



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

TO: Members of the State Board of Education
FROM: Karen B. Salmon, Ph.D.
DATE: January 25, 2021
SUBJECT: Dashboard and First Quarter Performance Metrics
Disrupted Instruction: A Path Forward

PURPOSE:

To review the dashboard and first quarter performance metrics gathered from the Local School Systems and discuss strategies to reduce the impact of disrupted instruction on student learning.

BACKGROUND/HISTORICAL PERSPECTIVE:

Local school systems across Maryland opened schools for the 2020-2021 school year beginning on August 31, 2020. All of the school systems opened virtually. Since the start of school, 20 of the 24 school systems have opened certain schools for in-person instruction for small groups of students and/or for students in a hybrid model based on their local school system plans. Based on infection rates, many school systems over the first semester have adjusted their plans for in-person instruction.

EXECUTIVE SUMMARY:

The data provided indicates the circumstance at a point in time, that is, the last day of the first marking period, or information on the first marking period as a whole. Data has been gathered from local school system reports, the Maryland Department of Health, first quarter performance metrics, Maryland State Department of Education (MSDE) Standard Data Collection, and the Technology Survey conducted by the MSDE. Strategies will be shared on how to address and reduce the impact of the disrupted instruction on student learning.

ACTION:

Information for discussion.

ATTACHMENTS:

Dashboard and First Quarter Performance Metrics
Disrupted Instruction: A Path Forward PowerPoint



Dashboard and First Term Performance Metrics Fall 2020



Maryland State Board of Education
January 25, 2021

Dashboard and First Term Performance Metrics: Fall 2020

Topics

1. Student enrollment
2. Student attendance and participation/engagement
3. Learning modes
4. Equity in technology for learning
5. Personal protective equipment in schools

Dashboard and First Term Performance Metrics: Fall 2020

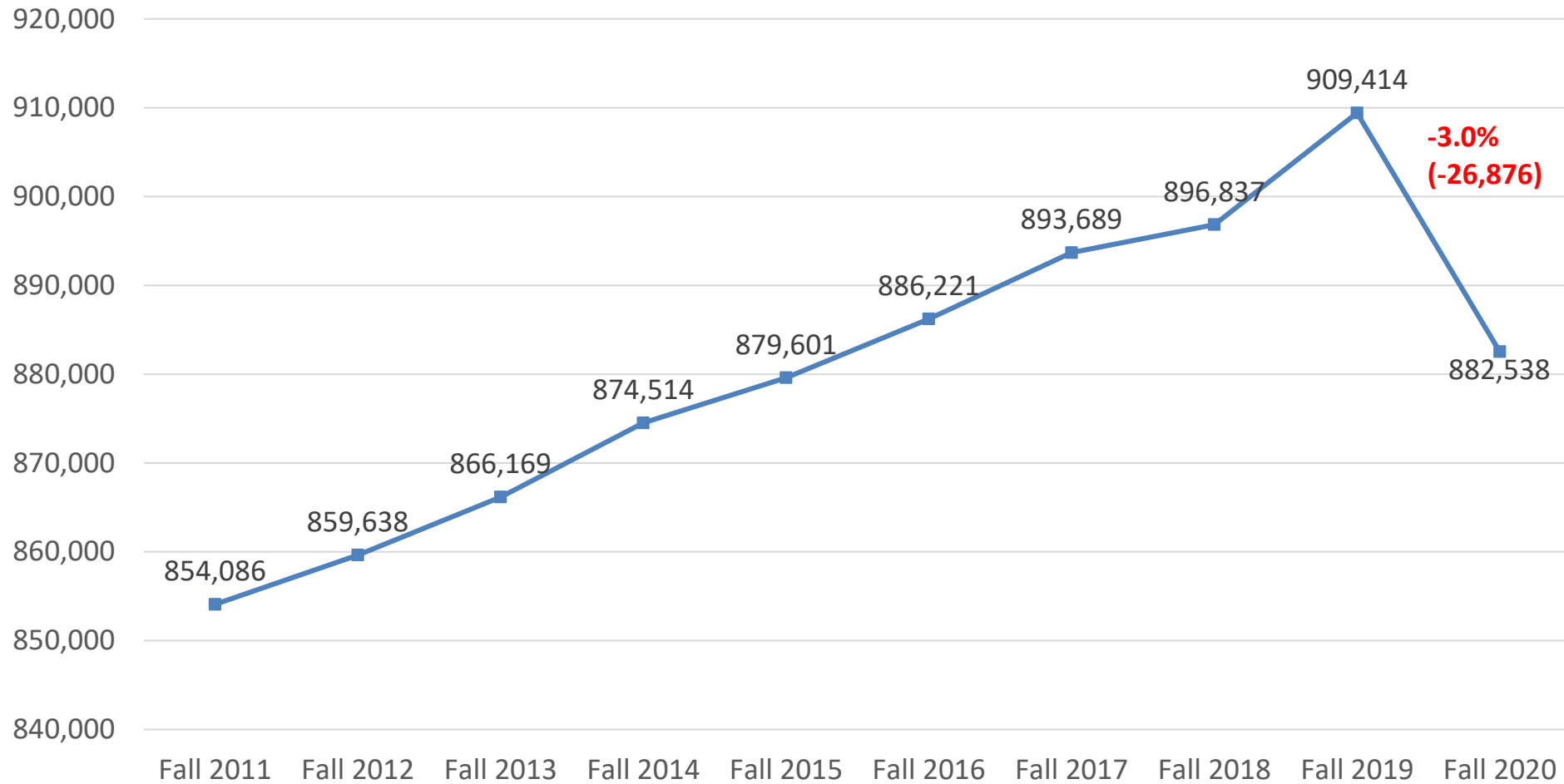
Data Sources

1. MSDE standard annual data collection: enrollment collection (as of 9/30)
2. First Term Performance Metrics (LSS survey, Fall 2020)
3. MSDE Technology Survey (LSS survey, Fall 2020)
4. MSDE Dashboard data collection (LSS survey, January 2021) for all additional data and updates

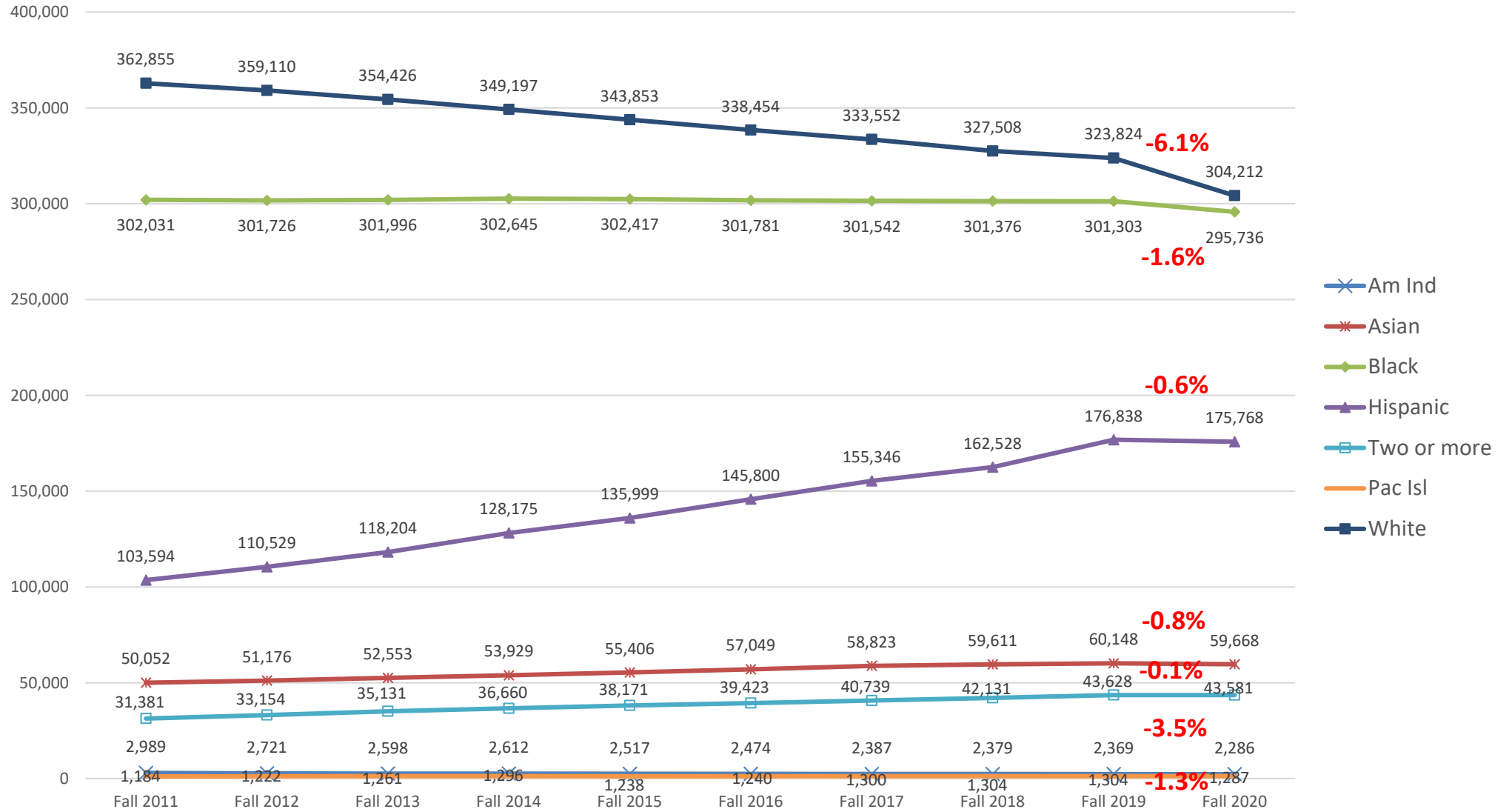
All Fall 2020 data presented apply to the first marking period (cumulative data) or the last day of the first marking period (point-in-time data).

