



Karen B. Salmon, Ph.D.
State Superintendent of Schools

TO: Members of the State Board of Education

FROM: Karen B. Salmon, Ph.D. 

DATE: May 25, 2021

SUBJECT: Inclusion of Task Force on Achieving Academic Equity and Excellence for Black Boys Recommendations in Equity regulation and guide

PURPOSE:

The purpose of this item is to provide an overview of how the recommendations of the Task Force on Achieving Academic equity and Excellence for Black Boys can be incorporated into COMAR 13A.01.06 *Educational Equity* and the document that guides school systems in the implementation of the regulations, *Equity and Excellence: A Guide to Educational Equity in Maryland*.

EXECUTIVE SUMMARY:

Transforming the Culture of Maryland's Schools for Black Boys was presented to the State Board of Education on April 27, 2021. The members of the State Board of Education will receive a proposal to incorporate recommendations of the Task Force into the Educational Equity regulation and the implementation guide for local school systems. At its June meeting, members of the State Board will be asked to approve publication of the amended COMAR 13A.01.06

ACTION:

This item is informational only. No action required.

ATTACHMENT:

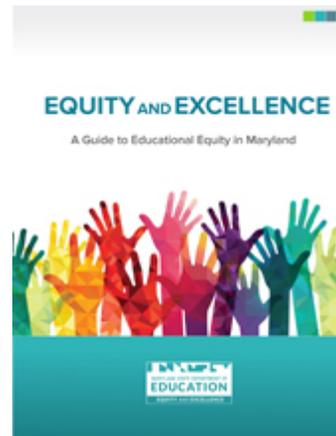
PowerPoint presentation

Task Force on Achieving Academic Equity and Excellence for Black Boys

Proposed incorporation of recommendations:

COMAR 13A.01.06 *Educational Equity*
and

Equity and Excellence: A Guide to Educational Equity in MD



Considerations for Incorporating Recommendations

- COMAR 13A.01.06 Educational Equity
 - Overarching and global
 - Related to policy
- *Equity and Excellence: A Guide to Educational Equity in MD*
 - Actions at the local school system or school level
 - More specific

RECOMMENDATION 1.1

Require de-escalation and other evidence-based intervention and training for all school staff.

COMAR 13A.01.06 Educational Equity

- Add modified language added after .04 C. (5) regarding local school system education equity policy and regulations

The policy and regulations shall:

- (1) Be designed to create and maintain environments that are equitable, fair, safe, diverse, and inclusive;
- (2) Be based on the goal of providing educational equity for all students;
- (3) Direct the identification and utilization of resources to provide equitable access to educational opportunities and services, by among other steps, the use of disaggregated student data to analyze trends and identify gaps and equitable solutions;
- (4) Identify partnerships with the Maryland State Department of Education, local government agencies, and stakeholders to support educational equity;
- (5) Provide tailored and differentiated professional learning to build capacity for cultural responsiveness to address areas of inequity identified by the school system;
- (6) **Require de-escalation and other evidence-based intervention and training for all staff.**

Equity and Excellence: A Guide to Educational Equity in Maryland

- Add recommendation to page 13

RECOMMENDATION 1.2

1.2: Include gender equity as part of the Maryland School Report Card, which would give a true measure of equity or lack of equity being achieved for Black boys.

COMAR 13A.01.06 Educational Equity

➤ Add modified language to .05 B.

B. The Maryland State Department of Education shall:

(1) Provide disaggregated data and equity gaps for all student groups, including gender, in the Maryland School Report Card.

NOTE: May require amendment of Maryland's ESSA plan

RECOMMENDATION 1.3

1.3: Coordinate structured mentoring programs (adult male and/or peer mentoring) tailored to meet the social and emotional learning needs for identified Black boys in grades K-12.

Equity and Excellence: A Guide to Educational Equity in Maryland

➤ Add recommendation to page 15

RECOMMENDATION 1.4

1.4: Implement a Rites of Passage program for Black boys in Grades 6-12.

Equity and Excellence: A Guide to Educational Equity in Maryland

➤ Add recommendation to page 15

RECOMMENDATION 2.1

2.1: Provide financial incentives to recruit and retain racially and ethnically diverse teachers and administrators in the profession.

COMAR 13A.01.06 Educational Equity

➤ Already addressed in .04 C. (7)

(7) Require that an equity lens be used in all staff recruiting, hiring, retention, and promotion processes;

Equity and Excellence: A Guide to Educational Equity in Maryland

➤ Add recommendation to page 10

RECOMMENDATION 2.2

2.2: Require school district representatives with teacher and administrator hiring responsibilities (e.g., human resource officers, supervisors, and school principals) to have training on equitable hiring practices of racially and ethnically diverse teacher candidates.

