessment system.
- The year prior to the 2014-15 operational administration of the new assessments the Code of Maryland Regulations will be changed to reflect the Common Core Assessment System. The regulation will be presented in accordance with the Procedure for Promulgation of Regulations as defined in the Code of Maryland Regulations, PREFACE, P-3.

**ADDENDUM 3:  
MARYLAND'S ASSURANCE REGARDING PARTICIPATION IN CONSORTIUM  
PROCUREMENT PROCESS**

**MEMORANDUM OF UNDERSTANDING**

**For**

**Race To The Top -- Comprehensive Assessment Systems Grant Partnership For  
Assessment of Readiness for College and Careers Members**

**ADDENDUM 3: ASSURANCE REGARDING PARTICIPATION  
IN CONSORTIUM PROCUREMENT PROCESS**

*June 3, 2010*

The signature of the chief procurement official of MARYLAND on Addendum 3 to the Memorandum of Understanding for the Race to the Top Comprehensive Assessment Systems Grant Partnership For Assessment of Readiness for College and Careers ("Consortium") Members constitutes an assurance that the chief procurement official has determined that MARYLAND may, consistent with its applicable procurement laws and regulations, participate in and make procurements using the Consortium's procurement processes described herein.

**I. Consortium Procurement Process**

This section describes the procurement process that will be used by the Consortium. The Governing Board of the Consortium reserves the right to revise this procurement process as necessary and appropriate, consistent with its prevailing governance and operational policies and procedures. In the event of any such revision, the Consortium shall furnish a revised Addendum Three to each State in the Consortium for the signature by its chief procurement official.

1. *Competitive Procurement Process; Best Value Source Selection.* The Consortium will procure supplies and services that are necessary to carry out its objectives as defined by the Governing Board of the Consortium and as described in the grant application by a competitive process and will make source selection determinations on a "best value" basis.
2. *Compliance with federal procurement requirements.* The Consortium procurement process shall comply with all applicable federal procurement requirements, including the requirements of the Department of Education's grant regulation at 34 CFR § 80.36, "Procurement," and the requirements applicable to projects funded under the American Recovery and Reinvestment Act of 2009 ("ARRA").
3. *Lead State for Procurement.* The Fiscal Agent of the Consortium shall act as the Lead State for Procurement on behalf of the Consortium, or shall designate another Governing State to serve the Consortium in this capacity. The Lead State for Procurement shall conduct procurements in a manner consistent with its own procurement statutes and regulations.
4. *Types of Procurements to be Conducted.* The Lead State for Procurement shall conduct two types of procurements: (a) procurements with the grant funds provided by the

**ADDENDUM 3:**  
**MARYLAND'S ASSURANCE REGARDING PARTICIPATION IN CONSORTIUM  
PROCUREMENT PROCESS**

Department of Education to the Fiscal Agent, and (b) procurements funded by a Consortium member State's non-grant funds.

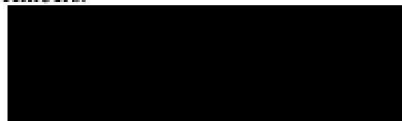
5. *Manner of Conducting Procurements with Grant Funds.* Procurements with grant funds shall be for the acquisition of supplies and/or services relating only to the design, development, and evaluation of the Consortium's assessment system, and a vendor awarded a contract in this category shall be paid by grant funds disbursed by the Fiscal Agent at the direction of the Governing Board of the Consortium. The Lead State for Procurement shall conduct the procurement and perform the following tasks, and such other tasks as may be required or necessary to conduct the procurement effectively, in a manner consistent with its own State procurement laws and regulations, provided however that such procurements involve a competitive process and best value source selection:
  - a. Issue the Request for Proposal;
  - b. Receive and evaluate responsive proposals;
  - c. Make source selection determinations on a best value basis;
  - d. Execute a contract with the awardee(s);
  - e. Administer awarded contracts.
  
6. *Manner of Conducting Procurements with State Funds.* The Consortium shall conduct procurements related to the implementation of operational assessments using the cooperative purchasing model described in this section.
  - a. The Lead State for Procurement shall conduct such procurements and perform the following tasks, and such other tasks as may be required or necessary to conduct the procurement effectively, in a manner consistent with its own State procurement laws and regulations, provided however that such procurements involve a competitive process and best value source selection:
    - i. Issue the RFP, and include a provision that identifies the States in the Consortium and provides that each such State may make purchases or place orders under the contract resulting from the competition at the prices established during negotiations with offerors and at the quantities dictated by each ordering State;
    - ii. Receive and evaluate responsive proposals;
    - iii. Make source selection determinations on a best value basis;
    - iv. Execute a contract with the awardee(s);
    - v. Administer awarded contracts.
  
  - b. A Consortium State other than the Lead State for Procurement shall place orders or make purchases under a contract awarded by the Lead State for Procurement pursuant to the cooperative purchasing authority provided for under its state procurement code and regulations, or other similar authority as may exist or be created or permitted under the applicable laws and regulations of that State.

**ADDENDUM 3:**  
[STATE NAME] ASSURANCE REGARDING PARTICIPATION IN CONSORTIUM  
PROCUREMENT PROCESS

- i. An ordering State shall execute an agreement ("Participating Addendum") with the contractor, which shall be incorporated into the contract. The Participating Addendum will address, as necessary, the scope of the relationship between the contractor and the State; any modifications to contract terms and conditions; the price agreement between the contractor and the State; the use of any servicing subcontractors and lease agreements; and shall provide the contact information for key personnel in the State, and any other specific information as may be relevant and/or necessary.

**II. Assurance Regarding Participation in Consortium Procurement Process**

I, Joel Leberknight, in my capacity as the chief procurement official for MARYLAND, confirm by my signature below that MARYLAND may, consistent with the procurement laws and regulations of MARYLAND participate in the Consortium procurement processes described in this Addendum 3 to the Memorandum of Understanding For Race To The Top -- Comprehensive Assessment Systems Grant Consortium Members.



Joel Leberknight, Chief of Procurement  
Maryland Department of Budget and Management

6/10/2010

June 10, 2010

**Attachment 7: Evidence that SEA has Submitted High-Quality Assessments and Academic Achievement Standards to the Department for Peer Review, or a Timeline of When the SEA will Submit the Assessments and Academic Achievement Standards to the Department for Peer Review**

**THIS IS NOT APPLICABLE TO MARYLAND**

Attachment 8: A Copy of the Average  
Statewide Proficiency Based on  
Assessments Administered in the 2010-  
2011 School Year in Reading/Language  
Arts and Mathematics for “All Students”  
Group and All Subgroups

**THIS IS NOT APPLICABLE TO  
MARYLAND**

# Attachment 9: Table 2: Reward, Priority, and Focus Schools



**TABLE 2: REWARD, PRIORITY, AND FOCUS SCHOOLS**

LEA Name	School Name	School NCES ID #	Reward School	Priority School	Focus School
Allegany	Cash Valley ES	240003001338	A*		
	Flintstone ES	240003000014	A*		
Anne Arundel	Georgetown East ES	240006000073			F
	Marley ES	240006000093	A		
Baltimore City	Dr. Carter Godwin Woodson PreK	24000900167	B		
	Charles Carroll Barrister ES	240009000153	B		
	Coldstream Park ES	240009000178	B		
	The Crossroads School	240009001291	B		
	Inner Harbor East Academy	240009001528	B		
	Westport Academy	240009000331	B		
Baltimore County	Berkshire ES	240012000349	A*		
	Chadwick ES	240012000357	A*		
	Deer Park ES	240012000371	A		
	Dogwood ES	240012002945	A**		
	Powhatan ES	240012000455	A*		

	Randallstown ES	240012000457	A		
	Sandy Plains ES	240012000470			F
	Sussex Elementary	240012000482	B		
	Winfield ES	240012000498			F
Charles	C. Paul Barnhart ES	240027000380			F
	Dr. Samuel A. Mudd ES	240027000585			F
	Mt Hope/Nanjemoy ES	240027001492			F
Dorchester	Choptank ES	240030000841			F
Garrett	Crellin ES	240036000665	A*		
Harford	William Paca/Old Post Road ES	240039000716			F
Howard	Bryant Woods ES	240042000720			F
	Guilford ES	240042000733			F
	Laurel Woods ES	240042000761			F
	Swansfield ES	240042000755			F
Kent	Kent County MS	240045000766			F
Montgomery	Brookhaven ES	240048000789			F
	Kemp Mill ES	240048000858			F
	Montgomery Knolls ES	240048000878			F

	Watkins Mill ES	240048000944			F
Prince George's	Adelphi ES	240051000965	A**		
	Andrew Jackson Academy	240051001683			F
	Benjamin Stoddert MS	240051001464		E	
	Charles Carroll MS	240051001004			F
	Concord ES	240051001013	A**		
	Drew Freeman MS	240051001034		E	
	G. James Gholson MS	240051001211		E	
	Gaywood ES	240051001041			F
	Hyattsville ES	240051001064			F
	James Mchenry ES	240051001071			F
	Kenmoor ES	240051001078			F
	Lewisdale ES	240051001093	A**		
	Oxon Hill MS	240051001471		E	
	Robert Frost ES	240051001142	A**		
	Robert R. Gray ES	240051001183	B		
	Seat Pleasant ES	240051001155	A**		
	Thomas Johnson MS	240051001175		E	

