Karen B. Salmon, Ph.D.
State Superintendent of Schools

200 West Baltimore Street • Baltimore, MD 21201 • 410-767-0100 • 410-333-6442 TTY/TDD • msde.maryland.gov

TO: Members of the State Board of Education

FROM: Karen B. Salmon, Ph.D. *KBS*

DATE: September 26, 2016

SUBJECT: CH 421/Commission on Assessments Update

PURPOSE:

The purpose of this agenda item is to provide feedback and to advise the Board relative to the Commission on Assessments Report and recommendations.

BACKGROUND/HISTORICAL PERSPECTIVE:

Maryland's House Bill 452 was signed into law on May 12, 2015 and became effective June 1, 2015. In 2015, the Maryland General Assembly established the Commission to Review Maryland's Use of Assessments and Testing in Public Schools to make recommendations on how local school systems and the State can improve the process in which local, state, and federally mandated assessments are administered and used to inform instruction. In formulating its recommendations, the Commission was charged with reviewing, surveying, and analyzing a variety of issues related to assessments.

In addition to the work of the Commission, the Maryland State Department of Education (MSDE) was required by the same legislation to:

- survey and assess how much time is spent in each grade and in each local school system on administering local, State, and federally mandated assessments; and
- compile the results of the survey into documents that are consistent across local school systems and grade levels.

The survey, conducted in the summer of 2015, contained a matrix of each federal, state, and locally mandated assessment administered in each of the 24 Maryland school systems. The survey included information required by the legislation for each assessment. MSDE submitted these documents to the Governor, the General Assembly, the State Board of Education, each local board of education, and other stakeholders on August 31, 2015. The State Board, local boards, and four stakeholder groups reviewed and commented on the results of the survey. These

documents became the foundation of the Commission's work and can be found at
http://msde.maryland.gov/commissiononassessments/index.html.

EXECUTIVE SUMMARY:

On or before September 1, 2016, each county board of education shall review and consider the Commission's findings and recommendations; make comments and recommendations related to whether they accept or reject the Commission's findings and recommendations to the State Board; and make comments and recommendations available to the public on request.

On or before October 1, 2016, the State Board shall review and consider the Commission's findings and recommendations; make comments and recommendations related to whether they accept or reject the Commission's findings and recommendations; and submit a compilation to the Governor and, in accordance with §2-1246 of the State Government Article, the Senate Education, Health, and Environmental Affairs Committee and the House Committee on Ways and Means of their comments and recommendations and the comments and recommendations of each county board of education.

At the September 27, 2016 State Board meeting, the Board will be asked to review the summary of local boards' findings on the Commission's report and make recommendations in order to meet the October 1, 2016 deadline.

ACTION:

For information only.

ADDITIONAL RESOURCES:

Commission on Assessments Website

http://msde.maryland.gov/commissiononassessments/index.html

Overview

The Commission to Review Maryland's Use of Assessments and Testing in Public Schools released a final report in July 2016 that describes recommendations to improve the process in which mandated assessments are administered and used to inform instruction. The State Board of Education was charged to review and consider the Commission's findings and recommendations; make comments and recommendations related to whether they accept or reject the Commission's findings and recommendations; and submit a compilation to the Governor and other stakeholders.

On August 22, 2016 the State Board of Education participated in a facilitated work session to analyze recommendations. The attached table summarizes the discussion from the work session. **The table does not describe the final position of the Board regarding the recommendations of the Commission.** The Board will review additional data before making a final decision about each recommendation.

Local boards of education were charged to review and consider the Commission's findings and recommendations; make comments and recommendations related to whether they accept or reject the Commission's findings and recommendations to the State Board; and make comments and recommendations available to the public on request. The Maryland State Department of Education received comments from all 24 local school boards of education.

Commission's Final Report may be found here >> http://archives.marylandpublicschools.org/commissiononassessments/docs/AssessmentsCommissionFinalReport072016.pdf

How to Read the Table

The table contains the following columns:

1. Recommendations – Describes the recommendations presented in the Commission's Final Report.

2. Comments from the State Board of Education – Summarizes State Board of Education's responses from the August 22, 2016 facilitated work session.

3. Comments from Local School Boards of Education – Summarizes comments about the Commission's recommendation from 24 local boards of education. The column is divided into subcategories identifying school boards that accepted, accepted with condition, or rejected the recommendation. There is an additional column labeled "other." This column captures comments of school boards that neither accepted nor rejected a particular recommendation.

The table only contains a summary of responses. Please refer to the documents submitted by each local board of education for detailed responses.

Recommendations	Comments from State Board of Education August 22, 2016	Comments from Local School Boards of Education			
		Accept	**Accept with Condition**	**Reject**	**Other**
2.1A

The creation of an additional assessment in social studies at the middle school level should not go forward. Rather, the Commission recommends a similar approach for middle school social studies as was previously taken to ensure local accountability for teaching and assessing the environmental literacy standards and financial literacy standards that were infused in students' instructional experiences. The Commission requests the Maryland State Board of Education's consideration to propose that districts be required to provide assurances that instructional program alignment exists for social studies content standards, skills, and processes at each middle school grade level, which are then matched to a locally designed and implemented assessment program measuring students' progress toward the standards. | Additional data and time are needed for the Board to make an informed decision whether to accept or reject this recommendation.

For additional information about assessments in social studies, refer to *Supplemental Document 1: Social Studies in Maryland*.

The Board recommends continuing with the existing practice for one year to allow additional research to occur. The Board would like the legislation amended that mandates middle school assessment in social studies.

Modify recommendation as described below:

*The creation of an additional assessment in social studies at the middle school level should not go forward **at this time**. Rather, the Commission recommends a similar approach for middle school social studies as was previously taken to ensure local accountability for teaching and assessing the environmental literacy standards and financial literacy standards that were infused in students' instructional experiences. The Commission requests the Maryland State Board of Education's consideration to propose that districts be required to provide assurances that instructional program alignment exists for social studies content standards, skills, and processes at each middle school grade level, which are then matched to a locally designed and implemented assessment program measuring students' progress toward the standards.* | **19 School Boards**

• **Anne Arundel**

• **Baltimore City**

• **Baltimore**

• **Calvert**

• **Caroline**

• **Carroll**

• **Cecil**

• **Dorchester**

• **Garrett**

• **Harford**

• **Howard**

• **Kent**

• **Montgomery**

• **Prince George's**

• **St. Mary's**

• **Somerset**

• **Talbot**

• **Wicomico**

• **Worcester** | **1 School Board**

• **Frederick** – Testing security concerns for students taking the same assessments in the same subjects at different periods/times of the school days. | **1 School Board**

• **Queen Anne's** – Standardized assessment is needed at an earlier level to measure student progress within the curriculum. | **3 School Boards**

• **Allegany** – Eliminate middle school social studies assessment. Content alignment work would take more time than testing.

• **Charles** – Several comments. Refer to submitted letter.

• **Washington** – No comment submitted. |

Recommendations	Comments from State Board of Education August 22, 2016	Comments from Local School Boards of Education			
		Accept	Accept with Condition	Reject	Other
6.2 An additional assessment in social studies at the middle school level shall not be added. Rather, the Commission recommends that a similar approach for middle school social studies as was previously taken to ensure local accountability for teaching and assessing the environmental literacy standards and financial literacy standards that were infused in students' instructional experiences. There should be district assurances that instructional program alignment exists for social studies content standards, skills, and processes at each middle school grade level, which are then matched to a locally designed and implemented assessment program measuring students' progress toward the standards. MSDE shall seek guidance to ensure this approach complies with statute and monitors the locally designed assessment program so it does not impact an excessive amount of instructional time.	This recommendation is similar to recommendation 2.1A. As a result, refer to comments in section 2.1A.	**13 School Boards** • **Anne Arundel** • **Baltimore** • **Carroll** • **Harford** • **Howard** • **Kent** • **Montgomery** • **Prince George's** • **St. Mary's** • **Somerset** • **Talbot** • **Wicomico** • **Worcester**	**2 School Boards** • **Frederick** – What information regarding the alignment between local assessment and social studies standards will be required and in what format? • **Garrett** – Clarification is needed on how this differs from 2.1A.	**1 School Board** • **Queen Anne's** - Standardized assessment is needed at an earlier level to measure student progress within the curriculum.	**8 School Boards** • **Allegany** – No comment submitted. • **Baltimore City** – No comment submitted. • **Calvert** – No comment submitted. • **Caroline** – No comment submitted. • **Cecil** – No comment submitted. • **Charles** – Several comments. Refer to submitted letter. • **Dorchester** – No comment submitted. • **Washington** - No comment submitted.

Recommendations	Comments from State Board of Education August 22, 2016	Comments from Local School Boards of Education			
		Accept	**Accept with Condition**	**Reject**	**Other**
2.1B MSDE shall continue the assessment of national, State and local government to assure knowledge in civics, but with a fundamentally different structure than that which currently exists. Innovative approaches to measuring student progress should be considered, and the assessment should be designed in a way that is least disruptive to classroom instruction. The current two hour and thirty minute schoolwide assessment structure creates a significant resource and time burden on the teaching and learning process. The Commission recommends strongly that an assessment structure be developed allowing for the assessment to be administered within class periods, on one or multiple days, without needing to alter the normal school day for students or overly impacting instructional time for students.	Accept the recommendation with the condition that the test move from an event to a period beginning in the 2018-2019 school year. Event – restructuring the school day to give an assessment. Period – administering an assessment during a class period.	**17 School Boards** • **Anne Arundel** • **Baltimore City** • **Baltimore** • **Caroline** • **Carroll** • **Cecil** • **Garrett** • **Harford** • **Howard** • **Kent** • **Prince George's** • **Queen Anne's** • **St. Mary's** • **Somerset** • **Talbot** • **Wicomico** • **Worcester**	**2 School Boards** • **Dorchester** – What will the assessment structure look like from school to school and will the differences impact test security and validity? • **Frederick** – There are concerns about testing security (refer to comment in 2.1A) and validation of innovative assessments.	**0 School Boards**	**5 School Boards** • **Allegany** – Eliminate middle school social studies assessment. Content alignment work would take more time than testing. • **Calvert** – No recommendation submitted. • **Charles** – Several comments. Refer to submitted letter. • **Montgomery** – Government HSA should be eliminated as a graduation requirement or that the assessment be provided as an option to local school systems. • **Washington** – Additional information is needed about the innovative testing applications offered by ESSA.

Recommendations	Comments from State Board of Education August 22, 2016	Comments from Local School Boards of Education			
		Accept	**Accept with Condition**	**Reject**	**Other**
2.2A The primary purpose of a standardized assessment may not be to attain an SLO. Educators, in conjunction with school-based and district leaders, shall collaborate to determine what measures (including what, if any, standardized assessments are used) and targets to use, to monitor and to assess student progress. Districts should provide sample SLOs or assessments with clear language. SLOs will require multiple student measures that emphasize formative assessment or other measures which allow educators to provide feedback to students prior to summative assessment. SLOs should not be based singularly on mandated assessments.	The Board would like additional information before making a final decision. **For additional information about the number of SLOs school systems currently use, refer to *Supplemental Document 2: Measuring Student Growth with SLOs*.** Modify recommendation as described below: *The primary purpose of a standardized assessment may not **solely** be to attain an SLO. Educators, in conjunction with school-based and district leaders, shall collaborate to determine what measures (including what, if any, standardized assessments are used) and targets to use, to monitor and to assess student progress. Districts should provide sample SLOs or assessments with clear language. SLOs will require multiple student measures that emphasize formative assessment or other measures which allow educators to provide feedback to students prior to summative assessment. SLOs should not be based singularly on mandated assessments.*	**19 School Boards** • Anne Arundel • Baltimore City • Baltimore • Calvert • Caroline • Carroll • Cecil • Charles • Frederick • Garrett • Harford • Howard • Kent • Montgomery • St. Mary's • Somerset • Talbot • Wicomico • Worcester	**2 School Boards** • **Dorchester** – The number and type of formative assessments should be teacher choice. • **Prince George's** – Does not support the use of sample SLOs for teachers.	**1 School Board** • **Queen Anne's** – Issues regarding SLOs and the evaluation of teachers should be left under the jurisdiction of the local school system.	**2 School Boards** • **Allegany** – No comment submitted. • **Washington** – No comment submitted.

Recommendations	Comments from State Board of Education August 22, 2016	Comments from Local School Boards of Education			
		Accept	**Accept with Condition**	**Reject**	**Other**
2.2B School districts should require no more than two teacher directed SLOs for the purposes of meeting the student growth requirements within the TPE.	**For additional information about the number of SLOs school systems currently use, refer to** *Supplemental Document 2: Measuring Student Growth with SLOs*. Accept with the following modification: School districts should require **no less** than two teacher directed SLOs for the purposes of meeting the student growth requirements within the TPE.	**21 School Boards** • **Allegany** • **Anne Arundel** • **Baltimore City** • **Baltimore** • **Caroline** • **Carroll** • **Cecil** • **Charles** • **Dorchester** • **Frederick** • **Garrett** • **Harford** • **Howard** • **Kent** • **Montgomery** • **Prince George's** • **St. Mary's** • **Somerset** • **Talbot** • **Wicomico** • **Worcester**	**0 School Boards**	**1 School Board** • **Queen Anne's** - Issues regarding SLOs and the evaluation of teachers should be left under the jurisdiction of the local school system.	**2 School Boards** • **Calvert** – MSDE required high school teachers teaching in a tested content to submit a third SLO based on the HSA assessment. Is this requirement now eliminated? • **Washington** – No comment submitted.

Recommendations	Comments from State Board of Education August 22, 2016	Comments from Local School Boards of Education			
		Accept	**Accept with Condition**	**Reject**	**Other**
		13 School Boards	**4 School Boards**	**5 School Boards**	**2 School Boards**
3.1 Loosen the restrictions on who can administer, proctor and accommodate State and locally mandated assessments. Any staff member at a school whom the principal deems capable, by integrity, skill, work time, and appropriate training, is allowed to fully proctor a State and/or local standardized test. Training as currently in existence will remain an element of the administrator, proctor, and accommodator readiness, and additional training as the school administration sees necessary will be supported. It should be noted that if the structure of mandated testing is reduced in the amount of time necessary to administer and is changed to fit into class periods, teachers for those individual classes being tested would be easily available for test administration and proctoring without the disruption that currently exists. However, in that scenario, there is the potential to use these teachers for other types of instruction (such as in teams or in professional learning) during the testing time, while using other available staff for proctoring.	The Board would like additional information before making a final decision. **For additional information about the number of reported test violations, refer to *Supplemental Document 3: Testing Violation Category Summary for Calendar Years 2011-2016.***	• **Anne Arundel** • **Baltimore City** • **Caroline** • **Charles** • **Dorchester** • **Garrett** • **Harford** • **Kent** • **Montgomery** • **Queen Anne's** • **St. Mary's** • **Somerset** • **Worcester**	• **Carroll** – Accept for proctoring; reject for administering. There is an added level of responsibility and security for test administration and should therefore continue to be the role of certificated employees. • **Cecil** – Only certificated employees should administer assessments. Other staff could serve as proctors. • **Frederick** – Adequate training for non-certificated staff is critical. • **Wicomico** – Only certificated personnel should administer assessments. Non-certificate personnel could be used a proctors.	• **Baltimore** – It is imperative that assessments and their accommodations be delivered by teachers. • **Calvert** – Many non-certificated staff members do not have needed experience which will increase test administration issues. • **Howard** – With careful scheduling, coverage with certificated staff is possible and support staff can perform their regular duties within testing rooms and in school offices. • **Prince George's** – Several test security concerns. Refer to submitted letter. • **Talbot** – Due to the level of responsibility associated with test administration, this role should be assigned to certified staff.	• **Allegany** – The solution is to train more staff, not lower standards. • **Washington** – No comment submitted.

