

Maryland Commission on Innovation and Excellence in Education

**Presentation to
Senate Budget and Taxation and Education, Health
and Environmental Affairs Committees
House Appropriations and Ways and Means
Committees**

**Dr. William E. Kirwan, Chair
Commission on Innovation and
Excellence in Education**

January 16, 2018

Maryland Commission on Innovation and Excellence in Education

The 25-member commission 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 strategies for Maryland's schools that would enable its students to perform at the level of students from the world's best systems

Commission Membership

- 8 legislators - 4 Senators and 4 Delegates
- 3 State agency leaders – (Secretary of DBM, State Superintendent, USM Chancellor)
- 10 members appointed by their respective entity (e.g. MDPTA, State Board, MSEA, MABE, PSSAM, MACO, etc.)
- 3 members of the public (1 appointed by each of the Governor, President of the Senate, and Speaker of the House)
- 1 member of the business community (nominated by the Chamber of Commerce and appointed by the Governor)

Commission Timeline

- Began meeting in Fall of 2016
- Report and recommendations due by December 31, 2017, but recommendations and cost estimates will be finalized in 2018
- Meeting materials can be found at:
<http://dls.maryland.gov/policy-areas/commission-on-innovation-and-excellence-in-education>

New Commission Website



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Commission on Innovation and Excellence in Education

William E. Kirwan, Chair

[Roster](#)

[Hearing Schedule](#)

[2016 Interim Report](#)

Date/Time	Location	Agenda	Audio/Video	Meeting Materials
January 8, 2018, 9:30 a.m.-5 p.m.	Room 120 House Office Building Annapolis	PDF	View Video ▼	Meeting Materials ▼
December 20, 2017, 9:30 a.m.-5 p.m.	Room 120 House Office Building Annapolis	PDF	View Video ▼	Meeting Materials ▼
December 11, 2017, 9:30 a.m.-5 p.m.	Room 120 House Office Building Annapolis	PDF	View Video ▼	Meeting Materials ▼
November 30, 2017, 9:30 a.m.-5 p.m.	Room 120 House Office Building Annapolis	PDF	View Video ▼	Meeting Materials ▼
November 16, 2017, 9:30 a.m.-5 p.m.	Room 120 House Office Building	PDF	View Video ▼	Meeting Materials ▼



Commission Consultants

Funding

- Augenblick, Palaich and Associates (APA)
- Work began in July 2014; final report was submitted on November 30, 2016. Report website:

<http://marylandpublicschools.org/Pages/adequacystudy/index.aspx>

Policy

- National Center on Education and the Economy (NCEE)
- NCEE has identified 9 building blocks for high performing school systems

The Building Blocks

- High quality early childhood education
- More resources for at-risk students
- Abundant supply of highly qualified teachers and principals
- Coherent, rigorous, aligned instructional curricula benchmarked to international standards
- Well defined college and career pathways aligned with higher education and industry standards
- <http://ncee.org/what-we-do/center-on-international-education-benchmarking/9-building-blocks/>

Gap Analysis

International

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

US

- Massachusetts, New Jersey, New Hampshire

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

What We've Learned

- Maryland spends 5% *less* on schools serving poor students than on schools serving wealthy communities
- Maryland's K-12 funding system is the 15th most regressive in the US
- Maryland faces significant teacher shortages, especially in STEM areas
- Average salaries for teachers in Maryland are 40% below those of professions with comparable education requirements (CPAs, nurses, architects)

What We've Learned

- In systems with high performing K-12 systems, teachers' salaries are comparable to those in other high status professions
- Interest in teaching as a profession at Maryland universities is in sharp decline:
 - In 2016, 1% of entering students at UMCP and 5% at TU identified teaching as a career choice
 - Only 50% of teacher ed graduates Maryland universities do produce begin their careers at a Maryland public school

