MARYLAND STATE DEPARTMENT OF EDUCATION

EQUITY AND EXCELLENCE

The Return and Reopening of Maryland Schools

Maryland Association of Boards of Education (MABE)

October 7, 2021

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State Superintendent of Schools

Engagement and Collaboration

MSDE + STAKEHOLDERS

MSDE is steadfastly committed to ongoing engagement with all stakeholders to ensure success for students and staff.

As we reimagine the Department, implement the Blueprint and address the ongoing COVID-19 pandemic, collaboration with the entire educational community is critical.

MSDE's Commitment to Engage Students and Return to School

As a State, our commitment is to full-day, five day a week in-person learning for all students in all 24 local school systems.

Every school system is offering in-person learning in the 2021-2022 school year.

The Challenge of Learning Recovery

WHAT WE LEARNED ABOUT VIRTUAL LEARNING IN 2020-2021

Multiple studies found student course grades were significantly lower during virtual instruction as compared to previous in-person years.

Especially for English Learners, Hispanic students, and low-income students

A number of studies also found student learning during virtual instruction was significantly lower than in a typical year (one estimate was between 50 and 90% lower).

Achievement gaps widened

Virtual Learning in 2020-21: National Snapshot

Newly available data from 2021 statewide assessments confirms that student learning suffered during the pandemic. All 20 states that have released assessment results reported declines in proficiency across the board, especially in math and among younger students. – DATA QUALITY CAMPAIGN

Texas

Algebra I assessments show that in 2021, just 41% of student met grade-level expectations, down 21% from 2019.

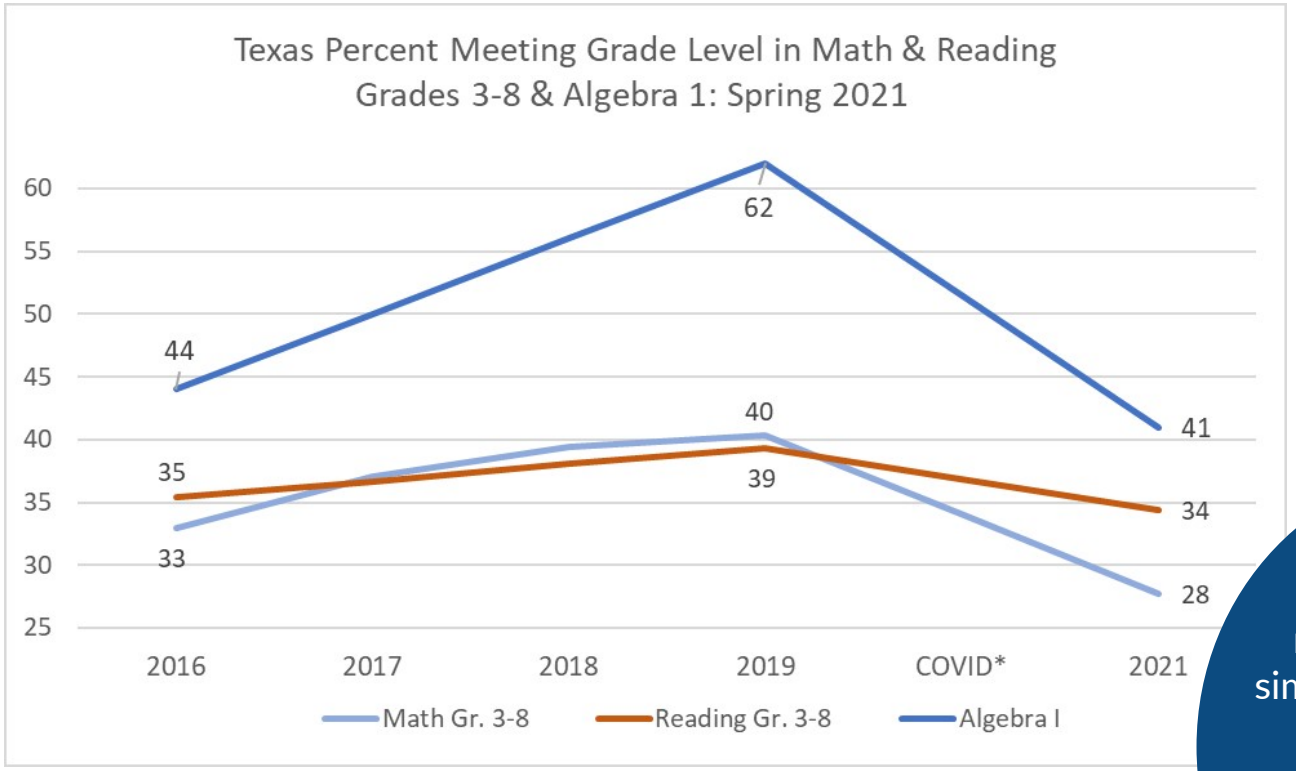
Indiana

28.6% of students statewide in grades 3-8 tested proficiently in both Math and English in 2021, down nearly 10% from 2019.

