Expert Review Team Pilot

Development and Pilot Deployment of Expert Review Teams
Purpose of the Expert Review Team

(c) The purpose of the Program is for teams of expert educators to:

• (1) Conduct interviews, observe classes, and use other data to analyze the extent to which The Blueprint for Maryland's Future is being implemented; and

• (2) Collaborate with school-based faculty and staff and local school system staff to:
  o (i) Determine reasons why student progress is insufficient; and
  o (ii) Develop recommendations, measures, and strategies to address the issues identified by the Expert Review Team.

MD Code, Education, § 5-411

• (e)(3) If the Department, based on a recommendation of an Expert Review Team, determines that a school's low performance on assessments is, largely, due to curricular problems, the school shall adopt the curriculum resources developed under this section.

• (4) Except as provided in paragraph (3) of this subsection, this section does not require a public school or county board to adopt the Department's curriculum standards and curriculum resources and may not be construed to restrict a county board's authority to adopt curricula under § 4-111 of this article.

MD Code, Education, § 7-202.1
Expert Review Team Pilot Overview

- **Teams of 6 experts** (teachers, school leaders, and other experts) use established protocols to visit schools and review causes of student performance trends, behavioral health services, and Blueprint implementation.
  - The program design, visit protocols, and pilot evaluation rubric were based on best practice research and engagement with stakeholders across Maryland.
- As of July 2022, there have been over **400 applications** to be part of the Expert Review Team, and **120 experts have been hired**.
  - Applicants provided data that shows a track record of improving student outcomes, interviewed with MSDE staff, and completed a performance task.
- In 2022-2023, Expert Review Teams will visit about 50 schools across the state.
  - Schools are chosen based on learning loss due to the Covid-19 pandemic, overall student proficiency, and achievement gaps between student groups.
Expert Review Team

Project Timeline

- **Fall 2021**: MSDE development of Expert Review Team pilot
- **Spring 2022**: Pilot deployment of Expert Review Team to 3 schools
- **April-May 2022**: Review and feedback of the site review processes, rubric, and other materials with school principals and LEA central office leaders from across the state
- **May-June 2022**: Review and feedback discussions with the pilot schools and members of the Expert Review Teams
- **July 1 2022**: 2022 - 2023 Expert Review Team Tentative Deployment Plan submitted to AIB
- **Fall 2022**: Full deployment of the Expert Review Team
- **Spring 2023**: Continuation of Pilot deployment
**Stakeholder Engagement**

Focus groups allowed a variety of stakeholders to provide feedback on the pilot school review resources throughout their development.

<table>
<thead>
<tr>
<th>Date</th>
<th>Audience</th>
<th>Topic of Feedback</th>
</tr>
</thead>
<tbody>
<tr>
<td>12/17/21</td>
<td>MSDE Division Leadership</td>
<td>Shared an overview of the School Review Process. Received feedback on the draft Expert Review Team Resources such as the School Review Process, Capture Sheet, and Focus Group Questions.</td>
</tr>
<tr>
<td>3/25/22</td>
<td>School Principals representing the 5 regions and different demographics.</td>
<td>Shared the draft Expert Review Team resources and received feedback on the process of the site reviews, Rubric, and Capture Sheet. Asked principals to take part in the spring pilot deployment.</td>
</tr>
<tr>
<td>4/7/22</td>
<td>LEA Central Office Leaders representing 4 school systems from 3 regions</td>
<td>Shared and received feedback on the process of site reviews and the School Review Rubric.</td>
</tr>
<tr>
<td>5/16/22</td>
<td>Principals Participating in the Spring Pilot Deployment</td>
<td>Provided feedback based on their experience in hosting a Site Visit.</td>
</tr>
<tr>
<td>5/17/22</td>
<td>MSDE Expert Review Team</td>
<td>Provided feedback based on their experience preparing for and facilitating a Site Visit.</td>
</tr>
</tbody>
</table>
Spring 2022 Pilot Deployment

Boonsboro Elementary School
Western School of Technology
Bladensburg High School
Rock Hall Elementary School
North Dorchester Middle School

Pilot School Selection

<table>
<thead>
<tr>
<th>Schools Selected and Visited</th>
</tr>
</thead>
<tbody>
<tr>
<td>Schools Selected but Not Visited due to Covid Restrictions and Assessment Schedules</td>
</tr>
</tbody>
</table>
## Pilot Deployment Site Visit Feedback

### Summary of Site Visit from Rock Hall ES (4/22/22), Boonsboro ES (4/26/22), and North Dorchester MS (5/5/22)

<table>
<thead>
<tr>
<th>Pilot Schools Feedback</th>
<th>MSDE Actions</th>
</tr>
</thead>
<tbody>
<tr>
<td>- The Pilot schools reported that <strong>communication</strong> from the Reviewers was helpful. Teachers really <strong>appreciated the feedback notes</strong> left in their rooms.</td>
<td>- MSDE will include more emphasis on the <strong>procedures for conducting observations and school visits in the training</strong>.</td>
</tr>
<tr>
<td>- The <strong>principals liked the structure of the interview</strong> allowing the principals to provide the realities on teaching and learning in the school.</td>
<td>- Schools will be given <strong>sufficient time in advance to prepare and submit documents</strong>.</td>
</tr>
<tr>
<td>- Principals felt that the Expert Review Team process was demanding, and they <strong>had many questions before the visit</strong>.</td>
<td>- Virtual and telephone meetings may be scheduled to discuss <strong>what is needed prior to visit</strong> to streamline communication.</td>
</tr>
<tr>
<td>- The interviews and focus groups had many questions to answer <strong>in a very short period of time</strong>.</td>
<td>- MSDE Expert Review Team will <strong>proactively communicate with the schools</strong> at set intervals in the process.</td>
</tr>
<tr>
<td></td>
<td>- MSDE is in the process of <strong>consolidating the questions to be asked in the interviews and focus groups</strong>, to better work within the allotted time.</td>
</tr>
</tbody>
</table>
Expert Review Team

Qualifications for Expert Review Team

<table>
<thead>
<tr>
<th>Teachers</th>
<th>School Leaders and Central Office Staff</th>
<th>Other Experts</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. have a minimum of three years of effective teaching experience and 2. demonstrate evidence of improving student outcomes, as demonstrated by submitted evidence.</td>
<td>1. have a minimum of three years of school and/or central office leadership experience and 2. demonstrate evidence of improving student outcomes, as demonstrated by submitted evidence.</td>
<td>1. have a Bachelor's degree and 2. authored peer-reviewed, published research papers/articles on effective practices for school improvement or 3. have experience leading school quality reviews or 4. have experience serving as a superintendent, chief executive officer, or other executive leadership position in a school district that demonstrated improvement.</td>
</tr>
</tbody>
</table>

The Blueprint requires that Expert Review Teams consist of teachers, school leaders, and other experts who reflect the geographic, racial, ethnic, linguistic, and gender diversity of Maryland students.

