MARYLAND STATE DEPARTMENT OF EDUCATION
EQUITY AND EXCELLENCE

Mohammed Choudhury
State Superintendent of Schools

TO: Members of the State Board of Education

FROM: Mohammed Choudhury

DATE: December 7, 2021

SUBJECT: Local Education Agency Virtual Programs Update

PURPOSE:

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

BACKGROUND/HISTORICAL PERSPECTIVE:

This report will provide an update regarding Quarterly Metric results.

EXECUTIVE SUMMARY:

This presentation will provide preliminary statewide results of virtual program Quarterly Metric report that will include multiple aspects of the programs. Comparisons between virtual school student and in-person information will be shared.

ACTION:

For information and discussion

ATTACHMENTS:

Virtual Programs December 2021 Update.pptx

MARYLAND STATE DEPARTMENT OF EDUCATION

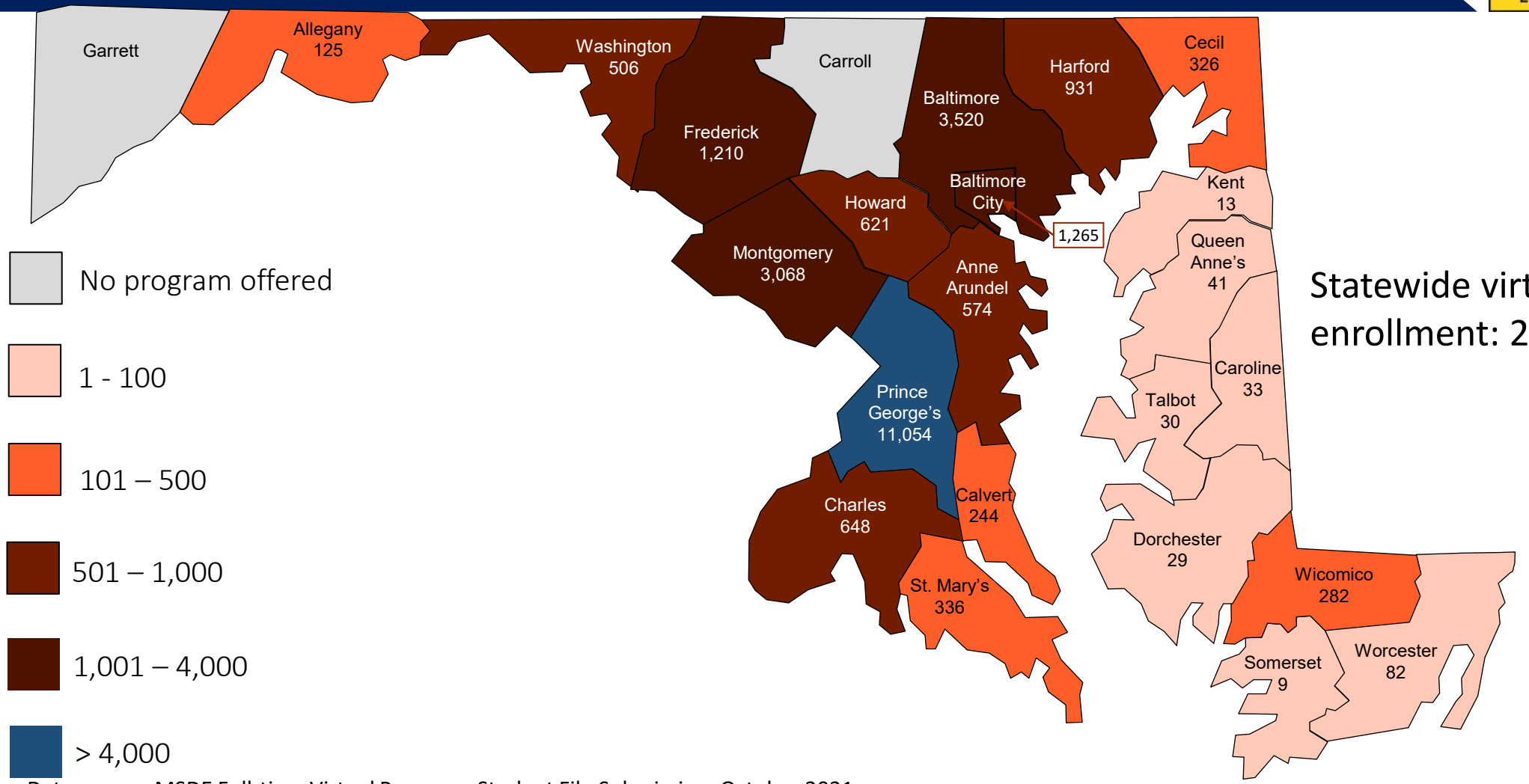
EQUITY AND EXCELLENCE

Virtual Programs December 2021 Update

Maryland State Department of Education

December 7, 2021

Virtual Program Enrollment – Local School System

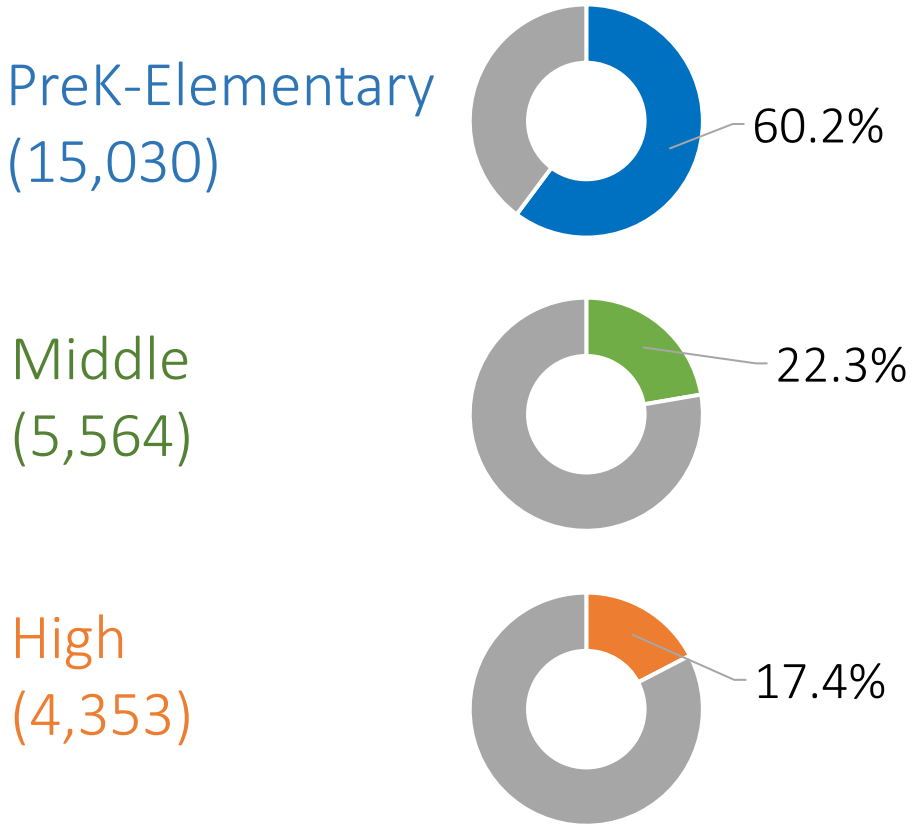


Statewide virtual student enrollment: 24,947

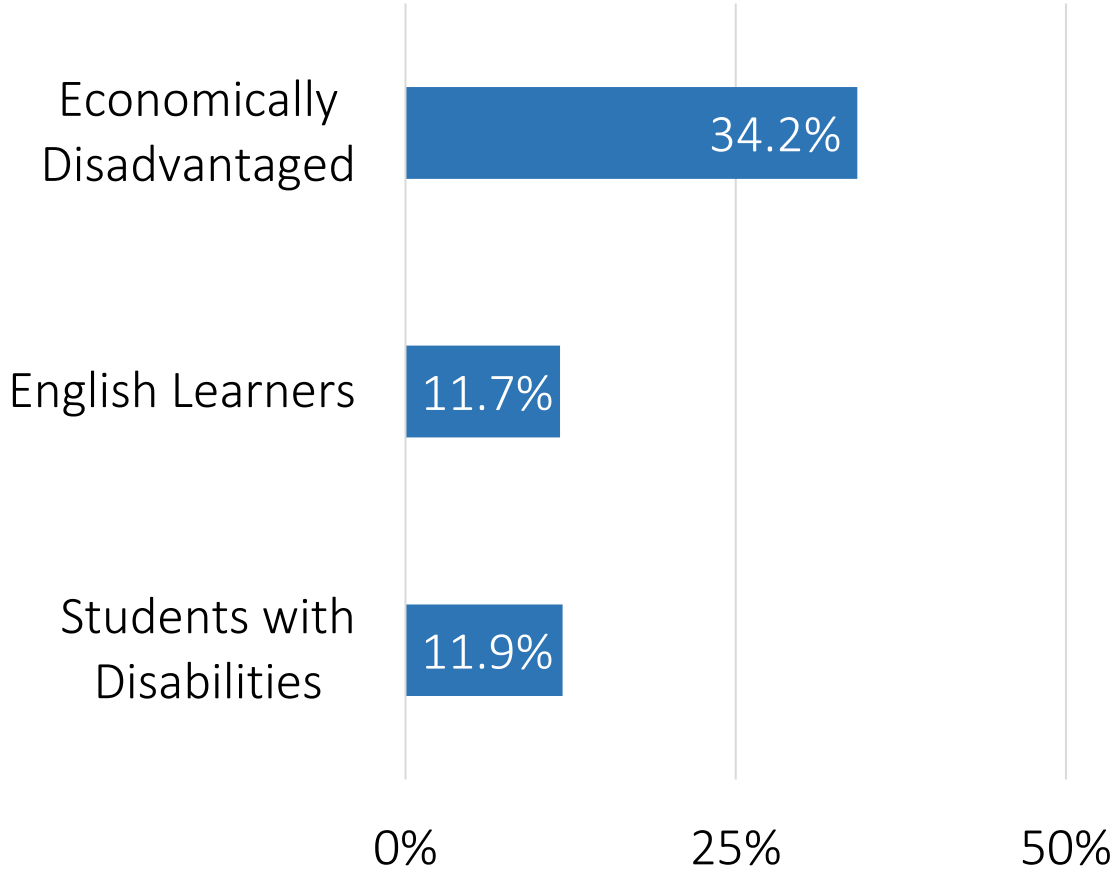
Data source: MSDE Full-time Virtual Programs Student File Submission, October 2021

Virtual Program Enrollment – State

Virtual Program Students by Grade Band



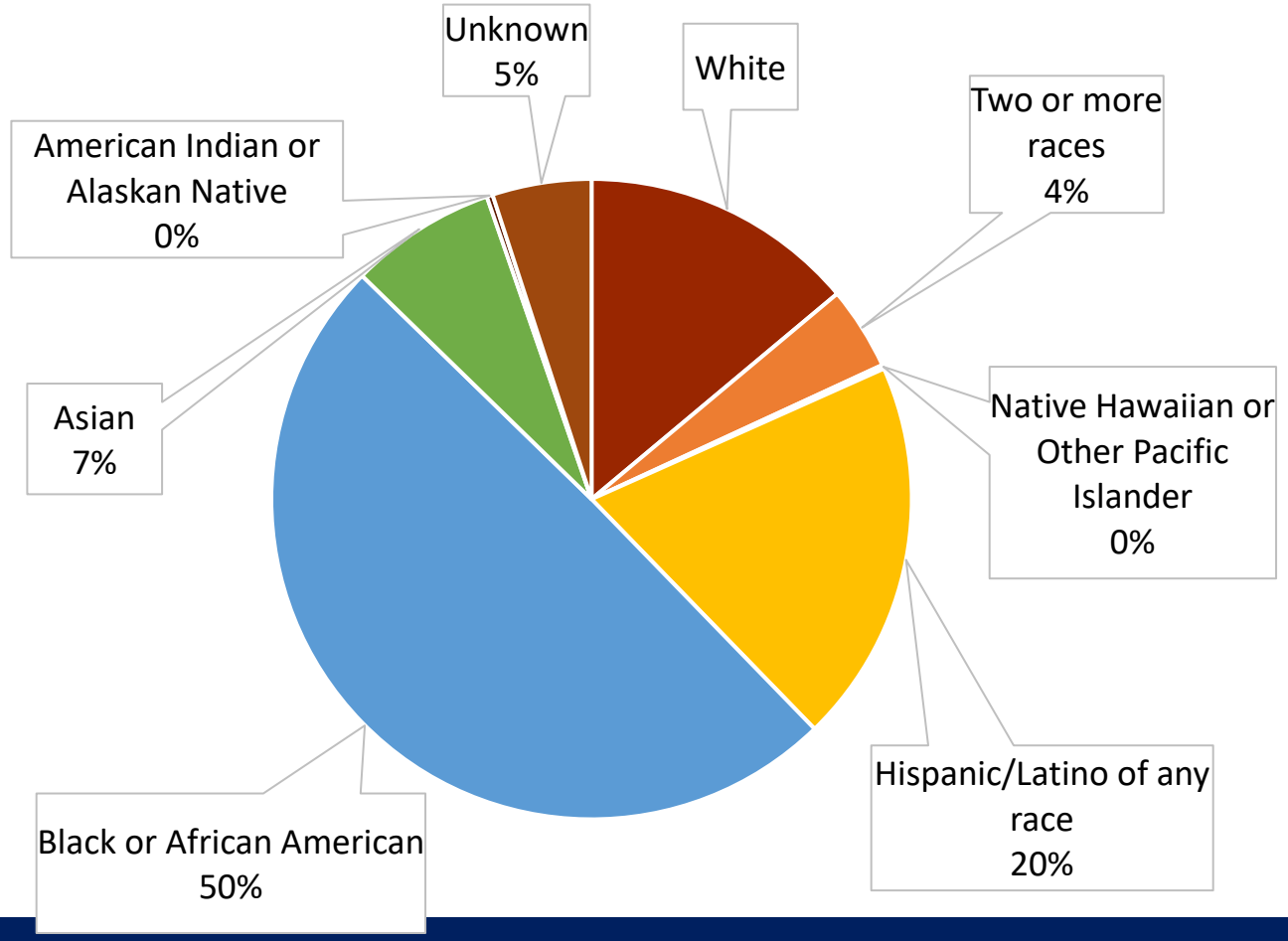
Virtual Program Students by Student Groups



