

## State Fiscal Stabilization Phase II

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When submitting the Phase II application, please provide the indicator or descriptor the State has amended.


<u>Indicator/Descriptor</u>	<u>Date Amended</u>
Indicator (a)(1)	04/16/2010
Indicator (b)(1)	04/16/2010
Indicator (b)(2)	04/16/2010
Indicator (b)(3)	04/16/2010
Indicator (c)(4)	04/16/2010
Indicator (c)(6)	04/16/2010
Indicator (c)(11)	04/16/2010
Indicator (c)(12)	04/16/2010
Descriptor (d)(1)	04/16/2010
Indicator (d)(3)	04/16/2010
Indicator (d)(4)	04/16/2010
Indicator (d)(5)	04/16/2010
Indicator (d)(6)	04/16/2010

**PART 3: DATA COLLECTION, PUBLIC REPORTING, AND PLANNING**

**PART 3A: ASSURANCE INDICATORS AND DESCRIPTORS**


## I. Assurance (a): Achieving Equity in Teacher Distribution

A State must collect and publicly report data and other information on: (1) the extent that students in high- and low-poverty schools in the State have access to highly qualified teachers; (2) the extent that current strategies and efforts to address inequities in the distribution of inexperienced, unqualified, or out-of-field teachers; (3) how teacher and principal performance is evaluated and how performance ratings are used; and (4) the distribution of performance evaluation ratings or levels among teachers and principals.

<b>Indicator (a)(1)</b>	<b>Confirm, for the State, the number and percentage (including numerator and denominator) of core academic courses taught, in the highest-poverty and lowest-poverty schools, by teachers who are highly qualified consistent with section 9101(23) of the Elementary and Secondary Education Act of 1965, as amended (ESEA).</b>	
<p><b>Please respond (Yes or No):</b> Are the data related to this indicator at <a href="http://www.ed.gov/programs/statestabilization/indicator-a1.xls">http://www.ed.gov/programs/statestabilization/indicator-a1.xls</a> correct? (amended 4/16/10)</p> <p><sup>1</sup> <input checked="" type="checkbox"/> Yes, the data are correct. <sup>2</sup> <input type="checkbox"/> No, the data are not correct.</p> <p>If checked, provide below or in an attachment the correct data and any supporting information. A URL linking to the correct data on the State's website is also sufficient:<sup>3</sup> <a href="#">Click here to enter text.</a></p> <p><b>Please respond (check only one):</b></p> <p><sup>4</sup> <input checked="" type="checkbox"/> The State makes the data <i>publicly available</i> and updates the data <i>annually</i> on a website.</p> <p>Provide the State website where the data are provided by the State to the public:<sup>5</sup> <a href="http://marylandpublicschools.org/MSDE/programs/arra/sfsf2">http://marylandpublicschools.org/MSDE/programs/arra/sfsf2</a></p> <p><sup>6</sup> <input type="checkbox"/> The State makes the data <i>publicly available</i> on a website but updates it <i>less than annually</i>.</p> <p>➔ Provide the State's plan for making the data publicly available and updating it annually on a website in Part 3B. Cite "Indicator (a)(1)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.</p> <p>Provide the State website where the most recently updated data are provided by the State to the public: <sup>7</sup> <a href="#">Click here to enter text.</a></p>		

<sup>8</sup>  The State does not make the data publicly available on a website.

➔ Provide the State’s plan for making the data publicly available and updating the data annually on a website in Part 3B. Cite “Indicator (a)(1)” in the Plan Element Verification chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

<b>Indicator (a)(2)</b>	<b>Confirm whether the State’s Teacher Equity Plan (as part of the State’s Highly Qualified Teacher Plan) fully reflects the steps the State is currently taking to ensure that students from low-income families and minority students are not taught at higher rates than other students by inexperienced, unqualified, or out-of-field teachers (as required in section 1111(b)(8)(C) of the ESEA).</b>	
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**Please respond (Yes or No):** Is the State’s Teacher Equity Plan located at <http://www.ed.gov/programs/teacherqual/hqtplans/index.html> correct?

Yes, the information is correct.

No, the information is not correct.

→ If checked, provide below or in an attachment the State’s most updated Teacher Equity Plan. A URL linking to the correct data on the State’s website is also sufficient:<sup>3</sup> [Click here to enter text.](#)

**Please respond (check only one):**

The State makes the information *publicly available* and updates the information *annually* on a website.

→ Provide the State website where the information is provided by the State to the public:<sup>5</sup> <http://www.marylandpublicschools.org/MSDE/divisions/instruction/hqtp>

The State makes the information *publicly available* on a website but updates it *less than annually*.

→ Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 2B. Cite “Indicator (a)(2)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the most recently updated information is provided by the State to the public:<sup>7</sup> [Click here to enter text.](#)

The State does not make the information publicly available on a website.

→ Provide the State’s plan for making the information publicly available and updating the information annually on a website in Part 3B. Cite “Indicator (a)(2)” in the Plan Element Verification chart in Part 4B, Section I and mark both the Collection and Public Reporting columns.

<b>Descriptor (a)(1)</b>	<b>Describe, for each local educational agency (LEA) in the State, the systems used to evaluate the performance of teachers and the use of results from those systems in decisions regarding teacher development, compensation, promotion, retention, and removal.</b>
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**Please respond (check Yes or No):** Does the State collect a description of the system each LEA uses to evaluate the performance of teachers?

<sup>1</sup>  Yes, the State collects this information.

**If Yes, please respond (check one):**

<sup>2</sup>  The State makes the information *publicly available* and updates the information *at least annually* on a website.

→ Provide the State website where the information is collected and publicly available:<sup>3</sup>  
<http://www.marylandpublicschools.org/MSDE/programs/arra/sfsf2>

<sup>4</sup>  The State makes the information *publicly available* on a website and updates the information *less than annually*.

→ Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 3B. Cite “Descriptor (a)(1)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.  
 → Provide the State website where the most recently updated information are provided by the State to the public:  
<sup>5</sup> [Click here to enter text.](#)

<sup>6</sup>  The State does not make the information publicly available on a website.

→ Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 3B. Cite “Descriptor (a)(1)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

<sup>7</sup>  No, the State does not collect this information.

→ Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 3B. Cite “Descriptor (a)(1)” in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

**Please respond (check Yes or No):** Does the State collect a description of the manner in which each LEA uses the results of the evaluation systems described above related to the performance of teachers in decisions regarding teacher development, compensation, promotion, retention, and removal?

<sup>8</sup>  Yes, the State collects this information.

**If Yes, please respond (check one):**

<sup>9</sup>  The State makes the information *publicly available* and updates the information *at least annually* on a website.

→ Provide the State website where the information is collected and publicly available:<sup>10</sup>  
<http://www.marylandpublicschools.org/MSDE/programs/arra/sfsf2>

<sup>11</sup>  The State makes the information *publicly available* on a website and updates the information *less than annually*.

→ Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 3B. Cite “Descriptor (a)(1)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the most recently updated information are provided by the State to the public:  
<sup>12</sup> [Click here to enter text.](#)

<sup>13</sup>  The State does not make the information publicly available on a website.

→ Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 3B. Cite “Descriptor (a)(1)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

<sup>14</sup>  No, the State does not collect this information.

→ Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 3B. Cite “Descriptor (a)(1)” in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

<b>Indicator (a)(3)</b>	<b>Indicate, for each LEA in the State, whether the systems used to evaluate the performance of teachers include student achievement outcomes or student growth data as an evaluation criterion.</b>
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**Please respond (check Yes or No):** Does the State request information on whether the system each LEA uses to evaluate the performance of teachers includes student achievement outcomes or student growth data as an evaluation criterion?

<sup>1</sup>  Yes, the State collects this information.

**If Yes, please respond (check one):**

<sup>2</sup>  The State makes the information *publicly available* and updates the information *at least annually* on a website.

➔ Provide the State website where the information is collected and publicly available:<sup>3</sup>  
<http://www.marylandpublicschools.org/MSDE/programs/arra/sfsf2>

<sup>4</sup>  The State makes the information *publicly available* on a website and updates the information *less than annually*.

➔ Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 3B. Cite “Indicator (a)(3)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.  
➔ Provide the State website where the most recently updated information is provided by the State to the public:  
<sup>5</sup> [Click here to enter text.](#)

<sup>6</sup>  The State does not make the information publicly available on a website.

➔ Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 3B. Cite “Indicator (a)(3)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

<sup>7</sup>  No, the State does not collect this information.

➔ Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 3B. Cite “Indicator (a)(3)” in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.



<b>Indicator (a)(4)</b>	<b>Provide, for each LEA in the State whose teachers receive performance ratings or levels through an evaluation system, the number and percentage (including numerator and denominator) of teachers rated at each performance rating or level.</b>
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**Please respond (check Yes or No):** Does the State collect, for each LEA in the State whose teachers receive performance ratings or levels through an evaluation system, the number and percentage of teachers rated at each performance rating or level?

<sup>1</sup>  Yes, the State collects these data.

**If Yes, please respond (check one):**

<sup>2</sup>  The State makes the data *publicly available* and updates the data *at least annually* on a website.

➔ Provide the State website where the data are collected and publicly available:<sup>3</sup>  
<http://www.marylandpublicschools.org/MSDE/programs/arra/sfsf2>

<sup>4</sup>  The State makes the data *publicly available* on a website and updates the data *less than annually*.

➔ Provide the State’s plan for making the data publicly available and updating the data annually on a website in Part 3B. Cite “Indicator (a)(4)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

➔ Provide the State website where the most recently updated data are provided by the State to the public:  
<sup>5</sup> [Click here to enter text.](#)

<sup>6</sup>  The State does not make the data publicly available on a website.

➔ Provide the State’s plan for making the data publicly available and updating the data annually on a website in Part 3B. Cite “Indicator (a)(4)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

<sup>7</sup>  No, the State does not collect these data.

➔ Provide the State’s plan for making the data publicly available and updating the data annually on a website in Part 3B. Cite “Indicator (a)(4)” in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

<b>Indicator (a)(5)</b>	<b>Indicate, for each LEA in the State whose teachers receive performance ratings or levels through an evaluation system, whether the number and percentage (including numerator and denominator) of teachers rated at each performance rating or level are publicly reported for each school in the LEA.</b>
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**Please respond (check Yes or No):** Does the State collect, for each LEA in the State whose teachers receive performance ratings or levels through an evaluation system the number and percentage (including numerator and denominator) of teachers rated at each performance rating or level?

<sup>1</sup>  Yes, the State collects these data.

**If Yes, please respond (check one):**

<sup>2</sup>  The State makes the data *publicly available* and updates the data *at least annually* on a website.

➔ Provide the State website where the data are collected and publicly available:<sup>3</sup> [Click here to enter text.](#)

<sup>4</sup>  The State makes the data *publicly available* on a website and updates the data *less than annually*.

➔ Provide the State’s plan for making the data publicly available and updating the data annually on a website in Part 3B. Cite “Indicator (a)(5)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column. Provide the State website where the most recently updated data are provided by the State to the public:<sup>5</sup> [Click here to enter text.](#)

<sup>6</sup>  The State does not make the data publicly available on a website.

➔ Provide the State’s plan for making the data publicly available and updating the data annually on a website in Part 3B. Cite “Indicator (a)(5)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

<sup>7</sup>  No, the State does not collect these data.

➔ Provide the State’s plan for making the data publicly available and updating the data annually on a website in Part 3B. Cite “Indicator (a)(5)” in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

<b>Descriptor (a)(2)</b>	<b>Describe, for each LEA in the State, the systems used to evaluate the performance of principals and the use of results from those systems in decisions regarding principal development, compensation, promotion, retention, and removal.</b>
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**Please respond (check Yes or No):** Does the State collect a description of the system each LEA uses to evaluate the performance of principals?

<sup>1</sup>  Yes, the State collects this information.

**If Yes, please respond (check one):**

<sup>2</sup>  The State makes the information *publicly available* and updates it *at least annually* on a website.

➔ Provide the State website where the information is collected and publicly available:<sup>3</sup>  
<http://www.marylandpublicschools.org/MSDE/programs/arra/sfsf2>

<sup>4</sup>  The State makes the information *publicly available* on a website and updates the information *less than annually*.

➔ Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 3B. Cite “Descriptor (a)(2)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.  
 ➔ Provide the State website where the most recently updated information is provided by the State to the public:  
<sup>5</sup> [Click here to enter text.](#)

<sup>6</sup>  The State does not make the information publicly available on a website.

➔ Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 3B. Cite “Descriptor (a)(2)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

<sup>7</sup>  No, the State does not collect this information.

➔ Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 3B. Cite “Descriptor (a)(2)” in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

**Please respond (check Yes or No):** Does the State collect a description of the manner in which each LEA uses the results of the evaluation systems described above related to the performance of principals in decisions regarding principal development, compensation, promotion, retention, and removal?

<sup>8</sup>  Yes, the State collects this information.

**If Yes, please respond (check one):**

<sup>9</sup>  The State makes the information *publicly available* and updates the information *at least annually* on a website.

→ Provide the State website where the information is collected and publicly available:<sup>10</sup>  
<http://www.marylandpublicschools.org/MSDE/programs/arra/sfsf2>

<sup>11</sup>  The State makes the information *publicly available* on a website and updates the information *less than annually*.

→ Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 3B. Cite “Descriptor (a)(2)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.  
→ Provide the State website where the most recently updated information are provided by the State to the public:  
<sup>12</sup> [Click here to enter text.](#)

<sup>13</sup>  The State does not make the information publicly available on a website.

→ Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 3B. Cite “Descriptor (a)(2)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

<sup>14</sup>  No, the State does not collect this information.

→ Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 3B. Cite “Descriptor (a)(2)” in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Indicator (a)(6)	Indicate, for each LEA in the State, whether the systems used to evaluate the performance of principals include student achievement outcomes or student growth data as an evaluation criterion.
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**Please respond (check one):** Does the State collect information on whether the system each LEA uses to evaluate the performance of principals includes student achievement outcomes or student growth data as an evaluation criterion?

<sup>1</sup>  Yes, the State collects this information.

**If Yes, please respond (check one):**

<sup>2</sup>  The State makes the information *publicly available* and updates it *at least annually* on a website.

→ Provide the State website where the information is collected and publicly available:<sup>3</sup>  
<http://www.marylandpublicschools.org/MSDE/programs/arra/sfsf2>

<sup>4</sup>  The State makes the information *publicly available* on a website and updates it *less than annually*.

→ Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 3B. Cite “Indicator (a)(6)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.  
 → Provide the State website where the most recently updated information is provided by the State to the public:  
<sup>5</sup> [Click here to enter text.](#)

<sup>6</sup>  The State does not make the information publicly available on a website.

→ Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 3B. Cite “Indicator (a)(6)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

<sup>7</sup>  No, the State does not collect this information.

→ Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 3B. Cite “Indicator (a)(6)” in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

<b>Indicator (a)(7)</b>	<b>Provide, for each LEA in the State whose principals receive performance ratings or levels through an evaluation system, the number and percentage (including numerator and denominator) of principals rated at each performance rating or level.</b>
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**Please respond (check one):** Does the State collect and publicly report, for each LEA in the State whose principals receive performance ratings or levels through an evaluation system, the number and percentage of principals rated at each performance rating or level?

<sup>1</sup>  Yes, the State collects these data.

**If Yes, please respond (check one):**

<sup>2</sup>  The State makes the data *publicly available* and updates the data *at least annually* on a website.

→ Provide the State website where the data are collected and publicly available:<sup>3</sup>

<http://www.marylandpublicschools.org/MSDE/programs/arra/sfsf2>

<sup>4</sup>  The State makes the data *publicly available* on a website and updates the data *less than annually*.

→ Provide the State’s plan for making the data publicly available and updating the data annually on a website in Part 3B. Cite “Indicator (a)(7)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the most recently updated data are provided by the State to the public:

<sup>5</sup> [Click here to enter text.](#)

<sup>6</sup>  The State does not make the data publicly available on a website.


→ Provide the State’s plan for making the data publicly available and updating the data annually on a website in Part 3B. Cite “Indicator (a)(7)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

<sup>7</sup>  No, the State does not collect these data.

→ Provide the State’s plan for making the data publicly available and updating the data annually on a website in Part 3B. Cite “Indicator (a)(7)” in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

## II. Assurance (b): Improving Collection and Use of Data

A State must collect and publicly report information on the elements of its statewide longitudinal data system, on whether teachers receive data on student growth in a manner that is timely and informs instructional programs, and on whether the State provides teachers with reports of individual teacher impact on student achievement.

Indicator (b)(1)	Indicate which of the 12 elements described in section 6401(e)(2)(D) of the America COMPETES Act are included in the State's statewide longitudinal data system.	
<p><b>Instructions:</b> Please indicate which of the 12 elements of the America COMPETES Act are included in the State's statewide longitudinal data system.</p> <p><b>Please respond (check Yes or No):</b> For pre-K through postsecondary education, does the State's statewide longitudinal data system include the following elements:</p> <p>(1) A unique statewide student identifier that does not permit a student to be individually identified by users of the system?</p> <p><input checked="" type="checkbox"/> Yes. <input type="checkbox"/> No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #1 in the Plan Element Verification Chart in Part 3B, Section II.</p> <p>(2) Student-level enrollment, demographic, and program participation information?</p> <p><input checked="" type="checkbox"/> Yes. <input type="checkbox"/> No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #2 in the Plan Element Verification Chart in Part 3B, Section II.</p> <p>(3) Student-level information about the points at which students exit, transfer in, transfer out, drop out, or complete pre-K through postsecondary education programs?</p> <p><input checked="" type="checkbox"/> Yes. <input type="checkbox"/> No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #3 in the Plan Element</p>		

Verification Chart in Part 3B, Section II.

4) The capacity to communicate with higher education data systems?

- Yes.  
 No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #4 in the Plan Element Verification Chart in Part 3B, Section II.

(5) An audit system assessing data quality, validity, and reliability?

- Yes.  
 No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #5 in the Plan Element Verification Chart in Part 3B, Section II.

**Please respond (check Yes or No):** For pre-K through grade 12 education, does the State's statewide longitudinal data system include the following elements:

(6) Yearly State assessment records of individual students?

- Yes.  
 No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #6 in the Plan Element Verification Chart in Part 3B, Section II.

(7) Information on students not tested, by grade and subject?

- Yes.  
 No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #7 in the Plan Element Verification Chart in Part 3B, Section II.

(8) A teacher identifier system with the ability to match teachers to students?

- Yes.  
 No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #8 in the Plan Element



Verification Chart in Part 3B, Section II.

(9) Student-level transcript information, including on courses completed and grades earned?

- Yes.  
 No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #9 in the Plan Element Verification Chart in Part 3B, Section II.

(10) Student-level college readiness test scores?

- Yes.  
 No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #10 in the Plan Element Verification Chart in Part 3B, Section II.

**Please respond (check Yes or No):** For postsecondary education, does the State's statewide longitudinal data system include the following elements:

(11) Information regarding the extent to which students transition successfully from secondary school to postsecondary education, including whether students enroll in remedial coursework?

- Yes.  
 No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #11 in the Plan Element Verification Chart in Part 3B, Section II.

(12) Other information determined necessary to address alignment and adequate preparation for success in postsecondary education?


- Yes.  
 No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #12 in the Plan Element Verification Chart in Part 3B, Section II.

<b>Indicator (b)(2)</b>	<b>Indicate whether the State provides 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.</b>
<p><b>Please respond (check Yes or No):</b> Does the State provide student growth data on their current students and the students they taught 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?</p> <p><input type="checkbox"/> Yes. You are not required to provide further information. In Part 3B, Section III, check “Not Applicable.”</p> <p><input checked="" type="checkbox"/> No. Provide a plan for providing this information to teachers in Part 3B, Section III.</p>	

<b>Indicator (b)(3)</b>	<b>Indicate whether the State provides teachers of reading/language arts and mathematics in grades in which the State administers assessments in those subjects with reports of individual teacher impact on student achievement on those assessments.</b>
<p><b>Please respond (check Yes or No):</b> Does the State provide teachers of reading/language arts and mathematics in grades in which the State administers assessments in those subjects with reports of individual teacher impact on student achievement on those assessments?</p> <p><input type="checkbox"/> Yes. You are not required to provide further information. In Part 3B, Section IV, check “Not Applicable.”</p> <p><input checked="" type="checkbox"/> No. Provide a plan for providing this information to teachers in Part 3B, Section IV.</p>	

### III. Assurance (c): Standards and Assessments


A State must collect and publicly report data and other information on whether students are provided high-quality State assessments; whether students with disabilities and limited English proficient students are included in State assessment systems; whether the State makes information available regarding student academic performance in the State compared to the academic performance of students in other States; and on the extent to which students graduate from high school in four years with a regular high school diploma and continue on to pursue a college education.

Indicator (c)(1)	Confirm the approval status, as determined by the Department, of the State's assessment system under section 1111(b)(3) of the ESEA with respect to reading/language arts, mathematics, and science assessments.	
<p><b>Please respond (check one):</b> Is the status of the Department's approval, available at <a href="http://www.ed.gov/programs/statestabilization/indicator-c1.xls">http://www.ed.gov/programs/statestabilization/indicator-c1.xls</a> correct?</p> <p><sup>1</sup> <input checked="" type="checkbox"/> Yes, the status is correct.</p> <p>→ <sup>2</sup> <input type="checkbox"/> No, the status is not correct. If checked, provide below or in an attachment the correct information and any other supporting information. A URL linking to the correct data on the State's website is also sufficient: <sup>3</sup> <a href="#">Click here to enter text.</a></p> <p><b>Please respond (check one):</b></p> <p><sup>4</sup> <input checked="" type="checkbox"/> The State makes the status information <i>publicly available</i> and keeps it <i>up-to-date</i> on a website.</p> <p>→ Provide the State website where the status is provided by the State to the public:<sup>5</sup> <a href="http://www.marylandpublicschools.org/NR/rdonlyres/0146EDA2-5F91-47DD-9A84-16164BDEA25C/22421/Lt_frm_USDE_MD_status_10809.pdf">http://www.marylandpublicschools.org/NR/rdonlyres/0146EDA2-5F91-47DD-9A84-16164BDEA25C/22421/Lt_frm_USDE_MD_status_10809.pdf</a></p> <p><sup>6</sup> <input type="checkbox"/> The State makes the status information <i>publicly available</i> on a website but <i>does not keep it up-to-date</i>.</p> <p>→ If checked, provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (c)(1)" in the Plan Element Verification chart in Part 3B, Section I and mark the Public Reporting column.</p>		

→ Provide the State website where the most recently updated information is provided by the State to the public:<sup>7</sup> [Click here to enter text.](#)

<sup>8</sup>  The State does not make the status information publicly available on a website.

→ Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 3B. Cite “Indicator (c)(1)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

<b>Indicator (c)(2)</b>	<b>Confirm whether the State has developed and implemented valid and reliable alternate assessments for students with disabilities that are approved by the Department.</b>	
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**Please respond (Yes or No):** Is the information related to this indicator, available at <http://www.ed.gov/programs/statestabilization/indicator-c1.xls>, correct?

<sup>1</sup>  Yes, the status is correct.

→ <sup>2</sup>  No, the status is not correct. If checked, provide below or in an attachment the correct information and any other supporting information. A URL linking to the correct data on the State’s website is also sufficient:<sup>3</sup> [Click here to enter text.](#)

**Please respond (check one):**

<sup>4</sup>  The State makes the status information *publicly available* and keeps it *up-to-date* on a website.



→ Provide the State website where the status is provided by the State to the public:<sup>5</sup>  
[http://www.marylandpublicschools.org/NR/rdonlyres/0146EDA2-5F91-47DD-9A84-16164BDEA25C/22421/Lt\\_frm\\_USDE\\_MD\\_status\\_10809.pdf](http://www.marylandpublicschools.org/NR/rdonlyres/0146EDA2-5F91-47DD-9A84-16164BDEA25C/22421/Lt_frm_USDE_MD_status_10809.pdf)

<sup>6</sup>  The State makes the status information *publicly available* on a website and *does not keep it up-to-date*.

→ Provide the State’s plan for making the status publicly available and up-to-date on a website in Part 3B. Cite “Indicator (c)(2)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.  
→ Provide the State website where the information is collected and publicly available:<sup>7</sup> [Click here to enter text.](#)

<sup>8</sup>  The State does not make the status information publicly available on a website.

→ Provide the State’s plan for making the status publicly available and up-to-date on a website in Part 3B. Cite “Indicator (c)(2)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

Indicator (c)(3)	Confirm whether the State's alternate assessments for students with disabilities, if approved by the Department, are based on grade-level, modified, or alternate academic achievement standards.	 Confirm 
<p><b>Please respond (check one):</b> Is the information related to this indicator, available at <a href="http://www.ed.gov/programs/statestabilization/indicator-c1.xls">http://www.ed.gov/programs/statestabilization/indicator-c1.xls</a>, correct?</p> <p><sup>1</sup> <input checked="" type="checkbox"/> Yes, the information is correct.</p> <p><sup>2</sup> <input type="checkbox"/> No, the information is not correct.</p> <p>    ➔ If checked, provide below or in an attachment the correct information and any other supporting information. A URL linking to the correct data on the State's website is also sufficient: <sup>3</sup> <a href="#">Click here to enter text.</a></p> <p><b>Please respond (check one):</b></p> <p><sup>4</sup> <input checked="" type="checkbox"/> The State makes the information <i>publicly available</i> and keeps it <i>up-to-date</i> on a website.</p> <p>    ➔ Provide the State website where the information is collected and publicly available:<sup>5</sup> <a href="http://www.marylandpublicschools.org/NR/rdonlyres/0146EDA2-5F91-47DD-9A84-16164BDEA25C/22421/Lt_frm_USDE_MD_status_10809.pdf">http://www.marylandpublicschools.org/NR/rdonlyres/0146EDA2-5F91-47DD-9A84-16164BDEA25C/22421/Lt_frm_USDE_MD_status_10809.pdf</a></p> <p><sup>6</sup> <input type="checkbox"/> The State makes the information <i>publicly available</i> on a website but <i>does not keep it up-to-date</i>.</p> <p>    ➔ Provide the State's plan for making the information publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(3)"</p>		

in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

➔ Provide the State website where the information is collected and publicly available:<sup>7</sup> [Click here to enter text.](#)

<sup>8</sup>  The State does not make the information publicly available on a website.

