



# WE ARE MSDE.

Promise is what drives us at the Maryland State Department of Education (MSDE)—promise for our young people. We strive to help students identify their dreams, develop character, love learning—stay curious. We equip all Maryland students with the tools and knowledge to succeed in today's world as productive, inspired citizens.

The promise of a bright future



## HOW?

- ➔ **By listening** to the input from our students, educators, parents and community—and having those insights inform our strategies on an ongoing basis.
- ➔ **By collaborating** with legislators and government agencies to craft effective solutions that align with national initiatives.
- ➔ **By broadening** our reach through partnerships with other Maryland organizations also serving educators and learners.
- ➔ **By championing** technology and innovation—staying abreast of new trends and themes happening across the globe—and integrating practices that facilitate learning in bold, effective ways.

## BY NEVER STANDING STILL

We blend these insights to **forge a clear vision, strategy, standards and policies** that are effective, actionable and best support students, educators and administrators in their everyday lives.

But it doesn't stop there. At MDSE, we're constantly evolving to best serve our students, schools and districts across Maryland.



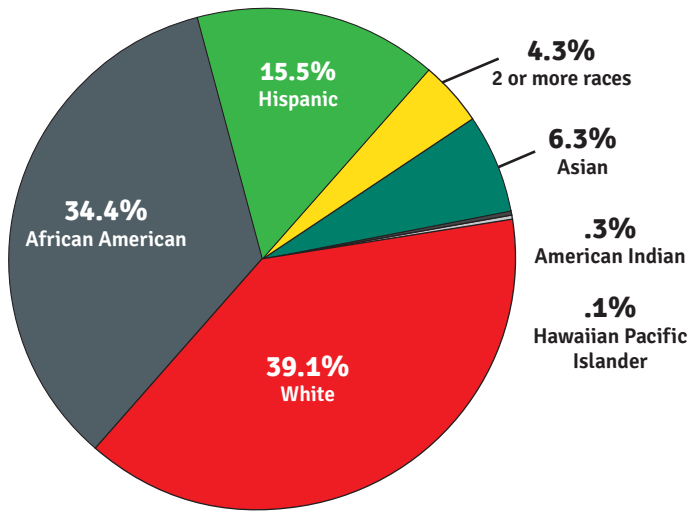
# MARYLAND AT A GLANCE

Maryland—by nature—is wonderfully diverse. Situated next to our nation’s capital, Maryland brings a powerful mix of urban and rural communities that span coastlines, mountains, and cities—and is home to people with diverse backgrounds and cultures.

## Enrollment

**879,601**  
Students  
in 2015

### Increasingly Diverse



**448,606** male students (2015)

**425,908** female students (2015)

**33,000+** new students joined Maryland’s public school system.

**46%** of Maryland students are eligible for free or reduced price meals, the federal determination for poverty. That’s up from 40% just five years ago.

**7.4%** of Maryland students are eligible to receive Limited English Proficient Services, up from 5.6% five years ago.

**11.2%** of Maryland students are eligible to receive Special Education Services, a figure that has remained steady.

**24** public school systems.

**49** charter schools, enrolling more than 16,200 students across six local school systems.

**1,447** public schools: 783 elementary, 215 middle, 189 high, 93 combined & 165 other.

**10,000** transitioning students with disabilities have been served by MSDE’s Division of Rehabilitation Services (DORS)

**100,000** students ages 6-21 are served through Maryland’s special education program—almost 20,000 students through early intervention and related services before kindergarten begins.

**5,000** students per year are educated through MSDE’s Juvenile Services Education program.

## School Staff

**117,238** instructional staff members in Maryland public schools, with another 36,525 employed as non-instructional staff.

**65%** of Maryland teachers hold an Advanced Professional Certificate, while 27% hold a Standard Professional Certificate.

**13th** in the nation for number of educators certified by the National Board of Professional Teaching Standards.

**3** Maryland Teachers of the Year selected as National Teachers of the Year, and 5 selected as finalists during the last ten years.

**Athanasia Kyriakakos**  
2016-17 Maryland Teacher of the Year,  
Baltimore City



**2016 National Teacher of the Year Finalist**

# SO, HOW ARE WE DOING?

## Compared to the National Average

➔ **The Maryland public school system has ranked in the top 5** in the nation over the past nine years by *Education Week*, a leading national publication.



➔ Maryland tops all other states with **the highest percentage of nationally ranked public high schools**—per *US News and World Report*

**#1 ranking in the nation for success on the AP exams.**

### Graduation rates

US  
82%

MD  
87%

**2015 seniors were offered a record \$1.3 billion in scholarships**

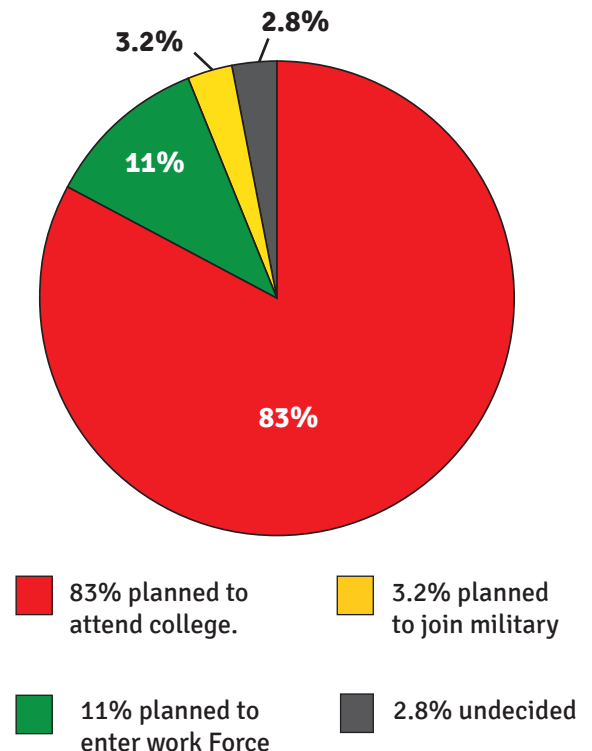
## INNOVATION

As the world leaps forward, we're big on embracing innovation to best serve our students. Maryland:

- is an early adopter of a robust **Career and Technology Education (CTE)** program to prepare high school graduates to succeed in high-skill, high-demand jobs.
- believes in accessibility to all students and has embraced the innovative **#GoOpen** movement to make high-quality educational resources available for all schools.
- is the first state in the nation to reach its recruitment goal for the **PROMISE** initiative—connecting 2,000 students to Supplemental Security Income—students who need it most.
- is committed to the innovative **P-TECH** model merging education, work experience and college into a single program.
- is focused on **early learning**—offering public pre-K to all economically disadvantaged four-year-olds, full-day kindergarten, and is enjoying a 45% increase in pre-K enrollment since 2002.
- empowers students to take college-level classes with credit going to both high school and college. Known as **dual enrollment**, this community-focused program promotes academic rigor and college-readiness.

## Post Graduation

The Class of 2015 Data Summary



# A Clear Vision, A Bright Future



## Rehabilitation Services

Employment, economic-self sufficiency, and independence—these are the dreams of many Marylanders with disabilities. And these are the driving forces behind the Division of Rehabilitation Services (DORS), an agency solely devoted to helping these individuals—over 100,000 in 2015—integrate into their communities in meaningful ways.



**How do we engage students in ways that will give lasting, positive results—regardless of age, background, or learning style?**

This is the question we ask ourselves every day at the Maryland State Department of Education. We're a dedicated team of educators, specialists, administrators, communicators, and collaborators—fused together by a single vision: to provide each learner with a strong foundation for his or her future.

- We see a **bright future** for Maryland.
- We see **inspired students** empowered to dream, make, and do.
- We see **educators sparking** the innate human desire that each of us possess—nurturing the creative, problem-solving curiosity that we believe every individual has at birth.
- We see **access and opportunity** granted to every student from birth to age 21—regardless of learning abilities, zip code, or background.
- We see **innovation and technology** furthering understanding, facilitating collaboration, providing hands-on expertise.
- We see **cross-sector collaboration** between government, business, community and education—resulting in true workforce preparedness like never before.

Most of all, we see the **promise and potential** in every one of Maryland's students—and we are tireless in our quest to help them identify and reach that potential.

# MSDE

## Libraries

Open access is our objective at MSDE. Our Division of Library Development and Services offers library services in 23 counties and Baltimore City—hosting nearly 30 million visits in 2015. Public libraries provide free public access to the Internet, with more than 5,200 public terminals connected. Maryland public libraries have more than 185 million holdings, including books, music, films, and other media.

*The Maryland State Department of Education does not discriminate on the basis of race, color, sex, age, national origin, religion, disability, or sexual orientation in matters affecting employment or in providing access to programs and activities and provides equal access to the Boy Scouts and other designated youth groups.*



## Childcare Services

The importance of quality early education—from birth—cannot be overstated. MSDE inspects and licenses more than 9,000 childcare facilities, serving more than 150,000 students. There are 2,700 childcare centers and another 6,300 home care facilities in the state.

