

Commission on Innovation and Excellence in Education
William E. Kirwan, Chair

Agenda



July 26, 2017

9:30 a.m.-5:00 p.m.

120 House Office Building, Annapolis, Maryland

9:30 a.m. Chair's Opening Remarks

9:40 a.m. The Journey to Equity and Excellence: Addressing the Impact of Poverty

- [Paul Reville, Graduate School of Education, Harvard University](#)

10:45 a.m. How Maryland Compares to Top Performing Systems – Building Block 2 – More Resources for At-risk Students

- [Marc Tucker and Betsy Brown Ruzzi, National Center on Education and the Economy \(NCEE\)](#)

Commission Discussion of Building Block 2 Gap Analysis and Q&A

12:15 p.m. Break – *Lunch Provided for Commissioners and Staff in Room 170/180*

12:45 p.m. [Breakout Group Discussions about Building Block 2 \(see separate handouts for group assignments and discussion questions\)](#)

1:45 p.m. Breakout Group Report Out (5-10 minutes each) and Commission Discussion

2:30 p.m. Maryland Example: Community Schools

- Bernice Butler, Institute for Educational Leadership
- C. Mark Hornbeck Gaither, Principal, Wolfe Street Academy
- Abby Beytin, President, Teachers Association of Baltimore County
- K. Alexander Wallace, Member, Prince George's County Board of Education

3:30 p.m. Overview of Every Student Succeeds Act Consolidated State Plan Draft #2

- Mary Gable, Assistant State Superintendent, Maryland State Department of Education (MSDE)
- Dara Shaw, Executive Director, Research and Accountability, MSDE

4:30 p.m. Public Comment

4:45 p.m. Chair's Closing Remarks and Adjournment

Next Meeting: Wednesday, August 30, 2017, 9:30 a.m.-5:00 p.m., Room 120 HOB



HARVARD



GRADUATE SCHOOL
OF EDUCATION

Maryland Commission on Innovation and Excellence in Education

Paul Reville | July 26, 2017



MA School Finance

- Education Reform Act of 1993-Grand Bargain
- Adequacy, Equity, Stability
- Foundation Budget
- Minimum Standard of Effort
- Financial Aid
- Categorical Grants
- Court Oversight
- Foundation Budget Review Commission

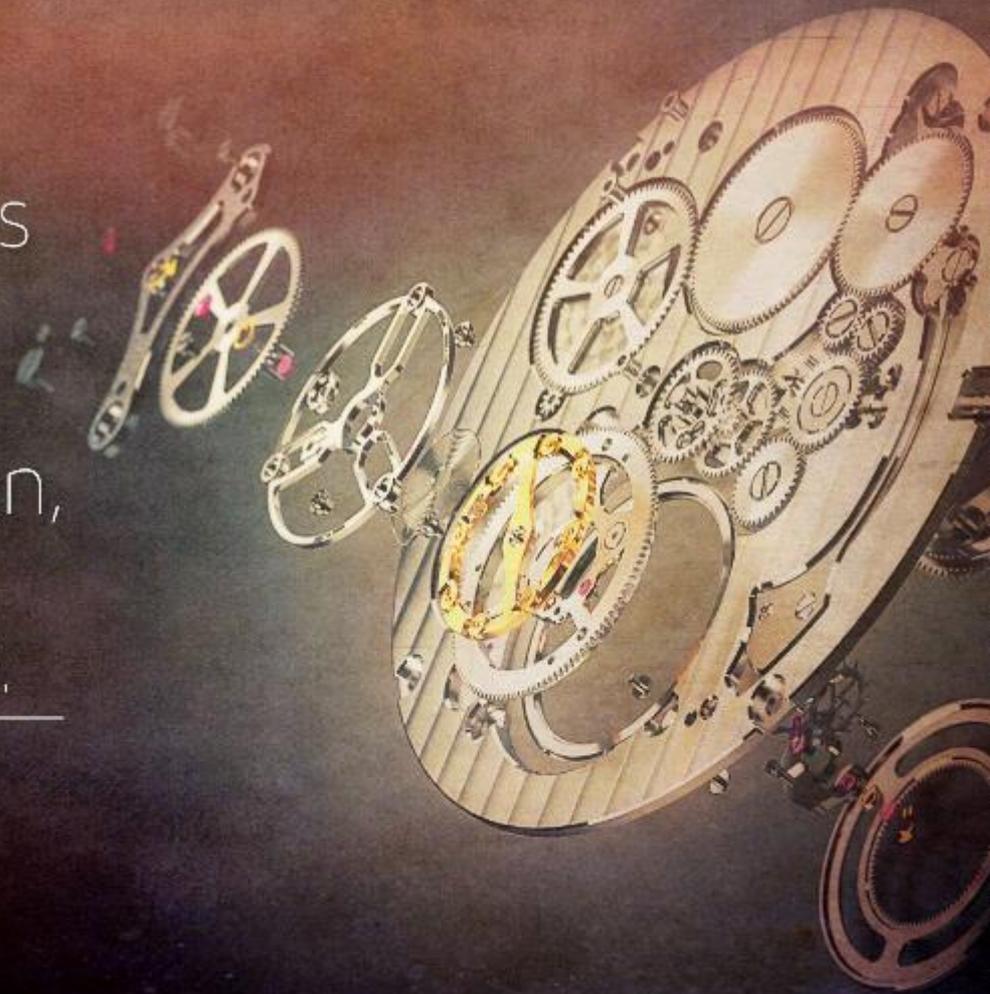


Poverty Matters: The case for a 21st century system of child development and education

The Myth

Education then,
beyond all other devices
of human origin,
is the great equalizer
of the conditions of men,
the balance-wheel
of the social machinery.

~HORACE MANN





The Challenge

Our school systems and our education reform conversation generally ignore, avoid, minimize or deny the impact of poverty on student success.





Ed reform set out to tackle inequity, to achieve “all means all.” Yet after 20+ years of education reform, there is still a persistent,



iron law correlation
between
socioeconomic status
and educational
achievement and
attainment.



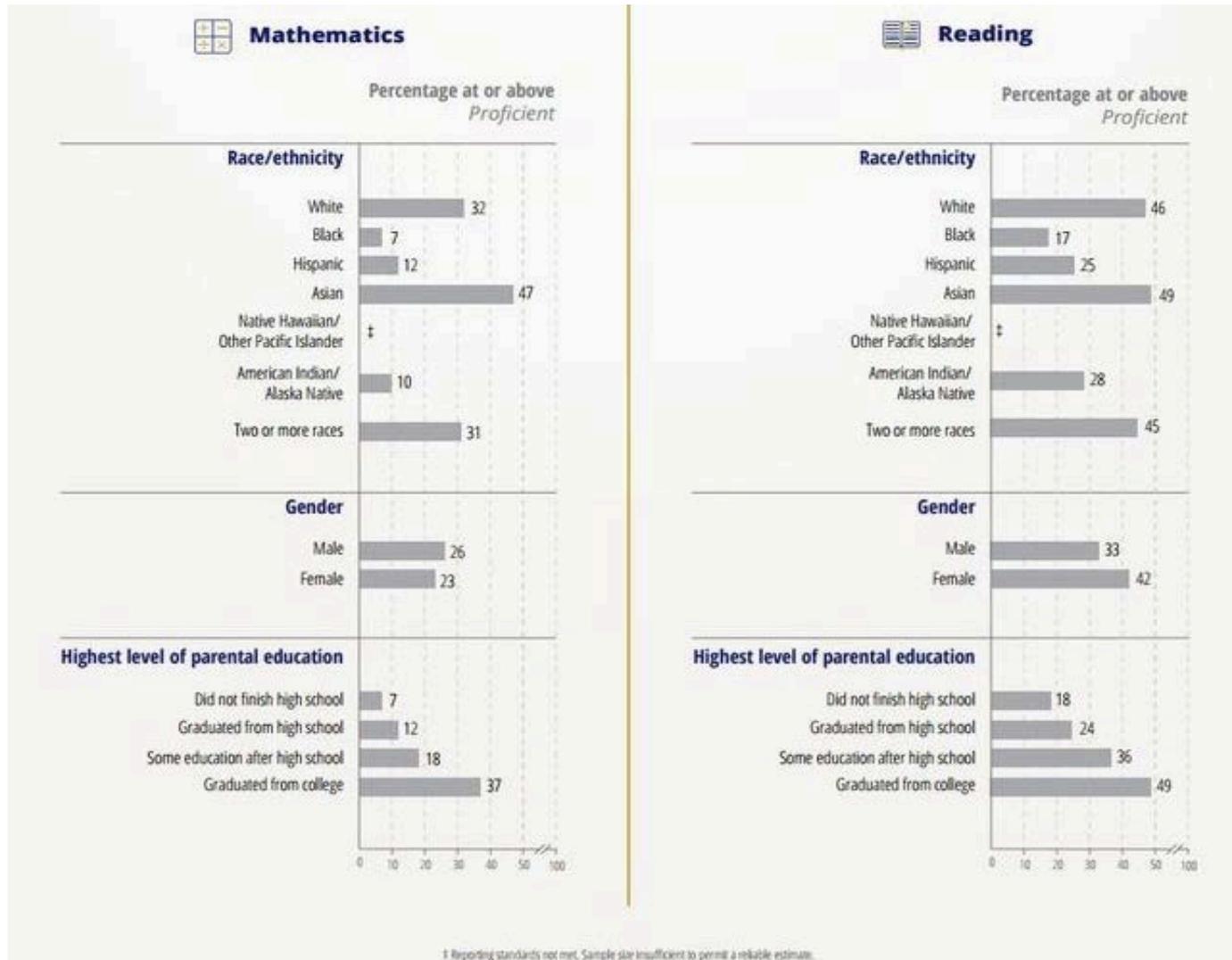
There continue to be
disparate outcomes at all
levels of the system.





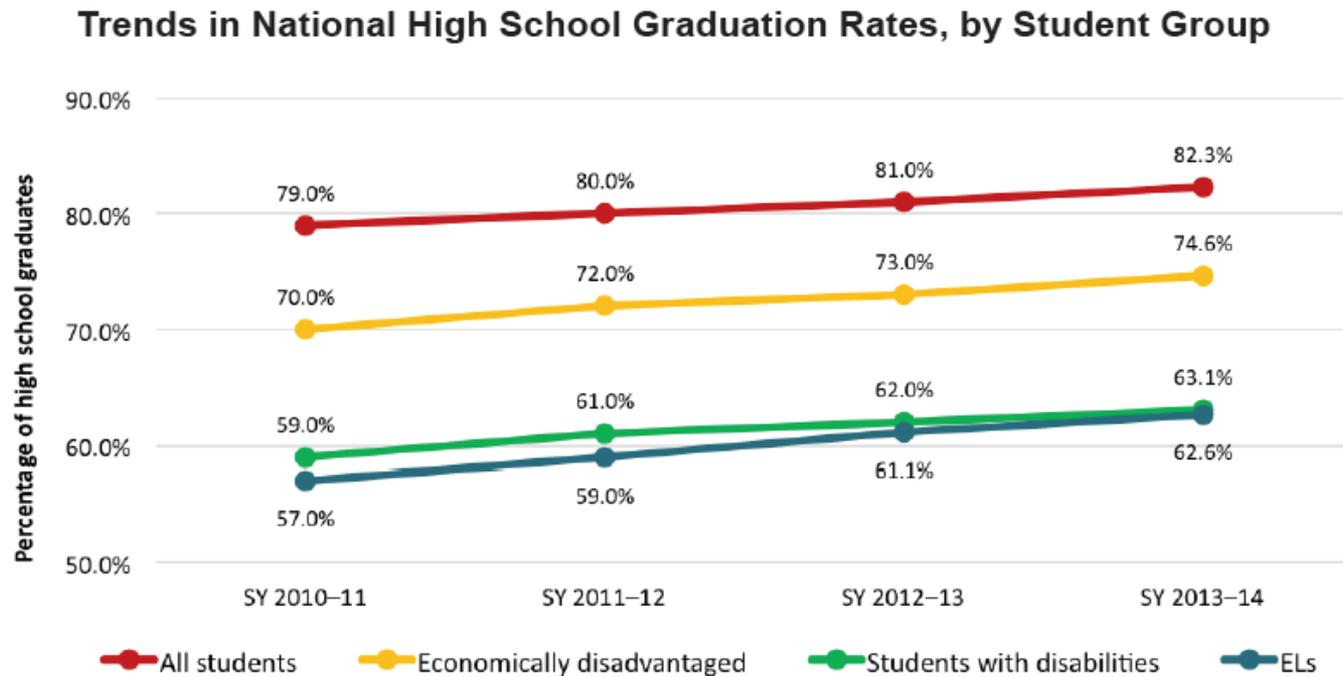
Unequal Outcomes By Race/Ethnicity and Parents' Education

12th-Grade NAEP Achievement Gaps

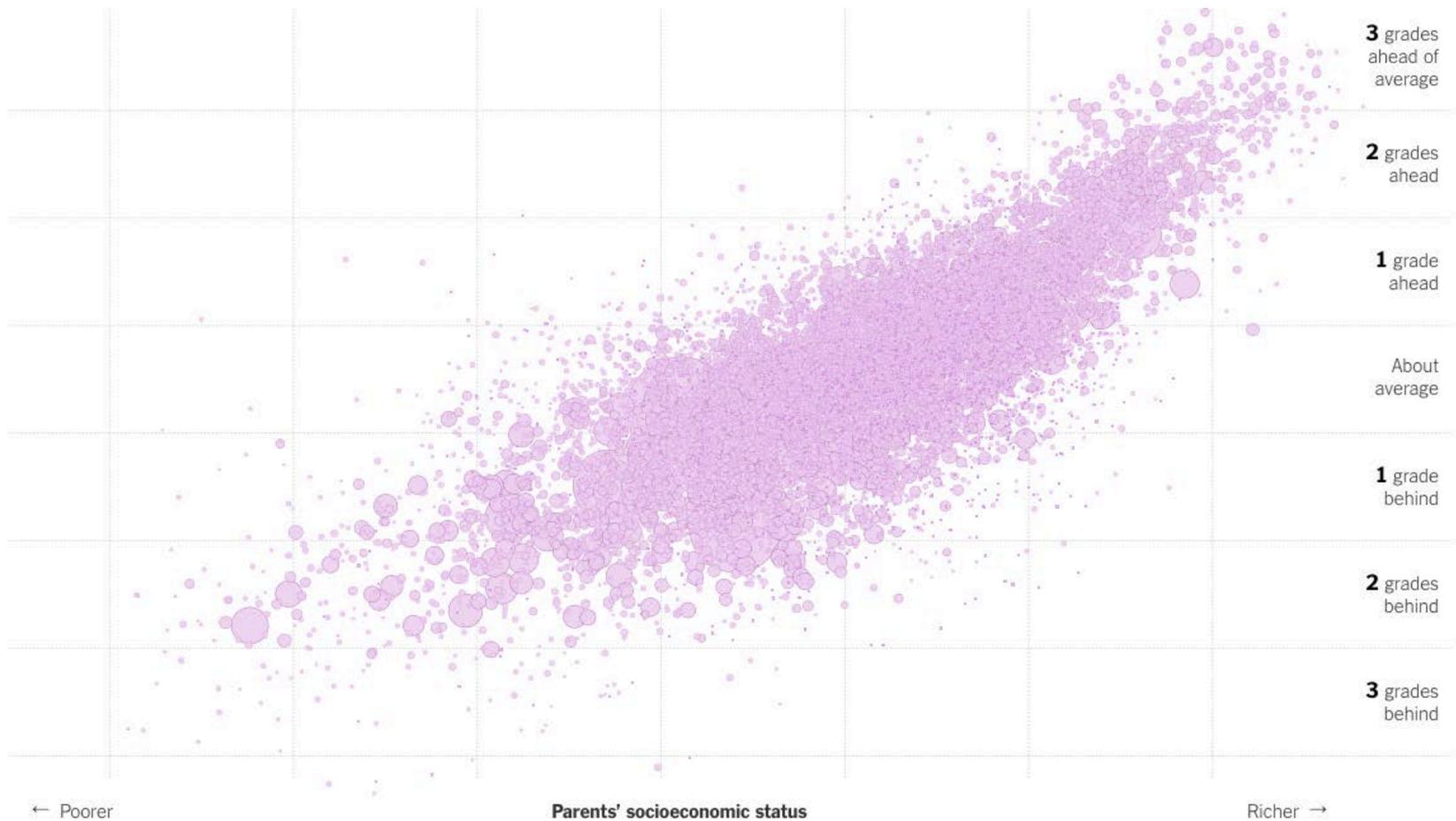




Unequal Outcomes by Disability & Language Status



Source: EDFacts/Consolidated State Performance Report, SYs 2010-11, 2011-12, 2012-13, and 2013-14. Retrieved from <http://www2.ed.gov/admins/lead/account/consolidated/index.html>

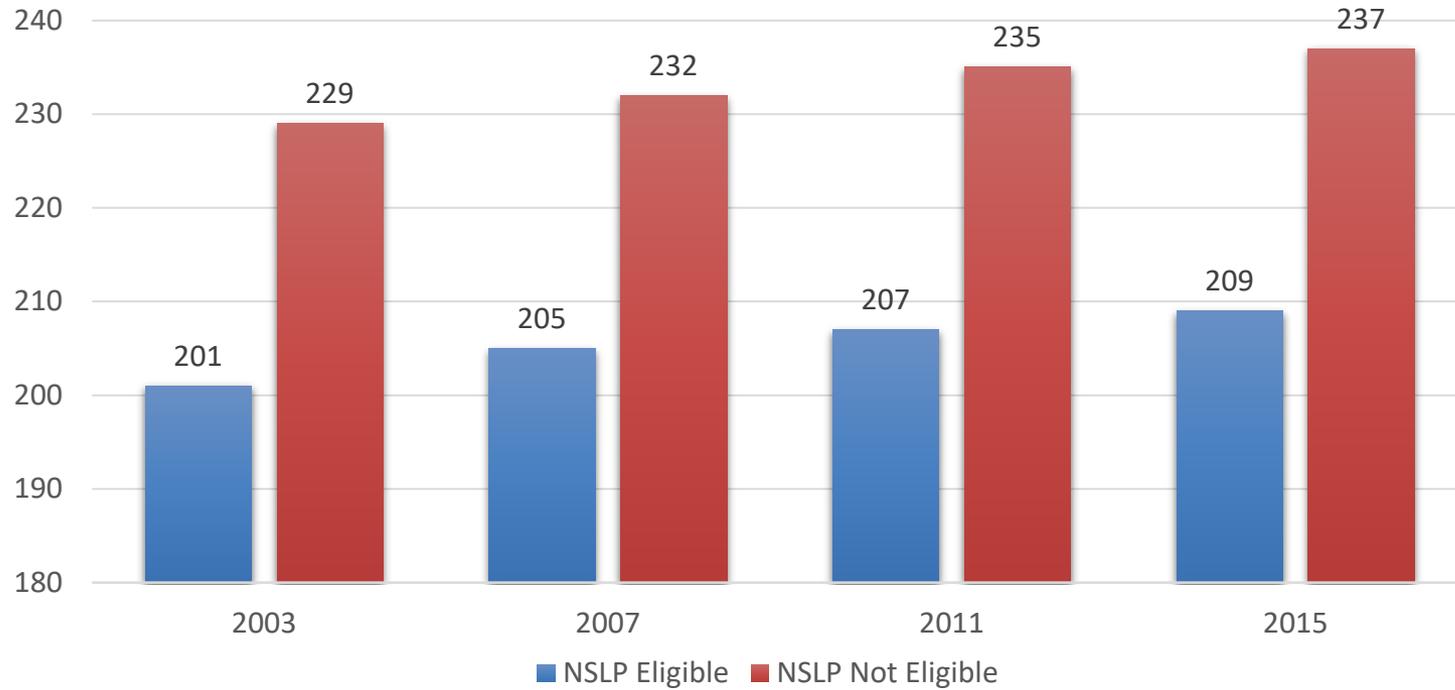


Relationship between Socioeconomic Status and Educational Achievement

Graphic from the *New York Times*, based on 2016 work done by Sean Reardon, Center for Education Policy Analysis, Stanford University.



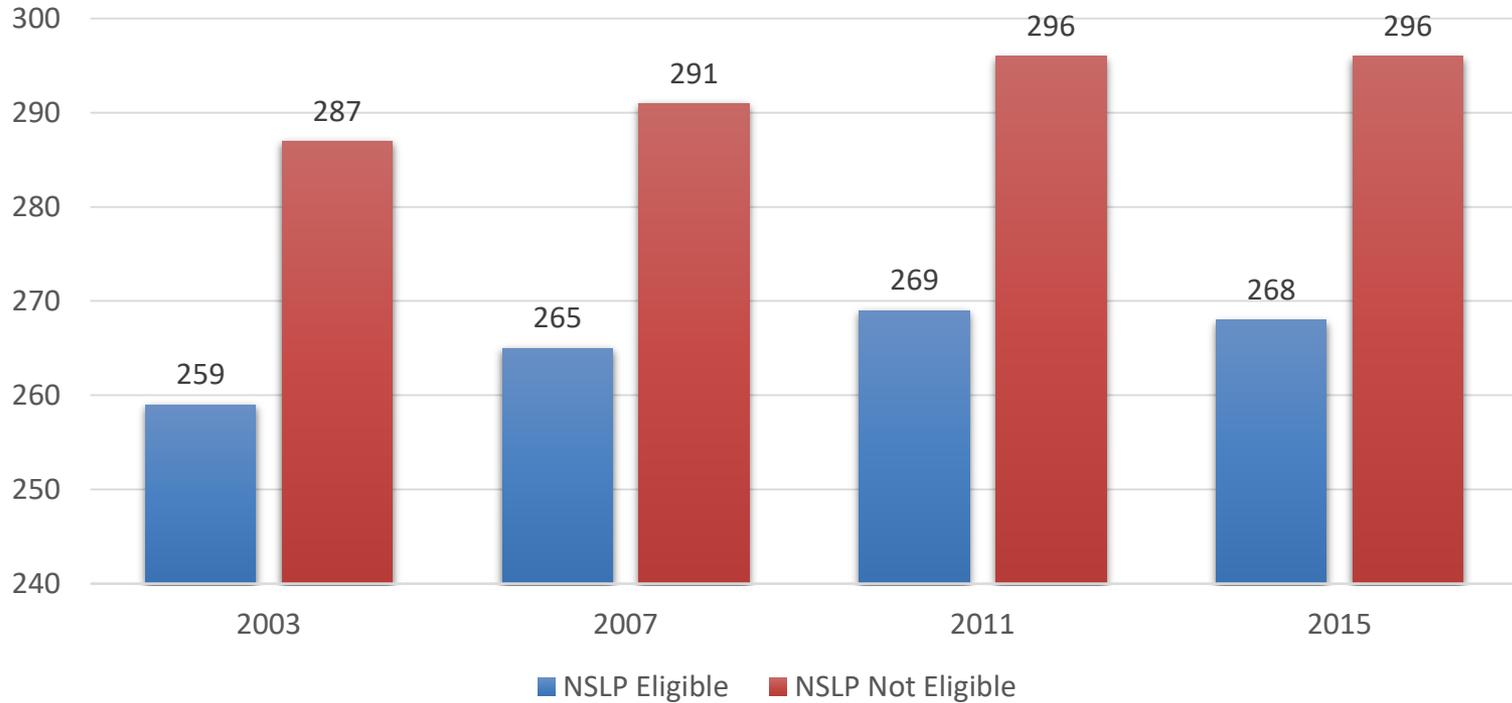
4th-Grade NAEP Scaled Reading Scores By Economic Status



Source: U.S. Department of Education, Institute of Education Science, National Center for Education Statistics;
<http://nces.ed.gov/nationsreportcard/naepdata/>



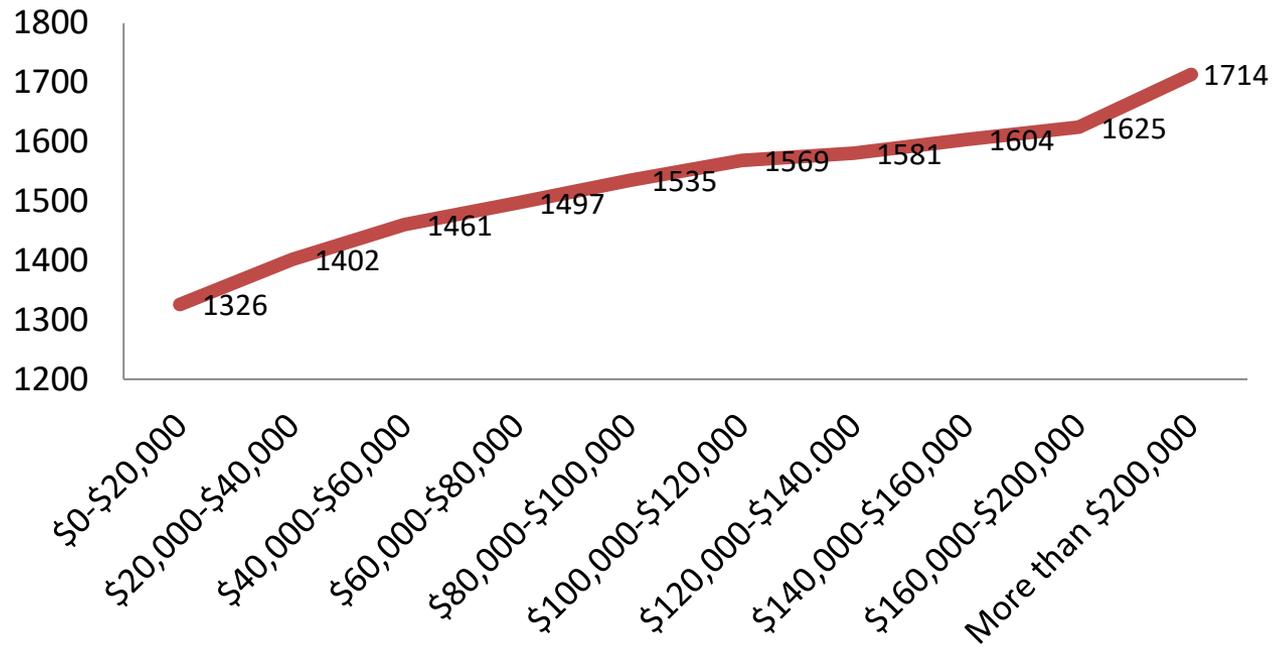
8th Grade NAEP Scaled Math Scores by Economic Status



Source: U.S. Department of Education, Institute of Education Science, National Center for Education Statistics;
<http://nces.ed.gov/nationsreportcard/naepdata/>

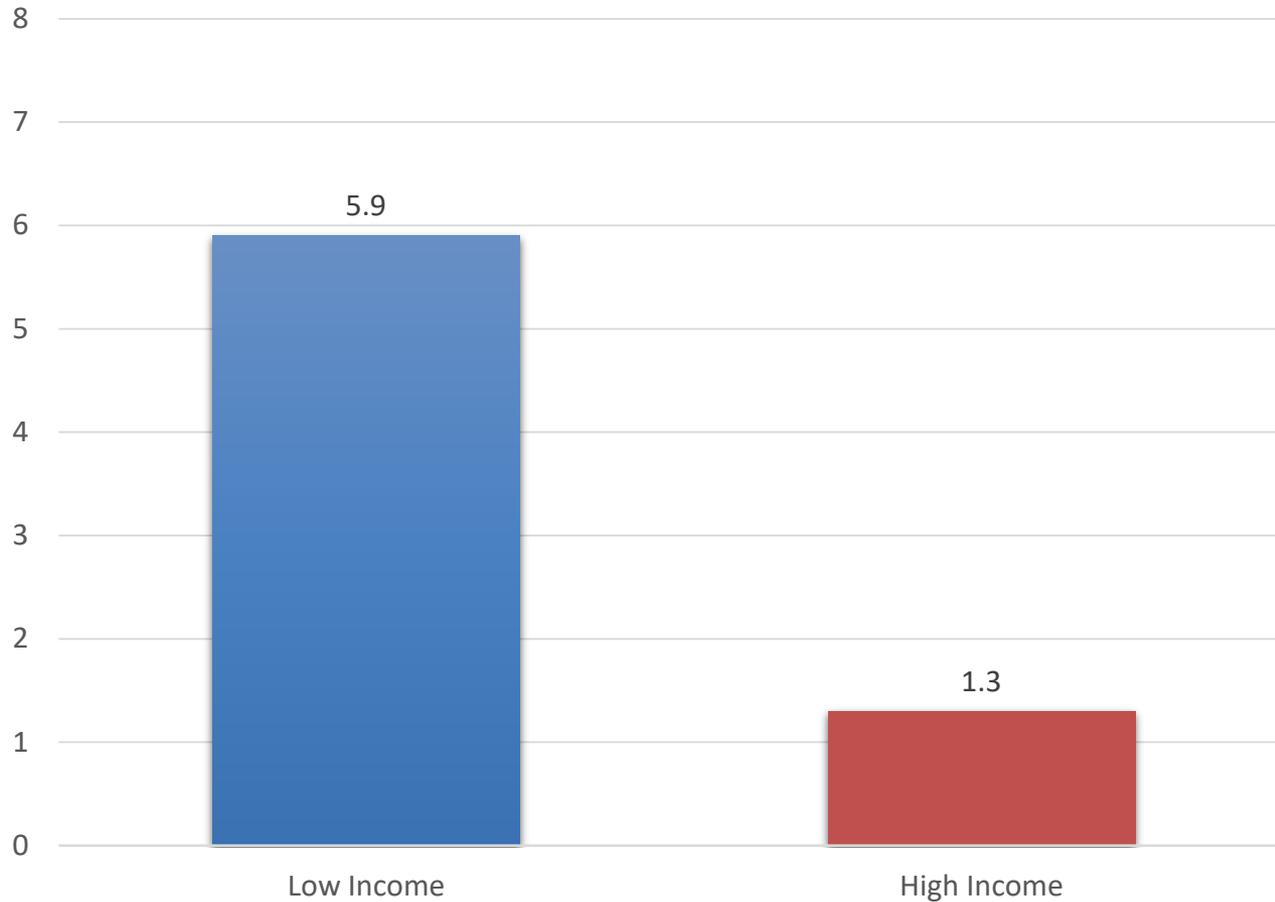


Average SAT Score by Family Income Level (2013)





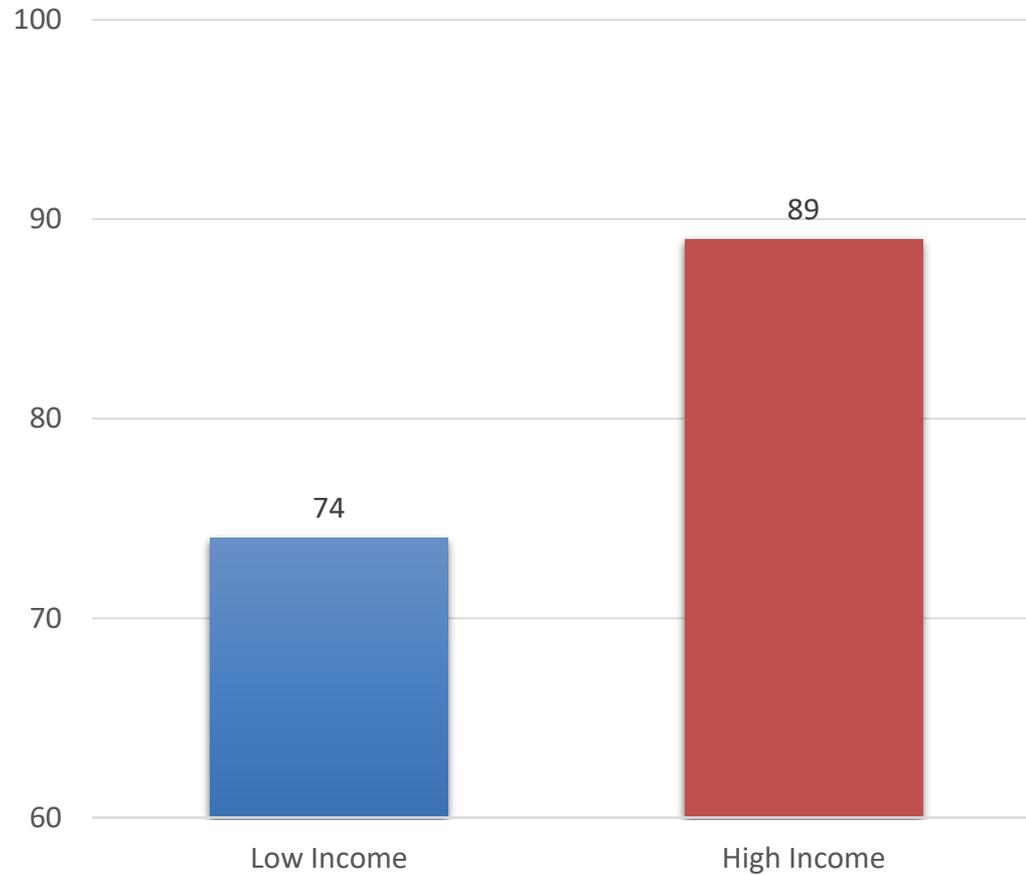
High School Dropout Rate (2012)



Source: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October 1990 through 2013. See *Digest of Education Statistics 2014*, [table 219.75](#).



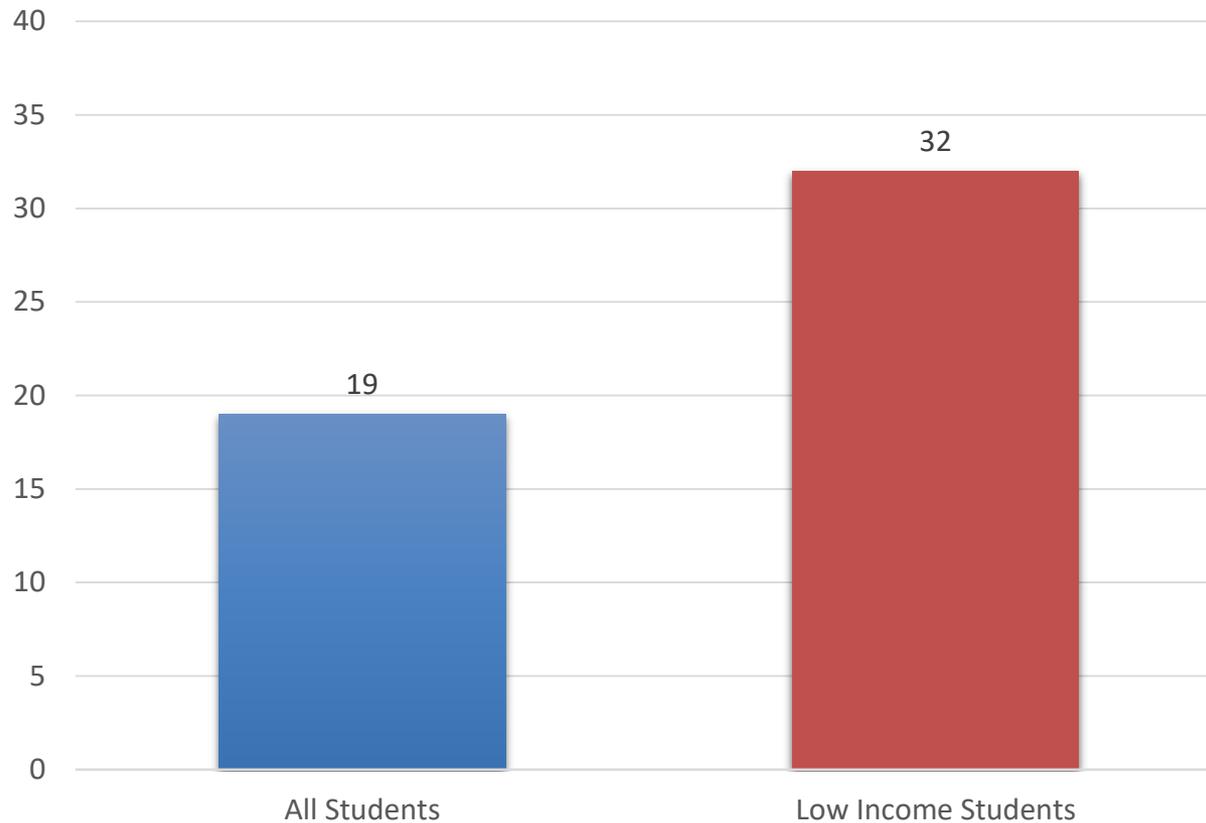
High School Graduation Rate (2013)



Source: Stetser, M. & Stillwell, R. (2014). Public High School Four-Year On-Time Graduation Rates and Event Dropout Rates. Washington, DC: National Center for Education Statistics; U.S. Department of Education (2013).



