


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

Agenda

 [Session 1](#) and [Session 2](#)

September 14, 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. Work Session on Developing Consensus Recommendations and Further Discussion

11:30 a.m. Lunch Followed by Breakout Group Discussions (*see separate handout*)

Lunch Provided for Commissioners and Staff in Room 145

1:00 p.m. Breakout Group Report Out (5-10 minutes each) and Commission Discussion

1:30 p.m. Work Session on Funding and Accountability

3:15 p.m. Breakout Group Discussions

4:30 p.m. Breakout Group Report Out (5-10 minutes each) and Commission Discussion

5:00 p.m. Chair's Closing Remarks and Adjournment (*Box dinners available for Commissioners attending Eastern Shore public hearing*)

Next Meetings: September 28 -- Western Maryland Public Hearing, 6:30-8:30 p.m., LYNX High School, 650 Carroll Parkway, Frederick, MD

October 12 -- Commission meeting in Room 120, Annapolis, 1:00-4:30 p.m. followed by the Baltimore City Public Hearing, 6:30-8:30 p.m., Polytechnic High School, Baltimore, MD

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NCEE Recommendations and Commission Consensus

BUILDING BLOCK 1: Provide Strong Supports For Children And Their Families Before Students Arrive At School

NCEE RECOMMENDATIONS

1. Expand the reach and comprehensiveness of support services for children ages 0-3 and their families*
2. Make childcare for working families more affordable*
3. Add early childhood educators to a statewide educator career ladder and invest in the capacity of the early childhood education workforce
4. Expand and intensify education and support services for all 3-4 year olds in the State

Consensus

Further Discussion

1. Universal prekindergarten is critical in order to give every child a good start to their education

While expanding prekindergarten is critical, there is concern that the cost of doing so as calculated by APA is not feasible

One group suggested using certified teaching assistants to teach prekindergarten as potential cost savings

2. Full day prekindergarten should be available for all 4 year olds based on a sliding scale of family income and size, which would be free for all low income families, through a mixed delivery system of public and private providers

What is the definition of low income? (Prekindergarten expansion grants are provided to serve 4 year olds at or below 300% of the federal poverty level)

Should funding be provided through enrollment-based formula or grants?

By what school year should this expansion be complete?

By whom and how often should a sliding scale be developed and adjusted?

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Consensus

Further Discussion

3. Full day prekindergarten should be available for low-income 3 year olds

Should the Child Care Subsidy Program be enhanced for low-income 3 year olds?

One group suggested prekindergarten should be year round particularly for low-income children

4. Prekindergarten programs should be high quality with measurable outcomes

On what basis should quality be measured? EXCELS and/or Kindergarten Readiness Assessment?

5. Prekindergarten teachers should be incorporated in a career ladder

One group indicated the salaries of early child care and prekindergarten teachers should be raised to attract and retain high quality providers and teachers

Should the ladder only span levels within the prekindergarten specialty or be part of a larger education career ladder?

6. The Kindergarten Readiness Assessment should be given to ALL children prior to beginning kindergarten

One group idea was to pay teachers to test students prior to kindergarten

One group said there should be assessments in prekindergarten as well (the Early Learning Assessment is available as a tool but its use is not required)

7. There should be a seamless alignment of curriculum and instruction content between prekindergarten and kindergarten to avoid losing gains made in prekindergarten

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Other Items for Discussion

8. One group suggested a study group be formed to study other aspects that impact early childhood such as prenatal care, family leave, etc.
9. Should Judy Centers be expanded to provide support services for 3 and 4 year olds?