*MD Code, Education, § 5-411*
Hiring Expert Review Team Members

We are building our Maryland Expert Review Team! Seeking Teachers, School Leaders, and Education Experts.

- Are you an educator who has experience improving student outcomes?
- Are you a school leader with at least three years of leadership experience?
- Are you an individual with experience in effective school improvement practices?

Apply

Panel Interview, Performance Task, Reference Check

400 Applicants

Hire

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

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
### MCAP: State Early Fall Results (2021) Math Grade 3-8

#### Percent of Students Scoring Proficient by Student Group (2018-2019 to 2021-2022)

<table>
<thead>
<tr>
<th>Student Group</th>
<th>2019 Tested Count</th>
<th>2021 Tested Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>366,695</td>
<td>338,339</td>
</tr>
<tr>
<td>Am.Ind./AK</td>
<td>1,036</td>
<td>900</td>
</tr>
<tr>
<td>African Am.</td>
<td>128,101</td>
<td>113,012</td>
</tr>
<tr>
<td>Asian</td>
<td>21,121</td>
<td>20,254</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>69,069</td>
<td>71,151</td>
</tr>
<tr>
<td>Native Hl/Pac.Isl.</td>
<td>586</td>
<td>495</td>
</tr>
<tr>
<td>White</td>
<td>129,486</td>
<td>114,393</td>
</tr>
<tr>
<td>2+</td>
<td>17,296</td>
<td>17,188</td>
</tr>
<tr>
<td>EL</td>
<td>44,746</td>
<td>39,402</td>
</tr>
<tr>
<td>SWD</td>
<td>35,313</td>
<td>41,570</td>
</tr>
<tr>
<td>FARMS</td>
<td>169,314</td>
<td>148,515</td>
</tr>
<tr>
<td>Female</td>
<td>178,869</td>
<td>165,953</td>
</tr>
<tr>
<td>Male</td>
<td>187,826</td>
<td>171,781</td>
</tr>
</tbody>
</table>

- **Female**: 14% (2019), 16% (2021)
- **Male**: 16% (2019), 16% (2021)
- **White**: 12% (2019), 17% (2021)
- **2+**: 4% (2019), 5% (2021)
- **EL**: 8% (2019), 8% (2021)
- **SWD**: 5% (2019), 4% (2021)
- **FARMS**: 10% (2019), 10% (2021)
- **Hispanic/Latino**: 12% (2019), 17% (2021)
- **Native Hl/Pac.Isl.**: 7% (2019), 7% (2021)
- **Asian**: 14% (2019), 17% (2021)
- **African Am.**: 14% (2019), 17% (2021)
- **SWD**: 5% (2019), 4% (2021)
- **FARMS**: 10% (2019), 10% (2021)
- **White**: 12% (2019), 17% (2021)
- **2+**: 4% (2019), 5% (2021)
- **EL**: 8% (2019), 8% (2021)
- **SWD**: 5% (2019), 4% (2021)
- **FARMS**: 10% (2019), 10% (2021)
- **Female**: 14% (2019), 16% (2021)
- **Male**: 16% (2019), 16% (2021)
On-Site Review Process

Before Site Visit
~5 weeks before visit

- MSDE and local school systems select schools and dates for site visits.
- Selected schools prepare documentation for the review team.
- MSDE reviews documentation and meets with reviewers to prepare for site visit.
- Reviewers will be scheduled so they do not visit any schools in their own county.

During Site Visit
~ 1 – 2 days

- MSDE and Expert Review Team meet with school leadership to review agenda and logistics for the school visit.
- The Expert Review Team collects objective, unbiased, and factual evidence to support findings and recommendations.
- The Expert Review Team calibrates data and shares feedback with the school at the end of the visit.
- MSDE manages the Expert Review Team through the process, acting as a liaison between the school and reviewers.

After Site Visit
~ 1 – 2 months after visit

- The Expert Review Team compiles data and MSDE sends draft report.
- The school receives the draft report and makes factual corrections and provides comments.
- MSDE finalizes report after receiving draft report from school.

The Blueprint requires that Expert Review Teams conduct investigations into the cause of poor student performance and recommend solutions.

*MD Code, Education, § 5-411*
### Sample School Site Visit Schedule

**Morning meeting with principal and central office staff representatives to review the agenda for the day and school logistics (location of restrooms, classrooms, etc.)**