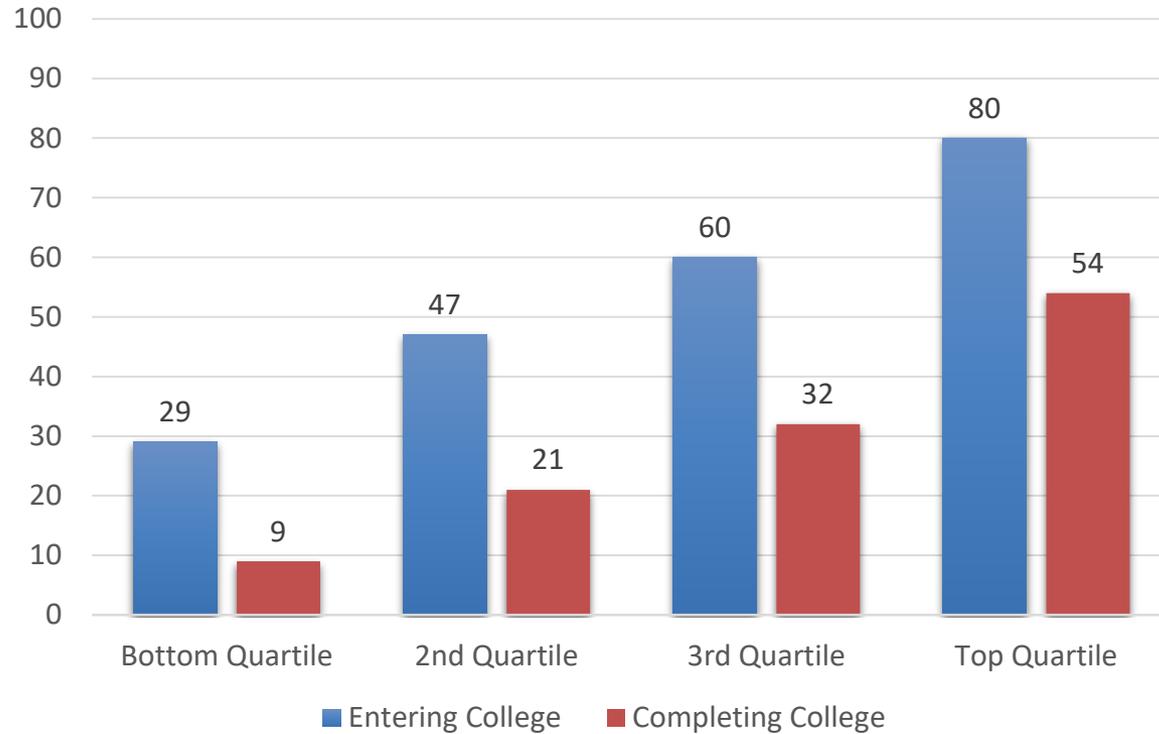
Percentage of Students Enrolled in a 4-Year College Requiring Remedial Coursework (2013)



- Source: Adams, P. et. al. (April 2012). Remediation: Higher Education's Bridge to Nowhere. Complete College America. Retrieved from https://www.insidehighered.com/sites/default/server_files/files/CCA%20Remediation%20ES%20FIN AL.pdf



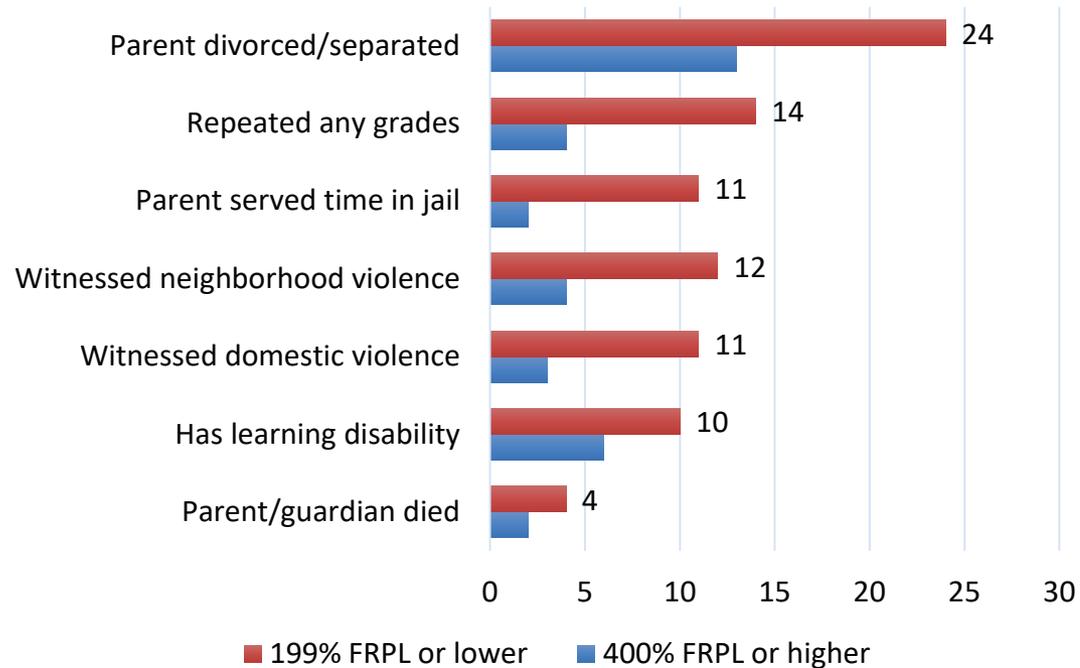
Percentage of Students Entering and Completing College by Income Level (2012)



Source: Bailey, M., and S. Dynarski. 2012. Inequality in Postsecondary Education. In G. Duncan and R. Murnane (eds.), *Whither Opportunity? Rising Inequality, Schools, and Children's Life Chances*. Russell Sage Foundation. (Figures 6.2, 6.3, 6.4).



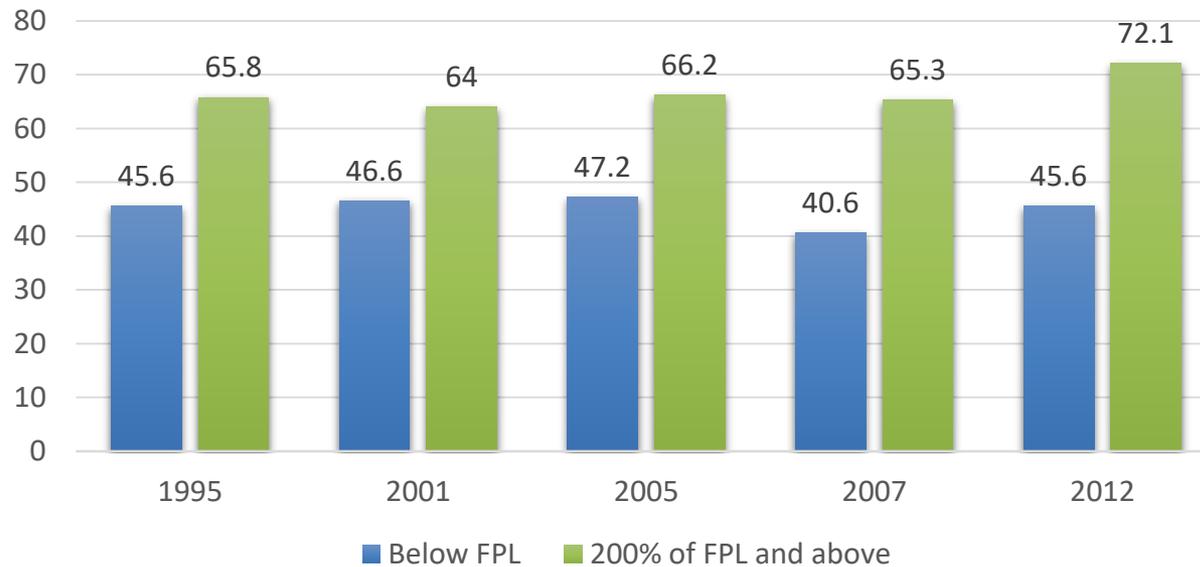
Adverse Experiences of U.S. Children Aged 0-17 by Parental Income (2012)



Source: National Survey of Children's Health (2011/2012), authors' calculations.



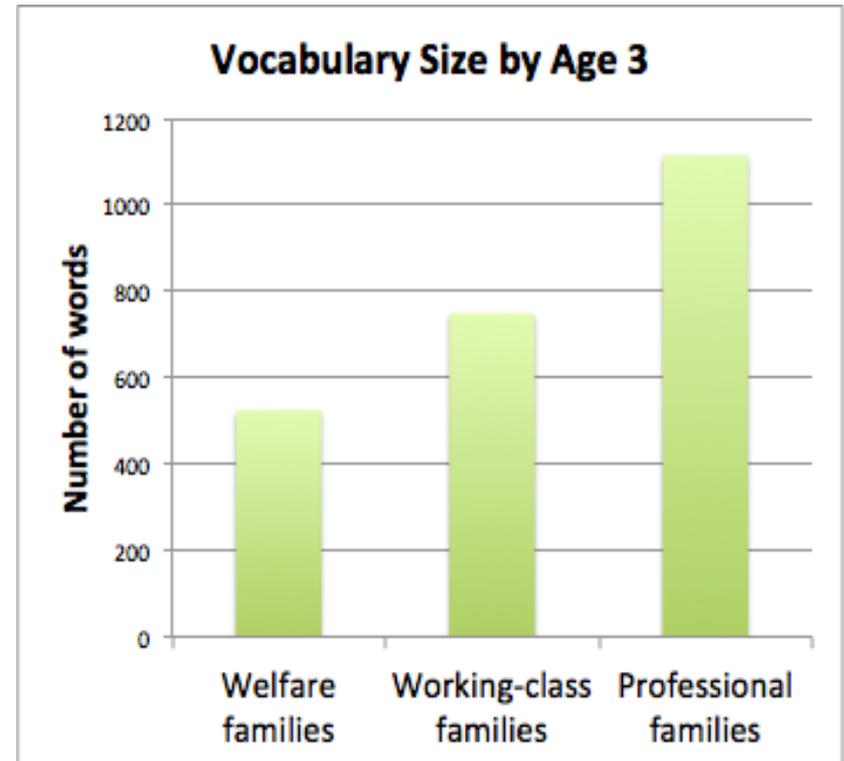
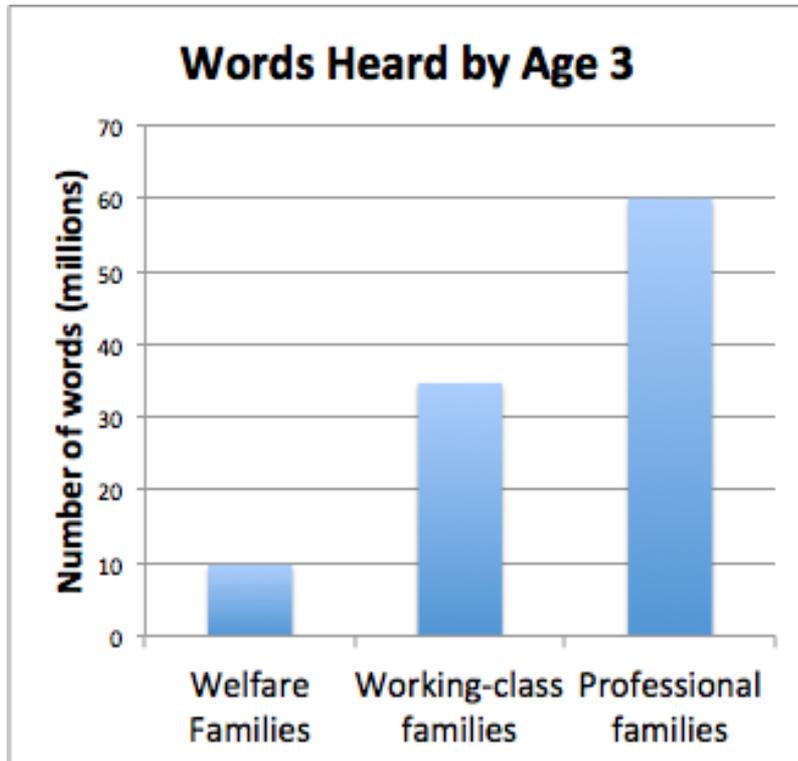
Percentage of Children, Age 3-6 Years, in Center-Based Care (1995-2012)



Source: Child Trends Data Bank, "Early Childhood Program Enrollment"; <http://childtrends.org/?indicators=early-childhood-program-enrollment>



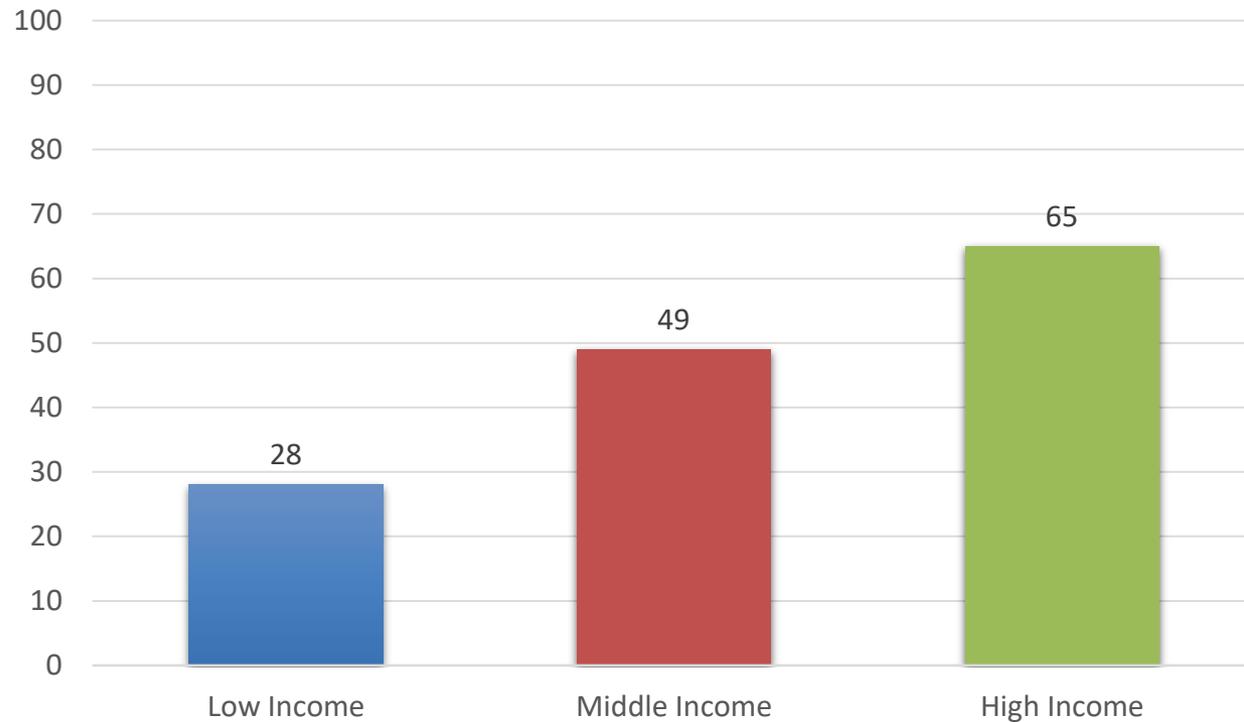
Why America Needs a New Engine for Education



Hart, B., & Risley, T. R. (2003). The Early Catastrophe: The 30 million word gap by age 3. *American Educator*, Spring 2003, 4–9.



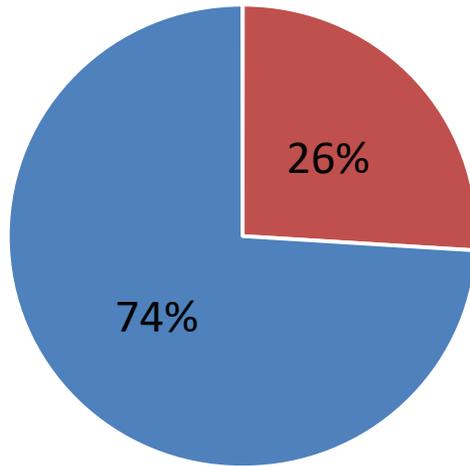
Percentage of High School Students Enrolled in a College-Preparatory Curriculum (2004)



Source: Pathways to College Network (2004)

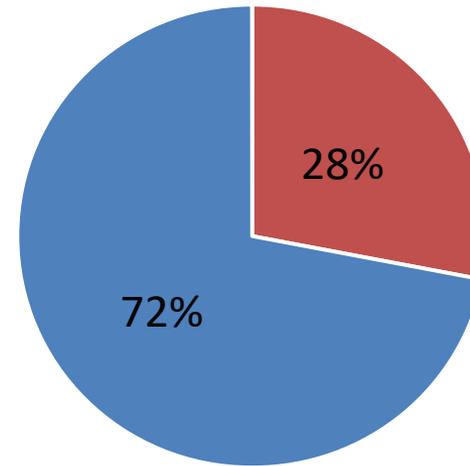


IB Enrollment by Income (2014)



■ Low Income ■ High Income

AP Enrollment by Income (2014)

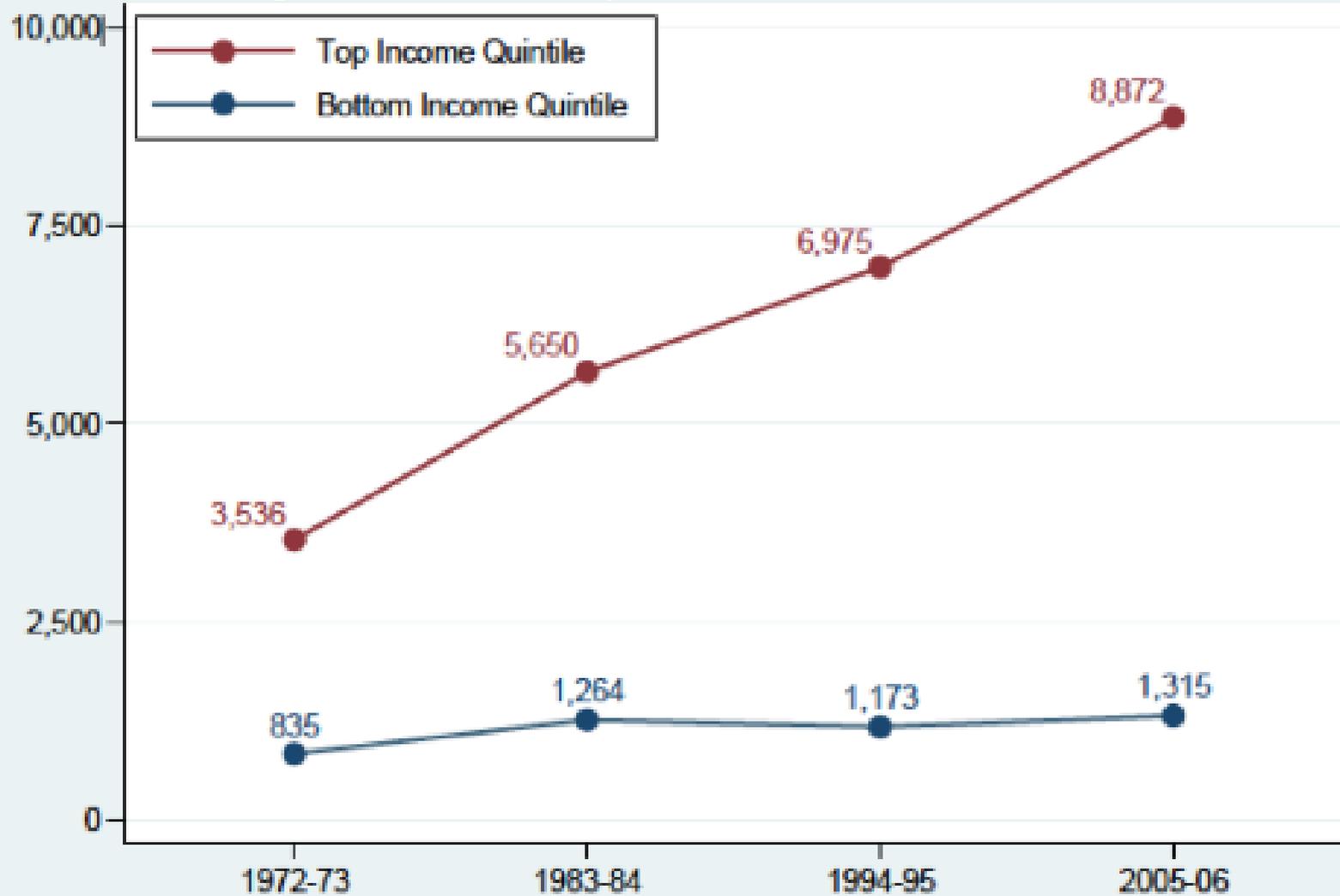


■ Low Income ■ High Income

Source: International Baccalaureate Organization (2014); <http://blogs.ibo.org/blog/2016/03/21/access-to-ib-programmes-in-the-us-increases-for-low-income-students/>



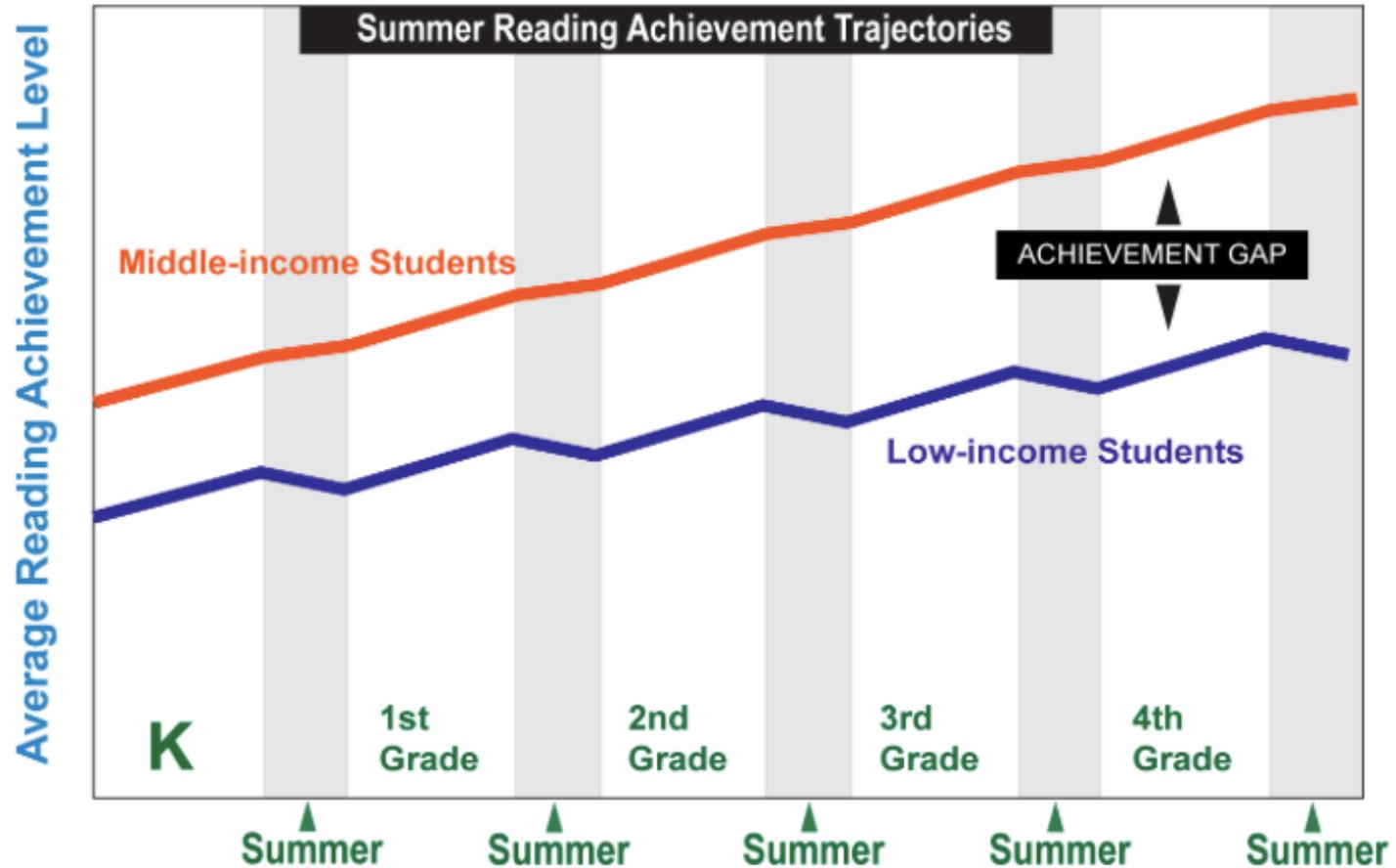
Family Enrichment Expenditures on Children, 1972-2006



Source: Duncan & Murman (2011)



Summer Learning Loss Increases the Achievement Gap



Source: Adapted from Borman, G.D. (2000). The effects of summer school: Questions answered, questions raised. *Monographs of the Society for Research in Child Development*, 65 (1, Serial N. 260).



**Why does all this matter
more than ever before?**

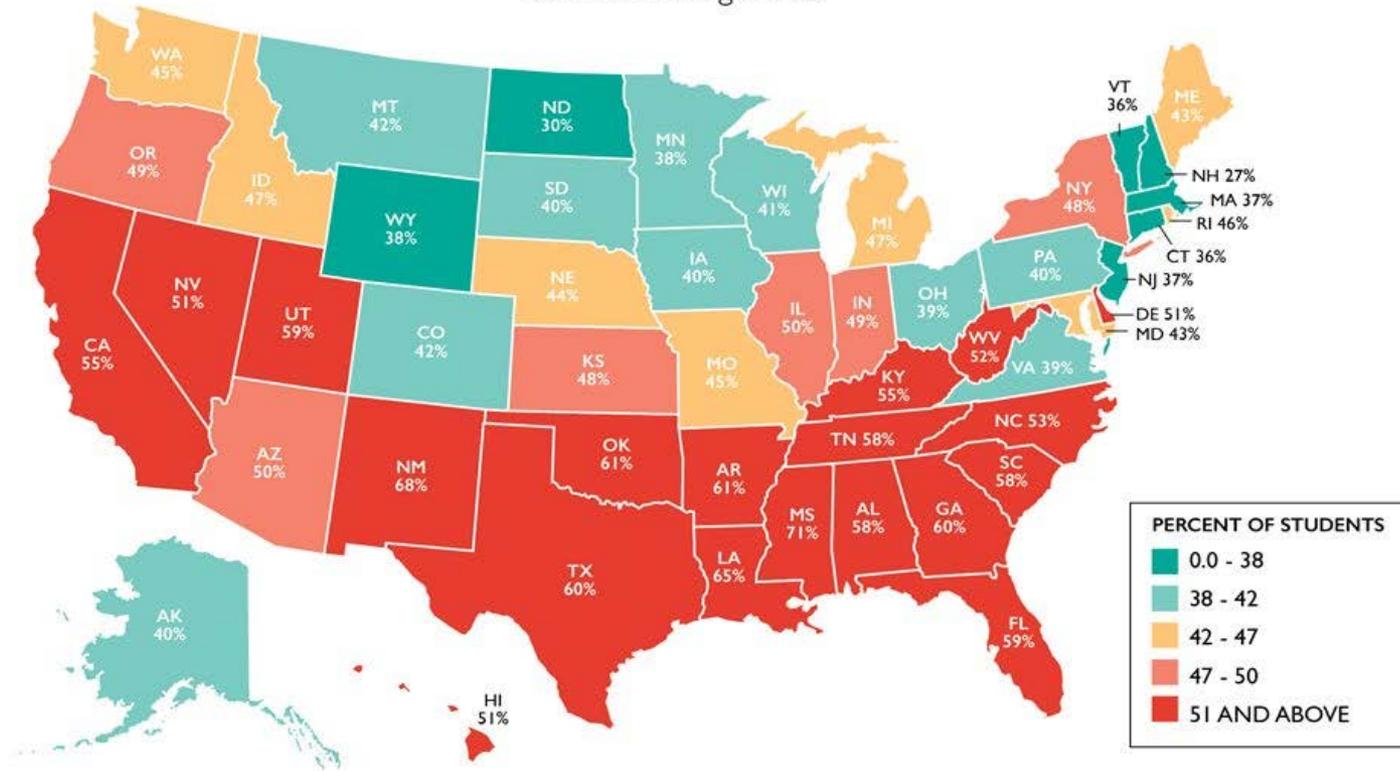




Another New Majority: Low-Income Kids

PERCENT OF LOW INCOME STUDENTS IN U.S. PUBLIC SCHOOLS 2013

National Average: 51%



SOUTHERN EDUCATION FOUNDATION | SOUTHERNEDUCATION.ORG

Data Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data

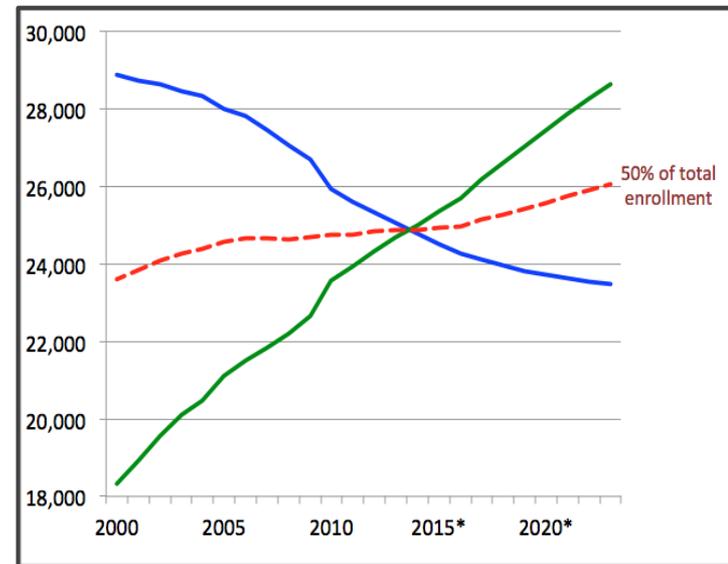
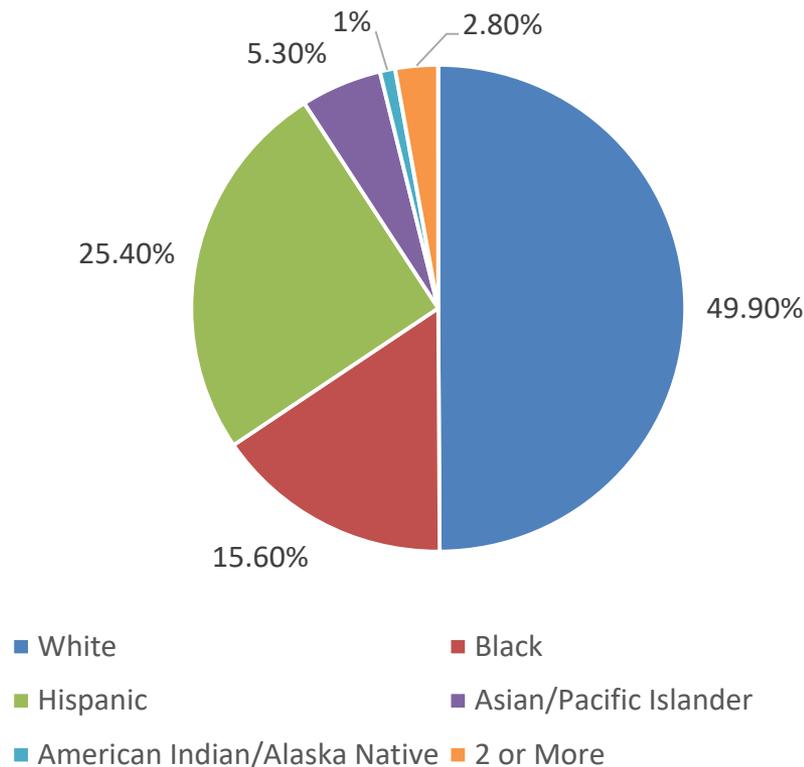
Southern Education Foundation. (2015). *A new majority: Low income students now a majority in the nation's public schools*. Atlanta, GA.



The Majority-“Minority” in U.S. Public Schools

As of 2014, for the first time, fewer than half of public school students are White.

Racial/Ethnic Makeup of Public School Students 2014



^ Data projected for 2015. Kena, G., Musu-Gillette, L., Robinson, J., Wang, X., Rathbun, A., Zhang, J., Wilkinson-Flicker, S., Barmer, A., and Dunlop Velez, E. (2015). The Condition of Education.

< Data retrieved from the National Center for Education Statistics.



Conclusion: Education Reform Has Not Gotten Us to the Goal of “All Means All”

What do the data show?



Substantial gaps in achievement among different subgroups persist. The reforms of the past two decades - notably standards, accountability, and choice - were necessary but not sufficient.



Why?

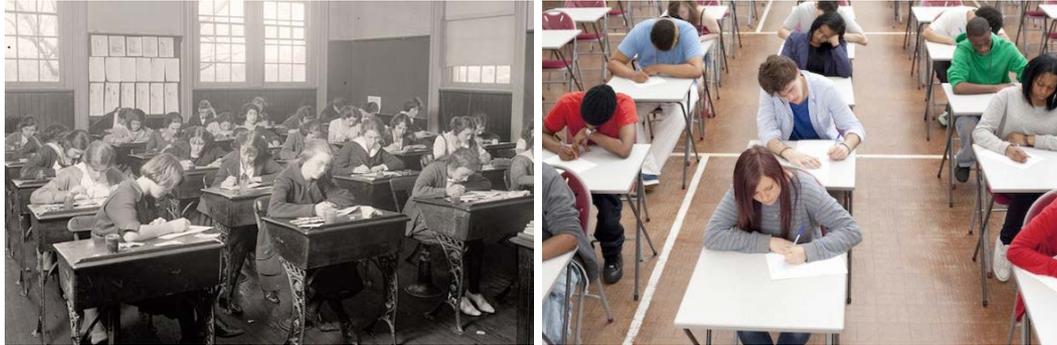


Was It the Wrong Goal?

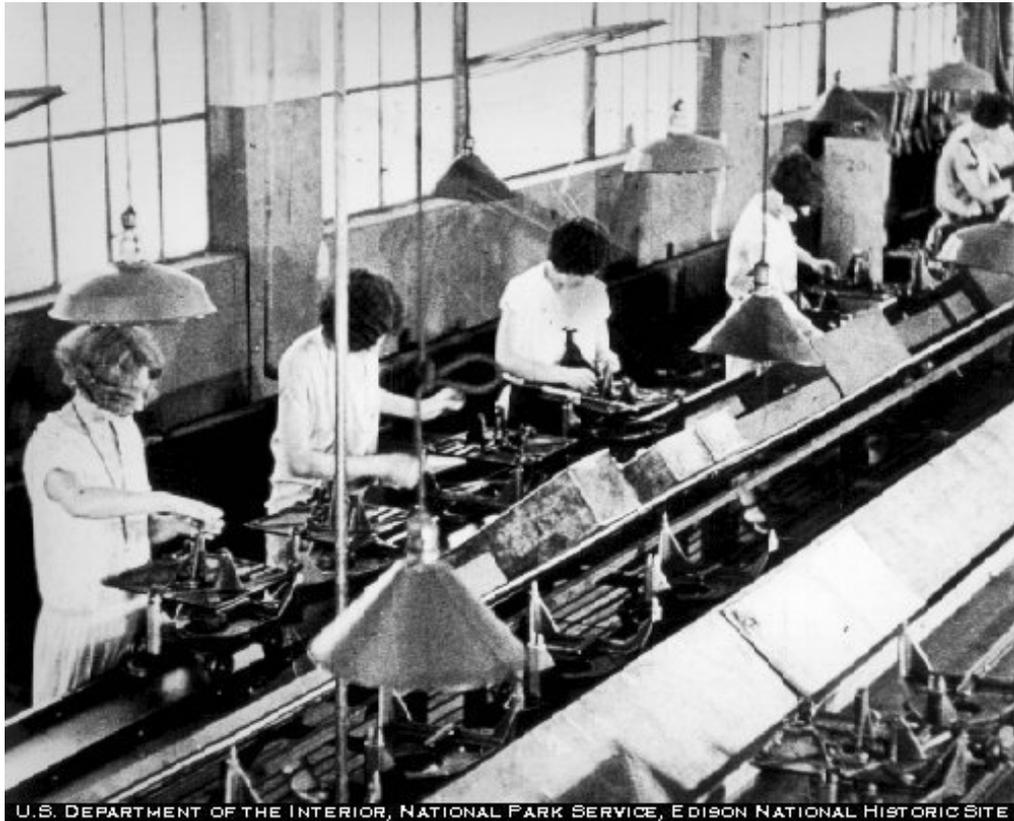




Was It the Wrong Delivery System?



