

August 23, 2022

On Tuesday, August 23, 2022, Board President Clarence Crawford convened the meeting and was joined by Vice President Susan Getty, Chip Dashiell, Jr., Shawn Bartley, Gail Bates, Chuen-Chin Bianca Chang, Vermelle Greene, Jean Halle, Rachel McCusker, Lori Morrow, Warner Sumpter, and newly appointed student member Merin Thomas from Wicomico County.

[Link to meeting agenda, materials, and video](#)

Consent Agenda

The Board approved the consent agenda including minutes, personnel actions, and budget adjustments.

Public Comments

Public comments were delivered by the following individuals: An individual voiced his concerns with the quality of school meals both in terms of nutrition and quantity and in competition with less nutritional foods also available to students. An individual described the celebration of Teacher's Day or Confucius Day in Taiwan. A parent shared her opposition to the content and teaching of health and human sexuality in public schools and in support of parents being responsible for these topics. Shamoyia Gardener, executive director of Strong Schools Maryland, followed up on the concerns she raised last month regarding the quality of local school system reports on trauma-informed student behavioral health programs under the Blueprint for Maryland's Future. Sharon Saroff, parent and special education advocate, identified her concerns with the department's oversight of Baltimore County school system's provision of extended school year (ESY) services. A parent shared her concerns about the poor performance of Maryland students in core subjects and opposition to the content and teaching of health and human sexuality in public schools in conflict with many parents' religious beliefs. Cheryl Bost, President of the Maryland State Education Association, spoke to the crises impacting teachers including the educator shortage and working conditions as schools continue to respond to recovering from the pandemic.

Hearing & Oral Arguments

The State Board heard oral arguments in the teacher termination case: *Mamie Benjamin v. Baltimore City Board of School Commissioners*.

Data Deep Dive: Students Attending Alternative High Schools

The State Board received a comprehensive report from Chandra Haislet, Assistant Superintendent for Accountability and Performance, on the enrollment and performance of students attending alternative schools within local school systems. Ms. Haislet outlined the national challenges to reengage dropouts and dropout recovery models and programs, and Maryland definitions and approaches. She reviewed data on the enrollment of students in alternative schools, highlighting that 57% are from the Baltimore City and Anne Arundel County public school systems. Statewide, there are 28 alternative high schools across 11 local school systems. She described the demographics and absenteeism, dropout, and graduation rates of students in alternative schools. Ms. Haislet featured the Excel Academy at Francis M. Wood in Baltimore City and its dedicated staff, a United Way Daycare and Family Center, a wellness boutique, and attendance incentives. She also presented case studies from Boston, New York City and Texas.

Superintendent Choudhury emphasized that there are successful elements of local programs within Maryland that should be expanded at scale, including Baltimore City's Excel Academy, the Boston Day and Evening Academy, and New York City's City-As-School. He then described the College, Career and Technology Academy program in Texas through which every high school in a school system may be an early college high school. In response to questions from board members he described the launch of statewide expansions of these programs under the Blueprint and the need to build relationships with community colleges and employers to successfully transition to this expansion.

[Presentation](#)

Covid Transmission Rates and School Logistics

Deputy Superintendent May Gable presented an overview of school opening dates and practices, highlighting that Prince George's County public school system is the only one requiring masks at the outset of the 2022-2023 school year. She briefly addressed the national outbreak of Monkeypox, and then presented recent data for the monthly update on state logistics and transmission rates related to the COVID-19 pandemic, including data on the number of students and staff who have needed to be quarantined, positivity rates, 7-Day moving average case rates per 100K by jurisdiction, community transmission levels, and statewide hospitalizations.