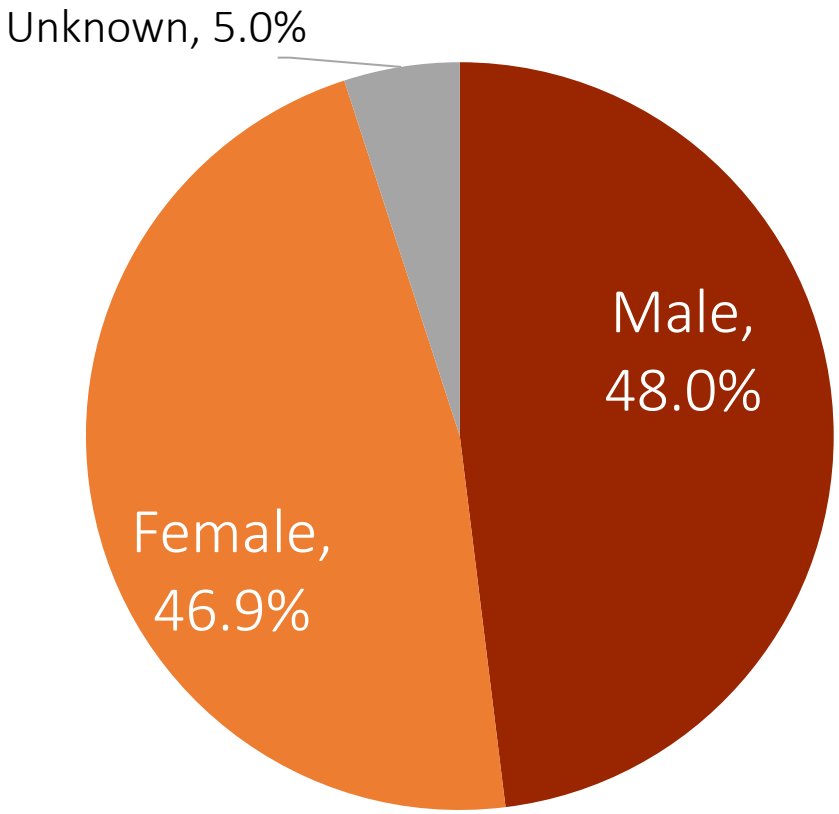
* Data source: MSDE Full-time Virtual Programs Student File Submission, October 2021

Virtual Program Enrollment – State

Virtual Program Enrollment by Race and Ethnicity



Virtual Program Enrollment by Gender



Data source: MSDE Full-time Virtual Programs Student File Submission, October 2021

Virtual Program Selection

Primary Criteria

- Student grade level
- Compromised family health issues
- Applicant met certain priorities
- Regular attendance during SY 20-21
- Successful completion of virtual classes in SY 20-21

Primary Reasons for Non-Acceptance

- Did not meet LSS criteria
- Application submitted after enrollment period
- Incomplete application
- Family withdrew application
- Limited staff and/or resources available
- Program reached locally planned capacity

Quarterly Metrics: Overview

- First quarter LEA-level data was collected from **November 5 to December 2, 2021**
- The last day of the first quarter varied by LEA, from October 25th to November 16th
- **21 systems are included in the results**
  - Represents 100% of students enrolled in virtual programs across the state
  - Carroll and Garrett do not have fully virtual programs
  - Kent has a virtual program combined with in-person learning

Quarterly Metrics: Enrollment

First Quarter Virtual Program Enrollment by Grade Level

Grade Level	First Day of Quarter 1	Last Day of Quarter 1
Elementary (K-5)	14,330	13,970
Middle (6-8)	5,358	5,231
High (9-12)	3,967	3,939
Total	23,655	23,140

LEA Waitlist Data Analysis I

Virtual programs waitlist update:

- 12 LEAs reported 0 students on a waitlist
- 9 LEAs currently have a waitlist
  - Three LEAs have updated the list since October

LEAs maintain waitlists in various ways:

- Daily, weekly, or end of the marking period
- As virtual students withdraw
- Surveys sent to waitlisted families to gauge continued interest in enrolling in the virtual program

Note: Numbers do not reflect the impact of the recently available vaccine

LEA Waitlist Data Analysis II

Virtual Program Waitlist Counts by LEA and Grade Span

LEA	K-5	6-8	9-12	Total
Calvert	13	11	11	35
Dorchester	0	3	5	8
Frederick	238	55	187	480
Harford	172	75	122	369
Montgomery	237	173	194	604
Queen Anne's	0	3	1	4
St. Mary's	95	143	231	469
Washington	16	31	9	56
Worcester	34	0	3	37

Note: Numbers do not reflect the impact of the recently available vaccine

Quarterly Metrics: Access to Courses I

AP Courses

- In 17 of 19 systems, high school students in fully virtual programs have access to AP courses

Honors Courses

- In 12 of 19 systems, high school students in fully virtual programs have access to Honors courses

Other Courses

- Most virtual programs **do not offer** CTE courses, Band, Theater, or Chorus

Quarterly Metrics: Access to Courses II

Remedial Courses

- Students in fully virtual programs have access to remedial courses in:
  - 7 of 17 systems at the elementary school level
  - 7 of 20 systems at the middle school level
  - 9 of 19 systems at the high school level

Quarterly Metrics: Access to Services I

Students in fully virtual programs have access to tutoring in:

- **12 of 17 systems at the elementary school level**
  - Median: 4 hours of tutoring available per week
  - Range: 1 to 45 hours of tutoring available per week
- **18 of 20 systems at the middle school level**
  - Median: 6 hours of tutoring available per week
  - Range: 2 to 60 hours of tutoring available per week (Monday-Friday, 8am- 8pm)
- **17 of 19 systems at the high school level**
  - Median: 8 hours of tutoring available per week
  - Range: 3 to 60 hours of tutoring available per week (Monday-Friday, 8am-8pm)

Quarterly Metrics: Access to Services II

Students in fully virtual programs have access to athletics and/or extracurricular activities in:

- 11 of 17 systems at the elementary school level
- 15 of 20 systems at the middle school level
- 16 of 19 systems at the high school level

Students in all fully virtual programs have access to school health services

Access to Health Services

St. Mary's

- Vision and hearing screenings and health services are provided to virtual students at the home school
- Nurses review virtual student immunization records and check for compliance

Somerset

- Virtual students contact the school and come into the nurse's office
- Tele-med services are also available with Chesapeake Health Care

Talbot

- Offers in-school wellness centers staffed by nurse practitioners that virtual students can access
- Families need to call and make an appointment for the students to be seen

Access to Social Emotional Supports I

All systems offer students in fully virtual programs access to social-emotional learning (SEL) supports

How do students access social-emotional supports?

Frederick County

Elementary

- Virtual program is supported by a full-time counselor who conducts monthly guidance lessons with each homeroom class
- Students, parents, or teachers have access to the referral form

Secondary (middle and high school)

- Each level has a full-time counselor who provides weekly SEL activities
- Students, parents, teachers, and administrators can provide referrals
- Counselors meet with students and facilitate outside services as needed

Access to Social Emotional Supports II

Calvert County

Elementary

- Counselor assigned to students provides lessons and support

Secondary (middle and high school)

- Weekly mentoring with Student Success Client and support from home school counselor as needed

Worcester County

Elementary

- School counselors contact students and parents bi-weekly
- Referrals for additional support may be requested by teacher, parent, or student

Secondary (middle and high school)

- Student success coordinator reaches out to school counselors, district coordinator, and parents. School counselors provide support and refer to other agencies as needed
- Parents may request support

Access to Meal Services

All systems offer students in fully virtual programs access to school meals.