Outmoded, Outdated Design



U.S. DEPARTMENT OF THE INTERIOR, NATIONAL PARK SERVICE, EDISON NATIONAL HISTORIC SITE

One Size Fits All



Insufficient Time



Doesn't Address the Impact of Poverty



Defining Success

Students can get and hold a 21st century, high-skill, high-knowledge job that enables them to support a family

Students become informed citizens and active leaders

Students become heads of families and lifelong, fulfilled learners





Primary Focus Areas

Personalize
learning

**Customize education to the needs of each
and every child**



→
EMERGENCY

- Emergency Patient Parking
- ↑ Main Entrance
- Physician Parking

Medical Center

EMERGENCY

Primary Focus Areas

Personalize
learning

**Customize education to the needs of each
and every child**

Integrate
services

**Integrate education with health and social
services**

There is a well-documented relationship between poverty and poor health outcomes.





Primary Focus Areas

Personalize
learning

**Customize education to the needs of each
and every child**

Integrate
services

**Integrate education with health and social
services**

Out-of-school
learning

**Provide all kids with access to high-quality
out of-school learning opportunities**



6,000 Hour Learning Gap





Virtually all of the advantage that wealthy students have over poor students is the result of differences in the way privileged students learn when they are *not* in school.... America doesn't have a school problem. It has a Summer vacation problem.

-- Malcolm Gladwell,
Outliers, 2011





Now is the
Time



What do we need?

A new,
enhanced
system of child
development
and education :
a new vision.





Education Redesign Lab Mission

The aim of the Education Redesign Lab is to engage in a research-informed design process to create a “new engine” for education and child development. This engine will integrate an array of solutions that seek to mitigate the effects of poverty and level the playing field for all students. We have identified three initial design elements, but we intend for this list of components to grow as our process evolves:

Personalized Systems of Education & Child/Youth Development

Student-Centered, Customized Learning

Integrated Health & Social Services

Equal Access to Expanded Learning Opportunities

Education
Redesign
Lab

HARVARD



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Contact:

[Paul Reville@gse.harvard.edu](mailto:Paul_Reville@gse.harvard.edu)

[Bridget Rodriguez@gse.harvard.edu](mailto:Bridget_Rodriguez@gse.harvard.edu)

50 Church Street
4th Floor
Cambridge, MA
02128

617-495-6784
edredesign.org
Twitter:
[@EdRedesignLab](https://twitter.com/EdRedesignLab)

Maryland Commission on Innovation and Excellence in Education



SUMMARY **Gap Analysis for Building Block 2**

Marc Tucker
National Center on Education and the Economy

26 July 2017

Scope of Presentation



- What we will cover at this meeting —
 - Brief summary of school funding in Maryland
 - How it compares to school funding in top performing states and countries
 - Changes we recommend to current school funding system for Commission to consider
- What will be covered at later meetings
 - Components of and implementation strategy for Maryland school reform program
 - Cost of Maryland school reform program
 - Relationship between formula funding for schools and school reform program

School Funding in Maryland: Recent History



- 1999: Legislature convenes Thornton Commission to advise state on revisions to state funding formula to assure that all students would have the resources needed to reach state education standards
- 2001: Thornton Commission cost studies to determine the level of resources that would be needed

School Funding in Maryland: Recent History



- Two kinds of studies conducted to provide empirical evidence on adequate level of resources:
 1. Professional judgement: Panels of expert educators estimate costs based on their experience
 2. Successful schools approach: Schools are identified that enable students from different backgrounds to reach the specified standards and associated costs are identified

School Funding in Maryland: Recent History



- 2002: Thornton recommends foundation grant (the same for all students) supplemented by amounts for each student related to categories of need (weighted pupil funding)
- Base: \$5,969 (based on successful school study)
- Weights (based on expert judgement):
 - 1.39 for low-income students
 - 1.17 for special education students
 - 1.00 for English language learners

School Funding in Maryland: Recent History



- Thornton recommended that:
 - calculations used to determine state and local contributions to school funding be based on a combination of assessed property tax values and taxable income; state would guarantee, however, that it would contribute no less than 15% of foundation amount, irrespective of county wealth
 - amount of grant would be adjusted for differences in cost of living among counties; formula to be adjusted for inflation beginning in 2005

School Funding in Maryland: Recent History



- Thornton recommendations incorporated in *Bridge to Excellence in Public Schools Act of 2002*
- Weights adjusted to account for overlaps of populations in more than one category and to remove the federal and other state funds included in them
- Adjusted foundation grants in the Bridge to Excellence Act in 2002 were \$5,443 (excludes retirement); weights were:
 - .97 for low income students
 - .99 for ELL students
 - .74 for special education students

School Funding in Maryland: Recent History



- Legislation required state to pay at least 40% of at-risk amounts; counties required to pay their share of foundation grants, but counties not required to pay their share of the weighted formula funding for at-risk students
- Localities have broad discretion with respect to how to spend the allotted funds
- In recent years, formulas have not been fully funded

School Funding in Maryland: Recent History



- Bridge to Excellence Act required follow-up to adequacy studies in 10 years
- APA Consulting completed that study in 2016
- Authors recommended raising base funding from \$6,860 to \$8,880 (FY '15 dollars) and changing weights to:
 - .35 for low-income students
 - .35 for ELL students
 - .91 for special education students
 - And new category for pre-kindergarten with .26 weighting
- Authors argued that costs had risen, more demands were being placed on schools and poverty had become more prevalent and more concentrated
- Accepting APA recommendations would cost state an additional \$1.9 billion and localities \$1 billion

How Does Maryland Compare to Top-Performing Countries?



- Top performing countries fund their schools much more equitably than any U.S. state; none rely on taxes on local property wealth to fund their schools
- Many use parents or just mothers' education as a metric to distribute more resources to students who need more resources to reach high standards; this help often comes in the form of a richer teacher/student ratio

How Does Maryland Compare to Top-Performing Countries?



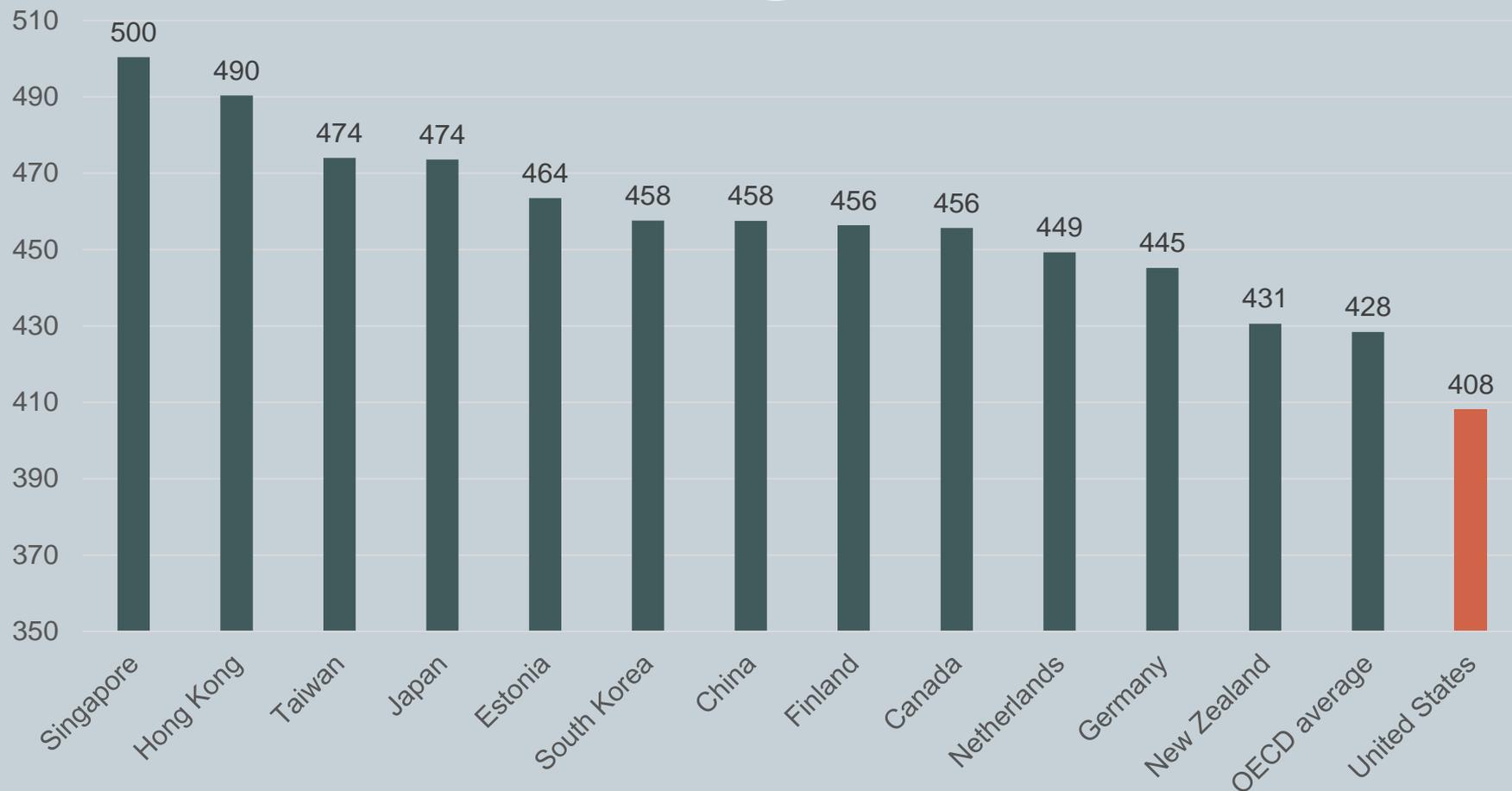
- Most of the top performing countries designate about half the proportion of their students as “special education students” compared to the United States (~5-6% as opposed to ~10-12%)
- Data show that their lowest performing students perform at significantly higher levels than ours
- This outcome appears in part to be a function of less labelling of students, which lowers expectations for their performance
- But it also reflects many specific measures discussed earlier by this Commission that provide a myriad of supports to vulnerable families and their children, before they arrive to begin compulsory education and all the way through compulsory education

Percent of Students in Special Education



% in Special Ed	
<i>Finland</i>	38
<i>Germany</i>	7
<i>Netherlands</i>	
Primary	2
Secondary	7
<i>Ontario</i>	9 *another 8 % of students who are not formally identified receive some add'l services as a result of learning delays or falling behind
<i>Singapore</i>	4
<i>U.S.</i>	13

PISA 2015 Mathematics Score for 25th Percentile of Students, by Country



Source: PISA 2015 Table I.5.3

How Does Maryland Compare to Top-Performing Countries?



- Those measures include:
 - More teachers in schools serving vulnerable students
 - Career ladder policies that incentivize their best teachers and most capable principals to serve in schools serving vulnerable students
 - Financial incentives for teachers to work in high need schools
 - Qualification systems that provide more time to achieve high standards and more support for students who start to fall behind
 - Instructional systems designed to provide high levels of instructional support to students who need it

How Does Maryland Compare to Top-Performing Countries?



- Other measures include:
 - College tuition and all costs covered by the state for very highly qualified high school graduates who commit to five years service in schools serving highly vulnerable students after they complete their training
 - Implementation of a system to identify students who start to fall behind and a system to organize multiple teachers in the school to diagnose the problem and come up with the right solution
 - Creation of an accountability system tied to progress in getting all students to the state qualification before they leave high school

How Does Maryland Compare to Top-Performing Countries?

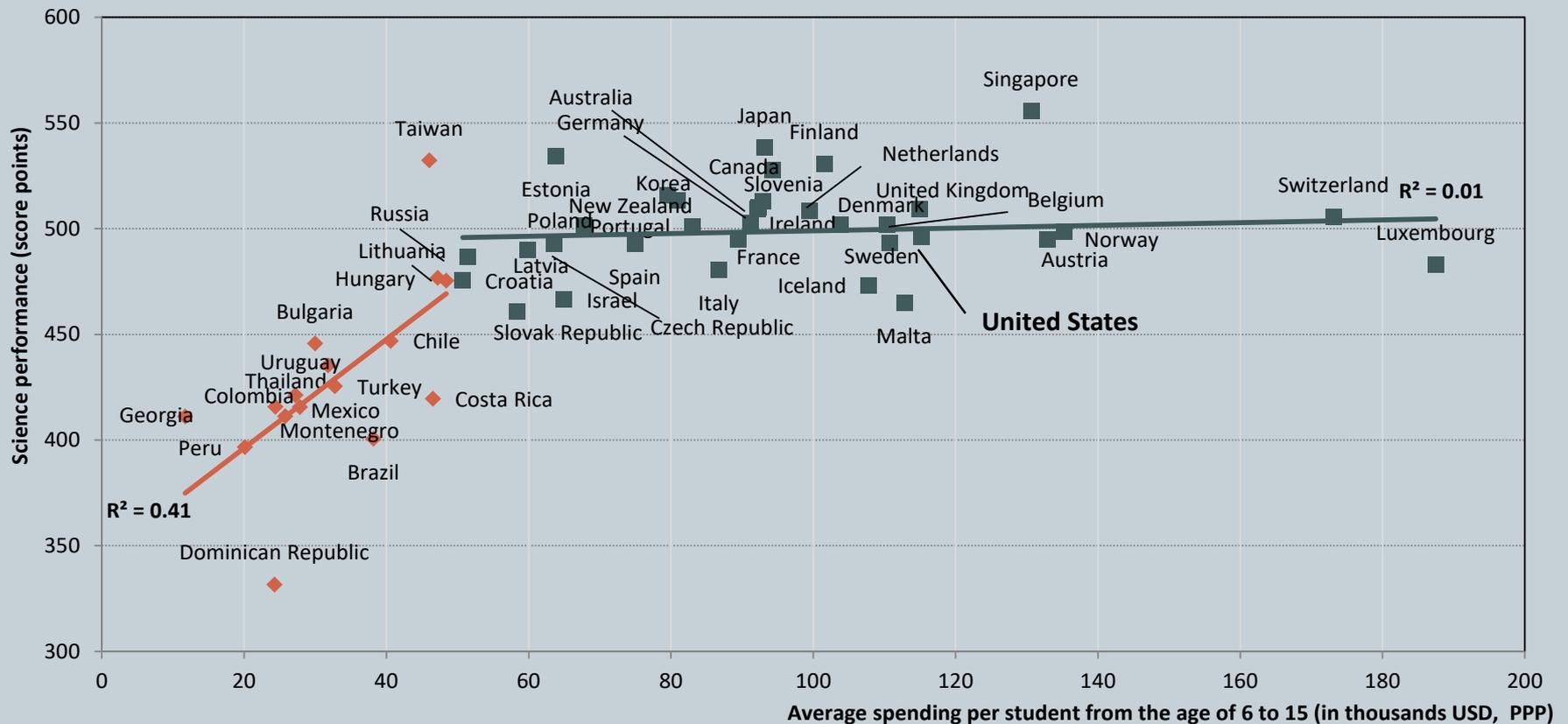


- What the data shows:
 - In developing countries—strong correlation between amount spent per student and student achievement, up to point that \$50,000 is spent on students' total elementary and secondary education
 - Above that amount:
 - ✦ Within countries, there is a correlation between amount spent and student achievement
 - ✦ But, across countries, there is very little correlation
 - Conclusion: Money matters, but how it is spent matters greatly

Spending per Student from the Age of 6 to 15 and Science Performance



- ◆ Countries/economies whose cumulative expenditure per student in 2013 was less than USD 50 000
- Countries/economies whose cumulative expenditure per student in 2013 was USD 50 000 or more



Spending per Student from the Age of 6 to 15 and Science Performance



	Expenditure per student from the age of 6 to 15	Mean score in Science
Japan	\$93,200	538
Estonia	\$63,858	534
Taiwan	\$46,009	532
Finland	\$101,527	531
Canada	\$94,254	528
South Korea	\$79,517	516
New Zealand	\$80,890	513
Germany	\$92,214	509
Netherlands	\$99,430	509
United States	\$115,180	496

Source: PISA 2015 Figure II.6.2

How Does Maryland Compare to Other States?



- MD's median incomes highest in the nation, but spending 10th highest among states, 16th highest when adjusted for regional cost differences
- MD's per pupil foundation grant of \$6,964 (FY '17) is lower than foundation grant level in either MA (\$6,927-\$8,637 depending on level, but average is higher) or NJ (\$11,195)

How Does Maryland Compare to Other States?



- **MD's weights:**
 - **Low-income weight:** higher than the benchmark states and among the highest in the U.S.
 - **ELL weight:** much higher than the benchmark states, highest nationally
 - **Special education weight:** lower than MA and NJ, but higher than NH; lower than most states among all those that use pupil-weighted finance systems

How Does Maryland Compare to Other States?



- MD does not do well on funding equity
 - Spends 4.9% less on poor school districts than wealthy ones when state and local spending combined, lower than all the benchmark states, 16th most regressive among all states
 - When federal funds added, MD spends 1.5% more per pupil on poor districts than wealthy ones, 41 states spend more
- Localities do not fully fund their share of the weights
- Teacher equity lower in MD than in benchmark states on many measures

How Does Maryland Compare to Other States?



States' 2015 Equity Profiles

	Percent of teachers in their first year of teaching		Percent of teachers without certification or licensure		Percent of classes taught by teachers who are not highly qualified		Percent of teachers absent more than 10 days		Adjusted average teacher salary	
	HPQ	LPQ	HPQ	LPQ	HPQ	LPQ	HPQ	LPQ	HPQ	LPQ
MA	7.8	4.4	3.3	3.7	4.5	.9	24.8	24.4	\$68,825	\$66,848
NH	4.2	2.8	2	0.5	1.6	2.1	34.5	26.9	\$49,479	\$48,998
NJ	5.8	5.2	0.8	0.9	0.3	0	30.3	18	\$63,343	\$65,710
MD	7.3	3.1	5.1	1.9	14.2	4.2	29.1	28.8	\$54,480	\$61,208

HPQ: High poverty quartile; LPQ: low poverty quartile

How Does Maryland Compare to Other States?



States' 2017 Equity Updates

	Gap between low-income students in Title I schools and non-low income students in non-Title I schools		
	Percent taught by out-of-field teachers	Percent taught by ineffective teachers	Percent taught by inexperienced teachers
MA	8.8	4.3	5.3
NH	NA	NA	NA
NJ	8.5	8.4	0.24
MD	3.8	4.3	3.9

Recommendations



- Use the school finance framework developed by the Thornton Commission and enacted by the state legislature, but:
 - Consider raising the weight for special education to bring it into line with other states with pupil-weighted funding systems
 - Consider requiring the localities to fully fund their share of the weighted formulas for at-risk students
 - Consider adding funds for districts with concentrated poverty (by changing the formulas or adding teachers)

Recommendations



- **And also:**
 - Consider changing the way local wealth is calculated for the purpose of determining the local contribution by rewarding districts that make a larger tax effort with more state aid
 - Consider eliminating the feature of the formula that adjusts the state contribution on the basis of the cost of living; this feature makes it hard for rural districts to get teachers for the same reason it is hard for them to attract doctors
 - Consider focusing special education funding on students who have specific cognitive or physical impairments, staying within the requirements of IDEA

Recommendations



- **Further**
 - We recommend that the Commission consider the amount of the foundation per student grant at a subsequent meeting, in the context of its discussion of the shape and size of the program intended to implement the reform program it decides on
 - That program will, among other things, return to earlier Commission discussions concerning those aspects of the *9 Building Blocks* that are related to measures that would contribute directly to the likelihood that all students will be able to reach the high standards the Commission has discussed in the context of the new qualifications system

Recommendations



- **These include:**
 - Strengthening the early childhood education system
 - Strengthening Maryland's capacity to assist families with young children and vulnerable school-age children with wrap-around services, community school services and integrated services
 - Providing more high quality teachers to high needs schools
 - Providing incentives to teachers to teach in high-need and rural schools including pay bonuses and advancement on a career ladder for successful service in high-need schools

Recommendations



- **And**
 - Providing tuition grants to top-achieving students who commit to teaching in high-need or rural schools
 - Creating a system for teachers and school leaders from successful schools to work in partnership with high-need schools
 - Allocating additional teachers and other resources to schools using the results from an early warning system that identifies students who are not on track.
 - Change the way work is organized in schools to allow for more time for teachers to systematically improve instruction for struggling students and provide those students with individual attention

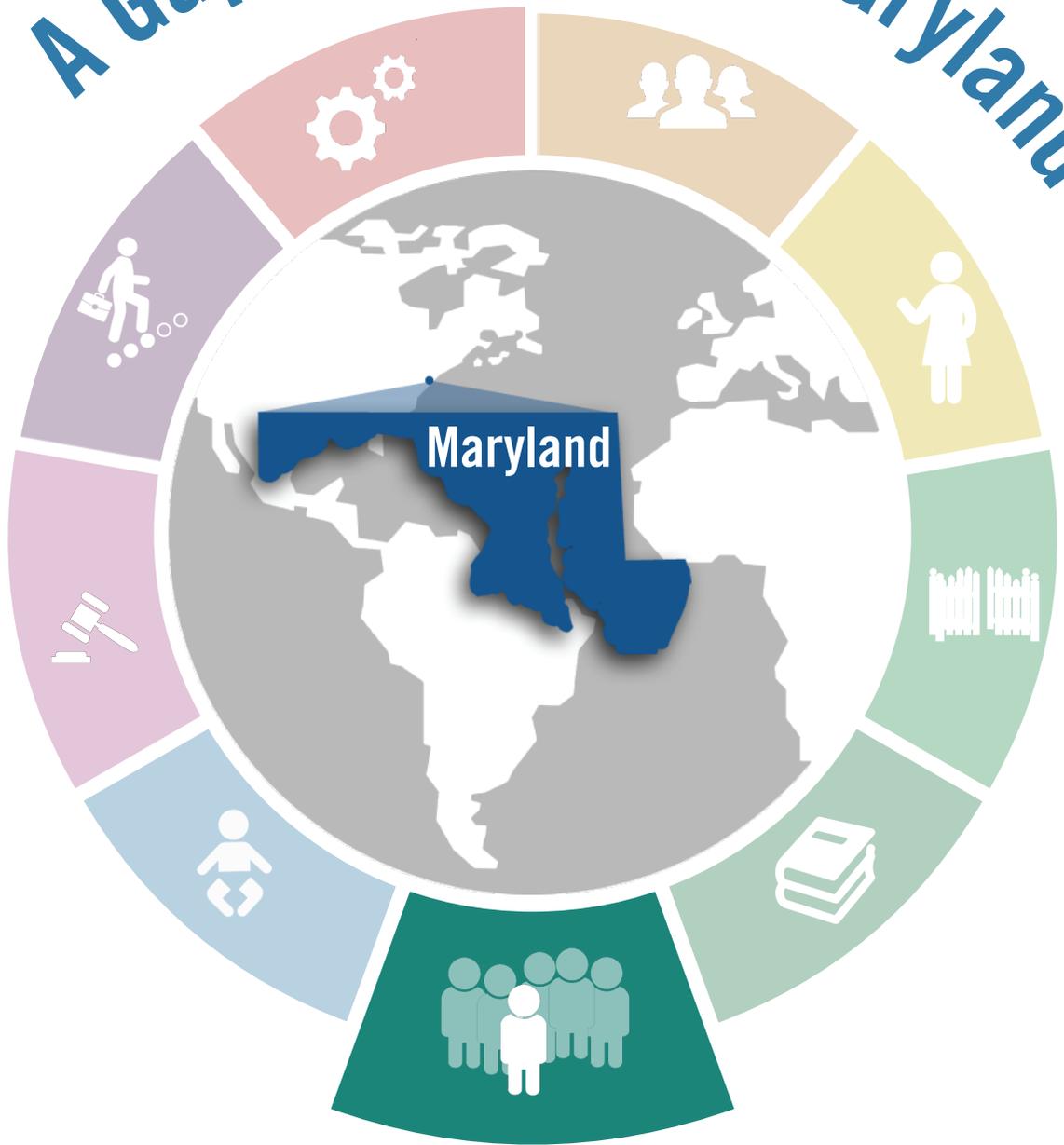
Maryland Commission



Thank You!

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A Gap Analysis for Maryland



Building Block 2 PROVIDE MORE RESOURCES FOR AT-RISK STUDENTS

Overview of Maryland School Funding

Maryland was one of the first states to reform its education finance system to ensure that students received adequate funds to achieve the state education standards. In 1999, a commission, known as the Thornton Commission, was convened by the state legislature to recommend changes to the state's funding formula so that all students would have the opportunity to meet state education standards. Cost studies were commissioned to determine a basic level of funding for all students annually plus additional funds for specific populations of at-risk students. There were two types of cost studies commissioned: a professional judgement and a successful schools approach. The professional judgment approach uses panels of educators to determine the kind of resources needed to achieve a set of objectives in a prototypical school. The successful schools approach looks at the spending patterns of schools that meet those objectives.

The Commission ultimately chose to recommend the foundation grant amount (\$5969) recommended by the successful schools study, as it was based on actual spending, had a methodology that linked spending to achievement of state standards, and it had been upheld by the courts in at least one other state as a sound basis for calculating adequate education funding. To determine the amount of additional funds the state and counties would contribute for at-risk students, the Commission had to identify “weights” by category of at-risk student that would apply as an additional amount to the base funding. The Commission chose to recommend the weights suggested by the professional judgement study conducted by a third

party, as the successful school study did not propose weights. The following weights were recommended before adjustments were made:

- 1.39 for low-income students
- 1.17 for special education students
- 1.00 for English language learners

To determine the state share for the foundation grant, the state funds for the at risk groups, and the minimum local share of the foundation grant, the Commission recommended the existing formula using assessed property values and taxable income of county residents. The Commission also recommended that the state should guarantee, at minimum, in any given year that it would contribute 15 percent of the per student amount of the foundation grant to each county, regardless of county wealth. The foundation grant would also be adjusted based on a geographic cost index, which would be devised to account for the differences in the cost of educational expenses across the state. The Commission also recommended a formula for adjusting the base amount to account for inflation starting in 2005. The formula that was recommended was significantly higher (\$1.1 billion) than what Maryland was spending at the time.

The *Bridge to Excellence in Public Schools Act of 2002* codified most of the Thornton recommendations in state law. The Act put in place the recommended foundation grant amount and weights, both adjusted to account for overlaps of populations in more than one category and to remove the portion of federal and other funds included in them. This adjustment was recommended by the Commission. The foundation grant amount put in place in the 2002 law was

\$5443 (excluding retirement) and the weights were:

- .97 for low income students
- .99 for ELL students
- .74 for special education students

The Act put in place the Thornton recommendations for determining the local share of the foundation grant and the additional funding for at-risk students for each county. However, the Act also added a requirement that the state pay at least 40 percent of the at-risk amounts for each school system, regardless of the wealth of the county. While the counties were required to pay their share of the foundation grants, the law did not *require* them to pay the local share amount for at-risk students determined by the weighted formulas (nor did the Thornton Commission recommendations).

Local school systems were given broad flexibility to determine how best to use the state aid to meet the needs of their students but were required to develop a master plan for using the funds to increase student achievement with accountability measures focused on outcomes. The new system was phased in over five years (FY 2004 to 2008). Since FY 2008, the formulas were to take into account changes in school enrollment and inflation annually.

However, there have been a number of reasons why schools have not been fully-funded under the formulas put into law in 2002. First, the foundation formula's inflation factor was frozen in FY 2009 through 2012 due to state budget shortfalls and capped at 1 percent from FY 2013 through 2015. And second, during the great recession, several counties received waivers from the maintenance of effort requirement, which allowed them to rebase their local contribution to a lower amount. In 2012, legislation clarified the conditions under

which counties may be eligible for a maintenance of effort waiver and also shifted the penalty for not complying with the "local maintenance of effort" requirement from the school system to the county.

The *Bridge to Excellence in Public Schools Act of 2002* required a follow-up adequacy study to be done 10 years after the new funding systems were implemented. This study was delayed several years and completed by APA Consulting in December of 2016. The study authors recommended **raising the base funding** amount from \$6860 to \$10,880 (in FY 2015 dollars) and **changing the weights** to:

- .35 for low-income students
- .35 for ELL students
- .91 for special education

They also added a new "category" of weights for pre-kindergarten to be set at .26 weighting.

The rationale for this new formula, according to the APA study authors, was that the costs for education had risen since 2002, and more demands were placed on schools. They point to the implementation of the Common Core State Standards and the state's new College and Career Ready state standards and argued that the schools have to help students reach an even higher standard. To get all students there, not just at risk students, they argued for an increase in system-wide funding rather than funding just targeted at those at risk. In particular, they argued that the new standards and accountability requirements would mean that schools had to spend more on all students to:

- Decrease class size
- Increase instructional staff, including instructional coaches

- Increase planning time for teachers
- Hire more school counselors, nurses and behavioral specialists for all students
- Create technology-rich learning environments
- Provide pre-K for all 4 year olds
- Establish more district-level school personnel to support schools

In addition, they argued that the higher overall levels and concentrations of poverty in the state argue for more base funding across the counties rather than targeted funds on specific students.

APA also made some other key recommendations:

- 1) They recommended **changing the formula for calculating the local share** of school funding to weight taxable income more than property wealth.
- 2) They recommended **eliminating a minimum level of state aid** for both the foundation grant and the at-risk funding for all counties, arguing that counties that can afford to pay the full amount should and the state funds should be reserved for supplementing the poorer districts.
- 3) They recommend **requiring counties to pay their full share** of aid for at-risk students.

If all of the APA recommendations were put in place, the schools would receive an additional \$2.9 billion, including \$1.9 billion in state aid and \$1 billion in local funding.

With this historical overview, a description of how Maryland currently funds its schools, and a summary of the

recommendations made by the consultants hired to review funding adequacy for the state, we turn to an analysis of how Maryland compares to top performing US states and top performing international jurisdictions in providing equitable and adequate financial and human resources to students most at-risk.

How does Maryland compare?

Equitable and adequate financial resources for at-risk students:

Per-pupil spending in Maryland is the 10th highest among states, but drops to 16th highest when adjusted for regional cost differences. While Maryland spends more than many states on education, we would expect it to be a higher spender given its wealth, as Maryland's median income level is the highest in the nation. New Jersey and Massachusetts both spend more — they are ranked 3rd and 7th — and New Hampshire is ranked about the same as Maryland at 9th highest, although once regional differences are taken into account it is also ranked higher than Maryland at 7th highest.

Maryland's per-pupil foundation grant of \$6,964 (FY17) is lower than the foundation grants in either Massachusetts or New Jersey. The grant in Massachusetts is \$6,927-\$8,637 (FY2017), depending on the level of school, and it is \$11,195 (FY2017) in New Jersey. It is almost double that of New Hampshire at \$3,561, but New Hampshire is a special case, with the highest percentage in the country of education funding from local sources rather than the state.

Maryland adds weights to its foundation grant for three populations of at-risk students: English language learners (ELL), low-income students and special education students. Maryland's

ELL and low-income weights are among the highest in the country, while the special education weight is among the lowest.

- The ELL weight (.99) is much higher than the benchmark states, and the highest nationally. Massachusetts' weight is .07-.33, depending on grade level, New Jersey's is .5 and New Hampshire's is .19.
- The low-income weight (.97) is higher than the benchmark states and among the highest in the country. Massachusetts is .26-.33, depending on grade level. New Jersey and New Hampshire have ranges that vary depending on concentration of poverty. New Jersey's range is .33 to .47 and New Hampshire's range is .12 to .48. Maine's weight of 1.2 is the highest weight among the 31 states that apply a weight for low-income students; Maryland's weight is among the highest.
- The special education weight (.74) in Maryland is lower than the weights in Massachusetts (1.27) and New Jersey (.17 to 1.33), but higher than New Hampshire (.52). Among the 20 states (and D.C.) that add weights for special education, Maryland is among the lower ones. States vary in how they do this, with nine applying a single weight like Maryland does but with most states applying different weights depending on the disability. Among the eight other states using a single weight, five apply a higher weight than Maryland. Most of the states using multiple weights do as well.

- Notably, New Hampshire adds a weight of .19 for third graders who are not reading on grade level.

Maryland does not do well on measures of funding equity. The state spends 4.9 percent **less** money on poor school districts than on wealthy ones, when looking at the overall amount of state and local spending per-pupil. That is lower than all of the benchmark states and the 16th most regressive among all states. When federal funding is added in, Maryland spends 1.5 percent **more** on poor school districts than wealthy ones, which is the 9th most regressive among states.

Maryland's inequity in funding between poor and wealthy school districts is occurring even with a funding formula with relatively high weights for at-risk students. Possible explanations for the inequality of funding are:

- Not all counties fully fund the local share of the at-risk weights, as they are not required to by state law;
- The formula Maryland uses to calculate the local share of the foundation grant and the at-risk funding favors property wealth over income level of the county populations, which does not fully capture the economic disadvantage in some counties.

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Chart 1: Funding for At-Risk Students in the Top Performing States and Maryland

	MA	NH	NJ	MD
State Median Income (BLS, 2015)	\$67,846	\$70,303	\$72,222	\$75,847
Ranking among all states of total per pupil revenue (NCES, 2014) ²	7	9	3	10
Per pupil spending and rank among all states (2013), adjusted for regional costs difference ³ (KidsCount, 2016)	\$13,546 (13)	\$14,718 (7)	\$15,742 (5)	\$12,679 (16)
Percent revenue from federal, state and local funds (NCES, 2016) ⁴	5.4 federal 39.2 state 55.4 local	5.5 federal 60.4 state 34.1 local	4.3 federal 40.6 state 55.1 local	5.9 federal 44.1 state 50.0 local
Base state grant (FY17)	\$6927-\$8637, depending on level of school ⁵	\$3,561	\$11,195	\$6964
Percent additional for ELLs	7-33, depending on grade level	19	50	99
Percent additional for special education students	127	52	17-133, depending on level of need	74
Percent additional for low-income students	26-33, depending on grade level (lower grades are higher)	12-48, depending on concentration of poverty	36-47, depending on concentration of poverty	97 (state guarantees 40)
Percent additional for below proficient readers		19 for 3rd graders reading below proficient, who do not receive additional funding through other allocations		
Percent additional state and local funds spent on students in the poorest quartile of schools than on students in the wealthiest quartile of schools (NCES, 2016) ⁶	7.3 rank 6	1.4 rank 22	7.3 rank 4	-4.9 rank 34

	MA	NH	NJ	MD
Percent additional state, local and federal funds spent on students in the poorest quartile of schools than on students in the wealthiest quartile of schools. (NCES, 2016)	14.8 rank 6	8.1 rank 22	16.1 rank 4	1.5 rank 41

Overall, the top international performers fund their education systems more equitably than any U.S. state, including Maryland. None of these jurisdictions rely primarily on property wealth of local areas to determine funding levels.

- Singapore is the most straightforward with the national ministry distributing equal funds to all schools on a per-student basis. They do not add student weights, except for special needs students. Instead they assign additional teachers and enrichment funding to all schools to flexibly address the needs of students who need extra help. Singapore’s mixed-income housing policies result in local schools with mixed-income students and no concentrations of poverty in specific schools.
- Ontario collects local school taxes at the provincial level and then distributes funds equitably throughout the province with a formula that assigns more money for students who are more expensive to educate, including low-income students, students with single parents and students at-risk of not graduating from high school, as measured by not passing the 10th grade literacy exam.
- Finland uses a combination of funds from the national level and the local level to fund schools but redistributes local funds to ensure that all localities receive about the same amount. They add weighted funding for children whose parents have low education levels, used as a proxy for a wide range of disadvantages. Like Singapore, they assign support teachers to every school to provide extra support to any student needing help in literacy or mathematics. Almost one-third of all students are supported at some point in their school career.
- Shanghai receives funds from the National Education Ministry for per-pupil expenses, but also sends funds back to the National Ministry to redistribute to less wealthy provinces across China. The province distributes per-pupil funding to supplement and equalize the funding that local districts raise themselves through taxes. They do not weight their formulas at this point except for a small special needs population of students. Instead, low-income students receive direct financial supports to cover food, transportation, fees and, at the secondary level, living stipends and tuition.

It is worth noting that special education, a large and growing cost for states in the US, is generally structured differently in many of the top-performing countries. The top performers tend to categorize a much lower percentage of students as “special needs”, and mainstream all but those with the most significant physical and cognitive disabilities. For example, only 5 percent of students in Singapore are in special education. The exception is Finland where almost one-third of students received “special supports”, but this is primarily done as extra help to small groups of students that occurs regularly through a student’s career and, because almost all students receive this support at some point, there is no real stigma attached. The growing percent of students labelled special education in the U.S. has been an issue for many states, and there is some evidence that there is an over-representation of low-income and minority children labelled special education. Top performing international systems with an abundant supply of high quality teachers and a collaborative work organization that gives more time for teachers to work together and with students that need help keeps special education funding low and productivity high.

Access to high-quality teachers and extra academic support for at-risk students:

Maryland, like all other U.S. states, does not have specific policies to assign high-quality or additional teachers to high-need students or schools. The state does fund additional staff to support high-need populations through some specific federal funding (Title I funds for high-poverty schools) and some state programs like the Public Schools

Opportunities Enhancement Program, which funds projects to extend the school day and school year in high-poverty schools. Maryland’s 21st Century Learning Center programs also provide funding for afterschool educational support and enrichment activities for low-income schools, however, funding for these Centers may end if the Congress does not refund the program as suggested in the federal government’s proposed budget.

