

Maryland Commission on Innovation and Excellence in Education

Dr. William E. Kirwan, Chair

Presentation to:

**Senate Education, Health & Environmental Affairs and
Budget & Taxation Committees**

House Ways and Means and Appropriations Committees

January 24, 2019

Maryland Commission on Innovation and Excellence in Education

The 25-member commission was created in the 2016 legislative session by the Governor and the General Assembly to:

- Review and update the current funding formulas for the schools in Maryland
- Develop policies and practices so that Maryland's schools perform at the level of the world's best systems

What We Learned

- Maryland students underperform on measures of student learning outcomes
- The harsh reality is that Maryland schools perform at a mediocre level in a country that performs at a mediocre level globally

What We Learned

- Maryland is in the middle of the pack on NAEP (2015) scores:
 - 29th in 4th grade math 26th in 4th grade reading
 - 25th in 8th grade math 18th in 8th grade reading
- U.S. is in the middle of the pack on PISA scores:

<u>Year (Countries Tested)</u>	<u>Reading</u>	<u>Math</u>	<u>Science</u>
2015 (72)	23	39	25

What We Learned

- Fewer than 40% of high school graduates are assessed as “career and college ready”
- Maryland has large achievement gaps based on income, race, disability and other student subgroups
- Over half of Maryland public schools have 40% or more of their students eligible for a free or reduced-price meal (185% of federal poverty level)

What We've Learned

- Maryland education funding (state and local funds) is among the most regressive in the US, meaning that districts with a high proportion of low-income students receive less funding than others
- High performing systems spend significantly more on schools serving low-income students than those serving students from wealthier families
- Maryland ranks 11th in per student K-12 spending, 19th when adjusted for regional cost differences

What We've Learned

- Average salaries for teachers in Maryland are 25% below those of professions with comparable education requirements (e.g., accountants, nurses, architects) (2017)
- Maryland faces significant teacher shortages, especially in STEM areas
- 60% of teachers are recruited from outside Maryland

What We Know

- Maryland's economic future is dependent on a highly skilled, well educated, globally competitive workforce
- In today's world, high quality education and skills training is the only path out of poverty
- Quality education is the primary way to break generational poverty
- As education levels rise incomes rise, state revenues grow, healthcare and public safety costs decline

Gap Analysis

With support of NCEE, Commission did extensive and rigorous gap analysis, comparing Maryland to high performing systems

International

- Finland, Ontario (Canada), Shanghai (China), Singapore

US

- Massachusetts, New Jersey, New Hampshire

Maryland is the first state to undertake a rigorous comparative assessment and cost analysis using NCEE's building blocks

Policy Recommendations

Commission has reached near unanimous consensus on recommendations in five major policy areas to be phased in over the next 10 years:

- Invest in early childhood education
- Transform teaching into a high status profession
- Implement a rigorous curricula benchmarked to international standards leading to college ready and industry certified workforce credentials
- Ensure all students are successful by providing significantly more support for schools who need it most, including students attending schools with high concentrations of poverty and struggling learners
- Establish rigorous governance and accountability structure with meaningful consequences for under performance

1. Invest in Early Childhood Education

- Provide free, high quality full-day pre-school for 3 and 4-year olds from families below 300% federal poverty level (FPL) with a sliding scale for 4-year-old students from families up to 600% FPL
- Increase capacity of public and private providers that meet high quality standards through incentives and technical assistance
- Increase number of Family Resource Centers (30) and Judy Centers (135) that support families with young children and coordinate wraparound services

2. Transform Teaching into a High Status Profession

- Elevate rigor of teacher preparation programs
- Include cultural competence, bias awareness, and restorative justice training for all teachers
- Expand scholarship program to help recruit talented students into teaching careers
- Raise certification standards
- Establish performance based career ladder for teachers
- Benchmark salaries against other other professions requiring similar levels of education

3. College and Career Ready Pathways

- Implement internationally benchmarked curriculum
- Provide tutoring and other support necessary to keep most kids on track to meet college and career ready standards by 10th grade
- Provide advanced placement, early college, rigorous CTE pathways in 11th and 12th grade in all school districts
- Establish committee including industry representatives to oversee CTE pathway leading to industry recognized credential and high paying jobs

4. More Resources to Ensure All Students are Successful

- In addition to the compensatory education formula, add a **concentrated poverty weight** to the funding formula to provide intensive services for students and their families to enable them to succeed in school
- Increase funding for students with disabilities, as a placeholder until special education study is completed
- Increase funding for English Learner students
- Support *transitional* supplemental instruction program focused on Grades K to 3.

5. Governance and Accountability

- Establish independent 7-member oversight board of highly respected individuals to ensure recommendations are faithfully implemented and desired results are achieved
- Invest oversight board with authority to withhold a portion of new funds if LEAs fail to fully implement recommendations or achieve desired results
- Sunset oversight board at end of 10 year implementation

Commission's Current Status

- Detailed policy recommendations and total costs for the plan completed
- Detailed ten-year implementation plan in all 5 policy areas completed, with total annual PreK-12 expenditures rising by \$3.8B (state and local) by year 10
- Funding recommendations for FY 20 completed
- Commission report to be delivered to Governor and General Assembly by end of the month
- Presiding Officers letter to the Commission

Commission Recommendations for 2019 Legislative Session

- Adopt Commission's policy framework
- Allocate up to \$325M as a jumpstart for Commission recommendations (next slide)
- Reserve \$750M for FY 21 as State's share of implementation plan's first year

FY 20 Funding Priorities

- Expand full day preK for 4 year olds \$29M
- Fund seed grants for teacher collaboratives \$2.5M
- Teacher salary increase \$75M
- Begin Transitional Supplemental Instruction \$23M
- Begin Concentration of Poverty Grants \$55M
- Increase Health/Behavioral Health funding \$2M
- Special education placeholder weight \$137.5M
- Oversight Board/Training/Public Outreach \$1M

Next Steps

- Legislation to be introduced in 2019 session to address the Commission's recommendations for FY 20 and 21
- Small working group of the Commission will be appointed to review how the total costs will be distributed between the state and local jurisdictions
- Group will meet over the summer with staff to develop recommendations on the distribution of costs and other aspects of the Commission's charge related to funding formulas
- Commission will meet in the fall to review working group recommendations and make final recommendations

Final Thoughts

- Commission has developed a report that would transform Maryland Pre K- 12 education into a high performing system and make it the envy of the nation
- But will the State have the resolve and persistence to fully implement them?
- The Massachusetts example and The Grand Bargain
- Critical moment for Maryland
- Our choice:
 - Continue making incremental changes and hope for significantly different results; or
 - Be bold and change the future for our children and state