MARYLAND
ESEA FLEXIBILITY
REQUEST

February 28, 2012
REVISED May 23, 2012

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

TABLE OF CONTENTS: ESEA FLEXIBILITY REQUEST

INTRODUCTION

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

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.

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.

TABLE OF CONTENTS

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

TABLE OF CONTENTS, CONTINUED

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.

COVER SHEET FOR ESEA FLEXIBILITY REQUEST

Legal Name of Requester: Bernard J. Sadusky, Ed.D.	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: Mary L. Gable

Position and Office: ***Assistant State Superintendent - Division of Academic Policy***

Contact's Mailing Address:
Maryland State Department of Education
200 West Baltimore Street
Baltimore, MD 21201

Telephone: ***410-767-0473***

Fax: ***410-333-2275***

Email address: mgable@msde.state.md.us

Chief State School Officer (Printed Name): Bernard J. Sadusky, Ed.D.	Telephone: 410-767-0462
Signature of the Chief State School Officer:  X	Date: 2-28-12

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.

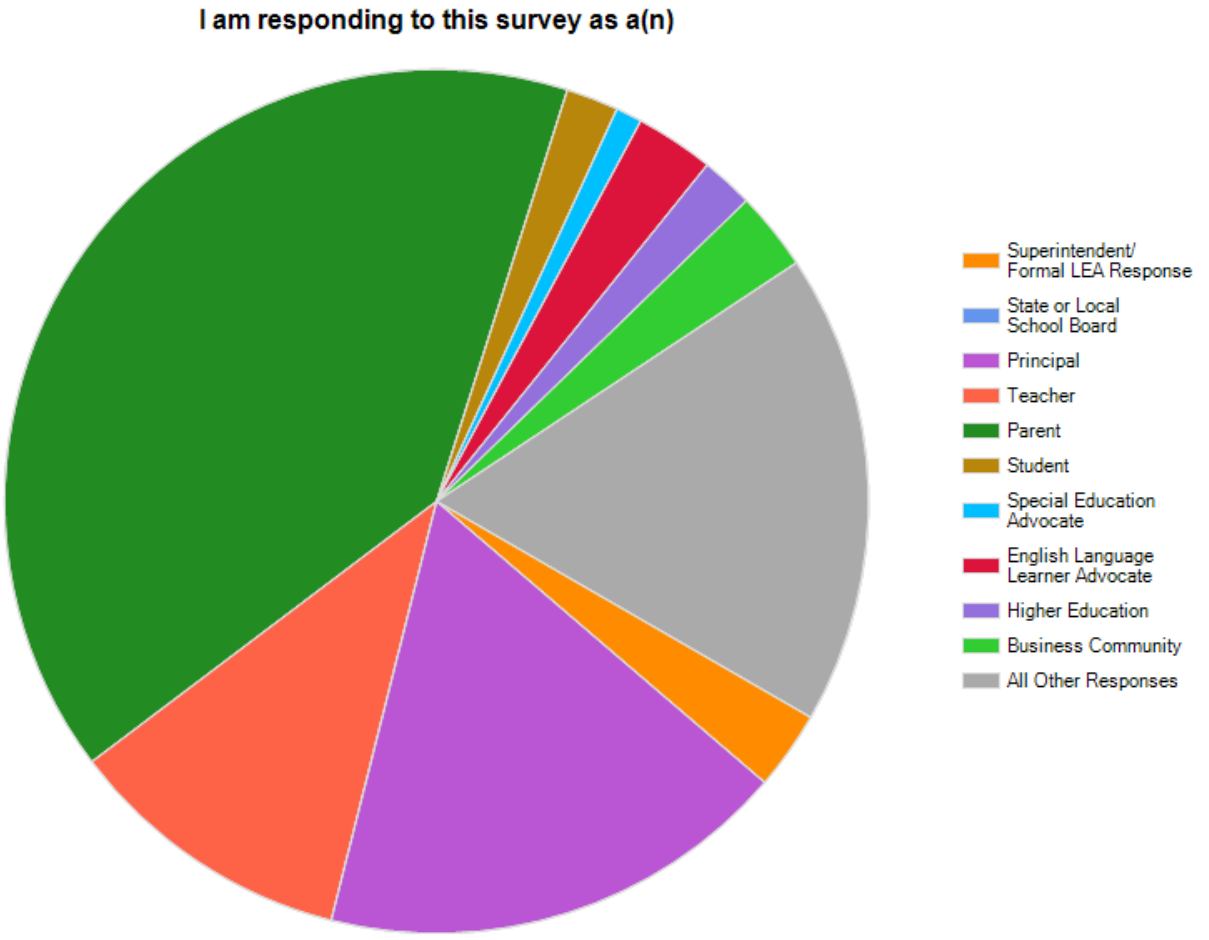
Similarly, Dr. Sadusky and his staff presented information about the components of flexibility and the process of developing the application to the Maryland State Board of Education at each of its monthly meetings (September 2011 to the present). The Board provided feedback on the decision to apply for 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).



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."

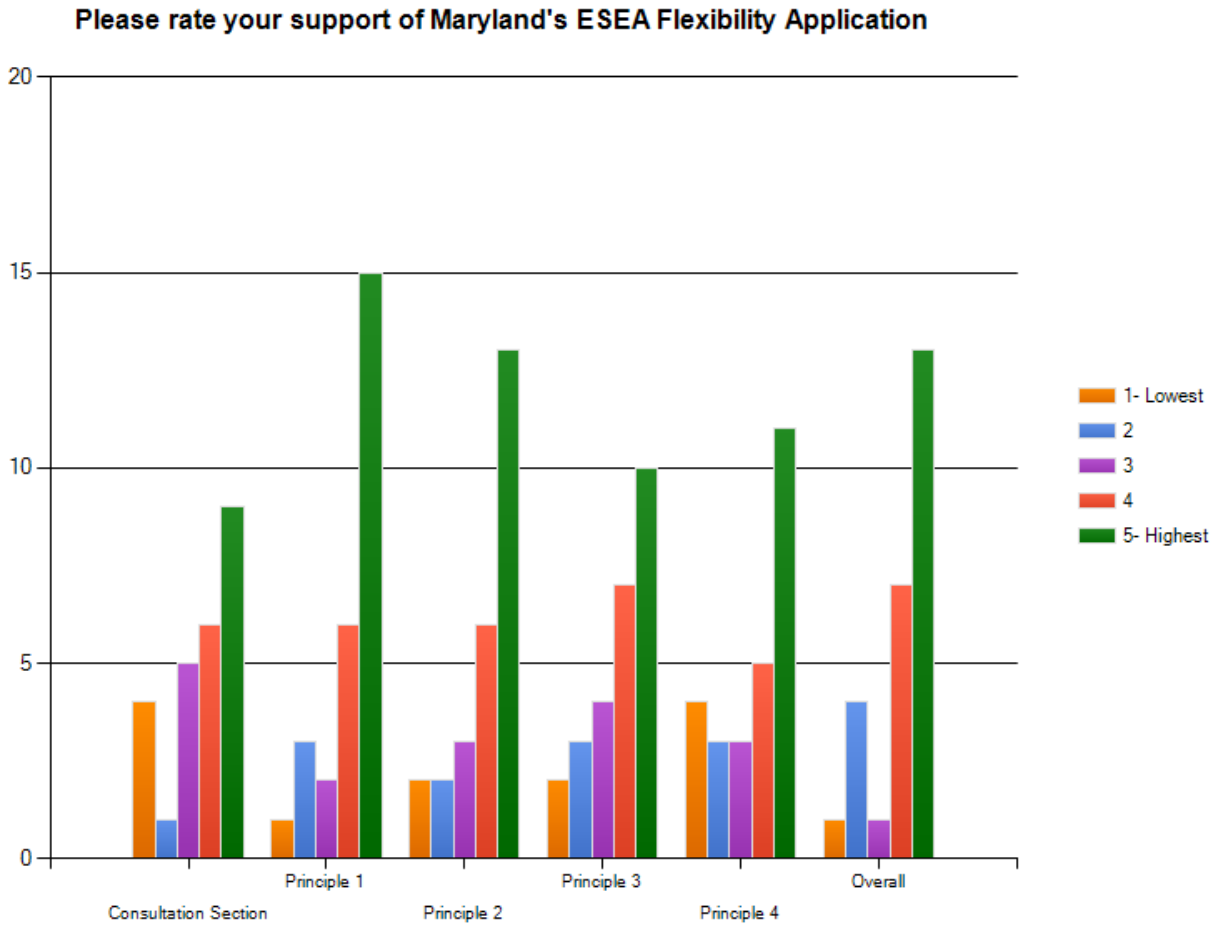
Feedback on Principle 3 was completed by 12 respondents. Overall, they responded that they were pleased with the steps Maryland has been taking to redesign its teacher/principal evaluation system. Positive comments included praise for considerations of student growth, allowing the option of a fourth 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 Sadusky, 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).

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 where 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.

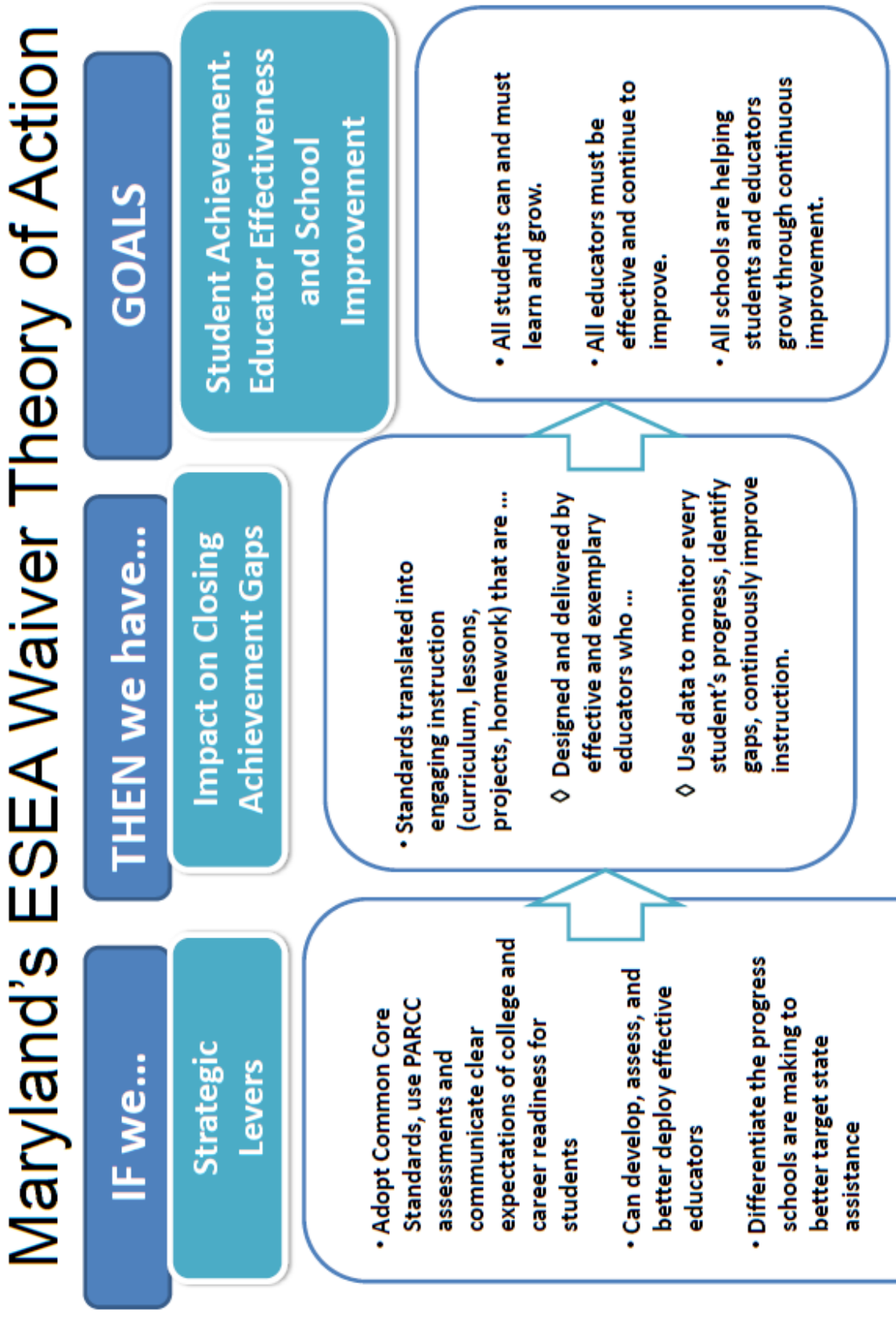
Even in its fourth straight year as *Education Week's* number one ranked school system in the nation and the *College Board's* number one ranking in Advanced Placement performance, the Maryland Department of Education (MSDE) is always challenging itself to improve. MSDE's core values of commitment to 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.

Option A	**Option B**
☒ 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. i. Attach evidence that the State has adopted the standards, consistent with the State's standards adoption process. (Attachment 4)	☐ 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. i. Attach evidence that the State has adopted the standards, consistent with the State's standards adoption process. (Attachment 4) 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)

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:

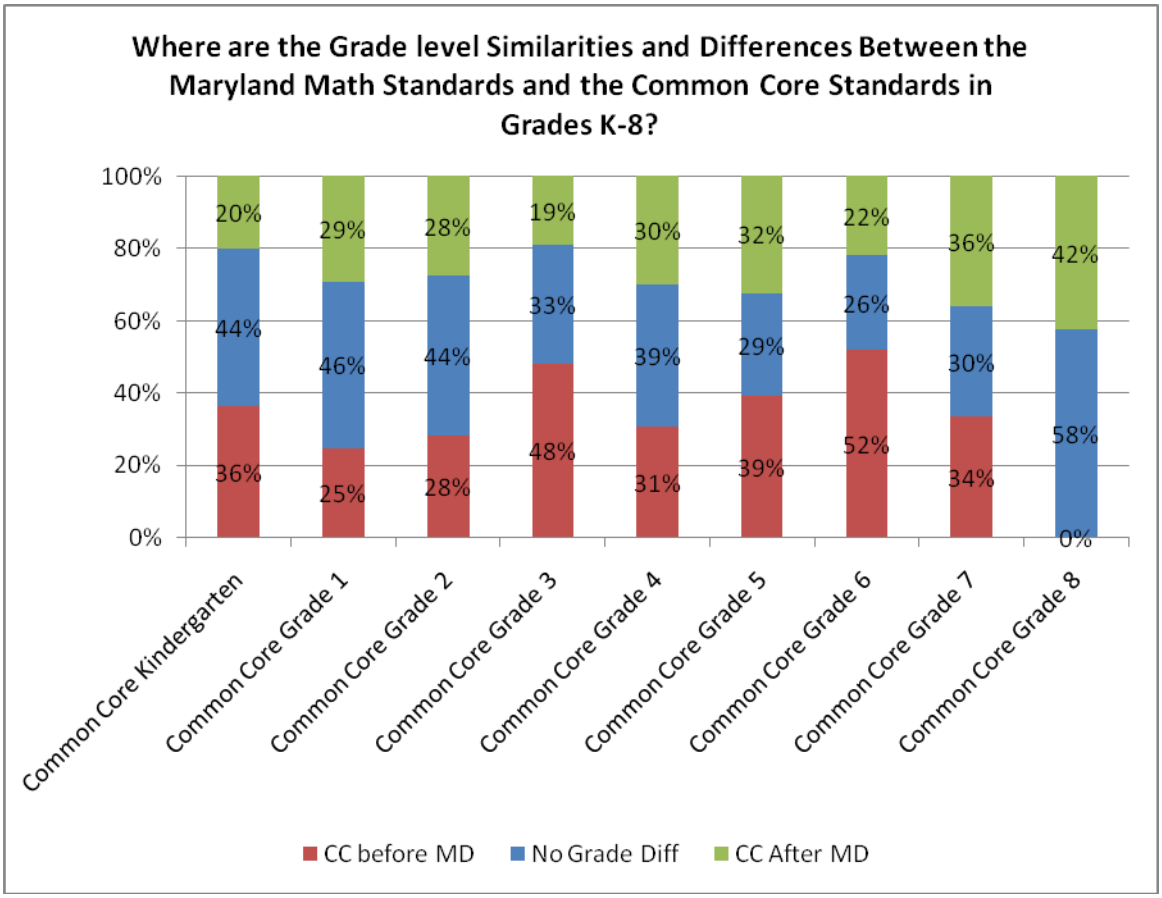
52% (n=258)	Excellent match
21% (n=103)	Good match
15% (n=76)	Weak match
12% (n= 58)	No match

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
Grand Total	495	88%	258	103	76	58
K-12 Math Practices	8	100%	2	3	3	0
Kindergarten	25	100%	20	4	1	0
Grade 1	21	100%	13	7	1	0
Grade 2	26	100%	21	4	1	0
Grade 3	35	100%	25	10	0	0
Grade 4	35	100%	30	1	4	0
Grade 5	36	100%	23	6	7	0
Grade 6	43	93%	33	4	3	3
Grade 7	43	84%	21	11	4	7
Grade 8	33	94%	19	7	5	2
Grade 9-12 (Total)	190	76%	51	46	47	46
9-12 non "+"	135	90%	43	43	35	14
9-12 "+" standards	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.

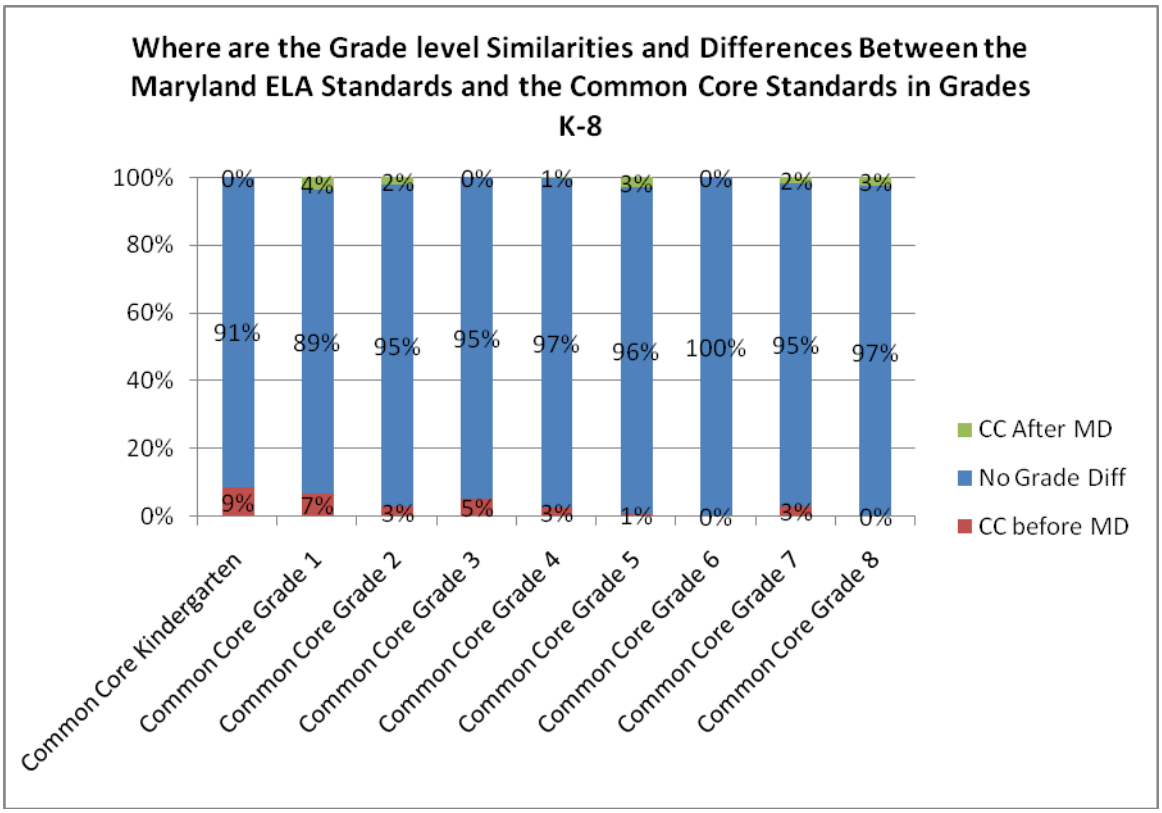
Common Core State ELA Standards Frequency Table for Maryland

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
Total	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.

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 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).

Selection for the Master Teachers is a collaborative process between the Maryland State Department of Education's (MSDE) Professional Development Team in the Division of Instruction and Maryland's 24 Local Education Agencies. The required qualifications include a Master's degree or Advanced Professional Certificate; successful teaching or co-teaching in Reading, English Language Arts, Math, or STEM related field; A thorough understanding of the existing Maryland State Core Curriculum Frameworks; Evidence of providing professional development at the school, district, state, and/or national level; and evidence of experience/ participation in an online environment. Preferred qualifications include 2011 Educator Effectiveness Academy Master Teacher experience; National Board Certification, Governor's Academy teaching experience; Experience in adult learning theory and practice; Leadership experience; Experience delivering content in an online environment; and participation in curriculum development. Attached are documents that include the qualifications, the application process, the announcement for the application, the application, and rubric (Appendix II- 1). Candidates submit their applications to their local system coordinator and that system forwards their top candidates to MSDE. The MSDE Professional Development Team then works with the selected candidates on placement at the Educator Effectiveness Academy sites.

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.

After each summer academy, there are two on-line follow-up sessions; one is posted in the fall and the second is posted in the spring. LEAs submit their transition plans that incorporate their use of academy resources, including on-line follow-up opportunities. The outside evaluation team, CAIRE will evaluate all aspects of the Educator Effectiveness Academies, including follow-up activities. Measureable objectives include identifying the expectations of the academies and whether expectations of the academies are met. Online professional development will continue at the conclusion of the 2013 Summer Effectiveness Academies. There will be twelve online courses for English Language Arts, Mathematics, and STEM. These courses will review content that was presented at the Summer Educator Effectiveness Academies and also provide additional resources and support to educators as they continue implementing the new curriculum aligned to the Common Core State Standards. Educators will be assigned discreet IDs that will enable them to schedule their online professional development. Educators who take the academy online courses will take assessments that will be scored, and will result in grades for each online course. Educators who successfully complete a course will receive a certificate, and a record of their successful completion will become a part of the Educator Information System. This system will allow Maryland to monitor the online professional development.

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).

Supporting Principals

During the 2011 Educator Effectiveness Academies, principals attended sessions on the Common Core State Standards with their English Language Arts, Mathematics, and STEM teachers. They worked with their school teams to develop the transition plans for implementation of the new standards for the 2011 – 2012 school year. All principals from all school teams attended these academies, which is a total of 1, 490 schools. Online follow-up sessions were provided in the fall and spring. The topics of these sessions included transition issues and integrating Universal Design for Learning Principles into daily instruction.

During the 2011-2012 school year members of the Division of Instruction have presented overviews of the Common Core to both the Maryland Association of Elementary School Principals and Maryland Association of Secondary School Principals.

During the 2012 Educator Effectiveness Academies, principals will attend sessions that provide an overview of the curriculum resources that will be available to the teachers, and an introduction to the new Curriculum Management System. They will also attend a session that focuses specifically on the Literacy Standards for Social Studies/History, Science, and Technical Subjects. On the final day of the Academy, the entire school team with the support of the LEA, will develop a transition plan for the 2012 – 2013 school year. Online follow-up sessions will occur in the fall and spring. The topics for these sessions are based on feedback from academy participants, but a follow-up session on the use of the new Curriculum Management System will be included. 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.

In addition to the support provided to principals through the Educator Effectiveness Academies, the Division of Academic Reform and Innovation (DARI) provides a variety of other learning opportunities for principals to assist them in their role as instructional leaders. For example, DARI is creating an Academy for School Turnaround specifically targeting the needs of principals in the 200 schools in school improvement, corrective action, or restructuring. This academy's content is research-based and is focused on school turnaround strategies that have proven successful. It will be in place for the summer 2012.

DARI also offers a Leadership Learning Series on specific topical areas that are designed to help principals improve their knowledge and skills in a variety of areas. The *Maryland Instructional Leadership Framework* serves as the foundation for all of these training experiences. Those series include sessions on data-driven decision making, improving school culture, purposeful observation of instruction, effective post-observation conferences, and informal observation of instruction. The sessions have been offered to LEAs for several years, and there has been an extremely positive response across the State.

Finally, DARI is very concerned about building the pipeline to the principalship. In partnership with LEAs, DARI has offered a series of regional learning opportunities for aspiring principals. These too have been based on the *Maryland Instructional Leadership Framework*, and they are very popular around the State. We believe that this focus on principals and those who aspire to be principals has been one of Maryland true strengths over the years and an extremely important factor in increasing student achievement across our State.

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). 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 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.

Maryland has submitted an amendment to the Race to the Top (RTTT) Application that would increase the funding for the ESOL Certification project in years 3 and 4 of the RTTT grant. After 2014, LEAs may have the option to incorporate this project into their Title III proposals. Throughout this process, Maryland colleges and universities and online universities have created partnerships with local school systems, establishing ESOL certification models and cohorts that will extend beyond the RTTT grant period.

VIII. Providing access to high level courses for all students, especially ELL and SpEd Students

Maryland's new Curriculum Management System will include extensive curriculum resources for educators and students. Universal Design for Learning Principles are imbedded in curriculum resources, including model units, model lessons, intervention modules, enrichment modules, and multi-media resources. These resources are reviewed by educators with an expertise in Special Education and ESOL. Intervention and enrichment modules will be available to students on a learning management system that has 24 hour access.

Maryland enjoys a unique partnership with the College Board to promote access and equity – and to increase the participation of underrepresented groups (ELL and Special Education) in Advanced Placement courses. Two federal APIP (Advanced Placement Incentive Program) grants have enabled Maryland to provide extensive professional development, student

enrichment and support programs, and subsidized AP exam fees for income eligible students.

For the fourth consecutive year, Maryland leads the nation with the largest percentage of all graduates earning a score of 3 or higher on one or more AP exams. Overall, 27.9 percent of the state's graduating seniors scored a 3 or better. The numbers of traditionally underserved students participating and succeeding in AP are increasing:

- Maryland has nearly eliminated the equity and excellence gap in AP achievement for the Hispanic and Latino population. Hispanics accounted for 8 percent of the Maryland graduating class last year, 7.8 percent of the seniors who scored 3 or higher on the AP exam were Hispanic.
- Maryland also has seen a big increase in the percentage of Black/African American students having success on the AP assessments. A record 10.8 percent of students receiving a grade of 3 or better in Maryland were Black/African American. That is the third-highest percentage among states in the nation.
- The number of low-income graduates who took at least one AP exam during high school has nearly tripled over the past five years – from 1,563 in the class of 2006 to 4,581 last year.
- Maryland placed second to Florida in the total percentage of seniors completing an AP exam (46.4 percent to Florida's 47.4). That compares to 32.5 percent from the class of 2006 – just five years earlier – demonstrating the growth, and successful strategies, of Maryland's AP program.
- The program also has provided ongoing professional development to teachers, school counselors, and administrators. The effort has paid enormous dividends: all 24 Maryland school systems have at least 20 percent participation rate among high school seniors, and 16 districts have 30 percent or greater.
- Also, Maryland leads the nation with the largest percentage of all graduates taking AP exams in the mathematics and science disciplines—18 percent and 17.8 percent of the graduating class, respectively.

X. 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).

XI. 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. 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.

Upon passage of the Maryland Governor's proposed budget, the last administration of the Mod-MSA in reading and mathematics for grades 3 through 8 will be March 2012. Therefore, Maryland is beginning the transition for the students taking the 2% Mod-MSA in the spring 2012.

Plans for transition are clearly defined in the Memo from Dr. Bernard Sadusky to the Local Superintendents of Schools dated March 2, 2012 (Appendix II- 2); the Maryland State Department of Education (MSDE) Transition Plan for 2% Mod-MSA Students to the Regular MSA School Year 2012-2013 (Appendix II-3); and the Elimination of Modified Maryland School Assessment Questions and Answers Draft Document (note that the Q and A document is still in draft form) (Appendix II-4).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.

XII. 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.

Option A	**Option B**	**Option C**
☒ The SEA is participating in one of the two State consortia that received a grant under the Race to the Top Assessment competition. i. Attach the State's Memorandum of Understanding (MOU) under that competition. (Attachment 6)	☐ 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. i. Provide the SEA's plan to develop and administer annually, beginning no later than the 2014–2015 school year, statewide aligned,	☐ 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. 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

	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.	standards to the Department for peer review. (Attachment 7)

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 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.

Maryland has multiple effective channels to communicate and explain the new accountability system and Index. Currently, Maryland is undergoing a redesign of the MarylandReportCard.org website, which will include in depth information of the new reporting system. The website has consistently been the primary source of individual school, system and State accountability data. Screen shots of the initial stage of the preliminary design are attached (Please see Appendix II-5). There are regular monthly meetings with Local School System Superintendents and Assistant Superintendents for Instruction, as well as regular meetings with Local Accountability Coordinators and Public Information Officers.

Maryland has various regular publications that are widely disseminated to system-level and school-based staff and other stakeholders that will address the change. MSDE staff also plan on producing a

video that will be promoted to a wide variety of audiences and available on the Maryland website. MSDE will work with Maryland State PTA so that parents can be updated during their regular communication channels and also during their annual statewide convention held in July. Information will also be provided through a Parent's Guide publication that will be widely distributed. MSDE will also work with the Maryland Association of Student Councils to provide information directly to students. Finally, Maryland will utilize a wide variety of media outlets to update the general public.

Additionally, webinars are being developed that describe the calculations for Priority, Focus and Reward schools; Option A AMOs; and the school index. Webinars will be presented to Local Accountability Coordinators, Title I Coordinators and Directors of Special Education. Design and development work with Maryland's vendor for the public website (mdreportcard.org) began for the presentation of the Maryland School Performance Index. Maryland plans to calculate the school index utilizing the 2011-2012 assessment and accountability data for publication in August 2012. 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 will reinforce its expectation that all students participate in assessments by including the non-participants in the Option A Achievement AMOs at the Basic proficiency.

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	80.7	82.3	83.9	85.5	87.1	88.7	90.3
	American Indian	78.9	80.7	82.4	84.2	86.0	87.7	89.5
	Asian	94.5	94.9	95.4	95.8	96.3	96.8	97.2
	African American	67.7	70.4	73.1	75.8	78.5	81.2	83.9
	Hispanic/Latino	76.5	78.5	80.4	82.4	84.3	86.3	88.3
	Pacific Islander	80.0	81.7	83.3	85.0	86.7	88.3	90.0
	White	90.1	90.9	91.7	92.5	93.4	94.2	95.0
	Two or more Races	86.3	87.5	88.6	89.8	90.9	92.0	93.2
	Sp. Ed.	56.5	60.2	63.8	67.4	71.0	74.7	78.3
	LEP	74.0	76.1	78.3	80.5	82.7	84.8	87.0
	FARMS	69.3	71.9	74.4	77.0	79.6	82.1	84.7
Reading	All Students	85.1	86.4	87.6	88.8	90.1	91.3	92.6
	American Indian	82.6	84.0	85.5	86.9	88.4	89.8	91.3
	Asian	93.9	94.4	94.9	95.4	95.9	96.4	96.9
	African American	75.6	77.6	79.6	81.7	83.7	85.7	87.8
	Hispanic/Latino	82.0	83.5	85.0	86.5	88.0	89.5	91.0
	Pacific Islander	84.8	86.1	87.4	88.6	89.9	91.2	92.4
	White	92.1	92.8	93.4	94.1	94.8	95.4	96.1
	Two or more Races	90.5	91.3	92.1	92.9	93.7	94.5	95.3
	Sp. Ed.	63.7	66.8	69.8	72.8	75.8	78.8	81.9
	LEP	75.1	77.2	79.3	81.4	83.4	85.5	87.6
	FARMS	75.6	77.7	79.7	81.7	83.8	85.8	87.8

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 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 8th 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

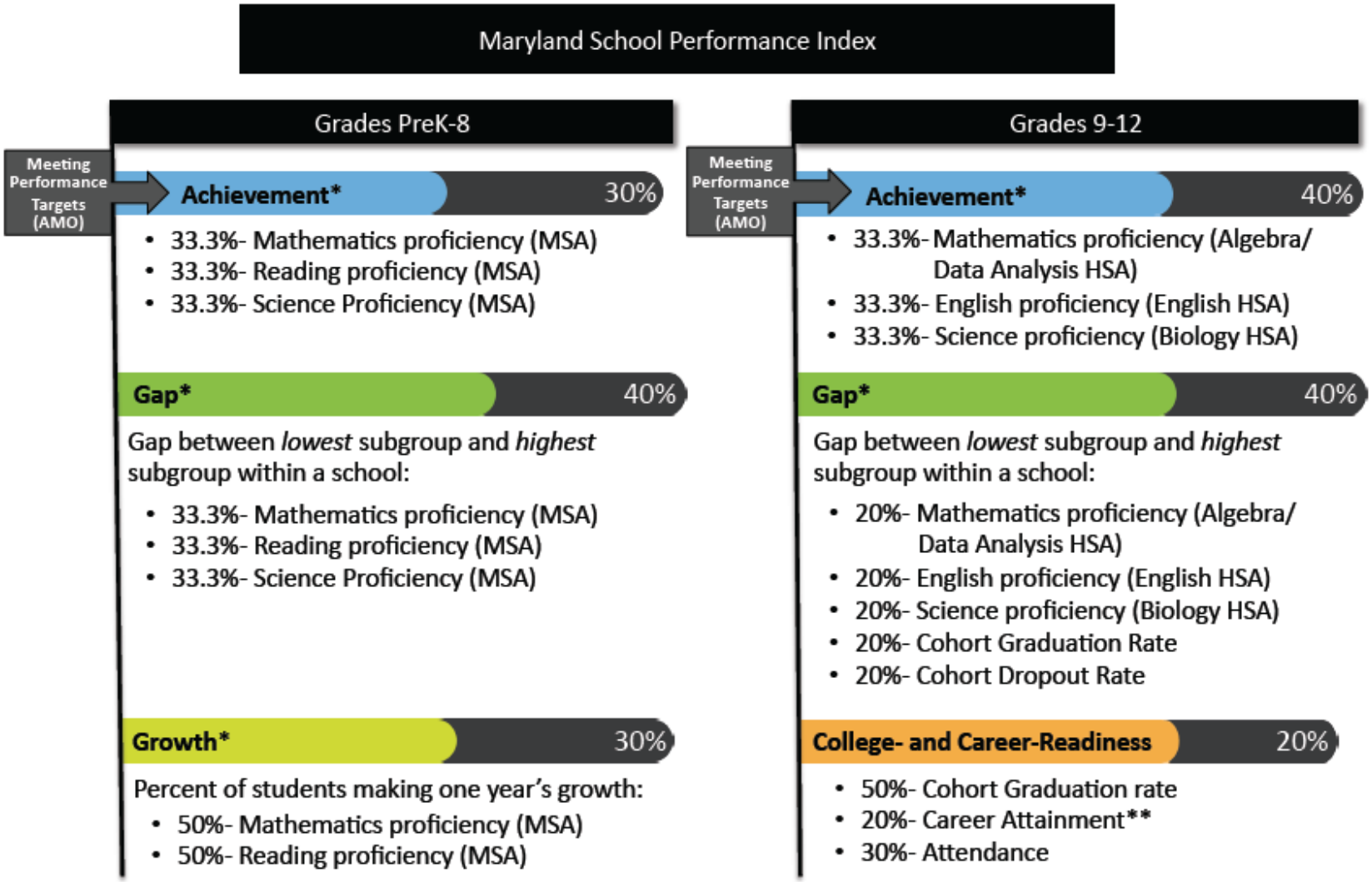
The premise of an Index is that schools are evaluated on a continuous scale based on variables Maryland State Department of Education deems important indicators of adequacy: Achievement, Growth, College- and Career-Readiness, and Reducing Gaps. A proportional index measures the location of a school relative 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
Grades PreK-8
Meeting Performance Targets (AMO)
Achievement* 30%
• 33.3%- Mathematics proficiency (MSA)
• 33.3%- Reading proficiency (MSA)
• 33.3%- Science Proficiency (MSA)
Gap* 40%
Gap between lowest subgroup and highest subgroup within a school:
• 33.3%- Mathematics proficiency (MSA)
• 33.3%- Reading proficiency (MSA)
• 33.3%- Science Proficiency (MSA)
Growth* 30%
Percent of students making one year's growth:
• 50%- Mathematics proficiency (MSA)
• 50%- Reading proficiency (MSA)
Grades 9-12
Meeting Performance Targets (AMO)
Achievement* 40%
• 33.3%- Mathematics proficiency (Algebra/ Data Analysis HSA)
• 33.3%- English proficiency (English HSA)
• 33.3%- Science proficiency (Biology HSA)
Gap* 40%
Gap between lowest subgroup and highest subgroup within a school:
• 20%- Mathematics proficiency (Algebra/ Data Analysis HSA)
• 20%- English proficiency (English HSA)
• 20%- Science proficiency (Biology HSA)
• 20%- Cohort Graduation Rate
• 20%- Cohort Dropout Rate
College- and Career-Readiness 20%
• 50%- Cohort Graduation rate
• 20%- Career Attainment**
• 30%- Attendance
*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. Non-participants will be included at basic proficiency to reinforce Maryland's expectation that all students participate in the assessments.

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, attendance, 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

Attendance Rate and Definition

Maryland has published on its website (mdreportcard.org) attendance rates for all schools beginning in 1993 and began using the attendance rate for Maryland's accountability program in 1990 as the baseline year. Since 2003, the attendance rate has been utilized in the accountability program as the

other academic indicator for elementary and middle schools The Attendance Rate for high schools in 2011 is 92.3%, up from the 1993 attendance rate of 90.6%.

Through a Standard Setting process, a group of stakeholders recommended that the attendance rate target be 94% which has been part of the Accountability Workbook since 2003.

To ensure that Maryland's process and targets are both rigorous and attainable, Maryland has calculated the targets for high schools utilizing the 94% goal using the "Option A" procedures for the attendance 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 94% in 2017 attendance rate goal within six years. By using option A to reach an attendance rate using a goal of 94% by 2017, we want to reduce the percentage of absentees by 50% (one-half) in relation to the 94% goal based on the base year. The formula for gain per year is as follows:

Gain per year = (((0.94 – (0.94 – baseline attendance rate)/2) – baseline attendance rate) / 6)

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:

Steps	Activity	Outcome
November-December 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.
December-January 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.
February 8 Preliminary	Who: Stakeholder standard setting group, assisted by key MSDE staff and	Preliminary recommendations on the

Determination of Index Weights	consultants. What: Study the Draft Index framework and the outcome of MSDE studies of component viability and determine alignment with core values.	weighting of components for the Index.
February 10 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
February 13 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.
February 28 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.
March-May 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.
April-May 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.

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 different 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 highs 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 highs 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

Elementary Schools
Grades K-5

School Index	1.010

	Achievement			Growth			Gap Reduction		
Weight-1	***0.300***			***0.300***			***0.400***		
Working weight-1	0.300			0.300			0.400		
Weighted Contribution	0.293			0.286			0.431		
	Assessments			Assessments			Assessments		
	Math	Read	Science	Math	Read		Math	Reading	Science
Weighted Proportion	0.321	0.328	0.329	0.520	0.434		0.342	0.356	0.379
Target	0.954	0.945	0.872	0.597	0.945		0.927	0.927	0.863
Weight-2	***0.333***	***0.333***	***0.333***	***0.500***	***0.500***		***0.333***	***0.333***	***0.333***
Working Weight-2	0.333	0.333	0.333	0.500	0.500		0.333	0.333	0.333
Proportional Measure	0.964	0.984	0.987	1.039	0.868		1.025	1.068	1.136
All Students current Yr	0.920	0.930	0.860	0.620	0.820		High-Low Current Yr	0.050	0.010	0.020
All Students Base Yr	0.950	0.940	0.860	0.560	0.940		High-Low Base Yr	0.080	0.080	0.150

Maryland will reinforce its expectation that all students participate in assessments by including the non-participant students at basic proficiency in the Achievement area of the School Performance Index.

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:

- ((.321 + .312 + .329) * 0.30) + ((.520+ .412) * 0.30) + ((.325 +.338 + .379) * 0.40 = 0.985 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 sample 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:

  All Students Base Yr + (((1 - ((1 - All Students Base Yr) / 2)) - 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 measureable 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.

School Improvement Plans:

Master Plans are the umbrella for monitoring and accountability of LEAs as they implement support to Priority and Focus Schools and School Improvement Planning. MSDE is currently revising the guidance document for the 2012 Master Plan to prompt LEAs with Priority and/or Focus Schools to describe their overall approach and the challenges and successes that they may be having. In the case of challenges, LEAs will be expected to explain how they plan to alter direction to address the deficiencies. As with all other aspects of Master Planning, the explanations will be data-driven.

For School Improvement Plans (SIP), Maryland has chosen to create a reporting mechanism by Strand that will be included as part of the Master Plan for ALL LEAs. The description of this graduated reporting can be found in Maryland's ESEA Flexibility Proposal (see pages 86-90) in the final paragraph of each Strand.

Please note: Maryland does not have separate "district plans". LEAs district specific plans are part of the Master Plan each district completes.

Building District Capacity

The structure of Maryland, with only 24 school districts, is very conducive to a collegial process. Maryland's state Superintendent meets monthly with the 24 LEA superintendents. These meetings are extremely important to all involved for problem solving, in depth discussion of major issues and as an essential communication tool throughout the state. In addition to these meetings, the Assistant Superintendents for Instruction meet monthly with the Assistant State Superintendent for Instruction. Other liaisons meet regularly to discuss all initiatives that require LEA and state action. Maryland works as a community with a clear goal of high achievement for all students through the cooperation of families, teachers, administrators and students.

MSDE and the local school systems use these regular meetings to examine both State and local issues and impending policy changes to ensure local school systems and the State work in concert on implementation. Further, with only 24 school systems within a geographically close proximity, technical exchanges on an ad hoc basis are frequently scheduled both with individual school systems and with clusters of systems with similar issues.

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.

Maryland will identify schools in each strand in early May 2012. Simulations of the school index utilizing the AYP data from 2010 for the baseline year and 2011 for the current year have been calculated (Please see the School Index Excel File attached. Because of its large size, the Excel Spreadsheet document is attached electronically to this application and cannot be included as part of the appendix). A full analysis of the ranking of the schools has not been completed. The first step in this process was the running of the data that took place with the submission of the ESEA Flexibility Proposal in February 2012. Maryland is now analyzing those data runs, which were based on 2010 and 2011 data, to determine cut points for each strand. The final identification of schools will then be run using 2011-2012 data. This ranking will be completed in May 2012.

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 meet	Multiple subgroups Missing AMOs;	Feedback from all monitoring visits.	Oversee the actual completion of SIPs assuring that low-	In Master Plan, LEAs report on overall plans to address school needs.

Strand	Additional Financial Support	Academic Standards	Sub-groups	SEA Support	LEA Support	Monitoring
			Systemic whole school reform may be needed		performing subgroups are addressed	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.
Priority Schools	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
Focus Schools	Focus Schools, regardless of what Strand they fall in, have access to 1003(a) SIG funds.		Need to focus on subgroups not meeting AMOs and the gap in	MSDE on-site monitoring of LEA Title I annually and random visit to	Oversee the actual completion of SIPs assuring that low-performing subgroups	In Master Plan, LEAs report on overall plans to address school needs. MSDE on-site monitoring

Strand	Additional Financial Support	Academic Standards	Sub-groups	SEA Support	LEA Support	Monitoring
	LEA should consider differential support to address needs using Title I money previously reserved for SES		subgroup performance	one or more Title I schools. Breakthrough Center to work with LEA Title I Office will Review and Approve use of 1003(a) grant application.	are addressed. Monitoring of SIP implementation by the LEA. Sign MOU with Breakthrough Center and commit to support agreements;	of LEA Title I annually and random visit to one or more Title I schools.

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.

Option A	**Option B**
☐ 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.	☒ 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: 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 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.

Please find the data for B (a) - number of "all students" proficient in Science Assessments by grade level- below:

Maryland State Department of Education
Division of Accountability, Assessment, and Data Systems

2011 Science Proficiency - State

Grade	Number Proficient / Advanced	Number Tested	Percent Proficient / Advanced
05	41465	61853	67.04
08	43042	61757	69.70
HS	49601	61071	81.22

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.

Option A	**Option B**	**Option C**
☒ 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. i. Provide the new AMOs and an explanation of the method used to set these AMOs.	☐ 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 setting its AMOs. i. Provide the new AMOs and an explanation of the method used to set these AMOs.	☐ Use another method that is educationally sound and results in ambitious but achievable AMOs for all LEAs, schools, and subgroups. i. Provide the new AMOs and an explanation of the method used to set these AMOs. ii. Provide an educationally sound rationale for the pattern of academic progress reflected in the new AMOs in the text box below. 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)

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.
See Appendix II-6 for the full ranking of the Reward Schools

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	• MSDE Press Release • Promotion of Announcement with Statewide media • Special Certificate of Recognition • Template for LEA Recognition • Prominent Display on MSDE Website
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	• All of the above • Special Plaque of Recognition
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	• All of the Above • Recognition by the State Board and the Governor's Office at a State Board Meeting • Visit from the State Superintendent & Other State Dignitaries • Special Publication and Video of Best Practices • Featured and offered opportunity to present at the yearly Title I Administrative Meeting
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	• MSDE Press Release • Promotion of Announcement with Statewide media • Special Certificate of Recognition • Template for LEA Recognition • Prominent Display on MSDE Website

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.

<u>2010 Definition of Persistently Lowest-Performing Schools</u>

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.

The following table (taken from USDE's guidance on completing the ESEA Flexibility application) demonstrates that MSDE has identified the required number of priority schools that meet the definition of priority schools in ESEA Flexibility. Maryland has 214 Title I schools. Five percent of 214 is 20.6 or 21 schools. Since Maryland already had 16 school currently served as SIG schools, Maryland added five more schools.

USDE Steps	**State: Maryland**	
	Category of Priority Schools	**Number of Schools**
Step 1	Total Number of Title I Schools SY 2010-2011	214
Step 1	Total Number of Priority Schools required to be identified- 214 x .5= 20.6	21
step 2	Total Number of Schools on list generated based on overall rating "F") that are curently-served Tier I or Tier II SIG schools	16
step 3	Total Number of Schools on list generated based on overall rating "F") that are Title I-eligible or Title I participating high schools with a graduation rate less than 60% over a number of years.	11
step 7	Total number of schools on list generated based on overall rating(e.g. schools graded "F" that are among the lowest-achieving 5% of Title I schools-21-16=5	5

Eleven high schools on the list. 5 schools disqualified based on our guidelines for Trend Data. 5 schools did not have a large enough "n" size. 1 eligible school. MSDE elected not to serve the one HS with graduation rate <60%.

See Appendix II-7 for the full ranking of the Priority Schools

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

The MSDE applications and templates (for Priority and Focus schools) will be placed online on the Title I website. These templates will be accessible electronically, can be completed electronically and submitted to MSDE. Hard copies of signed assurances and budgets are submitted to MSDE with their applications and templates.

<u>Financial Resources</u>

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	Pre-implementation Activities developed and submitted to MSDE for approval. Pre-implementation Plans will address: **Pre-Implementation Activities** 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. **Family and Community Engagement:** 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. **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 the interventions. **Staffing:** Recruit and hire the incoming principal, leadership team, instructional staff, and administrative support; or evaluate the strengths and areas of need of current staff. **Instructional Programs:** 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 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. **Professional Development and Support:** 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. **Preparation for Accountability Measures:** 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.
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	Intervention Plans Developed by Schools and LEAs: 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. 2. Develop budgets, hire consultants, engage families and community, schedule professional development, etc. 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.
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.

Maryland has implemented a process to provide direct support to LEAs with SIG Schools in Tier I and Tier II as well as RTTT feeder schools. Maryland's position is to work with the LEA on a regular basis to insure there is improvement in these lowest performing schools. This process includes monthly internal MSDE meetings via the Breakthrough Center. One key feature of the Breakthrough Center calls for MSDE to convene a cross functional team comprised of experts within the Department from Title I and Divisions of Instruction, Student, Family and School Support, Career and Technology Education, etc. The cross functional team is charged with providing direct support to schools and LEAs by brokering services or providing direct services related to academics, scheduling, safe schools, leadership, data and professional development among others. The cross functional team meets monthly. In addition, MSDE's Breakthrough Center staff and Title I staff meet monthly with the LEA Turnaround offices to discuss services and interventions and assist with implementation. LEAs are required to submit quarterly data to MSDE. MSDE analyzes the data and provides feedback and strategies that the LEA may implement.

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.

After MSDE submitted the first draft of the ESEA Application in February 2012, some of the

LEAs alerted MSDE that a few schools on the focus list were no longer Title I schools. In this submission (May 2012), Maryland revised the list indicating the schools that were no longer Title I. This is labeled in the first column of the full ranking of the Focus Schools found in Appendix II-8.

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); 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: 1. Focus Schools conduct needs assessment and complete Maryland's Focus Schools Intervention Template. 2. Develop budgets, hire consultants, engage families and community, schedule professional development, etc. 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. For a school to exit Focus status, the school must no longer be in the top 10% of schools with a gap. Rather than create a broad goal of just "making progress", the gap must in fact be reduced to exit Focus status.

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

Maryland's focus school updated list of schools provided to USED in May 2012 included the following changes:

- Removal of six schools identified as Title I, that were determined to no longer be Title I schools, in the original calculation and ranking.

- Programming changes:

  No subgroup is included when the number of test takers in the group is less than 5.
  A corrected weighted gap score and rank was calculated to mitigate the concern over the possibility that the gap reduction could be the result of declines in the highest performing subgroup.

Both programming changes are documented in the narrative for Focus Schools on pages 123 and 124.

The programming changes and the adjustment in the Title I schools contributed to the change in the rank. The rank column is the original rank that was utilized to determine the focus schools submitted in the original ESEA Flexibility application. The corrected rank column was based on the changes provided above.

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	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	240009000160		E	
	Calverton Elem/ MS	240009000164		E	
	Charles Carroll Barrister ES	240009000153	B		
	Cherry Hill ES/MS	240009000171		E	
	Coldstream Park ES	240009000178	B		
	Commodore John Rogers	240009000180		E	
	Dallas F. Nicholas Sr. Elementary				F
	Dr. Carter Godwin Woodson PreK	240009000167	B		
	Empowerment Academy	240009001558	A		
	Francis Scott Key ES/MS	240009000205			F
	Frederick Douglass High	240009000209		E	
	Garrison MS	240009000228		E	
	Glenmount ES/MS	240009000222			F
	Graceland Park/O'Donnel Heights ES	240009000224			F
	Hampstead Hill Academy	240009000234			F
	Hazelwood ES/MS	240009000241			F
	Highlandtown ES #215	240009000243			F
	Inner Harbor East Academy	240009001528	B		
	Langston Hughes ES	240009000266			F
	Margaret Brent ES	240009000276			F
	Mary Ann Winterling ES At Bentalou	240009000158	A**		
	Benjamin Franklin High School @ Masonville Cove	240009000157		E	
	Moravia Park	240009000282			F

	Northeast MS	240009000289			F
	Patapsco ES/MS	240009000296		C	
	Robert W. Coleman	240009000303			F
	Southwest Baltimore Charter School	240009001527			F
	Steuart Hill Academic Academy	240009000319		C	
	The Crossroads School	240009001291	B		
	Westport Academy	240009000331	B		
	William C. March MS	240051001568		E	
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		
	Riverview Elementary	240012000464			F
	Sandy Plains ES	240012000470			F
	Sussex Elementary	240012000482	B		
	Winfield ES	240012000498			F
Carroll	Robert Moton ES	240021000544			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

Prince George's	Adelphi ES	240051000965	A**		
	Andrew Jackson Academy	240051001683			F
	Benjamin Stoddert MS	240051001464		E	
	Carrollton ES	240051001000			F
	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
	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 Wirt MS	240051001186			F
Somerset	Greenwood ES	240057001373	A*		
St. Mary's	George Washington Carver ES	240060001483			F
	Park Hall ES	240060001234			F
Talbot	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*		

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 foe 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 foe 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 foe 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. If a Title I school (that is not a Focus or Priority school) should fail to meet an Annual Measurable Objective (AMO) for any subgroup, including the "all students" group, the school shall be required to submit a school improvement plan to its Local Education Agency (LEA) that describes the strategies the school will use to improve achievement in the specific subgroup. Both MSDE and the LEA will provide technical assistance in developing and implementing the appropriate strategies.

Maryland will annually assess school and student performance of all schools, including those not identified as Priority or Focus schools, using Annual Measurable Objectives as described in Option A and Maryland's Performance Index. A new list of schools will be generated annually based on school performance. Support to Title I schools, (not identified as Priority or Focus schools) that have not made the AMOs in all subgroups will be identified for support and will be eligible for Title I 1003(a) funds.

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.

With approval, Maryland plans to use 1003(a) School Improvement funds to help Title I schools that are not Focus or Priority schools but which require intervention based on the failure to meet AMOs in any subgroup. Maryland is aware that this use of 1003(a) funds is not a part of Waiver #6 in the ESEA Flexibility Request. However, Maryland requests the ability to use the funds in this way because all Title I schools that have been in improvement had access to these funds before the flexibility process. Maryland feels it would be unfair and detrimental to these schools to remove all the 1003(a) funding, Maryland requests reducing the amount while still offering some support, these schools will have the opportunity to adjust to the decrease in funding and begin to find other funding streams for the necessary resources.

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); 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: 1. Title I Schools conduct needs assessment and complete Maryland's RFP for 1003(a) grant. 2. Develop budgets, hire consultants, engage families and community, schedule professional development, etc. Draft due: August 1, annually Final Submission due: September 30, annually
October 1, 2012- September 30th 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%20RTTT%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

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.

Maryland does not maintain an approved list of outside providers. Each LEA that chooses to contract with an outside provider, such as a charter management organization (CMO) or an education management organization (EMO), must utilize a rigorous review process which follows state and local procurement laws. The LEA must have conducted a comprehensive needs assessment to ensure the Request for Proposals (RFP) contains an accurate description of the services and programs that meet the needs of the school(s) to be served and that are aligned to the Turnaround Principles. Each LEA must demonstrate, in their application, that the selected provider is able to address the identified needs of the school. In addition, the LEA must submit to MSDE, the steps it completed with regard to recruiting, screening and selecting an external provider to ensure quality. The LEA must also describe how relevant stakeholders, including administrators, teachers, and their respective unions (as appropriate), parents, students and/or members of the community were consulted during the needs assessment, intervention selection and design process to serve its Priority schools. MSDE will monitor both the providers and the LEA according to the previously stated timelines as other Priority schools not working with an external provider(s).

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 that will be addressed with these funds are the ones that are contributing to the achievement gaps in the school.

    a. Maryland will follow the implementation of strategies identified by the LEA and the progress of the Focus Schools in the 2012-2013 school year. Should progress towards improvement not be made with the Focus Schools in the first year, MSDE will require the LEA to set aside some amount of funds (could be $50,000 per school) in the 2013-2014 school year to support instructional strategies for each of the Focus Schools.

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.

LEA Accountability and MSDE's Authority

Maryland has no clear legal mandate to intervene directly in chronically low-performing schools. The Maryland State Department of Education operates from both state statute and an extensive array of regulations set by the State Board of Education. Maryland law currently has no direct authority for intervention. However, with more than two decades of school accountability in place, intervention work in low performing schools through NCLB and ESEA have been generally successful without a legal expectation for State takeovers.

The unique structure of Maryland's education system, with only 24 school jurisdictional level districts, is very conducive to cooperative work with local school systems, both independently and occasionally in clusters. Maryland's State Superintendent meets monthly with the 24 LEA superintendents and regularly with individual local superintendents—particularly with those attempting to resolve local performance issues. These unique collegial exchanges typically are intimate and provide an opportunity for very frank and honest exchange on issues.

In addition to these meetings, the Assistant Superintendents for Instruction meet monthly and these meetings provide an important opportunity to explore and resolve the more specific issues related to policy implementations since these local leaders are most often the individuals charged with the day-to-day implementation of LEA and state action. Because these staff members are charged with the operational work, their briefings most often take on the quality of work sessions.

The Master Plan is also a very critical means for accountability for LEAs. If a local Master Plan, after a rigorous review, is deemed "not approvable" there is legal authority supporting the withholding of future funding. A great deal of work goes into the process to make the Master Plans fully "approvable," but Maryland State Department of Education is positioned to take even stronger action if necessary. In the past, Local Superintendent have been asked to meet with MSDE staff to explain the course of action outlined in the Master Plans, and local superintendents were often asked by MSDE to strengthen and rework plans when responses were not strong enough. These unique tools have served to provide good technical exchanges for local school systems and have set a standard for local policies that prevents token responses to the plight of low performing schools.

Maryland's Theory of Action for Principle 2

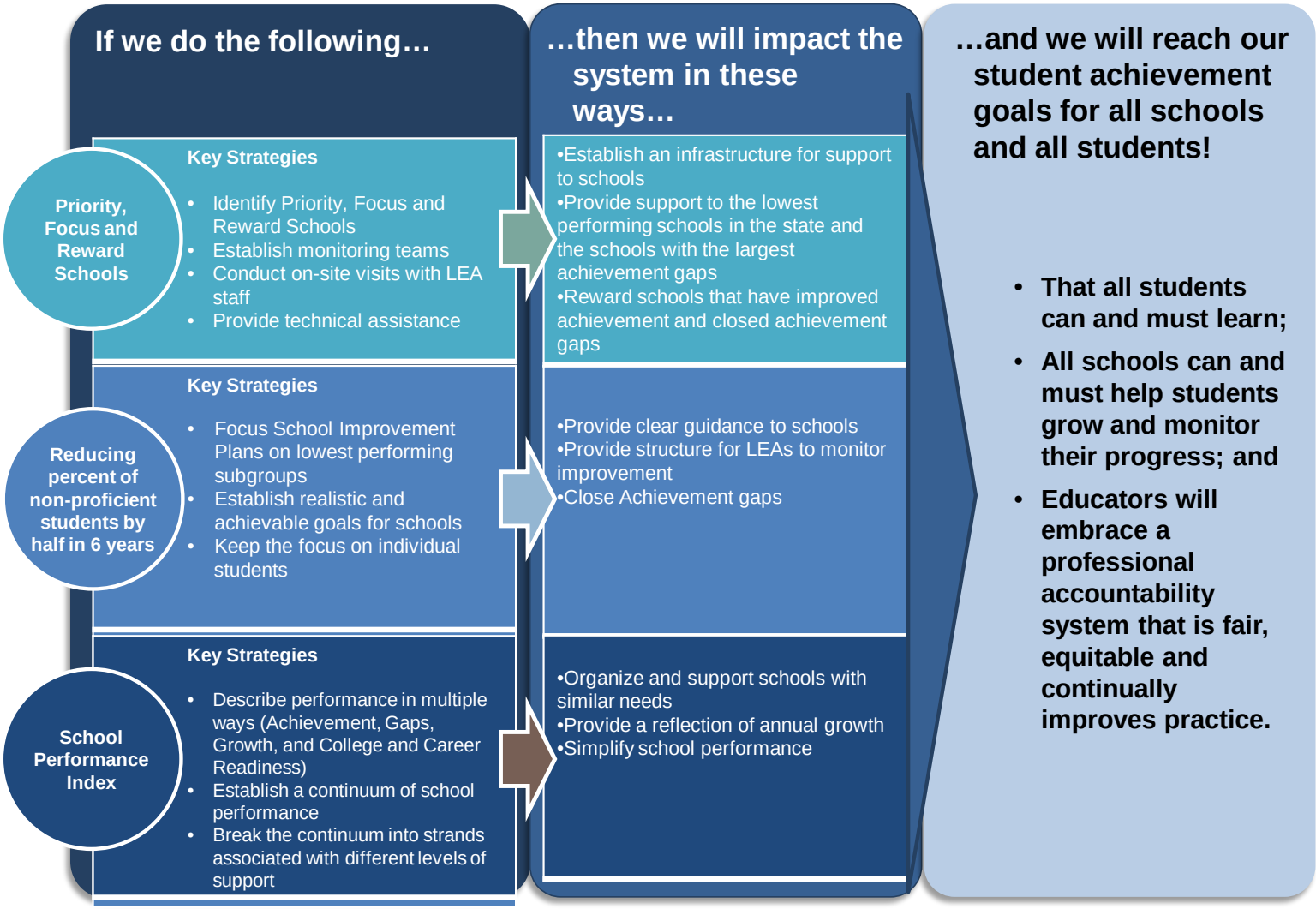
In summary, Maryland's overall theory of action regarding differentiated recognition, accountability, and support is based on a fundamental belief that all schools and all subgroups can improve. Through methods that have been described, Maryland endeavors to recognize accomplishments where appropriate, identify schools that are in need of assistance, and provide support as needed. Maryland believes that such support includes one-on-one assistance with classroom teachers in the most challenging schools, direct involvement with principals of those schools, and building the capacity of the LEA to sustain the improvement effort beyond the time of MSDE's involvement. The Breakthrough Center serves as the vehicle to coordinate these services, and its work is informed by an internal cross-functional team with representatives of various divisions throughout MSDE that meet regularly to provide direction and coherence to the effort.

