

August 28, 2018

Members in attendance included: Board President Justin Hartings, Board Vice President Stephanie Iszard, David Steiner, Michele Guyton, Jean Halle, Warner Sumpter, Joan Mele-McCarthy, Vermelle Greene, and new student member Bryce Awono (Prince George's County). President Hartings recognized MABE Board of Directors representatives in attendance which included Virginia McGraw (Charles County), joined by Barbara Palko (Charles County).

[Agenda](#)

Public Comments

The State Board received public comments from individuals speaking in support of the adoption of regulations setting reading instruction standards for teachers of reading, administrative changes in the Baltimore City school system to more transparently address the assaults of teachers by students, modifications requested by school bus contractors to pending school bus driver qualification regulations, and revisions requested by MSEA to amend pending superintendent qualification regulations by continuing to require educational experience.

Regulations

Superintendent Qualification Regulations (COMAR 13A.12.04.03)

Assistant Superintendent Sara Spross, MSDE, provided an update following the meeting of the Joint Conference Committee formed between the State Board and the Professional Standards Teacher Education Board (PSTEB) held on July 30, 2018. During that meeting, members of the State Board and PSTEB discussed proposed regulatory changes, focusing on the State Board's proposal to create a pathway for eligibility to serve as a local school superintendent which would be based on "extraordinary career leadership" and not include any formal educational background requirements. Ms. Spross described the committee's interest in establishing a one year provisional certification for a superintendent hired on the "extraordinary leadership" basis and that this individual could then be offered a four-year term as superintendent. The State Board engaged in lengthy discussion on the anticipated rarity of a local board selecting such an alternatively qualified superintendent and continuing concerns with hiring superintendents without the attendant K-12 classroom and administration experience.

[Handout](#)

State Board Appeal Process Regulations (COMAR 13A.01.05)

The State Board approved for publication proposed regulations revising the procedures for the State Board in hearing and deciding appeals. The proposed revisions include extensive procedures for the removal of local board members. These regulations were described as having been reviewed by local school system, including a final draft distributed in June 2017.

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Length of School Year Regulations (COMAR 13A.02.01.04)

The State Board granted final approval for regulations governing the length of school year in terms of emergency closures. The existing regulation establishes the process for waivers of the 180-day instructional requirement. The amendment requires local school systems to notify MSDE of school closures and plans to make up missed days within ten days. Dr. Salmon described the intent of the regulation to enable MSDE to more accurately monitor local school system emergency closures and recovery plans and assist the State Board in reviewing waiver requests.

[Handout](#)

Student Discipline Regulations (COMAR 13A.08.01.06)

The State Board granted final approval for this regulation, which came before the State Board in December. School systems requested clarification on the phrase “not more than 5 school days” and its meaning. The language in the regulation was revised to state that a student could be suspended for up to “five school days per incident” if there was an imminent threat of serious harm to other students or staff that could not be reduced or eliminated through interventions and supports.

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Pregnant Student Program Regulations (COMAR 13A.08.01.06)

The State Board agreed to repeal the longstanding regulation regarding pregnant student programs. The regulation being repealed because local school systems are required to provide appropriate school programs for all students, including pregnant girls, that include provisions for counseling, pupil personnel work, social work, and psychological services as needed.

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PARCC 2018 State Assessment Results

Dr. Salmon and Dr. Dara Shaw, MSDE Research Director, presented the results of the 2018 administration of the Partnership for Assessment of Readiness for College and Careers (PARCC) tests, including State level results, local school system results, and student group achievement according to race/ethnicity, service groups, and race/ethnic by service group.

Dr. Salmon highlighted overall state results including modest increases in the percentages of student performing at the 4 and 5 levels, and significant increases in certain grade levels. She highlighted that 9 school systems saw increases in student performance, and that no school system had a statistically significant reduction from the prior year’s results.

Dr. Shaw’s presentation highlighted the large decline in the rate of students performing at the 4 and 5 levels as test re-takers under the new requirement to achieve a score of 725 (PARCC 3 or higher) in

order to graduate. The total number of students poised to not meet graduation requirements based on results on retaken exams is currently approximately 17,000. She also noted that for all 6th graders beginning the State assessment process the cut score is 750 (PARCC 4 or higher).

Board member Guyton noted for clarification by Dr. Shaw that the numbers of students failing to score at the graduation requirement level should not be equated with graduation rates, because these are assessment results for all test takers and not students otherwise on track to graduate in 2019. Dr. Shaw noted that for a subset of these students that would be the case.

Dr. Salmon followed Dr. Shaw's presentation and the board's discussion of results with her statement on the current status and coming changes to the State's assessment program. She described the plan to hold a series of workshops during this school year, and restructuring the entire MSDE department on professional development to serve the State in a more strategic way. She also shared that she believes that until Maryland implements many of the changes being contemplated and recommended by the Kirwan Commission we will see the same performance gaps. She stressed the need for a greater focus on early education and literacy, recruiting our best and brightest to become teachers and paying them more, and intensive supports for students not college and career ready by the end of 10th grade. However, she noted that even then school systems cannot be asked to solve problems that relate more to housing, employment, and poverty in communities.

