

BREAKOUT GROUPS (Brit Kirwan will float among the groups)

One breakout session. All will meet in Room 170/180 during lunch.

Group A

Anne Kaiser *
Scott Dorsey
Buzzy Hettleman
Nancy King
Elizabeth Ysla Leight
Leslie Pellegrino
Steve Waugh

Group B

Craig Rice *
David Brinkley
Stephen Guthrie
Maggie McIntosh
~~Paul Pinsky Karen Salmon~~
Joy Schaefer
David Steiner
Alonzo Washington

Group C

Chester Finn *
Robert Caret
David Helfman
Adrienne Jones
Richard Madaleno
Morgan Showalter
Margaret Williams
Bill Valentine

* is group leader/reporter for today

Building Block 2 – More Resources for At Risk Students

ALL GROUPS:

1. Do you think that Maryland's K–12 education aid is distributed equitably? If not, what could be done to change the State aid formulas to make them more equitable? What could be done to make the local appropriations more equitable, i.e. should counties be required to fund the local share of the at risk formulas?
2. Should State K–12 education aid for at risk students follow students to the schools? If so, how would that work? e.g., what level of autonomy would a school principal have to allocate these resources to hire additional (or more experienced) teachers? Similarly, if counties are required to fund the local share of at risk formulas, should those funds also follow students to the schools?
3. Should Maryland require the equitable distribution of high quality teachers between low and high poverty schools? If so, how?
4. Should Maryland adjust the current at risk weights? Such as:
 - a. Provide a concentration of poverty factor, e.g. sliding scale that starts lower than 97% for concentrations of less than 25-50% and higher than 97% for concentrations over 75%? (GROUP A)
 - b. Increase the special education weight? Limit special education weight/funding to students who have specific physical or cognitive disabilities? (GROUP B)

- c. Adjust the weights for overlap between at risk categories (e.g. special ed and ELL)? i.e., should the full weight be provided for students who fall into more than one category? (GROUP C)

IF THE GROUP HAS TIME, START DISCUSSING THE PER PUPIL BASE AND HOW IT INTERACTS WITH THE AT RISK WEIGHTS:

5. What are the pros and cons of the different methodologies used by APA to determine base funding (i.e. successful schools, professional judgement, evidence based)?
6. What are the pros and cons of moving to a school finance structure with a higher base for all students and lower weights for at risk students (as recommended by APA)? Similarly, what are the pros and cons of maintaining Maryland's current finance structure with a lower base and higher weights?