➔ Provide the State’s plan for making the information publicly available and up-to-date on a website in Part 3B. Cite “Indicator (c)(3)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

<b>Indicator (c)(4)</b>	<b>Indicate whether the State has completed, within the last two years, an analysis of the appropriateness and effectiveness of the accommodations it provides students with disabilities to ensure their meaningful participation in State assessments.</b>
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**Please respond (check one):** Has the State, within the last two years, completed an analysis of the appropriateness and effectiveness of the accommodations it provides students with disabilities to ensure their meaningful participation in State assessments?

(amended 4/16/10)

- <sup>1</sup>  Yes, this has been completed within the last two years.
- <sup>2</sup>  No, this has been completed, but it occurred more than two years ago.
- <sup>3</sup>  No, this has never been completed.

**Please respond (check one):**

- <sup>4</sup>  The State makes the information *publicly available* and keeps it *up-to-date* on a website.

Provide the State website where the information is collected and publicly available:<sup>5</sup>

<http://www.marylandpublicschools.org/MSDE/programs/arra/sfsf2>

- <sup>6</sup>  The State makes the information *publicly available* on a website but *does not keep it up-to-date*.
  - ➔ Provide the State’s plan for making the information publicly available and up-to-date on a website in Part 3B. Cite “Indicator (c)(4)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.
  - ➔ Provide the State website where the information is collected and publicly available:<sup>7</sup> [Click here to enter text.](#)

- <sup>8</sup>  The State does not make the information publicly available on a website.
  - ➔ Provide the State’s plan for making the information publicly available and up-to-date on a website in Part 3B. Cite “Indicator (c)(4)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

<b>Indicator (c)(5)</b>	<b>Confirm the number and percentage (including numerator and denominator) of students with disabilities who are included in State reading/language arts and mathematics assessments.</b>	
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**Please respond (check one):** Can the State confirm that the number and percentage of students with disabilities who are included in State *reading/language arts* assessments, available at <http://www.ed.gov/programs/statestabilization/indicator-c5r.xls>, are correct?

<sup>1</sup>  Yes, the data are correct.

<sup>2</sup>  No, the data are not correct.

➔ If checked, provide below or in an attachment the correct data and any supporting information. A URL linking to the correct data on the State’s website is also sufficient:

<sup>3</sup> [Click here to enter text.](#)

**Please respond (check one):**

<sup>4</sup>  The State makes the data relative to the inclusion of students with disabilities on State assessments in *reading/language arts publicly available* and keeps it *up-to-date* on a website.

Provide the State website where the data are collected and publicly available:<sup>5</sup>

High School <http://www.mdreportcard.org/statDisplay.aspx?PV=44::99:AAAA:1:Y:6:1:1:1:1:1:1:3>

Grade 3 <http://www.mdreportcard.org/statDisplay.aspx?PV=3:3:99:AAAA:1:Y:6:1:1:1:1:1:1:3>

Please click on the desired grades from grades 3 through 8.

Grade 8 <http://www.mdreportcard.org/statDisplay.aspx?PV=3:8:99:AAAA:1:Y:6:1:1:1:1:1:1:3>

<sup>6</sup>  The State makes the data relative to the inclusion of students with disabilities on State assessments in *reading/language arts publicly available* on a website but *does not keep it up-to-date*.



- ➔ Provide the State’s plan for making the data publicly available and up-to-date on a website in Part 3B. Cite “Indicator (c)(5)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.
- ➔ Provide the State website where the data are collected and publicly available:<sup>7</sup> [Click here to enter text.](#)

<sup>8</sup>  The State does not make the data relative to the inclusion of students with disabilities on State assessments in *reading/language arts publicly available* on a website.

- ➔ Provide the State’s plan for making the data publicly available and up-to-date on a website in Part 3B. Cite “Indicator (c)(5)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

**Please respond (check one):** Can the State confirm that the number and percentage of students with disabilities who are included in State *mathematics* assessments, available at <http://www.ed.gov/programs/statestabilization/indicator-c5m.xls>, are correct?

<sup>9</sup>  Yes, the data are correct.

<sup>10</sup>  No, the data are not correct.

- ➔ If checked, provide below or in an attachment the correct data and any supporting information. A URL linking to the correct data on the State’s website is also sufficient:

<sup>11</sup> [Click here to enter text.](#)

**Please respond (check one):**

<sup>12</sup>  The State makes the data relative to the inclusion of students with disabilities on State assessments in *mathematics publicly available* and keeps it *up-to-date* on a website.

Provide the State website where the data are collected and publicly available:<sup>13</sup>

High School <http://www.mdreportcard.org/statDisplay.aspx?PV=47::99:AAAA:1:Y:6:1:2:1:1:1:1:3>

Grade 3 <http://www.mdreportcard.org/statDisplay.aspx?PV=3:3:99:AAAA:1:Y:6:1:2:1:1:1:1:3>

Please click on the desired grades from grades 3 through 8.

Grade 8 <http://www.mdreportcard.org/statDisplay.aspx?PV=3:8:99:AAAA:1:Y:6:1:2:1:1:1:1:3>

<sup>14</sup>  The State makes the data relative to the inclusion of students with disabilities on State assessments in *mathematics* publicly available on a website but *does not keep it up-to-date*.

- ➔ Provide the State’s plan for making the data publicly available and up-to-date on a website in Part 3B. Cite “Indicator (c)(5)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.
- ➔ Provide the State website where the data are collected and publicly available:<sup>15</sup> [Click here to enter text.](#)

<sup>16</sup>  The State does not make the data relative to the inclusion of students with disabilities on State assessments in *mathematics* publicly available on a website.

- ➔ Provide the State’s plan for making the data publicly available and up-to-date on a website in Part 3B. Cite “Indicator (c)(5)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

<b>Indicator (c)(6)</b>	<b>Indicate whether the State has completed, within the last two years, an analysis of the appropriateness and effectiveness of the accommodations it provides limited English proficient students to ensure their meaningful participation in State assessments.</b>
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**Please respond (check one):** Has the State completed, within the last two years, an analysis of the appropriateness and effectiveness of the accommodations it provides limited English proficient students to ensure their meaningful participation in State assessments?  
(amended 4/16/10)

- <sup>1</sup> Yes, this was completed within the last two years.
- <sup>2</sup> No, this was completed more than two years ago.
- <sup>3</sup> No, this has never been completed.


**Please respond (check one):**

- <sup>4</sup> The State makes the information *publicly available* and keeps it *up-to-date* on a website.

Provide the State website where the information is collected and publicly available:<sup>5</sup>

<http://www.marylandpublicschools.org/MSDE/programs/arra/sfsf2>

- <sup>6</sup> The State makes the information *publicly available* on a website but *does not keep it up-to-date*.
  - ➔ Provide the State’s plan for making the information publicly available and up-to-date on a website in Part 3B. Cite “Indicator (c)(6)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.
  - ➔ Provide the State website where the information is collected and publicly available:<sup>7</sup> [Click here to enter text.](#)
- <sup>8</sup> The State does not make the information publicly available on a website.
  - ➔ Provide the State’s plan for making the information publicly available and up-to-date on a website in Part 3B. Cite “Indicator (c)(6)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

<b>Indicator (c)(7)</b>	<b>Confirm whether the State provides native language versions of State assessments for limited English proficient students that are approved by the Department.</b>	
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**Please respond (check one):** Is the information related to this indicator, available at <http://www.ed.gov/programs/statestabilization/indicator-c1.xls>, correct?

<sup>1</sup>  Yes, the information is correct.

<sup>2</sup>  No, the information is not correct.

→ If checked, provide below or in an attachment the correct information and any supporting information. A URL linking to the correct data on the State’s website is also sufficient:

<sup>3</sup> [Click here to enter text.](#)

**Please respond (check one):** Is the State’s current status available on the State’s website?

<sup>4</sup>  The State makes the information *publicly available* and keeps it *up-to-date* on a website.


→ Provide the State website where the information is collected and publicly available:<sup>5</sup>  
[http://www.marylandpublicschools.org/NR/rdonlyres/0146EDA2-5F91-47DD-9A84-16164BDEA25C/22421/Lt\\_frm\\_USDE\\_MD\\_status\\_10809.pdf](http://www.marylandpublicschools.org/NR/rdonlyres/0146EDA2-5F91-47DD-9A84-16164BDEA25C/22421/Lt_frm_USDE_MD_status_10809.pdf)

<sup>6</sup>  The State makes the information *publicly available* on a website but *does not keep it up-to-date*.

→ Provide the State’s plan for making the information publicly available and up-to-date on a website in Part 3B. Cite “Indicator (c)(7)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.  
 → Provide the State website where the information is collected and publicly available:<sup>7</sup> [Click here to enter text.](#)

<sup>8</sup>  The State does not make the information publicly available on a website.

→ Provide the State’s plan for making the information publicly available and up-to-date on a website in Part 3B. Cite “Indicator (c)(7)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

<b>Indicator (c)(8)</b>	<b>Confirm the number and percentage (including numerator and denominator) of limited English proficient students who are included in State reading/language arts and mathematics assessments.</b>	
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**Please respond (check one):** Can the State confirm that the number and percentage of limited English proficient students who are included in State *reading/language arts* assessments, available at <http://www.ed.gov/programs/statestabilization/indicator-c8r.xls>, are correct?

<sup>1</sup>  Yes, the data are correct.

<sup>2</sup>  No, the data are not correct.

➔ If checked, provide below or in an attachment the correct data and any supporting information. A URL linking to the correct data on the State’s website is also sufficient:

<sup>3</sup> [Click here to enter text.](#)

**Please respond (check one):**

<sup>4</sup>  The State makes the data relative to the inclusion of limited English proficient students on State assessments in *reading/language arts publicly available* and keeps it *up-to-date* on a website.

Provide the State website where the data are collected and publicly available:<sup>5</sup>

High School <http://www.mdreportcard.org/statDisplay.aspx?PV=44::99:AAAA:1:Y:6:3:1:1:1:1:1:3>

Grade 3 <http://www.mdreportcard.org/statDisplay.aspx?PV=3:3:99:AAAA:1:Y:6:3:1:1:1:1:1:3>

Please click on the desired grades from grades 3 through 8.

Grade 8 <http://www.mdreportcard.org/statDisplay.aspx?PV=3:8:99:AAAA:1:Y:6:3:1:1:1:1:1:3>

<sup>6</sup>  The State makes the data relative to the inclusion of limited English proficient students on State assessments in *reading/language arts publicly available* on a website but *does not keep it up-to-date*.

➔ Provide the State’s plan for making the data publicly available and up-to-date on a website in Part 3B. Cite “Indicator (c)(8)” in the

Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the data are collected and publicly available:<sup>7</sup> [Click here to enter text.](#)

<sup>8</sup>  The State does not make the data relative to the inclusion of limited English proficient students on State assessments in *reading/language arts* publicly available on a website.

→ Provide the State’s plan for making the data publicly available and up-to-date on a website in Part 3B. Cite “Indicator (c)(8)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

**Please respond (check one):** Can the State confirm that the number and percentage of limited English proficient students who are included in State *mathematics* assessments, available at <http://www.ed.gov/programs/statestabilization/indicator-c8m.xls>, are correct?

<sup>9</sup>  Yes, the data are correct.

<sup>10</sup>  No, the data are not correct.

→ If checked, provide below or in an attachment the correct data and any supporting information. A URL linking to the correct data on the State’s website is also sufficient:

<sup>11</sup> [Click here to enter text.](#)

**Please respond (check one):**

<sup>12</sup>  The State makes the data relative to the inclusion of limited English proficient students on State assessments in *mathematics* publicly available and keeps it *up-to-date* on a website.

Provide the State website where the data are collected and publicly available:<sup>13</sup>

High School <http://www.mdreportcard.org/statDisplay.aspx?PV=47::99:AAAA:1:Y:6:3:2:1:1:1:1:3>

Grade 3 <http://www.mdreportcard.org/statDisplay.aspx?PV=3:3:99:AAAA:1:Y:6:3:2:1:1:1:1:3>

Please click on the desired grades from grades 3 through 8.


Grade 8 <http://www.mdreportcard.org/statDisplay.aspx?PV=3:8:99:AAAA:1:Y:6:3:2:1:1:1:1:3>

<sup>14</sup>  The State makes the data relative to the inclusion of limited English proficient students on State assessments in *mathematics* publicly available on a website but *does not keep it up-to-date*.

- ➔ Provide the State’s plan for making the data publicly available and up-to-date on a website in Part 3B. Cite “Indicator (c)(8)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.
- ➔ Provide the State website where the data are collected and publicly available:<sup>15</sup> [Click here to enter text.](#)

<sup>16</sup>  The State does not make the data relative to the inclusion of limited English proficient students on State assessments in *mathematics* publicly available on a website.

