

**Blueprint for Maryland's Future
Accountability & Implementation Board**

Isiah Leggett, Chair

**Monday, February 14, 2022
2:00 p.m. – Virtual Meeting
Agenda**

- I. Opening Remarks**
- II. Presentation by State Board President Clarence Crawford and State Superintendent Mohammed Choudhury**
- III. Discuss and Approve Proposed New Timeline for Blueprint Implementation Plans**
- IV. Closing Remarks and Adjourn**

Public notice of meetings will be posted in the Public Hearing Schedule on the Maryland General Assembly's website (<http://mgaleg.maryland.gov/mgawebsite/Meetings/Month>).



The Blueprint for Maryland's Future

MSDE Updates

Briefing to the Accountability and Implementation Board
February 14, 2022

Presented By | **Mohammed Choudhury**
State Superintendent of
Schools

Agenda

1. MSDE Reimagined
2. *Blueprint* Implementation Updates
 - Recent Reports
 - National Board Certified Teachers, Low Performing Schools, and Expert Review Teams
 - College and Career Readiness
3. Problems of Practice
4. MSDE Proposals on Timelines and Collaboration

1. MSDE Reimagined

- Strategic Planning
- Organizational Structures and Shifts
 - Office of Strategic Planning and Continuous Improvement
 - Office of Communications and Community Engagement
 - Implementation Playbooks
- Engagement Strategies and Highlights
- Maryland Leads Grant Program

Strategic Planning

The **Strategic Plan** will guide the **organizational direction** of the Maryland State Board and State Department of Education for the next several years to successfully **implement *The Blueprint for Maryland's Future (The Blueprint)***.

The Strategic Plan will **build on the objectives of *The Blueprint*** and detail how the State Board and Department will **collaborate with stakeholders** across the state to actualize the **vision of all Maryland students succeeding**.

Strategic Planning Process



Office of Strategic Planning and Continuous Improvement

The newly launched **Office of Strategic Planning and Continuous Improvement** manages the department's multi-year **strategic plan**, oversees the **implementation** of *The Blueprint for Maryland's Future*, and supports the overall **continuous improvement** of the department.

This office is staffed from **repurposed vacancies** from MSDE and is positioned to build on the superintendent's priority to create a **more efficient and effective cross functional working environment** across MSDE.

Implementation Playbooks

The Office of Strategic Planning and Continuous Improvement is leading MSDE's shift from providing Guidance to actionable Playbooks.

- A playbook **supports** local school systems to implement specific initiatives through clear **explanations, templates, tools, recommendations, research, and best practices.**
- This is **not just a stale document** that will collect dust.
- Examples of **upcoming Playbooks** include:
 - Community Schools
 - Career Ladders
 - College and Career Readiness
 - Low Performing Schools

Office of Communications and Community Engagement

- **Restructured and expanded the mission of the former Office of Communications to the new Office of Communications and Community Engagement.**
- **MSDE is striving to build a deeper understanding of diverse stakeholder experiences from across the state to guide our planning and decision-making. We will accomplish this by engaging historically underrepresented groups and strengthening existing partnerships.**
- **The Community Engagement team will serve as ambassadors for MSDE, this team will engage community members in a dialogue, build partnerships, host town hall meetings, round tables, workshops, and more. The team will ensure that the department sustains strong community-based partnerships, builds equity-focused programming into its work, communicates effectively, and proactively maintains the public's trust.**

Methods of Engagement

MSDE will engage in deep listening with stakeholders and thoughtfully analyze and apply feedback to the strategic planning process by:

- Hosting and attending a variety of engagement opportunities that **meet our stakeholders where they are**. Roundtable events will be prioritized as an effective method for the superintendent to engage most thoughtfully with specific groups.
- **Closing the feedback loop** by going back to participants to communicate what we heard and how we were responsive.



Engagement Highlights

- **Student Roundtable** with Student Member of the State Board, Kevin Bokoum & Student Members of the Board - November 18
<https://www.youtube.com/watch?v=q5MP1ZIGn0o>
- **Teacher Roundtable** with Teacher Member of the State Board, Rachel McCusker & Teachers of the Year- November 22
<https://www.youtube.com/watch?v=LobFNtBCxdQ>
- **Family Roundtable** with Parent Member of the State Board, Lori Morrow & Maryland Parents/Guardians - January 10
<https://www.youtube.com/watch?v=Asa36mPxmzY>

Maryland Leads Grant Program

Grant initiative designed to support Maryland school districts

- Overcome learning loss and narrow opportunity and achievement gaps
- Provide targeted support for historically underserved students
- Strengthen talent pipelines and development
- Use existing funding to kickstart *Blueprint* implementation
- \$133M in ESSER funds with up to another \$36M in match
- Implementation between May 2022 and September 2024

Seven high-leverage strategies



Grow Your Own Staff



Staff Support & Retention



The Science of Reading



High-Quality School Day Tutoring



Reimagining the Use of Time



Innovative School Models



Transforming Neighborhoods through
Excellent Community Schools



MSDE Reimagined | DISCUSSION

What resonates with you as MSDE moves forward with transforming its organizational structures to successfully implement *The Blueprint*?

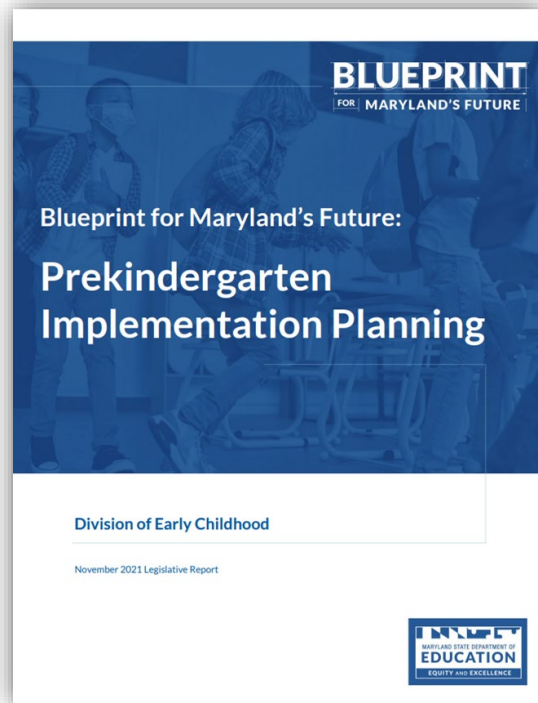
What questions or opportunities for further exploration come to mind?

2. *Blueprint* Implementation Updates

- Recently Published Reports
 - PreK Implementation Planning
 - Workgroup on English Learners
 - Neighborhood Indicators of Poverty
- Low Performing Schools, National Board Certified Teachers, and Expert Review Teams
- College and Career Readiness

PreK Implementation Planning

- Income Verification Process
- Administrative Procedures for Distribution of Funds
- **Providing for Family Preference (Public or Private Program)**
- Calculating State, Local, and Family Share for Tier II Children
- Prekindergarten Supplemental Grant



PreK: Unified Enrollment Systems

MSDE recommends each county implement a mixed-delivery unified PreK enrollment system.

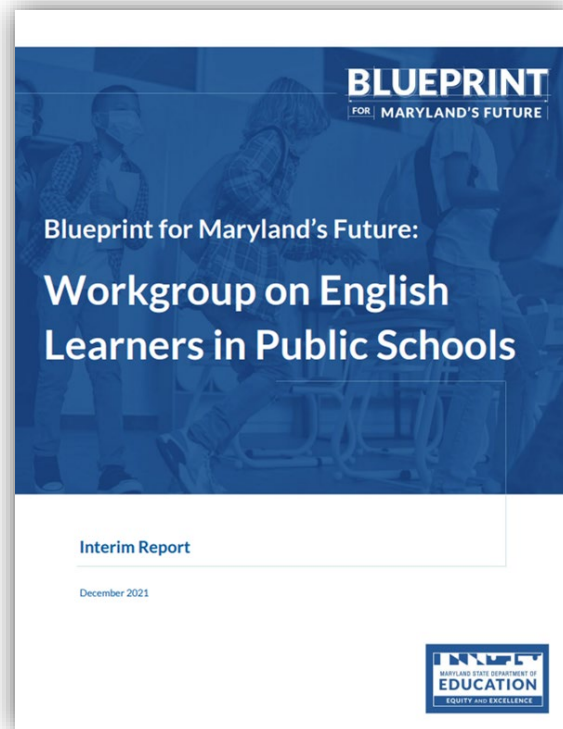
Unified common enrollment systems allow for a **single point of contact for families** to enroll in any of the **PreK options** available to them.

CASE STUDIES:

- **Montgomery County:** MCPS uses a **central enrollment process** for Head Start and MCPS PreK students, as well as sharing private provider options with families. The enrollment process **includes online and in person registration** with dedicated support personnel for the process.
- **Louisiana:** Louisiana **supports a statewide network of 65 community networks that includes every publicly funded PreK, childcare and Head Start.** Income verification is centralized in the enrollment system.
- **Denver:** In the Denver Preschool Program, **families can access an independent, non-profit website** to understand the benefits of PreK, locate program options in their communities, and find out the cost based on their income level.
- **Indianapolis:** Enroll Indy offers **phone, email, and face to face support in multiple languages** to provide real time assistance to families enrolling in public, choice, and charter schools. Families can use the **school finder and apply through one common application.**

Workgroup on English Learners

- The State of English Learners (ELs) in Maryland Schools
- Maryland's Existing Policies, Practices, and Data
- National Best Practices and Research
- State Spotlights
- **Preliminary Recommendations**



Preliminary Recommendations

1. Identification and support for young dual language learners (DLLs) and their families
2. Maryland bilingual teacher certification
3. All teachers prepared to serve English learners
4. Teacher pipeline
5. **Scale two-way immersion programs**
6. Support and sustain multilingualism by promoting an asset-based approach
7. Equitable engagement and communication with multilingual families
8. Inclusive and valid assessments for multilingual learners

Dual Language Immersion Programs

To maximize the number of students who can benefit from these research-based programs, **Maryland should develop, fund, and implement a statewide approach to expand dual language immersion programs.**

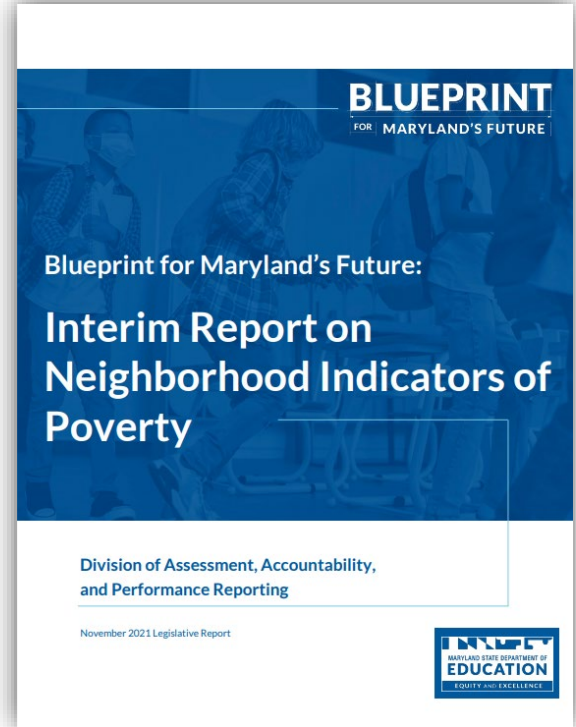
Two-way dual language immersion programs prepare multilingual citizens while improving reading skills in English for all students and improving exit rates from EL status.

CASE STUDIES

- **Washington State** provides **grants and funding**, developed a Dual Language Steering Committee, and created a **bilingual teaching fellows program**. This all supports the vision that “**all students will have access to dual language education** and the opportunity to become **proficient in two or more languages** by 2030.”
- **Utah** established **dual language immersion programs (DLI)** in 2008, providing funding to open or expand DLI programs across the state. In 2019-20, about **23% of public schools in Utah had a DLI program, serving about 58,000 students in 1-way and 2-way programs.**
- **Texas** recently added to the **weighted funding formula for students participating in a dual language immersion (DLI) program**. This increase in funding was recommended by the Texas Commission on Public School Finance after a review of data indicated that **DLI programs are more effective than other special language programs.**

Neighborhood Indicators of Poverty

- Progress on Analyzing Neighborhood Indicators of Poverty
- Progress on Incorporating Medicaid Data
- Progress on Using and Developing State Alternative Income Eligibility Forms
- Methodology



How is poverty measured in education?

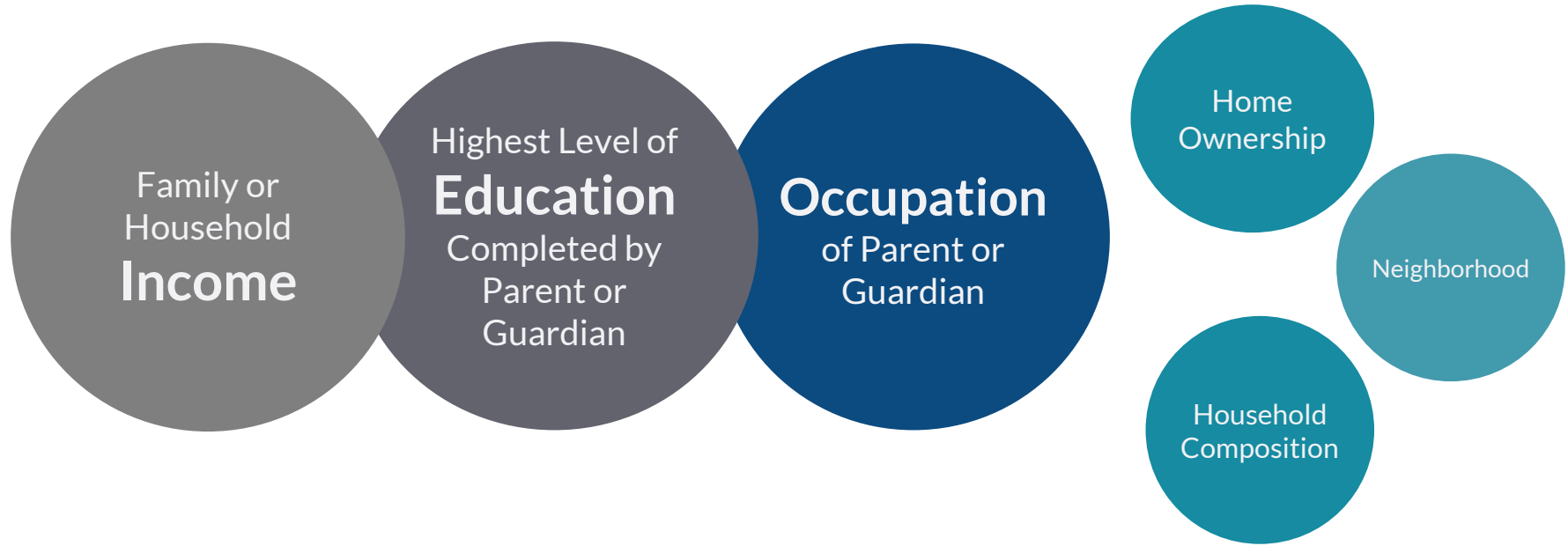
The count of students eligible for a free or reduced price meal under USDA's **National School Lunch Program** (NSLP) is the most commonly used measure of poverty in education.