Maryland, like other states, has been required by the federal government to monitor its educator equity data since 2009. This data looks at whether at-risk students, including low-income students and minority students, have access to highly qualified teachers at the same rate at which other students in the state do. The federal government required states to compare the percent of students in the lowest-poverty quartile of schools (LPQ) and highest-poverty quartile of schools (HPQ) who had teachers who were inexperienced, rated less than effective on the state teacher evaluation system, were teaching out of their certified subject areas, were absent more than 10 days, and salary levels. Maryland’s data from the 2015 state report and the updated data in their ESSA plan show clear patterns of inequity across the state. This is the case in the top performing states as well, although Maryland 2015 Equity Report showed bigger gaps in all areas except for teacher absenteeism than in the benchmark states. This was particularly true for the salary differential. Maryland’s 2017 data in its ESSA plan, which focused on poor children in Title 1 schools rather than high and low poverty quartiles of school districts, in general showed slightly smaller gaps in access than seen in the benchmark states.

Chart 2: States' 2015 Equity Profiles⁸

	Percent of teachers in their first year of teaching		Percent of teachers without certification or licensure		Percent of classes taught by teachers who are not highly qualified		Percent of teachers absent more than 10 days		Adjusted average teacher salary	
	HPQ	LPQ	HPQ	LPQ	HPQ	LPQ	HPQ	LPQ	HPQ	LPQ
MA	7.8	4.4	3.3	3.7	4.5	.9	24.8	24.4	\$68,825	\$66,848
NH	4.2	2.8	2	0.5	1.6	2.1	34.5	26.9	\$49,479	\$48,998
NJ	5.8	5.2	0.8	0.9	0.3	0	30.3	18	\$63,343	\$65,710
MD	7.3	3.1	5.1	1.9	14.2	4.2	29.1	28.8	\$54,480	\$61,208

HPQ: High poverty quartile; LPQ: low poverty quartile

Chart 3: States' 2017 Equity Updates

	Gap between low-income students in Title I schools and non-low income students in non-Title I schools ⁹		
	Percent taught by out-of-field teachers	Percent taught by ineffective teachers	Percent taught by inexperienced teachers
MA	8.8	4.3	5.3
NH	NA	NA	NA
NJ	8.5	8.4	0.24
MD	3.8	4.3	3.9

Maryland's 2015 Equity Plan identified a number of issues to account for the disproportionate numbers of challenged students assigned the least qualified teachers. Among the issues identified were: 1) a lack of control over the quality of the significant portion of their teaching force that is trained out-of-state (60 percent); 2) a high attrition rate among new teachers (10.8 percent within the first 5 years); 3) teaching shortages in certain subjects as key issues; and 4) shortages of highly qualified teachers in rural areas of the state. The plan to address these issues, updated in 2017 for ESSA, proposes to continue work to provide more and better access to highly qualified teachers across the state through the development of regional Teacher Learning Centers to support teacher preparation and professional development. These Centers will be

hubs to serve a variety of roles such as: provision of professional development, coordination of internships for teacher candidates regionally, sites to deliver alternative teacher preparation for the region designed to meet the needs of districts with shortages of teachers in particular subjects; and technology centers to offer long distance learning opportunities to teachers in rural areas of the state. In addition, the plan identified six school districts where inequities in educator access are highest and proposes the development of specific interventions there. Among the proposed strategies include: changing the Quality Teacher Incentive Act to expand incentives for teachers in these schools to get National Board for Professional Teaching Standards certifications and a range of incentives to attract high quality teachers to schools with high-need populations

such as housing incentives, job search assistance for spouses and loan forgiveness. The state is also considering a range of other strategies, including: more professional development (with stipends) targeted at teachers with less experience; adding requirements to teacher preparation programs to give students experience with diverse and high-need student populations; allowing principals in low-performing schools first choice of new teacher applicants. In addition, the state is committed to collecting data on this issue annually and including information about educator equity in its annual state reports on education, including its statewide staffing report.

Maryland's strategies for addressing inequities build on similar strategies to those in the benchmark states, and the approach of working through new regional Teacher Learning Centers seems promising. Massachusetts is a state to look to for ideas about addressing these issues, as they have moved further along in implementation of the various parts of this agenda. In particular, their Elevate Preparation: Impact Children (EPIC) portfolio of initiatives to improve educator preparation has useful strategies, including funding a set of grants to districts to partner with the state in developing strategies to train more teachers in shortage subjects and improving teacher induction in high-poverty districts to reduce the attrition rate in those districts. In addition, Massachusetts has expanded its data collection on education equity to include access to high-quality school leaders as well as teachers and is also collecting data on English-language-learner populations, as well as the federally-required populations of at-risk students and minority populations. Maryland might consider doing this as well.

All of the international top performers assign extra teachers to work with high-need students. Finland and Singapore assign all schools learning support teachers who work with small groups of students in classrooms to provide them with extra help to stay on-track in class. Ontario assigns literacy and numeracy support teachers to all schools, and additional teachers to secondary schools where there are high numbers of students at-risk of not graduating. These extra teachers work with students under the direction of the classroom teacher, with the aim of helping these students succeed in the specific work for that class. This is different than what is typically done in the US where students are often pulled out of class to work with specialists once or twice a week, and most often using an "intervention" program that is not necessarily aligned with the classroom curriculum. Afterschool support is most often provided by paraprofessionals, again with little coordination with classroom work.

In addition to assigning more teachers to at-risk students, many of the top performers have explicit policies to ensure that these students are taught by the most qualified and/or highest-quality teachers. For example, both Singapore and Shanghai assign well-regarded teachers and school leaders to help low performing schools and teachers. It is an expectation that many educators on higher levels of Shanghai's career ladder will teach for a time in lower performing or rural schools, either as part of the Empowered Management Schools process that shares school staff collaboratively across high and low performing schools, or as part of a temporary rotation into a low performing school full time. It is very hard, if not impossible, for teachers to move up the career ladder in Singapore

and Shanghai unless they have taught disadvantaged students. While Finland does not have a specific policy to assign high-quality teachers to high-need schools, there are financial incentives for teachers to work in rural and high-need schools. In addition, many teachers teach in rural areas initially, as jobs in the cities are more competitive. In effect, this helps to distribute high-quality teachers throughout the country. In addition to these specific policies, all of the top-performing jurisdictions have much higher entry standards for the profession, which ensures a higher quality bar for teachers across the system.

Recommendations

Resources required to fund a Maryland education system that would be competitive in both student performance and equity with the best education systems in the world

There are two core issues here: First, how much money would be required to enable Maryland's students to achieve academic standards as high as the students in the countries with the world's most effective education systems, and, second, how should that money be distributed to schools and districts to provide as much equity as possible, or, put another way, to reduce the gap between the performance of the bottom quartile of students and the top quartile as much as the top performing countries have.

Maryland already spends more than almost all the top performing countries per student on its elementary and secondary schools. But this comparison does not take into account the fact that income inequality in the United States is the highest in the industrialized world and the concentration of poverty is higher in the United States than in much

of the industrialized world. These facts force the schools to use significant amounts of their funds to provide a wide range of services to low-income students that are either provided by other agencies of government or are not needed in the countries with the top performing education system. Because the available data does not make it possible to compare national or state budgets in these categories, it is impossible to say how, when the costs to the schools of inequality and concentrated poverty are taken into account, Maryland's costs of education compare to those in the top performing countries, but the evidence we do have suggests that the costs when compared in that way would not be very different.

However, the evidence from the OECD data shows that, once a nation reaches a level of spending of \$50,000 per student over the period of that student's compulsory education, how the money is spent is more important than the amount that is spent in determining student achievement. Maryland is far beyond that point.

The study done for Maryland by APA hinges on the idea of adequacy and on research methods that APA used to determine how much money would be required to provide an education for Maryland students that would be adequate for reaching Maryland's goals. It drew on a number of methods for making these judgments. The first, used to determine how much money would be needed for the base, was determined by researching the actual costs in a panel of schools that were successful. The second, used to determine the weights to provide additional funds to certain categories of vulnerable students, was determined by education experts. APA then suggested that these figures be corrected for certain factors,

such differences in the cost of living between urban and rural areas.

These methods are widely used and have repeatedly stood up to court challenges. Similar methods were used to provide the rationale for the recommendations made by the Thornton Commission. The legislature used those recommendations as the basis for the legislation that currently determines school funding in Maryland, making adjustments to account for, among other things, the fact that individual students might reasonably be counted for more than one of the conditions for which weights were recommended.

While the legislature accepted the broad approach recommended by the Thornton Commission, the legislation it enacted departed from those recommendations in important ways and was further altered by subsequent legislatures. NCEE recommends that the Commission consider the following options:

1. Increase the special education weight, which is significantly lower than the weight assigned to special education students by other states with pupil weighted school finance systems
2. Add additional funds for school districts with concentrated poverty; this could be done by altering the formula for this purpose or, like many top-performing countries, by allocating additional teachers to schools serving low-income students with an increasing ratio for schools in areas of concentrated poverty
3. Change the way local wealth is calculated for the purpose of determining the local contribution by rewarding districts for making a

larger than average tax effort with more state aid. This is now done with the guaranteed tax base system, but the level of aid provided in this way should be raised to create a fairer system

4. Require local systems to fund their fair share of the at-risk pool
5. Eliminate the feature of the formula that adjusts the state contribution on the basis of cost of living. This feature makes it more difficult for rural school districts to attract teachers for the same reasons that it makes it harder for rural communities to attract doctors to rural areas
6. Focus special education funding on students who have specific cognitive or physical impairments, staying within the requirements of IDEA. There is a good deal of evidence that students who do not have such impairments but are labeled as special education students are more harmed by the label than helped by the additional resources

At a subsequent meeting, there will be a full discussion with the Commission of the recommendations and financial implications to enable at-risk students to achieve high standards that the Commission has already discussed. Among items on that agenda will be:

1. Expanding and intensifying early childhood education and care
2. Providing more high quality teachers to high needs schools
3. Providing incentives to teachers to teach in high-need and rural schools including pay bonuses and advancement on a career ladder for successful service

4. Providing tuition grants to top-achieving students who commit to teaching in high-need or rural schools
5. Creating a system for teachers and school leaders from successful schools to work in partnership with high need schools
6. Allocating additional teachers and other resources to schools using the results from an early warning system that identifies students that are not on track. While Maryland has various policies in place to offer support to students, the state should rethink its policies for struggling students to ensure that the support is explicitly linked to classroom

instruction, is provided as soon as students need it and is delivered by high quality teachers

7. Reorganize work organization in schools to allow for more time for teachers to work with struggling students
8. Support community schools that that provide services and programs for at-risk students and families

Also at a subsequent meeting, the Commission will have to decide what recommendations to make on the base funding and what the state should do about the reform agenda they recommend.

<https://www.doe.k12.de.us/cms/lib/DE01922744/Centricity/Domain/366/Hanover%20-%20State%20Funding%20Models%20for%20Special%20Student%20Populations.pdf>

- <https://nces.ed.gov/pubs2016/2016301.pdf>;
- https://nces.ed.gov/programs/digest/d15/tables/dt15_235.20.asp

<http://datacenter.kidscount.org/data/tables/5199-per-pupil-educational-expenditures-adjusted-for-regional-cost-di#detailed/2/2-52/false/36,868,867,133,38/any/11678>

- https://nces.ed.gov/programs/digest/d16/tables/dt16_235.20.asp
- \$7307 for elementary school students; \$6927 for middle school students; \$8637 for high school students
- https://nces.ed.gov/edfin/Fy11_12_tables.asp

- https://nces.ed.gov/edfin/Fy11_12_tables.asp

<https://www2.ed.gov/programs/titleiparta/resources.html>

<http://www.doe.mass.edu/educators/equitableaccess/2017equityupdate.pdf>

https://wcp.k12lds.memsc.org/webcenter/faces/oracle/webcenter/page/scopedMD/s48574f5c_7645_4759_8b6d_76ca2d46b8ac/Page9.jspx;jsessionid=pqTGZnrWhldMwdwrzbzTY8dMYYYQDYrTB9spfQ2xyJ7MITxKhJNpQ!1992227603!NONE?wc.contextURL=%2Fspaces%2Ftra&_adf.ctrl-state=zizpbe6ui_56&scope=tra&visibility=visible&_afrLoop=11561847294071688;

<http://baltimore.cbslocal.com/2016/12/09/maryland-struggles-to-retain-young-qualified-teachers/>

BREAKOUT GROUPS (Brit Kirwan will float among the groups)

One breakout session. All will meet in Room 170/180 during lunch.

Group A

Anne Kaiser *
Scott Dorsey
Buzzy Hettleman
Nancy King
Elizabeth Ysla Leight
Leslie Pellegrino
Steve Waugh

Group B

Craig Rice *
David Brinkley
Stephen Guthrie
Maggie McIntosh
~~Paul Pinsky Karen Salmon~~
Joy Schaefer
David Steiner
Alonzo Washington

Group C

Chester Finn *
Robert Caret
David Helfman
Adrienne Jones
Richard Madaleno
Morgan Showalter
Margaret Williams
Bill Valentine

* is group leader/reporter for today

Building Block 2 – More Resources for At Risk Students

ALL GROUPS:

1. Do you think that Maryland's K–12 education aid is distributed equitably? If not, what could be done to change the State aid formulas to make them more equitable? What could be done to make the local appropriations more equitable, i.e. should counties be required to fund the local share of the at risk formulas?
2. Should State K–12 education aid for at risk students follow students to the schools? If so, how would that work? e.g., what level of autonomy would a school principal have to allocate these resources to hire additional (or more experienced) teachers? Similarly, if counties are required to fund the local share of at risk formulas, should those funds also follow students to the schools?
3. Should Maryland require the equitable distribution of high quality teachers between low and high poverty schools? If so, how?
4. Should Maryland adjust the current at risk weights? Such as:
 - a. Provide a concentration of poverty factor, e.g. sliding scale that starts lower than 97% for concentrations of less than 25-50% and higher than 97% for concentrations over 75%? (GROUP A)
 - b. Increase the special education weight? Limit special education weight/funding to students who have specific physical or cognitive disabilities? (GROUP B)

Commission on Innovation and Excellence in Education

Breakout Group Discussion

July 26, 2017

- c. Adjust the weights for overlap between at risk categories (e.g. special ed and ELL)? i.e., should the full weight be provided for students who fall into more than one category? (GROUP C)

IF THE GROUP HAS TIME, START DISCUSSING THE PER PUPIL BASE AND HOW IT INTERACTS WITH THE AT RISK WEIGHTS:

5. What are the pros and cons of the different methodologies used by APA to determine base funding (i.e. successful schools, professional judgement, evidence based)?
6. What are the pros and cons of moving to a school finance structure with a higher base for all students and lower weights for at risk students (as recommended by APA)? Similarly, what are the pros and cons of maintaining Maryland's current finance structure with a lower base and higher weights?

Kirwan Commission Panel: The Case for Community Schools

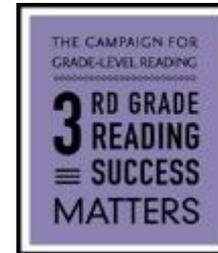
**Bernice D. Butler, Partnerships Manager
Coalition for Community Schools
July 26, 2017**

Overview

About the Coalition for Community Schools

- Established in 1997
- House at the Institute for Educational Leadership
- Alliance of over 200 national, state and local organizations

Many partners, one vision



What is a Community School?

A Community School is a **public school** – the **hub** of its neighborhood, uniting **families, educators and community partners** to provide all students with **top-quality academics, enrichment, health and social services, and opportunities** to succeed in school and in life.

Growing Systems of Community Schools



This map represents all places, including places with national models such as Communities in Schools, Children's Aid Society, Beacons, University Assisted Community Schools, and Yale Schools of the 21st Century.

x3.0

number of places
scaling up systems of
community schools
than in 2007.



How and Why Community Schools Work

Community School Site Standards

- ▶ To help new community schools more effectively develop and implement the community school strategy
- ▶ To assist existing community schools in strengthening their practice and documenting outcomes
- ▶ To provide a consistent language and framework for advocacy, technical assistance, research, and policy efforts



Standards con't

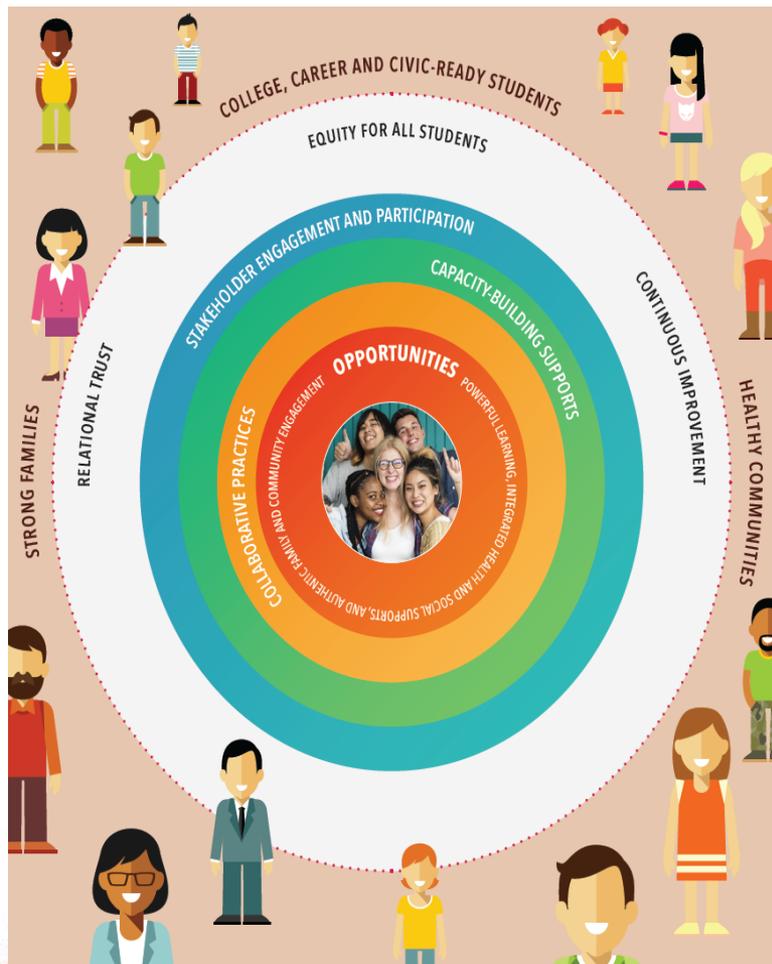
- Part 1: Community School Structures and Functions

- Identifies the knowledge, skills, and dispositions that school and community partners need in order to plan and implement successful and impactful community schools.

- Part 2: Common Program Elements of a Community School

- An array of opportunities, supports, and services to enhance conditions for high-quality teaching and learning
- Piecemeal programmatic investments do not result in a cohesive, sustainable, and transformational community school strategy

Community Schools: A Whole-Child Framework for School Improvement

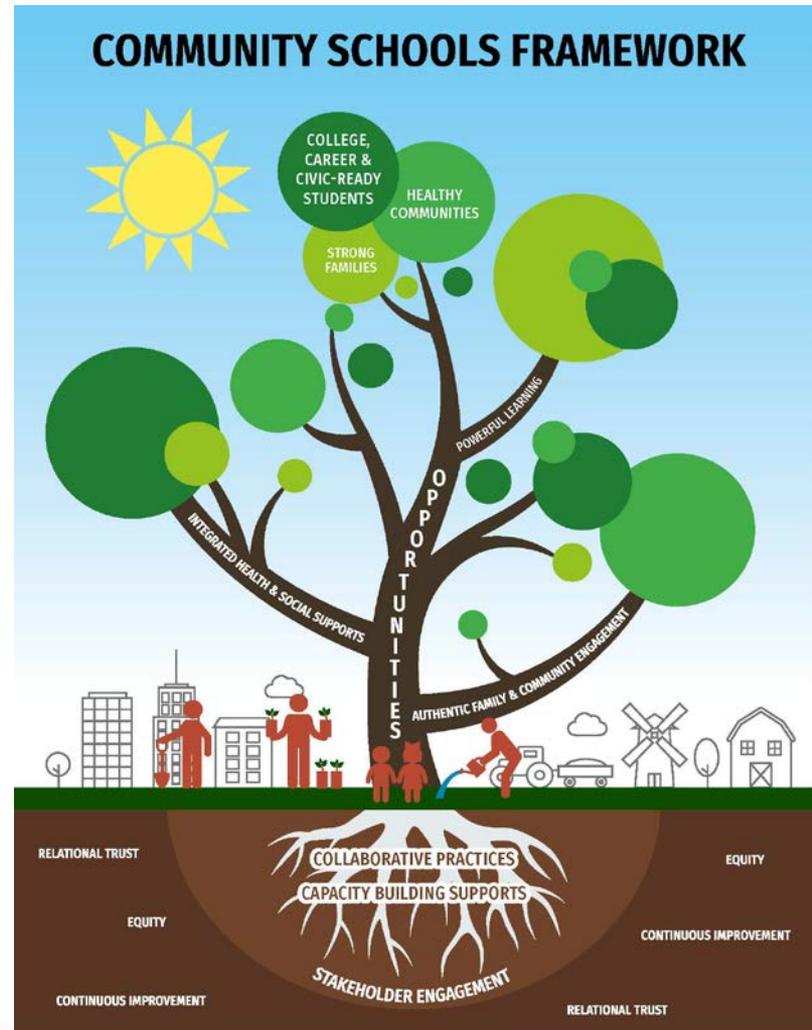


COMMUNITY SCHOOLS FRAMEWORK

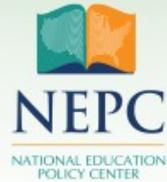
KEY

The community school framework puts students at the center.

- Supporting students are key opportunities: powerful learning, integrated health and social supports, and authentic family and community engagement.
- Undergirding these opportunities are a set of collaborative practices: shared ownership for results, strategic community partnerships, resource coordination, data-driven planning, and inclusive leadership.
- Capacity-building supports nurture these collaborative practices: coaching for continuous improvement, all-stakeholder leadership development, and professional learning.
- All of these gears are driven by stakeholder engagement and participation.
- Community schools are nurtured by relational trust among stakeholders, a sharp focus on equity for all students, and a continuous improvement process designed to enhance performance and improve results.
- Results: college, career and civic-ready students; strong families; and healthy communities.



Community Schools are an Effective Strategy for School Improvement



COMMUNITY SCHOOLS

AN EVIDENCE-BASED STRATEGY FOR EQUITABLE SCHOOL IMPROVEMENT

Jeannie Oakes

Learning Policy
Institute
National Education
Policy Center

Anna Maier

Learning Policy
Institute

Julia Daniel

National Education
Policy Center

June 2017

National Education Policy Center

School of Education,
University of Colorado Boulder
Boulder, CO 80309-0249
(802) 383-0058
nepc.colorado.edu

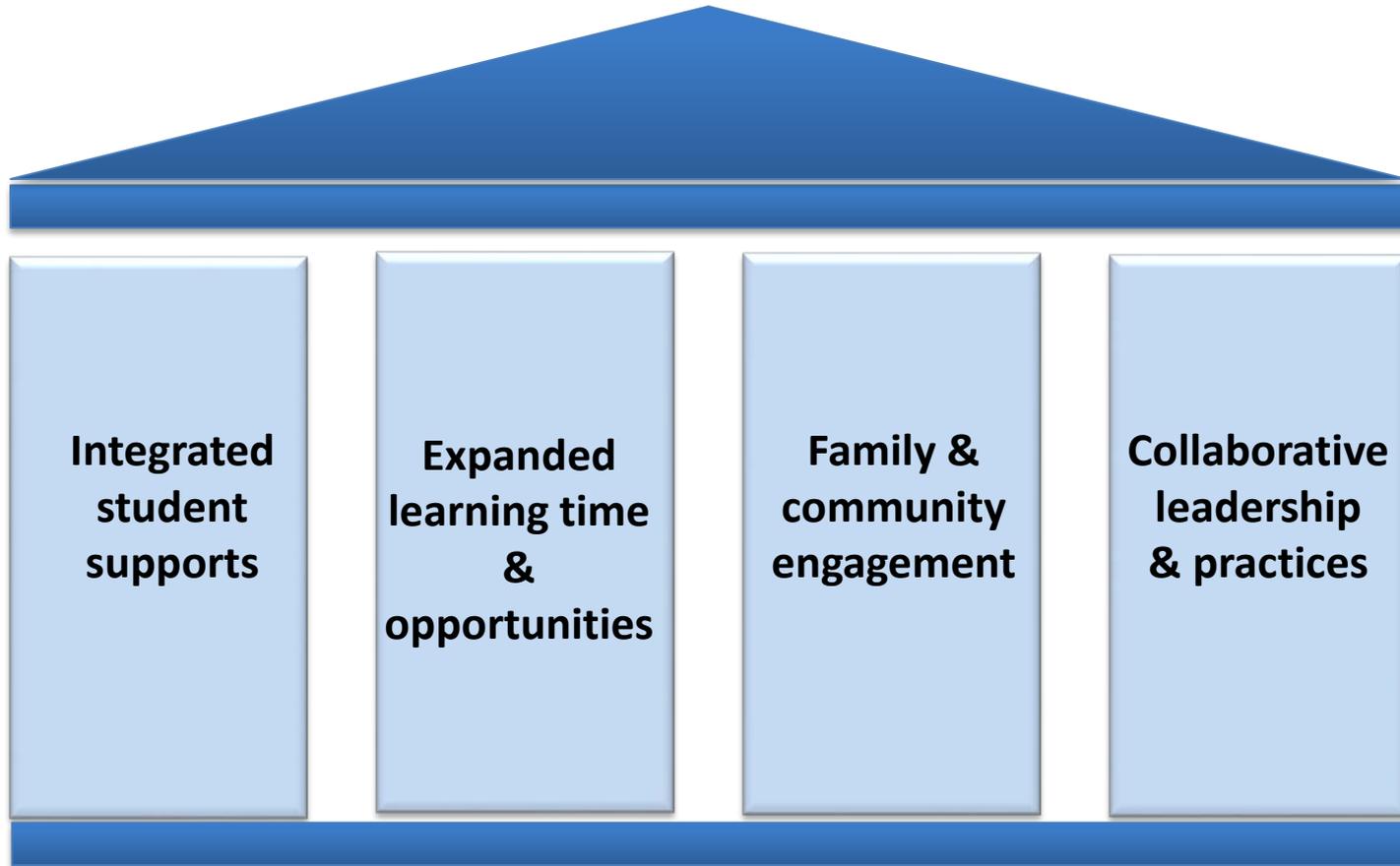
Learning Policy Institute

1530 Page Mill Road, Suite 200
Palo Alto, CA 94304
(p) 650.332.9797
1301 Connecticut Avenue NW, Suite 500
Washington, DC 20036
(p) 202.830.0079
learningpolicyinstitute.org



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The Four Pillars of Community Schools



The “Good School”

“Good School” Conditions	Community School Pillars
<ul style="list-style-type: none">• Extra academic and social support• Positive school climate and trusting relationships• Meaningful learning• Sufficient money and other resources• Strong family and community ties• Teacher collaboration and learning• Assessment as a tool for improvement	Integrated student supports
	Expanded learning time and opportunities
	Active parent and community engagement
	Collaborative leadership and practice



Every Student Succeeds Act (ESSA)

ESSA Opportunities

- ESSA state plans
 - School improvement strategies (7% Title I set aside)
 - Stakeholder engagement
 - Local decision making role
 - Current budget negotiations may impact Title IV:
 - Full Service Community School grants
 - Promise Neighborhood grants
 - Student Support and Academic Enrichment Grants
 - 21st Century Community Learning Centers
- and...
- Medicaid

ESSA Evidence-Based Programs

Tier 1	Tier 2	Tier 3	Tier 4
Strong Evidence	Moderate Evidence	Promising Evidence	Emerging Evidence
<i>At least one well-designed study</i>			
Experimental study (randomized control trial)	Quasi-experimental study	Correlational study with statistical controls	Demonstrates a rationale and includes ongoing evaluation efforts



Community School Evidence



LPI and NEPC Research Review

Studies of

- Comprehensive programs

Studies of

- Each of the 4 pillars

Total reviewed

- 125 studies, including 49 research syntheses

Overall Findings

- Community schools meet the ESSA evidence standard
 - Comprehensive evaluations AND individual pillars
 - All four tiers of evidence
- A wide range of models yield benefits, including...
 - **Academic achievement**
 - Attendance and high school graduation
 - Peer/adult relationships and attitudes toward school
 - Reduced racial and economic achievement gaps

Cost-Benefit savings of \$3 to \$15 for every dollar invested

Case Study: Wolfe Street Academy, Baltimore City

**Mark Gaither, Principal
Wolfe Street Academy
July 26, 2017**

Wolfe Street Academy in 2005



- 1 of 22 schools placed on MSDE watch list for takeover
- 94% eligible for Free and Reduced Meals
- 70% English Language Learners
- Ranked 77th in Baltimore City in academic performance
- State standards not met in 11 years

www.communityschools.org

Identifying the Needs of Our Students by Recognizing the Needs of the Community

- Food scarcity
- Adult illiteracy
- Lack of basic physical and mental health services
- Lack of opportunity in music and art
- State standards not met in 11 years

The Community School STRATEGY is a way to identify and overcome these barriers to a student's successful education.

Wolfe Street Academy in 2017



- 2ND Highest performing Elem. School in 2014 (MSA).
- 2% Chronic Absenteeism
- .4% Suspension Rate
- Enrollment increase by 92%
- 2 years of outperforming schools with similar demographics on PARCC
- Increase in service to ELL students and those living in poverty

www.communityschools.org

Concentrated Poverty: An Issue for all of Maryland

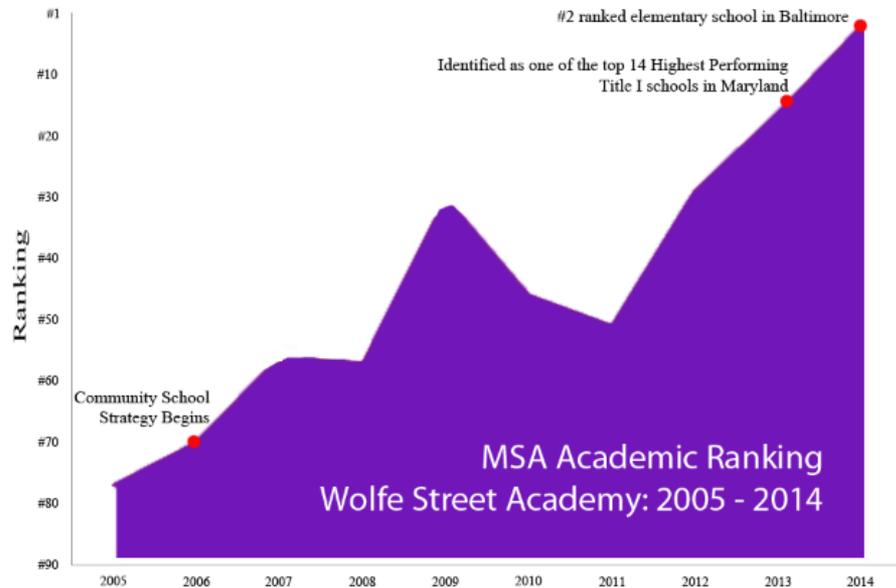
Percentage of schools in a given county with at least 40% of students FARMs eligible

- **Baltimore County, 64%**
- **Montgomery County, 43%**
- **Anne Arundel County, 42%**
- **Caroline County, 100%**
- **Kent County, 100%**
- **Somerset County, 100%**
- **Allegany County, 91%**
- **Garrett County, 64%**

Importance of Stability

Long term stability allows for the commitment and investment of

- Students
- Families
- Businesses
- Neighborhoods
- Partners



www.communityschools.org

Importance of Stability

Nearly 20 years of year-to-year grant and discretionary funding in Baltimore.

Relying on federal grants, local budgets, or even state budgets that can change from year-to-year does not provide the needed stability

The power of Maryland's Education Funding Formula is in the stability that it can provide. This is a generational moment that must be grasped.

A Moment of Change



Case Study: Prince George's County

K. Alexander Wallace

Board Member, District 7

The Board of Education for Prince George's County

TNI @ School: Background

- Transforming Neighborhoods Initiative launched in 2012 by Prince George's County Executive Rushern Baker, III
- TNI@ School places targeted resources designed to remove barriers to academic success
- Community partners provide in-school services for students and families through referrals made by Prince George's County Department of Social Service's Community Resource Advocates (CRA)



TNI @ School: In Practice

- Adopted the Coalition of Community Schools Framework
- TNI@ School serving 40 community schools
 - School based needs assessment
 - Resource Coordination & Referral
 - Behavioral Health Counseling
 - Case Management
 - Positive Youth Development
 - College & Career Readiness
- Overseen by an cross-agency Executive Leadership coalition

TNI @ School: Successes (15-16)



Number of TNI@School sites, a wraparound approach to remove barriers to academic success, support improved academic performance, and stabilize families



Full day Pre-Kindergarten programs at elementary schools



Number of individuals served by Community Resource Advocates (CRA), through special programming and partnerships, during SY 2015-2016



Number of students served by behavioral health partners during SY 2015-2016. Services included individual, group, and family counseling, to insured, uninsured, documented, and undocumented students

Began a partnership with the Urban Institute to conduct a program review and help create a Results Framework to best measure the impact of TNI@School on the population served



Number of families served at school-based food markets and over 100 students with weekend meal bags



Percentage of students, who received graduation, promotion, college, and career readiness services, who were promoted after the SY 2015-2016



Facilitated parent engagement events, including Parent Engagement Night, Parent Cafe, English classes for parents, Parent Reunification programming, and Health and Resource Fairs

TNI@ School: Next Steps

- Community dialogue
- Policy Development
- Expand scope and impact of TNI@School initiative



Case Study: Baltimore County

Abby Beytin, President
Teachers Association of Baltimore County

Community Schools in Baltimore County

- Collaboration between BCPS and TABCO
- Beginning in SY 2018-2019
- Lansdowne High School
 - 88.9% FARMS
- Baltimore Highlands Elementary School
 - 95% FARMS

Community Schools in Baltimore County (cont.)

- If it works for Baltimore County, it can work for Maryland
- Getting it right means taking your time. Planning is key!
- Bring stakeholders together
- Talk to the community. Find out what they want and need.
 - Community Schools model is flexible → Ability to serve the community's changing needs

Stability of funding is essential

Request: Dedicated funding stream
in new state funding formula

**Written Testimony of Mark Gaither, Principal, Wolfe Street Academy
In Support Of Community Schools
Before the Commission on Innovation and Excellence in Education
July 26th, 2017**

Chancellor Kirwin, members of the Commission, and all advocates for a brighter future for our children, families and state, good afternoon. My name is Mark Gaither. For the past 27 years I have worked as an educator in several different states and in a wide variety of different positions. For 12 years, I have had the honor of serving as principal at Wolfe Street Academy, a proud Baltimore City Public School.

For eleven of those 12 years at Wolfe, our school has been a Community School. Initially, I was the all too typical reluctant principal, asking the same questions that this commission and many others ask about Community Schools. Was the Community School strategy simply another program that I would be tasked with managing and funding? Would it promise great things but deliver on few of them? Most importantly, would it deliver the transformational change required? Looking back more than a decade, I realize, my reluctance was unwarranted. The Community School strategy, particularly for children living in concentrated poverty, is fundamental for successful students, schools and districts. Simply put, we cannot succeed with students living in concentrated poverty without fully funding and implementing the Community School strategy.

I am here today because the challenges we face at Wolfe Street affect not only Baltimore City students but also hundreds of thousands statewide. 58% of all Maryland schools have a student population that is 40% or more children eligible for free and reduced priced meals. The City and Prince George's County have the largest number of such schools. But 64% of Baltimore County schools meet that standard of poverty; 43%

of Montgomery County Schools, 42% of Anne Arundel County Schools. On the shore, Caroline, Somerset and Kent come in at 100%. Moving west Allegany is at 91%, Garrett at 64%, and Washington at 62%. No school district in Maryland has fewer than three such schools. This landscape of statewide need is what this commission must address in defining what is adequate in funding public education. The Community School strategy is transformational and pivotal to the definition of adequate funding in Maryland.

After 11 years, I realize that the transformation we need in Maryland includes a better understanding of what it takes to succeed. It is as ridiculous to suggest opening school, particularly a school in an area of concentrated poverty, without a Community School site coordinator as it would be to open without a principal.

In 2005 Wolfe Street Academy was a persistently failing school. It was placed on the State Department of Education's watch-list as one of 22 schools in Baltimore that might be taken over for failing to meet state academic and non-academic standards. Our numbers reflected our struggle. With 94% poverty and 70% of our students speaking a language other than English in the home, we met the two leading indicators of students at risk of failure. Wolfe Street was the 77th highest performing elementary school in Baltimore and had not met state standards for 11 years.