	Thurgood Marshall MS	240051001465		E	
	William C. March MS	240051001568		E	
	William Wirt MS	240051001186			F
Somerset	Greenwood ES	240057001373	A*		
St. Mary's	George Washington Carver ES	240060001483			F
	Park Hall ES	240060001234			F
Talbot	St. Michaels ES	240063001247			F
	Easton ES	240063001244			F
Washington	Eastern ES	240066000418			F
Wicomico	Prince Street School	240069001314			F
	West Salisbury Elementary	240069001322	A*		
Worcester	Buckingham ES	240072001325	A*		
	Pocomoke ES	240072001328	A**		
	Snow Hill ES	240072001332	A*		
Baltimore City	Augusta Fells Savage Institute Of Visual Arts	240009001387		E	
	Baltimore Civitas	240009001666		C	
	Baltimore Freedom Academy	240009001560		C	

	Baltimore IT Academy	240009000174		E	
	Baltimore Rising Star Academy	240009001664		C	
	Booker T. Washington MS	24000900160		E	
	Calverton Elem/ MS	240009000164		E	
	Cherry Hill ES/MS	240009000171		E	
	Commodore John Rogers	240009000180		E	
	Empowerment Academy	240009001558	A		
	Federal Hill Preparatory School	240009000201			F
	Francis Scott Key ES/MS	240009000205			F
	Frederick Douglass High	240009000209		E	
	Garrison MS	240009000228		E	
	Glenmount ES/MS	240009000222			F
	Hampstead Hill Academy	240009000234			F
	Hazelwood ES/MS	240009000241			F
	Highlandtown ES #215	240009000243			F
	Langston Hughes ES	240009000266			F
	Margaret Brent ES	240009000276			F
	Mary Ann Winterling ES At Bentalou	240009000158	A**		

	Masonville Cove Academy	240009000157		E	
	Moravia Park	240009000282			F
	Northeast MS	240009000289			F
	Patapsco ES/MS	240009000296		C	
	Steuart Hill Academic Academy	240009000319		C	
	Woodhome ES/MS	240009000339			F

**Total # of Reward Schools: 30**

**Total # of Priority Schools: 21**

**Total # of Title I schools in the State: 412**

**Total # of Title I-participating high schools in the State with graduation rates less than 60%: 0**

## Key

### **Reward School Criteria:**

- A. Highest-performing school (See definition below)
- B. High-progress school (See definition below)

### **Highest Performing Title I Reward Schools- A (4)**

1. Title I School making AYP or AMOs for the "all students" group and all subgroups
2. Highest absolute performance over 2 years for the "all students" group and for all subgroups
3. If applicable be among Title I high schools with graduation rates greater than 60%
4. Not have significant achievement gaps across subgroups that are not closing

### **Distinguished Highest Performing Title I Reward Schools - A\*(10)**

1. Title I School making AYP or AMOs for the "all students" group and all subgroups
2. Highest absolute performance over 2 years for the "all students" group and for all subgroups
3. If applicable be among Title I high schools with graduation rates greater than 60%
4. Not have significant achievement gaps across subgroups that are not closing
5. Be among the top ten percent of Title I schools in the State in improving the performance of the "all students" group over 5 years or be among the Title I high schools in the state making the most progress in increasing graduation rates.

### **Superlative Highest Performing Title I Reward Schools -A\*\* (8)**

1. Title I School making AYP or AMOs for the "all students" group and all subgroups
2. Highest absolute performance over 2 years for the "all students" group and

### **High Progress Title I Schools-B (8)**

1. Title I school among the top 10% of Title I schools in the State in improving the performance of the "all students" group over 5 years.
2. A Title I high school making the most progress in increasing graduation rates.
3. No significant achievement gaps across subgroups that are not closing.

Note: In Maryland, Increased gap closure by 18% points or more

### **Priority School Criteria:**

- C. Among the lowest five percent of Title I schools in the State based on the proficiency and lack of progress of the "all students" group
- D-1. Title I-participating high school with graduation rate less than 60%  
over a number of years
- D-2. Title I-eligible high school with graduation rate less than 60% over a number of years
- E. Tier I or Tier II SIG school implementing a school intervention model

### **Focus School Criteria:**

- F. Has the largest within-school gaps between the highest-achieving subgroup(s) and the lowest-achieving subgroup(s) or, at the high school level, has the largest within-school gaps in the graduation rate
- G. Has a subgroup or subgroups with low achievement or, at the high school level, a low graduation rate
- H. A Title I-participating high school with graduation rate less than 60% over a number of years that is not identified as a priority school

**Attachment 10: A Copy of any  
Guidelines that the SEA has Already  
Developed and Adopted for Local  
Teacher and Principal Evaluation and  
Support Systems**



# Excerpt from Maryland's Race to the Top Application

## **((D)(2) Improving teacher and principal effectiveness based on performance (58 points)**

The extent to which the State, in collaboration with its participating LEAs (as defined in this notice), has a high-quality plan and ambitious yet achievable annual targets to ensure that participating LEAs (as defined in this notice)—

(i) Establish clear approaches to measuring student growth (as defined in this notice) and measure it for each individual student; *(5 points)*

(ii) Design and implement rigorous, transparent, and fair evaluation systems for teachers and principals that (a) differentiate effectiveness using multiple rating categories that take into account data on student growth (as defined in this notice) as a significant factor, and (b) are designed and developed with teacher and principal involvement; *(15 points)*

(iii) Conduct annual evaluations of teachers and principals that include timely and constructive feedback; as part of such evaluations, provide teachers and principals with data on student growth for their students, classes, and schools; *(10 points)* and

(iv) Use these evaluations, at a minimum, to inform decisions regarding— *(28 points)*

(a) Developing teachers and principals, including by providing relevant coaching, induction support, and/or professional development;

(b) Compensating, promoting, and retaining teachers and principals, including by providing opportunities for highly effective teachers and principals (both as defined in this notice) to obtain additional compensation and be given additional responsibilities;

- (c) Whether to grant tenure and/or full certification (where applicable) to teachers and principals using rigorous standards and streamlined, transparent, and fair procedures; and
- (d) Removing ineffective tenured and untenured teachers and principals after they have had ample opportunities to improve, and ensuring that such decisions are made using rigorous standards and streamlined, transparent, and fair procedures.

*The State shall provide its detailed plan for this criterion in the text box below. The plan should include, at a minimum, the goals, activities, timelines, and responsible parties (see Reform Plan Criteria elements in Application Instructions or Section XII, Application Requirements (e), for further detail). Any supporting evidence the State believes will be helpful to peer reviewers must be described and, where relevant, included in the Appendix. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.*

*Recommended maximum response length: Ten pages*

### **Introduction: Improving Educator Effectiveness Based on Performance**

If Maryland is going to ensure that all students are college and career ready, every school — especially those where students need the most support — must have teachers and principals who are effective at increasing student achievement. Although Maryland has worked diligently and successfully over the past decade to increase the number of Maryland teachers designated as Highly Qualified under federal definitions, State leaders also understand that this measurement is imprecise and considers only inputs into good teaching and not actual performance. Maryland is committed to taking bolder, more aggressive steps to evaluate the learning outcomes teachers and principals create and use that information to help develop the strongest educator corps in the country.

Signaling its serious commitment to this new approach, Maryland has already adopted needed policies to anchor and guide next steps. Signed by Governor O'Malley on May 3, 2010, the Education Reform Act of 2010 creates a new expectation for Maryland educators: To be effective, teachers and principals must show they can successfully improve student learning. The law establishes that changes in student growth will become a significant factor in the evaluation of teachers and principals (see

Appendix 4). This legislation creates the foundation for a new *evaluation system* that will more consistently and fairly identify, support, and reward educators who are effective; and identify, develop, or exit those who are ineffective.

The Maryland State Board of Education acted in April 2010 to begin to establish the general standards for the new evaluation system (see Appendix 5). These proposed regulations, which the Board passed unanimously, are proceeding through the regulatory process.

- The new evaluation system shall be used in all public schools **beginning in the 2012–13 school year.**
- The **student growth component shall be at least 50 percent** of the evaluation for teachers and principals.
- The **remaining 50 percent of the evaluation of teachers** shall include at least these four components: planning and preparation, classroom environment, instruction, and professional responsibility. For principals, the evaluation shall include at least the eight standards for instructional leadership set forth in the *Maryland Instructional Leadership Framework*. LEAs have the flexibility to add to these four components for teachers and the eight standards for principals.
- An evaluation of a teacher or principal shall move away from a binary system and provide, at a minimum, for an overall rating of **Highly Effective, Effective, or Ineffective.**
- Every teacher and principal shall be **evaluated at least once annually.**

An advisory stakeholder group, the Educator Effectiveness Workgroup (to be put in place through an Executive Order by Governor O'Malley in June 2010), will help guide the design and implementation of the new evaluation system, providing information and recommendations on evaluation criteria, model tools, and protocols, and any additional policy changes the State Board should enact to clarify the goals of the new system. In addition, seven pioneering school districts — including the three serving the majority of the State's low-income students: Baltimore City, Baltimore County, and Prince George's County — will pilot with MSDE the specific mechanics, metrics, and protocols for the new evaluation system during the next two school years (2010–12) to ensure the new evaluation system can be successfully scaled statewide in fall 2012.

