



Maryland ESSA Consolidated State Plan Overview

DRAFT PLAN - JUNE 2017

Table of Contents

4 — Introduction

5 — Timeline

6 — ESSA Stakeholder Engagement

- Engagement To Date
- Regional Listening Tour
- Key Engagement Activities
- Feedback from Stakeholders

14 — Long Term Goals

- Academic Achievement Goals
- Cutting Proficiency Gaps

17 — Accountability

- Overview
- Required Indicators
- Accountability Framework
- Definition of Measures
- Student Growth
- Student Group Size
- Sample Performance Data
- Calculating Summative

43 — Identification of Schools

- Comprehensive Support and Improvement Schools (CSI) + Targeted Support and Improvement Schools (TSI)
- How Schools are Identified
- Supporting CSI Schools

47 — Support for Educators

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

53 — Support for Students

- Ensuring a Well-rounded Curriculum

56 — Additional Links and Feedback

INTRODUCTION AND CONTENT

Introduction

Timeline

Introduction

The purpose of the Elementary Secondary Education Act (ESEA), as reauthorized by the Every Student Succeeds Act (ESSA), is to provide all students the opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps. By answering a series of questions posed by the U.S. Department of Education, the Maryland State Department of Education (MSDE) developed, in collaboration with stakeholders across the State, a plan explaining how Maryland will meet, or is already meeting, the following ESSA requirements:



Establish State standards, set academic goals, and assess progress toward those goals for all students and schools



Measure and report performance of all students, schools, and local school systems



Identify and support schools in need of improvement



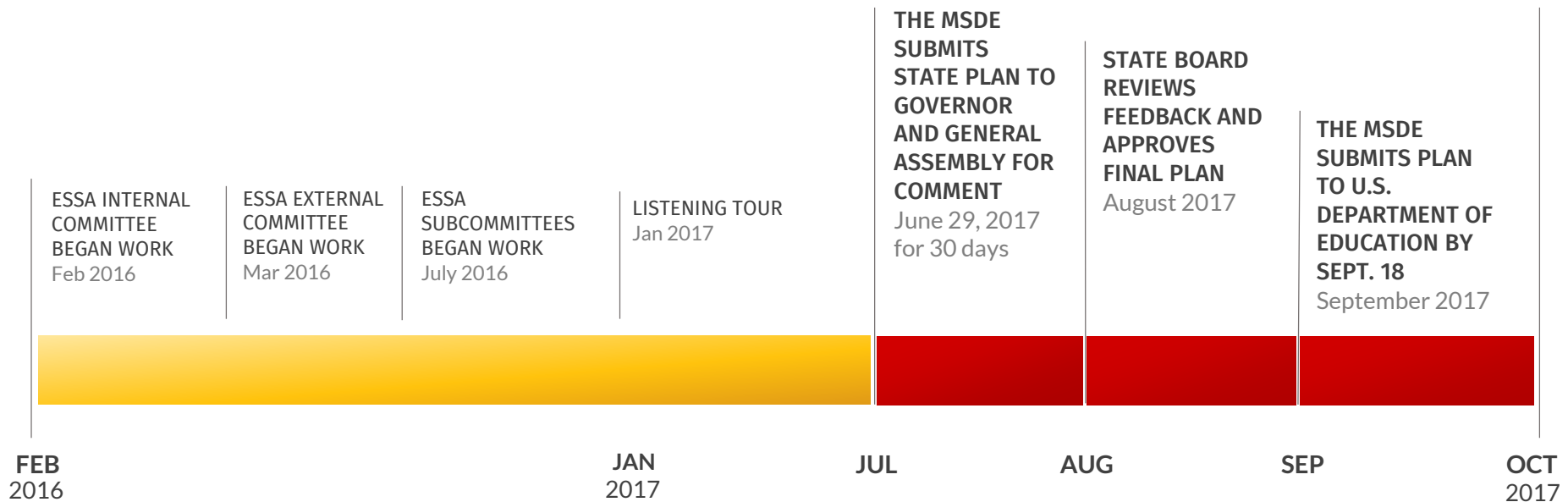
Support professional development and growth for educators



Support students to ensure a well-rounded education

Timeline: Maryland's ESSA Consolidated State Plan

Stakeholder feedback will continue to be essential as the MSDE prepares to submit the Maryland ESSA Consolidated State Plan by **September 18, 2017**, and refine the State's policies over time.



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

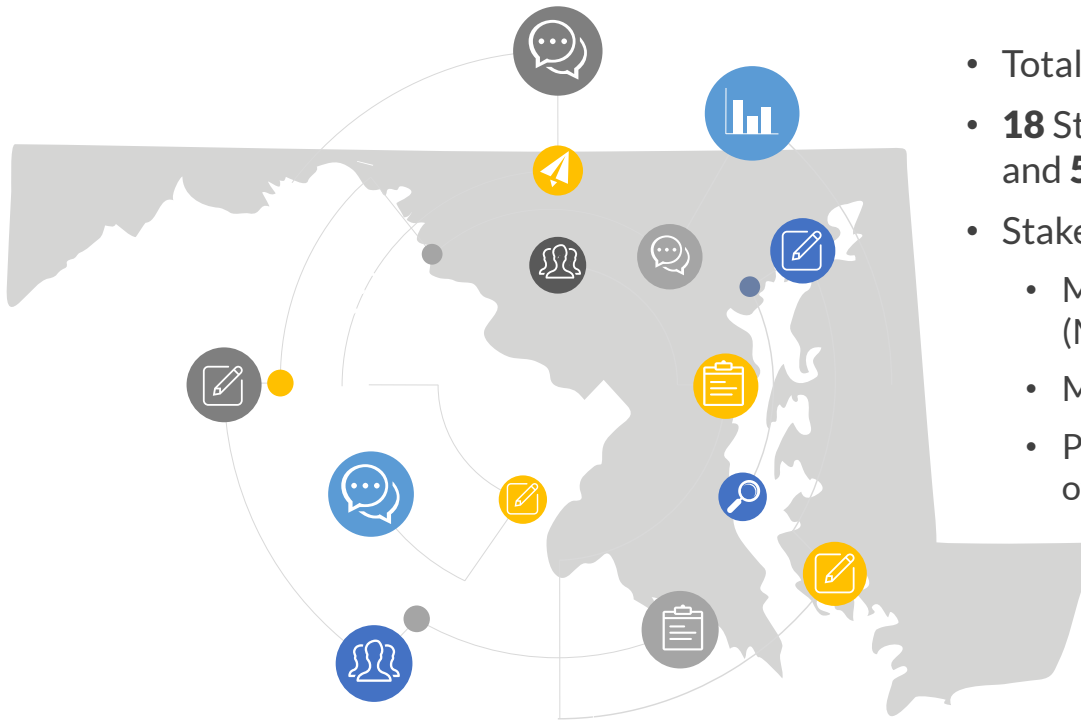
The MSDE continues to engage parents, educators, and students in thoughtful conversations, particularly around how we can continually improve the way the MSDE identifies and supports schools and local school systems in need of improvement.

