



Lillian M. Lowery, Ed.D.
State Superintendent of Schools

200 West Baltimore Street • Baltimore, MD 21201 • 410-767-0100 • 410-333-6442 TTY/TDD

TO: Members of the State Board of Education
FROM: Lillian M. Lowery, Ed.D. *Lillian M. Lowery*
DATE: February 25, 2014
SUBJECT: Update on ESEA Flexibility Extension

PURPOSE:

The purpose of this agenda item is to provide an update on the Elementary and Secondary Education Act (ESEA) Flexibility Waiver Extension.

BACKGROUND:

In September 2011, the United States Department of Education (USDE) offered each state educational agency (SEA) the opportunity to request flexibility on behalf of itself and its local education agencies (LEAs) and schools, to help them move forward with state and local reforms designed to improve student learning and increase the quality of instruction for students. The opportunity provided educators and state and local leaders with flexibility regarding specific requirements of the Elementary and Secondary Education Act of 1965, as amended by the No Child Left Behind Act of 2001, in exchange for rigorous and comprehensive state-developed plans designed to improve educational outcomes for all students, close achievement gaps, increase equity, and improve the quality of instruction. Maryland's ESEA Flexibility Request, dated February 28, 2012, was approved by USDE on June 29, 2012, and is effective through the end of the 2013-14 school year.

On August 29, 2013, USDE issued guidance and invited states to request a two-year renewal of ESEA flexibility through the end of the 2015-16 school year. The Guidance document can be found at: <http://www2.ed.gov/policy/elsec/guid/esea-flexibility/flex-renewal/index.html>. In the event Congress reauthorizes ESEA prior to the end of the 2015-16 school year, USDE will provide guidance on the transition to the new law.

An SEA seeking renewal of ESEA flexibility was required to submit an updated ESEA flexibility request reaffirming its commitment to the four core principles of ESEA flexibility below:

- Principle 1: The SEA is implementing college- and career-ready standards, which serve as the basis for what all students are taught, and will implement high-quality assessments aligned to those standards, to ensure that every student graduates from high school college- and career-ready.

- Principle 2: The SEA is implementing targeted and differentiated accountability systems, providing rigorous supports and interventions to the lowest-performing schools and schools with the lowest graduation rates, and identifying and supporting low-achieving students based on need.
- Principle 3: The SEA is implementing teacher and principal evaluation and support systems that provide teachers and principals with the feedback and support they need to improve their practices and increase student achievement.
- Principle 4: the SEA is working to reduce duplication and unnecessary burden.

In a letter to Chief State School Officers on November 14, 2013, Deborah Delisle, Assistant Secretary of the U.S. Department of Education stated:

Since releasing that guidance [on August 29, 2013], the [U.S. Department of Education (ED)] received input from a variety of stakeholders and, after considering that input, we have determined that its goals and objectives can be accomplished at this time through a streamlined process that maintains the high bar set with EDs initial approval of ESEA flexibility requests while reducing burden and allowing States to move forward with the hard work of implementing college- and career-ready standards, more effective accountability systems for all students, and teacher and principal evaluation and support systems. As a result, ED is offering an amended waiver extension process in place of the previously announced renewal process. [...] An eligible SEA is invited to submit its request for an extension of ESEA flexibility by February 28, 2014 or 60 days from receipt of its Part B monitoring report, whichever is later.

Given this guidance, Maryland will submit a request for extension. Maryland received its Part B Monitoring on December 17, 2013 and as of the date of this memo has not received the Part B monitoring report. MSDE immediately began work on the process and identified an ESEA Flexibility Renewal Committee, holding its first meeting on October 8, 2013, chaired by Jack Smith, Chief Academic Officer and Penelope Thornton Talley, Chief Performance Officer. Public School Superintendents Association of Maryland (PSSAM) representatives to this committee included Kevin Maxwell, Superintendent of Prince George's County Public Schools and Theresa Alban, Superintendent of Frederick County Public Schools. Other members represented the Governor's Office, the Maryland State Education Association (MSEA), Baltimore Teachers Union (BTU), Maryland Association of Boards of Education (MABE), Maryland Association of Student Councils, Maryland Association of Secondary School Principals, Maryland PTA, and MSDE. This group has continued to meet to collaborate on Maryland's ESEA Extension Request.

In the request for the extension, MSDE will respond to whatever next steps are required from the Part B monitoring report and submit a request to waive the requirements of ESEA sections 1111(b)(1)(B), 1111(b)(2)(C)(i), and 1111(b)(3)(C)(i) and the corresponding regulatory provisions that require LEAs and MSDE to use the same assessment for all students at each grade level. We are proposing that beginning with the implementation of the PARCC Assessments in the 2014-15 school year, we allow any student enrolled in a high school level course, prior to high school, take the assessment associated with this course. Additionally, MSDE will request amendments to the current Teacher/Principal Evaluation model.