Board member Steiner spoke to his concerns that the Kirwan Commission recommendations will be advisory and require legislative and departmental follow through to ensure actual changes in instruction, professional development and other areas. He spoke at length to the need for major statewide reforms in curriculum and instructional standards which if fully implemented should see gaps closing as they have for students in Shanghai China regardless of income. Board member Guyton spoke to the achievement gaps for students receiving special education services and those who are also living in poverty. Board member Greene spoke passionately to her experience as an educator of black and brown boys in a small school setting that was able to close achievement gaps.

Board President Hartings concluded the discussion by highlighting his enthusiasm for the State Board being poised to receive the Kirwan Commission recommendations and exercise the State Board's governance leadership to make the bold changes being called for.

[Handout](#)

Maryland Comprehensive Assessment Program (MCAP) Update

The State Board received a presentation on the progress of developing the Maryland Comprehensive Assessment Program (MCAP) program, which includes a comprehensive set of reforms to the State's student assessment program as Maryland prepares to eliminate the use of the K-12 PARCC assessments following the 2018-2019 school year.

Dr. Salmon provided a thorough outline of the anticipated changes and transitions including:

- PARCC being administered for the last time in 2019
- Field test of new assessment in 2020
- New assessment to be administered within one class period
- New assessment to be computer adaptive

- New assessment and results to be aligned with prior PARCC results to provide continuity in trend analysis

Dr. Steiner stressed his concern that Maryland not adopt its own assessment that lowers standards as other states often have. Board member Guyton asked whether the State would enter into a grace period and allow for field testing of the new assessment during the transition. Dr. Salmon responded that she prefers not pausing during the transition and that the alignment of the new assessment with the Maryland college and career readiness standards should permit this. Board President Hartings addressed his desire to comply with ESSA in terms of the statewide assessment program and measurable growth over time and to avoid the disruption of having to restart the accountability system. Student Board member Awono urged that students not be taught to be tested based on a narrow curriculum, and Dr. Salmon responded that the state assessment is a minimum standard that does not impede student options.

[Handout](#)

State Board Meeting Calendar for 2019

The State Board adopted the attached schedule of meetings, including the agreement to meet on May 21, 2019.

[Calendar](#)

State Board Updates

Board member Steiner provided a brief overview on the status of the Kirwan Commission, including the major policy areas and the looming availability to the general public for the first time of the very large price tag for the recommendations.

Board member Guyton provided a brief overview of the Safe to Learn Act implementation including the adoption of the Behavioral Threat Assessment Team standards, and the recent State School Safety Conference. Dr. Guyton also updated the Board on the status of the high school graduation workgroup.

Board member Iszard praised the leadership of Ed Clarke as Director of the Maryland Center on School Safety and Dr. Salmon agreed, noting the upcoming work of the newly restructured Interagency Commission on School Construction and the immediate task to approve the availability of \$10 million for school safety projects.

ESSA Update

Dr. Mary Gable presented an update on the implementation of Maryland's Every Student Succeeds Act (ESSA) Consolidated State Plan. The update focused on a review of Maryland's Accountability System and identification of the SAT performance levels and the Armed Services Vocational Aptitude Battery (ASVAB) proficiency level.

Dr. Gable and Dr. Shaw presented and responded to questions on the academic and non-academic measures for elementary, middle and high schools.

The Framework of Indicators for Elementary and Middle Schools includes Academic Achievement (30%), Graduation Rate (15%), English Language Proficiency (10%), and School Quality/Student Success (35%).

The Framework of Indicators for High Schools includes Academic Achievement (20%), Academic Progress (35%), English Language Proficiency (10%), Readiness for Postsecondary Success (10%), and School Quality/Student Success (35%).

Dr. Shaw requested and the Board approved the process of adopting equivalencies for the SAT performance levels and state assessment (currently the PARCC exams). Equivalencies were presented for PARCC performance levels 1-5 for PARCC Algebra 1 and SAT Math, and PARCC English Language Arts 10 and SAT Evidence-Based Reading and Writing.

In addition, MSDE requested and received the State Board's approval of a cut score of 31 on the Armed Services Vocational Aptitude Battery (ASVAB) as a measure of career readiness within the Readiness for Postsecondary Success academic indicator.

[Handout](#)

Early Education Curriculum

Dr. Christy Tirrell-Corbin, Executive Director of CECEI at UMD, presented an overview of the Children Study Their World: A Curriculum for Four-Year-Old Children. MSDE's Division of Early Childhood awarded a grant to the Center for Early Childhood Education (CECEI), University of Maryland (UMD), to develop an evidence-based, high-quality, digital curriculum for Pre-Kindergarten children throughout the state of Maryland.

[Handout](#)

Legal Opinions

The State Board issued legal opinions in the following cases:

- Megan Bremer v. Baltimore City Board of School Commissioners, reversing the decision of the local board, and directing the local school system to provide back pay based on the State Board's determination of the employee's starting salary
- Monika K. v. Prince George's County Board of Education, affirming the local board's student expulsion decision
- Frederick Classical Charter School, Inc. v. Frederick County Board of Education, directing the local board to revise its calculations of transportation and other funding beginning with FY 2014 and to report to the State Board within 45 days
- Mr. and Mrs. David E. v. Harford County Board of Education, dismissing the appeal for untimeliness
- Ebony H. v. Montgomery County Board of Education, dismissing the appeal for untimeliness