The theory of change is described in a PowerPoint presentation which is included as Appendix II-9. The graphics in this Power Point were developed to illustrate how the State works directly with LEAs and schools identified as the lowest performing SIG schools. MSDE will continue to follow this protocol as school support is expanded to include Priority schools. Focus schools will be organized into networks whereby the state will be able to cluster schools according to region and specific needs. MSDE is in the planning phase and has scheduled an internal meeting

in May. Focus Schools will also fall under the Breakthrough Center umbrella. The first LEA Focus schools network meeting will be scheduled in May and will include both Title I directors and other high level LEA administrators such as assistant superintendents and supervisors.

The following graphic illustrates Maryland's Theory of Action:

Theory of Action Principle 2



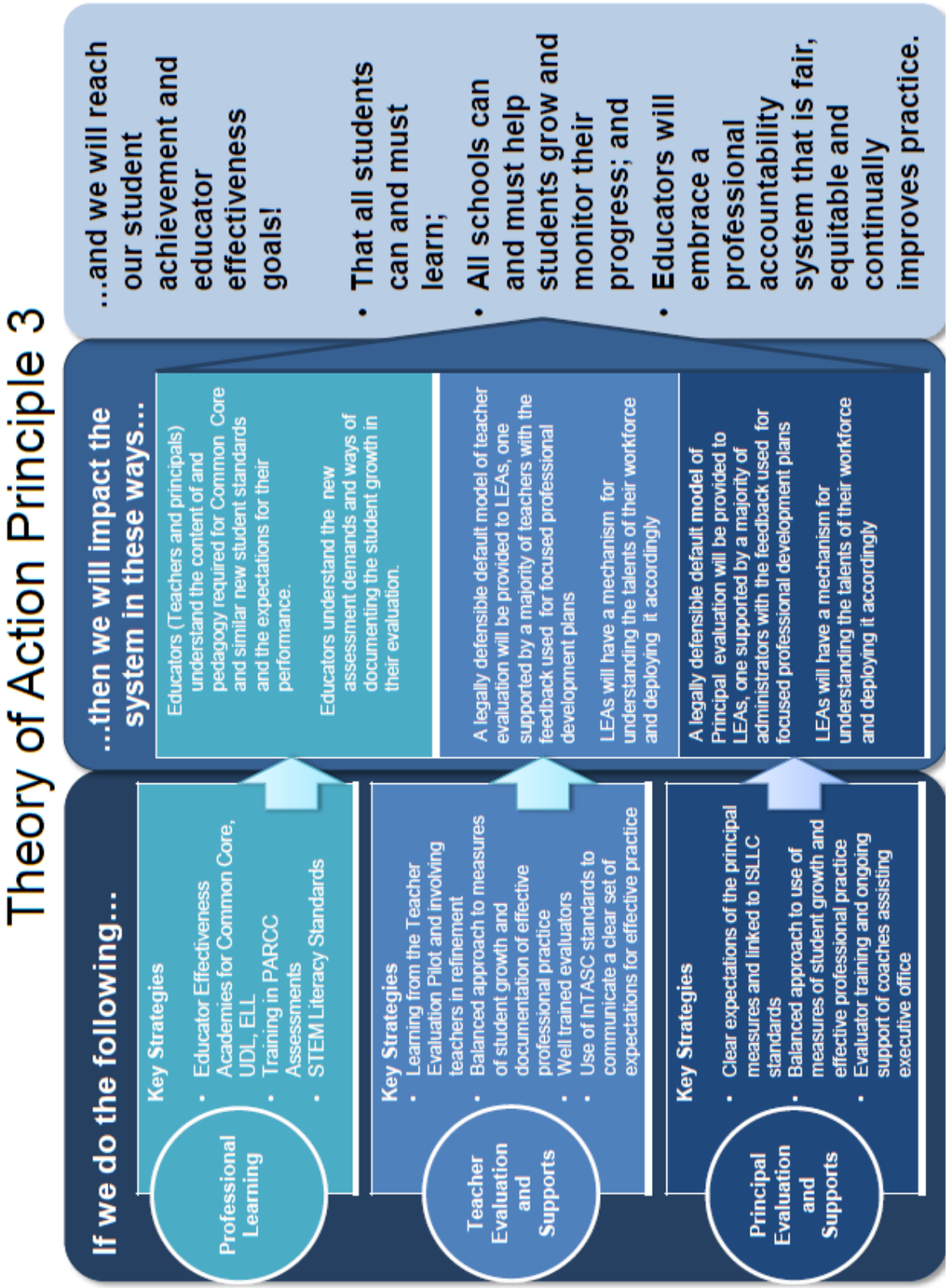
PRINCIPLE 3: SUPPORTING EFFECTIVE INSTRUCTION AND LEADERSHIP

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.

Option A	**Option B**
☒ If the SEA has not already developed and adopted all of the guidelines consistent with Principle 3, provide: 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; ii. a description of the process the SEA will use to involve teachers and principals in the development of these guidelines; and 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).	☐ If the SEA has developed and adopted all of the guidelines consistent with Principle 3, provide: 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; ii. evidence of the adoption of the guidelines (Attachment 11); and iii. a description of the process the SEA used to involve teachers and principals in the development of these guidelines.

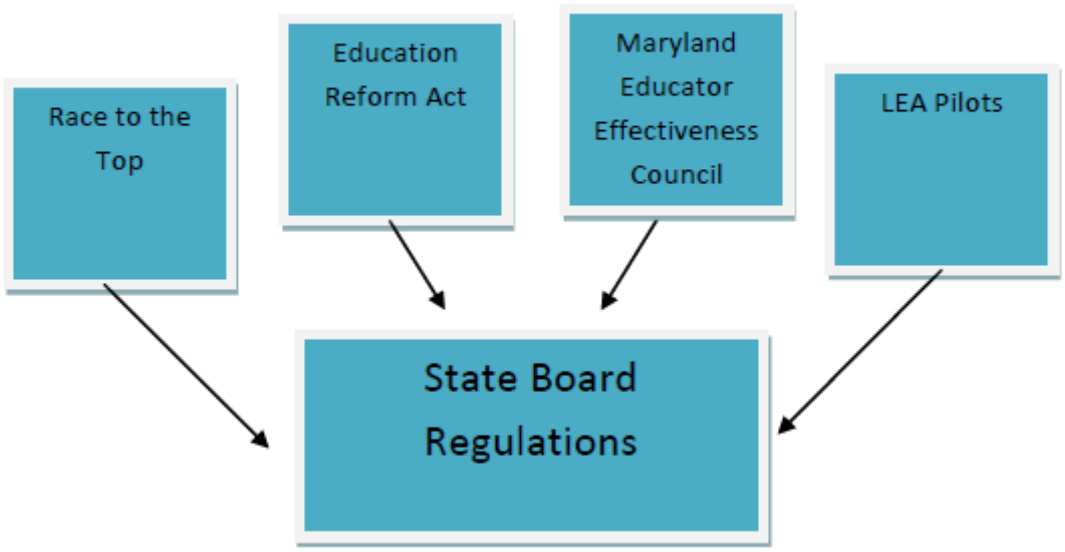
The graphic below is Maryland's Theory of Action for Teacher/Principal Evaluation


Theory of Action Principle 3
If we do the following…
Professional Learning
Key Strategies
Educator Effectiveness Academies for Common Core, UDL, ELL
Training in PARCC Assessments
STEM Literacy Standards
Teacher Evaluation and Supports
Key Strategies
Learning from the Teacher Evaluation Pilot and involving teachers in refinement
Balanced approach to measures of student growth and documentation of effective professional practice
Well trained evaluators
Use of InTASC standards to communicate a clear set of expectations for effective practice
Principal Evaluation and Supports
Key Strategies
Clear expectations of the principal measures and linked to ISLLC standards
Balanced approach to use of measures of student growth and effective professional practice
Evaluator training and ongoing support of coaches assisting executive office
…then we will impact the system in these ways…
Educators (Teachers and principals) understand the content of and pedagogy required for Common Core and similar new student standards and the expectations for their performance.
Educators understand the new assessment demands and ways of documenting the student growth in their evaluation.
A legally defensible default model of teacher evaluation will be provided to LEAs, one supported by a majority of teachers with the feedback used for focused professional development plans
LEAs will have a mechanism for understanding the talents of their workforce and deploying it accordingly
A legally defensible default model of Principal evaluation will be provided to LEAs, one supported by a majority of administrators with the feedback used for focused professional development plans
LEAs will have a mechanism for understanding the talents of their workforce and deploying it accordingly
…and we will reach our student achievement and educator effectiveness goals!
That all students can and must learn;
All schools can and must help students grow and monitor their progress; and
Educators will embrace a professional accountability system that is fair, equitable and continually improves practice.

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:

In order for Maryland to achieve its goal of ensuring that all students are prepared for success in college and the 21st century workplace, every student in every school must be able to benefit every day from effective teachers and principals. Effectiveness requires that all teachers and principals understand the content and practice the pedagogy required for all students to master rigorous Common Core Standards and demonstrate their learning on the assessment system

under development. The strategy set out in the ESEA Flexibility Proposal is designed to improve and maintain educator effectiveness through (1) clearly articulated curriculum standards and expectations for student learning, (2) high-quality professional development focused on the delivery of rigorous instruction, (3) ongoing access to an array of instructional resources and supports, and (4) an evaluation system which holds teachers and principals accountable for both effective professional practice and student learning and growth. The professional practice components of the teacher and principal evaluation models are aligned with Maryland's research-supported beliefs about effective leadership and instruction and will provide valuable feedback to improve performance. The student growth components reflect Maryland's commitment to the use of multiple measures, the focus on student growth and change under the direction of the teacher and independent of the student's entering status, the use of multiple measures, and an acknowledgement of shared accountability, represented by the Maryland School Performance Index.

Maryland's goals are to improve the performance of all students and close the achievement gap. Maryland strongly believes that the way to accomplish this goal is through thorough, effective, meaningful and consistent professional development. Maryland firmly believes that professional development is the foundation of all aspects of education and is effective in improving instruction, understanding curriculum, learning to work with data, and the other many components that make a strong and effective education system. In addition, the strong Core Values expressed by Marylanders, around achievement, growth, achievement gaps and college- and career-readiness, which were incorporated into the Maryland School Performance Index indicate that the goals of the State and its citizens are well aligned.

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.

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.

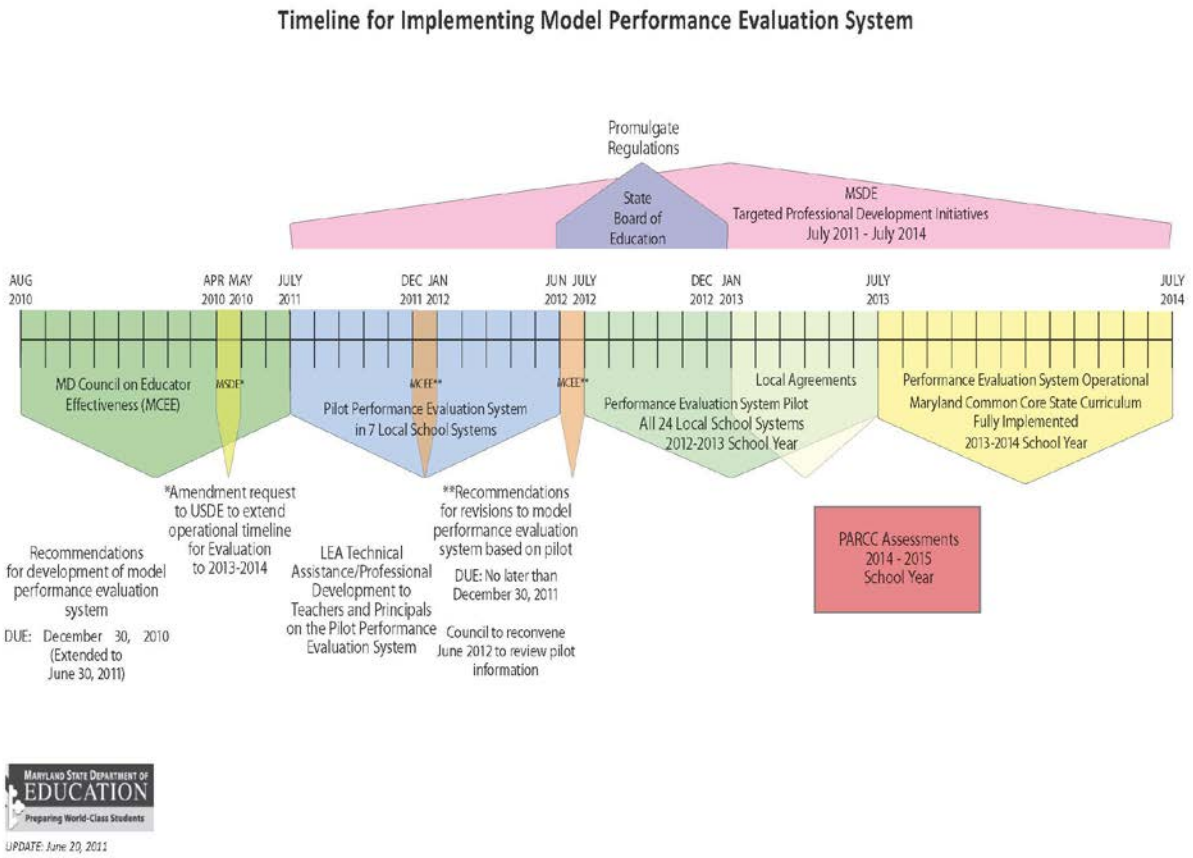
In April 2012, the Governor signed a new Executive Order extending the life of the Council through December 2013 to continue to monitor the pilots and the statewide field testing. The new order can be found in Appendix II- 10.

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

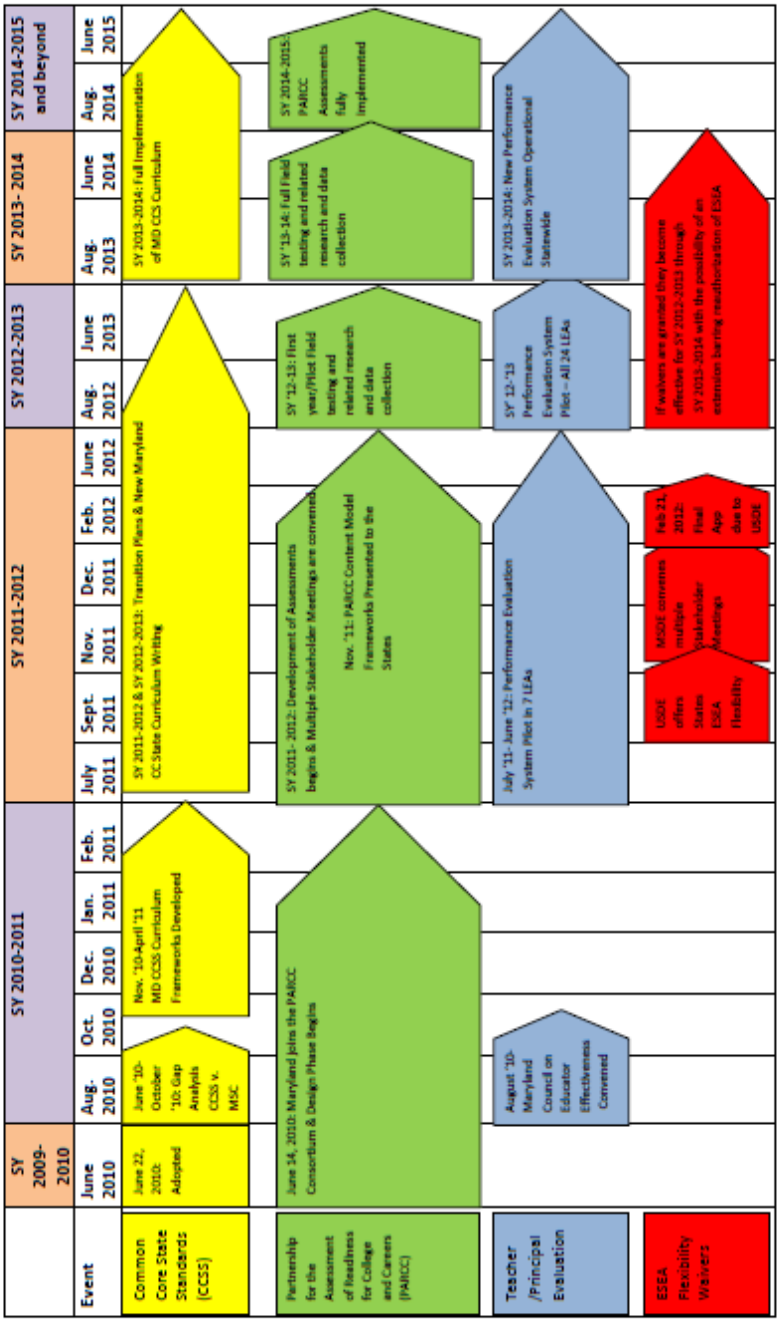
among the work of the Council, pilot LEAs, professional development activity, development of regulations, local agreements and the actual implementation of the Statewide system of evaluation.



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)



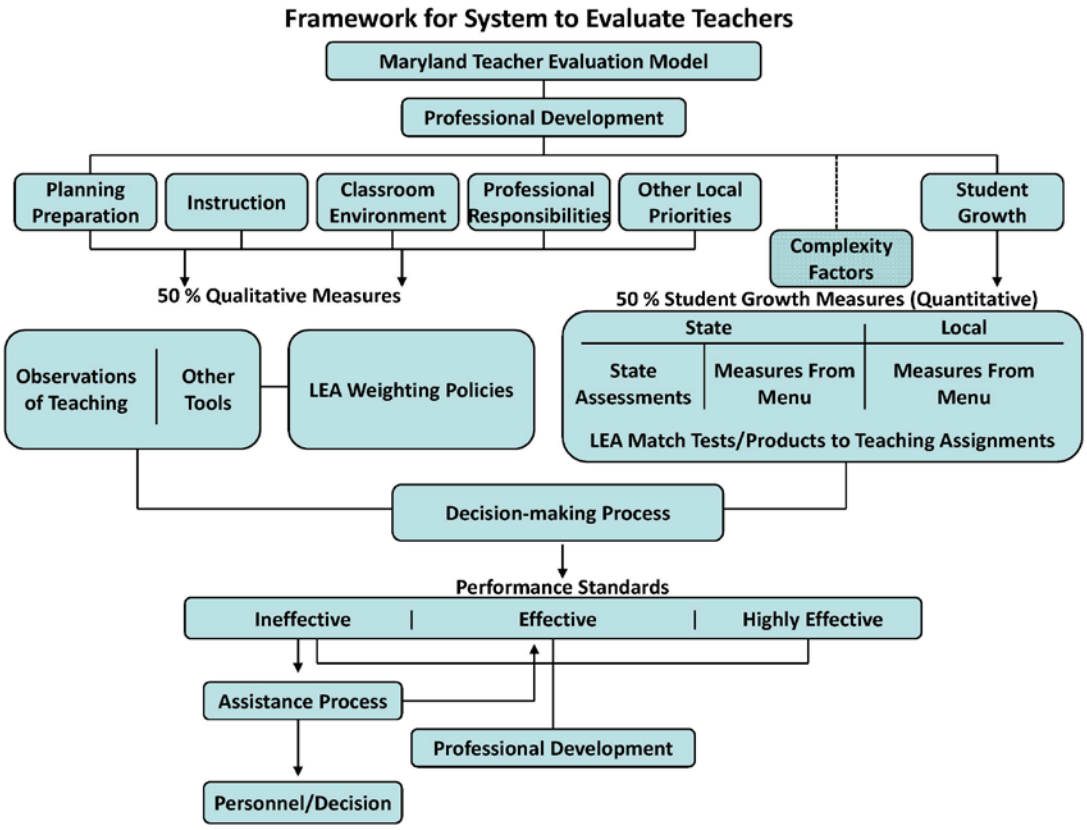
MEEC Interim Report- Framework: Evaluation of Teachers and Principals

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.

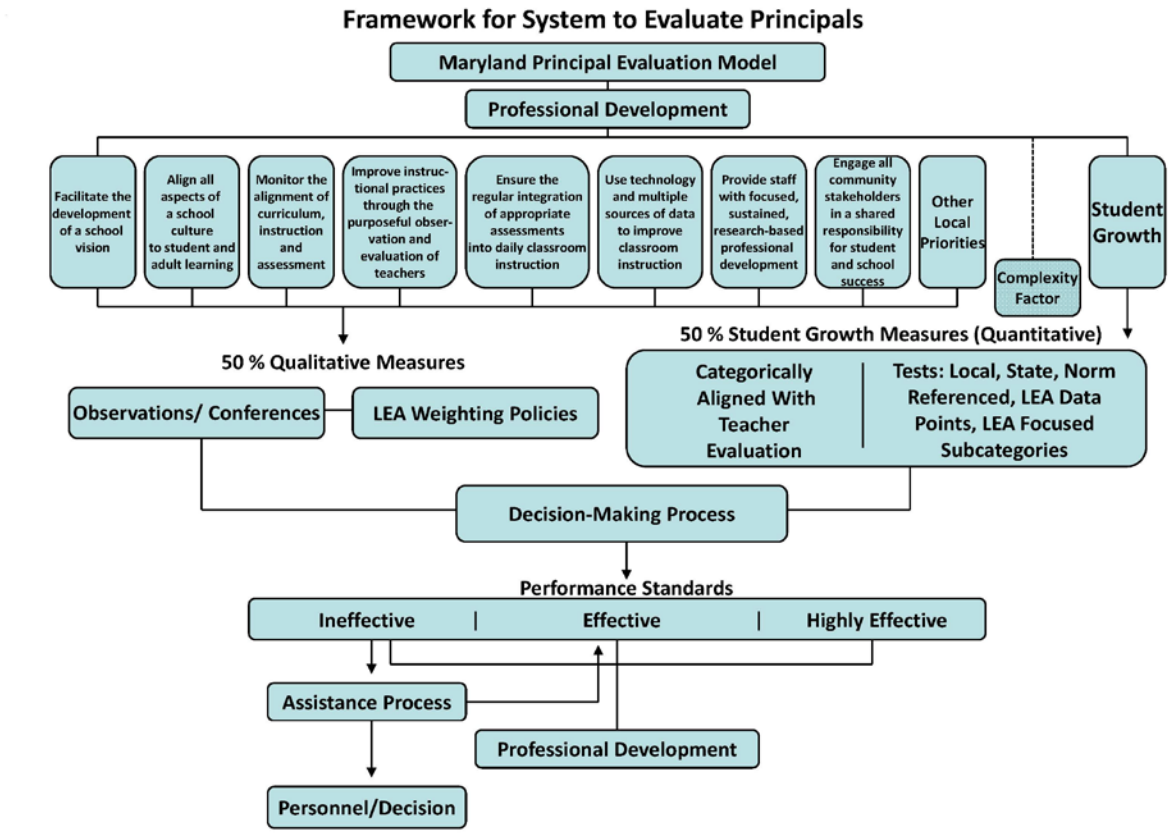
After several discussions at Council meetings about the suggested components of an effective yet flexible Statewide evaluation system, the Council endorsed two separate frameworks and definitions that accompany those frameworks (below). The first framework lays out graphically the components of a model 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.



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

Definitions: Teacher and Principal Evaluation Model

- *Annual Evaluation* – A yearly evaluation of a teacher or principal that minimally includes student growth measure standards.
- *Assistance Process* –A process defined by the LEA for providing support to teachers and principals rated as ineffective.
- *Complexity Factors* – Factors recognized by the LEA that do not diminish student expectations but may have an extraordinary impact on student growth. For example, factors may include instructional diversity, unusually high number of transient students, specific unusual facility issues, etc. Complexity factors are not weighted with either professional practice or student growth measure domains.

- *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 options that were part of the report of the Maryland Council for Educator Effectiveness that may be used to measure student growth (see table below). The list is not meant to be exhaustive, but to offer suggestions.
- *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.

Menu of Sample Growth Measures

This table of options was part of the June 2011 Interim Report of the Maryland Council for Educator Effectiveness. It is not meant to be a comprehensive menu.

Maryland Council for Educator Effectiveness – Sample Growth Measures

	High School	4-8 Tested	4-8,Non-Tested	PreK-3
State Assessments				
Portfolio	• Portfolio – student work • Portfolio – teacher work	• Portfolios	• Portfolios – student portfolios/sampling	• Portfolios
Projects/Products	• Projects: Locally Graded, State Checked, Performance Task • Intervention Assessments (Wilson Reading, Lexile Lev)	• Cross curricular projects • Research-Based Interventions	• In class projects (Science Fair, Class labs, Problem-based projects)	• Culminating Project • Summative Checklists (K)
Test Products	• College/Career Readiness Tests • SAT, AP, Accuplacer, IB, PSAT • SLO – Pre/Post test; Standardized mid-term • LEA or school developed • Reading Level Tests • Certification tests • Benchmarking tests • LAS Links • Fitness Gram, Fitness for Life, Physical Education Metrics	• Writing – Artificial Intelligence or teacher scored; Cross Curricular • Benchmarking tests • Unit Assessments • Early Reading Inventories • Math Inventories • Language Proficiency Assessments • LAS Links • Modified Assessments	• Pre-Post Assessments • Local Assessments – quarterly/other • Oral Assessments	• Dibels • Benchmarking tests • Quarterly assessments • Quarterly Reading Assessments • Sight work assessments • Basic fasts Quarterly assessments
Performance		• Performance based – cross curricular	• Small Group video (performance, ex. drama, music group, individual students, special education) • Adjudication (Ensembles, Choir)	

<u>InTASC Standards</u>

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) 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 *both* a) when the test is administered *and* b) the time allocated for the test	There are standardized procedures for *either* a) when the test is administered *or* b) the time allocated for the test	There are no standardized procedures for *either* a)when the test is administered *and* 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) disproportionally 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	**Domain 2: The Classroom Environment**
Component 1a: *Demonstrating Knowledge of Content and Pedagogy* • Knowledge of content • Knowledge of prerequisite relationships • Knowledge of content-related pedagogy	Component 2a: *Creating an Environment of Respect and Rapport* • Teacher interaction with students • Student interactions with one another

Component 1b: *Demonstrating Knowledge of Students* • Knowledge of child and adolescent development • Knowledge of the learning process • Knowledge of students' skills and knowledge and language proficiency • Knowledge of students' interests and cultural heritage • Knowledge of students' special needs Component 1c: *Setting Instructional Outcomes* • Value, sequence and alignment • Clarity • Suitability for diverse learners • Balance Component 1d: *Demonstrating Knowledge of Resources* • Resources for classroom use • Resources to extend content knowledge and pedagogy • Resources for students Component 1e: *Designing Coherent Instruction* • Learning activities • Instructional materials and resources • Instructional groups • Lesson and unit structure Component 1f: *Designing Student Assessments* • Congruence with instructional goals • Criteria and standards • Use for planning • Design of formative assessments	Component 2b: *Establishing a Culture for Learning* • Importance of the content • Student pride in work • Expectations for learning and achievement Component 2c: *Managing Classroom Procedures* • Management of instructional groups • Management of transitions • Management of materials and supplies • Performance of non-instructional duties • Supervision of volunteers and paraprofessionals Component 2d: *Managing Student Behavior* • Expectations • Monitoring of student behavior • Response to student misbehavior Component 2e: *Organizing Physical Space* • Safety and arrangement of furniture • Accessibility to learning and use of physical resources
Domain 3: Instruction	**Domain 4: Professional Responsibilities**

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. 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.

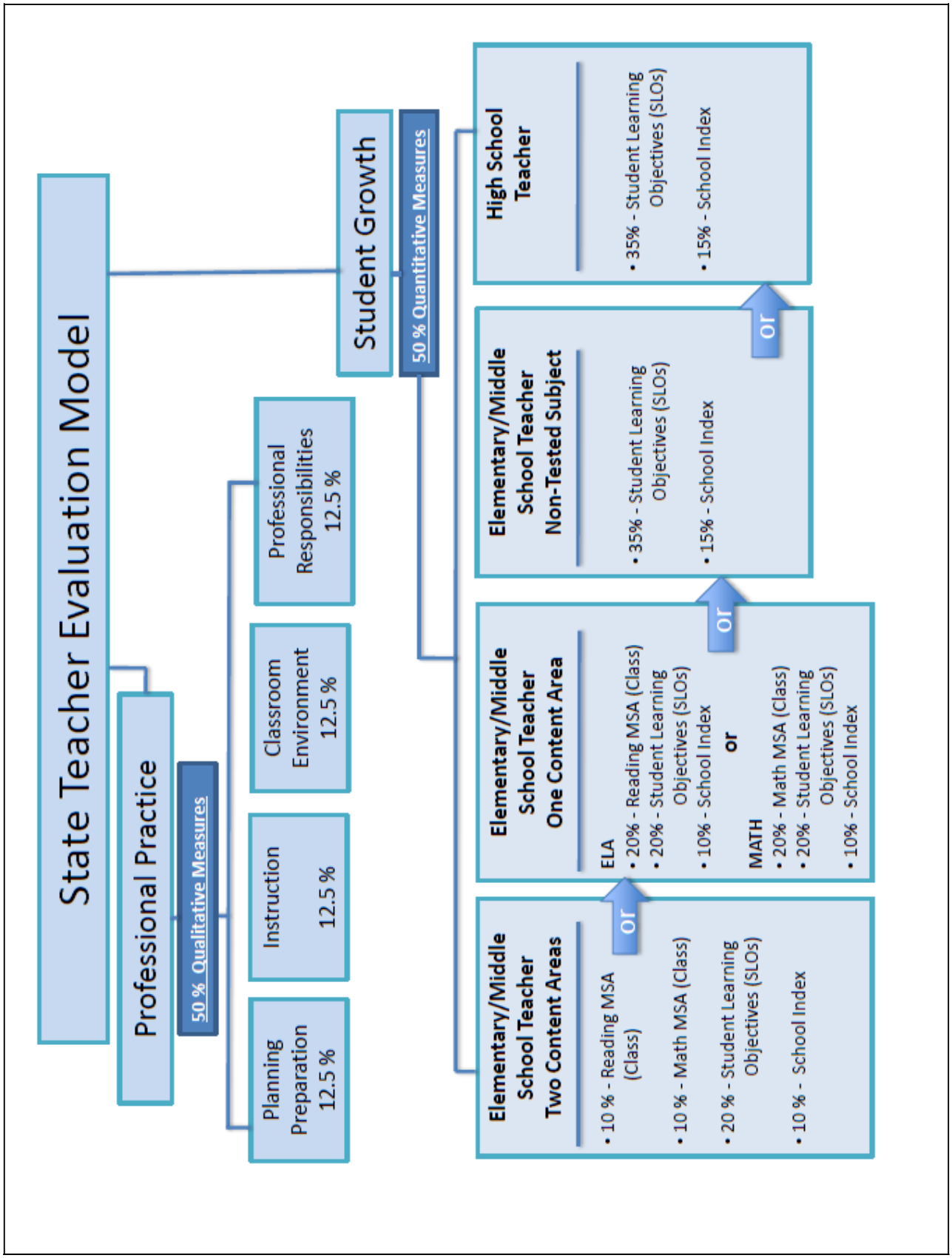
The State model requires that the evaluator assigns a rating of Highly Effective, Effective, or Ineffective for the Professional Practice portion. The weight of each of the domains/outcomes is expected to be equal in the Professional Practice category.

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.


State Teacher Evaluation Model
Professional Practice
50 % Qualitative Measures
Planning Preparation 12.5 %
Instruction 12.5 %
Classroom Environment 12.5 %
Professional Responsibilities 12.5 %
Student Growth
50 % Quantitative Measures
Elementary/Middle School Teacher Two Content Areas
• 10 % - Reading MSA (Class)
• 10 % - Math MSA (Class)
• 20 % - Student Learning Objectives (SLOs)
• 10 % - School Index
or
Elementary/Middle School Teacher One Content Area
ELA
• 20% - Reading MSA (Class)
• 20% - Student Learning Objectives (SLOs)
• 10% - School Index
or
MATH
• 20% - Math MSA (Class)
• 20% - Student Learning Objectives (SLOs)
• 10% - School Index
or
Elementary/Middle School Teacher Non-Tested Subject
• 35% - Student Learning Objectives (SLOs)
• 15% - School Index
or
High School Teacher
• 35% - Student Learning Objectives (SLOs)
• 15% - School Index

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.

Elementary/Middle Principals	**High School Principals**	**Other Principals (e.g., Special Centers, PreK-2)**
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 have been developed and were presented to the State Board of Education on March 27, 2012. A copy of these regulations can be found in Appendix II- 11. These regulations address much of what has been and is being learned by the pilots. The regulations will be posted in the State Register for 40 days of public comment in mid-May. It is expected that the regulations will come back to the State Board in July 2012 for any revisions and/or action. The State Superintendent and MSDE will rely heavily on the Maryland Educator Effectiveness Council to identify and develop further recommendations for the framework as 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.

Update:

Maryland's work on redesigning its Teacher/Principal Evaluation System has been a critical component of Maryland's Third Wave of Education Reform. Please see Appendix II-12 for a timeline of this work. Maryland currently has 7 LEAs piloting different elements of a Teacher/Principal Evaluation model. The information and learnings from these pilots will inform the recommendations for the statewide field test of new Teacher/Principal Evaluation Models by all 24 LEAs in 2012-2013. Maryland has developed a default model for districts that are unable to mutually agree with their bargaining unit on an LEA model.

MSDE has also created the Maryland Teacher/Principal Evaluation Guidebook, an implementation guide to assist LEAs in implementing the new Teacher/Principal Evaluation System in the 2012-2013 school year field test. This guidebook can be found at: http://www.marylandpublicschools.org/MSDE/programs/race_to_the_top/tpeg. Revisions will be made to the Guidebook following the field test and will be distributed for the 2013-2014 full implementation.

The Maryland State Evaluation Default Model will be piloted during the statewide field testing in 2012-2013 by Anne Arundel County Public Schools (AACPS). AACPS is a mid size LEA with a diverse school population which includes Annapolis, the State capital. The components of the 50% student growth portion include MSA results by class, the Maryland School Performance Index, and Student Learning Objectives (SLOs). In addition to AACPS, Calvert and Somerset County LEAs are also field testing the State Model. These are two smaller counties and should provide more varied data on the State Model

Because Maryland decided that SLOs would be a part of the default model, MSDE is prepared to offer professional development on developing and measuring SLOs. Maryland requested technical assistance from USDE to learn how SLOs have been used in the educator evaluation systems across the country. This information has been shared with superintendents and other school system leaders as well as with the Maryland State Educators Association [MSEA] a local arm of NEA. Of the 24 school systems in the state, 23 are MSEA members.

Additionally, MSDE recently sent a team to Charlotte-Mecklenburg, NC, where Student Learning Objectives have been used to measure student outcomes as part of a TIF grant for five years. The team met with Dr. Susan Norwood, Executive Director of the grant. The team also met with teachers and principals to find out from practitioners how effective the SLOs are in increasing student achievement. The team is composed of cross divisional personnel who will implement the professional development model for school systems using SLOs next year and for the Maryland State Teacher and Principal Evaluation System. Team members were chosen because of their ability to plan and conduct professional development for LEA pilot programs and also to impact specific stakeholder groups as well.

The SLO team includes a former LEA superintendent, who will communicate directly with superintendents, a program approval specialist who will connect with teacher and principals preparation programs, a Title I specialist who will communicate with Focus and Priority Title I schools and a Career and Technology specialist who will work with LEA supervisors of these programs to assure effective implementation of SLOs for this diverse population. Dr. Megan Dolan, Mid- Atlantic Comprehensive Center, also is a part of the team and has provided valuable research and contact from across the country.

MSDE is creating a full Professional Development Plan and Timeline for SLOs, Charlotte, Danielson, the School Performance Index, etc. Members of the SLO team already created the following Professional Development Plan for SLOs:

Rev. 4-10-12

Maryland State Department of Education
Student Learning Objectives (SLOs)
Professional Development Plan Proposal

Overview

Rationale

As part of the third wave of education reform, the Maryland State Department of Education is developing a model for measuring student growth as one of the factors in determining educator effectiveness and professional development (PD) needs. Educational leaders, policymakers, practitioners and other stakeholders have researched numerous approaches of calculating student growth and attributing that growth to principals and teachers. Based on this exploration, Maryland has elected to gauge student growth with Student Learning Objectives (SLOs). The SLO development process gives principals and teachers time to give careful consideration to students' instructional needs and practitioners' specific PD needs while developing high expectations and attainable goals for what students will learn over a given time period. Developing SLOs gives educators an opportunity to enter into a partnership with fellow practitioners to use student data to inform instructional practice. In addition to developing objectives that can be reliably measured for student growth, SLOs support processes for the following:

- *Connecting evaluation directly to student learning, while respecting teacher professionalism;*
- *Understanding student's instructional needs as they change;*
- *Establishing a vehicle for improving instruction based on student performance and growth data;*
- *Bringing more science and research-based practice to the art of teaching;*
- *Relating teacher effectiveness to principal effectiveness;*
- *Linking operational goals at all levels of education with the focus on student achievement;*
- *Providing a mode for differentiating teacher effectiveness; and*
- *Improving student achievement by using targeted educational outcomes.*

Because SLOs will be used across all subject areas and grade levels or grade level bands, a strategic PD plan is necessary to ensure that designated school personnel from every Local Education Agency (LEA) are trained on the purpose, structure, benefits and use of SLOs as a tool for closing achievement gaps and improving professional practice.

Maryland State Department of Education

Student Learning Objectives (SLOs)

Professional Development Plan Proposal

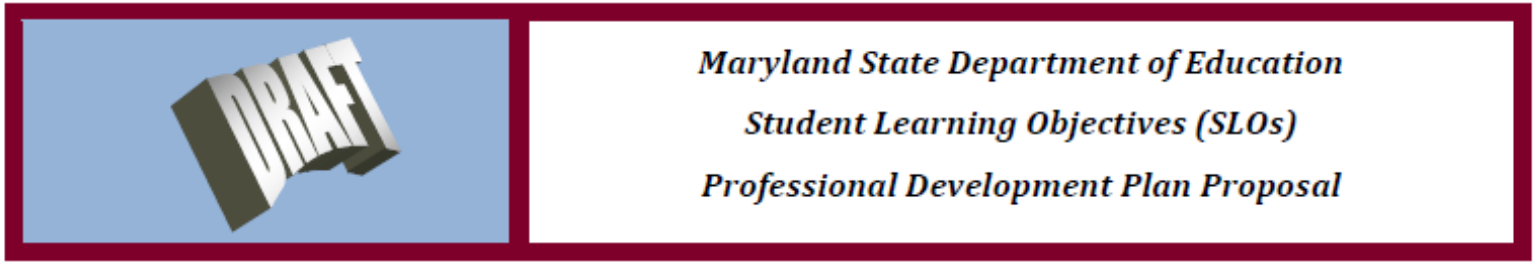
SLO Professional Development Philosophy and Plan

Philosophy

Professional development for SLO development and implementation will be offered with the intent to train a cadre of education practitioners within each LEA. This model of training a "local district team" to provide support and technical assistance to their own will enable districts to deliver professional development as needed and within the parameters of their own local PD calendar. An important component of this PD is the training of designated LEA district and school personnel as evaluators in the SLO development process. The evaluator has the role of developing a collaborative relationship with educators while assisting in the writing and assessing of SLOs. This is to ensure that SLO development and implementation address gaps in student achievement, instructional needs of all students' and support for educators' professional development planning. This relationship plays a pivotal role in aligning rigorous and achievable SLO targets with school and LEA improvement goals and the state curricular frameworks while helping to identify specific professional development needs of practitioners to help meet their targets.

In an effort to communicate information about SLOs and the SLO development process, MSDE will provide a combination of ***online*** *and* ***face-to-face*** *training. This training model will consist of a* ***Pre-Training Webinar*** *that is open to all educators at every level will set the stage for a basic understanding of SLOs. The goals for participants attending the pre-training webinar are to: 1) Develop a common understanding of SLOs; 2) Understand benefits of using SLOs; 3) Learn how SLOs support professional practice; 4) Develop a common vocabulary for measuring student growth; and 5) Prepare for the face-to-face training sessions.* ***Participation in the Pre-Training Webinar is a requirement for participation in the face-to-face sessions*** *because specific instructions will be given on how to prepare and who is appropriate for the next steps in the SLO professional development process. For subsequent training, face-to-face and online follow-up sessions will be held for the local district teams to provide opportunities for authentic practice in developing and implementing SLOs. Separate face-to-face training sessions will be held for executive level LEA administrators as needed. All SLO sessions will be recorded and archived online for asynchronous and synchronous training.*

Ongoing professional development will include both face-to-face and online sessions. The ***Pre-Training Webinar*** *and vital portions of the face-to-face sessions will be archived online for future use. Additional* ***online modules*** *will be created for specific LEA audiences such as Executive Level (Superintendents, Assistant Superintendents, and School Board Members) Principals, Content Area Supervisors, SLO Evaluators and local district teams that include teachers and principals. The online modules will be archived and available for asynchronous and synchronous training.*



Student Learning Objectives (SLOs)
Professional Development

ONLINE CONTENT	FACE-TO-FACE TRAINING CYCLE & CONTENT
Pre-Training Webinar **Audience:** **Administrators, Teachers, Principals, Evaluators, Executive Officers, Human Resources Staff, Content Area Supervisors, Professional Development Staff** **Time:** **60 minutes** **Availability:** **Live, Archived-Open Access – Required** **Outcomes:** 1. Develop a common understanding of SLOs 2. Understand benefits of using SLOs; 3. Learn how SLOs support principals' and teachers' professional practice; 4. Develop a common vocabulary for measuring student growth; and 5. Prepare for face-to-face training sessions: • Identify appropriate staff • Registration process • Materials and resources needed	**Administrator Training** **Session 1:** Superintendents, Assistant Superintendents, Human Resources Staff **Content Overviews:** Developing Student Learning Objectives Classroom Focused Improvement Process (CFIP) Aligning Standards and Assessments **Local District Teams Training** **Session 2:** LEA Principals, Content Supervisors, Teachers, SLO Evaluators, Professional Development Staff (Trainers) **Content:** Developing Student Learning Objectives Classroom Focused Improvement Process (CFIP) Aligning Standards and Assessments **Local District Teams Follow-up Training** **Session 3:** LEA Principals, Content Supervisors, Teachers, SLO Evaluators, Professional Development Staff (Trainers) **Content:** **Determined by District needs**

Finally, Maryland has a project in its Race to the Top application that is directly tied to the training of school and district staff. Project 40/15 was originally designed for the training of executive officers in the teacher and principal evaluation system that was to be developed. Its scope has since been expanded. Maryland has hired a Center Coordinator for this project, and is in the process of hiring two regional trainers. The Center Coordinator has travelled to each of our 24 LEAs to ascertain their professional development needs. MSDE also conducted a session at the February convening of executive officers to determine what needs they felt they had. The Center Coordinator and the two regional trainers will work with an outside vendor to design appropriate professional development sessions based on the needs assessments Maryland has conducted. They will then deliver those professional development sessions in regional forums to executive officers. They will also deliver sessions for principals. Because of Maryland's size as a State and our resultant ability to get to each LEA within a three-hour drive, we also intend to offer sessions for individual LEAs as needed. Maryland feels fortunate to have funds for this effort as a result of our Race to the Top grant. We believe that this effort combined with other efforts described herein will provide us the opportunity to reach deeply into each LEA and support them in a way that they consider most important.

Additionally, as part of the plan that each LEA must submit for approval of their Teacher/Principal Evaluation model, the LEA must describe how they will provide professional development on the model to teachers and principals.

Validation

Maryland is committed to continual improvement and will apply that commitment to Teacher/Principal evaluation process. The seven pilots (2011-2012), statewide field testing (2012-2013), Maryland Teacher/Principal Evaluation Guidebook, and MSDE's intention to continually review and revise the system and the models are indicative of the importance Maryland places on an effective Teacher/Principal Evaluation model.

Maryland principals will assist in the validation process of the new evaluation system for teachers. Likewise, the feedback from executive officers will also validate the new evaluation

process for principals. Essentially, Maryland will utilize feedback from those who are in a supervisory role, as they are best positioned, to confirm that the ratings assigned to those whom they evaluate in the new evaluation system appear reasonable based on past practice. Certainly Maryland will use data to assist in this effort as well, but expert professional judgment will be invaluable as Maryland enters this new territory.

Finally, Maryland hired a retired Superintendent as part of the Race to the Top project to work specifically on Teacher/Principal Evaluation. She is the liaison between MSDE and the LEA Superintendents to assist in the transition to the new system. Her position also facilitates increased communication, support, and understanding between MSDE and its LEAs.

Information concerning the operation and effects of the pilots is currently being gathered. An end of year report was designed by representatives from inter-divisional MSDE offices with responsibility for teacher evaluation, professional development, accountability and assessment, and policy to elicit information about the focus of each pilot, the evaluation cycle observed, the measures used for student growth and professional practice, and a general reflection on the process and product including lessons learned. This information will be analyzed, interpreted, shared with stakeholders, and used to guide improvement. Goals and requirements are being established for the field test. The tools to gather this information will be developed and distributed to all LEAs participating in the field test with a timeline for submission.

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.

MARYLAND
ESEA FLEXIBILITY
ATTACHMENTS

February 28, 2012

Maryland State Department of Education

200 West Baltimore Street

Baltimore, MD 21201

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 7th 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) 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

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

MARYLAND STATE DEPARTMENT OF EDUCATION
Preparing World-Class Students

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

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.

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.

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**

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 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 makes 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
- Filter Responses
- Crosstab Responses
- Download Responses
- Share Responses

Default Report

Displaying **76** of **94** respondents

Response Type:
Normal Response

Collector:
Web Link
(Web Link)

Custom Value:
empty

IP Address:
64.26.121.2

Response Started:
Monday, February 6, 2012 7:25:01 AM

Response Modified:
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'Ette

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

Education Edit

Design Survey | Collect Responses | Analyze Results

View Summary
Browse Responses
Filter Responses
Crosstab Responses
Download Responses
Share Responses

Default Report

Displaying **15** of **94** respondents

Response Type:
Normal Response

Collector:
Web Link
(Web Link)

Custom Value:
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IP Address:
167.102.161.100

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

View Summary
Browse Responses
Filter Responses
Crosstab Responses
Download Responses
Share Responses

Default Report

Displaying **61** of **94** respondents

Response Type:
Normal Response

Collector:
Web Link
(Web Link)

Custom Value:
empty

IP Address:
72.45.6.184

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

ESEA Waiver Discussion

Superintendent's Meeting

August 26, 2011

Information Provided:

- On August 8th, 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-
    - 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)
    - Title I
        - School Choice/Supplemental Educational Services
        - Flexibility of Use of Funds
    - 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

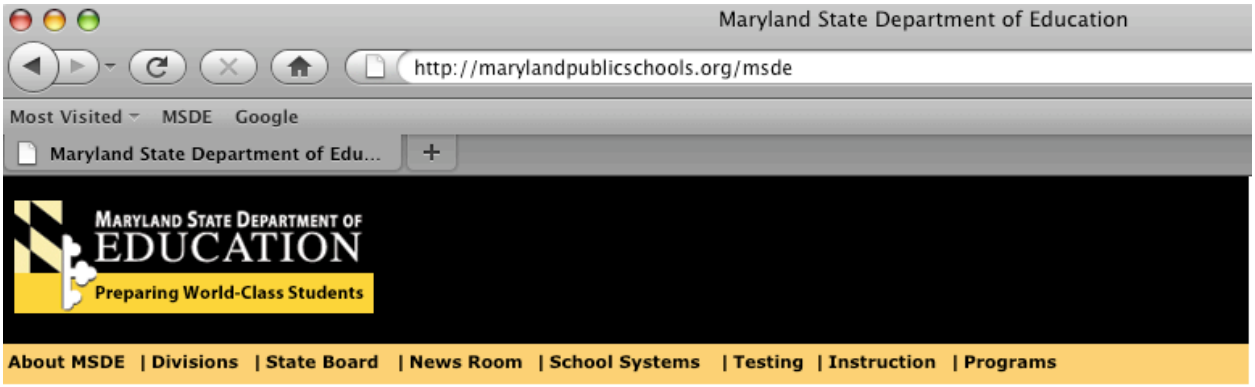
*Notes by Mary Gable

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



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.

Parents | **Students** | **Teachers & Principals**

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)

MSDE Home

- 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.

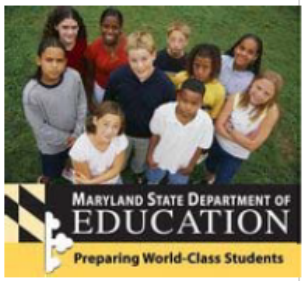
A draft of Maryland's ESEA Flexibility Application can be found at the link below. We encourage your review of Maryland's plan and welcome your feedback. All feedback will be taken into consideration before final submission. **Deadline for feedback submission is February 8 at Noon.**

Maryland's ESEA Flexibility Application

Submit your feedback

For additional information, please visit http://www.ed.gov/esea/flexibility

Sign Up Facebook helps you connect and share with the people in your life.



Maryland State Department of Education

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Government Agency · Baltimore, Maryland

Wall
Info
Photos
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About

Welcome to the Maryland State Department of Education's Facebook page. Bec...
More

419
like this

17
talking about this

137
were here

Create a Page

Wall

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
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
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
The ESEA Flexibility Application

Like · Comment · January 26 at 8:11am ·

Laurie Kelly 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)

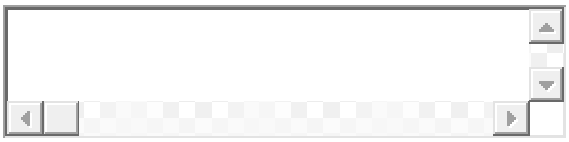
Next

Exit this survey

Maryland's ESEA Flexibility Application Feedback

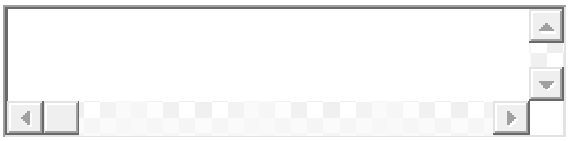
Please submit your feedback, comments, and suggestions in the boxes below the corresponding heading.(Note: Comment boxes expand)

5. Consultation Section



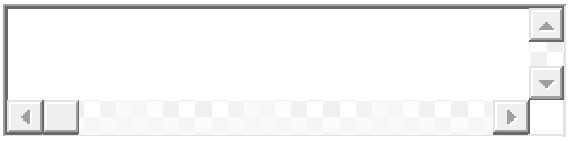
Consultation Section

6. Principle 1: College and Career Ready expectations for all students



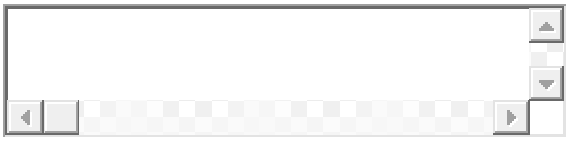
Principle 1: College and Career Ready expectations for all students

7. Principle 2: State Developed Differentiated Recognition, Accountability and Support



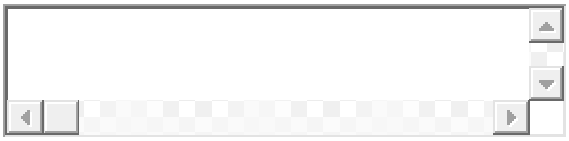
Principle 2: State Developed Differentiated Recognition, Accountability and Support

8. Principle 3: Supporting Effective Instruction and Leadership



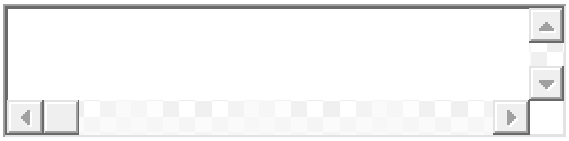
Principle 3: Supporting Effective Instruction and Leadership

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

	1- Lowest	2	3	4	5- Highest
Consultation Section	Consultation Section 1- Lowest	Consultation Section 2	Consultation Section 3	Consultation Section 4	Consultation Section 5- Highest
Principle 1	Principle 1 1- Lowest	Principle 1 2	Principle 1 3	Principle 1 4	Principle 1 5- Highest
Principle 2	Principle 2 1- Lowest	Principle 2 2	Principle 2 3	Principle 2 4	Principle 2 5- Highest
Principle 3	Principle 3 1- Lowest	Principle 3 2	Principle 3 3	Principle 3 4	Principle 3 5- Highest
Principle 4	Principle 4 1- Lowest	Principle 4 2	Principle 4 3	Principle 4 4	Principle 4 5- Highest
Overall	Overall 1- Lowest	Overall 2	Overall 3	Overall 4	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

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 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 1 (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 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:

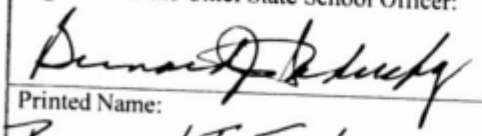
- Each State's Governor;
- Each State's chief school officer; and
- If applicable, the president of the State board of education.

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)*

State of: MARYLAND	
Signature of the Chief State School Officer: 	
Printed Name: Bernard J. Sadusky	Date: 7-6-11

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

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.

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 Manangement

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 foe 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 foe 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 foe 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) disproportionally 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:

<table>
<tr><th colspan="6">MARYLAND TEACHER EVALUATION FRAMEWORK</th></tr>
<tr><th rowspan="6">DOMAINS</th><th></th><th>Weight</th><th>Metric</th><th>Measure</th><th>Frequency</th></tr>
<tr><td rowspan="4">Student Learning and Growth</td><td rowspan="2">30%</td><td>Growth in student learning for an individual teacher from a baseline to at least one other point in time</td><td>For teachers of mathematics and reading (grades 3–8): Maryland Student Assessment (summative test)
For all other teachers: Objective pre- and post- measures comparable across classrooms and approved by MSDE. For example:
Assessments already used by school districts
Measures acquired or developed by MSDE in conjunction with the National Psychometric Council</td><td>Annual</td></tr>
<tr><td rowspan="3">20%</td><td><u>State model:</u>
Growth in student learning for educator teams from a baseline to at least one other point in time (10%) - AND - Growth in closing the achievement gap for the entire school (10%)</td><td>To be determined by the National Psychometric Council and national experts in conjunction with the Educator Effectiveness Workgroup</td><td>Annual</td></tr>
<tr><td colspan="3">-OR -</td></tr>
<tr><td><u>Local flexibility:</u>
LEA proposes objective measures of student growth and learning linked to local goals</td><td>LEA proposes appropriate measures that are objective and comparable across classrooms.</td><td>Annual</td></tr>
<tr><td>Teacher Skills and Knowledge</td><td>50%</td><td>Planning and preparation
Classroom environment
Instruction
Professional responsibilities
<u>Local flexibility</u>:
LEA may propose additional domains based on local priorities</td><td>LEA determines weight, format, and means for evaluation; MSDE will provide model tools.</td><td>Annual; LEA determines process</td></tr>
</table>

Student growth and principal evaluation design: For principals, the new evaluation system includes these factors:

<table>
<tr><th colspan="6">MARYLAND PRINCIPAL EVALUATION FRAMEWORK</th></tr>
<tr><td rowspan="6">DOMAINS</td><td></td><th>Weight</th><th>Metric</th><th>Measure</th><th>Frequency</th></tr>
<tr><td rowspan="3">Student Learning and Growth</td><td>30%</td><td>Growth in student learning aggregated for an entire school from a baseline to at least one other point in time</td><td>• For elementary and middle schools: Maryland School Assessment (summative test) in mathematics, reading, and science
• For high schools: End-of-course exams (High School Assessment) in algebra, biology, English, and government</td><td>Annual</td></tr>
<tr><td rowspan="3">20%</td><td><u>State model:</u>
Growth in closing the achievement gap for the entire school</td><td>To be determined by the National Psychometric Council and national experts in conjunction with the Educator Effectiveness Workgroup</td><td>Annual</td></tr>
<tr><td colspan="2">- OR -</td></tr>
<tr><td><u>Local flexibility:</u>
LEA proposes objective measures of student growth and learning linked to local goals</td><td>LEA proposes appropriate measures that are objective and comparable across classrooms.</td><td>Annual</td></tr>
<tr><td rowspan="3">Instructional Leadership</td><td rowspan="3">50%</td><td>Maryland Instructional Leadership Framework: 8 outcomes</td><td>LEA determines weight, format, and means for evaluation; MSDE will provide model tools.</td><td>Annual</td></tr>
<tr><td colspan="2">- AND -</td></tr>
<tr><td><u>Local flexibility:</u>
LEA may propose additional domains based on local priorities</td><td>LEA determines weight, format, and means for evaluation; MSDE will provide model tools.</td><td>Annual</td></tr>
</table>

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 be 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.