Members of the State Board of Education
February 25, 2014
Page 3

MSDE anticipates that the full extension letter with the additional waiver requests will be prepared, reviewed by the committee, posted for public input, and ready for State Board approval by the March State Board meeting.

ACTION:

For information only. No action required.



Lillian M. Lowery, Ed.D.
State Superintendent of Schools

200 West Baltimore Street • Baltimore, MD 21201 • 410-767-0100 • 410-333-6442 TTY/TDD

January 29, 2014

Ms. Victoria Hammer
Race To The Top Program Officer
United States Department of Education
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Dear Ms. Hammer:

I am writing on behalf of the Maryland State Department of Education (MSDE) to request a waiver of the following provisions of the Elementary and Secondary Education Act of 1965 (ESEA), as amended. This waiver will help MSDE and its local educational agencies (LEAs) in Maryland implement our approved ESEA flexibility request in order to increase the quality of instruction and improve the academic achievement of all students in Maryland.

Waiver of Requirements to Use the Same Assessment for All Students at Each Grade Level

We are requesting a waiver of the requirements of ESEA sections 1111(b)(1)(B), 1111(b)(2)(C)(i), and 1111(b)(3)(C)(i) and the corresponding regulatory provisions that require LEAs and MSDE to use the same assessment for all students at each grade level. Maryland's recent efforts to increase rigor and our commitment to improve the quality of instruction and increase academic achievement for all students provide a context for this request.

The Maryland State Board of Education adopted the Code of Maryland Regulations (COMAR) 13A.03.02.07A stating "Beginning with the 2001-2002 school year, to be awarded the Maryland High School Diploma, all students, including elementary and middle school students who take high school level courses, shall take the Maryland High School Assessment for Algebra/Data Analysis, Biology, English, and Government after the student completes the required course."

In 2010, Maryland committed to raise standards and expectations for all students by adopting the Common Core State Standards (CCSS), which were approved by the State Board of Education in June of that year. In Maryland's Race to the Top (RTTT) application, we explained that adopting new standards with correspondingly aligned assessments and training would improve student achievement. Maryland has committed to the implementation of the Partnership for Assessment of Readiness for College & Careers (PARCC), field testing PARCC Assessments in each Maryland school in the 2013-2014 school year and fully implementing PARCC Assessments in the 2014-2015 school year.

Maryland is implementing these college and career ready standards and is committed to providing the opportunity for all students to take the highest level of courses applicable for that student.

As the College and Career Ready Standards are implemented, Maryland expects that more students will be able to take higher level courses earlier in their school careers. We are proposing that beginning with the implementation of the PARCC Assessments in the 2014-15 school year, we allow any student enrolled in a high school level course to take the assessment associated with this course. This will most often occur with the Algebra I assessment since very few students take English II before high school.

For example, an 8th grade student who is enrolled in high school Algebra I would take the PARCC Algebra I end of course assessment instead of the PARCC 8th grade Mathematics assessment. There is a population of students who enroll in high school course work prior to attending high school. As Algebra I is a required course for all students seeking a Maryland high school diploma and students must take and pass the end of course assessment for Algebra I, all Maryland students are assessed in Mathematics. Likewise English 9, 10, 11 & 12 are also required for high school graduation and have end of course assessments.

The chart below indicates the number of students in grades 5, 6, 7 and 8 who took the Algebra High School Assessment (HSA) in 2011, 2012, and 2013.

Grade	2011		2012		2013	
	n	%	n	%	n	%
05	5	0.0	6	0.0	0	0.0
06	331	1.0	386	1.1	404	1.1
07	11877	34.2	11775	34.2	11590	31.6
08	22554	64.9	22287	64.7	24642	67.3
TOTAL	34767	100	34454	100	36636	100

In the 2012-2013 school year, .66 percent of 6th grade students, 18.6 percent of 7th grade students, and 40.5 percent of 8th grade students took the Algebra HSA.

MSDE requests this waiver so that, if a student takes a high school level course and the corresponding end of course (EOC) assessment prior to entering high school, which is when these assessments would otherwise be used for federal accountability purposes, that student's score on the relevant EOC may be used for federal accountability purposes at the school in which the student is enrolled in lieu of the corresponding grade-level statewide assessment rather than "banking" the score until the student is in high school, as MSDE previously did. Further, MSDE wishes to be able to use EOC assessments for

Algebra I and English II for federal accountability purposes for those students who take Algebra I or English II, respectively, prior to entering high school. To this end, MSDE requests a waiver of ESEA Sections 1111(b)(1)(B) and 1111(b)(3)(C)(i) and the corresponding regulatory provisions so that MSDE can use, with respect to a student who is not yet enrolled in high school but who takes a high school level course and the corresponding EOC assessment, the student's score on that assessment for federal accountability purposes for the grade in which the student is enrolled.