Fall 2020 Enrollment, All Students

Enrollment in Maryland Public Schools

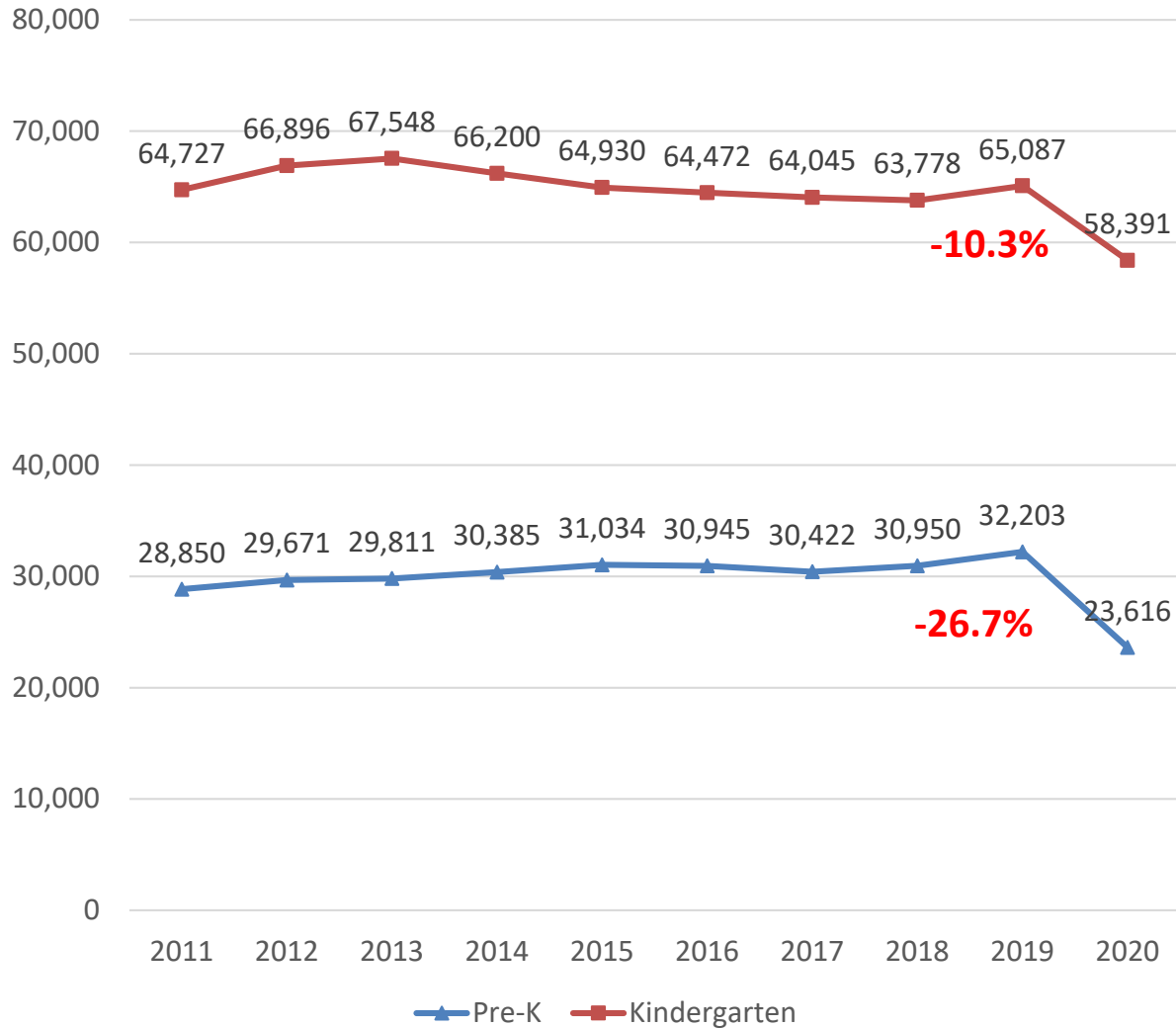


Fall 2020 Enrollment, by Race/Ethnicity

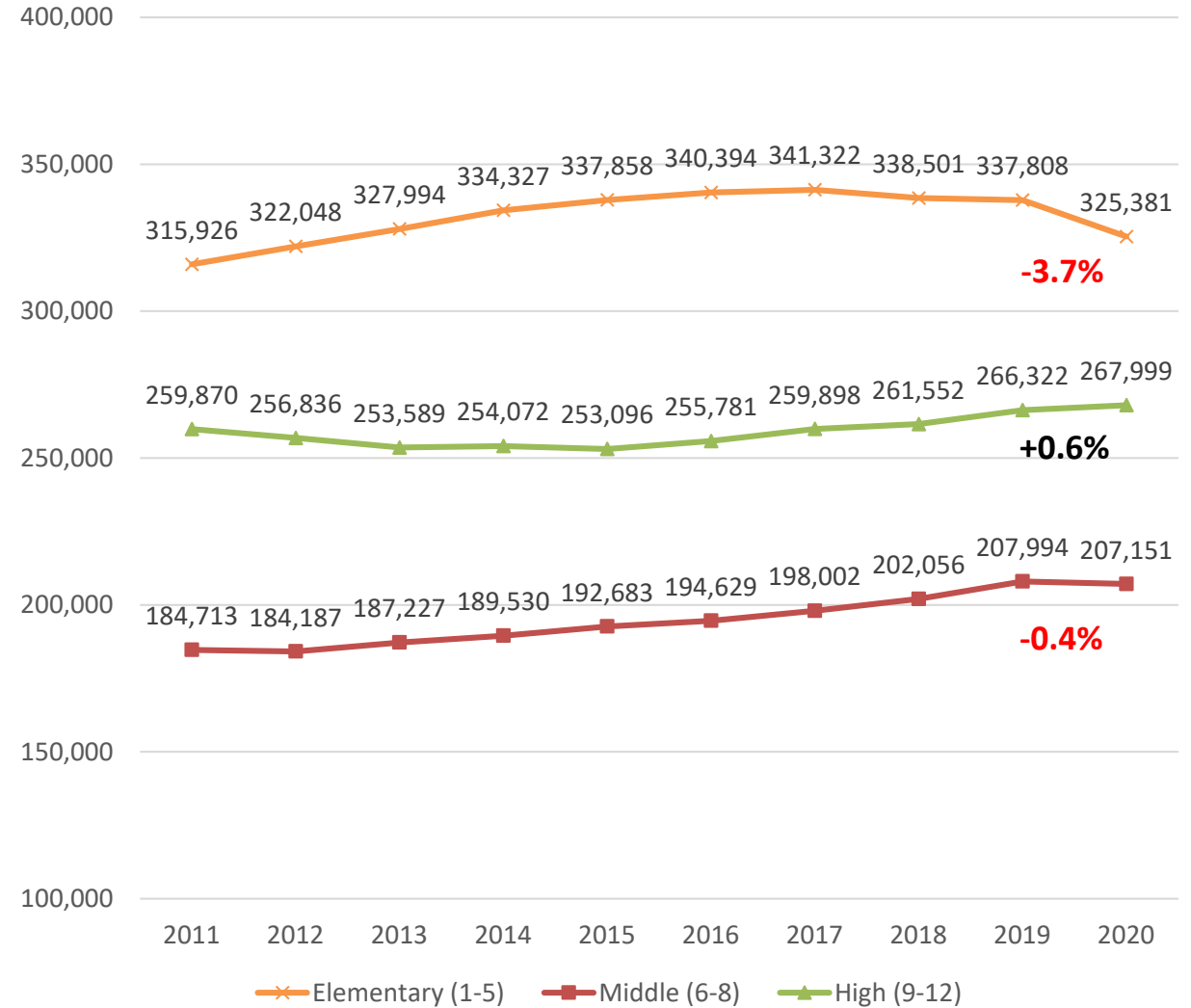


Fall 2020 Enrollment, by Grade Band

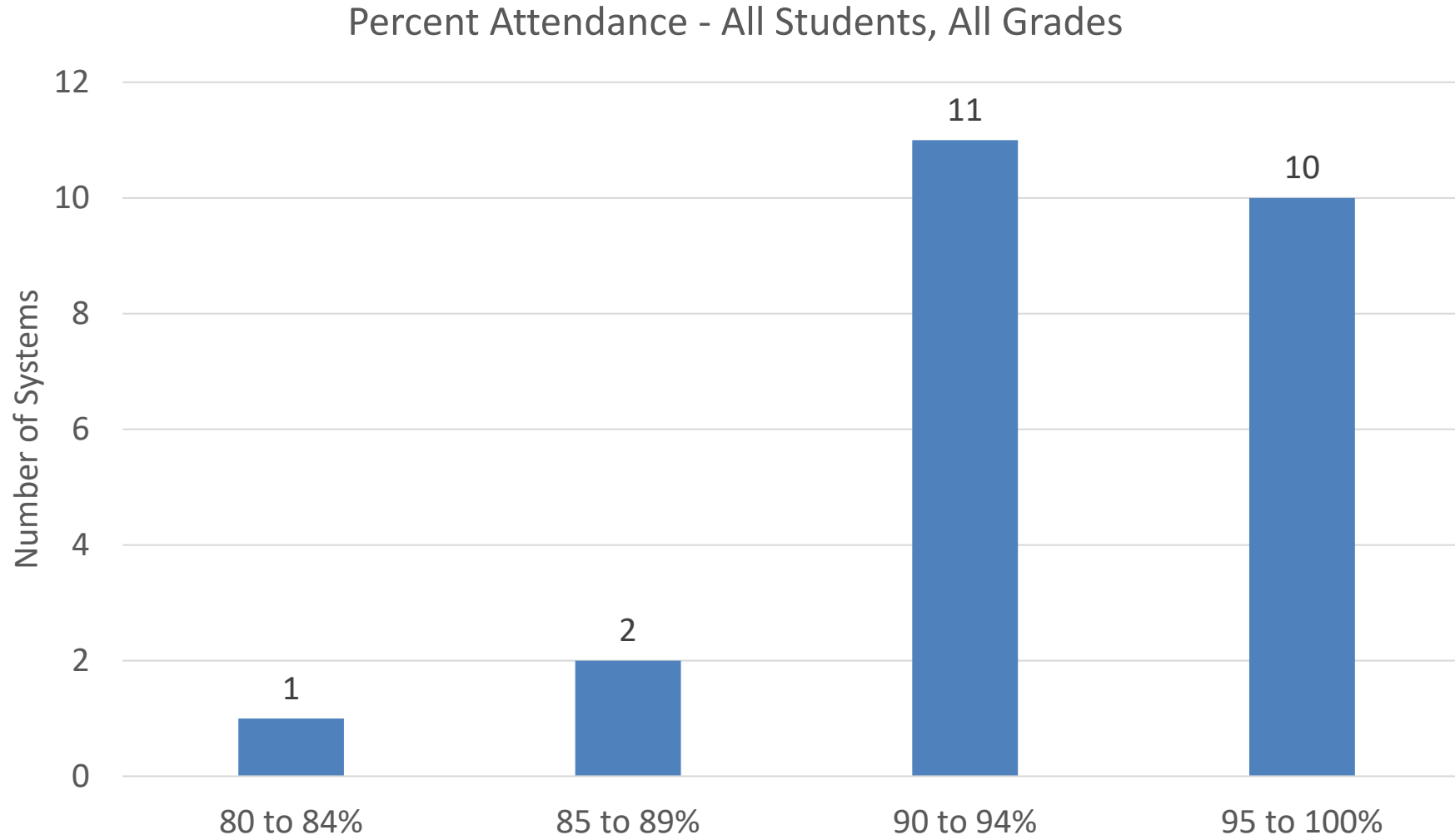
Fall Pre-K and Kindergarten Enrollment



Fall Enrollment by Grade Span

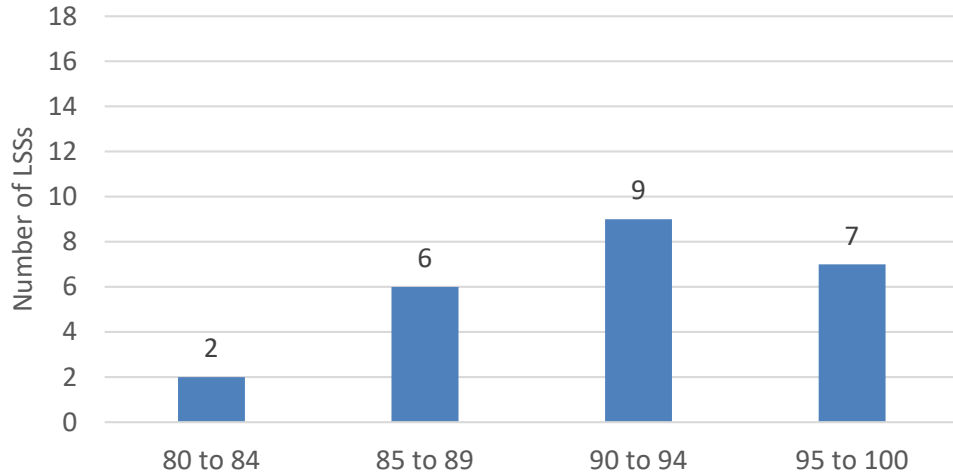


Fall 2020 Percent Attendance, All Students

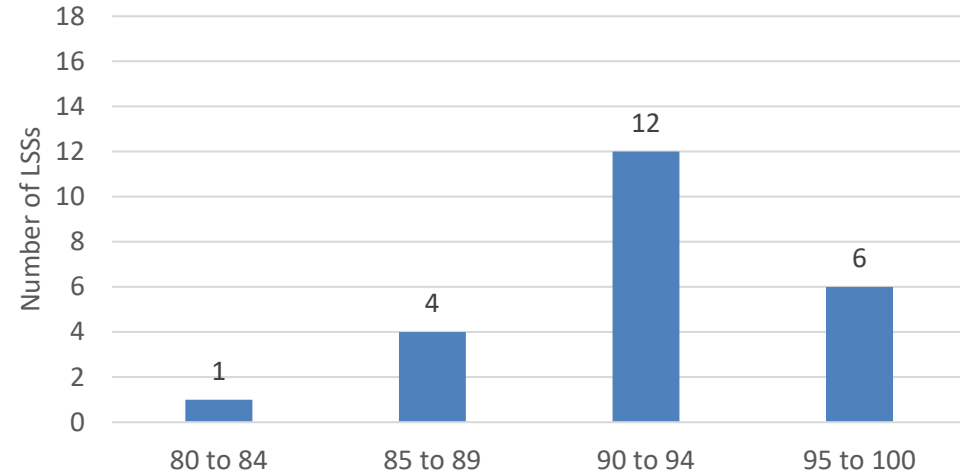


Fall 2020 Percent Attendance, by Race/Ethnicity

