

MINUTES OF THE MARYLAND STATE BOARD OF EDUCATION

Tuesday

May 23, 2017

Maryland State Board of Education

200 W. Baltimore Street

Baltimore, Maryland 21201

The Maryland State Board of Education met in regular session on Tuesday, May 23, 2017 at 9:15 a.m. at the Nancy S. Grasmick State Education Building. The following members were in attendance: Mr. Andrew R. Smarick, President; Dr. Chester Finn, Jr., Vice President; Dr. Michele Jenkins Guyton; Ms. Stephanie R. Iszard; Dr. Rose Maria Li; Mrs. Madhu Sidhu; Mr. Guffrie M. Smith; Dr. David Steiner; Ms. Laura Weeldreyer; Mr. David Edimo, student Board member and Dr. Karen Salmon, State Superintendent of Schools.

Elliott Schoen, Esq., Assistant Attorney General, and the following staff members were also present: Dr. Carol Williamson, Deputy State Superintendent, Office of Teaching and Learning; Dr. Miya Simpson, Executive Director to the State Board; Kristy Michel, Deputy State Superintendent, Office of Finance & Administration; and Dr. Sylvia Lawson, Deputy State Superintendent, Office of School Effectiveness.

President Smarick called the meeting to order and introduced Joy Schaefer and Michael Garman, Maryland Association of Boards of Education (MABE) President and Board member.

CONSENT AGENDA

Upon motion by Dr. Steiner, seconded by Ms. Iszard, and with unanimous agreement, the Board approved the Minutes of March 28, 2017.

Upon motion by Dr. Steiner, seconded by Ms. Iszard, and with unanimous agreement, the Board approved the Consent Agenda as follows: (In Favor – 8 Dr. Guyton and Mr. Smith had not yet arrived)

- Approval of Minutes of April 25, 2017
- Personnel (copy attached to these minutes)
- Budget Adjustments for April, 2017

ESSA ACCOUNTABILITY PLAN

The Superintendent introduced Mary Gable, Assistant State Superintendent, Division of Academic Policy and Student, Family and School Support, Dr. Dara Shaw, Director of Research, and Chandra Haislet, Director of Accountability and Data Systems, to provide an update on the work of the ESSA Internal and External Committees, specifically related to the types of achievement models, growth models, and measures for the student success/school quality indicator as part of Maryland's Accountability Program.

Ms. Gable provided charts depicting revised frameworks for elementary, middle and high schools and discussed the changes made.

Dr. Shaw discussed the first option for determining Academic Achievement – Performance Index. She provided a sample graph depicting the performance index for students in math and English Language Arts (ELA) according to five levels and explained that the numbers for this graph are drawn from real data. She also provided a graph depicting option two – Percent Proficient. Dr. Shaw reported that the recommended measure allows for an achievement composite of both options representing 50 percent. She provided examples of schools with high, low and average proficiencies for math and ELA.

Dr. Steiner thanked the team for their work and stated that most states are using this method which captures every student.

Dr. Shaw discussed the following recommendations:

1. The composite will be used as the academic achievement measure,
2. The weight of the performance index and percent proficient+ will be 50-50, and
3. In the performance index, a PARCC level 5 is worth a 5.

Dr. Shaw discussed the recommended measure for Academic Progress – Student Growth Percentile (SGP). She provided answers to questions by Board members on SGP explaining that SGP informs a school about its students' growth compared to other students, and not to an arbitrary, state-selected or Value-Added Model (VAM)-determined target. She noted that reports to parents would include additional information on the student's SGP as well as a scale of growth over three years.

She also discussed two alternative measures – Growth-To-Target (GTT) and a Two-Step Growth Measure reporting considerations for recommending the GTT measure.

In response to a question by Mr. Edimo, Dr. Shaw explained that once a student meets the target, that student is no longer considered in the calculation.

In response to a question by Dr. Finn, Dr. Shaw explained that there is not enough information at this point to use the Two-Step Growth Measure as a measure of school progress.

Dr. Shaw provided information on other states' growth measures (actual and possible) as of their May ESSA submissions.

Board members expressed concern about using GTT.

Ms. Gable reported that stakeholders were asked if they value growth over proficiency and reported that they do value growth over proficiency.

Dr. Finn expressed concern that SGP does not tell if a student is doing well enough to graduate college or career ready. He said that he is in favor of a composite measure that would provide a hard target when GTT would kick in.

