




Mohammed Choudhury
State Superintendent of Schools

To: Members of the State Board of Education
From: Mohammed Choudhury, State Superintendent of Schools 
Date: October 25, 2022
Subject: Regional Data Walks: A Data Deep Dive into Western Maryland's Schools

Purpose

To provide a briefing to the State Board of Education on Western Maryland Local Education Agencies and schools. In addition to the presentation, members of the State Board and meeting attendees will have the opportunity to engage in an interactive gallery walk to dive deeper into the data following the presentation. The gallery walk will present data and information on students, teachers, program initiatives, funding allocations, and academic achievement for schools in Allegany County, Garrett County, and Washington County. The newly released MSDE Strategic Plan priorities and enablers will provide a contextual lens to understand the current state of our schools.

Background/Historical Perspective

The Maryland State Department of Education prioritizes the publication, analysis, and utilization of disaggregated data to understand each public school in Maryland and every student. MSDE is facilitating a series of Regional Data Walks across the state, focusing on each region. Today's session focuses on Western Maryland's Allegany County, Garrett County, and Washington County. The data walk will be organized around the newly released Strategic Plan priorities and enablers.

Executive Summary

The presentation will include a discussion and posters on:

1. Demographic and Financial Data
2. Measuring Poverty in Education
3. Student Outcomes
4. Maryland Leads
5. Strategic Plan Components

Action

No action is required; this information is for discussion only.

Attachments

Western Maryland Data Gallery Walk.pdf



Regional Data Walks: A Data Deep Dive into Western Maryland's Schools

Maryland State Board of Education

October 25, 2022

Presented By | Mohammed Choudhury
State Superintendent of Schools



Presentation and Materials: SBOE – October 25, 2022



<https://tinyurl.com/msde1025>

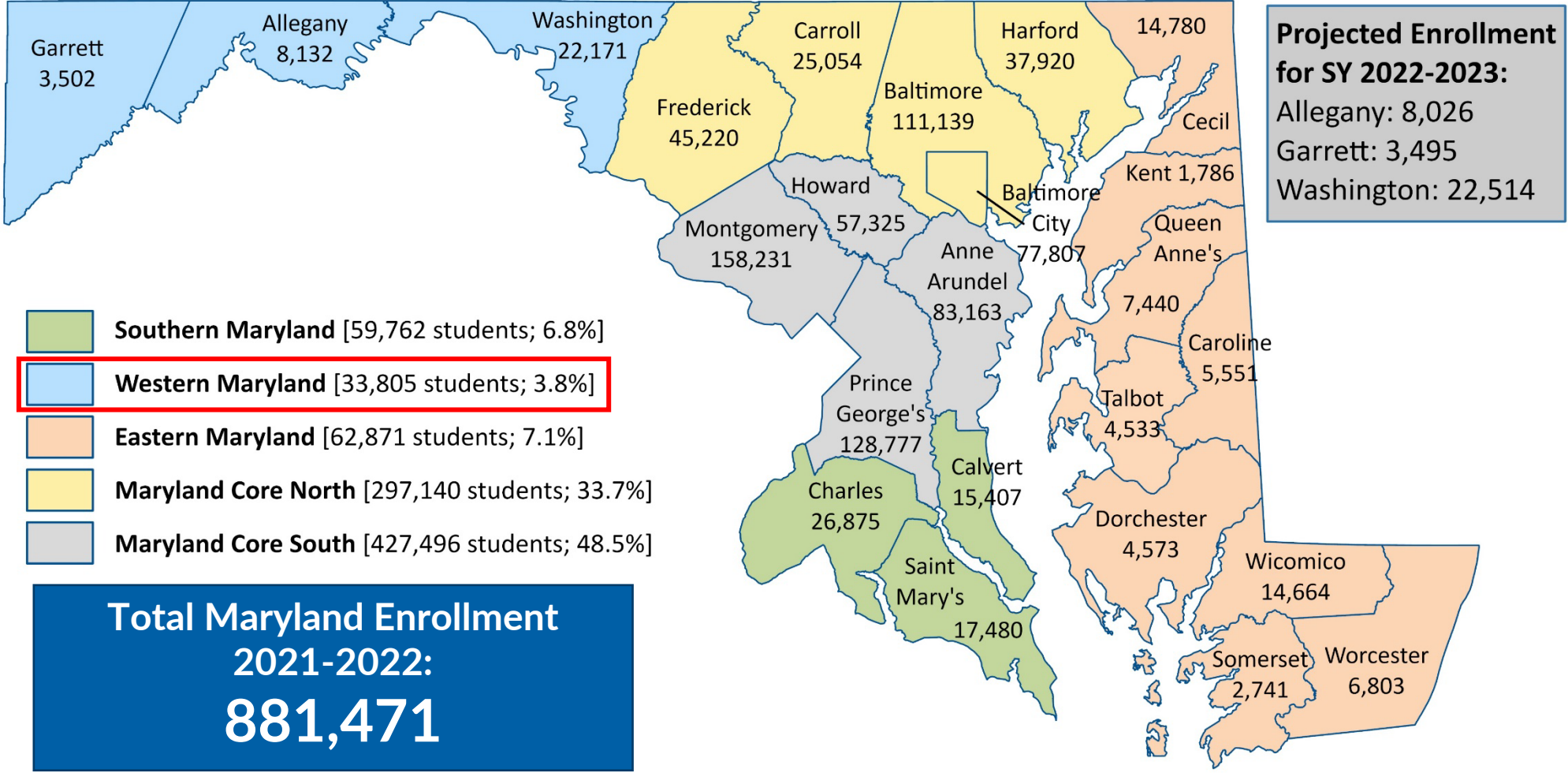


Overview

1. Overview
2. Measuring Poverty in Education
3. Student Outcomes
4. Maryland Leads
5. Strategic Plan Components

Western Maryland's Schools: By the Numbers

Enrollment by LEA - School Year 2021-2022



Source: MSDE Enrollment Collection. Projected enrollments for 2022-2023 are self reported by LEAs.

Western Maryland Schools: By the Numbers

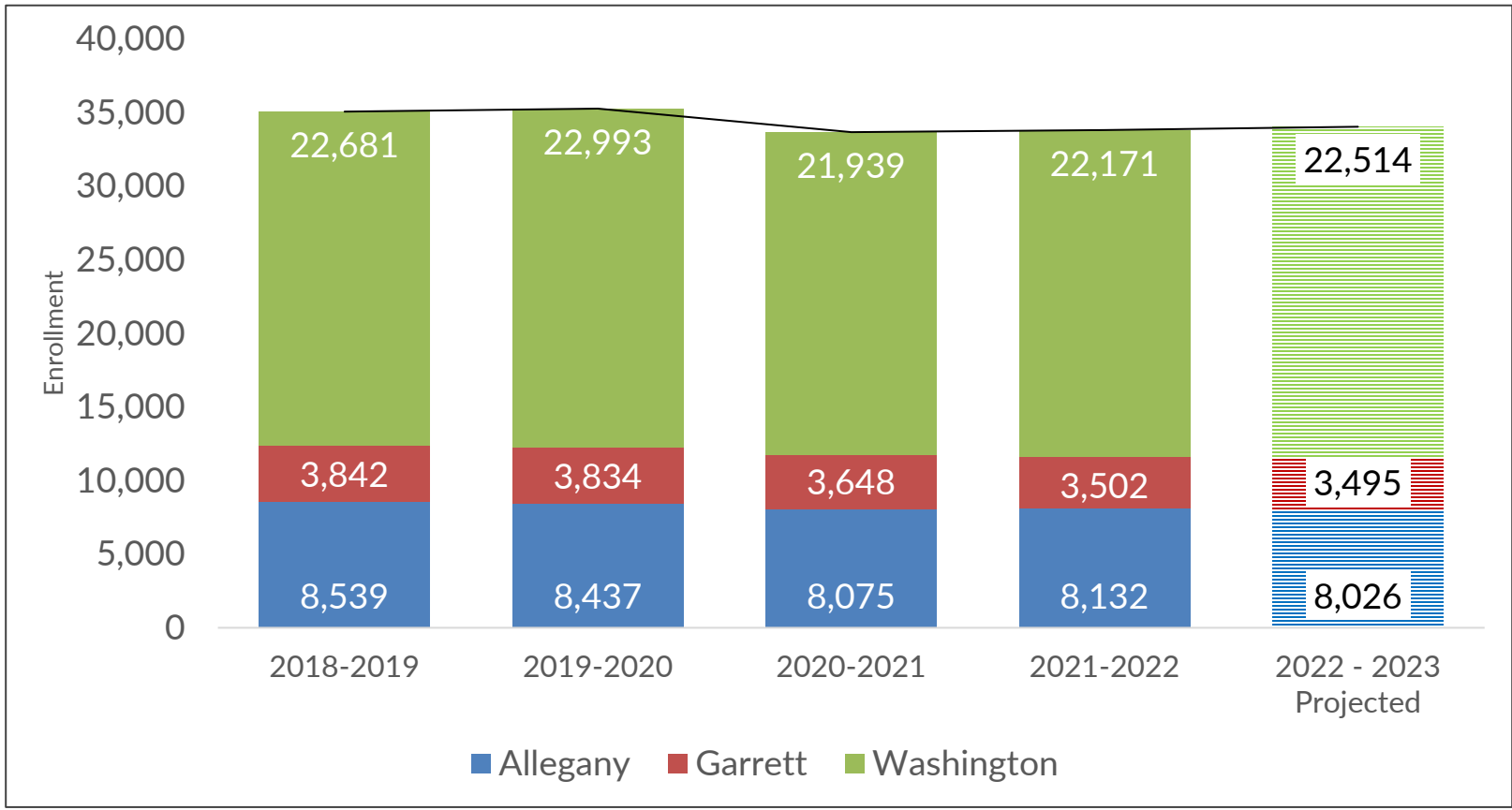
In school year 2021-2022, Western Maryland had 82 public schools which is 5.7% of the schools in the State. Over half of the schools are in Washington County.

School Type	Allegany	Garrett	Washington	Region: Western Maryland	Maryland
Elementary	14	7	25	46	786
Middle	4	2	7	13	213
High	3	2	7	12	182
Combined	0	1	1	2	84
Other*	5	0	4	9	162
Grand Total	26	12	44	82	1,427

*Other includes Alternative, Special Education, Vocational/Technical, Charter, and reportable programs.
Source: MSDE, Division of Assessment, Accountability, and Performance Reporting.

Western Maryland: Enrollment Trends

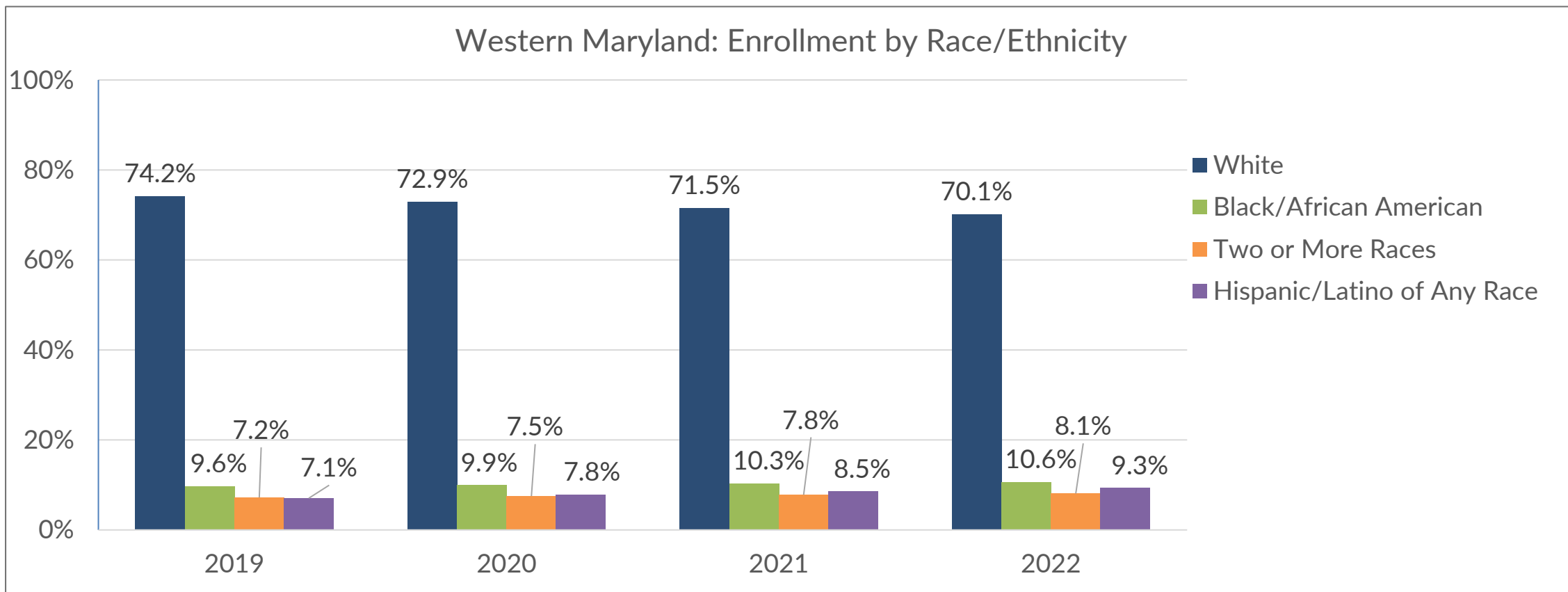
Enrollment has remained relatively steady in Western Maryland. There was a 5% drop in enrollment from 2020 to 2021 which is projected to rebound in 2022-2023.



Source: MSDE Enrollment Collection. Data for 2023 are self-reported projections by the LEA.

Western Maryland: Enrollment by Race/Ethnicity

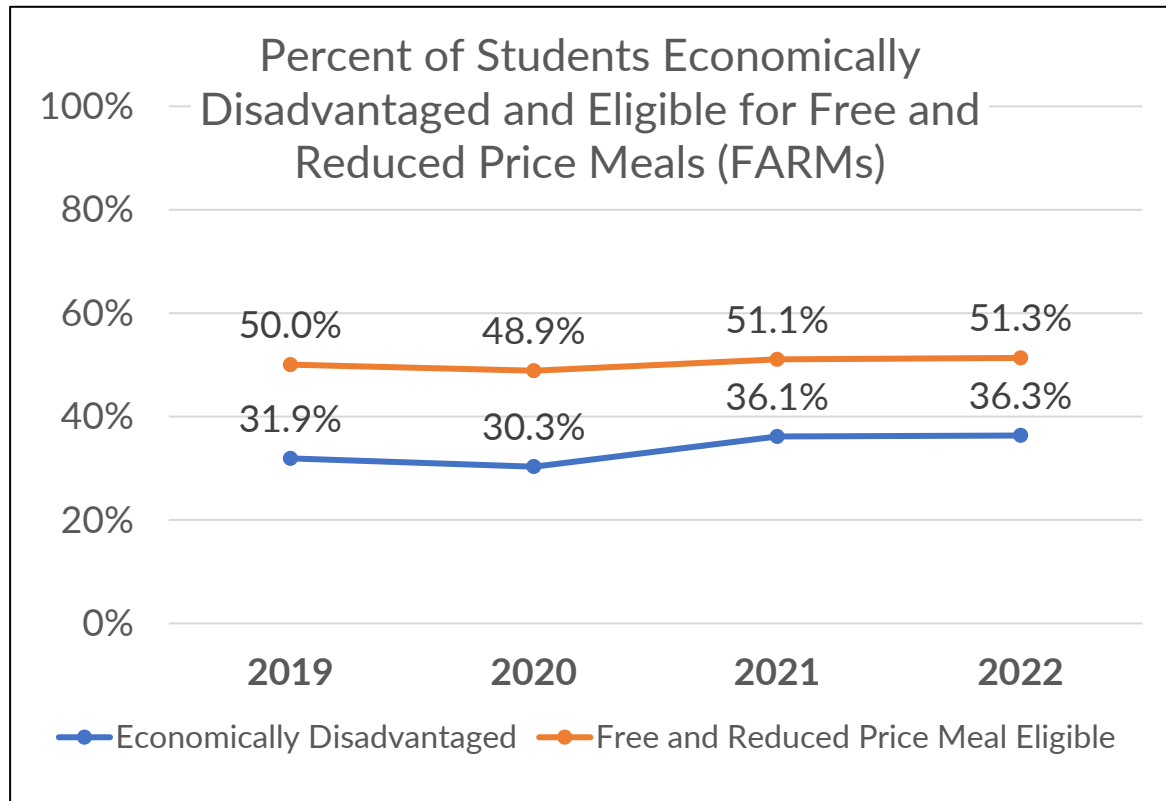
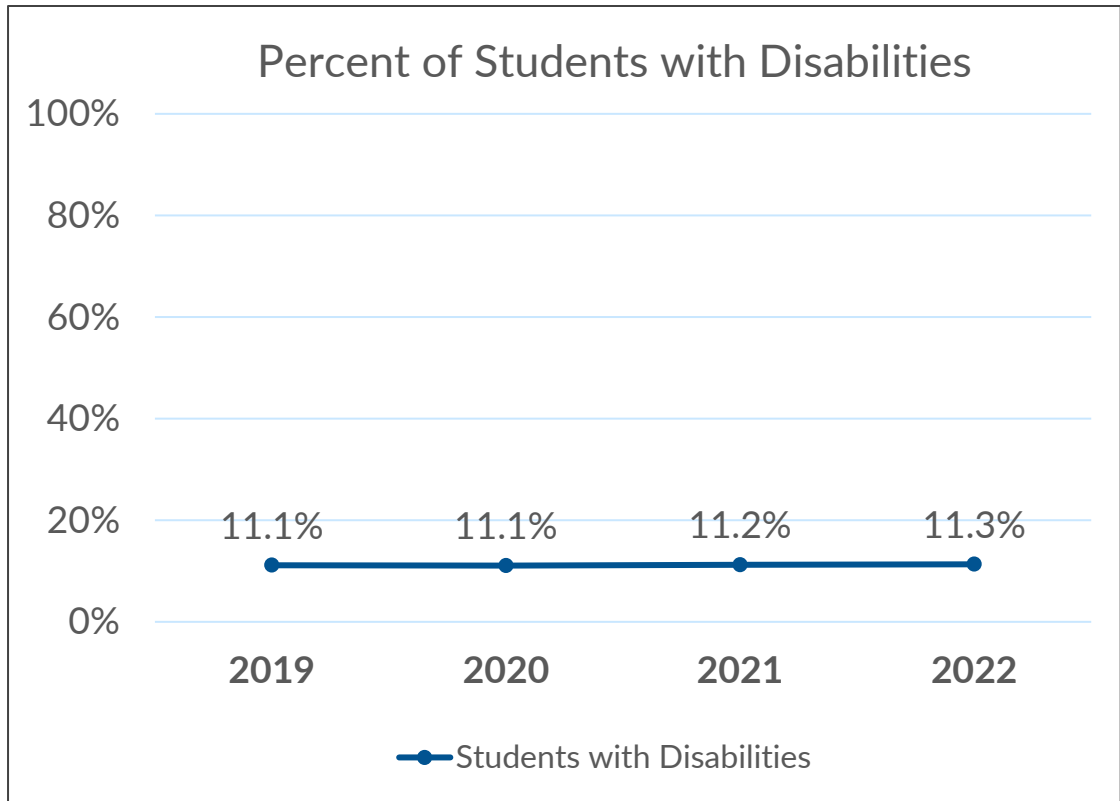
Enrollment in Western Maryland is over 70% White with all other race/ethnicities 10% or less.



Source: MSDE Enrollment Collection. The student groups of American Indian or Alaska Native, Asian, and Native Hawaiian or Other Pacific Islander all were 5% or less and are suppressed.

Western Maryland: Student Groups

The students with disabilities student group has remained consistent over time and is slightly below the States percentage of 12% in school year 2021-2022. Economically disadvantaged and FARMs student group percentages are higher than the state percentages of 27% and 44% respectively.



Note: English Learner data is suppressed due to small population size.
Source: MSDE Early Attendance Data Collection

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.

Funding Formula Phase-In

The resources associated with the Blueprint for Maryland’s Future are not all provided in year one of the law. The Blueprint formula is phased-in over time. The phase-in occurs in three ways:

- Changes to the target per-pupil foundation amount;
- Changes to formula weights; and
- Changes to formula weight eligibility criteria

Aid Type	Blueprint Program
Base Amount	Target Per-Pupil Foundation
Weighted Amount	Compensatory Education Aid
Weighted Amount	Concentration of Poverty Aid*
Weighted Amount	Prekindergarten Aid
Weighted Amount	English Learner Aid
Weighted Amount	Special Education Aid
Weighted Amount	Transitional Supplemental Instruction Aid
Weighted Amount	College and Career Readiness Aid
Weighted Amount	Career Ladder Aid**
Weighted Amount	Transportation Aid
Program Amount	Concentration of Poverty Aid*
Program Amount	Guaranteed Tax Base Aid
Program Amount	Comparable Wage Index Aid***

The moving parts of the phase-in mean formula amounts, per-pupil, will differ each year. For example:

- **Foundation Aid:** This amount, the target per-pupil foundation, increases from \$8,310 in FY 2023 to \$12,365 in FY 2033.
- **English Learner (EL) Aid:** The amount of the EL weight is identified in law and, overall, decreases over time – in FY 2023 the weight is 100%; In FY 2033 and beyond, the weight is 85%. That means, the FY 2023 per-pupil amount is \$8,310 ($\$8,310 * 100\%$) and the FY 2033 per-pupil amount is \$10,510 ($\$12,365 * 85\%$).
- **Prekindergarten:** Currently, only students from families at or below 300% of the Federal Poverty Level count toward Prekindergarten Aid eligibility. Beginning in FY 2025, students from families between 300% and 600% will be eligible for formula aid.

*The Concentration of Poverty grant program consists of two programs: the personnel grant, and the per-pupil grant. The personnel grant is a program amount allocated by school to provide for overhead staff costs; the per-pupil grant is a weighted-student formula amount.

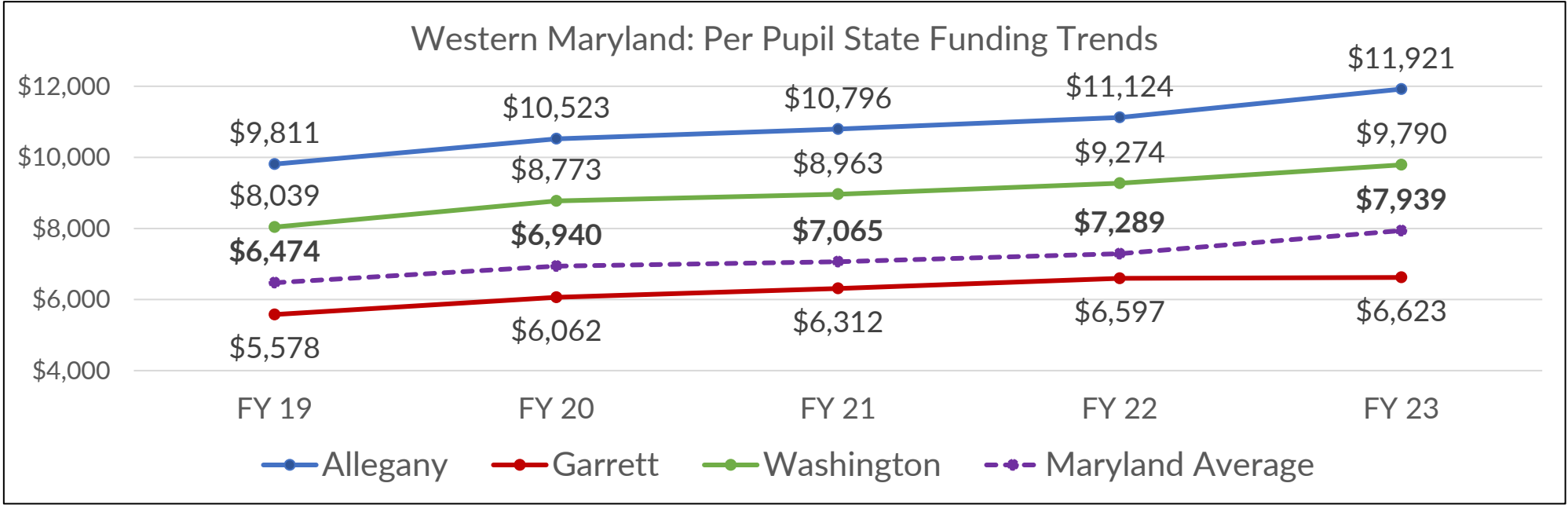
**Career Ladder Aid is based on a per-teacher count, not a per-student count.

***The Comparable Wage Index program replaces the Regional Cost of Education Index in FY 2024.

Per Pupil Funding: State Share

Five-year trends show that per pupil funding has increased steadily in every Western Maryland county. Per-pupil funding increased by 23% statewide over the 5-year period, which includes the incorporation of additional State aid programs from the Blueprint for Maryland’s Future. Per-pupil funding will continue to increase in the next decade throughout the phase-in of the Blueprint, which increases the target-per-pupil foundation amount each year through FY 2033.

LEA	5 YR Change
Allegany	+22%
Garrett	+19%
Washington	+22%
Maryland	+23%

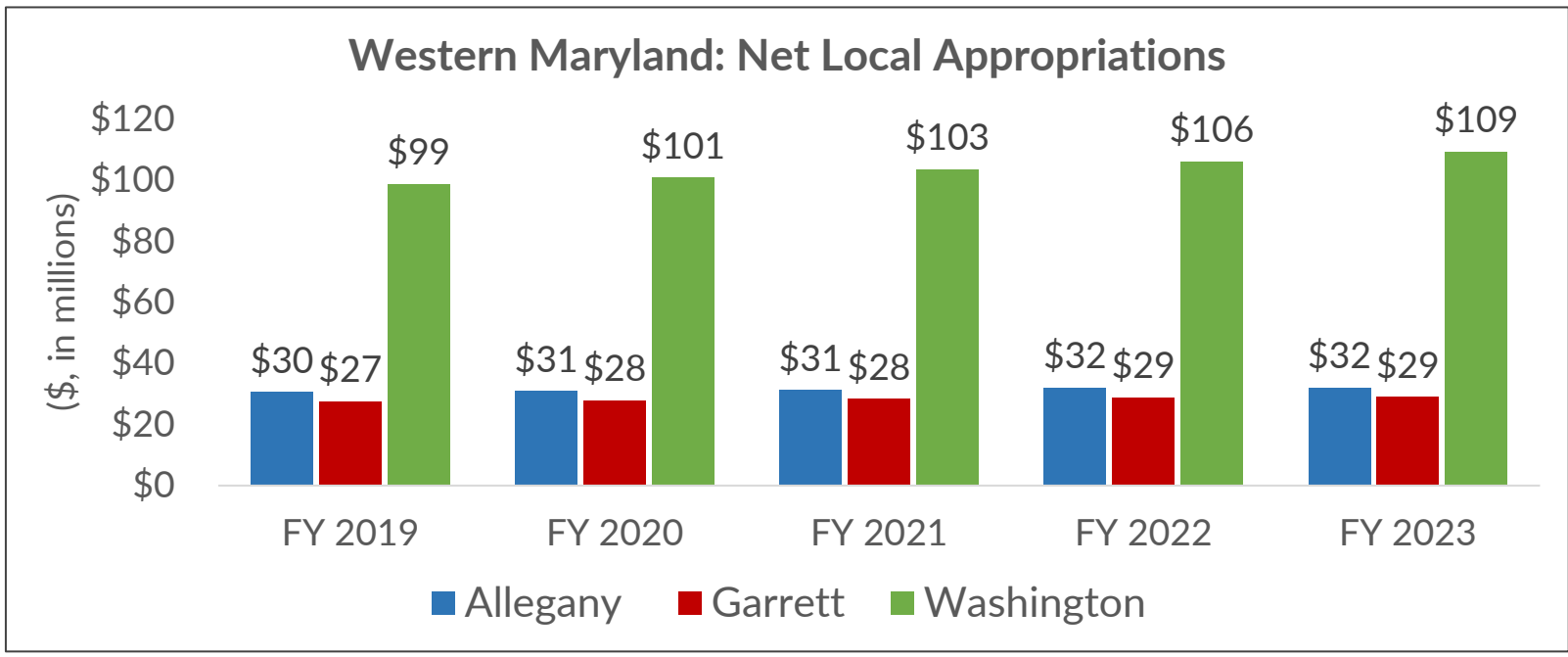


Note: Data here reflect only the State share of State aid and exclude local aid. The State share includes the foundation program and all other Major Aid categories.

Source: Maryland State Department of Education, State Aid Calculations

Net Local Appropriations


Local appropriation is the spending amount and authority provided locally by a county or city jurisdiction to a local education agency. Local appropriations have increased in every Western Maryland LEA. Maryland statewide local appropriations have increased by 14% over a five-year period, from approximately \$6.4 billion in FY 2019 to \$7.3 billion in FY 2023.



LEA	FY 2023 Local Appropriation Per-Pupil
Allegany	\$4,038
Garrett	\$8,128
Washington	\$5,056

Note: Data here reflect only the local aid and exclude State and federal aid. These funds include but are not limited to per-pupil aid programs so the chart reflects net local appropriation totals rather than per-pupil changes year to year.

Source: Maryland State Department of Education, Certified Net Local Appropriation

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Measuring Poverty in Education

Using Socioeconomic Status Block Tiers To Measure Concentrations of Poverty.

How is Poverty Measured in Education?

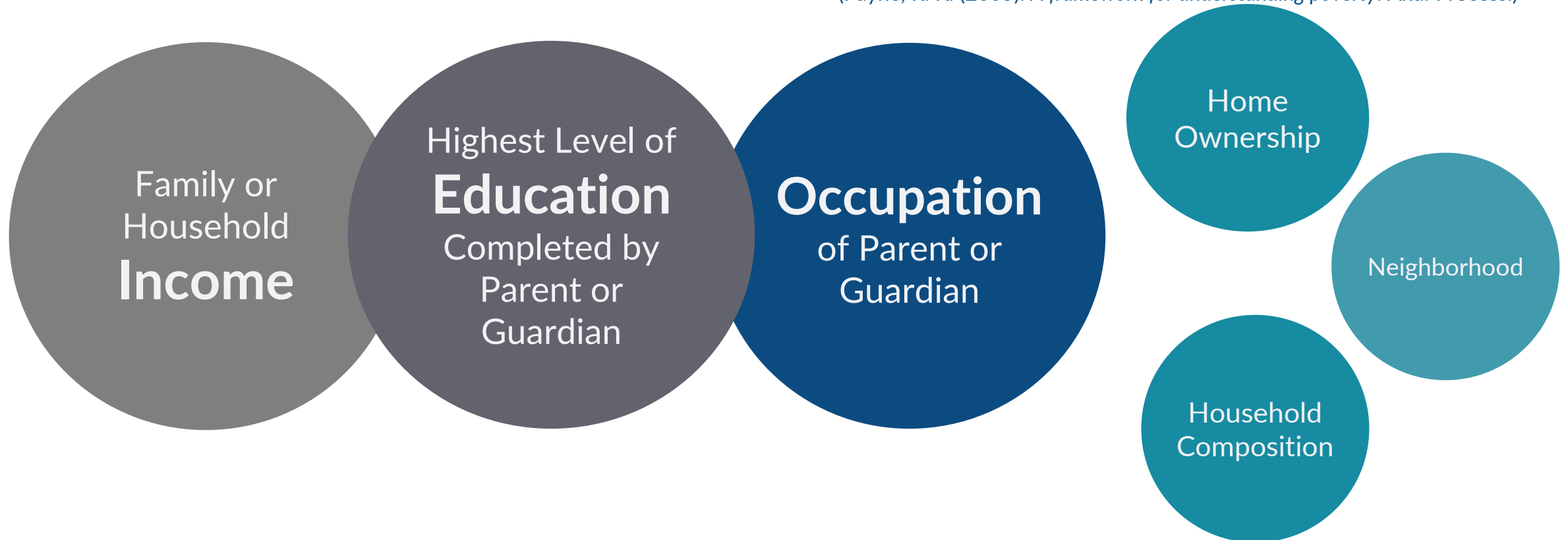
The count of students eligible for a free or reduced price meal under USDA’s National School Lunch Program (NSLP) is the most commonly used measure of poverty in education.

Pros (Core Conditions Met)	Cons (Limitations and Data Quality Issues)
<ul style="list-style-type: none"> • Universal participation and criteria • Regularly updated • Stable infrastructure with long history and well funded • Accessible and widely available 	<ul style="list-style-type: none"> • Binary measure capturing little variation in household income (Domina et al., 2018) • Measure is of an individual at a point-in-time and not a neighborhood measure. • Participation rates are not constant across grades (Harwell & LeBeau, 2010) • Systemic differences in participation • Community Eligibility Provision (CEP) limits availability of student level data • Eligibility of students relies on household forms and/or direct certification

Multiple Factors Impact Poverty

Poverty is "the extent to which an individual does without resources."

(Payne, R. K. (2005). *A framework for understanding poverty*. Aha! Process.)

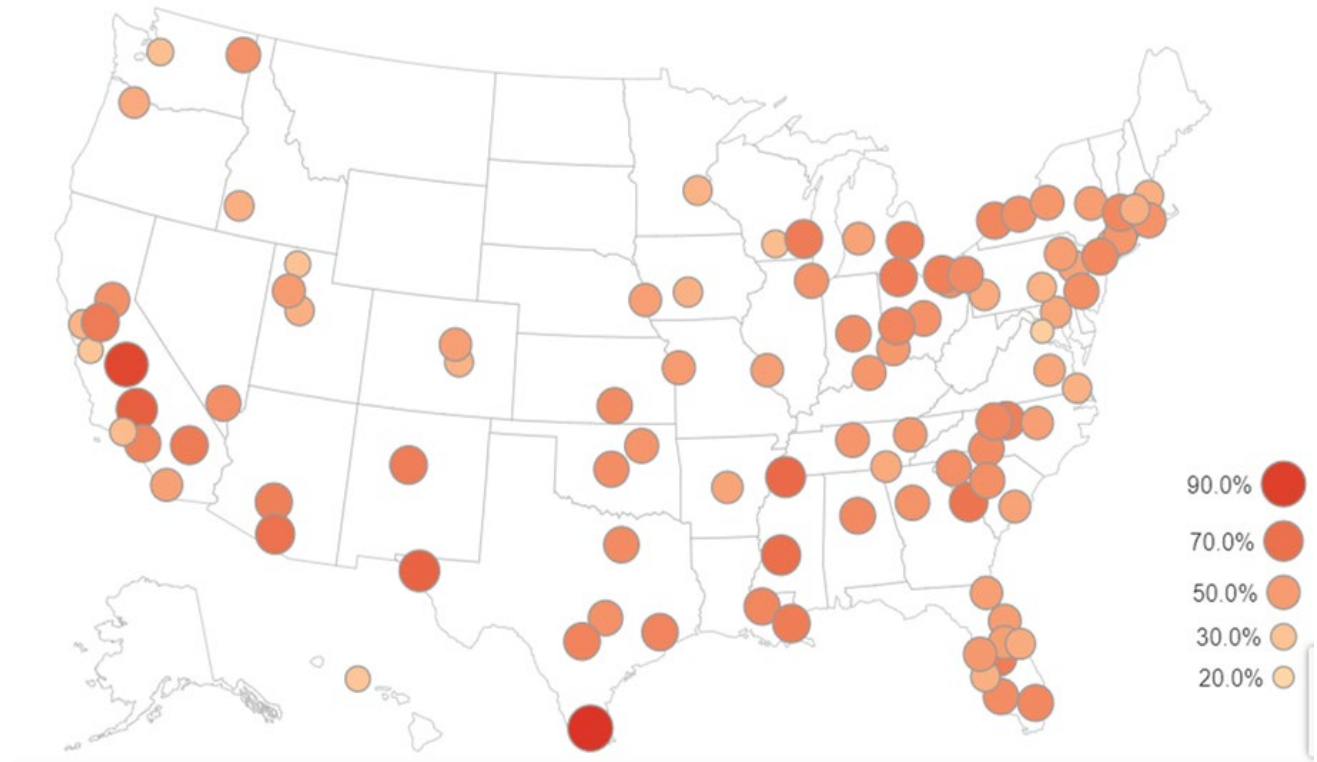


Concentration of Poverty

Concentration of poverty is different than a measure of poverty at the individual or family level.

The concentration of poverty is a measure of the **percentage of poor residents in an area**.

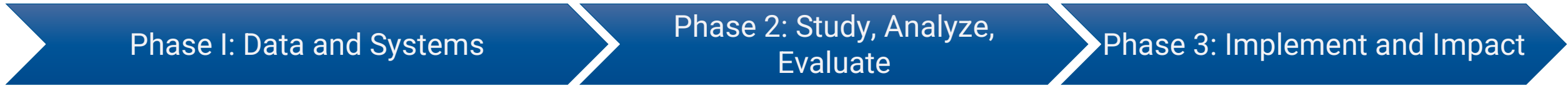
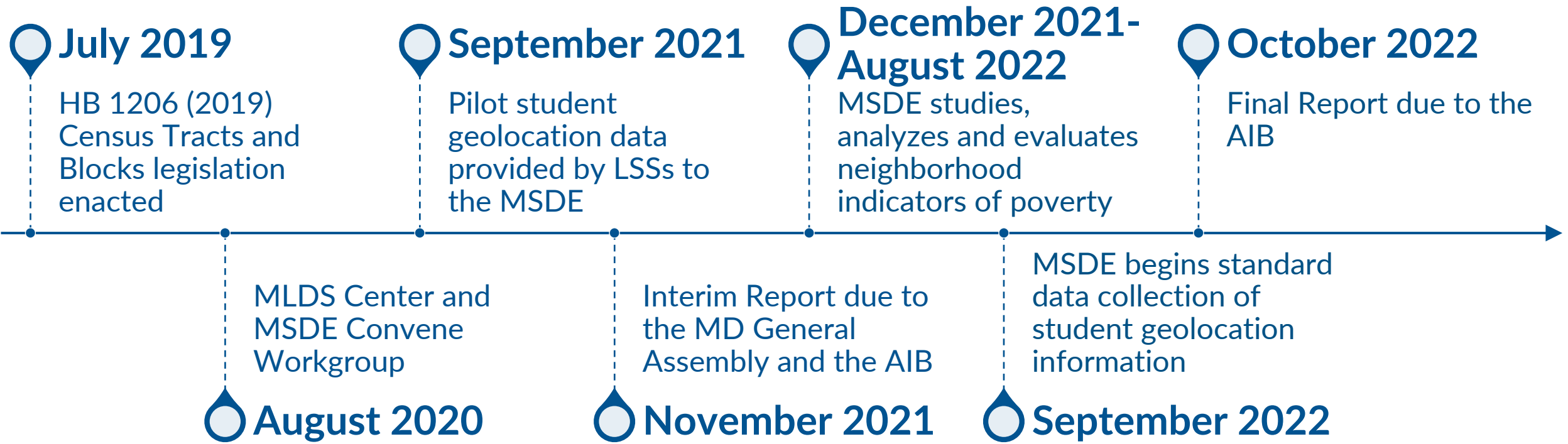
Poor families in a neighborhood with a high concentration of poverty have a **double disadvantage** (Jargowsky, 2015).



