



Every Student Succeeds Act (ESSA) Stakeholder Committee

MINUTES

June 22, 2017

9:30 – 11:30 AM

State Board Room

Meeting called to order: 9:38

I. Welcome and Introductions

- **State Board Meeting is June 26 and 27th :**
 - Giving the options, and looking for recommendations → making decisions
 - Plan to be posted on our website by June 29th
 - Press release by Dr. Salmon
 - Plan will go to the Governor and the Legislative Committee, and a specific copy to the Kirwan Commission.
 - It will be posted for 30 days, along with a 15 question survey.
- **Question- Has the new Administration changed how plans will be reviewed and accepted?**
 - Response: Having worked with ESEA waivers every State plan gets peer reviewed. Meaning experts in the field come in and examine specific sections that are to be peer reviewed; the other sections of the plan will be reviewed by USED staff and others identified.
 - The State then reviews the peer review, and examines the feedback to determine what changes will or will not be made in the plan.
 - Note there are things that have to be consistent with the law and sometimes the letters are about inconsistencies with the Law.
- **What are the other states percentages of growth/targets? Are they in the ballpark?**
 - USED has commented that targets in some states have not been ambitious enough
 - One concern is that Maryland's targets for growth (2.7%) may be too hard and not attainable.
 - Data indicated that targets are ambitious but not unattainable

II. ESSA Update- Review of Accountability System

Information was reviewed that will be presented to the State Board on Monday

- **Calculating scores and differentiating among schools**
 - There are the 2 methods Maryland is presenting.
 - Assigned points based on measure of the school
 - Each measure gets points based on the rules
 - The points will be assigned, will not be arbitrary. One way it will be assigned will be to look at distribution. If it is 80% you might get a lower score, because it is not that high.

- Mathematically both methods are valid, does it matter how everyone else is doing? Or does it matter how you are doing compared to 100%?
- A preference for assigning points to the distribution of points instead of the hard cut. If you cannot get a perfect score unless you get all of these it is not taking into account real life.
- Distribution across the State, State law requires statewide assignment rules

- **Communication of Designations**
 - Can use numbers, nontraditional, words (federal categories and state determined language), stars, colors (red, yellow, green)
 - Colors may be contrary to legislative intent
 - Suggestion- Growth-→ climber, master, apprentice (you are failing, and not going to get anywhere yet)
 - Consider the words- exceed, met, improved but not met, not met
 - The law states that we have to do a percentile
 - Other State Examples
 - District of Columbia - stars
 - Illinois- words (tier 3 & tier 4 for TSI schools)
 - Massachusetts – tiers
 - Nevada- index score from 1-100; and have a 1-5 star score rating
 - New Jersey- has words “exceeds target”, “meets target”, (their bottom 5% will fit into that)
 - Oregon adds rules- maybe we can use that for those hard decisions to assist with classifying schools
 - Vermont- bull’s eye
 - This aligns with the dashboard model - There will be that percentile, and going back and taking all the items- we will be giving information on all of the items

- **Inclusion of Student Groups**
 - Pg. 19- definition of student groups
 - Migrant, foster & military → we will be reporting on that data [graduation, retention, etc.] not part of accountability system, but a part of ESSA
 - Inside method: stars are based on all your students and student groups period
 - Pg. 21 & pg.22 : 21 is the outside method, the final column is the measure gap
 - The measure gap in red is calling too big = “not met” for that school
 - Student groups included in the methodology to calculate the gap. We do not want to subtract one student group from another student group, there are other ways to calculate measure gap
 - One of things we will consider is to weigh the size of the student group out of the student population.
 - Guiding principle: A school cannot excel, if all students are not excelling

- **Frameworks**
 - Elementary School
 - Middle School: in a couple of years Maryland will have a social studies assessment
 - High School

 - School Quality and Student Success

- Addressing the transition point statement of the law, perhaps at the expense of the well-rounded part of the law

III. English Learner (EL) proficiency

- EL Proficiency- Impact Data: Included in Each Criteria

IV. Identification of Comprehensive, Support and Improvement (CSI) and Targeted Support and Improvement (TSI) schools

- Would schools be identified based on all the indicators? Would it go against the law, by not using all the state determined indicators?
- Recommendation: We need a clarification of the intent of the law- because we should not be cherry-picking anything

V. Timeline for Submission

- Sept. 18th- submit to the US Department of Education

VI. Future meetings

- August 24, 2017
- October 19, 2017
- December 14, 2017
- February 22, 2018*
- April 26, 2018*
- June 28, 2018*

Note: All meetings are 9:30 – 11:30 in the State Board Room at MSDE (*location to be confirmed when State Board schedule for 2018 is available)

VII. Other

- The MSDE appreciates all your thoughts, we will come back again in August, two days after the board meeting. We are not copying the plan for Tuesday, will be placed on the website on June 29.

Charge for the ESSA Stakeholder Committee:

- Provide guidance to the transition from ESEA to ESSA
- Provide recommendations for the Superintendent and the State Board on Maryland's ESSA Plan