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State Superintendent of Schools

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TO: Members of the State Board of Education
FROM: Karen B. Salmon, Ph.D.
DATE: March 20, 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 focus on two school quality/student success measures: the school climate survey and chronic absenteeism.

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 is to be implemented in the 2018-2019 school year.

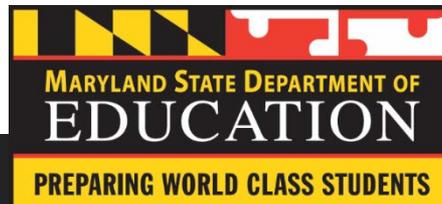
EXECUTIVE SUMMARY:

The MSDE staff will share information about the development of the climate survey. This update includes a timeline for field testing and administering the survey, the content and administration procedures, technology decisions, and communication plans. Additionally, MSDE staff will discuss assigned points developed for chronic absenteeism and explain the rationale.

ACTION:

No action is necessary, for discussion only.

Every Student Succeeds Act (ESSA) Implementation Update



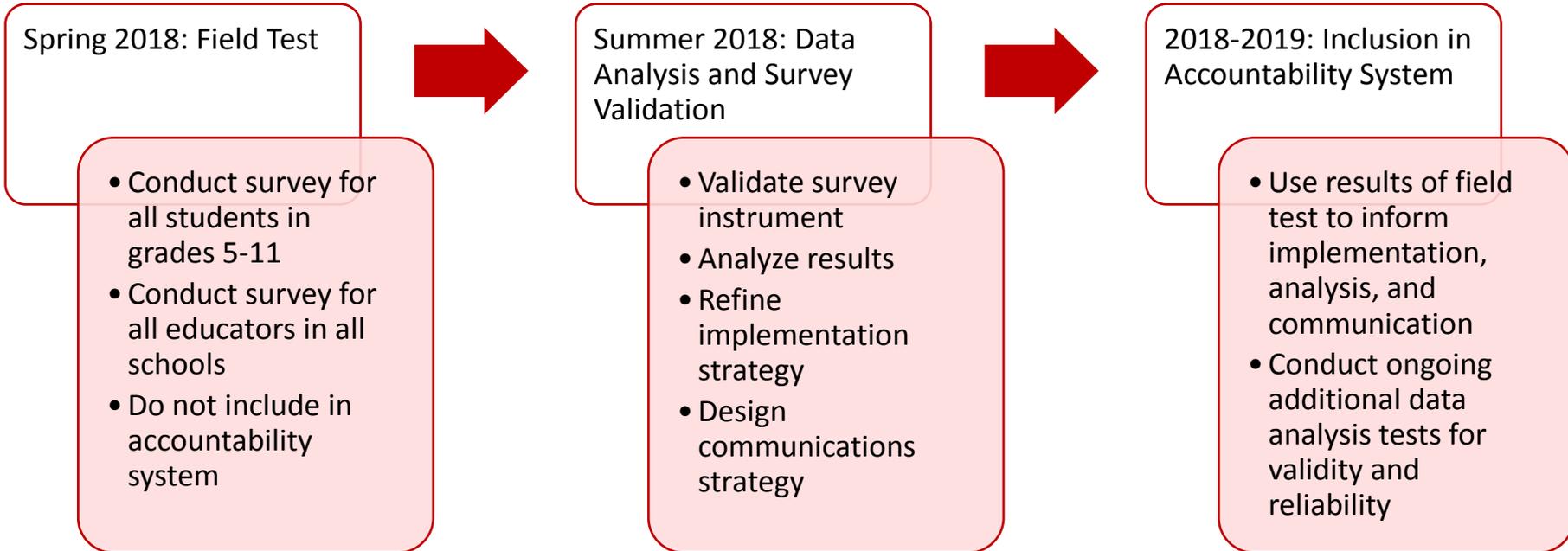
STATE BOARD MEETING

March 20, 2018

ESSA Implementation Update

1. School climate survey development and implementation
2. Chronic absenteeism standard setting

Survey Implementation Timeline



ESSA requirements guide survey design and implementation.

