



Mohammed Choudhury
State Superintendent of Schools

To: Members of the State Board of Education
From: Mohammed Choudhury, State Superintendent of Schools
Date: December 6, 2022
Subject: Maryland Leads Implementation Update

Purpose

To provide a briefing to the State Board of Education on the implementation of Grow Your Own (GYO) and Science of Reading (SOR) strategy-related activities in Caroline County Public Schools and Frederick County Public Schools as part of the Maryland Leads initiative.

Background/Historical Perspective

Maryland Leads is a 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. MSDE is disbursing more than \$169 million in funding to LEAs across the State to directly accelerate learning and seed long-term, sustainable, and transformational change in Maryland school communities through Maryland Leads. All 24 Maryland School Districts applied to the Maryland Leads program and received an award. The largest awarded program investments are in two strategy areas: Grow Your Own Staff and the Science of Reading.

Executive Summary

Staff members from Caroline County Public Schools and Frederick County Public Schools will discuss local Maryland Leads grant program activities in their respective local education agencies. Specifically, the staff will discuss program implementation associated with Grow Your Own and Science of Reading strategy areas.

Action

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

Attachments

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Maryland Leads: Implementation Updates from Caroline County Public Schools and Frederick County Public Schools

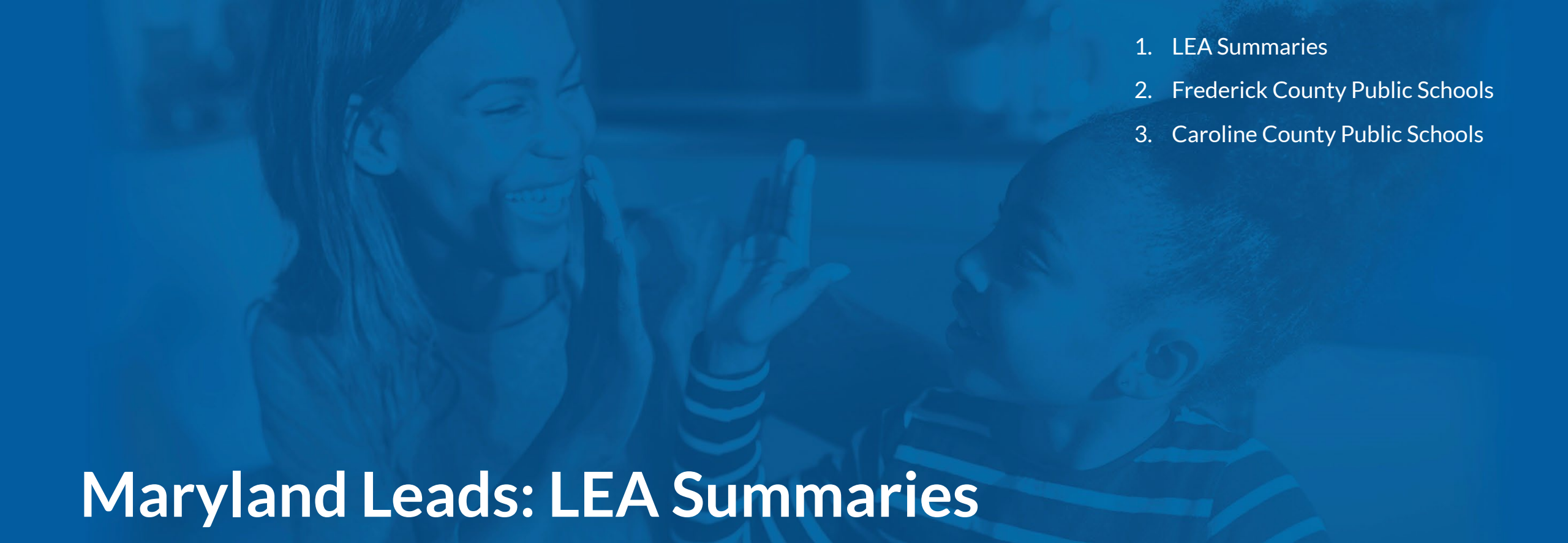
MARYLAND STATE BOARD OF EDUCATION | December 06, 2022

Presented By | Dr. Deann Collins
Justin Dayhoff



PRESENTATION OUTLINE

1. Local Education Agency (LEA) Summaries
2. Frederick County Public Schools
3. Caroline County Public Schools

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1. LEA Summaries
 2. Frederick County Public Schools
 3. Caroline County Public Schools

Maryland Leads: LEA Summaries

Brief overview of Maryland Leads and high-level funding information for Caroline County Public Schools and Frederick County Public Schools.

