

BOARDROOM CHATTER

PUBLICATION PREPARED BY: THE OFFICE OF PUBLIC RELATIONS

SUPERINTENDENT'S REPORT

Recognize 2016 Student Volunteer of the Month and Service Star Recipients

The school board recognized the following students for being named 2016 Student Volunteers of the Month, who were nominated by teachers for demonstrating outstanding service to their schools and communities:

- September – Quentin Adams and Aisa Wrights
- October – Madison Shoemaker
- November – Collin Wilt and Kaitlyn Kauffman
- December – Dylan Rice and Zachary Sterne
- January – Jared Klemm and Avery Knippenberg
- February – Daxton Derrick and Jenna Reeves
- March – Ty Lawson and Michael Nelson
- April – Nick Warnick and Nathan Kidd
- May – Taylor Corley and Autumn Holt

The school board also recognized Collin Wilt, Fort Hill; Thorne Lindsey, Allegany; Kamryn Logsdon, Career Center; and Jonathan Dayton, Mountain Ridge, for being named 2016 ACPS Service Stars.

Recognize 2015-2016 ACASC Executive Board Members

The school board recognized the following students as 2015-2016 members of the Executive Board of the Allegany County Association of Student Councils. These students provided valuable contributions that helped the committee's mission to bring together the schools and the community through quality leadership, service, education and

friendship.

- Dylan Spano, President
- Jenna Puffinburger, Vice-President and Student Member of the Board
- Nick Warnick, Secretary
- Hayden Lindsey, Parliamentarian
- Jenna Reeves, Public Relations Officer
- Katie Sterne, Second Vice-President
- Morgan Edwards, Environmental Affairs Coordinator
- Kaitlyn Kauffman, MASC Staff
- Thorne Lindsey, MASC Staff

Recognize 2015-2016 Superintendent's Student Advisory Council Members

The school board recognized the following students as members of the 2015-2016 Superintendent's Student Advisory Council for their valuable contributions in engaging meaningful dialogue regarding students' views of the performance and operation of ACPS: Jonathan Dayton, Jenna Puffinburger, Dylan Rice, Dylan Spano, Zachary Sterne

Recognize 2015-2016 Maryland VFW Teacher of the Year

The school board recognized Dr. Stephanie Marchbank, Mountain Ridge High School English teacher, for being named the 2015-2016 State of Maryland VFW High School Teacher of the Year. The VFW Teacher of the Year award contest honors exceptional teachers for their outstanding commitment to teaching Americanism and patriotism to their students.

In Dr. Marchbank's classes, students are encouraged to participate in the VFW's Voice of Democracy essay contest, the Rotary's 4-Way Test speech contest, the Library of Congress' Letters about

Board of Education

Dr. Edward Root, President
Mrs. Laurie Marchini, VP
Mr. Nicholas Hadley
Ms. Sara-Beth James
Mr. Wayne Foote
Mr. Zachary Sterne, SMOB
Dr. David Cox, Superintendent

Literature contest, and the Maryland Art Council's Poetry Out Loud competition. Class discussions often center on societal issues to promote civic responsibility and the ability to make informed decisions.

Mountain Ridge school counselor, Stan Eisel, nominated Dr. Marchbank for the award.

CONSENT AGENDA

1. Approve minutes for June 14, 2016, Work Session and Business Meeting, and the June 30, 2016, Special Work Session.
2. Approve routine personnel actions for the period of June 1-30, 2016.
3. Receive school construction/maintenance report for the period of June 1-30, 2016.
4. Receive information technology report for the period of June 1-30, 2016.
5. Approve Retiree Health Plan Subsidy for 2016-2017.
6. Approve increasing school lunch meal prices by \$0.10. Elementary prices will be \$2.55 and middle/high prices will be \$2.75. Breakfast prices will not be increased for the upcoming school year.

The school board approved the consent agenda.