Share of the poor population living in a neighborhood with a 20%+ poverty rate

Source (link to interactive map): <https://www.brookings.edu/research/u-s-concentrated-poverty-in-the-wake-of-the-great-recession/>

Progress Towards a Neighborhood Indicator of Poverty



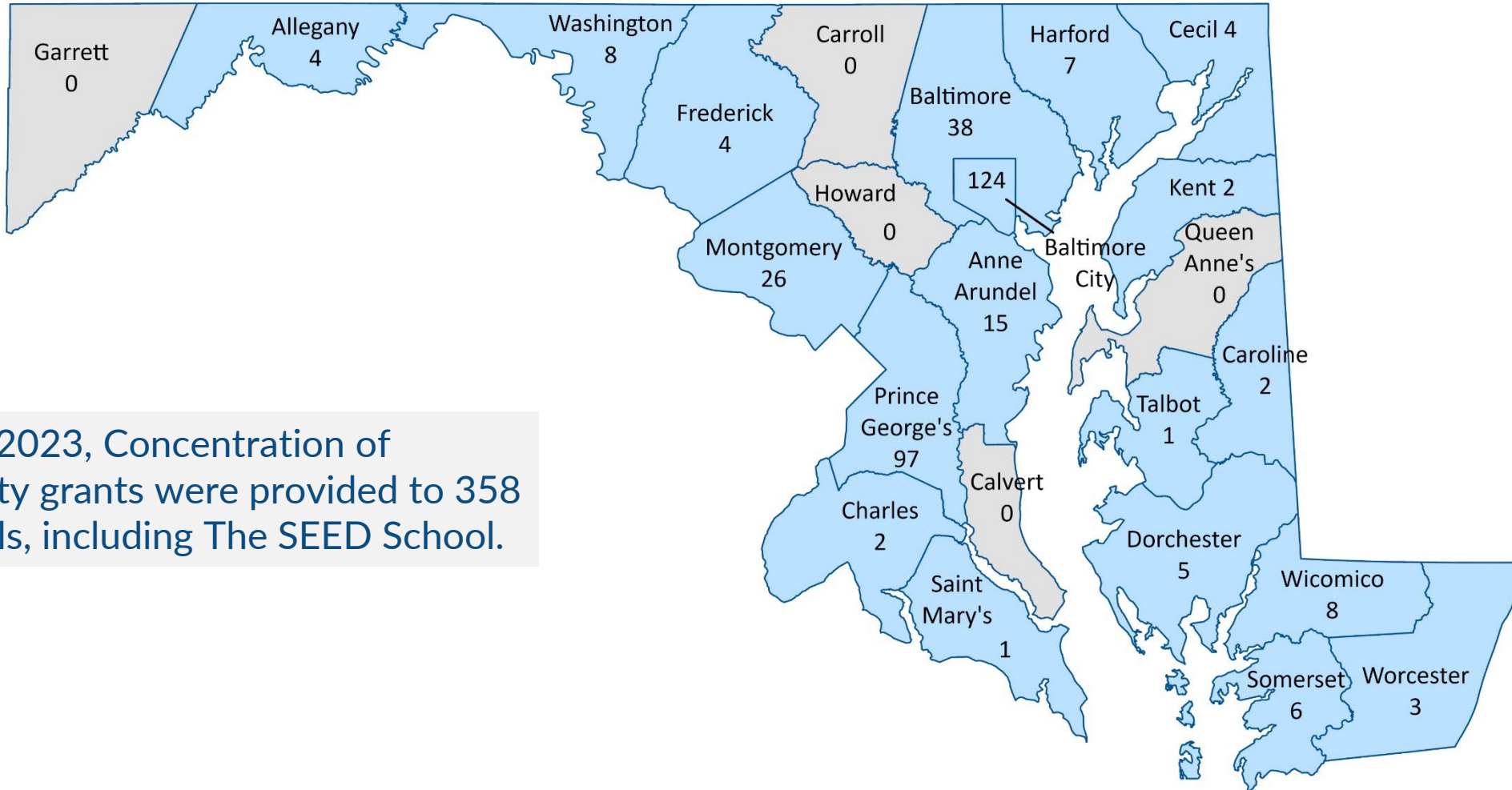
Concentration of Poverty Grant

- Establish community schools and support their work
- Provide personnel grants (Md. Code, Educ. § 5-223):
 - Awarded to schools with 70% or more of students receiving free or reduced meals. (Eligibility will go down to 55% by Fiscal Year 2025)
 - To hire a Community School Coordinator and a full-time professional healthcare practitioner
 - Remaining funding used to provide wraparound services
- Provide per-pupil grants:
 - Awarded to schools with 80% or more of students receiving free or reduced meals. (Eligibility will go down to 55% by Fiscal Year 2027)
 - Used to provide wraparound services

Fiscal Year	Eligibility Req. (% of Students receiving FARMS)	# of Community Schools with Concentration of Poverty Grant (Personnel Grant)
2020	80	206
2021	75	262
2022	70	300
2023	65	358

Source: MSDE, Office of Policy Analysis and Fiscal Compliance

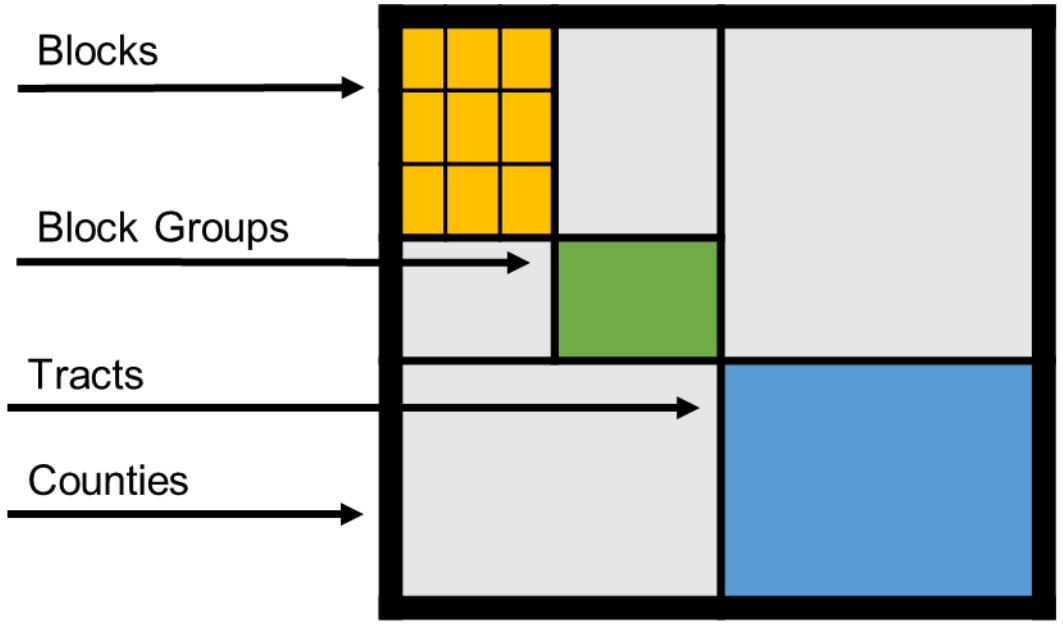
FY 2023 Concentration of Poverty Grant Recipients



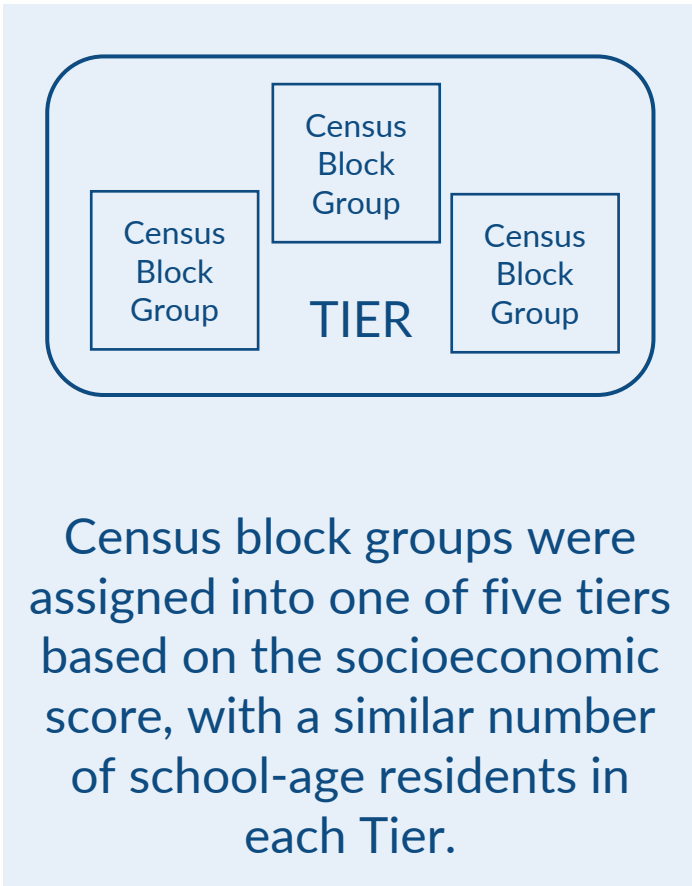
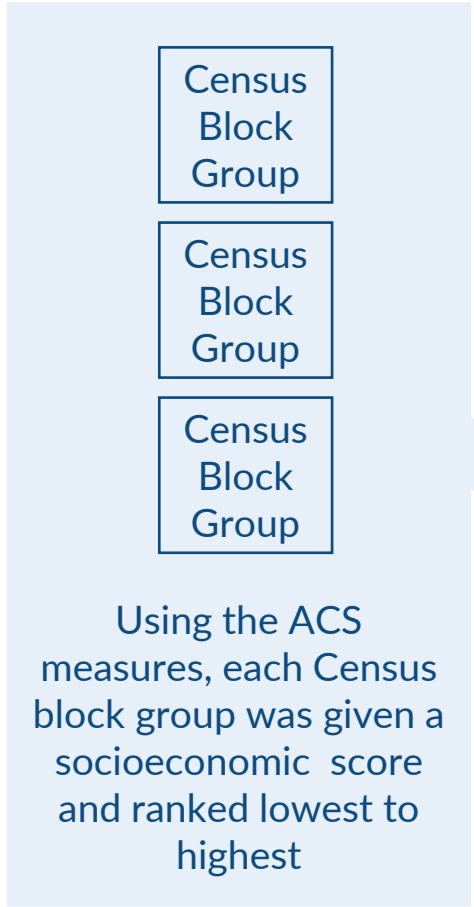
In FY 2023, Concentration of Poverty grants were provided to 358 schools, including The SEED School.

Source: MSDE, Office of Policy Analysis and Fiscal Compliance. The SEED School is not visible on the map.

Development Of Census Block Groups Into Socioeconomic Tiers



Maryland has 4,035 Census block groups



Distribution Of Tiers By Household Characteristics

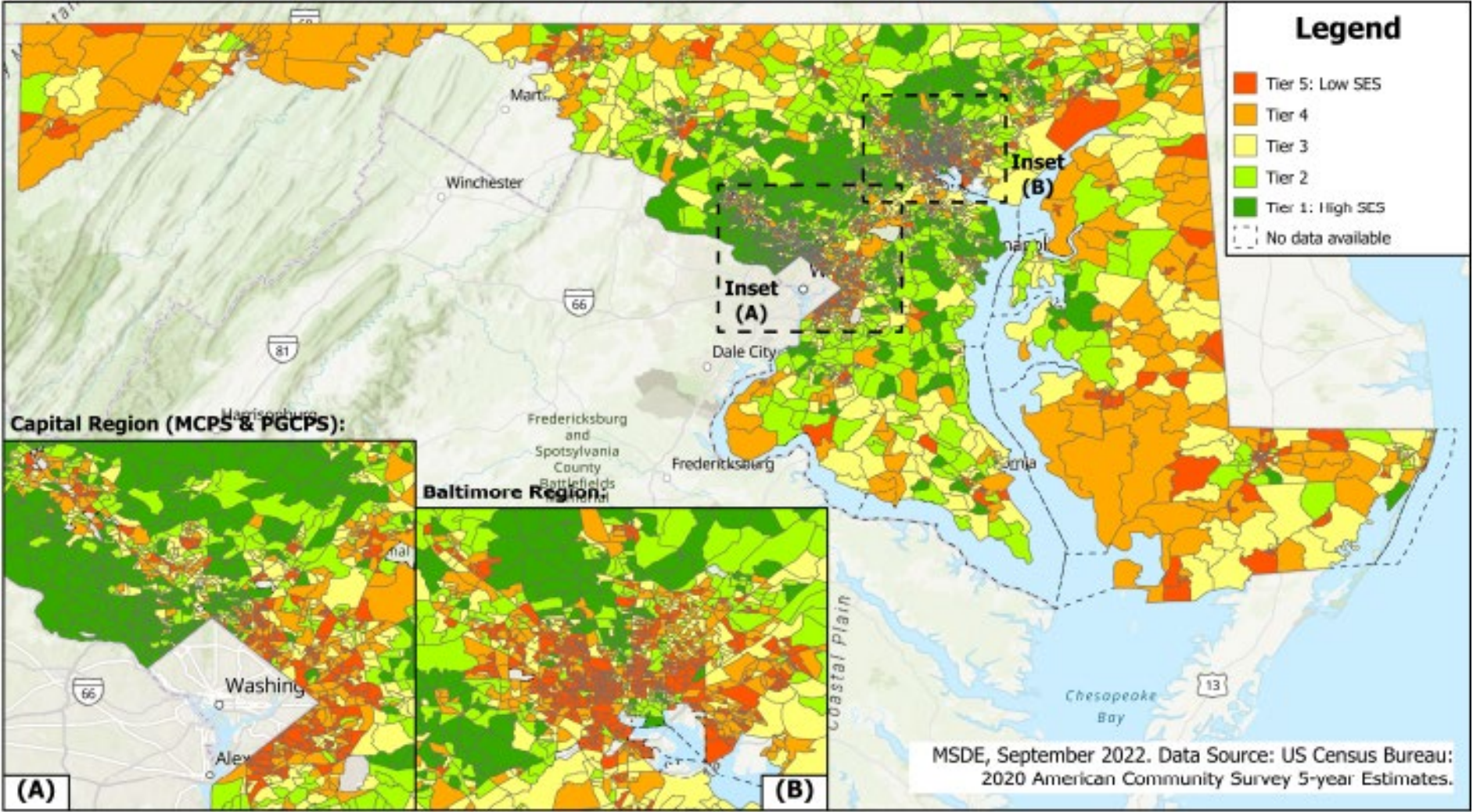
Each tier contains a similar number of school-age residents (approximately 195,000).

Tier	Median household income	Home ownership (%)	Single Parent Households (%)	Educational Level 0.0 = No education 1.00 = Advanced degree	Block Groups (N)	Block Groups (%)
Tier 5	\$48,048	34.9%	70.7%	0.50	899	22.3%
Tier 4	\$70,339	60.9%	38.9%	0.58	884	21.9%
Tier 3	\$90,277	76.1%	24.3%	0.62	828	20.5%
Tier 2	\$115,395	85.2%	15.1%	0.68	771	19.1%
Tier 1	\$173,503	92.8%	8.3%	0.78	653	16.2%

Tier 5 represents households with high poverty/low socioeconomic score. Tier 1 represents households with low poverty/high socioeconomic score.

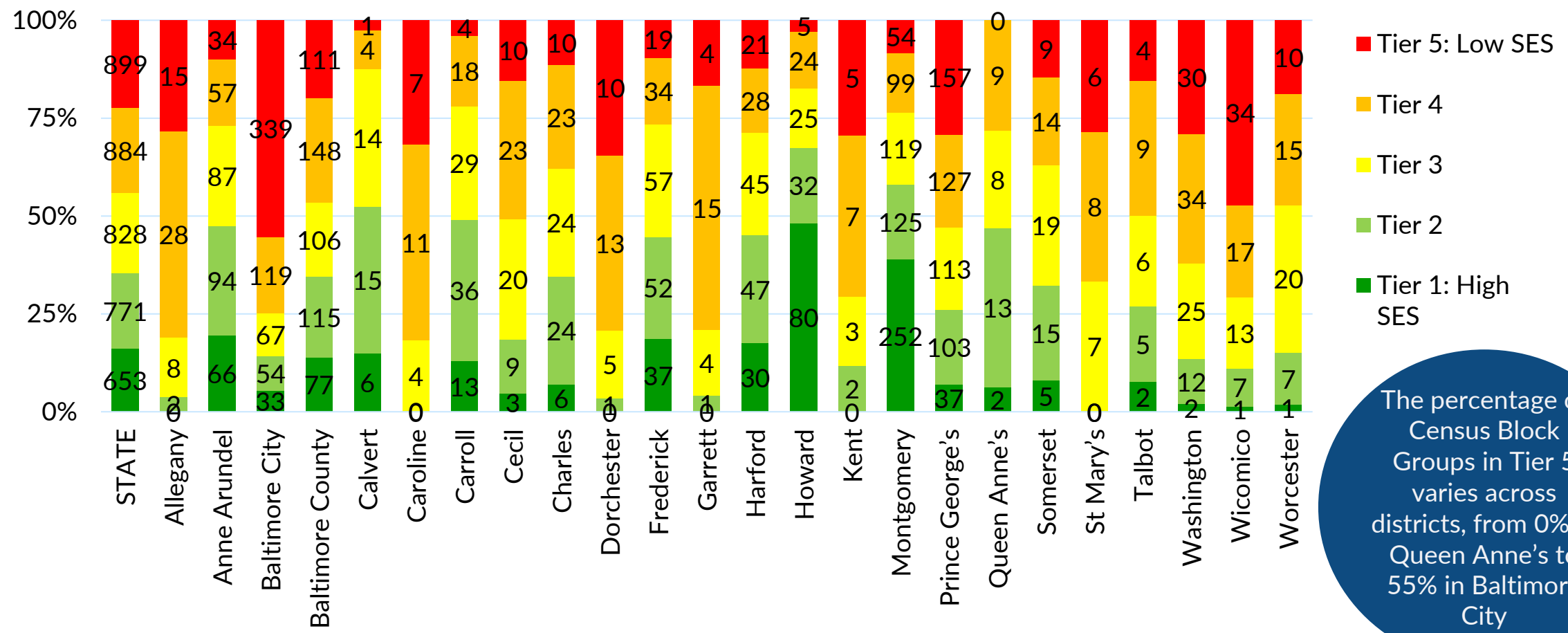
Source: MSDE, Office of Policy Analysis and Fiscal Compliance

Socioeconomic Block Group Tiers in Maryland



Socioeconomic Tiers By Local Education Agency

SES Tiers by LEA

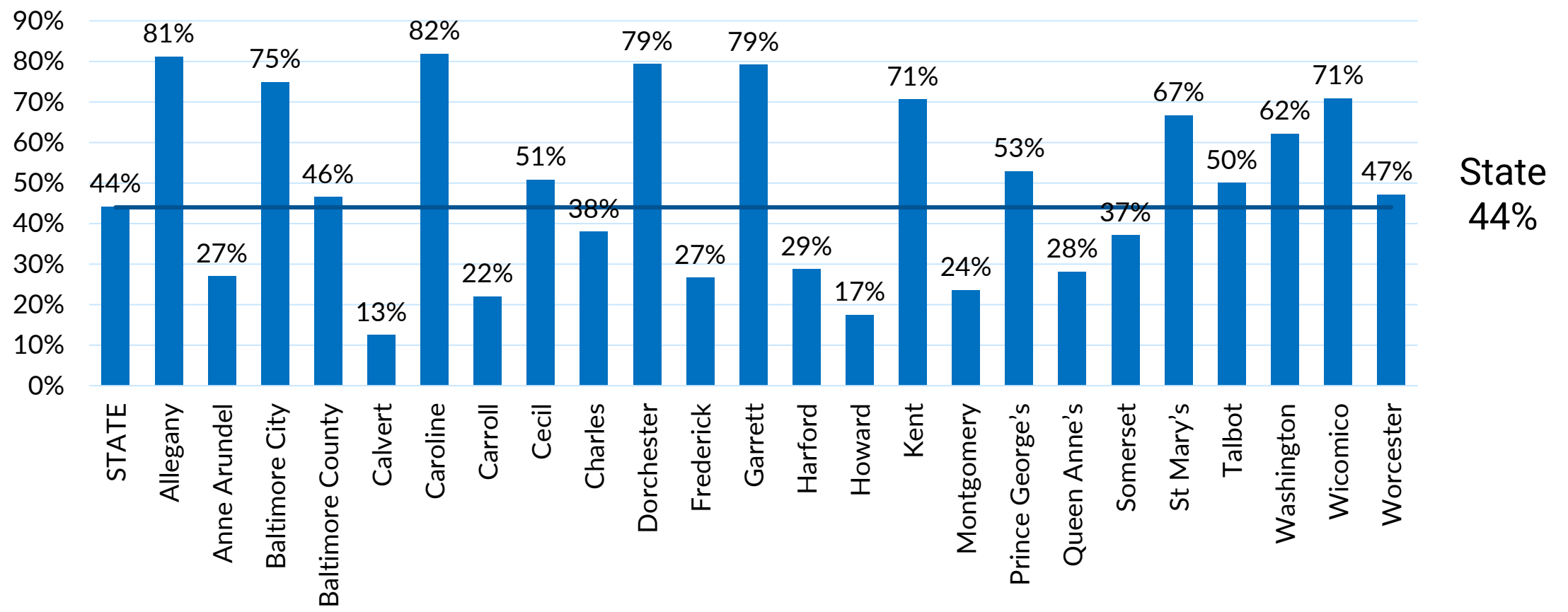


The percentage of Census Block Groups in Tier 5 varies across districts, from 0% in Queen Anne's to 55% in Baltimore City


Source: MSDE, Division of Assessment, Accountability and Performance Reporting

Percent Of High Poverty Tiers (4 and 5) In Local Education Agencies

The percentage of Census Block Groups in Tiers 4 and 5 surpasses 60% in 9 out of 24 LEAs located in Western Maryland, the Southern Shore, the Eastern Shore, and Baltimore City.



Source: MSDE, Division of Assessment, Accountability, and Performance Reporting

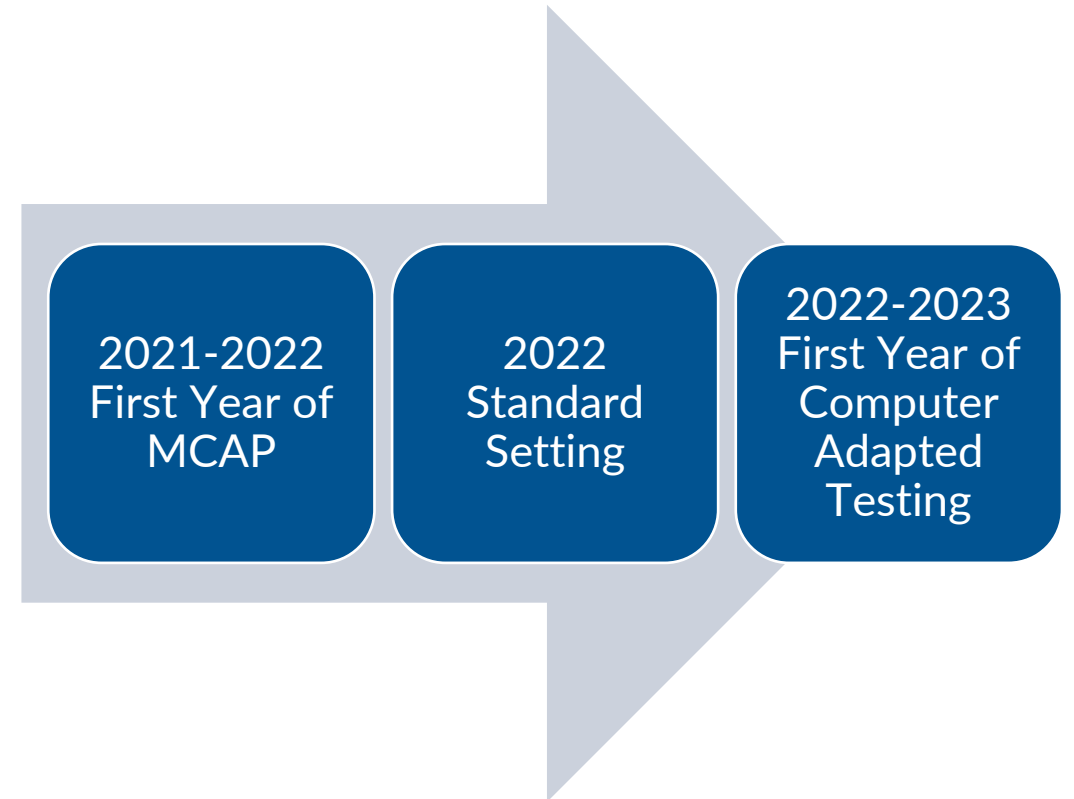
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Student Outcomes

How are Maryland's students performing across the state?

Standard Setting in Maryland (1 of 3)

- Maryland transitioned to the new MCAP in SY 2021-2022.
- After the first year of any new assessment, a standard setting process is required.
- The MCAP mathematics, English Language Arts, LS MISA, and Government for SY 2021-2022 will undergo standard setting in 2022.
 - Science grade 5 and grade 8 has previously completed standard setting.
 - Social Studies Grade 8 will have standard after the SY 2022-2023 administration.



Standard Setting in Maryland (2 of 3)

Standard setting is a standardized process used to set performance standards and determine the cut scores used to place students into performance levels.

Purpose of the standard setting Process is to have **subject matter experts make item-level judgments, which when aggregated, generate panel-recommended cut scores.**

Maryland will standard set 16 assessments in the summer through early fall of 2022.



MSDE is excited to welcome educators from across Maryland to participate in the standard setting process.

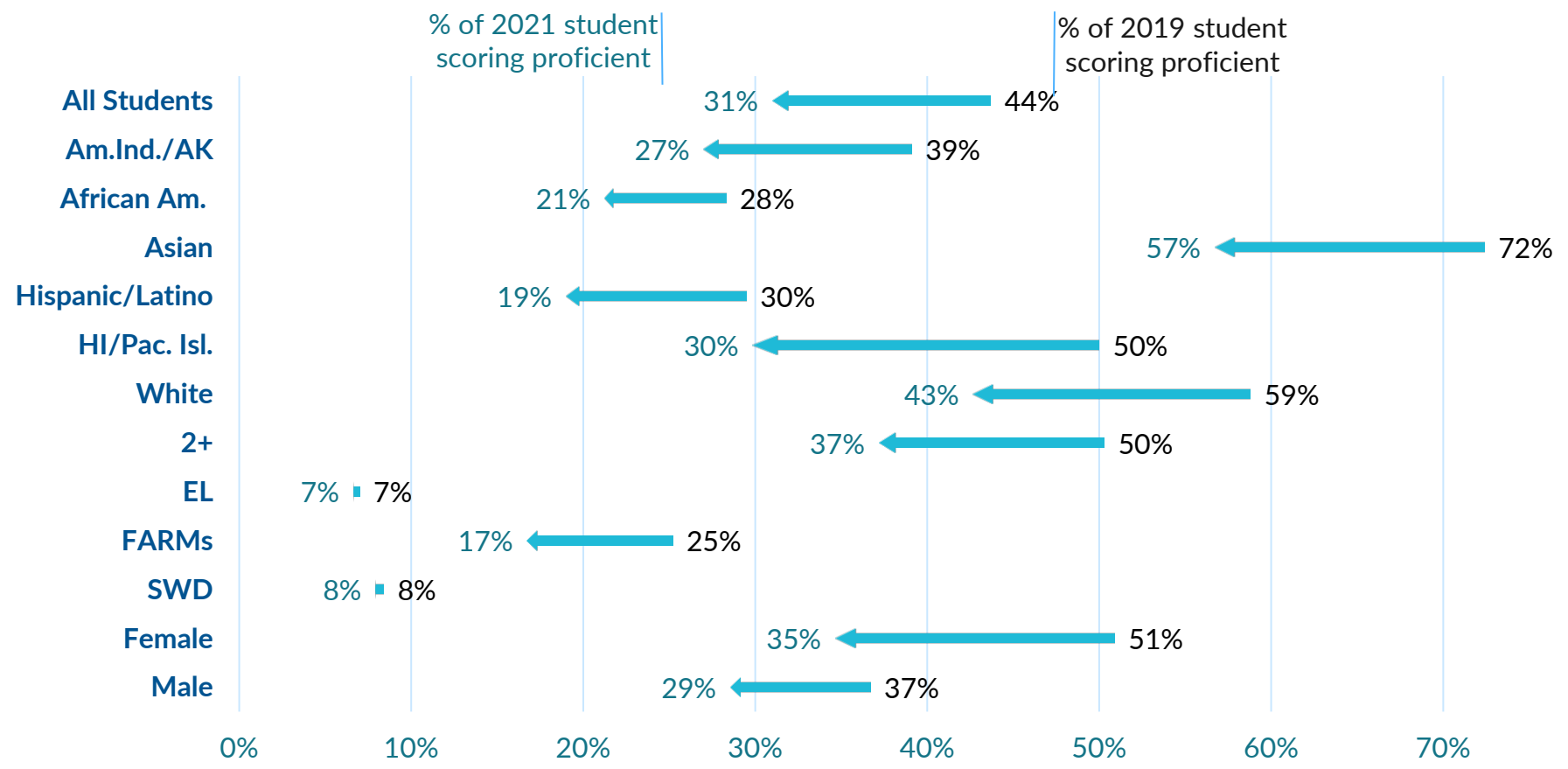
Timeline for Assessment Data Release (3 of 3)

Maryland will be releasing SY 2021-2022 data as available with the expected timeline provided below. The release of assessment data is delayed due to the requirement for standard setting for all new assessments. In future years, **Maryland will continue to prioritize a rapid release of assessment data and provide as soon as data is available.**

Assessment	July	August	September	October	November	December	January
Science Grade 5 and 8		X					
Dynamic Learning Map (DLM) Maryland Alternate Assessment math, reading, science			X				
Government High School				X			
Life Science Maryland Integrated Science Assessment (LS MISA)				X			
English Language Proficiency, Alternate English Language Proficiency						X	
Kindergarten Readiness Assessment						X	
Mathematics, English Language Arts							X

MCAP: Early Fall Results (2021) English Language Arts Grade 3-8

In Maryland, most student groups experienced a significant decline in proficiency rates in English Language Arts when comparing the 2019 results to the early fall 2021 results.

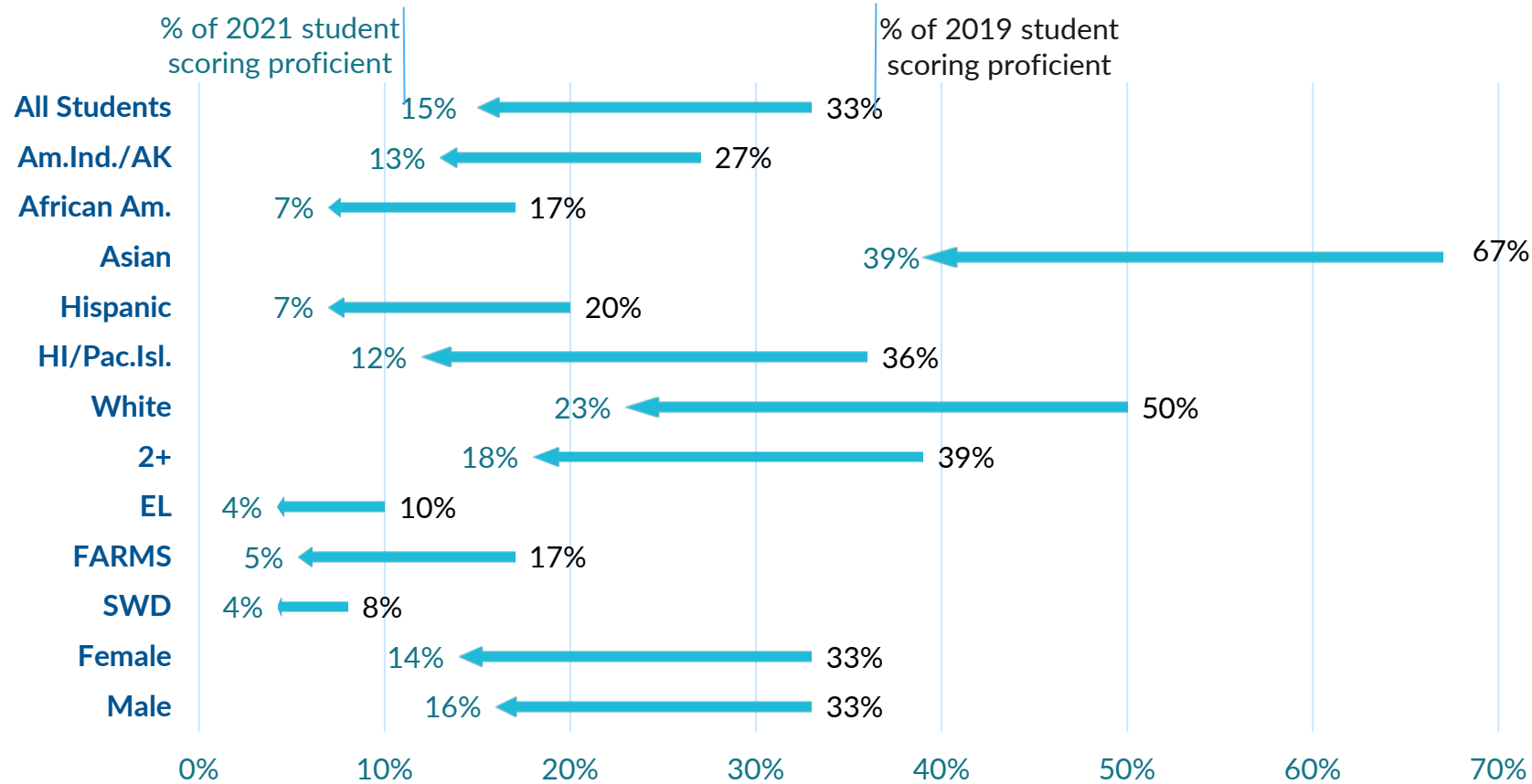


Student Groups	2019 Tested Count	2021 Tested Count
All Students	401,406	372,289
Am.Ind./AK	1,102	989
Asian	26,455	25,863
African Am.	135,248	119,954
Hispanic/Latino	72,708	75,197
Native HI/Pac.Isl.	635	546
White	146,113	129,707
2+	19,145	19,088
SWD	45,812	40,410
EL	34,250	41,422
FARMs	176,927	155,243
Female	196,444	182,948
Male	204,962	188,715

Source: MSDE, Division of Assessment, Accountability and Performance Reporting; 2021 MCAP Early Fall results as of March 2022.


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

In Maryland, all student groups experienced a significant decline in proficiency rates in Math when comparing the 2019 results to the early fall 2021 results.



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

Source: MSDE, Division of Assessment, Accountability and Performance Reporting; 2021 MCAP Early Fall results as of March 2022.

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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.


Awarded \$165M+ ESSER State Set-Aside funds to LEAs through a non-competitive but highly-selective grant process.

Maryland Leads Use of Funds

Maryland Leads totals **\$196,000,000** in program investment including state and local matching funds.

LOCAL EDUCATION AGENCIES (By Region)	TOTAL FUNDS	GROW YOUR OWN STAFF	STAFF SUPPORT AND RETENTION	THE SCIENCE OF READING	HIGH-QUALITY SCHOOL DAY TUTORING	REIMAGINING THE USE OF TIME	INNOVATIVE SCHOOL MODELS	TRANSFORMING NEIGHBORHOODS THROUGH EXCELLENT COMMUNITY SCHOOLS
Western MD	19,387,897	30.2%	32.4%	37.4%	0.0%	0.0%	0.0%	0.0%
Southern MD	25,483,300	25.2%	34.1%	39.0%	0.0%	1.8%	0.0%	0.0%
MD Core, North	42,993,323	17.8%	15.2%	26.9%	4.0%	20.5%	7.4%	8.2%
MD Core, South	33,598,379	34.3%	7.6%	28.0%	0.0%	13.4%	3.7%	13.0%
Eastern Shore	74,537,101	27.2%	31.7%	26.1%	7.1%	3.6%	1.4%	2.8%
State	196,000,000	26.5%	23.5%	29.1%	3.6%	8.9%	3.0%	5.5%

- **Western Maryland** :Washington, Allegany, Garrett
- **Southern Maryland** :Charles, St. Mary’s, Calvert
- **Maryland Core North** :Baltimore City, Baltimore County, Harford, Carroll, Frederick
- **Maryland Core South**: Montgomery, Howard, Anne Arundel, Prince George’s
- **Maryland Eastern Shore** :Cecil, Kent, Queen Anne’s, Talbot, Caroline, Dorchester, Somerset, Wicomico, Worcester

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Strategic Plan Components

Creating a strategic plan will anchor and reinforce the Blueprint for Maryland's Future legislation into the organizational fabric of the department and its everyday work.

Strategic Plan: Priorities



Ready for Kindergarten

All Maryland students are prepared socially, emotionally, and academically for success in kindergarten.



