Commission on Innovation and Excellence in Education

Process for Developing Cost Estimates of the Preliminary Recommendations
Draft April 2018

In order to cost out all of the recommendations outlined in the Commission's Preliminary Report, each of four working groups has been assigned to one of the policy areas identified in the report (the fifth area will be considered by the full Commission). Staff and consultants have organized each policy area into a set of elements. The working groups will need to come to a consensus on the design, implementation plan, and cost for that policy area and its elements.

- The expectation is for the working groups to complete this work over four meetings. If more time is needed, additional meetings may be scheduled through DLS staff provided that more than half of the group is able to attend; conference call/internet meetings are preferred given that Commissioners and staff are located throughout the State and consultants are out–of–state.
- In the first meeting, working groups should:
    - Review the elements that make up the policy area;
    - Review the element detail documents, starting from the top, and discuss any revisions of the design and implementation considerations, as well as any other options; and
    - Identify additional data, information or experts that are needed to make informed decisions.
- In the second meeting, working groups will complete work on the design assumptions and implementation considerations.
- Staff and consultants will prepare cost assumptions and estimates and potential cost savings for each element once working groups have completed the design assumptions and implementation considerations for that element.
- Staff and consultants will then develop full cost estimates for each element, based on the agreed-upon cost assumptions and potential cost savings.
- In the third and fourth meetings, working groups will revise and come to agreement on cost assumptions, estimates, and savings as those are ready for review.

Once the working groups have completed their work, they will present their recommendations and cost estimates to the full Commission for consideration. There is some overlap and interplay among elements between working groups that will need to be reconciled to develop a full cost estimate, including potential savings, over time of all of the Commission's preliminary recommendations. The chair working with the staff and consultants will develop a draft cost estimate based on the recommendations of the our working groups (as considered by the full Commission) for the full Commission's consideration.

The full list of policy areas and associated elements is outlined in the table below.

Policy Area/Working Group	Elements to Design, Implement and Cost
1. Early Childhood Education and Care: High quality pre-K will be expanded to all four-year-olds and all low-income three-year-olds. All children will be assessed before they come to kindergarten to identify those who need supports to be ready to learn.	a) Pre-K expansion program for low-income three-year-olds and all four-year-olds with a sliding payment scale for four-year-olds b) Capacity building for new and current programs (tuition assistance for prospective staff; training; support of peer networks; integration with career ladder) c) Implementation of school readiness assessment for <u>all</u> students entering kindergarten d) Expand Judy Centers and Family Support Centers to provide and coordinate access to support services for at-risk young children 0-5 and their families

2. Recruiting, Training, and Retaining High Quality and Diverse Educators and Leaders: Higher paid, better educated, more rigorously trained teachers will work as professionals in schools that offer real careers in teaching and are organized to ensure that teachers have the time they need to work together in teams to continuously improve their practice and improve the performance of students. All schools will have highly trained principals who are prepared to create fully professional work environments for teachers.	a) Teacher preparation will be much more rigorous, and induction will be integrated with teacher preparation more systematically b) Raise standards for licensing new teachers in MD to levels comparable to the standards for teachers in the top performing nations c) Raise teacher pay to make it equitable with other highly trained professionals with the same amount of education d) Create and expand incentives, including but not limited to, tuition incentives, home mortgage assistance, and child care subsidies, for highly skilled and diverse candidates to teach in high-need schools (see HB 1415 and HB 430/SB379) e) Encourage higher education institutions to take advantage of national foundation efforts to develop highly qualified teachers and leaders from diverse backgrounds f) Launch statewide public relations and communications initiative to rebrand teaching as an attractive career and attract students from diverse backgrounds (see HB 1415) g) Develop career ladders for teachers and school leaders comparable in design to the career ladders found in Singapore and Shanghai, with respect to standards for advancement and relationship to the system for compensating teachers and school leaders h) Train the 24 superintendents, senior central office officials and school principals to give them the vision, motivation, skills, and knowledge they will need to implement the recommendations made in the Commission's report. i) Change the way schools are organized and managed to phase in a substantial reduction in the amount of time teachers are required to teach and increase the amount of time available for teachers to tutor students who need intensive help and work together in teams to identify students who are falling behind and collaborate on getting them back on track, develop highly engaging and effective lesson plans, mentor new and struggling teachers and systematically improve the school's instructional program using applied research.