Dr. Steiner agreed with Dr. Finn and asked why the data is unavailable. Ms. Haislett explained that the Department only has one year of growth at this point. Dr. Steiner said, “I support the compromise with a date certain.”

Dr. Salmon said, “We are willing to look at GTT. If we find, in the next two years, that GTT is going to be impactful, we will come back to the Board.

Mr. Smith said, “That would be appropriate. Write in the Plan that you are going to utilize this.”

Dr. Salmon said, “We will use SGP with a plan to study GTT and then it would be a percentage that you determine.”

After brief discussion, Mr. Smarick summarized the Boards’ views stating that they will move toward a composite of SGP and GTT in no later than three years, absent a finding from the Department that it would do material damage.

Upon motion by Ms. Iszard, seconded by Mr. Smith and with unanimous agreement, the Board approved the use of SGP but will move toward a composite of SGP and GTT no later than three years absent a finding from the Department that it would do material damage. (In Favor 10)

Upon motion by Dr. Finn, seconded by Mr. Smith, and with unanimous agreement, the Board approved using the Performance Index and Percent Proficient Composite as the academic achievement measure with the weight of the performance index and percent proficient+ set at 50-50.

Ms. Gable provided a revised list of credits for completion of a well-rounded curriculum for elementary schools, middle schools and high schools based on input from stakeholders.

In response to a question by Dr. Finn, Ms. Gable reported that two sections of the K-3 Progress Measure are: Language and Literacy and Mathematics.

Dr. Salmon said, “The Board can discuss the K-3 measure. It is very important. You can look at the Kindergarten Readiness Assessment (KRA) going forward.”

Ms. Gable explained that the list of credits for completion of a well-rounded curriculum for high schools was amended, based on stakeholder feedback, to include students entering the world of work through several pathways.

Ms. Haislet discussed the acquisition of data on students entering the military.

Ms. Gable presented a list of programs required for all schools to provide access to a well-rounded curriculum. She reported that not all students are getting access to Science, Social Studies, Fine Arts, Music, Physical Education and Health at this time and that these programs are being recommended for inclusion in the elementary framework.

In response to a question by Ms. Weeldreyer about how to measure access, Ms. Gable explained that students would have to be enrolled in the program.

In response to a suggestion by Ms. Weeldreyer to use middle school grades to determine if students are ready for high school, Ms. Gable said, “We have talked about that. It is not our recommendation to use grades. We have great concerns about using grades.”

In response to a question by Ms. Iszard, Ms. Haislett explained that the rationale for credit for students passing courses in eighth grade is that the student meets that course requirements.

In response to a suggestion by Ms. Weeldreyer to include suspension data for school quality, Ms. Gable said that there are concerns of stakeholders that including that data could impact discipline and safety in the schools. Dr. Salmon said, “We are looking at disproportionality.”

Ms. Sidhu suggested revising the requirements for credit for a middle school to show that students are ready for high school by passing all of the subjects listed and credit in Algebra I or higher in mathematics or credit in a world language course. Dr. Salmon said, “We will take a look at that. We don’t control what is offered.”

In response to a question by Mr. Edimo about credit for entering the military as providing a well-rounded curriculum, Ms. Gable said, “We are exploring that. There is a lot of feedback.”

In response to a concern expressed by Dr. Finn about the credit for entering the world of work, Ms. Gable explained that this item accommodates students with disabilities. She said that advocates strongly encouraged the use of a measure that accommodates programs for these students.

Dr. Finn suggested adding the following wording to the credits for completion of a well-rounded curriculum for high school under the category Enrollment in a postsecondary institution within 16 months after graduation: including students in need of remediation and accepted into credit-bearing courses.

Ms. Haislet said, “We can look at that.”

RECOGNITION OF MARYLAND’S 2016-2017 TEACHERS OF THE YEAR (TOY)

The Superintendent welcomed Maryland’s Teachers of the Year (TOY) and introduced Dr. Darla Strouse, Executive Director, Partnerships and Development, to brief the Board on the TOY Program.

Dr. Strouse thanked the Board, her staff, local superintendents of schools, TOY Coordinators and the many corporate sponsors who make this program possible and provided background on the TOY Program. Dr. Strouse told the teacher recipients that they are provided leadership and friendship opportunities through this Program. She presented a Citation and inscribed Portfolio to each TOY and photos were taken.

