



Every Student Succeeds Act (ESSA) Stakeholder Committee

MINUTES

October 19, 2017

9:30 – 11:30 AM

State Board Room

I. Welcome and Introductions

- Plan was submitted September 15, 2017
- Received confirmation that Plan is complete
- USED allots 120 days approval of a state plan.

II. ESSA Accountability

- **Update on Early Childhood gauges**
 - Early childhood is a priority for the Superintendent and the State Board (looking at birth through grade 3)
 - CCSSO invited MD to be part of a collaborative for looking at measures for Birth to grade 3 with Nebraska, North Carolina, and Mississippi. Some issues under discussion are:
 - How do you know what is happening in an early childhood classroom?
 - Identifying what quality early childhood teaching looks like- looking towards creating some consistency
 - Looking at what other states are using as measurements of early childhood growth
 - ED Counsel- bringing resources and finding things Maryland may need – birth through age 8- they are finding good frameworks for birth through grade 8
 - Virginia and Delaware are collaborating with Maryland on this work
 - Alabama has a solid framework that Maryland's team is going to review
 - Kindergarten Readiness Assessment has a reputation as a good screening instrument
 - Comment:
 - Teachers know what kids are doing in kindergarten through grade 3 and we need to listen to them and include them in the conversation - we need to find the right balance to be diagnostic and create the right atmosphere for children
 - K-2 gauges- there are some naturally occurring practices and partnerships in LEAs- lexile scores and a quantile level are being used in LEAs – look at West Virginia
- **Developing the Report Card (see PowerPoint)**
 - Requires stakeholder feedback, including parents
 - Development work on report cards began when ESSA was signed
 - New data elements are required (Foster, military, etc.) which require system changes

- This work is being conducted in collaboration with the Maryland Longitudinal Data System
- Still gathering requirements and conducting focus groups to determine what stakeholders want
- Stakeholders will have it in a beta form to review and make suggestions
- Comments:
 - Like the idea of trying to simplify the report card- consider lens of teachers AND parents
 - Tools and training must include training on data analyzation – what does the data mean? (link data analysis workshops)
 - Training needs to be different depending on who it is geared towards- parents, teachers, administrators, etc. (audience and purpose)
 - Video tutorials
 - Accessibility support is important
 - Have a pop up that tells how to complete the survey
 - Useful for people to be able to generate additional crosstabs
- **Survey Input (See PowerPoint)**
 - This is for accountability, not school improvement
 - Must be in a platform that is very secure- on par with assessment platform
 - FERPA does apply to this survey
 - Working with Attorney General on:
 - Opting in v. opting out
 - At what level can the results of this be shared? What level of information do we provide back to LEAs and schools to protect students?
 - Surveys will have protection from the Freedom of Information Act
 - Steering Committee has been set up with representation from LEAs
 - Comments:
 - Can we partner with libraries and other partners to help increase access to survey?
 - One option is a link where you can do it anywhere
 - Using an email address
 - Token method for students- parents will likely get a URL
- **Implementation Plan**
 - Internal Group is working on an action plan/implementation plan for the Consolidated State ESSA Plan
 - This will be a living document, over multiple years, that drives the implementation of the Plan

III. **Support to Low Performing Schools (See PowerPoint)**

- This is a collaborative effort between State and Locals
- All Comprehensive Support and Improvement Schools (CSI) and Targeted Support and Improvement Schools (TSI) must have sustainability plans developed by a group of diverse stakeholders and approved by the State for CSI and by the LEA for the TSI schools
- All of this is being piloted with Baltimore City Schools- currently in priority schools
- Comments:

- Families need to be included and involved
- Community School Model works, but we need more funding to implement those programs
- Students need one-on-one support and teachers who will remain in the schools and build a legacy- that should be a part of this model as well – we need teachers to stay
 - There are specific dispositions and competencies that we know are required for working in turn around schools and professional learning experiences are a part of this work
- Local school systems will monitor non-title I schools but the MSDE will provide the resources
- The Memorandum of Understanding does say that if you get to the point of not improving after 3 years, you agree to staffing changes such as not putting first year teachers in these schools
- How will you know if this model is successful?
 - Working with LEAs and schools to identify benchmarks and targets and so looking at these monthly- but process must be ready by 2018-2019 for all identified schools
- Certain leads are required (reading specialist, etc.)- from the Chief Academic Officer in the LEA- in these specific schools
- The root cause analysis is critical to this work
- We need to fully address the whole child when we address literacy, etc.- text exists in more than ELA- Art is a good example

IV. Other

V. Future meetings

- | | |
|----------------------------|-------------------------|
| • December 14, 2017 | • April 26, 2018 |
| • February 22, 2018 | • June 28, 2018 |

Note: All meetings are 9:30 – 11:30 in the State Board Room at MSDE

Charge for the ESSA Stakeholder Committee:

- **Provide guidance to the transition from ESEA to ESSA**
- **Provide recommendations for the Superintendent and the State Board on Maryland’s ESSA Plan**