ESSA STAKEHOLDER ENGAGEMENT

- ✓ Engagement to Date
- ✓ Regional Listening Tour
- ✓ Key Engagement Activities
- ✓ Feedback from Stakeholders

Engagement: ESSA Stakeholder Engagement to Date

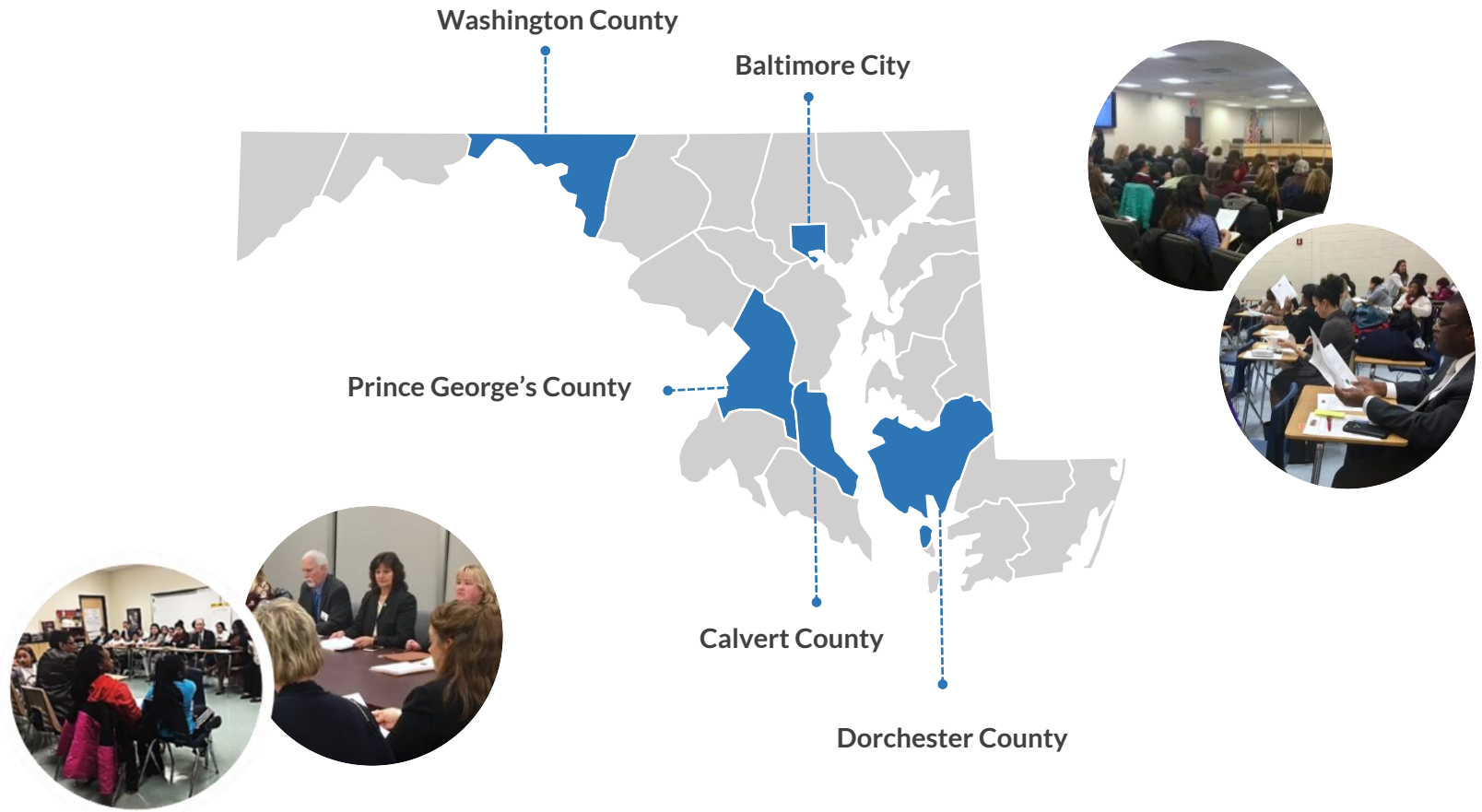
To create the Maryland ESSA Consolidated State Plan, the MSDE's first step was to engage as many stakeholders as possible. The MSDE received input from the General Assembly, the Governor, all 24 school systems, advocacy groups, teachers, principals, other educators, parents, students, and community organizations.



- Total of **209** meetings since Feb 2016
- **18** State Board of Education meetings and **5** work sessions
- Stakeholder presentations to the State Board:
 - Maryland Association of Boards of Education (MABE)
 - Maryland State Education Association (MSEA)
 - Public School Superintendents Association of Maryland (PSSAM)

ESSA Regional Listening Tour

Nearly **500** attendees. **5** regions visited. Received valuable feedback.