**Karen B. Salmon, Ph.D.**, State Superintendent of Schools  
**Andrew Smarick**, President, Maryland State Board of Education  
**Larry Hogan**, Governor

Maryland State Department of Education  
200 W. Baltimore Street  
Baltimore, MD 21201



# THE PROMISE OF A BRIGHT FUTURE IMPLEMENTATION HIGHLIGHTS

July 2016–December 2016

MARYLAND STATE DEPARTMENT OF EDUCATION





KAREN B. SALMON, PH.D., STATE SUPERINTENDENT OF SCHOOLS



The Maryland State Department of Education is dedicated to supporting a world-class educational system that prepares all students for college and career success in the 21st century. With excellent stewardship from our divisions, we oversee state and federal programs that support the needs of a diverse population—students, teachers, principals, and other educators—throughout Maryland.



# OFFICE OF THE STATE SUPERINTENDENT

## INITIATIVES

July 2016–December 2016

- **Organizational restructure** – create Research Department
- **Regionalization** of services
- **Lead Higher** initiative to close equity gaps in AP and IB courses
- **Support** Baltimore City Public School System low performing schools initiative
- **Collaboration** with MABE, PSSAM, MSEA
- **Visits** to local school systems
- **Presentations** to stakeholder groups
- **Equity initiative** with local school systems and MSEA
- **Recruitment** of Executive Director for Public School Construction
- Differentiated building **maintenance inspections**

# OFFICE OF THE STATE SUPERINTENDENT

## DIVISION OF ACADEMIC POLICY AND INNOVATION

This Division drives academic reform and innovation to increase and sustain student achievement through cross-divisional collaboration, partnerships, professional development, and policies that support school systems, teachers and leaders. Accomplishments include:

### **Every Student Succeeds Act (ESSA)**

- Conducted more than 65 Focus Groups and developed an initial survey to seek input into the Maryland Plan, shared results and incorporated into Plan.
- Presented and sought monthly input from the State Board on Components of the Plan.
- Chaired and coordinated ESSA external and internal stakeholder committees (supported by seven subcommittees) to gather input and contribute to draft plan.
- Developed and posted initial draft of plan.
- Developed and implemented comprehensive survey.
- Planned five ESSA Listening Tours conducted across Maryland.

Addressed and resolved concerns of military families with children transitioning from and into Maryland Schools as part of the Interstate Compact on Educational Opportunity for Military Children.

Completed part one of the Consolidated State Performance Report in collaboration with other divisions.

Coordinated the completion and presentation to the State Board of a Code of Maryland Regulations which need to be amended, repealed or developed.

Conducted three regional professional development convening's for principals. Focused on how principals can use the new standards in their daily work to support continuous improvement of their students, teachers, leadership and administrative teams and school.

Designed professional development for school based teacher leaders.

Conducted third year of Promising Principals Academy.

Prepared school level evaluation data for posting on the MSDE public portal.

Obtained approval for Young Audiences as a new organization funded through State Aided Institutions (SAI) Conducted annual SAI briefing.





## OFFICE OF THE STATE SUPERINTENDENT OFFICE OF GOVERNMENT RELATIONS

This office is the official liaison to Federal Government, the Maryland General Assembly and collaborates with other state agencies, local education agencies and key stakeholders on issues affecting the Department. Accomplishments include:

- Planned and led semi-annual meeting of the State Superintendent's Non-Public Schools Workgroup, attended by non-public school officials, local school system federal program coordinators and MSDE staff.
- Responded to all calls and emails from Congressional Delegation staff within 24 hours.
- Compiled and submitted to the Department of Budget and Management MSDE's Managing for Results submission.
- Responded to complaints forwarded from the Governor's Office.
- Submitted MSDE data to the Governor's Office of Performance Improvement Open Data Portal.



# OFFICE OF THE STATE SUPERINTENDENT

## OFFICE OF AUDIT

### **Summary of 2016 Federal Unit Accomplishments**

- 24 of 24 scheduled desk reviews of Local Education Agency (LEA) Fiscal Year (FY)15 Comprehensive Annual Financial Reports (CAFR) completed.
- 27 of 27 scheduled desk reviews of Library FY15 CAFR & Single Audit reports completed.
- 14 of 14 scheduled desk reviews of Community College FY15 CAFR & Single Audit reports completed.
- 8 of 8 scheduled desk reviews of Non Profit FY15 CAFR & Single Audit reports completed.
- 49 of 49 scheduled desk reviews of Food Care Provider FY15 CAFR & Single Audit report completed.
- 19 of 24 scheduled Annual Financial Report (AFR) Reconciliations completed. (data not provided to date for the remaining 3 LEAs).
- Quality Control Reviews were scheduled and completed for 5 Certified Public (CPA) firms.

### **Summary of State Aid Unit Accomplishments**

- Performed and completed 12 scheduled State Aid Audits of Local Education Agencies (LEAs). Several of these reviews resulted in the payback to the Agency of funds, including a recovery of \$1,208,441 from one LEA.
- Triannual Audit (which commenced during May 2014)

### **Office of Legislative Audits Activities**

- Triannual Audit – Submitted corrective actions
- Joint Audit Committee Hearing – Coordinated efforts within the Agency for Hearing and provided follow up responses.

### **Annual Closeout Audits**

- Fiscal Year (FY) 2015 Closeout Audit
- Fiscal Year (FY) 2016 Closeout Audit
- Audit of IT contracts having a royalty clause
- Audit of IT contracts having a royalty clause
- Fiscal Year (FY) 2015 Single Audit
- Fiscal Year (FY) 2016 Single Audit

### **Other Audits**

- Coordinated the Department of General Services (DGS) audit of the Agency's compliance to inventory procedures.

### **Other**

- Provided advice to Divisions throughout the year regarding Supercircular (Single Audit) requirements, COMAR, general control requirements, appropriate grant management procedures and other audit related matters.

# OFFICE OF THE STATE SUPERINTENDENT

## MARYLAND CENTER FOR SCHOOL SAFETY

Dr. Karen B. Salmon, Governing Board Chair

### Center Highlights and Accomplishments

- Held multiple Governing Board meetings to discuss goals and objectives, operations, budget, staffing, website development, school safety training, and other related topics.
- Established a School Safety Emergency Notification System partnering with MEMA to notify all 24 public school systems safety/security directors and other stakeholders of a school-related emergency or critical incident by email, voice mail, and text in a timely manner.
- The Center, State Fire Marshal, and Maryland State Department of Education held meetings to discuss school safety and emergency preparedness. The State Fire Marshal issued new guidelines for reducing the number of required school Fire Emergency Egress Drills so schools can comply with other mandated emergency preparedness drills.
- Guidelines were also issued as to authorizing the use of a specified deadbolt type classroom door lock to be engaged during a critical emergency.
- The Center is in final stages of revising and updating a comprehensive, dynamic, and interactive website to include a searchable database of definitive research, books, videos, white papers, resources, and training opportunities.
- The Center provided technical assistance to the Baltimore City Public Schools by conducting a comprehensive operational assessment of the school police department, facilitating community meetings to discuss school safety and police department operations, as well as facilitating training opportunities.
- The Center has developed key partnerships in the area of school safety/emergency preparedness with a multitude of stakeholders.
- The Center, MSDE, and GOCCP in conjunction with Araminta Freedom Initiative are engaged in a Human Trafficking awareness and education pilot program with Baltimore City, Baltimore County, and Prince George's County Public Schools.
- The Center and MSDE are collaborating partners with Baltimore City Public Schools in an awarded FY2015 \$4,987,399 NIJ Comprehensive School Safety Initiative Grant.
- The Center and MSDE are collaborating partners with Xero Associates, Inc. in an awarded FY2015 \$299,994 U.S. DOJ COPS Community Policing Development Collaborative Reform for Technical Assistance Grant to develop and pilot a community policing training curriculum and tool kit for Maryland SROs.
- Pilot Agencies are Wicomico County Sheriff's Department/Public Schools, St. Mary's County Sheriff's Department/Public Schools, and Baltimore City School Police/Public Schools.
- The Center has initiated weekly school safety conference calls among a variety of stakeholders to discuss concerns of potential terrorist threats, school safety/security concerns such as bomb and social media threats, field trips, and other school safety issues.
- MCAC and Washington Regional Threat Analysis Center (WRTAC) participate in the calls.
- The school safety team contact/outreach distribution list has in excess of 200 recipients
- The Center participated as an official evaluator for a joint St. Mary's County Public Schools and Public Safety Active Shooter Functional Exercise.
- The Center coordinated and facilitated a State-wide Investigative Team to assist Prince George's County Public Schools in conducting an internal human resources investigation into school safety matter.
- The Center developed and held nine School Safety Conferences/Trainings which were widely attended by school administrators, school safety and security directors, school security and support staff, state educational staff members, school resource officers, and law enforcement officers and executive officers.