GOAL I: DEVELOP A STATEWIDE STUDENT GROWTH MEASURE TO USE IN EDUCATOR EVALUATIONS. **(SECTIONS (D)(2)(i–iii))**		
ACTIVITIES	**TIMELINE**	**RESPONSIBILITY**
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
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.	April–2010	Maryland General Assembly Maryland State Board of Education
C. Appoint stakeholders participating on Effective Educator Workgroup.	July 2010	State Superintendent
D. Complete preliminary design of new evaluation system by determining: • Appropriate levels of growth for a teacher or principal to be rated Effective or Highly Effective; • Specific consequences of receiving an Ineffective rating; • Whether to establish a fourth, additional rating category; • Model scoring rubrics based on best practices for measuring teacher skills/knowledge and principal leadership (remaining 50 percent of evaluation); • Matrix for determining how different rating criteria combine to form an overall summative rating for the teacher or principal; and • Propose revisions to Maryland Teaching Standards.	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
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.	July–December 2010	MSDE Division of Assessment and Accountability National Psychometric Council Educator Effectiveness Workgroup
F. Enact new regulations if needed to further guide new educator evaluation system.	Spring 2011	Maryland State Board of Education
G. Pilot and validate the educator evaluation system in seven school districts.	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**
DEVELOPING TEACHERS AND PRINCIPALS		
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: • Revise and align LEA evaluation systems according to statewide standards; • Evaluate principals using the principal evaluation system and use data to assist principals in establishing an individual professional development plan and identifying learning needs; • Use data to inform promotion, compensation, transfer, and removal of principals and teachers; and • Support principals in using the teacher evaluation system and using data to assist teachers in establishing individual professional-development plans and identifying learning needs.	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
REWARD TEACHERS AND PRINCIPALS		
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. • Support locally negotiated incentive programs for highly effective STEM, special education, and ELL teachers in low-achieving schools. • Support locally negotiated incentive programs for highly effective teachers in low-achieving schools in Tier I and Tier II.	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**
GRANTING TENURE AND CERTIFICATION TO TEACHERS AND PRINCIPALS		
M. Extend the probationary period for novice teachers from two years to three years.	April 2010	Maryland General Assembly
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). • 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.. • Draft proposed regulations between January 2011 and July 2011, with input from stakeholders.	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
REMOVING INEFFECTIVE TEACHERS AND PRINCIPALS		
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				
	Performance Measures: 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)	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)	• Promoting teachers and principals	0	32	32	100	100
(D)(2)(iv)(b)	• Retaining effective teachers and principals.	0	32	32	100	100
(D)(2)(iv)(c)	• Granting tenure and/or full certification (where applicable) to teachers and principals	0	0	0	100	100

(D)(2)(iv)(d)	• Removing ineffective tenured and untenured teachers and principals	0	0	0	100	100

General data to be provided at time of application: Total number of participating: <u>22 LEAs</u>

(Data collected June 2009)

Total number of principals in participating LEAs: <u>1,192</u>

Total number of teachers in participating LEAs: <u>46,838</u>

Attachment 11: Evidence that the SEA has Adopted One or More Guidelines of Local Teacher and Principal Evaluation and Support Systems

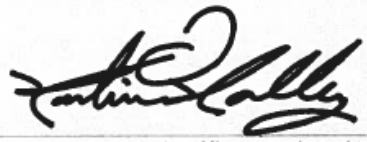
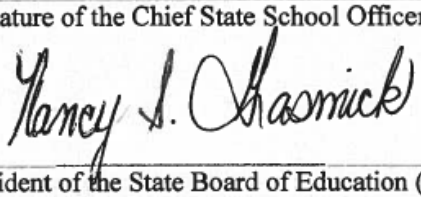
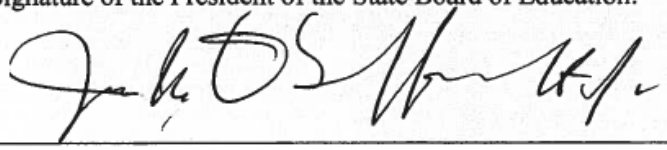
III. RACE TO THE TOP APPLICATION ASSURANCES
(CFDA No. 84.395A)

Legal Name of Applicant (Office of the Governor): **State of Maryland**	Applicant's Mailing Address: **100 State Street** **Annapolis, Maryland 21401**
Employer Identification Number: **52-6002033**	Organizational DUNS: **001969443**
State Race to the Top Contact Name: (Single point of contact for communication) **Nancy S. Grasmick**	Contact Position and Office: **State Superintendent of Schools** **Maryland State Department of Education**
Contact Telephone: **410-767-0462**	Contact E-mail Address: **ngrasmick@msde.state.md.us**

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): **Martin O'Malley**	Telephone: **410-974-3901**
Signature of Governor or Authorized Representative of the Governor: 	Date: 
Chief State School Officer (Printed Name): **Nancy S. Grasmick**	Telephone: **410-767-0462**
Signature of the Chief State School Officer: 	Date: 5/27/10
President of the State Board of Education (Printed Name): **James H. DeGraffenreidt, Jr.**	Telephone: **410-767-0467**
Signature of the President of the State Board of Education: 	Date: 5/27/10

MARYLAND

ESEA FLEXIBILITY

APPENDICES

February 28, 2012

Maryland State Department of Education

200 West Baltimore Street

Baltimore, MD 21201

Appendices for Consultation & Overview Section

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

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

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

Directors for Infants and Toddlers, and the Preschool Coordinators Presentation on the waiver components to date Mary G. & Ann C.	
January 19, 2012- ESEA Flexibility Forum for Special Education Advocates- Mary G., Ann C. and Marcella F. presented and collected feedback from the Special Education Advocates	Agenda & Powerpoint Sign in Sheet Feedback
January 20, 2012- Assistant Superintendents Meeting Update on the waivers and process Mary G. & Ann C.	Agenda & Powerpoint Feedback
January 24, 2012- State Board Meeting Presentation on waiver application and request for approval Bernie S., Mary G., & Ann C.	Agenda, Memo, Powerpoint Minutes
January 25, 2012 Maryland Draft Application Posted for Public Comment	
February 7, 2012- State Superintendents Non-Public Meeting	Agenda
February 8, 2012- Standard Setting Standard Setting for the School Index	Agenda Feedback
February 13, 2012- State Board Meeting To endorse the application	Agenda Minutes
February 24, 2012- State Superintendents Meeting	Agenda
February 28, 2012- State Board Meeting	Agenda
Feedback	Letters: - Education Advocacy Coalition - SESAC - CCSSO Feedback - Archdiocese Letter - MDAC Letter - Down Syndrome Coalition - SES Representatives

*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

Stakeholder Group	Name	Organization/Affiliation	Meeting (s)
State & Local School Boards & Superintendents	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)
Local School System & Central Office Employees-	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)
Principals	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)
Teachers & their Representatives	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)
Students	Mark	President, Maryland Association of	RTTT Executive

	Ritterpusch	Student Councils	Council (11/10/11)
	Student Council Representatives	Maryland Association of Student Councils	Presentation by Laura Motel (MSDE) (10/25/11)
Parents	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)
	Janet Flemings	Parent- Baltimore City	Title I Coordinators and the Committee of Practitioners (1/4/12)
	Tara Price	Parent- Cecil County	Title I Coordinators and the Committee of Practitioners (1/4/12)
	Larry Walker	Parent- Howard County	Standard Setting (2/8/11)
Higher Education	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)
Organizations representing students with disabilities & English Language Learners	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)
Business organizations	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)
	Lynn Cullins	Small/medium business owner- St. Mary's County	Standard Setting (2/8/11)
Non-Public/Private School Services	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)
Community Engagement Groups	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)

Topic/Cluster: Text Types and Purposes	
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.	
Grades 9-10	**Grades 11-12**
W1 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 in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
W.1a 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.	**W.1a** 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.
Essential Skills and Knowledge	**Essential Skills and Knowledge**
• Apply the pre-writing phase of the writing process independently (See CCSS 9-10 W.5) • Choose, apply, and maintain an organizational structure appropriate to the writing purpose (See CCSS 9-10 W.4) • 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) • 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)	• Apply the pre-writing phase of the writing process independently (See CCSS 11-12 W.5) • Choose, apply, and maintain an organizational structure appropriate to the writing purpose (See CCSS 11-12W.4) • 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) • 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) • Compare the significance of opposing claims while determining which claims best support the argument. (See CCSS 11-12W. 7, W.9b)
W.1b 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.	**W.1b** 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.
Essential Skills and Knowledge	**Essential Skills and Knowledge**
• Apply the drafting phase of the writing process independently. (See CCSS 9-10 W.5) • 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) • Use words, phrases, and clauses to link the major sections of the text. (See CCSS 9-10 L.1b)	• Apply the drafting phase of the writing process independently. (See CCSS 11-12 W.5) • 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) • Use words, phrases, and clauses to link the major sections of the text. (See CCSS 9-10 L.1b)

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

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 11th 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
    - 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 SHEOO, - 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-
    - 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
    - Working on putting together tools to help assist the development of curricula aligned with the common core standards
- Only 15% of 90% of 11th 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
    - 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)
    - 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
    - Overall in ELA there was an 89% match of excellent, good, and weak
    - 50% matched at the excellent level
    - Lowest percent of excellent matches were in middle and high school
    - Crosswalk will include only excellent matches
    - Grade matches
    - Areas of concern: writing (because not assessed in our current curriculum), complexity of text, rigor
    - Timeline: Late summer, early fall 2010
    - 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

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
    - 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
    - Suggestion a reading list for 9th graders to align with college
    - 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)
    - Accreditation is anchored in reading and writing outcomes- students must write a statement of purpose for college admissions

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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 <u>documentation of sources</u>
- 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 onW2a 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 3rd 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 2nd 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 3rd, 4th, and 5th 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

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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

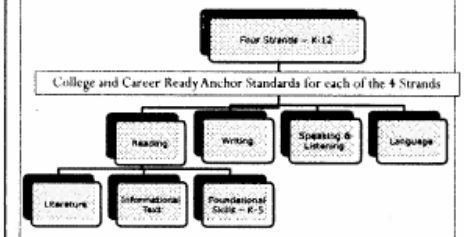
Beginning in the spring of 2009, Governors and state commissioners of education from 48 states, 2 territories and the District of Columbia committed to developing a common core of state K-12 English-language arts (ELA) and mathematics standards.

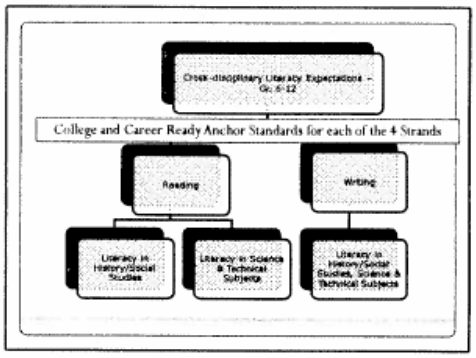
The Common Core State Standards Initiative (CCSSI) is a state-led effort coordinated by the National Governors Association (NGA) and the Council of Chief State School Officers (CCSSO).

www.corestandards.org

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 3rd grade standards, 7th 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.

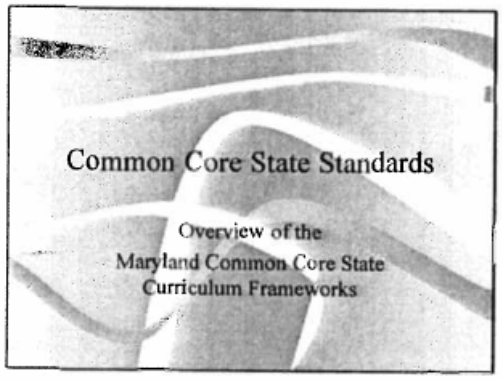
- What, if anything, concerns you about the Common Core State Standards and/or the Frameworks?
    - Frameworks are inconsistent in the details they provide and the voice used.
    - Skills and Knowledge terminology is confusing and mis-leading.
    - Many factors which will impact success are out of 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.

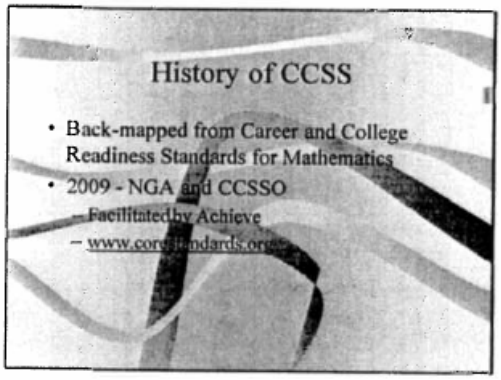
- What suggestions do you have that would ease the transition to the Maryland Common Core State Curriculum?

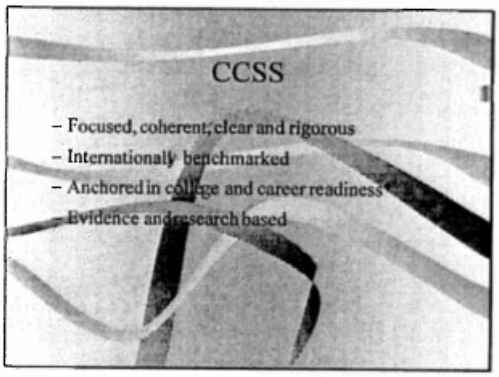
    - Individual support and personal contact is needed for the teacher, the parent and the student.
    - Professional development will need to go to a higher level if we expect success with these standards.
    - Videos would be helpful as we move forward.
    - Common planning time would allow teachers to work together as they implement the standards.

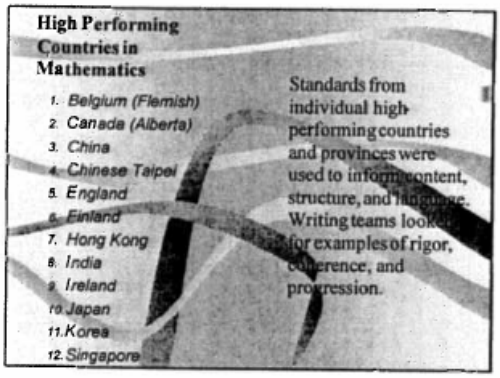
Next Steps:

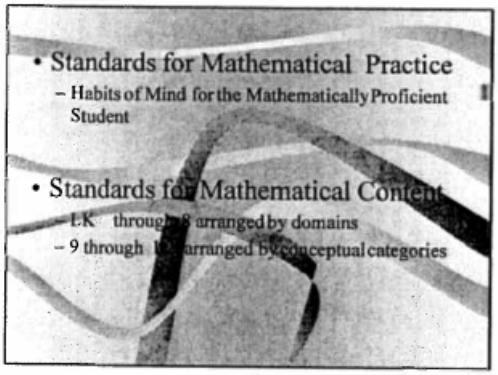
- Frameworks edited based upon the feedback from reviews and information gained from PARCC
    - Reviews will continue throughout the summer at the Educator Effectiveness Academies
- Frameworks presented to the State Board of Education for acceptance in June 2011
    - Finalized in June 2012
- Curriculum Writing Continues
    - Curriculum includes frameworks and toolkit
- Educator Effectiveness Academies
    - 2011-2014 Professional Development for 6, 000- there will be 11 academies
    - 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)
    - Master teachers will facilitate an represent each LSS
    - MSDE opportunity to obtain feedback on Frameworks
    - 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

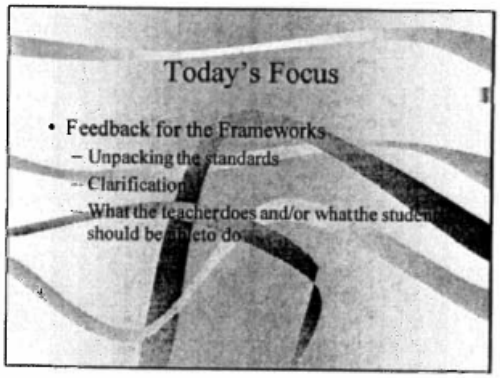

Common Core State Standards
Overview of the
Maryland Common Core State
Curriculum Frameworks

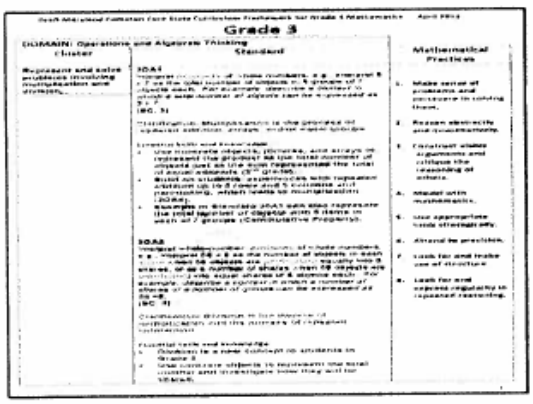

History of CCSS
• Back-mapped from Career and College Readiness Standards for Mathematics
• 2009 - NGA and CCSSO
– Facilitated by Achieve
– www.corestandards.org

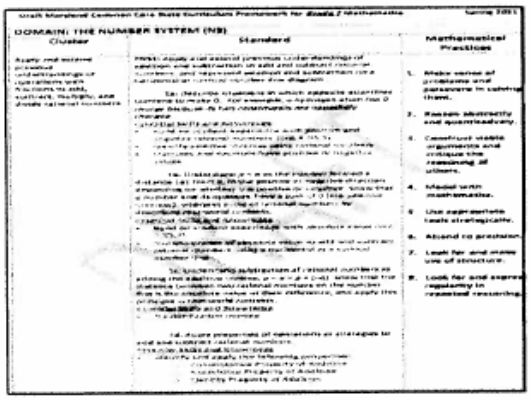

CCSS
– Focused, coherent, clear and rigorous
– Internationally benchmarked
– Anchored in college and career readiness
– Evidence and research based

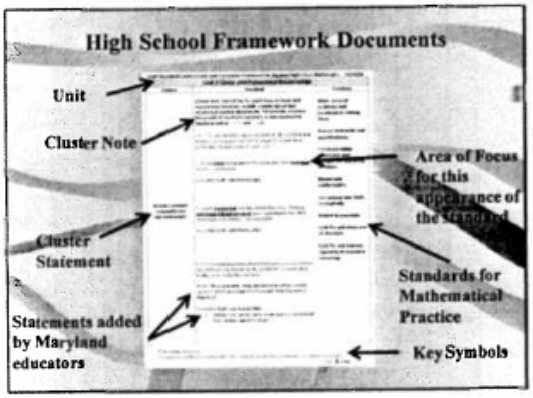

High Performing Countries in Mathematics
1. Belgium (Flemish)
2. Canada (Alberta)
3. China
4. Chinese Taipei
5. England
6. Finland
7. Hong Kong
8. India
9. Ireland
10. Japan
11. Korea
12. Singapore
Standards from individual high performing countries and provinces were used to inform content, structure, and language. Writing teams looked for examples of rigor, coherence, and progression.

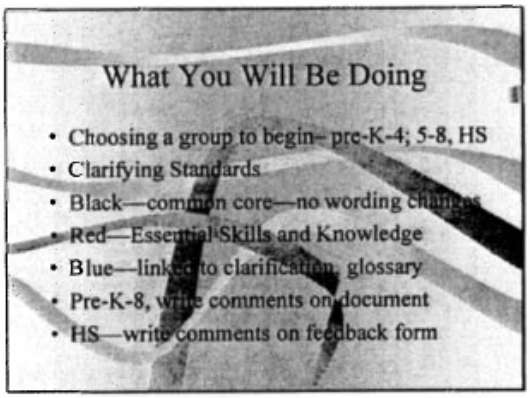

• Standards for Mathematical Practice
– Habits of Mind for the Mathematically Proficient Student
• Standards for Mathematical Content
– K through 8 arranged by domains
– 9 through 12 arranged by conceptual categories

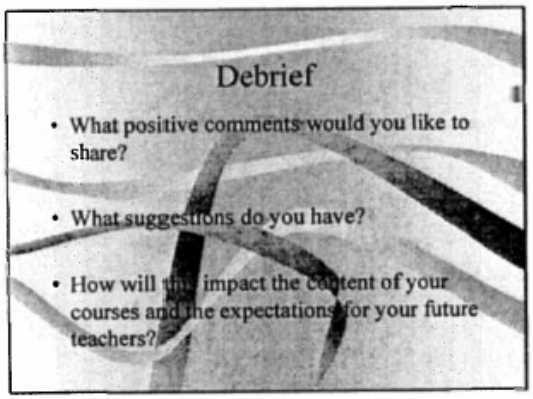

Today's Focus
• Feedback for the Frameworks
– Unpacking the standards
– Clarification
– What the teacher does and/or what the student should be able to do

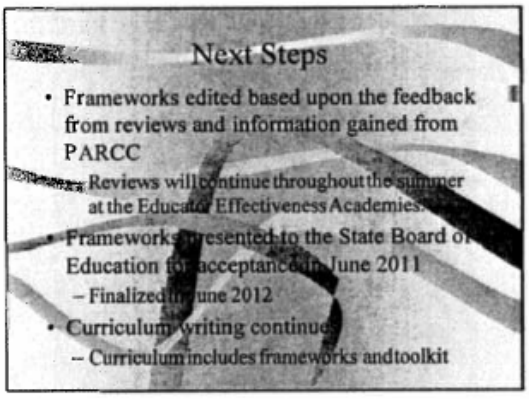

Grade 3




High School Framework Documents
Unit
Cluster Note
Area of Focus for this appearance of the Standard
Cluster Statement
Standards for Mathematical Practice
Statements added by Maryland educators
Key Symbols


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?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– 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.

PARCC

The Education Landscape

PARCC

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.

PARCC

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

PARCC

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

PARCC

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

PARCC

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

PARCC

College Readiness Benchmarks

PARCC

PARCC States: College Readiness Benchmarks

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

PARCC

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	19	400	600	450/500
MATH (SAT)/ COLLEGE ALGEBRA (ACT)	22	500 (54%)	52	18	22	19	400	600	460/500

Source: SAT: The College Board, Wayne Camara, Vice President Research and Development.
65% probability FTP earn 2.7 (B-) or higher.
ACT: Issues in College Readiness, 2010. 50% probability of B or better; 75% C or better.
PARCC: PARCC State responses to Remediation Policies, ME 01-11, January 6, 2011

PARCC

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

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

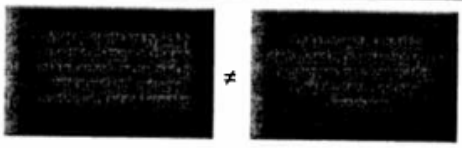
PARCC

The PARCC Vision:

College and Career Readiness

13

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.

14

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

15

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 (NGA Center) and the Council of Chief State School Officers (CCSSO)

16

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

17

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

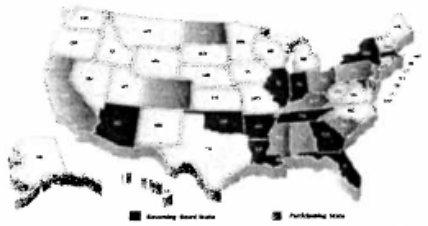
19

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

20

PARCC States



21

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

22

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

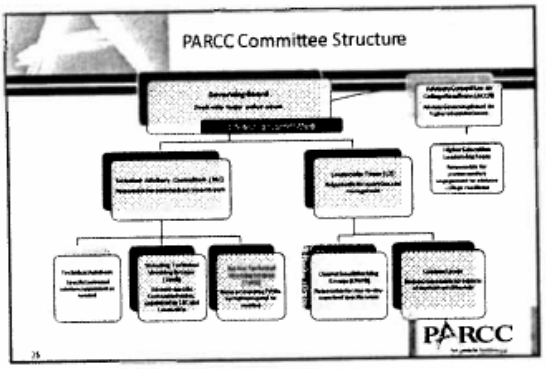
23

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

24

PARCC Committee Structure

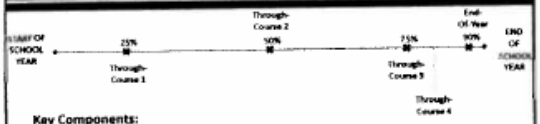


PARCC's Goals

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

Goal: Create Better Assessments



Key Components:

•Three "through-course" components distributed throughout the year in ELA and mathematics, grades 3-11

•One Speaking/Listening assessment administered after students complete the third through-course component in ELA; required but not part of summative score (could be used for course grades)

•One end-of-year assessment

Timeline & Next Steps

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

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

32

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?

33

Mathematics Focus Workgroup

34

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 11th 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

35

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 3rd of three through-course assessments during the year
    - Non-routine tasks 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

36

Math Focus Workgroup: Timing Questions

- Scoring Ranges:
  - College Ready
  - Conditionally College Ready
  - Not College Ready
- Assessed at end of 9th, 10th, or 11th grades for students who complete Algebra II or Integrated Mathematics III
  - At end of 9th and 10th
    - Continue to take progressively more rigorous high school level mathematics courses
  - At end of 11th
    - Mathematics courses recommended in 12th if College Ready, required if Conditionally College Ready

PARCC

Higher Education Engagement

PARCC

Higher Education: Key PARCC Partner

- **Nearly 1,000 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

PARCC

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

PARCC

Higher Education Engagement Process

PARCC

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

PARCC

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

PARCC

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 college-ready 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

PARCC

Benefits to Higher Education

PARCC

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

PARCC

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.

PARCC

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

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[1] 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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[1] 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 16th, 17th, and 18th 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 22nd, 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

MARYLAND STATE DEPARTMENT OF EDUCATION
Preparing World-Class Students

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

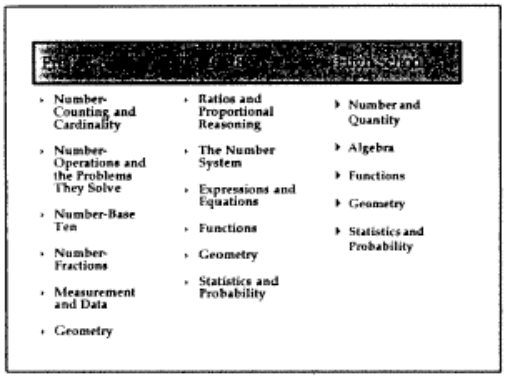
Transitioning

- 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**



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.

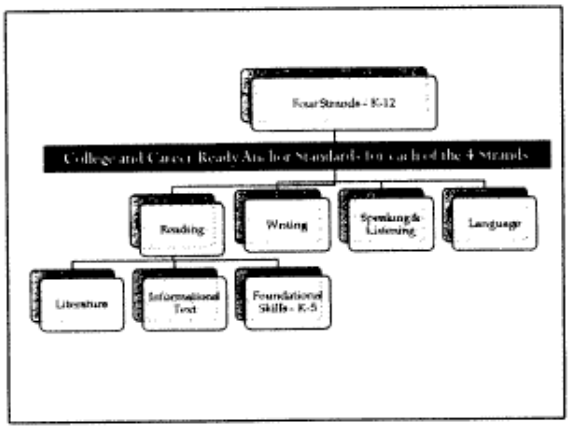
A Practice Problem

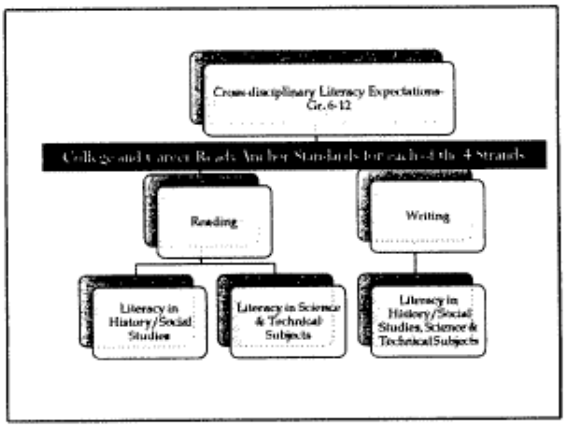
Maryland currently has a gasoline tax of 23.5 cents per gallon. Explain how you might estimate the impact of a 6 cent increase in the gasoline tax for different vehicles driven for a variety of miles.

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 W4)

Compose an introduction that presents a claim or claims clearly. (CCSS 6 W4, W6.)

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 W8.)
- 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 L1.f)
  - Pronouns written in the proper case (CCSS 6 L1.a)
  - Recognition of inappropriate shifts in pronoun number and person* (CCSS 6 L1.c)
  - frequently-confused words.* (CCSS 4 L1.g)
  - Spelling correctly (CCSS 6 L2.b)

MD CCSC Framework Sample Grade 6 - Writing Standard 6

W6 CCR Anchor Standard
Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
W6 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 W1, W2, W3, and W7 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 ethically. (TL Gr. 6 1A1a)
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, 4B1)
Use technology to locate, evaluate, and organize information. (TL Gr. 6 5A1, 5B1)
Use technology to solve problems by strategizing, analyzing and communicating data, and examining solutions (TL Gr. 6 6A1, 2, 3, 4, 5, 6B)

Three Types of Writing

Common Core State Standards include 3 types of writing:

- Argument
- Informative/explanatory
- Narrative

Argument

An argument is a reasoned, logical way of demonstrating that the writer's position, belief, or conclusion is valid.

Text based evidence.

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

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.

- 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

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.

Maryland State Department of Education
Achievement Matters Most

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
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 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

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.

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 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.

MARYLAND STATE DEPARTMENT OF EDUCATION
Preparing World-Class Students

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.

Maryland State Department of Education

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 for more information.

Maryland State Department of Education

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** for more information.

Maryland State Department of Education

Race to the Top Monthly Update

Bernard J. Sadusky, Ed.D., Interim State Superintendent of Schools

July 2011

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 27th, 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 13th 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.

MARYLAND STATE DEPARTMENT OF EDUCATION
Preparing World-Class Students

For more information visit www.MarylandPublicSchools.org/rttt

Maryland State Department of Education

Race to the Top Monthly Update

Bernard J. Sadusky, Ed.D., Interim State Superintendent of Schools **September 2011**

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. 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.

Maryland State Department of Education — Preparing World-Class Students

For more information visit www.MarylandPublicSchools.org/rttt

Maryland State Department of Education

Race to the Top Monthly Update

Bernard J. Sadusky, Ed.D., Interim State Superintendent of Schools — October 2011

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 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.

Maryland State Department of Education — Preparing World-Class Students

For more information visit www.MarylandPublicSchools.org/rttt

Maryland State Department of Education

Race to the Top Monthly Update

Bernard J. Sadusky, Ed.D., Interim State Superintendent of Schools — November/December 2011

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, 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.

Maryland State Department of Education — Preparing World-Class Students

For more information visit www.MarylandPublicSchools.org/rttt

Maryland Classroom
A Publication from the Maryland State Department of Education
October 2010 Vol. 15, No. 1

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

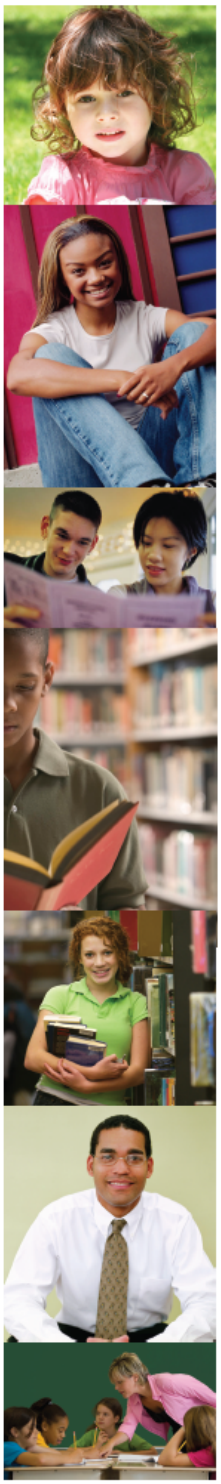
RTTT Budget Update

- 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*)

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



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.

MarylandPublicSchools.org

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
- **David Burton**, Principal, Long Reach High School, Howard County
- **Dr. Bonita Coleman-Potter**, Deputy Superintendent, Prince George's County
- **Dr. Mary Kay Finan**, Member, Maryland State Board of Education, and Education Professor and Coordinator of Elementary and Early Childhood/ Elementary Programs, Frostburg University
- **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

MARYLAND STATE DEPARTMENT OF EDUCATION
Achievement Matters Most

For more information about Maryland's Race to the Top program, go to http://marylandpublicschools.org/MSDE/programs/race_to_the_top
For more information about the Common Core State Standards, go to 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*

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

Maryland Classroom
A Publication from the Maryland State Department of Education
March 2011 Vol. 15, No.2

Maryland's 2011 Educator Effectiveness Academies

Bringing Knowledge of the New Maryland Common Core State Curriclum 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.

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.

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.

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
- National education standards that establish a set of shared goals and expectations for what students are expected to learn. - 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. - The Common Core State Standards cover kindergarten through grade 12, in the subject areas English/language arts and mathematics. - It is up to the individual states to determine whether to adopt the standards and how to implement them. - The Maryland State Board of Education adopted the Common Core State Standards in June 2010. - In total, more than 40 states and U.S. territories, as well as the District of Columbia, have adopted the Common Core State Standards.	- A new state curriculum for all Maryland schools will be built upon the foundation of educational standards established by the Common Core State Standards. - 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. - 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. - In 2013, the new curriculum will become the state curriculum for Maryland. - 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.

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.

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*

The Maryland Classrooms publication was made possible by a generous contribution from 7 Eleven & the Maryland Teacher of the Year Program.

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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.

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.

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.

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

Updates Underway to MSDE's Race to the Top Website

Maryland's RTTT website is getting a makeover. The site, 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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Preparing World-Class Students

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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*, available at 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*, available at 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?

6

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

7

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?

8

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.

9 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.

10 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

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

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MARYLAND STATE DEPARTMENT OF EDUCATION
Preparing World-Class Students

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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 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

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.

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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 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.

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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.

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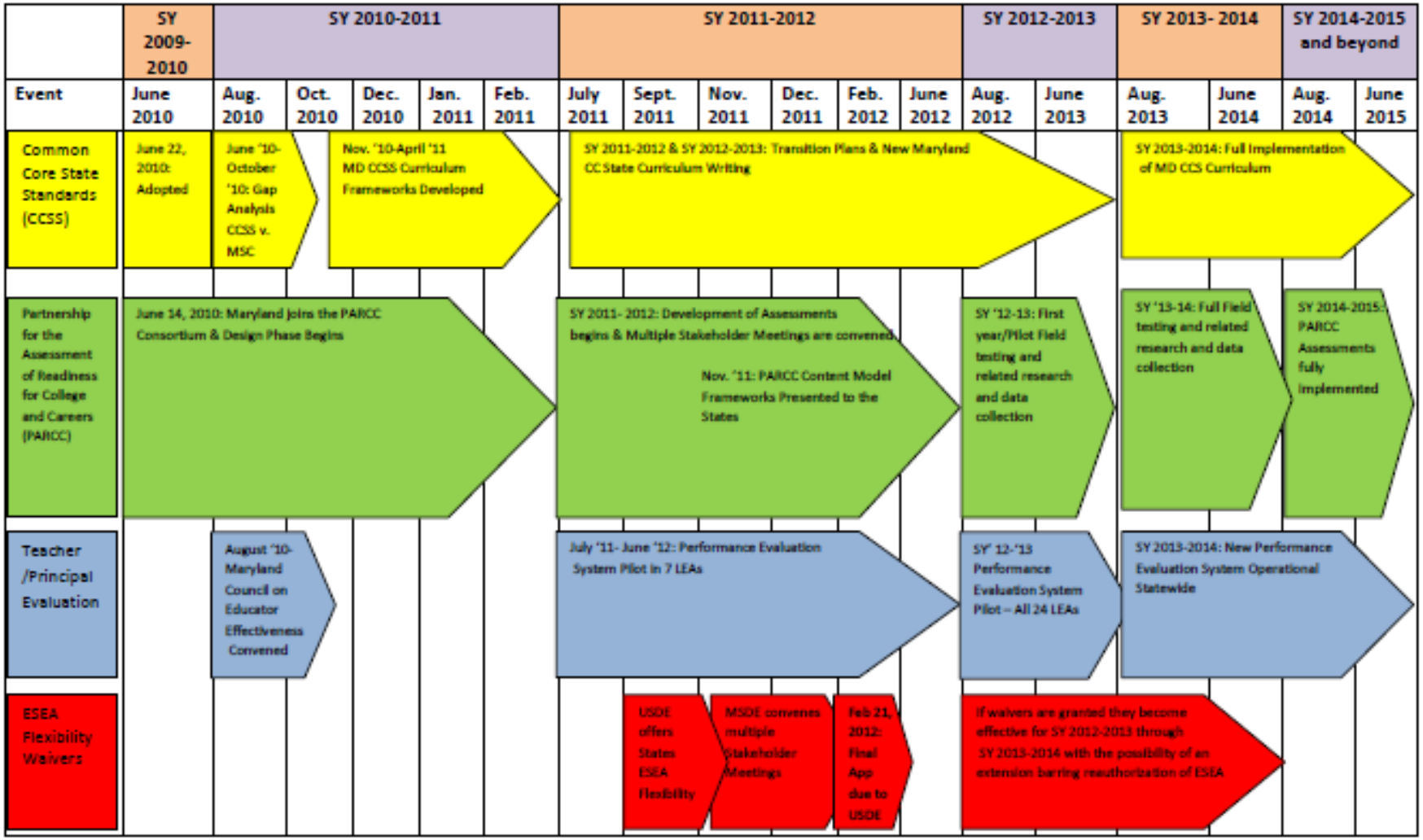
Appendix C-6: Maryland 3rd Wave of Reform Timeline

(Critical Elements)



Appendices for Principle 1: College- and Career- Ready Expectations for all Students

Document	Label
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)]*					
Key Milestone or Activity	**Detailed Timeline**	**Party or Parties Responsible**	**Evidence (Attachment)**	**Resources***	**Significant Obstacles***
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.*					
Key Milestone or Activity	**Detailed Timeline**	**Party or Parties Responsible**	**Evidence (Attachment)**	**Resources (**	**Significant Obstacles**

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 3rd 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 www.mdk12.org	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)		

	Arts Common Core Framework 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	representative			
	May 2011- Mini Academy for Local Assistant Superintendents to develop the structure for the Educator Effectiveness Academies	Local Assistant Superintendents of Instruction; MSDE Division of Instruction	Agenda Overview of the Common Core State Curriculum Structure Educator Academies Agenda Draft HS Math Transition Plan (Appendix 1.B.2)		

Assistance for Individual Schools in Creating Transition Plans and Professional Development for New Curriculum Resources- delivered through new technology solutions	Summer 2011- Educator Effectiveness Academies- Schools were given a plan template, a rubric, and questions to consider as they write their transition plans 2011-2013: Extensive and substantial professional development. Curriculum teams will identify instructional priorities for transition (Educator Effectiveness Academies)	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 More than 6,000 educators from Pre-K 12 and higher education MSDE Division of Instruction	Template, Rubric and Questions to Consider Sample Transition Plans for Math and ELA Powerpoint from Academies (Appendix 1.B.3) Teacher Academy Content 2011, 2012, and 2013 (After 2013 they will be electronic) (Appendix 1.B.4) Information on these academies is also available at : http://www.mdk12.org/instruction/academies/index.html	Printing & Shipping Costs Training Costs 150 Master teachers training 3 PD specialists	

	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	MSDE Division of Instruction; Local Assistant Superintendents; LEAs	Will be online by February 2012 www.mdk12.org		
	2011-2012: Periodic Site Visits to LEAs requesting assistance with their system planning and/or individual school planning	MSDE Division of Instruction	Powerpoint for Baltimore County Assistant Principals and Supervisors (Appendix 1.B.5)		
	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)	Content Discipline Supervisors; MSDE Division of Instruction	Sample Agendas (Appendix 1.B.6)		

	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	Local Assistant Superintendents; Assistant State Superintendent - MSDE Division of Instruction	Sample of an agenda from these meetings Suggested curriculum transition activities Enhanced Timeline for Curriculum Implementation (Appendix 1.B.7)		
Creation of Curriculum Resources	September 2011-Present (Ongoing)- These are the components for the module units and lesson for each subject for each grade level	Educator Teams; MSDE Division of Instruction	ELA Template for Model Units Math Unit Component Descriptors (Appendix 1.B.8)		

	December 2011- Local Superintendents Meeting- (This is a monthly meeting of all the LEA superintendents with the State Superintendent) Presentation of the Transition Plan for Math	State Interim Superintendent, Bernard Sadusky; Local Superintendents; MSDE Division of Instruction	Agenda Minutes (Appendix 1.B.9)		
Implementation of transition plans - developed based on the MD CCS Curriculum Frameworks	SY 2011-12	ALL Schools and LEAs			
	SY 2011-12- Review of a random sampling of the transition plans as part of the evaluation of RTTT	MSDE Division of Instruction	Sample plans (Appendix 1.B.10)		

Development of new state curriculum-based on the CCSS and the MD CCS Curriculum Framework (Producing the modules and tools)	2011-2013: October 7, 2011- Local Assistant Superintendents meeting – developed a development timeline for the full implementation of the new MD CCS curriculum implementation	Local Assistant Superintendents; MSDE Division of Instruction	Agenda Transition Plan for math (Sample) Development timeline (Appendix 1.B.11)		
	September –October 2011: Regional meetings to explain the process to full implementation to higher education	Higher Education Faculty; MSDE Division of Instruction	Agenda Powerpoint (Appendix 1.B.12)		

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			
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)]*					

Maryland joined the Partnership for the Assessment of Readiness for College and Careers (PARCC) administered by Achieve	June 14, 2010: MOU was signed by then State Superintendent Nancy Grasmick Amendment was signed in July 2011 by the Interim Superintendent Bernard Sadusky	State of Maryland-MSDE and higher Ed partners signing letters of support Other states in the PARCC Consortium	Signed MOU and addendum Letters of Support from Institutions of Higher Education (Attachment 6)		
Maryland, as a governing state, will be involved in the field testing of the PARCC assessments	School Year 2012-2013	Specific information has not been released by PARCC at this time			
Full implementation of the PARCC Assessments	School Year 2013-2014	All LEAs			

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

Content	Presenter	Time
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

Content	Presenters	Time
Math	Math Team	90 minutes
ELA	ELA Team	90 minutes
STEM	STEM Team	90 minutes

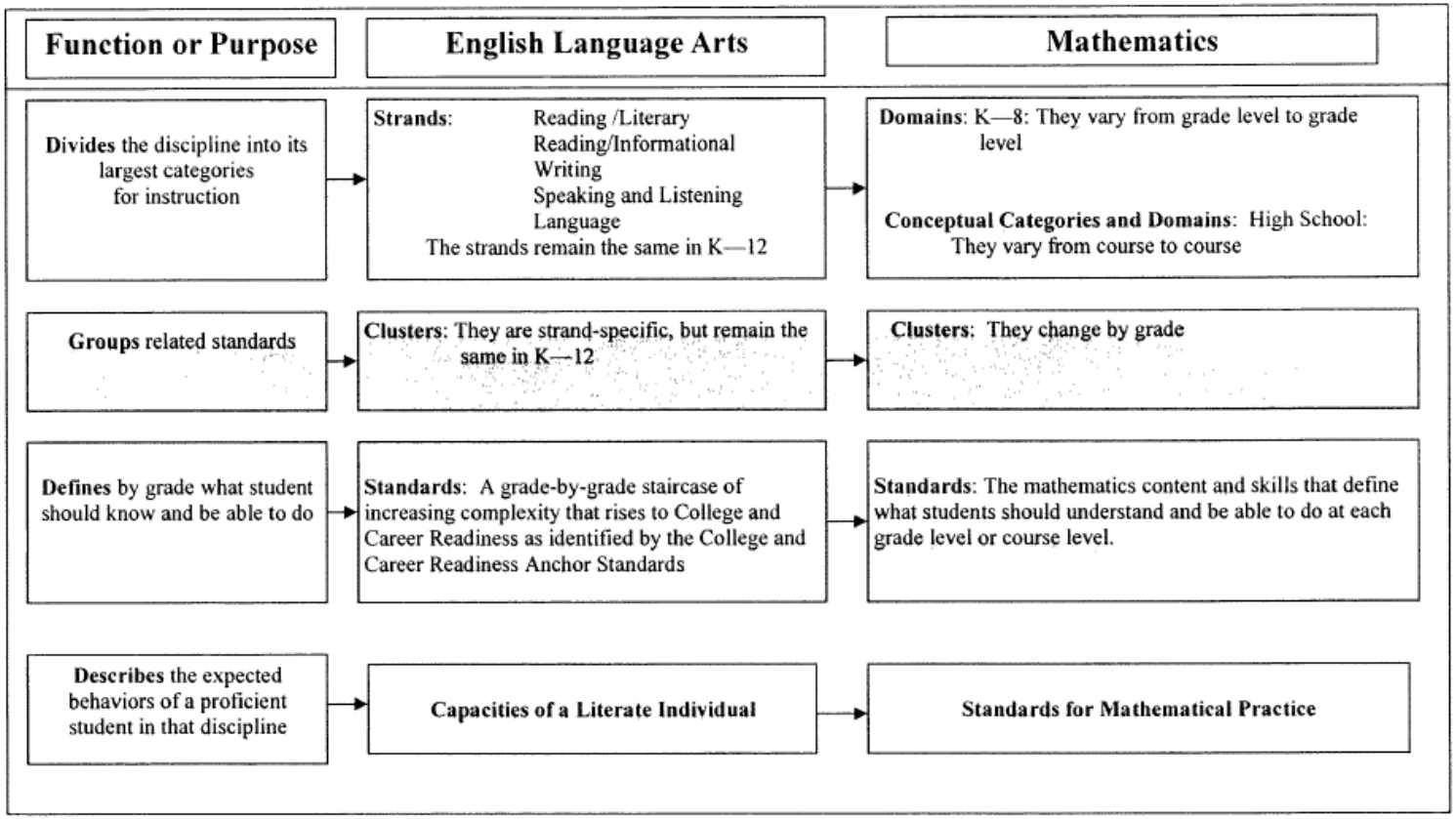
Considerations for Content Teams

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

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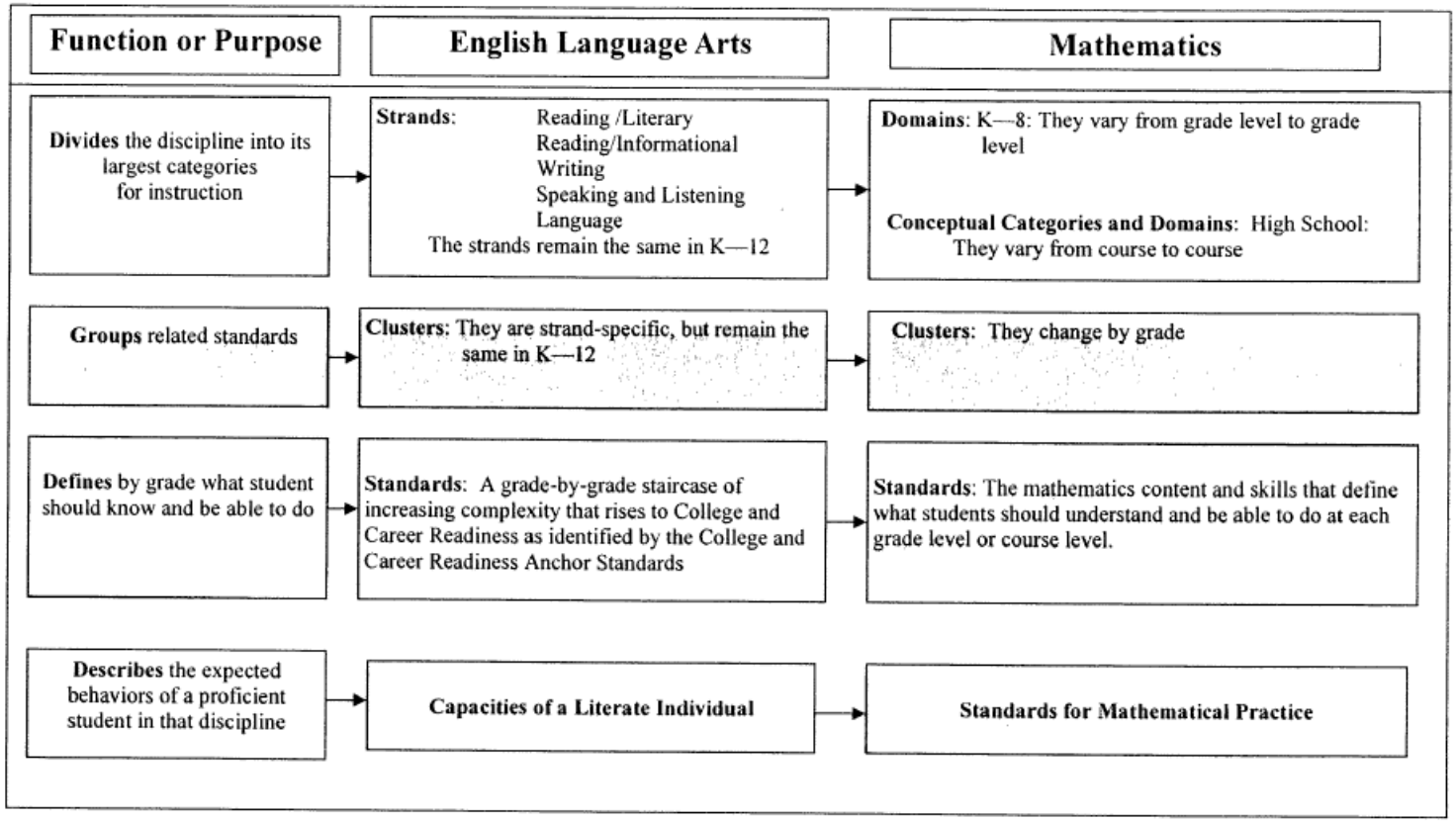

Draft - 2012 Educator Effectiveness Academies - Draft

Tuesday (Main HS Site)	Wednesday (Main HS site in AM)	Thursday (Main HS Site)
School Teams (Teachers & Principals) 9:00 – 10:00 Large Group in the Auditorium 10:15 – 11:15 Rotation #1 School Teams 11:30 – 12:30 Rotation #2 School Teams 12:30 – 1:15 Lunch on site 1:15 – 2:15 Rotation #3 School Teams 2:30 – 4:00 Content Sessions designed to set the stage for work to be done the next two days.	**Teachers** 9:00 – 12:00 Content Sessions for teachers 12:00 – 1:00 Lunch (on your own) and travel 1:00 – 4:00 Back at school to work on an 'application' assignment (Master teachers available by phone/email/or some other medium from 1:30 – 4:00) **Principals** 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.	**Teachers** 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). 12:00 – 12:45 Lunch on-site for teachers **School Teams (Teachers & Principals)** 12:45 – 4:00 School Team Planning 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.

Appendix 1.B.3: Educator Effectiveness Academy - Agenda, Templates and Sample Transition Plans

MARYLAND STATE DEPARTMENT OF EDUCATION
Achievement Matters Most

EDUCATOR EFFECTIVENESS ACADEMY SUMMER 2011

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 (are) 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.

	Weak	Good	Advanced
Planned Activities	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.
Identified Faculty	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.
Required Resources	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.

Responsible Person(s)	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.
Timeframe	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.
Outcome Measures	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
K – 12 Math 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.	**K – 12** 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.	**K – 12** STEM content will include problem/project-based activities that show how content is integrated and aligned to CCSS.
K – 12 Academy participants will be asked for structured feedback on all curriculum documents presented during the academy	**K – 12** Academy participants will be asked for structured feedback on all curriculum documents presented during the academy	**K – 12** Academy participants will be asked for structured feedback on all curriculum documents presented during the academy
K – 12 Academy participants will be provided guidelines for sharing content information to educators in their schools and methods for presentation	**K – 12** Academy participants will be provided guidelines for sharing content information to educators in their schools and methods for presentation	**K – 12** Academy participants will be provided guidelines for sharing strategies across content to educators in their schools and methods for presentation

Maryland Common Core State Curriculum
Teacher Effectiveness Academy Content for 2012

Mathematics	Reading/English/Language Arts	STEM
K – 12 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.	**K – 12** 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.	**K – 12** STEM content will include problem/project-based activities that show how content is integrated and aligned to CCSS.
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Maryland Common Core State Curriculum
Teacher Effectiveness Academy Content for 2013

Mathematics	Reading/English/Language Arts	STEM
K – 12 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.	**K – 12** 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.	**K – 12** STEM content will include problem/project-based activities that show how content is integrated and aligned to CCSS.
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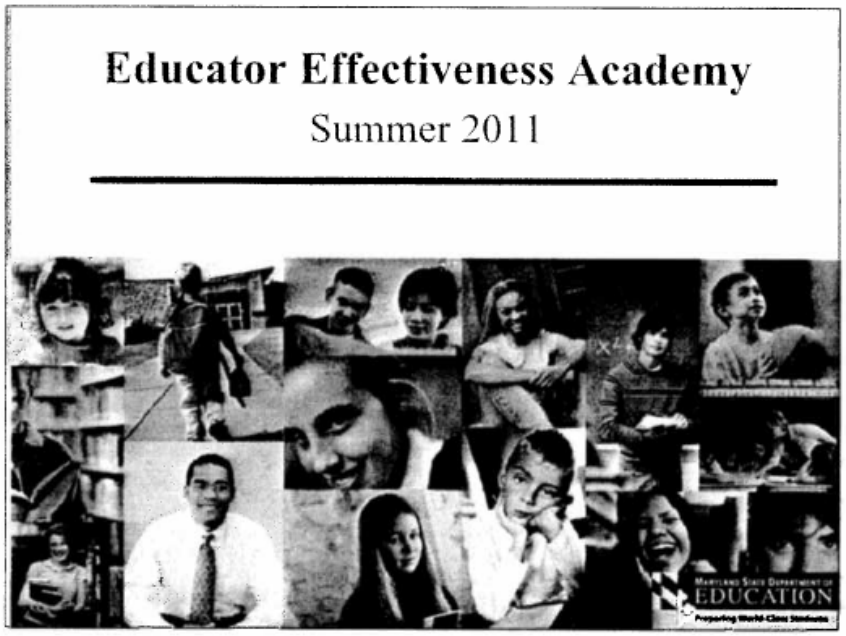
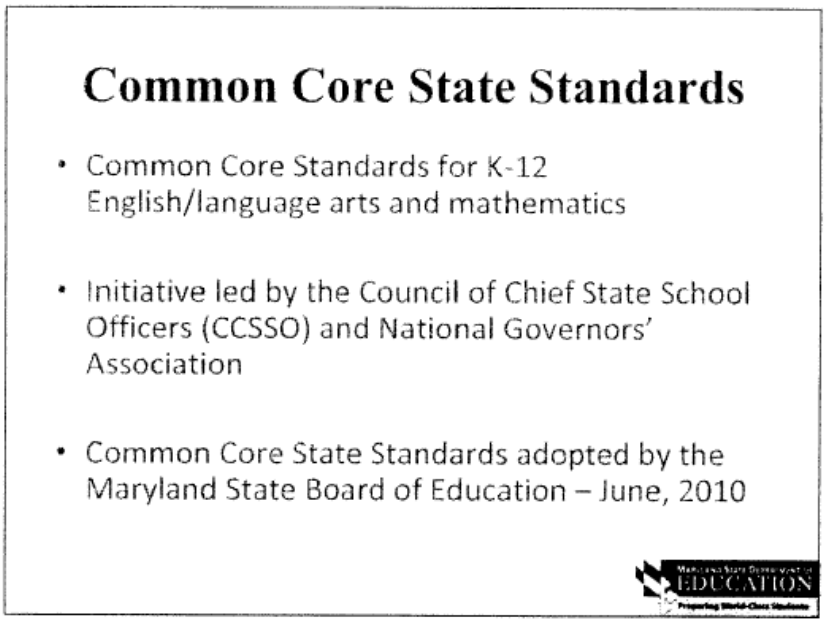


Interesting Points:

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



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.

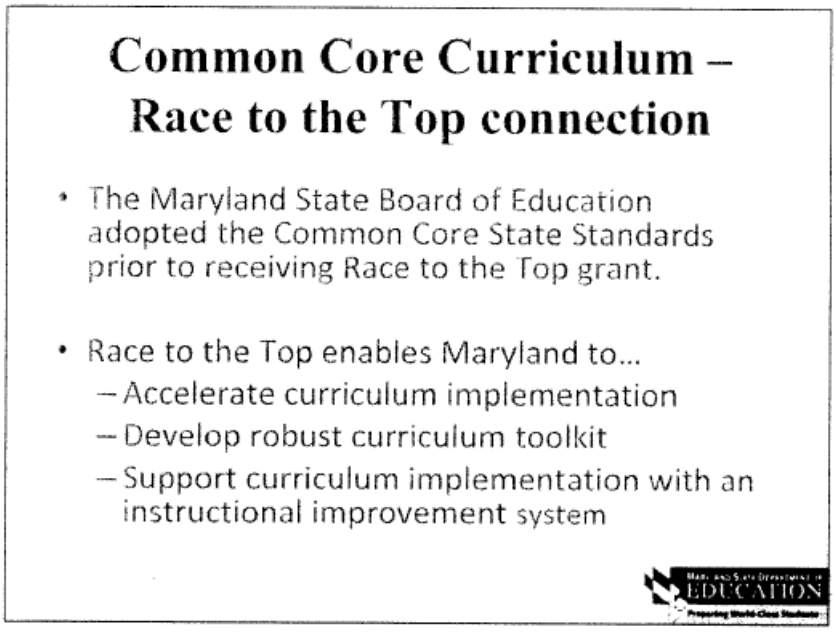
Key Points:

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.

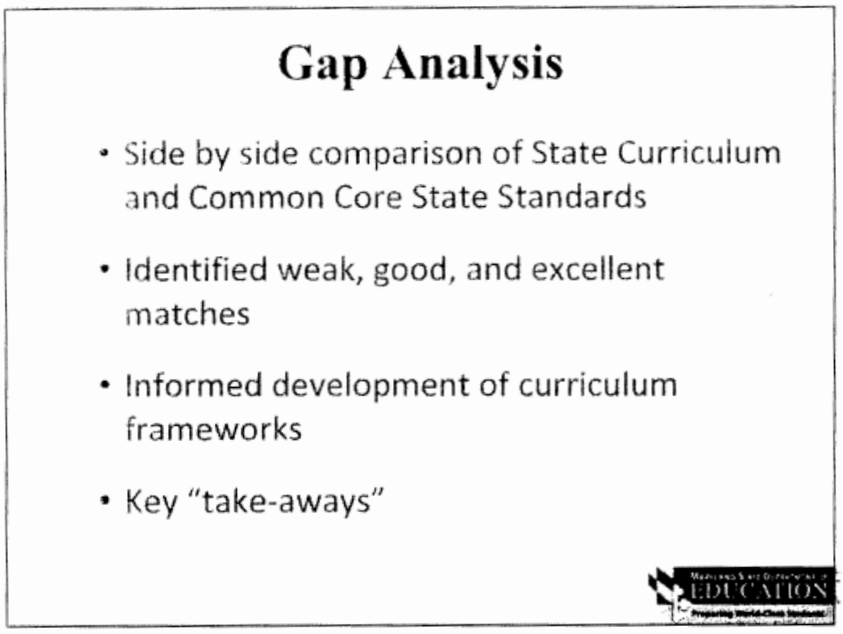
The standards are research and evidenced-based.

There are higher expectations for students – insuring that our students can be competitive in a global society.



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.



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.

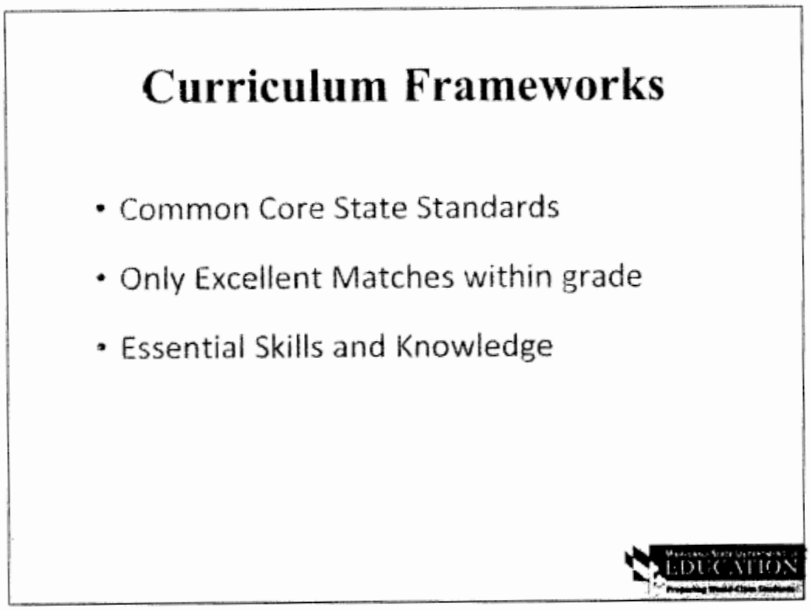
Probability and Statistics were integrated throughout the high school curriculum

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.



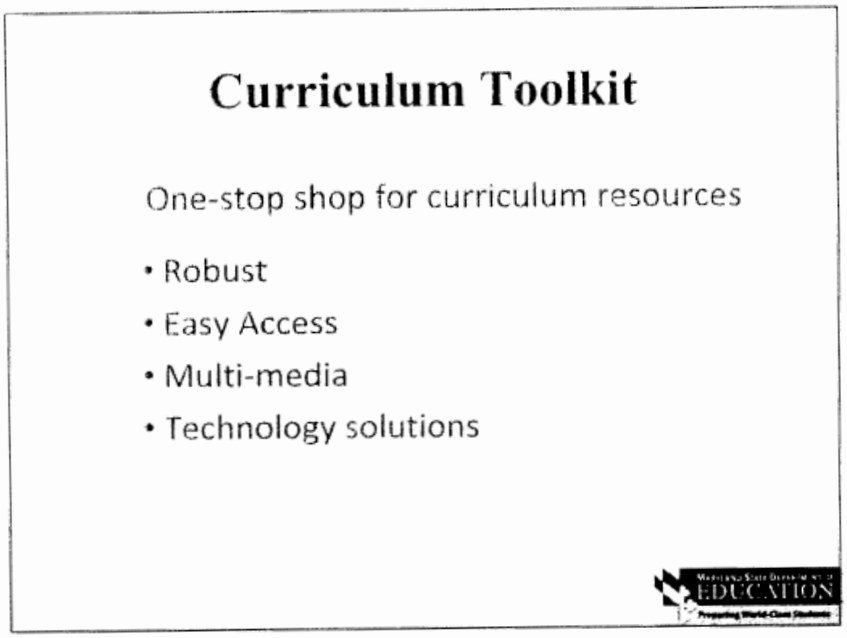
Key Points:

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.

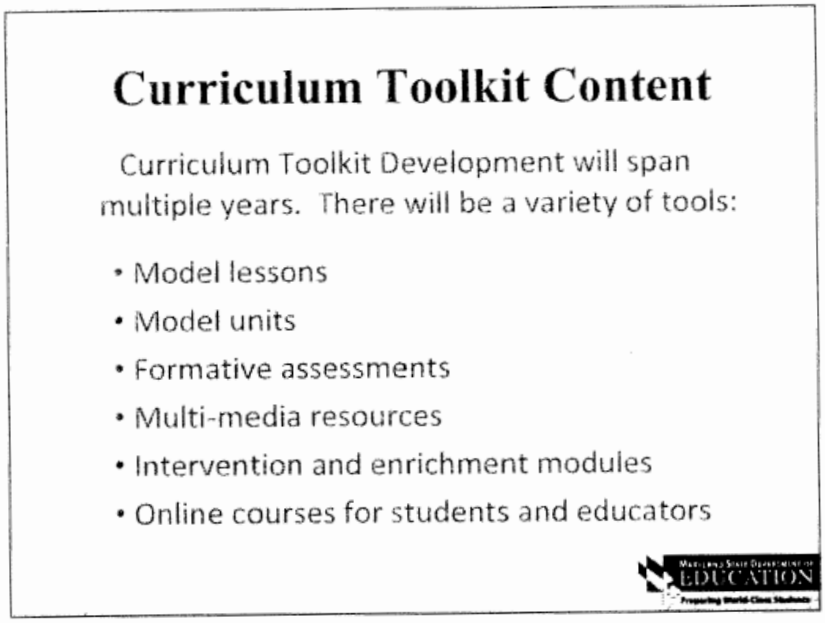
Curriculum Revision teams identified what students needed to know and be able to do to master each standard. The essential skills and knowledge component is not intended as a laundry list of skills and content, but rather a guide for teachers in the development of their lessons.



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.

