



Karen B. Salmon, Ph.D.  
State Superintendent of Schools

200 West Baltimore Street • Baltimore, MD 21201 • 410-767-0100 • 410-333-6442 TTY/TDD • msde.maryland.gov

**TO:** Members of the State Board of Education

**FROM:** Karen B. Salmon, Ph.D. *KBS/cln*

**DATE:** August 22, 2016

**SUBJECT:** CH 421/Commission on Assessments Update

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**PURPOSE:**

The purpose of this agenda item is to provide feedback and to advise the Board relative to the Commission on Assessments Report and recommendations.

**BACKGROUND/HISTORICAL PERSPECTIVE:**

Maryland's House Bill 452 was signed into law on May 12, 2015 and became effective June 1, 2015. In 2015, the Maryland General Assembly established the Commission to Review Maryland's Use of Assessments and Testing in Public Schools to make recommendations on how local school systems and the State can improve the process in which local, state, and federally mandated assessments are administered and used to inform instruction. In formulating its recommendations, the Commission was charged with reviewing, surveying, and analyzing a variety of issues related to assessments.

In addition to the work of the Commission, the Maryland State Department of Education (MSDE) was required by the same legislation to:

- survey and assess how much time is spent in each grade and in each local school system on administering local, State, and federally mandated assessments; and
- compile the results of the survey into documents that are consistent across local school systems and grade levels.

The survey, conducted in the summer of 2015, contained a matrix of each federal, state, and locally mandated assessment administered in each of the 24 Maryland school systems. The survey included information required by the legislation for each assessment. MSDE submitted these documents to the Governor, the General Assembly, the State Board of Education, each local board of education, and other stakeholders on August 31, 2015. The State Board, local boards, and four stakeholder groups reviewed and commented on the results of the survey. These

documents became the foundation of the Commission's work and can be found at <http://msde.maryland.gov/commissiononassessments/index.html>.

**EXECUTIVE SUMMARY:**

On or before September 1, 2016, each county board of education shall review and consider the Commission's findings and recommendations; make comments and recommendations related to whether they accept or reject the Commission's findings and recommendations to the State Board; and make comments and recommendations available to the public on request.

On or before October 1, 2016, the State Board shall review and consider the Commission's findings and recommendations; make comments and recommendations related to whether they accept or reject the Commission's findings and recommendations; and submit a compilation to the Governor and, in accordance with §2-1246 of the State Government Article, the Senate Education, Health, and Environmental Affairs Committee and the House Committee on Ways and Means of their comments and recommendations and the comments and recommendations of each county board of education.

At the September 27, 2016 State Board meeting, the Board will be asked to review the summary of local boards' findings on the Commission's report and make recommendations in order to meet the October 1, 2016 deadline.

**ACTION:**

For information only.

**ADDITIONAL RESOURCES:**

Commission on Assessments Website

<http://msde.maryland.gov/commissiononassessments/index.html>

The table below will be used to record State Board of Education Members' responses during a facilitated work session regarding the findings and recommendations in the Commission to Review Maryland's Use of Assessments and Testing in Public Schools Final Report. This table does not reflect the final position of the board regarding the findings and recommendations of the Commission.

<b>Commission Recommendations that are State Action Only</b>	
<b>Recommendation 2.1A</b>	The creation of an additional assessment in social studies at the middle school level should not go forward. Rather, the Commission recommends a similar approach for middle school social studies as was previously taken to ensure local accountability for teaching and assessing the environmental literacy standards and financial literacy standards that were infused in students' instructional experiences. The Commission requests the Maryland State Board of Education's consideration to propose that districts be required to provide assurances that instructional program alignment exists for social studies content standards, skills, and processes at each middle school grade level, which are then matched to a locally designed and implemented assessment program measuring students' progress toward the standards.
<b>Impact Considerations</b>	<p>Additional state costs and human resources (local/state) will be required in developing the new assessment.</p> <p>State law requires the administration of a statewide middle school assessment in the 2018/2019 school year. ED §7-203. An assessment in the 8th grade would add testing hours when the MSDE survey of federal, state, and local assessments revealed that 8th graders have the most testing hours of any grade.</p>
<b>State/State Board Actions Required to Implement the Recommendation</b>	<p>Legislation is necessary to repeal the requirement of a statewide middle school assessment in social studies which is to be given in the 2018/2019 school year.</p> <p>Regulations are necessary to require a locally designed assessment aligned with content standards and skills.</p>
<b>MSDE Recommendation</b>	<p>Accept with condition:</p> <p>Assessment is a fundamental part of curriculum and instruction. School practice of using formative and summative assessments is sufficient to measure student learning progress.</p>
<b>Notes/Comments</b>	

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<b>Commission Recommendations that are State Action Only</b>	
<b>Recommendation 2.1B</b>	MSDE shall continue the assessment of national, State and local government to assure knowledge in civics, but with a fundamentally different structure than that which currently exists. Innovative approaches to measuring student progress should be considered, and the assessment should be designed in a way that is least disruptive to classroom instruction. The current two hour and thirty minute school wide assessment structure creates a significant resource and time burden on the teaching and learning process. The Commission recommends strongly that an assessment structure be developed allowing for the assessment to be administered within class periods, on one or multiple days, without needing to alter the normal school day for students or overly impacting instructional time for students.
<b>Impact Considerations</b>	Revised tests formats/structure will have associated costs of development and data analysis.
<b>State/State Board Actions Required to Implement the Recommendation</b>	Future state contracts on government assessment would include the new structure for the assessment.
<b>MSDE Recommendation</b>	Accept  There is broad support for this, and Assessment is moving actively in this direction in all contract negotiations including the new HS government test.
<b>Notes/Comments</b>	

