

# Blueprint for GCPS Future

## Presentation Series

### Pillar 5: Governance & Accountability

January 30, 2023

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## During this presentation we will cover the following topics:

- Key Actors
- Pillar 5 Objectives
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# Key Actors

- **The Accountability and Implementation Board (AIB)** is an independent board designed to ensure implementation of the Blueprint for Maryland's Future as intended and achievement of the expected outcomes.
- **The Maryland State Department of Education (MSDE)** is the state agency that works collaboratively with the AIB, the State Board of Education and LEAs to operationalize Blueprint requirements.
- **Local Education Agencies (LEAs)** are the 24 public school systems in the State of Maryland serving the state's 23 counties and the Baltimore City. GCPS is an LEA.

# Pillar 5 Objectives

1. Support Blueprint implementation planning
2. Establish and deploy Expert Review Teams
3. Coordinate Maryland's participation in the Program for International Student Assessment (PISA)
4. Monitor Blueprint outcomes

NOTE: Click [here](#) for the AIB-developed timeline graphic with detailed milestones and responsible agencies for each objective.

# Pillar 5 Objective #1: Support Blueprint Implementation Planning

- The AIB adopted the initial Comprehensive Implementation Plan on 12/1/2022.
- GCPS' Initial Blueprint Implementation Plan is due on 3/15/2023.
- By June 2023, MSDE shall provide recommendations on the initial plan approval to the AIB.
- No later than July 2023, the AIB shall approve or disapprove initial Blueprint Implementation Plans submitted by LEA's.

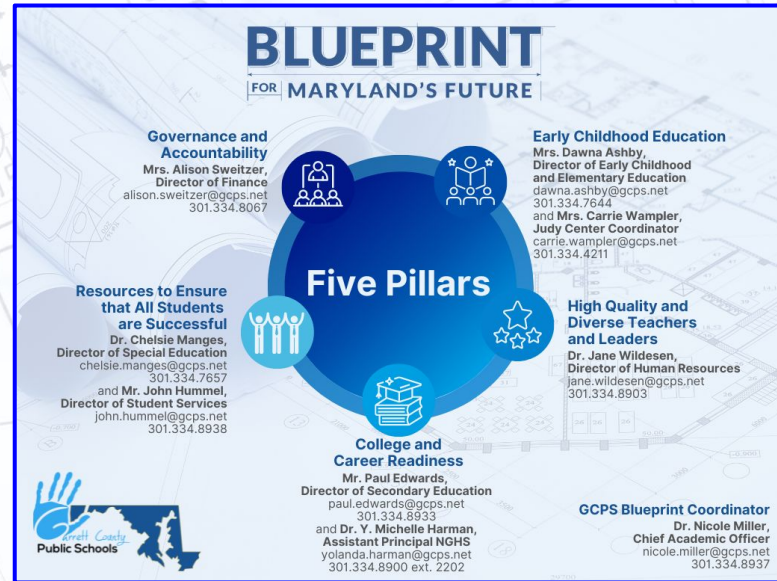


# Pillar 5 Objective #1: Current Committee Work

**GCPS Committee Structure:** Blueprint implementation planning & monitoring in GCPS has been organized with an Executive Steering Committee, led by the Blueprint Coordinator. There is a Pillar Lead for each of the five policy areas. Pillar Leads chair the respective committees. There are various sub-committees based upon objectives of each pillar.

## Executive Steering Committee Members:

- Mrs. Barbara Baker, Superintendent
- Dr. Nicole Miller, Chief Academic Officer & Blueprint Coordinator
- Mr. Paul Edwards, Director of Secondary
- Mrs. Dawna Ashby, Director of Early Childhood/Elementary
- Dr. Chelsie Manges, Director of Special Education
- Mr. John Hummel, Director of Student Services
- Dr. Jane Wildesen, Director of Human Resources
- Mrs. Alison Sweitzer, CPA, Director of Finance
- Dr. Richard Midcap, Garrett College President
- Mr. Kevin Null, Garrett County Government Administrator



# Pillar 5 Objective #1: Current Committee Work

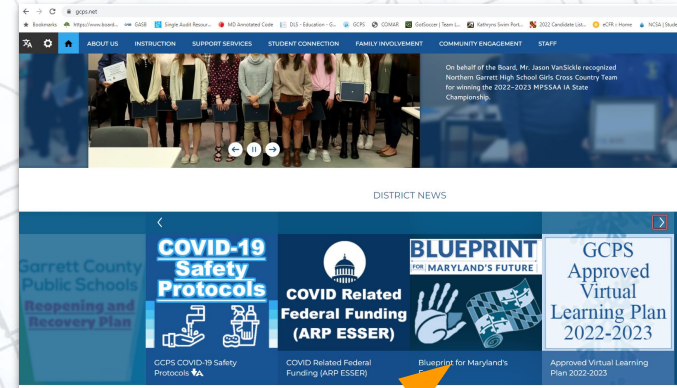
**Blueprint Implementation Project Planning:** All Committees & Sub-Committees are actively meeting to develop GCPS' plan with appropriate collaboration with stakeholders. Controls are in place to meet deadlines for the March 15, 2023, submission.

