

# 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

# 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:
  - 29<sup>th</sup> in 4<sup>th</sup> grade math
  - 26<sup>th</sup> in 4<sup>th</sup> grade reading
  - 25<sup>th</sup> in 8<sup>th</sup> grade math
  - 18<sup>th</sup> in 8<sup>th</sup> grade reading

# 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 11<sup>th</sup> to 10<sup>th</sup> 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