President Smarick announced that the meeting would recess for lunch at noon for Board members to attend the TOY luncheon and then go into executive session. He announced that the meeting would reconvene at 2 p.m.

EXECUTIVE SESSION

Pursuant to §3-305(b)(1) of the General Provisions Article, *Annotated Code of Maryland*, and upon motion by Ms. Sidhu, and seconded by Mr. Smith, and with unanimous agreement, the Maryland State Board of Education met in closed session on Tuesday, May 23, 2017, in Conference Room 1, 8th floor of the Nancy S. Grasmick State Education Building. All Board members were present. In attendance were Dr. Karen Salmon, State Superintendent of Schools; Dr. Sylvia Lawson, Deputy State Superintendent, Office of School Effectiveness; Dr. Carol Williamson, Deputy State Superintendent, Office of Teaching and Learning; Kristy Michel, Deputy State Superintendent, Office of Finance and Administration; Dr. Miya Simpson, Executive Director to the Office of the State Board; and Assistant Attorneys General Elliott Schoen, Jackie LaFiandra and Derek Simmons. The Executive Session commenced at 1:35 p.m. (In favor – 10)

At that time, the State Board approved three Opinions and one Order for publication.

- *Tynetta H. v. Montgomery County Board of Education* – student suspension – Opin. No. 17-18
- *Jon. N. v. Charles County Board of Education* – participation in extracurricular activities and athletics – Opin. No. 17-19
- *Douglas Meilander and Carrollton Ridge Community Association v. Baltimore City Board of School Commissioners* – school closing – Opin. No. 17-20
- *Beverly Beard v. Maryland State Department of Education* – revocation of teaching certificate – Order No. OR17-07

Mr. Schoen provided legal advice to the board related to school quality indicators and the impact of House Bill 978.

Dr. Salmon shared the Department’s response to a letter from Common Outcomes Community Group, and provided an update on the public dissemination of teacher certification information, including the posting of revocations on the MSDE website.

The executive session ended at 2:05 p.m.

RECONVENE

The meeting reconvened at 2:15 p.m.

STATE SUPERINTENDENT’S UPDATE

District-Level Assessments Survey Results

Dr. Salmon provided a District-Level Assessments Survey Report on results of a survey administered to Local Accountability Coordinators in March of 2017 regarding the amount of testing done in each school system at each grade level. She noted that few areas were shown to be over two percent and that staff is working with local school system (LSS) personnel on this issue. She stated that she would keep the Board apprised of any changes.

In response to a question by Dr. Li about the reason for the high amount of testing in some LSSs, Dr. Williamson explained LSS staff reported that some of the assessments could be administered to students in other grades. She also noted that the state assessment testing time will be reduced in the next administration.

Protocol For Standards

The Superintendent went over the protocol when writing, implementing and revising standards and brought the Board's attention to a chart outlining the process. She noted that the State Board will review the standards under the first phase of the development and then adopt the standards at the end of the process.

In response to a question by Dr. Finn, Dr. Salmon reported that, following the Board's initial review, the standards generally come back to the Board for adoption within three to four months, depending on the amount of revisions to be made.

Required MSDE Reports

Dr. Salmon provided the Board with a list of required reports that the MSDE is responsible for submitting to the Governor and the Maryland General Assembly. She explained that one of the documents outlines Joint Chairman's Reports (JCRs) which stem from either language in the budget bill or committee narrative adopted by a budget committee that is used to request additional information from a State agency. Dr. Salmon noted that JCRs are very time consuming and she expressed her appreciation to the Board for their interest in this area. Dr. Salmon also presented a document which outlines the statutorily mandated reports as a result of enacted legislation.

Mr. Smarick asked Dr. Salmon to prioritize these lists so that the Board can ask for legislative relief. Dr. Salmon said she will provide a prioritized summary for the Board.

Dr. Steiner suggested adding a column to include whether a report provides actionable data and whether it helps students.

Mr. Smith said, "We need to make sure we bring other groups along with us. They need to see the total picture."

Dr. Finn stressed the need for the Board to complete an analysis and report to show what work does not add to Maryland's students.

