



Regional Data Walks: A Data Deep Dive into Maryland's Eastern Shore Schools

Maryland State Board of Education

February 9, 2023

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State Superintendent of Schools



Presentation and Materials: February 9, 2023



tinyurl.com/Feb9MSDE



Overview

1. Overview
2. Measuring Poverty in Education
3. Student Outcomes
4. Maryland Leads
5. Strategic Plan Components

Maryland Eastern Shore Schools: By the Numbers

The Blueprint Five Pillars

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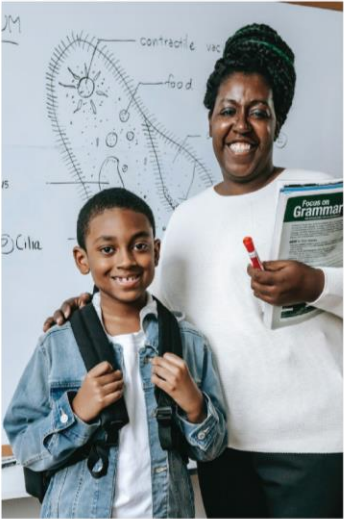
BLUEPRINT PILLARS

The Blueprint encompasses five pillars, each including key initiatives aimed at transforming the quality of education in Maryland, and narrowing and closing opportunity and achievement gaps.



EARLY CHILDHOOD
EDUCATION

- Support more families to access no cost Pre-K
- Scale the impact of Patty & Judy Centers
- Expand family options through public/private Pre-K Partnerships



HIGH-QUALITY & DIVERSE
TEACHERS & LEADERS

- Increasing starting salary to minimum \$60,000
- New career ladder and incentives for National Board Certified Teachers up to \$17,000
- Raising expectations for teacher preparation and induction



COLLEGE & CAREER
READINESS

- New college and career readiness standard by 10th grade
- Aligned curriculum resources and assessments
- College and career readiness and support pathways
- Expanded career and technical education system



MORE RESOURCES FOR
STUDENT SUCCESS

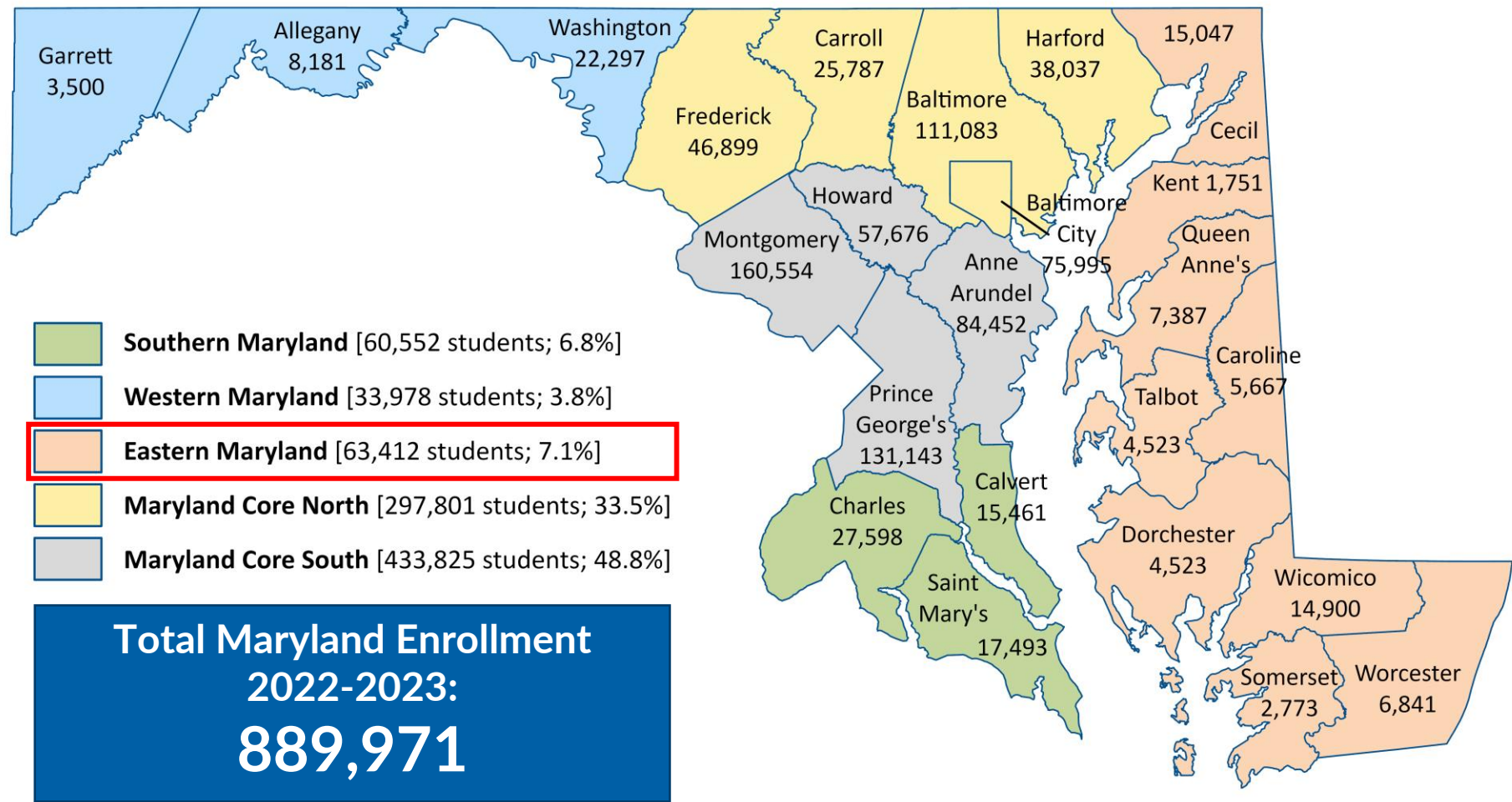
- Community Schools and School-based Health Centers expansion
- Concentration of Poverty grants
- Targeted supports for historically underserved students



GOVERNANCE &
ACCOUNTABILITY

- Expert Review Teams
- Accountability and Implementation Board
- Local education agency Implementation Plans
- Maryland State Department of Education monitoring and technical assistance

Enrollment by LEA: School Year 2022-2023



Source: MSDE Enrollment Collection.

Eastern Shore Schools: By the Numbers

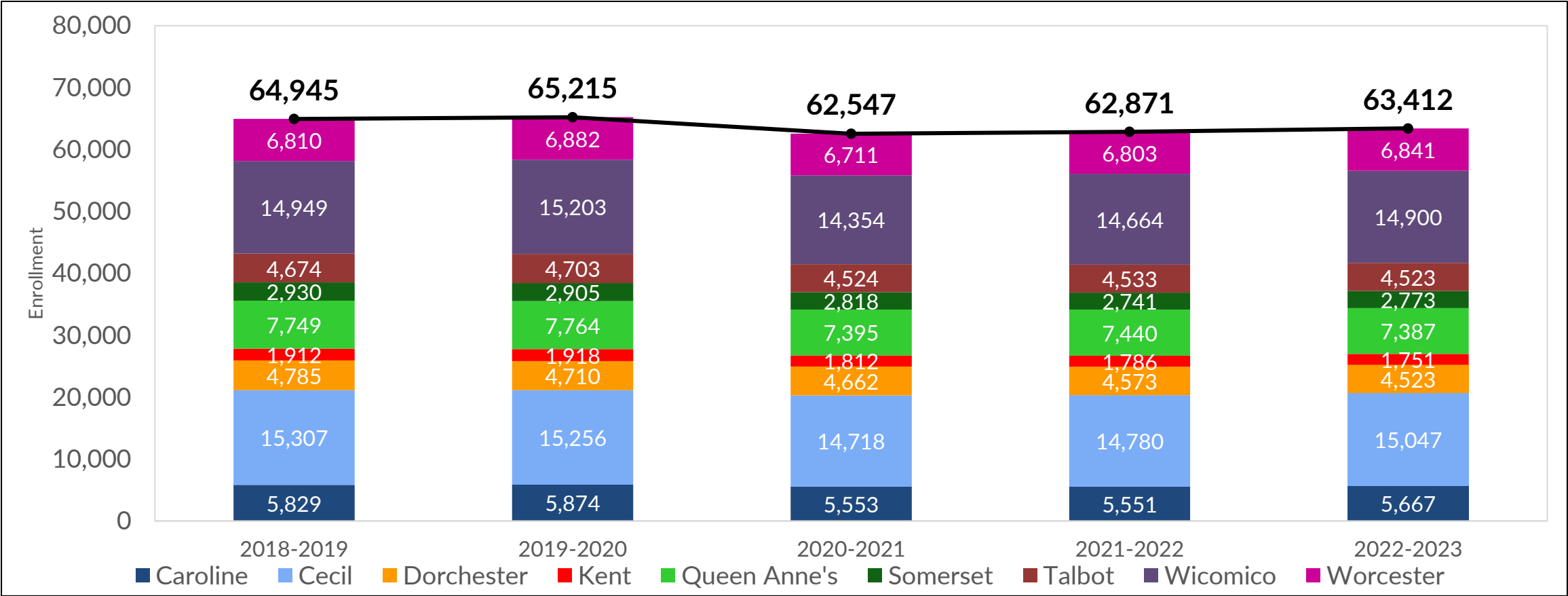
In school year 2022-2023, Eastern Shore region has 127 public schools which accounts for about 9% of schools in the State. Cecil County has the most schools in the region with 29.

School Type	Caroline	Cecil	Dorchester	Kent	Queen Anne's	Somerset	Talbot	Wicomico	Worcester	Region: Eastern Shore	Maryland
Elementary	5	17	6	3	8	4	5	16	6	70	773
Middle	2	6	2	1	3	1	1	3	1	20	213
High	2	5	2	1	2	0	1	3	3	19	182
Combined	0	0	1	0	1	3	1	2	2	10	101
Other*	1	1	2	0	0	1	0	1	2	8	152
Total	10	29	13	5	14	9	8	25	14	127	1,421

*Other includes Alternative, Special Education, Vocational/Technical, Charter, and reportable programs.

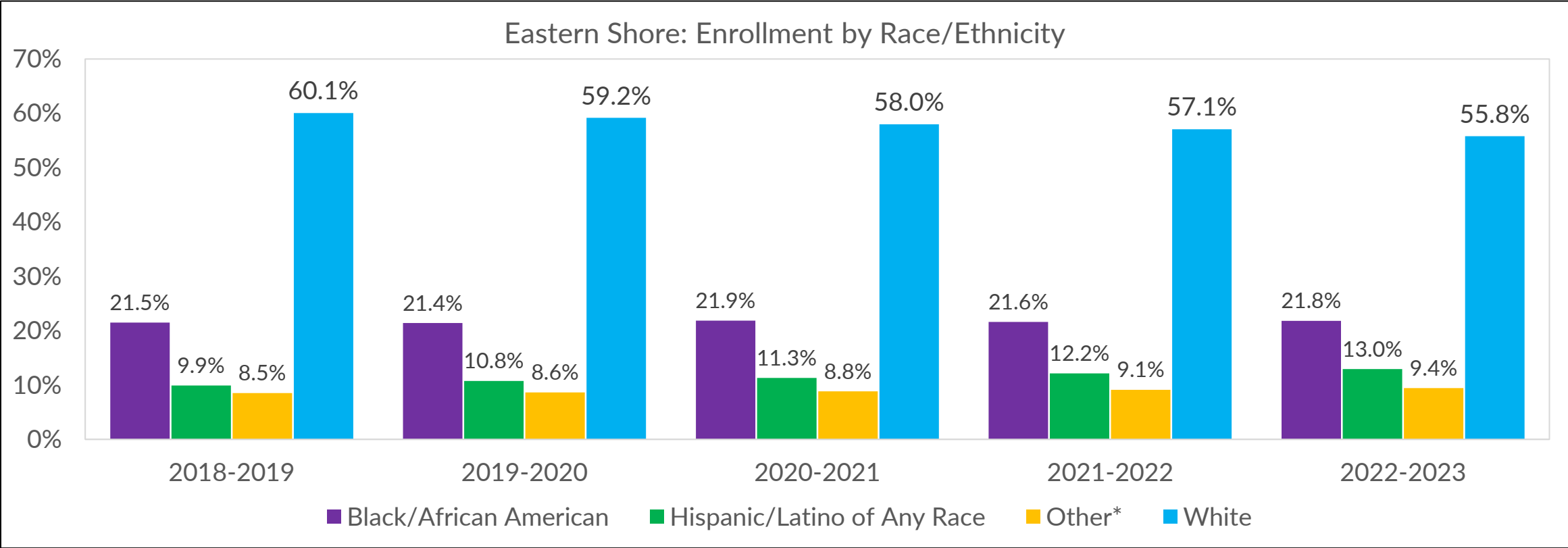
Eastern Shore: Enrollment Trends

Enrollment has remained relatively steady in the Eastern Shore region. Enrollments are on an upward trajectory since the 4% decline from 2020 to 2021.



Eastern Shore: Enrollment by Race/Ethnicity

Over half of Eastern Shore’s students are white—a category which has steadily declined over the years. An inverse trend is observed for Hispanic/Latino students. Just over a fifth of the region’s students are Black/African American.

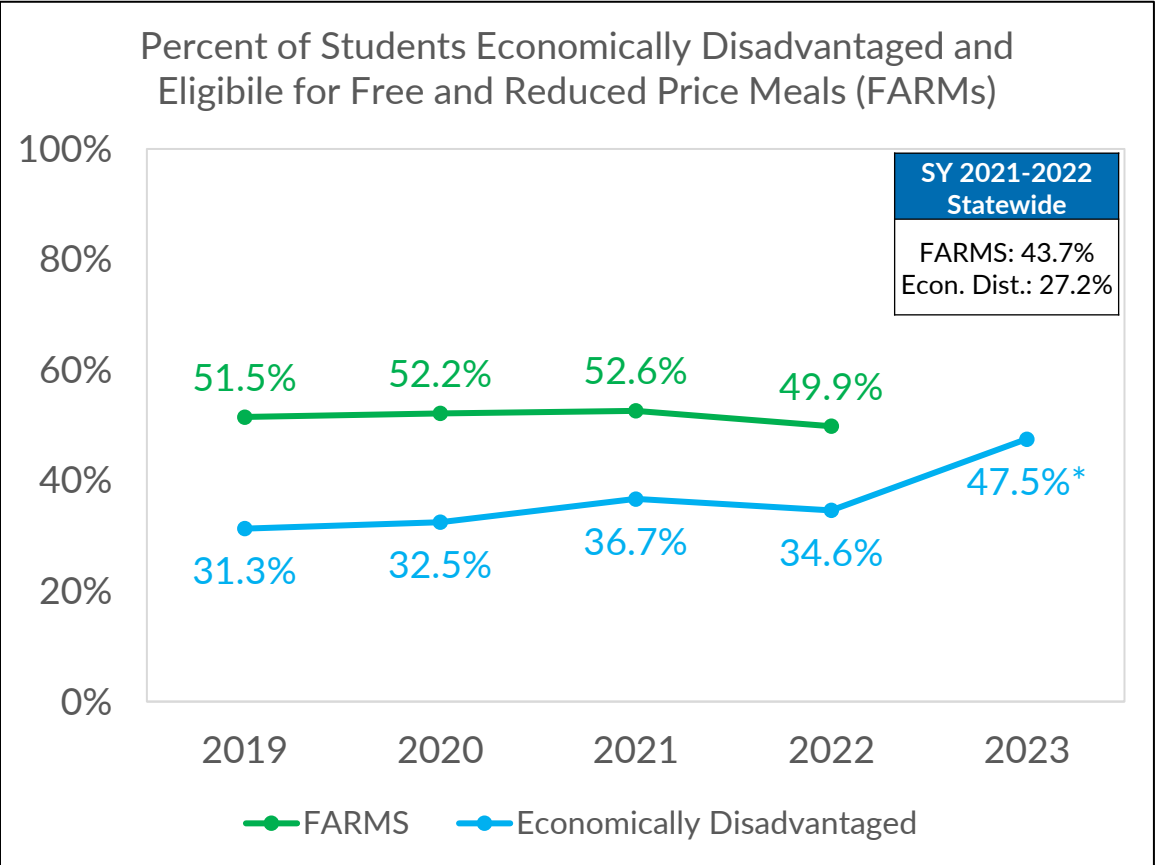
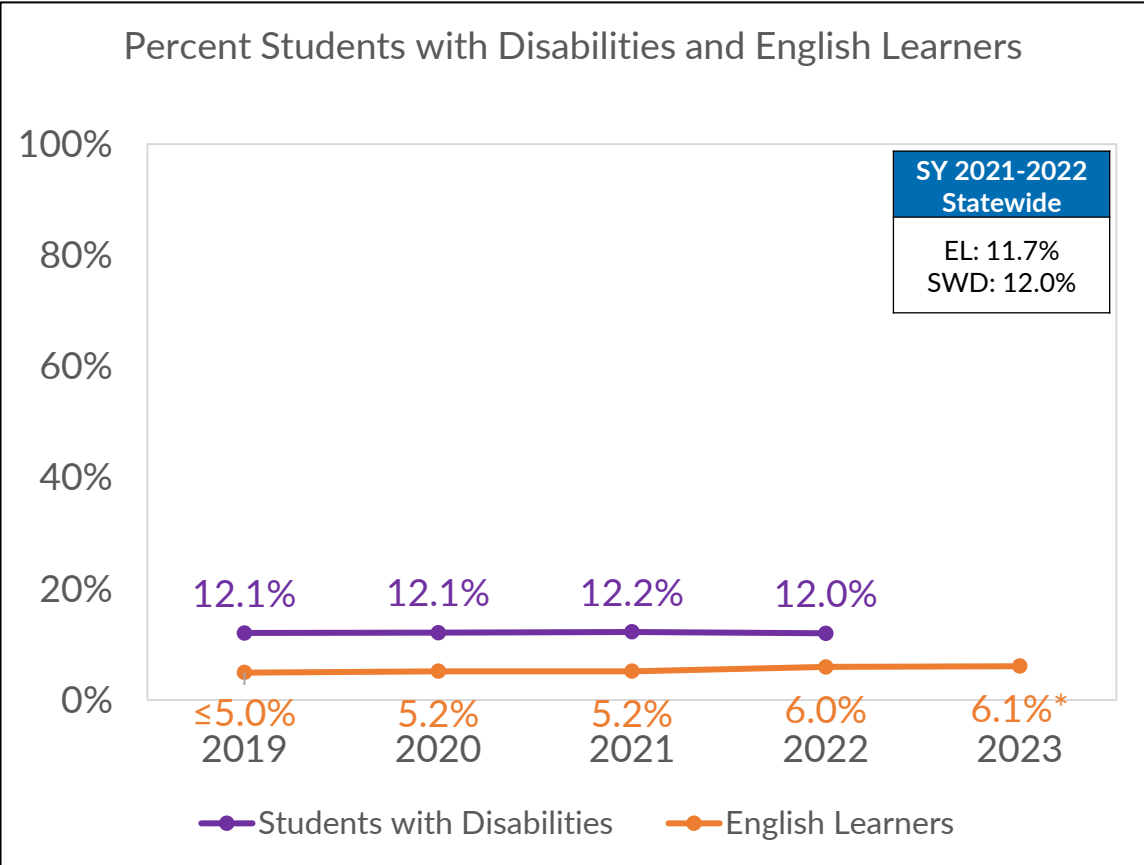


*Note: “Other” is represented by American Indian or Alaskan Native, Asian, Native Hawaiian or Other Pacific Islander, and two or more races.

Source: MSDE Enrollment Collection.

Eastern Shore: Student Groups

In the Eastern Shore, the percentage of English learners is **on the rise**, yet remains below the State’s 11.7% for school year 2021-2022. The percentage of students with disabilities has remained **consistent** with the State percentage of 12.0%.



Notes: *2023 English learner and economically disadvantaged data are preliminary and based on September 30th enrollment.

The Blueprint for Maryland's Future Funding Formula

The formula for the Blueprint is a weighted-student formula. That means, the formula provides resources to local education agencies (LEAs) based on total student enrollment and on the enrollment of certain student subgroups. The formula also provides program funding for Blueprint-mandated programs.

Base Per-Pupil Amount

- The target per-pupil foundation provides for the costs of providing adequate educational services for an average student. All eligible full-time equivalent students receive this formula aid.
- Any formula weights amount refer back to this program. For example, a weight amount of 85% means 85% of the target per-pupil foundation.

Weighted Amounts

- Weighted amounts provide additional resources to a LEA based upon enrollment of specific subgroups.
- This funding reflects the fact that some student groups may require more resources in order ensure the provision of adequate educational services. For example, an English learner (EL), on average, requires more resources than a non-English learner.

Program Amounts

- Program amounts are allocated to LEAs at a flat, non per-pupil amount. For example, the Guaranteed Tax Base Aid program provides additional State aid to LEAs that 1) have less than 80 percent of the statewide average wealth per pupil, and that 2) provide funding above the local share required by the Foundation Program. The program encourages less wealthy jurisdictions to maintain or increase local education tax effort.

Funding Formula Phase-In

The resources associated with the Blueprint for Maryland’s Future are not all provided in year one of the law. The Blueprint formula is phased-in over time. The phase-in occurs in three ways:

- Changes to the target per-pupil foundation amount;
- Changes to formula weights; and
- Changes to formula weight eligibility criteria

Aid Type	Blueprint Program
Base Amount	Target Per-Pupil Foundation
Weighted Amount	Compensatory Education Aid
Weighted Amount	Concentration of Poverty Aid*
Weighted Amount	Prekindergarten Aid
Weighted Amount	English Learner Aid
Weighted Amount	Special Education Aid
Weighted Amount	Transitional Supplemental Instruction Aid
Weighted Amount	College and Career Readiness Aid
Weighted Amount	Career Ladder Aid**
Weighted Amount	Transportation Aid
Program Amount	Concentration of Poverty Aid*
Program Amount	Guaranteed Tax Base Aid
Program Amount	Comparable Wage Index Aid***

The moving parts of the phase-in mean per-pupil formula amounts will differ each year. For example:

- **Foundation Aid:** This amount, the target per-pupil foundation, increases from \$8,310 in FY 2023 to \$12,365 in FY 2033.
- **English Learner (EL) Aid:** The amount of the EL weight is identified in law and, overall, decreases over time – in FY 2023 the weight is 100%; In FY 2033 and beyond, the weight is 85%. That means, the FY 2023 per-pupil amount is \$8,310 (\$8,310 * 100%) and the FY 2033 per-pupil amount is \$10,510 (\$12,365 * 85%).
- **Prekindergarten:** Currently, only students from families at or below 300% of the Federal Poverty Level count toward Prekindergarten Aid eligibility. Beginning in FY 2025, students from families between 300% and 600% will be eligible for formula aid.

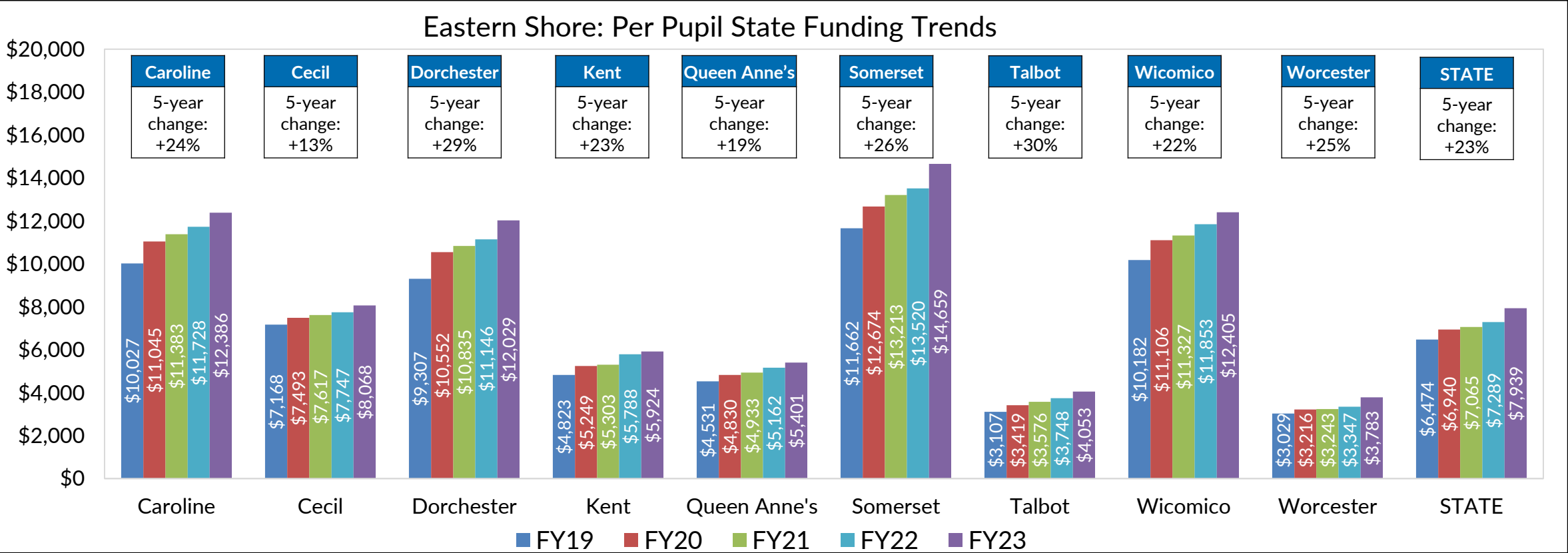
*The Concentration of Poverty grant program consists of two programs: the personnel grant, and the per-pupil grant. The personnel grant is a program amount allocated by school to provide for overhead staff costs; the per-pupil grant is a weighted-student formula amount.

**Career Ladder Aid is based on a per-teacher count, not a per-student count.

***The Comparable Wage Index program replaces the Regional Cost of Education Index in FY 2024.

Per-Pupil Funding: State Share

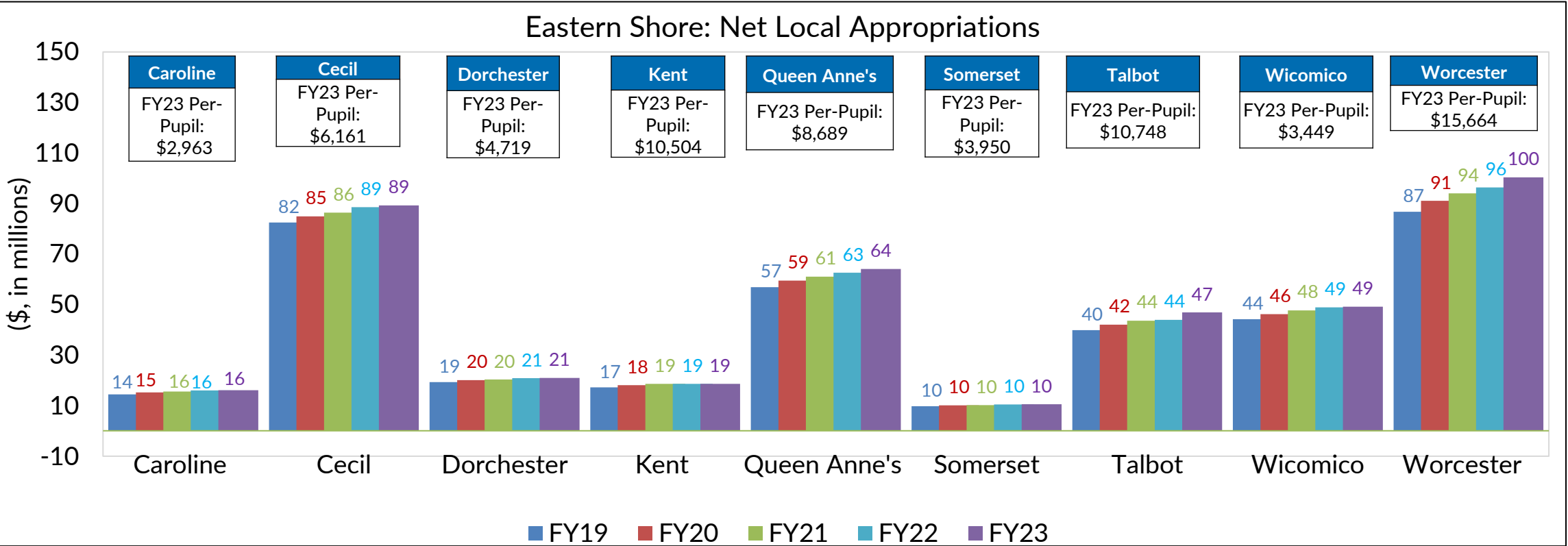
Five-year trends show that per-pupil funding has increased steadily in every Eastern Shore LEA. Per-pupil funding increased by 23% statewide over the 5-year period, which includes the incorporation of additional State aid programs from the Blueprint for Maryland’s Future. Per-pupil funding will continue to increase in the next decade throughout the phase-in of the Blueprint, which increases the target-per-pupil foundation amount each year through FY33.




Note: Data here reflect only the State share of State aid and exclude local aid. The State share includes the foundation program and all other Major Aid categories.

Net Local Appropriations

Local appropriation is the spending amount and authority provided locally by a county or city jurisdiction to an LEA. Local appropriations have increased in every Eastern Shore LEA. Maryland statewide local appropriations have increased by 14% over a 5-year period, from approximately \$6.4 billion in FY19 to \$7.3 billion in FY23.



Note: Data here reflect only the local aid and exclude State and federal aid. These funds include but are not limited to per-pupil aid programs so the chart reflects net local appropriation totals rather than per-pupil changes year to year.

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- A blue-tinted background image showing a group of students in a classroom. A young man in the foreground is smiling and looking towards the right, while a young woman next to him is looking down at something in her hands. Other students are visible in the background, slightly out of focus.
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Measuring Poverty in Education

Using Socioeconomic Status Block Tiers To Measure Concentrations of Poverty.

How is Poverty Measured in Education?

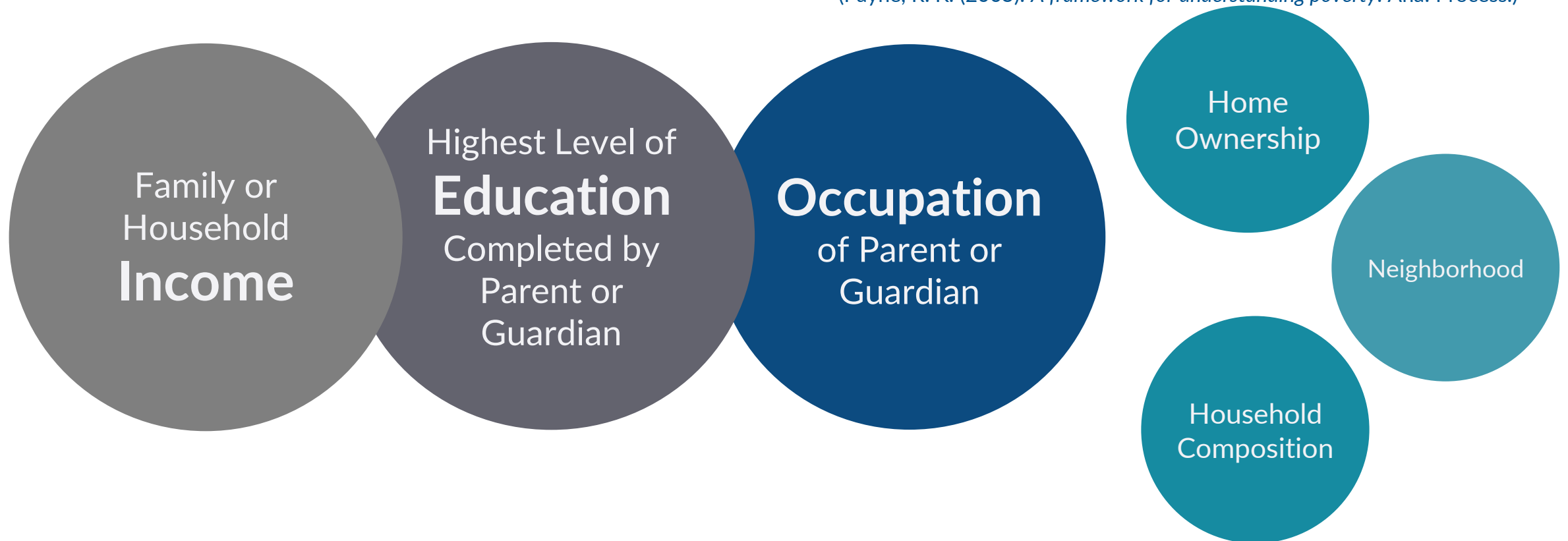
The count of students eligible for a free or reduced price meal under USDA’s **National School Lunch Program (NSLP)** is the most commonly used measure of poverty in education.

Pros (Core Conditions Met)	Cons (Limitations and Data Quality Issues)
<ul style="list-style-type: none">• Universal participation and criteria• Regularly updated• Stable infrastructure with long history and well funded• Accessible and widely available	<ul style="list-style-type: none">• Binary measure capturing little variation in household income (Domina et al., 2018)• Measure is of an individual at a point-in-time and not a neighborhood measure.• Participation rates are not constant across grades (Harwell & LeBeau, 2010)• Systemic differences in participation• Community Eligibility Provision (CEP) limits availability of student level data• Eligibility of students relies on household forms and/or direct certification

Multiple Factors Impact Poverty

Poverty is "the extent to which an individual does without resources."

(Payne, R. K. (2005). *A framework for understanding poverty*. Aha! Process.)

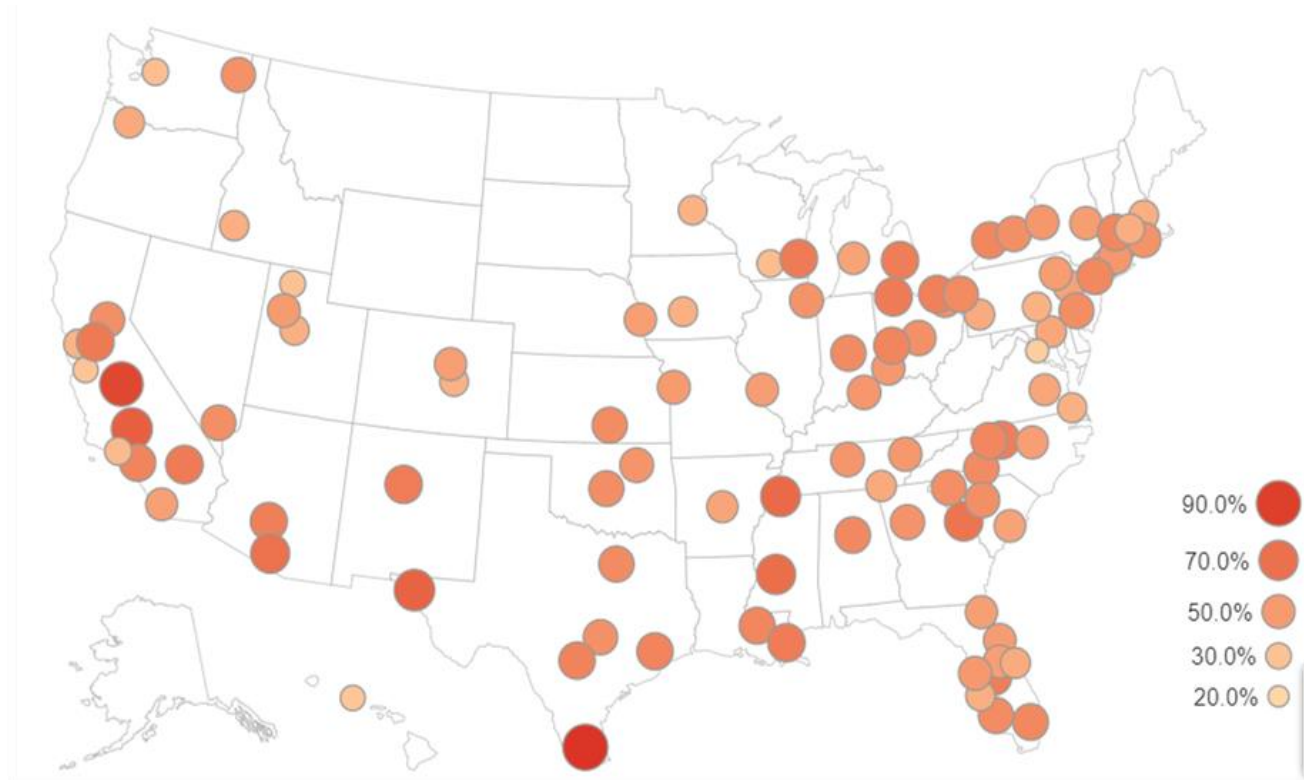


Concentration of Poverty

Concentration of poverty is different than a measure of poverty at the individual or family level.

The concentration of poverty is a measure of the **percentage of poor residents in an area**.

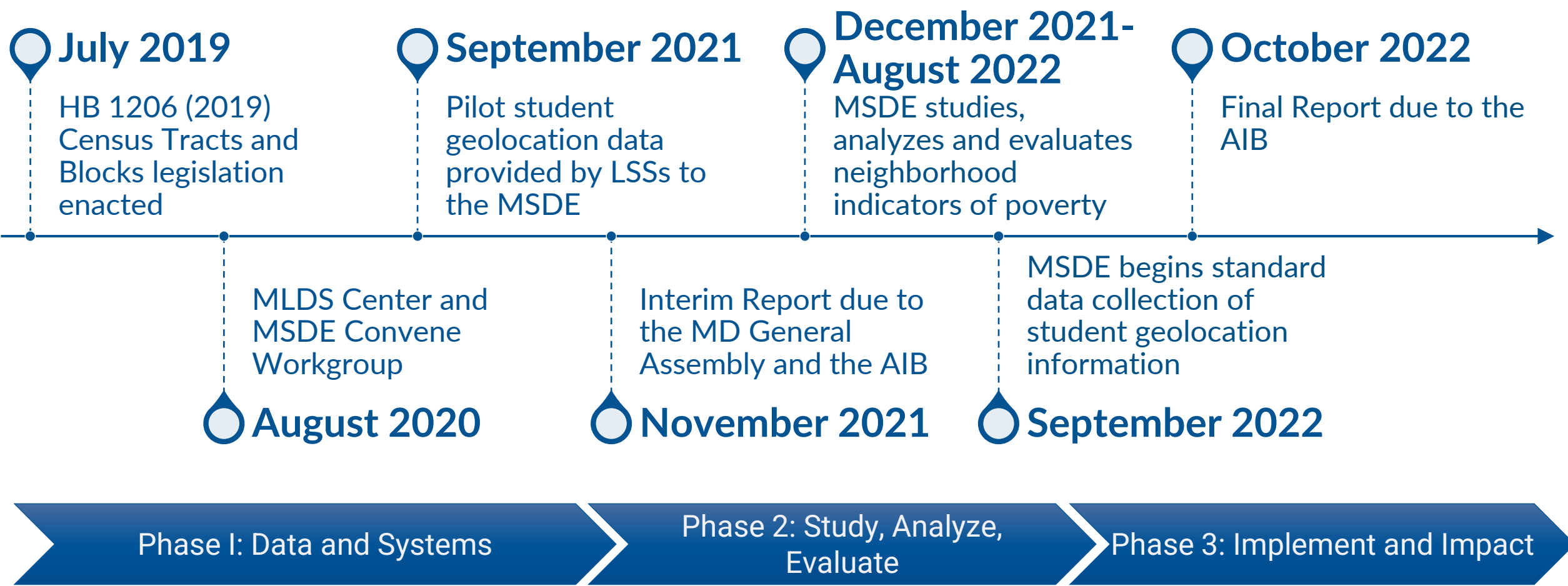
Poor families in a neighborhood with a high concentration of poverty have a **double disadvantage** (Jargowsky, 2015).



Share of the poor population living in a neighborhood with a 20%+ poverty rate

Source (link to interactive map): <https://www.brookings.edu/research/u-s-concentrated-poverty-in-the-wake-of-the-great-recession/>

Progress Towards Neighborhood Indicators of Poverty



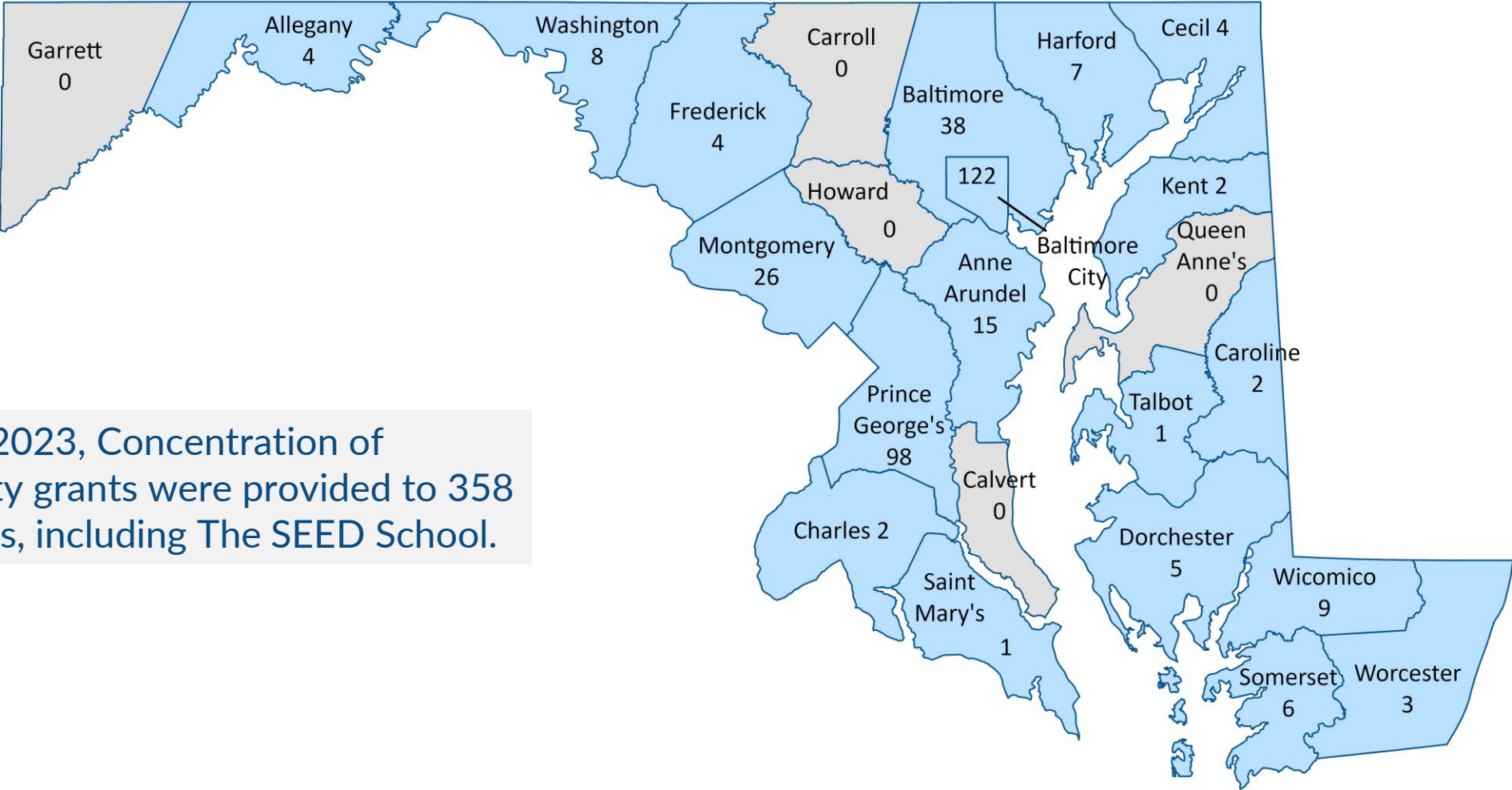
Concentration of Poverty Grant

- Establish community schools and support their work
- Provide personnel grants (Md. Code, Educ. § 5-223):
 - Awarded to schools with 70% or more of students receiving free or reduced meals. (Eligibility will go down to 55% by Fiscal Year 2025)
 - To hire a Community School Coordinator and a full-time professional healthcare practitioner
 - Remaining funding used to provide wraparound services
- Provide per-pupil grants:
 - Awarded to schools with 80% or more of students receiving free or reduced meals. (Eligibility will go down to 55% by Fiscal Year 2027)
 - Used to provide wraparound services

Fiscal Year	Eligibility Req. (% of Students receiving FARMS)	# of Community Schools with Concentration of Poverty Grant (Personnel Grant)
2020	80	206
2021	75	262
2022	70	300
2023	65	358

Source: MSDE, Office of Policy Analysis and Fiscal Compliance

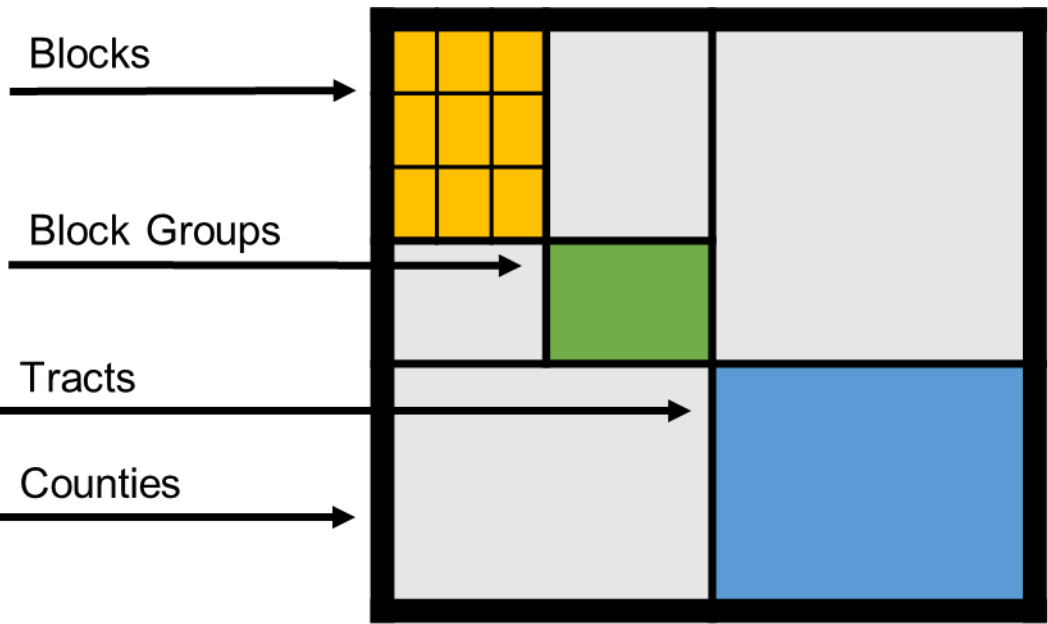
FY 2023 Concentration of Poverty Grant Recipients



In FY 2023, Concentration of Poverty grants were provided to 358 schools, including The SEED School.

Source: MSDE, Office of Policy Analysis and Fiscal Compliance. The SEED School is not visible on the map.

Development Of Census Block Groups Into Socioeconomic Tiers



Maryland has 4,035 Census block groups*

Census Block Group
Census Block Group
Census Block Group

Using the ACS measures, each Census block group was given a socioeconomic score and ranked lowest to highest

Census Block Group
Census Block Group
Census Block Group
TIER

Census block groups were assigned into one of five tiers based on the socioeconomic score, with a similar number of school-age residents in each Tier.

* Maryland has an additional 44 block groups that do not have data on the four ACS measures, primarily because they cover parks, airports, industrial areas, or military bases.

Distribution Of Tiers By Household Characteristics

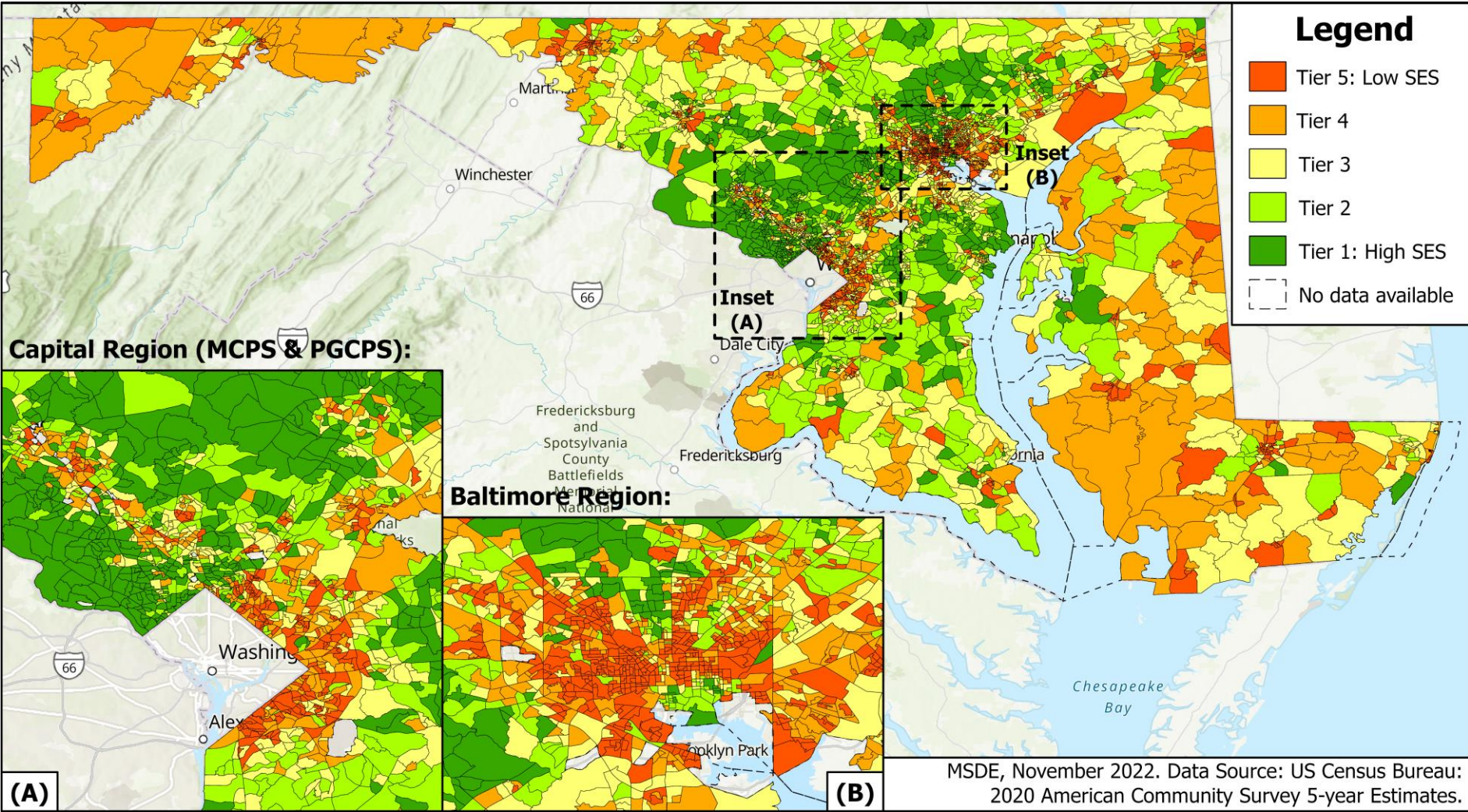
Each tier contains a similar number of school-age residents (approximately 195,000).