The climate survey (and all other ESSA measures) must meet the following requirements to be included in the accountability system:

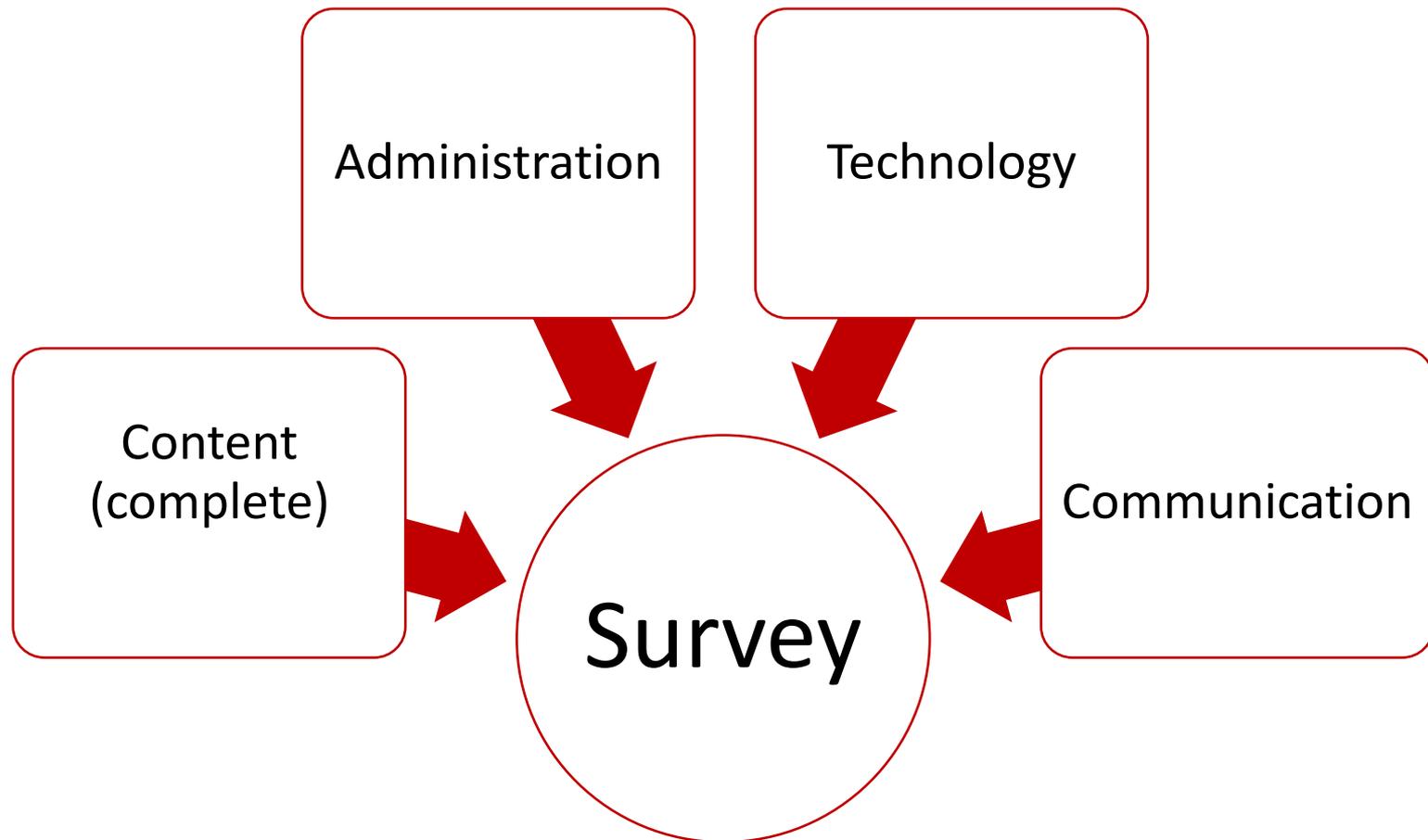
- 1. Statewide.** All students in the same grade (or in the same grade band) must take the same climate survey.
- 2. Valid.** Survey questions must “roll up” into a single measurement (“index”) of school climate. That measurement must actually reflect school climate, and progress on that measurement must be likely to increase student achievement.
- 3. Reliable.** Responses must be consistent. Schools that have essentially the same climate should have the same climate as measured by the survey. Survey results shouldn’t be affected by the conditions under which the survey is given. A very high response rate is required.