Revocation of Educator Certificates – Information Purposes

Dr. Salmon provided information regarding the public availability of educator certificate revocations on the MSDE website. She explained that the Department has begun posting this information in the interest of better informing the public about serious actions taken against educator licenses in the state. She noted that the information is updated on a monthly basis and that additional information may be requested by the public.

In response to a question by Dr. Finn, Dr. Salmon explained that all certificate holders are subject to suspension or revocation of their certificate which include teachers, administrators, counselors, and principals.

Dr. Salmon reported that she serves on the Maryland Center for School Safety and offered to provide the Board with a presentation on school safety issues in Maryland.

District Spotlight: Gateway High School and Crossroads Middle School, Carroll County Public Schools (CCPS)

The Superintendent introduced Steve Guthrie, Superintendent of Carroll County Public Schools, to present a report on Gateway High School and Crossroads Middle School, public alternative schools for students who have difficulty functioning successfully in their home school.

Mr. Guthrie introduced Dana Falls, Director of Student Services, to brief the Board on the schools' activities.

Mr. Falls said that CCPS has the highest graduation rate and lowest dropout rate in the State because of these programs. He reported that these programs require three times the funding on a per pupil basis to maintain but noted that it is well worth the extra funding. He reported the following four pathways for admission:

1. Voluntary Placement
2. Administrative Placement
3. Superintendent Transfers or Parent Request
4. Individual Education Plan (IEP) Team Recommendation

Mr. Falls introduced Bryan Wetzel, Principal, who reported that the goal of the schools is to help students develop their social and education skills. He noted that there are generally three reasons students are not successful in their home school: substance abuse, school anxiety and/or mental health issues. He reported that there are counselors provided in each building to help with substance abuse and a highly-structured environment and small class sizes to help with school anxiety.

He introduced two students to share their experiences: a former Gateway High School student who discussed her experience at the school and reported on her employment following an internship through the school, and a current senior at Gateway High School who reported on her work in the Student Government Program and her enlistment in the U.S. Army.

Both students explained that their experiences at Gateway High School were important to their school success.

Superintendent Guthrie said, "The strength of the program is the staff. We hire people who specifically want to be at Gateway."

In response to a question by Dr. Li about funding the program, Mr. Guthrie said that partnerships and community volunteerism help to fund the program.

In response to questions by Board members, Mr. Guthrie reported that students are bused to the schools and that only Carroll County residents are eligible. He also reported that the school day is the same as school hours in other jurisdictions and that the graduation rate is 80 percent which is very high for that population of students.

Dr. Salmon said, “There are similar alternative programs in other counties which have made a huge difference in so many student lives.”

Mr. Falls explained that a change in COMAR regulations to 45 days has caused some difficulty since this can require a student to move out of the program prior to the end of a semester and, often times, before the student is ready to go back to their home school. He also reported that one of the biggest struggles is to convince a student that they are ready to go back to their home school.

In response to a question by Mrs. Sidhu, the two students agreed that it was both the people and programs at the school that helped them succeed.

Mr. Edimo invited the students to give a presentation to the members of the Maryland Association of Student Councils (MASC).

ESSA PLAN UPDATE (CONTINUED)

Board members continued discussions on credits for completion of a well-rounded curriculum for high school students.

In response to a suggestion by Dr. Finn to add a separate alternative arrangement for alternative schools, Ms. Haislet explained that there is flexibility in ESSA to develop an alternative evaluation system.

In response to a question by Dr. Finn, Ms. Gable reported that the College Board sets standards for the SAT and ACT.

Dr. Salmon asked Renee Spence, Executive Director, Public School Superintendents Association of Maryland (PSSAM), to survey superintendents to determine if the credits for completion of a well-rounded curriculum for high schools in Maryland captures all students.

In response to a question by Dr. Finn about the risk of students being placed in AP classes who are not prepared for advanced placement in order to increase a school’s rating, Ms. Gable said, “There is great pride in Maryland to open AP courses...even if they get a score of two.” She stressed that every school system must submit a consolidated plan and that Maryland has increased enrollment and is near the top of performance on AP and IB scores.

Dr. Salmon said, “I don’t think it is going to result in that situation you described.”

In response to a question by Dr. Li about the discrepancy of one student taking one advanced course and another taking numerous advanced courses. Ms. Gable said that staff will take into consideration the Board’s comments and concerns.

In response to a question by Ms. Iszard, Dr. Salmon said that applications for taking AP courses have been made easier.