Two years ago, using the same measures, Wolfe Street was number two in the City, behind Roland Park, which many of you will recognize as being a school with an outstanding record, but one with many fewer children facing the breadth and depth of challenges faced by Wolfe Street's students. Many have asked me, "How did you do it?" We embraced the Community School strategy.

In 2006, we had the opportunity to become a Community School. Thankfully, we embraced it. In that moment, transformational change occurred. We accepted the idea that in a community of concentrated poverty, a school must actively confront those

issues. For Wolfe's families that included food scarcity, adult illiteracy, and a lack of basic physical and mental health services as well as a dearth of cultural opportunities such as music and the arts. Our kids had no place to go after school thus their fundamental safety was at risk. In 2006, we - principal, teachers, neighbors, local businesses, elected officials, and other stakeholders - embraced the idea that we needed the Community School strategy if we were to succeed with our children. It was not another program; it was a strategy, a way of thinking about our children and families. We needed a strategy that allowed us to directly influence the challenges faced by our community and, as importantly, assess and build on its strengths.

The Community School strategy will not solve all of society's problems. Many ask why it should be a part of an education budget. The unequivocal answer is that if we want our children to learn to read, meet the challenges of math, love the complexities of science and enjoy the virtues of the arts, we must have a strategy that address the challenges of concentrated poverty.

At this point you might be asking, "Is this principal really telling us that we must fund programs that address the ills of concentrated poverty ". No. But we must provide reliable, formula-driven public education funds that will connect our children and families to the public and private resources that are already out there to address the challenges of poverty.

I am not suggesting that schools be funded to go out and find, regulate and allocate affordable housing. I am suggesting that if you want students to be able to focus on academics, if you want them to do their homework, be ready for the next assessment, graduate from high school, go to college, and help create an America that Singapore looks toward for advice on how to educate its children, then you need to fund, with dedicated dollars, a full time community site coordinator. That person's job will be to

identify the needs in a specific community and then gather resources, partnerships and relationships that will address the needs in a systematic way, not just a one time basis.

In Baltimore City, Community Schools have been an "initiative" for many years. Last year the City took a huge step toward stability and commitment. City Schools took an important first step, proclaiming their commitment to Community Schools in the city with an adopted policy. This commitment allows all the advocates of Community Schools, all the public and private partnerships that are growing to more firmly anchor their work, knowing that as an official policy of the district the initiative cannot as easily be swept away by a change in administration.

Nevertheless, reliable, systematic transformation remains elusive. In Baltimore, we have grown from 18 to more than 50 Community Schools since 2012. That's the good news. The bad news is that there are over a hundred other schools that meet the 40% concentrated poverty standard as well as over 600 in the other 23 school districts throughout the state.

Baltimore has taken the lead. The Mayor's office, for years has supported the effort financially. The school district has supported the effort and now has policy in place. Schools, with very challenging populations burdened by concentrations of poverty that are not of their own creation, have outperformed expectations.

During the 2016, legislative cycle, the Maryland State Legislature took an important step with House Bill 1139 sponsored by Delegate Mary Washington. In its original form, it would have been the next step in Maryland's journey to meet the needs of all our children. It would have provided funding for a full time community school site coordinator for every school in which more than 40% of students lived in poverty. The bill as it was finally passed was changed a great deal and only required the State Department of Education to educate schools about how Federal funding could be used

to support their efforts for Community School implementation. And now even those Federal Funds are in jeopardy. The recent proposed federal education budget dramatically cuts funding from exactly the programs and resources needed for students and schools in areas of concentrated poverty. Even though the final HB 1139 that became law was a shadow of its former self, it was a step in the right direction. I have never heard the words "Community Schools" mentioned so frequently in Annapolis.

But now it is time, through the re-evaluation of the Public School Funding Formula, to do what is right and take the next step, to send the message to all of the advocates of quality public education, to all of the potential partners in the public and private sector, to all of the Local Education Agencies, and to the children and families for whom we have responsibility, that Maryland from the Atlantic seaboard, across the bay to the Western mountains, is serious about all of its children learning and growing, that Maryland is committed to working in partnership throughout the state with public agencies, private firms and non-profit corporations.

The Thornton Funding Formula was revolutionary. It tackled the problem of providing for our most challenged and vulnerable populations. But in 2002, Maryland, and the nation, was a different place. The Community School Strategy, embraced by the recommendations of this Commission as a fundamental tool to move the marker on child wellbeing and academic success in Maryland, is the next step. Maryland can be at the forefront of equity and excellence. The Community School Strategy can unleash the strength of this state that sits as mere potential in our children and our communities. It is my hope that the Commission will embrace the Community School Strategy wholeheartedly in their recommendations of educational adequacy and funding.

Thank you.

**Written Testimony in Support of Community Schools
Commission on Innovation and Excellence in Education**

July 26, 2017

Abby Beytin, President

Teachers Association of Baltimore County

My name is Abby Beytin and I am the president of the Teachers Association of Baltimore County (TABCO). On behalf of the 7,900 members of TABCO and the 73,000 members of the Maryland State Education Association, I am writing to encourage the members of the Kirwan Commission to include dedicated funding for community schools into the overall funding recommendation included in the Commissions' final report on the state's public school funding formula.

The Baltimore County Public Schools (BCPS) and TABCO have been working together for more than a year to bring Community Schools to our school system. In school year 2018-19, Lansdowne High School and one of its feeder schools, Baltimore Highlands Elementary School, will become the first Community Schools in the Baltimore County Public School System. These two schools were not selected by accident. These schools serve a community of 88.9% and 95% free and reduced meals (FARM) students, respectively. The staff at both schools are anxious to begin this new work, and the community has been educated about the strategy and surveyed to discover its needs and to foster its investment.

We began our journey when our former superintendent, Dr. Dallas Dance, and I met and discussed the possibility of bringing Community Schools to Baltimore County. I had attended presentations on Community Schools and he had learned about them as well. We both saw the potential of what Community Schools could do for our students, our families and our county. We saw the power of bringing the parents and community back into comprehensive schools. If the schools become the gathering place or the "go to place" for the community, the community then becomes more invested in the school. Research shows¹ the importance of parental participation in their children's education. Having the school serve as the hub of the community helps both families and neighbors see the school as a resource both for children and for adults.

The overwhelmingly positive feedback we heard about the community schools model cemented our interest in pursuing this strategy for BCPS. Opening our first Community Schools did not happen simply because of the county's administrative leadership. The teacher leadership of TABCO brought in experts in the Community Schools field to deepen the knowledge base of top level BCPS officials as well as TABCO staff and leadership. We were all impressed and began to move forward. Dr. Dance appointed the Community Superintendent

¹ Available online at <http://www.nea.org/tools/17360.htm>. Accessed on 7/23/17.

over Zone 4 (the area which will house the Community Schools) and myself as co-chairs of the Community Schools Steering Committee. The committee is made up of administrators, staff, BCPS officials, and TABCO members and staff.

This was the beginning of several key steps in our process. We realized early on that we needed to take our time making this strategy a reality for Baltimore County students. We know we must get this right and planning is key to doing so. As with any new initiative, there will be details to work out, questions to answer, and a need to dedicate ourselves to high quality staff and leadership. The County is only able to bring limited resources, and we wanted to be smart with the use of those resources.

In selecting the locations for the Community Schools, we determined that the school or schools should be in the same feeder pattern for consistency of administrative leadership. The administration and staff needed to have buy-in to the strategy and concept. As a response to concentrated poverty and poor academic performance, we needed school communities that were struggling but that also demonstrated the leadership and hope that they could do better. Lansdowne High and Baltimore Highlands Elementary were identified as great places to begin the work.

The Community School approach is great for Baltimore County—as it will be for Maryland—because it is not a program set in its parameters. It is a strategy that conforms and fits to the needs of the community that it serves. In its infancy, Community Schools in Baltimore County will have one coordinator for both schools. As we learn from our experiences and develop more support for the strategy, the plan for the future is to have a single, full-time coordinator for each school. At this point we have hired one of our own social workers who has worked in the Lansdowne Community to be our first Community Schools Coordinator. Her knowledge of the community has already proven invaluable.

We spent all of school year 2016-17 planning and communicating with our stakeholders to make sure we were starting out on firm footing. An effective Community School strategy is founded upon this type of communication. The full-time local Community Schools Coordinator allows for the adjustment necessary to meet the community's changing needs. Since the coordinator was not brought on board until April 2017, we will need to continue to plan for full implementation during this current school year. The job of coordinating the needs of the community and school takes intense planning. We are willing to wait to bring in those partners and organizations to help us be successful.

This process is not one that can be undertaken expeditiously. Deliberate planning is required in order to assure success. As with any new initiative, there will be kinks to work out. The beauty of the Community Schools model is the flexibility built into the program. We also know our schools need to be sustainable. The very uncertainty of funds being available has slowed down our process and prevented us from moving forward as we would like. By including a dedicated funding stream for community schools into the state's funding formula, this Commission could

ensure that much-needed programs like the one in Baltimore County can proceed with better speed and outcomes to address the needs of our students and our community.

The Steering Committee has designed needs assessments and surveys in English and Spanish, the two prevalent languages in the area. We have conducted surveys of our staff and parents as well as community members as to what they feel is important in their Community School. Our Community School Coordinator has taken the survey to the streets with some of our volunteers from the schools, including parents and other community members, and is attending community meetings and visiting local businesses in order to educate and be educated by the community as a whole around the needs of the entire community. This process of assessing and addressing community strengths and needs will be a constant process undertaken in our Community Schools in Baltimore County.

As we grow our two Community Schools, more private and public partners will hear about the programs and more people will become engaged. Our coordinator will continue to meet with local clergy and non-profit organizations to help spread the word and find the available resources. At the start of the 2017-18 school year, our students will fill out surveys to let us know the types of activities and services they would be interested in their school providing as well as what concerns they have based upon their needs for the school, their families, and themselves. This data will provide the direction and shape of what our Community Schools will become.

Baltimore County has chosen to be the agent that coordinates the programs for our Community Schools. When we have these two schools operational, our idea is to hire a District Community Schools Coordinator to oversee our overall program, as well as having a Community Schools Coordinator at each school site. The District Coordinator's job would entail finding system-wide partners for the Community Schools as well as coordinating efforts to streamline some of the work. Other systems use an outside entity for this position. This serves as another example of the flexibility (and thus strength) of the Community School movement.

This is what is possible when the leadership of a dedicated county administration, the involvement of the teachers' association, and an engaged local community come together. But without action by the Commission, our success cannot be built upon either within Baltimore County or throughout the state. Our state will continue to see concentrated pockets of poverty struggle without an intervention such as the community schools model. As such, we respectfully ask the Commission to include a recommendation for dedicated funding for the creation of Community Schools into their final funding formula recommendation.

Dedicated funding will provide for many of the program's required resources, such as a dedicated site coordinator. While grants and help from non-profit organizations are invaluable, they are merely supplemental. To provide sustainable Community Schools, dedicated funding must be available year after year. This allows for a source of support districts, schools and families can rely upon, and from which children can benefit. It is so critical that Community Schools are included in the funding formula. Baltimore County as a whole is approaching the 50% (45.1% actual) mark for FARM students. However, many of our schools are similar in their

FARMS numbers to the much higher numbers found in the Lansdowne area. Our plan is to continually increase Community Schools throughout the county to not only address the neediest students but help every community thrive, and to provide the tools to assist our students throughout their lives.

After reading numerous studies about Community Schools and their success in numerous locations across the country over a number of years, I am excited to see this solution serve Baltimore County's students. I am excited for Lansdowne families to see changes in their lives because of the strategies put in place today. These strategies might include access to training offered at the school that would equip Lansdowne parents with the skills needed to find better paying jobs, thus making strides toward breaking the persistent cycles of poverty. These strategies will improve school attendance as families and neighbors see the school investing in the future of the community. The strategies will include after-school services that will allow parents to work without worrying about their children's care. The children thrive because instead of being latch-key kids after school they will be engaged in learning activities that go above and beyond their school day activities. The students will be actively engaged in their schools, leading them to having greater care and ownership of their school and increasing their desire to attend school. And students, families, and communities that have the hope of quality education, the spirit of something being done that makes their neighborhood more vibrant, and the insight to see beyond cycles of concentrated poverty will be rewarded with care, advocacy, and support that can help heal many of the rifts and challenges that these communities face.

This vision is not pie-in-the-sky. It is already happening in many schools in Milwaukee, Wisconsin; Austin, Texas; and Baltimore City – including Wolfe Street Academy. It is imperative that the state's funding formula include dedicated funding for Community Schools. This is clearly the best way forward for our struggling students and communities – and for our state.

Respectfully,

Abby Beytin

President
Teachers Association of Baltimore County

1. Readiness



3. Implementation

2. Planning



Lansdowne High School

Staff Survey
Spring, 2017



Completing this form is optional, but will allow Lansdowne High Community School Staff to use the information to develop programs and services to meet the needs of our students and families. Please think about our students and rate the subcategories in order of need 1st= MOST, Last = LEAST.

Cognitive Development (Rank 1-2)

- Academic Enrichment
- Academic Support/Remediation

Physical Development (Rank 1-6)

- Health Services
- Dental Services
- Nutrition Education & Practice
- Organized Sports
- Recreational Programs/Activities
- Opportunities for Regular Exercise

Social Emotional Development (Rank 1-10)

- Communication Skills/Conflict Resolution Skills
- Relationships with Peers
- Relationships with Adults
- Family Unity/Home Environment
- Working in a Group
- Leadership Skills
- Bullying/Bullying Education
- Counseling/Therapy
- Substance Use
- Parenting Classes (for students or parents/guardians)

Life Skills (Rank 1-4)

- Study Skills
- College Prep
- Job Readiness
- Financial Literacy

Resiliency Characteristics (Rank 1-6)

- Problem Solving Skills
- Critical Thinking Skills
- Strong Sense of Self
- Positive Relationship with a Caring Adult
- High Expectations for Success
- Hopes & Dreams for the Future

Of the 4 general categories, which do you believe is most important for the success of our school community?
(Circle One)

_____ Cognitive Development

_____ Physical Development

_____ Social Emotional Development

_____ Resiliency Characteristics

Teacher Relationships with Parents and Other Caregivers:

1. How often do you have contact with your students' parents/guardians?

_____ Daily _____ Weekly _____ 2x/week _____ 2x/month _____ Every quarter

2. What method of contact do you use most of the time?

_____ Written _____ Phone _____ E-mail _____ Home Visit _____ Meeting at School

3. List 3 priorities we should focus on to support student success?

(1) _____

(2) _____

(3) _____

Thank you for completing this assessment! We will share the composite results with you once completed.



Baltimore Highlands Elementary School

Staff Survey
Spring, 2017



Completing this form is optional, but will allow Baltimore Highlands Community School Staff to use the information to develop programs and services to meet the needs of our students and families. Please think about our students and rate the subcategories in order of need 1st= MOST, Last = LEAST.

Cognitive Development (Rank 1-2)

- Academic Enrichment
- Academic Support/Remediation

Physical Development (Rank 1-6)

- Health Services
- Dental Services
- Nutrition Education & Practice
- Organized Sports
- Recreational Programs/Activities
- Opportunities for Regular Exercise

Social Emotional Development (Rank 1-10)

- Communication Skills
- Relationships with Peers
- Relationships with Adults
- Family Unity/Home Environment
- Working in a Group
- Leadership Skills
- Bullying/Bullying Education
- Self Care Skills
- Counseling/Therapy
- Parenting Classes (for Parents/Guardians)

Resiliency Characteristics (Rank 1-6)

- Problem Solving Skills
- Critical Thinking Skills
- Strong Sense of Self
- Positive Relationship with a Caring Adult
- High Expectations for Success
- Hopes & Dreams for the Future

Of the 4 general categories, which do you believe is most important for the success of our school community?
(Check One)

- Cognitive Development
- Physical Development
- Social Emotional Development
- Resiliency Characteristics

Teacher Relationships with Parents and Other Caregivers:

1. On average, how often do you have contact with your students' parents/guardians?

___ Daily ___ Weekly ___ 2x/week ___ 2x/month ___ Every quarter

2. What method of contact do you use most of the time?

___ Written ___ Phone ___ E-mail ___ Home Visit ___ Meeting at School

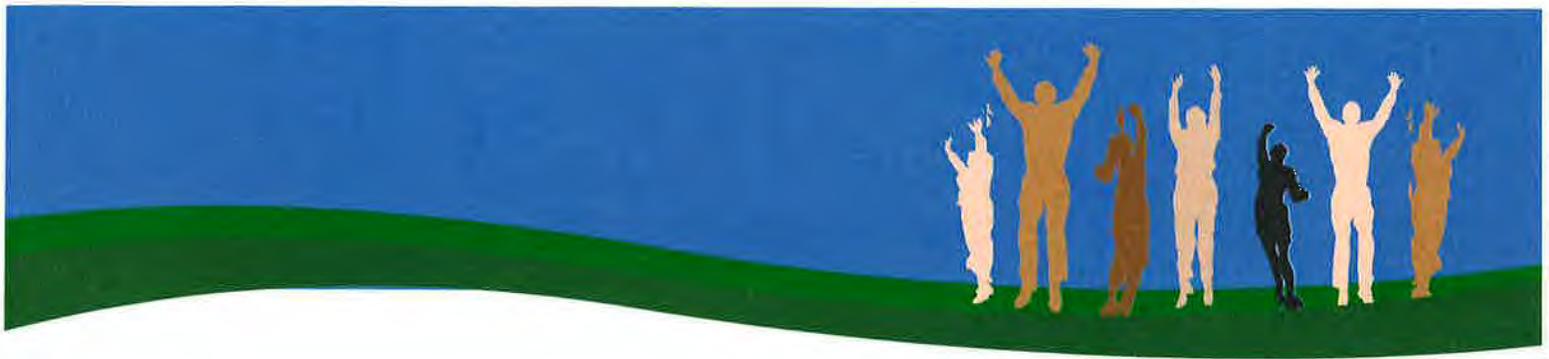
3. List 3 priorities we should focus on to support student success

(1) _____

(2) _____

(3) _____

Thank you for completing this assessment! We will share the composite results with you once completed.



HELP

LANSDOWNE HIGH SCHOOL BECOME A *COMMUNITY SCHOOL!!!!*

What is a “Community School”?

A Community School is a school that offers more convenient access to services and programs to support the success of our students, families and community.

WE NEED YOUR HELP!

- The first step is to complete the online survey to help determine how to support you.
Go to this link: https://bcps.co1.qualtrics.com/jfe/form/SV_808PPilrxDwWJnL to share what’s important to you.
- Your children and their teachers will be completing another survey in school to share their opinions.
- Stay tuned for more opportunities over the summer and in the fall to share your ideas and areas of interest as we develop opportunities for you, your students, and your family.

QUESTIONS?

Please contact Jill Savage, Community School Coordinator,
or your LHS Principal, Ken Miller
410-887-1415





¡Ayuda a la escuela secundaria Lansdowne High School (LHS) a que se convierta en una *escuela comunitaria*!

¿Qué es una "escuela comunitaria"?

Una escuela comunitaria es una escuela que ofrece acceso más conveniente a servicios y programas para apoyar el éxito de nuestros alumnos, nuestras familias y nuestra comunidad.

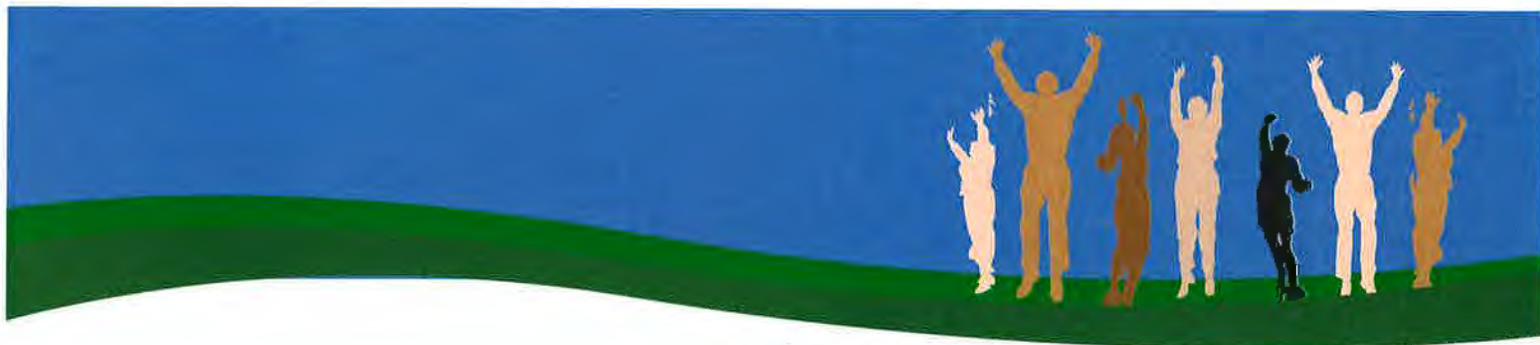
¡Necesitamos que nos ayudes!

- El primer paso incluye completar la encuesta en línea para ayudar a determinar cómo podemos ayudarle.
Vaya a este enlace: https://bcps.co1.qualtrics.com/jfe/form/SV_808PPilrxDwWJnL?Q_Language=ES para compartir lo que le importa.
- Sus hijos y las maestras completarán otra encuesta en la escuela para compartir sus opiniones.
- Preste atención a otras oportunidades durante el verano y el otoño para compartir sus ideas y áreas de interés a medida que desarrollamos oportunidades para usted, sus hijos y su familia.



¿Preguntas?

Favor de ponerse en contacto con Jill Savage, Coordinadora de Escuela Comunitaria,
o con Ken Miller, el Director de la escuela secundaria LHS,
410-887-1415



HELP
BALTIMORE HIGHLANDS ELEMENTARY
BECOME A
COMMUNITY SCHOOL!!!!

What is a “Community School”?

A Community School is a school that offers more convenient access to services and programs to support the success of our students, families and community.

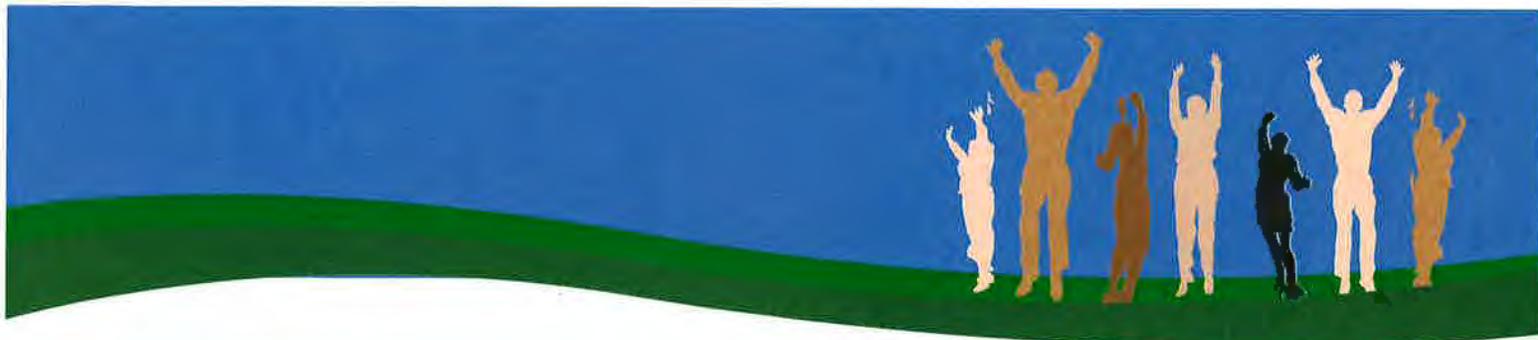
WE NEED YOUR HELP!

- The first step is to complete the online survey to help determine how to support you. Go to this link: https://bcps.co1.qualtrics.com/jfe/form/SV_808PPilrxDwWJnL to share what’s important to you.
- Your children and their teachers will be completing another survey in school to share their opinions.
- Stay tuned for more opportunities over the summer and in the fall to share your ideas and areas of interest as we develop opportunities for you, your students, and your family.



QUESTIONS?

Please contact Jill Savage, Community School Coordinator, 410-887-1415
or your BHES Principal, Brian Williams, 410-887- 0919



¡Ayuda a la escuela primaria Baltimore Highlands Elementary (BHES) a que se convierta en una *escuela comunitaria*!

¿Qué es una "escuela comunitaria"?

Una escuela comunitaria es una escuela que ofrece acceso más conveniente a servicios y programas para apoyar el éxito de nuestros alumnos, nuestras familias y nuestra comunidad.

¡Necesitamos que nos ayudes!

- El primer paso incluye completar la encuesta en línea para ayudar a determinar cómo podemos ayudarle.
Vaya a este enlace: https://bcps.co1.qualtrics.com/jfe/form/SV_808PPilrxDwWJnL?Q_Language=ES para compartir lo que le importa.
- Sus hijos y las maestras completarán otra encuesta en la escuela para compartir sus opiniones.
- Preste atención a otras oportunidades durante el verano y el otoño para compartir sus ideas y áreas de interés a medida que desarrollamos oportunidades para usted, sus hijos y su familia.



¿Preguntas?

Favor de ponerse en contacto con Jill Savage, Coordinadora de Escuela Comunitaria, 410-887-1415
o con Brian Williams, el Director de la escuela primaria BHES, 410-887-0919

Release



Baltimore Highlands Elementary/Lansdowne High School Family Survey

Help Your School Become a Community School!

What is a "Community School"?

A community school is a school that offers more convenient access to services and programs to support the success of our students, families, and community.

We Need Your Help

- The first step is to complete this online survey to help determine how to support you. Take the survey to share what's important to you.
- Your children and their teachers will be completing another survey in school to share their opinions.
- Stay tuned for more opportunities over the summer and in the fall to share your ideas and areas of interest as we develop opportunities for you, your children, and your family

By participating in this survey, you agree to give BCPS permission to store this information in a computer database and keep it for 3 years as required by law.

- Yes, I agree to the statement above and wish to participate in this survey.

Household Info

Thank you for agreeing to participate in this survey.

The first several items are going to ask you for some basic household information.

What is the total number of people in your household?

What is the total number of children younger than 19 in your household?

Select from the list below the school or schools that your children attend:

- Baltimore Highlands Elementary
- Lansdowne High School
- I have children in both schools
- I do not have children in either school

How many of your children attend Baltimore Highlands Elementary?

Are you new to Baltimore Highlands this year?

- Yes
- No

Where did your child attend school last year?

How many of your children attend Lansdowne High School?

Are you new to Lansdowne High this year?

- Yes
- No

Where did your child attend school last year?

Health Questions

Would you like assistance with any of the following? (Please check all that apply)

- | | |
|---|--|
| <input type="checkbox"/> Employment | <input type="checkbox"/> Counseling/Mental Health Services |
| <input type="checkbox"/> Food | <input type="checkbox"/> After School Programs |
| <input type="checkbox"/> SNAP (Supplemental Nutrition Assistance Program) | <input type="checkbox"/> Prenatal/Pregnancy Supports |
| <input type="checkbox"/> Clothing | <input type="checkbox"/> Tutoring for your child |
| <input type="checkbox"/> Rent/Utilities Assistance | <input type="checkbox"/> Mentoring for your child |
| <input type="checkbox"/> Housing | <input type="checkbox"/> Applying for College |
| <input type="checkbox"/> Transportation | <input type="checkbox"/> Legal Assistance |
| <input type="checkbox"/> Medical Insurance | <input type="checkbox"/> Immigration Services |
| <input type="checkbox"/> Health Care | <input type="checkbox"/> Volunteer Opportunities at School |
| <input type="checkbox"/> Dental | |

Would you like information about any of these adult education classes? (Please check all that apply)

- | | |
|---|--|
| <input type="checkbox"/> English Classes | <input type="checkbox"/> Adult Literacy (in English) |
| <input type="checkbox"/> Computer/Internet/Email | <input type="checkbox"/> Adult Literacy (in Spanish) |
| <input type="checkbox"/> Exercise/Weight Management | <input type="checkbox"/> Healthy Cooking |

- Leadership Training
- Parenting classes/teen issues
- Gardening
- GED Prep (High School General Equivalency Diploma)
- Neighborhood Watch Training
- Budget/Finances
- Preparing Children under 5 years for school
- Smoking Cessation
- BCPSONe (Web based program to allow parents to review students' grades, attendance, and email teachers)

Technology questions

- | | Yes | No |
|---------------------------------|-----|-----------------------|
| Do you have a computer at home? | | <input type="radio"/> |
| Do you have internet access? | | <input type="radio"/> |

Do you have a library card?

- Yes
- No

Follow Up Info

Would you like a Community School Staff person to contact you about a specific need?

- | | Yes | No |
|---|-----|----|
| Baltimore Highlands Elementary Community School Staff | | |
| Lansdowne High Community School Staff | | |

Preferred method of contact:

- E-mail
- Phone
- Text

Parent/Guardian Name

First Name

Last Name

Second Parent/Guardian Name

First Name

Last Name

Please complete the address/contact information below:

Address:

Apt #:

Zipcode

Email address

Phone number

How long have you lived at current address? (Please enter a number or "0" for each field)

Years

Months

Please choose the race/ethnicity that you identify with from the choices below:

- American Indian/Alaskan Native
- Asian
- Black/African American
- Hispanic/Latino

- Native Hawaiian/Pacific Islander
- White
- Two or more races



Release



Baltimore Highlands Elementary/Lansdowne High School Encuesta para Familias

¡Ayuda a tu escuela a que se convierta en una escuela comunitaria!

¿Qué es una "escuela comunitaria"?

Una escuela comunitaria es una escuela que ofrece acceso más conveniente a servicios y programas para apoyar el éxito de nuestros alumnos, nuestras familias y nuestra comunidad.

Necesitamos que nos ayudes

- El primer paso incluye completar esta encuesta en línea para ayudar a determinar cómo podemos ayudarlo. Realice la encuesta para compartir lo que le importa.
- Sus hijos y las maestras completarán otra encuesta en la escuela para compartir sus opiniones.
- Preste atención a otras oportunidades durante el verano y el otoño para compartir sus ideas y áreas de interés a medida que desarrollamos oportunidades para usted, sus hijos y su familia.

Al participar en esta encuesta, usted autoriza a las BCPS (Escuelas públicas del condado de Baltimore) a almacenar esta información en una base de datos de una computadora y guardarla por 3 años, según lo requiera la ley.

- Sí, acepto lo establecido anteriormente y deseo participar en esta encuesta.

Household Info

Gracias por aceptar participar en esta encuesta.

Las primeras preguntas serán acerca de información básica sobre su casa.

¿Cuántas personas en total viven en su casa?

¿Cuántos menores de 19 años en total viven en su casa?

Seleccione de la lista a continuación la escuela o las escuelas a la/las que asisten sus hijos:

- Escuela primaria Baltimore Highlands Elementary
- Escuela secundaria Lansdowne High School
- Tengo hijos en ambas escuelas
- No tengo hijos en ninguna escuela

¿Cuántos de sus hijos asisten a la escuela primaria Baltimore Highlands Elementary?

¿Es nuevo en Baltimore Highlands este año?

- Si
- No

¿A qué escuela fue su hijo el año pasado?

¿Cuántos de sus hijos asisten a la escuela secundaria Lansdowne High School?

¿Es nuevo en Lansdowne High este año?

- Si
- No

¿A qué escuela fue su hijo el año pasado?

Health Questions

¿Le gustaría recibir ayuda con respecto a los siguientes temas? (Marque todas las opciones que correspondan)

- | | |
|--|---|
| <input type="checkbox"/> Empleo | <input type="checkbox"/> Servicios de asesoramiento/salud mental |
| <input type="checkbox"/> Alimentos | <input type="checkbox"/> Programas extraescolares |
| <input type="checkbox"/> SNAP (Programa de asistencia nutricional suplementaria) | <input type="checkbox"/> Ayudas prenatales/durante el embarazo |
| <input type="checkbox"/> Ropa | <input type="checkbox"/> Clases de apoyo para su hijo |
| <input type="checkbox"/> Ayuda con la empresa de alquiler/servicios públicos | <input type="checkbox"/> Clases de orientación para su hijo |
| <input type="checkbox"/> Vivienda | <input type="checkbox"/> Solicitud de ingreso a la universidad |
| <input type="checkbox"/> Transporte | <input type="checkbox"/> Asistencia legal |
| <input type="checkbox"/> Seguro médico | <input type="checkbox"/> Servicios de inmigración |
| <input type="checkbox"/> Atención médica | <input type="checkbox"/> Oportunidades como voluntarios en la escuela |
| <input type="checkbox"/> Atención dental | |

¿Le gustaría recibir información acerca de alguna de estas clases de educación para adultos? (Marque todas las opciones que correspondan)

- Clases de inglés
- Computación/Internet/Correo electrónico
- Ejercicios/Control del peso
- Capacitación sobre liderazgo
- Clases sobre la crianza de los hijos/asuntos relacionados con la adolescencia
- Jardinería
- GED Prep (Diploma de equivalencia general de la escuela secundaria)
- Capacitación para vigilancia vecinal
- Alfabetización para adultos (en inglés)
- Alfabetización para adultos (en español)
- Cocina saludable
- Presupuesto/Finanzas
- Preparación de niños menores de 5 años para la escuela
- Programa para dejar de fumar
- BCPSONe (Programa basado en la web que permite a los padres revisar las calificaciones y las asistencia de los alumnos, y enviar correos electrónicos a los docentes)

Preguntas sobre tecnología

- | | Si | No |
|---|-----------------------|-----------------------|
| ¿Cuenta con una computadora en su casa? | <input type="radio"/> | <input type="radio"/> |
| ¿Tiene acceso a Internet? | <input type="radio"/> | <input type="radio"/> |

¿Cuenta con una tarjeta de lector/biblioteca?

- Si
- No

Follow Up Info

¿Le gustaría que alguien del personal de la escuela comunitaria se comunique con usted por una necesidad específica?

- | | Si | No |
|---|----|-----------------------|
| Personal de la escuela comunitaria Baltimore Highlands Elementary | | <input type="radio"/> |
| Personal de la escuela comunitaria Lansdowne High | | <input type="radio"/> |

Método preferido de contacto:

- Correo electrónico
- Teléfono
- Mensaje de texto

Nombre del padre/tutor

Nombre

Apellido

Nombre de otro padre/tutor

Nombre

Apellido

Complete la dirección/información de contacto a continuación:

Dirección:

N.º de dpto.:

Código postal

Dirección de correo electrónico

Número de teléfono

¿Durante cuánto tiempo vivió en su dirección actual? (Ingrese un número o "0" para cada campo)

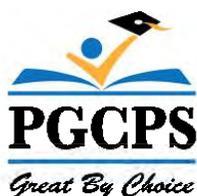
Años

Meses

Elija la raza/el origen étnico con la/el que se identifica de las opciones a continuación:

- Amerindio/Nativo de Alaska
- Asiático
- Negro/Afroamericano
- Hispano/Latino
- Hawaiano nativo/Isleño del Pacífico
- Blanco
- Dos o más razas





Prince George's County Board of Education
14201 School Lane • Upper Marlboro, Maryland 20772 • www.pgcps.org

July 26, 2017

BOARD OF EDUCATION
Telephone: 301-952-6115
Facsimile: 301-952-6114

Board Member

K. Alexander Wallace
District 7

Schools:

Andrew Jackson Academy
Arrowhead Elementary
Barack Obama Elementary
Benjamin Foulois Creative and
Performing Arts K-8
Benjamin Stoddert Middle
Bradbury Heights Elementary
District Heights Elementary
Dr. Henry A. Wise Jr. High
Drew-Freeman Middle
Imagine Foundations at Morningside
Public Charter School
Imagine Lincoln Public Charter
Longfields Elementary
North Forestville Elementary
Overlook Spanish Immersion
Princeton Elementary
Samuel P. Massie Academy
Suitland Elementary
Suitland High
William Beanes Elementary

Communities:

Camp Springs
District Heights
Forestville
Morningside
Suitland
Upper Marlboro
Westphalia

Secretary-Treasurer

Kevin M. Maxwell, Ph.D.

ADMINISTRATION

Chief Executive Officer

Kevin M. Maxwell, Ph.D.
Telephone: 301-952-6008

To Chancellor Kirwan and the esteemed members of the Commission,

I bring you greetings on behalf of the Board of Education for Prince George's County, Maryland and the Prince George's County Public Schools (PGCPS) – home to one of the nation's largest and high performing urban public school systems. My name is K. Alexander Wallace and I have the honor of serving the Seventh District on the PGCPS Board of Education. In this role, I have the duty of chairing our Board's Committee on Family and Community Engagement, chairing our school system's Task Force on Equitable Education, serving on the Washington Area Boards of Education, as well as, most recently, being confirmed to serve on the Maryland Association of Boards of Education's Board of Directors.