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BUILDING BLOCK 2 – More Resources for At-Risk Students

NCEE RECOMMENDATIONS

1. Use the successful school base as starting point
2. 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
3. Add additional funds for school districts with concentrated poverty either by altering the formula for this purpose or by allocating additional teachers to schools serving low-income students with an increasing ratio for schools in areas of concentrated poverty
4. 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
5. Require local systems to fund their fair share of the at-risk pool
6. Eliminate the feature of the formula that adjusts the State contribution on the basis of cost of living
7. Focus special education funding on students who have specific cognitive or physical impairments, staying within the requirements of IDEA
8. Increase support for and coordination of wraparound services for at-risk students and families

Consensus

Further Discussion

1. General consensus that there are disparities in the equitable distribution of resources not only between districts but also within districts. Money alone does not mean better equity
 - a. The concept of equity includes quality of teaching, closing achievement gaps, etc. Generally, how the money is spent is just as important
 - b. Community schools may provide a high “bang for the buck”
 - c. After school programs would also be helpful
 - d. Year round schooling may help in certain jurisdictions
 - e. Universal prekindergarten is critical in achieving equity

However, a contributor to this is not so much the State aid as it is the local aid. Some jurisdictions are able/willing to spend more than others

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Consensus	Further Discussion
2. Maintenance of effort provision should remain but should consider the inability of high poverty areas to keep up	
3. Counties should be required to pay the local share for the at-risk formulas but perhaps with a circuit breaker for low-wealth counties	
4. The State should ensure more high-quality teachers are teaching in high-need schools through offering incentives such as higher pay, smaller classes, more planning time, and mentoring perhaps by incorporating into a career ladder	Should high-need schools have smaller class sizes?
5. Maryland should incorporate a concentration of poverty factor into the funding formulas based on a sliding scale using a lower weight for lower concentrations and a higher weight for higher concentrations	What should this poverty scale be? How much “extra” should each level of the scale provide?
6. The weight for special education students, currently 74%, should be raised.	Should Maryland lower the rate of identifying a student as special education unless the student has an identifiable mental or physical disability? One group suggested a sliding scale weight based on severity of disability could be used for special education
7. General consensus that per pupil funding should follow the child to the school level	One group mentioned implementing this could be challenging

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Other Items for Discussion

8. Some discussion of using a different proxy than FRPM. If student is coming from a poor neighborhood (vs poor family) then can provide more resources to that school
 - a. Possibility of using mother's education level (but data issue) or household income within a community
9. Discussion did not reach a conclusion on the recommendation to eliminate a Geographic Cost of Education Index
10. Discussion did not reach a conclusion on the question regarding the overlap of risk categories and possibly making adjustment to account for that
11. Discussion did not reach a conclusion on the pros and cons of successful schools, professional judgement, and evidence based
 - a. The rationale for multiplicative wealth is unclear
 - b. APA's rationale for not selecting the successful schools model was not clear
12. Discussion did not reach a conclusion on the pros and cons of a higher base and lower weights as recommended by APA
 - a. If funds don't follow the student, then weights don't need to be higher; if funds do follow the student, then weights should be higher
 - b. While APA found all students have more needs (hence, the recommendation to increase the base), research suggests that more weight needs to be given to at risk students (thus, the data doesn't entirely support a higher base)

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BUILDING BLOCK 3 – Develop World-Class, Highly Coherent Instructional System

BUILDING BLOCK 4 – Create Clear Gateways for Students Through the System, Set Global Standards, with No Dead Ends

NCEE RECOMMENDATIONS

1. Create a College & Career Readiness Qualification set to the standard of literacy needed to succeed in the first year of a typical Maryland open-admissions post-secondary institution. The qualification could be earned as early as the end of Grade 10, enabling students with the qualification to go on their junior and senior years to enroll in world-class college prep curricula for selective universities like IB, AP and Cambridge diploma programs, take a full associates degree program and earn their associate degrees by the end of their senior year or take a demanding career and technical education program leading to a rewarding career; schools would be expected to make sure that all but the most severely disabled reach this standard before the end of their senior year
2. Conduct an empirical study to determine what is needed for success in community college credit classes
3. Establish consortium of states focused on next generation assessment
4. Recruit highly experienced teachers to build out curriculum frameworks for full set of subjects required for graduation, building on what has been done for English and mathematics
5. Create course syllabi for all courses for which syllabi are written
6. Make public examples of student work that meets the standards for all courses for which syllabi are written as well as commentaries explaining why those examples of student work meet the standards
7. Establish a data system to track how students do in post-secondary education
8. Create an early warning system based on formative evaluation that enables teachers to identify students who are beginning to fall behind and work with other teachers in the school to get those students back on track as quickly as possible all the way through elementary, middle, and high school

