



AUGENBLICK,
PALAICH AND
ASSOCIATES

Presentation to the Maryland Commission on Innovation and Excellence in Education: Building Blocks

APA Consulting

Annapolis, MD
October 25, 2017

Today's Presentation

- Presentation of APA's proposed approach to generating financial estimates for implementing the internationally benchmarked system described in the Nine Buildings Blocks Gap Analysis for Maryland provided by NCEE.
 - *What is needed for the Building Block analysis?*
 - *What are the sources of that information?*
 - *What guidance is needed from the Commission?*
- Discuss next steps for APA
- Discuss how to obtain guidance from the Commission
- Discuss obtaining guidance from other needed Maryland agencies and organizations

Building Block 1: Provide Strong Supports for Children and their Families Before Students Arrive at School

- Providing support services to children ages 0-3 and their families
 - *This includes maternal and child health services; parent education; paid parental leave; family allowances and other financial supports. These services are typically made available universally, with extra resources focused on disadvantaged families.*
- Providing high-quality childcare and early childhood education for all children ages 0-5
 - *These systems focus on ensuring that care and education for young children is accessible, affordable and of high quality.*

Building Block 1: Guiding Documents, Judy Center and Baltimore City Community Schools Expansion

- Two paths to providing support for children 0 to 3 and their families can be mapped through either the expansion of Judy Centers or encouraging community schools to reach down into the 0 to 3 program area.
- Reports on the mission and programming at Judy Centers and in Baltimore City Community Schools illustrate the compatibility with the Gap Analysis developed by NCEE.
 - *Judy Centers tend to operate on state and federal dollars.*
 - *Community Schools in Baltimore operate on a funding model that includes state, school district, other county agencies, and local funding. Blends into the elementary school once child enters kindergarten.*
- Guidance from the Commission on the following issues is critical before estimating the cost of this building Block.
 - *Is the commission interested in providing this type of family support?*
 - *Is there a preference for design or mix of funding?*
 - *Who should be covered?*

Building Block 1: Guidance Document, APA Report on ECE

- APA Report on Early Childhood Education is very compatible with the Gap Analysis comments developed by NCEE:
 - APA's ECE Investment recommendation
 - *Include District and Private Providers in the investment.*
 - *Invest only in high quality programs, Levels 5 or accredited.*
 - *Add teachers in high quality programs to the local teacher salary schedule.*
 - *Create a formula requiring a state and local share.*
 - *Consider whether the ECE subsidy should be offered to all families, and if so, should families earning incomes above 300 percent of poverty be asked to partially offset the cost to the state of subsidizing ECE services.*
- Obtaining guidance on these issues from the Commission is important before estimating the cost of this Building Block.

Building Block 2: Provide More Resources for At-risk Students and their Families

- The task is to create weights for at-risk, special education, and English language learners that are appropriately sized to provide the following services to students and their families.
 - *Providing more high quality teachers to high needs schools.*
 - *Providing incentives to teachers to teach in high-need and rural schools.*
 - *Providing tuition grants to top achieving students who commit to teaching in high-need or rural schools.*
 - *Creating a system for teachers and school leaders from successful schools to work with high need schools.*
 - *Allocating additional teachers and other resources to schools using the results from an early warning system that identifies students that are not on track.*
 - *Reorganize use of time in schools to allow for more time for teachers.*
 - *Support community schools that provide services and programs for at-risk students and families.*

Building Block 2: Provide More Resources for At-risk Students and their Families

- This requires identifying the resources to provide a list of services like the one described on the previous slide for at-risk, special education, English language learners and preschool students.
- All weights are derived from an agreed adequate base cost, that is funded by state and local sources.
- This task is informed by the APA study of Adequate Funding over the past three years. The presentation later in the meeting will review these findings and the relationship to Block 2.

Building Block 2: At-risk Weights Computation

- The base figure and weights from the APA report represent the total costs of providing educational services.
- After receiving guidance from the Commission, APA will generate a detailed description of the resources behind each proposed weight. These will be reviewed by NCEE, MSDE, and Commission members and staff.

Building Block 3 and 4: Coherent Instructional Systems and Gateways for Students to Progress through the System

- The gap analysis in these Building Block areas focused on instructional systems and student gateways. The analysis focused on the following:
 - *standards and whether they are benchmarked;*
 - *curriculum and assessment and whether they are aligned;*
 - *the format of assessments, including whether they are writing-, problem-, and project-focused and whether scoring is transparent; and*
 - *the exit requirements for high school, whether they align with the entry requirements for postsecondary, and whether these requirements accurately reflect what is needed to be successful.*
- Though MD interest in early exits from high school is low, APA and NCEE have models to estimate the potential cost savings driven by early high school exits if the state wants to consider such options.