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Commission Recommendations that are Local Action Only	
<b>Recommendation 2.2A</b>	The primary purpose of a standardized assessment may not be to attain an SLO. Educators, in conjunction with school-based and district leaders, shall collaborate to determine what measures (including what, if any, standardized assessments are used) and targets to use, to monitor and to assess student progress. Districts should provide sample SLOs or assessments with clear language.
<b>Impact Considerations</b>	While not mandated, the State already supports this in practice. Through eleven statewide professional development sessions with representative teams from all 24 LEAs, agreed upon practices including a common language and the common application of SLOs to the evaluation of teachers and principals have been embraced and steadily evolving.
<b>State/State Board Actions Required to Implement the Recommendation</b>	None.
<b>MSDE Recommendation</b>	Accept  A strong collaboration among LEA administrators and teachers and MSDE leadership has made great progress in this area, including coaching, exemplars, and modeling.
<b>Notes/Comments</b>	

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Commission Recommendations that are Local Action Only	
<b>Recommendation 2.2B</b>	School districts should require no more than two teacher directed SLOs for the purposes of meeting the student growth requirements within the TPE.
<b>Impact Considerations</b>	Minimal impact: MSDE conducted a series of meetings with LEA Teams and Institutions of Higher Education in an extensive review of the State Evaluation Frameworks. This study included both statistical analysis of two years of TPE trend data and anecdotal input from practitioners in the field. The impact of SLOs on the evaluation process was included in this study. <i>The data clearly indicated that the contribution of SLO measures to evaluation was maximized at two SLOs and that three or more SLOs contributed very little additional fidelity to the evaluation process.</i>
<b>State/State Board Actions Required to Implement the Recommendation</b>	None.
<b>MSDE Recommendations</b>	Accept  Through collaboration, a continuous feedback loop, and research analysis, the self-evident results have already garnered strong support and ownership for this approach.
<b>Notes/Comments</b>	

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<b>Commission Recommendations that Require Both State and Local Action</b>	
<b>Recommendation 3.1</b>	Loosen the restrictions on who can administer, proctor and accommodate State and locally mandated assessments. Any staff member at a school whom the principal deems capable, by integrity, skill, work time, and appropriate training, is allowed to fully proctor a State and/or local standardized test. Training as currently in existence will remain an element of the administrator, proctor, and accommodator readiness, and additional training as the school administration sees necessary will be supported. It should be noted that if the structure of mandated testing is reduced in the amount of time necessary to administer and is changed to fit into class periods, teachers for those individual classes being tested would be easily available for test administration and proctoring without the disruption that currently exists. However, in that scenario, there is the potential to use these teachers for other types of instruction (such as in teams or in professional learning) during the testing time, while using other available staff for proctoring.
<b>Impact Considerations</b>	<p>PARCC and nationally administered assessments require administration by certificated staff to insure a level of accountability commensurate with expectations of professional responsibility for highly secure materials.</p> <p>These concerns will be greatly minimized when testing sessions are brought more closely in line with instructional class periods.</p>
<b>State/State Board Actions Required to Implement the Recommendation</b>	State Board could adopt regulations concerning certification of personnel for assessment purposes.
<b>MSDE Recommendation</b>	<p>Decline for State-mandated tests</p> <p>In the next year the pressures on the normal school day will diminish, and certificated staff will be available to administer tests/test modules within the instructional time. The problem will become self-correcting.</p>
<b>Notes/Comments</b>	

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<b>Commission Recommendations that are State Action Only</b>	
<b>Recommendation 4.1</b>	Establish July 15 as the deadline for the return of PARCC assessment data for the purpose of allowing the time necessary for districts and schools to inform curriculum, instructional, and professional learning practices and to afford enough time to evaluate the need for students' program and schedule changes. The Commission acknowledges the importance of high-quality, useable, and statistically reliable and valid data; therefore, in order to guarantee data integrity, MSDE (with PARCC's assistance) shall provide a widely published timeline explaining any delay in meeting the July 15 deadline.
<b>Impact Considerations</b>	No impact: MSDE Assessment Division has established this date as the standard for all assessment contracts under our control.
<b>State/State Board Actions Required to Implement the Recommendation</b>	None.
<b>MSDE Recommendation</b>	Accept  It is reasonable that any deviations from the timeline would be fully explained.
<b>Notes/Comments</b>	

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<b>Commission Recommendations that are State Action Only</b>	
<b>Recommendation 4.2</b>	MSDE shall form a statewide practitioner stakeholder advisory group to the dedicated PARCC Project Manager assigned by PARCC. The group should include school-based educators and test coordinators, who will provide feedback on the PARCC reporting mechanisms, the assessment window and time elements related to preparing for and assessments and administering the assessments.
<b>Impact Considerations</b>	An additional stakeholder group would likely prove redundant, slowing time sensitive processes. Feedback is already solicited from various practitioner groups including Local Accountability Coordinators, classroom teachers and Asst. Superintendents for Instruction.
<b>State/State Board Actions Required to Implement the Recommendation</b>	State Board would direct MSDE to create the statewide practitioner stakeholder advisory group.
<b>MSDE Recommendation</b>	Decline  Practitioners have a variety of forums that meet routinely. Assessment and accountability are ongoing topics for feedback, information and sharing ideas/strategies.
<b>Notes/Comments</b>	