Maryland Leads

Maryland Leads is a 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 have the opportunity to work with best-in-class partners to execute approved plans.

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

Number of LEAs

23

Total Investment (including matching)

\$47,486,941

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



Maryland Leads

Grow Your Own Staff

Launch initiatives to grow the pipelines of teachers and other professional support staff.



Focus Areas

- ❖ Establish a year-long, paid residency program for teachers and other professional support staff (e.g., social workers, speech language pathologists, etc.).
- ❖ Enable teaching assistants to become teachers.
- ❖ Develop programs to diversify the teaching corps (underrepresented groups).
- ❖ Create programs for high school students to pursue careers in education.
- ❖ Design opportunities to build pipelines for hard-to-fill areas such as math, science, special education, bilingual, CTE, etc.
- ❖ Build programs to support individuals in changing careers and entering the education field.

Inspiration from the Field

<p>> A 'TA to BA' Educator Fellowship in Rhode Island</p> <p><i>The 74</i></p>	<p>> Detroit Public Schools' On the Rise Academy</p> <p><i>Chalkbeat Detroit</i></p>	<p>> Teach Forward Houston: A Partnership to Recruit High School Students</p> <p><i>National Council on Teacher Quality</i></p>
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Additional Readings

- [New Hiring Initiative Aims to Increase Presence of Black Male Educators in Dallas ISD - The Hub](#)
- [To Maintain Teacher Diversity, Listen to Teachers of Color - The Hechinger Report](#)
- [CMCSS Teacher Apprenticeship Partnership – First in the Country - Clarksville-Montgomery County School System](#)
- [A 'Grow-Your-Own' Teacher Pipeline - Maryland Today](#)
- [Grow Your Own Educators - New America Explainer](#)

Potential Use of Funds

Tuition and fees	Salaries	Institution of Higher Education Costs
Certification costs	Consulting, Technical Assistance	Marketing and Communications
Stipends	Non-Personnel LEA Implementation Costs	Project Management
Training and Professional Development		

Partnership Requirement

LEA works with qualified partner(s) to design and implement preparation programs that include significant support and clinical experiences.

Number of LEAs

22

Total Investment (including matching)

\$53,252,654

All K-3 teachers, special educators, literacy specialists, and principals in 22 of 24 LEAs will be trained in the Science of Reading instruction and the LEAs also commit to adopt and scale high-quality, content rich, culturally-relevant instructional materials aligned with the Science of Reading.

Maryland Leads

The Science of Reading

Provide opportunities to all K-3 educators, special education teachers, principals, literacy specialists, and other relevant staff to participate in rigorous professional development aligned to the science of teaching reading.



LEAs that choose this strategy must implement all three focus areas or provide rigorous evidence of existing implementation for MSDE approval.

Focus Areas

- ❖ Contract with a service provider to provide training directly to all K-3 teachers, including special education teachers, principals, and other relevant staff or to a cadre of LEA staff who can provide training to other staff through a trainer-of-trainer model.
- ❖ Identify and implement high-quality, content-rich instructional materials and assessment tools aligned to the science of reading.
- ❖ Create systems for progress monitoring to ensure all students are reading by the end of third grade and have the appropriate supports if still struggling with reading beyond third grade. This includes the use of universal screeners as required by Maryland's Ready to Read Act.