COMAR 13A.01.06 Educational Equity

➤ Already addressed in .04 C. (7)

(7) Require that an equity lens be used in all staff recruiting, hiring, retention, and promotion processes;

Equity and Excellence: A Guide to Educational Equity in Maryland

➤ Already addressed on p. 10

Recruit, hire, and retain a diverse and effective staff of highly qualified educators.

- Provide training support for school leaders and hiring staff in their selection and hiring processes to reduce implicit biases and prioritize hiring to close racial gaps.

RECOMMENDATION 2.3

2.3: Recruit racially and ethnically diverse teacher and administrator candidates into programs to educate and prepare them to enter the profession

COMAR 13A.01.06 Educational Equity

➤ Already addressed in .04 C. (7)

(7) Require that an equity lens be used in all staff recruiting, hiring, retention, and promotion processes;

Equity and Excellence: A Guide to Educational Equity in Maryland

➤ Already addressed on page 10

- Engage with IHEs and preparation programs that have diverse student populations and work to build a pipeline to schools that need more teachers of color

RECOMMENDATION 2.4

2.4: Provide all teachers and school-based administrators, along with all other district personnel, continued professional development on culturally-responsive teaching practices and methods to support the academic, social-emotional, and developmental needs of Black boys and young men.

COMAR 13A.01.06 Educational Equity

➤ Add modified language to .04 C. (5) and C (8) regarding culturally relevant teaching

(5) Provide tailored and differentiated professional learning to build capacity for [cultural responsiveness] culturally relevant pedagogy, culturally responsive teaching and anti-bias practices to address areas of inequity identified by the school system;

Equity and Excellence: A Guide to Educational Equity in Maryland

➤ Add recommendation to page 15

RECOMMENDATION 2.5

2.5: Use a multi-prong approach to retain Black men and other ethnically diverse teachers and administrators in the profession.

COMAR 13A.01.06 Educational Equity

➤ Already addressed in COMAR .04 C. (7)

(7) Require that an equity lens be used in all staff recruiting, hiring, retention, and promotion processes;

Equity and Excellence: A Guide to Educational Equity in Maryland

➤ Already addressed on page 10

- Create a rigorous and innovative retention plan for teachers of color.

RECOMMENDATION 3.1

3.1: Provide professional learning to support the implementation of Culturally Relevant Pedagogy/Culturally Responsive Teaching and Anti-bias practices in classrooms and schools.

COMAR 13A.01.06 Educational Equity

➤ Add modified language to .04 C (5)

(5) Provide tailored and differentiated professional learning to build capacity for **[cultural responsiveness] culturally relevant pedagogy, culturally responsive teaching and anti-bias practices** to address areas of inequity identified by the school system;

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➤ Add recommendation to page 15

RECOMMENDATION 3.2

3.2: Address ongoing achievement gaps by using the science of reading (systematic phonics instruction, explicit instruction in phonemic awareness, methods to improve fluency, and ways to enhance comprehension) for grades K-3 and beyond for older struggling readers.

Equity and Excellence: A Guide to Educational Equity in Maryland

➤ Add recommendation to page 8

RECOMMENDATION 3.3

3.3: Address ongoing gaps in math, and continual math decline through advancing grades by using standards-based, real-world math instruction infused with science, technology, engineering, and math (STEM) activities.

Equity and Excellence: A Guide to Educational Equity in Maryland

➤ Add recommendation to page 7

RECOMMENDATION 3.4

3.4: Use a proven program, such as The Algebra Project, to address persistent gaps in math and the continual decline in math achievement through advancing grades.

Equity and Excellence: A Guide to Educational Equity in Maryland

➤ Add recommendation to page 7

RECOMMENDATION 3.5

3.5: Expand Equal Opportunity Schools (EOS) and the African American Male Initiative (AAMI) to address reduced enrollment in Advanced Placement courses and gaps in advancement to college and college graduation.

COMAR 13A.01.06 Educational Equity

➤ Add modified language to .04 C. (4)

(4) Identify partnerships with the Maryland State Department of Education, local government agencies, and stakeholders to support educational equity;

(5). Address reduced enrollment in Advanced Placement courses and gaps in advancement to college and college graduation

Equity and Excellence: A Guide to Educational Equity in Maryland

➤ Add recommendation to page 8

RECOMMENDATION 3.6

3.6: Districts establish charter schools with single-gender classes for boys and girls and/or encourage individual co-ed schools to create single-gender classes across grades or for selected subjects.

Equity and Excellence: A Guide to Educational Equity in Maryland

➤ Add recommendation to page 7

RECOMMENDATION 3.7

3.7: An annual symposium on teaching and engaging Black boys hosted by the Maryland Department of Education (MSDE).

- Specific activity – not appropriate for COMAR
- *Guide* does not include MSDE actions

Next Steps

- Revise *Equity and Excellence: A Guide to Educational Equity in Maryland*
- Finalize COMAR 13A.01.06 revisions
 - Seek input from stakeholders, such as the Network for Equity and Excellence in Education
 - Request to publish amended regulation at June State Board meeting