MARYLAND STATE DEPARTMENT OF EDUCATION

PREPARING WORLD CLASS STUDENTS

Maryland Consolidated State Plan- DRAFT #1

* 1. I am responding to this survey as a(n)

☐ Superintendent/Formal LEA Response

☐ State or Local School Board

☐ Principal

☐ Teacher

☐ Parent

☐ Student

☐ Special Education Advocate

☐ English Language Learner Advocate

☐ Higher Education Representative

☐ Business Community Representative

☐ Non Public School Representative

☐ Community Engagement Group

☐ Other

If other (please specify)

[   ]

2. Local School System/County

- ( ) Allegany County
- ( ) Anne Arundel County
- ( ) Baltimore City
- ( ) Baltimore County
- ( ) Calvert County
- ( ) Caroline County
- ( ) Carroll County
- ( ) Cecil County
- ( ) Charles County
- ( ) Dorchester County
- ( ) Frederick County
- ( ) Garrett County
- ( ) Harford County
- ( ) Howard County
- ( ) Kent County
- ( ) Montgomery County
- ( ) Prince George's County
- ( ) Queen Anne's County
- ( ) St. Mary's County
- ( ) Somerset County
- ( ) Talbot County
- ( ) Washington County
- ( ) Wicomico County
- ( ) Worcester County
- ( ) Not in Maryland

3. Name (optional)

First

Last

4. Email Address (optional)

Maryland Consolidated State Plan- DRAFT #1
Section 1- Long Term Goals and Measurements of Interim Progress

Maryland is proposing to implement ambitious and rigorous interim and long term goals. Currently, Maryland is running and analyzing data to determine the appropriate targets and will continue to update this information as the next draft of Maryland's Consolidated State Plan is developed.

These targets will be set for all students as well as each racial and student service group (English Language (EL) Students, Students with Disabilities (SWD), and Students who receive Free and Reduced Price Meals (FARMS)). The targets will be the driving force behind school improvement for students, schools, and school systems. These targets will be set to reduce achievement gaps and ensure progress for all students in Maryland.

High Schools will be held accountable for meeting both 4-year and 5-year cohort graduation rates. Maryland began using the cohort rate in 2011 and already has targets set for graduation through 2020. Maryland has made strides in improving graduation rates with 86.39 percent of "all students" graduating within 4-years for the class of 2014 and will continue to pursue greater gains.

Maryland is also reviewing specific targets for English Language (EL) students. Maryland uses the World-Class Instructional Design Assessment (WIDA) to measure English Proficiency. The WIDA framework for English Language Development Standards distinguishes six levels of language proficiency. Maryland uses a composite from the WIDA Assessment along with a literacy composite proficiency level on ACCESS 2.0 to determine ELs' English proficiency. Targets will be developed as the accountability system is completed.

5. What is an appropriate amount of growth to expect from students each year on the PARCC Assessments?

○ 1 percent

○ 2 percent

○ 3 percent

○ 5 percent

○ 10 percent

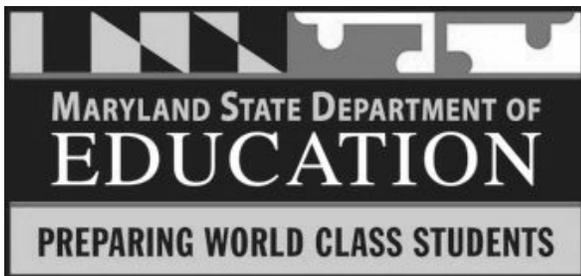Other (please specify)

[   ]

6. Should targets be set to include all students reaching 100% proficiency by a set date? (Example: All students will reach 100% proficiency by 2030.)

○ Yes

○ No

○ I don't know

If not 100%, what percent would you suggest?

[   ]

7. Do you have any other recommendations around long terms goals and measurements of interim progress?

[   ]

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Section 2: Consultation and Coordination

Maryland supports the full inclusion of stakeholders in the development and ultimately the

implementation of the Consolidated State Plan. In order to accomplish this inclusion, Maryland has used multiple methods to communicate with Stakeholders. A website with resources, copies of the draft, and surveys about the draft plan are displayed prominently on MSDE's webpage. This process will continue as Maryland develops future drafts.