Engagement: ESSA Key Engagement Activities



- Embarked on a Regional Listening tour visiting **5** regions state wide
 - Nearly **500** attendees
- Conducted surveys and received nearly **3,000** responses in total
- Received input from more than **85** focus groups



- Established an Internal Committee with over **16** members that met at **12** monthly meetings
- Formed the ESSA External Stakeholder Committee with over **34** members representing **20** organizations
 - Hosted over **7** external meetings in total (Bi-monthly March 2016-Present)
- Held **81** meetings of the **7** ESSA Sub-Committees with stakeholder representation



TO COME:

- Educator Engagement Day
- Final draft posted with survey
 - **30** day public comment period on draft plan

Sample Feedback from Stakeholders:

Accountability and Assessment

What We Heard

What Is In The Plan

Stakeholders valued:

Student Growth as the most important indicator.

Student Growth has the highest value of any measure.

Preparing students for college and career.

Readiness for Post Secondary Success is an Academic Indicator at the high school level.

A process for setting long term goals that did not use a hard target for achievement.

Long term goals are based on cutting in half the number of non proficient students by 2030.

Value achievement and growth at all levels (Example: moving from PARCC level 1 to PARCC level 2).

Include a performance index in the Academic Achievement indicator, and use a methodology for growth that values growth at all levels of achievement.

Sample Feedback from Stakeholders:

Support for Teachers

What We Heard

Preparation programs should include training for teachers on how to teach students with diverse needs, including behavioral, even at the early childhood level.

Professional development should be differentiated based on individual needs of teachers.

Expertise of teachers in the classroom should be shared across the local school systems.

What Is In The Plan

- All prospective teachers will have direct experiences in diverse settings.
 - Intern assignment will be prioritized to relate to the quality of the placement, the skill of the mentor, and the diversity of the experience.
 - Educator preparation and induction/mentoring programs should intersect seamlessly.
-
- Identify and support personalized professional learning that meets the needs of diverse populations.
 - Develop State models for collaborative professional learning that includes data analysis, peer coaching, and lesson study.
 - Support implementation of evidence-based strategies/materials aligned to State standards.
 - Collect tools, strategies, and resources that can be used to identify teacher professional learning needs.

Sample Feedback from Stakeholders:

Support to Low Performing Schools and Well-Rounded Education

What We Heard

Valued Community Schools – explained importance of partnering.

Need high quality resources, teachers, and leaders who are skilled in ways to support needs of the diverse school populations.

Build student and career pathways starting in elementary school.

What Is In The Plan

- Root cause analysis for low-performing schools to be conducted by an external stakeholder. Analysis will include engagement with a broad range of stakeholders (parents, students, community partners, etc.).
- Assess allocation of resources to ascertain and develop strategies to correct inequities.
- Identify high-quality supports that are in alignment with State and school system goals.
- The accountability system measures access to and credit for a well-rounded curriculum.
- Title IV, Part A funds may be used to support access to and credit for a well-rounded curriculum.

Survey Feedback

Assessment

76.21 %

Valued limiting testing time over depth of reporting.

70.62 %

Valued questions that provide engaging, real-world, content over short, direct questions of knowledge and skills.

88.44 %

Valued student's ability to write clearly across academic disciplines.

Preparation of Teachers

Recommendations include:

Provide teachers with a longer internship and on-going mentoring while employed.

Prepare teachers by developing strong teaching and learning skills to meet the diverse needs of students.

Provide funding/flexibility for continuing education credits.

LONG TERM GOALS

- ✓ Academic Achievement Goals
- ✓ Cutting Proficiency Gaps

Academic Achievement Long Term Goals and Annual Measurements of Interim Progress

⚠ ESSA requires states to set a long-term goal for academic achievement, graduation rate, and progress toward English language proficiency that is the same for all schools. ESSA also requires states to set annual measurements of interim progress to ensure that all students and student groups, where applicable, are making progress toward attaining these long-term goals.

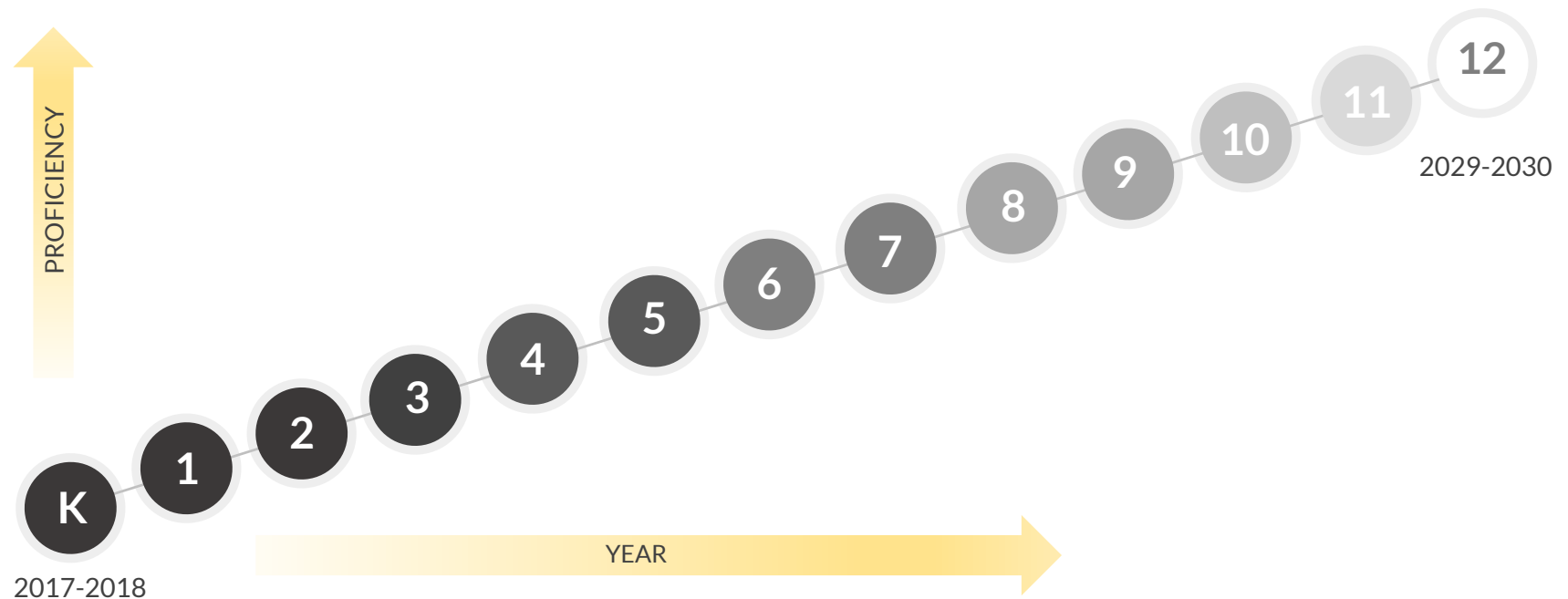
To fulfill the *ESSA* requirement, Maryland aimed to create long-term goals and annual measurements of interim progress that are both ambitious and achievable.