Pros (Core Conditions Met)	Cons (Limitations and Data Quality Issues)
<ul style="list-style-type: none">• Universal participation and criteria• Regularly updated• Stable infrastructure with long history and well funded• Accessible and widely available	<ul style="list-style-type: none">• Binary measure capturing little variation in household income (Domina et al., 2018)• Measure is of an individual at a point-in-time and not a neighborhood measure.• Participation rates are not constant across grades (Harwell & LeBeau, 2010)• Systemic differences in participation• Community Eligibility Provision limits availability of student level data• Eligibility of students relies on household forms and/or direct certification

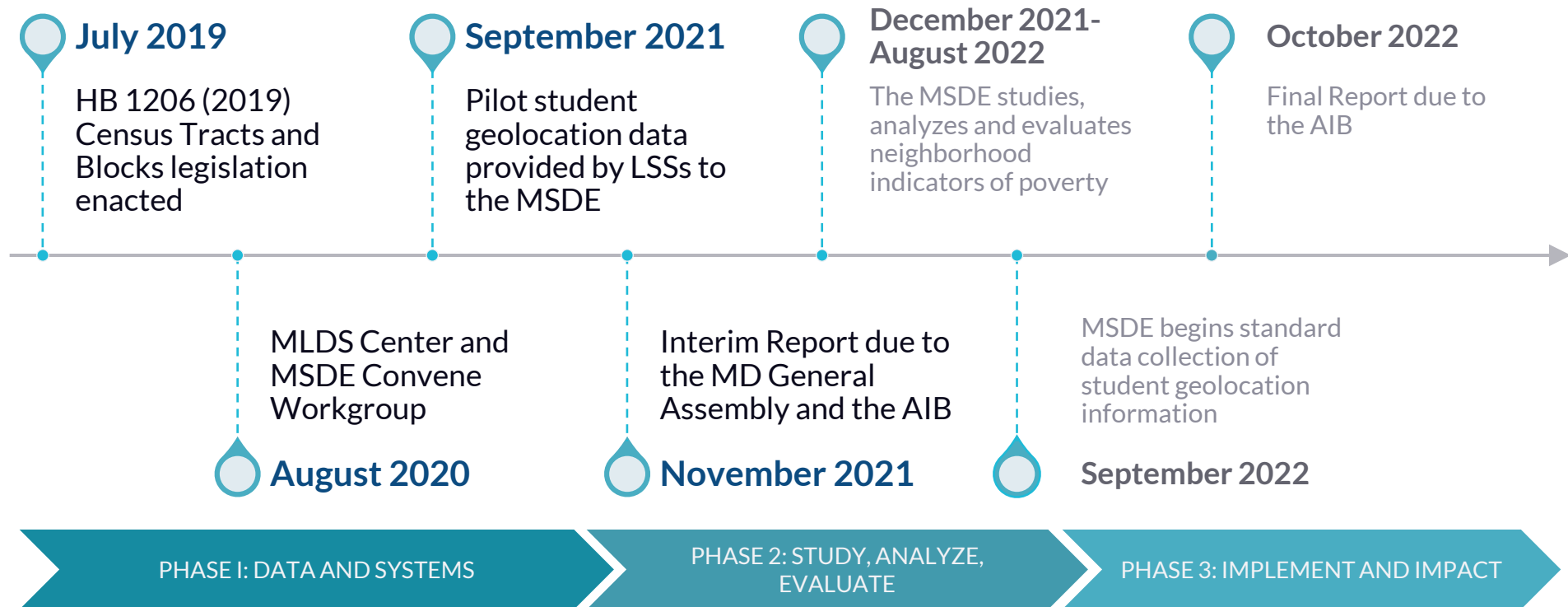
Multiple Factors Impact Poverty

Poverty is "the extent to which an individual does without resources."

(Payne, R. K. (2005). *A framework for understanding poverty*. Aha! Process.)



Progress Towards a Neighborhood Indicator of Poverty

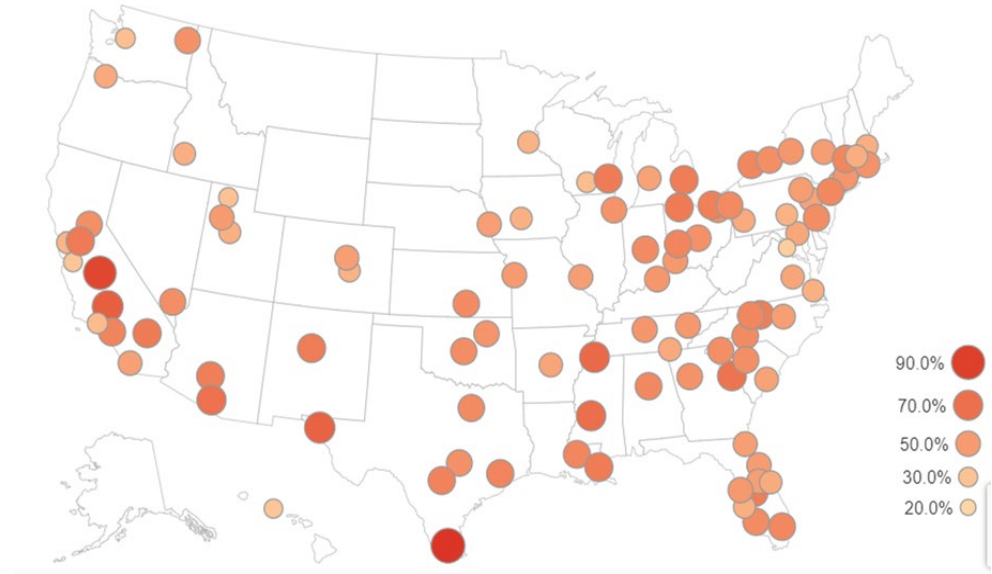


Concentration of Poverty

Concentration of poverty is different than a measure of poverty at the individual or family level.

The concentration of poverty is a measure of the percentage of poor residents in an area.

Poor families in a neighborhood with a high concentration of poverty have a **double disadvantage** (Jargowsky, 2015).



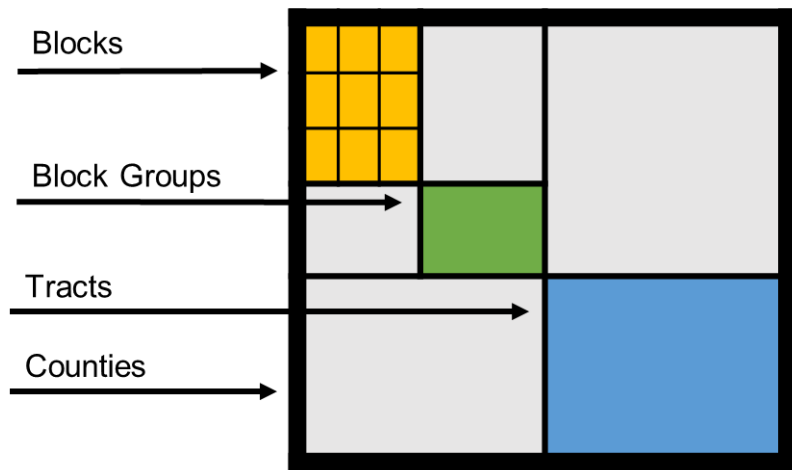
Share of the poor population living in a neighborhood with a 20%+ poverty rate

Link to interactive map:

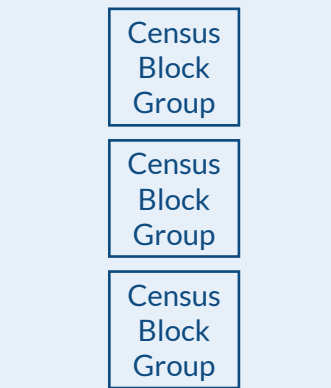
<https://www.brookings.edu/research/u-s-concentrated-poverty-in-the-wake-of-the-great-recession/>

Maryland's Exploration of a Neighborhood Poverty Indicator

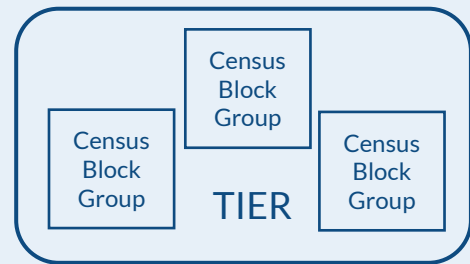
DEVELOPMENT OF CENSUS BLOCK GROUPS INTO SOCIOECONOMIC TIERS



Maryland has 3,926 Census block groups



Using the ACS measures, each Census block group was given a socioeconomic score and ranked lowest to highest



Census block groups were assigned into one of five tiers based on the socioeconomic score, with a similar number of school-age residents in each Tier.

Maryland's Exploration of a Neighborhood Poverty Indicator

DISTRIBUTION OF TIERS BY HOUSEHOLD CHARACTERISTICS

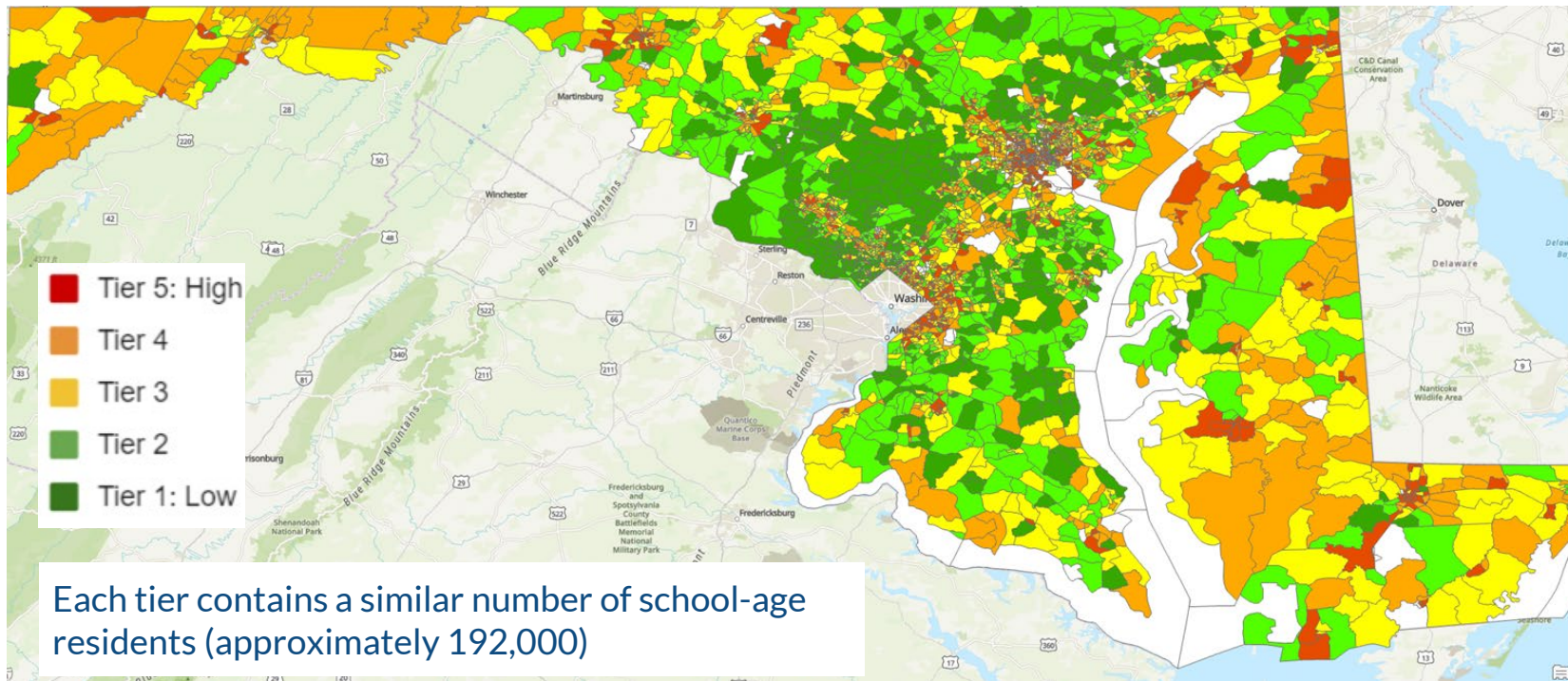
Tier	Median household income	Home ownership (%)	Single Parent Households (%)	Educational Level 20 = Less than HS 100 = advanced degree	Block Groups (N)	Block Groups (%)
Tier 5	\$46,843	34.6%	69.7%	52.3	800	21.5%
Tier 4	\$69,699	58.7%	38.3%	59.2	793	21.3%
Tier 3	\$88,817	76.7%	25.5%	62.0	770	20.7%
Tier 2	\$113,177	87.3%	15.2%	66.0	705	19.0%
Tier 1	\$158,811	95.0%	7.1%	73.9	650	17.5%

Tier 5 represents households with high poverty/low socioeconomic score.

Tier 1 represents households with low poverty/high socioeconomic score.

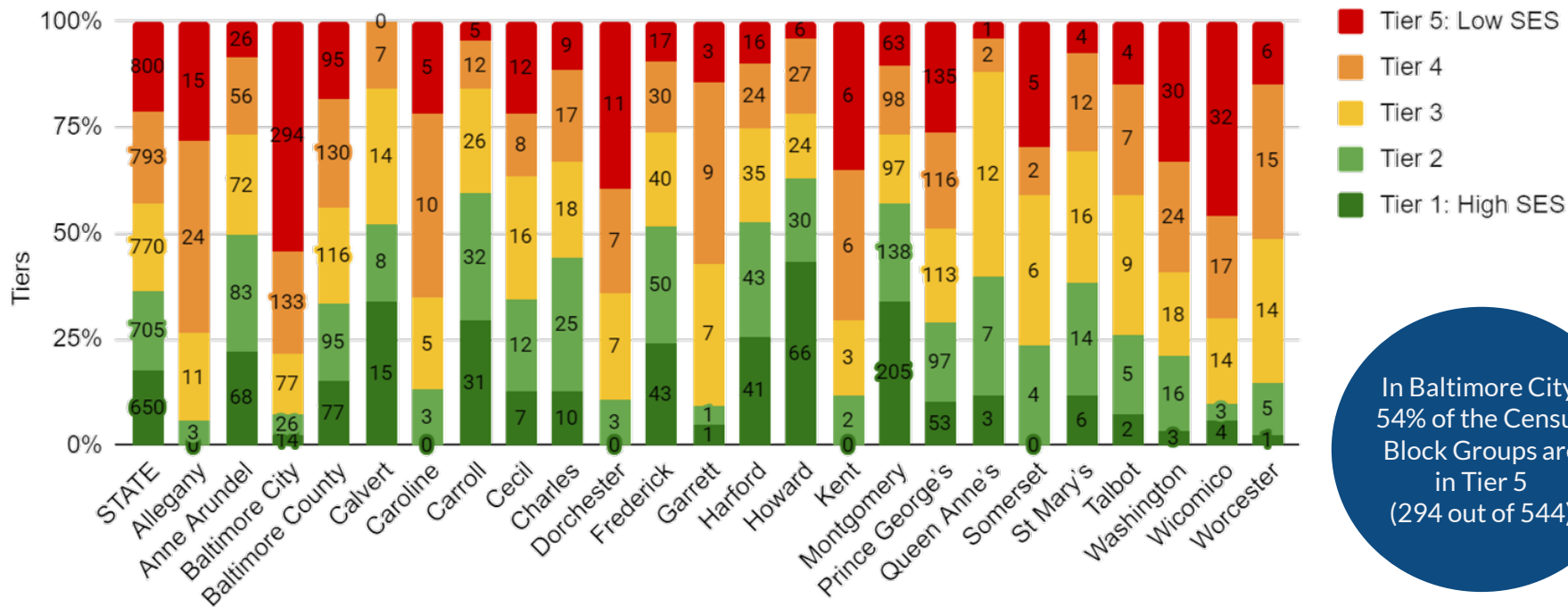
Maryland's Exploration of a Neighborhood Poverty Indicator