Supporting the transition to this new system, the General Assembly also extended the timeline for granting tenure from two years to three years, allowing new teachers to receive both the support and oversight they need in their early years to become effective or leave the profession. The new State Board regulations (see Appendix 30), passed unanimously in April 2010, complement this change by creating a comprehensive induction and mentoring system for all teachers during their initial three years in the classroom as well (described in more detail in Section (D)(5)). Those regulations are proceeding through the regulatory review process.

Maryland's goal is to ensure the majority of teachers and principals in its public schools are not only evaluated as being effective, but *are* effective. A lynchpin in the State's overall strategy for creating a truly world-class education system, this new evaluation system will: (1) collect information about how every educator actually impacts student growth and achievement; (2) count student achievement growth as the single most significant factor, accounting for 50 percent, of the evaluation of teachers and principals; (3) combine information about student learning with high-quality, more consistent observations of teachers' and principals' skills, knowledge, and leadership by better-trained supervisors; (4) empower schools to better support educators and strengthen their practices, compensate exceptional teachers and principals, and remove those who clearly are ineffective; and (5) help Maryland identify and deploy the best teachers and principals to the neediest schools. These changes — and timelines for implementing them — are described in more detail below throughout section (D)(2).

#### **Section (D)(2)(i): Student Growth Measures**

As noted in the introduction, in April 2010 the Maryland State Board of Education passed proposed regulations that are now going through the regulatory process. These regulations specify that student-learning gains should comprise 50 percent of the evaluation. There will be a pilot phase with the seven pilot school districts that will result in statewide implementation of this new standard by the 2012–13 school year.

**Clear approaches to measuring student growth (intermediate strategy and long-term strategy):** State leaders recognize that using student growth data in teacher and principal evaluations requires thoughtful planning and engagement among key stakeholders and psychometrically valid instruments

and analytics. Compounding the challenge, Maryland (like many other states) is implementing its new educator evaluation system even as it plans to convert to a new student assessment system that measures Common Core State Standards and will be developed jointly with other states. These new assessments will be specifically designed to measure growth with summative assessments. MSDE envisions a system of growth measures that are flexible to accommodate various types of growth data, and — as detailed in Section (B)(2)(i) — will provide alert data for students not making progress during the school year.

However, until the new Common Core assessments are in place (expected by 2014) and can be validated for use in evaluations and personnel decisions, Maryland will incorporate other assessments of student learning into its new educator evaluation system. With an urgency and imperative to act, Maryland leaders will implement the new system by the 2012–13 using these existing measures of student growth until the evaluation system can be successfully transitioned to Common Core-based assessments (how these growth measures will be factored into evaluations is explained later in Section (D)(2)(ii)).

- 1. For teachers of mathematics and reading in grades 3–8,** MSDE will adjust scaling of the existing Maryland School Assessment (MSA) to allow calculations assessing individual student growth — from a baseline to at least one other point in time — to be performed. MSDE is designing these technical changes in close consultation with its National Psychometric Council, a group of nationally recognized psychometric experts who provide external validation of Maryland’s assessment processes. The Council has already determined several potential calculations are feasible using the MSA.
- 2. For all other teachers,** to generate student growth information, MSDE will seek to identify objective pre- and post-tests that are comparable across classrooms and appropriate for each grade and subject already in use by school districts throughout the State. In designing a framework for the new educator evaluation system, MDSE has been engaged in extensive conversations with school-district leaders, principals, and teachers throughout the past six months and is reasonably confident it can identify appropriate assessments for this purpose. The State’s National Psychometric Council has drawn up criteria to help guide the selection, review, and approval of these assessments.
- 3. For principals (and as a fallback for teachers in any grade or subject for which appropriate assessments for calculating individual student-learning growth are not found to be**

- available),** MSDE will aggregate student growth gains — from a baseline to at least one other point in time — for the entire school in mathematics, reading, and science (as measured by MSA for elementary and middle schools) and in algebra, biology, English, and government (as measured by the end-of-course High School Assessments for high schools).
4. In addition, MSDE will calculate a combined index reflecting the **gains a team of teachers collectively contributes to student growth** — from a baseline to at least one other point in time — using MSA performance gains in mathematics, reading, and science. Maryland values the collaborative, collective work of teams of teachers, such as co-teaching teams for students with disabilities and English Language Learners, or grade or content teams who flexibly group students based on individual student learning needs and individual teacher strengths. This measure also will signal the importance of all school faculty focusing on literacy and numeracy, regardless of the subject they teach. For purposes of this calculation, a “team” could be defined as groups of teachers supporting students in a particular content area (e.g., co-teaching by content and special education teachers), all teachers at a certain grade-level (in elementary and middle schools), or all teachers in a department (in high schools). The National Psychometric Council and national experts, in conjunction with the Educator Effectiveness Workgroup (a stakeholder group that will advise on implementation; its charge and members are described below in Section (D)(2)(ii)), will determine the calculations to be used. The State’s prior accountability program (based on the Maryland School Performance Assessment Program or MSPAP that was used from 1993 to 2002) measured school performance rather than individual student performance, so Maryland has strong history with and existing capacity to perform and use these calculations for accountability.
  5. Finally, MSDE will calculate the **progress each school makes in closing overall achievement gaps** as measured by MSA for elementary and middle schools and in end-of-course exams in algebra, biology, English, and government (as measured by the end-of-course High School Assessments for high schools). As described more fully in Section (A)(3)(ii)(b), MSDE has determined that virtually every school has an achievement gap for at least one group of students (e.g., low-income, minority, special education); this measure reinforces the need to ensure educators are helping students make sufficient growth to close these gaps. Again, the State’s experience developing and using these types of indices using MSPAP results gives MSDE existing capacity and expertise to make these school-based calculations.

**Piloting and refining the growth measures (2010–12):** These five measures of student growth will be piloted and refined as needed beginning in January 2011 and for the following 18 months, working in close partnership with seven pilot school districts throughout the State: **Baltimore City, Baltimore County, Charles County, Kent County, Prince George’s County, Queen Anne’s County, and St. Mary’s County.** Importantly, three of these districts (Baltimore City, Baltimore County, and Prince George’s County) disproportionately serve the majority of low-income students in Maryland — ensuring that the new evaluation system can accelerate improvement in schools serving the State’s neediest students and efforts to equitably distribute effective teachers and principals. The seven LEAs’ experiences over the two-year pilot also will help inform any needed course corrections before the system is used in all schools throughout the State beginning in the 2012-13 school year. MSDE and the Educator Effectiveness Workgroup will collaborate with the pilot districts to gather information and lessons learned to inform the statewide scale-up.

MSDE and the seven districts will pilot the use of student-learning measures, data systems, and evaluation instruments. To address the need for objective assessments of student learning not measured by MSA, MSDE and its National Psychometric Council will begin its ongoing screening process to select additional student-learning measures already in use throughout Maryland that meet the criteria for calculating student growth.

#### **Section (D)(2)(ii): Rigorous, Transparent, Fair Evaluations**

While the broad framework of Maryland’s new educator evaluation system has been established through State law and a regulation proposed by the State Board that is now working its way through the regulatory process, MSDE has relied extensively on consultations, feedback, and focus-group discussions with teachers and principals from throughout the State to begin filling in key details and next steps. Specifically, a series of 24 focus groups consisting of 432 stakeholders — including superintendents, human resource directors, teachers, representatives of teacher associations, and representatives from higher-education teacher preparation and arts and sciences faculty — provided input on the draft framework for teacher evaluations (see Appendix 31). Eleven focus groups engaged 200 principals and 30 supervisors of principals on the draft framework for principal evaluations. Much as a similar consultative process a decade ago helped the State shift to a mandatory curriculum that was

widely accepted and used, this outreach and consultation on the evaluation system has helped lay a strong groundwork and broader buy-in for the new evaluation system as Maryland shifts from a locally determined system to a statewide framework with required components and consistent quality, but still with local flexibility.

**State requirements and local flexibility for measuring student growth:** One result — based on educator feedback — is a system that deliberately marries clear State expectations with local flexibility, innovation, and community priorities, as described in the text below and the two tables that follow. It includes a State model that districts can adopt wholesale or augment; under the Education Reform Act, the State model also becomes the automatic default option for a teacher evaluation system if a local school district and local bargaining unit cannot agree on one (principals do not collectively bargain).

Specifically, while student growth gains will comprise 50 percent of teacher and principal evaluations, **the State will require that LEAs annually calculate 30 percent of the evaluation using one of the first three growth measures** described in Section (D)(2)(i) (numbers 1–3) above:

- For teachers in mathematics and reading in grades 3–8, individual student growth as measured by MSA;
- For all other teachers, individual student growth as measured by appropriate tests determined by MSDE/National Psychometric Council and the Educator Effectiveness Workgroup; and
- For principals (and any grade or subject for which there is not an appropriate assessment), student growth for the entire school in mathematics, reading, and science (as measured by MSA for elementary and middle schools) and in algebra, biology, English, and government (as measured by the end-of-course High School Assessments for high schools).

For the **remaining 20 percent of student growth required for the evaluation, LEAs can use either a State model or propose their own** locally developed model that values school team priorities, student learning goals, and closing achievement gaps:

- The State model will include the remaining two measures (numbers 4 and 5) described in Section (D)(2)(i) above: team-based calculations of annual student growth (10 percent of



overall evaluation for teachers) and annual school wide progress in closing achievement gaps (10 percent of overall evaluation for teachers and 20 percent for principals).

