



**Mohammed Choudhury**  
State Superintendent of Schools


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**TO:** Members of the State Board of Education

**FROM:** Mohammed Choudhury, State Superintendent of Schools

**DATE:** July 21, 2023

**SUBJECT:** The State of Science of Reading in Maryland and the State Board and MSDE's Leadership in that Work



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The growing [national call](#) for broad-scale adoption of comprehensive early literacy programs aligned to the Science of Reading echoes now here too, in Maryland and shines a light on the work of the Maryland State Department of Education (MSDE) and Maryland State Board of Education to effectuate forward-thinking, out-in-front, strategic leadership on comprehensive literacy reform, specifically the alignment to the Science of Reading. Under the State Board of Education and MSDE leadership, MSDE has implemented robust policies to ensure the adoption of evidence-based literacy instruction in local education agencies (LEAs) throughout the state, countering any claims of non-compliance with the Ready to Read Act and rebutting attempts to mandate new policies that are, in fact, already in practice. MSDE views the Ready to Read Act as a floor, not a ceiling, and has used these last two years to leverage strategic grantmaking, professional learning initiatives, and the Blueprint for Maryland's Future to drive comprehensive early literacy reform with the sense of urgency the matter requires. Today, MSDE is ahead on the policy, not behind it. In fact, MSDE has accelerated and strengthened these policies over the last two years well beyond the original designs of the Ready to Read Act and the Blueprint for Maryland's Future legislation.

As the Board knows well through its leadership in this area, the Science of Reading is a field informed by cognitive psychology, linguistics, and neuroscience. It outlines essential components of effective reading instruction, including phonemic awareness, phonics, vocabulary development, reading fluency, and comprehension strategies. This stands in contrast to the Balanced Literacy approach, which often lacks rigorous, evidence-based foundations and reliance upon practices that do not contribute to early literacy growth (for example, three cueing and the use of leveled libraries rather than emphasizing use of letter and word sounds and decodable texts). The Science of Reading has been and continues to be empirically shown to significantly improve student reading outcomes, forming a robust foundation for lifelong learning.

Before decision-makers and advocates make claim for or work to establish new requirements, workgroups, or additional initiatives, it is necessary to understand the current landscape of the policy arena and related efforts associated with the Science of Reading. Unfortunately, current public conversations indicate a lack of knowledge or lack of desire by some to learn about what is actually happening in Maryland schools and what work MSDE and the State Board of Education have undertaken to date. Policy for the sake of policy is not a solution. Maryland's LEAs are well on the path to implementing the Science of Reading – each at their own stage of growth; each with an understanding of the urgency for this important work and the necessity for aggressive timelines.

This memorandum contains three sections: Section 1 provides a national context for State-level laws and policies related to the Science of Reading, emphasizing the correlation (not causation), between State policies and student outcomes and the need to better understand the specific and necessary components of State laws and policies that drive the efficacy of Science of Reading-aligned instruction. Section 2 elaborates on MSDE's efforts to transition Maryland LEAs from Balanced Literacy to comprehensive literacy instruction aligned to the Science of Reading, also referred to as Structured Literacy in practice, examining key policies, regulations, and initiatives. Section 3 presents recommendations for legislative action or further regulations via COMAR to reinforce and expand Maryland's work on the Science of Reading. Through this information, we aim to clarify MSDE's unwavering commitment to ensure the Science of Reading transitions from policy to widespread practice in Maryland's education systems.

### **Benchmarking State-Level Laws and Policies and the Science of Reading**

Navigating the educational landscape in the context of Science of Reading demands careful consideration of policies, laws, and benchmarks at the state level. The national dialogue around Science of Reading is robust and often accompanied by a myriad of publications, opinions, and analyses, presenting a variety of interpretations of Science of Reading policies and their efficacy and impact. Science of Reading alone is not a silver bullet, and it is critical to recognize that these interpretations can vary in quality and may not provide a fully accurate or comprehensive overview of the true impact of these policies on educational outcomes.

The Office of Research, Planning, and Program Evaluation at the Maryland State Department of Education underscores the importance of a discerning approach in its review of public coverage of State literacy laws and their alleged impacts. It is crucial to note, as detailed in the attached document (NAEP SoR 7.23.pdf), that careful and robust analytical techniques are essential in interpreting the real-world implications of these policies. MSDE analysis of this public coverage highlights how public narratives pertaining to this approach demonstrate the need to carefully disentangle causation and correlation. Understanding the nuanced relationships between educational laws, policies, and their eventual impacts requires a deliberate, research-based approach to avoid misinterpretation and oversimplification. For example, with all outlier states excluded, states with no Science of Reading mandate still perform higher at a statistically significant level ( $p < 0.05$ ) on NAEP. While Maryland was one of the lowest performing states in the group that does not mandate Science of Reading instruction, it performed above the average of both groups of states that mandate Science of Reading instruction (see, NAEP SoR 7.23.pdf).

The complex interplay between legislation, policy implementation, and subsequent student outcomes can be challenging to accurately measure and evaluate. Thus, maintaining an in-depth, research-based understanding is vital for developing and implementing effective, evidence-based policies related to the Science of Reading.

### **MSDE and the State Board of Education's Efforts to Shift Maryland LEAs from Balanced Literacy to Comprehensive Literacy Instruction Aligned to the Science of Reading**

Over the last four years, the Maryland State Department of Education has provided local education agencies with increasing levels of support through regulations and various initiatives aimed to promote and support LEAs in shifting instructional practices in literacy to align with Structured Literacy. The Ready to Read act laid the foundation for this work, but there were still gaps to be filled. The Department expanded the requirements set forth by the Ready to Read Act when it created the associated regulations to operationalize the legislation and has continued to set high expectations for LEAs through initiatives such as Maryland Leads, professional learning in literacy Learning Labs, and more recently, the State Board of Education and MSDE's Strategic Plan.

### Ready to Read Act, Maryland Education Code §4-136

In the pursuit of comprehensive literacy instruction aligned with the Science of Reading, the Maryland State Department of Education has been steadfast in its implementation and enforcement of Maryland Education Code §4-126, also known as the Ready to Read Act. Enacted in 2019 and taking effect from the 2020-2021 academic year, this law serves as a fundamental cornerstone in Maryland's literacy landscape.

The Act institutes a comprehensive screening process for students in specific categories: kindergarteners, unscreened first graders, those demonstrating difficulties in mastering grade-level reading, and students transferring into Maryland public schools. The screening instruments specified by the Act focus on essential foundational reading skills, particularly phonological and phonemic awareness and processing.

Moreover, the Ready to Read Act mandates evidence-based, systematic, explicit, and cumulative supplemental instruction for students at risk of reading difficulties. This approach to instruction ensures the mastery of foundational reading skills, paving the way for effective decoding, spelling, fluency, and reading comprehension, and thereby aligning with the grade-level curriculum expectations.

Contrary to any allegations of lax enforcement, the MSDE has demonstrated unwavering commitment to monitoring the Act's implementation. Data collection has been conducted annually since the Act's inception, ensuring robust oversight of progress. Under the current administration, this commitment has been redoubled and enhanced with more comprehensive data collection initiatives, including new requirements to report teacher training data. These endeavors are aimed at reinforcing the Department's monitoring capabilities and bolstering the success of the Act's provisions (see, for example, the attached "Ready to Read State Survey\_SY 2022-23.pdf").

However, while the Ready to Read Act sets a significant and foundational precedent for literacy instruction in Maryland, it does not, by itself, constitute a comprehensive literacy law. The Act's core strength lies in its clear focus on essential components of literacy development. But as foundational as it is, it should not be misconstrued as the sole and exhaustive solution to the challenges of literacy instruction. Further efforts are crucial to fill the gaps and realize the comprehensive implementation of Structured Literacy within the educational landscape of Maryland. MSDE, under the current administration, continues to lead these efforts with unflinching commitment and foresight.

### Code of Maryland Regulation (COMAR), 13A.03.08, Students at Risk for Reading Difficulties

The Maryland State Department of Education and the State Board of Education have demonstrated significant leadership in advancing regulations that guide local education agencies towards a comprehensive literacy approach aligned with the Science of Reading. A crucial demonstration of this commitment is evident in the Code of Maryland Regulation (COMAR) 13A.03.08, adopted in 2021 and set into motion in the 2021-2022 academic year.

This regulation builds upon the foundational work of the Ready to Read Act, amplifying its reach and clarifying its objectives. Among the salient provisions of COMAR 13A.03.08 is the extension of screening requirements through grade 3, which broadens the scope of the Department's focus on early literacy intervention.

The regulation further establishes specific timeframes and procedures for this screening, injecting predictability and consistency into the process. To ensure a responsive and flexible approach to literacy instruction, it incorporates progress monitoring, a defined monitoring schedule, and criteria for exiting the program. It allows for a revision of supplemental instruction based on data from this monitoring, enabling student placement in an appropriate multi-tiered system of support.

In an endeavor to ensure a school-wide commitment to the Science of Reading, COMAR 13A.03.08 obliges LEAs to provide professional learning for school staff. This professional development focuses on age-appropriate, evidence-based, sequential, systematic, explicit, and cumulative instruction or intervention for student mastery of foundational reading skills.

To ensure accountability and continuous improvement, the regulation mandates LEAs to evaluate the effectiveness of the screening tools and reading interventions annually. In the interest of fostering partnerships with families in promoting literacy, the regulation stipulates additional requirements for parent notifications.

Through COMAR 13A.03.08, MSDE and the State Board of Education have demonstrated a clear and unambiguous commitment to advancing Structured Literacy. The regulation is a testament to the Department's ongoing efforts to chart a new path in literacy education for the State of Maryland. However, while the regulation establishes broad compliance requirements for foundational reading skills, shifting local education agencies from Balanced Literacy to Structured Literacy requires resources and targeted implementation strategies and related requirements.

### Maryland Leads

To advance the rigorous compliance requirements set by the Code of Maryland Regulation (COMAR) 13A.03.08, the Maryland State Department of Education recognized the necessity of equipping local education agencies with the resources and targeted implementation strategies essential for a transition from Balanced Literacy to Structured Literacy. In response, the Department established the Maryland Leads program. MSDE saw an opportunity with its Elementary and Secondary School Emergency Relief (ESSER) Funds – particularly as LEAs grappled with how best to remediate and accelerate learning to recover from the effects of the COVID-19 pandemic.

Deployed in 2022, this initiative allocated over \$165 million in ESSER funding to all 24 LEAs for implementation through 2022-2024. The program aimed to catalyze transformation of Maryland's education system and fulfill the promise of the Blueprint for Maryland's Future by leveraging seven key strategies. A significant proportion of these strategies—equating to almost \$55 million in resources—focused squarely on the Science of Reading.

The Maryland Leads program mandates stringent compliance with several stipulations that serve to underpin successful Science of Reading-aligned curriculum and instruction. The unyielding commitment of MSDE is evidenced in the rigorous enforcement measures and the absolute necessity for LEAs to align with these critical components. They span three crucial focus areas:

- **Rigorous Professional Development:** Currently, in conjunction with Maryland Leads program technical assistance partners, LEAs are implementing rigorous training for all K-3 teachers, including special education teachers, principals, and other relevant staff. This is achieved through a train-the-trainer model and through direct training, thereby ensuring broad-based dissemination of vital knowledge and skills underpinning the Science of Reading.



- **High-Quality Instructional Materials:** As a part of their alignment to the Science of Reading, LEAs are actively adopting and integrating high-quality, content-rich, and culturally-relevant instructional materials and assessment tools benchmarked against state and national evaluation and rating frameworks for those materials, like [EdReports](#). This requirement accentuates the vital role of equipping educators with appropriate resources to deliver effective, structured literacy instruction.
- **Progress Monitoring Systems:** All LEAs have undertaken to establish robust systems for progress monitoring. This aims to guarantee that all students achieve reading proficiency by the end of third grade, with specialized support provided to those struggling beyond this point. Complementing this effort, the universal screeners required by Maryland's Ready to Read Act are being utilized to ensure a standardized approach.

MSDE held fast in using this moment to ensure strict adherence to these key components necessary for transition to and adoption of Science of Reading aligned literacy instruction. The screenshot below is from each LEA's official award letter, making clear:

Final application approval is contingent upon execution and issuance of the official Notice of Grant Award and related grant attestations that bind the LEA to the approved program activities and budget plan as approved by the MSDE. To modify approved plans, LEAs must submit any programmatic changes or any budgetary changes of more than \$15,000 to the MSDE for advance approval. Final application approval is also contingent on LEA reaffirmation to, with regard to the Science of Reading:

1. Ensure that the LEA will train all K-3 teachers, administrators, and special educators in the Science of Reading, where training is defined as sufficient professional development to implement rigorous Science of Reading instruction with fidelity;
2. Ensure that the LEA will either utilize or expand to utilize core curriculum and supplemental materials that are high-quality, content-rich, culturally-relevant and aligned to the Science of Reading (as approved in the Maryland Leads Partner Program); and
3. Deploy high-quality 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, including the use of universal screeners as required by Maryland's Ready to Read Act.

Through their active participation in the Maryland Leads program and adherence to its stringent requirements, the LEAs affirm their commitment to the Science of Reading. This comprehensive approach ensures that the necessary structures and supports are in place to successfully transition to Structured Literacy across all Maryland LEAs. Even now, across Science of Reading-participating LEAs, training and support as part of program implementation are underway for the vast majority of teachers, administrators, and relevant staff necessary across the entire state to ensure success – and initial results are promising. As a result of the last two years, Maryland has more teachers and instructional leaders trained in (or training in) practices aligned to the Science of Reading than ever before. [Initial LEA reading data](#) (view an additional presentation here – [Montgomery County Public Schools and St. Mary's County Public Schools](#)) already show substantial growth.

Although all 24 LEAs submitted applications for funding related to the Science of Reading strategy, two did not receive approval. Of those two, one has since submitted additional evidence and attestations to its commitment to aligning instructional practices to the Science of Reading and fulfilling the requirements of the initiative, resulting in approval from the department. The remaining LEA has taken steps to supplement its existing curriculum with high-quality instructional materials aligned to the Science of Reading.

As recipients of Maryland Leads, districts are mandated to engage in ongoing support, including regular meetings with MSDE and participation in strategy-specific communities of practice facilitated by national experts. This cohesive and comprehensive effort underscores the Department's commitment to facilitating a seamless shift towards the Science of Reading, reinforcing Maryland's leadership in literacy education.

### Blueprint for Maryland's Future

The Blueprint for Maryland's Future Legislation passed by the Maryland General Assembly intends to transform education across the State and requires all LEAs to develop implementation plans describing initiatives across five pillars, one of which is College and Career Readiness and includes all instructional programming to ensure students are prepared for post-secondary success.

The success of the Blueprint will depend on implementation. At this nexus of policy and practice, MSDE leveraged the Blueprint's requirement for MSDE to draft and then submit to the AIB for approval Blueprint local education agency implementation plan templates and the accompanying criteria for success.

MSDE drafted and the AIB left intact and unanimously adopted MSDE's recommended draft language requiring local education agencies to construct and submit for approval comprehensive literacy plans aligned to the Science of Reading.

MSDE codified the program requirements of the Maryland Leads Science of Reading initiative into its template language to ensure the transformational Blueprint law would be used for and anchored to evidence-based early literacy, the bedrock for ensuring that students are ultimately equipped to meet the College and Career Readiness standard in high school.

The [Initial Blueprint Implementation Plan Template](#), approved in December 2022, was designed to guide LEAs in the strategic planning needed to achieve the outcomes set forth by the Blueprint, including a set of 25 questions related to LEAs' development and implementation of a comprehensive program for literacy instruction aligned to the Science of Reading that addresses the following:

- Comprehensive Literacy Plan
- Training and Professional Development
- High-Quality, Content-Rich Instructional Materials
- Progress Monitoring
- Intervention

For example:

**Comprehensive Literacy Plan for English Language Arts**

**57. Comprehensive Literacy Plan:** Does the school system have a comprehensive literacy plan for English language arts that is aligned to the science of reading and that will prepare students for college-level credit-bearing course work upon graduation, including:

- All pre-kindergarten students demonstrating readiness for kindergarten,
- All third graders reading proficiently by the end of third grade, and
- Continued support for struggling readers in grades 4-12?

If yes, link the plan as an artifact below and use the open response field to discuss when and how it was developed. If the plan does not exist or needs to be refined to align to the Blueprint's intent, discuss the anticipated timeline and process for development and/or revision.

**61. Training Aligned to the Science of Reading for Early Literacy (Pre-K-3) Projections**

Use the table below to indicate the current and projected number and percentage of staff who have been or will be trained in instructional practices related to the science of reading for each of the employee groups listed. The school system should plan to have 100% of Pre-K-3 staff trained within three years with subsequent years dedicated to maintaining that number and ensuring teachers new to the system or to the grade level receive training at their earliest opportunity.

Note: Training must consist of a coherent sequence of training courses to ensure staff develop a comprehensive set of skills and knowledge related to literacy instruction aligned to the science of reading. For example, when a teacher completes the entire LETRS training series, then they should be included in the "% Trained" number.

**Numbers of Pre-K-3 Staff Trained in the Science of Reading for Early Literacy**

	2021-2022		2022-2023		2023-2024	
	# All Teachers	% Trained	# All Teachers	% Trained	# All Teachers	% Trained
Pre-K Teachers						
Kindergarten Teachers						
1 <sup>st</sup> Grade Teachers						
2 <sup>nd</sup> Grade Teachers						
3 <sup>rd</sup> Grade Teachers						
Pre-K-3 Special Education Teachers						
Pre-K-3 ESOI Teachers						
Pre-K-3 Principals						
Other Relevant Staff						

Trained = All teachers who have completed training. All = All teachers eligible for training

Linked Artifacts:

The Department provided LEAs with technical assistance and support to develop the Initial Blueprint Implementation Plans, which were submitted in March 2023. The department will continue to develop and facilitate professional learning opportunities designed to support LEAs in implementing, evolving, and refining instructional programs for literacy and ensuring greater alignment with the Science of Reading. MSDE then, as per Maryland law, ran a rigorous review process of LEA implementation plans for recommendation of approval or disapproval to the Accountability and Implementation Board. LEA plans MSDE approved, inclusive of their comprehensive literacy plans, demonstrated that LEAs are clearly on the path to implementing instructional practices associated with Structured Literacy.

### Learning Labs: A New Model for Professional Development

MSDE launched a new model for professional development when it hosted its first Learning Lab in Early Literacy in Spring 2022. The learning lab was a two-day, full-day in-person event hosted at three different local education agencies around the State so participants could choose the event that best aligned with their needs based on scheduling, proximity, or demographics. As a lab for learning, teams of literacy leaders from across the State could use Maryland schools and districts to observe instruction firsthand and gain insights into district systems and decision-making by meeting with teachers, leaders, and other key practitioners from the host district.

Participants visited schools, learned about the host district's successes and challenges, worked with subject-matter experts, and collaborated with peers from across the state on the application and implementation of high-leverage strategies and best practices in early literacy (Pre-K-3) centered around high-quality Tier 1 instruction, rigorous assessment plans, and targeted, aligned interventions.

19 LEAs and the Maryland School for the Blind sent teams to the learning labs which were hosted in Calvert County, Wicomico County, and Baltimore City. Feedback from event participants was overwhelmingly positive. Participants found the school visits and content expertise provided by national experts to be the most valuable experiences in the labs. They also expressed a strong desire for continued opportunities for professional learning where they can collaborate with their peers. As one attendee shared at the conclusion of the event, "Attending with a district team so we can process as we take in what is happening around the state. The opportunity to visit a school and then talk about what happened there as the springboard for our conference was amazing. I think the more we can visit each other and share best practices, the better." (See the attached "Memo Literacy Learning Labs.pdf") The Learning Lab for Early Literacy is only the first of a series of learning labs in literacy. The department is also leveraging this model in other content areas as well. Planning is already underway for learning labs in math, science, social studies, physical education, and health.

Learning labs are only one of the Department's new approaches to professional learning for districts. MSDE is providing LEAs with many professional learning opportunities, including lesson studies, direct coaching, and ensuring access to high-quality instructional materials as well as ongoing and frequent visits to schools to invite thought partnership and collaboration. These collaborative efforts underscore MSDE's steadfast commitment to promoting evidence-based literacy instruction and ensuring the successful implementation of the Blueprint for Maryland's Future.

### Maryland State Board of Education and Department of Education Strategic Plan

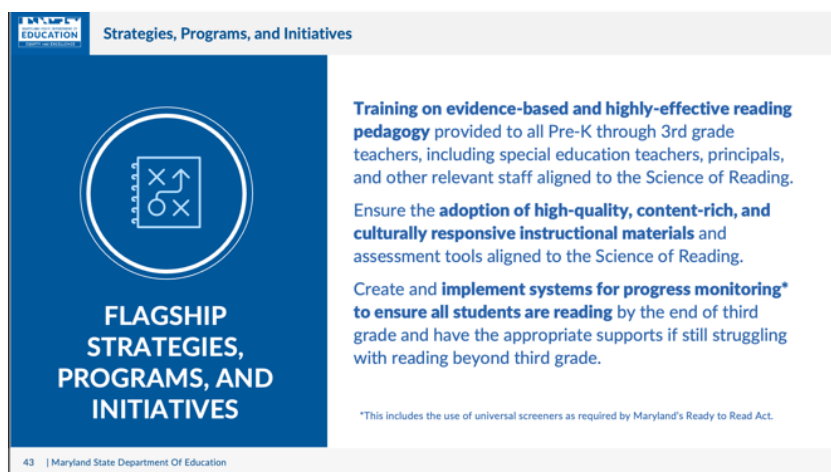
Ensuring MSDE is best-equipped for the Blueprint era means re-envisioning the Department's core mission and priorities in alignment with the Blueprint – creating the systems and structures upon which the policy conditions for Blueprint success rely. Our collaborative efforts on this plan have put MSDE another step further in its fundamental goal to advance early literacy in service of Maryland's children and in alignment with the Blueprint for Maryland's Future.

The Maryland State Board of Education and MSDE Strategic Plan released in June 2023 anchors the vision, mission, values, priorities, enablers, goals, and flagship programs, initiatives, and strategies to realize the Blueprint's promise of an excellent and equitable education for every student. It includes four priorities, one of which is Ready to Read, requiring all Maryland students to be proficient in reading by the end of third grade and for those who are not, to have the necessary supports to become proficient. Strategies for this priority include:

- Training and coaching on evidence-based and highly effective reading pedagogy provided to all Pre-K through 3rd grade teachers, including special education teachers, principals, and other relevant staff aligned to the Science of Reading.
- Ensuring the adoption of High-Quality Instructional Materials (HQIM) that are content-rich and culturally responsive, as well as assessment tools aligned to the Science of Reading.
- Creating and implementing 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.

The deep public engagement utilized in the development of the [Strategic Plan](#), including, for example, design charettes associated with plan priority areas like the Ready to Read priority (see below), carried this work forward under the leadership of the State Board of Education and Maryland State Department of Education. The Department and Board heard clearly what was most important to community members across the state when 49% of more than 29,200 survey respondents selected Reading and Writing in the Early Grades as their top priority. The strategies for the Ready to Read priority mirror the focus areas in Maryland Leads, the intent of the Ready to Read Act, and further demonstrate the commitment of the Board and the Department to ensuring literacy instruction across the state is aligned to the Science of Reading.



### Revised Regulations for Educator Preparation and Teacher Licensure

MSDE, undeterred in its pursuit of a comprehensive overhaul in early literacy instruction, is pushing forward to effect systemic change at the roots of teacher education. As part of the complete repeal and replacement of the regulations governing educator preparation and licensure, the State Board of Education and Professional Standards and Teacher Education Board have integrated the Science of Reading deep into the core of educator preparation and teacher licensure requirements.

This bold step aims to create a generation of teachers equipped and committed to providing high-quality early literacy instruction in alignment with the Science of Reading. Code of Maryland Regulations (COMAR) 13A.12 and 13A.07.06 are currently published in the Maryland Register and are expected to be adopted prior to the end of the year.

Research-based literacy instruction aligned with the Science of Reading is integrated throughout the proposed regulations. Educator preparation programs must provide a curriculum aligned to the Science of Reading, including phonemic awareness, phonics, vocabulary, fluency, and comprehension, and candidates must demonstrate competency in providing instruction using instructional strategies aligned to Structured Literacy to exit the program(s). More than a simple theoretical understanding, these regulations demand that candidates exhibit their effectiveness in teaching reading through multiple evaluative measures. This encompasses identifying the

component processes, characteristics of evidence-based practices, and multi-tiered systems of interventions, all aligned to the Science of Reading.

Additionally, beginning in the 2025-2026 school year, each approved program leading to certification in early childhood education, elementary education, special education, and English to Speakers of Other Languages (ESOL) must post on its website information describing its program to prepare teachers to teach reading using evidence-based practices in literacy programming and instruction aligned to the Science of Reading.

Furthermore, the revisions extend to the regulations for teacher licensure. All applicants for initial licensure in early childhood education, elementary education, special education, and ESOL will be required to display proficiency in teaching reading at the time of application through a standardized assessment or an attestation by a Department-recognized assessor using a Department-approved observation measure. Additionally, existing certificate holders will be required to demonstrate proficiency at renewal beginning in 2025 to maintain licensure in early childhood education, elementary education, special education, and ESOL, which may be done in one of the following ways:

- Submission of a passing score on a reading instruction test approved by the State Board of Education
- Completion of coursework or professional learning approved by the Department
- Submission of attestation of proficiency through observation completed by a Department-recognized assessor
- Completion of training provided by the Department in the Science of Reading to fulfill the requirements of renewal

Once adopted, these regulations will redefine the benchmarks for educator preparation and licensure.

Continuing in its stride, MSDE plans to present new regulation to the Board next month, which is associated with the Career Ladder of the Blueprint for Maryland's Future. This regulation will assure that candidates moving through the career ladder in Maryland schools reach National Board Certification. Specifically, for those in early literacy areas, this will involve using only Science of Reading aligned portfolios. MSDE is doing so cognizant of the fact that National Board Certification still allows for and explicitly references Balanced Literacy strategies (e.g., three cueing). Consequently, the Department is putting in place necessary protections to maintain the focus on the Science of Reading.

This continued momentum exemplifies MSDE's steadfast commitment to an all-encompassing literacy initiative that upholds the Science of Reading at its heart, reflecting the Department's unyielding resolve to improve the landscape of early literacy education in Maryland.

## Recommendations

This next chapter in Maryland's literacy success story likely involves both regulatory and legislative action, as we strive to ensure the long-lasting effectiveness of our reforms and to further extend the reach of these literacy initiatives. The recommendations we explore are actionable, built on the solid foundation of work described above, and designed to maintain the momentum generated by the leadership of MSDE and the State Board of Education. They are driven by our understanding of the importance of the Science of Reading, our commitment to ensuring that every Maryland student benefits from this evidence-based approach, and strong accountability for implementation fidelity and student success.

We recognize that our continued success depends on our ability to take bold and decisive action, using all available tools and avenues. The goal of these recommendations is to ensure the Science of Reading remains at the heart of literacy education in Maryland. We envision a future where every teacher is equipped with the knowledge and skills to effectively teach reading, and every student, regardless of background or circumstance, is provided with the essential foundation they need to succeed.

- **Regulatory or Statutory Revisions for Strengthening Accountability:** To ensure proper local implementation, we propose modifying COMAR regulations or State law to introduce strict accountability measures for LEAs. These regulations should mandate each LEA to submit detailed annual reports on the implementation of Science of Reading principles, the fidelity of implementation, and validate reported data, including evidence of their efforts and the outcomes. The State should also validate these reports through inspections and audits and step in when needed to ensure the successful implementation of the Science of Reading.
- **Professional Learning Requirements:** As part of both regulations or law, it's crucial to ensure that teachers' training in the Science of Reading remains up-to-date. We suggest embedding a requirement for all K-3 teachers, including special education teachers and relevant staff, to participate in professional learning sessions focused on the Science of Reading. These sessions should be made available regularly and be designed to reinforce and update the knowledge and skills of these educators.
- **Mandating Regular Program Evaluation:** To ensure continuous progress, regulation or legislation should require LEAs to conduct triannual evaluations (for the cohort of students progressing from grades K-3) of their reading programs, examining their alignment with Science of Reading principles and the effectiveness of these programs in improving student outcomes. The results should be reported to the State and made publicly available to ensure transparency.

The Maryland State Department of Education and the Maryland State Board of Education have led from the forefront to revolutionize the state's approach to literacy, firmly rooting it in the Science of Reading. By enforcing rigorous regulations, designing thorough training programs, and committing substantial resources, we have laid an unassailable foundation. The actions taken have been both innovative and decisive, solidifying Maryland's position as a national leader in education reform.

As we look to the future, MSDE remains committed to working with the State Board of Education and our stakeholders while being unyielding in our joint pursuit of excellence in literacy education – and more. As evidenced by our strategic plan priorities, we will ensure rigorous and evidence-based instruction occurs at every point in a student's educational journey, resulting in all students being Ready for Kindergarten, Ready to Read, Ready for High School, and Ready for College and Career.

The road ahead is clear, and Maryland will continue to blaze the trail - remaining steadfast in its dedication to every child's right to learn, grow, and flourish through the power of reading. MSDE and the State Board's unwavering leadership ensures that Maryland is not only ready for the challenge, but indeed leads the way towards a brighter future for all students.

## **Attachments**

NAEP SoR 7.23.pdf

Ready to Read State Survey\_SY 2022-23.pdf

SummaryReadyReadActMarylandEducationCode.pdf

COMAR13A.03.08.pdf

Maryland Leads Guidance Document.pdf

Blueprint Implementation Plan Template Fillable\_Final(V2).pdf

Science of Reading\_Evidence of Implementation.pdf

MSDE Learning Lab Early Literacy.pdf

Memo Literacy Learning Labs.pdf

Ready to Read - Design Charette Slide Deck.pdf

RegulationsDeepDiveEducatorPreparationLicensureJan2023.pdf





**Mohammed Choudhury**  
State Superintendent of Schools

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**TO:** Mohammed Choudhury, State Superintendent of Schools  
**FROM:** Office of Research, Planning, and Program Evaluation  
**DATE:** July 20, 2023  
**SUBJECT:** Analysis of NAEP grades 4 and 8 Reading scores by State reading mandate

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### **Purpose**

This data brief presents an analysis of NAEP Reading scores in 2022 based on states' mandates regarding the science of reading (SoR). In this analysis, states are grouped into three categories based on science of reading requirements: <sup>1</sup>

1. states that require instruction based on the science of reading
2. states that require instruction based on the science of reading and recommend or require use of additional materials
3. states that do not mandate instruction based on the science of reading.

NAEP Reading scores in 2022 for grades 4 and 8 are compared across the three groups of states.

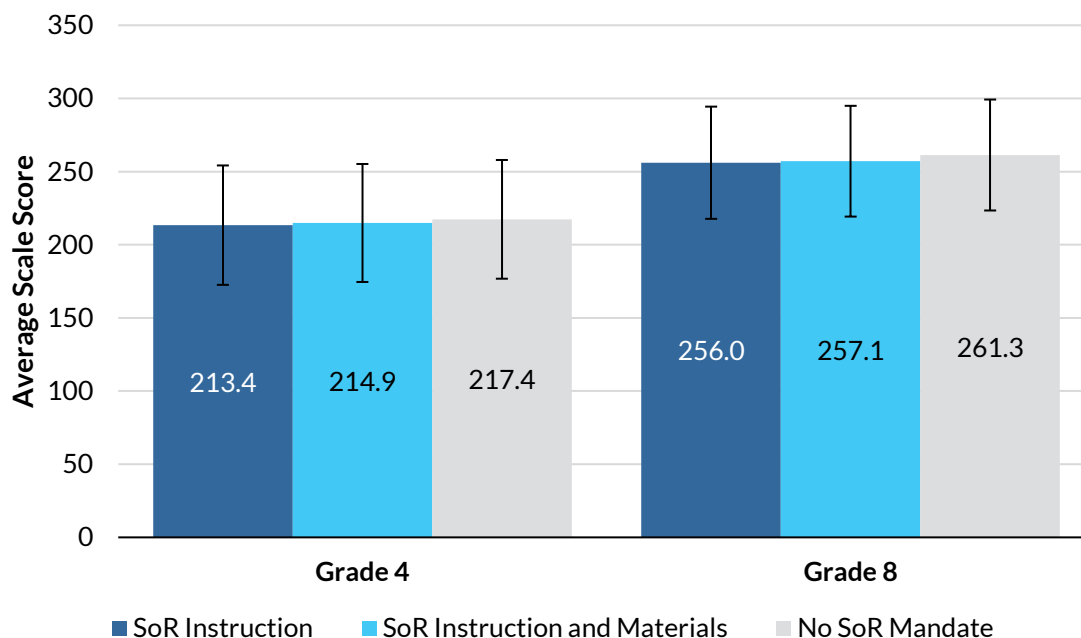
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<sup>1</sup> Classification of states is based on [The Reading Revolution](#) from June 2023.

## Results

In Figure 1, average NAEP Reading scores in 2022 for students in grades 4 and 8 are compared by instructional mandate. In grade 4, there was no statistically significant difference (i.e.,  $p > 0.05$ ) in Reading scores between the three types of states in 2022. In grade 8, states that do not have a mandated science of reading curriculum on average had significantly higher Reading scale scores than either group of states that require science of reading instruction.

**Figure 1.** Average scale scores for NAEP Reading assessments by instructional requirements (2022).

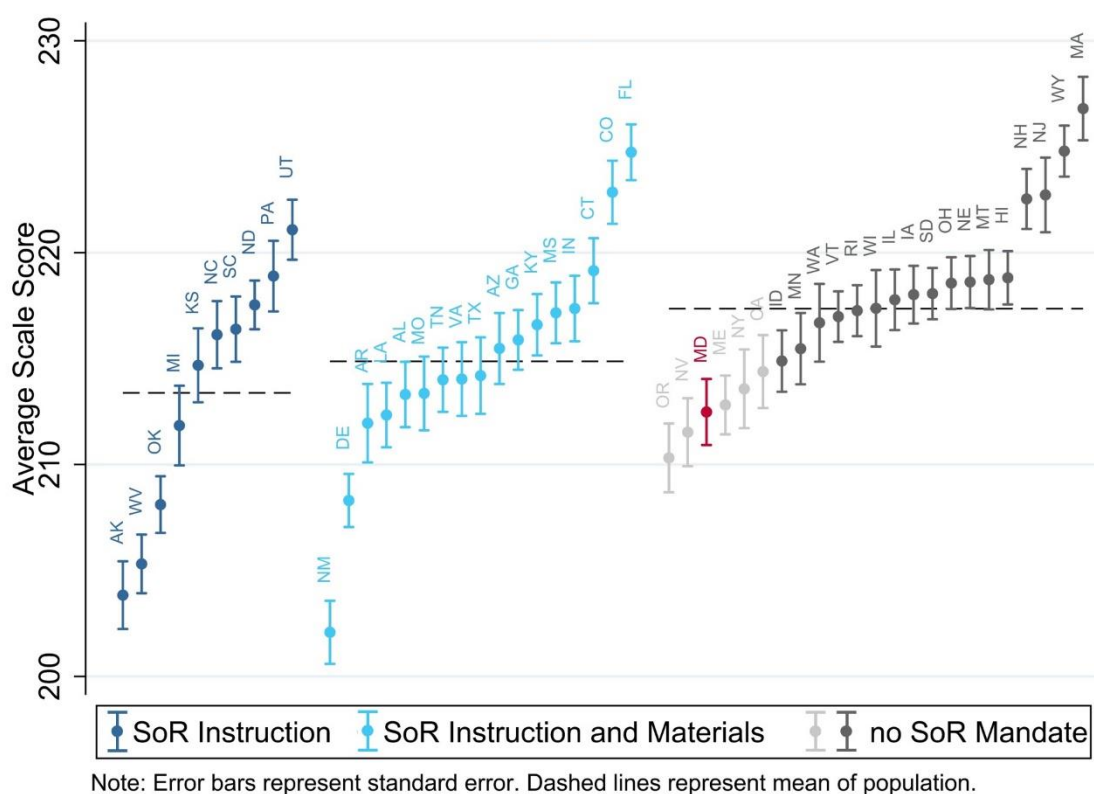


Note: Error bars are reported to one standard deviation. Average scale scores are weighted through an inverse variance approach using reported standard deviations.

While the averages used in the above analysis provide a succinct comparison of the three groups of states, they may hide important variation within each group of states. For instance, a few outlier states may artificially inflate or deflate the average of the group. The sections below explore to what extent the findings from Figure 1 are consistent across individual states.

Figure 2 shows the average grade 4 Reading scale score of each state by the three groups according to their state mandates. Both groups of states that mandate science of reading instruction include some high and low performing states so that any high performing state essentially cancels out any low performing state in the average. For example, states with science of reading instruction and materials mandated have two outliers (New Mexico and Florida); if removed, the group average score would increase nominally by 0.3. The group of states with no science of reading mandate includes one high performing outlier state (Massachusetts), but their scores only increase the group average by 0.3 scale score points. In other words, if this state was removed from the group, the average would still be statistically similar to the other groups. While Maryland was one of the lowest performing states in the group that does not mandate science of reading instruction, it performed similarly or better than several states that did mandate science of reading instruction.

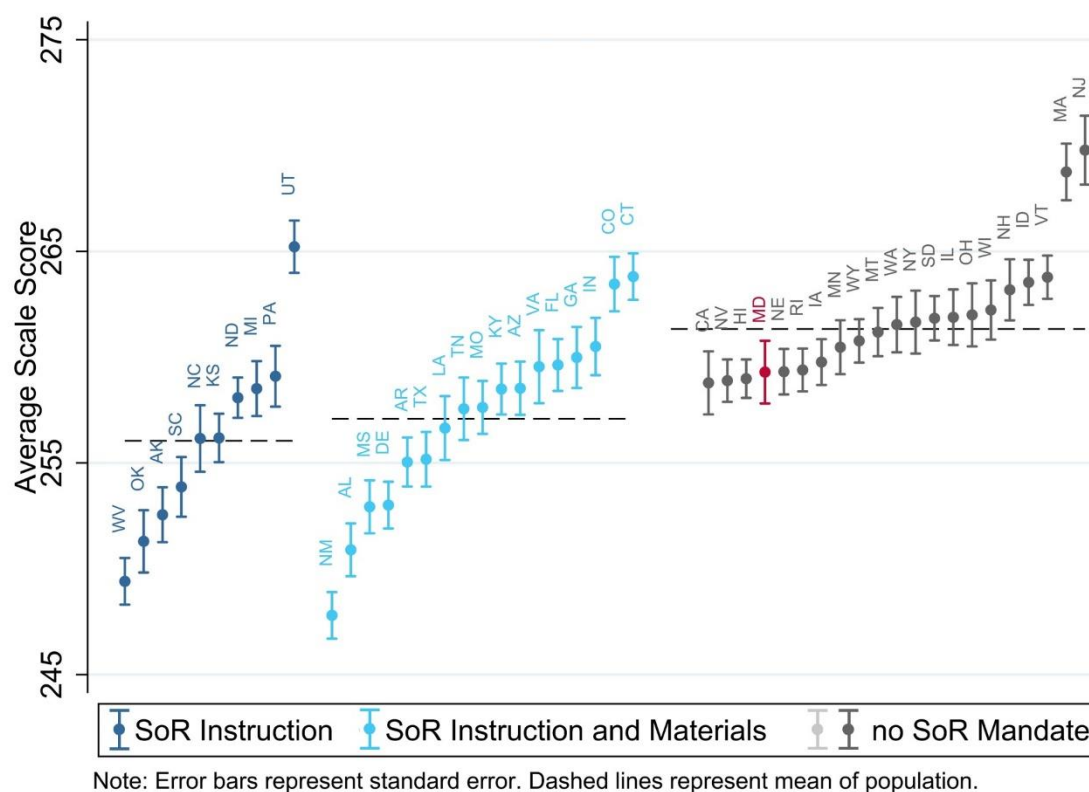
**Figure 2.** Average NAEP grade 4 Reading assessment score by state (2022).



