

Foundational Overview

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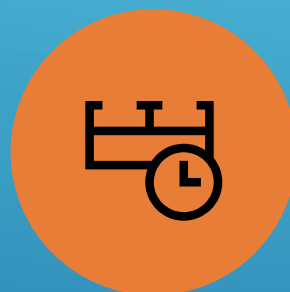
Background



Policy Pillars



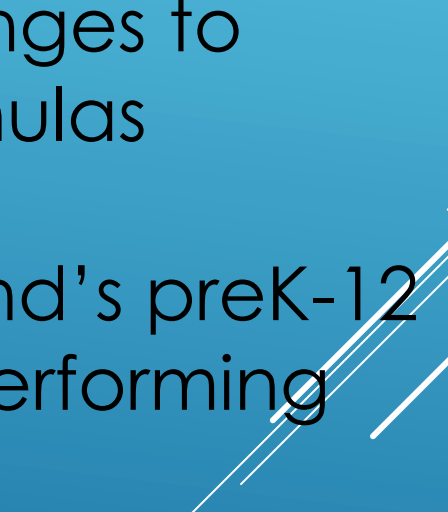
Process for Plan
Development



Timelines

TONIGHT'S PRESENTATION

BACKGROUND

- Commission on Excellence and Innovation in Education (Kirwan Commission)
 1. Review and recommend any needed changes to update the current education funding formulas
 2. Make recommendations to enable Maryland's preK-12 system to perform at the level of the best performing systems in the world.
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- ▶ Report completed in 2019
- ▶ Legislation passed in 2020 “Blueprint for Maryland’s Future”
- ▶ Vetoed by Governor Hogan
- ▶ Veto overridden in 2021 Session
- ▶ “Blueprint 2.0” passed in 2021 Session to address timing issues, COVID impact, etc.
- ▶ “Blueprint 3.0” passed in 2022 Session to extend timelines

REPORT & LEGISLATION

PRELIMINARY BLUEPRINT

Full-Day
Prekindergarten
Funding

Teacher Salary Grants

Concentration of
Poverty Grants
(Community Schools)

Special Education
Funding

Mental Health
Coordinator Funding

Transitional
Supplemental
Instruction Grants (for
Early Intervention
Teachers and Teaching
Assistants)

Tutoring and Extended
Day/Year Funding

Early Childhood Education

High-quality and Diverse Teachers and Leaders

College and Career Readiness Pathways
(including Career and Technical Education)

Extensive Resources to Ensure All Students are Successful

Governance and Accountability

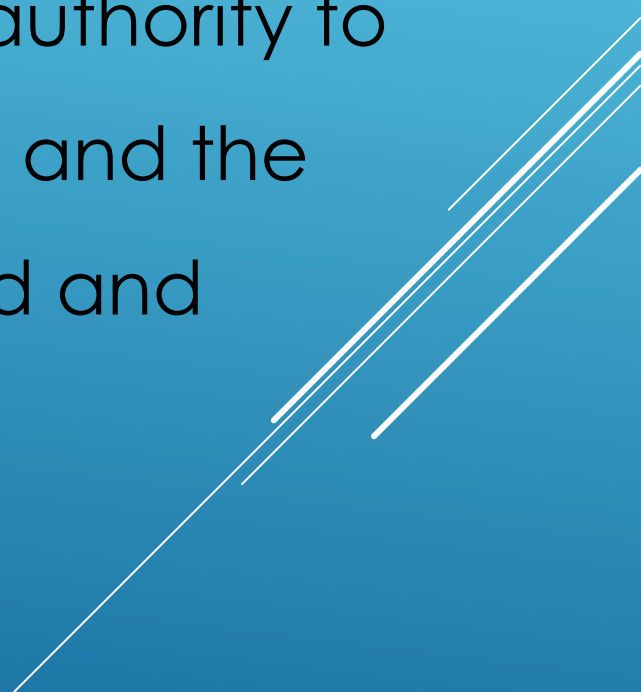
MAJOR POLICY AREAS

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GOVERNANCE AND ACCOUNTABILITY

Ensuring Excellence for All:

An accountability-oversight board that has the authority to ensure that the Commission's recommendations and the Blueprint legislation are successfully implemented and produce the desired results.