- Local models could propose alternative priorities for annually measuring student growth and learning, such as — at the high-school level — gains in Advanced Placement participation and exam performance or decreases in the dropout rate.

**State requirements and local flexibility for measuring other domains:** The remaining components of the new evaluation system, not measuring student growth, will work in a similar fashion. For the remaining 50 percent of the evaluation rating of teachers, LEAs will be expected to assess the teacher’s skills, knowledge, and practice in at least four specific domains (weighting determined by the LEA):

- Planning and preparation;
- Classroom environment;
- Instruction; and
- Professional responsibilities.

These domains were derived from an analysis of various sets of teaching standards from the Interstate New Teachers Assessment and Support Consortium (INTASC), Maryland’s Essential Dimensions of Teaching, California Standards for the Teaching Profession, other state teacher standards, and the Principles from the National Board for Professional Teaching Standards, as well as Charlotte Danielson’s framework. The four domains in the Danielson Framework were determined to best represent key common domains. Because MSDE and the pilot districts will produce exemplary rubrics, tools, and guidance with district staff from the pilot LEAs and the Educator Effectiveness Workgroup (membership and charge described in Section (D)(2)(ii)), it is anticipated that the majority of schools will use the State model and tools. School districts will have flexibility to determine how often these domains are assessed (minimum is every other year) and how they are assessed (e.g., classroom observation, student feedback). They also have the flexibility to suggest additional measures for this 50 percent that reflect unique priorities of their communities.

For an additional 25 percent (weighting to be determined by LEAs) of the evaluation rating of principals, LEAs will be expected to assess the principal’s skills, knowledge, practice, and leadership in the eight areas defined by the *Maryland Instructional Leadership Framework*. The final 25 percent of

principals' evaluations will be at the discretion of the LEAs. Endorsed by the State Board of Education in 2005, the *Framework* is a set of eight rigorous and well-researched outcomes expected of principals as they provide leadership in their schools in the following ways:

- Facilitate the development of a school vision;
- Align all aspects of a school culture to student and adult learning;
- Monitor the alignment of curriculum, instruction, and assessment;
- Improve instructional practice through the purposeful observation and evaluation of teachers;
- Ensure the regular integration of appropriate assessments into daily classroom instruction;
- Use technology and multiple sources of data to improve classroom instruction;
- Provide staff with focused, sustained, research-based professional development; and
- Engage all community stakeholders in a shared responsibility for student and school success.

Originally adopted as a means of informing best practices in preparation programs and professional development of principals, the *Framework* is now used widely and referenced throughout the State.

Similar to the non-growth measure component of the teacher evaluation, LEAs will have flexibility in their principal evaluations to determine how best to assess these outcomes, which must be done annually. In addition, LEAs may add attributes of principal leadership (e.g., school-management skills) to these eight outcomes that reflect local priorities.

As part of the annual Master Plan update process, MSDE will review each LEA's evaluation framework and exert quality control as needed. As described in Section (A)(2)(i), Maryland tracks performances at the district level through the Bridge to Excellence program, which requires local school systems to develop and implement a comprehensive master plan, updated annually, as part of receiving increased State funding. Because the Master Plan is reviewed annually by MSDE and LEA staff to ensure that students, schools, and districts are making sufficient progress toward performance goals, the process serves as an important, high-profile accountability tool in Maryland.

**Student growth and teacher evaluation design:** For teachers, the new evaluation system includes these factors:

MARYLAND TEACHER EVALUATION FRAMEWORK						
DOMAINS	Student Learning and Growth	Weight	Metric	Measure	Frequency	
		30%	Growth in student learning <b>for an individual teacher</b> from a baseline to at least one other point in time	<i>For teachers of mathematics and reading (grades 3–8):</i> Maryland Student Assessment (summative test) <i>For all other teachers:</i> Objective pre- and post- measures comparable across classrooms and approved by MSDE. For example: <ul style="list-style-type: none"> <li>Assessments already used by school districts</li> <li>Measures acquired or developed by MSDE in conjunction with the National Psychometric Council</li> </ul>	Annual	
				<u>State model:</u> Growth in student learning <b>for educator teams</b> from a baseline to at least one other point in time (10%) - <b>AND</b> - Growth in closing the achievement gap <b>for the entire school</b> (10%)	To be determined by the National Psychometric Council and national experts in conjunction with the Educator Effectiveness Workgroup	Annual
				<b>-OR -</b>		
20%	<u>Local flexibility:</u> LEA proposes objective measures of <b>student growth and learning linked to local goals</b>	LEA proposes appropriate measures that are objective and comparable across classrooms.	Annual			
		LEA determines weight, format, and means for evaluation; MSDE will provide model tools.				
					<u>Local flexibility:</u> LEA may propose <b>additional domains based on local priorities</b>	
Teacher Skills and Knowledge	50%	<b>Planning and preparation</b>	LEA determines weight, format, and means for evaluation; MSDE will provide model tools.	Annual; LEA determines process		
<b>Classroom environment</b>						
<b>Instruction</b>						
<b>Professional responsibilities</b>						
<b>Local flexibility:</b> LEA may propose <b>additional domains based on local priorities</b>						

**Student growth and principal evaluation design:** For principals, the new evaluation system includes these factors:

MARYLAND PRINCIPAL EVALUATION FRAMEWORK					
DOMAINS		Weight	Metric	Measure	Frequency
	Student Learning and Growth	30%	Growth in student learning <b>aggregated for an entire school</b> from a baseline to at least one other point in time	<ul style="list-style-type: none"> <li>For elementary and middle schools: Maryland School Assessment (summative test) in mathematics, reading, and science</li> <li>For high schools: End-of-course exams (High School Assessment) in algebra, biology, English, and government</li> </ul>	Annual
				State model: Growth in closing the achievement gap <b>for the entire school</b>	To be determined by the National Psychometric Council and national experts in conjunction with the Educator Effectiveness Workgroup
	Instructional Leadership	50%	Local flexibility: LEA proposes objective measures of <b>student growth and learning linked to local goals</b>	LEA proposes appropriate measures that are objective and comparable across classrooms.	Annual
Maryland <b>Instructional Leadership Framework: 8</b> outcomes				LEA determines weight, format, and means for evaluation; MSDE will provide model tools.	Annual
			- OR -		
			- AND -		
			Local flexibility: LEA may propose <b>additional domains based on local priorities</b>	LEA determines weight, format, and means for evaluation; MSDE will provide model tools.	Annual

**Multiple rating categories to differentiate effectiveness:** In addition to proposing the categories and framework for the new educator evaluation system in April 2010, the State Board of Education also included in the new regulation *a minimum of* three rating criteria (in place of the current two for teachers and principals): Highly Effective, Effective, and Ineffective (see Appendix 5). Between now and December 2010, MSDE will work with the Educator Effectiveness Workgroup to determine if additional rating criteria would be constructive and, if so, propose these changes to the State Board for adoption in 2011.

Maryland believes that to be rated Effective, a teacher or principal must show appropriate levels of growth among their students to help them successfully transition and progress from grade to grade. Further, to be rated Highly Effective, a teacher or principal must show exceptional talent in increasing student growth well beyond one grade level in one year, or exceptional success in educating high-poverty, minority, ELL, or other high-needs students.

**Teachers and principals who do not meet at least the Effective standard on the student-growth portion of their evaluations cannot be rated Effective overall and will thus be deemed Ineffective.** In other words, an educator in Maryland cannot be rated Effective or better unless he/she has demonstrated satisfactory levels of student growth.

The required amount of growth to receive a rating of Effective or Highly Effective will be determined by the State Board during the 2011–13 pilot/refinement phase and in consultation with the Educator Effectiveness Workgroup (as described in more detail below).

### **Next Steps: Refining the Evaluation System and Involving Teachers and Principals**

Although Maryland has made rapid and substantial progress in a short period to dramatically overhaul its evaluation of public school teachers and principals — demonstrating clearly its commitment to do what it takes to ensure great teachers and leaders in every school — essential details still need to be resolved and studied.

In particular, several aspects of the new evaluation system cannot be completed until the 2011–13 pilot is underway and they are field tested, including:

- The validity of different student growth measures in calculating student growth;
- Appropriate student growth needed to be rated Effective or Highly Effective;

- Model teacher- and principal-evaluation tools and rubrics that meet the needs of principals, executive officers, and schools; and
- Protocols for conducting annual evaluations

Thus, the pilot process — and MSDE’s close partnership with seven school districts to refine the new framework — is an important step to ensuring the fairness, reliability, and rigor of the new system and to identify and work out any problems before the system is implemented statewide in 2012. Importantly, MSDE and its partner school districts will study the impacts and validity of the new evaluation system by examining key questions, such as: Do ratings of teachers and principals under the new system match what principals and administrators had expected? Are teachers and principals receiving overall ratings of Effective or better in numbers that are the same, fewer, or more that had been previously rated Satisfactory?