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Commission Recommendations that are Local Action Only	
<b>Recommendation 5.1</b>	Require Superintendents to annually report two measures of testing time from the prior school year to their county Board of Education: -the number of hours students spend taking mandated assessments, disaggregated by grade level for all students, English Learners, and students with disabilities both at the county and school levels, and -the number of days the school schedule was changed school-wide, beyond an individual classroom, by mandated assessments for each school.
<b>Impact Considerations</b>	Local school system perspective is needed. HB 412 of 2016 requires a local board to publish annually the title and purpose of the assessment, whether the assessment is mandated by local, state or federal entity, the grade level or subject areas to which the test is administered, the testing window and whether accommodations are available.
<b>State Board Actions Required to Implement the Recommendation</b>	None.
<b>MSDE Recommendation</b>	Accept with condition  Feedback from superintendents is needed.
<b>Notes/Comments</b>	

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<b>Commission Recommendations that Require Both State and Local Action</b>	
<b>Recommendation 5.2</b>	Provide timely results for local, State and federally mandated assessments to educators so the results can be used to inform instruction and to plan for prospective programming decisions.
<b>Impact Considerations</b>	Minimal impact: MSDE Assessment Division has established rigorous reporting schedules that are being incorporated into all assessment contracts under our control.
<b>State/State Board Actions Required to Implement the Recommendation</b>	None.
<b>MSDE Recommendation</b>	Accept Timely release of data serves instruction and all stakeholders.
<b>Notes/Comments</b>	

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<b>Commission Recommendations that are State Action Only</b>	
<b>Recommendation 5.3</b>	MSDE shall review and update the current <i>Maryland Accessibility Features and Accommodations Manual</i> to create appropriate consistency regarding accessibility and accommodations guidelines and clearly communicate them to staff. In addition, all accessibility and accommodations guidelines should be effective and implemented for all State mandated assessments in 2017-2018.
<b>Impact Considerations</b>	<p>The MSDE has already begun the work to align the Maryland Accommodations Manual (MAM) with the recently updated PARCC Accessibility Features and Accommodations Manual (updated August 2, 2016). Training for the implementation of accommodations is provided to the local accountability coordinators (LAC) Updated information occurs through weekly webinars and intensive training occurs during scheduled face-to-face meetings. The LAC is responsible to train their local staff.</p> <p>There is ongoing professional development for practitioners who develop and implement Individualized Education Programs (IEPs) and 504 Plans. Accessibility features and accommodations should be provided across all aspects of the instructional framework, which consists of curriculum, instruction and assessments for all students.</p>
<b>State/State Board Actions Required to Implement the Recommendation</b>	None.
<b>MSDE Recommendation</b>	<p>Accept</p> <p>This is consistent with practice.</p>
<b>Notes/Comments</b>	

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<b>Commission Recommendations that are State Action Only</b>	
<b>Recommendation 5.4</b>	The State Board of Education shall analyze and disaggregate the results of MSDE technology needs assessment to determine the implications for administering the mandated federal, State and local assessments.
<b>Impact Considerations</b>	<p>MSDE recently finished a preliminary survey of LEA CIOs in July relating to technology including broadband width. Additional information for the survey will be gathered this fall as part of an EducationSuperhighway/National Governor's Association policy academy that is being conducted with MSDE and the LEA CIOs.</p> <p>MSDE would analyze the technology survey from an assessment perspective.</p>
<b>State/State Board Actions Required to Implement the Recommendation</b>	State Board would review the results of MSDE's analysis of technology needs relating to assessments based on the final technology survey.
<b>MSDE Recommendation</b>	<p>Accept</p> <p>This is consistent with MSDE plans/efforts in collaboration with local school systems.</p>
<b>Notes/Comments</b>	

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<b>Commission Recommendations that are State Action Only</b>	
<b>Recommendation 5.5</b>	Provide annual need-based competitive technology grants to districts designed to minimize the impact on instruction in the Maryland schools with technology deficits that drive extended testing schedules. MSDE shall develop evaluation criteria for awarding grants to districts that balance need—identifying schools that demonstrate assessment-related technology deficits that have significant extend testing schedules that impact instruction— with action plans to cost-effectively meet those needs— developing viable and sustainable plans to effectively reduce computer administered assessments impact on instruction. MSDE criteria should a) favor district plans that provide local funds to maximize the effectiveness of state grant funding and b) ensure that grant funds will not replace existing or planned local technology expenditures.
<b>Impact Considerations</b>	Providing a significant new budget appropriation for a state technology grant program will have an impact on the State/MSDE budget.  If a state technology grant program is created, MSDE can require LEA funding matches and establish grant criteria based on technology deficits and testing schedules.
<b>State/State Board Actions Required to Implement the Recommendation</b>	The State Board could consider this recommendation in Board budget discussions. Inclusion of a state technology grant program in a proposed state budget and approval of the appropriation by the General Assembly would be required to implement the recommendation.
<b>MSDE Recommendation</b>	Accept with condition  Implementation is budget dependent.
<b>Notes/Comments</b>	

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**Commission Recommendations that are State Action Only**