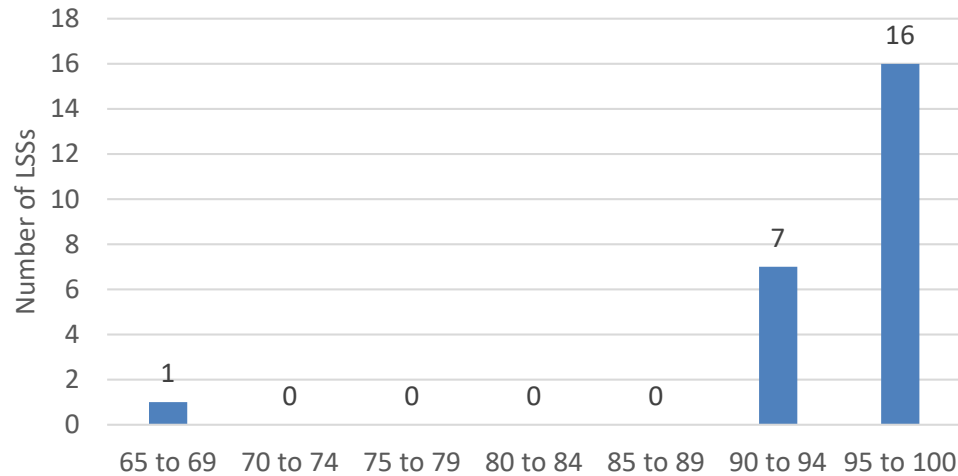
Percent Attendance - Black Students, All Grades



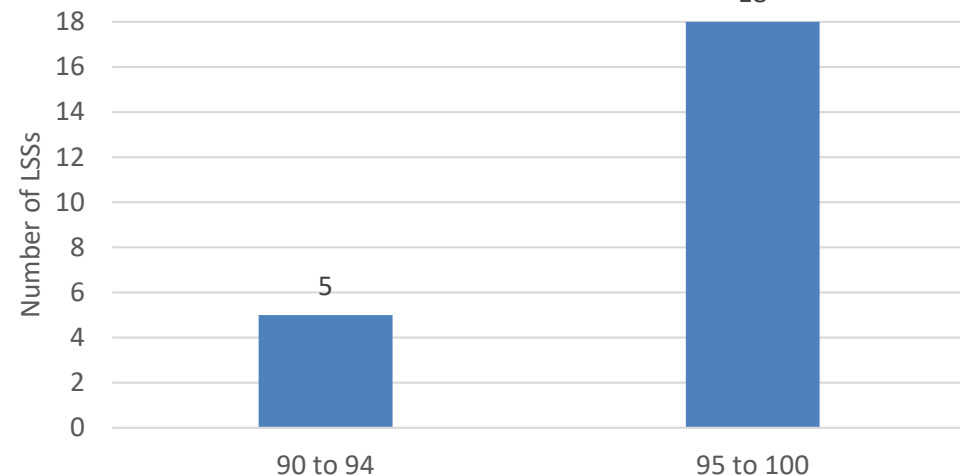
Percent Attendance - Hispanic Students, All Grades



Percent Attendance - White Students, All Grades

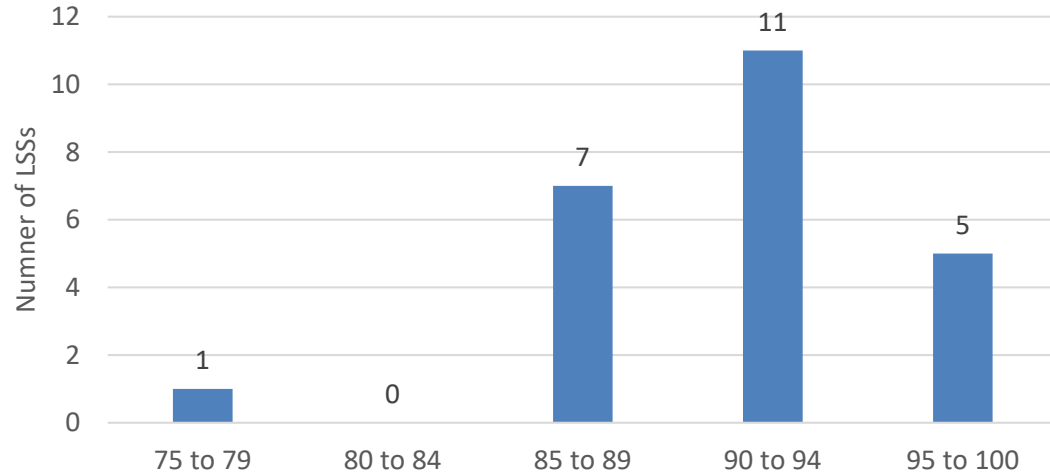


Percent Attendance - Asian Students, All Grades

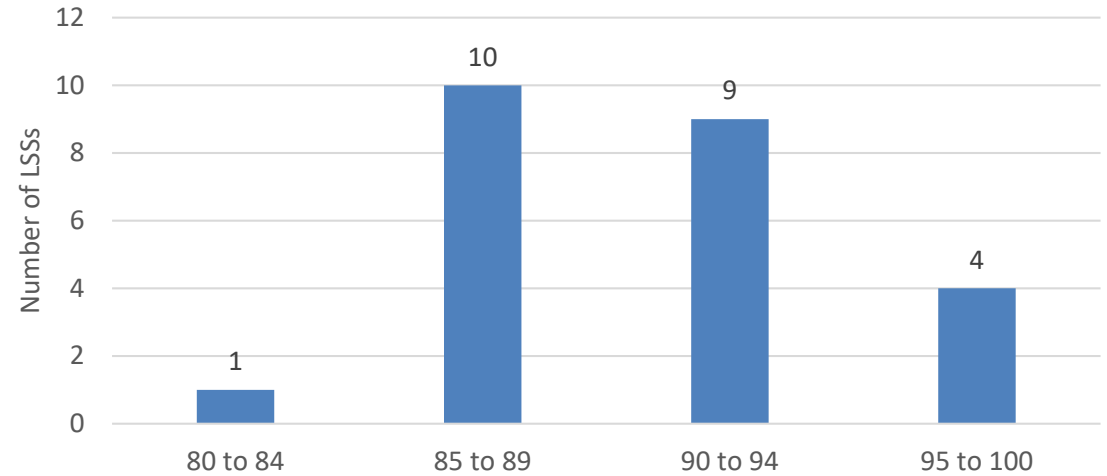


Fall 2020 Percent Attendance, by Service Group

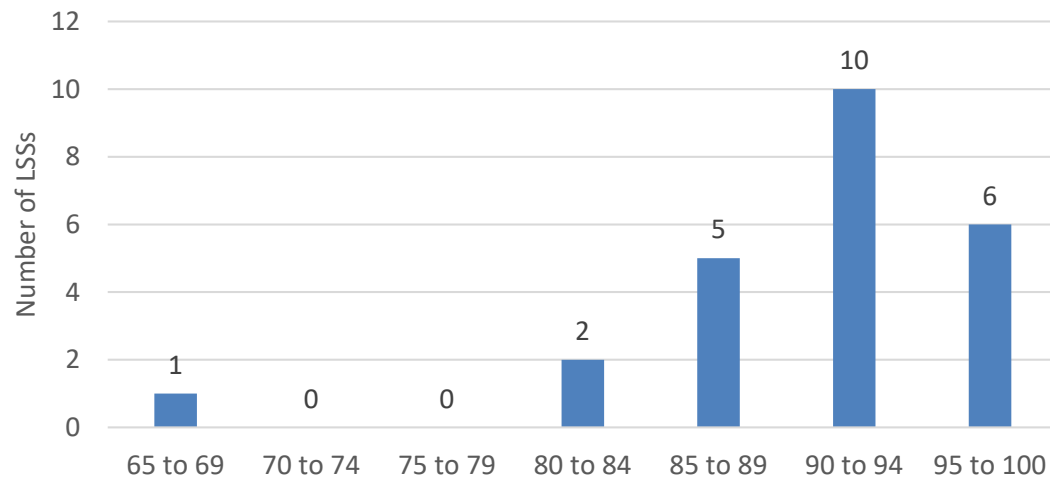
Percent Attendance - Students w/ Disabilities, All Grades



