

NLWJC - Kagan

DPC - Box 022 - Folder 020

Education - Maryland Event

February 7, 1997

ADDRESS TO THE MARYLAND STATE LEGISLATURE

DATE: Monday, February 10, 1997
LOCATION: Maryland State House
TIME: 11:00 am - 12:00 pm
FROM: Marcia L. Hale
John P. Hart

I. PURPOSE

To address the members of the Maryland State Legislature concerning education and welfare.

II. BACKGROUND

This session will provide you with an opportunity to continue highlighting your initiatives for education and welfare reform. *Detailed memos regarding your proposals on education and welfare reform are included in this briefing notebook.*

Maryland's legislature is currently divided 32D/15R in the Senate and 100D/41R in the General Assembly. Both chambers are up for re-election in 1998. Both chambers are dominated by Democrats, but the Maryland state legislature is less partisan than most state legislatures. There are several "moderate" Republicans who vote with the Democrats. Assembly Democrats are a very diverse group with a heavy mix of Western Maryland and Eastern Shore conservatives and Suburban Washington and Baltimore liberals. There have been reports of Speaker Casper "Cas" Taylor (D) running in the primary for governor against Governor Parris Glendening (D), but no decision has been made.

The Maryland House Chamber is the oldest state capitol still in continuous legislative usage in the nation. The present dome was designed by the prominent colonial architect Joseph Clark and at its completion in 1794, it was established as the oldest and largest wooden dome of its kind in the United States. The State House was the first peacetime capitol of the United States and is the only state house ever to have served as the nation's capitol.

**BRIEFING MEMO FOR THE PRESIDENT
PAGE TWO**

The Continental Congress met in the Old Senate Chamber from November 26, 1783, to August 13, 1784. During that time, General George Washington came before the Congress to resign his commission as Commander-in-Chief of the Continental Army. Additionally, the Treaty of Paris was ratified in the Chamber, marking the official end of the Revolutionary War. The Maryland State House was designated a National Historic Landmark by the Department of the Interior in July, 1968.

III. PARTICIPANTS

Governor Parris Glendening (D)
U.S. Senator Barbara Mikulski (D)
U.S. Senator Paul Sarbanes (D)
U.S. Representative Wayne Gilchrest (R-Annapolis)
U.S. Representative Ben Cardin (D)
U.S. Representative Elijah Cummings (D)
U.S. Representative Al Wynn (D)
Speaker of the House Casper "Cas" Taylor (D)
Senate President Thomas "Mike" Miller (D)
Approximately 188 members of the Maryland State Legislature

IV. PRESS PLAN

Open press

V. SEQUENCE OF EVENTS

- House Speaker Casper "Cas" Taylor (D) and Senate President Thomas "Mike" Miller (D) are announced into the Chamber
- There is an off-stage announcement of you and Governor Parris Glendening (D-MD)
- You enter the Chamber with Governor Glendening
- Senate President Thomas "Mike" Miller (D) proceeds to the podium and speaks [1 - 2 minutes]
- Governor Glendening speaks [3 - 4 minutes]
- You are introduced by House Speaker Casper "Cas" Taylor (D) [1 - 2 minutes]
- You deliver remarks

VI. REMARKS

To be provided by Speechwriting

BIOGRAPHIES OF PRIMARY PARTICIPANTS

In speaking order

Hon. Thomas "Mike" Miller, President of the Senate (D)

Senator Thomas V. "Mike" Miller, Jr. is a native of Clinton, Maryland. He is a graduate of Surrattsville High School, the University of Maryland (B.S. 1964) and the University of Maryland School of Law (LL.B., J.D. 1967). Admitted to the Maryland Bar in 1967, Senator Miller is a member of local, state and national bar associations.

In 1970, Senator Miller was elected to represent Prince George's County in the Maryland House of Delegates, and in 1974, he was elected to the Maryland State Senate. He has been re-elected to the State Senate in 1978, 1982, 1986, 1990, and 1994.

Senator Miller was elected President of the Maryland Senate at the beginning of the 1987 Session of the General Assembly. Since the Revolutionary War, only one Senate President has been President longer than Senator Miller. From 1983 to 1986, he served as Chairman of the Senate Judicial Proceedings Committee.

