

MINUTES OF THE MARYLAND STATE BOARD OF EDUCATION

Tuesday
February 23, 2016

Maryland State Board of Education
200 W. Baltimore Street
Baltimore, Maryland 21201

The Maryland State Board of Education met in regular session on Tuesday, February 23, 2016 at 9 a.m. at the Nancy S. Grasmick State Education Building. The following members were in attendance: Mr. Guffrie M. Smith, President; Dr. S. James Gates, Jr., Vice-President; Mr. James H. DeGraffenreidt, Jr.; Ms. Linda Eberhart; Mr. Larry Giammo; Dr. Michele Jenkins Guyton; Ms. Stephanie R. Iszard; Mrs. Madhu Sidhu; Dr. Chester Finn, Jr.; Mr. Andrew R. Smarick; Ms. Quinn Wandalowski and Dr. Jack Smith, Interim State Superintendent of Schools. Ms. Laura Weeldreyer was absent.

Elizabeth Kameen, Esq., Principal Counsel, and the following staff members were also present: Ms. Kristy Michel, Deputy State Superintendent for Finance and Administration, Dr. Miya Simpson, Executive Director to the State Board, Dr. Henry Johnson, Interim Deputy State Superintendent for Teaching and Learning, and Dr. Karen Salmon, Interim Deputy State Superintendent for School Effectiveness.

President Guffrie Smith welcomed members of the Maryland Association of Boards of Education (MABE).

CONSENT AGENDA

Interim State Superintendent Jack Smith recommended approval of the Consent Agenda.

Upon motion by Mr. Giammo, seconded by Dr. Finn, and with unanimous agreement, the Board approved the Consent Agenda as follows: (In Favor – 7 Mr. DeGraffenreidt, Ms. Sidhu, Dr. Guyton and Mr. Smarick had not yet arrived)

Approval of Minutes of February 11 and 12, 2016
Personnel (copy attached to these minutes)
Budget Adjustments for January 2016

ASSESSMENT AND ACCOUNTABILITY UPDATE

Interim State Superintendent Jack Smith introduced Dr. Henry Johnson and Dr. Doug Strader, Director of Assessments, to share the results of a research study examining the relationship between PARCC test scores and college admission test scores.

Dr. Strader reported that the Maryland Assessment Research Center (MARC) conducted a research study examining the relationship between PARCC test scores and college admission tests. He discussed the methods used and provided matched samples for Algebra and English.

Dr. Strader reported that the results of the study showed that there is a moderate relationship between PARCC test scores and the college admissions test scores and that PARCC test scores are statistically significant predictors of SAT and ACT test scores. He noted that performance level 4 represents College and Career Ready. Dr. Strader reported that the proposed College and Career Readiness (CCR) minimum scores were set at 750 or greater for English 10 and English 11 and 750 or greater for Algebra II. He noted that subsequent research studies will be conducted when data from additional administrations of PARCC is available.

In response to a question by Dr. Gates, Dr. Johnson introduced Dr. Hong Jiao and Dr. Robert Lissitz, researchers at MARC, to answer questions on the results of the study.

In response to a question by Ms. Sidhu, Dr. Lissitz said that there should be better results after the next administration of the PARCC assessments since student test scores will count toward graduation requirements.

Dr. Gates said, "The standards are higher. We need to get this out to parents and stakeholders."

STUDY OF PARCC RESULTS BY MODE OF DELIVERY (MODE EFFECT)

Interim State Superintendent Jack Smith asked Dr. Johnson and Dr. Strader to discuss an analysis of the 2014-2015 PARCC results by mode of delivery (on-line versus paper).

Dr. Strader discussed the benefits of transitioning to online assessments and reported on the various obstacles faced in 2007 when online assessments were introduced. He said, "Online is the new standard. All performance levels are set for online. We still want to look at the mode effect."

He reported that for the initial 2014-2015 test administration, 876,787 tests were scored in grades three through eight and ten in English Language Arts (ELA), and grades three through eight Mathematics, Algebra I and Algebra II. Tests were administered using two different modes of delivery: 713,672 online computer-based tests (80%) and 163,115 paper-based tests (20%). He presented graphs depicting PARCC results by mode, content/test, and performance level for English and math.

