



Mohammed Choudhury
State Superintendent of Schools

TO: Members of the State Board of Education
FROM: Mohammed Choudhury
DATE: January 25, 2022
SUBJECT: Nationally Board Certified and Low Performing Schools

PURPOSE:

To update the State Board on the Nationally Board Certified Teachers and low performing schools for the purposes of a Nationally Board Certified Teacher (NBCT) staffing initiative.

EXECUTIVE SUMMARY:

The MSDE has developed, in collaboration with local school systems, a methodology for identifying schools which provides a state definition for NBCT low performing schools along with local flexibility to provide guided flexibility in scaling strategic staffing initiatives across all local school systems. Information will be shared on the methodology including:

1. Highlights of the framework 1.0,
2. State definition,
3. Methodology for local flexibility, and
4. National perspective on strategic staffing initiatives.

ACTION:

No action is necessary; for discussion only.



Nationally Board Certified Teachers and Low Performing Schools

Maryland State Board of Education
January 2022

- Blueprint Requirements
- Engagement
- Framework 1.0
- National Perspective and Research

Blueprint Statutory Requirements: Nationally Board Certified Teachers and Low Performing Schools



[§ 7-202.1](#) (e)(1) Using the assessments established [in] this section, **the Department shall identify low performing schools.**

[§ 6-1009](#) (a)(1)(ii) An **NBC teacher teaching at a low-performing school as identified by the county board will receive \$7,000**

(c)(2) A teacher that receives a salary increase for teaching at low-performing school may not lose that salary increase while teaching at the school even if the school ceases to be low performing.

MSDE met with PSSAM, Assistant Superintendents, Blueprint Coordinators, and Local Accountability Coordinators in a series of webinars and face to face meetings.

Summary of Feedback and Results
Stakeholders like a floor and ceiling methodology with required and optional schools maintained in the final framework.
Local flexibility so that all local school systems can participate.
Local flexibility to include Elementary, Middle and High Schools.
Stakeholders had concerns about stability from year to year. The framework will incorporate at least 2 years of data.

Framework 1.0: Nationally Board Certified Teachers and Low Performing Schools



Framework 1.0 for the identification of low performing schools includes:

- **Statewide Definition:** A uniform single statewide definition of low performing,
- **Local Flexibility:** An optional local flexibility to identify additional schools as low performing.

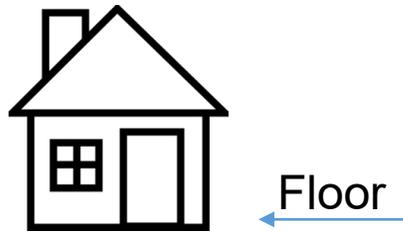
This approach allows for:

- A **consistent and comparable definition** of low performing across the state.
- A **floor to identify schools and guided flexibility** in scaling strategic staffing initiatives across all local school systems.
- **Variation based on local circumstances** and alignment with local priorities.

Framework 1.0: State Definition

State Definition

The following schools **must** be included:

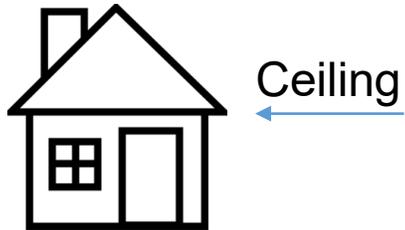


Schools identified as a 1-star or a 2-star school in 2 of the 3 most recently available years of the Accountability System*

Local School System Having Schools Meeting State Definition	Count of Schools
Anne Arundel	2
Baltimore City	58
Baltimore County	16
Dorchester	1
Harford	1
Montgomery	2
Prince George's	12
Grand Total	92