In response to a concern expressed by Dr. Steiner about the inconsistency of the numbers of English Language Learners (ELLs) in schools across Maryland, Ms. Haislet said “There is not a lot of flexibility in that, legally.” Ms. Gable said, “The State legislation indicator must be 10%.”

Ms. Haislet explained that there are several work groups tackling this issue. She said they are looking at weighting and that there is some flexibility with Maryland's n size. Dr. Salmon said, "We can investigate and get back to you. We have to find out if we do proportionality."

Ms. Haislet reported that ESSA requires that Maryland must have ambitious long-term goals and measurements of interim progress for academic achievement, graduation rate and English Language (EL) proficiency. She explained that based on stakeholder feedback, "We want to engage the schools and to make sure goals are attainable and aspirational. She outlined the following two options for measuring academic achievement:

- Option A: Annual Measurable Objective (AMO) methodology
- Option B: Meet a state-determined target over time

Ms. Haislet presented charts outlining the baseline, proficiency gap, interim gap, interim target and long term goal for each of the options for the state and two groups of students. She noted that Option B is very rigorous and may not be attainable.

She presented a graph depicting how the AMO method would narrow the achievement gap by 2030 noting that if you follow this graph out, all students would meet one hundred percent of the long-term goals. She said that stakeholders have spoken very loudly about these goals. Ms. Haislip provided data on snapshots of plans submitted by other states.

Dr. Steiner said, "This is a very sensible recommendation. Some states have beaten these numbers. This is really meaningful."

Dr. Finn expressed concern that high achieving groups of students have much less expected of them than those of lower achieving groups under this method. Dr. Steiner said, "ESSA requires this. This part of ESSA is not the school accountability measure. This is the state accountability measure."

Mrs. Sidhu said, "Schools do a lot for those students also."

Mr. Smarick said, "I will vote no on this because I think we can go higher."

Ms. Gable said, "By law, we have to revisit this every three years or so. When you are at a high level, it is very hard to move."

Upon motion by Ms. Iszard, seconded by Dr. Steiner, the Board approved the use of the AMO method to determine school progress with a goal to reduce the gap by half. (In Favor – 8 (Dr. Guyton was absent and Mr. Smarick opposed)

Dr. Shaw presented a sample Dashboard/Report Card based on the frameworks presented today.

Dr. Shaw presented a list of items to identify Comprehensive Support and Improvement (CSI) Schools. She explained that ESSA requires that states create a 'meaningful differentiation' system for all schools and create a "State-determined methodology" based on the system of "meaningful differentiation."

Upon motion by Dr. Finn, seconded by Dr. Steiner, the Board approved the use of academic measures to select the lowest 5 percent of schools. (In favor – 9 and 0 opposed)

Dr. Salmon asked Board members to provide feedback to Dr. Simpson on slide 44a -- Communication of Designations and slide 44b -- Achievement Indicator Result Example.

PUBLIC COMMENTS

President Smarick explained procedures by which the Board hears public comments. The following individuals provided public comments:

- Yarold Bautista
- Sydney Houston
- Angelique Mondesir

All three students talked about the length of time involved in PARCC testing, the stress produced by the testing and the lack of information provided as a result of the testing.

COMAR 13A.03.01 STANDARDS FOR KINDERGARTEN PROGRAMS

The Superintendent recommended adoption of COMAR 13A.03.01 Standards for Kindergarten Programs Operated by Public Institutions of Post-Secondary Education.

Upon motion by Ms. Iszard, seconded by Mr. Edimo, and with unanimous agreement, the Board adopted COMAR 13A.03.01 Standards for Kindergarten Programs Operated by Public Institutions of Post-Secondary Education. (In Favor 7; Mr. Smarick was absent)

COMAR 13A.12.01.03 PERSONNEL

The Superintendent recommended adoption of COMAR 13A.12.01.03 Personnel.

Upon motion by Mr. Smith, seconded by Ms. Iszard, and with unanimous agreement, the Board adopted COMAR 13A.12.01.03 Personnel. (In Favor 7; Mr. Smarick was absent)

COMAR 13A.12.02.15 PROFESSIONAL AND TECHNICAL EDUCATION AND COMAR 13A.12.02.16 WORK-BASED LEARNING COORDINATOR

The Superintendent recommended adoption of COMAR 13A.12.02.15 Professional and Technical Education and COMAR 13A.12.02.16 Work-Based Learning Coordinator.