<table>
<thead>
<tr>
<th>Time (minutes)</th>
<th>Description of what team will be doing:</th>
<th>Time (minutes)</th>
<th>Description of what team will be doing:</th>
</tr>
</thead>
<tbody>
<tr>
<td>45 mins</td>
<td>Facilitate classroom or PLC reviews</td>
<td>45 mins</td>
<td>Teacher Focus Group</td>
</tr>
<tr>
<td>15 mins</td>
<td>Debrief</td>
<td>15 mins</td>
<td>Debrief</td>
</tr>
<tr>
<td>45 mins</td>
<td>Facilitate classroom or PLC reviews</td>
<td>45 mins</td>
<td>School Leader Focus Group</td>
</tr>
<tr>
<td>15 mins</td>
<td>Debrief</td>
<td>15 mins</td>
<td>Debrief</td>
</tr>
<tr>
<td>45 mins</td>
<td>Facilitate classroom or PLC reviews</td>
<td>45 mins</td>
<td>Students Focus Group</td>
</tr>
<tr>
<td>15 mins</td>
<td>Debrief</td>
<td>15 mins</td>
<td>Debrief</td>
</tr>
<tr>
<td>30 mins</td>
<td>Lunch</td>
<td>30 mins</td>
<td>Lunch</td>
</tr>
<tr>
<td>45 mins</td>
<td>Facilitate classroom or PLC reviews</td>
<td>45 mins</td>
<td>Parent Focus Group</td>
</tr>
<tr>
<td>15 mins</td>
<td>Debrief</td>
<td>15 mins</td>
<td>Debrief</td>
</tr>
<tr>
<td>45 mins</td>
<td>Facilitate classroom or PLC reviews</td>
<td>45 mins</td>
<td>Teacher Focus Group</td>
</tr>
<tr>
<td>15 mins</td>
<td>Debrief</td>
<td>15 mins</td>
<td>Debrief</td>
</tr>
<tr>
<td>45 mins</td>
<td>Review team meets to discuss outcomes of day</td>
<td></td>
<td>Review team meets with principal and central office staff to debrief on day 1 and prepare for day 2.</td>
</tr>
<tr>
<td>30 mins</td>
<td>Review team meets with principal and central office staff to debrief on day 1 and prepare for day 2.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Pilot Expert Review Team Rubric

- Within the Pilot Rubric, each domain contains indicators and measures that will review causes of student performance trends, behavioral health services, and Blueprint implementation.
  - Indicators specify criteria within the domain that will be reviewed.
  - Measures identify the component that will be rated within the indicator.
  - There are a total of 4 Domains, 10 Indicators, and 23 Measures in the pilot rubric.

- **Domain 1: Curriculum and Instruction** - High-quality curriculum, instructional materials, teaching practices, and assessment are implemented to support student learning.
- **Domain 2: Student Support** - Schools use data to identify students and implement a multi-tiered approach to support all student groups.
- **Domain 3: Educator Support** - Educators at all levels are provided with support to improve that results in shifts in instructional practice.
- **Domain 4: Management and Operations** - School and district leadership ensure systems and structures are in place in the school that prioritize improvements in student performance.
# Draft Pilot School Review Rubric Format

**Domain 1: Domain name**

<table>
<thead>
<tr>
<th>Indicator 1: Indicator name</th>
</tr>
</thead>
</table>

**Measures**

<table>
<thead>
<tr>
<th>Measure name: Lorem ipsum dolor Lorem ipsum dolor Lorem ipsum dolor Lorem ipsum dolor Lorem ipsum dolor Lorem ipsum dolor Lorem ipsum dolor Lorem ipsum dolor</th>
</tr>
</thead>
</table>

**Accomplishing with Continuous Improvement**

- Lorem ipsum dolor Lorem ipsum dolor Lorem ipsum dolor Lorem ipsum dolor Lorem ipsum dolor Lorem ipsum dolor Lorem ipsum dolor Lorem ipsum dolor

**Evidence**

- Lorem ipsum dolor Lorem ipsum dolor Lorem ipsum dolor Lorem ipsum dolor Lorem ipsum dolor Lorem ipsum dolor
- Lorem ipsum dolor Lorem ipsum dolor Lorem ipsum dolor
- Lorem ipsum dolor Lorem ipsum dolor Lorem ipsum dolor
- Lorem ipsum dolor Lorem ipsum dolor Lorem ipsum dolor
# Pilot Rubric: HQIM (High-Quality Instructional Materials)

## Domain 1: Curriculum and Instruction

High-quality curriculum, instructional materials, teaching practices, and assessment are implemented to support student learning.

**Indicator 1: Curriculum and Instructional Materials** - Curriculum and instructional materials are aligned to standards, incorporate culturally responsive strategies, and are supported by research.

<table>
<thead>
<tr>
<th>Measures</th>
<th>Accomplishing with Continuous Improvement</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>High-quality Instructional Materials: Instructional materials are culturally responsive and aligned to standards and research.</td>
<td>❑ Curriculum and instructional materials are aligned to Maryland Career and College Ready Standards; ❑ Curriculum and instructional materials represent a diversity of perspectives, authors, and characters; acknowledge the contributions of diverse individuals and cultures; and engage and value the culture and identities of students; ❑ Curriculum and instructional materials are supported by research; ❑ Selection of curriculum and instructional materials includes the input of teachers, families, and other stakeholders; ❑ Curriculum and instructional materials are reviewed annually and modifications are made as necessary; ❑ Data disaggregated by race, service group, and gender is used in the process of selecting, reviewing, and modifying curriculum and instructional materials.</td>
<td>• Curriculum vetting rating for mathematics and English language arts (ELA) from the Maryland State Department of Education (MSDE) or EdReports demonstrating curriculum is aligned to Maryland College and Career Ready Standards. • Evidence level obtained from Evidence for ESSA, MSDE Curriculum Support Materials, or a similarly rigorous source for mathematics and ELA instructional materials or programs demonstrating effectiveness. • Documented process to select and review curriculum and instructional materials and evidence that process was implemented (surveys, agendas, meeting minutes, etc.). • Examples of instructional materials that align with culturally responsive practices (sample books with diverse characters and authors; lessons that connect to different cultures; math lessons that acknowledge the contributions of diverse individuals, etc.). • Disaggregated student group data for mathematics and ELA is used to inform selection, review, and modification of curriculum and instructional materials with an explicit goal of eliminating difference in performances across student groups. • Selected curriculum and instructional materials have entry points for all learning levels based on data and support reducing the gap among student groups. For example, curriculum or instructional resources contain support for students identified as performing below, on, or above grade level.</td>
</tr>
</tbody>
</table>
MSDE’s Approach to Continuous Improvement and Updates

MSDE is continuing to make changes to the rubric, based on initial feedback from stakeholders, the AIB, and best practices. Some of the questions we are considering are:

• **How many rating levels should be included to promote school improvement?**
  o Under the Pilot Rubric, each measure is rated as “Accomplishing with Continuous Improvement” or not (“In Progress”). MSDE is exploring whether additional rating levels should be added to the rubric. For example, a “Partially Meets” label may be introduced to differentiate a school that shows evidence of some components of a measure.