Local Flexibility

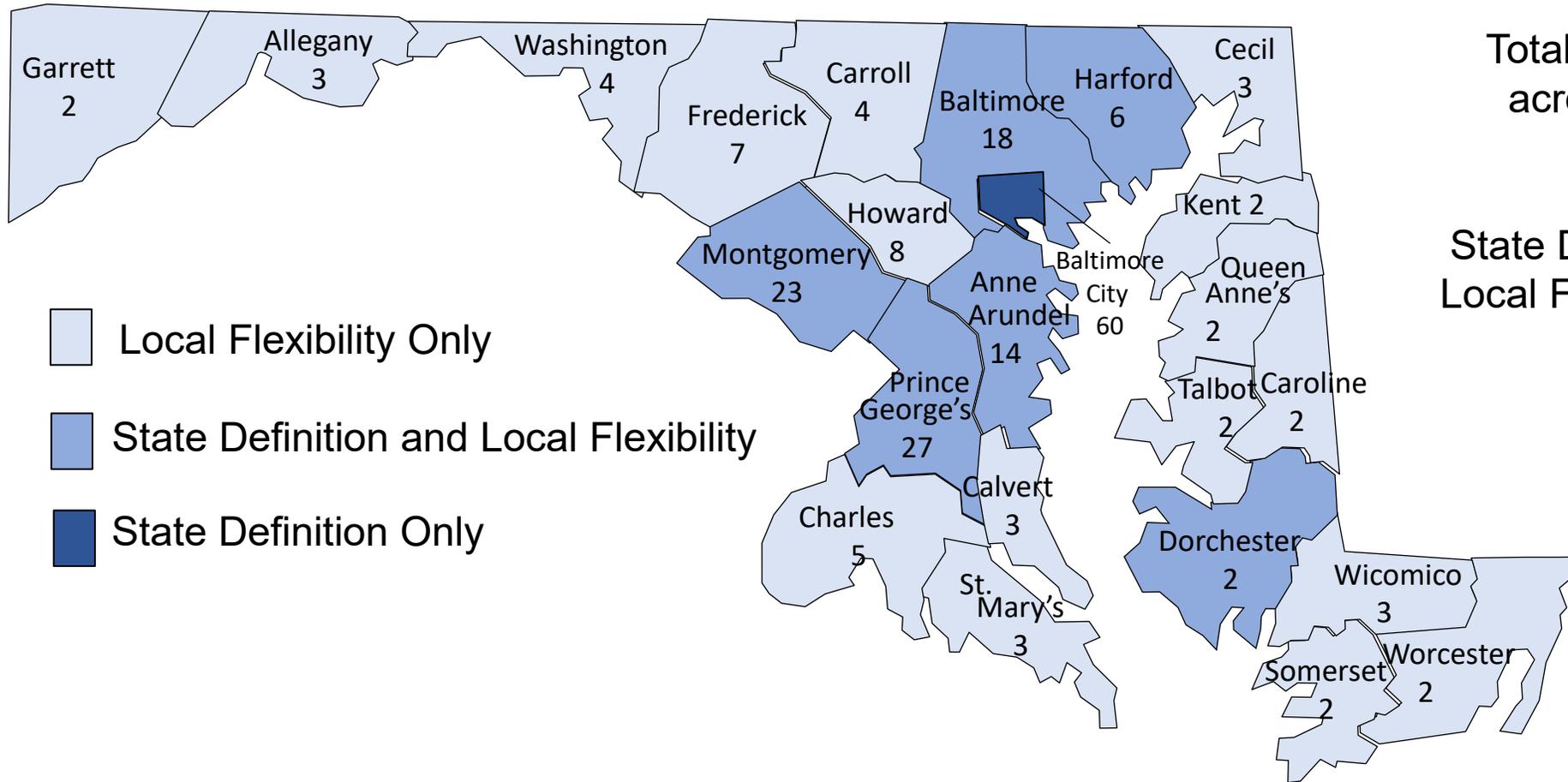
The following schools may also
be included:



Any school the Local School System identifies, using any method appropriate for their system, *so long as* the school is in **the bottom 10% of schools in their Elementary/Middle or High schools.**

- Elementary/Middle schools and High schools ranked separately.
- The ranking based on the most recent 2 years of Accountability System results for all students.
- Identified schools not to exceed 10% of schools in each Local School System unless the school meets the state definition.

Framework 1.0: State Definition AND Local Flexibility



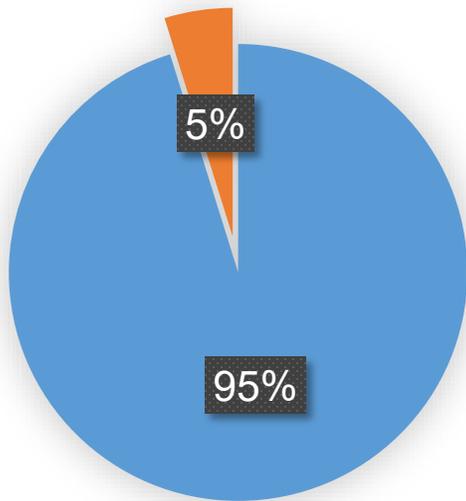
Total school count is 208
across 24 local school
systems.