MSDE assures that it will continue to:

- Report on its State Report Card the following data,
 - For the "all students" group and each subgroup described in ESEA Section 1111(b)(2)(C)(v)(II)-
 - Information on student achievement at each proficiency level;
 - Data comparing actual achievement levels to the State's annual measurable objectives (AMOs);
 - The percentage of students not tested;
 - Performance on the other academic indicators for elementary and middle schools; and
 - Graduation rates for high schools.

Ms. Victoria Hammer

Page 3

January 29, 2014

- Continue to comply with all other reporting requirements in ESEA Section 1111 (h)(1)(C) and ensure that its LEAs continue to comply with all other reporting requirements in ESEA Section 1111 (h)(2)(B), including the requirement for both MSDE and its LEAs to report information on achievement at each proficiency level disaggregated by gender and migrant status.

Please feel free to contact me, or Dr. Jack Smith, Chief Academic Officer, by phone or email if you have any questions regarding this request. Thank you for your consideration.

Sincerely,

Lillian M. Lowery, Ed.D.
State Superintendent of Schools

LML:mlg

DRAFT

TPE ESEA Extension and RTTT Amendments

TPE Amendment #1: To Change State Teacher and Principal Evaluation Models

Discussion

In spring of 2012, Maryland developed State and Local Teacher and Principal Evaluation Models using assessment parameters that reflected 50% Professional Practice and 50% Student Growth. The Professional Practice portion for teachers included minimum component measures of Planning and Preparation, Instruction, Classroom Environment, and Professional Responsibilities. The parallel portion for principals included the Maryland Instructional Leadership Framework Domains. Similarly, the Student Growth portion was comprised of multiple measures that included a 20% component measure of the Maryland School Assessments (grades 3-8 Reading and Math) and allowed component measures of the School Progress Index (Principle 3 ESEA), Student Learning Objectives, and other objective measures of student growth and learning that were linked to state and/or local goals.

The School Progress Index, approved as part of the ESEA waiver Principle #2, is a school wide collective measure of achievement, growth, gap, and college and career readiness. It was originally designed for school accountability. Standard setting was conducted in February 2012 to determine the recommendations for the weights of the elements within each component and for the three components of the elementary/middle and high school index. The five performance Strands that resulted from the School Progress Index were then proportionately applied to a 10% state evaluation value.

Student Learning Objectives were also determined to be a percentage of the student growth component in the state model and for the majority of the school systems in the new Teacher Principal Evaluation systems.

On August 30, 2012, the Maryland State Department of Education submitted a letter of amendment (approved January 9, 2013) increasing the contribution of Student Learning Objectives and decreasing the contribution of the School Progress Index. This amendment was intended to tighten the alignment between the state principal and teacher models. United States Department of Education's letter of amendment approval was conditional to the requirement that Maryland use data from assessments required under Title 1 of ESEA (Maryland School Assessments and eventually PARCC) in determining student growth in teacher and principal evaluation and that the State implement guidelines that require each high school teacher in tested areas and each high school principal include at least one Student Learning Objective with a Maryland High School Assessment data point on student performance in evaluation systems.

The purpose of the Field Test was to provide a collaborative and innovative platform for Local Education Agencies to develop and test components of their teacher and principal evaluation systems thereby ensuring readiness for full implementation of the new teacher and principal evaluation systems in school year 2013-14. As such, it was always anticipated that relevant changes in local and state models would emerge from lessons learned from these experiences. The outcomes of the Field Test experience were to demonstrate that intended models were approvable and could result in teacher and principal ratings. To facilitate this process, monthly Field Test meetings were conducted with teams from the twenty-four Local Education Agencies. These meetings engaged participants in collaborative group problem identification and problem solving scenarios designed to move districts closer to operational consistencies and implementation readiness as measured by effectiveness ratings at the conclusion of the Field Test period.

By the end of March 2013, more than 8,600 teachers (14% of the State population) and principals (26% of the State population) had participated in the Field Tests with resultant ratings of Highly Effective, Effective, and Ineffective. With functioning models in place, authentic incubators were available to identify data trends and to conduct various investigations. Simulations were conducted using the School Progress Index to test the impact of collective measures on individual teacher performance ratings, to investigate cohorts to determine the extent of shared measures on teacher rating scores, and to execute trials to refine the measurement and translation of student assessments for application in teacher and principal evaluation.