- ➔ Provide the State’s plan for making the data publicly available and up-to-date on a website in Part 3B. Cite “Indicator (c)(8)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

<b>Indicator (c)(9)</b>	<b>Confirm that the State’s annual State Report Card (under section 1111(h)(1) of the ESEA) contains the most recent available State reading and mathematics National Assessment of Educational Progress (NAEP) results as required by 34 CFR 200.11(c).</b>	
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**Please respond (check one):** Does the State Report Card include the most recent available State reading and math National Assessment of Educational Progress (NAEP) results?

Yes, the State Report Card includes this information.

No, the State Report Card does not include this information.

➔ If checked, please provide a plan for including this information on the State Report Card in Part 3B. Cite “Indicator (c)(9)” in the Plan Element Verification Chart in Part 3B, Section I, and mark the Public Reporting column.

**Please supply the following information:**

Please attach the State Report Card or provide the URL where the State Report Card is provided to the public:

**Reading**

**2007**

Grade 4 [http://www.mdreportcard.org/NAEP\\_results.aspx?PV=61:4:99:AAAA:1:N:6:1:1:2:1:1:1:1:3](http://www.mdreportcard.org/NAEP_results.aspx?PV=61:4:99:AAAA:1:N:6:1:1:2:1:1:1:1:3)

Grade 8 [http://www.mdreportcard.org/NAEP\\_results.aspx?PV=61:8:99:AAAA:1:N:6:1:1:2:1:1:1:1:3](http://www.mdreportcard.org/NAEP_results.aspx?PV=61:8:99:AAAA:1:N:6:1:1:2:1:1:1:1:3)

**Mathematics**

**2007**

Grade 4 [http://www.mdreportcard.org/NAEP\\_Results.aspx?PV=61:4:99:AAAA:1:N:6:1:2:2:1:1:1:1:3](http://www.mdreportcard.org/NAEP_Results.aspx?PV=61:4:99:AAAA:1:N:6:1:2:2:1:1:1:1:3)

Grade 8 [http://www.mdreportcard.org/NAEP\\_results.aspx?PV=61:8:99:AAAA:1:N:6:1:2:2:1:1:1:1:3](http://www.mdreportcard.org/NAEP_results.aspx?PV=61:8:99:AAAA:1:N:6:1:2:2:1:1:1:1:3)



<b>Indicator (c)(10)</b>	<b>Provide, for the State, for each LEA in the State, for each high school in the State and, at each of these levels, by student subgroup (consistent with section 1111(b)(2)(C)(v)(II) of the ESEA), the number and percentage (including numerator and denominator) of students who graduate from high school using a four-year adjusted cohort graduation rate as required by 34 CFR 200.19(b)(1)(i).</b>
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**Please respond (check one):** Does the State collect these data (as defined in Indicator (c)(10))?

<sup>1</sup>  Yes, the State collects these data.

**If Yes, please respond (check one):**

<sup>2</sup>  The State makes the data *publicly available* and updates the data *at least annually* on a website.

Provide the State website where the data are collected and publicly available:<sup>3</sup>

<http://www.marylandpublicschools.org/MSDE/programs/arra/sfsf2>

<sup>4</sup>  The State makes the data *publicly available* on a website and updates the data *less than annually*.

- ➔ Provide the State’s plan for making the data publicly available and updating it annually on a website in Part 3B. Cite “Indicator (c)(10)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.
- ➔ Provide the State website where the data are collected and publicly available:<sup>5</sup> [Click here to enter text.](#)

<sup>6</sup>  The State does not make the data publicly available on a website.

- ➔ Provide the State’s plan for making the data publicly available and updating it annually on a website in Part 3B. Cite “Indicator (c)(10)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

<sup>7</sup>  No, the State does not collect these data.

- ➔ Provide the State’s plan for making the data publicly available and updating it annually on a website in Part 3B. Cite “Indicator (c)(10)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Collection and Public Reporting column.

<b>Indicator (c)(11)</b>	<b>Provide, for the State, for each LEA in the State, for each high school in the State and, at each of these levels, by student subgroup (consistent with section 1111(b)(2)(C)(v)(II) of the ESEA), of the students who graduate from high school consistent with 34 CFR 200.19(b)(1)(i), the number and percentage (including numerator and denominator) who enroll in an institution of higher education (IHE) (as defined in section 101(a) of the Higher Education Act of 1965, as amended (HEA)) within 16 months of receiving a regular high school diploma.</b>
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**Please respond (check one):** Does the State collect these data (as defined in Indicator (c)(11))?

<sup>1</sup>  Yes, the State collects these data.

**If Yes, please respond (check one):**

<sup>2</sup>  The State makes the data *publicly available* and updates the data *at least annually* on a website.

➔ Provide the State website where the data are collected and publicly available:<sup>3</sup> [Click here to enter text.](#)

<sup>4</sup>  The State makes the data *publicly available* on a website and updates the data *less than annually*.

➔ Provide the State’s plan for making the data publicly available and updating it annually on a website in Part 3B. Mark the Public Reporting column next to “Indicator (c)(11)” in the Plan Element Verification Chart in Part 3B, Section I.

➔ Provide the State website where the data are collected and publicly available:<sup>5</sup> [Click here to enter text.](#)

<sup>6</sup>  The State does not make the data publicly available on a website.

➔ Provide the State’s plan for making the data publicly available and updating it annually on a website in Part 3B. Mark the Public Reporting column next to “Indicator (c)(11)” in the Plan Element Verification Chart in Part 3B, Section I.

<sup>7</sup>  No, the State does not collect these data.

**If No, please respond (check one):**

The State will develop and implement the means to collect and publicly report the data (i.e., the State will collect and publicly report the data) by September 30, 2011.

→ Provide the State's plan for collecting, making the data publicly available, and updating it annually on a website in Part 3B, Section I. Mark both the Collection and Public Reporting columns next to "Indicator (c)(11)" in the Plan Element Verification Chart in Part 3B, Section I.

The State will develop but not implement the means to collect and publicly report the data (i.e., the State will not collect and publicly report the data) by September 30, 2011.

→ Provide the State's plan for developing the means to collect and to publicly report the data (but not the State's implementation of those means) in Part 3B, Section V.

<b>Indicator (c)(12)</b>	<b>Provide, for the State, for each LEA in the State, for each high school in the State and, at each of these levels, by student subgroup (consistent with section 1111(b)(2)(C)(v)(II) of the ESEA), of the students who graduate from high school consistent with 34 CFR 200.19(b)(1)(i) who enroll in a public IHE (as defined in section 101(a) of the HEA) in the State within 16 months of receiving a regular high school diploma, the number and percentage (including numerator and denominator) who complete at least one year’s worth of college credit (applicable to a degree) within two years of enrollment in the IHE.</b>
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**Please respond (check one):** Does the State collect these data (as defined in Indicator (c)(12))?

<sup>1</sup>  Yes, the State collects these data.

**If Yes, please respond (check one):**

<sup>2</sup>  The State makes the data *publicly available* and updates the data *at least annually* on a website.

➔ Provide the State website where the data are collected and publicly available:<sup>3</sup> [Click here to enter text.](#)

<sup>4</sup>  The State makes the data *publicly available* on a website and updates the data *less than annually*.

➔ Provide the State’s plan for making the data publicly available and updating it annually on a website in Part 3B. Mark the Public Reporting column next to “Indicator (c)(12)” in the Plan Element Verification Chart in Part 3B, Section I.

➔ Provide the State website where the data are collected and publicly available:<sup>5</sup> [Click here to enter text.](#)

<sup>6</sup>  The State does not make the data publicly available on a website.

➔ Provide the State’s plan for making the data publicly available and updating it annually on a website in Part 3B. Mark the Public Reporting column next to “Indicator (c)(12)” in the Plan Element Verification Chart in Part 3B, Section I.

<sup>7</sup>  No, the State does not collect these data.

**If No, please respond (check one):**

The State will develop and implement the means to collect and publicly report the data (i.e., the State will collect and publicly report the data) by September 30, 2011.

→ Provide the State's plan for collecting, making the data publicly available, and updating it annually on a website in Part 3B, Section I. Mark both the Collection and Public Reporting columns next to "Indicator (c)(12)" in the Plan Element Verification Chart in Part 3B, Section I.

The State will develop but not implement the means to collect and publicly report the data (i.e., the State will not collect and publicly report the data) by September 30, 2011.

→ Provide the State's plan for developing the means to collect and to publicly report the data (but not the State's implementation of those means) in Part 3B, Section V.

#### IV. Assurance (d): Supporting Struggling Schools

A State must collect and publicly report data and other information on the progress of certain groups of schools in the State on State assessments in reading/language arts and mathematics; on the extent to which reforms to improve student academic achievement are implemented in the persistently lowest-achieving schools in the State; and on the extent to which charter schools are operating in the State.

<b>Indicator (d)(1)</b>	<b>Provide, for the State, the average statewide school gain in the “all students” category and the average statewide school gain for each student subgroup (as under section 1111(b)(2)(C)(v) of the ESEA) on the State assessments in reading/language arts and for the State and for each LEA in the State, the number and percentage (including numerator and denominator) of Title I schools in improvement, corrective action, or restructuring that have made progress (as defined in this notice) on State assessments in reading/language arts in the last year.</b>
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**Please respond (check one):** Does the State collect these data?

Yes, the State collects these data.

**If Yes, please respond (check one):**

The State makes the data *publicly available* and updates the data *at least annually* on a website.

Provide the State website where the data are collected and publicly available:<sup>3</sup>

<http://www.marylandpublicschools.org/MSDE/programs/arra/sfsf2>

The State makes the data *publicly available* on a website and updates the data *less than annually*.

➔ Provide the State’s plan for making the data publicly available and updating it annually on a website in Part 3B. Cite “Indicator (d)(1)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

➔ Provide the State website where the most recently updated data are provided by the State to the public:

<sup>5</sup> [Click here to enter text.](#)

The State does not make the data publicly available on a website.

➔ Provide the State’s plan for making the data publicly available and updating it annually on a website in Part 3B. Cite “Indicator (d)(1)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

<sup>7</sup>  No, the State does not collect these data.

➔ Provide the State’s plan for making the data publicly available and updating it annually on a website in Part 3B. Cite “Indicator (d)(1)” in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

<b>Indicator (d)(2)</b>	<b>Provide, for the State, the average statewide school gain in the “all students” category and the average statewide school gain for each student subgroup (as under section 1111(b)(2)(C)(v) of the ESEA) on State assessments in mathematics and for the State and for each LEA in the State, the number and percentage (including numerator and denominator) of Title I schools in improvement, corrective action, or restructuring that have made progress on State assessments in mathematics in the last year.</b>
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**Please respond (check one):** Does the State collect these data?

<sup>1</sup>  Yes, the State collects these data.

**If Yes, please respond (check one):**

<sup>2</sup>  The State makes the data *publicly available* and updates the data *at least annually* on a website.

Provide the State website where the data are collected and publicly available:<sup>3</sup>

<http://www.marylandpublicschools.org/MSDE/programs/arra/sfsf2>

<sup>4</sup>  The State makes the data *publicly available* on a website and updates the data *less than annually*.

➔ Provide the State’s plan for making the data publicly available and updating it annually on a website in Part 3B. Cite “Indicator (d)(2)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

➔ Provide the State website where the most recently updated data are provided by the State to the public:  
<sup>5</sup> [Click here to enter text.](#)

<sup>6</sup>  The State does not make the data publicly available on a website.

➔ Provide the State’s plan for making the data publicly available and updating it annually on a website in Part 3B. Cite “Indicator (d)(2)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

<sup>7</sup>  No, the State does not collect these data.

➔ Provide the State’s plan for making the data publicly available and updating it annually on a website in Part 3B. Cite “Indicator (d)(2)” in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.



**Descriptor (d)(1)** Provide the definition of “persistently lowest-achieving schools” (consistent with the requirements for defining this term set forth in the Definitions section of the NFR) that the State uses to identify such schools.



**Please respond (check Yes or No):** Does the State have a definition of “persistently lowest achieving schools” (consistent with the requirements for defining this term set forth in the Definitions section of the NFR) for the purposes of this indicator?