ESSA requirements guide survey design and implementation.

The climate survey (and all other ESSA measures) must meet the following requirements to be included in the accountability system:

- 4. Differentiated among schools.** Not every school can score the same on the climate measure, whether that's high, low, or in the middle.
- 5. Disaggregated by student group.** Results must be measured for each student group, which means students must be linked to their responses. (Surveys are “confidential” but not “anonymous.”) Climate must be measured at the student level, not the classroom or school.
- 6. Secure.** Survey administration and results require security comparable to state test administration and results.

MSDE has been concurrently working on four implementation strands.



Survey content consists of domains and topics.

- Four content domains:
 - Relationships
 - Safety
 - Environment
 - Engagement
- Each domain has between two and four topics.
- Domains and topics were selected by a steering committee of representatives from each LEA, and chosen to align with both areas of interest and topics already covered by LEA climate surveys.
- Each topic is measured by a “module” of approximately five questions.
 - Modules are taken from existing climate surveys.
 - Domains and topics are valid, reliable measures—the questions “roll up” into a single score that accurately measures that aspect of school climate.
- Testing of field test data will confirm that domains “roll up” reliably to a single climate index score.
- Technical and administrative assistance provided by the Regional Education Laboratory (REL).

Survey administration procedures are being communicated to LEAs now.

- Survey will likely fit within one class period (most students should be able to complete it in less than 20 minutes).
- Students: Grades 5 – 11
- Educators: Teachers, principals, instructional staff
- Spanish translation will be available.
- Field test window for students will vary by LEA.
- Local Accountability Coordinators assisting now with testing of survey tool. Depending on testing, survey may be available as early as end of March or early April.
- Administration procedures will utilize Assessment procedures and the Maryland Accommodation Manual.

Survey technology is being implemented with support from the Department of Information Technology (DoIT).

- Survey will be computer-based and administered online.
- Survey platform is DoIT's "Select Survey" tool.
 - Platform allows for customizable layout to align with best survey administration practices.
 - Students and educators will log in to respond to survey questions.
 - Select survey provides robust security and test administration options to ensure responses remain confidential.

Methods of communication of survey results are currently being developed.

- Office of Accountability and the Office of Assessment is working on communications to LEAs on survey administration procedures.
- Offices of Accountability, Research, and School Safety and Climate will design communications to districts and schools on the meaning of the data and how to use it to guide school improvement.
 - All information will rely on research and best practices regarding school climate improvement.
 - Assistance is being provided by the Regional Education Laboratory (REL).
- LEAs have requested assistance in communications to parents; MSDE will provide a template (MSDE does not have parent contact information).

Definition of “percent of students **not** chronically absent”