At the same time a cross-representative stakeholder group was created at the direction of superintendents, to craft recommendations for incorporating high school assessments into the evaluation of high school tested area teachers and high school principals. From January to April, the workgroup, conducted meetings both independent and inclusive of various focus groups. They explored approaches for employing the high school assessment data as both a lag and annual measure in evaluation. A report of their findings and recommendations was presented to and accepted by local superintendents on May 3, 2013.

Findings

Through repeated simulation and investigation, the Maryland State Department of Education learned that the introduction of the School Progress Index into teacher evaluation provided a positive contribution to only 5% of the teachers. The State also learned that its methodology for translating student test scores into growth measures, using the revised Maryland Tiered Assessment Index, was performing with precision and would tend to break when appropriate to the benefit of teachers and principals. Increased confidence in the contribution of the Maryland Tiered Assessment Index combined with reservations about the contribution of the School Progress Index has led Maryland to eliminate the School Progress Index from the state model. The State further believes that the indicators within the School Progress Index can be better elevated through the Student Learning Objective process which can be linked to district goals and school improvement plans specific to the needs of the school community and the individual classroom. The State also believes that the increased evaluation value that can be attributed to Student Learning Objectives provides greater incentive for teachers and principals to address issues related to gap reduction, achievement, growth and readiness for college and careers, than did the School Progress Index.

The State further accepts the workgroup's suggested model for the application of high school assessments into evaluation which is based upon two annual data Student Learning Objective measures and one lag data Student Learning Objective measure and expands this concept across the State teacher and principal evaluation models to bring consistency and fairness to all teachers and principals.

Recommendations

The Maryland State Department of Education requests that USDE approve amending the Maryland State Teacher and Principals Evaluation Models to reflect the attached model designs (see attached). The approval of this amendment further increases the alignments and brings all 22 Local Education Agencies into compliance with the state model frameworks, allowing the Maryland State Department of Education to focus the delivery of professional development and technical assistance to districts during the 2013-2014 and 2014-2015 school years. The State further recommends moving oversight of Project 40-15, which focuses on the delivery of professional development services to executive officers, to the greater Teacher and Principal Evaluation project.

State Teacher Evaluation Model

Professional Practice

50 % Qualitative Measures

Domain percentages proposed by LEA and approved by MSDE

Planning and Preparation
12.5%

Instruction
12.5%

Classroom Environment
12.5%

Professional Responsibilities
12.5%

Student Growth

50 % Quantitative Measures

As defined below



Amendment Pending

Elementary/Middle School Teacher Two Tested Areas

20% MSA Lag Measure based on 10% Reading **and** 10% Math
15% Annual SLO Measure as determined by priority identification at the district or school level
15% Annual SLO Measure as determined by priority identification at the classroom level

or

Elementary/Middle School Teacher One Tested Area

20% MSA Lag Measure based on either 20% Math **or** 20% Reading
15% Annual SLO Measure as determined by priority identification at the district or school level
15% Annual SLO Measure as determined by priority identification at the classroom level

or

High School Teacher Tested Subjects

20% SLO Lag Measure based on HSA Algebra, HSA English 2, HSA Biology, or HSA American Government and including an HSA data point
15% Annual SLO Measure as determined by priority identification at the district or school level
15% Annual SLO Measure as determined by priority identification at the classroom level

or

K-12 Non-Tested Area/Subject Teachers

20% SLO Lag Measure based on School Progress Index Indicators (Achievement, Gap Reduction, Growth, College and Career Readiness), Advanced Placement Tests, or similarly available measures
15% SLO Measure as determined by priority identification at the district or school level
15% Annual SLO Measure as determined by priority identification at the classroom level

Local Teacher Evaluation Models 2013-2014*

Professional Practice

Student Growth

50 % Qualitative Measures
Domain percentages proposed by LEA and approved by MSDE

50 % Quantitative Measures
As defined below

- Planning and Preparation
- Instruction
- Classroom Environment
- Professional Responsibilities

Additional Domains Based on Local Priorities



Amendment Pending

Elementary/Middle School Teacher Two Content Areas

Either

- 5 % - Reading MSA (Class)
- 5 % - Math MSA (Class)
- 10%- School Progress Index

or

- 10%- Reading MSA (Class)
- 10%- Math MSA (Class)

and

- 30% - LEA proposed objective measures of student growth and learning linked to state and/or local goals and approved by MSDE

Elementary/Middle School Teacher One Content Area

Either

- 10% - Reading MSA (Class) or Math MSA (Class)
- 10% -School Progress Index

or

- 20% -Reading MSA (Class) or Math MSA (Class)

and

- 30% - LEA proposed objective measures of student growth and learning linked to state and/or local goals and approved by MSDE

High School Teacher

LEA proposed objective measures of student growth and learning linked to state and/or local goals and approved by MSDE; no single measure to exceed 35% . For tested area teachers, one Student Learning Objective must include an HSA data point.