Tier	Median household income	Home ownership (%)	Single Parent Households (%)	Educational Level 0.0 = No education 1.00 = Advanced degree	Block Groups (N)	Block Groups (%)
Tier 5	\$48,048	34.9%	70.7%	0.50	899	22.3%
Tier 4	\$70,339	60.9%	38.9%	0.58	884	21.9%
Tier 3	\$90,277	76.1%	24.3%	0.62	828	20.5%
Tier 2	\$115,395	85.2%	15.1%	0.68	771	19.1%
Tier 1	\$173,503	92.8%	8.3%	0.78	653	16.2%

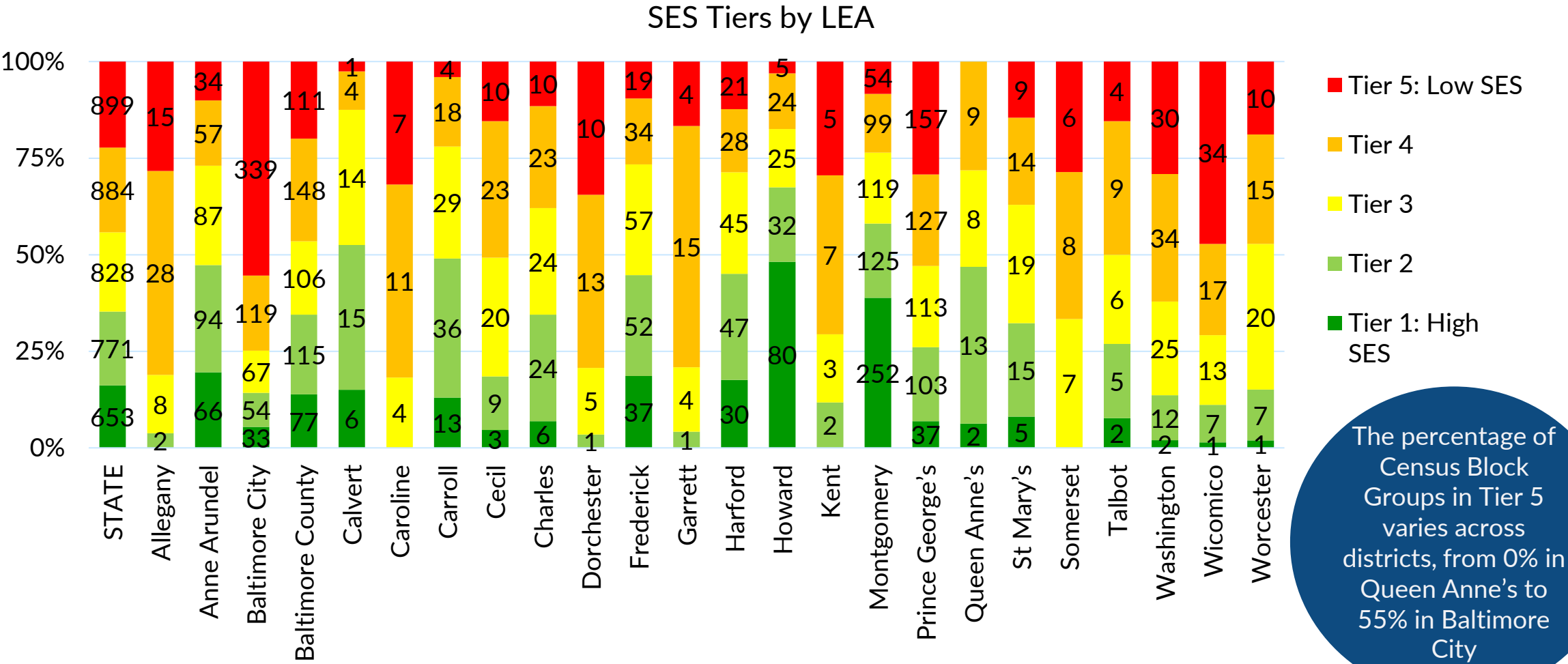
Tier 5 represents households with high poverty/low socioeconomic score. Tier 1 represents households with low poverty/high socioeconomic score.

Source: MSDE, Office of Policy Analysis and Fiscal Compliance

Socioeconomic Block Group Tiers in Maryland



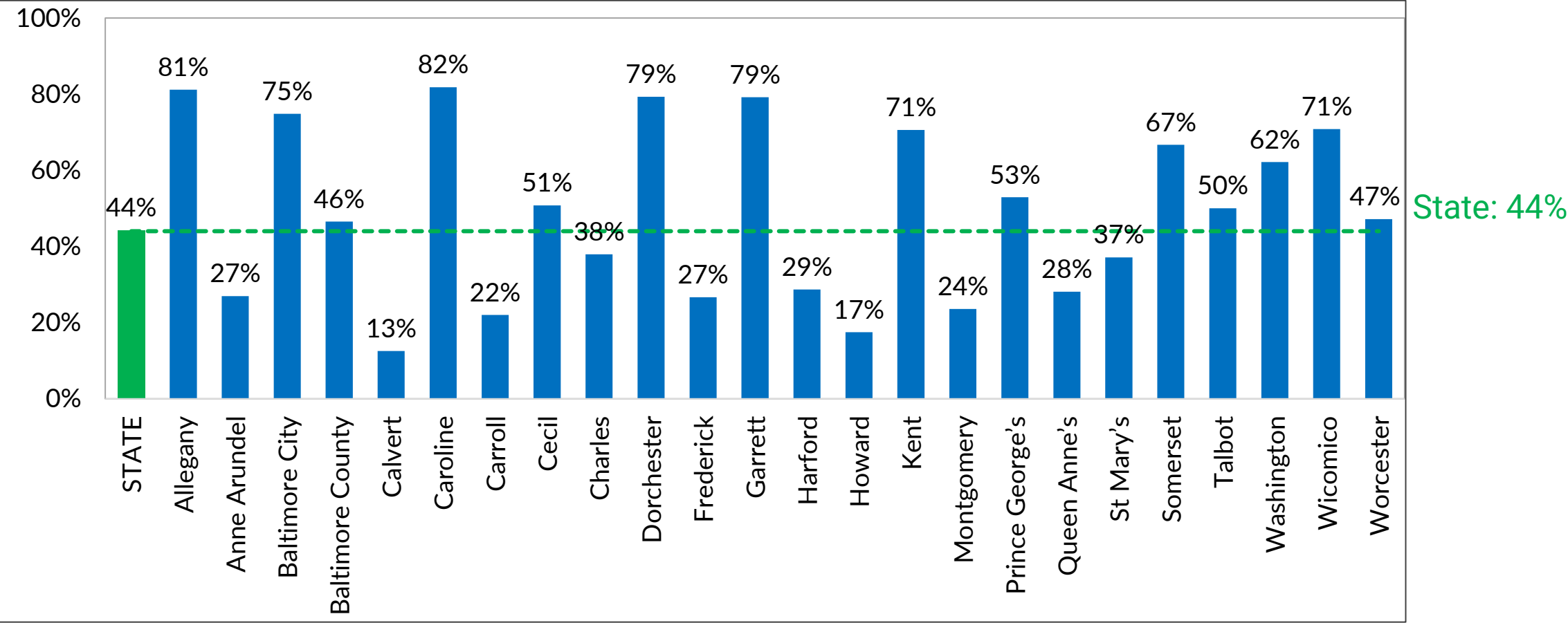
Socioeconomic Tiers By Local Education Agency




Source: MSDE, Division of Assessment, Accountability and Performance Reporting.; based on 2020 American Community Survey data.

Percent Of High Poverty Tiers (4 and 5) In Local Education Agencies

The percentage of Census Block Groups in Tiers 4 and 5 surpasses 60% in 9 out of 24 LEAs located in Western Maryland, the Southern Shore, the Eastern Shore, and Baltimore City.



Source: MSDE, Division of Assessment, Accountability, and Performance Reporting

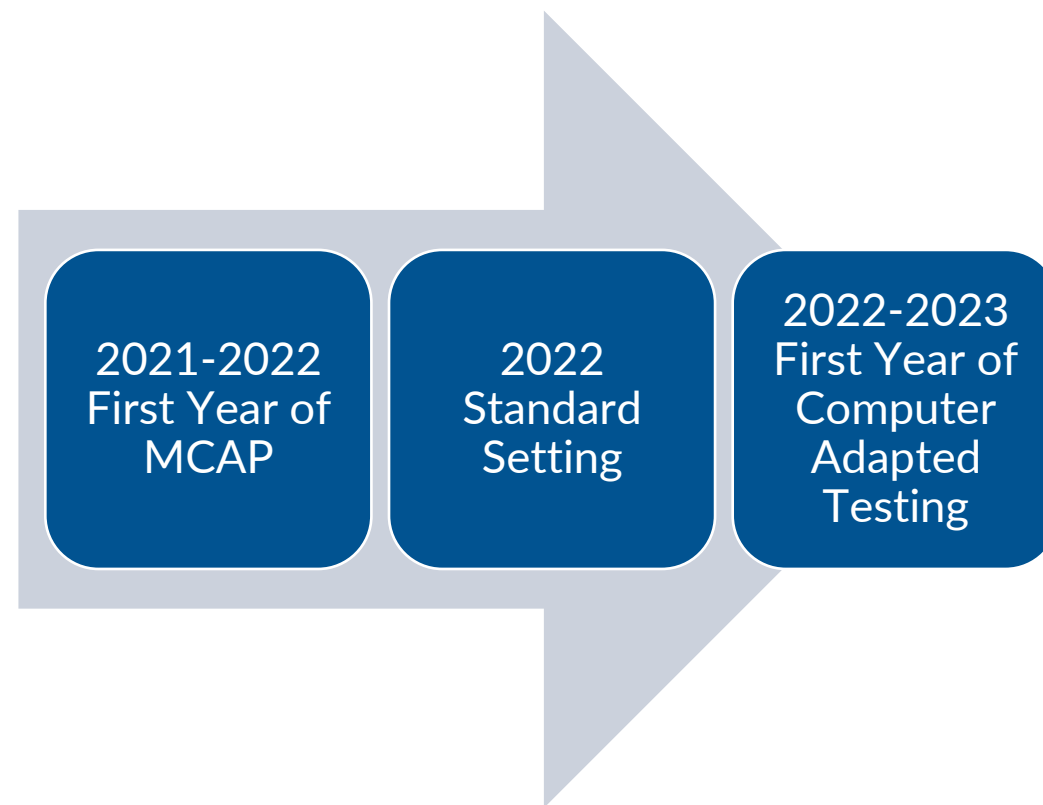
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Student Outcomes

How are Maryland's students performing across the state?

Standard Setting in Maryland (1 of 2)

- Maryland transitioned to the new MCAP in SY 2021-2022.
- After the first year of any new assessment, a standard setting process is required.
- The MCAP mathematics, English Language Arts, LS MISA, and Government for SY 2021-2022 will undergo standard setting in 2022.
 - Science grade 5 and grade 8 has previously completed standard setting.
 - Social Studies Grade 8 will have standard after the SY 2022-2023 administration.



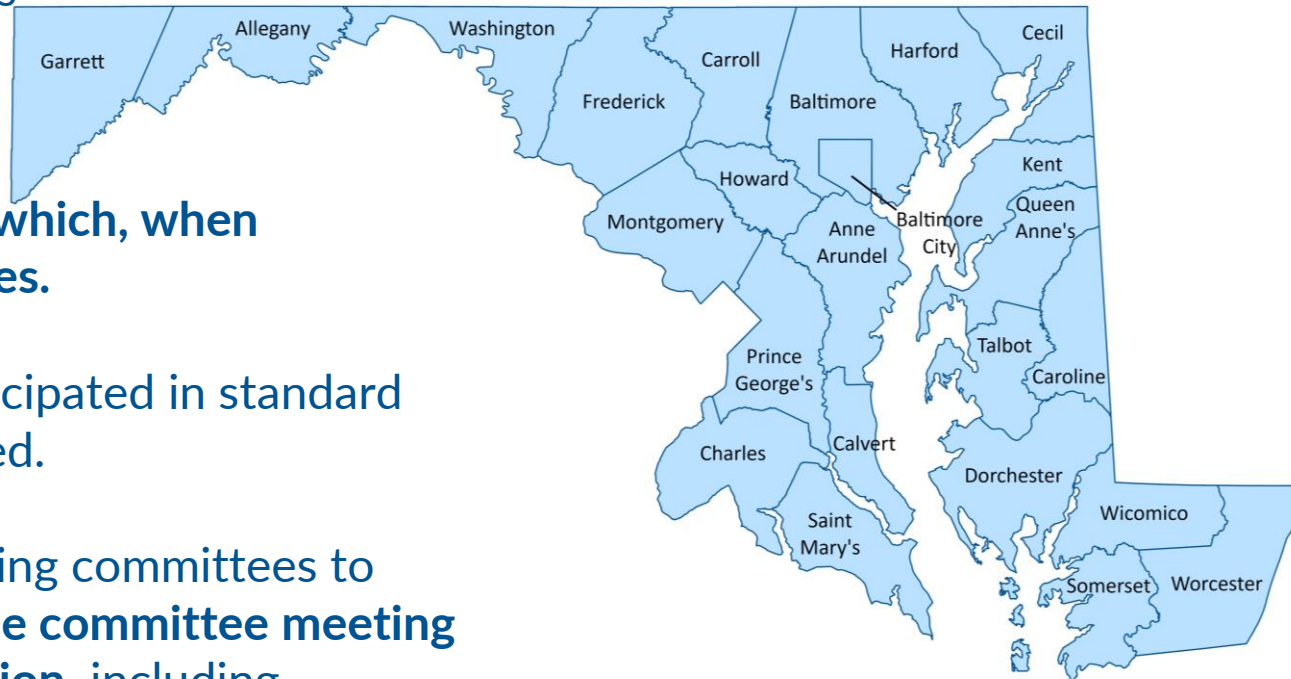
Standard Setting in Maryland (2 of 2)

Standard setting is a standardized process used to set performance standards and determine the cut scores used to place students into performance levels.

Purpose of the standard setting process is to have **subject matter experts make item-level judgments which, when aggregated, generate panel-recommended cut scores.**

A total of 166 educators from across Maryland participated in standard setting. Representatives from all 24 LEAs participated.

The participants were selected for the standard setting committees to provide **content and grade-level expertise during the committee meeting and be representative of the state teaching population**, including geographic region, gender, ethnicity, educational experience, community size, and community socioeconomic status.



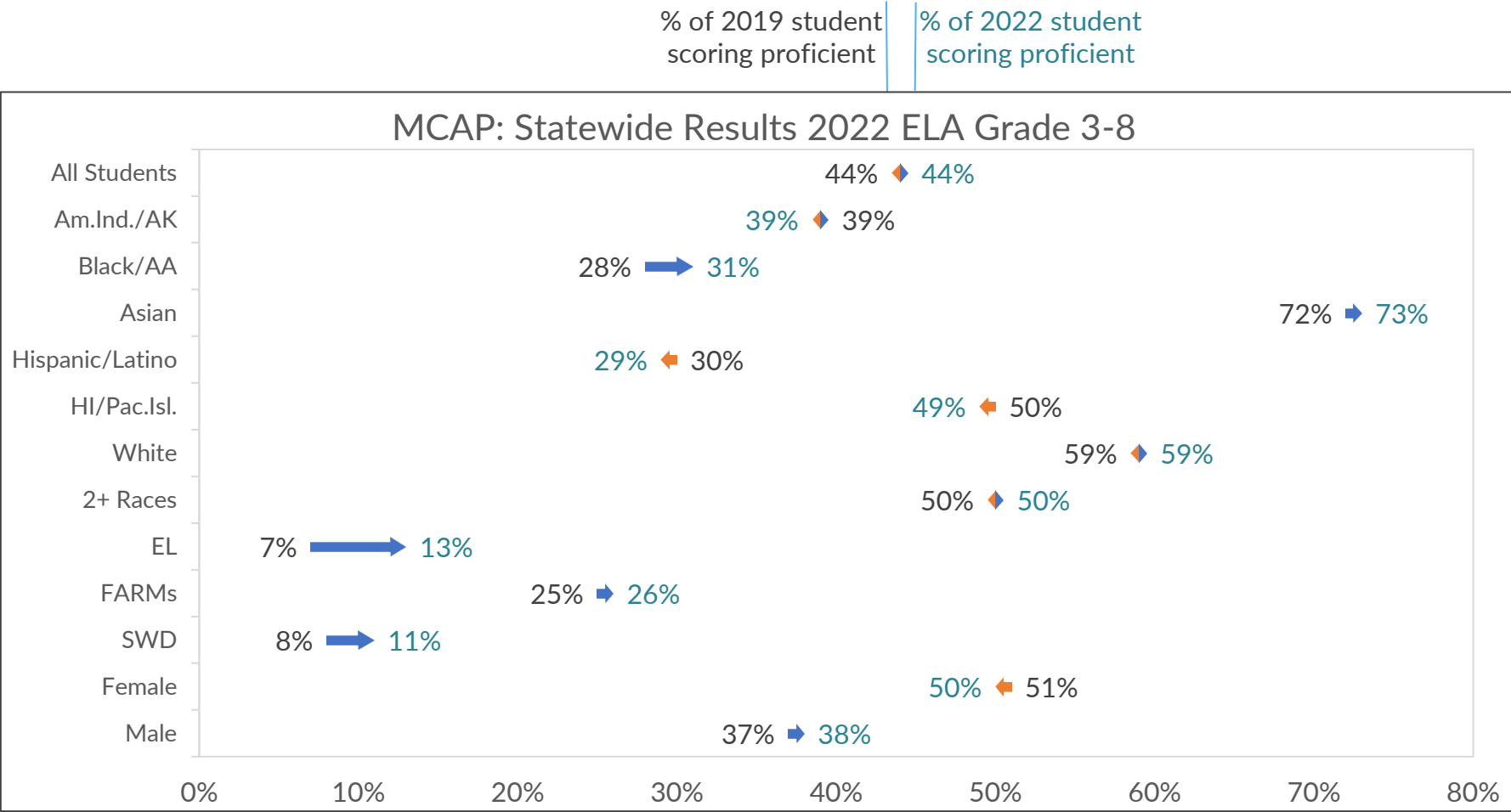
Timeline Report Card

Maryland will be releasing SY 2021-2022 data as available with the expected timeline provided below. The release of assessment data is delayed due to the requirement for standard setting for all new assessments. In future years, **Maryland will continue to prioritize a rapid release of assessment data and provide as soon as data is available.**

	December	January	February
Preliminary Statewide Data: ELA, Mathematics	x		
School Climate Survey	x		
Final Assessment Results: ELA, Mathematics, Science, Government, English Language Proficiency		x	
Maryland School Report Card			x
Cohort Graduation Rate 2022			x

MCAP: Statewide Results 2022 vs 2019 ELA Grade 3-8

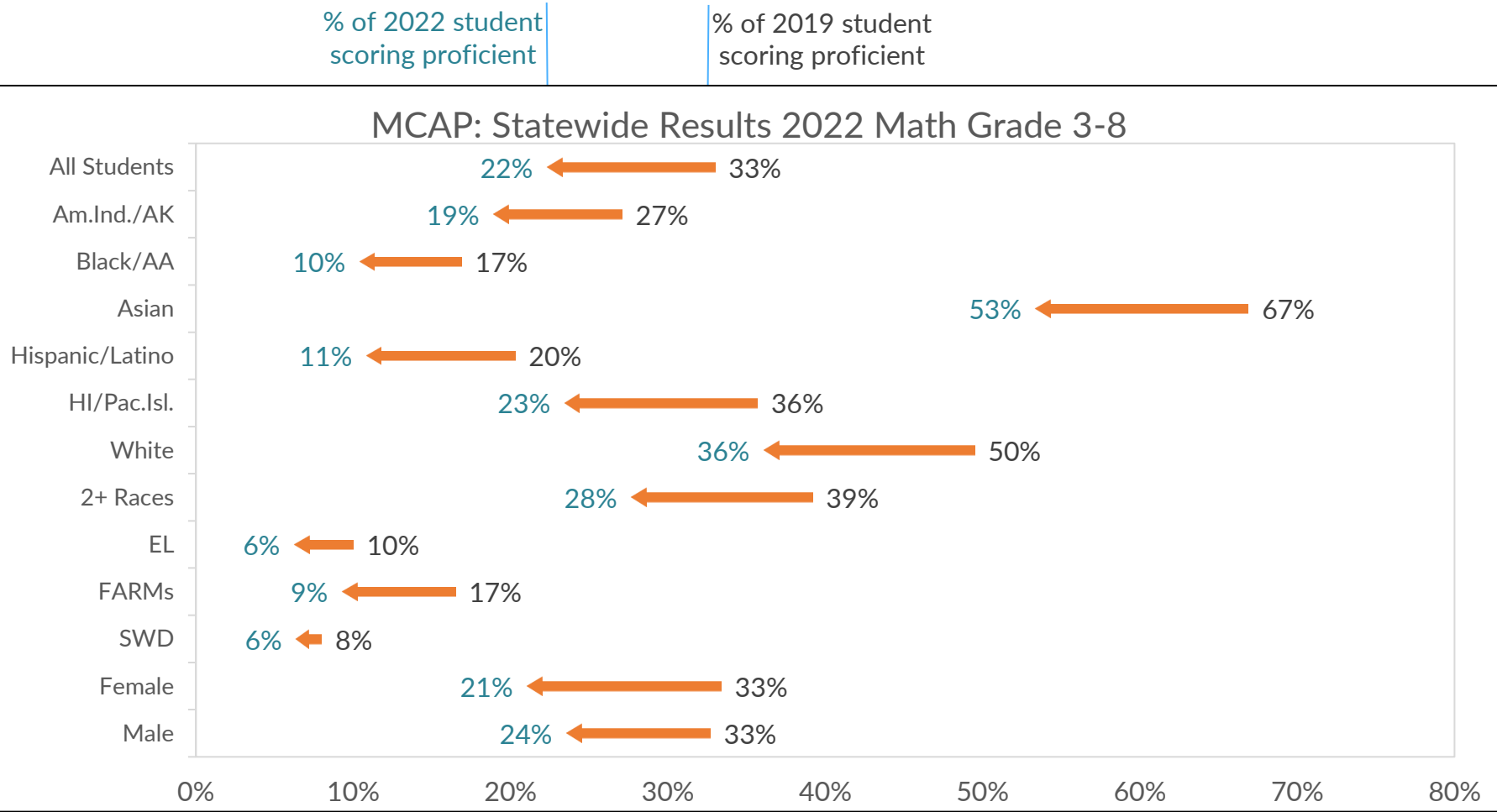
Statewide MCAP 2022 ELA Grade 3-8 results show that for most student groups proficiency rates have either exceeded or returned to pre-pandemic compared to the 2019 MCAP results.



Student Groups	2022 Tested Count	2019 Tested Count
All Students	383,402	401,406
Am.Ind./AK	1,004	1,102
Black/AA	126,293	135,248
Asian	26,012	26,455
Hispanic/Latino	79,407	72,708
HI/Pac.Isl.	539	635
White	129,711	146,113
2+ Races	20,214	19,145
EL	43,310	34,250
FARMs	171,943	176,927
SWD	43,761	45,812
Female	187,749	196,444
Male	195,394	204,962

MCAP: Statewide Results 2022 vs 2019 Math Grade 3-8

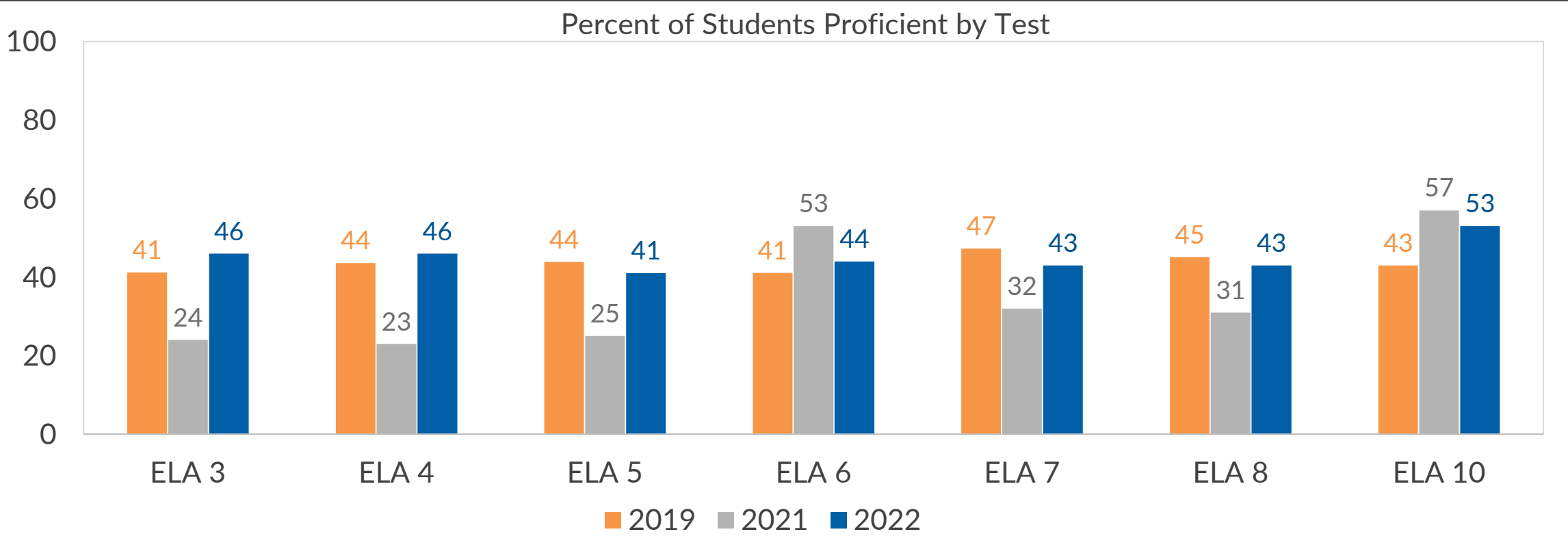
The statewide MCAP 2022 Math Grade 3-8 results show that for all student groups proficiency rates declined significantly compared to the 2019 MCAP results.



Student Groups	2022 Tested Count	2019 Tested Count
All Students	352,677	366,695
Am.Ind./AK	917	1,036
Black/AA	119,093	128,101
Asian	20,863	21,121
Hispanic/Latino	78,214	69,069
HI/Pac.Isl.	496	586
White	114,591	129,486
2+ Races	18,199	17,296
EL	47,032	35,313
FARMs	165,047	169,314
SWD	42,803	44,746
Female	172,337	178,869
Male	180,071	187,826

English Language Arts Assessment Trends

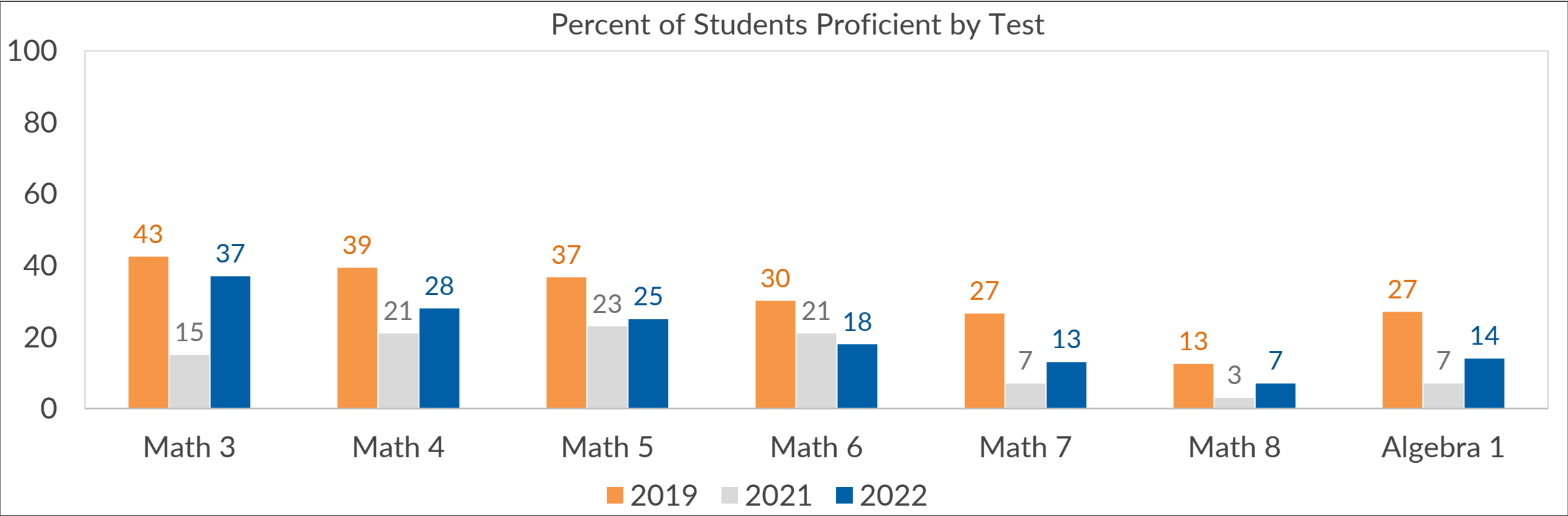
Maryland students have returned to pre-pandemic performance with the percent of students proficient from SY 2021-2022 similar to or better than the performance from SY 2018-2019 across nearly all tests.




Note: SY 2020-2021 assessments were shortened assessments taken in Early Fall of 2021. SY 2021-2022 data as of December 19, 2022.

Mathematics Assessment Trends

In Maryland, most grades in mathematics have improved as compared to the Early Fall 2021 assessments. Students have not returned to pre-pandemic performance outcomes when comparing to SY 2018-2019.



Note: SY 2020-2021 assessments were shortened assessments taken in Early Fall of 2021. SY 2021-2022 data as of December 19, 2022.

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Maryland Leads

Leveraging State Set Aside to successfully recover from the pandemic and implement The Blueprint for Maryland's Future.

Maryland Leads

Maryland Leads is a new grant initiative designed to support Local Education Agencies (LEAs) in utilizing federal funds to overcome the learning loss resulting from the COVID-19 pandemic, accelerate student learning to narrow opportunity and achievement gaps, and provide more targeted support for historically underserved students and their communities.



Grow Your Own Staff



Staff Support & Retention



The Science of Reading



High-Quality School Day Tutoring



Reimagining the Use of Time



Innovative School Models



Transforming Neighborhoods through
Excellent Community Schools

- Each strategy contains focus areas and best practices from the field.
- LEAs will have the opportunity to work with best-in-class partners to execute approved plans.


Awarded \$165M+ ESSER State Set-Aside funds to LEAs through a non-competitive but highly-selective grant process.

Maryland Leads Use of Funds

Maryland Leads totals **\$196,000,000** in program investment including state and local matching funds.

LOCAL EDUCATION AGENCIES (By Region)	TOTAL FUNDS	GROW YOUR OWN STAFF	STAFF SUPPORT AND RETENTION	THE SCIENCE OF READING	HIGH-QUALITY SCHOOL DAY TUTORING	REIMAGINING THE USE OF TIME	INNOVATIVE SCHOOL MODELS	TRANSFORMING NEIGHBORHOODS THROUGH EXCELLENT COMMUNITY SCHOOLS
Western MD	\$19,387,897	30.2%	32.4%	37.4%	0.0%	0.0%	0.0%	0.0%
Southern MD	\$25,483,300	25.2%	34.1%	39.0%	0.0%	1.8%	0.0%	0.0%
Core North	\$42,993,323	17.8%	15.2%	26.9%	4.0%	20.5%	7.4%	8.2%
Core South	\$33,598,379	34.3%	7.6%	28.0%	0.0%	13.4%	3.7%	13.0%
Eastern Shore	\$74,537,101	27.2%	31.7%	26.1%	7.1%	3.6%	1.4%	2.8%
State	\$196,000,000	26.5%	23.5%	29.1%	3.6%	8.9%	3.0%	5.5%

- **Western Maryland:** Washington, Allegany, Garrett
- **Southern Maryland:** Charles, St. Mary's, Calvert
- **Core North:** Baltimore City, Baltimore County, Harford, Carroll, Frederick
- **Core South:** Montgomery, Howard, Anne Arundel, Prince George's
- **Eastern Shore:** Cecil, Kent, Queen Anne's, Talbot, Caroline, Dorchester, Somerset, Wicomico, Worcester

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Strategic Plan Components

Creating a strategic plan will anchor and reinforce the Blueprint for Maryland's Future legislation into the organizational fabric of the department and its everyday work.

Strategic Plan: Priorities



Ready for Kindergarten

All Maryland students are prepared socially, emotionally, and academically for success in kindergarten.



Ready to Read

All Maryland students are proficient in reading by the end of third grade, and those who are not have the necessary supports to become proficient.



Ready for High School

All Maryland students enter high school on track to meet the college and career readiness standard by the end of 10th grade, and are engaged socially, emotionally, and academically to succeed in progressively challenging and advanced level coursework aligned to college and career pathways.



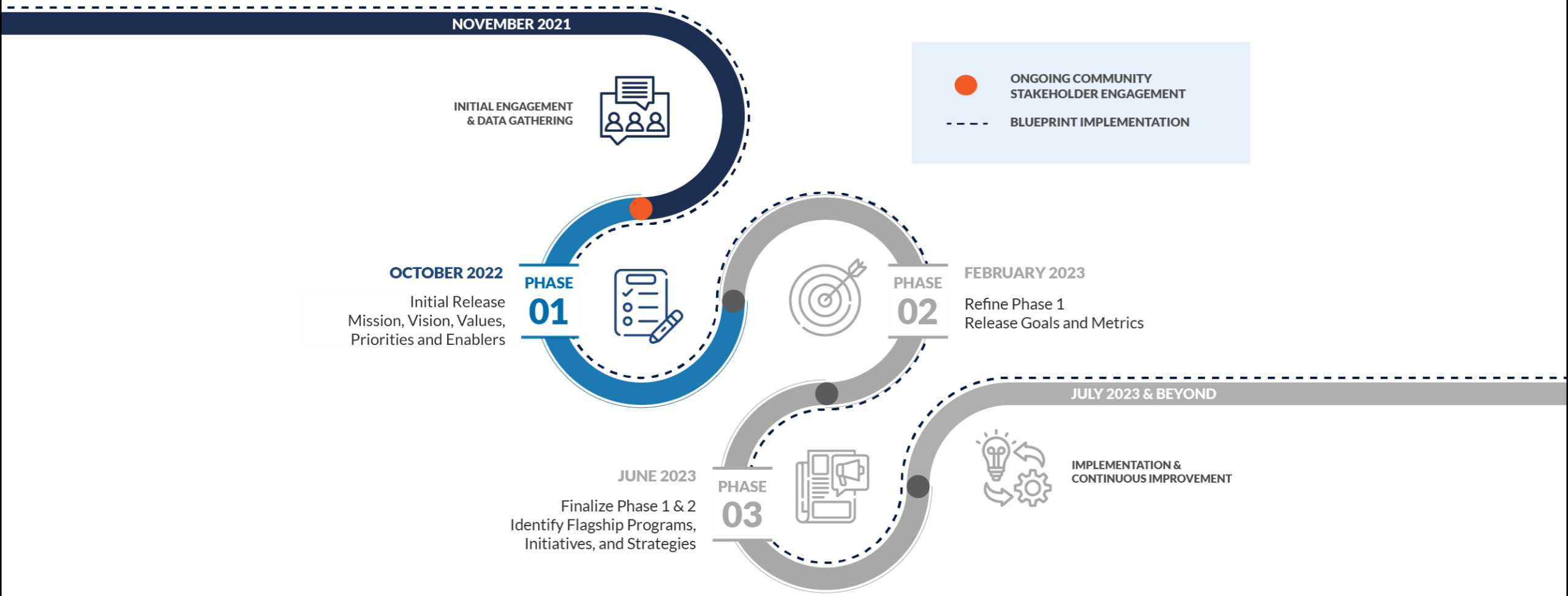
Ready for College and Career

All Maryland students graduate from high school college and career ready, and with an individualized plan to succeed in college, career, and life.

Strategic Plan: Enablers

01	Maryland is supporting our schools, local education agencies, families, and decision makers by producing relevant, timely, and high-quality data and reporting, and enabling educators to make the best use of their resources to meet the needs of our students and accelerate student achievement.
02	Maryland’s classrooms challenge, support, and inspire students. Therefore, our schools will be equipped with high-quality curricula, lessons, assessments, and systems for intervention and acceleration.
03	<p>Maryland is elevating the stature of the teaching profession by:</p> <ul style="list-style-type: none">• intentionally working to attract, recruit, and retain a highly qualified and diverse workforce;• setting rigorous standards for educator preparation programs and induction;• and implementing a career ladder system focused on development and growth opportunities for all educators.
04	<p>Maryland is ensuring student success by:</p> <ul style="list-style-type: none">• supporting our students’ social-emotional learning, health and wellness, and safety;• enhancing school culture and climate;• scaling high-quality wraparound supports and partnerships;• and strengthening family and community engagement.

Strategic Plan Timeline






Data Gallery Walk

Explore the data. What do you see?

Data Walk

Your turn to explore the data!

- Record your thoughts by accessing the feedback form using the QR code on the next slide or use a paper graphic organizer.
- Starting with the designated poster topic, visit each of the 8 topic areas. You will have about 6 minutes at each station.
- Reflect, discuss and record your input and reactions to the data, priorities, and enablers at each station.
- If you have questions, ask an MSDE staff who will be around to support you.
- In about 50 minutes, reconvene and share learning.
- Submit your feedback form or turn in the graphic organizer.

**Strategic Plan Regional Data Walk**
Graphic Organizer

Directions
Use this graphic organizer to record your thoughts as you move through the data and posters in the gallery walk. Consider the following questions for each priority and enabler and record your input and reactions:

(1) What are your initial reactions to this data?
(2) What actions can you take or are you taking to support progress related to this priority?
(3) What barriers or risks do you foresee and what support might you need to address these?

Priority 1

Priority 2

Priority 3

Priority 4

1

Data Walk

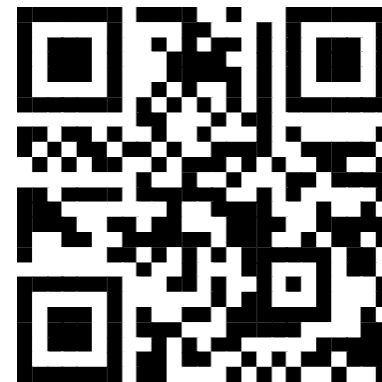
As you review the posters for each of the 8 priorities and enablers, consider these guiding questions:

- What are your initial reactions to this data?
- What actions can you take or are you taking to support progress related to this priority or enabler?
- What barriers or risks do you foresee and what support might you need to address these?

Please respond to the questions above using the electronic feedback form or the printed graphic organizer.

The presentation slides, gallery walk posters,
and feedback form are available at this link:

tinyurl.com/Feb9MSDE





Priority 1: Ready for Kindergarten

All Maryland students are prepared socially, emotionally, and academically for success in kindergarten.

Kindergarten Readiness Assessment (KRA)

The Kindergarten Readiness Assessment (KRA) is a tool for gathering information about student's progress. Usually **administered in the first two months of school by their teacher**. It uses observations of children's work and play, selected response items, and performance tasks to measure specific **kindergarten readiness skills across four domains of learning**. The following are the four domains of learning:

- Language and Literacy
- Mathematics
- Social Foundations
- Physical Well-being and Motor Development

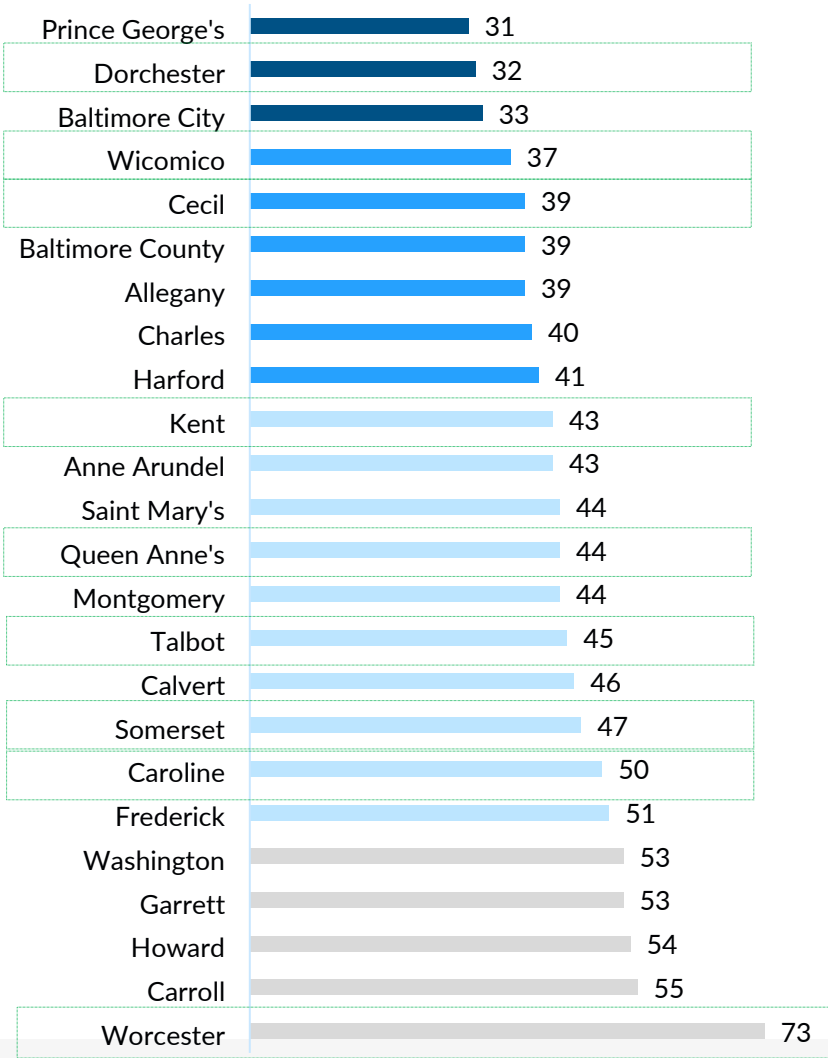
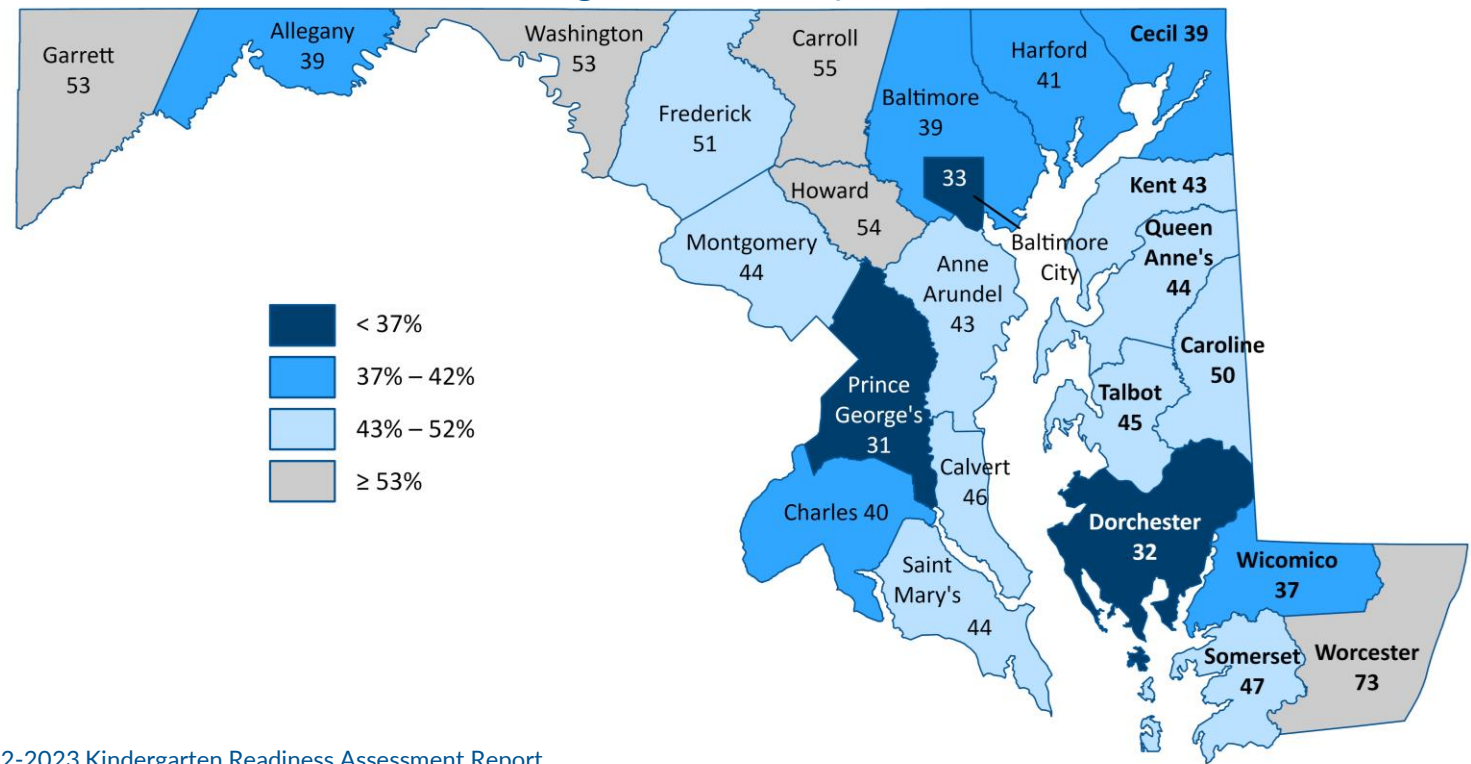
The KRA indicates school readiness at the following levels:

- **Demonstrating Readiness**: A child who is demonstrating readiness has **most of the foundational skills and behaviors** necessary for kindergarten.
- **Approaching Readiness**: A child who is approaching readiness shows **some of the foundational skills and behaviors** necessary for kindergarten.
- **Emerging Readiness**: A child who has emerging readiness shows **few of the foundational skills and behaviors** necessary for kindergarten.

Kindergarten Readiness Assessment (KRA) by LEA

Statewide, 42% of kindergarteners are demonstrating readiness for SY 2022-2023. In the Eastern Shore region, LEAs vary from a low of 32% to a high of 73% in the percent of kindergarteners demonstrating readiness.

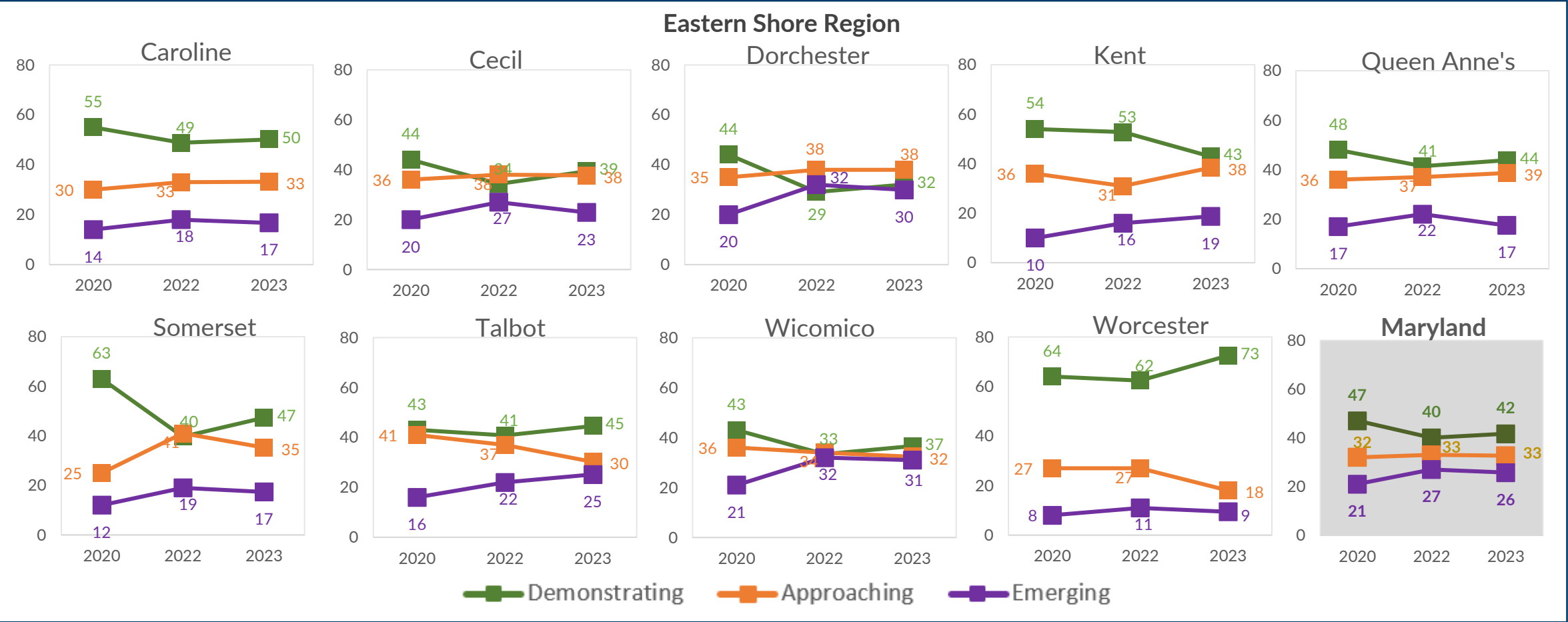
Percent Demonstrating Readiness by LEA, 2022-2023



Source: 2022-2023 Kindergarten Readiness Assessment Report.

