



**Mohammed Choudhury**  
State Superintendent of Schools

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**TO:** Members of the State Board of Education  
**FROM:** Mohammed Choudhury  
**DATE:** March 22, 2022  
**SUBJECT:** Local Education Agency Virtual Programs Update

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**PURPOSE:**

To share information related to SY 2021-2022 approved virtual learning programs in Maryland's local school systems.

**BACKGROUND/HISTORICAL PERSPECTIVE:**

This report will provide an update on second quarter virtual program enrollment data and review the quarterly metrics submitted for marking period 2.

**EXECUTIVE SUMMARY:**

This presentation will provide an update on second quarter virtual program attendance and demographics data. The metrics for second quarter will be presented and compared to the data collected at the end of first quarter. Comparisons of fail rates and attendance rates for virtual students compared to all students will be presented. MSDE will also highlight strategies used in two local school systems to decrease their failure rates and increase student success.

**ACTION:**

For information and discussion

**ATTACHMENTS:**

Virtual Programs March 2022 Update.pptx  
Virtual Program Enrollment Data- MP 2. pdf

THE DIVISION IS CURRICULUM, INSTRUCTIONAL IMPROVEMENT AND PROFESSIONAL LEARNING

# Local Education Agency Virtual Programs - Update

MARYLAND STATE BOARD OF EDUCATION | March 22, 2022

Presented By | Dr. Deann Collins




# Presentation Highlights

1. Update on quarter 2 enrollment and demographic data
2. Review the quarterly metrics data for quarter 2, and compare to quarter 1
3. Highlight strategies utilized in two school systems to foster student success

# PRESENTATION OUTLINE

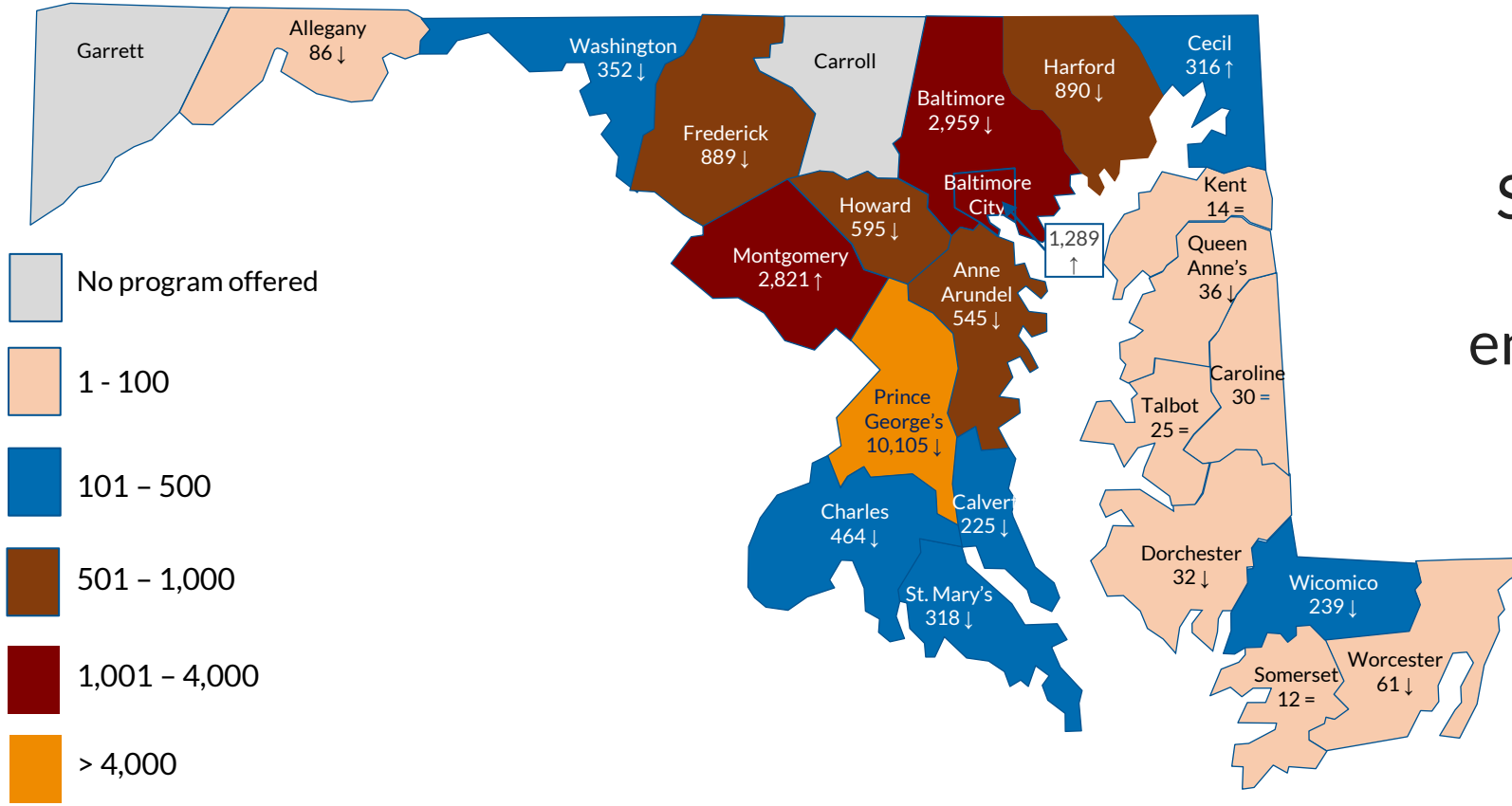
1. Virtual Program Enrollment
2. Quarterly Metrics
3. Professional Development
4. Second Quarter Attendance
5. Change in Grades
6. Helping Students Succeed

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1. **Virtual Program Enrollment**
  2. Second Quarter Metrics
  3. Professional Development
  4. Second Quarter Attendance
  5. Change in Grades
  6. Helping Students Succeed

