Every Student Succeeds Act (ESSA) Stakeholder Committee

MINUTES

October 19, 2017

9:30 – 11:30 AM

State Board Room

I. Welcome and Introductions
   • Plan was submitted September 15, 2017
   • Received confirmation that Plan is complete
   • USED allots 120 days approval of a state plan.

II. ESSA Accountability
   • Update on Early Childhood gauges
     o Early childhood is a priority for the Superintendent and the State Board (looking
       at birth through grade 3)
     o CCSSO invited MD to be part of a collaborative for looking at measures for Birth
       to grade 3 with Nebraska, North Carolina, and Mississippi. Some issues under
       discussion are:
         ▪ How do you know what is happening in an early childhood classroom?
         ▪ Identifying what quality early childhood teaching looks like- looking
           towards creating some consistency
         ▪ Looking at what other states are using as measurements of early
           childhood growth
     o ED Counsel- bringing resources and finding things Maryland may need – birth
       through age 8- they are finding good frameworks for birth through grade 8
       ▪ Virginia and Delaware are collaborating with Maryland on this work
       ▪ Alabama has a solid framework that Maryland’s team is going to review
     o Kindergarten Readiness Assessment has a reputation as a good screening
       instrument
     o Comment:
       ▪ Teachers know what kids are doing in kindergarten through grade 3 and
         we need to listen to them and include them in the conversation - we
         need to find the right balance to be diagnostic and create the right
         atmosphere for children
       ▪ K-2 gauges- there are some naturally occurring practices and
         partnerships in LEAs- lexile scores and a quantile level are being used in
         LEAs – look at West Virginia
   • Developing the Report Card (see PowerPoint)
     o Requires stakeholder feedback, including parents
     o Development work on report cards began when ESSA was signed
     o New data elements are required (Foster, military, etc.) which require system
       changes
This work is being conducted in collaboration with the Maryland Longitudinal Data System.

Still gathering requirements and conducting focus groups to determine what stakeholders want.

Stakeholders will have it in a beta form to review and make suggestions.

Comments:
- Like the idea of trying to simplify the report card - consider lens of teachers AND parents.
- Tools and training must include training on data analysis – what does the data mean? (link data analysis workshops).
- Training needs to be different depending on who it is geared towards - parents, teachers, administrators, etc. (audience and purpose).
- Video tutorials.
- Accessibility support is important.
- Have a pop up that tells how to complete the survey.
- Useful for people to be able to generate additional crosstabs.

**Survey Input (See PowerPoint)**
- This is for accountability, not school improvement.
- Must be in a platform that is very secure - on par with assessment platform.
- FERPA does apply to this survey.
- Working with Attorney General on:
  - Opting in v. opting out.
  - At what level can the results of this be shared? What level of information do we provide back to LEAs and schools to protect students?
- Surveys will have protection from the Freedom of Information Act.
- Steering Committee has been set up with representation from LEAs.

Comments:
- Can we partner with libraries and other partners to help increase access to survey?
  - One option is a link where you can do it anywhere.
  - Using an email address.
  - Token method for students - parents will likely get a URL.

**Implementation Plan**
- Internal Group is working on an action plan/implementation plan for the Consolidated State ESSA Plan.
- This will be a living document, over multiple years, that drives the implementation of the Plan.

**III. Support to Low Performing Schools (See PowerPoint)**
- This is a collaborative effort between State and Locals.
- All Comprehensive Support and Improvement Schools (CSI) and Targeted Support and Improvement Schools (TSI) must have sustainability plans developed by a group of diverse stakeholders and approved by the State for CSI and by the LEA for the TSI schools.
- All of this is being piloted with Baltimore City Schools - currently in priority schools.
- Comments:
o Families need to be included and involved
o Community School Model works, but we need more funding to implement those programs
o Students need one-on-one support and teachers who will remain in the schools and build a legacy— that should be a part of this model as well—we need teachers to stay
  ▪ There are specific dispositions and competencies that we know are required for working in turn around schools and professional learning experiences are a part of this work
o Local school systems will monitor non-title I schools but the MSDE will provide the resources
o The Memorandum of Understanding does say that if you get to the point of not improving after 3 years, you agree to staffing changes such as not putting first year teachers in these schools
o How will you know if this model is successful?
  ▪ Working with LEAs and schools to identify benchmarks and targets and so looking at these monthly—but process must be ready by 2018-2019 for all identified schools
o Certain leads are required (reading specialist, etc.)—from the Chief Academic Officer in the LEA—in these specific schools
o The root cause analysis is critical to this work
o We need to fully address the whole child when we address literacy, etc.—text exists in more than ELA—Art is a good example

IV. Other

V. Future meetings
   • 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

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

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