Note: For states with no science of reading mandate, light gray denotes states with scores below the average of the group with SoR Instruction and Materials, whereas dark gray indicates states above this group average.

Figure 3 shows the average grade 8 Reading scale score of each state by the three groups according to their state mandates. While the group of states that mandate science of reading instruction and materials includes one low performing outlier state (New Mexico), its exclusion would only increase the group average 0.6 scale score points. The group of states with no science of reading mandate includes two states (Massachusetts and New Jersey) with considerably higher performance than the rest of the group. Excluding these states from the group average would only decrease the average for the group by 0.7 scale score points. With all outlier states excluded, the states with no science of reading mandate still perform higher at a statistically significant level ( $p < 0.05$ ). While Maryland was one of the lowest performing states in the group that does not mandate science of reading instruction, it performed above the average of both groups of states that mandate science of reading instruction.

**Figure 3.** Average NAEP grade 8 Reading assessment score by state (2022).



Note: For states with no science of reading mandate, light gray denotes states with scores below the average of the group with SoR Instruction and Materials, whereas dark gray indicates states above this group average.



# Ready to Read State Report: SY 2022-23

Please complete this reporting form on or before July 1, 2023.

\* Required

## General Information



1. What is the name of your Local Education Agency (LEA)? \*

- ☐ Allegany
- ☐ Anne Arundel
- ☐ Baltimore City
- ☐ Baltimore County
- ☐ Calvert
- ☐ Caroline
- ☐ Carroll
- ☐ Cecil
- ☐ Charles
- ☐ Dorchester
- ☐ Frederick
- ☐ Garrett
- ☐ Harford
- ☐ Howard
- ☐ Kent
- ☐ Montgomery
- ☐ Prince George's
- ☐ Queen Anne's

(

- ☐ Somerset
- ☐ St. Mary's
- ☐ Talbot
- ☐ Washington
- ☐ Wicomico
- ☐ Worcester

2. What is the name and title of the person completing this form? \*

3. What is the email address of the person completing this form? \*

4. What **screeners(s)** has your LEA selected to determine students at risk for reading difficulties? \*



5. Explain how you use the data from the screener(s) to determine which students are at risk for reading difficulties. Include the foundational skills, cut scores, and any other relevant data being analyzed to make the determination. \*

6. Explain any foundational skills or other data from the screener that are **not** included in the data analysis (question 5) and a *justification* for not including them. \*

7. What interventions/supplemental reading instructional programs has your LEA selected for students who have been identified as at risk for reading difficulties. \*

8. How are you ensuring that the intervention/supplemental instruction *meets the needs of each individual student* identified as at risk for reading difficulties? \*

9. What is your *progress monitoring schedule* for students identified as at risk for reading difficulties? \*

10. What additional *diagnostic assessments* are you using as part of progress monitoring? \*

11. How do you *modify* student instruction/interventions based upon the progress monitoring? \*

12. COMAR 13A.03.08.04 states that, "Local school systems shall provide school staff with professional learning on age-appropriate, evidence-based, sequential, systematic, explicit, and cumulative instruction or intervention for student mastery of foundational reading skills, including phonological and phonemic awareness and processing, phonics, and vocabulary to support development of decoding, spelling, fluency, and reading comprehension skills to meet grade level curriculum."

What type of comprehensive training has your LEA provided to Pre-K to grade 3 teachers aligned to the Science of Reading? If training was differentiated by grade level, please include that differentiation in your response. \*

13. Who provided the comprehensive training aligned to the Science of Reading to Pre-K to grade 3 teachers in your LEA? \*

14. Which staff in your LEA received comprehensive training aligned to the Science of Reading? \*

- ☐ Teachers
- ☐ Special Education Teachers
- ☐ Literacy Specialists/Coaches
- ☐ Principals and Assistant Principals
- ☐ Other

15. What **percentage of Pre-K teachers** have been trained in the Science of Reading, including phonological and phonemic awareness and processing, phonics, and vocabulary to support development of decoding, spelling, fluency, and comprehension skills? \*

16. What **percentage of kindergarten teachers** have been trained in the Science of Reading, including phonological and phonemic awareness and processing, phonics, and vocabulary to support development of decoding, spelling, fluency, and comprehension skills? \*

17. What **percentage of first grade teachers** have been trained in the Science of Reading, including phonological and phonemic awareness and processing, phonics, and vocabulary to support development of decoding, spelling, fluency, and comprehension skills? \*

18. What **percentage of second grade teachers** have been trained in the Science of Reading, including phonological and phonemic awareness and processing, phonics, and vocabulary to support development of decoding, spelling, fluency, and comprehension skills? \*

19. What **percentage of third grade teachers** have been trained in the Science of Reading, including phonological and phonemic awareness and processing, phonics, and vocabulary to support development of decoding, spelling, fluency, and comprehension skills? \*

20. What is the ***plan*** and the ***timeline*** for **all** teachers in Pre-K through grade 3 to be ***fully*** trained in the Science of Reading? (If all Pre-K through grade 3 teachers are fully trained, please indicate when this was achieved.) \*

21. Provide the *link* to the "Ready to Read Act" page from your district's website \*

## Kindergarten Reporting

22. Number of Kindergarten students enrolled in the ***beginning of the year*** \*

The value must be a number

23. Number of Kindergarten students screened for reading difficulties at the ***beginning of the year*** \*

The value must be a number

24. Number of Kindergarten students identified as at risk for reading difficulties at the ***beginning of the year*** \*

The value must be a number

25. Number of students who received supplemental reading instruction at the ***beginning of the year*** \*

The value must be a number

26. Number of Kindergarten students enrolled in the ***middle of the year*** \*

The value must be a number

27. Number of Kindergarten students screened for reading difficulties in the ***middle of the year*** \*

The value must be a number

28. Number of Kindergarten students identified as at risk for reading difficulties in the ***middle of the year*** \*

The value must be a number

29. Number of Kindergarten students who received supplemental reading instruction in the ***middle of the year*** \*

The value must be a number

30. Number of Kindergarten students enrolled at the ***end of the year*** \*

The value must be a number

31. Number of Kindergarten students screened for reading difficulties at the ***end of the year*** \*

The value must be a number

32. Number of Kindergarten students identified as at risk for reading difficulties at the ***end of the year*** \*

The value must be a number

33. Number of Kindergarten students who received supplemental reading instruction at the ***end of the year*** \*

The value must be a number



34. Were the families/guardians of Kindergarten students identified as being at risk for reading difficulties notified? \*

- ☐ Yes
- ☐ No
- ☐ Some, but not all

35. Explain your response to Question #34. \*

## Grade 1 Reporting

36. Number of Grade 1 students enrolled in the ***beginning of the year*** \*

The value must be a number

37. Number of Grade 1 students screened for reading difficulties at the ***beginning of the year*** \*

The value must be a number

38. Number of Grade 1 students identified as being at risk for reading difficulties at the ***beginning of the year*** \*

The value must be a number

39. Number of Grade 1 students who received supplemental reading instruction in the ***beginning of the year*** \*

The value must be a number

40. Number of Grade 1 students enrolled in the ***middle of the year*** \*

The value must be a number

41. Number of Grade 1 students screened for reading difficulties in the ***middle of the year*** \*

The value must be a number

42. Number of Grade 1 students identified as being at risk for reading difficulties in the ***middle of the year*** \*

The value must be a number

43. Number of Grade 1 students who received supplemental reading instruction in the ***middle of the year*** \*

The value must be a number

44. Number of Grade 1 students enrolled at the ***end of the year*** \*

The value must be a number

45. Number of Grade 1 students screened for reading difficulties at the ***end of the year*** \*

The value must be a number

46. Number of Grade 1 students identified as at risk for reading difficulties at the ***end of the year*** \*

The value must be a number

47. Number of Grade 1 students who received supplemental reading instruction at the ***end of the year*** \*

The value must be a number

48. Were the families/guardians of Grade 1 students identified as being at risk for reading difficulties notified? \*

- ☐ Yes
- ☐ No
- ☐ Some, but not all

49. Explain your response to Question #48. \*

## Grade 2 Reporting

50. Number of Grade 2 students enrolled at the ***beginning of the year*** \*

The value must be a number

51. Number of Grade 2 students screened for reading difficulties at the ***beginning of the year*** \*

The value must be a number

52. Number of Grade 2 students identified as being at risk for reading difficulties at the ***beginning of the year*** \*

The value must be a number

53. Number of Grade 2 students who received supplemental reading instruction at the ***beginning of the year*** \*

The value must be a number

54. Number of Grade 2 students enrolled in the ***middle of the year*** \*

The value must be a number

55. Number of Grade 2 screened for reading difficulties in the ***middle of the year*** \*

The value must be a number

56. Number of Grade 2 students identified as at risk for reading difficulties in the ***middle of the year*** \*

The value must be a number

57. Number of Grade 2 students who received supplemental reading instruction in the ***middle of the year*** \*

The value must be a number

58. Number of Grade 2 students enrolled at the ***end of the year*** \*

The value must be a number

59. Number of Grade 2 students screened for reading difficulties at the ***end of the year*** \*

The value must be a number

60. Number of Grade 2 students identified as being at risk for reading difficulties at the ***end of the year*** \*

The value must be a number

61. Number of Grade 2 students who received supplemental reading instruction at the ***end of the year*** \*

The value must be a number



62. Were the families/guardians of Grade 2 students identified as being at risk for reading difficulties notified? \*

- ☐ Yes
- ☐ No
- ☐ Some, but not all

63. Explain your response to Question #62. \*

## Grade 3 Reporting

64. Number of Grade 3 students enrolled at the ***beginning of the year*** \*

The value must be a number

65. Number of Grade 3 students screened for reading difficulties at the ***beginning of the year*** \*

The value must be a number

66. Number of Grade 3 students identified as being at risk for reading difficulties at the ***beginning of the year*** \*

The value must be a number

67. Number of Grade 3 students who received supplemental reading instruction at the ***beginning of the year*** \*

The value must be a number

68. Number of Grade 3 students who were enrolled in the ***middle of the year*** \*

The value must be a number

69. Number of Grade 3 students who were screened for reading difficulties in the ***middle of the year*** \*

The value must be a number

70. Number of Grade 3 students who were identified as being at risk for reading difficulties in the ***middle of the year*** \*

The value must be a number

71. Number of Grade 3 students who received supplemental reading instruction in the ***middle of the year*** \*

The value must be a number

72. Number of Grade 3 students who were enrolled at the ***end of the year*** \*

The value must be a number

73. Number of Grade 3 students who were screened for reading difficulties at the ***end of the year*** \*

The value must be a number

74. Number of Grade 3 students who were identified as being at risk for reading difficulties at the ***end of the year*** \*

The value must be a number

75. Number of Grade 3 students who received supplemental reading instruction at the ***end of the year*** \*

The value must be a number

76. Were the families/guardians of Grade 3 students identified as being at risk for reading difficulties notified? \*

- ☐ Yes
- ☐ No
- ☐ Some, but not all

77. Explain your response to Question #76. \*

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## Summary: Senate Bill 734

### Summary of Senate Bill 734 Students with Reading Difficulties-Screenings and Interventions

REQUIREMENTS	SUMMARY
<b>Screening</b>  (A)(6)	Screening means a brief, valid, and reliable measurement procedure used to identify or predict whether a student may be at risk for poor learning outcomes.
<b>Screening timeline</b>	Beginning in the 2020-21 school year, each county board [LEA] shall ensure that a student is screened to identify if the student is at risk for reading difficulties.
<b>Students to be screened</b>  (A)(7)(I-III)	Student means a student who does not have a current individualized education program or an individualized family service plan with reading goals and <ul style="list-style-type: none"> <li>(I) Is in kindergarten;</li> <li>(II) Is in first grade and was not screened by the school in kindergarten or demonstrated difficulty mastering grade-level reading in kindergarten; or</li> <li>(III) Enters or transfers to a public elementary school from an elementary school, unless a determination is made by the county board that the student has already been screened and does not demonstrate difficulty mastering grade-level reading</li> </ul>

REQUIREMENTS	SUMMARY
<b>Screening requirements</b>  (B)(II)(2)(I-VII)	<p>The screening required under this section may not be included in the time limitation for assessments set forth in §7- 203(H)</p> <p>A screening may be conducted by a classroom teacher, a school psychologist, a special education teacher, a speech- language pathologist, a reading interventionist, a designated reading specialist, or any other educator trained in screening instruments and protocols.</p> <p>Students shall be screened according to the schedule established by the county board. (D)(1)</p>
<b>Screening instrument</b>  (C)(1)(I-IV)	<p>A county board shall select one or more appropriate screening instruments that</p> <ul style="list-style-type: none"> <li>(I) Accurately and reliably identify students at risk for poor learning outcomes;</li> <li>(II) Are developmentally appropriate;</li> <li>(III) Are economical to administer in time and cost; and</li> <li>(IV) Use norm-referenced or criterion-based scores</li> </ul> <p>The screening instrument shall be based on foundational reading skills that include phonological and phonemic awareness and processing (C)(2)</p>
<b>Supplemental reading instruction</b>  (D)(2)(I) (A)(8)	<p>If the screening results indicate that a student is at risk of reading difficulties, the county board shall provide supplemental reading instruction to address the student’s identified areas of need.</p> <p>Supplemental reading instruction means evidence-based, sequential, systematic, explicit, and cumulative instruction or intervention to mastery of foundational reading skills including phonological or phonemic awareness and processing, phonics, and vocabulary to support development of decoding, spelling, fluency, and reading comprehension skills to meet grade level curriculum.</p>

REQUIREMENTS	SUMMARY
<b>Parent notification</b>  (B)(3)(I-II)  (D)(2)(I-II)(1-2)	<p>On registration of a student at a public school, the county board shall provide to the parent or guardian of the student a description of the screening and supplemental instruction process in the county and any checklists or forms needed to support the screening protocol.</p> <p>If the screening results indicate that a student is at risk of reading difficulties, the county board shall provide notification letter to the parent or guardian of the student that includes the screening results and a description of the supplemental reading instruction that will be provided to the student.</p>
<b>Resources</b>  (E)(1-2)  (G)(1-2)	<p>Each county board shall provide resources on the county board's website that include reading screening instruments used in the county and a checklist of early warning signs of reading difficulty and dyslexia by age.</p> <p>On or before June 1, 2020, and once every 4 years thereafter, the Department [MSDE], in consultation with parents, teachers, and other interested stakeholders, shall develop and update resources for use by a county board.</p> <p>Resources developed under this subsection shall be available on the Department's website.</p>



REQUIREMENTS	SUMMARY
<b>Reporting</b>  (F)(1)(I-IV)	<p>On or before October 1 each year, beginning with the 2020-21 school year, each county board shall report to the Department the following information:</p> <ul style="list-style-type: none"><li>(I) The number of students in each grade level</li><li>(II) The number of students screened at each grade level</li><li>(III) The number of students identified through a screening instrument as at risk for reading difficulties in each grade level</li><li>(IV) The number of students identified as at risk for reading difficulties at each grade level who received supplemental reading instruction</li></ul>
<b>Data</b>  (F)(2)(I-II)	<p>Annual data reported to MSDE shall be:</p> <ul style="list-style-type: none"><li>(I) Disaggregated and searchable at the county board level</li><li>(II) Updated annually and available on the Department's website</li></ul>

REQUIREMENTS	SUMMARY
<b>Training</b>  (H)(1)(2)(I-IV)	<p>The Department shall provide technical support for the county boards to provide training opportunities annually for individuals who conduct screenings and for school administrators.</p> <p>Training opportunities may include training on:</p> <ul style="list-style-type: none"><li>(I) The administration and interpretation of screenings, informal diagnostic assessments, progress monitoring instruments, and student data;</li><li>(II) Interpreting screenings and assessments for parents;</li><li>(III) Best practices for designing and implementing supplemental reading instruction; and</li><li>(IV) The elements, principles, and best practices of supplemental reading instruction.</li></ul>
<b>COMAR</b>  (I)	<p>The Department (MSDE) shall adopt regulations to implement the requirements of this section.</p>

# COMAR 13A.03.08 Students at Risk for Reading Difficulties

## .01 Scope

These regulations establish the screening for all kindergarten students and identified first grade, second grade, and third grade students who may be at risk for reading difficulties; provision of supplemental reading instruction for identified students; annual reporting requirements; and evaluation of the screening program.

## .02 Definitions

- A. In this chapter, the following terms have the meanings indicated.
- B. Terms Defined
  - (1) "Fluency" means reading accuracy and rate and includes oral accuracy, prosody, intonation, and automaticity.
  - (2) "Phonemic Awareness" means the ability to distinguish, segment, blend, and manipulate phonemes in words.
  - (3) "Phonics" means the study of letters and letter combinations and the relationship between the sounds that they represent.
  - (4) "Phonological Awareness" means a child's ability to recognize and manipulate parts of oral language including syllables, onset-rime, and phonemes.
  - (5) "Progress Monitoring" means a measurement procedure used at specified time intervals to measure a student's response to instruction or intervention.
  - (6) "Rapid Automatic Naming" means how quickly individual students can name letters, or digits, or symbols.
  - (7) "Screening Instrument" means a brief, valid, and reliable measurement used to identify or predict whether a student may be at risk for poor learning outcomes.
  - (8) "Student" means a student who does not have a current individualized education program or an individualized family service plan with reading goals.
  - (9) "Supplemental Reading Instruction" means evidence-based, sequential, systematic, explicit, and cumulative instruction or intervention to mastery of foundational reading skills, including phonological or phonemic awareness and processing, phonics, and vocabulary to support development of decoding, spelling, fluency, and reading comprehension skills to meet grade level curriculum.

## 03. General

- A. All local school systems will ensure that all students enrolled in a public kindergarten will be screened to identify if the student is at risk for reading difficulties and provided supplemental reading instruction aligned to the results of the screener.
- B. Beginning in the 2021-2022 school year, §§C and D of this Regulation apply to students in the second and third grade

- C. Students in first, second, and third grade shall be included in the screening and the supplemental reading instruction program established by the local school system if they meet the following criteria:
  - (1) were not previously screened;
  - (2) demonstrated difficulty mastering grade-level reading in the previous; or
  - (3) entered or transferred to a public elementary school.
- D. Screening is not required for students in first, second, or third grade if the local school system can demonstrate that the student who entered or transferred to a public elementary school has already been screened and demonstrates mastery of grade-level reading.
- E. The students shall be screened in accordance with the guidance of the selected screener.
- F. The screening schedule shall be established by the local school system, with initial screening taking place within the first 2 months of the beginning of the school year.

#### **.04 Screening Process**

- A. Upon registration of a student or identification of a student at risk for reading difficulties, the local school system shall provide to the parent or guardian of the student the following:
  - (1) a written description of the screening and supplemental instruction process in the school system; and
  - (2) any checklists or screener-specific forms needed to support the screening protocol and supplemental instruction process.
- B. The Department will provide a sample of a checklist on their website.
- C. The screening required under this regulation shall be conducted by any of the following school personnel:
  - (1) classroom teacher,
  - (2) school psychologist,
  - (3) reading specialist,
  - (4) special education teacher,
  - (5) speech-language pathologist,
  - (6) reading interventionist, or
  - (7) any other educator trained to use appropriate screening instruments.
- D. A local school system shall select one or more appropriate screening instruments that meet the following criteria:
  - (1) accurately and reliably identifies students at risk for poor learning outcomes;
  - (2) are developmentally appropriate;
  - (3) are economical to administer in time and cost; and
  - (4) use norm-referenced or criterion-based scores.
- E. The appropriate grade-level screening instrument shall be based on foundational reading skills that include phonological and phonemic awareness and processing, including rapid automatic naming.
- F. Local school systems shall provide school staff with professional learning on age-appropriate, evidence-based, sequential, systematic, explicit, and cumulative instruction or intervention for student mastery of foundational reading skills, including phonological and phonemic awareness and

processing, phonics, and vocabulary to support development of decoding, spelling, fluency, and reading comprehension skills to meet grade level curriculum.

## **.05 Screening Results and Supplemental Reading Instruction**

- A. If the screening results indicate that a student is at risk of reading difficulties:
  - (1) Within 30 calendar days of the screening, the local school system shall notify the parent or guardian of the student in writing of the screening results and a description of the supplemental reading instruction that shall be provided to the student.
  - (2) The local school system shall develop a supplemental reading instructional plan to address the student's identified areas of need.
- B. The supplemental instruction shall take place within the school day.
- C. Evidence-based supplemental instruction shall be based on data and aligned with the specific areas of deficit for students identified at risk.
- D. The local school system may revise supplemental instruction based upon progress monitoring and the student's placement in an appropriate multi-tiered system of support.

## **.06 Progress Monitoring**

- A. Local school systems shall set an individualized review schedule of the supplemental reading instruction for each student at intervals of not more than 30 days for progress monitoring.
- B. The student's parent or guardian will receive written progress reports quarterly or upon revisions to supplemental instruction.
- C. The local school system may determine the supplemental reading instruction plan is completed when the student has achieved grade level reading standards based upon age-appropriate re-screening.

## **.07 Reporting Requirements**

- A. Each local school system shall provide resources on the school system website that includes:
  - (1) reading screening instruments used in the local school system; and
  - (2) a checklist of early warning signs of reading difficulties and dyslexia by age.
- B. Beginning in the 2021-2022 school year, §C of this Regulation shall apply to students in the second and third grades.
- C. On or before July 1, each year, all local school systems shall provide a report to the Maryland State Department of Education with the following information for the previous school year:
  - (1) the total number of students in kindergarten through third grade, by grade level;
  - (2) the number of students in kindergarten through third grade, by grade level, who were screened at each level;
  - (3) the number of students in kindergarten through third grade, by grade level, identified through a screening instrument as at risk for reading difficulties; and
  - (4) the number of students in kindergarten through third grade, by grade level, identified as at risk for reading difficulties who received supplemental reading instruction.

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## **.08 Evaluation of Reading Screeners and Reading Interventions**

- A. Local school systems shall evaluate the effectiveness of the screeners and the reading interventions annually.
- B. The Department will provide professional learning to local school systems on effective evaluation procedures.



# Maryland Leads: Grant Opportunity

## Transforming Maryland's Schools for the Future

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February 2022

## Maryland State Department of Education

### **Mohammed Choudhury**

State Superintendent of Schools  
Secretary-Treasurer, Maryland State  
Board of Education

### **Justin Dayhoff**

Assistant Superintendent of Financial Planning,  
Operations, and Strategy

### **Larry Hogan**

Governor

## Maryland State Board of Education

### **Clarence C. Crawford**

President, Maryland State Board of Education

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Holly C. Wilcox, Ph.D.

Kevin Bokoum (Student Member)



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# Letter from the State Superintendent

Dear Maryland Educators, Leaders, and Community Members:

Maryland Leads is a unique grant opportunity that will seed the transformational change our children need and deserve. From spurring initiatives to transform our neighborhoods through excellent community schools, to launching innovative school models to put students on the path to meet the college and career readiness standards set forth by the Blueprint for Maryland's Future, Maryland Leads sets districts up to scale evidence-based programs that can drive results, particularly for children who need the most support and who were most disproportionately affected by the pandemic. Through this initiative, we identify seven high-leverage strategies and provide concrete, actionable focus areas, exemplar program models, related research, and the funds and partnership necessary to implement those strategies.

In 2019, only 41% of Maryland's third graders were proficient in reading. As a result of the pandemic, the gap has widened further. Our students do not lack ability. [Nor should poverty equate to illiteracy.](#)<sup>1</sup> Students need opportunities and support to learn in a content-rich environment with literacy instruction aligned to the science of reading. Every school system in Maryland has the opportunity to access funding through this initiative. Those that choose to implement a comprehensive plan aligned to the science of reading - one of our seven strategies - or provide rigorous evidence that they're already doing so can access an even greater amount of funding. We want to ensure school systems have the resources necessary to have all students reading by the end of third grade and to provide support for those students still struggling with reading beyond third grade.

Our talent pipelines for teachers and other professional staff have long been unable to meet the demands of school systems across the state. Today the pandemic has exacerbated the staffing challenges facing our schools and revealed the need to address working conditions and other needs that will have long-term implications for talent recruitment and retention. I've looked at the data and half of Maryland's teachers come to us from out of state. Maryland Leads enables school systems to work with best-in-class partners to design, implement, and scale models to develop talent pipelines, create retention initiatives, and provide greater support to teachers and other staff.

Maryland Leads provides us with the opportunity to work directly with our school systems to build proof points and solve major instructional challenges in our state. We want to partner with our school systems through this initiative to ensure that we have clear connections between our policies and practitioners, that our work is tightly aligned, and that we've built in the necessary supports for success.

I will continue to say that a return to normal is not good enough. Gaps existed then and they will persist now unless we do something differently. The pandemic has made clear that our schools and our staff are not okay. It's going to take bold, evidence-based recovery and acceleration efforts and deep levels of engagement to elevate professions in education and effectively implement the Blueprint for Maryland's Future to realize and sustain excellent educational outcomes for all students. Maryland Leads provides every school system and its stakeholders the opportunity and inspiration to meet this challenge.

Best,



Mohammed Choudhury  
State Superintendent of Schools

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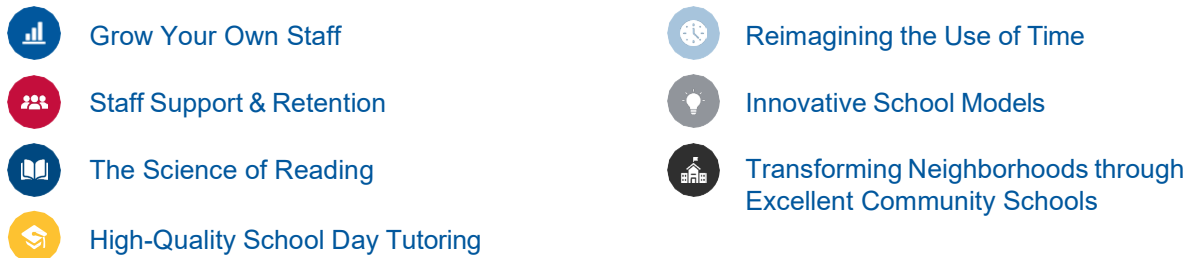
<sup>1</sup> [ExtraOrdinary Districts: Lane, Oklahoma - The Education Trust](#)

# Introduction to Maryland Leads

Maryland Leads is a Maryland State Department of Education (MSDE) 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. Maryland Leads also supports LEAs in addressing short and long-term challenges related to the current labor shortage and attends to the longstanding need to establish and strengthen teacher pipelines and development.

Maryland's 24 LEAs will access the state's allotment of \$133 million in ESSER funds through a single, non-competitive grant process. MSDE will provide LEAs with a series of information sessions and workshops beginning in February 2022 and continuing throughout the Spring to support LEAs through the grant submission process. Awards will be announced in Spring 2022 with implementation beginning in Summer 2022 and continuing through the 2022-23 and 2023-24 school years.

The grant initiative is centered around seven high-leverage strategies that have been proven to be effective and transformative for schools and school systems.



Each strategy contains a number of focus areas and best practices from the field that LEAs may choose to implement. The LEAs' choices will depend on the individual needs of their students, schools, and communities. LEAs will have the opportunity to work with best-in-class partners to strategize and execute plans within and across all seven strategies. To participate in this grant opportunity, LEAs must choose at least two of the seven strategies. Choosing The Science of Reading or Grow Your Own Staff will allow LEAs to access a greater amount of grant funding.



# Getting Started

February 2022				March 2022					April 2022			
W1	W2	W3	W4	W1	W2	W3	W4	W5	W1	W2	W3	W4
Learn												
Consider												
Collaborate												
Apply												

## Learn

- ❖ Read this document in its entirety as it provides a comprehensive overview of the grant's purpose, opportunities, process, and timeline.
- ❖ Explore the links to additional resources and readings identified as "Inspiration from the Field" for each of the seven grant strategies (refer to "[Navigating the Strategy Guidance](#)" on p. 8).
- ❖ Learn more by attending live information sessions which will be recorded and posted online for asynchronous viewing.

## Consider

- ❖ Assess the needs of your students, schools, and communities to determine which strategies best meet the identified needs and begin planning.
- ❖ Consider how the high-leverage strategies in this grant align with the LEA's goals, priorities, or current activities.
- ❖ Plan to use grant funds to inspire and initiate activities and programs while also planning for sustainability.

## Collaborate

- ❖ Identify the primary point of contact and key collaborators responsible for the LEA's grant submission.
- ❖ Build in opportunities to gather input from LEA stakeholder groups.
- ❖ Utilize the collaboration sessions and office hours hosted by MSDE to pressure test ideas, gain new insights, and refine grant plans.

## Apply

- ❖ Attend one General Information Session and both the Strategy Information Sessions and Collaboration Sessions related to the strategies an LEA intends to include in their grant submission. (Required)
- ❖ Include a copy of the LEA's completed budget workbook in the grant submission. (Required)
- ❖ Submit the online grant application. (Required)

# Seven High-Leverage Strategies

**Grow Your  
Own Staff**



**Staff Support and  
Retention**



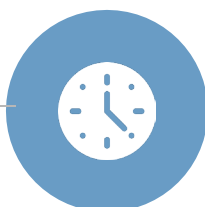
**The Science of  
Reading**



**High-Quality  
School Day  
Tutoring**



**Reimagining  
the Use of Time**



**Innovative  
School Models**



**Transforming  
Neighborhoods  
through Excellent  
Community Schools**



# Navigating the Strategy Guidance

The strategies are described in greater detail on pages 9-18. Below is an annotated image of one strategy to assist readers in understanding the organization of these pages and the context of each section.

Name and purpose of the strategy

## Maryland Leads

### Grow Your Own Staff

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

Grant activities must support one or more of the focus areas listed

#### 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.

Links to where and how this strategy is being practiced in the field

#### Inspiration from the Field

> [A 'TA to BA' Educator Fellowship in Rhode Island](#)

The 74

> [Detroit Public Schools' On the Rise Academy](#)

Chalkbeat Detroit

> [Teach Forward Houston: A Partnership to Recruit High School Students](#)

National Council on Teacher Quality

#### Additional Readings

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

Links to additional examples from the field, research, or practical resources such as toolkits

Examples of how grant funds may be used (not intended to be an exhaustive list)

#### 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.

[Table of Contents](#)

February 2022 | 9

Indicates when and how LEAs must work with partners to execute a particular strategy



# 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 href="#"><u>A 'TA to BA' Educator Fellowship in Rhode Island</u></a></p> <p><i>The 74</i></p>	<p>➤ <a href="#"><u>Detroit Public Schools' On the Rise Academy</u></a></p> <p><i>Chalkbeat Detroit</i></p>	<p>➤ <a href="#"><u>Teach Forward Houston: A Partnership to Recruit High School Students</u></a></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

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

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



# Staff Support & Retention

Design initiatives focused on supporting and retaining staff.



## Focus Areas

- ❖ Pay retention incentives for key groups of staff in school years 2021-22 and 2022-23.
- ❖ Increase job-embedded planning time for teachers.
- ❖ Launch initiatives to support and promote positive organizational climate and culture designed to increase staff retention.
- ❖ Establish programs to support employee's health and wellness.
- ❖ Develop co-teach and/or mentorship programs.
- ❖ Redesign professional development models to increase job-embedded coaching and implementation.
- ❖ Establish systems to ensure meaningful feedback occurs among peers and/or during the appraisal process.
- ❖ Redesign induction experiences for early career teachers.
- ❖ Launch a cohort model to support teachers in obtaining National Board Certification.

## Inspiration from the Field

› [Mentors Matter for New Teachers. Advice on What Works and Doesn't](#)

*Education Week*

› [Teacher Wellness in Taos Municipal Schools](#)

*The Hechinger Report*

› [Developing Teacher Leaders in Baltimore City Public Schools](#)

*Baltimore City Public Schools*

## Additional Readings

- [Lessons of Covid-19 Underscore Need for Better Teacher Support, Study Says - Tulane News](#)
- [Teachers' Mental Health Has Suffered in The Pandemic. Here's How Districts Can Help - Education Week](#)
- [Mentors Matter: Good Teaching Really Can Be Passed Down to Student Teachers, New Research Finds - Chalkbeat](#)
- [Dallas ISD Implements Employee Retention Incentive For All Staff - Dallas ISD](#)
- [Structural Supports To Promote Teacher Well-Being - Ed Research for Recovery](#)

## Potential Use of Funds



Supplies and Materials



Supplemental Pay



Stipends



Awards and Incentives



Event Coordination



Consulting, Technical Assistance



Non-Personnel LEA  
Implementation Costs



Partnerships



Marketing and Communications



Project Management

## Partnership Optional





# 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.



# High-Quality School Day Tutoring

Design programs that enable high-quality tutoring during the school day.



## Focus Areas

- ❖ Prioritize school-day tutoring for students who experienced learning loss as a result of the pandemic.
- ❖ Restructure the schedule or redesign the school day to embed more opportunities for high-quality tutoring during the school day.
- ❖ Build a high-quality pipeline for tutors (college students, paraeducators, teachers, non-teaching professionals, volunteers, tutoring providers, etc.) to implement school-day tutoring.

## Inspiration from the Field

➤ [A High School Tutoring Partnership for Math in Chicago Public Schools](#)

*The 74*

[A Districtwide Tutoring Program in North Carolina](#)

*The Hechinger Report*

[Literacy Tutoring for Early Childhood Students in the Midwest](#)

*American Educational Research Journal*

## Additional Readings

- [National Student Support Accelerator - Annenberg Institute at Brown University](#)
- [Takeaways from Research on Tutoring to Address Coronavirus Learning Loss - The Hechinger Report](#)
- [New Guidebook to Help Districts Launch High-Dosage Tutoring Programs - Chiefs for Change](#)
- [Can Tutoring Be Expanded to Support the Kids Who Need It Most? - The Hechinger Report](#)
- [Getting Tutoring Right to Reduce COVID-19 Learning Loss - Brookings](#)

## Potential Use of Funds

Tuition and fees	Salaries	Supplies and Materials
Certification costs	Consulting, Technical Assistance	Marketing and Communications
Stipends	Instructional Materials	Technology Tools and Equipment
Supplemental Pay	Non-Personnel LEA Implementation Costs	Partnerships
Training and Professional Development		Assessments

## Partnership Optional



# Reimagining the Use of Time

Reimagine the use of time to create opportunities that support students and their learning.



## Focus Areas

- ❖ Restructure the schedule to allow for more occurrences of tutoring, mentorship, service learning, career and college exploration, or social-emotional supports.
- ❖ Develop a schedule that supports additional time for students to pursue their own interests and passions.
- ❖ Modify the calendar year to include summer programming or add intersessions to support historically underserved students and those who have experienced learning loss.
- ❖ Provide students opportunities to learn in real-world settings by incorporating field work, field trips, project-based learning, resident experts, etc.
- ❖ Partner with afterschool providers and out-of-school-time organizations to provide opportunities for extended learning time throughout the school year.
- ❖ Partner with organizations for intensive and/or long-term support (6 - 10 years) of the most at-risk and underserved high school students to ensure they graduate from high school and aid them in pursuing additional education or entering the workforce.
- ❖ Partner with organizations that support high-performing, underrepresented high school students and their families in accessing, attending, and graduating from Tier 1 colleges and universities across the nation. This includes preparing for college entrance exams, visiting institutions of higher education, completing college and financial aid applications, mentoring and advising through college, and securing summer internships and jobs.
- ❖ Create opportunities for accomplished teachers to expand their reach and support the development of other teachers as well as work directly with students who have the highest needs.
- ❖ Redesign parent-teacher conferences to increase student and parent engagement as well as provide both groups with opportunities to take more active roles in teaching and learning at home and at school.
- ❖ Develop and implement a program with a targeted set of systems and supports for 9th grade students that includes strategic grouping of students and teacher assignments; opportunities for social-emotional learning; teacher, counselor, and administrator professional development; family engagement; administrator engagement; and time for staff teams to meet and discuss students' individual needs.

---

## Inspiration from the Field

› [This Isn't Your Mom's Parent-Teacher Conference](#)

*Education Week*

› [Innovative School Schedules from Across the Country](#)

*Center for American Progress*

› [A Little-Known Program Has Lifted 9th Grade Performance in Virtually Every Type of School](#)

*The Hechinger Report*



# Reimagining the Use of Time

Reimagine the use of time to create opportunities that support students and their learning.







## Additional Readings


- [Thread at Baltimore City Schools - Thread](#)
- [When Teachers and School Counselors Become Informal Mentors, Students Thrive - Education Week](#)
- [EMERGE in the Houston Independent School District - Houston ISD](#)
- [A Practice Agenda in Support of How Learning Happens - National Commission on Social, Emotional, and Academic Development](#)
- [PROOF POINTS: What Almost 150 Studies Say About How to Motivate Students - The Hechinger Report](#)

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## Potential Use of Funds

 Supplies and Materials  
 Non-Personnel LEA  
Implementation Costs

 Consulting, Technical Assistance  
 Partnerships

 Training and Professional  
Development

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## Partnership Requirement

LEA works with qualified partner(s) to provide technical assistance and/or direct services related to reimagining school schedules and calendars and providing meaningful experiences that better serve students and their school communities.



# Innovative School Models

Increase the number of high-quality schools by launching innovative school models that are accessible to all students with no selective admissions requirements.



## Focus Areas

- ❖ Design school models anchored in Career and Technical Education (CTE) that include rigorous instruction in all subjects and increased exposure to and engagement with industry partners. School models must ensure high school students complete a CTE program of study, earn industry-recognized credentials, or complete a registered youth or other apprenticeship aligned to the More Jobs for Maryland Act and Maryland's Career Youth and Public Sector Apprenticeship Act.
- ❖ School systems partner with an intermediary or launch an intermediary in collaboration with industry leaders to provide students with opportunities for career awareness, career exploration, and work-based learning.
- ❖ Create early/middle college models in collaboration with institutions of higher education to provide students with opportunities to earn college credit and/or degrees with specific degree plans while concurrently enrolled in high school.
- ❖ Implement a school transformation model for low performing schools that includes strategic staffing, instructional excellence, extending the school day, social and emotional learning, and deep engagement with parent and community organizations.
- ❖ LEAs are encouraged to develop school models that seek to establish socioeconomically diverse and integrated learning environments.

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## Inspiration from the Field

### > [Pharr-San Juan-Alamo, Texas: Districtwide Early College Strategy](#)

*Phi Delta Kappan*

### > [Accelerating Campus Excellence \(ACE\), a Turnaround Model In Texas](#)

*Best in Class*

### > [Connecting Students to Careers in Denver](#)

*Denver Public Schools*

## Additional Readings

- [Evaluating the Impact of Early College High Schools - American Institutes for Research](#)
- [TranZed Academy: An Innovative Work-and-Learn Model for High School Students Gains Momentum in Maryland - ED2WORK](#)
- [CareerWise: Case Study of a Youth Apprenticeship Intermediary - Urban Institute](#)
- [Study: Career and Technical Education Yields Not Just Higher Earnings but Higher Test Scores - The 74](#)
- [Explore Chalkbeat Reporter Matt Barnum's Twitter Thread to Learn More About Nationwide Turnaround Efforts in Education - Twitter](#)

















# Innovative School Models

Increase the number of high-quality schools by launching innovative school models that are accessible to all students with no selective admissions requirements.



## Potential Use of Funds

- |                                                                                                                       |                                                                                                                          |                                                                                                                          |
|-----------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|
|  Supplies and Materials               |  Partnerships                           |  Instructional Materials               |
|  Event Coordination                   |  Technology Tools and Equipment         |  Marketing and Communications          |
|  Project Management                   |  Consulting, Technical Assistance       |  Assessments                           |
|  Institution of Higher Education Cost |  Non-Personnel LEA Implementation Costs |  Training and Professional Development |

## Partnership Requirement

LEA works with qualified partner(s) to assess the needs of the school and/or community, research potential school models, identify or develop a school model, and plan for the launch of the school model. This includes engaging the community, identifying additional partners, hiring staff, selecting materials, etc.



## Transforming Neighborhoods through Excellent Community Schools

Community schools go beyond academics to serve students and their families as a whole. Launch a robust and high-quality community schools initiative that serves a designated community and/or neighborhood and utilizes an asset-based approach to strengthen school-to-home relationships as well as the school's relationship to the community.