Ready to Read

All Maryland students are proficient in reading by the end of third grade, and those who are not have the necessary supports to become proficient.



Ready for High School

All Maryland students enter high school on track to meet the college and career readiness standard by the end of 10th grade, and are engaged socially, emotionally, and academically to succeed in progressively challenging and advanced level coursework aligned to college and career pathways.



Ready for College and Career

All Maryland students graduate from high school college and career ready, and with an individualized plan to succeed in college, career, and life.

Strategic Plan: Enablers

01

Maryland is supporting our schools, local education agencies, families, and decision makers by producing relevant, timely, and high-quality data and reporting, and enabling educators to make the best use of their resources to meet the needs of our students and accelerate student achievement.

02

Maryland's classrooms challenge, support, and inspire students. Therefore, our schools will be equipped with high-quality curricula, lessons, assessments, and systems for intervention and acceleration.

03

Maryland is elevating the stature of the teaching profession by:

- intentionally working to attract, recruit, and retain a highly qualified and diverse workforce;
- setting rigorous standards for educator preparation programs and induction;
- and implementing a career ladder system focused on development and growth opportunities for all educators.

04

Maryland is ensuring student success by:

- supporting our students' social-emotional learning, health and wellness, and safety;
- enhancing school culture and climate;
- scaling high-quality wraparound supports and partnerships;
- and strengthening family and community engagement.



Data Gallery Walk

Explore the data. What do you see?

Data Walk

Your turn to explore the data!

- Use a paper graphic organizer to record your thoughts.
- Starting with the designated poster topic, visit each of the topic areas. You will have about 7 minutes at each station.
- Reflect, discuss and record your input and reactions to the data, priorities, and enablers at each station.
- If you have questions, ask an MSDE staff who will be around to support you.
- In about 45 minutes, reconvene and share learning.

Poster Topics

- | | |
|---|--------------|
| 1. Priority 1: Ready for Kindergarten | 5. Enabler 1 |
| 2. Priority 2: Ready to Read | 6. Enabler 2 |
| 3. Priority 3: Ready for High School | 7. Enabler 3 |
| 4. Priority 4: Ready for College and Career | 8. Enabler 4 |

Data Walk

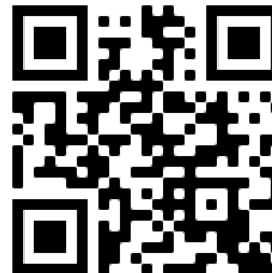
As you review each poster, consider these guiding questions:

- What are your initial reactions to this data?
- What actions can/are you taking to support progress related to this priority or enabler?
- What barriers or risks do you foresee and what support might you need to address these?

Please respond to the questions above in the available printed graphic organizer.

The presentation slides and gallery walk posters are available at this link:

tinyurl.com/msde1025





Priority 1: Ready for Kindergarten

All Maryland students are prepared socially, emotionally, and academically for success in kindergarten.

Kindergarten Readiness Assessment (KRA)

The Kindergarten Readiness Assessment (KRA) is a tool for gathering information about student's progress. Usually **administered in the first two months of school by their teacher**. It uses observations of children's work and play, selected response items, and performance tasks to measure specific **kindergarten readiness skills across four domains of learning**. The following are the four domains of learning:

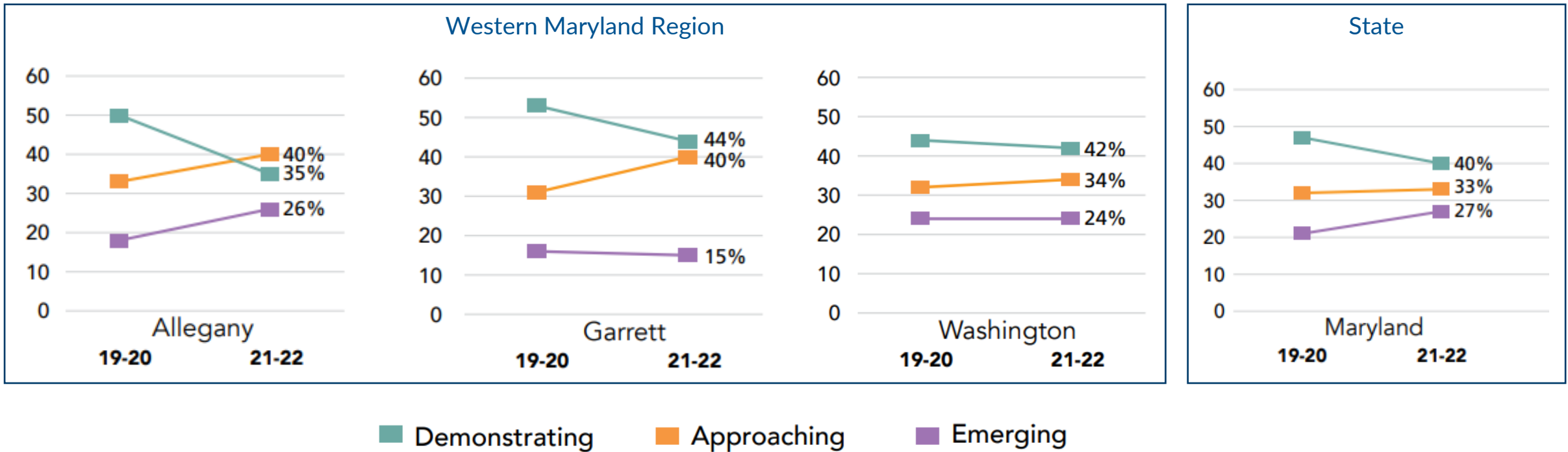
- Language and Literacy
- Mathematics
- Social Foundations
- Physical Well-being and Motor Development

The KRA indicates school readiness at the following levels:

- **Demonstrating Readiness**: A child who is demonstrating readiness has most of the foundational skills and behaviors necessary for kindergarten.
- **Approaching Readiness**: A child who is approaching readiness shows some of the foundational skills and behaviors necessary for kindergarten.
- **Emerging Readiness**: A child who has emerging readiness shows few of the foundational skills and behaviors necessary for kindergarten.

Western Maryland: Kindergarten Readiness Assessment

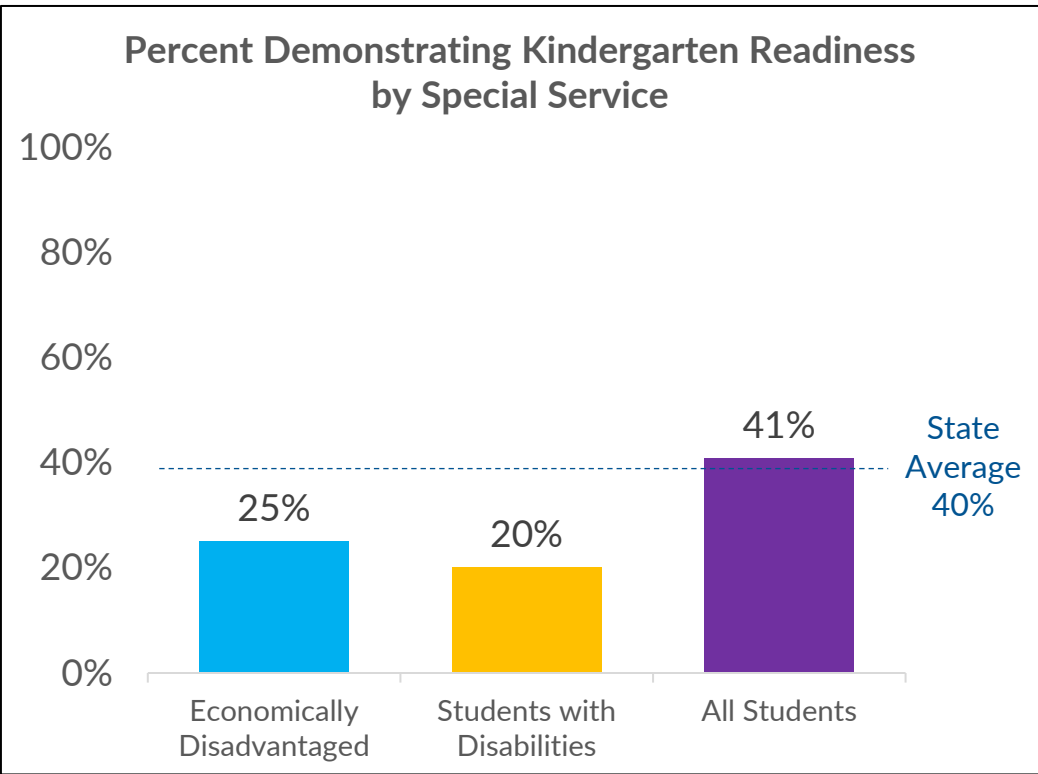
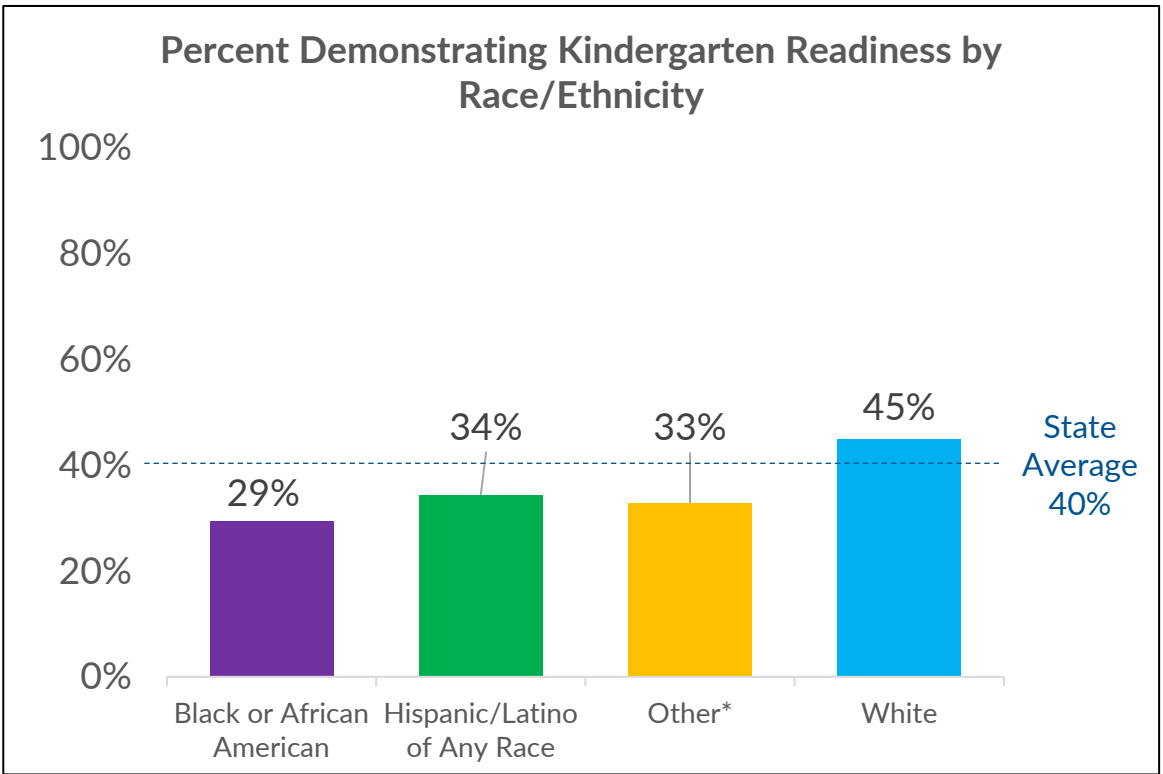
The pandemic has had an impact on children’s readiness for kindergarten. The number of Maryland’s children demonstrating kindergarten readiness declined in SY 2021-2022 compared to the prior year.



Source: 2021-2022 Kindergarten Readiness Assessment Report.

Western Maryland: Kindergarten Readiness by Race/Ethnicity and Student Group

Disparities exist across all race/ethnicity and student groups in the percent of students demonstrating readiness.



*Note: "Other" is represented by American Indian or Alaskan Native, Asian, Native Hawaiian or Pacific Islander, and two or more races. English learners is suppressed due to small population size.

Source: [2021-2022 Kindergarten Readiness Assessment Report](#)

Maryland EXCELS and The Blueprint

Programs earn quality ratings that form a pathway to excellence.

A rating of 1 is awarded to providers and programs that successfully meet initial requirements. **A rating of 5 is granted to those with the highest level of quality and who are state or nationally accredited.**

...Eligible prekindergarten providers shall:

- (1) If the provider is an eligible private provider, achieve a quality rating level of 3 in the Maryland EXCELS program and publish that quality rating in a publicly available manner, determined by the Department;
- (2) If the provider is an eligible public provider, achieve a quality rating level of 4 in the Maryland EXCELS program and publish that quality rating in a publicly available manner, determined by the Department;
- (3) Submit to the Department a plan to achieve a quality rating level 5 in the Maryland EXCELS program within 5 years after becoming an eligible prekindergarten provider;
- (4) Achieve in accordance with the plan a quality rating level 5 in the Maryland EXCELS program within 5 years after becoming an eligible prekindergarten provider and publish that quality rating in a publicly available manner, determined by the Department;

MD Code, Education, [§7-1A-04](#).

Maryland EXCELS Ratings

Quality rated programs demonstrate competence in the following areas:

1. Licensing and Compliance (LIC)
2. Staff Qualifications and Professional Development (STF)
3. Accreditation and Rating Scales (ACR)
4. Developmentally Appropriate Learning and Practice (DAP)
5. Administrative Policies and Practices (ADM)

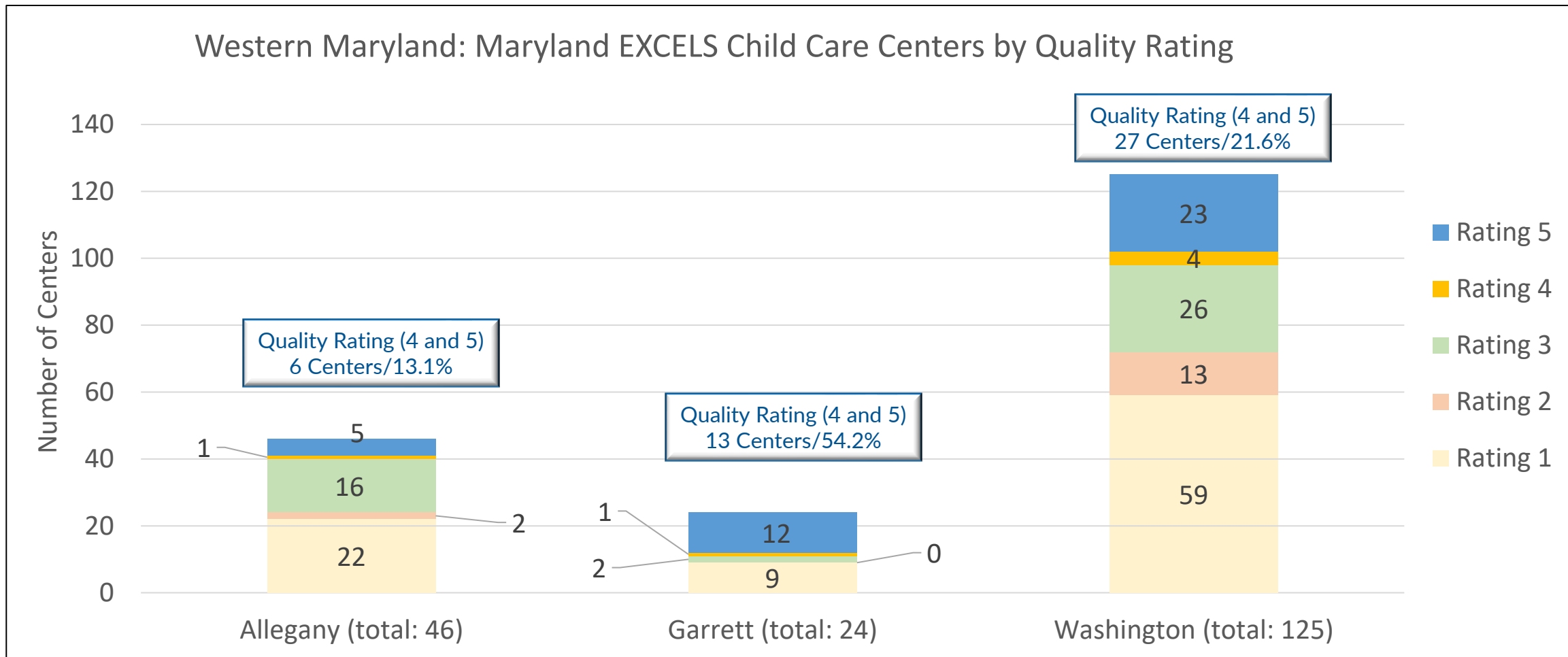
LEA	Rating 1	Rating 2	Rating 3	Rating 4	Rating 5	Total
Allegany	22	2	16	1	5	46
Garrett	9	0	2	1	12	24
Washington	59	13	26	4	23	125
Total Western Maryland	90	15	44	6	40	195



Source: www.marylandexcels.org; data as of October 10, 2022.

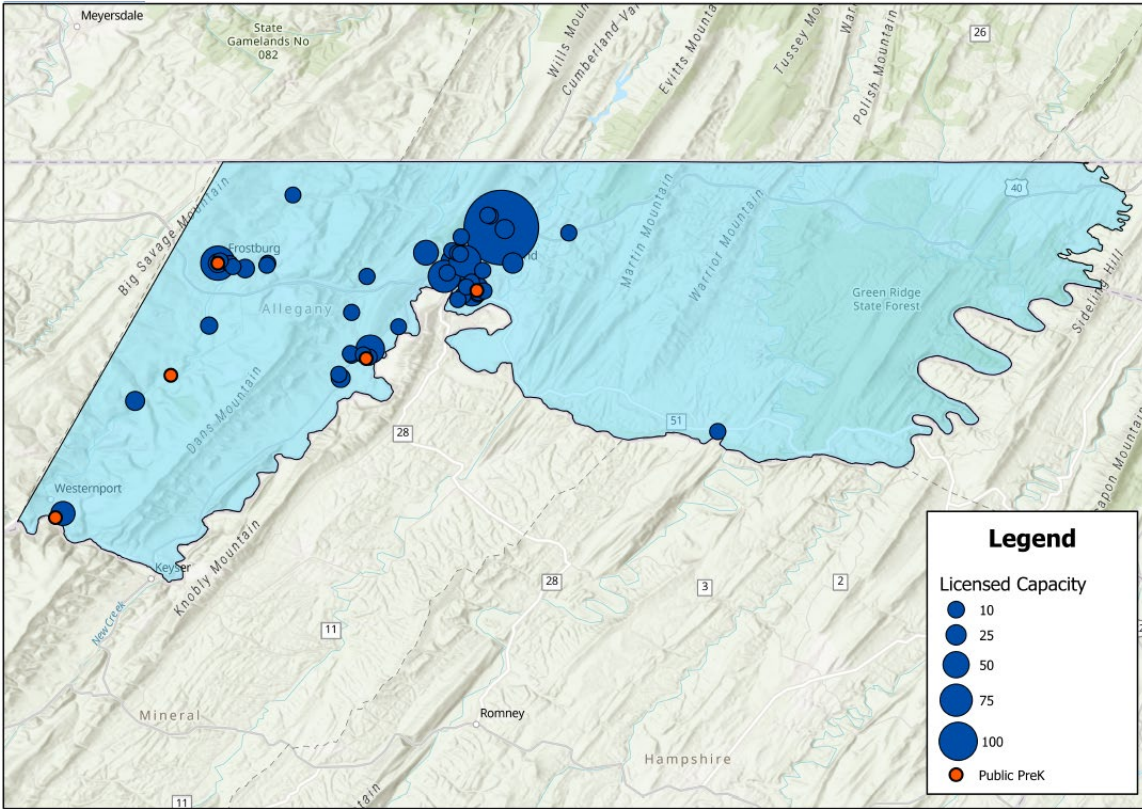
Maryland EXCELS Providers

In Garrett County, over half of child care centers earned a quality rating of 4 or 5.

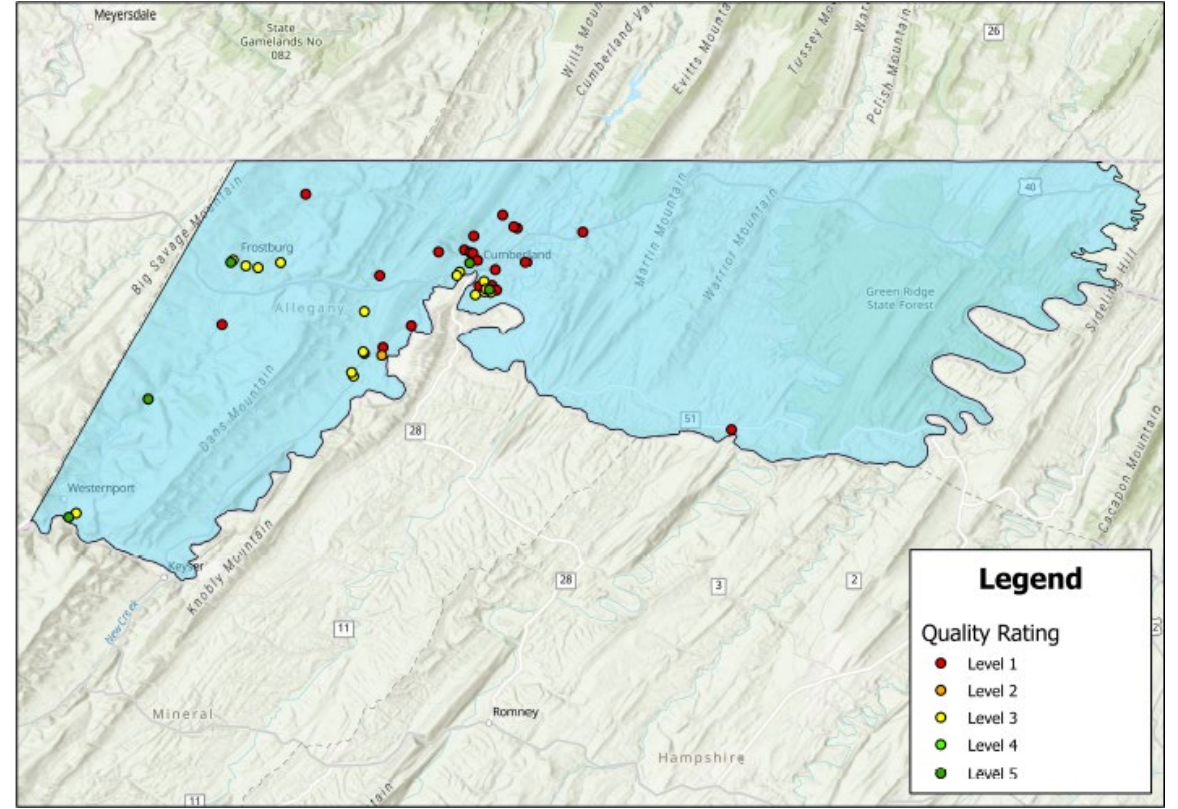


Maryland EXCELS: Allegany

Providers by Capacity



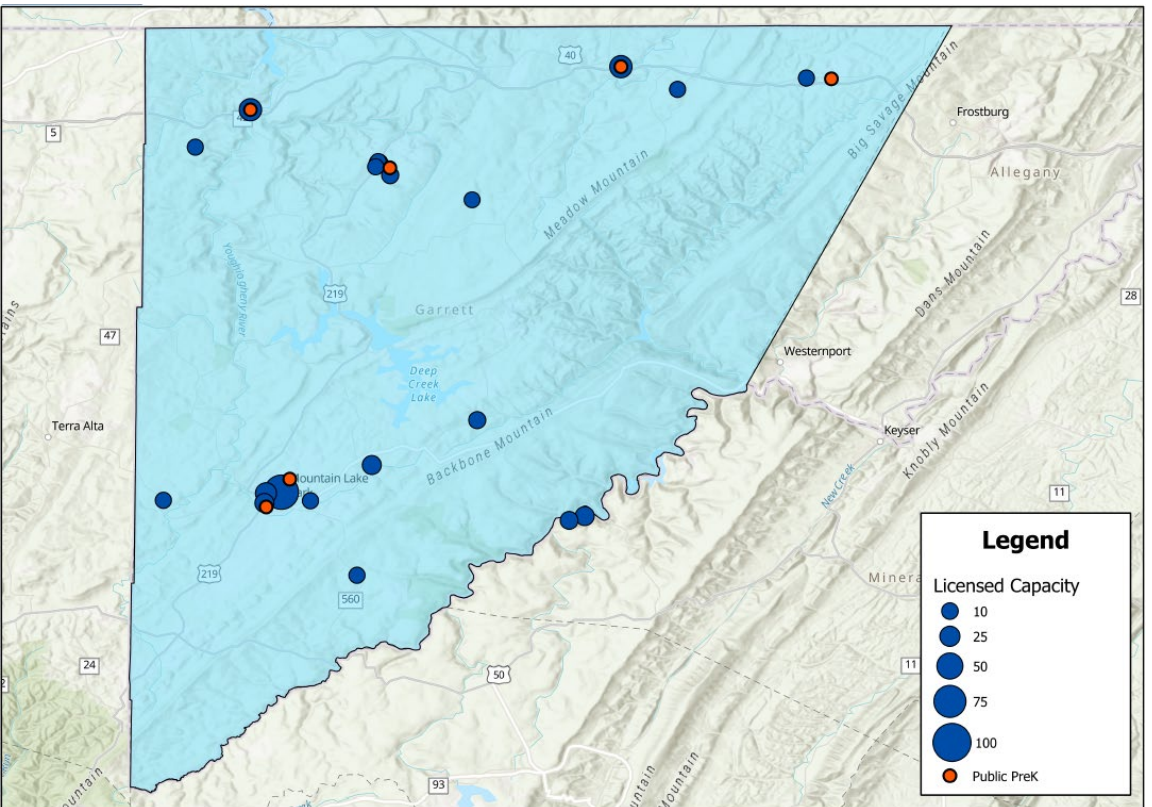
Providers by Quality Rating



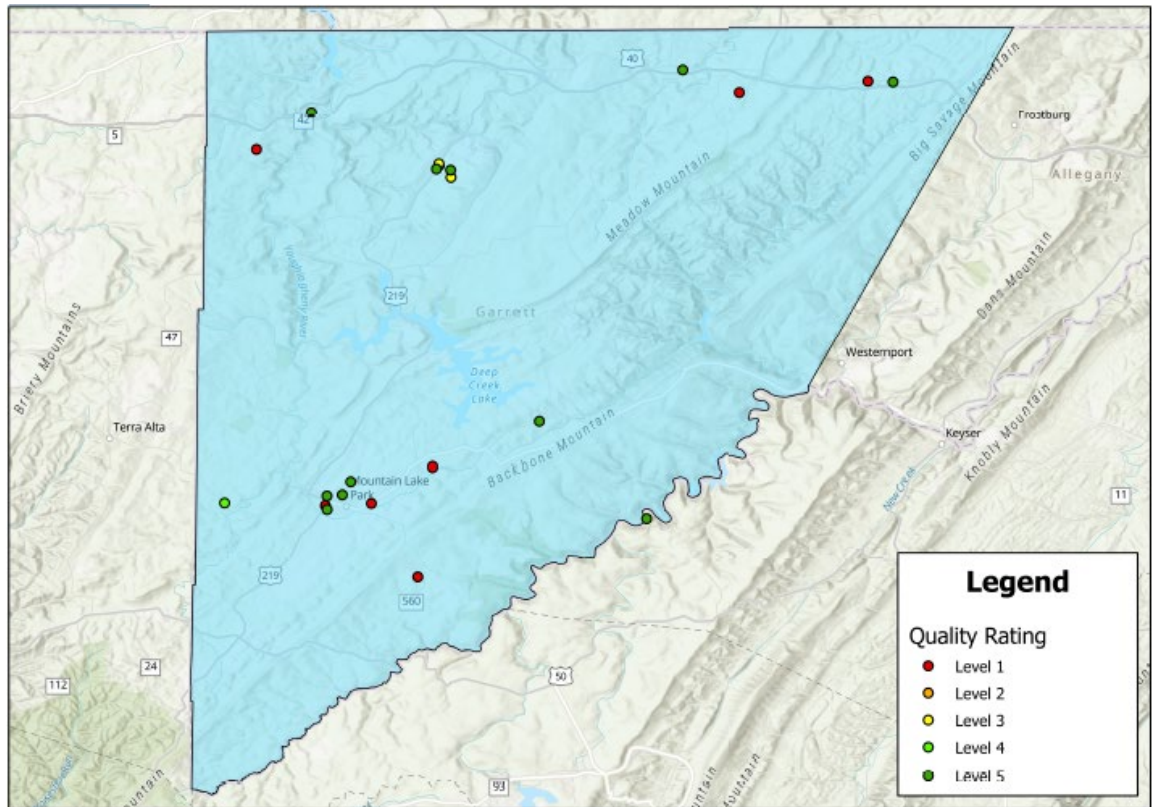
Source: MSDE.

Maryland EXCELS: Garrett

Providers by Capacity



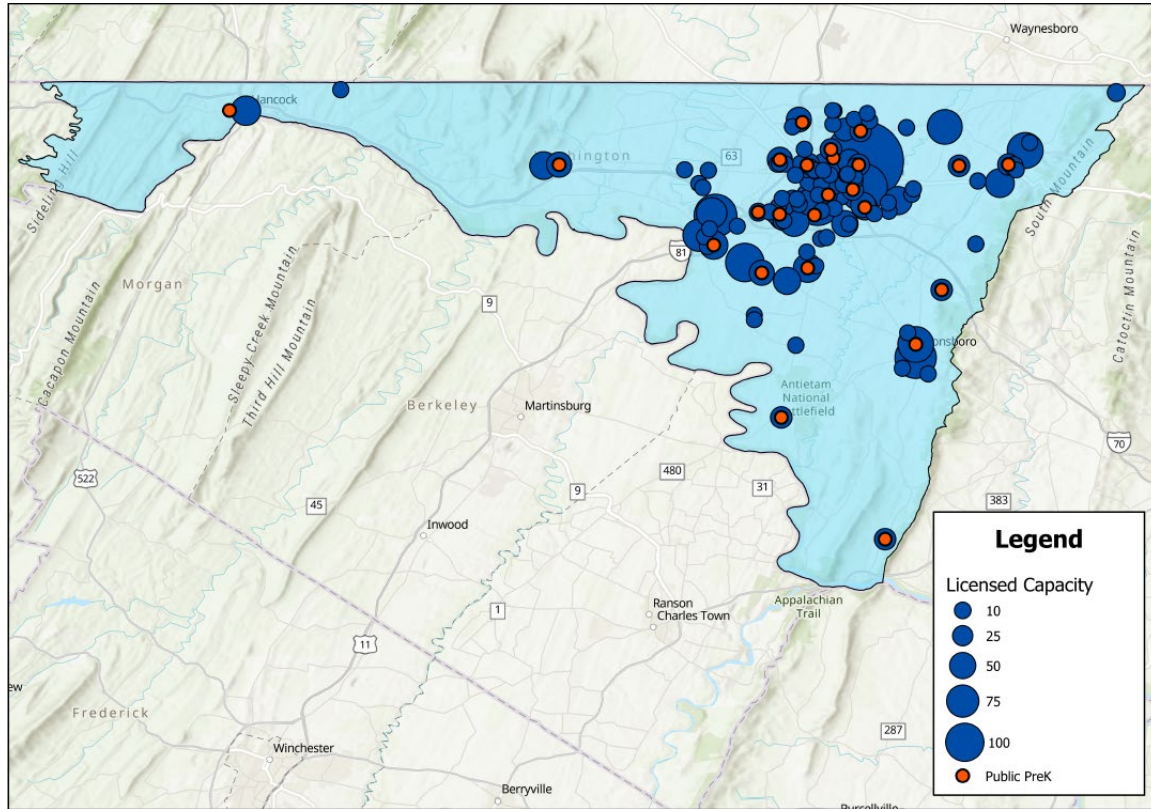
Providers by Quality Rating



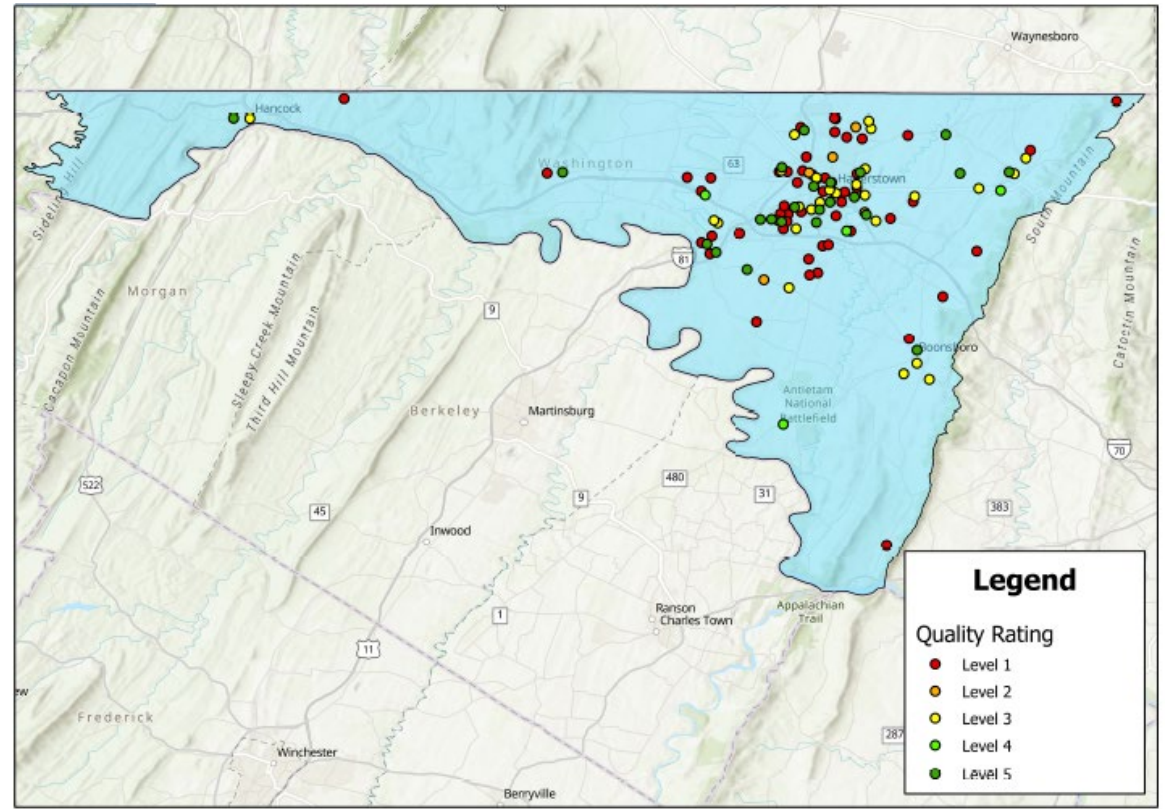
Source: MSDE.

Maryland EXCELS: Washington

Providers by Capacity



Providers by Quality Rating



Source: MSDE.

What are Judy Centers?

Judy Centers are **not child care centers**, but instead are **comprehensive hubs where families can participate in family learning experiences and receive services and support**. In **Title I and high-needs elementary schools**, in every Maryland jurisdiction, Judy Centers empower a child’s first teachers – their families – by supporting child development and early learning skills for our youngest learners from **birth through kindergarten**.

Services and supports offered by Judy Centers:

- Adult Education
- Developmental and Health Screenings
- Family Learning Activities, Parenting Classes, Parent/Child Playgroups
- Referrals for Services and Supports
- Early Intervention Identification
- Home Visiting
- Case Management with Community Partners
- Additional Support for Pre-K/ Kindergarten to Enhance Current Programming

LEA	Number of Centers (FY22)	Total Number of Children Served	Percent with an IEP or IFSP
Allegany	2	684	14%
Garrett	3	663	16%
Washington	3	715	8%

Source: <https://earlychildhood.marylandpublicschools.org/families/judy-center-early-learning-hubs>.
IEP = Individualized Education Program. IFSP = Individualized Family Service Plan.

Judy Centers: Highlights

Allegany: In the summer of 2022, along with 38 professionals from 27 partnering organizations, the Allegany County Judy Centers successfully facilitated their 1st Annual Early Childhood Festival. The outdoor event hosted **598 children and families**. The Lion’s Club provided **68 vision screenings**, and Allegany County Public Schools speech pathologists screened **20 children**. The outreach effort succeeded in connecting families to community resources and provided hands-on activities to reinforce early learning and development.

Garrett: With the goal of maintaining strong relationships with families during the summer months, five area Judy Center Early Learning Hubs implemented a new summer program, Mighty Explorers. The program served **175 children in 121 families** and **identified 41 new families** throughout the county.

Washington: In July of 2022, Washington County was awarded ARP (American Rescue Plan) funds to open their 3rd Judy Center Early Learning Hub at Emma K. Doub Elementary. The center is **fully staffed with a coordinator and a family service coordinator** working to establish their new site and recruit families.

Maryland Infants and Toddlers Program

The Maryland Infants and Toddlers Program (MITP) supports young children with developmental delays or disabilities, and their families. Through early interventions, the program aims for the following outcomes:

- Develop positive **social-emotional skills and relationships**.
- Acquire and use **knowledge and skills**.
- Use appropriate **behaviors to meet their needs**.

Child Outcomes: Percentage of children with developmental delays and abilities who made as much or more progress as typically developing peers during their time in the MITP

	Total Number of Children Served	Social-Emotional Development	Knowledge & Skills	Behavior to Meet Needs (Adaptive)
Allegany	109	53%	51%	49%
Garrett	35	79%	71%	79%
Washington	167	47%	59%	49%
Maryland	9,912	68%	68%	68%

Notes: School Year 2021-2022. <https://marylandpublicschools.org/programs/Pages/Special-Education/MITP/index.aspx>. Data Source: MSDE.

