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Rick Tyler, Jr., Chair





















Literacy: A Civil Right







- > Let Them See Clearly
- > Maryland Coalition for Community Schools
  - Sharon Rubinstein (Individual)(Click on logos for organization websites)

# MEC ask all to Remember >>>

Federal laws or regulations **supersedes** state law (General Assembly) or regulations (State Board), which **supersedes** local laws, board policies or local school system administrative procedures.

So, the rules for the student, classroom or school, are generally affected by local school system policies, which are affected by state policies or regulations, which are affected by federal policies or regulations, unless the hierarchy takes no action.

### Who are the Maryland Public School Students

Maryland has more than 1,400 public schools in 24 public school systems within the State's 23 counties & Baltimore City. Enrollment in the State's public schools reached a new record in 2018-19.\*

<u>Year</u>	Number of Students		
2018-19	893,689		
2014-15	866,169 27,520 - average of 5,504/year		
Difference			

- **FARMS** 381,797/42.6%
- Limited English 85,533/9.3%
- **Special Education** 103,269/11.5%
- Attendance Rate 93.5%
- Graduation Rate 87.12

**NOTE:** Official State & Local School System Enrollment Data for the FY 2019-20 school year will be published sometime after September 30, 2019

<sup>\*</sup> Over 100 languages or dialects are spoken in Maryland Public Schools

# **UPDATES**

The Every Student Succeeds Act (ESSA) was signed into law on December 10, 2015. The U.S. Department of Education approved Maryland's required ESSA plan on January 16, 2018. The plan sets into place improvement targets for schools and systems, and outlines assistance programs for schools not meeting the grade. Maryland developed its ESSA plan after unprecedented outreach to citizens across the State, including MEC members.

## **Learn more about the Maryland State Plan & ESSA:**

- <u>Maryland Every Student Succeeds Act (ESSA) Consolidated State Plan Final</u> (Revised September 17, 2018)
- Also, Search **ESSA** at: <u>www.marylandpublicschools.org</u> & <u>www.ed.gov</u>

The Every Student Succeeds Act (ESSA) requires that states administer annual statewide assessments to all students in English Language Arts/Literacy and Mathematics in grades 3-8 and once in high school, as well as in science once in each grade span (3-5, 6-8 and high school), and annual English language proficiency assessments in grades K-12 for all English learners.

Maryland also provides Alternate Assessments written to the Alternate Standards for those students who require this accommodation. Additionally, the majority of Maryland kindergarteners are administered the <u>Kindergarten Readiness Assessment (KRA)</u> to determine their readiness for kindergarten.

# What is the Maryland Comprehensive Assessment Program (MCAP)

The Maryland Comprehensive Assessment Program (MCAP) provides information to educators, parents and the public on student progress towards proficiency on the Maryland state content standards. Through a strong assessment system, stakeholders gain an understanding of how schools are performing and where assistance can be directed to support student growth and achievement.

Also see, A Quick Guide to Understanding MCAP

# The New Maryland Report Card

Excerpt of a message from Karen B. Salmon Ph.D., State Superintendent of Schools

Welcome to the 2019 <u>Maryland Report Card</u> website. We strive to share the most current information available to help stakeholders understand and measure student achievement in all 24 local school systems. We are building a future for all students. That starts with better schools.

The federal Every Student Succeeds Act, known as ESSA, required states to develop plans to improve schools through accountability and innovation. Maryland's detailed plan, developed with the input and broad support of stakeholders, was approved by the U.S. Department of Education early in 2018. This plan sets our schools on the path to continuous improvement.

Maryland has improved our Report Card format, keeping features that ease navigation and research for all users. The 2019 Report Card continues to gauge how our schools and school systems are faring on State assessments, as well as other factors such as growth in achievement, high school graduation, student access to a well-rounded curriculum, the progress of English language learners, and postsecondary readiness.

# **More on the Maryland Report Card**

- 1st released for the 2017-18 School Year/2018-19 report now available

The Maryland Report Card is the accountability system for the state, school systems and schools, but not individual programs within schools.

#### What does Maryland's accountability system measure?

The Maryland accountability system includes multiple ways to describe student and school performance. The major components of the accountability system are called "indicators."

# **Elementary & Middle School indicators**

- Academic Achievement
- Academic Progress
- Progress in Achieving English Language Proficiency
- School Quality
- Student Success

#### **High School indicators**

- Academic Achievement
- Graduation Rate
- Progress in Achieving English Language Proficiency
- Readiness for Postsecondary Success
- School Quality
- Student Success

# **Maryland Report Card Highlights**

For the **PARCC** assessments, "proficient" or higher is **Performance Level 4** or **5**. Initial Statewide Maryland Report Card highlights for 2018 include:

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		Statewide Results			
		<b>2018</b>	<b>2019</b>	<b>Difference</b>	
•	English 10	42.4%	42.6	+ 0.2%	
•	Math-Algebra 1	31.2%	27.2	- 4.0%	

- Other Demographic data, Assessment, Graduation & Civil Rights Data
- Link to Data Downloads

It is anticipated that as additional policies and resources are provided by the General Assembly or State Board, student performance, educator quality and quantity will rise for all school systems, schools and students

\* The Statewide Results include all Maryland public schools including all charter or specialty schools and all ability & demographic student groups (FARMS, Special Needs, ELL, etc.), but it <u>may not</u> reflect individual school or school system results.