DISTRIBUTION OF TIERS ACROSS THE STATE OF MARYLAND



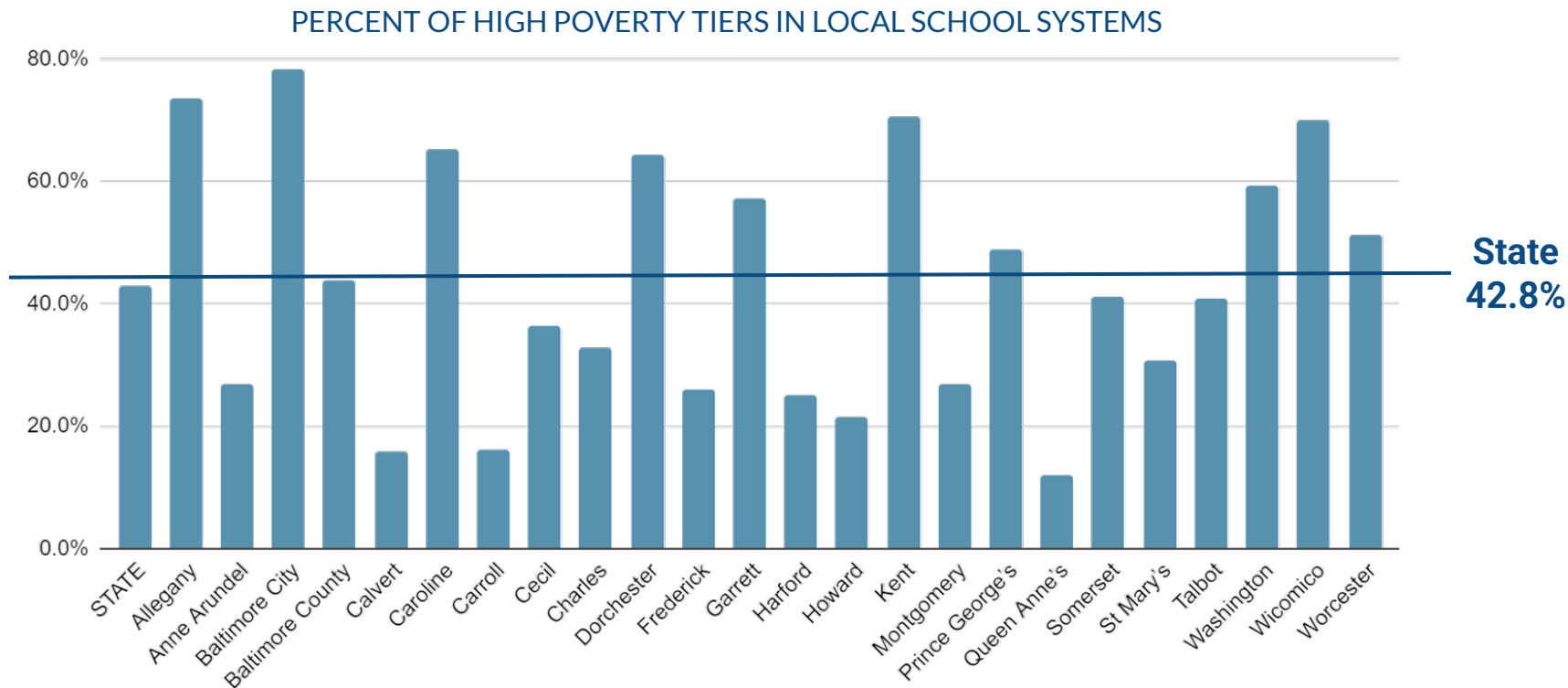
Maryland's Exploration of a Neighborhood Poverty Indicator

SOCIOECONOMIC TIERS BY LOCAL SCHOOL SYSTEM



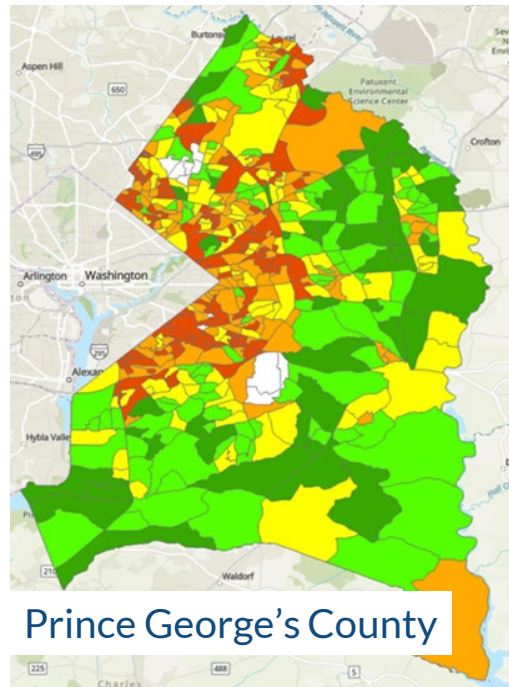
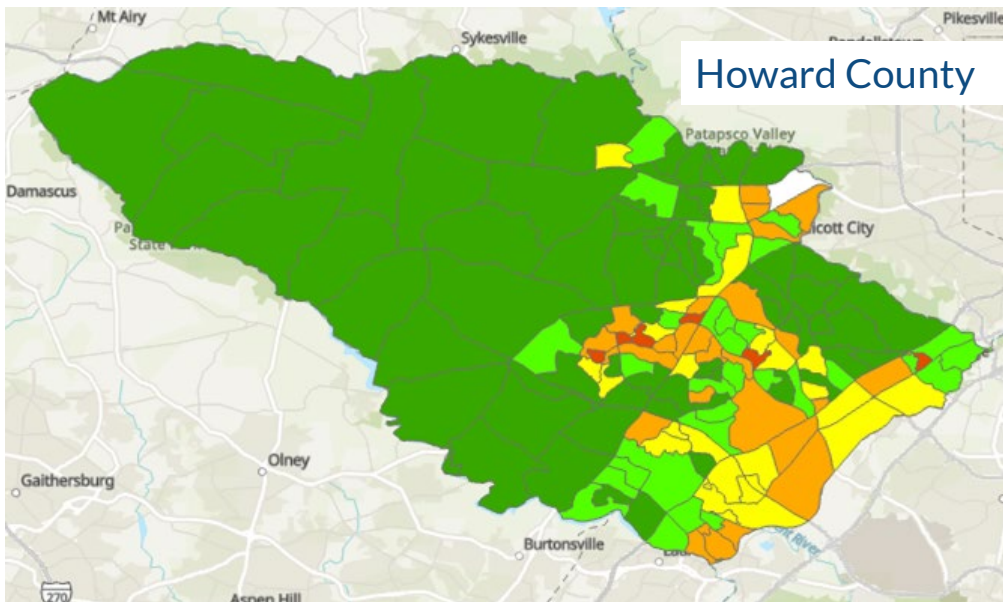
In Baltimore City,
54% of the Census
Block Groups are
in Tier 5
(294 out of 544)

Maryland's Exploration of a Neighborhood Poverty Indicator



Maryland's Exploration of a Neighborhood Poverty Indicator

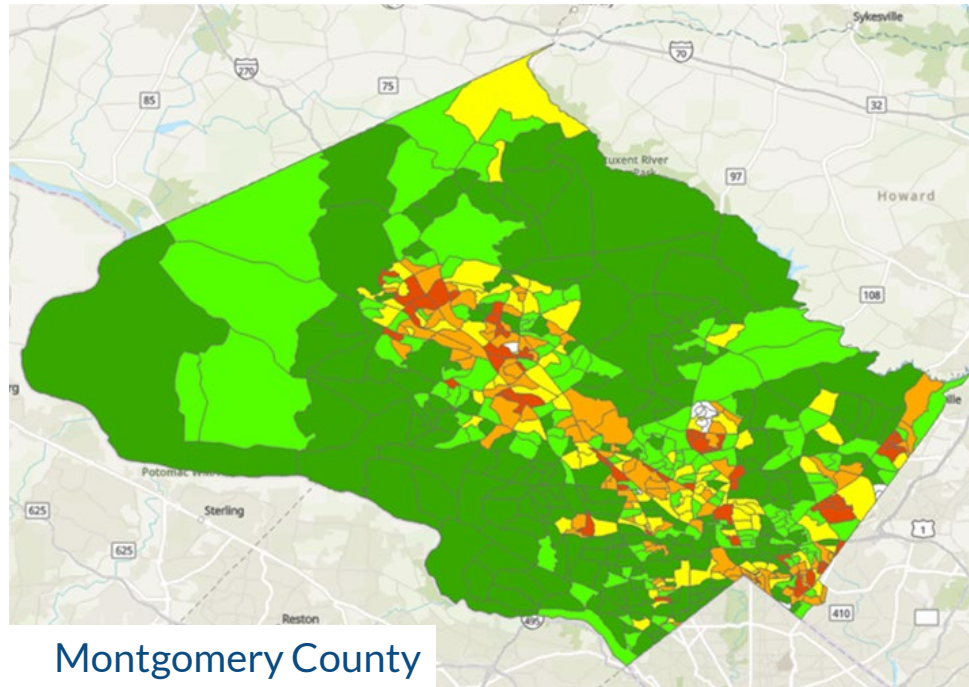
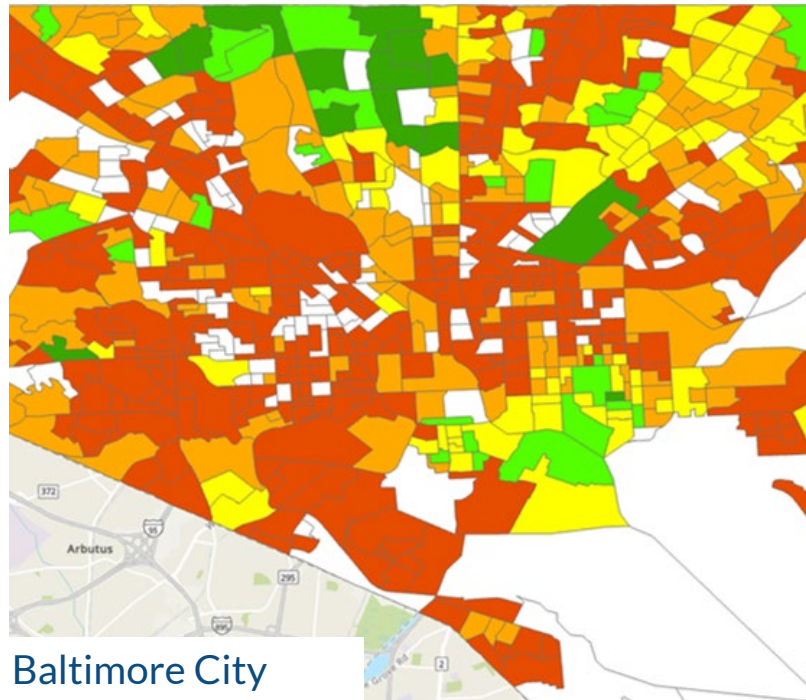
DISTRIBUTION OF TIERS IN SELECTED COUNTIES



- Tier 5: High
- Tier 4
- Tier 3
- Tier 2
- Tier 1: Low

Maryland's Exploration of a Neighborhood Poverty Indicator

DISTRIBUTION OF TIERS IN SELECTED COUNTIES



National Exploration of a Neighborhood Poverty Indicator

New Mexico's Family Income Index Act signed into law April 2021

- Census data used to identify household income of every NM public school student.
- Calculated each school's Family Income Index, **or the percentage of students in families with the lowest incomes.**
- Allocated \$15 million to 108 schools, with awards ranging from \$20,000 to \$434,174, to **fight concentrated poverty in schools.**

Funding must be used for:

- Reading and math interventions,
- Hiring school counselors and social workers,
- Creating family information and resource centers,
- Adopting culturally and linguistically diverse classroom texts,
- Offering innovative professional learning opportunities, or
- After-school enrichment.

National Exploration of a Neighborhood Poverty Indicator

- Texas HB 3 established the Texas Education Agency Statewide Socioeconomic Tier Model for Texas School-Age Residents.
- Census block groups are **tiered by income and household characteristics** using ACS data.
- Students are designated as **economically disadvantaged by the Census block group** where their home/residence is located.
- Increased **compensatory education funding** for students in lower socioeconomic tiers.
- Created the Teacher Incentive Allotment, a **statewide career ladder initiative to recruit, retain, and reward highly impactful teachers to teach in rural and high needs schools, allotting \$3,000 to \$32,000 per designated teacher.**

Recent *Blueprint* Reports | DISCUSSION

What resonates with you about the recently published *Blueprint* reports?

What questions or opportunities for further exploration come to mind?

National Board Certified Teachers (NBCT), Low Performing Schools, and Expert Review Teams

- *Blueprint* Requirements
- Engagement
- Framework 1.0
- National Perspective and Research
- Expert Review Teams

Blueprint Statutory Requirements: National Board Certified Teachers and Low Performing Schools

§ 7-202.1 (e)(1) Using the assessments established [in] this section, the Department shall identify low performing schools.

§ 6-1009 (a)(1)(ii) An NBC teacher teaching at a low-performing school as identified by the county board will receive \$7,000

(c)(2) A teacher that receives a salary increase for teaching at low-performing school may not lose that salary increase while teaching at the school even if the school ceases to be low performing.

Stakeholder Engagement

MSDE met with PSSAM, Assistant Superintendents, *Blueprint* Coordinators, and Local Accountability Coordinators in a series of webinars and face to face meetings.

SUMMARY OF FEEDBACK AND RESULTS

Stakeholders like a floor and ceiling methodology with required and optional schools maintained in the final framework.

Local flexibility so that all local school systems can participate.

Local flexibility to include Elementary, Middle and High Schools.

Stakeholders had concerns about stability from year to year. The framework will incorporate at least 2 years of data.

Framework 1.0: National Board Certified Teachers and Low Performing Schools

Framework 1.0 for the identification of low performing schools includes:

- **Statewide Definition:** A uniform single statewide definition of low performing
- **Local Flexibility:** An optional local flexibility to identify additional schools as low performing

This approach allows for:

- **A consistent and comparable definition** of low performing across the state
- **A floor to identify schools and guided flexibility** in scaling strategic staffing initiatives across all local school systems
- **Variation based on local circumstances** and alignment with local priorities

Framework 1.0: State Definition

State Definition
The following schools
must be included:



Schools identified as a 1-star or a 2-star school in 2 of the 3 most recently available years of the Accountability System*.

LOCAL SCHOOL SYSTEM HAVING SCHOOLS MEETING STATE DEFINITION	COUNT OF SCHOOLS
Anne Arundel	2
Baltimore City	58
Baltimore County	16
Dorchester	1
Harford	1
Montgomery	2
Prince George's	12
Grand Total	92

*Only 2 years of data are available. Identified alternative schools may be included per local flexibility.