Stabilization Grant Funding: FY21 – FY23

Maryland dispersed nearly \$317 million in Stabilization Grants. These consisted of federal stabilization grants and do not include the Governor’s stabilization grant program, currently underway. These funds were provided directly to providers through an online application and could be used on the costs necessary to ensure continued operation despite, in many cases, decreased enrollment and increased COVID-related operating costs. Coronavirus Response and Relief CCDF made up 20% of the total, with American Rescue Plan funds contributing the other 80%.

LEA Name	Number of Grants*	Total Amount
Allegany	231	\$2,736,753
Garrett	68	\$573,250
Washington	692	\$7,336,139
Total	991	\$10,646,142

*Note: grant count data represent payments to providers; many providers received multiple payments across the grant programs

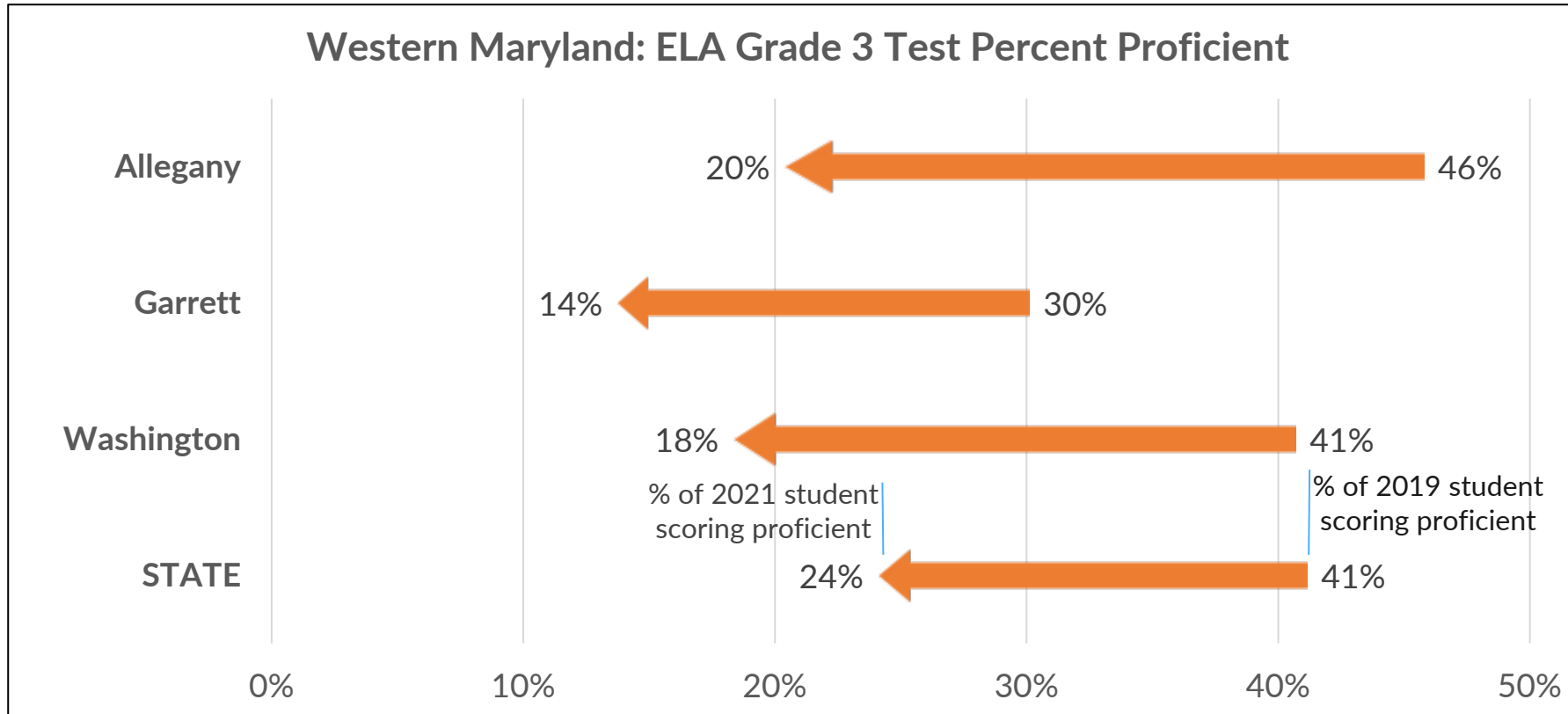


Priority 2: Ready to Read

All Maryland students are proficient in reading by the end of third grade, and those who are not have the necessary supports to become proficient.

Western Maryland: ELA Grade 3 Test Proficiency

Early Fall 2021 English Language Arts Grade 3 MCAP results show a drop in proficiency as compared to school year 2018-2019. While these drops are reflective of statewide trends, in Western Maryland, the declines are more pronounced.

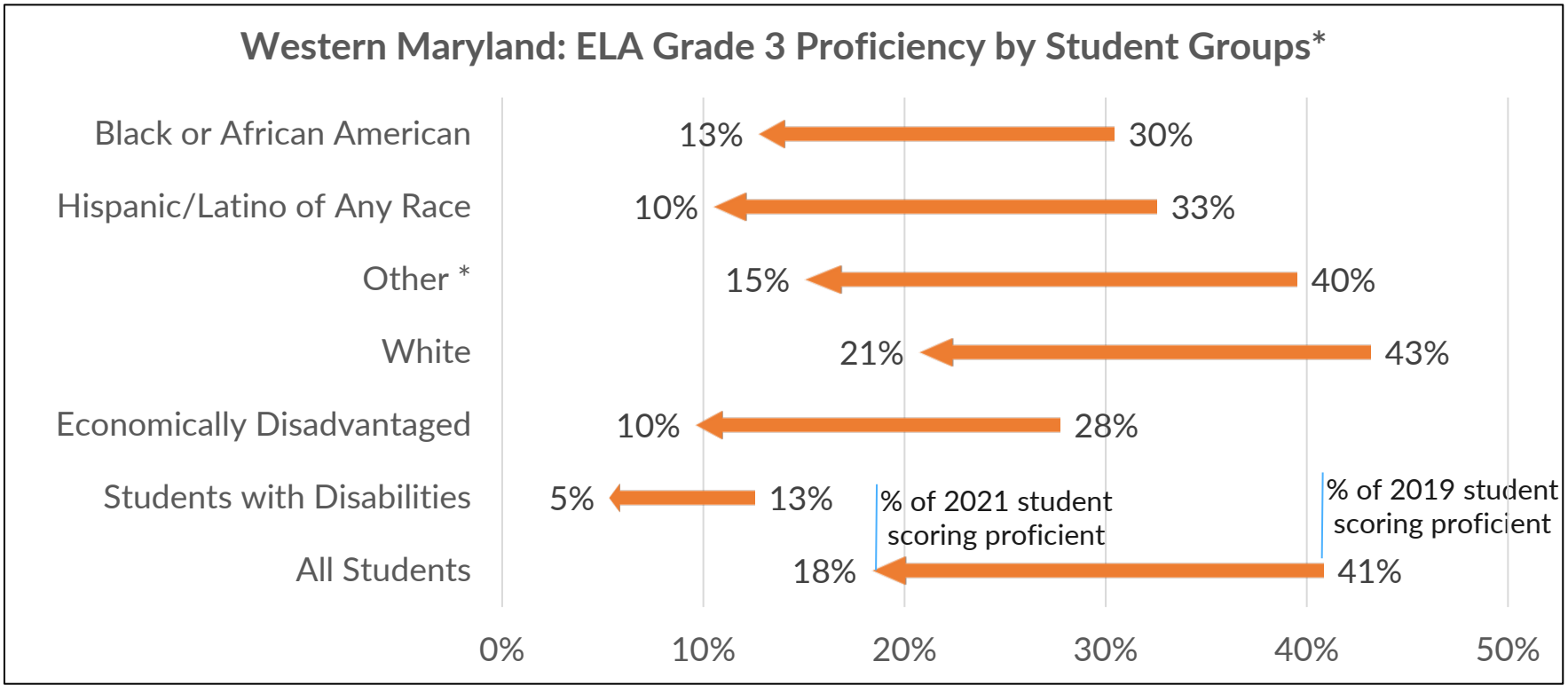


LEA	2021 Tested Count	2019 Tested Count
Allegany	594	642
Garrett	255	279
Washington	1,456	1,597
Maryland	61,579	66,062

Source: MSDE, Division of Assessment, Accountability and Performance Reporting

Western Maryland: ELA Grade 3 Test By Student Groups

Early Fall 2021 English Language Arts Grade 3 MCAP results show a drop in proficiency as compared to school year 2018-2019. While these drops are reflective of statewide trends, in Western Maryland, the declines are more pronounced.



Hispanic/Latino		169
		63
All Students	2,305	2,518

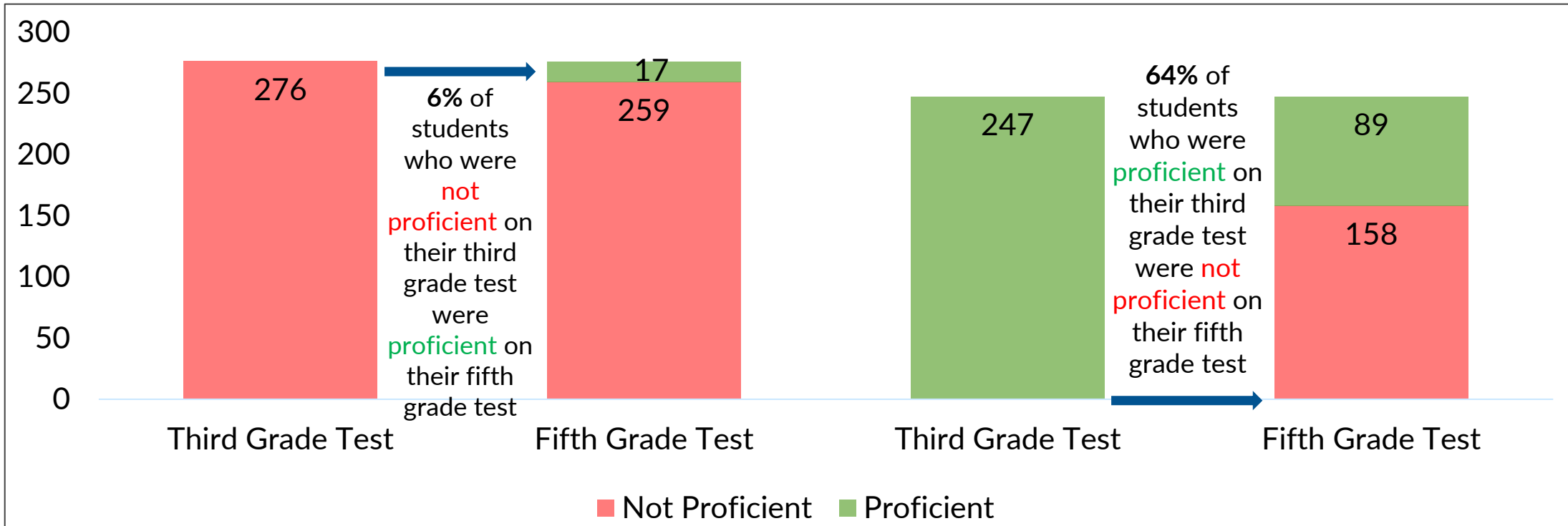
Note: "Other" is represented by American Indian or Alaskan Native, Asian, Native Hawaiian or Pacific Islander, and two or more races. English Learner data is suppressed due to small population size.

Source: MSDE, Division of Assessment, Accountability and Performance Reporting

Allegany: ELA Grade 3 Outcome Two Years Later

Cohort Analysis: 2019 Grade 3 to 2021 Grade 5

In Allegany County, for students not proficient in grade 3 (276), only 6% were proficient in grade 5. For students that start off as proficient in 3rd grade, 64% were not proficient in grade 5.

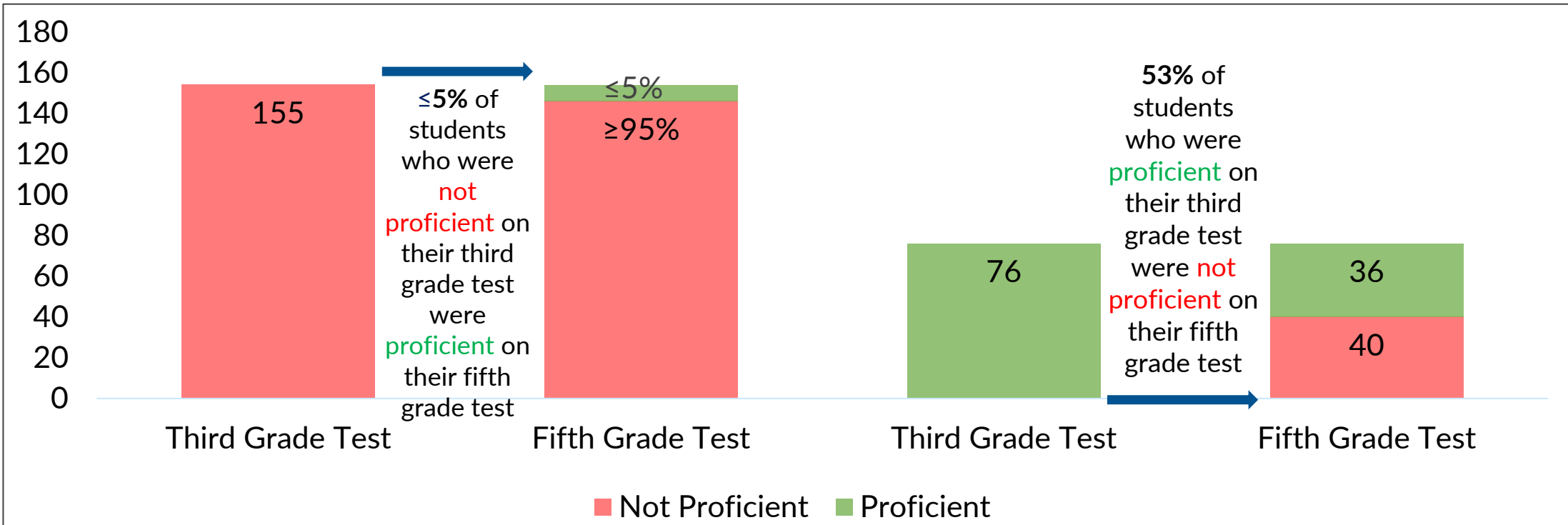


Note: Only students who took both tests and stayed in the LEA in 2020 and 2021 are included.

Source: MSDE, Division of Assessment, Accountability, and Performance Reporting

Garrett: ELA Grade 3 Outcome Two Years Later Cohort Analysis: 2019 Grade 3 to 2021 Grade 5

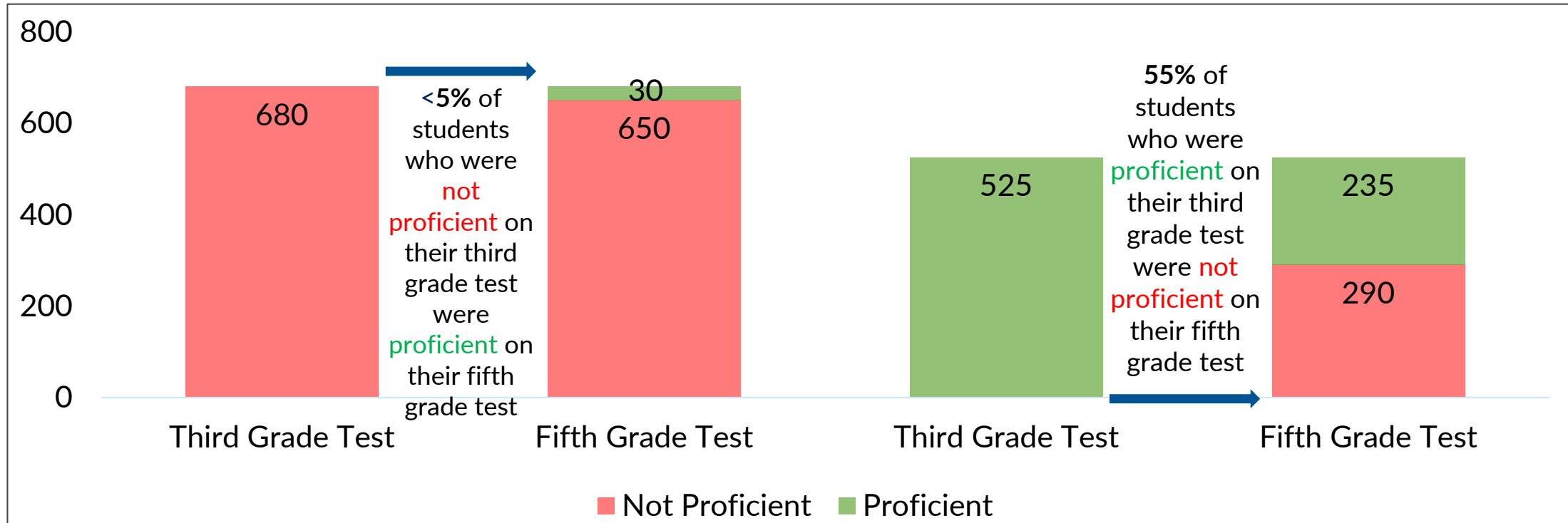
In Garrett County, for students not proficient in grade 3 (155), only $\leq 5\%$ were proficient in grade 5. For students that start off as proficient in 3rd grade, 53% were not proficient in grade 5.



Note: Only students who took both tests and stayed in the LEA in 2020 and 2021 are included.
Source: MSDE, Division of Assessment, Accountability and Performance Reporting

Washington: ELA Grade 3 Outcome Two Years Later Cohort Analysis: 2019 Grade 3 to 2021 Grade 5

In Washington County, for students not proficient in grade 3 (680), only <5% were proficient in grade 5. For students that start off as proficient in 3rd grade, 55% were not proficient in grade 5.



Note: Only students who took both tests and stayed in the LEA in 2020 and 2021 are included.
Source: MSDE, Division of Assessment, Accountability, and Performance Reporting

Maryland Leads: Science of Reading (\$6,682,576)

All K-3 teachers, special educators, literacy specialists, and principals 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.

Allegany (\$2,596,399)

LETRS training (\$1,007,900), Orton-Gillingham training (\$150,000), and Instructional Coaching (\$500,000)

HQIMs:

- Superkids*
- Pilot Program (\$100,000)
- Amplify CKLA (\$135,000)
- Great Minds (\$103,000)

Universal Screener: DIBELS*

Garrett (\$1,932,640)

LETRS training: \$598,615

HQIMs:

- American Reading Company (\$819,978)
- Savvas (\$276,239)

Universal Screener: iReady (\$104,701)

Washington (\$2,157,537)

LETRS Training and Staff development (\$443,137)

HQIMs:

- Pilot and Selection (\$1,550,000)

Universal Screener: Pilot and Selection (\$160,400)

*Indicates local investment already made or adopted prior to or outside of Maryland Leads.

Note: Budgeted amounts may not sum due to rounding and due to the exclusion of additional, fixed costs.



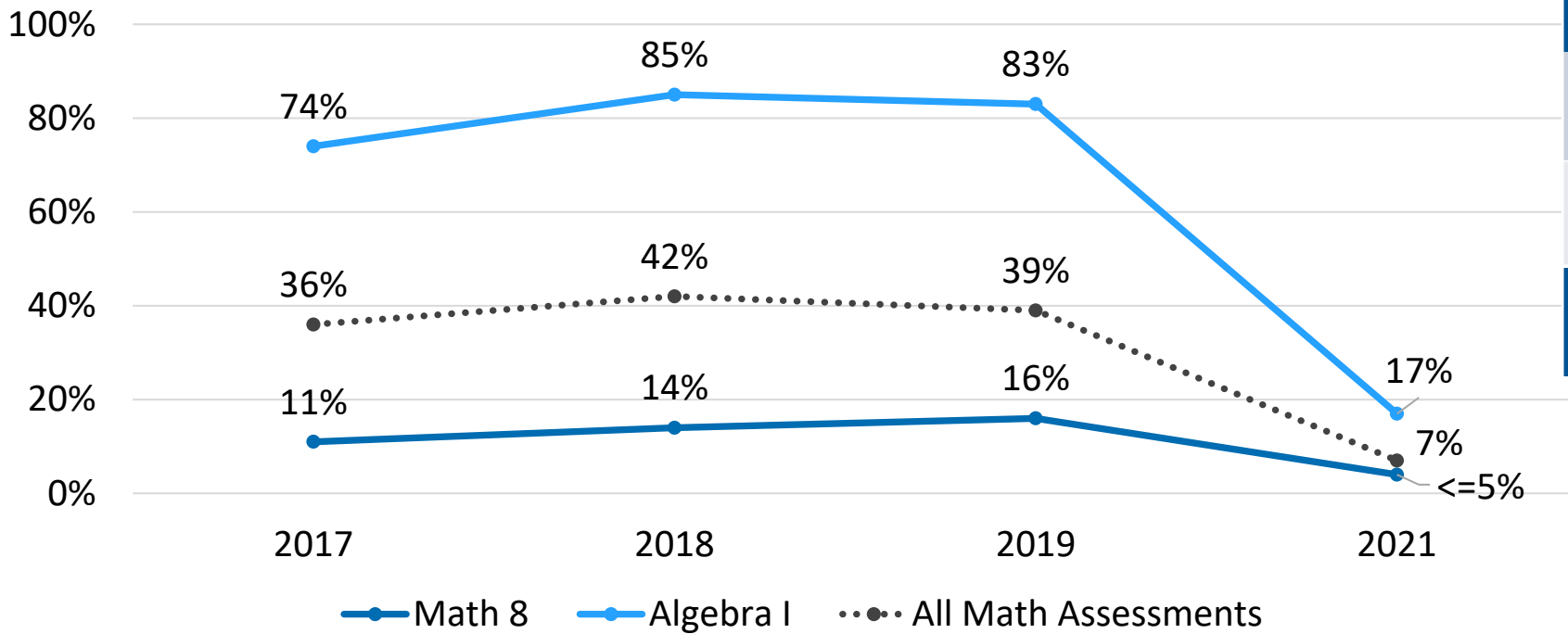
Priority 3: Ready for High School

All Maryland students enter high school on track to meet the college and career readiness standard by the end of 10th grade, and are engaged socially, emotionally, and academically to succeed in progressively challenging and advanced level coursework aligned to college and career pathways.

Western Maryland: 8th Grade Student Math Assessment Proficiency

Overall, Western Maryland's 8th grade math proficiency declined in 2021 which is similar to state trends. Western Maryland's 8th grade students' Algebra I proficiency is consistently higher than the proficiency of students taking the math grade 8 assessment.

Math Grade 8 Test Percent Proficient



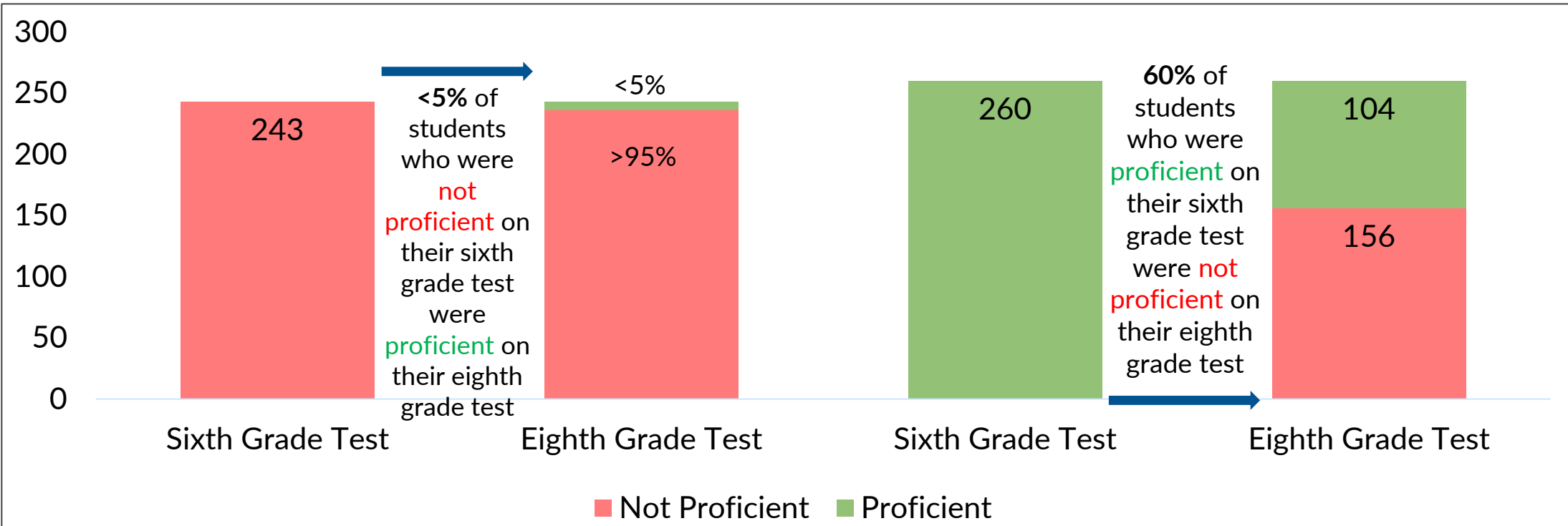
Assessment Taken in Grade 8	2017 Tested Count	2018 Tested Count	2019 Tested Count	2021 Tested Count
Math 8	1,571	1,548	1,615	1,805
Algebra I	1,029	980	837	547
All Math Assessments	2,601	2,530	2,478	2,366

Note: Assessments for 2021 (SY 2020-2021) were shortened tests and were administered in Fall 2021. The category 'All Math Assessments' includes Math 8, Algebra I, and Geometry

Allegany: ELA Grade 6 Outcome Two Years Later

Cohort Analysis: 2019 Grade 6 to 2021 Grade 8

In Allegany County, for students not proficient in grade 6 (243), less than 5% were proficient in grade 8. For students that start off as proficient in 6th grade, 60% were not proficient in grade 8.

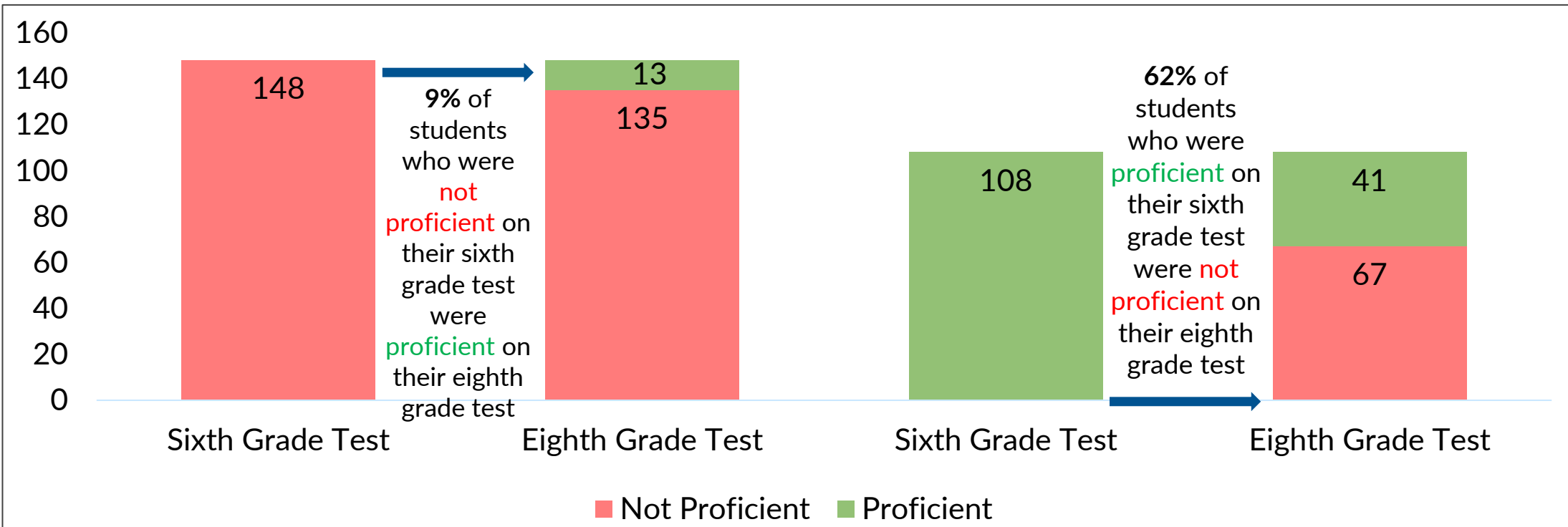


Note: Only students who took both tests and stayed in the LEA in 2020 and 2021 are included.

Source: MSDE, Division of Assessment, Accountability and Performance Reporting

Garrett: ELA Grade 6 Outcome Two Years Later Cohort Analysis: 2019 Grade 6 to 2021 Grade 8

In Garrett County, for students not proficient in grade 6 (148), only 9% were proficient in grade 8. For students that start off as proficient in 6th grade, 62% were not proficient in grade 8.

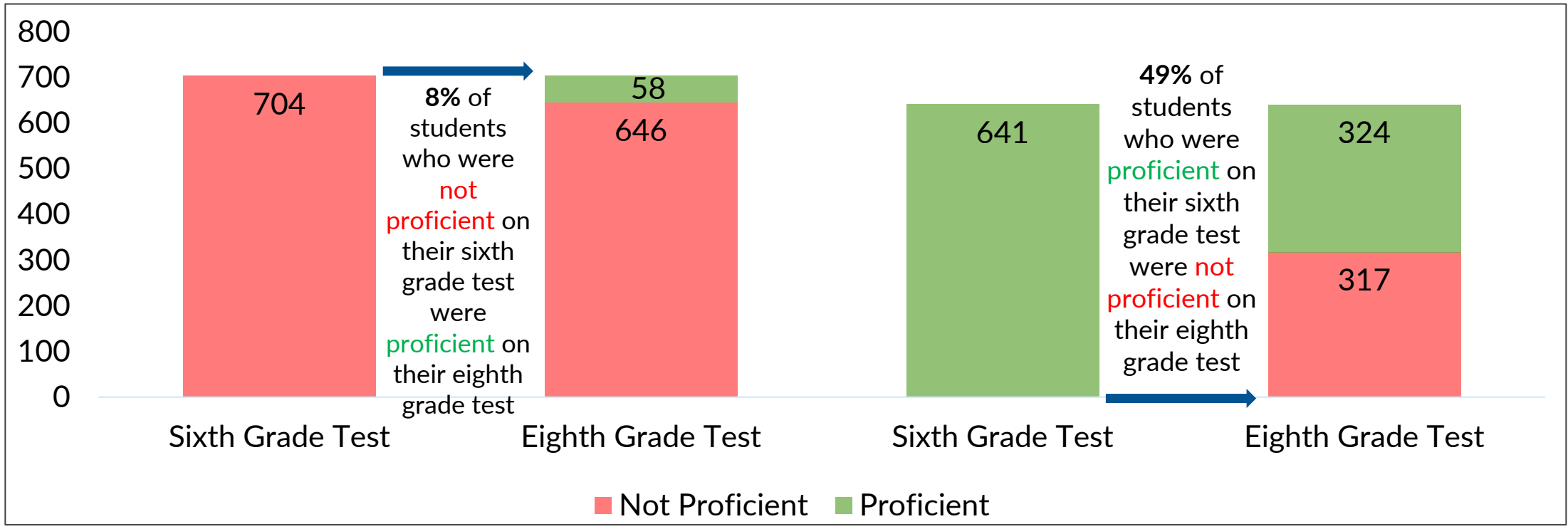


Note: Only students who took both tests and stayed in the LEA in 2020 and 2021 are included.
Source: MSDE, Division of Assessment, Accountability and Performance Reporting

Washington: ELA Grade 6 Outcome Two Years Later

Cohort Analysis: 2019 Grade 6 to 2021 Grade 8

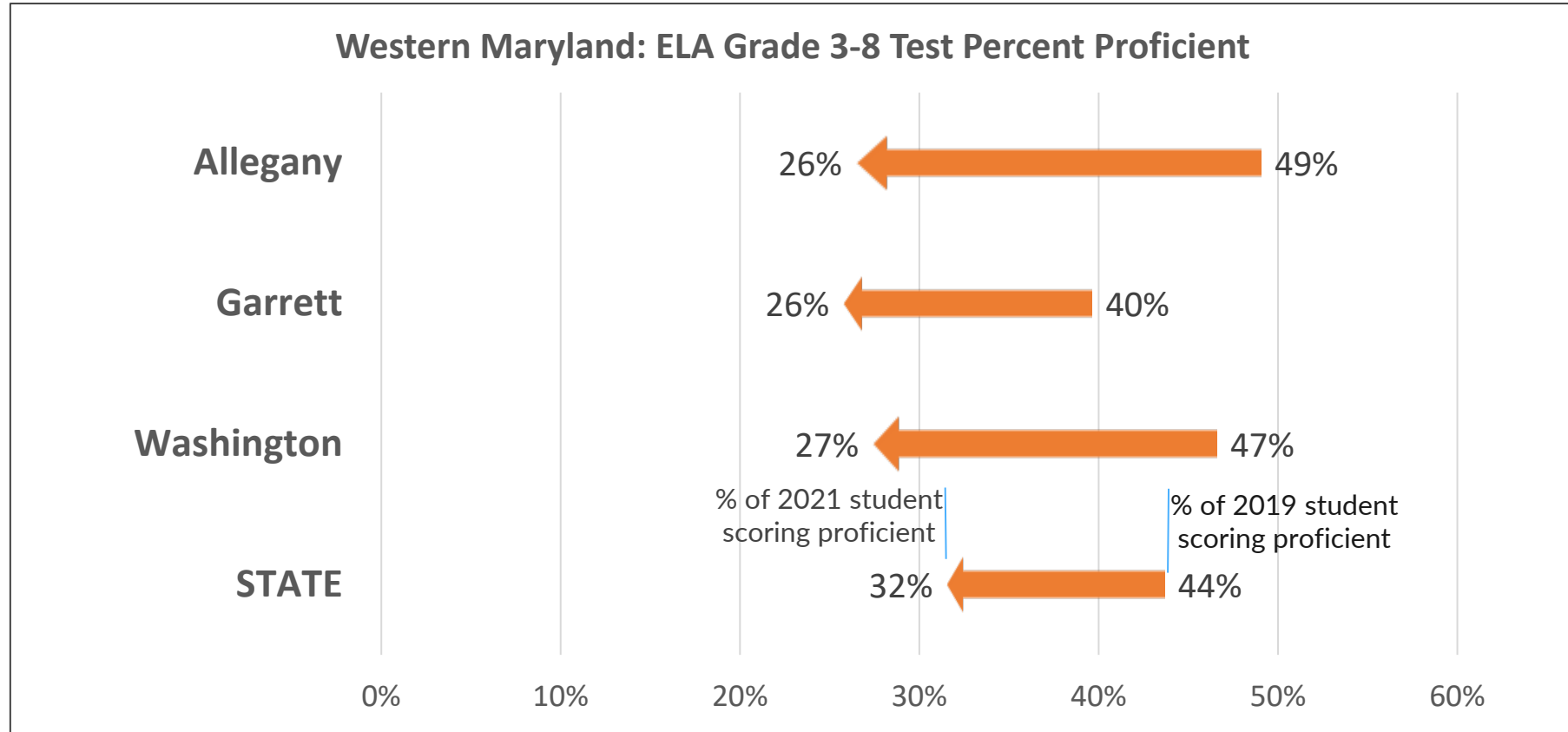
In Washington County, for students not proficient in grade 6 (704), only 8% were proficient in grade 8. For students that start off as proficient in 6th grade, 49% were not proficient in grade 8.



Note: Only students who took both tests and stayed in the LEA in 2020 and 2021 are included.
Source: MSDE, Division of Assessment, Accountability and Performance Reporting

Western Maryland: English Language Arts Grade 3-8 Test

Statewide the percent of proficient students decreased 12%. In Western Maryland, the decrease in percent proficient was greater than the state.