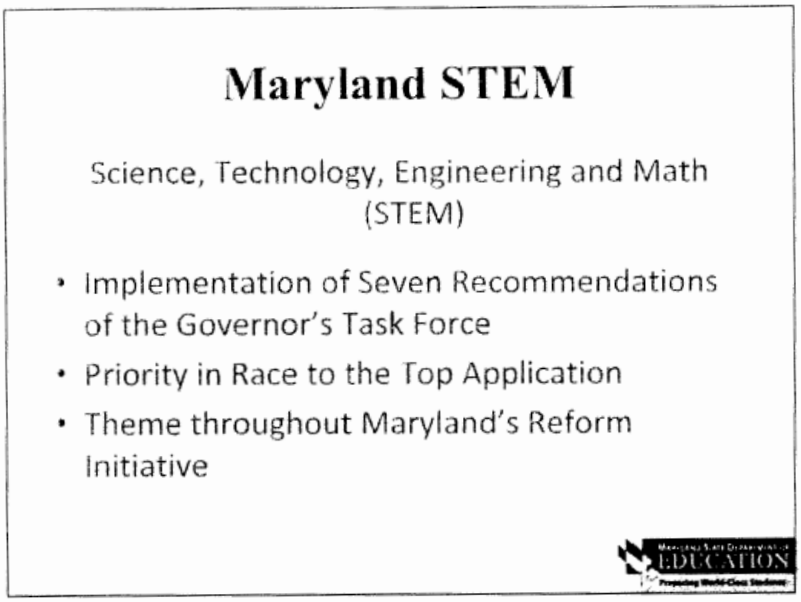
The toolkit will be more robust and easily accessible. Because it will include new technology solutions, there will be many multi-media resources. We are partnering with Maryland Public TV and the Maryland Business Roundtable for Education in some of these initiatives.



Key Points

In addition to many of the tools that are currently available to Maryland educators, we will be adding other tools.

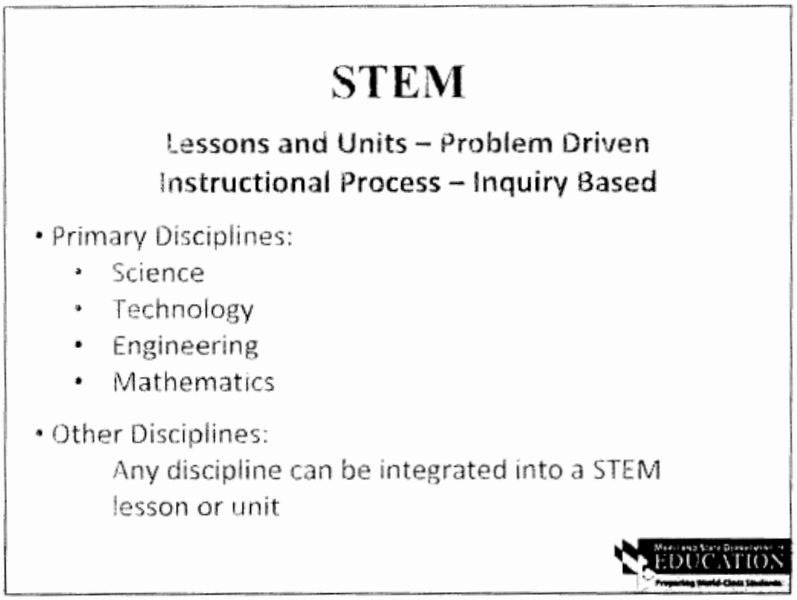
The Universal Design for Learning will be the model for lesson design, providing all students with multiple means of accessing content, demonstrating what they know, and becoming engaged in meaningful learning.



Key Points:

STEM is critical to our state.

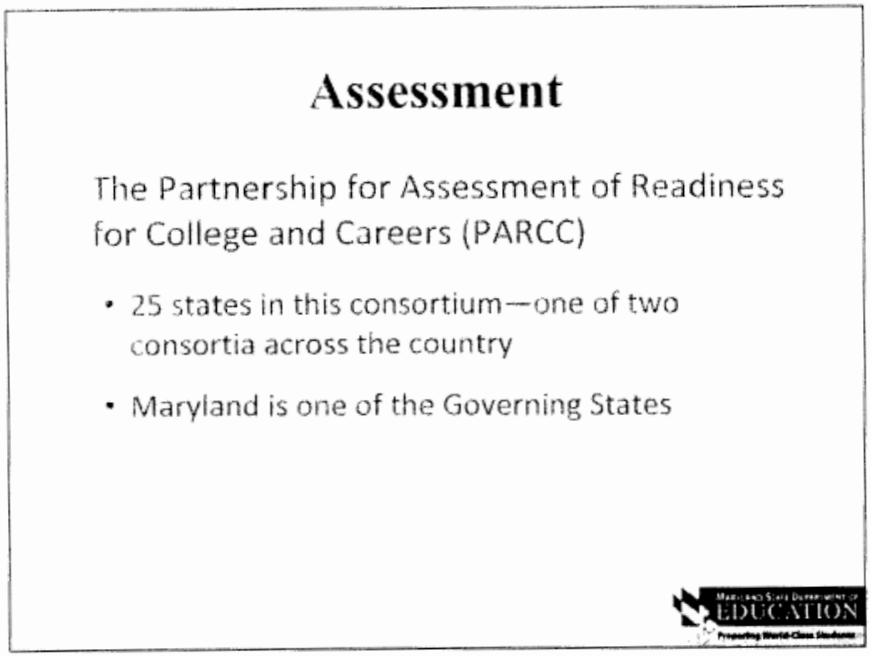
As we continue to develop the vision for STEM education, the recommendations of the Governor's Task Force will guide that work.
STEM is a priority and integrated in our RTTT work.



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.



Key Points:

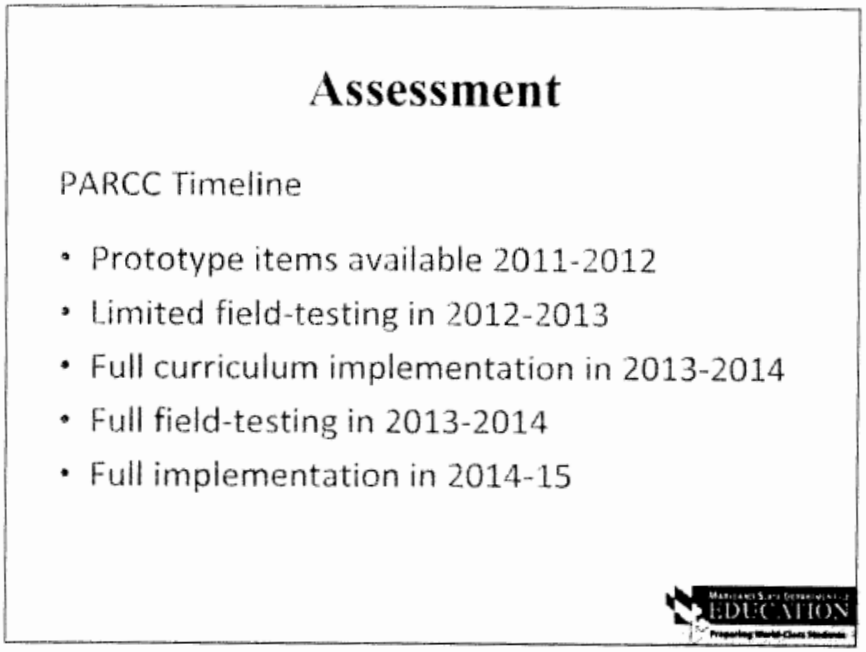
Assessments will be given throughout the year. They are aligned to the CCSS.

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:

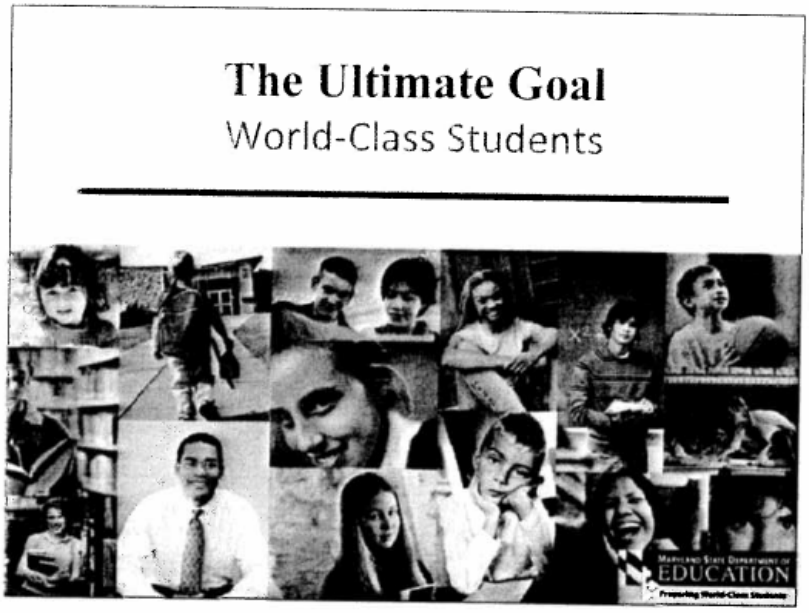
- Text complexity
- Writing to source
- Writing products: **Argument, Explanatory, Narrative**
- Integration of Standards for Mathematical Practice with Math Content Standards
- Summative Assessments include Through-course and End-of-course assessments



Key Points:

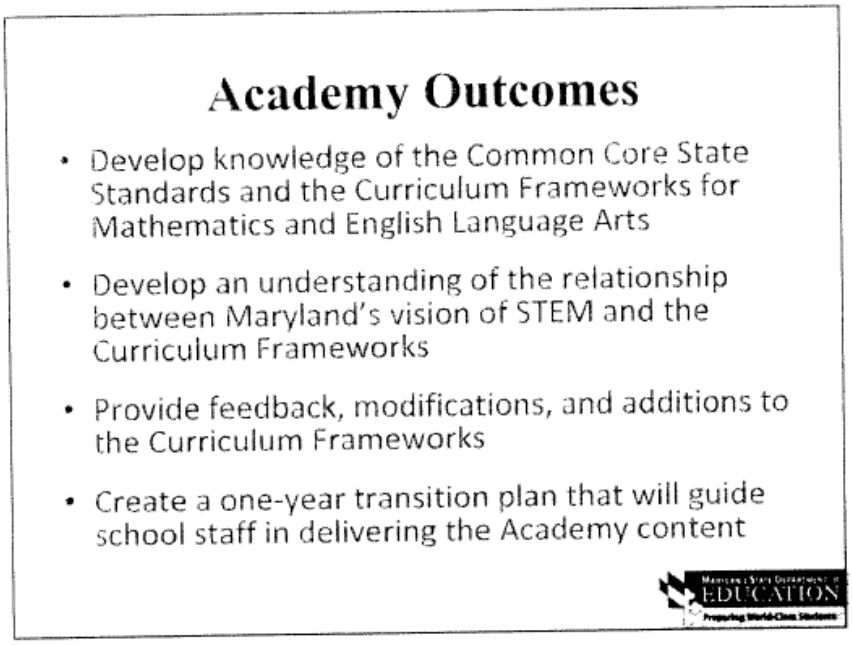
Full implementation is 2014-15, and so it is crucial that the Maryland Common Core State Curriculum be fully implemented by 2013-2014.

As you consider your school transition plans, be mindful of these target dates.



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
EDUCATION

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 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

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
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
Number-Fractions	Functions	Geometry
Measurement and Data	Geometry	Statistics and Probability
Geometry	Statistics and Probability	

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 costymer, 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 225,000 in fedrick in 2008 so there can not be 1 millon people in Fedricks county. That means that 775,000 people came to Fedrick county.

Car Wash

It is reasonable 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 of 4 months it's impasible 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 ballons and there are 4 friends

how many ballons will each friend get?

$4 \times 10 = 40$ $45 / 4 = 11\frac{1}{4}$ R1

$4 \times 11 = 44$

MARYLAND STATE DEPARTMENT OF EDUCATION

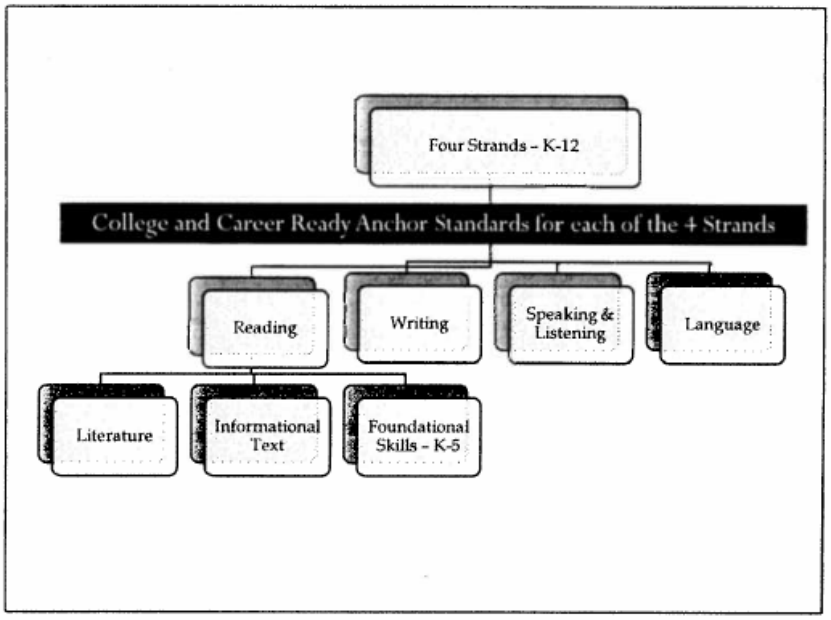
Preparing World-Class Students

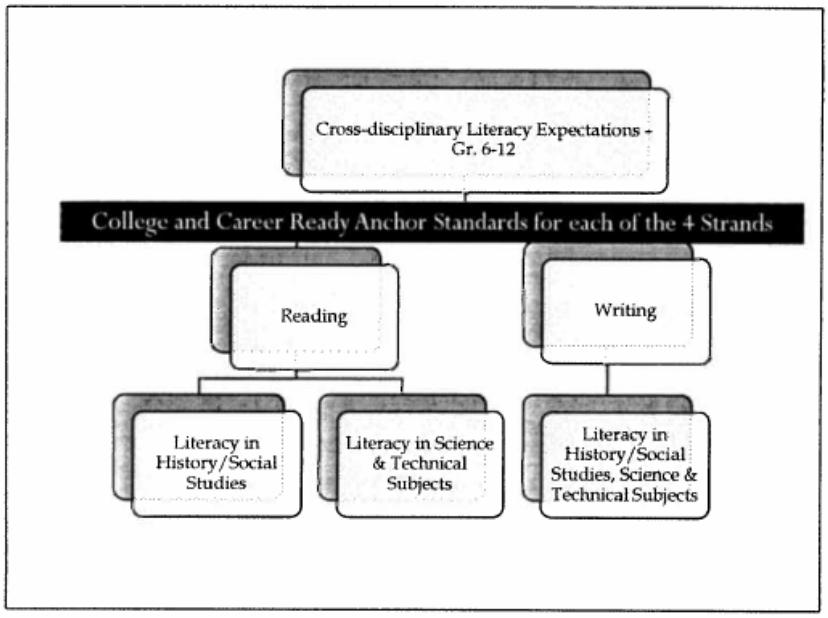
Division and Remainders

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.

MARYLAND STATE DEPARTMENT OF EDUCATION
Preparing World-Class Students

ENGLISH LANGUAGE ARTS CURRICULUM


Four Strands – K-12
College and Career Ready Anchor Standards for each of the 4 Strands
Reading
Writing
Speaking & Listening
Language
Literature
Informational Text
Foundational Skills – K-5


Cross-disciplinary Literacy Expectations – Gr. 6-12
College and Career Ready Anchor Standards for each of the 4 Strands
Reading
Writing
Literacy in History/Social Studies
Literacy in Science & Technical Subjects
Literacy in History/Social Studies, Science & Technical Subjects

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

37

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.

39

Informational/Explanatory Writing

- Informational/explanatory writing conveys information accurately.
- This kind of writing serves one or more closely related purposes
- Information based on sources

40

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.

41

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.

43

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
www.mdk12.org
www.corestandards.org
parcconline.org

Possible High School Mathematics Transition Plan

School Year		8th 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	8th Grade MSA	Algebra/Data Analysis H.S.A.	No assessment	No assessment
2012/2013	Curriculum	State Curriculum Plus Mathematical Practices Plus Items from 8th Grade CC • Irrational numbers • Radical and integer exponents • Proportional reasoning w. slope Minus 12 non tested objectives from the 8th 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 *8th* 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	8th Grade MSA	Algebra/Data Analysis H.S.A.	No assessment	No assessment

School Year		8th Grade	Algebra I	Geometry	Algebra II
2013/2014	Curriculum	Common Core 8th Grade Plus • Five 7th Grade Common Core standards that were not taught in the 7th grade • State Curriculum Geometry Standards Minus Common Core 8th Grade Geometry Standards	Common Core Algebra I Plus CC 8th Grade Standards that should be blended into the CC Algebra I • Linear equations and systems • Functions • Use functions for modeling Plus Topics from the CLG #3 that are not included in the Common Core Algebra I	Common Core Geometry Plus Transformations and volume standards from the *8th* grade CC should not be taught in isolation but rather should be blended into the CC Geometry as appropriate.	State Curriculum Plus Mathematical Practices (Catch up to Common Core is not possible)
	Testing	8th Grade MSA Plus Field Testing for PARCC (Sampling of Student Population)	Algebra/Data Analysis H.S.A. Plus Field Testing for PARCC Algebra I Assessment (Sampling of Student Population)	Field Testing for PARCC Geometry Assessment (Sampling of Student Population)	Recommended that this group of students not be required to take the Field Test for the PARCC Algebra II assessment

School Year		8th Grade	Algebra I	Geometry	Algebra II
2014/2015	Curriculum	Common Core 8th 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
	Testing	PARCC 8th 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

English Language Arts, Grades 9 and 10
Transition to the Maryland Common Core State Curriculum and the PARCC Assessments

2012-2013 Curriculum and Instruction		2013-2014 Curriculum and Instruction		2014-2015 Curriculum and Instruction	
SC Remove	**MD CCSC Frameworks Implement**	**SC Remove**	**MD CCSC Frameworks Implement**	**SC**	**MD CCSC Frameworks**
Standard 1: Comp & Interp. of Text **Standard 2:** Analysis & Eval. Of Text **Standard 3:** Writing	**Reading Literature: RL1 through RL10** **Reading Informational Text: RI1 through RI10** • Grade-band standards for close reading of literature and literary nonfiction in the following clusters: ◦ Key Ideas and Details ◦ Craft and Structure ◦ Integration of Knowledge and Ideas ◦ Range of Reading and Text Complexity at the grades 9-10 text complexity band **Writing: W1 through W6; W9, W10** • Grade-band standards for writing to source in the following clusters: ◦ Text Types and Purposes: argument, informative, and narrative writing per NAEP percentages* ◦ Production and Distribution of Writing ◦ Research to Build and Present Knowledge: drawing evidence from literature or literary nonfiction ◦ Range of Writing **Common Core State Standards for Content Literacy** • Grade-band standards for reading expository content-area text • Grade-band standards for content-area argument and informative writing	**Standard 4:** Language **Standard 5:** Speaking **Standard 6:** Listening	**Writing: W7, W8** • Grade-band standards for research ◦ Research to Build and Present Knowledge: conducting short research projects **Speaking and Listening:** SL1 through SL6 • Grade-band standards for the following clusters: ◦ Comprehension and Collaboration ◦ Presentation of Knowledge and Ideas **Language: L1 through L6** • Grade-band standards for the following clusters: ◦ Conventions of Standard English ◦ Knowledge of Language ◦ Vocabulary Acquisition and Use	Current SC no longer in use	MD CCSC in second year of implementation

*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		Assessment		Assessment	
HSA	PARCC	HSA	PARCC	HSA	PARCC
HSA will continue to assess the identified English Core Learning Goals (ECLG). • Assessed indicators in ECLG 1 (Reading & Responding to Text) are subsumed by MD CCSC Frameworks for Reading Literature: RL1 through RL10 and for Reading Informational Text: RI1 through RI10. • Assessed indicators in ECLG 2 (Composing) are subsumed by MD CCSC Frameworks for Writing. • Assessed indicators in ECLG 4 (Evaluating Content, Organization, and Language Use to Text) are subsumed by MD CCSC Frameworks for Reading Literature: RL1 through RL10 and Reading Informational Text: RI1 through RI10. • 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.	PARCC will conduct limited field-testing.	HSA will continue to assess the identified English Core Learning Goals (ECLG) • Assessed indicators in ECLG 1 (Reading & Responding to Text) are subsumed by MD CCSC Frameworks for Reading Literature: RL1 through RL10 and for Reading Informational Text: RI1 through RI10. • Assessed indicators in ECLG 2 (Composing) are subsumed by MD CCSC Frameworks for Writing. • Assessed indicators in ECLG 3 (Controlling Language) are subsumed by MD CCSC Frameworks for Writing. • 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.I • 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.	PARCC will conduct extensive field-testing.	HSA will continue to assess the identified English Core Learning Goals (ECLG) • Assessed indicators in ECLG 1 (Reading & Responding to Text) are subsumed by MD CCSC Frameworks for Reading Literature: RL1 through RL10 and for Reading Informational Text: RI1 through RI10. • Assessed indicators in ECLG 2 (Composing) are subsumed by MD CCSC Frameworks for Writing. • Assessed indicators in ECLG 3 (Controlling Language) are subsumed by MD CCSC Frameworks for Writing. • 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. • 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.	PARCC assessment will be operational.

English Language Arts, Grade 6
Transition to the Maryland Common Core State Curriculum and the PARCC Assessments

2012-2013 Curriculum and Instruction		2013-2014 Curriculum and Instruction		2014-2015 Curriculum and Instruction	
SC Remove	**MD CCSC Implement**	**SC Remove**	**MD CCSC Implement**	**SC Remove**	**MD CCSC Implement**
Standard 1: Gen Rdng Processes **Standard 2:** Rdng Literature **Standard 3:** Rdng Info Text **Standard 4:** Writing	**Reading Literature: RL1 through RL10** **Reading Informational Text: RI1 through RI10** • Grade-level standards for close reading of literature and literary nonfiction in the following clusters: ◦ Key Ideas and Details ◦ Craft and Structure ◦ Integration of Knowledge and Ideas ◦ Range of Reading and Text Complexity at the grades 6-8 text complexity band **Writing: W1 through W6; W9, W10** • Grade-level standards for writing to source in the following clusters: ◦ Text Types and Purposes: argument, informative, and narrative writing per NAEP percentages* ◦ Production and Distribution of Writing ◦ Research to Build and Present Knowledge: drawing evidence from literature or literary nonfiction ◦ Range of Writing **Common Core State Standards for Content Literacy** • Grade-band standards for reading expository content-area text • Grade-band standards for content-area argument and informative writing	**Standard 5:** Controlling Lang. **Standard 6:** Listening **Standard 7:** Speaking	**Writing: W7, W8** • Grade-level standards for research ◦ Research to Build and Present Knowledge: conducting short research projects **Speaking and Listening:** SL1 through SL6 • Grade-level standards for the following clusters: ◦ Comprehension and Collaboration ◦ Presentation of Knowledge and Ideas **Language: L1 through L6** • Grade-level standards for the following clusters: ◦ Conventions of Standard English ◦ Knowledge of Language ◦ Vocabulary Acquisition and Use	Current SC no longer in use	MD CCSC in second year of implementation

*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	PARCC
MSA will continue to assess Standard 1 (Gen Rdng Processes), Standard 2 (Rdng Literature), and Standard 3 (Rdng Info Text). • 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 • **Common Core State Standards for Content Literacy** must be addressed because MSA contains content-area expository passages.	PARCC will conduct limited field-testing.	MSA will continue to assess Standard 1 (Gen Rdng Processes), Standard 2 (Rdng Literature), and Standard 3 (Rdng Info Text). • 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 • **Common Core State Standards for Content Literacy** must be addressed because MSA contains content-area expository passages.	PARCC will conduct extensive field-testing.	MSA will be replaced by the PARCC assessment.	PARCC assessment will be operational.

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 Common Core State Curriculum review

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^3 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	**Registration & Coffee**
9:00	White Oak Hall	**Welcome/ Introductions**
		MSDE Updates ❖ HSA, Bridge Projects, MSA, Alt-MSA, BGA, Online Biology Course ❖ New Science Standards Framework and Standards Development : Mary Thurlow ❖ CCSSO SCASS (State Collaborative on Assessment and Student Standards) : George Morse ❖ Educator Effectiveness: Think Tanks and Summer Academies : Mary Thurlow ❖ Common Core - Mathematics & RELA: Judy Jenkins ❖ Environmental Education (Literacy) : Gary Hedges
11:30		**Break**
11:45	White Oak Hall	**Keynote Address: FAQ's regarding Teacher of the Year** ❖ **Michelle Shearer, current Maryland TOY; National Finalist**

12:30	White Oak Hall	**Lunch**
1:45		**Concurrent Breakout Sessions**
	White Oak Hall	**Elementary School Supervisors and Specialists Discussion** • **Topic: Science Literacy Connection to rELA Common Core Standards** ❖ Mary
	Portable #1	**Middle School Supervisors and Specialists Discussion** • **Topic: Science Literacy Connection to rELA Common Core Standards** ❖ George
	Portable #2	**High School Supervisors and Specialists Discussion** • **Topic: HS Graduation COMAR : Environmental Literacy Programs** ❖ Gary
2:45	White Oak Hall	**MSSA Updates –** Tom DuMars **MAST Updates –** Mona Becker **Closure & Evaluations**

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 17th. 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 8:30	Sign –In, Coffee and Chat No folders– so only sign in Need sticky name tags with pre assigned groups Need tent cards to label tables for groups	Debby & Karen Follow-up with Kim

8:30	Welcome and Announcements
	
	• Introduction of self and other guests
	  o Available Contractual Position
	• Who - this is your first briefing? Who coming less than 5 years --- less than 3 years. Who has been coming 20+ years – Nelson retired
	• 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
	• Introduction of Houghton Mifflin by Bonnie Ennis
	• Review efiles they should have
	  o Dates to remember
	  o Contact list
	• Plan for the Day
		Donna

8:55	Curriculum Development – 2 or 3 year plan • What are we doing 11-12 then 12-13 then 13-14? • Sample lesson will be shared in December • Introduce what they will hear next and what is expected of them	Karen

	• Transition to specialists for Unit format	
9:00 9:30 9:30 10:00	Unit Plan Format Discussion • Elementary, Middle School, Alg I Sample o 10 minutes each – do not repeat concerns/issues • Our elements – what works, what needs more, what is missing • Capture their thoughts on feedback form – one for elem, middle high school – in color • Please create a color coded feedback form – Deby, Sara, Bette – we will print(20 each)and take	Bette for elem Sara for middle Debby for HS
10:00 10:15	Transition Plan • Presented to Asst Sups and to Sups at end of Oct • Comments • Donna comments – no middle or elem plan – we are discussing but haven't shared with asst sups; happening at the leadership level	Linda
10:15	Break	
10:30 11:00	Educator Effectiveness Academy • Debriefing from 2011 • Plans for Fall Follow-up of 2011 • Thoughts for Summer 2012 o Structure and Content	Donna and Cassandra
11:00 11:15	IPC Conference for High School Students/Teachers Johns Hopkins Applied Lab Jackie Akinpelu	
11:15 11:45	Houghton Mifflin presentation	Bonnie Ennis
11:45	Lunch	

12:30		
12:30 1:15	STEM Update with Donna Clem • Stem Standards/definition • STEM Advisory • STEM units/Lesson • Please spread among tables during feedback, Donna would like specialist to facilitate table discussions	Donna C And Staff
1:15 1:30	Other RTTT Projects • Intervention/Enrichment – briefly what has been identified for RFP • PD modules • MPTV Projects - all 3	Marci
1:30 3:00	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 • MD Common Core Learning Community o Bill Barnes o Small group – participant feedback, your personal next steps, and next steps for your system • What are systems doing with PreK-2 implementation? o Howard - Kay and John S o Wicomico – Bonnie Ennis • What are the system-wide efforts to support the EEA? o Washington Elem – Kara reed??? o Baltimore County – Cindy for Elem and Maria for Secondary • What concerns you???	Donna
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	*James C. Rees, President and CEO*
9:45	Common Core and Social Studies	*Marcie Taylor-Thoma*
10:00	Financial Literacy	*Donna Olszewski*
10:15	Environmental Literacy	*Kevin Jenkins*
10:30	Social Studies Advisory Council	*Scott McComb*
11:00	Exploration of the Donald W. Reynolds Education Center and Museum	*Nancy Hayward*
12:15	Working Lunch	*(George Washington Leadership Lesson for Elementary School)*
1:15	Mansion and Outbuildings Tour	*Tour Interpreters*

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

9:00 – 9:30	**Continental Breakfast and Conversation**
9:30 – 10:45	**A Study of the Mathematics and English Language Arts Common Core Standards**
10:45 – 11:45	**A Close Look at the Standards of Mathematical Practice**
12:00 – 12:45	**Lunch**
1:00 – 2:00	**A Close Look at the Writing Prototypes**
2:15 – 3:15	**The Problem/Project-Based Approach to STEM**
3:15 – 3:30	**Questions and Comments**

***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., 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 and 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 6th 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 16th. Two issues are jurisdiction and the interpretation of the legislation.
C. March 1st: 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 5	Professional Development on MD CCSC Overview of CCSC and MSDE vision for implementation Intro to R/ELA CCSC (1.5 hrs) • Focus: What is literacy? Intro to Math CCSC (1.5 hrs) • Focus: Standards for Mathematical Practice (8) Intro to STEM (1.5 hrs) • Focus: STEM Concept Attainment, 5 E Stem Lesson Plan	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

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

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, 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		8th 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	8th Grade MSA	Algebra/Data Analysis H.S.A.	No assessment	No assessment
2012/2013	Curriculum	State Curriculum Plus Mathematical Practices Plus Items from 8th Grade CC • Irrational numbers • Radical and integer exponents • Proportional reasoning w. slope Minus 12 non tested objectives from the 8th 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 *8th* 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	8th Grade MSA	Algebra/Data Analysis H.S.A.	**No assessment**	No assessment

School Year		8th Grade	Algebra I	Geometry	Algebra II
2013/2014	Curriculum	Common Core 8th Grade Plus • Five 7th Grade Common Core standards that were not taught in the 7th grade • State Curriculum Geometry Standards Minus Common Core 8th Grade Geometry Standards	Common Core Algebra I Plus CC 8th Grade Standards that should be blended into the CC Algebra I • Linear equations and systems • Functions • Use functions for modeling Plus Topics from the CLG #3 that are not included in the Common Core Algebra I	Common Core Geometry Plus Transformations and volume standards from the *8th* grade CC should not be taught in isolation but rather should be blended into the CC Geometry as appropriate.	State Curriculum Plus Mathematical Practices (Catch up to Common Core is not possible)
	Testing	8th Grade MSA Plus Field Testing for PARCC (Sampling of Student Population)	Algebra/Data Analysis H.S.A. Plus Field Testing for PARCC Algebra I Assessment (Sampling of Student Population)	Field Testing for PARCC Geometry Assessment (Sampling of Student Population)	Recommended that this group of students not be required to take the Field Test for the PARCC Algebra II assessment

School Year		8th Grade	Algebra I	Geometry	Algebra II
2014/2015	Curriculum	Common Core 8th 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
	Testing	PARCC 8th 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

Maryland Common Core State Curriculum
Development Timeline 2010/2011

Maryland Common Core State Curriculum	Mathematics Development	Reading/English/Language Arts Development
Framework • Common Core State Standards • Crosswalk (only excellent matches identified) • Essential skills and knowledge	Framework developed by Curriculum Revision Teams Framework shared with Academy Teams along with method for sharing with school teams	Framework developed by Curriculum Revision Teams Framework shared with Academy Teams along with method for sharing with school teams
Toolkit • Clarifications • Vocabulary • Lesson Seeds • Model Lessons • Model Units • Assessments • Prerequisite skills • Resources	Identify, edit, and include current K - 8 toolkit items that are an excellent match with Maryland Common Core State Curriculum Create tools (clarification tools; additional tools identified in February 2011) for Algebra I: Statistics and Probability Standards Develop lesson seeds that integrate mathematical practices Participate in PARCC collaboration on assessment development and curriculum support	Identify, edit, and include current K - 8 toolkit items that are an excellent match with Maryland Common Core State Curriculum Begin creation of new clarification tools and identification of text passages for use in toolkit 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 Participate in PARCC collaboration on assessment development and curriculum support
Implementation Considerations • System staff determine expectations in May/June		

Maryland Common Core State Curriculum
Development Timeline 2011/2012

Maryland Common Core State Curriculum	Mathematics Development	Reading/English/Language Arts Development
Framework • Common Core State Standards • Crosswalk (only excellent matches identified) • Essential skills and knowledge	Revise and finalize based on feedback	Revise and finalize based on feedback
Toolkit • Clarifications • Vocabulary • Lesson Seeds • Model Lessons • Model Units • Assessments • Prerequisite skills • Resources	Continue toolkit item development for Maryland Common Core State Curriculum, including lesson seeds, and model lessons based on priorities identified by Maryland educators Participate in PARCC collaboration on assessment development and curriculum support Integrate resources from LEA's for toolkit inclusion Create tools (not yet identified) for Geometry: Geometry, Statistics and Probability, and Modeling Standards Create tools (not yet identified) for Algebra I: Number and Quantity, Functions, and Modeling Standards	Continue toolkit item development for Maryland Common Core State Curriculum, including lesson seeds, and model lessons based on priorities identified by Maryland educators Continue identification of text passages for use in toolkit Participate in PARCC collaboration on assessment development and curriculum support Integrate resources from LEA's for toolkit inclusion Begin development of sample tasks based on PARCC prototype models

	Begin development of sample tasks based on PARCC prototype models	
Implementation Considerations • System staff determine expectations at spring meetings		

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.

9/23 AM Columbia PM Timonium
9/30 PM Annapolis
- Easton
- Hagerstown
10/26 - 11/28 - Columbia Alternative pathways

5 meetings

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

MARYLAND STATE DEPARTMENT OF EDUCATION
Preparing World-Class Students

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

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

[redacted]

- 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

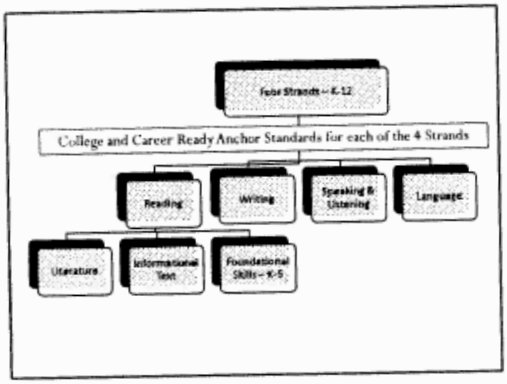
High School

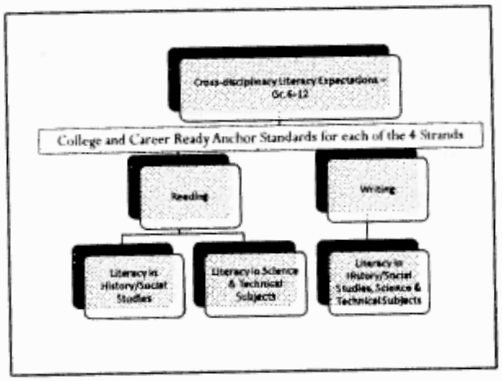
- Two Pathways: traditional and integrated
- Maryland chose traditional pathway:
  - Algebra I
  - Geometry
  - Algebra II

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 cancers 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

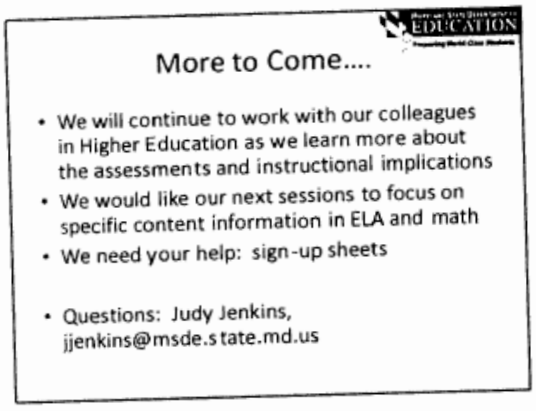
- Online STEM Courses
- STEM lessons and units
- STEM Innovation Network
- Robust Toolkit
- Professional Development

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


EDUCATION
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

Maryland

Appendices II

May 23, 2012

APPENDIX

II-1: MASTER TEACHERS SELECTION CRITERIA

THE 2012 MARYLAND EDUCATOR EFFECTIVENESS ACADEMIES

Master Teacher Application Process

Thank you for agreeing to be the *Point of Contact* for the Master Teacher application process in your county. Attached is the ten-page Master Teacher application. Please distribute it to potential applicants using a process appropriate for your county. Because of next summer's academy schedule, we anticipate that we will need fewer master teachers than we did last year. As always, we are looking for a highly-qualified diverse group of candidates. Please pay close attention to the **due dates**, as we are operating on a very tight schedule. Let me highlight a few of the major points in the process.

- Your teachers will be returning their completed applications to <u>you</u> by **January 20, 2012**.
- Each completed application should include six components:
    - A cover letter addressed to the Master Teacher Selection Committee (see Page 8)
    - Page 5, Page 6, Page 7, Page 9
    - A resume
- You will need to establish a process in your county to review the completed applications. Attached is a rubric that will help you with the selection process. This rubric can also be found (for the applicant's information only) as the last page of the application.
- Note that some of the applicants will be returning Master Teachers from the 2011 Educator Effectiveness Academies. This designation can be found on the top of page 5. The scoring rubric provides master teachers additional credit for past service.
- Returning Master Teachers who successfully facilitated the 2011 academies will not automatically be selected for the 2012 academies. Academy locations have changed and technology requirements have increased (see job description and qualifications), therefore, a different pool of Master Teachers may be needed.
- Send MSDE all returning Master Teachers' applications. If you decide that a returning Master Teacher should not be rehired for 2012, please indicate that clearly on their application. Then, choose <u>up to</u> nine additional top candidates from the areas listed below. <u>Only send us a maximum of one name per area!</u>

Elementary School RELA	Elementary School Math	Elementary School STEM
Middle School RELA	Middle School Math	Middle School STEM
High School RELA	High School Math	High School STEM

Mail the completed applications (all six components) to us by **February 15, 2012**. Mail all applications to the address below.

Let me know if you have any questions. You may also contact Rick Marquart (410-767-0527) or Cassandra Smith (410-767-0871) if you need additional information. Thank you!

Sincerely,

Scott Pfeifer

Director of Instructional Assessment and Professional Development

Maryland State Department of Education

200 West Baltimore Street

Baltimore, MD 21202

410-767-0574

THE 2012 MARYLAND EDUCATOR EFFECTIVENESS ACADEMY (EEA)

For Reading, English Language Arts, Mathematics, STEM and School Principals

ANNOUNCEMENT – Master Teacher Application

The Maryland State Department of Education (MSDE) in partnership with your school system invites you to consider becoming a Master Teacher for the 2012 Educator Effectiveness Academies for Reading, English Language Arts, Mathematics, or Science, Technology, Engineering and Mathematics (STEM). During the summer 2012, ten regional Educator Effectiveness Academies will be held throughout Maryland. Master teachers will be selected to facilitate the professional development for a minimum of two regional academies. These academies will include teams of teachers and principals from every school in Maryland. Academies for summer 2012 will focus on reviewing model units and lessons from the first part of the instructional toolkit. Early PARCC assessment information will be available for use during the academies. The proposed outcomes for the 2012 summer academies are as follows:

- Review final version of English/Language Arts and Mathematics Frameworks, identify changes, and introduce content literacy frameworks.
- Learn STEM standards, practices, processes and skills.
- Develop knowledge of the format, lessons, and media resources in the English/Language Arts, Mathematics and STEM curriculum toolkits.
- Practice navigating curriculum toolkits and develop applications based on curriculum toolkit models.
- Update participants on PARCC assessment development, design and timeline.
- Create a school plan that will guide school staff in delivering content and the curriculum toolkit.

Please review the enclosed information to determine if you are interested in one of these positions and if you meet the qualifications. If you are interested, please submit the required components of the application outlined on the checklist on page 9 by **January 20, 2012** to the designated Point of Contact (POC) for Master Teachers in your county:

County	POC	County	POC	County	POC
Allegany	Martin Crump	Charles	Drew Jepsky	Prince Georges	Duane Arbogast
Anne Arundel	Andrea Kane	Dorchester	Lorenzo Hughes	Queen Anne's	Roberta Leaverton
Baltimore City	Jennifer Hlavka	Frederick	Mark Pritts	St. Mary's	Jeff Maher
Baltimore	Anissa Brown Dennis	Garrett	Barbara Baker	Somerset	Doug Bloodsworth
Calvert	Diane Black	Harford	Susan Brown	Talbot	Pam Heaston
Caroline	Tina Brown	Howard	Clarissa Evans	Washington	Clyde Harrell
Carroll	Steve Johnson	Kent	Ed Silver	Wicomico	Linda Stark
Cecil	Carolyn Teigland	Montgomery	Ursula Hermann	Worcester	John Gaddis

Thank you for considering this invitation. If you have questions or need additional information, please contact the appropriate MSDE staff member listed below at your earliest convenience:

Mathematics	Cassandra Smith csmith@msde.state.md.us	410-767-0871
STEM and English Language Arts	Rick Marquart rmarquart@msde.state.md.us	410-767-0527

Sincerely,

Scott Pfeifer

Director of Instructional Assessment and Professional Development

THE 2012 MARYLAND EDUCATOR EFFECTIVENESS ACADEMY (EEA)

For Reading, English Language Arts, Mathematics, STEM and School Principals

MASTER TEACHER INFORMATION

Job Description

To be eligible for a master teacher position for the summer of 2012, you **must** be able to:

- Attend all three full-day training sessions
  - Monday, April 30 9:00 - 4:00 @ Stevenson Univ. (Owings Mills Campus) (substitute funded by MSDE)
  - Thursday, May 24 9:00 - 4:00 @ Stevenson Univ. (Owings Mills Campus) (substitute funded by MSDE)
  - Saturday, June 9 9:00 - 4:00 @ Stevenson Univ. (Owings Mills Campus) (stipend provided)
- Facilitate a minimum of two 3-day academies (Tuesday-Thursday)
- Attend appropriate "rehearsal day" training at the academy site (Monday prior to the academy)
- Attend one of the five regional debriefing sessions in the fall (5:00 PM - 8:00 PM)
- Assist in supporting a professional learning community among Reading/English Language Arts, Math, or STEM teachers in Maryland
- Secure the use of a laptop and projector from your LEA

Required Qualifications

- Master's degree or Advanced Professional Certificate
- Successful teaching or co-teaching in Reading, English Language Arts, Mathematics, or STEM related field
- Thorough understanding of the existing Maryland State Core Curriculum Frameworks
- Evidence of providing professional development at the school, district, state, and/or national level
- Evidence of experience/participation in an online environment

Preferred Qualifications

- National Board certification
- Governor's Academy teaching experience
- Experience in adult learning theory and practice
- Leadership experience
- Experience delivering content in an online environment

- Participation in curriculum development

Salary Information

- Master teachers will receive a daily stipend of $400 for the June 9, 2012 Saturday training.
- Master teachers will receive a $200 stipend for the June, 2012 half -day personal planning session.
- Master teachers will receive a $200 stipend for the fall evening debriefing session.
- Master teachers will receive a $1600 stipend (Monday-Thursday) for training and facilitation of each academy.
- LEAs will receive reimbursement for substitutes so that the master teachers may attend the required April 30, 2012 and May 24, 2012 full-day trainings at Stevenson University in Owings Mills.
- Master teachers will be reimbursed (by their counties) for travel and lodging expenses for up to an average of $300 per academy. MSDE will reimburse each county for up to an average of $300 per master teacher per academy. Reimbursements for trainings are included in this amount.
- If you are under contract (i.e. 12-month employee) with your LEA during the academies or during the training sessions, you are not eligible to receive a stipend.
- Master Teachers will receive a $400 stipend for facilitating each "principals only" session on Tuesdays.
- Master teachers will be reimbursed (for expenses) for up to an additional average of $100 for each "principals only" session on Tuesdays.

THE 2012 MARYLAND EDUCATOR EFFECTIVENESS ACADEMY

For Reading, English Language Arts, Mathematics, STEM and School Principals

Master Teacher Special "Principal's Only" Assignment

The proposed agenda (below) for this summer's academies includes special sessions on Tuesday afternoon for principals only. Master teachers who are assigned to facilitate these sessions will work only Tuesday of that week. Master Teachers will receive a full-day stipend for the session and will be reimbursed for expenses. The Master Teacher will use Tuesday morning to set-up their classroom and prepare/plan for the afternoon special sessions. All Master Teachers will be trained, during the regular training sessions, to facilitate the "principals only" sessions as well. If you apply to facilitate these special sessions, you still must be available to facilitate at least two full-academy sessions on different dates.

Educator Effectiveness Academies (Proposed Agenda) - 2012

<table>
<tr><th colspan="4">Tuesday (teachers and principals)</th></tr>
<tr><td>8:15 – 8:50</td><td colspan="3">Registration and Networking</td></tr>
<tr><td>9:00 – 9:30</td><td colspan="3">Large Group in Auditorium</td></tr>
<tr><td>9:40 – 10:25</td><td colspan="3">Rotation #1 in School Teams (teachers and principals)</td></tr>
<tr><td>10:35 – 11:20</td><td colspan="3">Rotation #2 in School Teams (teachers and principals)</td></tr>
<tr><td>11:30 – 12:15</td><td colspan="3">Rotation #3 in School Teams (teachers and principals)</td></tr>
<tr><td>12:15 – 1:00</td><td colspan="3">Lunch (on-site in cafeteria)</td></tr>
<tr><td>Afternoon Sessions</td><td>Teachers</td><td colspan="2">Principals</td></tr>
<tr><td rowspan="2">1:10 – 4:00</td><td rowspan="2">Content Sessions for Teachers</td><td>1:10 – 2:00</td><td>Rotation #1</td></tr>
<tr><td>2:10 – 3:00</td><td>Rotation #2</td></tr>
</table>

		3:10 – 4:00	Rotation #3

Wednesday (teachers only)	
9:00 – 12:00	Content Sessions for Teachers
12:00 – 1:00	Lunch (on your own) and Travel
1:00 – 4:00	Teachers Return to their Schools or Appropriate Site* Teachers will complete a project that requires them to apply the information shared to this point in the academy. Master teachers will be available to support teachers working on their application project through the use of a virtual tool such as Elluminate.

Thursday (teachers am, teachers and principals pm)	
9:00 – 12:00	Content Sessions for Teachers
12:00 – 12:45	Lunch (on-site in cafeteria) Principals Join Teachers
1:00 – 4:00	School Teams and LEA-facilitated Planning Meetings**

*Teachers travelling more than 40 miles to return to their home school have the option to work at the Academy site at a computer workstation. The principal will coordinate this for each school team, forwarding this information to MSDE staff members who will coordinate this with the host school systems.

**LEAs are asked to facilitate the transition planning of their school teams on Thursday afternoon. MSDE will host a "Systemic Planning Team" workshop on March 20 (snow date March 23) to assist LEAs in the designing and planning of this activity.

2012 Educator Effectiveness Academies - Master Teacher Payment Schedule

Master Teacher Stipends					
Experience	**Number of Academies Facilitated**				
	2	**3**	**4**	**5**	**6**
April 30, 2012 Training*	$ -	$ -	$ -	$ -	$ -
May 24, 2012 Training*	$ -	$ -	$ -	$ -	$ -
June 9, 2012 Training (Saturday)	$ 400.00	$ 400.00	$ 400.00	$ 400.00	$ 400.00
June 2012 Personal Planning	$ 200.00	$ 200.00	$ 200.00	$ 200.00	$ 200.00
4-Day Academy Facilitation (includes Monday "rehearsal day" preparation)	$ 3,200.00	$ 4,800.00	$ 6,400.00	$ 8,000.00	$ 9,600.00
Fall Debriefing Meeting (regional location)	$ 200.00	$ 200.00	$ 200.00	$ 200.00	$ 200.00
Total Stipends	$ 4,000.00	$ 5,600.00	$ 7,200.00	$ 8,800.00	$ 10,400.00
Master Teachers will receive an additional $400 stipend for facilitating each principals-only session on Tuesdays					
Master Teacher Expenses (meals, lodging, mileage)					
LEAs will reimburse their Master Teachers up to an average of $300 per academy for expenses **	$ 600.00	$ 900.00	$ 1200.00	$ 1500.00	$ 1,800.00
In addition, Master Teachers will receive up to an average of $100 for expenses for facilitating each "principals only" session on Tuesdays.					

Example: a Master Teacher who facilitates two “full” academies and one “principals only” session will receive up to a total of $700 from their county to cover expenses for the entire EEA experience; including the trainings.

*substitute funding will be provided to the LEAs

**this process is a change from the 2011 academies; master teachers will now only submit expense reports to their county. Their county will receive funds from MSDE to cover these costs.

Note: If you are under contract (i.e. 12-month employees) with your LEA during the academies or during the training sessions, you are not eligible to receive a stipend.

MASTER TEACHER APPLICATION

Were you employed as an MSDE Master Teacher during the summer of 2011? YES □ NO □

If yes, what level and content area? Elementary Middle High

(circle level and content area)

RELA Math STEM

*Please complete the information below and return it with all required information from the checklist on or before **January 20, 2012** the Designated Point of Contact for Master Teachers in your county.*

PLEASE TYPE OR PRINT LEGIBLY

Name	
Address	
City, State, Zip	
Home Phone	
Cell Phone	
Primary Email Address (will be used for all communication)	
School/Office Name	
School/Office Address	

City, Zip	
School/Office Phone	

Check all appropriate boxes below that pertain to your current position.

↑Department chair / team leader

↑School-based resource teacher

↑Elementary school teacher

↑Middle school teacher

↑High school teacher

↑Central office resource teacher / specialist

↑Lead / master teacher

↑Intervention teacher

↑ELL / ESOL teacher

↑Special education teacher

↑Other _____

THE 2012 MARYLAND EDUCATOR EFFECTIVENESS ACADEMY

For Reading, English Language Arts, Mathematics, STEM and School Principals

Check (√) the content area that you are applying for. Only check <u>one</u> area.

□ Reading/English Language Arts

□ Mathematics

□ STEM (Science, Technology, Math, Engineering)

Check (√) the level you are applying for. Only check <u>one</u> level.

□ Elementary

□ Middle

□ High

Check all appropriate 4-Day academies and Principals-only Tuesday sessions indicating your availability. You may check more than one academy for the same date, indicating that you would be willing to work either academy. You <u>must</u>, however, be available to work <u>at least two</u> full academies on different dates. You may check full 4-Day academies and Principals-only sessions for the same dates, indicating that you are available to do either. Greater availability increases the likelihood that you will be selected as a master teacher.

DATES **(includes Monday rehearsal and planning day)**	**ACADEMY SITE** **(county)**	**HIGH SCHOOL**	**CHECK (√) EACH ACADEMY THAT YOU ARE AVAILABLE TO FACILITATE**	
			Full 4-Day Academy	**Principals-Only Tuesday Session**
6/18 - 6/21	Howard	Marriott's Ridge		
6/25 - 6/28	Baltimore City	Heritage		
6/25 - 6/28	Charles	North Point		
7/9 - 7/12	Dorchester	Cambridge-South Dorchester		
7/9 - 7/12	Prince George's	Dr. Henry A. Wise		
7/16 - 7/19	Anne Arundel	Arundel		
7/16 - 7/19	Harford	C. Milton Wright		
7/23 - 7/26	Baltimore County	Chesapeake		
7/23 - 7/26	Washington	South Hagerstown		

7/30 - 8/2	Montgomery	Northwest		

Please indicate the maximum number of "full 4-day" academies that you would be willing to facilitate.

(circle one) **2** **3** **4** **5** **6**

THE 2012 MARYLAND EDUCATOR EFFECTIVENESS ACADEMY

For Reading, English Language Arts, Mathematics, STEM and School Principals

_____

(Applicant's Name)

Principal's / Immediate Supervisor's Endorsement

I, _____, based on the qualifications and job description stated below, support the candidate named above to serve as a Master Teacher for the 2012 Educator Effectiveness Academy for English Language Arts, Mathematics, or STEM.

_____ _____ _____

Signature Title Date

Job Description

To be eligible for a master teacher position for the summer of 2012, you **must** be able to:

- Attend all three full-day training sessions
  - Monday, April 30 9:00 - 4:00 @ Stevenson Univ. (Owings Mills Campus) (substitute funded by MSDE)
  - Thursday, May 24 9:00 - 4:00 @ Stevenson Univ. (Owings Mills Campus) (substitute funded by MSDE)
  - Saturday, June 9 9:00 - 4:00 @ Stevenson Univ. (Owings Mills Campus) (stipend provided)
- Facilitate a minimum of two 3-day academies (Tuesday-Thursday)
- Attend appropriate "rehearsal day" training at the academy site (Monday prior to the academy)

- Attend one of the five regional debriefing sessions in the fall (5:00 PM - 8:00 PM)
- Assist in supporting a professional learning community among Reading/English Language Arts, Math, or STEM teachers in Maryland
- Secure the use of a laptop and projector from your LEA

Required Qualifications

- Master's degree or Advanced Professional Certificate
- Successful teaching or co-teaching in Reading, English Language Arts, Mathematics, or STEM related field
- Thorough understanding of the existing Maryland State Core Curriculum Frameworks.
- Evidence of providing professional development at the school, district, state, and/or national level
- Evidence of experience/participation in an online environment

Preferred Qualifications

- National Board certification
- Governor's Academy teaching experience
- Experience in adult learning theory and practice
- Leadership experience
- Experience delivering content in an online environment
- Participation in curriculum development

THE 2012 MARYLAND EDUCATOR EFFECTIVENESSACADEMY

For Reading, English Language Arts, Mathematics, STEM and School Principals

Please respond to the following prompts in your cover letter:

#1 – For New Applicants Only

- How will the implementation of the Maryland Common Core State Curriculum impact student learning?

- Describe your recent professional development experiences presenting to adult learners. What are your greatest strengths? Explain a challenge you have encountered and how you overcame it.

- Describe how you utilize technology to facilitate learning. Be specific in describing your experience using an online learning environment.

- Please describe your professional development experience or involvement related to the 2011 Educator Effectiveness Academies in your school or district.

Please limit your response to 2 pages.

#2 – For 2011 Master Teachers Only

- Please explain how your experience as a master teacher at the Educator Effectiveness Academies influenced your work with students and teachers.

- Please describe how your school and/or school system tapped your experience as a master teacher since the summer academies ended.

- Describe how you utilize technology to facilitate learning. Be specific in describing your experience using an online learning environment.

- Please describe any feedback you received from participants and/or MSDE staff during or after the summer academies and how this feedback has influenced your professional practice.

Please limit your response to 2 pages.

THE 2012 MARYLAND EDUCATOR EFFECTIVENESSACADEMY

For Reading, English Language Arts, Mathematics, STEM and School Principals

Application checklist:

† Completed application (pages 5 and 6)

† Résumé (including personal contact information, degree(s), certifications, teaching experience, professional organizations, publications, awards)

† Principal's or immediate Supervisor's endorsement (page 7)

† Cover letter addressed to the Master Teacher Selection Committee (details on page 8)

† I certify that all information contained in this application is current and accurate. (page 9)

_____ _____

(Applicant's Signature) (Date)

_____

(Applicant's Name, Please Print)

Reminder: Applications should be sent to the Point of Contact (POC) for your local school system. The names of the POCs are listed on page 1 of this application. Applications must be received by January 20, 2012 to be considered. Decisions will be made in late February.

Page 10 of this packet is the optional scoring rubric that each county may use as they review the applications. This is for your information only.

THE 2011 MARYLAND EDUCATOR EFFECTIVENESSACADEMY

For Reading, English Language Arts, Math, STEM and School Principals

Application Scoring Rubric – For LEA use only.

Name _____

Level: (circle one only) **Elementary** **Middle** **High**

Content: (circle one only) **RELA** **Math**
STEM

Required Qualifications

(√) if the required qualification has been met	**Attributes**
	Master's degree or Advanced Professional Certificate
	Successful teaching or co-teaching in Reading, English Language Arts, Math or STEM related field
	Thorough understanding of the existing Maryland State Core Curriculum Frameworks
	Evidence of providing professional development at the school, district, state, and/or national level

	Evidence of experience/participation in an online environment

Preferred Qualifications

Points	Possible Points	Attributes
	0-1	2011 Educator Effectiveness Academy Master Teacher experience
	0-1	National Board Certification
	0-1	Governor's Academy teaching experience
	0-3	Experience in adult learning theory and practice
	0-3	Leadership experience
	0-5	Experience delivering content in an online environment
	0-3	Participation in curriculum development
/17	**Total Points**	

APPENDIX II-2: MEMO FROM DR. SADUSKY TO LOCAL SUPERINTENDENTS: ELIMINATION OF THE MOD-MSA

MARYLAND STATE DEPARTMENT OF EDUCATION
Preparing World-Class Students

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: Local Superintendents of Schools

FROM: Bernard J. Sadusky, Ed.D.

DATE: March 2, 2012

RE: Proposed SFY 2013 Elimination of the Mod-MSA: Reading and Mathematics for Grades 3 Through 8

The No Child Left Behind Act (NCLB) requires that states administer and report results annually in reading and mathematics for grades 3 through 8. The Maryland School Assessment (MSA) and the Alternate Maryland School Assessment (Alt-MSA) meet the testing requirement of the NCLB. In 2009, Maryland elected to implement the Mod-MSA in reading and mathematics for grades 3 through 8, as an Adequate Yearly Progress (AYP) flexibility option. Since the Mod-MSA is not a requirement under the NCLB, the Governor's proposed budget does not include future funding for the Mod-MSA.

Upon passage of the Governor's proposed budget, the last administration of the Mod-MSA in reading and mathematics for grades 3 through 8 will be March 2012. This action will not impact the administration of the Modified High School Assessment (Mod-HSA).

Beginning in spring 2013, all students with disabilities in grades 3 through 8 will take the MSA in reading and mathematics unless a student with a disability is determined eligible, through the IEP team process, for participation in the Alt-MSA. Consistent with COMAR 13A.03.02.09E(3), students with disabilities are expected to pursue a Maryland High School Diploma, unless a student is participating in the Alt-MSA. Upon approval of the Governor's budget, local education agencies (LEAs), public agencies, and nonpublic schools must ensure the IEP team, for each student with a disability who currently participates in the Mod-MSA, meets to:

1. Discuss the student's instructional programming and accommodation needs;
2. Review previously recommended modified instruction, research-based and/or evidence-based interventions, instructional supports, and accommodations;
3. Discuss and identify the student's participation in district and statewide assessments; and
4. Revise the student's IEP, as appropriate, to reflect the student's participation in statewide assessments and recommended accommodations.

In addition, Maryland's Online IEP form and format, effective July 1, 2012, will reflect the removal of the current Mod-MSA language. The MSDE will provide resource materials for dissemination to appropriate staff by the end of April 2012.

Should you or a member of your staff have questions regarding the content of this memorandum, please contact: Carolyn Wood, Assistant State Superintendent, Division of Accountability, Assessment and Data Systems, via email to cwoods@msde.state.md.us, or via telephone at 410-767-0073; Marcella Franczkowski, Assistant State Superintendent, Division of Special Education/Early Intervention Services, via email to mfranczkowski@msde.state.md.us, or via telephone at 410-767-0238; or Mary Gable, Assistant State Superintendent of Academic Policy, via email to mgable@msde.state.md.us, or via telephone at 410-767-0473.

BJS/MEF/las

c: Marcella E. Franczkowski
Mary Gable
Carolyn Wood

APPENDIX II-3: TRANSITION PLAN FOR 2% MOD-MSA STUDENTS TO THE REGULAR MSA

Maryland State Department of Education (MSDE)

Transition Plan for 2% Mod-MSA Students to the Regular MSA School Year 2012-2013

March 2012

- On March 2, 2012, Dr. Bernard J. Sadusky, Interim State Superintendent, presented a March 2, 2012 memo titled, *Proposed SFY 2013 Elimination of the Mod-MSA: Reading and Mathematics for Grades 3 Through 8* (Attachment #1) to School Superintendents. Information in the memo specified that upon approval of the Governor's budget, Local Education Agencies (LEAs), public agencies, and nonpublic schools were directed to ensure the IEP team, for each student with a disability who currently participates in the Mod-MSA, convenes to:

    1. Discuss the student's instructional programming and accommodation needs;
    2. Review previously recommended modified instruction, research-based and/or evidence-based interventions, instructional supports, and accommodations;
    3. Discuss and identify the student's participation in district and statewide assessments; and
    4. Revise the student's Individualized Education Program (IEP), as appropriate, to reflect the student's participation in statewide assessments and recommended accommodations.

- On March 7, 2012, Marcella Franczkowski, Assistant State Superintendent, Division of Special Education/Early Intervention Services (DSE/EIS), held a teleconference with Local Directors of Special Education and shared the March 2, 2012 memo. In addition, Ms. Franczkowski shared next steps that MSDE would be taking to prepare for the transition of the 2% population of students currently eligible to take the Mod-MSA to participation in the regular MSA. Ms. Franczkowski also reviewed the following:

    1. The IEP teams must avoid an increase in students identified as eligible to participate in the Alternate Maryland School Assessment (Alt-MSA) as a result of the elimination of the Mod-MSA in grades 3 through 8. IEP teams must know the difference between the Mod-MSA and Alt-MSA; and the six eligibility criteria for students to participate in the Alt-MSA, which can be found in the Maryland Accommodations Manual and on the MSDE website.