## OFFICE OF THE STATE SUPERINTENDENT OFFICE OF COMMUNICATIONS, PARTNERSHIPS, RECOGNITION AND OMBUDSMAN

This office oversees and implements statewide multimedia communications programs with education stakeholders and media relations. Corporate and nonprofit partnerships, recognitions and award programs are coordinated in this office, as well as the procurement and allocation of external funds from public and private sources, subgrants to K-12 school systems, and related grant monitoring. Accomplishments include:

- Teacher of the Year program coordination of selection, gala and events throughout the year. Maryland's program has been selected for a case study due to the success and quality of the program.
- Launched revised MSDE website in new SharePoint format, following Maryland Department of Information Technology template and best practices.
- Established plan to bring website into full compliance with federal accessibility standards.
- Issued 35 press releases, resulting in more than 100 placements in the media.
- Produced 13 new video's, resulting in nearly 3,000 views on MSDE's YouTube channel and almost 7,000 via social media.
- Gained nearly 2,000 followers on social media (1,610 on Twitter; 399 Facebook). As of December 31st 2016 had a total of 12,037 followers (8,566 on Twitter; 3,471 on Facebook.)



- Launched new program via social media highlighting the work of Maryland student artists.
- Completed 58 Public Information Act requests.
- Completed RFP for livestreaming of State Board of Education meetings, resulting in the Department of Information Technology including livestreaming as a part of their Enterprise services for Statewide use.
- Ombudsman has coordinated resolutions with local school system leaders - researching the appropriate statute or regulation and follow up for a total of 653 constituent concerns. They include: 146 correspondences from the Governor's office, 3012 emails from the MSDE email vehicle and 205 direct calls and emails from other sources.
- Milken Foundation coordination of selection, award and recognition.
- Blue Ribbon Schools coordination of selection, award and recognition.
- Management of Maryland Charities Campaign for staff donations.





## OFFICE OF TEACHING AND LEARNING DIVISION OF EARLY CHILDHOOD DEVELOPMENT

The Division of Early Childhood Development is responsible for early care and education throughout the state of Maryland. The primary missions of the Division are to ensure safe and healthy child care programs and to improve the early education experiences of young children so that they are prepared for and are successful in school. The Division is comprised of the Office of Child Care, the Early Learning Branch, and the Collaboration and Program Improvement Branch.

### **Kindergarten Readiness Assessment (KRA)**

- Administration of KRA v1.5 to kindergarten children in the state completed. Conducted analysis of data and overall results were released.
- Analysis of subgroup population data for each local school system and weighted results were finalized in December.
- Coordinated Enhanced Assessment Grant activities with charter and advisory states and partners.

**STEM PEEP Project** – Training of teachers and research component

- A two year training and research project concluded in the summer of 2016. Over 100 teachers were trained across two years.
- Data was collected to examine the effective implementation of PEEP and the Big Wide World (animated series provides innovative ideas/curriculum for teaching science and math to preschoolers) in early care programs, as well as the outcomes for children in the classrooms of teachers trained.
- Data was collected using a preschool science assessment (LENS), a child behavior questionnaire, and teacher's surveys that gathered information on classroom practices and implementation of the curriculum. Final analysis of data is being conducted now and results will be available in the spring 2017.
- Collaborated with Ready at Five to coordinate grant funding and professional development for PEEP and the Big Wide World, a series of science lessons that are aligned with the Next Generation Science Standards.
- More than 60 PK and K teachers in nine districts have been or will be trained.

### **Child Care Administrative Data Analysis Grant (CCADA)**

– Facilitating Continuity in Subsidized Care within Maryland

### **Early Learning Assessment Implementation (ELA)**

- Discussed and compiled the ELA implementation plans with PK teachers in the 13 participating school districts.
- Providing professional development and monitoring, visiting districts, reviewing interim progress reports, along with discussions with supervisors/trainers.
- Collaborating with Maryland Family Network, Hopkins Center for Technology in Education, and Head Start to implement the ELA with child care programs.
- Part 2 of the ELA training was provided to 35 trainers. Additional child care and public school staff participated in the train-the-trainer model.
- Two webinars were held for child care providers to learn about ELA. Interest has been expressed by 240 child care providers. ELA kits are provided to participating school districts, Head Start and child care programs.



- Semi-annual report submitted.
- Child Trends, designed a research brief titled *Continuity of Subsidized Child Care in Maryland: Does Center Accreditation Make a Difference?* A more detailed report, in the form of a journal article, was completed and approved by MSDE for submission to OPRE. OPRE recommended the paper for submission to Public Administration Review.

- The findings were also presented at the National Research Conference on Early Childhood in Washington, DC.

### **W.K. Kellogg Foundation Grant - \$750,000**

- Awarded a two-year \$750,000 grant from the W.K. to implement a statewide early childhood family engagement framework by providing support to early childhood education and care providers, local organizations, and families to improve young children's school readiness.
- The grant is designed to help service providers better recognize and meet family needs, keep parents informed and engaged in children's learning, and reduce the sense of social isolation for parents.



### **Video project with the Maryland Guide to Early Childhood Pedagogy**

- Edited four videos depicting best teaching practices, the videos complement several of the practices found in the Supporting Every Young Learner: Maryland's Guide to Early Childhood Pedagogy Birth to Age 8.

### **Developmental Screening Online Training**

- 1,263 child care providers enrolled to complete the training

### **PreKindergarten Expansion**

- Issued notice of grant awards for \$4.3 million of the State PreK Expansion Act of 2014 to support PreK expansion for students at or below 300% of the federal poverty level and to fund Judy Centers.

- Issued notice of grant awards for \$15 million of the Preschool Development Grant to support PreK expansion for students at or below 200% of the federal poverty level and to fund Judy Centers.
- Held a PreK Institute for grantees of PreK Expansion with a focus on supporting students that are dual language learners and with special needs.
- Hosted a press event with Secretary of the U.S. Department of Education, Dr. John B. King, Jr., Dr. Karen B. Salmon, and early learning stakeholders to discuss the importance of high quality PreK.

### **Outreach / Other Achievements**

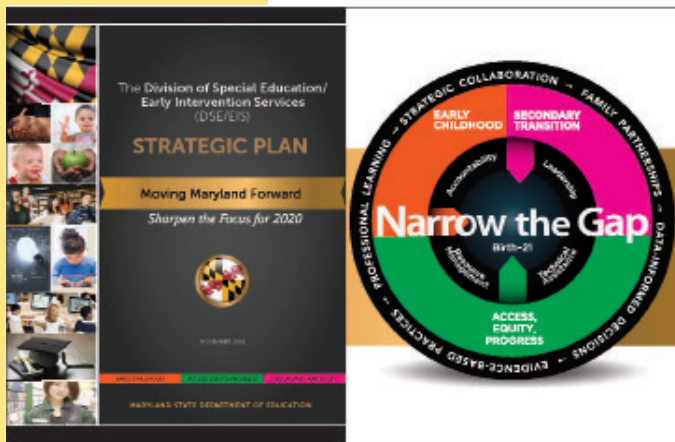
- Met with provider organizations to discuss outcomes and recommendations from the summer/fall legislative hearings.
- Conducted review of Prince George's County Early Start programs.
- Hosted Federal Regional Office staff to discuss Maryland's Child Care Development Fund and activities to meet requirements of the reauthorization.
- Met with Frederick County Public School officials to address concerns about the Judy Center locations and accreditation issues at Hillcrest Elementary. Subsequently participated in the revalidation visit and provided feedback to the Principal and staff.
- Presented information at three legislative hearings on child care issues (Licensing, Quality Initiatives, Subsidy).
- Presented at the State and Territory Administrator's Meeting, sharing information from Maryland. Presented to local and State child care associations at numerous conferences on all aspects and programs within the Division.
- Conducted two Office of Child Care Advisory Council meetings.
- Implemented numerous modifications and improvements to the Child Care Automated Tracking System, strengthening security and developing a public portal component.
- Participated in a work group to review, comment and rewrite the State Administrators Tool Kit for State Child Care Administrators – a Federal project.

# OFFICE OF TEACHING AND LEARNING

## DIVISION OF SPECIAL EDUCATION/EARLY INTERVENTION SERVICES

The Division of Special Education/Early Intervention Services provides leadership, support and accountability for results to local school systems, public agencies, and stakeholders in Maryland's comprehensive birth through 21 system of services for students with disabilities and their families. Accomplishments include:

**Released Strategic Plan - Moving Maryland Forward – Sharpen the Focus for 2020** to support closing opportunity and achievement gaps for all children including children with disabilities (ages birth through 21) and their families.



- Measures results in three action imperatives – Early Childhood, Access, Equity, Progress and Secondary Transition.
- Employs five key Implementation Strategies – Strategic Collaboration, Family Partnerships, Evidence-based Practices, Data-Informed Decisions and Professional Learning.
- Implements a Statewide Differentiated Framework of general supervision and performance support to operationalize the strategies to narrow gaps.



**Provided Professional Learning Institute Series – Sharpening the Focus for 20/20** through two statewide professional learning opportunities: November 2 and December 7, 2016.

- Attended by over 300 participants, including advocates, Maryland State legislators, parents, local birth to 21 leaders, and State agency representatives.
- Delivered the 2016 State of the State Special Education/Early Intervention Address.



**Released State and Local Innovative Tools** to support local implementation to narrow the existing achievement gaps for students with disabilities through the statewide Longitudinal Accountability and Decision Support System (LADSS) with advanced tools for differentiated instruction/assessment and progress monitoring.

