

Working Group 4

More Resources for At-risk Students

Joy Schaefer (Moderator)
Buzzy Hettleman
Richard Madaleno
Maggie McIntosh
Morgan Showalter
Alonzo Washington

Policy Area:

System that Ensures At-risk Students are Successful that supports these students and their families as soon as they arrive at school with both academic supports and extensive case management to address social, physical, mental and family needs to enable success at school

Element Detail 4a

Element: Add a **concentrated poverty weight** to the funding formula to support intensive services for students and their families to enable them to succeed in school, with a higher tier of intensive case management services for traumatized students needing intensive, comprehensive services.

Design Assumptions:

- ~~1. Funds will be distributed via categorical program requiring implementation plans from school systems at two tiers:
 - a) Tier 1 will be every school in which 75% of students are living at or below 185% of federal poverty guidelines.
 - b) Tier 2 will be a very limited set of students within these schools requiring a much more intensive set of services because of the trauma they have experienced.
 - c) Eligible schools can apply for both tiers of funding.~~
- ~~2. For Tier 1:
 - a) Plans that successfully secure funding will develop community schools that coordinate access to social and health services as well as offer afterschool and summer tutoring and enrichment activities for students
 - b) All students in community schools will be assessed at the grade when they enter public school for health, mental health, family support and social service needs, in addition to their need for support and enrichment of literacy and numeracy skills.~~
- ~~3. For Tier 2:
 - a) Plans that successfully secure funding will work with health, mental health, and social services agencies and providers to develop an intensive case management team to oversee supports for a set of very high-need students in the school.
 - b) The design of the program will be informed by the medical trauma model, which monitors patients very closely for changes in circumstances that impact other services and supports. The team should be led by a medical professional trained in trauma support.
 - c) The partners will develop a screening tool to assess which students are in need of this level of case management.~~
1. The program will be [Maryland provides substantial funding through its compensatory school funds for schools throughout the state to provide wraparound services to students in the school that need these supports. However, top performing systems around the world provide additional funds to those students that are at the highest risk. Adding a concentrated](#)

- poverty weight will allow MD to support the most needy students in schools with high levels of poverty.
2. Schools with at least ~~60~~75% of students at or below 185% of the federal poverty line (i.e. receiving a free or reduced price lunch) are required to establish a community school or enhance the services provided at an existing community school supported by additional State funds that will be distributed via a calculation (the concentration of poverty weight) so that every school receives a certain amount of funds.
 3. This is NOT a competitive grant, but there are certain conditions required of schools to ~~on~~ receive ~~ing~~ the funds.
 4. All eligible schools must submit a plan of implementation.
 5. Implementation plans will outline how schools will:
 - a) Conduct a needs assessment in partnership with a local capacity building organization to figure out an effective strategy for addressing their needs based on the community resources near the school-~~based~~ and ~~involve~~
 - b) Hire an experienced and qualified community schools coordinator
 - c) Make time for training for staff by the capacity building organization in the supports offered by the partner agencies and how to engage with them
 - d) In response to the needs assessment, pick a handful of community partners in geographic proximity to the school who can help them address the needs they have identified, with an expectation that all schools pursue the following broad strategies:
 - Physical and mental health and wellness
 - Family and community engagement
 - Extended learning time and tutoring services for the neediest students in the school
 - In the case of elementary schools, early childhood development, with linkages to Judy Centers serving families of children 0-5 who will go on to attend the school
 6. Funds provided under this weight must ~~y~~ be used to support the community schools strategy:
 - a) The hiring of an experienced and qualified community schools coordinator at the vice principal level (approximately \$100,000)
 - b) Stipend for staff training costs
 - c) Possibly some small amount of funding for services that are not donated or Medicaid or insurance reimbursable
 7. Local districts and schools would be expected to each contribute 25% of the funding, as they currently are in Baltimore, in order to give them an incentive to take the work seriously.

8. There could be a State coordinating board that oversees this work and serves an accountability function. Government, philanthropy, state commissioners of health and education, and teachers, but medical partner agencies should all participate at the state level and other professionals will be require their local agencies to participate with Community School programs.
9. Capacity-building would ideally be a local responsibility, with each county responsible for diagnosis designating an organization who can be responsible for this work.
- d)10. Accountability should focus on metrics that include: successful implementation of the plan, number of students served, time to receive services, attendance, reduction in disciplinary actions, teacher self-efficacy, student and service provision principal satisfaction.
11. Via the concentrated poverty weight, tThe Sstate will offer an additional funds for schools that have a population of students who have experienced trauma associated with conditions of extreme poverty who may need much more intensive health and mental health services. This additional funding would be used to support medically-trained staff to diagnose and case manage these high-need students, with a required implementation plan similar to that required for community schools.