The long-term goal and annual measurements of interim progress for academic achievement are as follows:

1. **PROFICIENCY:** A score of 4 or 5 on the 1-5 scale on the Partnership for the Assessment of Readiness for College and Careers (PARCC) Assessment.
2. **LONG TERM GOAL:** To reduce by half the number of students who are not proficient by 2030.
3. **ANNUAL MEASUREMENTS OF INTERIM PROGRESS:** The annual measurement of interim progress is the amount a student group needs to grow per year to meet the long term goal. It is determined by subtracting the baseline data from 100%, cutting that number in half, and then dividing by 13 (the number of years between 2017 and 2030).

For example: $(100\% \text{ proficiency} - 30\% \text{ of students proficient in 2017} = 70\% \div 2 = 35\%$ (how much progress this student group must meet by 2030) $\div 13 \text{ years} = 2.7\%$ per year. This student group must show 2.7% more students are proficient each year in order to reduce their non-proficient students by half by 2030.

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



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

ACCOUNTABILITY

- ✓ Overview
- ✓ Required Indicators
- ✓ Accountability Framework
- ✓ Definition of Measures
- ✓ Student Growth
- ✓ Student Group Size
- ✓ Sample Performance Data
- ✓ Calculating Summative Ratings

Accountability

Align accountability measures with school improvement efforts to provide equitable opportunities for all students.

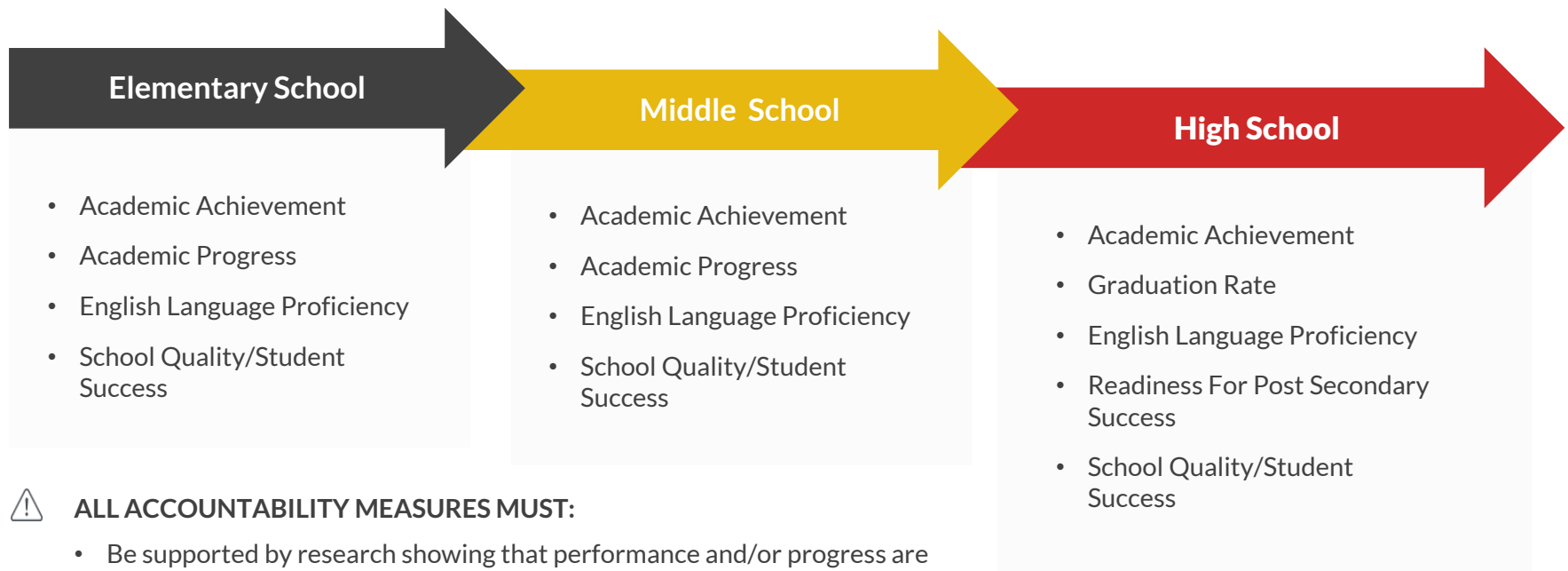
Focus and simplify the existing accountability system and related school and local school system level improvement and performance plans.

Inspire and support schools and local school systems to create a culture of excellence by using aspirational goals.

Capture a holistic view of schools with measures that provide a clear picture of schools that goes beyond assessment results.