Caroline County

- Families access a Google form to request meals and develop a plan to receive the meals
- Quarantined students may also participate

Howard County

- Families pre-order breakfast and lunch (paper or online requests)
- Meals are available at all high schools on Mondays and Thursdays

Harford County

- Families pick up ordered weekly meal kits from seven of the HCPS high schools
- Meal kits include breakfast and lunch for five days

Quarterly Metrics: Instruction I

Virtual Program Class Size during the First Quarter

Grade Band	Measure	Core Academic Subjects	Other Academic Subjects
Elementary (K-5)	Average Range	24.0 12-34	24.1 11-40
Middle (6-8)	Average Range	22.4 12-28	25.0 12-35
High (9-12)	Average Range	17.5 3-32	19.9 7-32

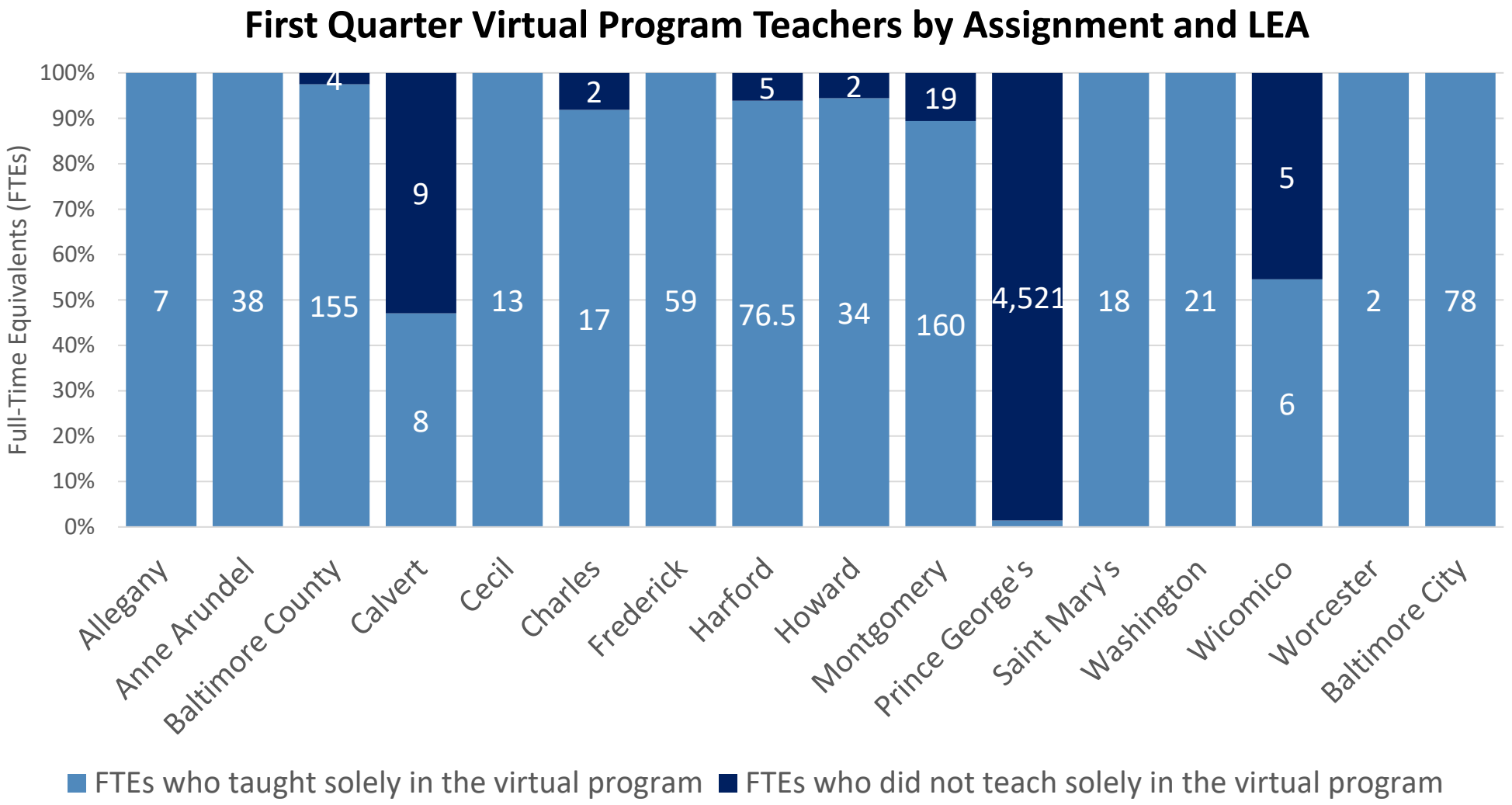
Quarterly Metrics: Instruction II

Virtual Program Instructional Time during the First Quarter

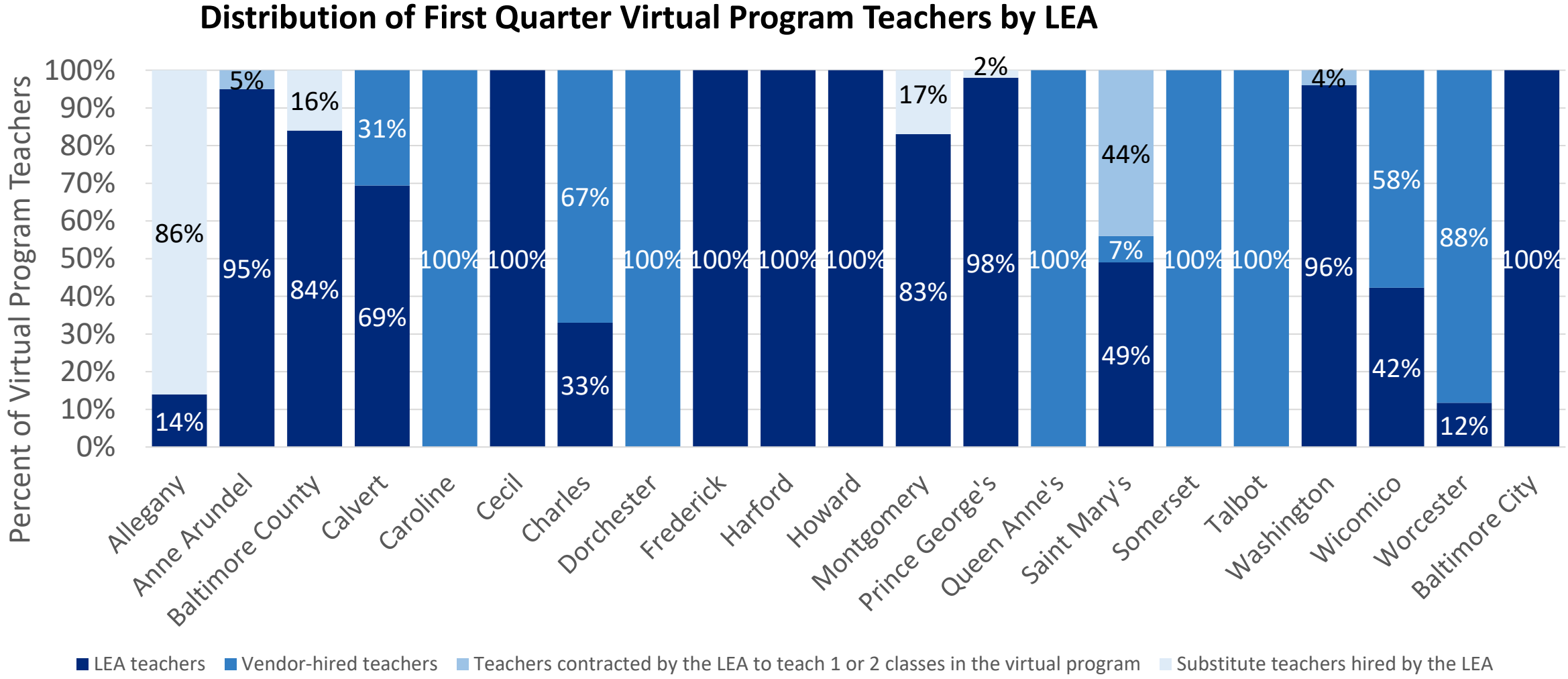
Grade Level	Measure	Instructional Days during the First Quarter	Synchronous Instructional Hours per Week*
Elementary (K-5)	Median Range	45 35-46	28.8 5-37.5
Middle (6-8)	Median Range	45 35-46	26.9 3.3-37.5
High (9-12)	Median Range	45 35-46	10.0 3.3-37.5