State Definition = 92 schools
Local Flexibility = 116 schools

NBCT and Low Performing Schools: What it looks like today

The total count of Nationally Board Certified Teachers* in Maryland is 1,708.

Only 4.6% (79) are teaching in a school that meets the state definition of low performing or is eligible through local flexibility.

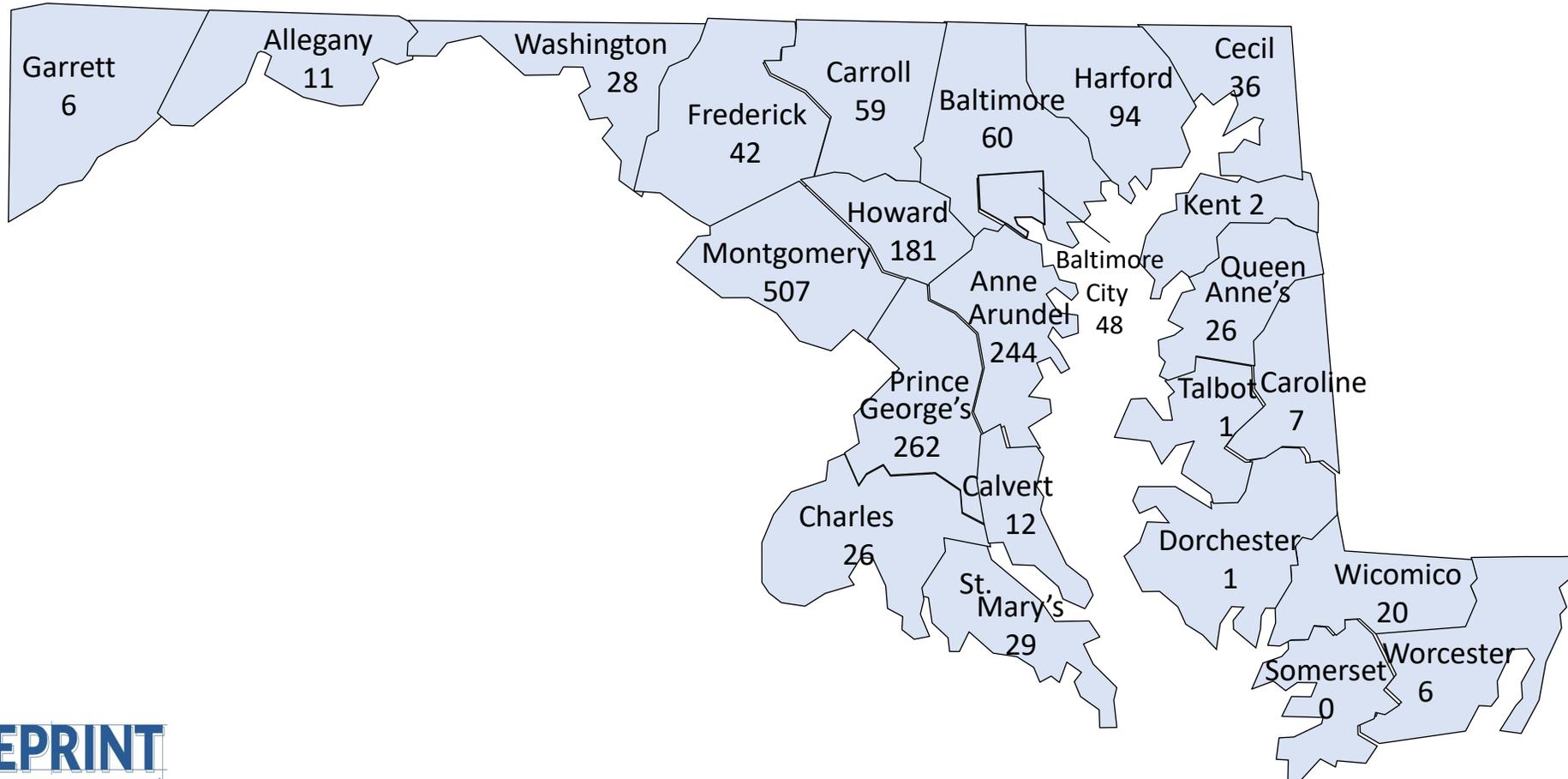


Teacher Salary increases associated with the career ladder include the following:

- Becoming a Nationally Board Certified Teacher will receive a **salary increase of \$10,000.**
- A Nationally Board Certified Teacher teaching at a low performing school will receive a **salary increase of \$7,000 and the increase continues as long as the teacher is teaching at the school** even if the school ceases to be low performing.