2. Students will need to be prepared for the transition from accessing an online assessment to completing a paper and pencil assessment. Mod-MSA has only selected responses; MSA has selected responses, Brief Constructed Responses (BCRs), and Extended Constructed Responses (ECRs). There will be additional technical assistance to local school systems related to preparing students to take an assessment containing BCRs and ECRs.

April 2012

- Maryland's Online IEP form and format, effective July 1, 2012, will reflect, as appropriate, the removal of the current Mod-MSA language. The MSDE will provide resource materials for dissemination to appropriate staff by the end of April 2012.

- Currently developing a question and answer (Q & A) document (Attachment #2) addressing the elimination of the Mod-MSA. The document will be disseminated to local school systems, nonpublic schools, and parents by April 30, 2012 (Attachment 3 Draft information).

May 2012

- Each local school system appoints a Mod-MSA Facilitator to serve as a liaison between the MSDE and the local school system. The name of this facilitator will now change to Assessment Facilitator for Students with Disabilities. The Facilitators will continue monthly meetings with the MSDE and will continue to receive technical assistance and support in the transition of the 2% students from the Mod-MSA to the regular MSA. In addition, the Facilitators will continue to receive professional development on a variety of topics related to student participation in Maryland assessments. A meeting with the Facilitators will be scheduled in May 2012, for the purpose of discussing the transition and to provide technical assistance as requested to each local school system.

June 2012

- Maryland's Accommodations Manual (MAM) updates, effective June 2012, will reflect the removal of the current Mod-MSA language. The MSDE will release the new MAM and provide training to local school systems on June 8, 2012 and June 11, 2012. The nonpublic schools will be trained on June 18, and June 19, 2012.

APPENDIX II-4: ELIMINATION OF THE MODIFIED MARYLAND SCHOOL ASSESSMENT QUESTION AND ANSWER

ELIMINATION OF MODIFIED MARYLAND SCHOOL ASSESSMENT (DRAFT)

1. ***Has the administration of the Modified Maryland School Assessment (Mod-MSA) been eliminated?***
   MSDE Response: Yes. The last administration of the Mod-MSA in reading and mathematics for students enrolled in grades 3 through 8 was administered in March 2012.

2. ***Why is the Mod-MSA being eliminated?***
   MSDE Response: Since the Mod-MSA is not a requirement under the NCLB, the Governor's proposed budget does not include future funding for the Mod-MSA. During the 2014 -2015 school year, Maryland will be implementing the Partnership of Assessment for Readiness for College and Career (PARCC) assessment for all students. The Maryland State Department of Education (MSDE) is beginning the transition to these assessments to increase students' awareness of readiness and competency to participate in regular State assessments. In addition, the PARCC *assessments will focus on the rigor and skills required for the 21st century.*

3. ***What does PARCC stand for?***
   MSDE Response: PARCC stands for Partnership for Assessment of Readiness for College and Careers. The PARCC is a consortium of 24 states working together to develop a common set of K-12 assessments in English and mathematics. These new Kindergarten through grade 12 assessments, will foster a pathway to college and career readinesses by the end of high school, denotes students' progress toward this goal from grade 3 through grade 12, and provides teachers with timely information to adjust instruction, if required, and provide student support.

4. ***What are students' assessment options?***
   MSDE Response: The Maryland Assessment Program includes the Maryland School Assessment (MSA), the Alternate Maryland School Assessment (Alt-MSA), and the High School Assessment (HSA). In addition, the Modified High School Assessment (Mod-HSA) will continue to be an assessment instrument. The student's IEP Team, which includes the parent, will make the recommendation for each student's participation in the appropriate assessment measure based on the individual needs of the student.

5. ***Will each student continue to receive modified instruction, interventions and other instructional supports?***
   MSDE Response: Yes. A student will continue to receive modified instruction, research-based and/or evidenced-based interventions, and instructional supports as recommended and documented in his/her IEP. There is a continued expectation to ensure that each student receives all required supports to be successful in the classroom.

6. ***Will the new State assessment consider supports and modifications in the assessment?*** **MSDE Response:** PARCC is committed to providing all students with equitable access to high-quality, 21st century assessments, and attending to the unique assessment needs of students with disabilities and English learners (ELLs). From the initial design stages, PARCC will consider how its assessments will be accessible to all participating students, including students with disabilities and ELLs. Accessible assessments will allow all individuals taking the assessments to participate and engage in a meaningful and appropriate manner, with the goal of ensuring that results are valid for every student. The PARCC assessment system will increase access to all participating students by adhering to Universal Design for Learning principles and embedding supports from the initial stages of item development.

7. ***How will the elimination of the Mod-MSA for students enrolled in grades 3-8 affect students?***
   MSDE Response: The elimination of the Mod-MSA will not have an instructional or educational impact on students' educational progress. Each student with a disability will continue to receive the same quality instruction and supports during instruction and assessment as outlined in his/her IEP.

8. ***Will students be able to get the same accommodations on the regular MSA as they received on the Mod-MSA?***
   MSDE Response: Yes. The accommodation(s) identified by a student's IEP Team, which includes the parent, is/are documented in the student's IEP and must be provided for all State assessments.

9. ***Will the elimination of the Mod-MSA affect a student's graduation requirement?***
   MSDE Response: No. The elimination of the Mod-MSA will not affect a student's graduation requirement. A student with a disability will continue to take the regular assessment, with the provision of accommodations, as recommended by his or her IEP Team. In addition, the High School Assessments (HSA) and Modified High School Assessments (Mod-HSA) will continue to be administered. Once the PARCC assessments are implemented, students will continue to work toward pursuing a Maryland High School Diploma.

10. ***Is the Mod-MSA required by No Child Left Behind (NCLB)?***

MSDE Response: No. The Mod-MSA is not required by No Child Left Behind (NCLB). In 2009, Maryland elected to implement the Mod-MSA in reading and mathematics for grades 3 through 8, as an Annual Yearly Progress (AYP) flexibility option.

11. ***Will the elimination of the Mod-MSA have an impact on Adequate Yearly Progress (AYP)?***
MSDE Response: Adequate Yearly Progress is being discontinued beginning this school year (2011-2012) contingent upon Maryland's Elementary and Secondary Education Act (ESEA) Flexibility application being approved by the United States Department of Education (USED). The Mod-MSA will be removed in the 2012-2013 school year and adjusted Annual Measurable Objectives (AMOs) will be calculated that do not include the Mod-MSA for grades 3 through 8. 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. Participation will continue to be calculated and included with a 95% AMO for participation. The subgroup achievement in AMOs retained a number (n) size of 5 to maintain strong accountability for all students.

12. ***Since the Mod-MSA is eliminated, why is the Mod-HSA not being eliminated?***
MSDE Response: The Mod-HSA is an end-of-course assessment, which fulfills both the State graduation requirements and the NCLB. The Mod-HSA will continue to be offered until the implementation of the PARCC assessment which takes place in 2014-2015.

13. ***Does an IEP Team meeting need to be held for each student who was identified to participate in the Mod-MSA?***
MSDE Response: Yes. The IEP Team **must reconvene** for each student who was found eligible to participate in the Mod-MSA. Each IEP Team must reconvene to select another assessment option for each student. All local education agencies (LEAs), public agencies, and nonpublic schools must ensure the IEP team, for each student with a disability who currently participates in the Mod-MSA, meets to:

    1. Discuss the student's instructional programming and accommodation needs;
    2. Review previously recommended modified instruction, research-based and/or evidence-based interventions, instructional supports, and accommodations;
    3. Discuss and identify the student's participation in district and statewide assessments; and
    4. Revise the student's Individualized Education Plan (IEP), as appropriate,

to reflect the student's participation in statewide assessments and recommended accommodations

14. ***What is the timeline for IEP Teams to reconvene to reconsider the IEP Team's recommendation for each student who was identified as eligible to participate in Mod-MSA?***
MSDE Response: The timeline for IEP Teams to reconvene can be consistent with the student's annual IEP process timeline. However, the IEP team must reconvene prior to the beginning of the next State assessment administration window. All IEP Team recommended modifications must be documented in the student's IEP for instruction and assessment purposes.

15. **How do I prepare my students for the MSA that has Brief Constructive Responses (BCRs) and Extended Constructive Responses (ECRs) and longer questions that are on the MSA?**
MSDE Response: Preparation for the MSA should mirror preparation for any other assessment. The www.mdk12.org website provides teachers and parents with public release test items and answer keys. The public release items provide students with an opportunity to respond to similar test items that he or she will encounter during testing. In addition, students are able to become familiar with the format of the test as well as the directions they will receive from test examiners during testing. Teachers must continue to teach grade-level content standards, provide accommodations and supplementary aid and services during instruction to assist students to access grade level content and participate in rigorous instructional activities. **ADD THE RACE STRATEGY ADD MORE INFORMATION FROM MDK12 WEBSITE and FROM CONTENT STAFF**

16. **Are there professional development opportunities to improve best practices of accommodations to provide students with optimal testing experience?**
MSDE Response: Each local school system may provide professional develop opportunities to improve best practices for the use of accommodations. Educators should check with their local school system special education office to identify professional development opportunities that are available.

17. **Should local school systems that have developed modified benchmarks assessments continue to develop and administer them?**
MSDE Response: Local school systems should decide if any modified benchmark assessments should continue. In order for the student to be prepared for the MSA, and the upcoming PARCC assessment, teachers must teach grade-level content standards, aligned with the format of the assessment, with accommodations and supplementary aid and services. To ensure students are instructed and are familiar with the format of

the assessment, will assist them to successfully access grade level content standards, and participate in instructional activities and assessment.

18. **Who should I contact if I have questions about the elimination of the Mod-MSA?**
MSDE Response: If there are questions regarding the elimination of the Mod-MSA, you may contact your child's principal or the special education office in your local school system.

19. **What resources are available for teachers to learn more about the PARCC assessment, and timeline for the new assessments?**
MSDE Response: Teachers may learn more about the PARCC assessment on the PARCC website, www.parcconline.org . The website provides information about the PARCC assessment design for kindergarten through high school. As information becomes available about the PARCC assessments, it will be posted on the website to ensure that teachers, parents and students are kept updated throughout the process.

20. **Who can a parent contact if they have questions or concerns regarding the elimination of the Mod-MSA?**

MSDE Response: Parents, who have questions or concerns about their child's participate in the State assessment program, should first speak to their child's classroom teacher, school testing coordinator and, then your child's school principal. If you need further assistance, you can speak to your Modified Facilitator at the district level or the Local Accountability Coordinator (LAC). You can also contact MSDE directly and speak to the Program Manager for the Modified Assessment in the Division of Accountability and Assessment or the Modified Assessment Specialist for Alternate Assessments in the Division of Special Education/Early Intervention Services for any assistance with the State assessment programs.

APPENDIX II-5: DRAFT MARYLANDREPORTCARD.ORG

DRAFT

SITE HEADER

GLOBAL NAVIGATION

PAGE HEADER

DATA NAVIGATION - GRADES 3-8

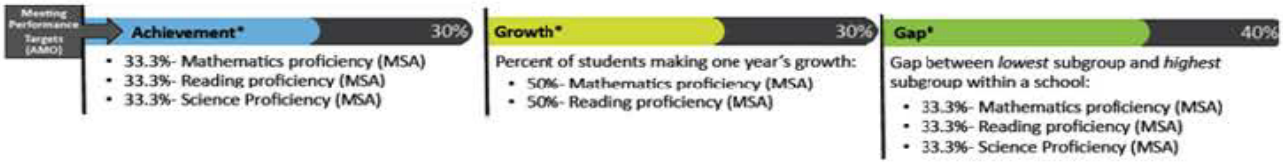
Overview | Achievement | Growth | Gap Reduction | Index | Strands

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.

(Animation with audio)
Tutorial: School Performance Index »
Includes:
- What Core Values is it based on.
- How is it calculated?
- What does it tell us about our kids and schools?

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 School Performance Index for each elementary / middle school is calculated by summing the weighted contribution from Achievement, Growth, and Gap Reduction.
The table below shows how each Core Value is weighted.



Your School Performance Index is .995 or 99.5%.

It is the sum of your weighted core values of Achievement .342 + Growth .334 + Gap Reduction .319.

ACHIEVEMENT*
Weighted Contribution: .342
Achievement is 30% of total SPI
See how your Achievement score was determined »

GROWTH*
Weighted Contribution: .334
Growth is 30% of total SPI
See how your Growth score was determined »

GAP REDUCTION*
Weighted Contribution: .319
Gap Reduction is 40% of total SPI
See how your Gap Reduction score was determined »

School Performance Index =	ACHIEVEMENT* (0.386+0.394+0.197) * 35%			+ GROWTH* (0.52+0.434) * 35%		+ GAP REDUCTION* (0.41+0.427+0.227) * 35%		
	Math	Reading	Science	Math	Reading	Math	Reading	Science
Weighted Proportion	0.386	0.394	0.197	0.386	0.394	0.386	0.394	0.197
Target	0.954	0.945	0.872	0.954	0.945	0.954	0.945	0.872
Weight-2	0.40	0.40	0.20	0.40	0.40	0.40	0.40	0.20
Proportional Measure	0.964	0.984	0.987	0.964	0.984	0.964	0.984	0.987
All Students Current Year	0.92	0.93	0.86	0.92	0.93	0.92	0.93	0.86
All Students Base Year	0.95	0.94	0.86	0.95	0.94	0.95	0.94	0.86

FOOTER - Purpose: MSDE branding, address, phone, additional web sites, global links, copyright data
Include: (Text) 200 West Baltimore Street, Baltimore, MD 21201-2595; Phone: 410.767.0600; Toll Free: 1.888.246.0016; www.MarylandPublicSchools.org; www.mdk12.org; Introduction, Feedback, Data Downloads & Archives, Definitions, Release 14.00; (Image) MSDE logo

DRAFT

SITE HEADER

GLOBAL NAVIGATION

PAGE HEADER

DATA NAVIGATION - GRADES 3-8

Overview | Achievement | Growth | Gap Reduction | Index | Strands

School Performance Strand

Your school is in Strand 1

with a School Performance Index of 99.5%

STRANDS	SCHOOL PERFORMANCE INDEX
Strand 1	80-100
Strand 2	60-79.9
Strand 3	40-59.9
Strand 4	20-39.9
Strand 5	00-19.9

(Animation with audio)
Tutorial: Strands »
- What are the 5 Strands?
- What do they tell us about Maryland Schools?

Tutorial on the standard-setting process »

For directing support and interventions to schools with similar conditions, the School Performance Index will be situated onto one of five strands with Strand 1 the highest-performing and Strand 5 the lowest.

Although schools will, as always, have very unique profiles, MSDE groups 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.

Characteristics of Strand 1:

View Characteristics of a l Strands »
Use text bottom of page 86 to top of page 90.

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SITE HEADER

GLOBAL NAVIGATION

PAGE HEADER

INTRO TEXT

ACCOUNTABILITY
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 annual measureable objectives (AMOs). The third is the development of the School Performance Index.

Graphs and Tables
NEW RELEASES
School Progress »
School Performance Index »
Priority, Focus, and Reward Schools »

UPCOMING RELEASES +

DEMOGRAPHICS
Maryland collects student demographic data that helps further clarify the populations served by the state's schools and local education authorities. Among the information collected are basic enrollment, attendance, student mobility, classifications of students receiving special services and school teacher qualifications.

Data Summary
Demographics Data Summary »

Graphs and Tables
NEW RELEASES
Enrollment »

Attendance Rate
Elementary » Middle » High »

Absentee Rate
Elementary » Middle » High »

Student Mobility
Elementary » Middle » High »

Students Receiving Special Services
Elementary » Middle » High »

Teacher Qualifications
State Certifications »
Highly Qualified Teachers »

Finances, Staffing, Year Length »

ASSESSMENTS
Maryland measures academic progress each year by administering the Maryland School Assessment, the Alternate Maryland School Assessment (for students with disabilities), and the Maryland High School Assessments. In addition students take other assessments such as the National Assessment of Educational Progress and College Readiness tests like AP and SAT.

Data Summary
Assessments Data Summary »

Graphs and Tables
NEW RELEASES
High School Assessment (HSA) »

Maryland School Assessment (MSA)
Graces 3-8 » High School »
Alternate MSA (ALT-MSA) »
Modified MSA (MOD-MSA) »
National Assessment of Educational Progress »

Maryland School Assessment (MSA)
Advanced Placement (PDF) »
SAT (PDF) »

GRADUATION

Data Summary
Graduation Data Summary »

Graphs and Tables
Graduation Rate »
Dropout Rate »
Promotion Rate »
Grace 12 Documented Decisions »
High School Program Completion »

WHAT'S CHANGED
Why are there no race trends? »

How have the data suppression rules changed? »

What are the MD Common Core Curriculum Frameworks? »

SUPPORT RESOURCES
Tutorials
Grad Rate Tutorial »

Comparisons »
How did our schools perform by specified population? »

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SITE HEADER

GLOBAL NAVIGATION

PAGE HEADER

DATA NAVIGATION - GRADES 3-8

Overview | Achievement | Growth | Gap Reduction | Index | Strands

MARYLAND'S ACCOUNTABILITY PLAN

VIDEO

School Performance Index: A New Accountability Tool

This Video Includes:

What Core Values does the SPI measure?

How does the SPI fit into Maryland's Accountability Program?

How can the SPI be used?

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 is based on the best accountability tools available to Maryland and now encompasses a broader palate of indicators of school progress. It 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 measureable objectives (AMOs)." The third is the development of the School Performance Index.

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. 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. 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. 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.

CORE VALUES

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

Achievement

Applies to: 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.

View Your Achievement Results »

Tutorial: Calculating Your Achievement Results ▶

Growth or Annual Individual Student Performance Growth

Applies to elementary and middle 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.

View Your Growth Results »

Tutorial: Calculating Your Growth Results ▶

Gap Reduction

Applies to: elementary, middle, and high school
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.

View Your Gap Reduction Results »

Tutorial: Calculating Your Gap Reduction Results ▶

College- and Career-Readiness

Applies to: high schools
This Value 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).

View Your College and Career Readiness Results »

Tutorial: Calculating Your College and Career Readiness Results ▶

RELATED GRAPHS

Student Progress on AMOs »

SUPPORT RESOURCES

How were Standards set? »

Maryland ESEA Flexibility »

Tutorials:

Understanding Maryland's Accountability Program »

Core Values: Achievement »

Core Values: Growth »

Core Values: Gap Reduction »

Core Values: College Readiness »

School Performance Index »

Strands »

School Improvement Tools

SPI Calculator »

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SITE HEADER

GLOBAL NAVIGATION

PAGE HEADER

Overview | Achievement | Growth | Gap | Index | Strands

Core Value: Achievement

Achievement is a core value because Tincidunt ut laoreet dolore magna aliquam erat volutpat ut wisi enim ad minim veniam. Ea commodo consequat duis autem vel eum iriure dolor in hendrerit in vulputate. Decima et quinta decima eodem modo typi qui nunc nobis. Claram anteposuerit litterarum formas humanitatis per seacula quarta videntur parum clari fiant sollemnes in. Et accumsan et iusto odio dignissim qui blandit praesent luptatum zzril. Lorem ipsum dolor sit amet consectetuer adipiscing elit sed diam nonummy.

(Animation with audio)
Tutorial: Core Value: Achievement »
Includes:
- Why is it a Core Value?
- What does it tell us about our kids and schools?
- How is it calculated?

Your achievement results make up 35% of your School Performance Index.

Your School Performance Index is 1.036 of which .422 is your achievement score.

Your school's achievement data was based on your school's MSA, Alt-MSA, and Mod-MSA.

Your results on these assessments can be found in the assessment section under the assessments headers.

Supporting data: MSA data, Alt-MSA data, MOD-MSA data, and School and Subgroup Targets.

Achievement is based on the percentage of all students scoring proficient or advanced in Math, Reading, and Science for your school.

Weighted Contribution 0.422

ASSESSMENTS

	Math	Reading	Science
Weighted Proportion	0.467	0.501	0.237
Target	0.771	0.679	0.633
Weight-2	0.4	0.4	0.2
Proportional Measure	1.168	1.252	1.184
All Students Current Year	0.9	0.85	0.75
All Students Base Year	0.75	0.65	0.6

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 formula for target is:
All Students Base Yr + (((1-((1-All Students Base Yr / 2)) - All Students Base Yr) / 6

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APPENDIX II- 6: FULL RANKING OF REWARD SCHOOLS

2011 High Progress Title I Schools (8)

lea	school	nces_number	school_name	ayp_2007	ayp_2011	rd_ma_prof	rd_ma_gap	% Poverty	Symbol
30	0329	240009001528	Inner Harbor East Academy	Not Met	Not Met	69.9	24.8		B
30	0323	240009001291	The Crossroads School	Met	Not Met	76.2	24.1		B
30	0160	240009000167	Dr. Carter Godwin Woodson Prek Thr	Not Met	Not Met	66	21.8		B
16	1828	240051001183	Robert R. Gray Elementary	Not Met	Met	82.8	20.5		B
03	1513	240012000482	Sussex Elementary	Met	Met	90.1	19.6		B
30	0031	240009000178	Coldstream Park Elementary	Not Met	Not Met	70.4	18.9		B
30	0225	240009000331	Westport Academy	Not Met	Not Met	70.8	18.1		B
30	0034	240009000153	Charles Carroll Barrister Elementary	Not Met	Not Met	72.8	18		B

High Progress Title I Schools-B

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, Incresed gap closure by 18% points or more

2011 High Progress Title I Schools

lea	school	nces_number	school_name	ayp_2007	ayp_2011	rd_ma_prof	rd_ma_gap	% Poverty
16	0647	240051001013	Concord Elementary	Met	Met	92.4	35.5	70.6
03	0112	240012002945	Dogwood Elementary	Met	Met	93.3	26.2	69
30	0329	240009001528	Inner Harbor East Academy	Not Met	Not Met	69.9	24.8	
30	0323	240009001291	The Crossroads School	Met	Not Met	76.2	24.1	
30	0160	240009000167	Dr. Carter Godwin Woodson Prek Thr	Not Met	Not Met	66	21.8	
23	0102	240072001328	Pocomoke Elementary	Met	Met	98.7	21.7	64.9
16	2016	240051001142	Robert Frost Elementary	Met	Met	94	21.3	74.7
16	1828	240051001183	Robert R. Gray Elementary	Not Met	Met	82.8	20.5	
16	1712	240051001093	Lewisdale Elementary	Met	Met	86	20.4	87.8
16	1802	240051001155	Seat Pleasant Elementary	Met	Met	91.8	19.8	81.5
03	1513	240012000482	Sussex Elementary	Met	Met	90.1	19.6	
30	0031	240009000178	Coldstream Park Elementary	Not Met	Not Met	70.4	18.9	
30	0150	240009000158	Mary Ann Winterling Elementary At B	Met	Met	87.7	18.2	97.6
30	0225	240009000331	Westport Academy	Not Met	Not Met	70.8	18.1	
16	1714	240051000965	Adelphi Elementary	Met	Met	83.8	18	81.4
30	0034	240009000153	Charles Carroll Barrister Elementary	Not Met	Not Met	72.8	18	

High Progress Title I Schools

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, Incresed gap closure by 18% points or more

All HIGH_PROGRESS

lea	school	nces_numbe	school_name	ayp_2007	ayp_2011	rd_ma_pro	rd_ma_gap	% Poverty
16	0647	2400510010	Concord Elementary	Met	Met	92.4	35.5	70.6
03	0112	2400120029	Dogwood Elementary	Met	Met	93.3	26.2	69
30	0329	2400090015	Inner Harbor East Academy	Not Met	Not Met	69.9	24.8	
30	0323	2400090012	The Crossroads School	Met	Not Met	76.2	24.1	
30	0160	2400090001	Dr. Carter Godwin Woodson Prek Th	Not Met	Not Met	66	21.8	
23	0102	2400720013	Pocomoke Elementary	Met	Met	98.7	21.7	64.9
16	2016	2400510011	Robert Frost Elementary	Met	Met	94	21.3	74.7
16	1828	2400510011	Robert R. Gray Elementary	Not Met	Met	82.8	20.5	
16	1712	2400510010	Lewisdale Elementary	Met	Met	86	20.4	87.8
16	1802	2400510011	Seat Pleasant Elementary	Met	Met	91.8	19.8	81.5
03	1513	2400120004	Sussex Elementary	Met	Met	90.1	19.6	
30	0031	2400090001	Coldstream Park Elementary	Not Met	Not Met	70.4	18.9	
30	0150	2400090001	Mary Ann Winterling Elementary At B	Met	Met	87.7	18.2	97.6
30	0225	2400090003	Westport Academy	Not Met	Not Met	70.8	18.1	
16	1714	2400510009	Adelphi Elementary	Met	Met	83.8	18	81.4
30	0034	2400090001	Charles Carroll Barrister Elementary	Not Met	Not Met	72.8	18	
23	0901	2400720013	Buckingham Elementary	Met	Met	97.5	13.9	60.4
01	2901	2400030013	Cash Valley Elementary	Met	Met	95	13.1	56.5
01	0301	2400030000	Flintstone Elementary	Met	Met	93.1	12.9	52.7
03	0210	2400120004	Powhatan Elementary	Met	Met	80	12.8	67.9
19	0105	2400570013	Greenwood Elementary School	Met	Met	89.7	12.4	
22	0909	2400690 013	West Salisbury Elementary	Met	Met	82.3	12.2	77.2
10	2403	2400330006	Waverley Elementary	Met	Met	86.5	11.3	
03	1205	2400120003	Berkshire Elementary	Met	Met	96.6	11	70
16	1309	2400510007	William Paca Elementary	Met	Not Met	79.5	11	
23	0205	2400720013	Snow Hill Elementary	Met	Met	98.5	11	56
11	1408	2400360006	Crellin Elementary	Met	Met	98.8	9.8	86.9
30	0214	2400090014	Guilford Elementary/Middle	Not Met	Not Met	59	4.6	
30	0134	2400090003	Walter P. Carter Elementary	Not Met	Not Met	64.1	4.3	
03	0113	2400120003	Chadwick Elementary	Met	Met	97.8	4	75.1

2011 Highest-Performing Title I Reward Schools (22)

lea	school	nces_numb	school_name	ayp_2010	ayp_2011	rd_ma_prof	% Poverty	Recognition	Symbol
11	1408	240036000	Crellin Elementary	Met	Met	98.8	86.9	Distinguished	A*
23	0102	240072001	Pocomoke Elementary	Met	Met	98.7	64.9	Surperlative	A**
23	0205	240072001	Snow Hill Elementary	Met	Met	98.5	56	Distinguished	A*
03	0113	240012000	Chadwick Elementary	Met	Met	97.8	75.1	Distinguished	A*
23	0901	240072001	Buckingham Elementary	Met	Met	97.5	60.4	Distinguished	A*
03	1205	240012000	Berkshire Elementary	Met	Met	96.6	70	Distinguished	A*
01	2901	240003001	Cash Valley Elementary	Met	Met	95	56.5	Distinguished	A*
16	2016	240051001	Robert Frost Elementary	Met	Met	94	74.7	Surperlative	A**
03	0112	240012002	Dogwood Elementary	Met	Met	93.3	69	Surperlative	A**
01	0301	240003000	Flintstone Elementary	Met	Met	93.1	52.7	Distinguished	A*
02	1162	240006000	Marley Elementary	Met	Met	92.4	65.2	High Performing	A
16	0647	240051001	Concord Elementary	Met	Met	92.4	70.6	Surperlative	A**
30	0262	240009001	Empowerment Academy	Met	Met	92.3	76.1	High Performing	A
16	1802	240051001	Seat Pleasant Elementary	Met	Met	91.8	81.5	Surperlative	A**
19	0105	240057001	Greenwood Elementary School	Met	Met	89.7	74.6	Distinguished	A*
03	0216	240012000	Deer Park Elementary	Met	Met	88.9	59.9	High Performing	A
30	0150	240009000	Mary Ann Winterling Elementary At Bentalou	Met	Met	87.7	97.6	Surperlative	A**
16	1712	240051001	Lewisdale Elementary	Met	Met	86	87.8	Surperlative	A**
03	0202	240012000	Randallstown Elementary	Met	Met	85.8	66.1	High Performing	A
16	1714	240051000	Adelphi Elementary	Met	Met	83.8	81.4	Surperlative	A**
22	0909	2400690 0	West Salisbury Elementary	Met	Met	82.3	77.2	Distinguished	A*
03	0210	240012000	Powhatan Elementary	Met	Met	80	67.9	Distinguished	A*

Highest Performing Title I Reward Schools- A (4)

1. Title I School making AYP or AMOs foe 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 foe 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 foe 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.
6. Have a FARMs rate of 50% or higher.

APPENDIX II- 7: FULL RANKING OF PRIORITY SCHOOLS

Rank Ordered Title I Schools SY 2010-2011

	District	LEA	SCHLID	SCHOOL_NAME	SCHOOL_TYPE_TITLE	NCES_NUMBER	AYP_STATUS_TITLE	SH_FLAG	IMP	FARMS_PCT	RANK_2009	RANK_2010	RANK_2011	OVERALL_RANK_Weighted	Priority Schools	Tier
1	Balt. City	30	0344	Baltimore Rising Star Academy	Middle	240009001664	Not Met		Y2	103	-104.2	-132.1	-120.7	-119.1	ESEA Priority	
2	Balt. City	30	0367	Baltimore Community High School	Public Charter School	240009001679	Not Met		Y1	75.6		-110.1	-94.8	-101.6	No Trend Data	
3	Balt. City	30	0130	Booker T. Washington Middle	Middle	240009000160	Not Met		NI	98.8	-81.5	-106.1	-98.3	-95.5	2009 SIG	–
4	Balt. City	30	0378	Baltimore IT Academy	Alter Educ	240009000174	Not Met		NI	87.4			-93.2	-93.2	2009 SIG	–
5	Balt. City	30	0263	William C. March Middle School	Middle	240009001568	Not Met		NI	93	-64.4	-78.4	-103	-83.6	2009 SIG	–
6	Balt. City	30	0042	Garrison Middle	Middle	240009000228	Not Met		NI	93	-60.9	-81	-102.2	-83	2009 SIG	–
7	Balt. City	30	0423	Baltimore Freedom Academy	Public Charter School	240009001560	Not Met		Y2	79.7	-56.1	-62.4	-92.2	-71.9	ESEA Priority	
8	Balt. City	30	0075	Calverton Elementary/Middle	Combined	240009000164	Not Met		NI	96.2	-62.8	-54.9	-84.1	-68.6	2009 SIG	–
9	Balt. City	30	0159	Cherry Hill Elementary/Middle	Combined	240009000171	Not Met		EX	96.8	-53.4	-64.2	-80.6	-67.2	2010 SIG	–
10	Balt. City	30	0163	Patapsco Elementary/Middle	Combined	240009000296	Not Met		RI	101	-27.4	-54.2	-103.1	-64.8	ESEA Priority	
11	Balt. City	30	0343	Baltimore Civitas	Combined	240009001666	Not Met		Y2	83.9	-56.8	-55.1	-75.3	-63.4	ESEA Priority	
12	Balt. City	30	0027	Commodore John Rogers Elementary	Combined	240009000180	Not Met		NI	97.3	-61.4	-67.6	-55	-60.8	2009 SIG	=
13	Prince Georg e's	16	0645	Andrew Jackson Academy	Combined	240051001683	Not Met		Y1	81.9		-58	-58.2	-58.1	No Trend Data	
14	Balt. City	30	0004	Steuart Hill Academic Academy	Combined	240009000319	Not Met		RI	101	-35.9	-45.5	-72.9	-53.1	ESEA Priority	
15	Prince Georg e's	16	0651	Thomas Claggett Elementary	Elementary	240051001173	Not Met		RI	82.4	-51.3	-47	-58.7	-52.8		
16	Balt. City	30	0341	The Reach Partnership School	Combined	240009001663	Not Met		Y1	86.9	-22.7	-47	-77.4	-51.2		
17	Balt. City	30	0364	Bluford Drew Jemison Stem Academy West	Public Charter School	240009001675	Not Met		NI	85.6		-14.5	-77.3	-49.4		
18	Balt.	30	0107	Gilmor Elementary	Elementary	2400090	Not Met		RI	91	-16.8	-32.9	-80.9	-46.4		

	City					00221										
19	Prince Georg e's	16	1718	Nicholas Orem Middle	Middle	2400510 01112	Not Met		RI	79.8	-31.9	-48.6	-56	-46.3		
20	Balt. City	30	0097	Collington Square Elementary	Public Charter School	2400090 00179	Not Met		RI	98.4	-19	-46.6	-67.3	-46.1		
21	Prince Georg e's	16	0613	District Heights Elementary	Elementary	2400510 01019	Not Met		Y 2	73.2	-14	-44.8	-72.3	-45.9		
22	Balt. City	30	0145	Alexander Hamilton Elementary	Elementary	2400090 00145	Not Met		Y 1	100	-12.6	-42.9	-74.7	-45.8		
23	Prince Georg e's	16	1908	William Wirt Middle	Middle	2400510 01186	Not Met		RI	85.4	-32.2	-49.5	-53.2	-45.6		
24	Balt. City	30	0105	Moravia Park	Combined	2400090 00282	Not Met		RI	93.5	-27.2	-47.1	-58.5	-45.4		
25	Balt. City	30	0342	Kasa (Knowledge And Success Academy)	Combined	2400090 01665	Not Met		Y 1	83.3	-34	-16.4	-75.8	-44.7		
26	Balt. City	30	0089	Rognel Heights Elementary/Middle	Combined	2400090 00305	Not Met		C A	96.5	-31	-36.2	-62.3	-44.6		
27	Balt. City	30	0325	Connexions Community Leadership Academy	Public Charter School	2400090 01302	Not Met		RI	81.7	-31.7	-39.7	-55.2	-43.2		
28	Balt. City	30	0037	Harford Heights Elementary	Elementary	2400090 01153	Not Met		RI	97.6	-28.9	-42.5	-50.4	-41.4		
29	Balt. City	30	0334	Bluford Drew Jemison Mst Academy Middle	Public Charter School	2400090 01633	Not Met		Y 2	83	-13.7	-29.5	-69.8	-40.1		
30	Balt. City	30	0260	Frederick Elementary	Elementary	2400090 01430	Not Met		R P	97.3	-43.7	-34.5	-39.7	-39.3		
31	Balti more Co.	03	0923	White Oak School	Spec Educ	2400120 01435	Not Met		R P	79	-36.1	-23.1	-52.2	-38.3		
32	Balt. City	30	0025	Dr. Rayner Browne Elementary	Combined	2400090 00189	Not Met		C A	99.6	-38.7	-11	-56.6	-37.1		
33	Balt. City	30	0028	William Pinderhughes Elementary	Combined	2400090 00335	Not Met		RI	94	23.5	-51.8	-72.3	-36.5		
34	Balt. City	30	0049	Northeast Middle	Middle	2400090 00289	Not Met		RI	96	-26.4	-29.4	-50.1	-36.4		
35	Balt. City	30	0087	Windsor Hills Elementary	Combined	2400090 00337	Not Met		Y 2	92.4	-14.2	-39.3	-48.7	-35.2		
36	Balt. City	30	0122	The Historic Samuel Coleridge-Taylor Elementary	Elementary	2400090 00309	Not Met		RI	99.5	-15.6	-28.4	-54.7	-34.6		

37	Balt. City	30	0073	Sarah M. Roach Elementary	Elementary	240009000312	Not Met		RP	97.1	-21.9	-35.4	-43.9	-34.5		
38	Balt. City	30	0035	Harlem Park Elementary	Combined	240009000239	Not Met		RP	95.5	-23.9	-27	-48.6	-34.4		
39	Prince Georg e's	16	2011	Charles Carroll Middle	Middle	240051001004	Not Met		RI	77.2	-33.5	-29.9	-36.8	-33.7		
40	Balt. City	30	0339	Friendship Academy Of Engineering And Technology	Combined	240009001659	Not Met		Y2	77.7	-10.6	-19.7	-61.5	-33		
41	Balt. City	30	0029	Matthew A. Henson Elementary	Elementary	240009000278	Not Met		Y2	96.8	-12.7	-20.7	-53.6	-30.9		
42	Balt. City	30	0322	New Song Academy	Combined	240009000884	Not Met		CA	95	-15.4	-29.7	-43.8	-30.7		
43	Prince Georg e's	16	0607	Hillcrest Heights Elementary	Elementary	240051001060	Not Met		RI	71.3	-26.7	-40.1	-25	-30.2		
44	Balt. City	30	0011	Eutaw-Marshburn Elementary	Elementary	240009000196	Not Met		Y1	97.2	-12.4	-29.9	-44.8	-30.2		
45	Balt. City	30	0098	Samuel F. B. Morse Elementary	Elementary	240009000310	Not Met		RI	98.6	-18.4	-22.7	-44.2	-29.6		
46	Balt. City	30	0368	East Baltimore Community School	Elementary	240009001670	Not Met		Y1	87.9		-37.4	-22.6	-29.2		
47	Prince Georg e's	16	1830	William W. Hall Academy	Combined	240051001462	Not Met		Y1	79.4	-1.4	-19.3	-58.4	-28.8		
48	Balt. City	30	0223	Pimlico Elementary	Combined	240009000299	Not Met		RP	97.8	-6.9	-34.8	-40.1	-28.3		
49	Balt. City	30	0246	Beechfield Elementary	Combined	240009000155	Not Met		RI	95.2	-22.7	-22.1	-37.7	-28.3		
50	Balt. City	30	0235	Glenmount Elementary/Middle	Combined	240009000222	Not Met		RI	87.1	-11.7	-23.8	-43.9	-27.8		
51	Balt. City	30	0058	Dr. Nathan A. Pitts Ashburton Elementary/Middle	Combined	240009000149	Not Met		RI	88.7	-25.4	-25	-31.5	-27.6		
52	Balt. City	30	0254	Dr. Martin Luther King, Jr. Elementary	Combined	240009000188	Not Met		RP	98.6	-14.8	2.8	-61.8	-27.5		
53	Balt. City	30	0008	City Springs Elementary	Public Charter School	240009000175	Not Met		RI	98.2	-32	-24.2	-26.3	-27.4		
54	Balt. City	30	0328	Southwest Baltimore Charter School	Public Charter School	240009001527	Not Met		Y1	84.8	9.3	-6.9	-72.3	-27.1		
55	Balt. City	30	0331	Md Academy Of Technology And Health	Public Charter	240009001538	Not Met		CA	73.7	-36.5	-14.1	-29.8	-27		

				Sciences	School											
56	Balt. City	30	0338	Friendship Academy Of Math, Science And Technology	Combined	2400090 01654	Not Met		Y 2	80.7	-9	-19.5	-47.1	-26.9		
57	Balt. City	30	0214	Guilford Elementary/Middle	Combined	2400090 01428	Not Met		Y 1	96	-2.9	-19.1	-49.4	-25.8		
58	Dorch ester	09	0711	Maple Elementary School	Elementary	2400300 00617	Not Met		C A	82.1	-30.9	-24.3	-22.3	-25.6		
59	Prince Georg e's	16	0606	Bradbury Heights Elementary	Elementary	2400510 00991	Not Met		Y 1	74.6	-7.3	-22.6	-42.7	-25.6		
60	Balt. City	30	0346	City Neighbors Hamilton	Public Charter School	2400090 01680	Not Met		Y 1	50.9		-11.8	-35.9	-25.2		
61	Prince Georg e's	16	1706	Thomas S. Stone Elementary	Elementary	2400510 01176	Not Met		R P	89.3	-27.4	-16.4	-29.9	-25		
62	Balt. City	30	0237	Highlandtown Elementary #0237	Combined	2400090 00244	Not Met		Y 2	97	-1.8	-21.8	-45.6	-24.8		
63	Balt. City	30	0212	Garrett Heights Elementary	Combined	2400090 00213	Not Met		Y 2	84.6	-11.9	-19.7	-38.6	-24.6		
64	Balt. City	30	0125	Furman L. Templeton Elementary	Elementary	2400090 00211	Not Met		RI	96.7	-27.8	-12.1	-31	-24.2		
65	Prince Georg e's	16	1710	Ridgecrest Elementary	Elementary	2400510 01138	Not Met		RI	87.8	-26.5	-18.5	-26.6	-24.1		
66	Speci al LEA	32	1000	The Seed School Of Maryland	Middle	2400027 01669	Not Met		Y 1	69.2	-9.3	-27.3	-33.4	-24.1		
67	Prince Georg e's	16	2108	Buck Lodge Middle	Middle	2400510 00993	Not Met		RI	83.7	-13.6	-23.7	-32	-23.8		
68	Balt. City	30	0207	Curtis Bay Elementary	Combined	2400090 00183	Not Met		C A	90.4	-6.3	-31.1	-31.9	-23.8		
69	Balt. City	30	0201	Dickey Hill Elementary/Middle	Combined	2400090 00186	Not Met		Y 2	93.2	-8.2	-17	-41.4	-23.7		
70	Balt. City	30	0349	Naca Freedom And Democracy Academy II	Public Charter School	2400090 01678	Not Met		NI	73.7		-8.6	-35.6	-23.6		
71	Balti more Co.	03	1308	Riverview Elementary	Elementary	2400120 00464	Not Met		C A	92.3	-23.3	-27.1	-20.6	-23.4		
72	Balt. City	30	0053	Margaret Brent Elementary	Combined	2400090 00276	Not Met		Y 1	94.4	-0.2	-8.8	-52.1	-22.8		
73	Balt. City	30	0210	Hazelwood Elementary/Middle	Combined	2400090 00241	Not Met		RI	83.2	-7.6	-26.8	-31.4	-22.7		

74	Prince Georg e's	16	0661	Suitland Elementary	Elementary	2400510 01453	Not Met		Y 2	71.7	-9.2	-22.3	-33.2	-22.5		
75	Prince Georg e's	16	1711	Carole Highlands Elementary	Elementary	2400510 00999	Not Met		Y 2	79.7	-17.4	-21.4	-27.1	-22.4		
76	Balt. City	30	0012	Lakeland Elementary/Middle	Combined	2400090 00264	Not Met		R P	92.2	-26.8	-4.7	-32.3	-22.1		
77	Prince Georg e's	16	0648	Samuel P. Massie Academy	Combined	2400510 01555	Not Met		Y 1	72.3	-24.8	-13.4	-26.5	-21.9		
78	Balt. City	30	0062	Edgecombe Circle Elementary	Combined	2400090 00192	Not Met		Y 1	95	3.9	-15.8	-47.4	-21.9		
79	Prince Georg e's	16	2113	Springhill Lake Elementary	Elementary	2400510 01160	Not Met		Y 2	79.7	-16.2	-23.1	-23.6	-21.2		
80	Prince Georg e's	16	0633	Overlook Elementary	Elementary	2400510 01119	Not Met		Y 2	77.4	-28.1	-14.4	-20.4	-20.9		
81	Balt. City	30	0234	Arlington Elementary	Combined	2400090 00146	Not Met		Y 2	89.9	-2.9	-14	-40.7	-20.9		
82	Prince Georg e's	16	1302	Columbia Park Elementary	Elementary	2400510 01012	Not Met		Y 1	76.8	-7.5	-24.1	-28	-20.5		
83	Balt. City	30	0081	North Bend Elementary	Combined	2400090 00602	Not Met		R P	88	-7.1	-15.4	-32.1	-19.3		
84	Balt. City	30	0217	Belmont Elementary	Elementary	2400090 00156	Not Met		RI	93.4	-7.5	-13.5	-33.1	-19.2		
85	Balt. City	30	0015	Stadium School	Middle	2400090 00571	Not Met		R P	85.5	8.1	-28.2	-33.6	-19.1		
86	Prince Georg e's	16	0210	Rogers Heights Elementary	Elementary	2400510 01146	Not Met		Y 2	85	-13.5	-19.5	-23.1	-19		
87	Balt. City	30	0206	Furley Elementary	Elementary	2400090 00210	Not Met		R P	93.9	13	-31	-35.1	-19		
88	Balt. City	30	0051	Waverly Elementary	Combined	2400090 00329	Not Met		RI	88.5	-12.9	-20.8	-21.8	-18.8		
89	Balt. City	30	0085	Fort Worthington Elementary	Elementary	2400090 00204	Not Met		NI	97.2	16.7	2.2	-63.9	-18.8		
90	Balt. City	30	0226	Violetville Elementary/Middle	Combined	2400090 00326	Not Met		C A	76.6	2.2	-13.2	-40.2	-18.8		
91	Balt. City	30	0204	Mary E. Rodman Elementary	Elementary	2400090 00277	Not Met		RI	93.3	6.4	-14.2	-41.8	-18.5		
92	Balt. City	30	0329	Inner Harbor East Academy	Public Charter	2400090 01528	Not Met		Y 1	88.2	-7.1	-18.5	-27.5	-18.5		

					School											
93	Balt. City	30	0215	Highlandtown Elementary #215	Combined	240009000243	Not Met		RI	95.3	-13.6	-2.8	-34.3	-18.2		
94	Balt. City	30	0224	Grove Park Elementary	Combined	240009000226	Not Met		Y 1	87.2	8.9	-16.1	-41.6	-18.2		
95	Baltimore Co.	03	0209	Hebbville Elementary	Elementary	240012000402	Not Met		Y 2	64.8	-9.9	-11.7	-27.2	-17.1		
96	Balt. City	30	0248	Sinclair Lane Elementary	Elementary	240009000313	Not Met		Y 1	94.2	22.9	-28.6	-39.4	-16.9		
97	Balt. City	30	0067	Edgewood Elementary	Elementary	240009000193	Not Met		NI	96.7	-4.2	-6.1	-34.1	-16.3		
98	Balt. City	30	0225	Westport Academy	Combined	240009000331	Not Met		RI	101	-17.7	-2.8	-25.7	-16.2		
99	Dorchester	09	1503	Hurlock Elementary School	Elementary	240030000614	Not Met		Y 2	69.8	-9.4	-21.1	-17.4	-16.1		
100	Balt. City	30	0124	Bay-Brook Elementary	Combined	240009000154	Not Met		NI	95.4	3.1	10.9	-52.4	-15.8		
101	Balt. City	30	0219	Yorkwood Elementary	Elementary	240009000340	Not Met		Y 1	87.2	3	-17.1	-29.7	-15.8		
102	Prince Georg e's	16	1333	Judge Sylvania W. Woods Sr. Elementary	Elementary	240051001137	Not Met		RI	75.1	-23.5	-12.8	-11.9	-15.7		
103	Prince Georg e's	16	0213	Cooper Lane Elementary	Elementary	240051001014	Not Met		NI	80.3	-22.2	-6.2	-17.2	-15.4		
104	Balt. City	30	0205	Woodhome Elementary/Middle	Combined	240009000339	Not Met		Y 1	73.7	14.8	-9.5	-43.2	-15		
105	Balt. City	30	0241	Fallstaff Elementary	Combined	240009000199	Not Met		Y 1	85.8	2.7	-13.9	-30	-15		
106	Prince Georg e's	16	1811	Carmody Hills Elementary	Elementary	240051000998	Met		C A	75.6	-12.6	-20.1	-11.4	-14.4		
107	Prince Georg e's	16	1411	Gaywood Elementary	Elementary	240051001041	Not Met		RI	77.9	-13.8	-9.1	-18.6	-14.2		
108	Balt. City	30	0231	Brehms Lane Elementary	Elementary	240009000161	Not Met		Y 1	92.2	1.8	-10.6	-29.7	-14.1		
109	Balt. City	30	0050	Abbottston Elementary	Elementary	240009000143	Not Met		Y 1	91.5	44.8	-28.9	-49	-14		
110	Frederick	10	2302	Hillcrest Elementary	Elementary	240033090473	Not Met		Y 1	87.5	5.3	-21	-23.6	-13.9		
111	Balt. City	30	0013	Tench Tilghman Elementary	Combined	240009000320	Not Met		RI	93.4	-20.5	6.1	-24.6	-13.9		

112	Baltimore Co.	03	0303	Bedford Elementary	Elementary	240012000348	Not Met		NI	65.3	-22.5	-9.6	-10.1	-13.8		
113	Baltimore Co.	03	0204	Featherbed Lane Elementary	Elementary	240012000385	Not Met		Y 1	66.6	-4	-16.9	-18.1	-13.4		
114	Prince Georg e's	16	0636	William Beanes Elementary	Elementary	240051001184	Not Met		Y 2	72.2	-7.8	-14.7	-16.4	-13.2		
115	Balt. City	30	0088	Lyndhurst Elementary	Elementary	240009000273	Not Met		Y 1	96.4	8.2	-4.1	-37.6	-13.2		
116	Balt. City	30	0039	Dallas F. Nicholas Sr. Elementary	Elementary	240009000184	Not Met		NI	96.2	-0.7	-3.9	-29	-12.6		
117	Balt. City	30	0229	Holabird Elementary	Combined	240009000247	Not Met		Y 1	95	29.1	-12.8	-45.8	-12.6		
118	Prince Georg e's	16	1009	Oaklands Elementary	Elementary	240051001117	Not Met		NI	72.2	-1.9	-4	-27.3	-12.3		
119	Prince Georg e's	16	1731	Rosa L. Parks Elementary	Elementary	240051001573	Not Met		Y 2	83.1	-8.8	-10.5	-16.5	-12.3		
120	Prince Georg e's	16	1601	Hyattsville Elementary	Elementary	240051001064	Not Met		NI	76.4	-5.6	-1.1	-26.4	-12.2		
121	Prince Georg e's	16	1808	Doswell E. Brooks Elementary	Elementary	240051001021	Not Met		Y 1	70.3	6.8	-15.2	-24.9	-12.2		
122	Balt. City	30	0142	Robert W. Coleman Elementary	Elementary	240009000303	Not Met		NI	96	5.1	1.4	-37	-12.2		
123	Balt. City	30	0005	Langston Hughes Elementary	Elementary	240009000266	Not Met		Y 1	96.4	30.2	-3.1	-53.1	-12.1		
124	Balt. City	30	0335	Baltimore International Academy	Public Charter School	240009001631	Met	Y	NI	52.4	-8.9	-11.6	-15.1	-12.1		
125	Balt. City	30	0160	Dr. Carter Godwin Woodson Prek Through 8	Combined	240009000167	Not Met		NI	98.3	-3.9	9	-35.4	-12		
126	Harford	12	0115	Edgewood Elementary	Elementary	240039000688	Not Met		NI	63.7	-14.9	-5	-15	-11.9		
127	Wicomico	22	1306	Prince Street School	Elementary	240069001314	Not Met		Y 1	81.2	4.3	-20.9	-17.6	-11.9		
128	Balt. City	30	0045	Federal Hill Preparatory School	Combined	240009000201	Not Met		NI	64.6	6.9	7.3	-42.3	-11.9		
129	Dorchester	09	0716	Choptank Elementary School	Elementary	240030000841	Not Met		NI	87.6	3.8	-9.6	-26.1	-11.8		
130	Balt.	30	0232	Thomas Jefferson	Combined	2400090	Not Met		Y	76.4	6.3	-20.1	-19.7	-11.8		

	City			Elementary		00322			1							
131	Baltimore Co.	03	1307	Baltimore Highlands Elementary	Elementary	2400120 00344	Not Met		Y 1	82.5	-5	-9.6	-18.3	-11.5		
132	Balt. City	30	0164	Arundel Elementary/Middle	Combined	2400090 00148	Not Met		NI	97.6	-1.5	-1.1	-27.3	-11.3		
133	Harford	12	0131	Magnolia Elementary	Elementary	2400390 00706	Not Met		Y 2	83.9	-4	-17.2	-11.5	-10.9		
134	Baltimore Co.	03	0912	Halstead Academy	Elementary	2400120 00407	Not Met		C A	83.8	-3.1	-14.2	-14.2	-10.8		
135	Prince Georg e's	16	1214	Glassmanor Elementary	Elementary	2400510 01042	Not Met		NI	89.8	2.7	-6.5	-25.1	-10.8		
136	Harford	12	0140	William Paca/Old Post Road Elementary	Elementary	2400390 00716	Not Met		Y 2	67.2	-7.2	-8.5	-14.9	-10.6		
137	Balt. City	30	0016	Johnston Square Elementary	Elementary	2400090 00258	Not Met		Y 1	97.5	30.5	-8.5	-45.1	-10.6		
138	Prince Georg e's	16	2014	Lamont Elementary	Elementary	2400510 01085	Not Met		NI	83.7	-4.5	-7.5	-17.8	-10.5		
139	Prince Georg e's	16	1208	Flintstone Elementary	Elementary	2400510 01030	Not Met		Y 2	75	4.3	-15.2	-18.3	-10.4		
140	Balt. City	30	0044	Montebello Elementary	Combined	2400090 00281	Not Met		Y 1	92.6	-1.8	-5.9	-20.4	-10.2		
141	Balt. City	30	0022	George Washington Elementary	Elementary	2400090 00220	Not Met		NI	99.6	-1.3	-5.5	-20.7	-10.1		
142	Balt. City	30	0034	Charles Carroll Barrister Elementary	Elementary	2400090 00153	Not Met		C A	95.4	6.5	-8.3	-24.9	-10.1		
143	Balt. City	30	0024	Westside Elementary	Elementary	2400090 00332	Not Met		Y 1	99	10	-5.7	-28.8	-9.8		
144	Washington	21	1701	Bester Elementary	Elementary	2400660 01253	Not Met		Y 1	85.5	10.6	-7.4	-26.9	-9.4		
145	Balt. City	30	0066	Mount Royal Elementary/Middle	Combined	2400090 00285	Not Met		Y 1	86.6	-2.5	-7.8	-15.3	-9.1		
146	Prince Georg e's	16	1901	Riverdale Elementary	Elementary	2400510 01140	Not Met		NI	91	1.1	-9.5	-16	-8.7		
147	Charles	08	0604	Dr. Samuel A. Mudd Elementary School	Elementary	2400270 00585	Not Met		NI	65.2	-4.3	-2.8	-16.4	-8.5		
148	Montgomery	15	0561	Watkins Mill Elementary	Elementary	2400480 00944	Not Met		Y 1	58.4	3.4	-8.5	-17.7	-8.4		

149	Prince Georg e's	16	1204	Forest Heights Elementary	Elementary	2400510 01031	Met	Y	NI	75.3	-3.6	-8.1	-12.5	-8.4		
150	Balt. City	30	0054	Barclay Elementary/Middle	Combined	2400090 00152	Not Met		Y 1	91.2	20.3	-8.6	-31.3	-8.4		
151	Anne Arund el	02	4162	Georgetown East Elementary	Elementary	2400060 00073	Met	Y	NI	84.5	-4.2	-11.2	-9	-8.2		
152	Prince Georg e's	16	0214	Templeton Elementary	Elementary	2400510 01171	Met	Y	Y 2	88.1	-7.6	-12.6	-5.2	-8.2		
153	Cecil	07	0316	Thomson Estates Elementary	Elementary	2400240 00581	Not Met		NI	62.7	-5.9	-2.7	-14.2	-8.1		
154	Balti more Co.	03	0104	Edmondson Heights Elementary	Elementary	2400120 00382	Not Met		Y 1	73.4	0	-11	-11.9	-8		
155	Prince Georg e's	16	0217	Port Towns Elementary	Elementary	2400510 01368	Not Met		NI	87.3	-4.7	-6.7	-11.7	-8		
156	Prince Georg e's	16	1703	Mt Rainier Elementary	Elementary	2400510 01110	Met		NI	83.1	-13.2	-4.3	-6.8	-8		
157	Balt. City	30	0134	Walter P. Carter Elementary	Combined	2400090 00328	Not Met		NI	94.9	16.3	6.6	-39.2	-8		
158	Balti more Co.	03	1515	Hawthorne Elementary	Elementary	2400120 00401	Not Met		Y 2	74.2	-0.8	-7.5	-14	-7.9		
159	Prince Georg e's	16	1709	Chillum Elementary	Elementary	2400510 01009	Not Met		NI	75.4	-20.9	5.8	-8.4	-7.9		
160	Balt. City	30	0031	Coldstream Park Elementary	Elementary	2400090 00178	Not Met		NI	95.9	13.5	-3.2	-28.5	-7.8		
161	Prince Georg e's	16	2013	James Mchenry Elementary	Elementary	2400510 01071	Not Met		Y 1	74	7.5	-5.2	-21.4	-7.5		
162	Balti more Co.	03	1512	Mars Estates Elementary	Elementary	2400120 00424	Met	Y	NI	82.4	1.9	-9.7	-13.1	-7.4		
163	Prince Georg e's	16	1312	Kenmoor Elementary	Elementary	2400510 01078	Not Met		NI	71.8	7.9	-0.1	-24.6	-7.1		
164	Prince Georg e's	16	1309	William Paca Elementary	Elementary	2400510 00729	Not Met		NI	81.6	-6.4	-3	-10.3	-6.9		
165	Balti	03	1503	Colgate Elementary	Elementary	2400120	Met	Y	NI	79.2	1.1	-9.9	-10.6	-6.8		

	more Co.					00367										
166	Baltimore Co.	03	1514	Middlesex Elementary	Elementary	240012000430	Not Met		Y1	66.7	3.4	-12.3	-10.3	-6.7		
167	Balt. City	30	0327	Patterson Park Public Charter School	Public Charter School	240009001480	Not Met		NI	81.6	-22.8	5.3	-3	-6.5		
168	Prince Georg e's	16	1828	Robert R. Gray Elementary	Elementary	240051001183	Met		RP	77.8	-8.9	-7	-3.7	-6.3		
169	Balt. City	30	0251	Callaway Elementary	Elementary	240009000163	Not Met		NI	98.4	12.8	14.7	-38.1	-6.2		
170	Balt. City	30	0261	Lockerman Bundy Elementary	Elementary	240009000260	Not Met		NI	101	9.6	6	-28.4	-6.1		
171	Baltimore Co.	03	0206	Scotts Branch Elementary	Elementary	240012000471	Not Met		NI	71.9	-0.2	-5.3	-11.2	-6		
172	Charles	08	0710	Indian Head Elementary School	Elementary	240027000591	Not Met		NI	56.1	4.9	1.4	-20	-5.8		
173	Anne Arundel	02	1082	Belle Grove Elementary At Lindale Middle	Elementary	240006000043	Met		NI	79.9	-6.4	0.2	-8.9	-5.3		
174	Wicomico	22	0909	West Salisbury Elementary	Elementary	240069001317	Met		NI	77.2	0.6	-12	-4.7	-5.3		
175	Charles	08	0620	C. Paul Barnhart Elementary School	Elementary	240027000380	Not Met		Y1	63.9	7.7	-4.6	-16.1	-5.2		
176	Dorchester	09	0710	Sandy Hill Elementary	Elementary	240030000621	Not Met		Y1	66.5	11.4	-9.7	-14.2	-4.9		
177	Kent	14	0402	Kent County Middle School	Middle	240045000766	Not Met		NI	43.3	1.7	-5	-10.2	-4.9		
178	Baltimore Co.	03	0205	Woodmoor Elementary	Elementary	240012000503	Met	Y	NI	78.7	7.9	-9.7	-10.9	-4.7		
179	Baltimore Co.	03	0211	Winfield Elementary	Elementary	240012000498	Not Met		NI	69.9	7.6	5.5	-22.8	-4.7		
180	Prince Georg e's	16	0619	Princeton Elementary	Elementary	240051001136	Not Met		NI	76.5	20.7	3.1	-31	-4.6		
181	Anne Arundel	02	4182	Germantown Elementary	Elementary	240006000074	Met	Y	NI	66.5	-10	-3	-0.1	-4		
182	Montgome	15	0797	Harmony Hills Elementary	Elementary	240048000848	Met	Y	NI	87.3	4.7	-5.2	-10	-4		

	ry															
183	Prince Georg e's	16	1001	Laurel Elementary	Elementary	2400510 01090	Not Met		Y 1	67.3	8.6	-7.4	-11.4	-4		
184	Mont gome ry	15	0100	Clopper Mill Elementary	Elementary	2400480 01494	Not Met		NI	65.6	11.6	-1.6	-17.7	-3.7		
185	Washi ngton	21	2502	Winter Street Elementary	Elementary	2400660 01296	Not Met		Y 1	92	5.4	-2.6	-11.8	-3.7		
186	Balt. City	30	0203	Maree Garnett Farring Elementary	Combined	2400090 01363	Not Met		NI	90.6	14.3	2.7	-21.8	-3.2		
187	Prince Georg e's	16	0205	Bladensburg Elementary	Elementary	2400510 00985	Met	Y	NI	83.3	-1.3	-5.3	-2.8	-3.1		
188	Anne Arund el	02	3152	Van Bokkelen Elementary	Elementary	2400060 00137	Not Met		NI	80.6	10.3	-4.5	-12.5	-3		
189	Balt. City	03	0214	Hernwood Elementary	Elementary	2400120 00405	Not Met		NI	57.6	-3.2	8.6	-12.2	-3		
190	Wico mico	22	0907	Charles H. Chipman Elementary	Elementary	2400690 01315	Met	Y	NI	77.5	-1.1	-10	1.2	-3		
191	Mont gome ry	15	0305	Jackson Road Elementary	Elementary	2400480 00854	Met	Y	NI	67.2	5.1	-4.2	-6.1	-2.1		
192	Kent	14	0403	H. H. Garnett Elementary	Elementary	2400450 00765	Met	Y	NI	66.1	6.9	-2.5	-8.4	-1.9		
193	Balt. City	30	0250	Dr. Bernard Harris, Sr. Elementary	Elementary	2400090 00187	Not Met		NI	99.2	12.5	-4.6	-11.3	-1.9		
194	Allega ny	01	0801	Westernport Elementary	Elementary	2400030 00033	Met		NI	62.9	0.2	1.8	-6.2	-1.8		
195	Mont gome ry	15	0805	Kemp Mill Elementary	Elementary	2400480 00858	Not Met		Y 1	74.8	16.7	-3.9	-15	-1.8		
196	St. Mary' s	18	0808	Park Hall Elementary	Elementary	2400600 01234	Not Met		NI	53.3	-1.8	4.9	-7	-1.7		
197	Balt. City	30	0373	Tunbridge Public Charter School	Public Charter School	2400090 01689	Met		NI	57.3			-1.7	-1.7		
198	Balti more Co.	03	1216	Sandy Plains Elementary	Elementary	2400120 00470	Met	Y	NI	70.5	7.3	-7.8	-3.8	-1.6		
199	Balt. City	30	0228	John Ruhrah Elementary	Combined	2400090 00257	Not Met		Y 1	87.4	16	-2.7	-14.9	-1.6		