- Child/Student Compass to utilize real-time data for progress monitoring.
- On-line learning modules and wizards to promote specially-designed instruction/standards-based IEP development.
- Reflection Tools to provide a rubric for development and writing of effective IFSPs/IEPs.
- Maryland Secondary Transition Digital Portfolio to support on-line planning for independence creating pathways toward graduation, career, and college.

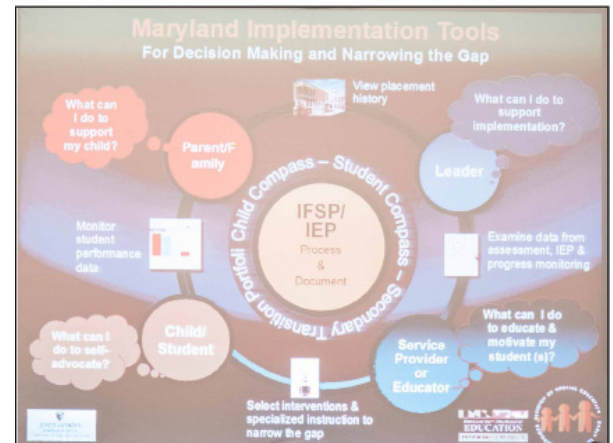
## Supported Local and Family Capacity Building through leadership, accountability, technical assistance, and resource management.



- Released **Technical Assistance Bulletins** to guide statewide consistent policies, procedures, and practices:
  - \* *Specific Learning Disability and Supplement (Focus on: Dyslexia, Dyscalculia, and Dysgraphia)*
  - \* *Native Language (IEP/IFSP translation guidance)*
  - \* *Transportation of Children with Disabilities (Frequently Asked Questions)*
- Utilized **Maryland Learning Links** to provide 17,000 unique visitors over 21,000 information sessions with over 49,000 page views.
- Completed 9 comprehensive monitoring visits. Issued 8 letters of findings to local school systems.
- Provided oversight for **Maryland's Autism Waiver, Medical Assistance billing, and Non-Public** education cost approval.

## Provided support to implement evidence based practices with fidelity through statewide initiatives:

- State Systemic Improvement Plans (SSIP)**-birth through 2-improve State infrastructure to provide technical assistance, support local implementation of evidence-based practices, and evaluate impact on targeted child and student outcomes.
- Maryland Infants and Toddlers Program (MITP) SSIP** increases positive social emotional skills for infants, toddlers and preschoolers with disabilities in Cecil, Frederick, Howard, and Montgomery Counties.
- School-Age Special Education SSIP** increases elementary math performance at implementation sites in Cecil, Charles, Prince George's, Queen Anne's, and Worcester Counties.
- State Personnel Development Grant (SPDG)** focuses on building the capacity of districts and schools to implement, sustain, and scale-up evidence-based practices in mathematics with fidelity with demonstration sites in Charles, Prince George's, and Worcester Counties.
- School Wide Integration Framework for Transformation (SWIFT)** to build school capacity that provides academic and behavioral support to improve outcomes for all students through equity-based inclusion in Allegany, Baltimore, Cecil, and Queen Anne's Counties.



## Awarded federal/State competitive and non-competitive grants/grant lines:

- 343 Local School Systems, Part C and Part B
- 56 Public Agencies
- 34 Non-Local School System
- 25 Institutes of Higher Education

## Critical Data Points

- Following delivery of services through Maryland Infants and Toddlers Program, **68% no longer required special education by the time they were in 3rd grade**; 71% of children no longer required services by 6th grade.
- Maryland is a national leader, supporting **69% of students with disabilities in general education 80% or more of the time**.
- Between 2013 to 2015 graduation rates increased by 3.9 percentage points for students with disabilities** as compared to a 1.8 percentage point increase for ALL students. In 2016, Maryland students with disabilities increased their graduation rate by an additional 3 percentage points.



# OFFICE OF TEACHING AND LEARNING

## DIVISION OF STANDARDS, RESEARCH, ASSESSMENT & ACCOUNTABILITY

**Standards** has responsibility for all elementary, middle, and high school instructional programs (with the exception of CTE). They manage two major federal grants, statewide technology initiatives, and have on-going direct support to all LEAs. Their major accomplishments include:

- Development, implementation, and dissemination of innovative, personalized professional development for teachers through EdCamps and the Maryland Collaborative for Peer Coaching (in partnership with US Ed's Teach to Lead initiative).

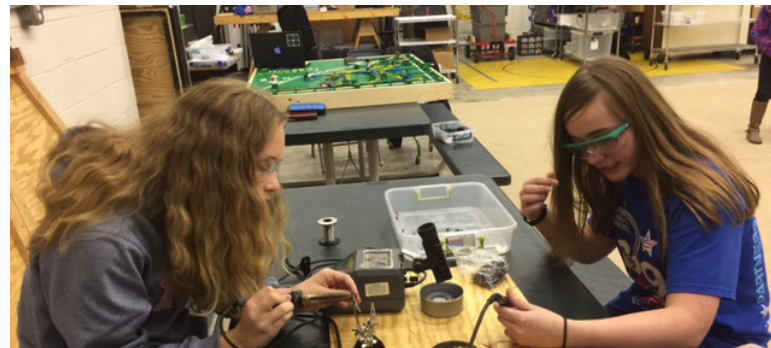


- Implementation of an innovative, pace-setting GED program for older English Learners whose disrupted formal education makes it difficult for them to earn a regular high school diploma.
- Provided support and development of digital learning across the state including implementation of GoOpen resource depository, and a day-long peer-led retreat for LEA Assistant Superintendents focused on digital tools and tech strategies for personalized student learning.



**Assessment** has the responsibility for the development, administration, scoring, and reporting of all student testing (including associated training), as well as facilitation of externally generated measures (such as NAEP).

- Full implementation of the operational PARCC testing program 3-11 in ELA/Math with significantly reduced reporting times; while moving forward with new tests for science, social studies, and alternative assessments for highest-needs special education students.
- Realized \$2.5 million in state savings in the FY16 \$48M budget, while negotiating \$8.5 million in savings through a negotiated one-year extension of a scoring contract.



**Accountability** has the responsibility for data collection and validation, to develop and manage data systems, and compile, configure and publish reports to meet state, federal, and local requirements, and provide for public access to data and information. Their major accomplishments include:



- Published the revised Maryland Report Card, and developed the new MDK12 resource for rollout in January; while upgrading the Web Data Collection System (1.0-2.0) on time and on budget.
- Performed on-going, responsive technical support to all facets of the draft ESSA plan for both internal and external audiences, and served a major leadership role in the critical Accountability section.

## OFFICE OF TEACHING AND LEARNING DIVISION OF CAREER AND COLLEGE READINESS

The Division of Career and College Readiness (DCCR) promotes quality career preparation and lifelong learning for Marylanders. This division provides oversight and technical assistance to local school systems and community colleges implementing Career and Technology programs of study, as well as programs in Technology Education and Financial Literacy in Maryland's public schools. Accomplishments include:

### Pathways in Technology Early College High Schools (P-TECH)

In January 2016, Governor Hogan announced the launch of P-TECH in Maryland, an innovative model merging education, work experience and college into a single program. Accomplishments include:

- Issued grants for 6 new P-TECH schools: 2 pilot sites in Baltimore City and planning grants for 2 schools in Prince George's County, 1 school in Queen Anne's County, and 1 school in Allegany County.
- In cooperation with the Maryland Higher Education Commission, submitted the Annual Report to Governor and General Assembly on Pathways in Technology Early College High (P-TECH) Schools.



### Apprenticeship Maryland

In 2015, the Governor and General Assembly established the Apprenticeship Maryland program—a youth apprenticeship pilot program involving two Maryland public school districts. Students, ages 16 and up, enter into non-traditional STEM apprenticeships leading to sustainable employment and further education. Accomplishments include:

- Received a grant from the Longview Foundation which was used to incentivize school systems to implement the program. After a competitive process, issued grants to Washington and Frederick Counties to recruit up to 60 students per system.
- Provided ongoing leadership and technical assistance to implement the program.

### Computer Science

MSDE is working to expand access to K-12 computer science education. Accomplishments include:

- Worked with a national team to help guide the development of an MSDE computer science online toolkit and a national computer science framework.
- Provided grants to local school systems that resulted in an increase in the number of CTE State computer science programs of study being implemented locally, as well as an increase in student enrollment in CTE computer science programs.



### The College and Career Readiness and College Completion Act of 2013

CCR-CCA established a number of requirements designed to increase college and career readiness as well as degree completion in Maryland. With a rapidly changing economy and a focus on increasing the percent of young adults with postsecondary degrees, the intent of the Act is to reduce or eliminate the need for students to enroll in remedial courses in college.

- Developed and published a tool kit that provides information to assist local school system staff members in implementing the provision of the CCR-CCA that relate to preparing students for both college and careers.