# Virtual Program Enrollment

## *Virtual Program Enrollment Data*

# Virtual Program Enrollment I



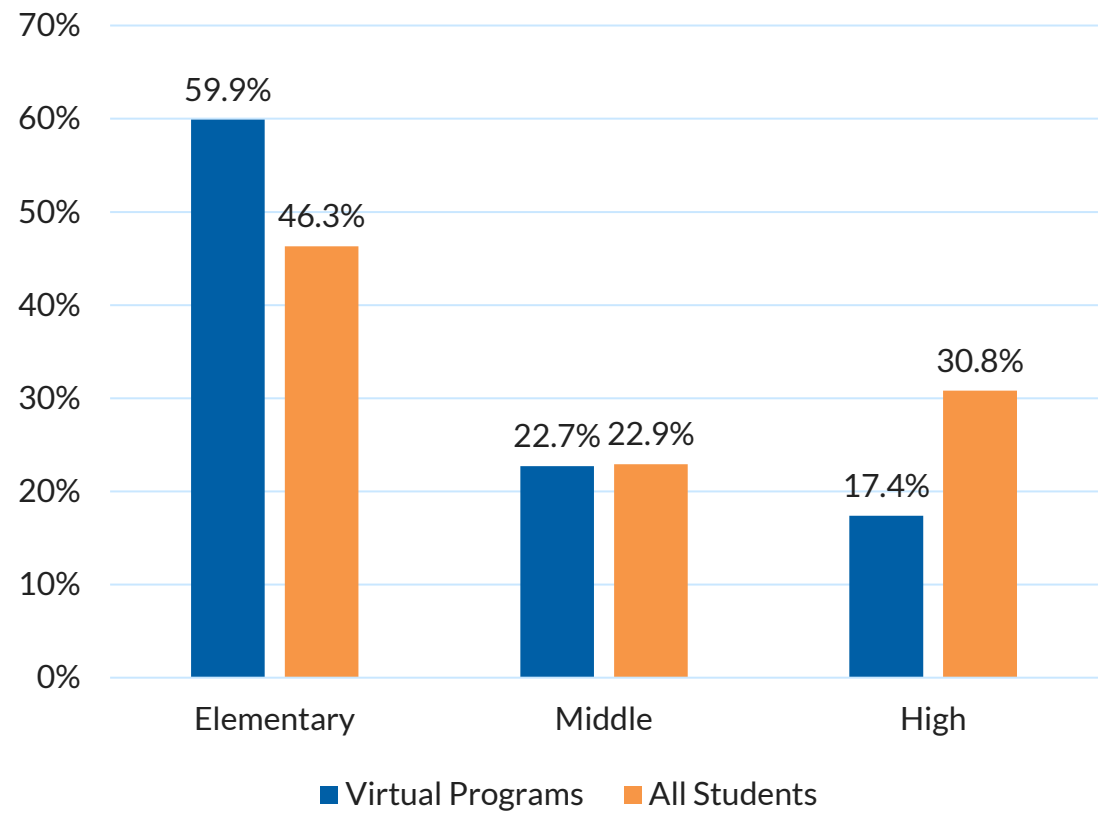
Statewide virtual student enrollment: **22,282**



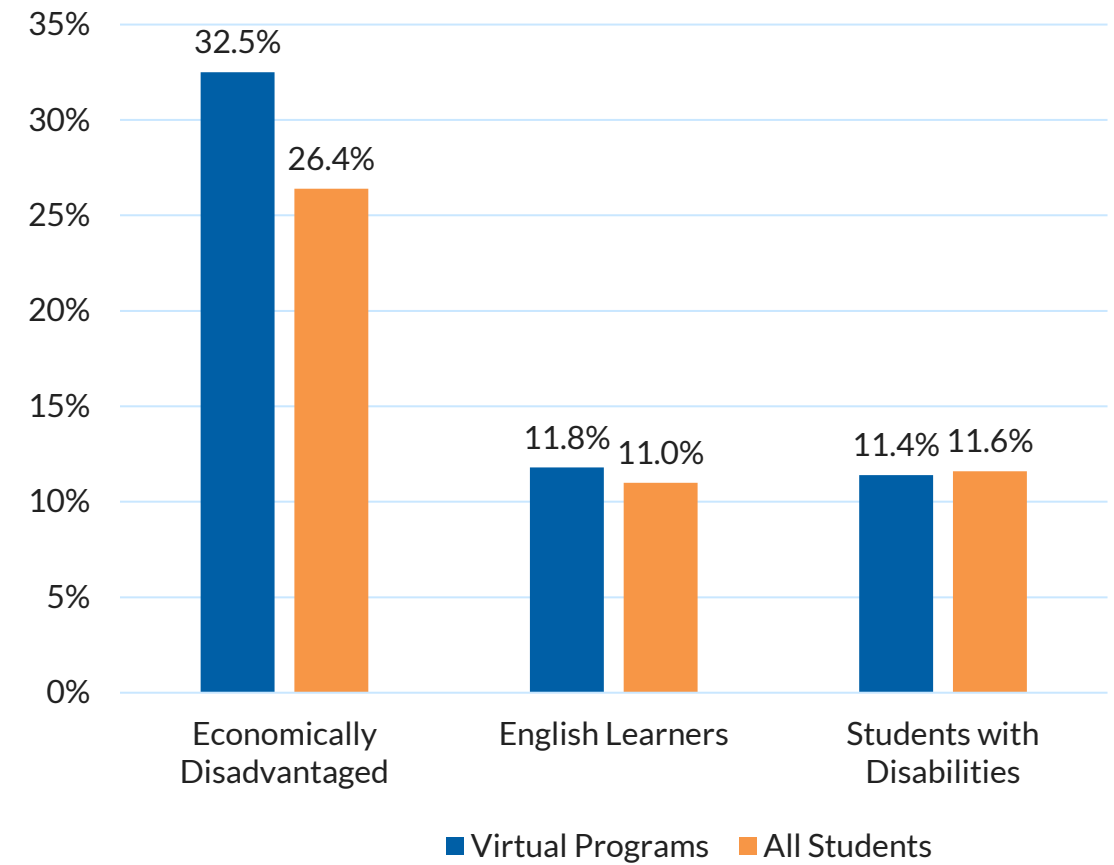
Data source: MSDE Full-time Virtual Programs Student File Submission, February 2022