200	Balt. City	30	0337	Afya Public Charter School	Public Charter School	240009001661	Not Met		Y1	87.1	25.5	-4.6	-20.6	-1.5		
201	Montgomery	15	0779	Sargent Shriver Elementary	Elementary	240048001537	Not Met		Y1	76.3	11.2	-2.1	-10.7	-1.3		
202	Baltimore Co.	03	1525	Deep Creek Elementary	Elementary	240012000369	Met	Y	NI	85.9	1.9	-0.6	-3.7	-1		
203	Montgomery	15	0564	South Lake Elementary	Elementary	240048000924	Not Met		Y1	74.8	8.1	-9.5	-0.6	-0.7		
204	Harford	12	0230	Halls Cross Roads Elementary	Elementary	240039000693	Not Met		NI	78.9	6.3	5.9	-11.4	-0.6		
205	Balt. City	30	0422	New Era Academy	Combined	240009001559	Not Met		Y1	85.4	27.7	-6.5	-18.6	-0.6		
206	Montgomery	15	0776	Montgomery Knolls Elementary	Elementary	240048000878	Met	Y	NI	63.3	14.5	-14.3	-1.1	-0.4		
207	Prince Georg e's	16	1307	Highland Park Elementary	Elementary	240051001135	Not Met		NI	80.2	-1.6	8.9	-6.6	-0.3		
208	Wicomico	22	1305	Pinehurst Elementary	Elementary	240069001311	Not Met		NI	69	12.3	3.9	-13.4	-0.2		
209	Charles	08	0302	Mt Hope/Nanjemoy Elementary School	Elementary	240027001492	Met	Y	NI	58.1	11.2	-1.5	-7.8	-0		
210	Montgomery	15	0553	Gaithersburg Elementary	Elementary	240048000836	Not Met		NI	75.6	11.9	0.7	-9.5	0.2		
211	Prince Georg e's	16	1713	Cesar Chavez Elementary	Elementary	240051001139	Met		NI	81.8	-17.9	18.2	0.3	0.2		
212	Prince Georg e's	16	1725	Cool Spring Elementary	Elementary	240051000510	Met		NI	89.8	-9	2.4	6.1	0.3		
213	Prince Georg e's	18	0805	George Washington Carver Elementary	Elementary	240060001483	Met	Y	NI	75.4	6.4	1.1	-5.1	0.3		
214	Baltimore Co.	03	0105	Johnnycake Elementary	Elementary	240012000410	Met	Y	NI	71	5.9	2	-5	0.5		
215	Balt. City	30	0010	James Mc Henry Elementary	Elementary	240009000253	Not Met		NI	95.2	17.5	16	-25.5	0.5		
216	Balt. City	30	0076	Francis Scott Key Elementary/Middle	Combined	240009000205	Not Met		Y1	80.4	16.8	2.6	-13.9	0.6		

217	Prince Georg e's	16	2006	Glenridge Elementary	Elementary	2400510 01495	Met		NI	80.3	5.7	-1.7	-1.4	0.7		
218	Balt. City	30	0247	Cross Country Elementary	Combined	2400090 00182	Not Met		NI	76.5	16.7	-3	-8.9	0.8		
219	Prince Georg e's	16	1719	Langley Park/Mccormick Elementary	Elementary	2400510 01087	Met	Y	NI	93.1	4.3	-1.7	0.6	1		
220	Balt. City	30	0061	John Eager Howard Elementary	Elementary	2400090 00256	Not Met		NI	99.3	23.9	17	-30.2	1		
221	Mont gome ry	15	0206	Twinbrook Elementary	Elementary	2400480 00939	Not Met		NI	64	15.6	4.3	-13.1	1.1		
222	Balt. City	30	0021	Hilton Elementary	Elementary	2400090 00246	Met	Y	NI	93.9	19.7	-8	-6.4	1.1		
223	Charl es	08	0616	Eva Turner Elementary School	Elementary	2400270 00586	Met	Y	NI	59.2	9.9	-4.5	0.2	1.7		
224	Balti more Co.	03	0202	Randallstown Elementary	Elementary	2400120 00457	Met		NI	66.1	-3.1	7.4	1.2	1.8		
225	Mont gome ry	15	0756	East Silver Spring Elementary	Elementary	2400480 00821	Met	Y	NI	59.7	8.9	6.8	-7.4	2		
226	Balt. City	30	0095	Franklin Square Elementary	Combined	2400090 00208	Not Met		Y 1	97.1	33.7	13.7	-30.9	2.7		
227	Cecil	07	0510	Bay View Elementary	Elementary	2400240 00557	Met	Y	NI	50.6	5.1	-0.9	4	2.8		
228	Mont gome ry	15	0771	Rolling Terrace Elementary	Elementary	2400480 00913	Met	Y	NI	63	13.8	-5	0.2	2.8		
229	Balti more Co.	03	1202	Dundalk Elementary	Elementary	2400120 00375	Not Met		NI	78.6	10	-2.1	1.2	2.9		
230	Wico mico	22	0512	East Salisbury Elementary	Elementary	2400690 01301	Met	Y	NI	83.5	11.9	-1.6	-0.7	2.9		
231	Balti more Co.	03	0210	Powhatan Elementary	Elementary	2400120 00455	Met		NI	67.9	7.3	15.3	-10.4	3		
232	Balti more Co.	03	1527	Sandalwood Elementary	Elementary	2400120 00469	Met		NI	83.3	0.9	-3.8	10.3	3.1		
233	Garre tt	11	1301	Kitzmiller Elementary	Elementary	2400360 00669	Met		NI	70.9	3.5	1	4.6	3.2		
234	Balt. City	30	0332	The Green School	Public Charter	2400090 01571	Not Met		NI	40	3.7	11.3	-3.7	3.2		

					School											
235	Carroll	06	0711	Robert Moton Elementary	Elementary	240021000544	Met	Y	NI	48	14.5	-1.5	-1.6	3.4		
236	Howard	13	0618	Laurel Woods Elementary	Elementary	240042000761	Met	Y	NI	45.4	9.4	-2.5	3.3	3.4		
237	Baltimore Co.	03	1517	Battle Grove Elementary	Elementary	240012000345	Met	Y	NI	66.7	16	2	-5.2	3.5		
238	Balt. City	30	0144	James Mosher Elementary	Elementary	240009000255	Not Met		NI	93.7	22.8	11.3	-18.2	3.5		
239	Allegany	01	0402	John Humbird Elementary	Elementary	240003000019	Not Met		Y 1	88.9	8.4	7.3	-3.2	3.6		
240	Anne Arundel	02	4262	Tyler Heights Elementary	Elementary	240006000136	Met	Y	NI	87.5	9.9	7.9	-4.6	3.7		
241	Montgomery	15	0767	Glen Haven Elementary	Elementary	240048000844	Met	Y	NI	68.7	12.9	4.1	-3.4	3.9		
242	Baltimore Co.	03	1403	Mccormick Elementary	Elementary	240012000426	Not Met		NI	66.2	7.5	7.7	-1.8	4		
243	Charles	08	0606	J. P. Ryon Elementary School	Elementary	240027000593	Not Met		NI	56.6	8.9	8.2	-2.6	4.3		
244	Montgomery	15	0790	Arcola Elementary	Elementary	240048001643	Not Met		NI	72.4	14.7	8.6	-7.4	4.3		
245	Balt. City	30	0242	Northwood Elementary	Elementary	240009000293	Not Met		NI	84.7	14.1	9.4	-7.6	4.3		
246	Allegany	01	0401	South Penn Elementary	Elementary	240003001359	Met		NI	72.9	11	2.6	0.5	4.4		
247	Wicomico	22	0515	Glen Avenue School	Elementary	240069001304	Met		NI	82.1	18	-3.5	0.7	4.7		
248	Baltimore Co.	03	0909	Pleasant Plains Elementary	Elementary	240012000453	Not Met		NI	65.5	13.7	4.1	-1.8	4.8		
249	Prince Georg e's	16	1907	Beacon Heights Elementary	Elementary	240051000975	Met		NI	81.2	16.9	1.3	-2	4.8		
250	Montgomery	15	0786	Georgian Forest Elementary	Elementary	240048000842	Not Met		NI	71.3	22	5.9	-9.5	4.9		
251	Prince Georg e's	16	2005	Carrollton Elementary	Elementary	240051001000	Not Met		NI	82.7	14.6	9.2	-5.8	5.1		

252	Caroline	05	0501	Federalsburg Elementary School	Elementary	240018000521	Not Met		NI	76.5	11.2	16.9	-8.8	5.3		
253	Washington	21	2601	Lincolnshire Elementary	Elementary	240066001273	Not Met		NI	64.5	25	2.3	-8	5.3		
254	Cecil	07	0310	Gilpin Manor Elementary	Elementary	240024000569	Met		NI	66.5	10.2	12.6	-4.2	5.4		
255	Montgomery	15	0807	Brookhaven Elementary	Elementary	240048000789	Not Met		NI	66.4	17.8	4.9	-4	5.4		
256	Montgomery	15	0808	Cresthaven Elementary	Elementary	240048000814	Met	Y	NI	67.3	12.3	4.6	1	5.6		
257	Balt. City	30	0243	Armistead Gardens Elementary	Combined	240009000147	Not Met		Y1	92.4	20.3	1.8	-3.1	5.6		
258	Prince Georg e's	16	1730	Mary Harris "Mother" Jones Elementary	Elementary	240051001257	Not Met		NI	86.5	1.6	10.7	5	5.7		
259	Baltimore Co.	03	1518	Glenmar Elementary	Elementary	240012001372	Not Met		NI	73.2	18.4	5.6	-3.5	6		
260	Prince Georg e's	16	0647	Concord Elementary	Elementary	240051001013	Met		NI	70.6	-13.2	13.3	15.5	6		
261	Balt. City	30	0240	Graceland Park/O'Donnel Heights Elementary	Combined	240009000224	Not Met		NI	94.7	16.2	18.7	-11.9	6.2		
262	Anne Arundel	02	3132	Maryland City Elementary	Elementary	240006000096	Not Met		NI	64.9	16.4	11.9	-6	6.4		
263	Wicomico	22	0514	Beaver Run School	Elementary	240069001298	Met		NI	62.4	12.8	3	4.2	6.5		
264	Allegany	01	1001	George's Creek Elementary	Elementary	240003000017	Met		NI	60.1	10.7	9	1.3	6.6		
265	Washington	21	2503	Salem Avenue Elementary	Elementary	240066001283	Not Met		NI	72.1	17.9	8.6	-3.4	6.8		
266	Cecil	07	0506	North East Elementary	Elementary	240024000573	Met	Y	NI	52.9	10.6	8.7	3	7.1		
267	Prince Georg e's	16	0105	Calverton Elementary	Elementary	240051000995	Met		NI	74.4	14.3	12.9	-3.3	7.1		
268	Garrett	11	1604	Dennett Road Elementary	Elementary	240036000666	Not Met		NI	59.3	24.3	7.1	-6.3	7.2		
269	Howard	13	0510	Bryant Woods Elementary	Elementary	240042000720	Met	Y	NI	50.3	17.1	9.8	-2.8	7.2		
270	Howard	13	0517	Swansfield Elementary	Elementary	240042000755	Not Met		NI	35.5	18	6.1	-0.4	7.3		

271	Talbot	20	0104	Easton Elementary	Elementary	240063001244	Not Met		Y1	48.4	18.7	10.5	-4.5	7.3		
272	Talbot	20	0204	St. Michaels Elementary	Elementary	240063001247	Met	Y	NI	33.2	18.6	5.5	0.3	7.5		
273	St. Mary's	18	0803	Green Holly Elementary School	Elementary	240060001221	Met		NI	62.7	10.2	11	3.2	7.8		
274	Balt. City	30	0083	William Paca Elementary	Elementary	240009000334	Not Met		NI	101	26.8	22.2	-19	7.8		
275	Anne Arundel	03	1405	Elmwood Elementary	Elementary	240012000383	Met	Y	NI	64.4	16.4	1.9	5.8	7.9		
276	Somerset	19	0105	Greenwood Elementary School	Elementary	240057001373	Met		NI	74.6	10.5	4.4	8.9	8		
277	Balt. City	30	0323	The Crossroads School	Public Charter School	240009001291	Not Met		NI	83.1	23.1	17.8	-11.9	8		
278	Howard	13	0515	Running Brook Elementary	Elementary	240042000751	Not Met		NI	42.3	14.7	-1.2	10.3	8.1		
279	Washington	21	1002	Eastern Elementary	Elementary	240066000418	Not Met		NI	63	21.4	10.6	-4.4	8.2		
280	Prince George's	16	2007	Woodridge Elementary	Elementary	240051001386	Met		NI	82.9	7.8	-0.4	16	8.4		
281	Montgomery	15	0307	Roscoe R Nix Elementary	Elementary	240048001572	Met		NI	69.4	25.7	7	-3.9	8.6		
282	Howard	13	0612	Phelps Luck Elementary	Elementary	240042000749	Met	Y	NI	43.4	14.2	13.8	0.8	8.9		
283	Prince George's	16	1310	Dodge Park Elementary	Elementary	240051001208	Met		NI	83.7	2.3	12.7	12	9.2		
284	Prince George's	16	2123	Paint Branch Elementary	Elementary	240051001124	Met		NI	70.1	20.5	12.3	-2.2	9.2		
285	Somerset	19	0106	Princess Anne Elementary	Elementary	240057001374	Met	Y	NI	65.3	21.3	9.2	-0.3	9.3		
286	Prince George's	16	1714	Adelphi Elementary	Elementary	240051000965	Met		NI	81.4	19	13.7	-1.8	9.4		
287	Kent	14	0504	Rock Hall Elementary	Elementary	240045000770	Met		NI	58.1	21.2	9.4	0.4	9.6		
288	Balt. City	30	0047	Hampstead Hill Academy	Public Charter School	240009000234	Not Met		NI	81.6	26.9	11.5	-5.7	9.6		

289	Harford	12	0632	Havre De Grace Elementary	Elementary	240039000695	Met	Y	NI	68.4	17.2	12.9	1.4	9.8		
290	Somerset	19	0705	Carter G Woodson Elementary	Elementary	240057001535	Not Met		NI	73.1	17.3	11.1	3.4	10		
291	Balt. City	30	0023	Wolfe Street Academy	Public Charter School	240009000215	Not Met		NI	95.7	27.6	19.6	-11.8	10		
292	Balt. City	30	0330	Northwood Appold Community Academy	Public Charter School	240009001529	Met	Y	NI	81.1	26.5	-0.1	5.5	10.2		
293	Baltimore Co.	03	1507	Chase Elementary	Elementary	240012000360	Not Met		NI	65.6	25.7	9.7	-1.4	10.4		
294	Caroline	05	0301	Denton Elementary School	Elementary	240018000520	Not Met		NI	49.8	24.4	10.8	-0.7	10.6		
295	Frederick	10	2403	Waverley Elementary	Elementary	240033000657	Met		NI	78.4	24.7	6.7	2.5	10.6		
296	Balt. City	30	0220	Morrell Park Elementary/Middle	Combined	240009000284	Not Met		NI	87.2	24.5	14.9	-3.9	10.6		
297	Baltimore Co.	03	1409	Shady Spring Elementary	Elementary	240012000474	Met		NI	70.4	15.9	10.2	7.2	10.8		
298	Calvert	04	0112	Patuxent Elementary	Elementary	240015000022	Met		NI	40	25.8	15.6	-4.7	10.9		
299	Anne Arundel	02	1122	Freetown Elementary	Elementary	240006001515	Met		NI	69.3	24	9.5	1.9	11		
300	Baltimore Co.	03	0307	Milbrook Elementary	Elementary	240012000431	Met		NI	68.5	-0.7	25.3	9.1	11.1		
301	Baltimore Co.	03	1513	Sussex Elementary	Elementary	240012000482	Met		NI	82.8	1.6	22.3	9.8	11.1		
302	Prince Georg e's	16	2121	Cherokee Lane Elementary	Elementary	240051001006	Not Met		NI	80.6	13.1	14.4	6.9	11.1		
303	Balt. City	30	0063	Rosemont Elementary	Public Charter School	240009000307	Not Met		NI	93	31.6	26.1	-17.2	11.1		
304	Allegany	01	0603	West Side Elementary	Elementary	240003000032	Not Met		NI	67.5	29.6	11.8	-4	11.2		
305	Anne Arundel	02	1202	Park Elementary	Elementary	240006000111	Met	Y	NI	81	18.2	4.7	10.9	11.2		
306	Anne	02	3142	Meade Heights Elementary	Elementary	2400060	Met	Y	NI	69.8	27.5	10	-0.9	11.2		

	Arundel					00098										
307	Cecil	07	0311	Holly Hall Elementary	Elementary	240024000570	Met		NI	58	9.6	13.4	10.9	11.3		
308	Balt. City	30	0055	Hampden	Combined	240009000233	Met	Y	NI	83.7	28.6	12.9	-3.7	11.3		
309	Baltimore Co.	03	1217	Logan Elementary	Elementary	240012000421	Met	Y	NI	76.7	26.5	10.7	-0.1	11.4		
310	Carroll	06	0103	Taneytown Elementary	Elementary	240021000548	Met		NI	50.3	14.9	12.2	8	11.4		
311	Baltimore Co.	30	0211	Gardenville Elementary	Elementary	240009000212	Not Met		NI	91.6	28.6	18.6	-8.2	11.4		
312	Talbot	20	0501	Tilghman Elementary	Elementary	240063001250	Met	Y	NI	46.4	18.7	20	-0.9	11.6		
313	Frederick	10	0222	Monocacy Elementary	Elementary	240033001521	Met		NI	47	17	15.4	4.9	11.9		
314	Prince Georg e's	16	0211	Gladys Noon Spellman Elementary	Elementary	240051090458	Met		NI	82.9	20.1	11.6	5.9	12		
315	Montgomery	15	0791	New Hampshire Estates Elem	Elementary	240048000881	Met		NI	85.7	16.7	16.5	4.9	12.1		
316	Queen Anne's	17	0106	Sudlersville Elementary School	Elementary	240054001197	Not Met		NI	60.3	13.1	17.4	7.3	12.2		
317	Montgomery	15	0777	Weller Road Elementary	Elementary	240048000946	Met	Y	NI	77.6	23.1	11.5	4.2	12.3		
318	Frederick	10	0204	Lincoln Elementary	Elementary	240033000649	Met	Y	NI	76.3	21.3	17.4	1.4	12.4		
319	Harford	12	0211	G. Lisby Elementary At Hillsdale	Elementary	240039000700	Met		NI	67.7	18.7	16	5.3	12.7		
320	Anne Arundel	02	1142	Hilltop Elementary	Elementary	240006000081	Met	Y	NI	70	26.9	9.6	4	12.8		
321	Garrett	11	0707	Broad Ford Elementary	Elementary	240036000664	Met	Y	NI	52.4	23.7	8.7	8	13		
322	St. Mary's	18	0804	Lexington Park Elementary	Elementary	240060001230	Not Met		NI	59.8	26.9	13.5	1.4	13		
323	Balt. City	30	0213	Govans Elementary	Elementary	240009000223	Met		NI	90.8	25.8	17.3	-0.8	13		

324	Baltimore Co.	03	1207	Norwood Elementary	Elementary	240012000434	Not Met		NI	67.5	34.3	14.9	-4.2	13.5		
325	Prince George's	16	1712	Lewisdale Elementary	Elementary	240051001093	Met		NI	87.8	20.9	21	1.5	13.5		
326	Garrett	11	0710	Yough Glades Elementary	Elementary	240036000852	Met		NI	66.4	20	13.5	8.5	13.6		
327	Montgomery	15	0563	Summit Hall Elementary	Elementary	240048000931	Met		NI	78.6	17.1	16.1	9	13.7		
328	Montgomery	15	0555	Rosemont Elementary	Elementary	240048000916	Not Met		NI	56.4	28.7	10.7	4.5	13.9		
329	Montgomery	15	0559	Brown Station Elementary	Elementary	240048000792	Met		NI	66.1	33.7	5.9	4.4	13.9		
330	Washington	21	2602	Hickory Elementary	Elementary	240066001271	Not Met		NI	70.6	26.5	12.6	4.9	13.9		
331	Howard	13	0609	Talbott Springs Elementary	Elementary	240042000756	Met	Y	NI	44.7	16.6	20.9	6.3	14		
332	Balt. City	30	0324	Kipp Ujima Village Academy	Public Charter School	240009001297	Met	Y	NI	85.3	19.6	13.9	9.5	14		
333	Cecil	07	0401	Cecil Manor Elementary	Elementary	240024000560	Met		NI	57.4	18.8	14	10.9	14.3		
334	Frederick	10	2504	Brunswick Elementary	Elementary	240033000626	Met		NI	34.4	25.8	12.3	7.2	14.5		
335	Balt. City	30	0084	Thomas Johnson Elementary	Combined	240009000323	Not Met		NI	75.4	27.2	20.2	-0.3	14.5		
336	Howard	13	0602	Guilford Elementary	Elementary	240042000733	Met	Y	NI	31	20.6	15.8	8.8	14.6		
337	Baltimore Co.	03	0216	Deer Park Elementary	Elementary	240012000371	Met		NI	59.9	16	23.3	7.4	14.9		
338	Somerset	19	1401	Deal Island School	Elementary	240057001202	Met		NI	49.1	18.5	11	15.3	15		
339	Balt. City	30	0321	Midtown Academy	Public Charter School	240009000883	Met		NI	60.6	22.9	20.4	4.3	15		
340	Anne Arundel	02	4142	Eastport Elementary	Elementary	240006000064	Met		NI	78.1	24.4	15.3	8	15.3		
341	Montgome	15	0304	Broad Acres Elementary	Elementary	240048000788	Met		NI	90.9	14.7	18.3	13.3	15.3		

	ry															
342	Montgomery	15	0766	Oak View Elementary	Elementary	240048000887	Met		NI	68.2	27.7	10.7	9.9	15.6		
343	Anne Arundel	02	1092	Brooklyn Park Elementary	Elementary	240006000049	Met	Y	NI	59	29.5	14.1	6.8	16		
344	Anne Arundel	02	4222	Walter S. Mills - Parole Elementary	Elementary	240006000112	Met		NI	81.5	18.9	17.3	14	16.5		
345	Caroline	05	0201	Greensboro Elementary School	Elementary	240018000522	Met	Y	NI	65.5	22.8	18.9	9.7	16.6		
346	Balt. City	30	0348	Baltimore Leadership School For Young Women	Public Charter School	240009001682	Met		NI	73.4		30.1	5.8	16.6		
347	Calvert	04	0101	Appeal Elementary	Elementary	240015000504	Met	Y	NI	42.3	31.5	17.4	4.2	16.7		
348	Baltimore Co.	03	1506	Martin Boulevard Elementary	Elementary	240012000425	Met		NI	71.8	23.5	13.1	14.3	16.8		
349	Balt. City	30	0064	Liberty Elementary	Elementary	240009000270	Not Met		NI	92.1	32.6	28.6	-5.3	16.8		
350	Balt. City	30	0236	Hamilton Elementary/Middle	Combined	240009000231	Not Met		NI	76.1	23.7	21.6	8.5	17.2		
351	Frederick	10	0916	Spring Ridge Elementary	Elementary	240033090472	Met		NI	39.8	19.9	19.6	13.4	17.3		
352	Howard	13	0514	Longfellow Elementary	Elementary	240042000742	Met	Y	NI	35.5	25.2	18.6	10.4	17.5		
353	worcester	23	0901	Buckingham Elementary	Elementary	240072001325	Met		NI	60.4	19.3	9.3	23.4	17.8		
354	Wicomico	22	0906	Pemberton Elementary	Elementary	240069001310	Not Met		NI	40.6	27.4	20.2	8.4	17.9		
355	Allegany	01	2801	Beall Elementary	Elementary	240003000003	Met		NI	54	26.5	18.7	10.8	18.1		
356	Frederick	10	0210	North Frederick Elementary	Elementary	240033000645	Not Met		NI	41.8	26.8	17.9	11.3	18.1		
357	Garrett	11	0301	Grantsville Elementary	Elementary	240036000668	Met		NI	75	10.9	29.3	15	18.1		
358	Anne Arundel	02	1162	Marley Elementary	Elementary	240006000093	Met		NI	65.2	26.7	14.5	14.4	18.2		
359	Balt. City	30	0150	Mary Ann Winterling Elementary At Bentalou	Elementary	240009000158	Met		NI	97.6	39.9	13.4	4.9	18.3		
360	Balt. City	30	0256	Calvin M. Rodwell Elementary	Elementary	240009001390	Met		NI	83.3	34	25.2	0.5	18.4		

361	Allegany	01	0502	Northeast Elementary	Elementary	240003000024	Met		NI	55.7	20.1	18.9	16.8	18.5		
362	Calvert	04	0115	Dowell Elementary	Elementary	240015001102	Met		NI	33.4	25	16.8	15.1	18.7		
363	Prince Georg e's	16	1802	Seat Pleasant Elementary	Elementary	240051001155	Met		NI	81.5	29.7	13.4	14.2	18.7		
364	Montgomery	15	0309	Burnt Mills Elementary	Elementary	240048090452	Met		NI	63.9	36.2	14.6	8.3	18.8		
365	Baltimore Co.	03	1206	Bear Creek Elementary	Elementary	240012000347	Met		NI	59.2	20.1	20.5	17.2	19.1		
366	Garrett	11	0202	Friendsville Elementary	Elementary	240036000667	Met		NI	64.1	23.9	10.8	22	19.1		
367	Caroline	05	0701	Ridgely Elementary School	Elementary	240018000525	Met		NI	46.1	23.4	22.7	13.8	19.5		
368	Howard	13	0608	Stevens Forest Elementary	Elementary	240042000754	Met		NI	48.5	29.5	20.3	11.2	19.6		
369	Calvert	04	0207	Calvert Elementary	Elementary	240015000517	Met	Y	NI	39.8	33.4	19.2	9.2	19.7		
370	Prince Georg e's	16	2016	Robert Frost Elementary	Elementary	240051001142	Met		NI	74.7	16.5	24	18.7	19.7		
371	Wicomico	22	1103	Delmar Elementary	Elementary	240069001300	Met		NI	53.9	29	16.5	15.8	20.1		
372	Carroll	06	0715	Cranberry Station Elementary	Elementary	240021001105	Met		NI	32.9	28.6	23.6	11.7	20.6		
373	Anne Arundel	02	4092	Annapolis Elementary	Elementary	240006000035	Met		NI	55.7	20.9	27.8	14.8	20.7		
374	Allegany	01	0301	Flintstone Elementary	Elementary	240003000014	Met		NI	52.7	21.8	26.5	15.7	20.9		
375	Calvert	04	0208	Barstow Elementary	Elementary	240015001655	Met	Y	NI	39.7	29.7	21.7	14.4	21.4		
376	Howard	13	0103	Deep Run Elementary	Elementary	240042090448	Met		NI	37.4	20.8	24.4	19.8	21.5		
377	Wicomico	22	0905	North Salisbury Elementary	Elementary	240069001307	Met		NI	51.2	29.7	19.8	16.2	21.5		
378	Baltimore Co.	03	1205	Berkshire Elementary	Elementary	240012000349	Met		NI	70	26.3	15.6	22.7	21.6		
379	Balt. City	30	0060	Gwynns Falls Elementary	Elementary	240009000229	Not Met		NI	88.2	44.1	22.9	2.6	21.6		
380	Balti	03	0402	Owings Mills Elementary	Elementary	2400120	Met		NI	63.2	31.3	22.3	13.7	21.8		

	more Co.					00439										
381	Montgomery	15	0552	Washington Grove Elementary	Elementary	2400480 00943	Met		NI	74.5	30.9	18.1	18.4	22.2		
382	Montgomery	15	0788	Wheaton Woods Elementary	Elementary	2400480 00952	Met		NI	79.9	30.8	24.5	13.6	22.2		
383	Balt. City	30	0245	Leith Walk Elementary	Elementary	2400090 00268	Not Met		NI	78	33.2	26.9	9.6	22.2		
384	Montgomery	15	0774	Highland Elementary	Elementary	2400480 00850	Not Met		NI	83.9	39.3	20.9	9.7	22.3		
385	Wicomico	22	0106	Northwestern Elementary	Elementary	2400690 01308	Met		NI	49.8	28.4	24.1	16.3	22.4		
386	Baltimore Co.	03	0112	Dogwood Elementary	Elementary	2400120 02945	Met		NI	69	25.7	28.7	16.2	23		
387	Caroline	05	0401	Preston Elementary School	Elementary	2400180 00524	Not Met		NI	40.8	39.9	24.2	10.7	23.8		
388	Talbot	20	0302	White Marsh Elementary	Elementary	2400630 01252	Met		NI	34.4	35.7	19.7	17.9	23.9		
389	Baltimore Co.	03	1212	Charlesmont Elementary	Elementary	2400120 00359	Met		NI	65.3	33.8	20.4	19.2	24.1		
390	Frederick	10	0503	Emmitsburg Elementary	Elementary	2400330 00631	Met		NI	42.2	39.2	25.4	10.9	24.1		
391	Calvert	04	0114	St Leonard Elementary	Elementary	2400150 00778	Met		NI	29.9	34.1	22.9	17.4	24.2		
392	Baltimore Co.	03	0207	Church Lane Elementary Technology	Elementary	2400120 00364	Met		NI	54.9	28.9	26.1	19.5	24.4		
393	Baltimore Co.	03	1505	Victory Villa Elementary	Elementary	2400120 00489	Met		NI	71.8	36.1	23.2	16.5	24.6		
394	Balt. City	30	0262	Empowerment Academy	Public Charter School	2400090 01558	Met		NI	76.1	32.5	26.2	17.2	24.7		
395	Allegany	01	2901	Cash Valley Elementary	Elementary	2400030 01338	Met		NI	56.5	32.1	23.9	19.6	24.8		
396	Balt. City	30	0221	Mount Washington Elementary	Elementary	2400090 00286	Met		NI	43.2	40.2	21.7	15.1	24.9		
397	Baltimore Co.	03	1406	Red House Run Elementary	Elementary	2400120 00459	Met		NI	52.3	35.5	24.2	19.4	25.8		

398	Baltimore Co.	03	1531	Seneca Elementary	Elementary	240012000472	Met		NI	53.1	34.5	23.8	21.5	26.2		
399	Baltimore Co.	03	1311	Lansdowne Elementary	Elementary	240012000415	Met		NI	69.5	39.1	29.5	13.6	26.3		
400	Wicomico	22	1404	Willards Elementary	Elementary	240069001322	Met		NI	47.4	35.1	31.5	16.4	26.8		
401	Balt. City	30	0007	Cecil Elementary	Elementary	240009000169	Not Met		NI	91.4	45.6	31.5	8.1	26.8		
402	Balt. City	30	0249	Medfield Heights Elementary	Elementary	240009000279	Met		NI	59	35.6	31	18.2	27.5		
403	Queen Anne's	17	0202	Church Hill Elementary School	Elementary	240054001192	Met	Y	NI	31.3	37.1	29.1	18.7	27.6		
404	Queen Anne's	17	0503	Grasonville Elementary School	Elementary	240054001193	Met		NI	30	40.8	32.2	21.1	30.6		
405	Worcester	23	0102	Pocomoke Elementary	Elementary	240072001328	Met		NI	64.9	34.1	32.4	28	31.2		
406	Baltimore Co.	03	0113	Chadwick Elementary	Elementary	240012000357	Met		NI	75.1	46.8	30.1	25.2	33.4		
407	Worcester	23	0205	Snow Hill Elementary	Elementary	240072001332	Met		NI	56	45	32.5	27.7	34.5		
408	Montgomery	15	0772	Viers Mill Elementary	Elementary	240048000940	Met		NI	70.7	46.3	37.8	24.4	35.3		
409	Garrett	11	1408	Crellin Elementary	Elementary	240036000665	Met		NI	86.9	44.7	39.4	27.2	36.3		
410	Anne Arundel	02	1102	Ferndale Early Edu. Center	Early Childhood	240006000066	N/A		N/A	N/A	N/A	N/A	N/A	N/A		
411	Balt. City	30	0086	Lakewood Elementary	Early Childhood	240009000265	N/A		N/A	N/A	N/A	N/A	N/A	N/A		
412	Balt. City	30	0347	Kipp Harmony	Early Childhood	240009001681	N/A		N/A	N/A	N/A	N/A	N/A	N/A		

		LEA	SCHLID	SCHOOL_NAME	SCHOOL_TYPE_TITLE	NCES_NUMBER	Priority Schools	SIG Tier
	Prince George's	16	1320	G. James Gholson Middle	Middle	240051001211	2009 SIG	Tier II
	Prince George's	16	0615	Benjamin Stoddert Middle	Middle	240051001464	2009 SIG	Tier II
	Prince George's	16	0660	Drew Freeman Middle	Middle	240051001034	2009 SIG	Tier II
	Prince George's	16	0622	Thurgood Marshall Middle	Middle	240051001465	2009 SIG	Tier II
	Prince George's	16	1234	Oxon Hill Middle	Middle	240051001471	2010 SIG	Tier II
	Prince George's	16	2009	Thomas Johnson Middle	Middle	240051001175	2010 SIG	Tier II
	Baltimore City	**30**	0430	Augusta Fells Savage Inst. Of Visual Arts	High	240009001387	2009 SIG	Tier II
	Baltimore City	30	0450	Frederick Douglass High	High	240009000029	2010 SIG	Tier II
	Baltimore City	30	0239	Benjamin Franklin High School @ Masonville Cove	High	240009000157	2010 SIG	Tier II

Priority Schools- Grad Rate

LEA	SCHL ID	SCHOOL_NAME	SCHOOL_TYPE_TITLE	TITLE1_SCHOOL_FLAG	NCES_NUMBER	AYP_STATUS	FARMS_PCT	GRAD_NUM_2009	GRAD_DEN_2009	GRAD_RATE_2009	GRAD_NUM_2010	GRAD_DEN_2010	GRAD_RATE_2010	GRAD_NUM_2011	GRAD_DEN_2011	GRAD_RATE_2011	Status
04	0206	Calvert Country School	Spec Educ	N	240015000509	Met	50.82	0	1	0	0	1	0	0	1	0	"N" size
10	2404	Rock Creek School	Spec Educ	N	240033000647	Met	91.49				0	2	0				No trend data
12	0292	Center For Educational Opportunity - Alternative C	Alter Educ	N	240039000480	Not Met	67.86	28	63	44.44	14	39	35.9	28	76	36.8	"N" size
12	0391	John Archer School	Spec Educ	N	240039000703	Met	36.36	0	1	0	0	2	0	0	2	0	"N" size
15	0916	Rock Terrace School	Spec Educ	N	240048001460	Met	38.61	0	1	0	0	13	0	0	3	0	"N" size
21	0705	Washington County Job Development Center	Spec Educ	N	240066001484	Met	75.68	0	2	0							No trend data
30	0177	George W.F. Mcmechen	Spec Educ	N	240009000219	Met	78.05	0	1	0							No trend data
30	0178	Francis M. Wood Alternative	Alter Educ	N	240009001343	Not Met	86.31	3	267	1.12	32	211	15.2	47	153	30.7	eligible

		High															
30	0301	William S. Baer School	Spec Educ	N	2400 0900 0336	Met	83.81							0	1	0	No trend data
30	0342	Kasa (Knowledge And Success Academy)	Combined	Y	2400 0900 1665	Not Met	83.29							0	1	0	No trend data
30	0345	New Hope Academy	Spec Educ	N	2400 0900 1662	Not Met	88.08	1	6	16.67	6	19	31.6	12	39	30.8	"N" size

APPENDIX II- 8: FULL RANKING OF FOCUS SCHOOLS

2	Not Title I	1	Not Title I	"N"= 41 Focus Schools	
30	30	30	16	LEA	
Baltimore City	Baltimore City	Baltimore City	Prince George's	LEA Name	
0215	0045	0005	1312	School	
Highlandtown Elementar	Federal Hill Preparator	Langston Hughes Elementar	Kenmoor Elementary	School name	
EM	EM	E	E	EMH Indicator	
3	2	14	1	Rank	
4	3	2	1	Corrected Rank	
0.727	0.823	0.476	0.722	gap_score_2011	2011 Data
Asian	Asian	Black or	Two or	high_subgroup_2011	
12	10	150	10	high_subgroup_tested_count_20	
1	1	0.587	1	high_subgroup_prof_pct_2011	
Special Education	Special Education	Special Education	Special Education	low_subgroup_2011	
66	62	18	36	low_subgroup_tested_count_201	
0.273	0.177	0.111	0.278	low_subgroup_prof_pct_2011	
0.378	0.288	0.501	0.469	gap_score_2010	2010 Data
Hispanic/L	White	Black or	Limited	high_subgroup_2010	
94	40	174	10	high_subgroup_tested_count_20	
0.809	0.875	0.787	1	high_subgroup_prof_pct_2010	
Special	Special	Special	Special	low_subgroup_2010	
58	46	14	32	low_subgroup_tested_count_201	
0.431	0.587	0.286	0.531	low_subgroup_prof_pct_2010	
N	N	Y	N	Same High group 2010 & 2011	
N	N	Y	N	High group decline from 2010 to 2011	
		Black or		Correction Subgroup	
		0.787		correction_prof_pct	
0.727	0.823	0.676	0.722	gap_score_2011_corrected	
0.572	0.585	0.487	0.61	weighted_rank_gap_score	
0.572	0.585	0.598	0.61	corrected_weighted_rank_gap_s	

6	Not Title I	Not Title I	5	4	3	Not Title I
16	16	15	16	08	30	15
Prince George's	Prince George's	Montgomery	Prince George's	Charles	Baltimore City	Montgomery
2011	2013	0776	1601	0620	0053	0561
Charles Carroll Middle	James Mchenry Elementar	Montgomery Knolls Elementar	Hyattsville Elementary	C. Paul Barnhart Elementar	Margaret Brent Elementar	Watkins Mill Elementar
M	E	E	E	E	EM	E
11	7	6	16	5	41	4
11	10	9	8	7	6	5
0.486	0.535	0.467	0.493	0.583	0.386	0.576
Two or	Asian	White	Asian	Asian	Limited	Asian
18	12	30	10	12	22	48
0.889	0.917	0.967	0.9	1	0.636	0.958
Special Education	Special Education	Special Education	Special Education	Special Education	White	Special Education
181	34	22	54	36	16	68
0.403	0.382	0.5	0.407	0.417	0.25	0.382
0.517	0.524	0.61	0.458	0.473	0.457	0.527
Two or	Two or	White	Asian	Hispanic/L	Hispanic/L	Asian
14	10	26	10	36	14	44
0.929	1	0.923	1	0.917	1	0.977
Special	Special	Special	Special	Special	Special	Special
177	42	16	48	36	35	60
0.412	0.476	0.313	0.542	0.444	0.543	0.45
Y	N	Y	Y	N	N	Y
Y	N	N	Y	N	Y	Y
Two or	Asian	White	Asian	Asian	Limited	Asian
0.929	0.889	0.923	1	0.889	0.875	0.977
0.526	0.535	0.467	0.593	0.583	0.625	0.595
0.5	0.53	0.531	0.477	0.534	0.418	0.554
0.522	0.53	0.531	0.533	0.534	0.55	0.565

13	12	11	10	9	8	7
15	14	16	13	13	30	16
Montgomery	Kent	Prince George's	Howard	Howard	Baltimore City	Prince George's
0805	0402	1908	0510	0618	0235	1411
Kemp Mill Elementary	Kent County Middle	William Wirt Middle	Bryant Woods Elementar	Laurel Woods Elementar	Glenmount Elementar	Gaywood Elementary
E	M	M	E	E	EM	E
15	13	12	10	9	18	8
18	17	16	15	14	13	12
0.469	0.561	0.508	0.5	0.48	0.538	0.528
Asian	White	Two or	Asian	Asian	Asian	Asian
20	621	14	10	44	15	16
1	0.847	0.857	1	1	0.867	0.938
Special Education	Limited English	Limited English	Special Education	Special Education	Special Education	Special Education
64	14	407	26	50	146	78
0.531	0.286	0.349	0.5	0.52	0.329	0.41
0.5	0.41	0.488	0.5	0.531	0.391	0.496
Asian	White	Asian	Asian	Asian	Asian	Two or
22	301	26	10	42	14	18
1	0.821	0.769	1	0.952	0.929	0.889
Special	Special	Limited	Special	Special	Special	Special
60	112	331	22	38	104	122
0.5	0.411	0.281	0.5	0.421	0.538	0.393
Y	Y	N	Y	Y	Y	N
N	N	N	N	N	Y	N
Asian	White	Two or	Asian	Asian	Asian	Asian
1	0.821	0.75	1	0.952	0.929	0.818
0.469	0.561	0.508	0.5	0.48	0.6	0.528
0.483	0.494	0.499	0.5	0.503	0.473	0.514
0.483	0.494	0.499	0.5	0.503	0.507	0.514

Not Title I	19	18	17	16	15	14
30	12	30	02	03	08	18
Baltimore City	Harford	Baltimore City	Anne Arundel	Baltimore County	Charles	Saint Mary's
0346	0140	0210	4162	0211	0302	0805
City Neighbors Hamilton	William Paca/Old Post Road	Hazelwood Elementary/Middle	Georgetown East Elementar	Winfield Elementary	Mt Hope/Nanjemoy	George Washington Carver
E	E	EM	E	E	E	E
61	22	21	20	19	24	17
25	24	23	22	21	20	19
0.292	0.43	0.569	0.382	0.5	0.477	0.526
White	Limited	Hispanic/L	White	Hispanic/L	White	Asian
24	24	12	14	12	163	12
0.875	1	0.917	1	1	0.877	1
Special Education	Special Education	Special Education	Special Education	Special Education	Special Education	Special Education
24	142	158	34	74	30	38
0.583	0.57	0.348	0.618	0.5	0.4	0.474
0.5	0.486	0.32	0.552	0.407	0.404	0.406
White	Limited	Black or	White	White	White	Hispanic/L
18	20	570	21	10	136	22
1	0.95	0.647	0.952	1	0.904	0.955
Black or	Special	Special	Special	Special	Special	Special
20	151	110	20	86	26	51
0.5	0.464	0.327	0.4	0.593	0.5	0.549
Y	Y	N	Y	N	Y	N
Y	N	N	N	N	Y	N
White	Limited		White	Hispanic/L	White	
1	0.95		0.952	0.857	0.904	
0.417	0.43	0.569	0.382	0.5	0.504	0.526
0.384	0.455	0.458	0.458	0.459	0.445	0.473
0.454	0.455	0.458	0.458	0.459	0.46	0.473

25	24	Not Title I	23	22	21	20
20	30	20	30	15	30	22
Talbot	Baltimore City	Talbot	Baltimore City	Montgomery	Baltimore City	Wicomico
0104	0076	0204	0105	0807	0328	1306
Easton Elementary	Francis Scott Key Elementar	St. Michaels Elementar	Moravia Park	Brookhaven Elementar	Southwest Baltimore Charter	Prince Street School
E	EM	E	EM	E	EM	E
29	28	27	26	25	231	23
32	31	30	29	28	27	26
0.5	0.471	0.404	0.507	0.5	0.269	0.406
Two or	Asian	Two or	Black or	White	White	Asian
14	22	28	744	16	64	18
1	0.955	0.929	0.578	1	0.563	0.944
Special Education	Special Education	Special Education	Native Hawaiian	Special Education	Special Education	Special Education
94	124	40	14	44	126	80
0.5	0.484	0.525	0.071	0.5	0.294	0.538
0.363	0.404	0.487	0.361	0.375	0.208	0.508
White	Asian	White	Black or	White	Special	Asian
466	16	220	859	16	38	18
0.944	0.938	0.9	0.561	0.938	0.947	0.944
Special	Special	Special	Asian	Special	FARMS	Special
62	116	46	5	64	218	78
0.581	0.534	0.413	0.2	0.563	0.739	0.436
N	Y	N	Y	Y	N	Y
N	N	N	N	N	Y	N
Two or	Asian	Two or	Black or	White	White	Asian
0.786	0.938	0.833	0.561	0.938	0.929	0.944
0.5	0.471	0.404	0.507	0.5	0.635	0.406
0.439	0.441	0.441	0.442	0.444	0.242	0.451
0.439	0.441	0.441	0.442	0.444	0.445	0.451

31	30	29	28	27	26	Not Title I
09	03	21	30	30	13	30
Dorchester	Baltimore County	Washington	Baltimore City	Baltimore City	Howard	Baltimore City
0716	1216	1002	0240	0049	0602	0205
Choptank Elementary School	Sandy Plains Elementary	Eastern Elementary	Graceland Park/O'Donnel	Northeast Middle	Guilford Elementary	Woodhome Elementar
E	E	E	EM	M	E	EM
34	33	32	68	35	31	30
39	38	37	36	35	34	33
0.5	0.339	0.5	0.385	0.42	0.429	0.542
Hispanic/L	Hispanic/L	Asian	Hispanic/L	White	White	Hispanic/L
14	26	14	82	16	118	20
1	0.962	1	0.854	0.813	0.958	0.9
Special Education	Special Education	Special Education	Special Education	Special Education	Special Education	Special Education
36	122	52	64	140	34	148
0.5	0.623	0.5	0.469	0.393	0.529	0.358
0.34	0.542	0.345	0.363	0.441	0.44	0.31
Hispanic/L	Asian	Asian	Limited	White	Asian	Hispanic/L
12	16	22	62	22	46	20
0.917	1	1	0.984	0.818	0.978	0.9
Special	Special	Special	Special	Special	Special	Special
26	96	58	66	151	26	122
0.577	0.458	0.655	0.621	0.377	0.538	0.59
Y	N	Y	N	Y	N	Y
N	N	N	Y	Y	N	N
Hispanic/L	Hispanic/L	Asian	Hispanic/L	White	White	Hispanic/L
0.917	0.733	1	0.956	0.818	0.951	0.9
0.5	0.339	0.5	0.487	0.425	0.429	0.542
0.429	0.429	0.431	0.375	0.429	0.434	0.439
0.429	0.429	0.431	0.432	0.432	0.434	0.439

Not Title I	37	36	35	34	33	32
16	30	30	13	18	16	08
Prince George's	Baltimore City	Baltimore City	Howard	Saint Mary's	Prince George's	Charles
0613	0142	0047	0517	0808	0645	0604
District Heights Elementar	Robert W. Coleman Elementar	Hampstead Hill Academy	Swansfield Elementary	Park Hall Elementary	Andrew Jackson Academy	Dr. Samuel A. Mudd Elementar
E	E	EM	E	E	EM	E
42	110	40	39	38	37	36
46	45	44	43	42	41	40
0.488	0.379	0.5	0.432	0.461	0.441	0.47
Limited	Black or	Asian	Two or	Two or	Limited	Hispanic/L
16	292	12	44	18	38	24
0.688	0.668	1	0.977	0.944	0.737	0.917
Special Education	Special Education	Special Education	Special Education	Special Education	Special Education	Special Education
60	38	62	44	58	108	38
0.2	0.289	0.5	0.545	0.483	0.296	0.447
0.316	0.279	0.321	0.408	0.375	0.408	0.375
Two or	Black or	American	White	Asian	Limited	Hispanic/L
12	258	16	82	24	24	24
0.583	0.81	0.875	0.927	1	0.708	0.875
Special	Special	Special	Special	Special	Special	Special
60	32	56	52	72	100	24
0.267	0.531	0.554	0.519	0.625	0.3	0.5
N	Y	N	N	N	Y	Y
N	Y	N	N	N	N	N
Limited	Black or		Two or		Limited	Hispanic/L
0.583	0.81		0.917		0.708	0.875
0.488	0.521	0.5	0.432	0.461	0.441	0.47
0.412	0.335	0.42	0.421	0.423	0.426	0.428
0.412	0.413	0.42	0.421	0.423	0.426	0.428

		41	40	39	Not Title I	38
16	30	30	03	06	03	16
Prince George's	Baltimore City	Baltimore City	Baltimore County	Carroll	Baltimore County	Prince George's
1731	0247	0039	1308	0711	0204	2005
Rosa L. Parks Elementar	Cross Country Elementar	Dallas F. Nicholas Sr.	Riverview Elementar y	Robert Moton Elementar	Featherbe d Lane Elementar	Carrollton Elementar y
E	EM	E	E	E	E	E
48	47	46	45	81	44	43
53	52	51	50	49	48	47
0.426	0.5	0.58	0.374	0.259	0.388	0.556
Asian	White	Limited	White	Hispanic/L	Hispanic/L	Asian
12	12	24	110	34	18	16
1	1	0.875	0.845	0.882	0.944	0.938
Special Education	Special Education	Special Education	Special Education	Special Education	Special Education	Special Education
54	124	44	34	130	54	34
0.574	0.5	0.295	0.471	0.623	0.556	0.382
0.375	0.283	0.183	0.442	0.487	0.428	0.227
Asian	Limited	FARMS	White	Hispanic/L	Hispanic/L	Asian
28	42	210	151	26	14	13
0.893	0.833	0.786	0.755	0.962	0.857	0.923
Special	Special	Special	Special	Special	Special	Special
56	120	58	48	120	42	46
0.518	0.55	0.603	0.313	0.475	0.429	0.696
Y	N	N	Y	Y	Y	Y
N	N	N	N	Y	N	N
Asian	White	Limited	White	Hispanic/L	Hispanic/L	Asian
0.893	0.643	0.667	0.755	0.962	0.857	0.923
0.426	0.5	0.58	0.374	0.339	0.388	0.556
0.403	0.404	0.404	0.404	0.36	0.406	0.41
0.403	0.404	0.404	0.404	0.405	0.406	0.41

16	11	10	05	13	16	16
Prince George's	Garrett	Frederick	Caroline	Howard	Prince George's	Prince George's
0636	1604	2302	0401	0515	0633	1009
William Beanes Elementar	Dennett Road Elementar	Hillcrest Elementar	Preston Elementar	Running Brook Elementar	Overlook Elementar	Oaklands Elementar
E	E	y E	y School E	E	y E	y E
54	53	52	51	50	49	95
60	59	58	57	56	55	54
0.35	0.437	0.418	0.458	0.333	0.413	0.25
Two or	Two or	Asian	Two or	Asian	Hispanic/L	Asian
14	14	30	28	22	16	20
1	1	0.933	1	1	0.813	0.9
Special Education	Special Education	Special Education	Special Education	Special Education	Special Education	Limited English
40	48	68	24	48	10	60
0.65	0.563	0.515	0.542	0.667	0.4	0.65
0.444	0.339	0.364	0.316	0.48	0.386	0.467
Two or	Two or	Two or	Two or	Asian	Hispanic/L	Asian
18	10	22	22	10	14	12
0.944	1	0.864	1	1	0.786	1
Special	Special	Special	Black or	Special	Special	Special
48	56	48	38	50	20	30
0.5	0.661	0.5	0.684	0.52	0.4	0.533
Y	Y	N	Y	Y	Y	Y
N	N	N	N	N	N	Y
Two or	Two or	Asian	Two or	Asian	Hispanic/L	Asian
0.944	1	0.833	1	1	0.786	1
0.35	0.437	0.418	0.458	0.333	0.413	0.35
0.392	0.393	0.394	0.395	0.398	0.401	0.346
0.392	0.393	0.394	0.395	0.398	0.401	0.402

30	15	16	16	30	15	12
Baltimore City	Montgomery	Prince George's	Prince George's	Baltimore City	Montgomery	Harford
0203	0777	0205	1901	0027	0771	0115
Maree Garnett Farring	Weller Road Elementar	Bladensburg Elementar	Riverdale Elementary	Commodore John Rogers	Rolling Terrace Elementar	Edgewood Elementary
EM	E	E	E	EM	E	E
60	59	58	150	57	56	55
67	66	65	64	63	62	61
0.503	0.38	0.344	0.236	0.339	0.368	0.394
Asian	Asian	Asian	White	Hispanic/L	White	Two or
18	50	16	22	48	106	24
0.944	0.96	1	0.818	0.604	1	0.917
Special Education	Special Education	Special Education	Black or African	Special Education	Special Education	Special Education
93	50	64	110	98	68	86
0.441	0.58	0.656	0.582	0.265	0.632	0.523
0.237	0.391	0.438	0.4	0.449	0.417	0.388
Hispanic/L	Asian	Asian	White	Limited	Two or	Two or
36	48	16	24	11	28	32
0.889	0.958	0.938	0.958	0.727	1	0.875
Special	Special	Special	Special	Special	Limited	Special
66	30	62	86	90	180	76
0.652	0.567	0.5	0.558	0.278	0.583	0.487
N	Y	Y	Y	N	N	Y
N	N	N	Y	N	N	N
Asian	Asian	Asian	White	Hispanic/L	White	Two or
0.778	0.958	0.938	0.958	0.577	0.969	0.875
0.503	0.38	0.344	0.376	0.339	0.368	0.394
0.385	0.385	0.386	0.309	0.388	0.39	0.391
0.385	0.385	0.386	0.387	0.388	0.39	0.391

30	16	30	30	16	30	21
Baltimore City	Prince George's	Baltimore City	Baltimore City	Prince George's	Baltimore City	Washington
0212	1208	0028	0025	0619	0088	2602
Garrett Heights Elementar	Flintstone Elementary	William Pinderhughes	Dr. Rayner Browne Elementar	Princeton Elementary	Lyndhurst Elementary	Hickory Elementary
EM	E	EM	EM	E	E	E
64	63	86	171	124	140	62
74	73	72	71	70	69	68
0.532	0.406	0.334	0.399	0.412	0.337	0.515
Asian	Asian	Black or	Black or	Two or	Black or	Two or
10	26	398	262	10	224	10
0.9	0.962	0.475	0.553	0.9	0.661	0.9
Special Education	Special Education	Special Education	Special Education	Special Education	Special Education	Special Education
117	36	64	26	82	34	26
0.368	0.556	0.141	0.154	0.488	0.324	0.385
0.193	0.35	0.382	0.148	0.22	0.291	0.219
White	Asian	Black or	FARMS	Asian	FARMS	White
34	40	440	276	10	244	168
0.706	0.85	0.523	0.725	1	0.791	0.875
Special	Special	Special	Special	Black or	Special	Special
113	36	64	26	236	30	32
0.513	0.5	0.141	0.577	0.78	0.5	0.656
N	Y	Y	N	N	N	N
N	N	Y	Y	Y	Y	N
	Asian	Black or	Black or	Two or	Black or	
	0.85	0.523	0.723	1	0.781	
0.532	0.406	0.382	0.569	0.512	0.457	0.515
0.381	0.381	0.355	0.287	0.327	0.317	0.383
0.381	0.381	0.382	0.382	0.382	0.383	0.383

16	15	03	30	21	03	30
Prince George's	Montgomery	Baltimore County	Baltimore City	Washington	Baltimore County	Baltimore City
1830	0206	1512	0013	2502	1514	0226
William W. Hall Academy	Twinbrook Elementary	Mars Estates Elementar	Tench Tilghman Elementar	Winter Street Elementar	Middlesex Elementary	Violetville Elementary/Middle
EM	E	E	EM	E	E	EM
122	67	66	126	69	65	98
81	80	79	78	77	76	75
0.401	0.438	0.324	0.389	0.432	0.384	0.357
Hispanic/L	Two or	Asian	FARMS	Two or	White	White
48	16	10	422	18	218	260
0.604	0.938	0.9	0.713	0.889	0.862	0.673
Special Education	Special Education	Special Education	Special Education	Special Education	Special Education	Limited English
79	56	66	74	35	92	19
0.203	0.5	0.576	0.324	0.457	0.478	0.316
0.237	0.299	0.442	0.248	0.3	0.374	0.325
Two or	Two or	Hispanic/L	Black or	Two or	White	White
10	14	36	395	20	212	271
0.8	0.929	0.889	0.81	0.9	0.783	0.742
Limited	Black or	Special	Special	Special	Special	Special
16	46	76	73	50	88	48
0.563	0.63	0.447	0.562	0.6	0.409	0.417
N	Y	N	N	Y	Y	Y
Y	N	N	Y	Y	N	Y
Hispanic/L	Two or		FARMS	Two or	White	White
0.69	0.929		0.808	0.9	0.783	0.742
0.487	0.438	0.324	0.484	0.443	0.384	0.426
0.328	0.376	0.376	0.326	0.373	0.38	0.343
0.376	0.376	0.376	0.379	0.379	0.38	0.381

30	05	03	30	03	16	13
Baltimore City	Caroline	Baltimore County	Baltimore City	Baltimore County	Prince George's	Howard
0232	0301	0206	0055	1503	0607	0612
Thomas Jefferson Elementar	Denton Elementary School	Scotts Branch Elementar	Hampden	Colgate Elementary	Hillcrest Heights Elementar	Phelps Luck Elementar
EM	E	E	EM	E	E	E
75	73	72	109	71	70	74
88	87	86	85	84	83	82
0.485	0.444	0.372	0.315	0.34	0.358	0.338
White	Limited	Asian	Hispanic/L	Asian	Limited	White
12	10	14	14	10	16	126
0.917	1	0.929	0.857	1	0.813	0.968
Special Education	Special Education	Special Education	Special Education	Special Education	Special Education	Special Education
88	72	70	48	50	44	54
0.432	0.556	0.557	0.542	0.66	0.455	0.63
0.219	0.274	0.364	0.361	0.405	0.387	0.405
Black or	Two or	Hispanic/L	Hispanic/L	Asian	Two or	White
594	36	28	12	10	10	127
0.677	0.917	0.821	0.917	1	0.7	0.976
Special	Special	Special	Special	Special	Limited	Special
96	70	46	36	42	16	42
0.458	0.643	0.457	0.556	0.595	0.313	0.571
N	N	N	Y	Y	N	Y
N	N	N	Y	N	N	Y
		Asian	Hispanic/L	Asian	Limited	White
		0.813	0.917	1	0.313	0.976
0.485	0.444	0.372	0.375	0.34	0.358	0.346
0.367	0.368	0.368	0.335	0.369	0.371	0.368
0.367	0.368	0.368	0.369	0.369	0.371	0.372

15	15	30	08	03	02	03
Montgomery	Montgomery	Baltimore City	Charles	Baltimore County	Anne Arundel	Baltimore County
0307	0808	0207	0616	0209	1082	1202
Roscoe R Nix Elementar	Cresthaven Elementar	Curtis Bay Elementary	Eva Turner Elementary School	Hebbville Elementary	Belle Grove Elementar	Dundalk Elementary
E	E	EM	E	E	E	E
83	82	80	79	78	77	76
95	94	93	92	91	90	89
0.375	0.359	0.333	0.3	0.38	0.375	0.419
White	White	Asian	Two or	Limited	Hispanic/L	Limited
18	38	12	20	18	10	14
1	1	0.833	0.9	0.833	1	1
Special Education	Special Education	Special Education	American Indian or	Special Education	Special Education	Special Education
24	78	144	10	64	24	74
0.625	0.641	0.5	0.6	0.453	0.625	0.581
0.336	0.361	0.401	0.446	0.347	0.353	0.3
Hispanic/L	White	Asian	Hispanic/L	Black or	Hispanic/L	Limited
110	32	14	16	330	12	12
0.836	0.969	0.786	0.938	0.755	1	1
Special	Special	Special	Special	Special	Black or	Special
24	74	122	61	76	51	80
0.5	0.608	0.385	0.492	0.408	0.647	0.7
N	Y	Y	N	N	Y	Y
N	N	N	N	N	N	N
	White	Asian	Two or	Limited	Hispanic/L	Limited
	0.969	0.786	0.846	0.692	1	1
0.375	0.359	0.333	0.3	0.38	0.375	0.419
0.358	0.36	0.363	0.365	0.365	0.365	0.366
0.358	0.36	0.363	0.365	0.365	0.365	0.366