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Consensus

Further Discussion

Curriculum Standards

1. College and career readiness should be defined as being on track to succeed in the initial English and math credit-bearing courses at community colleges and open enrollment 4 year institutions by the end of 10th grade
 - a. All courses required to meet the goal should be provided by 10th grade
 - b. High school diploma should mean both college and career ready

Need to clarify/refine the wording of the goal and distinguish between meeting the goal versus being ready to graduate with a diploma

One group suggested goal should be career ready and that college is just one pathway to a career

General consensus to move “career and college ready” (CCR) to the end of 10th grade (instead of 11th grade as currently defined) and to use English 10 and Algebra I (if acceptable to open enrollment higher education institutions)

What tool(s) should be used to assess CCR at the end of 10th grade? Use PARCC for Eng 10 and Alg I? One group suggested a menu of tools should be used

One group indicated social studies and science should also be measured for CCR. If included, what tool should be used to assess? HSA for social studies? MISA for science?

Discussion of several possible timelines for when the goal of 10th grade should be implemented: one group said 2030; one group said in 8-10 years; one group said 2019 or as soon as possible

Should a student be given some sort of certification when they reach this goal? Should the high school diploma denote CCR?

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Consensus

Further Discussion

2. For those who are on track to be college and career ready at the end of 10th grade, schools should offer AP courses, AP diploma program, IB diploma program, University of Cambridge IGCSE program, dual enrollment, completion of a 2 year postsecondary degree prior to high school graduation, and career and technical education that results in an industry-recognized credential

What should the CCR standards be for students who are interested in a STEM field or a selective higher education institution? Should they be different at all?

3. Such a requirement should not result in tracking, but in supporting students in pursuing their education and career goals

4. The standards for college and career ready should be realistic

5. It is critical to ensure that support services are provided early and throughout a student's education to help each student reach the goal

- a. A data system should enable teachers to monitor student progress continuously so that students at risk of falling behind can be identified quickly and given support to get back on track

Screenings should be in the 8th grade at the latest. Research indicates 6th and 9th grade are key points to measure likelihood of success

6. Meeting college and career standards should be a requirement for high school graduation

- a. The diploma should be meaningful
- b. Expectations of students should be clear
- c. Should consider requiring at least a 4 on PARCC as a graduation requirement
- d. Need to ensure there are alternative routes to graduation due to a student's special needs

How should the expectations be made clear? Revise regulations?

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<i>Supports</i>	
<p>7. As assistance to districts and teachers, should the State produce curriculum framework, example course syllabi, lists of recommended texts and other instructional materials, sample lesson plans, support for formative evaluations, and end of course exams?</p>	
<p>8. An effective system of supports should include Saturday school, after school, tutors, summer school with small class sizes for students not on track to meet the goal</p> <ul style="list-style-type: none">a. This should not include more testing but using the current student assessments and teachers' professional judgement to determine which students need additional supportb. Schools should reach out to parents to inform them of the availability of these additional servicesc. Groups recognized this may have upfront costs but should save money over the long-termd. As to when and how these supports take place, must take into consideration the need for some students to hold a job	
<p>9. For students at or above grade level (at any point in their K-12 education), schools should provide enrichment courses or other opportunities to continuously challenge a student</p>	

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Other Items for Discussion

10. Is there a desire to discuss and make recommendations on the structure of the school calendar? Length of school year?
Structure of each school day? Personalized learning of students moving at their own speed?