* In a typical five-day week

Virtual Program Staffing I



Virtual Program Staffing II



Professional Development I

Fully virtual program teacher professional development (PD) hours during the first term

	Elementary school	Middle school	High school
LEA Average Hours of PD	16.8	16.8	19.4
LEA Minimum Hours of PD	3	3	3
LEA Maximum Hours of PD	54	54	54

Note: Data does not include professional development provided by virtual program vendors

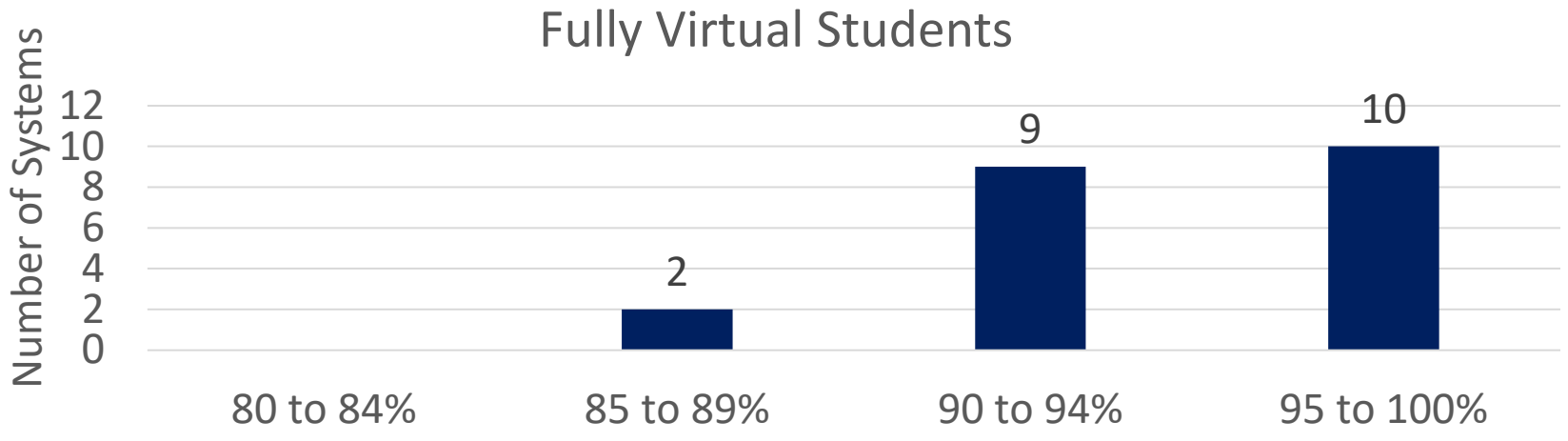
Professional Development II

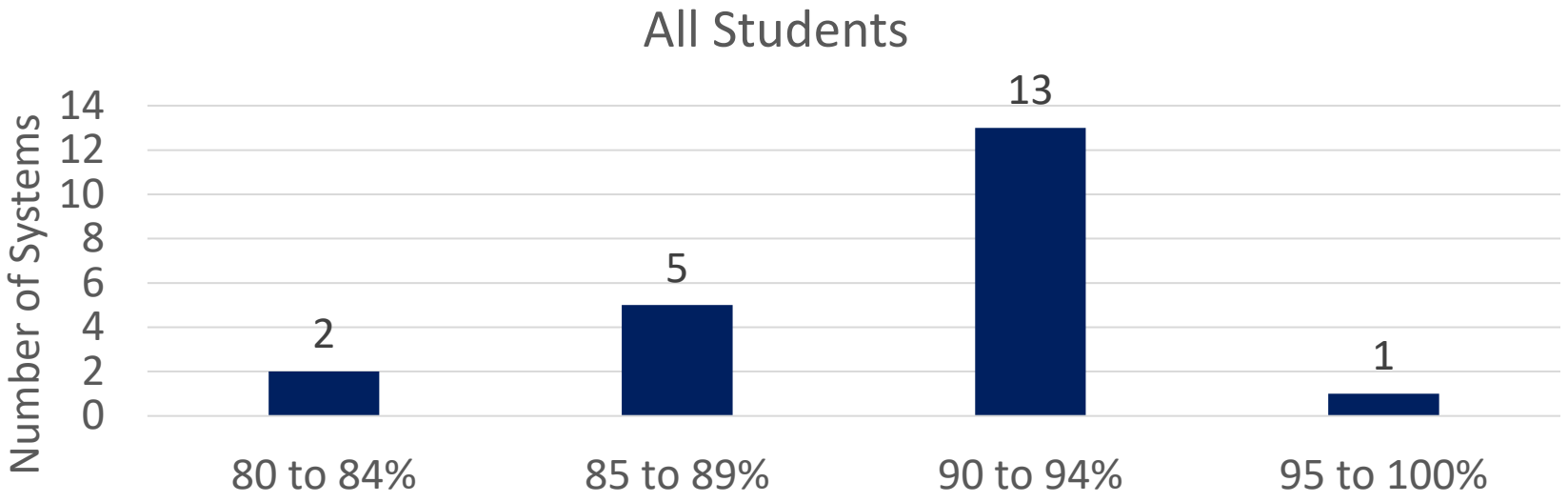
Number of Systems Providing Professional Development by Type

Professional Development Type	Elementary School	Middle School	High School
Virtual Synchronous	13	14	13
Virtual Asynchronous	12	14	12
In person	10	8	7
Self-service/As needed	15	15	13
Total LEAs reported	16	16	14

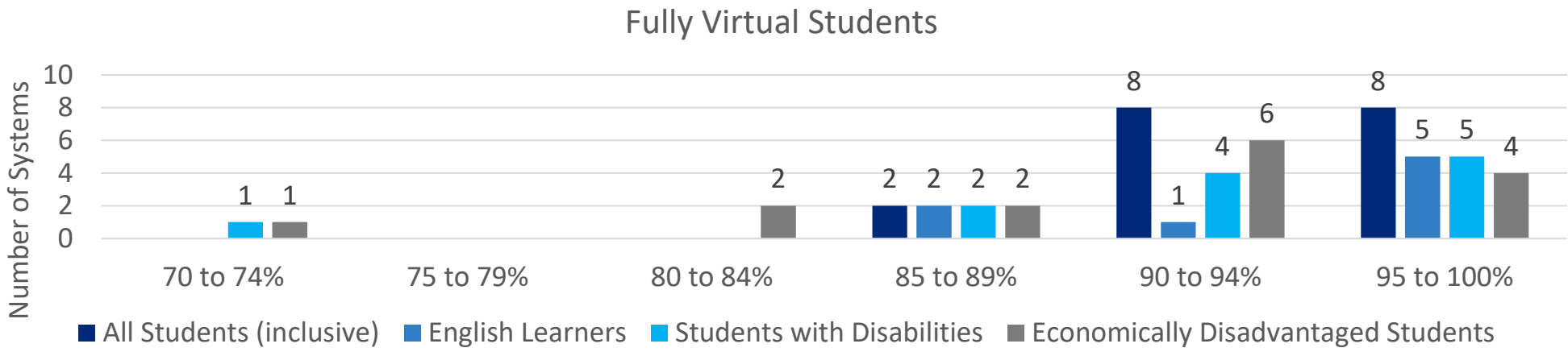
Note: Data does not include professional development provided by virtual program vendors