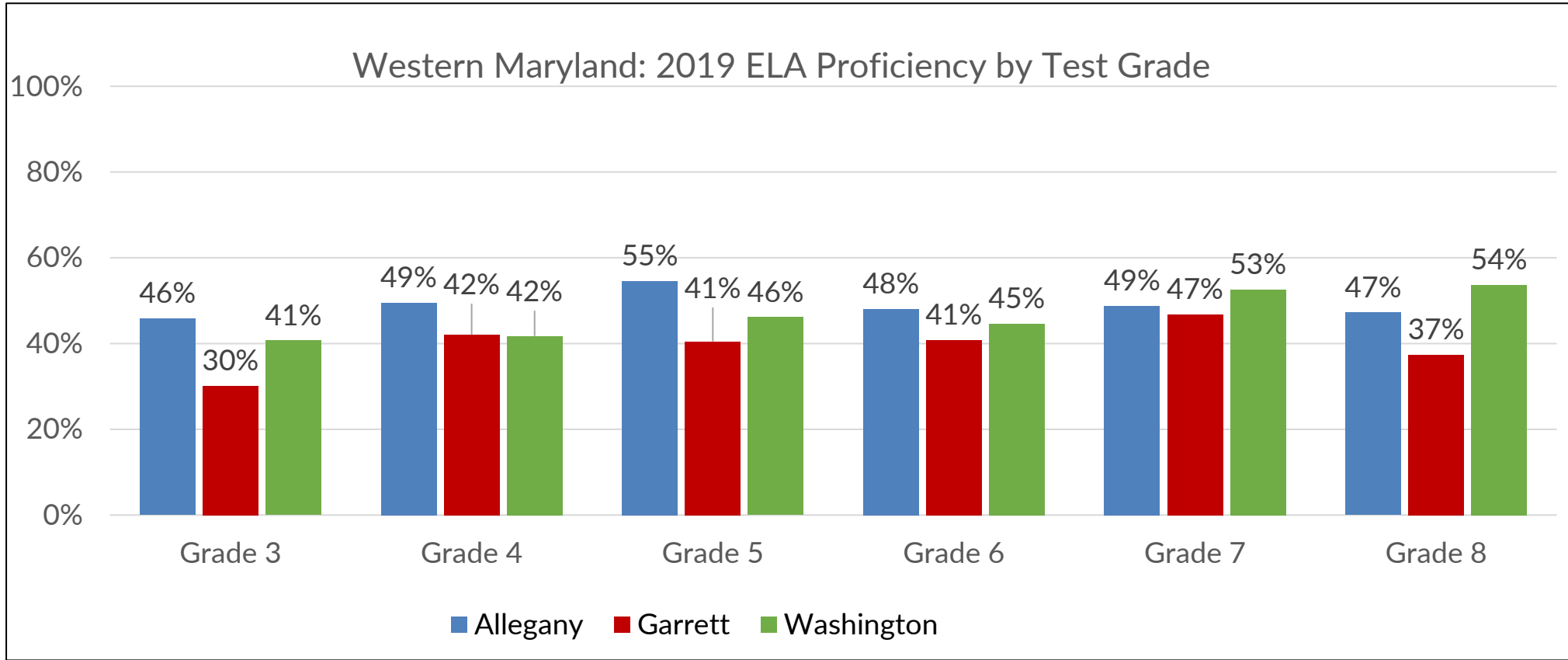


LEA	2021 Tested Count	2019 Tested Count
Allegany	3,535	3,740
Garrett	1,549	1,694
Washington	9,345	10,033
Maryland	372,289	401,406

Source: MSDE, Division of Assessment, Accountability and Performance Reporting

Western Maryland: 2019 MCAP ELA Grade 3-8 Test

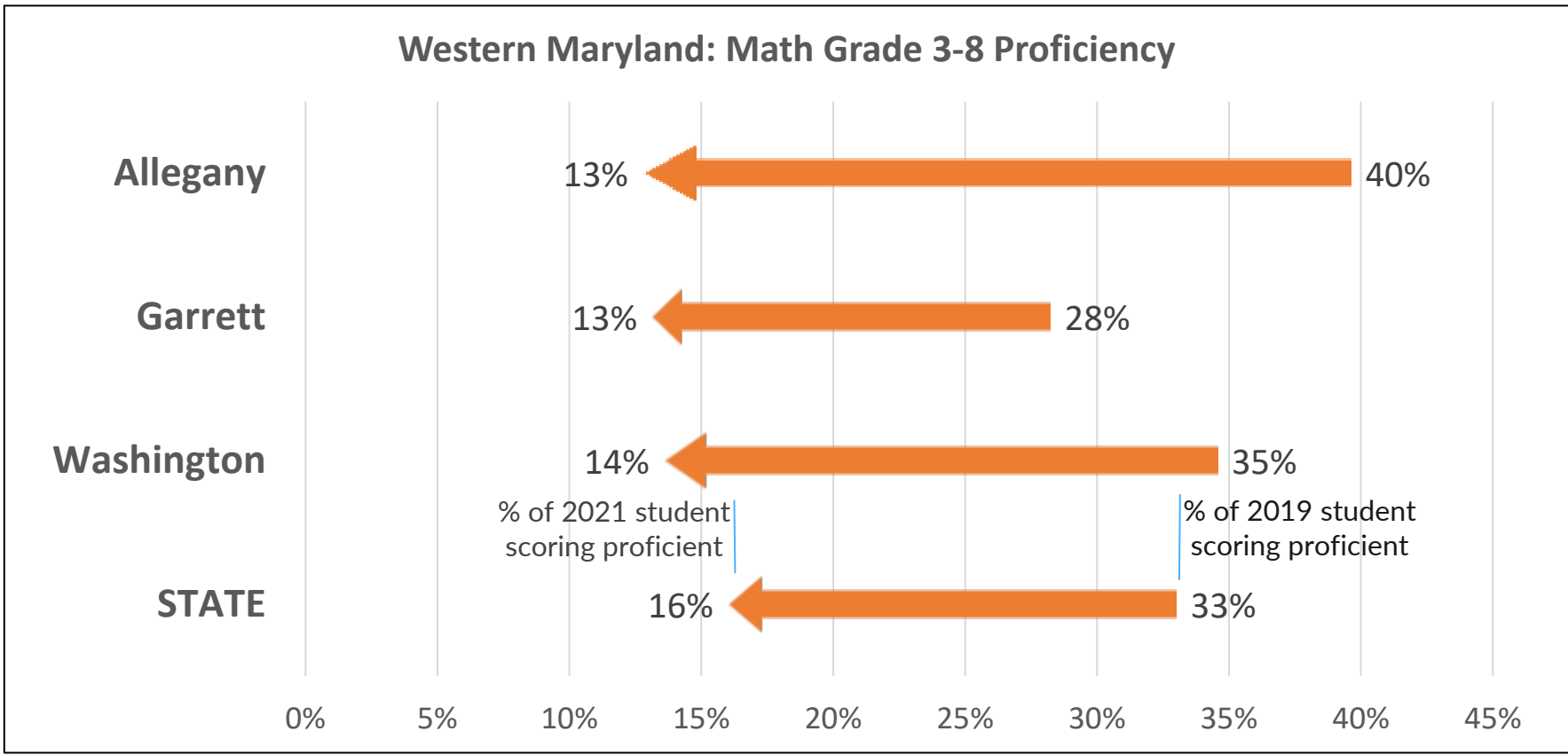
The percent of proficient students vary across Western Maryland LEAs and fluctuate across grades with all grades at or below 55% proficient.



Source: MSDE, Division of Assessment, Accountability and Performance Reporting

Western Maryland: Math Grade 3-8

Proficiency in mathematics declined from 2019 to 2021. While student outcomes in mathematics declined for the State overall, Western Maryland LEAs saw a more pronounced drop.

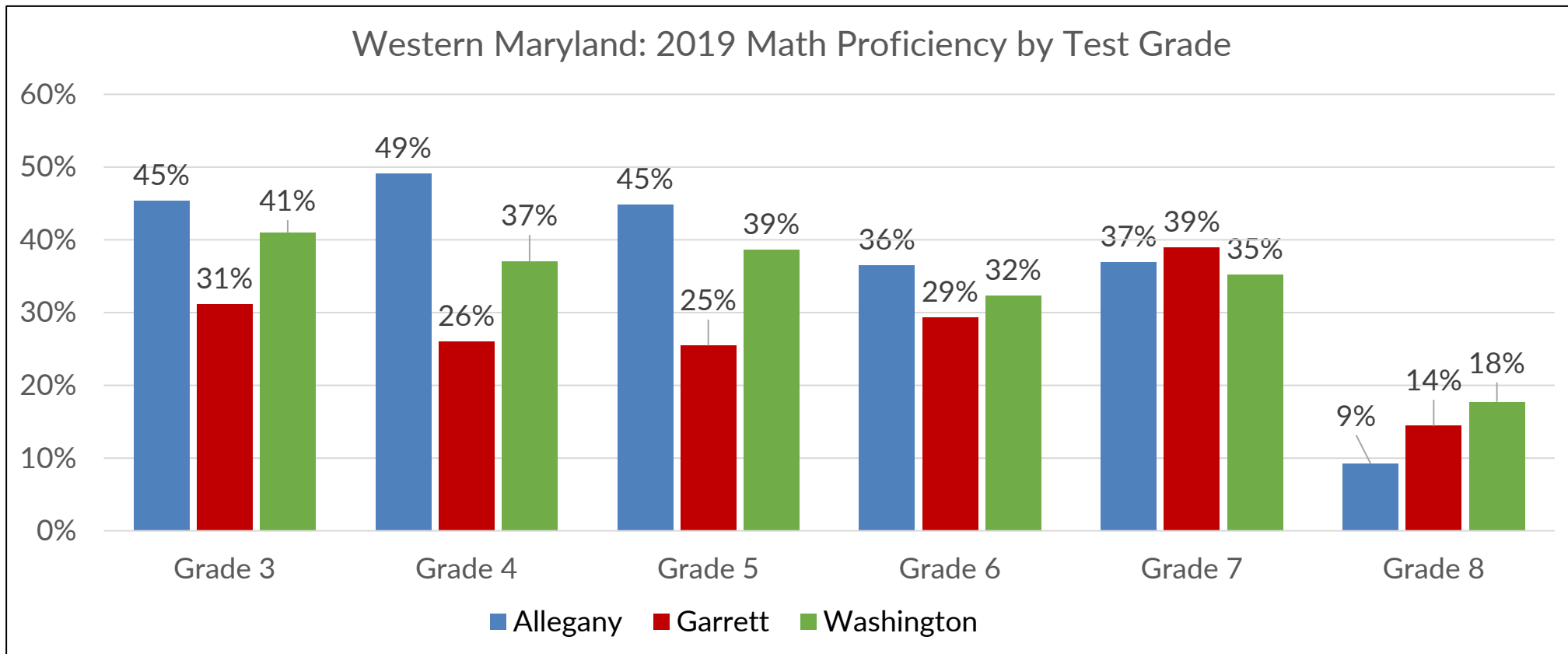


LEA	2021 Tested Count	2019 Tested Count
Allegany	3,296	3,487
Garrett	1,479	1,608
Washington	8,927	9,443
Maryland	338,507	366,695

Source: MSDE, Division of Assessment, Accountability, and Performance Reporting

Western Maryland: 2019 MCAP Math Grade 3-8 Test

The percent of proficient students vary across Western Maryland LEAs and fluctuate across grades with all grades at or below 50% proficient.



Source: MSDE, Division of Assessment, Accountability and Performance Reporting

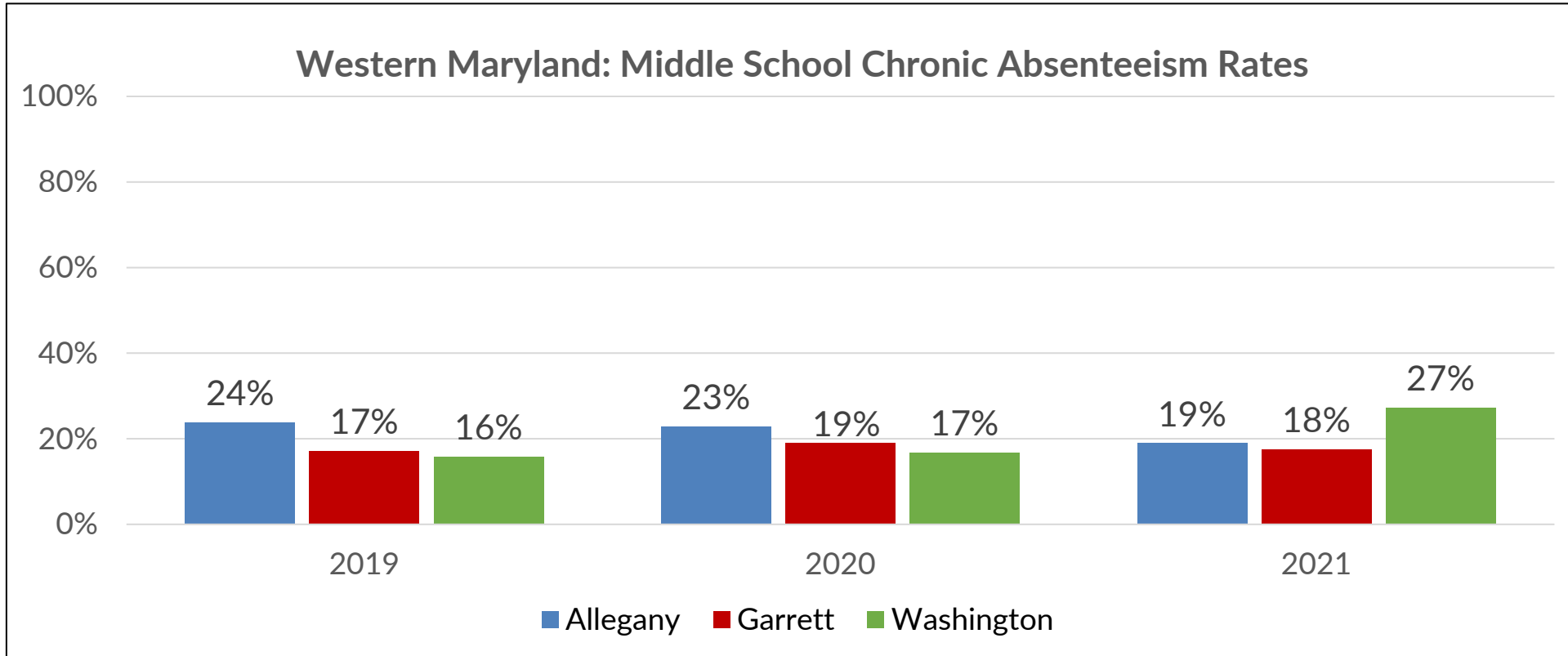
Attendance, Behavior, and Course Credits

- Recent advances in neuroscience have identified **ages 9 to 11** as the key period for **brain development**, second only to early childhood.
 - This period of social development and **identity formation is instrumental for developing students' intrinsic motivations and passions.**
- The **middle grades** need to be seen as the **launching pad for a secondary and post-success.** Middle grades can determine the likelihood of a student graduating from high school and is a critical time for **closing achievement gaps.**
 - This is **especially relevant in high-poverty environments.** Once a **sixth grader is off-track**, they may remain in school for another 5 years, but absent successful intervention, **they are likely to drop out.**
- Research has shown a clear **link between strong attendance habits and graduating from high school.** One study quantified that **6th graders who failed math or English/Reading, or attended school less than 80% of the time, or received an unsatisfactory behavior grade in a core course had only a 10% to 20% chance of graduating on time.**
 - The converse is also true: students who come every day, behave, and get good grades graduate in high numbers.
- The lesson is clear: **reduce the number of students exhibiting off-track indicators and increase the number of students exhibiting on-track indicators.**

Source: Balfanz, Robert. Policy Brief. Putting Middle Grades Students on the Graduation Path. June 2009. Barshay, Jill. The Hechinger Report. "Why the preteen years are a critical period for brain development." March 16, 2020. Balfanz, R., & Byrnes, V. (2012). Chronic Absenteeism: Summarizing What We Know From Nationally Available Data. Baltimore: Johns Hopkins University Center for Social Organization of Schools.

Western Maryland: Middle School Chronic Absenteeism

Chronic absenteeism rates have decreased in Allegany County over the last two years. Washington County experienced a 11-percentage point increase in chronic absenteeism from 2019 to 2021.



*Chronic Absenteeism for 2019-2020 calculated from the start of school through March 13th 2020 when school buildings closed due to the pandemic.
 Source: MSDE, Division of Assessment, Accountability and Performance Reporting

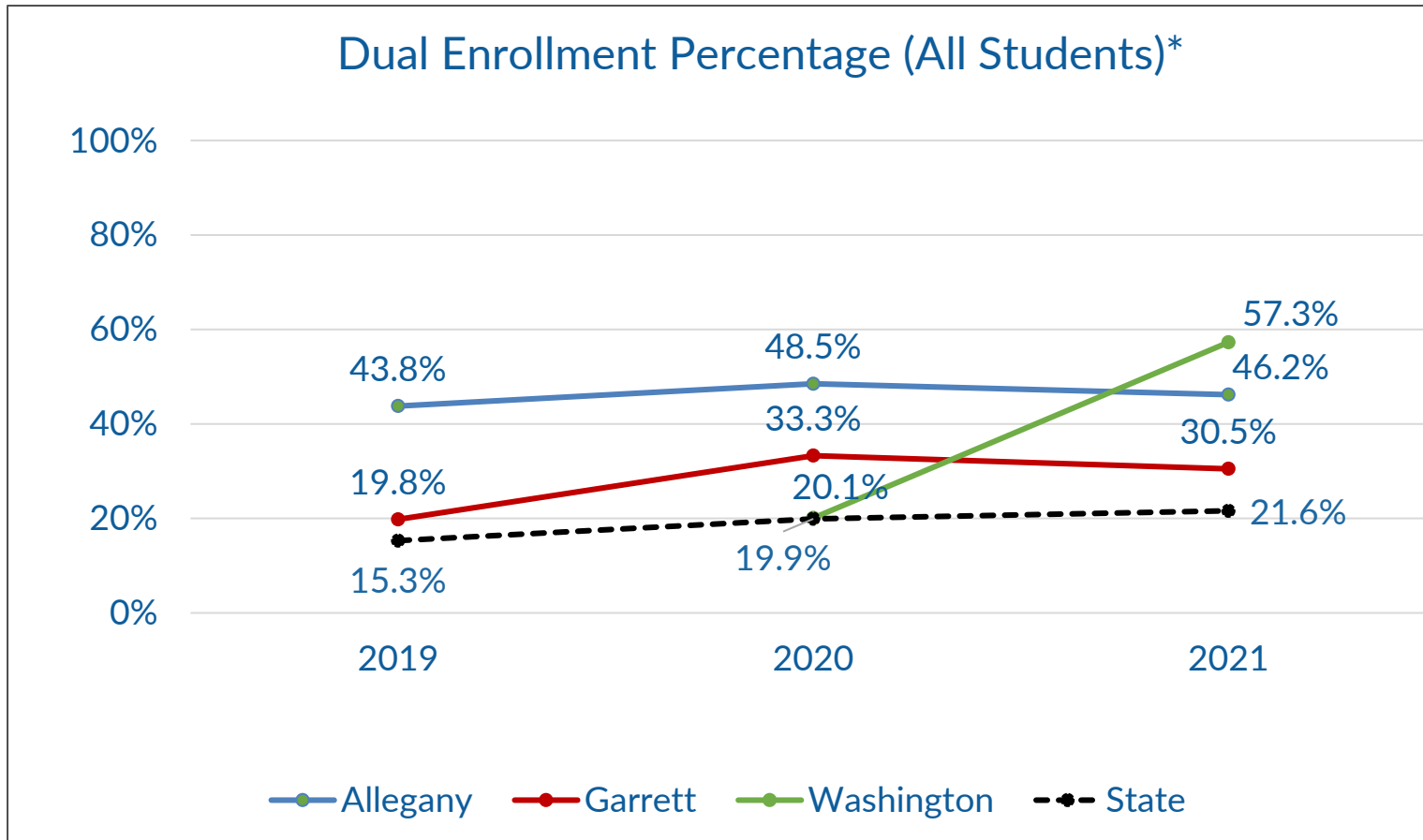


Priority 4: Ready for College and Career

All Maryland students graduate from high school college and career ready, and with an individualized plan to succeed in college, career, and life.

Western Maryland: Dual Enrollment by LEA

In Western Maryland all three LEAs have a higher dual enrollment rate than the State of Maryland.



LEA	2021 Dual Enrollment	2021 HS Completers
Allegany	264	572
Garrett	79	259
Washington	877	1,530
Maryland	12,690	58,868

*Washington County 2019 data are suppressed due to a dual enrollment percentage <=5%.
Source: MSDE, Division of Assessment, Accountability and Performance Reporting

Dual Enrollment Spotlight: Washington County Public Schools & Hagerstown Community College Early College Programs

Washington County Public Schools (WCPS) and Hagerstown Community College (HCC) work in partnership to provide high achieving WCPS students opportunities to earn college credit while in high school.

Science, Technology, Engineering, Math, and Medical (STEMM) Middle College Program

Students who are accepted to HCC following the successful completion of specific 9th and 10th grade courses may qualify to attend the STEMM Middle College program at HCC. Students in the program will take dual credit courses that apply toward a high school diploma and a college diploma or certificate.

Dual Credit

Qualifying students can take designated dual credit courses that are taught in high school. Upon successful completion of a dual credit course, students will be awarded both high school and college credit.

Upward Bound Program

Students who are accepted into the Upward Bound Program following the successful completion of the eighth grade are eligible to earn either high school elective credit or college credit during the summer at HCC. The high school credits earned in courses instructed by WCPS teachers.

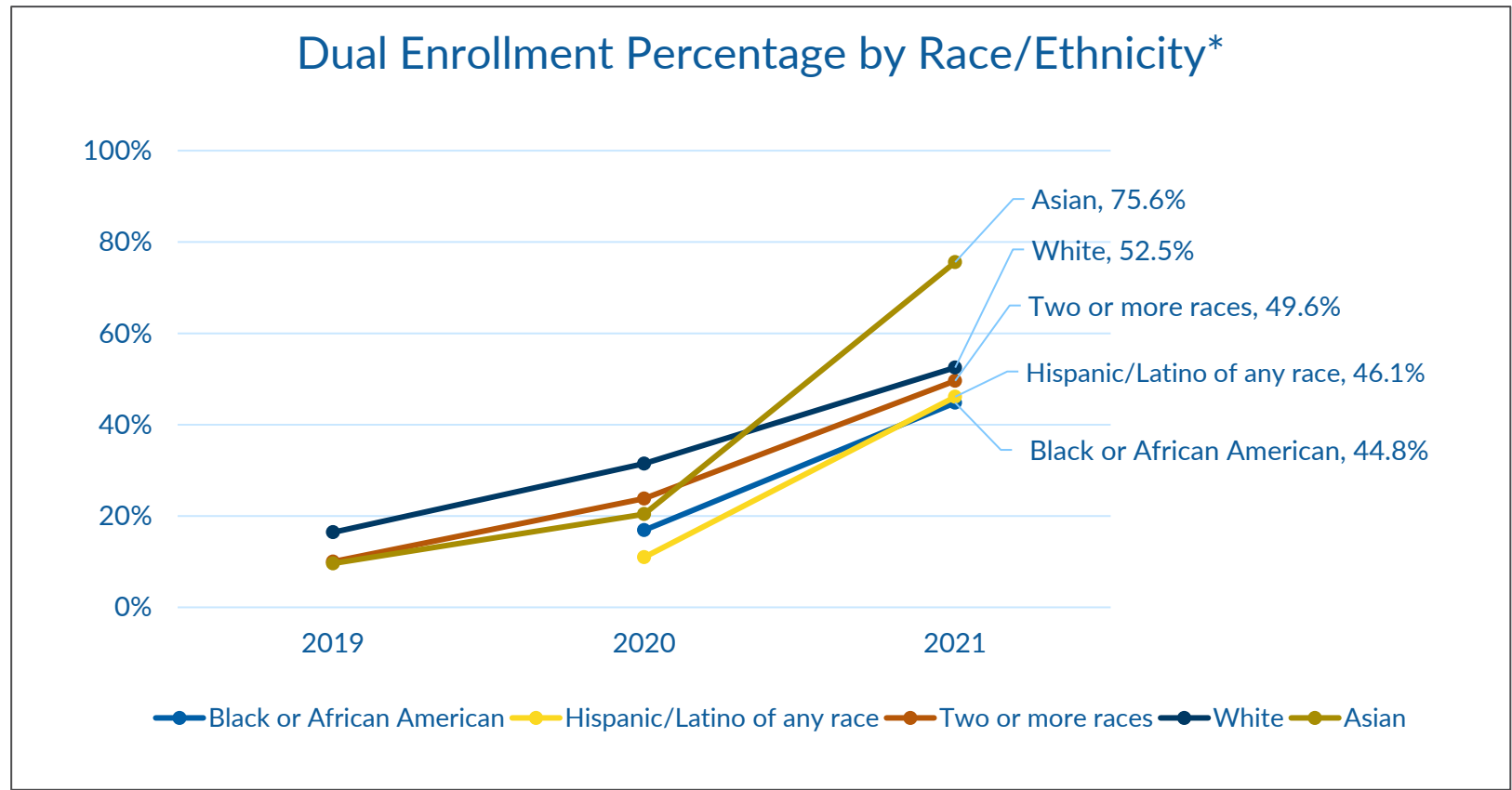
Concurrent Enrollment

Students who are accepted to HCC following the successful completion of the 10th grade may attend their home school part of the day to complete their high school graduation requirements and electives and attend HCC part of the day to take college courses.



Dual Enrollment by Race/Ethnicity

In Western Maryland, dual enrollment has increased across all race and ethnicities with all race/ethnicities below 20% in 2019.



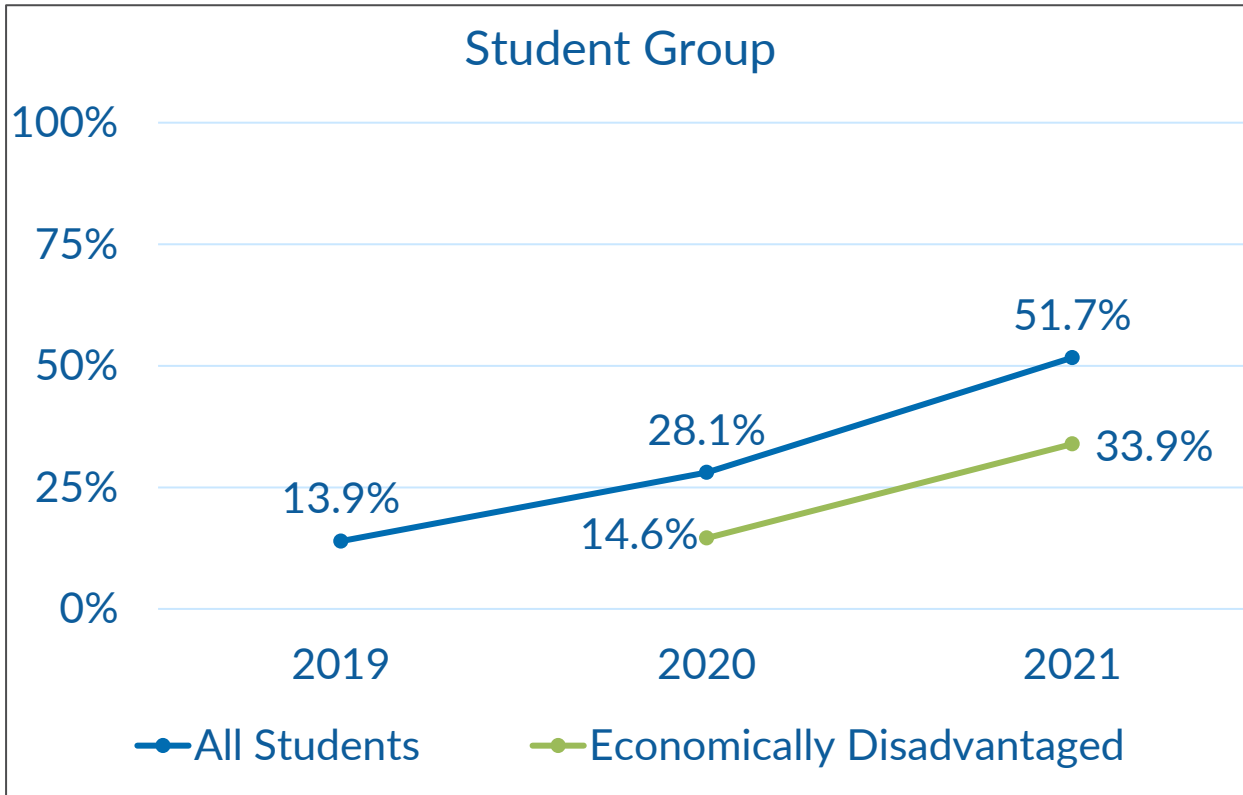
Race/Ethnicity	2021 Dual Enrollment	2021 HS Completers
Asian	31	41
Black/AA	91	203
Hispanic/Latino	71	154
2+ Races	68	137
White	956	1,820

Note: American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students' data are suppressed due to small student counts. Black or African American and Hispanic/Latino of any race students' data are suppressed for 2019 due to a dual enrollment percentage <=5%.

Source: MSDE, Division of Assessment, Accountability and Performance Reporting

Dual Enrollment by Student Group

In Western Maryland, economically disadvantaged and both male and female students have increased participation in dual enrollment.

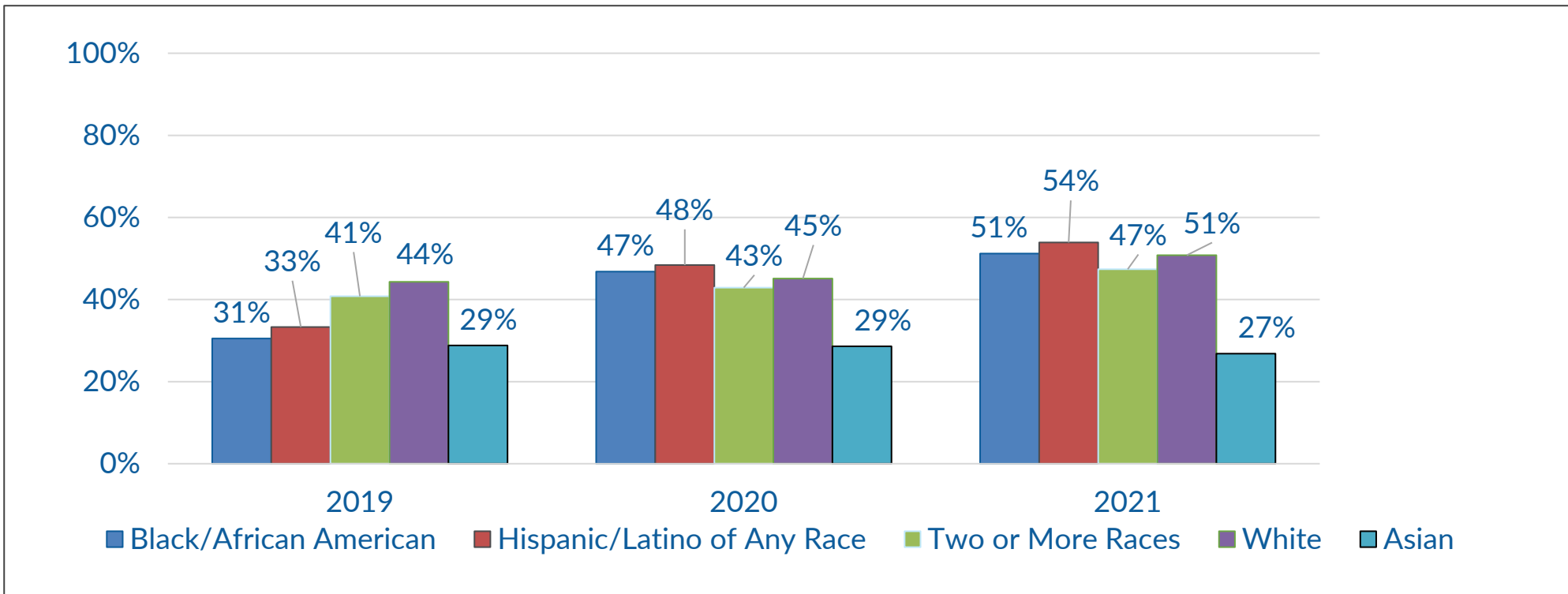


Note: Economically Disadvantaged data collection did not begin until 2020. English Learner and students with disabilities' data (2019 and 2020) are suppressed having a dual enrollment percentage <=5%.

Source: MSDE, Division of Assessment, Accountability and Performance Reporting

Career and Technical Education (CTE) Completion Rates by Race/Ethnicity

A CTE completer is defined as a student who completed an approved CTE program of study. The graph shows the percent of CTE completers out of all students who earned a high school diploma or certificate. Most race/ethnicities increased from 2019 to 2021.

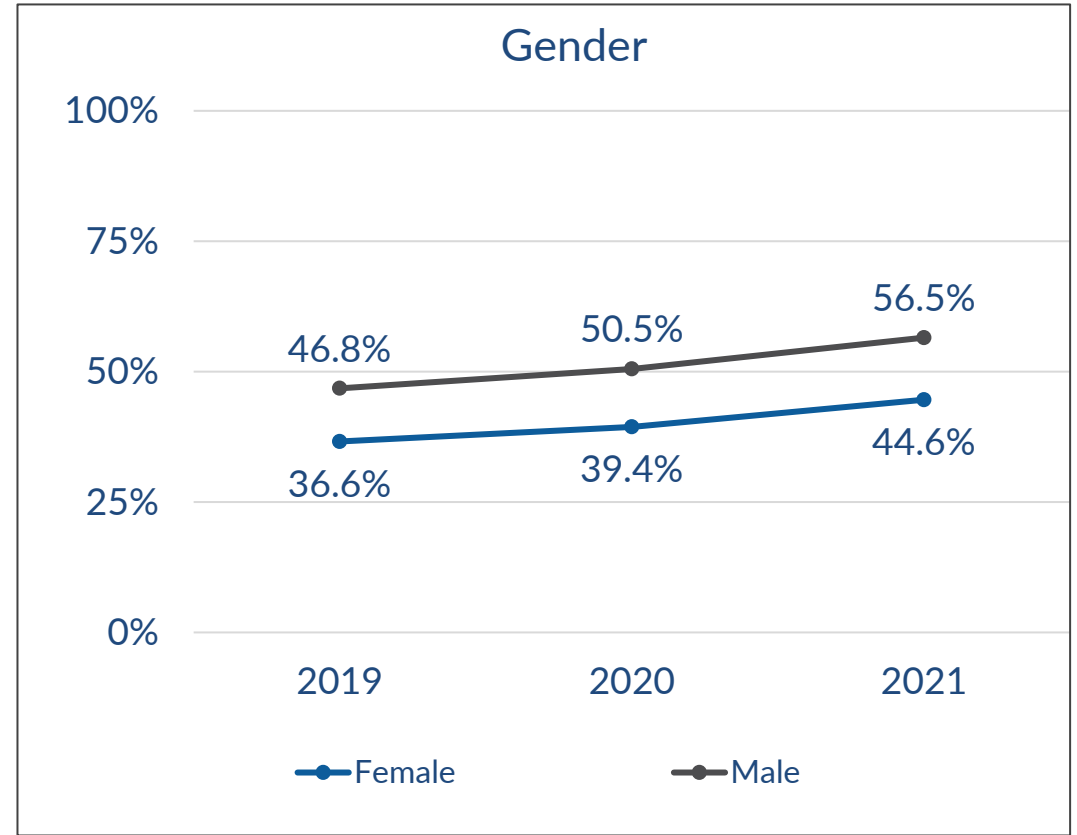
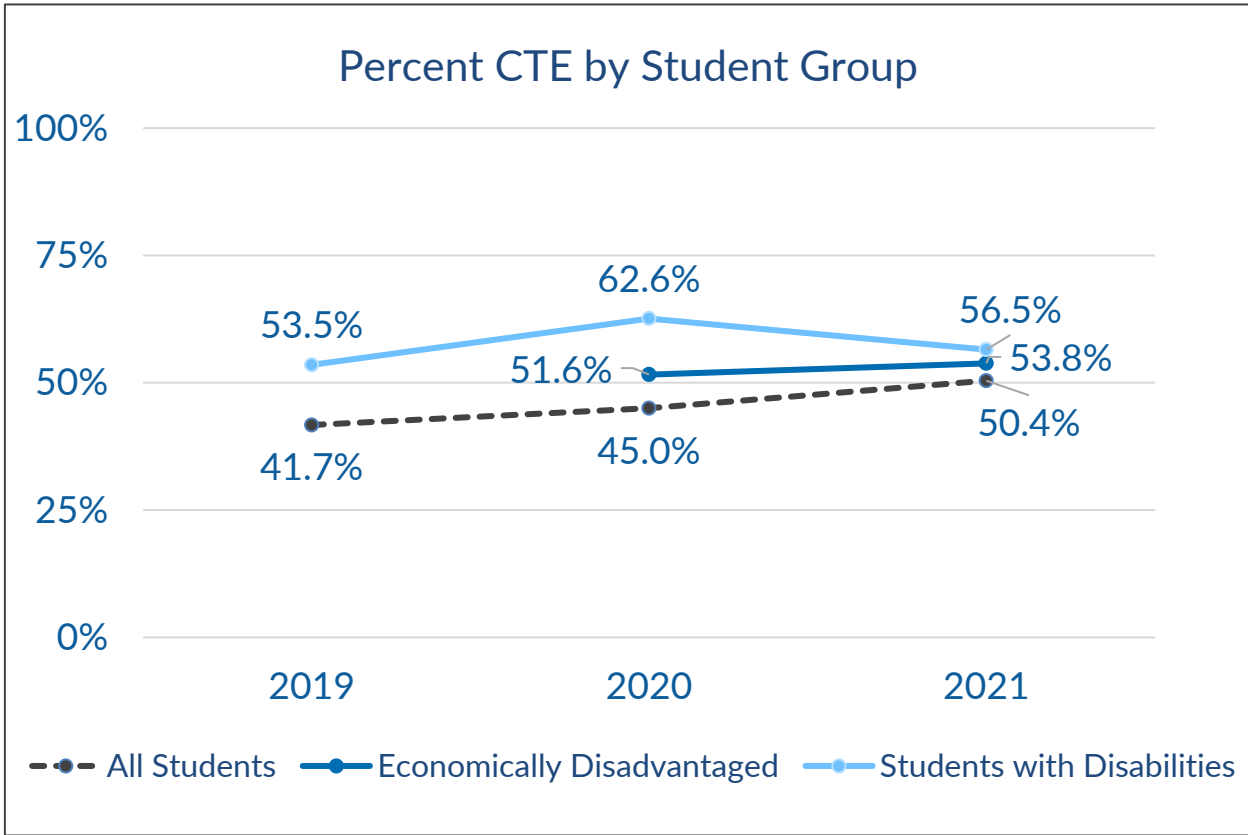


*American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students' data are suppressed due to small student counts.

Source: MSDE, Division of Assessment, Accountability and Performance Reporting

Career and Technical Education (CTE) Completion Rates by Student Group

In Western Maryland, the trend for all students has been increasing. Male CTE completers outweigh female CTE completers proportionally. A CTE completer is defined as a student who completed an approved CTE program.



Note: Economically disadvantaged student data were not collected until 2020. English Learner data is suppressed due to population size.

Source: MSDE, Division of Assessment, Accountability, and Performance Reporting

The Over-Supply of Credentials

Over half of the most commonly earned credentials are over-supplied

“States often don’t know which credentials are valued by employers. Consequently, states don’t provide students with the opportunity to earn those that matter most.”