Implementation Considerations:

- ~~1. The State will make funds available to school systems that submit implementation plans that use funds for the purpose of implementing the Design described above.~~
1. After two years Every year, districts will be required to show that report on their plan for serving students in concentrated poverty is working in order program and submit progress on indicators.
2. Failure to successfully implement the Community Schools approach may prompt Sstate intervention to continue receiving funding under the concentrated ensure that funds are being spent appropriately.
3. Explore the option of different weights for different concentrations of poverty. There is concern with creating a “cliff effect” of just one set level of poverty.
- ~~2.4. Schools with a lower poverty threshold could still organize Community School programming using their 97% weight- for compensatory funding.~~

Other Options:

- ~~Maryland might consider offering grants to schools to pilot models of the Tier 2 intensive case management that can then be a model for other schools in the State.~~

Potential Follow-up for ~~May~~ June meeting

o Costing Issues

- Identify costs of various iterations of community schools (using community schools that are successful)
 - Utilized costs available from the community schools groups
 - Examine information APA has already collected during adequacy study
- Examine the differences in costs for different concentrations of poverty with varied weights perhaps starting at 50% and rising to 75%
- Identify the services assumed in APA's base and weights that may already cover some of these services.

o Data to gather

- Information on what is included in APA's at-risk estimates from 2002 and 2016
- Examples of other state-'s' concentration factors

Element Detail 4b [MOVE TO FULL COMMISSION](#)

Element: Train school staff in all schools to recognize mental health issues as well as other issues related to trauma and coordinate access to needed mental health and other services for students, as part of effort to increase school safety (see SB 1265 – signed into law as Chapter 30)

Design Assumptions:

1. Staff in all schools will be trained to recognize student mental health issues, as well as students experiencing trauma or violence outside of school
2. Schools will organize response plans to ensure that all students are connected to mental health and other services, as needed
3. Schools will be required to develop partnerships with available community resources and experts in order to develop an active and comprehensive referral network
4. School staff will also be trained in protocols for how to support any student needing these services while he/she is enrolled in school

Implementation Considerations:

1. Staff will collect information on state models for this work, as there is work being done in several states, including Massachusetts and Oregon, to create “trauma-sensitive” schools

○ [Follow-up for](#)

Element Detail 4c

Element: Revise funding formula weight for **special education students**

Design Assumptions:

- ~~1. Because a special education study required by HB 1415 is due by December 2019, the new weight may be revised again at that time.~~
- ~~2.1.~~ Children should be screened for special educational needs as soon as they enter public school (at pre-K or K), at other points when they enter the school system, and at key developmental milestones if teachers think a screening is needed
- ~~3.2.~~ Any child identified with a severe physical or mental handicap disability at pre-school or pre-K age should immediately be placed in early intervention services and an individualized plan should be developed
- ~~4.3.~~ Children with mild to moderate needs identified as soon as they enter public school should be offered support services and small group tutoring; the purpose is to determine which students need a one-time intervention to get to grade level and which students need on-going support and what type.
- ~~5.4.~~ The overall goal is to provide necessary supports as quickly as possible.
- ~~5.~~ We agree with differentiated weights are recommended in principle, but it is anticipated that the special education study required by HB 1415 will propose those weights. In the meantime, the Commission will propose a single placeholder weight.

Implementation Considerations:

1. Because a special education study required by HB 1415 is due by December 2019, the new weight may be revised again at that time; we anticipate that this study will recommend a differentiated weight at that time.
- ~~1.2.~~ Review APA's recommendations for special education weights against design assumptions
- ~~2.3.~~ Additional staff (both teachers and paraprofessionals) should be assigned to elementary and middle schools to flexibly provide supports identified by teachers.

Follow up for June ~~May~~ meeting

- o Costing issues
 - Will multiple weights be used or just a single weight
- o Data to gather

- [Examples of multiple weights used by other states](#)
- [Information on APA's figures from 2016](#)
- [Do states have alternate standards for specific special education populations?](#)
- [Nevada is implementing/need to figure out what this costs](#)

Element Detail 4d

Element: Revise funding formula weight for **Limited English Proficiency** students

Design Assumptions:

1. No recommendations about LEP in the Commission's preliminary report specifically, although it does say to increase support for at-risk students, including special education, low-income and LEP
2. APA report recommends lowering the weight, while raising the base cost

Implementation Considerations:

1. Many of the recommendations for targeted and differentiated supports would broadly give LEP students more services
- ~~2. Currently 11% of elementary students are LEP but only 4% of high school students are, which suggests the current program is helping students transition into mainstream school. Proposed additional supports could help even more.~~

Follow up for May meeting

- Examples of other states approaches to funding
- Information on the distribution of LEP WIDA levels by grade level in the state.