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BUILDING BLOCK 7 – Create an Effective System of Career and Technical Education and Training

NCEE Recommendations

1. Create a study group to visit Switzerland and Singapore and make recommendations to the State for a redesign of CTE that includes:
 - a. A qualifications system
 - b. Apprenticeship/work-based learning opportunities
 - c. CTE programs of study that result in industry-recognized certificates that signify that students are ready to begin jobs leading to rewarding careers, and, at the same time, certify that the student is ready to succeed in the first year of a Maryland community college program without remediation
2. Join Pathways to Prosperity

Consensus	Further Discussion
<ol style="list-style-type: none">1. Maryland should have an education system in which students meet employment standards in a rewarding career after graduating high school, in addition to being ready to enter an open enrollment postsecondary institution<ol style="list-style-type: none">a. First step would be to work with employers to identify standards that would guarantee employmentb. Need to align CTE with Maryland’s economic goals and workforce needs	<p>One group suggested that Maryland’s goal should only be career ready with the understanding that going to college is one pathway to a career</p>
<ol style="list-style-type: none">2. Schools should teach soft skills that are needed in the workforce including professionalism, attitude, timeliness, public engagement, cooperative team building, and adaptability to change	<p>Should this statement apply to all students regardless of whether they enroll on CTE?</p>
<ol style="list-style-type: none">3. Maryland schools should engage in an outreach program with parents to ensure that they understand that their student enrolling in CTE does not mean they won’t/can’t attend college	

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Consensus

4. Maryland should create an implementation group to create a high performing CTE program and develop more apprenticeship opportunities
 - a. Maryland should seek out partnerships such as Pathways to Prosperity and Jobs for the Future to help Maryland develop a robust CTE program statewide
 - b. Schools should also be evaluated on their CTE programs, not just on traditional academic programs
 - c. Districts should partner with local community colleges to develop and provide CTE
 - d. The business community must participate and buy in to this goal
 - e. The group should review State and regional economic goals and workforce needs to ensure CTE programs are keeping pace
 - f. The group should ensure that successful completion of a CTE program will lead to successful industry licensure
 - g. Programs should make use of government agencies and government agencies should develop internship and apprenticeship opportunities

Further Discussion

Should CTE be integrated into all high school buildings, at stand-alone locations, and/or by partnering with community colleges?

If schools should also be evaluated based on the CTE program, what metrics should be used? Should these metrics be included in school accountability requirements under State and federal law?

5. Maryland has a shortage of qualified CTE instructors

What is a solution for this?

6. CTE programs should be available (*i.e.* opportunities to enroll in specific high demand workforce areas) uniformly across the State, counties and/or regions and focus on transportable skills

7. More data collection is needed about CTE programs

- a. Tracking should be long-term
- b. Data collection should be mandatory and not voluntary surveys
- c. MLDS should be used

What data should be collected?

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BUILDING BLOCK 5 – Assure an Abundant Supply of Highly Qualified Teachers with the Necessary Dispositions, Knowledge and Skills

BUILDING BLOCK 6 – Redesign Schools to be Places in Which Teachers Are Treated as Professionals, with Incentives and Support to Continuously Improve Their Practice and the Performance of Their Students

BUILDING BLOCK 8 – Create a Leadership Development System that Develops Leaders at All Levels to Manage the New Systems Effectively

NCEE Recommendations

1. Recruit teachers from among top high school graduates
2. House teacher education in research universities
3. Revamp teacher education so that elementary teachers specialize in either math/science or the humanities
4. Raise licensing requirements to cover content knowledge and craft knowledge. Investigate rigorous content tests and assessment of craft (*i.e.*, MTEL and edTPA)
5. Create a career ladder in education including school leaders
6. Create incentives for becoming a teacher and to teach in high-need and rural schools, including pay bonuses and advancement on a career ladder for successful service
7. Narrow the gap in compensation between teachers and the high-status professions
8. Strengthen induction by making requirements for mentors more stringent and monitor quality
9. Change the way schools are organized and managed in Maryland to make them more effective and to create a more professional environment for teaching by allowing for more time for teachers to work with struggling students, observe classes to improve lessons, conduct applied research, meet in subject and grade groups to improve teaching and learning, and develop plans for students needing more help
10. Build a system to identify and develop school leaders to manage professionals
11. Create incentives for strong school leaders to serve in struggling schools
12. ****Train school leaders to deliver the parts of the Commission’s agenda they are responsible for so that they can lead schools to world class performance with equity based on lessons from top performing systems****

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Consensus

Teacher Preparation

Further Discussion

1. Admission into higher education teacher prep programs, particularly in graduate programs, should be limited to high performing students
 - a. Limiting entry into teacher prep programs must be accompanied by other changes such as compensation, school day structure, working conditions, and career ladders

How should a high performing student be determined? (*e.g.* GPA, class rank, aptitude for teaching, etc.)