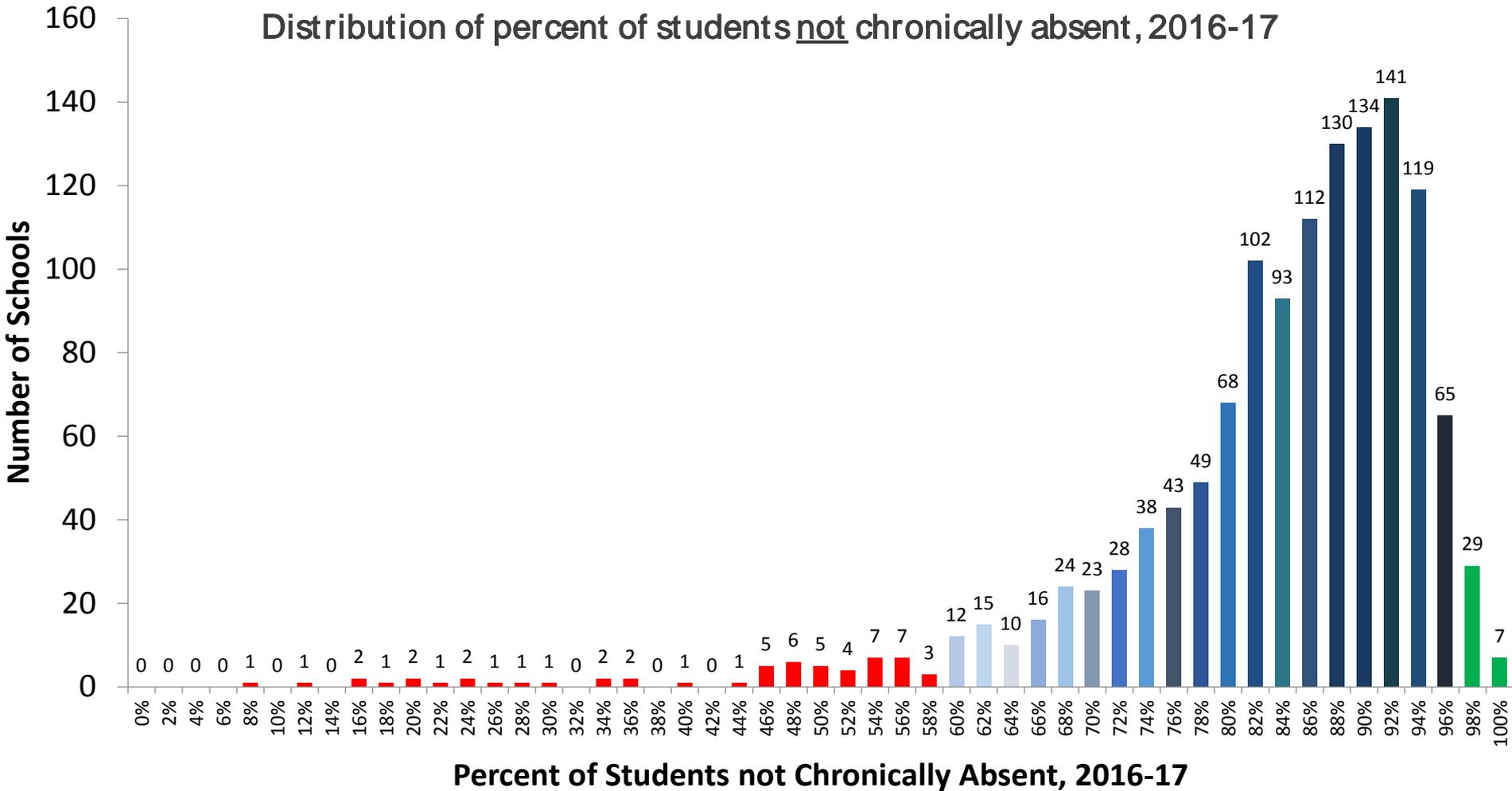
As described in Maryland’s ESSA plan and federal reporting guidelines:

- “Chronically absent” means a student is absent 10 percent or more school days during the school year in membership at least ten days.
- “Absent” means “a student is not physically on school grounds and is not participating in instruction or instruction-related activities at an approved off-grounds location for the school day. Chronically absent students include students who are absent for any reason (e.g., illness, suspension, the need to care for a family member), regardless of whether absences are excused or unexcused.”

The percentage of students **not chronically absent** is equal to:

- 100% - percent of students chronically absent
- The percent of students *present* at least 90 percent of school days during the school year, and in membership at least ten days.