With the goal of testing and refining the rubrics and measures, the student-growth portion of evaluations during this pilot cycle will be “no fault” without high stakes or consequences attached, although teachers and principals rated Highly Effective during the pilot because of their exceptional impact on student growth will qualify for locally negotiated incentives described in Section (D)(3) for working in high-poverty/high-minority schools. In the interest of fairness during the pilot period, the participating LEAs will use both their current evaluation system and the one developed specifically for the pilot. Therefore, for purposes of determining tenure, needed supports, or the need to terminate or non-renew the teacher’s contract during the two-year pilot, teachers and principals will continue to be evaluated using present LEA evaluation systems, not the pilot system being tested.

To help guide the design and refinement of the pilots and resolve outstanding issues, the Governor is creating through an Executive Order in June 2010, the Educator Effectiveness Workgroup. Membership of this Workgroup will be broad-based and will include representation from individuals/groups such as: State Superintendent; Members of the General Assembly; Governor’s Policy Director; State Board of Education; Local Boards of Education; LEA Superintendents; Maryland State Education Association; Baltimore Teachers Union; LEA Assistant Superintendents for Instruction; LEA School Business Officials; LEA Executive Officers; Local Accountability Coordinators; LEA Human Resources Directors; Title I coordinators; Principals; MSDE/LEA identified teachers; Institutions of Higher Education (USM system, private colleges and community colleges); Community/Business; PTA; National

Psychometric Council; Maryland Assessment Research Center for Education Success (MARCES); and students

The Workgroup will be asked to make recommendations to the Governor, State Board of Education, and State Superintendent by December 2010 so the recommendations can be ready for piloting in the seven LEAs by spring 2011 and the State Board of Education can enact any new policies needed in early 2011 in these areas:

- Appropriate levels of student growth for a teacher or principal to be rated Effective or Highly Effective; Maryland believes that to be rated Effective, a teacher or principal must show appropriate levels of growth among their students to help them successfully transition and progress from grade to grade; to be rated Highly Effective, a teacher or principal must show exceptional talent in increasing student growth well beyond one grade level in one year or exceptional success educating high-poverty, minority, ELL, or other high-needs students (and the Workgroup will help translate these value statements into specific psychometric measures);
- Definition of Ineffective for a teacher or principal of receiving an Ineffective rating, including what supports should be offered and what additional evaluations are needed;
- Whether an additional rating category (e.g., “Developing,” for educators whose performance falls between Ineffective and Effective) beyond the minimum three categories established in State Board of Education regulations is needed;
- Model scoring rubrics for classroom observations of teachers that measure the four other domains and are based on best practices, such as the Danielson framework;
- Model scoring rubrics for measuring the eight outcomes of the *Maryland Instructional Leadership Framework*;
- Matrix for determining how different rating criteria received in any individual domain combine to form an overall summative rating for the teacher or principal while ensuring, as noted above, that no principals or teachers can be rated Effective unless their students achieve the appropriate level of growth;
- Advice to MSDE (in consultation with the National Psychometric Council) on the feasibility of specific LEA-developed or LEA-purchased tests to generate objective student growth data for teachers in grades or subjects not assessed by the State summative assessment;

- Reviews of current LEA evaluation tools, protocols, and processes, including Montgomery County’s Peer Assistance and Review System, to determine potential applicability to other counties; and
- Propose revisions to Maryland Teaching Standards to reflect current research, best practices, the new evaluation system, and to inform teacher preparation and professional development (described in Section (D)(5)).

As part of its April 2010 proposed regulations for the new evaluation system, the State Board of Education is directing MSDE to present any additional regulations needed to guide the implementation of the system statewide by January 2011 — and the State superintendent and MSDE will rely heavily on the Educator Effectiveness Workgroup to identify and develop any further policies needed. The Workgroup will continue to meet throughout the pilot to provide input and advice on these additional issues:

- Guide MSDE’s evaluation and research questions throughout the two-year pilot of the new system; and
- Identify by December 2011 corrections and adjustments to the overall design of the State evaluation system — including the guidelines, tools, and measures — before the system is mandated for statewide use in fall 2012.

Further adjustments to the evaluation system and specific consequences for those rated Ineffective under the new system still need to be enacted into policy in 2011 (and 2012 if additional corrections are needed). It is important to understand that members of the State Board of Education — who are appointed by the Governor — have sole authority within the limits of the law to act on these issues. Over the next six months (to December 2010), Maryland leaders are appropriately taking the needed time to seek input from stakeholders to refine and perfect the new evaluation system — and not simply postponing difficult decisions to a distant date or to an uncertain future. The action of Maryland’s General Assembly — combined with the State Board’s broad powers to “determine the elementary and secondary educational policies of this State” and to do so by regulations that have the “force of law” and apply to all school systems (Annotated Code of Maryland, §2-205(b)(1) and §2-205(c))



— ensure Maryland will take action and enact all aspects of the plan outlined above, after conferring closely with stakeholders.

### **Section (D)(2)(iii): Annual Evaluations that Provide Timely and Constructive Feedback**

As stated above, Maryland’s goal is to ensure nearly all of the teachers and principals in its schools are not just rated Effective (or better) but truly *are* effective. Data and anecdotal reports suggest that nearly every educator today is rated Satisfactory — which is not the same as knowing whether principals or teachers actually *are* effective at improving student learning, the most important component of their jobs. For Maryland to achieve its aspiration of having nearly every principal and teacher become Effective (or even Highly Effective), the State needs to ensure that evaluations happen regularly and that supervisors not only are able to conduct evaluations capably and fairly but also understand how to use the results to provide useful feedback and target appropriate support to those they are evaluating.

As part of its April 2010 proposed regulations for the new evaluation system, the State Board of Education agreed that — beginning in the 2012 school year — all teachers and principals will be required to have annual evaluations on student growth (see Appendix 5). Under the current system, tenured teachers are evaluated every other year; under the new system, all school districts must follow these guidelines:

- Every teacher and principal shall be evaluated at least once annually.
- Each annual evaluation of a principal shall include all of the components of the evaluation system (student growth, the eight leadership outcomes, and locally-decided priorities).

Whenever student growth demonstrates a failure on the part of the teacher or principal to meet targets and earn a rating of Effective, it will trigger additional evaluation of the teacher’s or principal’s performance and a determination of what intervention and/or supports may be necessary.

Because a high-quality, consistent, statewide system for evaluating teacher and principal effectiveness has never existed before in Maryland — and because student learning data in particular have not regularly been used by all LEAs in evaluations — Maryland will invest in significant technical assistance to support school districts, and especially those education leaders who supervise teachers and principals, in making the transition.

By December 2010, the availability of data throughout Maryland’s PreK–12 system — as described in Section (C)(1) — will give principals and the executive officers who supervise and evaluate principals new and faster access to performance information about their students and those they supervise. This functionality will include the ability to link teacher and student performance and provide reports on student growth by 2012, when the new State evaluation system becomes required statewide. MSDE will work with the seven pilot LEAs to link teacher and student performance during the evaluation system pilot phase. Beyond making the data available, MSDE will collaborate with an external entity to design, develop, and implement an ongoing training and coaching program that will touch all designated executive officers and principals to help them use data and observations to become better evaluators of staff. In Maryland, principal evaluations are performed by a designated executive officer in each LEA, so assistance and support easily can be targeted to the right individuals.

This training in staff evaluations will be designed during 2011–12; coaches will be hired to support the 58 executive officers, and support will be offered to every LEA beginning in 2012 (see more details about the State’s training and development for executive officers who supervise and support principals outlined in Section (D)(5)(i)). Executive officers will help teach principals to evaluate teachers using the new teacher evaluation system; they also will receive continued professional development and support to enable them to improve the oversight, coaching, and annual evaluation of principals. Executive officers and principals also will receive training in the use of evaluations for promotion, incentives, and removal.

<b>GOAL I: DEVELOP A STATEWIDE STUDENT GROWTH MEASURE TO USE IN EDUCATOR EVALUATIONS.</b>		
<b>(SECTIONS (D)(2)(i–iii))</b>		
<b>ACTIVITIES</b>	<b>TIMELINE</b>	<b>RESPONSIBILITY</b>
A. Conducted 35 focus groups statewide with hundreds of teachers, principals, executive officers, and other stakeholders to gather input and ideas on a new statewide teacher and principal evaluation system.	October 2009–May 2010	MSDE Division of Instruction MSDE Division for

**GOAL I: DEVELOP A STATEWIDE STUDENT GROWTH MEASURE TO USE IN EDUCATOR EVALUATIONS.**

**(SECTIONS (D)(2)(i–iii))**

ACTIVITIES	TIMELINE	RESPONSIBILITY
		Leadership Development
<p>B. Required use of student growth in teacher and principal evaluations (Education Reform Act of 2010); proposed new regulations passed by the State board specifying student growth will count for at least 50 percent of the evaluation, establishing three rating categories, and requiring annual evaluations for all teachers and principals.</p>	April–2010	Maryland General Assembly  Maryland State Board of Education
<p>C. Appoint stakeholders participating on Effective Educator Workgroup.</p>	July 2010	State Superintendent
<p>D. Complete preliminary design of new evaluation system by determining:</p> <ul style="list-style-type: none"> <li>• Appropriate levels of growth for a teacher or principal to be rated Effective or Highly Effective;</li> <li>• Specific consequences of receiving an Ineffective rating;</li> <li>• Whether to establish a fourth, additional rating category;</li> <li>• Model scoring rubrics based on best practices for measuring teacher skills/knowledge and principal leadership (remaining 50 percent of evaluation);</li> <li>• Matrix for determining how different rating criteria combine to form an overall summative rating for the teacher or principal; and</li> <li>• Propose revisions to Maryland Teaching Standards.</li> </ul>	July–December 2010	Educator Effectiveness Workgroup  MSDE Division of Assessment and Accountability  MSDE Division of Instruction  MSDE Division for Leadership Development  National Psychometric Council  State Superintendent
<p>E. Screen and select student learning measures already in use throughout Maryland that are appropriate for calculating student growth and being used in educator evaluations for subjects and grades not tested by the Maryland Student Assessment.</p>	July–December 2010	MSDE Division of Assessment and Accountability  National Psychometric Council  Educator Effectiveness Workgroup
<p>F. Enact new regulations if needed to further guide new educator evaluation system.</p>	Spring 2011	Maryland State Board of Education
<p>G. Pilot and validate the educator evaluation system in seven school districts.</p>	Spring 2011–Spring 2012	MSDE Division of Assessment and

