TO: Members of the State Board of Education
FROM: Karen B. Salmon, Ph.D.
DATE: September 25, 2018
SUBJECT: Every Student Succeeds Act (ESSA) Update

PURPOSE:
To provide an update on the implementation of Maryland’s Every Student Succeeds Act (ESSA) Consolidated State Plan. This update will include information on communication strategies to support the implementation of ESSA; an explanation of the standard setting process; an update on Gifted and Talented identification; and information on School Level Expenditures as required to be reported by ESSA.

BACKGROUND/HISTORICAL PERSPECTIVE:
The Maryland State Department of Education (MSDE) submitted the final draft of Maryland’s ESSA Consolidated State Plan to the U.S. Department of Education on January 10, 2018. The U.S. Department of Education approved Maryland’s Plan on January 16, 2018. The Plan was further amended on May 23, 2018 with the revised English Learner exit criteria. The Plan is to be implemented in the 2018-2019 school year.

EXECUTIVE SUMMARY:
To support the implementation of ESSA and the release of Maryland’s new report card, quality public communication will be critical. Communication strategies to support the implementation of MSDE goals of equity and excellence will be shared. The process for setting standards for the identification of cut points given the percentile scores using all available data points will be discussed. Regarding the identification of gifted and talented students, proposals for amendments to COMAR and recommendations for accountability and monitoring will be presented. Information will be provided regarding per pupil expenditures of federal, state, and local funds which is an ESSA reporting requirement for personnel and actual non-personnel expenditures disaggregated by source of funds for each local education agency and each school in the State.

ACTION:
No action is necessary, for discussion only.
Every Student Succeeds Act (ESSA) Implementation Update
ESSA Implementation Update

1. Communication
2. Standard Setting Process
3. Gifted and Talented Identification
4. School Level Expenditures
Communication

Updated Logo/Branding
Specific purpose of communication related to ESSA:
Provide local superintendents, principals, teachers, parents, community members, etc. with a clear, user friendly explanation of Maryland’s new Accountability Report Card and other components of Maryland’s ESSA plan including support to low performing schools, initiatives to support academic enrichment, support to teachers, equity, etc.
Communication

Work in Development:

• Designing and developing Maryland’s Report Card

• Revamping the Maryland Report Card website to make it more useful and user friendly

• Updating the ESSA Webpage

• Developing materials to support the explanation of the results displayed in Maryland’s new Accountability Report Card
Communication

Other Work in Development:

• Publishing a series of 1-2 page print products on ESSA priorities

• Developing a video with an explanation of the report card – What are the definitions? How does one interpret the data?

• Breaking down Maryland’s ESSA Plan and describing:
  o How the Plan improves schools, helps schools most in need, supports at-risk and gifted children, supports teachers and leaders, and supports effective instruction

• Sharing information on how MSDE is available to present on ESSA to local school systems, PTAs, etc.
ESSA Implementation Update

1. Communication
2. Standard Setting Process
3. Gifted and Talented Identification
4. School Level Expenditures
Utilize the ESSA External Stakeholder Committee

• Background

  o First meeting March 24, 2016
  o Have met continually every other month
  o Next meeting – September 27, 2018
  o Includes representatives from: Governor’s Office, PSSAM, MABE, Civil Rights Groups, MSEA, BTU, MBRT, MDPTA, Higher Education, Legislative Services, MASSP, MAESP, Teachers, Special Education, EL, NAACP, Charter Schools
Standard Setting Process

• Will provide the Committee with all of the data that is available, calculated according to the rules established in the accountability system, and ranked by percentile.

• Will review and establish business rules, for example:
  o Recommend that elementary/middle schools and high schools are ranked separately
  o Recommend that cut points for the summative scores are the same for both groups

• Analyze data and establish four cut points to represent the assignment of stars (1-5)

• Will also conduct Standard Setting with an ESSA Internal Group

• Will provide recommendations to the State Board at the October 23, 2018 meeting
ESSA Implementation Update

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Gifted and Talented

Language in MD ESSA Plan

“The State intends to take steps to add ‘gifted and talented students’ as an additional student group by the end of school year 2017-2018.”

Recommendation:

Gifted and talented students are those identified by local school systems according to COMAR 13A.04.07.02 (Identification of Gifted and Talented Students) and receiving services according to COMAR 13A.04.07.03 (Programs and Services).
Gifted and Talented

Consultation: Proposed COMAR Amendments

- Discussion at State Board Meeting on June 20, 2018
- LEA input: Maryland GT Equity Symposium June 2018
- GT Supervisor Workgroup July 2018
Gifted and Talented

Summary of Proposed COMAR Amendments

• Removed all “shall consider” language and replaced with “shall” language
  • Identification
  • Programs/Services

• Require universal screening

• Mandate MSDE-approved assessments and checklists

• Require identification by grade 3
Gifted and Talented

Accountability and Monitoring

- GT students will be included as a student group in all Maryland data reporting and accountability

- MSDE Office of Research:
  - Catalog identification procedures
  - Analyze and describe identified students
  - Study identified students to determine proportional representation

- MSDE GT Office: Audit identification procedures

- MSDE: Review and approval of GT report required by amended COMAR in annual LEA consolidated ESSA plan
# Gifted and Talented

