Maryland State Department of Education
Assessment and Accountability Task Force

Meeting 3 Summary - June 12, 2024

This document presents a high-level summary of the key discussion points from the Maryland State Department of Education Assessment and Accountability Task Force. This meeting was held virtually on June 12, 2024 from 1:00 to 4:00 pm. Task Force members did not experience any technical issues and the meeting was well attended. View the complete attendance list and presentation.

WELCOME, INTRODUCTIONS, MEETING PROTOCOLS

Scott Marion (Center for Assessment) opened the meeting, welcomed participants, and invited all participants to introduce themselves. Following introductions, Chris Domaleski (Center for Assessment) introduced the agenda for this meeting. He provided an overview of logistics for this meeting, plans for future meetings, and information on how all documents could be accessed from the Task Force Landing Page. This landing page also provides information on upcoming meeting days/times/locations, reference documents, meeting agendas, slide decks, meeting summaries, and pre-reads for each meeting.

TOPIC 1: GROWTH FOLLOW-UP

Scott Marion reviewed the preferences captured at the last meeting regarding the measurement of growth. He shared a summary of how the Task Force prioritized different aspects of measuring academic growth. For example, the Task Force members prioritize having a comprehensive model, technically strong, open source, and scale-independent model. However, the responses were more mixed on the inclusion of background variables, relationship to prior achievement, and favoring high (or low) performing schools. See slide 7 here. The group agreed that this summary accurately represented the past meeting. Scott Marion then presented an overview of different growth models, highlighting their strengths and weaknesses. While all participants indicated a strong preference to use growth in an accountability system, there were a mix of opinions on if Maryland should use a value table or Student Growth Percentile approach. Overall, the discussions highlighted the need for clear communication, stakeholder understanding, and the ability to measure and reward growth effectively across different contexts and student groups.

TOPIC 2: COLLEGE AND CAREER READINESS

Scott Marion then discussed the concept of College and Career Readiness (CCR) as an indicator. He shared a brief overview of how CCR is defined in the blueprint for Maryland's future and the state's current school accountability system. Scott suggested that there is an opportunity to create better alignment. Group discussion followed. Several questions were asked to clarify the difference between "end-of-high-school", "post high school" outcomes, and "10th-grade readiness." In addition several comments were raised about the importance of alignment with the Blueprint and providing a clear definition of post-secondary readiness along with examples.

TOPIC 3: BROADER MEASURES THAT MATTER

The final topic of the day included a summary of the feedback from the previous meeting. The team reviewed the results of a recent Google form on the priority of 16 indicators for promoting an equitable and comprehensive education system, and discussed the National Academy report's recommendations for improving teaching quality and student outcomes. Next, there was a facilitated discussion on how to refine priorities for moving forward. While

there was general agreement on the importance of specific indicators and the cautious approach to incorporating them into accountability systems, the groups had different focal points and specific concerns.

WRAP-UP, EVALUATION, AND ADJOURN

At the conclusion of the meeting, participants were asked to complete an evaluation and offer recommendations to the Center for Assessment for improvement of Task Force meetings. Twelve participants completed the survey and 'agreed' or 'strongly agreed' with the statements that the meeting was well organized, they had adequate time to express themselves, and the feedback they are providing will help establish priorities.