While our school system has certainly wrestled with operational woes over the years, I aim to speak with an abundance of clarity when I say that, in PGCPS, opportunities are bountiful for students, families, communities, and employees. One of the many opportunities that we are gearing up to advance is an initiative that, at its core, looks at our students as more than just test takers and data points; an initiative that, while still very neophyte in its formation within our county, has already produced tremendous success in its impact on our students, families, communities, and employees. This initiative of embracing the national Community Schools framework is one that has brought to the table a litany of elected officials, collective bargaining units, governmental agencies, nonprofits, as well as members and organizations from both the faith and business communities.

In Prince George's County, we have launched our form of community schools, entitled TNI@School. The TNI@School: Prince George's County's Community Schools Network is one result of the highly-successful Transforming Neighborhoods Initiative (TNI), first launched in 2012, through Prince George's County Executive Rushern L. Baker, III's vision to achieve a Thriving Economy, Great Schools, Safe Neighborhoods, and High Quality Healthcare by targeting cross-governmental resources to neighborhoods that have significant needs. TNI grew out of the successful Summer Crime initiative, a police-directed endeavor that put extra resources in five neighborhoods acutely affected by violent crime. We evaluated data collected and determined that we could have a greater impact on raising the quality of life in areas deemed most in need of help by taking a more holistic approach to addressing the challenges of troubled communities.

TNI@School places targeted resources in some of the schools in the TNI Neighborhoods and is designed to remove barriers to academic success, support improved academic performance, and connect students and families to resources. The goal is to help ensure students are resilient, successful, and ready to learn. PGCPS supports TNI through the strategic placement of full day kindergarten programs where they are needed most and provides funding for supportive

MISSION STATEMENT

To provide a great education that empowers all students and contributes to thriving communities.

Prince George's County Public Schools

services through TNI community partners. TNI@School partners with different organizations to provide in-school services for students and families through referrals made by Prince George's County Department of Social Service's Community Resource Advocates (CRAs), the cornerstone staff members of TNI@School.

TNI@School: Prince George's Community Schools Network has adopted The Coalition for Community Schools' framework. In our county, we deeply believe that community schools are both a place and a set of partnerships between the school and other community resources. There are a number of national models and local community school initiatives that share a common set of principles: fostering strong partnerships, sharing accountability for results, setting high expectations, building on the community's strengths, and embracing diversity and innovative solutions.

TNI@School is home to forty community schools, each strategically identified as part of the larger TNI movement. The work of TNI@School reaches all levels of learning, from elementary through high school, with customized programming tailored to the most urgent needs of the school community, its students, and families. To this end, TNI@School fosters strategic foundations with community-based resources. Surveying, understanding, and partnering to meet the needs of our 40 schools is the goal. And making the schools centers for community, with tangible, sustainable resources that make a difference, is the mission. Through this initiative, the school system has multiple partnerships that make this work come to fruition. Resource Coordination and Referral, Behavioral Health Counseling, Case Management, Positive Youth Development, and College and Career Readiness are leveraged to engage students and families to collaborate with the school as a center for community.

The TNI@School program is overseen by an Executive leadership coalition that is comprised of senior level executives from our county's Office of the County Executive, public school system, library system, and the Health Department, Social Services Department, Family Services Department.

Key Program Successes

- 40 TNI@School sites where students, families, and communities can receive wraparound services to remove barriers to academic and social success, support improved academic performance, and stabilized families.
- 1,144 individuals who were served by Community Resource Advocates through programming and partnerships during the 2015-2016 School Year.
- 665 students who were served by behavioral health partners during the 2015-2016 School Year. Services included individual, group, and family counseling to insured, uninsured, documented, and undocumented students.
- Partnered with The Urban Institute to conduct a program review to create a Results Framework to best measure the impact of the TNI@School program on the population served.
- 250+ families and hundreds more students served at school-based food markets and take-home weekend meal bags.
- 93% of students who received graduation, promotion, college, and career readiness services and were promoted after the 2015-2016 School Year.

In the spring of the 2016-2017 School Year, the Prince George's County Board of Education, in partnership with the Prince George's County Department of Social Services, hosted a Community Schools tour throughout the county. During this tour, members of the county's community were able to view, firsthand, the benefits of having resources for students, families, communities, and employees at two schools – Samuel P. Massie Academy, a Pre-K-8th grade school, and Bladensburg High School, a comprehensive 9th-12th grade school. From listening to student and parent testimonies to witnessing the

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Prince George's County Public Schools

school-nonprofit partnerships' impacts on student achievement, attendance, and behavior, every single participant stated that this tour was inspiring, enlightening, and solidified their support for this initiative throughout the county.

In the upcoming academic year, my committee, the Board's Family and Community Engagement Committee, will be tasked with spearheading the community dialogue and policy development to expand the scope and broaden the impact of this initiative throughout Prince George's County. We are encouraged to learn that community schools are being discussed as a measure of equity within the work of this robust commission. Furthermore, **we ask that strong fiscal and administrative support be considered as an addition to the commission's final report to the Maryland General Assembly.** Whether it is a partnership between a local government and a local public school system like in Prince George's County or follows a different format, as seen in other regions of our state and nation, the central purpose of community schools remains the same and should be equitably accessible to Maryland's youth.

I conclude my written testimony with a statement that I have said countless times in numerous ways in a plethora of meetings. In public education, our focus as policymakers, administrators, and educators, for too long, has been driven by quantitative data instead of a mixture of that and qualitative societal realizations. Yes, of course, we would like for all students to be proficient in all subject areas and all of our graduates to be adequately prepared for post-secondary education opportunities. However, when a child comes to our schoolhouse doors suffering from Post-Traumatic Stress Syndrome because s/he witnessed a gun battle the night before in their neighborhood, we cannot expect that child's primary focus to be their education. When parents or guardians have to decide whether or not they can fiscally afford to take off work to attend an evening school event or take their children to the doctor, we cannot expect full participation in Parent-Teacher Organizations and student attendance to be at optimum levels. When educators have to literally carve out 15-20 minutes of their lesson time to allow for behavioral disruptions by students because they have nowhere else to turn for emotional and mental supports for students who need it, we cannot expect high morale from school-based staff and administrators. These aforementioned examples, as well as a slew of others, are the reasons why community schools matter to us in Prince George's County and must matter to us all, as fellow Marylanders.

Once more, Chancellor Kirwan and members of the Commission, on behalf of the Prince George's County Board of Education and Prince George's County Public Schools, I thank you for the opportunity to submit my written testimony and profoundly ask for consideration from the commission to recommend community schools as a funded equity tool within the State of Maryland funding formula.

With warm regards,

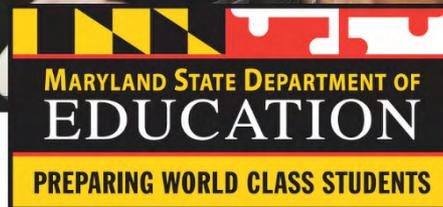


K. Alexander Wallace
Board Member, District 7

MISSION STATEMENT

To provide a great education that empowers all students and contributes to thriving communities.

Prince George's County Public Schools



Maryland ESSA Consolidated State Plan Overview

DRAFT PLAN - JUNE 2017

Table of Contents

4	Introduction	17	Accountability	47	Support for Educators
5	Timeline		Overview		Overview
6	ESSA Stakeholder Engagement		Required Indicators		Improve Skills
	Engagement To Date		Accountability Framework		Expand Certification
	Regional Listening Tour		Definition of Measures		Professional Development
	Key Engagement Activities		Student Growth		Ensure Equitable Access
	Feedback from Stakeholders		Student Group Size		
14	Long Term Goals		Sample Performance Data	53	Support for Students
	Academic Achievement Goals		Calculating Summative		Ensuring a Well-rounded Curriculum
	Cutting Proficiency Gaps	43	Identification of Schools	56	Additional Links and Feedback
			Comprehensive Support and Improvement Schools (CSI) + Targeted Support and Improvement Schools (TSI)		
			How Schools are Identified		
			Supporting CSI Schools		



INTRODUCTION AND CONTENT

Introduction
Timeline

Introduction

The purpose of the Elementary Secondary Education Act (ESEA), as reauthorized by the Every Student Succeeds Act (ESSA), is to provide all students the opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps. By answering a series of questions posed by the U.S. Department of Education, the Maryland State Department of Education (MSDE) developed, in collaboration with stakeholders across the State, a plan explaining how Maryland will meet, or is already meeting, the following ESSA requirements:



Establish State standards, set academic goals, and assess progress toward those goals for all students and schools



Measure and report performance of all students, schools, and local school systems



Identify and support schools in need of improvement



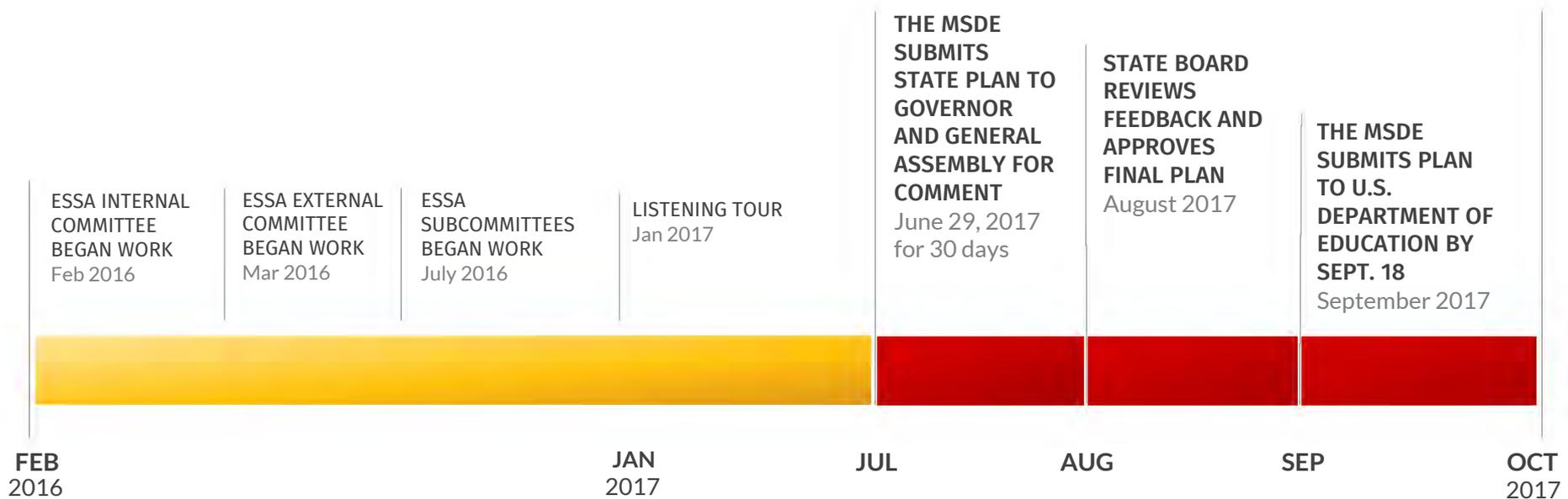
Support professional development and growth for educators



Support students to ensure a well-rounded education

Timeline: Maryland's ESSA Consolidated State Plan

Stakeholder feedback will continue to be essential as the MSDE prepares to submit the Maryland ESSA Consolidated State Plan by **September 18, 2017**, and refine the State's policies over time.



JANUARY 2018 : State Plan is Approved (U.S. Department of Education has 120 days to approve)

The MSDE continues to engage parents, educators, and students in thoughtful conversations, particularly around how we can continually improve the way the MSDE identifies and supports schools and local school systems in need of improvement.

ESSA STAKEHOLDER ENGAGEMENT

- ✓ Engagement to Date
- ✓ Regional Listening Tour
- ✓ Key Engagement Activities
- ✓ Feedback from Stakeholders

Engagement: ESSA Stakeholder Engagement to Date

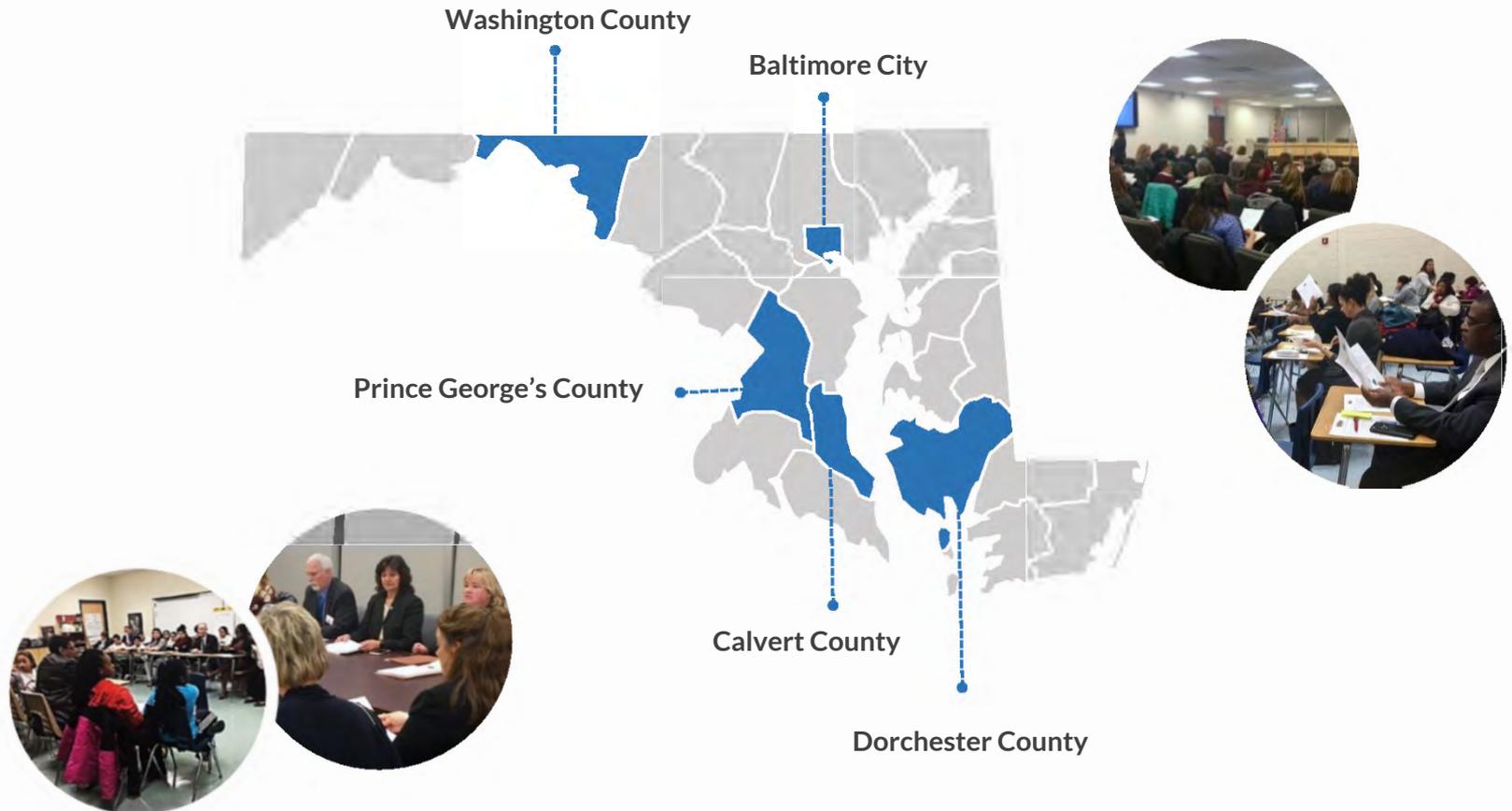
To create the Maryland ESSA Consolidated State Plan, the MSDE's first step was to engage as many stakeholders as possible. The MSDE received input from the General Assembly, the Governor, all 24 school systems, advocacy groups, teachers, principals, other educators, parents, students, and community organizations.



- Total of **209** meetings since Feb 2016
- **18** State Board of Education meetings and **5** work sessions
- Stakeholder presentations to the State Board:
 - Maryland Association of Boards of Education (MABE)
 - Maryland State Education Association (MSEA)
 - Public School Superintendents Association of Maryland (PSSAM)

ESSA Regional Listening Tour

Nearly **500** attendees. **5** regions visited. Received valuable feedback.



Engagement: ESSA Key Engagement Activities



- Embarked on a Regional Listening tour visiting **5** regions state wide
 - Nearly **500** attendees
- Conducted surveys and received nearly **3,000** responses in total
- Received input from more than **85** focus groups



- Established an Internal Committee with over **16** members that met at **12** monthly meetings
- Formed the ESSA External Stakeholder Committee with over **34** members representing **20** organizations
 - Hosted over **7** external meetings in total (Bi-monthly March 2016-Present)
- Held **81** meetings of the **7** ESSA Sub-Committees with stakeholder representation



TO COME:

- Educator Engagement Day
- Final draft posted with survey
 - **30** day public comment period on draft plan

Sample Feedback from Stakeholders:

Accountability and Assessment



What We Heard



What Is In The Plan

Stakeholders valued:

Student Growth as the most important indicator.

Student Growth has the highest value of any measure.

Preparing students for college and career.

Readiness for Post Secondary Success is an Academic Indicator at the high school level.

A process for setting long term goals that did not use a hard target for achievement.

Long term goals are based on cutting in half the number of non proficient students by 2030.

Value achievement and growth at all levels (Example: moving from PARCC level 1 to PARCC level 2).

Include a performance index in the Academic Achievement indicator, and use a methodology for growth that values growth at all levels of achievement.

Sample Feedback from Stakeholders:

Support for Teachers

What We Heard

Preparation programs should include training for teachers on how to teach students with diverse needs, including behavioral, even at the early childhood level.

Professional development should be differentiated based on individual needs of teachers.

Expertise of teachers in the classroom should be shared across the local school systems.

What Is In The Plan

- All prospective teachers will have direct experiences in diverse settings.
 - Intern assignment will be prioritized to relate to the quality of the placement, the skill of the mentor, and the diversity of the experience.
 - Educator preparation and induction/mentoring programs should intersect seamlessly.
-
- Identify and support personalized professional learning that meets the needs of diverse populations.
 - Develop State models for collaborative professional learning that includes data analysis, peer coaching, and lesson study.
 - Support implementation of evidence-based strategies/materials aligned to State standards.
 - Collect tools, strategies, and resources that can be used to identify teacher professional learning needs.

Sample Feedback from Stakeholders:

Support to Low Performing Schools and Well-Rounded Education

What We Heard

Valued Community Schools – explained importance of partnering.

Need high quality resources, teachers, and leaders who are skilled in ways to support needs of the diverse school populations.

Build student and career pathways starting in elementary school.

What Is In The Plan

- Root cause analysis for low-performing schools to be conducted by an external stakeholder. Analysis will include engagement with a broad range of stakeholders (parents, students, community partners, etc.).
- Assess allocation of resources to ascertain and develop strategies to correct inequities.
- Identify high-quality supports that are in alignment with State and school system goals.
- The accountability system measures access to and credit for a well-rounded curriculum.
- Title IV, Part A funds may be used to support access to and credit for a well-rounded curriculum.

Survey Feedback

Assessment

76.21 %

Valued limiting testing time over depth of reporting.

70.62 %

Valued questions that provide engaging, real-world, content over short, direct questions of knowledge and skills.

88.44 %

Valued student's ability to write clearly across academic disciplines.

Preparation of Teachers

Recommendations include:

Provide teachers with a longer internship and on-going mentoring while employed.

Prepare teachers by developing strong teaching and learning skills to meet the diverse needs of students.

Provide funding/flexibility for continuing education credits.

LONG TERM GOALS

- ✓ Academic Achievement Goals
- ✓ Cutting Proficiency Gaps

Academic Achievement Long Term Goals and Annual Measurements of Interim Progress

 ESSA requires states to set a long-term goal for academic achievement, graduation rate, and progress toward English language proficiency that is the same for all schools. ESSA also requires states to set annual measurements of interim progress to ensure that all students and student groups, where applicable, are making progress toward attaining these long-term goals.

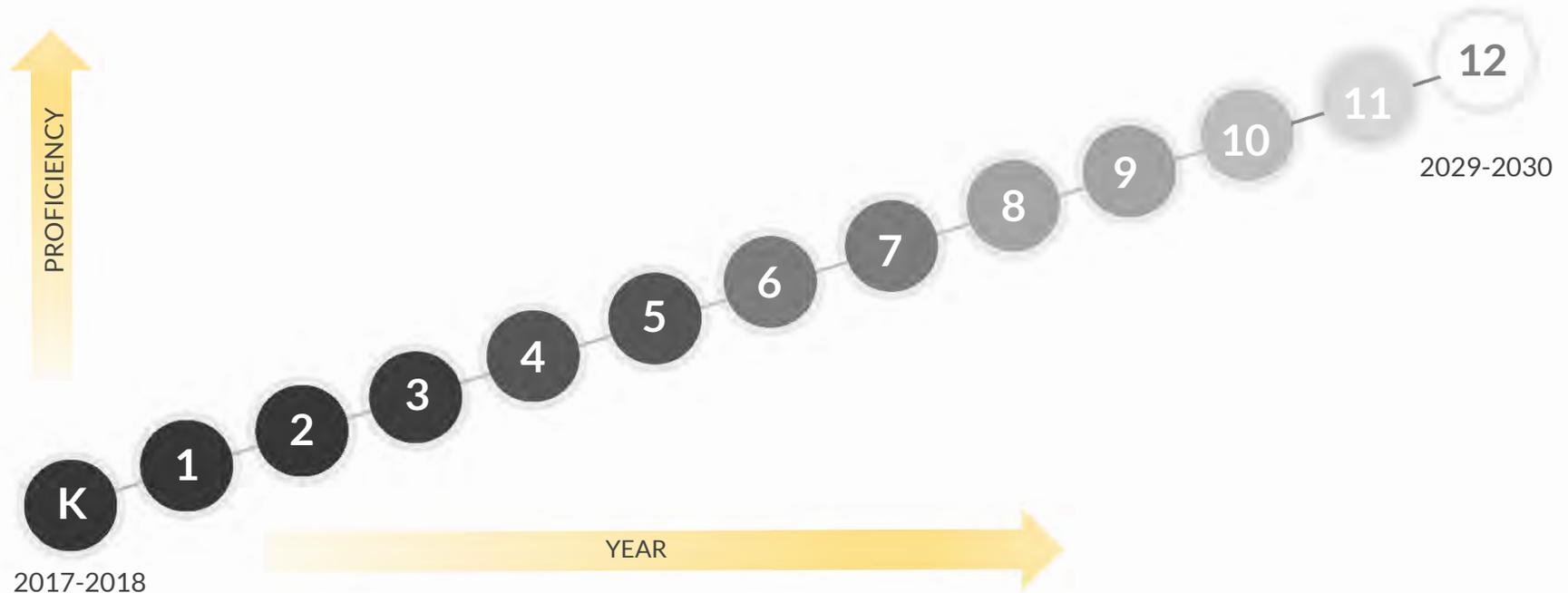
To fulfill the *ESSA* requirement, Maryland aimed to create long-term goals and annual measurements of interim progress that are both ambitious and achievable.

The long-term goal and annual measurements of interim progress for academic achievement are as follows:

1. **PROFICIENCY:** A score of 4 or 5 on the 1-5 scale on the Partnership for the Assessment of Readiness for College and Careers (PARCC) Assessment.
2. **LONG TERM GOAL:** To reduce by half the number of students who are not proficient by 2030.
3. **ANNUAL MEASUREMENTS OF INTERIM PROGRESS:** The annual measurement of interim progress is the amount a student group needs to grow per year to meet the long term goal. It is determined by subtracting the baseline data from 100%, cutting that number in half, and then dividing by 13 (the number of years between 2017 and 2030).

For example: $(100\% \text{ proficiency} - 30\% \text{ of students proficient in 2017} = 70\% \div 2 = 35\%$ (how much progress this student group must meet by 2030) $\div 13 \text{ years} = 2.7\%$ per year. This student group must show 2.7% more students are proficient each year in order to reduce their non-proficient students by half by 2030.

Long Term Goal and Annual Measurements of Interim Progress: Cutting Proficiency Gaps



Maryland heard from stakeholders that goals must be both ambitious and achievable. Maryland is proposing to implement an ambitious and rigorous long term goal of reducing the number of non-proficient students in half by the year 2030. Long term goals and annual measurements of interim progress baselines will be determined from the 2016-2017 PARCC assessment results. The overarching goal is to reduce the achievement gap for all students and student groups. Goals will be calculated for each school for each year for the “All Students” category and for all of the federally defined student groups. Each student group will start from a different baseline. The student groups performing the lowest will have the largest improvement to make, therefore narrowing the gap.

ACCOUNTABILITY

- ✓ Overview
- ✓ Required Indicators
- ✓ Accountability Framework
- ✓ Definition of Measures
- ✓ Student Growth
- ✓ Student Group Size
- ✓ Sample Performance Data
- ✓ Calculating Summative Ratings

Accountability

Align accountability measures with school improvement efforts to provide equitable opportunities for all students.

Focus and simplify the existing accountability system and related school and local school system level improvement and performance plans.

Inspire and support schools and local school systems to create a culture of excellence by using aspirational goals.

Capture a holistic view of schools with measures that provide a clear picture of schools that goes beyond assessment results.

ESSA School Accountability: Required Indicators

 ESSA requires states to use a set of indicators to measure the performance of all schools. The academic progress, progress towards English language proficiency, and school quality/student success indicators are all new under ESSA.



 **ALL ACCOUNTABILITY MEASURES MUST:**

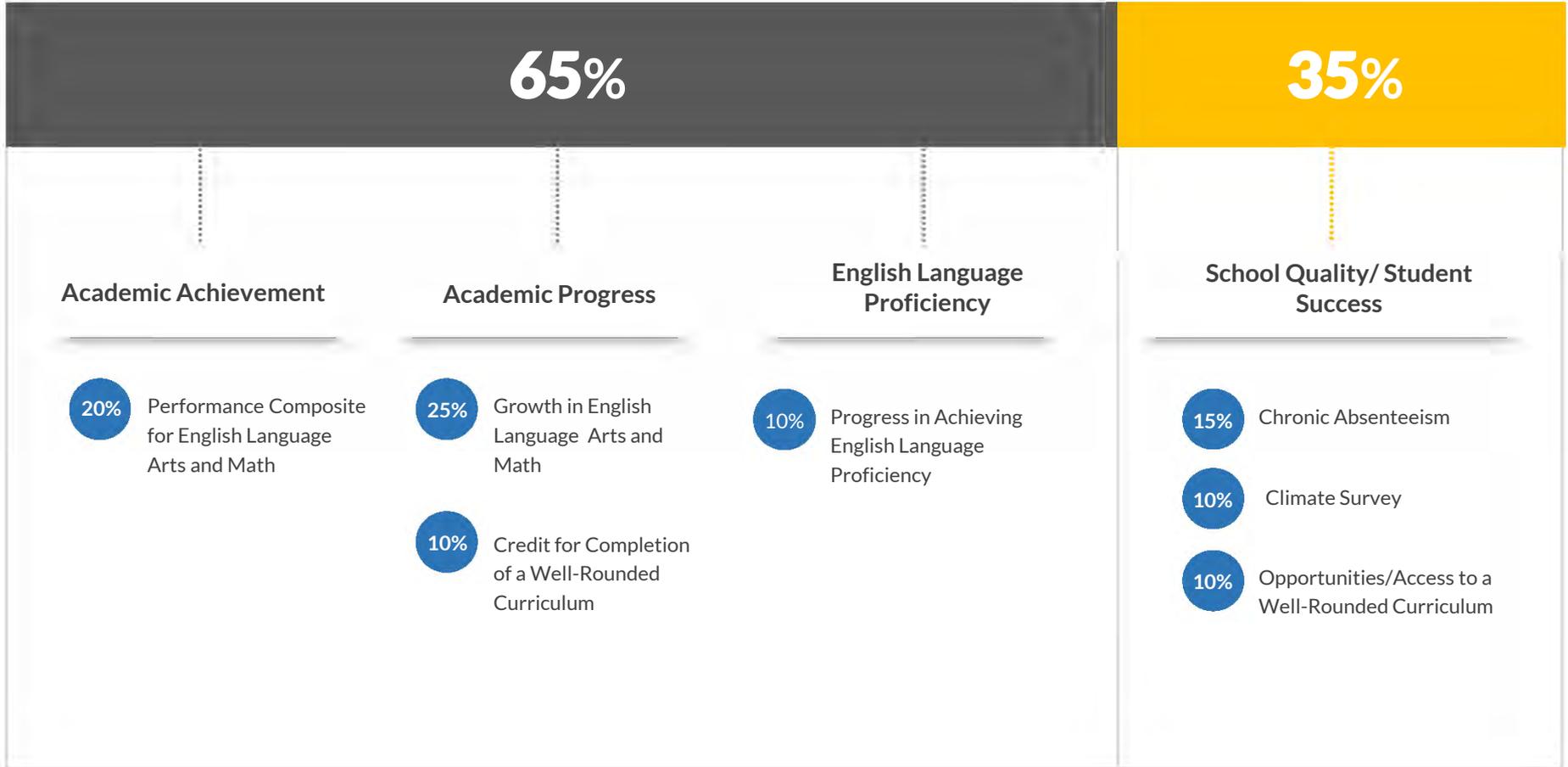
- Be supported by research showing that performance and/or progress are likely to increase
- Allow for meaningful differentiation of schools
- Be disaggregated by student group
- Be valid and reliable across all schools



Accountability Framework

ELEMENTARY SCHOOLS

FRAMEWORK OF INDICATORS



MIDDLE SCHOOLS

FRAMEWORK OF INDICATORS

65%

35%

Academic Achievement

- 20% Performance Composite for English Language Arts and Math

Academic Progress

- 25% Growth in English Language Arts and Math
- 10% Credit for Completion of a Well-Rounded Curriculum

English Language Proficiency

- 10% Progress in Achieving English Language Proficiency

School Quality/ Student Success

- 15% Chronic Absenteeism
- 10% Climate Survey
- 10% Opportunities/Access to a Well-Rounded Curriculum

HIGH SCHOOLS

FRAMEWORK OF INDICATORS

65%

35%

Academic Achievement

20% Performance Composite for English Language Arts and Math

Graduation Rate

15% Adjusted Cohort Graduation Rate Composite

English Language Proficiency

10% Progress in Achieving English Language Proficiency

Readiness For Postsecondary Success

10% On-Track in 9th grade
10% Credit for Completion of a Well-Rounded Curriculum

School Quality/ Student Success

15% Chronic Absenteeism
10% Climate Survey
10% Opportunities/Access to a Well-Rounded Curriculum

Definitions of Measures for Each Indicator

Definition of Measures: Academic Achievement

Below are the definitions of **Academic Achievement** measures for Elementary, Middle, and High School.

Academic Achievement	Weight	ELEMENTARY SCHOOL	MIDDLE SCHOOL	HIGH SCHOOL
Performance Composite for English Language Arts (ELA) and Mathematics	20%	<p>Measures:</p> <p>Half of a school’s score will be the percentage of students performing at the “met expectations” (4) or “exceeded expectations” (5) levels on PARCC assessments, or the equivalent on Maryland State Alternative Assessment (MSAA) (level (3) or (4) out of a possible four levels).</p> <p>Half will be the average of student performance levels on PARCC assessments (or the equivalent on MSAA). This measure will be calculated and reported separately for English Language Arts and mathematics.</p>		

Definition of Measures: Academic Progress

Below are the definitions of **Academic Progress** measures for Elementary, Middle, and High School.

Academic Progress	Weight	ELEMENTARY SCHOOL	MIDDLE SCHOOL	HIGH SCHOOL
Growth in English Language Arts and Mathematics	25%	<p>Measures:</p> <p>Median Student Growth Percentile (SGP) which shows student growth from one year to the next in in English Language Arts and Mathematics as compared to a student's academic peers. CLICK HERE for a detailed explanation of SGP.</p>		
Credit for Completion of a Well-Rounded Curriculum	10%	<p>Measures:</p> <ul style="list-style-type: none"> 5% – Percent of students proficient in Science. The Maryland Integrated Science Assessment (MISA) will be field tested with MD fifth graders 2016-2017 and will be operational in 2017-2018. 5% – Percent of 5th grade students passing one each of coursework in Social Studies, Fine Arts, Physical Education, and Health. <p>Note: Maryland will study a measure of academic growth for K-3 with the earliest date of inclusion to be the 2020-2021 school year.</p>	<p>Measures:</p> <ul style="list-style-type: none"> 3.5% – The Maryland Integrated Science Assessment (MISA) will be field tested with MD eighth graders 2016-2017 and will be operational in 2018-2019. 3.5% – Social Studies Assessment will be tested in 2018-2019 and will be operational in 2020-2021. 3.0% – Percent of 8th grade students passing all in English Language Arts, Math, Social Studies and Science courses. 	

Definition of Measures: English Language Proficiency

Below is the definition of the **English Language Proficiency** measure for Elementary, Middle, and High School.

English Language Proficiency	Weight	ELEMENTARY SCHOOL	MIDDLE SCHOOL	HIGH SCHOOL
Progress in Achieving English Language Proficiency	10%	Measures: Percent of English learner students progressing from one year to the next on the ACCESS for ELLs 2.0 summative assessment.		

Definition of Measures: School Quality/Student Success

Below are the definitions of **School Quality/Student Success** measures for Elementary, Middle, and High Schools.

School Quality/Student Success	Weight	ELEMENTARY SCHOOL	MIDDLE SCHOOL	HIGH SCHOOL
Chronic Absenteeism	15%	Measures: Percent of students determined to be chronically absent. Chronic absenteeism is defined as absent greater than 20 days and in membership at the school for at least 90 days.		
Climate Survey	10%	Measures: Average for all results within a school disaggregated by role. The survey is currently under development.		
Opportunities/Access to a Well-Rounded Curriculum	10%	Measures: Percent of 5 th graders enrolled in Science, Social Studies, Fine Arts, Physical Education and Health.	Measures: Percent of 8 th graders enrolled in Fine Arts, Physical Education, Health, and computational learning.	Measures: Percent of students graduating or exiting with a certificate of program completion who: <ul style="list-style-type: none"> enrolled in an Advanced Placement (AP) or International Baccalaureate (IB) course; participated in dual enrollment; or completed a career and technical education concentration. For students awarded a certificate of completion—enrollment in a general education core academic or elective course.

Definition of Measures: Readiness for Post Secondary Success

Below are the definitions of Readiness for Post Secondary Success measures for High School.

Readiness for Post Secondary Success	Weight	HIGH SCHOOL
On-Track in 9 th Grade	10%	<p>Measures:</p> <p>Percent of students who, at the end of 9th grade, have earned at least four credits in: English Language Arts, Mathematics, Science, Social Studies, World Language.</p>
Credit for Completion of a Well-Rounded Curriculum	10%	<p>Measures:</p> <p>Percent of students graduating or exiting with a certificate of completion, and receiving any of the following:</p> <ul style="list-style-type: none"> • Scored 3 or better on an Advanced Placement (AP) Exam or 4 or better on an International Baccalaureate (IB) Program Exam, • Met a standard set by the College Board on the SAT examination (score of 530 or higher (math) and 480 or higher (reading)), • Met a standard set by ACT, Inc. on the ACT examination (score of 21), • Earned credit for Dual Enrollment, • Met the University of Maryland entry requirements, • Completed an MSDE-approved Career and Technology Program, • Completed an industry certification from a Career and Technology Program, • Completed a youth apprenticeship from a Career and Technology Program, • Met a standard on the ASVAB examination (standard to be determined pending study). • Students obtaining a Maryland High School Certificate of Program Completion: Entered the world of work through gainful employment; post secondary education and training; supported employment; and/or other services that are integrated in the community.

Definition of Measures: Graduation Rate

Below are the definitions of Graduation Rate measures for High School.

Graduation Rate	Weight	HIGH SCHOOL
Adjusted Cohort Graduation Rate Composite	15%	<p>Measures:</p> <p>Four-year adjusted cohort graduation rate: (10%) Percent of a school's cohort of first-time 9th grade students in a particular school year, adjusted for students who transfer in or out of the cohort after 9th grade, who graduate within four years.</p> <p>Five-year adjusted cohort graduation rate: (5%) Percent of a school's cohort of first-time 9th grade students in a particular school year, adjusted for students who transfer in or out of the cohort after 9th grade, who graduate within five years. At the state's discretion, the five-year adjusted cohort graduation rate will be included along with the percent of students that are still enrolled after five years.</p>



Student Growth

Example Chart of Student Growth

STUDENT	Scale Score		Level	
	2016	2017	2016	2017
A	680	683	1	1
B	808	811	4	5

Student Growth Percentile

Below is a chart showing the 2017 SGP of two students based on 2016 scale scores. SGP measures how much progress each student made, compared to students with similar prior test scores.

STUDENT	2016 (ELA3)	2017 (ELA4)	SGP
A	680	683	57
B	808	811	79

THE SGP ALLOWS US TO DETERMINE:

Did Student A or B make progress compared to his academic peers?

Did Student A and Student B make the same amount of progress?

