

# **ALLIANCE FOR INDIANA MUSIC EDUCATION**

## ***SUMMARY OF EDUCATION BILLS APPROVED BY 2011 INDIANA GENERAL ASSEMBLY***

### **House Enrolled Act 1001 – Education Funding**

- Establishes a new funding “base” for K-12 education, with the governor’s \$300 million cut to education made in 2010 becoming a permanent base reduction.
- Provides additional funding for full day kindergarten, but not a level to guarantee full day kindergarten for every child in Indiana’s public schools.
- Provides a \$1,000 tax deduction for families with children enrolled in a private school.
- Establishes an “early graduation scholarship” of \$4,000 for students who graduate from high school before grade 12. The scholarship is to be funded by a deduction from the funding provided to the student’s high school.
- Allows funding for the Indiana Department of Education to hire private companies to manage schools classified as “turnaround academies” after five years of poor performance.

### **House Enrolled Act 1002 – Charter Schools**

- Removes all existing caps on establishing charter schools.
  - Expands the number of entities that can sponsor a charter school from the existing Mayor of Indianapolis, state colleges (BSU has been the only one to take advantage), and school districts to the mayor of all 2<sup>nd</sup> class cities (population greater than 35,000), private colleges with 4-year education programs, education service centers, and others approved by a newly created statewide Charter School Board.
- Removes all caps on virtual charter schools.
- Allows a traditional public school to be converted to a charter school if 51% of the parents in a school sign a petition requesting the conversion.
- Makes unused public school buildings available for rent or purchase to charter schools.
- Requires 90% of charter school teachers to be licensed or in the process of obtaining a teaching license.

### **House Enrolled Act 1003 – Vouchers (Choice Scholarships)**

- Creates a statewide private school voucher program estimated to cut 110 million from public schools.
- Provides families with a household income of less than \$40,800 the opportunity to apply for a voucher equal to 90% of the school corporation’s per-pupil funding.
- Provides families with a household income of more than \$40,800, but less than \$61,000, to apply for a voucher equal to 50% of the school corporation’s per-pupil funding.
- Establishes the maximum voucher amount at \$4,500 per school year.
- Sets a limit of 7,500 vouchers available for the 2011-2012 school year.
- Sets a limit of 15,000 vouchers available for the 2012-2013 school year.
- Does not set a limit to vouchers for the 2013-2014 school year.

### **Senate Enrolled Act 1 – Teacher Evaluation**

- Establishes the following staff performance rating categories for teacher evaluations:
  1. Highly Effective
  2. Effective
  3. Improvement Necessary
  4. Ineffective
- Requires annual evaluations of every teacher.
- Mandates the use of student growth data for teacher evaluations.
- Eliminates salary increases based upon the completion of additional college degrees or graduate credit hours.
- Limits to no more than 33% of a teacher’s salary being based on years of experience.
- Determines that the Salary Schedule is to be locally developed and bargained.
- Mandates that as of July 1, 2012 all new hires will be considered a probationary teacher.
- Mandates that as of July 1, 2012 all teachers given a contract are considered established.
- Provides provisions for teachers with a probationary status to earn professional status by earning 3 effective or highly effective ratings during a 5-year period.
- Provides provisions for a teacher receiving a rating of ineffective to be considered probationary. If that teacher is rated ineffective in the year immediately following their original rating, their contract may be terminated.

- Specifies that a teacher rated as ineffective or improvement necessary may not receive a raise or increment for the following year.
- Requires local schools to submit their staff evaluation plan to the Department of Education for approval in order to qualify for any state grant funding.
- Approved staff evaluation plans shall be implemented beginning with the 2012-2013 school year.

### **Senate Enrolled Act 575 – Collective bargaining/Due Process**

- Limits Collective Bargaining to salary, wages, hours, paid time off and wage-related benefits including retirement.
- Excludes from any collective bargaining agreement certain mutually-agreed to items (due process beyond the statutory deadlines and process, school restructuring initiatives, dual credit staffing, and evaluation procedures).

## ***CURRENT ISSUES AT THE NATIONAL LEVEL***

### **Reauthorization of the Elementary and Secondary Education Act (No Child Left Behind)**

- Debate continues in Washington over what students should learn, how students will be assessed, what measures will be put in place to hold teachers and schools accountable, and how federal funds will be allocated to schools and programs as the reauthorization is now four years past the initial deadline. President Obama's blueprint for a re-envisioned federal role in education focuses on these key priorities:
  1. College-Ready and Career-Ready Students
  2. Great Teachers and Leaders in Every School
  3. Equity and Opportunity for All Students
  4. Raise the Bar and Reward Excellence
  5. Promote Innovation and Continuous Improvement

### **Federal Budget**

- As the new debt ceiling legislation and the current state of the economy continue to be concerns for all Americans, funding of education will be a major topic of debate during the upcoming election.

## **IMPACT ON MUSIC EDUCATION**

Although these laws are not specifically directed at school music teachers or school music programs, the following unintended consequences cannot be denied:

- Ø Many of these laws cause a reduction in public school funding which may force local school districts to reduce or eliminate school music programs.
- Ø Fear of becoming a "Turnaround Academy" and the movement toward privatization of schools may result in a narrowing of the curriculum.
- Ø Teachers in non-tested areas such as music, will likely be held accountable for student achievement in tested areas, or will not have the opportunity to be rewarded as highly effective teachers, unless evaluation provisions are established for them.
- Ø Music teachers, in collaboration with administrators, will need to develop strategies for collecting student growth data in music.
- Ø Students wishing to qualify for the "early graduation scholarship" may not enroll in music courses.
- Ø Changes in collective bargaining and the expansion of charter schools could result in many Indiana music students being taught by non-licensed teachers.
- Ø Reauthorization proposals provide competitive grants to strengthen literacy programs, support the STEM curriculum, and promote accelerated learning opportunities which could reduce funding to music and the arts.