ESSA School Accountability: Required Indicators

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



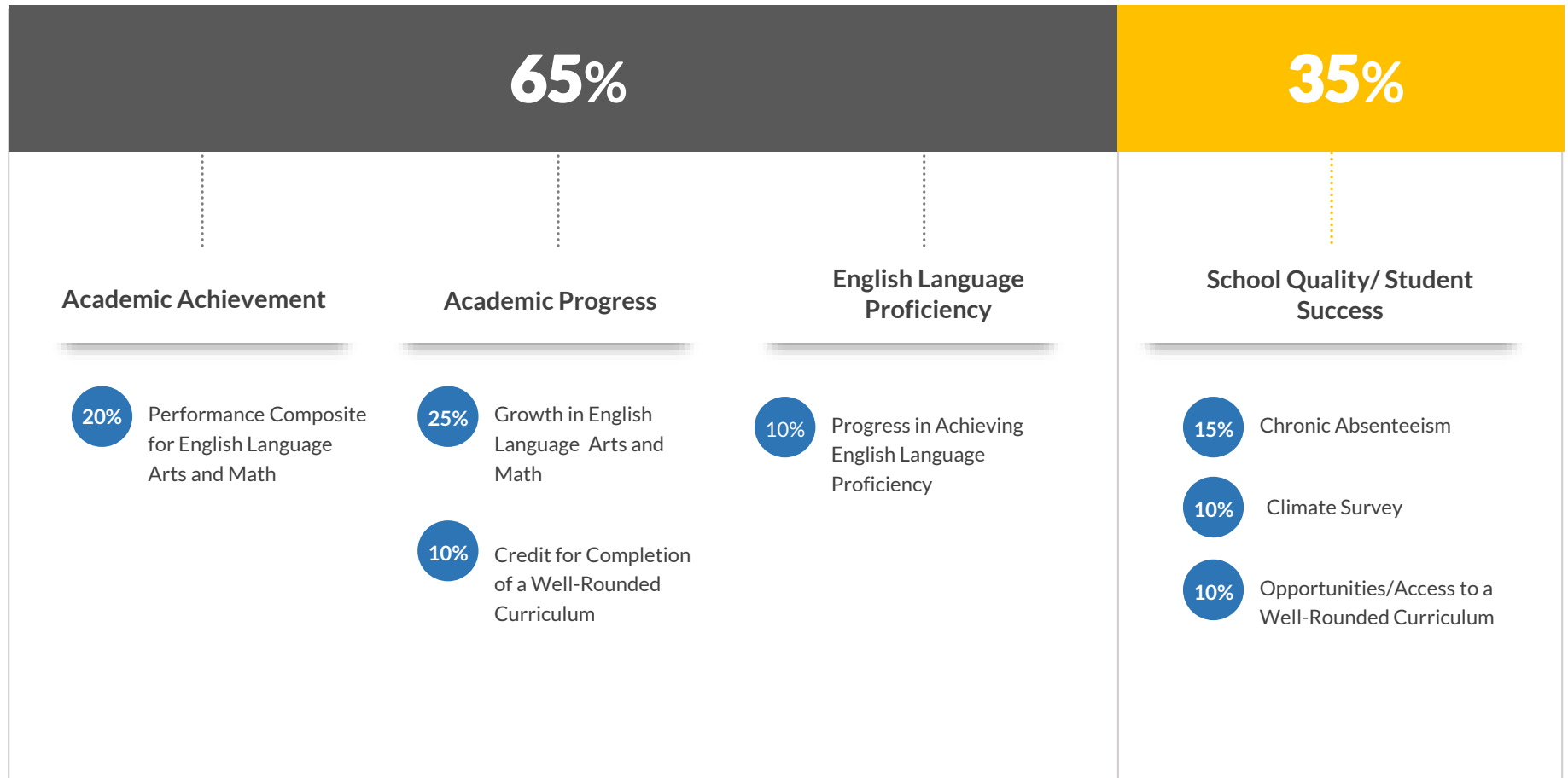
⚠ **ALL ACCOUNTABILITY MEASURES MUST:**

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

Accountability Framework

ELEMENTARY SCHOOLS

FRAMEWORK OF INDICATORS



MIDDLE SCHOOLS

FRAMEWORK OF INDICATORS

65%

35%

Academic Achievement

20% Performance Composite
for English Language
Arts and Math

Academic Progress

25% Growth in English
Language Arts and
Math

10% Credit for Completion
of a Well-Rounded
Curriculum

English Language Proficiency

10% Progress in Achieving
English Language
Proficiency

School Quality/ Student Success

15% Chronic Absenteeism

10% Climate Survey

10% Opportunities/Access to a
Well-Rounded Curriculum

HIGH SCHOOLS

FRAMEWORK OF INDICATORS

65%

35%

Academic Achievement

20%

Performance
Composite for
English Language
Arts and Math

Graduation Rate

15%

Adjusted Cohort
Graduation Rate
Composite

English Language Proficiency

10%

Progress in
Achieving English
Language
Proficiency

Readiness For Postsecondary Success

10%

On-Track in
9th grade

10%

Credit for
Completion of a
Well-Rounded
Curriculum

School Quality/ Student Success

15%

Chronic Absenteeism

10%

Climate Survey

10%

Opportunities/Access
to a Well-Rounded
Curriculum

Definitions of Measures for Each Indicator

Definition of Measures: Academic Achievement

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

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

Definition of Measures: Academic Progress

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

Academic Progress	Weight	ELEMENTARY SCHOOL	MIDDLE SCHOOL	HIGH SCHOOL
Growth in English Language Arts and Mathematics	25%	Measures: Median Student Growth Percentile (SGP) which shows student growth from one year to the next in in English Language Arts and Mathematics as compared to a student's academic peers. CLICK HERE for a detailed explanation of SGP.		
Credit for Completion of a Well-Rounded Curriculum	10%	Measures: <ul style="list-style-type: none"> 5% – Percent of students proficient in Science. The Maryland Integrated Science Assessment (MISA) will be field tested with MD fifth graders 2016-2017 and will be operational in 2017-2018. 5% – Percent of 5th grade students passing one each of coursework in Social Studies, Fine Arts, Physical Education, and Health. <p>Note: Maryland will study a measure of academic growth for K-3 with the earliest date of inclusion to be the 2020-2021 school year.</p>	Measures: <ul style="list-style-type: none"> 3.5% – The Maryland Integrated Science Assessment (MISA) will be field tested with MD eighth graders 2016-2017 and will be operational in 2018-2019. 3.5% – Social Studies Assessment will be tested in 2018-2019 and will be operational in 2020-2021. 3.0% – Percent of 8th grade students passing all in English Language Arts, Math, Social Studies and Science courses. 	