In response to a question by Dr. Gates about the difference in math scores of students in the higher grades, Dr. Strader outlined the following possible reasons for the Mode Effect:

1. Technical issues with the test itself in the development, administration, scoring, and/or reporting of results(although he reported that there is no evidence of any technical issues).
2. The population of students that took each mode of delivery varied. He noted that the paper population consists of a greater population of higher performing students.
3. Readiness – students were not equally prepared to engage both modes of delivery. He said Extended Constructed Response (ECR) items had the greatest mode effect and that online platform tools such as Equation Editor and the difference between the "fill the box" paper version and the online version provided some Modal Effect.

Dr. Strader reported that test questions are not the same online and on paper. Mr. Giammo said that he would like to see the variation of these items. Dr. Strader said that he can revisit this at another meeting. Ms. Eberhart said, "This issue is critical. We need another session."

Dr. Strader discussed graphs and charts depicting the differences in average scale scores by mode and by test.

Mr. Giammo said, "I think we should be making the online platform better."

Ms. Iszard stressed the importance of allowing students to use their test mode preferences.

Mr. DeGraffenreidt questioned the alignment of the tests with instruction. He said, "Do we really dig down to understand the relationship with what students encounter in the classroom and what they face on the assessment?" He noted the issue of Universal Design for Learning (UDL) saying "There are different kinds of learners."

Dr. Johnson said, "The reason you see differences in high level math, many high school instructors have not been implementing new standards. That would speak to the mode effect in high school." He explained that students fill out a personal needs profile to determine what accommodations they need. He said, "We are not going to totally get rid of paper and pencil."

Interim State Superintendent Jack Smith said that there is a study that was just released that looks at these questions on instructional practice and offered to bring that information back to the Board at its next assessment presentation.

In response to a question by Ms. Sidhu, Dr. Johnson said that testing for special education students will be administered during the 2016-2017 school year and is not a PARCC assessment. Dr. Marcella Franczkowski, Assistant State Superintendent, Division of Special Education, reported that the new test is based on alternative standards and builds curriculum and assessment into the instructional program.

In response to a question by Dr. Gates, Dr. Strader said that mathematicians and higher education personnel were involved in providing an "Equation Editor" on the math assessments.

In response to a request by Mr. Giammo, Interim State Superintendent Jack Smith agreed to provide the Board with test items and the numbers of students that provided a correct answer to those question. He said, "The variation matters." Mr. Giammo asked that the Board be provided with a clear indication of what actions the Board is expected to take over the next few months.

Interim Superintendent Jack Smith said that the Board approved, at its last meeting, the PARCC testing through school year 2016-2017. He said that staff will come back with an analysis of the benefits and disadvantages of using PARCC. He explained that by September or October of this year, the Board will be asked to decide whether to continue the PARCC administration for the 2017-2018 school year.

In response to a concern expressed by Dr. Gates about the use of the Equation Editor, Interim State Superintendent Jack Smith suggested that the Board discuss this further at its March informational session. He said, “We don’t know enough yet to draw long-term conclusions.”

GRADUATION ASSESSMENT REQUIREMENTS

Interim State Superintendent Jack Smith called on Dr. Johnson and Dr. Strader to provide a recommendation as to what PARCC scale score/performance level should be adopted to satisfy the assessment graduation requirement for Algebra I and English 10.

Dr. Strader shared the results of a research study conducted by MARC equating the PARCC Algebra I and PARCC English 10 scale scores with the High School Assessment (HSA) scales. He asked Dr. Jiao, a researcher at MARC, to discuss the study findings.

Dr. Jiao explained that two equating methods were used which produced similar equivalent scale scores when linking HSA and PARCC tests. She noted that the PARCC Algebra I scale score of 720 corresponded with the HSA Algebra passing score of 412 and that the PARCC ELA 10 scale of 707 corresponded with the HSA English passing score of 396.

Dr. Strader discussed the historical trends for initial HSAs and MSDE recommendations noting that 725 corresponds with PARCC performance Level 3:

- PARCC 725 as the passing score for Algebra I
- PARCC 725 as the passing score for ELA 10

Mr. DeGraffenreidt said, “You are not College and Career Ready (CCR) at 725.”

Dr. Johnson said that according to the CCR Act, there is a possibility of another assessment to be given to students at the end of their junior year.