Upon motion by Mr. Smith, seconded by Ms. Iszard, and with unanimous agreement, the Board adopted COMAR 13A.12.02.15 Professional and Technical Education and COMAR 13A.12.02.16 Work-Based Learning Coordinator. (In Favor 7; Mr. Smarick was absent)

STATE BOARD MEMBER DISCUSSION AND UPDATE

- Ms. Iszard reported that the Strategic Planning Committee received the Board comments and will meet next week.
- Dr. Guyton provided a report on the work of the MSDE Mental Health Committee. She thanked Dr. Lawson and her staff for embracing this issue and reported that the next meeting will be held on June 6th at 2:30 p.m.
- Ms. Iszard reported that Dr. Finn visited her school and said, “He was awesome and the students really enjoyed it.” She also noted that she worked on a project to renovate and rebuild Bowie High School.

- Mr. Smith reported that he visited an EGATE School in Charles County
- Mrs. Sidhu suggested that new members of the Board be urged to support the National Association of State Boards of Education (NASBE) and agreed to provide the Board with NASBE meeting dates.

OPINIONS

Mr. Schoen announced the following Opinions:

17-18 *Tynetta H. v. Montgomery County Board of Education* – student suspension (affirmed the local board’s decision)

17-19 *Meilander and Carrollton Ridge Community Association v. Baltimore City Board of School Commissioners* – school closing (affirmed the local board’s decision)

17-20 *Jon N. v. Charles County Board of Education* – participation in extracurricular activities and athletics (affirmed the local board’s decision)

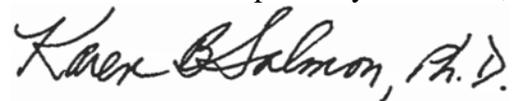
Mr. Schoen announced the following Order:

OR 17-07 *Beverly Beard* – teaching certificate revocation (affirmed the local board’s decision)

ADJOURNMENT

With no further business before the Board, the meeting adjourned at 4:35 p.m.

Respectfully submitted,



Karen B. Salmon, Ph.D.
Secretary/Treasurer

Date: June 27, 2017

MARYLAND STATE BOARD OF EDUCATION

EXECUTIVE SESSION

On this 23rd day of **May 2017**, at the hour of **1:35 pm**, the Members of the State Board of Education voted as follows to meet in closed session:

Motion made by: **Guffrie Smith**

Seconded by: **David Steiner**

In Favor: **11** Opposed: **0** Member(s) Opposed: **None**

The meeting was closed under authority of Section 3-305(b)(1) of the General Provisions Article of the Annotated Code of Maryland for the following reason(s): (check all which apply)

- To discuss: (i) the appointment, employment, assignment, promotion, discipline, demotion, compensation, removal, resignation, or performance evaluation of appointees, employees, or officials over whom it has jurisdiction; or (ii) any other personnel matter that affects one or more specific individuals.
- To protect the privacy or reputation of individuals with respect to a matter that is not related to public business.
- To consider the acquisition of real property for a public purpose and matters directly related thereto.
- To consider a matter that concerns the proposal for a business or industrial organization to locate, expand, or remain in the State.
- To consider the investment of public funds.
- To consider the marketing of public securities.
- To consult with counsel to obtain legal advice.
- To consult with staff, consultants, or other individuals about pending or potential litigation.
- To conduct collective bargaining negotiations or consider matters that relate to the negotiations.
- To discuss public security, if the public body determines that public discussion would constitute a risk to the public or to public security, including: (i) the deployment of fire and police services and staff; and (ii) the development and implementation of emergency plans.
- To prepare, administer, or grade a scholastic, licensing, or qualifying examination.
- To conduct or discuss an investigative proceeding on actual or possible criminal conduct.
- To comply with a specific constitutional, statutory, or judicially imposed requirement that prevents public disclosures about a particular proceeding or matter.
- Before a contract is awarded or bids are opened, to discuss a matter directly related to a negotiating strategy or the contents of a bid or proposal, if public discussion or disclosure would adversely impact the ability of the public body to participate in the competitive bidding or proposal process.