Yes, the State has a definition of “persistently lowest achieving schools” for the purposes of this indicator. (amended 4/16/10)

### **Tier I Definition of Persistently Lowest Performing Schools**

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

*Based on the 2009 Spring administration of the Maryland School Assessment, Maryland identified 71 operating Title I schools in improvement, corrective action or restructuring for school year 2009-2010. 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 2008-2009. There are no Title I high schools (grades 9-12 or combination K-12) in Maryland. 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 2007 through 2009
- **Overall Average Rank** - is the School’s Annual Performance Ranks averaged based on the summed Annual Performance Ranks for 2007

through 2009

- **Overall Weighted Rank** – is the School’s Annual Performance Rank weighted for each school year
  1. 2007 Performance Rank multiplied by a weight of 1.0
  2. 2008 Performance Rank multiplied by a weight of 1.0
  3. 2009 Performance Rank multiplied by a weight of 1.25
  4. Sum the weighted Performance Ranks for 2007 through 2009
  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

**Tier I Reports contain:**

- All Title I schools in School Improvement
- School measured for AYP

**Tier II Definition of Persistently Lowest Performing Schools**

***Academic Criteria***

***Maryland defines “persistently lowest performing Tier II schools” as those Title I eligible secondary schools (middle school grade levels 6-8, combination schools (grades PreK-8 at the LEA’s discretion, and high school grades 9-12) that are the lowest 5% of all secondary Title I eligible schools in the State.***

***Based on performance on the Maryland School Assessment in Math/Algebra/Data Analysis and Reading/Language Arts combined, Maryland would identify eleven (11) Title I eligible secondary schools in improvement, corrective action, or restructuring operating in school year 2009-2010 for Tier II designation. Maryland will exercise the option to apply for a waiver to include two Title I combination schools as Tier II schools because these schools fall lower in performance than some of the identified Tier II secondary schools. The identified Tier II schools have not met performance standards in the “All Students” subgroup for the full academic year 2008-2009. The process below was used to identify Tier II 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 Math)

- **Overall Rank** – is the School's Annual Performance Rank summed for 2007 through 2009
- **Overall Average Rank** - is the School's Annual Performance Ranks averaged based on the summed Annual Performance Ranks for 2007 through 2009
- **Overall Weighted Rank** – is the School's Annual Performance Rank weighted for each school year
  1. 2007 Performance Rank multiplied by a weight of 1.0
  2. 2008 Performance Rank multiplied by a weight of 1.0
  3. 2009 Performance Rank multiplied by a weight of 1.25
  4. Sum the weighted Performance Ranks for 2007 through 2009
  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

### **Tier II Reports contain:**

- All non-Title I Secondary schools that are Title I eligible (FARMS  $\geq$  35%)
- Secondary schools are defined as any school with an Middle or High component
- School measured for AYP

### **Graduation Rate Criteria:**

***Maryland identified Title I eligible high schools that have a graduation rate of less than 60 percent over 3 years. There are 2 schools that meet this definition during the 2009-2010 school year, however they were already identified as persistently low performing.***

#### **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 draft waiver request on 2/19/10.

### **Tier III: Definition**

***Maryland defines Tier III schools as any Title I schools in improvement, corrective action, or restructuring that are not identified as persistently lowest-achieving schools in Tier I. The ESEA designations correspond to Maryland’s Differentiated Accountability Pilot designations, whereby Tier III schools must be in the Comprehensive Needs Pathway or the Focused Needs Pathway to qualify as eligible schools. See Appendix G of the LEA application for a summary of Maryland’s Differentiated Accountability Pilot. Tier III schools will be prioritized according to***

***Differentiated Accountability designations and will be funded based on the table below.***

**If Yes, please respond (check one):**

<sup>3</sup>  The State has made the definition *publicly available* on a website.

Provide the State website where the definition is publicly available:<sup>4</sup>


<http://www.marylandpublicschools.org/MSDE/programs/arra/sfsf2>

<sup>5</sup>  The State does not make the definition publicly available on a website.

➔ Provide the State’s plan for making the definition publicly available in Part 3B. Cite “Descriptor (d)(1)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

<sup>6</sup>  No, the State does not have a definition of “persistently lowest achieving schools” for the purposes of this indicator.

➔ Provide the State’s plan for developing a definition and making it publicly available on a website in Part 3B. Cite “Descriptor (d)(1)” in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

<b>Indicator (d)(3)</b>	<b>Provide, for the State, the number and identity of the schools that are Title I schools in improvement, corrective action, or restructuring, that are identified as persistently lowest-achieving schools.</b>	
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**Please respond (check one):** Does the State collect this information?

<sup>1</sup>  Yes, the State collects this information.

**If Yes, please respond (check one):**

<sup>2</sup>  The State makes the information *publicly available* and updates the data *at least annually* on a website.

→ Provide the State website where the information is collected and publicly available:<sup>3</sup>  
<http://www.marylandpublicschools.org/MSDE/programs/arra/sfsf2>

<sup>4</sup>  The State makes the data *publicly available* on a website and updates the information *less than annually*.

→ Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 3B. Cite “Indicator (d)(3)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.  
 → Provide the State website where the most recently updated information is provided by the State to the public:  
<sup>5</sup> [Click here to enter text.](#)

<sup>6</sup>  The State does not make the information publicly available on a website.

→ Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 3B. Cite “Indicator (d)(3)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

<sup>7</sup>  No, the State does not collect this information.

→ Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 3B. Cite “Indicator (d)(3)” in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

**Indicator (d)(4)** Provide, for the State, of the persistently lowest-achieving schools that are Title I schools in improvement, corrective action, or restructuring, the number and identity of those schools that have been turned around, restarted, closed, or transformed (as defined in the NFR) in the last year.



**Please respond (check one):** Does the State collect this information? (amended 4/16/10)

<sup>1</sup>  Yes, the State collects this information.

**If Yes, please respond (check one):**

<sup>2</sup>  The State makes the information *publicly available* and updates the data *at least annually* on a website.

→ Provide the State website where the information is collected and publicly available:<sup>3</sup>  
<http://www.marylandpublicschools.org/MSDE/programs/arra/sfsf2>.

<sup>4</sup>  The State makes the data *publicly available* on a website and updates the information *less than annually*.

→ Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 3B. Cite “Indicator (d)(4)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the most recently updated information is provided by the State to the public:  
<sup>5</sup> [Click here to enter text.](#)

<sup>6</sup>  The State does not make the information publicly available on a website.

→ Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 3B. Cite “Indicator (d)(4)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

<sup>7</sup>  No, the State does not collect this information.

→ Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 3B. Cite “Indicator (d)(4)” in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

**Indicator (d)(5) Provide, for the State, the number and identity of the schools that are secondary schools that are eligible for but do not receive, Title I funds, that are identified as persistently lowest-achieving schools.**



**Please respond (check one):** Does the State collect this information? (amended 4/16/10)

<sup>1</sup>  Yes, the State collects this information.

**If Yes, please respond (check one):**

<sup>2</sup>  The State makes the information *publicly available* and updates the data *at least annually* on a website. Provide the State website where the information is collected and publicly available:<sup>3</sup> <http://www.marylandpublicschools.org/MSDE/programs/arra/sfsf2>

<sup>4</sup>  The State makes the data *publicly available* on a website and updates the information *less than annually*.

➔ Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 3B. Cite “Indicator (d)(5)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

➔ Provide the State website where the most recently updated information is provided by the State to the public:

<sup>5</sup> [Click here to enter text.](#)

<sup>6</sup>  The State does not make the information publicly available on a website.

➔ Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 3B. Cite “Indicator (d)(5)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

<sup>7</sup>  No, the State does not collect this information.

➔ Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 3B. Cite “Indicator (d)(5)” in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.



**Indicator (d)(6)** Provide, for the State, of the persistently lowest-achieving schools that are secondary schools that are eligible for, but do not receive, Title I funds, the number and identity of those schools that have been turned around, restarted, closed, or transformed in the last year.



**Please respond (check one):** Does the State collect this information? (amended 4/16/10)

<sup>1</sup>  Yes, the State collects this information.

**If Yes, please respond (check one):**

<sup>2</sup>  The State makes the information *publicly available* and updates the data *at least annually* on a website.

→ Provide the State website where the information is collected and publicly available:<sup>3</sup>  
<http://www.marylandpublicschools.org/MSDE/programs/arra/sfsf2>.

<sup>4</sup>  The State makes the data *publicly available* on a website and updates the information *less than annually*.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(6)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the most recently updated information is provided by the State to the public:  
<sup>5</sup> [Click here to enter text.](#)

<sup>6</sup>  The State does not make the information publicly available on a website.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(6)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

<sup>7</sup>  No, the State does not collect this information.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(6)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

**Indicator (d)(7)** Provide, for the State and, if applicable, for each LEA in the State, the number of charter schools that are currently permitted to operate under State law.



**Please respond (check one):** Does the State collect this information?

<sup>1</sup>  Yes, the State collects this information.

**If Yes, please respond (check one):**

<sup>2</sup>  The State makes the information *publicly available* and updates the data *at least annually* on a website.

Provide the State website where the information is collected and publicly available:<sup>3</sup>

[http://www.marylandpublicschools.org/MSDE/programs/charter\\_schools](http://www.marylandpublicschools.org/MSDE/programs/charter_schools)

[http://www.marylandpublicschools.org/MSDE/programs/charter\\_schools/schools/Dists\\_w\\_ChSchls](http://www.marylandpublicschools.org/MSDE/programs/charter_schools/schools/Dists_w_ChSchls)

<sup>4</sup>  The State makes the data *publicly available* on a website and updates the information *less than annually*.

→ Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 3B. Cite “Indicator (d)(7)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the most recently updated information is provided by the State to the public:

<sup>5</sup> [Click here to enter text.](#)

<sup>6</sup>  The State does not make the information publicly available on a website.

→ Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 3B. Cite “Indicator (d)(7)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

<sup>7</sup>  No, the State does not collect this information.

→ Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 3B. Cite “Indicator (d)(7)” in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting

columns.

**Indicator (d)(8) Confirm, for the State and for each LEA in the State that operates charter schools, the number of charter schools currently operating.**



**Please respond (check one):** Is the number of charter schools publicly reported as currently operating for the State and for each LEA at <http://www.ed.gov/programs/statestabilization/indicator-d8.xls> correct?

<sup>1</sup>  Yes, the data are correct.

<sup>2</sup>  No, the data are not correct.

➔ If checked, provide below or in an attachment the correct data and any supporting information. A URL linking to the correct data on the State's website is also sufficient:

<sup>3</sup>

Total Charter Schools in Maryland	42
Anne Arundel County Public Schools	2
Baltimore City Public Schools	33
Baltimore County Public Schools	1
Frederick County Public Schools	1
Prince George's County Public Schools	4
St. Mary's County Public Schools	1

**Please respond (check one):**

<sup>4</sup>  The State makes the data *publicly available* and keeps it *up-to-date* on a website.

Provide the State website where the data are collected and publicly available:<sup>5</sup>

[http://www.marylandpublicschools.org/MSDE/programs/charter\\_schools/schools/Dists\\_w\\_ChSchls](http://www.marylandpublicschools.org/MSDE/programs/charter_schools/schools/Dists_w_ChSchls)

<sup>6</sup>  The State makes the data *publicly available* on a website but *does not keep it up-to-date*.

➔ Provide the State's plan for making the data publicly available and up-to-date on a website in Part 3B. Cite "Indicator (d)(8)" in the

Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

➔ Provide the State website where the most recently updated information is provided by the State to the public:

<sup>7</sup> [Click here to enter text.](#)

<sup>8</sup>  The State does not make the data publicly available on a website.

➔ Provide the State’s plan for making the data publicly available and up-to-date on a website in Part 3B. Cite “Indicator (d)(8)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

<b>Indicator (d)(9)</b>	<b>Provide, for the State and for each LEA in the State that operates charter schools, the number and percentage of charter schools that have made progress on State assessments in reading/language arts in the last year.</b>
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**Please respond (check one):** Does the State collect this information?

<sup>1</sup>  Yes, the State collects this information.

**If Yes, please respond (check one):**

<sup>2</sup>  The State makes the information *publicly available* and updates the information *at least annually* on a website.

Provide the State website where the information is collected and publicly available:<sup>3</sup>

<http://www.marylandpublicschools.org/MSDE/programs/arra/sfsf2>

<sup>4</sup>  The State makes the information *publicly available* on a website and updates the information *less than annually*.

➔ Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 3B. Cite “Indicator (d)(9)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

➔ Provide the State website where the most recently updated information is provided by the State to the public:

<sup>5</sup> [Click here to enter text.](#)

<sup>6</sup>  The State does not make the information publicly available on a website.

➔ Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 3B. Cite “Indicator (d)(9)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

<sup>7</sup>  No, the State does not collect this information.

➔ Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 3B. Cite “Indicator (d)(9)” in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

<b>Indicator (d)(10)</b>	<b>Provide, for the State and for each LEA in the State that operates charter schools, the number and percentage of charter schools that have made progress on State assessments in mathematics in the last year.</b>
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**Please respond (check one):** Does the State collect this information?

Yes, the State collects this information.

**If Yes, please respond (check one):**

The State makes the information *publicly available* and updates the information *at least annually* on a website.

→ Provide the State website where the information is collected and publicly available:<sup>3</sup>  
<http://www.marylandpublicschools.org/MSDE/programs/arra/sfsf2>

The State makes the information *publicly available* on a website and updates the information *less than annually*.

→ Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 3B. Cite “Indicator (d)(10)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the most recently updated information is provided by the State to the public:  
<sup>5</sup> [Click here to enter text.](#)

The State does not make the information publicly available on a website.

→ Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 3B. Cite “Indicator (d)(10)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

No, the State does not collect this information.

→ Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 3B. Cite “Indicator (d)(10)” in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

<b>Indicator (d)(11)</b>	<b>Provide, for the State and for each LEA in the State that operates charter schools, the number and identity of charter schools that have closed (including schools that were not reauthorized to operate) within each of the last five years.</b>
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**Please respond (check one):** Does the State collect this information?

<sup>1</sup>  Yes, the State collects this information.

**If Yes, please respond (check one):**

<sup>2</sup>  The State makes the information *publicly available* and updates the information *at least annually* on a website.