Student Growth Percentile

STUDENT	2016 (ELA3)	2017 (ELA4)	SGP
A	680	683	57
B	808	811	79

SGP shows:

- Compared to his peers, did Student A make progress? **Yes.**
How much? **A little more than typical.**
- Compared to his peers, did Student B make progress? **Yes.**
How much? **A lot more than typical.**
- Did Student A and Student B make the same amount of progress? **No. B's SGP is higher.**



How did we
determine SGP?

Determining Student Growth Percentile

Student A achieved better than **57%** of his academic peers.

STUDENT	2016 (ELA3)	2017 (ELA4)
	680	677
	680	678
	680	678
	680	680
	680	680
	680	680
	680	681
	680	681
A	680	683
	680	684
	680	684
	680	685
	680	686
	680	688



Student B achieved better than **79%** of his academic peers.

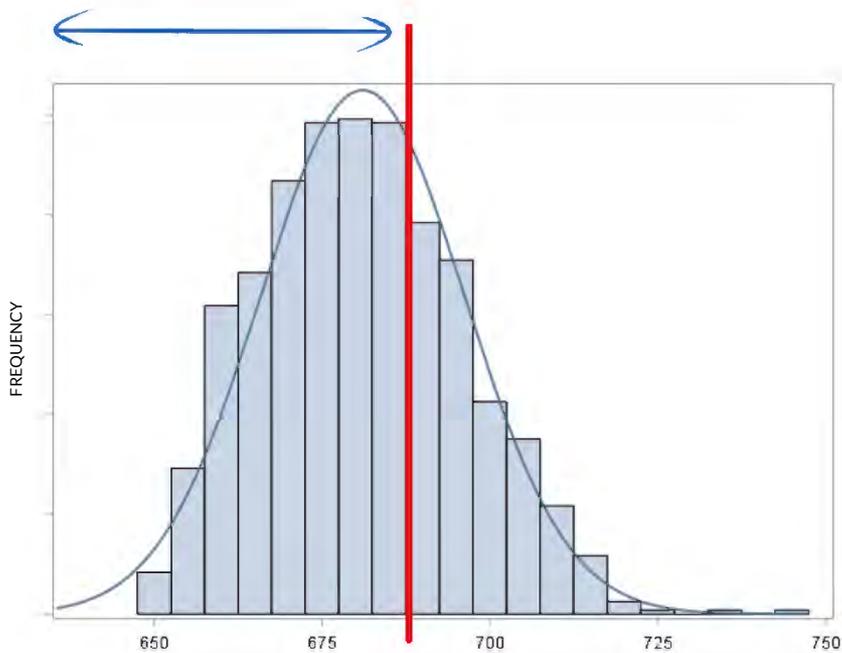
STUDENT	2016 (ELA3)	2017 (ELA4)
	808	805
	808	806
	808	806
	808	808
	808	808
	808	808
	808	808
	808	808
	808	809
	808	809
	808	809
	808	809
	808	810
B	808	811
	808	813
	808	815



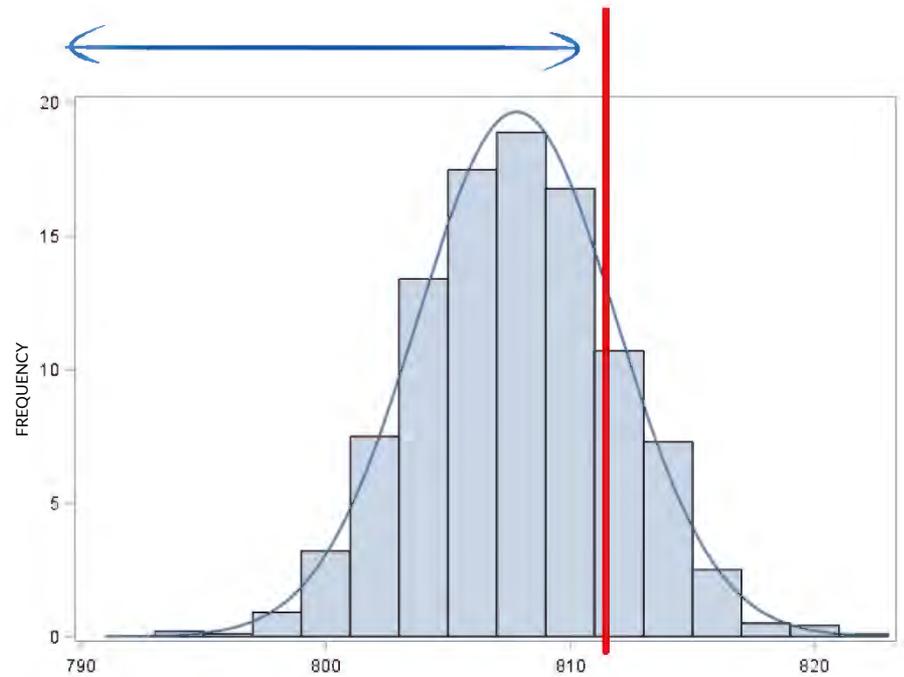
Determining Student Growth Percentile

57% of this group of students scored below 683

79% of this group of students scored 808



2017 ELA4 SCORES OF STUDENTS SCORING
680 ON ELA3 THE PRIOR YEAR



2017 ELA4 SCORES OF STUDENTS SCORING
808 ON ELA3 THE PRIOR YEAR

Interpreting SGP

- “Typical” SGPs are between about 40 and 60 on most standardized tests
- A student or school with an SGP outside this range has exceptionally low or high growth
- Small differences are likely not meaningful
- PARCC student reports include individual SGP

Very Low	Low	Typical	High	Very High
SGP 1 - 20	SGP 21 - 40	SGP 41 - 60	SGP 61 - 80	SGP 81 - 100

ESSA School Accountability: Student Group Size

⚠ States must select a minimum number of students – minimum n-size – necessary for a particular group to be included in the ESSA school accountability system.

Maryland has established the minimum number of students for purposes of accountability as greater than 9 or an **n-size of 10**. This minimum will protect individual students from possible identification, consistent with the Family Education Rights to Privacy Act.

minimum
n-size of **10**
students for
accountability

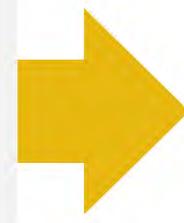
Maryland strongly values a low student group size and holding local school systems and schools accountable for all students and student groups. The increase in the minimum number of students from 5 previously to 10 is in response to consultation with stakeholders. Maryland utilizes a student group size of 10 for data reporting and this change will bring the accountability system and reporting system into alignment. The minimum group size for the adjusted cohort graduation rate remains the same from the prior ESEA Flexibility Waiver at 30.

Interpreting Sample Performance Data

While performance reports reflecting the new school accountability system have not yet been developed, the sample performance data on the following pages are a visual of how the different components of the system described in this section may be provided in a clear, concise, and easily understandable format that helps schools and the public understand each school's performance.

Understanding Percentiles

The overall percentile rank of 70 means the school performed equal to or higher than 70 percent of public schools in the State on the indicators in the school accountability system according to the established weighting system.



ELEMENTARY OR MIDDLE SCHOOL SAMPLE PERFORMANCE DATA

Measures will be assigned points in one of two ways. Tentatively, most academic measures will receive points as percent of a whole. This means, for example, that if a school's value for that measure is 70 percent, and the measure is worth ten points, the school would receive seven points. Tentatively, non-academic measures will be assigned points based on a range. The range will be determined by the distribution of raw scores or a standard-setting method.

Indicator	Measure	All Students	Score
Academic Achievement	Performance Composite : 20%	Percent proficient: 68% (math); 72% (ELA)	Average of 70% 7 of 10 points
		Performance index: 3.88 (math); 4.12 (ELA)	Average of 4.0 out of 5 levels 8 of 10 points
Other Academic	Academic Growth: 25%	Median SGP: 60 th percentile	SGP between 50 and 75 18 of 25 points
	Credit for Completion of a Well-Rounded Curriculum: 10%	Proficiency in Science: 60% proficient	60% 3 of 5 points
		92% pass 5 th grade "core" subjects	Pass rate between 90 and 100 5 of 5 points
Progress in Achieving ELP	Progress toward English Language Proficiency: 10%	EL proficiency: 70% on track to proficiency	70% 7 of 10 points
School Quality or Student Success	Chronic Absenteeism: 15%	6% of students chronically absent	Absenteeism between 5% and 10% 12 of 15 points
	School Climate: 10%	School scores 55% on climate survey measures	Climate measures between 50% and 60% 6 of 10 points
	Access to a Well-Rounded Curriculum: 10%	94% of students have access	Access rate between 90% and 95% 9 of 10 points
*This is an example. It does not reflect an actual school, and is not illustrative of complete information reported about each school.			TOTAL SCORE: 75 of 100
			PERCENTILE RANK: 80th

SAMPLE PERFORMANCE DATA

Each measure will have a score and an equity gap. This is to ensure that all student groups are achieving. In addition, each school will report whether or not all students and student groups are meeting their annual measurements of interim progress for Academic Achievement, Graduation Rate, and Progress in Achieving English Language Proficiency. Schools will report all data separately for all students and for each student group, even though student groups are not shown here.

Indicator	Measure	All Students	Equity Gap
Academic Achievement	Performance Composite: 20%	15 of 20	12%
Other Academic	Academic Growth: 25%	18 of 25	4%
	Credit for Completion of a Well-Rounded Curriculum: 10%	8 of 10	1%
Progress in Achieving ELP	Progress toward English Language Proficiency: 10%	7 of 10	0%
School Quality or Student Success	Chronic Absenteeism: 15%	12 of 15	11%
	School Climate: 10%	6 of 10	0%
	Access to a Well-Rounded Curriculum: 10%	9 of 10	0%
	TOTAL SCORE: 75 of 100		EQUITY MET? No
	PERCENTILE RANK: 80th		
	ANNUAL MEASUREMENTS OF INTERIM PROGRESS MET? Achievement: Yes Progress in Achieving ELP: Yes		

*This is an example. It does not reflect an actual school, and is not illustrative of complete information reported about each school.

CALCULATING THE SUMMATIVE DETERMINATION

Schools will be categorized as one- to five-star. The system for assigning the stars will be based on the percentile rank of the total score. If a school does not meet its equity determination, its category rank will be dropped.

Indicator	Measure	All Students	Equity Gap
Academic Achievement	Performance Composite: 20%	15 of 20	12%
Other Academic	Academic Growth: 25%	18 of 25	4%
	Credit for Completion of a Well-Rounded Curriculum: 10%	8 of 10	1%
Progress in Achieving ELP	Progress toward English Language Proficiency: 10%	7 of 10	0%
School Quality or Student Success	Chronic Absenteeism: 15%	12 of 15	11%
	School Climate: 10%	6 of 10	0%
	Access to a Well-Rounded Curriculum: 10%	9 of 10	0%
TOTAL SCORE: 75 of 100			EQUITY MET? No
PERCENTILE RANK: 80th			
ANNUAL MEASUREMENTS OF INTERIM PROGRESS MET? Yes			
FINAL CATEGORY: ★ ★ ★			

*This is an example. It does not reflect an actual school, and is not illustrative of complete information reported about each school.

Identification of Schools

- ✔ Comprehensive Support and Improvement Schools (CSI) & Targeted Support and Improvement Schools(TSI)
- ✔ How Schools are Identified
- ✔ Supporting CSI Schools

Identifying Schools in Need of Support and Improvement



States must use the ESSA accountability system to identify schools in need of Comprehensive Support and Improvement and Targeted Support and Improvement. In addition, states must define “consistently underperforming” under Targeted Support and Improvement.

COMPREHENSIVE SUPPORT AND IMPROVEMENT (CSI) SCHOOLS

Type of School	Description	Timeline for Identification	Initial year of Identification*
Lowest Performing	Not less than the lowest-performing five percent of schools in the State participating in Title I.	At least once every three years	2018 – 2019
Low Graduation Rate	All public high schools in the State failing to graduate one third or more of their students.	At least once every three years	2018 – 2019
Chronically Low-Performing Student Group	Any Title I school identified for targeted support and improvement for a low-performing student group that did not improve over three years.	At least once every three years	2021 – 2022

* dates may be affected by USED

How Schools are Identified

TARGETED SUPPORT AND IMPROVEMENT (TSI) SCHOOLS

Types of School	Description	Timeline for Identification	Initial year of Identification*
Low-Performing Student Group	Schools where one or more student group(s) is performing the same or worse than the lowest performing five percent of Title I schools.	At least once every three years	2018-2019
Consistently Underperforming Student Group	Schools with student groups who are “consistently underperforming” are schools that have not met their annual measurements of interim progress for two or more years.	Annually	2019-2020

* dates may be affected by USED

Supporting CSI Schools

Beginning in the 2018-19 school year, the MSDE will identify Comprehensive Support and Improvement Schools (CSI) at least every three years. Schools will develop an action plan using evidence-based strategies that address needs identified by the school and the local school system. The MSDE, in collaboration with school systems and schools, will provide ongoing support, monitoring, and evaluation of each CSI school in order to improve the school and sustain progress. To ensure equity and excellence, the MSDE is committed to partnering with school systems and their CSI schools, families, and communities to provide resources and support, aligned directly to school and school system needs.

School Improvement Resources

- Strategically allocate funds with rigorous accountability for the use of funds
- Provide incentives to drive change

Technical Assistance Regarding Evidence-Based Interventions

- The MSDE will utilize the four domains for rapid school improvement as a framework to establish a systemic approach to improvement efforts
 - Turnaround Leadership
 - Talent Development
 - Instructional Transformation
 - Culture Shift

CSI School Action Plan

- School level needs assessment
- Root cause analysis
- Wide stakeholder input (school, families, community partners, etc.)
- Ongoing cycle of continuous improvement

SUPPORT FOR EDUCATORS

- ✓ Overview
- ✓ Improve Skills
- ✓ Expand Certification
- ✓ Provide Professional Development
- ✓ Ensure Equitable Access

Supporting Educators in ESSA

 ESSA specifically asks states to:

1. Assure that well prepared teachers are available to all students
2. Assure that low-income and students of color have equitable access to effective educators as defined in the law

Teacher preparation reform, aligned with teacher recruitment, induction, and retention are essential to placing high quality educators in front of Maryland's children.

**Maryland's ESSA State Consolidated Plan for supporting educators
is focused on the following goals:**

1

Improve the Skills of
Educators

2

Expand Certification
Options

3

Provide Support to All
Educators

4

Ensure Equitable Access
to Effective Educators

Supporting Educators:

1 Improve Skills of Educators Through Teacher Preparation

ESSA provides funds to improve teacher preparation programs and ensure teachers are prepared to enter a variety of classroom settings.

Establish Regional Teacher Learning Centers:

Enhance regional recruitment and competencies related to local needs.

Develop an Online/Hybrid Teacher Education Program:

Explore the development of an online program to assure broad access for all potential teachers.

Revision of the Institutional Performance Criteria (IPC):

Revise the IPC to include experiences to ensure that all beginning teachers have had direct experience with students from a wide array of backgrounds.

Increase Cultural Competencies:

Assure concentrated experiences with diverse populations.

New Teacher Induction:

Facilitate collaboration between the local school systems and Institutions of Higher Education to strengthen and align the teacher pathway from pre-service to in-service.

2 Supporting Educators: Expand Certification Options

To ensure local school systems have access to certified teachers, Maryland is focused on expanding its routes to certification.

National Board Certification (NBC):

Allow NBC to become an initial route to certification for out-of-state teachers.

Addition of an Adjunct Certificate:

Expand the pool of candidates to teach specialty area subjects by creating a new certificate.

Revise the Renewal Requirements for the Conditional Certificate:

Reevaluate the renewal requirements for the conditional certificate to increase teacher retention.

Revision of Test Requirements:

Review and revise as appropriate the teacher test requirements.

Micro-Credentials:

Explore the use of micro-credentials for renewing certificates.

Micro-credentials are competency based credentials allow educators to focus on a discrete skill related to their practice.

Supporting Educators:

3 Professional Development

ESSA requires states to provide equitable implementation of high quality instruction aligned to the Maryland College and Career-Ready Standards and to help local school systems close the equity gap.

Expand Leadership Capacity:

Implement Professional Learning Communities (PLCs), online courses, and regional workshops.

Annual Professional Learning Plan:

Develop personalized professional learning for teachers and administrators aligned to student needs.

Self-Assessment of Abilities:

Develop tools, surveys, rubrics, and frameworks for teachers to anonymously self-assess their abilities.

Data Literacy:

Enhance an educator mindset through data analysis and data dialogue to support student learning.

State-Wide Collaborative:

Create a state-wide collaborative for curricular support materials that will provide local school systems the opportunity to share information.

Supporting Educators:

4

Ensure Equitable Access to Effective Educators

Data show that the least qualified teachers (overall certification, experience, and in-field certification) continue to be disproportionately assigned to the most challenged students across the State, with six local school systems identified as having the largest disparities.

The MSDE is working to provide access to certified and experienced teachers in all regions of the State by creating regional centers to support seamless teacher preparation and professional development.

The MSDE is engaged in conversations with the Teacher Induction Workgroup and ESSA groups regarding incentives for the most qualified teachers to teach the most challenged students. Strategies may include:

- Quality Teacher Incentive Act changes
- Housing incentives
- Job search support for spouses
- Loan forgiveness

SUPPORT FOR STUDENTS

- ✔ Ensuring a Well-Rounded Curriculum

Supporting Students: Ensuring A Well-Rounded Curriculum

Maryland will use Title IV, Part A, funds to increase the capacity of local school systems, schools, and local communities to provide all students with access to a well-rounded education, improve school conditions for student learning, and improve the use of technology in order to improve the academic achievement and digital literacy of all students.

Maryland will support local school systems in providing programs and activities that:

Improve access and opportunity to advanced level coursework

Improve the effective use of technology

Improve the communication between home and schools

Provide access to integrated STEM core concepts and practices

Provide more college preparatory support

Improve diverse fine arts options

Support students taking the Advanced Placement (AP) or International Baccalaureate (IB) exams

Provide training of general education teachers across all content areas on language acquisition and strategies for serving English Learners (ELs)

Increase the training of teachers across all content areas on identifying and serving gifted and talented students

Please use the below table of contents for the plan to reference specific content within the Maryland's ESSA Consolidated State Plan.

You can view and/or download the entire plan [HERE](#).

Title I, Part A: Improving Basic Programs Operated by Local Educational Agencies

Title I, Part C: Education of Migratory Children

Title I, Part D: Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk

Title II, Part A: Supporting Effective Instruction

Title III, Part A: English Language Acquisition, Language Enhancement, and Academic Achievement

Title IV, Part A: Student Support and Academic Enrichment Grants

Title IV, Part B: 21st Century Community Learning Centers

Title V, Part B, Subpart 2: Rural and Low-Income School Program

Title VII, Subpart B of the McKinney-Vento Homeless Assistance Act: Education for Homeless Children and Youth Program (McKinney-Vento Act)

Thank You for Your Feedback

The MSDE welcomes feedback on any state policies concerning ESSA or Maryland's ESSA Consolidated State Plan.

To provide general and specific feedback, or to find additional information and resources, please go to the MSDE ESSA webpage at:

marylandpublicschools.org/ESSA

For additional questions or concerns, please contact Mary Gable, Assistant State Superintendent, Division of Student, Family and School Support and Academic Policy.

mary.gable@maryland.gov



Maryland State Chapter health, safety and equity in education

Good Afternoon Kirwan Commission:

July 26, 2017

I am Lisa VanBuskirk, Chapter Leader of Start School Later Maryland, which is an affiliate of Start School Later, a national nonprofit advocacy organization that seeks to educate communities and school systems about the physical, emotional and academic harm caused by too-early school start times for adolescents. Through nearly 100 local chapters nationwide, Start School Later advocates for those safe, healthy and developmentally-appropriate school hours for *all* K-12 students. (Enclosure 1)

I am also the Chapter Leader for Anne Arundel County and I have colleagues leading chapters in Howard, Baltimore, and Montgomery counties. These four counties are now in various stages of analyzing if, how and when to implement safer and healthier school hours, or have made small changes already. In addition, Frederick County's Citizens Advisory Committee is developing recommendations related to school start times.

Although the negative consequences of too-early school hours for teens have been known for some two decades, few school districts have acted to rescind the early and often predawn school day starts that were implemented in the 1970s and '80s in response to the increased transportation costs associated with less walkable schools and suburban sprawl. (Previously, most all schools in the U.S. opened between 8:30 and 9 a.m.)

In 2014, the American Academy of Pediatrics Advised that no Middle or High School begin before 8:30 a.m.

The American Medical Association, the U.S. Centers for Disease Control and Prevention, the American Academy of Child & Adolescent Psychiatry and, most recently the National PTA, have all expressed their agreement and support for the AAP recommendation. The entire community can benefit from school hours aligned with sleep patterns. (Enclosure 2)

As you can see from the chart of school start times in Maryland (Enclosures 3 and 4), more than half of our state's school districts require adolescents to be in class and ready to learn in the 7 a.m. hour, which means traveling to school (by bus, car, bicycle or foot) in the often dark 6 a.m. hour, which frequently requires waking in the 5 a.m. hour. In my county, Anne Arundel, a student recently testified before the Board of Ed that teenagers were expected to be at their desks before the AACPS headquarters building was even open for employees.

Too-early school day starts are out-of-sync with the biologically and developmentally normal sleep cycles of adolescence, which cause teens to not get sleepy until later at night and require that they sleep longer, and later in the morning, than younger children and grown adults. On school days, only 23% of Maryland high school students are achieving the minimum of 8 hours of sleep a night their growing bodies need.¹

Yet, Too-Early School Start Times Continue

School superintendents and boards of education have been unmotivated, unwilling or unable to address what is now and has long been a public health issue. Many school administrators know and accept the science and the health recommendation, but change is hard, and even a little community pushback can frighten leaders into inaction. Some school leaders just don't want to deal with the school times issue due to other priorities, or even a denial of the need.

Perhaps some school leaders and communities could be spurred to action by realizing that the forced sleep-deprivation caused by current education practices are contributing to chronic absenteeism, depressed graduation rates, and lower than desired test scores.

A fellow Start School Later volunteer took data from the Maryland State Department of Education Factbook and cunched some numbers from Charles and Washington counties to see if there is a difference in achievement between early and late starting middle and high schools, respectively. She discovered that the later starting schools bested their peers in attendance, graduation

¹ 2014 Maryland Youth Risk Behavior Survey Question 88

<http://phpa.chmh.maryland.gov/ccdc/Reports/Documents/2014%20YRBS%20Reports/2014MDH%20Summary%20Tables.pdf>

rates and test scores. The differences are demonstrated for all students, minority students, and students receiving free-and-reduced meal plans. I concede that many factors of course impact absenteeism, graduation rates, but the undermining consequences of too-early school-day bell times is vastly under-considered. (Enclosure 5) Nationwide research has also found a connection between delayed start times and academic metrics.² Findings indicate that disadvantaged students benefit the most from later school start times.³ Smart school start times may provide a "low hanging fruit" solution toward closing the achievement gap.

Where do Maryland's elected leaders stand on this issue?

State-level politicians understand the issue and have twice passed legislation related to it. In 2016, the statehouse passed and Gov. Larry Hogan signed the "Orange Ribbon for Healthy School Hours" bill, which built upon 2014 state legislation that resulted in a joint study on school hours by the Maryland Department of Health and Mental Hygiene and Maryland State Department of Education. Although the Orange-ribbon bill is the first statewide school hours-related legislation in the country, it is only a designation program. Districts that meet certain sleep-friendly and health-oriented standards can receive an "Orange Ribbon" in honor of their forward-thinking policies.

At the local level, most elected officials pass budgets rather than implement education policies. For instance, in Anne Arundel County, our legislative council *unanimously* passed a resolution calling on the school board to "expeditiously" enact safe and healthy school hours. In the more than two years since that resolution (and 20+ years as having the earliest starting high schools in Maryland), the leaders of Anne Arundel County Public Schools have moved the needle only 13 minutes by changing the 7:17 a.m. opening bell time to, starting with the 2017-2018 school year, 7:30 a.m.

Meanwhile, across the nation, the California state legislature is likely to pass legislation this year mandating that the state's middle and high schools start no earlier than 8:30 a.m. by 2020.⁴ The bill's sponsor is a supporter of local education control, but when school systems fail to act in the best interests of children, he believes it is up to the state, which helps fund the public schools, to step in.

The "Start the School Day Later" bill (SB-328) has passed the California State Senate and the Assembly Education Committee. The Assembly Appropriations Committee and then the full Assembly will take up the bill in late August after returning from a summer recess. If the legislation becomes law, it could be a game changer.

Perhaps it's necessary for Maryland's legislature and/or governor to do the same (ideally with strong support from this commission). As the 2014 joint report from Maryland's departments of health and education eloquently stated:

"Any consideration of a statewide mandate for a later school start time must consider the unique needs of each of the 24 local jurisdictions. However, in preserving the status quo whereby school start times are a matter for each local jurisdiction, the state risks letting local resistance trump a strong body of scientific evidence that sleep is critical to health and academic achievement."⁵

As the Kirwan Commission looks at the ways in which educational policies both improve and hinder student academic success, I hope that you will also consider — as one of the many education and health policy areas the state of Maryland can and should do better — the positive impacts that healthy, safe, and developmentally-appropriate school hours have for all K-12 students

Thank you,



Lisa VanBuskirk, Chapter Leader, Start School Later Maryland | Start School Later Anne Arundel County sslaaco@gmail.com

Enclosures: (1) Start School Later brochure
(2) 9 Ways Later Middle and High School Start Times benefit Teens and the Community
(3) 2017-2018 Public School Hours in Maryland (Elementary, Middle, High School)
(4) 2017-2018 Public High School Hours in Maryland
(5) School Start Times for Maryland Teens: Absenteeism-Graduation Rates-Standardized Test Scores

² <http://neatoday.org/2017/04/13/later-school-start-times/>

³ <https://www.brookings.edu/research/organizing-schools-to-improve-student-achievement-start-times-grade-configurations-and-teacher-assignments/>

⁴ California SB 328 https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=201720180SB328

⁵ http://www.startschoollater.net/uploads/9/7/9/6/9796500/maryland_dhnh_school_start_time_report_123114.pdf

9 Ways Later MIDDLE and HIGH SCHOOL Start Times Benefit Teens and the Community

1. Healthy School Hours Reduce the Achievement Gap

"[D]elaying school start times by one hour, from roughly 7:30 to 8:30, increases standardized test scores by at least 2 percentile points in math and 1 percentile point in reading. The effect is largest for students with below-average test scores, suggesting that later start times would narrow gaps in student achievement."

2. Healthy School Hours Lower Juvenile Crime Rates

Juvenile Crime peaks nationwide at 3 p.m., a time that's between the end of school and when parents get home. Police support limiting unsupervised situations at this crucial time. Also, sleep deprived teens are more likely to commit crime due to low self-control.

3. Healthy School Hours Help Prevent Car Crashes

Drowsy driving is responsible for a significant number of fatal teen crashes. School districts with later morning start times see the teen crash rates decline.

4. Healthy School Hours Reduce Drop-Out Rates

School attendance improves, tardiness decreases and graduation rates increase, which helps raise tax revenues and reduce crime and gang activity.

5. Healthy School Hours Improve Health

Sleep loss has wide-ranging consequences, including obesity, diabetes, cardiovascular disease and hypertension. Sleep deprivation reduces the immune system. With later, healthier school start times, teens experience fewer sports injuries and miss fewer days of school due to illness.

6. Healthy School Hours Are Better for Mental Health

Inadequate sleep is linked to depressed mood, anxiety, behavioral problems, alcohol and drug use, risky behaviors and suicidal thoughts.

The Maryland Youth Risk Behavior Survey 2013 (YRBS) shows that 16.9% of Anne Arundel County high school students seriously considered suicide and 13% made a plan to do so. The county's numbers are slightly higher than the Maryland average. When able to sleep more:

- Teen attitudes and behavior improve
- Teens report less depression
- Teenage needs for medication decreases

(A cost-benefit analysis prepared for Fairfax County, Virginia, estimates that later start times could save the community \$1.7 million a year in mental health treatment costs.)

7. Healthy School Hours Help Prevent Substance Abuse

Increased and adequate sleep decreases risk taking behaviors such alcohol and drug use. The Maryland Youth Risk Behavior Survey 2013 shows that Anne Arundel County high school students have higher rates of substance abuse than the Maryland average across nearly all categories queried.

8. Healthy School Hours Make Streets Safer

With early school start times, many students who are eligible for school bus service opt out and instead drive to school (or are driven by family members), which leads to more cars on the road during morning rush hours. In addition, children walking to schools and bus stops in the predawn darkness are a serious safety risk for both pedestrians and drivers.

9. Healthy School Hours Are Family-Friendly

A year after the city of Minneapolis implemented later start times, students were getting an hour more of sleep per school night, 92 percent of parents were happy with the change, and parents reported improved relationships with their children.



- SOURCES:** (1) <http://educationnext.org/do-schools-begin-too-early/> and http://www.hamiltonproject.org/assets/legacy/files/downloads_and_links/092011_organize_jacob_rockoff_brief.pdf
(2) www.ncbi.nlm.nih.gov/pubmed/24085558
(3) www.geico.com/information/autosafety/safety-library/ and <http://www.ncbi.nlm.nih.gov/pmc/articles/PMC2603528/pdf/jcsm.4.6.533.pdf>
(4) http://www.hamiltonproject.org/assets/legacy/files/downloads_and_links/092011_organize_jacob_rockoff_brief.pdf
(5) http://www.cdc.gov/mmwr/preview/mmwrhtml/mm6430a1.htm?s_cid=mm6430a1_e and <http://www.ncbi.nlm.nih.gov/pubmed/25028798>
(6) <http://www.ncbi.nlm.nih.gov/pmc/articles/PMC2656315/> Bernert RA, Joiner TE. Sleep disturbances and suicide risk: A review of the literature. *Neuropsychiatric Disease and Treatment*. 2007;3(6):735-743 and <https://nccdc.cdc.gov/youthonline/app/Results.aspx?LID=MD>
(7) <https://nccdc.cdc.gov/youthonline/app/Results.aspx?LID=MD>
(8) <http://startschollater.pbworks.com/w/page/60412558/Sleep%20Loss%20and%20Accidents%20or%20Injury>
(9) <http://conservancy.umn.edu/bitstream/handle/11299/162769/Impact%20of%20Later%20Start%20Time%20Final%20Report.pdf?sequence=1.pdf>

& Mental Hygiene has asked the Maryland State Board of Education to consider establishing as the earliest permitted school start time for K-12 students.

GREEN = Start times of 8:30 a.m. or later for middle and high schools and/or elementary school starts of 8 a.m. or later.

* The Orange Ribbon Healthy School Hours Certification program was signed into law in April 2016 and will be implemented starting with the 2017-2018 school year. The certification has three levels, from lowest to highest: Limited, Honorable Mention, Commended

County/School District	HS start time or start ranges	MS start time or start ranges	ES start time or start ranges	Does the district currently qualify for a Healthy School Hours Orange Ribbon Recognition?*
Alleghany County	7:40	7:40	8:00 to 8:45	
Anne Arundel County	7:30	8:10 to 9:10	8:15 to 9:35	Yes, since the district put together a Start Time Committee and has instituted a 13 minute delay in start times for high school— but there's more work to do.
Baltimore City	7:45 to 9:00	7:45 to 9:00	7:45 to 9:00	
Baltimore County	7:10 to 7:45	7:40 to 8:30	8:35 to 9:20	
Calvert County	7:25 to 7:40	7:22 to 8:25	8:30	
Caroline County	7:50	7:40	9:00	
Carroll County	7:30	8:25 to 8:35	7:45 to 9:30	
Cecil County	7:40	7:50-8:10	9:00	
Charles County	7:25 to 8:05	7:45 to 8:50	8:30 to 9:30	
Dorchester County	7:50 to 8:15	7:55 to 8:05	8:30 to 9:00	
Frederick County	7:30	8:00	8:20 to 9:00	
Garrett County	8:25	8:30	8:15 to 8:40	Yes! Garrett County has safe and healthy school hours!
Harford County	7:30	8:15	9 to 9:30	
Howard County	7:25	7:40 to 8:25	8:35 to 9:25	Yes, since the district has committed to all schools starting between 8 and 9:25 a.m. in the 2018-2019 school year, with middle and high school starting after 8:30 a.m.
Kent County	7:45	8:40	8:00 to 9:00	
Montgomery County	7:45	7:55 to 8:15	9:00 to 9:25	Yes, since the district moved start times later than they were before — but there's more work to do.
Prince George's County	7:45 to 9:30	7:45 to 9:30	7:45 to 9:15	
Queen Anne's County	7:35 to 8:00	7:45	7:30 to 8:55	
Somerset County	7:30	7:20	8:00	
St Mary's County	8:00	7:20 to 8	8:25 to 9:00	
Talbot County	7:45 to 7:50	7:45 to 7:50	8:40	
Washington County	8:45	7:20 to 8:45	7:30 to 9:15	

Maryland Public Schools High School Start Times: 2017-2018 School Year

The American Academy of Pediatrics recommends that middle and high schools start at 8:30 a.m. or later.

The American Medical Association, American Psychological Association, American Academy of Child & Adolescent Psychiatry, the National Association of School Nurses, the Education Commission of the States and the National PTA agree.

As detailed here, the vast majority of Maryland public high schools open well before 8:30 a.m.

Bus pick-ups starting as early as 5:15 a.m. require students to wake at hours long before what is safe, healthy, and developmentally-appropriate for their still-growing brains and bodies. Teaching sleep-deprived teens challenging academics, including AP courses, in the 7 a.m. hour is both cruel and undermining.

With such schedules, teenagers have to be in bed and *asleep* at 8 or 9 p.m. in order to get the amount of sleep they need. This just isn't possible — for biological and logistical reasons. When students oversleep and miss the bus, many wind up being extremely tardy or entirely absent from school due to having no transportation alternatives.