### Focus Areas

Initiate, develop, and implement a collective impact initiative to align efforts and support for a specific community:

- ❖ Create systems of intensive support that leverage and align community partnerships and resources to aid families in overcoming unemployment trauma, generational poverty, and a number of other challenges that ultimately impact a student's academic success.
- ❖ Introduce strategic staffing and data initiatives to support the launch of foundational structures needed to support high-quality implementation of coordinated case management and care.
- ❖ Connect families with social services, educational and job training opportunities, and health and wellness resources.
- ❖ Design and implement a comprehensive family engagement model that provides families with a variety of ways to engage around their needs and interests, connects with families at home or in the community, communicates in families' preferred language, and establishes opportunities to develop them as leaders and advocates.

### Inspiration from the Field

› [The Road Map Project, a Collective Impact Initiative in King County, Washington](#)

*Road Map Project*

› [Case Study: Promise Partnership of Salt Lake](#)

*Strive Together*

› [The UCLA Community School](#)

*UCLA*

### Additional Readings

- [Community Schools as an Effective School Improvement Strategy: A Review of the Evidence - Learning Policy Institute](#)
- [Promise Neighborhoods Research - Urban Institute](#)
- [How a Failing Atlanta School Cut Its Student Turnover Rate by Nearly Half - CBS News](#)
- [Collective Impact: Large-Scale Social Change Requires Broad Cross-Sector Coordination - Stanford Social Innovation Review](#)
- [Vision for Baltimore - Johns Hopkins University](#)



# Transforming Neighborhoods through Excellent Community Schools

Community schools go beyond academics to serve students and their families as a whole. Launch a robust and high-quality community schools initiative that serves a designated community and/or neighborhood and utilizes an asset-based approach to strengthen school-to-home relationships as well as the school's relationship to the community.



## Potential Use of Funds

- |                                       |                                       |                                       |
|---------------------------------------|---------------------------------------|---------------------------------------|
| Institution of Higher Education Costs | Event Coordination                    | Project Management                    |
| Stipends                              | Technology Tools and Equipment        | Marketing and Communications          |
| Supplemental Pay                      | Consulting, Technical Assistance      | Partnerships                          |
| Instructional Materials               | Assessments                           | Training and Professional Development |
| Salaries                              | Non-Personal LEA Implementation Costs | Supplies and Materials                |
| Awards and Incentives                 |                                       |                                       |

## Partnership Requirement

LEA works with qualified partner(s) to assess the needs and assets of the community, establish specific goals and outcomes for success, develop a comprehensive system of support, identify resources and establish partnerships, and assist in implementation and evaluation efforts while planning for long-term sustainability.



# Partner Support

LEAs will have the opportunity to work with best-in-class partners to strategize and execute plans within and across all seven strategies. To participate in this grant opportunity, LEAs must choose at least two of the seven strategies. Strategies will have different partners available from which to choose. Some strategies require the use of a strategic partner, others do not (see the specific strategy pages, above). LEAs can only use a MSDE-procured vendor for their Maryland Leads program implementation.

The MSDE will identify the qualified partners through a Request for Proposal (RFP) process beginning in March 2022 and concluding in June 2022. The MSDE will then directly contract with the procured vendor partners. After the MSDE contracts with procured vendors, the MSDE will make the list of vendors available to participating LEAs. LEAs will select their vendors through a non-competitive procurement approval process where each LEA will submit to the MSDE via a separate application link which vendor partners they prefer to use for their respective grant programs.

LEAs will enter into zero-dollar Memoranda of Understanding (MOUs) with selected vendors and MSDE, and the MSDE will issue payments directly to program partners on behalf of LEAs for the services and assistance partners provide to LEAs. The MSDE plans to include an LEA rider in its contracts with selected vendors so that LEAs can continue partnerships with partners at the conclusion of the grant program or expand program scope during the Maryland Leads implementation should LEAs so desire.

**This document will be updated with a list of approved partners once available.**



# Grant Award and Budget Development

The budget process for Maryland Leads consists of two parts:

- The State determines each LEA's share of ESSER set-aside/reserve dollars using the grant funding formula; and
- LEAs use the Maryland Leads budget calculator to plan their respective grant program(s)' scale from the available list of strategies with their respective share of reserve dollars.

## The Funding Formula

To be eligible for a grant award, LEAs must select at least two of the Maryland Leads strategies. LEAs that currently implement a high-quality Science of Reading initiative can meet the requirement of selecting that respective strategy for a bonus award by submitting evidence for the MSDE's approval. LEAs that submit a grant application that includes all requisite information, agrees to all grant assurances, and demonstrates an actionable program plan likely to lead to successful implementation can receive up to the full amount of their potential formula award.

The Maryland Leads Program grant funding formula is designed to ensure each LEA can receive funding sufficient to successfully design and implement a grant program in at least two of the strategies. An LEA can plan its Maryland Leads program budget with up to the maximum amount of funds calculated through the grant program funding formula. Any remaining, unawarded funds may supplement awarded LEAs at the discretion of the MSDE and planned in conjunction with the LEA and the Maryland Leads grants team.

<b>Base Funding</b>	The formula provides each LEA with a base amount to ensure that all LEAs, regardless of enrollment, receive sufficient resources to implement Maryland Leads grant programs.
<b>Economic Disadvantage Supplement</b>	The formula provides additional funding to each LEA based upon its proportion of the State's total free- and reduced-price meal (FRPM) eligibility count. The count is based on each LEA's September 30, 2021 FRPM count and excludes carryover.
<b>Matched Funding</b>	LEAs can supplement their award through a match program with the MSDE. If an LEA agrees to contribute additional funds to their Maryland Leads program budget, the MSDE will match LEA contributions dollar for dollar up to and including \$1,500,000. LEAs can use any legally permissible fund source and can braid funds to meet match requirements.
<b>Bonus Funding</b>	LEAs can unlock \$2,000,000 in bonus funds for either agreeing to implement the Science of Reading focus areas or demonstrating the existence of an exemplary Science of Reading program already in place. LEAs can unlock a similar bonus of \$1,000,000 for implementing a Grow Your Own Staff program. These funds are associated with an LEA's plan to participate in either or both the Science of Reading strategy and/or the Grow Your Own strategy. LEAs need not spend the unlocked funds on the Science of Reading or Grow Your Own initiatives, but each program is required to unlock the award amount.

Click [here](#) to download the more detailed funding formula, including the funding formula data and calculations the MSDE used to determine each LEA's share of set-aside funds.

# Grant Award and Budget Development

## The Budget Calculator

Each LEA can build its respective program budget for the various strategies the LEA will select in its grant application in the [budget calculator workbook](#). The Maryland Leads budget calculator is designed to minimize the required narrative in the grant application. Each LEA will include the completed budget calculator in the grant application.

Only fields with a **yellow background** are editable in the budget calculator workbook. Please first select the respective LEA from the dropdown on the 'Program Budget Overview' worksheet. This overview sheet displays an LEA's total award, total planned grant funds, and remaining available funds based on inputs in the budget calculation tab.

Maryland Leads Program Budget Summary			
LEA Name (select from dropdown):			
Total LEA Award:		#N/A	
Total Planned Amount: \$		-	
Total Unplanned Amount:		#N/A	
Grant Budget Status:	Please Select an LEA		
Strategic Focus Area	Planned Grant Funds	Percent of Total Grant Award	
Strategic Area 1: Grow Your Own Staff	\$	-	0.00%
Strategic Area 2: Staff Support and Retention	\$	-	0.00%
Strategic Area 3: The Science of Reading	\$	-	0.00%
Strategic Area 4: High-Quality School Day Tutoring	\$	-	0.00%
Strategic Area 5: Reimagining the Use of Time	\$	-	0.00%
Strategic Area 6: Innovative School Models	\$	-	0.00%
Strategic Area 7: Transforming Neighborhoods through Excellent Community Schools	\$	-	0.00%
Total:	\$	-	0.00%

Once an LEA is selected, proceed to the next sheet 'Program Budget Detail,' and complete the input fields for the programs to which the LEA will apply. Change the inputs, and the programs' budget assumptions will update the requisite cost to implement at the user-defined scale. The sheet will track the budget plan against the available funds from the funding formula. Be careful not to exceed available resources when planning the grant program budget.

Program Component		Strategic Area 1: Grow Your Own Staff			
		Selection/Inclusion in Grant Program	2022-2023	2023-2024	Total
Program Selection		No			
Planning Costs		Not Applicable	\$	-	\$
Implementation Costs		Not Applicable	\$	-	\$
Program Participant Costs for a Two-Year/Five Semester Program					
# of New Cohort Participants with Bachelor's Degree, per year		0			
Resident Tuition			\$	-	\$
Resident Fees			\$	-	\$
Placement Costs			\$	-	\$
Marketing and Recruitment			\$	-	\$
Stipends			\$	-	\$
Partner Institution Costs					
Desired Partner Institute of Higher Education			\$	-	\$
Total Cost for Planned Inputs:			\$	-	\$
Program Component		Strategic Area 2: Staff Support and Retention			
		Selection/Inclusion in Grant Program	2022-2023	2023-2024	Total
Program Selection		No			
Planning Costs		Not Applicable	\$	-	\$
Implementation Costs		Not Applicable	\$	-	\$
Program Personnel for Program Scale					
Multi-Classroom Leaders Year One		0	\$	-	\$
Team Reach Teachers Year One		0	\$	-	\$
Multi-Classroom Leaders Year Two		0	\$	-	\$
Team Reach Teachers Year Two		0	\$	-	\$
Yearlong Residency Programs					
Number of Teachers per Year		0	\$	-	\$
Number of Participants per Year		0	\$	-	\$

LEAs should save the workbook and bring it to any Maryland Leads information and collaboration sessions attended to aid in its continued development. LEAs will be required to upload the completed workbook as part of the grant submission.

# Grant Submission Process

Each LEA applying for this grant must complete the online Google Form linked [here](#). The submission window opens February 15, 2022. The deadline to complete the form will be 11:59 PM ET on April 7, 2022. Below is a checklist of the information that will be required.

- ☐ Name of LEA
- ☐ Name, role, and email of individual completing the form
- ☐ An indication of the strategies the LEA intends to pursue
- ☐ A description of the challenge(s) the LEA faces and how the pursuit of individual strategies will help the LEA overcome the challenge(s)
- ☐ A description of how planned grant activities align with the LEA's goals, priorities, or current activities
- ☐ A description of how the LEA's pursuit of individual strategies will increase participation and impact on historically underserved groups
- ☐ A description of what success will look like for each strategy selected and the criteria that will be used to determine success
- ☐ An uploaded copy of the LEA's completed budget document on the template provided by MSDE
- ☐ Name(s) of LEA staff and the date of the General Information Sessions they attended
- ☐ Name(s) of LEA staff and the dates of the Strategy Information Sessions they attended
- ☐ Name(s) of LEA staff and the date of the Maryland Leads Grant Collaboration Sessions\* they participated in
- ☐ Agreement with the grant's assurances
- ☐ An uploaded form indicating the name and agreement of LEA's superintendent to submit the form

\*Prior to completing the online grant submission, LEAs must participate in a Grant Collaboration Session for each strategy included in the LEA's grant submission. These sessions will be hosted by MSDE using a virtual platform and organized by strategy. The purpose of the sessions is to provide LEAs an opportunity to share and refine their ideas by collaborating with other LEAs prior to the grant submission deadline.

This is a non-competitive grant, and MSDE staff are available to support LEA's throughout the submission process. In addition to the information sessions and office hours listed on the next page, LEAs may make individual appointments with MSDE staff as needed.

# Timeline

The timeline is organized in four sections: learn, collaborate, apply, and implement. Each section lists important dates in chronological order. Events in the “learn” and “collaborate” categories will be updated with both registration links and links to recordings of the information sessions as they become available.

## Learn

<b>8 February 2022</b>	Maryland Leads Grant Opportunity Released
<b>15 February 2022</b> 12:00 PM	Maryland Leads General Information Session*   <a href="#">Register</a>
<b>17 February 2022</b> 12:00 PM	Maryland Leads General Information Session*   <a href="#">Register</a>
<b>24 February 2022</b> 12:00 PM	Grow Your Own Staff Information Session*   <a href="#">Register</a>
<b>25 February 2022</b> 12:00 PM	Staff Support and Retention Information Session*   <a href="#">Register</a>
<b>28 February 2022</b> 12:00 PM	The Science of Reading Information Session*   <a href="#">Register</a>
<b>1 March 2022</b> 12:00 PM	High-Quality School Day Tutoring Information Session*   <a href="#">Register</a>
<b>2 March 2022</b> 12:00 PM	Reimagining the Use of Time Information Session*   <a href="#">Register</a>
<b>3 March 2022</b> 12:00 PM	Innovative School Models Information Session*   <a href="#">Register</a>
<b>4 March 2022</b> 12:00 PM	Transforming Neighborhoods through Excellent Community Schools Information Session*   <a href="#">Register</a>
<b>10 March 2022</b> Hourly Appointments	Office Hours with MSDE Staff (Available to LEAs)   <a href="#">Register</a>
<b>11 March 2022</b> Hourly Appointments	Office Hours with MSDE Staff (Available to LEAs)   <a href="#">Register</a>

\*LEAs must attend at least one of the General Information Sessions and each Strategy Information Session for which they intend to apply.

# Timeline

## Collaborate

<b>14 March 2022</b> 1:00 - 4:00 PM	Grow Your Own Staff Collaboration Session*   <a href="#">Register</a>
<b>15 March 2022</b> 9:00 AM - 12:00 PM	Staff Support and Retention Collaboration Session*   <a href="#">Register</a>
<b>16 March 2022</b> 1:00 - 4:00 PM	The Science of Reading Collaboration Session*   <a href="#">Register</a>
<b>17 March 2022</b> 9:00 AM - 12:00 PM	High-Quality School Day Tutoring Collaboration Session*   <a href="#">Register</a>
<b>21 March 2022</b> 1:00 - 4:00 PM	Reimagining the Use of Time Collaboration Session*   <a href="#">Register</a>
<b>22 March 2022</b> 9:00 AM - 12:00 PM	Innovative School Models Collaboration Session   <a href="#">Register</a>
<b>23 March 2022</b> 1:00 - 4:00 PM	Transforming Neighborhoods through Excellent Community Schools Collaboration Session   <a href="#">Register</a>
<b>24 March 2022</b> Hourly Appointments	Office Hours with MSDE Staff (Available to LEAs)   <a href="#">Register</a>
<b>25 March 2022</b> Hourly Appointments	Office Hours with MSDE Staff (Available to LEAs)   <a href="#">Register</a>

\*LEAs must participate in the Collaboration Session for each strategy it intends to include in its grant submission.

## Apply

<b>15 February 2022</b>	Maryland Leads Grant Submission Window Opens   <a href="#">Apply</a>
<b>7 April 2022</b>	Maryland Leads Grant Submission Window Closes
<b>22 April 2022</b>	MSDE Issues Notices of Grant Awards

# Timeline

## Implement

1 May 2022	Grant Kickoff Event LEAs Begin Implementation of Grant Activities
February 2023	Grant Reporting - Submission I
September 2023	Grant Reporting - Submission II
February 2024	Grant Reporting - Submission III
Summer 2024	Maryland Leads Event Share Best Practices and Outcomes
September 2024	Grant Reporting - Submission IV
30 September 2024	LEAs Conclude All Grant Activities and Fiscal Requirements

MSDE will provide participating LEAs with a more detailed implementation timeline once the grant period commences. In addition to the activities above, it will include detailed information related to quarterly meetings with LEAs and MSDE staff, ensuring continued connection and collaboration throughout the grant period.

# Frequently Asked Questions

The “Frequently Asked Questions” section will be updated with additional questions and answers as LEAs learn more about the Maryland Leads initiative and begin planning in response to this opportunity.

**1. Are LEAs required to participate in this grant opportunity?**

*No, LEAs are strongly encouraged to participate in this grant opportunity.*

*The federal government has provided states with an unprecedented amount of resources to aid in their efforts 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.*

*The Maryland State Department of Education (MSDE) has identified and included in this grant seven high-leverage strategies that have been proven to be effective and transformative for schools and school systems. Throughout February, LEAs will have many opportunities to learn how these strategies may align to the needs and priorities of their individual communities.*

*MSDE staff are available to assist LEAs in identifying which of the grant strategies best meets their needs so that all LEAs may take advantage of this opportunity.*

**2. Are LEAs required to implement all seven strategies?**

*No, LEAs are only required to choose two strategies. LEAs may choose as many of the strategies as needed to serve their students, schools, and communities. That may be two strategies or as many as all seven.*

**3. Are LEAs required to plan activities for all of the focus areas listed under a strategy?**

*For The Science of Reading, LEAs must implement all three focus areas. For the other six strategies, LEAs may choose to plan activities for any number of focus areas, but activities should clearly support at least one of the focus areas listed.*

**4. Why are all of the focus areas required for The Science of Reading?**

*A child’s ability to read is critical to both their academic success and overall success in life. It is crucial that LEAs have a comprehensive plan to ensure that all students can read by third grade or have the appropriate supports if still struggling with reading beyond third grade.*

*If an LEA is already implementing this strategy, the LEA must submit rigorous evidence of implementation for MSDE approval to satisfy the requirements. To learn more about the importance of this strategy, review the resources provided in the “Inspiration from the Field” section on [page 11](#).*



# Frequently Asked Questions

**5. How long do LEAs have to spend grant funds?**

*Grant funds are intended to support activities throughout SY 2022-23 and SY 2023-24, but all grant funds must be spent by September 30, 2024.*

**6. What is the purpose of the grant application if the grant is non-competitive?**

*LEA grant applications serve as the LEA's commitment to implementing activities around selected strategies and adhering to the grant requirements if approved and provide insight into how MSDE can support LEAs throughout the grant process. The grant application also assists LEAs in developing grant budgets. It is critical that funds are used to develop, launch, and sustain best-in-class and scalable initiatives.*

**7. How will LEAs select partners?**

*MSDE staff will identify qualified partners through an RFP process to ensure LEAs have access to best-in-class partners who have demonstrated success in the past. Strategies will have different partners available from which to choose. Some strategies require the use of a strategic partner while others do not (see the specific strategy pages, above).*

*A list of approved partners will be added to this document and shared with LEAs by late Spring. LEAs will select their vendors through a non-competitive procurement approval process where each LEA will submit to the MSDE via a separate application link which vendor partners they prefer to use for their respective grant programs. MSDE will provide LEAs with as much information about partners as possible to assist LEAs in choosing the best partner(s) for them.*

**8. Can LEAs supplement the scope of their contracts with their assigned vendors if they want to work beyond the project?**

*The MSDE plans to include an LEA rider in its contracts with selected vendors so that LEAs can continue partnerships with partners at the conclusion of the grant program or expand program scope during the Maryland Leads implementation should LEAs so desire.*

**9. What are qualified partners? Are vendors and partners the same thing?**

*Yes, for the purposes of this grant, they are the same. Qualified partners must have a proven track record of success for the type of work that they are supporting. Respondents to MSDE's RFP must provide evidence of results and effectiveness in advancing outcomes, particularly student achievement outcomes, with Local Education Agencies and/or State Education Agencies that serve students from racially and economically diverse backgrounds.*

**10. How will LEAs know how much funding they may get through this grant?**

*MSDE is providing LEAs with a budget calculator workbook that includes the funding formula data and calculations the MSDE used to determine each LEA's share of set-aside funds. The "[Grant Award and Budget Development](#)" section of this document outlines exactly how the funding formula works. It includes descriptions of base funding, economic disadvantage supplement, matched funding, and bonus funding, all of which may be used to generate an LEA's award.*

# Frequently Asked Questions

**11. Will the LEA's budget allocation be reduced based on the number of strategies the LEA chooses to pursue?**

*No, the LEA will receive the same amount of funding regardless of the number of strategies identified in the grant submission. If an LEA chooses to implement only two strategies, they will have the opportunity to develop grant activities using the LEA's entire allocation of funds. If an LEA chooses to implement all seven strategies, they have the same opportunity and may use the budget calculator to determine how much funding to allocate to each strategy.*

**12. The budget calculator is preloaded with funding amounts for each strategy. Can LEAs redistribute the amount of funds allocated within and across strategies?**

*The budget calculator is a tool to help LEAs in their planning. The amounts preloaded are based on a number of assumptions and studies of similar work completed by other districts across the country. LEAs may redistribute funds as needed based on the grant activities planned for each focus area and strategy an LEA chooses to pursue.*

**13. How does the match funding work?**

*LEAs can supplement their award through a match program with the MSDE. If an LEA agrees to contribute additional funds to their Maryland Leads program budget, the MSDE will match LEA contributions dollar for dollar up to and including \$1,500,000. LEAs can use any legally permissible fund source and can braid funds to meet match requirements.*

**14. Why is there bonus funding available for The Science of Reading?**

*As previously discussed in question four, a child's ability to read is critical to both their academic success and overall success in life. It is crucial that LEAs have a comprehensive plan to ensure that all students can read by third grade and provide the appropriate supports to students still struggling with reading beyond third grade.*

*A comprehensive plan must ensure all K-3 teachers, including special education teachers, principals, and other relevant staff are trained in the science of reading; utilize high-quality, content-rich instructional materials and assessment tools aligned to the science of reading, including universal screeners, and receive ongoing support resulting from robust progress monitoring systems.*

*The bonus funding for this strategy is to ensure LEAs have the resources necessary to implement a comprehensive plan.*

**15. Why is there bonus funding available for the Grow Your Own Staff strategy?**

*The COVID-19 pandemic has exacerbated a staffing shortage that has existed for many years. Institutions of higher education and teacher preparation programs are not producing enough teachers to fill the number of vacancies. Fifty percent of Maryland's teaching corps is coming from out of state. The bonus funding for this strategy is to help districts meet this challenge and create more diverse workforce pipelines to serve Maryland's diverse community.*

# Frequently Asked Questions

- 16. If an LEA is currently implementing activities that support one of the Maryland Leads strategies and focus areas, can the district use grant funding to pay for activities that occur prior to June 2022?**

*No. If a district is already operating a high-quality program within one of the Maryland Leads strategic focus areas, the LEA can, however, use Maryland Leads award funds toward expanding or growing that existing program. For example, if an LEA has a Grow Your Own program with ten participants, it cannot use these funds for that. If an LEA adds ten more participants for the 2022-23 school year, the LEA can use grant funds to support the program.*

- 17. Can LEAs work together on the same strategy with the same focus area and grant activities?**

*Yes, if LEAs find it beneficial to work collaboratively and share resources, they may do so. MSDE staff will work with LEAs to ensure agreements and procurement activities accurately reflect the intent and meet regulatory requirements. For example, several LEAs may want to collaborate to jointly launch a regional Grow Your Own Staff program.*

- 18. Will an evaluation component be required?**

*Every strategy an LEA pursues will require the LEA to conduct activities related to assessing needs, collecting stakeholder feedback, evaluating programs, and planning for sustainability. Partners may assist LEAs with these activities once grant implementation begins.*

*Additionally, one of the grant submission requirements is to provide a description of what success will look like for each strategy selected and the criteria that will be used to determine success. LEAs will determine the appropriate evaluation activities for each strategy.*

- 19. What are MSDE's expectations for progress monitoring throughout the grant period?**

*Given that this grant initiative is centered around seven high-leverage strategies that have been proven to be effective and transformative for schools and school systems, expectations for transforming Maryland's schools for the future are high. Once grant awards have been announced, MSDE will release an additional timeline related to implementation that will include quarterly opportunities for LEAs to connect and collaborate with one another as well as MSDE staff, four reporting requirements (February 2023, September 2023, February 2024, and September 2024), and a culminating event in Summer 2024 where LEAs will convene to share best practices and outcomes.*


- 20. Who should LEAs contact for additional questions and information?**

*Justin Dayhoff, Assistant Superintendent of Financial Planning, Operations, and Strategy  
(410) 767-0439*

*[Maryland.Leads@maryland.gov](mailto:Maryland.Leads@maryland.gov)*

*[www.marylandpublicschools.org/MDLeads](http://www.marylandpublicschools.org/MDLeads)*

*This document, including the FAQ, will be updated as needed in the coming months. Fill out this [online form](#) to be added to the distribution list for announcements and updates related to the Maryland Leads grant opportunity.*



# Blueprint for Maryland's Future: Initial Implementation Plan Template

**LEA Name**

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March 2023

Maryland State Department of Education	<p><b>Mohammed Choudhury</b> State Superintendent of Schools Secretary-Treasurer, Maryland State Board of Education</p> <p><b>Larry Hogan</b> Governor</p>
Maryland State Board of Education	<p><b>Clarence C. Crawford</b> President</p> <p>Susan J. Getty, Ed.D. Vice President</p> <p>Shawn D. Bartley, Esq. Gail Bates Chuen-Chin Bianca Chang Charles R. Dashiell, Jr., Esq. Vermelle Greene, Ph.D. Jean C. Halle Dr. Joan Mele-McCarthy Rachel L. McCusker Lori Morrow Brigadier General Warner I. Sumpter (Ret.) Holly C. Wilcox, Ph.D. Merin Thomas Student Member</p>
Accountability and Implementation Board	<p><b>Isiah (Ike) Leggett, Esq.</b> Chair</p> <p>William E. (Brit) Kirwan, Ph.D. Vice Chair</p> <p>Fagan Harris Jennifer M. Lynch, Ph.D. Joseph Manko Laura M. Stapleton, Ph.D. Mara R. Doss, Ed.D. Rachel H. Hise Executive Director</p>

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The Maryland State Department of Education (MSDE) and the Accountability and Implementation Board (AIB) are jointly releasing a template and a Criteria for Success that each local education agency (LEA) will use to develop and submit its initial Blueprint Implementation Plan. As LEAs are utilizing this template, it is important to note:

- Responses should address the planning and implementation work that began in 2021-22 and ends with 2023-24.
- The initial submission is due March 15, 2023.
- A second submission of LEA Blueprint Implementation Plans is tentatively scheduled for March 2024 and will address 2024-25, 2025-26, and 2026-27. This submission will require new information as well as updates to the initial plan.
- When reporting data, an LEA should only report data for groups of 10 or more to ensure that it does not reveal personally identifiable information about an individual student.
- LEAs may link artifacts to reinforce and/or expand on any part of their response to a question in the template. Artifacts do not replace the need for a response and are encouraged but not required unless otherwise indicated in the template.





## Pillar 1: Early Childhood Education

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## Pillar 1, Objective 1: Expand high-quality and publicly funded full-day Pre-K

### 1.1.1 and 1.1.2: Expand access to full-day pre-K for Tier I 3- and 4-year-old children and Tier II 4-year-old children

#### Blueprint Requirement (MD Code, Educ §7-1A-06)

- 1. Increasing Tier I Participation:** Describe how the school system will increase participation among eligible Tier I 3- and 4-year-olds in Pre-K so that all 4-year-old children and nearly all 3-year-old children from low-income families who wish to enroll in full-day Pre-K shall be served by FY 26 and FY 32, respectively. Identify the challenges that prevent families from enrolling students or the school system from meeting the enrollment need and the strategies the school system will utilize to overcome the identified challenges. Consider challenges associated with priority groups (children with disabilities, youth experiencing homelessness, and English learners) as well as those who require transportation.

Response here...

Linked Artifacts:

- 2. Communication and Outreach:** How will the school system communicate with families about the opportunity to enroll in Pre-K? Discuss the timeline, including frequency and method, of outreach efforts to ensure all families of eligible three- and four-year-olds know what Pre-K options are available to them and are encouraged to participate. What strategies will the school system intentionally use to recruit Tier I students, students with disabilities, youth experiencing homelessness, and English learners? When identifying strategies, consider how the school system will work with the following:

- Local health and social services
- Regional child care resource centers
- Local Early Childhood Advisory Council

Response here...

Linked Artifacts:

- 3. Expanding Participation to Tier II:** Describe how the school system will increase participation and meet the enrollment demand among eligible Tier II students beginning with the 2024-25 school year and foster socioeconomic diversity in prekindergarten classrooms. How will the



school system recruit Tier II students for participation in Pre-K while ensuring priority for Tier I students as described above?

Note: This question is optional for the March 2023 submission and applicable only to those school systems prepared to address it at the time.

*Response here...*

**Linked Artifacts:**

- 4. Operationalizing the Expansion of Pre-K:** What operational changes is the school system planning to make to support the expansion of Pre-K? Consider the impact of the expansion related to operating systems, schedules, talent pipelines, physical space and facilities, resource allocation, etc. How will the school system include the Pre-K expansion in its short and long-term planning?

*Response here...*

**Linked Artifacts:**



## 5. Pre-K Enrollment Projections

Use the tables below to indicate the current and projected enrollment of three- and four-year-old students. The first table includes demographic categories for gender and race/ethnicity. The second table includes Pre-K eligibility tiers, the definitions of which are available in the guidance document for reference.

Table 1: Current and Projected Pre-K Enrollment with Demographic Distribution

	2021-2022			2022-2023			2023-2024		
	3	4	All	3	4	All	3	4	All
All Students (Number)									
All Students (Percentage)			100			100			100
% Female									
% Male									
% Nonbinary									
% American Indian/Alaska Native									
% Asian									
% Black/African American									
% Hispanic/Latino									
% Native Hawaiian/Pacific Islander									
% Two or More									
% White									
% English Learners									
% Special Education									
% Homeless									

Table 2: Current and Projected Pre-K Enrollment by Tier

	2021-2022			2022-2023			2023-2024		
	3	4	All	3	4	All	3	4	All
All Students (Number)									
All Students (Percentage)			100			100			100
% Tier I									
% Tier II									
% Tier III									

Linked Artifacts:



### 1.1.3: Implement a high-quality mixed-delivery (public and private) Pre-K system

#### Blueprint Requirement (MD Code, Educ §7-1A-03)

- 6. Meeting the Blueprint's Targets for Pre-K:** Describe the strategies the school system will employ to meet the targets for the distribution of public and private Pre-K slots set forth by the Blueprint beginning with SY 2022-23 and beyond. If the school system anticipates any barriers that may prevent it from meeting the established targets for private slots, describe each barrier individually and the strategy(s) the school system will use to overcome it, including regional efforts.

*Response here...*

**Linked Artifacts:**



## 7. Distribution of Public and Private Pre-K Slot Projections

Use the table below to indicate the percentage of Pre-K slots that are operated by the public school system and eligible private providers, including the criteria identified in each row for the applicable school year. For projected percentage of Pre-K slots, project the number of public and private slots, including instances where it may not meet the Blueprint target.

Current and Projected Pre-K Slots with Distribution of Public and Private Providers

	2021-2022				2022-2023				2023-2024			
	Public		Private		Public		Private		Public		Private	
	#	%	#	%	#	%	#	%	#	%	#	%
Blueprint target percentage of Pre-K slots	-	70	-	30	-	65	-	35	-	55	-	45
Projected Pre-K slots												
Actual Pre-K slots												
Difference between actual and projected Pre-K slots												
Actual Pre-K slots minus Tier I 3-year-olds												
Actual Pre-K slots minus Tier I 3- AND 4-year-olds												
Actual enrolled students (filled in annually with the 9/30 enrollment count data)												

Linked Artifacts:

### Blueprint Requirement (MD Code, Educ §7-1A-03)

- 8. Requesting a Waiver:** Based on the data in the table above, identify whether the school system needs a waiver from the requirements set forth by the Blueprint for the distribution of public and private Pre-K slots for school year 2022-23 and 2023-24. Include a list of the LEA's schools as well as the private providers in the county (provided by MSDE) with the number of Pre-K slots for each and link it as an artifact.



Note: LEAs will have the opportunity to request waivers in subsequent years through the annual reflection and amendment process for their Blueprint Implementation Plan.

*Response here...*

**Linked Artifacts:**

- 9. Leveraging Resources:** How will the LEA collaborate with private providers to maximize resources and overcome challenges? Identify the challenges and describe how the partnership may provide a solution. Consider the challenges facing the LEA and the private providers.

*Examples may include:*

- *Shared staffing where certified teachers employed by the school system are assigned to Pre-K classrooms with private providers*
- *Utilizing classroom space as a shared resource to expand Pre-K for both the LEA and the private providers to increase slots*
- *Maximizing economy of scale by purchasing materials or scheduling professional development together*

*Response here...*

**Linked Artifacts:**

- 10. Data and Information Sharing:** Discuss how the LEA will collaborate with private providers to create systems for data and information sharing. Consider student data related to enrollment, grade reporting, assessments, progress monitoring, IEPs, etc. in addition to instructional resources and system communications.

*Response here...*

**Linked Artifacts:**

**1.1.4: LEAs shall enter into a memorandum of understanding (MOU) with MSDE, each eligible private provider participating in a publicly funded Pre-K in the county, and other applicable government agencies**

**Blueprint Requirement (MD Code, Educ §7-1A-05)**



**11. Students with Disabilities:** Describe how the school system will collaborate with private providers to serve students with disabilities. How will the LEA ensure:

- Students receive services consistent with the placement and requirements under the Individuals with Disabilities Education Act (IDEA) and corresponding State law,
- Private providers receive training and support in the delivery of services and programmatic support described in students' Extended Individual Family Service Plan (IFSP) or Individualized Education Program (IEP), and
- Private providers are included in developing the Extended IFSP or Preschool IEP?

*Response here...*

**Linked Artifacts:**

**12. Students Experiencing Homelessness:** Describe how the school system will collaborate with private providers to serve students experiencing homelessness. How will the LEA ensure:

- Students and families experiencing homelessness are equitably engaged and supported through coordinated wraparound services and
- Public and private providers fulfill the educational rights of children under the McKinney-Vento Act?

*Response here...*

**Linked Artifacts:**

**13. English Learners:** Describe how the school system will collaborate with private providers to serve all English learners. How will the LEA ensure:

- English learners are accurately identified to inform educational programming that takes into account language experience, environment, and learning needs;
- Students receive services appropriate for their placement; and
- Families of English learners are equitably engaged and supported, including providing translation services?

*Response here...*

**Linked Artifacts:**





**14. Enrollment Process, Policies, and Procedures:** How will the school system, in collaboration with private providers, develop a system of unified and common enrollment for Pre-K that is the same for all schools and providers, ensures access for all eligible students, and reflects the demographics of the enrolled student population? Include descriptions of the enrollment process and timeline and how parents' perceptions and experiences are considered. Discuss how the school system will develop policies and procedures to codify its process as well as the philosophical underpinnings that inform its design. When developing a system for unified and common enrollment, consider the following:

- A common timeline
- A common application
- A common selection process that is fair, transparent, and equitable
- Centrally managed processes for matching family's preferences with school options, promoting socioeconomically and racially diverse learning environments to the greatest practicable without exacerbating disproportionate concentrations of students from different subgroup populations within individual Pre-K programs
- Comprehensive repository of published information such as timelines, school profiles, application support, etc.

Note: Include relevant enrollment policies and procedures, if applicable, as part of the March 2024 artifact submission.

*Response here...*

**Linked Artifacts:**

**15. Racial and Socioeconomic Diversity:** Discuss the enrollment practices and recruiting strategies the school system will use to ensure students with the greatest needs are enrolled in Pre-K. How will the school system ensure racial and socioeconomic diversity to the greatest extent practicable while preventing disproportionate concentrations of students of the same race, ethnicity, disability status, and income from developing or expanding within an individual Pre-K program, in specific geographic areas, or across the system? Consider how the unified enrollment system discussed in the previous question will support creating diverse learning environments.

*Response here...*

**Linked Artifacts:**

**16. Family Experience and Support:** How will the school system ensure that the enrollment process meets the needs of families? Describe the strategies, tools, and resources the school



system will use to understand families' needs and support them through the application and registration process. Consider the needs of families of Tier 1 and priority group students (students with disabilities, youth experiencing homelessness, and English learners).

*Response here...*

**Linked Artifacts:**

**17. Administrative Costs:** Describe any administrative costs agreed upon by the school system and private providers in the implementation of the mixed delivery system for Pre-K.

*Response here...*

**Linked Artifacts:**

### 1.1.5: MSDE shall require public and private providers to meet high-quality standards to receive public funding

Note: The complete instructional program for grades Pre-K-12 will be described in Pillar 3: College and Career Readiness. When applicable, reference individual objectives, tasks, and questions as needed to support the responses in this section.

#### Blueprint Requirement (MD Code, Educ §7-1A-04)

**18. Comprehensive Services for Students and Families:** Describe how the LEA will collaborate with private providers to ensure students and their families have access to comprehensive services (e.g., vision screenings, school psychologists, etc.), including services offered on-site or through community partnerships.

*Response here...*

**Linked Artifacts:**

**19. Training and Professional Development:** Pillar 3: College and Career Readiness, Sections 3.1.3 (English Language Arts) and 3.1.3 (Math) require the school system to describe its training and professional development plans in English language arts and math for grade levels Pre-K-12, including the following:

- Identifying training needs



- Types of training provided
- Fidelity of implementation
- Ongoing, job-embedded professional development
- Organizational structures and support

For this question, describe the school system's early plans to collaborate with private providers and ensure all employees responsible for Pre-K instruction (e.g., teachers, teaching assistants, etc.) receive training and professional development related to the implementation of the instructional program, including high-quality instructional materials, in Pre-K as outlined in Pillar 3. Discuss the school system's initial plans to include private providers in the development and implementation of its training and professional development plans. Consider professional development models, resources and materials, logistical factors, and any other relevant information.

*Response here...*

**Linked Artifacts:**

**Blueprint Requirement (MD Code, Educ §7-1A-04)**

**20. Teacher Pipelines:** Pillar 2: High-Quality and Diverse Teachers and Leaders, Subsection 2.4.1 requires school systems to describe their plans to build teacher pipelines for all grade levels, and includes the following:

- Teacher hiring data
- Hiring trends and needs
- Partnerships with institutions of higher education and educator preparation programs
- Grow your own programs
- Diverse environments for observations and practica
- Mentor teacher assignments for observations and practica

Considering the school system's plans discussed in Pillar 2, how will the school system initially work with private providers and educator preparation programs in developing early plans to build teacher pipelines for early childhood teachers that will serve both public and private Pre-K programs? How will the LEA communicate these opportunities to current and prospective employees?

*Response here...*

**Linked Artifacts:**



**21. Developing Teaching Assistants:** Discuss how the school system will work with providers and educator preparation programs to support teaching assistants in obtaining the necessary certificate or degree to meet the credentialing requirements set forth by the Blueprint by the beginning of SY 2025-26? How will the LEA communicate these opportunities to current and prospective employees?

*Examples may include:*

- *Creating cohort models to support staff to complete CDA coursework and meet certification requirements*
- *Partnering with institutions of higher education to develop programs designed to support staff in obtaining associate degrees, especially institutions that will award college credit for work experiences within the field*
- *Leveraging high school CTE programs to provide aspiring teachers the opportunity to work as CDA certified teaching assistants*

*Response here...*

**Linked Artifacts:**



## 22. Developing High-Quality ECE Staff Projections

Use the information from “Pre-K Enrollment Projections” to complete the first row of each of the tables below. Using the student enrollment numbers, complete Table 1 to identify the hiring needs for teaching assistants and Table 2 to identify the hiring needs for teachers based on an expansion of Pre-K. For each table, disaggregate the data by provider type.

**Table 1: Current and Projected Number of Pre-K Teaching Assistants (TA)**

	2021-2022		2022-2023		2023-2024	
	Public	Private	Public	Private	Public	Private
Student Enrollment						
Total TA Positions						
Filled TA Positions						
Vacant TA Positions						

**Table 2: Current and Projected Number of Pre-K Teachers**

	2021-2022		2022-2023		2023-2024	
	Public	Private	Public	Private	Public	Private
Student Enrollment						
Total Teacher Positions						
Filled Teacher Positions						
Vacant Teacher Positions						

**Linked Artifacts:**

### 1.2.1: Administer an unbiased Kindergarten Readiness Assessment to all incoming kindergarten students

**23. Administration of the Kindergarten Readiness Assessment (KRA):** Discuss how the LEA consults with kindergarten teachers in developing guidelines and training to ensure an unbiased administration of the KRA. How does the LEA ensure staff responsible for administering the KRA receive the training?