Maryland has created an Internal ESSA team, an External Stakeholder Engagement Team, and seven workgroups to write, revise, and review each draft of the State Plan. The Internal team meets monthly and the External Team meets bimonthly. Members of these teams also meet with the MD State Board of Education monthly. Additionally, the State Superintendent and the Assistant State Superintendent for the Division of Academic Policy and Innovation have visited and discussed ESSA with more than 65 specific focus groups to gather feedback on first the process for developing the plan and then the draft of the plan itself. Feedback has been posted on the website as well as distributed to each of the workgroups writing the draft of the plan.

Maryland will also utilize regional ESSA Listening Tours. This will include a short presentation and then discussions around the areas of the plan in five distinct locations in the State. The targeted audience is parents and teachers and any other interested stakeholders that may not have been captured in the 65+ focus group meetings mentioned above. These meetings are set to take place in January 2017.

8. What recommendations do you have around ways for Maryland to reach more stakeholders?

9. What additional means to reach stakeholders should be included in Consultation?

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Section 3: Challenging State Academic Standards and Academic Assessments

The ESSA plan reflects Maryland's long tradition of challenging academic standards and rigorous

assessments, in a collaborative culture of educators, external partners, and stakeholders.

For English/ Language Arts and Mathematics, Maryland participated in the national collaborative that developed what would become the Maryland College and Career Readiness Standards (MCCRS) adopted by the State Board in 2011. The Next Generation Science Standards (NGSS) were adopted by the State Board in June 2013 in an effort by educators and leaders in the science community to promote a deeper understanding of scientific themes and practices.

The State Board also addressed the special learning needs of specific student populations. Maryland adopted the Core Content Connectors to provide developmentally appropriate and aligned academic standards for students with the most significant cognitive disabilities. Academic standards were also adopted for English Learners to meet their needs to develop the skills needed for effective communication and to promote academic success.

The implementation of these rigorous standards for learning has been supported by high quality assessments. Maryland was a leader in the development and use of the PARCC assessments for grades 3-8 and high school. The advanced study of mathematics in middle school is supported by allowing students to take high school courses for credit, and use the same course-specific assessments given in high school. Science assessments aligned with NGSS are being written through a specified phased-development plan. Appropriate accommodations for identified students with special needs are also being developed. Specific assessments for students with severe cognitive challenges for math, English/reading, and science are in place through nationally recognized collaboratives with Kansas University.

English Language (EL) proficiency is assessed using the ACCESS 2.0 Assessment, administered through partnership with World-Class Instructional Design Assessment (WIDA), to measure both social and academic skills. Core curriculum (PARCC) assessments are available in Spanish, Maryland's only EL population of statistically significant number. Limited trials of differing second-language resources are being explored to maximize students' opportunities to demonstrate their academic learning.

A robust system of reporting, monitoring, and accountability informs decision making and directs technical assistance to promote success of each Local Education Agency and all of Maryland's children.

10. Which do you value more:

◯ Limiting testing time

◯ Depth of reporting information for instruction

Other (please specify)

11. Which better promotes meaningful assessment:

○ Questions that provide engaging, real-world, context

○ Short, direct questions of knowledge or skills

Other (please specify)

[   ]

12. How important is it to measure a student's ability to write clearly across academic disciplines?

○ Very Important

○ Important

○ Neither important nor unimportant

○ Unimportant

○ Very unimportant

13. What role, if any, should external, norm referenced exams, such as SAT, ACT, NAEP, etc. play in Maryland's assessment and accountability system?

○ For college entrance only

○ In place of a high school exam

○ To determine college and career readiness

○ As extra credit in the accountability system

Other (please specify)

[   ]

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Section 4.1: Accountability System and 4.2: Identification of Schools

Maryland is embracing the opportunity that Every Student Succeeds Act provides to redesign our

accountability framework in a manner designed to ensure that all schools receive the differentiated supports they need and deserve. Building on lessons learned from the implementation of Maryland's present accountability system and from stakeholder feedback, Maryland is planning to implement a new accountability framework that will incorporate continuous improvement and evaluation of the accountability system. Ultimately schools and Local Education Agencies (LEAs) need to ensure that every student in every school is achieving and that at the end of the school year, every student has made progress in critical content knowledge and skills. It also means that no student group falls behind in achievement or in graduation. All students must have the opportunity to develop skills for success in college, career and citizenship.

Continuous Improvement of the Accountability System
Maryland commits to carefully evaluating and adjusting the approach to accountability determinations in order to ensure that schools and students that require additional support are being identified. Just as importantly the high performing schools and the rapidly improving schools also need to be identified and recognized. As each additional year of data from each measure is available, the performance of the accountability system will be carefully evaluated. Consultation with Maryland's LEAs will be an on-going dialog to evaluate and identify the measures that will drive school and student improvement and success.