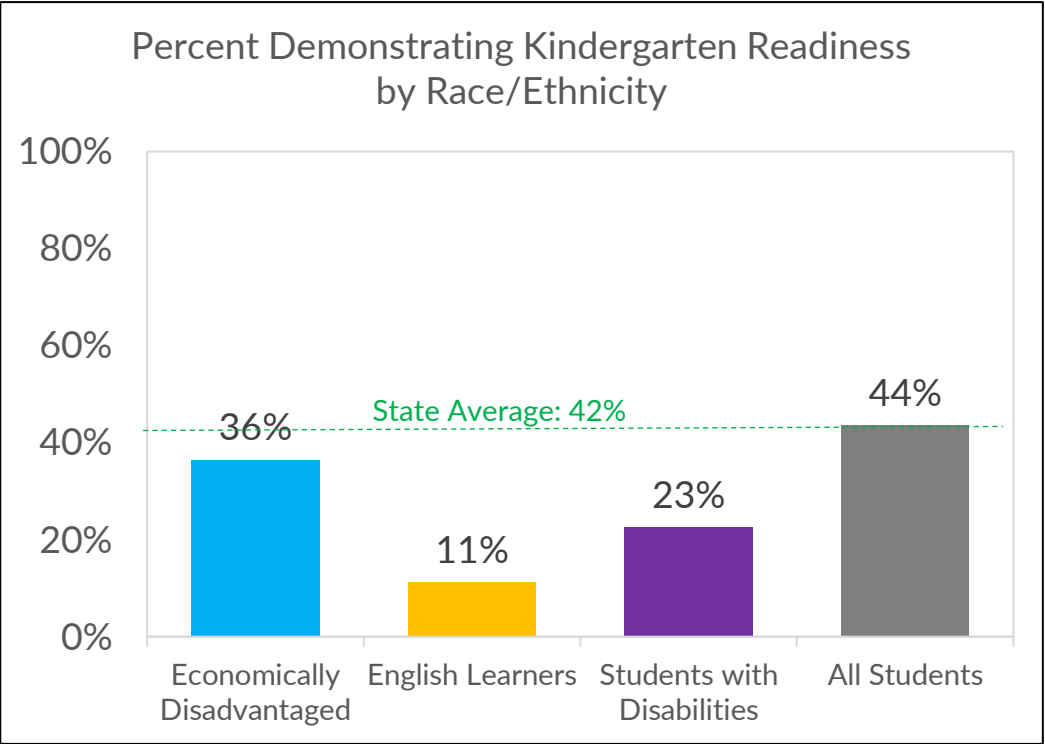
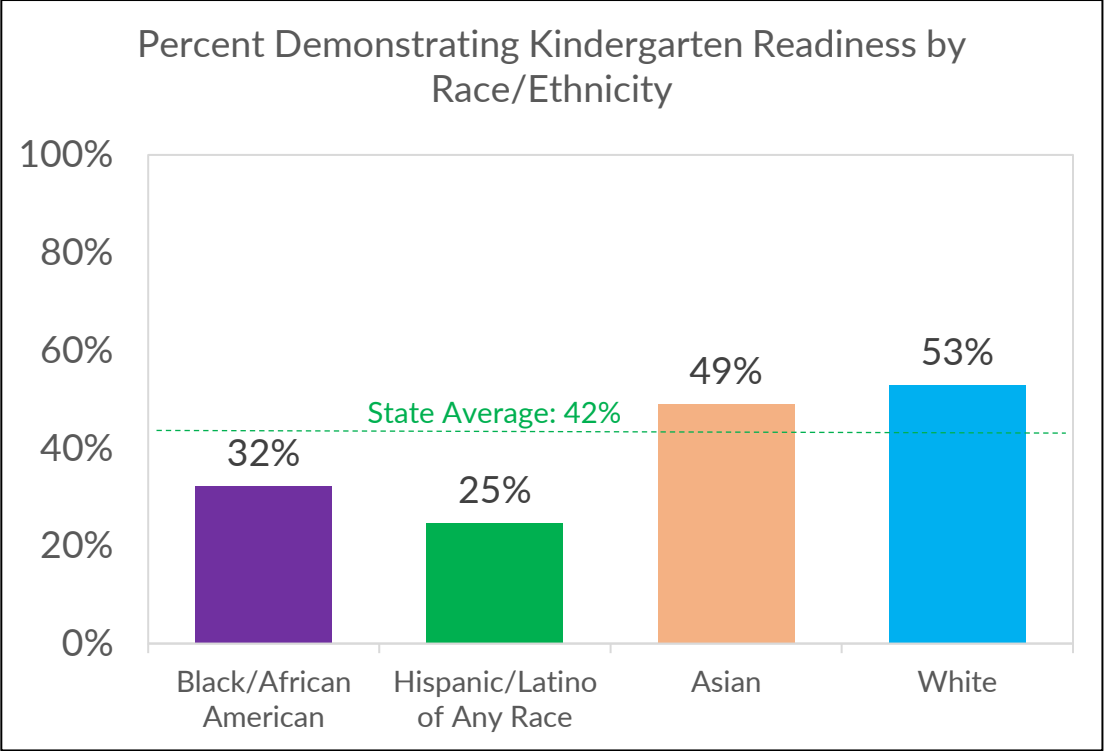
Eastern Shore: Kindergarten Readiness Assessment

The pandemic has had a detrimental impact on children’s readiness for kindergarten. Most Eastern Shore LEAs are showing signs of a rebound in kindergarten readiness based on an increase of KRA scores.



Eastern Shore: 2023 Kindergarten Readiness by Race/Ethnicity and Student Group

Overall, kindergarten readiness in the Eastern Shore region is slightly above the State percentage. However, differences exist across student groups, with prominent readiness gaps for Hispanic/Latino students and English learners.



Source: 2022-2023 Kindergarten Readiness Assessment Report.

Maryland EXCELS and The Blueprint

Programs earn quality ratings that form a pathway to excellence.

A rating of 1 is awarded to providers and programs that successfully meet initial requirements. **A rating of 5 is granted to those with the highest level of quality and who are state or nationally accredited.**

...Eligible prekindergarten providers shall:

- (1) If the provider is an eligible private provider, achieve a quality rating level of 3 in the Maryland EXCELS program and publish that quality rating in a publicly available manner, determined by the Department;
- (2) If the provider is an eligible public provider, achieve a quality rating level of 4 in the Maryland EXCELS program and publish that quality rating in a publicly available manner, determined by the Department;
- (3) Submit to the Department a plan to achieve a quality rating level 5 in the Maryland EXCELS program within 5 years after becoming an eligible prekindergarten provider;
- (4) Achieve in accordance with the plan a quality rating level 5 in the Maryland EXCELS program within 5 years after becoming an eligible prekindergarten provider and publish that quality rating in a publicly available manner, determined by the Department;

MD Code, Education, [§7-1A-04](#).

Eastern Shore: EXCELS Ratings

Quality rated programs demonstrate competence in the following areas:

1. Licensing and Compliance (LIC)
2. Staff Qualifications and Professional Development (STF)
3. Accreditation and Rating Scales (ACR)
4. Developmentally Appropriate Learning and Practice (DAP)
5. Administrative Policies and Practices (ADM)

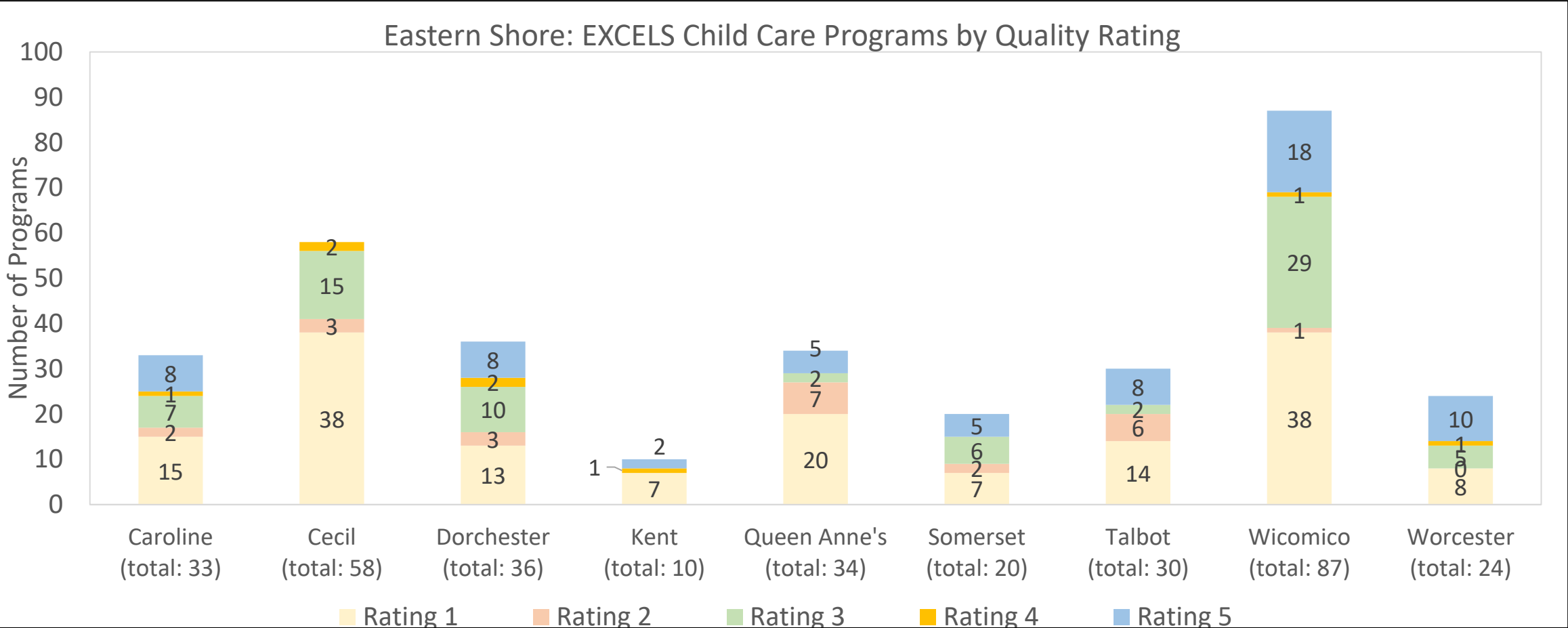
LEA Name	Rating 1	Rating 2	Rating 3	Rating 4	Rating 5	Total
Caroline	15	2	7	1	8	33
Cecil	38	3	15	2	0	58
Dorchester	13	3	10	2	8	36
Kent	7	0	0	1	2	10
Queen Anne's	20	7	2	0	5	34
Somerset	7	2	6	0	5	20
Talbot	14	6	2	0	8	30
Wicomico	38	1	29	1	18	87
Worcester	8	0	5	1	10	24
Eastern Shore Region	160	24	76	8	64	332



Source: www.marylandexcels.org; data as of November 1, 2022.

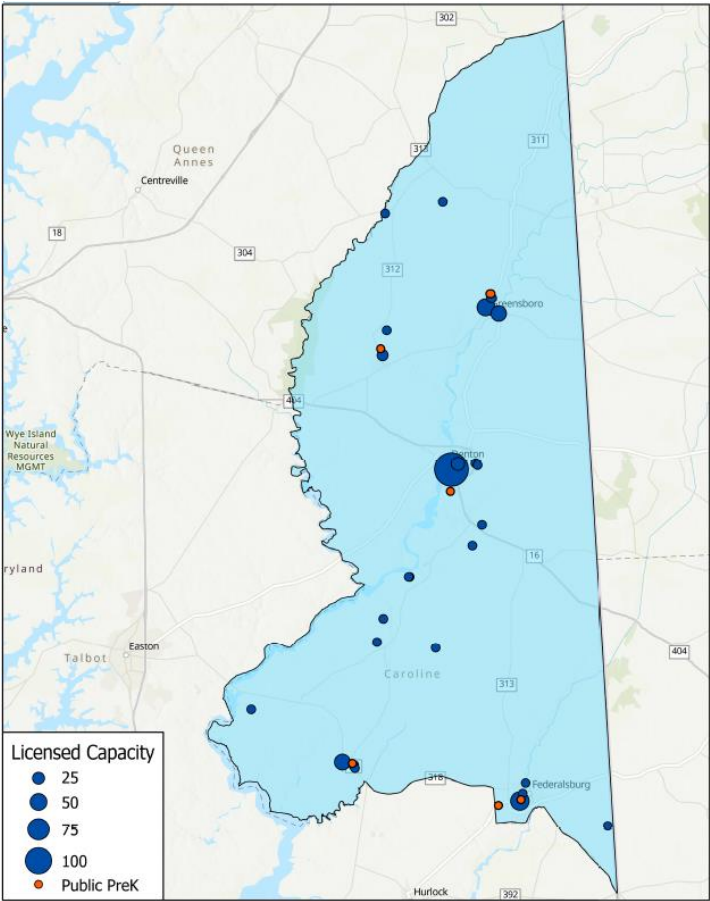
Eastern Shore: EXCELS Programs

On the Eastern Shore, Worcester County has the highest proportion of child care programs earning a quality rating of 4 or 5.

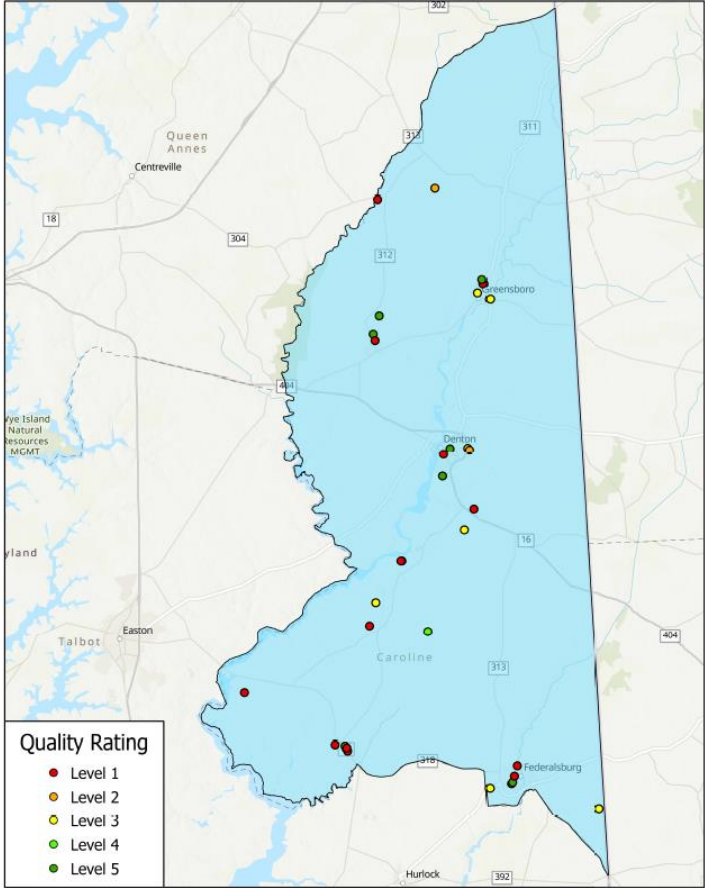


Maryland EXCELS: Caroline

Programs by Capacity



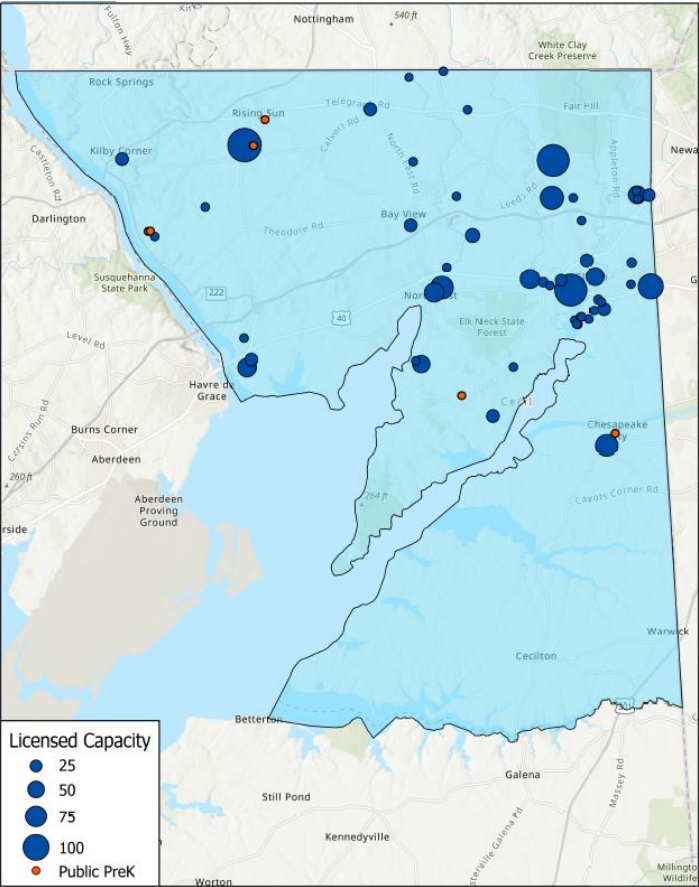
Programs by Quality Rating



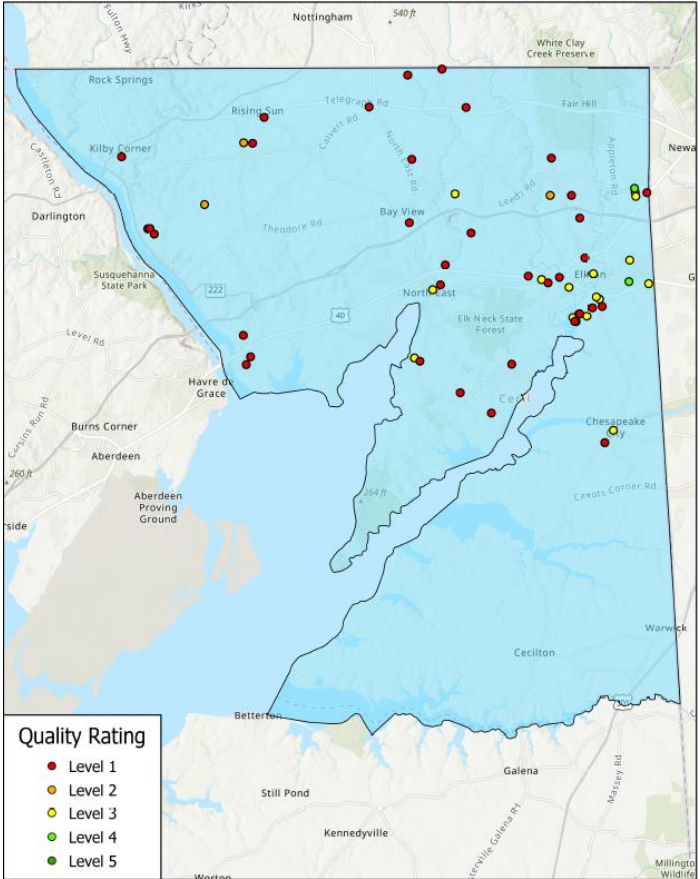
Source: MSDE. Symbol size for licensed capacity represent the maximum capacity for each program. Example capacities of 25, 50, 75, and 100 students are shown for reference in the legend.

Maryland EXCELS: Cecil

Programs by Capacity



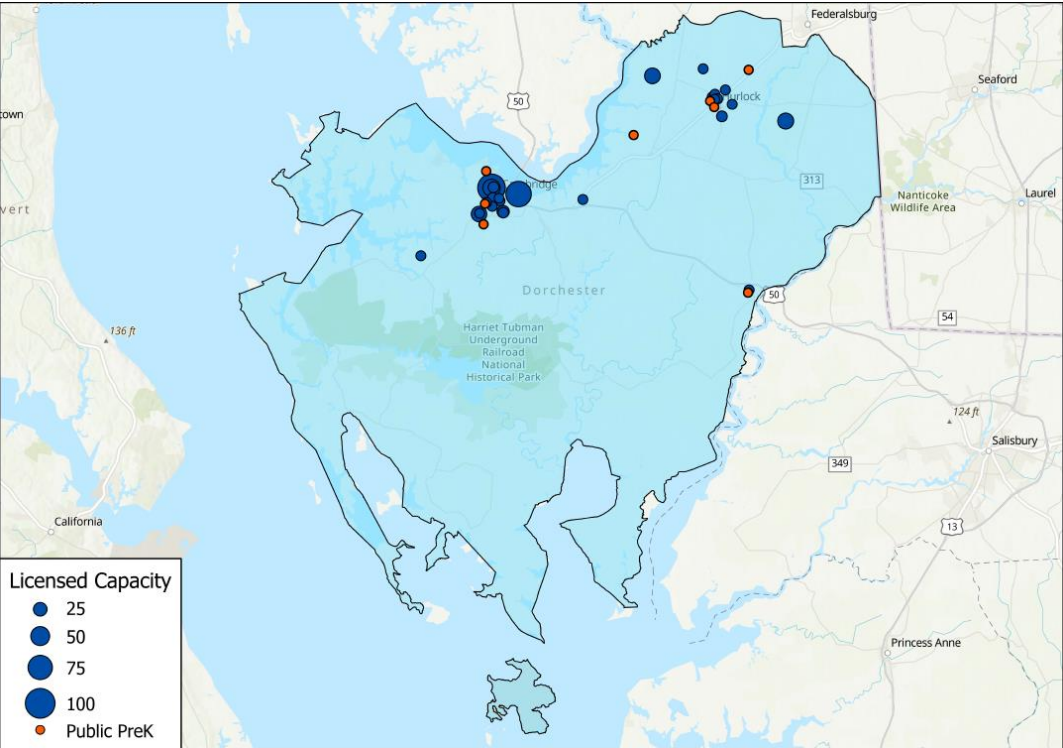
Programs by Quality Rating



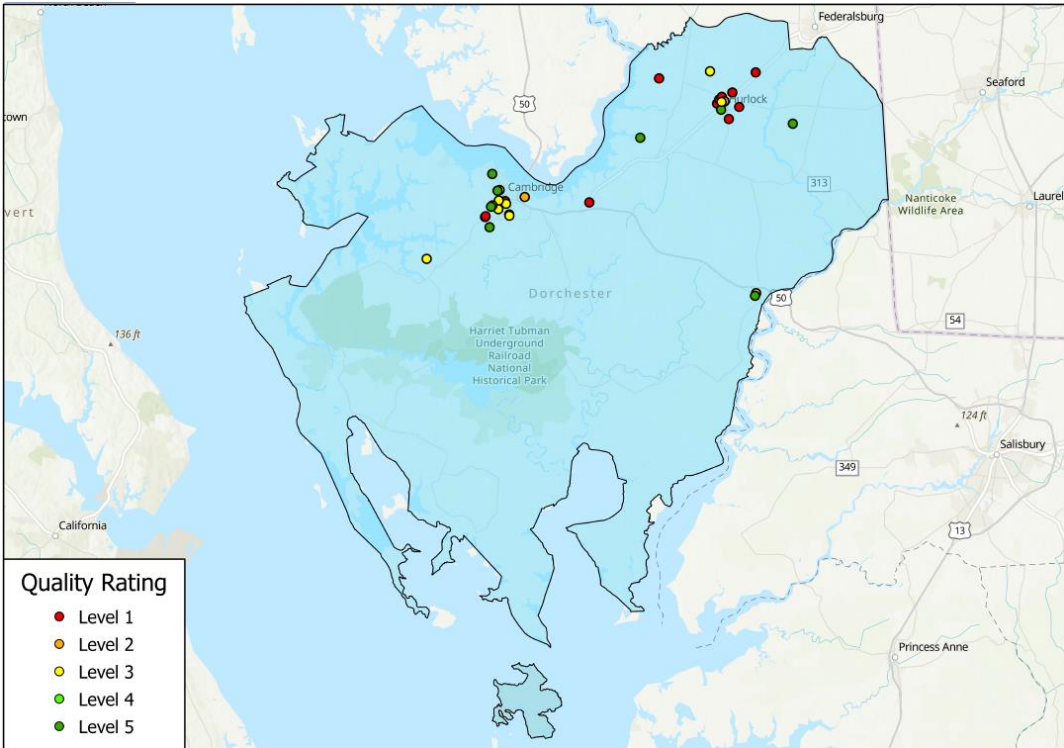
Source: MSDE. Symbol size for licensed capacity represent the maximum capacity for each program. Example capacities of 25, 50, 75, and 100 students are shown for reference in the legend.

Maryland EXCELS: Dorchester

Programs by Capacity



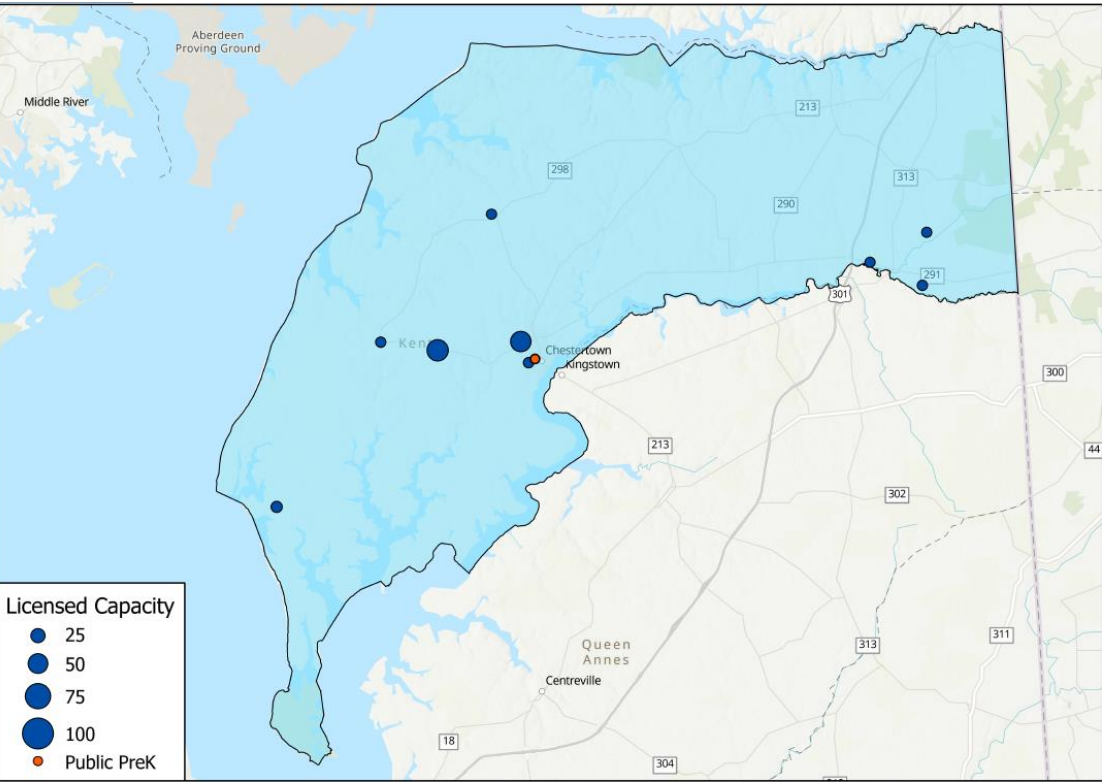
Programs by Quality Rating



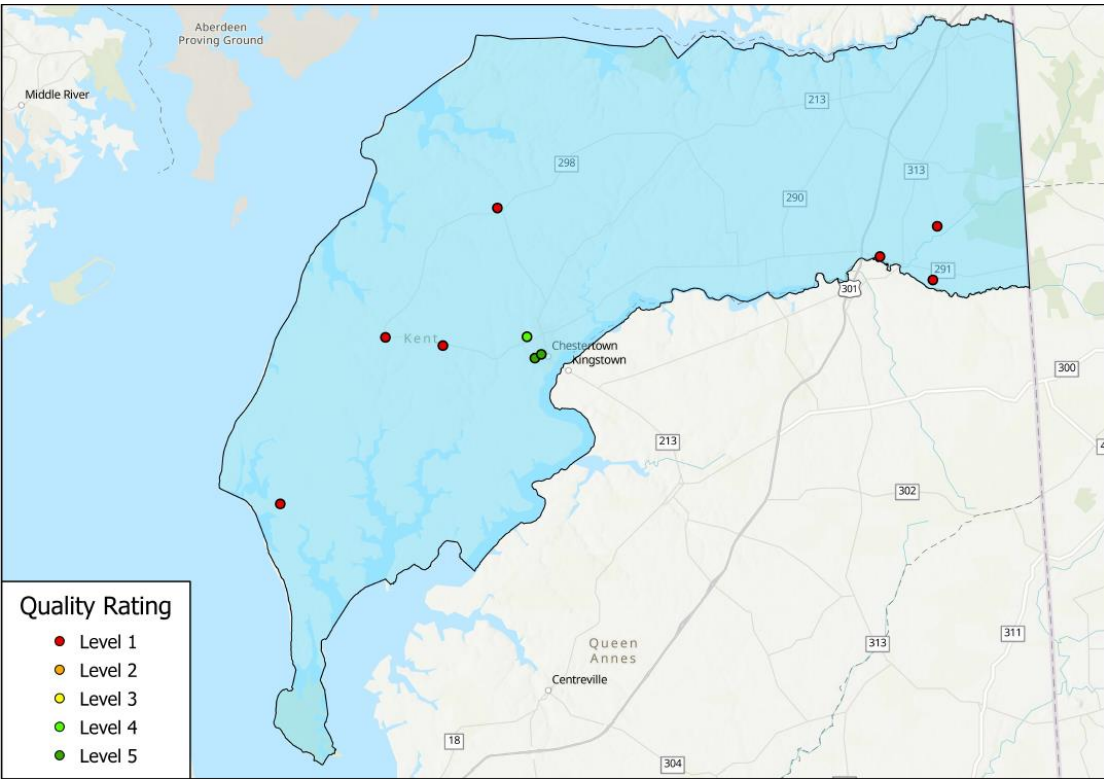
Source: MSDE. Symbol size for licensed capacity represent the maximum capacity for each program. Example capacities of 25, 50, 75, and 100 students are shown for reference in the legend.

Maryland EXCELS: Kent

Programs by Capacity



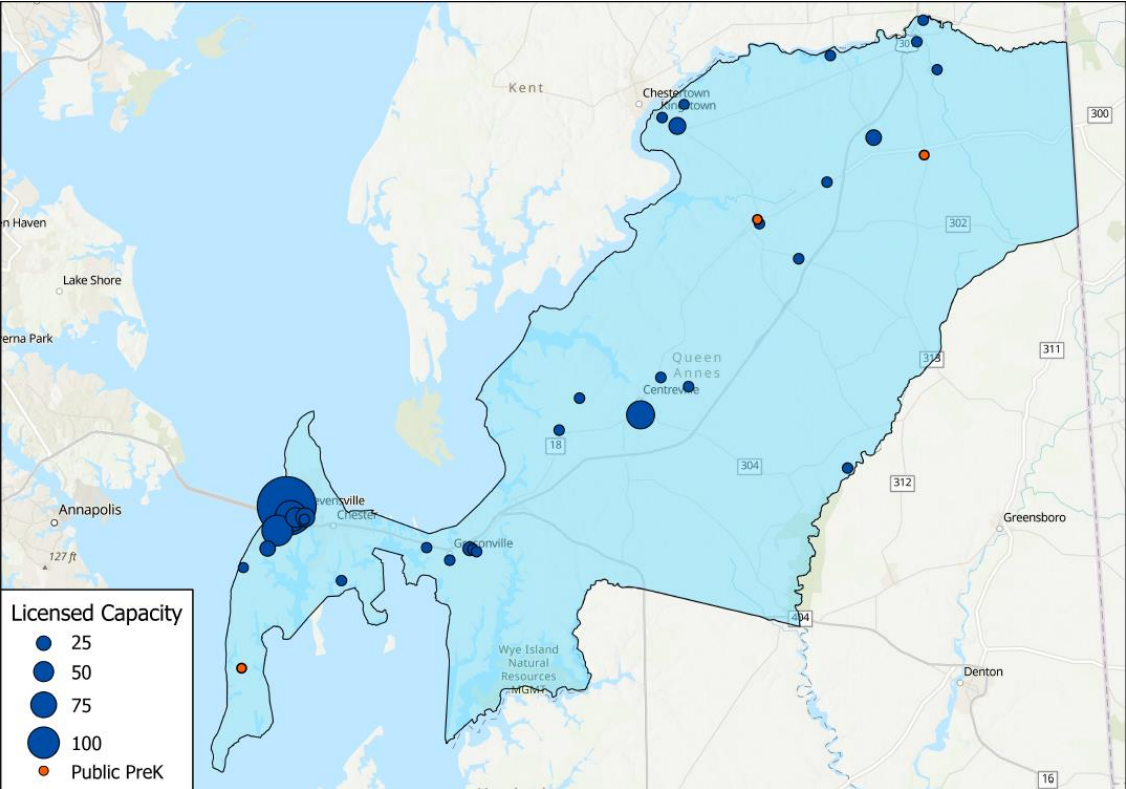
Programs by Quality Rating



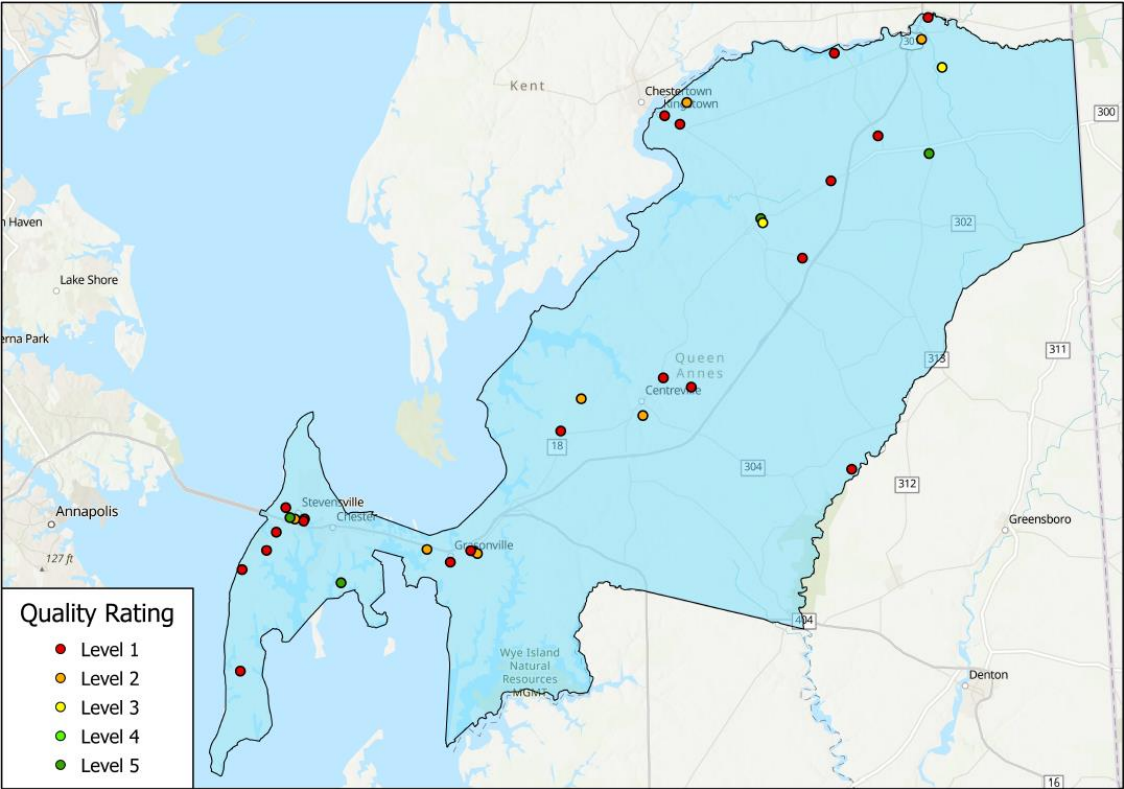
Source: MSDE. Symbol size for licensed capacity represent the maximum capacity for each program. Example capacities of 25, 50, 75, and 100 students are shown for reference in the legend.

Maryland EXCELS: Queen Anne's

Programs by Capacity



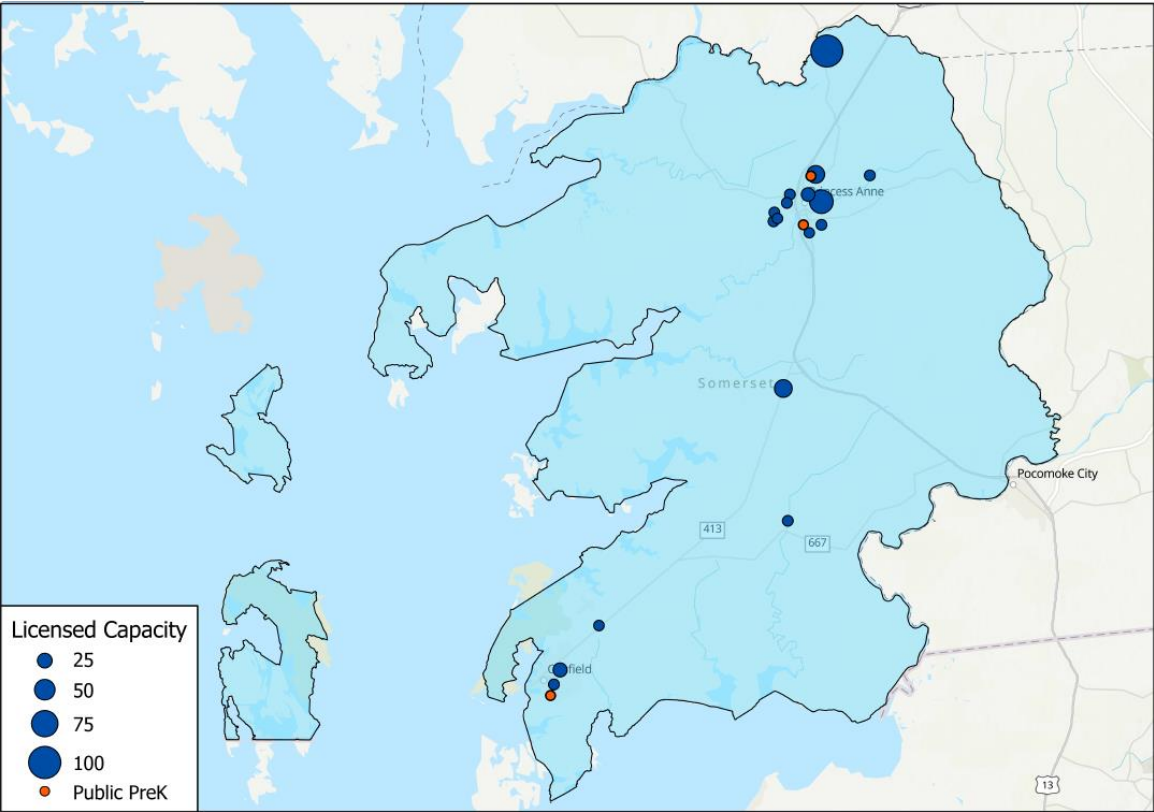
Programs by Quality Rating



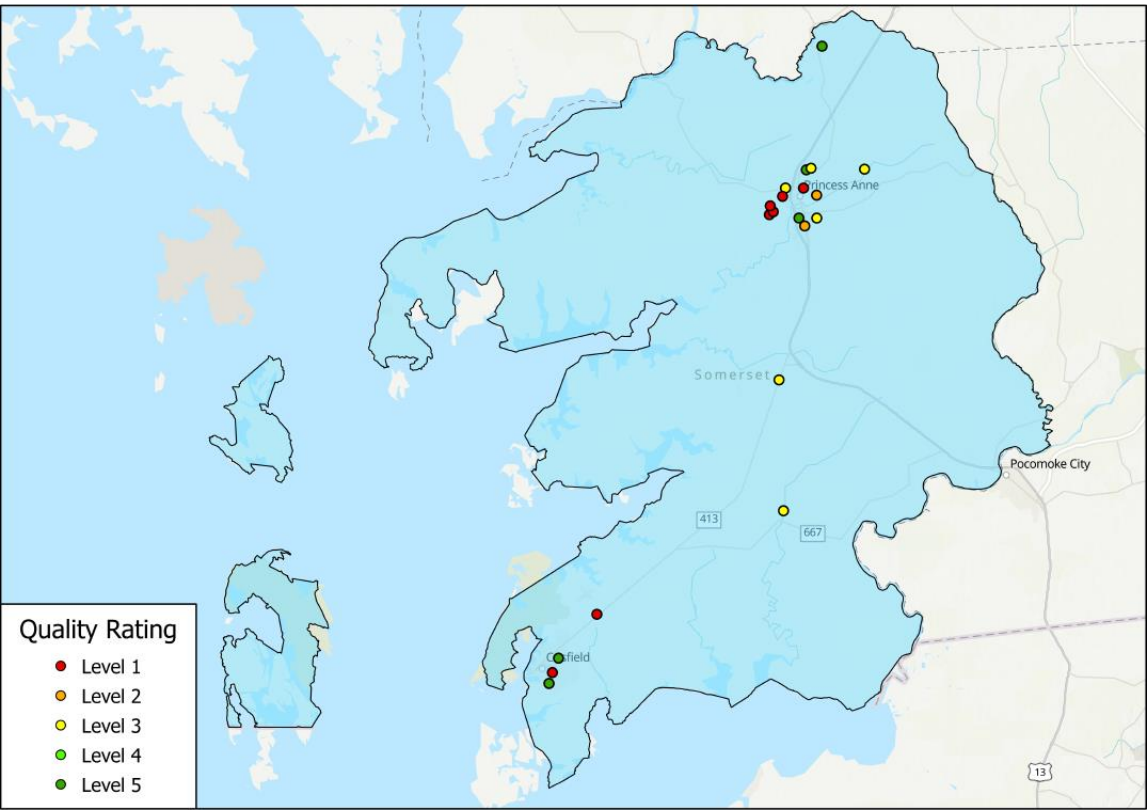
Source: MSDE. Symbol size for licensed capacity represent the maximum capacity for each program. Example capacities of 25, 50, 75, and 100 students are shown for reference in the legend.

Maryland EXCELS: Somerset

Programs by Capacity



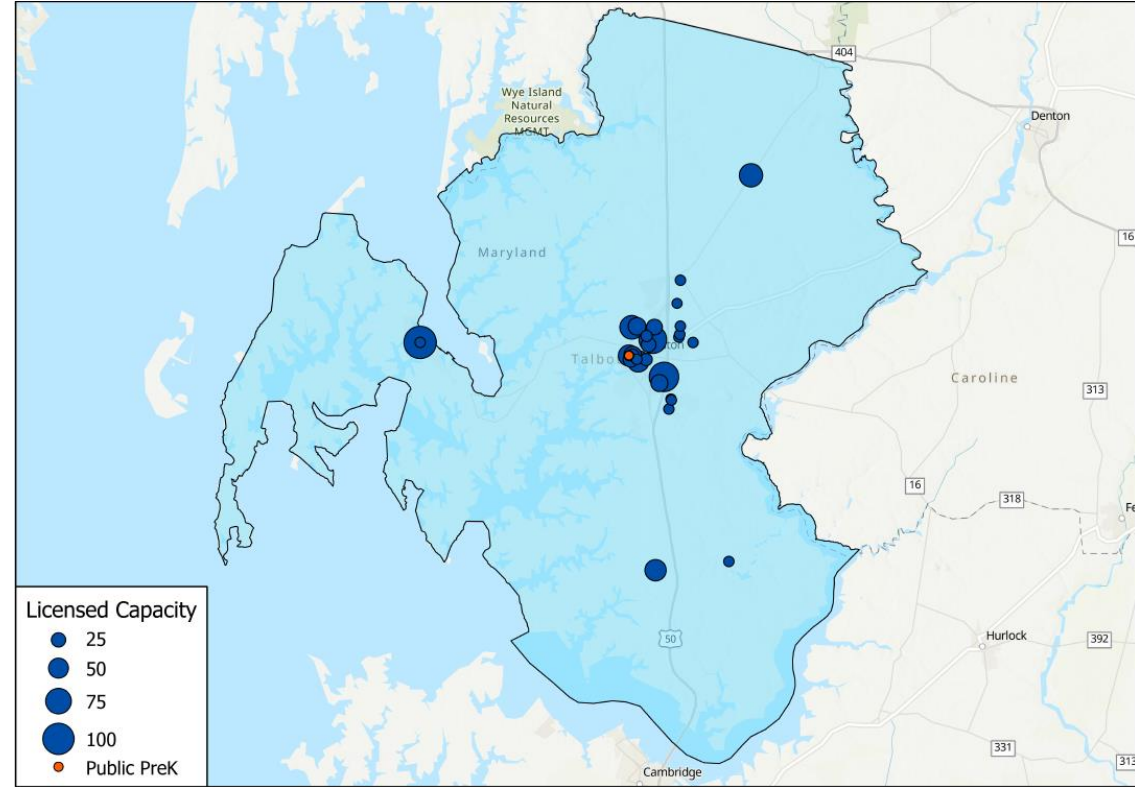
Programs by Quality Rating



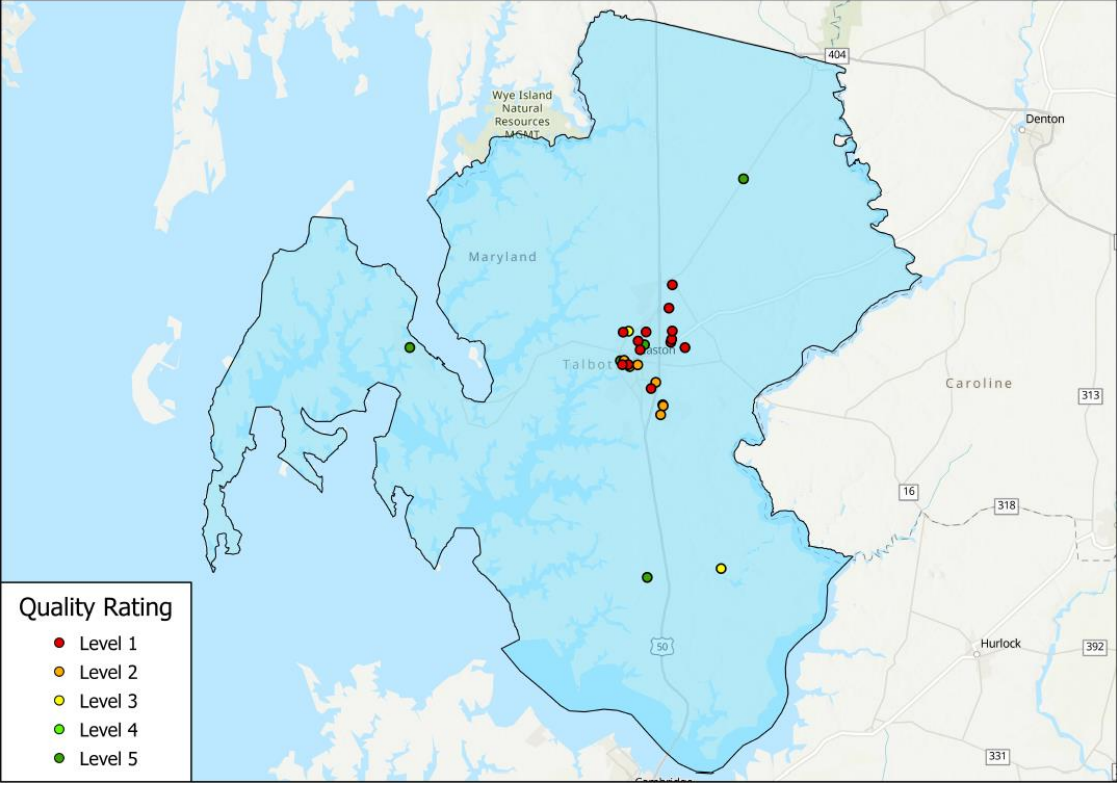
Source: MSDE. Symbol size for licensed capacity represent the maximum capacity for each program. Example capacities of 25, 50, 75, and 100 students are shown for reference in the legend.

Maryland EXCELS: Talbot

Programs by Capacity



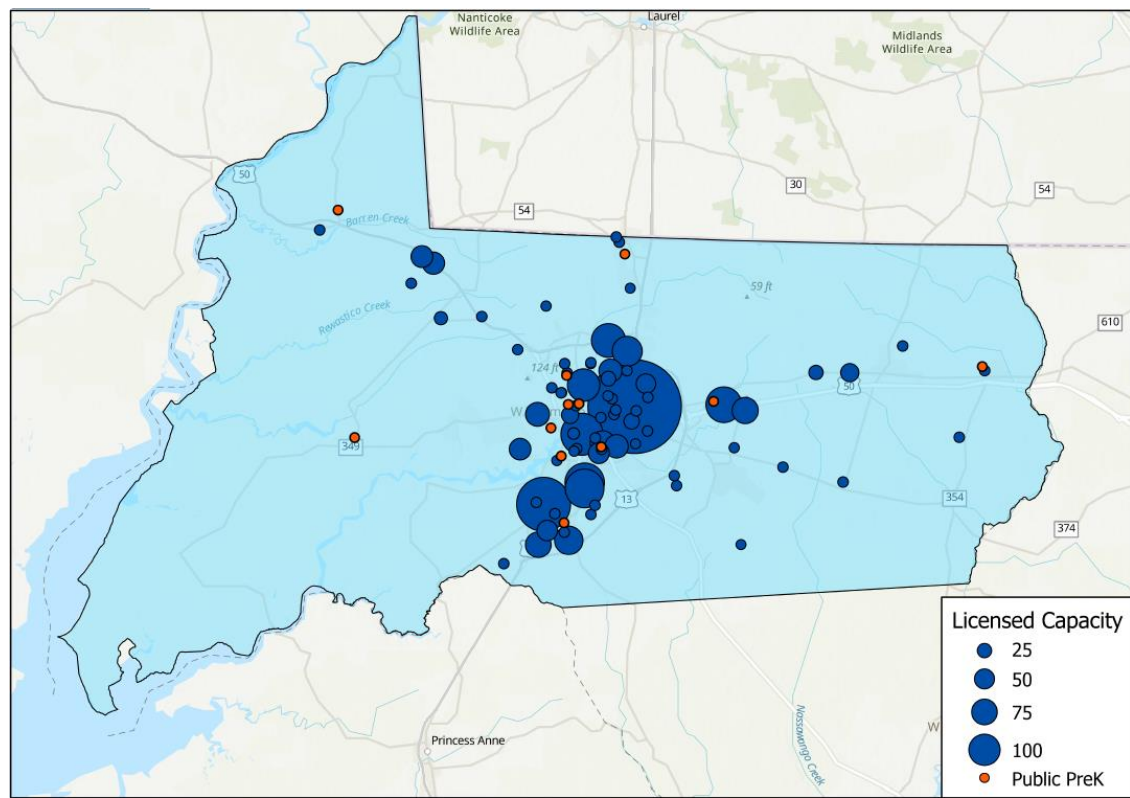
Programs by Quality Rating



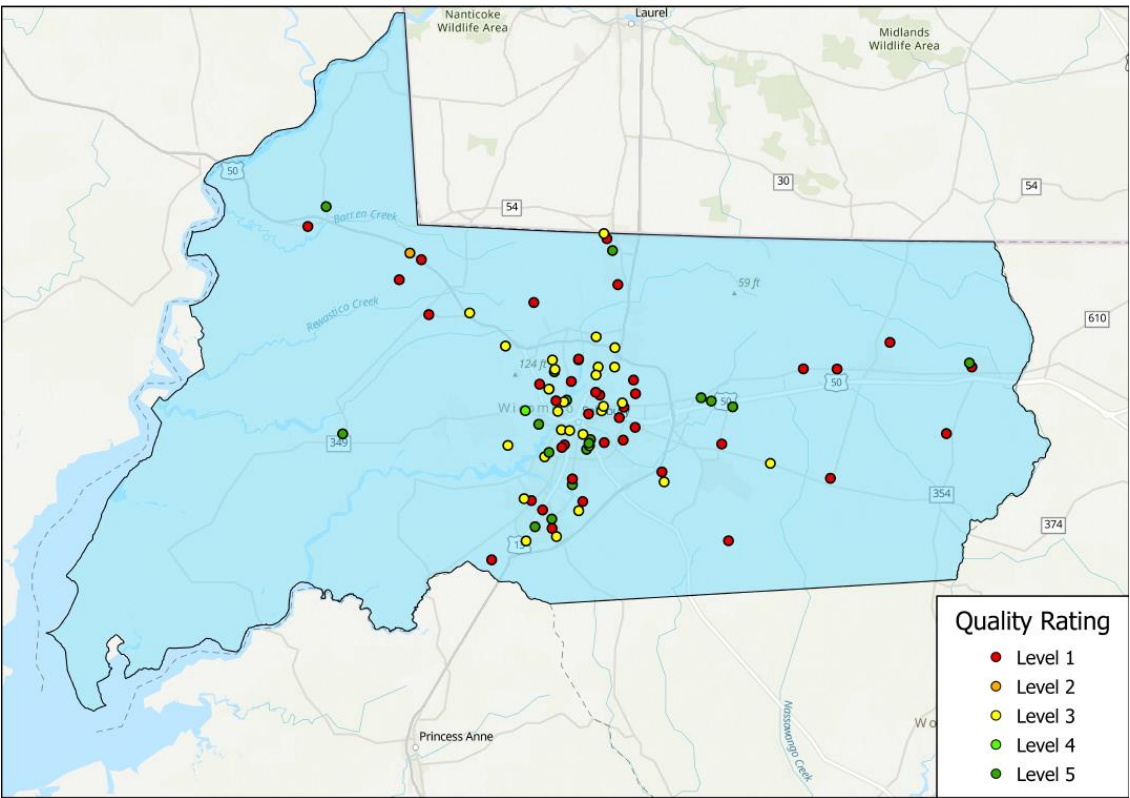
Source: MSDE. Symbol size for licensed capacity represent the maximum capacity for each program. Example capacities of 25, 50, 75, and 100 students are shown for reference in the legend.