Recommendations	Comments from State Board of Education August 22, 2016	Comments from Local School Boards of Education			
		Accept	**Accept with Condition**	**Reject**	**Other**
		16 School Boards	**2 School Boards**	**2 School Boards**	**4 School Boards**
4.1 Establish July 15 as the deadline for the return of PARCC assessment data for the purpose of allowing the time necessary for districts and schools to inform curriculum, instructional, and professional learning practices and to afford enough time to evaluate the need for students' program and schedule changes. The Commission acknowledges the importance of high-quality, useable, and statistically reliable and valid data; therefore, in order to guarantee data integrity, MSDE (with PARCC's assistance) shall provide a widely published timeline explaining any delay in meeting the July 15 deadline.	Accept with condition. The Board proposes the development of a full timeline that identifies deadlines for communicating with parents and other stakeholders. Additionally, the Board would like information regarding if the July 15 deadline would sacrifice the quality of reporting or increase the cost for obtaining results.	• **Anne Arundel** • **Baltimore City** • **Baltimore** • **Caroline** • **Carroll** • **Cecil** • **Charles** • **Dorchester** • **Kent** • **Montgomery** • **Prince George's** • **St. Mary's** • **Somerset** • **Talbot** • **Wicomico** • **Worcester**	• **Garrett** – July 15 is too late to provide summer interventions. • **Harford** – Agree only if it does not require an earlier test administration date.	• **Calvert** – July 15 is too late for student scheduling and identifying students who needs summer school. • **Queen Anne's** – July 15 is too late to make many program and scheduling decisions.	• **Allegany** – July 15 is reasonable but it creates a tight schedule for next year's planning. • **Howard** – PARCC is one piece of data that HCPSS uses in conjunction with local assessment data and grades to determine intervention and enrichment opportunities for students. Many schools meet during the summer in teams to discuss available data and an early receipt of the data would be useful for planning. • **Frederick** – A July 15 deadline makes it impossible for schools to identify students for summer school participation and does not provide enough time to schedule fall courses. • **Washington** – July 15 is too late for meaningful application of student interventions.

Recommendations	Comments from State Board of Education August 22, 2016	Comments from Local School Boards of Education			
		Accept	**Accept with Condition**	**Reject**	**Other**
4.2 MSDE shall form a statewide practitioner stakeholder advisory group to the dedicated PARCC Project Manager assigned by PARCC. The group should include school-based educators and test coordinators, who will provide feedback on the PARCC reporting mechanisms, the assessment window and time elements related to preparing for and assessments and administering the assessments.	Several groups currently exist where school-based classroom teachers and test coordinators can share concerns about PARCC. The development of additional groups would be redundant. The State will publish a list of groups that teachers and test coordinators can participate in to have their voices heard. As a result, the development of another stakeholder group is not needed at this time. Recommendation 4.2 is similar to recommendation 7.3.	**18 School Boards** • **Anne Arundel** • **Carroll** • **Cecil** • **Charles** • **Dorchester** • **Frederick** • **Garrett** • **Harford** • **Howard** • **Kent** • **Montgomery** • **Prince George's** • **Queen Anne's** • **St. Mary's** • **Somerset** • **Talbot** • **Wicomico** • **Worcester**	**1 School Board** • **Baltimore** - Local Accountability Coordinators should participate in advisory groups.	**0 School Boards**	**5 School Boards** • **Allegany** – No comment submitted. • **Baltimore City** – No comment submitted. • **Calvert** – No comment submitted. • **Caroline** – No comment submitted. • **Washington** – No comment submitted.

Recommendations	Comments from State Board of Education August 22, 2016	Comments from Local School Boards of Education			
		Accept	Accept with Condition	Reject	Other
7.3 MSDE shall develop a clear process for gathering, reporting, and responding to concerns concerning the impact of the newly revised single administration and the developmental appropriateness of the PARCC assessment from school-based educators and test coordinators. MSDE shall form a representative statewide practitioners' stakeholder advisory group to include school-based classroom teachers and test coordinators who will share concerns directly with the dedicated project manager PARCC assigns to Maryland. After the representative statewide practitioner's stakeholder advisory group shares their findings, the advisory group will determine and communicate what adjustments should be made to reduce the impact of the PARCC testing on instruction, and a representative from MSDE shall advocate for those recommendations. When individual students have completed the assessments, districts shall allow students to read or write regardless of whether other students are still testing. (refer to page 49 of the Commission Final Report for additional information about recommendation 7.3)	Several groups currently exist where school-based classroom teachers and test coordinators can share concerns about PARCC. The development of additional groups would be redundant. The State will publish a list of groups that teachers and test coordinators can participate in to have their voices heard. As a result, the development of another stakeholder group is not needed at this time. Recommendation 7.3 is similar to recommendation 4.2.	**18 School Boards** • **Anne Arundel** • **Baltimore** • **Calvert** • **Carroll** • **Charles** • **Frederick** • **Garrett** • **Harford** • **Howard** • **Kent** • **Montgomery** • **Prince George's** • **Queen Anne's** • **St. Mary's** • **Somerset** • **Talbot** • **Wicomico** • **Worcester**	**1 School Board** • **Dorchester** – Whether students are allowed to read or write after an assessment should be a LEA decision.	**0 School Boards**	**5 School Boards** • **Allegany** – Several concerns. Refer to submitted letter. • **Baltimore City** – No comment submitted. • **Caroline** – No comment submitted. • **Cecil** – No comment submitted. • **Washington** - No comment submitted.

Recommendations	Comments from State Board of Education August 22, 2016	Comments from Local School Boards of Education			
		Accept	**Accept with Condition**	**Reject**	**Other**
5.1 Require Superintendents to annually report two measures of testing time from the prior school year to their county Board of Education: • The number of hours students spend taking mandated assessments, disaggregated by grade level for all students, English Learners, and students with disabilities both at the county and school levels, and • The number of days the school schedule was changed schoolwide, beyond an individual classroom, by mandated assessments for each school.	The Board would like additional information before making a final decision.	**3 School Boards** • **Baltimore City** • **Charles** • **Montgomery**	**5 School Boards** • **Anne Arundel** – Only agrees with reporting the total hours. Does not agree with reporting the number of days. • **Baltimore** – LEAs should not disaggregate the time for EL and students with exceptional needs. • **Caroline** – Reporting should be done once every three years. • **Cecil** –Local boards should determine the frequency of such reports and direct the superintendent accordingly. • **Harford** – Specific requirements should not be mandated by the Commission or MSDE.	**10 School Boards** • **Calvert** – Reporting disaggregated testing time places an undue burden on districts. • **Carroll** – This information would not be easy to compiled, nor would it provide any useful data. • **Garrett** – Reporting should be once every three years. • **Kent** – Will it provide useful data? Not easily compiled. Places unnecessary burden on a small LEA. • **Prince George's** – Difficult to obtain information regarding the number of hours testing for ELL students and students with disabilities. • **Queen Anne's** – Recommend reporting once every three years. (Continued on next page)	**6 School Boards** • **Allegany** – There will be little variation each year so this task would be perfunctory. • **Dorchester** – There will be undue burden placed on principals and school staff to gather and track this data. • **Frederick** – Encroaches on local boards' governance. • **Howard** – Estimated test timing by grade level for parents is already provided. Number of days would be harder to quantify because not all students test on the same day. See additional comments in submitted letter. • **Washington** – MSDE needs to define "disruption" caused by testing. Washington County advocates for local discretion regarding local assessments. • **Worcester** – Suggests reporting once every three years.

Recommendations	Comments from State Board of Education August 22, 2016	Comments from Local School Boards of Education			
		Accept	Accept with Condition	Reject	Other
				• **St. Mary's** • **Somerset** – Information would be difficult to compile. • **Talbot** – Recommend that updates be provided on a less frequent basis. • **Wicomico** – What is the ultimate purpose of the report?	

Recommendations	Comments from State Board of Education August 22, 2016	Comments from Local School Boards of Education			
		Accept	Accept with Condition	Reject	Other
5.2 Provide timely results for local, State and federally mandated assessments to educators so the results can be used to inform instruction and to plan for prospective programming decisions.	Accept on the condition that a timeline is developed that is inclusive of other stakeholders.	**21 School Boards** • **Anne Arundel** • **Baltimore City** • **Baltimore** • **Caroline** • **Carroll** • **Cecil** • **Charles** • **Dorchester** • **Frederick** • **Garrett** • **Harford** • **Howard** • **Kent** • **Montgomery** • **Prince George's** • **Queen Anne's** • **St. Mary's** • **Somerset** • **Talbot** • **Wicomico** • **Worcester**	**0 School Boards**	**0 School Boards**	**3 School Boards** • **Allegany** – No comment submitted. • **Calvert** – No comment submitted. • **Washington** - No comment submitted.

Recommendations	Comments from State Board of Education August 22, 2016	Comments from Local School Boards of Education			
		Accept	Accept with Condition	Reject	Other
5.3 MSDE shall review and update the current *Maryland Accessibility Features and Accommodations Manual* to create appropriate consistency regarding accessibility and accommodations guidelines and clearly communicate them to staff. In addition, all accessibility and accommodations guidelines should be effective and implemented for all State mandated assessments in 2017-2018.	**For additional information about IEP implementation during assessments, refer to *Supplemental Document 4: IEP Memo*.** Accept on the condition that services for students with IEPs are not disrupted.	**21 School Boards** • **Anne Arundel** • **Baltimore City** • **Baltimore** • **Calvert** • **Carroll** • **Cecil** • **Charles** • **Dorchester** • **Frederick** • **Garrett** • **Harford** • **Howard** • **Kent** • **Montgomery** • **Prince George's** • **Queen Anne's** • **St. Mary's** • **Somerset** • **Talbot** • **Wicomico** • **Worcester**	**0 School Boards**	**0 School Boards**	**3 School Boards** • **Allegany** – Special accommodations for students with disabilities are very time consuming and take students away from required services and instruction. • **Caroline** – No comment submitted. • **Washington** - No comment submitted.

Recommendations	Comments from State Board of Education August 22, 2016	Comments from Local School Boards of Education			
		Accept	Accept with Condition	Reject	Other
5.4 The State Board of Education shall analyze and disaggregate the results of MSDE technology needs assessment to determine the implications for administering the mandated federal, State and local assessments.	Accept on the condition that data will be reviewed and shared with local school systems. Include in the recommendation that testing tools must align to instructional tools.	**17 School Boards** • **Allegany** • **Anne Arundel** • **Baltimore** • **Carroll** • **Cecil** • **Charles** • **Garrett** • **Harford** • **Kent** • **Montgomery** • **Prince George's** • **Queen Anne's** • **St. Mary's** • **Somerset** • **Talbot** • **Wicomico** • **Worcester**	**1 School Board** • **Frederick** – There is a need of additional training, additional technical support, and the impact of the reliance on technology on accommodations for students with special needs. This recommendation not only has implications for assessment administration, but also for instruction and learning.	**0 School Board**	**6 School Boards** • **Baltimore City** – No comment submitted. • **Calvert** – No comment submitted. • **Caroline** – No comment submitted. • **Dorchester** – Will this require more reporting from LEAs in relation to technology needs? • **Howard** – No comment. • **Washington** - No comment submitted.

Recommendations	Comments from State Board of Education August 22, 2016	Comments from Local School Boards of Education			
		Accept	**Accept with Condition**	**Reject**	**Other**
5.5 Provide annual need-based competitive technology grants to districts designed to minimize the impact on instruction in the Maryland schools with technology deficits that drive extended testing schedules. MSDE shall develop evaluation criteria for awarding grants to districts that balance need—identifying schools that demonstrate assessment-related technology deficits that have significant extend testing schedules that impact instruction— with action plans to cost-effectively meet those needs— developing viable and sustainable plans to effectively reduce computer administered assessments impact on instruction. MSDE criteria should a) favor district plans that provide local funds to maximize the effectiveness of state grant funding and b) ensure that grant funds will not replace existing or planned local technology expenditures.	The Board will review the latest technology survey before making a final decision. **For additional information about broadband and Wi-Fi access in schools, refer to *Supplemental Document 5: LEA Broadband Summary*.**	**12 School Boards** • **Allegany** • **Baltimore** • **Carroll** • **Cecil** • **Charles** • **Harford** • **Kent** • **Montgomery** • **Prince George's** • **St. Mary's** • **Somerset** • **Wicomico**	**4 School Boards** • **Anne Arundel** –Funding from MSDE should be provided to all LEAs for mandated state assessments. LEAs can apply for more based on their needs. • **Caroline** – Some counties have already made reductions in budgets to find resources to afford instructional technology. Supplemental funding from the state should be provided across all systems. • **Dorchester** – Will previous local fund expenditures be considered for criteria? • **Garrett** – Counties have made reductions in current budgets to afford instructional technology. State should provide funding across all school systems.	**3 School Boards** • **Howard** – Need-based technology grants would not fairly appropriate funds to all districts. Technology funding should be provided to all districts to support online assessments. Purchasing of technology is not a one-time event, technology will need to be refreshed on a 4-5 year basis and supported by technicians as well as by the infrastructure. • **Queen Anne's** – LEAs have made reductions in current budgets to afford instructional technology. There should be state general funds to all school systems, not competitive grants. • **Talbot** – Rather than "need-based" it should be supplemental state funding across all systems.	**5 School Boards** • **Baltimore City** – No recommendation submitted. • **Calvert** – Will there be equitable consideration given to LEAs who have already invested substantial local funding to provide technology for testing? • **Frederick** – A firm commitment for funding is needed from the state, not a competitive grant process. • **Washington** – How will equity issues around funding for technology be mediated for districts that have already made financial commitment to technology? • **Worcester** – State should providing funds for instructional technology across all systems.

