Update and feedback from the ESSA Listening Tours and Survey
- Welcome by Dr. Salmon
- Introduction of new MSDE Staff member- Director of Research- Dara Shaw
- Review of timeline- second draft in April and final draft in June
- Legislation update- MD will stay the course and continue moving forward

Accountability Framework- Discussion and Input
- Please see attached PowerPoint
- Committee Comments:
  - Academic Achievement Indicator:
    ▪ New measure includes participation- recommended as a measure from the listening tours
      • Participation is simply whether a school/student group achieved 95% participation in the assessment
    ▪ We do not currently have a social studies(SS) assessment in Elementary/Middle Schools (E/MS)- there is a state statute for a middle school assessment in SS, but Testing Commission decided not to move forward with another exam and is creating social studies assessment questions embedded within other disciplines
    ▪ There is general consensus on the measures within this Indicator
  - Academic Progress Indicator
    ▪ Student growth got the most support as an indicator in listening tours and surveys
    ▪ Support for K-3 measure – Baltimore County, Montgomery, and Howard Counties all have examples of this
    ▪ Committee would like to look at value added models
  - Graduation Rate Indicator
    ▪ Consensus around 4 and 5 year cohort rate
    ▪ Working through some data issues on 6 year adjusted cohort-
  - English Language Proficiency
    ▪ Change is rather than 3-8 and once in HS- now it is K-12- all grades included
    ▪ Recently arrived will not be assessed the first year in English/Language Arts
  - School Quality and Student Success
    ▪ Academic Outcomes
      • Lose students with disabilities in these measures- should include community college programs that Students with Disabilities (SWD) are enrolled in- leading to full employment- even without the diploma
      • Could be related to well-rounded curriculum- MD collects data on rigorous well rounded courses (Data points below) that students take- could this somehow be connected?
        ▪ Two or more credits in same world language with B or better
        ▪ One or more credits in math higher than Algebra/Geometry
        ▪ 4 credits in science
        ▪ Score of 1000 or higher on SAT or 20 or higher on ACT
Cumulative GPA of 3.0 or higher

- MSDE will recognize CTE and national industry certification
- MSEA does not support academic outcomes in the SQSS measure

Access and Opportunity

- Opportunity is about whether the school provides choices- is this really about access for children?
- Students need more art at earlier ages
- Access is not enough- Students need to be advised and pushed toward it as an option (specifically for English Learners (EL), SWD and other vulnerable populations)

Climate

- Caution on suspensions, expulsions, and disproportionately- the way we measure is important because we do not want to create an unsafe atmosphere in the schools- supports have to be ready
- The measure must differentiate the schools- it has to have a range

College and Career outcome- what about students who take a gap year or enroll in Spring?- previously we looked at enrollment of up to 16 months, but this is a decision to be made

Weighting:

- What does the team value most?
  - School Quality/Student Success- the measures would be important
  - Growth (Academic Progress)- how we measure growth is important

Elementary/Middle School

- Average suggested rankings (1 being highest and 4 being lowest)
  - School Quality/Student Success-1.7
  - Academic Progress- 1.7
  - Academic Achievement-3.4
  - English Language-3.7

High School

- Average suggested rankings
  - School Quality/ Student Success-1.8
  - Academic Achievement-1.9
  - Graduation Rate-2.6
  - English language proficiency- 3.5

Remaining measures will be ranked within the indicators

- Within School Quality/Student Success- overall three categories will be ranked along with each individual measure

Review: The law defines what the indicators are and which ones are academic measures

- Substantial weight has to be given to each of the Academic indicators
- And together Academic Indicators must have “much greater weight” than the school quality student success indicator

Next meeting April 27, 2017 9:30am