The topics to be addressed during this closed session include the following:

1. 3 Appeals
2. 1 Draft Order
3. Obtain Legal Advice
4. 2 Internal Board Management Item



Andrew R. Smarick, President

**MARYLAND STATE DEPARTMENT OF EDUCATION
PERSONNEL APPROVALS FOR THE May 23, 2017 BOARD MEETING**

I. Appointments Grade 19 and above:

<u>NAME</u>	<u>POSITION</u>	<u>SALARY GRADE</u>	<u>DIVISION/OFFICE</u>	<u>DATE OF APPOINTMENT</u>
Lesh, Bruce	Education Program Manager II, Director of Curriculum	24	Curriculum, Assessment and Accountability	TBD
Poole, Adrienne	Education Program Specialist I, Education Research Associate/Data Analyst	21	Curriculum, Assessment and Accountability	TBD

II. Appointments Grade 18 and below:

<u>NAME</u>	<u>POSITION</u>	<u>SALARY GRADE</u>	<u>DIVISION/OFFICE</u>	<u>DATE OF APPOINTMENT</u>
Biggs, Ashley M.	Staff Specialist III, Outreach Librarian	IEPP	Library for the Blind & Physically Handicapped	06/07/17
Codner-Gibson, Audrey B.	Teacher, Academic – Mathematics	IEPP	Office of School Effectiveness, Juvenile Services Education System	05/10/17
Facey-Palmer, Hyacinth I.	Administrative Officer II-Human Resources Liaison	IEPP	Office of School Effectiveness, Juvenile Services Education System	05/24/17
Hairston, Maranda C.	Vocational Rehabilitation Specialist II	13/3	Rehabilitation Services	05/10/17
Myles, LaShawn T.	Staff Specialist III, Youth Librarian	IEPP	Library Development and Services	06/21/17
Ryan-Hayes, Tabatha F.	Teacher, Academic – Social Studies	IEPP	Office of School Effectiveness, Juvenile Services Education System	05/24/17
Shileds, Marion S.	Staff Specialist I	15/1	Rehabilitation Services	05/24/17

III. Other Actions: Promotional

<u>NAME</u>	<u>POSITION</u>	<u>SALARY GRADE</u>	<u>DIVISION/OFFICE</u>	<u>DATE OF APPOINTMENT</u>
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Karen B. Salmon, Ph.D.
State Superintendent of Schools

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May 23, 2017

BOARD LIST

The following professional appointment is submitted for approval by the State Board of Education:

Name: Bruce Allyn Lesh
Position: Education Program Manager II, Director of Curriculum
Division: Office of the State Superintendent
Salary Grade: 24
Salary Range: \$73,612 - \$118,197
Effective Date: TBD

JOB REQUIREMENTS:

EDUCATION:

Master's Degree or equivalent 36 credit hours of post-baccalaureate course work preferably in Education, Education Supervision /Administration or a related field.

EXPERIENCE:

Seven years of professional experience in coordinating or administering education programs or services. Experience supervising professionals to include experience as a public school principal leading school improvement initiatives is preferred.

DESCRIPTION:

This is a professional management service position which reports to the Assistant State Superintendent for the Division of Curriculum Assessment and Accountability (DCAA) responsible for providing leadership in the conceptualization, management, and implementation of programs and initiatives that reflect current and emerging departmental and division priorities.

Bruce Allyn Lesh:
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QUALIFICATIONS:

Education:

Villanova University (Philadelphia, Pennsylvania) 1994- Master's Degree in American History

Salisbury University (Salisbury, Maryland) 1992- Bachelor's Degree in History and Political Science

Towson University (Towson, Maryland) 2003- Completed requirements for Administrator 1 Certification

Experience:

Maryland State Department of Education (Baltimore, Maryland)

2015 – Present: Education Program Specialist - Coordinator K-12 Social Studies

Baltimore County Public School System (Baltimore, Maryland)

1993 – 2015: Social Studies Department Chair & Teacher (Franklin High School)

Gilder Lehrman Institute of American History

2007 – 2012: Co-editor of the Book Reviews for the online journal, History Now

EMPLOYMENT STATUS:

New Hire



Karen B. Salmon, Ph.D.
State Superintendent of Schools

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May 23, 2017

BOARD LIST

The following professional appointment is submitted for approval by the State Board of Education:

Name: Adrienne Poole
Position: Education Program Specialist I, Education Research Associate/Data Analyst
Division: Curriculum, Assessment and Accountability
Salary Grade: 21
Salary Range: \$60,543 - \$97,203
Effective Date: TBD

JOB REQUIREMENTS:

EDUCATION:

Possession of a Master's Degree or equivalent 36 credit hours of post-baccalaureate course work from an accredited college or university.