Attendance - Economically Disadvantaged Students, All Grades

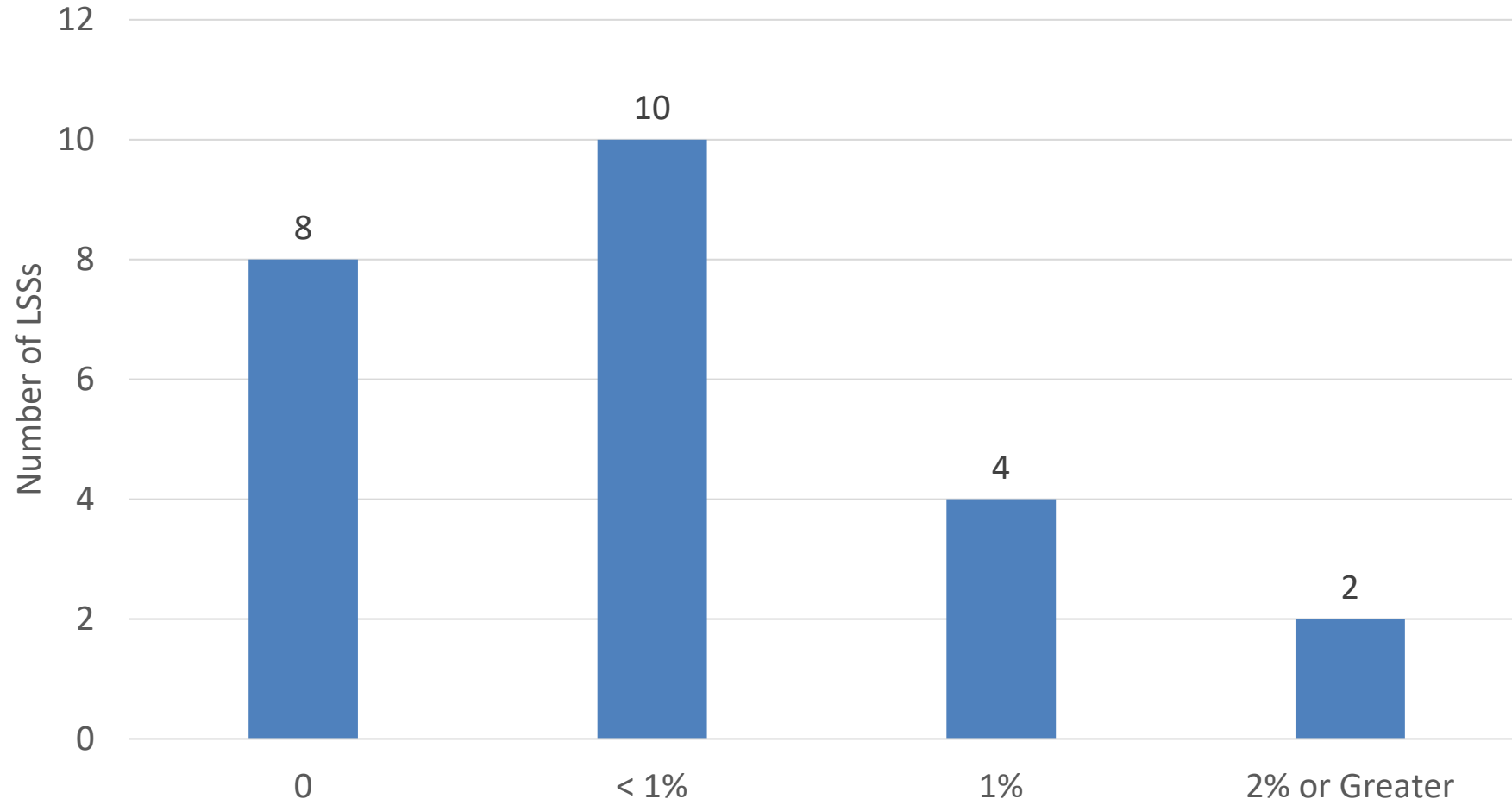


Percent Attendance - English Learners, All Grades



Fall 2020 Student Contact

Percent of Enrolled Students with No Contact

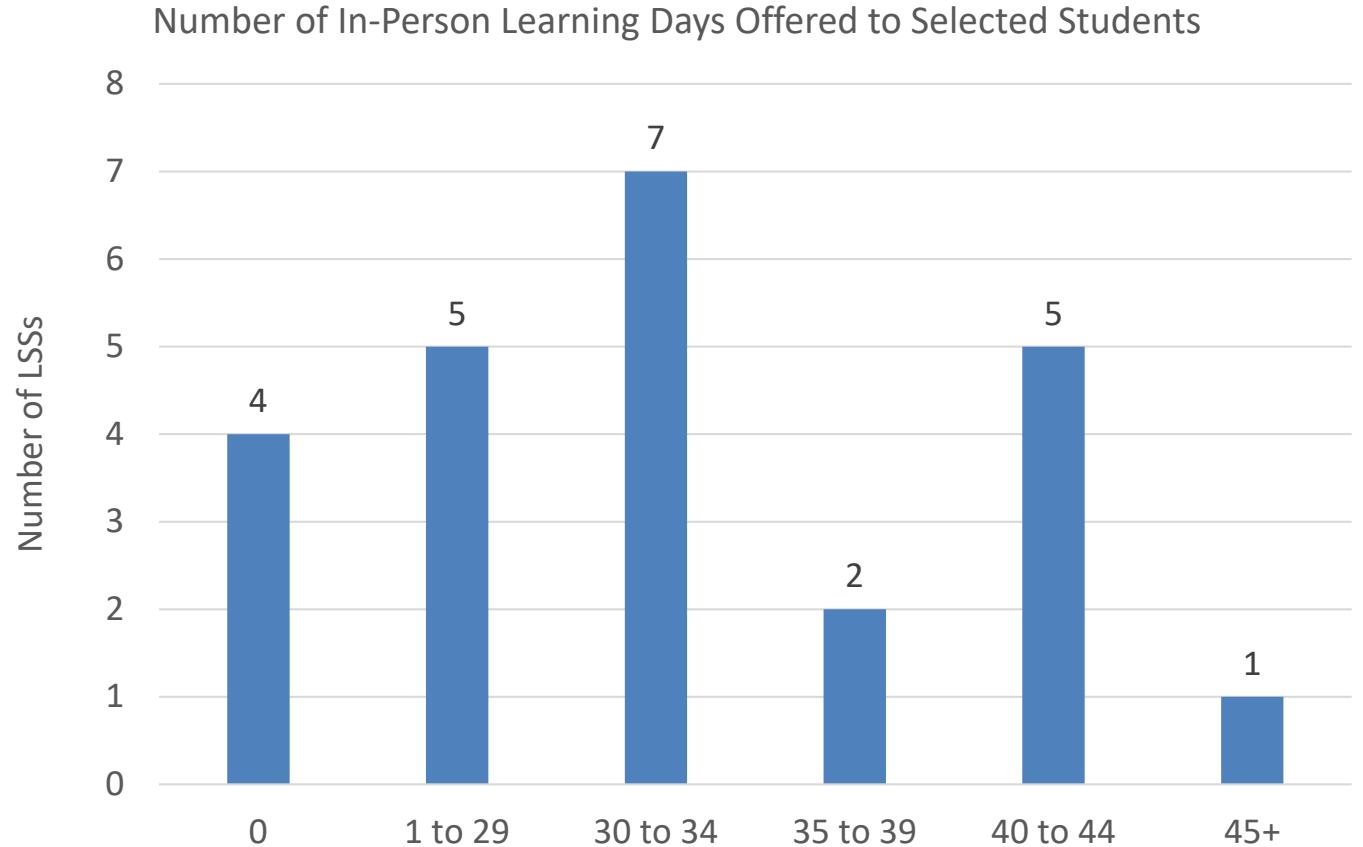


Fall 2020 Student Participation in Extracurricular Activities

- 9 systems reported in Fall 2020, all **high schools were offering in-person interscholastic competition season and/or practices and conditioning**. An additional system was offering return to play activities, but not traditional practices or competition.
- 16 systems reported at least some schools were **offering in-person fine arts related, service-oriented, and/or miscellaneous extracurricular activities**. School participation ranged from all schools (5 systems) to some schools (high schools only, or selected schools only, or centralized programming for students from multiple schools).

Fall 2020 Student Learning Modes: Student Participation

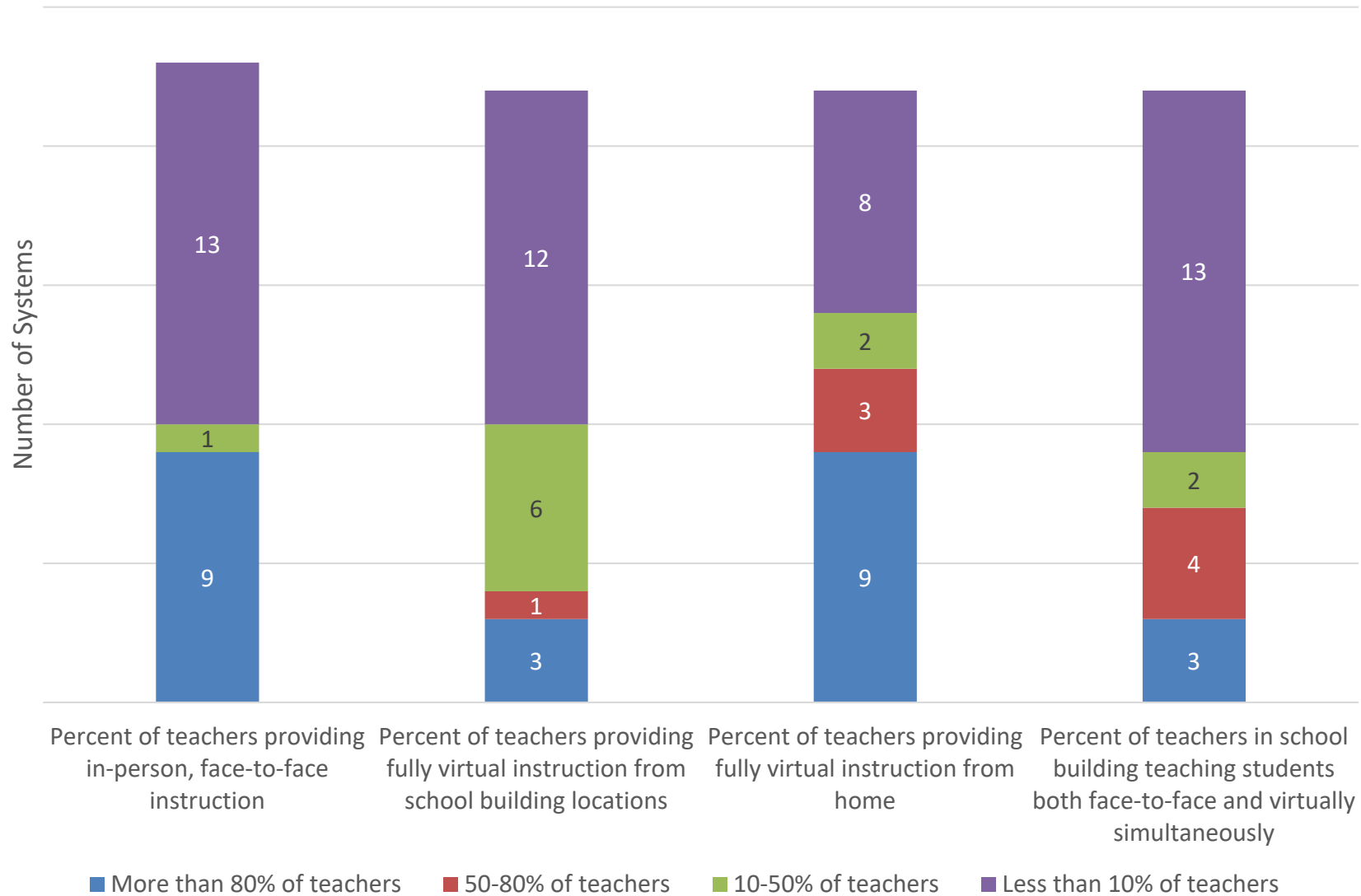
- A reported **55,484 students participated in in-person instruction at some point during the first term of the school year** (6.2% of Fall 2020 enrollment).
- As of the **last day of the first marking period, 13 systems were entirely or nearly-entirely virtual** (80% or more of students virtual).



Fall 2020 Student Learning Modes: Student Selection

- Many systems reported prioritizing in-person instruction for student or instructional groups:
 - Students with Disabilities (15 LSSs)
 - English Learners (7 LSSs)
 - CTE student experiences (9 LSSs)
 - Pre-K & Lower Elementary (7 LSSs)
 - Students with low/no internet connectivity (5 LSSs)
 - Students with low engagement or previous non-engagement (4 LSSs)
- Systems reported using a variety of strategies to determine which students to enroll into in-person instruction after prioritizing student groups:
 - Parent surveys were used to assess the scope of interest in in-person instruction (7 LSSs).
 - Some systems allowed schools to determine enrollment on a case-by-case basis incorporating factors like a social-emotional need, lack of spring engagement, and fall diagnostics (4 LSSs).