Inspiration from the Field

> [One Pennsylvania District's Investment in the Science of Reading](#)

NPR

> [The Science of Reading - A Relief to North Carolina Teachers](#)

EducationNC

> [Podcast: High-Quality Instructional Materials and the Science of Reading In Practice](#)

Education Trust

Additional Readings

- [Supporting Struggling Readers - Education Week](#)
- [Reading: A Four-Part Documentary Series - APM Reports](#)
- [Rethinking How to Promote Reading Comprehension - American Educator](#)
- [Curriculum Case Study: How One School District in the 'Nylon Capital of the World' Once Faced State Takeover for Poor Performance, then Became Among the Best in Delaware - The 74 & Learn More in This Podcast About Seaford, Delaware - The Education Trust](#)
- [Improving Reading for Older Students with David Liben \(Part 1\) - Melissa and Lori Love Literacy Podcast](#)

Potential Use of Funds

- 📦 Supplies and Materials
- 📖 Instructional Materials
- 💰 Stipends

- 📊 Assessments
- 👤 Training and Professional Development

- 🗣️ Consulting, Technical Assistance
- 💰 Non-Personnel LEA Implementation Costs

Partnership Requirement

LEA works with qualified partner(s) to ensure all eligible teachers and other relevant staff participate in rigorous professional development aligned to the science of teaching reading.

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Caroline County Public Schools

- **Grow Your Own Staff (\$4,409,186)**
- **The Science of Reading (\$2,154,000)**

Staff Support and Retention (\$997,500)

- Offer a retention bonus in fiscal year 2022 and fiscal year 2023 to all staff;
- Work with local wellness providers to provide fitness access for employees;
- Conduct an Organizational Wage and Compensation study to organize, collect, and compile data to be used for county-wide decision-making for employee compensation and classification; and
- Provide a National Board Certification (NBC) coach to support an increased number of teachers seeking to become certified.

Reimagining the Use of Time (\$700,000)

- Evaluate CCPS current schedules at elementary, middle and high school level to develop effective school day schedules at all three levels;
- Provide middle school students an opportunity to participate in a minimester to explore Career and Technical Education pathways and can pursue their own interests; and
- Hire a school counselor that would be dedicated to the 9th grade Academy. Provide incoming 9th grade students an opportunity to participate in a Rising 9th Grade Boot camp which will include team building, behavioral and study skill learning, presentations from school clubs, activities, etc.

Frederick County Public Schools

- **Grow Your Own Staff (\$3,267,058)**
- **The Science of Reading (\$3,830,107)**

Staff Support and Retention (\$344,251)

- Hire 20 school-based Mentor Teachers to provide direct support to new teachers during the school day, with training on cognitive coaching and collaborative conversations;
- Hire 55 Master Teacher/Content Experts to provide after school support to new hires; and
- Develop and implement a Mid-Year New Hire Symposium to address a wide range of professional development and support issues for new hires.



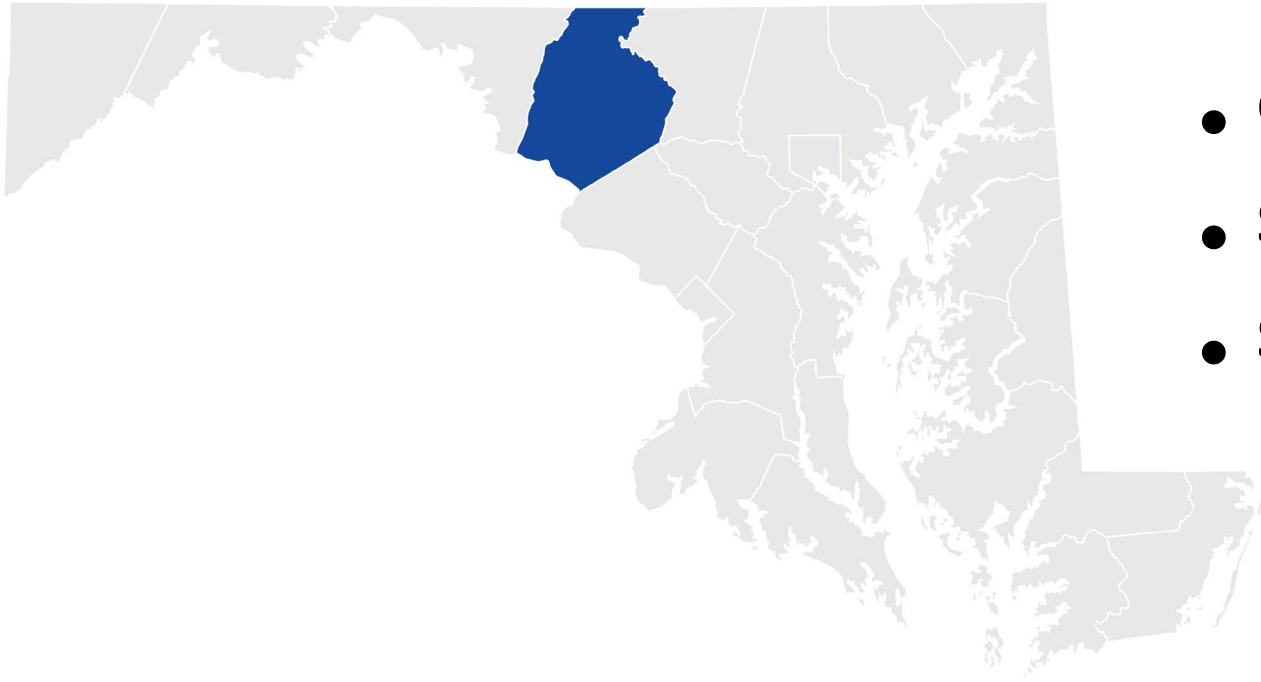
Dr. Kevin Cuppett, Executive Director of Curriculum, Instruction, and Innovation