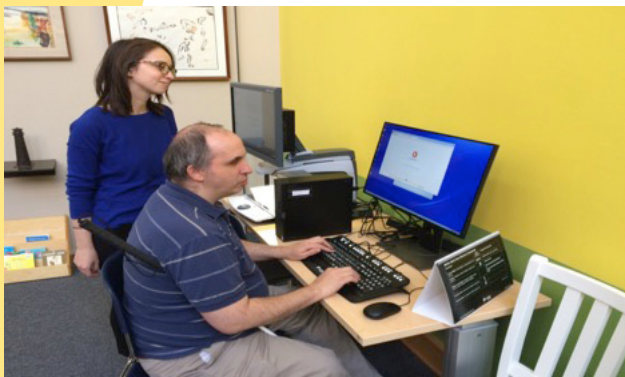
## OFFICE OF TEACHING AND LEARNING DIVISION OF LIBRARY DEVELOPMENT SERVICES

The Division of Library Development Services (DLDS) is the State library agency in Maryland. DLDS administers State and Federal funds to support Maryland libraries in their mission to offer outstanding resources, programs and excellent customer service. The division provides leadership to promote planning and innovation in the development of library programs, encourage the ongoing development of staff expertise through education and training, as well as promote resource sharing among all types of libraries. Accomplishments include:

**Maryland Deaf Culture Digital Library (DCDL)** was established by statute in 2014.

The mission is to be the “first stop” information center on deaf resources for library customers and library staff in the state of Maryland. Related accomplishments include:

- Awarded a grant to the Montgomery County Public Libraries to manage the DCDL at the Germantown branch library.
- Informed local library systems about DCDL initiative, its website and social media, collections and opportunities for collaboration through presentations at various meetings and in writing.



### Library Capital Grants Program

DLDS oversees two programs:

- Regional and State Library Resource Center Capital Grants Program pays for all capital expenses for the State Library Resource Center and the three regional resource center in the State.
- County Library Capital Projects Grants Program assists in the funding of public library capital projects. A total of 12 projects from 11 public library systems totaling \$5,000,000 were recommended and approved by the State Board for submission to the Department of Budget and Management.

**Maryland Libraries Summer Reading Program** provides fun and meaningful summer learning opportunities for Maryland youth through the 24 public and 3 regional libraries to help reduce “summer slide” and promote reading independently and for pleasure. Related accomplishments include:

- Over the summer, 203,939 youth and 10,737 adults participated in summer reading at their public libraries.
- The Baltimore Orioles joined MSDE as major partners in the drive to increase summer reading. The Orioles donated 5,000 tickets to be given as awards to the young people who most fully participated in the library summer reading program throughout the State.



- The Maryland Science Center, a valuable partner in public libraries’ focus on STEM education, donated one family pack of tickets to each public library location and mobile library in the state. Library staff gave the tickets to a family that included a young person who is actively involved in the summer reading program.
- Two speakers from Governor Hogan’s Office for Children spoke at a recent Youth Services Coordinators meeting to discuss future partnership possibilities.



# OFFICE OF SCHOOL EFFECTIVENESS

## SCHOOL FACILITIES OFFICE

### Interagency Committee on School Construction (IAC)/MSDE

The School Facilities Branch is responsible for providing leadership and technical assistance to Maryland's 24 school systems and the Maryland School for the Blind with regard to long-range facility planning; capital improvement program development; educational specifications; and the design, construction, and maintenance of school facilities. This Branch administers the review and approval of locally funded school construction projects and leases by the State Superintendent of Schools. This Branch is responsible for developing guidelines and standards for the planning, construction, and maintenance of school facilities.

### Nonpublic Aging Schools Program

- Issued procedures, received and processed 182 applications for expected total allocation of \$3.5 million.

### IAC FY18 Capital Improvement Program

- Participated in the review of 286 requests from 23 local school systems and the Maryland School for the Blind in the total amount of \$703,493,000. Recommended funding for State school construction budget.

### Presentations/Conferences

- Presented to the 21st Century School Facilities Commission regarding educational specifications and on the role of MSDE within the IAC structure.
- Barbara Bice served on board of directors for National Council for School Facilities, represented Maryland at the annual meeting, and presented on Maryland's approach to facilities planning.
- Attended annual Northeast Regional Conference of the Association of Learning Environments.

### Green Schools

- Assisted with the review of applications for Green Ribbon Schools Program.
- Verified annual assurances from school systems regarding use of green cleaning products.
- Assisted in coordinating Green Cleaning Summit.



## OFFICE OF SCHOOL EFFECTIVENESS DIVISION OF EDUCATOR EFFECTIVENESS

The Division of Educator Effectiveness has focused on improved customer service. To that end we have accomplished the following:

### Reorganized the Division to Offer Regional Support

- Division of Educator effectiveness has five regions—each region has a certification, nonpublic school approval, and program approval specialist assigned to the region (please note that some specialists cover two regions)
  - **Western:** Garrett, Allegany, Washington, Frederick,
  - **West Central:** Howard, Carroll, Montgomery
  - **Central:** Baltimore Co., Harford County, Anne Arundel, Baltimore City
  - **Southern:** Prince Georges, Calvert, Charles, and St. Mary's
  - **Eastern Shore:** Cecil, Kent, Queen Anne's, Caroline, Talbot, Dorchester, Wicomico, Somerset, Worcester
- Caseloads have been reassigned and LSSs have been notified of their assigned specialist.
- Redesigned one specialist position to provide cross divisional support. This individual works with certification, nonpublic, and program approval. While this individual has an independent caseload, there is some flexibility in the incumbent's ability to assist each division when there are more intensive supports required by one jurisdiction or school.

- Implemented cross training throughout the division so that individuals can step in assist each branch when necessary.

### Increased Oversight to assure that educators do not cross state lines into Maryland who have had their certificates revoked or suspending in another state

- Established policies and procedures concerning educators who hold an active certification in Maryland and have been identified by the National Association of State Directors of Education and Certification (NASDTEC) as having had an action taken against their certification in another state or states (effective December 2016).
- Since its inception, MSDE has identified five educators employed in MD schools that fall into this category. Suspension and Revocation action has been initiated on two and three are currently under investigation by the LEA.
- Provided contact information to LEAs so that they can determine if they would like to join the NASDTEC Clearinghouse as read only participants.

### Fiscal Accountability Improvements

- Quality Teacher Incentive Stipend Program
- National Board Fee Program
- Transitioned to an electronic submission with clearly established documentation requirements.



- Pushed back the qualification date (12/31) for those individuals that achieve National Board Certification thus eliminating the Departments long standing practice of requiring some applicants to wait a year to qualify for participation.
- Transitioned to an electronic submission with clearly established documentation requirements.
- Identified and recouped approximately \$250,000.00 escrow account that was held by national board; utilized these funds in FY 2016.
- Established an accurate reporting and accountability process for collecting fees from LEA's so that MSDE would not have a large escrow account.
- Realigned the submission process to meet the regulatory requirements.

### **Technical Assistance to Local School Systems/Nonpublic Schools/Institutions of Higher Education**

- Updated the Division's Website to make it more user friendly.
- Increased training opportunities for all 24 Local School Systems regarding educator certification.
- The following trainings have been offered in group settings and individual sessions; face to face and via webinar:
  - \* Certification Authorized Partner which includes an intensive internship (3 new CAPs, 7 current cohort completed internships)
  - \* CAPA (8 new CAPAs)
  - \* Profiler (6 new Profilers)
- Created an Educator Information System (EIS) User Guide.
- Created an EIS Help Desk email.
- Created a certification document email for educators to send certification application materials electronically.
- Provided technical assistance to Garret County to resolve problems regarding certification requests.
- Provided technical assistance to Baltimore City, recently trained three of their staff as CAPs; this should assist with their capacity to issue certificates.
- Revamped the Nonpublic School Approval Training schedule for the publicly funded special education schools.
  - \* Training included more topics and was geared to education directors who are responsible for the day to day operation of the programs.
- Reinstated new and improved technical assistance meetings for the Deans and Directors of the IHE community which are scheduled quarterly.

### **Outreach and technical assistance to various school groups and organizations**

- School counselor community regarding the new certification renewal requirements.
- Induction coordinators and PD liaisons regarding the Teacher Induction, Retention, and Advancement Act.
- National Board Certification Liaisons regarding the quality teacher incentives.
- The Maryland Association of School Personnel Administrators (MASPA): attend their quarterly meetings to provide a comprehensive update.
- The Maryland Association of Nonpublic School Facilities (MANSEF) regarding educator certification.
- The Association of Independent Maryland & DC Schools (AIMS) regarding the regulatory process and continued collaboration.
- The Professional Development Network regarding the professional development schools.
- Participation with The Maryland Association of Directors of Education at Community Colleges (MADTECC).
- Partnership with Maryland Higher Education Commission (MHEC).
- Collaboration with Maryland Independent colleges (MICUA) and University of Maryland System (USM).

OFFICE OF SCHOOL EFFECTIVENESS  
DIVISION OF STUDENT, FAMILY AND SCHOOL SUPPORT

**Title I, Part A (Title I) of the Elementary and Secondary Education Act**, as amended (ESEA) provides financial assistance to local educational agencies (LEAs) and schools with high numbers or high percentages of children from low-income families to help ensure that all children meet challenging state academic standards.