Concern was expressed that limiting enrollment would increase teacher shortages and reliance on recruiting out of state

2. The number of teacher preparation programs offered at Maryland colleges should be reduced but not limited to research institutions
 - a. Should use a data driven process to select which teacher preparation programs should be offered based on producing successful teachers

3. Some sort of tuition forgiveness or other incentive program should be developed to encourage top tier high school graduates to enter the teaching profession

Should it be only for Maryland high school graduates? Public college students? A requirement to teach in a public school? Other qualification details?

4. Alternative pathways into the teaching profession should not be eliminated, but modified and strengthened
 - a. A mechanism is still needed to allow for people who come into teaching later in life
 - b. Must be careful to allow local school systems to maintain autonomy in their own screening processes for hiring qualified teachers

What are the weaknesses that currently exist in alternative pathways?

What modifications are needed?

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Consensus

Further Discussion

Content of Teacher Prep Programs

<p>5. Colleges should establish programs for elementary teachers to specialize in math or English</p> <ul style="list-style-type: none">a. This would also require restructuring of the elementary school day for subject matter experts and elimination of the “teach-it-all” model	<p>Should it be required that elementary teachers specialize in and at least minor in the subject? Should Maryland develop a system of “teaching schools” for educators similar to teaching hospitals for medication professionals?</p>
<p>6. Teachers must be trained to better analyze data as well as develop and implement best practices</p>	
<p>7. Teachers should be trained to teach the course as required by Maryland’s new curriculum standards and to implement a system for making sure all students reach college and career readiness</p>	
<p>8. Maryland should develop more rigorous exit standards in both content and practical skills</p>	
<p>9. Maryland should increase/alter teacher certification requirements</p> <ul style="list-style-type: none">a. Use the new authority within MSDE or PSTEBb. Maryland should study the licensing model of Massachusetts or EdTPA as a possible model	

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Consensus

Further Discussion

Career Ladder

10. A career ladder that includes a rigorous assessment of teaching performance should be created in each district. The ladder should lead to a top performance level, perhaps entitled “Master Teacher.” Such teachers would have duties that include induction support for new teachers and assessment of existing teachers
 - a. Need to find ways to incentivize the creation and adoption of a career ladder
 - b. Will need substantial “buy in” for this to work, therefore, would need many and lengthy discussions with stakeholders
 - c. The system must be developed in a way to support the existing teachers in terms of appropriately placing them within the ladder to recognize their experience and talent
 - d. The career ladder should have a statewide framework but then allow flexibility in implementation so that the districts can determine where their own job descriptions and salary levels fit within the statewide framework
 - e. Having pilot programs for career ladders might be a good way to start

What aspects should apply Statewide? What aspects should be left to local decisions?

Should Maryland participate in the national consortium to develop a framework for a career ladder?

11. A salary structure that is comparable with high-status professions should be developed in support of a rigorous career ladder
 - a. The salary structure should have a minimum pay with room to grow for advancements and COLAs
 - b. A formula for calculating a comparable salary should be put in statute as this would help recruit personnel
 - c. Salaries should be based on regional averages of other professional careers
 - d. Perhaps a 5-year phase in to these higher salaries

Who should develop the salary structure? How often should it be updated?

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Consensus

12. A teacher mentoring program that is consistent among all districts and all schools should be developed
 - a. Data should be collected by districts to establish best practices based on student outcomes

Further Discussion

There are current programs that are good, but they are not at every school or in every district

Should school districts collaborate with a university partner to provide mentoring by master teacher to other teachers and to assist in developing the teacher training program?

13. The structure of the school day and perhaps the school year should be altered to allow teachers more professional time for team work, mentoring, etc. This would likely mean larger class sizes

Leadership Development

14. Maryland should encourage (but not require) districts to implement a system to identify teachers who show promise to become strong leaders.