Dr. Keith Harris, Executive Director of Accelerating Achievement and Equity

Maryland Leads in Frederick County Public Schools (FCPS)

FCPS is implementing three strategies in its Maryland Leads project.

*MSDE Staff asked us to highlight work in two of those areas



- **Grown Your Own Staff***
- **Staff Support and Retention**
- **Science of Reading***

Grow Your Own

Strategy 1



Maryland Leads: Grow Your Own

- **Design opportunities to build pipelines for hard-to-fill areas.**
- **Build programs to support individuals in changing career paths.**

Approved Activities

- **Activity 1:** Growing our own Board Certified Behavior Analysts (BCBAs) and Special Education Teachers
- **Activity 2:** Growing our own School Administrators.

Activity 1: Partnership with MSMU

FCPS entered into a partnership agreement with Mount Saint Mary's University (MSMU) to **recruit, train, and support:**

- Behavior Analysts in either the Masters of Science in Applied Behavior Analysis (MSABA) Program or the Applied Behavior Analysis (ABA) Post Master's Certificate.
- Special Education Teachers in the Elementary Education/Special Education Master's of Arts or Adult Undergraduate Programs.

Activity 1: Partnership with MSMU

- 32 candidates are accepted into either the BCBA or Special Education Program.
- Tuition and fees are fully paid by the MD Leads Grant.
- Candidates are determined by both FCPS and MSMU.
- Candidates must be prepared to complete their program within the grant allocation period.
- Degree programs are tailored to engage candidates in explicit instruction and experiences necessary to immediately assume a position once certified.

Activity 1: Partnership with MSMU

Five Main Components

- **Component 1:** Shared coursework in a common learning environment
- **Component 2:** Collaborative culture-building opportunities
- **Component 3:** A shared practicum site
- **Component 4:** Shared leadership
- **Component 5:** Systematic evaluation of programmatic goals.

Activity 1: Partnership with MSMU

MD Leads Candidates agree to:

- Maintain minimum required GPA for each course and semester throughout the program.
- Meet regularly with a Program Mentor/Clinical Supervisor for ongoing feedback and support.
- Demonstrate commitment to a minimum number of supervisory hours each semester within a therapeutic model classroom.

Activity 1: Partnership with MSMU

MD Leads Candidates agree to:

- Participate in after school and summer programs for students enrolled in a specialized program.
- Commit to a minimum of four (4) years of service to FCPS after completion of the program.
- Placement in a special education teaching or BCBA position upon completion of the program.

