

May 23, 2017

[Agenda](#)

State Board President Andy Smarick recognized MABE members present at the meeting: President Joy Schaefer (Frederick), Past President Warner Sumpter (Somerset), and Board of Directors member Michael Garman (Talbot).

Every Student Succeeds Act (ESSA) State Plan Update

[ESSA Plan](#)

The State Board received an Every Student Succeeds Act (ESSA) Plan update by Dr. Dara Shaw and Dr. Mary Gable, who shared a written report and several presentations. Members were presented with multiple ways to measure proficiency as part of the Academic Achievement Indicator for Maryland schools under the State's ESSA Accountability Program and Plan to be submitted to the U.S. Department of Education in September.

The Board was presented with diagrams demonstrating the frameworks for the academic indicators at the Elementary, Middle, and High School levels. Charts were produced reflecting how various methods to measure proficiency including a Performance Index measure, a Percent Proficient+ measure, and finally an MSDE recommended Achievement Composite measure utilizing a 50% Performance Index calculation and a 50% Proficient+ calculation. Examples of how various schools would fare under the recommended composite method were demonstrated using an Example School A (high proficiency), Example School B (low proficiency), and Example School C (average proficiency). Additionally, several charts further compared the recommended composite method with the alternative methods by looking at Message, Unintended Consequences, Interpretation of Results, and finally the Bottom Line supporting the MSDE recommendation for the adoption of a composite academic achievement measure. After lengthy questioning and discussion, the Board unanimously adopted the composite method of measuring academic achievement.

The State Board next received information on questions pertaining to the Board's need to adopt a measure to establish the Academic Progress Indicator for Maryland schools under the State's ESSA Accountability Program. The first aspect of determining the Academic Progress Indicator is a school's Growth for English/Language Arts and Math (Elementary School and Middle School).

The Board was presented with two alternative methods: the MSDE recommended Student Growth Percentile (SGP) (compares a school's student growth compared to the growth of other students) and Growth To Target (GTT) (compares a school's student growth toward a set target score). Information provided to the Board included several pages of responses to questions previously raised by the State Board with respect to SGP use for measuring Academic Progress. In order to use a GTT measure, three components must be determined in advance:

1. the target score(s)
2. to whom the target(s) apply

3. the desired trajectory to the target(s)

The State Board was advised that insufficient data currently exists to support the determination of the GTT components. Several pages of additional comparison information between the SGP and GTT methods of measurement were also provided to the State Board. MSDE staff recommended adoption of Student Growth Percentage (SGP) as the Academic Progress measure for the State's ESSA Accountability Program and Plan.

Lengthy discussion, debate, and questioning took place among State Board members and MSDE staff. A majority of the State Board wanted to approve a GTT measure instead of the SGP measure recommended by MSDE staff. Ultimately, the State Board decided to use an SGP measure for up to three years and then to switch to a GTT measure after the data necessary to properly calculate a Growth To Target measurement is in place. The Board noted that it can revisit this issue and submit a revised ESSA Plan utilizing a GTT measurement when the supporting data becomes available.

The State Board next took up the second aspect of the State's Academic Progress Indicator which measures a school's credit for completion of a well-rounded curriculum (Elementary School and High School), and transition to high school (Middle School). The Board was presented with information about the potential measures to be used for the determination of this aspect of the State's Academic Progress Indicator. State Board members were generally favorable toward some items on the list of potential measures and raised questions or concerns about other items on the list of potential measures in this category. Staff is to provide answers to the various questions posed, and this issue will be taken up again at the June State Board meeting.

At the June board meeting, the State Board will also return to the issue of making final determinations regarding the components of the Elementary School, Middle School and High School frameworks that are under consideration, and weights of the measures within the elementary, middle, and high school frameworks under consideration and contained in the presented.

The State Board also will return at the June meeting to address the ESSA-required ambitious long-term goals and measurements of interim progress for academic achievement, graduation rate, and English Learning (EL) proficiency. MSDE recommends adoption of an Annual Measurable Objective (AMO) methodology be used to determine school progress, with a long-term goal of reducing the achievement gaps by one-half by the year 2030. The debate on that issue was not completed but the Board did take a straw vote in support of the MSDE recommendation for purposes of facilitating MSDE's continuing work on the Accountability Program and Plan in light of the rapidly approaching September submission deadline.

The Board also postponed final consideration of the Dashboard/ Report Card proposed by MSDE and reflected in the presentation. The MSDE recommendation is to use percentile rank as the last step in the calculation of each school's summative score (per Maryland legislation), make the "equity" determination using the summative score, use the proposed classification scheme of exceeded, met, and not met where appropriate (equity, annual targets, participation, etc.), and report academic progress and nonacademic progress scores separately.

Finally, the State Board will return to the issue of Identification of Targeted support and Improvement (TSI) Schools (see PowerPoint slides for detailed explanation) at the June meeting.

Recognition of Maryland's 2017-2018 Teachers of the Year

The Maryland Teacher of the Year candidates from all twenty-four school systems were recognized.

[Maryland 2017-2018 Teacher of the Year Recognition](#)

State Superintendent's Update

This month's District Spotlight was on Carroll County with a focus on their successful alternative school known as Gateway. Superintendent Steve Guthrie, along with supervisory staff, the principal, and a current and former student of the school, shared the story of the Gateway School.

A report on District-level Assessment Survey Results was provided to the Board by Dr. Salmon.

[District Level Assessment Survey Results](#)

In response to questions posed by State Board members about curricular standard development, Dr. Salmon provided the State Board with a report and a flow chart setting forth the protocols involved.

[Protocol for Standards](#)

A lengthy report listing and explaining all of the reports that MSDE is required to complete was provided to the State Board. Board Members expressed an intention to advocate with the legislature for a reduction of the number of reports in light of the limited usefulness of some and the reductions in MSDE staff in recent years.

[Required Reports to be Completed by MSDE](#)

Dr. Salmon also provided an informational report on the revocation of educator certificates.

[Revocation of Educator Certificates](#)

COMAR Changes - The State Board voted to adopt changes to [COMAR 13A.03.01.01](#) Standards for Kindergarten Programs, [COMAR 13A.12.01.03](#) General Provisions, and [COMAR 13A.12.02](#) Teachers.

State Board Business Items

The Board's Mental Health Subcommittee reported on their ongoing efforts in this area.

[Mental Health Subcommittee Report](#)

Public Comment

Public Comment was received by the State Board from three Laurel High School students questioning the efficacy of the PARCC tests and requesting the elimination of those tests.

[Public Comment](#)

Opinions & Orders

The State Board issued legal opinions and orders in the following cases:

- Beverly Beard v. Maryland State Department of Education, dismissing the employee appeal of certificate revocation because there is no right of appeal from a final decision of the State Superintendent
- Tynetta H. v. Montgomery County Board of Education, granting the local board's motion to dismiss the appeal from a student suspension decision because the appellant failed to raise specific allegations of illegality
- Douglas Meilander and Carrollton Ridge Community Association v. Baltimore City Board of School Commissioners, dismissing the appeal from the local board's decision to close a school and surplus it to the City for lack of standing
- Jon N. v. Charles County Board of Education, affirming the local board's decision to deny a student access to extracurricular activities based on grades