NBCT and Low Performing Schools: Where are Nationally Board Certified Teachers located today

The total count of Nationally Board Certified Teachers* in Maryland is 1,708 and are currently located across 23 local school systems.



National Perspective: Research from Washington State



The National Board for Professional Teaching Standards was established in 1987 to offer a national teaching credential. The National Board is a voluntary system for assessing accomplished teaching, and the national program has grown substantially with 3% of the teaching force an NBCT in 2010 (National Board of Professional Teaching Standards, 2010).

- The Washington State study found that **teachers with NBCT are generally more effective than non-NBCTs**, which is consistent with prior studies of NBCTs in North Carolina and Florida.
- The teacher effectiveness for NBCT **correspond to approximately 1-2 weeks of additional learning in elementary classrooms and middle school reading classrooms and nearly 1.5 months of additional learning in middle school math classrooms** (Bloom et al., 2008).
- **NBCTs in high-poverty schools (who have received an additional bonus since 2008) are at least as effective as teachers in other schools.** Having NBCTs in high-poverty schools in of itself is not enough to transform low performing schools.

National Perspective: Observations from Alabama



Alabama enacted an incentive program to give bonuses to high-quality teachers who work in academically or poverty-challenged schools. All Nationally Board Certified Teachers are eligible for \$5,000 from the state. **Teachers receive an additional \$5,000 bonus if they stay or move to high-need schools.** The bonus could encourage teachers already in the school to pursue certification as well.

After three years of the program 1,795 Nationally Board Certified Teachers earned the base \$5,000 and **151 teachers earned the additional \$5,000 bonus. NBCTs increased from 63 to 151 in the 2020-2021 school year.**

Bonuses were available for Nationally Board Certified Teachers who were certified in certain subjects and teaching in a targeted school. Subjects included literacy, English as a new language, math, science, career and technical education, special education.

The incentive program appears to be working. **There has been an increase in Nationally Board Certified Teachers in the targeted schools, however the vast majority of the targeted schools are without an eligible Nationally Board Certified Teacher.**

Diversity of Nationally Board Certified Teachers continues to be a challenge. **Most of the bonuses have gone to female teachers, and the incentives have not yet attracted many teachers of color.**

Goldhaber, D., & Anthony, E. (2005, November 29). *Can Teacher Quality Be Effectively Assessed? National Board Certification as a Signal of Effective Teaching*. The Urban Institute. <https://www.urban.org/sites/default/files/publication/50736/411271-Can-Teacher-Quality-Be-Effectively-Assessed-.PDF>

National Perspective: New Initiative in California



In California, funding has been allocated to attract and retain Nationally Board Certified Teachers in high priority schools for the 2021-2026 school years.

- The program awards incentive grants of up to \$25,000, paid in \$5,000 installments, to any teacher who has attained National Board Certification and commits to teaching in a high priority school for five years.
- The program awards subsidies of \$2,500 to teachers at high priority schools who initiate the national Board certification process.
- A high priority school is defined as a school with 55% or more of its students classified as an English learner, foster youth, or eligible for free or reduced-price meals.

Effective teachers are critical to the academic success of students, but all too often, students who struggle the most do not have access to effective teachers.

Common elements found in Strategic Staffing Initiatives:

- ✓ Accomplished principals and teacher leaders provided autonomy over the use of talent, time, and resources.
- ✓ Strength in numbers through cohorts of schools and teams of principals and teacher leaders.
- ✓ Resources made available including professional development
- ✓ Financial incentives provided to principals and teachers
- ✓ Initiatives are sustained over time

Examples of Strategic Staffing Initiatives

Achievement Zones

Charlotte- Mecklenberg NC

Accelerating Campus Excellence
(ACE)

Dallas TX

Opportunity Culture Initiative
Nationwide

National Perspective: Strategic Staffing Initiatives Opportunity Culture Initiative



Districts and schools designed to extend the reach of excellent teachers, principals, and their teams to more students, for more pay, within recurring school budgets.