Dr. Finn said, “This doesn’t feel right to me. The premise here is, what’s good enough for HSA, is good enough for PARCC meeting graduation requirements. I thought we were going to increase standards. Approaching expectations means you are approaching grade ten not graduation. I think this is wrong.”

Mr. DeGraffenreidt said, “I believe we are saying the same thing in different ways. What do we want a high school diploma to mean?”

Interim State Superintendent Jack Smith said, “When we started HSA in 2009, many students needed help. We have to recognize where our students are right now. We will listen to you and start here for students who are in high school today and then see how high the Board wants to go. The goal is new instructional practice. How far and how fast are we to go?”

Mr. DeGraffenreidt said, “What is the capacity of the system to move at what rate of improvement for students? We don’t have enough information now.”

Interim State Superintendent Jack Smith said, “We are starting the conversation today. It needs to be done by the April or May meeting. We think this is the best place to start.”

President Guffrie Smith asked Interim State Superintendent Jack Smith to provide the Board with a timeline of the trajectory of raising the scores for graduation requirements.

In response to a question by Mr. Giammo, Ms. Eberhart explained that teachers were involved in the standard setting process.

Dr. Johnson explained that he will come back to the Board in March to take additional questions and provide a graduated scoring process. He said, “We will need a decision in April. We are continuing with the Bridge Program” and agreed to present that to the Board as well.

Interim State Superintendent Jack Smith explained that the material is being distributed to LEAs today and that there will be numerous meetings with LEA leaders prior to the Board vote. He said, “We will tell you what they say. Where you start this conversation is important.”

SOCIAL STUDIES ASSESSMENT

Interim State Superintendent Jack Smith asked Dr. Johnson and Heather Lageman, Director of Curriculum, to provide information and an update on Maryland Education Article 7-203(b)(3)(i) as it relates to Social Studies.

Dr. Johnson distributed a copy of the provisions of the law and provided two examples of items that have a social studies topic as the focal point of the reading stimulus. He explained that reading excerpts do not require any prior knowledge of social studies content and thus PARCC does not measure social studies knowledge. He noted that the law requires that if an assessment does not adequately measure skills and knowledge set forth in the State’s adopted curricula for that core content area, the Department will develop a State-specific assessment in the core content area to be implemented in the 2016-2017 school year.

Interim State Superintendent Jack Smith requested the Board’s permission to draft a letter from either the State Superintendent or the State Board President to the General Assembly regarding the next steps for this assessment statute.

Dr. Finn said, “This is important to be part of Maryland’s Social Studies Program. We should be clear that we will do it. We should be specific about the time of when we would do it.”

In response to a question by Ms. Eberhart, Dr. Johnson said that Social Studies Coordinators looked at the issue of when this assessment should be given and said, “We will be ready to make a decision based on input from districts.”

Interim State Superintendent Jack Smith said that the only decision to be made today is whether a letter asking for a delay should be delivered to the General Assembly.

In response to a question by Dr. Finn, Dr. Johnson explained that a Request For Proposal (RFP) and the first administration of a field test could take as long as one and one-half years.

In response to a question by Mr. DeGraffenreidt, Ms. Conn said that she can craft language around an amendment to the legislation which speaks to a delay.

By consensus, the Board agreed to send a letter to the General Assembly with an amendment requesting a delay in the requirement.

ADEQUACY STUDY

Interim State Superintendent Jack Smith asked Kristy Michel, Deputy for Finance and Administration/Chief Operating Officer, to provide an update on the progress of an Adequacy Study of Funding for Education.

Ms. Michel provided background and a study plan including three methods along with case studies to determine an adequate level of education funding so that all Maryland students can meet State Standards: evidence-based, professional judgment and successful schools. She explained that a base cost and the additional weights necessary for special needs students will be available by this spring. She reported on the following studies conducted:

- Evidence-based Approach
- Professional Judgment Approach
- Successful Schools Approach
- Case Studies
- School Size Study
- Proxy for Economically Disadvantaged Students
- Study of Increasing and Declining Enrollment
- Equity and Local Wealth
- Pre-kindergarten
- Geographic Cost of Education (GCEI) Index
- Concentration of Poverty
- Supplemental Grants

Ms. Sidhu commented on the School Size Study noting the need for a minimum class size requirement for schools in rural areas with declining enrollment. Ms. Michel said that this was discussed and that the funding formula is outdated and needs to be revised.