→ Provide the State website where the information is collected and publicly available:<sup>3</sup>  
[http://www.marylandpublicschools.org/MSDE/programs/charter\\_schools/schools/closed](http://www.marylandpublicschools.org/MSDE/programs/charter_schools/schools/closed)

<sup>4</sup>  The State makes the information *publicly available* on a website and updates the information *less than annually*.

→ Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 3B. Cite “Indicator (d)(11)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the most recently updated information is provided by the State to the public:  
<sup>5</sup> [Click here to enter text.](#)

<sup>6</sup>  The State does not make the information publicly available on a website.

→ Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 3B. Cite “Indicator (d)(11)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

<sup>7</sup>  No, the State does not collect this information.

→ Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 3B. Cite “Indicator (d)(11)” in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.



<b>Indicator (d)(12)</b>	<b>Indicate, for each charter school that has closed (including a school that was not reauthorized to operate) within each of the last five years, whether the closure of the school was for financial, enrollment, academic, or other reasons.</b>
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**Please respond (check one):** Does the State collect this information?

Yes, the State collects this information.

**If Yes, please respond (check one):**

The State makes the information *publicly available* and updates the information *at least annually* on a website.

→ Provide the State website where the information is collected and publicly available:<sup>3</sup>  
[http://www.marylandpublicschools.org/MSDE/programs/charter\\_schools/schools/closed](http://www.marylandpublicschools.org/MSDE/programs/charter_schools/schools/closed)

The State makes the information *publicly available* on a website and updates the information *less than annually*.

→ Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 3B. Cite “Indicator (d)(12)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.  
→ Provide the State website where the most recently updated information is provided by the State to the public:  
<sup>5</sup> [Click here to enter text.](#)

The State does not make the information publicly available on a website.

→ Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 3B. Cite “Indicator (d)(12)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

No, the State does not collect this information.

→ Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 3B. Cite “Indicator (d)(12)” in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

## PART 3B: DATA COLLECTION & PUBLIC REPORTING PLAN

**Requirement:** The State must collect and publicly report the data or other information required by an assurance indicator or descriptor. If the State is not able to fully collect or publicly report, at least annually through September 30, 2011, the State plan must describe the State's process and timeline for developing and implementing, as soon as possible but no later than September 30, 2011, the means to fully collect and publicly report the data or information, including the milestones that the State establishes toward developing and implementing those means, the date by which the State expects to reach each milestone, and any obstacles that may prevent the State from developing and implementing those means by September 30, 2011, including but not limited to requirements and prohibitions of State law and policy. The plan must also include the nature and frequency of reports that the State will provide to the public regarding its progress in developing and implementing those means; the website where the State will make the plan and progress reports publicly available (as defined in the Notice of Final Requirements, Definitions, and Approval Criteria for the SFSF Phase II), the amount of funds the State is using or will use to develop and implement those means, and whether the funds are or will be Federal, State, or local funds.

### I. ASSURANCES (a), (c), AND (d)

*Important note regarding indicators (c)(11) and (c)(12):*

If the State will develop and implement the means to collect and publicly report the data (i.e., the State will collect and publicly report the data) for either of these indicators by September 30, 2011, the plan requirements of this section apply to the indicator(s) for which this is the case.

If the State will develop but not implement the means to collect and publicly report the data (i.e., the State will not collect and publicly report the data) by September 30, 2011, for either of these indicators the requirements for this section do not apply to the indicator for which this is the case. Proceed to Section V.

**State Plan Instructions:** For each assurance indicator or descriptor under education reform areas (a), (c), and (d) for which the State is not able to fully collect or publicly report annually the required data or information (as indicated in Part 3A), please attach a plan that provides:

The process and timeline for developing and implementing, as soon as possible, but no later than September 30, 2011, the means to fully collect and/or publicly report (as required) the data or information, including:

- The milestones that the State establishes toward developing and implementing those means;
- The date by which the State expects to reach each milestone;
- Any obstacles that may prevent the State from developing and implementing those means by September 30, 2011, including but not limited to requirements and prohibitions of State law and policy;
- The nature and frequency of reports that the State will provide to the public regarding its progress in developing and implementing those means; and
- The amount of funds the State is using or will use to develop and implement those means, and whether the funds are or will be Federal, State, or local funds.

Furthermore, the plan must satisfy the following general requirements:

- (A)** Describe the agency or agencies in the State responsible for the development, execution, and oversight of the plan, including the institutional infrastructure and describe the capacity of the agency or agencies as they relate to each of those tasks;
- (B)** Describe the agency or agencies, institutions, or organizations, if any, providing technical assistance or other support in the development, execution, and oversight of the plan, and describe the nature of such technical assistance or other support;
- (C)** Provide the overall budget for the development, execution, and oversight of the plan.
- (D)** Describe the way the State will publicly report the plan and the State's progress reports on its plan, including the nature and frequency of updated reports to the public on State actions taken under the plan and the website where the State will make the plan and progress reports publicly available (as defined in the Notice of Final Requirements, Definitions, and Approval Criteria for the SFSF Phase II).

**Plan Element Verification:** Please fill out the following chart to indicate which elements, per the instructions in Part 1, must be addressed in the State plan, and whether they must address collection, public reporting, or both. Do not list elements that do not need to be addressed in the State plan. Only list those for which the State has been directed to do so in completing Part 3A.  
(amended 4/16/10)

<u>Element</u>	<u>Collection</u> <u>(check if</u> <u>applies)</u>	<u>Public</u> <u>Reporting</u> <u>(check if</u> <u>applies)</u>
Indicator (a)(5)	x	x
Indicator (c)(11)	x	x
Indicator (c)(12)	x	x

**Maryland State Department of Education  
State Fiscal Stabilization Fund 2  
Plan for Indicator (a)(5)**

<b>Milestones</b>	<b>Expected Date Reached</b>	<b>Obstacles</b>	<b>Public Progress Reports</b>	<b>Funding</b>
MSDE will communicate to all local school systems the process and reporting instrument to collect and publicly report teacher evaluation performance by individual school and school system by June 30, 2011	December 2009	Public perception and stakeholder concern	Annual Master Plan, the system improvement process for each school system reported to MSDE annually, includes a supplemental report to identify and describe an action plan to meet reporting SFSF2 requirements.	All funds covered by existing state and local resources
MSDE will review, provide technical assistance and approve action plans for all local school	January 2010	Public perception and stakeholder concern about reporting by individual school and concerns about	Approval of action plans for each school system to complete requirements for Indicator (a) (5)	All funds covered by existing state and local resources as these tasks are part of

systems.		confidentiality		the Master Plan process
MSDE will monitor school system progress on action plans for the reporting of teacher evaluation by individual school and school system.	June 2011	None expected	Bi-annual reports showing the task completed, progress and timeline (First report due June 2010)	1.5 specialist positions, clerical support, and contractual support at an approximate cost of \$ 500,000.00 through 2011. These positions will support the development of a data collection system , the reporting and analyses of the data, provision of technical assistance to local school systems , compliance in all reporting requirements and

				<p>monitoring the implementation plan for the state and local school systems.</p> <p>No funding is available at this time to cover these positions which may include contractual employees</p>
<p>MSDE will facilitate the reporting process with school system representatives and the MSDE Office of Accountability and Assessment to collect ,report and monitor teacher performance data and public access to this data</p>	<p>May 2011</p>	<p>Stakeholder concern</p> <p>Local school system and teacher bargaining groups</p>	<p>MSDE guidance to annual Master Plan process for all local school systems</p>	<p>1.5 specialist positions, clerical support, and contractual support at an approximate cost of</p> <p>\$ 500,000.00 through 2011.</p>

<p>annually</p>				<p>These positions will support the development of a data collection system , the reporting and analyses of the data, provision of technical assistance to local school systems , compliance in all reporting requirements and monitoring the implementation plan for the state and local school systems.</p> <p>No funding is available at this time to cover these positions which may include contractual</p>
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				employees
Communicate the state plan to publically post teacher evaluation performance data by individual school and school system	May 2011	Public perception and stakeholder concern about reporting by individual school information	MSDE will publish plan to state web site	All funds covered by existing state and local resources
Provide state-wide public access to all local school system teacher evaluation performance by individual school and system	June 2011	Public perception and stakeholder concern about reporting by individual school information	MSDE will publish this data annually to the state web site	1.5 specialist positions, clerical support, and contractual support at an approximate cost of \$ 500,000.00 through 2011. These positions will support the development of a data collection system , the reporting and analyses of the

				<p>data, provision of technical assistance to local school systems , compliance in all reporting requirements and monitoring the implementation plan for the state and local school systems.</p> <p>No funding is available at this time to cover these positions which may include contractual employees</p>
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**Maryland State Department of Education  
State Fiscal Stabilization Fund 2  
Plan for Indicator (c)(11)**

**Indicator (c)(11) (amended 4/16/10)**

**Maryland Milestones:**

Element Number	Milestones	Date Reached	Obstacles	Public Progress Reports	Funding
(c) (11)	Develop (interim term solution) postsecondary match to MD 2009 graduates manually. Implement (interim term solution) post-secondary match to MD graduates. Obtain individual student data from the non-profit National Clearing House for the MD class of 2009. These data include in-state, out of State, Public and Private colleges across the nation.	Sept 2010  Aug 2011	None	Quarterly reports of the tasks completed, progress and timeline status of the interim solution.	\$100,000 state employee(s) salaries/benefits

**General Requirements:**

(A) The Maryland Department of Education (MSDE) in collaboration with the Maryland Higher Education Commission (MHEC) is responsible for the development and execution of the plan to ensure reporting capability of indicators (c) (11) and (c) (12). MSDE will provide oversight of the plan. Each state agency has its own infrastructure to create the responses to these indicators, but must link the P12 graduate data from the 2008-2009 school year to the postsecondary data via an interim solution to meet the deadline of September 2011. The interim solution entails developing a program to match the P12 and postsecondary data to obtain the data elements required for reporting these two indicators. The longer term plan for an LDS Data Center is described in (b) (1).

The interim solution (short term solution) to comply with the reporting requirements of indicator (c)(11) began by contracting with the National Clearing House (NCH) to obtain data on the class of 2009 graduates from Maryland Schools. MSDE is finalizing the arrangement with the National Clearing House. These data from the NCH will provide the MD students (Class of 2009) that enrolled in public, private, in-state and out-of-state colleges across the nation. Concurrently, MSDE is working with MHEC to define the data points required to meet indicator (c)(12) for the credit hours earned for the MD class of 2009. The National Clearing House does not capture credit hour data from colleges. Once the requirements gathering process has been completed, MHEC will provide the data points needed for the MD public and private universities to MSDE so we can comply with the reporting requirement for indicator (c)(12). In phase two of this process MSDE wants to organize with other states to leverage this requirement with the NHC and request the NHC to capture more information from the colleges.

**(B)** MSDE and MHEC will provide technical assistance in the development and execution of reporting these data utilizing in-house state employees to perform the work to meet the timeline. Initial development of the match criteria and exception reporting will be performed by MHEC with MSDE developing and executing quality assurance checks against the match criteria and building the reports. Both state agencies will have access to the data required to report on both indicators. MSDE will provide the final oversight of the plan.

**(C)** The overall budget for the development, execution, and oversight of the plan is:

\$180,000 State Funds (state employee salaries/benefits) (\$100,000 for (c)(11); \$80,000 for (c) (12).

**(D)** Maryland has created a section on our Maryland Public Schools website for all ARRA reporting. The State Fiscal Stabilization Fund (2) reporting website address is: <http://www.marylandpublicschools.org/MSDE/programs/arra/sfsf2>. We will post quarterly status reports of the tasks completed, progress (percentage completed) and timeline. These documents can be reflected as Gantt charts that are easier to read and color coded or with the details of the work breakdown structure within the Microsoft project tool.

**Maryland State Department of Education  
State Fiscal Stabilization Fund 2  
Plan for Indicator (c)(12)**

**Indicator (c) (12) (amended 4/16/10)**

(c) (12)	Develop (interim term solution) post-secondary alignment and success factors.	Sept 2010	None	Quarterly reports of the tasks completed, progress and timeline status of the interim solution.	\$ 80,000 state employee(s) salaries/benefits
	Implement (interim solution) postsecondary alignment and success factors.  Phase 1 - Obtain individual student data from the Maryland Higher Ed Commission on the credit hours earned for MD public and private colleges. Match these data to the MD class of 2009 to comply with the reporting requirement.  Phase 2 – Organize with other states to leverage this data capture with the National Clearing House.	Aug 2011			

**General Requirements:**

(A) The Maryland Department of Education (MSDE) in collaboration with the Maryland Higher Education Commission (MHEC) is responsible for the development and execution of the plan to ensure reporting capability of indicators (c) (11) and (c) (12). MSDE will provide oversight of the plan. Each state agency has its own infrastructure to create the responses to these indicators, but must link the P12 graduate data from the 2008-2009 school year to the postsecondary data via an interim solution to meet the deadline of September 2011. The interim solution entails developing a program to match the P12 and postsecondary data to obtain the data elements required for reporting these two indicators. The longer term plan for an LDS Data Center is described in (b) (1).