- The PIFS Branch executed a plan of action to ensure all LEA's received funding to begin their plans in August. Title I, Part A provided \$54,931,069 to LEA's to support schools in the implementation of their plans in the first increment and \$207,835,127 in the second increment.
- Assisted planning and facilitating the Title I Fall Administrative & TA Meeting.
- Reviewed and approved all LEA's Application in order to distribute funding.
- Distributed first increment of funds to LEA's by July 2016 and second increment by October 2016.

**Title I, Part D** helps to improve educational services for children and youth in local and State institutions for neglected or delinquent children and youth. Title I, Part D provides such children and youth with the services needed to make a successful transition from institutionalization to further schooling or employment;

prevents at-risk youth from dropping out of school; and provides dropouts, and children and youth returning from correctional facilities or institutions for neglected or delinquent children and youth, with a support system to ensure their continued education.

- Facilitated a Fall Administrative and TA Meeting for program coordinators.
- Developed and facilitated a Request for Renewal N&D Application. Conducted a TA teleconference for State agency and LEA sub-grantees. Reviewed six grant applications and four Attachment 12 applications. Approvals for four sub-grantees.
- Ongoing review of financial reports; grant amendment requests.

**McKinney-Vento** provides \$1,030,618 in funding to support homeless youth to have equal access to the same free, appropriate public education, including a public preschool education, as provided to other children and youth this academic year. MSDE distributes funds to local school systems through a competitive grant process. Under the McKinney-Vento Act, local school systems may be granted funds to provide



programs for homeless children and youth, including supplemental instruction, transportation, professional development, and referrals to health care.

- Facilitated a Fall Administrative & TA Meeting for the 24 LEAs (Homeless Coordinators/Liaisons)
- Developed and facilitated a Request for Proposal for McKinney-Vento funding. Conducted a TA teleconference for LEAs. Review teams have completed a review of thirteen RFP grant applications.
- Completed, disseminated and posted on the MSDE website a Fact Sheet and FAQ on Children and Unaccompanied Youth Experiencing Homelessness.
- Attended the NAEHCY annual conference in Kansas City, MO.
- Attended various Interagency collaboration meetings as the Homeless Education representative (State Interagency Coordinating Council; Homeless Education Youth Steering Committee; Early Childhood Cross Functional Breakthrough Center).
- Ongoing assistance with homeless situation inquiries from LEAs and parents via phone and email.
- Ongoing review/approvals of financial and evaluation reports; grant amendment requests.

### **School Improvement Grant (SIG)1003(g), Priority Grants and Focus Grants.**

The Maryland State Department of Education (MSDE) provided the 2016-2017 Title I 1003(g) School Improvement Grant (SIG) to Baltimore City Public Schools. The purpose of the Title I 1003(g) School Improvement Grant is to provide funds to local educational agencies with identified schools that demonstrate the greatest need for such funds and the strongest commitment to ensuring that such funds are used to raise student achievement.

- Distributed first increment of funds to LEAs by July 2016 and second increment by October 2016.
- Reviewed, compiled feedback, and made recommendations for revisions and approval for the 24 Priority Intervention Plans and Needs Assessments.
- Internal Training completed for all Program Improvement Monitoring Team Members.
- Initial Monitoring Visits for 24 Priority schools within 3 LEAs.
- Monitoring Feedback Reports generated for each LEA.
- Monthly Central Support Team Meetings with each LEA – 24 Central Support Team Meetings in 2016.

### **Parent Involvement and Family Engagement**

- Continuous successful execution of the Superintendent's Family Engagement Council.

### **Maryland College Application Campaign**

- Provided assistance to students in the selection of two- or four-year colleges, private career schools, military programs or registered apprenticeships that best meet their needs.

### **Quarterly Turnaround Executive Support Team Meeting with each LEA.**

- Maryland's Application for the fiscal year (FY) 2015 and (FY) 2016 funds under School Improvement Grant (SIG) program, section 1003(g) was approved as well as the request for an extension of the period of availability, until September 2021.
- Conducted technical assistance/orientation training for the SIG IV Grant Competition; fourteen eligible LEAs were invited to attend the training.
- Based on scoring of submitted SIG applications 5 schools were identified as SIG Cohort IV, all in Baltimore City Public Schools. The Program Improvement Team conducted learning walks of all 5 SIG Cohort IV schools and interviewed their leadership team for the initial monitoring.

**Migrant (Title I, Part C)** provides \$499,558 of funding to support migrant students in an effort to provide a quality and equal access to a free an appropriate education. The goal of the Migrant Education Program is to ensure that all migrant students reach challenging academic standards and graduate with a high school diploma (or complete a GED) that prepares them for responsible citizenship, further learning, and productive employment.

- Provided technical assistance to assure the uniform and coherent system of data collection at all levels was being implemented.
- Continued to implement Electronic Certification of Eligibility (COE) enabling validation of eligibility of migrant children within 24 hours and providing students quick access to educational services.
- Updated Identification Recruitment Guide.
- Successful training for new identification and recruitment staff.



**Distinguished Schools Title I, Part A** is the largest federally funded education program which provides schools and local school systems with high concentrations of students who are economically disadvantaged with funding to allow them to obtain supplemental resources to enhance their educational programs. Distinguished Title I schools go beyond what is mandated in the Title I federal law. Each year the National Association of Title I Directors (NASTID) recognizes Title I Distinguished Schools from all 50 states and Puerto Rico, who have been selected for their outstanding results in facilitating exceptional student performance for two or more consecutive years.

- Completed the process to select a school for the Distinguished Schools Award, one Maryland school has been identified for the 2016-2017 school year.

### **Collaboration**

- Program Improvement and Family Support (PIFS) had 6 representatives on the Supporting Low Performing Schools Work group.
- PIFS had 3 representatives on the Supporting all Students – State Plan Work group.
- PIFS had 6 representatives that participated in the Strategic Performance Management Coalition, presented by Building State Capacity and Productivity Center and The Center on School Turnaround/WestEd.
- Coordinated a charitable/donation opportunity to the Loving Arms Emergency Shelter for unaccompanied youth.
- Participated in the coordination of (2) Parent Camps hosted by ED.

**Master Plan - The Bridge to Excellence in Public Schools Act (2002)** requires school districts to develop and implement a comprehensive master plan to improve student achievement and eliminate achievement gaps. This work includes measuring performance and progress toward federal and state performance standards and making adjustments based on data analysis aligned to district budgets. The Master Plan links school finance directly to decisions about improving student learning.

- Successfully completed 2016 Master Plan Review Process.

### **Human Trafficking Pilot Program**

- Partnered with Araminta Freedom Initiative, the Governor's Office of Crime Control and Prevention, the Center for School Safety, and the American Federation of Teachers.
- Piloted a comprehensive prevention and intervention Child Sex Trafficking education program through 10 Baltimore City Schools, 10 Baltimore County Schools, and 10 Prince George's County schools, determining the effectiveness of prevention/intervention curriculums with educators in identifying and intervening in CST within the school system.
- The key components of the pilot training identified for stakeholders: the reporting procedures for suspected trafficking, the identification of children with high risk factors, and referral to support services for confirmed trafficking cases and high-risk students.

### **School Health/Climate/Safety**

- Participated on planning committee of School Health Interdisciplinary Program, a 2-day professional development opportunity, offering state of the art training to advance all levels of health care within schools.
- Conducted a workshop for school nurses on leadership styles in school nursing practice.
- Administered grant funding to school based health center program.
- Administered grant funding to support the training of 3,750 first aid staff across the State.

### **21st Century Community Learning Centers**

This program supports the creation of community learning centers that offer academic enrichment opportunities and services designed to complement general academic programs. CCLCs also offer literacy instruction and related educational development programs to families of participating students.

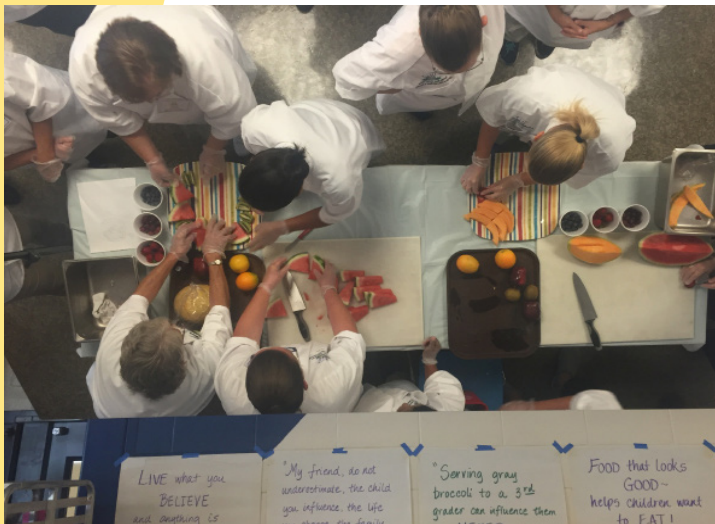
- Funded 90 subgrantees in 197 sites, including 63 community and faith based organizations.