# **NEW - Gifted & Talented Education State Regulations**

The ESSA includes several additional provisions for Gifted & Talented Education & Students including measuring academic growth over time.

In addition, there are provisions to improve the identification of Gifted & Talented students along with all other student groups and to provide options for delivering Gifted & Talented education services.

The state board recently approved <u>new regulations for Gifted & Talented Education</u>, including students who also may have special needs, as a separate student group with supplemental guidance & supports. Guidance for Gifted & Talented Education in Maryland, currently under the name <u>Criteria for Excellence</u> is in the revision stage and due by 2020.

Check the <u>MSDE Gifted & Talented website</u> for more details & updates

## Some Highlights of the new GT regulations

- Each local school system shall establish an equitable process for identifying gifted and talented students and the identification pool for gifted and talented students shall encompass <u>all</u> students.
- The identification process shall use universal screening and multiple indicators of potential, ability, and achievement from an annually reviewed MSDE approved list of assessments and checklists.
- A universal screening process shall be used to identify a significant number of students in every school and at least 10 percent in each local school system, as early as possible, but no later than Grade 3.

#### **New Graduation Recommendations/Timelines**

http://marylandpublicschools.org/stateboard/Documents/06252019/TabD-HighSchoolGraduationTaskForceRecommendations.pdf

The State Board is in the process of studying and adopting the <u>recommendations of the Graduation Task Force</u> including the following categories:

- Credit and Program Regulatory Recommendations
- Diplomas Regulatory Recommendations
- Assessments Regulatory Recommendations

Full implementation of the new requirements are planned for students beginning with the incoming ninth grade class in the 2021-2022 school year

(Search Maryland High School Graduation Task Force on the MSDE website for more details & updates. See your local school counselor(s) for related information that may impact individual students in the future)

# **New Laws or Reports for Ongoing Issues**

<u>HB0725</u>-Student Discipline-Restorative Approaches - This bill requires local school board regulations related to discipline to provide for restorative practices and state that the primary purpose of any disciplinary measure is rehabilitative, restorative, and educational.

On request, the State Board of Education <u>must</u> provide technical assistance and training to local boards regarding the use of restorative approaches.

The Maryland State Department of Education (MSDE) <u>must</u> annually submit to the Governor and the General Assembly a specified student discipline data report. MSDE <u>must</u> also disaggregate the information in any student discipline data report prepared by the department by type of discipline.

(Watch for upcoming developments on related issues in the coming year)

SB0734 -Students With Reading Difficulties - Screenings & Interventions - This bill requires, beginning with the 2020-2021 school year, each local school board to ensure that specified students are screened to identify if the student is at risk for reading difficulties.

If the screening results indicate that the student is at risk of reading difficulties, the local board <u>must</u> provide supplemental reading instruction, as appropriate, and provide a notification letter to the student's parent as specified.

The Maryland State Department of Education (MSDE) <u>must</u> develop and update resources for local boards every four years and provide technical support to local boards allowing them to provide training opportunities annually.

Local boards <u>must</u> report annually to MSDE beginning with the 2020-2021 school year.

<u>SB0661</u> - **Community Schools** — Established - The bill **defines a** "**community school**" as a public school that establishes a set of strategic partnerships between the school and other community resources that promote student achievement, positive learning conditions, and the well-being of students, families, and the community.

A local school system (LSS) or an existing public school may form a school-community partnership for the planning and implementation of a community school. An LSS <u>must</u> review and approve a community school; a community school **may not be implemented without LSS approval**. An LSS <u>must</u> make public funding available to a community school.

The bill also expresses legislative intent that money appropriated for the Concentration of Poverty School Grant Program in accordance with The Blueprint for Maryland's Future legislation must be used to offset the fiscal 2020 and 2021 cost of implementation of the bill, for community schools with at least 80% of students eligible for free or reduced-price meals (FRPM).

SB0128 / CH0013/(HB0437) Community Control of School Calendars Act - This emergency bill requires each local board of education to set start and end dates each year for public schools in the county. The bill effectively repeals any law prohibiting a local board from beginning or ending its school year before or after a certain date.

