

Report on CCPS Blueprint Implementation Five Policy Areas

**Board of Education
November 10, 2021**

Local Implementation Process

- ▶ Superintendent Lockard established a CCPS Blueprint Implementation Committee
- ▶ Five work teams based on Kirwan policy areas with designated team leader
 - ▶ Early Childhood Education - Steve Wernick
 - ▶ High-Quality and Diverse Teachers and Leaders - Ernesto Diaz
 - ▶ College and Career Readiness Pathways - Angie McCauslin
 - ▶ More Resources to Ensure All Students are Successful - Nick Shockney
 - ▶ Governance and Accountability - Jonathan O'Neal

Blueprint Policy Areas - Overview

- ▶ Early Childhood Education
 - Expands full-day Pre-K at no cost for four-year-olds and three-year-olds for families that are up to 300% of the federal poverty level (FPL) and for four-year-olds for families between 300% and 600% FPL using a sliding scale (FY25)
 - Supports Pre-K programs through tuition assistance, training, support of peer networks, and integration with the career ladder
 - Implements a school readiness assessment for all students entering kindergarten (KRA)
 - Expands Judy Centers, Family Support Centers, and the Maryland Infants and Toddlers Program to provide and coordinate access to education and support services for at-risk children ages 0-5 and their families
 - Implements a private-public partnership for Pre-K
 - Beginning in the 2022-2023 school year, eligible private providers shall account for at least 30% of eligible prekindergarten providers in each county
 - This 30% split is raised to 50% by 2026-2027
 - Allows parents to enroll in public PreK programs outside the attendance area
 - Allows parents preference for public or private providers
 - Implements a form of tuition or “family share” on sliding scale for students from families between 300% and 600% FPL (FY25)
 - Provides no state funding for students from families over 600% of FPL

Blueprint Policy Areas - Overview

▶ High-Quality and Diverse Teachers and Leaders

- Increases rigor in teacher preparation and integrates induction with teacher preparation more systematically
- Raises standards for licensing new teachers to levels comparable to the standards in the top-performing nations
- Raises teacher pay to make it equitable with other highly trained professionals with the same amount of education
- Implements career ladders for teachers and school leaders to create standards for advancement and compensation
 - Level 1 is a state certified teacher;
 - Level 2 is a teacher pursuing a master's or National Board Certified (NBC);
 - Level 3 is an NBC teacher, master's in subject, or assistant principal
 - Mandates \$10,000 raise for NBC teachers
 - Mandates \$7,000 raise for NBC teacher at a low-performing school
- Mandates 10% raises over 5 years (between July 1, 2019 and June 30, 2024)
- Mandates starting salary of at least \$60,000 on July 1, 2026
- Reforms the way schools are operated to increase the amount of time available for teachers to tutor students who need intensive help and work together in teams
 - Caps teacher classroom time of 60% of workday.
 - Assistant principals required to teach 20% per week
 - Principals recommended to teach 10% of workday
- Encourages colleges and universities to develop highly qualified teachers and leaders from diverse backgrounds
- Requires a public relations initiative to rebrand teaching as an attractive career and attract students from diverse backgrounds

Blueprint Policy Areas - Overview

▶ College and Career Pathways

- Requires all local school systems to provide all students who meet the CCR standard with access to a set of post-CCR program pathways:
 - The IB Diploma program, the Cambridge Diploma program, or a comparable program consisting of Advanced Placement courses specified by the College Board;
 - A dual-enrollment program to earn college credits while in high school, possibly earning an associate's degree while in high school;
 - Redesigned CTE pathways that include workplace training and lead to industry-recognized credentials; and
 - A combination of these options
- Implements a fully aligned instructional system, including curriculum frameworks, course syllabi and assessments; and clear examples of standard-setting work and formative assessments to ensure students stay on track
- Sets a CCR standard aligned with global standards to certify that students have the requisite literacy in English, mathematics, and, when practicable, science needed to succeed in first-year, credit-bearing Community College courses
- Provides Transitional Supplemental Instruction (TSI), including tutoring, for all K-third grade students identified as struggling learners
- Implements alternative educational approaches for students in middle school and early high school who are not likely to meet the CCR standard by the end of tenth grade
- Creates a new committee of the Governor's Workforce Development Board to be known as the Career and Technical Education Committee
- Creates a Skills Standards Advisory Committee to provide advice on skills standards
- Requires schools to provide every middle and high school student with ready access to counselors to advise them on CTE pathway options
- Requires that students initially meet the CCR standard of achieving the equivalent of a score of 4 or 5 in the Mathematics and English portions of grade 10 assessments within the Maryland comprehensive assessment program
- "It is the goal of the state that each student enrolled in public school, regardless of the student's race, ethnicity, gender, address, socioeconomic status, or the language spoken in the student's home, shall have equitable access to college and career readiness and shall meet the CCR standard at an equal rate."

Blueprint Policy Areas - Overview

► More Resources to Ensure All Students are Successful

- Modifies the funding formula weight for special education, English learners, and FRPM students.
- Adds a concentrated poverty weight to the funding formula to support students in schools located in distressed communities
- Adds fixed, categorical funding amounts for each school with concentrated poverty to be used to: (1) establish or enhance community schools; and (2) establish or enhance school health and behavioral services
 - Community schools identified based on 80% FRPM student count
 - This 80% FRPM threshold drops each year by 5% to 55%
 - Community Schools receive per pupil grants and personnel grants for Comm. School Coordinators
 - Community School Coordinators must ensure wraparound services are provided via partnerships
 - Extended learning time, including before and after school, weekends, summer school, and an extended school year
 - Safe transportation to school
 - Vision and dental care services;
 - Establishing or expanding school-based health center services
 - Additional social workers, mentors, counselors, psychologists, and restorative practice coaches
 - Providing family and community engagement and supports, including informing parents of academic course offerings, language classes, workforce development training; and
 - Enhance behavioral health services
 - Community Schools also receive personnel grants for mandated Behavioral Health Services Coordinators
 - Behavioral health services defined as trauma-informed prevention, intervention, and treatment services for the social-emotional, psychological, and behavioral, and physical health of students.
 - Creates a Consortium on Coordinated Community Supports to build framework for partnerships to meet students' behavioral health needs.

Blueprint Policy Areas - Overview

► Governance and Accountability

- Creates a State Accountability & Implementation Board (AIB) to develop a comprehensive 10-year plan and monitor and hold school systems accountable for implementing the law
 - The AIB is an independent unit of state government with regulatory authority and plenary authority over MSDE and local boards
 - The AIB is “not intended to usurp or abrogate the day-to-day decision making of county boards, local superintendents, institutions of higher education, or other stakeholders.”
- Creates Expert Review Teams of educators and administrators
 - Conduct interviews, observe classes, and use other data to analyze Blueprint implementation
 - Collaborate with school-based faculty and staff and local school system staff to: determine reasons why student progress is insufficient; and develop recommendations, measures, and strategies
 - Conduct comprehensive in-school investigations of the causes of poor student performance and make recommendations on the measures needed to improve performance and correct problems to the principal, superintendent; school faculty; local board of education; and the community
- Mandates that the AIB withhold 25% of new funds to be released only if the AIB finds that the school system has an AIB approved plan.
- Systems must distribute at least 75% of per pupil categorical funding to each school and 100% to private PreK providers and community schools

Future Board Updates

- ▶ December 2021 - Blueprint Implementation Timeline
- ▶ January 2022 - Blueprint funding for FY23