• **Which measures should be included?**
  o MSDE has strengthened and added measures to the Expert Review Team Pilot Rubric, including measures covering the 9th grade tracker, secondary literacy, students on the CCR support pathway, community schools, organizing the school day to maximize educator collaboration, and other measures to further assess the implementation of the Blueprint.

• **How do we ensure the Expert Review Team process complements the state accountability system?**
  o The Expert Review Team process should intentionally work with the state accountability system and not create conflicting ratings for the school. MSDE is exploring whether greater alignment between the accountability system and the Blueprint is needed and if all areas are addressed to ensure successful implementation of the Blueprint.
### DOMAIN 2: Student Support
- Schools use data to identify students and implement a multi-tiered approach to support all student groups.

### Indicator 2: Community Schools
(*Only applies to schools receiving a Concentration of Poverty Grant*)

<table>
<thead>
<tr>
<th>Community Schools: Implementation Fidelity</th>
<th>Accomplishing with Continuous Improvement</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>- The School has hired a community school coordinator</td>
<td>- Job description of community school coordinator</td>
<td></td>
</tr>
<tr>
<td>- The school has an advisory committee with parents, families, and community partners</td>
<td>- Name of hired coordinator</td>
<td></td>
</tr>
<tr>
<td>- The school has completed a needs assessment</td>
<td>- Meeting schedule and agendas of advisory committee</td>
<td></td>
</tr>
<tr>
<td>- The school has developed a Community Schools implementation plan</td>
<td>- Completed Needs Assessment document</td>
<td></td>
</tr>
<tr>
<td>- School has identified community partnerships with the goal of ensuring high-quality wraparound services</td>
<td>- Completed Community Schools Implementation Plan document</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Identification of community partnerships and plan for implementation of services</td>
<td></td>
</tr>
</tbody>
</table>
Deployment and Next Steps

• MSDE has **begun the pilot deployment** of the Expert Review Team and will continue the pilot in the 2022-2023 school year.

• **Regular engagement** will continue with school systems, the AIB, and other stakeholders to receive feedback.

• MSDE will continue to **build a high-quality bench of expert reviews** through a rigorous **hiring process**.

• All **pilot materials and protocols will be continuously improved** and shared with stakeholders for multiple rounds of feedback.
Supply and Demand of the Teacher Workforce

Data on the Supply, Demand, and Diversity of Maryland’s Teacher Workforce
Teacher Workforce Supply and Demand: Why it Matters

- Lack of sufficient, qualified teachers and staff instability threaten students’ ability to learn
- High teacher turnover consumes economic resources that could be used elsewhere. Separation, recruitment, hiring, and training is estimated to cost between $9k-$21k per teacher
- High turnover makes it difficult to build a solid reputation for the profession, perpetuating the shortage.
- Newer teachers are generally less effective and less familiar with students’ needs
- A study of 14 states found that between 8 and 18 percent of teachers left the profession in the three years leading up to the pandemic
- Some teacher turnover is unavoidable:
  - Teachers retiring
  - Teachers moving into administration
  - Teachers pursuing another career
- Teacher shortages are driven by local conditions and issues and will vary by location

Teacher Workforce Supply: National and State Overview

- Between the 2008-2009 and the 2018-2019 school years, the number of people completing a teacher-education program declined by almost a third.
- Traditional teacher-preparation programs saw the largest decline—35 percent—but alternative programs experienced drops, too.
- The number of bachelor’s degrees conferred in education declined by 22 percent between 2005-2006 and 2018-2019. At the same time, the total number of bachelor’s degrees conferred in all fields rose by 29 percent.
- Alternative preparation programs are more diverse than traditional colleges of education: 71 percent of those who complete a traditional program are white, compared to 55 percent of those who complete an alternative program that’s not based at an institute of higher education.
- Total enrollment in Maryland teacher preparation programs has declined by 33% since 2012.

Source: https://www.edweek.org/teaching-learning/fewer-people-are-getting-teacher-degrees-prep-programs-sound-the-alarm/2022/03#-text=The%20downward%20trend%20has%20been,alternative%20programs%20experienced%20drops%2C%20too.
Maryland Teacher Attrition Rates by Race/Ethnicity

- In Maryland, **Black and Hispanic teachers are most likely to not return to teach in the state**
- Nationally, teachers of color have a 18.9% turnover rate, compared to 15% for their white peers, and **Black teachers have one of the highest rates of turnover**, according to the Institute for Research and Labor Employment
- Even where schools have strategies in place to recruit teachers of color, **recruiting and retaining teachers of color has been difficult**
- **Black teachers report that they shoulder additional responsibilities due to their race**, also known as the “invisible tax”

### Table: Maryland Teacher Attrition Rates by Race/Ethnicity

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>2018</th>
<th>2019</th>
<th>2020</th>
<th>2021</th>
<th>2022</th>
</tr>
</thead>
<tbody>
<tr>
<td>Black/African American</td>
<td>11.8%</td>
<td>11.5%</td>
<td>9.6%</td>
<td>7.9%</td>
<td>7.0%</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>10.4%</td>
<td>11.5%</td>
<td>8.5%</td>
<td>6.8%</td>
<td>5.7%</td>
</tr>
<tr>
<td>Asian</td>
<td>8.6%</td>
<td>8.6%</td>
<td>8.2%</td>
<td>6.8%</td>
<td>5.7%</td>
</tr>
<tr>
<td>White</td>
<td>7.1%</td>
<td>7.0%</td>
<td>8.2%</td>
<td>6.8%</td>
<td>5.7%</td>
</tr>
</tbody>
</table>

Rates indicate the percentage of teachers in Maryland in 2020-21 who did not return to teach in the state in 2021-22.

Insight from the MSDE Teacher Diversity Roundtable

“I was able to put my students’ heritage in because I’m Mexican, so I was able to connect from students from Central America, South America, bring in the slang and it also was something I could bring to the table for all of the veteran teachers...

It was great that I could speak Spanish, ‘Oh my gosh, you understand where these students are coming from.’