Question #	Template Page #	Topic	Question (Data Tables Shaded Yellow)	Criteria For Success	Data Table (Y/N)	Owner/Lead	Other Contributors	First Due
<b>1.1.3 - Implement a high-quality mixed-delivery (public and private) Pre-K system</b>								
6	9	Meeting the Blueprint's Targets for Pre-K	Describe the strategies the school system will employ to meet the targets for the distribution of public and private Pre-K slots set forth by the Blueprint beginning with SY 2022-23 and beyond. If the school system anticipates any barriers that may prevent it from meeting the established targets for private slots, describe each barrier individually and the strategy(s) the school system will use to overcome it, including regional efforts.	<i>School system shows a distribution of public and private Pre-K slots that matches the annual targets set by the Blueprint or describes the barriers to meeting the established targets for private seats, provides concrete strategies for meeting the targets, and detailed and reasonable explanations to address barriers that may prevent the school system from meeting the Blueprint target. (For Questions 6-7)</i>	N	Ashley Forrest	Carrie Wampler	1/25/2
7	10	Distribution of Public and Private Pre-K Slot Projections	Describe the strategies the school system will employ to meet the targets for the distribution of public and private Pre-K slots set forth by the Blueprint beginning with SY 2022-23 and beyond. If the school system anticipates any barriers that may prevent it from meeting the established targets for private slots, describe each barrier individually and the strategy(s) the school system will use to overcome it, including regional efforts.	<i>School system shows a distribution of public and private Pre-K slots that matches the annual targets set by the Blueprint or describes the barriers to meeting the established targets for private seats, provides concrete strategies for meeting the targets, and detailed and reasonable explanations to address barriers that may prevent the school system from meeting the Blueprint target. (For Questions 6-7)</i>	Y	Ashley Forrest	Carrie Wampler	1/25/2
8	10	Requesting a Waiver	Based on the data in the table above, identify whether the school system needs a waiver from the requirements set forth by the Blueprint for the distribution of public and private Pre-K slots for school year 2022-23 and 2023-24. Include a list of the LEA's schools as well as the private providers in the county (provided by MSDE) with the number of Pre-K slots for each and link it as an artifact.  Note: LEAs will have the opportunity to request waivers in subsequent years through the annual reflection and amendment process for their Blueprint Implementation Plan.	N/A	N	Dawna Ashby	Kendra Berry	1/25/2
9	11	Leveraging Resources	How will the LEA collaborate with private providers to maximize resources and overcome challenges? Identify the challenges and describe how the partnership may provide a solution. Consider the challenges facing the LEA and the private providers.	N/A	N	Carrie Wampler	Ashley Forrest	1/25/2

# Pillar 5 Objective # 1: Current Committee Work

## Stakeholder Engagement:

- [Garrett County Public School Blueprint Webpage](#)
- General email address:  
[blueprint@garrettcountyschools.org](mailto:blueprint@garrettcountyschools.org)
- Infographics are being published on the GCPS webpage (link above)
- Virtual Blueprint Information Series (this is #2 of 5 presentations in the series)
- Board of Education Blueprint Information Sessions
  - Link to January 17, 2023
  - February 14, 2023 - Pillars 2, 3 & 4
  - March 14, 2023 - Draft Implementation Plan Summary





# Pillar 5 Objective #2: Expert Review Teams

## Establish and Deploy State-Wide Expert Review Teams

- MSDE will select, assemble, and deploy Expert Review Teams as part of the MSDE Blueprint Implementation Plan.
  - Three GCPS teacher/leaders have been selected as Expert Review Team members.
- Expert Review teams will provide evidence-based recommendations to underperforming schools tailored to the needs of the school communities, resulting in improved student performance.
- Based on Expert Review Team's findings, MSDE will identify and disseminate best practices from top-performing schools throughout the State.
- Expert Review Teams will visit approximately 10% of all schools annually until all schools have been visited at least once by FY31.

# Pillar 5 Objective #2: Expert Review Teams



Description of the school review process

## 2022–2023 Expert Review Team Tentative Deployment Plan

Expert Review Teams will conduct about 50 school visits in the 2022-2023 school year.

