

SENATE BILL 301

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EMERGENCY BILL

8lr0163
CF HB 351

By: **The President (By Request – Administration) and Senators Bates, Cassilly, Eckardt, Edwards, Hershey, Hough, Jennings, Ready, Reilly, Salling, Serafini, and Simonaire**

Introduced and read first time: January 22, 2018

Assigned to: Education, Health, and Environmental Affairs

A BILL ENTITLED

1 AN ACT concerning

2 **Protect Our Students Act of 2018**

3 FOR the purpose of requiring a certain educational accountability program to include
4 certain school quality indicators; altering the maximum percentage of a certain total
5 of academic indicators that may comprise a certain composite score; repealing a
6 prohibition that certain indicators be weighted in a certain manner; repealing a
7 requirement that a certain indicator be an academic indicator; making this Act an
8 emergency measure; and generally relating to education accountability plans.

9 BY repealing and reenacting, without amendments,
10 Article – Education
11 Section 7–203(a)
12 Annotated Code of Maryland
13 (2014 Replacement Volume and 2017 Supplement)

14 BY repealing and reenacting, with amendments,
15 Article – Education
16 Section 7–203(c)
17 Annotated Code of Maryland
18 (2014 Replacement Volume and 2017 Supplement)

19 SECTION 1. BE IT ENACTED BY THE GENERAL ASSEMBLY OF MARYLAND,
20 That the Laws of Maryland read as follows:

21 **Article – Education**

22 7–203.

23 (a) (1) The State Board, the State Superintendent, each county board, and

EXPLANATION: CAPITALS INDICATE MATTER ADDED TO EXISTING LAW.

[Brackets] indicate matter deleted from existing law.



1 each public school shall implement a program of education accountability for the operation
2 and management of the public schools.

3 (2) A Consolidated State Plan to improve student outcomes submitted by
4 the Department to the United States Department of Education under the federal
5 Elementary and Secondary Education Act shall comply with the requirements of this
6 subtitle.

7 (c) (1) National standardized testing may not be the only measure for
8 evaluating educational accountability.

9 (2) (i) An educational accountability program shall include at least
10 three school quality indicators that measure the comparative opportunities provided to
11 students or the level of student success in public schools.

12 (ii) **OF THE SCHOOL QUALITY INDICATORS REQUIRED UNDER**
13 **SUBPARAGRAPH (I) OF THIS PARAGRAPH:**

14 1. One [of the school quality indicators under subparagraph
15 (i) of this paragraph] shall be school climate surveys **THAT INCLUDE AT LEAST ONE**
16 **QUESTION TO EDUCATORS REGARDING THE RECEIPT OF CRITICAL INSTRUCTIONAL**
17 **FEEDBACK; AND**

18 2. **ONE SHALL BE ACCESS TO OR CREDIT FOR**
19 **COMPLETION OF A WELL-ROUNDED CURRICULUM THAT IS INDICATIVE OF**
20 **ON-TRACK PROGRESS AT KEY TRANSITION POINTS WITHIN ELEMENTARY AND**
21 **SECONDARY EDUCATION.**

22 [2. The school climate surveys shall include at least one
23 question to educators regarding the receipt of critical instructional feedback.]

24 (iii) Other school quality indicators may include:

25 1. Class size;

26 2. Case load;

27 3. Opportunities for:

28 A. Advanced Placement courses and International
29 Baccalaureate Programs;

30 B. Career and Technology Education Programs; and

31 C. Dual enrollment;

- 1 4. Chronic absenteeism;
- 2 5. Data on discipline and restorative practices; and
- 3 6. Access to teachers who hold an Advanced Professional
4 Certificate or have obtained National Board Certification.

5 (iv) The school quality indicators used in subparagraph (i) of this
6 paragraph may not be based on student testing.

7 (v) 1. The State Board shall establish a composite score that
8 provides for meaningful differentiation of schools under the school accountability system.

9 2. The composite score established under subparagraph
10 1 of this subparagraph shall:

11 A. Include both academic and school quality indicators;

12 B. Incorporate a methodology that compares schools that
13 share similar demographic characteristics, including the proportion of economically
14 disadvantaged students, as defined by the State in accordance with federal law; and

15 C. Be reported in a manner that states for each score the
16 individual indicator score that is used to calculate the composite score for each school.

17 3. The combined total of the academic indicators may not
18 exceed ~~[65%]~~ **80%** of the composite score.

19 4. The composite score:

20 A. Shall be calculated numerically in a percentile form; and

21 B. May not be reported using a letter grade model.

22 5. [No academic indicator may be weighted as less than 10%
23 of the total amount of the composite score.

24 6. No school quality indicator described under paragraph (2)
25 of this subsection may be weighted as less than 10% of the total amount of the composite
26 score.

27 7.] Subject to this subparagraph, the final weights of the
28 academic and school quality indicators shall be determined by the State Board, with
29 stakeholder input.

30 [(vi) Of the academic indicators established by the State Board under
31 subparagraph (v) of this paragraph, one shall be access to or credit for completion of a

1 well-rounded curriculum that is indicative of on-track progress at key transition points
2 within elementary and secondary education.]

3 SECTION 2. AND BE IT FURTHER ENACTED, That this Act is an emergency
4 measure, is necessary for the immediate preservation of the public health or safety, has
5 been passed by a yea and nay vote supported by three-fifths of all the members elected to
6 each of the two Houses of the General Assembly, and shall take effect from the date it is
7 enacted.