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GOVERNANCE AND ACCOUNTABILITY

- ▶ Creates an Accountability & Implementation Board (AIB) to develop a comprehensive 10-year plan and monitor and hold school systems (and other entities) accountable for implementing the law and Kirwan Commission recommendations.
- ▶ The AIB is an independent unit of state government with regulatory authority and plenary authority over the State Dept. of Education, local boards, etc.




Educators and administrators who will:

- Conduct interviews, observe classes, and use other data to analyze Blueprint implementation
- Collaborate with school-based faculty and staff and local school system staff to: determine reasons why student progress is insufficient; and develop recommendations, measures, and strategies.
- Teams to conduct comprehensive in-school investigations of the causes of poor student performance and make recommendations on the measures needed to improve performance and correct problems to the principal, superintendent; school faculty; local board of education; and the community.

EXPERT REVIEW TEAMS

EXPERT REVIEW TEAMS

- ▶ Beginning SY23 ERTs will start visiting schools with lowest performing students, with all schools to be visited at least once by FY32
 - ▶ MSDE must submit annual deployment plan that includes at least 10% of schools in at least 3 counties
 - ▶ Between FY23 and FY 25 ERT recommendations are advisory only – after that they are to be used as basis for MSDE recommendation to AIB to withhold funding
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FUNDING ACCOUNTABILITY

AIB will withhold 25% of new funds (i.e., increase in State education formula funds over the prior fiscal year) to be released only if the local district submits implementation plan.

After 2 years, the AIB may also withhold more than 25% of new funds.

Systems must distribute at least 75% of per pupil categorical funding to each school. (100% to private PreK providers and community schools.)

EARLY CHILDHOOD EDUCATION

Significant expansion of full-day pre-school, to be free for all low-income three- and four-year-olds, so that all children have the opportunity to begin kindergarten ready to learn.

- ▶ Expand full-day Pre-K at no cost for four-year-olds and three-year-olds from families with incomes up to 300% of the federal poverty level and for four-year-olds from families between 300% and 600% FPL using a sliding scale.
- ▶ Implement a school readiness assessment for all students entering kindergarten.
- ▶ Expand Judy Centers, Family Support Centers, and the Maryland Infants and Toddlers Program to provide and coordinate access to education and support services for at-risk children ages 0-5 and their families.

EARLY CHILDHOOD EDUCATION

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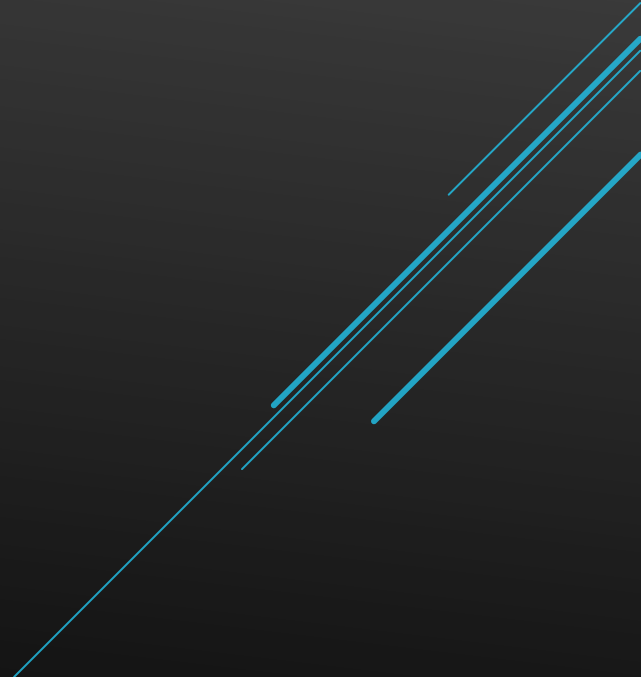
- Beginning in the 2022-2023 school year, eligible private providers shall account for at least 30% of eligible prekindergarten providers in each county. Floor raised to 50% by 2026-2027.
- Exceptions can be requested if a county can demonstrate lack of private providers.
- Private provider must achieve Excels level 3, public providers level 4, and both with plan to achieve level 5 within 5 years to remain eligible
- Counties must work with providers to address transportation needs of eligible pre-K students

Raising the standards and status of the teaching profession, including a **performance-based career ladder and salaries comparable to other fields with similar education requirements.**

Creates career ladders that **incentivizes teachers to stay in classroom positions** but take on more school level responsibilities.