# OFFICE OF SCHOOL EFFECTIVENESS

## OFFICE OF SCHOOL & COMMUNITY NUTRITION PROGRAMS

The Office of School and Community Nutrition Programs provides leadership for food and nutrition programs in Maryland and ensures that programs meet or exceed federal standards. Accomplishments include:

- Led a section of training on the Alliance for a Healthier Generation Healthy Schools Program Assessment for Harford County Public Schools.
- Conducted a series of regional Culinary Boot Camps focused on improving the quality and appearance of school meals.
- Conducted a train the trainer for Maryland's Wellness Champions for Change Training as part of the Team Nutrition Grant.
- Presented results of the 2014-2016 Team Nutrition Grant: Wellness Champions for Change in a poster presentation, with partners from University of Maryland (UMB) at the Society for Nutrition Education & Behavior (SNEB) Conference.
- Planned and co-facilitated 2 workshop sessions: a) The New Dietary Guidelines for Americans & b) School Meals, and School Wellness & Staff Wellness at the School Health Interdisciplinary Program (SHIP) Annual Conference.
- Led Wellness Champions for Change Training for school-level leaders of wellness teams.



- MSDE-OSNCP coordinated and supported a 5-day training lead by the Institute of Child Nutrition (ICN): Orientation to School Nutrition Management.
- Led back to school training sessions on the NSLP and SBP meal patterns, customer service, and proper documentation.

- Presented an overview of the new Wellness Policy Rule from the USDA at the MSDE bi-annual briefing.
- MSDE-OSNCP lead a training on maximizing food quality and appearance, simulcast to 3 other locations within PGCPs.
- MSDE, USDA and Anne Arundel County presented on building classroom and cafeteria connections at the American School Health Association (ASHA).
- Training for Food Service Directors and staff at the LEA Meeting on 10/20/16.



- MSDE-OSNCP staff lead sessions on Food Additives, Knife Skills, Menu Item Substitutions and facilitated a Farm to Tray cooking competition at the Maryland School Nutrition Association (MSNA) Annual Conference.
- Trainings conducted as part of the 2015-17 Team Nutrition Grant in PG, Anne Arundel & Baltimore Counties.
- MSDE-OSNCP lead a training on food safety to all staff within Montgomery County Public Schools.
- Conducted Wellness Workshop on building school-level wellness teams and creating a culture of wellness in schools, partnering with Action for Healthy Kids and the local Health Department as a part of the DHMH grant.
- Presented information about the final wellness policy rule and school meals to the Superintendent's Family Engagement Council.
- Held a conference prompted by the new wellness policy rule from the US Department of Agriculture.

# OFFICE OF SCHOOL EFFECTIVENESS

## MARYLAND PUBLIC SECONDARY SCHOOLS ATHLETIC ASSOCIATION

The MPSSAA derives its authority from both the Maryland State Department of Education and the local school systems. The Association supervises and administers all rules and regulations, provides leadership in conducting athletic programs, recommends the development of new and innovative athletic programs, as well as other functions. Accomplishments include:

### **Conduct programs that enhance the scholarship and personal development of student athletes.**

- Awarded 18 students with \$1,000 scholarships as part of the MPSSAA Minds in Motion Scholarship Program. A luncheon for recipients was held at M&T Bank Stadium.

### **Build community partnerships that can directly impact student achievement, participation and health/safety.**

- Expanded the MPSSAA partnership with the Allstate Foundation to provide 18 senior student athletes with \$1,000 scholarships. The foundation also supported the Student Athlete Leadership Conference.
- The partnership with Wendy's and outreach through the Wendy's Heisman High School produced a National Finalist for the third time in the last four years (\$5,000 college scholarship).
- Extended a partnership with ATI physical therapy to continue to provide at no cost to the association, athletic training coverage at all MPSSAA State Championship events.



- Hosted the inaugural Coaches Conference at Paint Branch High School, designed to develop coaches' leadership skills enhancing the values of education based athletics, promoting positive relationships with parent and student athletes, maintaining appropriate communication with officials, enhancing sportsmanship, inclusion, time management, and developing effective media relations and social media policies/guidelines.
- Planned and conducted the 7th annual Student Athlete Leadership Conference – over 400 student athletes attended.
- Conducted the smooth operation of eight state tournaments during the fall of 2016. (An estimated 48,500 students participated in eight fall sports administered by MPSSAA.)
- Provided nearly 15,000 Minds in Motion certificates between September and December for students who achieved a 3.25 grade point average while participating in interscholastic athletics.

- Partnered with the eKnowledge Donation Project to provide donated ACT/SAT Prep Courses to students.

### **Administration**

- Registered and certified approximately 4,093 contest officials for the fall and winter sports season.
- Assisted local school systems in writing special accommodations for students with disabilities to participate fully.
- Administer all rules and regulations.
- Provided free publications to member schools in the form of rule books, bulletins, handbooks and state tournament programs.
- Secured the Navy Marine Corps-Memorial Stadium as the host of the State Football Championships.
- Hosted the Section II meeting of the National Federation of High Schools.

## OFFICE OF SCHOOL EFFECTIVENESS JUVENILE SERVICES EDUCATION PROGRAM

The Juvenile Services Education System (JSES) provides students residing in Department of Juvenile Services (DJS) residential facilities located across Maryland with daily instructional programming and services. JSES functions as the local school system for these students and services to ensure optimal educational access. Accomplishments include:

- All Special Education complaints from 2014-2016 have been closed and JSES has implemented a system of self-monitoring for special education.
- A new MOU between Frederick Community College and JSES provides students who have their high school diplomas or GED with the opportunity to enroll in college courses.
- **IPad initiative** has been implemented within JSES. In August, teachers participated in a week of professional development for integrating technology in the classroom.



- Partnered with Center for Educational Excellence in Alternative Setting and their Unjammed initiative in order to support the integration of technology in classrooms. Four schools have been involved in activities and training through the Center, including a week-long training where participating schools were given many technology tools designed to enhance student learning. These schools participate in monthly meetings with the other 30 participants throughout the United States.
- Thirty-one students have received their High School Diplomas, a 35% increase over the same time last year.
- Several schools have students participating in the national Hour of Code.
- Five students from the four western Youth Centers successfully completed college credit-bearing courses at the Garrett Community College, bringing the total number of students completing courses to 264 since the program was initiated in 2006.
- Backbone Mountain and Savage Mountain Youth Centers had students participate in a Chesapeake Bay Foundation grant project that included a five day field experience studying environmental issues.
- Noyes School hosted their 4th annual Career Fair with 20 participants attending from the community, discussing a variety of career options.
- ELL/504/IEP Alert System created in Power School to remind teachers and staff a student has an educational accommodation.
- Hiring sign-on incentive and retention bonus established for teachers in JSES schools for the 2016-2017 school year

## OFFICE OF SCHOOL EFFECTIVENESS

### OFFICE OF PUPIL TRANSPORTATION/EMERGENCY MANAGEMENT

The Pupil Transportation Office is responsible for developing and implementing statewide policies, procedures and plans related to all aspects of transporting students to and from public schools as provided by State and federal laws and the bylaws of the State Board of Education. The responsibilities also include providing technical assistance for training school bus drivers; coordinating activities with the Motor Vehicle Administration; researching and developing data concerning finance and legislation; and maintaining databases for school bus driver offenses related to drugs and alcohol, and school bus driver accidents. Accomplishments include:

- 2017 Notice of Grant Applications were completed.
- Student ridership counts were collected and provided for State aid reporting.
- Data collected and provided for current Fact Book.
- Provided data to the MD Department of the Environment related to local school buses.
- Maintained entry of disqualified driver reports submitted.
- Present for several local school system bus inspections
- Collaborated with MEMA to update State Repatriation Plan, Mass Care Shelter Strategy
- Established a MSDE emergency text alert system
- Completed FEMA Emergency Management Institute online training



## OFFICE OF FINANCE AND ADMINISTRATION

### DIVISION OF BUSINESS SERVICES AND STRATEGIC PLANNING, RESEARCH AND EVALUATION

The Division of Business Services is responsible for developing and implementing agency administrative and financial policies, procedures and systems. This includes budget, accounting, administrative services, and financial reporting and coordination. The division also includes local financial reporting, and administers the nonpublic Textbook Program, Broadening Options and Opportunities for Students Today Program, and co-administers the Nonpublic Aging Schools Program with the Public School Construction Program. Accomplishments include:

#### **BOOST: Broadened Options and Opportunities for Students Through Scholarships**

- Launched electronic application site in summer of 2016 and received more than 4,400 applications for the **Broadening Options and Opportunities for Students Today Scholarship Program**.
- Reviewed applications during the summer and fall, followed up with applicants, verified and cleaned data, staffed meetings of the BOOST Advisory Board as they determined award criteria, and worked with nonpublic schools to confirm their eligibility and their BOOST student enrollment.
- Processed about 2,500 awards made to about 170 schools, along with resolving daily inquiries related to the program.

#### **NOGA: Launched New Centralized System to Electronically Generate Notice of Grant Awards**

New Notice of Grant Awards (NOGA) system reduced processing time from four to two weeks, with grant recipients receiving funding approval more quickly. MSDE issues nearly 3,000 grant awards a year, primarily to local school systems.

- Working collaboratively with the Department of Legislative Services, concluded a two and half year Study of Adequacy of Education Funding in Maryland. MSDE managed this contract and worked with a statewide Stakeholder Group to review and inform the work of the research team.
- In consultation with the Department of Legislative Services contracted with the American Institutes of Research to conduct a study of the amount of funding provided to public charter schools and other public schools in the State to establish a baseline for determining commensurate funding for all public schools.