Framework 1.0: Local Flexibility

Local Flexibility

The following schools may also be included:



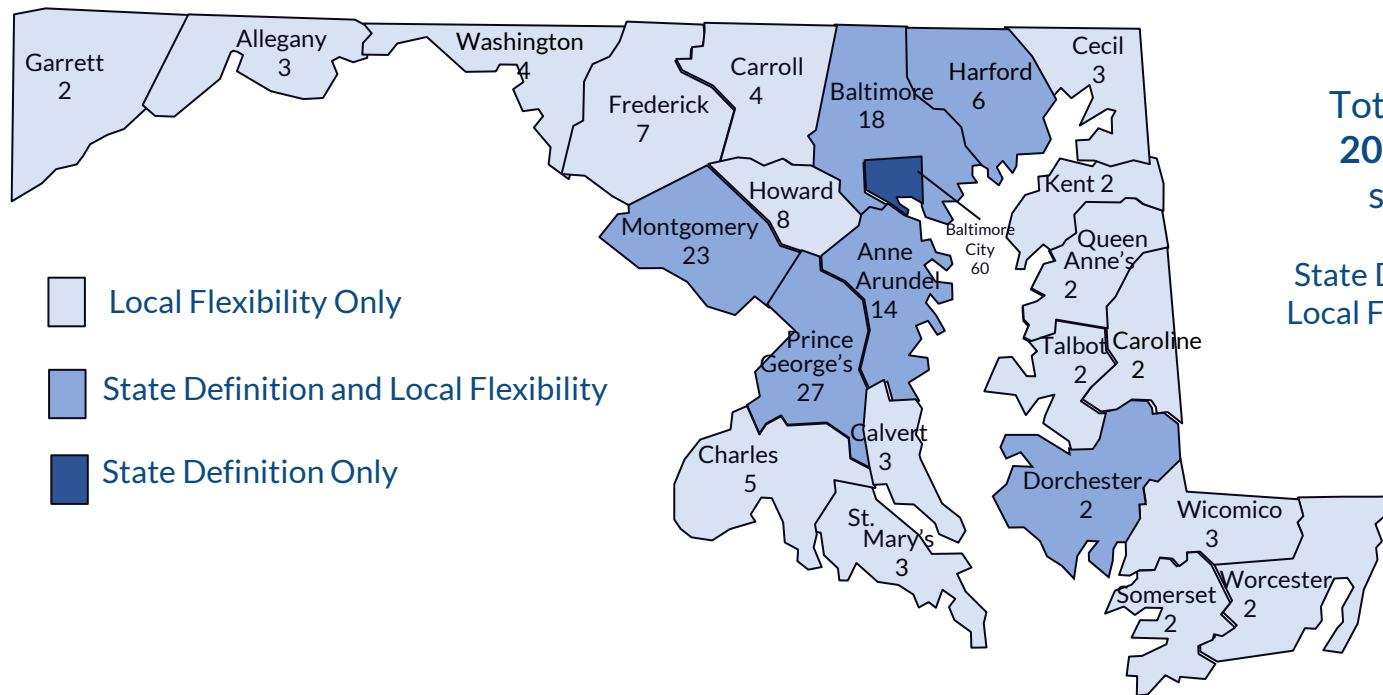
Any school the Local School System identifies, using any method appropriate for their system, *so long as* the school is in the **bottom 10% of schools in their Elementary/Middle or High schools.**

Elementary/Middle schools and High schools ranked separately.

The ranking based on the most recent 2 years of Accountability System results for all students.

Identified schools not to exceed 10% of schools in each Local School System unless the school meets the state definition.

Framework 1.0: State Definition AND Local Flexibility



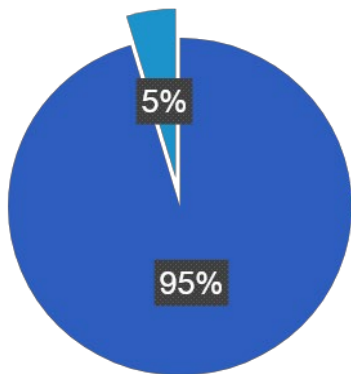
Total school count is
208 across 24 local
school systems.

State Definition = 92 schools
Local Flexibility = 116 schools

NBCT AND LOW PERFORMING SCHOOLS: What it looks like today

The total count of National Board Certified Teachers* in Maryland is 1,708.

Only 4.6% (79) are teaching in a school that meets the state definition of low performing or is eligible through local flexibility.



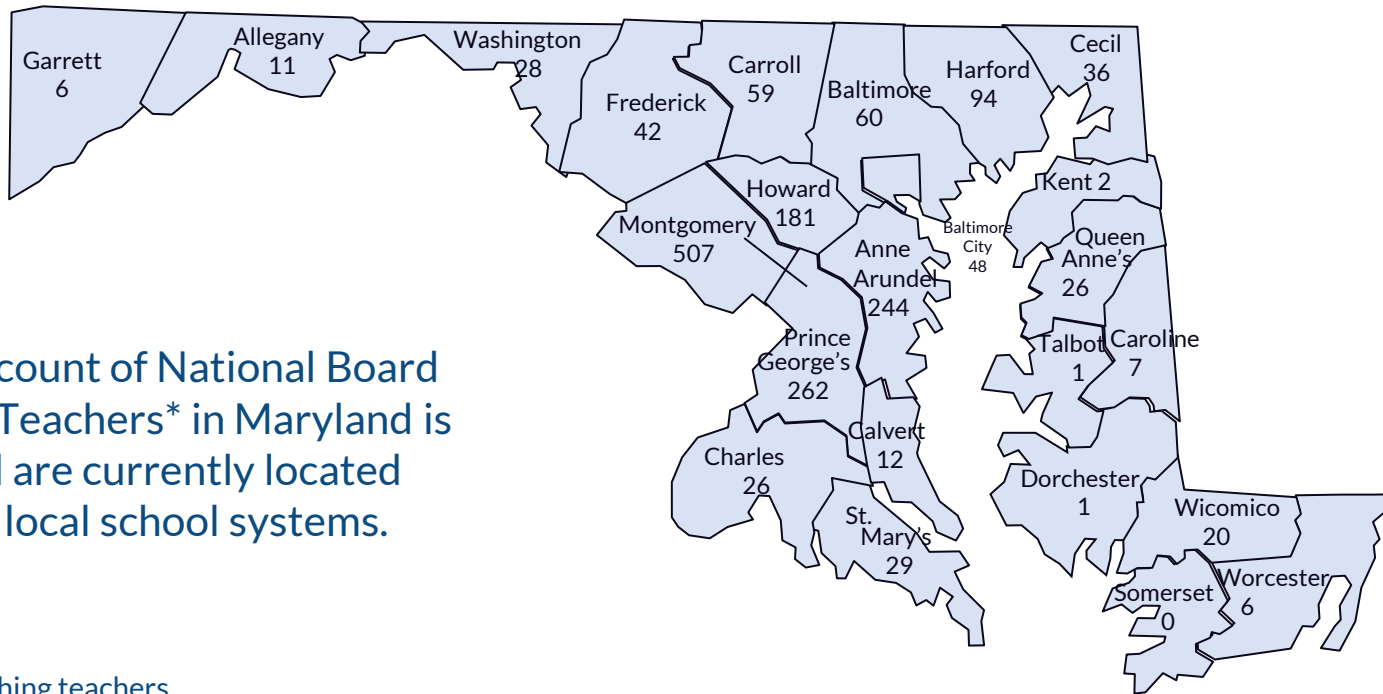
Teacher Salary increases associated with the career ladder include the following:

- Becoming a National Board Certified Teacher will receive a **salary increase of \$10,000.**
- A National Board Certified Teacher teaching at a low performing school will receive a **salary increase of \$7,000 and the increase continues as long as the teacher is teaching at the school** even if the school ceases to be low performing.

*Actively teaching teachers.

NBCT AND LOW PERFORMING SCHOOLS:

Where are National Board Certified Teachers located today

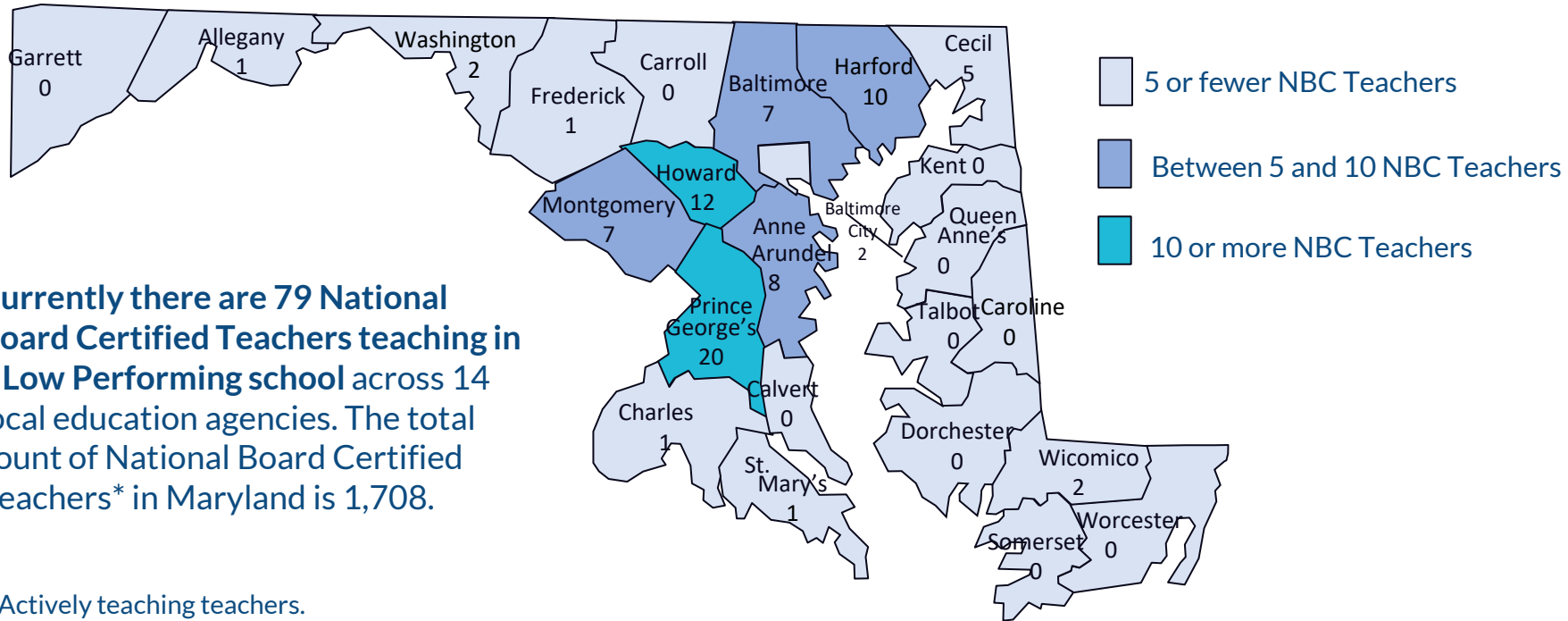


The total count of National Board Certified Teachers* in Maryland is **1,708** and are currently located across 23 local school systems.

*Actively teaching teachers.

NBCT AND LOW PERFORMING SCHOOLS:

Where are NBCT in Low Performing Schools located today



Expert Review Teams

The **Expert Review Team School Reviews** aim to effectively observe and provide **feedback to all Maryland schools** with a focus on improving student outcomes.

MSDE will deploy Expert Review Teams to every school in the state

- **Lowest and highest performing schools** will be reviewed annually.
- **Pilot deployment** to 5-10 schools in Spring 2022
- **Initial full deployment** to 50 schools in the 2022-23 school year

We are building our Maryland Expert Review Team!

Seeking Teachers, School Leaders, and Education Experts.



MSDE has received over 200 applications from across the country for experts to join our team.

The application is live at: www.MarylandPublicSchools.org

National Board Certified Teachers, Low Performing Schools, and Expert Review Teams | DISCUSSION

What resonates with you about the National Board Certified Teachers, Low Performing Schools, and Expert Review Teams?

What questions or opportunities for further exploration come to mind?

College and Career Readiness

- College and Career Readiness Review
- CCR Implementation Timeline
- CCR Standard
- Research Studies
- Post-CCR Pathways and Support Pathways
- CCR and Finance
- Engagement and Collaboration

College and Career Readiness

- Sets a new **College and Career Readiness standard** that allows graduates to succeed in college courses; goal is for all students to meet the standard by the end of 10th grade
- Develops **Post-CCR pathways** to advance learning and earn a credential

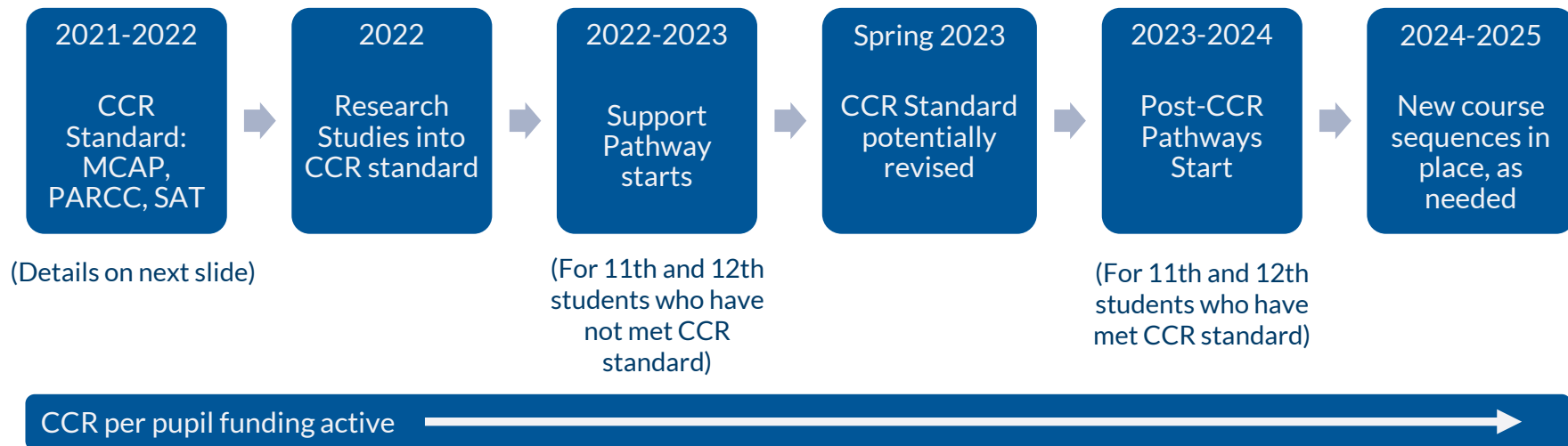
Once a student meets the CCR Standard (usually 10th grade), they enter an instructional pathway that builds on the student's strengths:

- IB Diploma, AP program, or Cambridge AICE Diploma
- Dual enrollment, allowing the student to earn an associate's degree
- Career and Technical Education (CTE) program, earning a meaningful credential

- Develops **CCR-support pathways** for students to achieve the CCR standard
- Develops **CTE system** that is aligned with industry's needs
 - CTE programs are developed in consultation with employers, trade associations, labor organizations, community colleges, etc. through a new CTE Committee
- **P-12 curriculum, standards, and assessments** are aligned towards new CCR goal

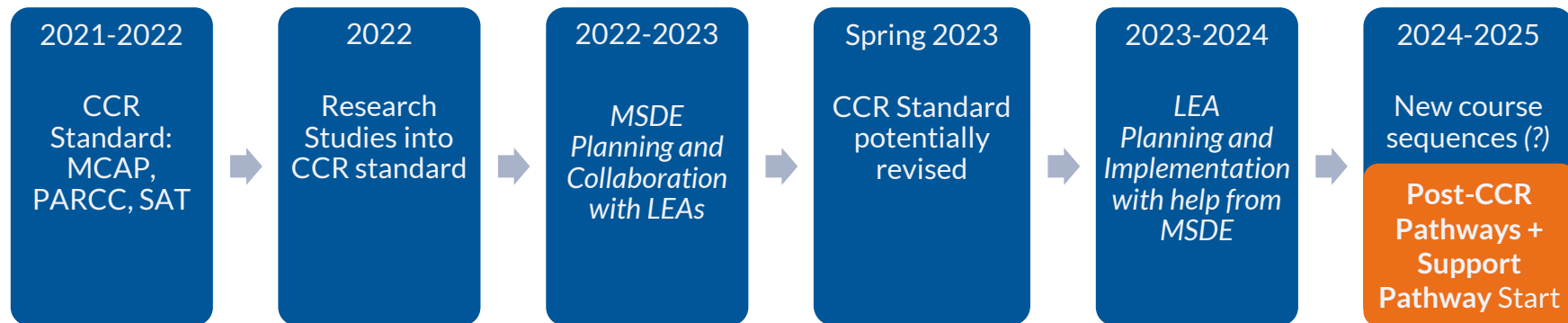
CCR Implementation Timeline

CURRENT STATUTORY TIMELINE



CCR Implementation Timeline

MSDE PROPOSED TIMELINE



(Details on next slide)

CCR per pupil funding active



Revised timeline allows for:

- Sufficient time for **LEAs to design and implement any new courses**
- **Build understanding** and enthusiasm about vision
- Alignment between **Post-CCR and Support Pathways**

Current CCR Standard

Current *Blueprint* statutory interim standard effective now in 2021-2022

A student meets the CCR Standard if they meet or exceed the standards in both English and Math:

English

English 10

- Score 4 or 5 on the PARCC
- Score 2 or 3 on early Fall MCAP
- Score 3 or 4 on Fall or Spring MCAP

AND

Math

Algebra I, Algebra II, or Geometry

- Score 4 or 5 on the PARCC
- Score 2 or 3 on early Fall MCAP
- Score 3 or 4 on Fall or Spring MCAP

Or a score of 520 on the Math SAT

This **standard may change** in the coming years, based on the results of ongoing research studies

Upcoming Board Action:

During the February SBOE meeting, MSDE will request adoption of this standard.