Recommendations	Comments from State Board of Education August 22, 2016	Comments from Local School Boards of Education			
		Accept	**Accept with Condition**	**Reject**	**Other**
6.1 The Biology HSA during the 2016-2017 school year will be administered but achieving a passing score will not be a graduation requirement. The Maryland Integrated Science Assessment (MISA) will be designed in a way that is least disruptive to the school day and classroom instruction (each section will be of a length that allows testing within the classroom). Districts shall communicate the change clearly to parents and students. If there is a public comment period, the public shall be made aware of the reason for the change (that the curriculum is no longer aligned with the assessment). Students and parents shall be informed that the MISA science assessment may be required for graduation in the future. Students who failed the Biology HSA before the 2016-2017 school year shall also be granted an exemption; there shall be no Biology Bridge program students for the 2017-2018 school year.	Accept	**17 School Boards** • **Allegany** • **Baltimore City** • **Baltimore** • **Caroline** • **Carroll** • **Cecil** (this could be addressed through an end of course assessment) • **Dorchester** • **Garrett** • **Harford** • **Howard** (refer to comments in letter) • **Montgomery** • **Prince George's** • **Queen Anne's** • **St. Mary's** • **Somerset** • **Talbot** • **Worcester**	**3 School Boards** • **Frederick** – A slow and methodical rollout is needed. Refer to submitted letter. • **Kent** – Need time for effective transition. • **Wicomico** – Clarification is needed. Refer to submitted letter.	**0 School Boards**	**4 School Boards** • **Anne Arundel** – Does not accept or reject because the language is not clear as to what group of students this affects. • **Calvert** – Clarification is needed on which group of students will be impacted. • **Charles** – Several comments. Refer to submitted letter. • **Washington** - No comment submitted.

Recommendations	Comments from State Board of Education August 22, 2016	Comments from Local School Boards of Education			
		Accept	**Accept with Condition**	**Reject**	**Other**
7.1 Publicize information assuring comparability between the 2015 and 2016 PARCC assessment results. Employ appropriate messaging strategies focused on the information needs of a variety of stakeholders: students, teachers, parents, community members at the district level and to the Maryland General Assembly and the Department of Legislative Services. Establish a District Committee on Assessment in each school district for the purpose of monitoring, evaluating, and communicating the district's assessment program. The goal of the committee is to ensure that assessment programs and practices within each district meet the highest quality standards for measuring students' academic progress, learning progression or skill acquisition through timely and relevant feedback at the district and school level. The evaluation should include a measure of time invested in assessments, preparation for assessments (including technology) and the staffing resources devoted to various types of assessments. (Refer to page 47 of the Commission Final Report for a detailed list of the charges associated with this recommendation.)	Accept **For additional information, refer to *Supplemental Document 7:* Strategies Used by Local School System Leaders to Communicate with Families about Assessments.**	**5 School Boards** • **Baltimore** • **Charles** • **Calvert** • **Montgomery** • **Wicomico**	**8 School Boards** • **Baltimore City** – Several modifications to charges. Refer to submitted letter. • **Caroline** – Several modifications to charges. Refer to submitted letter. • **Cecil** – Several modifications to charges. Refer to the letter submitted. • **Dorchester** – Several modifications to charges. Refer to letter submitted. • **Garrett** – The establishment of this committee assumes time spent on assessments stems from local assessments. Most concerns are related to state mandated assessments. • **Harford** – Establishment of a district committee should be a local decision. • **Howard** – Specific charges outlined for local committee should be optional. • **Worcester** – Several recommendations. Refer to	**8 School Boards** • **Anne Arundel** – This takes time and energy away from supporting students and teachers. • **Carroll** – This recommendation assumes that local assessments are the cause of concerns related to the over-assessment of students. Not true. • **Kent** – Makes an assumption that local assessments are the problem when the concern is over state mandated assessments. • **Prince George's** – There is already a District Assessment Committee established. • **Queen Anne's** – Several concerns listed. Refer to submitted letter. • **St. Mary's** (Continued on next page)	**3 School Boards** • **Allegany** – Several concerns. Refer to submitted letter. • **Frederick** – Several concerns. Refer to submitted letter. • **Washington** – Several concerns. Refer to submitted letter.

Recommendations	Comments from State Board of Education August 22, 2016	Comments from Local School Boards of Education			
		Accept	Accept with Condition	Reject	Other
			submitted letter.	• **Somerset** – Recommendation focuses on local benchmarks, which are not a concern. • **Talbot** – The work of a District Committee on Assessment would be redundant and time consuming.	
7.2 Report out PARCC results by mode effect until 100% of students are administered the assessment online. A comparative analysis of the results by content/grade should be reported to the Maryland State Board of Education, local Boards of Education, the general public and the Maryland General Assembly.	Modify recommendation as described below: Report out PARCC results by mode effect until **100% of school systems administer** the assessment online. A comparative analysis of the results by content/grade should be reported to the Maryland State Board of Education, local Boards of Education, the general public and the Maryland General Assembly.	**13 School Boards** • **Anne Arundel** • **Carroll** • **Charles** • **Dorchester** • **Garrett** • **Kent** • **Montgomery** • **Prince George's** • **Queen Anne's** • **St. Mary's** • **Somerset** • **Talbot** • **Worcester**	**2 School Boards** • **Baltimore** – Comparative analysis of results should include subgroups within grade and content. Analysis should be extended to all LEAs. • **Frederick** – Several concerns. Refer to submitted letter.	**1 School Board** • **Wicomico** – Analysis should be conducted after 100% of districts are administering PARCC online.	**8 School Boards** • **Allegany** –Provisions need to be established for the inadvertent failure of systems so schools know what to do in an emergency. • **Baltimore City** – No comment submitted. • **Calvert** – No comment submitted. • **Caroline** – No comment submitted. • **Cecil** – No comment submitted. • **Harford** – Refer to submitted letter. • **Howard** – Refer to submitted letter. • **Washington** - No comment submitted.

Recommendations	Comments from State Board of Education August 22, 2016	Comments from Local School Boards of Education			
		Accept	**Accept with Condition**	**Reject**	**Other**
7.4 MSDE shall publish a report of the observations and recommendations gleaned from each district. Include in the report steps for improving the ease of the assessment administration in future years. The report should be made available to the local Boards of Education, Maryland State Board of Education, and the Maryland General Assembly.	MSDE reports to the State Board of Education in public sessions regarding test administration and results of assessments. MSDE is in the process of establishing live streaming of sessions so that they can be publically available. Since there is a public reporting mechanism currently being developed, the recommendation is not needed at this time.	**13 School Boards** • **Baltimore** • **Caroline** • **Charles** • **Dorchester** • **Frederick** • **Harford** • **Montgomery** • **Prince George's** • **Queen Anne's** • **St. Mary's** • **Talbot** • **Wicomico** • **Worcester**	**1 School Board** • **Garrett** – Will require additional work for MSDE and may not serve its intended purpose.	**4 School Boards** • **Anne Arundel** – The purpose of this request is not clear and does not seem useful for LEAs. • **Carroll** – Another report would not be helpful and would cause extra work for MSDE staff. • **Kent** – Unreasonable burden on LEAs. • **Somerset** – The report would be used for unnecessary comparison of districts.	**6 School Boards** • **Allegany** – No comment submitted. • **Baltimore City** – No comment submitted. • **Calvert** – No comment submitted. • **Cecil** – No comment submitted. • **Howard** – This type of information should be routed through LACs to assist with school testing coordinator training improvements. • **Washington** - No comment submitted.

Recommendations	Comments from State Board of Education August 22, 2016	Comments from Local School Boards of Education			
		Accept	**Accept with Condition**	**Reject**	**Other**
7.5 MSDE shall continue to report out the quality of early care whether districts choose a census or representative sampling approach to administering the KRA. Districts and MSDE shall work more closely to ensure that the communication is improved specific to the purpose and timing of the KRA administration, and the access to and use of available assessment results. MSDE shall develop additional new modules for professional learning and continue to employ strategies such as 'train the trainer' to ensure consistent and cohesive training in each district.	Accept	**10 School Boards** • **Baltimore** • **Caroline** • **Kent** • **Montgomery** • **Prince George's** • **Queen Anne's** • **St. Mary's** • **Somerset** • **Talbot** • **Worcester**	**2 School Boards** • **Baltimore City** – Districts and MSDE shall work to ensure that the communication is improved specific to the purposes and timing of the KRA administration and access to and use of available assessment results. • **Dorchester** – Ranking districts in this way is inappropriate because there is considerable variance in sample size across LEAs.	**5 School Boards** • **Anne Arundel** – KRA does not produce useful information. With random sampling, there is not instructional value. KRA should be eliminated as a mandated state assessment. • **Calvert** – It would not be appropriate to rank LEAs in the report since each LEA has the choice of administration by census or sampling. • **Carroll** – The KRA should be eliminated. • **Garrett** – KRA does not provide an accurate representation of readiness skills and takes a lot of time to administer. It is not appropriate to rank LEAs due to differences in test administration. • **Wicomico** – Differences in test administration does not allow for an even playing field.	**7 School Boards** • **Allegany** – Results from districts is not comparable due to variance in test administration. Statewide reports need to reflect that. • **Cecil** – No comment submitted. • **Charles** – Several comments. Refer to submitted letter. • **Frederick** – No comment submitted. • **Harford** – KRA should be optional. • **Howard** – Improving the professional development around KRA data use for staff will improve the utility and increase the number of teachers that select census administrations. See additional comments submitted in the letter. • **Washington** – It is not appropriate to rank LEAs since there is variance in test administration.

Recommendations	Comments from State Board of Education August 22, 2016	Comments from Local School Boards of Education			
		Accept	Accept with Condition	Reject	Other
7.6 MSDE shall investigate the option of providing an accountability mechanism that will satisfy the federal high school assessment requirement and improve College and Career Readiness as stipulated in the College Completion Act of 2013 or Statute §7-205.1 High School Curriculum and Graduation Requirements. MSDE should explore the option of applying for the Innovative Assessment System option which will be afforded to seven (7) states. Establishing comparability in accountability across a number of State approved assessments that will meet graduation requirements, federal testing requirements, and the College Completion Act of 2013 should result in a reduction in the number of assessments. Should MSDE apply and receive permission to employ an Innovative Assessment System, MSDE must support locals in the management of training and data collection and reporting regarding documenting students' pathways of achievement in meeting the assessment and graduation requirements, the federal assessment regulations, and the College Completion Act of 2013.	Accept	**17 School Boards** • **Baltimore** • **Caroline** • **Carroll** • **Charles** • **Dorchester** • **Frederick** • **Harford** • **Howard** • **Kent** • **Montgomery** • **Prince George's** • **Queen Anne's** • **St. Mary's** • **Somerset** • **Talbot** • **Wicomico** • **Worcester**	**1 School Board** • **Garrett** – Will MSDE apply for this innovative assessment system and if so how will that reduce the amount of time spent on assessments?	**0 School Boards**	**6 School Boards** • **Allegany** – No comment submitted. • **Anne Arundel** – No comment submitted. • **Baltimore City** – No comment submitted. • **Calvert** – No comment submitted. • **Cecil** – No comment submitted. • **Washington** – Is MSDE applying for the innovative assessment system? If so, how will this reduce the number of assessments?

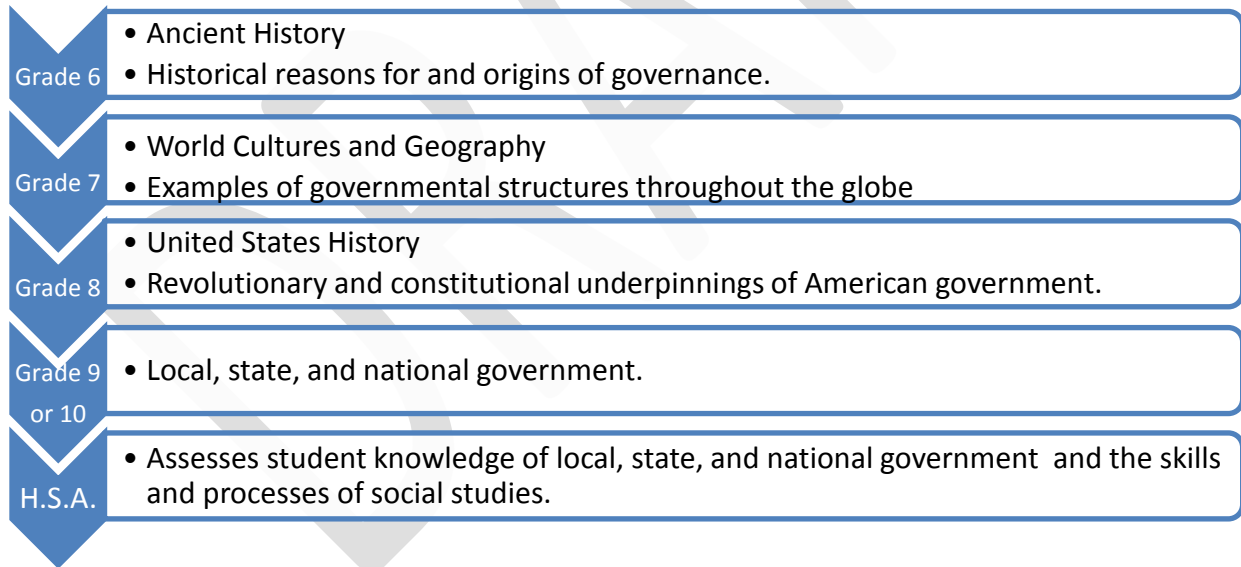| Recommendations	Comments from State Board of Education August 22, 2016	Comments from Local School Boards of Education			
		Accept	**Accept with Condition**	**Reject**	**Other**

7.7
 	
MSDE shall provide resources information to parents on State mandated assessments that will:
 	
m. Provide information about student performance on mandated tests and how teachers will use these data in their classrooms
n. Explain the assessment construction and format information
o. Identify the ties/links to curricular standards—assessment question examples and links to specific examples at all grade levels
p. Address how students with disabilities and who are ELs may be affected by various assessments and why
q. Communicate the information regarding assessment with parents/families whose first language is not English
r. Communicate information on Maryland HSA and PARCC that answers:
    i. Why does my child need to pass these tests to graduate?
    ii. What are the cut-off scores to meet the criteria?
s. Create FAQs
t. Disseminate the assessment psychometrics
u. Communicate and provide access to statewide, countywide and local school aggregated and disaggregated results
	For additional information, refer to *Supplemental Document 7:* Strategies Used by Local School System Leaders to Communicate with Families about Assessments.
	
	Accept with the condition that the questions currently listed under letter X (see below) are moved to the responsibility of the local school system.
	
	• *What should be the next steps for their education?*
	• *What can I do at home to support my child?*
		15 School Boards
		
		• **Baltimore**
		• **Caroline**
		• **Carroll**
		• **Garrett**
		• **Harford**
		• **Howard**
		• **Kent**
		• **Montgomery**
		• **Prince George's**
		• **Queen Anne's**
		• **St. Mary's**
		• **Somerset**
		• **Talbot**
		• **Wicomico**
		• **Worcester**
			3 School Boards
			
			• **Baltimore City** – Several recommendations regarding communication to parents. Refer to submitted letter.
			• **Dorchester** – Will MSDE resources include all of these recommendations?
			• **Frederick** - Several suggestions around communication to families. Refer to submitted letter.
				1 School Board
				
				• **Anne Arundel** – Communication with students and parents is already taking place. The work load to add to this process would be too much for teachers.
					5 School Boards
					
					• **Allegany** – A common rubric needs to be developed for all school systems to use.
					• **Calvert** – No comment submitted.
					• **Cecil** – No comment submitted.
					• **Charles**- Several comments. Refer to submitted letter.
					• **Washington** - No comment submitted.

