Maryland State Department of Education (MSDE)
Division of Special Education/Early Intervention Services
200 W. Baltimore Street, 9th floor, Baltimore, MD 21201
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Mary Baskar, Chair
Kelly Meissner, Vice Chair

Maryland SESAC

SPECIAL EDUCATION STATE ADVISORY COMMMITTEE

Draft SESAC Minutes
January 1/17/13

SESAC General Meeting
Johns Hopkins University/Center for Technology in Education
6740 Alexander Bell Drive, Columbia, MD 21046
10:00a.m. – 12:30p.m.
January 17, 2013

MINUTES

Attendee: Mary Baskar, Chair, Kelly Meissner, Co-Chair, Rachel London, Immediate Past Chair, Rhonda Creecy, Dawn Koplos, Denise Stamp, Carol Strootman, Sarah Wayland, Donna Riccobono, and Patricia Skelly

Excused: Sharon Glass, Lori Hall-Underwood, Claudette LeBlanc, Marlo Lemon, Amy Morales, Cindy Hettinger, Eileen Watson, Jacqueline Powell, Dorie Flynn, Pam Hardy-Cyran, Kathy Kaufman, and Sandra Newcombs

Guests: Karla Marty, Nancy Vorobey, Alice Harris and Tom Barkley

Staff: Marcella Franczkowski, Allen Perrigan, and Clara Coleman

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Ms. Mary Baskar, Chair opened the meeting at 10:00 a.m.

I. Welcome Remarks and Introductions
Mary Baskar, Chair welcomed all members and guests.

II. Assistant State Superintendent's Update (Marcella Franczkowski)
Marcella wants to apologize for not being there in person because the Branch Chiefs and Section Chiefs are in the final stages of completing the Strategic Plan.
The Health Related Services in Early Intervention along with the movement of SEIS. 1.2 million dollars for the State legislation budget. Along with 100 additional Autism Waiver slots, all together 1,000 with State and federal MOU we have in place. Marcella stated that we should have someone at every legislative hearing speaking about:

- The power and strength of Special Education/Early Intervention Services
- Strategic Planning Moving Forward
- Preschool, Middle School, High School and Adult Education
- Testify about the special education and related services provided and the benefit received
- Talk about the work and focus of the SESAC and/or SICC

The Headquarter Budget Hearing Dates

- February 14, 2013
- February 20, 2013

Aid Education Budget Hearing Dates

- February 15, 2013
- February 21, 2012

State Teacher Evaluation Model - Professional Practice 50% Qualitative Measures in four parts, Planning Preparation (12.5%); Instruction (12.5%); Classroom Environment (12.5%); and Professional Responsibilities (12.5%).

A. Student Growth- Elementary/Middle School Teacher in two content areas, Reading MSA and Math. LEA proposed objective measures of student growth and learning linked to State and/or local goals and approved by MSDE.
B. Elementary/Middle School Teacher in one content area, English/Language Arts teachers and LEA proposed objective measures of student growth and learning linked to State and/or local goals and approved by MSDE.
C. Elementary/Middle School Teacher Non-Tested Subject – LEA proposed objective measures of student growth and learning linked to State and/or local goals and approved by MSDE; no single measure to exceed 35%.
D. High School Teacher – LEA proposed objective measures of student growth and learning linked to State and/or local goals and approved by MSDE; no single measure to exceed 35%.
E. Maryland School Progress Index (SPI)

   In 2011, the United States Department of Education gave states the opportunity to develop a new system for measuring and reporting school performance. Maryland redesigned its accountability system focusing on the progress schools are making towards readiness for college and career by mastering grade-level and course-level curriculum goals each year. Under this new system, Maryland has adopted realistic goals of cutting in half the number of students in each school who are not achieving at the proficient level. The SPI is a new accountability process that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce in half, in six years, the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. The SPI is divided into to three parts:

   - Grades PreK-8
     - Achievement Indicator (30%)
     - Gap (40%)
     - Growth (30%)
   - Grades 9-12
     - Achievement (40%)
     - Gap (40%)
     - College and Career Readiness (20%)

III. SPR/APR Indicators Review

D. Indicator 3 – Statewide Assessment (Karla Marty)

3a. - Student Achievement AYP target not met (48%)

3b. - Student Achievement Participation target met (99.1%)

3c. - Student Achievement Proficiency target not met in any grade or subject area.

E. Indicator 6 – Preschool LRE (Nancy Vorobey)

6a. Preschool LRE – regular early childhood program - no target for FFY 2011. New baseline established. The FFY 2011 APR baseline of 59.7% and FFY 2012 target is 60.2%

6b. Preschool LRE – separate class, school or facility - no target for FFY 2011. New baseline established. The FFY2011 baseline of 21.8% and FFY 2012 target is 21.3%

F. Indicator 7 – Preschool Outcomes

Indicator 7 measures the outcomes of preschool children with disabilities in three areas: Positive social-emotion skills; Acquisition and use of knowledge and skills; and Use of appropriate behaviors to meet their needs. For each area, there are two summary statement measures:

1. Of those preschool children who entered or exited the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program; and
2. The percent of children who were functioning within age expectations in each Outcome by the time they exited the program.

7a.1 – Positive social-emotion skills target met (69.2%)

7a.2 – Positive social-emotion skills ONLY Indicator 7 target (72.0%) not met (69.5%)

7b.1 – Acquisition and use of knowledge and skills target met (70.4%)

7b.2 – Acquisition and use of knowledge and skills target met (60.4%)

7c.1 – Use of appropriate behaviors to meet their needs target met (65.5%)

7c.2 – Use of appropriate behaviors to meet their needs target met (67.0%)

D. Indicator 12 – Transition from Part C to Part B

Indicator 12 is a compliance indicator. The required target of 100% was met. A total of 2,138 children served in Part C were referred to Part B. Of those children, 1,877 were eligible for and transitioned to Part B preschool special education.

E. Indicator 8 – Preschool and School Age Parent Survey (Alice Harris)

Common Concerns of Parents that need Improvement

- Having access to resources, information and training
- Getting the support they need to play an active role in their child's education
- Understanding the dispute resolution process (Procedural Safeguards)
- Involvement and their role in developing their child's IEP and decisions concerning required services

Maryland Parent Survey Results: A Dashboard View

- Preschool

Total Mailed	12,224
Undeliverable:	4%

Moving Forward

- Increase Parent Response Rate
- Focus on Improving Parent Involvement
- Enhance Collaboration Between Key Stakeholders (State, local school) systems, families and service providers
- Identify and initiate strategies to make it happen!

F. Indicator 14 – Post School Outcomes (Tom Barkley)
The FFY 2011 target of 82% of students enrolled in higher education or some other postsecondary education training program or competitively, employed or in some other employment was exceeded by 3.99% met 85.99%

IV. Nomination of Officers (March 2013)
Prior to the March SESAC meeting member will receive a form to make nomination for the officer 2013-2014

V. Comments/Open Discussion and Approval of Minutes – The minutes of the December 4, 2012 meeting were approved.

Next Meetings:

Executive Team Meeting	February 21, 2013 MSDE, 9th Floor 10:00 a.m. – 1:00 p.m.
General Meeting	March 21, 2013 JHU/CTE 10:00a.m. – 1:00 p.m.