Definition of Measures: English Language Proficiency

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

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

Definition of Measures: School Quality/Student Success

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

School Quality/Student Success	Weight	ELEMENTARY SCHOOL	MIDDLE SCHOOL	HIGH SCHOOL
Chronic Absenteeism	15%	Measures: Percent of students determined to be chronically absent. Chronic absenteeism is defined as absent greater than 20 days and in membership at the school for at least 90 days.		
Climate Survey	10%	Measures: Average for all results within a school disaggregated by role. The survey is currently under development.		
Opportunities/Access to a Well-Rounded Curriculum	10%	Measures: Percent of 5 th graders enrolled in Science, Social Studies, Fine Arts, Physical Education and Health.	Measures: Percent of 8 th graders enrolled in Fine Arts, Physical Education, Health, and computational learning.	Measures: Percent of students graduating or exiting with a certificate of program completion who: <ul style="list-style-type: none"> enrolled in an Advanced Placement (AP) or International Baccalaureate (IB) course; participated in dual enrollment; or completed a career and technical education concentration. For students awarded a certificate of completion—enrollment in a general education core academic or elective course.

Definition of Measures: Readiness for Post Secondary Success

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

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

Definition of Measures: Graduation Rate

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

Graduation Rate	Weight	HIGH SCHOOL
Adjusted Cohort Graduation Rate Composite	15%	<p>Measures:</p> <p>Four-year adjusted cohort graduation rate: (10%) Percent of a school's cohort of first-time 9th grade students in a particular school year, adjusted for students who transfer in or out of the cohort after 9th grade, who graduate within four years.</p> <p>Five-year adjusted cohort graduation rate: (5%) Percent of a school's cohort of first-time 9th grade students in a particular school year, adjusted for students who transfer in or out of the cohort after 9th grade, who graduate within five years. At the state's discretion, the five-year adjusted cohort graduation rate will be included along with the percent of students that are still enrolled after five years.</p>

Student Growth

Example Chart of Student Growth

STUDENT	Scale Score		Level	
	2016	2017	2016	2017
A	680	683	1	1
B	808	811	4	5

Student Growth Percentile

Below is a chart showing the 2017 SGP of two students based on 2016 scale scores. SGP measures how much progress each student made, compared to students with similar prior test scores.

STUDENT	2016 (ELA3)	2017 (ELA4)	SGP
A	680	683	57
B	808	811	79

THE SGP ALLOWS US TO DETERMINE:

Did Student A or B make progress compared to his academic peers?

Did Student A and Student B make the same amount of progress?

Student Growth Percentile

STUDENT	2016 (ELA3)	2017 (ELA4)	SGP
A	680	683	57
B	808	811	79

SGP shows:

- Compared to his peers, did Student A make progress? **Yes.**
How much? **A little more than typical.**
- Compared to his peers, did Student B make progress? **Yes.**
How much? **A lot more than typical.**
- Did Student A and Student B make the same amount of progress? **No. B's SGP is higher.**

How did we
determine SGP?

Determining Student Growth Percentile

Student A achieved better than **57%** of his academic peers.

STUDENT	2016 (ELA3)	2017 (ELA4)
	680	677
	680	678
	680	678
	680	680
	680	680
	680	680
	680	681
	680	681
A	680	683
	680	684
	680	684
	680	685
	680	686
	680	688



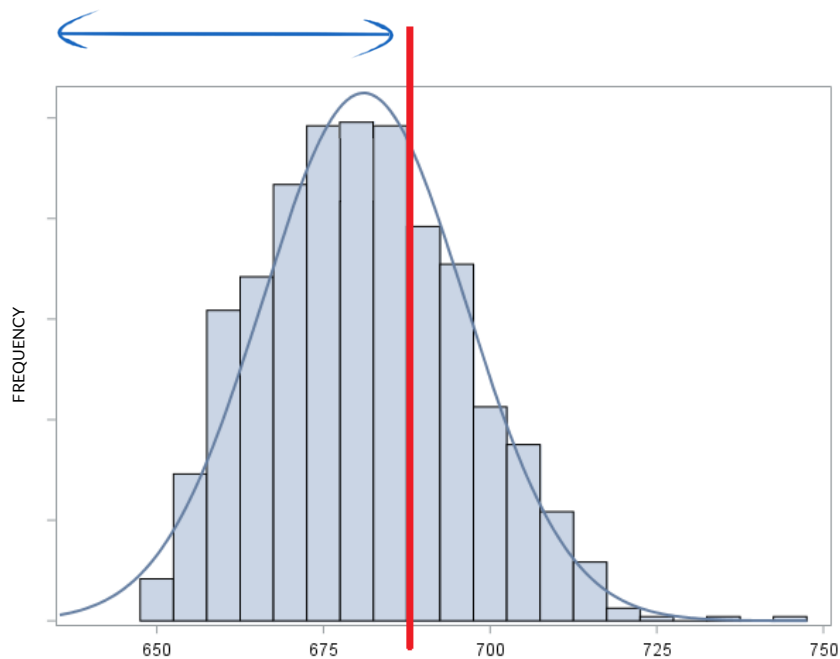
Student B achieved better than **79%** of his academic peers.