*Response here...*



Linked Artifacts:



## 24. Kindergarten Readiness Assessment Projections

Use the tables below to indicate current and projected levels of kindergarten readiness using the Kindergarten Readiness Assessment (KRA). Use the first table to disaggregate overall readiness by level (emerging, approaching, and demonstrating) for each of the demographic and service groups listed. Use the second table to provide the average scale score by individual domain.

Table 1: Current and Projected KRA Levels with Demographic Distribution

	2021-2022			2022-2023			2023-2024		
	ER	AR	DR	ER	AR	DR	ER	AR	DR
All Students (Number)									
All Students (Percentage)									
% Female									
% Male									
% Nonbinary									
% American Indian/Alaska Native									
% Asian									
% Black/African American									
% Hispanic/Latino									
% Native Hawaiian/Pacific Islander									
% Economically Disadvantaged									
% English Learner									
% Special Education									

ER = Emerging Readiness, AR = Approaching Readiness, DR = Demonstrating Readiness

Table 2: Current and Projected Average KRA Scale Score by Domain

Domain	2021-2022	2022-2023	2023-2024
Language and Literacy			
Mathematics			
Social Foundations			
Physical Well-being and Motor Development			

Linked Artifacts:



## Pillar 1, Objective 3: Expand family supports

### 1.5.1: Judy Centers

#### Blueprint Requirement (MD Code, Educ §5-230)

- 25. Expanding Access for Families:** Describe the LEA's plans for expanding support for families through Judy Centers. Include the current number of centers and the number of families served as well as the community's need and whether additional centers are needed. Consider the geographic distribution of centers to meet the needs of the community.

*Response here...*

Linked Artifacts:

## Pillar 1: (OPTIONAL) Proposed Regulatory Revisions and Waivers

- 26.** Discuss whether the school system needs any revisions or waivers from the Code of Maryland Regulations (COMAR) to implement its plan. Identify specific regulations, including applicable citations, and explain how a regulation may impede or prohibit proposed implementation activities.

*Response here...*

Linked Artifacts:

## Pillar 1: Stakeholder Engagement

- 27.** Identify the key stakeholder groups that the school system and its Blueprint Implementation Plan Team intends to collaborate with to develop and support its implementation plans in the Early Childhood Education Pillar. Describe the anticipated contributions of each group and how frequently the team will engage with them.

*Examples may include:*

- *County-based governmental offices such as Health, Human Services, Housing, etc.*
- *Local Early Childhood Advisory Council (ECAC)*
- *Organizations supporting specific student groups such as multilingual learners*



Stakeholder Group

Contributions

Frequency of Engagement

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Linked Artifacts:





## Pillar 2: High-Quality and Diverse Teachers and Leaders

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## Pillar 2, Objective 1: Recruit and support high-quality and diverse teachers to meet workforce needs

2.1.5: Monitor the quality and diversity of State teacher candidates and existing teacher workforce

**28. Teacher Hiring Data:** Use historical hiring data to identify the number of new teachers the LEA will need going into future years by grade band and subject area.

Grade Band	Certification	2021-2022	2022-2023	2023-2024
Pre-K - 5th Grade	Early Childhood			
	Elementary			
	World Languages			
	Physical Education			
	Health			
	Fine Arts			
	Career and Technical Education			
	Special Education			
	ESOL			
	Other			
6th - 8th Grade	Math			
	English Language Arts			
	Science			
	Social Studies			
	World Languages			
	Physical Education			
	Health			
	Fine Arts			
	Career and Technical Education			
	Special Education			
	ESOL			
	Other			
9th - 12th Grade	Math			
	English Language Arts			
	Science			



	Social Studies			
	World Languages			
	Physical Education			
	Health			
	Fine Arts			
	Career and Technical Education			
	Special Education			
	ESOL			
	Other			

Linked Artifacts:

**29. Hiring Trends and Needs:** Using historical hiring data and additional relevant context, in what grade levels and subject areas has the school system struggled to recruit prospective teachers? Discuss the challenges associated with hiring for these areas.

Response here...

Linked Artifacts:

[Blueprint Requirement \(Section 5 of Chapter 36\)](#)

**30. Recruiting and Hiring a Diverse Workforce:** What challenges exist for the LEA in hiring staff that matches the diversity of its student population? Describe the strategies the school system will use to recruit and hire diverse teachers and leaders. How will the school system ensure:

- Recruitment practices intentionally build a pipeline of diverse candidates that represent the demographics of the student population and
- Hiring practices include interview protocols, questions, and performance tasks that reveal candidates' knowledge, strengths, and experience while mitigating and eliminating opportunities for implicit bias?

Note: Utilize and reference the data and information shared in the annual diversity report submitted to AIB and link the report as an artifact.

Response here...



Linked Artifacts:

**31. Evaluation of Recruiting and Hiring Practices:** How will the school system and board of education evaluate its hiring practices and recommend changes to ensure teachers and leaders match the diversity of the student population?

*Response here...*

Linked Artifacts:



## 32. Teacher Diversity Projections

Use the table below to indicate the current and projected total number of students and teachers within the school system, including the percentage by gender and race/ethnicity. If gaps exist between the diversity of the school system’s students and teaching staff, develop projections to narrow those gaps. If no gaps exist, set projections to ensure the school system will maintain a diverse teaching corps.

Note: Use the data submitted from the 2022 diversity report submitted to AIB as a resource and linked artifact.

Demographic Comparison of Teaching Corps to Student Population

	2021-2022		2022-2023		2023-2024	
	S	T	S	T	S	T
Total (Number)						
% Female						
% Male						
% Nonbinary						
% American Indian/Alaska Native						
% Asian						
% Black/African American						
% Hispanic/Latino						
% Native Hawaiian/Pacific Islander						
% Two or More						
% White						

S = Student Population, T = Teacher Population

Linked Artifacts:

## Pillar 2, Objective 2: Increase rigor of teacher preparation programs and licensure requirement

### 2.2.2: Revise teacher prep programs to meet new requirements

#### 33. Partnerships with Institutions of Higher Education and Educator Preparation Programs:

How do you intend to partner with institutions of higher education and educator preparation program(s) to increase the number of candidates in the subject areas and/or grade bands



previously identified? How will the school system collaborate with institutions of higher education and educator preparation programs to ensure:

- Students recruited into teaching programs obtain certifications in the subjects and grade levels the school system needs and
- Standards and practices students are taught in teaching programs align with the standards and practices they will be responsible for implementing as teachers in the LEA's classrooms?

*Response here...*

**Linked Artifacts:**

**Blueprint Requirement (MD Code, Educ §6–120)**

**34. Diverse Learning Environments for Observations and Practica:** Discuss the LEA's process for identifying schools with diverse populations and supportive school environments for teacher candidates to complete observations and practica. Include a description of the characteristics of a supportive school environment and the criteria the school system uses to identify a school as having a diverse student population.

*Response here...*

**Linked Artifacts:**

**35. Mentor Teacher Assignments for Observations and Practica:** Describe how teacher candidates will be assigned highly effective teacher mentors to supervise them during their observations and practica. Discuss the selection process for teacher mentors, including the data sources for classifying teachers as highly effective, the process for matching teacher mentors to teaching candidates, and how the school system supports teacher mentors in effective mentor practices.

*Response here...*

**Linked Artifacts:**



## 2.2.6: Develop and implement pathways for paraprofessionals to become certified teachers

**36. Grow Your Own and Alternative Preparation Programs:** What types of programs or initiatives does the school system currently have or plan to launch to leverage Grow Your Own strategies and Alternative Preparation Programs to expand the teacher pipeline? Discuss each of the individual groups below.

- **High School Students**

*Response here...*

Linked Artifacts:

- **LEA Employees without Degrees (e.g., teaching assistants, support personnel, etc.)**

*Response here...*

Linked Artifacts:

- **Individuals with Degrees in Other Fields (e.g., career changers)**

*Response here...*

Linked Artifacts:

- **Diverse Teacher Candidates (e.g., gender, race, hard-to-fill areas such as multilingual teachers)**

*Response here...*

Linked Artifacts:

## Pillar 2, Objective 3: Establish new statewide educator career ladder and professional development system

Note: When developing plans in this section, LEAs should consider requirements related to collective bargaining.



2.4.1: LEAs and MSDE shall implement a new program to support and encourage teachers to obtain and maintain NBC, particularly teachers from historically underrepresented populations

Note: The NBC data requested in this section is for reporting purposes and to allow MSDE and AIB to track Blueprint implementation progress related to NBC areas of the career ladder. These data may not tie to or reflect final counts used in career ladder State Aid calculations. LEAs will continue to work with MSDE for annual NBC data submissions specifically for the purposes of State aid calculations.

Blueprint Requirement (MD Code, Educ §6–1008)

37. **Local National Board Coordinator:** Identify the name and responsibilities of the individual(s) serving as the school system’s Local National Board Coordinator.

Name	Position	Responsibilities

Blueprint Requirement (MD Code, Educ §6–1008)

38. **National Board Certification Program:** Describe how the school system’s NBC Coordinator will develop and implement a program that encourages and supports candidates pursuing National Board Certification. Discuss both virtual and in-person opportunities and how the school system will train and support National Board Facilitators as well as National Board Candidates.

Response here...

Linked Artifacts:

39. **Recruiting from the Existing Teaching Corps:** Describe how the school system will encourage and incentivize current teachers to pursue National Board Certification, including teachers from groups historically underrepresented in the teaching profession.

Response here...





Linked Artifacts:

**40. Recruiting Teachers to the School System:** What strategies will the school system utilize to recruit experienced teachers with National Board Certification to the school system?

Response here...

Linked Artifacts:



## 41. National Board Certified Teacher Projections

Use the tables below to indicate the current and projected National Board Certified teachers in the school system. Use the open response field below to describe how the school system will increase the number of NBCT in the future, including among historically underrepresented groups. Teachers holding multiple certifications or teaching multiple grades may be counted more than once.

Response here...

### Linked Artifacts:

**Table 1: National Board Certified Teachers by Certification Area**

	2021-2022		2022-2023		2023-2024	
	#	%	#	%	#	%
All Teachers*		-		-		-
Art, Early and Middle Childhood						
Art, Early Adolescence through Young Adulthood						
Career and Technical Education						
English Language Arts, Early Adolescence						
English Language Arts, Adolescence and Young Adulthood						
English as a New Language, Early and Middle Childhood						
English as a New Language, Early Adolescence through Young Adulthood						
Exceptional Needs Specialist						
Generalist, Early Childhood						
Generalist, Middle Childhood						
Health Education						
Library Media**						
Literacy: Reading-Language Arts						
Mathematics, Early Adolescence						
Mathematics, Adolescence and Young Adulthood						
Music, Early and Middle Childhood						
Music, Early Adolescence through Young Adulthood						
Physical Education, Early and Middle Childhood						
Early Adolescence through Young Adulthood						
School Counseling**						
Science, Early Adolescence						
Science, Adolescence and Young Adulthood						
Social Studies-History, Early Adolescence						
Social Studies-History, Adolescence and Young Adulthood						
World Languages						

\*This is the number of all Pre-K-12 teachers eligible to apply for National Board Certification, including those teachers already NBCT.

\*\*May be applicable to staff at the elementary level



## 41. National Board Certified Teacher Projections

Table 2: National Board Certified Teachers by Grade Level

	2021-2022		2022-2023		2023-2024	
	#	%	#	%	#	%
All Teachers*		-		-		-
Pre-K						
Kindergarten						
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						

\*This is the number of all Pre-K-12 teachers eligible to apply for National Board Certification from across the school system, including those teachers already NBCT.

Table 3: Demographic Comparison of National Board Certified Teachers to Student Population

	2021-2022		2022-2023		2023-2024	
	S	NBCT	S	NBCT	S	NBCT
Total (Number)						
% Female						
% Male						
% Nonbinary						
% American Indian/Alaska Native						
% Asian						
% Black/African American						
% Hispanic/Latino						
% Native Hawaiian/Pacific Islander						
% Two or More						
% White						

S = Student Population, NBCT = National Board Certified Teacher

Linked Artifacts:



**42. Supporting National Board Certified Teacher Candidates:** Identify the barriers that may discourage or prevent teachers from pursuing a National Board Certification and describe how the school system intends to overcome these barriers, including plans for progress monitoring to ensure teachers earn their certifications.

*Examples may include:*

- *Creating a cohort experience with structured support for teachers throughout the certification process*
- *Assigning NBCT candidates peer mentors who have gone through the same process and obtained their National Board Certification*
- *Developing a model for school leaders, ensuring NBCT candidates have resources and support from their school leaders and communities*

*Response here...*

**Linked Artifacts:**

**[Blueprint Requirement \(MD Code, Educ §6–1002\)](#)**



## 43. National Board Certified Teachers in Low-Performing Schools Projections

Use the tables below to indicate the current and projected National Board Certified teachers assigned to low-performing schools in the school system. Use the open response field below to describe how the school system will increase the number of NBCT at low-performing schools in the future, including among historically underrepresented groups. Teachers holding multiple certifications or teaching multiple grades may be counted more than once.

Note: When developing plans for low-performing schools, use the State's Framework for National Board Certified Teachers and Low-Performing Schools which can be found at [MSDE's site for the National Board Certified Teacher Program](#).

Response here...

### Linked Artifacts:

Table 1: National Board Certified Teachers by Certification Area

	2021-2022		2022-2023		2023-2024	
	#	%	#	%	#	%
All Teachers*		-		-		-
Art, Early and Middle Childhood						
Art, Early Adolescence through Young Adulthood						
Career and Technical Education						
English Language Arts, Early Adolescence						
English Language Arts, Adolescence and Young Adulthood						
English as a New Language, Early and Middle Childhood						
English as a New Language, Early Adolescence through Young Adulthood						
Exceptional Needs Specialist						
Generalist, Early Childhood						
Generalist, Middle Childhood						
Health Education						
Library Media**						
Literacy: Reading-Language Arts						
Mathematics, Early Adolescence						
Mathematics, Adolescence and Young Adulthood						
Music, Early and Middle Childhood						
Music, Early Adolescence through Young Adulthood						
Physical Education, Early and Middle Childhood						
Early Adolescence through Young Adulthood						
School Counseling**						
Science, Early Adolescence						
Science, Adolescence and Young Adulthood						
Social Studies-History, Early Adolescence						
Social Studies-History, Adolescence and Young Adulthood						
World Languages						

\*This is the number of all Pre-K-12 teachers assigned to low-performing schools and eligible to apply for National Board Certification, including those teachers already NBCT.

\*\* May be applicable to staff at the elementary level



## 43. National Board Certified Teachers in Low-Performing Schools Projections

Table 2: National Board Certified Teachers in Low-Performing Schools by Grade Level

	2021-2022		2022-2023		2023-2024	
	#	%	#	%	#	%
All Teachers*		-		-		-
Pre-K						
Kindergarten						
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						

\*This is the number of all Pre-K-12 teachers assigned to low-performing schools and eligible to apply for National Board Certification, including those teachers already NBCT.

Table 3: Demographic Comparison of National Board Certified Teachers in Low-Performing Schools to Student Population

	2021-2022		2022-2023		2023-2024	
	S	NBCT	S	NBCT	S	NBCT
Total (Number)						
% Female						
% Male						
% Nonbinary						
% American Indian/Alaska Native						
% Asian						
% Black/African American						
% Hispanic/Latino						
% Native Hawaiian/Pacific Islander						
% Two or More						
% White						

S = Student Population, NBCT = National Board Certified Teacher

The student population in this table should be the students enrolled in the district's low-performing schools.

Linked Artifacts:



**44. Strategic Assignment of National Board Certified Teachers:** As part of the implementation of the Career Ladder, what systems and structures will the school system put into place to increase the impact of and teacher leadership opportunities for National Board certified teachers?

*Examples may include:*

- *How teaching assignments will be made to match the subject area for which teachers received their National Board Certification*
- *Opportunities for NBCT to serve as model teachers for peer observations, peer coaches, or mentors to NBCT candidates*
- *Priority status in initial hiring or transfers to low performing schools*

Linked Artifacts:

2.4.2: LEAs shall implement an educator career ladder on or before 7/1/24

**45. (OPTIONAL) Establishment of a Career Ladder Development Board:** Indicate whether the school system intends to establish a local Career Ladder development board that will set standards for teachers to achieve each tier in the teacher leadership track in the county. Describe the process and timeline the school system will use to recruit and establish the board.

Linked Artifacts:

**46. (OPTIONAL) Membership of the Career Ladder Development Board:** Identify the name and contact information of the individual(s) serving on the local Career Ladder development board, including advanced teachers and other stakeholders.

Name	Position	Organization

Linked Artifacts:



Blueprint Requirement (MD Code, Educ §6–1002)



47. Phasing in the Career Ladder – Activity Projections

Describe the essential activities that will drive the school system’s efforts to phase in the implementation of the Career Ladder. The LEA will assess and report its progress in completing activities annually as outlined in the table below.

Note: Add as many rows to the table as necessary for the activities planned.

Essential Activities for Phasing in the Career Ladder

Activity	2021-2022	2022-2023	2023-2024
Develop a plan for increasing the number of NBC teachers	X		
Engage stakeholders to assess challenges related to obtaining NBC	X		
Implement a support program for teachers pursuing NBC		X	X

Linked Artifacts:





2.4.6: LEAs shall encourage teachers to obtain Master's degrees in fields that require special expertise, have shortage areas, and enhance the teacher's professional skills and qualifications so that teachers are able to teach dual-enrollment courses as adjunct faculty at postsecondary institutions, including by providing additional compensation as appropriate and through collective bargaining

**Blueprint Requirement (MD Code, Educ §6–1008)**

**48. Promotion of Advanced Degrees:** What methods will the school system use to encourage or incentivize teachers to obtain master's degrees in fields that require special expertise or have shortage areas? Identify the areas and discuss the LEA's challenges in recruiting for those areas.

*Examples may include:*

- *Provide resources and leverage partnerships to reduce costs for program participants*
- *Maximize teachers' time by ensuring that coursework is tightly aligned to teachers' daily work and when possible, assignments fulfill the need of both work and school*
- *Work with institutions of higher education to ensure college classes are scheduled with teachers in mind (e.g., time of day, length of classes, as a cohort for built-in support, etc.)*

*Response here...*

**Linked Artifacts:**

**49. Collaboration with Institutions of Higher Education:** Describe how the LEA will work with institutions of higher education to ensure that coursework and degree programs are aligned to:

- The district's curriculum and instructional program,
- College and career readiness standards, and
- Specialized coursework teachers may be responsible for teaching in post-CCR pathways.

*Response here...*

**Linked Artifacts:**

**50. Teaching Dual Enrollment Courses:** How will the school system provide professional development or other pathways to enhance teachers' professional skills and qualifications so



that they are able to teach dual-enrollment courses as adjunct faculty at institutions of higher education? What additional dual enrollment offerings will be available to students as a result?

Response here...

Linked Artifacts:

**51. Teacher Support:** Describe the systems and structures the school system will put in place to support teachers in earning advanced degrees, including progress monitoring tools to support completion.

*Examples may include:*

- *Creating a cohort model to support teachers pursuing the same field of study throughout the degree program*
- *Coordinating with institutions of higher education to schedule courses that align with the school systems schedules and calendars*
- *Providing scholarships or reduced tuition and fees for participating teachers*

Response here...

Linked Artifacts:

## Pillar 2, Objective 5: Improve educator compensation

Note: When developing plans in this section, LEAs should consider requirements related to collective bargaining.

**52. Allocation of Resources:** The Blueprint assumes LEAs will spend \$617 of the target foundation per pupil increase to implement the new 10% salary increase for all teachers and the new minimum salary requirement of \$60,000. The target foundation per-pupil amount is phased in over time to support LEAs in meeting the Blueprint requirements. Discuss the challenges the LEA has identified related to implementing the Blueprint requirements for teacher compensation, including fluctuating enrollment and the increased contribution rates for the Maryland State Retirement and Pension System (MSRPS). Describe the LEA's plans for overcoming the identified challenges and the types of reprioritization or reallocation of resources that may need to occur.

Response here...

Linked Artifacts:



Blueprint Requirement (MD Code, Educ §6–1009)

2.5.4: Implement initial 10% salary increase for teachers by 6/30/24



53. Mandatory 10% Teacher Salary Increase Projections

The Blueprint requires that teachers within the LEA receive a 10% salary increase above the negotiated schedule of salary increases documented in the LEA’s Negotiated Agreement as of July 1, 2019. LEAs must meet this increase between the period of July 1, 2019 and June 30, 2024. Complete the table below to show the school system’s progress and planned increases for meeting this requirement.

Note: The percentages should reflect the increase over the base each year and not the year-to-year increase.

Percentage Increase in Teacher Salary Per Year for All Teachers  
Over the Maximum Planned Increase Documented in the LEA’s Negotiated Agreement as of July 1, 2019

SY 2019-2020			SY 2020-2021			SY 2021-2022			SY 2022-2023			SY 2023-2024		
Min	Med	Max	Min	Med	Max	Min	Med	Max	Min	Med	Max	Min	Med	Max
2%	3%	4%	4%	5%	8%	6%	7%	12%	8%	10%	13%	10%	12%	15%

Linked Artifacts:

2.5.5: Implement minimum \$60,000 starting teacher salary by 7/1/26

54. The Blueprint requires a minimum starting salary of \$60,000 for any teacher by July 1, 2026. Discuss how the LEA is preparing to meet this requirement.

Response here...

Linked Artifacts:



## Pillar 2: (OPTIONAL) Proposed Regulatory Revisions and Waivers

**55.** Discuss whether the school system needs any revisions or waivers from the Code of Maryland Regulations (COMAR) to implement its plan. Identify specific regulations, including applicable citations, and explain how a regulation may impede or prohibit proposed implementation activities.

*Response here...*

**Linked Artifacts:**

## Pillar 2: Stakeholder Engagement

**56.** Identify the key stakeholder groups, including the local teachers' organization, that the school system and its Blueprint Implementation Plan Team intends to collaborate with to develop and support its implementation plans in the High-Quality Diverse Teachers and Leaders Pillar, particularly in negotiating the development of the Career Ladder. Describe the anticipated contributions of each group and how frequently the team will engage with them.

Stakeholder Group	Contributions	Frequency of Engagement

**Linked Artifacts:**



## Pillar 3: College and Career Readiness

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LEAs should utilize MSDE's Report: College and Career Readiness Roadmap to Implementation, Version 2 (August 2022) for interim guidance as they develop their Implementation Plans for this Pillar.



**Blueprint Requirement (MD Code, Educ §1–303)**

Note: This Pillar was developed to support LEAs in planning across the Pre-K-12 continuum. For the March 2023 submission of the Initial Blueprint Implementation Plan, LEAs are only required to address Pre-K through fifth grade when answering the questions for Objectives 1 and 2. Grades 6-12 will be addressed in the March 2024 submission.

**Pillar 3, Objective 1 (English Language Arts): Students shall have equitable opportunities to become college and career ready (CCR) and shall meet the CCR standard at an equal rate**

3.1.3 (English Language Arts): LEAs shall implement a fully aligned instructional system in consultation with experienced and highly effective teachers, including high-quality curriculum frameworks and instructional materials that build on one another in a logical sequence

**Blueprint Requirement (MD Code, Educ §7-205.1)**

**Comprehensive Literacy Plan for English Language Arts**

**57. Comprehensive Literacy Plan:** Does the school system have a comprehensive literacy plan for English language arts that is aligned to the science of reading and that will prepare students for college–level credit–bearing course work upon graduation, including:

- All pre-kindergarten students demonstrating readiness for kindergarten,
- All third graders reading proficiently by the end of third grade, and
- Continued support for struggling readers in grades 4-12?

If yes, link the plan as an artifact below and use the open response field to discuss when and how it was developed. If the plan does not exist or needs to be refined to align to the Blueprint's intent, discuss the anticipated timeline and process for development and/or revision.

*Response here...*

**Linked Artifacts:**

**58. Vision, Mission, and Goals for Literacy:** Describe the district's vision, mission, and goals for literacy in English language arts.



Response here...

Linked Artifacts:



## 59. College and Career Readiness in English Language Arts – Achievement Projections

Use the following tables to indicate the current and projected achievement levels in reading for the designated groups by gender, socioeconomic status, service group, and race/ethnicity for each of the designated grade levels (3<sup>rd</sup>, 6<sup>th</sup>, 10<sup>th</sup>).

Table 1: 3<sup>rd</sup> Grade Student Achievement in Reading by Gender, Socioeconomic Status, and Service Group

	2021-2022				2022-2023				2023-2024			
	1	2	3	4	1	2	3	4	1	2	3	4
All												
M												
F												
NB												
ED												
EL												
SE												

Column Headers

1 = Beginning Learner
2 = Developing Learner
3 = Proficient Learner
4 = Distinguished Learner

Row Headers

All = All Students	ED = Economically Disadvantaged
F = Female	EL = English Learner
M = Male	SE = Special Education
NB = Nonbinary	



## 59. College and Career Readiness in English Language Arts – Achievement Projections

Table 2: 3<sup>rd</sup> Grade Student Achievement in Reading by Race/Ethnicity

	2021-2022				2022-2023				2023-2024			
	1	2	3	4	1	2	3	4	1	2	3	4
All												
AI												
A												
B												
H												
NH												
2+												
W												

### Column Headers

1 = Beginning Learner  
2 = Developing Learner  
3 = Proficient Learner  
4 = Distinguished Learner

### Row Headers

All = All Students  
AI = American Indian / Alaska Native  
A = Asian  
B = Black / African American  
H = Hispanic / Latino  
NH = Native Hawaiian / Pacific Islander  
2+ = Two or More  
W = White

Table 3: 6<sup>th</sup> Grade Student Achievement in Reading by  
Grade Level, Gender, Socioeconomic Status, and Service Group

	2021-2022				2022-2023				2023-2024			
	1	2	3	4	1	2	3	4	1	2	3	4
All												
M												
F												
NB												
ED												
EL												
SE												

### Column Headers

1 = Beginning Learner  
2 = Developing Learner  
3 = Proficient Learner  
4 = Distinguished Learner

### Row Headers

All = All Students  
F = Female  
M = Male  
NB = Nonbinary  
ED = Economically Disadvantaged  
EL = English Learner  
SE = Special Education





## 59. College and Career Readiness in English Language Arts – Achievement Projections

Table 4: 6<sup>th</sup> Grade Student Achievement in Reading by Race/Ethnicity

	2021-2022				2022-2023				2023-2024			
	1	2	3	4	1	2	3	4	1	2	3	4
All												
AI												
A												
B												
H												
NH												
2+												
W												

**Column Headers**

1 = Beginning Learner  
2 = Developing Learner  
3 = Proficient Learner  
4 = Distinguished Learner

**Row Headers**

All = All Students  
AI = American Indian/Alaska Native  
A = Asian  
B = Black/African American  
H = Hispanic/Latino  
NH = Native Hawaiian/Pacific Islander  
2+ = Two or More  
W = White

Table 5: 10<sup>th</sup> Grade Student Achievement in Reading by Grade Level, Gender, Socioeconomic Status, and Service Group

	2021-2022				2022-2023				2023-2024			
	1	2	3	4	1	2	3	4	1	2	3	4
All												
M												
F												
NB												
ED												
EL												
SE												

**Column Headers**

1 = Beginning Learner  
2 = Developing Learner  
3 = Proficient Learner  
4 = Distinguished Learner

**Row Headers**

All = All Students  
F = Female  
M = Male  
NB = Nonbinary  
ED = Economically Disadvantaged  
EL = English Learner  
SE = Special Education



## 59. College and Career Readiness in English Language Arts – Achievement Projections

Table 6: 10<sup>th</sup> Grade Student Achievement in Reading by Race/Ethnicity

	2021-2022				2022-2023				2023-2024			
	1	2	3	4	1	2	3	4	1	2	3	4
All												
AI												
A												
B												
H												
NH												
2+												
W												

### Column Headers

1 = Beginning Learner
2 = Developing Learner
3 = Proficient Learner
4 = Distinguished Learner

### Row Headers

All = All Students	H = Hispanic/Latino
AI = American Indian/Alaska Native	NH = Native Hawaiian/Pacific Islander
A = Asian	2+ = Two or More
B = Black/African American	W = White

Linked Artifacts:

## Literacy Training and Professional Development

**60. Identifying Training Needs:** Discuss the systems for identifying which employees need literacy training aligned to the science of reading and if it was completed, including existing staff, those new to the profession, and those new to the school system.

*Examples may include:*

- *Assessing when teachers new to the profession may have received the training through educator preparation programs*
- *Identifying training needs for staff when they are new to a position or assignment (e.g., moving from one grade level to another, new principals, etc.)*
- *Determining when teachers may have started a training series that was not completed for varying reasons; therefore, they require additional training opportunities (e.g., A teacher who begins training and goes on a leave of absence before it's completed)*

Response here...

Linked Artifacts:



## 61. Training Aligned to the Science of Reading for Early Literacy (Pre-K-3) Projections

Use the table below to indicate the current and projected number and percentage of staff who have been or will be trained in instructional practices related to the science of reading for each of the employee groups listed. The school system should plan to have 100% of Pre-K-3 staff trained within three years with subsequent years dedicated to maintaining that number and ensuring teachers new to the system or to the grade level receive training at their earliest opportunity.

Note: Training must consist of a coherent sequence of training courses to ensure staff develop a comprehensive set of skills and knowledge related to literacy instruction aligned to the science of reading. For example, when a teacher completes the entire LETRS training series, then they should be included in the “% Trained” number.

Numbers of Pre-K-3 Staff Trained in the Science of Reading for Early Literacy

	2021-2022		2022-2023		2023-2024	
	# All Teachers	% Trained	# All Teachers	% Trained	# All Teachers	% Trained
Pre-K Teachers						
Kindergarten Teachers						
1 <sup>st</sup> Grade Teachers						
2 <sup>nd</sup> Grade Teachers						
3 <sup>rd</sup> Grade Teachers						
Pre-K-3 Special Education Teachers						
Pre-K-3 ESOL Teachers						
Pre-K-3 Principals						
Other Relevant Staff						

Trained = All teachers who have completed training, All = All teachers eligible for training

Linked Artifacts:

**62. Types of Training Provided:** List the type(s) of initial and ongoing literacy training provided for different employee groups (general education teachers, special education teachers, principals, reading specialists, and other relevant staff), including the total number of hours and time period for completion. Classify training as initial if it is intended to provide foundational knowledge and skills and ongoing if it’s intended to increase knowledge and skills and support the implementation of the initial training.

*Examples may include:*

- Core (Tier 1) reading instruction in grades Pre-K-3



- *Intervention instruction in grades Pre-K-12 or grade bands (e.g., Pre-K-K, 1-3, 4-5, 6-8, 9-12)*
- *Topic specific (e.g., comprehension, supporting struggling readers in high school, strategies for EL students, etc.)*

Employee Group	Grade Level(s)	Name of Training	Training Type (Initial or Ongoing)	Total Number of Hours	Time Period for Completion
All teachers	1-3	LETRS	Initial	160	4 Semesters

Linked Artifacts:

**63. Fidelity of Implementation:** How does the school system assess participants' mastery of the literacy training content? Discuss how implementation is monitored and assessed, including how data is used to inform continued professional development.

*Examples may include:*

- *Developing a walkthrough tool reflective of the components aligned to the science of reading that are taught during training to collect data on the use of those components*
- *Creating a process or using a specific protocol for identifying, collecting, and analyzing data at different levels of implementation (e.g., district, school, classroom)*
- *Use of surveys to assess teachers' perceptions of training, implementation, and success with students*

Response here...

Linked Artifacts:

**64. Ongoing, Job-Embedded Professional Development:** What types of ongoing, job-embedded professional development does the school system provide to support staff in the implementation of instructional practices aligned to the science of reading?

*Examples may include:*

- *Daily lesson study and planning by grade level, department, or cross-curricular teams*
- *Regular peer coaching cycles, including observations, debriefs, and planning*
- *Support from reading specialists such as model teaching, co-planning, and instructional coaching*



Response here...

Linked Artifacts:

**65. Organizational Structures and Support:** How does the school system leverage talent, time, and resources to support ongoing, job-embedded professional development of staff responsible for reading instruction and intervention?

*Examples may include:*

- *Identifying the most effective reading teachers and increasing their impact beyond their individual classrooms through lesson planning, co-teaching, peer coaching, etc.*
- *Changing the daily schedule to increase collaboration time for teachers during the school day*
- *Hiring district reading specialists and deploying them to campuses to model lessons, observe instruction, and coach teachers*

Response here...

Linked Artifacts:

## High-Quality, Content-Rich Instructional Materials for English Language Arts

**66. Process for Selecting Materials:** Describe the process the school system uses to select instructional materials for English language arts, including who participates and the types of activities used.

*Examples may include:*

- *Use of committee structures*
- *Pilot programs*
- *Mechanisms for gathering stakeholder feedback*
- *Site visits to school systems implementing the materials being considered*

Response here...

Linked Artifacts:

**67. High-Quality and Content-Rich:** Discuss how the school system determines if materials are high-quality, content-rich, and aligned to the science of reading. Discuss how the LEA ensures



materials collectively provide instruction in all five areas of reading: phonological awareness, phonics, fluency, vocabulary, and comprehension. If one resource is inadequate or incomplete in addressing all five areas, how will the school system ensure there is a collection of high-quality materials to address all areas? The Maryland State Department of Education utilizes Ed Reports as a primary source in assessing the quality of instructional materials so it should be included in the response. Additionally, the selection of materials for other content areas such as science and social studies may also be included if that is a consideration in leveraging those subjects to build student knowledge while reinforcing literacy acquisition skills through cross-curricular connections.

*Response here...*

**Linked Artifacts:**

**68. Culturally Responsive:** During the selection process, how does the school system assess and select materials that are culturally responsive? In instances where materials are high-quality but not culturally responsive, how does the school system supplement materials to ensure that they meet the cultural needs of the students?

*Response here...*

**Linked Artifacts:**

**69. Supplemental and Intervention Materials (Tiers 2 and 3 of Instruction):** What additional considerations or steps are added to the materials selection process when selecting supplemental and intervention materials for use in tiers 2 and 3?

*Response here...*

**Linked Artifacts:**



## 70. HQIM - English Language Arts: Adoption Projections

Identify the high-quality, content-rich, and culturally responsive instructional materials adopted and used for literacy in English language arts at each grade level (Pre-K-12) and tier of instruction. If a particular material is under review or not yet identified, indicate its status.

Title	Publisher	Grade Level(s)	Instructional Tier(s)	Status (adopted and implementing, under review, piloting)

Linked Artifacts:

**71. Materials-Specific Professional Development and Support:** What professional development and support does the school system provide to ensure the effective use of instructional materials? Discuss activities to support the implementation of newly adopted materials as well as those designed to leverage materials during instruction over time.

Response here...

Linked Artifacts:

## Pillar 3, Objective 2 (English Language Arts): Keep students on track to meet CCR

3.2.1 (English Language Arts): Provide intensive intervention services to students who are not on track to becoming CCR by the end of 10th grade

### Progress Monitoring in English Language Arts

**72. Systems and Structures for Progress Monitoring:** Describe the systems and structures the school system has put into place to ensure rigorous monitoring of student progress in reading at each grade level.

Examples may include:

- How the instructional schedule is developed to support teacher planning and collaboration in response to student literacy data
- A specific model or framework for analyzing literacy data, facilitating a professional learning community, etc.
- Creating schedules for ongoing assessment and tracking of student progress throughout the school year
- Professional development opportunities to support teachers and administrators in implementing effective progress monitoring

Response here...

Linked Artifacts:

**73. Assessments:** List the assessments administered to students and their purpose in progress monitoring, including the use of universal screeners as required by Maryland’s Ready to Read Act.

Grade Level(s)	Assessment	Type (diagnostic, formative, summative)	Frequency of Administration	Purpose
K-3	iReady	diagnostic	3 times per year	Identify individual student needs in literacy

Linked Artifacts:





**74. Measures of Success:** Describe the measures of success the school system utilizes to identify students in need of support and intervention in literacy to meet the college and career readiness standard. Explain the rationale for using each of the measures as well as the grade levels to which they apply.

*Examples may include:*

- *Kindergarten Readiness Assessment (KRA) and reading proficiency by the end of 3rd grade*
- *Early warning indicators such as attendance, behavior, and course completion in middle school*
- *Freshmen on-track indicator, cumulative 9th and 10th grade GPA, core subjects GPA, attainment of credits in core content courses, attainment of credits in career and technical education (CTE) courses, or a combination together with assessment scores, attendance, or other behavioral metrics*

Measure	Rationale	Grade Level(s)

Linked Artifacts:

Intervention in English Language Arts

[Blueprint Requirement \(MD Code, Educ §5-226\)](#)

[Blueprint Requirement \(MD Code, Educ §7-205.1\)](#)

**75. Tier 2 and 3 Intervention:** Describe the school system’s targeted, evidence-based model for Tier 2 and Tier 3 instruction in reading. Include the following:

- The correlation between how students are identified during progress monitoring and the type of intervention the school system provides
- The core components and/or major activities for each type of intervention, including details such as the length of time students participate and who may be working with them in addition to the classroom teacher
- How it’s determined that a student no longer requires intervention
- The method(s) for evaluating the effectiveness of interventions



Responses should be organized by level (elementary, middle, high).

- **Elementary (Pre-K-5)**

*Response here...*

**Linked Artifacts:**

- **Middle School (6-8)**

*Response here...*

**Linked Artifacts:**

- **High School (9-12)**

*Response here...*

**Linked Artifacts:**

**76. Structures and Support for Intervention:** How does the school system support teachers in their implementation of intervention at Tiers 2 and 3 so that every student receives reading instruction that is responsive to their individual needs as determined through data collected during progress monitoring?

Considerations should include, but are not limited to, the following:

- A framework for intervention that includes evidence-based, high-yield strategies
- Staffing such as campus-based instructional coaches, intervention teachers, etc.
- Strategic use of specific funding such as the Transitional Supplemental Instruction Aid for struggling learners in K-3
- Schedules (classroom or school) that support increased opportunities for small group or individualized instruction, including high-quality school day tutoring

*Response here...*

**Linked Artifacts:**



**77. High-Quality School Day Tutoring:** How does the school system leverage time, partnerships, and resources (e.g., Transitional Supplemental Instruction Aid) to support the implementation of the high-leverage strategy, high-quality school day tutoring, to accelerate instruction in reading? How does it evaluate the effectiveness of this intervention?

Response here...

Linked Artifacts:

**78. Transitional Supplemental Instruction Aid:** Use the table below to describe how the LEA has used and will continue to use the Transitional Supplemental Instruction Aid to support K-3 students in reading, beginning with the 2019-2020 school year, and include the impact of the funding and how it has been measured.

School Year	Activity How were the funds used?	Impact What was the result?	Evaluation How was the result determined?

Linked Artifacts:

**79. Underserved Student Groups:** Describe how the school system eliminates barriers and meets the needs of students who have been underserved. Consider the learning loss caused by the pandemic for specific student groups as well as groups who have been historically underserved. How will the school system minimize or prevent students from continuing to be underserved?

Response here...

Linked Artifacts:

**80. Leveraging the Concentration of Poverty Grant in Intervention:** Districts receiving the Concentration of Poverty Grant must discuss how they utilize the grant resources to support acceleration and intervention efforts for underserved students in reading. Include how the school system evaluates the effectiveness of its efforts.

Response here...

Linked Artifacts:



**81. Family Engagement in Learning:** What does the school system do to ensure parents/guardians are included and engaged in their children's academic success, particularly when students are identified for intervention in reading? Discuss how parents/guardians are notified and included in the development and implementation of individual student's learning plans.

*Response here...*

**Linked Artifacts:**

Note: This Pillar was developed to support LEAs in planning across the Pre-K-12 continuum. For the March 2023 submission of the Initial Blueprint Implementation Plan, LEAs are only required to address Pre-K through fifth grade when answering the questions for Objectives 1 and 2. Grades 6-12 will be addressed in the March 2024 submission.