Element Detail 3c (jointly considered with Working Group 3)

Element: Tutoring Intervention for all K-~~3rd~~-8th grade students identified as ~~needing support~~struggling learners. Transition this role to school teachers as time is freed up and training is added to teacher prep; students who continue to need tutoring beyond third grade should be provided with this support.

Design Assumptions:

1. Identify interventions that are working and learn how those programs are designed and delivered; this will form basis of the groups design assumptions.
- ~~1.~~2. All K-~~3rd~~-8th grade students identified by teachers as needing literacy or numeracy support should be provided with tutoring intervention in small groups of students (a successful design will indicate proper ratios to effectively deliver to students)
- ~~2.~~3. The aim of the tutoring is to get the students on grade level before 3rd grade
- ~~3.~~4. Students can transition out of tutoring support as soon as ~~their teacher~~it is determines they are ready
- ~~4.~~5. Students in upper elementary school who continue to need tutoring should continue to get these services
- ~~5. Tutors should be trained reading and math specialists~~

Implementation Considerations:

- HB 1415, which authorizes funding for evidence-based early literacy intervention in grades K-8 with a priority for K-3rd graders, in a school with a high concentration of students living in poverty has ~~passed the General Assembly and is awaiting the Governor's signature~~been enacted, so implementation of reading tutors will likely begin this year. The bill mandates \$2.5 million in each of fiscal 2019 through 2022 for the program.
- HB 1415 funding expires after fiscal 2022, with a requirement to evaluate the effectiveness of the program at that time. Because tutors are considered a transitional program, needed until teachers have time and capacity to provide this support themselves, it is not anticipated that funding will be renewed.

Other Options:

- Current legislation (HB 1415) funds reading tutors; could expand to include math tutors as well
- Many students should be able to transition from tutoring by 3rd grade

3. As expertise in diagnosing and supporting learning difficulties is added to teacher preparation and schools are organized in ways to allow teachers time to provide this support directly, this activity can be phased out

Follow up for June~~May~~ meeting

- o Costing issues
 - Need to identify evidence-based models for tutoring interventions

Element Detail 3c — as revised by Working Group 3

Element: Commission's Preliminary Report calls for the reorganization of schools so that teachers trained to diagnose and address students learning needs can work collaboratively to monitor students and intervene when a student is struggling. Teachers would meet regularly to monitor student progress, decide on an intervention – academic or a referral to services – and assign a single teacher to take responsibility for following the student until he or she is back on track. (See Working Group 2 elements)

As it will take several years to put this system in place, it will be necessary to develop a transitional program to address the needs of students who are behind today. This will be a **tutoring program** for all K-3rd grade students identified as needing support. Students who continue to need tutoring beyond third grade should be provided with this support. Over time, the role of tutoring and monitoring students will be assigned to students' regular school teachers as their time is freed up to do this work and as they are trained in diagnosing and addressing learning difficulties.

Design Assumptions for Transitional Program:

1. All K-3rd grade students identified by teachers as needing literacy or numeracy support should be provided with tutoring in small groups of students
2. The aim of the tutoring is to get the students on grade level before 3rd grade
3. Students can transition out of tutoring support as soon as their teacher determines they are ready
4. Students in upper elementary school who continue to need tutoring should continue to get these services
5. Tutors should be trained reading and math specialists

6. As a new system is implemented, school leaders and teachers should be trained in new approach to supporting students. This will involve three strands of training: training for school leaders on the system of supports; training for veteran teachers in schools; and training for new teachers in teacher prep institutions on the pedagogy as well as the new system.
7. The special education system would remain in place for students with disabilities, but as more students are supported early, fewer students will be referred for special education services

Implementation Considerations:

1. HB 1415 (Chapter 361) authorizes funding for evidence-based early literacy intervention in grades K-8 with a priority for K-3rd graders in a school with a high concentration of students living in poverty. The bill mandates \$2.5 million in each of fiscal 2019 through 2022 for the program.
2. HB 1415 funding expires after fiscal 2022, with a requirement to evaluate the effectiveness of the program at that time. Because tutors are considered a transitional program, needed until teachers have time and capacity to provide this support themselves, it is not anticipated that funding will be renewed.

Other Options:

1. Current legislation (HB 1415) funds reading tutors; could expand to include math tutors as well
2. Many students should be able to transition from tutoring by 3rd grade
3. As expertise in diagnosing and supporting learning difficulties is added to teacher preparation and schools are organized in ways to allow teachers time to provide this support directly, this activity can be phased out