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State Superintendent of Schools

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.

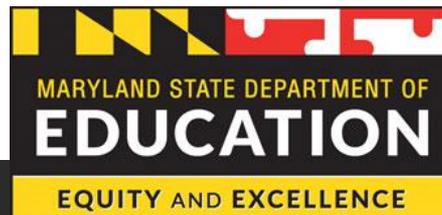
EXECUTIVE SUMMARY:

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



STATE BOARD MEETING
September 25, 2018

ESSA Implementation Update

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



Communication

Updated Logo/Branding



Communication

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:
 - 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
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Standard Setting Process

Utilize the ESSA External Stakeholder Committee

- Background
 - First meeting March 24, 2016
 - Have met continually every other month
 - Next meeting – September 27, 2018
 - 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:
 - Recommend that elementary/middle schools and high schools are ranked separately
 - 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

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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

Permission to publish COMAR amendments	September 2018
Notify local school systems of data collection	November 2018
Anticipated COMAR adoption by State Board	January 2019
Data collection	April 2019
GT accountability reporting	October 2019
Monitoring and research	2019-2020 school year

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

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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

<u>Federal</u>	<u>State/Local</u>	<u>Total</u>
171.98	11,223.29	11,395.27

School Demographics

<u>Type</u>	<u>Enroll</u>	<u>Staff</u>	<u>SPED</u>	<u>FARMS</u>	<u>Title I</u>	<u>Sq Ft</u>
Middle	1,023	107	85	184	-	140,032

Display Options

Maryland Middle School

Per Pupil Expenditures

Federal	State/Local	Total
171.98	11,223.29	11,395.27

Per Pupil Expenditures

Object	Federal	State/Local	Total
Salaries and Wages	62.38	6,875.70	6,938.07
Contract Services	4.58	899.17	903.75
Supplies and Materials	6.68	914.90	921.58
Other Charges	98.35	2,439.45	2,537.80
Property	-	83.77	83.77
Transfers	-	10.31	10.31
Total	171.98	11,223.29	11,395.27

Display Options

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Category	Per Pupil Expenditures		
	Federal	State/Local	Total
Mid-Level administration	0.69	551.85	552.54
Instructional Categories	19.23	5,219.25	5,238.48
Special Education	53.40	1,233.96	1,287.36
Student Personnel Services	1.36	63.85	65.21
Student Transportation	0.34	678.60	678.94
Operation of Plant	-	647.14	647.14
Maintenance of Plant	-	190.64	190.64
Fixed Charges	96.97	2,076.35	2,173.32
Food Service Fund	-	561.64	561.64
Total	171.98	11,223.29	11,395.27

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

Additional Resources

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?