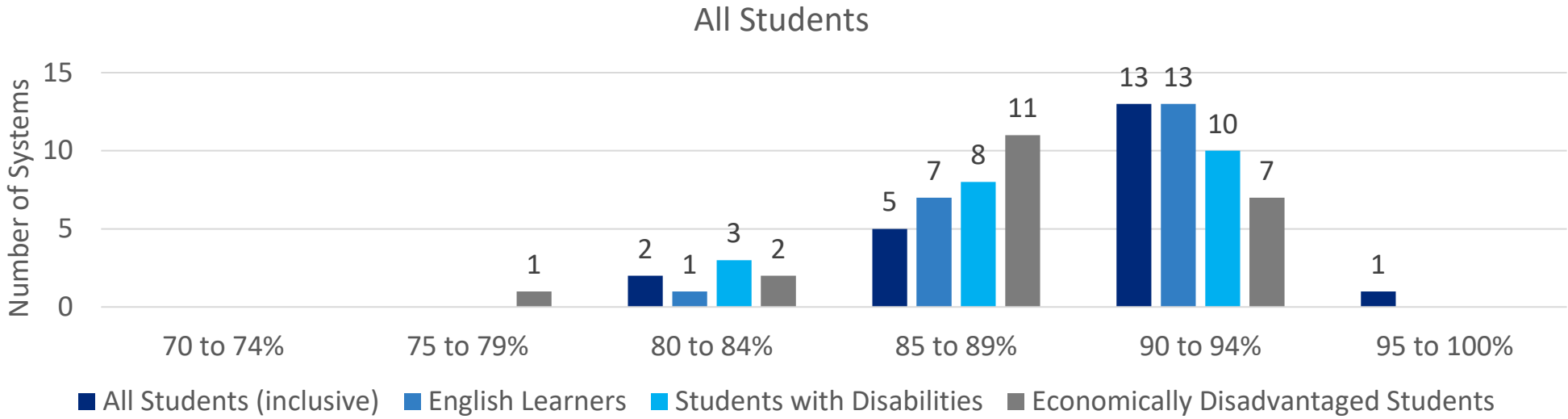
First Quarter Attendance, All Students





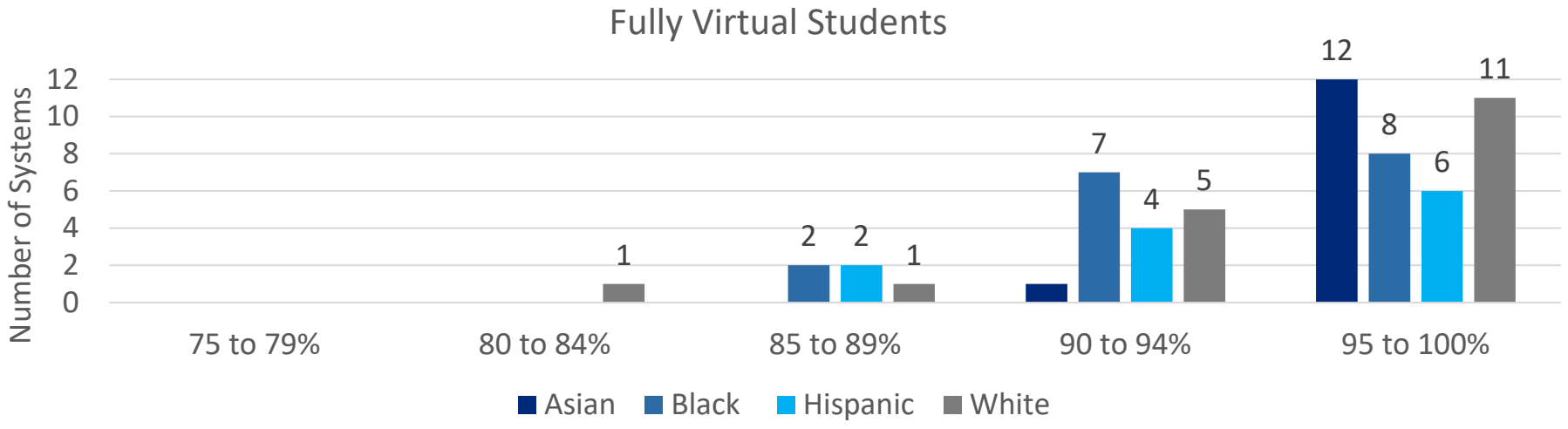
First Quarter Attendance by Student Group