<b>Recommendation 6.1</b>	<p>The Biology HSA during the 2016-2017 school year will be administered but achieving a passing score will not be a graduation requirement. The Maryland Integrated Science Assessment (MISA) will be designed in a way that is least disruptive to the school day and classroom instruction (each section will be of a length that allows testing within the classroom). Districts shall communicate the change clearly to parents and students. If there is a public comment period, the public shall be made aware of the reason for the change (that the curriculum is no longer aligned with the assessment). Students and parents shall be informed that the MISA science assessment may be required for graduation in the future. Students who failed the Biology HSA before the 2016-2017 school year shall also be granted an exemption; there shall be no Biology Bridge program students for the 2017-2018 school year.</p>
<b>Impact Considerations</b>	<p>These steps will accelerate the high schools' transition to Next Generation Science Standards. Continued administration of the test assures the State is in Federal compliance with federal assessment requirements.</p> <p>The State Board's proposed regulations concerning the Biology HSA graduation requirement adopted at the July Board meeting will be published for public comment.</p>
<b>State/State Board Actions Required to Implement the Recommendation</b>	<p>Review public comments concerning the Biology HSA graduation requirements and consult with MSDE concerning the proposed regulations and the Biology Bridge program.</p>
<b>MSDE Recommendation</b>	<p>Accept</p> <p>Decisions regarding students who were tested prior to 2016-17 should mirror prior State practice regarding transitions to new assessments.</p>
<b>Notes/Comments</b>	

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<b>Commission Recommendations that are State Action Only</b>	
<b>Recommendation 6.2</b>	An additional assessment in social studies at the middle school level shall not be added. Rather, the Commission recommends that a similar approach for middle school social studies as was previously taken to ensure local accountability for teaching and assessing the environmental literacy standards and financial literacy standards that were infused in students' instructional experiences. There should be district assurances that instructional program alignment exists for social studies content standards, skills, and processes at each middle school grade level, which are then matched to a locally designed and implemented assessment program measuring students' progress toward the standards. MSDE shall seek guidance to ensure this approach complies with statute and monitors the locally designed assessment program so it does not impact an excessive amount of instructional time.
<b>Impact Considerations</b>	See 2.1A above.
<b>State/State Board Actions Required to Implement the Recommendation</b>	See 2.1A above.
<b>MSDE Recommendation</b>	Accept  See 2.1A above.
<b>Notes/Comments</b>	



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<b>Commission Recommendations that are State Action Only</b>	
<b>Recommendation 7.1 (a)</b>	Publicize information assuring comparability between the 2015 and 2016 PARCC assessment results. Employ appropriate messaging strategies focused on the information needs of a variety of stakeholders: students, teachers, parents, community members at the district level and to the Maryland General Assembly and the Department of Legislative Services.
<b>Impact Considerations</b>	MSDE can implement the two recommendations: regarding publishing the technical report including comparability between the 2015 and 2016 administrations of PARCC; as well as the recommendation concerning messaging strategies.
<b>State/State Board Actions Required to Implement the Recommendation</b>	None.
<b>MSDE Recommendation</b>	Accept  This is in progress or can otherwise be accomplished.
<b>Notes/Comments</b>	

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Commission Recommendations that are Local Action Only	
<b>Recommendation 7.1 (b)</b>	Establish a District Committee on Assessment in each school district for the purpose of monitoring, evaluating, and communicating the district's assessment program. The goal of the committee is to ensure that assessment programs and practices within each district meet the highest quality standards for measuring students' academic progress, learning progression or skill acquisition through timely and relevant feedback at the district and school level. The evaluation should include a measure of time invested in assessments, preparation for assessments (including technology) and the staffing resources devoted to various types of assessments.
<b>Impact Considerations</b>	Local school system perspective is needed.
<b>State/State Board Actions Required to Implement the Recommendation</b>	None.
<b>MSDE Recommendation</b>	<i>Affirms a recommendation by State Board</i>  Consideration of superintendent feedback is critical.
<b>Notes/Comments</b>	

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<b>Commission Recommendations that are State Action Only</b>	
<b>Recommendation 7.2</b>	Report out PARCC results by mode effect until 100% of students are administered the assessment online. A comparative analysis of the results by content/grade should be reported to the Maryland State Board of Education, local Boards of Education, the general public and the Maryland General Assembly.
<b>Impact Considerations</b>	Minimal impact:  Mode effect is monitored and can be reported by MSDE Assessment and Accountability Division as requested.
<b>State/State Board Actions Required to Implement the Recommendation</b>	None.
<b>MSDE Recommendation</b>	Accept  Specific reporting protocols will need to be established.
<b>Notes/Comments</b>	

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<b>Commission Recommendations that are State Action Only</b>	
<b>Recommendation 7.3</b>	MSDE shall develop a clear process for gathering, reporting, and responding to concerns concerning the impact of the newly revised single administration and the developmental appropriateness of the PARCC assessment from school-based educators and test coordinators. MSDE shall form a representative statewide practitioners' stakeholder advisory group to include school-based classroom teachers and test coordinators who will share concerns directly with the dedicated project manager PARCC assigns to Maryland.
<b>Impact Considerations</b>	An additional stakeholder group would likely prove redundant, slowing time sensitive processes. MSDE is active with multiple operational work groups (OWGs) that contribute to the development of the PARCC assessments.
<b>State/State Board Actions Required to Implement the Recommendation</b>	State Board would direct MSDE to create the statewide practitioner stakeholder advisory group.
<b>MSDE Recommendation</b>	Decline  The Commission's recommendations for streamlining PARCC are aligned with PARCC's interests as well, and are in progress.
<b>Notes/Comments</b>	

