

Coming soon to all Maryland Public School Communities

Presented by Rick Tyler, Jr.
Representative for the Maryland PTA President &
Co-chair, Maryland Education Coalition
arteetyler@gmail.com

Note: This document has clickable links

Commercial Gaming Revenues – Constitutional Amendment

ELECTION DAY - November 6, 2018

ALL Maryland PTA members & friends are urged to inform their Maryland members, friends & co-workers to encourage them to support & vote for **SB1122** -
Commercial Gaming Revenues Constitutional Amendment

Why MDPTA and all Public Education Advocates should support the Amendment?

If approved by the voters during the 2018 general election, it will require the Governor to provide supplemental State funding for public education through the use of commercial gaming revenues dedicated to public education (*Education Trust Fund*) in the State budget beginning in fiscal 2020.

The Supplemental funding must total:

- **\$125 million** in fiscal 2020, **\$250.0 million** in fiscal 2021, and **\$375 million** in fiscal 2022.
- In all subsequent years, 100% of the gaming revenues dedicated to public education (*Education Trust Fund*) must be used for supplemental funding.
- **In fiscal 2023, this is estimated at \$517-522 million!**

Source: SB 1122, [Fiscal Note](#), page 5

NEW - ESSA School Accountability: Required Indicators – (*Starts in September*)

The federal Every Student Succeeds Act (ESSA) requires states to use a set of indicators to measure the performance of all schools. The academic progress, progress towards English language proficiency, and school quality/student success indicators are all new under ESSA.

Source - Search “*Indicators*” at: [Maryland ESSA State Plan](#)

The Maryland School Quality Index

- Elementary & Middle Schools

<u>Elementary & Middle School</u>	<u>Index</u>
Academic Achievement - Performance Composite for English Language Arts and Math	20%
Academic Progress - Growth in English Language Arts and Math - Credit for Completion of a Well-Rounded Curriculum	25% 10%

The Maryland School Quality Index - Elementary & Middle Schools

Elementary & Middle Schools	<u>Index</u>
English Language Proficiency	10%
School Quality/Student Success	
- Chronic Absenteeism	15%
- Climate Survey	10%
- Opportunities/Access to a Well-Rounded Curriculum	10%

The Maryland School Quality Index - High School

<u>High School</u>	<u>Index</u>
Academic Achievement - Performance Composite for English Language Arts and Math	20%
Graduation Rate - Adjusted Cohort Graduation Rate Composite	15%

The Maryland School Quality Index - High School

<u>High School</u>	<u>Index</u>
English Language Proficiency <ul style="list-style-type: none">• Progress in Achieving English Language Proficiency	10%
Readiness For Post-Secondary Success <ul style="list-style-type: none">• On-Track in 9th grade• Credit for Completion of a Well-Rounded Curriculum	15% 10%

The Maryland School Quality Index - High School

<u>High School</u>	<u>Index</u>
School Quality/Student Success	
• Chronic Absenteeism	15%
• Climate Survey	10%
• Opportunities/Access to a Well-Rounded Curriculum	10%

ESSA School Accountability: Required Indicators

ALL ACCOUNTABILITY MEASURES MUST:

- Be supported by research showing that performance and/or progress are likely to increase
- Allow for meaningful differentiation of schools
- Be disaggregated by student group
- Be valid and reliable across all schools

(KIRWAN) Commission on Innovation and Excellence in Education

Kirwan Commission Main Web Page

- Membership, Hearing Schedule, Documents

<http://dls.maryland.gov/policy-areas/commission-on-innovation-and-excellence-in-education>

Charge of (Kirwan)

- The Commission on Innovation and Excellence in Education

[http://dls.maryland.gov/pubs/prod/NoPblTabMtg/CmsnInnovEduc/09-29-2016 Charge of Commission.pdf](http://dls.maryland.gov/pubs/prod/NoPblTabMtg/CmsnInnovEduc/09-29-2016%20Charge%20of%20Commission.pdf)

GOVERNANCE AND ACCOUNTABILITY

(Entire Commission are members)

Policy Area: A structure will be put in place to oversee this new system, monitor its implementation, and hold government agencies at all levels accountable for implementation of the Commission's recommendations.