## **Pillar 3, Objective 1 (Math): Students shall have equitable opportunities to become college and career ready (CCR) and shall meet the CCR standard at an equal rate**

**3.1.3 (Math):** LEAs shall implement a fully aligned instructional system in consultation with experienced and highly effective teachers, including high-quality curriculum frameworks and instructional materials that build on one another in a logical sequence

### **Comprehensive Plan for Mathematics**

**82. Comprehensive Plan for Mathematics:** Does the school system have a comprehensive plan for mathematics that begins with pre-kindergarten and prepares students for college-level credit-bearing course work in mathematics upon graduation?

If yes, link the plan as an artifact below and use the open response field to discuss when and how it was developed. If the plan does not exist or needs to be refined to align to the Blueprint's intent, discuss the anticipated timeline and process for development and/or revision.

*Response here...*

**Linked Artifacts:**

**83. Vision, Mission, and Goals for Mathematics:** Describe the district's vision, mission, and goals for mathematics.



Response here

Linked Article

## 84. College and Career Readiness in Mathematics – Achievement Projections

Use the tables below to indicate the current and projected achievement levels in mathematics for the designated groups by gender, socioeconomic status, service group, and race/ethnicity for each of the designated grade levels (3<sup>rd</sup>, 6<sup>th</sup>, 10<sup>th</sup>).

**Table 1: 3<sup>rd</sup> Grade Student Achievement in Mathematics by Gender, Socioeconomic Status, and Service Group**

	2021-2022				2022-2023				2023-2024			
	1	2	3	4	1	2	3	4	1	2	3	4
All												
M												
F												
NB												
ED												
EL												
SE												

**Column Headers**

1 = Beginning Learner  
2 = Developing Learner  
3 = Proficient Learner  
4 = Distinguished Learner

**Row Headers**

All = All Students  
F = Female  
M = Male  
NB = Nonbinary  
ED = Economically Disadvantaged  
EL = English Learner  
SE = Special Education

**Table 2: 3<sup>rd</sup> Grade Student Achievement in Mathematics by Race/Ethnicity**

	2021-2022				2022-2023				2023-2024			
	1	2	3	4	1	2	3	4	1	2	3	4
All												
AI												
A												
B												
H												
NH												
2+												
W												

**Column Headers**

1 = Beginning Learner  
2 = Developing Learner  
3 = Proficient Learner  
4 = Distinguished Learner

**Row Headers**

All = All Students  
AI = American Indian / Alaska Native  
A = Asian  
B = Black / African American  
H = Hispanic / Latino  
NH = Native Hawaiian / Pacific Islander  
2+ = Two or More  
W = White



## 84. College and Career Readiness in Mathematics – Achievement Projections

Table 3: 6<sup>th</sup> Grade Student Achievement in Mathematics by  
Grade Level, Gender, Socioeconomic Status, and Service Group

	2021-2022				2022-2023				2023-2024			
	1	2	3	4	1	2	3	4	1	2	3	4
All												
M												
F												
NB												
ED												
EL												
SE												

Column Headers

1 = Beginning Learner
2 = Developing Learner
3 = Proficient Learner
4 = Distinguished Learner

Row Headers

All = All Students	ED = Economically Disadvantaged
F = Female	EL = English Learner
M = Male	SE = Special Education
NB = Nonbinary	

Table 4: 6<sup>th</sup> Grade Student Achievement in Mathematics by Race/Ethnicity

	2021-2022				2022-2023				2023-2024			
	1	2	3	4	1	2	3	4	1	2	3	4
All												
AI												
A												
B												
H												
NH												
2+												
W												

Column Headers

1 = Beginning Learner
2 = Developing Learner
3 = Proficient Learner
4 = Distinguished Learner

Row Headers

All = All Students	H = Hispanic/Latino
AI = American Indian/Alaska Native	NH = Native Hawaiian/Pacific Islander
A = Asian	2+ = Two or More
B = Black/African American	W = White



## 84. College and Career Readiness in Mathematics – Achievement Projections

Table 5: 10<sup>th</sup> Grade Student Achievement in Mathematics by  
Grade Level, Gender, Socioeconomic Status, and Service Group

	2021-2022				2022-2023				2023-2024			
	1	2	3	4	1	2	3	4	1	2	3	4
All												
M												
F												
NB												
ED												
EL												
SE												

Column Headers

1 = Beginning Learner  
2 = Developing Learner  
3 = Proficient Learner  
4 = Distinguished Learner

Row Headers

All = All Students  
F = Female  
M = Male  
NB = Nonbinary  
ED = Economically Disadvantaged  
EL = English Learner  
SE = Special Education

Table 6: 10<sup>th</sup> Grade Student Achievement in Mathematics by Race/Ethnicity

	2021-2022				2022-2023				2023-2024			
	1	2	3	4	1	2	3	4	1	2	3	4
All												
AI												
A												
B												
H												
NH												
2+												
W												

Column Headers

1 = Beginning Learner  
2 = Developing Learner  
3 = Proficient Learner  
4 = Distinguished Learner

Row Headers

All = All Students  
AI = American Indian/Alaska Native  
A = Asian  
B = Black/African American  
H = Hispanic/Latino  
NH = Native Hawaiian/Pacific Islander  
2+ = Two or More  
W = White

Linked Artifacts:

## Mathematics Training and Professional Development

**85. Identifying Training Needs:** Discuss the systems for identifying which employees need mathematics training and if it was completed, including existing staff, those new to the profession, and those new to the school system.



Examples may include:

- Assessing when teachers new to the profession may have received the training through educator preparation programs
- Identifying training needs for staff when they are new to a position or assignment (e.g., moving from one grade level to another, new principals, etc.)
- Determining when teachers may have started a training series that was not completed for varying reasons; therefore, they require additional training opportunities (e.g., A teacher who begins a four-part training series on algebraic reasoning and goes on a leave of absence before it's completed)

Response here...

Linked Artifacts:

**86. Types of Training Provided:** List the type(s) of initial and ongoing mathematics training provided for different employee groups (general education teachers, special education teachers, principals, content specialists, and other relevant staff), including the total number of hours and time period for completion. Classify training as initial if it is intended to provide foundational knowledge and skills and ongoing if it's intended to increase knowledge and skills and support the implementation of the initial training.

Examples may include:

- Core (Tier 1) mathematics instruction in grades Pre-K-3
- Intervention instruction in grades Pre-K-12 or grade bands (e.g., Pre-K-K, 1-3, 4-5, 6-8, 9-12)
- Topic specific (e.g., problem-solving, facilitating mathematical discourse, strategies for EL students, etc.)

Employee Group	Grade Level(s)	Name of Training	Training Type (Initial or Ongoing)	Total Number of Hours	Time Period for Completion
All teachers	4-5	Algebraic Reasoning for Elementary Math Teachers	Initial	24	2 Semesters

Linked Artifacts:





**87. Fidelity of Implementation:** How does the school system assess participants' mastery of the mathematics training content? Discuss how implementation is monitored and assessed, including how data is used to inform continued professional development.

*Examples may include:*

- *Developing a walkthrough tool reflective of the components aligned to the mathematics pedagogy that are taught during training to collect data on the use of those components*
- *Creating a process or using a specific protocol for identifying, collecting, and analyzing data at different levels of implementation (e.g., district, school, classroom)*
- *Use of surveys to assess teachers' perceptions of training, implementation, and success with students*

*Response here...*

**Linked Artifacts:**

**88. Ongoing, Job-Embedded Professional Development:** What types of ongoing, job-embedded professional development does the school system provide to support staff in the implementation of instructional practices aligned to effective math pedagogy?

*Examples may include:*

- *Daily lesson study and planning by grade level, department, or cross-curricular teams*
- *Regular peer coaching cycles, including observations, debriefs, and planning*
- *Support from content specialists such as model teaching, co-planning, and instructional coaching*

*Response here...*

**Linked Artifacts:**

**89. Organizational Structures and Support:** How does the school system leverage talent, time, and resources to support ongoing, job-embedded professional development of staff responsible for math instruction and intervention?

*Examples may include:*

- *Identifying the most effective math teachers and increasing their impact beyond their individual classrooms through lesson planning, co-teaching, peer coaching, etc.*
- *Changing the daily schedule to increase collaboration time for teachers during the school day*



- *Hiring district math specialists and deploying them to campuses to model lessons, observe instruction, and coach teachers*

Response here...

Linked Artifacts:

## High-Quality, Content-Rich Instructional Materials for Mathematics

**90. Process for Selecting Materials:** Describe the process the school system uses to select instructional materials for mathematics, including who participates and the types of activities used.

*Examples may include:*

- *Use of committee structures*
- *Pilot programs*
- *Mechanisms for gathering stakeholder feedback*
- *Site visits to school systems implementing the materials being considered*

Response here...

Linked Artifacts:

**91. High-Quality and Content-Rich:** Discuss how the school system determines if materials are high-quality and content-rich. The Blueprint for Maryland's Future requires that curriculum aligns to the CCR standard. The Maryland State Department of Education utilizes Ed Reports as a primary source in assessing the quality of instructional materials so it should be included in the response. Additionally, the selection of materials for other content areas such as science and social studies may also be included if that is a consideration in leveraging those subjects to build student knowledge while reinforcing math skills through cross-curricular connections.

Response here...

Linked Artifacts:

**92. Culturally Responsive:** During the selection process, how does the school system assess and select materials that are culturally responsive? In instances where materials are high-quality but not culturally responsive, how does the school system supplement materials to ensure that they meet the cultural needs of the students?



Response here...

Linked Artifacts:

**93. Supplemental and Intervention Materials (Tiers 2 and 3 of Instruction):** What additional considerations or steps are added to the materials selection process when selecting supplemental and intervention materials for use in tiers 2 and 3?

Response here...

Linked Artifacts:



## 94. HQIM – Mathematics: Adoption Projections

Identify the high-quality, content-rich, and culturally responsive instructional materials adopted and used for Math at each grade level (Pre-K-12) and tier of instruction. If a particular material is under review or not yet identified, indicate its status.

Title	Publisher	Grade Level(s)	Instructional Tier(s)	Status (adopted and implementing, under review, piloting)

Linked Artifacts:

**95. Materials-Specific Professional Development and Support:** What professional development and support does the school system provide to ensure the effective use of instructional materials? Discuss activities to support the implementation of newly adopted materials as well as those designed to leverage materials during instruction over time.

Response here...

Linked Artifacts:



Pillar 3, Objective 2 (Math): Keep students on track to meet CCR

3.2.1 (Math): Provide intensive intervention services to students who are not on track to becoming CCR by the end of 10th grade

Progress Monitoring in Math

**96. Systems and Structures for Progress Monitoring:** Describe the systems and structures the school system has put into place to ensure rigorous monitoring of student progress in mathematics at each grade level.

Examples may include:

- How the instructional schedule is developed to support teacher planning and collaboration in response to student math data
- A specific model or framework for analyzing math data, facilitating a professional learning community, etc.
- Creating schedules for ongoing assessment and tracking of student progress throughout the school year
- Professional development opportunities to support teachers and administrators in implementing effective progress monitoring

Response here...

Linked Artifacts:

**97. Assessments:** List the assessments administered to students and their purpose in progress monitoring, including the use of universal screeners.

Grade Level(s)	Assessment	Type (diagnostic, formative, summative)	Administration	Purpose
K-8	MAP Growth	diagnostic	3 times per year	Identify individual student needs in mathematics

Linked Artifacts:



**98. Measures of Success:** Describe the measures of success the school system utilizes to identify students in need of support and intervention in mathematics to meet the college and career readiness standard. Explain the rationale for using each of the measures as well as the grade levels to which they apply.

*Examples may include:*

- *Kindergarten Readiness Assessment (KRA) and math proficiency on MCAP by the end of 3rd grade*
- *Early warning indicators such as attendance, behavior, and course completion in middle school*
- *Freshmen on-track indicator, cumulative 9th and 10th grade GPA, core subjects GPA, attainment of credits in core content courses, attainment of credits in career and technical education (CTE) courses, or a combination together with assessment scores, attendance, or other behavioral metrics*

Measure	Rationale	Grade Level(s)

Linked Artifacts:

Intervention in Mathematics

[Blueprint Requirement \(MD Code, Educ §5-226\)](#)

[Blueprint Requirement \(MD Code, Educ §7-205.1\)](#)

**99. Tier 2 and 3 Intervention:** Describe the school system’s targeted, evidence-based model for Tier 2 and Tier 3 instruction in math. Include the following:

- The correlation between how students are identified during progress monitoring and the type of intervention the school system provides
- The core components and/or major activities for each type of intervention, including details such as the length of time students participate and who may be working with them in addition to the classroom teacher
- How it’s determined that a student no longer requires intervention
- The method(s) for evaluating the effectiveness of interventions

Responses should be organized by level (elementary, middle, high).



- **Elementary (Pre-K-5)**

*Response here...*

**Linked Artifacts:**

- **Middle School (6-8)**

*Response here...*

**Linked Artifacts:**

- **High School (9-12)**

*Response here...*

**Linked Artifacts:**

**100. Structures and Support for Intervention:** How does the school system support teachers in their implementation of intervention at Tiers 2 and 3 so that every student receives math instruction that is responsive to their individual needs as determined through data collected during progress monitoring?

Considerations should include, but are not limited to, the following:

- A framework for intervention that includes evidence-based, high-yield strategies
- Staffing such as campus-based instructional coaches, intervention teachers, etc.
- Strategic use of specific funding such as the Transitional Supplemental Instruction Aid for struggling learners in K-3
- Schedules (classroom or school) that support increased opportunities for small group or individualized instruction, including high-quality school day tutoring

*Response here...*

**Linked Artifacts:**

**101. High-Quality School Day Tutoring:** How does the school system leverage time, partnerships, and resources to support the implementation of the high-leverage strategy, high-



quality school day tutoring, to accelerate instruction in mathematics? How does it evaluate the effectiveness of this intervention?

Response here...

Linked Artifacts:

**102. Transitional Supplemental Instruction Aid:** Use the table below to describe how the LEA has used and will continue to use the Transitional Supplemental Instruction Aid to support K-3 students in math, beginning with the 2019-2020 school year, and include how the impact of the funding has been measured.

School Year	Activity How were the funds used?	Impact What was the result?	Evaluation How was the result determined?

Linked Artifacts:

**103. Underserved Student Groups:** Describe how the school system eliminates barriers and meets the needs of students who have been underserved. Consider the learning loss caused by the pandemic for specific student groups as well as groups who have been historically underserved. How will the school system minimize or prevent students from continuing to be underserved?

Response here...

Linked Artifacts:

**104. Leveraging the Concentration of Poverty Grant in Intervention:** Districts receiving the Concentration of Poverty Grant must discuss how they utilize the grant resources to support acceleration and intervention efforts for underserved students in math. Include how the school system evaluates the effectiveness of its efforts.

Response here...

Linked Artifacts:





**105. Family Engagement in Learning:** What does the school system do to ensure parents/guardians are included and engaged in their children’s academic success, particularly when students are identified for intervention in mathematics? Discuss how parents/guardians are notified and included in the development and implementation of individual student’s learning plans.

Response here...

**Linked Artifacts:**



Pillar 3, Objective 2: Keep students on track to meet CCR



106. College and Career Readiness Projections

Use the following tables to indicate the number of current and projected students who will meet the interim standard for college and career readiness (CCR) in English, math, or both by the end of 10<sup>th</sup> grade, 11<sup>th</sup> grade, and 12<sup>th</sup> grade. To be considered ready for college and career, students must meet the interim standard for both English and math. Disaggregate the information by gender, socioeconomic status, race/ethnicity, and service group.

Table 1: 10<sup>th</sup> Grade Students Meeting the Interim Standard for College and Career Readiness  
Disaggregated by Gender, Socioeconomic Status, Race/Ethnicity, and Service Group

	2021-2022			2022-2023			2023-2024		
	English	Math	Both	English	Math	Both	English	Math	Both
All Students (Number)									
All Students (Percentage)									
% Female									
% Male									
% Nonbinary									
% Economically Disadvantaged									
% American Indian/Alaska Native									
% Asian									
% Black/African American									
% Hispanic/Latino									
% Native Hawaiian/Pacific Islander									
% Two or More									
% White									
% English Learner									
% Special Education									

Linked Artifacts:



## 106. College and Career Readiness Projections

**Table 2: 11<sup>th</sup> Grade Students Meeting the Interim Standard for College and Career Readiness  
Disaggregated by Gender, Socioeconomic Status, Race/Ethnicity, and Service Group**

	2021-2022			2022-2023			2023-2024		
	English	Math	Both	English	Math	Both	English	Math	Both
All Students (Number)									
All Students (Percentage)									
% Female									
% Male									
% Nonbinary									
% Economically Disadvantaged									
% American Indian/Alaska Native									
% Asian									
% Black/African American									
% Hispanic/Latino									
% Native Hawaiian/Pacific Islander									
% Two or More									
% White									
% English Learner									
% Special Education									

**Table 3: 12<sup>th</sup> Grade Students Meeting the Interim Standard for College and Career Readiness  
Disaggregated by Gender, Socioeconomic Status, Race/Ethnicity, and Service Group**

	2021-2022			2022-2023			2023-2024		
	English	Math	Both	English	Math	Both	English	Math	Both
All Students (Number)									
All Students (Percentage)									
% Female									
% Male									
% Nonbinary									
% Economically Disadvantaged									
% American Indian/Alaska Native									
% Asian									
% Black/African American									
% Hispanic/Latino									
% Native Hawaiian/Pacific Islander									
% Two or More									
% White									
% English Learner									
% Special Education									

**Linked Artifacts:**



### 3.2.3: LEAs shall create and implement a 9th grade student tracker system to measure progress toward on-time graduation and report data annually to MSDE



## 107. Freshmen on Track Projections

A freshman who is on track to graduate:

- Earns at least five credits at the end of the 9<sup>th</sup> grade year,
- Fails no more than one semester of a core course, and
- Attends school more than 90% of the time.<sup>1</sup>

Using these criteria, indicate in the table below the current and projected number of students who are on or off track to graduate. In tables two through four, provide current and projected numbers for each of the on-track criteria individually. All tables should disaggregate the information by gender, socioeconomic status, race/ethnicity, and service group.

Note: This data does not take the place of previous submissions related to 9<sup>th</sup> graders on track to graduate as individual LEAs may have used locally established criteria.

**Table 1: 9<sup>th</sup> Grade Students on Track to Graduate**  
**Disaggregated by Gender, Socioeconomic Status, Race/Ethnicity, and Service Group**

	2021-2022		2022-2023		2023-2024	
On/Off Track to Graduate	On	Off	On	Off	On	Off
All Students (Number)						
All Students (Percentage)						
% Female						
% Male						
% Nonbinary						
% Economically Disadvantaged						
% American Indian/Alaska Native						
% Asian						
% Black/African American						
% Hispanic/Latino						
% Native Hawaiian/Pacific Islander						
% Two or More						
% White						
% English Learner						
% Special Education						

<sup>1</sup>The On-Track Indicator as a Predictor of High School Graduation. Elaine M. Allensworth. Consortium on Chicago School Research at the University of Chicago. 2005. <https://consortium.uchicago.edu/sites/default/files/2018-10/p78.pdf>



## 107. Freshmen on Track Projections

**Table 2: 9<sup>th</sup> Grade Student Credit Accumulation (Total Credits)**  
Disaggregated by Gender, Socioeconomic Status, Race/Ethnicity, and Service Group

	2021-2022			2022-2023			2023-2024		
Number of Credits	0-4	5	6+	0-4	5	6+	0-4	5	6+
All Students (Number)									
All Students (Percentage)									
% Female									
% Male									
% Nonbinary									
% Economically Disadvantaged									
% American Indian/Alaska Native									
% Asian									
% Black/African American									
% Hispanic/Latino									
% Native Hawaiian/Pacific Islander									
% Two or More									
% White									
% English Learner									
% Special Education									

**Table 3: 9<sup>th</sup> Grade Student Semester Course Failure (Core Courses Only)**  
Disaggregated by Gender, Socioeconomic Status, Race/Ethnicity, and Service Group

	2021-2022			2022-2023			2023-2024		
Number of Courses	2+	1	0	2+	1	0	2+	1	0
All Students (Number)									
All Students (Percentage)									
% Female									
% Male									
% Nonbinary									
% Economically Disadvantaged									
% American Indian/Alaska Native									
% Asian									
% Black/African American									
% Hispanic/Latino									
% Native Hawaiian/Pacific Islander									
% Two or More									
% White									
% English Learner									
% Special Education									



## 107. Freshmen on Track Projections

Table 4: 9<sup>th</sup> Grade Student Attendance Rates  
Disaggregated by Gender, Socioeconomic Status, Race/Ethnicity, and Service Group

	2021-2022		2022-2023		2023-2024	
Attendance Rate	≤ 90%	91%+	≤ 90%	91%+	≤ 90%	91%+
All Students (Number)						
All Students (Percentage)						
% Female						
% Male						
% Nonbinary						
% Economically Disadvantaged						
% American Indian/Alaska Native						
% Asian						
% Black/African American						
% Hispanic/Latino						
% Native Hawaiian/Pacific Islander						
% Two or More						
% White						
% English Learner						
% Special Education						

Linked Artifacts:

**108. Freshmen on Track to Graduate:** Discuss the LEA’s plans to ensure all freshmen are on track to graduate. Discuss related challenges and the strategies the LEA will leverage to increase the number of freshmen who are on track to graduate.

Response here...

Linked Artifacts:



## Pillar 3, Objective 3: Implement CCR pathways

3.3.1: LEAs provide a CCR support pathway that allows all students who are not CCR by the end of 10th grade to graduate high school CCR

(Blueprint Requirement (MD Code, Educ §7-205.1))

### Intervention Programming and Support

**109. Services and Support:** Describe the individualized services, support, and instruction the school system will provide students who did not meet the CCR standard on time, including culturally responsive lessons, project-based and problem-based pedagogy, and/or varied instructional timing.

*Examples may include:*

- *Developing CCR support courses in English language arts and mathematics that students are concurrently enrolled in while taking grade level, credit-bearing courses*
- *Instituting a CCR support tutoring program embedded in the school day or through an extended day model*
- *Leveraging elective courses to reinforce CCR skills*

*Response here...*

**Linked Artifacts:**

**110. Student Support Pathways:** Discuss how the school system will design student support pathways to ensure students meet the CCR standard prior to graduation while also meeting graduation requirements. Provide examples of support pathways that include required high school coursework as well as needed CCR support. In developing pathways, consider:

- Students who may not meet the CCR standard in one or more subject areas
- Opportunities for students to access support during the school day, after school, in the summer, and/or through a fifth year of high school
- Pathways to provide students with access to post-college and career readiness opportunities such as CTE and dual credit while still working to meet the CCR standard

Note: See MSDE's Report: College and Career Readiness Roadmap to Implementation, Version 2 (August 2022) as a reference.



Response here...

Linked Artifacts:

- 111. Reassessment Opportunities:** How will the school system ensure students have ongoing opportunities for CCR reassessment throughout 11th and 12th grade?

Response here...

Linked Artifacts:

- 112. Partner Institutions:** The Blueprint requires school systems to collaborate with institutions of higher education, particularly community colleges, to develop and implement a program of study in the 11th and 12th grade for each student who has not demonstrated progress in meeting the CCR readiness standard by the end of 10th grade. Identify the organizations the school system will partner with and describe how it will work with partners to accomplish this, including the evaluation of implementation and ongoing revision to ensure student success.

Response here...

Linked Artifacts:

## Individualized College and Career Readiness Plans

- 113. Individualized Plans:** Describe how the school system will develop an individualized College and Career Readiness Plan for each student who has not met the CCR standard by the end of 10th grade. What are the key components of the plan? When and how will it be customized for each student? Discuss inclusion and considerations for student service groups such as Special Education, English learners, and Economically Disadvantaged.

Response here...

Linked Artifacts:

- 114. Teacher Support and Student Monitoring:** How will the school system monitor student progress using their individualized College and Career Readiness Plans? Identify the team of individuals responsible as well as the process they will use for monitoring, including:

- Identifying individual teachers to lead and facilitate teams,





- Training and support provided to teachers, and
- The process for revising the plan in response to a student's individual needs.

*Response here...*

**Linked Artifacts:**

**115. Family Engagement in CCR Success:** What does the school system do to ensure parents/guardians are included and engaged in their children's academic success, particularly when students are still struggling to meet the CCR standard in 11th and 12th grade? Discuss how parents are notified and included in the development and implementation of students' College and Career Readiness Plans. What resources will the school system share with families, including resources from public and private agencies?

*Response here...*

**Linked Artifacts:**

**3.3.2:** Each high school offers post-CCR pathways to all CCR students in grades 11 and 12 to earn early college credits and career and technical education (CTE) credentials at no cost to the student or the student's parents, including the cost of any fees

**[Blueprint Requirement \(MD Code, Educ §7-205.1\)](#)**

## Exploring Post-CCR Pathways

**116. Post-CCR Exploration Activities:** Describe the activities the school system will use to ensure all middle and high school students are aware of the post-CCR pathways, including career counseling. What experiences will students have to explore and engage in college and career activities that will help them choose the best post-CCR pathway for them? How will the school system ensure:

- Students have experiences that are individualized based on their interests,
- Students have ample opportunities to explore their options firsthand before they must choose a post-CCR pathway,
- Parents/guardians are included in the process, and
- Students who have not met the CCR standard can access post-CCR pathways?

*Examples may include:*



- *Experiences designed to connect students with real-world opportunities such as college and career fairs, guest speakers, field trips to visit different types of institutions of higher education and workplaces across a multitude of industries*
- *Programs to facilitate mentoring, college-bound advising, and career counseling*
- *Specialized coursework in middle school to explore career clusters and practical life skills such as financial literacy, effective organization and study skills, communication and conflict resolution, etc.*

Response here...

Linked Artifacts:

**117. Career Counseling:** Discuss the key components of the career counseling program and how activities and support will be aligned to a student's educational and career goals. Identify the role(s) responsible for providing the career counseling and the type of training and support the LEA will provide. Describe how the LEA will collaborate with local workforce development boards and community colleges to develop the career counseling program.

Note: Include the Local Career Counseling Agreement established by the LEA, community college, local workforce development board, and, if appropriate, an American Jobs Center as a linked artifact.

Response here...

Linked Artifacts:

## College Preparatory Programs

As indicated in the statutory reference at the top of this section, the Blueprint requires students to have access to at least one of the college preparatory programs listed below. Access refers to a student's ability to participate in college preparatory programs regardless of where they live and should be considered when planning for initial or expanded programming.

- International Baccalaureate (IB) Diploma Programme
- Cambridge AICE Diploma Program
- A comparable program consisting of Advanced Placement courses specified by the College Board

In this subsection, LEAs will have the opportunity to describe their current offerings as well as those planned for future implementation.



- 118. IB Diploma Programme:** Describe the LEA's current and anticipated IB Diploma Programme offerings. Describe the challenges associated with implementing an IB program or launching a new one. Discuss how the LEA will overcome the challenges identified.

*Response here...*

**Linked Artifacts:**

- 119. Cambridge AICE Diploma Program:** Describe the LEA's current and anticipated Cambridge AICE Diploma Program offerings. Describe the challenges associated with implementing a Cambridge program or launching a new one. Discuss how the LEA will overcome the challenges identified.

*Response here...*

**Linked Artifacts:**

- 120. Advanced Placement (AP) Program:** Describe the LEA's current and anticipated Advanced Placement offerings, including the AP Capstone Diploma Program. Describe the challenges associated with implementing an AP program or launching a new one. Discuss how the LEA will overcome the challenges identified.

*Response here...*

**Linked Artifacts:**

- 121. Recruitment for College Preparatory Programs:** Discuss how the school system ensures all students know about all college preparatory opportunities, including student service groups. What recruiting strategies are leveraged to ensure program participants are representative of the school system's demographics?

*Response here...*

**Linked Artifacts:**

- 122. Enrollment and Support in College Preparatory Programs:** Describe how students access the above named college preparatory programs, including the process for entry. How does the school system ensure:



- Students who have not met the CCR standard have the opportunity to participate while continuing to receive support for meeting the CCR standard,
- Students are not limited from participating based on proximity to programs or scheduling challenges, and
- Students have the necessary support to participate and successfully earn college credits and diplomas?

*Response here...*

**Linked Artifacts:**

## Middle/Early College and Dual Enrollment Programs

In this section, LEAs will have the opportunity to discuss the opportunities students have to earn college credit through dual enrollment. The section distinguishes between dual enrollment offerings that are available to students without participating in a middle or early college program and those that do.

**123. Dual Enrollment Program:** Describe the LEA's current and anticipated Dual Enrollment program, including the number of college credits available if students were to take every course offered and whether courses are completed in a coherent sequence to support a particular area of concentration. This should be exclusive of dual enrollment coursework in middle and early college high school programs. Describe the challenges associated with implementing a dual enrollment program or launching a new one. Discuss how the LEA will overcome the challenges identified.

*Response here...*

**Linked Artifacts:**

**124. Middle and Early College High School Programs:** Describe the LEA's current and anticipated middle and early college high school programs, including the degrees offered. Describe the challenges associated with implementing a middle or early college high school program or launching a new one. Discuss how the LEA will overcome the challenges identified.

*Response here...*

**Linked Artifacts:**

**125. Recruitment for Dual Enrollment and Middle/Early College Programs:** Discuss how the school system ensures all students know about dual enrollment and middle/early college



opportunities, including student service groups. What recruiting strategies are leveraged to ensure program participants are representative of the school system's demographics? Responses should address dual enrollment and middle and early college high school programs.

*Response here...*

**Linked Artifacts:**

#### **126. Enrollment and Support in Dual Enrollment and Middle/Early College Programs:**

Describe how students access the dual enrollment and middle/early college programs previously identified, including the process for entry. How does the school system ensure:

- Students who have not met the CCR standard have the opportunity to participate while continuing to receive support for meeting the CCR standard,
- Students are not limited from participating based on proximity to programs or scheduling challenges, and
- Students have the necessary support to participate and successfully earn college credits and degrees?

Responses should address dual enrollment and middle/early college high school programs.

*Response here...*

**Linked Artifacts:**

### **Aligning State Aid Funding to CCR Pathway Costs**

**127.** The Blueprint Formula is designed to provide approximately \$1,000 per post-CCR pathway-eligible student through a combination of the State Aid CCR formula weight (~\$500) and through the State Aid Target Foundation amount (~\$500). Describe the LEA's plan to ensure proper resource allocation to support eligible student access to an uncapped number of dual-enrollment courses at no cost to the student or the student's family. The LEA's plan should also ensure these funds provide for eligible student access to AP, IB, and other, post-CCR-related professional and instructional opportunities (e.g., apprenticeships, industry-recognized credentials, etc.).

*Response here...*

**Linked Artifacts:**



Pillar 3, Objective 4: Provide high-quality career counseling and CTE programs

3.4.4: LEAs offer a robust set of CTE programs that allow students to earn an industry-recognized credential or postsecondary certificate, or complete the high school level of a registered apprenticeship program approved by the Division of Workforce Development and Adult Learning within the Maryland Department of Labor

**128. CTE Programs:** Describe the LEA’s current and anticipated CTE programs, including the factors the LEA considers when making programmatic additions and changes. Describe the challenges associated with implementing CTE programs or launching new ones and how the LEA will overcome the challenges identified and ensure:

- Alignment of CTE programming to industry needs and
- Strategic use of resources to support programs at all sites, whether that’s at all campuses, one centralized site for the school system, or a regional site implemented in collaboration with other LEAs.

Response here...

Linked Artifacts:

**129. CTE Programs by Career Cluster:** Use the tables below to identify the LEA’s current and anticipated CTE programs by career cluster. Indicate the number of sites where each program is offered and which programs provide students with the opportunity to complete a coherent sequence of courses, earn college credit, participate in an apprenticeship, and earn an industry-recognized credential.

Current

Career Cluster	Program Name	Number of Schools	Coherent Sequence of Courses (Y/N)	Number of college credits available	Apprenticeship (Y/N)	Industry-recognized credential (Y/N)
Information Technology	Cybersecurity	4	Y	28	Y	Y

Linked Artifacts:



Career Cluster	Program Name	Year of Implementation	Number of Schools	Coherent Sequence of Courses (Y/N)	Planned		
					Number of college credits available	Apprenticeship (Y/N)	Industry-recognized credential (Y/N)
Information Technology	Cybersecurity	2024-25	8	Y	28	Y	Y

Linked Artifacts:

### Blueprint Requirement (MD Code, Educ §21-204)

- 130. Work-Based Learning and Apprenticeships:** Describe how the LEA recruits industry partners and collaborates with them to create a continuum of work-based learning opportunities for students, including apprenticeships that result in students earning industry credentials. What challenges are involved in this process, and how does the LEA overcome them?

Response here...

Linked Artifacts:

- 131. Industry-Recognized Credentials:** Discuss the LEA's plans for increasing the number of students earning in-demand industry-recognized credentials that align to industry needs other than those discussed in the previous question. What challenges are involved in this process, and how does the LEA overcome them?

Response here...

Linked Artifacts:

- 132. Recruitment for CTE Programs:** Discuss how the school system ensures all students know about CTE opportunities, including student service groups. What recruiting strategies are leveraged to ensure program participants are representative of the school system's demographics?

Response here...



Linked Artifacts:

**133. Enrollment and Support in CTE Programs:** Describe how students access the above named CTE programs, including the process for entry. How does the school system ensure:

- Students who have not met the CCR standard have the opportunity to participate while continuing to receive support for meeting the CCR standard,
- Students are not limited from participating based on proximity to programs or scheduling challenges, and
- Students have the necessary support to participate in apprenticeships and successfully earn industry-recognized credentials?

Response here...

Linked Artifacts:

## Pillar 3: Equitable Access and Tracking

**134.** Progress-monitoring student performance and assigning students to groups, classes, and programs based on their achievement levels can result in tracking, a practice which can further limit educational access and opportunities for historically underserved groups and widen achievement gaps. Tracking occurs at all grade levels (Pre-K-12) and the Blueprint aims to eliminate that practice. What safeguards does the school system implement to mitigate and eliminate opportunities and occurrences of tracking at the elementary, middle, and high school levels?

Response here...

Linked Artifacts:

## Pillar 3: (OPTIONAL) Proposed Regulatory Revisions and Waivers

**135.** Discuss whether the school system needs any revisions or waivers from the Code of Maryland Regulations (COMAR) to implement its plan. Identify specific regulations, including applicable citations, and explain how a regulation may impede or prohibit proposed implementation activities.

Response here...





Linked Artifacts:

Pillar 3: Stakeholder Engagement

136. Identify the key stakeholder groups the school system and its Blueprint Implementation Plan Team intends to collaborate with to develop and support its implementation plans in the College and Career Readiness Pillar. LEAs must include industry partners and institutions of higher education to increase dual credit and apprenticeship opportunities for students. Describe the anticipated contributions of each group and how frequently the team will engage with them.

Stakeholder Group	Contributions	Frequency of Engagement

Linked Artifacts:



## Pillar 4: More Resources to Ensure All Students Are Successful

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In each of the three previous Pillars, LEAs are asked to describe how they meet the needs of unique learners, including English learners and students with disabilities. In this section, LEAs will discuss the differentiated support and specific investments being made to support individual service groups. LEAs may reference prior responses as needed.



## Pillar 4, Objective 2: Improve the education of English Learners (EL)

### 4.2.2: Implementing the English learner workgroup recommendations

**137. Engagement and Communication with Multilingual Families:** How will the school system share important information and engage English learner families in increasing activities to support students? Explain which strategies, including the use of family coordinators, are used and how they are employed at both the school system and school levels.

Commonly utilized methods of parent communication and involvement include:

- Telephonic and in-person interpretation
- Translation
- Bilingual facilitators
- English learner parent leadership academies
- Digital communication applications
- English learner parent outreach engagement activities

Response here...

Linked Artifacts:

**138. Language Acquisition and Reclassification:** Describe the individual strategies and support the LEA provides to increase the number of students eligible for reclassification and ensure the level of language acquisition necessary for academic success. Include specific strategies for long-term English learners, particularly at the secondary level.

Response here...

Linked Artifacts:

### 4.2.3: Increase per pupil funding for English learners

**139. Alignment and Investment of Resources:** The Blueprint provides additional aid to LEAs specifically to support English learners. Discuss how the LEA has leveraged this aid, along with other funding sources, to meet the needs of this student group, including the results of the efforts and how they will inform future actions. Describe specific examples of how the LEA will increase its investments and reallocate or realign its use of talent, time, and resources.

*Examples may include:*



- *Increasing the number of district or school staff to support English learners, including ESOL certified teachers*
- *Increasing training and professional development for all teachers related to the assets of multilingualism and improving academic outcomes for English learners*
- *Increasing access to high-quality school day tutoring and/or extended learning opportunities*
- *Launching dual language immersion programs where enrollment allows*

Response here...

Linked Artifacts:

## Pillar 4, Objective 3: Improve education for students with disabilities

### 4.3.1: Improve education for students with disabilities using the increased per pupil funding

**140. Alignment and Investment of Resources:** The Blueprint provides additional aid to LEAs specifically to support students with disabilities. Discuss how the LEA has leveraged this aid, along with other funding sources, to meet the needs of this student group, including the results of the efforts and how they will inform future actions. Describe specific examples of how the LEA will increase its investments and reallocate or realign its use of talent, time, and resources.

*Examples may include:*

- *Increasing the number of district or school staff serving special education students*
- *Increasing training and professional development for all teachers related to inclusion and improving academic outcomes*
- *Increasing access to high-quality school day tutoring and/or extended learning opportunities*

Response here...

Linked Artifacts:

**141. Identification of Students:** Discuss the systems and structures the LEA uses or will use to mitigate the opportunities for under- or over-identification of special education students, particularly as it relates to individual demographic groups.



Response here...

Linked Artifacts:

**142. Effective Classroom Instruction:** Discuss the strategies the LEA uses to ensure all teachers of special education students (general education and special education) can provide instruction effectively for this service group. Include references to Pillar 3: College and Career Readiness as needed.

*Examples may include:*

- *Strategic staffing to implement a co-teaching model that allows for two teachers to share all responsibilities for a single classroom*
- *Professional development to support all teachers in differentiating instruction effectively*
- *Scheduling models to support collaboration and co-planning between general and special education teachers*

Response here...

Linked Artifacts:

**143. Disciplinary Data and Practices:** What policies, procedures, or systems will the school system utilize to mitigate discriminatory discipline practices for special education students? What data will the school system use to monitor and evaluate disciplinary practices?

Response here...

Linked Artifacts:

## **Pillar 4, Objective 4: Provide supports for students attending schools with a high concentration of students from low-income households**

**4.4.1: Personnel grants are phased in through FY 2025 until grants are awarded to schools where at least 55% of students are eligible for FRPM (185% FPL)**

Note: Only LEAs that are current recipients or anticipated recipients of the Concentration of Poverty Grant must complete section 4.4.1 and 4.4.2 regarding community schools.



Blueprint Requirement (MD Code, Educ §9.9–101)

**144. Current Community Schools:** Community schools are funded via Concentration of Poverty Grants, which provide funding for both personnel and additional per pupil funding and are required to have a full-time Community Schools Coordinator and access to a health care practitioner. Use the table below to list the schools that currently meet the definition of community school and provide the requested information.

School Site Code	School Name	Staffed with a Community Schools Coordinator (Y/N)	Provides Access to Health Care Practitioner (Y/N)

**145. Staffing the Community School Coordinator Role:** For those schools without a full-time Community School Coordinator, describe the LEA’s plans for ensuring that the role of Community School Coordinator is filled for each of its community schools. Discuss the key recruitment and retention strategies used, especially those that are unique to this role.

Response here...

Linked Artifacts:

Blueprint Requirement (MD Code, Educ §5–203)

**146. Providing Access to a Health Care Practitioner:** For those schools without access to a health care practitioner, discuss how the LEA ensures continuous access to a health care practitioner in all its community schools as described above during school days as well as extended learning time.

Response here...

Linked Artifacts:

Blueprint Requirement (MD Code, Educ §9.9–102)



4.4.2: Community school coordinators shall establish a community school and conduct a school-level needs assessments in partnership with local entities/agencies



## 147. Community Partnership Projections

Identify the strategic partnerships between schools, the school system, and community organizations in the areas of academics, health and social services, youth and community development, and family and community engagement. Use the table below to list existing partnerships and those the school system intends to develop with anticipated implementation dates. Partnerships should align to the needs identified through the community school needs assessments.

