

Every Student Succeeds Act Stakeholder Committee

Minutes

August 25, 2016

9:30 – 11:30 AM

State Board Room

- I. **Welcome and Introductions- Dr. Karen Salmon**
 - Dr. Salmon welcomed the group and stated:
 - ESSA is a pivotal point for Maryland moving forward
 - The August 27, 2016 State Board topic will be focused on accountability
 - This is an ongoing process- please provide feedback at all times

- II. **Update on Process for Completion of ESSA Consolidated State Plan- Mary L. Gable**
 - Shared timeline
 - MSDE will continue updating Board and seeking guidance on the plan on a regular basis
 - The pain purpose today is to seek the committee's guidance today
 - Established seven subcommittees- chaired by MSDE folks but the subcommittees include external folks as well
 - Collected and compiled input and recommendations from 41 focus meetings- every committee received the recommendations for consideration
 - Will distribute the comments page electronically to all members- deadline is two weeks to gather feedback from your constituents (September 9, 2016)
 - Understand that accountability regulations should be out before the December 12th meeting of states in D.C.

- III. **Accountability Discussion- Mary L. Gable and Chandra Haislet**
 - See Powerpoint (link <http://marylandpublicschools.org/about/Pages/DAPI/ESSA/index.aspx>)
 - Discussed Pros and Cons of March submission:
 - 120 days turnaround from USED to start school year with new plan
 - However, potential turnaround in presidency/election
 - Tight timeline
 - Discussed Pros and Cons of July submission
 - Gives us more time
 - Starting school year without approval in place
 - Committee Discussion:
 - March- 2 committee members supported
 - July- 4 committee members supported
 - Comments:
 - Obligation is to meet the needs of the students

- March is really December- July is really April
- **Comments on feedback**
 - No support to go higher than an “n” size of 10
 - Growth needs to be looked at all levels- recognizing all children growing- if they start at a lower level, then they should get credit for advancing to the next level- it should be an integral part of accountability plan
 - It needs to be communicated and consider the public perception- need to honor and reward all students
 - We need to not have an overemphasis on testing- larger list of measures for reporting but smaller for accountability
- **Comments on Goals:**
 - Proficient = 4 or 5 (must be same as CCR)- 3 committee members supported
 - Proficient= start with 3, then move to 4, 5- 2 committee members supported
 - **Comments:**
 - CCR does not define career ready
 - Third grade is the right start
- **Comments on achievement:**
 - Advantage to moving scale score is any student can move the score as part of the mean- keeps focus off bubble students
 - Clarity is important- people understand 1-10 or A-F- that is easier to explain-
- **Comments on Growth as other academic indicator for Elementary and Middle Schools:**
 - Growth is progress, just because the goal is not met doesn't mean progress wasn't made
 - Forces teachers to do root cause analysis and focus on students
 - Looks at what teachers and administrators are achieving because they should get recognition for growing students
 - Growth needs to be from when they get there to when they leave- not from previous to current students- this requires data in a timely fashion
 - We have to be confident in the assessment and that it can measure growth
 - Growth is topic of next accountability subgroup meeting
- **Comments on EL Indicator:**
 - Focus on Recently Arrived Students- they are not one overarching population – slightly smaller group of students who arrive here are on grade level in their first language- their issue is English proficiency- this is the smallest group of ELs- Most have had interrupted, limited, or zero education in their first language- translating into their native language does not help them-
 - First option of getting a baseline and then looking at their individual growth might be better to assess them individually- Option #1 shows us where they are right now, and looks at where they are in a year- academic language is very different and we need to be able to address both of them (academic language and English proficiency)-
 - Also have long term EL students who struggle with academic language –
 - Need to prepare all teachers to work with EL students, not just ESOL teachers
 - Include exited students for four years
- **Comments on Non-Academic Indicator:**
 - This is not a one year thing, it is a lifelong journey- just because you go to college doesn't mean you are ready for a career

- Class size and case load need to be in here
- At some point there will be talk of percentages of academic and non-academic- the more you have, the less value each one has (academic has to weigh more)
- In the interest of multiple measures, is there any way to take a look at things that are more district focused- especially if they are to be weighted that would empower and create attention and buy-in at the local level

IV. Future steps and future 2016-2017 school year meetings

- October 20, 2016
- December 15, 2016
- February 16, 2017
- April 27, 2017

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