- In Fall 2022, **MSDE will continue its pilot school visits** to better refine the Expert Review Team materials.
- In **January through May**, about eight school visits will occur each month for the remainder of the school year.
- Schools were chosen through **three different methods**:
  - **Greatest learning loss** due to the Covid-19 pandemic
  - **Lowest overall student proficiency**
  - **Widest achievement gaps** between student groups

The Blueprint requires that Expert Review Teams visit every school by 2030-2031.

The Expert Review Teams prioritize visits to high performing schools, low performing schools, and schools that continue to demonstrate learning loss due to Covid-19 disruptions.

MD Code, Education, § 5-411

The **2022-2023 Expert Review Team Deployment Plan** was sent to the AIB on July 1, 2022 for review and approval.



Slide courtesy of MSDE: Assistant Superintendents of Instruction Meeting October, 2023



# Pillar 5 Objective #2: Expert Review Teams



How were the deployment schools selected?

## School Selection Methodology 1.0

A sampling of schools will be selected using each of the three methods below in 2022-2023.

	Method	Definition
1	Largest Learning Loss	Difference in weighted average percent proficient between 2019 and 2021 ELA and Math assessments.
2	Lowest Performing	Weighted average percent proficient on the 2019 ELA and Math assessments.
3	Largest In-school Learning Gaps	Difference in weighted average percent proficient on the 2019 ELA and Math assessments for individual student groups (Race/Ethnicity, Students with Disabilities, English Learners, and Economically Disadvantaged) compared to their same school peers.



Slide courtesy of MSDE: Assistant Superintendents of Instruction Meeting October, 2023



## Pillar 5 Objective #3: Program for International Student Assessment (PISA)

- MSDE shall formally request that Maryland be included in future PISA cycles.
- MSDE shall use Maryland PISA results to benchmark Maryland 15-year-old student performance in reading, math, and science to students in top-performing systems around the world.



# Pillar 5 Objective #4: Monitor Blueprint Outcomes

- The AIB is responsible for monitoring implementation of all Blueprint plans and holding all entities accountable for implementation and outcomes.
- The AIB has the authority to withhold funding from LEAs that are not implementing the Blueprint or who are not making adequate progress towards outcomes.
- In order for the AIB to monitor and analyze the availability and use of Blueprint funding, GCPS is required to:
  - Submit school-level budgets
  - Submit school-level expenditures mid-year
  - Submit school-level final expenditures
- GCPS is required to alter our budget development process, current year monitoring tools, and the final reports when a fiscal year is closed out.
- The AIB will also analyze disaggregated data to measure progress towards implementing the Blueprint and achieving expected outcomes from FY 23-32.

# Pillar 5 Objective #4- Current Committee Work



## Overview

### The Blueprint for Maryland's Future Funding Formula

The formula for the Blueprint is a weighted-student formula. That means, the formula provides resources to local education agencies (LEAs) based on total student enrollment and on the enrollment of certain student subgroups. The formula also provides program funding for Blueprint-mandated programs.

#### Base Per-Pupil Amount

- The target per-pupil foundation provides for the costs of providing adequate educational services for an average student. All eligible full-time equivalent students receive this formula aid.
- Any formula weights amount refer back to this program. For example, a weight amount of 85% means 85% of the target per-pupil foundation.

#### Weighted Amounts

- Weighted amounts provide additional resources to a LEA based upon enrollment of specific subgroups.
- This funding reflects the fact that some student groups may require more resources in order ensure the provision of adequate educational services. For example, an English learner (EL), on average, requires more resources than a non-English learner.

#### Program Amounts

- Program amounts are allocated to LEAs at a flat, non per-pupil amount. For example, the Guaranteed Tax Base Aid program provides additional State aid to LEAs that 1) have less than 80 percent of the statewide average wealth per pupil, and that 2) provide funding above the local share required by the Foundation Program. The program encourages less wealthy jurisdictions to maintain or increase local education tax effort.

*This slide courtesy of 'Regional Data Walks: A Data Deep Dive into Western Maryland's Schools' presentation at Maryland State Board of Education October 25, 2022 Meeting.*



# Pillar 5 Objective #4: Current Committee Work & Weighted Student Funding

The total amounts for the base and additional sub groups is dictated by law and funded with both state and local funding. The split is dependant upon the relative wealth of the county.

## A weighted student funding system

1. Allocates a base amount for all students and then
2. Allocates additional amount(s) for students with certain characteristics called sub groups.