WORK SESSION NOTABLES

Introduction of K-9 Unit

Dr. Ben Brauer, ACPS Supervisor of Student Services and Safety, introduced Officer Jeremy Hedrick of the Cumberland City Police Department as a new School Resource Officer. Officer Hedrick came to the school system from the CPD's narcotics unit, where he worked as a K-9 handler. After much discussion and research to see what roles his expertise as a handler could play within the school system, ACPS determined that it would be a benefit to have Officer Hedrick and his K-9 in the schools.

A group of administrators and local law enforcement officers visited North Dorchester High where Corporal Robinson of the Sheriff's Department, also in attendance at the meeting, works as a SRO and K-9 handler. Dorchester County implemented their program and use of drug-detecting K-9s three years ago with complete success.

ACPS is set to introduce Officer Hedrick and his K-9, Rolf, beginning this school year. Rolf will serve the purpose, first and foremost, as a deterrent for drugs in the schools, but also will be useful in building relationships with students.

Also in attendance at the meeting were Sargent Rounds of the CPD, and CPD Chief, Charles Hinnant.

Maintenance and Construction Update

ACPS Director of Facilities, Vince Montana, updated the school board on various ongoing or upcoming maintenance and construction projects. They are as follows:

- **Allegany High School:** The excavation for the academic wing is complete; footers have been dug and two sections of footers have been poured; and a new water line has been installed which will connect a line at Seton Drive to the line from Bishop Walsh Drive creating a loop. Work on the retaining wall at Bishop Walsh Drive will begin within the next two weeks, and concrete footers will continue to be poured over the next two weeks as well.
- **Braddock Middle Roof Replacement:** Work on the center classroom area is more than 50% complete. It is expected that this section will be finished by weeks end.
- **South Penn Chiller Replacement:** The final materials arrived last week. The contractor is making the final connections, and the unit will be started next week pending the factory representative's availability.
- **Floor Replacement Projects:** The asbestos removal is complete and installation of the new tile has begun at Washington. The installation of the new tile is complete at Bel Air. The Northeast and West Side projects are complete.

- **Westernport Air Conditioning:** Installation of the A/C units is approximately 75% complete. Additional maintenance staff has been pulled from other projects to assure this is complete by the beginning of the school year. All units are scheduled to be tested next week.
- **Beall Playground:** See New Business.

Assessment and Testing in Public Schools Final Report

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. The Commission was charged with reviewing, surveying, and analyzing a variety of issues related to assessments.

On or before September 1, 2016, each county Board of Education is required to 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 make the comments and recommendations available to the public upon request. On or before October 1, 2016, the State Board of Education will 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.

The charges and recommendations are as follows:

- **Charge 1:** 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
- **Charge 2:** Review the purpose of all local, state and federally mandated assessments administered by local school systems, whether summative or formative, and determine whether some assessments are duplicative or otherwise unnecessary.

Recommendations: The creation of an additional assessment in social studies at the middle school level should not go forward. Districts should be required to provide assurances that instructional program alignment exists for social studies, which are then matched to a locally designed and implemented assessment program measuring students' progress toward the standards. MSDE shall continue with the Government assessment, but with a different structure that is not as time consuming or as disruptive to classroom instruction.

WORK SESSION NOTABLES CONT.

- **Charge 3:** Review and analyze the local school systems' and the department's interests in requiring assessments and attempt to develop a statewide approach to administering assessments.

Recommendation: Loosen the restriction on who can administer, proctor, and accommodate state and locally mandated assessments.

- **Charge 4:** Determine whether the current local and state testing schedules for administering assessments allow enough time between administering a formative assessment and receiving the results of the formative assessment to meaningfully inform instruction.

Recommendations: Establish July 15 as the deadline for the return of PARCC assessment data for the purpose of allowing time to analyze data. MSDE shall form a statewide practitioner stakeholder advisory group to provide feedback on the PARCC assessment, PARCC reporting mechanisms, assessment window, and time elements.

- **Charge 5:** Survey and assess if the testing windows implemented by the local school systems and the state have any negative effects on instruction, materials, equipment use and school calendars.

