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State Superintendent of Schools

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To: Members of the State Board of Education

From: Karen B. Salmon, Ph.D. *KBS*

Re: Local School System Master Plan Annual Updates

Date: December 5, 2016

Purpose

The purpose of this item is to provide a summary of the review of Local School System Master Plans submitted pursuant to the *Bridge to Excellence in Public Schools Act of 2002*.

Background

In 2002, the Maryland General Assembly enacted the *Bridge to Excellence in Public Schools Act (Act)*, which restructured Maryland's public school finance system and increased State aid to public schools by an estimated \$1.3 billion over six fiscal years (2003-2008). The Act required local school systems to develop a Comprehensive Master Plan that outlined strategies for improving student achievement and eliminating achievement gaps.

Based on the unprecedented increases in State aid and given the unrestricted nature of these funds, the Maryland General Assembly enacted the *Fiscal Accountability and Oversight Act of 2004*, which, among other fiscal measures, required the master plans to include a detailed summary of how each local board of education's current year budget and actual prior year budget are aligned with the goals, objectives, and strategies detailed in the Master Plan.

In December 2015, the State Board shared its concern about the usefulness of the current master plans with the General Assembly and requested a pause in the reporting requirement. The rationale for the request was to allow the Department and local school systems the time to develop a more meaningful, constructive process that integrated the Maryland College and Career Ready Standards (MCCR), the Partnership for the Assessment of Readiness for College and Careers (PARCC) assessments and the requirements of the new federal Every Student Succeeds Act (ESSA).

The General Assembly considered the State Board's request and provided for a two-year revised, streamlined reporting requirement. During that time, the Department must convene a stakeholder group to review the current statutory requirements, the new federal ESSA requirements, the work of the Commission on Excellence and Innovation in Education and report its findings and recommendations per §2-1246 of the State Government Article.

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Summary

On November 9th and 10th, the 2016 Master Plan Updates were reviewed by eight review panels consisting of members both internal and external to MSDE. The panels reviewed the plans and provided clarifying questions and requests for additional information to school systems. Local school system responses are integrated into the final master plan submissions and panels are currently finalizing that review. MSDE expects that all twenty-four local Master Plan Updates will be in compliance with State requirements.

The Education Fiscal Accountability and Oversight Act of 2004 requires the Department to report annually on the alignment of local school system budgets and master plan goals and objectives. The Department will provide the report to the Governor and the General Assembly per §2-1246 of the State Government Article by December 31, 2016. State Board members will also receive a copy.

Action

No action is requested. This is for information and discussion.



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TO: Members of the State Board of Education
FROM: Karen B. Salmon, Ph.D. *KBS*
DATE: December 5, 2016
SUBJECT: Innovative School Scheduling Models Workgroup

PURPOSE:

The purpose of this agenda item is to inform the State Board of Education on the process that will be used to explore the use of innovative school scheduling models in low-performing or at-risk public schools.

BACKGROUND/HISTORICAL PERSPECTIVE:

Nationally, the traditional school calendar consists of 180 days and approximately 720-1080 instructional hours¹. Momentum is growing to move beyond the traditional calendar to increase learning time. Several school systems across the nation have begun lengthening the school day, week, or year to accelerate student learning in low-performing schools².

Education Article §7-103.1 directs the Maryland State Board of Education to, “...*explore the use of innovative school scheduling models, including extended year, year-round schooling, or other school scheduling models that do not allow for prolonged lapses in instructional time, in low-performing or at-risk public schools. The State Board shall encourage county boards to use the school scheduling models that are determined to be most effective in enhancing student achievement in low-performing or at-risk public schools.*”

On October 25, 2016, State Board of Education members requested that the Maryland State Department of Education (MSDE) undertake a study that will be used to inform State Board members on innovative school scheduling models. The attached plan details the timeline for the innovative school scheduling study.

Citations:

1. Rowland, J. (2014, October). *Number of Instructional Days/Hours in the School Year*. Retrieved from <http://www.ecs.org/clearinghouse/01/15/05/11505.pdf>
2. McMurrer, J., Fizzell, M., & Yoshioka, N. (2015, January). *Expanded Learning Time A Summary of Findings from Case Studies in Four States*.

EXECUTIVE SUMMARY:

The Maryland State Department of Education will lead a workgroup to explore innovative school scheduling models. The workgroup will review effective practices and explore impacts of innovative school schedules, with a focus on expanding the school day and year. A report will be produced for the State Board of Education with recommendations for innovative school scheduling models.

The workgroup will identify:

- Innovative schedules that increase academic gains for students at different grade bands;
- Effective use of time for different innovative scheduling models;
- Effective structure, staffing, and financing models for innovative schedules;
- Promising practices and lessons learned from other school systems that have implemented extended learning time programs (Massachusetts, Illinois, California, New York, etc.).