Most Commonly Earned Credentials

Rank	Credential	Credential Type	Credentials Earned	Percent Oversupplied	Supply/Demand Category	State Count
1	Microsoft Office Specialist		129,895	--		19
2	WISE Financial Literacy Certification		67,208	100%		7
3	NCCER - Core Curriculum		60,350	100%		12
4	Adobe Certified Associate		52,189	78%		19
5	Virginia Workplace Readiness Skills for the Commonwealth		42,313	100%		1
6	Basic First Aid		36,102	100%		11
7	NCCER - Carpentry		33,392	100%		14
8	IC3 Certification		22,840	100%		13
9	Automotive Service Excellence Certification		22,726	16%		24
10	ServSafe Certification (Manager/Food Handler/Allergens/Alcohol)		21,634	47%		20

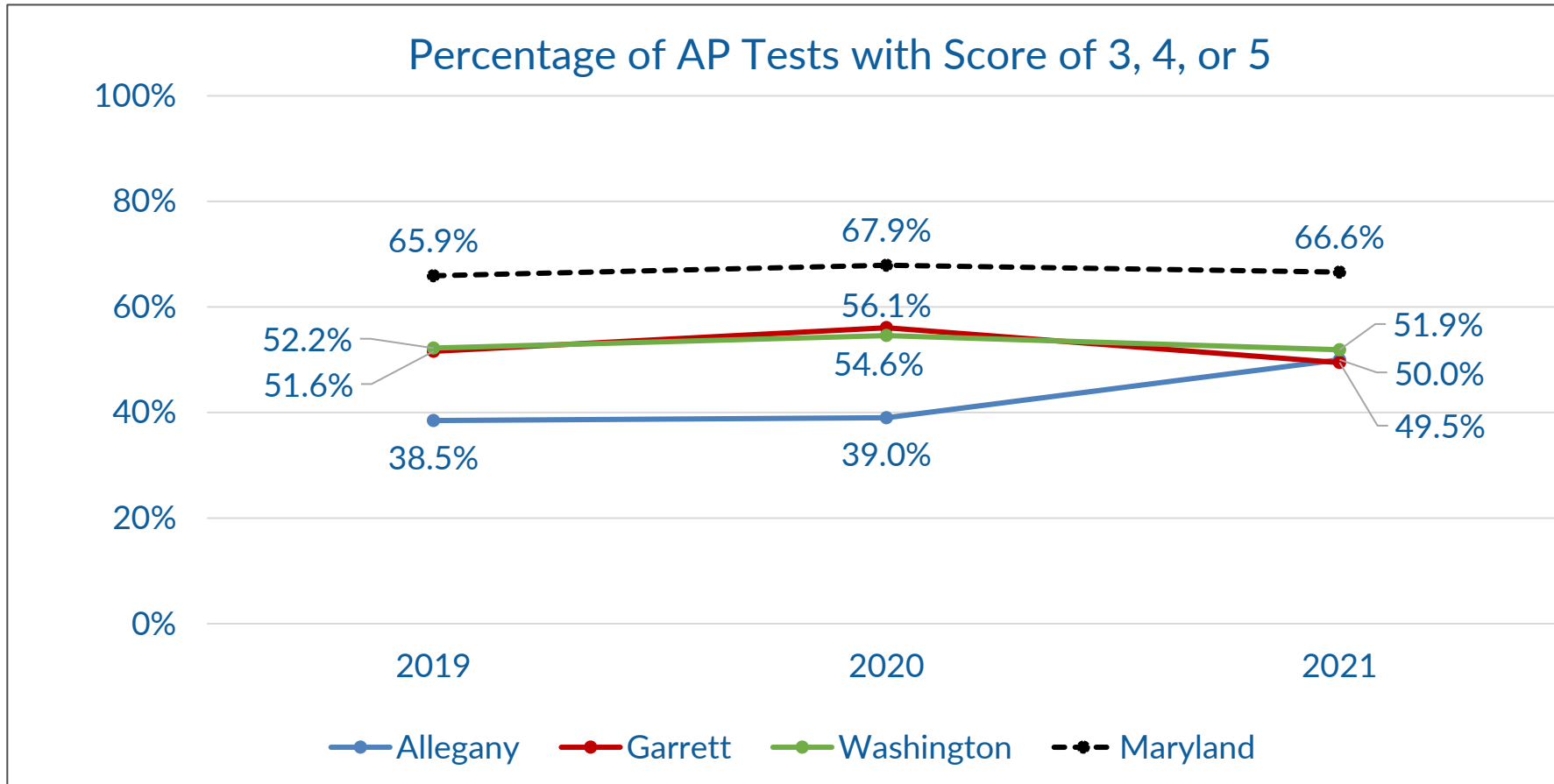
License
 Certification
 Software
 General Career Readiness
 CTE Assessment

● No Data
 ● Very Undersupplied
 ● Moderately Undersupplied
 ● Supply Meets Demand
 ● Moderately Oversupplied
 ● Very Oversupplied

Credentials Matter. May 2019. ExcelinEd and Burning Glass Technologies. <https://credentialsmatter.org/>

Western Maryland: AP Tests with Passing Score by LEA

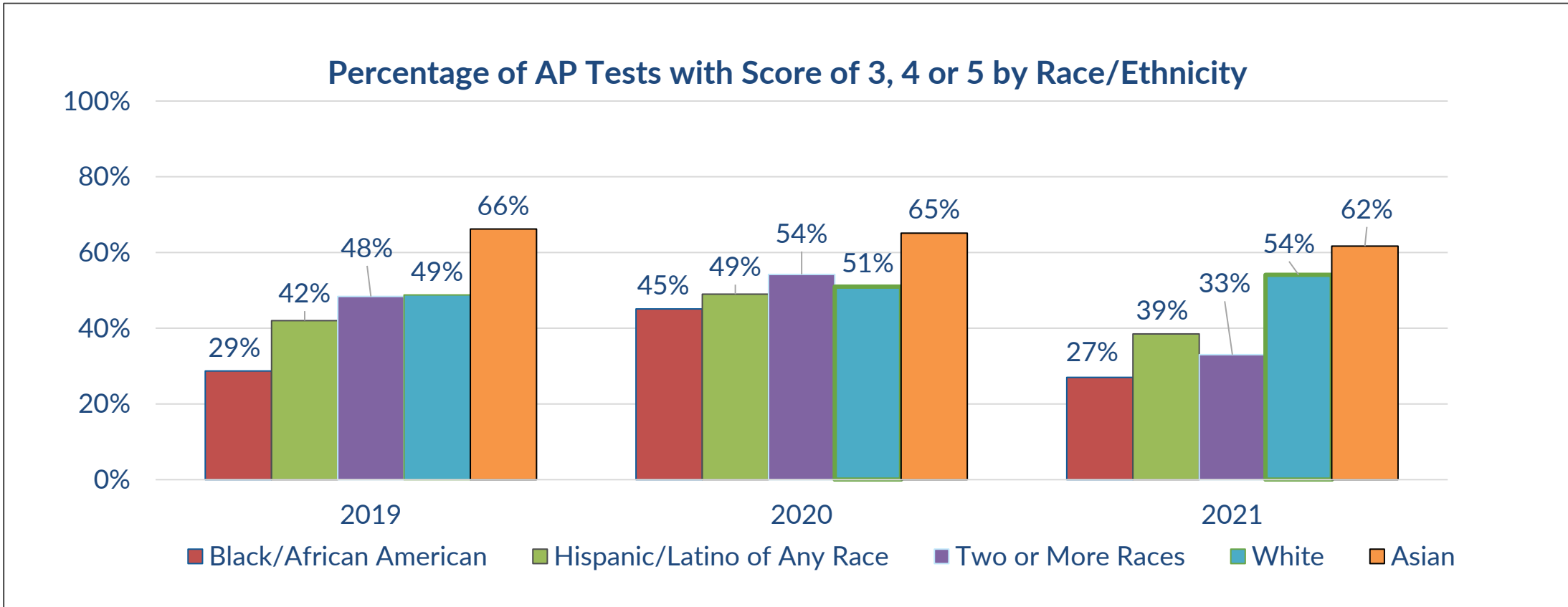
Allegany County increased the percentage of AP tests with a passing score of 3, 4 or 5 by over 11% from 2019 to 2021. All Western Maryland LEAs have consistently been below the state percentage.



Source: MSDE, Division of Assessment, Accountability, and Performance Reporting

AP Tests with Passing Score by Race/Ethnicity

In Western Maryland, AP tests having a passing score of 3, 4, or 5 declined from 2020 to 2021 for all races/ethnicities except for the White student group.

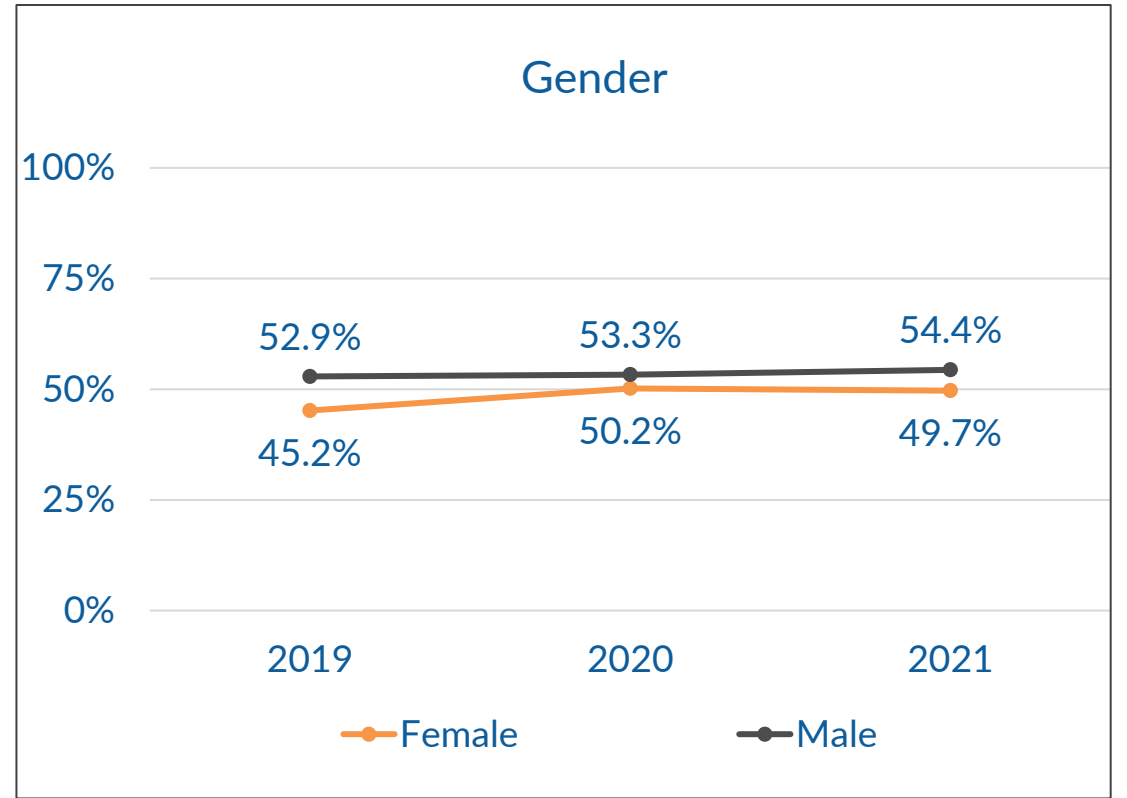
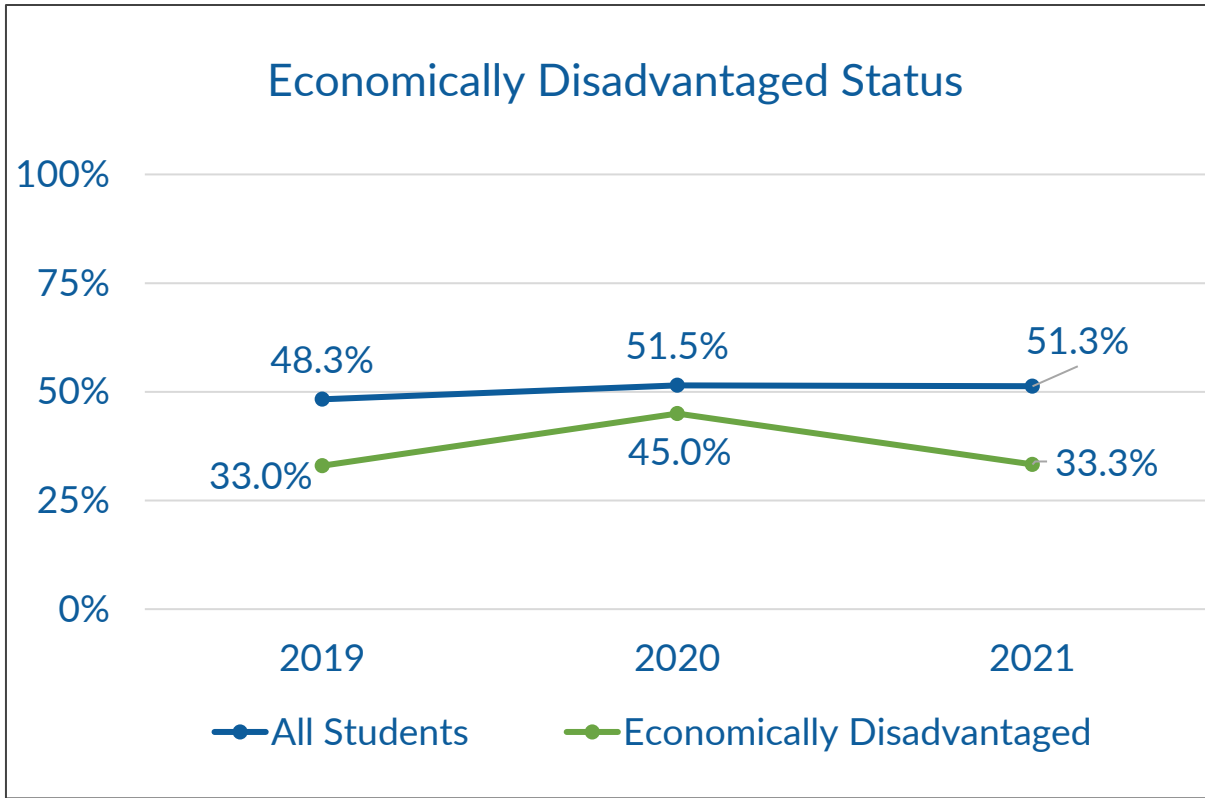


*American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students' data are suppressed due to small student counts.

Source: MSDE, Division of Assessment, Accountability and Performance Reporting

AP Tests with Passing Score by Student Group

In Western Maryland, over 50% of all students' exams earned a passing score of 3, 4 or 5. Male students consistently outperform female students.



Note: English Learner and Students with Disabilities' data are suppressed due to small student counts.
 Source: MSDE, Division of Assessment, Accountability and Performance Reporting

The Blueprint's Apprenticeship and Industry Credential Goal

(a) (1) On or before December 1, 2022, the CTE Committee shall establish, for each school year between the 2023-2024 school year and the 2030-2031 school year, inclusive, statewide goals that reach **45% by the 2030-2031 school year, for the percentage of high school students who, prior to graduation, complete the high school level of a registered apprenticeship or an industry-recognized occupational credential.**

(2) To the extent practicable, the CTE Committee shall ensure that the **largest number of students achieve the requirement of this subsection by completing a high school level of a registered apprenticeship program** approved by the Division of Workforce Development and Adult Learning within the Maryland Department of Labor.

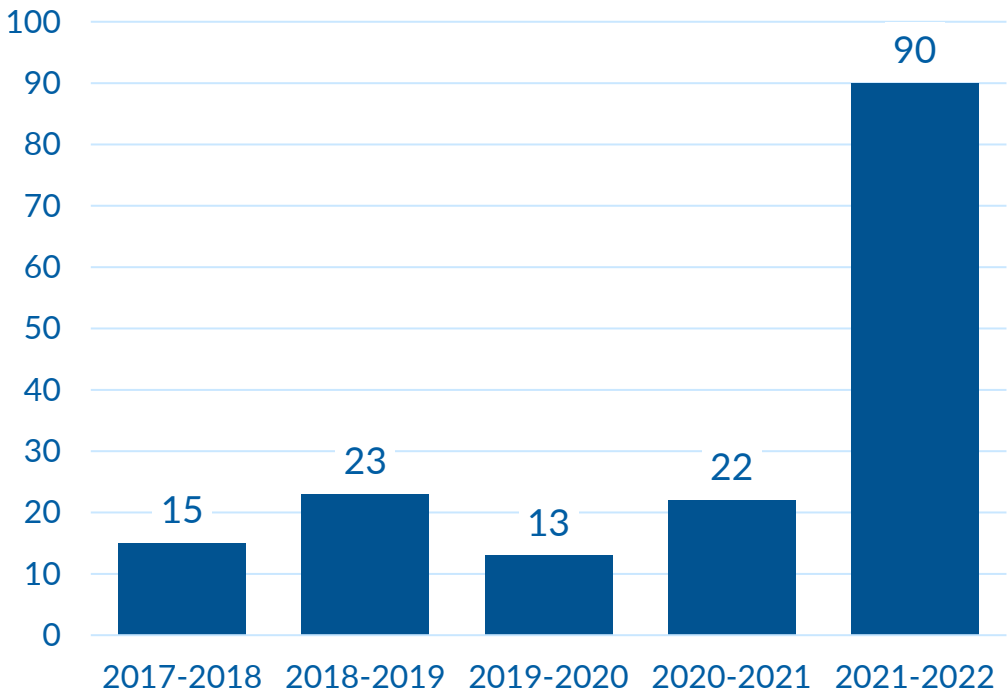
MD Code, Education, § [21-204](#)

- In 2021, Western Maryland had **2,375 graduates.**
- To meet the **45% goal, 1,069 of these graduates** would have needed to complete an apprenticeship or industry credential.
- In 2021, about **7% of graduates statewide met these criteria.**

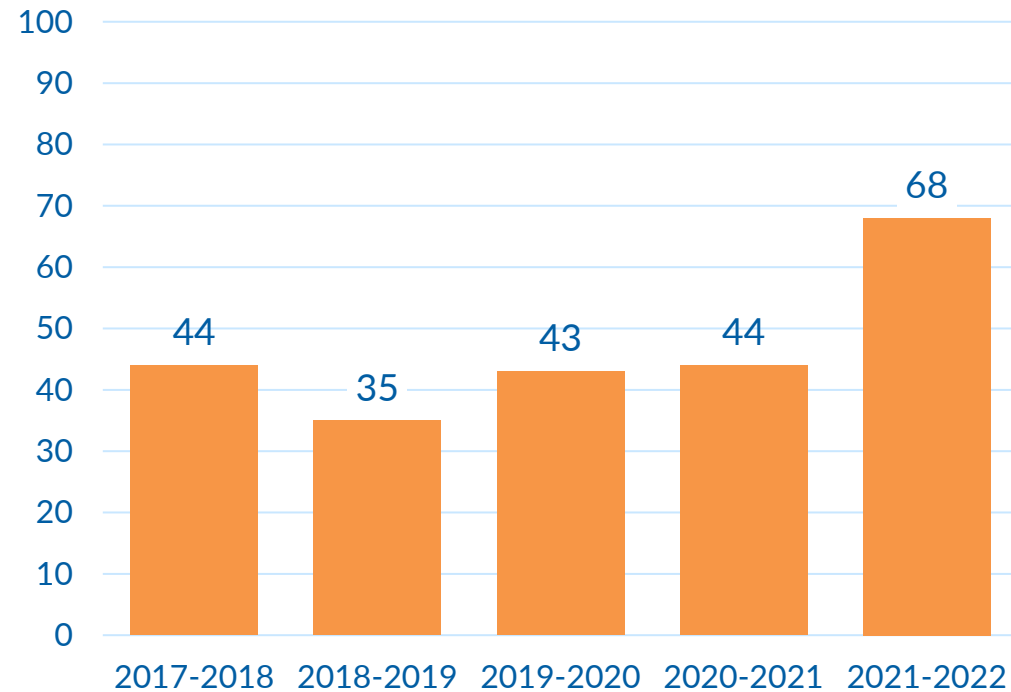
Expansion of Youth Apprenticeships in Washington County

The number of students and businesses participating in apprenticeships in Washington and Allegany Counties grew from 2017-18 to 2021-22, with Washington County leading the state.

Number of Students Participating in Apprenticeships



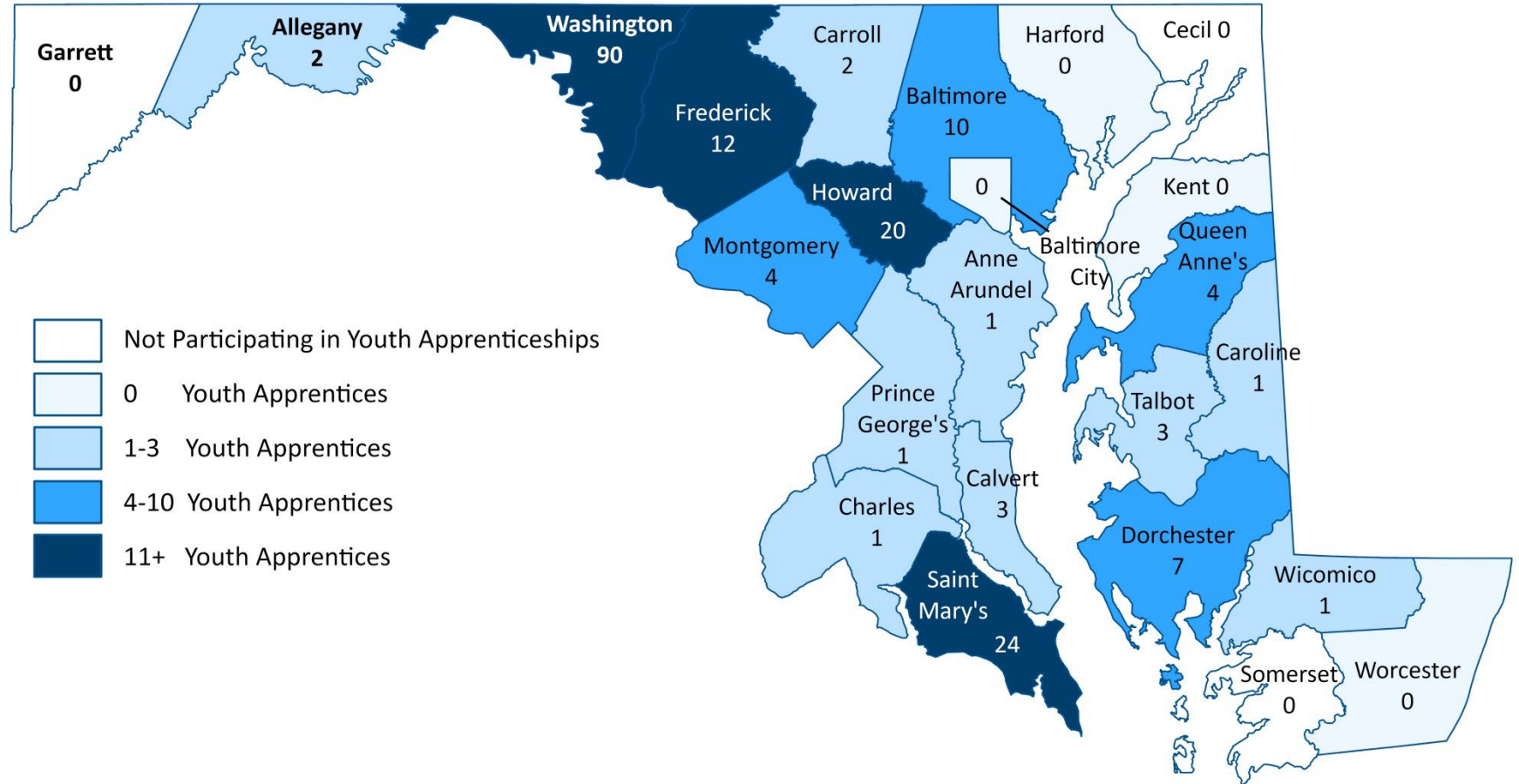
Number of Employers Participating in Apprenticeships



Source: MSDE. Data as of June 24, 2022.

Youth Apprentices by County

Almost half of all youth apprentices in Maryland are students in Washington County. Only five counties including Washington have 10 or more youth apprentices



Source: MSDE. Data as of June 24, 2022.

Industry Sectors of Employers for Youth/High School Apprentices

Industry Sector	# of Youth Apprentices	% of Total
Manufacturing	41	22.0%
Construction	36	19.4%
Education	29	15.6%
Healthcare	22	11.8%
Hospitality and Tourism	14	7.5%
Automotive	12	6.5%
Transportation and Logistics	5	2.7%
Government	4	2.2%
Architecture	2	1.1%
Engineering	2	1.1%
Aeronautics	1	0.5%
Association Management	1	0.5%
Business	1	0.5%
Finance, Banking and Real Estate	1	0.5%
Furniture Repair	1	0.5%
Information Technology	1	0.5%
Total	186	100.0%

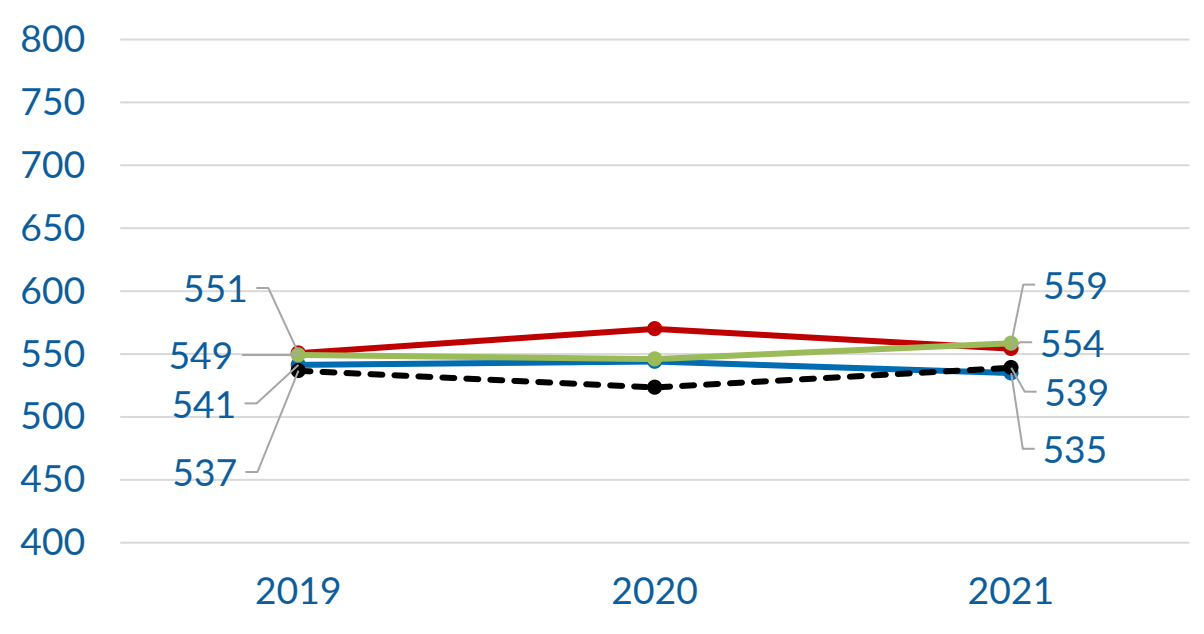
More than two thirds of youth apprentices statewide are concentrated in manufacturing, construction, education, and healthcare.

Source: MSDE. Data as of June 24, 2022.

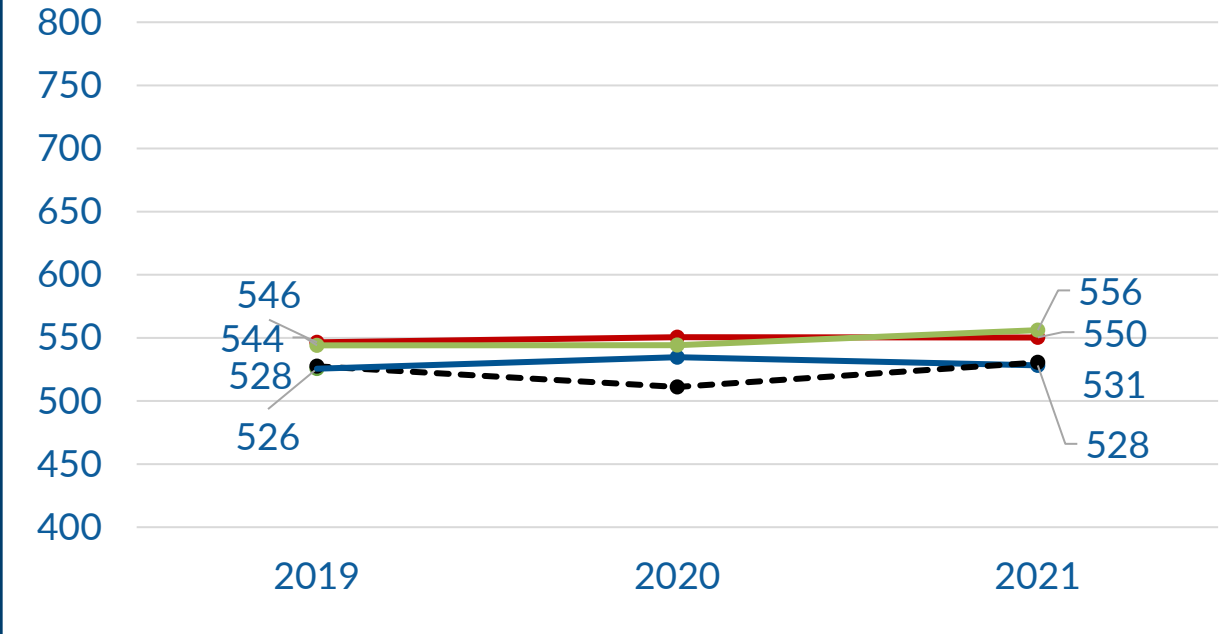
SAT: Average Scores by LEA

LEAs in Western Maryland have performed as well as or outperform Maryland's SAT score averages in both evidence-based reading/writing and math.

Average Evidence-Based Reading/Writing Scores



Average Math Scores

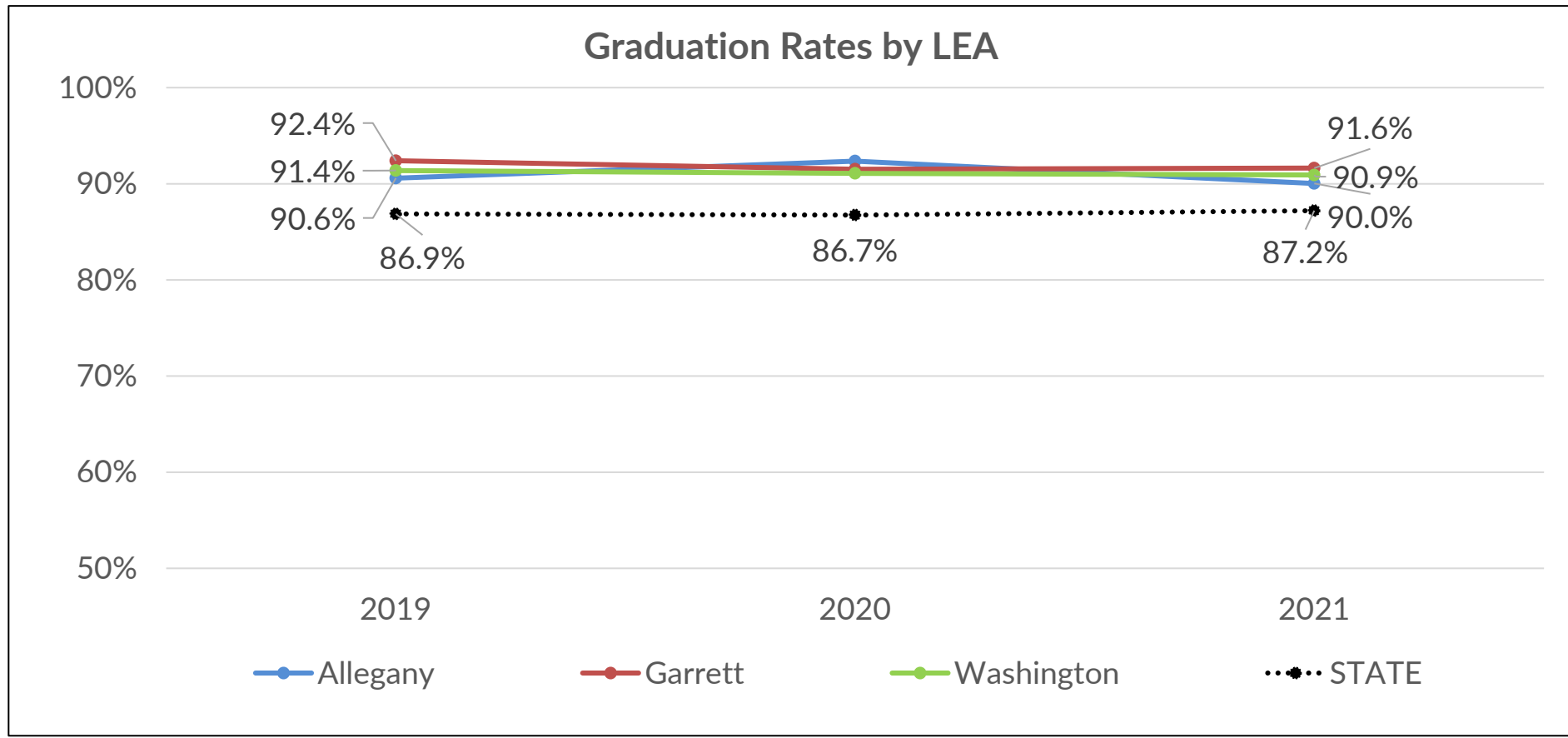


—●— Allegany —●— Garrett —●— Washington -●- Maryland

Source: MSDE, Division of Assessment, Accountability, and Performance Reporting

Western Maryland: Four-Year Cohort Graduation Rate Trends

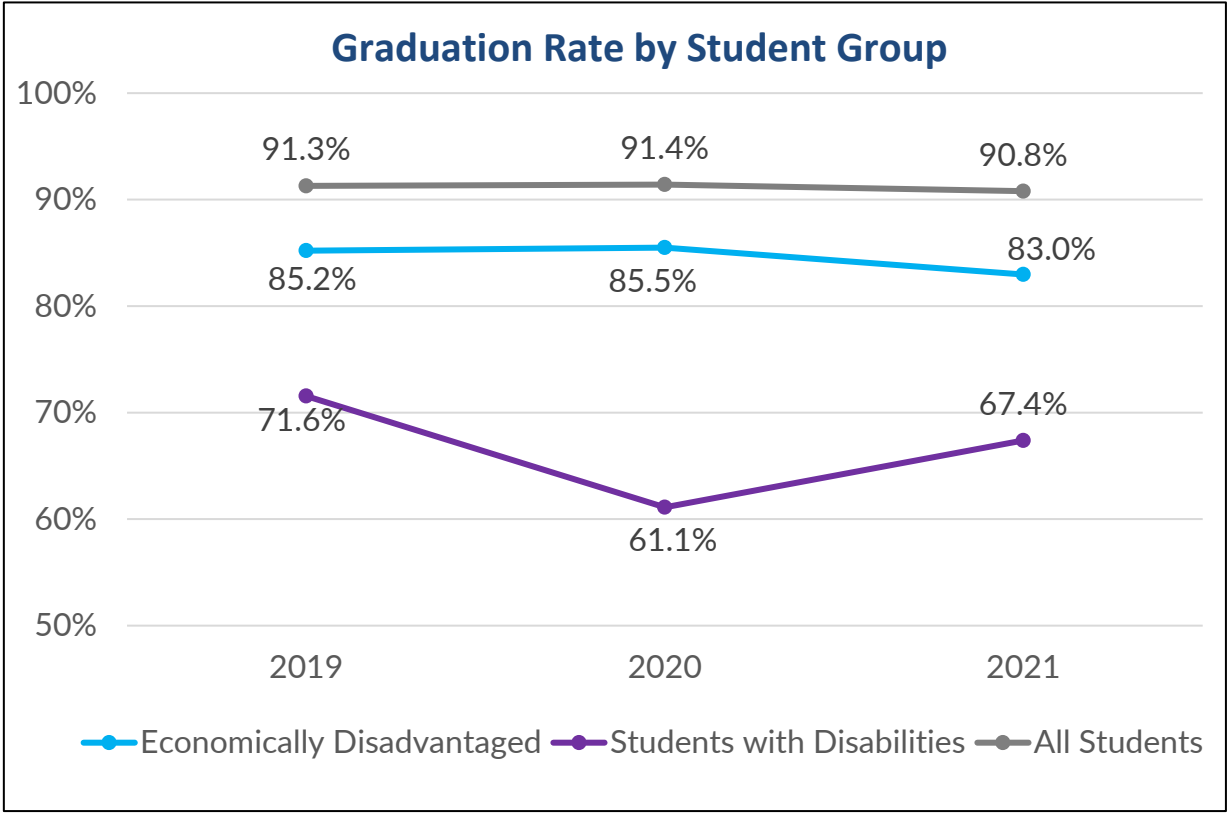
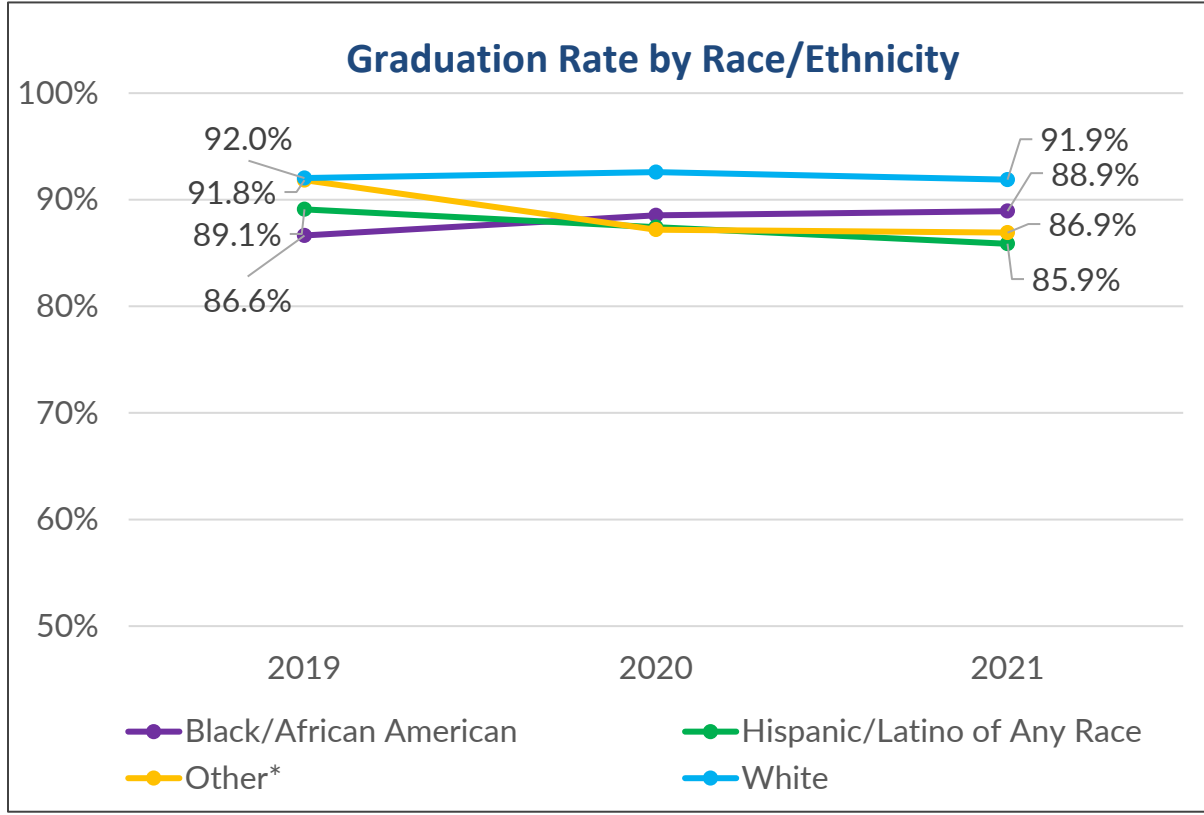
The overall graduation rate remained steady from 2019 to 2021. All three Western Maryland LEAs experienced graduation rates several percentage points above the State graduation rate.