# Virtual Program Enrollment II

Grade Level

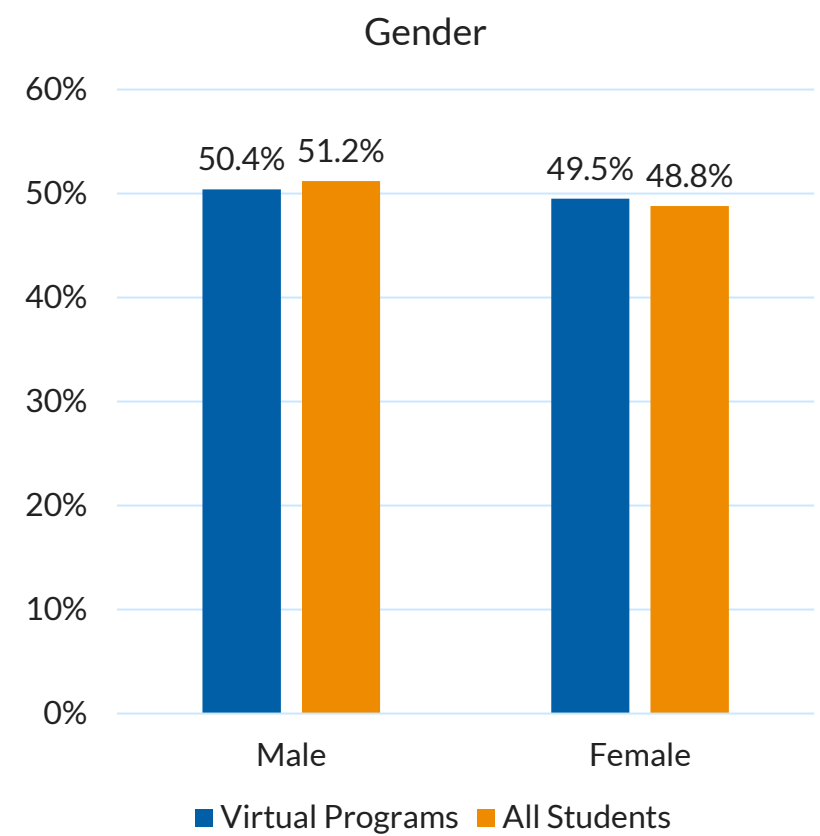
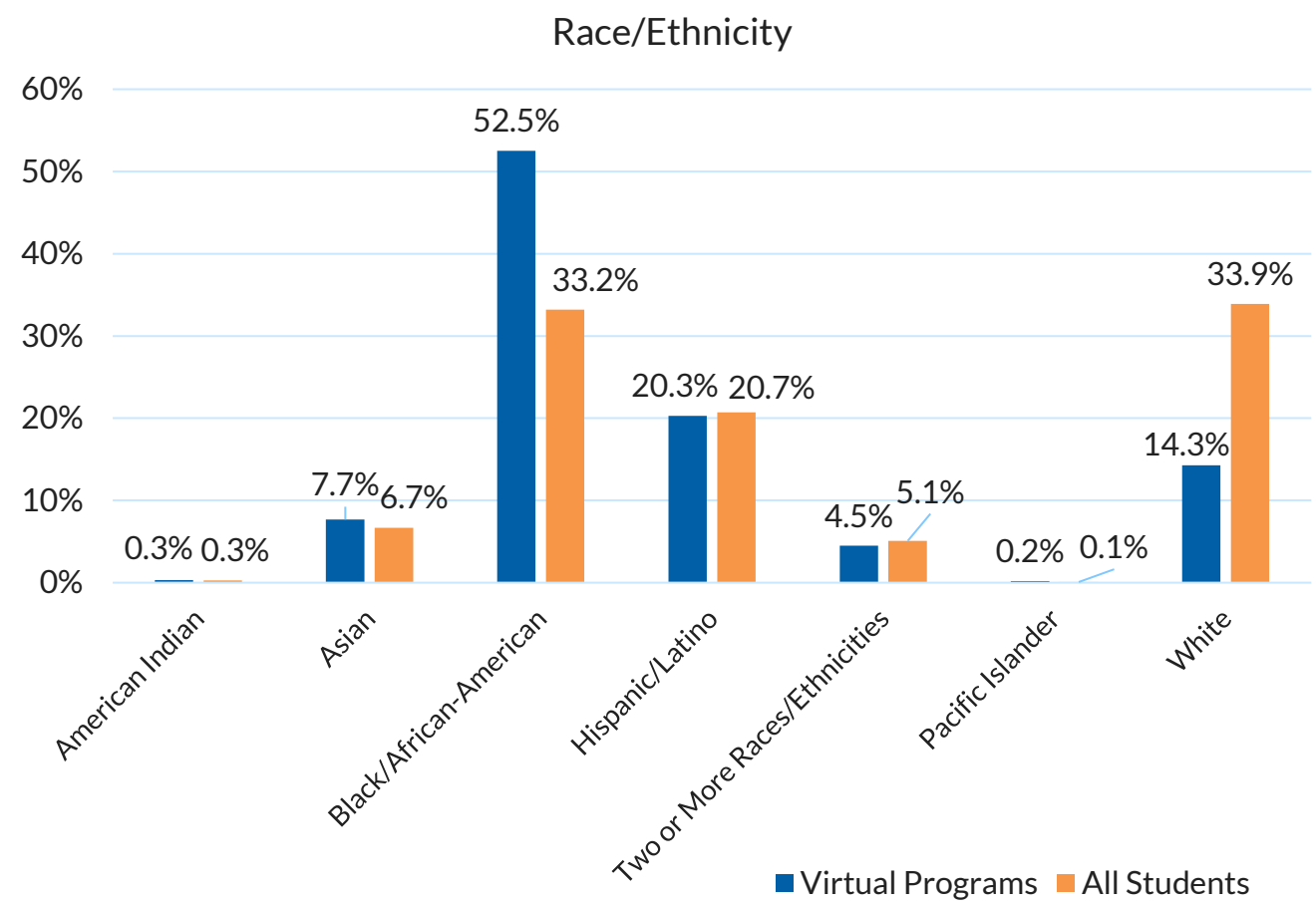


Student Group




Data source: MSDE Full-time Virtual Programs Student File Submission, February 2022

# Virtual Program Enrollment III



Data source: MSDE Full-time Virtual Programs Student File Submission, February 2022



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1. Virtual Program Enrollment
  2. **Second Quarter Metrics**
  3. Helping Students Succeed

# Second Quarter Metrics

*Reviewing the Second Quarter Metrics*

# Quarterly Metrics: Overview

- Second quarter LEA-level data was collected from **January 18th to March 1st**
- The last day of the second quarter varied by LEA, from January 13th to February 2nd
- **21 systems are included in the results**
  - Represents 100% of students enrolled in virtual programs across the state
  - Carroll and Garrett do not have virtual programs
  - In Kent County students are virtual 4 days a week and attend classes in a school building 1 day a week

# Quarterly Metrics: Instruction I

Virtual Program Class Size during the Second Quarter

Grade Band	Measure	Core Academic Subjects	Other Academic Subjects
Elementary (K-5)	Average Range	22.0 12-30	22.0 10-37
Middle (6-8)	Average Range	22.6 13-28	25.7 11-35
High (9-12)	Average Range	17.4 3-30	19.9 10-30

# Quarterly Metrics: Instruction II

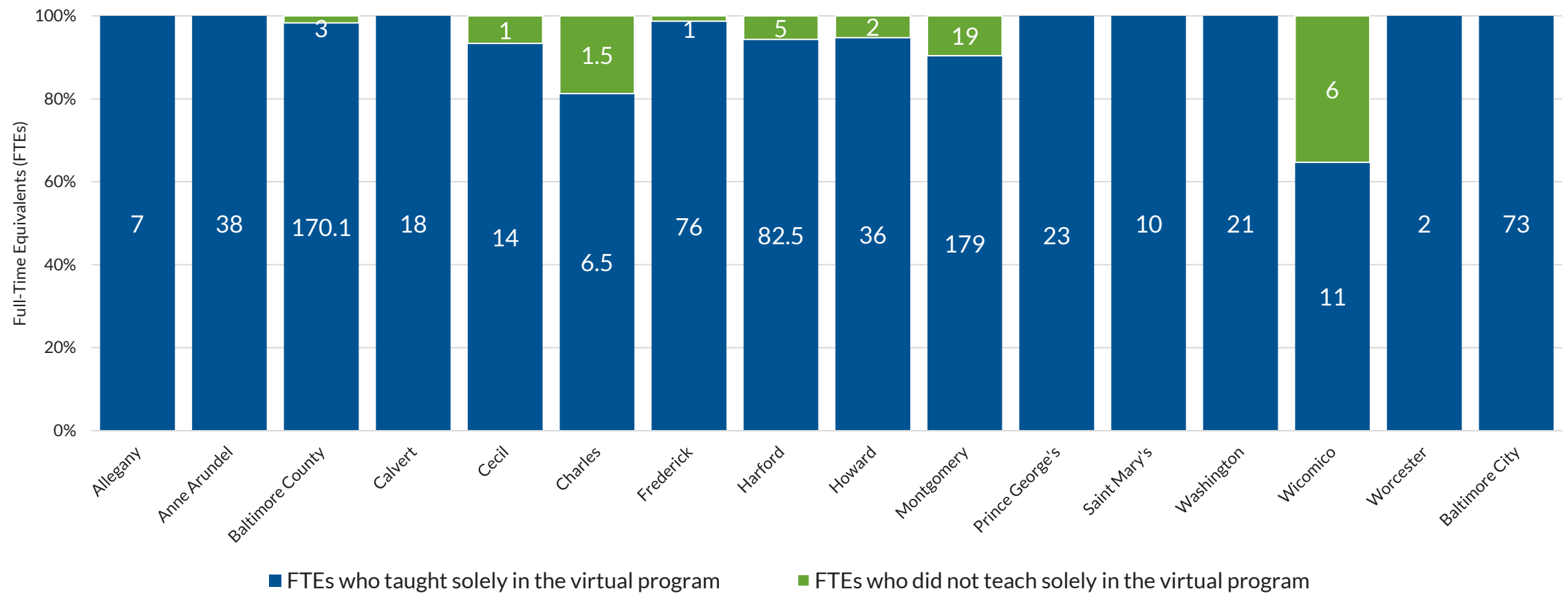
Virtual Program Instructional Time during the Second Quarter

