

# RETREAT OF THE MARYLAND STATE BOARD OF EDUCATION

Wednesday, January 30, 2002

Greater Baltimore Committee  
111 South Calvert Street  
Suite 1700 - Board Room  
Baltimore MD 21202

Meeting was called to order at 9:05 a.m. The following Board members were in attendance: Marilyn D. Maulsby, President; Jo Ann T. Bell; Philip S. Benzil; Reginald L. Dunn; Walter S. Levin; Lauren McAlee; Karabelle Pizzigati; Edward L. Root; John L. Wisthoff; and Walter Sondheim, Jr. Absent: Clarence A. Hawkins. Staff in attendance: Nancy S. Grasmick; Valerie V. Cloutier, Esquire; Anthony L. South; A. Skipp Sanders; and Richard Steinke. Chris Collins, Consultant, was also present.

Ms. Maulsby indicated that former President and Board member Buzz Bartlett had been involved in the initial planning of this retreat and that the focus of the retreat would be on continuous quality improvement. She then stated the ground rules: stay on task; everyone participates; and no one dominates. She then turned the program over to Ms. Collins.

Ms. Collins stated that the goal is to find out >What Success Looks Like= ≡ Results >ENDS= (student achievement, job skills, college, drop out rates). Leadership team ≡ Stakeholder Requirement (taxpayers, customer, community) >WHAT= ≡ Actions to accomplish results >MEANS or HOW=. The Board agreed that this retreat would deal only with education issues. Corrections education, rehabilitation, and library services will be addressed at a future session.

The Board and staff were then led through a discussion of the eight recommendations of the Visionary Panel along with the major requirements that will be imposed on the State by the No Child Left Behind Act. As they discussed each of these recommendations/requirements, they suggested possible measures that the Board could use to monitor state progress:

1. ***MSDE Phase-In Plan for Statewide curriculum and standards (K-12).***

Rationale - What will it achieve?

Kids are being tested on things they have not been taught. To make sure that all kids are being taught the same things, need essential *minimum standards* for K-12 core subject areas. Textbooks must be aligned with this curriculum. It was suggested that we use Aessential@ as the modifier of State curriculum. It was also suggested that funding opportunities be explored with local agencies regarding benchmarks.

Measurements

Phase-in plan - \$\$\$.

Semi-annual updates (Possible satisfaction measures on alignment and use of new curriculum).

2. ***Assessments with individual student results (K-12).***

Rationale - What will it achieve?

State currently administers Norm Referenced Tests in grades 2, 4, and 6. Every five years the State selects a new norm referenced test. MSPAP tests are given in grades 3, 5, and 8. No Child Left Behind Act requires tests in grades 3 C 8. Initial requirement is to assess mathematics and reading achievement. Science achievement is to be assessed beginning in 2007. Under the Act, tests have to yield individual scores. State needs to come up with an appropriate test for grade 7. We want to use multiple data points to assess improvement and will have to transition MSPAP next year to begin to yield individual scores.

Measurements

Increased level of student performance with improved alignment of tests to standards and curriculum.

Tests aligned to one another.

3. ***School benchmarks for every school, every year.***

Rationale - What will it achieve?

Federal regulations now require achieving and reporting annual yearly progress for Title I schools. Visionary Panel recommends performance targets be set and monitored for all schools.

Measurements

The percentage of students/schools within each district that meet or exceed performance standards by subgroup.

4. ***Intervention in low performance schools after three years with parent choice.***

Rationale - What will it achieve?

Under No Child Left Behind Act, parents of children in Title 1 schools that show no annual progress in the first year, are entitled to public school choice in year two. If a Title 1 school shows no progress for three years, the children are eligible to receive private supplementary services provided at public expense.

Measurements

The % of schools at less than 25% of the school performance index (elementary); 50% for middle; and 90%+ for high school.

These % over time - how many are low performance for more than three years.

4A. ***Individual student intervention.***

Rationale - What will it achieve?

All students who are not meeting achievement standards should receive individual instruction.

Measurements

The number and type of intervention by school or district.

The % of eligible students who receive intervention services.

5. ***Individual school and district report cards (indicators of high-end learning).***

Rationale - What will it achieve?

Measurements

Number of certified teachers in each school.

Indicators of high-end learning - A.P., SAT, G&T, etc.(participation, test taking, and grades achieved).

6. ***Teacher preparation and certification and professional development.***

Rationale - What will it achieve?

Measurements

The % of teachers/students who pass the PRAXIS.

The % of higher education institutions who have instituted the redesign of teacher education.

The number of teachers who come to Maryland through reciprocal agreement.

Opportunities for staff development requirements to build knowledge of Maryland standards.

The % of professional development programs meeting state standards.

Students achievement data is used diagnostically to align professional development.

7. ***Safe schools.***

Rationale - What will it achieve?

Measurements

The number of incidents of violence by school and district along with disaggregated data.

The number of suspensions, expulsions and students involved with juvenile justice department.

Survey perception data on Ahow safe do you feel?@ Positive behavior training.

8. ***Disaggregation of data on subgroups at all schools - identify achievement gap.***

Rationale - What will it achieve?

Measurements

The percentage of students/schools within each district that meet or exceed performance standards by subgroup.

9. ***Preparation and development of principals.***

Rationale - What will it achieve?

Measurements

Share state plan for principal development.

The number of principals who attend academies and correlations to student achievement of those principals.

Development of apprentice programs for principals and assistant principals.

Explore other pools of managers or retired principals as mentors.

Data on the number of graduates of Maryland=s administrative credentials.

The number of successful graduates of administrative programs.

Alignment of higher education curriculum for principal credentials.

10. ***Public knowledge of assessments and results.***

Rationale - What will it achieve?

Measurements

Develop a clear and understandable presentation that can be used to communicate information.

Public release of sample information for parents.

11. ***Adequate funding formula for all schools.***

Rationale - What will it achieve?

Measurements

Support the Thornton Commission.

Amount of money per year for educational services.

Budget analysis, program evaluation of new initiatives, unfunded mandates, program/budget priorities.

12. ***Use of monetary incentives for teachers and for schools for success.***

Rationale - What will it achieve?

Measurements

Track turnover rate and misassignment (teachers out of field) and best practices models for incentives (longer term contracts correlate with higher performance?).

## **Next Steps**

The Board concluded the meeting by discussing next steps:

February - MSDE Executive Team to review current MSDE strategic plan and integrate the data indicators as appropriate.

Begin process for curriculum development.

Identify data timeline - prioritize what we have, what we need, how long will it take?

Begin to prioritize for communication process

February Board meeting - Two hour work session to discuss the Visionary Panel recommendations, Achieve Report, No Child Left Behind Act, and Thornton Commission. Board requested that Dr. Grasmick and staff develop a matrix to facilitate discussion of these four documents and their recommendations/required actions. It was also suggested that internal and external fiscal notes be attached to each recommendation/requirement.

The meeting adjourned at 3:45 p.m.

Respectfully submitted,

Nancy S. Grasmick  
Secretary/Treasurer

NSG/jks

APPROVED: February 26, 2002