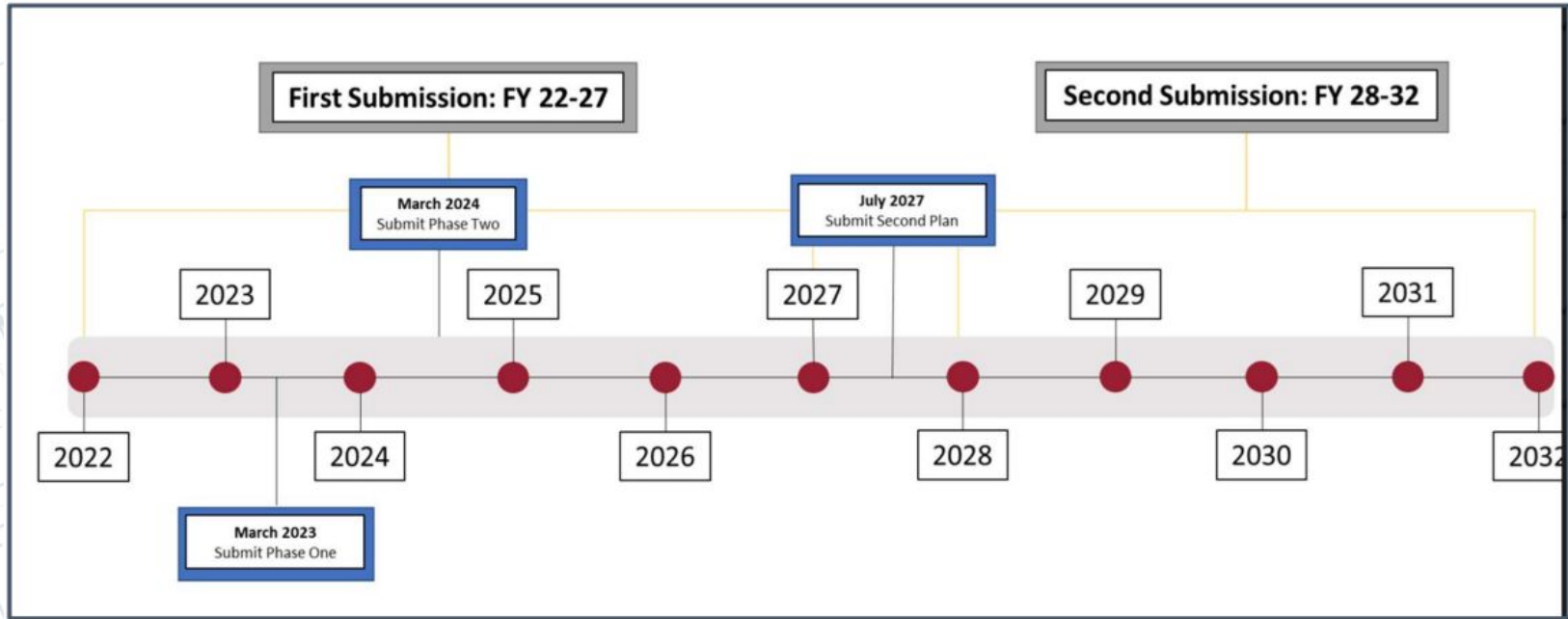
English Learner			\$8,310	
2nd grader (TSI)		\$665		
FARMS (Comp Ed)	\$7,396		\$7,396	
Special Education	\$7,147	\$7,147		
Base Amount (Foundation)	\$8,310	\$8,310	\$8,310	\$8,310
	Student A	Student B	Student C	Student D
	\$22,853	\$16,122	\$24,016	\$8,310

## Blueprint Required Student Sub Groups:

- High Poverty/Low Income
- English Learners
- Special Education
- Meeting CCR standard
- Grade Bands (PK & K-3)

**Maryland's Schools are now required to budget, monitor and report expenses per pupil, per program per school. Funding MUST follow the student.**

# Pillar 5: Blueprint Implementation Plan Timeline





# Pillar 5: Feedback

The following link will take you to a google form to provide feedback on what you heard today specific to Pillar 5.

Link: <https://forms.gle/q8416Np7S3w8U41j6>

# Resources for Pillar 5

## **Pillar 5: Governance and Accountability**

*Blueprint Coordinator:*

Dr. Nicole Miller, Chief Academic Officer

Email address is [nicole.miller@garrettcountyschools.org](mailto:nicole.miller@garrettcountyschools.org)

*Pillar Lead:*

Alison Sweitzer, CPA, Director of Finance

Email address is [alison.sweitzer@garrettcountyschools.org](mailto:alison.sweitzer@garrettcountyschools.org)

For other/general Blueprint information, please contact

[blueprint@garrettcountyschools.org](mailto:blueprint@garrettcountyschools.org)