Source: MSDE, Division of Assessment, Accountability and Performance Reporting

Western Maryland: Four-Year Cohort Graduation Rate Trend

In Western Maryland there are disparities across student groups with economically disadvantaged and students with disabilities consistently below all students. Hispanic/Latino students declined in 2021 as compared to 2019.

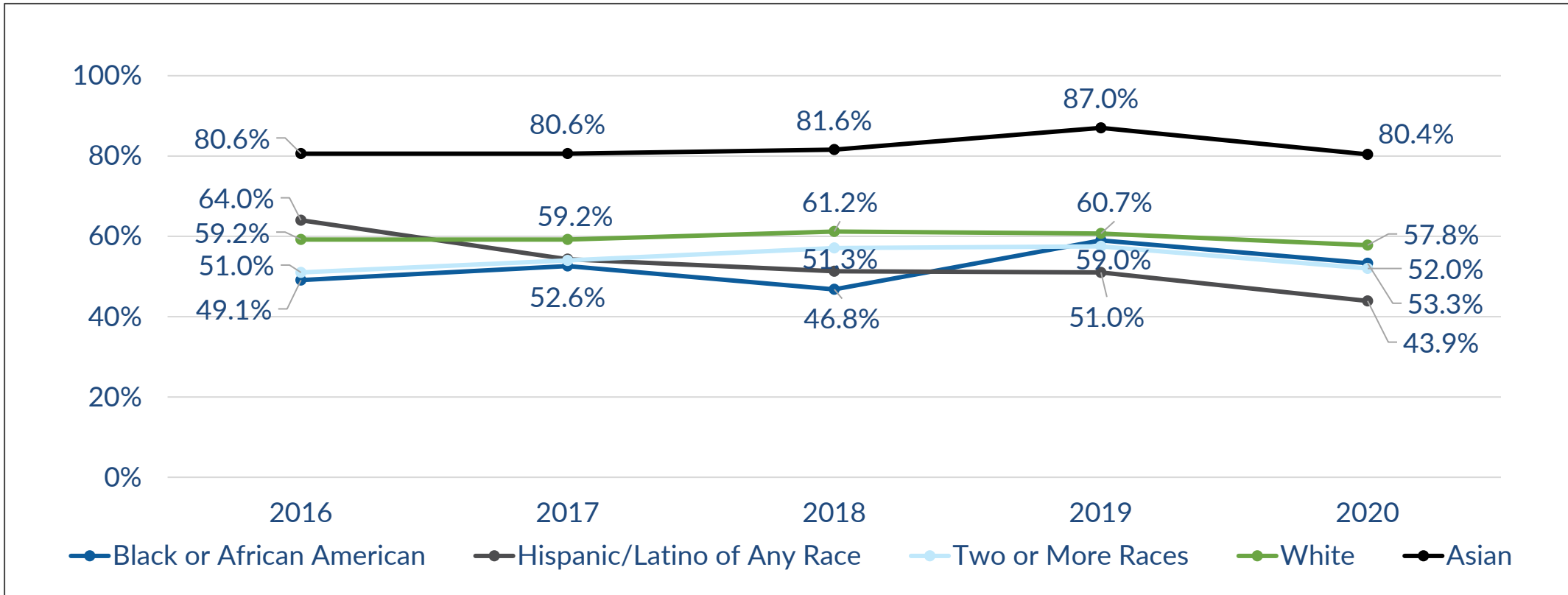


Note: "Other" is represented by American Indian or Alaskan Native, Asian, Native Hawaiian or Pacific Islander, and two or more races. English Learner data is suppressed due to small population size.

Source: MSDE, Division of Assessment, Accountability, and Performance Reporting

College Enrollment Trends by Race/Ethnicity

Disparities in college enrollment within 12 months after graduation has been consistent over time with the Asian student group outperforming all other race/ethnicities. Hispanic/Latino declined in 2020 to 43.9% as compared to 64% in 2016.

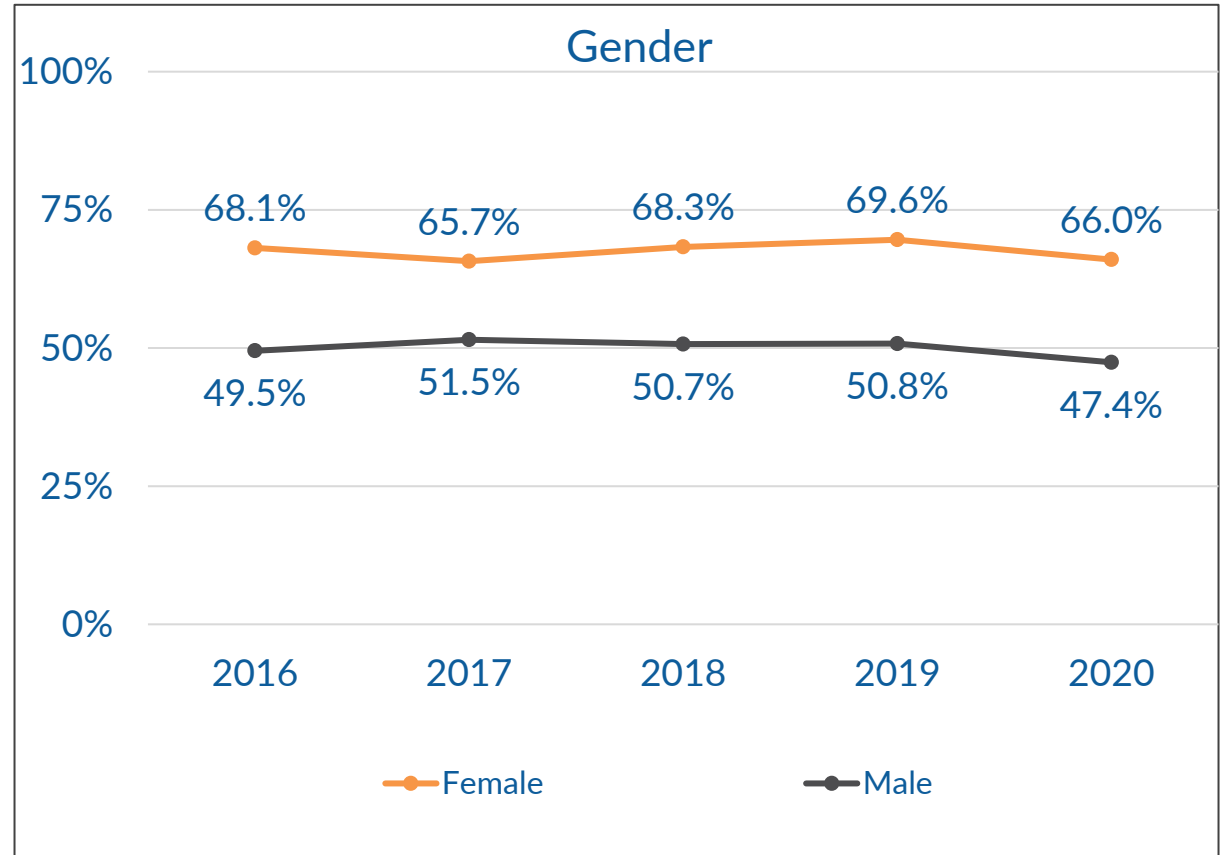
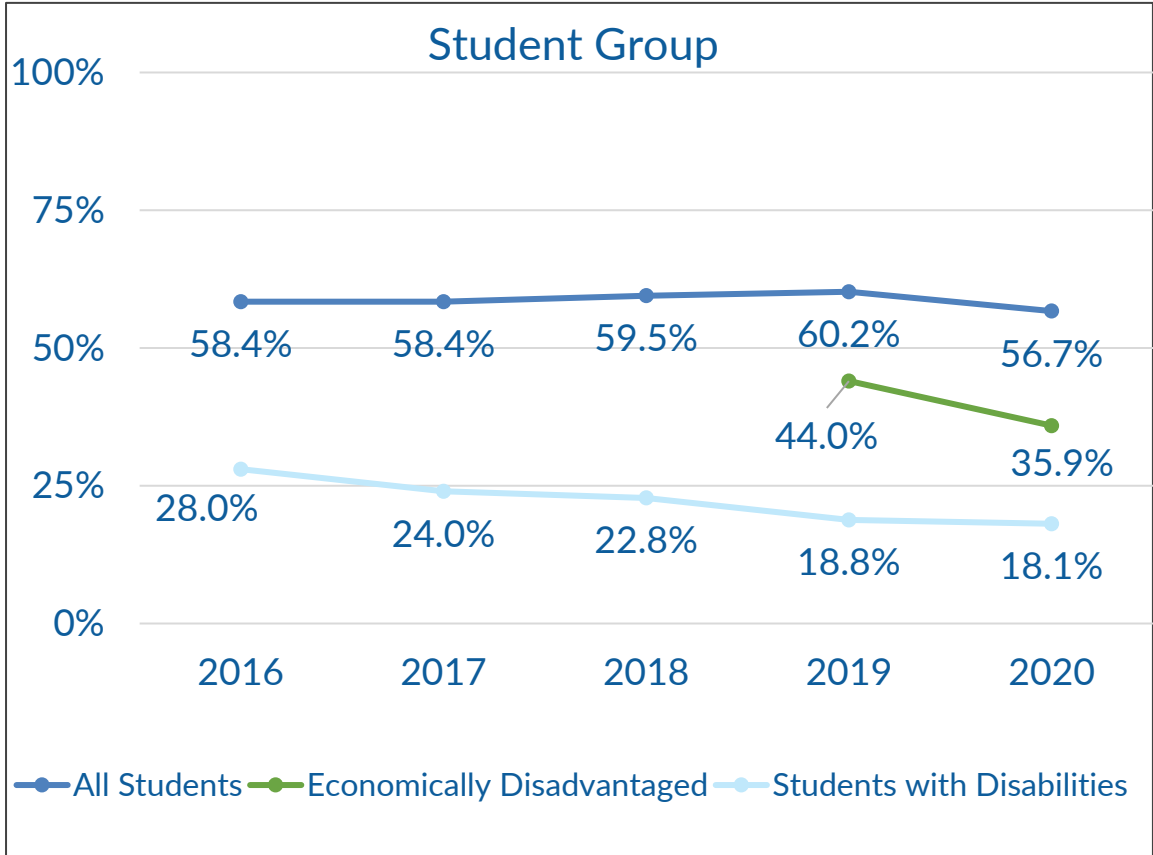


Note: American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students' data are suppressed due to small student counts or being below 5% or above 95% enrollment.

Source: National Student Clearinghouse

College Enrollment Trends by Student Groups

In Western Maryland there are disparities across student groups with economically disadvantaged and students with disabilities consistently below all students. A greater percentage of females enroll in college as compared to males.



Note: English Learner students' data for 2017 are suppressed due to small student count. Economically disadvantaged student data were not collected until 2019.

Source: National Student Clearinghouse



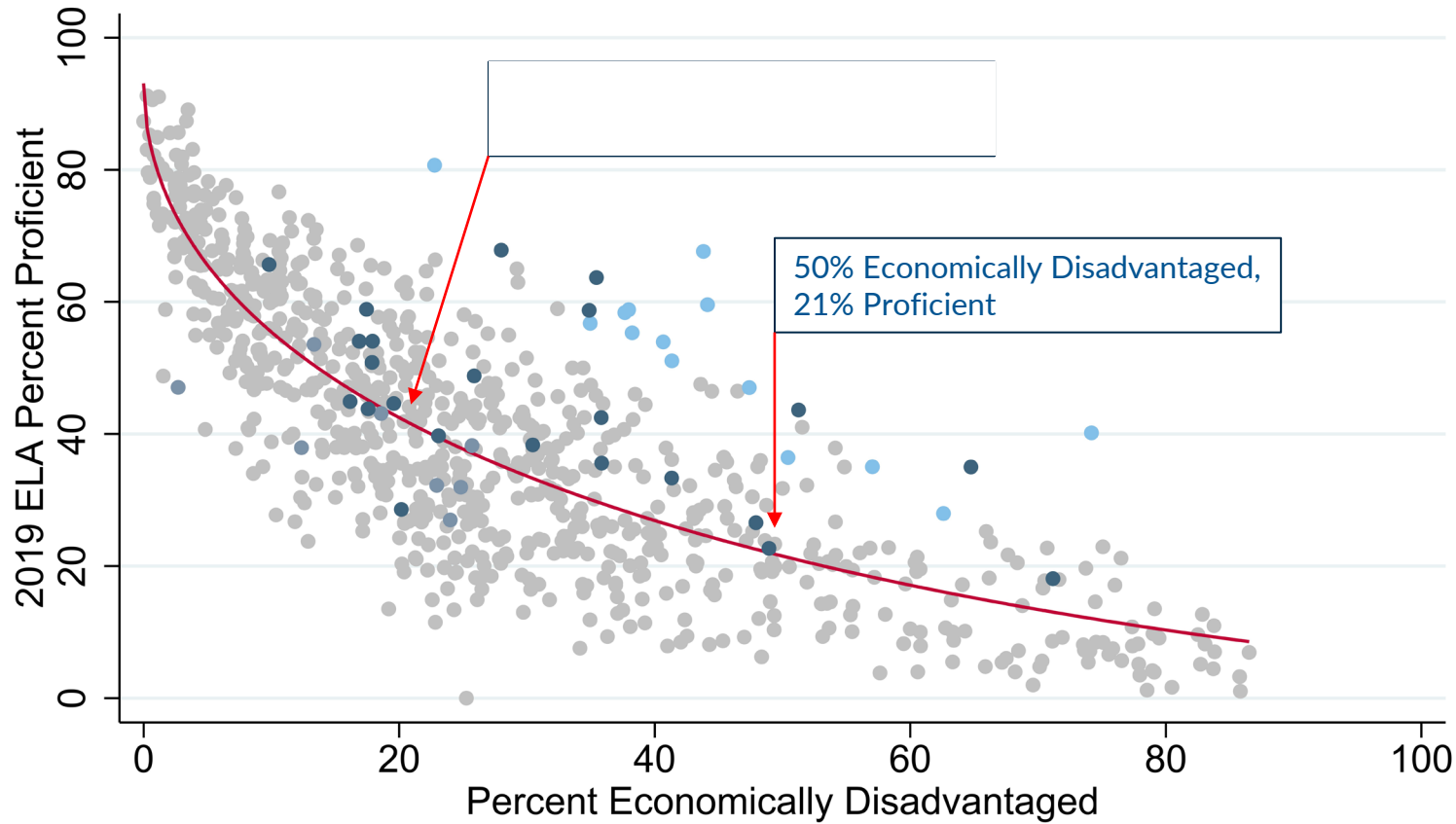
Enabler 1: High-Quality Data, Reporting, and Strategic Resource Allocation

Maryland is supporting our schools, local education agencies, families, and decision makers by producing relevant, timely, and high-quality data and reporting, and enabling educators to make the best use of their resources to meet the needs of our students and accelerate student achievement.

Demographics and Student Achievement

On average, schools with higher proportions of economically disadvantaged students have lower achievement.

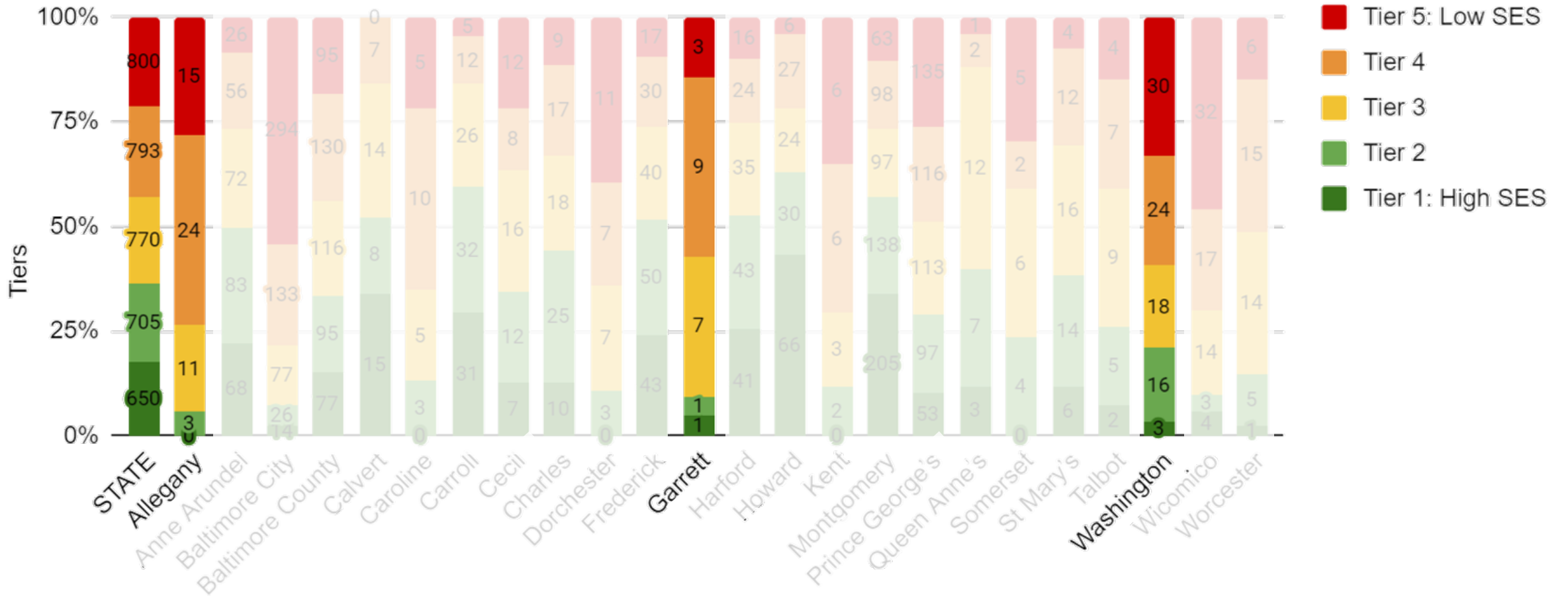
In general, a 10 percentage point increase in economically disadvantaged students in a school is associated with an ~7 percentage point decrease in ELA or math achievement.



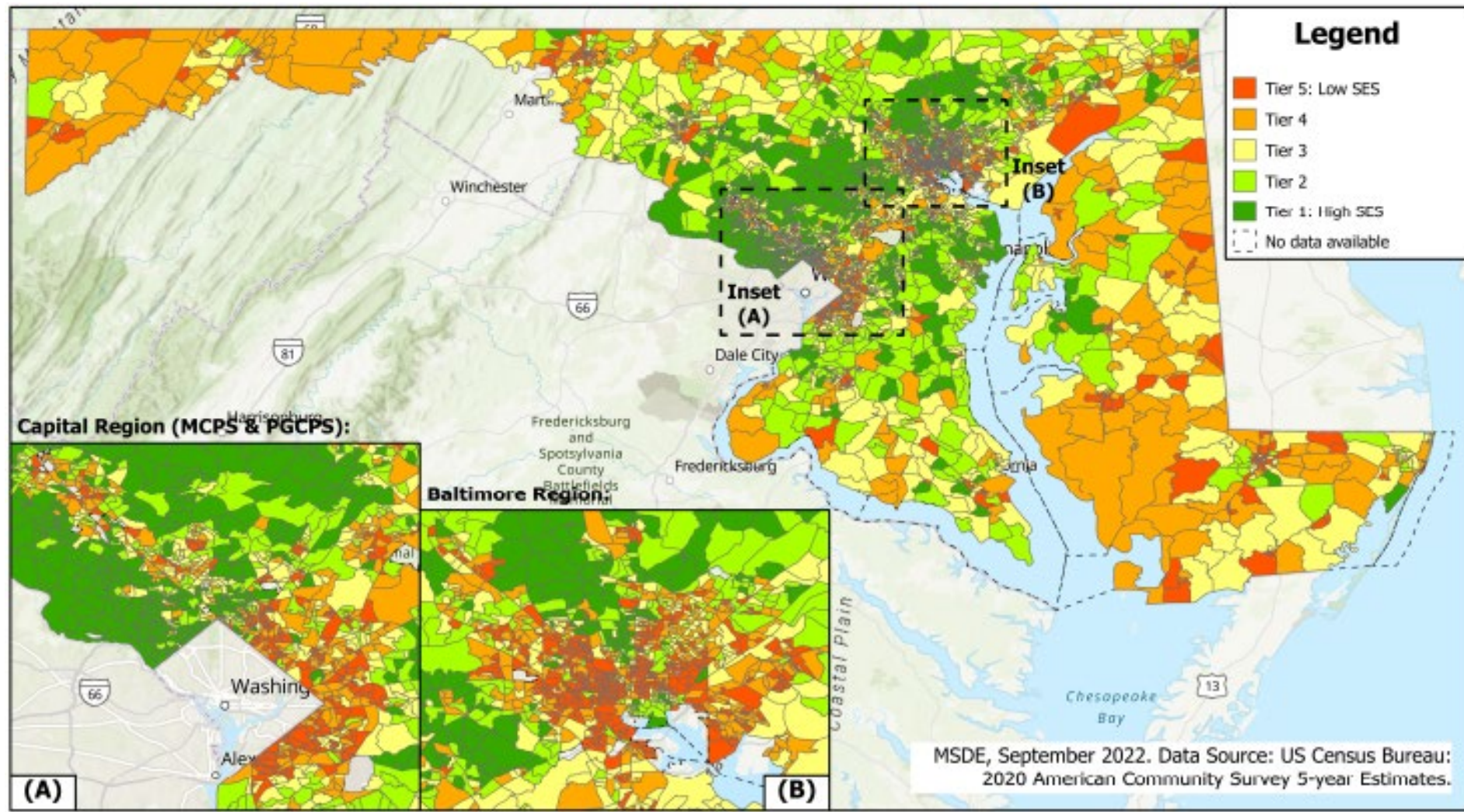
Note: a similar relationship exists for math proficiency and at the middle and high school levels.

Source: MSDE, Division of Assessment, Accountability, and Performance Reporting

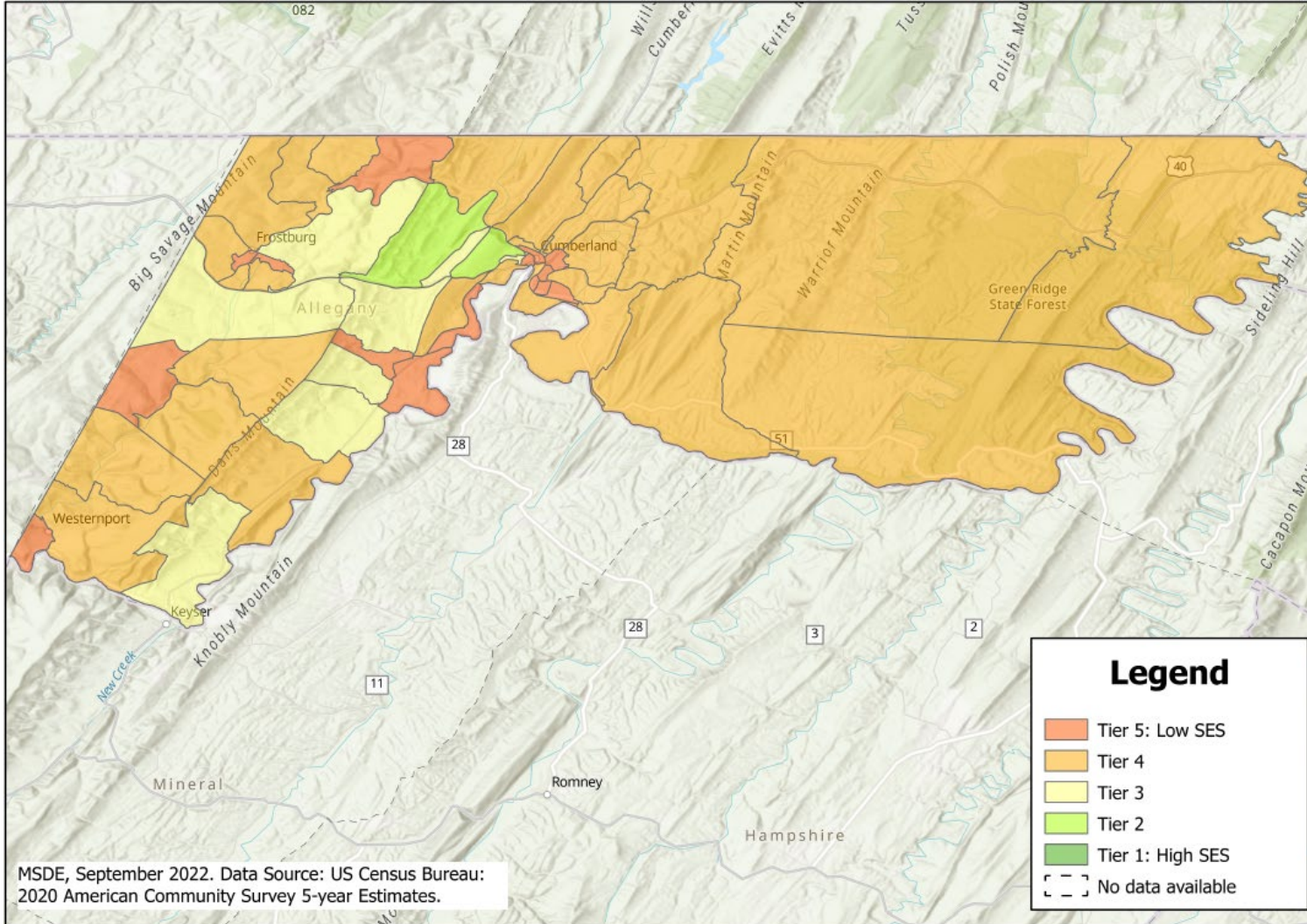
Western Maryland: Socioeconomic Tiers By LEA



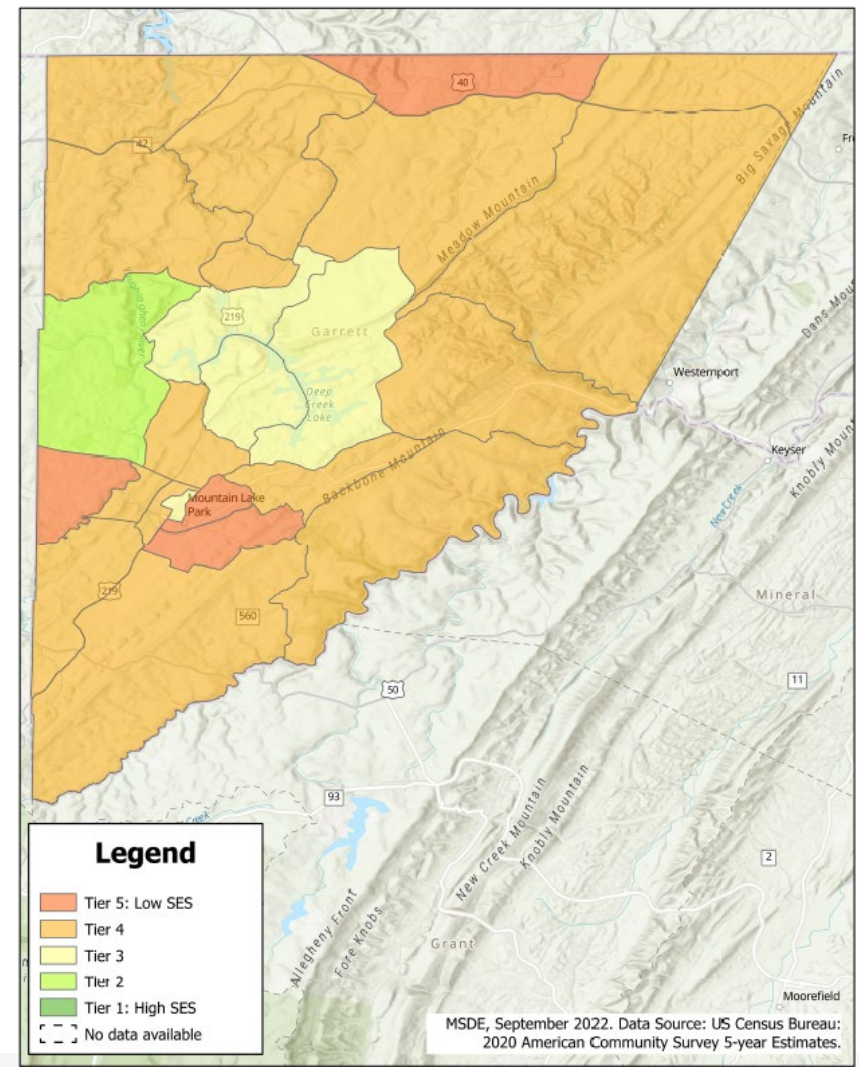
Socioeconomic Block Group Tiers in Maryland



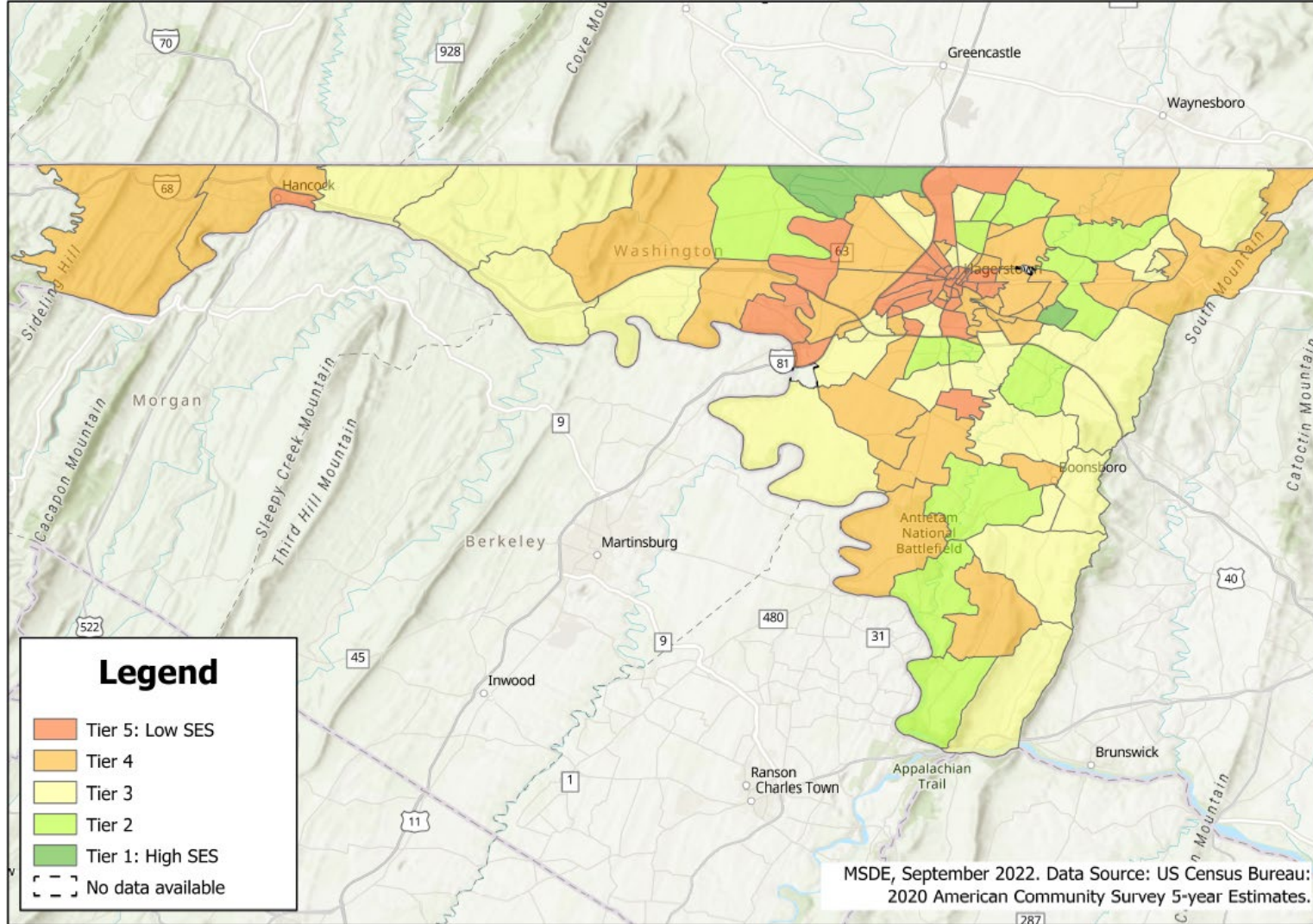
Socioeconomic Block Group Map: Allegany



Socioeconomic Block Group Map: Garrett



Socioeconomic Block Group Map: Washington



Blueprint Financial Reporting and Accountability

The Blueprint ensures that local education agencies properly budget and spend State Aid, by program category. The law does so through two, key provisions:

For each school, the county board shall distribute the minimum school funding amount for the applicable program multiplied by the school enrollment for the applicable program. MD Code, Education, § 5-234

On or before January 1 each year in 2022 through 2032, the Department shall submit to the Board information on the use of school-level expenditures in the current fiscal year to aid the Board in fulfilling its responsibilities under this subtitle. MD Code, Education, § 5-406

Minimum school funding amounts, by Major aid program constitute a major state policy shift. Under the previous formula, LEAs could, outside of the foundation program, budget and spend State aid on other LEA programs and areas outside of the student group or program that generated the aid.

Now, LEAs must demonstrate budgeting and spending dollars on the schools for whom the State aid calculated funding was intended, by Major aid program.

Blueprint Financial Reporting

The Blueprint provides for structure and system changes at the Department to better enable the law's reporting requirements.

Implement a financial management system and student data system capable of tracking and analyzing the requirements under this section and integrating local school system data; and update the “Financial Reporting Manual for Maryland Public Schools” to ensure uniformity in reporting expenditures for each school. MD Code, Education, § 5-234

The Department is engaging a Statewide working group that has representation from all local education agencies as it implements the new statewide finance and data system. The system will allow collection and subsequent reporting of Blueprint finance and student data requirements.

Blueprint law allows for the Accountability and Implementation Board to withhold local education funding based on the data reported in compliance with sections §5-234 and §5-406 of the Maryland Education Article.

Per Pupil Spending: Allegany (\$13,526)

Per-pupil spending will never be the same between schools and the Blueprint formula is not intended to provide for equal funding. However, funding variation should align to student needs in schools -- different types of students require different levels of resources to educate. Per-pupil spending data provide insight into school-level spending differences.

Frost Elementary School

FY 2021 State and Local Per-Pupil:
\$10,894 (Enrollment = 192)

Free and Reduced Price Meals: 24.7%

Students with Disabilities:
12.1%

Mobility Rate:
8.1%

Northeast Elementary School

FY 2021 State and Local Per-Pupil:
\$13,651 (Enrollment = 269)

Free and Reduced Price Meals: 57.1%

Students with Disabilities:
12.5%

Mobility Rate:
12.2%

Flintstone Elementary School

FY 2021 State and Local Per-Pupil:
\$16,405 (Enrollment = 205)

Free and Reduced Price Meals: 47.8%

Students with Disabilities:
11.9%

Mobility Rate:
13.7%

Per Pupil Spending: Garrett (\$12,922)

Per-pupil spending will never be the same between schools and the Blueprint formula is not intended to provide for equal funding. However, funding variation should align to student needs in schools -- different types of students require different levels of resources to educate. Per-pupil spending data provide insight into school-level spending differences.

Southern Middle School

FY 2021 State and Local Per-Pupil: \$13,736 (Enrollment = 468)

Free and Reduced Price Meals: 48.6%

Students with Disabilities: 11.0%

Mobility Rate: 5.2%

Northern Middle School

FY 2021 State and Local Per-Pupil: \$14,556 (Enrollment = 355)

Free and Reduced Price Meals: 38.0%

Students with Disabilities: 8.2%

Mobility Rate: 5.0%

Swan Meadow School (ES/MS)

FY 2021 State and Local Per-Pupil: \$18,518 (Enrollment = 45)

Free and Reduced Price Meals: 47.8%

Students with Disabilities: 11.9%

Mobility Rate: 13.7%

Source: Maryland State Department of Education, Maryland Report Card Per-Pupil Expenditures

Per Pupil Spending: Washington (\$14,750)

Per-pupil spending will never be the same between schools and the Blueprint formula is not intended to provide for equal funding. However, funding variation should align to student needs in schools -- different types of students require different levels of resources to educate. Per-pupil spending data provide insight into school-level spending differences.