Fall 2020 Teacher Instructional Modes by Location on Last Day of First Term

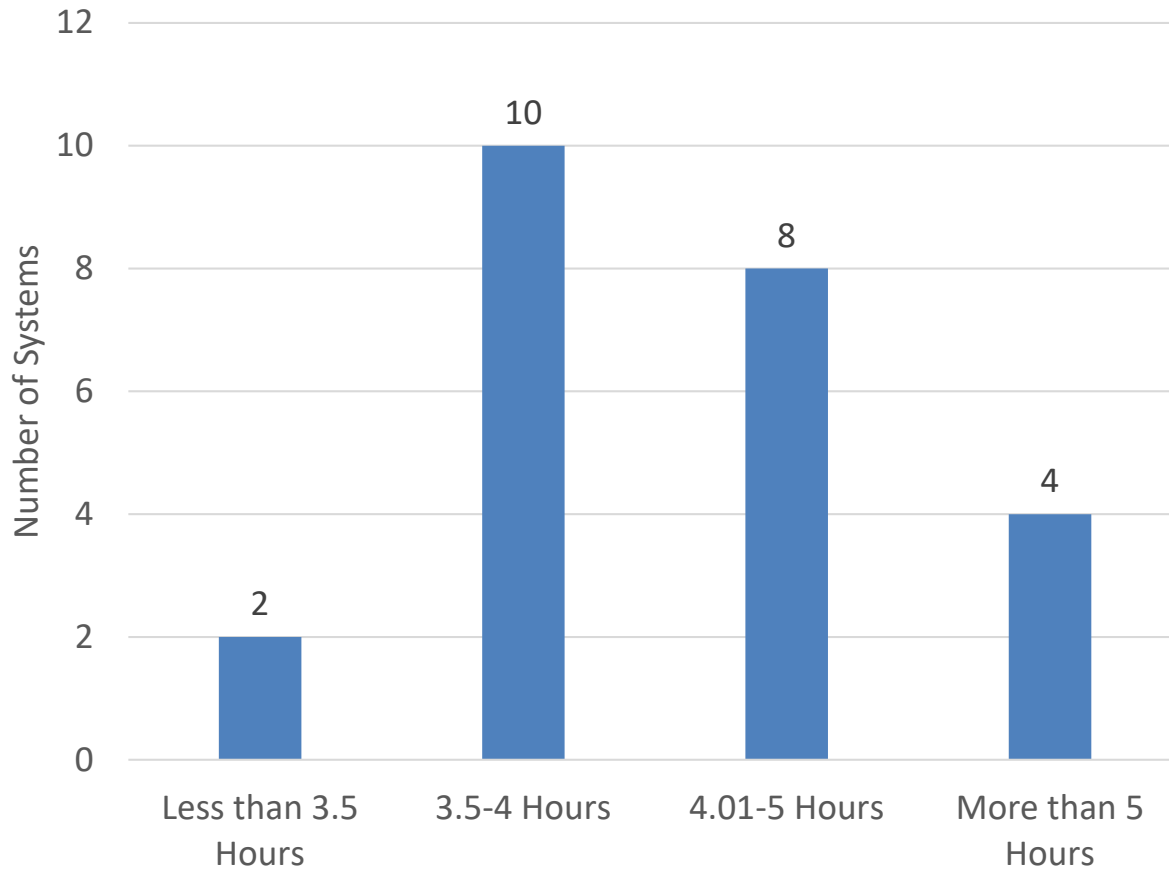


SOURCE: First Term Performance Metrics

 Note: Some systems did not report this data point

Fall 2020 Student Learning Modes: Synchronous Instruction

Average Daily Synchronous Instructional Time,
All Grades

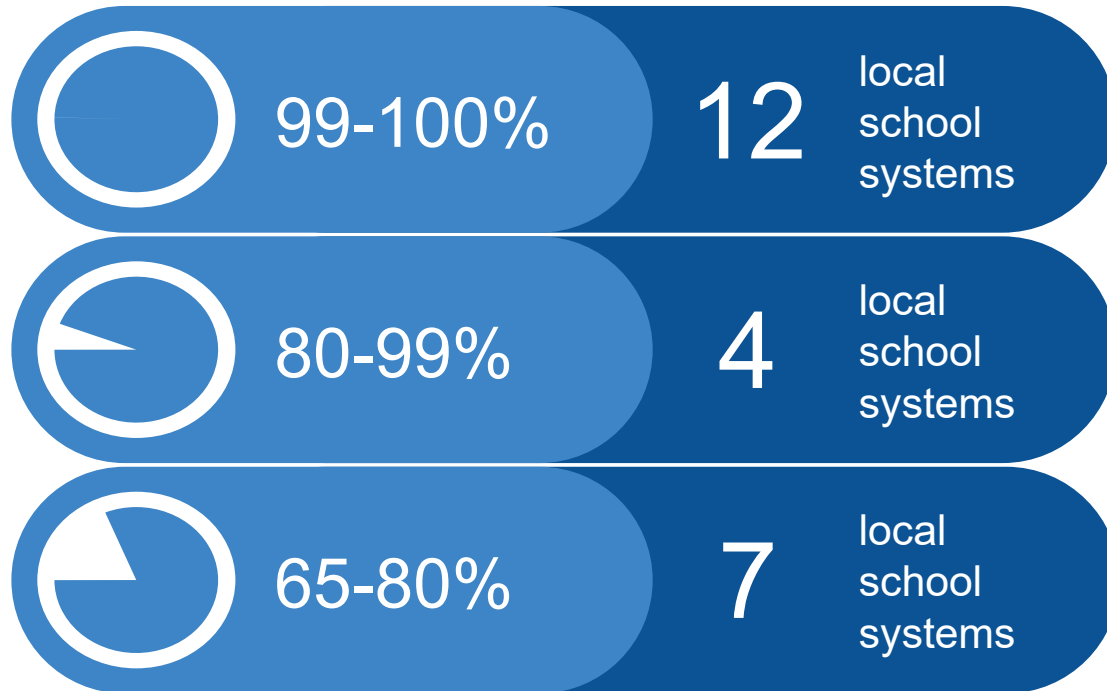


Statewide average daily synchronous instruction time, all grades: 4.2 hours

Elementary grades (K-5): 3.9 hours
 Middle grades (6-8): 4.3 hours
 High grades (9-12): 4.4 hours

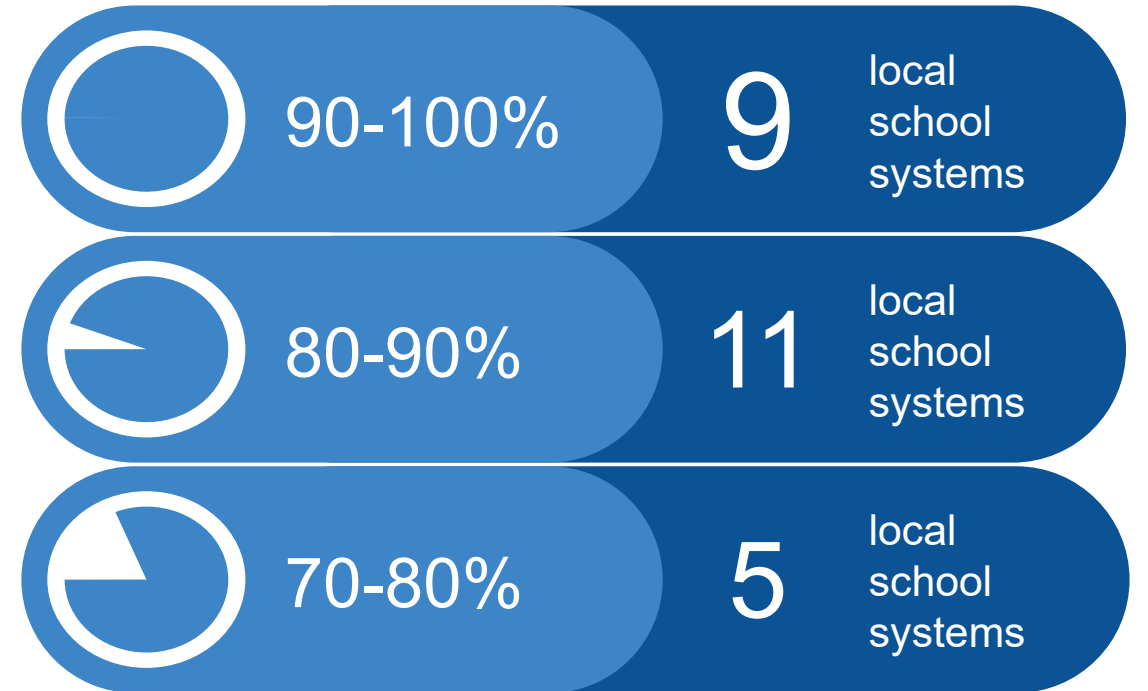
Fall 2020 Equity in Technology for Learning

Estimated Percent of Students with Access to a Device



One local school system reported 43% of students had access to a device.

Estimated Percent of Students with Connectivity to Support Learning



Fall 2020 Cleaning in School Buildings

All local school systems indicated:

- Cleaning supplies are available to keep schools clean;
- Classrooms used for in-person instruction are being cleaned daily.
- Masks are available for teachers and students
- Rubber gloves are available, as needed
- Hand sanitizer is available within the classrooms or within a certain area range

FIRST MARKING PERIOD – IMPLEMENTATION DASHBOARD (2020-2021 SCHOOL YEAR)

