

February 25, 2020

Agenda

State Board held a meeting of on February 25, 2020, and called the meeting to order at 9:00am with the Pledge to the Flag **and** adoption of the Agenda. Board President W. Sumpter, Vice President, J. Halle, Board Members, G. Bates, C. Crawford, C. Dashiell, V. Greene, J. Hartings, R. Li, J. Mele-McCarthy, D. Steiner, and Student Member, N. Badwi. It was noted that Board Member M. Phillips, would not be present; a quorum was present.

MABE Board of Directors members, William Malesh (Cecil) and Beverly Kelley (Queen Anne's), along with Diana Hawley (Cecil) were introduced by Board President Sumpter.

Public Comment

Public Comment was offered to the State Board by Cheryl Bost, MSEA President and addressed the State Board on a variety of topics, sharing the perspective of Maryland teachers on several topics on the February State Board meeting agenda.

Consent Agenda

The State Board unanimously approved the Consent Agenda consisting of [Personnel Items](#) and [Budget Adjustments for January 2020](#). (Note: The January 28, 2020 State Board Minutes were delayed for approval until the March State Board meeting.)

2019 Data: Adjusted Cohort Graduation Rate, Advanced Placement, and SAT

The State Board received a report from Dara Shaw and a PowerPoint with 2019 data pertaining to 1. The adjusted cohort graduation rate (four-year and five-year) and cohort dropout rate; 2. Advanced Placement (AP) participation and success; and 3. SAT participation and results. Also shared were charts reflecting three-year trends focusing on:

- Four-Year Cohort Graduation Rate Trends for all Maryland public schools;
- Five-Year Cohort Graduation Rate Trends for all Maryland public schools;
- Four-Year Cohort Dropout Rate Trends for all Maryland public schools;
- Advanced Placement Trends by Test Administration Year for all Maryland public schools; and
- SAT Mean Score Trends by Graduation Year for all Maryland public schools;

[Handout](#)

Assessment Graduation Performance Requirement

The State Board next received a report and PowerPoint presentation from Jennifer Judkins and an outside expert panel representing the Maryland Assessment Research Center (MARC). It was made up of Dr. Hong Jiao, Dr. Robert Lissitz, and Dr. Stephen Sireci, who also serve on the MADE Technical Advisory Committee. MARC provided a detailed study of the relationship among PARCC performance scores of 725 and 750, SAT performance, and first-year college grade point average (GPA).

It was pointed out that efforts to track students from high school assessment performance to college performance takes several years to complete, and the results of this study were first available in September of 2019. The study used the National Center on Education and the Economy (NCEE) Standard of a 2.75 GPA as indicative of success (calculated at the earliest term when a college student has earned a total of 30 or more credits).

The accompanying PowerPoint presentation contained an extensive series of charts and graphs demonstrating all aspects of the analysis and data collected. The MARC study shows that students who earn a 725 score in Algebra I and a 725 score in English Language Arts/Literacy 10 (ELA/L 10) are being successful in college. Therefore, the Technical Advisory Committee recommended that the State Board use 725 as the graduation cut score requirement.

Finally, after extensive discussion, the State Board, by a vote of 9-2, approved the recommended reduction from 750 to 725 as the graduation cut score requirement for Algebra I and ELA/L 10.

[Handout](#)

Maryland Report Card Update: Similar Schools Comparison Tool

Chaundra Haislet, reported to the State Board briefly on the Similar Schools Comparison Tool, now available on the Maryland Report Card website. The Comparison Tool provides a side-by-side comparison of any school's performance on the accountability system with a group of similar schools serving the same grade span with similar proportions of economically disadvantaged students, English learner students, students with disabilities, and nonwhite students.

A PowerPoint presentation provided the State Board with details about the tool, along with a demonstration of the comparisons the tool generated. The average comparison group size for elementary and middle school spans is 35 comparison schools and an average of 23 comparison schools for high school grade spans. It was noted that only schools with star ratings are assigned to comparison groups, and all results are at the indicator level. The use of the comparison tool generates detailed data that is available for download.

[Handout](#)

Change to High School Maryland Integrated Science Assessment (MISA) Structure

The State Board had a follow-up presentation to the State Board's January discussion of this topic from Bruce Lesh, providing the requested details of the three options before the State Board concerning MISA assessments. Sample assessment items were shared with the State Board reflecting the recommended new Biology/Life Science single science domain and three-dimensional assessment aligned to the Next Generation Science Standards.

Following the report, State Superintendent, Karen Salmon, requesting that the State Board approve a Change to Maryland High School Integrated Science Assessment Structure. It was proposed that the high stakes graduation assessment in science transition from a 3-dimension domain-integrated high school science assessment to a 3-dimension single domain assessment in the Life Science area. The State Board had another extensive discussion covering numerous questions and concerns about the MSDE recommendation. The State Board's voted on the proposed change and approved the transition to a 3-dimensional single domain assessment in Biology/Life Science by a 9-2 vote.