Senator Miller is the oldest of ten children and has practiced law in Clinton, Maryland, for the past twenty-seven years. He and his wife, Patti, have five children.

Governor Parris Glendening (D)

The Honorable Parris N. Glendening is Maryland's 59th Governor. Governor Glendening's primary legislative priorities include improving public education, creating jobs, making Maryland's communities safer, and protecting Maryland's environment. During the 1996 Legislative Session, the Governor implemented many new programs, including a targeted tax reduction totaling \$15 million and allocation of more than \$140 million for elementary and secondary school construction. Although the Governor increased investment in education, economic development, and public safety, his 1997 operating budget of \$14.6 billion was lower than the previous budget.

Governor Glendening graduated from Florida State University, where he received a bachelor's degree (1964), a master's degree (1965), and in 1967 became the youngest student in FSU history to receive a Ph.D. in political science. He went on to teach at the University of Maryland at College Park for 27 years, until his election as Governor. During that time, the Governor was a City Hall Councilman in Hyattsville (1973), a Councilman for Prince George's County (1974),

a r e r e e r e a u y e u e r r e e r e u y 19 199
ea er , a a e e e e e r e r e e by ity and tate a a e,
199 a e e a uabe u y a e a

e er r urre y e a r a e u er e a u a ar , ere e
e u e ee e a a er r a , a a e ber e e ra
er r a a e u er er r a e er ra e
Fra e e e er y ar er , ay , a e ra e a a

nd s v d th t ms s Co nt Ex c tiv fo P inc G o g 's Co nt (82- 4). His
l d ship innov tion nd ff ctiv n ss w cogniz d C S m g zin which in
0 n m d him th "Most V l l Co nt Offici l" in th n tion.

Th Gov no is c ntl th Ch i m n of th So th n R gion l Ed c tion Bo d s v s on th
Ex c tiv Committ of th N tion l Gov no 's Associ tion nd is m m of th D moc tic
Gov no 's Associ tion nd th So th n Gov no 's Associ tion. Th Gov no nd his wif
nc s Ann liv in Univ sit P k with th i son R mond s nio t D M th High School.

Speaker of the House Casper "Cas" R. Taylor, Jr. (D)

The Honorable Casper R. Taylor has served as Speaker of the House since 1994. He was first elected to the Maryland House of Delegates in 1974. He was Chairman of the Economic Matters Committee from 1987 to 1994. His legislative achievements include the passage of Maryland's Health Care Reform Act of 1993. During his 20-year career in public service, Speaker Taylor has held numerous leadership roles, including Co-Chairman of the Joint Committee on Economic Strategies and Vice-Chairman of Economic matters from 1978-1986. He also served as the Chairman of the Western Maryland Delegation for five years beginning in 1982.

Speaker Taylor was born in Cumberland, Maryland on December 19, 1934. He attended Allegany County parochial schools and later graduated from the University of Notre Dame in 1956. His civic affiliations include the Elks, Eagles, Knights of Columbus, Chamber of Commerce, N.R.A., Dapper Dan Club, and the Maryland Wildlife Federation. He is also past President of the Academy of Political Science at Notre Dame.

MARYLAND EDUCATION EFFORTS

Standards: As a result of state education reform initiatives over the last five years, Maryland has become known for having high standards. Education Week's report card gave Maryland in Standards and Assessments a 100% rating. Part of the state's education reform efforts included developing a test called the Maryland School Performance Assessment Program (MSPAP), which measures how well students are meeting these standards by testing their reading, writing, language, math, science, and social studies skills. The Administration's proposal for national voluntary tests in reading and math is very compatible with the MSPAP.

Charter Schools: There are no serious charter schools bills pending in the legislature, although there are advocates for charter schools legislation in the legislature and on the State Board of Education. Chris Cross, the President of the Maryland State Board of Education and several other Board members have been attempting to promote charter schools legislation for the past year. However, this proposal ran into opposition from the Public School Superintendent's Association of Maryland and the Maryland Association of Boards of Education. A Task Force appointed by the State Board of Education concluded that local school boards already had sufficient authority to establish charter schools -- and several have been established in Baltimore City. Consequently, there are no current proposals in the legislature to authorize charter schools, though most advocates of charter schools believe legislation is needed in order to see any widespread development of new charter schools.