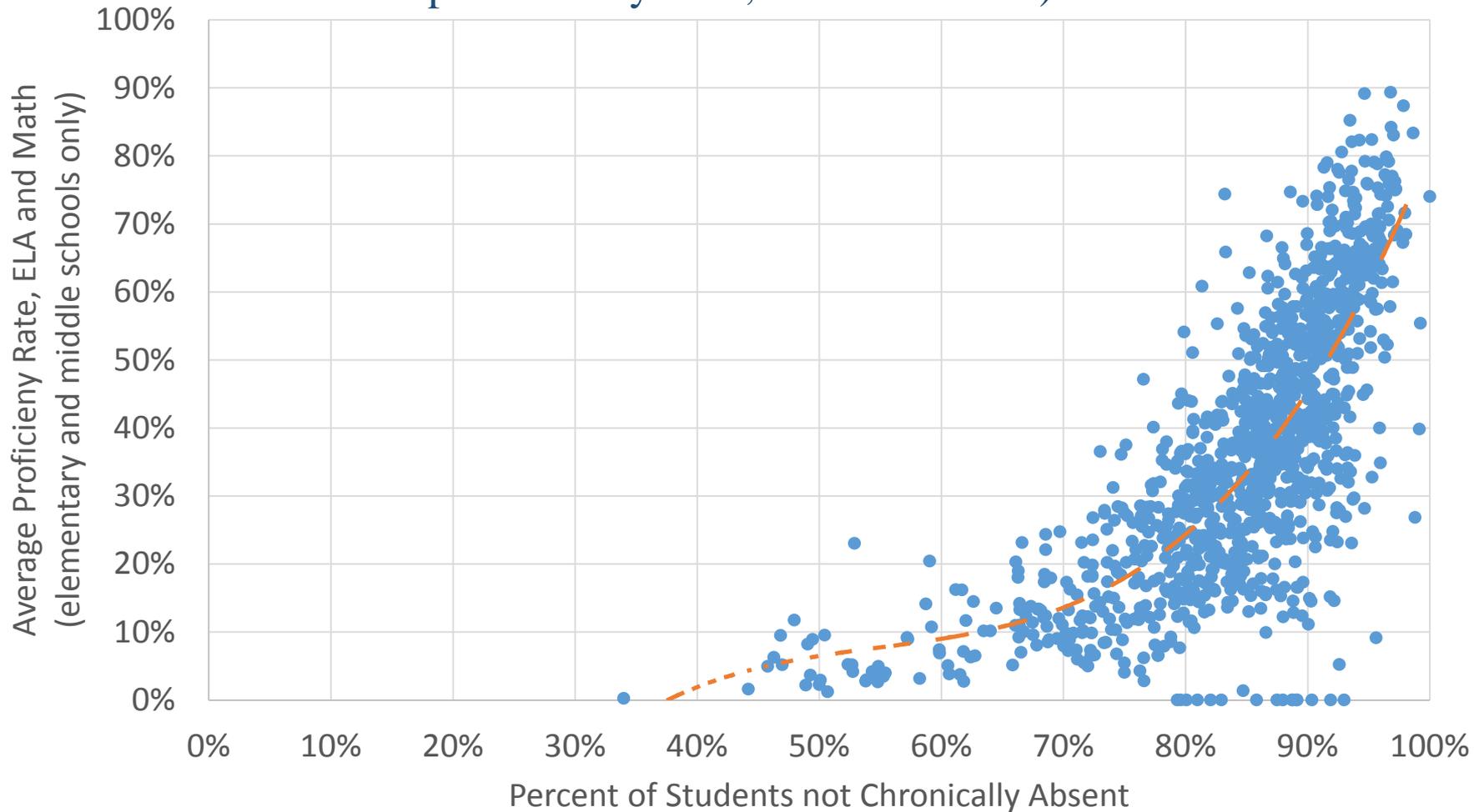
Methodology of assigned scores: set two cut points only: 60 percent and 96 percent. Use a continuous interval between the cut points.