ELEVATING TEACHERS AND SCHOOL LEADERS

TEACHER EDUCATION

- Make teacher preparation more rigorous and raise licensing standards. Training practicum changed from 100 days to one full school year.
 - Beginning 2025, initial certification will require:
 - Passing a nationally recognized, portfolio-based assessment of teaching ability
 - Passing rigorous state-specific exam of mastery of reading instruction and content that is grade specific
 - Out of state teachers must pass exam of teaching ability within 18 months of hire or hold National Board Certification
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- ▶ By July 1, 2024 county boards must implement a career ladder that provides for compensation of teachers and:
 - ▶ Supports and encourages teamwork
 - ▶ Identifies and work with individual students who need additional support by allowing teachers extra time outside the classroom and increased professional development
- ▶ Career ladder requirements set a minimum, but the ladder is subject to collective bargaining
- ▶ Transition to strong preference for National Board Certification for advancement, rather than master's degree

CAREER LADDER & PAY

CAREER LADDER LEVELS

❑ Level One: Certificated teacher

❑ Level Two: Certificated teacher pursuing

- A Master's degree;
- 30 credits approved by MSDE; or
- National Board Certification

❑ Level Three:

- NBC holder
- A Master's degree holder if no assessment comparable to NBC for teacher's subject area exists
- Assistant Principal

❑ Level Four: 2 Tracks

- Teacher Leadership – NBC holder
 - Lead Teacher
 - Distinguished Teacher
 - Professor Distinguished Teacher
- Administrator – by July 1, 2029 must be NBC holder or receive a waiver by MSDE
 - Licensed Principal
 - Distinguished Principal

Between FY20 and FY25, teachers shall receive at least a 10% salary increase above negotiated schedule



By July 1, 2026, starting teacher salary must be \$60,000



Definition of teacher specifically excludes curriculum specialists, instructional aides, attendance personnel, psychologists, social workers, clerical personnel, individuals with a resident teacher certificate, and individuals with a certification for career professionals

CAREER LADDER & PAY

- Effective July 1, 2022 and once a county implements their career ladder minimum salary increases include:
 - Becoming an NBC Teacher: \$10,000
 - An NBC teacher teaching at a low-performing school: \$7,000
 - Becoming a Lead Teacher: \$5,000
 - Becoming a Distinguished Teacher - \$10,000
 - Becoming a Professor Distinguished Teacher - \$15,000
 - Becoming a Distinguished Principal - \$15,000

- Salary increases for maintenance of an NBC recertification are subject to bargaining, but State share will not exceed \$8,000 for first recert, \$7,000 for second, and \$6,000 for third

CAREER LADDER & PAY





Beginning July 1, 2025, classroom time is decreased over an 8-year period.



Level One, Two, and Three Teachers – teach on average 60% of time. Balance of time spent identifying and working with students needing additional support/improvement



Level Three Assistant Principal – teaches at least 20% of time

CAREER LADDER & CLASSROOM TIME

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- Level Four Teacher Leadership Track
 - Lead Teacher – teaches on average 50% of the time
 - Distinguished Teacher – teaches on average 40% of the time
 - Professor Distinguished Teacher – teaches on average 20% of the time
- Level Four Administrator Track – Licensed and Distinguished Principals encouraged to teach at least 10% of the time




CAREER LADDER & CLASSROOM TIME

Creating a world class instructional system:

- ▶ An internationally benchmarked curriculum that enables students to **achieve “college- and career-ready” status by the end of tenth grade** and then pursue pathways that include early college, Advanced Placement courses, and/or a rigorous technical education leading to industry-recognized credentials and high-paying jobs.

COLLEGE AND
CAREER
READINESS

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CCR defined as receiving a 4 or 5 on PARCC, MCAP, or successor tests by end of 10th grade



MSDE must hire consultant to determine recommendations for future CCR standards



By SY22 for students entering 9th grade, each county must develop a 9th grade tracker system to measure student progress toward graduating on time

COLLEGE AND CAREER READINESS

Middle and high school students not progressing in manner likely to meet CCR by 10th grade shall be enrolled in extended curriculum with alternative/student specific approaches

Students not meeting CCR by end of 10th grade shall receive an individualized plan to prepare students for success