Ms. Michel reported that a Commission will be established after the Report is distributed which should include a member of the State Board.

Mr. DeGraffenreidt said, "Excellent summary. There are other ways to deliver instruction." He suggested that there be a paragraph in the Report outlining assumptions and looking at the most effective ways to achieve our goals.

Ms. Michel reported that the group met regularly with stakeholders and looked at best practices.

Dr. Finn said, “They will find that Maryland is not spending enough money on education. Results are always the same.”

Ms. Michel said that the response in other states has been “Is it the money or what are you doing with the money you have?”

Interim State Superintendent Jack Smith reported that there was a Return on Investment Study done by the Center for American Progress and suggested that Ms. Michel show that to the stakeholders and study groups. He said, “It is worth looking at.”

PUBLIC COMMENTS

President Guffrie Smith explained procedures by which the Board hears public comments. The following persons presented public comments:

Cynthia Boyd, 2016 National Education Technology Plan
Cheryl Bost/MSEA – Opt out of testing
Leslie Weber – Maryland Education Technology Plan Update

EXECUTIVE SESSION

Pursuant to §3-305(b)(1) of the General Provisions Article, Annotated Code of Maryland, and upon motion of Mr. Smarick, seconded by Mr. DeGraffenreidt, and with unanimous agreement, the Board met in closed session on Tuesday, February 23, 2016, in Conference Room 1, 8th floor of the Nancy S. Grasmick State Education Building. All Board members were present except for Laura Weeldreyer. Interim State Superintendent Smith and the following staff members were in attendance: Kristy Michel, Deputy for Finance and Administration/Chief Operating Officer, Dr. Henry Johnson, Interim Deputy for Teaching and Learning/Chief Academic Officer, Dr. Karen Salmon, Interim Deputy for School Effectiveness/Chief Performance Officer, and Dr. Miya Simpson, Executive Director, Office of the State Board. Principal Counsel Elizabeth M. Kameen and Attorneys General Jackie La Fiandra, and Derek Simmonsen were also present. The Executive Session commenced at 12:05 p.m. (In favor – 11)

The State Board approved four Opinions for publication.

- *Baltimore City Board of School Commissioners v. Afya Baltimore, Inc., et al.* — charter school funding — Opin No. 16-04
- *Wayne Fields v. Baltimore County Board of Education*— employee termination — Opin No. 16-05
- *Nikol E v. Montgomery County Board of Education* — 504 Plan issues — Opin No. 16-06
- *Reginald W. v. Howard County Board of Education* — violation of policy resulting in child abuse and neglect — Opin No. 16-07

The State Board received an administrative update on the reappointment of the local superintendent in Howard County and a legal overview of the reappointment process.

Dr. Simpson updated the Board on the Baltimore City Board of School Commissioners appointment process.

The executive session ended at 12:45 p.m.

RECONVENE

The meeting reconvened at 1:05 p.m.

STATE SUPERINTENDENT'S UPDATE

Legislative Briefing

- Amanda Conn, Director of Education Policy and Government Affairs, discussed SB 404 which deals with the appointment of the State Superintendent of Schools with the advice and consent of the Senate. She reported that this bill is being discussed today and said that it is under "recommitment" which means it is taken off the floor and given to Committee. She explained that if the Board had not taken a position, it would make a difference. President Guffrie Smith said, "Our opinion was key."
- Ms. Conn discussed SB 619/HB 533 State Board of Education – Employment Categories and Practices. She explained that this bill affects 900 MSDE employees and that 800 employees would become skilled service and professional service and would be eligible for collective bargaining rights. Ms. Kameen said that there is a question of the legality of this bill and that she has discussed it with the Attorney General staff and will provide the Board with some advice. Mr. DeGraffenreidt expressed concern about employees in the Executive Branch who deal with confidential matters.

In response to a question by Dr. Finn, Ms. Michel explained that it would take longer to hire employees if this were to be enacted. She also noted that there may be a few extra steps in conducting performance evaluations on these employees.

Upon motion by Mr. Giammo, seconded by Mr. DeGraffenreidt, and with unanimous agreement, the Board voted to oppose this bill. (In Favor – 11)

- Ms. Conn discussed SB 905/HB 999 Commission on Innovation and Excellence in Education which establishes a Commission to review the Adequacy Study and make recommendations on funding and other policy and legislative initiatives. She noted that the former Thornton Commission was very similar.