Maryland EXCELS: Wicomico

Programs by Capacity



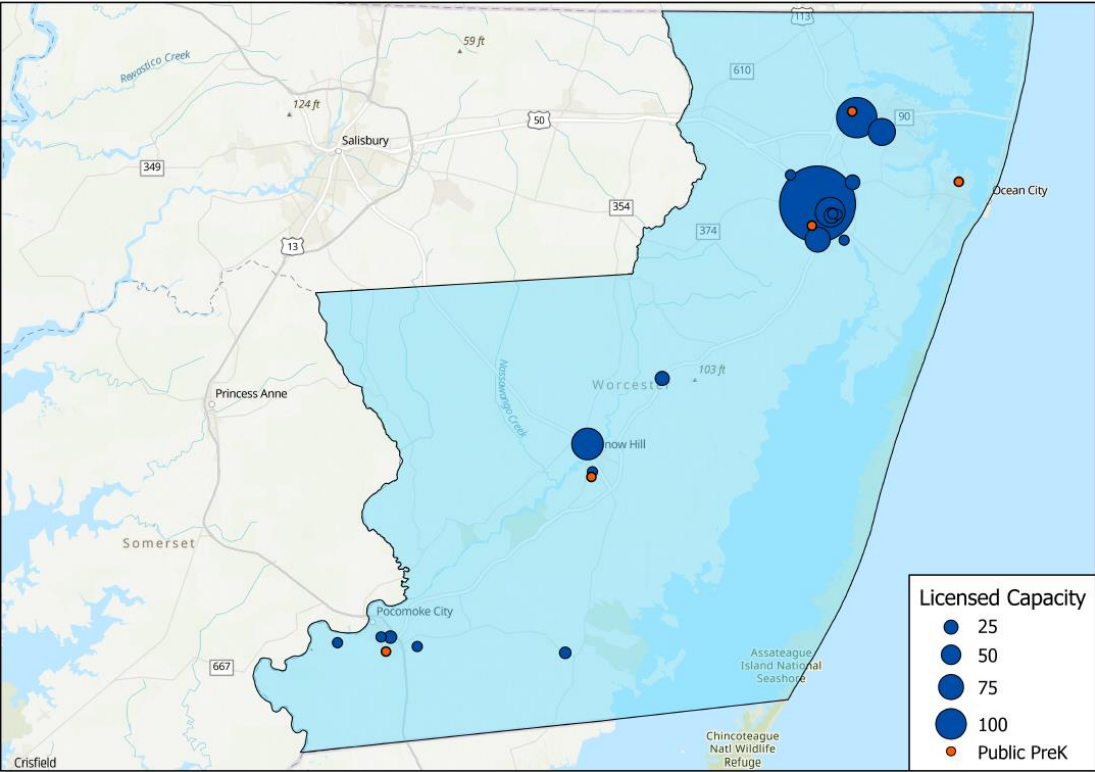
Programs by Quality Rating



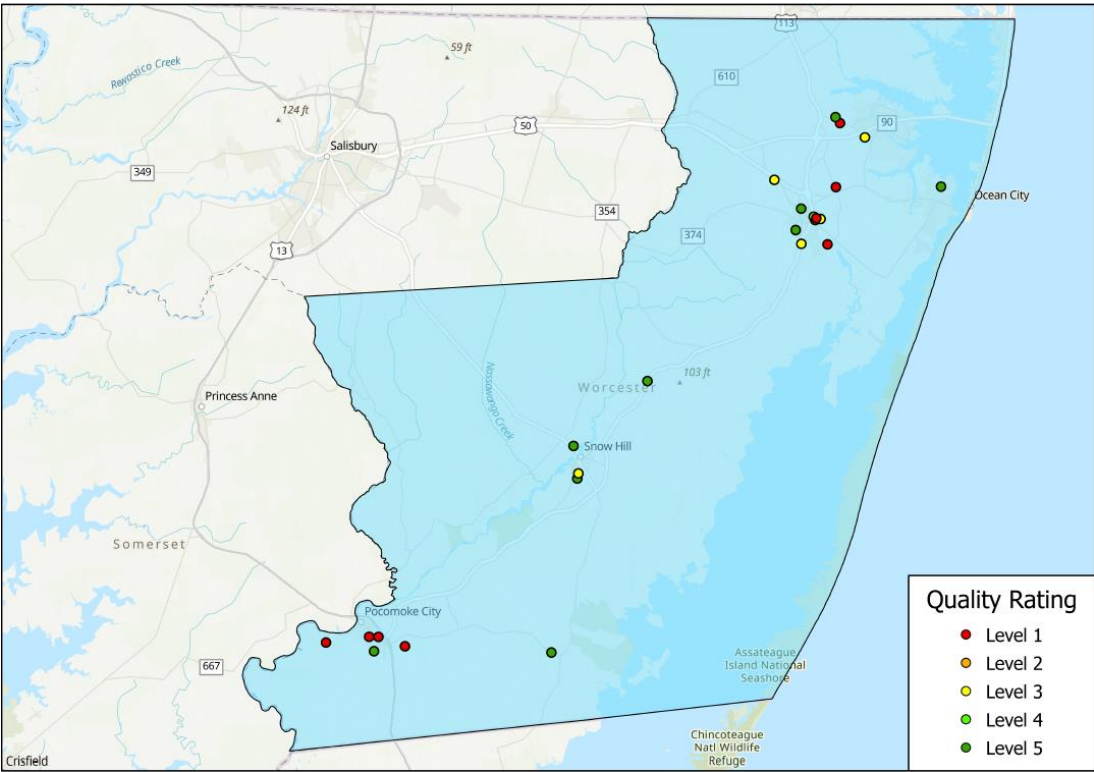
Source: MSDE. Symbol size for licensed capacity represent the maximum capacity for each program. Example capacities of 25, 50, 75, and 100 students are shown for reference in the legend.

Maryland EXCELS: Worcester

Programs by Capacity



Programs by Quality Rating



Source: MSDE. Symbol size for licensed capacity represent the maximum capacity for each program. Example capacities of 25, 50, 75, and 100 students are shown for reference in the legend.

What are Judy Centers?

Judy Centers are **not child care centers**, but instead are **comprehensive hubs where families can participate in family learning experiences and receive services and support**. In **Title I and high-needs elementary schools**, in every Maryland jurisdiction, Judy Centers empower a child’s first teachers – their families – by supporting child development and early learning skills for our youngest learners from **birth through kindergarten**.

LEA	Number of Centers (FY22)	Total Number of Children Served	Percent with an IEP or IFSP
Caroline	2	496	9%
Cecil	3	873	11%
Dorchester	2	307	7%
Kent	1	123	3%
Queen Anne's	2	447	6%
Somerset	2	712	4%
Talbot	2	552	2%
Wicomico	2	993	7%
Worcester	1	486	8%

IEP = Individualized Education Program. IFSP = Individualized Family Service Plan.

Services and supports offered by Judy Centers:

- Adult Education
- Developmental and Health Screenings
- Family Learning Activities, Parenting Classes, Parent/Child Playgroups
- Referrals for Services and Supports
- Early Intervention Identification
- Home Visiting
- Case Management with Community Partners
- Additional Support for Pre-K/ Kindergarten to Enhance Current Programming

Judy Centers: Highlights (1 of 2)

Caroline: The Judy Center Early Learning Hubs have coordinated between Caroline County Public Schools and the Caroline Culinary Arts to provide food vouchers to children 0-5 served by partners in the community. They have also started care closets at each school supplied with coats, hats, gloves, laundry detergent, dish liquid, and personal care items.

Dorchester: With the addition of the Center at Maple Elementary School, the Judy Center Early Learning Hubs have increased services and support to 40 children from birth to 3 years, 60 PreK 4 children, and 62 kindergarten children and their families. Playgroups for children from birth to 3 and their parents are held twice weekly at each location.

Kent: The Judy Center Early Learning Hub partners with three other organizations to host two playgroups a week that serve approximately 12-15 families. It has also collaborated with a local food company to host family cooking classes and distributed home learning kits for PreK, Kindergarten, and community families, reaching 110 to 120 families each month.

Queen Anne: In fall 2022, the Judy Center Early Learning Hub at Sudlersville Elementary School joined forces with partnering agencies to host the first Sudlersville Community Baby Shower for families of newborns, infants and/or toddlers, born or conceived during the Covid pandemic. A total of 72 parents of 36 newborns, infants, and/or toddlers received health, safety, and developmental information and materials.

Source: <https://earlychildhood.marylandpublicschools.org/families/judy-center-early-learning-hubs>

Judy Centers: Highlights (2 of 2)

Somerset: The Judy Center Early Learning Hub held the fifth annual Community Baby Shower for new and expecting parents at the Somerset County Technical High School. Over 60 guests attended, including 39 new or expecting mothers. When asked what the most important thing she learned at the event was, one parent replied, "I'm not alone."

Talbot: The Judy Center Early Learning Hub at the Easton site worked collaboratively with community partners to engage multilingual Hispanic families. Activities included arranging childcare during Chesapeake College's Adult Education ESL program and co-hosting a Coffee Hour with the Easton Elementary Community School. Multiple new families registered with the Judy Center at Easton and the Talbot County Imagination Library as a result of these events.

Wicomico: The Judy Center Early Learning Hub provides professional development to early childhood educators and community partners. In the last two years, curriculum training has reached 45 early childhood educators within the school district and childcare programs.

Worcester: The Judy Center Early Learning Hub at Snow Hill Elementary school partnered with the Maryland Food Bank and local churches to provide Weekend Food Bags to 82 families weekly.

Source: <https://earlychildhood.marylandpublicschools.org/families/judy-center-early-learning-hubs>

Maryland Infants and Toddlers Program

The Maryland Infants and Toddlers Program (MITP) supports young children with developmental delays or disabilities, and their families. Through early interventions, the program aims for the following outcomes:

- Develop positive **social-emotional skills and relationships**.
- Acquire and use **knowledge and skills**.
- Use appropriate **behaviors to meet their needs**.

Child Outcomes: Percentage of Children with Developmental Delays and Abilities Who Made As Much or More Progress as Typically Developing Peers During Their Time in the MITP

LEA	Number of Children Served (FY23*)	Social-Emotional Development	Knowledge & Skills	Behavior to Meet Needs (Adaptive)
Caroline	79	85%	65%	88%
Cecil	220	54%	53%	52%
Dorchester	58	68%	72%	60%
Kent	25	83%	92%	83%
Queen Anne's	71	68%	70%	70%
Somerset	14	60%	60%	80%
Talbot	83	71%	67%	65%
Wicomico	170	77%	77%	74%
Worcester	65	78%	73%	73%
Maryland	10,951	65%	66%	65%

*Note: Student counts is a partial snapshot of 2022-2023 school year. Child outcomes are based on 2020-2021 school year.

Stabilization Grant Funding: FY21 – FY23

Maryland dispersed over \$330 million in Stabilization Grants. These consisted of federal stabilization grants and do not include the Governor’s stabilization grant program, a Fiscal Year 2022-2023 program. These funds were provided directly to providers through an online application and could be used on the costs necessary to ensure continued operation despite, in many cases, decreased enrollment and increased COVID-related operating costs. Coronavirus Response and Relief CCDF made up 22% of the total, with American Rescue Plan funds contributing the other 78%.

LEA Name	Number of Grants*	Total Amount
Caroline	204	\$1,881,121
Cecil	364	\$4,578,468
Dorchester	196	\$1,665,998
Kent	101	\$989,947
Queen Anne's	214	\$2,429,086
Somerset	98	\$1,534,006
Talbot	239	\$2,697,871
Wicomico	533	\$7,553,602
Worcester	140	\$2,274,667
Total	2,089	\$25,604,766

*Note: grant count data represent payments to providers; many providers received multiple payments across the grant programs.

Source: MSDE data as of October 14, 2022.

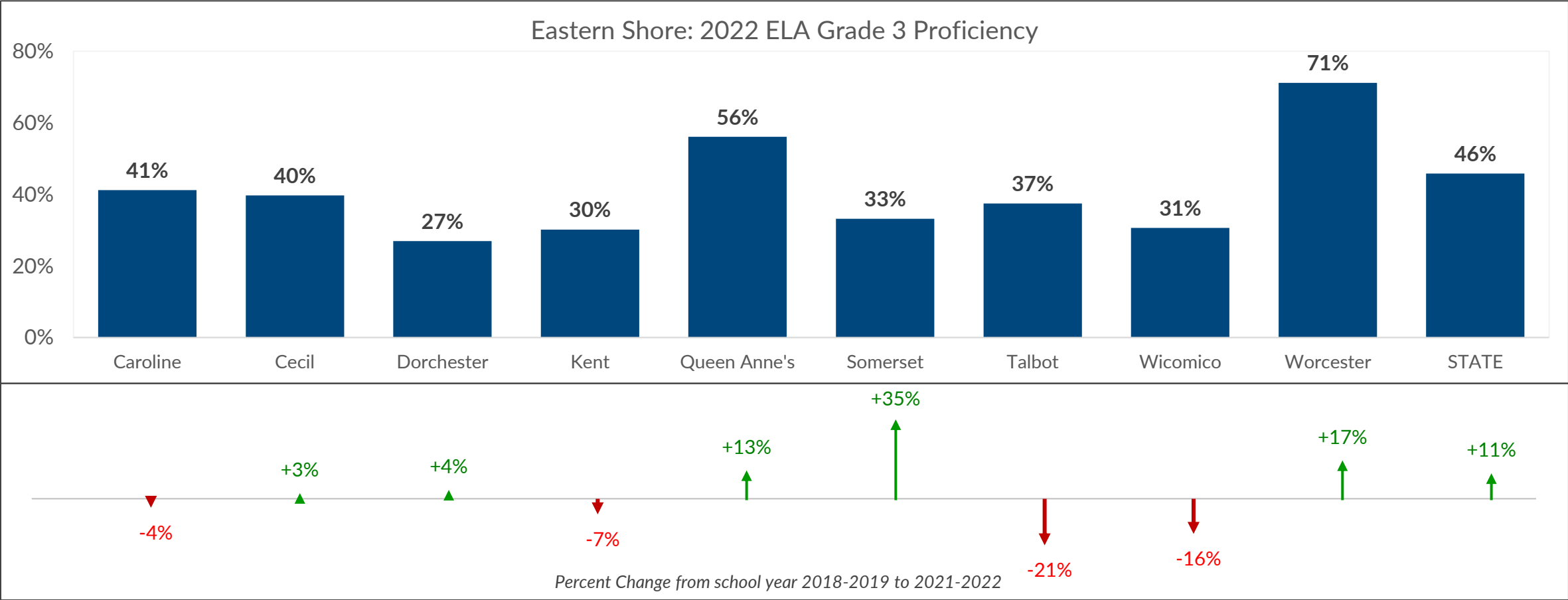


Priority 2: Ready to Read

All Maryland students are proficient in reading by the end of third grade, and those who are not have the necessary supports to become proficient.

Eastern Shore: ELA Grade 3 Proficiency

From SY 2018-2019 to SY 2021-2022, ELA Grade 3 proficiency rates improved for 5 out 9 Eastern Shore LEAs. The largest percent increase was in Somerset County, while the largest decline was in Talbot County.



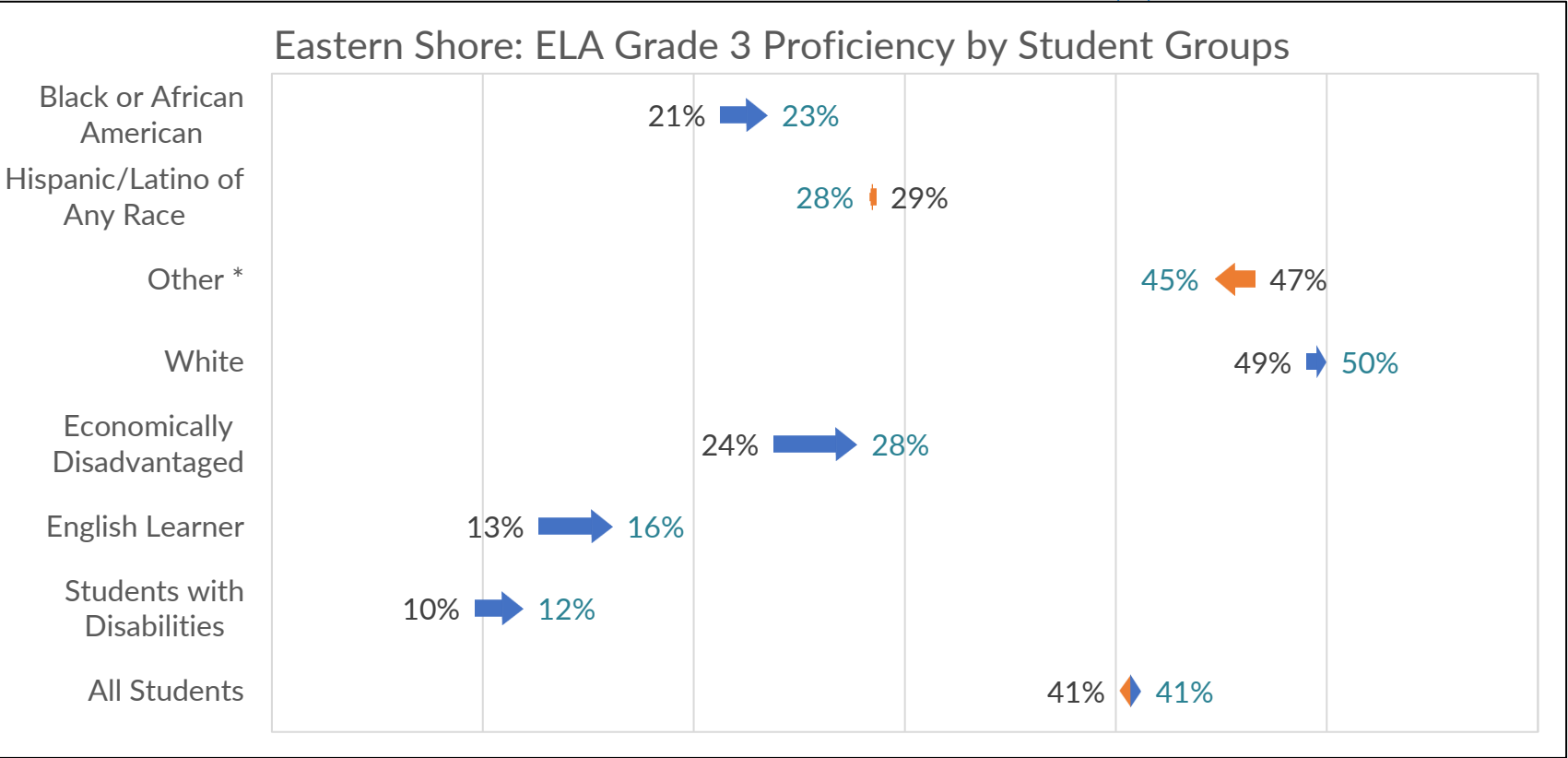
Source: MSDE, Division of Assessment, Accountability and Performance Reporting. SY 2021-2022 performance data as of December 19, 2022

Eastern Shore: ELA Grade 3 Proficiency By Student Group

ELA Grade 3 MCAP results show an increase in proficiency for most student groups in school year 2021-2022 compared to 2018-2019.

% of 2019 student
scoring proficient

% of 2022 student
scoring proficient



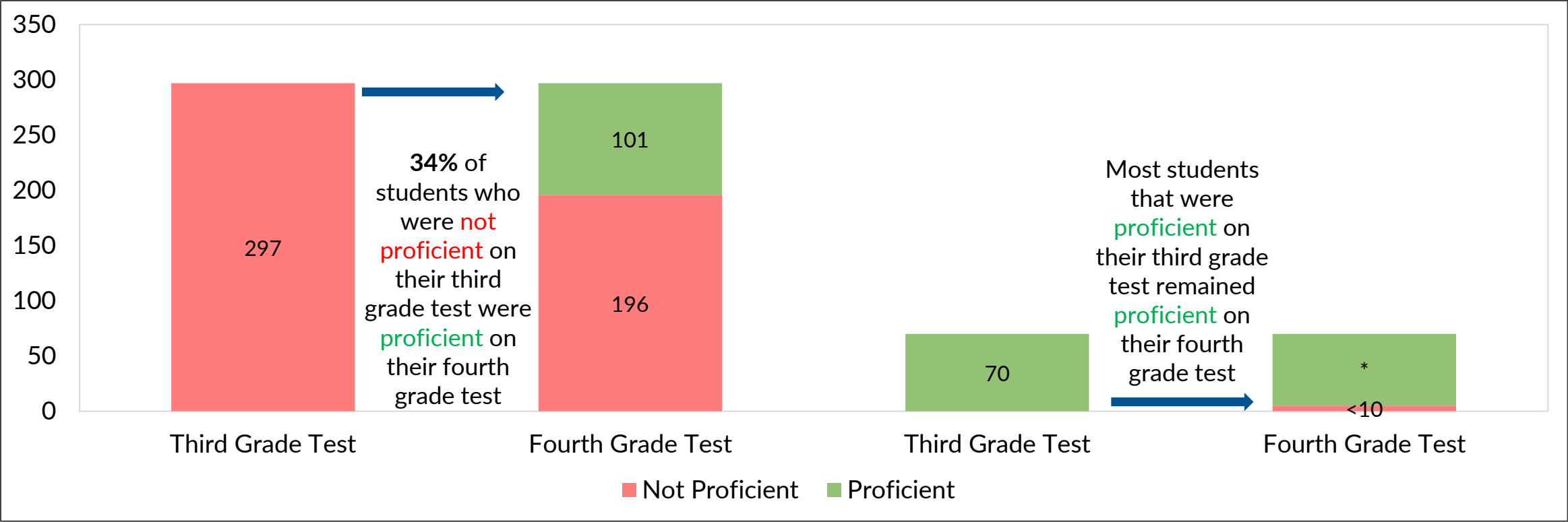
Student Group	2022 Tested Count	2019 Tested Count
Black/AA	1,014	1,025
Hispanic/Latino	548	468
Other*	430	426
White	2,477	2,779
Econ. Disadvantaged	1,753	1,677
English Learner	372	308
Students with Disabilities	554	571
All Students	4,470	4,698

Note: "Other" is represented by American Indian or Alaskan Native, Asian, Native Hawaiian or Pacific Islander, and two or more races.

Source: MSDE, Division of Assessment, Accountability and Performance Reporting. SY 2021-2022 data as of December 19, 2022.

Caroline: ELA Grade 3 Outcome One Year Later Cohort Analysis: 2021 Grade 3 to 2022 Grade 4

In Caroline County, for students not proficient in grade 3 (297), 34% were proficient in grade 4. Of students that start off as proficient in 3rd grade, most remained proficient in grade 4.



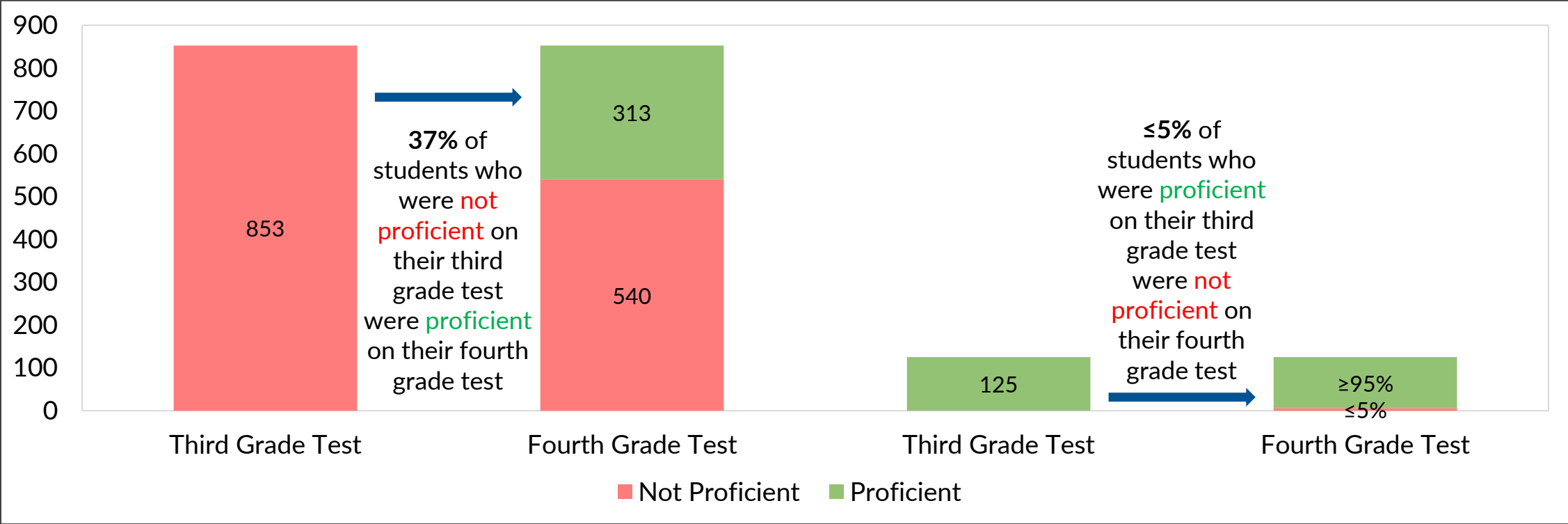
Note: Only students who took both tests and stayed in the LEA in 2021 and 2022 are included. *Student count is suppressed due to part of the total containing <10 students.

Source: MSDE, Division of Assessment, Accountability, and Performance Reporting

Cecil: ELA Grade 3 Outcome One Year Later

Cohort Analysis: 2021 Grade 3 to 2022 Grade 4

In Cecil County, for students not proficient in grade 3 (853), 37% were proficient in grade 4. Of students that start off as proficient in 3rd grade, most remained proficient in grade 4.



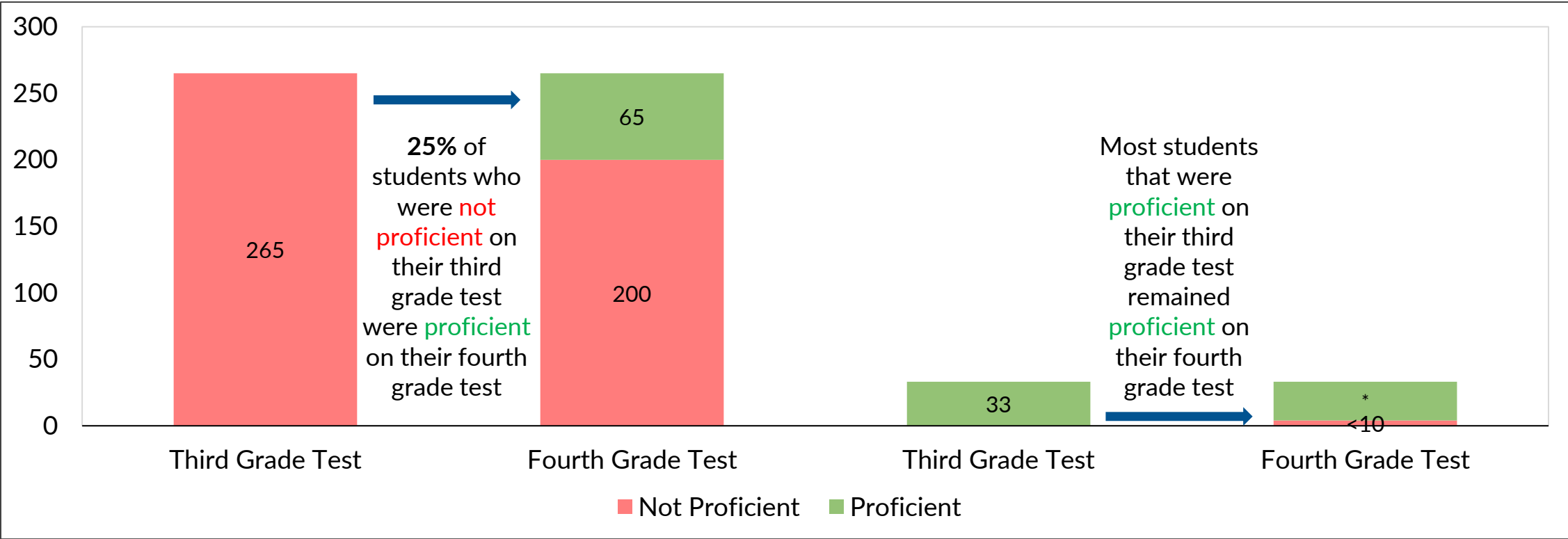
Note: Only students who took both tests and stayed in the LEA in 2021 and 2022 are included.

Source: MSDE, Division of Assessment, Accountability, and Performance Reporting

Dorchester: ELA Grade 3 Outcome One Year Later

Cohort Analysis: 2021 Grade 3 to 2022 Grade 4

In Dorchester County, for students not proficient in grade 3 (265), 25% were proficient in grade 4. Of students that start off as proficient in 3rd grade, most remained proficient in grade 4.



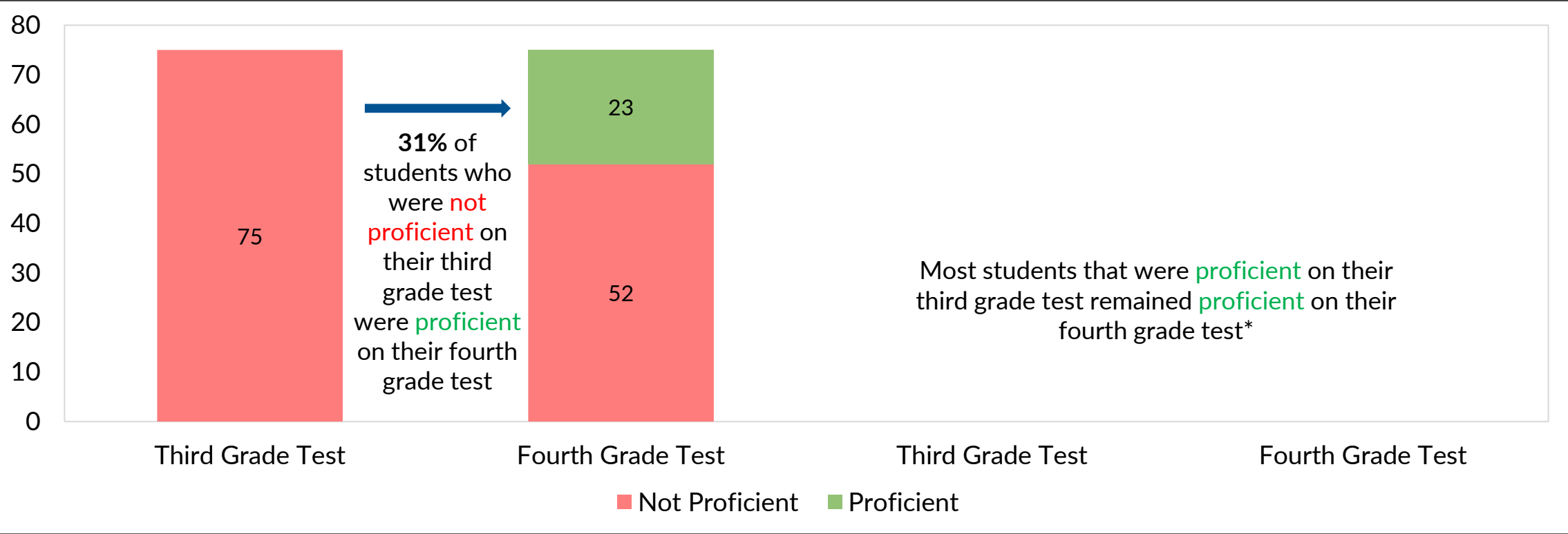
Note: Only students who took both tests and stayed in the LEA in 2021 and 2022 are included. *Student count is suppressed due to part of the total containing <10 students.

Source: MSDE, Division of Assessment, Accountability, and Performance Reporting

Kent: ELA Grade 3 Outcome One Year Later

Cohort Analysis: 2021 Grade 3 to 2022 Grade 4

In Kent County, for students not proficient in grade 3 (75), 31% were proficient in grade 4. Of students that start off as proficient in 3rd grade, most remained proficient in grade 4.



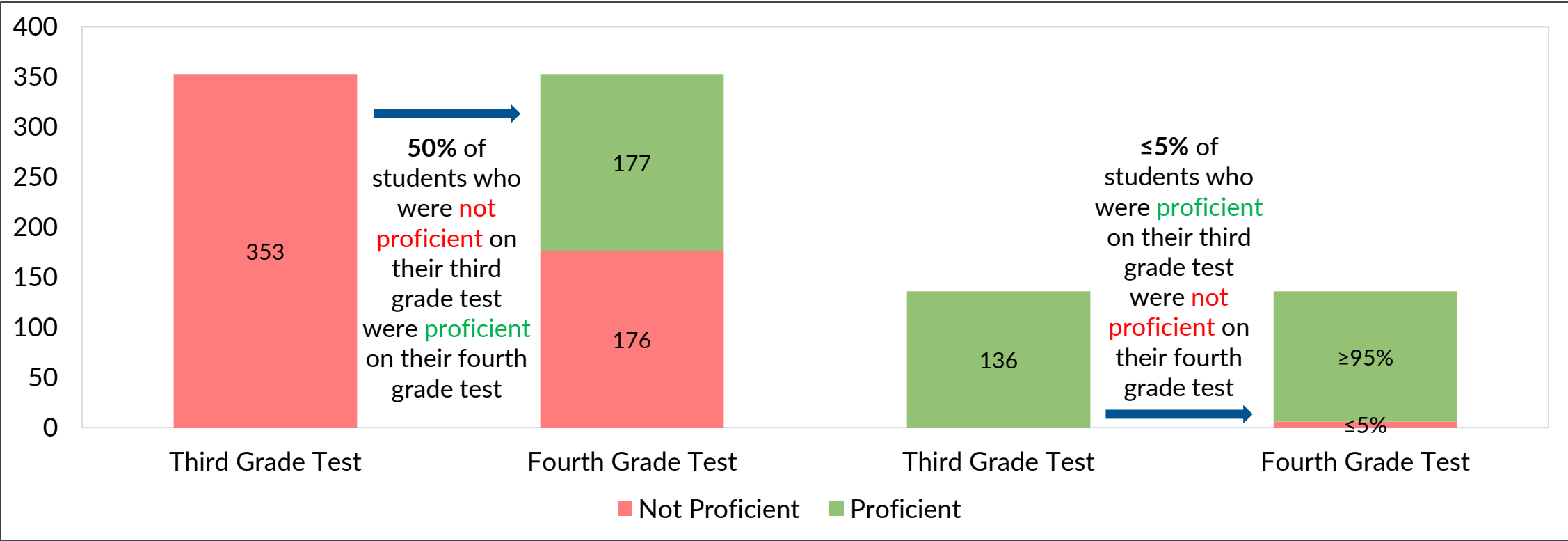
Note: Only students who took both tests and stayed in the LEA in 2021 and 2022 are included. *Student count is suppressed due to part of the total containing <10 students.

Source: MSDE, Division of Assessment, Accountability, and Performance Reporting

Queen Anne's: ELA Grade 3 Outcome One Year Later

Cohort Analysis: 2021 Grade 3 to 2022 Grade 4

In Queen Anne's County, for students not proficient in grade 3 (353), half were proficient in grade 4. Of students that start off as proficient in 3rd grade, most remained proficient in grade 4.



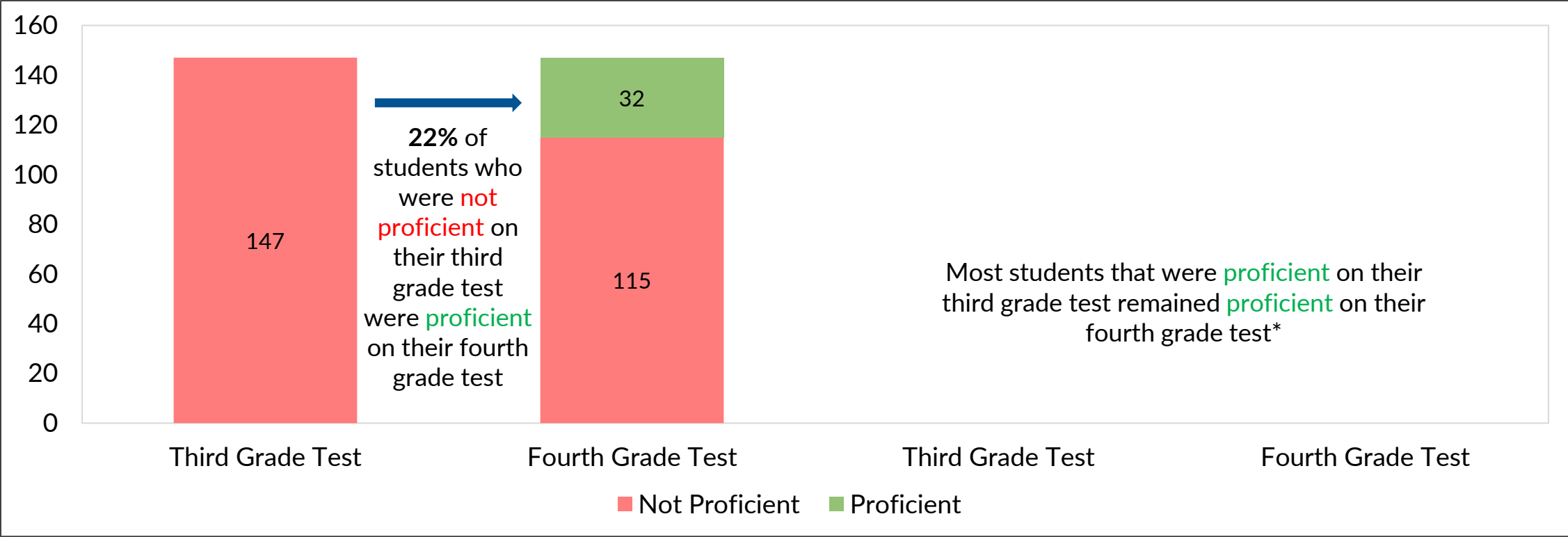
Note: Only students who took both tests and stayed in the LEA in 2021 and 2022 are included.

Source: MSDE, Division of Assessment, Accountability, and Performance Reporting

Somerset: ELA Grade 3 Outcome One Year Later

Cohort Analysis: 2021 Grade 3 to 2022 Grade 4

In Somerset County, for students not proficient in grade 3 (147), 22% were proficient in grade 4. Of students that start off as proficient in 3rd grade, most remained proficient in grade 4.



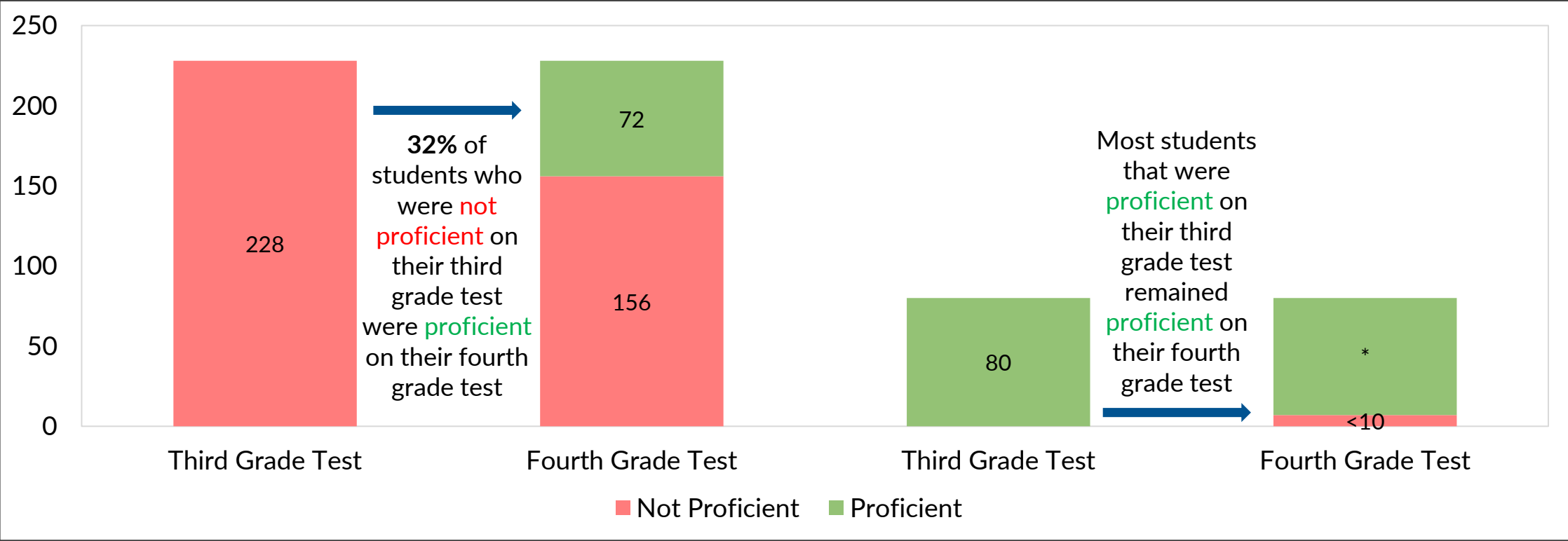
Note: Only students who took both tests and stayed in the LEA in 2021 and 2022 are included. *Student count is suppressed due to part of the total containing <10 students.

Source: MSDE, Division of Assessment, Accountability, and Performance Reporting

Talbot: ELA Grade 3 Outcome One Year Later

Cohort Analysis: 2021 Grade 3 to 2022 Grade 4

In Talbot County, for students not proficient in grade 3 (228), 32% were proficient in grade 4. Of students that start off as proficient in 3rd grade, most remained proficient in grade 4.



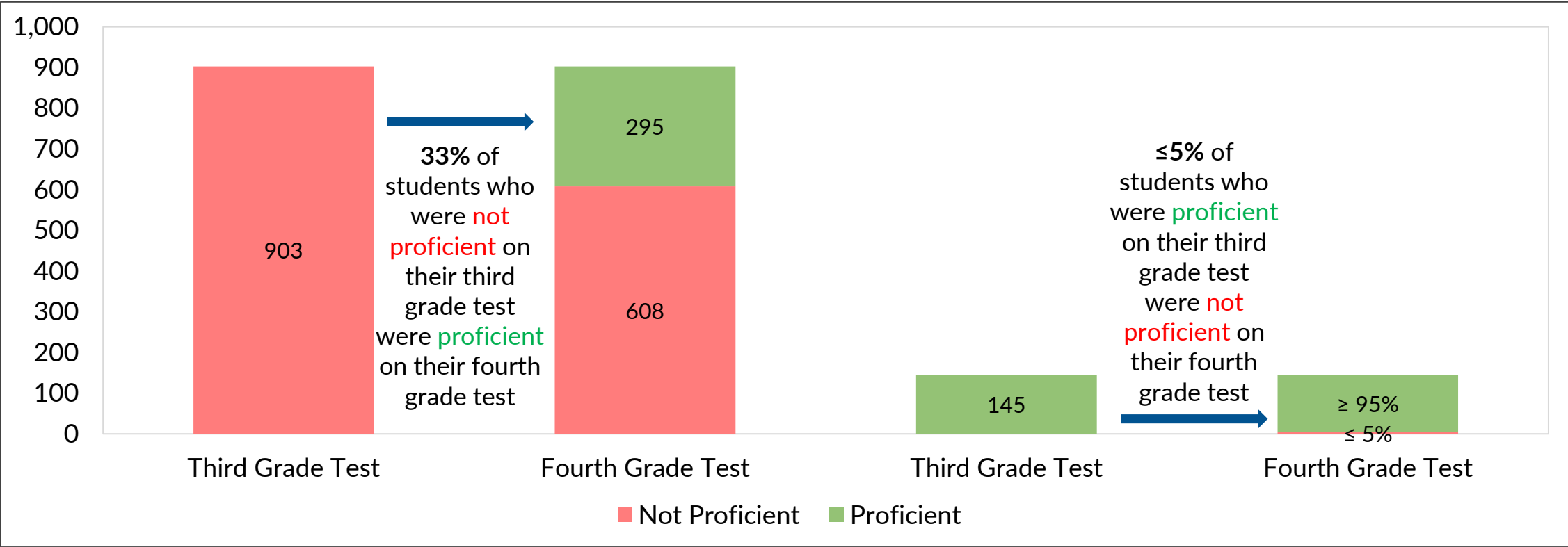
Note: Only students who took both tests and stayed in the LEA in 2021 and 2022 are included. *Student count is suppressed due to part of the total containing <10 students.

Source: MSDE, Division of Assessment, Accountability, and Performance Reporting

Wicomico: ELA Grade 3 Outcome One Year Later

Cohort Analysis: 2021 Grade 3 to 2022 Grade 4

In Wicomico County, for students not proficient in grade 3 (903), 33% were proficient in grade 4. Of students that start off as proficient in 3rd grade, most remained proficient in grade 4.

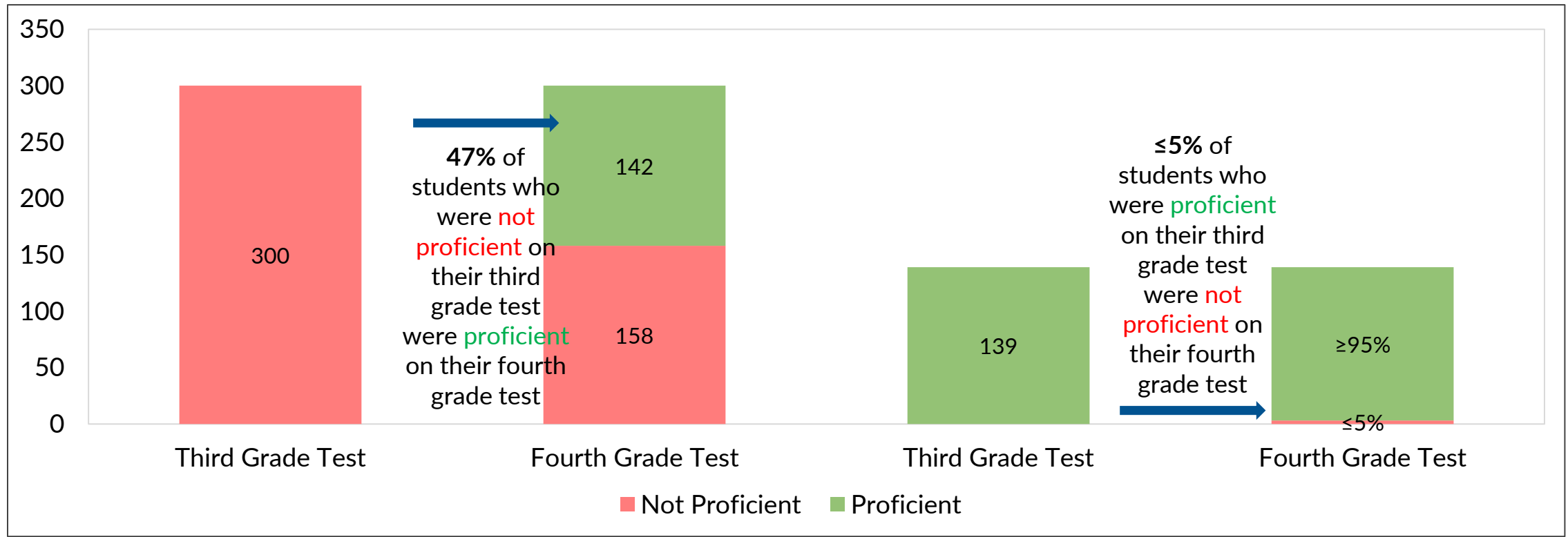


Note: Only students who took both tests and stayed in the LEA in 2021 and 2022 are included.

Source: MSDE, Division of Assessment, Accountability, and Performance Reporting

Worcester: ELA Grade 3 Outcome One Year Later Cohort Analysis: 2021 Grade 3 to 2022 Grade 4

In Worcester County, for students not proficient in grade 3 (300), 47% were proficient in grade 4. Of students that start off as proficient in 3rd grade, most remained proficient in grade 4.



Note: Only students who took both tests and stayed in the LEA in 2021 and 2022 are included.

Source: MSDE, Division of Assessment, Accountability, and Performance Reporting

Maryland Leads: Science of Reading (\$11,518,607)

All K-3 teachers, special education teachers, literacy specialists, and principals will be trained in the Science of Reading instruction and the LEAs also commit to adopt and scale high-quality, content rich, culturally-relevant instructional materials aligned with the Science of Reading.