Should Maryland carefully develop an array of professional development opportunities with benchmarks to other states or countries?

Maryland should explore the New Mexico Promising Principals program

15. Depending on the role of a principal within a school (which can vary depending on the district and size of the school), the principal must have also been a strong teacher

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BUILDING BLOCK 9 – Institute a Governance System to Develop Powerful Policies and Implement Them at Scale

NCEE Recommendations

1. Create a mechanism that will enable Maryland to coordinate the development and implementation of a carefully designed plan for the development of Maryland's people that cuts across the responsibilities of many Maryland agencies and departments of government
2. Determine what institutional arrangement would be appropriate for oversight of the implementation of the plan against goals and milestones and for periodic reporting of progress against those goals
3. Make college and career readiness the focus of school accountability and reporting. Once the new system is in place, the reporting system should be focused on what proportion of students, by group, are college and career ready by the end of 10th grade, by the end of 11th grade and by the end of 12th grade and on the progress made toward these goals year-to-year. Schools should also report on what happens after the qualification is received, including the proportion of students who achieve external diplomas (*e.g.*, AP, IB and Cambridge), industry-recognized occupational certificates, and credit for college level courses
4. Redesign Maryland's accountability system to use student performance and background data from the schools at all levels to trigger visits from inspection teams, not algorithms, to decide which schools are underperforming and what needs to be done to improve their performance
5. **Redesign Maryland's teacher and school leader evaluation system so that, as it makes the transition to a full career ladder system providing strong incentives to teachers and school administrators to improve their performance, more emphasis is put on all the measures advocated by the Commission for improving the quality of both teachers and school leaders**
6. Administer PISA/PISA for schools to benchmark Maryland against the top performing education systems in the world
7. Develop a strategy for building public support for the Commission's vision, goals, and implementation plan that is sustainable

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Consensus

Further Discussion

1. Maryland should develop a multi-year, statewide implementation plan with goals and strategies
 - a. The plan would have to consider the role of the local jurisdictions

Who should formulate this plan?

One group said a separate entity within the Executive Branch that focuses on prekindergarten to the workforce should facilitate monitor, and implement the plan

One group said that the entity that develops the plan should be as nonpolitical as possible

One group said nonpolitical is fine but that might not be attainable

Is it only a statewide plan or also separate district plans?

Maybe a monitoring group should be developed (as opposed to new State agency)

One group generally felt that the implementation plan does not need to get into the details of what specific agencies would be responsible for certain parts of plan. This should be left up to the implementation body

2. Maryland's plan should be linked to Maryland economic goals
 - a. A relationship between education, businesses, and other State agencies focused on the workforce and economy needs to be better established and responsive

Education and the economy are already inextricably linked, perhaps this is a mechanism to get support for the Commission's work

3. Maryland needs to have better communication and cooperation between K-12 and higher education

Can the P-20 Council serve this purpose?

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Consensus

4. Maryland student performance should be compared to student performance in other countries to complement the data Maryland already receives that compares student performance with other states

Further Discussion

One possibility is to explore participation in PISA for Schools, oversampling in Maryland using current PISA assessment, or embedding PISA assessment items into PARCC tests. The costs of administering the PISA assessment is approximately \$650,000

Other Items for Discussion

5. Should Maryland alter its existing governance structure
 - a. One group suggested MHEC and MSDE should be folded into one entity
 - b. It was suggested that the agencies don't actually need to be merged but just need to work together better
 - c. The State should not create an entity or positions just for the sake of creating them

6. Accountability systems
 - a. What level of autonomy should a local school/principal have? Does the answer depend on the performance of the school?
 - b. There seemed to be consensus that principals should have a high degree of autonomy in how they spend funds but there should also be accountability for achieving the expectations of the State
 - c. School accountability should be monitored regularly through inspection teams to identify underperforming schools and make recommendations on how the school can improve

Should high performing schools receive greater autonomy (similar to charter schools) to make personnel/budgetary/school organization decisions? What about low performing schools?

Should principals and teachers in low performing schools be paired with principals and teachers in high performing schools?