Dr. Finn said, “A lot of this bill doesn’t deal with funding but rather education policy questions. People on this are not necessarily experts in education policy.”

Mr. DeGraffenreidt emphasized that the Board Member on the Commission would be the expert on this subject and this could be advantageous.

Dr. Finn said, “We should signal that the bill casts too wide a net for the Commission.

Mr. Giammo said, “This is completely unachievable.”

Dr. Gates said, “There has been a breakdown of this Board with Annapolis. This Board has been very independent. Have we failed to communicate with the General Assembly?”

Following lengthy discussion of the merits of this bill, Mr. DeGraffenreidt moved to let the bill remain as written. The motion was seconded by Mr. Giammo, and the Board voted in favor of the motion. (In Favor – 7 Mr. Smarick and Dr. Gates abstained. Dr. Finn voted against the motion. Ms. Wandaloski was absent)

- Ms. Conn discussed SB 533/HB 412 Education – Administration of Assessments – Provision of Information and explained that the Master Plan Process was created to accompany the funding for education.

After brief discussion about amending the bill to provide a definition of “assessment,” Dr. Johnson said that the Commission looking at assessments is delving into this issue. He offered to take this issue up at the next Commission meeting and report back to the Board.

Mr. DeGraffenreidt said, “If we had an appropriate definition, we should support this bill.”

Ms. Conn said, “We could craft a bill based on an assessment definition.”

Dr. Finn said, “We should suggest the definition of assessment.”

Ms. Conn offered to ask the sponsor of this bill to hold the bill until further clarification is available.

Ms. Kameen explained that if the Board wants LEAs to provide assessment information, it should mandate that by regulation.

Upon motion by Dr. Finn, seconded by Mr. Smarick, the Board voted to communicate with the sponsor of SB 533/HB 412 Education – Administration of Assessments – Provision of Information, to entrust this bill to the Commission that is currently working on assessments. (In favor – 10 Ms. Eberhart abstained)

- Ms. Conn discussed SB 787/HB 1427 Education – Federal Innovative Assessment Pilot Program – Applications. Dr. Salmon reported that she has inquired into this program and that the state must be given permission to apply for this grant.

A motion to support this bill was withdrawn based on the fact that it is a moot subject.

STATE BOARD MEMBER UPDATES

- Ms. Sidhu reported that she visited Oxon Hill Middle School for a Milken Foundation Award Ceremony. She said it was a wonderful event.
- Ms. Eberhart reported that she will be attending a Gates Award Ceremony tomorrow.
- Mr. Smarick reported that he attended an ESSA session on how to assess districts and schools on measuring student growth. He suggested creation of a workgroup to look at the ESSA new accountability measures. Ms. Sidhu reported that the National Association of State Boards of Education (NASBE) is doing research on those ideas with the Hunt Institute. She suggested waiting for NASBE's recommendations.
- Ms. Eberhart suggested a workgroup be formed on a school inspection model being done by the Fordham Institute on accountability systems. Mr. Giammo asked that a link to that information be forwarded to Board members.
- President Guffie Smith reported on items for the next regular Board meeting and that a March 21st Informational Meeting will be held to discuss the following items:
 1. Maryland Science Program
 2. PARCC Results by Mode Effect
 3. Bridge Program

OPINIONS

Ms. Kameen announced the following Opinions:

- 16-04 *Baltimore City Board of School Commissioners v. AFYA Baltimore, Inc (charter school)*.
– Petition for Declaratory Ruling (dismissed without prejudice)
- 16-05 *Wayne Fields v. Baltimore County Board of Education* – employee termination (affirmed the local board's decision)
- 16-06 *Nikol E. v. Montgomery County Board of Education* – 504 Plan issues (reversed and remanded back to the local board)
- 16-07 *Reginald W. v. Howard County Board of Education* – Violation of school policy (affirmed the local board's decision)

JUVENILE SERVICES EDUCATION OVERVIEW

Dr. Salmon provided an update and future plans of the Juvenile Services Education (JSE) System. She read comments written by students attending several of the schools and provided a background on the history of the JSE, the numbers of students that are served and the differences between JSE schools and regular public schools. She noted that the average age of students is 12 – 18 but that adults are now served as well.