But it was a **double-edged sword** because it led to many of my schools that they would ask me during my own personal time, ‘Hey, I have a parent who doesn’t speak English, can you translate?’

And I felt like as a new teacher I **could not say no** and so it was definitely like I was backed into a corner...”
Supply and Demand of the Teacher Workforce

Maryland Teacher Vacancies, 2019 to 2022

- Nearly all Maryland LEAs started the 2021-2022 school year with a greater number of teacher vacancies as compared to prior school years.
- There were nearly 2,000 educator vacancies in Maryland in September 2021.
- According to the National Center for Education Statistics, 44% of public schools reported full- or part-time teaching vacancies at the start of the 2021-2022 school year. More than half of the schools said those vacancies were due to resignations.

### Supply and Demand of the Teacher Workforce

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Allegany</td>
<td>0</td>
<td>1</td>
<td>3</td>
<td>13</td>
</tr>
<tr>
<td>Anne Arundel</td>
<td>38</td>
<td>62</td>
<td>29</td>
<td>108</td>
</tr>
<tr>
<td>Baltimore City</td>
<td>106.5</td>
<td>88.5</td>
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Source: 2018-2021: Self-reported By Local Education Agencies; 2021-2022: MSDE Vacancy Data Collection
Supply and Demand of the Teacher Workforce

Maryland Teacher Vacancies, 2022

11 LEAs had an increased number of teacher vacancies over the course of the school year.

<table>
<thead>
<tr>
<th>LEA</th>
<th>First Day</th>
<th>End of Year</th>
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<tr>
<td>Worcester</td>
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</tbody>
</table>

Source: First Day: 2021-2022 Vacancy Data Collection; End Of Year: Self-reported By LEAs
Supply and Demand of the Teacher Workforce

Maryland Teacher Preparation Enrollment Trends

Total enrollment in teacher preparation programs has declined by 33% since 2012.

Teacher Preparation Program Enrollment by Year

Maryland Teacher Preparation Program Completers

Completers in alternative preparation programs are more diverse than in traditional programs.

Distribution of Traditional Preparation Program Completers by Year and Race/Ethnicity

- **2020**: 68% White, 5% Black/African American, 5% Hispanic/Latino, 12% Asian, 6% Two or More, 5% Other
- **2021**: 71% White, 2% Black/African American, 6% Hispanic/Latino, 6% Asian, 10% Two or More, 6% Other

Distribution of Alternative Preparation Program Completers by Year and Race/Ethnicity

- **2020**: 47% White, 4% Black/African American, 5% Hispanic/Latino, 36% Asian, 6% Two or More, 6% Other
- **2021**: 49% White, 6% Black/African American, 5% Hispanic/Latino, 31% Asian, 8% Two or More, 8% Other

Source: MSDE staff data collection
Significance of Matching Effects in Education

- “For both Black and Hispanic students, we find consistent evidence that increased diversity amongst teachers and broader sets of school professionals benefits test-score performance, and—in several instances—also leads to improved school behaviors.”
- “Increased shares of same-race/ethnicity professionals result in increased test scores, and decreased suspensions and absences for Black and Hispanic students. We also find that exposure to non-White school staff leads to improved outcomes for these students, whether or not they are from the same racial/ethnic group.”

— David Blazar, Professor at the University of Maryland College Park

Findings based on Maryland data, courtesy of the Maryland Longitudinal Data System

“White students are benefitting from what is happening here, from having teachers of color, from culturally responsive teaching. This doesn’t need to be a them or us discussion.”

In Maryland, the gap between the percentage of students of color and the percentage of teachers of color has consistently been greater than 30% since 2012. This disparity varies by LEA ranging from a low of 2% in Garrett and Calvert and a high of 50% in Wicomico.

Source: MSDE Staff Data Collection, MSDE Attendance Data Collection
Many Maryland Students Do Not Have the Same Race Teacher
Looking across 3 years of data, nearly all white students will have the same race teacher for all 3 years. Only 56% of Black students, 8% of Asian, and 10% of Hispanic will have the same race teacher experience.

<table>
<thead>
<tr>
<th>Student-Race teacher combination</th>
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<th>2 years with a match</th>
<th>3 years with a match</th>
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</thead>
<tbody>
<tr>
<td>Black student-Black teacher</td>
<td>56%</td>
<td>17%</td>
<td>28%</td>
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<tr>
<td>Asian student-Asian teacher</td>
<td>47%</td>
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<td>19%</td>
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<td>Hispanic student-Hispanic teacher</td>
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<td>29%</td>
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</tr>
<tr>
<td>White student-White teacher</td>
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<td>9%</td>
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<tr>
<td>Black student-White teacher</td>
<td>11%</td>
<td>12%</td>
<td>13%</td>
<td>19%</td>
</tr>
</tbody>
</table>

Source: MSDE data collection, 2018-2020
Maryland Supply of Teachers vs. Demand for Teachers

Maryland Educator Preparation Programs do not produce enough teachers to fill the state’s vacancies.

- Certificate Eligible Completers, Alternative Programs*
- Certificate Eligible Completers, Traditional Programs
- 2021-2022 Start-of-Year Vacancies

*Alternative program data reflects 2019-2020 residents because most residency programs are two years.
Maryland Leads

Leveraging State Set Aside to successfully recover from the pandemic and implement The Blueprint for Maryland’s Future
Maryland Leads

Maryland Leads is a new grant initiative designed to support Local Education Agencies (LEAs) in utilizing federal funds to overcome the learning loss resulting from the COVID-19 pandemic, accelerate student learning to narrow opportunity and achievement gaps, and provide more targeted support for historically underserved students and their communities.

- Grow Your Own Staff
- Staff Support & Retention
- The Science of Reading
- High-Quality School Day Tutoring
- Reimagining the Use of Time
- Innovative School Models
- Transforming Neighborhoods through Excellent Community Schools

• Each strategy contains focus areas and best practices from the field.
• LEAs will have the opportunity to work with best-in-class partners to execute approved plans.

Distribute $165M+ ESSER State Set-Aside funds to LEAs through a non-competitive but highly-selective grant process.
MSDE’s LEA-focused grant development model.

