Every Student Succeeds Act Stakeholder Committee

Minutes

August 25, 2016

9:30 – 11:30 AM

State Board Room

I. Welcome and Introductions- Dr. Karen Salmon
   - Dr. Salmon welcomed the group and stated:
     - ESSA is a pivotal point for Maryland moving forward
     - The August 27, 2016 State Board topic will be focused on accountability
     - This is an ongoing process- please provide feedback at all times

II. Update on Process for Completion of ESSA Consolidated State Plan- Mary L. Gable
   - Shared timeline
   - MSDE will continue updating Board and seeking guidance on the plan on a regular basis
   - The purpose today is to seek the committee’s guidance today
   - Established seven subcommittees- chaired by MSDE folks but the subcommittees include external folks as well
   - Collected and compiled input and recommendations from 41 focus meetings- every committee received the recommendations for consideration
   - Will distribute the comments page electronically to all members- deadline is two weeks to gather feedback from your constituents (September 9, 2016)
   - Understand that accountability regulations should be out before the December 12th meeting of states in D.C.

III. Accountability Discussion- Mary L. Gable and Chandra Haislet
   - See Powerpoint (link http://marylandpublicschools.org/about/Pages/DAPI/ESSA/index.aspx)
   - Discussed Pros and Cons of March submission:
     - 120 days turnaround from USED to start school year with new plan
     - However, potential turnaround in presidency/election
     - Tight timeline
   - Discussed Pros and Cons of July submission
     - Gives us more time
     - Starting school year without approval in place
   - Committee Discussion:
     - March- 2 committee members supported
     - July- 4 committee members supported
     - Comments:
       - Obligation is to meet the needs of the students
- March is really December - July is really April

  Comments on feedback
  o No support to go higher than an “n” size of 10
  o Growth needs to be looked at all levels - recognizing all children growing - if they start at a lower level, then they should get credit for advancing to the next level - it should be an integral part of accountability plan
  o It needs to be communicated and consider the public perception - need to honor and reward all students
  o We need to not have an overemphasis on testing - larger list of measures for reporting but smaller for accountability

  Comments on Goals:
  o Proficient = 4 or 5 (must be same as CCR) - 3 committee members supported
  o Proficient = start with 3, then move to 4, 5 - 2 committee members supported
  o Comments:
    ▪ CCR does not define career ready
    ▪ Third grade is the right start

  Comments on achievement:
  o Advantage to moving scale score is any student can move the score as part of the mean - keeps focus off bubble students
  o Clarity is important - people understand 1-10 or A-F - that is easier to explain

  Comments on Growth as other academic indicator for Elementary and Middle Schools:
  o Growth is progress, just because the goal is not met doesn’t mean progress wasn’t made
  o Forces teachers to do root cause analysis and focus on students
  o Looks at what teachers and administrators are achieving because they should get recognition for growing students
  o Growth needs to be from when they get there to when they leave - not from previous to current students - this requires data in a timely fashion
  o We have to be confident in the assessment and that it can measure growth
  o Growth is topic of next accountability subgroup meeting

  Comments on EL Indicator:
  o Focus on Recently Arrived Students - they are not one overarching population - slightly smaller group of students who arrive here are on grade level in their first language - their issue is English proficiency - this is the smallest group of ELs - Most have had interrupted, limited, or zero education in their first language - translating into their native language does not help them
    ▪ First option of getting a baseline and then looking at their individual growth might be better to assess them individually - Option #1 shows us where they are right now, and looks at where they are in a year - academic language is very different and we need to be able to address both of them (academic language and English proficiency)
    ▪ Also have long term EL students who struggle with academic language -
    ▪ Need to prepare all teachers to work with EL students, not just ESOL teachers
  o Include exited students for four years

  Comments on Non-Academic Indicator:
  o This is not a one year thing, it is a lifelong journey - just because you go to college doesn’t mean you are ready for a career
IV. Future steps and future 2016-2017 school year meetings

- October 20, 2016
- December 15, 2016
- February 16, 2017
- April 27, 2017

Note: All meetings are 9:30 – 11:30 in the State Board Room at MSDE

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