**GOAL I: DEVELOP A STATEWIDE STUDENT GROWTH MEASURE TO USE IN EDUCATOR EVALUATIONS.**

**(SECTIONS (D)(2)(i–iii))**

ACTIVITIES	TIMELINE	RESPONSIBILITY
	(two testing cycles)	Accountability LEAs participating in pilot: Baltimore City, Baltimore County, Charles, Kent, Prince George’s, Queen Anne’s, and St. Mary’s
H. Purchase or custom develop software algorithms and processes to compute student-growth measures using the Maryland Student Growth Model and student data. Build student performance and growth reporting dashboards using longitudinal data stored in the MLDS.	July 2011— June 2012	MSDE Information Technology Chief Information Officer for Software Applications
I. Provide training in the use of new assessments, Instructional Improvement System, and teacher and principal evaluations to principals and executive officers.	Spring 2011, ongoing	MSDE Division of Instruction MSDE Division for Leadership Development
J. Implement data-collection procedures in the Master Plan Update process to ensure that all LEAs have designed local evaluation systems aligned to Maryland teacher and principal evaluation systems and to report human resources/talent development data on impact of new evaluation system.	Pilot October 2011, ongoing annually thereafter	MSDE Divisions of Certification and Accreditation; Instruction; Leadership Development; and Student and Family Support, Seven LEAs participating in pilot, followed by remaining LEAs
K. Make adjustments to the evaluation systems regulations if needed before statewide use, based on results of pilot and recommendations from the Effective Educator Workgroup.	July 2012	Maryland State Board of Education
L. Implement the statewide new evaluation system that includes student growth and other factors and use it annually with all teachers and principals; school districts will revise local evaluations to align and to include any local priorities or adopt State model.	2012–13, ongoing	MSDE Division of Assessment and Accountability MSDE Division of Instruction

**GOAL I: DEVELOP A STATEWIDE STUDENT GROWTH MEASURE TO USE IN EDUCATOR EVALUATIONS.**

**(SECTIONS (D)(2)(i–iii))**

ACTIVITIES	TIMELINE	RESPONSIBILITY
		MSDE Division for Leadership Development All 24 LEAs
M. Begin reporting statewide teacher and principal evaluation data, methods, and procedures on MSDE’s educator web portal.	2012–13, ongoing	MSDE Division of Assessment and Accountability
N. Test and validate new (Common Core) assessments for measuring student growth in new educator evaluation system.	2014–16	Maryland’s National Psychometric Council MSDE Division of Assessment and Accountability MSDE Division of Instruction MSDE Division for Leadership Development LEAs
O. Begin using Common Core assessment data to inform teacher and principal evaluations; upgrade data systems and performance and accountability dashboards with new assessments for use in teacher and principal evaluations and Instructional Improvement System.	2016–17, ongoing	MSDE Division of Assessment and Accountability MSDE Information Technology staff Applications Chief Information Officer All 24 LEAs

**Section (D)(2)(iv): Using Evaluations for Professional Development, Compensation, Tenure, Promotion, and Removal**

### **Section (D)(2)(iv)(a): Use Evaluations to Inform Decisions Regarding Developing Teachers and Principals**

The 2009 Teaching, Empowering, Leading, and Learning Maryland Survey (TELL) provides information from new teachers on their perceptions of induction and mentoring services. In addition, the Professional Development Advisory Council, the Governor’s STEM Task Force, and the Teacher Shortage Task Force reports all recommended ensuring quality induction and mentoring programs. For new teachers, the State Board adopted regulations in April 2010 that guide a comprehensive and rigorous approach for providing all new/non-tenured teachers with consistently high-quality support (see Appendix 30). The regulations are proceeding through the final regulatory review process. The new induction program requirements — which include ensuring that teachers receive top-notch support throughout their entire three-year probationary status period — replace the patchwork of uneven induction programs currently operated by school districts. The new requirements are effective with the start of the 2010–11 school year and LEAs must be fully compliant with all program components by July 2011. These regulations direct LEAs to provide a mentor, regularly scheduled opportunities for new teachers to co-teach or observe classrooms, target professional development and match it to each teacher’s needs, and conduct regular formative reviews and classroom observations. Importantly, new teachers who are rated Ineffective will receive more intensive support and frequent evaluations and feedback.

As Maryland’s new teacher evaluation system is operational — with its improved measures of teacher effectiveness — the new Maryland induction program will be an ideal platform, not just for ensuring that new teachers get support that can make them more successful, but also for identifying Highly Effective teachers who might become mentors. Moreover, as Maryland shifts to a more performance-based certification system for all teachers — as described in Section (D)(2)(iv)(c) — veteran teachers will be expected to develop detailed professional development plans linked to specific needs identified in their annual evaluations. As teachers seek recertification every five years, they will need to *demonstrate their performance as an Effective teacher* and show they have met the goals in their targeted professional development plan in order to be re-licensed.

In addition, many new principals would benefit greatly from a qualified mentor. However, because Maryland has no qualifying or certifying program for principal mentors, the quality of mentor programs and skills of principal mentors varies greatly across the State. In response, in August 2010, MSDE will present to the State Board a regulation outlining State standards for principal mentor

programs. Also, in collaboration with an institution of higher education (IHE), Maryland will develop a principal mentor-certificating program that will be based on the leadership standards in the *Maryland Instructional Leadership Framework*. Planning for the certificating program will begin in fall 2010, and implementation will begin as early as 2011. Over time, the new teacher and principal evaluation results will help inform the support and professional development that all educators receive — so all learn and grow to become more effective — in these ways:

- Beginning in 2011, Maryland will ensure that the 1,800 professional development/data/content coaches it has identified across all LEAs are receiving intensive training over three years on the emerging Common Core State Curriculum, new assessments, the Instructional Improvement System, and the Online Instructional Toolkit the State is developing (see Section (B)(3)). This existing cadre of coaches will be expanded to include teacher leaders to ensure every school has a reading, mathematics, and STEM coach/lead teacher.
- Beginning in 2012, as the new evaluation system becomes a statewide requirement, intensive and ongoing training of and support for every principal and executive officer will help ensure that all supervisors understand their roles, the role of evaluation, and the ways to use evaluation results to tailor professional development needs and support teachers in identifying and implementing individualized professional development goals and plans. This training will include a focus on linking evaluation results and individual teacher needs to the best professional development activities (as described in more detail in Section (D)(5)(i)). Research suggests that, when principals are well trained, their assessments of teachers become one of the best predictors of future student achievement (Jacob and Lefgren, *The persistence of teacher-induced learning gains*, NBER working paper, June 2008)
- By 2014, Maryland will create online options that allow individual teachers and principals to select professional learning opportunities that meet their individual needs, as identified in the teacher and principal evaluation systems. Using technology to help teachers and principals make these links and providing professional development online will allow a truly individualized approach to professional development (as described in more detail in Section (D)(5)(i)).

## **Section (D)(2)(iv)(b): Use Evaluations to Inform Decisions Regarding Compensation and Promotion of Teachers and Principals**

Maryland leaders at both the State and local levels are committed to transitioning to compensation systems for educators that better reward performance and signal the premium value the State places on those who are exceptional at their jobs. As described in detail in Section (D)(3)(i), the Education Reform Act of 2010 allows teachers and principals designated as Highly Effective to receive special, locally-negotiated financial incentives to work in low-achieving schools — thus connecting the new educator evaluation system to compensation decisions and to the State’s need to distribute its most talented teachers and principals more equitably. In addition, the State is setting aside grant money in order to fund locally negotiated incentives for highly effective STEM teachers and teachers of English Language Learners more generously. Teachers and principals in the seven school districts piloting the new evaluation system beginning in January 2011 and for the following 18 months and who are rated Highly Effective will be eligible for these incentives as soon as the end of the 2010–11 school year.

However, all participating LEAs, consistent with locally negotiated collective bargaining agreements, will use their Race to the Top funding to experiment with new compensation models that provide differentiated compensation to Effective or Highly Effective teachers and principals, especially subject areas where shortages exist and Maryland especially needs strong teachers: STEM fields and world languages. To support and accelerate their efforts, beginning in September 2010 MSDE will convene superintendents, human resources officers, and local union leaders from five Maryland school districts that have developed new compensation models and incentives and thus can serve as examples to others. Among these five school districts is the Prince George’s County school district, which has begun piloting a robust teacher effectiveness initiative to overhaul teacher recruitment, evaluation, development, retention, and dismissal processes. The school district’s plans are so well considered that it was among 10 finalist school districts in a highly competitive national application process to win support from the Bill & Melinda Gates Foundation for this sort of comprehensive talent-development system. Anne Arundel, Montgomery, Queen Anne’s, and Washington Counties round out Maryland districts that have implemented new, differentiated compensation systems for teachers and principals. Maryland will direct a portion of its Race to the Top funds — and will expect participating LEAs to do so as well — to invest more in the success and refinement of these five models.