Activity 2: Exceptional Leaders Innovating and Transforming Education (ELITE) Administrative Residency Program

- Expansion of Leadership Development Program
- Expansion of Leadership Development Program
- ELITE Residency Program complements existing programs
 - ELITE Academy, Aspire, and Amplify

Activity 2: Exceptional Leaders Innovating and Transforming Education (ELITE) Administrative Residency Program

- Resident assigned at each level (elementary, middle, and high).
- Targeted FCPS schools with unique designations
 - Targeted Support and Improvement (TSI)
 - Title I or Community School
 - Schools on Edge of Enrollment Bands
- ELITE training, supplemental coaching support from trained staff; on the job training
- MD Leads pays the full time salaries of the Resident Assistant Principals

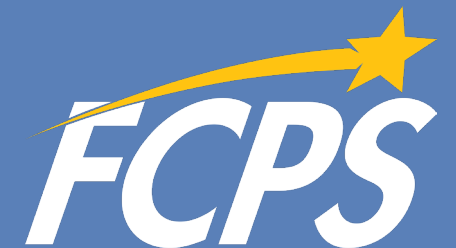
Grow Your Own: Next Steps



- Activity completion and ultimately successful completion of programs
- Positive course and coaching satisfaction ratings from participants
- Placement of successful candidates in FCPS positions for hire

Science of Reading

Strategy 3



Maryland Leads: Science of Reading

LEAs that choose this strategy must implement **all three** focus areas or provide rigorous evidence of existing implementation for MSDE approval.

- **Contract with a service provider** to provide training directly to all K-3 teachers, including special education teachers, principals, and other relevant staff or to a cadre of LEA staff who can provide training to other staff through a trainer-of-trainer model.
- **Identify and implement** high-quality, content-rich instructional materials and assessment tools aligned to the science of reading.
- **Create systems for progress monitoring** to ensure all students are reading by the end of third grade and have the appropriate supports if still struggling with reading beyond third grade. This includes the use of universal screeners as required by Maryland's Ready to Read Act.



Approved Activities

ACTIVITY 1:

Professional Learning in Science of Reading for Teachers

- Tie learning directly to teachers' "jobs to be done" for implementing the materials; ensure learning is as job embedded as possible.
- Compensate teachers for any work done outside of the contract day/year.
- Grade 3-5 teachers trained first week back and are completing additional 6 modules before December 1.
- Maryland Leads is paying for the professional learning.

Approved Activities

ACTIVITY 2:

Acquire and Implement a High Quality, Comprehensive, Content Rich ELA Program.

- Into Reading 3-5, by Houghton Mifflin Harcourt, was purchased using Maryland Leads funds.
- Strategize about implementing the program(s) as they were designed to maintain research-based efficacy.
- Provide clarification on the English Language Arts Block and elementary schedule.
- Identify structures for implementing supplemental instruction.

Approved Activities

ACTIVITY 3:

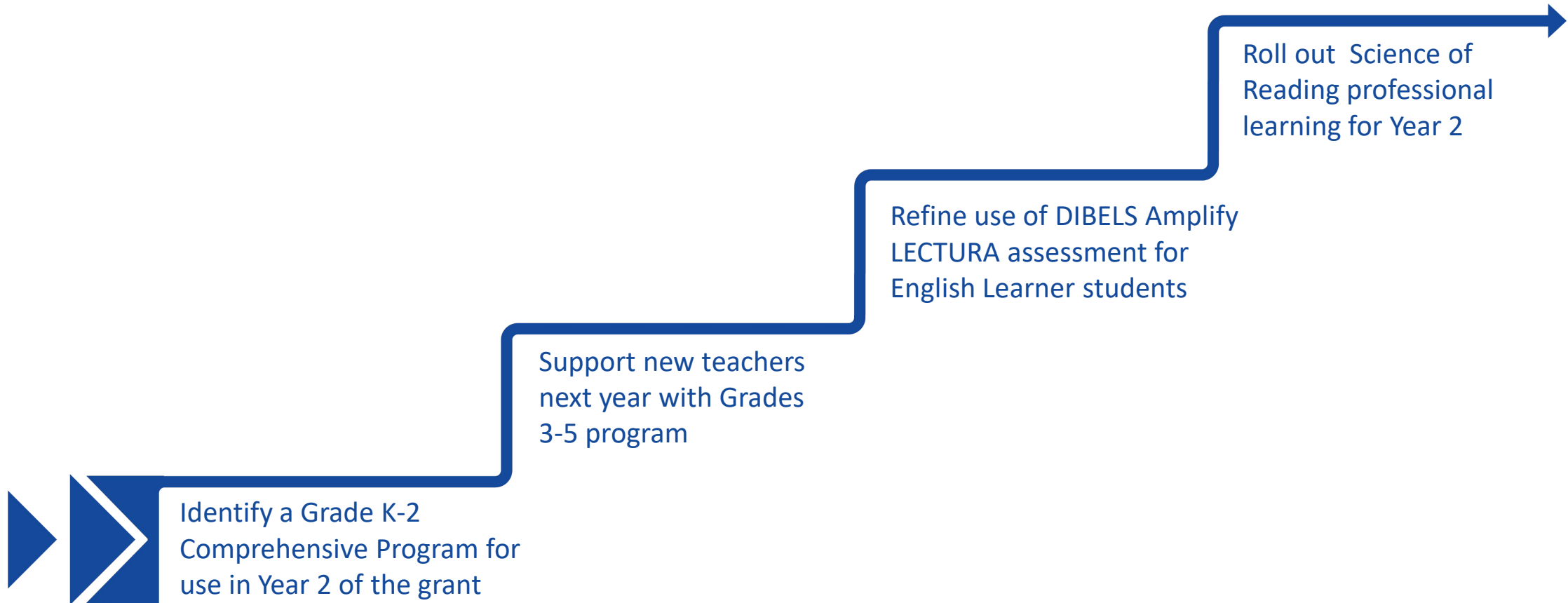
Enhance Progress Monitoring and the Multi-Tiered System of Support.

- Determine the role of Lexia Core5 in instruction and progress monitoring.
- Revisit progress monitoring in the context of the Ready to Read Act.
- Expand use of DIBELS to Grade 3 and DIBELS LECTURA, which are both funded through Maryland Leads.

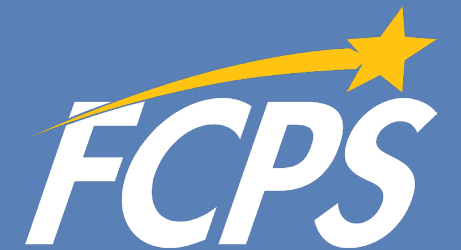
Grades 3-5 Comprehensive ELA Instruction: Into Reading

- Received positive feedback throughout the previous year when teachers used the *Into Reading* student text.
- Felt the quality of the text and text-dependent questions were important to helping students reach the Maryland College and Career Ready Standards.
- This program was the most reasonable, incremental change for teachers based on what they were doing previously.
- Held a half day in depth training, which were followed by six professional learning modules over the next few months.

Science of Reading: Next Steps



Thank You!



CCPS & LEADs: An Opportunity to Strengthen Science of Reading Implementation and Growing Our Own Staff

Presented to MD State Board of Education,
December 6, 2022

Efforts outside of LEADs:

Grades K-2

New! Foundational Skills Block

- Foundations, Heggerty PA, Heart Word instruction
- Decodable text passages - Wilson Geodes decodable text sets
- DIBELS 8 Screener with targeted resources for differentiated instruction through mClass Assessment/Resource platform
- Adoption of Wonders 2023 Text Sets