Guiding Design Principles

- **Moving beyond** using standardized test scores as the **only** measure of CCR
- **Equitable access** to Post-CCR Pathways
- Post-CCR Pathways should enable students to **explore elective enrichment and academic opportunities**

Research Studies

- MSDE is commissioning **two research studies** to determine **the skills and knowledge** necessary to succeed in an entry level college course
 - **Exploratory Study** (Quantitative alignment) – HS test scores and course completion to postsecondary success
 - **Long Term Study** (Qualitative alignment and quantitative confirmation) – content analysis of skills and knowledge needed
- Both studies will explore moving beyond only standardized tests, studying **alternative methods of proving readiness, such as GPA and course completion**

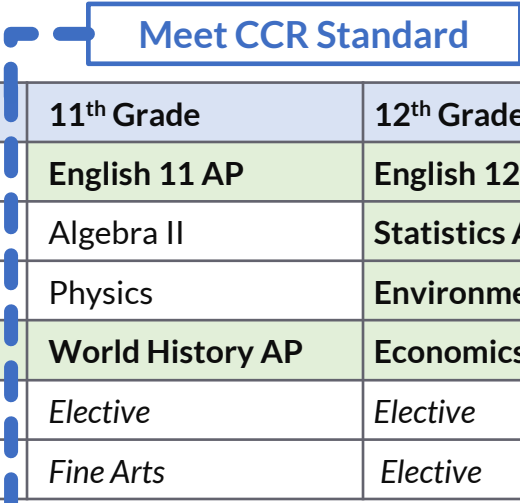
Post-CCR Pathways

- **After a student meets the CCR standard** (expected at the end of 10th grade), they will enter into a **Post-CCR Pathway**
 - Advanced Placement (**AP**) or International Baccalaureate (**IB**) programs
 - **Dual enrollment** or early college program
 - Career and Technical Education (**CTE**) program
- The Post-CCR Pathway allows students to **develop in-depth specialization** and earn a recognized credential for completion
- Pathways should **not preclude access to any classes**

Student Schedule: AP Pathway

A set number of **courses in sequence** would define Post-CCR Pathway completion while enabling students to **explore elective enrichment and academic opportunities**

Below is a **potential** course schedule for a student **who meets the CCR standard at the end of 10th grade** and chooses the AP Pathway



	9 th Grade	10 th Grade	11 th Grade	12 th Grade
English	English 9	English 10	English 11 AP	English 12 AP
Math	Algebra I	Geometry	Algebra II	Statistics AP
Science	Biology	Chemistry	Physics	Environmental Sci AP
Social Studies	US History	US Government AP	World History AP	Economics AP
Elective	Health/PE	Technology	Elective	Elective
Elective	World Language	World Language	Fine Arts	Elective

DRAFT EXAMPLE – Possible Option for Students

Dual Enrollment program: 60 credits

This student **Meets the CCR Standard** at the end of 10th grade, then enrolls in the Dual Enrollment pathway

Able to earn **60 credits**, a full A.A. degree, before High School Graduation

Meet CCR Standard

	9 th Grade	10 th Grade	11 th Grade Fall	11 th Grade Spring	12 th Grade Fall	12 th Grade Spring
English	English 9	English 10 [^] - 3	English 11 [*] - 3	Elective [*] - 3	English 12 [*] - 3	Elective [*] - 3
Math	Geometry	Algebra II	PreCalc [*] - 3	Elective [*] - 3	Statistics [*] - 4	Elective [*] - 3
Science	Biology	Chemistry	Science Elective [*] - 4	Science Elective [*] - 3	Elective [*] - 3	Elective [*] - 3
Social Studies	US History	US Government		World History [*] - 3	Elective [*] - 3	Elective [*] - 3
Elective	Health/PE	Fine Arts [^] - 3				
Elective	World Language [^] - 4	World Language [^] - 4				

[^] Courses taken at the High School.

^{*} Courses taken at the Community College

DRAFT EXAMPLE – Possible Option for Students

Career and Technology Education (CTE): Construction - Carpentry

Student enrolls in the **Construction Trades: Carpentry** CTE program after meeting the CCR Standard at the end of 10th grade

Student earns the National Center for Construction Education and Research (**NCCER**) **Certification** before graduation

	9 th Grade	10 th Grade	11 th Grade	12 th Grade
English	English 9	English 10	English 11	English 12
Math	Algebra I	Geometry	Algebra II	Math Elective
Science	Biology	Chemistry	Physics	Elective
Social Studies	US History	US Government	Elective	Carpentry II
Elective	Health/PE	Technology	Carpentry I	
Elective	Fine Arts	Elective	Construction Core	Apprenticeship

Meet CCR Standard

DRAFT EXAMPLE – Possible Option for Students

Support Pathway

For students who have not met the CCR standard by end of 10th grade, they will enter a Support Pathway

- They will be provided with **individualized coordinated support** to help them meet the CCR standard **as soon as possible**, and then join a Post-CCR Pathway
- **Goal for all students** is to meet CCR standard before graduation

Supports may include:

- Innovative classes (project-based learning)
- Credit Recovery
- Summer courses
- Individualized plan
- Tutoring

Implementation decision questions:

- When/how students may retest or demonstrate readiness?
- Alternative methods to meeting standard?
- Semester length courses for students meeting standard in December?

Student Schedule Support Pathway: Math and English

The student does **not** pass the **Algebra I** assessment in 9th grade or the **Geometry or English 10** assessments in 10th grade, so they enroll in the **Summer immersion** classes

Summer immersion classes are centered around **project-based learning**, a different approach to the material. The student is also able to **take elective classes** over the summer

At the end of 11th grade, the student passes the **English 10** and **Algebra II** assessments, meeting the **CCR standard**

Meet CCR Standard

	9 th Grade	Summer	10 th Grade	Summer	11 th Grade	12 th Grade
English	English 9		English 10	English PBL Immersion	English 11	English 12
Math	Algebra I	Math PBL Immersion	Geometry	Math PBL Immersion	Algebra II	Elective
Science	Biology		Chemistry		Physics	Elective
Social Studies	US History		US Government		World History	Psychology AP
Elective	World Language	Elective	World Language	Elective	Computer Science	Computer Science AP
Elective	Health/PE		Fine Arts		English Tutoring	Technology
DRAFT EXAMPLE – Possible Option for Students					Math Tutoring	

Student Schedule Support Pathway: Math

This student passes the English 10 assessment, but does not pass the Algebra I or Geometry assessments.

The student elects to not enroll in summer courses.

The student stays after school two days a week for Math Tutoring, allowing them to pass the Algebra II assessment in 11th grade.

	9 th Grade	10 th Grade	11 th Grade	12 th Grade
English	English 9	English 10	English 11 AP	English 12 AP
Math	Algebra I	Geometry	Algebra II	Math Elective
Science	Biology	Chemistry	Physics	Science Elective
Social Studies	US History	US Government	World History	Economics AP
Elective	World Language	World Language	Elective	Elective
Elective	Health/PE	Fine Arts	Technology	Elective
			Math Tutoring	

Meet CCR Standard

DRAFT EXAMPLE – Possible Option for Students

CCR and Finance

\$517 per student who meets CCR standard.

Amount increased by inflation each year

FY23 AMOUNT BASED ON:

[% of students meeting **CCR from Spring 2019**] multiplied by [# of students in attendance in Spring 2021]

FY24 AMOUNT BASED ON:

[% of students meeting **CCR from Spring 2019**] multiplied by [# of students in attendance in Spring 2022]

FY25 AMOUNT BASED ON:

of CCR students from Spring 2023

CCR is subject to **state share and local share calculations** and the funding is **wealth equalized**

Engagement and Collaboration

- **MSDE kicked off its engagement** around CCR with local Superintendents, PSSAM, and other LEA district staff
- MSDE engaged around these **problems of practice**:
 - What are the **implications for higher education and career opportunities of students completing a Post-CCR Pathway?**
 - What should guide the decisions around **completion requirements** (number of courses, etc.) and a **student's ability to switch between pathways** if they so choose?
- MSDE's **next steps** are to:
 - **Coordinate** with Maryland community colleges and universities
 - Establish CCR assessment **advisory groups** with relevant stakeholders

College and Career Readiness | DISCUSSION

What resonates with you about the implementation of the College and Career Readiness policy area?

What questions or opportunities for further exploration come to mind?

3. Problems of Practice

- Science of Reading
- Power of GPA
- Teacher Prep
- Strategic Staffing

Science of Reading

- Reading by 3rd grade is a critical predictor of lifelong success¹
- Starting in 4th grade, students encounter a wider variety of content and the expectation switches from Learning to Read to Reading to Learn²
- Students who are not reading proficiently by 3rd grade are 4 times more likely to not graduate high school on time¹
- 75% of adult proficient readers had household incomes above \$60,000²
 - Only 7% of below-basic readers earn this much²

References:

1. Hernandez, D.J. (2011). Double Jeopardy: How third-grade reading skills and poverty influence high school graduation. Baltimore, MD: Annie E. Casey Foundation.
2. Center for Public Education (2015). Learning to read, reading to learn: Why third grade is a pivotal year for mastering literacy. <https://www.nsba.org/-/media/NSBA/File/cpe-learning-to-read-reading-to-learn-white-paper-2015.pdf>

Teacher Preparation Programs

- The National Council on Teacher Quality has found that **51% of 1,000** evaluated Teacher Prep Programs earned an A or B grade for their **preparation of teacher candidates in the science of reading**,
 - This rate is **up from just 35%** seven years ago
- Programs in **Maryland perform above the national average**
 - **14 of 21 (67%) Maryland programs** earned an A or a B.
 - **6 traditional undergraduate programs in Maryland earned an A**
 - Hood College, McDaniel College, Notre Dame of Maryland University, Salisbury University, St. Mary's College of Maryland, and the University of Maryland - College Park

References:

1. National Council on Teacher Quality. (2020). Early Reading. Teacher Prep Review. <https://www.nctq.org/review/search/standard/Early-Reading>

Mississippi: Literacy Based Promotion Act (2013, 2014, and 2016)

- Requires **Educator Preparation Programs to teach two courses** focused on the key components of high-quality reading instruction.
 - **Teacher candidates must pass a test** on the Science of Reading
- **All K-3 teachers and administrators need to be trained** in the Science of Reading
- Mississippi also allocated funds to **hire literacy coaches** to sit in residence at the **lowest-performing schools**

References:

1. Mississippi's Literacy-Based Promotion Act: An Inside Look. ExcelinEd. <https://www.excelined.org/wp-content/uploads/2019/03/ExcelinEd.MSGatewaytoSuccess.March2019.pdf>

Colorado: READ Act (2012 and 2019)

- **All K-3 teachers must complete training** on teaching based on the Science of Reading
 - Includes **special education teachers and interventionists**
 - Training is at **least 45 hours**
 - Teachers **must submit documentation of completion** to the state
- **Reading curriculum for K-3 must be scientifically based and must focus on Science of Reading**

References:

1. Colorado READ Act. Colorado Department of Education. <https://www.cde.state.co.us/coloradoliteracy>

Texas: HB 3 Reading Academies (2019)

- All kindergarten through third grade teachers and principals must attend a "teacher literacy achievement academy."
- Teacher candidates who will teach students in grades PreK-6 need to demonstrate proficiency in the science of teaching reading on a new standalone certification exam.
- Results of the required Science of Teaching Reading exam are reported and evaluated as part of the Educator Preparation Program accountability system.

References:

1. TEA HB 3 Reading Academies. <https://tea.texas.gov/academics/early-childhood-education/reading/hb-3-reading-academies>
2. Texas Accountability System for Educator Preparation (ASEP) Manual 2020–2021. <https://tea.texas.gov/sites/default/files/asep-manual-2020-2021.pdf>

North Carolina: The Excellent Public Schools Act (2021)

- Requires **all early education teachers, future educators, and professors** in teacher preparation programs to be trained in **reading instruction grounded in the science of reading**.¹
- The training will take between **138 and 168 hours over the span of two years**¹
- **Educator Preparation Programs** seeking approval or renewal from the state after July 2022 will need to **provide coursework in the science of reading for all teacher candidates**²

References:

1. Retraining an entire state's elementary teachers in the science of reading. Ariel Gilreath. The Hechinger Report. <https://hechingerreport.org/retraining-an-entire-states-elementary-teachers-in-the-science-of-reading/>
2. DPI maps out science of reading plan and returns to Amplify's mCLASS tool to assess readers. Rupen Fofaria. EdNC. <https://www.ednc.org/2021-06-03-dpi-science-reading-rollout-plan-amplify-mclass-tool-assess-young-readers/>

Science of Reading

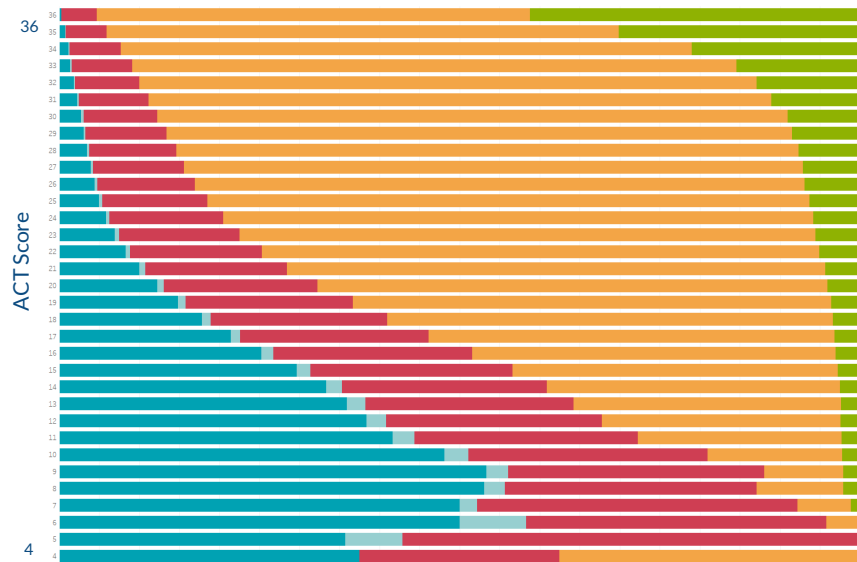
The Blueprint says that new teachers must be trained in the Science of Reading during their preparation programs.

Are all existing K-3 teachers and other relevant staff held to this same standard?