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<b>Commission Recommendations that are State Action Only</b>	
<b>Recommendation 7.4</b>	MSDE shall publish a report of the observations and recommendations gleaned from each district. Include in the report steps for improving the ease of the assessment administration in future years. The report should be made available to the local Boards of Education, Maryland State Board of Education, and the Maryland General Assembly.
<b>Impact Considerations</b>	MSDE reports annually to the State Board in public session regarding test administration and results of assessments. The gathering, compilation and publishing of an annual report will require considerable demands of staff, time, and resources.  However, as test structures and times are brought into better alignment with the instruction schedule, these concerns should diminish.
<b>State/State Board Actions Required to Implement the Recommendation</b>	State Board would direct MSDE to publish a report of observations and recommendations gleaned from each district and steps for improving the ease of the assessment administration in future years.
<b>MSDE Recommendation</b>	Decline with condition  District feedback should inform ongoing effects to improve testing procedures. A more detailed oral presentation to the State Board can be provided.
<b>Notes/Comments</b>	

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<b>Commission Recommendations that are State Action Only</b>	
<b>Recommendation 7.5</b>	<p>MSDE shall continue to report out the quality of early care whether districts choose a census or representative sampling approach to administering the KRA.</p> <p>Districts and MSDE shall work more closely to ensure that the communication is improved specific to the purpose and timing of the KRA administration, and the access to and use of available assessment results.</p> <p>MSDE shall develop additional new modules for professional learning and continue to employ strategies such as 'train the trainer' to ensure consistent and cohesive training in each district.</p>
<b>Impact Considerations</b>	<p>Minimal impact: MSDE will report out the readiness results at the state and school system level for prior care and sub-groups based on representative sample data. Readiness results at the individual student level will be reported in schools or districts that do census administration to be shared with parents.</p> <p>Additional training modules have been developed and provided to school system trainers to use with teachers specific to the purpose of the KRA and access to data results, as well as timing and reporting changes due to the recently enacted legislation.</p>
<b>State/State Board Actions Required to Implement the Recommendation</b>	None.
<b>MSDE Recommendation</b>	<p>Accept</p> <p>Reporting expectations have been established, and training is being addressed.</p>
<b>Notes/Comments</b>	

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<b>Commission Recommendations that are State Action Only</b>	
<b>Recommendation 7.6</b>	<p>MSDE shall investigate the option of providing an accountability mechanism that will satisfy the federal high school assessment requirement and improve College and Career Readiness as stipulated in the College Completion Act of 2013 or Statute §7-205.1 High School Curriculum and Graduation Requirements.</p> <p>MSDE should explore the option of applying for the Innovative Assessment System option which will be afforded to seven (7) states. Establishing comparability in accountability across a number of State approved assessments that will meet graduation requirements, federal testing requirements, and the College Completion Act of 2013 should result in a reduction in the number of assessments.</p>
<b>Impact Considerations</b>	<p>Minimal Impact regarding testing. MSDE has worked with Local Superintendents and Higher Education to specify a robust set of standards for College and Career Readiness that utilizes tests already administered at the high schools for graduation requirements, while providing additional options for using specific external (nationally recognized) alternative measures.</p> <p>The Innovative Assessment grants as currently configured outline a considerable number of requirements, and provide technical assistance, but no funds. MSDE (DCAA and Academic Policy) has investigated this option.</p>
<b>State/State Board Actions Required to Implement the Recommendation</b>	State Board could direct MSDE to apply for the Innovation Assessment grant.
<b>MSDE Recommendation</b>	<p>Accept</p> <p>MSDE will monitor any changes to the Innovative Assessment grants as to their potential benefit to Maryland.</p>
<b>Notes/Comments</b>	

The table below will be used to record State Board of Education Members' responses during a facilitated work session regarding the findings and recommendations in the Commission to Review Maryland's Use of Assessments and Testing in Public Schools Final Report. This table does not reflect the final position of the board regarding the findings and recommendations of the Commission.

<b>Commission Recommendations that are State Action Only</b>	
<b>Recommendation 7.7 (a)</b>	<p>MSDE shall provide resources information to parents on State mandated assessments that will:</p> <ol style="list-style-type: none"> <li>a. Provide information about student performance on mandated tests and how teachers will use these data in their classrooms</li> <li>b. Explain the assessment construction and format information</li> <li>c. Identify the ties/links to curricular standards—assessment question examples and links to specific examples at all grade levels</li> <li>d. Address how students with disabilities and who are ELs may be affected by various assessments and why</li> <li>e. Communicate the information regarding assessment with parents/families whose first language is not English</li> <li>f. Communicate information on Maryland HSA and PARCC that answers:               <ol style="list-style-type: none"> <li>i. Why does my child need to pass these tests to graduate?</li> <li>ii. What are the cut-off scores to meet the criteria?</li> </ol> </li> <li>g. Create FAQs</li> <li>h. Disseminate the assessment psychometrics</li> <li>i. Communicate and provide access to statewide, countywide and local school aggregated and disaggregated results</li> <li>j. Explain the results in layman's terms</li> <li>k. Interpret the assessment results</li> <li>l. Help parents to understand and answer the questions: What does this mean for my child? What should be the next steps for their education? What can I do at home to support my child?</li> </ol>
<b>Impact Considerations</b>	MSDE already provides many of these elements, but continues to expand parent and public access to assessment information. The MSDE website is in revision with the goal of continuous improvement.
<b>State/State Board Actions Required to Implement the Recommendation</b>	None.
<b>MSDE Recommendation</b>	<p>Accept</p> <p>Clear and timely communication is an on-going effort.</p>
<b>Notes/Comments</b>	