Elementary/Middle School Teacher Non-Tested Subject

LEA proposed objective measures of student growth and learning linked to state and/or local goals and approved by MSDE; no single measure to exceed 35% .

* MSA/SPI split increases to 15%/5% in 2014-2015 and becomes 20% MSA/PARCC in 2015-2016

Local Principal Evaluation Models 2013-2014*

Professional Practice

50 % Qualitative Measures

Domain percentages proposed by LEA and approved by MSDE

Maryland Instructional Leadership Framework (8)

- School Vision
- School Culture
- Curriculum, Instruction, and Assessment
- Observation/Evaluation of Teachers
- Integration of Appropriate Assessments
- Use of Technology and Data
- Professional Development
- Stakeholder Engagement

Additional Domains
Based on Local
Priorities

Student Growth

50 % Quantitative Measures

As defined below



Amendment Pending

Elementary & Middle School Principals

Either

- 5 % - Reading MSA (School)
- 5 % - Math MSA (School)
- 10%-School Progress Index

or

- 10%- Reading MSA (School)
- 10%- Math MSA (School)

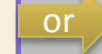
and

- 30% - LEA proposed objective measures of student growth and learning linked to state and/or local goals and approved by MSDE



High School Principals

LEA proposed objective measures of student growth and learning linked to state and/or local goals and approved by MSDE; no single measure to exceed 35%. One Student Learning Objective must be targeted at HSAs.



Other Principals (e.g., Special Center, PreK-2)

LEA proposed objective measures of student growth and learning linked to state and/or local goals and approved by MSDE; no single measure to exceed 35%. If appropriate, one Student Learning Objective must be targeted at HSAs.

* MSA/SPI split increases to 15%/5% in 2014-2015 and becomes 20% MSA/PARCC in 2015-2016

TPE Amendment #2: To Support Extension of ESEA Flexibility Waiver

Discussion

In seeking an extension to Maryland's ESEA Flexibility Waiver, MSDE must consider how to concurrently satisfy concrete expectations within the one-year extension allowance and intended expectations for TPE beyond the extension. In doing so both USDE and Maryland recognize unknowns that will continue to emerge and be resolved over the next three years. Foremost among these are confidences and proficiencies with Student Learning Objectives as a student growth measure, confidences in the translation and attribution of the PARCC Assessments into student growth measures, and confidences associated with the ability of principals to plan and manage teacher evaluation processes that result in fair effectiveness ratings and effective professional development. All of these must be navigated within Maryland's continued commitment to teacher and principal evaluation that reflects a 50% measure of Professional Practice and a 50% measure of Student Growth; including a 20% application of Student Growth that is attributed to state tests. To reaffirm Maryland's commitment to TPE and to satisfy USDE's conditions for ESEA Flexibility Waiver Extension, Maryland is submitting the attached "Plan for Transitioning Teacher Evaluation from MSA to PARCC Assessments." SY 2013-2014 and SY 2014-2015 demonstrate the one-year extension terms of Maryland's current Flexibility Waiver and includes allowance for not using state test-associated measures in making personnel decisions. SY 2015-2016 and SY 2016-2017 demonstrate how Maryland will respond to remaining unknowns and confidences in completing its intentions for TPE. It is understood, that test measures from 2014-2015 will serve as baseline data and that subsequent data from 2015-2016 will facilitate the norming of the test measures in 2016-2017. Similar norming will occur annually as additional test data is acquired and analyzed. Annual analysis will further support the review and reconsideration of component measures and values within State and Local evaluation models. Maryland's intentions, as evidenced in the amended Maryland Models for Teacher and Principal Evaluation, incorporate changes resulting from the 2013 Statewide Field Test in conjunction with the Plan for Transition, accommodate the two Waivers offered by USDE in June 2013, and facilitate annual adjustments to TPE as unknowns become knowns.