13	02	16	16	22	15	30
Howard	Anne Arundel	Prince George's	Prince George's	Wicomico	Montgomery	Baltimore City
0514	3142	1001	2113	0907	0553	0237
Longfellow Elementary	Meade Heights Elementary	Laurel Elementary	Springhill Lake Elementary	Charles H. Chipman Elementary	Gaithersburg Elementary	Highlandtown Elementary
E	E	E	E	E	E	EM
90	89	88	87	85	84	99
102	101	100	99	98	97	96
0.353	0.405	0.336	0.287	0.18	0.375	0.416
Asian	Hispanic/L	Two or	Hispanic/L	White	Two or	White
24	14	17	252	34	14	63
1	1	0.941	0.806	0.941	1	0.683
Special Education	Special Education	Special Education	Special Education	Special Education	Special Education	Special Education
34	42	38	154	46	40	105
0.647	0.595	0.605	0.519	0.761	0.625	0.267
0.35	0.285	0.374	0.437	0.577	0.333	0.252
Asian	White	Asian	Asian	Two or	Asian	White
30	42	26	10	26	16	62
1	0.952	0.846	1	0.962	1	0.71
Special	Special	Special	Special	Special	Special	Special
40	36	36	126	52	54	96
0.65	0.667	0.472	0.563	0.385	0.667	0.458
Y	N	N	N	N	N	Y
N	N	N	N	N	N	Y
Asian	Hispanic/L	Two or	Hispanic/L	White	Two or	White
1	0.95	0.792	0.67	0.778	0.8	0.71
0.353	0.405	0.336	0.287	0.18	0.375	0.443
0.352	0.352	0.353	0.354	0.356	0.356	0.343
0.352	0.352	0.353	0.354	0.356	0.356	0.358

30	16	15	30	03	16	30
Baltimore City	Prince George's	Montgomery	Baltimore City	Baltimore County	Prince George's	Baltimore City
0422	1808	0786	0012	0912	2006	0330
New Era Academy	Doswell E. Brooks Elementar	Georgian Forest Elementar	Lakeland Elementary/Middle	Halstead Academy	Glenridge Elementary	Northwood Appold Communit
MH	E	E	EM	E	E	E
96	240	113	118	93	92	91
109	108	107	106	105	104	103
0.297	0.195	0.331	0.354	0.358	0.379	0.392
Black or	Limited	Asian	Hispanic/L	White	Asian	FARMS
289	10	38	118	11	20	194
0.709	0.8	0.974	0.805	0.909	0.95	0.892
Special Education	Special Education	Special Education	Special Education	Special Education	Two or more races	Special Education
34	38	56	144	49	14	16
0.412	0.605	0.643	0.451	0.551	0.571	0.5
0.406	0.289	0.338	0.302	0.339	0.315	0.301
Black or	Special	Asian	White	Limited	Asian	Black or
189	28	26	28	17	16	246
0.714	1	1	0.893	0.824	0.938	0.801
Special	Black or	Special	Special	Special	Special	Special
26	256	74	132	66	114	18
0.308	0.711	0.662	0.591	0.485	0.623	0.5
Y	N	Y	N	N	Y	N
Y	Y	Y	Y	N	N	N
Black or	Limited	Asian	Hispanic/L	White	Asian	FARMS
0.714	1	1	0.84	0.7	0.938	0.795
0.302	0.395	0.357	0.389	0.358	0.379	0.392
0.345	0.237	0.334	0.331	0.35	0.351	0.352
0.348	0.348	0.349	0.35	0.35	0.351	0.352

16	08	30	02	16	30	03
Prince George's	Charles	Baltimore City	Anne Arundel	Prince George's	Baltimore City	Baltimore County
1333	0710	0217	4182	1718	0085	1307
Judge Sylvania W. Woods	Indian Head Elementar	Belmont Elementar y	Germanto wn Elementar	Nicholas Orem Middle	Fort Worthingt on	Baltimore Highlands Elementar
E	E	E	E	M	E	E
101	100	142	97	139	294	94
116	115	114	113	112	111	110
0.268	0.349	0.291	0.276	0.274	0.302	0.348
Two or	Two or	Black or	White	Asian	Black or	White
20	18	284	88	18	428	144
0.85	0.833	0.687	0.943	0.667	0.533	0.813
Special Education	Special Education	Special Education	Special Education	Special Education	Special Education	Special Education
122	64	48	42	140	65	71
0.582	0.484	0.396	0.667	0.393	0.231	0.465
0.43	0.333	0.347	0.426	0.372	0.051	0.345
Hispanic/L	White	Black or	White	Asian	Black or	Asian
38	86	276	88	14	407	10
0.947	0.907	0.736	0.943	0.714	0.813	0.8
Special	Special	Special	Special	Special	Special	Special
116	54	54	58	146	63	88
0.517	0.574	0.389	0.517	0.342	0.762	0.455
N	N	Y	Y	Y	Y	N
N	N	Y	N	Y	Y	N
Two or	Two or	Black or	White	Asian	Black or	White
0.7	0.786	0.736	0.943	0.714	0.813	0.767
0.268	0.349	0.34	0.276	0.321	0.582	0.348
0.34	0.342	0.316	0.343	0.318	0.19	0.347
0.34	0.342	0.343	0.343	0.344	0.346	0.347

10	10	03	16	09	14	22
Frederick	Frederick	Baltimore County	Prince George's	Dorchester	Kent	Wicomico
0210	0204	1405	1719	0711	0403	0905
North Frederick Elementar	Lincoln Elementar	Elmwood Elementar	Langley Park/Mcco	Maple Elementar	H. H. Garnett Elementar	North Salisbury Elementar
E	y E	y E	rmick E	y School E	E	E
108	107	106	105	104	103	102
123	122	121	120	119	118	117
0.333	0.337	0.385	0.32	0.311	0.3	0.267
Asian	Asian	Asian	Black or	White	White	Hispanic/L
38	16	14	33	96	80	36
1	1	1	0.97	0.844	0.925	1
Special Education	Special Education	Special Education	Special Education	Special Education	Special Education	Special Education
66	80	52	40	30	24	86
0.667	0.663	0.615	0.65	0.533	0.625	0.733
0.338	0.333	0.274	0.358	0.372	0.388	0.432
Asian	Asian	Hispanic/L	Hispanic/L	White	Two or	Limited
30	12	34	314	96	18	16
1	1	0.882	0.796	0.781	0.944	1
Special	Special	Special	Special	Special	Special	Special
74	60	74	32	44	18	95
0.662	0.667	0.608	0.438	0.409	0.556	0.568
Y	Y	N	N	Y	N	N
N	N	N	N	N	N	N
Asian	Asian	Asian	Black or	White	White	Hispanic/L
1	1	0.875	0.688	0.781	0.917	0.923
0.333	0.337	0.385	0.32	0.311	0.3	0.267
0.335	0.335	0.336	0.337	0.338	0.339	0.34
0.335	0.335	0.336	0.337	0.338	0.339	0.34

15	30	10	16	15	03	30
Montgomery	Baltimore City	Frederick	Prince George's	Montgomery	Baltimore County	Baltimore City
0559	0261	2504	2108	0756	1515	0248
Brown Station Elementar	Lockerman Bundy Elementar	Brunswick Elementary	Buck Lodge Middle	East Silver Spring Elementar	Hawthorne Elementar	Sinclair Lane Elementar
E	E	E	M	E	E	E
117	197	116	115	114	112	111
130	129	128	127	126	125	124
0.389	0.342	0.308	0.333	0.364	0.278	0.231
Two or	Black or	Limited	Asian	White	Hispanic/L	Black or
12	200	14	66	14	10	373
1	0.71	1	0.833	1	0.8	0.66
Special Education	Special Education	Special Education	Limited English	Special Education	Special Education	Special Education
18	38	52	450	22	46	56
0.611	0.368	0.692	0.5	0.636	0.522	0.429
0.259	0.166	0.362	0.334	0.295	0.404	0.465
White	Black or	American	Asian	Hispanic/L	Two or	Black or
32	156	10	34	26	14	362
0.938	0.833	1	0.765	0.962	0.857	0.657
Special	Special	Special	Limited	Limited	Special	Special
28	30	58	360	30	64	52
0.679	0.667	0.638	0.431	0.667	0.453	0.192
N	Y	N	Y	N	N	Y
N	Y	N	N	N	N	N
Two or	Black or	Limited	Asian	White	Hispanic/L	Black or
0.9	0.833	0.875	0.765	0.917	0.786	0.657
0.389	0.465	0.308	0.333	0.364	0.278	0.231
0.331	0.264	0.332	0.333	0.333	0.334	0.335
0.331	0.332	0.332	0.333	0.333	0.334	0.335

16	30	30	30	30	30	15
Prince George's	Baltimore City	Baltimore City	Baltimore City	Baltimore City	Baltimore City	Montgomery
0105	0338	0335	0246	0015	0029	0766
Calverton Elementary	Friendship Academy Of Math,	Baltimore International	Beechfield Elementary	Stadium School	Matthew A. Henson Elementar	Oak View Elementary
E	M	EM	EM	M	E	E
123	168	220	121	120	192	119
137	136	135	134	133	132	131
0.325	0.272	0.215	0.34	0.289	0.355	0.272
White	Black or	White	Limited	FARMS	Black or	White
16	444	14	16	560	334	84
1	0.599	0.786	0.813	0.655	0.584	1
Special Education	Special Education	Special Education	Special Education	Special Education	Special Education	Special Education
40	104	14	146	71	48	92
0.675	0.327	0.571	0.473	0.366	0.229	0.728
0.33	0.311	0.293	0.315	0.379	0.156	0.402
Asian	White	White	Limited	Black or	Black or	Two or
64	10	14	22	564	324	14
0.984	0.7	0.929	0.727	0.621	0.698	1
Special	Special	Special	Special	Special	Special	Special
52	72	22	131	66	48	82
0.654	0.389	0.636	0.412	0.242	0.542	0.598
N	N	Y	Y	N	Y	N
N	Y	Y	N	N	Y	N
White	Black or	White	Limited	FARMS	Black or	White
0.75	0.671	0.929	0.727	0.602	0.698	0.987
0.325	0.344	0.358	0.34	0.289	0.469	0.272
0.327	0.289	0.25	0.329	0.329	0.267	0.33
0.327	0.329	0.329	0.329	0.329	0.33	0.33

03	03	22	17	02	30	02
Baltimore County	Baltimore County	Wicomico	Queen Anne's	Anne Arundel	Baltimore City	Anne Arundel
0303	0104	0106	0202	3132	0229	3152
Bedford Elementary	Edmondson Heights Elementar	Northwestern Elementar	Church Hill Elementary School	Maryland City Elementar	Holabird Elementary	Van Bokkelen Elementar
E	E	E	E	E	EM	E
131	130	129	128	127	172	125
144	143	142	141	140	139	138
0.353	0.323	0.218	0.325	0.333	0.283	0.321
Two or	Two or	White	Hispanic/L	Asian	White	Hispanic/L
12	12	188	14	16	96	22
1	0.917	0.968	1	1	0.729	1
Limited English	Special Education	Hispanic/Latino of	Special Education	Special Education	Special Education	Special Education
34	69	12	40	36	101	28
0.647	0.594	0.75	0.675	0.667	0.446	0.679
0.286	0.322	0.456	0.324	0.316	0.287	0.333
Two or	Hispanic/L	White	Hispanic/L	White	White	Limited
12	32	183	10	54	92	16
1	0.781	0.956	1	0.907	0.804	1
Special	Special	Hispanic/L	Special	Special	Special	Two or
42	74	10	34	44	58	12
0.714	0.459	0.5	0.676	0.591	0.517	0.667
Y	N	Y	Y	N	Y	N
N	N	N	N	N	Y	N
Two or		White	Hispanic/L		White	Hispanic/L
1		0.956	1		0.804	0.929
0.353	0.323	0.218	0.325	0.333	0.358	0.321
0.323	0.323	0.324	0.325	0.325	0.285	0.326
0.323	0.323	0.324	0.325	0.325	0.326	0.326

02	16	30	03	16	21	11
Anne Arundel	Prince George's	Baltimore City	Baltimore County	Prince George's	Washington	Garrett
1142	1204	0066	1525	1710	1701	0707
Hilltop Elementary	Forest Heights Elementar	Mount Royal Elementar	Deep Creek Elementar	Ridgecrest Elementary	Bester Elementary	Broad Ford Elementary
E	E	EM	E	E	E	E
137	135	134	133	136	145	132
151	150	149	148	147	146	145
0.35	0.241	0.295	0.319	0.343	0.344	0.271
Asian	Hispanic/L	Black or	Two or	Black or	Hispanic/L	White
12	22	1199	18	192	20	348
1	0.955	0.763	0.944	0.729	0.9	0.891
Special Education	Special Education	Special Education	Special Education	Special Education	Special Education	Special Education
60	28	156	64	44	99	50
0.65	0.714	0.468	0.625	0.386	0.556	0.62
0.278	0.417	0.351	0.321	0.29	0.273	0.389
Asian	Hispanic/L	White	Limited	Black or	Hispanic/L	White
14	24	10	34	175	24	390
1	0.792	0.9	0.882	0.731	0.917	0.844
Special	Special	Special	Special	Special	Special	Special
72	32	133	66	34	90	44
0.722	0.375	0.549	0.561	0.441	0.644	0.455
Y	Y	N	N	Y	Y	Y
N	N	N	N	Y	Y	N
Asian	Hispanic/L	Black or		Black or	Hispanic/L	White
1	0.792	0.741		0.731	0.917	0.844
0.35	0.241	0.295	0.319	0.345	0.361	0.271
0.318	0.319	0.32	0.32	0.319	0.312	0.323
0.318	0.319	0.32	0.32	0.321	0.322	0.323

03	12	12	30	32	30	08
Baltimore County	Harford	Harford	Baltimore City	Seed School LEA	Baltimore City	Charles
1518	0230	0632	0220	1000	0023	0606
Glenmar Elementary	Halls Cross Roads Elementar	Havre De Grace Elementar	Morrell Park Elementar	The Seed School Of Maryland	Wolfe Street Academy	J. P. Ryon Elementary School
E	E	E	EM	M	E	E
144	146	143	154	141	167	138
158	157	156	155	154	153	152
0.25	0.308	0.312	0.375	0.285	0.45	0.29
Asian	White	White	Asian	FARMS	Black or	Asian
24	146	176	35	281	20	10
1	0.849	0.915	0.886	0.68	0.85	0.9
White	Special Education	Special Education	Special Education	Special Education	Special Education	Special Education
24	74	68	92	38	20	41
0.75	0.541	0.603	0.511	0.395	0.4	0.61
0.391	0.315	0.318	0.21	0.356	0.089	0.354
Asian	White	Asian	Black or	Two or	White	Hispanic/L
26	110	14	56	10	22	14
1	0.855	0.929	0.929	0.8	0.909	1
Special	Special	Special	Special	Special	Limited	Special
64	50	72	96	36	50	48
0.609	0.54	0.611	0.719	0.444	0.82	0.646
Y	Y	N	N	N	N	N
N	Y	N	Y	N	Y	N
Asian	White	White	Asian	FARMS	Black or	
1	0.855	0.903	0.912	0.617	0.9	
0.25	0.314	0.312	0.401	0.285	0.5	0.29
0.313	0.311	0.315	0.302	0.317	0.29	0.318
0.313	0.314	0.315	0.316	0.317	0.317	0.318

30	16	30	30	12	30	18
Baltimore City	Prince George's	Baltimore City	Baltimore City	Harford	Baltimore City	Saint Mary's
0124	0213	0342	0339	0131	0241	0804
Bay-Brook Elementary	Cooper Lane Elementary	Kasa (Knowledge And	Friendship Academy Of	Magnolia Elementary	Fallstaff Elementary	Lexington Park Elementary
EM	E	MH	M	E	EM	E
345	151	308	253	149	148	147
165	164	163	162	161	160	159
0.176	0.312	0.193	0.233	0.329	0.461	0.3
White	Black or	Black or	Black or	Hispanic/L	Asian	Asian
24	228	414	487	32	14	30
0.625	0.772	0.428	0.509	0.938	0.929	0.967
Special Education	Special Education	Special Education	Special Education	Special Education	Special Education	Special Education
118	50	68	105	64	62	72
0.449	0.46	0.235	0.276	0.609	0.468	0.667
0.101	0.3	0.161	0.212	0.285	0.122	0.324
Hispanic/L	Hispanic/L	Black or	Black or	White	Black or	Hispanic/L
14	175	304	349	64	324	22
0.929	0.8	0.661	0.662	0.828	0.722	1
Black or	White	Special	Special	Special	Hispanic/L	Special
530	10	36	40	70	50	68
0.828	0.5	0.5	0.45	0.543	0.6	0.676
N	N	Y	Y	N	N	N
Y	N	Y	Y	N	N	N
White	Black or	Black or	Black or	Hispanic/L		Asian
0.921	0.747	0.661	0.662	0.763		0.875
0.472	0.312	0.426	0.386	0.329	0.461	0.3
0.143	0.307	0.179	0.224	0.309	0.31	0.311
0.307	0.307	0.308	0.309	0.309	0.31	0.311

19	03	03	16	30	22	15
Somerset	Baltimore County	Baltimore County	Prince George's	Baltimore City	Wicomico	Montgomery
0106	1311	1217	1730	0378	0515	0305
Princess Anne Elementar	Lansdowne Elementar	Logan Elementary	Mary Harris "Mother"	Baltimore IT Academy	Glen Avenue School	Jackson Road Elementar
E	E	E	E	M	E	E
156	162	159	155	221	153	152
172	171	170	169	168	167	166
0.288	0.464	0.296	0.306	0.13	0.169	0.333
Hispanic/L	White	Hispanic/L	Asian	Black or	White	White
12	196	30	16	376	124	32
1	0.964	0.967	1	0.356	0.919	1
Special Education	Two or more races	Special Education	Special Education	Special Education	Limited English	Two or more races
66	10	70	72	106	20	12
0.712	0.5	0.671	0.694	0.226	0.75	0.667
0.313	0.084	0.298	0.292	0.399	0.471	0.266
Limited	White	Hispanic/L	Asian	White	Two or	White
16	175	34	12	10	30	34
0.938	0.971	0.971	1	0.8	0.933	0.941
Special	Special	Special	Special	Special	Limited	Special
48	53	98	48	212	13	40
0.625	0.887	0.673	0.708	0.401	0.462	0.675
N	Y	Y	Y	N	N	Y
N	Y	Y	N	Y	N	N
	White	Hispanic/L	Asian	Black or	White	White
	0.971	0.971	1	0.452	0.884	0.941
0.288	0.471	0.3	0.306	0.226	0.169	0.333
0.299	0.295	0.297	0.3	0.25	0.303	0.303
0.299	0.299	0.299	0.3	0.303	0.303	0.303

03	04	30	15	16	15	30
Baltimore County	Calvert	Baltimore City	Montgomery	Prince George's	Montgomery	Baltimore City
1403	0112	0234	0564	1706	0555	0228
Mccormick Elementary	Patuxent Elementary	Arlington Elementary	South Lake Elementary	Thomas S. Stone Elementar	Rosemont Elementary	John Ruhrah Elementar
E	E	EM	E	E	E	EM
163	161	160	199	173	158	157
179	178	177	176	175	174	173
0.322	0.212	0.446	0.187	0.33	0.337	0.278
Two or	Limited	Hispanic/L	Two or	Hispanic/L	White	Hispanic/L
12	10	12	24	268	53	198
0.917	0.9	0.833	0.875	0.698	0.962	0.788
Special Education	Two or more races	Special Education	Special Education	Special Education	Special Education	Special Education
42	16	106	32	106	24	98
0.595	0.688	0.387	0.688	0.368	0.625	0.51
0.262	0.4	0.11	0.356	0.225	0.25	0.325
White	Two or	Black or	Asian	Hispanic/L	Two or	Asian
26	20	727	46	236	16	15
0.923	1	0.71	1	0.725	1	0.867
Special	Limited	Limited	Limited	White	Special	Special
56	10	20	174	10	32	118
0.661	0.6	0.6	0.644	0.5	0.75	0.542
N	N	N	N	Y	N	N
N	N	N	Y	Y	N	N
	Limited		Two or	Hispanic/L	White	Hispanic/L
	0.6		0.938	0.725	0.926	0.768
0.322	0.212	0.446	0.25	0.357	0.337	0.278
0.295	0.296	0.297	0.262	0.283	0.298	0.299
0.295	0.296	0.297	0.297	0.298	0.298	0.299

02	30	15	30	30	16	05
Anne Arundel	Baltimore City	Montgomery	Baltimore City	Baltimore City	Prince George's	Caroline
1122	0332	0779	0364	0089	0661	0201
Freetown Elementary	The Green School	Sargent Shriver Elementar	Bluford Drew Jemison	Rognel Heights Elementar	Suitland Elementary	Greensboro Elementar
E	E	E	M	EM	E	E
169	195	166	335	217	165	164
186	185	184	183	182	181	180
0.244	0.299	0.314	0.204	0.288	0.326	0.287
Limited	White	Asian	FARMS	Black or	Hispanic/L	Limited
40	44	67	412	362	22	108
0.95	0.932	0.925	0.439	0.525	0.864	0.944
Special Education	Special Education	Special Education	Special Education	Special Education	Special Education	Special Education
68	30	72	115	76	52	70
0.706	0.633	0.611	0.235	0.237	0.538	0.657
0.342	0.224	0.26	0.091	0.205	0.253	0.302
White	White	Asian	Black or	FARMS	Hispanic/L	White
82	38	76	148	420	26	368
0.951	0.974	0.921	0.696	0.612	0.769	0.916
Special	FARMS	Special	Special	Special	Special	Special
46	60	62	38	86	62	70
0.609	0.75	0.661	0.605	0.407	0.516	0.614
N	Y	Y	N	N	Y	N
N	Y	N	Y	Y	N	N
Limited	White	Asian	FARMS	Black or	Hispanic/L	Limited
0.75	0.974	0.921	0.692	0.602	0.769	0.849
0.244	0.341	0.314	0.457	0.365	0.326	0.287
0.288	0.266	0.29	0.154	0.251	0.294	0.294
0.288	0.289	0.29	0.294	0.294	0.294	0.294

30	10	30	09	30	30	16
Baltimore City	Frederick	Baltimore City	Dorchester	Baltimore City	Baltimore City	Prince George's
0054	2403	0145	0710	0349	0224	0210
Barclay Elementary/Middle	Waverley Elementary	Alexander Hamilton Elementary	Sandy Hill Elementary	Naca Freedom And	Grove Park Elementary	Rogers Heights Elementary
EM	E	E	E	M	EM	E
202	212	251	179	185	225	170
193	192	191	190	189	188	187
0.271	0.154	0.187	0.266	0.347	0.282	0.349
Asian	Asian	FARMS	Two or	FARMS	Black or	Hispanic/L
10	20	188	10	198	482	343
0.8	0.95	0.479	0.9	0.662	0.629	0.749
Special Education	Black or African	Special Education	Black or African	Special Education	Special Education	White
104	108	48	172	54	95	15
0.529	0.796	0.292	0.634	0.315	0.347	0.4
0.247	0.379	0.273	0.286	0.174	0.2	0.21
Asian	Asian	Black or	Two or	Black or	Black or	Asian
12	16	202	12	122	510	22
0.833	1	0.589	0.917	0.73	0.7	0.727
Special	Special	Special	Black or	Special	Special	Special
111	66	38	176	18	96	60
0.586	0.621	0.316	0.631	0.556	0.5	0.517
Y	Y	N	Y	N	Y	N
Y	Y	Y	Y	Y	Y	N
Asian	Asian	FARMS	Two or	FARMS	Black or	Hispanic/L
0.833	1	0.585	0.917	0.688	0.7	0.689
0.304	0.204	0.293	0.283	0.373	0.353	0.349
0.26	0.254	0.225	0.275	0.27	0.246	0.287
0.279	0.282	0.284	0.284	0.285	0.285	0.287

30	16	03	30	21	15	30
Baltimore City	Prince George's	Baltimore County	Baltimore City	Washington	Montgomery	Baltimore City
0107	1811	1517	0321	2601	0100	0368
Gilmor Elementary	Carmody Hills Elementar	Battle Grove Elementar	Midtown Academy	Lincolnshire Elementar	Clopper Mill Elementar	East Baltimore Communit
E	E	E	EM	E	E	E
318	177	176	219	175	210	174
200	199	198	197	196	195	194
0.197	0.224	0.229	0.25	0.331	0.27	0.222
Black or	Limited	White	White	Two or	Asian	Black or
266	16	170	40	44	28	126
0.447	0.938	0.865	0.95	0.909	0.893	0.722
Special Education	Special Education	Special Education	Special Education	Black or African	Black or African	Special Education
60	42	66	30	64	122	24
0.25	0.714	0.636	0.7	0.578	0.623	0.5
0.138	0.343	0.337	0.25	0.211	0.239	0.35
Black or	Limited	White	Asian	Two or	Asian	Black or
307	18	184	10	22	30	80
0.638	0.778	0.837	1	0.864	0.933	0.6
Special	Special	Black or	Special	Black or	Black or	Special
52	46	20	20	72	124	12
0.5	0.435	0.5	0.75	0.653	0.694	0.25
Y	Y	Y	N	Y	Y	Y
Y	N	N	Y	N	Y	N
Black or	Limited	White	White	Two or	Asian	Black or
0.638	0.778	0.837	1	0.864	0.933	0.6
0.388	0.224	0.229	0.3	0.331	0.31	0.222
0.171	0.277	0.277	0.25	0.278	0.256	0.279
0.277	0.277	0.277	0.278	0.278	0.278	0.279

04	30	16	16	07	19	02
Calvert	Baltimore City	Prince George's	Prince George's	Cecil	Somerset	Anne Arundel
0115	0201	1711	0651	0401	0705	4262
Dowell Elementary	Dickey Hill Elementary/Middle	Carole Highlands Elementary	Thomas Claggett Elementary	Cecil Manor Elementary	Carter G Woodson Elementary	Tyler Heights Elementary
E	EM	E	E	E	E	E
182	228	181	184	180	178	190
207	206	205	204	203	202	201
0.203	0.361	0.396	0.243	0.21	0.3	0.259
Two or	FARMS	Asian	Black or	Hispanic/L	Two or	Hispanic/L
40	426	12	222	24	16	165
1	0.634	0.917	0.563	1	1	0.83
Special Education	Special Education	Special Education	Special Education	Special Education	Special Education	Special Education
64	66	48	50	62	60	28
0.797	0.273	0.521	0.32	0.79	0.7	0.571
0.356	0.095	0.12	0.305	0.355	0.246	0.278
White	Black or	Hispanic/L	FARMS	Two or	Hispanic/L	Hispanic/L
441	450	282	167	20	56	130
0.927	0.7	0.706	0.587	1	0.946	0.846
Limited	Special	Special	Special	Special	Special	Special
14	76	58	39	62	80	44
0.571	0.605	0.586	0.282	0.645	0.7	0.568
N	N	N	N	N	N	Y
N	Y	N	Y	N	N	Y
Two or	FARMS	Asian	Black or	Hispanic/L	Two or	Hispanic/L
0.9	0.688	0.591	0.569	0.955	0.813	0.846
0.203	0.415	0.396	0.249	0.21	0.3	0.275
0.271	0.243	0.273	0.271	0.274	0.276	0.267
0.271	0.273	0.273	0.274	0.274	0.276	0.276

04	07	03	30	15	13	09
Calvert	Cecil	Baltimore County	Baltimore City	Montgomery	Howard	Dorchester
0101	0510	0909	0219	0767	0609	1503
Appeal Elementary	Bay View Elementary	Pleasant Plains Elementar	Yorkwood Elementary	Glen Haven Elementar	Talbott Springs Elementar	Hurlock Elementary School
E	E	E	E	E	E	E
207	189	188	196	187	186	183
214	213	212	211	210	209	208
0.229	0.258	0.342	0.239	0.256	0.261	0.257
White	White	Asian	Black or	Two or	Asian	Hispanic/L
590	398	28	312	16	30	35
0.898	0.877	0.929	0.702	1	1	0.857
Special Education	Special Education	Special Education	Special Education	Limited English	Special Education	Two or more races
118	84	46	80	156	46	10
0.669	0.619	0.587	0.463	0.744	0.739	0.6
0.292	0.281	0.176	0.295	0.286	0.278	0.288
White	White	White	FARMS	Two or	White	White
605	406	93	330	14	78	254
0.916	0.805	0.914	0.718	1	1	0.768
Special	Special	Special	Special	Special	Special	Special
125	84	42	78	42	36	50
0.624	0.524	0.738	0.423	0.714	0.722	0.48
Y	Y	N	N	Y	N	N
Y	N	N	Y	N	N	N
White	White	Asian	Black or	Two or	Asian	Hispanic/L
0.916	0.805	0.9	0.712	1	0.964	0.609
0.247	0.258	0.342	0.249	0.256	0.261	0.257
0.257	0.268	0.268	0.264	0.269	0.269	0.271
0.267	0.268	0.268	0.269	0.269	0.269	0.271

20	03	30	30	22	03	13
Talbot	Baltimore County	Baltimore City	Baltimore City	Wicomico	Baltimore County	Howard
0302	1207	0242	0095	0906	0105	0608
White Marsh Elementar	Norwood Elementar	Northwoo d Elementar	Franklin Square Elementar	Pemberto n Elementar	Johnnycak e Elementar	Stevens Forest Elementar
E	E	E	EM	E	E	E
200	198	230	320	194	193	191
221	220	219	218	217	216	215
0.167	0.294	0.291	0.136	0.245	0.279	0.241
Hispanic/L	Two or	FARMS	Black or	Asian	Asian	Two or
14	18	486	474	52	26	36
1	1	0.821	0.679	1	0.962	1
Special Education	Black or African	Special Education	Special Education	Black or African	Special Education	Special Education
18	34	100	92	188	104	58
0.833	0.706	0.53	0.543	0.755	0.683	0.759
0.381	0.224	0.18	0.207	0.293	0.25	0.3
Hispanic/L	Asian	FARMS	FARMS	Asian	Two or	White
12	24	490	470	48	12	62
1	1	0.861	0.86	0.979	0.917	0.984
Black or	Special	Special	Special	Special	Special	Special
42	76	94	101	70	60	38
0.619	0.776	0.681	0.653	0.686	0.667	0.684
Y	N	Y	N	Y	N	N
N	N	Y	Y	N	N	N
Hispanic/L	Two or	FARMS	Black or	Asian	Asian	Two or
1	0.825	0.861	0.852	0.979	0.912	0.976
0.167	0.294	0.331	0.309	0.245	0.279	0.241
0.262	0.263	0.242	0.168	0.266	0.266	0.267
0.262	0.263	0.264	0.264	0.266	0.266	0.267

16	30	30	15	05	17	16
Prince George's	Baltimore City	Baltimore City	Montgomery	Caroline	Queen Anne's	Prince George's
0606	0334	0004	0791	0701	0106	1907
Bradbury Heights Elementar	Bluford Drew Jemison	Steuart Hill Academic Academy	New Hampshire Estates	Ridgely Elementary School	Sudlersville Elementar	Beacon Heights Elementar
E	M	EM	E	E	E	E
208	307	206	204	203	205	201
228	227	226	225	224	223	222
0.296	0.176	0.247	0.223	0.266	0.203	0.221
Two or	Black or	Hispanic/L	Asian	White	White	Black or
10	642	10	14	345	290	136
0.9	0.472	0.6	0.929	0.948	0.903	0.875
Black or African	Special Education	Special Education	Special Education	Special Education	Special Education	Special Education
508	108	102	34	44	70	26
0.604	0.296	0.353	0.706	0.682	0.7	0.654
0.208	0.185	0.271	0.305	0.25	0.329	0.31
Two or	Black or	White	Black or	White	Limited	Black or
12	686	47	42	292	28	158
0.833	0.612	0.66	0.905	0.938	0.929	0.81
Limited	Special	Hispanic/L	Special	Special	Two or	Special
16	82	18	20	48	10	30
0.625	0.427	0.389	0.6	0.688	0.6	0.5
Y	Y	N	N	Y	N	Y
N	Y	N	N	N	Y	N
Two or	Black or	Hispanic/L	Asian	White	White	Black or
0.833	0.612	0.389	0.875	0.938	0.904	0.81
0.296	0.316	0.247	0.223	0.266	0.204	0.221
0.257	0.18	0.258	0.259	0.259	0.259	0.261
0.257	0.258	0.258	0.259	0.259	0.26	0.261

30	16	15	30	07	04	30
Baltimore City	Prince George's	Montgomery	Baltimore City	Cecil	Calvert	Baltimore City
0341	1703	0563	0122	0316	0207	0163
The Reach Partnership School	Mt Rainier Elementary	Summit Hall Elementar	The Historic Samuel	Thomson Estates Elementar	Calvert Elementary	Patapsco Elementary/Middle
MH	E	E	E	E	E	EM
297	214	213	272	211	209	337
235	234	233	232	231	230	229
0.106	0.261	0.242	0.207	0.188	0.287	0.148
Black or	Asian	Two or	Black or	White	Hispanic/L	FARMS
430	12	20	278	238	18	309
0.421	1	1	0.576	0.794	1	0.32
Special Education	Special Education	Special Education	Special Education	Special Education	Special Education	Special Education
108	46	66	84	66	80	58
0.315	0.739	0.758	0.369	0.606	0.713	0.172
0.29	0.245	0.268	0.209	0.339	0.217	0.156
Black or	Asian	Asian	FARMS	Limited	Limited	Black or
276	12	12	290	10	12	348
0.54	0.917	1	0.662	0.9	1	0.511
Special	Special	Special	Special	Special	Special	Special
56	61	56	86	66	60	62
0.25	0.672	0.732	0.453	0.561	0.783	0.355
Y	Y	N	N	N	N	N
Y	N	N	Y	Y	N	Y
Black or	Asian	Two or	Black or	White	Hispanic/L	FARMS
0.54	0.917	0.833	0.661	0.795	0.9	0.509
0.225	0.261	0.242	0.292	0.189	0.287	0.337
0.188	0.254	0.254	0.208	0.255	0.256	0.152
0.254	0.254	0.254	0.255	0.256	0.256	0.257

10	07	30	04	30	30	02
Frederick	Cecil	Baltimore City	Calvert	Baltimore City	Baltimore City	Anne Arundel
0916	0506	0016	0208	0063	0051	4222
Spring Ridge Elementar	North East Elementar y	Johnston Square Elementar	Barstow Elementar y	Rosemont Elementar y	Waverly Elementar y	Walter S. Mills - Parole
E	EM	E	E	EM	EM	E
222	224	312	218	324	216	215
242	241	240	239	238	237	236
0.237	0.224	0.214	0.248	0.235	0.265	0.227
Asian	Hispanic/L	Black or	White	Black or	White	Two or
14	34	247	290	516	12	20
1	0.912	0.628	0.955	0.756	0.75	1
Special Education	Special Education	Special Education	Special Education	Special Education	Special Education	Special Education
76	80	70	58	94	101	44
0.763	0.688	0.414	0.707	0.521	0.485	0.773
0.264	0.274	0.123	0.252	0.075	0.237	0.286
Asian	Hispanic/L	Black or	Asian	Black or	Black or	Two or
18	24	290	16	488	625	14
1	0.917	0.766	0.938	0.912	0.68	1
Special	Two or	Special	Special	Special	Special	Special
72	14	84	70	92	122	42
0.736	0.643	0.643	0.686	0.837	0.443	0.714
Y	Y	Y	N	Y	N	Y
N	Y	Y	N	Y	N	N
Asian	Hispanic/L	Black or	White	Black or	White	Two or
1	0.917	0.766	0.936	0.912	0.6	1
0.237	0.229	0.352	0.248	0.391	0.265	0.227
0.249	0.246	0.174	0.25	0.164	0.253	0.253
0.249	0.249	0.25	0.25	0.251	0.253	0.253

02	30	15	20	30	03	16
Anne Arundel	Baltimore City	Montgomery	Talbot	Baltimore City	Baltimore County	Prince George's
1202	0263	0552	0501	0061	1409	1307
Park Elementary	William C. March Middle	Washington Grove Elementar	Tilghman Elementary	John Eager Howard Elementar	Shady Spring Elementar	Highland Park Elementar
E	M	E	E	E	E	E
227	273	226	264	355	223	246
249	248	247	246	245	244	243
0.225	0.189	0.159	0.261	0.219	0.18	0.391
Hispanic/L	Black or	Asian	White	Black or	Two or	Black or
40	564	38	64	140	28	130
0.95	0.301	1	0.844	0.693	0.964	0.808
Special Education	Special Education	Special Education	Special Education	Special Education	Special Education	Special Education
40	170	44	12	38	51	12
0.725	0.112	0.841	0.583	0.474	0.784	0.417
0.265	0.231	0.353	0.153	0.019	0.331	0.036
Hispanic/L	FARMS	White	White	Black or	White	Black or
36	707	32	72	114	74	152
0.861	0.373	1	0.903	0.904	0.919	0.836
Special	Special	Special	Special	Special	Special	Special
52	225	34	16	26	68	10
0.596	0.142	0.647	0.75	0.885	0.588	0.8
Y	N	N	Y	Y	N	Y
N	Y	N	Y	Y	N	Y
Hispanic/L	Black or	Asian	White	Black or	Two or	Black or
0.861	0.369	0.957	0.903	0.904	0.824	0.836
0.225	0.257	0.159	0.32	0.43	0.18	0.419
0.243	0.208	0.245	0.213	0.13	0.247	0.233
0.243	0.245	0.245	0.246	0.247	0.247	0.249

22	16	03	30	30	30	16
Wicomico	Prince George's	Baltimore County	Baltimore City	Baltimore City	Baltimore City	Prince George's
1305	0211	1513	0035	0322	0044	0648
Pinehurst Elementary	Gladys Noon Spellman	Sussex Elementary	Harlem Park Elementar	New Song Academy	Montebello Elementar	Samuel P. Massie Academy
E	E	E	EM	EM	EM	EM
243	233	232	267	229	245	265
256	255	254	253	252	251	250
0.296	0.25	0.15	0.246	0.214	0.134	0.221
Hispanic/L	White	Two or	Black or	FARMS	Black or	Hispanic/L
64	14	24	372	162	932	18
0.859	1	1	0.594	0.623	0.732	0.778
Special Education	Two or more races	Black or African	Special Education	Special Education	Special Education	Special Education
96	20	40	46	22	194	88
0.563	0.75	0.85	0.348	0.409	0.598	0.557
0.162	0.229	0.354	0.167	0.279	0.36	0.201
Hispanic/L	White	White	Black or	Black or	Hispanic/L	Hispanic/L
68	10	130	354	170	10	12
0.868	1	0.954	0.65	0.629	1	0.833
Limited	Special	Asian	Special	Special	Special	Special
34	48	10	58	20	186	68
0.706	0.771	0.6	0.483	0.35	0.64	0.632
Y	Y	N	Y	N	N	Y
Y	N	N	Y	N	Y	Y
Hispanic/L	White	Two or	Black or	FARMS	Black or	Hispanic/L
0.868	1	0.909	0.65	0.596	0.748	0.833
0.305	0.25	0.15	0.302	0.214	0.15	0.276
0.236	0.241	0.241	0.211	0.243	0.234	0.212
0.241	0.241	0.241	0.242	0.243	0.243	0.243

15	05	30	21	16	04	30
Montgomery	Caroline	Baltimore City	Washington	Prince George's	Calvert	Baltimore City
0797	0501	0423	2503	2121	0114	0243
Harmony Hills Elementar	Federalsburg Elementar	Baltimore Freedom Academy	Salem Avenue Elementar	Cherokee Lane Elementar	St Leonard Elementary	Armistead Gardens Elementar
E	E	MH	E	E	E	EM
238	278	291	236	235	237	234
263	262	261	260	259	258	257
0.205	0.216	0.209	0.244	0.246	0.222	0.268
Asian	White	Black or	White	White	White	Black or
28	186	459	304	16	398	86
0.893	0.866	0.346	0.872	0.938	0.96	0.826
Special Education	Limited English	Special Education	Special Education	Special Education	Special Education	Special Education
48	20	73	78	52	65	104
0.688	0.65	0.137	0.628	0.692	0.738	0.558
0.282	0.19	0.174	0.236	0.233	0.26	0.208
Hispanic/Latino of	Two or more races	Black or African	Two or more races	Black or African	White	White
276	20	521	80	88	396	248
0.801	1	0.43	0.925	0.943	0.962	0.81
Special	Black or	Special	Special	Special	Special	Special
54	126	78	106	62	84	98
0.519	0.81	0.256	0.689	0.71	0.702	0.602
N	N	Y	N	N	Y	N
N	Y	Y	N	N	Y	N
Asian	White	Black or	White	White	White	Black or
0.783	0.929	0.43	0.866	0.9	0.962	0.79
0.205	0.279	0.293	0.244	0.246	0.224	0.268
0.239	0.204	0.193	0.24	0.24	0.239	0.241
0.239	0.239	0.24	0.24	0.24	0.24	0.241

30	16	30	22	22	30	16
Baltimore City	Prince George's	Baltimore City	Wicomico	Wicomico	Baltimore City	Prince George's
0337	1725	0254	0514	0512	0050	1302
Afya Public Charter School	Cool Spring Elementar	Dr. Martin Luther King, Jr.	Beaver Run School	East Salisbury Elementar	Abbottsto n Elementar	Columbia Park Elementar
M	E	EM	E	E	E	E
258	244	388	242	241	268	239
270	269	268	267	266	265	264
0.211	0.158	0.14	0.188	0.211	0.19	0.307
Black or	Black or	FARMS	White	White	Black or	Hispanic/L
612	50	468	113	203	201	90
0.719	0.92	0.532	0.938	0.911	0.607	0.778
Special Education	Special Education	Special Education	Limited English	Special Education	Special Education	Special Education
132	42	143	20	130	24	68
0.508	0.762	0.392	0.75	0.7	0.417	0.471
0.231	0.33	0.026	0.296	0.269	0.238	0.154
Black or	Black or	Black or	White	White	Black or	Black or
396	44	530	122	208	235	346
0.745	0.886	0.796	0.885	0.894	0.655	0.676
Special	Special	Special	Special	Limited	Special	Special
70	27	135	56	40	24	46
0.514	0.556	0.77	0.589	0.625	0.417	0.522
Y	Y	N	Y	Y	Y	N
Y	N	Y	N	N	Y	N
Black or	Black or	FARMS	White	White	Black or	Hispanic/L
0.745	0.886	0.795	0.885	0.894	0.655	0.67
0.237	0.158	0.403	0.188	0.211	0.238	0.307
0.22	0.234	0.089	0.236	0.237	0.211	0.239
0.234	0.234	0.235	0.236	0.237	0.238	0.239

30	03	30	30	15	30	30
Baltimore City	Baltimore County	Baltimore City	Baltimore City	Montgomery	Baltimore City	Baltimore City
0031	0923	0343	0083	0309	0084	0075
Coldstream Park Elementar	White Oak School	Baltimore Civitas	William Paca Elementar	Burnt Mills Elementary	Thomas Johnson Elementar	Calverton
E	E	MH	E	E	EM	EM
361	296	290	249	248	247	310
277	276	275	274	273	272	271
0.068	0.233	0.138	0.38	0.2	0.263	0.161
Special	Black or	Black or	White	Asian	Limited	Black or
90	31	402	14	16	14	985
0.767	0.677	0.43	0.857	1	1	0.413
Black or African	White	Special Education	Special Education	Special Education	Black or African	Special Education
332	18	89	86	30	152	282
0.699	0.444	0.292	0.477	0.8	0.737	0.252
0.182	0.131	0.266	0.042	0.267	0.192	0.198
Special	Black or	Black or	Hispanic/L	Asian	Asian	Black or
56	36	224	12	22	16	970
0.964	0.75	0.491	0.917	1	1	0.509
FARMS	White	Special	Limited	Special	Black or	Special
252	42	40	16	30	130	270
0.782	0.619	0.225	0.875	0.733	0.808	0.311
Y	Y	Y	N	Y	N	Y
Y	Y	Y	N	N	N	Y
Special	Black or	Black or		Asian	Limited	Black or
0.964	0.75	0.491		1	1	0.509
0.265	0.306	0.199	0.38	0.2	0.263	0.257
0.119	0.188	0.195	0.23	0.23	0.231	0.177
0.228	0.228	0.229	0.23	0.23	0.231	0.231

07	30	30	30	30	15	16
Cecil	Baltimore City	Baltimore City	Baltimore City	Baltimore City	Montgomery	Prince George's
0311	0159	0324	0223	0206	0774	0217
Holly Hall Elementary	Cherry Hill Elementary/Middle	Kipp Ujima Village Academy	Pimlico Elementary	Furley Elementary	Highland Elementary	Port Towns Elementar
E	EM	EM	EM	E	E	E
257	274	256	255	254	252	250
284	283	282	281	280	279	278
0.152	0.193	0.244	0.238	0.144	0.28	0.274
White	Black or	Black or	FARMS	Black or	Asian	Hispanic/L
347	298	737	559	330	36	370
0.919	0.436	0.872	0.637	0.67	0.972	0.805
Limited English	Special Education	Special Education	Special Education	Special Education	Special Education	Special Education
30	70	94	138	76	78	64
0.767	0.243	0.628	0.399	0.526	0.692	0.531
0.306	0.224	0.197	0.205	0.322	0.154	0.166
Asian	Black or	Black or	Black or	Black or	White	Black or
16	358	718	640	407	14	274
1	0.461	0.836	0.606	0.646	1	0.766
Special	Special	Special	Special	Special	Black or	Special
62	76	72	152	74	52	60
0.694	0.237	0.639	0.401	0.324	0.846	0.6
N	Y	Y	N	Y	N	N
N	Y	N	N	N	N	N
White	Black or	Black or	FARMS	Black or	Asian	Hispanic/L
0.896	0.461	0.836	0.605	0.646	0.969	0.762
0.152	0.218	0.244	0.238	0.144	0.28	0.274
0.22	0.207	0.223	0.223	0.223	0.224	0.226
0.22	0.221	0.223	0.223	0.223	0.224	0.226

30	03	30	30	16	15	01
Baltimore City	Baltimore County	Baltimore City	Baltimore City	Prince George's	Montgomery	Allegany
0067	1507	0204	0007	2014	0790	0603
Edgewood Elementary	Chase Elementary	Mary E. Rodman Elementar	Cecil Elementary	Lamont Elementary	Arcola Elementary	West Side Elementary
E	E	E	E	E	E	E
325	261	321	306	260	262	259
291	290	289	288	287	286	285
0.181	0.229	0.219	0.25	0.22	0.214	0.3
Black or	Two or	FARMS	FARMS	Asian	Asian	Two or
226	12	232	260	24	48	14
0.681	0.917	0.642	0.9	0.917	0.938	1
Special Education	Special Education	Special Education	Special Education	Limited English	Special Education	Special Education
72	48	52	40	218	58	40
0.5	0.688	0.423	0.65	0.697	0.724	0.7
0.141	0.198	0.104	0.096	0.214	0.213	0.118
Black or	White	FARMS	FARMS	Asian	White	White
240	166	292	272	22	26	217
0.775	0.898	0.729	0.963	0.909	1	0.862
Special	Two or	Special	Special	Limited	Limited	Special
82	10	72	30	220	178	43
0.634	0.7	0.625	0.867	0.695	0.787	0.744
Y	N	Y	Y	Y	N	N
Y	N	Y	Y	N	Y	N
Black or	Two or	FARMS	FARMS	Asian	Asian	
0.775	0.7	0.729	0.963	0.909	0.944	
0.275	0.229	0.306	0.313	0.22	0.22	0.3
0.163	0.215	0.168	0.182	0.217	0.214	0.219
0.215	0.215	0.216	0.217	0.217	0.217	0.219

30	19	30	23	30	30	30
Baltimore City	Somerset	Baltimore City	Worcester	Baltimore City	Baltimore City	Baltimore City
0236	1401	0231	0901	0081	0325	0073
Hamilton Elementary/Middle	Deal Island School	Brehms Lane Elementar	Buckingham Elementar	North Bend Elementar	Connexions Communit	Sarah M. Roach Elementar
EM	E	E	E	EM	MH	E
270	269	304	266	281	277	263
298	297	296	295	294	293	292
0.245	0.182	0.244	0.066	0.229	0.219	0.242
Two or	White	Black or	Hispanic/L	FARMS	FARMS	FARMS
15	74	632	28	468	296	222
0.933	0.932	0.701	1	0.679	0.537	0.631
Special Education	Special Education	Special Education	Black or African	Special Education	Special Education	Special Education
157	12	138	106	80	66	36
0.688	0.75	0.457	0.934	0.45	0.318	0.389
0.167	0.245	0.112	0.393	0.164	0.187	0.18
Black or	White	Black or	Limited	Black or	FARMS	FARMS
726	100	560	24	516	343	204
0.899	0.87	0.748	1	0.703	0.551	0.627
Special	Special	Special	Special	Special	Special	Special
142	16	66	56	76	66	38
0.732	0.625	0.636	0.607	0.539	0.364	0.447
N	Y	Y	N	N	Y	Y
N	N	Y	N	Y	Y	N
	White	Black or	Hispanic/L	FARMS	FARMS	FARMS
	0.87	0.748	0.958	0.7	0.551	0.627
0.245	0.182	0.291	0.066	0.25	0.233	0.242
0.21	0.21	0.185	0.211	0.2	0.205	0.214
0.21	0.21	0.211	0.211	0.212	0.213	0.214

13	02	18	16	30	03	30
Howard	Anne Arundel	Saint Mary's	Prince George's	Baltimore City	Baltimore County	Baltimore City
0103	1092	0803	2123	0144	1527	0251
Deep Run Elementary	Brooklyn Park Elementar	Green Holly Elementar	Paint Branch Elementar	James Mosher Elementar	Sandalwood Elementar	Callaway Elementary
E	E	E	E	E	E	E
280	279	276	275	336	271	380
305	304	303	302	301	300	299
0.147	0.187	0.222	0.166	0.152	0.136	0.131
Asian	White	Asian	Hispanic/L	Black or	Two or	FARMS
62	204	10	92	310	16	186
0.984	0.946	1	0.88	0.761	1	0.667
Special Education	Black or African	Black or African	Asian	Special Education	Limited English	Special Education
86	108	126	14	64	22	56
0.837	0.759	0.778	0.714	0.609	0.864	0.536
0.271	0.224	0.186	0.256	0.153	0.298	0.061
Hispanic/L	White	White	Asian	Black or	White	Black or
60	208	110	26	288	44	210
0.967	0.938	0.936	0.962	0.861	0.909	0.876
Special	Two or	Hispanic/L	Special	Special	Special	Special
92	14	24	34	72	54	54
0.696	0.714	0.75	0.706	0.708	0.611	0.815
N	Y	N	N	Y	N	N
N	N	N	N	Y	N	Y
Asian	White		Hispanic/L	Black or	Two or	FARMS
0.962	0.938		0.859	0.861	0.682	0.863
0.147	0.187	0.222	0.166	0.252	0.136	0.327
0.202	0.203	0.206	0.206	0.152	0.208	0.1
0.202	0.203	0.206	0.206	0.208	0.208	0.209

30	30	16	03	14	03	01
Baltimore City	Baltimore City	Prince George's	Baltimore County	Kent	Baltimore County	Allegany
0327	0225	1214	0205	0504	0402	0402
Patterson Park Public Charter	Westport Academy	Glassmanor Elementar	Woodmoor Elementar	Rock Hall Elementary	Owings Mills Elementar	John Humbird Elementar
EM	EM	E	E	E	E	E
287	286	285	284	288	283	282
312	311	310	309	308	307	306
0.261	0.199	0.308	0.256	0.207	0.203	0.185
Two or	White	Hispanic/L	Limited	White	Asian	Black or
14	14	26	24	146	32	26
1	0.857	0.846	0.875	0.897	0.969	0.846
Special Education	Special Education	Special Education	Special Education	Black or African	Special Education	Special Education
92	76	26	42	42	64	56
0.739	0.658	0.538	0.619	0.69	0.766	0.661
0.115	0.192	0.056	0.122	0.181	0.19	0.212
White	Black or	FARMS	Black or	White	Two or	White
50	320	257	355	100	48	214
0.9	0.775	0.77	0.758	0.9	0.979	0.841
Black or	White	Hispanic/L	Limited	Black or	Special	Special
493	12	14	22	32	76	62
0.785	0.583	0.714	0.636	0.719	0.789	0.629
N	N	N	N	Y	N	N
N	N	N	N	Y	N	N
	White	Hispanic/L	Limited	White	Asian	Black or
	0.583	0.714	0.636	0.9	0.967	0.8
0.261	0.199	0.308	0.256	0.21	0.203	0.185
0.196	0.196	0.196	0.196	0.195	0.197	0.197
0.196	0.196	0.196	0.196	0.197	0.197	0.197

17	03	03	07	03	15	10
Queen Anne's	Baltimore County	Baltimore County	Cecil	Baltimore County	Montgomery	Frederick
0503	0202	1205	0310	0207	0304	0222
Grasonville Elementar	Randallstown Elementar	Berkshire Elementary	Gilpin Manor Elementar	Church Lane Elementar	Broad Acres Elementar	Monocacy Elementary
E	E	E	E	E	E	E
300	298	295	293	292	289	299
319	318	317	316	315	314	313
0.214	0.176	0.093	0.218	0.162	0.179	0.168
Asian	White	Two or	Two or	Asian	Asian	White
12	12	22	26	18	58	214
1	1	1	0.885	1	0.948	0.93
Limited English	FARMS	Black or African	Limited English	Special Education	Special Education	Special Education
14	262	54	12	74	65	84
0.786	0.824	0.907	0.667	0.838	0.769	0.762
0.154	0.201	0.31	0.154	0.229	0.216	0.211
Asian	Hispanic/Latino of	Limited English	White	Asian	Asian	White
10	14	12	156	16	57	214
1	0.857	1	0.904	1	0.947	0.944
Black or	Special	Special	Hispanic/L	Special	Special	Special
52	32	42	32	48	52	86
0.846	0.656	0.69	0.75	0.771	0.731	0.733
Y	N	N	N	Y	Y	Y
N	N	N	N	N	N	Y
Asian		Two or more race	Two or more race	Asian	Asian	White
1		0.9	0.885	1	0.947	0.944
0.214	0.176	0.093	0.218	0.162	0.179	0.182
0.187	0.187	0.189	0.19	0.192	0.195	0.187
0.187	0.187	0.189	0.19	0.192	0.195	0.195

30	03	03	30	30	22	22
Baltimore City	Baltimore County	Baltimore County	Baltimore City	Baltimore City	Wicomico	Wicomico
0024	1531	1505	0062	0034	1103	0909
Westside Elementary	Seneca Elementary	Victory Villa Elementar	Edgecombe Circle Elementar	Charles Carroll Barrister	Delmar Elementary	West Salisbury Elementar
E	E	E	EM	E	E	E
340	305	303	354	302	301	309
326	325	324	323	322	321	320
0.189	0.161	0.186	0.133	0.235	0.167	0.056
FARMS	Hispanic/L	White	FARMS	Asian	Asian	White
195	14	114	610	13	20	30
0.713	1	0.974	0.6	0.923	1	0.867
Special Education	Special Education	Special Education	Special Education	Black or African	Special Education	Black or African
42	56	52	122	128	78	122
0.524	0.839	0.788	0.467	0.688	0.833	0.811
0.1	0.213	0.187	0.128	0.128	0.213	0.329
Black or	Hispanic/L	Hispanic/L	FARMS	Asian	Asian	White
251	18	30	571	24	16	26
0.773	0.944	1	0.702	0.833	0.938	0.885
Special	Special	Two or	Special	Special	Special	Special
49	52	16	108	44	120	18
0.673	0.731	0.813	0.574	0.705	0.725	0.556
N	Y	N	Y	Y	Y	Y
Y	N	N	Y	N	N	Y
FARMS	Hispanic/L	White	FARMS	Asian	Asian	White
0.771	0.944	0.953	0.702	0.833	0.938	0.885
0.247	0.161	0.186	0.235	0.235	0.167	0.074
0.149	0.184	0.186	0.131	0.187	0.187	0.177
0.182	0.184	0.186	0.187	0.187	0.187	0.187

06	15	30	19	30	03	06
Carroll	Montgomery	Baltimore City	Somerset	Baltimore City	Baltimore County	Carroll
0103	0788	0130	0105	0250	0214	0715
Taneytown Elementar	Wheaton Woods Elementar	Booker T. Washington Middle	Greenwood Elementar	Dr. Bernard Harris, Sr.	Hernwood Elementary	Cranberry Station Elementar
E	E	M	E	E	E	E
317	316	315	314	313	344	311
333	332	331	330	329	328	327
0.091	0.167	0.213	0.143	0.205	0.108	0.2
White	Asian	Black or	Asian	Black or	Black or	Asian
350	29	552	10	375	343	12
0.891	1	0.333	1	0.795	0.79	1
Hispanic/Latino of	Special Education	Special Education	Hispanic/Latino of	Special Education	Special Education	Two or more races
5	36	175	14	61	66	20
0.8	0.833	0.12	0.857	0.59	0.682	0.8
0.271	0.179	0.122	0.21	0.136	0.186	0.145
Black or	White	Black or	Limited	Black or	Hispanic/Latino of	White
16	18	586	18	375	14	408
0.938	0.944	0.232	1	0.784	0.929	0.931
Two or	Special	Special	Black or	Special	Special	Two or
12	34	154	224	71	74	28
0.667	0.765	0.11	0.79	0.648	0.743	0.786
N	N	Y	N	Y	N	N
N	N	N	N	N	Y	N
White	Asian	Black or		Black or	Black or	
0.865	0.938	0.232		0.784	0.849	
0.091	0.167	0.213	0.143	0.205	0.167	0.2
0.171	0.172	0.173	0.173	0.174	0.143	0.176
0.171	0.172	0.173	0.173	0.174	0.175	0.176

30	16	16	02	01	30	30
Baltimore City	Prince George's	Prince George's	Anne Arundel	Allegany	Baltimore City	Baltimore City
0331	1828	1709	4092	0401	0064	0260
Md Academy Of	Robert R. Gray Elementar	Chillum Elementar y	Annapolis Elementar y	South Penn Elementar	Liberty Elementar y	Frederick Elementar y
MH	E	E	E	E	E	E
334	327	326	323	322	378	319
340	339	338	337	336	335	334
0.205	0.115	0.118	0.2	0.161	0.098	0.218
Black or	Limited	Black or	Two or	Black or	Black or	Black or
466	26	126	20	34	268	150
0.661	0.923	0.849	1	0.882	0.825	0.673
Special Education	Black or African	Limited English	Limited English	Two or more races	Special Education	Special Education
68	291	108	10	43	66	44
0.456	0.808	0.731	0.8	0.721	0.727	0.455
0.093	0.219	0.216	0.12	0.171	0.104	0.112
Black or	Limited	Black or	Two or	White	Black or	White
302	24	126	12	341	238	29
0.672	0.833	0.841	1	0.833	0.945	0.655
Special	Special	Special	Black or	Special	Special	Special
38	88	16	50	74	44	35
0.579	0.614	0.625	0.88	0.662	0.841	0.543
Y	Y	Y	Y	N	Y	N
Y	N	N	N	N	Y	N
Black or	Limited	Black or	Two or	Black or	Black or	Black or
0.672	0.833	0.841	1	0.667	0.945	0.63
0.216	0.115	0.118	0.2	0.161	0.218	0.218
0.155	0.161	0.162	0.164	0.165	0.101	0.171
0.161	0.161	0.162	0.164	0.165	0.167	0.171

12	11	02	16	01	03	02
Harford	Garrett	Anne Arundel	Prince George's	Allegany	Baltimore County	Anne Arundel
0211	0710	4142	1713	0801	1212	1162
G. Lisby Elementary At	Yough Glades Elementary	Eastport Elementary	Cesar Chavez Elementary	Westernport Elementary	Charlesmont Elementary	Marley Elementary
E	E	E	E	E	E	E
333	332	331	356	330	329	328
347	346	345	344	343	342	341
0.159	0.188	0.222	0.184	0.146	0.154	0.137
Two or	FARMS	White	Hispanic/L	White	Limited	Asian
22	150	14	134	224	14	24
0.909	0.907	1	0.851	0.813	1	1
Special Education	Special Education	Special Education	Special Education	Special Education	Black or African	Black or African
64	32	18	12	42	26	124
0.75	0.719	0.778	0.667	0.667	0.846	0.863
0.149	0.119	0.079	0.057	0.176	0.168	0.188
White	White	FARMS	Hispanic/L	White	White	Asian
134	222	140	120	216	216	16
0.918	0.869	0.871	0.908	0.806	0.926	0.938
Hispanic/L	Special	Special	Black or	Special	Black or	Special
26	32	24	94	46	33	72
0.769	0.75	0.792	0.851	0.63	0.758	0.75
N	N	N	Y	Y	N	Y
N	N	N	Y	N	N	N
Two or	FARMS		Hispanic/L	White	Limited	Asian
0.864	0.82		0.908	0.806	0.917	0.938
0.159	0.188	0.222	0.241	0.146	0.154	0.137
0.155	0.157	0.158	0.128	0.159	0.16	0.16
0.155	0.157	0.158	0.159	0.159	0.16	0.16