Recommendations	Comments from State Board of Education August 22, 2016	Comments from Local School Boards of Education			
		Accept	Accept with Condition	Reject	Other
v. Explain the results in layman's terms **w**. Interpret the assessment results **x**. Help parents to understand and answer the questions: What does this mean for my child? What should be the next steps for their education? What can I do at home to support my child? Local Boards of Education shall communicate with parents before, during, and after testing by: **e**. Publishing a comprehensive assessment calendar for elementary, middle and high schools; **f.** Providing and distributing information regarding what students will be tested, why, on what material, and how the assessments connected to the curriculum; **g**. Explaining what the results will mean, how they will be used, and how, when and where parents and students will be able to access results; and **h.** Explaining what assessment results mean for the next steps in students education.					

Recommendations	Comments from State Board of Education August 22, 2016	Comments from Local School Boards of Education			
		Accept	Accept with Condition	Reject	Other
8.2 Administer the PARCC assessments to satisfy the high school assessment requirements and the participation requirements (95%) as specified by ESSA and the high school graduation requirements specified by the State Board (See 3(a) of 13A.03.02.09 Diplomas and Certificates). However, in 3(b) and 3(c) of 13A.03.02.09 stipulate alternatives to achieving a passing score. (refer to page 52 of the Commission Final Report for additional information about recommendation 8.2)	Accept with the condition that local school systems should minimize testing burdens by using tests that will satisfy as many testing obligations as possible within legal constraints.	**15 School Boards** • **Anne Arundel** • **Baltimore** • **Caroline** • **Carroll** • **Frederick** • **Garrett** • **Harford** • **Kent** • **Prince George's** • **Queen Anne's** • **St. Mary's** • **Somerset** • **Talbot** • **Wicomico** • **Worcester**	**2 School Board** • **Dorchester** – Several modifications submitted. Refer to letter. • **Howard** – In addition to PARCC, options that include the use of nationally recognized local assessment should also be considered to meet ESSA requirements and state graduation requirements. Refer to additional comments in letter.	**0 School Boards**	**7 School Boards** • **Allegany** – No comment submitted. • **Baltimore City** – No comment submitted. • **Calvert** – No comment submitted. • **Cecil** – No comment submitted. • **Charles** – Several comments. Refer to submitted letter. • **Montgomery** – Several comments. Refer to submitted letter. • **Washington** - No comment submitted.

Recommendation 2.1A	The creation of an additional assessment in social studies at the middle school level should not go forward. Rather, the Commission recommends a similar approach for middle school social studies as was previously taken to ensure local accountability…

The MSDE curriculum staff supports the recommendation of the Assessment Commission. An assessment in the 8th grade would add testing hours when the MSDE survey of federal, state, and local assessments revealed that 8th graders have the most testing hours of any grade. Further, MSDE agrees with the Commission's recommendation that school districts should report data indicating that the "instructional program alignment exists for social studies content standards, skills, and processes at each middle school grade level, which will be matched to a locally designed and implemented assessment program measuring students' progress toward the standards." Reporting could include data such as: countywide final exams, and/or district-developed and implemented quarterly assessments, student participation in History Day, etc.

In order to receive a diploma, Maryland requires that all high school students take and pass courses in United States History, World History and American Government. In addition, students must take and pass an end of course exam in American Government. The American Government High School Assessment serves to capstone students' exploration of governance that begins in 6th grade. The presence of these mandated courses ensures that social studies is taught with fidelity across all Maryland districts. Complementing these social studies graduation requirements are the numerous Advanced Placement courses found at the high school level.

Grade 6
- Ancient History
- Historical reasons for and origins of governance.

Grade 7
- World Cultures and Geography
- Examples of governmental structures throughout the globe

Grade 8
- United States History
- Revolutionary and constitutional underpinnings of American government.

Grade 9 or 10
- Local, state, and national government.

H.S.A.
- Assesses student knowledge of local, state, and national government and the skills and processes of social studies.

September 14, 2016

Local Education Agencies (LEAs) using **one SLO and a second local standardized assessment measure of Student Growth**:

- **Baltimore City**
- **Frederick**

LEAs using **two SLOs**:

- **Allegany**
- **Anne Arundel**
- **Baltimore County**
- **Calvert**
- **Caroline**
- **Carroll**
- **Charles**
- **Dorchester**
- **Garrett (teacher may request a third within the %)**
- **Prince George's (some HS HSA tested teachers get a third SLO)**
- **Harford**
- **Howard (request to use a single growth measure SLO denied)**
- **Kent**
- **Montgomery**
- **Queen Anne's**
- **Saint Mary's**
- **Somerset**
- **Talbot**
- **Washington**
- **Wicomico**
- **Worcester**

LEAs using **three SLOs**:

- **Cecil (went from four in SY 2015-2016 to three for SY 2016-2017)**

.

Testing Violation Category Summary for Calendar Years 2011 - 2016

CATEGORY	2011	2012	2013	2014	2015	2016	DESCRIPTION/EXAMPLE	ACTION/SANCTION
Allegation of Improper Administration/Improper Procedures	12	8	4	0	1	4	anonymous calls, e-mails, etc. to MSDE or direct complaints of school interference, student cheating, etc.	LAC directed to investigate
Materials Irregularities	21	40	56	39	36	78	late return of materials to the scoring vendor; lost materials; materials shredded by the school	a verbal reminder given to the STC; a letter of warning issued to STC if the late return impacted scoring
Improper Administration/Improper Procedures	85	129	202	64	217	185	coaching; failure to follow Examiner's Manual; failure to provide designated testing time; issuing wrong Student Authorization Ticket for online testing; display of prohibited aides in classroom; student or testing personnel use of electronic device/cell phone during testing; student cheating; school interference; administering the wrong assessment; administering the entire assessment in 1 day; issuing seal codes too early	sanctions to the personnel responsible are progressive beginning with a verbal reminder, to a verbal warning, to a verbal reprimand , to a letter of warning, to a letter of reprimand; more severe sanctions include removal from duties, a suspension with or without pay, termination, revocation of credentials
Accommodations Errors	30	47	100	158	74	78	failure to provide an accommodation as allowed for in the IEP; providing an accommodation a student should not receive; PNP errors	sanctions to the personnel responsible are progressive beginning with a verbal reminder, to a verbal warning, to a verbal reprimand , to a letter of warning, to a letter of reprimand
Alerts	6	5	3	5	4	5	notification from scoring vendors- possible student cheating; possible school interference; investigations of improbable gains/erasure analyses	LAC directed to investigate; if the Alert is substantiated action is taken - student cheating results in score invalidation; school interference impacts schools
TOTAL INCIDENT COUNT FOR YEAR	**154**	**229**	**365**	**266**	**332**	**350**		

MEMORANDUM

TO: Karen B. Salmon, Ph.D.
State Superintendent of Schools

FROM: Marcella E. Franczkowski, M.S. *Marcella*
Assistant State Superintendent
Division of Special Education/Early Intervention Services

DATE: September 14, 2016

SUBJECT: *Ensuring the Delivery of Individualized Educational Program Services*

As you aware, each student with a disability under the Individuals with Disabilities Education Act (IDEA) has an Individualized Educational Program (IEP) which drives a student's educational program, including instruction and assessment. During the statewide assessment window, special education and related services must be provided as they are outlined in the IEP; related service logs verify that services are provided in accordance with the IEP. If a related service is missed as a result of a student's participation in Statewide testing, the services missed must be rescheduled and provided at another date and time.

The Division of Special Education/Early Intervention Services occasionally receives and investigates State complaints that related services have been missed. All State complaints are thoroughly investigated and, if it has been determined that, in fact, a student has not been provided with all of the related services required by the IEP, corrective active is required. Typically in these cases, the school system is required to convene an IEP meeting and determine the compensatory services necessary to remediate the violation.

In addition, the comprehensive monitoring conducted by the Division's Monitoring and Accountability specialists includes a review of services required by the IEP and the provision of services detailed in the service log. If services have been missed and not made up, the local school system is issued a finding and must correct the situation.

Finally, the MSDE conducts unannounced visits to schools during the assessment window to ensure that the IEP is implemented as it is written, including the provision of accommodations, modifications, and IEP services. If there are violations due to a lack of provision of accommodations/modifications as outlined in the IEP, or the inappropriate provision of an accommodation not included in the IEP, the MSDE Test Security Officer is notified.

MEF:las

Maryland State Department of Education (MSDE) - LEA Broadband Summary

Local Education Agency	Number of Students	Number of Schools	Total Number of Devices	Student to Device Ratio[2] (actual):	Number Schools need WAN upgrade	Number schools need fiber	Total Bandwidth	Bandwidth/Student 2016	Calculated Cost per Mb 2016	Wi-Fi Coverage
Allegany	8,812	22	7,500	1.17	0	0	500 mb/s	56.74	$15.00	100% in all classrooms
Anne Arundel	80,372	120	60,000	1.34	50	50	4000mbps	49.77	$2.85	100% coverage, 64% physical classrooms
Baltimore City	83,666	186	61,174	1.37	0	0	8,000	95.62	$5.93	100% coverage, 25% classrooms
Baltimore County	111,926	175	60,000	1.87	0	0	6,000	53.61	$2.54	100% classrooms
Calvert County	16,083	25	10,800	1.49	25	0	10,000	621.77	$1.80	
Caroline County	5,600	10	6,822	0.82	0	0	400 Mbps	71.43	$1.77	
Carroll County	25,551	40	14,586	1.75	0	0	2 Gbps	78.27	$0.00	100%
Cecil County	15,599	29	12,997	1.20	29	5	4.815GB	308.67	$0.60	100% density, 80% of classrooms
Charles County	26,307	36	17,000	1.55	0	0	3 GB	114.04	$2.67	100% classrooms, 2/3rd "AC", 1/3 are "N"
Dorchester	4,670	13	4,100	1.14	7	1	500 Mbps - p	107.07	$3.25	100% coverage,
Frederick County	40,655	67	12,000	3.39	0	6	1 Gbps	24.60	$3.63	
Garrett County	3,856	12	2,479	1.56	1	1	450 Mbs	116.70	$2.01	100% coverage, 1 per 2-3 classes
Harford County	37,448	54	20,326	1.84	0	0	10 Gbps	267.04	$1.25	100% all classrooms
Howard County	54,921	76	39,784	1.38	0	0	30,000	546.24	$1.47	100%
Kent County	2,100	7	2,010	1.04	0	0	150 Mbps	71.43	$1.83	100% classrooms
Montgomery	156,447	204	171,095	0.91	73	11	10,000	63.92	$1.79	
Prince George's County	129,340	208	115,000	1.12	0	0	10GB	77.32	$1.27	100%
Queen Anne's County	7,717	14	7,717	1.00	0	0	500MB	64.79	$6.11	100% coverage, 100% classrooms by EOY
St. Mary's County	18,000	28	6,500	2.77	0	0	1.1GB	61.11	$5.52	
Somerset County	2,874	9	3,080	0.93	2	0	400 Mbps	139.18	$8.69	100% coverage, 45% classrooms
Talbot County	4,625	8	4,000	1.16	0	0	187 Mbps	40.43	$13.90	100% classrooms
Washington County	22,303	46	19,000	1.17	18	7	2.5 Gbps	112.09	$5.83	
Wicomico County	14,210	24	8,500	1.67	24	2	800	56.30	$8.75	100% coverage, 70% classrooms
Worcester County	6,678	14	5,000	1.34	14	0	700	10.48	$2.05	95% coverage, 95% classrooms
STATE TOTALS:	879,760	1,427	671,470	1.31	243	83			$4.19	
Percent:					17.03	5.82				

NOTES:

1. NP = Not provided by district

2. Student to device ratio definition from 1998, by National Center for Education Statistics-Institute of Education Sciences (IES)

Graduation Requirement End-of-Course Exams	ESSA Test every child once in HS ELA/Math/Science	College and Career Readiness Designation Options
English 10 PARCC	English 10 PARCC	English 10 PARCC or English 11 PARCC
Algebra I PARCC	Algebra I PARCC or Algebra II PARCC or Geometry PARCC	Algebra II
Biology HSA (take 2017)	MISA (Field Test 2018) MISA (Operational 2019)	no
Government HSA	Not required	no
	The English language proficiency assessed annually K-12 to all English learners (ELs) during a testing window in the second semester (ACCESS).	SAT, ACT, AP, IB Accuplacer
		Complete CTE Program w Technical Skills Assessment
		Dual Enrollment

September 14, 2016

Superintendents were asked to identify strategies used by their school system to communicate with families before, during, and after testing. The table below details communication strategies submitted by six school systems.

School System	Communication Strategies
Allegany	**Before** 1. Testing Calendar is posted to the Allegany County Public School (ACPS) website. 2. Assessment links and updates, especially PARCC, are posted on the Parent Tab of the ACPS website. 3. Elementary schools hold PARCC Parent Nights and this is publicized through the School Messenger System and school websites. 4. PARCC is on the agenda for the Parent Advisory Council (before or after the administration). 5. Schools notify parents of their PARCC testing schedule through newsletters, school websites, etc. **During** 1. ACPS lists daily events on the ACPS website which includes all assessment administration dates. 2. Individual school testing calendars are made available to parents through newsletters, school websites, etc. **After** 1. Assessment data, including PARCC data, is regularly presented to the Board of Education and this information is recorded for access by the public. 2. Assessment data, including PARCC data, is included in the School Improvement Plan. All plans are posted on the ACPS website. 3. The Public Information Officer prepares a media press release that is sent to the local newspaper, posted on the ACPS website, and sent to other media outlets following each MSDE data release. 4. PARCC parent reports are mailed to parents or distributed to parents at parent conferences. HSA parent reports are sent home with students. 5. Assessment scores, including PARCC scores, are uploaded to the ACPS student information system, which parents are able to access.
Caroline	Regarding results, in Caroline County Public Schools (CCPS), distribution of home reports are facilitated at the district level. Additionally, Local Assessment Coordinators (LAC) work with principals to understand their data and in some cases prepares data slides for principals to present to parents. School principals present information to parents via PTA meetings as well as other opportunities such as newsletters, phone calls, etc. Assessment dates and expectations are shared in multiple ways including; 1. Comprehensive Calendar 2. Citizens' Advisory Committee (CAC) 3. School System Improvement Committee (SSIC) 4. School Announcements 5. School Newsletters

School System	Communication Strategies
Cecil	The testing calendar is posted to the Cecil County Public Schools (CCPS) website and on school webpages. The testing coordinator sends a PARCC report to all schools that goes home with students who took the PARCC exam in the Spring. Testing dates are included all year in newsletters. Some schools utilize the School Messenger system to alert parents as the testing window approaches. Several schools send home tips for students to do well on the PARCC test and several others host parent nights to share information about the test. MAPS testing is used in grades 2-8 to give benchmark information on how students are performing in reading and math. There is a parent report that goes with this test.
Prince George's	- Parent notification (school level) regarding assessment schedules and notice of individual test administrations - Website - Testing calendar - PARCC Resources - Other testing information - Link to mdreportcard.org by individual school - Letter to parents regarding dissemination of PARCC individual score reports - Individual parent letter with individual student score for OLSAT and SAT10 - Dissemination of state assessment scores – individual student score reports - MSA Science - ALT-MSA Science - ACCESS 2.0 - Access to HSA scores via guidance counselors at individual schools - Special Programs Entrance Application - Website - Pamphlets - Student/parent meetings at individual sites - Robocalls regarding PARCC Nights, score distribution - School level – PTA meetings with testing topics; parent-teacher conferences - PARCC nights – for parents and community - Family Engagement - COMER Retreat - Prince George's County Public Schools' TV Channel – Test preparation - Communications Office – press releases

School System	Communication Strategies
Somerset	**Before** • District, School, Class Websites • IEP notifications for Special Education • School and Class Newsletters • Automated Phone Calls • Facebook • Student Agendas • Some teachers use Class DoJo for communication **After:** • Link to Maryland Report Card • Individual Score Reports • State of the School Publication • School and Class Websites • Newletters
Wicomico	Currently in Wicomico County, early in the school year, parents are provided with information regarding testing dates for the school year. Specifically for PARCC, information is provided via school newsletters and our Website before, during and after testing. Following assessment administration, scores are provided to parents and they are encouraged to discuss results with school staff. General information and results are shared publicly (as appropriate depending on the assessment) with the Board.