Virtual Learning in 2020-21: National Snapshot

Texas Percent Meeting Grade Level in Math and Reading Trend Data (2016-2021)

The size of these drops is even more startling when viewed over time. The figure shows three years of steady growth in Texas from 2016 to 2019, where grade-level performance grew in math and reading in grades 3 to 8 and in high school Algebra I. The pandemic wiped out those gains and then some.



In Maryland, our metrics have indicated similar results could follow.

Data from Early Fall Assessments being conducted now will provide greater context.

Learning Loss and Recovery

DEFINING MSDE'S CONCEPT OF RECOVERING

What do we mean by recovery, and what are we recovering to?

1

Prior to the COVID-19 pandemic, data indicated that learning acceleration was only achieved for roughly 20% of students from being below grade level to being on grade-level.

2

A return to "how it was before" will not be sufficient for student growth and long-term student outcomes.

3

Identifying trends in performance data from the 2020-2021 school year is difficult without assessment data.

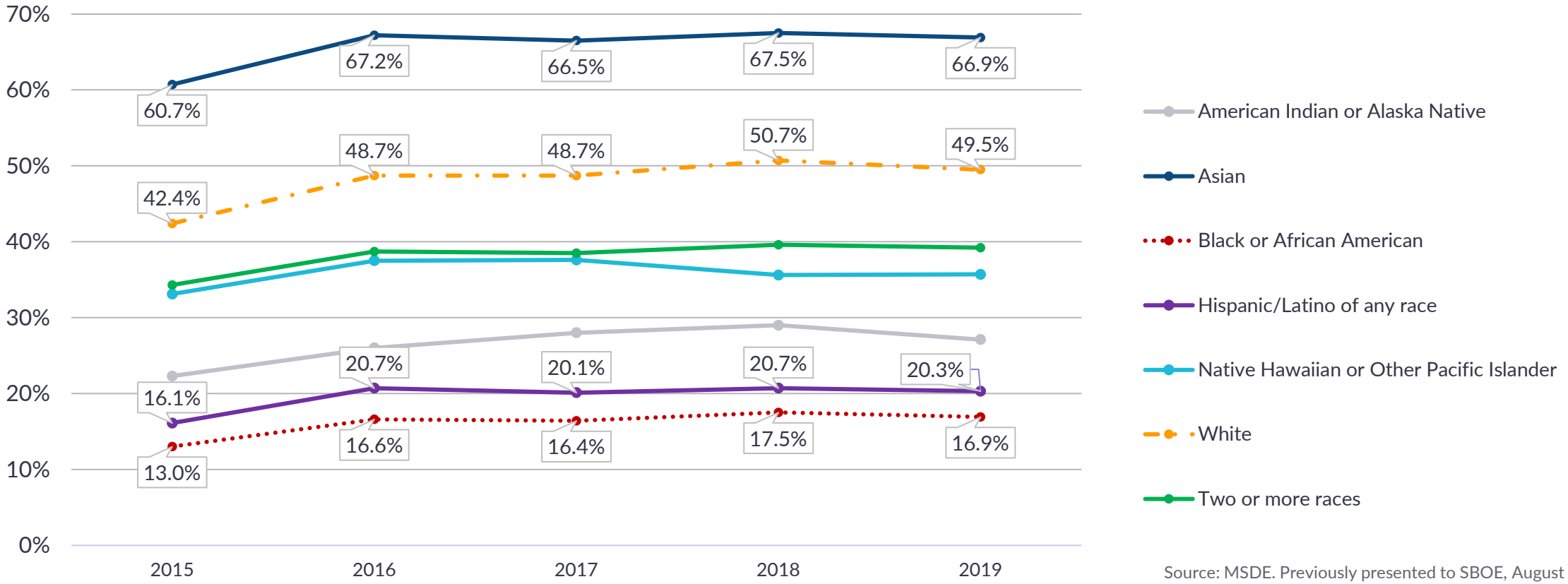
4

However, several metrics show significant decreases in student achievement.