Highlights of the presentation included:

- Data collected related to COVID-19 logistics from the 24 local education agencies (LEAs) through August 23, 2022 (LEAs update the data weekly.)
- Data published by the Maryland Department of Health (MDH) and the Centers for Disease Control (CDC) on positivity rates, 7-day moving average new daily case rates per 100K population, vaccination rates, hospitalization rates, and death rates for each jurisdiction
- Information on vaccines for children five and under per the CDC's new COVID-19 community levels metric
- Information on the current Monkeypox outbreak in the U.S.
- MDH/MSDE's Updated PreK-12 School and Child Care COVID-19 Guidance
- Information on Omicron variants
- Summary of COVID-Ready Maryland, the state's long-term COVID-19 preparedness plan

[Presentation](#)

Blueprint Deep Dive: College and Career Readiness Pathways: Apprenticeships

Superintendent Choudhury introduced Phil Lasser, Director in the Office of Strategic Planning and Continuous Improvement, who briefed the board on apprenticeships in the context of the requirements of the Blueprint for Maryland's Future. He began by distinguishing apprenticeships from internships, with apprenticeships combining paid on-the-job training with classroom instruction to prepare workers for highly skilled careers. The presentation highlighted case studies from Switzerland and Colorado. Assistant Superintendent Dr. Deann Collins introduced Jennifer Griffin, from MSDE's Division of Career and College Readiness, who described the Apprenticeship Maryland Program (AMP). Ms. Griffin also presented several examples of students successfully completing apprenticeship programs.

The Apprenticeship Maryland Program (AMP) is a Maryland CTE Program of Study delivered through agreements and coordination between MSDE, Maryland Department of Labor, local school systems, and employers. Each school system must create a local advisory committee to oversee the program and develop policies for its implementation. Youth apprentices receive supervised, structured, on-the-job training from a mentor in a specific in-demand occupation; work a minimum of 450 hours with a certified employer; and typically work during the summer after their junior year and during their senior year. Youth apprentices also participate in classroom-setting related instruction, as set by the employer.

Dr. Collins presented an overview of the comprehensive reforms contained in the Blueprint law. She outlined the Blueprint's requirements to set a new College and Career Readiness standard after a rigorous research study is conducted and to develop Post-CCR pathways to advance learning and earn a credential. Once a student meets the CCR Standard, they enter a pathway: IB Diploma, AP program, or Cambridge AICE Diploma; Dual enrollment; or early college program. Students may also participate in Career and Technical Education (CTE) programs, to be expanded and aligned with industry's needs. These CTE programs must include apprenticeships, and are to be developed in consultation with employers, trade associations, labor organizations, community colleges, etc. through a new CTE Committee.

Dr. Collins emphasized the need for dramatic growth in apprenticeship programs in light of the gap between the goal of 45% of all students graduating with a high school level of registered apprenticeship or industry-recognized credential by the 2030-2031 school year, and the current percentage of 7% of graduates meeting these criteria in 2021.

Mr. Lasser presented examples of student apprentice programs and schedules from Dorchester, Frederick, Howard, St. Mary's, and Washington County. He then focused on Montgomery County's TranZed Academy for Working Students (TAWS) program. Mr. Lasser also reviewed various direct and indirect costs associated with apprenticeship programs.

- Costs for students: uniforms and personal safety equipment; background checks; and driver's license, transportation, gas, etc.
- Costs for the employer: related instruction courses; time investment to mentor and train the apprentices; and additional stipends for mentors
- Costs for the school/district: safety and certification courses for the student; stipend to teachers for teaching outside of the school day; additional compensation and operational costs for implementing flexible scheduling

The board asked several questions concerning the expansion of apprenticeship programs, the communication with employers and students and families, and other issues such as insurance and transportation.

[Presentation](#)

Child Care Regulations

The State Board granted permission to publish proposed amendments to regulations governing Family Child Care under COMAR 13A.15. The amendments are being proposed to permit family child care providers to operate educational programs in nonpublic nursery schools, similar to how educational programs are operated in other types of child care facilities. Board members asked Dr. Steven Hicks, Assistant State Superintendent for the Division of Early Childhood Development, several clarifying questions before approving the regulations.

[Memo & Regulations](#)

Student Assessments and Standards

Superintendent Choudhury and Assistant Superintendent Chandra Haislet presented a report and led discussion on the department’s standard setting progress and state assessments. The presentation covered federal and state assessment requirements, the Maryland Comprehensive Assessment Program (MCAP), and the standard setting process. In addition, the State Board received a report on updated assessment results on the Maryland Integrated Science Assessments (MISA) in grades 5 and 8 for the 2021-2022 school year.