Dashboard Reporting Areas	Definition	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	
	First Marking Period End Date	11/12/2020	11/13/2020	11/11/2020	11/13/2020	11/5/2020 (PreK-5) 11/9/2020 (6-12)	11/10/2020	11/11/2020	11/9/2020	11/4/2020	11/3/2020	11/6/2020	11/10/2020	11/6/2020	11/9/2020	11/10/2020	11/9/2020	11/5/2020	10/30/2020	11/13/2020	10/30/2020	11/6/2020	11/2/2020	11/10/2020	11/12/2020	
Outbreaks	# of buildings currently closed due to outbreak(s)	0	0	0	0	0	0	0	0	0	11	0	0	0	0	0	0	5	0	10	1	0	0	0	0	
	# of positive COVID outbreaks in schools (Pupils = P# and Staff =S#) - cumulative total for first marking period	0 outbreaks (4 students and 13 staff total cases reported)	0 outbreaks (47 total cases reported)	0 outbreaks	0 outbreaks	1 outbreak P = 4 S = 2	P = 3 S = 26	1 outbreak P = 1 S = 1	0 outbreaks	P = 1 S = 20	P = 10 S = 13	1 outbreak P = 0 S = 4	2 outbreaks P = 50 exposed, but not all tested positive S = 7	0 outbreaks	1 outbreak P = 1 S = 1	5 total staff cases reported	0 outbreaks	0 student cases & 63 total staff cases reported	0 outbreaks (though have had positive cases)	2 outbreaks P = 2 S = 4	1 outbreak P = 0 S = 5 (26 total staff cases reported)	0 outbreaks	2 outbreaks P = 2 S = 2	0 outbreaks	1 outbreak P = 3 S = 0	
	# of positive COVID outbreaks in schools (Pupils = P# and Staff =S#) on the date the first marking period ended	0 outbreaks	0 outbreaks	0 outbreaks	0 outbreaks	1 outbreak P = 4 S = 2	P = 2 S = 2	0 outbreaks	0 outbreaks	P = 0 S = 2	P = 2 S = 1	0 outbreaks	1 outbreak P = 25 exposed, but not all tested positive S = 5	0 outbreaks	1 outbreak P = 1 S = 1	0 outbreaks	0 outbreaks	0 student cases & 5 total staff cases reported	0 outbreaks	0 outbreaks	0 outbreaks (1 staff case reported for week of 10/26/20)	0 outbreaks	2 outbreaks P = 2 S = 2	0 outbreaks	0 outbreaks	
Learning Mode/Students	% schools where teacher and student are physically present for instruction at the current time	0%	0.8% of schools (1 school) open at end of 1st marking period; 3.9% of schools open during Sept-Oct	12%	0%	87.5%	100%	73%	100%	0%	0%	100%	100%	100%	0%	100%	0%	0%	100% for small groups 0% for traditional face-to-face instruction	0%	100%	100%	100%	100% (small groups and hybrid PreK-2)	100%	
	% students face-to-face for instruction with the teacher (designated student groups)	0%	0.1%	0.3% (K-12)	0%	3.8%	7.9%	0%	0%	0%	0%	See figure below (% for designated student groups and hybrid model is combined)	25.68%	See figures below (designated student groups absorbed into broader hybrid model by 11/6/20)	0%	5%	0%	0%	11.99%	0%	Phase 1 (COMPASS, SAIL programs) = 1.5% Phase 2 - see figure below (% for designated student groups and hybrid model is combined)	0%	See figure below (% for designated student groups and hybrid model is combined)	Elementary = 4.4% Secondary = 0%	56%	
	% students face-to-face for instruction with the teacher (hybrid model)	0%	0.4%	0%	0%	14.1%	16%	70%	60%	0%	0%	5%	52.24%	Elementary = 54% Secondary = 5%	0%	45%	0%	0%	0%	0%	Phase 2 (Head Start, PreK, K, 1, 6, 9, 12) = 28.6%	65%	28.05% (students attend 5 days a week and follow traditional schedule)	Elementary = 23.4% Secondary = 0%	0%	
	% students 100% virtual instruction	100%	99.5%	99.7% (K-12)	100%	82.1%	76.1%	30%	40%	100%	100%	95%	22.08%	Elementary = 46% Secondary = 95%	100%	50%	100%	100%	88.01%	100%	Phase 1 = 98.5% Phase 2 = 71.4%	35%	71.95%	Elementary = 72.2% Secondary = 100%	44%	
Learning Mode/Teachers	% teachers in school building for face-to-face instruction everyday	0%	0%	0.4% (K-12)	0%	9.3%	42%	N/A	95.7%	0%	0%	Not reported. FCPS wrote that, "FCPS does not collect these data. Some staff come into the building for small group instruction. FCPS staff are welcome to teach in the building or virtually if carrying out a virtual teaching assignment. This number may fluctuate on a day-to-day basis."	99.9%	All teachers required to be present in school building to teach	0%	80%	0%	0%	6.93%	0%	100% during times when students in session	89%	99%	0%	100%	
	% teachers teaching 100% virtually in the school building	19%	0%	Unknown: LSS did not require teachers to teach virtually from a school building, though some teachers may have chosen to do so	1-2%	29%	57.1%	8%	0.3%	0%	0%	To "de-densify" buildings, staff report to workplace on flexible schedules; 3.4% of teachers reported lacking reliable internet access, and therefore have taught virtually from a school building	99.9%	Elementary = 0% Secondary = 60%	less than 5%	18%	0%	7.7%	28.47%	0%	Teachers expected to teach from their classrooms during 1st quarter	8%	0%	Elementary = 38.4% Secondary = 38.1%	100%	
	% teachers teaching 100% virtually from their home	81%	99.8%	98.6% (K-12)	98-99%	61.6%	0.9%	19%	4.0%	0%	100%	No % reported; see above - staff follow flexible workplace schedules	less than 1%	0%	greater than 95%	2%	100%	92.3%	59.12%	100%	10%	3%	< 1%	Elementary = 61.6% Secondary = 61.9%	0%	
	% teachers in school building teaching students face-to-face and teaching students virtually simultaneously	0%	0.2%	0.98% (K-12)	0%	10.7%	42%	73%	95.7%	0%	0%	0%	Elementary = < 5% Secondary = 99.9%	Elementary = 100% Secondary = 40%	0%	8%	0%	0%	5.47%	0%	varied during Phase 2	0%	99%	PreK-2 = 100% Intermediate & Secondary = 1.8%	100%	
Safety Protocols	% schools with supplies necessary to keep a school clean	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
	% schools with used classrooms cleaned daily	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
	% schools with masks available for teachers and students	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
	% schools with gloves available for each classroom	100%	100%	100%	Gloves in classroom are not part of LSS' mitigation plan	100%	100%	100%	100%	0%	100%	Gloves are available in schools if there is a need for them to be used in a classroom	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
	% schools with hand sanitizer available for each classroom	100%	100%	100%	0% (because all students fully virtual)	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Equity	% students that have a device	99.8%	84.3%	75.6%	99.9%	93.5%	100.1%	43.2%	79.6%	69.3%	78.8%	76.2%	94.2%	102.5%	64.8%	100.3%	100.6%	68.8%	92.0%	99.1%	99.7%	99.7%	101.3%	100.3%	100.3%	
	% students with connectivity to support instruction	79.59%	98.20%	89.20%	83.74%	97.80%	85-90%	95.50%	94.80%	87.36%	85.00%	99.90%	69.00%	98.8%	91.97%	93.00%	88.31%	77.92%	88.00%	88.82%	76.91%	84.11%	82.07%	78.18%	85.56%	
Engagement in Extracurricular Activities	% schools currently in-person for interscholastic competition season and practices	0%	0% of high schools competing; 100% of high schools practicing	0%	0%	0%	0% (2 schools [22.2%] practicing only)	0% (offered return to play activities, but not traditional practices or competition)	17.2% of all schools; 100% of high schools	0%	0%	100% of high schools	17% of all schools; 100% of high schools	0%	0%	0%	0%	0%	0%	0%	0%	100%	100% of high schools	Elementary = 0% Secondary = 100% (conditioning only)	100% of high schools	
	% of schools currently in-person for fine arts related, service-oriented, and/or miscellaneous extracurricular activities	0%	100% of high schools	3% of schools hosting activities (Note: the participating students come from 48 different schools [30% of total schools in district represented])	0%	45.8%	22.2%	0%	100%	0%	0%	100% of high schools	17% of all schools; 100% of high schools	0%	0%	80%	0%	0%	0%	0%	15%	100%	100%	Elementary = 0% Secondary = 100% (performing arts)	100%	
First Term Performance Metrics	How many instructional days has <i>online distance learning</i> been available to students? Express as a percentage of the 45 total instructional days of the marking period.	104.44%	104.44%	100%	100%	106.67%	100%	97.78%	100%	95.56%	88.89%	113.33%	106.67%	93.33%	91.11%	100%	102.22%	95.56%	95.56%	104.44%	97.78%	97.78%	97.78%	97.78%	100%	
	How many instructional days has <i>in-person instruction</i> been available to students? Express as a percentage of the 45 total instructional days of the marking period.	75.56%	55.56%	68.89%	0%	80%	100.0%	88.89%	73.33%	0%	57.78%	84.44%	97.78%	93.33%	31.11%	95.56%	0%	0%	75.56%	51.11%	31.11%	88.89%	73.33%	66.67%	71.11%	

	In a typical week, what is the average daily amount of time for synchronous instruction, averaged across all grade levels K-12?	4.23	21.85	28.8	22.58	20.31	20	26.12	25.08	15.77	18.31	18.42	20.46	24.46	17.94	19.95	20.23	18.19	25.36	18.65	18.63	17.5	25	19.62	15.34
	For what percent of enrolled students have attempts at contact been <i>unsuccessful</i> ?	0%	0.01%	2.8%	15%	1%	0.14%	0.08%	1%	0%	1%	0.2%	0%	0%	0.18%	0.01%	0.9%	0%	0%	0%	0.05%	0%	0.23%	0%	1%
	What percent of <i>teachers and principals</i> have received training on effective distance learning practices?	98%	99%	100%	95%	100%	100%	100%	97%	100%	100%	100%	5%	97%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
	What percent of <i>non-teacher/non-principal instructional staff</i> have received training on effective distance learning practices?	99%	97%	100%	95%	100%	100%	98%	100%	100%	100%	N/A	5%	71%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
	What percent of staff have received training on appropriate health/hygiene/cleaning procedures?	98%	100%	51%	78%	100%	100%	100%	100%	100%	100%	100%	100%	96%	77.23%	100%	25%	89%	100%	100%	100%	100%	100%	100%	100%
	During the first marking period, what was the percent attendance for the entire school system?	96%	94.07%	83.48%	94.2%	93.19%	91.69%	94%	92.9%	94.89%	89.93%	99.60%	95.73%	96%	97.8%	93%	95.5%	88.51%	94.82%	95.7%	98.38%	98.9%	92.34%	91.6%	95.84%
All Students	All Races/Ethnicities	96%	94.07%	83.48%	94.2%	93.19%	91.69%	94%	92.9%	94.89%	89.93%	99.6%	95.73%	96%	97.8%	93%	95.5%	88.51%	94.82%	95.7%	98.38%	98.9%	92.34%	91.6%	95.84%
	American Indian/Alaskan Native	96%	93.57%	82.56%	92.3%	91.7%	0%	92%	93.2%	94.04%	86.24%	99.9%	N/A	93.2%	97.8%	83%	94.6%	90.1%	95.35%	88.6%	98.17%	100%	84.81%	90.6%	98.88%
	Asian	98%	96.54%	94.05%	97%	94.5%	94.4%	96%	94.4%	97.56%	95.27%	99.9%	N/A	97.8%	99.1%	97%	98.3%	92.11%	99.7%	98.2%	99.4%	99.8%	97.97%	97.3%	97.51%
	Black/African American	94%	92.4%	82.29%	93.4%	91%	88.91%	90%	89.6%	94.93%	84.53%	99.4%	95.89%	93.6%	96.3%	89%	95.3%	90.4%	89.59%	95.1%	96.73%	98.9%	89.56%	88%	94.2%
	Hispanic/Latino	N/A	91.71%	85%	91.3%	92%	88.75%	89%	90%	92.51%	91.71%	99%	96.04%	94.3%	96.2%	93%	92.3%	84.81%	90.34%	95.8%	97.83%	97.8%	91.53%	89.9%	93.77%
	Native Hawaiian/Other Pacific Islander	97%	94.23%	87.73%	94.3%	96.6%	N/A	94%	94.4%	98.01%	N/A	99.6%	N/A	95.2%	98.4%	0%	96.4%	91.49%	<10%	100%	98.91%	97.7%	94.83%	N/A	100%
	White	96%	65.42%	90.23%	95.8%	93.7%	93.54%	95%	93.8%	95.54%	94.45%	99.8%	95.82%	97.1%	98.7%	95%	98.1%	92.56%	95.98%	96.2%	98.95%	99.4%	93.57%	95.1%	96.96%
	2 or More Races	N/A	94.35%	89.72%	93.6%	92.2%	88.8%	91%	90.5%	95.34%	88.19%	99.9%	91%	94.8%	97.9%	91%	96.9%	91.99%	91.87%	96%	97.95%	98.8%	88.05%	91.6%	92.46%
	Students with Disability	94%	89.63%	78.05%	91.4%	90.1%	88.38%	90%	90.4%	92.33%	86.78%	99%	94.93%	93.5%	95.7%	89%	92.7%	85.36%	91.56%	95.7%	97.32%	98.8%	89.34%	88.3%	94.59%
	English Learner	98%	90.89%	83.05%	90.5%	90.8%	87.18%	69%	85.9%	86.9%	90.79%	98.4%	94.75%	93%	95.5%	94%	90.9%	82.82%	86.88%	95.7%	96.66%	97.3%	92.38%	85.5%	91.82%
	Economically Disadvantaged Students	94%	89.14%	81.03%	91.1%	89.4%	88.05%	87%	88.6%	94.14%	89.93%	98.8%	94.01%	92.5%	93.2%	89%	91.1%	91.98%	89.05%	95.7%	96.16%	98.4%	88.5%	89.1%	93.47%
	Male	96%	93.47%	82.18%	93.8%	92.4%	91.29%	93%	92.3%	94.48%	89.24%	99.5%	95.3%	95.6%	97.6%	93%	95.1%	87.36%	94.2%	95.3%	98.25%	98.7%	91.91%	91.1%	95.77%
	Female	96%	94.69%	84.81%	94.7%	93.6%	92.1%	94%	93.5%	95.32%	90.63%	99.7%	96.19%	96.5%	98.1%	93%	96.1%	89.71%	95.46%	96.1%	98.53%	99.2%	92.77%	92.1%	96.03%
	Elementary School Students	All Students	95%	96.17%	84.44%	95.6%	92.21%	90.01%	94%	91.7%	95.83%	91.38%	99.7%	97.23%	97.6%	97.3%	93%	95.6%	89.88%	95.7%	95.3%	98.16%	99.3%	92.04%	90.6%
American Indian/Alaskan Native		83%	95.68%	85.88%	93.5%	91.9%	N/A	91%	97.3%	93.62%	87.64%	99.8%	N/A	96.5%	96.9%	71%	94.3%	90.52%	<10%	78.3%	98.79%	100%	82.26%	84.8%	100%
Asian		98%	97.72%	91.05%	97.4%	93.3%	92.24%	95%	91%	97.64%	98.97%	99.9%	N/A	98.6%	98.6%	100%	98.1%	91.13%	99.07%	96.2%	99.26%	99.8%	97.2%	97.6%	98.65%
Black/African American		93%	94.52%	83.68%	94.6%	90.1%	85.77%	90%	86.6%	95.82%	86.92%	99.7%	N/A	95.9%	95.2%	88%	95.2%	91.36%	91.79%	95.2%	96.18%	99.5%	89.34%	86.4%	93.88%
Hispanic/Latino		N/A	94.87%	88.59%	94%	90%	87.52%	88%	89.7%	93.14%	93.25%	99.6%	97.41%	96.7%	95.7%	94%	92.9%	87.62%	91.4%	95.2%	97.99%	99.3%	91.35%	89.7%	94.1%
Native Hawaiian/Other Pacific Islander		86%	97.71%	86.98%	95.9%	96.2%	N/A	92%	91%	97.25%	N/A	99.5%	N/A	94.4%	98.6%	N/A	95.9%	93.22%	<10%	N/A	97.98%	N/A	98.64%	N/A	N/A
White		95%	97.22%	89.23%	96.9%	92.5%	92.36%	94%	92.9%	96.76%	95.59%	99.8%	97.26%	98.3%	98.3%	96%	98.1%	93.38%	96.89%	95.2%	98.86%	99.7%	93.37%	94.7%	97.12%
2 or More Races		N/A	96.08%	86.47%	94.8%	91.5%	87.25%	91%	88.5%	96.34%	90.04%	100%	95.24%	96.9%	97.5%	92%	96.8%	93.44%	93.16%	96.6%	97.49%	99.1%	88.16%	90.4%	94.49%
Students with Disability		93%	93.91%	82.06%	93.3%	89.2%	81.01%	91%	89.3%	94.34%	90.49%	99.5%	96.12%	96.1%	94.7%	92%	93%	88.51%	93.83%	95.3%	97.39%	99.4%	89.35%	88.6%	94.93%
English Learners		50%	94.3%	88.66%	94.3%	90.2%	87.67%	82%	88.8%	89.74%	93.79%	99.6%	N/A	96.5%	95.9%	95%	92.7%	86.71%	90.35%	95.3%	97.61%	99.4%	93.62%	84.7%	93.12%
Economically Disadvantaged Students		93%	91.84%	82.87%	92.8%	93.6%	86.3%	88%	87.1%	95.8%	91.38%	99.3%	95.76%	95.4%	91.9%	89%	91.3%	93.13%	90.81%	95.3%	95.63%	99.3%	88.41%	88.2%	93.75%
Male		95%	95.96%	84.06%	95.3%	91.2%	89.84%	93%	91.1%	95.59%	91.43%	99.7%	97.03%	97.5%	96.9%	93%	95.2%	89.51%	95.41%	95%	98.1%	99.5%	91.69%	90.5%	95.92%
Female		94%	96.39%	84.83%	95.9%	92.5%	90.17%	94%	92.2%	96.08%	91.33%	99.8%	97.43%	97.7%	97.6%	93%	96%	90.26%	95.99%	95.6%	98.22%	99.6%	92.4%	90.8%	96.08%
Middle School Students		All Students	96%	94.32%	80.7%	94.6%	94.44%	93.73%	93%	93.9%	95.83%	88.39%	99.8%	98.49%	94.4%	98.7%	88%	96%	84.75%	95.07%	93.1%	98.71%	99.2%	92.29%	92.8%
	American Indian/Alaskan Native	97%	94.43%	N/A	90.3%	95.4%	N/A	92%	85.6%	99.56%	N/A	100.0%	N/A	91.3%	99.7%	N/A	95.1%	87.88%	<10%	98.9%	100%	N/A	86.73%	92.6%	100%
	Asian	98%	96.91%	85.93%	97.3%	94.6%	98.52%	95%	96.8%	98.14%	94.49%	100.0%	N/A	97.6%	99.6%	92%	98.7%	89.62%	99.85%	99.6%	99.73%	99.9%	98.55%	96.3%	96.15%
	Black/African American	95%	92.52%	80.03%	93.9%	92.2%	93.25%	89%	91.4%	96.1%	84.71%	99.6%	N/A	93.2%	97.8%	84%	95.6%	87.18%	85.11%	92.3%	97.65%	99.1%	89.76%	90.3%	90.31%
	Hispanic/Latino	N/A	91.89%	90.07%	91.6%	94.3%	90.82%	89%	90.2%	95.34%	89.04%	99.6%	98.3%	93.7%	97.9%	87%	92.9%	80.59%	91.56%	91.5%	98.07%	99.2%	91.02%	98.9%	92.26%
	Native Hawaiian/Other Pacific Islander	98%	94.33%	85.03%	92.1%	N/A	N/A	94%	96.8%	94.21%	N/A	99.8%	N/A	96.6%	97.7%	N/A	97.1%	88.26%	<10%	N/A	100%	N/A	84.94%	N/A	N/A
	White	96%	95.8%	81.74%	96.1%	94.8%	94.72%	94%	94.7%	95.94%	92.33%	99.9%	98.49%	96.4%	99.2%	91%	98.4%	90.94%	96.29%	94.2%	99.1%	99.4%	92.64%	95.9%	95.28%
	2 or More Races	N/A	93.99%	70.37%	93.7%	94.1%	92.36%	91%	92.8%	95.74%	90.52%	100%	98.02%	93.9%	98.7%	85%	97.4%	87.95%	91.52%	94.4%	98.33%	98.4%	87.5%	93.9%	93.17%
	Students with Disability	94%	89.99%	78.84%	91.6%	91.9%	91.99%	89%	91.2%	93.16%	84.79%	99.5%	98.21%	92.4%	97.5%	81%	93.2%	81.03%	91.67%	93.1%	97.23%	98.7%	90.13%	90%	91.06%
	English Learners	99%	89.37%	88.89%	89.1%	88.3%	86.22%	94%	81.7%	87.66%	87.89%	99.4%	N/A	90.5%	97.0%	79%	90.1%	76.01%	80.95%	93.1%	95.89%	99.4%	91.59%	84.8%	90.04%