By January 2011, an advisory group of leaders from these five school districts — called the Performance Compensation Workgroup — will pool lessons and ideas from their individual efforts to



develop a model compensation system that can be presented to their peer school districts; the model will propose ways of compensating teachers differently based on performance/evaluation results, career points and leadership roles, and subject areas. The model also will propose differentiated pay approaches for principals based on performance evaluation results. In turn, MSDE staff will provide guidance and technical support in assisting each of the remaining 19 systems in navigating the political and technical challenges needed to implement new compensation plans that meet their unique needs.

Finally, as part of the revamped teacher certificate structure now being developed for adoption in 2011 — described in Section (D)(2)(iv)(c) — special promotion and locally negotiated compensation opportunities will be developed for those evaluated as Highly Effective and interested in pursuing additional responsibilities or professional growth opportunities, including roles as new-teacher mentors, peer reviewers and coaches, and resource teachers. Participating LEAs will be encouraged to direct local dollars, including tuition reimbursement, to support teachers in meeting the goals outlined in their professional-development plans and required for recertification and teacher leader certification.

#### **Section (D)(2)(iv)(c): Use Evaluations to Inform Decisions Regarding Granting Tenure and Certification to Teachers and Principals**

The Education Reform Act of 2010 changed the probationary period for teachers to achieve tenure from two to three years. Non-tenured teachers who are struggling will be assigned a mentor and given access to additional professional development opportunities. Novice teachers must achieve a rating of Effective by their third year of teaching or their contract will not be renewed. In addition, after appropriate support, school districts have the right to non-renew the contract of a novice teacher at any point during the first three years and do not need to wait until this third year.

Maryland's goals for new-teacher induction include to provide all new teachers the support they need to learn to be effective in the classroom, to assess whether each new teacher has the skills and knowledge to succeed in the profession long term, and to ensure the decision to offer tenure is made with this consideration in mind. As described earlier in Section (D)(2)(iii), training will be provided for executive officers and principals in their supervisory duties to make these goals a reality in Maryland schools. Training for mentors and Induction Program Coordinators is described in Section (D)(5)(i).

Under Maryland law, principals have never had a right to tenure and can be dismissed from the position whenever they demonstrate a pattern of ineffective performance. Maryland is expanding its promising Aspiring Principals Institute to serve all regions of the State and will institute new mentoring guidelines resulting in a principal mentor certificate to be implemented in fall 2010 (see details in Section (D)(5)) to help ensure that new principals receive deeper support to be effective in meeting the expectations of the State's new principal evaluation system.

In addition to changing policies and programs that can improve induction and help school systems make smarter decisions about tenure, Maryland is well under way to restructuring the current certificate system to a **three-tiered, performance-based structure**. In March 2010, the State Board convened a workgroup composed of State Board of Education members, LEA human resource and certification directors, and higher-education representatives to begin the regulatory process connecting teacher effectiveness to certification. Maryland's revised structure will align tenure with a teacher's evaluation rating as Effective in order to achieve certification status. This certificate structure will be implemented by July 2013, recognizing that the new statewide evaluation systems for teachers and principals will become effective during the 2012–13 school year. **Tier 1** will be an *initial license* granted to novice teachers for three years. New teachers who are not rated Effective by the end of three years will not earn tenure and therefore will not receive a *continuing certification* for teaching. **Tier 2** will represent a certificate granted when teachers achieve tenure and will be valid for five years.

As part of receiving Tier 2 certification, teachers will create and implement a professional development plan with specific professional growth outcomes. To receive continuing Tier 2 certification every five years, teachers and principals will need to be consistently rated at least Effective under the new teacher and principal evaluation systems and will need to show mastery in achieving their professional development outcomes. **Tier 3** will be optional; eligibility for this certificate may include graduate study, advanced degrees, or MSDE-approved national certifications, such as the Administrator III certification that is being developed by the National Board for Professional Teaching Standards.

This proposed certification redesign plan, currently under consideration by a design workgroup that includes representatives from LEA human resource officers, the Maryland State Board of Education, institutions of higher education, and MSDE, moves the focus of certification from accumulating credits and advanced degrees to evidence of educator effectiveness.

## **Section (D)(2)(iv)(d): Use Evaluations to Inform Decisions Regarding Removing Ineffective Teachers and Principals**

As part of Maryland’s proposed new teacher and principal evaluation system, educators who do not meet at least the Effective standard on the student growth portion of their evaluations cannot be rated Effective overall and will thus be deemed Ineffective. Participating LEAs will use the new teacher and principal evaluation system as the basis for decisions about removal of Ineffective principals and Ineffective tenured and non-tenured teachers after they have had ample support and opportunities for improvement. Processes for removing ineffective teachers and principals will include:

- **Additional supports:** After the first year of being rated Ineffective, non-tenured/novice teachers receive additional supports and extra coaching, feedback, and evaluations.
- **Focused professional development:** After the first year of being rated Ineffective, principals and tenured teachers modify their professional development plans in conjunction with their supervisor and identify clear improvement goals and specific ways and opportunities for improving their effectiveness, based on problems identified by their evaluation. They also receive additional supports, observations, and feedback throughout the year, and a formal year-end annual evaluation.
- **Non-renewal of non-tenured teachers’ contracts:** If a non-tenured teacher cannot achieve a rating of Effective within three years, the teacher’s contract will not be renewed. In addition, after providing appropriate support, school districts have the right to non-renew a novice teacher’s contract at any point during the first three years and do not need to wait until this third year.
- **Termination/removal of tenured teachers:** After being rated Ineffective for two years, tenured teachers either are removed or transitioned to a second-class certificate — which freezes their movement on the salary schedule — and enter into a specific performance-improvement plan with their supervisor. Consistent with local bargaining agreements; a tenured teacher rated Ineffective for a third year in a row will be terminated.
- **Termination/removal of principals:** Although principals in Maryland do not have tenure, the process will be similar: Principals who are not rated Effective will move into a performance-improvement plan with their supervisor. Principals can be removed from their positions at the will of the LEA Superintendent.

The State Board of Education already has signaled its intention to begin in January 2011 any needed regulatory process to connect teacher and principal ineffectiveness and removal. With broad powers delegated to it by the General Assembly, the State Board of Education has the authority to act on these issues.

Until the State Board enacts new policies guiding the removal of Ineffective teachers and principals early next year and the new evaluation system goes statewide in 2012, participating LEAs in the interim will prohibit teachers with a second-class certificate — meaning their performance has been unsatisfactory for two consecutive years -- and principals rated unsatisfactory for two consecutive years from filling vacancies in a persistently low-achieving school. While no child should be in a classroom with an Ineffective educator — and, over the next few years, the new evaluation system will better ensure that is the case — Maryland leaders recognize that the most vulnerable students absolutely need the best educators supporting them and have committed to take this immediate, urgent step to make sure that is the case.

In addition to these eventual policy changes in early 2011, Maryland is committed to greater transparency about the quality and effectiveness of its educator workforce. State leaders believe that data — regularly presented to policymakers, school leaders, and the public — can be an important tool for ensuring the new educator evaluation system accomplishes its goal of dramatically improving student learning. To ensure quality, equity, and fairness of the educator evaluation systems, LEAs will report to MSDE annually on evaluations in their Master Plan update, as required by Maryland's Bridge to Excellence legislation (see Section (A)(2)(i)). These annual reports will include information on how LEAs are measuring each domain and how teacher and principal evaluations are informing decisions concerning induction, retention, removal, promotion, awarding of tenure, and professional development. Additionally, MSDE will maintain a public web site to report each year the percentage of teachers and principals — by school (for teachers) and by system (for teachers and principals) — who are rated Ineffective, Effective, or Highly Effective; the percentage of teachers and principals retained each year; the percentage of novice teachers achieving tenure status; and the percentage of teachers and principals who have been continually rated Ineffective and are exiting the system. LEAs will be expected to maintain a public web site to report aggregated teacher and principal evaluation data, methods, and procedures (as described in Section (C)(2)).