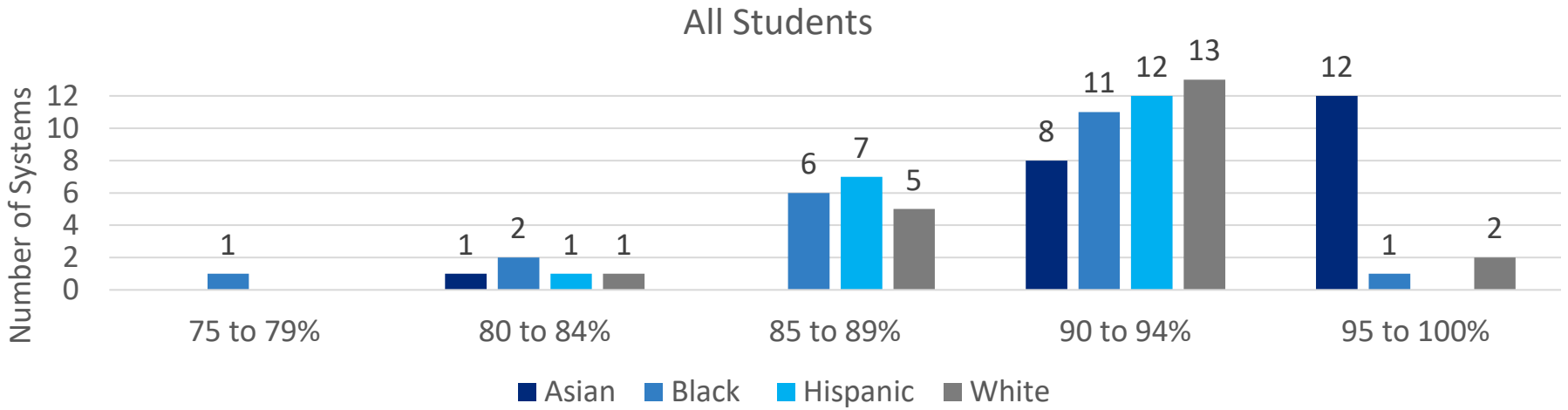




Note: Only systems with at least ten students in a student group are included

First Quarter Attendance by Race/Ethnicity





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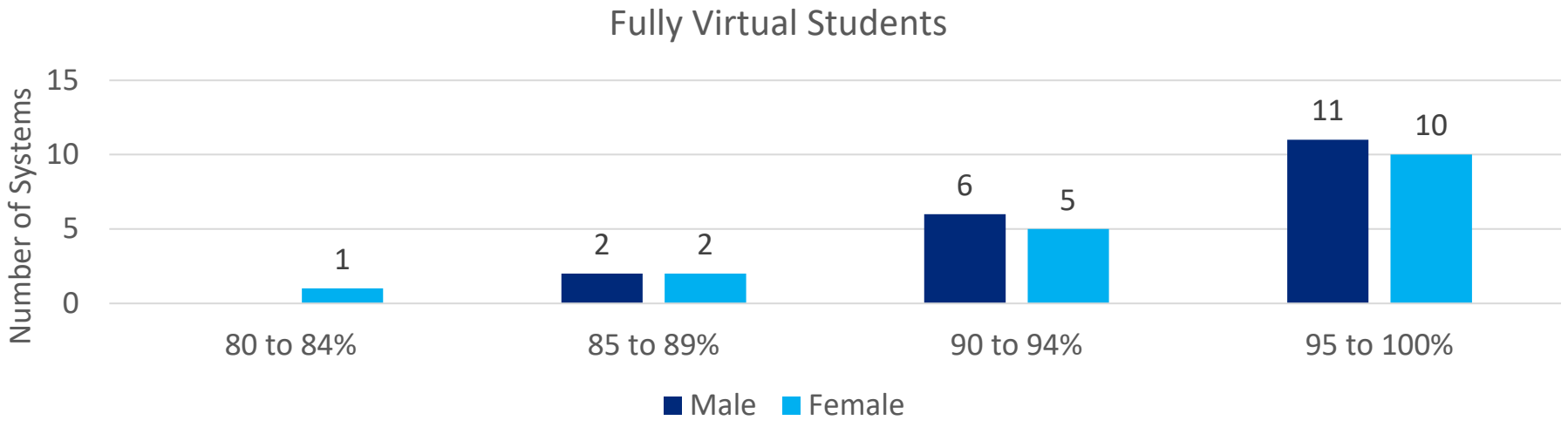
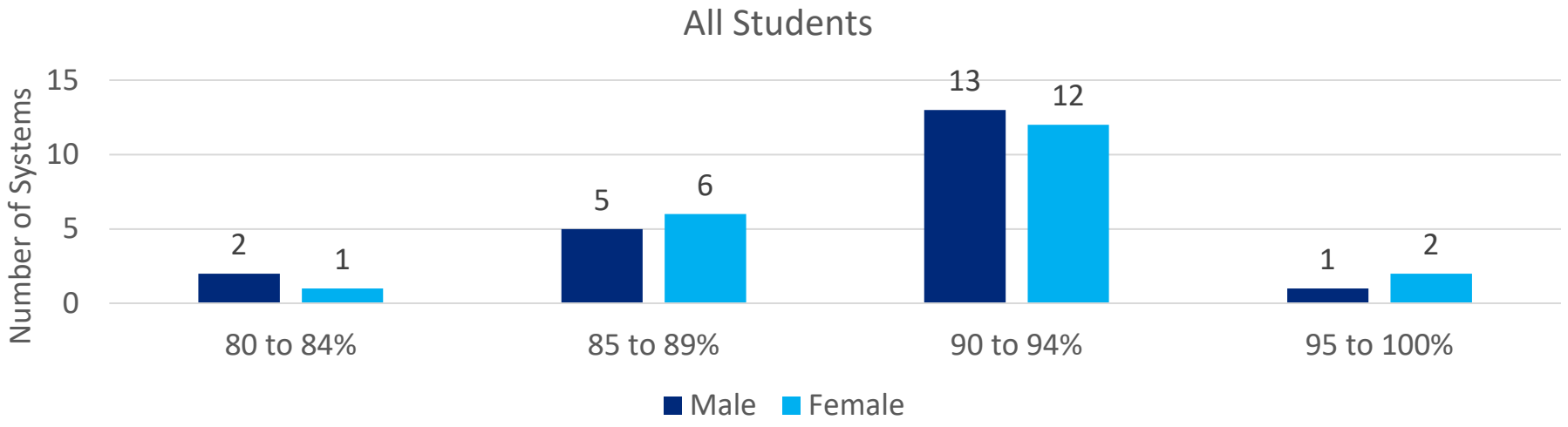
First Quarter Attendance Rates by Gender