Maryland will implement a differentiated recognition, accountability and support system for all schools and LEAs in the state based on the following core values or indicators:

·   Achievement: Performance of all students and student groups in reaching long term and interim goals in   reading/language arts, mathematics, and science at all levels and government at the high school level.

·   Progress: Student growth of all students and student groups at the elementary and middle school levels

·   Graduation: Graduation Rate of all students and student groups in graduating high school.

·   English Language Proficiency: Performance of English Language students in achieving English Proficiency

·   School and Student Success: Performance of high schools on college and career measures. At the elementary and middle schools measures are on school and student success.

 The accountability system is split for elementary/middle schools (grades 3-8) and high schools(grades 9-12), however the measures will be used in accordance with the grades that are offered at each school as some schools are K-12, 6-12 and so forth. Schools are classified into a specific school type which is dependent on the grades at the school. Measures are still to be determined.

14. In what order would you prioritize these accountability measures?

	First (most important)	Second	Third	Fourth	Fifth	Last (Least Important)
Achievement and Gap Narrowing	○	○	○	○	○	○
Student Growth	○	○	○	○	○	○
Graduation	○	○	○	○	○	○
English Language Proficiency	○	○	○	○	○	○
High School Student Success and School Quality Indicator	○	○	○	○	○	○
Elementary and Middle School Student Success and School Quality Indicator	○	○	○	○	○	○

15. Please rank the order of importance of the measures for the Elementary/Middle School Quality and Student Success indicator:

⸬ [⇕] Chronic absenteeism/attendance

⸬ [⇕] Teacher attendance

⸬ [⇕] Suspension

⸬ [⇕] School climate as measured by a survey

⸬ [⇕] School facility quality

⸬ [⇕] Access to a full curriculum

⸬ [⇕] Access to a rigorous curriculum

⸬ [⇕] Teacher qualifications

⸬ [⇕] Teacher participation in professional development

16. Please rank the order of importance of the measures for the High School School Quality and Student Success indicator:

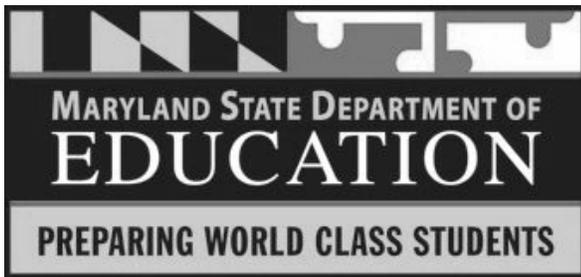|		
⠿	⬍	Chronic Absenteeism/Attendance
⠿	⬍	Teacher Attendance
⠿	⬍	Suspension
⠿	⬍	School climate measured by survey
⠿	⬍	School facility quality
⠿	⬍	Access to a full curriculum
⠿	⬍	Access to a rigorous curriculum
⠿	⬍	Teacher qualifications
⠿	⬍	Teacher access to professional development
⠿	⬍	College and Career Readiness
⠿	⬍	Dual Enrollment
⠿	⬍	AP Assessment Score of 3 or better/ IB Assessment Score of 4 or better
⠿	⬍	Career and Technology Education Concentrators/Industry Certification
⠿	⬍	College enrollment

17. Should Maryland use summative ratings for schools? (Example: Assigning schools a letter grade such as A through F.)

◯ Yes

◯ No

If not, what other distinctions would you identify?

[   ]

18. What should be the State's strategies in supporting low performing schools?

[   ]

Maryland has five pathways leading to an initial professional certificate: traditional Maryland state-approved education preparation program; out-of-state approved education preparation program; the experienced professional route; transcript analysis requiring a potential educator to "fill in the gaps" with coursework; or, a Maryland state-approved alternative preparation program. The pathways and certificate renewal requirements result in the following types of certificates: the Professional Eligibility Certificate (PEC); the Standard Professional Certificate I (SPC I); the Standard Professional Certificate II (SPC II); and the Advanced Professional Certificate. Each certificate has its own requirements for initial award as well as for renewal.

All Maryland state-approved teacher preparation pathway programs leading to certification must meet the standards of the Institutional Performance Criteria (IPC) of the Redesign of Teacher Education in Maryland.

The four components of the IPC are Strong Academic Content, Extended Field Experience, Performance Assessment, and Linkage with PreK-12 Priorities. Component II, Extended Field Experience, includes standards and requirements for a research-fueled, minimal 100-day experience in a Professional Development School (PDS).