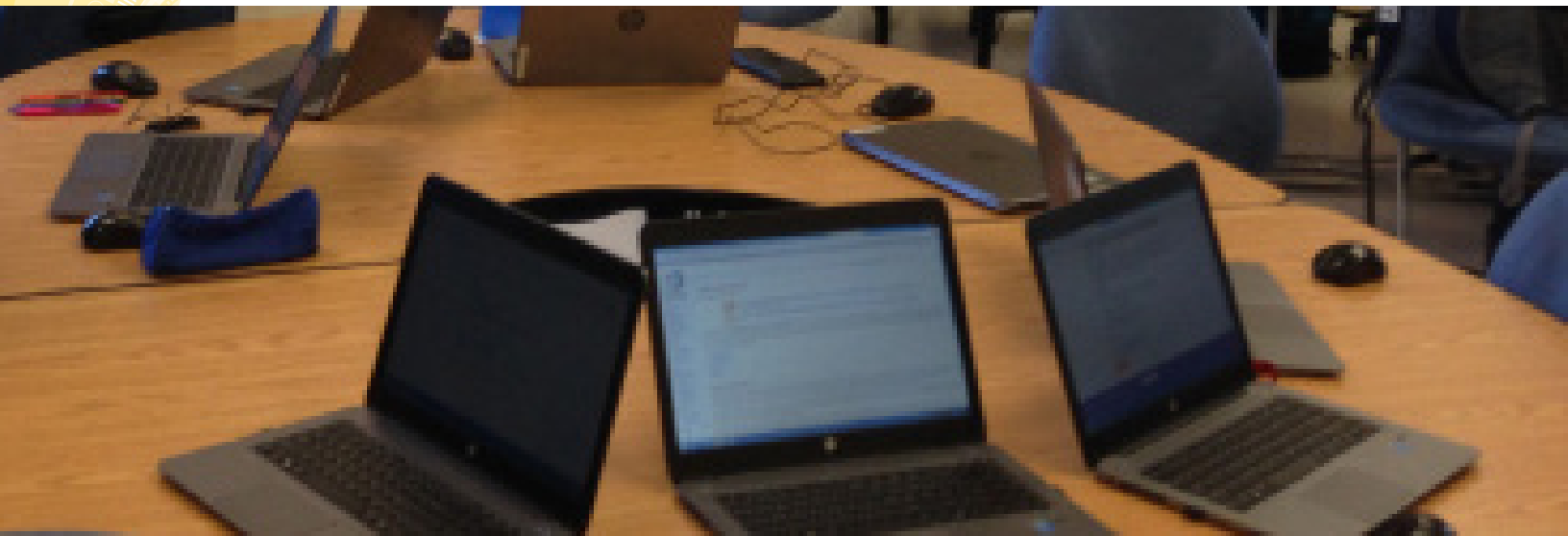


## OFFICE OF FINANCE AND ADMINISTRATION

### OFFICE OF INFORMATION TECHNOLOGY

The Office of Information Technology develops and implements technology plans, strategies, policies, and standards designed to maximize the benefits of the Department's technology investments. Accomplishments include:

- Executed the latest phase of the **network hardware refresh** on all floors and the data center at MSDE headquarters, which improved network speed and functionality.
- Upgraded or installed the **wireless network** at the Regional Child Care Centers.
- **Added data storage capacity** to the Early Childhood Division CCATS system.
- Prepared and distributed **300 iPads to Juvenile Services Education Services**.
- Coordinated the **smooth migration** of the Department of Information Technology Enterprise Initiative.
- Implemented a **new version of Secure File Transfer** server software, which is used to enable all local school systems and internal divisions to securely transmit data files.
- Collaborated with National Governors Association and the Governor's office to promote and move forward with the State project to connect the last few schools without high speed **broadband fiber connections**.
- Implemented significant **security upgrades** across many different areas.
- Re-instituted the **Information Technology Advisory Council**, which currently has 37 members and is going to be expanded. This council assists in setting standards, local information technology policy, and leverages purchasing power where volume or cost is high.



## OFFICE OF HUMAN RESOURCES

The Office of Human Resources is committed to providing equal access to employment opportunities in education throughout Maryland, while delivering effective human resource services to applicants and employees in a fair and equitable manner. Accomplishments include:

- Filled **119 positions**.
- Assisted with facilitating **organizational realignment** and rebuilding the senior leadership team.
- Implemented Juvenile Services Educational Program **hiring and retention incentive** program.
- Implemented Workday, which is the **cloud-based, Statewide human resources** information system. This system has effectively automated timekeeping and leave management activities, replacing the paper process.
- Chaired committee on **Employee Appreciation**, Recognition and Rewards.
- Coordinated MSDE Winter Wonderland Progressive Holiday Luncheon (all employee donations) and implemented Employee of the Month program, designed to **improve the MSDE organizational climate**.





OFFICE OF FINANCE AND ADMINISTRATION  
DIVISION OF REHABILITATION SERVICES

The Maryland Division of Rehabilitation Services (DORS) offers programs and services that help people with disabilities go to work. The mission of DORS is to provide leadership and support in promoting the employment, economic self-sufficiency and independence of individuals with disabilities. DORS is composed of the public vocational rehabilitation (VR) program and the Disability Determination Services. In addition, DORS also operates the Disability Determination Services (DDS), which makes medical decisions about disability claims filed by Marylanders for Social Security Disability Insurance (SSDI) and Supplemental Security Income (SSI).

- As a core program of the **Workforce Innovation and Opportunity Act (WIOA)**, DORS was a key participant in the development of the Maryland WIOA Combined State Plan, which was submitted and approved by the U.S. Departments of Labor and Education. DORS staff continued to participate on all WIOA workgroups.
- DORS received a \$7.5 million Disability Innovation Fund grant from the U.S. Department of Education. The **Maryland Work-Based Learning Collaborative** is a five-year project that brings DORS together with the University of Maryland and Mathematica Policy Research, Inc., to help students with disabilities prepare for post-secondary education or entry into the workforce upon high school graduation.
- The Division partnered with the Maryland State Rehabilitation Council to conduct a triennial **Comprehensive Statewide Needs Assessment** of the Rehabilitation Needs of Individuals with Disabilities in Maryland. The assessment described the needs of the following groups of individuals with disabilities: (1) individuals with the most significant disabilities, (2) individuals with disabilities who are minorities and those who have been unserved or underserved by the vocational rehabilitation program, (3) individuals with disabilities served through other components of the statewide workforce development system, and (4) youth and students with disabilities. The findings of the Needs Assessment will be essential to DORS strategic planning activities.
- The Maryland **Disability Determination Services (DDS)** exceeded federal performance standards established by the Social Security Administration. The DDS processed 70,374 disability claims and maintained an impressive accuracy rate of 97.4% (most recent quarter).
- A noteworthy accomplishment in FY 2016 was the savings of \$2,892,285 to SSA as a result of fraudulent claims investigated by the new **Baltimore Cooperative Disability Investigative (CDI) Unit**. DDS partnered with the Office of Inspector General to identify and refer cases of potential fraud.
- The Maryland DDS **Hearings Unit** received a Social Security Deputy Commissioner Citation for collaborative efforts with the Delaware DDS Hearings Unit to adjudicate backlogged hearing cases for the citizens of Delaware.



- The **Maryland Vocational Rehabilitation program** met and exceeded federal performance requirements established by the U.S. Department of Education, Rehabilitation Services Administration.
- FY 2016 was the first full year that DORS provided new **Pre-Employment Transition Services Pre-ETS** to students with significant disabilities. A total of 766 students received Pre-ETS, assisting them in preparing for their transition from high school to post-secondary education and/or employment.
- DORS prepared 9,121 students with disabilities transition from high school to post-secondary education, career training, and careers. **Transitioning youth** comprise 36% of the Division's total open vocational rehabilitation caseload. Additionally, DORS partnered with Maryland business to create paid summer employment opportunities that allowed 163 high school students with significant disabilities to gain critical work experience.
- The **Office of Field Services (OFS)** assisted 2,435 individuals with significant disabilities achieve their employment goals, a 2% increase over FY 2015. Additionally, OFS assisted a total of 25,395 individuals with significant disabilities.
- The **Office of Blindness and Vision Services (OBVS)** assisted 130 persons with vision impairments achieve successful employment, a 25% decrease over FY 2015. Their average wage was \$14.76. Additionally, OBVS served a total of 1,201 individuals with significant vision impairments in FY 2016, a 4% increase from FY 2015.
- The **Workforce and Technology Center (WTC)** served 2,098 persons with significant disabilities in FY 2016, including 798 transitioning youth, representing a 3% and 3.5% increase respectively over FY 2015. WTC also participated with OFS and OBVS in assisting 556 consumers to achieve successful employment outcomes. In FY 2016, WTC conducted 16 partnership and customized training programs. A total of 195 consumers participated in career and technology training programs, and 117 consumers graduated from WTC training programs.



**MARYLAND STATE DEPARTMENT OF EDUCATION**

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