She explained the takeover challenges that were faced when the JSE was transferred to MSDE and noted that funding for regular schools is two to three times higher than JSE schools. She

explained the difficulties in recruitment and retention of qualified teachers. Dr. Salmon reported on the many improvements made over the last eighteen months as well as the on-going work such as on-line learning options, student access to instructional technology and post-secondary community college access. She reported that MSDE procured the services of Dr. Leone, a national expert on juvenile services educational settings and past federal monitor, to create a framework to guide JSE's work for the next three years and into the future. She said, "I believe we are their last chance" and read more comments provided by JSE students.

In response to questions by Mr. DeGraffenreidt, Dr. Salmon said that student success is measured through the employment of Individual Education Programs (IEPs) and student grades. She also explained that Dr. Leone will share best practices and that student success will be tracked based on attainment of credits, attainment of a General Education Diploma (GED) and other indicators.

Ms. Iszard said, "I applaud your effort." She suggested linking students to teachers in LEAs and requiring the JSE teacher to act as a facilitator. Dr. Salmon said, "We want to provide on-line credit."

In response to a concern expressed by Ms. Eberhart, Dr. Salmon said that the course offerings at JSE are the same as those in LEAs and that there shouldn't be issues surrounding the acceptance of a passing grade for a course.

In response to another concern expressed by Ms. Eberhart about the teacher shortage, Dr. Salmon said "We are trying creative ways. We need to start growing our own. We are moving ahead."

Dr. Guyton suggested that the Board revisit this program at a future meeting. She suggested a two-tier system for short-term students. Dr. Salmon said that Dr. Leone is looking into that.

Ms. Sidhu reported that she visited a school and the housing for students noting that the housing situation is "stark."

In response to a question by Mr. Giammo, Dr. Salmon said she would provide the Board with an annual turn-over rate for teachers and principals. Mr. Giammo stressed the desire of the Board to remove the barriers to provide the needed resources for JSE schools.

EVERY STUDENT SUCCEEDS ACT (ESSA) REAUTHORIZATION OVERVIEW

Dr. Karen Salmon, Mary Gable, Assistant State Superintendent, Division of Academic Policy and Innovation; and Debra Lichter, Federal Liaison, provided an overview of the ESEA/ESSA and the department's initial plan for transitioning to the new federal law.

Dr. Salmon said, 'This law represents a major change in the way we operate at the state, federal and local levels.' She reported that Interim State Superintendent Jack Smith put together a Transition Team and she provided a timeline and implementation for ESSA. She noted that there will be monthly reports to the Board on this transition and that the next Board meeting will

include a deeper dive into this area. She reported that a Stakeholder Engagement Committee is being formed to meet bimonthly with the first meeting scheduled for March 24th. She invited a Board member to participate on this Committee.

Dr. Salmon reported that ESSA shifts power from the federal government to state government and provided comparisons of the prior flexibility waiver regulations and the current ESSA regulations dealing with assessments, accountability, low performing schools, teachers, and English Learning.

In response to a comment by Dr. Finn about a new stipulation in the law that does not require confining test scores to student grades. He noted that this should help gifted and talented students. Dr. Salmon said, “We will take that into consideration.”

Dr. Salmon noted that low-performing schools will be identified as Comprehensive and Targeted schools.

Mr. DeGraffenreidt stressed the need to monitor the following mandate, under ESSA,

States must describe how low-income and minority children enrolled in Title I Schools are not served at disproportionate rates by ineffective, out-of-field and inexperienced teachers...

Ms. Gable said, “It is not as restrictive. You do have to be certified. The consequences to LEAs is gone.”

Dr. Salmon discussed grants provided under Title IV 21st Century Schools and STEM provisions in ESEA. She said the focus is going to be consistent implementation across LEAs and provided a Transition Process stating, “We need to speak with one voice. We will come back with an outstanding State Plan.”

Mr. Giammo expressed concern about the availability of student performance information for parents. He suggested a website be available and easily understood. Dr. Salmon said, “This is a great idea – data visualization. We have the data but it is not user friendly.”

In response to a question by Mr. Smarick about what the State can do to help low performing schools, Dr. Salmon said, “This is our opportunity to make a change to this.”

In response to a suggestion by Ms. Eberhart, Dr. Salmon said she will keep the Governor’s office apprised of the activities of the Transition Team and possibly provide a briefing to the General Assembly.