Recommendations: Require superintendents to annually report two measures of testing time from the prior school year to their county school board. 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. MSDE shall review and update the current Maryland Accessibility Features and Accommodations manual to create consistency regarding accessibility and accommodations guidelines. The State Board of Education shall analyze and disaggregate the results of the MSDE technology needs assessment to determine the implications for administering the mandated federal, state and local assessments. Provide annual needs-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.

- **Charge 6:** Consider implications for the state if changes were to be made to the Elementary and Secondary Education Act that would allow more flexibility in administering assessments.

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

designed in a way that is least disruptive to the school day and classroom instruction as each section will be of a length that allows testing within the classroom. 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 for the 2017-2018 school year.

- **Charge 7:** Make recommendations on how local school systems and the state can improve the process in which assessments are administered and used to inform instruction; If the Commission finds that the allotted time for administering assessments is resulting in reduced instructional time, the most efficient and effective methods to ensure that adequate time is allotted to both administering assessments and instruction; Which developmentally appropriate elements, if any, should be included in an assessment administered to kindergarten students; and any other relevant issues identified by the Commission.

Recommendations: Publicize information assuring comparability between the 2015 and 2016 PARCC assessment results. District superintendents will establish a committee on assessment by December 2017. Stakeholder advisory groups will examine how to further streamline the PARCC assessments. MSDE shall publish an annual report on steps that are being taken to alleviate testing; continue to report on whether districts choose a census or representative sampling approach to administering the KRA; continue to employ 'train the trainer' methods for professional learning; 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; and provide resources to parents on state mandated assessments. Local boards of education shall communicate with parents before, during and after testing.

- **Charge 8:** Ensure the ability to compare student achievement across local school systems, the state and the nation.

Recommendation: 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 as specified by the state board. Also, stipulate alternatives to a passing score.

TPE Update

Dr. Kim Green-Kalbaugh updated the school board on the Teacher and Principal Evaluations (TPE). The first full year of implementation took place in the 2013-2014 school year. Each TPE cycle is three years, and principals are evaluated annually.

WORK SESSION NOTABLES CONT.

A committee consisting of central office staff, the ACEA president, teachers and administrators collaborated to create the local TE model for the initial implementation of the new evaluation process. MSDE provided guidelines for the professional practice and SLOs.

TE consists of two components – Professional Practice and Student Growth. Each area is worth 50% of the evaluation. Professional Practice consists of four domains: Planning and Preparation, Classroom Environment, Instruction, and Professional Responsibilities. Within these domains there are eighteen indicators. The Student Growth measure in ACPS for the first cycle consisted of three SLOs – one district SLO and two teacher SLOs. An SLO is a specific, rigorous, measurable, long-term academic goal for groups of students that educators establish to guide instructional efforts.

There are four levels on the TE: Ineffective (I), Developing (D), Effective (E), and Highly Effective (HE). There are three levels on the PE: Ineffective (I), Effective (E), and Highly Effective (HE). Principals must score a minimum of 93 to be considered HE. Teachers must score from 80-100 to be HE.

During the 2016-2017 school year, districts will begin the second TPE cycle. Each district was asked to review the first cycle and make recommendations for modifications for the second cycle. The district TPE team met monthly to consider the following items: district SLO, the possibility of a Portfolio Option for the SLO, scoring range, SLO percentages, instructional interval for SLO, target setting measures, SLO ownership, and assessment sources for SLOs.

The TPE committee recommended eliminating the district SLO. Teachers will complete two teacher SLOs that will be worth 50% of the evaluation unless MSDE adds other growth measures to the teacher evaluation or allows changes to the percentages. Teachers may choose to complete a portfolio that shows student growth for one of the two SLOs. This is optional. The committee also recommended that the final evaluation scoring range be modified to increase rigor and more accurately align with the PE. The team agreed that a greater discrimination in the scoring range was needed.