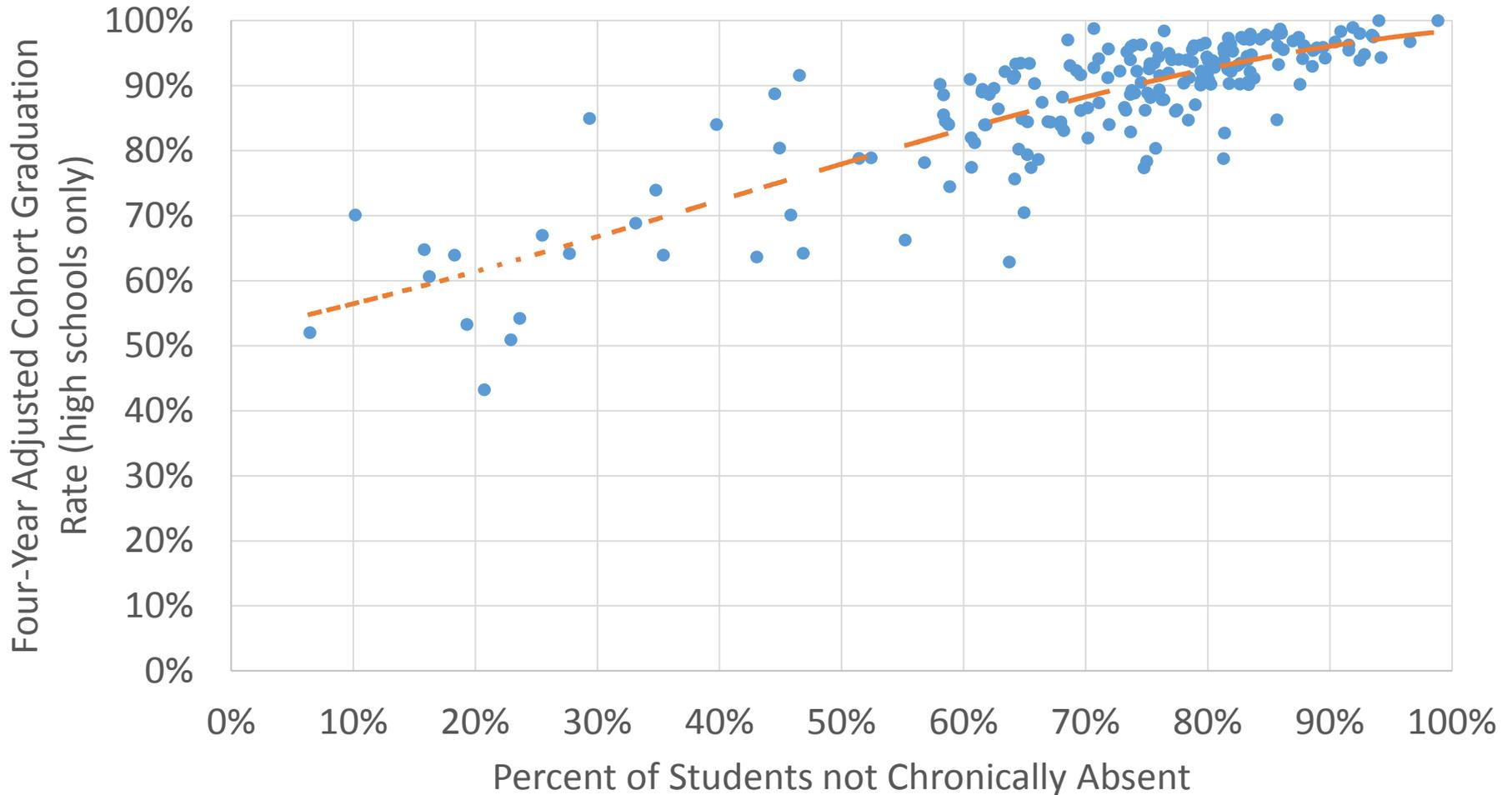
Methodology of assigned scores: set two cut points only: 60 percent and 96 percent. Use a continuous interval between the cut points.

Percent not chronically absent is:			Percent not chronically absent is:		
Greater than or equal to	Less than	Assigned Points	Greater than or equal to	Less than	Assigned Points
0	60	1	78.7	80.0	8.5
60.0	61.3	1.5	80.0	81.3	9
61.3	62.7	2	81.3	82.7	9.5
62.7	64.0	2.5	82.7	84.0	10
64.0	65.3	3	84.0	85.3	10.5
65.3	66.7	3.5	85.3	86.7	11
66.7	68.0	4	86.7	88.0	11.5
68.0	69.3	4.5	88.0	89.3	12
69.3	70.7	5	89.3	90.7	12.5
70.7	72.0	5.5	90.7	92.0	13
72.0	73.3	6	92.0	93.3	13.5
73.3	74.7	6.5	93.3	94.7	14
74.7	76.0	7	94.7	96.0	14.5
76.0	77.3	7.5	96.0	100	15
77.3	78.7	8			

Cut point of 60 percent motivated by point of inflection in the elementary and middle school data (percent of students not chronically absent and average proficiency rate, ELA and math).



Cut point of 60 percent motivated by point of inflection in the high school data (percent of students not chronically absent and four-year graduation rate).



The standard-setting team considered multiple factors when deciding on both the assigned scores for chronic absenteeism and the general methodology of assignment.

The team valued:

- Using existing data and research wherever possible to set cut points.
- Setting as few cut points as possible in the absence of data and/or research on where cut points should be.
- Creating an assignment schema that incentivizes improvement without “bubbles” or “cliffs.”
 - A limited number of “buckets” could hinder a school’s ability or motivation to improve because moving from one bucket to the next would require substantial growth.
 - With the proposed assignment schema, even small gains are recognized with small point increases.