Grade Level	Measure	Instructional Days during the Second Quarter	Synchronous Instructional Hours per Week*
Elementary (K-5)	Median Range	44 41-48	27.5 5-37.5
Middle (6-8)	Median Range	45 41-49	27.5 3.3-37.5
High (9-12)	Median Range	45 41-50	15.5 1.3-37.5

*\* In a typical five-day week*

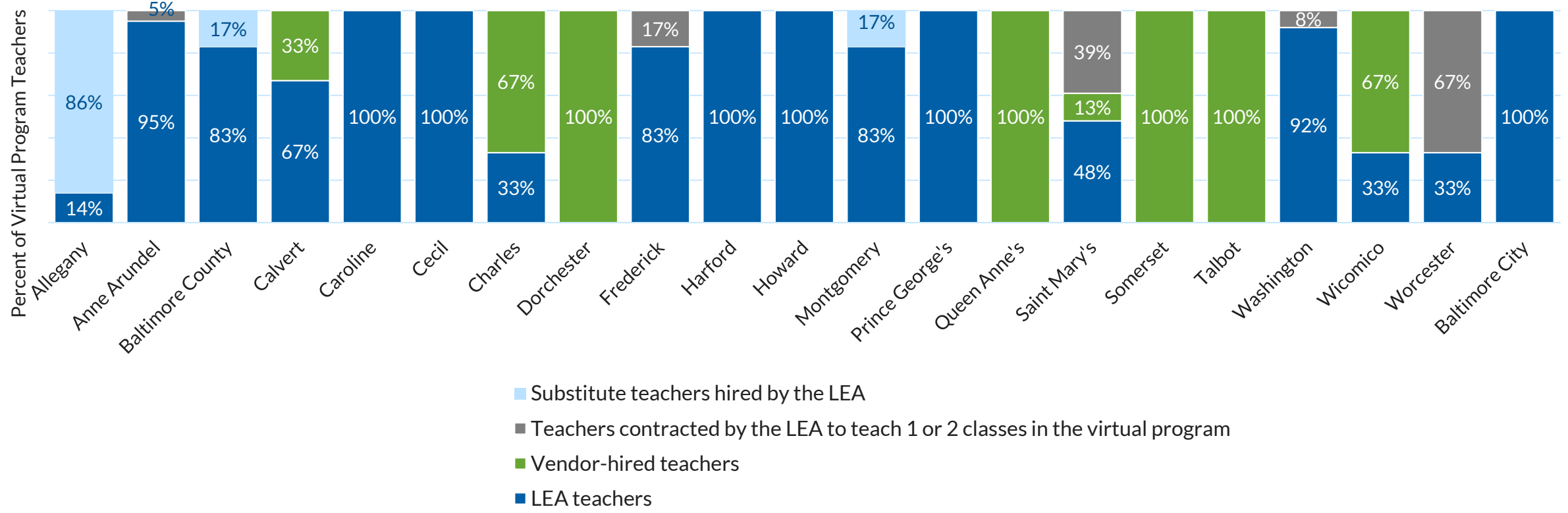
# Virtual Program Staffing I

Second Quarter Virtual Program Teachers by Assignment and LEA



# Virtual Program Staffing II

Distribution of Second Quarter Virtual Program Teachers by LEA



# Professional Development I

Fully virtual program teacher professional development (PD) hours during the second quarter

	Elementary school	Middle school	High school
LEA Average Hours of PD	9.9	8.3	9.4
LEA Minimum Hours of PD	0	0	0
LEA Maximum Hours of PD	18	18	18

*Note: Data does not include PD provided by virtual program vendors.*

# Professional Development II

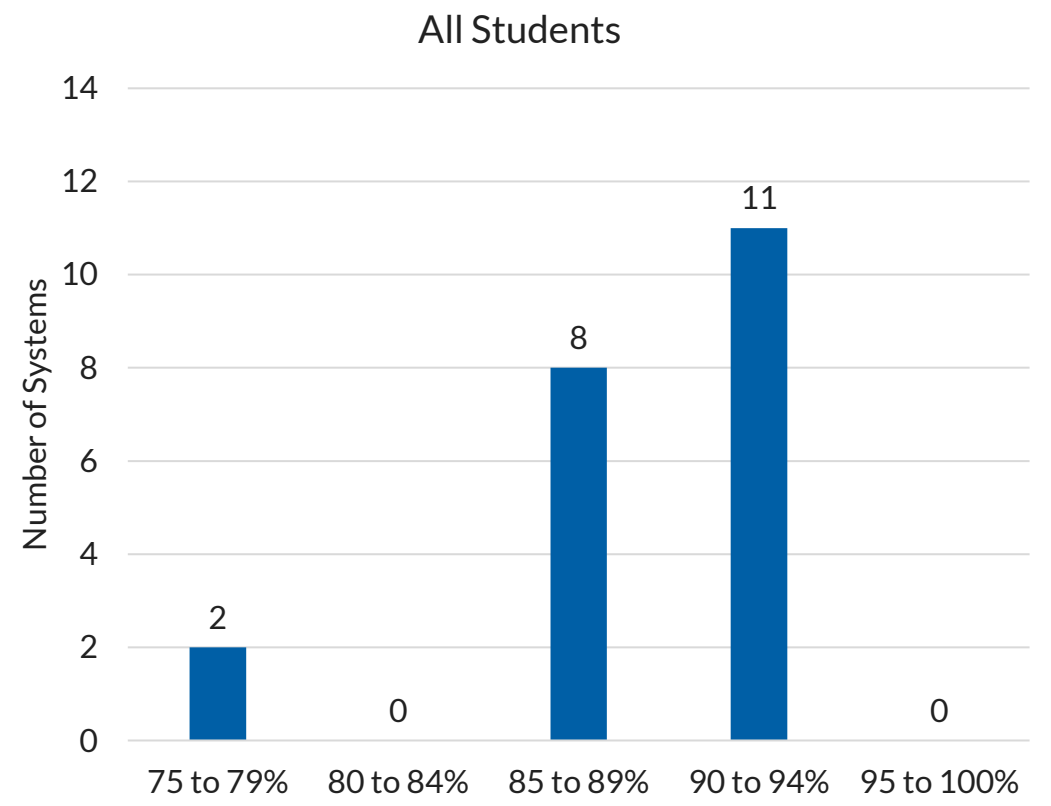
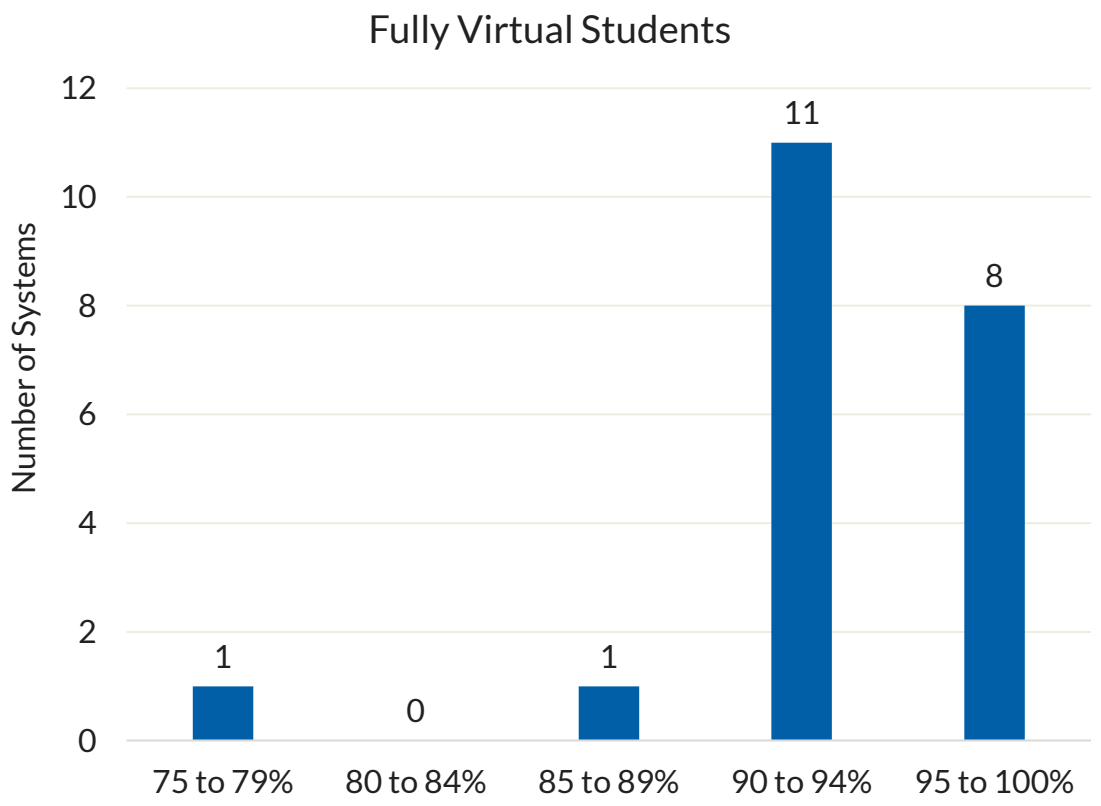
Number of Systems Providing PD by Type

