



MEMORANDUM

TO: MLDS Governing Board

FROM: Ross Goldstein

DATE: February 17, 2017

SUBJECT: Governor's P-20 Leadership Council 2016 Annual Report Recommendations to the MLDS Center

Purpose

The purpose of this agenda item is to provide information to the Governing Board on the recommendations to the MLDS Center in the Governor's P-20 Leadership Council 2016 Annual Report.

Background

The Governor's P-20 Leadership Council of Maryland was authorized under Chapter 191 of the Acts of the General Assembly of 2010 to provide a forum in which the Governor, legislators, and stakeholders from elementary and secondary education, postsecondary education, and the workforce and economic development communities can discuss policy priorities and the alignment of the various elements of our education and workforce systems. The mission of the Council is to better prepare Maryland students for the jobs of the new economy while enhancing the State's economic competitiveness by developing a workforce with 21st century skills.

Governor Hogan appointed new members to the P-20 Council in 2015 representing a cross section of experts in education and workforce development. At the Council's first meeting in late 2015, seven workgroups were formed and council members volunteered to serve on workgroups of their interest and recruit non-council members with interest in the subject areas to participate. Recommendations to the MLDS came from four of the seven workgroups, with the majority from the Maryland Longitudinal Data System (MLDS) Workgroup.

The purpose of the MLDS Workgroup was created to make the broader P-20 more aware of the Maryland Longitudinal Data System (MLDS) Center. The Workgroup also reviewed the MLDS Research Agenda to understand and suggest how the P-20 Council can best utilize this resource. Additionally, the Workgroup reviewed the MLDS Research Plan and suggested changes that align with the Governor's education priorities.

Governor's P-20 Leadership Council, MLDS Workgroup members:

- Steven Rizzi, *MLDS Governing Board Member, Chair*
- Michele Guyton, *Member of the State Board of Education*
- Thomas Sullivan, *Member With Experience and Knowledge to Benefit the Work of the Council*
- Kathleen Causey, *Representative of a Local Board of Education*
- Chris Fallon, *Expert in Career and Technology Education*
- Anwer Hasan, *Chairman of the Maryland Higher Education Commission*
- Dennis Hoyle, *MICUA Senior Research Analyst*
- Ross Goldstein, *MLDS Center Executive Director*

Summary

The Governor's P-20 Leadership Council 2016 Annual Report contains 11 recommendations that impact the MLDS Center. The MLDS Executive Team compiled the recommendations to share with the Governing Board, the Research and Policy Board, and Data Governance Advisory Board. The P-20 recommendations were an agenda topic at the February Research and Policy Board (RPB) Meeting and the February Data Governance Advisory Board meetings. Guidance from both Advisory Boards is valuable in assisting MLDS Center Staff in developing a response and actions for each of the P-20 recommendations.

Action

We request the Governing Board provide comments and suggestions to assist MLDS Center staff in responding and planning a course of action to address the recommendations from the Governor's P-20 Leadership Council.

Governor's P-20 Leadership Council 2016 Annual Report Recommendations to the MLDS Center

Recommendation		Workgroup	Page
1	Brief the P20 Council regarding known data gaps referenced in the MLDS's annual report;	MLDS	15
2	Brief the P20 Council regarding data gaps that become apparent during research efforts;	MLDS	15
3	MLDS workgroup should continue and increase efforts to meet the research needs of other P20 workgroups and education/workforce community at large;	MLDS	6
4	Review of MLDS Research Agenda and have changes which align with the Governor's education priorities;	MLDS	11
5	Review list of research topics and data sets that will help validate the implementation of ESSA; <ul style="list-style-type: none"> What are the effects of different types of K-12 curricula, state standards (such as Common Core) and testing (MSPAP, MSA, PARCC, etc.) on post-secondary outcomes (i.e., "teaching the test")? What K-8 programs have the greatest impact on student longitudinal outcomes? Are there different workforce outcomes for traditional instruction versus online instruction? What are the post-secondary outcomes of Charter School students when compared to peers in other school settings? What is the impact of K-12 instructional technology on outcomes and employment readiness? Which programs have the greatest longitudinal impact on special needs students? What educational programs could have the greatest positive effect on the reduction of violence in society? And how? What can be done to maximize the potential of ESL students? And how? What is the impact of apprenticeship, co-op, and internship programs on employment outcomes? 	MLDS	11
6	Meet with workforce development work group to improve flow of data into the MLDS and improve coordination with data sharing agencies;	Workforce Development	22
7	Develop a report on student performance on the KRA and performance in elementary grades;	MD College and Career Readiness Assessments/PARCC	36
8	Develop a report on analysis of the cycle of formative/summative testing and connection to entrance into and success in postsecondary education (data disaggregated by subgroup, high performers and best practices, and analysis of data gaps);	MD College and Career Readiness Assessments/PARCC	36
9	Develop a report on the mean comparison between PARCC implementation years 1 through 3 and connection to entrance into and success in postsecondary education;	MD College and Career Readiness Assessments/PARCC	36
10	P20 will be examining the 2017 joint MHEC and MSDE Dual Enrollment report, the MLDS dual enrollment report and the P20 dual enrollment reporting requirements and look for efficiencies and overlap;	College and Career Readiness Report	48
11	Discuss feasibility of including budgetary and anecdotal information in the MLDS dual enrollment report;	College and Career Readiness Report	48