MSDE implemented a grant design process in which the Department and other LEAs worked collaboratively. The rigorous process, different from previous grant making processes, included opportunities for information gathering, opportunities for collaboration between LEAs, and opportunities for one-on-one support.

- **Written Guidance**
- **2 General Information Sessions**
- **7 Strategy-Specific Information Sessions**
- **32 One-on-One Office Hour Sessions**
- **7 Strategy Cross-LEA Collaborative Sessions**

The Department adjusted its grant timeline to provide an application revision opportunity and 24 additional Office Hour Sessions so that LEAs could strengthen proposed plans and have an opportunity to meet Department criteria for approval.
The Department’s LEA application review process

MSDE implemented a multi-step review process executed by a cross-functional review team of twelve:

1. Individual review committee member application assessment
2. Review committee partner discussion to calibrate on and consolidate application assessments
3. Opportunity for LEAs to submit revisions
4. Review committee assessment of LEA revisions
5. Senior leadership review and finalization of LEA application assessment and related feedback and issuance of application approvals to LEAs
Maryland Leads Program Investments, Awarded Funds by High Leverage Strategy Area

- **Grow Your Own** 28%
- **Staff Support and Retention** 21%
- **Science of Reading** 31%
- **High-Quality School Day Tutoring** 4%
- **Reimagining the Use of Time** 9%
- **Innovative School Models** 2%
- **Transforming Neighborhoods** 5%

MSDE awarded $170,500,000 to LEAs and generated an additional $25,000,000 in local matching support for Maryland Leads approved programs and activities.
Grow Your Own Staff

23
Number of LEAs

Total Investment (including matching)
$47,486,941

New Grow Your Own programs and activities have the potential to generate more than 300 new teachers, 100 new paraprofessionals, support for more than 400 conditionally certified teachers to pass licensure exams and build sustainable talent pipelines for years to come in Maryland. Many approved programs focus on hard-to-staff fields and/or developing pipelines with underrepresented demographic subgroups.
Grow Your Own Staff

- The **GYO strategy allows LEAs** to launch initiatives to **grow the pipelines** of teachers and other professional support staff, with particular attention to **increasing the presence of underrepresented groups** in Maryland’s teaching force.

- GYO includes several different types of programs that aim to recruit, train, and deploy new teachers and instructional support staff.
  
  - Multiple program designs are necessary because GYO programs **recruit from different populations** and create pipelines to fill different types of positions.
  
  - A variety of program design options also **allows LEAs to cast a wider net** in recruitment efforts.
## Grow Your Own Staff

<table>
<thead>
<tr>
<th>Program Design</th>
<th>Target Applicant</th>
<th>Target Credential</th>
<th>Time to Completion</th>
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<td>AA/CDA/ParaPro</td>
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<td>BA with Teaching Credential</td>
<td>~2-6 Years</td>
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<td>Degree-Based Teacher Apprenticeship Program</td>
<td>Current BA Holders</td>
<td>MA/ Teaching Credential</td>
<td>~2 Years</td>
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<tr>
<td>School Administrator Program</td>
<td>Current BA/MA with Teaching Credential</td>
<td>Administrator Cert/License</td>
<td>~1-2 Years</td>
</tr>
</tbody>
</table>
Grow Your Own Staff

EXAMPLE 1: BA to Certification (including Alternate Pathways)

- Montgomery County: Montgomery County Public Schools will create MCPS University, an alternative certificate pathway, to ensure that MCPS is able to build a pipeline of diverse candidates to serve and support our students. MCPS University will focus on the following degree programs: school counselors, school psychologists, social workers, special education teachers, and early childhood teachers.
  - MCPS will recruit 150 new staff, comprised of special education teachers, school psychologists, school counselors, and certificated staff serving early childhood critical needs areas over the next four years.
Grow Your Own Staff

EXAMPLE 2: Paid Residency Program

- **Washington County: Maryland Accelerates** is a paid Residency Program, in **Partnership with Frostburg State University** that provides an accelerated 13-month program and a year-long mentorship by experienced teachers culminating in a **Master of Arts in Teaching** degree. Maryland Accelerates aims to build systemic capacities in **high-need rural communities** through teacher-leader residencies with career advancement pathways for inclusive excellence.

  - WCPS will have a minimum of 10 residents during the 2022-2023 school year. At the completion of the 2022-2023 residency, WCPS will hire at minimum 80% of the residents as full-time teachers. WCPS will have a minimum of 15 residents during the 2023-2024 school year. At the completion of the 2023-2024 residency, WCPS will hire at minimum, another 80% of the residents as full-time teachers.
Grow Your Own Staff

EXAMPLE 3: Degree-Based Teacher Apprenticeship Program

• **St. Mary's County:** Develop and Implement **Teacher Apprenticeship Program** where apprentices are assigned to schools and paired with other new teachers to develop classroom-based experiences. Apprentices will be assigned to support the non-tenured and conditionally certified teachers to provide co-teaching, small group instruction, classroom management, and monitoring classes while conditionally certified teachers are out of the classroom for professional development including instructional walkthroughs and observations. SMCPS will work with MSDE, local colleges and universities, and the Department of Labor on a process for awarding credit for classroom experiences.
  
  o SMCPS will support Level 1 Teacher Apprentices to earn an Associates of Arts in Teaching (AAT) with 80% completion by the end of SY 2024-2025 and support Level 2 Apprentices to earn full Maryland teaching certification with 80% eligible to be hired as fully certified teachers by the start of SY 2025-2026.
Grow Your Own Staff

EXAMPLE 4: School Administrator Program

- **Worcester County:** A pilot GYO administrator program, “RACE to Lead,” is proposed for the 2023-24 school year to increase diversity among administrators/supervisors. Within this program, three teachers who demonstrate leadership/supervisor/administrator aspirations will be identified and offered a one-year classroom sabbatical to intern in a leadership position.
  - By 2024, increase the number of teachers of color interviewing for the principal/vice principal pool by 30% and increase the number of teachers of color entering school administration by 20%
Staff Support and Retention

22
Number of LEAs

Total Investment (including matching)

$35,659,076

Staff Support and Retention programs will generate new and reimagined teacher induction programs, Blueprint-aligned support for NBC teacher cohorts, the deployment of comprehensive health and wellness initiatives, and more than $20,000,000 in retention bonuses for LEA staff (including non-instructional staff).
Staff Support and Retention

LEAs, as part of Maryland Leads, are issuing more than $20,000,000 in stipends and retention payments to staff as part of their Maryland Leads work. Those stipends and retention incentives are deployed differently in the LEAs and target different groups of staff.