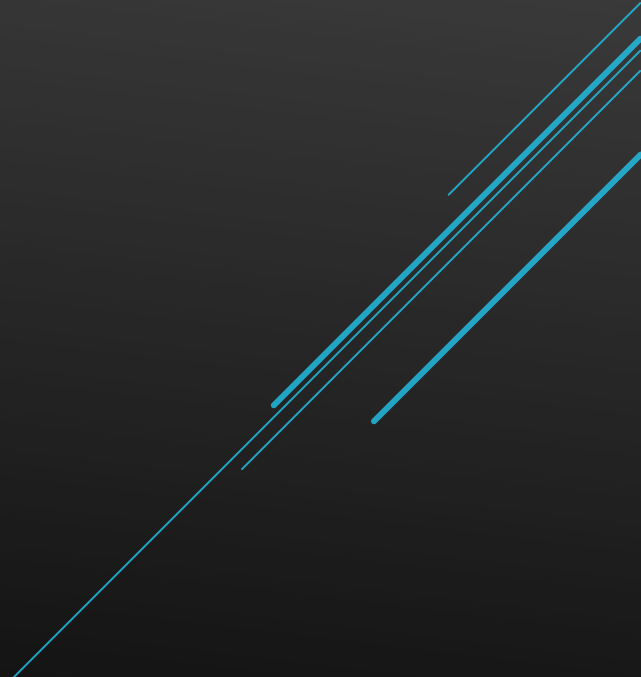
Gifted and talented students may meet CCR early and systems must have a plan that would enable them to move further

COLLEGE AND CAREER READINESS

- ▶ Beginning in SY24 counties must provide access to three pathways **at no cost, including fees:**
- ▶ College Preparation – IB diploma program, Cambridge diploma program, or AP courses specified by College Board
- ▶ Early College or Dual Enrollment – at a student's high school and institute of higher education to earn an associate degree or at least 60 credits toward a bachelor's degree
- ▶ Career and Technical Education – that allows students to complete a credit or noncredit certificate or license that leads to in industry recognized occupational credential or postsecondary certificate, a registered apprenticeship program, or a youth apprenticeship program

POST-CCR PATHWAYS

CAREER AND TECHNICAL EDUCATION

- ▶ Responsibility for shaping CTE is being taken from MSDE and placed with new CTE Committee, which will be a unit within Governor's Workforce Development Board, under the oversight of the Accountability and Implementation Board
 - ▶ Members will represent employers, industry and trade associations, labor organizations, agriculture industry, CTE programming professionals, and community colleges
 - ▶ CTE Committee shall establish goals through SY30 for 45% of high school students to complete a registered apprenticeship or industry recognized occupational credential.
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- Providing More Support to Students Who Need it the Most:
- Broad and sustained new supports for schools serving high concentrations of students living in poverty, with before-and after-school and summer academic programs, academic enrichment opportunities, and student access to needed health and social services, and increased support for English learner and special education students.
- Creates grant program for high-poverty schools to provide wraparound services for families.

EXTENSIVE RESOURCES TO ENSURE ALL STUDENTS ARE SUCCESSFUL

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Revises the funding formula weight for special education, English learners, and FRPM students.

Adds a concentrated poverty weight to the funding formula to support intensive, coordinated services for students and their families to meet the additional needs of students.

Adds fixed, categorical funding amounts for each school with concentrated poverty to be used to: (1) establish or enhance community schools; and (2) establish or enhance school health and behavioral services.



Community schools identified based on 80% FRPM student count.



This 80% FRPM threshold drops each year by 5% to 55%.



Community Schools receive per pupil grants and personnel grants for Community School Coordinators.



Community School Coordinators must ensure wraparound services are provided via partnerships.


EXTENSIVE
RESOURCES TO
ENSURE ALL
STUDENTS ARE
SUCCESSFUL

Struggling learners defined as a kindergarten through grade 3 student who, on the MCAP or any successor assessment scores 1,2, or 3 in ELA or Reading.

Mandates that specific transitional education services be provided at the school level to struggling learners and provides significant per pupil funding.