Hope Scholarship: Governor Glendening introduced legislation to create the Maryland Hope Scholarship which will provide tuition, mandatory fees, and a book allowance to students who graduate from a Maryland high school with a "B" average and whose family income is below \$60,000.



washingtonpost.com

| home page | site index | search | help |

Md. Educators Weigh Rate Of Failure for Planned Exams

Students May Have to Pass 10 Tests to Graduate

By Dan Beyers and Lisa Frazier
Washington Post Staff Writers
Sunday, February 2 1997; Page B01
The Washington Post

It was just a tiny note to explain a budget estimate, but few comments in the 363-page report delivered to the Maryland State Board of Education last week seemed to sum up so succinctly the stakes involved in the state's decision to develop a set of final exams required for high school graduation.

"Assumes 50 percent repeat rate during the first five operational years and 20 percent thereafter," the note said in justifying costs that could reach \$23 million a year.

The prospect that half of all Maryland high school students might fail one of the 10 new final exams the state wants to develop is driving much of the debate over how to launch the testing program. State education officials are scheduled next month to decide what shape the testing will take, and parents, school officials and even the state's consultants already have appealed to board members to consider starting with a simpler, less rigorous set of tests or delaying the whole thing.

"The worst-case scenario is to set the bar extremely high, then in the face of protests or legal challenges have to retreat," said Wayne J. Camara, a research scientist with the New York-based College Board, a nonprofit group that oversees national standardized testing. He was hired by the state to analyze the testing proposal. "You risk losing some of the political support you had for the tests."

Maryland's struggle to design the new tests reflects the difficulties faced by many states throughout the country as they start similar campaigns to raise academic standards.

Maryland is basing much of its reform effort on requiring students to pass 10 exams at the end of courses in English, math, science and history. The mandate would take effect with the graduating Class of 2004, which is now in the fifth grade.

Only New York, which last year announced plans to raise testing standards by requiring all students to pass the state's more rigorous honors exams established by the state Board of Regents by 1999, is

attempting a testing program comparable to Maryland's. Virginia, by contrast, is planning to require only 11th-graders to take one graduation exam that will include questions from all the basic subject areas.

"This is really uncharted territory," said Daniel Koretz, senior social scientist for the Rand Institute on Education and Training in the District. "Even if Maryland is phenomenally successful in its education reform, you're still going to have a lot of kids who fall below the threshold due to the wide variability of student performance in any school or system."

Determining where to set passing rates for the new tests "is obviously of prime importance," said Christopher Cross, president of the State Board of Education and executive director of the District-based Council for Basic Education. "But so is having a diploma that demonstrates you have mastered the core learning goals we've established."

Cross said he does not expect the exams to stop large numbers of students from getting a diploma because they will be given multiple chances to pass each test. But the need to balance the desire for high standards against concern about failure rates may lead the board to offer different types of diplomas, he said. One might reflect basic competency based on test scores, while a so-called "meritorious" diploma might reflect a higher level of proficiency.

The state board's consultants suggested other options. The board could phase in the number of tests so that students are required to pass only, say, three at first, giving school districts time to adjust to the change. Or the state could set passing scores lower in the initial years and ratchet up their standards over time. The state could even play with the way graduation is determined: Instead of requiring students to pass all the tests, the state could allow students to combine their scores to meet some threshold. That would allow students who do poorly on one exam to recover with a high score on another.

Cross noted, however, that the concerns are similar to the ones expressed in the early 1980s when Maryland instituted functional exams measuring basic competency in reading, math, writing and citizenship for ninth-, 10th- and 11th-graders. No one complains about the functional exams anymore because passing rates exceed 80 percent, he said. Similar performance gains are possible with the new exams, he said, adding that he hopes any student receiving a diploma can step right into college.

But many parents and school officials question the assumption that high school needs to prepare every student for college. And many are skeptical that the state will provide school districts with all the resources they need to deal with the potentially large numbers of students who would fail the exams and need remedial help.

"We think it can have a detrimental effect," said Leroy Tompkins, chief administrator for instruction in Prince George's County. "It almost certainly will increase the dropout rate."

