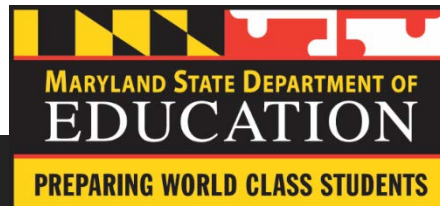


Summary of State Board Actions on Maryland's Every Student Succeeds Act Consolidated State Plan



Kirwan Commission
August 30, 2017

Summary of Feedback Received June 29 to August 10

- 40 letters to State Board/MSDE
 - 8 local school system representatives
 - 12 Maryland education stakeholder groups
 - 12 advocacy or non-profit organizations
 - 4 government or government-related
 - 4 private individuals or others
- 447 online survey responses
 - Approximately 25 percent teachers, 20 percent parents, 17 percent students
 - All school systems represented (greatest number of responses from Prince George's, Charles, Anne Arundel, and Montgomery Counties)
 - 68 percent supportive or highly supportive of Maryland's ESSA plan

Adjustments to ESSA plan

1. Details of the summative rating system
2. Definition of chronic absenteeism
3. Expansion of “credit for completion of a well-rounded curriculum” at the high school level
4. Selection of indicators to identify Comprehensive Support and Improvement (CSI) and Targeted Support and Improvement (TSI) schools
5. Addition of consultation section
6. Addition of gifted and talented students as a student group
7. Commitment to the addition of early childhood growth to the accountability system

The feedback to MSDE included suggestions for additions, modifications, clarifications, etc. across various other topics of the ESSA plan.

Details of the Summative Rating System

- Feedback: Categories need descriptors in addition to (or in place of) stars.
- State Board Decision: **Add descriptors and arrows** to each category, to be developed in consultation with stakeholders. **Retain the 5-star system** for clear communication.

Details of the Summative Rating System: State Board Decision

Category	Possible assignment of category (Actual assignment system will be developed in consultation with stakeholders)	Possible description of school (Actual description to be developed in consultation with stakeholders)
★★★★★	85th percentile of schools and above	Academic and Non-academic indicators: 🟢 Increasing; met annual measure of interim progress 🟡 Increasing; did not meet annual measures of interim progress 🟠 Decreasing; met annual measure of interim progress 🔴 Decreasing; did not meet annual measure of interim progress ↔ No change; met annual measure of interim progress ↔ No change; did not meet annual measure of interim progress
★★★★	50th to 84th percentile of schools	
★★★	16th to 49th percentile of schools	
★★	1st to 15th percentile of schools	
★	Determination described in Section A.4.vi.a-c	

Definition of Chronic Absenteeism

1. **Adjustments to definition** (“all students absent greater than 20 days and in membership at the school for at least 90 days”)
 - Feedback: Decrease the number of days; do not include legally-excused absences; change from days to percent.
 - State Board Decision: **Adjust to align with the federal definition** (“The number of students absent 10% or more school days during the school year in membership at least ten days.”)

2. **Medically-fragile students**
 - Feedback: Do not include “medically-fragile students” in chronic absenteeism.
 - State Board Decision: **Maintain the federal definition**, which does not count students as absent if they are participating in instruction-related activities at an approved off-grounds location (e.g. home study). Adjust plan language so that this is clear and establish uniform guidelines that will not jeopardize the validity of the chronic absenteeism measure.

From federal guidelines: “In accordance with the Office for Civil Rights’ guidance, a student is absent if he or she 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.

Expansion of “Credit for Completion of a Well-Rounded Curriculum” (High School)

- Feedback: Include Seal of Biliteracy* in the high school “Credit for” indicator.
- State Board Decision : **Include Seal of Biliteracy in the high school “Credit for completion of a well-rounded curriculum” indicator.**

*Seal of Biliteracy is a Maryland program that recognizes public high school graduates in the State who have attained proficiency in speaking, reading, and writing in one or more languages in addition to English.

Selection of indicators to identify Comprehensive Support and Improvement (CSI) Schools and Targeted Support and Improvement (TSI) Schools

1. Use of achievement and growth only to identify CSI schools

- Feedback: Legal and general concerns about not using all indicators. Per latest round of U.S. Department of Education letters and feedback from Maryland's Attorney General, all indicators must be used to identify CSI and TSI schools.
- State Board Decision: Include all indicators with the same weights to identify CSI and TSI schools.

2. Use of participation to identify TSI schools

- Feedback: Do not include participation in TSI criteria.
- State Board Decision : For schools that fail to achieve 95 percent participation, any student below the 95 percent threshold will be counted as "not proficient" in the calculation of proficiency rates even though they did not take the exam. Maryland is proposing to factor the participation rate into its school accountability system by applying the minimum requirements of Section 1111(c)(4)(E) of ESSA.

Addition of Consultation Section (Appendix F)

- Feedback: Requirement to describe consultation was removed by USED from the template in the revised version
- State Board Comment: Maryland has and will continue to engage stakeholders in the ESSA Consolidated State Plan development and implementation. The MSDE has added Appendix F to the Plan to describe Maryland's consultation with stakeholders in the development of Maryland ESSA Consolidated State Plan.

Addition of Gifted and Talented Students as a Student Group

- Feedback: Multiple respondents requested that gifted and talented students be recognized as a separate student group. Maryland has struggled with this because the definition allows for inconsistent identification criteria of a gifted and talented student across LEAs.
- State Board Comment: The MSDE will add the following language to the 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.

Commitment to the Addition of Early Childhood Growth to the Accountability System

- Feedback: Maryland currently does not measure progress in K-2 at the statewide level.
- State Board Comment: The MSDE will add the following language to the Plan: Early Childhood is a priority for the State Board and State Superintendent of Schools. The MSDE will identify gauges for kindergarten readiness and academic growth through grade 3, to be deployed no later than school year 2018-2019, and incorporated into the ESSA accountability system as rapidly as feasible with the weights of the measures revised accordingly.