

Department of Legislative Services
Maryland General Assembly
2017 Session

FISCAL AND POLICY NOTE
First Reader

House Bill 18 (Delegate Conaway)
Ways and Means

Task Force to Improve Partnership for Assessment of Readiness for College and
Careers Scores for Maryland Public School Students

This emergency bill establishes the Task Force to Improve Partnership for Assessment of Readiness for College and Careers (PARCC) Scores for Maryland Public School Students. The Maryland State Department of Education (MSDE) must provide staff for the task force in cooperation with additional staff provided by local school systems where at least 40% of students in any grade have received a level 1 designation on any subject test on the 2016 PARCC assessments. The task force must have its first meeting by June 1, 2017. By August 15, 2017, the task force must report its preliminary findings and recommendations to the State Board of Education and the General Assembly. By December 31, 2017, the task force must submit a final report of its findings and recommendations to the Governor, the State Board of Education, and the General Assembly.

The bill terminates two years from the date enacted.

Fiscal Summary

State Effect: Any expense reimbursements for task force members are assumed to be minimal and absorbable within existing budgeted resources. MSDE can staff the task force, in conjunction with the designated local school systems, with existing budgeted resources.

Local Effect: Local school systems where at least 40% of students in any grade have received a level 1 designation on any subject test on the 2016 PARCC (*i.e.* Baltimore, Dorchester, Montgomery, Prince George’s counties and Baltimore City) can staff the task force using existing budgeted resources.

Small Business Effect: None.

Analysis

Bill Summary: The bill defines a “designated jurisdiction” as a local school system where at least 40% of students in any grade have received a level 1 designation on any subject test on the 2016 PARCC assessments. MSDE must identify any designated jurisdictions by May 1, 2017.

The task force must identify, assess, and analyze a number of factors related to the PARCC assessments as specified in the bill.

The State Superintendent of Schools must designate the chair of the task force. Members may not receive compensation but are entitled to reimbursement for expenses under the standard State travel regulations, as provided in the State budget.

Current Law/Background: As shown in **Exhibit 1**, five local school systems (Baltimore City and Baltimore, Dorchester, Montgomery, and Prince George’s counties) had at least 40% of students receive a level 1 designation on at least one 2016 PARCC assessment. For the majority of these assessment scores, less than 30 students in the local school system received a score on the particular assessment. For example, only 10 students from Baltimore City received a score for the geometry PARCC assessment in 2016; thus, having 4 students receive a level 1 score on the assessment resulted in 40% of students receiving a level 1 designation.

Exhibit 1

PARCC Assessments Where at Least 40% of Students in a Local School System Received a Level 1 (Does Not Yet Meet Expectations)

<u>Local School System</u>	<u>PARCC Assessment</u>	
	<u>Math</u>	<u>English/Language Arts</u>
Baltimore City	Mathematics grade 8, Geometry, Algebra 2	English/Language Arts grades 3, 9, 10
Baltimore	Geometry, Algebra 2	English/Language Arts grade 11
Dorchester	Mathematics grade 8	
Montgomery	Geometry, Algebra 2	English/Language Arts grades 9, 11
Prince George’s SEED School	Algebra 2	English/Language Arts grade 10

Source: Maryland State Department of Education; 2016 Maryland Report Card

MSDE advises it already provides a variety of technical assistance and professional development activities for local school systems on PARCC best practices and data analysis, including regional workshops, webinars, state data summit, content-specific briefings, and the [Maryland Assessment Blog](#). Further, MSDE advises that it is working on a project that will enable the State to study curriculum in each school system and determine its effectiveness and how it aligns to PARCC. The goal of the project is to share exemplary effective curriculum across the State. The project is funded through a [four-year federal grant](#) from the federal National Center for Education Statistics totaling nearly \$7 million.

Additional Information

Prior Introductions: None.

Cross File: None.

Information Source(s): Maryland State Department of Education; National Center for Education Statistics; Department of Legislative Services

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md/rhh

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