All programs are charged with assuring that teachers completing them can capably teach populations of students who are racially, linguistically or culturally diverse or who live in poverty. A manual, Preparing Educators for High Poverty, Culturally and Diverse Schools, was developed with collaboration among preparation programs, local school systems and independent consultation.

Maryland statute has required national accreditation for all colleges and universities serving over 2000 full-time students.   There is currently no United States Department of Education-approved accrediting agency.   Consequently, traditional Maryland Approved Programs will engage in the State Program Approval process as described above until issues regarding national accreditation are resolved by the Maryland General Assembly during the 2017 session.

Considerable collaboration has taken place between MSDE and higher education to expand the

Continuing Professional Development (CPD) opportunities for practicing teacher for recertification as well as for professional growth.   A website is now available for statewide use by teachers themselves.

19. What is important in the preparation of teachers? (training, courses, etc.)

20. What constitutes evidence of a strong performance of a teacher candidate in the final year of teacher education preparation?

21. What requirements are necessary for mentors of new teachers?

22. How can certification regulations and/or the process of the certification of educators be streamlined or changed?

23. Are the required educator certification tests a meaningful measure of a teacher's ability?

○ Yes

○ No

○ I don't know

Comment:

Section 5.2: Support for Educators

ESSA plans under 5.2 Support for Educators center on Local Education Agency (LEA) needs that include methods to individualize and personalize professional learning for teachers; identify teacher professional learning needs; build teacher leadership; collaborate with Institutes of Higher Education (IHE); support non-tenured teachers; and provide high quality State-sponsored professional learning for teachers and administrators that is scalable and replicable on the LEA level.

The State plan recognizes that the best way to promote equity is to ensure that highly effective teachers and administrators are teaching all student populations. Building professional learning that is centered on teacher needs must include reflection and self-assessment of professional practices aligned to student needs. The State plan provides for reflection and self-assessment, as well as personalized professional learning for teachers and administrators. These include State-wide academies, webinars, regional workshops, site-visits, and on-line professional learning courses. The plan also emphasizes the need for professional learning targeted to assistant principals, a group that is often overlooked for professional learning.

Included in the State plan is a strategy for collaboration with IHEs. The purpose of this collaboration is to strengthen and support the LEA new teacher induction programs and to increase the capacity of pre-service teachers in planning, implementation, and assessment aligned to the rigorous and challenging State standards. Such a collaboration will also strengthen the relationship between IHEs and LEAs and provide data on the needs of teachers and students. In addition, this collaboration will provide an alignment between the State and IHE professional learning initiatives offered to pre-service and in-service teachers; ensure that teachers coming out of universities are prepared and ready to teach students from special needs populations; inform teacher prep programs of the needs of the schools; and target professional learning in the Professional Development Schools.

Opportunities for State-level research is included in the State plan. This research will provide information to LEAs on national initiatives, best practices, and educational trends.
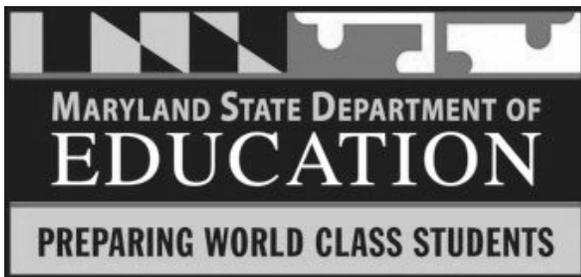
24. How can the State support professional learning for educators to meet student needs?

25. What incentives would encourage the retention of effective teachers?

- [ ] Provide higher salaries

- [ ] Provide bonuses

- [ ] Offer more planning time

- [ ] Offer more professional development options

Other (please specify)

[   ]

26. What recommendations do you have for the development of teacher leaders and teacher leadership pathways?

[   ]

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Section 5.3: Educator Equity

Maryland's Plan to Ensure Equitable Access to Excellent Educators includes the collection and analyzation of data from the State perspective with the identification of State strategies that can reduce equity gaps. The initial work included analyzing the data to identify gaps by race and income of students being taught by ineffective, out-of-field and inexperienced teachers. MSDE will further share data with the Local Education Agencies (LEAs) to address equity data and relate that data to student performance, attendance, and graduation rates. Maryland's plan is an on-going working document.