Findings

From inception, it was recognized that the transition to the PARCC Assessments would create a two year hiatus on student growth measures attributed to state testing and this disruption in data would require an interim solution for applying student growth to educator effectiveness. It is further recognized that a great deal of practice, discovery, and learning must still occur to shepherd SLOs to fully effective operational status. While on-going instructional awareness and practice will build ever-increasing alignments between the Career and College Readiness Standards and the PARCC Assessments, unknowns remain in regard to the resulting construct and conduct of the assessments. The combined impact of the waiver extension and its amendments binds MSDE through SY 2014-2015; while the architecture for SY 2015-2017 demonstrate Maryland's intentions beyond the Waiver Extension and pending any forthcoming offer of ESEA Renewal. Test measures from 2014-2015 will serve as baseline data and that subsequent data from 2015-2016 will facilitate the norming of the test measures for application in 2016-2017 evaluation processes. Similar norming will occur annually as additional test data is acquired and analyzed. The State believes that the Transition Plan will meet the criteria of full implementation and benefit TPE as follows:

- Provide a substitute methodology for capturing Student Growth during the two year period when MSA expires and PARCC matures
- Provide a three year period for refining the application and increasing confidence in SLOs as a measure of student growth in the evaluation process
- Provide a three year period for principals and LEAs to develop and refine strategies to effectively manage the capacity requirements of the evaluation components
- Provide an annual timeframe for the analysis and validation of TPE data and methodologies

Recommendations

The Maryland State Department of Education requests that USDE approve amending and extending the current ESEA Waiver for an additional year to reflect the following

	SY 2013-2014	SY 2014-2015
50%	<p><u>Professional Practice</u> <i>Four Component measures</i> 1. <i>Planning & Preparation</i> 2. <i>Instruction</i> 3. <i>Classroom Environment</i> 4. <i>Professional Responsibilities</i></p> <p><i>(Counts for personnel decisions)</i></p>	<p><u>Professional Practice</u> <i>Four Component measures</i> 1. <i>Planning & Preparation</i> 2. <i>Instruction</i> 3. <i>Classroom Environment</i> 4. <i>Professional Responsibilities</i></p> <p><i>(Counts for personnel decisions)</i></p>
30%	<p><u>Student Growth</u></p> <ul style="list-style-type: none"> • <i>One or more SLO</i> • <i>Approved Local measures</i> <p><i>(Counts for personnel decisions)</i></p>	<p><u>Student Growth</u></p> <ul style="list-style-type: none"> • <i>One or more SLO</i> • <i>Approved Local measures</i> <p><i>(Counts for personnel decisions)</i></p>
20%	<ul style="list-style-type: none"> • <i>Translation of 2013 MSA assessments to a growth measure by applying MTAI in Sept 2013 for application to Spring 2014 evaluations.</i> <p><i>(Does not count for personnel decisions)</i></p>	<ul style="list-style-type: none"> • <i>Use of 2014 MSA assessments to inform district or school level SLO for application to Spring 2015 evaluations</i> <p><i>(Informs personnel decisions)</i></p>

The approval of this amendment further increases model alignments and brings all 22 Local Education Agencies into compliance with the state model frameworks, allowing the Maryland State Department of Education to focus the delivery of professional development and technical assistance to districts during the 2013-2014 and 2014-2015 school years. The State further recommends moving oversight of Project 40-15, which focuses on the delivery of professional development services to executive officers, to the greater Teacher and Principal Evaluation project.

Teacher and Principal Evaluation: Transition Plan and ESEA Extension

February 25, 2014

Since the end of year three, June 30, 2013, a number of events have contributed to the progress and direction of Teacher and Principal Evaluation (TPE) in Maryland. Programmatic and budgetary RTTT amendments were submitted in response to the 2012-2013 Statewide Field Testing, amendments to the ESEA Flexibility Waiver that defined double testing of students and deferred the use of state assessment measures in personnel decisions were forwarded, and stakeholder work was initiated in response to USDE's offer to renew Maryland's ESEA Flexibility Waiver. In late November 2013, USDE rescinded its original offer of Flexibility Renewal for two years in favor of a simpler one-year extension of existing Flexibility Waivers. This extension could include amendments that would concurrently satisfy both ESEA and RTTT expectations. MSDE modified the focus of their work from Waiver Renewal to Waiver Extension and USDE returned all pending RTTT programmatic, RTTT budgetary, and ESEA Flexibility amendments. Conditional to Waiver Extension approval and authorization to use remaining RTTT funds, USDE subsequently required clarification of Maryland's intent for TPE beyond the June 2015 ESEA Extension request timeframe. Maryland will submit two amendments to support the work of Teacher and Principal Evaluation: 1. To Change the State Teacher and Principal Models (as previously submitted last July); 2. To Support a One-Year Extension of the State's existing ESEA Flexibility Waiver.