Working Group 1 Early Childhood Education

Policy Area:

Expands high quality pre-K to all four-year-olds and all low-income three-year-olds, and assesses all children before they come to kindergarten to identify those who need supports to be ready to learn

Working Group 2 High Quality Teachers and Leaders

Policy Area: Higher paid, better educated, more rigorously trained teachers will work as professionals in schools that offer real careers in teaching and are organized to ensure that teachers have the time they need to work together in teams to continuously improve their practice and improve the performance of students. All schools will have highly trained principals who are prepared to create fully professional work environments for teachers

Working Group 3 College and Career Readiness Pathways

Policy Area: World class instructional system that includes a career and college ready standard set to global standards that most students are expected to meet by the end of grade 10 and all students are expected to meet by the end of high school Access, in high school, to globally-recognized programs preparing students for admission to selective colleges, college-level programs preparing students to receive an Associate's degree and Career and Technical Education (CTE) pathways that lead directly into aligned postsecondary technical degrees as well as industry credentials
(See CTE Subgroup)

Working Group 4 More Resources for At-risk Students

Policy Area: System that Ensures At-risk Students (*Educationally Challenged*) are successful - that supports these students and their families as soon as they arrive at school with both academic supports and extensive case management to address social, physical, mental and family needs to enable success at school

More about the Kirwan Commission

The commission and work groups are supported by staff from:

- the Department of Legislative Services (DLS);
- The National Center on Education and the Economy (NCEE);
- Augenblick, Palaich and Associates (APA) &
- Maryland State Department of Education (MSDE)

Maryland PTA, the Maryland Education Coalition and other public education representatives attend & contribute at each meeting.

MSDE High School Graduation Task Force - 2018

MAIN WEB SITE

<https://www.dropbox.com/sh/x6rmg0801eg9ho1/AAB6zOMgLj0IYCTMB2Mlgmpda?dl>

*Report due to the State Superintendent and
State Board by Fall 2018*

Why was the Task Force created?

The State Superintendent request in response to the State Boards interest in student performance and “meaning” of a Maryland diploma, and

More Jobs for Marylanders Act of 2017 (SB 317) - By January 2025, 45 percent of high school graduates will complete a career and technical education program, earn industry-recognized occupational or skill credentials, or complete a registered or other youth apprenticeship

The Graduation Task Force Structure

There are three committees:

- **Committee 1 - Content and Program** - Current credit requirements for graduation (number of credits and subject area/other requirements)
- **Committee 2 - Assessments** - Assessment requirements for graduation
- **Committee 3 - Diplomas** - Options for awarding high school diplomas

Note: The task force is made up of a wide range of stakeholders

(Knott) 21st Century School Facilities Commission

<http://dls.maryland.gov/policy-areas/21st-century-school-facilities-commission>

The 21st Century School Facilities Commission, was charged with multiple responsibilities, including:

- 1) identifying areas where innovative financing mechanisms can be used for construction;
- 1) determining areas for efficiencies and cost-saving measures for construction and maintenance; and
- 2) reviewing the relationship between State agencies and local governments.

The commission released its final report in December 2017, including five major conclusions and 36 recommendations.

House Bill 1783 (Ch. 14), the **21st Century School Facilities Act**, makes comprehensive changes to school construction funding and approval processes that, with the exception of provisions related to IAC, were based largely on the recommendations of the commission. The Act:

- (1) alters the name, composition, and role of IAC;
- (2) requires periodic public-school facilities assessments;
- (3) streamlines the State approval process for school construction projects;
- (4) establishes an annual goal that at least \$400 million for public school construction be provided as soon as practicable; and
- (5) includes a requirement that \$10 million for school safety improvements be provided beginning in fiscal 2019.

The Interagency Committee on School Construction is renamed the Interagency Commission on School Construction (*still referred to as IAC*) and made an independent commission within MSDE. IAC's membership is expanded from five to nine members, which includes four additional public members: two appointed by the Governor; and two appointed by the Presiding Officers (one each).

Board of Public Works (*Governor, Comptroller, Treasurer*) authority to grant final approval with respect to public school construction projects is transferred to the new IAC.

More Details at:

<http://mgaleg.maryland.gov/webmga/frmMain.aspx?pid=billpage&tab=subject3&stab=01&id=hb1783&ys=2018rs> or
<http://www.marylandpublicschools.org/stateboard/Documents/05222018/TabO-LegislativeBudgetUpdate.pdf>

Other Important State Advocacy Issues for Maryland PTA & friends

School Safety - Senate Bill 1265 (Ch. 30), and House Bill 1783 provide \$40.6 million for school safety-related purposes in fiscal 2019 and \$22 million in ongoing funding beginning in fiscal 2020.

Senate Bill 1265, the **Maryland Safe to Learn Act of 2018**, establishes a School Safety Subcabinet chaired by the State Superintendent of Schools and including five other State agency leaders

Other Important State Advocacy Issues for Maryland PTA & friends

- Senate Bill 611 (passed) is an emergency bill that establishes the **Healthy School Facility Fund** within the IAC
- **Public School Facility Construction Innovation Incentive Pilot Program: Senate Bill 92/House Bill 968**
- House Bill 221 (Ch. 81) requires each county or municipality, to the extent practicable, to expedite the process for the application and issuance of a permit related to or required for the construction of a public or private school facility.