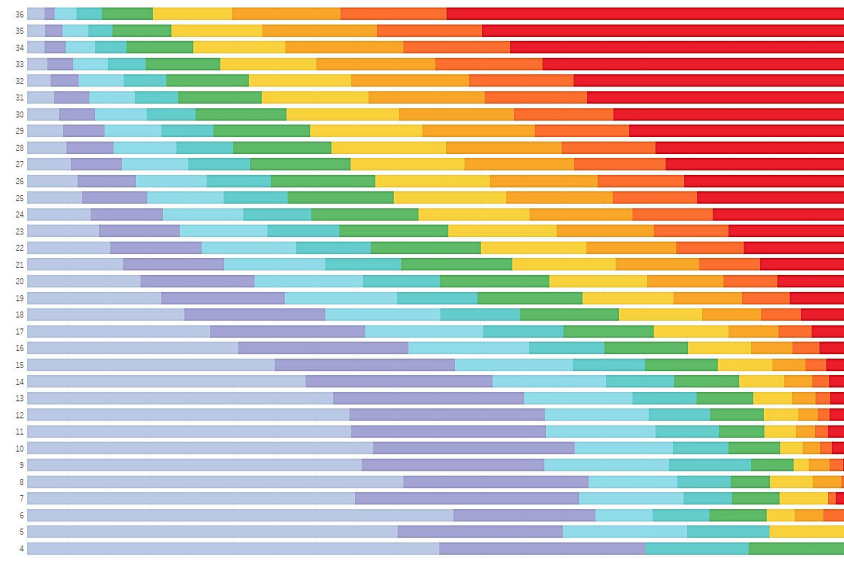
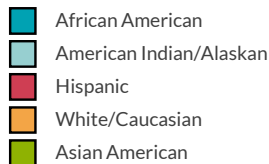
Power of GPA

- The *Blueprint* seeks to ensure that **all students** can **demonstrate their readiness for College and Career**. The interim measure within *The Blueprint* only allows for a student to demonstrate their readiness through **standardized assessments**.
- Alternative measures, including **GPA and course completion**, have proven – in research and in practice – to be a **strong indicators of College and Career Readiness**.
- Establishing new methods of CCR measurement requires strong **alignment and coordination with Higher Education** to successfully continue students' educational career.

ACT Scores by Race/Ethnicity and Family Income



Ethnicity



Family Income



- Research from Chicago Public Schools found that students' high school **grade point averages are five times stronger than their ACT scores at predicting college graduation.**
- “GPAs measure a **very wide variety of skills and behaviors** that are needed for **success in college**, where students will encounter widely varying content and expectations.” - Elaine Allensworth, Director of the UChicago Consortium

References:

1. High School GPAs and ACT Scores as Predictors of College Completion: Examining Assumptions About Consistency Across High Schools," Allensworth and Clark, Educational Researcher, Jan. 27, 2020.

Community Colleges

MONTGOMERY COLLEGE, MARYLAND

- **Montgomery College offers 8 options** for placement into credit bearing classes, as part of their **Multiple Placement Options**
- Graduates from Maryland high schools **may take credit bearing courses** based on an unweighted, cumulative **high school GPA of 2.75 or higher**

References:

1. Montgomery College. Assessment and Testing Centers. <https://www.montgomerycollege.edu/admissions-registration/assessments.html>
2. Everett Community College. Alternative Placement Options. <https://www.everettcc.edu/enrollment/placement/alternative-placement-options>

EVERETT COMMUNITY COLLEGE, WASHINGTON

- **Students who graduated** from a Washington state high school with a **cumulative GPA of 2.5 or higher** can receive placement into **English 101**.
- Students who **completed a math class** at a Washington state high school and earned a **C+ or better in both semesters** may enroll in a credit bearing Math course

- In 2017, California **overhauled community college placement and remediation** in English and math.¹
 - Colleges are now required to rely on students' high school grades for placement and **restricted from requiring students to enroll in remedial courses.**
- As of 2021, The **University of California will not take SAT and ACT scores into account** in admissions or scholarship decisions²
 - Admission instead requires a **GPA of 3.0 in 15 core “A-G” high school courses***³
- Research in California has also found that **high school GPA is consistently the strongest predictor of four-year college outcomes** and that as an admissions criterion, **high school GPA has less adverse impact** than standardized tests on **disadvantaged and underrepresented minority students.**⁴
 - High school GPA as a predictor of college success results in a **much higher representation of low income and underrepresented minority students in the top of the UC applicant pool**⁵

References:

1. Hern, K., Snell, M., and Henson, L. (2020). Still Getting There: How California's AB 705 Is (and Is Not) Transforming Remediation and What Needs to Come Next. Sacramento, CA: Public Advocates.
2. University of California Will No Longer Consider SAT and ACT Scores. Giulia McDonnell Nieto del Rio. New York Times. <https://www.nytimes.com/2021/05/15/us/sat-scores-uc-university-of-california.html>
3. University of California. Freshman Requirements <https://admission.universityofcalifornia.edu/admission-requirements/freshman-requirements/> * GPA of 3.4 required for nonresidents of California
4. Geiser, Saul & Maria Veronica Santelices, 2007. "Validity Of High-School Grades In Predicting Student Success Beyond The Freshman Year: High-School Record vs. Standardized Tests as Indicators of Four-Year College Outcomes." University of California at Berkeley, Center for Studies in Higher Education qt7306z0zf, Center for Studies in Higher Education, UC Berkeley.
5. Kurlaender, M., & Cohen, K. (2019, March). Predicting college success: How do different high school assessments measure up? [Report]. Policy Analysis for California Education. <https://edpolicyinca.org/publications/predicting-college-success-how-do-different-high-school-assessments-measure-2019>

Power of GPA

How may we take advantage of the power of GPA to allow more students to demonstrate their College and Career Readiness?

What are the implications for Maryland institutions of higher education?

Teacher Prep Licensure

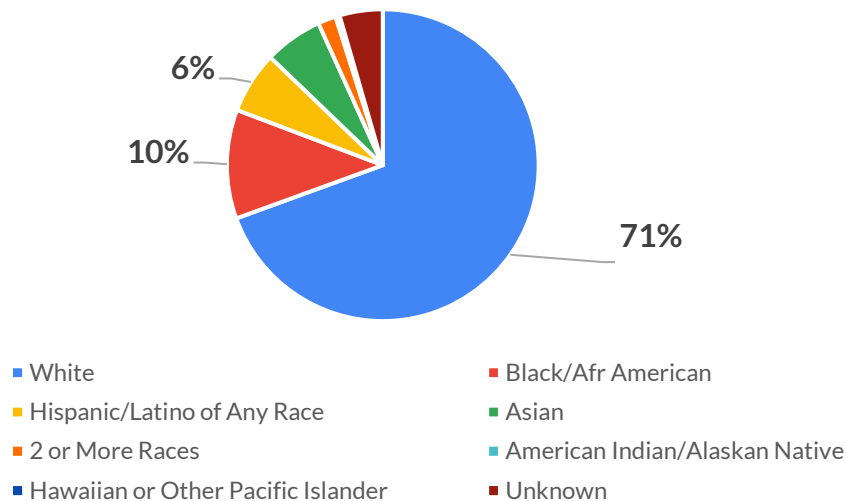
The *Blueprint* seeks to **develop more excellent teachers** while also addressing the **diversity of the workforce**.

However, **current teacher licensure processes** and exams **limit diversity** and often unintentionally **block strong candidates**.

Demographics of Certificate-Eligible Traditional Program Completers

Certificate-eligible completers are predominantly female and white

Race/Ethnicity of Certification-Eligible Program Completers 2020-2021



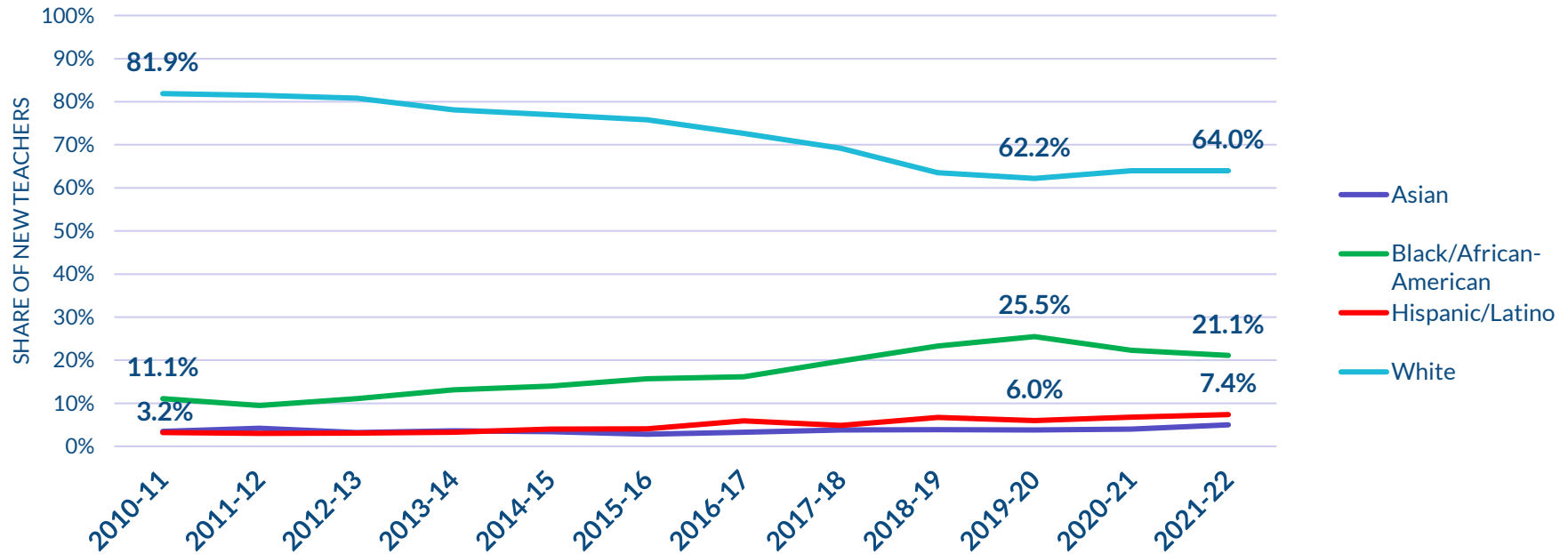
Gender Breakdown 2020-2021

Male	270	19.8%
Female	1,090	80.0%
Non-binary	2	0.1%

1,354 Total Certification-Eligible Completers from Traditional Programs

Race/Ethnicity of New Teachers

The greatest share of newly employed Maryland teachers are White.



Note: A new teacher is defined as one with less than one year of experience as of the fall of the given school year.

Data Source: MSDE Staff Data Collection

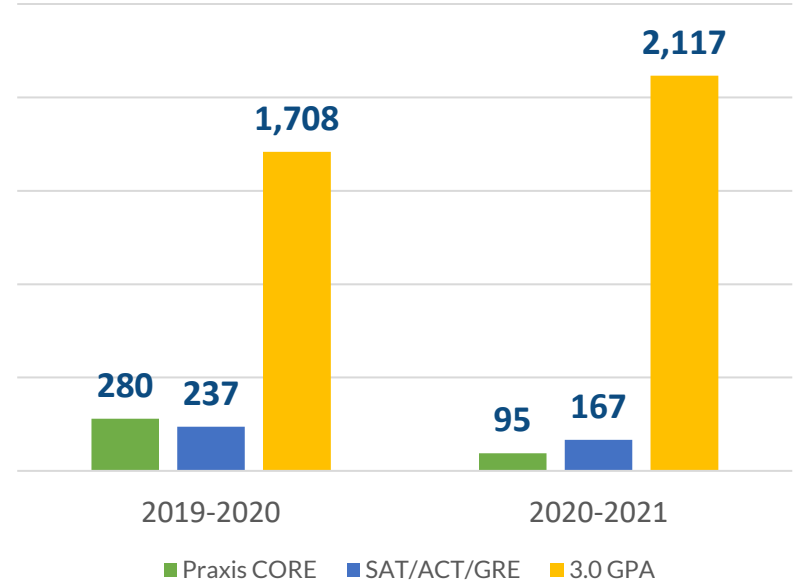
Traditional Preparation Programs Entrance Requirement: Basic Skills Assessments

An approved basic skills assessment measure is required to **enter an educator preparation program**:

- 3.0 GPA (as of 2019)
- Praxis Core
- GRE
- ACT
- SAT

GPA pathway is used **by nearly all educator preparation programs** and likely has contributed to an increase in admission into programs

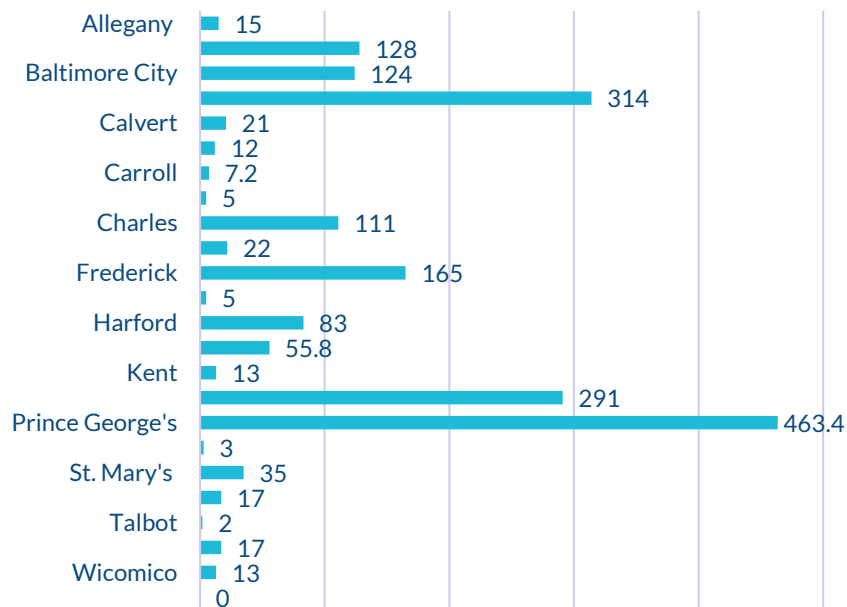
Number of Entrants to EPP, by Basic Skills Measure Used for Admittance (Graduate and Undergraduate)



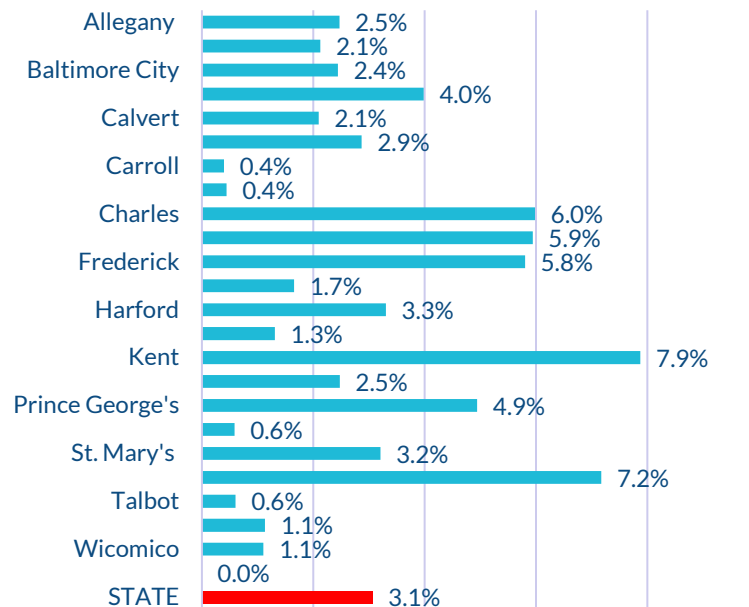
2021-2022 Teaching Vacancies by School System

At the start of the 2021-2022 school year, there were a total of 1,922 vacancies, representing between 0.4% and 7.9% of each system's 2020-2021 certificated positions.

2021-2022 Number of Vacancies by System



Vacancies as Share of 2020-2021 Positions



- **Emergency teaching licenses** were created out of necessity when the pandemic temporarily **stopped the administration of the MTEL licensure test** and the state wanted the teacher pipeline to continue.¹
 - The emergency license requires **only a bachelor's degree and sound moral character**.
 - Massachusetts has granted **7,000 emergency licenses in a year**
- Eliminating the exam reduced the barriers to licensure, **significantly benefiting teachers of color**.
 - At least **25% of the emergency licenses were granted to people of color**.
 - Right now, only about **8% of Massachusetts teachers** are Black, Indigenous, Latinx or Asian, despite **roughly 40% of the student population being of color**
 - The state loses most candidates of color before they even sit for the state licensure test. **About 87% of people who attempt these tests are white.**
- Massachusetts is also running a **pilot of alternative licensure assessments** through 2024, and they are **studying the effects** of these alternative assessments on teacher candidates and student outcomes.