In this plan, MSDE has examined the root causes of each of the inequities evidenced by the data. These causes included issues such as an insufficient supply of teachers, geographic locations of some LEAs, teacher attrition, and rapid turnover. It is evident that the reasons are different in each LEA which means the strategies will need to be individualized for each LEA as well. The State is working with identified LEAs to develop more specific LEA level equity strategies.
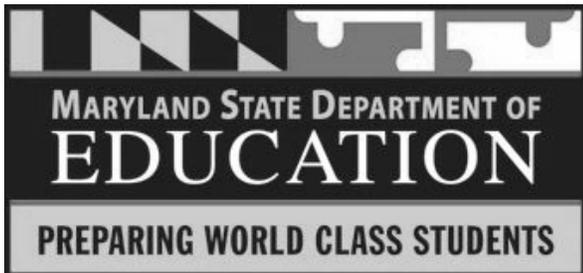
Maryland's current plan provides statewide policy and practice recommendations to support LEAs as they further examine their equitable distribution gaps. The plan provides strategies to incentivize teachers, to collaborate with LEAs and with teacher preparation programs, to support current teachers with more individualized professional development, and to acknowledge the geographical, environmental, and institutional causes of attrition and address them through improvements in the quality of life for all teachers.

27. What are effective strategies to ensure all children have access to an excellent educator?

28. How would you prioritize the importance of teacher characteristics?

	Most Important	Second	Least Important
Effective (as deemed by a State Teacher Evaluation Model)	○	○	○
Experienced (more than 1 year of teaching)	○	○	○
Teaching in the area of certification	○	○	○

Other (please specify)

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Section 6: Supporting All Students

Section six includes strategies to ensure that all students and their families have access to a well-rounded and supportive education, which provides equitable access to opportunities that prepare students to succeed in college, careers, and citizenship. It includes strategies for ensuring all children have significant opportunities and equitable access through the continuum of student's education, specifically during transitions. The effective use of technology to improve the academic achievement and digital literacy of all students is addressed. It provides an opportunity to engage

parents, families, and communities in sharing the responsibility of supporting student learning and achievement from birth throughout the school-age years across a variety of settings where children learn. Approaches for addressing school conditions for learning is a vital component of this section. Lastly, the accurate identification of English learners and children with disabilities is also emphasized throughout the entire plan.

Recommendations include implementing predictors of student success such as career awareness in middle school and self-advocacy instruction. Equitable access strategies suggest increased participation in public preschool and providing more resources to identify and address digital readiness. To affect school conditions for learning, staff developed strategies around coordinating student services, increasing the use of positive behavioral interventions and support, advancing wellness and resilience in education, and restorative practices which include conflict resolution.
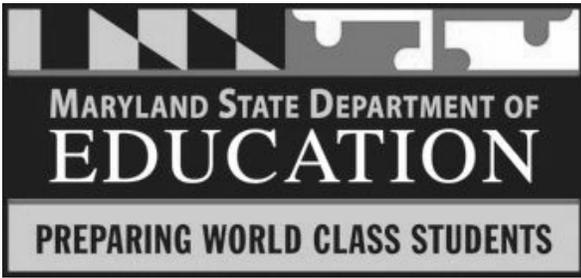
Finally, this section of the plan addresses the effective use of technology. School systems have limited capacity and resources to provide and expand access to high quality digital learning experiences to all students including students in remote and rural areas and under-represented student groups. To this end, strategies in the plan include providing models of best practice for daily use of technology in instruction and supplying a free and openly licensed repository of searchable and vetted resources.

29. What strategies should Maryland consider to help all students be successful?

30. As part of Title IV, Maryland may use funds to develop and implement programs and activities that support access to a well-rounded education. Please indicate which of the activities/programs below you feel are important to a well-rounded education. (You may choose more than one.)

☐ College and career guidance and counseling

☐ Programs and activities that use music and the arts as a tool to support student success

☐ Programs and activities to improve instruction and student engagement in STEM

☐ Efforts to raise student academic achievement through accelerated learning programs

☐ Activities to promote the development, implementation, and strengthening of programs to teach traditional American civics, economics, geography, or government education

☐ World Language Instruction

☐ Environmental Education

☐ Programs and activities that promote service, volunteerism, and community engagement

☐ Programs and activities that support educational programs that integrate multiple disciplines

Other (please specify)

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Maryland Consolidated State Plan- DRAFT #1

Maryland's Consolidated State Plan- OVERALL

31. How would you rate your agreement with the Maryland DRAFT Consolidated State Plan?

Not in favor	Generally ok, needs revisions	Mostly Agree	Completely agree
☆	☆	☆	☆

32. General Comments