Working Session: Analysis of Findings and Recommendations

State Board of Education Meeting
September 26, 2016

Meeting Outcomes

- ☐ Review responses submitted from 24 local school boards.

- ☐ Continue to build consensus around recommendations and findings to help inform report to the Governor and legislature.

Reviewing the Table

- ☐ Recommendations

- ☐ Comments from August 22nd Work Session

- ☐ Comments from Local Boards of Education
  - ◼ Accept
  - ◼ Accept with Condition
  - ◼ Reject
  - ◼ Other

Supplemental Documents

1. Social Studies in Maryland

2. Measuring Student Growth with SLOs

3. Testing Violation Category Summary

4. Individualized Educational Program Services

5. LEA Broadband Summary

6. Maryland High School Testing Program

7. Assessment Communication Strategies

19 School Boards Accept Recommendation 2.1A

Accept with Condition

☐ Frederick

Reject

☐ Queen Anne's

Other

☐ Allegany

☐ Charles*

☐ Washington

Legend:
- Accept
- Accept w/ Condition
- Reject
- Other

Supplemental Document 1: Social Studies in Maryland
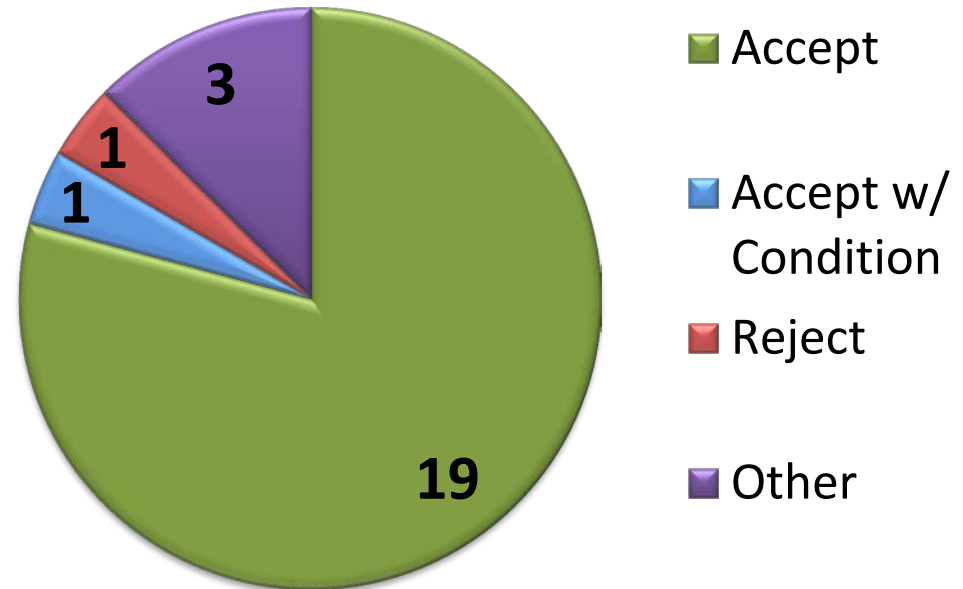
13 School Boards Accept Recommendation 6.2

Accept with Condition

☐ Frederick

☐ Garrett

Reject

☐ Queen Anne's

Other

☐ Allegany, Baltimore City, Calvert, Caroline, Cecil, Charles, Dorchester, and Washington
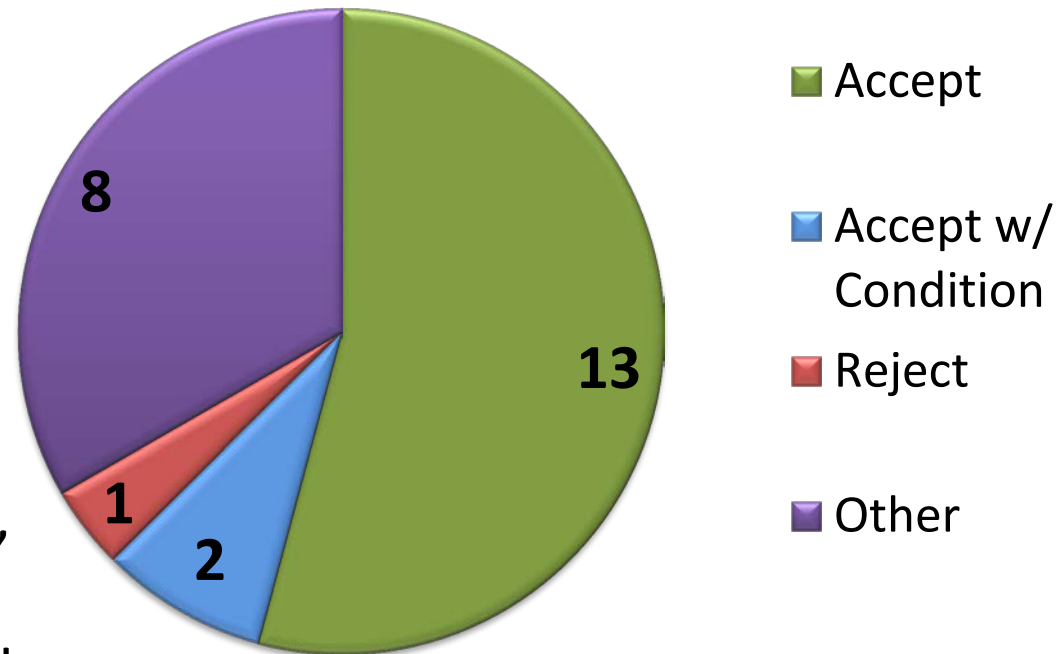
17 School Boards Accept Recommendation 2.1B

Accept with Condition

☐ Dorchester

☐ Frederick

Other

☐ Allegany

☐ Calvert

☐ Charles*

☐ Montgomery

☐ Washington
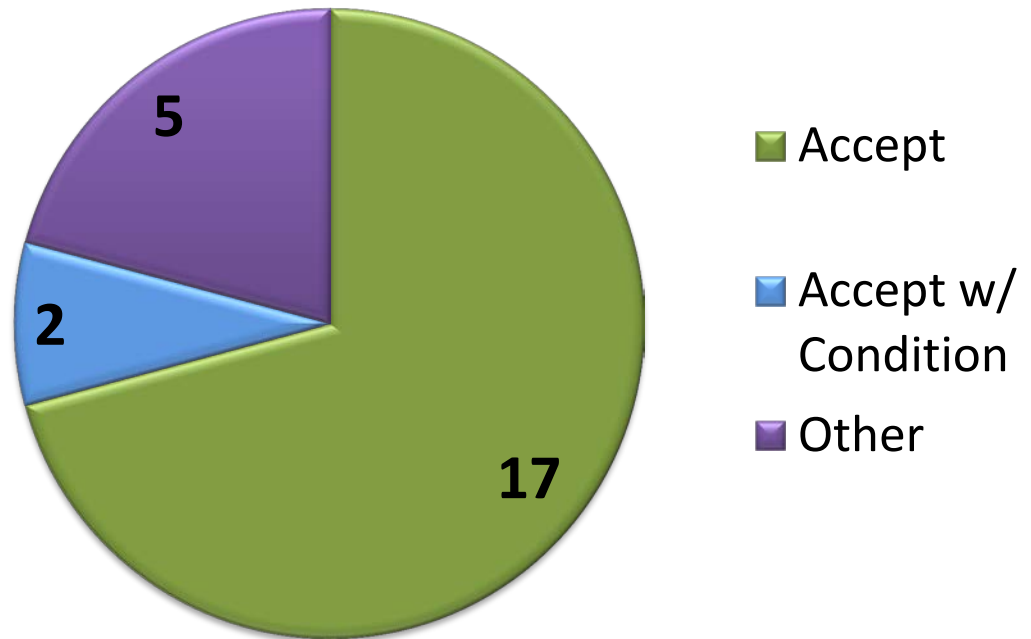
19 School Boards Accept Recommendation 2.2A

Accept with Condition

☐ Dorchester

☐ Prince George's

Reject

☐ Queen Anne's

Other

☐ Allegany

☐ Washington

Pie chart legend: Accept (19), Accept w/ Condition (2), Reject (1), Other (2)
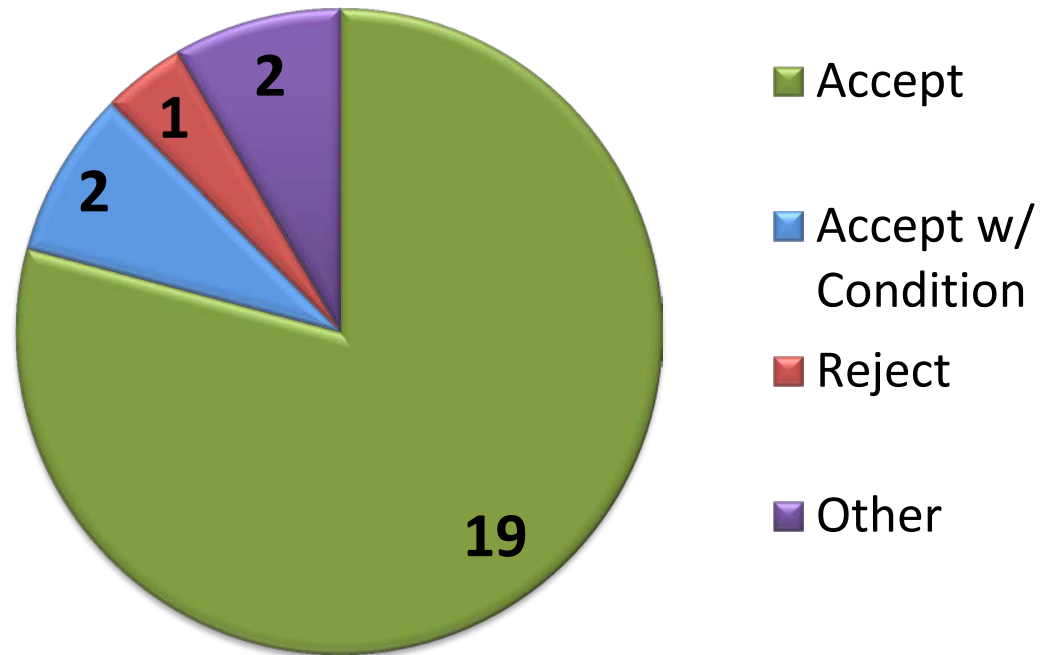
21 School Boards Accept Recommendation 2.2B

Reject

☐ Queen Anne's

Other

☐ Calvert

☐ Washington

Legend: Accept, Reject, Other
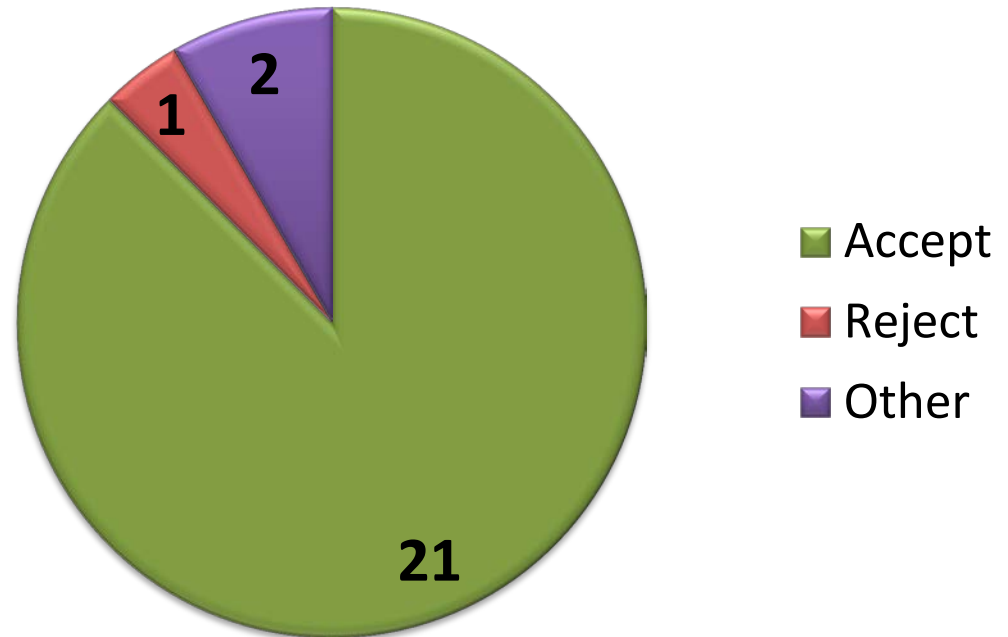
Supplemental Document 2

- 21 school systems use two SLOs.
- 1 school system (Cecil) use three SLOs.
- 2 school systems (Baltimore City and Frederick) use one SLO and a second local assessment measure of student growth.

13 School Boards Accept Recommendation 3.1

Accept with Condition

☐ Carroll, Cecil, Frederick, and Wicomico

Reject

☐ Baltimore, Calvert, Prince George's, Howard and Talbot

Other

☐ Allegany and Washington

Legend:
- Accept — 13
- Accept w/ Condition — 4
- Reject — 5
- Other — 2
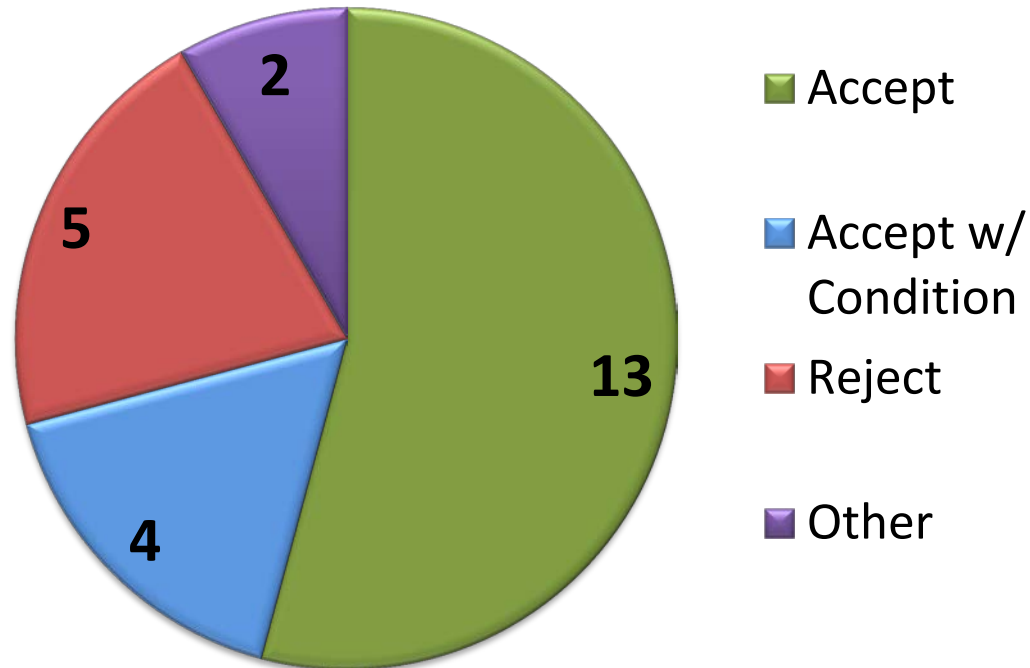
Supplemental Document 3:
Testing Violation Category Summary 2011-2016

Stacked bar chart titled "Incident Count" (y-axis) versus "Year" (x-axis) for years 2011–2016.