*Examples may include:*

- *Providing educational opportunities for adults and family members of students*
- *Extending or expanding learning time*
- *Providing enrichment opportunities for students*
- *Training and facilitation of Academic Parent-Teacher Teams*
- *Collaborative leadership strategies to build collective trust and shared responsibility*

Name of Partner	Purpose of Partnership	School(s) Served	Grade Level(s) Served	Stakeholder Group(s) Served	Existing or Planned	Implementation Date
University of Maryland	Provide college students for school day tutoring	Northwestern HS	9-12	Students	Planned	2023-2024

Linked Artifacts:





Blueprint Requirement (MD Code, Educ§5–223)

**148. Consolidated Funding Plans (Required question for LEAs with 40 or more community schools):** LEAs with 40 or more community schools may develop a plan in consultation with eligible schools describing how they may expend no more than 50% of the funds received from the state on behalf of the schools. Discuss whether the LEA has such a plan or intends to develop one. If available, link the plan as an artifact.

Response here...

Linked Artifacts:

**Pillar 4, Objective 5: Enhance student health services**

**4.5.1: LEAs shall employ behavioral health coordinators**

Blueprint Requirement (MD Code, Educ §7–447)

**149. Behavioral Health Services Coordinator:** Identify the name and contact information of the individual(s) serving as the school system's Behavioral Health Services Coordinator.

Name	Position	Responsibilities
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**150. Appointing a Behavioral Health Services Coordinator:** Describe the LEA's plans for ensuring that the role of Behavioral Health Services Coordinator is fulfilled for the school system. Discuss the key recruitment and retention strategies used, especially those that are unique to this role.

Response here...

Linked Artifacts:

**4.5.2: Each local school system develops a plan to enhance and expand school behavioral health supports**



- 151. Supporting Students' Behavioral Health:** Discuss the challenges that exist in meeting students' behavioral health needs and how the LEA overcomes these challenges. Include strategies related to funding, specialized staff, community partnerships, etc.

*Response here...*

**Linked Artifacts:**

- 152. Behavioral Health Screening:** Describe how the school system screens students to identify and provide services to meet their behavioral health needs, including how it ensures services have been provided and if additional services are needed.

*Response here...*

**Linked Artifacts:**

- 153. Behavioral Health Services:** Discuss the behavioral health services available to students and indicate services provided directly through the school system and those that are provided through community partners and wraparound services.

*Response here...*

**Linked Artifacts:**

- 154. Family Engagement in Supporting Student's Behavioral Health:** How does the LEA engage families in identifying and providing behavioral health supports for students?

*Response here...*

**Linked Artifacts:**

#### 4.5.3: As part of required annual training, behavioral health coordinators in LEAs teach school staff to recognize behavioral health issues in students

##### Blueprint Requirement (MD Code, Educ §6–122)

- 155. Behavioral Health Training:** How does the LEA ensure that all certificated school personnel who have direct contact with students receives behavioral health training annually? Discuss how the training is provided and the systems used to monitor completion by individual employees.



Response here...

Linked Artifacts:

## Pillar 4: (OPTIONAL) Proposed Regulatory Revisions and Waivers

**156.** Discuss whether the school system needs any revisions or waivers from the Code of Maryland Regulations (COMAR) to implement its plan. Identify specific regulations, including applicable citations, and explain how a regulation may impede or prohibit proposed implementation activities.

Response here...

Linked Artifacts:

## Pillar 4: Stakeholder Engagement

**157.** Identify the key stakeholder groups the school system and its Blueprint Implementation Plan Team intends to collaborate with to develop and support its implementation plans in the More Resources to Ensure that All Students are Successful Pillar. Describe the anticipated contributions of each group and how frequently the team will engage with them.

Stakeholder Group	Contributions	Frequency of Engagement

Linked Artifacts:



## Pillar 5: Governance and Accountability

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Pillar 5, Objective 1: Support Blueprint implementation planning

5.1.3: AIB and MSDE review implementation plans submitted by LEAs; AIB approves/disapproves plans (plans subject to periodic updates)

**158. Authors of the Blueprint Implementation Plan:** Describe how the LEA identified and selected the individuals responsible for developing and writing its Blueprint Implementation Plan, including consideration for an individual’s position, experience, expertise, or membership in a particular stakeholder group.

Response here...

Linked Artifacts:

Use the table below to list the individuals responsible for developing and writing the Blueprint Implementation Plan and their positions within the school system and/or stakeholder groups they represent.

Name	Position	Stakeholder Group

**159. Teacher and Principal Voice:** Discuss how the LEA ensured that its Implementation Plan included teacher and principal voice throughout the development of the Plan.

Response here...

Linked Artifacts:



**160. Quality Control and Project Management:** What guidance, support, or structures (working groups, recurring meetings, protocols for communicating and collaborating, project management tools, etc.) did the LEA provide to the individuals responsible for developing and writing the Plan to ensure the Plan was well developed, clearly articulated, and representative of the LEA’s community and its needs?

Response here...

Linked Artifacts:

**161. Stakeholder Engagement:** At the end of each Pillar, LEAs list the stakeholders engaged to develop plans for a specific Pillar.

In response to this question, discuss how and when the individuals responsible for writing the LEA’s Blueprint Implementation Plan engaged community members at large, including the local school board, and any other key groups across all pillars in the development of its Blueprint Implementation Plan. Describe the strategies the LEA employed to increase participation by members of historically underrepresented groups, especially groups representative of the LEA’s student demographics. Discuss the evidence the LEA collected that reflects its engagement efforts.

Response here...

Linked Artifacts:

**162. Monitoring Implementation:** Discuss who will be responsible for monitoring the implementation of the Blueprint Implementation Plan, including annual progress monitoring, and revisions or amendments as needed. What systems and structures will the LEA leverage to support the individuals responsible for monitoring implementation (e.g., working groups, recurring meetings, protocols for communicating and collaborating, project management tools, etc.)?

Response here...

Linked Artifacts:

Use the table below to list the individuals responsible for monitoring the implementation of the Blueprint Implementation Plan and their positions within the school system and/or stakeholder groups they represent.



Name	Position	Stakeholder Group

**163. Local Board Approval of Implementation Plans:** Discuss the role of the local school board in the approval and/or oversight for the LEA’s Blueprint Implementation Plan if applicable. If the local board is required to approve the Plan under local board policies or procedures, include the date it was approved. If the board will consider approval after the date by which the Plan must be submitted to the state, describe any activities (that have occurred or are planned) to recommend the plan to the board for approval and the anticipated date.

Note: If an LEA’s Implementation Plan needs to be revised as a result of the Board approval process after the March 2023 submission, the LEA must submit the new plan as soon as possible.

Response here...

Linked Artifacts:

Pillar 5, Objective 4: Monitor Blueprint outcomes

5.4.2: AIB monitors and analyzes availability and use of Blueprint funding

**164.** The Blueprint requires MSDE to implement a new Statewide Finance and Data System to be interoperable with local Enterprise Resource Planning (ERPs) Systems and Student Information Systems (SISs). This system will allow districts to submit school level State Aid calculation data, budgetary data, and expense data directly to MSDE in one system. MSDE will work with all LEAs to implement the State side of the system, including support related to system access and training.



LEAs will need to ensure their systems are able to interface with MSDE's new system to submit and meet Blueprint reporting requirements.

On or before July 1, 2024, for fiscal year 2025, and each July 1 thereafter each county board shall report on the county board's compliance with this Md. Education Article, §5-234. This Subtitle establishes the Major Aid programs that are subject to school level per pupil budget and spending requirements.

What is your district's initial plan to budget Blueprint formula funds at the school level by category and demonstrate that the budgeted funding amount at the school level meets the minimum school funding requirements in Md. Education Article, §5-234? LEAs should consider which costs are currently budgeted and/or recorded centrally but may need to be allocated to the school level.

Note: Local Education Agencies need not implement site-based management or site-based budgeting to comply with the requirements of Md. Education Article, §5-234. Local Education Agencies can meet the requirements of §5-234 through proper demonstration of budget allocation and expense allocation at the school level, by Aid category.

*Response here...*

**Linked Artifacts:**





## Maryland Leads

### Science of Reading: Evidence of Implementation

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#### INTRODUCTION

The Science of Reading is one of seven strategies included in the [Maryland Leads](#) grant initiative and provides Local Education Agencies (LEAs) with the opportunity to access additional funding. LEAs that choose this strategy must implement all three focus areas or provide rigorous evidence of existing implementation for approval by the Maryland State Department of Education. Below are the instructions for how LEAs should use this form to document their evidence of implementation. Once complete, LEAs will submit the form via email to [Maryland.Leads@maryland.gov](mailto:Maryland.Leads@maryland.gov) by April 7, 2022.

#### INSTRUCTIONS

LEAs must use this form to document the implementation of a comprehensive literacy plan aligned to the science of reading. The LEA will determine the number of artifacts needed to demonstrate full implementation for each criterion. For each of the seven criteria listed below, LEA's will upload artifacts to an online folder made accessible to Maryland State Department of Education staff through link sharing. **Each artifact should be listed in the column to the right of the associated criterion using a detailed name, including page numbers or other navigational guidance and hyperlinked to its digital location.**

Name of Local Education Agency (LEA):	
Link to Shared Folder with Artifacts:	

#### 1. School system has a clear vision, mission, and goals related to literacy and reading instruction.

Published vision, mission, and goals statements for literacy

**Examples of evidence:** district strategic plan, district improvement plan, comprehensive literacy plan, local instructional policies and regulations, etc.

##### Example Artifact:

[Bethlehem Area School District 2021-2022 Vision and Strategy Plan: pp. 5, 7-8, 10](#)

#### 2. All relevant staff, including new staff, receive initial and ongoing, rigorous training aligned to the science of reading. Initial training should be focused on the foundational components of a comprehensive literacy model aligned to the science of reading. Ongoing training should support the implementation and continuous improvement of instructional practices and intervention strategies for struggling readers.

Professional development that includes, at minimum, all K-3 teachers, campus principals, literacy specialists, and other related staff aligned to the science of reading, including evidence of planning, implementation, and monitoring to ensure staff receive and implement the training

**Examples of evidence:** comprehensive literacy plan, training materials, agendas, participation documentation, vendor contracts, reports, and/or other related documents, etc.

##### Example Artifact:

[Quakertown Community School District / News / OCSD News / Teacher training puts focus on pre-K to 3rd-grade reading](#)

#### 3. Dedicated reading staff exist at the district and campus levels and collaborate regularly.

Dedicated reading staff with clear roles and responsibilities exist at the district and campus levels and collaborate regularly with one another to align efforts to support the implementation of instructional practices corresponding to the science of reading across the district

**Examples of evidence:** comprehensive literacy plan, job descriptions, staffing models, organizational charts, meeting and training documentation, and other artifacts, etc.

**Example Artifact:**

[K-3 School Based Literacy Coach Job Description](#)

#### 4. Support is embedded during the day through coaching and professional learning communities.

Teachers have dedicated time to plan and refine instructional practices, meet in professional learning communities, and receive individual coaching with high-quality individualized feedback aligned to the science of reading.

**Examples of evidence:** coaching frameworks, school schedules with job-embedded time for planning and refinement, PLC agendas, artifacts that reflect processes for collecting and using formal and informal feedback, etc.

**Example Artifact:**

[Aldine Independent School District's Literacy Framework](#)

#### 5. Data is used to monitor progress and continually inform instructional practices aligned to the science of reading

The district and schools utilize systems for data collection, disaggregation, and analysis that inform professional development plans, instructional practices, and supplemental reading instruction and intervention for students identified through universal screeners as required by Maryland's Ready to Read Act.

**Examples of evidence:** comprehensive literacy plan, district improvement plan, data analysis tools and protocols, schedules for data collection and dissemination (including qualitative and quantitative), meeting agendas focused on data analysis, etc.

**Example Artifact:**

[North Collins Central School District Comprehensive Improvement Plan: pp. 2-5](#)

#### 6. An explicit and detailed reading framework aligned to the science of reading that includes schedules for reading blocks; sequential skills and activities; look-fors; and required resources

School leaders, teachers, and other relevant staff utilize the district's reading framework to inform daily planning and instruction, including interventions for struggling readers

**Examples of evidence:** reading framework, walkthrough and observation data, lesson plans, etc.

**Example Artifact:**

[Literacy Evaluation Tool](#)

[Rogers Public Schools Curricular Frameworks and Resources for 2nd Grade](#)

#### 7. Districtwide use of curriculum, instructional materials, and tools aligned to the science of reading

School leaders, teachers, and other relevant staff utilize high-quality, content-rich instructional materials and tools to support reading instruction, including the use of universal screeners for students as required by Maryland's Ready to Read Act.

**Examples of evidence:** comprehensive literacy plan, content-rich curriculum aligned to the science of reading, reading curriculum adoption criteria, classroom checklists for reading materials, universal screening tools, walkthrough and observation data, etc.

#### Example Artifact:

[Seaford School District K-12 Core Content Curricular Resources](#)

[Aldine Independent School District English and Spanish Language Arts Department Page: Knowledge Sequence \(K-5\)](#)

Save the Date

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# Ready to Read: Early Literacy Learning Lab

District teams are invited to attend a Learning Lab at one of three host sites.

**Calvert  
County  
Public Schools**

**March 22 and 23**

**Wicomico  
County  
Public Schools**

**March 29 and 30**

**Baltimore City  
Public Schools**

**April 19 and 20**

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## Who should attend?

District teams of 4-5

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### Attendees may include:

- Literacy Directors
- Reading Specialists
- Principals
- Campus Instructional Coaches
- Teachers

The **Maryland State Department of Education** is hosting a two-day, in-person, professional learning opportunity designed for district literacy teams to collaborate on the application and implementation of high-leverage strategies and best practices in early literacy (Pre-K-3).



An in-person event  
requiring travel



Participation and travel  
costs funded by **MSDE**

Stay tuned for registration details!



### Event Schedule - Day 1

Day 1	
<b>8:00 - 8:30 AM</b>  <b><i>Breakfast provided</i></b>	<b>Breakfast</b>
<b>8:30 - 9:15 AM</b>	<b>Introduction to the Literacy Lab and the Host District</b> <i>Participants will learn about the host district's literacy plan and review expectations for campus visits and classroom walkthroughs.</i>
<b>9:15 - 9:30 AM</b>	<b>Travel to Schools</b>
<b>9:30 - 11:40 AM</b>	<b>School Visits - Literacy in Practice</b> <i>Participants will learn how an individual campus implements the district's literacy plan and see literacy instruction in practice by visiting classrooms and professional learning communities.</i>
<b>11:40 AM - 12:00 PM</b>	<b>Travel to Meeting Site</b>
<b>12:00 - 1:30 PM</b>  <b><i>Lunch provided</i></b>	<b>Panel Discussion with Host District Leaders: Operationalizing the District's Literacy Plan</b> <i>Participants will learn how the district leverages talent, time, and resources to effectively implement its literacy plan.</i>
<b>1:30 - 1:45 PM</b>	<b>Break</b>
<b>1:45 - 2:30 PM</b>	<b>LEA Team Reflection and Discussion</b> <i>Participants will reflect on the experiences and information shared by the host district and how they may apply it to their own district's implementation of early literacy instruction.</i>
<b>2:30 - 3:30 PM</b>	<b>Early Literacy in Maryland</b> <i>Participants will review the learning objectives for the event, their relevance to the planning and implementation of the Blueprint for Maryland's Future and Ready to Read Act, and expectations for the remainder of the event.</i>
<b>6:00 - 8:00 PM</b>  <b><i>Dinner provided</i></b>	<b>Networking Dinner</b> <i>Participants will have the opportunity to network and collaborate informally with their peers from across the state.</i>



## Learning Labs

### Literacy - Spring 2023

## Event Schedule - Day 2

Day 2	
<b>8:00 - 8:30 AM</b> <i>Breakfast provided</i>	<b>Breakfast</b>
<b>8:30 - 9:30 AM</b>	<b>Tier 1 Instruction:</b> <i>Participants will learn research-based approaches to strengthen Tier 1 instruction through the use of high-quality instructional materials.</i>
<b>9:30 - 9:45 AM</b>	<b>Break</b>
<b>9:45 - 10:45 AM</b>	<b>Assessment:</b> <i>Participants will explore the components of strong assessment systems by analyzing district artifacts.</i>
<b>10:45 - 11:45 AM</b>	<b>Interventions:</b> <i>Participants will explore best practices in effective intervention for struggling students and identify opportunities within their districts to improve intervention practices.</i>
<b>11:45 AM - 1:00 PM</b> <i>Lunch provided</i>	<b>Panel Discussion (TBD)</b>
<b>1:00 - 1:15 PM</b>	<b>Break</b>
<b>1:15 - 2:15 PM</b>	<b>LEA Team Planning</b> <i>Participants will reflect on the experiences and information discussed throughout the learning lab, identify opportunities to apply their learning in their own district, and prioritize short- and long-term next steps.</i>
<b>2:15 - 3:00 PM</b>	<b>Event Closing and Reflection</b> <i>Participants will reflect on lessons learned over the course of the two days, share their commitments to implementing their learning, and provide feedback to inform the planning and implementation of future events.</i>





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**TO:** Mohammed Choudhury, State Superintendent of Schools

**FROM:** Office of Research, Planning, and Program Evaluation

**DATE:** June 16, 2023

**SUBJECT:** Summary of LEA feedback from Literacy Learning Labs

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## **Purpose**

The purpose of this memo is to summarize survey responses for the Literacy Learning Labs that were conducted in March and April 2023.

## **Background**

The Literacy Learning Labs were a series of workshops facilitated by MSDE where literacy practitioners from across Maryland shared their collective knowledge in developing foundational literacy skills. The goal of the workshops was to foster a collaborative learning community and give participants a hands-on opportunity to visit schools, learn from and provide feedback to host districts, and workshop challenges together. Under the guidance of subject matter experts with deep knowledge in the science of reading, district teams developed action plans to leverage their learning and improve implementation of literacy practices centered around high-quality Tier 1 instruction, rigorous assessment plans, and targeted, aligned interventions. The Literacy Learning Labs compelled school districts to think critically about systems that influence student literacy outcomes and how to effectively support struggling students. In total, there were 6 days of training that took place at 3 sites (2 days each), supporting staff from 19 LEAs as well as Maryland School for the Blind.

## **Executive Summary**

Learning Labs were held in Wicomico County (43 LEA staff), Calvert County (37 LEA staff), and Baltimore City (32 participants) in March and April 2023. The following is a summary of findings from the survey that was administered after the completion of the 2<sup>nd</sup> day of each lab:

1. Across the three sites, there was a high level of satisfaction with event programming and content. 100% of respondents were “satisfied” or “very satisfied” with event content and were likely or very likely to recommend the event to others.
2. Participants were asked to rate the importance of different items for their own learning. The most important item was school visits, which 88% to 97% of respondents (depending on site) thought were “important” or “very important” for their learning. Different content items related to Education First (tier 1 instruction, assessment, and interventions) were rated almost as highly, with 63%-94% rating them as

“important” or “very important”. “Panel discussion with host district” and “early literacy with MSDE” were generally considered less important.

3. When asked what prompted their ratings, respondents valued school visits for providing the opportunity to see early literacy instructional approaches implemented up close and in person. The practical nature of the visits, and the Labs more broadly, were consistently referenced throughout survey responses. Respondents were also thankful for opportunities to collaborate with representatives from LEAs across the state in sharing knowledge and best practices. This provided an opportunity to reflect on similarities and differences related to context and resource constraints.
4. Respondents were asked what additional information/support their districts need to effectively implement instructional practices aligned to the Science of Reading. Across the three sites, there was a commonly stated need for ongoing support and professional development, as well as a need for additional collaboration with LEAs to continue learning how to implement some of the activities that were demonstrated during the labs.
5. Lastly, respondents were asked for ideas for engagement with other districts in the context of the Maryland Leads Community of Practice for the Science of Reading, convening in May 2023. Echoing the question about districts’ needs, respondents expressed a desire to have additional time for collaboration and to see how other systems are using literacy practices.

Below, additional details from each of the Learning Labs (as well as an overview summary) are provided.

### **Action**

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

### **Attachments**

Literacy Learning Lab Feedback Summary (Overview)

Literacy Learning Lab Feedback Summary: Calvert County

Literacy Learning Lab Feedback Summary: Wicomico County

Literacy Learning Lab Feedback Summary: Baltimore City

## Literacy Learning Lab Feedback Summary (Overview)

**Dates:** March 22-23 (Calvert), March 29-30 (Wicomico) and April 19-20 (Baltimore City)

**Response rate:** Response rates could vary by question, but in general ranged from 40-80% for the closed response questions.

### Satisfaction:

- Across the three sites, 100% of respondents were “satisfied” or “very satisfied” with the event.
- 100% of respondents said they were “likely” or “very likely” to recommend the event to others.
- Only at one Learning Lab (Baltimore City) did a few (6%) respondents say they were unlikely to attend a similar event in the future.

### Event programming and content:

- Across the 3 sites, between 88% and 97% of respondents thought the school visits were important or very important.
- The programming content that was related to Education First (Tier 1 instruction, assessment and interventions) was rated almost as highly as the school visits, with 63-94% of respondents (depending on site) stating the sessions were important or very important.
- Panel discussion with host district and early literacy with MSDE were generally considered least important, though few respondents were neutral or thought these sessions were unimportant.

### What prompted respondents’ ratings?

- Across all three sites, respondents emphasized the importance of school visits in order to see the different instructional approaches in person.
- It was also common for responses to discuss the value of and opportunities for collaboration across LEAs that the labs provided.
- Some respondents mentioned already being familiar with some of the content in the Education First presentations, but acknowledged the importance of reviewing material and on the whole were positive about their experiences.
- Example: “This entire event was very well organized and informative. I appreciate the time, effort and attention to detail that went into putting this together. I enjoyed the opportunity to visit a school outside of our LEA and the opportunity to communicate with others from around the state. The Education First presentation was also well thought out and organized and it provided a wonderful mix of content and processing with others from my own county and others from around the state”

### What additional information or support does your district need to effectively implement instructional practices aligned to the Science of Reading?

- Across the three sites, it was common for respondents to discuss the importance of ongoing support and professional development, as well as a need for additional collaboration across LEAs to continue learning how to implement some of the activities that were demonstrated during the labs.
- In Wicomico and Baltimore City, respondents were likely to reference the need for additional funding, the precariousness of existing funding, a lack of time, and/or other resources. But additional details often revealed a need for resources to support coaches or other professional learning opportunities for educators.

- Example: “As for other obstacles, they're hard to overcome due to funding issues. We would LOVE building coaches - right now we have 2 literacy coaches for our 17 schools, and it is challenging to leverage teacher leaders to lead PL, although we are trying to do our best to be creative there considering staffing and time”

#### **What questions do you still have about the topics discussed in the Early Literacy Learning Lab?**

There was little consistency across (or even within) the three sites to be able to summarize responses to this question.

#### **The Maryland Leads Community of Practice for the Science of Reading convenes in May 2023. What are some ideas you have for how you want to engage with other districts around this topic?**

In general, respondents expressed a desire to have additional time for collaboration and to see how other systems are using literacy practices.

- Example: “Collaborative sessions by topics would be helpful. Districts that are currently training teachers using LETRS - it would be great to discuss what's working and barriers we've come across to help brainstorm solutions. Another session could be how districts have communicated the SOR research throughout the district. Ready to Read Act topics would be helpful to discuss with districts.”
- Example: “I think a ‘show-and-tell’ for each district to say what program(s) they use, what's working, and what's not (using data and anecdotal evidence) would be very useful. It would help us understand what research-aligned curricula are out there for consideration and help us solve any future or existing adoption and implementation issues”
- Example: “Attending with a district team so we can process as we take in what is happening around the state. The opportunity to visit a school and then talk about what happened there as the springboard for our conference was amazing. I think the more we can visit each other and share best practices, the better”

#### **Please rate your satisfaction with event logistics**

- In general, respondents had a higher level of satisfaction with event communications and meeting spaces.
- There was a relatively high level of neutrality/dissatisfaction with hotel accommodations (20-35%) and meals/refreshments.
- Calvert did not have any data on logistics

## Literacy Learning Lab Feedback Summary: Calvert County

**Dates:** March 22-23, 2023

**Response rates:** 43% (16 out of 37 LEA staff) answered multiple choice questions  
19% (7 out of 37) answered open-ended questions.

**Participants:** Calvert, Charles, Garrett, St. Mary's, Washington, Wicomico (day 1 only)

### Satisfaction:

- 100% of respondents were "satisfied" (13%) or "very satisfied" (87%) with the event overall.
- 100% were "likely" or "very likely" to recommend the event to others.
- 94% were "very likely" to attend a similar event in the future.

### Event programming and content:

- 88% of respondents said school visits were "very important", while 69% said "Tier 1 Instruction Session with Education First" and "Assessment with Education First" were very important, and 63% said "Intervention Session Education First" was "very important."
- "Panel Discussion with Host District" and "Early Literacy with MSDE" were considered less important, which 43% and 50% of respondents said were "very important."
- Not a single respondent considered any of the events "unimportant" or "very unimportant."

### What prompted respondents' ratings?

- Summary: Respondents emphasized the importance of school visits and "seeing things in action." 56% of responses referenced school visits and/or seeing inside the classroom.
- Example: "It was SO helpful to see in the schools and see what the alignment of the resources include. I really enjoy learning around research too, so the sessions on the second day were welcomed. Thank you! Seeing early literacy in action with classroom visits was essential and a great springboard for discussions."

### What additional information or support does your district need to effectively implement instructional practices aligned to the Science of Reading?

- Summary: 70% of answers referenced the importance of ongoing support and professional development, 40% referenced continued collaboration and learning among LEAs, and 12% referenced opportunities for teachers to complete LETRS.
- Example: "Ongoing support; one and done sessions are not as effective for maintaining momentum; Scheduled sessions that encourage and facilitate collaboration across districts would be great."

### What questions do you still have about the topics discussed in the Early Literacy Learning Lab?

Only 4 questions provided. Examples:

- "Are there other highly successful professional development follow up companies to extend past LETRS?"
- "According to MSDE, what are the recommended High-Quality Materials that districts should be using for Tier 1 instruction?"
- "How are districts identifying students who are at risk (Ready to Read Act)? It seemed like we are all using different screeners and have different criteria. Can we have more discussion regarding the Early Childhood language & literacy components for Pre-K?"

**The Maryland Leads Community of Practice for the Science of Reading convenes in May 2023. What are some ideas you have for how you want to engage with other districts around this topic?**

Received 9 responses; some examples:

- “Collaborative sessions by topics would be helpful. Districts that are currently training teachers using LETRS - it would be great to discuss what's working and barriers we've come across to help brainstorm solutions. Another session could be how districts have communicated the SOR research throughout the district. Ready to Read Act topics would be helpful to discuss with districts.”
- “Digging deeper into the vocabulary development and comprehension I want to know what other districts are doing with the funds and the impact the science of reading has had on student achievement thus far.”

## Literacy Learning Lab Feedback Summary: Wicomico County

**Dates:** March 29-30, 2023

**Response rate:** 70%(30 out of 43 LEA staff)

**Participants:** Caroline, Somerset, Talbot, Kent, Wicomico, , Dorchester, and (1 day only)

### Satisfaction:

- 100% of respondents were “very satisfied” (87%) and “satisfied” (13%).
- 100% of respondents were “very likely” (90%) or “likely” (10%) to recommend the event to others.
- 97% said they were “very likely” (90%) or “likely” (7%) to attend a similar event in the future, and 3% said they were “neutral”.

### Event programming and content:

- 90% of respondents said school visits were “very important” or “important”, and 87% of respondents said Tier 1 Instruction with Education First was “important” or “very important”.
- 83% of respondents said Assessment with Education First and Interventions with Education First were “important” or “very important”.
- 73% of respondents rated Early Literacy with MSDE as “important” or “very important”

### What prompted respondents’ ratings?

- Summary: Almost all responses referenced the importance of school visits, collaboration with other LEAs and/or seeing literacy instruction as it was happening. A small number of responses indicated some of the material was repetitive or reinforcing, and a small number of responses expressed a desire to spend more time with and/or dig further into some of the materials that were presented.
- Example: “I found it beneficial to observe a cross section of classrooms P3-2 in one school. Much of the Ed First presented information was reinforcing for me but I understand a need for establishing a foundation in order to peel back layers. I appreciated grounding the discussions in equity. It was important. We could have spent more time digging into that.”
- Example: “Touring the schools was very valuable. I would have liked to watch an entire Reading/ELA block. I would also like to see how other schools similar to our student population utilized staff and resources.”

### What additional information or support does your district need to effectively implement instructional practices aligned to the Science of Reading?

- Summary:
  - 8 out of 22 responses referenced a lack of time or difficulties in scheduling that would make applying some of the lessons learned/implications for classroom practice.
  - 8 responses referenced a lack of funding, trepidation about future funding or a lack of other key resources and/or training for staff.
- Example: “Although touring the schools was very interesting, it would have been more beneficial to spend more time in less classrooms. I’d really like to have seen a full literacy block from start to finish to see how the big 5 are addressed.”
- Example: “We have the funding and positions due to MD Leads but knowing that only runs one more year, it is difficult to use those existing structures in planning forward.”

- Example: “We desperately need funding for literacy coaches that are not grant funded. We do not receive a lot of state funding due to all the rich people who have second homes in our county but do not have children in our schools. We fight with our county council for funding every year and it is incredibly difficult to get the staff we need. The Leads grant has been instrumental in allowing us to move forward with our shift to SOR opportunities like this.”

**What questions do you still have about the topics discussed in the Early Literacy Learning Lab?**

Responses to this question were short and quite varied. Here are some examples:

- 2 respondents (out of 13) asked for more information on Tier 3 interventions
- 2 respondents asked if they would have access to EdFirst artifacts
- 2 respondents had questions about scheduling to facilitate what was learned

**The Maryland Leads Community of Practice for the Science of Reading convenes in May 2023. What are some ideas you have for how you want to engage with other districts around this topic?**

- 6 out of 17 referenced questions about scheduling and/or implementation
- Seeing how similar schools/LEAs working (3) or seeing how successful/“strong” systems are working to implement these practices (2.)

**Please rate your satisfaction with event logistics.**

- 80% (out of 30) were “satisfied” or “very satisfied” with event communications
- 87% were “satisfied” or “very satisfied” with meeting spaces
- 83% were satisfied or very satisfied with transportation.
- 63% were satisfied or very satisfied with hotel accommodations.
- 67% were satisfied or very satisfied with meals and refreshments.

**Additional comments**

- Many respondents were thankful.
- 2 respondents asked for schedule/agendas further in advance.



## Literacy Learning Lab Feedback Summary: Baltimore City

**Dates:** April 19-20, 2023

**Response rate:** Varied from 77-100% by question

**Participants:** Maryland School for the Blind, Anne Arundel, Carrol, Cecil, Prince George's, Montgomery, Baltimore County, and Howard.

### Satisfaction:

- 100% of respondents were "very satisfied" (72%) or "satisfied" (28%) overall.
- 97% of respondents were "very likely" (81%) or "likely" (16%) to recommend the event to others.
- 94% said they were "likely" or "very likely" to attend a similar event in the future, and 6% said they were "very unlikely".

### Event programming and content:

- 97% of respondents said school visits and 94% of respondents said "Early Literacy with MSDE" were "very important" or "important".
- 91% of respondents said "Tier 1 Instruction with Education First", "Assessment with Education First" were "very important" or "important."
- 94% of respondents said "Interventions with Education First" were "very important" or "important."
- "Panel Discussion with Host District" had the greatest number of "neutral" ratings (13%)

### What prompted respondents' ratings?

- Summary: Answers here tended to emphasize the beneficial aspects of school visits as well as collaboration across districts. Some respondents mentioned that aspects of the presentations were already known/review for them, yet still respondents were overwhelmingly positive about their experiences in the Learning Lab.
- Example: "The school visits were very beneficial and collaboration and visits between LEAs would be great to continue to grow a cohesive MD education system. Discussion about the tiers of intervention sparked great ideas and conversation about strengthening Tier 1"
- Example: "This entire event was very well organized and informative. I appreciate the time, effort and attention to detail that went into putting this together. I enjoyed the opportunity to visit a school outside of our LEA and the opportunity to communicate with others from around the state. The Education First presentation was also well thought out and organized and it provided a wonderful mix of content and processing with others from my own county and others from around the state"

### What additional information or support does your district need to effectively implement instructional practices aligned to the Science of Reading?

- Summary: More funding, guidance/professional development, support for specific populations. Some of the more detailed responses to this question emphasized the need for more practice/guidance in implementing some of the strategies that were learned.
- Example: "As for other obstacles, they're hard to overcome due to funding issues. We would LOVE building coaches - right now we have 2 literacy coaches for our 17 schools, and it is challenging to leverage teacher leaders to lead PL, although we are trying to do our best to be creative there considering staffing and time"

- Example: “I feel like we have all of the information and resources that are needed, we just need the time to process everything and continue to work on our plan. We could definitely use the support of more human resources to provide professional learning/coaching for our teachers”

### **What questions do you still have about the topics discussed in the Early Literacy Learning Lab?**

Responses to this question were too varied to easily summarize. Here are some examples:

- Example: “How are districts providing supplemental instruction as part of the Ready to Read Act? How can this be tied together with MD Leads and Blueprint?”
- Example: “What curricula does MSDE consider to be HQIM/research-based? Other than making sure it's research-based, what steps or guidance are recommended to pick a curriculum?”
- Example: “I would love to get more information on the process of determining the effectiveness of tier 2 intervention prior to moving to tier 3. The KidTalk process is different at every school in our system”

### **The Maryland Leads Community of Practice for the Science of Reading convenes in May 2023. What are some ideas you have for how you want to engage with other districts around this topic?**

Similar to the first open-ended question, many respondents felt that opportunities for collaboration and observation of what different schools and districts are doing around the state would be beneficial. Also similar to other questions, respondents had specific interests in learning about how to tailor programming for specific populations of students, such as English Learners or special needs students.

- Example: “I think a ‘show-and-tell’ for each district to say what program(s) they use, what's working, and what's not (using data and anecdotal evidence) would be very useful. It would help us understand what research-aligned curricula are out there for consideration and help us solve any future or existing adoption and implementation issues”
- Example: “Attending with a district team so we can process as we take in what is happening around the state. The opportunity to visit a school and then talk about what happened there as the springboard for our conference was amazing. I think the more we can visit each other and share best practices, the better”

### **Please rate your satisfaction with event logistics**

- All the respondents were “satisfied” or “very satisfied” with event communications, meals and refreshments, and meeting spaces.
- Hotel accommodations and transportation were less positive, with 16% of respondents “neutral” about hotel accommodations and 13% “neutral” about transportation. The remainder of respondents were “satisfied” or “very satisfied”

### **Additional comments**

Respondents were thankful and grateful for their experiences. Many were looking forward to additional similar collaborations in the future.

# The Maryland State Board & Department of Education

## Strategic Plan Charette

### Priority 2: Ready to Read

May 2, 2023

Presented by | Mohammed Choudhury, State Superintendent of Schools



# AGENDA

- 5:30pm Opening and Welcome
- 5:40pm Introduction to the Strategic Plan Presentation
- 6:00pm Silent Visioning
- 6:15pm Overview of Flagship Programs, Strategies, and Initiatives
- 6:30pm Strategy Discussion – Breakout Rooms
- 7:20pm Debrief and Closing

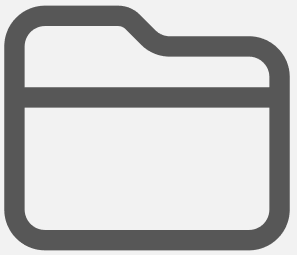
# Who's in the Room Poll



## Directions:

1. Scan the QR code to access Slido
2. Click on the Poll tab at the top of the window
3. Answer the questions
4. Click send

slido




Who is in the room?

① Start presenting to display the poll results on this slide.

# INTRODUCTION TO THE STRATEGIC PLAN

## PRESENTATION OUTLINE

1. Introduction to the Strategic Plan
2. The Blueprint for Maryland's Future
3. Engaging With Stakeholders
4. Strategic Plan - Phase 1 & 2 Elements
5. What's Next?

- 
1. Introduction to the Strategic Plan
  2. The Blueprint for Maryland's Future
  3. Engaging With Stakeholders
  4. Strategic Plan – Phase 1 & 2 Elements
  5. What's Next?

# Introduction to the Strategic Plan

*The Maryland State Board of Education and Maryland State Department of Education are developing a multiyear Strategic Plan that will be released in three phases leading up to June 2023*



# Why do we need a Strategic Plan?

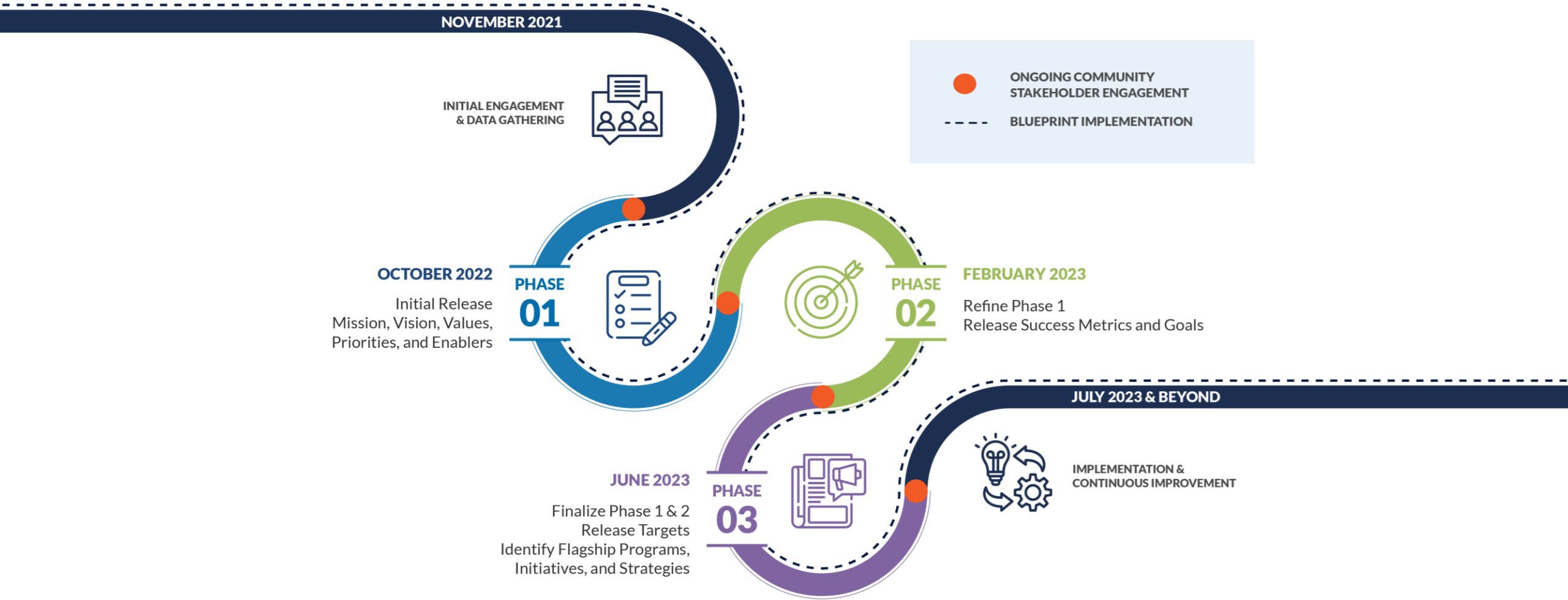
Educational experiences in Maryland before the COVID-19 pandemic did not prepare all students. **Opportunity and achievement gaps were prevalent** prior to the pandemic for historically underserved groups.

The pandemic has only exacerbated our challenges. **A return to normal is not good enough.** We must tackle the gaps that have persisted in our state.

Successful organizations use a strategic planning process to ensure focused progress and **alignment around clear priorities, goals, and flagship programs.**

Creating a Strategic Plan will **anchor and reinforce the Blueprint** legislation into the organizational fabric of the department and its everyday work.