STUDENT	2016 (ELA3)	2017 (ELA4)
	808	805
	808	806
	808	806
	808	808
	808	808
	808	808
	808	808
	808	808
	808	809
	808	809
	808	809
	808	809
	808	810
B	808	811
	808	813
	808	815



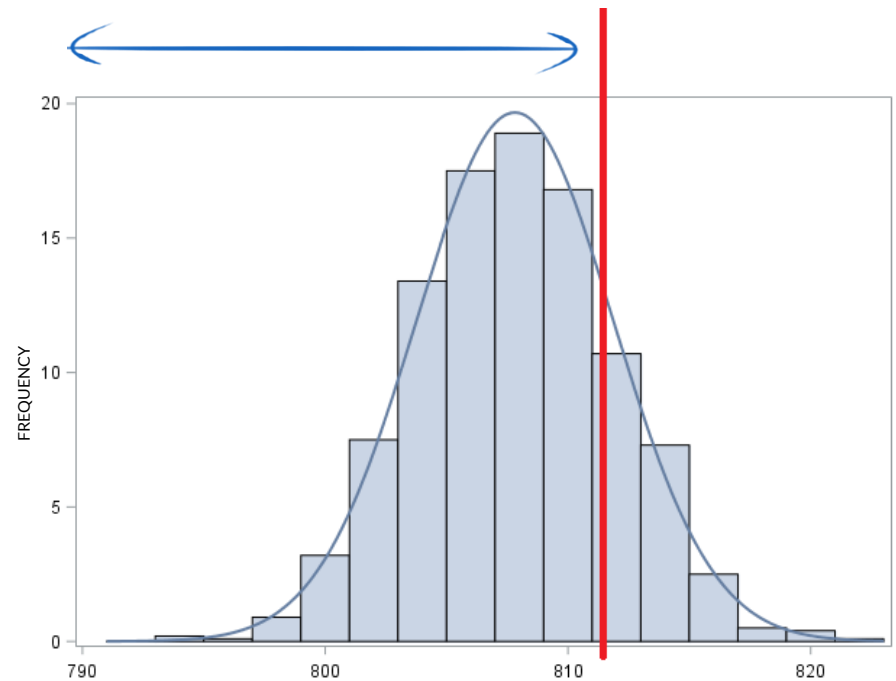
Determining Student Growth Percentile

57% of this group of students scored below 683



2017 ELA4 SCORES OF STUDENTS SCORING
680 ON ELA3 THE PRIOR YEAR

79% of this group of students scored 808



2017 ELA4 SCORES OF STUDENTS SCORING
808 ON ELA3 THE PRIOR YEAR

Interpreting SGP

- “Typical” SGPs are between about 40 and 60 on most standardized tests
- A student or school with an SGP outside this range has exceptionally low or high growth
- Small differences are likely not meaningful
- PARCC student reports include individual SGP

Very Low	Low	Typical	High	Very High
SGP 1 - 20	SGP 21 - 40	SGP 41 - 60	SGP 61 - 80	SGP 81 - 100

ESSA School Accountability: Student Group Size

⚠ States must select a minimum number of students – minimum n-size – necessary for a particular group to be included in the ESSA school accountability system.

Maryland has established the minimum number of students for purposes of accountability as greater than 9 or an **n-size of 10**. This minimum will protect individual students from possible identification, consistent with the Family Education Rights to Privacy Act.

minimum
n-size of **10**
students for
accountability

Maryland strongly values a low student group size and holding local school systems and schools accountable for all students and student groups. The increase in the minimum number of students from 5 previously to 10 is in response to consultation with stakeholders. Maryland utilizes a student group size of 10 for data reporting and this change will bring the accountability system and reporting system into alignment. The minimum group size for the adjusted cohort graduation rate remains the same from the prior ESEA Flexibility Waiver at 30.

Interpreting Sample Performance Data

While performance reports reflecting the new school accountability system have not yet been developed, the sample performance data on the following pages are a visual of how the different components of the system described in this section may be provided in a clear, concise, and easily understandable format that helps schools and the public understand each school's performance.

Understanding Percentiles

The overall percentile rank of 70 means the school performed equal to or higher than 70 percent of public schools in the State on the indicators in the school accountability system according to the established weighting system.



ELEMENTARY OR MIDDLE SCHOOL SAMPLE PERFORMANCE DATA

Measures will be assigned points in one of two ways. Tentatively, most academic measures will receive points as percent of a whole. This means, for example, that if a school's value for that measure is 70 percent, and the measure is worth ten points, the school would receive seven points. Tentatively, non-academic measures will be assigned points based on a range. The range will be determined by the distribution of raw scores or a standard-setting method.

Indicator	Measure	All Students	Score
Academic Achievement	Performance Composite : 20%	Percent proficient: 68% (math); 72% (ELA)	Average of 70% 7 of 10 points
		Performance index: 3.88 (math); 4.12 (ELA)	Average of 4.0 out of 5 levels 8 of 10 points
Other Academic	Academic Growth: 25%	Median SGP: 60 th percentile	SGP between 50 and 75 18 of 25 points
	Credit for Completion of a Well-Rounded Curriculum: 10%	Proficiency in Science: 60% proficient	60% 3 of 5 points
		92% pass 5 th grade "core" subjects	Pass rate between 90 and 100 5 of 5 points
Progress in Achieving ELP	Progress toward English Language Proficiency: 10%	EL proficiency: 70% on track to proficiency	70% 7 of 10 points
School Quality or Student Success	Chronic Absenteeism: 15%	6% of students chronically absent	Absenteeism between 5% and 10% 12 of 15 points
	School Climate: 10%	School scores 55% on climate survey measures	Climate measures between 50% and 60% 6 of 10 points
	Access to a Well-Rounded Curriculum: 10%	94% of students have access	Access rate between 90% and 95% 9 of 10 points
*This is an example. It does not reflect an actual school, and is not illustrative of complete information reported about each school.			TOTAL SCORE: 75 of 100
			PERCENTILE RANK: 80th

SAMPLE PERFORMANCE DATA

Each measure will have a score and an equity gap. This is to ensure that all student groups are achieving. In addition, each school will report whether or not all students and student groups are meeting their annual measurements of interim progress for Academic Achievement, Graduation Rate, and Progress in Achieving English Language Proficiency. Schools will report all data separately for all students and for each student group, even though student groups are not shown here.