Totals shown above each bar:
- 2011: 154
- 2012: 229
- 2013: 365
- 2014: 266
- 2015: 332
- 2016: 350

Legend:
- Alerts
- Accommodation Errors
- Materials Irregularities
- Improper Administration/Procedures
- Allegations of Improper Administration/Procedures
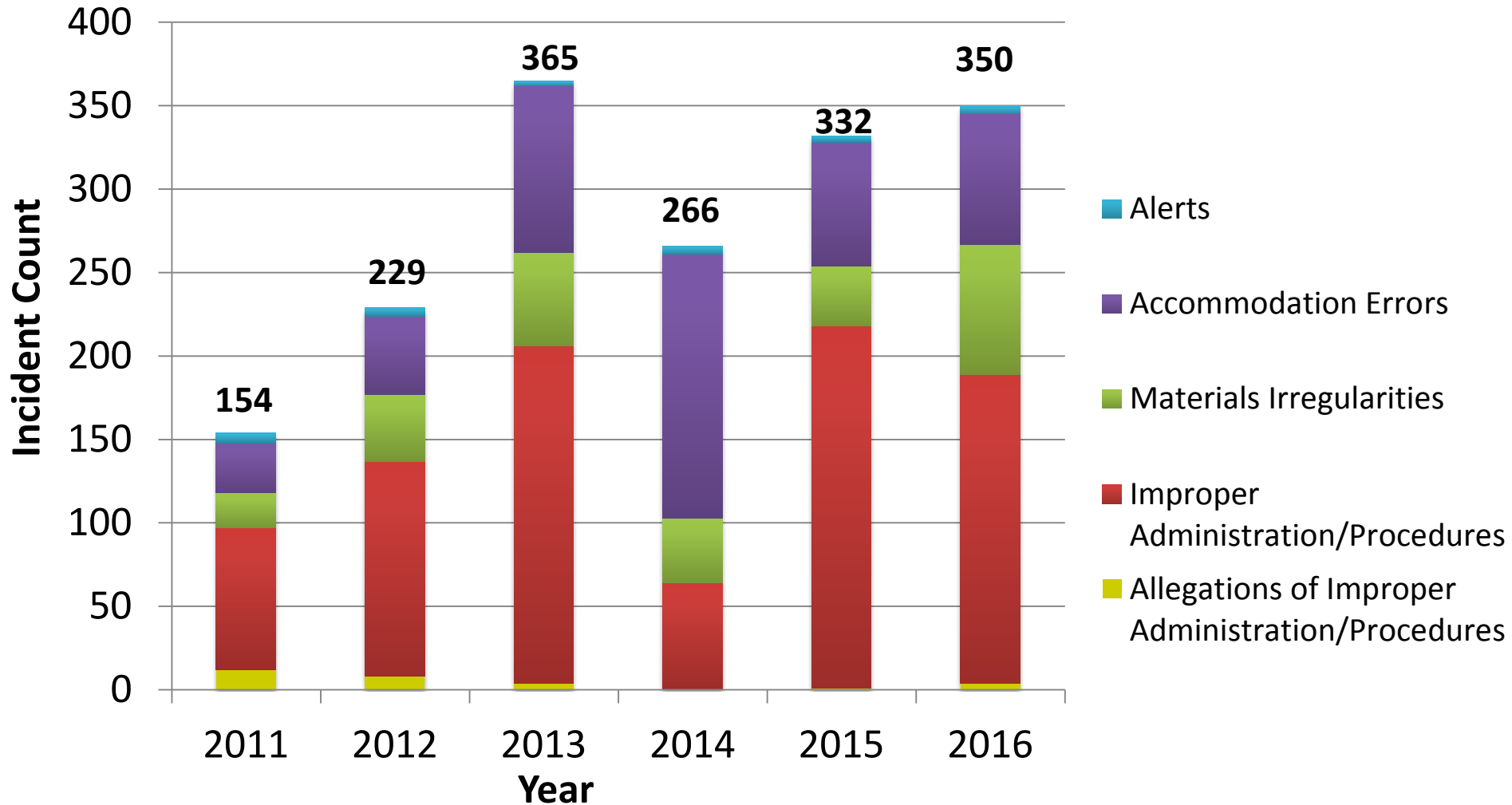
16 School Boards Accept Recommendation 4.1

Accept with Condition

☐ Garrett and Harford

Reject

☐ Calvert and Queen Anne's

Other

☐ Allegany, Frederick, Howard, and Washington
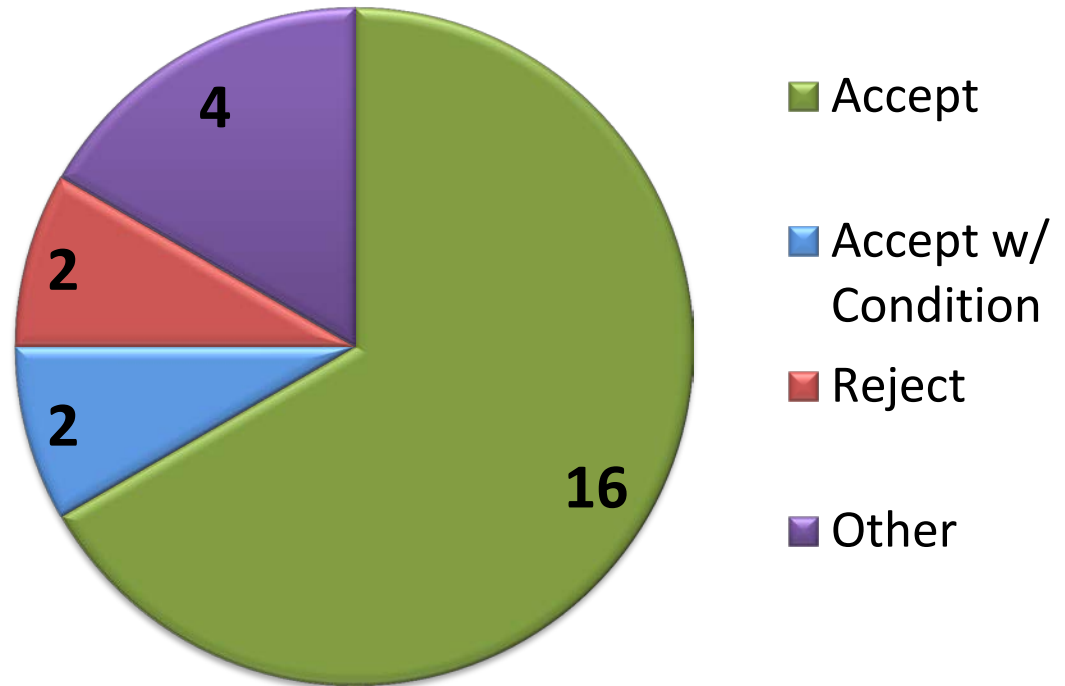
18 School Boards Accept Recommendation 4.2

Accept with Condition

☐ Baltimore

Other

☐ Allegany, Baltimore City, Calvert, Caroline, and Washington
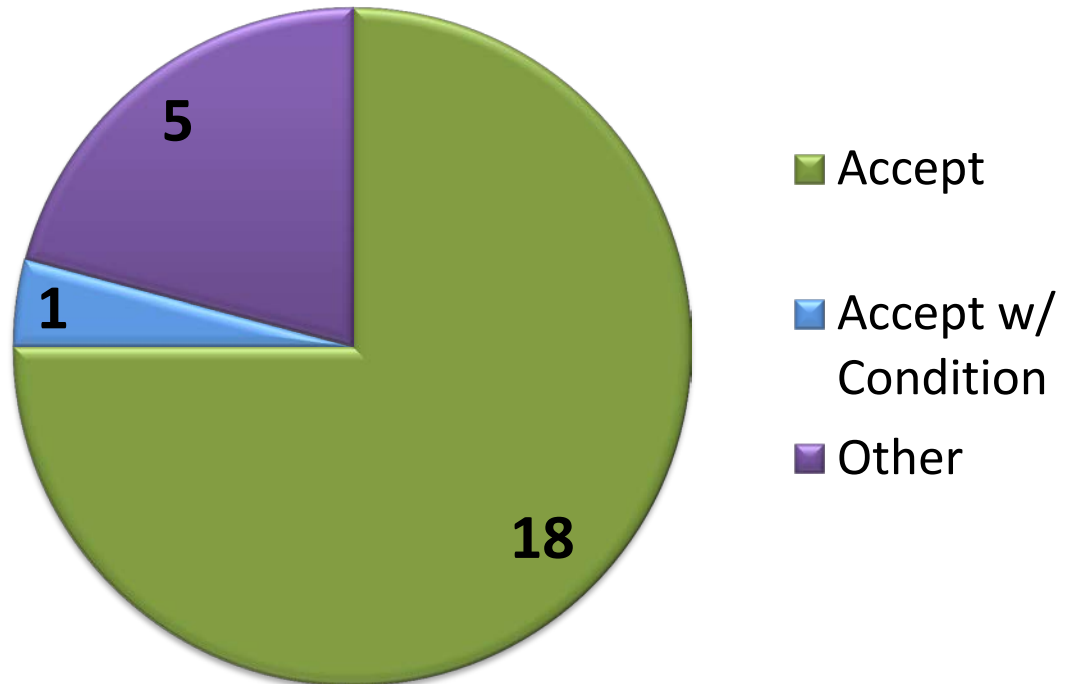
18 School Boards Accept Recommendation 7.3

Accept with Condition

☐ Dorchester

Other

☐ Allegany, Baltimore City, Caroline, Cecil, and Washington
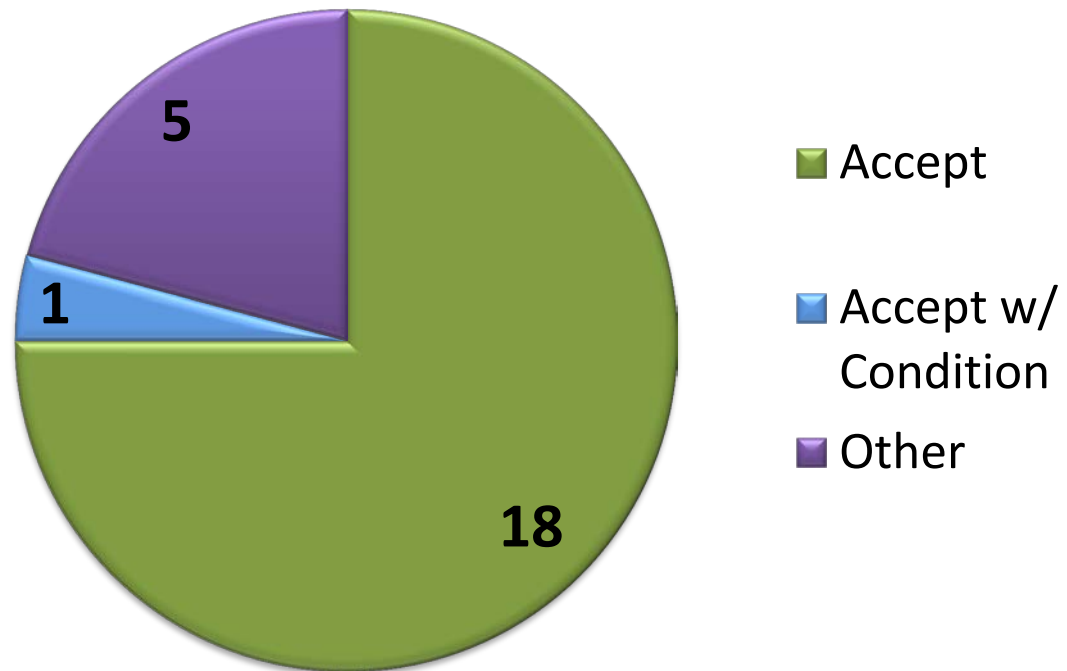
10 School Boards Reject Recommendation 5.1

Accept with Condition

☐ Anne Arundel, Baltimore, Caroline, Cecil, and Harford

Reject

☐ Calvert, Carroll, Garrett, Kent, Prince George's, Queen Anne's, St. Mary's, Somerset, Talbot, and Wicomico

Other

☐ Allegany, Dorchester, Frederick, Howard Washington, and Worcester

Pie chart legend:
- Accept — 3
- Accept w/ Condition — 5
- Reject — 10
- Other — 6
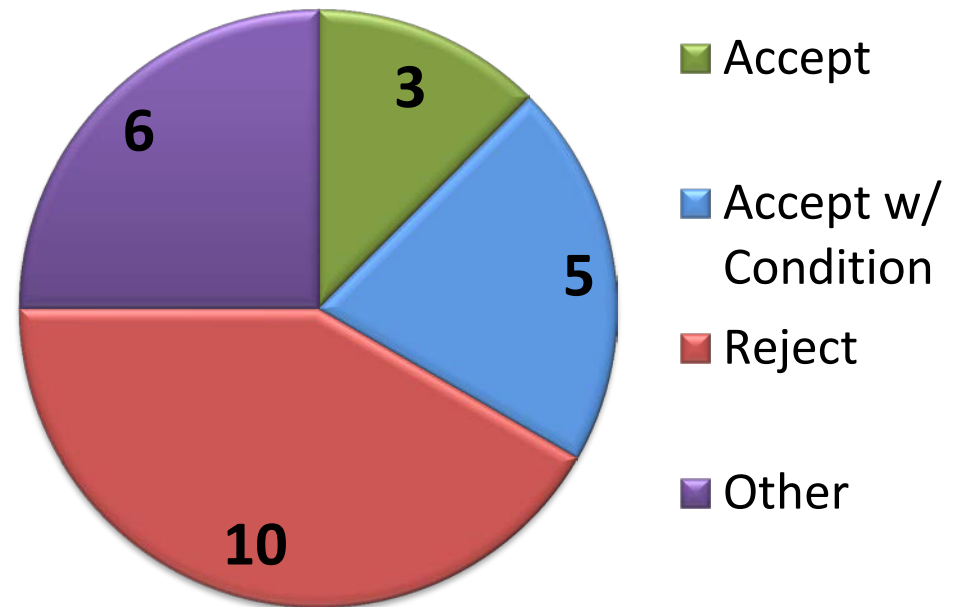
21 School Boards Accept Recommendation 5.2