The instructional interval for SLOs will continue to be a minimum of 45 days or more, and teachers may select to use a semester or year for the SLO interval. The MSDE guidebook indicates that “in general”, state or LEA standardized measures are the most valid and reliable sources for student growth and performance data. However, teachers may use rigorous school or classroom-level measures when comparable district or state measures are not available.

The TPE team also recommended allowing teachers to select one of three target setting measures for their SLOs: Growth to Mastery, Half the Gap, and Rubric/Achievement Level Increase. In Growth to Mastery, students grow to an articulated level of mastery. The expectation is that all students will reach a certain level of proficiency, and all students have a common target at the end of the instructional interval assessment. In Half the Gap, students grow half of the performance gap to the maximum. This approach helps close a student’s own achievement gap and provides a consistent approach that is differentiated by individual student baseline results. In Rubric/Achievement Level Increase, students are expected to move up a rubric or achievement level. This approach is more often used in writing and creative arts.

MSDE is currently considering the following:

- Affirming the Student Growth components of the principal and teacher state evaluation frameworks
- Investigating and understanding how the collective components are working and could work together to provide an improved composite effectiveness rating
- Considering recommendations to weighting and calculations in the state frameworks.

Changes are not anticipated to take place for the 2016-2017 school year. MSDE is also investigating a new framework for the TE that is composed of 50% Instructional Components, 30% Student Growth Components, and a 20% Professional Responsibility and Development Component. The district team is recommending a 70-30 model be used for the Professional Practice and Student Growth components. The four domains in the Professional Practice, including Professional Responsibility and Development, would have an equal percentage distribution for a total of 70 points. Each SLO would be worth 15 points for a total of 30 points. If percentages remain the same next year, the main disadvantage is that 1/3 of the district would have an evaluation for the second cycle based on the current 50/50 model.

School Lunch Price Increase

Mr. Todd Lutton, ACPS Assistant Supervisor of Food and Nutrition Services, updated the school board on FY2017 school meal prices. The 2010 Healthy Hunger Free Act requires school systems to use a formula to determine paid meal prices and is a mandatory action required by the school system in order to maintain good standing in the National School Lunch Program. Not complying would put at risk the receipt of federal funding.

ACPS will raise school lunch prices by \$0.10 for the 2016-2017 school year. Elementary lunch prices will now be \$2.55, and secondary lunch prices will increase to \$2.75. No action will be taken to increase school breakfast prices this year, and reduced-price lunch meals will also remain the same.

NEW BUSINESS

Consider Approval of POS Joint Use Agreement for Beall Elementary School Playground

The school board approved the Project Open Space Joint Use Agreement for the addition of a play equipment area with a rubber surface at Beall Elementary School suitable for children ages 2-12. This addition will provide more play opportunities for younger children while providing a safe fall zone. Handicap-accessible play panels will also be included as well as two park benches. Local matching funds will be provided by the school's playground fund.

The Beall PTO has also partnered with the local DNR to plant evergreen trees along the perimeter of the playground outside of the fence. The trees were planted in May. The fence gate will be opened during non-school hours so that the community may also enjoy the new play area.

The school plans to apply for additional POS funds in FY2018 to complete phase II of the project, which will include repairs to the blacktop play area, replacement of the basketball goals and perimeter fencing.

Vote to Meet in Executive Session in August

The school board voted to meet in Executive Session in August pending any appeals or unfinished business.

REPORTS &
ANNOUNCEMENTS

Zachary Sterne, Student Member of the Board

Zach informed the school board that the Executive Board of the Allegany County Association of Student Councils (ACASC) held an informal meeting to begin planning the general assemblies and the ACASC picnic. They also began discussion how to get the organization more involved in community service.

NEXT MEETING

The next regularly scheduled meeting of the Board of Education will be held on Tuesday, August 9, 2016, at the Central Office, 108 Washington Street, Cumberland, MD. The Work Session will begin at 5 p.m., and the Business Meeting will begin at 7 p.m. Both meetings will take place in the Washington Boardroom.