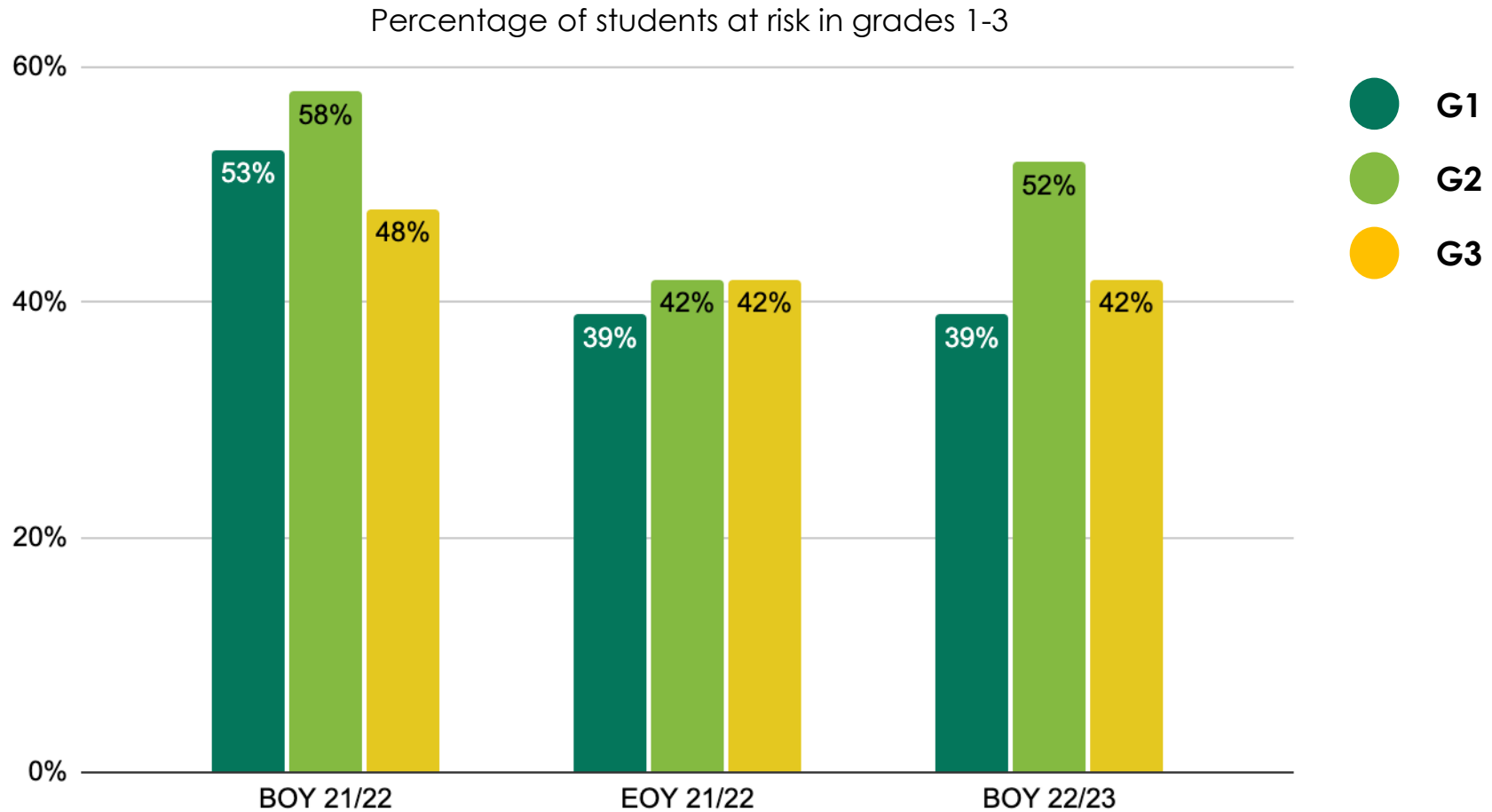
Grades 3-5

- CCPS created Word Study - expanded in Grade 3
- Heggerty Core Extension instruction implemented in SY 21/22
- Weekly decodable fluency passages and high interest texts matched to the student's instructional grade band
- Expanded Tier II and Tier III resources that are in alignment with SoR
- Current pilot of new core Word Study and Text Sets curriculum



DIBELS 8 Trends

Each cohort is coming to the B.O.Y. assessment better prepared than the previous year's cohort and outperforming the previous year B.O.Y. scores.