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Commission Recommendations that are Local Action Only	
<b>Recommendation 7.7 (b)</b>	<p>Local Boards of Education shall communicate with parents before, during, and after testing by:</p> <ul style="list-style-type: none"> <li>a. Publishing a comprehensive assessment calendar for elementary, middle and high schools;</li> <li>b. Providing and distributing information regarding what students will be tested, why, on what material, and how the assessments connected to the curriculum;</li> <li>c. Explaining what the results will mean, how they will be used, and how, when and where parents and students will be able to access results; and</li> <li>d. Explaining what assessment results mean for the next steps in students education.</li> </ul>
<b>Impact Considerations</b>	Local School Systems will need to provide comments on this issue in regard to their locally reporting and communications.
<b>State/State Board Actions Required to Implement the Recommendation</b>	None.
<b>MSDE Recommendation</b>	<p>Accept with condition.</p> <p>Local School Systems will need to provide comments on this issue in regard to their locally reporting and communications. MSDE can and does provide ongoing support and training for these efforts.</p>
<b>Notes/Comments</b>	

The table below will be used to record State Board of Education Members' responses during a facilitated work session regarding the findings and recommendations in the Commission to Review Maryland's Use of Assessments and Testing in Public Schools Final Report. This table does not reflect the final position of the board regarding the findings and recommendations of the Commission.

<b>Commission Recommendations that are State Action Only</b>	
<b>Recommendation 8.2</b>	Administer the PARCC assessments to satisfy the high school assessment requirements and the participation requirements (95%) as specified by ESSA and the high school graduation requirements specified by the State Board (See 3(a) of 13A.03.02.09 Diplomas and Certificates). However, in 3(b) and 3(c) of 13A.03.02.09 stipulate alternatives to achieving a passing score.
<b>Impact Considerations</b>	<p>If the intent is to align the graduation requirements with ESSA, MSDE will need USED approval of the Advanced Placement and International Baccalaureate examinations.</p> <p>If passing the high school MISA becomes a graduation requirement, the comparability of nationally administered assessments (IB/AP) may not align with the State adopted Next Generation Science Standards that requires an integrated, cross-discipline assessment.</p> <p>Additionally, the combined score option will need additional research, and may not be easily achieved due to the complexity of multiple pathways, differences in score reporting by vendors/multiple assessment types, etc.</p>
<b>State/State Board Actions Required to Implement the Recommendation</b>	State Board could adopt regulations altering the graduations requirements.
<b>MSDE Recommendation</b>	<p>Accept with condition</p> <p>The use of alternate assessments must be considered in the decision.</p>

The table below will be used to record State Board of Education Members' responses during a facilitated work session regarding the findings and recommendations in the Commission to Review Maryland's Use of Assessments and Testing in Public Schools Final Report. This table does not reflect the final position of the board regarding the findings and recommendations of the Commission.

Commission Recommendations that are Local Action Only	
<b>Recommendation 7.1 (b)</b>	Establish a District Committee on Assessment in each school district for the purpose of monitoring, evaluating, and communicating the district's assessment program. The goal of the committee is to ensure that assessment programs and practices within each district meet the highest quality standards for measuring students' academic progress, learning progression or skill acquisition through timely and relevant feedback at the district and school level. The evaluation should include a measure of time invested in assessments, preparation for assessments (including technology) and the staffing resources devoted to various types of assessments.
<b>Impact Considerations</b>	Local school system perspective is needed.
<b>State/State Board Actions Required to Implement the Recommendation</b>	None.
<b>MSDE Recommendation</b>	
<b>Notes/Comments</b>	

The table below will be used to record State Board of Education Members' responses during a facilitated work session regarding the findings and recommendations in the Commission to Review Maryland's Use of Assessments and Testing in Public Schools Final Report. This table does not reflect the final position of the board regarding the findings and recommendations of the Commission.

Commission Recommendations that are Local Action Only	
<b>Recommendation 7.1 (c)</b>	The superintendent shall establish and appoint the District Committee on Assessment by December 2017 which reflects the size of the district and diversity of its schools. The Committee shall include administrators, teachers, and parents, along with community and business partners. The administrators and the teachers shall be inclusive of elementary, middle, and high school with an emphasis on representation of the various student service groups, such as Special Education and English Learners. The local education association shall be represented by the association president or designee. The district may choose to assign the assessment review task to an existing stakeholder advisory group representing those stakeholders.
<b>Impact Considerations</b>	Local school system perspective is needed.
<b>State/State Board Actions Required to Implement the Recommendation</b>	None.
<b>MSDE Recommendation</b>	
<b>Notes/Comments</b>	

The table below will be used to record State Board of Education Members' responses during a facilitated work session regarding the findings and recommendations in the Commission to Review Maryland's Use of Assessments and Testing in Public Schools Final Report. This table does not reflect the final position of the board regarding the findings and recommendations of the Commission.

Commission Recommendations that are Local Action Only	
<b>Recommendation 7.1(d)</b>	MSDE shall compile a summary of the information from districts' Local Board approval and submit the report to the Maryland General Assembly as verification that districts are evaluating local assessment systems against best practices.
<b>Impact Considerations</b>	Local school system perspective is needed.
<b>State/State Board Actions Required to Implement the Recommendation</b>	None.
<b>MSDE Recommendation</b>	
<b>Notes/Comments</b>	

The table below will be used to record State Board of Education Members' responses during a facilitated work session regarding the findings and recommendations in the Commission to Review Maryland's Use of Assessments and Testing in Public Schools Final Report. This table does not reflect the final position of the board regarding the findings and recommendations of the Commission.

