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Attachment 1

Key Provisions of the Senate HELP Committee ESEA Reauthorization Bill Titles I, II and III Maryland State Board of Education December 6, 2011

Title I

Accountability Systems

- By the start of the 2013-14 school year, states must design an accountability system that measures student achievement.
- There is no mention of Adequate Yearly Progress (AYP).
- The accountability system must measure 'continuous growth' for all students, toward achieving the standard of College/Career Ready (measured as the ability to enroll in college without the need for remediation).
- The accountability system must include English language arts, math, and science.
- For accountability purposes, the percentage of students with cognitive disabilities taking an alternate assessment cannot exceed 1 percent of the number of all students in the state.
- If the State chooses to use student growth as a measure of academic progress, 'adequate student growth' is defined in two ways. For those students who are on track to graduate college/career ready, adequate growth is a rate equal to at least one year's academic growth. For those students not on track to graduate college/career ready, 'adequate growth' is defined as a rate of academic growth in the subject that demonstrates the student will be on track to graduate college/career ready within three years.

Standards

- States have to adopt College and Career Ready content standards in reading/language arts and math by December 2013. Student achievement standards in the same subjects are to be adopted by the beginning of the 2015-16 school year.
- Student achievement standards will establish levels of performance: basic, on-track and advanced.
- States must develop science standards but will not have to submit them to the Secretary for approval. States can choose to use science standards as part of the state accountability system.
- States can adopt alternate standards for the 1% of students with the most significant cognitive disabilities.
- States have to adopt high-quality English proficiency standards by December 31, 2014.

Assessments

- SEAs must adopt and implement assessments aligned with College and Career Ready content standards in reading/language arts and math by the start of the 2015-16 school year.
- Assessments must be administered annually in grades 3-8 and at least once in grades 10-12.
- Assessments can be a single summative assessment or multiple statewide assessments over the course of the year.
- States must adopt and implement statewide science assessments for the start of the 2015-16 school year, and test at least once in each of three grade spans: 3-5, 6-9, 10-12.
- By the start of the 2015-16 school year, states will have to use their English Proficiency Assessment to determine English proficiency for all students in schools served by the SEA.

Parent/Community Engagement

- States receiving funds will have to demonstrate how they will use the funds to increase parent/community engagement.
- Includes a requirement that LEAs report on the professional qualifications of the teachers, including how many are licensed in the grade level/subject area they are teaching; how many are under provisional status; and the baccalaureate degree major of the teacher.
- 1% set aside for parent engagement.
- Requires annual evaluation of parent/family engagement plan assessing how much the activities improved student achievement and made participation easier.

Comparability

- The comparability calculation will now include teacher salary data (the calculation includes instructional and non-instructional costs; it excludes capital expenditures, the excess costs of providing services to student with disabilities, and the excess costs in providing service to English language learners).

School Improvement

- Beginning in the 2013-14 school year, States will identify Persistently Low-Performing schools (defined as the bottom 5 percent of high schools and the bottom five percent of elementary/middle schools) based on assessment data, graduation data (for high schools) and growth (if the state uses growth in its accountability system).
- For Persistently Low-Performing schools, LEAs must select from a list of 6 school improvement strategies, or a 7th strategy of their own design which must be approved by the Secretary.
- The strategies are:
 - Restart: The school is closed and then reopened as either a charter or a magnet, or close and reopen as a new school that serves the same grade levels.

- Closure: Close the school. Relocate students.
 - Transformation: Replace the principal, require all teachers to reapply; require all hiring to be done at the school through mutual consent; and ensure that other schools in the LEA are not forced to accept teachers displaced from the school.
 - Turnaround: Replace the principal; keep no more than 65 percent of teachers
 - Strategic Staffing: Replace the principal (if they have served more than two years); allow the principal to staff the school with a turnaround team of their choice, including no more than 5 returning teachers (if an elementary school) or 20 teachers (in a high school); provide teacher/principal incentives.
 - Whole School: Partner with a strategy developer offering a school reform program based on a moderate level of evidence (demonstrating the program will have a statistically significant effect on student outcomes, which includes more than 1 well-designed or well-implemented experimental or quasi-experimental study).
- Funds will remain available for five years for Persistently Low-Performing schools to do turn-around work, even if the school improves and is no longer identified as Persistently Low-Performing.
 - States will also identify Achievement Gap Schools (defined as the 5 percent of high schools in the state and 5 percent of elementary/middle schools in the state) that have the largest achievement gaps among any of the subgroups used for disaggregation.
 - For Achievement Gap Schools, the LEA will develop and implement a correction plan to improve the performance of low-achieving subgroups in order to close achievement gaps.

Blue Ribbon Schools

- States may elect to identify Blue Ribbon schools (defined as the top five percent performing).
- These schools will be eligible for increased autonomy over their school's budget, staffing and time.
- These schools will have the flexibility to use any ESEA funds for any allowable ESEA purpose. The flexibility is not available at the district level.

Secondary Schools

- There is a notable effort toward trying to ensure that more Title I dollars make their way into secondary schools. Ranking for the bottom five percent are now calculated at elementary/middle and high school groups, which will drive up the number of high schools that will receive school improvement dollars.
- The poverty trigger for high schools (50%) is lower than that for elementary/middle schools (75%).
- New competitive program, the Improving Secondary Schools Program, which aims to ensure students graduate from high schools on track for college/career readiness. It will serve Title I-eligible schools with a graduation rate below 75%, not listed as low-performing by the state, and not receiving school improvement funds. Will be awarded to partnerships between 1 high-need LEA and at least one external partner.

Title II

- Permits states and districts to decide whether/how to evaluate teachers.
- States and districts can apply for competitive Teacher Incentive Fund grants to support development, implementation, improvement or expansion of performance-based compensation systems.

Teacher and Paraprofessional Qualifications

- Paraprofessionals must have completed at least two years of post-secondary study, obtained an associate's degree (or higher) and demonstrate knowledge/ability to assist in instructing, reading, writing, mathematics, etc...

Title III

- Bill provides a two-year exemption from testing English Language Learners from the student's first arrival at the LEA. That is above the current one-year exemption.

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