Building Block 3 and 4: Coherent Instructional Systems and Gateways for Students through the System

- The work needed for Block 3, developing coherent instruction systems, is typically undertaken by the MSDE or the State Board of Education.
- If the State Board or agency is prepared to undertake this work, the funding for the effort might already be in place, or partially in place. Determining the estimated cost of this effort would be generated in consultation with MSDE, the State Board, and NCEE.
- The system infrastructure needed is summarized in the following manner:
 - *The existence and quality of standards and whether they are benchmarked (build on existing lesson seeds); and*
 - *The alignment of curriculum and assessment.*

Building Block 3 and 4: Coherent Instructional Systems and Gateways for Students through the System

- The work needed for Block 4, develop gateways and assessments for students progressing through the system. At present, the PARCC, high school graduation requirements and the University of Maryland entrance requirements are not aligned. Again, if the Board or agency is prepared to undertake this work, the funding for this effort might already be in place. Determining the estimated cost of this effort would be generated in consultation with MSDE, the State Board and NCEE.
- The work needed is summarized in the following manner:
 - *The format of assessments, including whether they are writing-, problem- and project-focused, and whether scoring is transparent; and finally,*
 - *A system of exit requirements for high school, aligned with the entry requirements for postsecondary and whether these requirements are what is needed to be successful.*

Building Block 5 & 6: Create Supply of Highly Qualified Teachers and of Schools where Teachers can be Professionals

- Top-performing systems in the area of Building Block 5 put policies in place that do the following:
 - *Ensure a high quality pool of aspirants for admittance to schools of education;*
 - *Ensure that their teacher preparation educates teachers so that they have a sound understanding of the content and structure of the subjects they will teach, and the craft of teaching those subjects; and,*
 - *Ensure that all teachers exit preparation and enter their professions having met the same high standards for preparation.*
- Will require post-secondary institutions and school districts to work together more effectively.

Building Block 5 & 6: Create Supply of Highly Qualified Teachers and of Schools where Teachers can be Professionals

- Top-performing systems in the area of Building Block 6 put policies in place that do the following.
 - Attract strong high school graduates into teaching and retain them with the following.
 - *Compensation systems that pay teachers comparable salaries to other high-status professionals.*
 - *Ladders of career advancement for teachers so that as they get better at their work they can take on new roles, enabling them to grow in their careers without leaving teaching.*
 - Support new teachers with accomplished mentors; and,
 - Help teachers continuously improve their practice by giving them time and incentives to collaborate.

Building Block 5 & 6: Create Supply of Highly Qualified Teachers and of Schools where Teachers can be Professionals

- In 2014 and 2015, NCEE and APA created a model for Kentucky that combined the system changes discussed in Building Blocks 5 and 6.
- The resulting “teacher flow” model serves as the basis for creating cost estimates of both Building Blocks 5 and 6 in Maryland.
 - *As might be expected, there are dozens of pieces of data needed to run the model. These include information on post-secondary institutions, school districts, schools and the students that they serve.*
 - *In addition, there are assumptions imbedded in the model that need to be explicitly shared and confirmed for Maryland.*
 - *Further, it is likely that the exact structure of career ladders adopted by individual districts may differ from one another in ways that could impact the long term cost of the program. These differences need to be considered.*

Building Block 7: Create an Effective System of Career & Technical Education

- Top-performing systems in the area of Building Block 7 put policies in place that describe CTE in the following manner.
 - CTE is seen as a high-quality pathway with both employment and post-secondary options for graduates.
 - Training is available in a wide range of attractive careers. Students receive career guidance and counseling.
 - Programs lead to industry qualifications. Qualifications meet global standards.
 - Students participate in authentic work-based learning.
 - Teachers are up to date with industry best practices.

Building Block 7: Create an Effective System of Career & Technical Education

- It appears that the Commission is not in position to make recommendations on CTE at this time, and therefore APA will not provide a tailored estimate for Building Block 7 at this time. A look at spending on the program in Massachusetts will be provided.
- NCEE recommended closer examination of two models, Switzerland and Singapore. In this country, Massachusetts, New Hampshire and New Jersey CTE systems are worth exploring. Oregon's labor councils in certain counties are models of industry collaboration.
- This is a critical area needed to create an internationally competitive, world class system. Adjustments to the existing Maryland CTE system should be made before the implementation plans from the districts are due in two years.
- Also, consider joining the Pathways to Prosperity network.

Building Block 8: Create a Leadership Development System

- For top-performing systems around the world, the content of Building Block 8 is critical to the success of the overall effort.
- It has been suggested that the leadership training supported by the commission occurs on multiple levels and over at least two years.
- The levels of the training would include the following.
 - A two-year training for existing and soon-to-be superintendents.
 - A two-year training for central office staff that support teachers and teaching in the district.
 - A multi-year training for existing principals and interested assistant principals because ultimately most of the reforms discussed or implied in the Building Blocks will be implemented in the school building.
- The first two training efforts should be completed before districts are asked to submit their international competitiveness implementation plan.
- System designed by MSDE, State Board, the Commission & NCEE

Building Block 9: Institute a Governance System to Develop Policies and Implement Them

- High-performing education systems have governance systems with the authority and legitimacy to develop coherent, powerful policies and are capable of implementing them at scale.
- This means that:
 - roles and responsibilities are clear;
 - shared goals exist across the system;
 - Progress toward these goals are clearly tracked; and
 - It is possible to identify parts of the system that are not performing well and to provide effective help so that they improve.
- Again, consultation with MSDE, the State Board, the Commission & NCEE will help generate the cost estimate.



Questions?