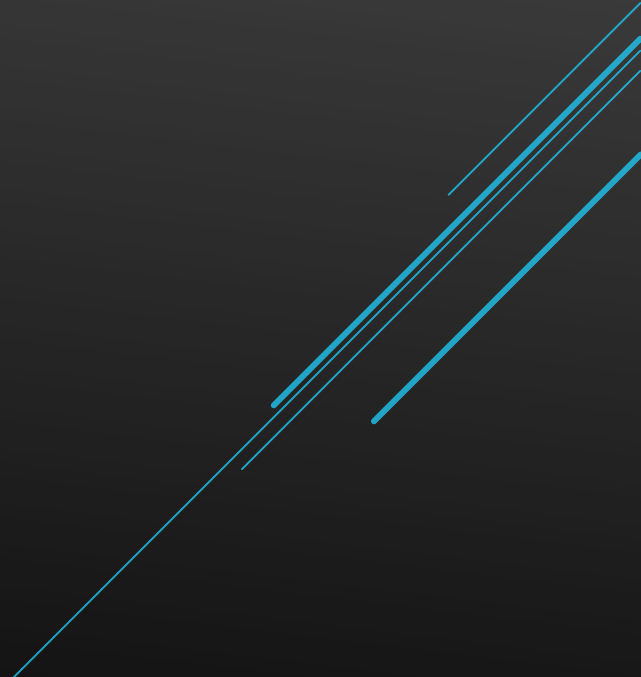
Transitional supplemental instruction includes:
One-on-one and small-group tutoring of not more than four students with a certified teacher, a teaching assistant, or any other trained professional; cross age peer tutoring; and screening, identifying, and addressing literacy deficits.

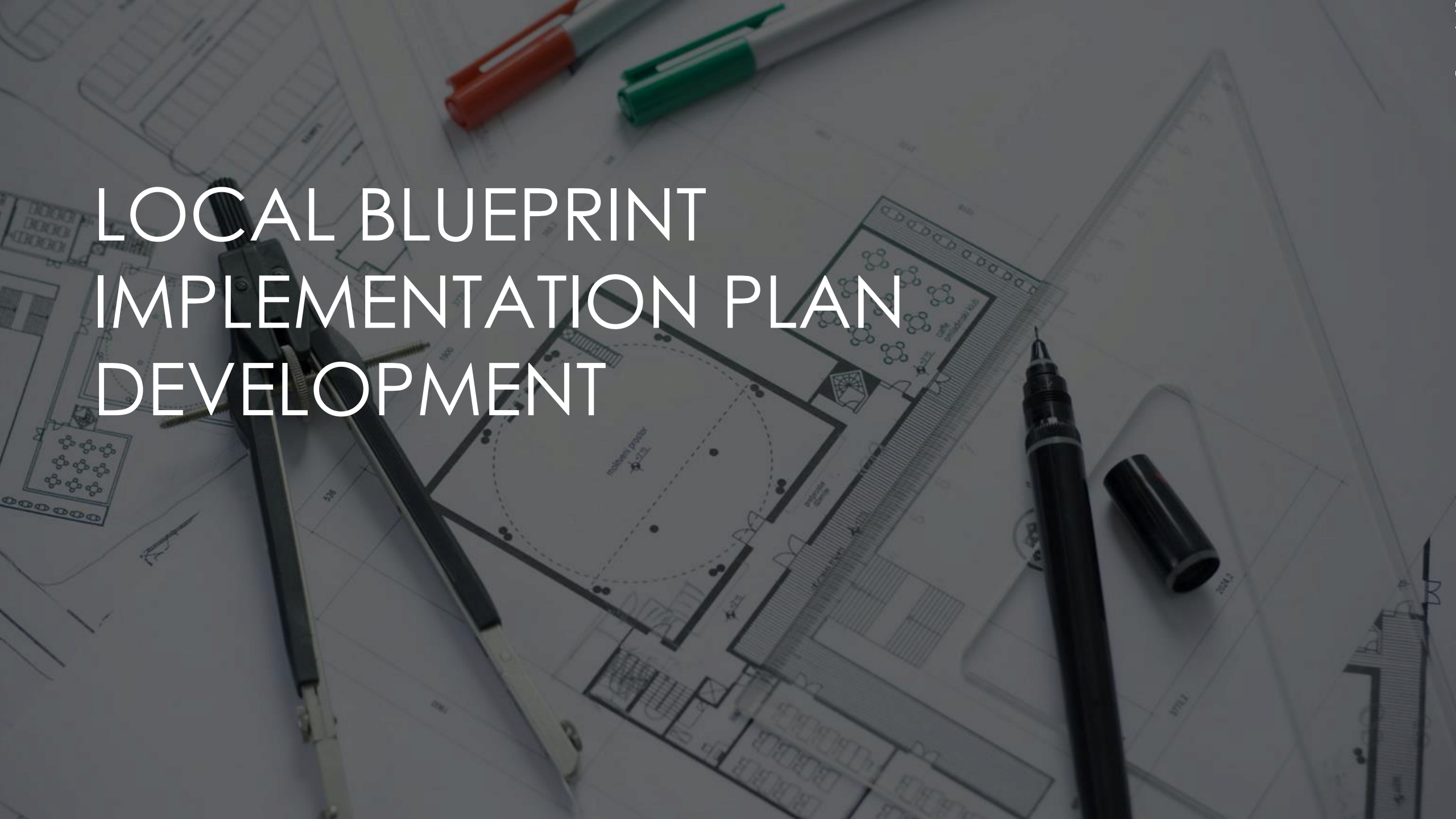
EXTENSIVE
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EXTENSIVE RESOURCES TO ENSURE ALL STUDENTS ARE SUCCESSFUL