- **Premium Holidays ($1,095,826)**
  - Pay benefit premium for all employee groups: Cecil (Two pay periods, $400,000); Kent (Four pay periods $191,826); Talbot (Eight pay periods $504,000)

- **Retention Bonuses/Incentive Pay ($20,664,186)**
  - Retention bonuses for all regular employees: Caroline - $2,500,000; Garrett - $1,764,256; Kent - $611,800; Washington - $2,917,647; Wicomico - $6,277,500
  - Full-time employee retention incentive for all benefited employees and regularly reporting part-time staff: Dorchester - $4,293,000; Queen Anne's - $2,299,983

- **Recruitment Incentive Pay related to Extra Duties/Assignments ($400,000)**
  - Substitute incentive pay: Cecil $400,000
Staff Support and Retention

Some LEAs, as part of Maryland Leads, are undertaking other initiatives that address employee pay and re-envision and align employee work and compensation structures to the Blueprint Career Ladder.

Other Initiatives

• **Compensation Evaluation:** Caroline County will conduct an *Organizational Wage and Compensation study* to organize, collect, and compile data to be used for county-wide decision-making for employee compensation and classification. This review will in turn will aid the district in a more strategic implementation of resources to maximize CCPS’ efforts to fully implement the Blueprint.

• **National Board Certification:** National Board Certification provides a pathway to salary increases for many teachers. With Maryland Leads, Baltimore City will recruit “professional learning facilitators” from among City Schools’ 48 existing National Board Certified teachers to support colleagues seeking certification. Baltimore City Schools will also use a cohort model to provide support to participating teachers throughout the process.

• **Teacher Induction:** PGCPS will provide a more targeted experience for early career educators, differentiated by teachers in their first year, those in years two and three, and veteran teachers new to PGCPS. The redesigned induction supports will include financial incentives for attendance, CPD credits, micro credentialing opportunities, increased systemic and school-based support, and a differentiated induction structure aimed towards addressing a diverse educator workforce.
All K-3 teachers, special educators, literacy specialists, and principals in 22 of 24 LEAs will be trained in the Science of Reading instruction and the LEAs also commit to adopt and scale high-quality, content rich, culturally-relevant instructional materials aligned with the Science of Reading.
Maryland Leads: The Science of Reading

Provide opportunities to all K-3 educators, special education teachers, principals, literacy specialists, and other relevant staff to participate in rigorous professional development aligned to the science of reading and ensure the LEA will utilize core curriculum and supplemental materials that are high-quality, content-rich, and culturally-relevant.

- **Frederick County:** Teachers in K-5 (including Special Education, intervention and English Learner teachers) and administrators will receive professional learning on the Science of Reading as part of the implementation of a comprehensive, high-quality, content-rich reading and writing program.
  - By September 2024, 100% of current K-5, Special Education, intervention and English Learner teachers and administrators will receive rigorous professional learning aligned to the Science of Reading with 85% rating the experience favorably.

- **Cecil County:** Create a science of reading community of practice for teacher leaders who completed the science of reading training, special educators implementing literacy programs, and Title I teachers. This group of teacher leaders will develop PD and tools focused on evidenced based literacy practices.
  - 75% of teachers will express increased confidence in their ability to utilize instructional practices and the number of students in Tier 2 and Tier 3 programs will decrease by 10% as measured by the Acadience grade level progress monitoring and benchmark proficiency levels in 2 years.
Maryland Leads: The Science of Reading

• Allegany County: In order to ensure that more rigorous, evidence-based content rich materials are in place, a Reading Leadership Team will work to explore new high-quality instructional materials. The team will consist of teachers, special educators, administrators, and literacy coaches. A structured process to review materials and practices from the approved partners list will be used. The committee will review research connected to partner program curricular materials, evaluate the material samples, and utilize rubrics to determine which program will most likely fill gaps in existing materials. Classrooms will be selected to pilot identified materials and practices. Using feedback from the rubrics and pilot teachers, the most effective resource aligned to the SoR will be chosen for integration into the comprehensive reading program.
  • By the 2024 EOY screener administration, the number of students identified as on or above benchmark at each grade level will increase to at least 65%.

• Prince George’s County: Provide initial training to prepare teachers and instructional leaders to implement mCLASS with DIBELS 8th Edition with fidelity.
  • 100% of current K-3 teachers, including special education teachers, principals, and other relevant staff will receive rigorous professional development on mCLASS with DIBELS 8th Edition by September 2024.
High-Quality School Day Tutoring

5
Number of LEAs

Total Investment (including matching)
$6,622,658

High-Quality School Day Tutoring initiatives will generate a core of tutors in participating LEAs and lead to the infusion of school-day time blocks for high-dosage tutoring to serve students most impacted by the pandemic or who have traditionally been unable to access extra-curricular tutoring support.
Maryland Leads: High-Quality School Day Tutoring

*Design programs that enable high-quality tutoring during the school day.*

- **Baltimore County:** Implement a high-dosage tutoring program that incorporates the use of a blended learning framework with tiered and focused instructional routines to support students in Math 6 with mastering grade-level standards toward accessing Algebra 1 by grade eight.
  - Baltimore County Public Schools aims to increase the number of students participating in Algebra 1 in middle school by 20% each year, specifically those students who do not currently meet initial eligibility.
- **Queen Anne’s County:** Redesign schedules to embed high-quality tutoring opportunities during the school day.
  - Increase the percentage of students of color who enroll in AP courses from 12% to a number closer to their overall enrollment number in QACPS, 20%.
- **Kent County:** Partner with IHEs and high schools to build a pipeline of tutors and allow interns to work in schools as tutors. KCPS will also allow all students to work with a tutor, Special Education teacher, or general education teacher in small groups to receive intervention and/or math and reading acceleration.
  - By September 2024, the number of KCPS students scoring in the one or two range on the math NWEA will be decreased by 50%, from 59% in the winter of 2022 to 30% in the fall of 2024.
Reimagining the Use of Time will unlock scheduling and community partnership opportunities for 10 LEAs wherein districts will study and reinvent school schedules to be more responsive to student needs and develop and embed community partnerships and support in school day programs and instructional opportunities.
Maryland Leads: Reimagining the Use of Time

Reimagine the use of time to create opportunities that support students and their learning.