<b>Commission Recommendations that Require Both State and Local Action</b>	
<b>Recommendation 7.5</b>	MSDE shall continue to report out the quality of early care whether districts choose a census or representative sampling approach to administering the KRA. Districts and MSDE shall work more closely to ensure that the communication is improved specific to the purpose and timing of the KRA administration, and the access to and use of available assessment results. MSDE shall develop additional new modules for professional learning and continue to employ strategies such as 'train the trainer' to ensure consistent and cohesive training in each district
<b>Impact Considerations</b>	<p>No impact: MSDE will report out the readiness results at the state and school system level for prior care and sub-groups based on representative sample data. Readiness results at the individual student level will be reported in schools or districts that do census administration to be shared with parents.</p> <p>Additional training modules have already been developed and provided to school system trainers to use with teachers specific to the purpose of the KRA and access to data results, as well as timing and reporting changes due to the recently enacted legislation.</p>
<b>State/State Board Actions Required to Implement the Recommendation</b>	None.
<b>MSDE Recommendations</b>	
<b>Notes/Comments</b>	

The table below will be used to record State Board of Education Members' responses during a facilitated work session regarding the findings and recommendations in the Commission to Review Maryland's Use of Assessments and Testing in Public Schools Final Report. This table does not reflect the final position of the board regarding the findings and recommendations of the Commission.

Commission Recommendations that are Local Action Only	
<b>Recommendation 7.7 (b)</b>	Local Boards of Education shall communicate with parents before, during, and after testing by: <ol style="list-style-type: none"> <li>a. Publishing a comprehensive assessment calendar for elementary, middle and high schools;</li> <li>b. Providing and distributing information regarding what students will be tested, why, on what material, and how the assessments connected to the curriculum;</li> <li>c. Explaining what the results will mean, how they will be used, and how, when and where parents and students will be able to access results; and</li> <li>d. Explaining what assessment results mean for the next steps in students education.</li> </ol>
<b>Impact Considerations</b>	Local school system perspective is needed, MSDE can and does provide training and support for these efforts.
<b>State/State Board Actions Required to Implement the Recommendation</b>	None.
<b>MSDE Recommendation</b>	
<b>Notes/Comments</b>	

# Working Session: Analysis of Findings and Recommendations

State Board of Education Meeting  
August 22, 2016

Commission to Review Maryland's Use of  
Assessments and Testing in Public Schools

<http://www.marylandpublicschools.org/commissiononassessments/index.html>

Final Report



Annapolis, Maryland  
July 2016



# Background

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- 2015 - Maryland General Assembly established the Commission to Review Maryland's Use of Assessment and Testing
  - Developed recommendations to improve the process in which mandated assessments are administered and used to inform instruction
- 2016 - Final Report released detailing Commission's findings and recommendations



# State Board's Charge

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- ❑ Review and consider findings and recommendations.
- ❑ Make comments on whether to accept or reject findings and recommendations.
- ❑ Submit compilation to Governor and General Assembly.

# Recommendation Categories

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- State Action
  - 14 Recommendations
- State and Local Action
  - 5 Recommendations
- Local Action
  - 3 Recommendations



# Process for Recommendation Analysis

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- Whole Group Discussion
- Gallery Walk
  - Small Group Discussion
  - Whole Group Debrief



# Things to Consider

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## Actions

- What needs to be done to implement the recommendation?

## Impacts

- How will the recommendation impact local school systems and the State?

## Justifications

- Why do you accept or reject the recommendation and/or finding?



## Recommendation 4.1

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*Establish July 15 as the deadline for the return of PARCC assessment data.....*

Page 6 Board Document; Page 17 Final Report

- MSDE Assessment Division has established this date as the standard for all assessment contracts under MSDE's control.



## Recommendation 5.2

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*Provide timely results for local, State, and federally mandated assessments to educators.....*

Page 9 Board Document; Page 20 Final Report

- MSDE Assessment Division has established rigorous reporting schedules that are being incorporated into all assessment contracts under MSDE's control.



## Recommendation 5.3

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*MSDE shall review and update the current Maryland Accessibility Features and Accommodations Manual.....*

Page 10 Board Document; Page 22 Final Report

- MSDE has already begun alignment of Maryland Accommodations Manual with PARCC Accessibility Features and Accommodations Manual.
- There is already ongoing training and PD.



## Recommendation 5.4

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*The State Board of Education shall analyze and disaggregate the results of MSDE technology needs assessment.....*

Page 11 Board Document; Page 24 Final Report

- This is consistent with MSDE plans/efforts in collaboration with local school systems.



## Recommendation 7.2

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*Report out PARCC results by mode effect until 100% of students are administered the assessment online.....*

Page 17 Board Document; Page 31 Final Report

- Specific reporting protocols will need to be established.