Ms. Haislet reviewed the components of the Maryland Comprehensive Assessment Program (MCAP) and described it as providing information to educators, families, and the public on the progress of students and schools on Maryland content standards, as well as fulfilling federal and state assessment requirements. Note: Alternate (Alt) assessments indicated below are administered to students with significant cognitive disabilities.

	Mathematics	English Language Arts/Literacy	Science	Social Studies
General Education	Grade 3-8	Grade 3-8	Grade 5, 8	Grade 8
	Algebra I, Geometry, Algebra II	ELA/Literacy Grade 10	Life Science Maryland Integrated Science Assessment (LS MISA)	Government
Alternate Assessments*	Grade 3-8, Grade 11	ELA/Literacy Grade 3-8, Grade 11	Science Grade 5,8,11	Grade 8
English Learners	ACCESS and Alt-ACCES for English Language Learners K-12			
Early Childhood	Kindergarten Readiness Assessment (KRA)			

Delayed Transition to New MCAP: Maryland was to transition to the new MCAP in school year 2019-2020, however, the timeline was shifted by two years due to the pandemic. Milestones scheduled for the school year 2019-2020 have been shifted to 2021-2022. Standard setting was to occur in 2020 and will now take place in 2022. The first year of computer adaptive tests was to be 2020-2021 and is now 2022-2023.

Standard Setting: The MCAP Mathematics, English Language Arts, Life Science MISA, and Government for the 2021-2022 school year are new and will undergo standard setting this year. Science grade 5 and grade 8 has previously completed standard setting. Social Studies Grade 8 will have a standard set after the 2022-2023 school year administration.

Ms. Haislet presented the MCAP performance levels, standard setting methodology, and role of educator input on the standard setting process. Performance level descriptions: Level 1 – Beginning Learners; Level 2 – Developing Learners; Level 3 – Proficient Learners; and Level 4 – Distinguished Learners. She then presented updated science results for the 2021-2022 school year and shared the timeline for releasing other updated results for alternative assessments, Government, English Language Arts, and Mathematics.

Assessment	July	August	September	October	November	December	January
Science Grade 5 and 8		x					
Dynamic Learning Map (DLM)							
Maryland Alternate Assessment math, reading, science			x				
Government High School				x			
Life Science Maryland Integrated Science Assessment (LS MISA)				x			
English Language Proficiency, Alternate English Language Proficiency						x	
Kindergarten Readiness Assessment						x	
Mathematics, English Language Arts							x

Superintendent Choudhury and Assistant Superintendent Haislet responded to several questions from board members regarding the unfortunate delays in releasing assessment results and other issues. Mr. Choudhury agreed that the delays are quite frustrating but necessary based on the demands of the standard setting process.

[Presentation](#)

Board Member Reports

Board President Clarence Crawford reported on the recent stakeholder roundtables; the focus of participants from all of the local school systems was the need for communication and access to information. He referred to a summary of the recent local roundtable with 39 local board members and asked board member Warner Sumpter and the governance committee to review the feedback from the forum. He also asked the board to consider a request from Washington County that the State Board hold its meeting there and made the proposal that the State Board do so on October 25th. In addition, the visit could include a possible site visit to a technical high school on the 24th and a possible town hall in the evening. Planning is not yet final. He encouraged board members to visit local boards as he and board vice-president Susan Getty recently did in Carroll County. In addition, he reported that two roundtables with local superintendents are being set for dates in September.

Board member Chip Dashiell reported on the ongoing work of the strategic planning committee, including the initial roll-out of phase I on October 25th in Washington County. The committee’s next meeting is on August 29th, with the intent to reach consensus to finalize the mission, vision, value

statements, priorities and enablers. Following this meeting, the committee will provide these materials to the entire board for perspectives and comments. He also thanked State Superintendent Choudhury for his insights and contributions to the committee's work.

Board member Shawn Bartley, joined by the full board, recognized Superintendent Choudhury on his first year as State Superintendent. Board member Rachel McCusker and fellow board members wished all Maryland educators a successful school year.