- **Carroll County:** CCPS will significantly increase the apprenticeship opportunities for Carroll students through the addition of an Apprenticeship Coordinator. The Apprenticeship Coordinator will act as a liaison between the Local Education Agency, the Department of Labor, and the Apprenticeship Employer.
  - Increase student participation in the Youth Apprenticeship Program from a current level of two youth apprentices to fifteen youth apprentices by School Year 2024.

- **Calvert County:** The reimagining Social Studies Engagement program will leverage project-based learning to create student-centered classrooms where students’ interests are cultivated, and their leadership is encouraged.
  - The project will be deemed a success if the percentage of teachers in both cohorts reporting they are satisfied or very satisfied and efficacious or very efficacious is equal to or greater than 85%.
Maryland Leads: Reimagining the Use of Time

- **Harford County**: HCPS will oversee a multi-year planning process to reimagine and restructure the experience of middle school students and work with an outside partner and key stakeholders through the newly formed Blueprint North Star committee to develop and implement a strategic plan that will redesign schedules, provide differentiated instruction for students through flexible groupings, and provide more time for support for students who are historically underserved.
  - By June 2024, an increased percentage of 8th grade students will achieve MCAP ELA and Mathematics Performance Level 4 or 5, preparing them to reach the college and career readiness standard by 10th grade (as outlined in Blueprint for MD’s Future).

- **Howard County**: HCPSS seeks to create a new model of extended day learning that will restructure the schedule for students in Grades 9-12 who are frequently underserved through traditional, in-person instruction during the school day/school year. The extended day learning program will bridge the existing gap between in-person and evening programs for students who need flexible instruction, differentiation, and targeted social and emotional supports.
  - High school students receiving interventions through extended day programs will experience a 10% increase annually in the total number of credits earned compared to the cohort of the previous school year.
In service of Blueprint CTE outcome goals, the approved Innovative School Models move the State closer to its Blueprint goal of ensuring 45% of graduating students possess industry credentials and/or completed industry apprenticeships. New school models in this program will expand CTE opportunities to more than 300 students each year.
Maryland Leads: Innovative School Models

*Increase the number of high-quality schools by launching innovative school models that are accessible to all students with no selective admissions requirements.*

- **Baltimore County:** Design and launch a CTE Agricultural instructional program facility to house animals, equipment, and provide hands-on learning and an innovation lab.
  - Success will be measured by an increase of non-traditional student enrollment and an increase in dual completer enrollment. The design and anticipated implementation of the CTE center would expand opportunity to 300 more students. The Community impact would be exponential across several regions of Baltimore County.

- **Queen Anne’s County:** Partnering with a qualified provider to facilitate planning for an expanded CTE and extended day/evening school that is housed as a “school within a school” model and can easily be transitioned to a standalone career and development center in the future.
  - QACPS anticipates an increase in the number of students graduating with 12 or more hours of college credit by 20% and an increase in the number of students earning industry recognized licensure and/or certification by 10%.

- **Montgomery County:** Design the first MCPS wall-to-wall Early College High School (ECH) with a focus on high-demand career pathways, to open as a new MCPS high school (Crowne High School) in 2026.
  - The first ECH class will graduate in 2030. Successful implementation of the ECH will be student data driven and based on college credit attainment and CTE program enrollment/completion.
Transforming Neighborhoods through Excellent Community Schools

<table>
<thead>
<tr>
<th>Number of LEAs</th>
<th>Total Investment (including matching)</th>
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The Blueprint lays out a pathway to increasing the proliferation of community schools in Maryland, but Maryland Leads evolves implementation of LEA community school programs to align with a broader, Collective Impact framework. Seven LEAs have chosen to pursue a more comprehensive approach to community schools by anchoring their work in Collective Impact principles.
Maryland Leads: Transforming Neighborhoods through Excellent Community Schools

Launch a robust and high-quality community schools initiative that serves a designated community and/or neighborhood and utilizes an asset-based approach to strengthen school-to-home relationships as well as the school’s relationship to the community.

• **Howard County:** The Howard County Public School System (HCPSS) will partner with an MSDE-approved partner organization to assist with planning, developing, and implementing a Collective Impact initiative through a thoughtful community schools program. HCPSS currently has no community schools and will work to build a strong, engaged, and replicable program in one or more neighborhoods and schools.
  - Chronic absenteeism of students decreased by 5% annually and 75% of Collective Impact partners agreed that the results of collective efforts surpassed their organization’s previous, individual efforts.

• **Worcester County:** A consultant will be hired to: analyze the unique needs and challenges of students and families in the Pocomoke and Snow Hill areas; identify existing services and gaps in service directly related to challenges and barriers; and develop a strategic plan for a comprehensive program to coordinate community agencies, non-profits, schools, and relevant stakeholders to address barriers.
  - Comprehensive strategic plans for community schools will be in place for Pocomoke and Snow Hill areas by September 2024.
Maryland Leads

For more detailed information on Maryland Leads grants, go to: MarylandPublicSchools.org/MDLeads

On this page, there are one-pagers for each LEA. Each informational one-pager includes summary information about awarded and approved program activities and expected outcomes for those respective activities, by strategy area.
Maryland Public Schools Strategic Planning Survey

This survey is intended to allow everyone in the state to provide information that will be the basis for transformative change.

Please use this survey as an opportunity to share your thoughts.

MarylandPublicSchools.org/Survey

More information is available at: MarylandPublicSchools.org/Blueprint
Connect with the MSDE Blueprint implementation team: Blueprint.MSDE@Maryland.gov
Questions?