Prince George's County Board of Education member Alvin Thornton (District 7) put it this way: "If we are willing to hold our children accountable, we can hold our children accountable. As long as the gap exists between the wealth of the state of Maryland and the amount it spends on its children, how can we justify holding children accountable?"

There are other concerns about the new tests beyond their effect on graduation rates. Montgomery County school officials said they worry that the state's tests could force them to revamp their curriculum -- stripping them of the control they have over what is taught in county schools. Montgomery, for instance, traditionally has required students to take two semesters of algebra with a final exam at the end of each semester. The single algebra exam mandated by the state could effectively force the county to discard its two-exam regimen, which county officials said covers more material than the state is contemplating.

"We had hoped to fold their test into ours and work as partners," said Joy Odom, coordinator for student exams in Montgomery.

"We're headed for a state-mandated curriculum," said Joseph I. Headman Jr., principal at Winston Churchill High School in Potomac and co-chairman of a team of Montgomery educators studying the state exam program. "I'm very concerned we are moving ahead too fast."

Camara, of the College Board, said there are practical reasons for not developing different tests for different school systems. Such variety could open the state to challenge by a parent who argues that one test is easier than another.

Karl Pence, president of the Maryland State Teachers Association, said he remains concerned about what kind of questions the test will ask. The state currently uses performance-based tests for grades 3, 5 and 8 that require students to work in groups and that feature open-ended questions for assessing whether students know how to put what they learn to practical use. The tests are intended to reform elementary school and middle school instruction.

But state test officials are leaning toward multiple-choice exams for the high school tests because they can be scored faster and are less subjective to administer.

"I'm afraid we might have a malfunction junction if we're not careful," Pence said.

@CAPTION: CHRISTOPHER CROSS

© Copyright 1997 The Washington Post Company

[Back to the top](#)

washingtonpost.com

| [home page](#) | [site index](#) | [search](#) | [help](#) |

THE WHITE HOUSE

WASHINGTON

February 7, 1997

MEET WITH MEMBERS OF THE MARYLAND EDUCATION COMMUNITY

DATE: February 10, 1997
TIME: 10:40 am - 10:50 am
LOCATION: Maryland State House
CONTACT: Michael Cohen

I. PURPOSE:

To meet the heads of the key education groups in Maryland.

II. BACKGROUND:

Prior to your speech, you will briefly meet approximately 20 leaders in the Maryland education community. This group is inclined to be very active in supporting your call for new national standards given the progress Maryland has made in this area. This is an opportunity to encourage these educational groups to endorse your initiative.

III. PARTICIPANTS:

The President

Dr. Nancy S. Grasmick, State Superintendent of Schools

Christopher Cross, President, State Board of Education

*(*Formerly an Assistant Secretary of Education in the Bush Administration, who worked on standards initiatives. He is supportive of your standards proposal.)*

Robert Kirkley, President, Maryland Association of Boards of Education

Dr. Paul Scott, President, Maryland Association of Elementary School Principals

Sherri-Le Bream, President, Maryland Association of Secondary School Principals

Deborah Montgomery, President, Maryland Middle School Association

Kenneth Lawson, Associate Superintendent, Anne Arundel County Public Schools

Student: Jeremy Hsieh (prnnc.: sha), 8th grade student, Severna Park Middle School

Teacher: Mary Beth White, 8th grade Math teacher, Severna Park Middle School

Carmella Veit, President, MD Congress of Parents and Teachers

Bill Middleton, Vice President, Public School Superintendent's Association of MD

Karl Pence, President, Maryland State Teachers Association

Marcia Brown, President, Baltimore Teachers Union

David Williams, Nat'l Foreign Language Teacher of the Year, Dumbarton Middle School

Ms. Alex Pruner, President, Maryland Association of Student Councils

Ron Pfeiffer, Assistant Maryland State Superintendent for School and Community Outreach

Edward F. Mitchell, Immediate Past President, Maryland Chamber of Commerce

Susan Traiman, Director of the Education Initiative, National Business Roundtable

*(*Formerly the Assoc. Director and then Director of Education at the NGA).*

Buzz Bartlett, Director of Corporate Affairs Lockheed Martin

IV. SEQUENCE OF EVENTS:

- The President shakes hands and briefly meets each individual.

V. PRESS PLAN:

Closed Press. White House Photo.

VI. REMARKS

None required.