	Economically Disadvantaged Students	93%	88.85%	78.93%	89.1%	92%	91.22%	87%	90.2%	95.63%	88.39%	99.4%	97.55%	91%	95.8%	83%	91.3%	89.27%	88.19%	93.1%	97.18%	99%	88.49%	90.7%	90.71%
	Male	96%	93.94%	79.91%	94.2%	94.3%	93.25%	93%	93.4%	95.54%	88.13%	99.8%	98.35%	95.1%	98.6%	88%	95.6%	83.21%	94.86%	92.8%	98.57%	99.2%	91.88%	92.6%	93.56%
	Female	97%	94.72%	81.63%	94.9%	94.3%	94.2%	94%	94.3%	96.15%	88.64%	99.8%	98.65%	95.7%	98.8%	88%	96.5%	86.38%	95.31%	93.5%	98.86%	99.3%	92.68%	93%	95.36%
High School Students	All Students	97%	91.33%	72.67%	92.3%	93.65%	92.71%	95%	93.9%	93.03%	87.57%	99.2%	91.39%	94.5%	98.2%	96%	95.2%	86.8%	93.76%	N/A	98.47%	97.3%	92.81%	92.1%	97.13%
	American Indian/Alaskan Native	97%	90.52%	68.64%	92.1%	91.6%	0%	94%	96%	91.29%	89.53%	100%	N/A	91.2%	98%	100%	95%	88.35%	<10%	N/A	96.33%	100%	91.1%	85.2%	98.08%
	Asian	99%	95.24%	93.25%	96.4%	97%	93.59%	97%	97.8%	97.09%	88.57%	99.6%	N/A	97.2%	99.4%	92%	98.4%	93.6%	96.48%	N/A	99.59%	99.6%	98.54%	97.6%	98.33%
	Black/African American	94%	89.6%	71.82%	91.6%	91.5%	90.8%	91%	92.6%	93%	79.96%	98.9%	N/A	91.3%	97.1%	94%	95.4%	89.27%	89.68%	N/A	96.94%	97.3%	89.75%	86.4%	94.13%
	Hispanic/Latino	N/A	86.65%	69.74%	86.7%	93.2%	89.39%	90%	90.1%	88.97%	90.59%	97.7%	91.17%	91.2%	96%	96%	90.8%	81.69%	87.16%	N/A	97.4%	93.2%	92.29%	71.9%	95.99%
	Native Hawaiian/Other Pacific Islander	N/A	92.44%	82.68%	94.3%	N/A	N/A	97%	97.8%	98.54%	N/A	99.4%	N/A	95.2%	98.6%	N/A	97.6%	88.91%	<10%	N/A	98.98%	97.7%	95.08%	N/A	N/A
	White	97%	93.12%	83.05%	94.3%	94.4%	94.3%	95%	94.5%	94.04%	93.3%	99.6%	91.63%	96%	98.9%	97%	98%	90.33%	94.92%	N/A	98.97%	98.7%	93.79%	94.9%	98.25%
	2 or More Races	N/A	92.01%	85.34%	91.3%	92.2%	88.45%	92%	92.5%	93.31%	82.71%	99.8%	80.44%	91.8%	98.3%	92%	96.8%	89.86%	89.67%	N/A	98.55%	98.2%	88.33%	90.5%	95.19%
	Students with Disability	95%	87.4%	64.1%	89.0%	90.8%	88.03%	90%	91.5%	89.37%	82.11%	98.3%	89.45%	91.5%	96.8%	93%	92.3%	82.11%	88.92%	N/A	97.3%	97%	88.76%	86.4%	96.02%
	English Learners	50%	81.36%	61.86%	81.8%	93.2%	86.39%	93%	82.3%	79.35%	82.62%	94.5%	N/A	85.8%	93.2%	96%	85.5%	75.19%	77.95%	N/A	95.11%	89.3%	89.87%	88.1%	92.34%
Economically Disadvantaged Students	95%	85.21%	68.01%	87.8%	89.6%	89.01%	87%	90%	90.23%	87.57%	97.2%	87.18%	88.8%	94.1%	93%	90.8%	91.15%	85.62%	N/A	96.32%	95.2%	88.67%	89.2%	94.79%	
Male	97%	90.17%	68.86%	91.4%	92.9%	92.03%	94%	93.1%	92.25%	85.34%	99%	90.54%	93.6%	98%	95%	94.5%	84.41%	92.31%	N/A	98.22%	96.3%	92.27%	90.8%	97.09%	
Female	97%	92.5%	76.45%	93.2%	94.5%	93.39%	95%	94.8%	93.81%	89.85%	99.4%	92.36%	95.4%	98.3%	96%	96%	89.23%	95.25%	N/A	98.74%	98.3%	93.38%	93.4%	97.40%	
Combined Grade Span Schools	All Students	N/A	93.19%	88.03%	86.6%	85.57%	N/A	84%	N/A	N/A	97.88%	90.3%	99.83%	84%	76.2%	N/A	88.2%	93.06%	93.57%	97.2%	98.9%	99.9%	89.02%	91.6%	94.61%
	American Indian/Alaskan Native	N/A	91.77%	87.76%	86.2%	74%	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	95.42%	<10%	N/A	N/A	N/A	N/A	89.9%	98.91%
	Asian	N/A	96.69%	95.41%	87.1%	66.7%	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	81.2%	N/A	92.5%	96.02%	<10%	98.8%	99.57%	100%	99.43%	97.3%	96.07%
	Black/African American	N/A	92.97%	86.95%	83.6%	85.2%	N/A	70%	N/A	N/A	N/A	82.6%	N/A	82%	71.4%	N/A	86.6%	93.41%	90.53%	96.3%	96.83%	100%	75%	87.9%	95.10%
	Hispanic/Latino	N/A	91.58%	89.25%	88.8%	N/A	N/A	73%	N/A	N/A	96.05%	93.7%	N/A	78.2%	71.1%	N/A	87.3%	89.77%	91.21%	98.8%	99.36%	100%	85.23%	85.1%	89.89%
	Native Hawaiian/Other Pacific Islander	N/A	97.06%	90.74%	100%	N/A	N/A	N/A	N/A	N/A	N/A	92.2%	N/A	N/A	N/A	N/A	N/A	95.81%	<10%	100%	N/A	N/A	N/A	N/A	N/A
	White	N/A	93.23%	93%	87.8%	92.7%	N/A	85%	N/A	N/A	97.79%	92.3%	99.92%	86.7%	84.5%	N/A	91.2%	95.35%	94.42%	97.7%	98.9%	99.9%	89.53%	95.1%	95.59%
	2 or More Races	N/A	94.78%	91.8%	96.1%	84.7%	N/A	N/A	N/A	N/A	98.38%	N/A	N/A	79.6%	74.8%	N/A	88.6%	95.38%	92.85%	96.5%	98.85%	100%	88.55%	91.8%	89.73%
	Students with Disability	N/A	79.12%	83.45%	82.3%	87.5%	N/A	84%	N/A	N/A	97.74%	90.3%	N/A	85.2%	78.7%	N/A	88.6%	88.84%	88.73%	97.2%	97.33%	99.9%	82.1%	88.4%	93.63%
	English Learners	N/A	91.34%	88.04%	89.1%	87.5%	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	90%	86.66%	87.89%	97.2%	97.19%	100%	N/A	85.7%	86.01%
Economically Disadvantaged Students	N/A	85.12%	85.81%	85.2%	85.5%	N/A	69%	N/A	N/A	97.88%	84.1%	99.43%	84%	68.1%	N/A	80.1%	94.69%	90.52%	97%	96.11%	99.8%	86.63%	89.1%	92.75%	
Male	N/A	91.7%	87.4%	86.7%	88.3%	N/A	87%	N/A	N/A	97.8%	90.6%	99.76%	85%	75.7%	N/A	88.8%	92.52%	93.57%	96.7%	98.26%	99.9%	88.89%	91.1%	94.84%	
Female	N/A	94.95%	88.69%	86.5%	85.1%	N/A	79%	N/A	N/A	97.96%	89.8%	99.89%	82.5%	77.8%	N/A	87%	93.62%	93.56%	97.7%	98.43%	100%	89.19%	92.1%	94.42%	
Enrollment Data by Grade Band	Prekindergarten Enrollment - Fall 2020	455	2,380	4,394	3,964	425	366	371	664	939	223	1,399	205	1,014	1,360	117	4,680	5,283	259	215	945	251	1,128	734	432
	Prekindergarten Enrollment - Fall 2021	332	1,929	2,816	2,877	340	245	316	496	729	170	1,063	157	788	1,014	79	3,597	3,916	224	156	522	232	797	470	351
	Percentage Change - Fall 2020 to Fall 2021	-27.03%	-18.95%	-35.91%	-27.42%	-20.00%	-33.06%	-14.82%	-25.30%	-22.36%	-23.77%	-24.02%	-23.41%	-22.29%	-25.44%	-32.48%	-23.14%	-25.88%	-13.51%	-27.44%	-44.76%	-7.57%	-29.34%	-35.97%	-18.75%
	Kindergarten Enrollment - Fall 2020	604	6,458	5,980	8,298	1,077	388	1,829	1,022	1,737	357	3,100	268	2,811	3,967	135	11,518	9,952	514	228	1,263	320	1,615	1,175	471
	Kindergarten Enrollment - Fall 2021	512	5,773	5,635	7,352	943	387	1,678	968	1,587	282	2,792	254	2,593	3,634	121	10,347	8,639	473	217	1,143	285	1,428	943	405
	Percentage Change - Fall 2020 to Fall 2021	-15.23%	-10.61%	-5.77%	-11.40%	-12.44%	-0.26%	-8.26%	-5.28%	-8.64%	-21.01%	-9.94%	-5.22%	-7.76%	-8.39%	-10.37%	-10.17%	-13.19%	-7.98%	-4.82%	-9.50%	-10.94%	-11.58%	-19.74%	-14.01%
	Elementary Grades Enrollment - Fall 2020	3,104	32,832	30,308	43,885	5,633	2,088	9,104	5,426	9,722	1,729	15,834	1,337	14,059	21,532	677	60,567	51,553	2,735	1,069	6,516	1,609	8,178	5,861	2,450
	Elementary Grades Enrollment - Fall 2021	2,956	31,458	29,744	41,530	5,255	1,929	8,806	5,129	9,359	1,699	15,519	1,261	13,545	20,701	652	58,552	50,257	2,509	1,028	6,257	1,565	7,782	5,549	2,339
	Percentage Change - Fall 2020 to Fall 2021	-4.77%	-4.18%	-1.86%	-5.37%	-6.71%	-7.61%	-3.27%	-5.47%	-3.73%	-1.74%	-1.99%	-5.68%	-3.66%	-3.86%	-3.69%	-3.33%	-2.51%	-8.26%	-3.84%	-3.97%	-2.73%	-4.84%	-5.32%	-4.53%
	Middle School Grades Enrollment - Fall 2020	1,894	19,427	17,431	25,885	3,746	1,381	5,857	3,575	6,504	1,123	10,303	882	9,143	13,838	421	37,708	30,993	1,848	619	4,123	1,048	5,297	3,222	1,508
	Middle School Grades Enrollment - Fall 2021	1,853	19,581	17,820	25,984	3,639	1,306	5,713	3,526	6,378	1,139	10,304	837	8,971	13,710	380	37,376	30,947	1,805	635	4,076	1,025	5,157	3,264	1,538
	Percentage Change - Fall 2020 to Fall 2021	-2.16%	0.79%	2.23%	0.38%	-2.86%	-5.43%	-2.46%	-1.37%	-1.94%	1.42%	0.01%	-5.10%	-1.88%	-0.92%	-9.74%	-0.88%	-0.15%	-2.33%	2.58%	-1.14%	-2.19%	-2.64%	1.30%	1.99%
	High School Grades Enrollment - Fall 2020	2,380	23,887	21,074	33,006	5,141	1,651	8,184	4,569	8,619	1,278	13,192	1,142	11,402	18,171	568	50,794	38,181	2,408	774	5,236	1,475	6,775	4,211	2,021
	High School Grades Enrollment - Fall 2021	2,422	24,303	21,841	33,341	5,115	1,686	8,055	4,599	8,715	1,372	13,543	1,139	11,436	18,234	580	50,692	37,898	2,384	782	5,248	1,417	6,775	4,128	2,078
	Percentage Change - Fall 2020 to Fall 2021	1.76%	1.74%	3.64%	1.01%	-0.51%	2.12%	-1.58%	0.66%	1.11%	7.36%	2.66%	-0.26%	0.30%	0.35%	2.11%	-0.20%	-0.74%	-1.00%	1.03%	0.23%	-3.93%	0.00%	-1.97%	2.82%
All Grades Enrollment - Fall 2020	8,437	84,984	79,187	115,038	16,022	5,874	25,345	15,256	27,521	4,710	43,828	3,834	38,429	58,868	1,918	165,267	135,962	7,764	2,905	18,083	4,703	22,993	15,203	6,882	
All Grades Enrollment - Fall 2021	8,075	83,044	77,856	111,084	15,292	5,553	24,568	14,718	26,768	4,662	43,221	3,648	37,333	57,293	1,812	160,564	131,657	7,395	2,818	17,246	4,524	21,939	14,354	6,711	