PD Type	Elementary School	Middle School	High School
Virtual Synchronous	12	12	11
Virtual Asynchronous	11	11	8
In person	6	4	2
Self-service/As needed	13	12	10
Total LEAs reported	14	14	12

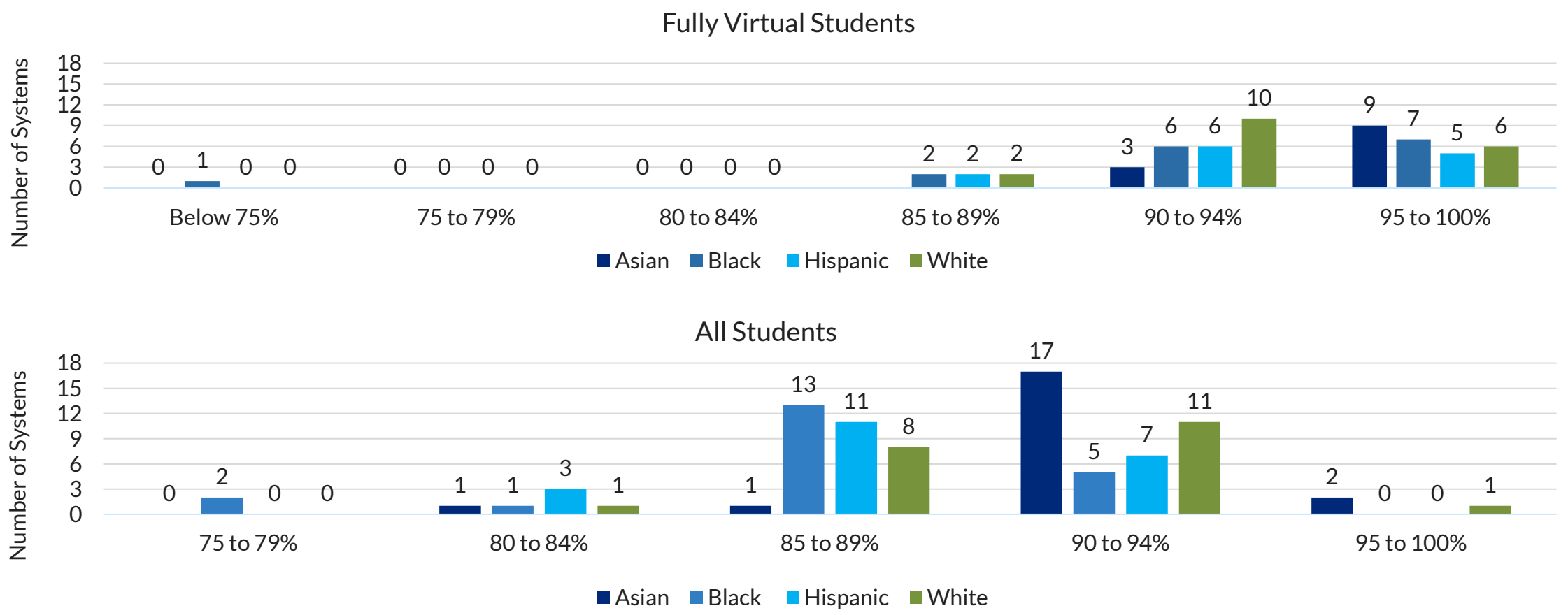
*Note: Data does not include PD provided by virtual program vendors.*



# Second Quarter Attendance, All Students



# Second Quarter Attendance by Race/Ethnicity



*Note: Only systems with at least ten students in a student group are included.*

# Change in Attendance Rates I

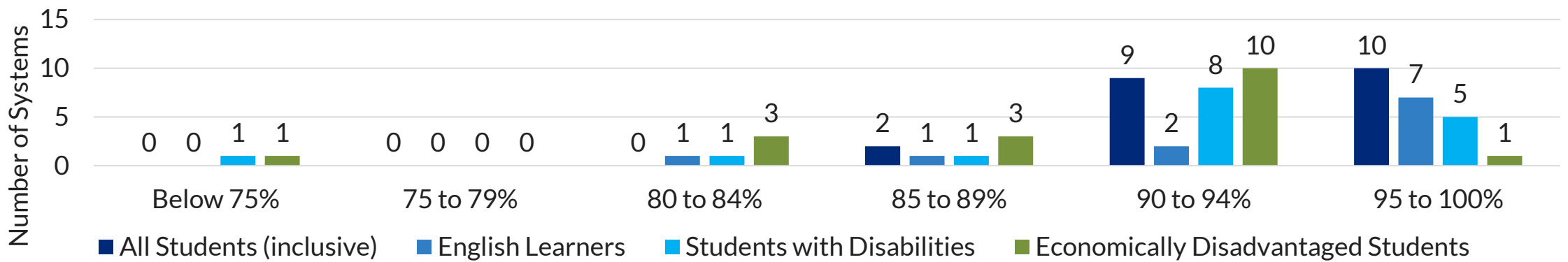
Number of systems where attendance rate for virtual students increased, stayed the same, or decreased from Quarter 1 to Quarter 2