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A Vision for a World-Class School System

Maryland students will be among the best students in the world, catching up with the students in the countries with the best education performance in the world by using the same strategies that those countries used to get far ahead of Maryland. No less important, Maryland will substantially close the gap between Maryland's top-performing students and those who struggle to keep up, by increasing the proportion of formula funding going to schools serving disadvantaged students, strengthening the coordination of social services to students in schools in high-poverty neighborhoods, extending quality early childhood education to more students who need it, providing strong incentives for Maryland's top teachers and principals to serve in those schools, providing much stronger curriculum support to teachers in those schools designed to help disadvantaged students produce the kind of student work that earn high grades, giving teachers much more time to tutor students who need one-on-one help to catch up and work in teams with disadvantaged students and other teachers to help students who are far behind, focusing state efforts on schools where many students are falling behind and getting them advice and mentoring assistance from some of the best teachers and principals in the state.

To Achieve the Vision....

Maryland will adopt a new 10th grade target for college and career readiness that will create a high bar for all students, but students who have trouble meeting that standard by the end of 10th grade will have two additional years to get there. That target will be based on the literacy required to be successful in the first year of Maryland's open admission post-secondary education institutions. Students who get to this standard by the end of the 10th grade will have access all over Maryland to junior and senior year programs that will prepare them for the most demanding universities in the world, enable them to complete a two-year college associates degree at no cost to the family by the time they graduate high school or go into a demanding career and technical training program in high school that will launch them on a rewarding career at graduation. Schools will be held accountable for their success in getting all students to these standards.

...

The teaching profession will be transformed to that of a high status profession, accompanied by the expectations that go along with being a highly paid professional, but the overall cost of the system will increase very little after the transition to the new system because the increased cost of teacher compensation will be offset by decreased cost of high teacher turnover, less need for specialists and managers in district central offices.

...

Teachers will spend less of their time in front of classes teaching but they will have more time to tutor students who need individual help and work with small groups

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of students; to work together to improve the curriculum, design highly effective lessons, pinpoint the problems faced by individual students and develop plans for addressing them; all over the world, whenever this has been tried, students perform at much higher levels even with larger classes.

Standards for getting into teacher preparation programs and receiving teacher certification will be much higher but this will not result in a shortage of teachers because as standards for getting into teacher education programs go up, very able high school graduates who would not have considered teaching as a career will start applying because they want a professional education that is demanding and in a field that is perceived to be high status.

...

While it will cost more money to attract top high school graduates into teaching, improve teacher education and pay teachers competitive salaries, as Maryland's teachers get better and better, Maryland districts will need fewer school administrators and central office specialists and more of Maryland's tax dollars for education will be spent in the schools and less on the rest of the system.

...

Maryland will spend more to provide early childhood education, wrap-around social services and extra teachers for disadvantaged children, but many more of those children will arrive at school ready to learn and they will be much more likely to stay on track to be college-and-career-ready than they are now, becoming tax-paying contributors.

...

Maryland will be spending more to help teachers monitor the progress of every student and make sure that, if a student begins to fall behind, that student gets what he or she needs to catch up quickly, which will save much larger sums that are now spent on special education.

...

Maryland will spend more to fund a career ladder system for teachers and school leaders, compensating them more as they get better and better at the work and take on more responsibility, but much of that cost will be funded by terminating expenditures on salary increments for taking courses that contribute nothing to the expertise of the teachers and on professional development that has been shown to be very ineffective.

...

The new school finance system will more fairly distribute the state's funds to its school districts but it will also constrain how that money is spent by those districts; the districts will have to show that they will spend that money in ways that research shows will get the best results in student performance for the money that is spent.