References:

1. An Accidental Experiment: An Emergency Teacher License Gives An Unexpected Boost To Teacher Diversity. Carrie Jung. WBUR. <https://amp.wbur.org/news/2021/03/25/emergency-teaching-licenses-diversity>
2. Evaluating Pilot Alternative Assessments for the MTEL. <https://www.commbuys.com/bso/external/bidDetail.sdo?docId=BD-21-1026-DOE02-DOE01-56600&external=true&parentUrl=bid>

- The edTPA assessment requires **teacher-candidates to submit a portfolio of materials for review**: a series of lesson plans, a video of themselves teaching, and a written analysis of their instructional practice.
- The intense requirements may **be a barrier to diversifying the teaching workforce**.
 - **Black test takers** in New York were **nearly twice as likely to fail the edTPA** compared to white or Hispanic peers.¹
- Recent research has found that the test results are **not always reliable or precise**.²
 - In most cases, **one person scores the entire portfolio** for any given teacher-candidate. When humans score assessments, there's always going to be error.²
 - There was **no correlation** between edTPA scores and that **teacher's effectiveness in math instruction**, measured by their students' state test scores in math.³
- **Georgia and Washington** have recently (2020 and 2021) **dropped the statewide requirement** that teacher-candidates must pass the edTPA.^{4 5}
- **New York** is actively **considering removing** the requirement – with a vote expected in April 2022.⁶

References:

1. New York may soon ditch its controversial teacher certification exam. Reema Amin. Chalkbeat New York. <https://ny.chalkbeat.org/2021/12/17/22838616/new-york-state-teacher-certification-edtpa-workforce-diversity>
2. Researchers: Stop Using edTPA Scores in Teacher-Certification Decisions. Madeline Will. EducationWeek. <https://www.edweek.org/teaching-learning/researchers-stop-using-edtpa-scores-in-teacher-certification-decisions/2019/12>
3. Dan Goldhaber, James Cowan, Roddy Theobald (2016). Evaluating Prospective Teachers: Testing the Predictive Validity of the edTPA (Update). CALDER Working Paper No. 157

4. Georgia Eliminates the edTPA Requirement for Teacher Candidates. Madeline Will. EducationWeek. <https://www.edweek.org/teaching-learning/georgia-eliminates-the-edtpa-requirement-for-teacher-candidates/2020/06>
5. edTPA eliminated as a state requirement for teacher certification. Washington Office of Superintendent of Public Instruction. <https://content.govdelivery.com/accounts/WAOSPI/bulletins/2d7d4ac>
6. State Education Department Proposes Changes to Teacher Certification Requirements to Reduce Barriers to Certification While Maintaining Rigorous Standards. New York State Education Department : <http://www.nysed.gov/news/2021/state-education-department-proposes-changes-teacher-certification-requirements-reduce>

Teacher Prep

How may we reimagine the teacher licensure process to create a more high-quality and diverse teacher workforce?

Strategic Staffing Initiatives

The Blueprint seeks to significantly improve low performing schools through incentivizing strong teachers to move to these schools

There are currently only 1,700 National Board Certified Teachers (NBCT) teachers in Maryland

Turning around low performing schools requires a more comprehensive approach

NATIONAL PERSPECTIVE:

Research from Washington State

The National Board for Professional Teaching Standards was established in 1987 to offer a national teaching credential. The National Board is a voluntary system for assessing accomplished teaching, and the national program has grown substantially with 3% of the teaching force an NBCT in 2010 (National Board of Professional Teaching Standards, 2010).

The Washington State study found that **teachers with NBCT are generally more effective than non-NBCTs**, which is consistent with prior studies of NBCTs in North Carolina and Florida.

The teacher effectiveness for NBCT correspond to **approximately 1-2 weeks of additional learning in elementary classrooms and middle school reading classrooms and nearly 1.5 months of additional learning in middle school math classrooms** (Bloom et al., 2008).

NBCTs in high-poverty schools (who have received an additional bonus since 2008) are at least as effective as teachers in other schools. Having NBCTs in high-poverty schools in of itself is not enough to transform low performing schools.

References:

James Cowan & Dan Goldhaber (2016) National Board Certification and Teacher Effectiveness: Evidence From Washington State, Journal of Research on Educational Effectiveness, 9:3, 233-258, DOI: [10.1080/19345747.2015.1099768](https://doi.org/10.1080/19345747.2015.1099768)

NATIONAL PERSPECTIVE:

Observations from Alabama

Alabama enacted an incentive program to give bonuses to high-quality teachers who work in academically or poverty-challenged schools. All National Board Certified Teachers are eligible for \$5,000 from the state. **Teachers receive an additional \$5,000 bonus if they stay or move to high-need schools.** The bonus could encourage teachers already in the school to pursue certification as well.

After three years of the program 1,795 National Board Certified Teachers earned the base \$5,000 and **151 teachers earned the additional \$5,000 bonus.** NCBTs increased from 63 to 151 in the 2020-2021 school year.

Bonuses were available for National Board Certified Teachers who were certified in certain subjects and teaching in a targeted school. Subjects included literacy, English as a new language, math, science, career and technical education, special education.

The incentive program appears to be working. **There has been an increase in National Board Certified Teachers in the targeted schools, however the vast majority of the targeted schools are without an eligible National Board Certified Teacher.**

Diversity of National Board Certified Teachers continues to be a challenge. **Most of the bonuses have gone to female teachers, and the incentives have not yet attracted many teachers of color.**

References:

Goldhaber, D., & Anthony, E. (2005, November 29). Can Teacher Quality Be Effectively Assessed? National Board Certification as a Signal of Effective Teaching. The Urban Institute <https://www.urban.org/sites/default/files/publication/50736/411271-Can-Teacher-Quality-Be-Effectively-Assessed-.PDF>

New Initiative in California

In **California**, funding has been allocated to **attract and retain** National Board Certified Teachers in high priority schools for the 2021-2026 school years.

- The program awards **incentive grants of up to \$25,000**, paid in \$5,000 installments, to **any teacher** who has attained National Board Certification and commits to **teaching in a high priority school for five years**.
- The program awards **subsidies of \$2,500** to teachers at high priority schools who **initiate the National Board certification process**.
- A high priority school is defined as a school with **55% or more of its students classified as an English learner, foster youth, or eligible for free or reduced-price meals**.

References:

<https://www.cde.ca.gov/pd/ps/npbtsprograminfo.asp>

NATIONAL PERSPECTIVE: Strategic Staffing Initiatives

Effective teachers are critical to the academic success of students, but all too often, students who struggle the most do not have access to effective teachers.

COMMON ELEMENTS FOUND IN STRATEGIC STAFFING INITIATIVES:

- Accomplished principals and teacher leaders provided **autonomy over the use of talent, time, and resources**.
- Strength in numbers through **cohorts of schools and teams of principals and teacher leaders**.
- Resources made available including **professional development**
- **Financial incentives** provided to principals and teachers
- Initiatives are **sustained over time**

EXAMPLES OF STRATEGIC STAFFING INITIATIVES

Achievement Zones
Charlotte- Mecklenburg NC

Accelerating Campus
Excellence (ACE)
Dallas TX

Opportunity Culture Initiative
Nationwide

NATIONAL PERSPECTIVE:

Strategic Staffing Initiatives - Opportunity Culture Initiative

Districts and schools designed to extend the reach of excellent teachers, principals, and their teams to more students, for more pay, within recurring school budgets.

Team of teachers and administrators determine how to reach more students with teachers who have demonstrated high-growth student learning.

Multi-classroom leaders lead a teaching team, providing guidance and frequent on-the-job coaching while continuing to teach, often by leading small-group instruction.

Accountable for the results of all students in the team, multi-classroom leaders also **earn supplements averaging 20 percent (and up to 50 percent) of teacher pay**, within the regular school budget.

The **schools redesign schedules** to provide additional school-day time for teacher planning, coaching, and collaboration.

References:

OpportunityCulture.org; © Public Impact. (n.d.). *What is the Opportunity Culture Initiative?* Opportunity Culture. Retrieved January 14, 2022, from <https://www.opportunityculture.org/what-is-an-opportunity-culture/>

RESULTS

Research Shows that, on average, teachers who joined Opportunity Culture multi-classroom leaders' teams moved from producing 50th percentile student learning growth to 77th percentile student learning growth.



Baltimore City Public Schools began implementing Opportunity Culture model in 2019-20

NATIONAL PERSPECTIVE:

Strategic Staffing Initiatives - Charlotte Mecklenburg

Using measurable standards of performance and financial incentives, the district chose cohorts of schools and implemented a strategic staffing initiative including the following:

A great leader is needed, a principal with a proven track record of success in increasing student achievement. **Great teachers will not go to a troubled school without a great leader as principal.**

A team goes to the school so a person is not alone in taking on this challenging assignment; **there is strength and support in numbers.**

Principals must be given the time and authority to transform the school.

Not all job assignments are equal in difficulty and **compensation should be varied** to match.

Teachers and principals given a **\$10,000 recruitment bonus with a commitment of 3 years and an additional \$5,000 retention bonus annually.**

RESULTS

Achievement substantially improved in 13 of the 14 schools in the first two cohorts of 14 schools even in the first year of the initiative.

Achievement improvements ranged from five- to 23-point increases in student proficiency.

Results demonstrate that results can improve even in a short period of time with the right leaders.

References:

Charlotte-Mecklenburg Schools. (2009, December). *Strategic Staffing Whitepaper*. <https://www.cms.k12.nc.us/superintendent/White%20Papers/Strategic%20Staffing.pdf>

NATIONAL PERSPECTIVE:

Strategic Staffing Initiatives- Accelerating Campus Excellence (ACE) at Dallas ISD

The core strategy is recruiting and retaining the best possible educators for students attending chronically underperforming schools. The essential elements from this initiative include:

Strategic staffing of a core group of accomplished teachers and principals who are paid \$20,000-\$30,000 more annually (for 5 years) to transform identified campuses.

Intentional focus on data-driven instruction and data analysis at the student, content and grade levels.

Extending school day by one hour and offering daily after-school enrichment until 6:00 p.m.; serving breakfast, lunch and dinner to students.

Social and emotional learning support for students and training for educators.

Strong partnerships with family and community organizations.

RESULTS

Results from the ACE program have been promising. Over the first four years (2015-2019), of the ACE initiative, 28 of 29 campuses:

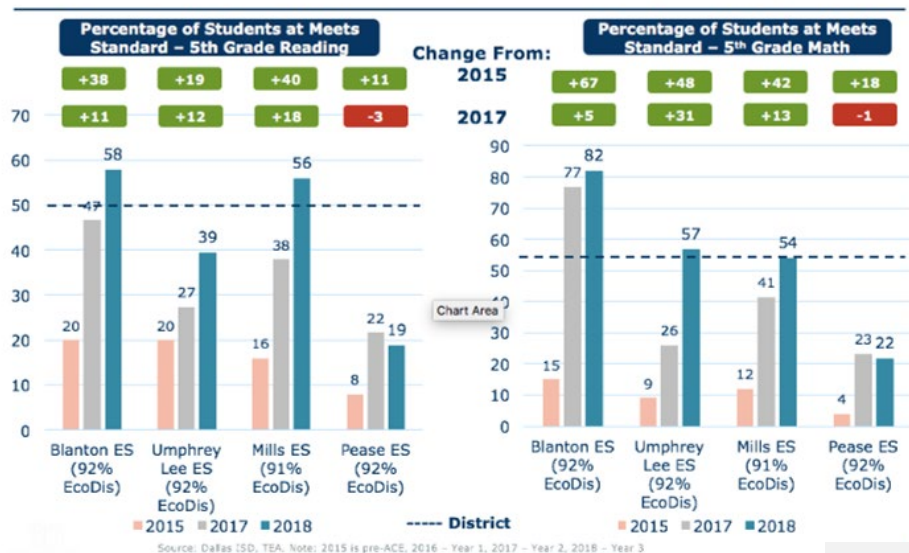
- Met state accountability standards in Year One, in most cases following multiple consecutive years of failure.
- Achieved increases in student growth upwards of 67% in math and 40% in reading.
- Significantly reduced district gaps in achievement, discipline referrals and suspensions.

References:

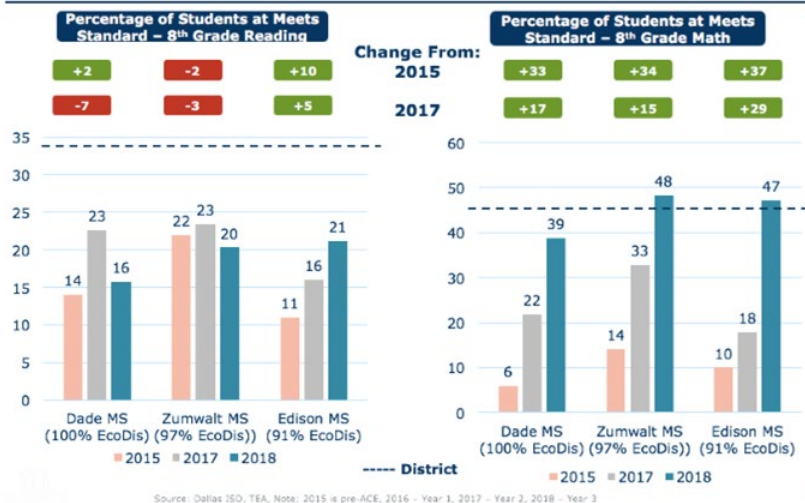
Commit Partnership. (2018, May 15). Equity Works: Accelerating Campus Excellence (ACE) Results. Retrieved January 14, 2022, from <https://commitpartnership.org/blog/equity-works-ace-results>

NATIONAL PERSPECTIVE: Strategic Staffing Initiatives Accelerating Campus Excellence (ACE)

ACE 1.0 Elementary Schools (Year 3)



ACE 1.0 Middle Schools (Year 3)



References:

Commit Partnership. (2018, May 15). Equity Works: Accelerating Campus Excellence (ACE) Results. Retrieved January 14, 2022, from <https://commitpartnership.org/blog/equity-works-ace-results>

The ACE initiative is now a statewide school transformation pathway open to all districts in Texas. The state provides a permanent per pupil bump for such schools to sustain the model.

Strategic Staffing Initiatives

Does *The Blueprint* offer enough incentives to recruit and retain highly accomplished teachers and staff to turnaround low performing schools?

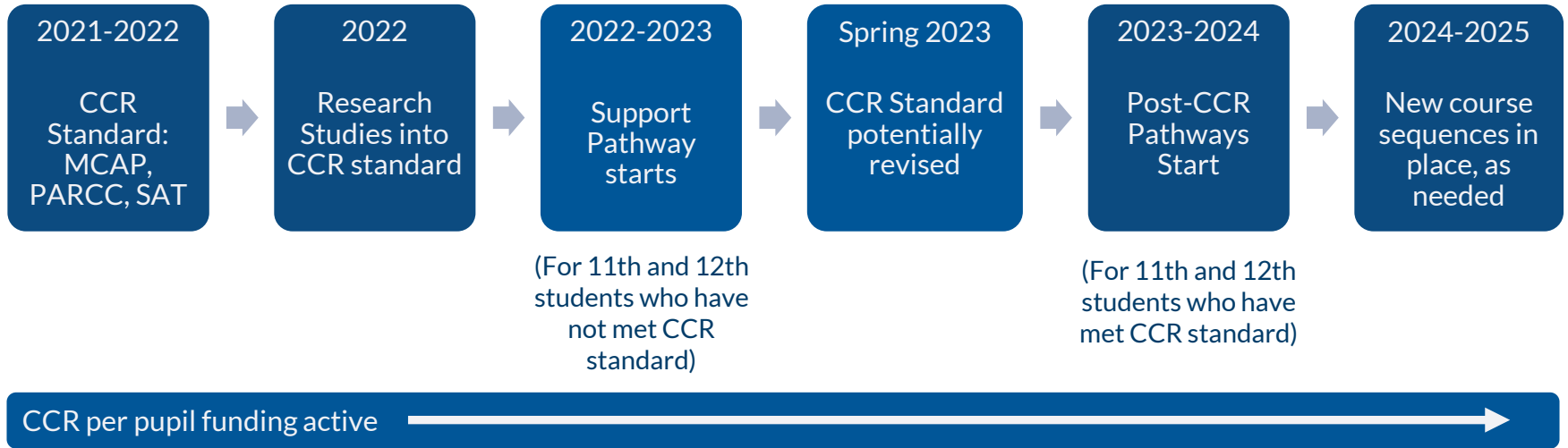
Does the *Blueprint* require the evidence-based elements of transforming low performing schools to be in place across Maryland?