# Strategic Plan Timeline



# Strategic Plan Foundational Elements

PHASE 1


- The **vision and mission** for transforming public education in Maryland.
- The **values** that inform our everyday practice and relationships with our diverse communities and stakeholder groups.
- The **priorities** that must be achieved for a truly successful educational experience for every Maryland child, from early childhood to college and careers.
- The **enablers**, or structural conditions, regarding data, resource allocation, human capital, and support systems that need to be in place for the priorities to be achieved.

PHASE 2

- The **goals and metrics** to track progress and measure success in connection to each priority and enabler.

PHASE 3

- The **targets** that must be met to fulfil our goals on a specific timeline. The **flagship strategies, initiatives, and programs** outlining the concrete work that needs to be completed for achieving each priority and enabler.

- 
1. Introduction to the Strategic Plan
  2. The Blueprint for Maryland's Future
  3. Engaging With Stakeholders
  4. Strategic Plan – Phase 1 & 2 Elements
  5. What's Next?

# The Blueprint for Maryland's Future

*The Blueprint creates the conditions for truly reimagining the education experience from early childhood to postsecondary success*

A blue-tinted background image showing two young children, a boy and a girl, smiling. The boy is on the left, wearing a plaid shirt, and the girl is on the right, wearing a light-colored shirt.

# About the Blueprint for Maryland's Future

The Blueprint for Maryland's Future was passed by the Maryland General Assembly in 2021. The legislation presents a **once-in-a-generation opportunity to fulfill the promise of an excellent and equitable education** for all children in Maryland.

The Maryland State Board and Department of Education are collaborating with local education agencies and boards, institutions of higher education, the Accountability and Implementation Board, employers and stakeholders across the state to **plan and implement the initiatives in each of the Blueprint's five pillars.**

# The Blueprint Five Pillars

## 5

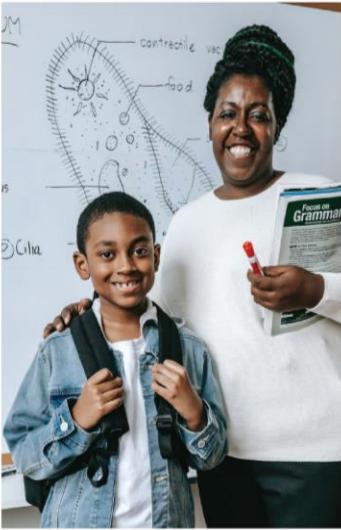
### BLUEPRINT PILLARS

The Blueprint encompasses five pillars, each including key initiatives aimed at transforming the quality of education in Maryland, and narrowing and closing opportunity and achievement gaps.



#### EARLY CHILDHOOD EDUCATION

- Support more families to access no cost, high-quality Pre-K
- Scale the impact of Patty & Judy Centers
- Expand family options through public/private Pre-K Partnerships



#### HIGH-QUALITY & DIVERSE TEACHERS & LEADERS

- Increasing starting salary to minimum \$60,000
- New career ladder and incentives for National Board Certified Teachers up to \$17,000
- Raising expectations for teacher preparation and induction



#### COLLEGE & CAREER READINESS

- New college and career readiness standard by 10th grade
- Aligned curriculum resources and assessments
- College and career readiness and support pathways
- Expanded career and technical education system



#### MORE RESOURCES FOR STUDENT SUCCESS


- Community Schools and School-based Health Centers expansion
- Concentration of Poverty grants
- Targeted supports for historically underserved students



#### GOVERNANCE & ACCOUNTABILITY

- Expert Review Teams
- Accountability and Implementation Board
- Local education agency Implementation Plans
- Maryland State Department of Education monitoring and technical assistance



- 
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# Engaging With Stakeholders

*Continuing to learn what matters most to our diverse communities*



## Methods of Engagement

A multi-pronged approach was developed to structure engagement for the strategic planning process to **ensure flexible, responsive and iterative communication with stakeholders**. A combination of virtual and in-person engagement methods were implemented to ensure engagement of stakeholders across Maryland's diverse landscape.



# Stakeholder Groups

**STUDENTS**

**FAMILIES**

**EDUCATORS &  
SCHOOL/DISTRICT  
STAFF**

**COMMUNITY  
ORGANIZATIONS**

**ADVOCATES &  
EXPERTS**

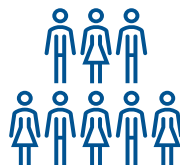
**BUSINESS  
COMMUNITY**

**HIGHER  
EDUCATION  
PARTNERS**

# Unprecedented Outreach to Stakeholders



**28,000+**  
SURVEY  
RESPONSES



**35,240+**  
CONNECTIONS MADE



28 ROUNDTABLES  
350+ PARTICIPANTS  
40+ HOURS OF IN-  
DEPTH DIALOGUE




**6,950+**  
EVENT  
PARTICIPANTS



**340+**  
REGIONAL DATA WALK  
PARTICIPANTS ACROSS 5 REGIONS



**1,600+**  
LISTENING SESSION  
PARTICIPANTS

- 
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# Strategic Plan – Phase 1 & 2 Elements

*Introducing the Phase 1 elements: mission, vision, values, priorities, and enablers, as well as the Phase 2 elements: goals and metrics*

# Mission and Vision



### OUR MISSION

We will ensure a rigorous and world-class educational experience for every Maryland student, in every neighborhood, that prepares each to be college and career ready, through:

- strategic direction and leadership;
- policy making and resource allocation; and
- engagement and advocacy.



### OUR VISION

We will be system of world-class schools where students acquire the knowledge and skills necessary for success in college, career, and life.

## Strategic Plan – Phase 1 & 2 Elements

# VALUES



**ACCOUNTABILITY** - We will take responsibility for our commitments, and maintain open, transparent, and responsive communication on academic, operational, and financial policies and outcomes.

**ENGAGEMENT** - We will partner and engage with diverse stakeholders and decision makers in the design, implementation, and evaluation of our policies, programs, and actions.

**EQUITY** - We will do whatever it takes to eliminate barriers to success and provide the necessary resources and supports to ensure that every Maryland student achieves at the highest level.

**EXCELLENCE** - We will ensure a rigorous and engaging educational environment for all students defined by high expectations, research-based instructional practices, and highly-effective, culturally responsive educators.

**TRANSFORMATION** - We will pursue best-in-class outcomes through bold, impactful actions to ensure that every student has the tools, resources, supports, and opportunities they need to thrive.

# PRIORITIES

The Strategic Plan priorities **encapsulate the comprehensive stakeholder feedback** received through multiple methods.

Organized into a coherent sequence, the **priorities trace the full journey and key milestones that a Maryland student needs to achieve** from early childhood through grade 12 to become successful in college, career, and life.

# PRIORITIES



### **PRIORITY 1**

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

### **PRIORITY 2**

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.

### **PRIORITY 3**

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.

### **PRIORITY 4**

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

# ENABLERS

The enablers detail the **necessary structural conditions that need to be met** for every student in the state to support them in successfully reaching their full potential.



## Strategic Plan – Phase 1 & 2 Elements

# 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.

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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.

Specific and measurable goals are necessary to accomplish the long-lasting positive change our students deserve. Over the years, students across the state have suffered from a loss of learning only to be worsened by the pandemic. **As we continue to rebuild, the goals and metrics will help us keep a pulse on our progress** and ultimately inform the flagship strategies and programs to be implemented to accelerate student achievement.

The Strategic Plan goals outlined in this section were established to define and monitor the success of each priority and enabler introduced in Phase 1. The metrics, or the data source and data subsets, create a narrow lens used to evaluate the trajectory of each goal and establish baseline measures.

**GOALS & METRICS**  
**BY PRIORITY**

**P1**

Increase in percentage of kindergarten students scoring at the Demonstrating Readiness level on the Kindergarten Readiness Assessment (KRA).

**P2**

Increase in percentage of grade 3 students scoring at or above Proficient on the Grade 3 English Language Arts (ELA) assessment.

**P3**

Decrease in percentage of grade 8 students that met one or more of the following ABC indicators:

Attendance: student was chronically absent in grade 6, 7, or 8

Behavior: student received one or more out-of-school suspensions in grades 6-8

Courses: student failed one or more ELA or math courses in grades 6-8

**P4**

Increase in percentage of high school graduates who met the state College and Career Readiness (CCR) standard and completed a CCR pathway.

## Strategic Plan – Phase 1 & 2 Elements



Relevant data reports and high-quality tools that are made available to families, educators, and stakeholders to meet the needs of students.

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Increase in percentage of schools visited by Expert Review Teams that are rated as “Accomplishing with Continuous Improvement” in the “Curriculum and Instruction” and the “Integrated Multi-Tiered System of Supports” indicators.

---



Increase in percentage of new teachers of color as measured by the Fall Staff Collection report; increase in percentage of teachers retained over a 3-year period; and increase in percentage of teachers eligible for the Teacher Leadership Track of the career ladder.

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Increase in percentage of schools perceived as having a favorable learning environment\* and decrease in suspension rate.  
*\*Specific survey topics will be selected when a third year of survey data is available in late 2023.*

# GOALS & METRICS

In addition to creating goals connected to each priority and enabler, we will also have goals and metrics focused on low performing schools and tracking the learning of student cohorts over time.


### GOALS & METRICS FOR LOW PERFORMING SCHOOLS

Decrease in the percentage of schools that are re-identified as low performing schools three (3) school years after initial identification.

Of a cohort of low-performing schools, increase in average performance level in MCAP ELA and math, and decrease in chronic absenteeism rates.

### GOALS & METRICS FOR A COHORT OF STUDENTS

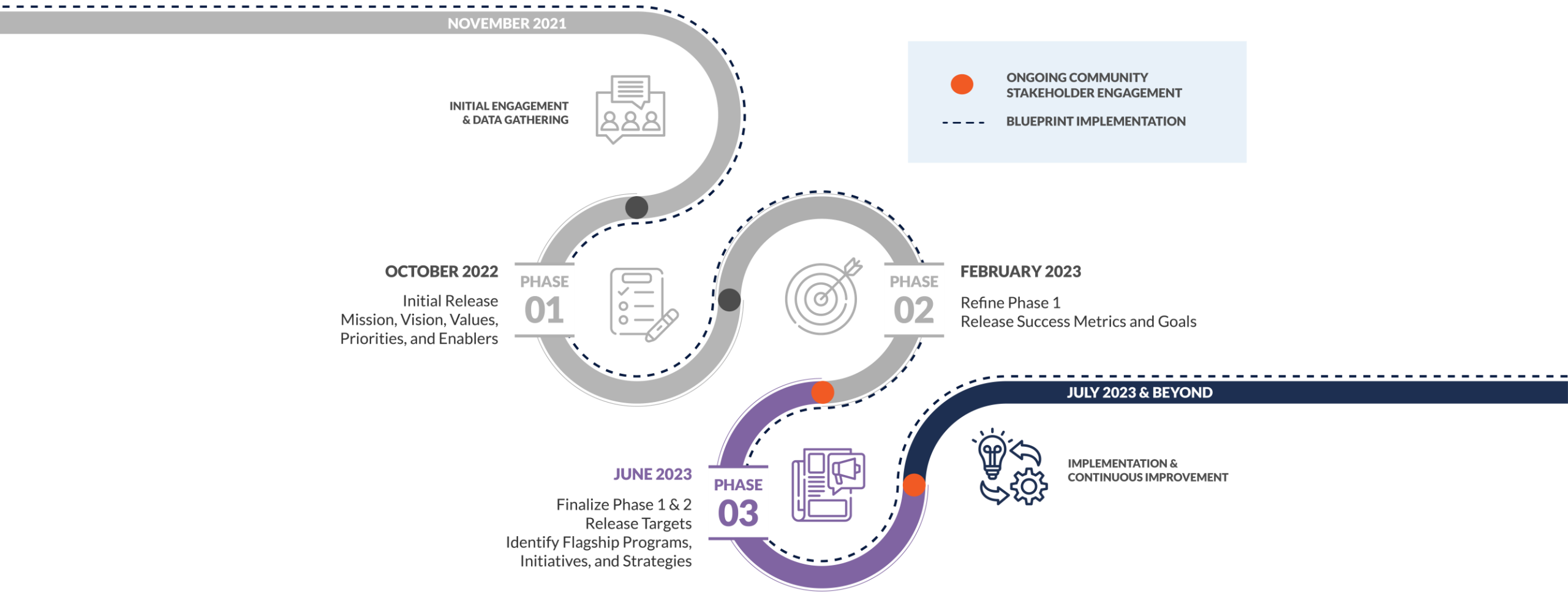
Following a cohort of students from grade 3 to 8, increase in average performance level in ELA and math on MCAP. To follow the same students over time, the outcome will be recalculated for prior years as students in the cohort move out of the state.

- 
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# What's Next?

*Releasing targets and identifying flagship programs, initiatives, and strategies*

# Strategic Plan Phase 3 – The Road Ahead



# Maryland Public Schools Strategic Planning Survey

This survey is intended to allow everyone in the state to provide information that will be the basis for transformative change.

Please use this survey as an opportunity to share your thoughts.



**[MarylandPublicSchools.org/Survey](https://MarylandPublicSchools.org/Survey)**

More information is available at: [Blueprint.MarylandPublicSchools.org](https://Blueprint.MarylandPublicSchools.org)

Connect with the MSDE *Blueprint* implementation team: [Blueprint.MSDE@Maryland.gov](mailto:Blueprint.MSDE@Maryland.gov)



# Visioning Ideas

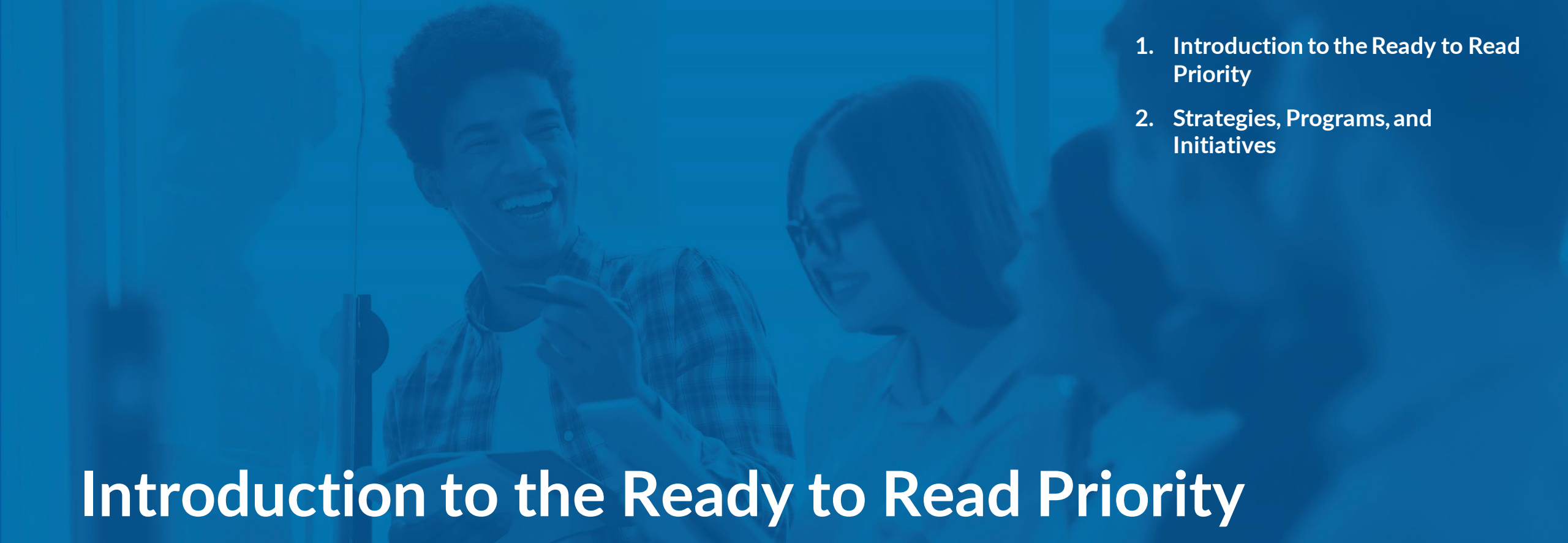


## Directions:

1. Scan the QR code to access Slido or open the window used for the poll
2. Listen to the visioning exercise and, when prompted, record your ideas in Slido
3. Like ideas that resonate with you

# READY TO READ STRATEGIES, PROGRAMS, AND INITIATIVES PRESENTATION OUTLINE

1. Introduction to the Ready to Read Priority
2. Strategies, Programs, and Initiatives

- 
1. Introduction to the Ready to Read Priority
  2. Strategies, Programs, and Initiatives

# Introduction to the Ready to Read Priority

*It is crucial that that all Maryland students be able to successfully transition from learning to read to reading to learn by the end of third grade*



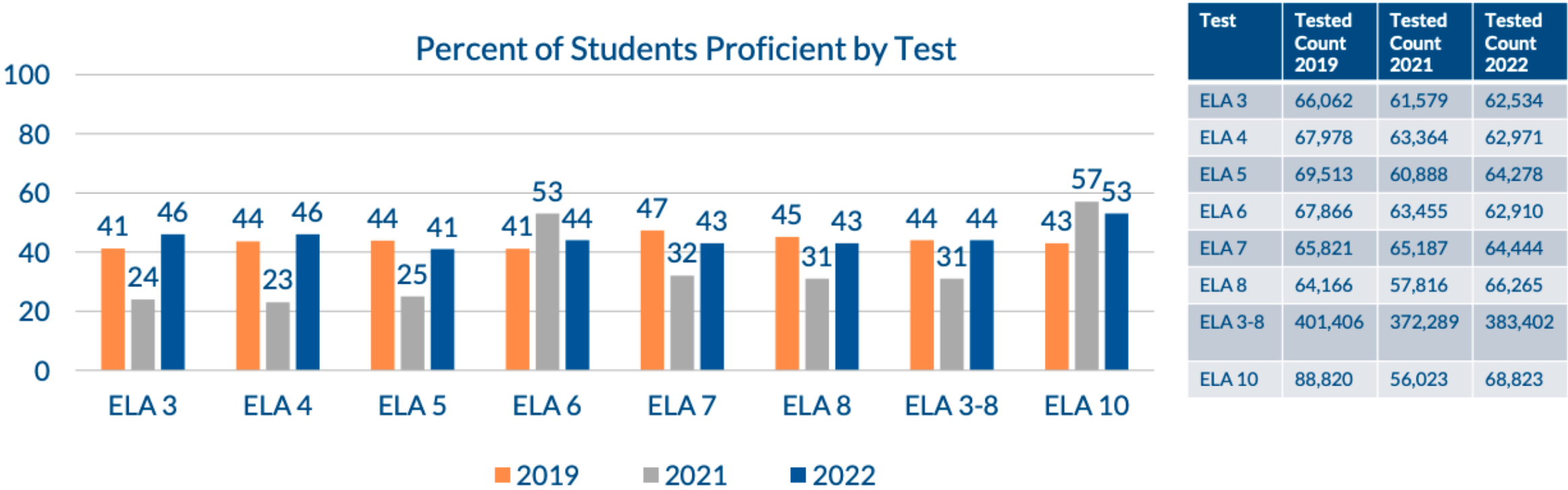
# BACKGROUND

Research shows that the development and mastery of early literacy skills are a strong predictor of later school reading and math achievement. **It is crucial that that all Maryland students be able to successfully transition from learning to read to reading to learn.** Reading proficiently is more and more important after third grade, and students that are behind are at higher risk of not finishing high school college and career ready.

Thousands of Maryland children reach fourth grade without learning to read proficiently. The shortfall is especially pronounced among low-income children. Failure to read proficiently is linked to higher rates of school dropout, which limits individual earning potential as well as Maryland's competitiveness and productivity. **Reading proficiently by the end third grade is a crucial marker for every Maryland child's educational development.**

## English Language Arts Assessment Trends

Maryland students have returned to pre-pandemic performance with the percent of students proficient from SY 2021-2022 similar to or better than the performance from SY 2018-2019 across nearly all tests.

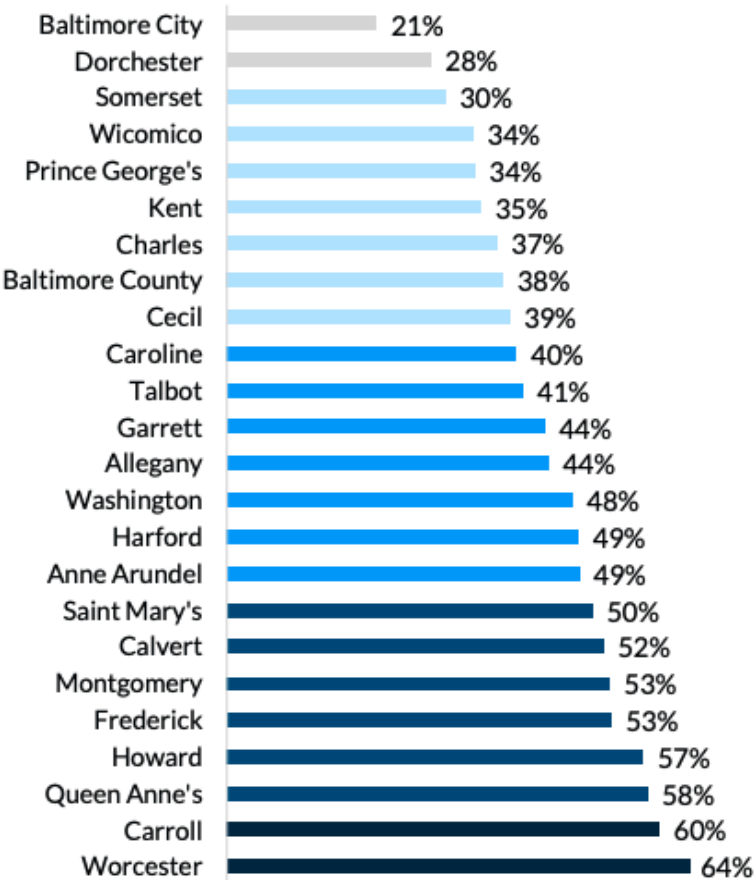
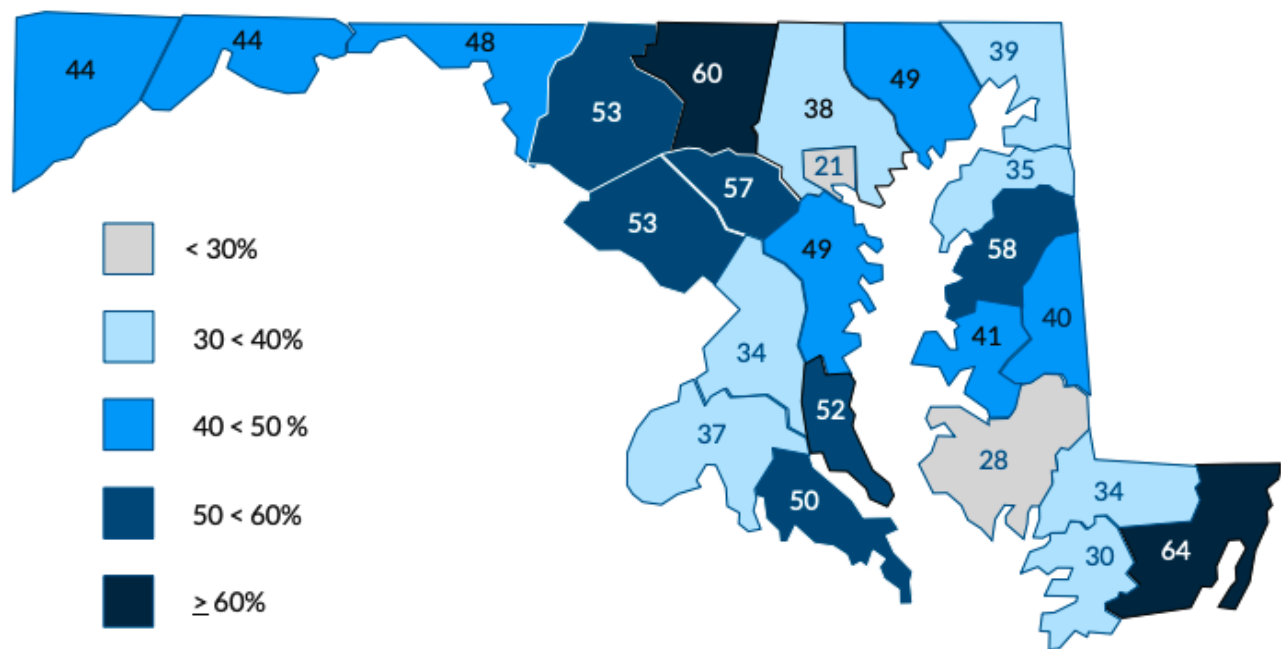


Test	Tested Count 2019	Tested Count 2021	Tested Count 2022
ELA 3	66,062	61,579	62,534
ELA 4	67,978	63,364	62,971
ELA 5	69,513	60,888	64,278
ELA 6	67,866	63,455	62,910
ELA 7	65,821	65,187	64,444
ELA 8	64,166	57,816	66,265
ELA 3-8	401,406	372,289	383,402
ELA 10	88,820	56,023	68,823

Note: SY 2020-2021 assessments were shortened assessments taken in Early Fall of 2021. SY 2021-2022 data as of December 19, 2022.

## English Language Arts Grade 3-8 Tests by LEA, SY 2021-2022

Statewide, the percentage of students scoring proficient in ELA grade 3-8 tests is 44%. LEAs vary from a low of 21% to a high of 64% in proficiency percentage.



Note: SY 2021-2022 data as of December 19, 2022.



# ENGAGEMENT

53%

SELECTED  
READING &  
WRITING IN  
THE EARLY  
GRADES AS  
THEIR TOP  
PRIORITY

When polled, 53% of survey respondents selected Reading & Writing in the Early Grades as their top priority.

**This priority remains at the top of the list when comparing results by stakeholder group and by region.** That is also the case when we break down the results by race/ethnicity, with the only exception of Asian respondents, for whom this priority is the second most frequently selected, very closely after math and science skills.



# 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.





### GOALS & METRICS

Increase in percentage of grade 3 students scoring at or above Proficient on the Grade 3 English Language Arts (ELA) assessment.

- 
1. Introduction to the Ready to Read Priority
  2. Strategies, Programs, and Initiatives

# Strategies, Programs, and Initiatives

*The flagship strategies, initiatives, and programs outline the concrete work that needs to be completed to achieve each priority and enabler*



# WHAT IS THE SCIENCE OF READING? 1/2

A body of research from the fields of education, cognitive psychology, developmental psychology, and neuroscience, that explains how individuals learn how to read and best practices for reading instruction.

Recent advances in technology and a greater understanding of neurobiology have allowed researchers and practitioners who work with typical and struggling readers to understand how reading develops in the brain and the skills that contribute to proficient reading. **It is important for educators to understand this body of research because it directly affects how reading is taught and using methods that are not aligned with research can have a negative impact on students' reading achievement.**



# WHAT IS THE SCIENCE OF READING? 2/2

## Five Key Elements of Scientific Reading Instruction

### PHONEMIC AWARENESS

The ability to identify and work with the individual sounds in speech

### PHONICS

The relationships between the letters of written language and the sounds of spoken language

### FLUENCY

The ability to read with speed, accuracy, and proper expression

### VOCABULARY

The ability to recognize and understand all the words when reading

### COMPREHENSION

The understanding and interpretation of what is read

The National Reading Panel report (2000) identified these five elements that are key to reading success.



# FLAGSHIP STRATEGIES, PROGRAMS, AND INITIATIVES

**Training on evidence-based and highly-effective reading pedagogy** provided to all Pre-K through 3rd grade teachers, including special education teachers, principals, and other relevant staff aligned to the Science of Reading.

Ensure the **adoption of high-quality, content-rich, and culturally responsive instructional materials** and assessment tools aligned to the Science of Reading.

Create and **implement 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](#)
- [The Science of Reading – A Relief to North Carolina Teachers](#)
- [Podcast: High-Quality Instructional Materials and the Science of Reading in Practice](#)

*NPR*

*EducationNC*

*Education Trust*

### Additional Reading

- [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](#)

# Breakout rooms

## Agenda

- 6:30-6:35 Transition to the room number on your name tag
- 6:35-6:40 Opening & Introductions
- 6:40-7:10 Questions and Discussion
- 7:10-7:15 Strategy Ranking
- 7:15-7:20 Transition back to media center

## Norms

- Speak your truth with care
- Listen respectfully
- Lean in/Lean back

# Regulations Deep Dive: Educator Preparation and Licensure Updates

MARYLAND STATE BOARD OF EDUCATION | January 24, 2023


Presented By | Kelly Meadows, Assistant State Superintendent





# PRESENTATION OUTLINE

1. Historical Perspective
2. Educator Preparation
3. Educator Licensure
4. Code of Maryland Regulations

- 
1. Teacher Induction, Retention, and Advancement Act
  2. Blueprint for Maryland's Future
  3. Promulgation Timeline
  4. Common Themes of Public Comment
  5. Supply and Demand

# Historical Perspective

*Redesigning educator preparation and licensure in Maryland*

# Teacher Induction, Retention, and Advancement Act (2016)

- Established a stakeholder workgroup comprised of representatives from **State agencies**, local education agencies, higher education, teachers' unions, and the State Board of Education (SBOE)
- Final report published in 2017, included recommendations to develop **standards and accountability** for educator preparation programs and **flexible pathways to licensure**
- In 2018, the SBOE and Professional Standards and Teacher Education Board (PSTEB) charged MSDE with **repealing and replacing the regulations** governing educator preparation and licensure
- MSDE presented recommended regulations to the SBOE and PSTEB beginning in **June 2018 through 2019**
- **Educator Preparation Program Advisory Committee established** in 2019 to provide feedback, which was shared with SBOE and PSTEB in January 2020
- **Further amendments made** to align with the Educator Preparation Program Advisory Committee recommendations

Source: [chrome-extension://efaidnbmninnibpcjpcglclefindmkaj/http://archives.marylandpublicschools.org/teacherworkgroup/docs/TeacherInductionRetentionAdvancementAct2016WorkgroupFinalReport.pdf](http://archives.marylandpublicschools.org/teacherworkgroup/docs/TeacherInductionRetentionAdvancementAct2016WorkgroupFinalReport.pdf)

# Blueprint for Maryland's Future (2021)

- The Blueprint raises expectations for Maryland teacher preparation programs
- Establishes requirements for traditional and alternative Maryland-approved programs regarding:
  - Instructional content
  - Classroom observations
  - Practicum length and placements
  - Mentor qualifications
  - Collaboration between LEAs and programs
  - Maximum number of credits
  - Certification assessment requirements
- The Blueprint requires MSDE to monitor and assess the new requirements for any negative impact on the diversity of teacher candidates passing the initial teacher licensure assessments

Source: Md. Code Education §6-120, §6-121, §6-125, §6-126

# Promulgation Timeline



# Stakeholder Feedback – Common Themes of Public Comment

## Educator Preparation

Stakeholder	Feedback	MSDE Recommendation
Accountability and Implementation Board and Institutions of Higher Education	The length of the practicum should not be prescribed as 180 days when the law states “equivalent to a full school year.”	MSDE modified the language to align with the language in the law.
Institutions of Higher Education	The number of credits required in English language arts, math, science, and social studies (12 credits per subject) should not be prescribed for elementary programs.	MSDE modified the language to require content coursework in each of the four areas; however, a minimum number is not required. Programs must demonstrate how content knowledge is assessed during approval/renewal.
Accountability and Implementation Board and Institutions of Higher Education	The term “mentor teacher” causes confusion given local education agencies use this term exclusively for teachers who mentor teachers during induction and provide professional development.	MSDE modified the language to identify a “clinical mentor teacher” to distinguish the role of a local education agency teacher who mentors teacher candidates during the practicum.
Institutions of Higher Education	The regulations do not allow an individual to confer a degree if they don’t successfully complete the program.	MSDE clarified language to ensure programs have the option of conferring a degree when the student has not completed the requirements for licensure.

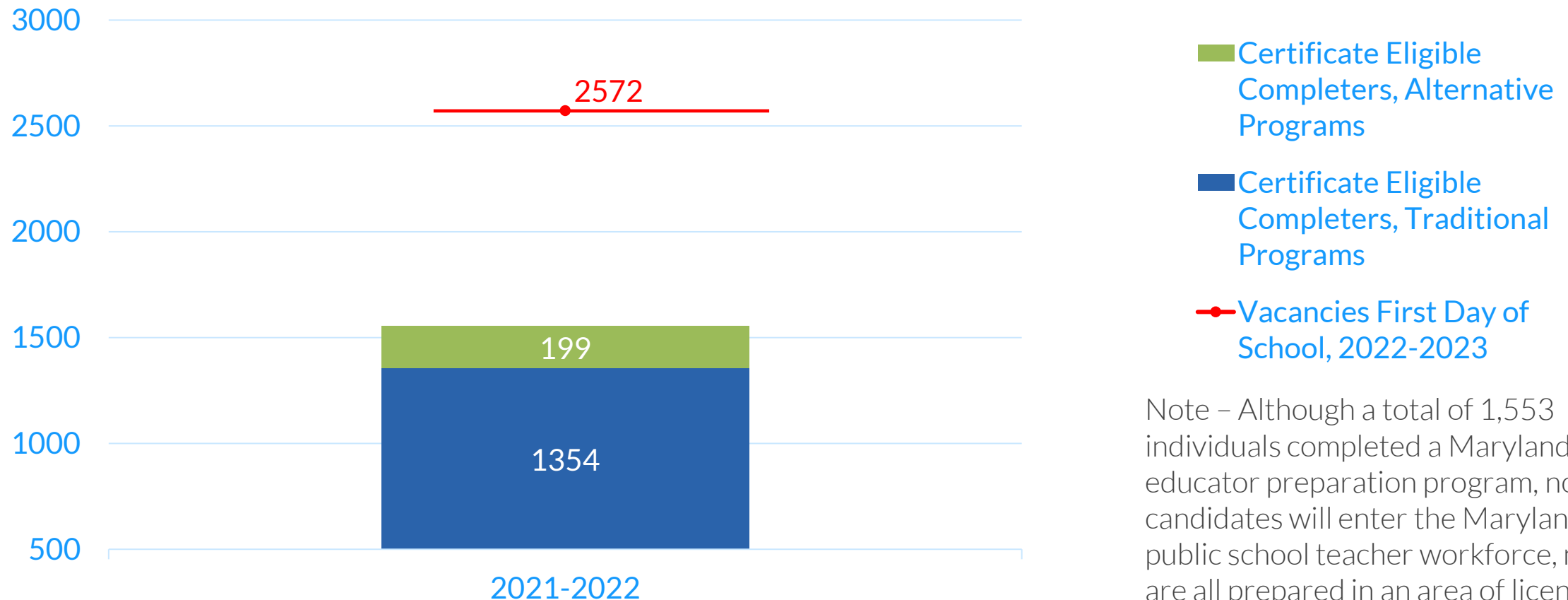
# Stakeholder Feedback – Common Themes of Public Comment

## Educator Licensure

Stakeholder	Feedback	MSDE Recommendation
Local Education Agencies	Licensure assessment requirements for program candidates are expensive and may be a barrier for candidates of color.	MSDE modified language to eliminate assessments not required by law and allow both paper/pencil and performance-based assessments to measure proficiency in reading instruction.
Accountability and Implementation Board and Local Education Agencies	Do not limit pathways for teacher candidates.	MSDE developed the In-District Training Program for career changers and modified language to allow multiple measures of teaching ability for out-of-state candidates.
Accountability and Implementation Board and Local Education Agencies	The requirements for teachers assigned to teach more than two areas outside of their area of licensure are untenable and may lead to more shortages.	MSDE modified the language to allow teachers teaching more than two classes outside their licensure area to demonstrate competency by providing an effective evaluation or completing content coursework.
Local Education Agencies	There are too many topic areas required for the renewal of a professional license.	MSDE combined topic areas to allow for broader choice when choosing professional learning experiences.

# Supply and Demand

Maryland Educator Preparation Programs do not produce enough teachers to fill the state's vacancies



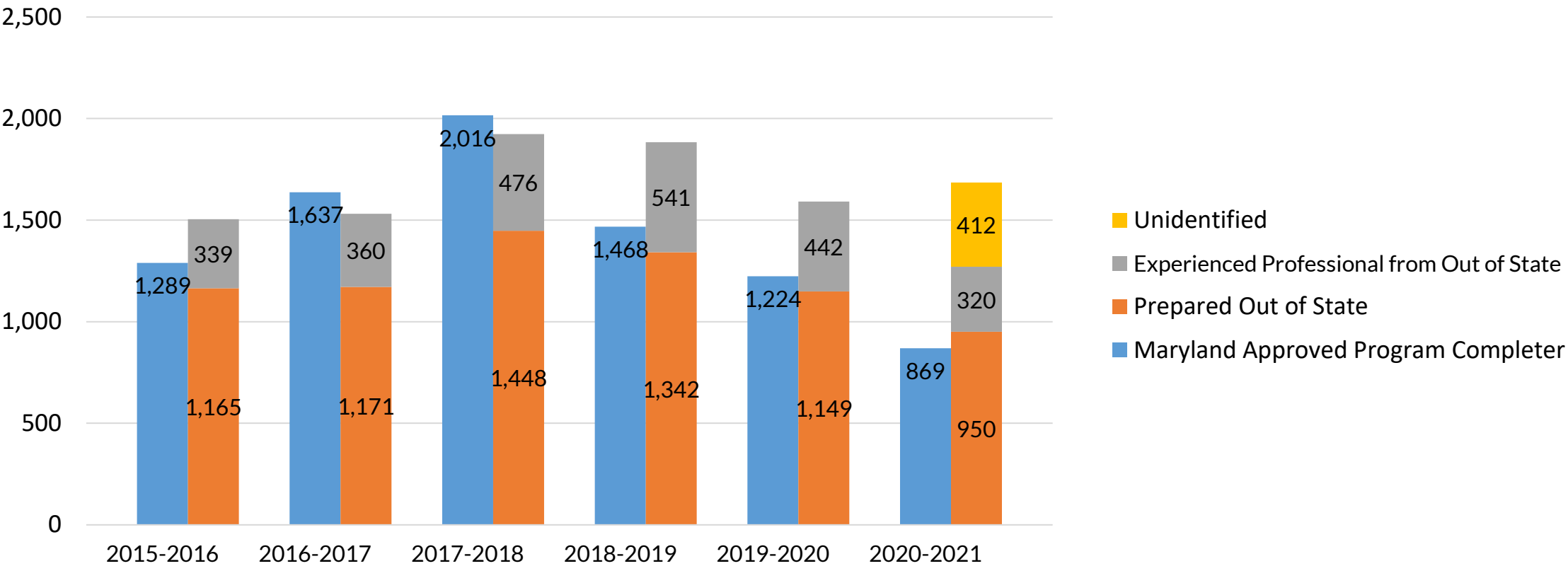
Note – Although a total of 1,553 individuals completed a Maryland educator preparation program, not all candidates will enter the Maryland public school teacher workforce, nor are all prepared in an area of licensure that is in current demand.