(English Language Arts and Mathematics)

Pre-Pandemic Student ELA Proficiency by Race/Ethnicity

Percent of Students Scoring Proficient (Performance Level 4 or 5) by Race/Ethnicity, Mathematics 03-08

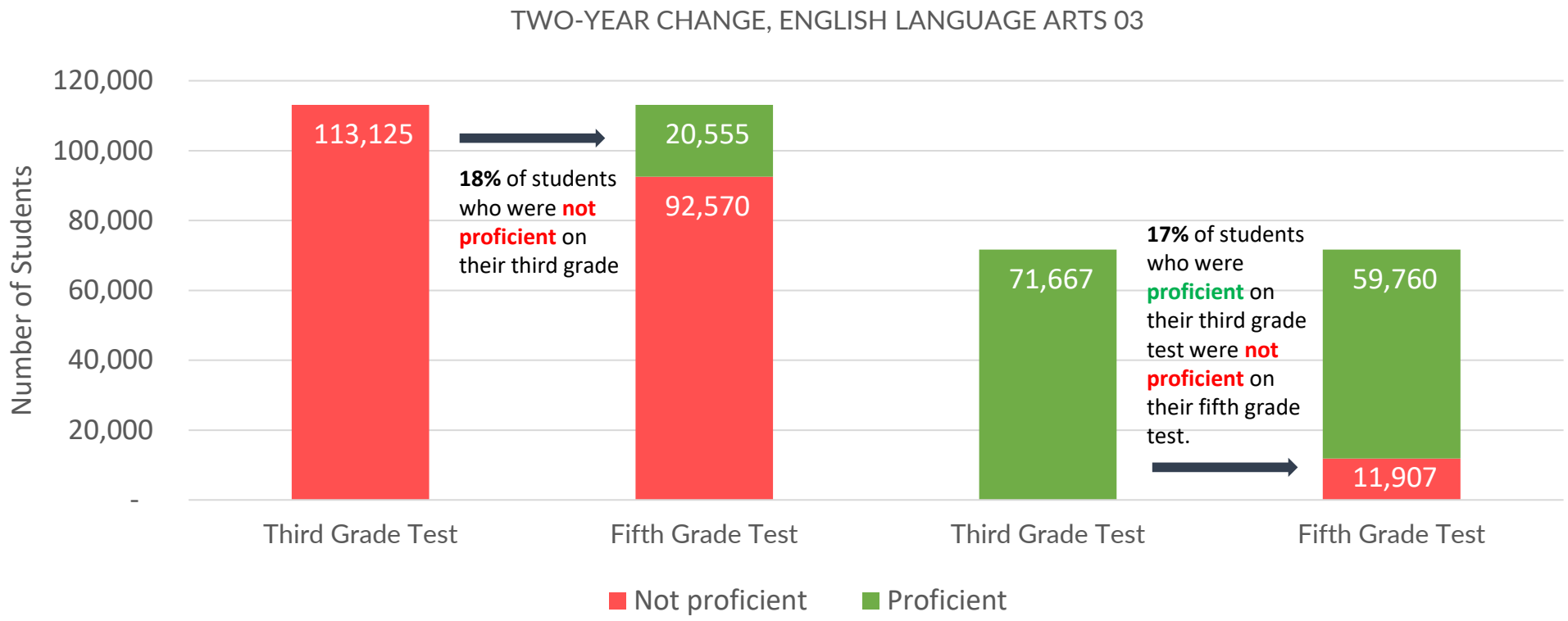


Source: MSDE. Previously presented to SBOE, August 2019

Return to "How It Was Before" Will Not Be Sufficient for Student Growth - ELA

Change in Performance on Third Grade English Language Arts Tests Two Years Later

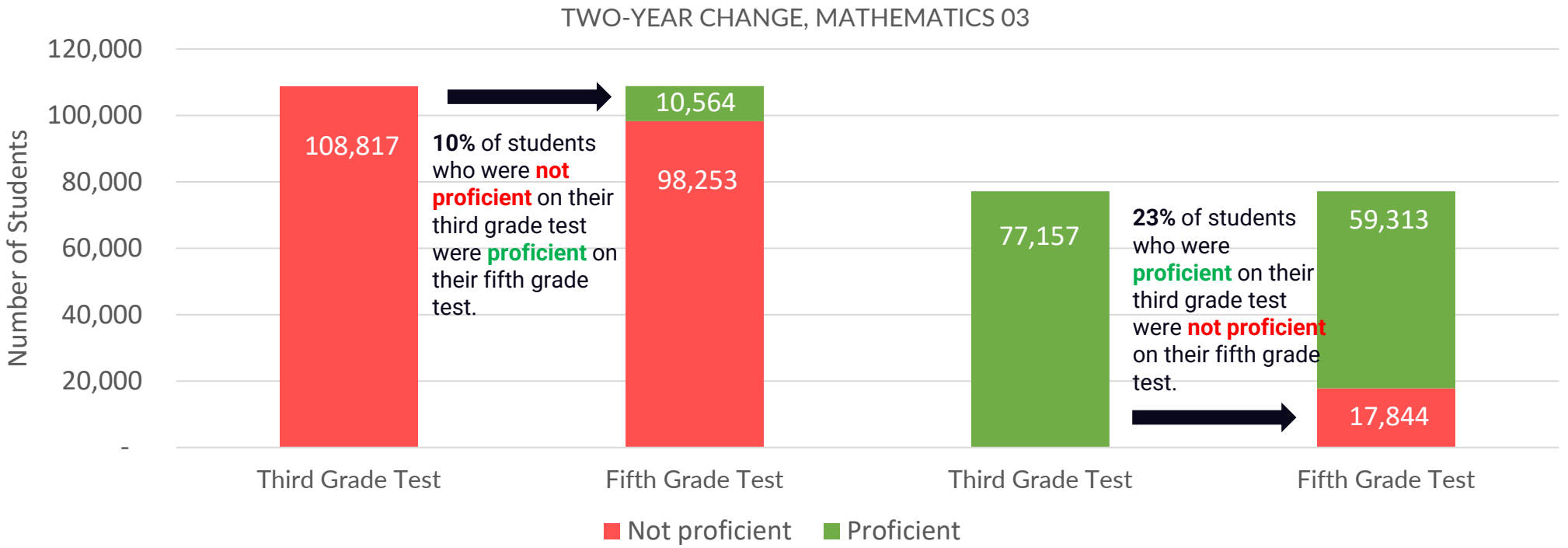
(2015, 2016, and 2017 Third Grade Test-Takers)



Return to "How It Was Before" Will Not Be Sufficient for Student Growth - Math

Change in Performance on Third Grade Mathematics Tests Two Years Later

(2015, 2016, and 2017 Third Grade Test-Takers)



American Rescue Plan

MSDE'S PLAN

MSDE's plan that was submitted to the U.S. Department of Education following feedback from stakeholders focused on three priorities:

- Accelerating Student Engagement
- Supporting Mental/Social-Emotional Health
- Addressing Disrupted Education

Local school systems are able to use funds within any of the allowable uses.

Accelerating Student Engagement

Frederick County Public Schools

STRATEGY:

Mobile Learning Labs for Elementary Students

PURPOSE:

High dosage tutoring in mathematics and English language arts. Parents will be invited to observe tutoring, where strategies and techniques will be modeled with the aspiration for replication at home. Mobile learning labs will visit a neighborhood twice a week for eight weeks.

Supporting Mental/Social-Emotional Health

Multiple Local School Systems

STRATEGY:

Hiring Additional School Counselors, Mental Health Professionals, and Social Workers to support students.

WICOMICO COUNTY:

Providing families access to pupil personnel workers and home school liaisons in after-school hours. This will expand support to families in the school community.

Addressing Disrupted Instruction

Harford County Public Schools

STRATEGY:

Summer Trade Academies through partnership with Harford Community College.

PURPOSE:

Trade academies support workforce development by providing students opportunities to gain hands-on experiences in a trade area at the community college – expansion of CTE opportunities.

The Blueprint for Maryland's Future

WHAT THE BLUEPRINT INVESTMENT BRINGS

The $3.8 billion investment from the Blueprint will aid the State in accelerating student learning and improving student outcomes.

5 major policy areas reflected in the Blueprint:

- Early Childhood Education
- High Quality and Diverse Teachers and Leaders
- College and Career Readiness
- More Resources to Ensure that All Students are Successful
- Governance and Accountability