

Minutes

Update and feedback from the ESSA Listening Tours and Survey

- Welcome by Dr. Salmon
- Introduction of new MSDE Staff member- Director of Research- Dara Shaw
- Review of timeline- second draft in April and final draft in June
- Legislation update- MD will stay the course and continue moving forward

Accountability Framework- Discussion and Input

- Please see attached PowerPoint
- Committee Comments:
 - o Academic Achievement Indicator:
 - New measure includes participation- recommended as a measure from the listening tours
 - Participation is simply whether a school /student group achieved 95% participation in the assessment
 - We do not currently have a social studies(SS) assessment in Elementary/Middle Schools (E/MS)- there is a state statute for a middle school assessment in SS, but Testing Commission decided not to move forward with another exam and is creating social studies assessment questions embedded within other disciplines
 - There is general consensus on the measures within this Indicator
 - o Academic Progress Indicator
 - Student growth got the most support as an indicator in listening tours and surveys
 - Support for K-3 measure – Baltimore County, Montgomery, and Howard Counties all have examples of this
 - Committee would like to look at value added models
 - o Graduation Rate Indicator
 - Consensus around 4 and 5 year cohort rate
 - Working through some data issues on 6 year adjusted cohort-
 - o English Language Proficiency
 - Change is rather than 3-8 and once in HS- now it is K-12- all grades included
 - Recently arrived will not be assessed the first year in English/Language Arts
 - o School Quality and Student Success
 - Academic Outcomes
 - Lose students with disabilities in these measures- should include community college programs that Students with Disabilities (SWD) are enrolled in- leading to full employment- even without the diploma
 - Could be related to well-rounded curriculum- MD collects data on rigorous well rounded courses (Data points below) that students take- could this somehow be connected?
 - o Two or more credits in same world language with B or better
 - o One or more credits in math higher than Algebra/Geometry
 - o 4 credits in science
 - o Score of 1000 or higher on SAT or 20 or higher on ACT

- Cumulative GPA of 3.0 or higher
 - MSDE will recognize CTE and national industry certification
 - MSEA does not support academic outcomes in the SQSS measure
 - Access and Opportunity
 - Opportunity is about whether the school provides choices- is this really about access for children?
 - Students need more art at earlier ages
 - Access is not enough- Students need to be advised and pushed toward it as an option (specifically for English Learners (EL), SWD and other vulnerable populations)
 - Climate
 - Caution on suspensions, expulsions, and disproportionately- the way we measure is important because we do not want to create an unsafe atmosphere in the schools- supports have to be ready
 - The measure must differentiate the schools- it has to have a range
 - College and Career outcome- what about students who take a gap year or enroll in Spring?- previously we looked at enrollment of up to 16 months, but this is a decision to be made
- Weighting:
 - What does the team value most?
 - School Quality/Student Success- the measures would be important
 - Growth (Academic Progress)- how we measure growth is important
 - Elementary/Middle School
 - Average suggested rankings (1 being highest and 4 being lowest)
 - School Quality/Student Success-1.7
 - Academic Progress- 1.7
 - Academic Achievement-3.4
 - English Language-3.7
 - High School
 - Average suggested rankings
 - School Quality/ Student Success-1.8
 - Academic Achievement-1.9
 - Graduation Rate-2.6
 - English language proficiency- 3.5
 - Remaining measures will be ranked within the indicators
 - Within School Quality/Student Success- overall three categories will be ranked along with each individual measure
 - Review: The law defines what the indicators are and which ones are academic measures
 - Substantial weight has to be given to each of the Academic indicators
 - And together Academic Indicators must have “much greater weight” than the school quality student success indicator

Next meeting April 27, 2017 9:30am