# Supply and Demand

Approximately 50% of Maryland certification applicants are prepared in another state

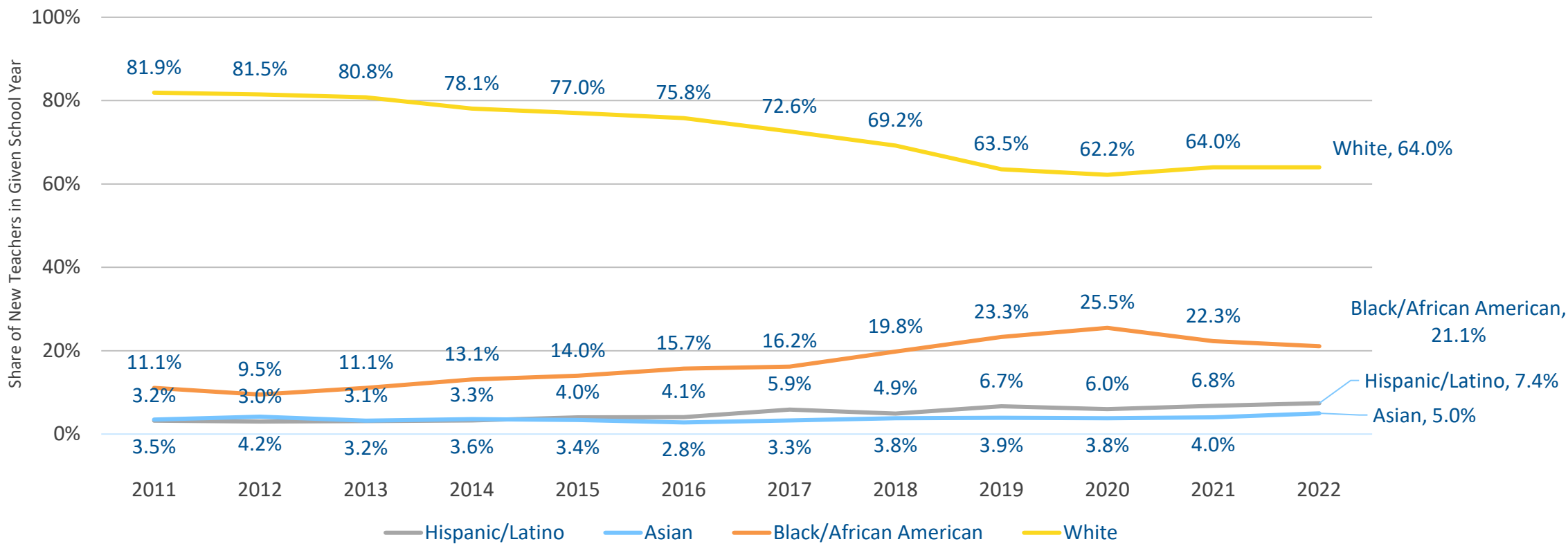
Preparation Location of Initial Certificates



Source: MSDE Educator Information System

# Supply and Demand

Maryland’s teachers do not reflect Maryland’s student population



\*A new teacher is defined as one with less than one year of experience at the start of the given school year. Source: MSDE Staffing Data Collection

Source: MSDE Staffing Data Collection

# Paving the way for a diverse teacher workforce

- These regulations are an opportunity to take a long-term approach to establish a **comprehensive** and systematic set of **flexible strategies** to build a **diverse** stable **high-quality profession**
- Identify a **variety of assessments** to determine a candidate's readiness to enter the classroom, including portfolios, observations, and attestations
- Require **educator preparation programs** to provide instruction in the science of reading and require candidates to **demonstrate effectiveness** through multiple measures
- Ensure a **high-quality internship** that includes **quality mentoring** by a compensated mentor who has a track record of **improving student outcomes**
- Hold educator preparation programs accountable for **recruiting and supporting a diverse candidate pool**
- Develop alternative licensure pathways to **recruit and support a diverse pool of potential candidates**
- **Expand the opportunities for professional development** required to renew a professional license



# Educator Preparation

1. Maryland-Approved Educator Preparation Programs
2. National Accreditation vs. State Approval
3. Requirements for Program Approval
4. Maryland Teacher Competencies
5. Accountability

*Proposed requirements for Maryland-Approved education preparation programs*

# Maryland-Approved Educator Preparation Programs

## Overview of Traditional Programs

- Maryland public and private colleges and universities
- **Approved to operate** by the Maryland Higher Education Commission (MHEC)
- Programs leading to licensure are approved by MSDE
- Combination of undergraduate, graduate, and post-baccalaureate programs
- During the 2020 - 2021 school year, **23 providers offered a total of 274 programs** (i.e, areas of licensure)

Source: <https://title2.ed.gov/>

# Maryland-Approved Educator Preparation Programs

## Overview of Alternative Programs

- Must be **initiated by a local education agency (LEA)**
- LEAs often partner with a **community college, 4-year institution of higher education, or nonprofit organization** to implement the program
- Candidates must have a bachelor's degree to apply so **recruitment focuses on career changers**
- Candidates must complete **coursework, professional development, and an internship** prior to transitioning to a **residency where they are the teacher of record** while continuing their preparation
- Coursework and professional development is flexible as it **does not need to lead to college credit** (but may in some instances)
- During the 2020 - 2021 school year, **9 LEAs offered 70 programs** in Anne Arundel, Baltimore City, Baltimore County, Montgomery County, and Prince George's County

Source: <https://title2.ed.gov/>

# National Accreditation vs. State Approval

- Md Code, Education §11-208 allows Maryland educator preparation programs to seek **State approval** by MSDE or **national accreditation** from an accreditor recognized jointly by MSDE and MHEC
- To be recognized, an accreditor must use **national professional standards** that are comparable to the **professional standards Maryland uses** when approving programs
- The law requires MSDE to **pay the fees associated with national accreditation** for those programs that decide to pursue this option, as well as half of the expenses incurred by the institution of higher education in connection with an accreditation visit

# Requirements for Program Approval

## 1. Alignment to National Standards

- Regulations identify all the **national standards** to which educator preparation programs must align
- All standards are **incorporated by reference** (IBR) as required by the Division of State Documents
- **Content standards** are incorporated by area of licensure
- All teacher education programs must align to:
  - The **Model Core Teacher Standards and Learning Progressions for Teachers** (InTASC)
  - **Model Code of Ethics** for Educators (MCEE)
  - **International Society for Technology in Education** (ISTE) Standards for Educators
  - **Social Justice Standards:** The Teaching Tolerance Anti-Bias Framework, Teaching Tolerance, A Project of the Southern Poverty Law Center



# Requirements for Program Approval

## 2. Application Process

- Consent to **operate in Maryland** from MHEC
- Application that includes:
  - **Needs assessment** demonstrating demand
  - A **description** of the program
  - Plan to recruit racially and ethnically diverse candidates
  - **Alignment to national content and professional standards** (e.g., curriculum, course sequence, syllabi, key assessments, expected outcomes, faculty vitae, materials and resources utilized, and integration of technology)
- **Alternative program applications** must also demonstrate that a **minimum of 4-weeks of professional development** (coursework, clinical observations, training) is provided to a candidate prior to the residency period of the candidacy

# Requirements for Program Approval

## 3. Program Entry and Instructional Requirements

- Entry Requirements
  - Minimum **Grade Point Average (GPA)** of 3.0 or passing scores on a basic skills assessment battery
  - A program may **waive the entrance requirements** for up to 10% of the candidates admitted in an **annual cohort** if they provide the necessary support to ensure candidates demonstrate the required competencies and are prepared to pass the assessments required for licensure
- Standards and Competencies
  - Instruction and experiences aligned to **national content and professional standards** that prepare candidates to **demonstrate the Maryland competencies** required for exit
  - **Content instruction in English language arts, social studies, mathematics, and science** for candidates enrolled in programs leading to licensure in early childhood and elementary education
  - Coursework and practice in **research-based literacy instruction aligned to the science of reading**

# Requirements for Program Approval

## 4. Program Practicum Requirements

- Classroom observations in different school settings beginning at enrollment
- Minimum 100-day practicum for all teacher education programs prior to July 2025
- Beginning July 2025:
  - Require a practicum equivalent to a full school year for undergraduate programs
  - Practicum equivalent to a full school year for alternative teacher education programs (exception - 100-day practicum for programs operating prior to July 2021 that provide teachers in schools that have higher rates of vacancies, turnover, or new teachers)
  - Minimum 100-day practicum for graduate programs
- Mentorship with a compensated, highly competent teacher who has demonstrated positive student outcomes selected by the LEA and trained by the LEA and the teacher preparation program

# Requirements for Program Approval

## 5. Program Exit Requirements

- Completion of coursework aligned to national standards
- Successful completion of practicum
- Demonstration of Maryland teacher competencies (general, math, literacy, cultural responsiveness)
- Beginning July 2025, passing score on a nationally-recognized portfolio-based assessment of teaching ability
  - edTPA (Pearson); or
  - PPAT (Educational Testing Service)

# Maryland Teacher Competencies

General competencies required of all teacher candidates that demonstrate the essential knowledge and skills to enter the classroom

- Demonstrate **evidence-based strategies and methods to improve student performance** and one's own professional practice
- Incorporate the **knowledge of students' physical, cognitive, emotional, social, and cultural development** in the basis of effective teaching
- Create **safe, inclusive learning environments for all students** by effectively using **trauma-informed instruction**, implementing **restorative practices and conflict de-escalation**, and managing student behavior
- **Analyze and use data** derived from assessments to **develop intervention plans** aligned to the specific needs of individual students to **remedy learning deficits**
- Implement Response to Intervention, Universal Design for Learning, and Direct Instruction to **differentiate instruction**
- Implement **Specially Designed Instruction** to implement the **Individualized Education Program** for students with disabilities
- Effectively use **high quality instructional materials** (including online) and adapt existing curriculum to make it stronger
- **Collaborate effectively with colleagues, families, and social services agencies** to support student achievement

# Maryland Teacher Competencies

Literacy competencies required of early childhood, elementary, special education, and ESOL teacher candidates

- Identify the **component processes** involved in reading and writing aligned to the science of reading (phonemic awareness, phonics, fluency, vocabulary, and comprehension) and describe how **biological, cognitive, linguistic, and sociocultural factors** may influence literacy development
- Identify characteristics that define **evidence-based practices** in literacy programming and instruction aligned to the science of reading and use those criteria to select print and multimedia resources to engage students as readers and writers
- Design **speaking and listening opportunities** that lead to more **active, equitable, and academically oriented conversations** for all students
- Identify the role of classroom literacy instruction aligned to the science of reading in a **multi-tiered system of supports** and work with colleagues to **provide effective interventions** for students who struggle as readers and writers
- Provide **literacy instruction** that reflects and is responsive to the diversity of the classroom community and promotes all students' cultural competence through **inclusive and equitable literacy learning opportunities**
- **Select or design appropriate diagnostic assessments** and use data from those assessments to determine areas of need, provide **targeted instruction**, collaborate with instructional specialists, monitor progress, and evaluate the effectiveness of literacy instruction
- Implement strategies that **foster connections** to students' homes and communities and provide **opportunities** for incorporating oral language variation

# Maryland Teacher Competencies

Literacy competencies required of secondary and specialty area teacher candidates (e.g., music, art)

- **Define, describe, explain, and analyze** the developmental characteristics of adolescent literary learners, active independent readers, processes of making meaning, and motivation and engagement
- Define and distinguish features of diversity and **interpret linguistic cultural differences among adolescent learners**, and **construct high quality learning environments that support individual and collaborative interaction and engagement**
- Describe purposes and **opportunities for reading, writing, and communicating within and across content areas** and analyze types of new literacies and their uses for acquiring content knowledge and student understandings
- Identify professional and literacy standards and curricula for lesson development to **plan and evaluate engaging instruction that supports all learners in meeting goals and intended outcomes**
- Identify deficits in reading and develop a plan to address using **strategies aligned to the science of reading** to support appropriate interventions
- Employ **evidence-based multi-modal instructional practices** to develop and evaluate comprehension within content areas
- Explore professional dispositions and **engage in critical self-reflection** in order to **construct a professional development plan** as a content area literacy teacher

# Maryland Teacher Competencies

Math competencies required of teacher candidates who provide math instruction in grades PreK - 12

- Apply content knowledge for each of the **four essential topics**: Numbers and Operations, Algebraic Thinking, Geometry and Measurement, and Data Analysis and Probability (elementary grades)
- Apply mathematics content knowledge for teaching **within the candidate's area of licensure**
- **Recognize the coherent progression of mathematical concepts** both within an age/range/grade/course and across an age/range/grade/course
- **Identify the appropriate sequence of mathematical learning targets** for both a unit of study and an individual lesson
- Construct collaborative and self-directed learning opportunities that reflect **active student engagement** in learning and a growth mindset
- Design **rich mathematical tasks** that help students develop the conceptual understanding, procedural skills, and the ability to apply the mathematics associated with learning targets
- **Recognize productive struggles and unproductive struggles** to promote perseverance and thinking flexibly



# Maryland Teacher Competencies

## Cultural responsiveness competencies required of all teacher candidates

- Demonstrate the required knowledge and skills to **support various racial, ethnic, linguistic, and socioeconomic groups** through teaching that promotes **social justice and equity**, including restorative practices and practices to develop racial literacy
- Identify and **assess how issues such as racism, sexism, socioeconomic status, immigration, and gender impact marginalized students, families, and educators** on multiple levels by acknowledging one's own biases and inequitable actions and assessing how one's assumptions values, and biases may impact their responses to students and families and result in inequitable actions and practices
- **Communicate high expectations** for students of all identities including gender, race and ethnicity, language, socioeconomic status, and disability
- **Incorporate a variety of culturally responsive instructional materials** that represent and support learning for diverse populations of children and families
- Differentiate instruction with **consideration for cultural, linguistic, and academic diversity**
- Examine curriculum and learning materials for bias and **deliver instruction with materials that center the perspectives and lived experiences of historically marginalized people**
- **Provide opportunities for families to be involved in their children's educational experience** and integrate family and community-based funds of knowledge into teaching and learning

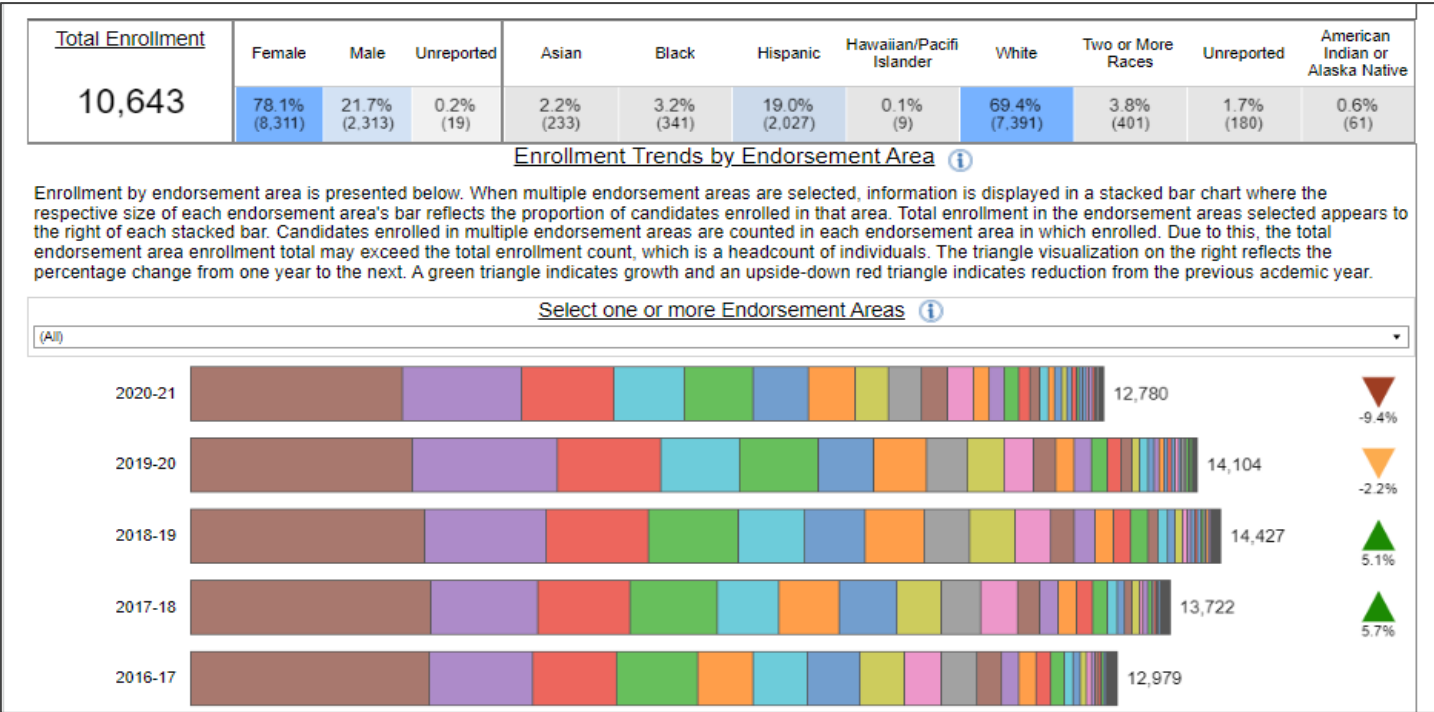
# Accountability: National Perspective

## National Council on Teacher Quality (NCTQ) Nationwide Review

- In 2021, NCTQ conducted a **nationwide review of program reporting requirements** to determine how many states hold programs accountable to established minimum standards of performance and publish report cards with data collected
- NCTQ graded states based on the following criteria:
  - The state establishes a **minimum standard of performance for each category of data** that is collected
  - The state has **articulated consequences for programs failing to meet minimum standards** of performance or other program review criteria and should require specific steps to develop a remediation plan
  - The state **publishes an annual report card** that provides data collected for each individual teacher preparation program as part of the program approval process or the report card provides data that indicates the quality of preparation provided by an institution or program
  - The state **retains full authority over its process of approving teacher preparation programs** and does not grant any approval authority to accrediting bodies.
- **8 states were graded as meeting the goal**, with only 3 identified as following “best practices” (Delaware, Florida, Missouri)
- **Less than half of all states publish data** on teacher preparation program performance on the state website

Source: National Council on Teacher Quality. (2021). Program Reporting Requirements national results. *State Teacher Policy Database*. [Data set].

# Accountability: Colorado Spotlight





Publishes educator preparation metrics for enrollment, completion, test pass rates, employment, teacher performance, and retention

Source: <https://www.cde.state.co.us/code/eppreport>

# Accountability: Colorado Spotlight





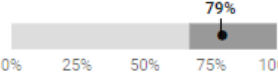

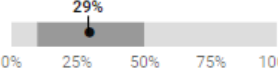

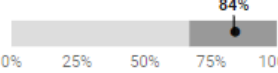
Select a Preparation Program or Agency Type											
All Statewide Programs											
Select an Academic Year 											
2020-21											
											
Total Completers	Female	Male	Unreported	Asian	Black	Hispanic	Hawaiian/Pacific Islander	White	Two or More Races	Unreported	American Indian or Alaska Native
3,217	77.1% (2,480)	22.7% (730)	0.2% (7)	2.2% (71)	2.1% (66)	15.8% (508)	0.1% (4)	74.7% (2,403)	3.0% (97)	1.6% (52)	0.5% (16)

Portrays a talent pipeline from enrollment in a program to retention in the classroom and displays trends over time

Source: <https://www.cde.state.co.us/code/eppreport>

# Accountability Spotlight: Illinois



	Info	n-size	Performance	# of points earned out of possible	% of points earned	Designation
Candidate Selection and Completion				13.95 out of 25	56%	Commendable
Candidate Entry GPA		n=36,315		2.58 out of 5		
Candidate Race/Ethnicity		n=35,690		5.04 out of 10		
Diverse Completers		n=8,735		6.33 out of 10		

Designed for LEAs and prospective teacher candidates

Embedded videos describing how Illinois develops a profile for an educator preparation program

Source: <https://www.isbe.net/Pages/eppPublic.aspx>

# Accountability Spotlight: Illinois



<b>Candidate Selection and Completion</b> ⓘ ➤ Is this program recruiting and completing academically accomplished, diverse teachers? This domain is scored on 3 indicators.	Commendable
<b>Knowledge and Skills for Teaching</b> ⓘ ➤ Is this program equipping candidates with the subject expertise, teaching experience, and skills needed to be successful with students? This domain is scored on 3 indicators. <small>Note: On the 2021 and 2022 scorecards, full points were awarded to all programs for the General Teaching Skill and Completer Survey indicators. See the Scorecard tab for more information.</small>	Exemplary
<b>Performance as Classroom Teachers</b> ⓘ ➤ How well are program completers performing as teachers in their own classrooms? This domain is scored on 1 indicator.	Exemplary
<b>Contribution to State Needs</b> ⓘ ➤ Is this program producing teachers that help meet the state's high needs subjects? This domain is scored on 5 indicators.	Commendable
<b>Overall</b> ➤ Is this program preparing strong, learner-ready teachers for classrooms? This is scored on 11 indicators organized into 4 data domains.	Commendable

Publishes educator preparation program information, performance ratings, and a scorecard using the following designations: Exemplary, Commendable, Developing, Needs Improvement, No Score

Source: <https://www.isbe.net/Pages/eppPublic.aspx>

# Accountability Spotlight: Tennessee



## Domains

The metrics in the Report Card are divided into five domains. Three domains are scored and two are unscored.

### Candidate Profile

**Does Not Meet Expectations**

**What does this mean?**

The Candidate Profile domain evaluates the provider's ability to recruit a strong, diverse cohort of candidates and prepare them to teach in the content areas of greatest need.

### Employment

**Meets Expectations**

**What does this mean?**

The Employment domain evaluates a provider's performance in preparing educators to begin and remain teaching in Tennessee public schools.

### Provider Impact

**This domain is unscored**

**What does this mean?**

The Provider Impact domain reports on the effectiveness of a provider's cohort members in Tennessee public school classrooms.

### Candidate Assessment

**Meets Expectations**

**What does this mean?**

The Candidate Assessment domain evaluates a provider's performance in preparing candidates to pass the pedagogical and content-area assessments required to obtain a Tennessee teaching license.

### Satisfaction

**This domain is unscored**

**What does this mean?**

The Satisfaction domain reports how well cohort members feel that their preparation program prepared them for teaching.

Publishes overall performance for each educator preparation program and metrics for identified domains (candidate profile, employment, provider impact, candidate assessments, candidate satisfaction)

Source: <https://teacherprepreportcard.tn.gov/teacher-prep>

# Accountability Spotlight: Tennessee



Designed for prospective educators, local districts, and educator preparation providers

Source: <https://teacherprepreportcard.tn.gov/teacher-prep>



# Accountability: Maryland Annual Reporting Requirements

On an annual basis, each program will be required to submit data that is **aggregated by race, ethnicity, and gender for the previous five years**, including (but not limited to):

- **Enrollment data**, including candidate residence, and past and projected enrollment in each program
- **Program completion rates**
- **Practicum placements** by subject area, grade level, local education agency, and school
- **Performance**, including **passing rates on Department-approved performance, content, and basic skills assessments**
- **Employment and retention of completers**
- **Candidate satisfaction survey results**

# Accountability: Program Renewal, Oversight, and Revocation

- Program renewals (e.g., reviews) conducted every 5 years for programs approved through the MSDE
- Programs that choose national accreditation will follow the review schedule of the accreditor and must provide MSDE with the report
- Providers are responsible for demonstrating compliance with COMAR, including alignment to national standards, Maryland teacher competencies, and delivery of a high-quality practicum experience with a highly competent mentor
- A program that seriously fails to meet the compliance requirements or demonstrates a pattern of noncompliance may be **placed on probation**
- A program that is not able to demonstrate progress toward compliance requirements **may lose its approval status**



# Educator Licensure

*Proposed requirements for educator licensure*

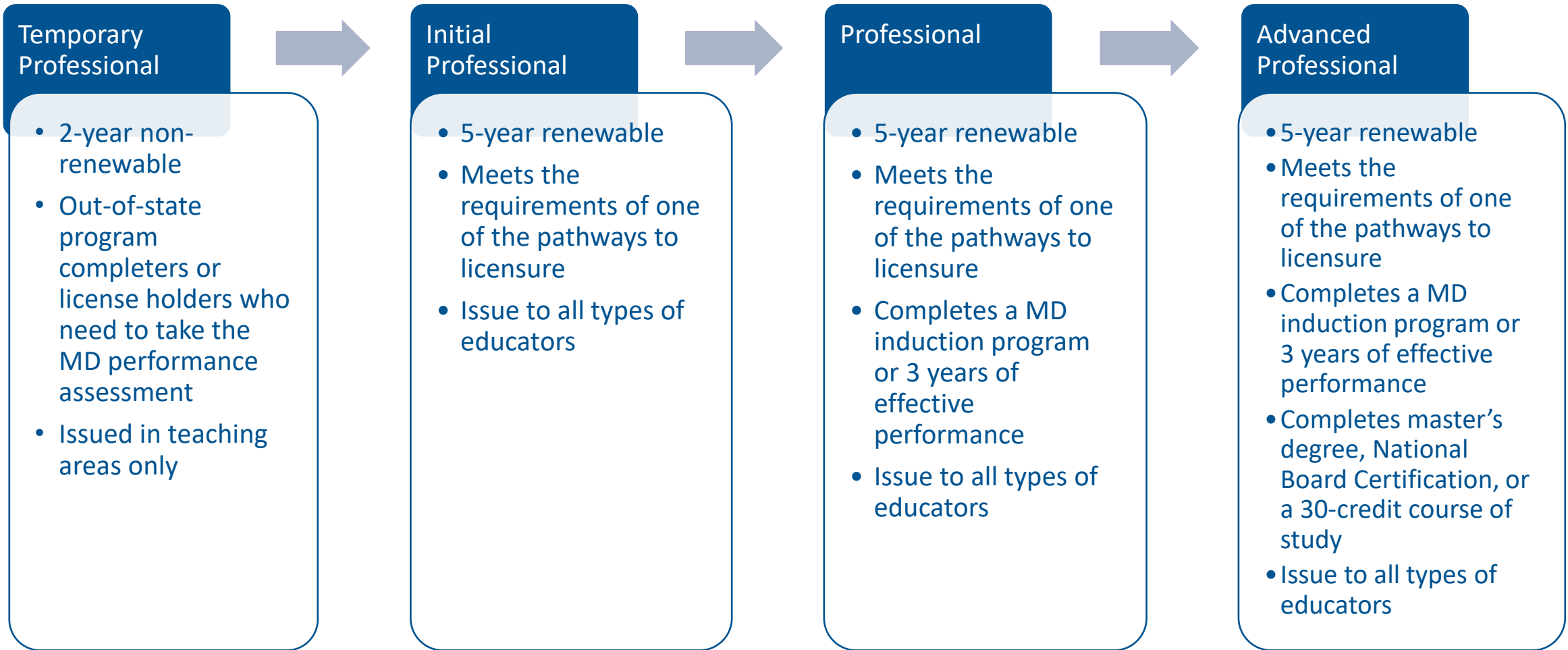
1. Promulgation Phases
2. Licensure Flexibility in Maryland
3. Rigorous Renewal Requirements
4. Science of Reading
5. Disciplinary Action

# Phases of Promulgation

- MSDE recommends the **repeal and replacement** of Title 13A Subtitle 12 be revised in **phases** due to the volume of regulatory language
- Phase One
  - **Restructure** the chapters of the subtitle
  - Update **general provisions** for all licenses (e.g., definitions, application process, types of licenses, reinstatement of an expired license, waiver of regulatory requirements)
  - Establish requirements for **initial teacher licensure**
  - Modify **renewal requirements** for all types of educators
  - Clarify and enhance **disciplinary action causes and processes**
  - Correct known errors and **update outdated language**
- Phase 2
  - Review each specialist and administrator regulation and revise as necessary

# Licensure Flexibility in Maryland

## Types of Licenses- Professional



# Licensure Flexibility in Maryland

## Types of Licenses - Montessori Professional

- Established by House Bill 467 (2022)
- May **only** be used to teach in a public or private school that uses Montessori instruction as the primary means of instruction
- May be issued to someone who holds a **bachelor's degree** and a valid credential from The American Montessori Society, The Association Montessori International, or a program accredited by the Montessori Accreditation Council for Teacher Education
- The law allows the State Board of Education to **establish assessment requirements**
- MSDE currently requires the **Teaching Reading: Elementary Praxis** assessment

Source: Md. Code, Education §6-127

# Licensure Flexibility in Maryland

## Types of Licenses - Non-Professional

### Adjunct

- 1-year renewable
- LEA-specific
- Part-time position
- 5 years of satisfactory occupation experience in the field to be taught
- Issued only in teaching areas
- Designed for industry professionals not interested in teaching full-time

### Conditional

- 5-year or 3-year (special education only) non-renewable
- Bachelor's degree required (except for professional and technical education teachers)
- Issued only in teaching areas

### Resident Teacher

- 3-year non-renewable
- Established in MD law for candidates enrolled in an approved alternative preparation program during the residency phase
- Bachelor's degree required
- Issued only in teaching areas

# Licensure Flexibility in Maryland

## Initial Pathways to Teacher Licensure - Maryland Approved Program

- Completion of a traditional and alternative program approved under Code of Maryland Regulation 13A.07.06 *Programs for Professionally Licensed Educators*
- May lead to a degree or post baccalaureate certificate
- Passing score on a content licensure test
- Passing score on a reading instruction licensure test or attestation of proficiency through observation by an MSDE-recognized assessor using an MSDE-provided observation tool
- Beginning on July 1, 2025, candidates must pass the edTPA or PPAT



# Licensure Flexibility in Maryland

## Initial Pathways to Teacher Licensure - In-District Training Program

- Employment with a MD LEA, nonpublic special education program, or State-operated school is required
- Possession of a conditional license in the subject area and at the grade level of the license sought
- Demonstration of content knowledge (may be a combination of the following)
  - Bachelor's degree or higher in a field related to the license area being sought; or
  - Bachelor's degree or higher in any field and a minimum of 24 semester hours of content coursework related to the license sought; or
  - Passing scores on an approved content assessment
- Completion of a Maryland induction program that includes on-site supervision and coaching, ongoing instructional mentoring, and an effective rating on a summative evaluation at the end of the induction period
- Completion of an MSDE-approved sequence of pedagogical coursework
- Passing scores on a reading instruction licensure test or attestation of proficiency through observation by an MSDE-recognized assessor using an MSDE-provided observation tool (early childhood, elementary, special education, ESOL only)
- Attestation from the district training program supervisor, or designee, school principal, and coursework provider, that the candidate is prepared for licensure

# Licensure Flexibility in Maryland

## In-District Training Program: Candidate Profile 1

### Anthony, the Career Changer

- Anthony has a bachelor's degree in biology but isn't satisfied with his job in the lab
- Anthony is hired by a Maryland Local Education Agency (LEA) and assigned to teach biology at the high school level
- Anthony is issued a Conditional License in biology (5-year validity period)
- Anthony and his LEA decide that the LEA's approved In-District Training Program is a good fit
- Since Anthony has a degree in biology, he has met the content course requirements
- Anthony begins his induction, being placed with a quality mentor as soon as he is hired
- Anthony completes a sequence of professional coursework delivered by a Maryland Institution of Higher Education that has an MOU with the LEA
- At the end of the 3-year induction period, Anthony earns an effective evaluation
- All In-District partners attest to Anthony's completion of the program
- Anthony is issued a Professional License in biology 7-12

# Licensure Flexibility in Maryland

## In-District Training Program: Candidate Profile 2

### Fatima, the Psychology Major

- Fatima has a bachelor's degree in psychology and realizes she has a passion for helping kids with special needs
- Fatima is recruited by a Maryland Local Education Agency (LEA) and assigned to teach special education in an elementary school
- Fatima is issued a Conditional Special Education License in special education 1-8 (3-year validity period)
- Fatima and her LEA decide that the LEA's approved In-District Training Program is a good fit
- Fatima begins her induction, being placed with a quality mentor as soon as she is hired
- Over the course of three years, Fatima completes the balance of content coursework she did complete as part of her bachelor's program in the areas of English, math, science, and social studies
- Fatima completes an MSDE-approved professional learning series on the science of reading through her district
- Fatima completes a sequence of pedagogical coursework delivered virtually by a Maryland community college that has an MOU with the LEA
- At the end of the 3-year induction period, Fatima earns an effective evaluation
- All In-District partners attest to Fatima's completion of the program
- Fatima is issued a Professional License in special education 1-8

# Licensure Flexibility in Maryland

## Initial Pathways to Teacher Licensure - Experienced Nonpublic School Teacher

- Bachelor's degree or higher in the field of the license sought
- Verification of **5 years of effective teaching experience** in the field and at the grade level of the license sought at a Maryland nonpublic school approved under Code of Maryland Regulations 13A.09.09 *Educational Programs in Nonpublic Schools*
- **Passing score on an approved reading instruction test or attestation of proficiency** through observation completed by an MSDE-recognized assessor (only for candidates seeking licensure in the areas of elementary education, early childhood education, special education, and ESOL)
- Beginning on **July 1, 2025**:
  - Passing score on the edTPA or PPAT; or
  - An effective rating on a year-end evaluation if employed in a Maryland LEA, nonpublic special education program, or State-operated school

# Licensure Flexibility in Maryland

## Initial Pathways to Teacher Licensure - Out-of-State Teacher Preparation Program

- Bachelor's degree or higher
- Completion of a teacher preparation program, to include an internship, approved to lead to licensure in another state or country
- Passing score on an approved reading instruction test or attestation of proficiency through observation completed by an MSDE-recognized assessor (only for candidates seeking licensure in the areas of elementary education, early childhood education, special education, and ESOL)
- Beginning on July 1, 2025:
  - Passing score on the edTPA or PPAT; or
  - An effective rating on a year-end evaluation if employed in a Maryland LEA, nonpublic special education program, or State-operated school

# Licensure Flexibility in Maryland

## Initial Pathways to Teacher Licensure - Out-of-State License

- Bachelor's degree or higher
- Valid, professional license or certificate from another state or foreign country in the license area being sought
- Passing score on an approved reading instruction test or attestation of proficiency through observation completed by an MSDE-recognized assessor (only for candidates seeking licensure in the areas of elementary education, early childhood education, special education, and ESOL)
- Beginning on **July 1, 2025**:
  - Passing score on the edTPA or PPAT; or
  - An effective rating on a year-end evaluation if employed in a Maryland LEA, nonpublic special education program, or State-operated school

# Licensure Flexibility in Maryland

## Initial Pathways to Teacher Licensure - National Board Certification

- Bachelor's degree or higher (unless Nationally Board Certified in Career and Technical Education)
- National Board Certificate issued from the National Board for Professional Teaching Standards, for which a comparable Maryland license exists

# Licensure Flexibility in Maryland

## Initial Pathways to Teacher Licensure - Occupational Experience

- Applicable only for areas of Professional and Technical Education (PTE) and Specialized Areas of Fine Arts (SAFA)
- Verification of **3 years of satisfactory occupational experience in the area of licensure**, which may be in the form of post-secondary teaching experience (e.g., experience teaching in a trade school or college program) or occupational employment
  - An industry-recognized credential may be substituted for one year of occupational experience
  - An associate's or bachelor's degree may be substituted for one year of occupational experience
- Completion of **12 credits of professional education coursework** from an IHE or through Department-approved continuing professional development credits to include the following topics:
  - Planning, delivering, and assessing instruction
  - Classroom management
  - Differentiating Instruction to accommodate students with special needs
  - Teaching literacy in the content area



# Rigorous Renewal Requirements

## Individualized Professional Development Plan

- An Individualized Professional Development Plan (IPDP) developed at the issuance of every professional license
- Approved by a supervisor, or designee, if the license holder is employed with a Maryland LEA, nonpublic special education program, or State-operated school
- Requires the license holder to complete professional development in specific areas:
  - Content or pedagogy related to an area on the educator's license
  - English as a Second Language, Sheltered English, or Bilingual Education
  - Strategies for teaching students with disabilities, or differentiated instruction for students with diverse learning needs
  - Culturally responsive teaching or diverse student identities in education
- National Board Certification may be achieved in lieu of completing professional development

# Rigorous Renewal Requirements

## Professional Development Points

- 90 Professional Development Points (i.e., 90 clock hours) required to renew a professional license (every five years)
- Flexible earning options:
  - College credit, earned or taught, at an accredited institution of higher education
  - Continuing professional development (CPD) credits, earned or taught, approved by the Department
  - Continuing education units (CEUs) from an accredited International Association for Continuing Education and Training provider or approved by another Maryland State agency for purposes of licensure
  - Professional conference
  - Curriculum development
  - Publication of a book or article
  - Mentorship
  - Micro-credentials
  - Professional development activity approved by the Department, Maryland Local School System, State Agency, Maryland-approved nonpublic school, or another state department of education
  - Occupational experience (Professional and Technical Education/Specialized Areas for Fine Arts only)

# Rigorous Renewal Requirements

Demonstration of proficiency in providing reading instruction aligned to the science of reading

- Beginning in July 2025, license holders who are **employed in a Maryland LEA, nonpublic special education program, or State-operated school in a position that requires a license in early childhood, elementary, special education, or ESOL** will be required to **submit one of the following at renewal**:
  - **Passing score** on a reading instruction test approved by the State Board of Education
  - Coursework or professional learning approved by MSDE
  - **Attestation of proficiency** through observation completed by an **MSDE-recognized assessor**
  - Training provided by the **MSDE** in the science of reading
- License holders who **demonstrated proficiency at initial licensure** have already met this requirement
- Demonstration of proficiency will be **noted on the educator's license**

# Science of Reading

Emphasizing research-based instructional strategies aligned to the science of reading

- Applicants seeking **initial licensure** in early childhood education, elementary education, special education or English to Speakers of Other Languages (ESOL) are required to demonstrate proficiency providing reading instruction aligned to the science of reading
- License holders seeking **renewal** who are **employed in a position requiring licensure** in early childhood education, elementary education, special education or ESOL must demonstrate proficiency in providing reading instruction aligned to the science of reading
- **Reading Specialists** and **Reading Teachers** must demonstrate proficiency providing reading instruction aligned to the science of reading when applying for **initial licensure**

# Disciplinary Action

Strengthening the processes associated with disciplinary action against an educator license

- Definitions added and updated to provide clarity
- Causes for disciplinary action modified and expanded to provide more comprehensive authority to protect Maryland students
- Clarified processes associated with investigating possible causes for action, as well as the due process involved in acting on an existing license and denying an application for licensure
- Process of reporting disciplinary action to a national educator clearinghouse described to ensure transparency

- 
1. Regulation Summary
  2. PSTEB Discussion
  3. Permission to Publish
  4. Teacher Recruitment

# Code of Maryland Regulations

# Regulation Summary

## Educator Preparation

- **National content and professional standards** identified to provide transparency and a **mechanism** for national accreditors to apply for recognition by MSDE and MHEC
- **Full-year high-quality internship** aligned to the Blueprint for Maryland's Future including **mentoring** by a highly competent compensated mentor
- **Instruction in the science of reading** that requires candidates to demonstrate effectiveness in teaching reading through multiple measures
- **Demonstration of teacher competencies** to prepare candidates for employment in Maryland local education agencies and to successfully teach all Maryland students
- **Annual reporting** requirements to hold educator preparation programs **accountable for preparing a diverse and competent teacher workforce**

# Regulation Summary

## Educator Licensure

- Multiple license types and flexible licensure pathways aimed at recruiting a diverse teacher workforce
- Alternative methods to determine a candidate's readiness to enter the classroom, including portfolios, observations, and attestations
- Collaborative development of an Individualized Professional Development Plan including professional learning related to one's area of licensure
- Multiple options to earn Professional Development Points required to renew an educator license
- Emphasis on demonstrating proficiency in teaching reading using research-based practices aligned to the science of reading for initial licensure and renewal
- Transparent process of taking disciplinary action on a license



# Professional Standards and Teacher Education Board Discussion

**Maleeta Kitchen, Chair**

**Math Specialist, Howard County Public Schools**

**Darren Hornbeck, Vice Chair**

**History Teacher, Frederick County Public Schools**

**Dr. Scott Smith, Member**

**Superintendent, St. Mary's County Public Schools**

# Permission to Publish

The MSDE is requesting permission to publish

- COMAR 13A.12.01-.07 *Educator Licensure*
- COMAR 13A.07.06 *Programs for Professionally Licensed Personnel*

# Teach Maryland



## Teach Maryland Website

Designed for students, career changers, and existing teachers interested in teaching in Maryland, the site includes links to licensure information, educator preparation programs, employment opportunities, and financial incentives.

[www.teach.maryland.gov](http://www.teach.maryland.gov)

# Teach Maryland



## Social Media Marketing

Teach Maryland social media marketing will be ongoing and continuous throughout the years to come.

Utilizing Facebook, Instagram, LinkedIn, and Twitter, MSDE will engage and target high school students, college students with undecided majors, and career changers to promote the teaching profession and open the teacher pipeline in Maryland.

# Teach Maryland

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# Questions