Caroline (\$447,352)

- LETRS training: \$430,000
- HQIMs: \$3,000 to Purchase online decodable text sets for all K-2 students to have access to the digital MyGeodes
- Universal Screener: Dibels and iReady*

Cecil (\$1,755,798)

- LETRS training and Literacy Coaches: \$989,000
- HQIMs: Bookworms and Bookworms-related training (\$390,000) and Heggerty decodables and classroom library texts (\$285,000)
- Universal Screener: MAP*

Dorchester (\$715,524)

- LETRS training: \$170,000
- HQIMs: Adoption of Tier I foundational skills Science of Reading Program (\$425,000)
- Universal Screener: mClass Dibels Training and Professional Development (\$6,000)

*Indicates local investment already made or adopted prior to or outside of Maryland Leads.
Note: Budgeted amounts may not sum due to rounding and due to the exclusion of additional, fixed costs.

Maryland Leads: Science of Reading (\$11,518,607)

All K-3 teachers, special education teachers, literacy specialists, and principals will be trained in the Science of Reading instruction and the LEAs also commit to adopt and scale high-quality, content rich, culturally-relevant instructional materials aligned with the Science of Reading.

Kent (\$1,454,942)

LETRS training and Science of Reading
Literacy Coaches: \$1,315,000

HQIMs: Geodes decodable texts, Great
Minds, and Wonders (\$101,780)

Universal Screener: NWEA*

Queen Anne’s (\$821,814)

LETRS and OG training: \$102,274

HQIMs: Pilot a new reading series and
purchase Heggerty and OG decodable
texts (\$619,540)

Universal Screener: Dibels*

Somerset (\$1,297,692)

LETRS training, Professional
Development, new curriculum training,
and reading intervention
staffing: \$530,000

HQIMs: SCPS will use Maryland Leads
funds to purchase a new instructional
classroom reading core program
(\$475,000).

Universal Screener: MAP

*Indicates local investment already made or adopted prior to or outside of Maryland Leads.

Note: Budgeted amounts may not sum due to rounding and due to the exclusion of additional, fixed costs.

Maryland Leads: Science of Reading (\$11,518,607)

All K-3 teachers, special education teachers, literacy specialists, and principals will be trained in the Science of Reading instruction and the LEAs also commit to adopt and scale high-quality, content rich, culturally-relevant instructional materials aligned with the Science of Reading.

Talbot (\$1,990,051)

LETRS training: \$163,393 and \$660,000 on coaching and training.

HQIMs: \$998,933 for a new Elementary ELA core curriculum program

Universal Screener: Dibels*

Wicomico (\$1,420,277)

Science of Reading training and implementation support with TNTP and 95 percent phonics training \$145,000

HQIMs: New core curriculum (\$660,000), Heggerty (\$13,000) and decodable texts (\$327,000)

Universal Screener: iReady*

Worcester (\$1,615,157)

Comprehensive literacy plan development and staff training in the science of reading with training and embedded coaching (for teachers) to support implementation and sustainability

HQIMs: Foundations* expanded to add recommendations from the comprehensive literacy plan

Universal Screener: Dibels*

*Indicates local investment already made or adopted prior to or outside of Maryland Leads.

Note: Budgeted amounts may not sum due to rounding and due to the exclusion of additional, fixed costs.

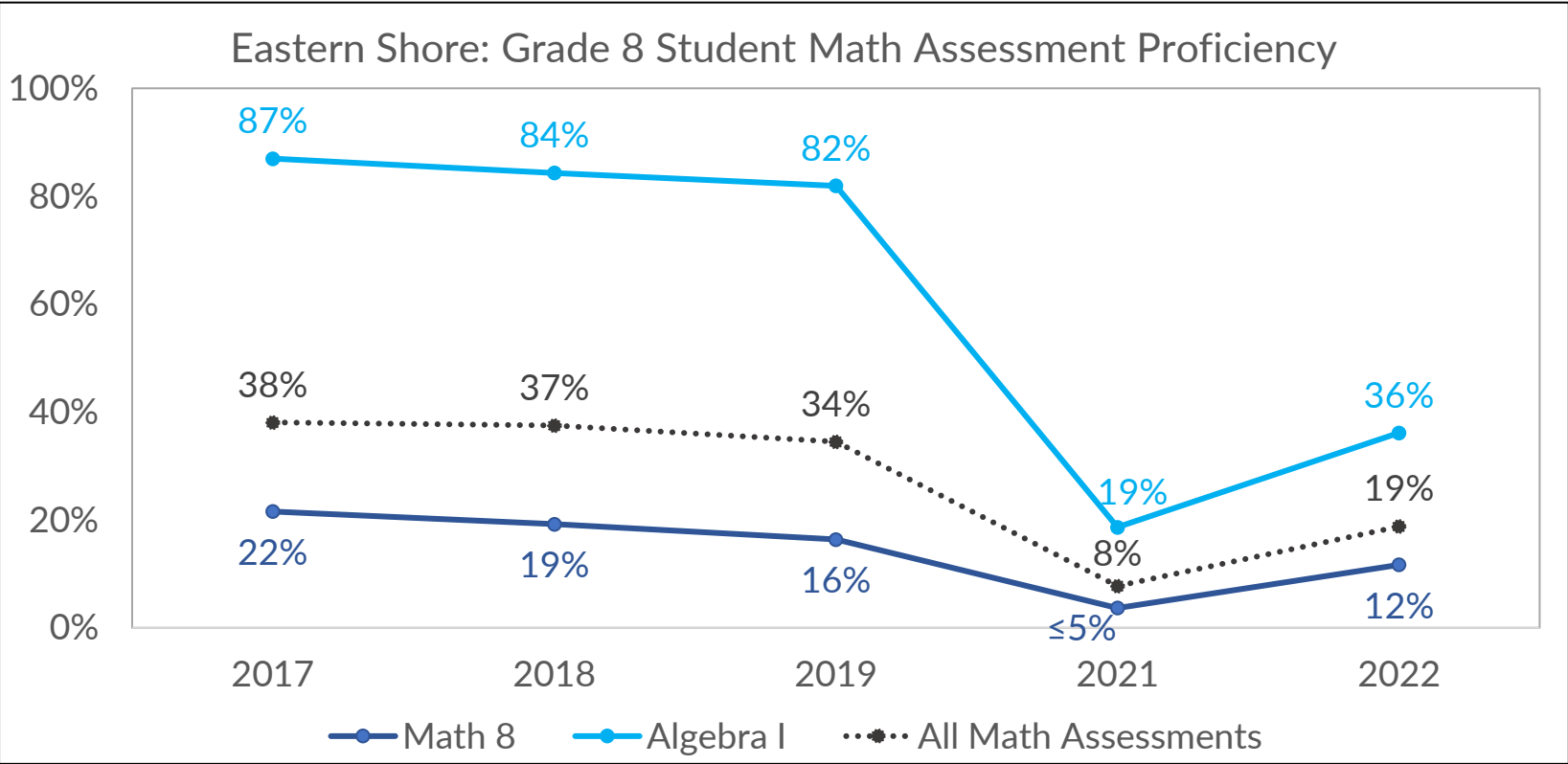


Priority 3: Ready for High School

All Maryland students enter high school on track to meet the college and career readiness standard by the end of 10th grade, and are engaged socially, emotionally, and academically to succeed in progressively challenging and advanced level coursework aligned to college and career pathways.

Eastern Shore: Grade 8 Student Math Assessment Proficiency

Grade 8 math proficiency in Eastern Shore LEAs declined dramatically in SY 2020-2021, in line with State trends. Proficiency improved in SY 2021-2022. Grade 8 students' Algebra I proficiency is consistently higher than the proficiency of students taking the math grade 8 assessment.



Eastern Shore: Assessments Taken in Grade 8			
Year	Math 8	Algebra I	All Math Assessments
2017	3,471	1,160	4,639
2018	3,293	1,282	4,579
2019	3,315	1,262	4,582
2021	3,034	1,132	4,167
2022	3,424	1,334	4,780

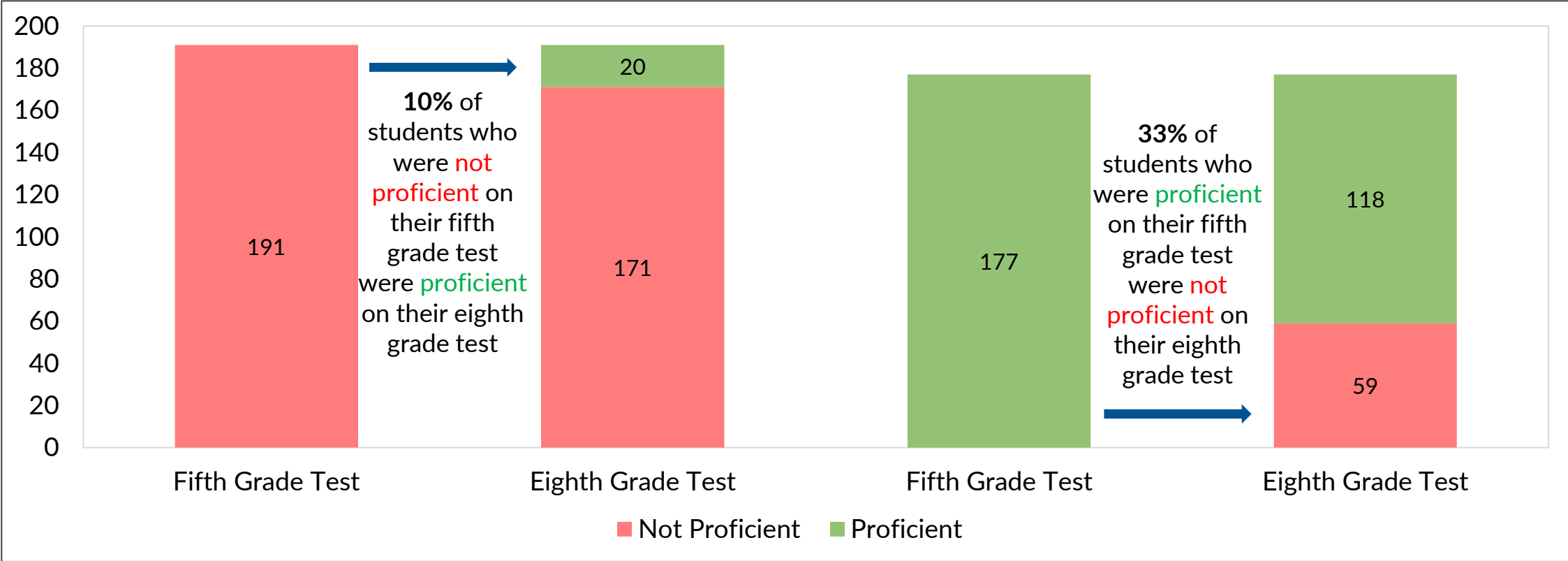
Note: Assessments for 2021 (SY 2020-2021) were shortened tests and were administered in Fall 2021. The category 'All Math Assessments' includes Math 8, Algebra I and II, and Geometry.

Source: MSDE, Division of Assessment, Accountability and Performance Reporting. SY 2021-2022 performance data as of December 19, 2022.

Caroline: ELA Grade 5 Outcome Three Years Later

Cohort Analysis: 2019 Grade 5 to 2022 Grade 8

In Caroline County, for students not proficient in grade 5 (191), only 10% were proficient in grade 8. Of students that start off as proficient in 5th grade, a third were not proficient in grade 8.



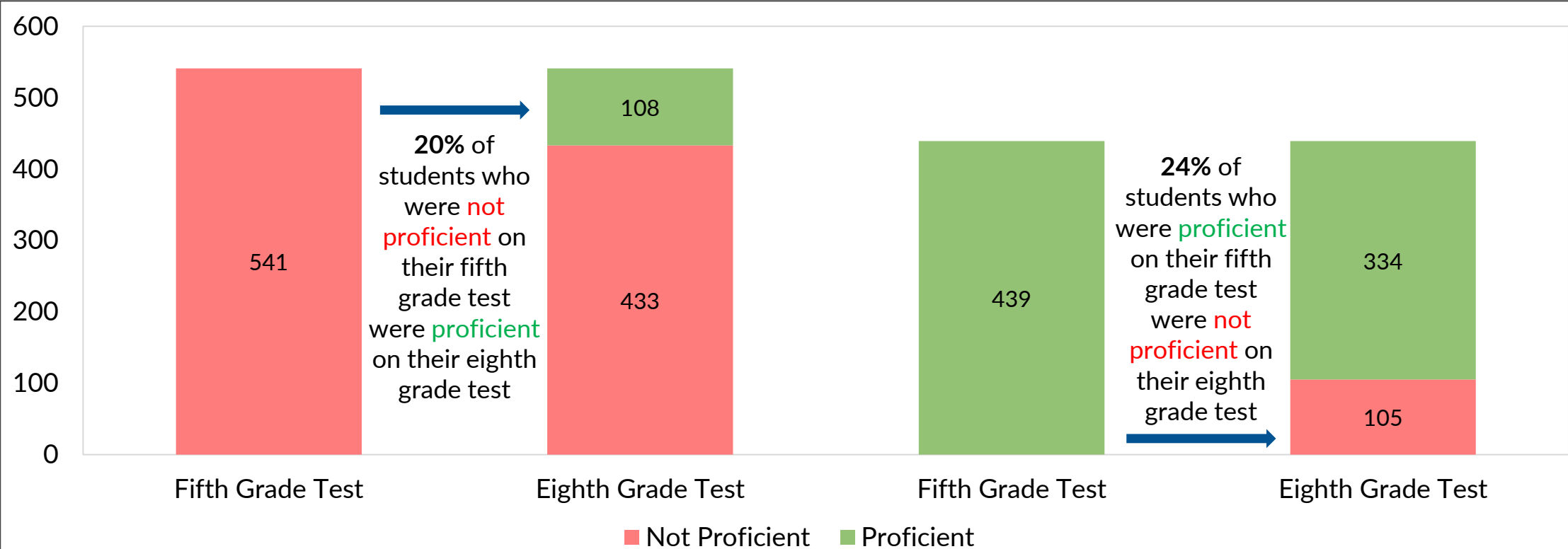
Note: Only students who took both tests and stayed in the LEA in 2019 and 2022 are included.

Source: MSDE, Division of Assessment, Accountability and Performance Reporting

Cecil: ELA Grade 5 Outcome Three Years Later

Cohort Analysis: 2019 Grade 5 to 2022 Grade 8

In Cecil County, for students not proficient in grade 5 (541), only 20% were proficient in grade 8. Of students that start off as proficient in 5th grade, nearly a quarter were not proficient in grade 8.



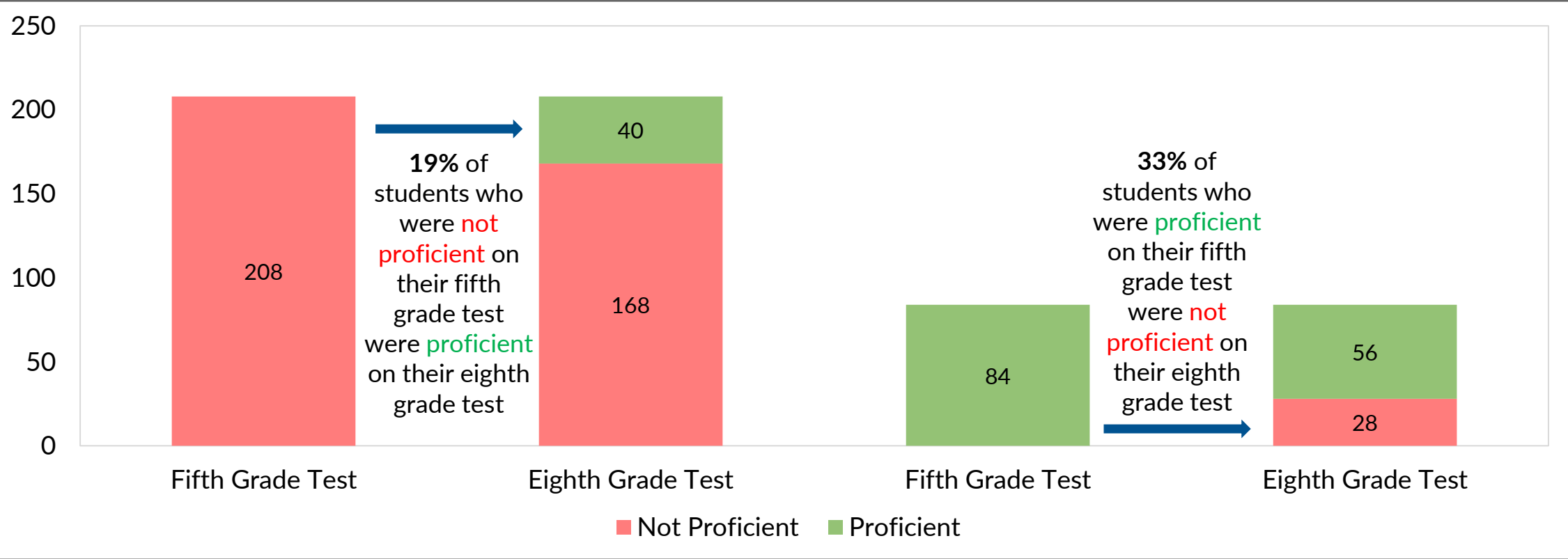
Note: Only students who took both tests and stayed in the LEA in 2019 and 2022 are included.

Source: MSDE, Division of Assessment, Accountability and Performance Reporting

Dorchester: ELA Grade 5 Outcome Three Years Later

Cohort Analysis: 2019 Grade 5 to 2022 Grade 8

In Dorchester County, for students not proficient in grade 5 (208), only 19% were proficient in grade 8. Of students that start off as proficient in 5th grade, a third were not proficient in grade 8.



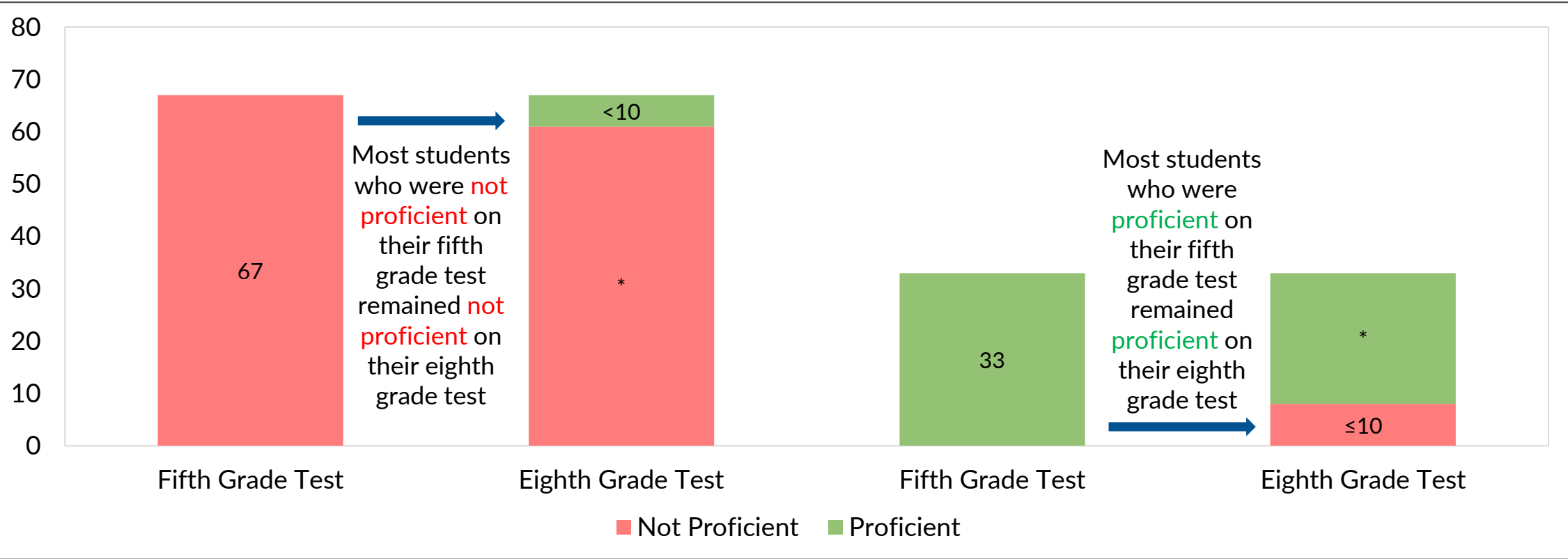
Note: Only students who took both tests and stayed in the LEA in 2019 and 2022 are included.

Source: MSDE, Division of Assessment, Accountability and Performance Reporting

Kent: ELA Grade 5 Outcome Three Years Later

Cohort Analysis: 2019 Grade 5 to 2022 Grade 8

In Kent County, for students not proficient in grade 5 (67), most remained not proficient in grade 8. Of students that start off as proficient in 5th grade, most remained proficient in grade 8.



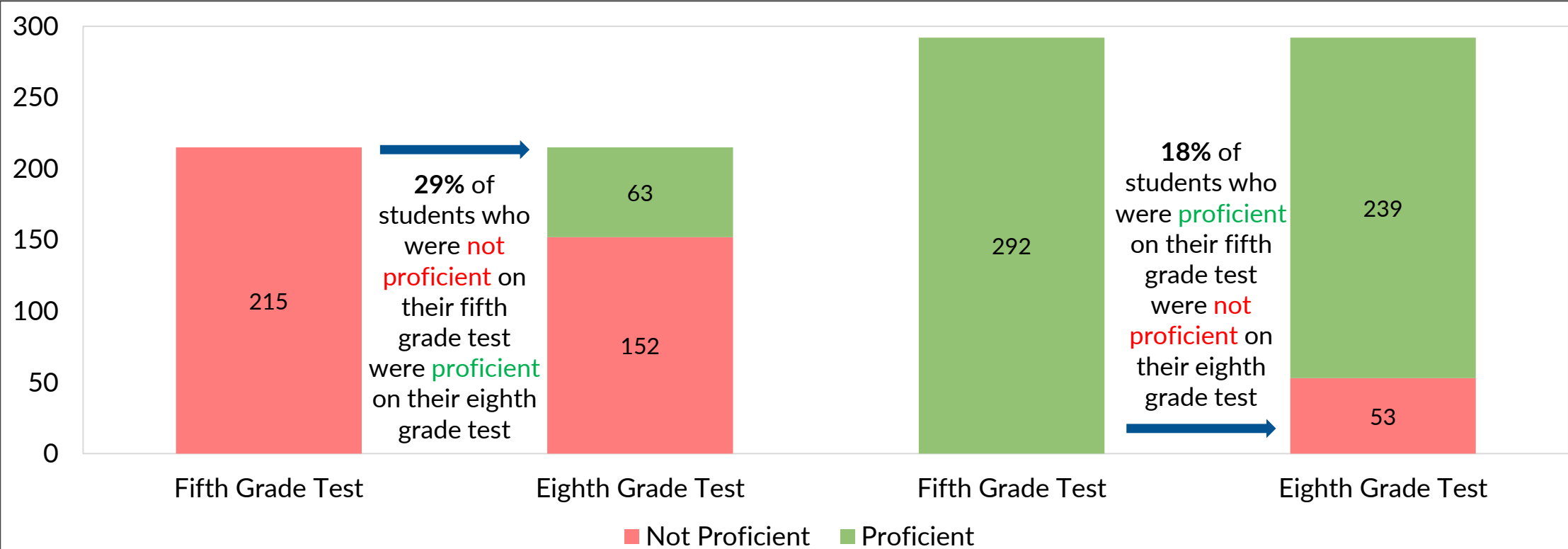
Note: Only students who took both tests and stayed in the LEA in 2019 and 2022 are included. *Student count is suppressed due to part of the total containing <10 students.

Source: MSDE, Division of Assessment, Accountability and Performance Reporting

Queen Anne's: ELA Grade 5 Outcome Three Years Later

Cohort Analysis: 2019 Grade 5 to 2022 Grade 8

In Queen Anne's County, for students not proficient in grade 5 (215), only 29% were proficient in grade 8. Of students that start off as proficient in 5th grade, nearly a fifth were not proficient in grade 8.



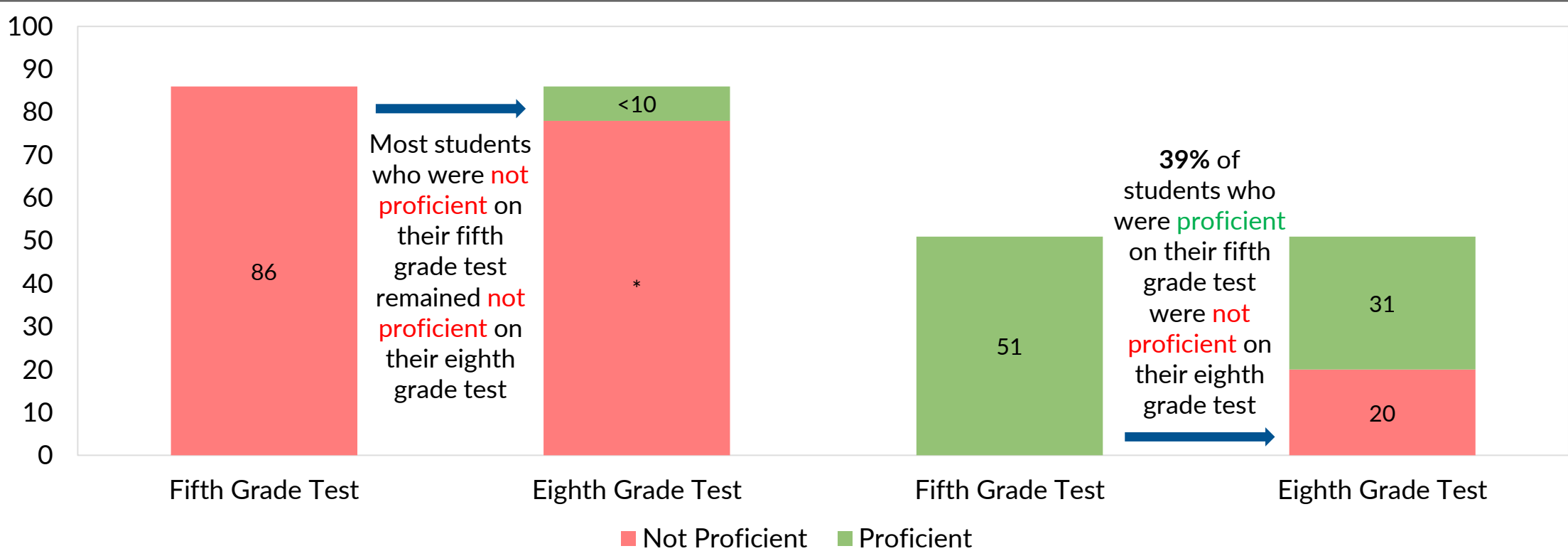
Note: Only students who took both tests and stayed in the LEA in 2019 and 2022 are included.

Source: MSDE, Division of Assessment, Accountability and Performance Reporting

Somerset: ELA Grade 5 Outcome Three Years Later

Cohort Analysis: 2019 Grade 5 to 2022 Grade 8

In Somerset County, for students not proficient in grade 5 (86), most remained not proficient in grade 8. Of students that start off as proficient in 5th grade, more than a third were not proficient in grade 8.



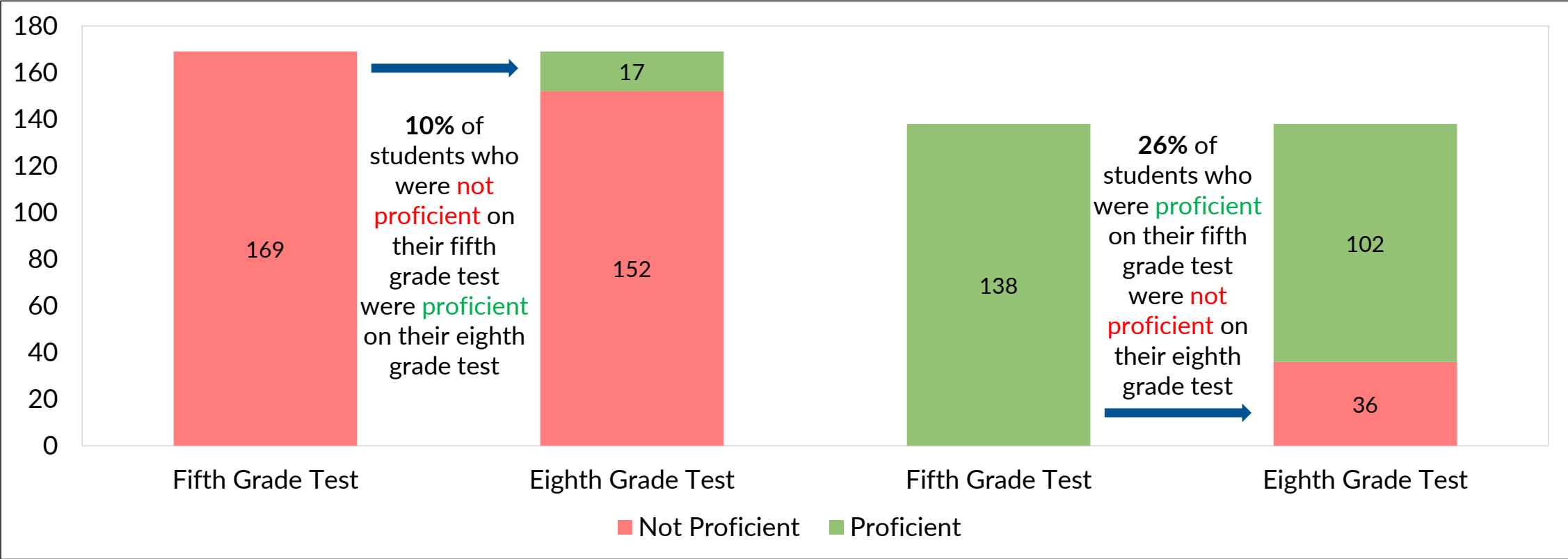
Note: Only students who took both tests and stayed in the LEA in 2019 and 2022 are included. *Student count is suppressed due to part of the total containing <10 students.

Source: MSDE, Division of Assessment, Accountability and Performance Reporting

Talbot: ELA Grade 5 Outcome Three Years Later

Cohort Analysis: 2019 Grade 5 to 2022 Grade 8

In Talbot County, for students not proficient in grade 5 (169), 10% were proficient in grade 8. Of students that start off as proficient in 5th grade, a quarter were not proficient in grade 8.



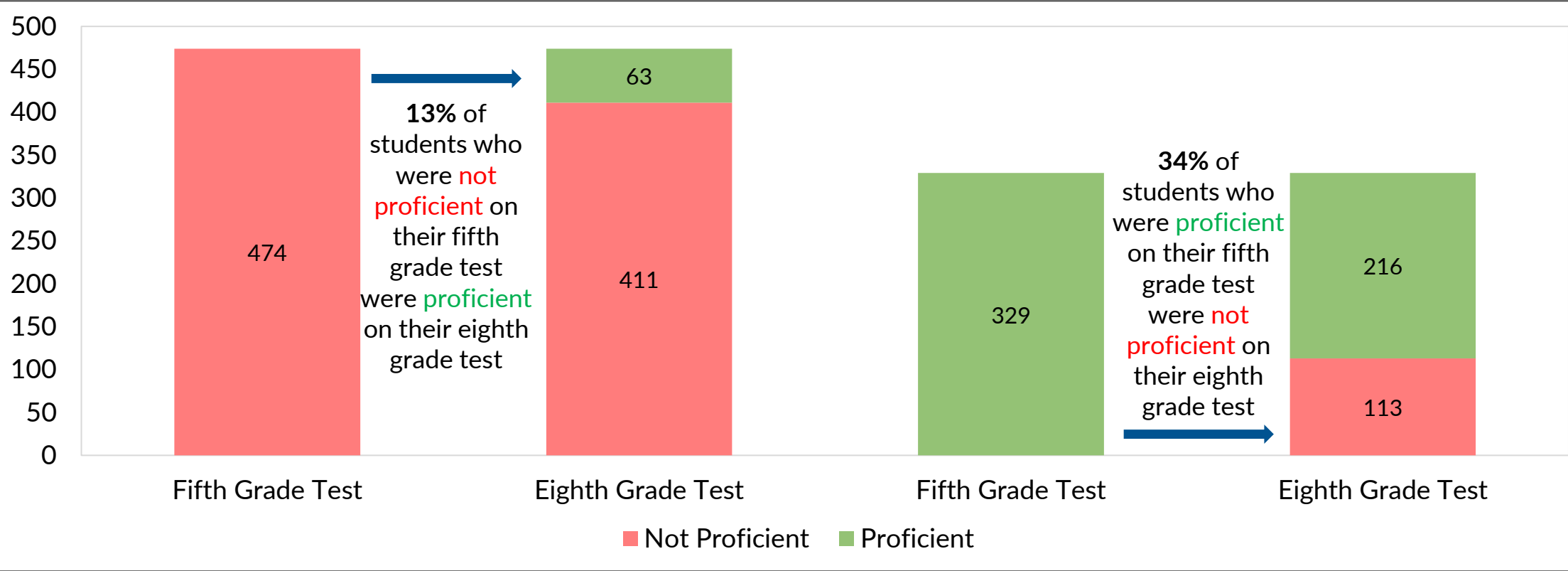
Note: Only students who took both tests and stayed in the LEA in 2019 and 2022 are included.

Source: MSDE, Division of Assessment, Accountability and Performance Reporting

Wicomico: ELA Grade 5 Outcome Three Years Later

Cohort Analysis: 2019 Grade 5 to 2022 Grade 8

In Wicomico County, for students not proficient in grade 5 (474), 13% were proficient in grade 8. Of students that start off as proficient in 5th grade, a third were not proficient in grade 8.



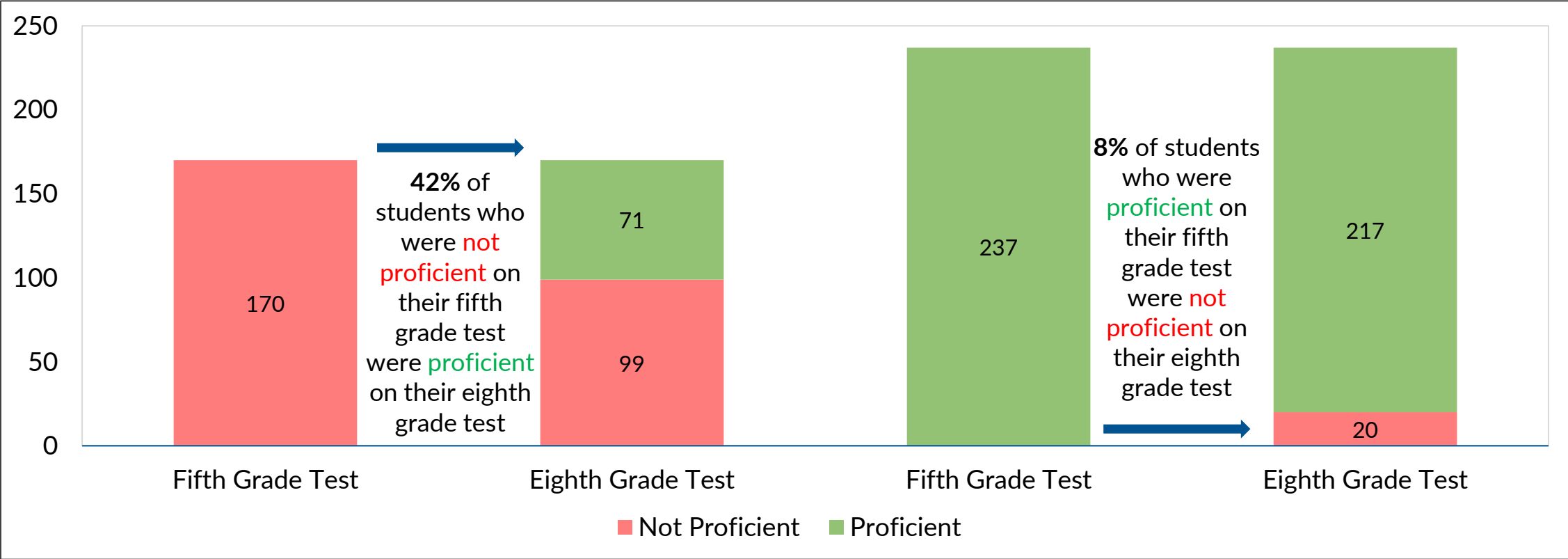
Note: Only students who took both tests and stayed in the LEA in 2019 and 2022 are included.

Source: MSDE, Division of Assessment, Accountability and Performance Reporting

Worcester: ELA Grade 5 Outcome Three Years Later

Cohort Analysis: 2019 Grade 5 to 2022 Grade 8

In Worcester County, for students not proficient in grade 5 (170), 42% were proficient in grade 8. Of students that start off as proficient in 5th grade, 8% were not proficient in grade 8.

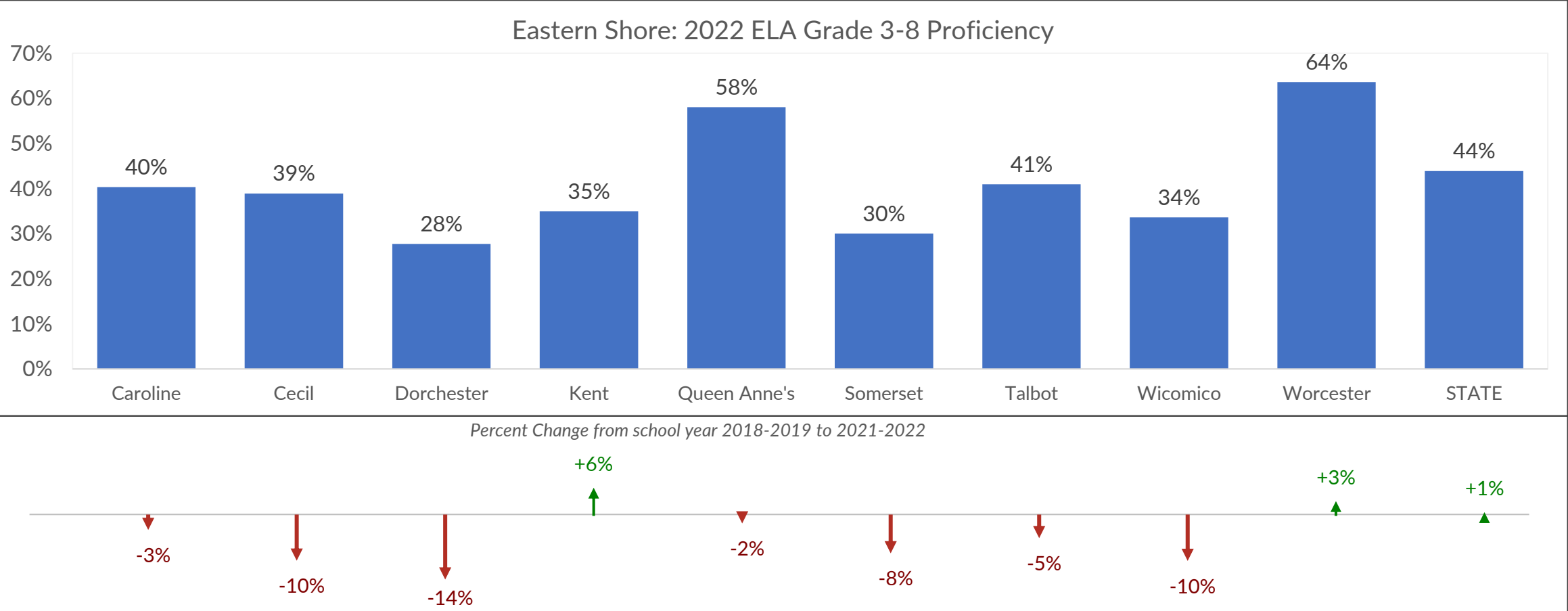


Note: Only students who took both tests and stayed in the LEA in 2019 and 2022 are included.

Source: MSDE, Division of Assessment, Accountability and Performance Reporting

Eastern Shore: English Language Arts Grade 3-8 Tests

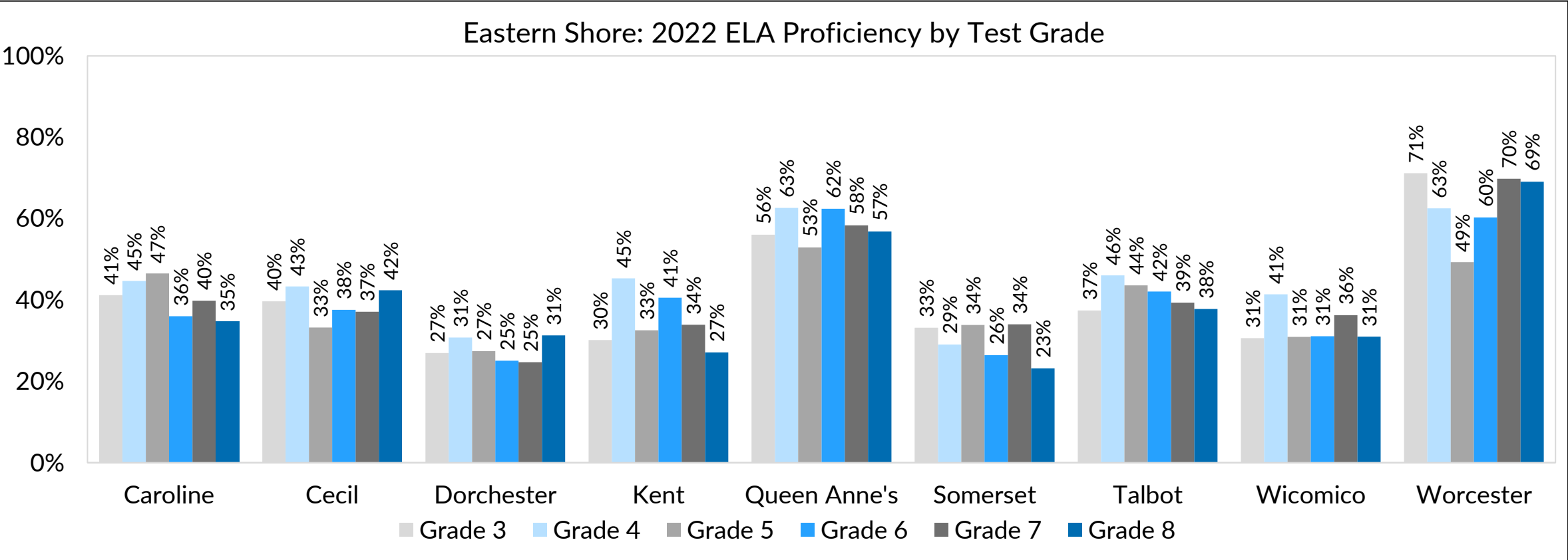
Based on SY 2021-2022 MCAP ELA Grade 3-8 results, statewide proficiency rate has returned to the pre-pandemic level. In the Eastern Shore region, proficiency in 2 out of 9 LEAs have exceeded their 2019 level.



Source: MSDE, Division of Assessment, Accountability and Performance Reporting. SY 2021-2022 data are as of December 19, 2022.

Eastern Shore: 2022 MCAP ELA Grade 3-8 Tests

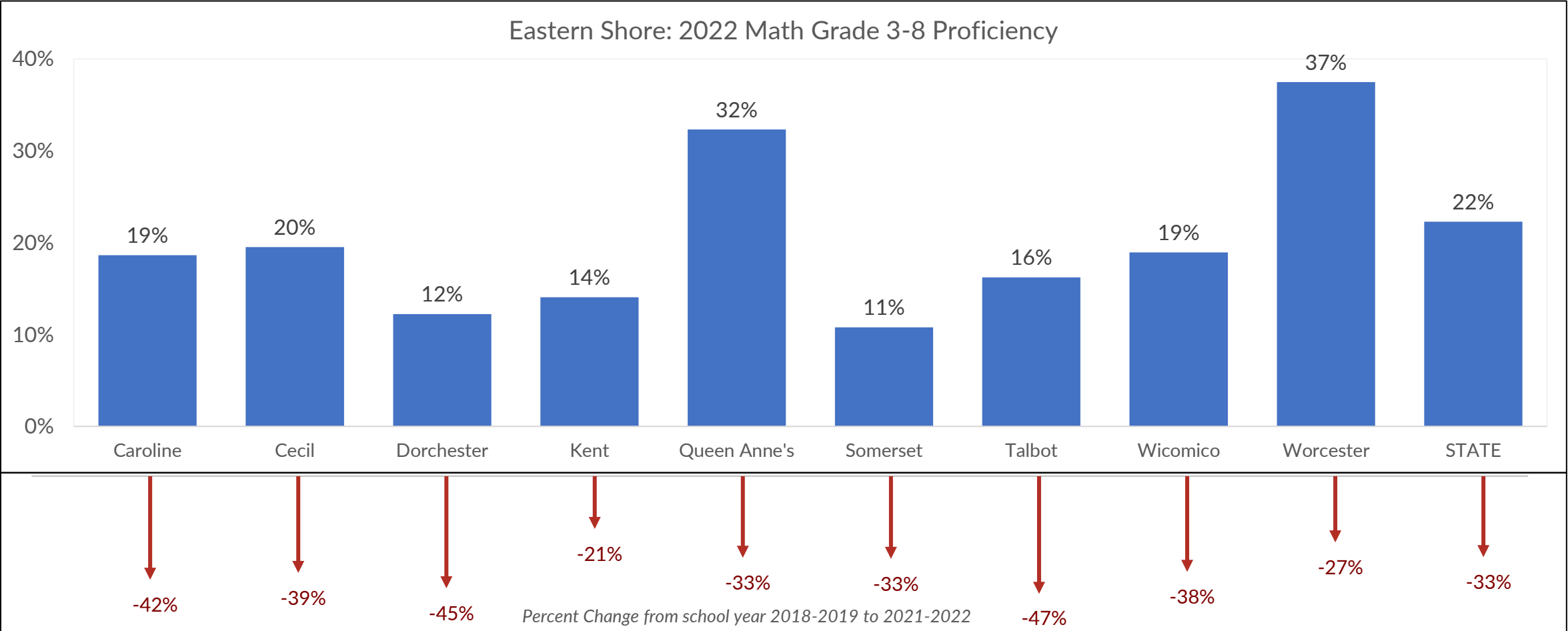
The percent of proficient students vary across Eastern Shore LEAs and fluctuate across grades. Worcester County had the highest ELA proficiency rates in the region, with proficiency rates consistently at or above 49% for all grades.



Source: MSDE, Division of Assessment, Accountability and Performance Reporting

Eastern Shore: Math Grade 3-8 Tests

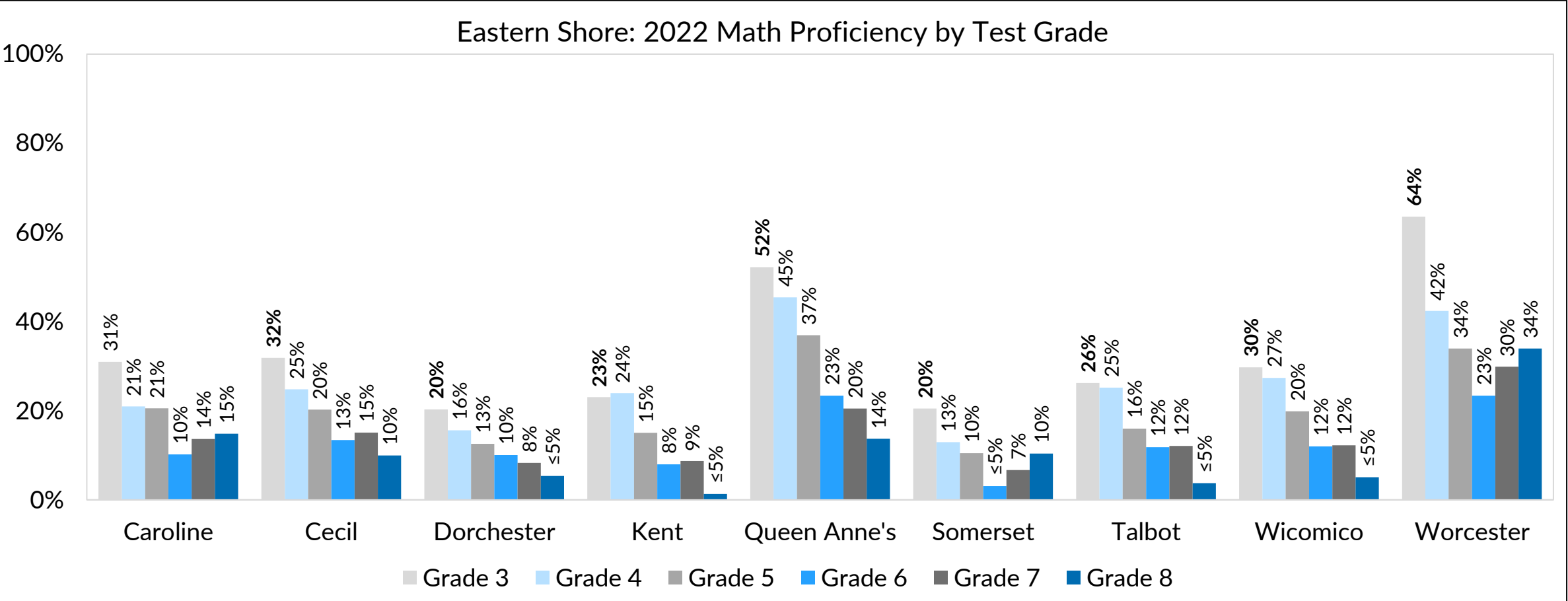
Mathematics proficiency in Grades 3-8 declined from SY 2018-2019 to SY 2021-2022 for all LEAs.



Source: MSDE, Division of Assessment, Accountability, and Performance Reporting

Eastern Shore: 2022 MCAP Math Grade 3-8 Tests

Across all Eastern Shore LEAs, the percentage of students that are proficient decreases as students move through middle school.