Potential Framework for Funding and Funding Accountability Decisions

Funding

- Use a combination of APA Adequacy Study recommendations, NCEE recommendations based on benchmark states, and staff options/simulations to update Thornton funding formulas, etc. (see below)
 - Formula funding would be phased in over time (*e.g.* 6 years) calibrated to the timeline set for the overall Commission policy recommendations to be implemented (*e.g.* 10 years)
- To the extent possible, develop estimates of the fiscal impact of implementing the Commission’s policy recommendations (primarily based on NCEE building blocks) including long-term cost savings that could be reallocated to support the Commission’s policy recommendations
- Most of the funding to support the policy recommendations would come from formula funding directed to the LEAs, with release of a portion of the formula funding conditioned on meeting specified requirements/making progress in successfully implementing Commission policy recommendations
- New formula funding for LEAs to be augmented by:
 - Infrastructure/capacity building funding at the State level for MSDE and an independent entity tasked with monitoring implementation of the Commission’s recommendations (*e.g.*, develop statewide career ladder framework, increase teacher certification requirements, develop curriculum supports “library,” etc.)
 - Competitive grants made to consortia of one or more LEAs **and** one or more colleges of education to redesign teacher preparation programs and teacher induction programs consistent with the Commission’s recommendations, including implementing career ladder for educators and school leaders

Funding Accountability

- Require LEAs to submit Educational Excellence Strategic Plans, which would lay out a plan to fully implement the Commission’s policy recommendations by a certain date (*e.g.*, 10 years) and set annual benchmarks to be achieved
 - State would provide technical assistance to LEAs to develop master plans, including a statewide training program that would help educators gain the skills and knowledge needed to understand the new system based on the Commission’s

recommendations and to make it work, starting with all local superintendents, then principals and teachers

- Require MSDE, higher education institutions, etc. to develop implementation plans to fully implement the Commission’s policy recommendations by a certain date with benchmarks
- Create an independent entity to review and approve plans before certain LEA funds would be released; annual review of satisfactory progress in order for LEAs to receive a portion of funding each year during phase-in.
- Menu of specific items to be implemented – must do vs. may do; order of implementation; level of flexibility allowed
- Independent entity c/would sunset after 8-10 years after an evaluation of its effectiveness
- MSDE would monitor implementation by school systems and individual schools, and if a system or school is falling behind with little or no signs of improvement, send in a “SWAT inspection team” of experts to review and analyze what is happening in the school and make recommendations for a plan of action to the local superintendent and board of education
- State and local formula funding must follow students down to the school level. MSDE and DLS would review funding data annually to ensure that school systems are allocating funds to the schools in this manner. (As a practical matter, this alone will change dramatically the way funds are spent.)

Funding Decision Points

1. Foundation/Base per pupil amount
 - a. Inflation Adjusted
 - b. Successful Schools
 - c. PJ/EB
 - d. Other?
2. At-risk formulas
 - a. Compensatory Education (Free and Reduced Price Meal)
 - i. Lower weight? (per APA recommendation)
 - ii. Concentration of poverty index (*i.e.* higher weight at higher concentrations and lower weight at lower concentrations of poverty)
 - iii. Enrollment count – continue to use FRPM or switch to direct certification or some other method (which may affect weight)?
 - b. Limited English Proficiency
 - i. Lower weight? (per APA rec.)

- ii. Concentration index?
 - c. Special Education
 - i. Increase weight? (per APA rec.)
 - ii. Blended weight or by intensity level?
- 3. Prekindergarten Expansion
 - a. Full day for low-income 4 year olds (voluntary)
 - i. Include in FTE enrollment count?
 - ii. Additional weights?
 - b. Mixed public/private delivery system w/required level of EXCELS to participate/receive funds
 - c. Sliding subsidy based on income with up to 300% of poverty level free?
 - d. Expand half day for low-income 3 year olds?
- 4. Equity Issues
 - a. Local wealth calculation
 - i. Modify definition? (additive vs. multiplicative)
 - ii. NTI – use November date?
 - iii. TIF adjustment?
 - iv. Other?
 - b. At-risk funding floors for State share (40%)
 - i. Reduce for wealthier counties?
 - ii. Increase for less wealthy counties with high concentration of at-risk students?
 - c. GCEI/CWI
 - i. Eliminate?
 - ii. Switch to CWI?
 - iii. State continues to fund both State and local shares?
 - d. MOE – require locals to fund local share of at risk formulas?
 - e. Guaranteed Tax Base Program – Enhance? (*i.e.* power equalizer)
 - f. Supplemental Grant – continue?
 - g. Other?