Indicator	Measure	All Students	Equity Gap
Academic Achievement	Performance Composite: 20%	15 of 20	12%
Other Academic	Academic Growth: 25%	18 of 25	4%
	Credit for Completion of a Well-Rounded Curriculum: 10%	8 of 10	1%
Progress in Achieving ELP	Progress toward English Language Proficiency: 10%	7 of 10	0%
School Quality or Student Success	Chronic Absenteeism: 15%	12 of 15	11%
	School Climate: 10%	6 of 10	0%
	Access to a Well-Rounded Curriculum: 10%	9 of 10	0%
	TOTAL SCORE: 75 of 100		EQUITY MET? No
	PERCENTILE RANK: 80 th		
	ANNUAL MEASUREMENTS OF INTERIM PROGRESS MET? Achievement: Yes Progress in Achieving ELP: Yes		

*This is an example. It does not reflect an actual school, and is not illustrative of complete information reported about each school.

CALCULATING THE SUMMATIVE DETERMINATION

Schools will be categorized as one- to five-star. The system for assigning the stars will be based on the percentile rank of the total score. If a school does not meet its equity determination, its category rank will be dropped.

Indicator	Measure	All Students	Equity Gap
Academic Achievement	Performance Composite: 20%	15 of 20	12%
Other Academic	Academic Growth: 25%	18 of 25	4%
	Credit for Completion of a Well-Rounded Curriculum: 10%	8 of 10	1%
Progress in Achieving ELP	Progress toward English Language Proficiency: 10%	7 of 10	0%
School Quality or Student Success	Chronic Absenteeism: 15%	12 of 15	11%
	School Climate: 10%	6 of 10	0%
	Access to a Well-Rounded Curriculum: 10%	9 of 10	0%
	TOTAL SCORE: 75 of 100		EQUITY MET? No
	PERCENTILE RANK: 80 th		
	ANNUAL MEASUREMENTS OF INTERIM PROGRESS MET? Yes		
FINAL CATEGORY: ★ ★ ★			

*This is an example. It does not reflect an actual school, and is not illustrative of complete information reported about each school.

Identification of Schools

- ✓ Comprehensive Support and Improvement Schools (CSI) & Targeted Support and Improvement Schools(TSI)
- ✓ How Schools are Identified
- ✓ Supporting CSI Schools

Identifying Schools in Need of Support and Improvement



States must use the ESSA accountability system to identify schools in need of Comprehensive Support and Improvement and Targeted Support and Improvement. In addition, states must define “consistently underperforming” under Targeted Support and Improvement.

COMPREHENSIVE SUPPORT AND IMPROVEMENT (CSI) SCHOOLS

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

* dates may be affected by USED

How Schools are Identified

TARGETED SUPPORT AND IMPROVEMENT (TSI) SCHOOLS

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

* dates may be affected by USED

Supporting CSI Schools

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

School Improvement Resources

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

Technical Assistance Regarding Evidence-Based Interventions

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

CSI School Action Plan

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

SUPPORT FOR EDUCATORS

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

Supporting Educators in ESSA

⚠ ESSA specifically asks states to:

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

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

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

1

Improve the Skills of
Educators

2

Expand Certification
Options

3

Provide Support to All
Educators

4

Ensure Equitable Access
to Effective Educators

Supporting Educators:

1 Improve Skills of Educators Through Teacher Preparation

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

Establish Regional Teacher Learning Centers:

Enhance regional recruitment and competencies related to local needs.

Develop an Online/Hybrid Teacher Education Program:

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

Revision of the Institutional Performance Criteria (IPC):

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

Increase Cultural Competencies:

Assure concentrated experiences with diverse populations.

New Teacher Induction:

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

Supporting Educators:

2 Expand Certification Options

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

National Board Certification (NBC):

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

Addition of an Adjunct Certificate:

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

Revise the Renewal Requirements for the Conditional Certificate:

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

Revision of Test Requirements:

Review and revise as appropriate the teacher test requirements.

Micro-Credentials:

Explore the use of micro-credentials for renewing certificates.

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

Supporting Educators:

3 Professional Development

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

Expand Leadership Capacity:

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

Annual Professional Learning Plan:

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

Self-Assessment of Abilities:

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

Data Literacy:

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

State-Wide Collaborative:

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

Supporting Educators:

4

Ensure Equitable Access to Effective Educators

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

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

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

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

SUPPORT FOR STUDENTS

- ✓ Ensuring a Well-Rounded Curriculum

Supporting Students: Ensuring A Well-Rounded Curriculum

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

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

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

Please use the below table of contents for the plan to reference specific content within the Maryland's ESSA Consolidated State Plan.

You can view and/or download the entire plan [HERE](#).

Title I, Part A: Improving Basic Programs Operated by Local Educational Agencies

Title I, Part C: Education of Migratory Children

Title I, Part D: Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk

Title II, Part A: Supporting Effective Instruction

Title III, Part A: English Language Acquisition, Language Enhancement, and Academic Achievement

Title IV, Part A: Student Support and Academic Enrichment Grants

Title IV, Part B: 21st Century Community Learning Centers

Title V, Part B, Subpart 2: Rural and Low-Income School Program

Title VII, Subpart B of the McKinney-Vento Homeless Assistance Act: Education for Homeless Children and Youth Program (McKinney-Vento Act)

Thank You for Your Feedback

The MSDE welcomes feedback on any state policies concerning ESSA or Maryland's ESSA Consolidated State Plan.

To provide general and specific feedback, or to find additional information and resources, please go to the MSDE ESSA webpage at:

marylandpublicschools.org/ESSA

For additional questions or concerns, please contact Mary Gable, Assistant State Superintendent, Division of Student, Family and School Support and Academic Policy.

mary.gable@maryland.gov