Interim State Superintendent Jack Smith asked the Board to identify a member to serve on the Stakeholder Engagement Committee. He agreed to provide the Board with dates that meetings will be held and invited any and all to attend.

ADJOURNMENT

With no further business before the Board, the meeting adjourned at 3:40 p.m.

Respectfully submitted,



Jack R. Smith, Ph.D.
Interim Secretary/Treasurer

Date: 3/22/16

MARYLAND STATE BOARD OF EDUCATION

CLOSED SESSION

On this 23rd day of February, 2016, at the hour of 12: am/pm 0 the Members of the State Board of Education voted as follows to meet in closed session:

Motion made by: James DeGraffenreid

Seconded by: James Gates

In Favor: 11 Opposed: _____ Member(s) Opposed: _____

The meeting was closed under authority of §10-503 (a) (1) (I) and §10-508 (a) of the State Government Article of the Annotated Code of Maryland for the following reason(s): (check all which apply)

- (1) To discuss: (i) the appointment, employment, assignment, promotion, discipline, demotion, compensation, removal, resignation, or performance evaluation of appointees, employees or officials over whom it has jurisdiction; or (ii) any other personnel matter that affects one or more specific individuals.
- (2) To protect the privacy or reputation of individuals with respect to a matter that is not related to public business.
- (3) To consider the acquisition of real property for a public purpose and matters directly related thereto.
- (4) To consider a matter that concerns the proposal for a business or industrial organization to locate, expand, or remain in the State.
- (5) To consider the investment of public funds.
- (6) To consider the marketing of public securities.
- (7) To consult with counsel to obtain legal advice.
- (8) To consult with staff, consultants, or other individuals about pending or potential litigation.
- (9) To conduct collective bargaining negotiations or consider matters that relate to the negotiations.
- (10) To discuss public security, if the public body determines that public discussion would constitute a risk to the public or to public security, including: (i) the deployment of fire and police services and staff; and (ii) the development and implementation of emergency plans.
- (11) To prepare, administer, or grade a scholastic, licensing, or qualifying examination.
- (12) To conduct or discuss an investigative proceeding on actual or possible criminal conduct.
- (13) To comply with a specific constitutional, statutory, or judicially imposed requirement that prevents public disclosures about a particular proceeding or matter.
- (14) Before a contract is awarded or bids are opened, to discuss a matter directly related to a negotiating strategy or the contents of a bid or proposal, if public discussion or disclosure would adversely impact the ability of the public body to participate in the competitive bidding or proposal process.

The topics to be addressed during this closed session include the following:

1. Discuss 4 Legal Appeals.
2. Discuss Internal Board Management matters.


President

MARYLAND STATE DEPARTMENT OF EDUCATION
PERSONNEL APPROVALS FOR THE FEBRUARY 22, 2016 BOARD MEETING

I. Appointments Grade 19 and above:

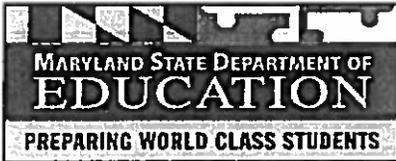
<u>NAME</u>	<u>POSITION</u>	<u>SALARY GRADE</u>	<u>DIVISION/OFFICE</u>	<u>DATE OF APPOINTMENT</u>
Ginn, Darlene	Program Manager I – Rehabilitation Services Region IV	19	Rehabilitation Services – Client Services	TBD
Rohrer, Marcia	Program Manager I – Rehabilitation Services Region IV	19	Rehabilitation Services – Client Services	TBD

II. Appointments Grade 18 and below:

<u>NAME</u>	<u>POSITION</u>	<u>SALARY GRADE</u>	<u>DIVISION/OFFICE</u>	<u>DATE OF APPOINTMENT</u>
Hughes, Lauren	Staff Specialist II	16	Division of Rehabilitation Services	02/17/2016
Murphy, Amber	Vocational Rehabilitation Specialist II	13	Division of Rehabilitation Services	02/17/2016

III. Other Actions: Promotional

<u>NAME</u>	<u>POSITION</u>	<u>SALARY GRADE</u>	<u>DIVISION/OFFICE</u>	<u>DATE OF APPOINTMENT</u>
Killian, Joanne M.	Administrator III – Program Finance Analyst	18	Division of Business Services	02/17/2016



February 22, 2016

BOARD LIST

The following professional appointment is submitted for approval by the State Board of Education:

Name: Darlene F. Ginn
Position: Program Manager I – Rehabilitation Services Region IV
Division: Rehabilitation Services – Client Services
Salary Grade: State Salary Grade: 19
Annual Salary Range: \$53,193 - \$85,401
Effective Date: TBD

JOB REQUIREMENTS:

EDUCATION:

Bachelor's Degree in from an accredited college or university. A Master's Degree and/or course work in Management, Supervision, or Administration, or Certification by an approved Commission is preferred.