The interim solution (short term solution) to comply with the reporting requirements of indicator (c)(11) began by contracting with the National Clearing House (NCH) to obtain data on the class of 2009 graduates from Maryland Schools. MSDE is finalizing the arrangement with the National Clearing House. These data from the NCH will provide the MD students (Class of 2009) that enrolled in public, private, in-state and

out-of-state colleges across the nation. Concurrently, MSDE is working with MHEC to define the data points required to meet indicator (c)(12) for the credit hours earned for the MD class of 2009. The National Clearing House does not capture credit hour data from colleges. Once the requirements gathering process has been completed, MHEC will provide the data points needed for the MD public and private universities to MSDE so we can comply with the reporting requirement for indicator (c)(12). In phase two of this process MSDE wants to organize with other states to leverage this requirement with the NHC and request the NHC to capture more information from the colleges.

**(B)** MSDE and MHEC will provide technical assistance in the development and execution of reporting these data utilizing in-house state employees to perform the work to meet the timeline. Initial development of the match criteria and exception reporting will be performed by MHEC with MSDE developing and executing quality assurance checks against the match criteria and building the reports. Both state agencies will have access to the data required to report on both indicators. MSDE will provide the final oversight of the plan.

**(C)** The overall budget for the development, execution, and oversight of the plan is:

\$180,000 State Funds (state employee salaries/benefits) (\$100,000 for (c)(11); \$80,000 for (c) (12).

**(D)** Maryland has created a section on our Maryland Public Schools website for all ARRA reporting. The State Fiscal Stabilization Fund (2) reporting website address is: <http://www.marylandpublicschools.org/MSDE/programs/arra/sfsf2>. We will post quarterly status reports of the tasks completed, progress (percentage completed) and timeline. These documents can be reflected as Gantt charts that are easier to read and color coded or with the details of the work breakdown structure within the Microsoft project tool.

**II. INDICATOR (b)(1)**

**Plan Element Verification:** Please mark which elements, per the instructions in Part 1, must be addressed in your state plan:

<u>COMPETES</u> <u>Element</u>	<u>Must be</u> <u>addressed in</u> <u>plan</u>	<u>Does not</u> <u>need to be</u> <u>addressed in</u> <u>plan</u>
1		x
2		x
3		x
4	x	
5		x
6		x
7		x
8	x	
9	x	
10		x
11	x	
12	x	

**Maryland State Department of Education  
State Fiscal Stabilization Fund 2  
Plan for Indicator (b)(1)**

**Indicator (b)(1) 12 elements of the America Competes Act (amended 4/16/10)**

**Maryland Milestones:**

Element Number	Milestones	Date Reached	Obstacles	Public Progress Reports	Funding
4	Develop (interim term solution) postsecondary match to MD 2009 graduates manually. Implement (interim term solution) post-secondary match to MD graduates. Obtain individual student data from the non-profit National Clearing House for the MD class of 2009. These data include in-state, out of State, Public and Private colleges across the nation. Phase 1 - Obtain individual student data from the	Sept 2010  Aug 2011	.	Quarterly reports of the tasks completed, progress and timeline status of the interim solution.  Quarterly MS Project Reports posted on <a href="http://www.marylandpublicschools.org/MSDE/programs/arra/sfsf2">http://www.marylandpublicschools.org/MSDE/programs/arra/sfsf2</a> showing the tasks completed, progress and timeline.	\$5.6 mil Federal



	<p>Maryland Higher Ed Commission on the all data points necessary to determine remediation and readiness, including credit hours earned for MD public and private colleges. Match these data to the MD class of 2009 to comply with the reporting requirement.</p> <p>Phase 2 – Organize with other states to leverage this data capture with the National Clearing House.</p>				
8	<p>Develop Teacher Unique ID</p> <p>Develop Standardized Course Codes</p> <p>Develop course codes, grades, scheduling data capture with teacher</p>	<p>June 2010</p> <p>Dec 2010</p> <p>Dec 2010</p>	<p>None</p> <p>None</p> <p>None</p>	<p>Quarterly MS Project Reports posted on <a href="http://www.marylandpublicschools.org/MSDE/programs/arra/sfsf2">http://www.marylandpublicschools.org/MSDE/programs/arra/sfsf2</a> showing the tasks completed, progress and timeline.</p>	<p>\$500,000 State</p> <p>\$2.0 mil Federal</p>

	<p>assignment</p> <p>Implement Teacher Unique ID</p> <p>Every teacher and principal in MD will be assigned a unique identifier which enables MD to link student and teacher data and build the foundation for teacher/principal effectiveness.</p> <p>Implement Standardized Course Codes</p> <p>All MD LEA specific course codes and descriptions for elementary, middle and high schools will be mapped to the NCES standard course codes. This information is the foundation for capturing student level course and grade information and allows MD to</p>	<p>Aug 2010</p> <p>Feb 2011</p> <p>Aug 2011</p>	<p>None</p> <p>None</p> <p>None</p>		
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	<p>link teachers to student data.</p> <p>Implement teacher/student linking</p> <p>.</p>				
9	<p>Develop course codes, grades, scheduling data capture with teacher assignment</p> <p>MD must add new data collections representing the teachers, courses, grades and sections they are teaching</p> <p>Implement student-level transcript information</p>	<p>Dec 2010</p> <p>Aug 2011</p>	None	<p>Quarterly MS Project Reports posted on <a href="http://www.marylandpublicschools.org/MSDE/programs/arra/sfsf2">http://www.marylandpublicschools.org/MSDE/programs/arra/sfsf2</a> showing the tasks completed, progress and timeline.</p>	\$1.3 mil Federal
11	<p>Develop (interim term solution) postsecondary match to MD2009 graduates Manually.</p>	Sept 2010	None	<p>Quarterly reports of the tasks completed, progress and timeline status of the interim solution.</p>	\$2.0 mil Federal

	<p>Implement (interim term solution) post-Secondary match to MD graduates.</p> <p>Obtain individual student data from the non-profit National Clearing House for the MD class of 2009. These data include in-state, out of State, Public and Private colleges across the nation. Phase 1 - Obtain individual student data from the Maryland Higher Ed Commission on the all data points necessary to determine remediation and readiness, including credit hours earned for MD public and private colleges. Match these data to the MD class of 2009 to comply with the reporting</p>	<p>Aug 2011</p>		<p>Quarterly MS Project Reports posted on <a href="http://www.marylandpublicschools.org/MSDE/programs/arra/sfsf2">http://www.marylandpublicschools.org/MSDE/programs/arra/sfsf2</a> showing the tasks completed, progress and timeline.</p>	
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	<p>requirement.</p> <p>Phase 2 – Organize with other states to leverage this data capture with the National Clearing House.</p>				
12	<p>Develop (interim term solution)post-secondary alignment and success factors.</p> <p>Implement (interim solution) postsecondary alignment and success factors.</p> <p>Obtain individual student data from the Maryland Higher Ed Commission on the all data points necessary for secondary alignment and success factors, including credit hours earned for MD public and private colleges</p>	<p>Sept 2010</p> <p>Aug 2011</p>	None	<p>Quarterly reports of the tasks completed, progress and timeline status of the interim solution.</p> <p>Quarterly MS Project Reports posted on <a href="http://www.marylandpublicschools.org/MSDE/programs/arra/sfsf2">http://www.marylandpublicschools.org/MSDE/programs/arra/sfsf2</a> showing the tasks completed, progress and timeline.</p>	\$2.0 mil Federal

## **General Requirements:**

(A) With Maryland's P-12 Longitudinal Data System underway, the state's education leaders are turning their attention to the development and implementation of the extension of that system into postsecondary education and the workforce. In the summer of 2009, at the request of the Governor, a workgroup with broad representation from higher education, including the Maryland State Department of Education (MSDE) University System of Maryland (USM), the Maryland Higher Education Commission (MHEC) and others representing private universities and community colleges was charged with creating a proposal for a P-20 system design. The workgroup identified key policy questions and set about defining the data and system requirements to respond them along with a governance structure.

The Maryland Department of Education (MSDE) is responsible for the oversight of the entire plan in collaboration with the Maryland Higher Education Commission (MHEC), University System of Maryland (USM) and Department of Labor, Licensing and Regulation (DLLR). MHEC is responsible for the postsecondary data capture component of the data elements required to match to P12 and all associated information to comply with elements 4 and 12 for the interim and longer term solutions. Although each state agency has its own infrastructure Maryland is pursuing a model similar to Texas in the creation of a P20 LDS Data Center. USM will ensure the development, execution and oversight of the LDS Data Center that includes a data warehouse to house P-20 and link to workforce LDS data sets, including implementation of a set of procedures and policies to oversee, safeguard, and maintain the P-20 and workforce warehouse. The capacity of MSDE, MHEC, USM and DLLR is limited to allow the creation of the P20 system within its existing architecture. This work will be performed with the procurement of technical services from a vendor based on our SLDS federal grant request submitted in November 2009 that will give us the ability to communicate with postsecondary data systems.

MSDE is responsible for oversight of the plan, development and execution in complying with elements 8 and 9. This work will occur with the collaboration and data capture from our 24 local school districts along with the services of a technology vendor. Maryland will begin the assignment of a statewide unique teacher identifier to be assigned to all teachers employed by the Summer of 2010. The development work is currently under way with our technology vendor. Data capture of student scheduling and teacher assignments are planned along with the physical linking of teacher and student data as part of our outcomes associated with our SLDS federal grant request submitted in November 2009. Maryland plans a standardized course code assignment across the state that aligns with the statewide curriculum as part of the outcomes associated with our SLDS federal grant award received in June 2009. MSDE's technical infrastructure will be expanded to accommodate elements 8 and 9.

(B) USM, MHEC and DLLR will provide technical guidance in the development and execution of the P20 LDS data center, although the work will be completed by a technology vendor. These agencies will perform this technical guidance in an advisory role with a technology vendor. MSDE will provide the final oversight of the plan.

(C) The overall budget for the development, execution, and oversight of the plan is:

\$500,000 State funds – technology vendor

\$12,900,000 Federal Funds

**(D)** Maryland has created a section on our Maryland Public Schools website for all ARRA reporting. The State Fiscal Stabilization Fund (2) reporting website address is: <http://www.marylandpublicschools.org/MSDE/programs/arra/sfsf2>. We will post quarterly status reports of the tasks completed, progress (percentage completed) and timeline. These documents can be reflected as Gantt charts that are easier to read and color coded or with the details of the work breakdown structure within the Microsoft project tool.

**III.INDICATOR (b)(2)**

**Maryland State Department of Education  
State Fiscal Stabilization Fund 2  
Plan for Indicator (b)(2)**

**Indicator (b)(2) Providing student growth data to teachers in reading/language arts and mathematics in a timely fashion that informs instruction (amended 4/16/10)**

**Maryland Milestones:**

Milestones	Date Reached	Obstacles	Public Progress Reports	Funding
Develop Teacher Unique ID	June 2010	None	Quarterly MS Project Reports posted on <a href="http://www.marylandpublicschools.org/MSDE/programs/arra/sfsf2">http://www.marylandpublicschools.org/MSDE/programs/arra/sfsf2</a> showing the tasks completed, progress and timeline.	\$500,000 State \$2.0 mil Federal
Develop Standardized Course Codes	Dec 2010	None		
Develop course codes, grades, scheduling data capture with teacher assignment	Dec 2010	None		
Implement Teacher Unique ID	Aug 2010	None		
Implement Standardized Course Codes	Feb 2011	None		



Implement teacher/student linking	Aug 2011	None		
Develop teacher-level reports for students' growth for teachers of reading/language arts, mathematics and science.	May 2011			
Implement reporting of growth of prior year students to teachers in compliance with FERPA guidelines.	June 2011			
Implement reporting of growth of current students in previous years in compliance with FERPA guidelines.	September 2011			

**General Requirements:**

(A) The Maryland Department of Education (MSDE) is responsible for the oversight of the plan, development and execution in complying with Indicator B (2). This work will occur with the collaboration and data capture from our 24 local school districts along with the services of

a technology vendor. Maryland will begin the assignment of a statewide unique teacher identifier to be assigned to all teachers employed by the Summer of 2010. The development work is currently under way with our technology vendor. Data capture of student scheduling and teacher assignments are planned along with the physical linking of teacher and student data as part of our outcomes associated with our SLDS federal grant request submitted in November 2009. Maryland plans a standardized course code assignment across the state that aligns with the statewide curriculum as part of the outcomes associated with our SLDS federal grant award received in June 2009. MSDE's technical infrastructure will be expanded to accommodate Indicator B (2).

The project begins with the development and implementation of a unique teacher identifier to each teacher so that the linkages can be made in the state database between teacher and student data. It is important to ensure that each teacher has access to their students' data only, and that every student is included in the teacher's data. This ID number provides a critical component of this linkage. Another important component of the linkage is the ability to identify the courses (or in the case of elementary and middle school students, content areas being learned) that students are taking, including their section number. This allows the data system to accurately identify intact classes of students and link them to their teachers. Step one is to define and implement a standardized course code system that will be used statewide to collect course participation, grades, and completion. This ensures that the data school systems receive on transferring students is consistent from school system to school system (i.e. Algebra one in school system one is the same course in school system 2.) Once these essential components have been developed and implemented, a data collection system will be defined and implemented. Local school systems will submit data on each student (courses taken, grades obtained, teacher) to the longitudinal data system to be linked with other data, especially student assessments. The data will be used to create a student transcript, as well as provide important data reports to teachers on their students' progress and growth.

