

Maryland Center on Economic Policy Annual Meeting

Commission on Innovation and Excellence in Education Interim Report

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Maryland Commission on Innovation and Excellence in Education

The 25-member commission was created in the 2016 legislative session by the Governor and the General Assembly to:

- Develop policies and practices so that Maryland's schools perform at the level of the world's best systems
- Develop cost estimates and update the Thornton funding formula to support the recommendations

What We Learned

- Although Maryland has some excellent schools and outstanding teachers, they do not have nearly enough of them Overall, Maryland students underperform on learning outcomes
- Maryland is in the middle of the pack on NAEP (2015) scores:
 - 29th in 4th grade math
 - 26th in 4th grade reading
 - 25th in 8th grade math
 - 18th in 8th grade reading
- U.S. is in the middle of the pack on PISA scores:

<u>Year</u>	<u>Reading</u>	<u>Math</u>	<u>Science</u>
2015 (72)	23	39	25

What We Learned

- Maryland education funding (State and local funds) is among the more regressive in the United States

- State No Low Income 30% or more

New Jersey	\$15,095	\$18,054
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Massachusetts	14,172	15,546
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Maryland	13,495	12,279
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- High-performing systems invest significantly more in schools serving high concentrations of poverty

What We Learned

- Maryland has large achievement gaps based on income, race, and disability
- 53% of African American students attend schools in districts at 85% or below Thornton *Bridge to Excellence* adequacy levels (2015)
- Only 8% of white students attend such schools

What We Learned

- Average salaries for teachers in Maryland are 25% below those of professions with comparable education requirements (e.g., accountants, nurses, architects) (2017)
- Maryland faces significant teacher shortages, especially in STEM areas
- Nearly half (47%) of teachers in their second year of teaching will not return for a third year

The Bottom Line

Fewer than 40% of Maryland high school students who graduate each year are currently assessed as “College and Career Ready”

What We Know

- We can and must do better because...
- Maryland's economic future is dependent on a highly skilled, well educated, globally competitive workforce
- In today's world – and even more so in the future – high-quality education and skills training is the only path out of poverty

NCEE Gap Analysis

With support of NCEE, Commission did extensive and rigorous gap analysis, comparing Maryland to high-performing systems

International

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

United States

- Massachusetts, New Jersey, New Hampshire

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

Final Policy Recommendations

Commission has reached near unanimous consensus on recommendations in five major policy areas to be phased in over the next 10 years:

1. Invest in early childhood education
2. Transform teaching and school leadership into high quality and high-status merit based professions
3. Implement a rigorous curricula, benchmarked to international standards and leading to college ready and industry certified workforce credentials
4. Ensure all students are successful by providing significantly more support for schools who need it most, including students attending schools with high concentrations of poverty and struggling learners
5. Establish a rigorous governance and accountability structure with meaningful consequences for under performance

Commission's Current Status

- Presiding Officers' Letter
- Detailed policy recommendations and total costs for the plan approved without dissent by the Commission
- Detailed ten-year implementation plan in all five policy areas completed, with total annual PreK-12 expenditures rising by \$3.8 billion (State and local) by year 10
- Funding recommendations for FY 20 completed
- Commission interim report delivered to Governor and General Assembly

The Blueprint for Maryland's Future

2019 Legislation

- Presiding Officers and Legislators on the Commission were the bill's sponsors
- Bill embraces Commission's policy framework and overwhelmingly approved by General Assembly
- Commission asked to make recommendations by December 1, 2019 on the:
 - Division of costs between State and local jurisdictions;
 - Funding formulas to support recommendations; and
 - Implementation schedule of policy and funding recommendations

Personal Thoughts

- Commission has developed a report that would transform Maryland Pre K- 12 education into a high-performing system and make it the envy of the nation
- Cost is significant but what's the long term cost of failing to act?
- Can we thrive as a state with only 40% of high school graduates deemed “college and career ready” at current standards
- Do we have any hope of breaking the the cycle of generational poverty without the kinds of recommendations made by the Commission?

Personal Thoughts

- The Massachusetts example
- Critical moment for Maryland
- Our choice:
 - Continue making incremental changes in a system with significant funding inequities and hope for significantly different results; or
 - Be bold and change the future for our children and State