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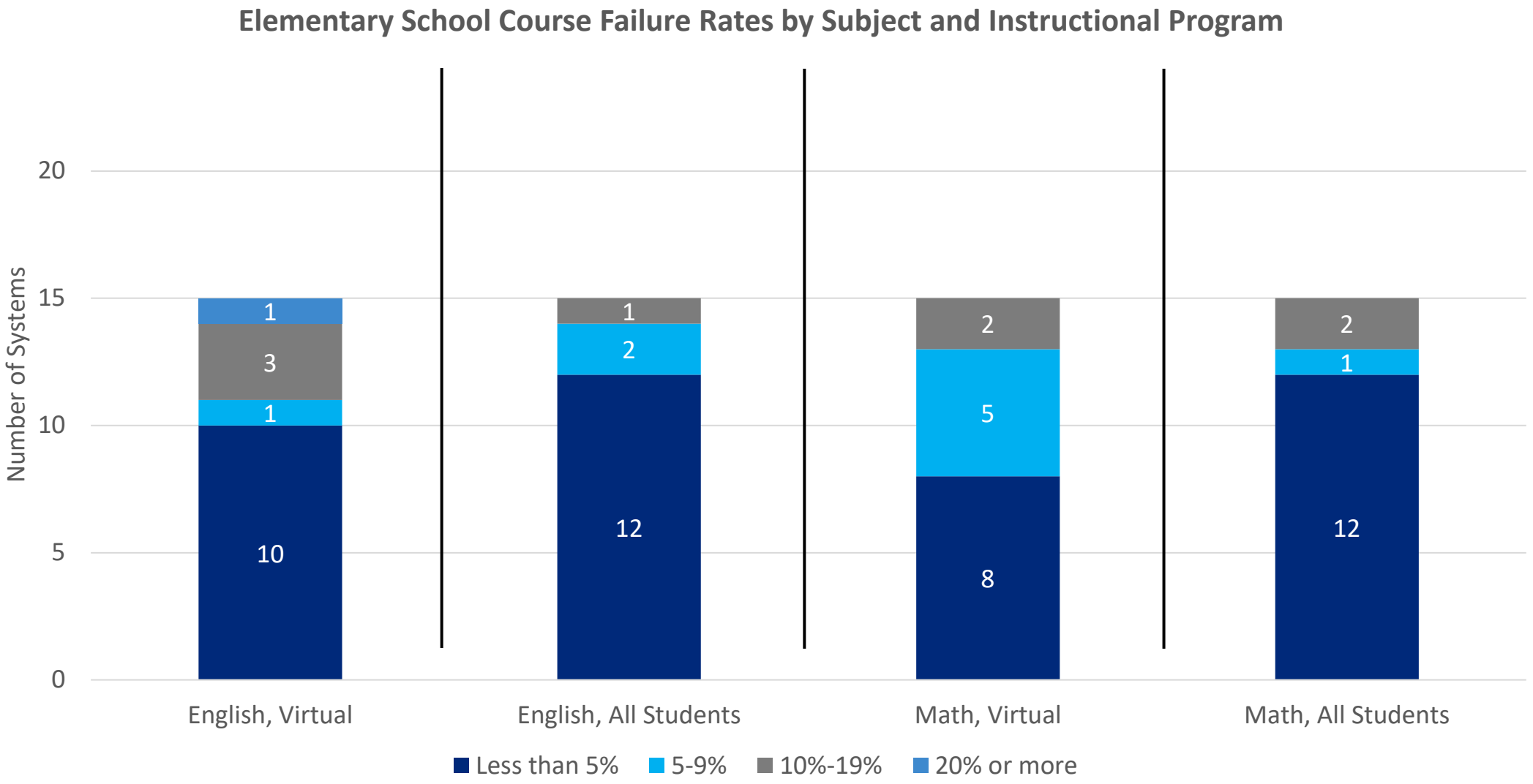
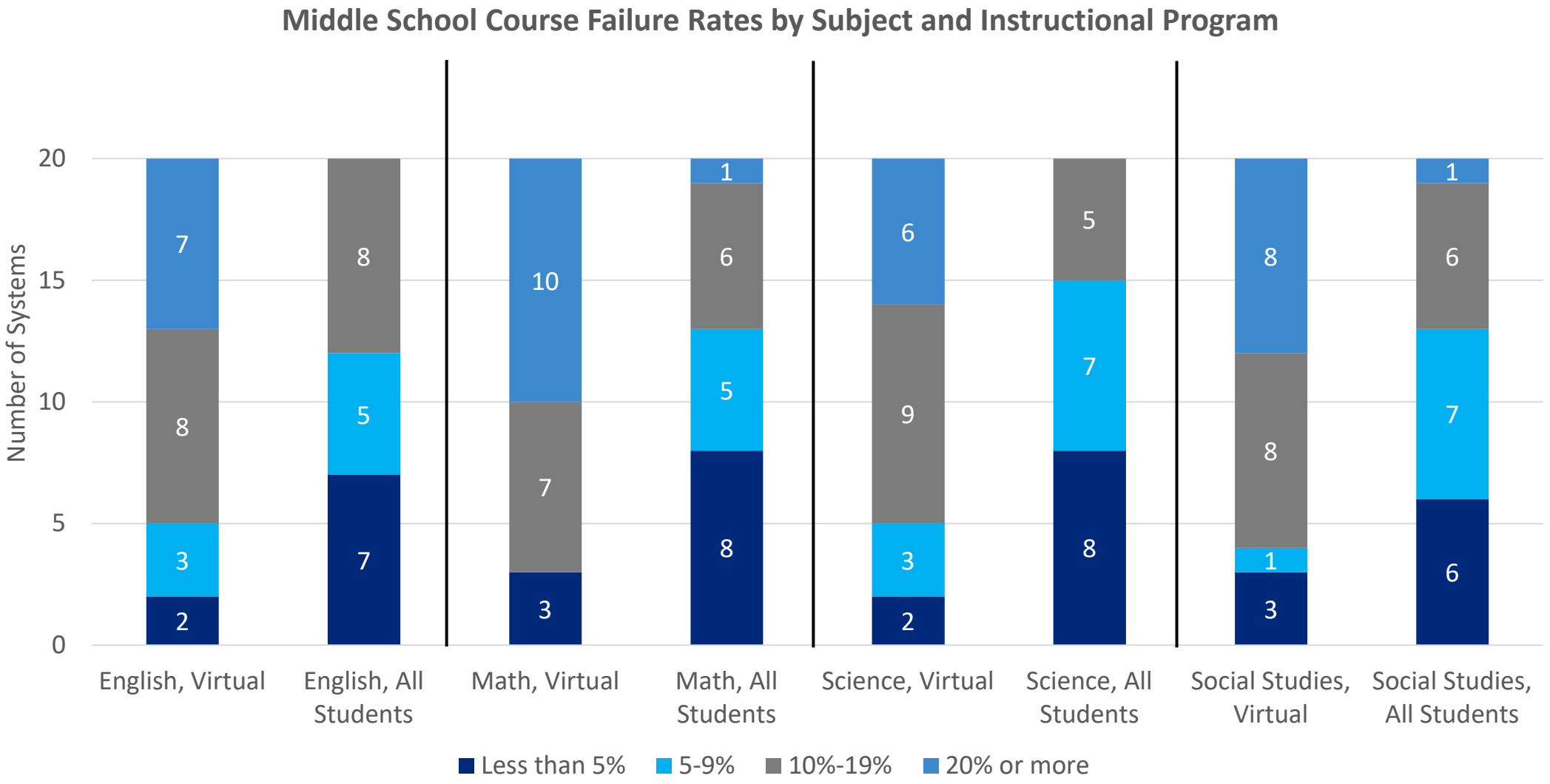
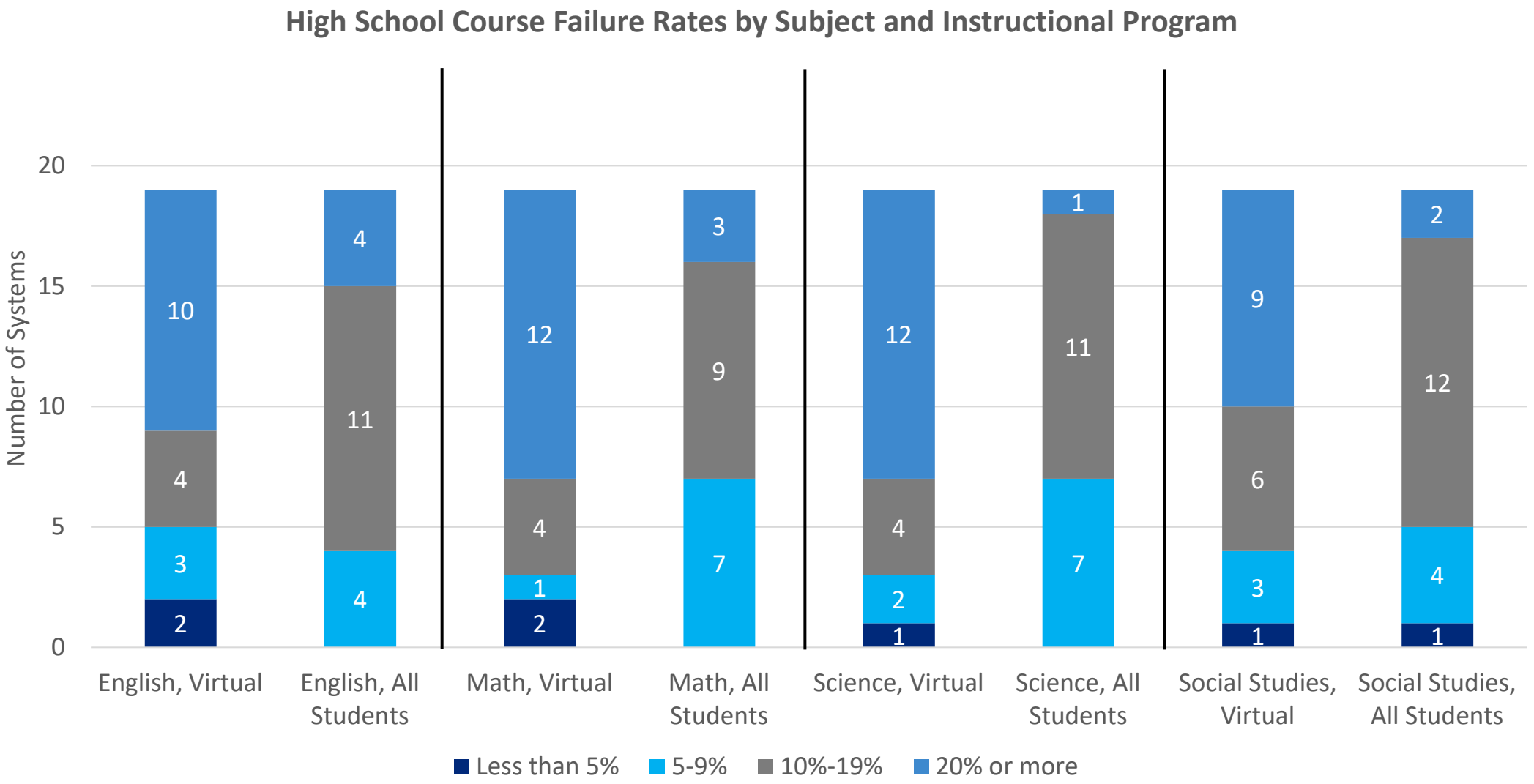
First Quarter Course Grades, Grades K-5



First Quarter Course Grades, Grades 6-8



First Quarter Course Grades, Grades 9-12



Next Steps

- **Quarterly Metrics Data**
  - Compile and verify data
- **Data from Virtual Program Student File Submissions**
  - Update enrollment data shared during October Board of Education
- **Engage LEAs to identify supports for:**
  - Failing students
  - Students who are not logging on for virtual classes and are not able to be contacted
- **Request specific student schedules from LEAs**