Legend: Accept, Other
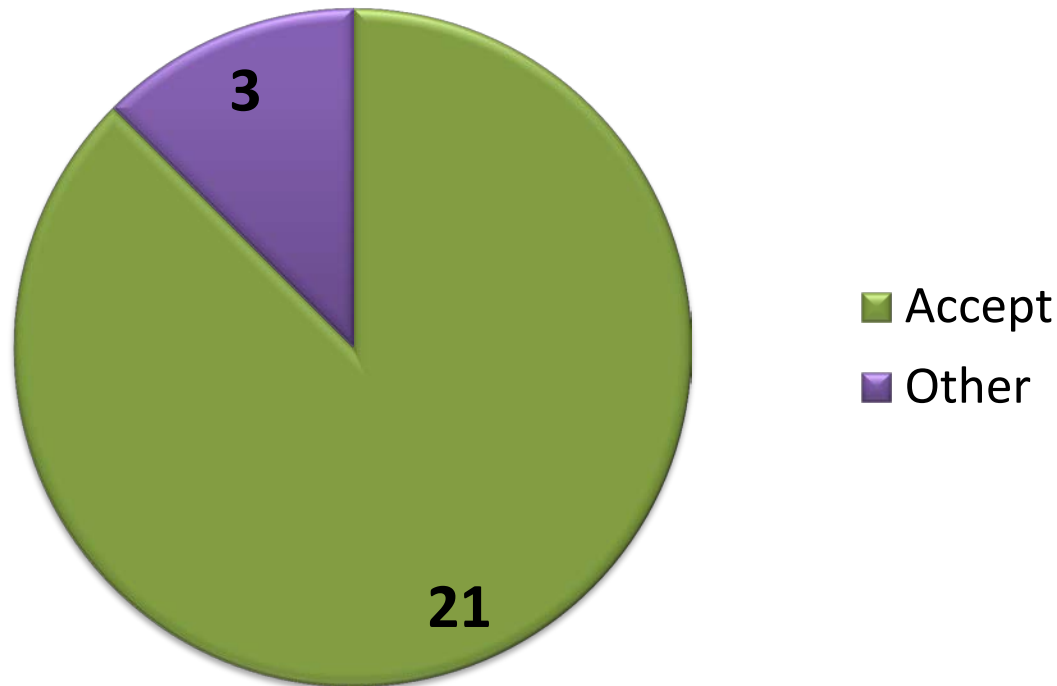
Other (no specific comments submitted)
☐ Allegany, Calvert, and Washington

21 School Boards Accept Recommendation 5.3

Other

☐ Allegany, Caroline, and Washington

3

21

- Accept
- Other

**Supplemental Document 4:
Individualized Educational Program Services Memo**
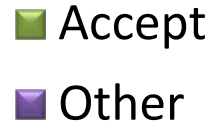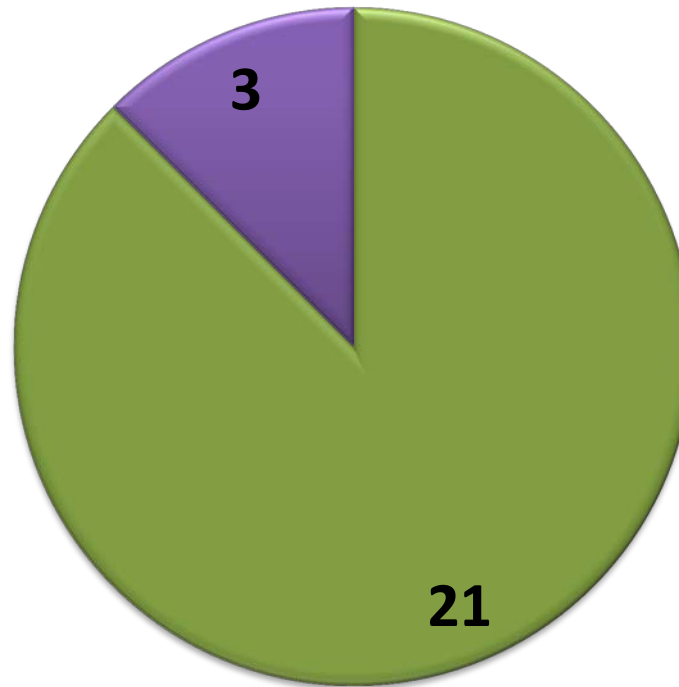
17 School Boards Accept Recommendation 5.4

Accept with Condition

☐ Frederick

Other

☐ Baltimore City, Calvert, Caroline, Dorchester, Howard and Washington

Pie chart with slices labeled **6** (purple), **1** (blue), and **17** (green).

Legend:
- Accept (green)
- Accept w/ Condition (blue)
- Reject (red)
- Other (purple)
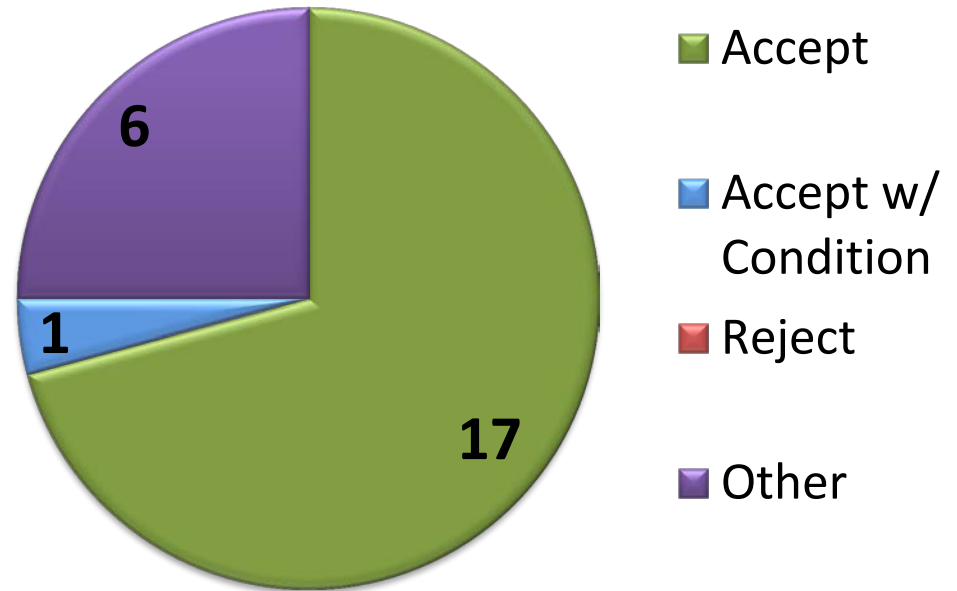
12 School Boards Accept Recommendation 5.5

Accept with Condition

☐ Anne Arundel, Caroline, Dorchester, and Garrett

Reject

☐ Howard, Queen Anne's, and Talbot

Other

☐ Baltimore City, Calvert, Frederick, Washington, and Worcester

Pie chart:
- Accept: 12
- Accept w/ Condition: 4
- Reject: 3
- Other: 5
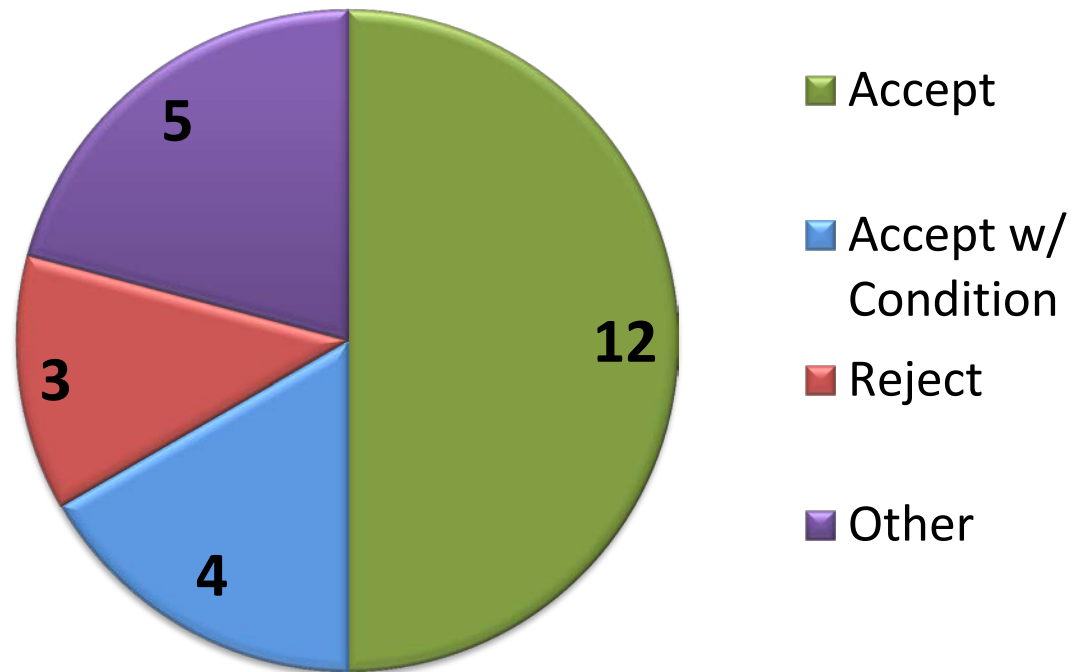
17 School Boards Accept Recommendation 6.1

Accept with Condition

☐ Frederick, Kent, and Wicomico

Other

☐ Anne Arundel, Calvert, Charles, and Washington

Legend:
- Accept — 17
- Accept w/ Condition — 3
- Other — 4
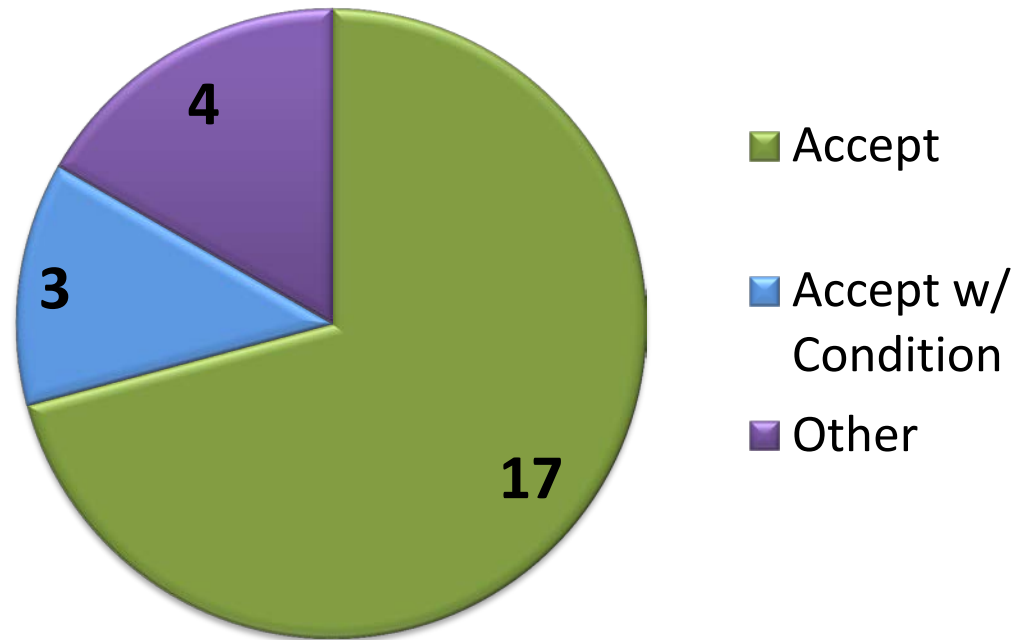
8 School Boards Reject Recommendation 7.1

Accept with Condition

☐ Baltimore City, Caroline, Cecil, Dorchester, Garrett, Harford, and Worcester

Reject

☐ Anne Arundel, Carroll, Kent, Howard, Prince George's, Queen Anne's, St. Mary's, Somerset, and Talbot

Other

☐ Allegany, Frederick, and Washington

Legend:
- Accept — 5
- Accept w/ Condition — 8
- Reject — 8
- Other — 3
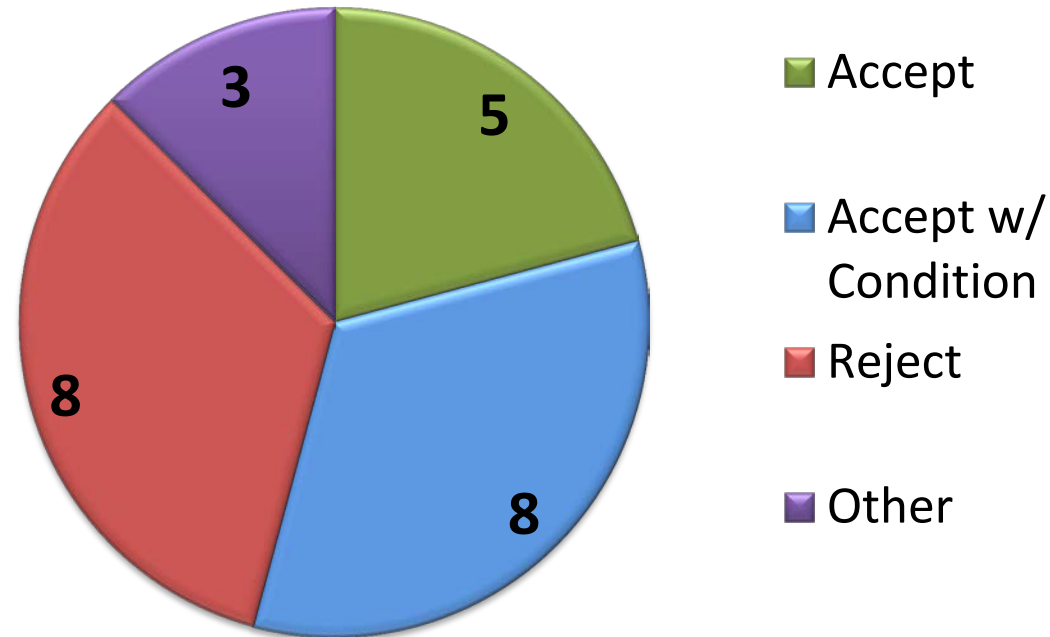
Supplemental Document 7: Communication Strategies

13 School Boards Accept Recommendation 7.2

Accept with Condition

- Baltimore and Frederick

Reject

- Wicomico

Other

- Allegany, Baltimore City, Calvert, Caroline, Cecil, Harford, Howard, and Washington