Change in virtual program attendance rate	All students	Asian	Black/African-American	Hispanic/Latino	White
Increase of more than 2 percentage points	2	0	2	3	1
Increase of 1-2 percentage points	3	4	3	0	1
No change	7	3	1	2	1
Decrease of 1-2 percentage points	7	3	5	6	4
Decrease of more than 2 percentage points	2	2	5	2	8

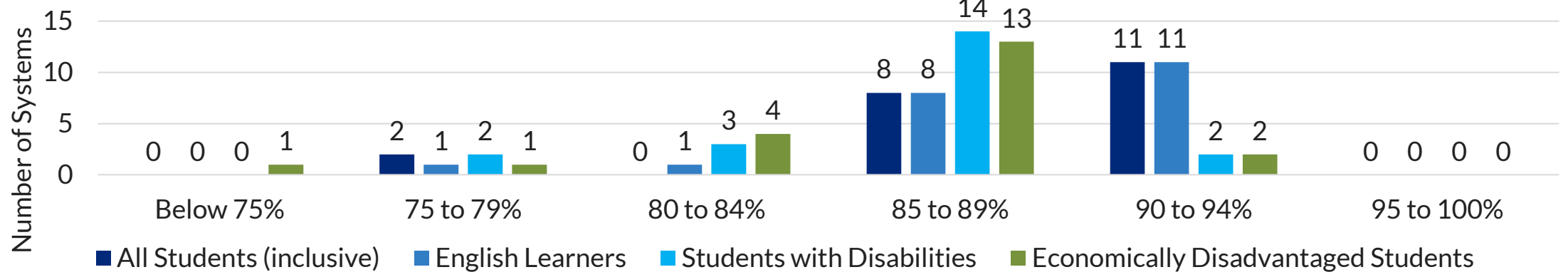
*Note: Counts may not total 21 if systems did not have student groups of ten students or more.*

# Second Quarter Attendance by Student Group

Fully Virtual Students

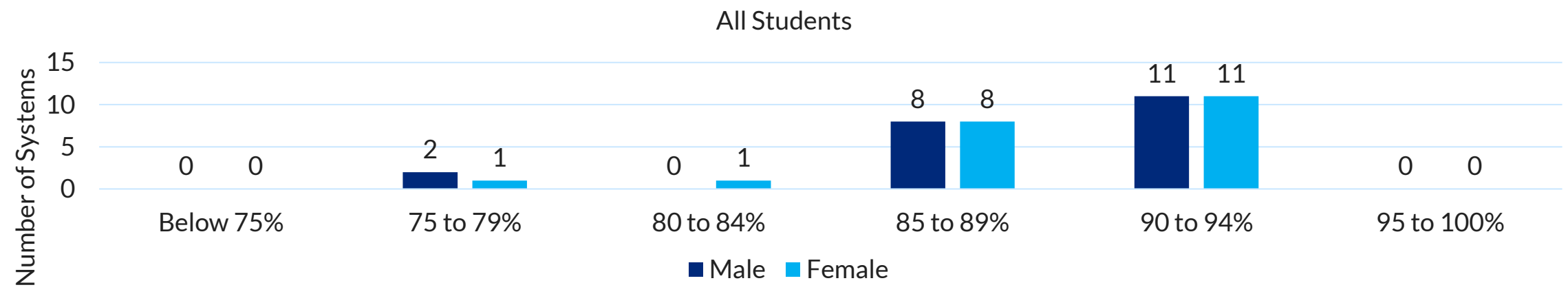
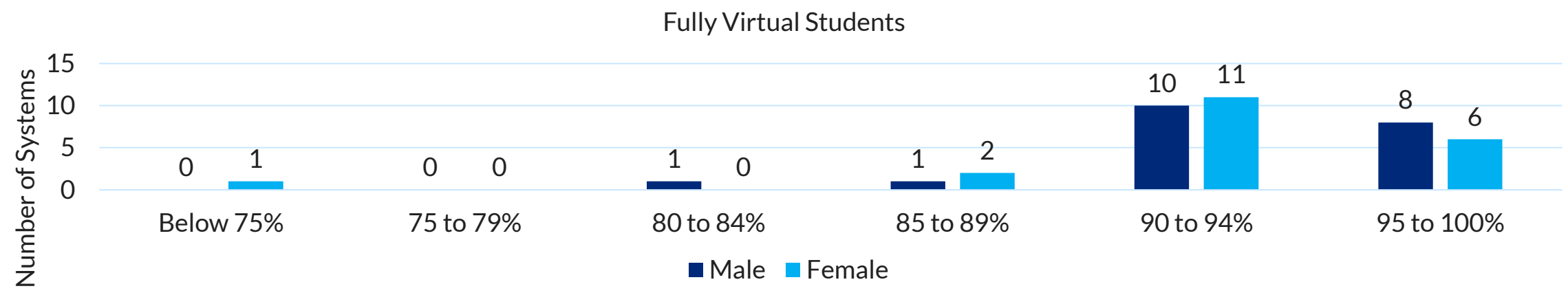


All Students



*Note: Only systems with at least ten students in a student group are included.*

# Second Quarter Attendance by Gender



*Note: Only systems with at least ten students in a student group are included.*

# Change in Attendance Rates II

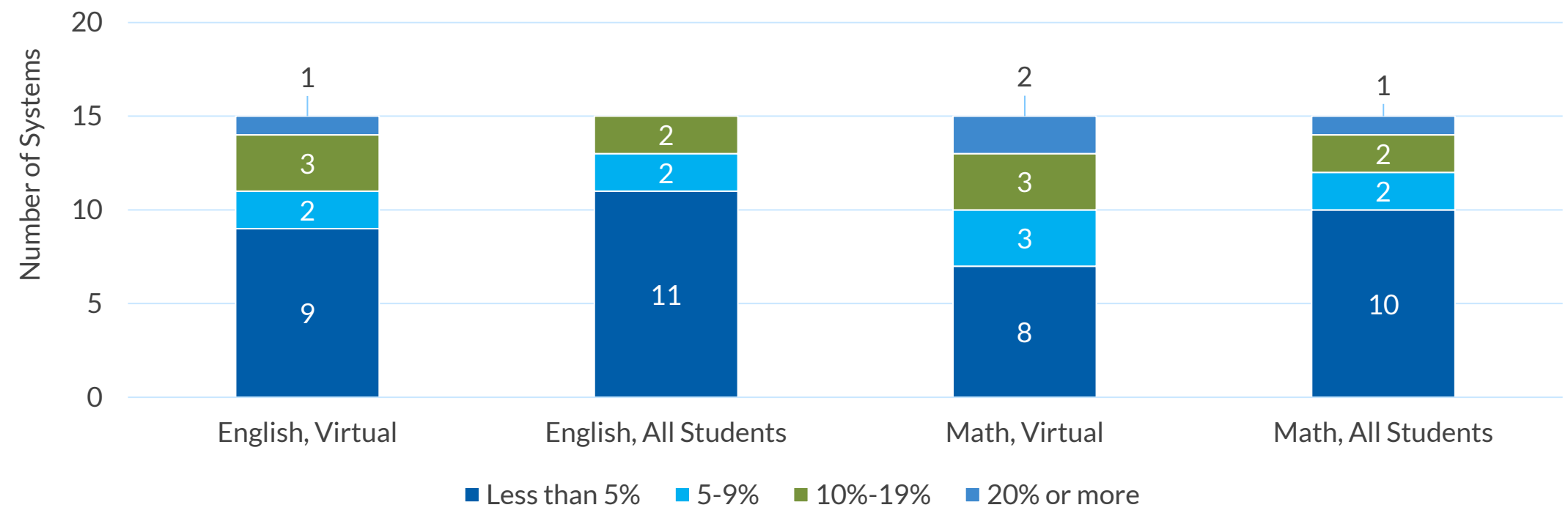
Number of systems where attendance rate for virtual students increased, stayed the same, or decreased from Quarter 1 to Quarter 2