| 3. World Class Instructional System: The new system will include fully aligned curriculum frameworks, course syllabi and assessments designed to prepare students to reach a career and college ready (CCR) standard set to global standards. Most students will be expected to meet the standard by the end of grade 10 and all students are expected to meet it by the end of high school. Once that standard is met, students can choose one of several programs to prepare for postsecondary education and/or industry credential. | a) Develop fully aligned instructional system, including curriculum frameworks, course syllabi and assessments with clear examples of standard-setting work and formative assessments to ensure that students stay on track
b) Establish and implement a CCR standard set to global standards that most students should meet by the end of grade 10 and all students should meet by the time they leave high school that certifies students have the literacy skills needed to succeed in first-year credit-bearing courses in open enrollment postsecondary institutions in the State. Review CCR standard in year five to ensure it is internationally competitive and predicts success at open enrollment postsecondary institutions
c) Offer tutoring for <u>all</u> K-3 grade students identified as needing support to stay on track, as well as additional tutoring as needed for students beyond third grade
d) Develop programs for students in middle school and early high school who are not likely to meet this CCR standard by the end of 10th grade to help them meet it as soon thereafter as possible
e) Develop transitional 11th grade programs for students who do not meet the CCR standard by the end of 10th grade
f) Require all high schools to offer a set of post-CCR programs for all students that includes: 1) at least one of the following: an AP, IB or Cambridge college preparatory program; 2) a two-year program leading to award of an Associate's degree on graduation from high school (at no cost to parents or student); and 3) Career and Technical Education (CTE) programs that lead directly to entry into aligned postsecondary technical degrees and result in industry credentials (*see 3g for CTE*)

CTE Subgroup:
g) Access to CTE programs that lead directly to entry into aligned postsecondary technical degrees as well as industry credentials
h) Create a State–level CTE steering group to ensure that CTE is a key part of the State's education, economic development, and workforce strategy
i) Develop statewide communications initiative to rebrand CTE |

4. System that Ensures At-Risk Students are Successful: This system will provide at-risk students ongoing academic supports and enrichment as well as extensive case management to address social, physical, mental and family needs that will enable success at school. *	a) 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 b) 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/Chapter 30) c) Revise the funding formula weight for special education students d) Revise funding formula weight for Limited English Proficiency students

* In addition to the elements that are the responsibility of Working Group 4, other working groups also have responsibility for elements that will improve educational outcomes for at-risk students. These include:

- Expand Judy Centers and Family Support Centers to provide and coordinate access to support services for at-risk young children 0-5 and their families (*this element is covered under 1d and will be the responsibility of Working Group 1*)
- Offer tutoring for all K-3rd grade students identified as needing support. Transition this role to school teachers as time is freed up and training is added to teacher prep (*this element is covered under 3c and will be the responsibility of Working Group 3*)
- Design course syllabi with high academic standards for all students, with more time for those who need it (*this element is covered under 3a and will be the responsibility of Working Group 3*)
- Offer tuition and fee subsidies and loan forgiveness for very capable candidates for teacher education who agree to work with high-need schools *this element is covered under 2d and will be the responsibility of Working Group 2*)
- Change school organization and staffing to allow for teacher collaboration to support struggling students throughout all levels of school; additional tutoring as needed to keep students on track; access to wraparound services for those who need them (*this element is covered under 2g and will be the responsibility of Working Group 2*)
- Develop programs for students in middle school and early high school who are not likely to meet this CCR standard by the end of 10th grade to help them meet it as soon thereafter as possible and for high school students who do not meet the standard by the end of 10th grade (*this element is covered under 3d and will be the responsibility of Working Group 3*)

The elements in the fifth policy area, Governance and Accountability, will be considered by the full Commission since they apply to all of the other policy areas. These discussions will begin at the full Commission meeting in May.

| **5. Governance and Accountability:** A system will be put in place to oversee this new system, monitor its implementation and hold government agencies at all levels accountable for implementation of the Commission's recommendations.

This policy area will be considered by the full Commission | a) Independent oversight body to oversee and coordinate implementation of the plan, to cease to function at the end of the implementation period (with specific functions to be determined by full Commission)
b) Formula funding to be designed so that some portion of the formula funds will be withheld from districts pending a determination that the districts have submitted plans for spending the funds that are consistent with the intentions of the Commission and, later, further increments in funding will depend on a determination that the approved plans are in fact being implemented, this function to be among those assigned to the independent oversight body described above
c) Create inspection teams to visit struggling schools and pair high performing school leaders with struggling ones to provide support and mentorship, and a complementary system designed to provide the state with a profile for every school, and trigger visits from the inspection team |