There will be five workgroup meetings from January - June 2017. Draft recommendations will be submitted to the State Board in April 2017 and recommendations will be released for public comment in May 2017. Final recommendations will be presented to the Board in June 2017.

ACTION:

For information only.

Attachment: Innovative School Schedule Workgroup Summary

Innovative School Schedule Workgroup



Rationale: Education Article §7-103.1 directs the State Board of Education to, “...explore the use of innovative school scheduling models, including extended year, year-round schooling, or other school scheduling models that do not allow for prolonged lapses in instructional time, in low-performing or at-risk public schools. The State Board shall encourage county boards to use the school scheduling models that are determined to be most effective in enhancing student achievement in low-performing or at-risk public schools.”

Charge: The Maryland State Department of Education will lead a workgroup to explore innovative school scheduling models. The workgroup will review effective practices and explore impacts of innovative school schedules, with a focus on expanding the school day and year. A report will be produced for the State Board of Education with recommendations for innovative school scheduling models.

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- Effective use of time for different innovative scheduling models;
- Effective structure, staffing, and financing models for innovative schedules;
- Promising practices and lessons learned from other states that have implemented extended learning time programs (Massachusetts, Illinois, California, New York, etc.).

Process: Workgroup sessions will be organized around each charge. Meetings will begin with a presentation by an invited guest or workgroup member on a topic related to innovative school schedules. Presentations will be followed by facilitated discussion on the topic. Recommendations will be developed based on information discussed at meetings. The table below outlines potential session topics and key questions that will be addressed during each meeting.

Date	Action
December 2016	<ul style="list-style-type: none"> • Invitations sent to workgroup members. • Guest speakers will be invited to present on specific topics.
January 2017	<p>Meeting 1</p> <ul style="list-style-type: none"> • Morning Session Topic: The impact of innovative schedules on student achievement in elementary, middle, and high school. • Afternoon Session Topic: Effective use of time for different innovative schedules. <p>Key Questions to be Addressed During Sessions:</p> <ul style="list-style-type: none"> • What are different innovative school scheduling models? • How are different models used at elementary, middle, and high school levels? • Which models are the most effective for enhancing student achievement at elementary, middle, and high school levels? • How is effectiveness measured? <p>The workgroup will begin developing draft recommendations based on information discussed at the meeting.</p>

Innovative School Schedule Workgroup



Date	Action
<p>February 2017</p>	<p>Meeting 2</p> <ul style="list-style-type: none"> • Morning Session: Structures, staffing, and financing models for innovative schedules. • Afternoon Session: Promising practices and lessons learned from other school systems that have implemented extended learning time programs. <p>Key Questions to be Addressed During Sessions:</p> <ul style="list-style-type: none"> • What are the costs associated with identified innovative school scheduling models? • What resources are needed to implement selected innovative school scheduling models? • How will the implementation of innovative school schedules impact transportation, meal programs, athletics, student work experiences, out-of-school time programs, and other enrichment experiences currently offered to students? <p>The workgroup will continue the development of draft recommendations based on information discussed at the meeting.</p>
<p>March 2017</p>	<p>Meeting 3</p> <ul style="list-style-type: none"> • Review and modify draft recommendations. • Prepare draft recommendations for review by the State Board of Education. <p>An additional meeting date will be reserved in March in case inclement weather causes cancellation of a previous meeting date.</p>
<p>April 2017</p>	<ul style="list-style-type: none"> • Draft report submitted to State Board of Education. <p>Meeting 4</p> <ul style="list-style-type: none"> • Modifications of recommendations based on input from State Board members. • Prepare recommendations for public comment.
<p>May 2017</p>	<ul style="list-style-type: none"> • Preliminary recommendations released for public comment.
<p>June 2017</p>	<p>Meeting 5</p> <ul style="list-style-type: none"> • Review and address public comments. • Prepare final report for the State Board of Education. <p>Recommendations presented to the State Board of Education on June 27, 2017.</p>

Recommended Organizations to Participate in the Workgroup:

1. Baltimore Teachers Union
2. Maryland Association of Boards of Education
3. Maryland Association of Community Colleges
4. Maryland Association of Elementary School Principals
5. Maryland Association of Secondary School Principals
6. Maryland Association of Student Councils
7. Maryland Business Roundtable for Education
8. Maryland Higher Education Commission
9. Maryland House of Delegates
10. Maryland Out of School Time Network
11. Maryland Parent Teacher Association
12. Maryland School Counselor Association
13. Maryland State Board of Education
14. Maryland State Education Association
15. Maryland State Department of Education – Division of Curriculum, Research Assessment, and Accountability
16. Maryland State Department of Education – Division of Special Education/Early Intervention
17. Maryland State Department of Education – Office of School and Community Nutrition Programs
18. Maryland State Department of Education – Pupil Transportation
19. Public School Superintendents Association of Maryland
20. Senate of Maryland
21. Maryland Public Secondary Schools Athletic Association