Change in virtual program attendance rate	English Learners	Students with Disabilities	Economically Disadvantaged	Male	Female
Increase of more than 2 percentage points	0	1	2	1	3
Increase of 1-2 percentage points	2	1	3	4	1
No change	1	3	0	1	5
Decrease of 1-2 percentage points	5	5	6	10	7
Decrease of more than 2 percentage points	1	5	7	3	3

*Note: Counts may not total 21 if systems did not have student groups of ten students or more.*

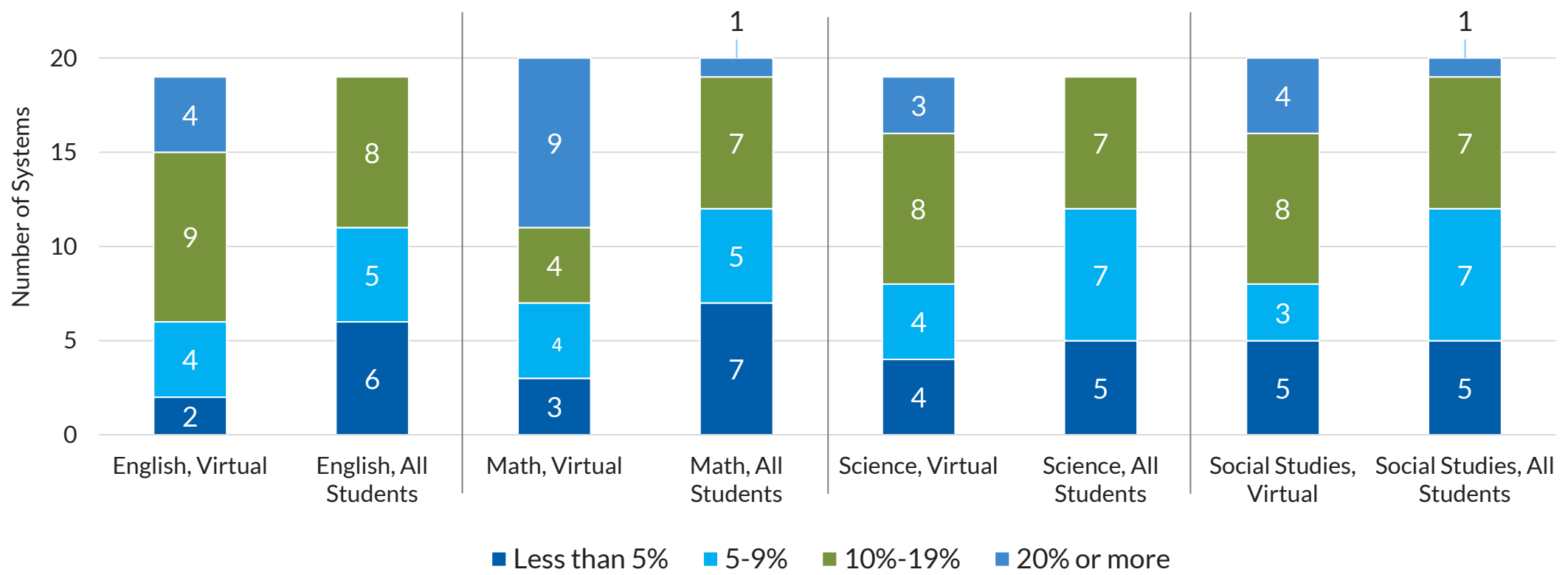
# Second Quarter Course Grades, Grades K-5

Elementary School Course Failure Rates by Subject and Instructional Program



# Second Quarter Course Grades, Grades 6-8

Middle School Course Failure Rates by Subject and Instructional Program



Note: One system did not meet the reporting requirements for English and Science



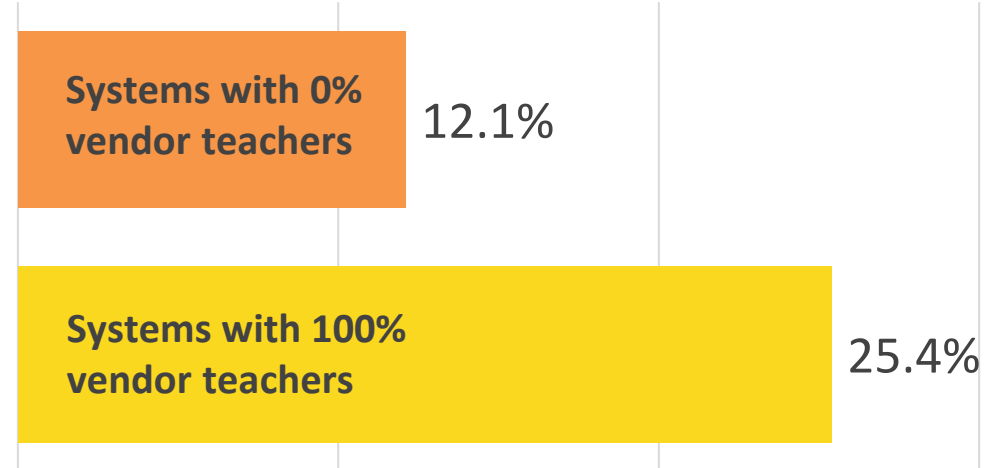
# Course Failure Rates for Virtual Students

Q2 course failure rates were higher for virtual students compared to their in-person peers in the *same school system*, in many cases **double or more**.

The Learning Policy Institute reviewed research on distance learning and concluded:

**“Frequent, direct, and meaningful interaction is critical.** The more intense the interaction among students, teachers, and interactive content, the deeper the learning. In online learning environments in which there is little student–student, student–instructor, and student–content interaction, students are more likely to become disengaged and are at higher risk of dropping out. **Fully online courses with little high-quality interaction also contribute to gaps in educational success across socioeconomic groups.**” (Darling-Hammond et al, 2020)

Q2 middle school virtual course fail rates for systems with all virtual teachers provided by a vendor are **more than double** fail rates for systems with no vendor teachers.



Average Virtual Course Fail Rate, Middle School  
All grade spans and subject areas show a similar trend.

