

ESSA COMMENTS FROM SOMIRAC SEPTEMBER 10, 2016

GOALS

Charles County Public Schools, Southern Maryland Reading Council, Charles/St. Mary's/Calvert Counties

- drbaker@ccboe.com; mngurls@hotmail.com – Please contact at earliest convenience. I would like to keep in contact/connect in order to gain a better understanding and present a PD at my school as well as with our council what you presented today – as well as anything else that could help us in meeting the needs of all of our students.
- Learning community

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- How many man hours will go into documenting these new requirements instead of educating students? How much money will go to this instead of another teacher to decrease class size?
- For teachers – access to and participation in PD. All teachers should be able to attend PD of their choice, especially conferences. In some schools, the principal or reading supervisor will ask certain teachers to attend, but not all teachers are asked.

MULTIPLE MEASURES

Baltimore County

- Non-academic indicators
- School climate
- Maybe state survey

Frederick County Public Schools

- High transiency has impact on student achievement
- Students move; homelessness, poverty, job transfer, etc.
- Chronic absenteeism also highly affects student achievement

Literacy Educators of Maryland

- Indicators are all point – estimate items. The system should extend beyond formal schooling into years. Where impact of education shows up in society. Multi-year systems would be sensitive to how factors operate.

SOMIRAC

- Non-academic indicators focus more on factors schools can control.
- EL – could a certain level of performance in WIDA determine when students can be given PARCC?
- Class size!!
- Teacher/student ratio makes a huge difference in the quality of the student's education.

DIFFERENTIATION

Baltimore County

- Title I – I have always thought to encourage teachers to transfer to or stay at more difficult schools LEAs should offer stipends for years of service. That would encourage me to return to a Title I school.

Frederick County Reading Council

- At what point will LEAs be pressured to redraw their school district lines to balance the demographics for improved proficiency?

Literacy Educators of Maryland

- Thanks for the info – keep it coming

Unknown

- I like the idea of testing ELs the first year for benchmark data and the second year for growth. They should not be tested like everyone else.

OTHER

Baltimore County

- Subgroups – what about students with parent in prison or being raised by someone other than a biological parent?
- EL students being tested – I vote the new plan – Year 1, test Math & Reading, Year 2 – Growth, Year 3 – real score (more data is more helpful expose students to the format of PARCC before their score counts)

Frederick County Reading Council

- Schools with a high transiency rate were at a distinct disadvantage with NCLB. When testing and being accountable for students you haven't taught for a year – not a level playing field
- Hopefully this will be addressed in one of buckets
- My Opinion – testing of EL students – only test when law says we need to test – due to high frustration levels for students
- Use WIDA for growth measure

Montgomery Co. Council of IRA

- Where can I find the information presented today to share with colleagues?
- Is there going to be discussion of starting date for 2017=18 or has it been decided by Gov. Hogan?

SOMIRAC

- EL Accountability Option 2 gives EL student an opportunity to show growth – the concern is the amount of growth may not be up to the “higher bar” of a next year's expectation.
- Could states determine non-academic options if they are referred and supported by research as valid measures?
- Could state provide a selected group of tools recommended to assess non-academic areas?
- How will needs assessment and school improvement plans be incorporated?
- Testing EL = as a reading teacher, when we give informal reading inventories we do not analyze at a frustration level because it is invalid. Why would we ever do this with first year EL students and PARCC? We are in the children business – child first.
- If the money spent on the politics of recording accountability were transferred to helping children, we would all be better.

Unknown

- Non-academic indicators - access to a full curriculum is critical