10	03	16	30	30	30	30
Frederick	Baltimore County	Prince George's	Baltimore City	Baltimore City	Baltimore City	Baltimore City
0503	1206	0214	0164	0022	0249	0245
Emmitsburg Elementar	Bear Creek Elementary	Templeton Elementary	Arundel Elementary/Middle	George Washington	Medfield Heights Elementar	Leith Walk Elementary
E	E	E	EM	E	E	E
353	341	339	374	348	338	352
354	353	352	351	350	349	348
0.161	0.171	0.182	0.137	0.069	0.205	0.185
White	Hispanic/L	Hispanic/L	Black or	Black or	Asian	Black or
222	18	298	300	177	35	762
0.901	1	0.876	0.7	0.757	1	0.899
Special Education	Special Education	Special Education	Special Education	Special Education	Special Education	Limited English
50	70	36	80	32	44	14
0.74	0.829	0.694	0.563	0.688	0.795	0.714
0.096	0.119	0.107	0.071	0.228	0.083	0.068
White	Hispanic/L	White	Black or	White	Asian	Limited
198	12	14	282	18	26	17
0.929	0.917	0.786	0.777	0.778	1	1
Special	Special	Special	Special	Special	Special	FARMS
36	84	56	68	20	48	559
0.833	0.798	0.679	0.706	0.55	0.917	0.932
Y	Y	N	Y	N	Y	N
Y	N	N	Y	Y	N	Y
White	Hispanic/L	Hispanic/L	Black or	Black or	Asian	Black or
0.929	0.917	0.722	0.777	0.775	1	0.938
0.189	0.171	0.182	0.214	0.087	0.205	0.224
0.132	0.148	0.149	0.108	0.14	0.151	0.133
0.148	0.148	0.149	0.15	0.15	0.151	0.155

30	16	30	30	03	30	16
Baltimore City	Prince George's	Baltimore City	Baltimore City	Baltimore County	Baltimore City	Prince George's
0098	2007	0211	0058	0210	0010	1309
Samuel F. B. Morse Elementar	Woodridg e Elementar	Gardenvill e Elementar	Dr. Nathan A. Pitts Ashburton	Powhatan Elementar y	James Mc Henry Elementar	William Paca Elementar
E	E	E	EM	E	E	E
379	347	386	346	396	343	342
361	360	359	358	357	356	355
0.157	0.196	0.105	0.157	0.024	0.205	0.107
Black or	Black or	Black or	Black or	Special	White	Limited
154	56	334	547	42	12	28
0.636	0.946	0.805	0.68	0.81	0.75	0.893
Special Education	Special Education	Special Education	Special Education	Black or African	Special Education	Black or African
48	28	60	86	238	66	351
0.479	0.75	0.7	0.523	0.786	0.545	0.786
0.031	0.07	0.079	0.123	0.134	0.076	0.199
Special	Black or	FARMS	Black or	White	Black or	Hispanic/L
42	158	264	601	18	200	46
0.714	0.816	0.894	0.659	1	0.88	0.891
White	Limited	Special	Special	Black or	Special	Special
60	142	54	112	254	46	26
0.683	0.746	0.815	0.536	0.866	0.804	0.692
N	Y	N	Y	N	N	N
Y	N	Y	N	Y	N	N
Black or	Black or	Black or	Black or	Special		Limited
0.706	0.816	0.893	0.659	0.944		0.875
0.227	0.196	0.193	0.157	0.158	0.205	0.107
0.101	0.14	0.093	0.142	0.073	0.148	0.148
0.14	0.14	0.142	0.142	0.147	0.148	0.148

03	03	30	30	30	30	30
Baltimore County	Baltimore County	Baltimore City	Baltimore City	Baltimore City	Baltimore City	Baltimore City
0307	0216	0097	0021	0329	0323	0160
Milbrook Elementary	Deer Park Elementary	Collington Square Elementar	Hilton Elementary	Inner Harbor East	The Crossroads School	Dr. Carter Godwin Woodson
E	E	EM	E	EM	M	EM
351	383	370	350	349	389	403
368	367	366	365	364	363	362
0.184	0.088	0.173	0.129	0.023	0.037	0.084
Hispanic/L	Hispanic/L	Black or	Black or	Special	Black or	FARMS
26	14	638	290	28	274	370
0.962	0.929	0.498	0.821	0.714	0.759	0.662
Special Education	Special Education	Special Education	Special Education	FARMS	Hispanic/Latino of	Special Education
63	44	114	78	278	18	64
0.778	0.841	0.325	0.692	0.691	0.722	0.578
0.074	0.109	0.03	0.15	0.287	0.15	0.012
White	Hispanic/L	FARMS	Black or	Black or	White	Special
39	22	671	255	296	10	66
0.949	1	0.55	0.761	0.696	0.9	0.833
Special	FARMS	Special	Special	Special	Special	FARMS
40	248	102	72	22	28	392
0.875	0.891	0.52	0.611	0.409	0.75	0.821
N	Y	N	Y	N	N	N
N	Y	Y	N	N	Y	Y
Hispanic/L	Hispanic/L	Black or	Black or	Special	Black or	FARMS
0.917	1	0.549	0.761	0.409	0.854	0.821
0.184	0.159	0.224	0.129	0.023	0.132	0.243
0.135	0.097	0.109	0.138	0.14	0.087	0.052
0.135	0.137	0.138	0.138	0.14	0.14	0.14

01	16	30	30	03	30	03
Allegany	Prince George's	Baltimore City	Baltimore City	Baltimore County	Baltimore City	Baltimore County
0502	2016	0060	0011	1506	0134	1406
Northeast Elementary	Robert Frost Elementar	Gwynns Falls Elementar	Eutaw-Marshburn Elementar	Martin Boulevard Elementar	Walter P. Carter Elementar	Red House Run Elementar
E	E	E	E	E	EM	E
359	358	385	369	357	405	366
375	374	373	372	371	370	369
0.046	0.128	0.085	0.128	0.113	0.017	0.092
White	Asian	Black or	Black or	White	FARMS	Asian
272	10	352	223	114	317	30
0.945	1	0.864	0.628	0.939	0.64	0.967
FARMS	Special Education	Special Education	Special Education	Hispanic/Latino of	Special Education	Limited English
158	86	68	28	23	106	16
0.899	0.872	0.779	0.5	0.826	0.623	0.875
0.222	0.122	0.11	0.093	0.144	0.068	0.14
White	White	Black or African	FARMS	Hispanic/Latino of	Special Education	Asian
288	18	313	218	16	98	26
0.91	1	0.917	0.656	0.938	0.867	1
Black or	Special	Special	Special	Special	FARMS	Black or
16	90	57	16	68	359	136
0.688	0.878	0.807	0.563	0.794	0.799	0.86
Y	N	Y	N	N	N	Y
N	N	Y	Y	N	Y	Y
White	Asian	Black or African	Black or African	White	FARMS	Asian
0.91	0.917	0.917	0.653	0.865	0.799	1
0.046	0.128	0.138	0.153	0.113	0.176	0.125
0.124	0.125	0.096	0.112	0.127	0.04	0.113
0.124	0.125	0.126	0.126	0.127	0.128	0.132

30	30	30	16	01	22	30
Baltimore City	Baltimore City	Baltimore City	Prince George's	Allegany	Wicomico	Baltimore City
0262	0221	0037	1310	2901	1404	0367
Empowerment Academy	Mount Washington	Harford Heights Elementar	Dodge Park Elementar	Cash Valley Elementar	Willards Elementary	Baltimore Community High
EM	E	E	E	E	E	MH
364	371	363	368	362	373	360
382	381	380	379	378	377	376
0.076	0.098	0.192	0.097	0.101	0.12	0.16
Black or	White	Black or	Hispanic/L	White	FARMS	Black or
296	74	453	86	214	64	208
0.922	0.973	0.594	0.93	0.958	0.938	0.327
Special Education	FARMS	Special Education	Special Education	Two or more races	Special Education	Special Education
26	136	92	66	14	22	30
0.846	0.875	0.402	0.833	0.857	0.818	0.167
0.163	0.123	0.026	0.133	0.14	0.094	0.074
Black or	Special	Black or	Hispanic/L	White	White	FARMS
298	38	481	82	204	131	106
0.913	1	0.58	0.939	0.926	0.969	0.217
Special	FARMS	Special	Special	Black or	Special	Special
20	138	112	62	14	24	28
0.75	0.877	0.554	0.806	0.786	0.875	0.143
Y	N	Y	Y	Y	N	N
N	Y	N	Y	N	Y	N
Black or	White	Black or	Hispanic/L	White	FARMS	Black or
0.913	0.985	0.58	0.939	0.926	0.957	0.2
0.076	0.11	0.192	0.106	0.101	0.139	0.16
0.115	0.109	0.118	0.113	0.118	0.108	0.122
0.115	0.116	0.118	0.118	0.118	0.119	0.122

30	01	23	30	16	11	01
Baltimore City	Allegany	Worcester	Baltimore City	Prince George's	Garrett	Allegany
0042	1001	0205	0008	1712	0202	2801
Garrison Middle	George's Creek Elementar	Snow Hill Elementar y	City Springs Elementar	Lewisdale Elementar y	Friendsvill e Elementar	Beall Elementar y
M	E	E	EM	E	E	E
395	377	376	375	372	367	365
389	388	387	386	385	384	383
0.096	0.141	0.062	0.096	0.151	0.072	0.165
FARMS	White	Black or	Black or	Asian	White	White
490	300	38	621	14	102	290
0.306	0.86	1	0.702	1	0.961	0.9
Special Education	Special Education	Hispanic/L atino of	Special Education	Limited English	Special Education	Special Education
200	64	16	94	332	18	34
0.21	0.719	0.938	0.606	0.849	0.889	0.735
0.046	0.05	0.154	0.121	0.054	0.164	0.05
Black or	White	Black or	Black or	Limited	White	White
761	296	34	562	252	108	278
0.357	0.848	1	0.662	0.921	0.852	0.892
Special	FARMS	Special	Special	Black or	Special	Special
267	168	26	74	60	16	38
0.311	0.798	0.846	0.541	0.867	0.688	0.842
N	Y	Y	Y	N	Y	Y
Y	N	N	N	N	N	N
FARMS	White	Black or	Black or		White	White
0.353	0.848	1	0.662		0.852	0.892
0.143	0.141	0.062	0.096	0.151	0.072	0.165
0.074	0.101	0.103	0.107	0.108	0.113	0.114
0.1	0.101	0.103	0.107	0.108	0.113	0.114

30	16	11	03	16	30	03
Baltimore City	Prince George's	Garrett	Baltimore County	Prince George's	Baltimore City	Baltimore County
0213	1714	0301	0113	0647	0348	0112
Govans Elementary	Adelphi Elementary	Grantsville Elementary	Chadwick Elementary	Concord Elementary	Baltimore Leadership School For	Dogwood Elementary
E	E	E	E	E	M	E
401	390	392	387	384	382	381
396	395	394	393	392	391	390
0.076	0.112	0.097	0.071	0.016	0.175	0.103
Black or	Special	White	Asian	Limited	White	Asian
294	30	186	110	14	16	14
0.854	0.933	0.93	1	0.929	0.875	1
Special Education	FARMS	Special Education	Hispanic/Latino of	FARMS	Special Education	Special Education
72	330	30	28	242	20	78
0.778	0.821	0.833	0.929	0.913	0.7	0.897
0.044	0.053	0.052	0.111	0.197	0.001	0.091
Black or	Black or	Special	Hispanic/Latino of	Limited	Black or	Asian
268	112	24	22	12	230	18
0.892	0.866	1	1	0.917	0.922	1
Special	Special	White	Special	Special	FARMS	Special
92	32	212	54	50	178	66
0.848	0.813	0.948	0.889	0.72	0.921	0.909
Y	N	N	N	Y	N	Y
Y	N	Y	N	N	N	N
Black or	Special	White	Asian	Limited		Asian
0.892	0.813	0.948	0.971	0.917		1
0.114	0.112	0.115	0.071	0.016	0.175	0.103
0.062	0.086	0.077	0.089	0.096	0.098	0.098
0.083	0.086	0.087	0.089	0.096	0.098	0.098

01	30	30	30	16	23	30
Allegany	Baltimore City	Baltimore City	Baltimore City	Prince George's	Worcester	Baltimore City
0301	0344	0150	0256	1802	0102	0087
Flintstone Elementary	Baltimore Rising Star Academy	Mary Ann Winterling Elementar	Calvin M. Rodwell Elementar	Seat Pleasant Elementar	Pocomoke Elementary	Windsor Hills Elementar
E	M	E	E	E	E	EM
400	398	397	404	394	393	391
403	402	401	400	399	398	397
0.027	0.089	0.038	0.05	0.068	0.05	0.093
White	Black or	Black or	FARMS	Special	White	Black or
202	92	322	206	36	74	297
0.931	0.239	0.879	0.883	0.972	1	0.593
FARMS	Special Education	Special Education	Special Education	FARMS	Special Education	Special Education
114	20	82	42	218	20	80
0.904	0.15	0.841	0.833	0.904	0.95	0.5
0.105	0.046	0.114	0.052	0.082	0.111	0.06
White	Black or	Black or	Special	Special	Two or	Black or
213	114	313	44	42	12	300
0.944	0.105	0.875	0.977	0.929	1	0.59
Special	Special	Special	FARMS	FARMS	Special	Special
31	17	71	228	222	18	83
0.839	0.059	0.761	0.925	0.847	0.889	0.53
Y	Y	Y	N	Y	N	Y
Y	N	N	Y	N	N	N
White	Black or	Black or	FARMS	Special	White	Black or
0.944	0.105	0.875	0.925	0.929	0.977	0.59
0.04	0.089	0.038	0.092	0.068	0.05	0.093
0.062	0.07	0.072	0.051	0.074	0.077	0.078
0.069	0.07	0.072	0.074	0.074	0.077	0.078

11	11	30	30	15
Garrett	Garrett	Baltimore City	Baltimore City	Montgomery
1408	1301	0214	0125	0772
Crellin Elementary	Kitzmiller Elementary	Guilford Elementary/Middle	Furman L. Templeton Elementar	Viers Mill Elementary
E	E	EM	E	E
408	406	407	402	399
408	407	406	405	404
0.017	0.046	0.01	0.072	0.104
Special	FARMS	Special	Special	Asian
16	38	69	60	42
1	0.921	0.594	0.767	1
FARMS	White	FARMS	FARMS	Black or African
60	56	329	348	48
0.983	0.875	0.584	0.695	0.896
0	0.027	0.038	0.026	0.023
White	White	Black or	Special	Black or
74	52	339	74	38
1	0.808	0.684	0.757	1
FARMS	FARMS	Special	FARMS	Asian
46	32	65	376	44
1	0.781	0.646	0.731	0.977
N	N	N	Y	N
N	N	Y	N	N
Special	FARMS	Special	Special	Asian
1	0.781	0.646	0.757	0.977
0.017	0.046	0.062	0.072	0.104
0.009	0.038	0.022	0.052	0.068
0.009	0.038	0.051	0.052	0.068

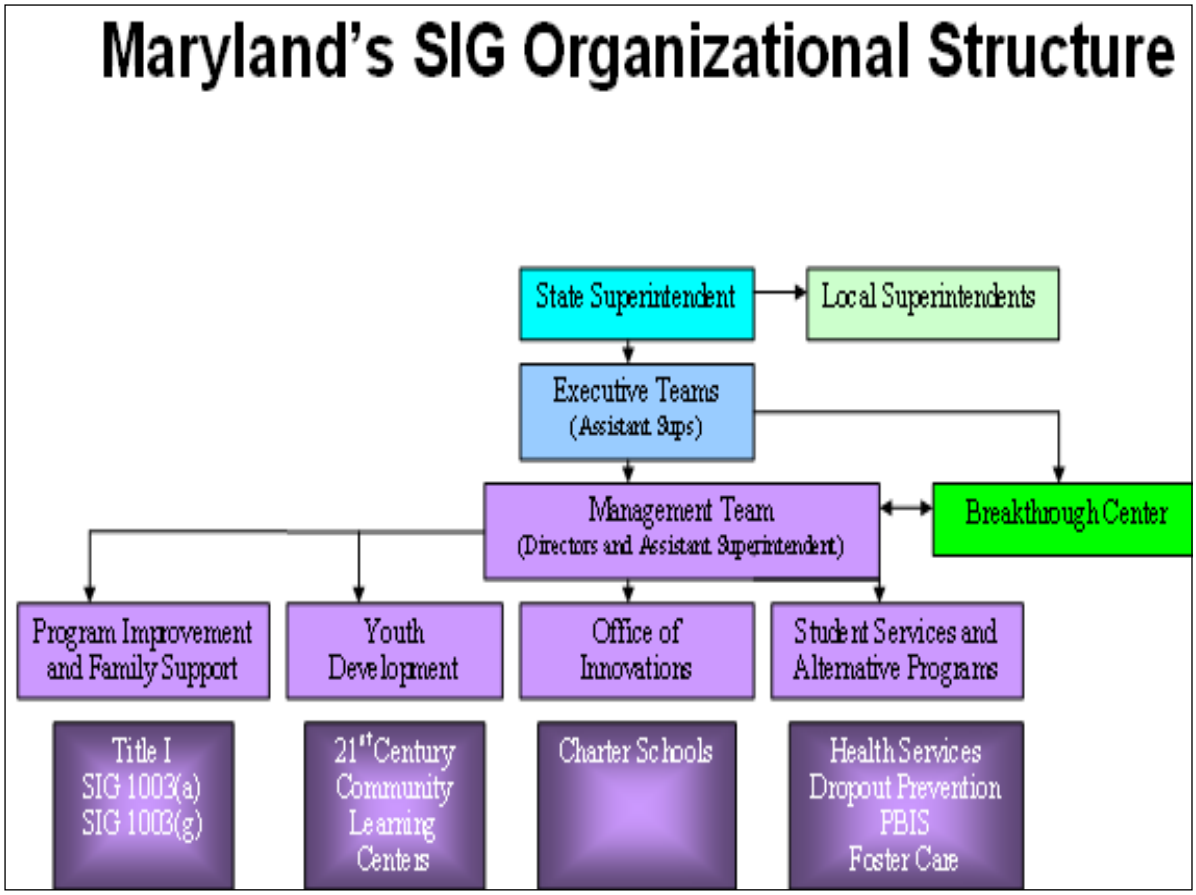
APPENDIX II-9: "MARYLAND'S MODEL FOR TURNING AROUND THE LOWEST PERFORMING SCHOOLS" POWERPOINT PRESENTATION

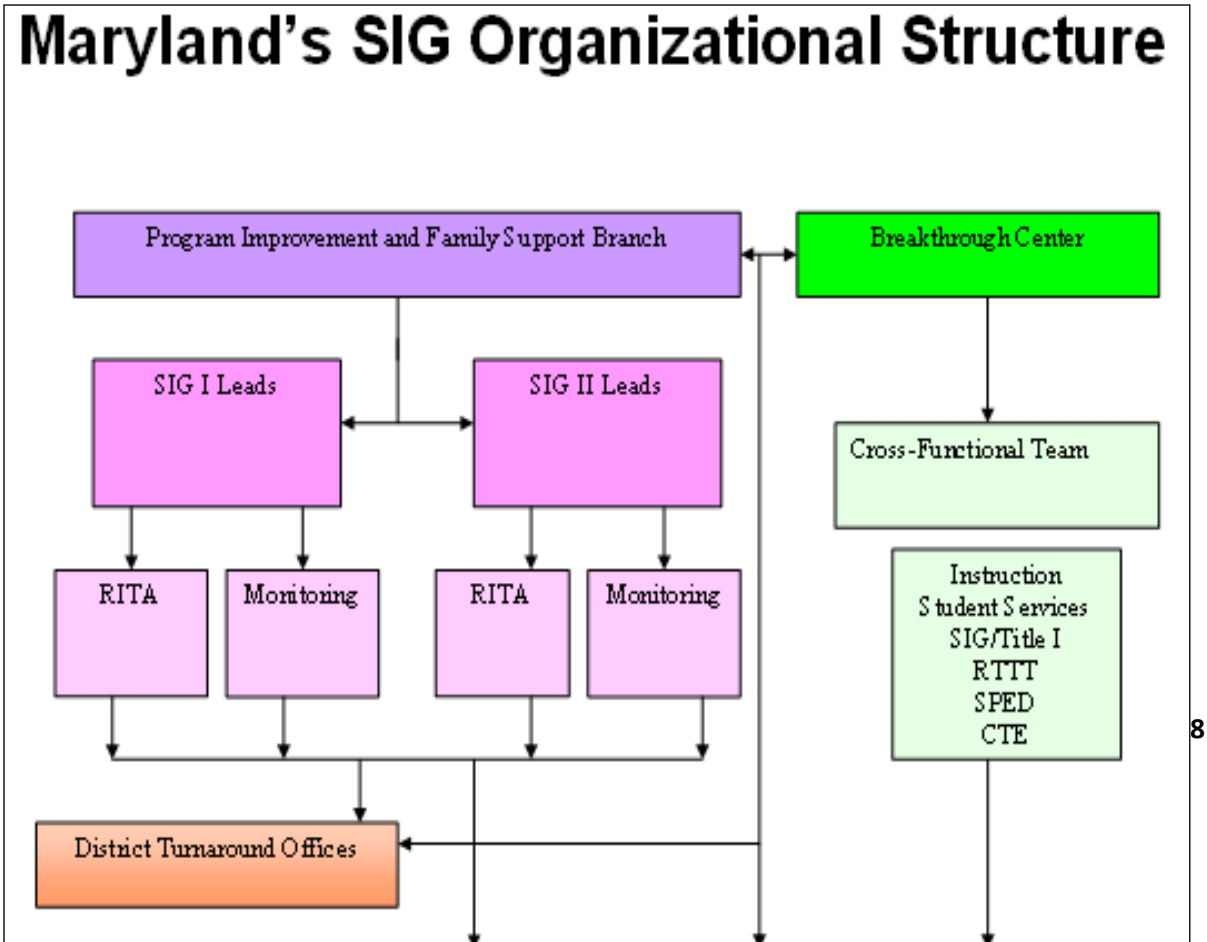
MARYLAND STATE DEPARTMENT OF EDUCATION
Preparing World-Class Students

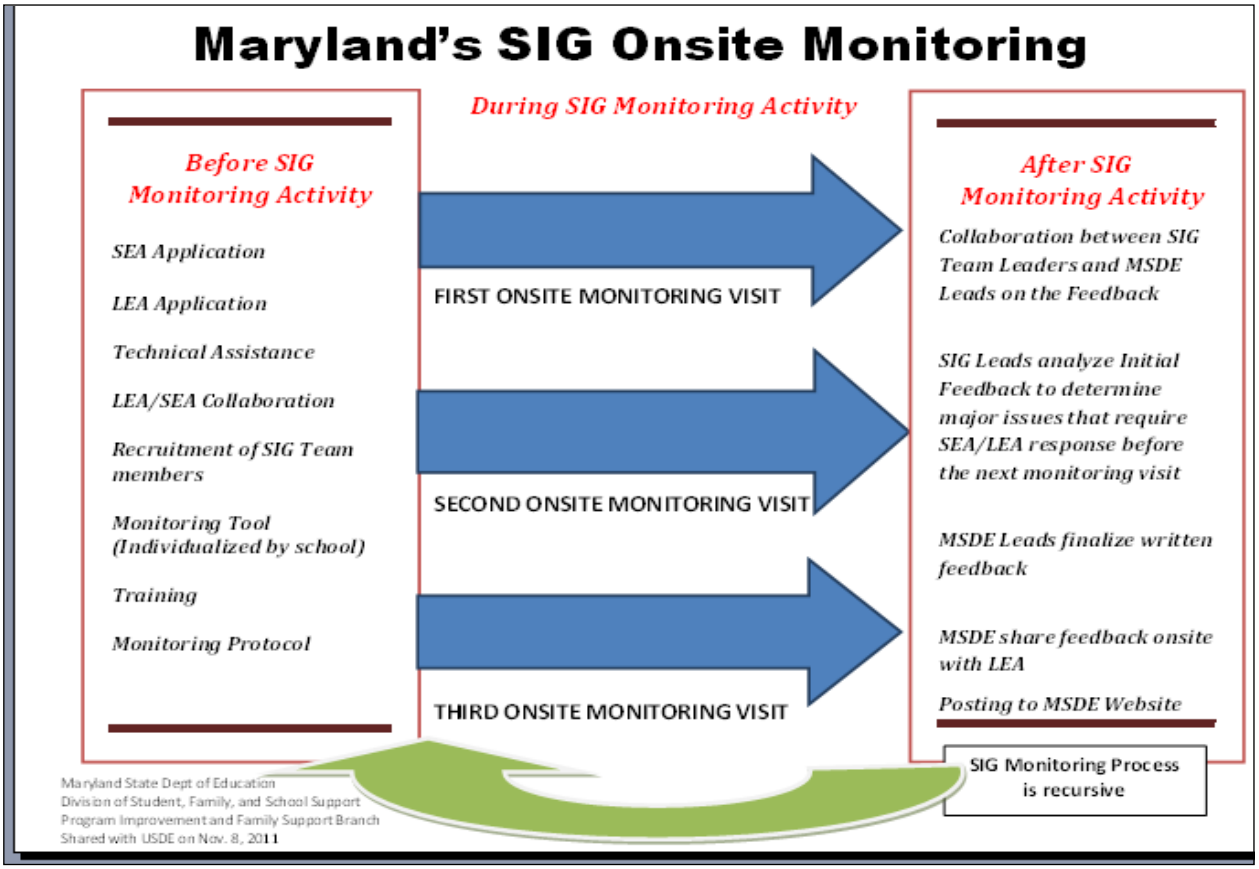
Maryland's Model for Turning Around the Lowest Performing Schools

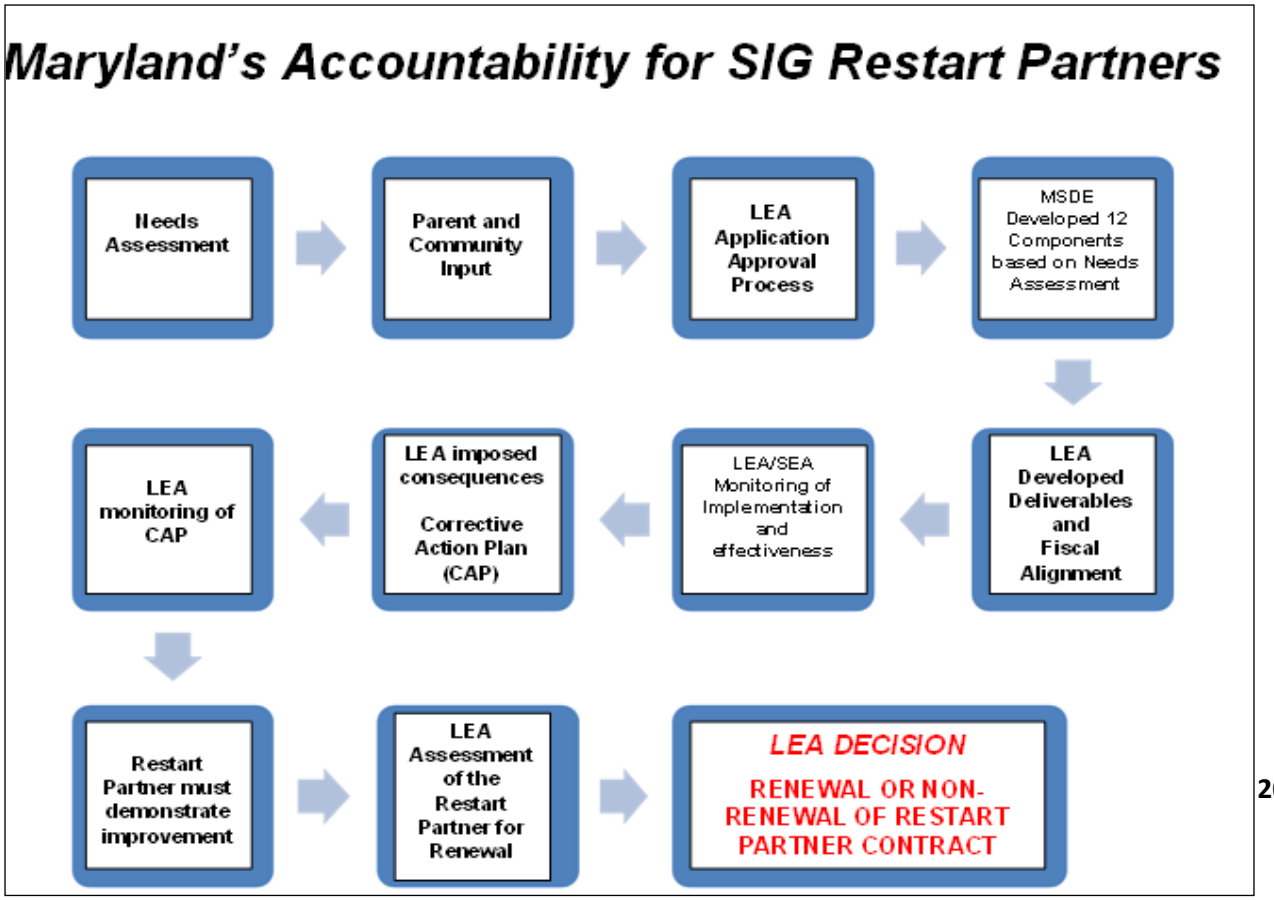
Components of the Model

- Maryland's Organizational Structure
- Maryland's SIG I Year 1 Monitoring
- Maryland's Restart Partner Accountability
- Maryland's Support to SIG LEAs
- Maryland's SIG I Year 2 Monitoring

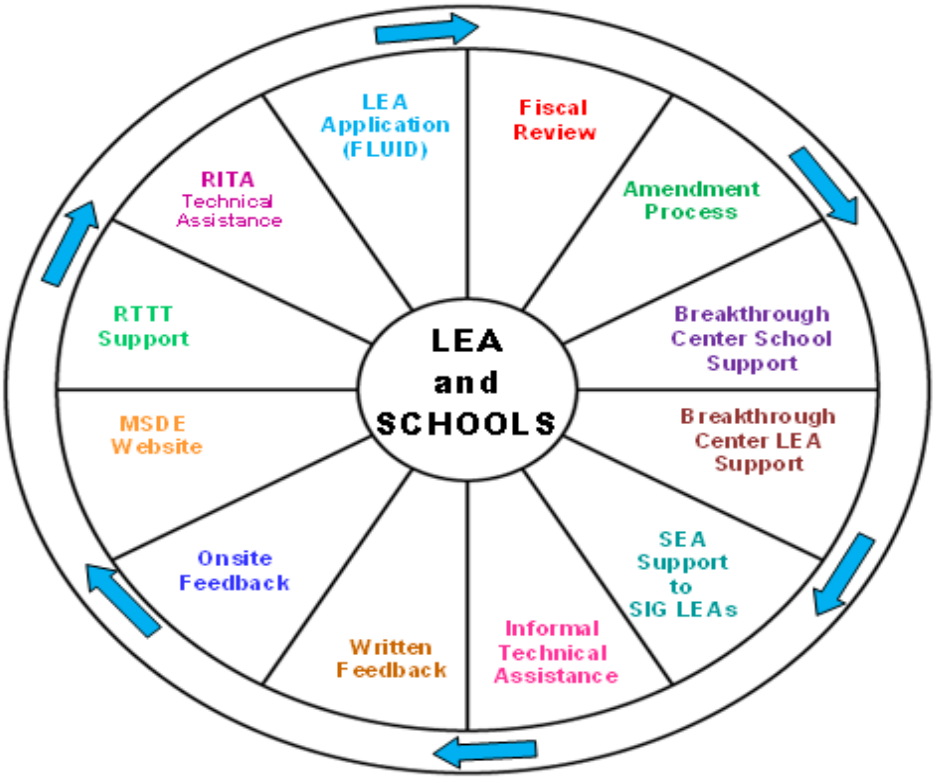

Maryland's SIG Organizational Structure
State Superintendent
Local Superintendents
Executive Teams
(Assistant Sups)
Management Team
(Directors and Assistant Superintendent)
Breakthrough Center
Program Improvement and Family Support
Youth Development
Office of Innovations
Student Services and Alternative Programs
Title I
SIG 1003(a)
SIG 1003(g)
21st Century Community Learning Centers
Charter Schools
Health Services
Dropout Prevention
PBIS
Foster Care


Maryland's SIG Organizational Structure
Program Improvement and Family Support Branch
Breakthrough Center
SIG I Leads
SIG II Leads
Cross-Functional Team
RITA
Monitoring
RITA
Monitoring
Instruction
Student Services
SIG/Title I
RTTT
SPED
CTE
District Turnaround Offices

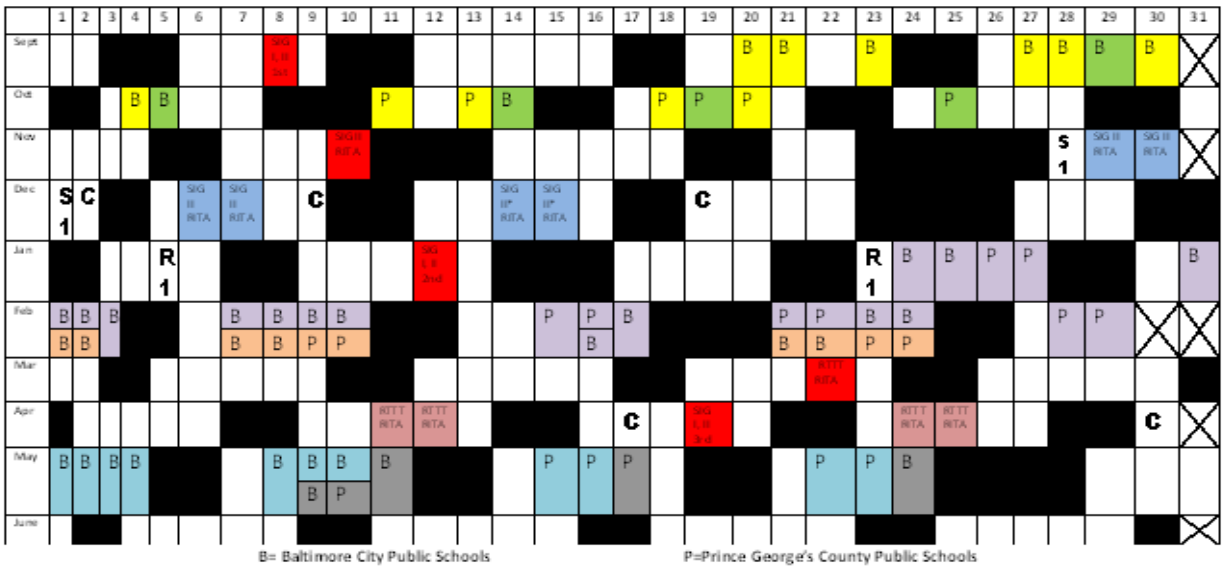

Maryland's SIG Onsite Monitoring
Before SIG Monitoring Activity
SEA Application
LEA Application
Technical Assistance
LEA/SEA Collaboration
Recruitment of SIG Team members
Monitoring Tool (Individualized by school)
Training
Monitoring Protocol
During SIG Monitoring Activity
FIRST ONSITE MONITORING VISIT
SECOND ONSITE MONITORING VISIT
THIRD ONSITE MONITORING VISIT
After SIG Monitoring Activity
Collaboration between SIG Team Leaders and MSDE Leads on the Feedback
SIG Leads analyze Initial Feedback to determine major issues that require SEA/LEA response before the next monitoring visit
MSDE Leads finalize written feedback
MSDE share feedback onsite with LEA
Posting to MSDE Website
SIG Monitoring Process is recursive
Maryland State Dept of Education
Division of Student, Family, and School Support
Program Improvement and Family Support Branch
Shared with USDE on Nov. 8, 2011


Maryland's Accountability for SIG Restart Partners
Needs Assessment
Parent and Community Input
LEA Application Approval Process
MSDE Developed 12 Components based on Needs Assessment
LEA Developed Deliverables and Fiscal Alignment
LEA/SEA Monitoring of Implementation and effectiveness
LEA imposed consequences
Corrective Action Plan (CAP)
LEA monitoring of CAP
Restart Partner must demonstrate improvement
LEA Assessment of the Restart Partner for Renewal
LEA DECISION
RENEWAL OR NON-RENEWAL OF RESTART PARTNER CONTRACT

Maryland's SIG Support to Build Capacity in LEAs and its Schools



SIG I, SIG II, and RITA (SIG II & RTTT) Visits and Training 2011-2012



C= SIG II & RTTT RITA TEAM Consensus Meeting **S**(3)= SIG Onsite Monitoring Feedback to LEAs **R**(2)=RITA Feedback to LEAs (Breakthrough Center Meetings)

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MARYLAND STATE DEPARTMENT OF EDUCATION
Preparing World-Class Students

APPENDIX II-10: NEW EXECUTIVE ORDER FOR THE MARYLAND COUNCIL FOR EDUCATOR EFFECTIVENESS

The State of Maryland

Executive Department

EXECUTIVE ORDER
01.01.2012.09

Maryland Council for Educator Effectiveness
(Amends Executive Order 01.01.2010.12)

WHEREAS, Maryland's public school system has been recognized as best-in-the-nation for the last four years in a row. To prepare all of our students for the 21st 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;

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;

WHEREAS, Nearly a quarter of the State's local school districts will be conducting pilots of new educator evaluation systems through June of 2012; and

WHEREAS The Maryland Council for Educator Effectiveness will continue to be an invaluable forum for sharing best practices and discussing the design and implementation of local educator evaluation systems as all local districts begin pilots of new systems during the fall of 2012.

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, DO HEREBY AMEND EXECUTIVE ORDER 01.01.2010.12 AND 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 member's 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.]

NOT LATER THAN DECEMBER 31, 2013, THE COUNCIL SHALL SUBMIT TO THE GOVERNOR, THE GENERAL ASSEMBLY, AND THE MARYLAND STATE BOARD OF EDUCATION A FINAL SUMMARY REPORT, INCLUDING AN UPDATE ON THE PROGRESS OF THE LOCAL DISTRICTS IN IMPLEMENTING THEIR NEW EDUCATOR EVALUATION SYSTEMS.

(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] **2013**.

GIVEN Under My Hand and the Great Seal of the State of Maryland, in the City of Annapolis this 18th day of April, 2012.

Martin O'Malley
Governor

ATTEST:

John McDonough
Secretary of State

APPENDIX II-11: MARYLAND'S PROPOSED REGULATION FOR EVALUATION OF TEACHERS AND PRINCIPALS

Title 13A STATE BOARD OF EDUCATION

Subtitle 07 SCHOOL PERSONNEL

Chapter 04-1 Evaluation of Teachers and Principals

Authority: Education Article, §§2-205(b) and (g), and 6-202; Annotated Code of Maryland

.01 Applicability.

A. Effective in school year 2013-14, the minimum general standards set forth in Regulation .04A of this chapter shall apply to evaluations of all teachers and principals.

B. In addition, all local education agencies (LEAs) that signed on to the Race to the Top (RTTT) application, must comply with the criteria set forth in Regulation .05B(1)(a) of this chapter.

.02 Definitions.

A. In this chapter, the following terms have the meanings indicated.

B. Terms Defined.

(1) "Evaluation" means an appraisal of professional performance for a school year based on written criteria and procedures that result in a written evaluation report.

(2) “Teacher” means any individual certificated under COMAR 13A.12.02 as a teacher and who delivers instruction and is responsible for a student or group of students’ academic progress in a Pre-K-12 public school setting, subject to local school system interpretation. Teacher may include an individual certificated by the Maryland State Department of Education (MSDE) under COMAR 13A.12.03. if the individual delivers instruction, and is responsible for a group of students’ academic progress in a Pre-K-12 public school setting, subject to local school system interpretation.

(3) “Principal” means an individual who serves in the position as a principal and who is certificated under COMAR 13A.12.04.04 or certificated as a resident principal under COMAR 13A.12.04.05.

(4) “Student Growth” means student progress assessed by multiple measures and from a clearly articulated baseline to one or more points in time.

.03 Incorporation by Reference.

The Maryland Instructional Leadership Framework, February 2005, is incorporated by reference.

.04 Local Education Agency Evaluation System.

An evaluation system for teachers and principals developed by an LEA in mutual agreement with the exclusive employee representative shall include General Standards and Performance Evaluation Criteria.

A. General Standards.

(1) Classroom observations of teachers’ professional practice, which shall be conducted by certificated individuals who have completed training that includes identification of teaching behaviors that result in student growth. Classroom observations shall play a role in the evaluation system, at minimum, in the following ways:

(a) An evaluation of a teacher's professional practice shall be based on at least two observations during the school year;

(b) An evaluation report that evaluates a teacher as ineffective shall include at least one observation by an individual other than the immediate supervisor;

(c) An observation, announced or unannounced, shall be conducted with full knowledge of the teacher;

(d) A written observation report shall be shared with the teacher and a copy provided within a reasonable period of time. The certificated individual shall sign the observation report to acknowledge receipt;

(e) An observation shall provide for written comments and reactions by the teacher being observed, which shall be attached to the observation report; and

(f) An observation shall provide specific guidance in areas needing improvement and supports as well as a reasonable timeline to demonstrate improvement in areas marked as ineffective.

(2) Claims and evidence of observed instruction that substantiate the observed behavior(s) in a classroom observation and/or evaluation and are included in the evaluation report. Such claims and evidence of observed instruction may be identified by either the teacher or evaluator and may include such things as student work, teacher-developed initiatives, portfolios, projects, data, artifacts, and other statements.

(3) Clear standards based on Department approved or nationally recognized measurable components that serve as the foundation of teaching and learning, such as the INTASC standards. The standards set forth in the LEA evaluation system shall be applicable to professional practice and student growth.

(4) Rigor – in order to ensure statewide rigor in LEA evaluation systems:

(a) The LEA must submit its proposed evaluation system and any guidelines for its use to the Department for the purpose of ensuring compliance with the minimum general standards set forth in this chapter; and

(b) An evaluation of a teacher or principal shall provide, at a minimum, for an overall rating of highly effective, effective, or ineffective.

(5) A professional development component for all teachers and principals and a focused professional development, resources, and mentoring component for teachers and principals who are evaluated as ineffective and for all non-tenured teachers.

B. Performance Evaluation Criteria of which no single performance evaluation criterion may account for more than 35% of the total performance evaluation criteria and that:

(1) Shall be based on those measures mutually agreed to by an LEA and the exclusive employee representative;

(2) Will yield, at a minimum, an evaluation of effective, highly effective, or ineffective;

(3) Are approved by MSDE; and

(4) Address professional practice:

(a) For teachers to include, but not be limited to, planning, preparation, classroom environment, instruction, and professional responsibility;

(b) For principals, to include, but not be limited to the eight outcomes in the Maryland Instructional Leadership Framework, consistent with Regulation .03 of this chapter.

(5) Measure student growth which for teachers and principals:

(a) Shall be a significant factor in the evaluation;

(b) Shall be based on multiple measures; and
(c) Shall not be based solely on an existing or newly created examination or assessment.

.05 Model State Performance Evaluation Criteria.

A. If the LEA and the exclusive employee representative do not reach agreement on an LEA Evaluation System, the Model State Performance Evaluation Criteria shall be adopted by the LEA.

B. The Model State Performance Evaluation Criteria includes:

(1) Model performance evaluation criteria for student growth that:

(a) Shall count for 50% of a teacher's or principal's evaluation.

(b) Shall not be based solely on an existing or newly created examination or assessment;

(c) Shall be based on multiple measures as follows:

(i) For elementary and middle school teachers providing instruction in state-assessed grades and content, aggregate class growth scores for state-assessed content area(s) being taught; student learning objectives in content areas being taught; and the school-wide index.

(ii) For elementary and middle school teachers providing instruction in non-state-assessed grades and content, student learning objectives in content area(s) being taught and the school-wide index.

(iii) For high school teachers, student learning objectives in content area(s) being taught and the school-wide index.

(iv) For elementary and middle school principals, student learning objectives, aggregate school-wide growth scores in state-assessed content areas, and the school-wide index.

(v) For high school principals, student learning objectives and the school-wide index.

(vi) For principals of other types of schools, student learning objectives and the school-wide index.

(2) Model performance evaluation criteria for professional practice that:

(a) Shall count for 50% of a teacher's and principal's evaluation.

(b) For teachers, shall include, but not be limited to, planning and preparation; classroom environment; instruction; and professional responsibility.

(c) For principals, shall include, but not be limited to, the eight outcomes in The Maryland Instructional Leadership Framework, consistent with Regulation .03 of this chapter, and other outcomes based on Interstate School Leaders and Licensure Consortium (ISLLC).

.06 Evaluation Cycle.

A. On a three year evaluation cycle, teachers and principals shall be evaluated at least once annually in the following ways:

(1) Tenured Teachers.

(a) In the first year of the evaluation cycle conducted under these regulations, tenured teachers shall be evaluated on both professional practice and student growth.

(b) 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.

(c) 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.

(d) At the beginning of the fourth year, the evaluation cycle shall begin again as described in (a) through (c) of this Regulation.

(e) 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) Non-tenured Teachers and Teachers Rated as Ineffective.

(a) All non-tenured teachers and all teachers rated as ineffective shall be evaluated annually on professional practice and student growth.

(3) Principals.

(a) Every principal shall be evaluated at least once annually based on all of the components set forth in the applicable sections of Regulations .04 and .05 of this chapter.

.07 Evaluation Report.

A. The evaluation report shall be shared with the certificated individual who is the subject of the evaluation.

B. The certificated individual shall receive a copy of and sign the evaluation report.

C. The signature of the certificated individual does not necessarily indicate agreement with the evaluation report.

D. An evaluation report shall provide for written comments and reactions by the individual being evaluated, which shall be attached to the evaluation report.

.08 Appeal of an Evaluation.

A. In the event of an overall rating of ineffective, the local school system shall, at a minimum, provide certificated individuals with an opportunity to appeal in accordance with Education Article, §4-205(c)(4), Annotated Code of Maryland.

B. If an observation report is a component of an ineffective evaluation, the observation report may be appealed along with the ineffective evaluation.

C. The burden of proof is on the certificated individual appealing an overall rating of ineffective to show that the rating was arbitrary, unreasonable, illegal, or not in compliance with the adopted evaluation system of the LEA.

.09 Review.

This chapter shall be in effect until September 30, 2014, at which time it shall automatically sunset, subject to review and re-promulgation by the State Board.

Maryland Instructional Leadership Framework

Adopted by the Maryland State Board of Education
February 2005

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Maryland State Board of Education

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Maryland Instructional Leadership Framework

Table of Contents

Maryland Instructional Leadership Framework

Introduction

The Division for Leadership Development at the Maryland State Department of Education was created by Dr. Nancy S. Grasmick, State Superintendent of Schools, in the summer of 2000. The mission of the Division for Leadership Development is to build the instructional leadership capacity of present and potential school leaders in the content and skills needed to increase student achievement. During the past four years, the division has been responsible for providing professional growth opportunities for principals around the state, serving as the voice for principals in policy discussions, and advocating for principals in their roles as instructional leaders. As the work of this division has evolved, it has become apparent that the next step in leadership development requires the creation of a framework for instructional leadership that will drive principal preparation programs in higher education, professional development, and policy initiatives. Beginning in the summer of 2004, this draft of the Maryland Instructional Leadership Framework, created by the Division for Leadership Development, was shared with a wide variety of stakeholders in order to gain feedback, support, and commitment.

The Maryland Instructional Leadership Framework describes outcomes expected of Maryland principals as they provide instructional leadership for their schools. For each outcome identified, there are evidences in practice that delineate the minimum of what we expect principals to know and be able to do if the respective leadership outcome is to be realized.

The framework is not intended to include all of the various responsibilities of a quality principal. For instance, it does not speak to management

responsibilities, legal issues, integrity, and ethical decision-making that are so very important to the principalship. These critical skill sets for leaders are part of the ongoing leadership development work planned and implemented by local system staff who design these learning opportunities around administrative processes and procedures endemic to the particular system.

The Framework focuses, instead, on the content knowledge needed for school principals to be the leader of teaching-learning in the school. It represents the most commonly accepted instructional leadership responsibilities according to respected practitioners, researchers, and theorists in the field of instructional leadership and continuous improvement. It also provides a foundation for the alignment of professional development opportunities offered at the state and local levels as well as coursework offered at institutions of higher education.

Philosophical Basis

The philosophical basis for the Maryland Instructional Leadership Framework is found in three seminal Maryland State Department of Education (MSDE) documents and the research that serves as the foundation for those documents. The first is *Every Child Achieving: A Plan for Meeting the Needs of the Individual Learner* (adopted by the Maryland State Board of Education in 1999). This extremely important report was a response to the expressed concern of members of the Maryland State Board of Education that the State needed to have a plan in place to intervene on behalf of students not performing to expectations. One component of *Every Child Achieving* addressed the responsibility of principals and the skills they need to lead that effort.

The second document is the *Maryland Task Force Report on the Principalship* (adopted by the Maryland State Board of Education in 2000). This report was in response to a statewide concern regarding the lack of a sufficient number of quality candidates for the principalship, particularly in light of significant numbers of current administrators eligible for retirement. It spoke directly about the need to redefine the role of the principal as instructional leader.

The final seminal document is *Achievement Matters Most: A Report of the Visionary Panel for Better Schools* (adopted by the Maryland State Board of Education in 2002). This report, commissioned by Maryland State Superintendent Nancy S. Grasmick, addressed the need to look ahead to the next ten years of school reform in Maryland. It, too, emphasized the need for principals to be instructional leaders in their schools.

Purposes

The Maryland Instructional Leadership Framework will:

 Drive the instructional leadership curriculum of the Division for Leadership Development, MSDE;

 Guide instructional leadership professional development for veteran, new, and potential school leaders;

 Serve as a catalyst for the alignment of professional development for Executive Officers (those who supervise and evaluate principals as defined in Code of Maryland Regulations [COMAR] 13A.01.04.02B);

 Provide a self-assessment/reflective practice tool for principals and potential school leaders;

 Promote dialogue in districts around matters of instructional leadership;

4
 Be referenced in policy through the Code of Maryland Regulations;
 Influence future policy decisions about the principalship;
 Be incorporated into a part of the program approval process used by institutions of higher education to guide their principal preparation programs; and
 Serve as the Maryland-specific evidence in practice for the instructional leadership component of the Interstate School Leaders Licensure Consortium (ISLLC) Standards.

Foundation Documents

The foundation documents for the Framework are relevant and noteworthy national reports, research in the field, input from various stakeholders, as well as the best thinking of the Division for Leadership Development, MSDE.

These documents include:
1. Maryland Instructional Leadership Development Program, Division for Leadership Development (DLD) – This brochure describes the vision and purpose for the work of the DLD. It also describes what effective instructional leaders should know and be able to do. It includes a description of an array of delivery systems for principal training and advocacy. This brochure represents the thinking of MSDE staff and stakeholder groups based on research and literature in the field.
2. Mid-continent Research for Education and Learning (McREL) – This 2003 working paper details the outcomes of a meta-analysis of 30 years of research on the relationship between principal leadership practices and student achievement. It describes

twenty-one leadership responsibilities that are significantly associated with student achievement.

3. Southern Regional Education Board (SREB) – In 2004, this organization produced a variety of research-based materials on leadership, including a series of modules designed to engage leaders in solving real school problems. The fourteen-module curriculum is intended to help guide the redesign of state academies and higher education preparation programs to assist principals and school teams with instructional leadership issues.

4. National Staff Development Council (NSDC), *Moving NSDC's Staff Development Standards into Practice: Innovation Configurations* – This document presents the twelve revised NSDC standards for staff development along with innovation configuration maps that identify and describe the phases of implementation of the standards.

5. National Association of Secondary School Principals, *Breaking Ranks II* (BR II) – This widely acclaimed 2004 report provides strategies and a template for leading high school reform. It includes thirty-one core recommendations divided into three broad categories: Collaborative Leadership and Professional Learning Communities; Personalization and the School Environment; and Curriculum, Instruction, and Assessment.

6. National Middle School Association (NMSA), *This We Believe: Successful Schools for Young Adolescents* – This 2003 position

paper embodies the educational ideas that comprise the middle school concept, as well as the conditions that make effective middle level schools. It includes six components that successful middle schools should provide for middle level learners. The Call to Action in this document provides specific charges to principals and the behaviors they must exhibit in order to create effective middle schools.

7. National Association of Elementary School Principals (NAESP), *Leading Learning Communities, Standards for What Principals Should Know and Be Able to Do* – This 2002 NAESP document describes what NAESP believes is the new thinking about school leadership that is required for improving schools. The six standards were derived from a year-long collaborative process with principals.

8. Interstate School Leaders Licensure Consortium (ISLLC) – This Consortium was established in 1994, under the guidance of the Council of Chief State School Officers, and is composed of 32 education agencies and 13 education administrative associations that established an education policy framework for school leadership. The intent of this document is to raise the bar for school leaders who enter and continue in the profession and to reshape concepts of educational leadership.

9. National Policy Board for Educational Administration, Education Leadership Constituent Council (ELCC), *Standards for Advanced Programs in Educational Leadership* – Revised in 2002, the ELCC standards represent a combination of the ISLLC standards and

the former ELCC guidelines. The rationale for combining these documents was that many institutions of higher education felt that addressing both sets of guidelines in their principal preparation programs was too burdensome. Underlying these standards is the notion that the central responsibility of leadership is to improve teaching and learning.

The Research/Document Matrix

The matrix is a visual representation of the cross match between the foundation documents and the Maryland Instructional Leadership Framework. In reviewing the matrix, the reader is advised to look first at the instructional leadership outcomes in the left column. These are outcomes that appear repeatedly in the foundation documents. They are not intended to be in priority order. The subsequent columns each represent a particular document. If a “Yes” appears in a box in one of the columns, then that outcome was found in that particular document. It should be pointed out that the language of the outcomes was not always exactly the same since it came from different authors. That fact required the exercise of professional judgment by readers based on the language that did appear and supporting descriptions of that language.

8

Research/Document* Matrix

Instructional Leadership Outcomes DLD McREL SREB NSDC BR II NMSA NAESP ISLLC ELCC

1. Facilitate the Development of a School Vision
Yes Yes Yes Yes Yes Yes Yes Yes

2. Align All Aspects of a School Culture to Student and Adult Learning
Yes Yes Yes Yes Yes Yes Yes Yes Yes

3. Monitor the Alignment of Curriculum, Instruction, and Assessment
Yes Yes Yes Yes Yes Yes Yes Yes Yes

4. Improve Instructional Practices Through Purposeful Observation and Evaluation of Teachers
Yes Yes Yes Yes Yes Yes Yes

5. Ensure the Regular Integration of Appropriate Assessments into Daily Classroom Instruction
Yes Yes Yes Yes Yes Yes Yes Yes Yes

6. Use Technology and Multiple Sources of Data to Improve Classroom Instruction
Yes Yes Yes Yes Yes Yes Yes Yes

7. Provide Staff with Focused, Sustained, Research-based Professional Development
Yes Yes Yes Yes Yes Yes Yes Yes Yes

8. Engage All Community Stakeholders in a Shared Responsibility for Student and School Success
Yes Yes Yes Yes Yes Yes Yes Yes Yes

* Legends for documents are on previous pages.

Maryland Instructional Leadership Framework

Instructional Leadership Outcome	Evidence in Practice
1. Facilitate the Development of a School Vision	The principal is able to demonstrate that there is/are:
	1.1 A written school vision that encompasses values, challenges, and opportunities for the academic, social, and emotional development of each student
	1.2 A process for ensuring that all staff and other stakeholders are able to articulate the vision
	1.3 Procedures in place for the periodic, collaborative review of the vision by stakeholders
	1.4 Resources aligned to support the vision
2. Align All Aspects of a School Culture to Student and Adult Learning	The principal is able to demonstrate that there is/are:
	2.1 Mutual respect, teamwork, and trust in dealings with students, staff, and parents
	2.2 High expectations for all students and teachers in a culture of continuous improvement
	2.3 An effective school leadership team
	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
	2.5 Opportunities for leadership and collaborative decision making distributed among stakeholders, especially teachers

10

Instructional Leadership Outcome

Evidence in Practice

3. Monitor the Alignment of Curriculum, Instruction, and Assessment

The principal is able to demonstrate that there is/are:

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

3.2 Teacher assignments that are rigorous, purposeful, and engaging

3.3 Student work that is appropriately challenging and demonstrates new learning

3.4 Assessments that regularly measure student mastery of the content standards

4. Improve Instructional Practices Through the Purposeful Observation and Evaluation of Teachers

The principal is able to demonstrate that there is/are:

4.1 A process to determine what students are reading, writing, producing, and learning

4.2 Use of student data and data collected during the observation process to make recommendations for improvement in classroom instruction

4.3 Formal feedback during observation conferences as well as ongoing informal visits, meetings, and conversations with teachers regarding classroom instruction

4.4 Regular and effective evaluation of teacher performance based on continuous student progress

4.5 Identification and development of potential school leaders

11

Instructional Leadership Outcome

Evidence in Practice

5. Ensure the Regular Integration of Appropriate Assessments into Daily Classroom Instruction

The principal is able to demonstrate that there is/are:

5.1 Multiple and varied assessments that are collaboratively developed

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

5.3 Summative assessments that are aligned in format and content with state assessments

5.4 Appropriate interventions for individual students based on results of assessments

6. Use Technology and Multiple Sources of Data to Improve Classroom Instruction

The principal is able to demonstrate that there is/are:

6.1 Effective use of appropriate instructional technology by students, staff, and administration

6.2 Regular use of the MSDE websites (Maryland Report Card and School Improvement)

6.3 Review of disaggregated data by subgroups

6.4 Ongoing root cause analysis of student performance that drives instructional decision making

6.5 Regular collaboration among teachers on analyzing student work

12

Instructional Leadership Outcome

Evidence in Practice

7. Provide Staff with Focused, Sustained, Research-based Professional Development

The principal is able to demonstrate that there is/are:

7.1 Results-oriented professional development that is aligned with identified curricular, instructional, and assessment needs and is connected to school improvement goals

7.2 Opportunities for teachers to engage in collaborative planning and critical reflection during the regular school day (job-embedded)

7.3 Differentiated professional development according to career stages, needs of staff, and student performance

7.4 Personal involvement in professional development activities

7.5 Professional development aligned with the Maryland Teacher Professional Development Standards

8. Engage All Community Stakeholders in a Shared Responsibility for Student and School Success

The principal is able to demonstrate that there is/are:

8.1 Parents and caregivers welcomed in the school, encouraged to participate, and given information and materials to help their children learn

8.2 Parents and caregivers who are active members of the school improvement process

8.3 Community stakeholders and school partners who readily participate in school life

13

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This bibliography includes references from the seminal reports that served as the philosophical base for the Maryland Instructional Leadership Framework:

• *Every Child Achieving: A Plan for Meeting the Needs of the Individual Learner (1999);*

• *The Maryland Task Force Report on the Principalship (2000); and*

• *Achievement Matters Most: A Report of the Visionary Panel for Better Schools (2002).*

The bibliography also includes references, where available, from the nine organizations whose work is cited in the Matrix:

• *Maryland Instructional Leadership Development Program*, Division for Leadership Development (DLD), Maryland State Department of Education;

• Mid-continent Research for Education and Learning (McREL);

• Southern Regional Education Board (SREB);

• National Staff Development Council (NSDC), *Moving NSDC's Staff Development Standards into Practice: Innovation Configurations*

• National Association of Secondary School Principals, *Breaking Ranks II* (BR II)*;*

• National Middle School Association (NMSA), *This We Believe: Successful Schools for Young Adolescents;*

• National Association of Elementary School Principals (NAESP), *Leading Learning Communities*, *Standards for What Principals Should Know and Be Able to Do;*

• Interstate School Leaders Licensure Consortium (ISLLC); and

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• Maryland State Teachers Association
Key Educational Groups:
• Maryland Superintendents
• Executive Officers
• College and University Deans, Coordinators, and Directors of Educational Administration Programs
• Assistant Superintendents of Instruction
• K-16 Highly Qualified Administrator Committee
• K-12 Principals' Advisory Council
• Directors and Coordinators of Career and Technology Programs
• Workgroup of the Maryland Partnership for Teaching and Learning K-16
• Principals Certification Review Committee
• Maryland Teacher Mentor Program Network
Participants in the Following Events:
• Maryland Principals' Academy, 2004
• High Schools That Work/Making Middle Grades Work Conference, 2004
• Maryland Association of Secondary School Principals' Assistant Principal Conference, 2004

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APPENDIX II-12: MARYLAND'S TEACHER PRINCIPAL EVALUATION TIMELINE

Maryland's Teacher Principal Evaluation Timeline

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