What We've Learned

- Despite being ranked as among the best US systems, Maryland schools underperform on measures of student learning
- For, example, Maryland is in the middle of the pack on NAEP scores:
 - 29th in 4th grade math
 - 26th in 4th grade reading
 - 25th in 8th grade math
 - 18th in 8th grade reading

What We Have Learned

- U.S. in the middle of the pack on PISA scores

<u>Year (Countries Tested)</u>	<u>Reading</u>	<u>Math</u>	<u>Science</u>
2000 (32)	15	19	14
2003 (41)	18	28	22
2006 (57)	NR	34	28
2009 (65)	17	30	22
2012 (65)	24	36	28
2015 (72)	23	39	25

- In top performing systems achievement gaps are narrow or non-existent
- Maryland schools are a long way from performing at the level of the best systems

What We've Learned

- Maryland's economic future is dependent on a highly skilled, well educated, globally competitive workforce
- Maryland schools must have standards and curricula to match the world's best systems, including rigorous career and technical education (CTE) programs that lead to industry recognized credentials
- Maryland needs to dispel the notion that CTE programs are only for less academically inclined students

Areas of Preliminary Policy Recommendations

- Early Childhood Education
- High Quality and Diverse Teachers and Leaders
- Rigorous College and Career Pathways
- More Support for At-risk Students
- Governance and Accountability

Areas of Consensus

For its schools to perform at the level of the best performing systems, Maryland must:

- Expand and improve early childhood education
- Significantly increase support for at-risk students
- Address funding equity issues
- Require better preparation and support for teachers
- Greatly expand the pool and diversity of high quality teachers

Areas of Consensus

For its schools to perform at the level of the best performing systems, Maryland must:

- Enhance the teaching profession with career ladder and compensation levels similar to comparable high-status professionals
- Significantly increase standards for teacher certification
- Move College & Career Ready determination from 11th to 10th grade

Areas of Consensus

For its schools to perform at the level of the best performing systems, Maryland must:

- Develop rigorous college and career pathways that will enable students to graduate from high school with significant college credits (even an Associate's degree) and/or an industry recognized credential
- Implement a strong system of accountability

Fiscal Accountability

- Without strong system of accountability, public support unlikely
- Commission will propose tying meaningful portions of increased funding to evidence that its recommendations are being implemented and that greater student success is being achieved
- Important to find balance between local control and State accountability with faithful implementation of recommendations

Proposed Legislation for 2018 Session

- Extend the Commission – A bill should be introduced to extend the Commission’s work into 2018.
- Establish a Career and Technical Education group, composed of individuals with expertise in CTE programs and the needs of the Maryland business community to develop rigorous CTE pathways leading to industry certified credentials.
- Expand the program established under Chapter 542 of 2014 (Maryland Teaching Fellows Scholarship) and ensure it is fully funded in the budget.
- Expand the current program of early childhood education by increasing the funding for prekindergarten expansion grants.

Proposed Legislation for 2018 Session

- Establish a grant program for jurisdictions or schools with high concentrations of poverty to provide additional academic instruction through after school and summer programs and require a rigorous assessment to determine the program's impact on learning outcomes.
- Require MSDE, in collaboration with stakeholders, to develop a comprehensive recruitment program aimed at the top 25% of graduates from high schools (in each school system) to encourage them to consider teaching as a profession.

Proposed Legislation for 2018 Session

- Require a study of the cost of providing special education services by school systems to be contracted by MSDE in collaboration with DBM and DLS. Until a comprehensive cost study can be completed, the Commission will make a “placeholder” recommendation for a new special education weight in its final report.
- Establish a program to provide tutoring services for struggling learners that would supplement regular classroom instruction, with a priority on reading for students in elementary school serving communities with high concentrations of poverty.

Next Steps

- Commission will divide into five workgroups, one for each policy area
- Workgroups will add further detail to recommendations and determine their cost
- Commission will reconvene in April to begin development of its final policy and funding recommendations

Final Thoughts

- Confident in the Commission's ability to produce a meaningful report and recommendations
- But will the State have the resolve to 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