In seeking an extension to Maryland's ESEA Flexibility Waiver, MSDE must consider how to concurrently satisfy concrete expectations within the one-year extension allowance and intended expectations for TPE beyond the extension. In doing so both USDE and Maryland recognize unknowns that will continue to emerge and be resolved over the next three years. Foremost among these are confidences and proficiencies with Student Learning Objectives as a student growth measure, confidences in the translation and attribution of the PARCC Assessments into student growth measures, and confidences associated with the ability of principals to plan and manage teacher evaluation processes that result in fair effectiveness ratings and effective professional development. All of these must be navigated within Maryland's continued commitment to teacher and principal evaluation that reflects a 50% measure of Professional Practice and a 50% measure of Student Growth; including a 20% application of Student Growth that is attributed to state tests. To reaffirm Maryland's commitment to TPE and to satisfy USDE's conditions for ESEA Flexibility Waiver Extension, Maryland is submitting the following "Plan for Transitioning Teacher Evaluation from MSA to PARCC Assessments". SY 2013-2014 and SY 2014-2015 demonstrate the one-year extension terms of Maryland's current Flexibility Waiver and includes allowance for not using state test-associated measures in making personnel decisions. SY 2015-2016 and SY 2016-2017 demonstrate how Maryland will respond to remaining unknowns and confidences in completing its intentions for TPE. These intentions, as evidenced in the amended Maryland Models for Teacher and Principal Evaluation, incorporate changes resulting from the 2013 Statewide Field Test in conjunction with the Plan for Transition, accommodate the two Waivers offered by USDE in June 2013, and will facilitate annual adjustments to TPE as unknowns become knowns and as confidence levels increase. Pages three and four chart the additional details that USDE is seeking regarding assessment components, student growth measures, and information utilization.

From inception, it was recognized that the transition to the PARCC Assessments would create a two year hiatus on student growth measures attributed to state testing and this disruption in data would require an interim solution for applying student growth to educator effectiveness. It is further recognized that a great deal of practice, discovery, and learning must still occur to shepherd SLOs to fully effective operational status. While on-going instructional awareness and practice will build ever-increasing alignments between the Career and College Readiness Standards and the PARCC Assessments, unknowns remain in regard to the resulting construct and conduct of the assessments. The combined impact of the waiver extension and its amendments binds MSDE through SY 2014-2015; while the architecture for SY 2015-2017 demonstrates Maryland's intentions beyond the Waiver Extension and pending any forthcoming offer of ESEA Renewal.

Maryland's Plan for Transitioning Teacher Evaluation from MSA to PARCC Assessments

		SY 2013-2014	SY 2014-2015	SY 2015-2016	SY 2016-2017
Professional Practice <i>Four Component measures</i> 1. Planning & Preparation 2. Instruction 3. Classroom Environment 4. Professional Responsibilities	50%	<u>Professional Practice</u> <i>Four Component measures</i> 1. <i>Planning & Preparation</i> 2. <i>Instruction</i> 3. <i>Classroom Environment</i> 4. <i>Professional Responsibilities</i> <i>(Counts for personnel decisions)</i>	<u>Professional Practice</u> <i>Four Component measures</i> 1. <i>Planning & Preparation</i> 2. <i>Instruction</i> 3. <i>Classroom Environment</i> 4. <i>Professional Responsibilities</i> <i>(Counts for personnel decisions)</i>	<u>Professional Practice</u> <i>Four Component measures</i> 1. <i>Planning & Preparation</i> 2. <i>Instruction</i> 3. <i>Classroom Environment</i> 4. <i>Professional Responsibilities</i> <i>(Counts for personnel decisions)</i>	<u>Professional Practice</u> <i>Four Component measures</i> 1. <i>Planning & Preparation</i> 2. <i>Instruction</i> 3. <i>Classroom Environment</i> 4. <i>Professional Responsibilities</i> <i>(Counts for personnel decisions)</i>
	30%	<u>Student Growth</u> <ul style="list-style-type: none"> One or more SLO Approved Local measures <i>(Counts for personnel decisions)</i>	<u>Student Growth</u> <ul style="list-style-type: none"> One or more SLO Approved Local measures <i>(Counts for personnel decisions)</i>	<u>Student Growth</u> <ul style="list-style-type: none"> One or more SLO Approved Local measures <i>(Counts for personnel decisions)</i>	<u>Student Growth</u> <ul style="list-style-type: none"> One or more SLO Approved Local measures <i>(Counts for personnel decisions)</i>
<ul style="list-style-type: none"> State Assessments 	20%	<ul style="list-style-type: none"> Translation of 2013 MSA assessments to a growth measure by applying MTAI in Sept 2013 for application to Spring 2014 evaluations. <i>(Does Not Count but informs personnel decisions)</i>	<ul style="list-style-type: none"> Use of 2014 MSA assessments to inform district or school level SLO for application to Spring 2015 evaluations <i>(Informs personnel decisions)</i>	<ul style="list-style-type: none"> Use of 2015 PARCC assessments to inform district or school level SLO for application to Spring 2016 evaluations <i>(Informs personnel decisions)</i>	<ul style="list-style-type: none"> Translation of 2015 & 2016 PARCC assessments to a growth measure for application in Sept. 2016 as lag measure to Spring 2017 evaluations <i>(Counts for personnel decisions)</i>

ESEA Extension Request and Transition Amendments

Per USDE offer 6/13, amendment pending within ESEA Extension Request that allows LEAs, for the purpose of making personnel decisions, to extract MSA dependent measures from evaluations for one year.