Source: MSDE, Division of Assessment, Accountability and Performance Reporting

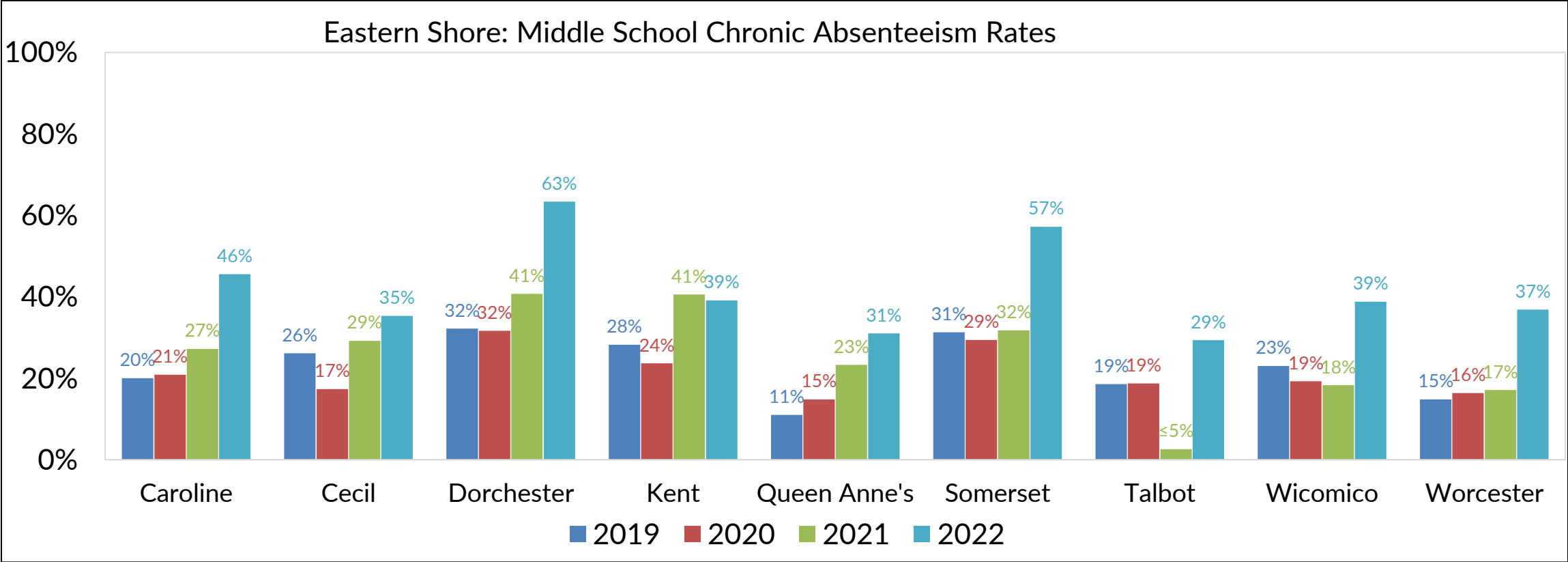
Attendance, Behavior, and Course Credits

- Recent advances in neuroscience have identified **ages 9 to 11** as the key period for **brain development**, second only to early childhood.
 - This period of social development and **identity formation** is instrumental for developing **students' intrinsic motivations and passions**.
- The **middle grades** need to be seen as the **launching pad for a secondary and post-success**. Middle grades can determine the likelihood of a student graduating from high school and is a critical time for **closing achievement gaps**.
 - This is **especially relevant in high-poverty environments**. Once a **sixth grader is off-track**, they may remain in school for another 5 years, but absent successful intervention, **they are likely to drop out**.
- Research has shown a clear **link between strong attendance habits and graduating from high school**. One study quantified that **6th graders who failed math or English/Reading, or attended school less than 80% of the time, or received an unsatisfactory behavior grade in a core course had only a 10% to 20% chance of graduating on time**.
 - The converse is also true: students who come every day, behave, and get good grades graduate in high numbers.
- The lesson is clear: **reduce the number of students exhibiting off-track indicators and increase the number of students exhibiting on-track indicators**.

Source: Balfanz, Robert. Policy Brief. Putting Middle Grades Students on the Graduation Path. June 2009. Barshay, Jill. The Hechinger Report. "Why the preteen years are a critical period for brain development." March 16, 2020. Balfanz, R., & Byrnes, V. (2012). Chronic Absenteeism: Summarizing What We Know From Nationally Available Data. Baltimore: Johns Hopkins University Center for Social Organization of Schools.

Eastern Shore: Middle School Chronic Absenteeism

For all LEAs of the Eastern Shore region, chronic absenteeism rates have increased in the 2021-2022 school year, compared to the pre-pandemic 2018-2019 school year.



Note: Chronic Absenteeism for 2019-2020 calculated from the start of school through March 13th, 2020, when school buildings closed due to the pandemic.

Source: MSDE, Division of Assessment, Accountability and Performance Reporting



Priority 4: Ready for College and Career

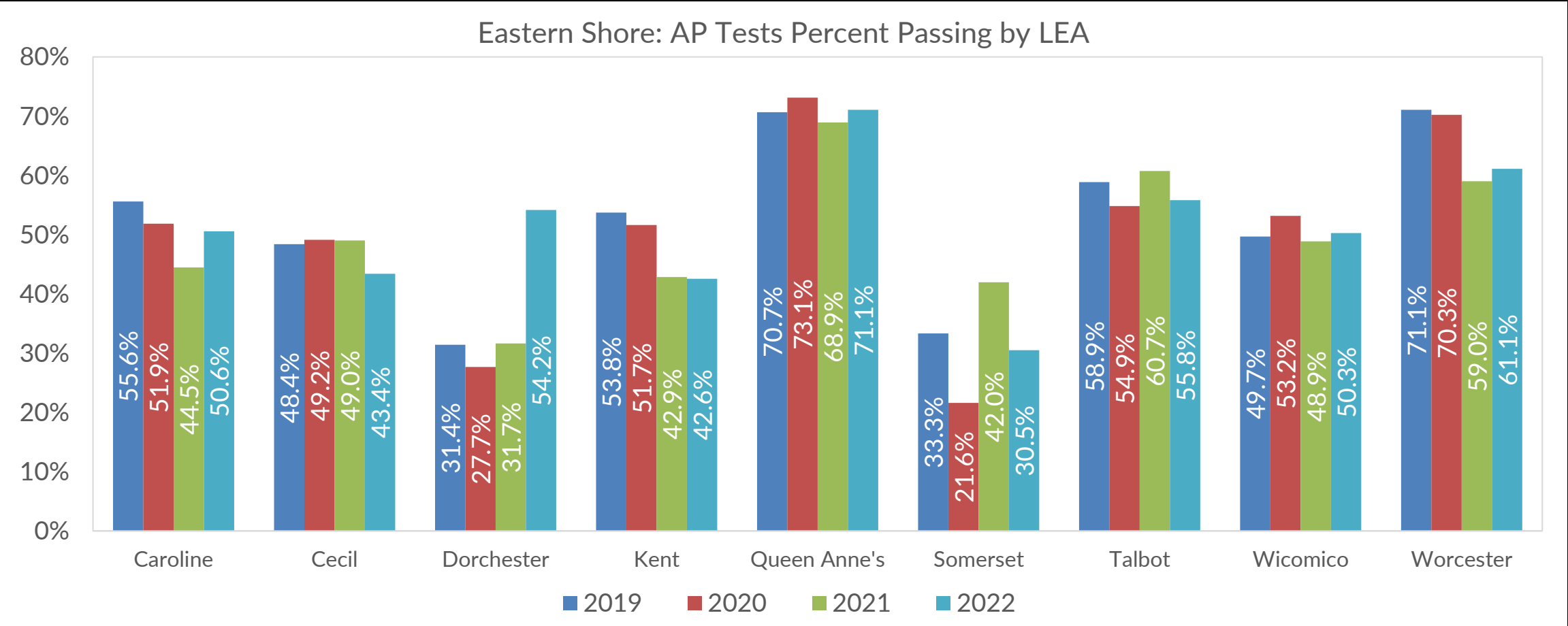
All Maryland students graduate from high school college and career ready, and with an individualized plan to succeed in college, career, and life.

Post-CCR Pathways

- After a student meets the **CCR standard** (expected at the end of 10th grade), they will enter into a **Post-CCR Pathway**
 - Advanced Placement (**AP**), International Baccalaureate (**IB**), or Cambridge AICE Diploma programs
 - **Dual enrollment** or early college program
 - Career and Technical Education (**CTE**) program
- The Post-CCR Pathway allows students to **develop in-depth specialization** and earn a recognized credential for completion
- Students **not meeting the CCR standard** by end of 10th grade **enter into a Support Pathway**
 - They will be provided with **individualized coordinated support** to help them meet the CCR standard **as soon as possible**, and then join a Post-CCR Pathway
 - **Goal is for all students** to meet CCR standard before graduation

Eastern Shore: AP Tests of Graduates by LEA

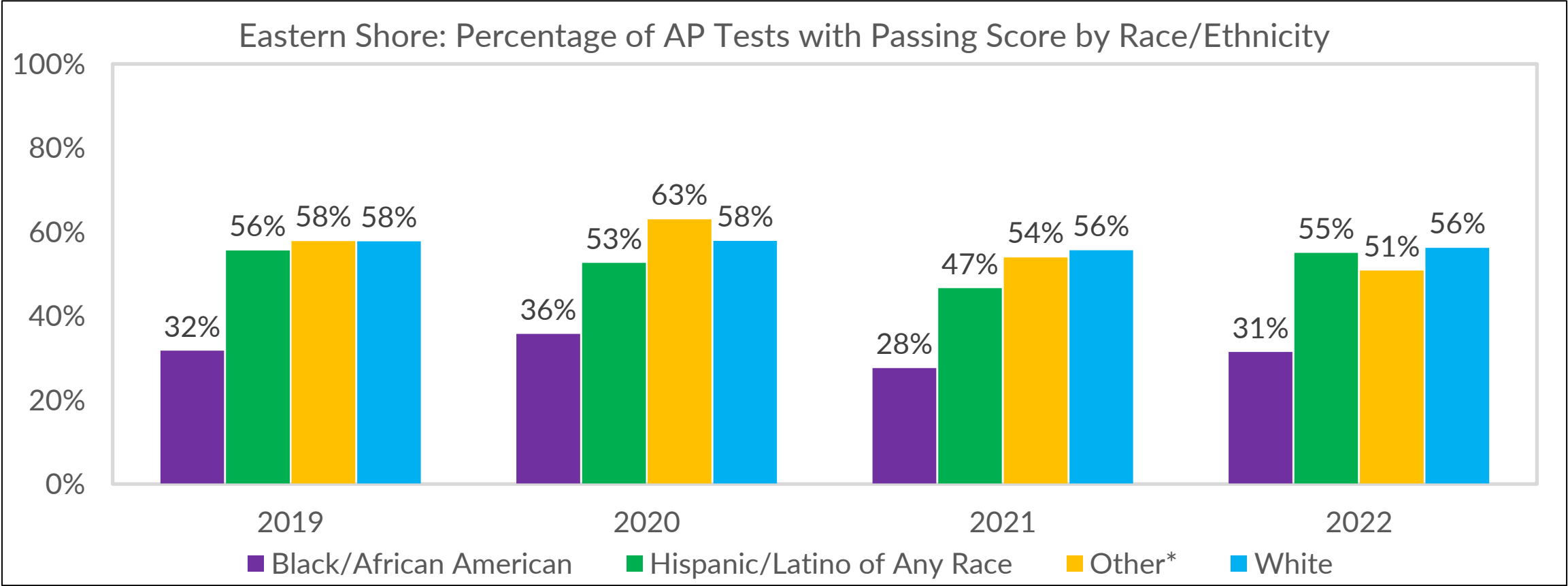
AP passing rates have remained relatively steady for the Eastern Shore region. Graduates in Queen Anne’s County typically achieve average AP passing rates above the State.



Source: MSDE, Division of Assessment, Accountability, and Performance Reporting

AP Tests of Graduates by Race/Ethnicity

In the Eastern Shore region, percentage of students with passing scores of 3, 4, or 5 varies by race/ethnicity. For example, the White-Black achievement gap is consistently at least 22 percentage points.

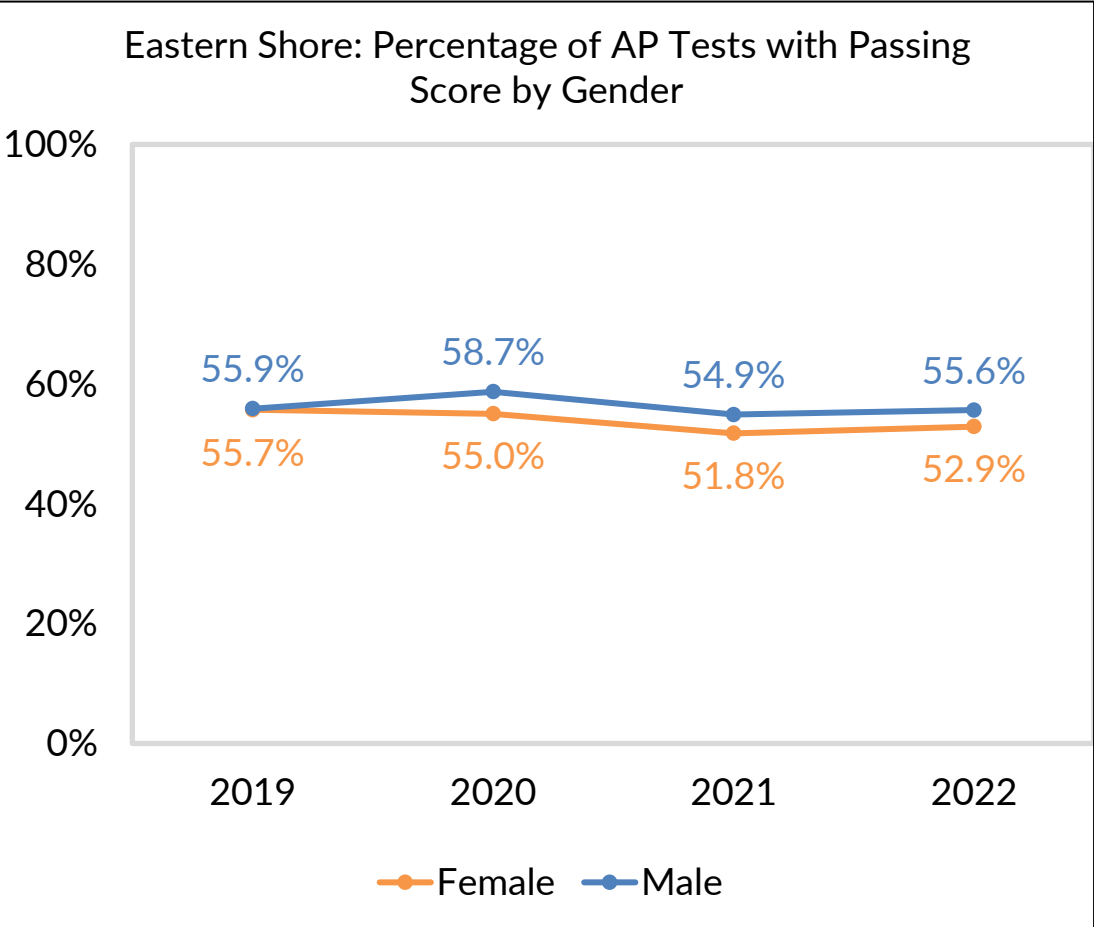
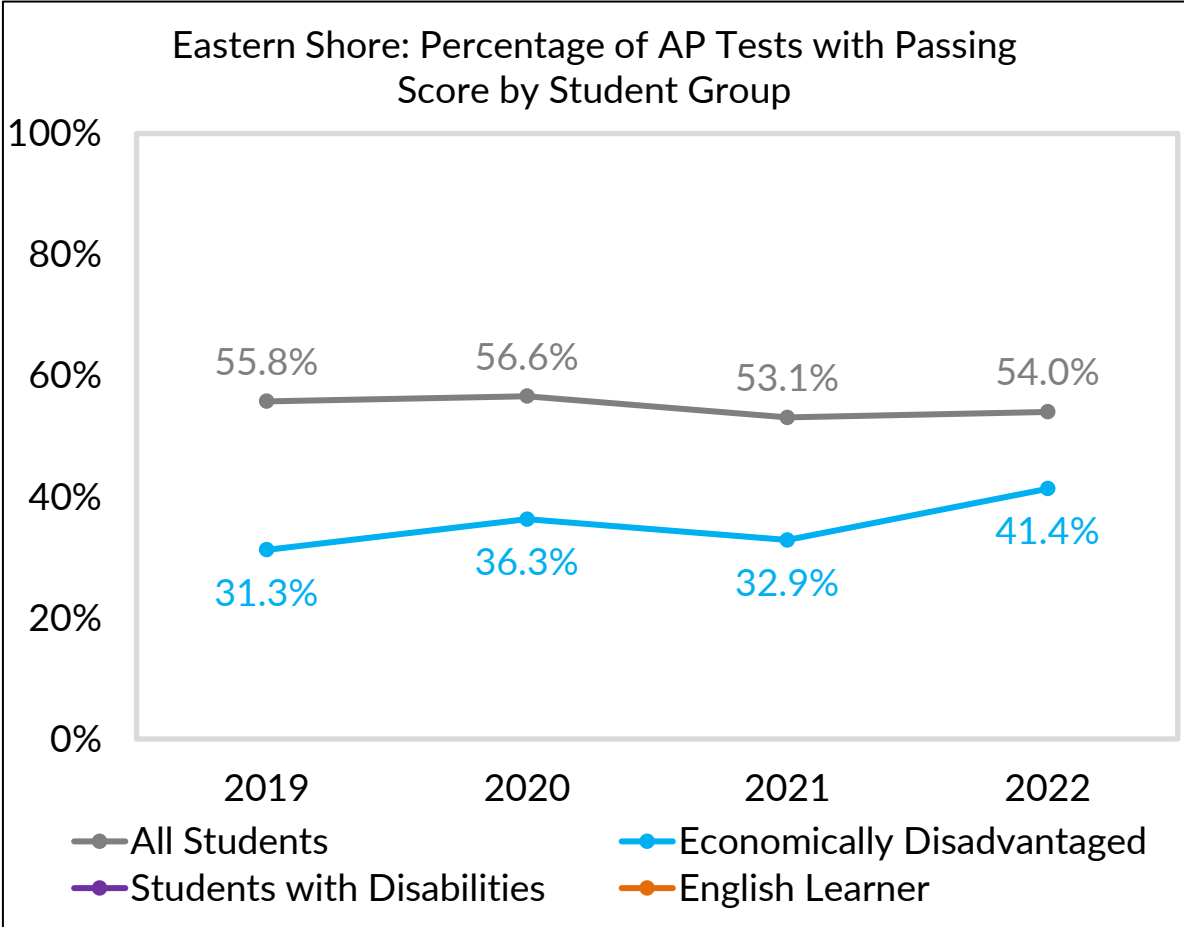


*Note: "Other" is represented by American Indian or Alaskan Native, Asian, Native Hawaiian or Pacific Islander, and two or more races.

Source: MSDE, Division of Assessment, Accountability and Performance Reporting

AP Tests of Graduates by Student Group

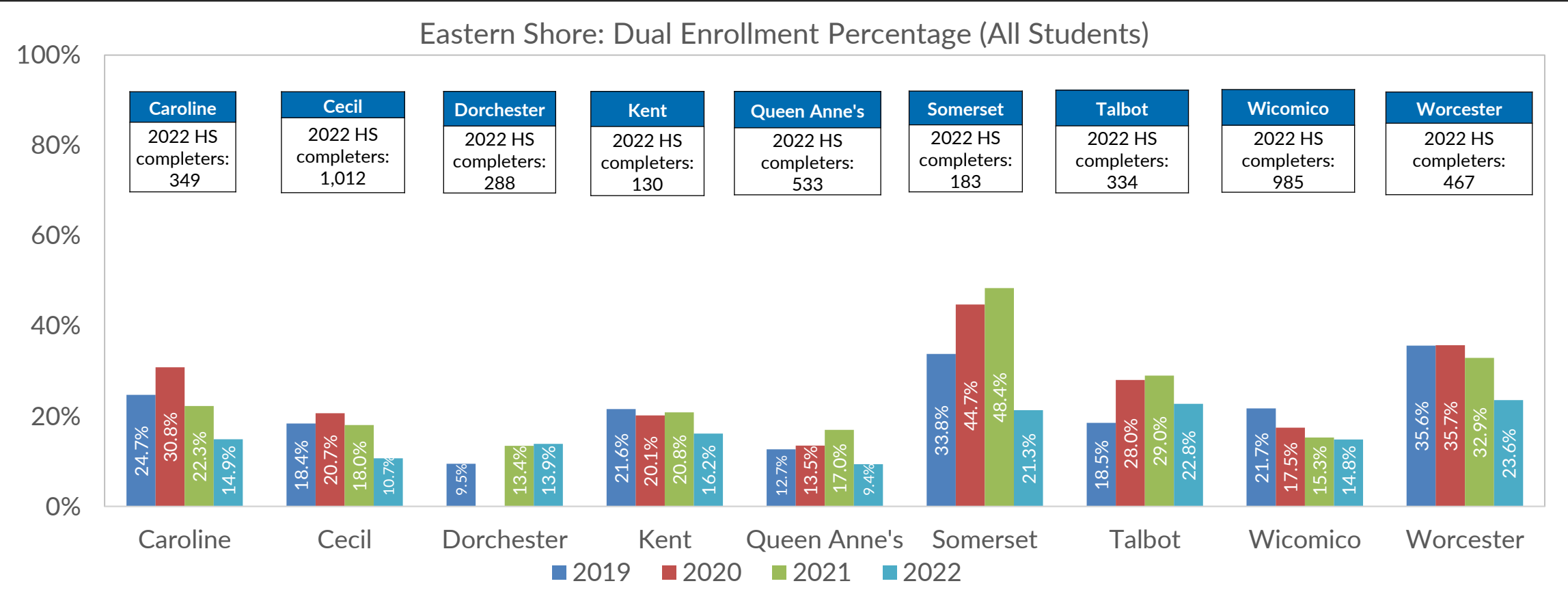
In the Eastern Shore region, the gap between economically disadvantaged students and all other students has consistently diminished to its lowest level in 2022. Male students consistently outperform female students.



Note: English Learner and Student with Disabilities data are suppressed due to small student counts.

Eastern Shore: Dual Enrollment by LEA

In the Eastern Shore region, Worcester County is the only LEA that surpasses State’s dual enrollment rate of 23.1% in 2022.

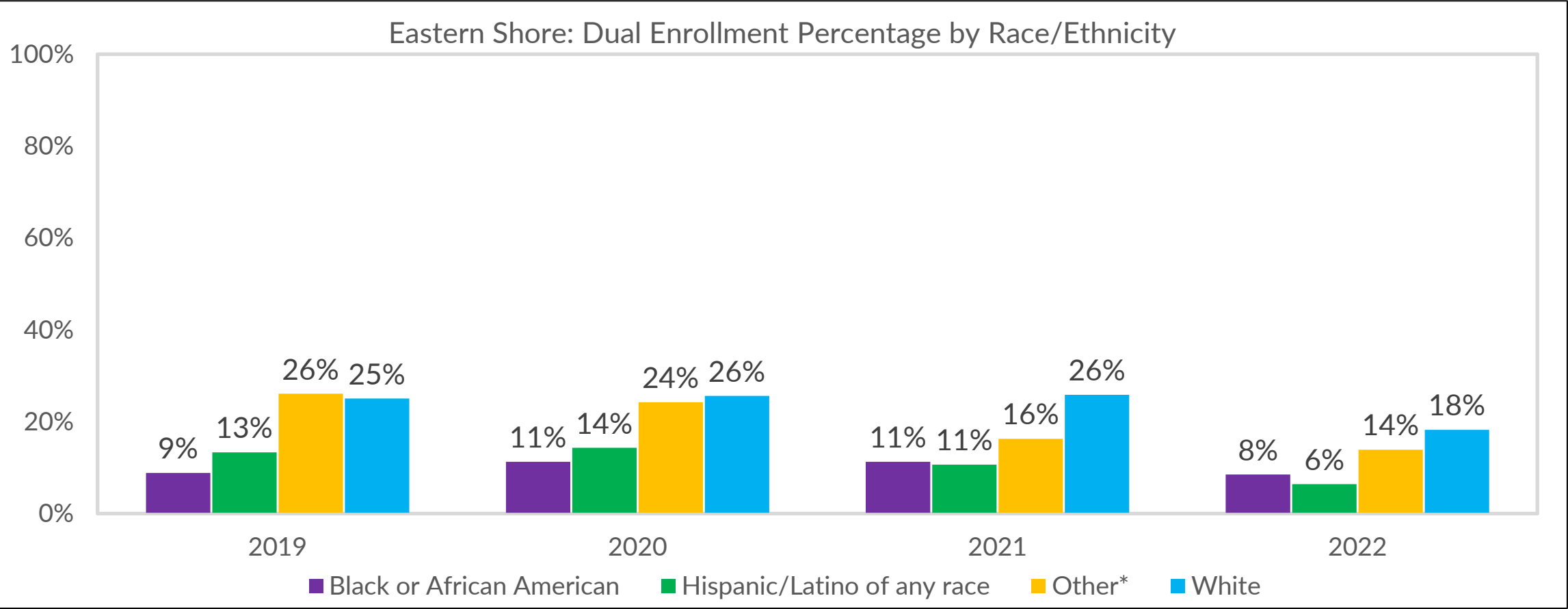


Note: Dorchester County’s 2020 data are suppressed due to a dual enrollment percentage ≤5%.

Source: MSDE, Division of Assessment, Accountability and Performance Reporting

Eastern Shore: Dual Enrollment by Race/Ethnicity

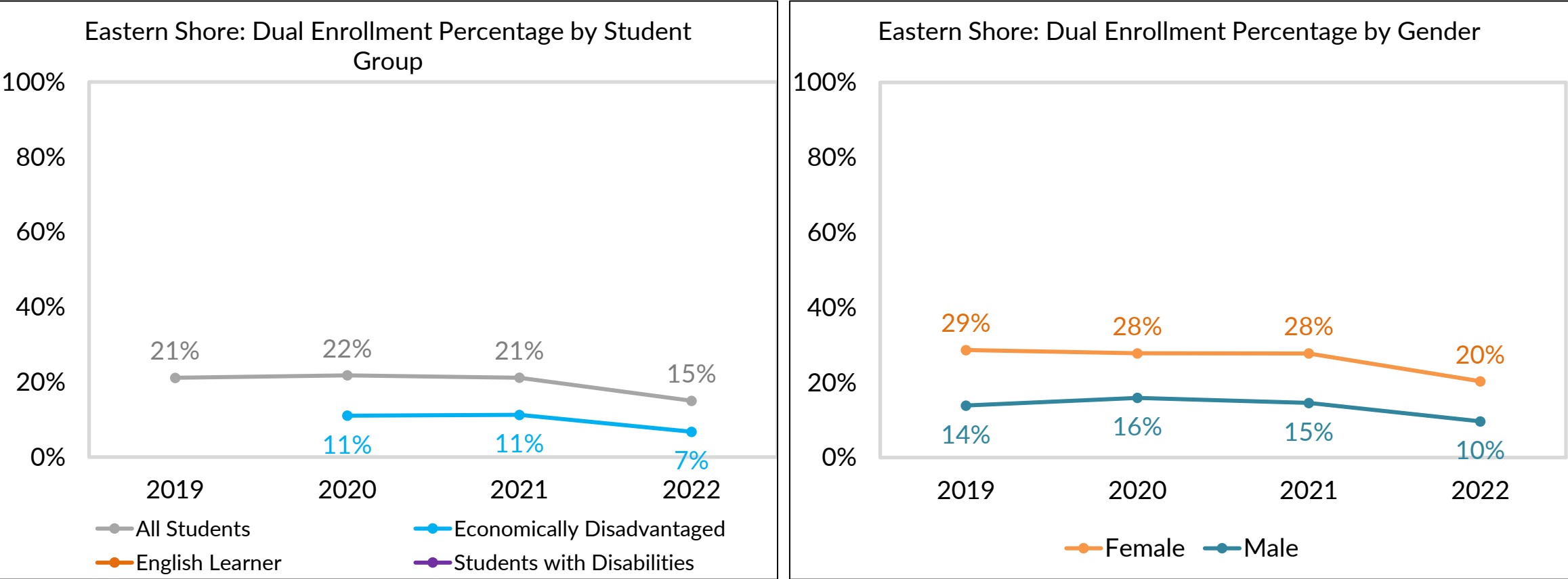
In the Eastern Shore region, dual enrollment participation fell for all student groups in 2022.



*Note: "Other" is represented by American Indian or Alaskan Native, Asian, Native Hawaiian or Pacific Islander, and two or more races.

Eastern Shore: Dual Enrollment by Student Group

In the Eastern Shore region, participation in dual enrollment dropped for all student groups from 2021 to 2022. Female students participate in dual enrollment at higher rates than male students.



Note: Economically Disadvantaged data collection did not begin until 2020. Students with disabilities and English Learner data are suppressed due to dual enrollment percentages $\leq 5\%$.

Source: MSDE, Division of Assessment, Accountability and Performance Reporting

Early College Spotlight: Cecil College's Early College Academy

- With a **partnership between Cecil County Public Schools and Cecil College**, starting in the 2018 – 2019 school year, the **Early College Academy (ECA)** is co-located at Cecil College, Elkton High School, and Perryville High School.
- Successful students **graduate with a high school diploma as well as an Associate's degree from Cecil College** at the same time.
- ECA is a **four-year program**, and students enroll beginning in 9th grade. Each year, up to 25 students are selected for admission to the Academy.
- Prior to their freshman year, ECA students participate in an **orientation program** to introduce them to **academic expectations and resources available** to them during their four years in the program.
 - Throughout their enrollment, students are **guided through seminars**, supported by **tutors**, and have **individualized advising** with advisors from Cecil College, to help them **build the academic skills** needed to succeed in high school and college coursework.
- **Eighth-grade students** interested in entering the Early College Academy complete the admissions process, with help from their **middle school counselor**. Application materials include:
 - A transcript with a minimum GPA of 3.0
 - Successful completion of Algebra I (or higher) in mathematics
 - A college admissions application
 - Student questionnaire

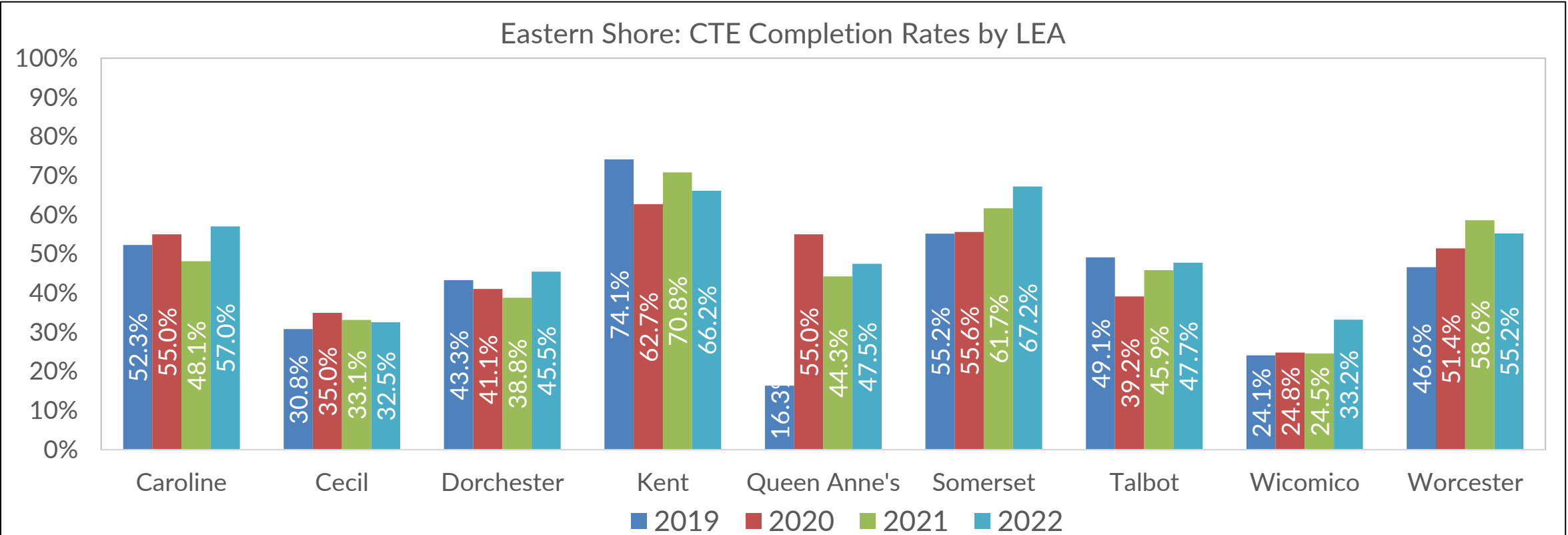


"...bringing [early college academy] to our county residents is a tremendous opportunity to [amortize the cost of education] and reduce the time to degree for them and propel them into the next stage."
 - Mary Michaels, Early College Academy director

Sources: Cecil College <https://www.cecil.edu/programs-courses/academics/early-college-academy>; CCPS <https://www.ccps.org/Page/2756>; Cecil Whig https://www.cecildaily.com/schools/cecil-college-to-start-early-college-academy-in-county/article_ec61f0d7-5198-5e55-8aa8-5916a6e7730a.html

Eastern Shore: High School Career and Technical Education (CTE) Completers by LEA

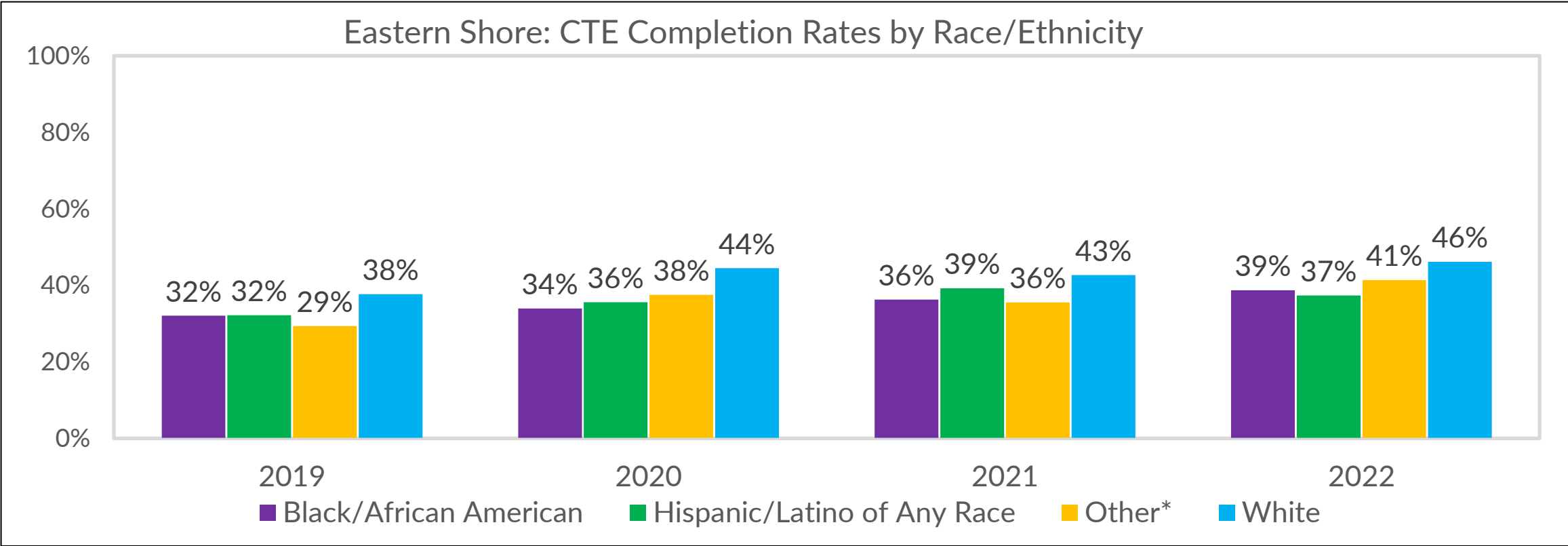
A CTE completer is defined as a student who completed an approved CTE program of study. Out of the students who earned a high school diploma or certificate, the percent who were CTE completers is shown below. Overall, in SY 2021-2022, CTE completion rates in the Eastern Shore are substantially higher than the State's 26.3%.



Source: MSDE, Division of Assessment, Accountability and Performance Reporting

Eastern Shore: High School Career and Technical Education (CTE) Completers by Race/Ethnicity

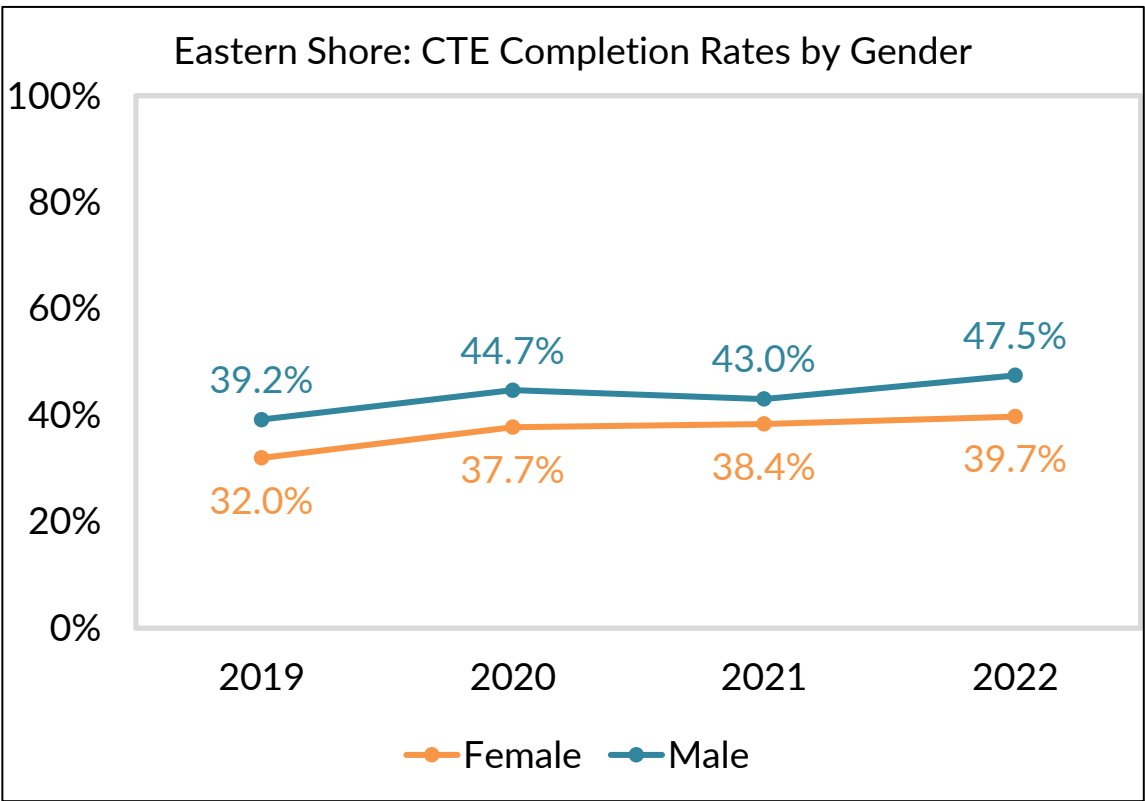
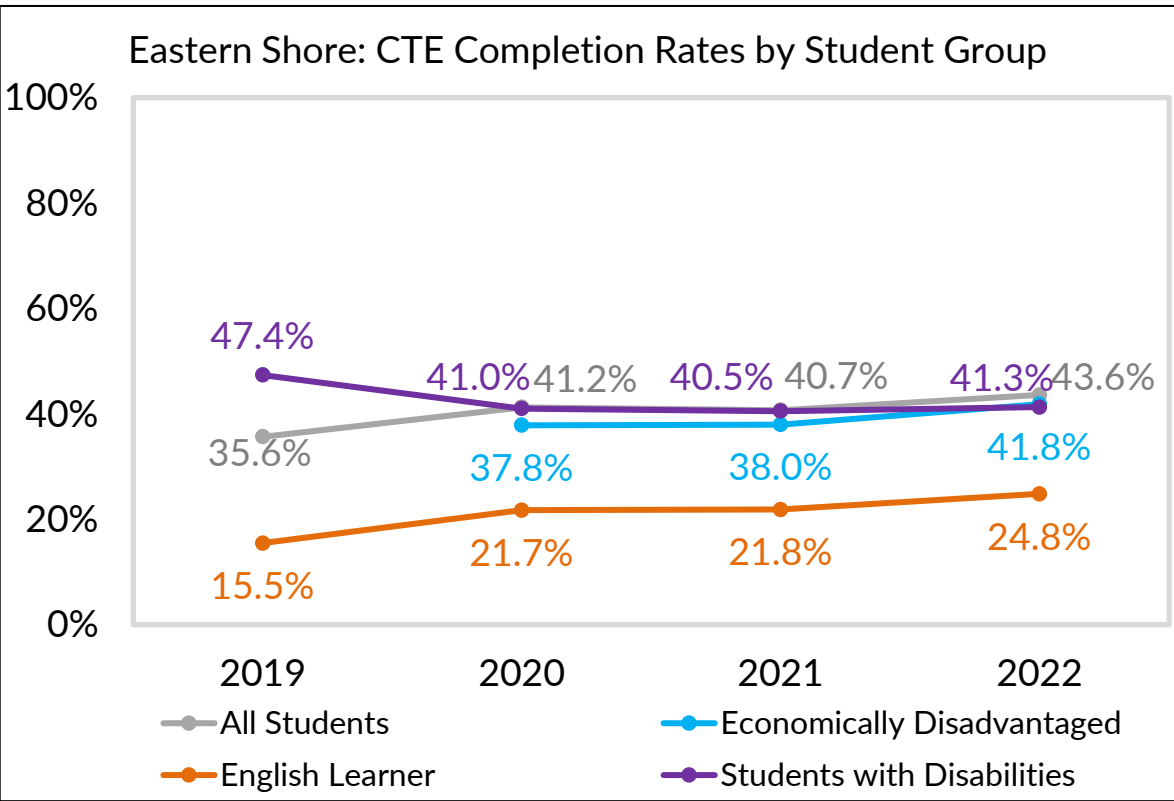
In the Eastern Shore, CTE completion rates from school years 2018-2019 to 2021-2022 are on an upward trend. A larger percentage of white students are CTE completers, when compared to other race/ethnicities.



*Note: "Other" is represented by American Indian or Alaskan Native, Asian, Native Hawaiian or Pacific Islander, and two or more races.

Eastern Shore: High School Career and Technical Education (CTE) Completers by Student Group

In the Eastern Shore, for students with disabilities, the percent of graduates who are CTE completers is similar to that of the all student group. Male students have a higher CTE completion rates than female students.




























Note: Economically Disadvantaged student data were not collected until 2020.






Source: MSDE, Division of Assessment, Accountability, and Performance Reporting

Credential Attainment and Workforce Demand

- A 2020 report by Credentials Matter indicates that **only 18% of the credentials earned** by K-12 students nationwide are demanded by employers.
- 6 of the top 10 credentials earned are **very oversupplied** (table to the right).
- Some earned credentials are not recognized by employers or lead to occupations that do not command a **living wage**.

RANK / CREDENTIAL	TYPOLOGY	CREDENTIALS EARNED	STATE COUNT (OUT OF 30)	SUPPLY/DEMAND CATEGORY
1. Microsoft Office Specialist		176,633	25	
2. NCCER - Core Curriculum		96,767	17	
3. WISE Financial Literacy Certification		71,309	6	
4. Adobe Certified Associate		67,658	25	
5. Basic First Aid		65,032	15	
6. National Career Readiness Certificate (WorkKeys)		58,842	7	
7. Automotive Service Excellence Certification		45,237	29	
8. Virginia Workplace Readiness Skills for the Commonwealth		44,897	1	
9. OSHA 10-Hour - General		44,403	13	
10. ServSafe Certification (Manager/Food Handler/Allergens/Alcohol)		37,380	22	

 Certification
  Software
  General Career Readiness
  License
  CTE Assessment

 Very Undersupplied
  Moderately Undersupplied
  Supply Meets Demand
  Moderately Oversupplied
  Very Oversupplied

Source: Credentials Matter. Burning Glass Technologies and ExcelinEd. "Credentials Matter Phase 2: A 2020 Update on Credential Attainment and Workforce Demand in America." September 2020.

The Blueprint’s Apprenticeship and Industry Credential Goal

(a) (1) On or before December 1, 2022, the CTE Committee shall establish, for each school year between the 2023-2024 school year and the 2030-2031 school year, inclusive, statewide goals that reach **45% by the 2030-2031 school year, for the percentage of high school students who, prior to graduation, complete the high school level of a registered apprenticeship or an industry-recognized occupational credential.**

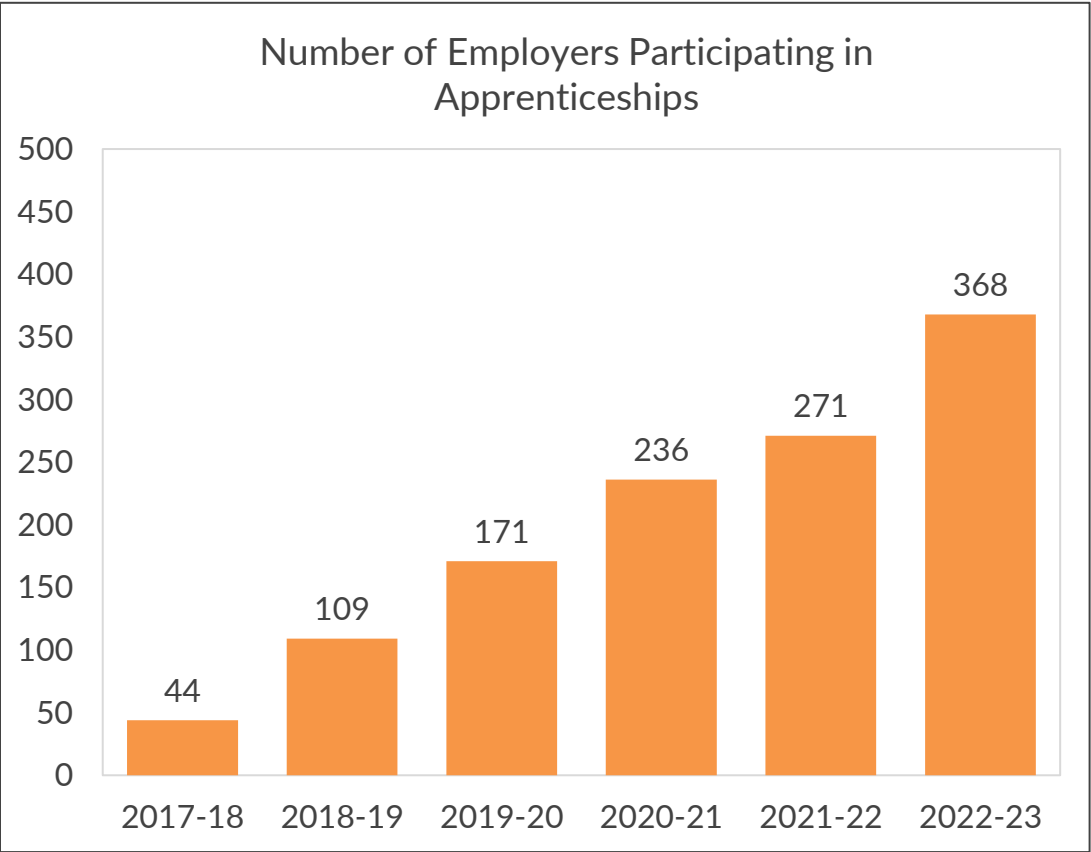
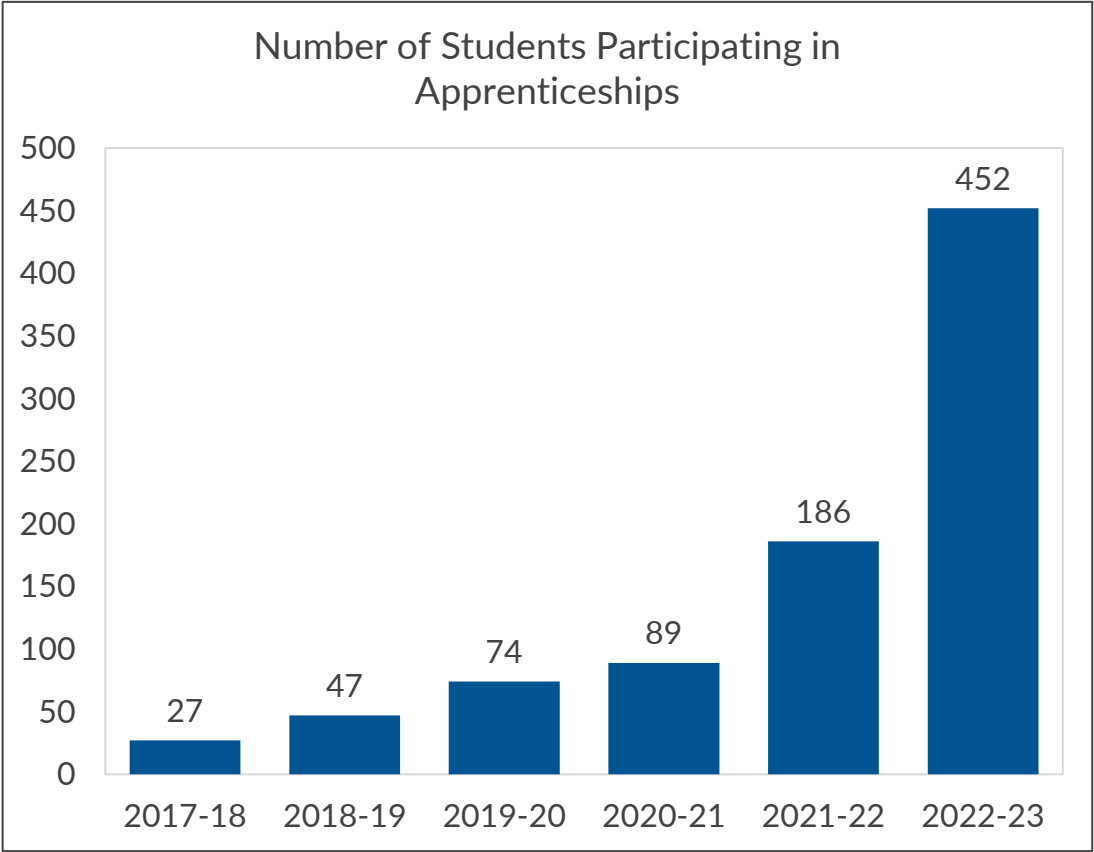
(2) To the extent practicable, the CTE Committee shall ensure that the **largest number of students achieve the requirement of this subsection by completing a high school level of a registered apprenticeship program** approved by the Division of Workforce Development and Adult Learning within the Maryland Department of Labor.