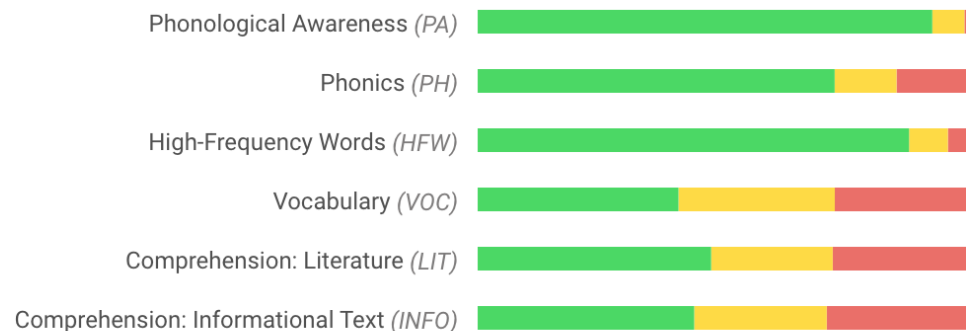


iReady Diagnostic Trends

The Phonological Awareness gap has been closed even with masked and interrupted learning. Due to the implementation of Science of Reading aligned strategies beginning in the 20/21 school year and ongoing, phonics and high frequency word gaps are also less prevalent.

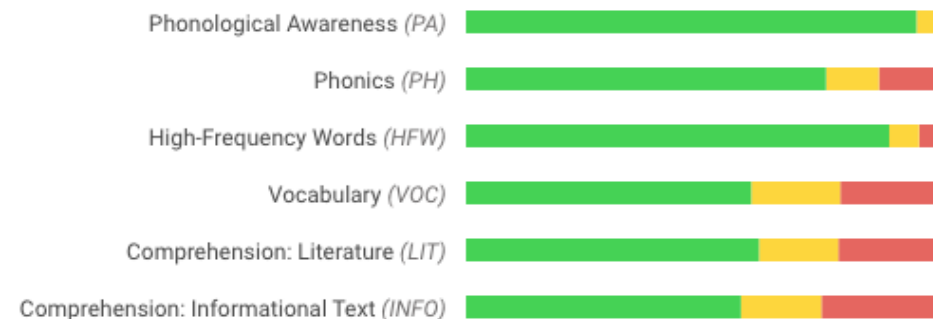
21/22 B.O.Y. Benchmark

Placement By Domain



22/23 B.O.Y. Benchmark

Placement By Domain



LETRS® (Language Essentials for Teachers of Reading and Spelling)

LEADS funding allowed us to purchase this professional suite to equip our educators and administrators with the knowledge needed to be literacy and language experts in the science of reading.

Teachers have learned the skills needed to master the fundamentals of reading instruction— phonological awareness, phonics, fluency, vocabulary, comprehension, writing, and language.

- Enrolled all 65 K-2 teachers and all 53 grades 3-5 teachers of ELA in the professional development; will continue through SY 23/24.
- Provided substitute coverage in each building so that teachers may complete the over 60 hours of coursework and practicum work within their workday.
- LETRS for all elementary administrators is scheduled for the summer of 2023



Aspiring Leaders Academy

LEADS funding has been used to enhance our Aspiring Leaders Academy for current teachers who desire to become administrators.

Participants meet monthly through the school year to discuss:

- Curriculum, Instruction, and Assessment
- Effective Communication
- School Improvement
- Special Services for Students
- Human Resources
- Leadership Overview
- Budget and Finance
- Transportation, Food Service, and Maintenance
- The Board of Education Roles & Responsibilities
- Pupil Services
- Various Roles and Responsibilities of Administrators
- Community Engagement

As a final assignment, participants collaborate with building administrators on enhancing school achievement, and safety, supporting students' academic and emotional needs, and community engagement tied to PSELs and School Improvement Plans. Participants receive a stipend upon completing the program.

Grow Your Own

Caroline County
PUBLIC SCHOOLS



Recruiting

Using LEADs funding, Caroline County Public Schools has worked to increase hiring in critical needs areas in a variety of ways:

- Pay all fully certified new hires a **critical needs bonus** of \$3,500 (\$1,500 from LEADS & \$2,000 from Title grants).
- Created **intern positions** for school psychologists and speech pathologists to complete their clinical fellowship while receiving a salary & benefits.
- Partnered with Chesapeake College to enhance the CDA, AA, BA, and teacher certification **pipeline**.
 - Identified nine eligible support staff for the CDA track
 - Surveyed support staff to gauge interest in AA, BA, and Teacher Certification
 - Drafted an MOU to cover the first two years of expenses for TAM students if they return to Caroline County to teach