Per amendment pending within ESEA Extension Request that allows LEAs, for the purpose of making personnel decisions, to extract MSA dependent measures from evaluations for this year and to use available MSA state assessments to inform the SLO process in SY 2014-2015.

Per amendment pending within ESEA Extension Request that allows LEAs, for the purpose of making personnel decisions, to extract PARCC dependent measures from evaluations for this year and to use available state PARCC assessments to inform the SLO process in SY 2015-2016.

Per ESEA Extension Request.

Race to the Top LEAs

School Year	What components of the system that will be implemented?		How will student growth be measured?		What information will be provided to teachers regarding their performance?	What will be used for personnel decisions?
	Tested grades and subjects	Non-tested grades and subjects	Tested grades and subjects	Non-tested grades and subjects		
2013-2014	<ol style="list-style-type: none"> 1. MSA Math & Reading 2. HSA based SLO Alg., US. History, Biology, Gov't 3. SLOs 4. Approved Local Measures 5. Professional Practice 	<ol style="list-style-type: none"> 1. SLOs 2. Local Measures 3. Professional Practice 	<ol style="list-style-type: none"> 1. MSA Translation to an evaluation percentage 2. SLOs to an evaluation percentage 3. Local Measures to an evaluation percentage 	<ol style="list-style-type: none"> 1. SLOs to an evaluation percentage 2. Local Measures to an evaluation percentage 	<ol style="list-style-type: none"> 1. Effectiveness rating including test measure translation 2. Effectiveness rating excluding test measure translation 3. Component evaluation measures 	<ol style="list-style-type: none"> 1. Effectiveness rating excluding MSA related measures 2. Component evaluation measures
2014-2015	<ol style="list-style-type: none"> 1. MSA informed SLO 2. HSA based SLOs in Alg., US. History, Biology, Gov't 3. SLOs 4. Approved Local Measures 5. Professional Practice 	<ol style="list-style-type: none"> 1. SLOs 2. Local Measures 3. Professional Practice 	<ol style="list-style-type: none"> 1. SLOs to an evaluation percentage 2. Local Measures to an evaluation percentage 	<ol style="list-style-type: none"> 1. SLOs to an evaluation percentage 2. Local Measures to an evaluation percentage 	<ol style="list-style-type: none"> 1. Effectiveness rating including MSA informed SLO 2. Component evaluation measures 	<ol style="list-style-type: none"> 1. Effectiveness rating including MSA informed SLO 2. Component evaluation measures
2015-2016	<ol style="list-style-type: none"> 1. PARCC informed SLO 2. HSA informed SLOs in Alg., US. History, Biology, Gov't 3. SLOs 4. Approved Local Measures 5. Professional Practice 	<ol style="list-style-type: none"> 1. SLOs 2. Local Measures 3. Professional Practice 	<ol style="list-style-type: none"> 1. SLOs to an evaluation percentage 2. Local Measures to an evaluation percentage 	<ol style="list-style-type: none"> 1. SLOs to an evaluation percentage 2. Local Measures to an evaluation percentage 	<ol style="list-style-type: none"> 1. Effectiveness rating including PARCC informed SLO 2. Component evaluation measures 	<ol style="list-style-type: none"> 1. Effectiveness rating including PARCC informed SLO 2. Component evaluation measures

Non-Race to the Top LEAs

School Year	What components of the system that will be <i>implemented</i> ?		How will student growth be measured?		What information will be provided to teachers regarding their performance?	What will be used for personnel decisions?
	Tested grades and subjects	Non-tested grades and subjects	Tested grades and subjects	Non-tested grades and subjects		
2013-2014	All components of the local model	All components of the local model	As a significant percentage of the evaluation in the local model	As a significant percentage of the evaluation in the local model	An effectiveness rating including all component measures of the local model	Effectiveness rating including all component measures but excluding MSA related measures
2014-2015	All components of the local model	All components of the local model	As a significant percentage of the evaluation in the local model	As a significant percentage of the evaluation in the local model	An effectiveness rating including all component measures of the local model	Effectiveness rating including all component measures
2015-2016	All components of the local model	All components of the local model	As a significant percentage of the evaluation in the local model	As a significant percentage of the evaluation in the local model	An effectiveness rating including all component measures of the local model	Effectiveness rating including all component measures