**GOAL II: ENSURE EDUCATOR EVALUATIONS INFORM LEA AND SCHOOL DECISIONS ABOUT PROFESSIONAL DEVELOPMENT, COMPENSATION, TENURE, CERTIFICATION, AND REMOVAL OF INEFFECTIVE TEACHERS.  
(SECTION (D)(2)(iv))**

ACTIVITIES	TIMELINE	RESPONSIBILITY
<b>DEVELOPING TEACHERS AND PRINCIPALS</b>		
A. Adopt regulations for a comprehensive teacher induction program that includes an orientation program, support from a mentor, professional development, etc.	April 2010	Maryland State Board of Education
B. Conduct Induction Program Academies for LEA Program Coordinators and mentors from all 24 LEAs.	2011-2013	MSDE Division of Instruction
C. Implement a new, more robust teacher induction program.	2011-12, ongoing	LEAs
D. Provide professional development and support to all executive officers and principals to, as appropriate: <ul style="list-style-type: none"> <li>• Revise and align LEA evaluation systems according to statewide standards;</li> <li>• Evaluate principals using the principal evaluation system and use data to assist principals in establishing an individual professional development plan and identifying learning needs;</li> <li>• Use data to inform promotion, compensation, transfer, and removal of principals and teachers; and</li> <li>• Support principals in using the teacher evaluation system and using data to assist teachers in establishing individual professional-development plans and identifying learning needs.</li> </ul>	July 2011, ongoing	MSDE Division for Leadership Development
E. Adopt regulations for new State standards in principal mentoring; develop principal mentor certificate program.	August 2010, with new program starting in fall 2011, ongoing	Maryland State Board of Education  MSDE Division for Leadership Development  Partner higher-education institution to be determined
F. Provide Educator Instructional Improvement	2011-13 (face-	MSDE Division of Instruction

**GOAL II: ENSURE EDUCATOR EVALUATIONS INFORM LEA AND SCHOOL DECISIONS ABOUT PROFESSIONAL DEVELOPMENT, COMPENSATION, TENURE, CERTIFICATION, AND REMOVAL OF INEFFECTIVE TEACHERS.  
(SECTION (D)(2)(iv))**

ACTIVITIES	TIMELINE	RESPONSIBILITY
Academies for 5,800 school-based coaches, teacher leaders, principals (differentiated as appropriate), LEA administrators, and teacher association representatives.	to-face) 2014 (online), ongoing	
G. Create Educators' web portal to provide educators with one-stop access to curriculum; student data; and a correlated, comprehensive professional database with links to course information, other professional development resources, registration, and credentialing.	Beginning 2010–11, with all content available 2014	MSDE Information Technology staff Chief Information Officer for Applications
<b>REWARD TEACHERS AND PRINCIPALS</b>		
H. Authorize incentives for highly effective teachers and principals.	April 2010	Maryland General Assembly
I. Appoint members of advisory Performance Compensation Workgroup from leadership of five LEAs and unions who have already developed performance compensation plans.	September 2010	State Superintendent Five LEAs: Anne Arundel, Montgomery Prince George's, Queen Anne's, and Washington counties
J. Pool lessons and ideas from LEA innovations to implement performance compensation plans to develop a model compensation system for Maryland school districts.	January 2011	Performance Compensation Workgroup
K. Encourage remaining 19 LEAs to experiment with and adopt new compensation models, using State model.	Spring 2011, ongoing	MSDE Division of Certification and Accreditation MSDE Division of Academic Policy
L. Adopt an incentive program to support locally negotiated financial incentives to reward highly effective teachers and principals who take assignments at low-achieving schools. <ul style="list-style-type: none"> <li>• Support locally negotiated incentive programs for highly effective STEM, special education, and ELL teachers in low-achieving schools.</li> <li>• Support locally negotiated incentive programs for highly effective teachers in low-achieving schools in Tier I and Tier II.</li> </ul>	Spring 2011 for educators in seven pilot LEAs 2012–13 statewide	Maryland State Board of Education MSDE Division of Certification and Accreditation MSDE Division of Academic Policy

**GOAL II: ENSURE EDUCATOR EVALUATIONS INFORM LEA AND SCHOOL DECISIONS ABOUT PROFESSIONAL DEVELOPMENT, COMPENSATION, TENURE, CERTIFICATION, AND REMOVAL OF INEFFECTIVE TEACHERS. (SECTION (D)(2)(iv))**

ACTIVITIES	TIMELINE	RESPONSIBILITY
<b>GRANTING TENURE AND CERTIFICATION TO TEACHERS AND PRINCIPALS</b>		
M. Extend the probationary period for novice teachers from two years to three years.	April 2010	Maryland General Assembly
<p>N. Adopt regulations establishing a new three-tiered, performance-based certificate structure for teachers: Tier 1 as initial three-year license, Tier 2 certificate, and Tier 3 advanced (optional).</p> <ul style="list-style-type: none"> <li>• Convene a stakeholder group to study and revise licensure/certificate structure that moves the focus of certification from accumulating credits ad advanced degrees to evidence of educator effectiveness..</li> <li>• Draft proposed regulations between January 2011 and July 2011, with input from stakeholders.</li> </ul>	July 2011, with implementation in July 2013	Professional Standards and Teacher Education Board
O. Publish LEA data each year on teacher and principal evaluation data, methods, procedures, and results.	July 2012, ongoing	All 24 LEAs
<b>REMOVING INEFFECTIVE TEACHERS AND PRINCIPALS</b>		
P. Prohibit teachers with a second-class certificate (two years of Unsatisfactory performance) and principals rated Unsatisfactory for two consecutive years from filling vacancies in a persistently low-achieving school.	2010–12 (until new evaluation system can make more refined judgments)	22 participating LEAs
Q. Ensure that, after the new evaluation system is in place, no teacher or principals rated “Ineffective” for two years in a row is employed in a persistently low-achieving school	2012–13, ongoing	All 24 LEAs

Criteria	General goals to be provided at time of application:	Baseline data and annual targets				
	<p><b>Performance Measures:</b></p> <p>Notes: Data should be reported in a manner consistent with the definitions contained in this application package in Section II. Qualifying evaluation systems are those that meet the criteria in (D)(2)(11)</p>	Actual date baseline (Current school yr or most recent)	End of SY 2010-2011	End of SY 2011-2012	End of SY 2012-2013	End of SY 2013-2014
(D)(2)(i)	Percentage of participating LEAs that measure student growth (as defined in this notice)	0	32	32	100	100
(D)(2)(ii)	Percentage of participating LEAs with qualifying evaluation systems for teachers	0	32	32	100	100
(D)(2)(ii)	Percentage of participating LEAs with qualifying evaluation systems for principals	0	32	32	100	100
(D)(2)(iv)	Percentage of participating LEAs with qualifying evaluation systems that are used to inform:	0	32	32	100	100
(D)(2)(iv)(a)	Developing teachers and principals.	0	32	32	100	100
(D)(2)(iv)(b)	Compensating teachers and principals.	0	32	32	100	100
(D)(2)(iv)(b)	<ul style="list-style-type: none"> <li>Promoting teachers and principals</li> </ul>	0	32	32	100	100
(D)(2)(iv)(b)	<ul style="list-style-type: none"> <li>Retaining effective teachers and principals.</li> </ul>	0	32	32	100	100
(D)(2)(iv)(c)	<ul style="list-style-type: none"> <li>Granting tenure and/or full certification (where applicable) to teachers and principals</li> </ul>	0	0	0	100	100



(D)(2)(iv)(d)	<ul style="list-style-type: none"> <li>Removing ineffective tenured and untenured teachers and principals</li> </ul>	0	0	0	100	100
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**General data to be provided at time of application: Total number of participating: 22 LEAs**

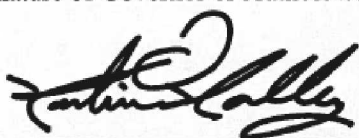
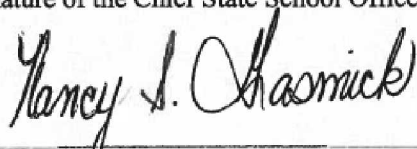
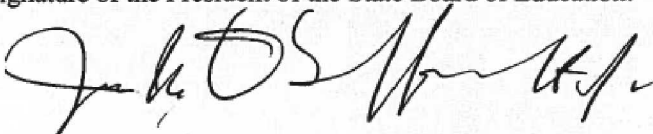
**(Data collected June 2009)**

**Total number of principals in participating LEAs: 1,192**

**Total number of teachers in participating LEAs: 46,838**

**Attachment 11: Evidence that the SEA  
has Adopted One or More Guidelines of  
Local Teacher and Principal Evaluation  
and Support Systems**

**III. RACE TO THE TOP APPLICATION ASSURANCES  
(CFDA No. 84.395A)**

Legal Name of Applicant (Office of the Governor): <b>State of Maryland</b>	Applicant's Mailing Address: <b>100 State Street Annapolis, Maryland 21401</b>
Employer Identification Number: <b>52-6002033</b>	Organizational DUNS: <b>001969443</b>
State Race to the Top Contact Name: (Single point of contact for communication) <b>Nancy S. Grasmick</b>	Contact Position and Office: <b>State Superintendent of Schools Maryland State Department of Education</b>
Contact Telephone: <b>410-767-0462</b>	Contact E-mail Address: <b>ngrasmick@msde.state.md.us</b>
Required Applicant Signatures:  To the best of my knowledge and belief, all of the information and data in this application are true and correct.  I further certify that I have read the application, am fully committed to it, and will support its implementation:	
Governor or Authorized Representative of the Governor (Printed Name): <b>Martin O'Malley</b>	Telephone: <b>410-974-3901</b>
Signature of Governor or Authorized Representative of the Governor: 	Date: <b>5/20/10</b>
Chief State School Officer (Printed Name): <b>Nancy S. Grasmick</b>	Telephone: <b>410-767-0462</b>
Signature of the Chief State School Officer: 	Date: <b>5/27/10</b>
President of the State Board of Education (Printed Name): <b>James H. DeGraffenreidt, Jr.</b>	Telephone: <b>410-767-0467</b>
Signature of the President of the State Board of Education: 	Date: <b>5/27/10</b>