South Hagerstown High School

FY 2021 State and Local Per-Pupil:
\$10,624 (Enrollment = 1,381)

Free and Reduced Price Meals: 69.6%

Students with Disabilities:
11.2%

Mobility Rate:
10.5%

Smithsburg High School

FY 2021 State and Local Per-Pupil:
\$12,171 (Enrollment = 734)

Free and Reduced Price Meals: 31.0%

Students with Disabilities:
8.0%

Mobility Rate:
6.2%

Hancock Middle/Senior High

FY 2021 State and Local Per-Pupil:
\$20,788 (Enrollment = 235)

Free and Reduced Price Meals: 56.7%

Students with Disabilities:
15.9%

Mobility Rate:
30.3%

Source: Maryland State Department of Education, Maryland Report Card Per-Pupil Expenditures

Common Drivers of Within-District Per-Pupil Spending Differences

School demographics drive State aid funding but are not the only driver of school-level spending differences. The three most common drivers of differences in school spending, per-pupil within a given local education agency are:

- **Enrollment Demographics:** The Blueprint State aid formula is driven by LEA enrollment. The foundation program and additional aid categories are largely per-pupil based allocations. Those same factors drive much of the LEA spending on schools, with total enrollment being the biggest overall driver.
- **Teacher Salaries:** School-district teacher salary schedules are governed by their respective local bargaining agreements. Those bargaining agreements establish pay for teachers that is largely determined by years of experience. Teachers are not distributed evenly across a district in terms of experience. That is, more experienced – and more highly paid – teachers are often grouped in particular schools or groups of schools. Given that salary spending constitutes, on average, ~88% of LEA spending, teacher sorting impacts within-district spending differences by school.
- **Fixed Costs:** Fixed costs reflect the administrative spending required to open and operate a school, regardless of school enrollment. Plant operations, custodial support, central school support services, food service operations, school-based health support, and administrator positions are often a part of school spending regardless of enrollment. Buildings with large square footage and smaller enrollment, for example, will have a greater school-level per-pupil spending than a building with large square footage and a larger enrollment.



Enabler 2: High-Quality Instructional Materials

Maryland's classrooms challenge, support, and inspire students. Therefore, our schools will be equipped with high-quality curricula, lessons, assessments, and systems for intervention and acceleration.

Expert Review Teams and Curriculum

Through the deployment of MSDE's Expert Review Teams, the department will work to identify and better understand the curriculum in place at schools across Maryland. This process will also include a determination of the quality of identified curriculum through an accepted review process.

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.

MD Code, Education, § 7-201.1

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 NOW



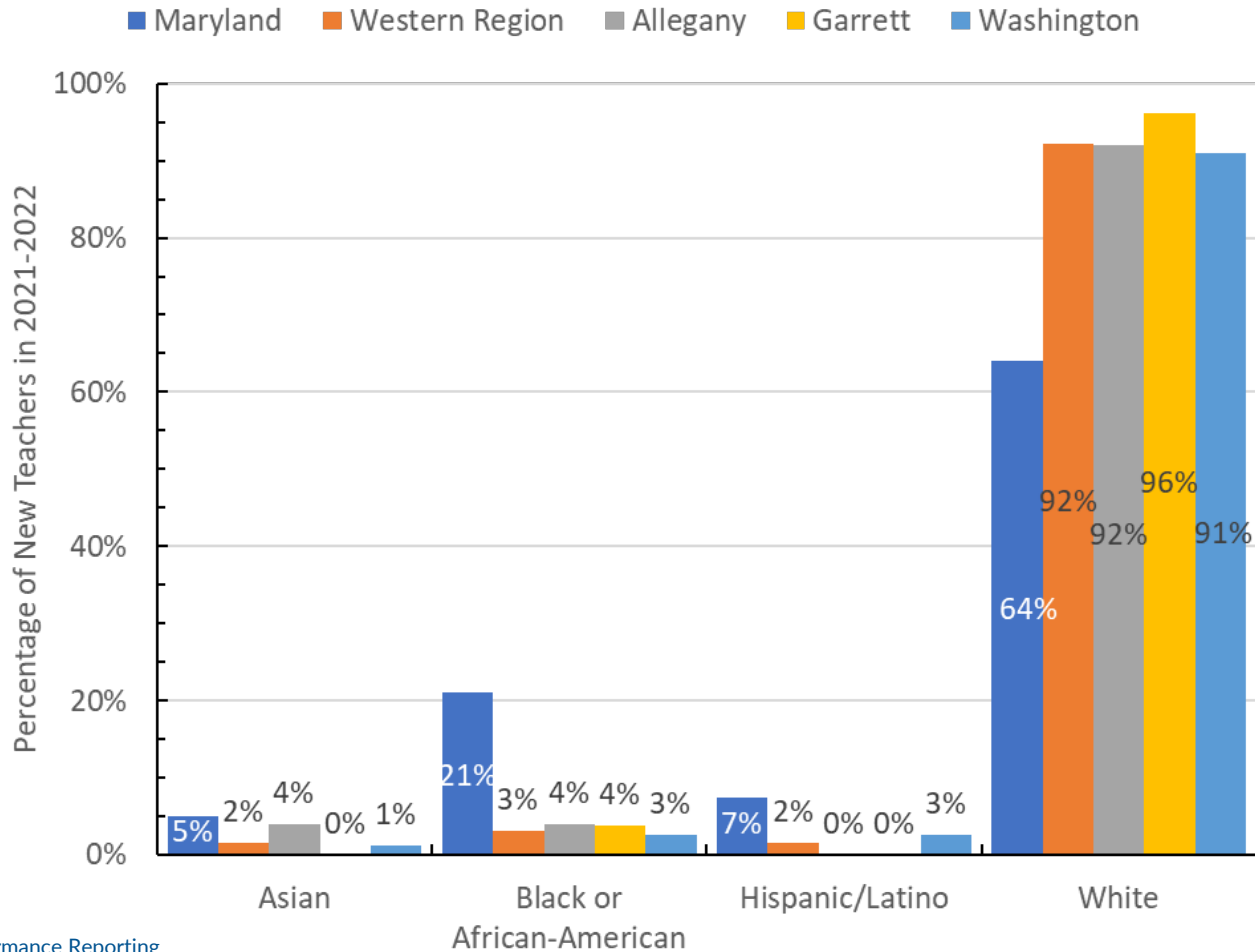
Enabler 3: Educator Preparation, Diversity, and Quality

Maryland is elevating the stature of the teaching profession by:

- intentionally working to attract, recruit, and retain a highly qualified and diverse workforce;*
- setting rigorous standards for educator preparation programs and induction; and*
- implementing a career ladder system focused on development and growth opportunities for all educators.*

Western Maryland: Teacher Diversity

New teachers are defined as those having less than one year of experience. Most new teachers in Western Maryland in the school year 2021-2022 were White.

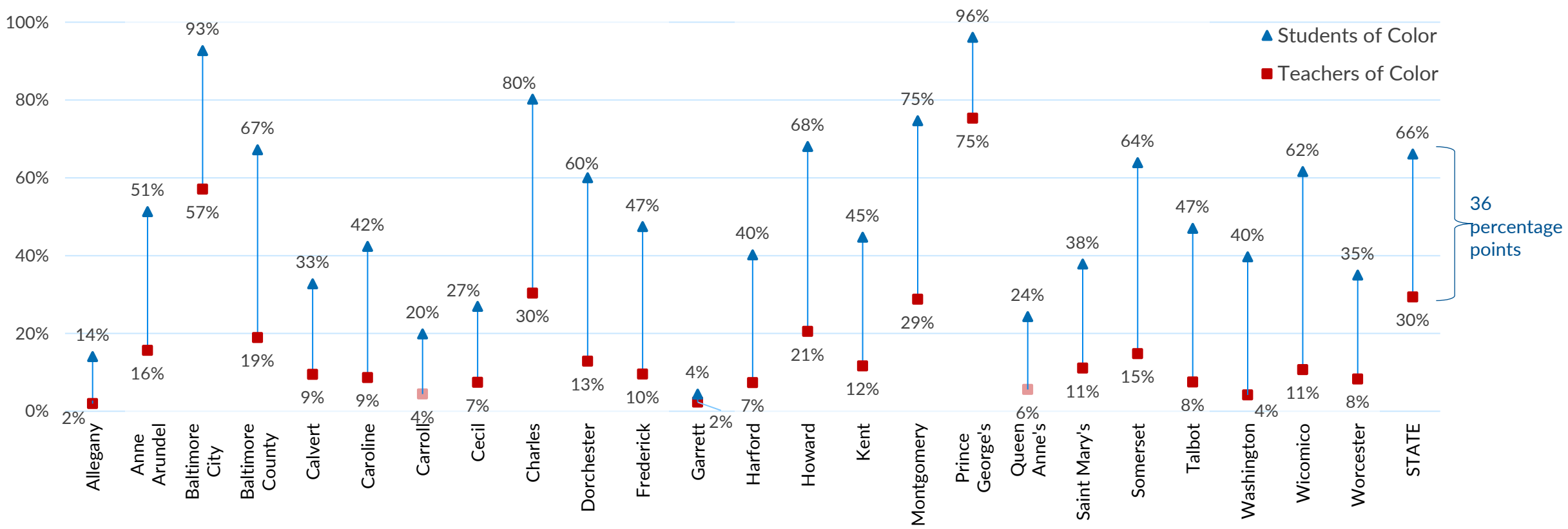


Source: MSDE, Division of Assessment, Accountability, and Performance Reporting

Disparity of Teacher Student Race/Ethnicity

The gap between the percentage of students of color and the percentage of teachers of color varies greatly across LEAs. In Western Maryland, this ranges from 2 percentage points in Garrett to 36 percentage points in Washington.

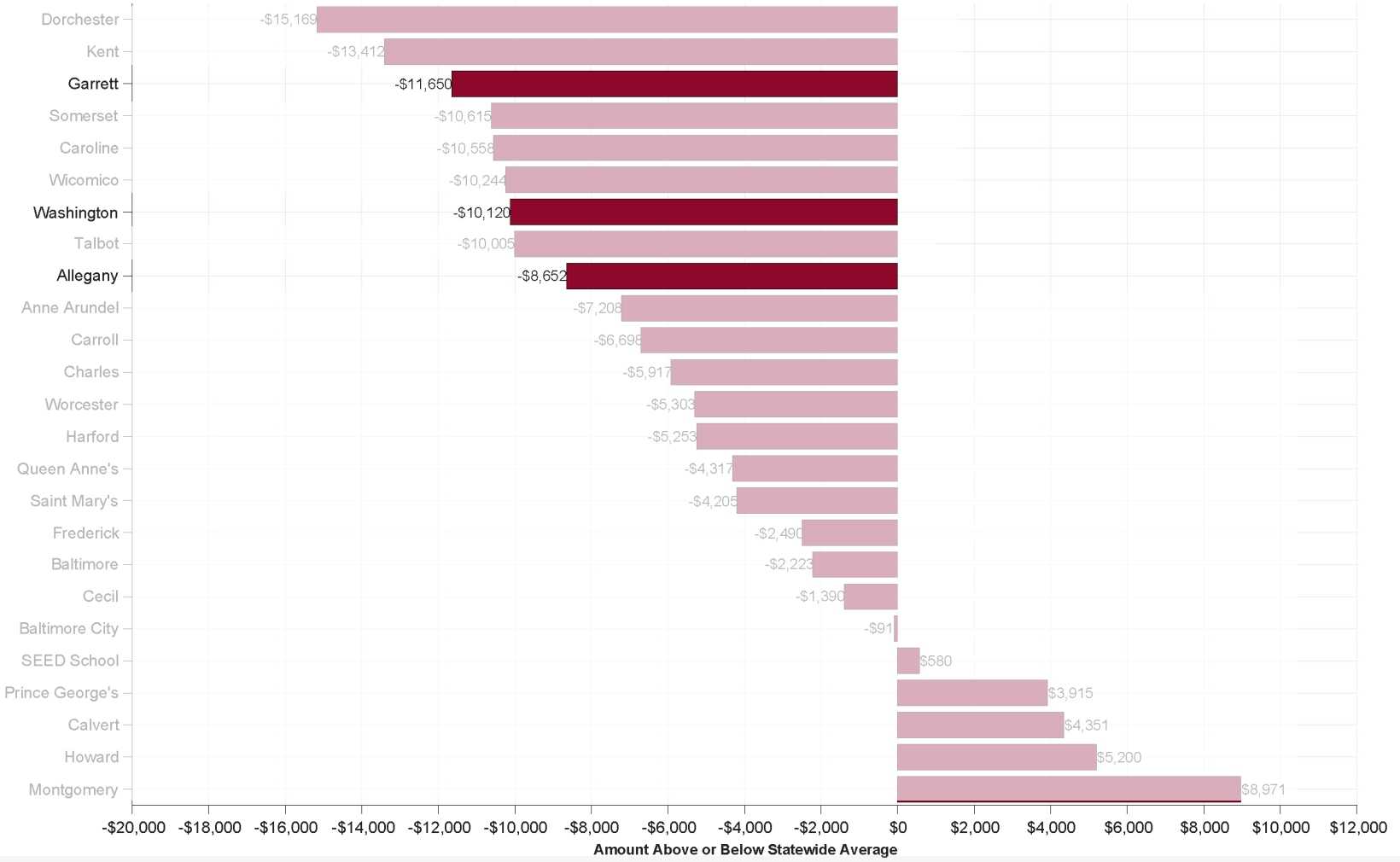
Percentage of Students of Color and Teachers, SY 2021-2022



Source: MSDE, Division of Assessment, Accountability, and Performance Reporting.

Average Teacher Salaries by LEA

Teacher salaries in Western Maryland have lagged the State overall, with Garrett County salaries more than \$11,000 below the Maryland State average.



Local School System	Teacher Average
Statewide Average	\$75,766
Allegany	67,114
Anne Arundel	68,558
Baltimore City	75,675
Baltimore	73,543
Calvert	80,117
Caroline	65,208
Carroll	69,068
Cecil	74,376
Charles	69,849
Dorchester	60,597
Frederick	73,276
Garrett	64,116
Harford	70,513
Howard	80,966
Kent	62,354
Montgomery	84,737
Prince George's	79,681
Queen Anne's	71,449
Saint Mary's	71,561
SEED School	76,346
Somerset	65,151
Talbot	65,761
Washington	65,646
Wicomico	65,522
Worcester	70,463

The Blueprint's Minimum Teacher Salary Requirement

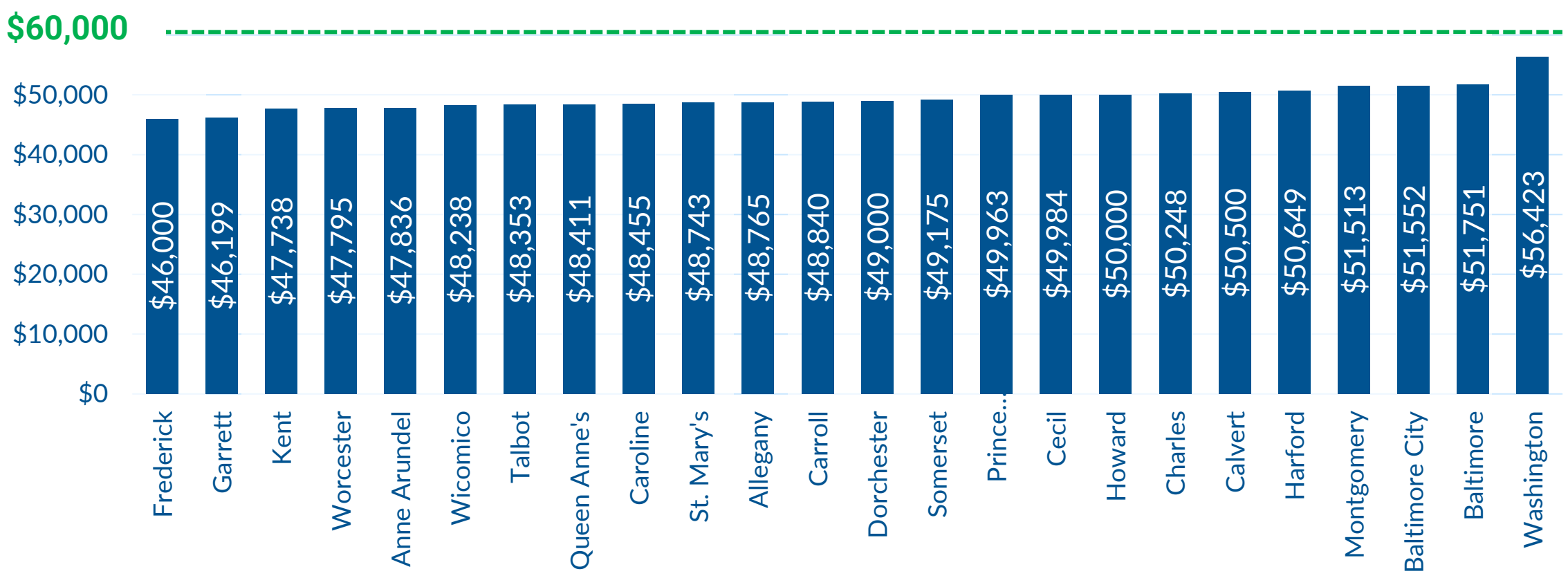
(d) On or before July 1, 2024, each county shall demonstrate to the Accountability and Implementation Board established under § 5-402 of this article that, during the period between July 1, 2019, and June 30, 2024, teachers in the county received a 10% salary increase above the negotiated schedule of salary increases between the public school employer and exclusive representative for the employee organization.

(e) Beginning on July 1, 2026, the minimum teacher salary for all teachers shall be \$60,000.

MD Code, Education, [§6-1009](#)

Minimum Teacher Salaries

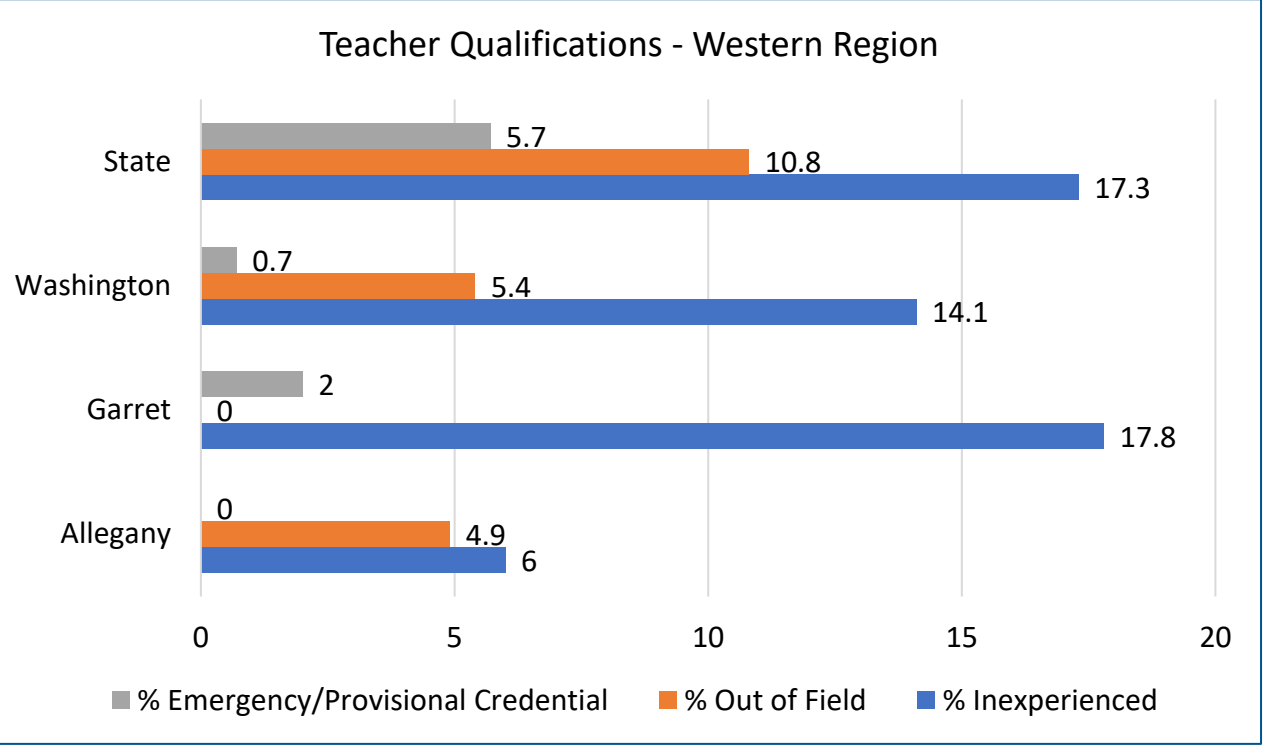
Starting on July 1, 2026, the minimum teacher salary for all teachers shall be \$60,000 (MD Code, Ed., \$6-1009).



Source MSDE, Division of Assessment, Accountability, and Performance Reporting

Teacher Qualifications: % Inexperienced, Out of Field, and Provisional (SY 2021)

The percentage of teachers with an emergency/provisional credential and out-of-field teachers is lower in LEAs in Western Maryland compared to the Maryland overall. The percentage of inexperienced teachers is much lower in Allegany County than Maryland as a whole but is comparable in Garrett and Washington Counties.



LEA	Total Number of Teachers (FTEs)
Allegany	604.5
Garret	288.7
Washington	1,490.3
Maryland	62,258.3

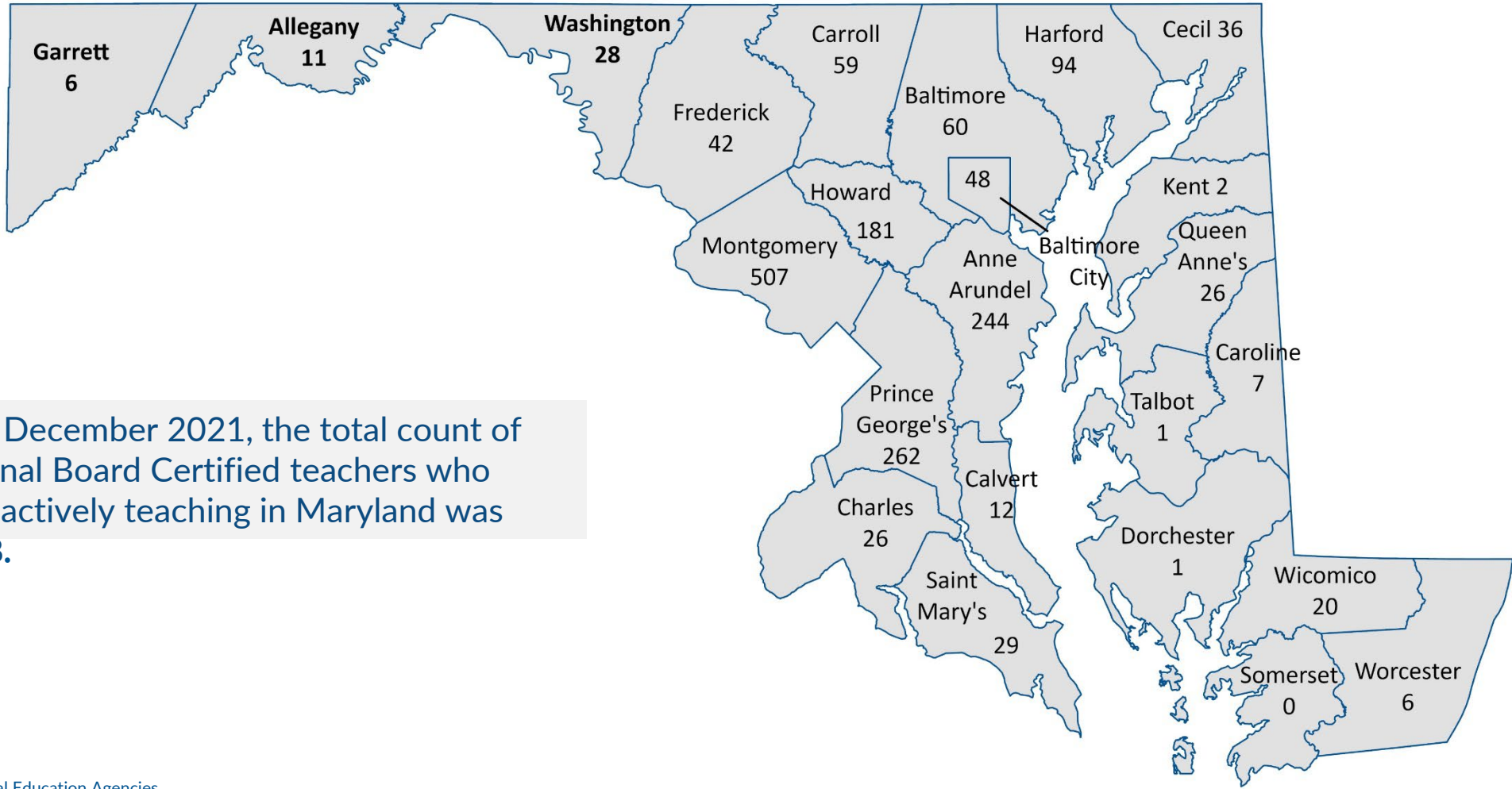
* Teachers with Emergency/Provisional Credentials are teachers with a certificate that is issued only to an applicant employed in a local school system or publicly funded nonpublic school who does not meet all professional certification requirements. Percentages are based on FTE

** Out Of Field Teachers are teachers teaching in a subject they are not certified to teach. Percentages are based on FTE.

*** Inexperienced Teachers are teachers and educators with three years of experience or less. Percentages are based on FTE.

Source: MSDE, Division of Assessment, Accountability, and Performance Reporting

Where Are National Board Certified Teachers Located?



As of December 2021, the total count of National Board Certified teachers who were actively teaching in Maryland was **1,708**.

Source: Self Reported by Local Education Agencies.

NBCT Fee Support Program Participants

Even with expected attrition, there is already a significant increase in the number of program participants in 2022-23 compared to the prior year.

(a) ...each teacher who pursues NBC shall receive from the State an amount equal to the National Board for Professional Teaching Standards fees associated with the initial completion and renewal of NBC.

(2) Each teacher may only receive payment under this subsection for one retake of each assessment on the National Board for Professional Teaching Standards.

(b) Each county shall pay to the State one-third of the cost for each teacher who receives funds under subsection (a) of this section to pursue NBC.

MD Code, Education, § [6-1012](#)

	2019-20	2020-21	2021-22	2022-23*
Initial	276	171	582	2,367
Continuing/ Returning	103	206	135	442
Maintenance of Certification (MOC)	152	184	259	205
Retake	51	13	67	328
Total # of Participants	582	574	1,043	3,342

The three Western Maryland LEAs reported 293 participants in the NBCT Fee Support Program for 2022-23.

* Data from three LEAs are not yet available. Based on past trends, a 25-27% attrition is expected.
Source: Self-reported by Local Education Agencies

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.

Local Education Agency	2018 2019	2019 2020	2020 2021	End of Year Spring 2022	Aug 15 2022
Allegany	0	1	3	10	9
Anne Arundel	38	62	29	51	300
Baltimore City	106.5	88.5	46.5	325	240
Baltimore County	43.4	53.4	18.2	270	430
Calvert	11	12.5	9.5	21.5	16
Caroline	0	4	3	4	5
Carroll	1	0	14	No data	14
Cecil	12	5	7	7	9
Charles	97	95	108	194	95
Dorchester	6	7	9	30	48
Frederick	66	46	35	35	48
Garrett	3	0	3	0	1
Harford	20	17	4	6	16
Howard	4.4	8.2	8.5	67.4	48
Kent	2	2	4	9	2
Montgomery	128	54	317	161	187
Prince George's	54.32	204.5	399.1	714	900
Queen Anne's	1	3	2	32	2
St. Mary's	13	29	23	24	25
Somerset	3	6	0	10	7
Talbot	1	0	4	4	8
Washington	2	13	17	7	8.5
Wicomico	3	21	13	17	11
Worcester	0	0	0	0	0

Source: 2018-2021: Self-reported by Local Education Agencies; 2021-2022: MSDE Vacancy Data Collection

Maryland Leads: Grow Your Own Staff (\$5,295,729)

Grow Your Own (GYO) staff programs are initiatives designed to grow the pipelines of teachers and other professional support staff. Many approved programs focus on hard-to-staff fields and/or developing pipelines with underrepresented demographic subgroups.

Allegany (\$2,758,433)

Implement a high-school to BA program (\$398,320), an IA to AA and credential program (\$530,000), and a TA to BA program (\$500,000)

Implement a program designed to lead to dual-certification in high-needs subject areas (\$615,000)

Tuition reimbursements for Allegany College of Maryland (\$394,487)

Garrett (\$772,240)

Tuition reimbursements for participating students (\$317,750)

Teacher Residency Internship program (\$146,770)

Staff supervision and mentor time, exam fees, and substitute coverage (\$131,060)

Washington (\$1,765,056)

Implement a reading tutor apprenticeship program designed to recruit future paraprofessionals and teachers (\$972,824)

Maryland Accelerates teacher residency program with Frostburg State University (\$792,223)

Note: Budgeted amounts may not sum due to rounding and due to the exclusion of additional fixed costs.

Maryland Leads: Staff Support and Retention (\$5,731,610)

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).

Garrett (\$2,252,804)

Retention Bonuses (\$2,005,768)

After-school induction meeting staff costs (\$36,000)

Washington (\$3,478,806)

Retention Bonuses (\$2,917,647)

Design and launch a National-Board Certified Teacher cohort program to increase the number of NBC teachers (\$64,837)

Implement a comprehensive health and wellness program to attract and retain staff (\$501,159)

Note: Budgeted amounts may not sum due to rounding and due to the exclusion of additional fixed costs.



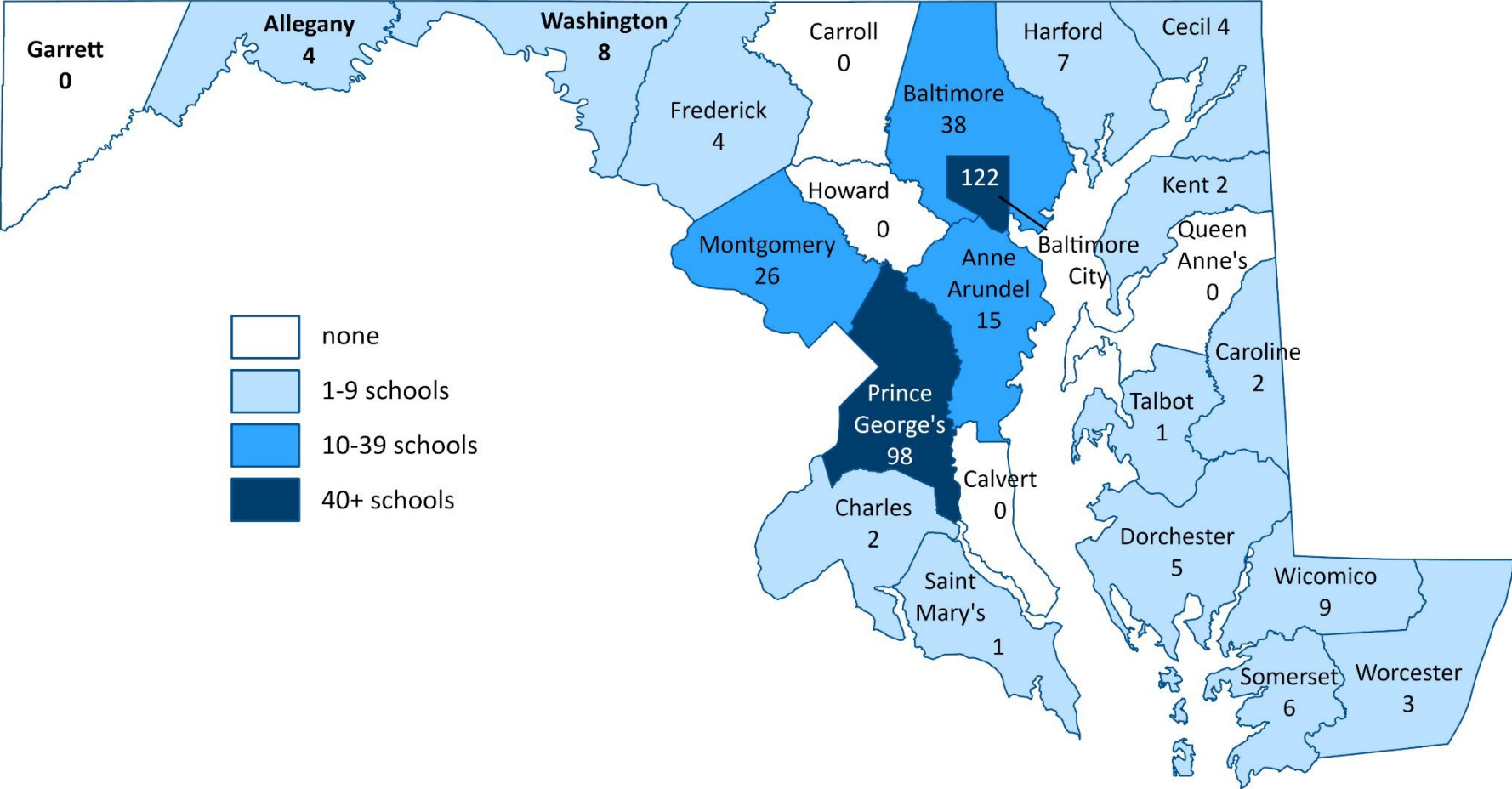
Enabler 4: Social-Emotional Learning, Health and Wellness, and Safety

Maryland is ensuring student success by:

- supporting our students' social-emotional learning, health and wellness, and safety;*
- enhancing school culture and climate;*
- scaling high-quality wraparound supports and partnerships; and*
- strengthening family and community engagement.*

Distribution of Community Schools

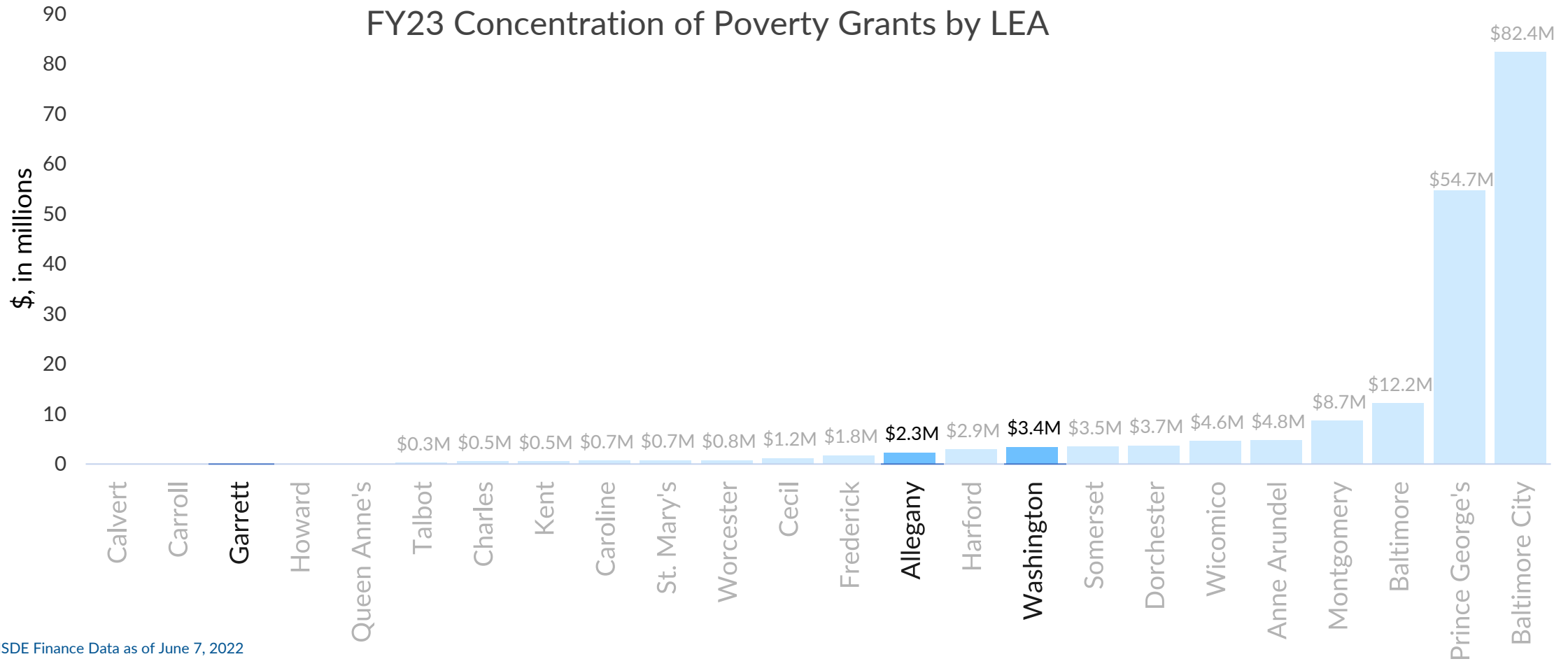
Currently in FY 2023, there are **358 community schools** receiving Concentration of Poverty Grants.



Source: MSDE State Aid Formula FY23

Concentration of Poverty Funding: FY 2023

In Western Maryland, Allegany and Washington Counties received Concentration of Poverty Grant Funds. Garrett County currently has no community schools.



Source: MSDE Finance Data as of June 7, 2022

School Counselors, Therapists, Psychological Personnel, and Social Workers

Compared to the overall state, the average number of students per therapist is higher in Washington County for SY 2021-2022.

	Total Count of:			
	School Counselors	Therapists	Psychological Personnel	Pupil Personnel & Social Workers
Allegany	27	29	7	13
Garrett	12	10	3	3
Washington	78	35	11	35
Maryland	2,750	2,225	868	949

	Average Number of Students per:			
	School Counselors	Therapists	Psychological Personnel	Pupil Personnel & Social Workers
Allegany	301	280	1,162	626
Garrett	292	350	1,167	1,167
Washington	284	633	2,016	633
Maryland	321	396	1,016	929

Source: MSDE, Division of Assessment, Accountability, and Performance Reporting

Suspension and Expulsion Incidents

Each of the three Western Maryland LEAs saw a decrease in the number of disciplinary incidents over the past few years.