[Handout](#)

2019-2020 Kindergarten Readiness Assessment (KRA) Results

The State Superintendent, with the assistance of Stephen Hicks, presented to the State Board a report and PowerPoint on the 2019-2020 Kindergarten Readiness Assessment (KRA) results for the State and each Maryland school system. The report provided overall and disaggregated KRA results. It was reported that these results provide direction for teachers in instructional planning to address the achievement gaps of students in the Approaching and Emerging performance levels on the KRA and that the percentage of students taking the KRA has increased from 39% to 65%.

[Handout](#)

2020 Legislative Session Review

The 2020 Legislative Session Review for February was presented by Tiffany Johnson Clark, who reported on the status of a handful of pending bills with implications for MSDE and the State Board. The State Board received a detailed report on SB 1000 – Blueprint for Maryland’s Future and the State Board unanimously decided to send letters opposing SB 322 – Gambling Dangers and Addiction, SB 533 – Teacher Certification – Montessori Schools, and HB 794 – Educational Interpreters – Certification Requirements. They agreed to continue to monitor the status of the several other bills potentially impacting the Department.

[Handout](#)

Maryland Bridge Plan for Academic Validation

Dara Shaw, Chaundra Haislet, and Cecelia Roe provided the State Board with a requested report regarding the Bridge Plan for Academic Validation. The detailed PowerPoint presentation covered all aspects of the operation and scoring validation for the Bridge Plan in Maryland, including but not limited to:

- COMAR 13A.03.02.06D
- Bridge Process for Students
- Local School System Bridge Plan Project Validation Panels
- Annual Scoring Validation Audit
- State Policy Summary
- Data and Ongoing Research

It was shared that the State Board will look at sample actual bridge projects in private and after signing non-disclosure agreements to protect student privacy.

[Handout](#)

Code of Maryland Regulations (COMAR) Changes

The State Board next again Reviewed [COMAR 13A.03.02 Graduation Requirements for Public Schools in Maryland](#); and [COMAR 13A.03.02.08 Grading and Reporting](#). Mary Gable and Karen Salmon led the follow-up discussion from the January meeting reviewing the proposed COMAR changes to these sections that are currently on hold with the AELR Committee of the Legislature (The Joint Committee on Administrative, Executive and Legislative Review). The Department again put forward two suggested changes in the proposed regulations to respond to ARLR’s and advocate’s concerns, and the State Board moved to consider the proposed changes.

The change proposed to COMAR 13A.03.02 was to extend the same exemption granted to high school seniors graduating in the school year 2019-2020 to high school juniors graduating in the school year 2020-2021, the State Board approved the recommended change by a vote of 8-2.

The change proposed to COMAR 13A.03.02.08 was to withdraw the proposed statewide establishment of a maximum number of unexcused absence days that a student could have without automatic denial of course credit, a withdrawing of the statewide unexcused absence rule would have the effect of permitting local school systems to adopt their own requirements as had previously been the case. The State Board approved the recommended withdrawal by a vote of 10-0.

Sarah Sprouse presented and the State Board Approved for Adoption [COMAR 13A.07.13 State Board Teacher Member](#).

Legal Opinions

Opinions and Orders were announced in the following cases by the State Board:

- Opinion No. 20-07 – Michael D. v. Anne Arundel County Board of Education – Affirmed the local board decision to uphold a student discipline suspension.
- Opinion No. 20-08 – In the Matter of COMAR 13A.02.01.01 and Education Article §3-2B-09 – Issued a Declaratory Judgment that the Baltimore County Board of Education cannot adopt a motion or resolution without seven votes based on the board's membership as currently constituted by statute and the current chair and vice-chair of the board remain in their positions as holdovers until their successors qualify by attaining the required number of votes.
- Opinion No. 20-09 – Sherrea F. v. Baltimore City Board of School Commissioners – Affirmed the local board denial of Appellant's request for her daughter to be granted early entry into kindergarten.
- Opinion No. 20-10 – R&A Movers, Inc. v. Baltimore City Board of School Commissioners – Affirmed the finding of the local board denying a bid challenge because the Appellant failed to file a timely bid as required.
- Opinion No. 20-11 – Rosa R. v. Howard County Board of Education – Affirmed the local board denial of bus service for the Appellant's son.
- Opinion No. 20-12 – Aaron Sinclair v. Prince George's County Board of Education – Affirmed the local board decision terminating the Appellant from his teaching position with the school system for misconduct in office.
- Order No. 20-04 – Lorena Reyes Harding v. Howard County Board of Education – Dismissed Appellant's appeal of local board redistricting decision because it was untimely filed.

Adjournment

The State Board meeting was adjourned at 4:55pm.