Pie chart legend:
- Accept — 13
- Accept w/ Condition — 2
- Reject — 1
- Other — 8
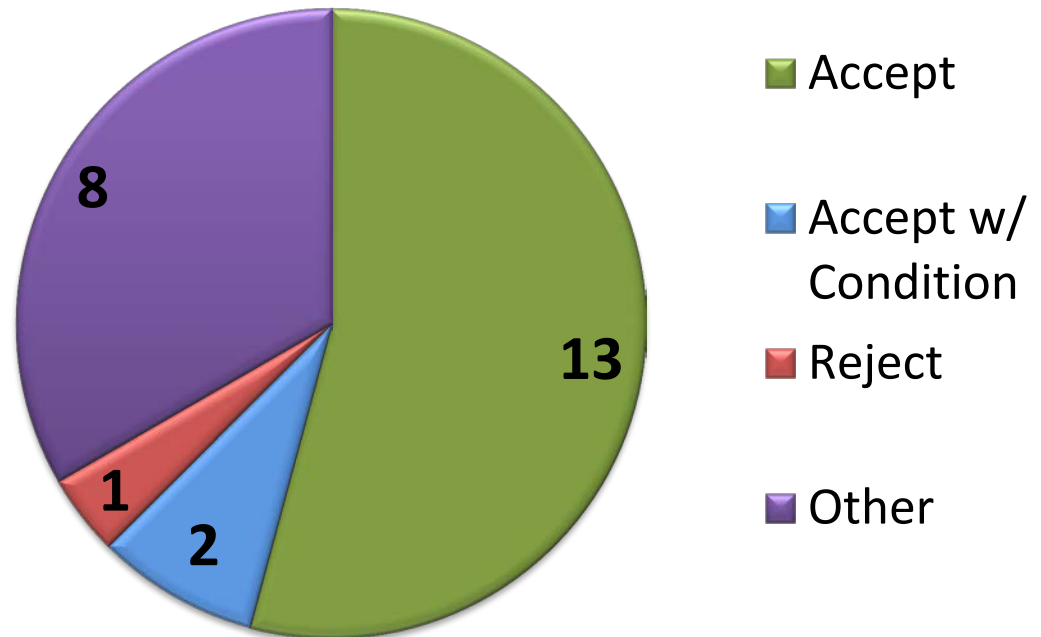
13 School Boards Accept Recommendation 7.4

Accept with Condition

☐ Garrett

Reject

☐ Anne Arundel, Carroll, Kent, and Somerset

Other

☐ Allegany, Baltimore City, Calvert, Cecil, Howard, and Washington

Legend:
- Accept — 13
- Accept w/ Condition — 1
- Reject — 4
- Other — 6
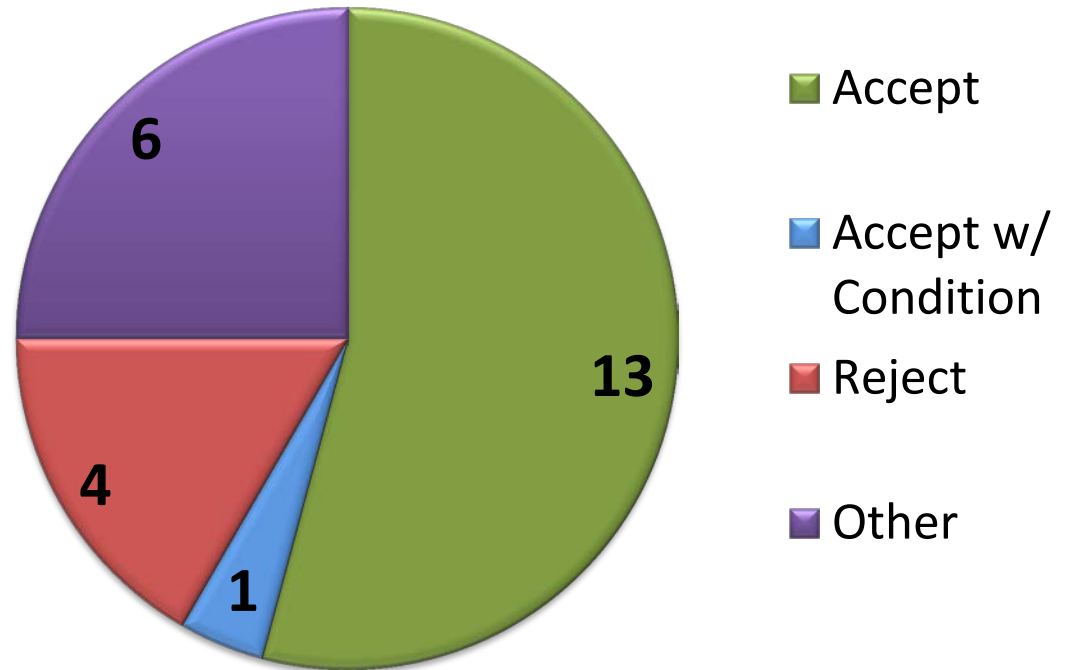
10 School Boards Accept Recommendation 7.5

Accept with Condition

☐ Baltimore City and Dorchester

Reject

☐ Anne Arundel, Calvert, Carroll, Garrett, and Wicomico

Other

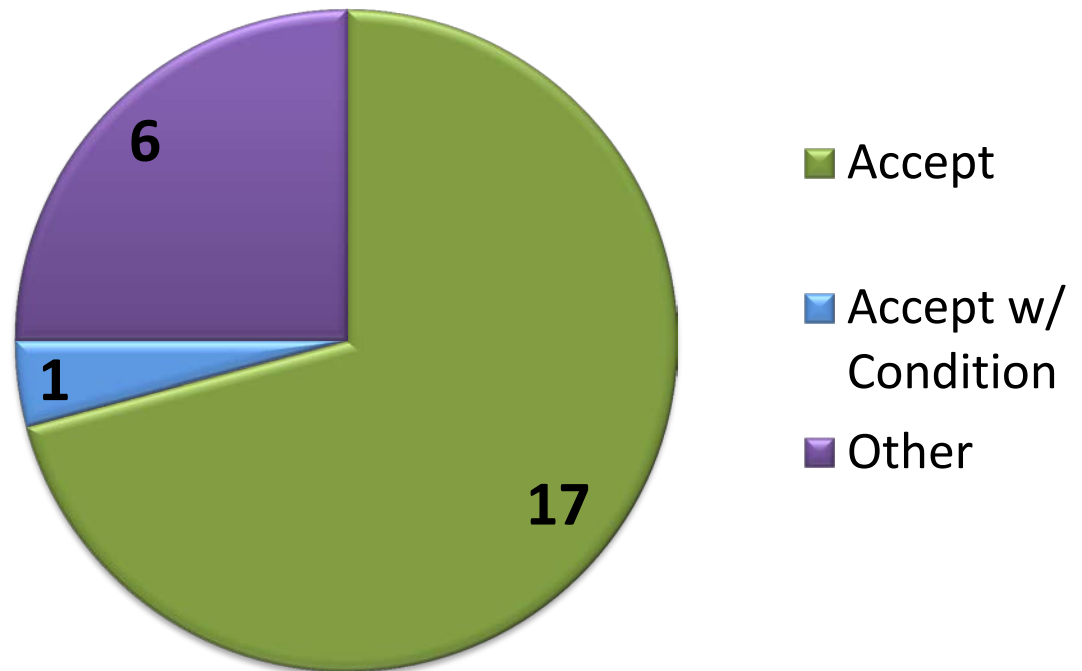☐ Allegany, Cecil, Charles, Frederick, Harford, Howard, and Washington

Pie chart legend:
- Accept — 10
- Accept w/ Condition — 2
- Reject — 5
- Other — 7
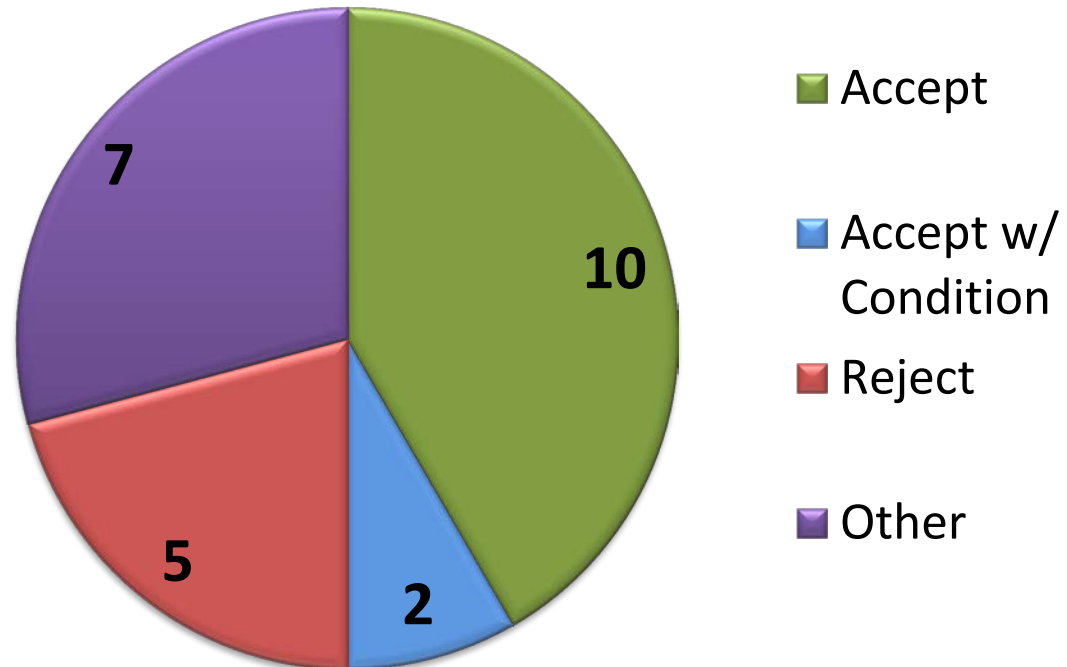
17 School Boards Accept Recommendation 7.6

Accept with Condition

☐ Garrett

Other

☐ Allegany, Anne Arundel Baltimore City, Calvert, Cecil, and Washington

Legend:
- Accept
- Accept w/ Condition
- Other

Pie chart values: 17, 1, 6

15 School Boards Accept Recommendation 7.7

Accept with Condition
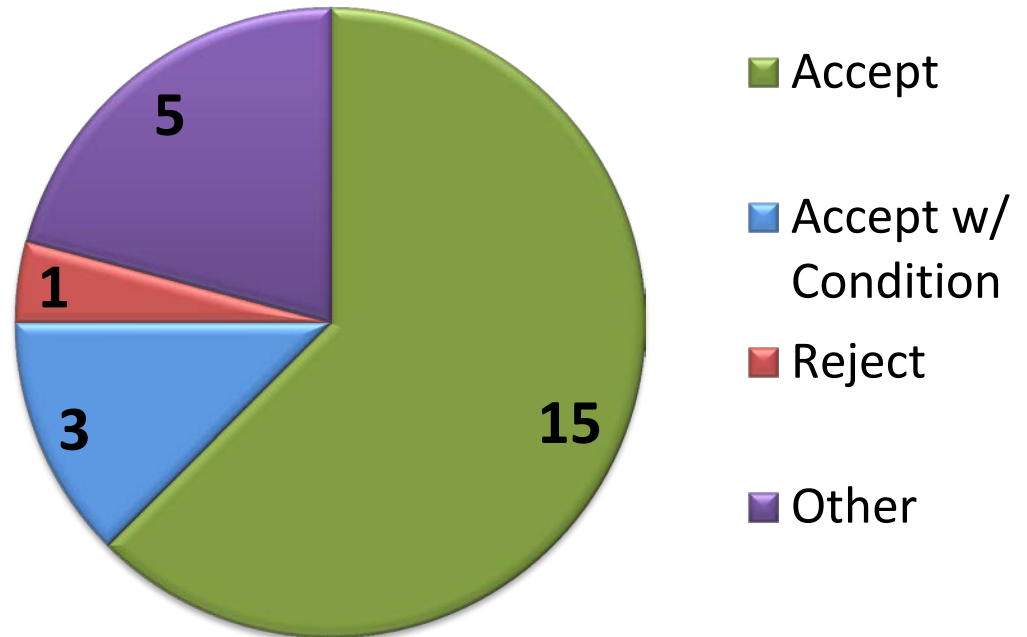
☐ Baltimore City, Dorchester, and Frederick

Reject

☐ Anne Arundel

Other

☐ Allegany, Calvert, Cecil, Charles, and Washington

Legend:
- Accept
- Accept w/ Condition
- Reject
- Other

Pie chart values: 5, 1, 3, 15

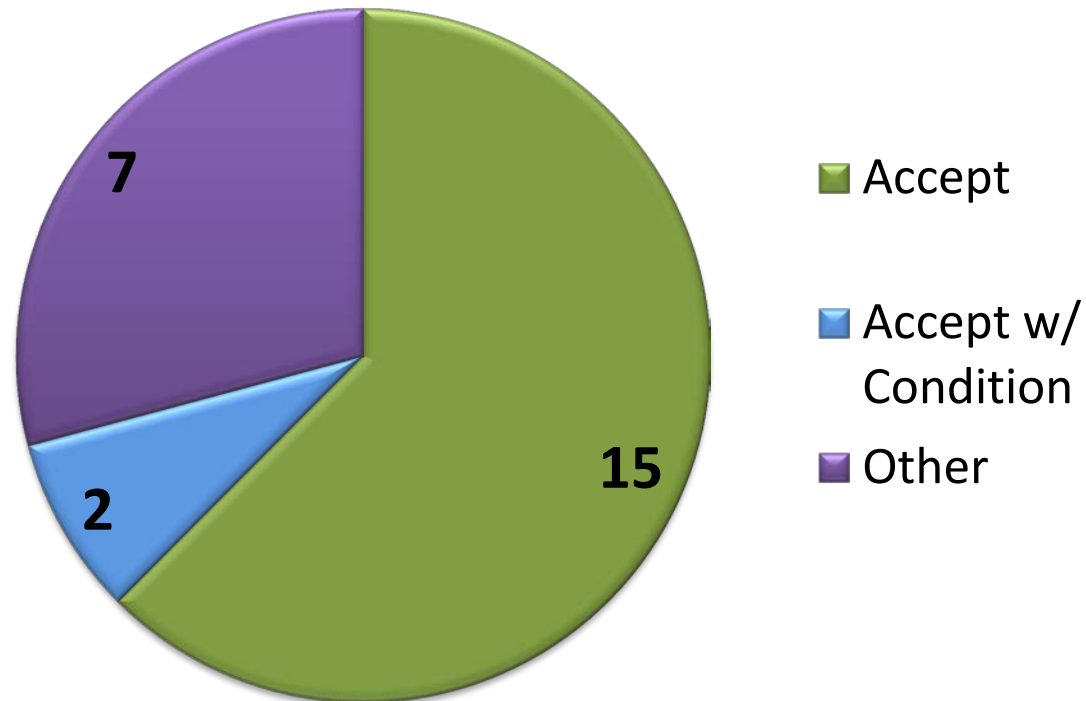**Supplemental Document 7: Communication Strategies**

15 School Boards Accept Recommendation 8.2

Accept with Condition

☐ Dorchester

Other

☐ Allegany, Baltimore City, Calvert, Cecil, Charles, Howard, Montgomery, and Washington

Next Steps