## Proposed Implementation Timeline

<table>
<thead>
<tr>
<th>Activity</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Permission to publish COMAR amendments</td>
<td>September 2018</td>
</tr>
<tr>
<td>Notify local school systems of data collection</td>
<td>November 2018</td>
</tr>
<tr>
<td>Anticipated COMAR adoption by State Board</td>
<td>January 2019</td>
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<tr>
<td>Data collection</td>
<td>April 2019</td>
</tr>
<tr>
<td>GT accountability reporting</td>
<td>October 2019</td>
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<tr>
<td>Monitoring and research</td>
<td>2019-2020 school year</td>
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</table>
Gifted and Talented

Javits Gifted and Talented Grant Update

• Javits Grant – 5 year grant for $1.59 million

• Board of Public Works approved the Johns Hopkins Contract to build and populate a GT online portal

• *Criteria for Excellence: Gifted and Talented Education Program Guidelines* revision: Programs and Services

• Regional training

• LEA GT pilot projects
ESSA Implementation Update

1. Communication
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ESSA Reporting Requirement

The per pupil expenditures of federal, state, and local funds including actual personnel expenditures and actual non personnel expenditures of federal, state, and local funds disaggregated by source of funds for each local education agency and each school in the state for the preceding fiscal year.

USDE has allowed states a one-year extension of the deadline to report school-level expenditure data. Maryland will take advantage of this extension.
Maryland’s Plan – ESSA Fiscal Reporting

- Background
- Methodology
- Implementation
Background

- Maryland participates in a national work group of States and LEAs led by the Edunomics Lab at Georgetown University

- Created a small work group of Maryland Chief School Finance Officials
  - General Assembly mandated Charter School Study produced school-level expenditure data for all schools in Maryland
  - Each LEA includes school location data in expenditure data
  - Chief Finance Officials (CFO) group used this data to develop draft methodology (summer – fall, 2017)
  - Data from study used to test draft methodology

- Overarching concepts
  - Statewide methodology to assure consistency in reporting
  - Report expenditures directly connected to students at the school level

- Presented the draft methodology to all CFOs in November 2017, January 2018
Methodology

• Exclude certain costs – Community Services, Capital Outlay

• Include certain costs as central office costs – Administration, Mid-level Administration – administration and supervisory program

• Allocate non-attributed costs to schools using most appropriate method
  - Special Education Costs allocated based on school-level special education enrollment
  - Maintenance and Operations costs allocated based on building square footage

• Allocate total fixed charges (health care and retirement costs) to schools and central office based on number of staff at the site
### Display Options

#### Maryland Middle School

**Per Pupil Expenditures**

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<tr>
<th></th>
<th>Federal</th>
<th>State/Local</th>
<th>Total</th>
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<tbody>
<tr>
<td></td>
<td>171.98</td>
<td>11,223.29</td>
<td>11,395.27</td>
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**School Demographics**

<table>
<thead>
<tr>
<th>Type</th>
<th>Enroll</th>
<th>Staff</th>
<th>SPED</th>
<th>FARMS</th>
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<tbody>
<tr>
<td>Middle</td>
<td>1,023</td>
<td>107</td>
<td>85</td>
<td>184</td>
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<td>140,032</td>
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## Display Options

### Maryland Middle School

<table>
<thead>
<tr>
<th>Per Pupil Expenditures</th>
<th>Federal</th>
<th>State/Local</th>
<th>Total</th>
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<tbody>
<tr>
<td>Salaries and Wages</td>
<td>62.38</td>
<td>6,875.70</td>
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<td>Contract Services</td>
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<td>Supplies and Materials</td>
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<td>Other Charges</td>
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<td>Property</td>
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<td>83.77</td>
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<tr>
<td>Transfers</td>
<td>-</td>
<td>10.31</td>
<td>10.31</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>171.98</strong></td>
<td><strong>11,223.29</strong></td>
<td><strong>11,395.27</strong></td>
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## Per Pupil Expenditures

<table>
<thead>
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<th>Category</th>
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<th>State/Local</th>
<th>Total</th>
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<tbody>
<tr>
<td>Mid-Level administration</td>
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<td>Instructional Categories</td>
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<td>Special Education</td>
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<td>Student Transportation</td>
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<td>Operation of Plant</td>
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<tr>
<td>Maintenance of Plant</td>
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<td>Fixed Charges</td>
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<td>Food Service Fund</td>
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<td>561.64</td>
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<tr>
<td><strong>Total</strong></td>
<td>171.98</td>
<td>11,223.29</td>
<td>11,395.27</td>
</tr>
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Implementation

• CFOs provide expenditure data to MSDE, staff standardize data, and report back school level per pupil expenditure
  - CFOs were asked to provide 2017 expenditure data by February 1, 2018
  - Received data from 15 systems
  - CFOs review data, work with MSDE to resolve any issues

• School systems provide 2018 expenditure data by 10/1/2018

• MSDE standardizes data, reports back school level per pupil expenditure data by January 2019

• MSDE and school systems develop communication plans through 2019

• CFOs provide 2019 expenditure data to MSDE by 10/1/2019

• MSDE develops school level per pupil expenditure data for publishing on the State’s Report Card
Additional Resources

- National Collaborative (MSDE works with the National Collaborative)
  - Sharing State Communication Plans
  - Illinois (https://isbe.net/site-based)

- Maryland
  - Local school systems review and understand data
  - MSDE facilitates information sharing with Chief Information Officers/Public Information Officers
  - Share information from National Collaborative
Optional Guiding Questions as School Systems Review Data

• How does one interpret the data?
• What contextual data would be helpful alongside this data?
• What opportunities does the data provide for the school system?
• What future discussions would be valuable for the school system in advance of reporting the data on State and local report cards?
• How does the data inform the school system’s communications work?
• What additional communication tools will the community need?