Maryland is already convening meetings of local educators and stakeholders, as well as the National Psychometric Council (a group of nationally recognized experts and assessment and statistics) to assist in developing the definitions to be used for growth, and the data needed to provide the desired feedback.

The final step in this process is to create the reports for teachers that clearly illustrate student progress, not just year to year, but during each school year. Maryland will use the Classroom-Focused Improvement Process (CFIP) as described on the k12.org website, as the model to support the professional development efforts needed to support teachers in learning to use the student growth data. In the early stages the reports will be limited to reading/languages arts, mathematics and science, but as other grades and contents are added to the growth system, reports will be available for them as well. As benchmark assessment data become available these reports will be even more informative. Teachers will receive information on student performance on test items, strengths and weaknesses, and overall progress toward becoming college and career ready. All reports will be designed to comply with FERPA requirements and individual student data will be accessible only by teachers with a direct verifiable link to the student, for educational purposes only.

**(B)** MSDE staff and local school system partners will provide technical guidance in the development and execution of the plan, although the work will be completed by a technology vendor. These stakeholders will perform this technical guidance in an advisory role with a technology

vendor. Teachers will participate in the design of the reports in order to ensure that they are useful and understandable. MSDE will provide the final oversight of the plan.

(C) The overall budget for the development, execution, and oversight of the plan is:

\$600,000 State funds – technology vendor and staff salaries

\$2,000,000 Federal Funds

(D) Maryland has created a section on our Maryland Public Schools website for all ARRA reporting. The State Fiscal Stabilization Fund (2) reporting website address is: <http://www.marylandpublicschools.org/MSDE/programs/arra/sfsf2>. We will post quarterly status reports of the tasks completed, progress (percentage completed) and timeline. These documents can be reflected as Gantt charts that are easier to read and color coded or with the details of the work breakdown structure within the Microsoft project tool.

**IV. INDICATOR (b)(3)**

**Maryland State Department of Education  
State Fiscal Stabilization Fund 2  
Plan for Indicator (b)(3)**

**Indicator (b)(3) Providing impact data to teachers in reading/language arts and mathematics in a timely fashion that informs instruction (amended 4/16/10)**

**Maryland Milestones:**

Milestones	Date Reached	Obstacles	Public Progress Reports	Funding
Develop Teacher Unique ID	June 2010	None	Quarterly MS Project Reports posted on <a href="http://www.marylandpublicschools.org/MSDE/programs/arra/sfsf2">http://www.marylandpublicschools.org/MSDE/programs/arra/sfsf2</a> showing the tasks completed, progress and timeline.	\$500,000 State \$2.0 mil Federal
Develop Standardized Course Codes	Dec 2010	None		
Develop course codes, grades, scheduling data capture with teacher assignment	Dec 2010	None		
Implement Teacher Unique ID	Aug 2010	None		
Implement Standardized Course Codes	Feb 2011	None		

Implement teacher/student linking	Aug 2011	None		
Develop teacher-level reports of teacher impact to teachers of reading/language arts, mathematics and science.	May 2011			
Implement reporting of teacher impact year students to teachers in compliance with FERPA guidelines.	June 2011			

**General Requirements:**

(A) The Maryland Department of Education (MSDE) is responsible for the oversight of the plan, development and execution in complying with Indicator B (3). This work will occur with the collaboration and data capture from our 24 local school districts along with the services of a technology vendor. Maryland will begin the assignment of a statewide unique teacher identifier to be assigned to all teachers employed by the Summer of 2010. The development work is currently under way with our technology vendor. Data capture of student scheduling and teacher assignments are planned along with the physical linking of teacher and student data as part of our outcomes associated with our SLDS federal grant request submitted in November 2009. Maryland plans a standardized course code assignment across the state that aligns with the

statewide curriculum as part of the outcomes associated with our SLDS federal grant award received in June 2009. MSDE's technical infrastructure will be expanded to accommodate Indicator B (3).

The project begins with the development and implementation of a unique teacher identifier to each teacher so that the linkages can be made in the state database between teacher and student data. It is important to ensure that each teacher has access to their students' data only, and that every student is included in the teacher's impact data. This ID number provides a critical component of this linkage. Another important component of the linkage is the ability to identify the courses (or in the case of elementary and middle school students, content areas being learned) that students are taking, including their section number. This allows the data system to accurately identify intact classes of students and link them to their teachers. Step one is to define and implement a standardized course code system that will be used statewide to collect course participation, grades, and completion. This ensures that the data school systems receive on transferring students is consistent from school system to school system (i.e. Algebra one in school system one is the same course in school system 2.) Once these essential components have been developed and implemented, a data collection system will be defined and implemented. Local school systems will submit data on each student (courses taken, grades obtained, teacher) to the longitudinal data system to be linked with other data, especially student assessments. The data will be used to create a student transcript, as well as provide important data reports to teachers on their students' progress and growth.

Maryland is already convening meetings of local educators and stakeholders, as well as the National Psychometric Council (a group of nationally recognized experts and assessment and statistics) to assist in developing the definitions to be used for teacher impact, and the data needed to provide the desired feedback. In addition, teacher evaluation frameworks are being revised to include teacher impact data in the teacher evaluation system for every teacher in the state.

The final step in this process will be to create the reports for teachers that clearly illustrate teacher impact, not just year to year, but during each school year. As the school year progresses, teachers will be able to see the results of their efforts using interventions with struggling students as well as accelerating the progress of high achievers. Maryland will use the Classroom-Focused Improvement Process (CFIP) as described on the k12.org website, as the model to support the professional development efforts needed to support teachers in learning to use the data. In the early stages the reports will be limited to reading/languages arts, mathematics and science, but as other grades and contents are added to the impact system, reports will be available for them as well. As benchmark assessment data become available these reports will be even more informative. Teachers will receive information on student performance on test items, strengths and weaknesses, and overall progress toward becoming college and career ready. All reports will be designed to comply with FERPA requirements and individual student data will be accessible only by teachers with a direct verifiable link to the student, for educational purposes only.

**(B)** MSDE staff and local school system partners will provide technical guidance in the development and execution of the plan, although the work will be completed by a technology vendor. These stakeholders will perform this technical guidance in an advisory role with a technology vendor. Teachers will participate in the design of the reports in order to ensure that they are useful and understandable. MSDE will provide the final oversight of the plan.

(C) The overall budget for the development, execution, and oversight of the plan is:

\$600,000 State funds – technology vendor and staff salaries

\$2,000,000 Federal Funds

(D) Maryland has created a section on our Maryland Public Schools website for all ARRA reporting. The State Fiscal Stabilization Fund (2) reporting website address is: <http://www.marylandpublicschools.org/MSDE/programs/arra/sfsf2>. We will post quarterly status reports of the tasks completed, progress (percentage completed) and timeline. These documents can be reflected as Gantt charts that are easier to read and color coded or with the details of the work breakdown structure within the Microsoft project tool.

## V. INDICATORS (c)(11) AND (c)(12)

*Important note regarding this section:*

In the case of new Indicators (c)(11) and (c)(12), regarding the data States will collect from IHEs, the State is required to, at a minimum, possess the ability to collect and report the data. In such circumstances, a State plan need only address the development of capacity, and not implementation and reporting for the relevant indicators.

If the State will develop and implement the means to collect and publicly report the data (i.e., the State will collect and publicly report the data) for either of these indicators by September 30, 2011, the full plan requirements for this section **do** apply. If that is the case, please report all elements of that plan in Part 3B, Section I above.

**State Plan Instructions:** For each of *Indicators (c)(11) and (c)(12)* for which the State is not able to fully collect or publicly report annually the required data or information (as indicated in Part 3A), please attach a plan that provides:

- (1) The process and timeline for achieving the ability to implement the means to fully collect and/or publicly report (as required) the data or information by September 30, 2011, including:
  - o The milestones established toward developing those means;
  - o The date by which the State expects to reach each such milestone; and any obstacles that may prevent the State from developing those means by September 30, 2011, including but not limited to requirements and prohibitions of State law and policy;
  - o The nature and frequency of reports that the State will provide to the public regarding its progress in developing those means; and



- The amount of funds the State is using or will use to develop those means, and whether the funds are or will be Federal, State, or local funds.

(2) A description of the evidence that the State will provide to the Department of Education to demonstrate that it has developed the means to collect and publicly report the data for each indicator for which the State is not able to fully collect or publicly report annually the required data, by September 30, 2011.

Furthermore, the plan must satisfy the following general requirements:

- (A) Identify the agency or agencies in the State responsible for the development, execution, and oversight of the plan, including the institutional infrastructure and describe the capacity of the agency or agencies as they relate to each of those tasks;
- (B) Identify the agency or agencies, institutions, or organizations, if any, providing technical assistance or other support in the development, execution, and oversight of the plan, and describe the nature of such technical assistance or other support;
- (C) Provide the overall budget for the development, execution, and oversight of the plan; and
- (D) Describe the way the State will publicly report the plan and the State's progress reports on its plan, including the nature and frequency of updated reports to the public on State actions taken under the plan and the website where the State will make the plan and progress reports publicly available (as defined in the Notice of Final Requirements,

Definitions, and Approval Criteria for the SFSF Phase II).

**Plan Element Verification:** Please check only the boxes that apply in the following chart to indicate which elements must be addressed in this section of your state plan:

<u>Element</u>	<u>Not Applicable: The State will develop and implement the means to collect and publicly report the data (Complete Plan in Section I).</u>	<u>Applicable: The State will develop but not implement the means to collect and publicly report the data (Complete Plan in this section).</u>
Indicator (c)(11)	x	
Indicator (c)(12)	x	

## **PART 3C-- GENERAL REQUIREMENTS**

Please attach the following information—

- (1) Describe the processes the State employs to review and verify the required data and other information on the indicators and descriptors. [Click here to enter text.](#)
  
- (2) Describe the processes the State employs to ensure that, consistent with 34 CFR 99.31(b), the required data and other information are not made publicly available in a manner that personally identifies students, where applicable.  
[Click here to enter text.](#)

## **SFSF 2: PART 3C – General Requirements**

### ***1) Describe the processes the State employs to review and verify the required data and other information on the indicators and descriptors.***

Data capture from external stakeholders goes through several phases of review and verification. Listed below are the phases that are employed with Maryland's processes to review and verify the required data and other information on the indicators and descriptors.

#### **Phase One Validation**

Data capture begins with processing through an Oracle database and system that checks for valid values, specific codes, minimum field lengths, character versus numbers and the validity of school and local school system codes within the data elements. Cross row validations are performed when duplicate rows are allowed for an individual student that tracks their transfers in and out of the district and state. Where one row per student or teacher is required, duplicate checks are performed within each local school system's data.

Matching of student/teacher data from the current source to other data collection sources that have a logical relationship to the current source occurs to determine if the data being presented is inconsistent with a previous submission of data (i.e. students identified as completers in one collection that do not meet the high school assessment graduation requirement – two different data sources).

Error exception reports are produced from the Oracle or SAS system at the student and summary levels for review and correction via a resubmission of student level data by Local School Systems. This is an iterative process until the data is fully 'clean' with no Phase one validation errors showing on the reports. The data/information moves on to Phase Two Validation.

#### **Phase Two Validation**

At this point all data elements are valid at the individual student/teacher level. Phase two validation checks the logical nature of the aggregate data based on the prior year's data. A test of comparability is performed that utilizes the Z Test of statistical significance between current year and prior year data points. The test of comparability is performed in a separate environment from the Oracle database to ensure the data quality check's independence. Across local school systems validation occurs to determine if there is any redundancy or errors within the data.

Exception error reports are produced for review by the local accountability coordinators and data stewards. When historical data is available 5 years of trend data is averaged and utilized with the Z-test as defined by statistical process control procedure within our data collection web portal framework. The statistical process control procedure has been automated within the web portal framework some of the data collected. Local comments for anomalies must be documented with explanations before the data can move forward.

Local school system Superintendent's are required to review and signoff on the data upon completion of the iterative process defined in Phase two validations.

### **Phase Three Validation**

All aggregations and formulas are reviewed and verified utilizing a separate environment from the main environment that stores and calculates the data. The final review entails a human resource (data analyst/researcher) reviewing the results for any potential anomalies and the logical nature of the data presentation.

Periodically, a sampling of data are pulled and given to the MSDE auditors to go on-sight to local schools and audit the student records to ensure the validity of those records.

*2) Describe the processes the State employs to ensure that, consistent with 34 CFR 99.31(b), the required data and other information are not made publicly available in a manner that personally identifies students, where applicable.*

Maryland employs a data suppression rule for our public reporting that checks the denominator for each data point that is fewer than 5 students. If the denominator contains fewer than 5 students the data is suppressed and not published. This ensures that students are not personally identified.

As we move toward the new racial subgroup categories Maryland is considering a larger 'n' count suppression rule. Maryland will also define a presentation rule for assessment performance percentages of 100% and 0%.