MD Code, Education, § [21-204](#)

- In 2021, the Eastern Shore region had **4,265 graduates.**
- To meet the **45% goal, 1,920 of these graduates** would have needed to complete an apprenticeship or industry credential.
- In 2021, about **7% of Maryland graduates met these criteria.**

Expansion of Youth Apprenticeships

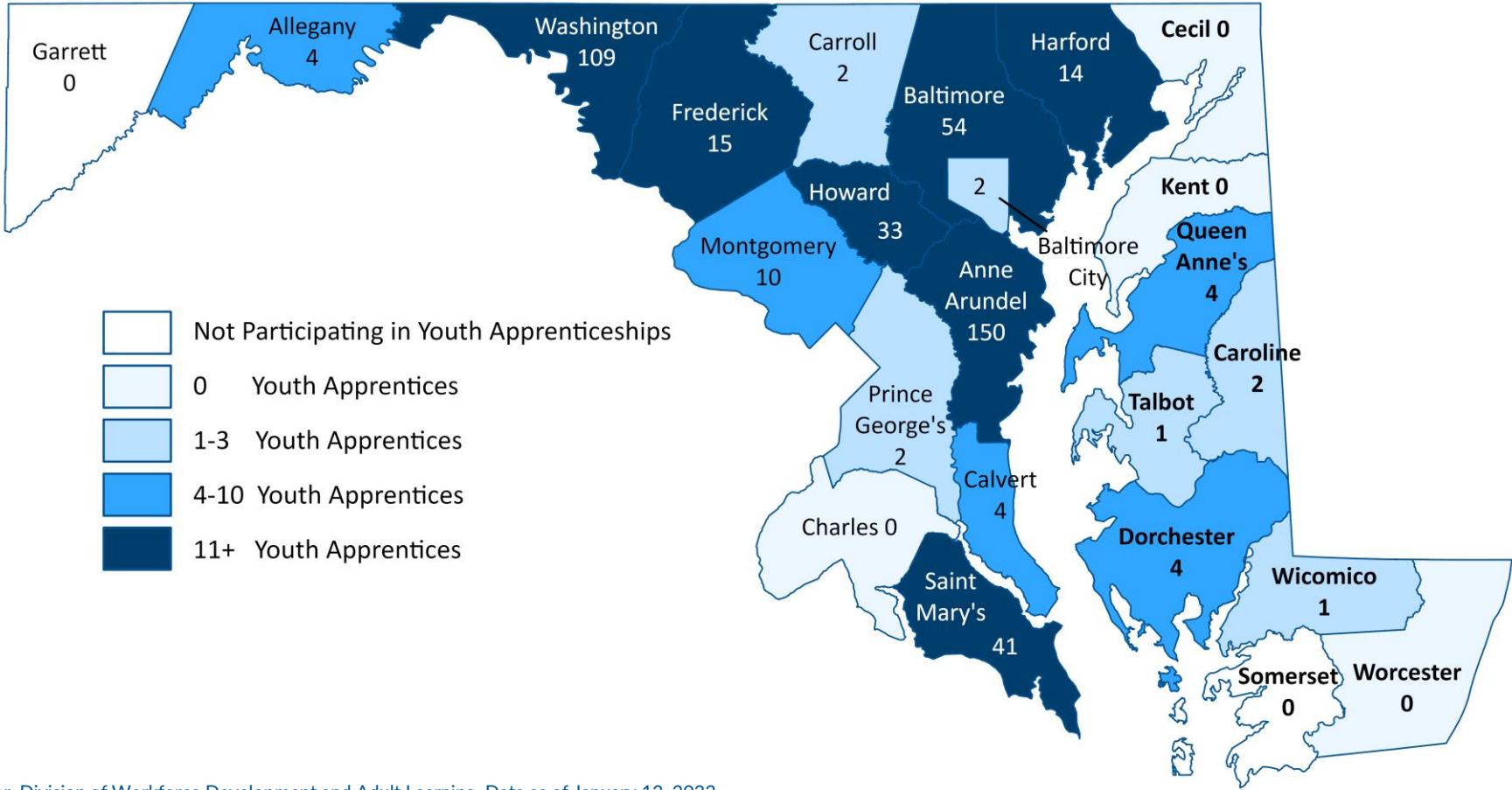
The number of students and businesses participating in apprenticeships in Maryland grew significantly from 2017-18 to 2022-23.



Source: Maryland Department of Labor, Division of Workforce Development and Adult Learning. Data as of January 12, 2023.

Youth Apprentices by County

More than half of all youth apprentices in Maryland are students in Anne Arundel and Washington counties. Currently, 7 out of 24 LEAs have more than 10 youth apprentices.



Source: Maryland Department of Labor, Division of Workforce Development and Adult Learning. Data as of January 12, 2023.

Industry Sectors of Employers for Youth Apprentices: 2022-23

Nearly two thirds of youth apprentices statewide are concentrated in government, education, and construction.

Industry Sector	# of Youth Apprentices	% of Total
Government	166	36.9%
Education	74	16.4%
Construction	63	14.0%
Manufacturing	40	8.9%
Healthcare	37	8.2%
Automotive	21	4.6%
Hospitality and Tourism	20	4.4%
Business	13	2.9%
Information Technology	7	1.6%
Agriculture	2	0.4%
Animal Care	2	0.4%
Maritime	2	0.4%
Architecture	1	0.2%
Association Management	1	0.2%
Communications	1	0.2%
Finance, Banking and Real Estate	1	0.2%
Transportation and Logistics	1	0.2%
Total	452	100.0%

Source: Maryland Department of Labor, Division of Workforce Development and Adult Learning. Data as of January 12, 2023.

Apprenticeships Spotlights



Matthew C.

Easton High School -

- Matthew completed an apprenticeship with the Inn at Perry Cabin, a luxury resort on the Eastern Shore in their fine dining restaurant, as a cook apprentice.
- He worked at various kitchen stations, moving up to sauté and fry, where he was able to be more involved in the creative aspect of the job.
- He graduated in 2022 and continues to work at the Inn at Perry Cabin.



Christopher I.

North Carolina HS -

- Christopher completed an apprenticeship with Midshore Technology Services providing professional IT support and cybersecurity during his Junior and Senior year, focusing on removing malware and potentially malicious programs from several computers on a network.
- He plans on attending Chesapeake College next year and then transfer to the Naval Academy to study Cybersecurity.



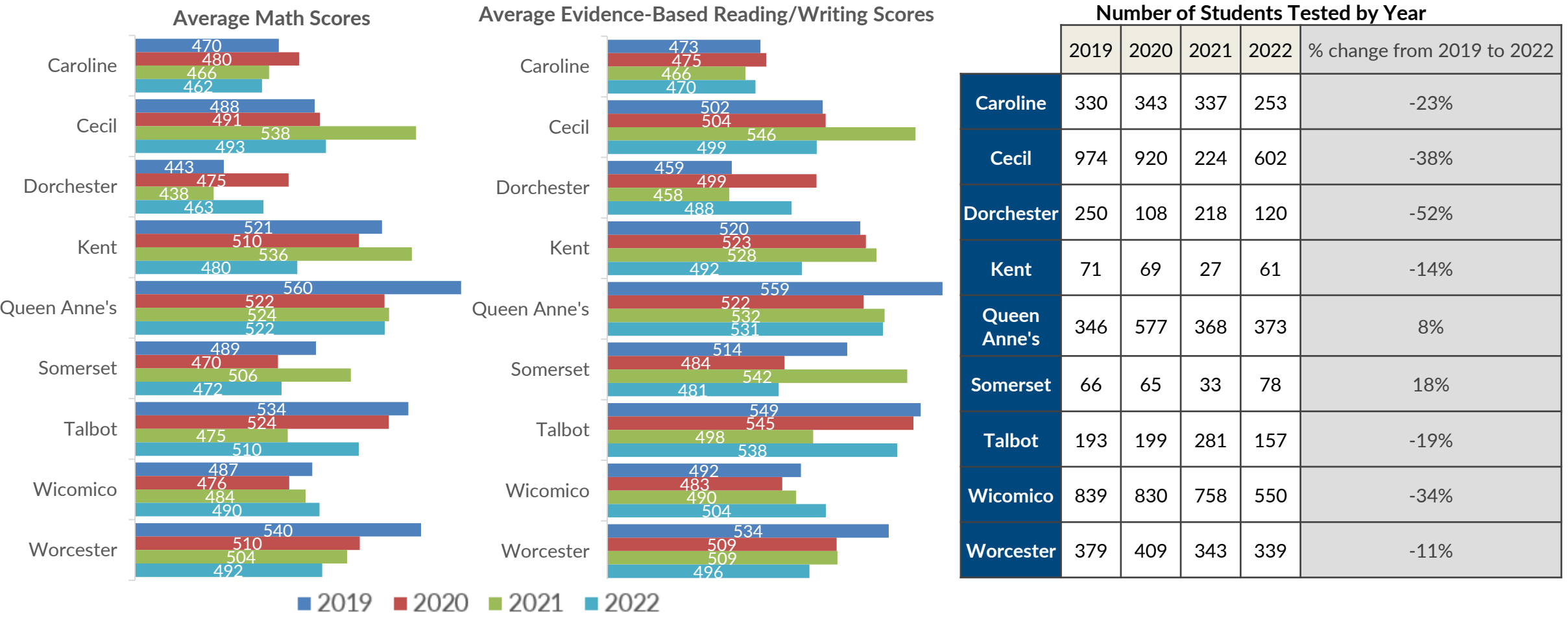
Cameron C.

Wicomico High School -

- Cameron is the first official registered Youth Apprentice at Delaware Elevator.
- He is a Junior at Wicomico High School. Cameron has completed the OSHA 30 requirement and earned his HSI Adult First Aid/CPR AED Adult (2020) certifications.
- According to the Delaware Elevator Site Supervisor, Cameron is reliable, punctual, eager, and excited to learn new skills.

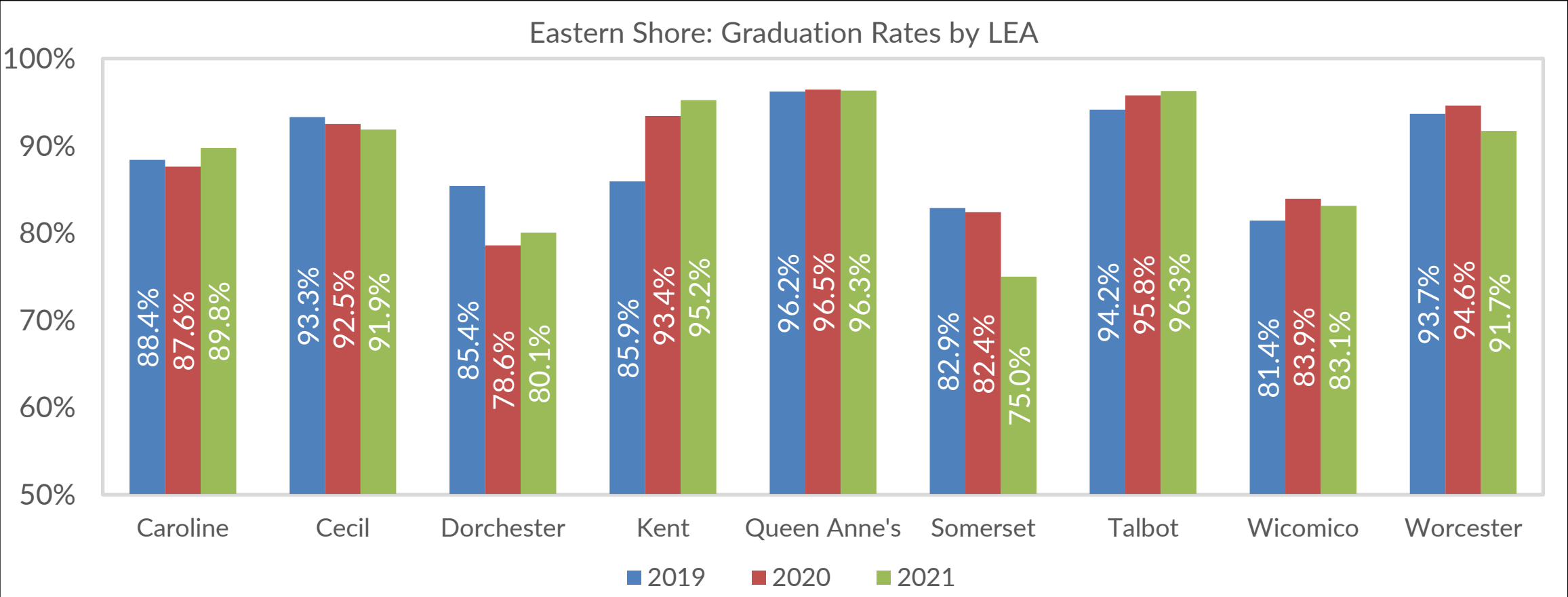
Eastern Shore: Average SAT Scores by LEA

In the Eastern Shore region, some LEAs experienced substantial changes in average SAT scores from 2020 to 2021. However, these changes are likely associated with changes in number of students tested (see table below).



Eastern Shore: 4-Year Cohort Graduation Rate Trends

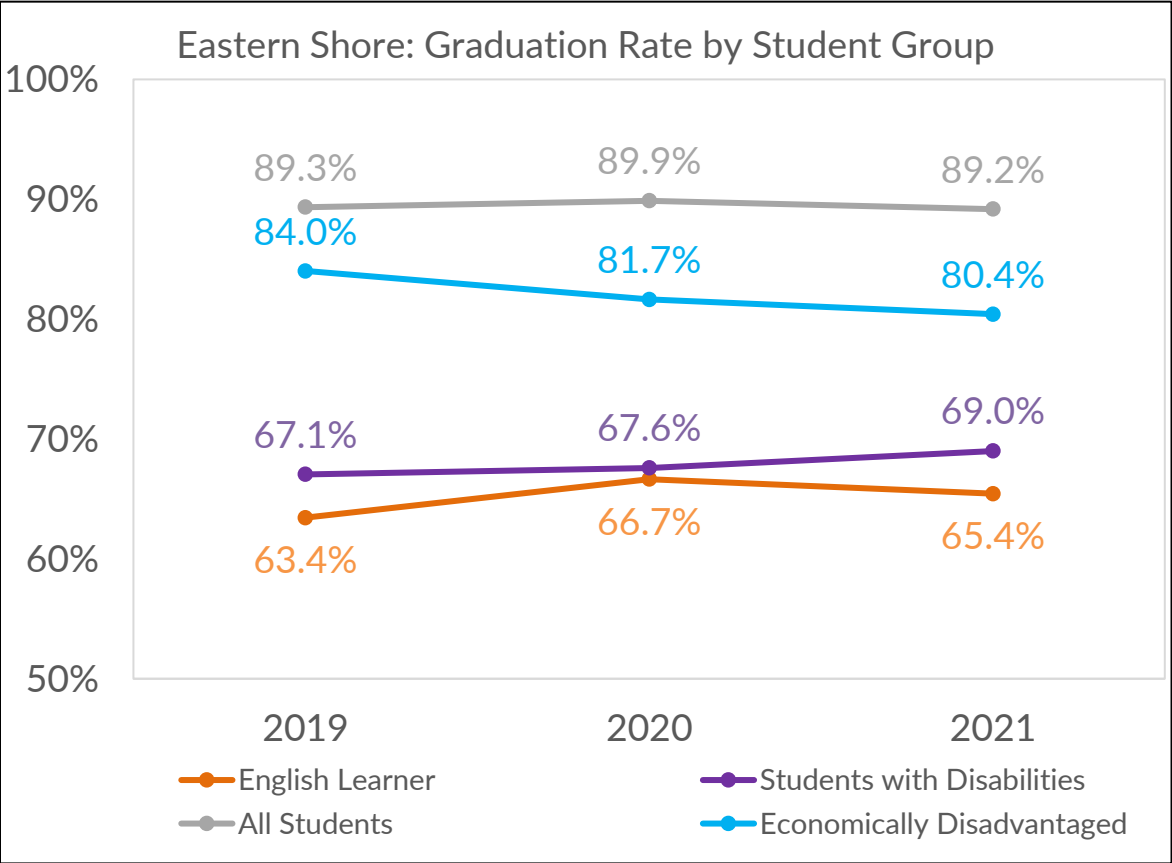
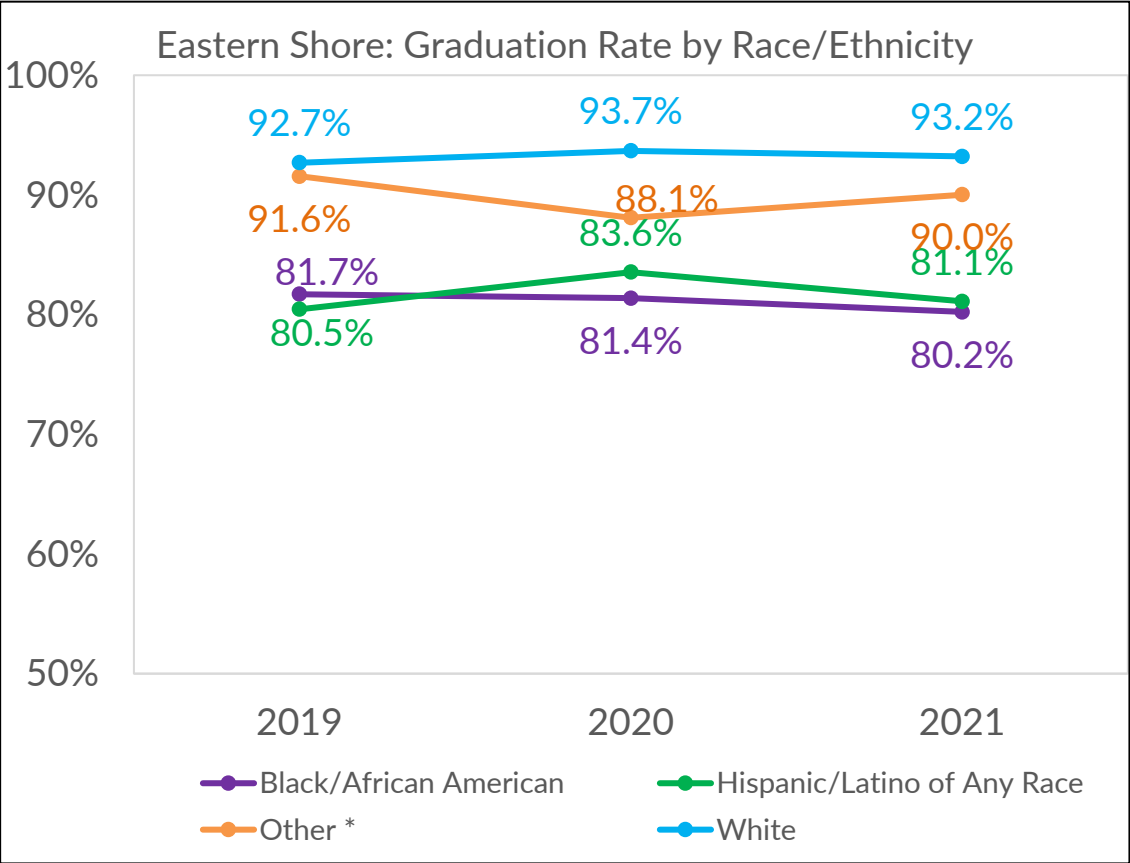
In the Eastern Shore region, graduation rates improved in 5 out of 9 LEAs from 2019 to 2021. In 2021, Dorchester, Somerset, and Wicomico counties had graduation rates below State average of 87.2%.



Source: MSDE, Division of Assessment, Accountability and Performance Reporting

Eastern Shore: 4-Year Cohort Graduation by Student Group

In the Eastern Shore region, there are disparities in graduation rates across student groups. Multi-year declining trends are observed for Hispanic/Latino, English learner, and economically disadvantaged student groups.

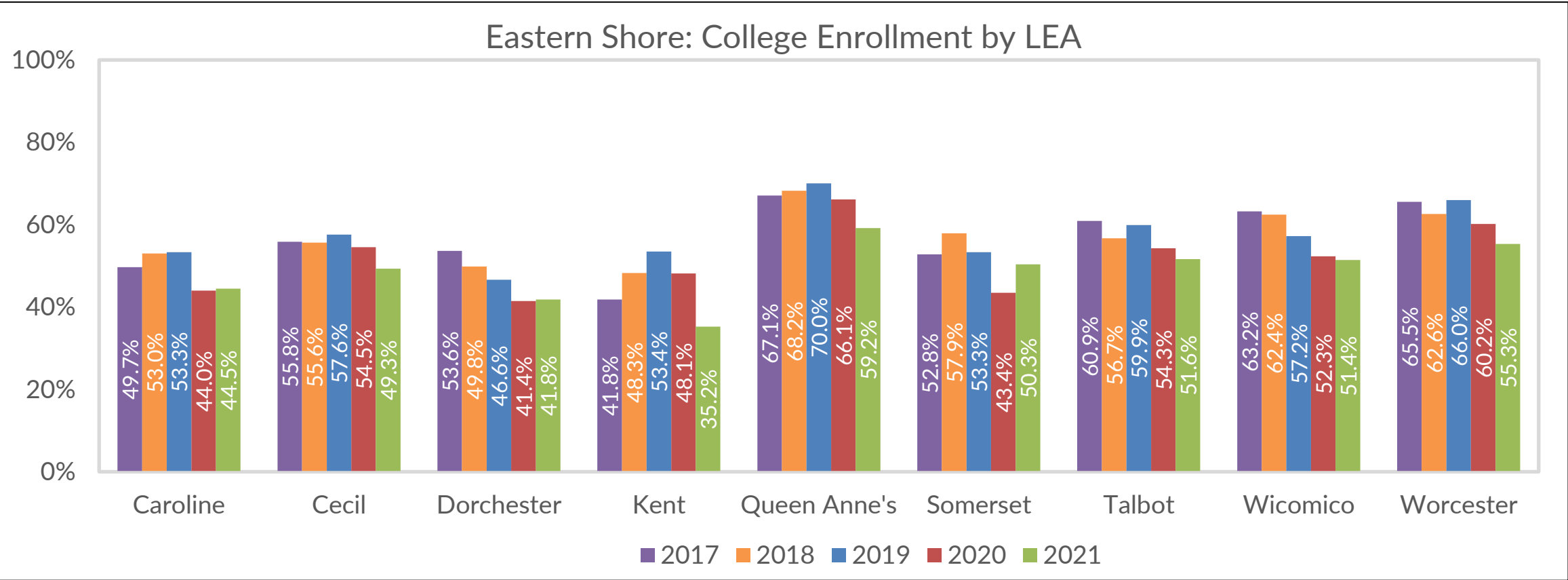


Note: "Other" is represented by American Indian or Alaskan Native, Asian, Native Hawaiian or Pacific Islander, and two or more races.

Source: MSDE, Division of Assessment, Accountability, and Performance Reporting

Eastern Shore: College Enrollment Trends by LEA

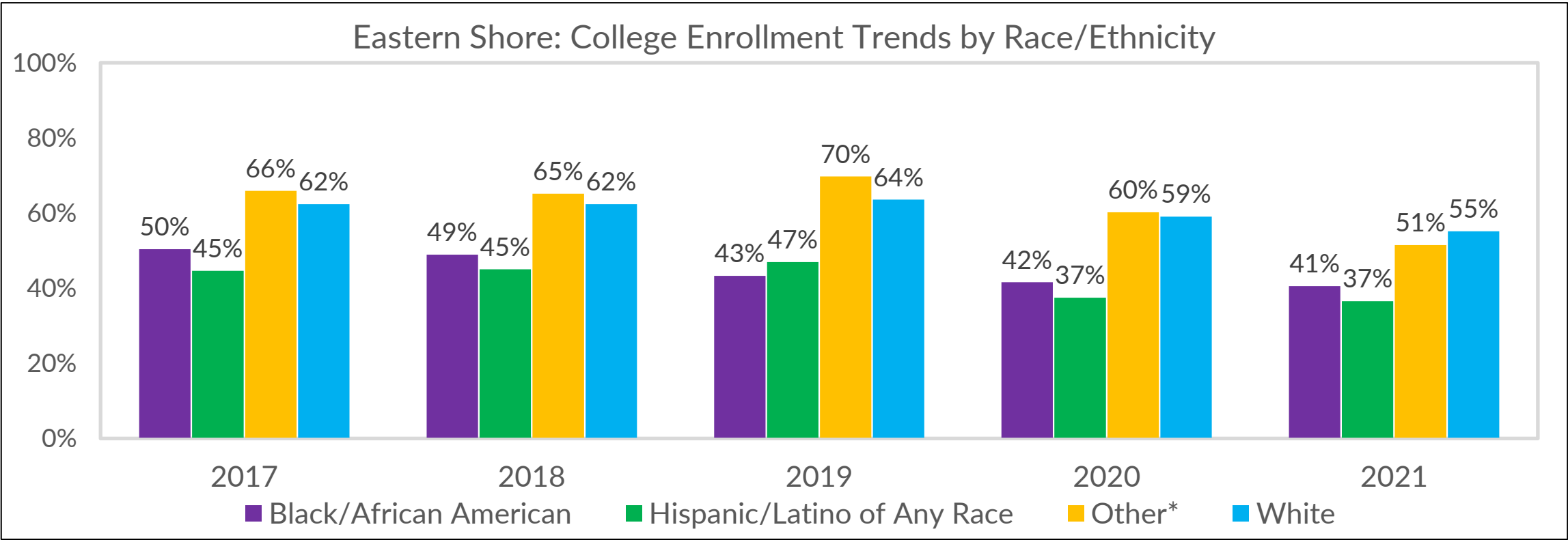
College enrollment rates measured by enrollment within 12 months after graduation, have declined for all Eastern Shore LEAs from 2019 to 2021. The magnitude of the decline ranges from a low of 6% in Somerset County to a high of over 34% in Kent County.



Source: National Student Clearinghouse

Eastern Shore: College Enrollment Trends by Race/Ethnicity

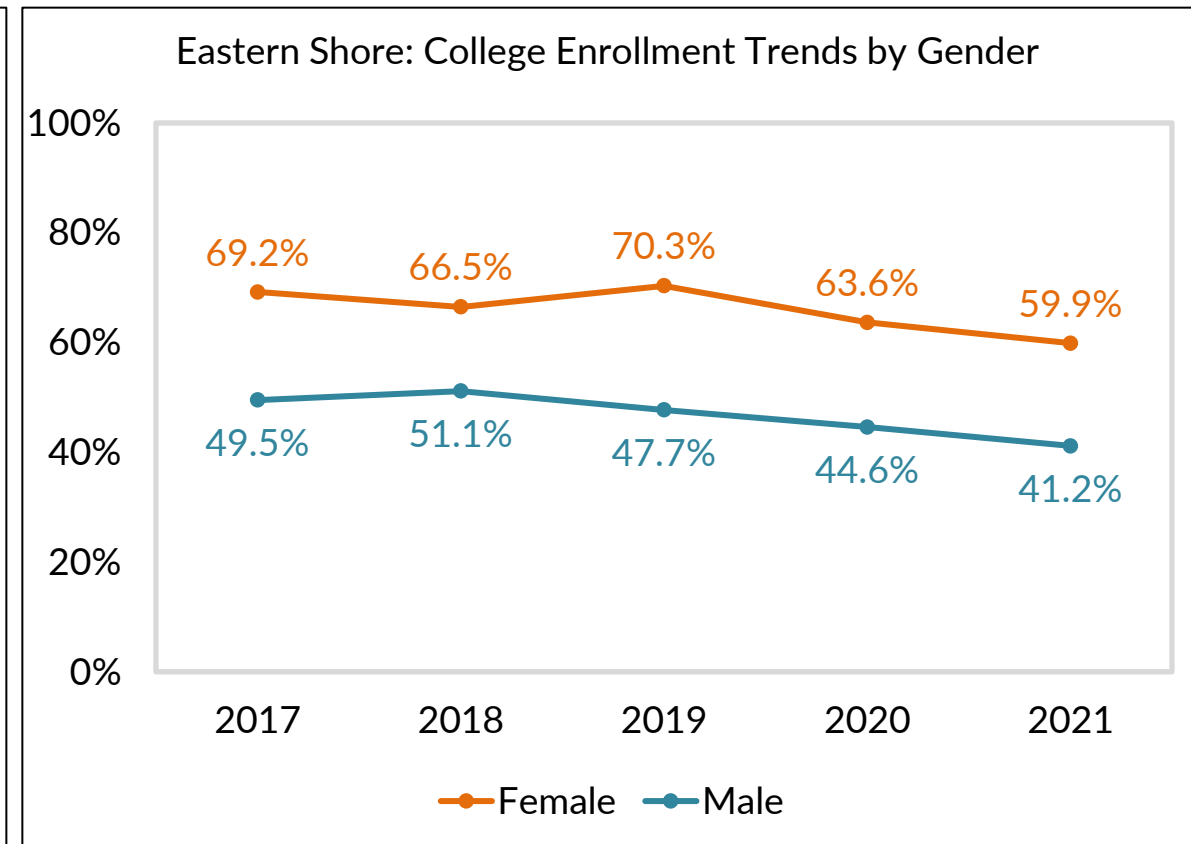
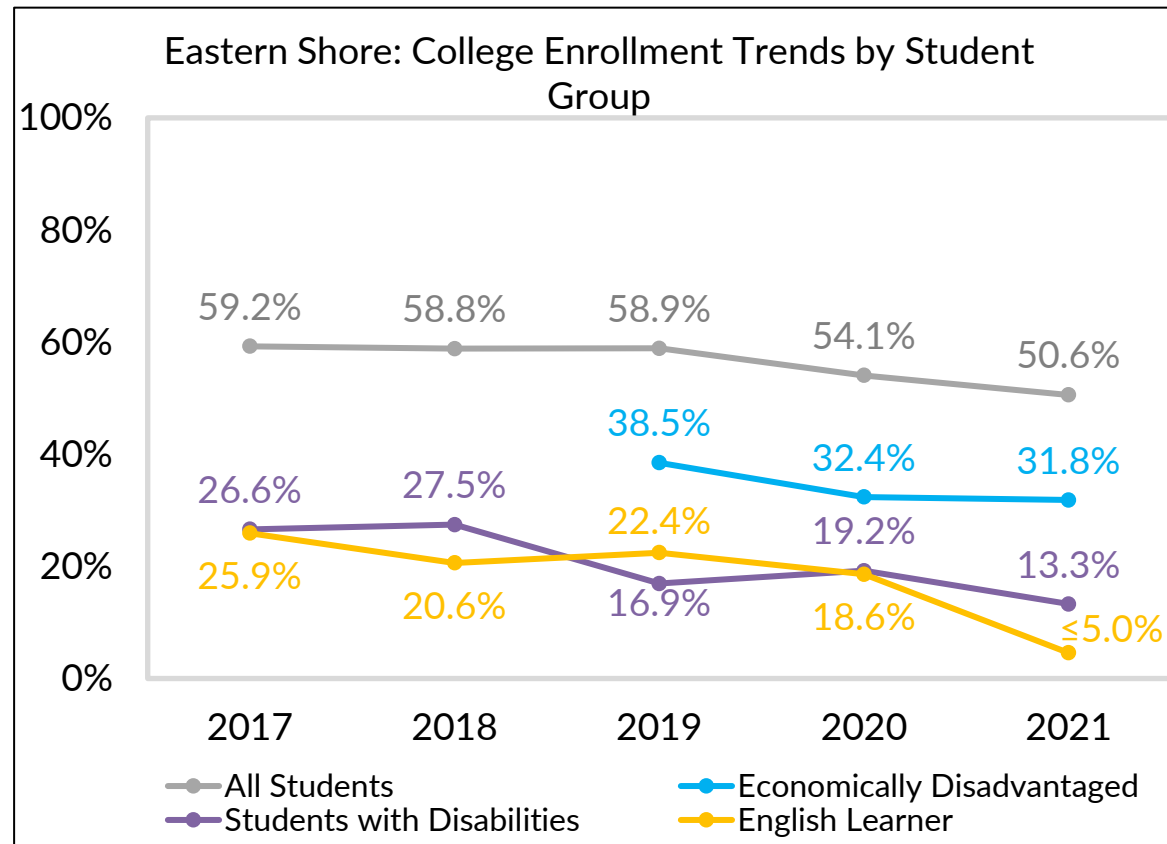
In the Eastern Shore region, Hispanic/Latino students have the lowest college enrollment rate of all groups. In 2021, college enrollment for white students surpassed the Other group, which primarily consists of Asian students and students of two or more races.



*Note: "Other" is represented by American Indian or Alaskan Native, Asian, Native Hawaiian or Pacific Islander, and two or more races.

Eastern Shore: College Enrollment Trends by Student Group

In the Eastern Shore region, there are disparities in college enrollment between historically underserved student groups compared to all students. The gaps are especially pronounced, and increasing, for English learners and students with disabilities. A greater percentage of females enroll in college compared to males—a gap of over 18 percentage points in 2021.



Note: Economically disadvantaged student data were not collected until 2019.

Source: National Student Clearinghouse

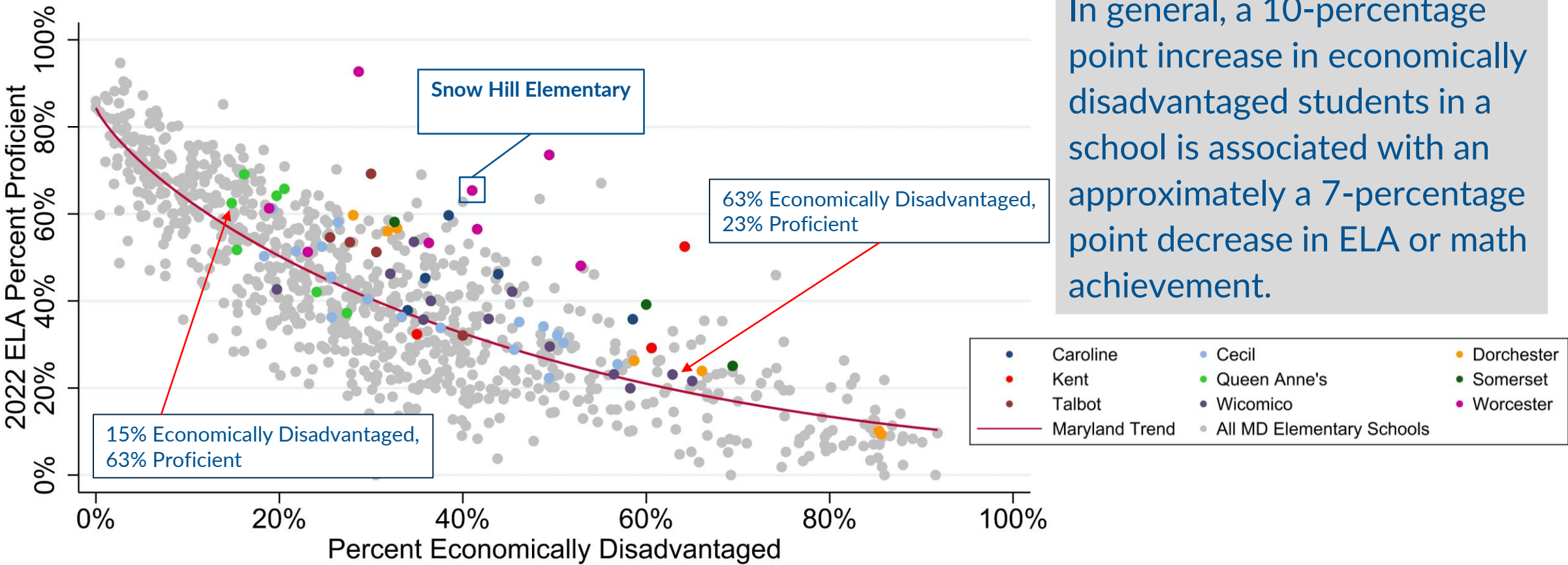


Enabler 1: High-Quality Data, Reporting, and Strategic Resource Allocation

Maryland is supporting our schools, local education agencies, families, and decision makers by producing relevant, timely, and high-quality data and reporting, and enabling educators to make the best use of their resources to meet the needs of our students and accelerate student achievement.

Demographics and Student Achievement

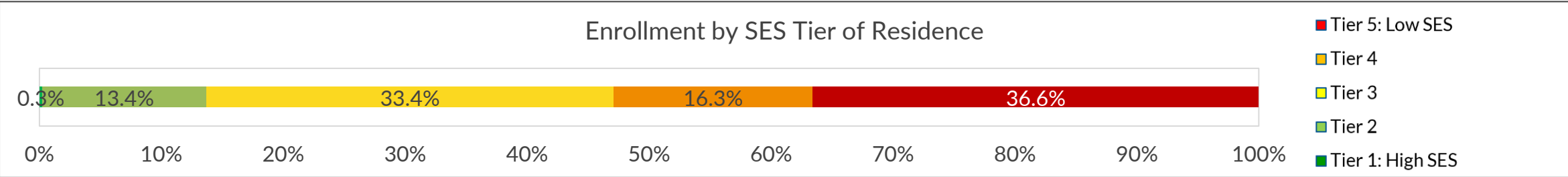
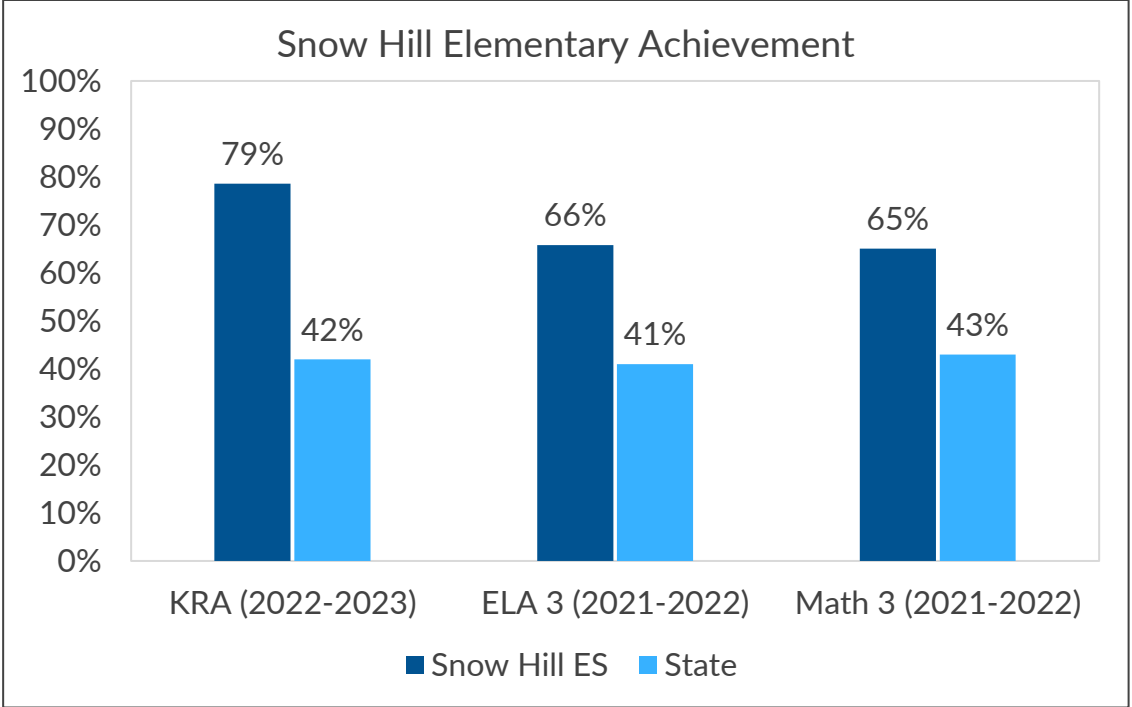
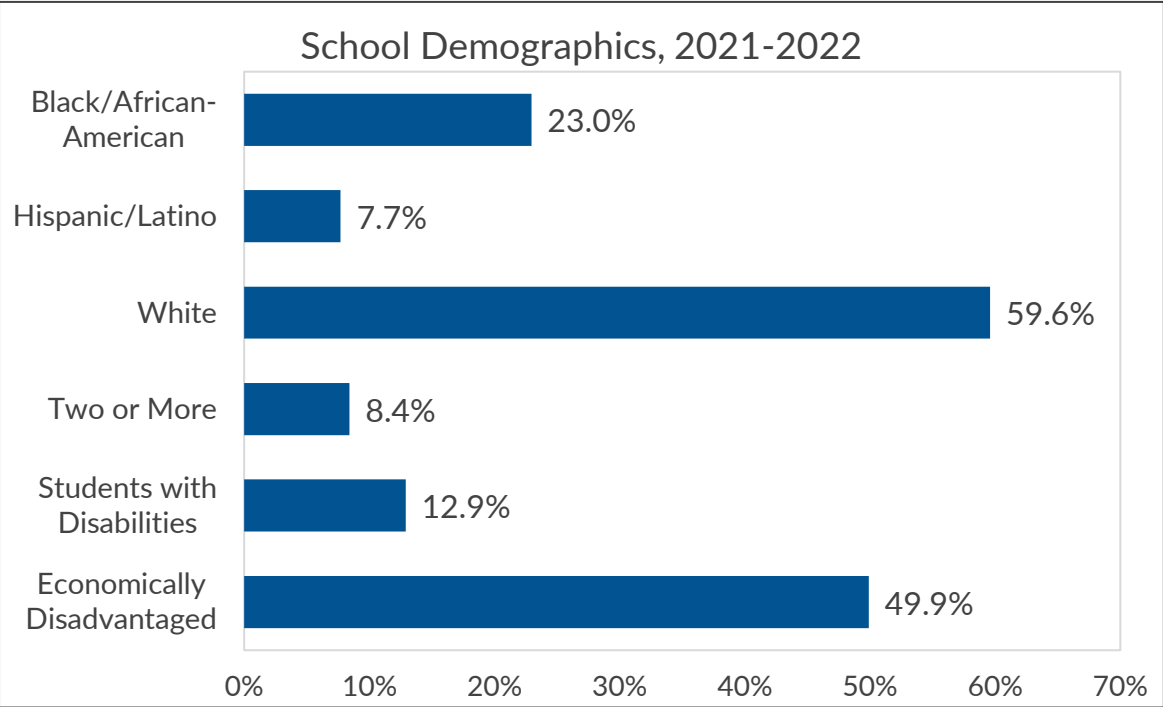
On average, schools with higher proportions of economically disadvantaged students have lower achievement.



Note: Only elementary school proficiency results in ELA are shown. Similar relationships exist for math proficiency and at the middle and high school levels. Percent Economically Disadvantaged is for full academic year test takers in a school.
Source: MSDE, Division of Assessment, Accountability and Performance Reporting

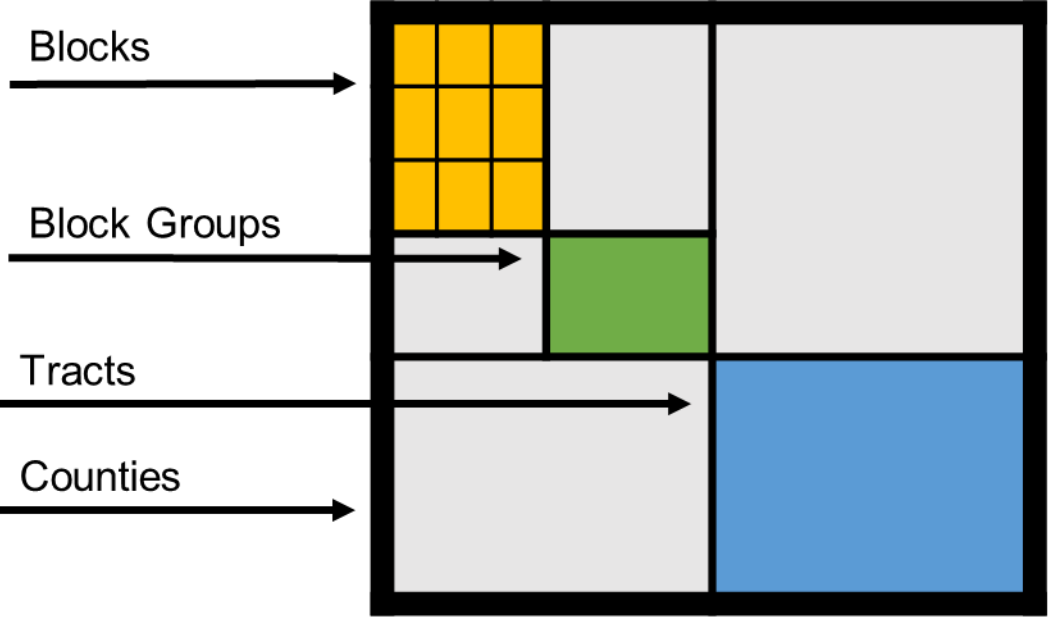
Spotlight: Snow Hill Elementary, Worcester County

Half of Snow Hill students are economically disadvantaged, yet they outperform the state achievement average.

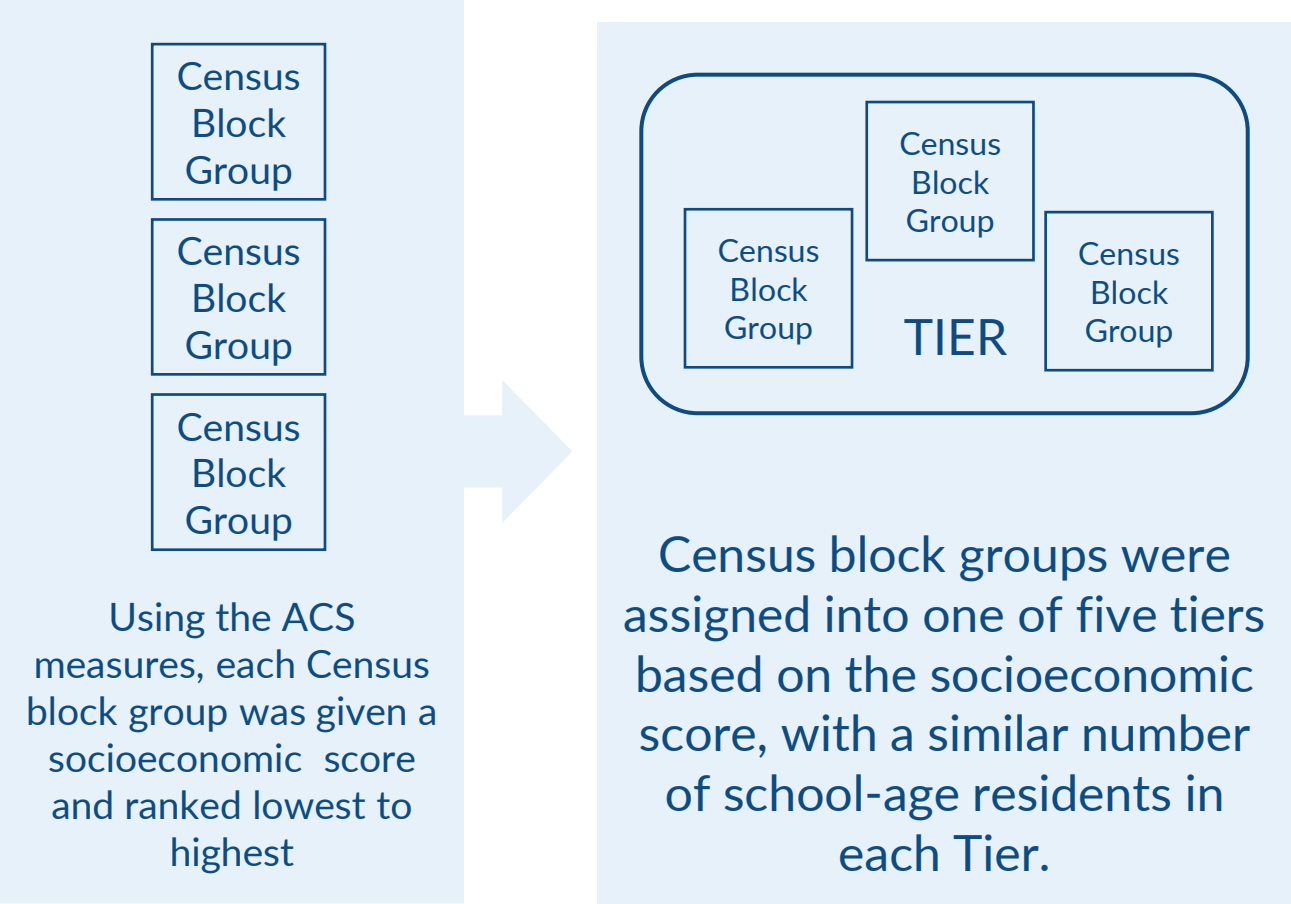


Note: Students with Disabilities and Economically Disadvantaged percentages are based on preliminary data. Economically Disadvantaged determined by direct certification.