EXPERIENCE:

Four years of professional work experience in providing rehabilitation services, two years of which must have been as a Vocational Rehabilitation Technical Specialist and one year of the required experience must have included direct supervision of other professional employees or the technical lead of a vocational rehabilitation sub-program.

DESCRIPTION:

This position is responsible for directing and coordinating a comprehensive program of vocational rehabilitation services to the Park Avenue, WTC – Unit 35, Gaslight and Eastern Baltimore County Offices in the Office of Field Services' Region III (Baltimore City and Eastern Baltimore County), and supporting the Regional Director with field operations throughout the region.

QUALIFICATIONS:

Education:

The George Washington University (Washington, D.C.) 2002 – Master's Degree in Rehabilitation Counseling.

University of Baltimore (Baltimore, Maryland) 1988 – Master's Degree in Sociology Program Planning & Administration.

University of Maryland Baltimore County (Baltimore, Maryland) 1981 – Bachelor's Degree in Health Science and Policy.

Experience:

Maryland State Department of Ed: Division of Rehabilitation Services (Baltimore, Maryland)

2008 - Present: Vocational Rehabilitation Supervisor

1994 – 2008: Vocational Rehabilitation Technical Specialist

1987 -1994: Vocational Rehabilitation Specialist

Coppin State University (Baltimore, Maryland)

2006 – Present: Affiliate Professor –Practicum & Internships

The Renaissance Center (Woodlawn, Maryland)

2001 – 2012: Pastoral Counselor

The Martin Pollak Project (Baltimore, Maryland)

1985 – 1987: Case Manager

L.I.F.E Inc. (Baltimore, Maryland)

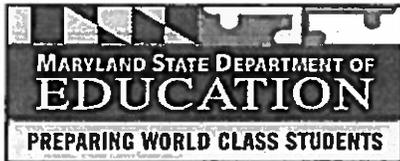
1983 – 1985: Residential Supervisor

The Chimes (Baltimore, Maryland)

1982 – 1983: Instructor

EMPLOYMENT STATUS:

New Hire



February 22, 2016

BOARD LIST

The following professional appointment is submitted for approval by the State Board of Education:

Name: Marcia E. Rohrer
Position: Program Manager I – Rehabilitation Services Region IV
Division: Rehabilitation Services – Client Services
Salary Grade: State Salary Grade: 19
Annual Salary Range: \$53,193 - \$85,401
Effective Date: TBD

JOB REQUIREMENTS:

EDUCATION:

Bachelor's Degree in from an accredited college or university. A Master's Degree and/or course work in Management, Supervision, or Administration, or Certification by an approved Commission is preferred.

EXPERIENCE:

Four years of professional work experience in providing rehabilitation services, two years of which must have been as a Vocational Rehabilitation Technical Specialist and one year of the required experience must have included direct supervision of other professional employees or the technical lead of a vocational rehabilitation sub-program.

DESCRIPTION:

This position is responsible for directing and coordinating a comprehensive program of vocational rehabilitation services to the Lanham, Suitland, Wheaton and Germantown Offices in the Office of Field Services' Region VI (Prince George's and Montgomery Counties), and supporting the Regional Director with field operations throughout the region.

QUALIFICATIONS:

Education:

Millersville University (Millersville, Pennsylvania) 1970 –Master’s Degree in Special Education.

Juniata College (Huntingdon, Pennsylvania) 1968 – Bachelor’s Degree in History.

Experience:

Maryland State Department of Education, Division of Rehabilitation Services (Baltimore, Maryland)

1988 – Present: Vocational Rehabilitation Specialist Supervisor

1985 – 1988: Vocational Rehabilitation Specialist

1976 – 1985: Vocational Rehabilitation Counselor

EMPLOYMENT STATUS:

New Hire