ALLEGHANY COUNTY

Mountain Ridge	7:40
Alleghany	7:40
Fort Hill	7:40
Center for Career/Technical Education	7:30

ANNE ARUNDEL COUNTY*

Annapolis	7:30
Arundel	7:30
Broadneck	7:30
Chesapeake	7:30
Glen Burnie	7:30
Meade Senior	7:30
Northeast	7:30
North County	7:30
Old Mill	7:30
Severna Park	7:30
Southern	7:30
South River	7:30
Chesapeake Science Point Charter	8:30

BALTIMORE CITY

Excel Academy At Francis M. Wood	8:30
Benjamin Franklin at Masonville Cove	8:00
Claremont	9:00
Bard HS Early College	8:30
City Neighbors	9:00
Patterson	8:45
Forest Park	8:30
Wester	8:15
Northwestern	8:00
Edmondson-Westside	8:15
Baltimore Polytechnic Institute	8:15
Mergenthaler Vo-Tech	8:15
Paul Laurence Dunbar	8:15
Digital Harbor	8:00
Reginald F. Lewis	8:00
Frederick Douglass	8:00
Carver Co Tech	7:45
Baltimore City College	7:50
Williams S Baer School	9:00
Friendship Acad. Engineering/Tech	8:00

Reach! Partnership School	8:45
Knowledge and Success Academy	7:45
New Hope Academy	7:15
Bluford Drew Jemison STEM Academy	8:00
Baltimore Leadership Young Women	9:00
Baltimore Collegiate School for Boys	8:30
Baltimore Design School	8:30
Baltimore School for the Arts	8:30
National Academy Foundation	8:15
New Era Academy	8:30
Vivien T. Thomas Medical Arts Acad.	7:45
Acad. for College/Career Exploration	8:10
Augusta Fells Savage Inst. Visual Arts	8:15
Coppin Academy	8:00
Renaissance Academy	8:00
Career Academy	8:30
Success Academy	8:30
Youth Opportunity Academy	9:00

BALTIMORE COUNTY

Catonsville	7:45
Dundalk	7:45
Chesapeake	7:45
Dulaney	7:45
Eastern Technical	7:45
Franklin	7:40
Hereford	7:40
Kenwood	7:45
Landsdowne	7:45
Loch Raven	7:45
New Town	7:45
Overlea	7:45
Owings Mills	7:45
Parkville	7:45
Patapsco	7:45
Pikesville	7:40

Perry Hall	7:45
Patapsco	7:45
Randallstown	7:25
Rosedale Center	7:00
Sollers Point Technical	7:45
Sparrows Point	7:45
Towson	7:40
Woodlawn	7:30

CALVERT COUNTY

Calvert	7:40
Career and Technology Academy	7:40
Northern	7:25
Patuxent	7:25
Huntingtown	7:25

CAROLINE COUNTY

Colonel Richardson	7:43
North Caroline	7:50
Caroline Career & Technology Center	7:50

CARROLL COUNTY

Century	7:30
Francis Scott Key	7:30
Liberty	7:30
Manchester Valley	7:30
South Carroll	7:30
Westminister	7:30
Winters Hill	7:30
Carroll Springs	8:35
Gateway	7:30

CECIL COUNTY

Perryville	7:40
North East HS	7:40
Bohemia Manor	7:45
Elkton	7:30
Cecil County School of Technology	8:00
Rising Sun	7:45

* The start time is new to the coming school year. Far more than two decades AACPS high schools began at 7:17 a.m. | This handout was provided by Start School Later Maryland (www.StartSchoolLater.net)

Maryland Public Schools High School Start Times: 2017-2018 School Year

CHARLES COUNTY

Henry E Lackey	7:25
La Plata	7:30
McDonough	7:30
North Point	8:05
Thomas Stones	7:30
Westlake	7:30
St Charles	7:25
Robert D. Stethem Educational Center	7:50

DORCHESTER COUNTY

Cambridge-South Dorchester	8:15
North Dorchester	7:50

FREDERICK COUNTY

Brunswick	7:30
Catoctin	7:30
Frederick	7:30
Governor Thomas Johnson	7:30
Linganore	7:30
Middletown	7:30
Oakdale	7:30
Tuscarora	7:30
Urbana	7:30
Walkersville	7:30
LYNX at Frederick	8:54

GARRETT COUNTY

Northern	8:25
Southern	8:25

HARFORD COUNTY

Aberdeen	7:30
Bel Air	7:30
C. Milton Wright	7:30
Edgewood	7:30
Fallston	7:30
Harford Technical	7:30
Harve de Grace	7:30

Joppatown	7:30
North Harford	7:30
Patterson Mill	7:30

HOWARD COUNTY

Atholton HS	7:25
Centennial HS	7:25
Glenelg HS	7:25
Hammond HS	7:25
Howard HS	7:25
Long reach HS	7:25
Marriotts Ridge HS	7:25
MT Hebron HS	7:25
Oakland Mills HS	7:25
Reservoir HS	7:25
River Hill HS	7:25
Wilde Lake HS	7:25
Applications & Research Lab	7:25

Marriotts Ridge HS	7:25
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MT Hebron HS	7:25
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Oakland Mills HS	7:25
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Reservoir HS	7:25
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River Hill HS	7:25
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Wilde Lake HS	7:25
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Applications & Research Lab	7:25
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KENT COUNTY

Kent County	7:45
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MONTGOMERY COUNTY

Bethesda Chevy Chase	7:45
Clarksburg	7:45
Albert Einstein	7:45
Montgomery Blair	7:45
Damascus	7:45
Gaithersburg	7:45
James Jubert Blake	7:45
Thomas Edison	7:45
Walter Johnson	7:45
Winston Churchill	7:45
John F Kennedy	7:45
Col. Zakok Magruder	7:45
Richard Montgomery	7:45
Northwest	7:45
Northwood	7:45

Paint Branch	7:45
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Poolesville	7:45
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Quince Orchard	7:45
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Rockville	7:45
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Seneca Valley	7:45
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Sherwood	7:45
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Springbook	7:45
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Watkins Mill	7:45
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Wheaton	7:45
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Walt Whitman	7:45
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Thomas S. Wooton	7:45
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PRINCE GEORGE'S COUNTY

Academy of Health Science PGCCC	9:30
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Annapolis Road Alternative	9:30
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Bladensburg	9:30
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Bowie	7:45
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Central	7:45
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Charles Flowers	7:45
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Croom Vocational	9:30
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Crossland	7:45
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Dr. Henry A. Wise, Jr	9:00
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Duval	8:30
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Eleanor Roosevelt	8:40
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Fairmont Heights	8:30
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Frederick Douglass	7:45
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Friendly	7:45
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Green Valley Alternative	9:30
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Gwynn Park	7:45
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High Point	8:45
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Largo	7:45
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Laurel	7:45
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Northwestern	8:30
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Oxon Hill	9:30
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Parkdale	7:45
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Potomac	7:45
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Suitland	8:30
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Surrattsville	7:45
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Tall Oaks	9:30
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QUEEN ANNE'S COUNTY

Queen Anne's County	7:35
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Kent Island	8:00
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SOMERSET COUNTY

Washington	7:30
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Crisfield	7:30
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ST MARY'S COUNTY

Chopticon	8:00
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Great Mills	8:00
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Leonardtown	8:00
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TALBOT COUNTY

Easton	7:45
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St Michaels	7:50
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WASHINGTON COUNTY

Barbara Ingram School for the Arts	9:05
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Boonsboro	8:45
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Clear Spring	8:42
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Hancock	8:45
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North Hagerstown	8:45
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Smithsburg	8:42
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South Hagerstown	8:45
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Washington County Technical	9:00
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Williamsport	8:45
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WICOMICO COUNTY

James M. Bennett	7:45
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Mardela MS/HS	7:45
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Parkside	7:45
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Wicomico	7:45
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WORCESTER COUNTY

Pocomoke	8:00
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Snow Hill	8:07
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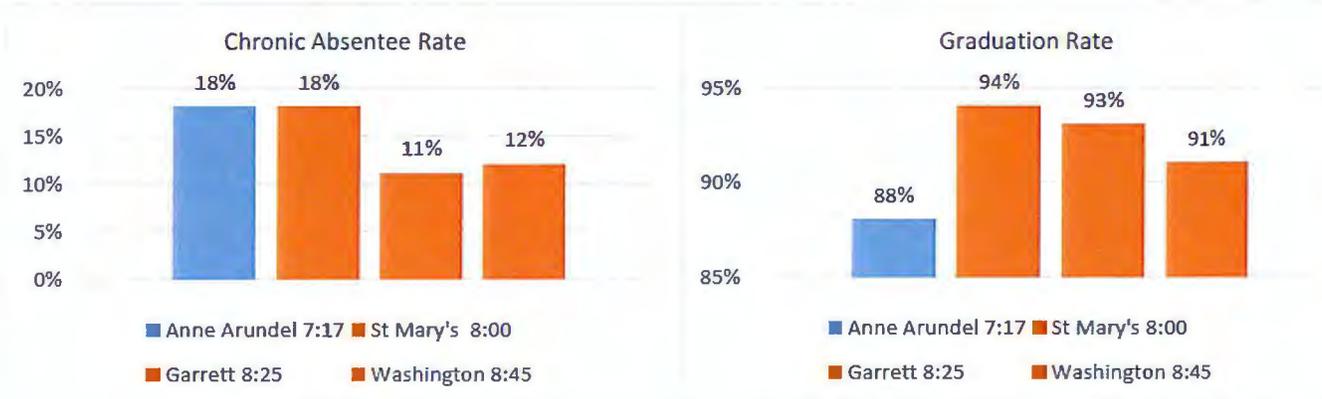
Steven Decatur	8:00
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* The start time is new to the coming school year. For more than two decades AACPS high schools began at 7:17 a.m. | This handout was provided by Start School Later Maryland (www.StartSchoolLater.net)

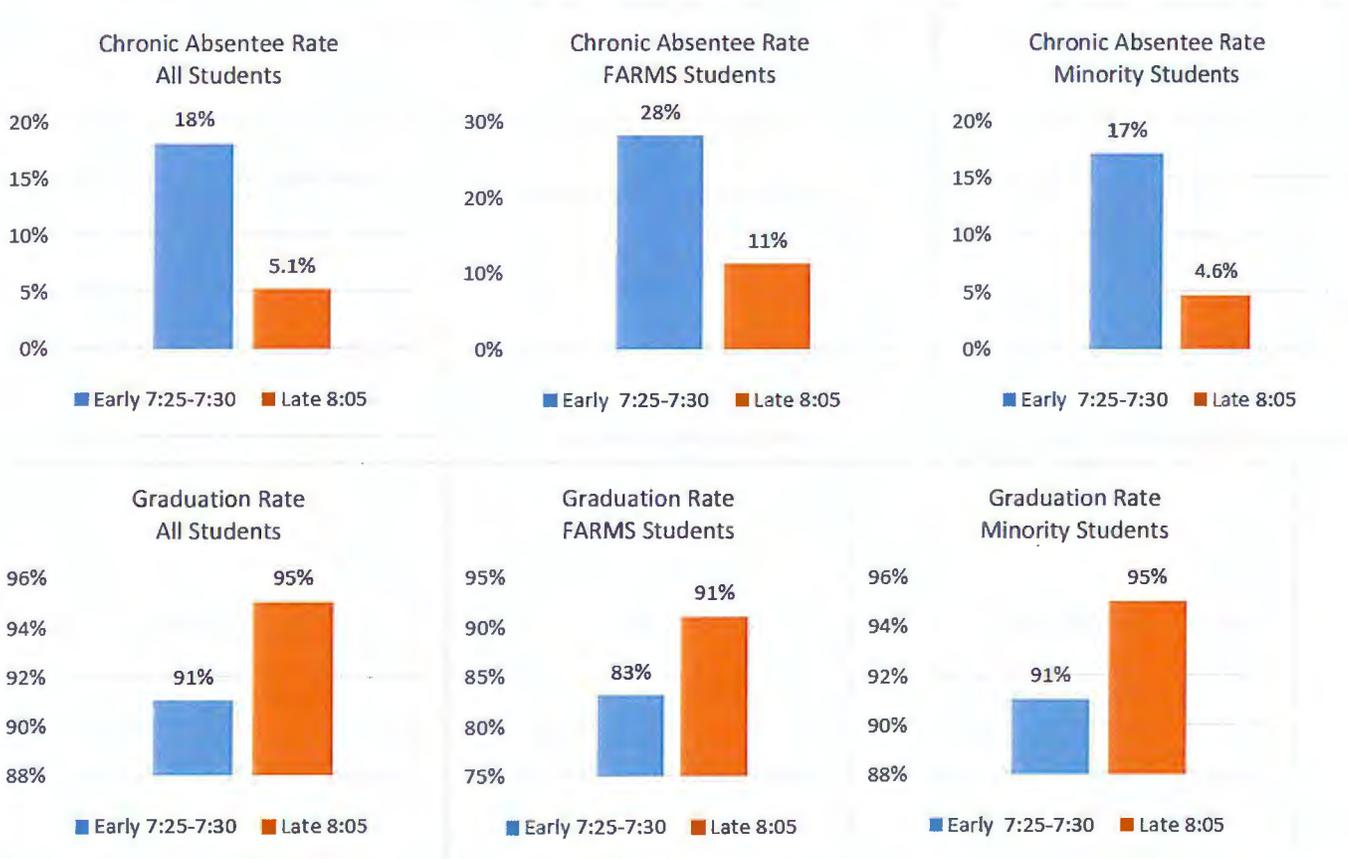
School Start Times for Maryland Teens

Absenteeism | Graduation Rates | Standardized Test Scores

With a 7:17 a.m. first bell, Anne Arundel County has the earliest starting high schools in Maryland.



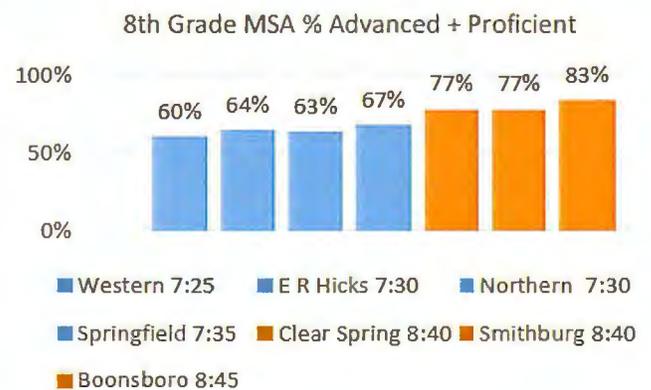
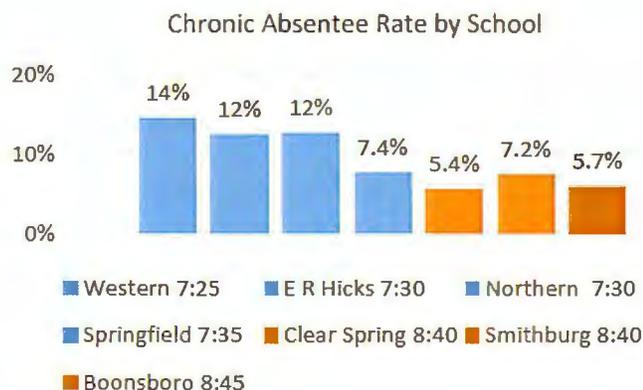
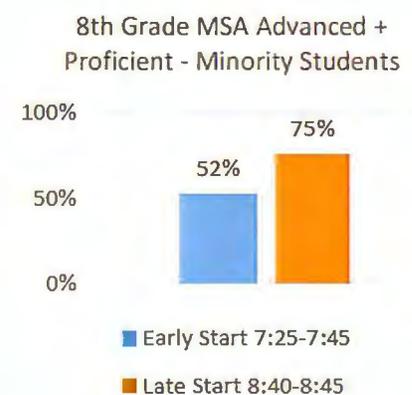
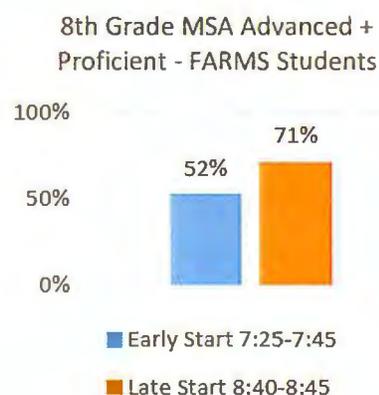
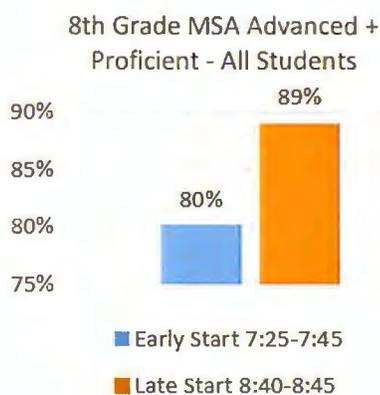
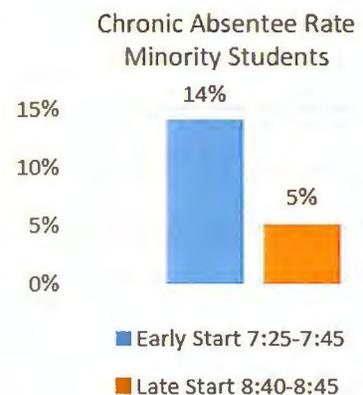
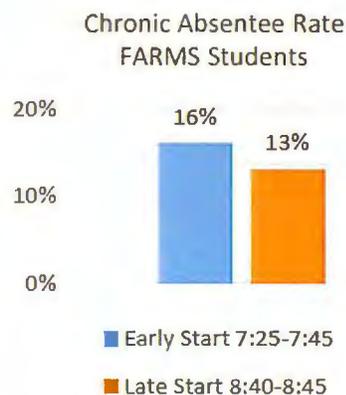
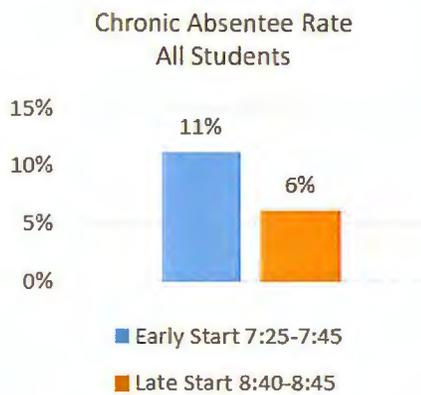
Comparing early and late high school start times *within* Charles County*



Maryland State Chapter
health, safety and equity in education



Comparing early and late middle school start times *within* Washington County*



NOTES

- School start times were obtained from bell schedules posted online by each school district for the 2016-2017 school year. Performance/attendance data was collected from the Maryland Report Card at <http://reportcard.msde.maryland.gov/>
- As defined by the Maryland Report Card, a student who is chronically absent has missed 20 or more days of school in an academic year.
- FARMS students (students whose families meet "Free and Reduced Meal Standards") were assessed to account for socio-economic differences that may impact attendance and/or performance in school.

* Charles and Washington counties were chosen because they had markedly different start times within the same district and the school bell schedules were readily available online.

Schools changed later start times?

of schools and school districts later morning start times with including more sleep, improved used automobile crashes, less , and fewer suspensions. These e large and small districts, as suburban, and urban ones. *StartSchoolLater.net* for examples.

Why do all schools have later start times?

reasons. A lack of awareness t development and the science t a big barrier to change. Many families, having established he existing school hours, are ul of change. Also, communities p that later school start times ransportation costs or reduce lar opportunities. (Real-life e such speculation unfounded ble, fiscally-responsible ways to ife and healthy school hours.)

Can people help?

ochure and information from th parents and local leaders. dministrators as well as d national elected officials and o take action to protect children. a chapter of Start School Later. tion at StartSchoolLater.net

About Start School Later

Start School Later, Inc., is a national 501(c)(3) nonprofit organization of health professionals, sleep scientists, educators, parents, students, and concerned citizens who are working to ensure that all schools can set hours compatible with health, safety, equity, and learning. Healthy Hours, the education and research arm of Start School Later, develops and provides educational resources, serves as an information clearinghouse, and champions the cause of healthy school hours — nationally and locally — for children of all ages.

For information about healthy school hours, for media requests, or to join or start a local chapter.

Contact Us

Email: Contact@StartSchoolLater.net

Website: StartSchoolLater.net

Start School Later, Inc.

P.O. Box 6105

Annapolis, Maryland, 21401

Follow us on Twitter [@StartSchool8r](https://twitter.com/StartSchool8r)

Like us at [Facebook.com/StartSchoolLater](https://www.facebook.com/StartSchoolLater)

Local Contact:



health, safety, and equity

Facts About School Start Times

- The American Academy of Pediatrics recommends that middle and high schools start at 8:30 a.m.
- Today, many middle and high schools begin much earlier, often at 7:30 a.m.
- Bus pick-ups starting between 6:30 a.m. require student to arrive hours before what is healthily developmentally-appropriate for still-growing brains and bodies.
- With such schedules, teenagers are forced to be in bed and *asleep* at 10:30 p.m. in order to get the amount of sleep they need. This just isn't possible with the biological and logistical realities of school schedules.

Learn more about why
Start School Later
is better for your child
... and what you can do

Let's start with sleep science

During puberty, adolescents are biologically programmed to fall asleep later at night (typically 11 p.m. or after, give or take) than children and adults are. Consequently, it is biologically normal — and necessary — that they rise later in the morning. Most sleep deprivation among middle and high school students is a product of their wake-up time, not their not bedtime. (Reports and studies about sleep and sleep cycles, also known as “circadian rhythms,” are available online at *StartSchoolLater.net*.)

Then why is school so early?

Well, it wasn't always. Prior to the 1970s and in some areas the 1980s, most schools began *after* 8:30 a.m. Factors ranging from tight economic conditions to suburban sprawl to the lack of walkable streets and sidewalks to the consolidation of neighborhood schools into larger, more distant ones, made school systems more reliant on school buses. To serve all school-levels, the window of time needed for the buses to gather and deliver all students was expanded. The extra time was gained by starting the high school and its bus runs earlier.

What's the solution?

The science supporting later school start times has been clear since the 1990s. Some schools have acted accordingly, but the vast majority have yet to act. Experts from many fields are calling on state, local and/or federal lawmakers to set parameters for safe, healthy and developmentally-appropriate school hours so parents aren't forced to choose between school attendance and a child's safety, health and overall well-being.

How sleep-deprived are America's teens?

The U.S. Centers for Disease Control and Prevention reports that more than 90 percent of high school students in the United States get inadequate sleep.

Adolescents require about 9 hours of sleep per night for optimal health.

The typical adolescent in the United States gets only 6.75 hours of sleep on school nights.

Just a few consequences of chronic sleep loss

- Increased chance of automobile crashes
- Increased chance of sports injuries
- Increased depression
- Increased suicidal ideation
- Increased substance abuse
- Increased risk-taking
- Increased school violence
- Increased insulin resistance
- Increased stress response
- Increased inflammatory response
- Increased risk of obesity
- Increased risk of diabetes
- Increased risk of heart disease
- Increased risk of aggressive forms of cancer
- Reduced immune functioning
- Reduced attention
- Reduced problem-solving skills
- Reduced academic performance

Research and references are at *StartSchoolLater.net*

Supporters of starting school later include ...

American Academy of Child & Adolescent Psychiatry

American Academy of Pediatrics (AAP)

American Academy of Sleep Medicine (AASM)

American Medical Association (AMA)

American Psychological Association

American Thoracic Society

Centers for Disease Control and Prevention (CDC)

Connecticut Interscholastic Athletic Conference

Education Commission of the States

Florida High School Athletic Association
(Sports Medicine Advisory Committee)

Maine Sports Medicine Physicians

Maryland State Medical Society

Massachusetts Association of School Committees

Massachusetts Interscholastic Athletic Association

Minnesota Medical Association

National Association of School Nurses

National Association of Social Workers (Ohio)

Seattle Education Association

Society of Pediatric Nurses

Virginia State PTA

Washington State PTA

More are listed at *StartSchoolLater.net*

Kirwan Commission Statement:

My name is Jill Savage. Thank you for the privilege to speak to you today as the Community School Coordinator in Baltimore County for the Lansdowne–Baltimore Highlands Community Schools project.

Baltimore County is a large school system with nationally recognized students, teachers and schools. Geographically, it encompasses many communities and a vast range of socioeconomic levels and social issues. The Lansdowne – Baltimore Highlands area is one of the county’s most struggling communities, with schools, students and families experiencing daily challenges that impede their success.

By developing Community Schools in Baltimore County, we hope to reduce the number of complex and long standing barriers that impact students’ availability to learn and be successful. Such barriers include lack of basic needs, substance abuse, mental illness, lack of affordable child care, language barriers, lack of health insurance, domestic violence, high crime, gang presence in the community, and not surprisingly... a pervasive sense of fear and hopelessness.

While Baltimore County has worked to provide increased staff and supports to address the needs, the number of students referred continues to grow each year. But for every student referred to the school counselor or school social worker, there are untold numbers of students who bear their daily struggles silently, becoming increasingly behind and discouraged. Often by the time their burden becomes too great and comes to the attention of the adults in school, it is too late to catch up.

Neuroscience tells us that it is physiologically impossible to learn when experiencing significant stress. Our brains become focused on survival, our bodies in a prolonged state of hyper alertness that is both exhausting and unhealthy. We need to develop a broader intervention to address the factors that cause such baseline stress, to fling open the doors of our school buildings to welcome community in and offer consistent, dependable, data driven programs and services that are responsive to needs expressed by students, families and teachers. Research shows that such continued responsive efforts are effective at increasing attendance and school performance.

Please consider including Community Schools as part of your funding formula. With state funds to assist us, we could provide sustainable, dependable, and holistic programming that could be replicated for other communities in need. We could offer easier access to a greater number of students and families.

We could help students and families do more than just survive. We could help them build hope in something better for themselves and their future.

Jill Savage

Community Schools Coordinator

Baltimore County Public Schools



Commission on Innovation and Excellence In Education,

Testimony in Support of the Community Eligibility Provision

July 26, 2017

The Partnership to End Childhood Hunger in Maryland is a coalition of public, private, and community organizations working to tackle the crisis of hunger for children and families. A key strategy in our work is expanding and supporting federal nutrition programs, including the School Breakfast and National School Lunch Programs. We applaud the work of this Commission, and recognize the many different challenges and factors being considered in your work. We want to take this opportunity to raise our concerns about meal income verification being used as a proxy for poverty, and how this may threaten access to school meals for many thousands of Maryland's school children.

Authorized by the federal Healthy, Hunger-Free Kids Act of 2010, the Community Eligibility Provision allows high-poverty schools to offer breakfast and lunch at no charge to all students and to realize significant administrative savings by eliminating school meal applications. Any district, group of schools in a district, or school with 40 percent or more "identified students" — children eligible for free school meals who already are identified by other means than an individual household application — can choose to participate. Identified students include: Children directly certified for free school meals through data matching because their households receive Supplemental Nutrition Assistance Program (SNAP) benefits, Temporary Assistance for Needy Families (TANF), assistance through the Food Distribution Program on Indian Reservations (FDPIR) program, and in some states, Medicaid, and children who are certified for free meals without an application because they are homeless, migrant, enrolled in Head Start, or in foster care.

Currently, over 97,000 Maryland students have access to free breakfast and lunch across 227 Maryland schools due to the Community Eligibility Provision. CEP is being adopted by more schools each year for a few key reasons:

- CEP increases access to critical meals for low income students
- CEP brings in added revenue for districts who can serve more USDA reimbursable meals
- CEP dramatically reduces paperwork and administrative burdens to school districts

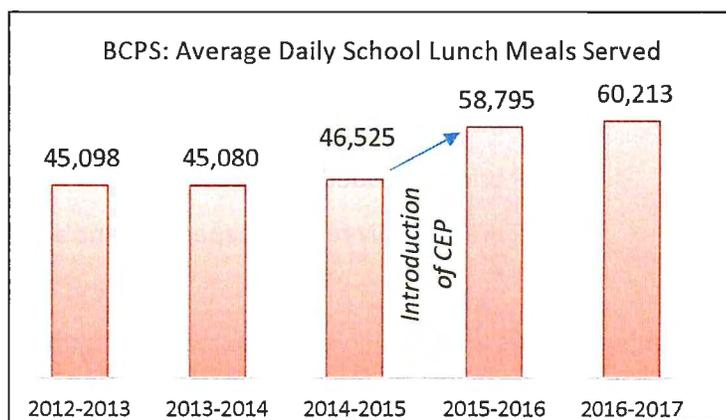
Reimbursements to the school are calculated by multiplying the percentage of identified students by 1.6 to determine the percentage of meals reimbursed at the federal free rate, the highest federal subsidy level. For example, a school with 50 percent identified students would be reimbursed for 80 percent of the meals eaten

at the free reimbursement rate ($50 \times 1.6 = 80$), and 20 percent at the “paid rate” (the lowest federal subsidy level). School districts may also choose to participate district-wide, or group schools however they choose if the district or group has an overall identified student percentage of 40 percent or higher.

It’s important to note the USDA – as directed by the change in federal law – encouraged school districts to utilize a more accurate and modern form of measuring eligibility for school meal programs. We urge this commission to maintain the intent of the Community Eligibility Provision, and the ability of school districts to use Direct Certification as a proxy for poverty, and to not force schools utilize free-and reduced meal applications forms for a purpose for which they were not intended. Directly certifying students is a more accurate and efficient model of means testing and data collection. The Partnership has concerns about the efficacy of alternative forms, which would bring back significant and undue administrative burdens on school districts.

Schools participating in CEP cannot use Food and Nutrition funds to process meal benefit applications; therefore, funding for an alternative form would have to come from another department. In a November 2016 letter to consultants Augenblick, Palaich and Associates, Baltimore City Public Schools’ CEO Dr. Santelises wrote, “Quite simply, if an alternate form is passed into law as the proxy for districts participating in the CEP, Baltimore City Public Schools will be forced to withdraw from the CEP program.” This highlights our concern that alternative meal benefits forms would disincentive additional schools from taking advantage of the federal funds available with CEP, and future enrollment in this program would decline drastically. In addition, Baltimore City would no longer provide meals to all students, which would increase hunger, reduce meals served, and negatively impact the budget of the food and nutrition service department.

School districts utilizing CEP can benefit from increased federal reimbursements for school meals. For example, since electing CEP, Baltimore City Public Schools (BCPS) has seen a dramatic increase in fruit and vegetable consumption, from \$3 million worth of fresh fruit and vegetables served in SY16 to \$6 million in SY17. Additionally, BCPS has received an additional \$9 million in federal reimbursements for school meals since adoption of CEP. This increase in federal reimbursements is due to the increase in meals served when all students have access.



Baltimore City has adopted CEP district-wide, resulting in a significant jump in school lunch participation.



Lastly, the Partnership believes that schools should be places of learning, and students should not have to worry about having enough money to buy breakfast or lunch. CEP allows all students to have access to healthy school meals. Studies demonstrate that students who eat breakfast at school make fewer mistakes and work faster in math and vocabulary, perform better on standardized tests, have improved concentration, alertness, comprehension, memory and learning,^{1,2} and show improved school attendance.^{3,4} When schools use CEP, students are relieved of the stigma that can be associated with free or reduced-price meal eligibility. This leveling of access to school meals allows schools to seamlessly engage students in the cafeteria, so they can better focus in the classroom.

We again respectfully urge this Commission maintain the integrity and intent of the Community Eligibility Provision, and allow schools to continue their use of Direct Certification as a proxy for poverty. If CEP is compromised, then we may very well lose the powerful gains we've made since 2015. We are grateful for the work of this Commission, and hope to be of use to you in this work. Please let us know if we can provide additional data or information. Thank you for your consideration of this matter.

Respectfully submitted,

The Partnership to End Childhood Hunger in Maryland

¹ Brown JL, Beardslee WH, Prothrow-Stith D. (2008) "Impact of School Breakfast on Children's Health and Learning." Sodexo Foundation

² Morris CT, Courtney A, Bryant CA, McDermott RJ. (2010) "Grab 'N' Go Breakfast at School: Observation from a Pilot Program." *Journal of Nutrition Education and Behavior*, 42(3): 208-209

³ Murphy JM, Pagano M, Nachmani J, Sperling P, Kane S, Kleinman R. (1998) "The Relationship of School Breakfast to Psychosocial and Academic Functioning: Cross-sectional and longitudinal observations in an inner-city sample." *Archives of Pediatric and Adolescent Medicine*, 152:899-907

⁴ Powell CA, Walker SP, Chang SM, Grantham-McGregor SM. (1998) "Nutrition and education: a randomized trial of the effects of breakfast in rural primary school children." *American Journal of Clinical Nutrition*. 68:873-9

Commission on Innovation & Excellence in Education

July 26, 2017

Public Testimony

By Lisa D.B. Rodvien

Good afternoon Chairman Kirwan, and members of this esteemed commission. Thank you for giving your time here today. My name is Lisa Rodvien and I am a secondary teacher right here in Anne Arundel County. I know firsthand that today's challenges in public education are serious and significant. I applaud you for tackling issues ranging from student achievement, the achievement gap, high drop-out rates, teen depression and suicide, teen obesity and health, absenteeism, school discipline, special education, substance abuse, teen pregnancy, and probably another twenty issues I didn't mention.

I did not come here to bemoan these issues, however. Instead, I bring solutions. I offer a policy that would improve metrics on every single one of the issues I just mentioned, requiring no new professional development and delivering results immediately upon implementation.

Raise your hand if you're curious how you can do this? You have to power to advocate for all these things with one relatively straightforward change. Ask middle and high schools to start after 8:30am. Research shows that later start times strongly correlate with improvements in every single one of these outcomes. Did I mention that disadvantaged students benefit TWICE as much from later school start times? In other words, a change in start times offers a REAL opportunity to take a whack at the achievement gap.

Actually, I want to focus on that achievement gap part. It had a very real face for me during the years I taught Annapolis High School. For those of you who might not be familiar with the Annapolis beyond the pretty sailboats, there is more public housing here than in any other part of the county. What I am trying to say is that we have many students here that come to school with many challenges. During my time at Annapolis, I taught many of those at-risk students in my standard level World History classes. My standard level classes met first period. 7:17am every day. I would regularly begin the period with anywhere from one-quarter to one-half of my students absent. Some would stroll in during the course of first period. Others wouldn't arrive at school until later in the day. Some never came at all. Students from poverty face many challenges in school and in life. Getting enough sleep because school hours conflicts with teenage biology should not be one of them.

If this is a new issue for you, let me familiarize you with the research. A vast body of research, which has support by recommendations from the National Institutes of Health, the American Medical Association, the American Academy of Pediatrics, and the Center for Disease Control shows teens need to SLEEP during CERTAIN hours, not just a certain NUMBER of hours. Like every human trait in biology, there are outliers. So if you know a teenager who functions perfectly well when they must wake up at 5:30am, that is no different than knowing a teenager who is 6'3" tall. Yes, some teenagers can reach that high shelf or wake up easily in the dark, but on average, most cannot. Many school districts across the country, including Loudoun and Fairfax counties in Virginia, have already made the change with resounding success. Please call on Maryland schools to start middle and high school after 8:30am.

Testimony for the Committee on Innovation and Excellence in Education

Marietta English, President Baltimore Teachers Union

Education is the vehicle for social mobility. Knowing that, our schools have to be their best to provide students with a pathway out of poverty that will place them on a road bound for a successful future. As you consider recommendations for the new funding formula, please consider the Community School Strategy, which has a proven record of success in Baltimore City.

The Community School Strategy includes resources and collaborations that provide wrap around services that incorporate a needs-based assessment that locates the unique and specific demands of that community. By providing for the welfare of the entire community, it creates an investment from the community into the welfare of the students. This makes teacher/parent interaction easier which results in greater achievement by the students.

The Historic Samuel Coleridge-Taylor is an elementary school in Baltimore City that exemplifies the success of the Community School Strategy. Students, families and community members in this neighborhood endure a great deal of trauma from the effects of violence associated with the drug trade. This type environment created a student body that was not scholastically engaged. In response, officials at Samuel Coleridge-Taylor partnered with the University of Maryland School of Social Work to equip the community with skills and tools to help deal with the trauma they face on a daily basis. As a result of the implementation of community school programming, the school received the Mayor's award for greatest reduction of students at-risk for chronic absenteeism.

Benjamin Franklin High School is another example of how employing the Community School Strategy changes the trajectory of its students, families and community overall. The school provides in-house childcare that allows the high population of teenage parents to continue to attend school. In addition, Benjamin Franklin offers workforce development in order to assist student and community members with the skills they need to find and maintain gainful employment. The Community School Strategy incites a service attitude in the students as scholars at the school have clocked over 17,000 hours of community service. Some students even took to community organizing to create changes in their community that they wanted to see.

The Community School Strategy as outlined here and practiced in Baltimore would be a huge asset in educating the growing number of impoverished students across the state.

Good Afternoon commission on innovation and excellence in education. My name is Zion Smith and I am a rising junior at Baltimore City College High School. There are many students throughout Baltimore who, like myself, love science and dream of becoming doctors, nurses and researchers. We have a problem.... We are not consistently challenged at school. While it feels great to get all As I know that in order to become a doctor I need to be able to compete with my peers from Montgomery and Howard county.

Fortunately, this past year I joined MERIT Health Leadership Academy, a program which aims to challenge and support top students like myself, who come from low income families and are interested in careers in science and health care. The program includes three years of Saturday classes, mentoring and summer internships.

This year, me and 80 of my high school peers came to MERIT every Saturday to learn advanced science, prepare for the SAT, and receive college admissions guidance. Some may question, would students from Baltimore come to extra school on Saturday? My class had 97% attendance this year because students like me are hungry to learn more and finally be challenged.

This summer I spend every morning, including this morning, shadowing doctors and nurses. I even got to shadow an acute care surgeon, which is amazing because this is my dream career. Over the summer, I spend each afternoon with MERIT learning more advanced science content, when I'm not giving speeches to elected officials 😊

Each night we have 3-5 hours of homework and study time. My peers are used to getting A's but it is almost impossible to get an A on MERIT's homework and tests. At first this can feel defeating but we all now understand the work it takes to be successful in college and beyond.

The students who have come before me in MERIT are role models who show us younger MERIT Scholars what is possible. This year, 100% of the senior class is matriculating to 4-year universities. Collectively they earned \$3 million in academic based scholarship and will be going to prestigious schools like Johns Hopkins, Brown University, Howard, and the UMBC Meyerhoff Program. I'm confident that with continued support I can achieve the similar success on my path to becoming a surgeon.

The MERIT program is funded by Johns Hopkins Medicine, the Weinberg Foundation, and the 21st Century Community Learning Centers program through MSDE. I hope that the commission will consider including funding for academic out of school time programs like MERIT, in the future education funding formula.

Maryland Commission on Innovation and Excellence in Education 2017 Schedule and Work Plan

Remaining Meetings as of 8/2/17 *Subject to Change*

All meetings will be held from 9:30am -5pm in Room 120 House Office Building, Annapolis unless noted. Time will be reserved at the end of each meeting for public comment.

Governance and Accountability (Building Block 9) **Weds, August 30, 2017**

- Andreas Schleicher, Director of Education and Skills, OECD

Work Session on Building Blocks/Policy Recommendations **Thurs, September 14, 2017**

Public Hearing 7–9pm Eastern Shore (location TBA) *Thurs, September 14, 2017*

Public Hearing 7–9pm Western Maryland (location TBA) *Thurs, September 28, 2017*

Public Hearing 7–9pm Baltimore (location TBA) *Thurs, October 12, 2017*

Work Session on Building Blocks/Policy Recommendations **Weds, October 25, 2017**

Public Hearing 7–9pm Central/Southern Maryland (location TBA) *Weds, October 25, 2017*

Work Session on School Finance/Recommendations **Thurs, November 16, 2017**

Work Session on School Finance/Recommendations **Thurs, November 30, 2017**

Final Recommendations **Weds, December 20, 2017**

- Finalize Policy/Funding Recommendations on Making Maryland a Top Performing System in the World