4. MSDE Proposals on Timelines and Collaboration

- College and Career Readiness Implementation Timeline
- LEA *Blueprint* Implementation Plans Timeline
- MSDE and AIB Collaboration

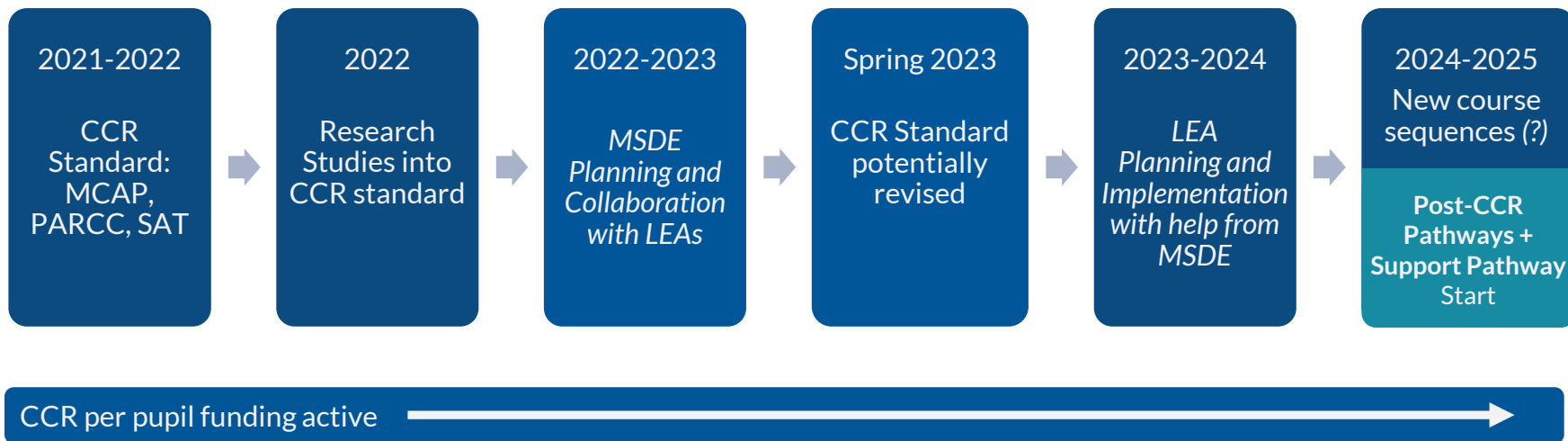
CCR Implementation Timeline

CURRENT STATUTORY TIMELINE



CCR Implementation Timeline

MSDE PROPOSED TIMELINE

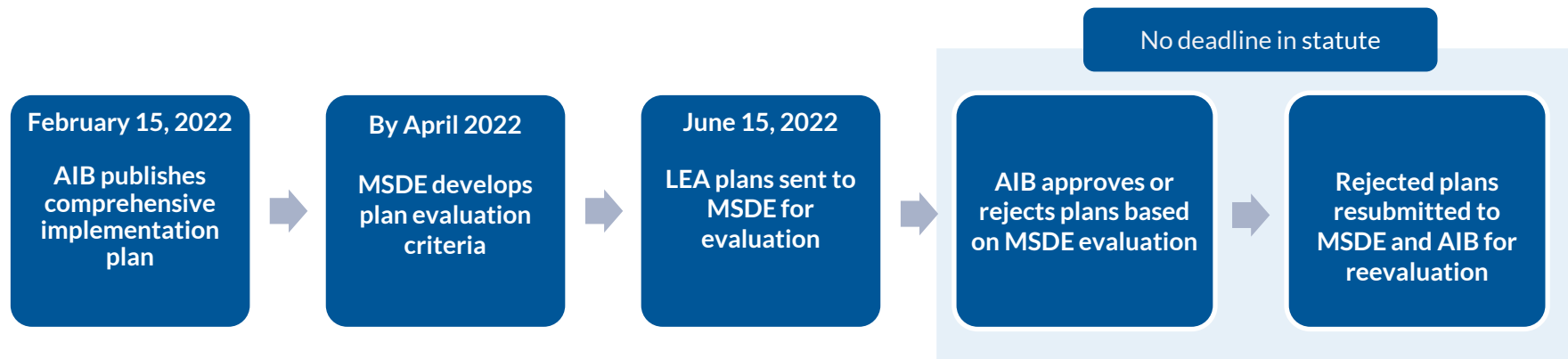


Revised timeline allows for:

- Sufficient time for **LEAs to design and implement any new courses**
- **Build understanding** and enthusiasm about vision
- Alignment between **Post-CCR and Support Pathways**

LEA Implementation Plan: Drafting Timeline

CURRENT STATUTORY TIMELINE

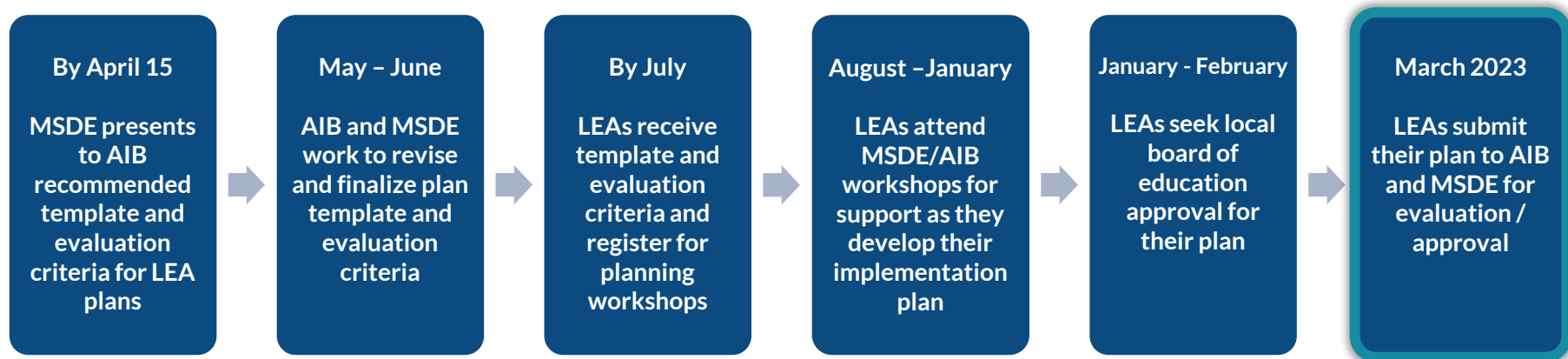


The current statutory timeline:

- **Does not include deadlines** for several phases of work
- **Lacks necessary time** for planning, support, and deep levels of **stakeholder engagement**

LEA Implementation Plan: Drafting Timeline

MSDE PROPOSED TIMELINE



Revised timeline allows for:

- **Collaborative design time** for AIB and MSDE to develop district supports and materials
- **Planning workshops** to support districts through the drafting process
- **Meaningful engagement** at the local level leading to high-quality, actionable plans

Fiscal Impact of Proposed Timeline Changes

Proposed CCR implementation timeline changes will not impact **state aid funding**.

- MSDE can and will continue to implement the State Aid funding as per law in FY23 and onward.

Proposed LEA implementation plan timeline changes will not impact **AIB withholding of funding**:

- **Context:** Beginning in FY23, the *Blueprint* expects MSDE to automatically withhold 25% of districts' increases in state funding until initial LEA implementation plans are submitted and approved, but there is room for interpretation in language.
- **Proposed Solution:** § 5-405 (b) requires MSDE to automatically withhold 25% of the increase in State share of State Aid funds above the **current** fiscal year. By definition, this is \$0 (FY23 increase over FY23). In order to fund critical early stages of *Blueprint* implementation, MSDE proposes **withholding zero dollars in FY23** (in line with current statute) and working with legislators to implement the intended 25% withholding in FY24 and beyond.

MSDE and AIB Collaboration

MSDE looks forward to a **collaborative relationship** with AIB. To best support Maryland students, **MSDE proposes:**

1. **Allocated time** during AIB Meetings for MSDE to share updates.
2. A **proactive conversation** between AIB and MSDE to address topics before they become issues.
3. **MSDE offers to remain the main point of contact** for local school districts. MSDE will coordinate with AIB to facilitate smooth communication.

MSDE Proposals | DISCUSSION

What resonates with you about MSDE's proposed timeline shifts and collaboration?

What questions or opportunities for further exploration come to mind?

Maryland Public Schools Strategic Planning Survey



This survey is intended to allow everyone in the state to provide information that will be the basis for transformative change.

Please use this survey as an opportunity to share your thoughts.



MarylandPublicSchools.org/Survey


More information is available at: MarylandPublicSchools.org/Blueprint

Connect with the MSDE *Blueprint* implementation team: Blueprint.MSDE@Maryland.gov

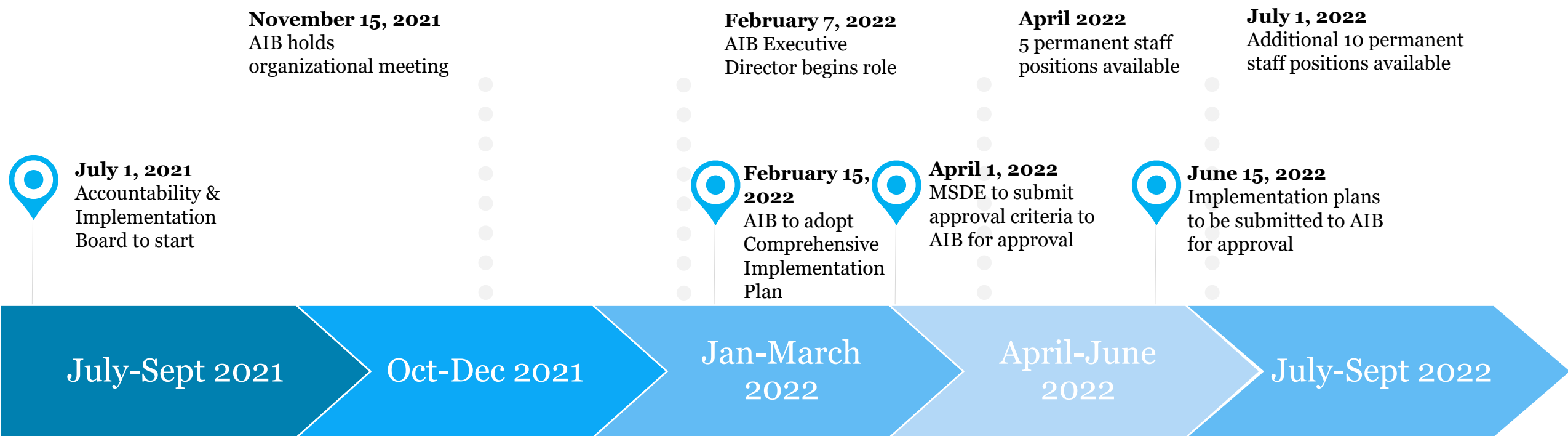


Blueprint for Maryland's Future Accountability & Implementation Board

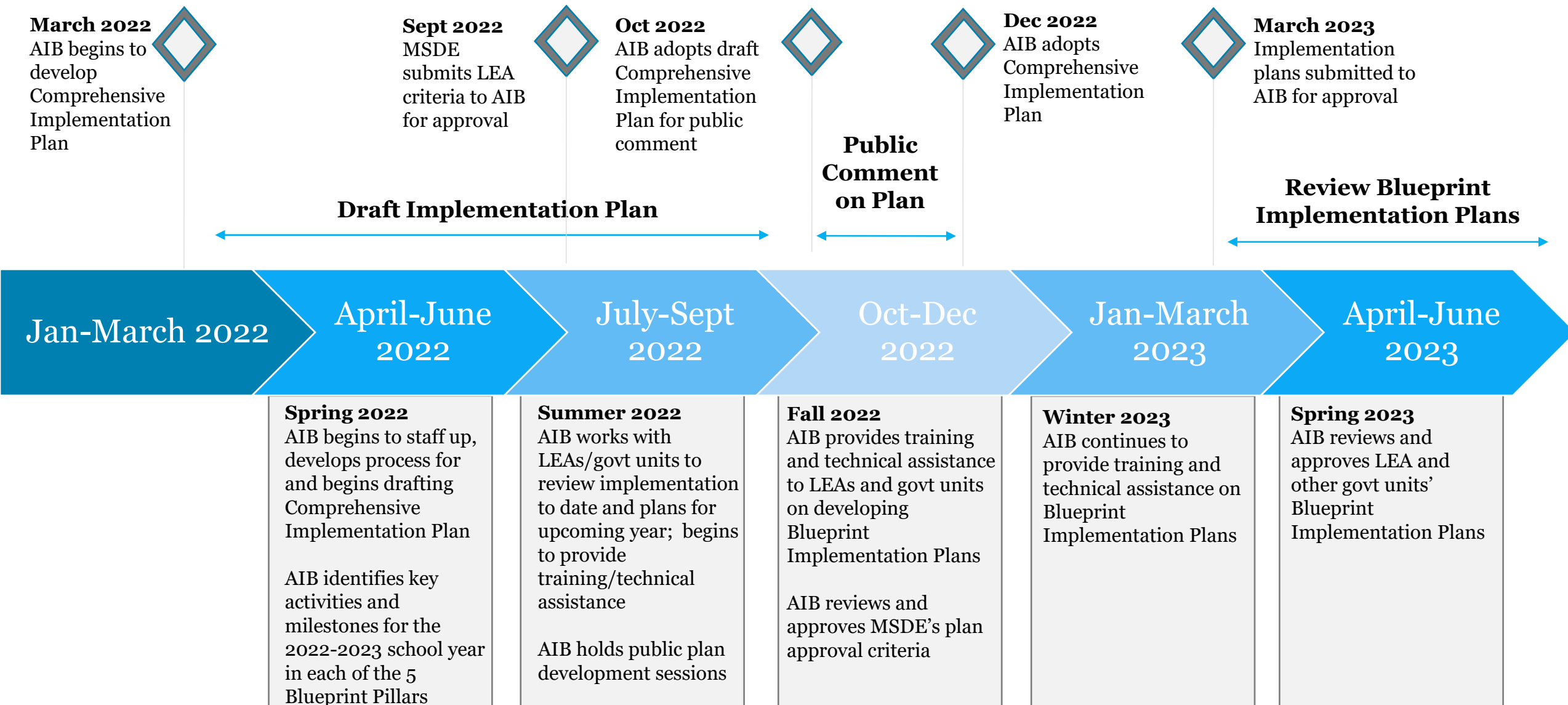
Virtual Meeting
February 14, 2022



Original Implementation Plan Timeline and Actual



Proposed New Plan Timeline and AIB Activities



Next Steps on Comprehensive Implementation Plan Timeline

- Propose new timeline to the Governor and General Assembly
 - Request response before the end of the legislative session
- Review other timelines in Blueprint implementation affected by the new timeline and incorporate changes into the comprehensive plan