HB0245 Education - Student Data Privacy Council - This bill establishes the Student Data Privacy Council. The Maryland State Department of Education (MSDE) must staff the council. By December 31, 2020, the council must report its findings and recommendations to the Governor and General Assembly, including whether the council should be made permanent

<u>HB0606</u> **Juvenile Justice Reform Council** - This bill establishes the Juvenile Justice Reform Council. Among other duties, the council must use a data-driven approach to develop a statewide framework of policies to invest in strategies to increase public safety and reduce recidivism of youth offenders. By December 1, 2019, the council must submit an interim report of its findings and recommendations to the Governor and the General Assembly; a final report is required by December 1, 2020

HB0657/(SB0896) Arts Education in Maryland Schools Alliance Grant - This bill <u>requires</u> the Governor to include at least \$100,000 in the annual State budget for a grant to the Board of Trustees of the Arts Education in Maryland Schools (AEMS) Alliance for the development, implementation, and maintenance of the Artlook Map Maryland Project. The grant must be in addition to and not supplant funds otherwise granted to the AEMS Alliance

SB0739/(HB1007) Child Advocacy Centers – Expansion - This bill alters and establishes numerous requirements for child advocacy centers in the State. The Governor's Office of Crime Control and Prevention (GOCCP) must ensure that every child in the State has access to a child advocacy center

HB0087/(SB0529) State Board of Education—Membership—Teacher & Parent Members-The Governor <u>must</u> appoint the teacher & parent members with the advice and consent of the Senate as specified. The teacher member who received the highest number of votes after an election by teachers in the State must be appointed by the Governor. For the parent member, the Governor must appoint the parent member from a list of three qualified individuals submitted by the Maryland Parent Teacher Association (PTA).

<u>SB1030</u> - The Blueprint for Maryland's Future - This bill establishes The Blueprint for Maryland's Future as State education policy, based on the recommendations of the Commission on Innovation and Excellence in Education (Commission). The bill establishes specified programs and entities; provides funding in fiscal 2020; and <u>mandates funding</u> in fiscal 2021 and 2022, as specified, including for The Blueprint for Maryland's Future Fund

The bill also **establishes a Maryland Office of the Inspector General for Education**, contingent on the release of specified funds.

Any funds restricted for purposes of the bill in the fiscal 2020 budget that are not transferred or released by the Governor must be distributed in fiscal 2021, in addition to other funds required to be distributed by the bill in fiscal 2021.

For more details, see the MSDE Implementation Update of Senate Bill 1030, The Blueprint for Maryland's Future

## The Blueprint for Maryland's Future – Fiscal Brief

<u>State Effect:</u> Special fund revenues increase contingent on separate legislation beginning as early as fiscal 2020. General and special fund expenditures increase by \$255.7 million in FY 2020, by \$356.2 million in FY 2021, by at least \$370.9 million in FY 2022, and by approximately \$1.0 million annually beginning in FY 2023.

FY 2020 expenditures are at the Governor's discretion; the State budget provides sufficient funds in FY 2020. This bill establishes mandated appropriations for FY 2021 and 2022.

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<u>Local Effect:</u> State aid to local school systems increases by approximately \$252 million in FY 2020 and by as much as \$351 million in FY 2021 and \$370 million (or more) in FY 2022.

Local expenditures also likely increase for the local share of teacher retirement costs beginning in FY 2022, and to cover the cost of other benefits related to teacher salaries beginning as soon as FY 2020.

# The Blueprint for Maryland's Future Highlights

- Concentration of Poverty School Grant Program
- Compensatory Aid, Low-income Proxy
- Special Education
- Transitional Supplemental Instruction for Struggling Learners
- Mental Health Services Coordinator
- Declining Enrollment Supplemental Grants
- Teacher Salary Incentive Grant Program
- Teacher Collaborative Grant Program
- Local School Board Reports
- Maryland Office of the Inspector General for Education

For The Blueprint for Maryland's Future details, go to:
Bill Text & Fiscal Note

## Public School Construction Update

MEC has been leading efforts for the state to increased funding and improved policies to make sure all Maryland public school facilities meet 21<sup>st</sup> Century standards. Although the state approved an increased this year to \$500.6 million\*, billions more are needed with limited resources to fund them and the operating budgets. There are also a variety of funding obstacles at the local level.

Currently, the state is surveying the enrollment, capacity, condition & other needs of all Maryland public school facilities, ranking them by need & condition. A <u>workgroup of the Interagency Committee on School Construction</u> is considering formula changes to recommend to the General Assembly & Governor. As of August 2019, the Governor has failed to release \$127 million in available funds. This has caused significant delays in facility maintenance, construction & planning statewide.

MEC will work with state leaders and stakeholders to improve our school facilities and to ensure no existing money is supplanted or cut from budgets. We also encourage all others to join our advocacy efforts.

# Workgroup on the Assessment and Funding of School Facilities <u>Draft Work Plan</u>

## **Objectives:** The workgroup shall:

- Consider how relative facility condition within the facilities sufficiency standards should be prioritized
  - Take local priorities into account
  - Should prioritization be by category?
  - Should prioritization be by local jurisdiction or statewide?
- Determine whether and how assessment results should be used in construction funding decisions
- Consider whether the State should provide funding incentives for local jurisdictions that reduce the total cost of ownership of public-school facilities

See <u>video & PowerPoint</u> of the workgroups August 28, 2019 Meeting