# Change in Grades I

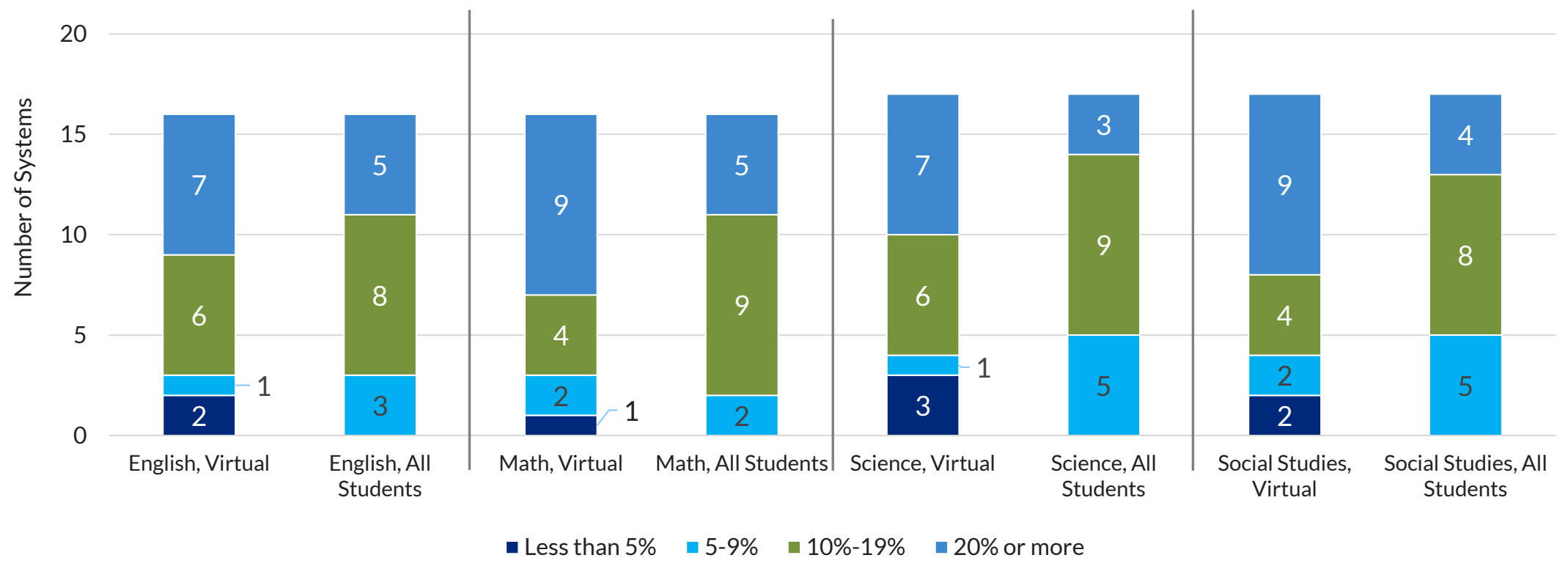
Number of systems where failure rate for virtual students decreased, stayed about the same, or increased from Quarter 1 to Quarter 2

Change in virtual program failure rate	ELEMENTARY SCHOOL		MIDDLE SCHOOL			
	English	Math	English	Math	Science	Social Studies
Decrease of more than 10 percentage points	0	1	3	5	3	2
Decrease of 3-10 percentage points	2	3	7	6	6	9
Increase/decrease less than 3 percentage points	11	9	5	1	3	6
Increase of 3-10 percentage points	1	1	4	5	6	2
Increase of more than 10 percentage points	0	2	0	3	1	1

*Note: Counts may not total 21 if systems did not have student groups of ten students or more.*

# Second Quarter Course Grades, Grades 9-12

High School Course Failure Rates by Subject and Instructional Program




*Note: Two systems did not meet the reporting requirements in all subjects and one system did not meet them in English and Math.*

# Change in Grades II

Number of systems where failure rate for virtual students decreased, stayed about the same, or increased from Quarter 1 to Quarter 2

Change in virtual program failure rate	HIGH SCHOOL			
	English	Math	Science	Social Studies
Decrease of more than 10 percentage points	5	2	5	2
Decrease of 3-10 percentage points	4	7	5	5
Increase/decrease less than 3 percentage points	3	3	2	4
Increase of 3-10 percentage points	5	2	3	2
Increase of more than 10 percentage points	0	2	0	2

*Note: Counts may not total 21 if systems did not have student groups of ten students or more.*

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1. Virtual Program Enrollment
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# Helping Students Succeed

# Multiple school systems decreased the failure rates of virtual students from quarter 1 to quarter 2, including:

## ALLEGANY:

	MIDDLE SCHOOL		
	Math	Science	Social Studies
Percent Failure Q1	13%	19%	13%
Percent Failure Q2	0%	0%	0%

## FREDERICK:

	ELEMENTARY SCHOOL		MIDDLE SCHOOL			
	English	Math	English	Math	Science	Social Studies
Percent Failure Q1	4%	5%	15%	14%	11%	11%
Percent Failure Q2	2%	1%	7%	9%	7%	7%

# Allegany County

- Consistent **daily routine** and established **program expectations**
  - Daily SEL and community building
- Strong **partnership and constant communication** between staff and families
- Strict **attendance policy**
- Daily synchronous **small group activities** for additional help

# Frederick County

- **Support of counselors and staff** to address issues of attendance, engagement, etc.
- Developing **contracts** with students who need additional support
- Virtual **tutoring**
- **Fluid enrollment:** option to return to home school at any time
- **Unique learning program** for specific groups of students



# MSDE's Next Steps

- Collect and analyze quarterly local school system metrics
- Examine third quarter student attendance and grades
- Share modifications local school systems made to their virtual programs between semester 1 and semester 2
- Research the characteristics of successful virtual students and include examples from local school systems

### Local School System Virtual Program Student Enrollment Data

Local School System	Student Enrollment in Grades K-5	Student Enrollment in Grades 6-8	Student Enrollment in Grades 9-12	Total Student Enrollment as of 1/27/2022	Enrollment Change from 11/29/2021 to 1/27/2022	Number of students on the waitlist
Allegany	73	13	0	86	-21	0
Anne Arundel	164	204	177	545	-7	0
Baltimore City	543	318	428	1,289	16	0
Baltimore County	1,233	842	884	2,959	-124	0
Calvert	76	89	60	225	-6	25
Caroline	0	15	15	30	0	0
Cecil	86	103	127	316	7	0
Charles	153	87	224	464	-44	0
Dorchester	0	5	6	11	-1	0
Frederick	359	277	253	889	-175	133
Harford	277	289	324	890	-32	470
Howard	496	99	0	595	-5	0
Kent	0	1	13	14	0	0
Montgomery	1,381	681	759	2,821	66	388
Prince George's	8,130	1,708	267	10,105	-258	0
Queen Anne's	0	19	17	36	-3	0
Saint Mary's	73	116	129	318	-6	299
Somerset	0	0	12	12	0	0
Talbot	11	11	3	25	0	0
Washington	171	88	93	352	-73	134
Wicomico	92	78	69	239	-13	0
Worcester	18	20	23	61	-2	22
<b>Total</b>	<b>13,336</b>	<b>5,063</b>	<b>3,883</b>	<b>22,282</b>	<b>-681</b>	<b>1,471</b>