# Gallery Walk

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## Recommendation 2.1A

- Mr. Smarick
- Ms. Sidu
- Dr. Salmon

## Recommendation 2.1B

- Dr. Gates
- Ms. Halverson
- Mr. Finn

## Recommendation 6.2

- Ms. Iszard
- Ms. Weeldreyer
- Mr. Edimo

## Recommendation 6.1

- Ms. O'Neil-Gonzalez
- Dr. Guyton
- Mr. Smith



# Group Debrief

## Recommendation 2.1A

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*The creation of an additional assessment in social studies at the middle school level should not go forward.....*

Page 1 Board Document; Page 13 Final Report



# Group Debrief

## Recommendation 2.1B

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*MSDE shall continue the assessment of national, State and local government to assure knowledge in civics, but with a fundamentally different structure than that which currently exists.....*

Page 2 Board Document; Page 14 Final Report



# **Group Debrief**

## **Recommendation 6.2**

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*An additional assessment in social studies at the middle school level shall not be added....*

Page 14 Board Document; Page 26 Final Report



# Group Debrief

## Recommendation 6.1

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*The Biology HSA during the 2016-2017 school year will be administered but achieving a passing score will not be a graduation requirement.....*

Page 13 Board Document; Page 26 Final Report



# **Group Debrief**

## **Recommendation 8.2**

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Administer the PARCC assessments to satisfy the high school assessment requirements and the participation requirements (95%) as specified by ESSA and the high school graduation requirements specified by the State Board (See 3(a) of 13A.03.02.09 Diplomas and Certificates)....

[Page 24 Board Document; Page 38 Final Report](#)



# Gallery Walk

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## Recommendation 7.3

- Mr. Smarick
- Ms. Sidu
- Dr. Salmon

## Recommendation 7.4

- Dr. Gates
- Ms. Halverson
- Mr. Finn

## Recommendation 7.5

- Ms. Iszard
- Ms. Weeldreyer
- Mr. Edimo

## Recommendation 7.6

- Ms. O'Neil-Gonzalez
- Dr. Guyton
- Mr. Smith



# **Group Debrief**

## **Recommendation 7.3**

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MSDE shall develop a clear process for gathering, reporting, and responding to concerns concerning the impact of the newly revised single administration and the developmental appropriateness of the PARCC assessment from school-based educators and test coordinators....

[Page 18 Board Document](#); [Page 32 Final Report](#)



# Group Debrief

## Recommendation 7.4

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*MSDE shall publish a report of the observations and recommendations gleaned from each district. Include in the report steps for improving the ease of the assessment administration in future years....*

Page 19 Board Document; Page 33 Final Report



# Group Debrief

## Recommendation 7.5

---

*MSDE shall continue to report out the quality of early care whether districts choose a census or representative sampling approach to administering the KRA....*

Page 20 Board Document; Page 35 Final Report



# Group Debrief

## Recommendation 7.6

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*MSDE shall investigate the option of providing an accountability mechanism that will satisfy the federal high school assessment requirement and improve College and Career Readiness as stipulated in the College Completion Act of 2013 or Statute §7-205.1 High School Curriculum and Graduation Requirements.*

Page 21 Board Document; Page 36 Final Report



# Gallery Walk

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## Recommendation 7.7

- Mr. Smarick
- Ms. Sidu
- Dr. Salmon

## Recommendation 3.1

- Dr. Gates
- Ms. Halverson
- Mr. Finn

## Recommendation 4.2

- Ms. Iszard
- Ms. Weeldreyer
- Mr. Edimo

## Recommendation 5.5

- Ms. O'Neil-Gonzalez
- Dr. Guyton
- Mr. Smith



# Group Debrief

## Recommendation 7.7

---

*MSDE shall provide resources information to parents on State mandated assessments that will:*

*a. Provide information about student performance on mandated tests and how teachers will use these data in their classrooms.....*

Page 22 Board Document; Page 37 Final Report



# **Group Debrief**

## **Recommendation 3.1**

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*Loosen the restrictions on who can administer, proctor and accommodate State and locally mandated assessments...*

Page 5 Board Document; Page 36 Final Report



# Group Debrief

## Recommendation 4.2

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*MSDE shall form a statewide practitioner stakeholder advisory group to the dedicated PARCC Project Manager assigned by PARCC....*

Page 7 Board Document; Page 17 Final Report



# Group Debrief

## Recommendation 5.5

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*Provide annual need-based competitive technology grants to districts designed to minimize the impact on instruction in the Maryland schools with technology deficits that drive extended testing schedules...*

[Page 12 Board Document](#); [Page 24 Final Report](#)



## **Recommendation 7.1**

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*Publicize information assuring comparability between the 2015 and 2016 PARCC assessment results....*

**Page 15, 16, 25-27 Board Document;**  
**Page 28 Final Report**

# Recommendation Categories

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- State Action
  - 14 Recommendations
- State and Local Action
  - 5 Recommendations
- Local Action
  - 3 Recommendations



## Recommendation 2.2A

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*The primary purpose of a standardized assessment may not be to attain an SLO....*

Page 3 Board Document; Page 15 Final Report

- The State already supports this practice.



## Recommendation 2.2B

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*School districts should require no more than two teacher directed SLOs for the purposes of meeting the student growth requirements within the TPE.*

Page 4 Board Document; Page 15 Final Report

- Data indicates that the contribution of SLO measures to evaluation was maximized at two SLOs and that three or more SLOs contributed little additional fidelity to the evaluation process.



# Recommendation 5.1

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- Require Superintendents to annually report two measures of testing time from the prior school year to their county Board of Education:
  - The number of hours students spend taking mandated assessments, disaggregated by grade level for all students, English Learners, and students with disabilities both at the county and school levels, and
  - The number of days the school schedule was changed school wide, beyond an individual classroom, by mandated assessments for each school.

Page 8 Board Document; Page 18 Final Report

# Next Steps