Behavioral Health

- By November 1, 2022 must submit plan to enhance and expand BH services to ensure all students have exposure and access
 - All certified personnel who have direct contact with students will be required to complete additional training
 - Additional funds will be granted for coordinated community support partnership to deliver student services and supports, may not supplant existing BH services funding
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LOCAL BLUEPRINT IMPLEMENTATION PLAN DEVELOPMENT

STEERING COMMITTEE

Responsibilities:

1. Receive recommendations from workgroups for implementation strategies and make decisions regarding what strategies to adopt
 2. Serve as the workgroup for any issues related to accountability and governance
 3. Recommend the Implementation Plan to the Board of Education
 4. Assist with Board, teacher, parent, elected official, and community education regarding the Blueprint
- Chaired by Blueprint Coordinator, includes chairs of each subcommittee, senior leadership, finance, ERT membership



PLAN DEVELOPMENT

► **Workgroups:**

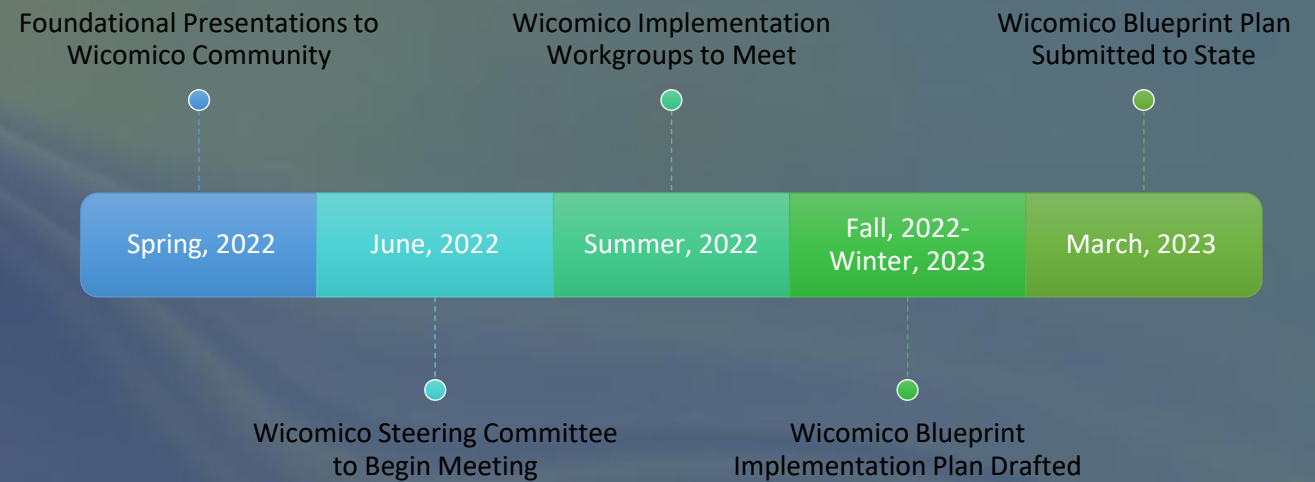
- Early Childhood Education
- High-Quality and Diverse Teachers and School Leaders
- College and Career Readiness
- Career and Technical Education
- Resources to Ensure All Students are Successful

* Note: possibility of subcommittees

Future Timeline Major Milestones




Future Timeline Intermediary Steps



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QUESTIONS?

Contact Information:
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