Disrupted Instruction: A Path Forward



State Board of Education

January 25, 2021

Rapid Transformation: School-based to Home-based Learning

- Lessons were developed and, along with meals, instructional materials were sent home.
- Thousands of electronic devices were purchased and distributed.
- Hot spots were set up.
- Teachers were trained on how to teach virtually.

Impact on Students

- Significant social and emotional toll on students
- Widespread impact on learning from disrupted instruction
- Students of color continue to be more likely to remain remote and are less likely to have access to the prerequisites of learning – devices, internet access, and live contact with teachers.

Impact on Learning

- State assessments were cancelled across the nation last year.
- Maryland schools were required to assess the needs of students at the beginning of the school year.
- Northwest Evaluation Association (NWEA) predicted that students lost approximately one-third of a year in reading and a half-year in math; McKinsey predicted that students lost three months to a year of learning depending on the quality of remote instruction.

Strategies to Address Disrupted Instruction

Establish acceleration plans using evidence-based strategies that support students with:

- More time
- More dedicated attention
- Exposure to grade-level learning

Expanded Learning Opportunities: Informed by Formative Assessments

Largest learning gains were found when there was a focus on formative assessment.

- Formative assessments are used:
 - during instruction to guide or inform instruction, rather than used at the end of a unit; and
 - to identify strengths and weaknesses during the learning cycle.
- Formative assessments are immediately actionable.

Expand Learning Time

- Students will need additional learning hours to make up the loss of learning during disrupted instruction.
- There are a variety of ways to accomplish this:
 - Implement summer programs
 - Begin the school year earlier and extend it later
 - Schedule school year-round
 - Extend learning during and after the school day, on Saturdays, or during school breaks
 - Design program to include personalized relationships, focused small group instruction, and learning applied to real-world problems and activities
 - Reinforce core learning, be culturally relevant, and limit groups to 8-12 students

Expand Learning Time (continued)

- Reading scores in Florida increased as a result of an additional hour added to the school day.
- Research showed that struggling students attending summer school after eighth grade decreased their chances of dropping out of high school.
- One option, adopted in some Massachusetts cities, is to turn spring break into a “vacation academy” where struggling students get extra instruction from teachers who opt in and get paid extra. Two studies have found that this worked to boost learning.
- An extended school year could also give students with disabilities more time to make up lost services, and give schools more time to figure out whether their needs have changed.

Provide High Intensity Structured Tutoring

- Best results are with small groups of one to two students per tutor.
- Research shows students make one to two years of growth a year with intensive, high dosage tutoring.
- Utilize para-educators, college students to deliver service.
- Utilize high quality instructional materials and scaffold instruction and entry skills.

Establish Acceleration Academies

- A recent RAND analysis of 43 summer programs suggests that 75 percent were effective in improving at least one outcome, especially in reading.
- Acceleration Academies have helped students gain up to three months of learning through 25 hours of targeted instruction in a single subject (math or English-language arts) over week-long vacation breaks.
- Core learning is reinforced and is culturally relevant.
- Acceleration Academies are not run during the regular school day and classes are limited to eight to 12 students.

Sustain Early Childhood Education Programs

- Research shows that early childhood programs foster substantial gains in school readiness and are a key factor in narrowing the achievement gap even before children enter the PreK-12 system.
- The pandemic has made it difficult for our child care providers to continue providing services. Only 87 percent have been able to stay open.
- Maryland has worked with its child care providers to support them as much as fiscally feasible.
- Strong child care programs enable:
 - children to enter school ready for success in Prekindergarten and Kindergarten; and
 - working parents to have a safe environment for their child while they are at work.

Evidence-based Strategies to Address Disrupted Instruction

- Utilize high intensity structured tutoring
- Provide extended day or extended year programs
- Offer summer school program
- Implement Acceleration Academies
- Utilize formative assessments
- Sustain early childhood programs

Provide Equitable Funding

- The largest cost impact of COVID-19 may be the cost of meeting students' increased academic and social emotional needs.
- Effective recovery and support strategies must address the root causes of educational inequities by reaching large numbers of students and providing more targeted support for the students who are most in need.
- Each of the presented evidence-based strategies will require significant funding. Grants will be made available to school systems and will be monitored for fidelity of program implementation and for efficient use of awarded funds.

A Path Forward

- To address the widening achievement gap, there must be a focus on the underlying opportunity gaps.
- Our most vulnerable students are in the least desirable learning situations with inadequate tools and support systems
- It is our moral imperative to provide every child with an opportunity to succeed.