EXPERIENCE:

Four (4) years of professional experience as a research or data analyst in education or other related field, including use of SAS required.

DESCRIPTION:

This is a professional position that provides programmatic support and technical assistance in conducting analyses related to the data collections in the Accountability Branch of the Division of Curriculum, Assessment, and Accountability.

QUALIFICATIONS:

Education:

College of New Rochelle (New Rochelle, New York) 2002 - with Bachelor's Degree in Liberal Arts

Monroe College (Monroe College, New York) 1996 – Bachelor's Degree Computer Science

Experience:

Department of Health and Mental Hygiene (Baltimore, Maryland)

2012 – Present: IT Functional Analyst Supervisor-Health Care Data Analyst

Baltimore County Department of Social Services (Baltimore, Maryland)

2006 – 2012: Manager of Information Systems-Data Quality Assurance

Johns Hopkins Hospital (Baltimore, Maryland)

2004 – 2006: Family Development Specialist

EMPLOYMENT STATUS:

New Hire

MARYLAND STATE DEPARTMENT OF EDUCATION
PERSONNEL APPROVALS FOR THE May 23, 2017 BOARD MEETING

I. Appointments Grade 19 and above:

<u>NAME</u>	<u>POSITION</u>	<u>SALARY GRADE</u>	<u>DIVISION/OFFICE</u>	<u>DATE OF APPOINTMENT</u>
Lanham Tarason, Felicia	Education Program Specialist I-School Leadership & Turnaround Support Specialist	21	Office of the State Superintendent	TBD

II. Appointments Grade 18 and below:

<u>NAME</u>	<u>POSITION</u>	<u>SALARY GRADE</u>	<u>DIVISION/OFFICE</u>	<u>DATE OF APPOINTMENT</u>
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III. Other Actions: Promotional

<u>NAME</u>	<u>POSITION</u>	<u>SALARY GRADE</u>	<u>DIVISION/OFFICE</u>	<u>DATE OF APPOINTMENT</u>
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Karen B. Salmon, Ph.D.
State Superintendent of Schools

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May 23, 2017

BOARD LIST

The following professional appointment is submitted for approval by the State Board of Education:

Name: Felicia Lanham Tarason
Position: Education Program Specialist I – School Leadership and Turnaround Support Specialists
Division: Office of the State Superintendent
Salary Grade: 21
Salary Range: \$60,543 - \$97,203
Effective Date: TBD

JOB REQUIREMENTS:

EDUCATION:

A Master's Degree or equivalent 36 post-baccalaureate credit hours of course work in Education Administration/Supervision or education-related field from an accredited college or university.

EXPERIENCE:

Four (4) years of professional administrative experience providing instructional leadership, supervising school-based professionals, and/or leading school improvement initiatives is required.

DESCRIPTION:

These are professional responsible for providing leadership, expertise, and guidance to local school systems to build the capacity of administrators to improve low-performing schools in accordance with Maryland's Every Student Succeeds Act (ESSA) Consolidated Plan and in the implementation of effective teacher and principal evaluations in accordance with Code of Maryland Regulation 13A.07.09, Education Reform Act of 2010, and Maryland's ESSA Consolidated Plan. The full-time position focusses on building school leadership capacity with principals and principal supervisors and the part-time position focusses on teacher leaders and assistant principals.

QUALIFICATIONS:

Education:

Nova Southeastern University (Fort Lauderdale, Florida) 2000 - Ph.D. degree in Educational Leadership

Trinity College (Washington, DC) 1982 - Master's Degree in Guidance & Counseling

Bowie State College (Bowie, Maryland) 1974 – Bachelor's Degree in Elementary Education

Experience:

Baltimore County Public Schools (Baltimore, Maryland)

2012 – Present: Director, Title I Office

Maryland State Department of Education (Baltimore, Maryland)

2012 - Education Program Specialist – Title I Schools

Montgomery County Public Schools (Rockville, Maryland)

2007 – 2011: Director, Title I Programs

1994 – 2007: Principal – Wheaton Woods Elementary School

1986 – 1988: Pupil Personnel Worker

EMPLOYMENT STATUS:

New Hire