- ✓ **Team of teachers and administrators** determine how to reach more students with teachers who have demonstrated high-growth student learning.
- ✓ **Multi-classroom leaders lead a teaching team, providing guidance and frequent on-the-job coaching** while continuing to teach, often by leading small-group instruction.
- ✓ Accountable for the results of all students in the team, multi-classroom leaders also **earn supplements averaging 20 percent (and up to 50 percent) of teacher pay**, within the regular school budget.
- ✓ The **schools redesign schedules** to provide additional school-day time for teacher planning, coaching, and collaboration.

Results

Research Shows that, on average, teachers who joined Opportunity Culture multi-classroom leaders' teams moved from producing 50th percentile student learning growth to 77th percentile student learning growth.



National Perspective: Strategic Staffing Initiatives

Charlotte Mecklenberg



Using measurable standards of performance and financial incentives, the district chose cohorts of schools and implemented a strategic staffing initiative including the following:

- ✓ A great leader is needed, a principal with a proven track record of success in increasing student achievement. **Great teachers will not go to a troubled school without a great leader as principal.**
- ✓ A team goes to the school so a person is not alone in taking on this challenging assignment; **there is strength and support in numbers.**
- ✓ **Principals must be given the time and authority to transform the school.**
- ✓ Not all job assignments are equal in difficulty and **compensation should be varied** to match.
- ✓ Teachers and principals given a **\$10,000 recruitment bonus with a commitment of 3 years and an additional \$5,000 retention bonus annually.**

Results

- Achievement substantially improved in 13 of the 14 schools in the first two cohorts of 14 schools even in the first year of the initiative.
- Achievement improvements ranged from five- to 23-point increases in student proficiency.
- Results demonstrate that results can improve even in a short period of time with the right leaders.

National Perspective: Strategic Staffing Initiatives Accelerating Campus Excellence (ACE) at Dallas ISD



The core strategy is recruiting and retaining the best possible educators for students attending chronically underperforming schools. The essential elements from this initiative include:

- ✓ **Strategic staffing of a core group of accomplished teachers and principals who are paid \$20,000-\$30,000 more annually** (for 5 years) to transform identified campuses.
- ✓ **Intentional focus on data-driven instruction** and data analysis at the student, content and grade levels.
- ✓ **Extending school day by one hour and offering daily after-school enrichment** until 6:00 p.m.; servicing breakfast, lunch and dinner to students.
- ✓ **Social and emotional learning support** for students and training for educators.
- ✓ **Strong partnerships** with parent and community organizations.

Results

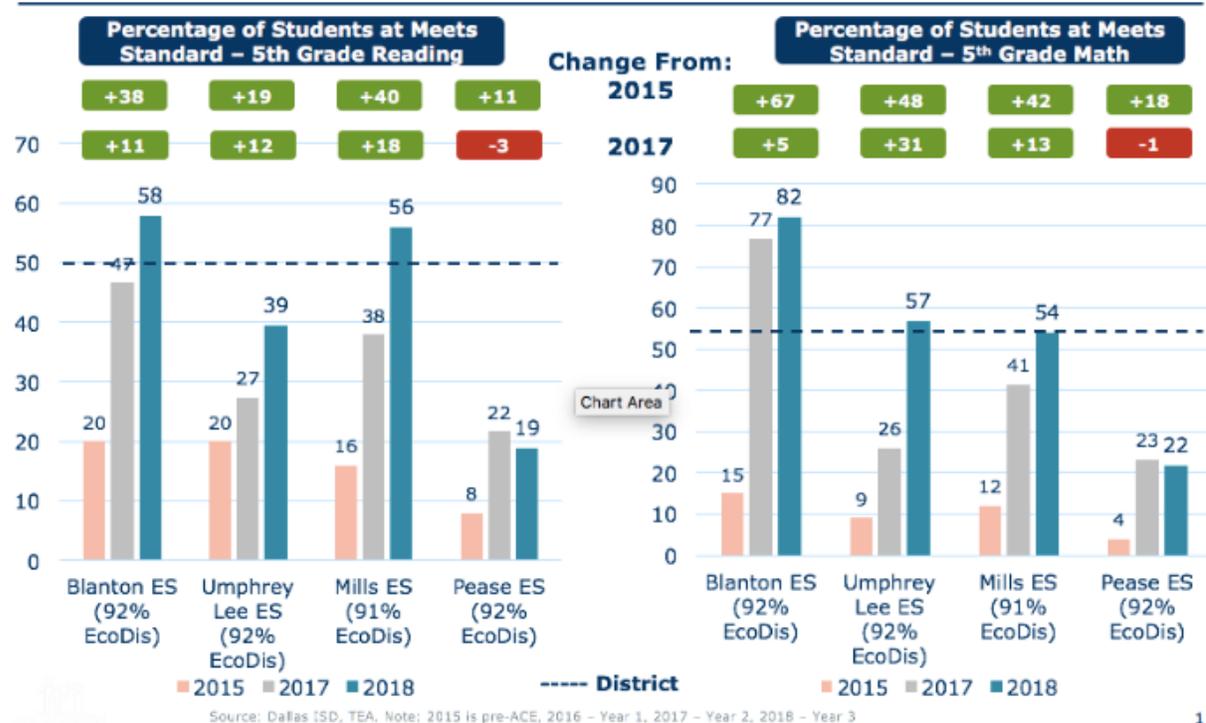
Results from the ACE program have been promising. Over the first four years (2015-2019), of the ACE initiative, 28 of 29 campuses:

- Met state accountability standards in Year One, in most cases following multiple consecutive years of failure.
- Achieved increases in student growth upwards of 67% in math and 40% in reading.
- Significantly reduced district gaps in achievement, discipline referrals and suspensions.

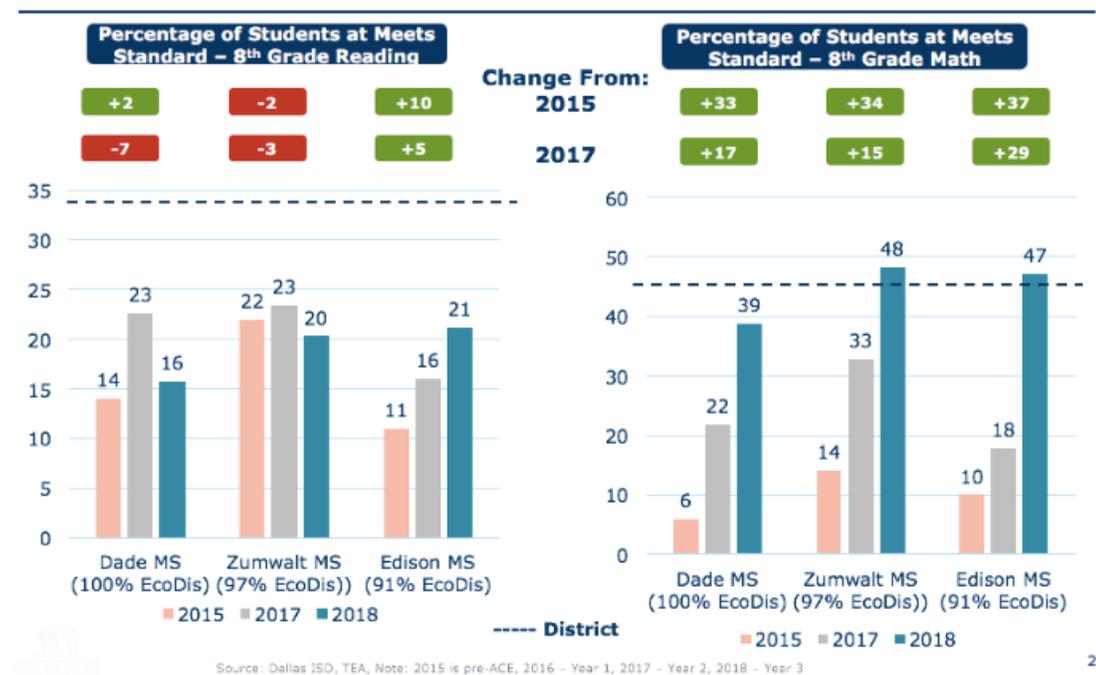
National Perspective: Strategic Staffing Initiatives Accelerating Campus Excellence (ACE)



ACE 1.0 Elementary Schools (Year 3)



ACE 1.0 Middle Schools (Year 3)



Commit Partnership. (2018, May 15). Equity Works: Accelerating Campus Excellence (ACE) Results. Retrieved January 14, 2022, from <https://commitpartnership.org/blog/equity-works-ace-results>

The ACE initiative is now a statewide school transformation pathway open to all districts in Texas. The state provides a permanent per pupil bump for such schools to sustain the model.

NBCT and Low Performing Schools: Where are NBCT in Low Performing Schools located today

Currently there are **79 Nationally Board Certified Teachers** teaching in a **Low Performing school** across 14 local education agencies. The total count of Nationally Board Certified Teachers* in Maryland is 1,708.