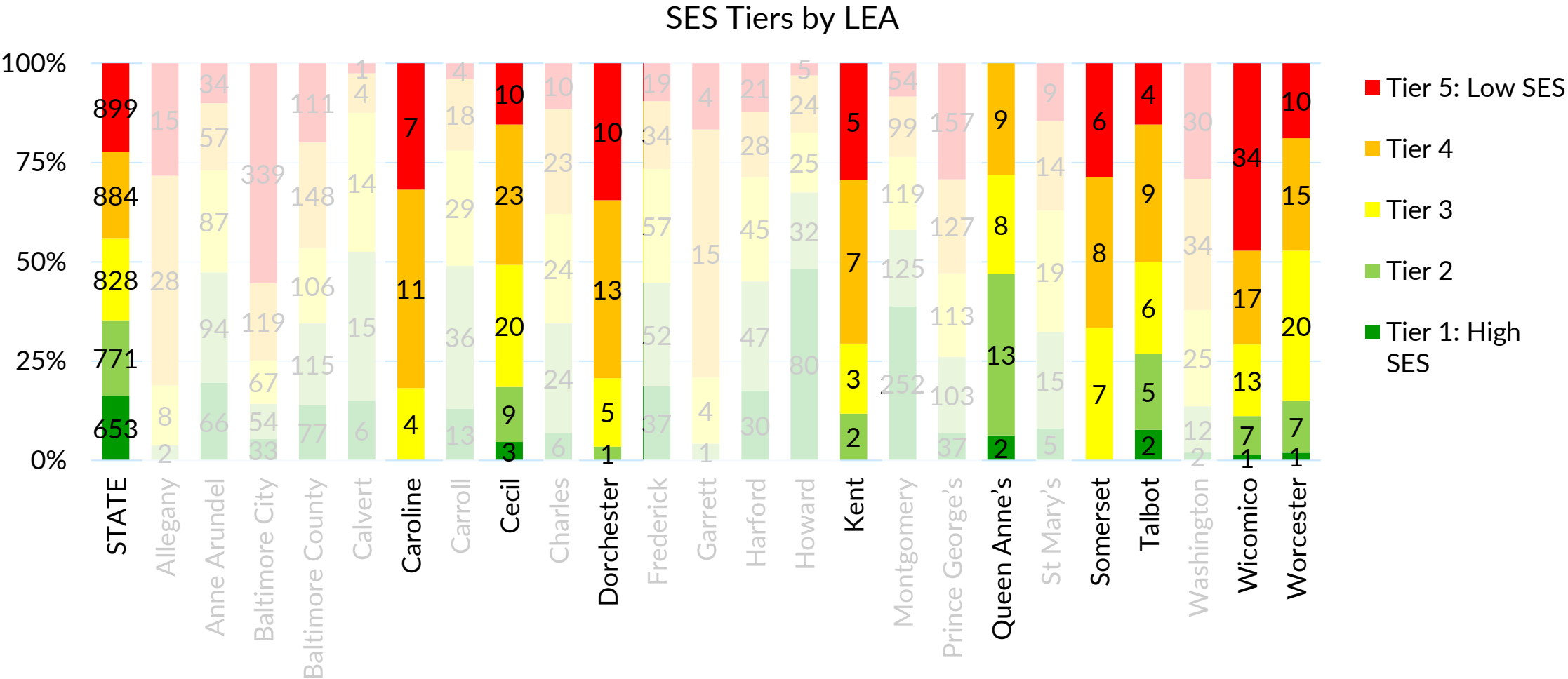
Development Of Census Block Groups Into Socioeconomic Tiers



Maryland has 4,035 Census block groups

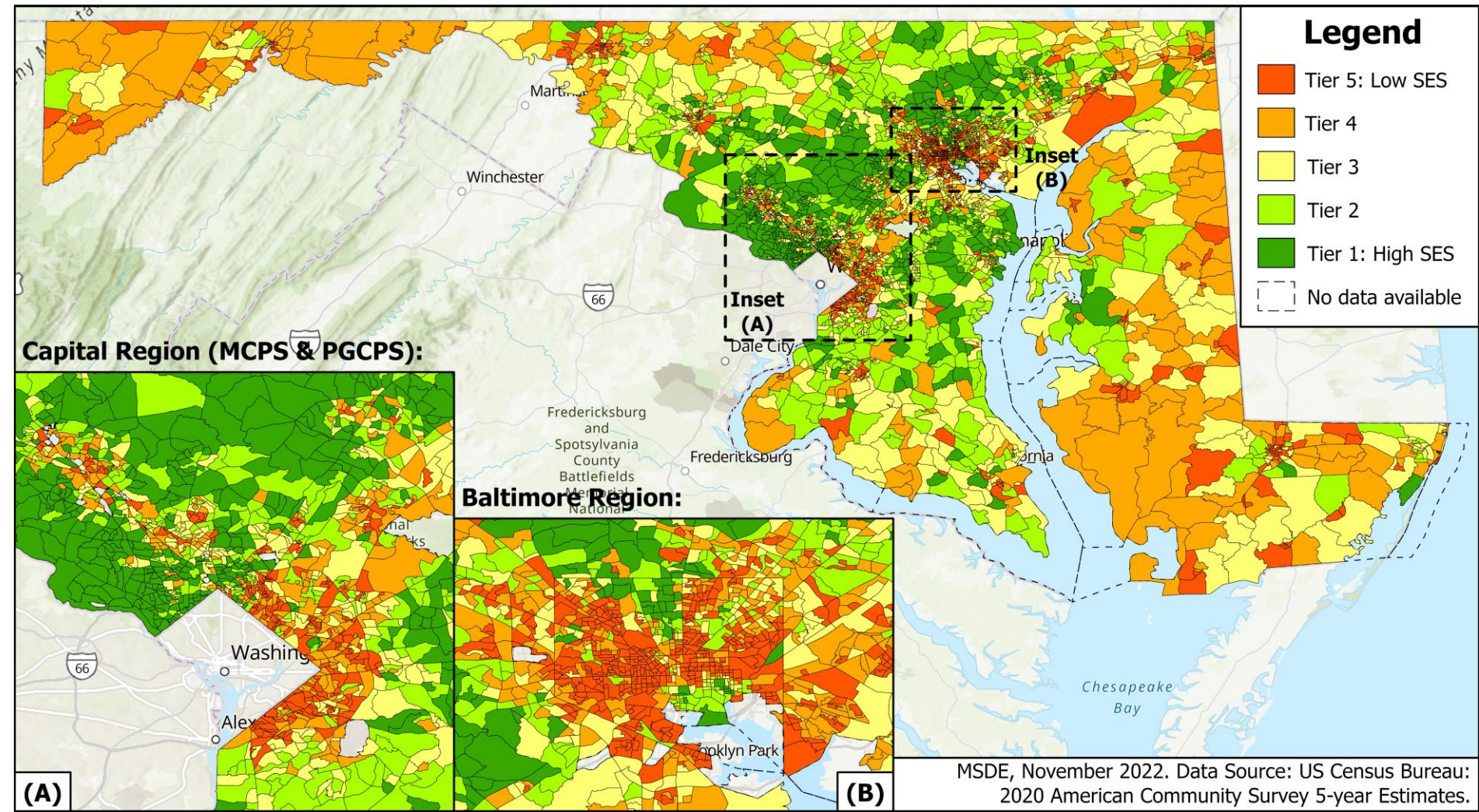


Eastern Shore: Socioeconomic Tiers By LEA



Source: MSDE, Division of Assessment, Accountability and Performance Reporting.; based on 2020 American Community Survey data.

Socioeconomic Block Group Tiers in Maryland

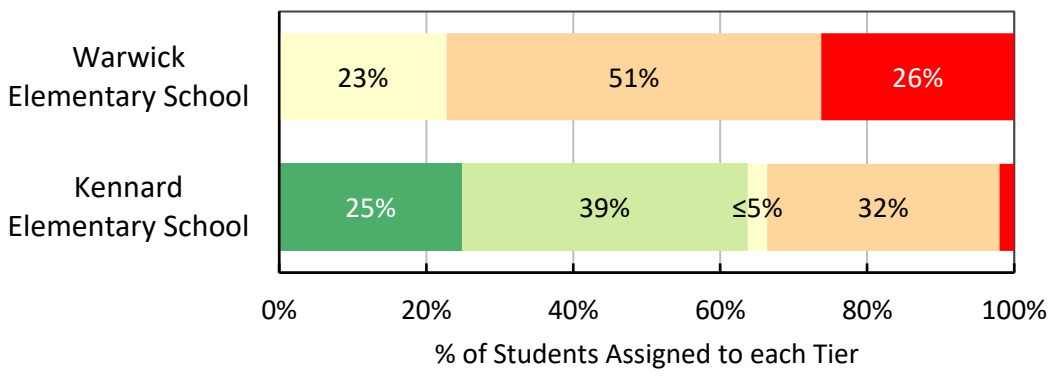
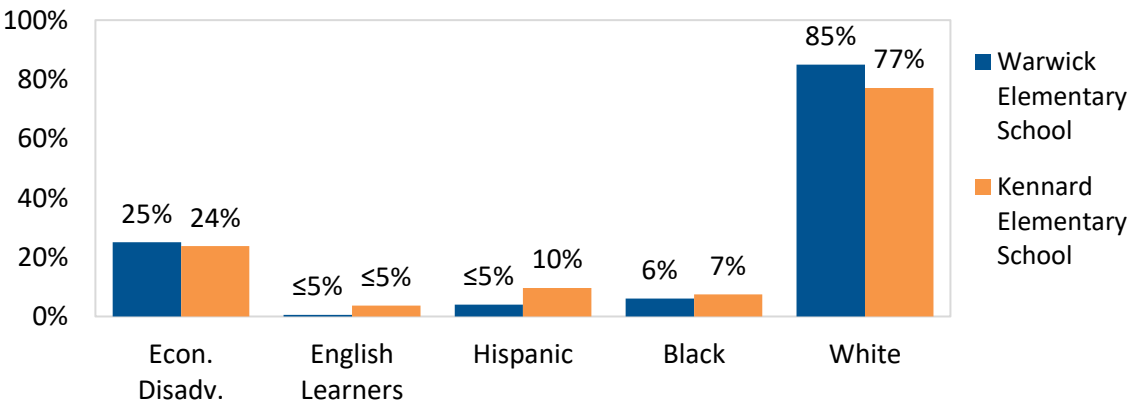
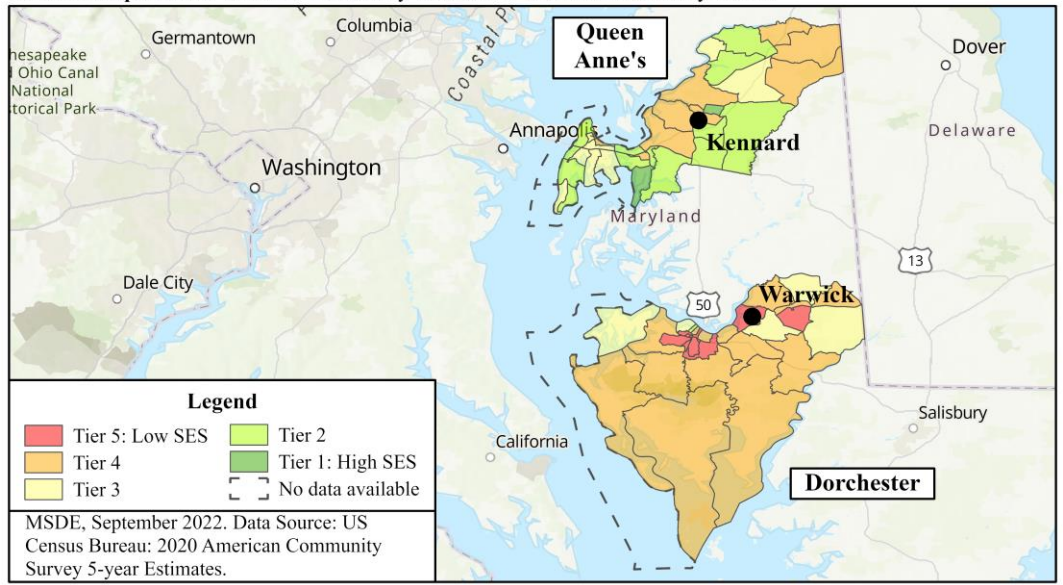


Case Study: School Profiles I

These two schools serve similar percentages of students who are Economically Disadvantaged, so they receive similar levels of Compensatory Education funding. However, their students come from neighborhoods with varying needs.

	Economically Disadvantaged	Living in Tier 4 or 5 Neighborhoods
Warwick ES	25%	77%
Kennard ES	24%	34%

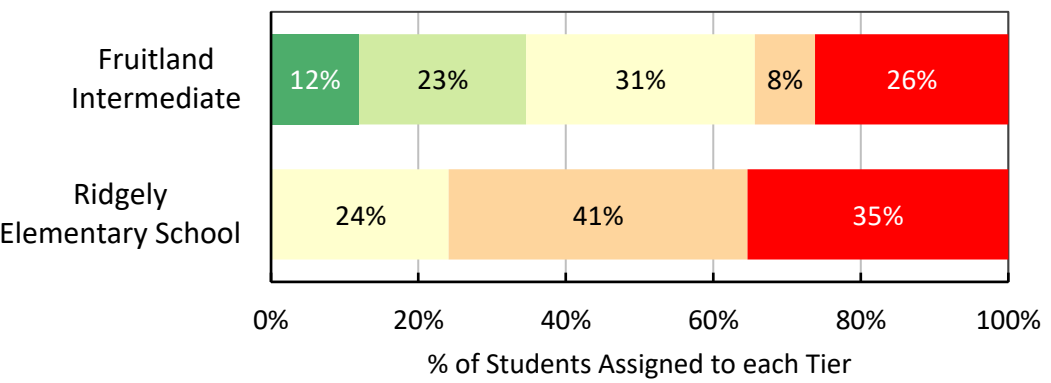
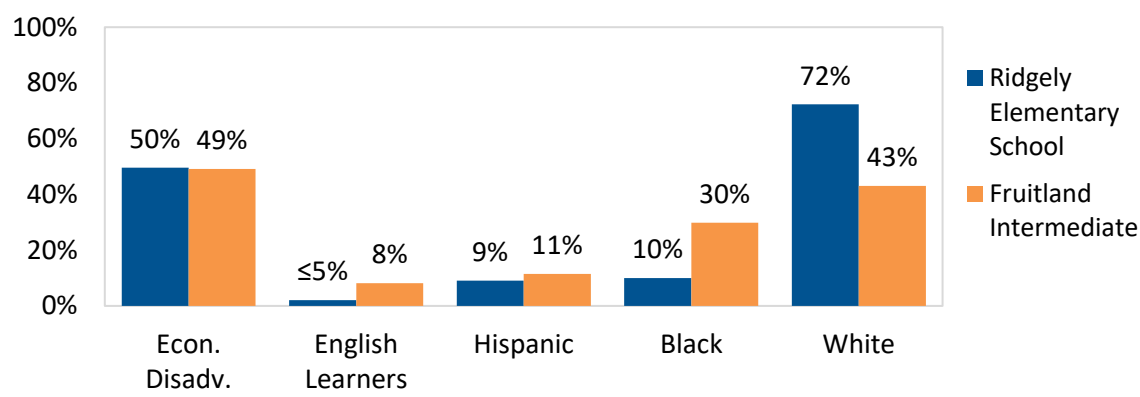
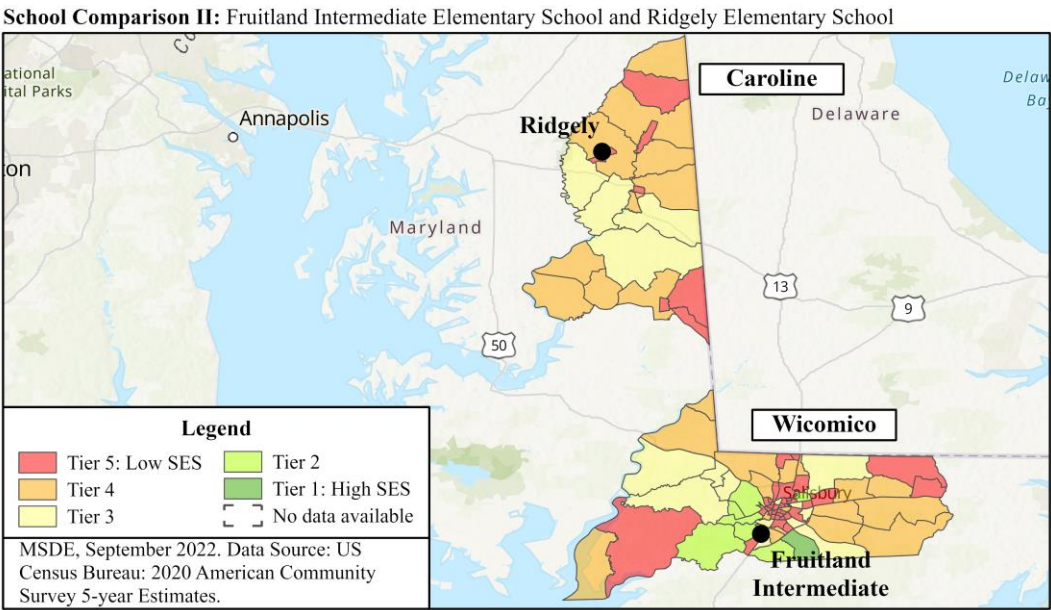
School Comparison I: Kennard Elementary School and Warwick Elementary School



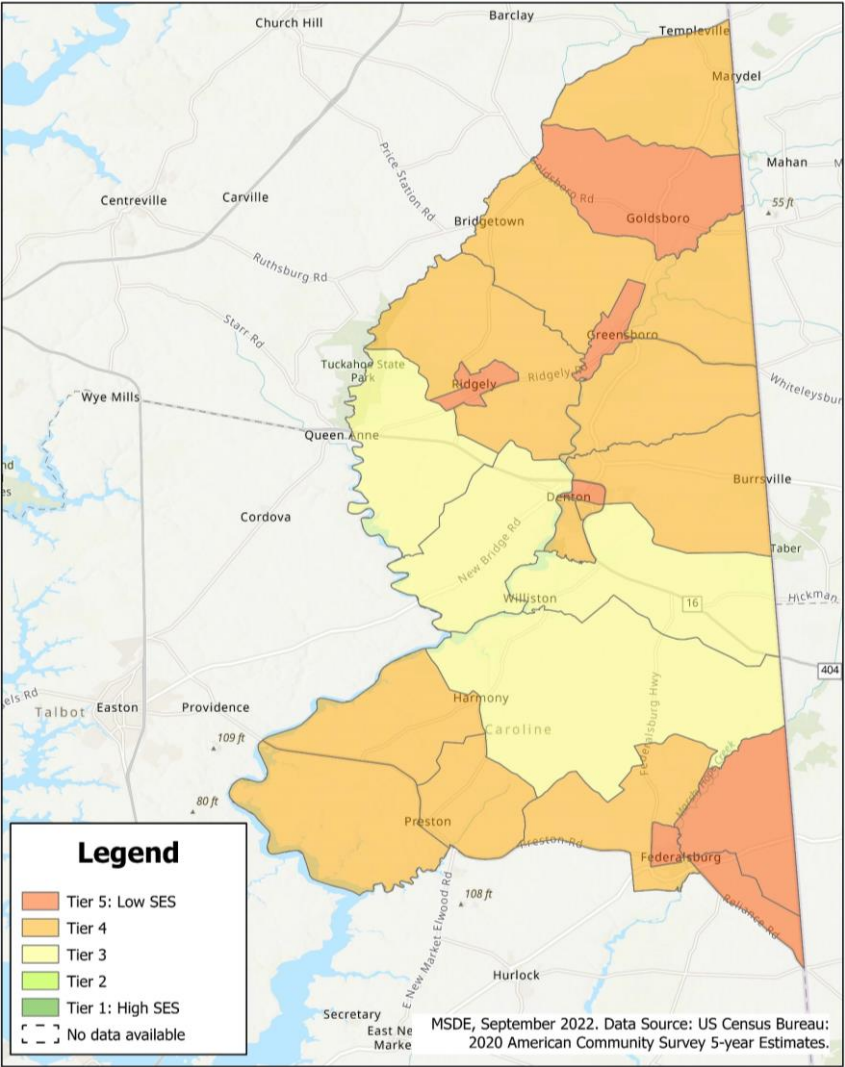
Case Study: School Profiles II

These two schools serve similar percentages of students who are Economically Disadvantaged, so they receive similar levels of Compensatory Education funding. However, their students come from neighborhoods with varying needs.

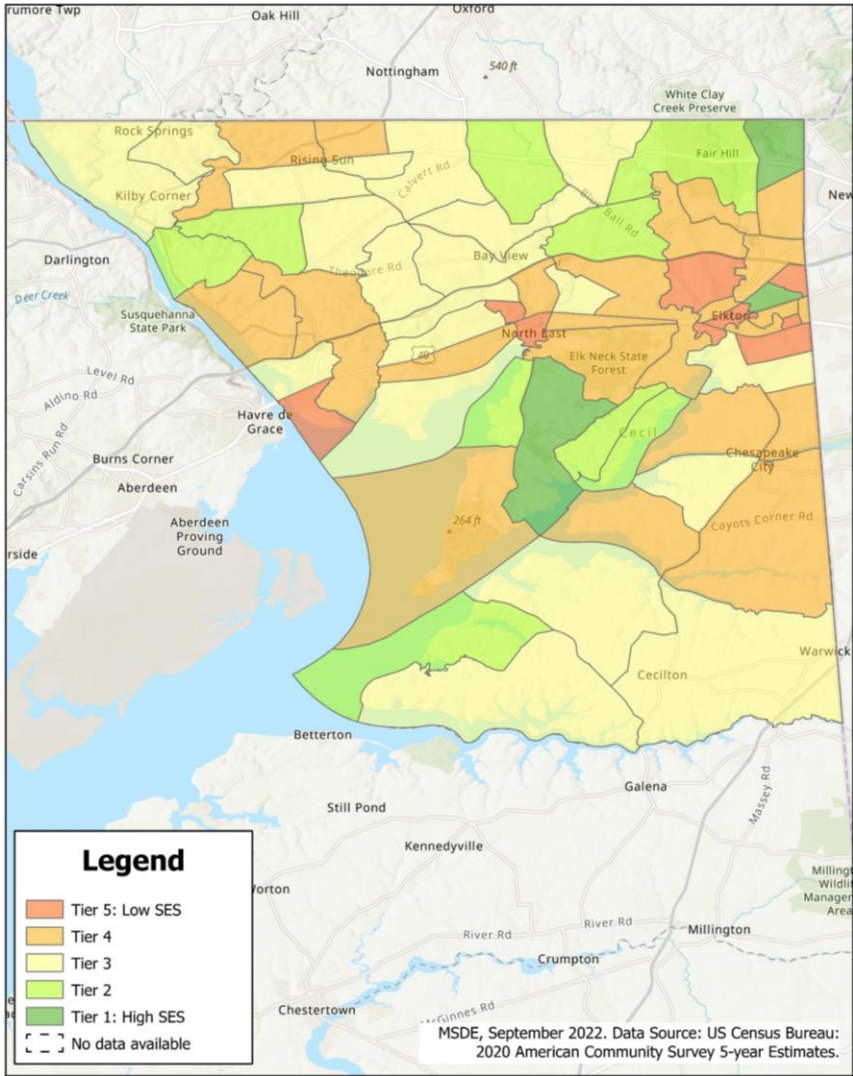
	Economically Disadvantaged	Living in Tier 4 or 5 Neighborhoods
Fruitland ES	49%	34%
Ridgely ES	50%	76%



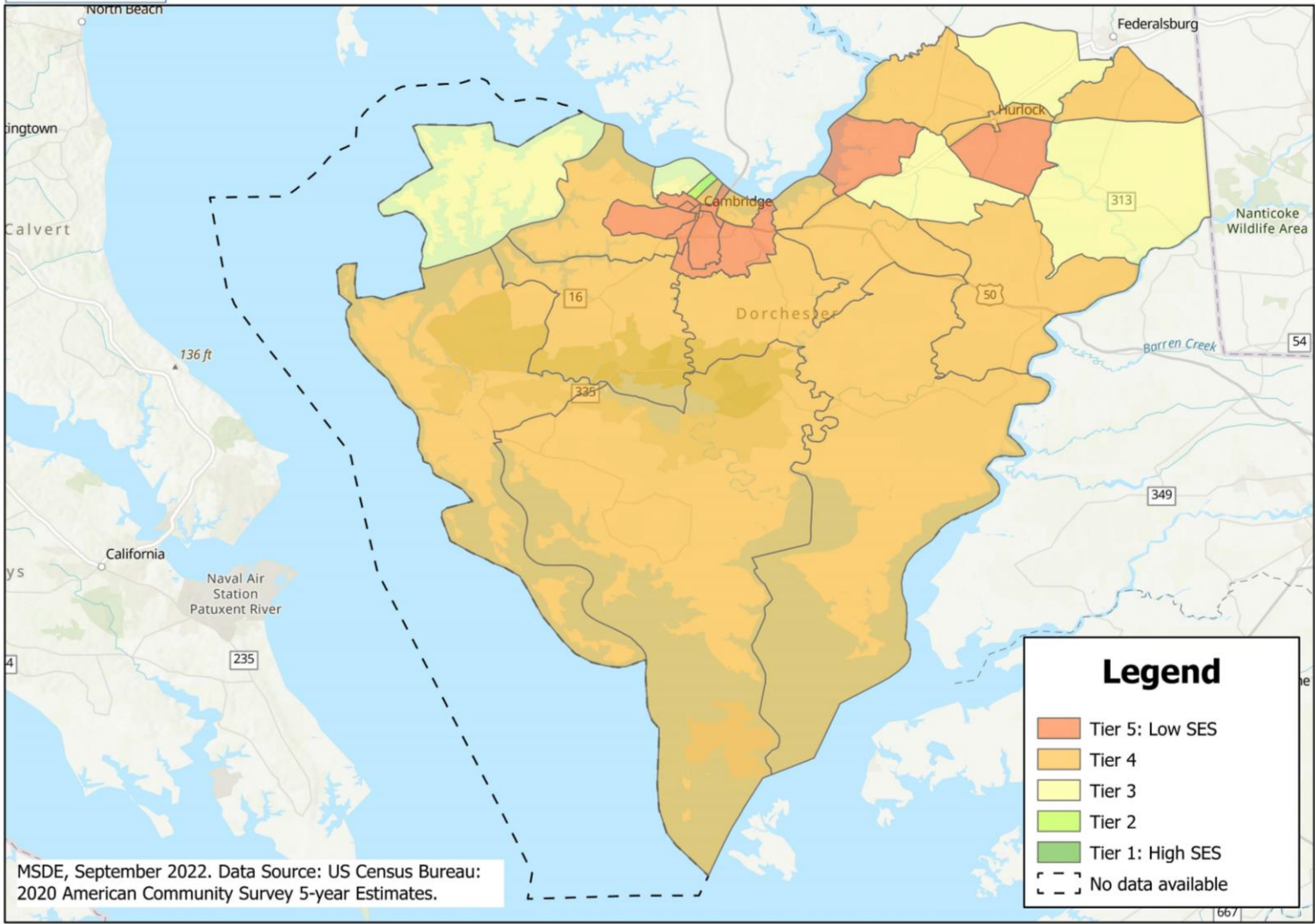
Socioeconomic Block Group Map: Caroline



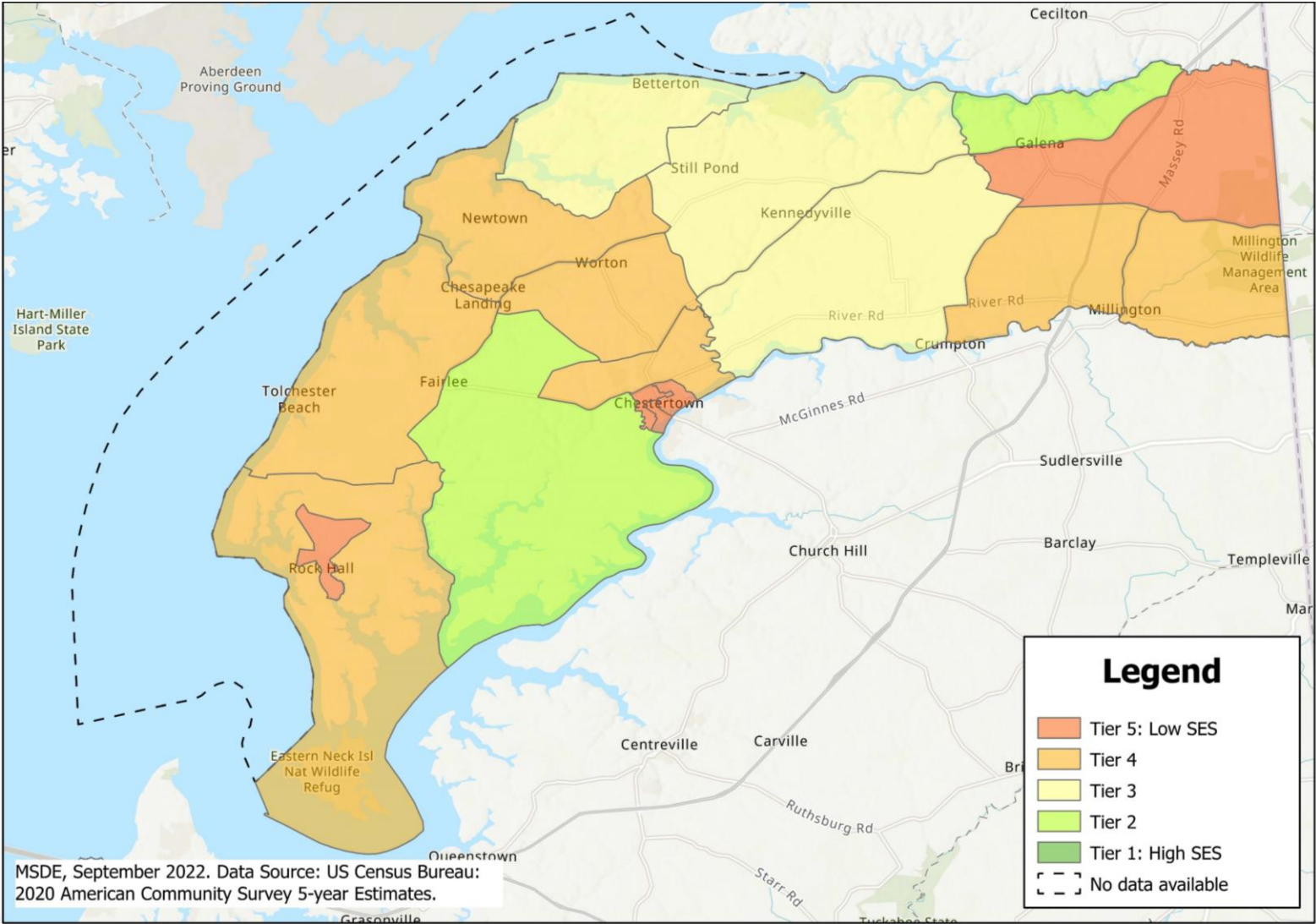
Socioeconomic Block Group Map: Cecil



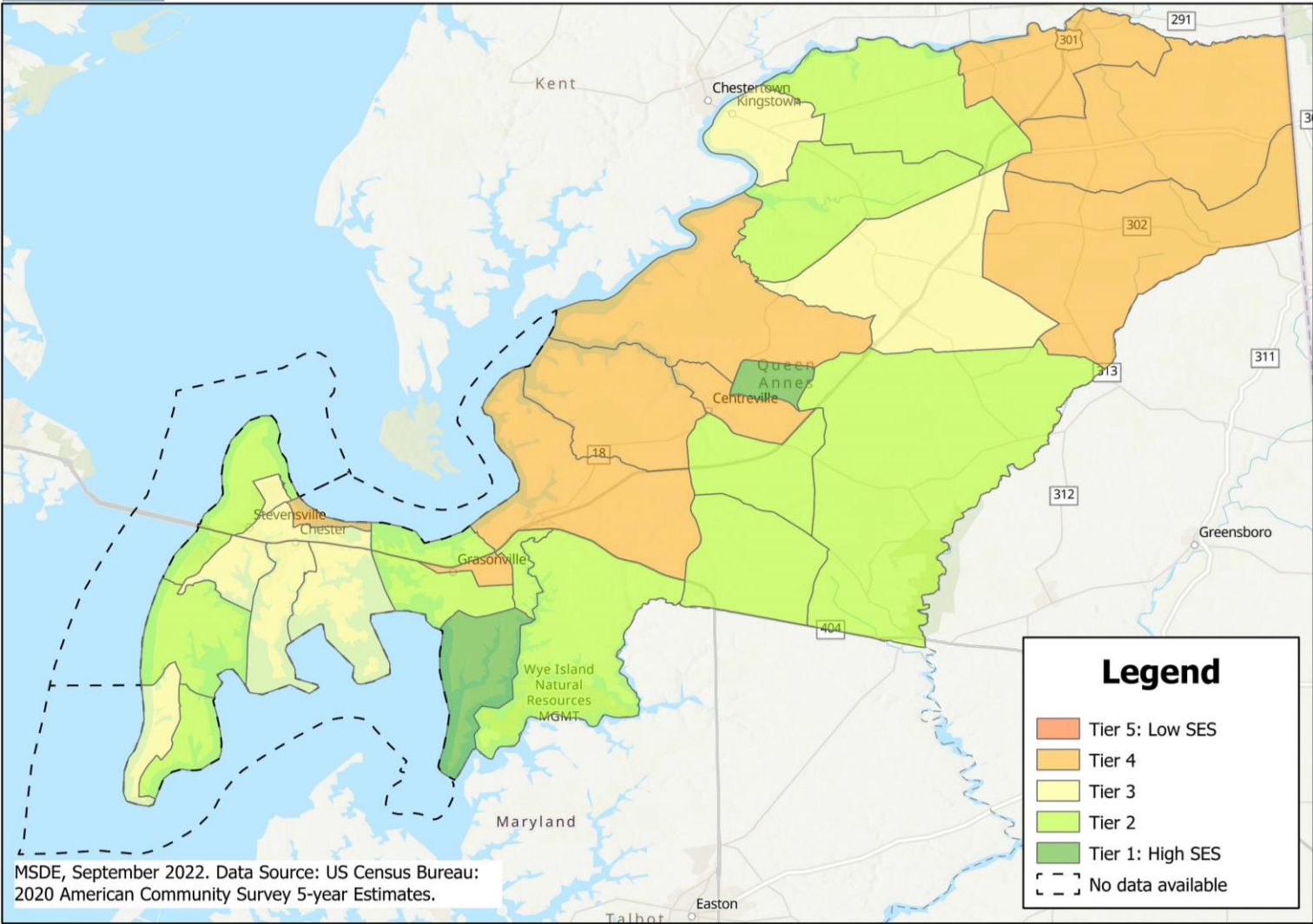
Socioeconomic Block Group Map: Dorchester



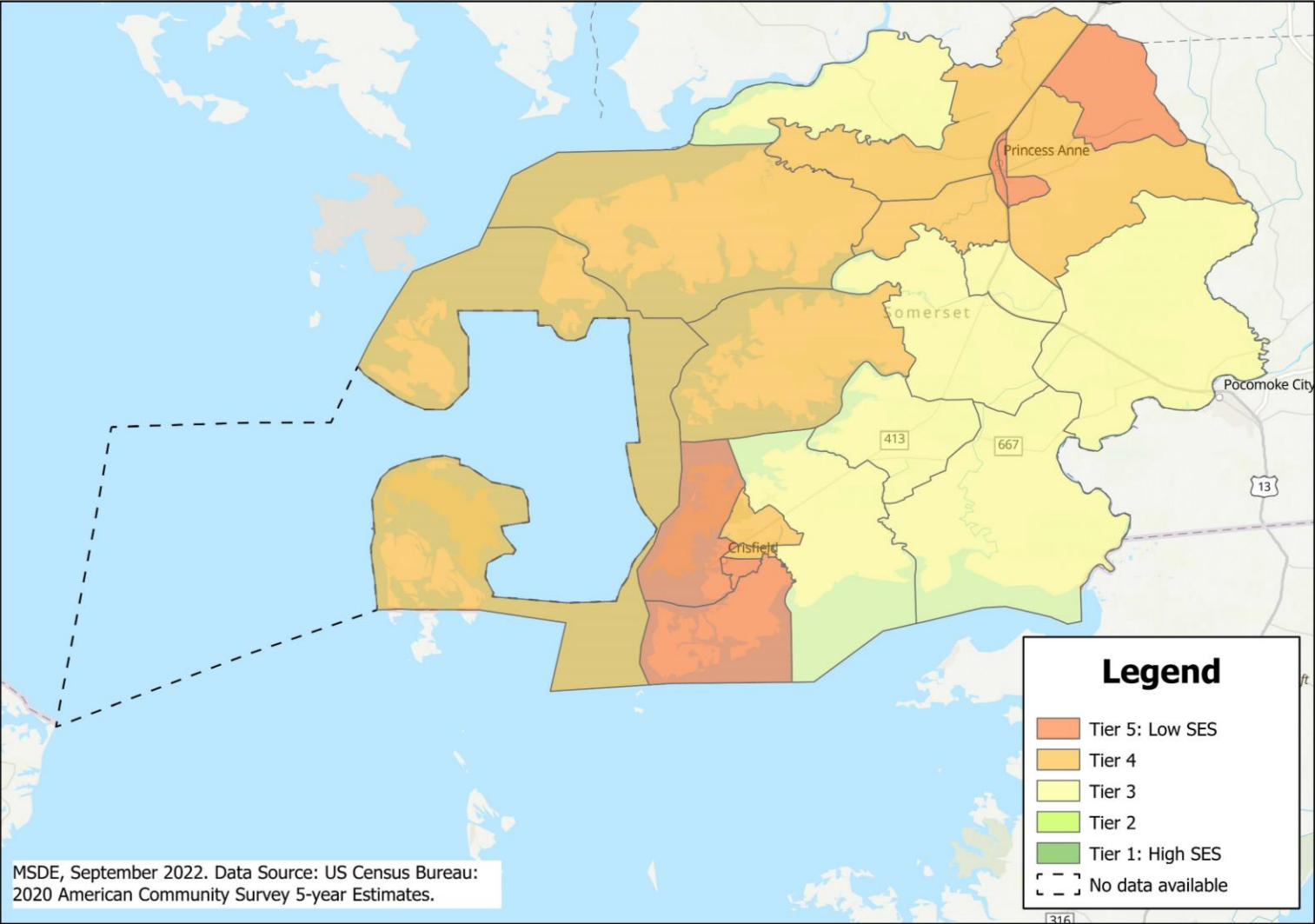
Socioeconomic Block Group Map: Kent



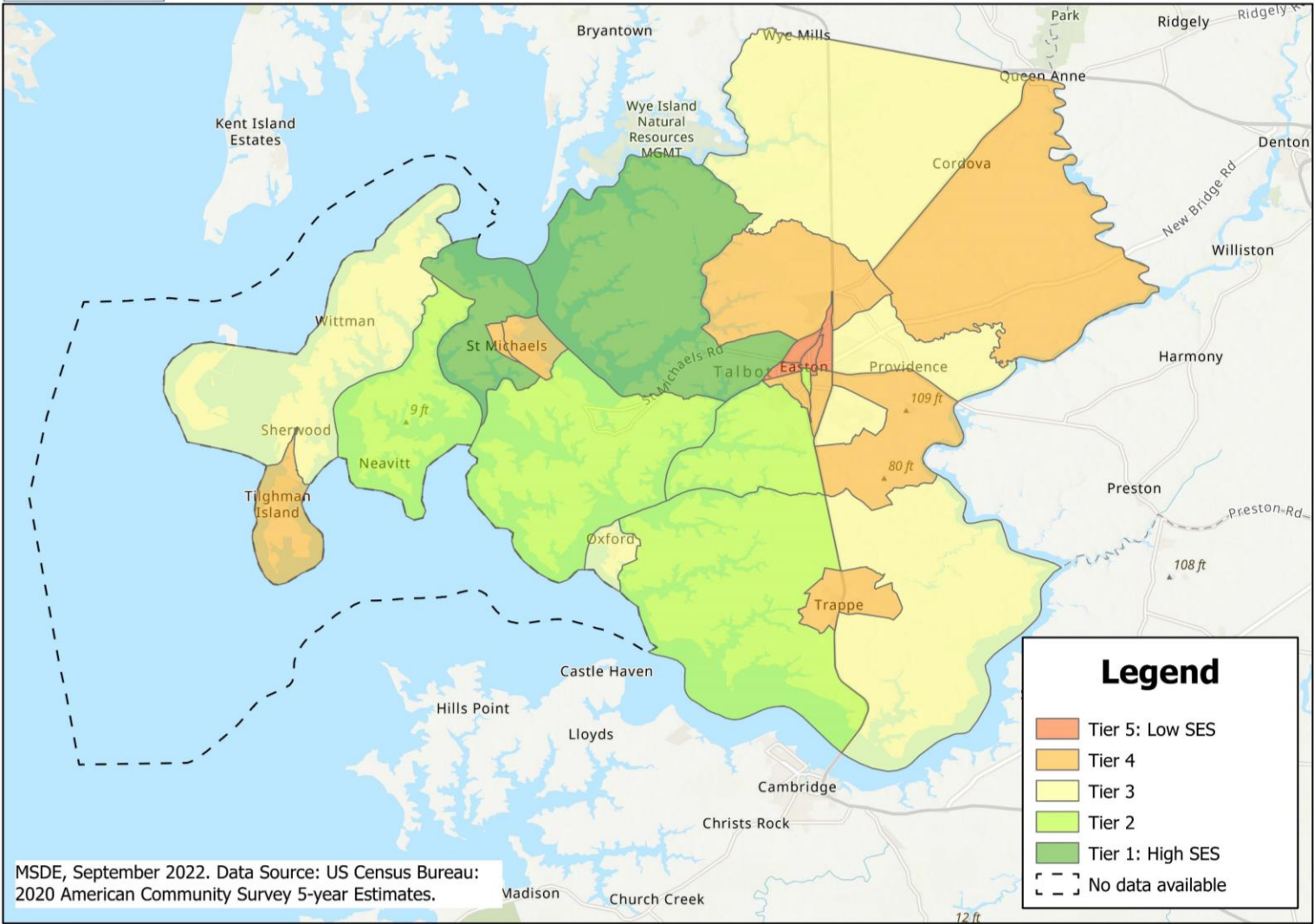
Socioeconomic Block Group Map: Queen Anne's



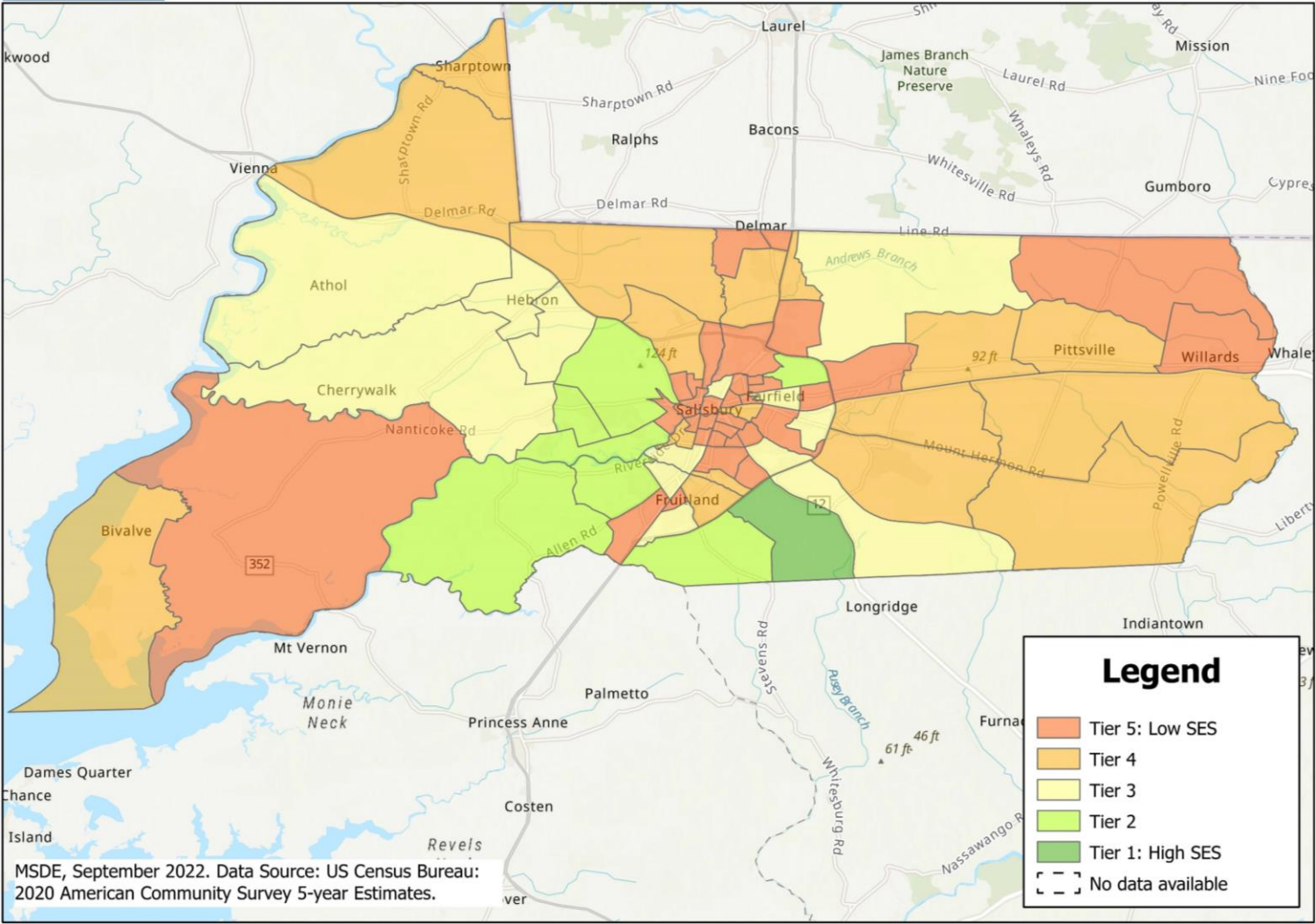
Socioeconomic Block Group Map: Somerset



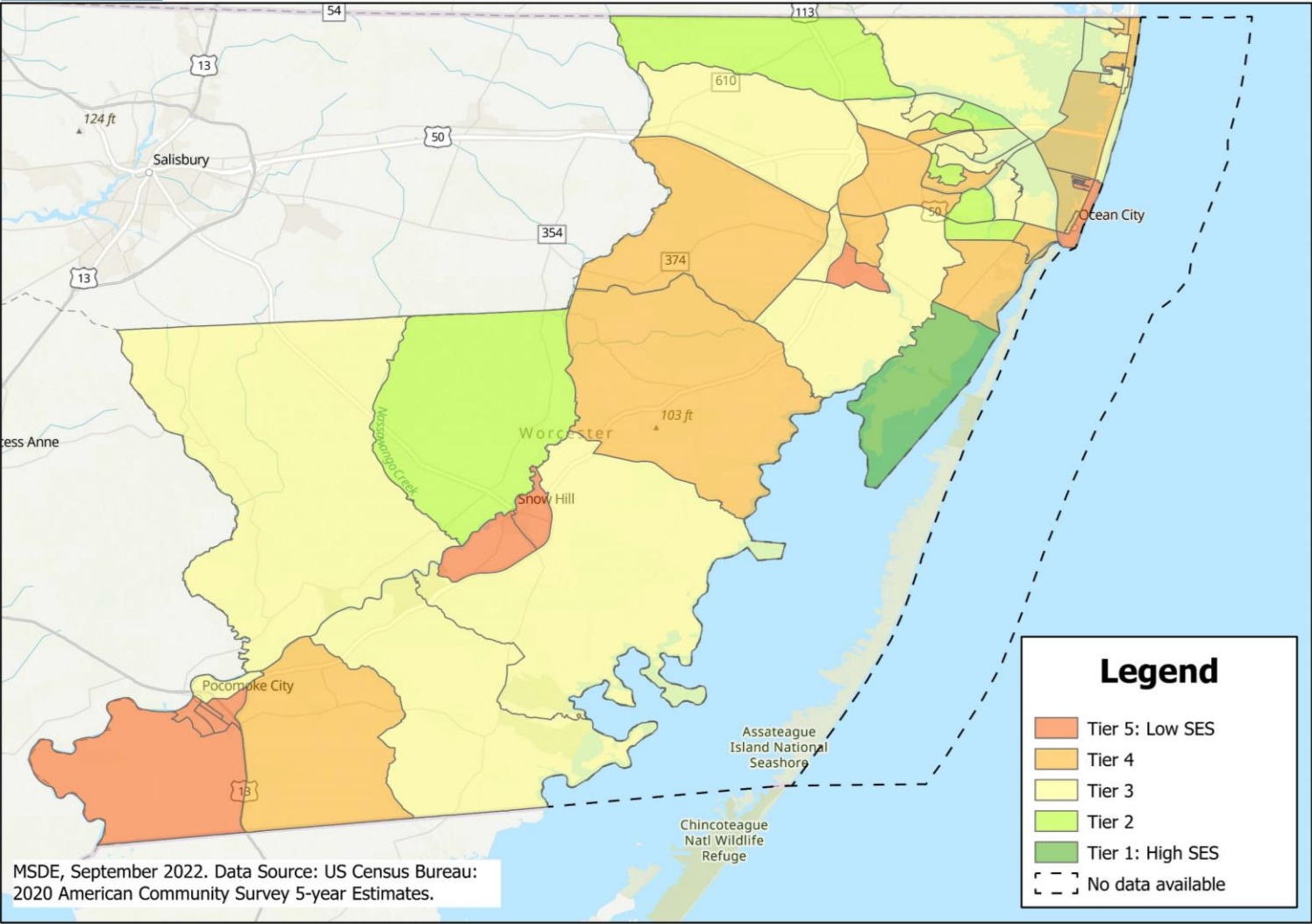
Socioeconomic Block Group Map: Talbot



Socioeconomic Block Group Map: Wicomico



Socioeconomic Block Group Map: Worcester



Blueprint Financial Reporting and Accountability

The Blueprint ensures that local education agencies properly budget and spend State Aid, by program category. The law does so through two, key provisions:

For each school, the county board shall distribute the minimum school funding amount for the applicable program multiplied by the school enrollment for the applicable program. MD Code, Education, § 5-234

On or before January 1 each year in 2022 through 2032, the Department shall submit to the Board information on the use of school-level expenditures in the current fiscal year to aid the Board in fulfilling its responsibilities under this subtitle. MD Code, Education, § 5-406

Minimum school funding amounts, by Major aid program constitute a major state policy shift. Under the previous formula, LEAs could, outside of the foundation program, budget and spend State aid on other LEA programs and areas outside of the student group or program that generated the aid.

Now, LEAs must demonstrate budgeting and spending dollars on the schools for whom the State aid calculated funding was intended, by Major aid program.

Blueprint Financial Reporting

The Blueprint provides for structure and system changes at the Department to better enable the law's reporting requirements.

Implement a financial management system and student data system capable of tracking and analyzing the requirements under this section and integrating local school system data; and update the "Financial Reporting Manual for Maryland Public Schools" to ensure uniformity in reporting expenditures for each school. MD Code, Education, § 5-234

The Department is engaging a Statewide working group that has representation from all local education agencies as it implements the new statewide finance and data system. The system will allow collection and subsequent reporting of Blueprint finance and student data requirements.

Blueprint law allows for the Accountability and Implementation Board to withhold local education funding based on the data reported in compliance with sections §5-234 and §5-406 of the Maryland Education Article.

Per-Pupil Spending: Somerset (Median: \$16,234)

Per-pupil spending will never be the same between schools and the Blueprint formula is not intended to provide for equal funding. However, funding variation should align to student needs in schools -- different types of students require different levels of resources to educate. Per-pupil spending data provide insight into school-level spending differences.

Woodson Elementary [FY2021]

State and Local Per-Pupil: \$15,113

Enrollment: 499

Free and Reduced Price Meals: 60.5%

Students with Disabilities: 15.4%

Mobility Rate: 14.1%

Deal Island Elementary [FY2021]

State and Local Per-Pupil: \$16,240

Enrollment: 121

Free and Reduced Price Meals: 52.5%

Students with Disabilities: 10.2%

Mobility Rate: 11.9%

Princess Anne Elementary [FY2021]

State and Local Per-Pupil: \$16,255

Enrollment: 325

Free and Reduced Price Meals: 85.2%

Students with Disabilities: 7.3%

Mobility Rate: 15.9%

Source: Maryland State Department of Education, Maryland Report Card Per-Pupil Expenditures

Per-Pupil Spending: Caroline (Median: \$14,461)

Per-pupil spending will never be the same between schools and the Blueprint formula is not intended to provide for equal funding. However, funding variation should align to student needs in schools -- different types of students require different levels of resources to educate. Per-pupil spending data provide insight into school-level spending differences.

Lockerman Middle [FY2021]

State and Local Per-Pupil: \$11,857

Enrollment: 902

Free and Reduced Price Meals: 55.5%

Students with Disabilities: 9.6%

Mobility Rate: 5.1%

Colonel Middle [FY2021]

State and Local Per-Pupil: \$13,870

Enrollment: 404

Free and Reduced Price Meals: 64.7%

Students with Disabilities: 8.6%

Mobility Rate: 8.7%

Source: Maryland State Department of Education, Maryland Report Card Per-Pupil Expenditures

Per-Pupil Spending: Worcester (Median: \$16,923)

Per-pupil spending will never be the same between schools and the Blueprint formula is not intended to provide for equal funding. However, funding variation should align to student needs in schools -- different types of students require different levels of resources to educate. Per-pupil spending data provide insight into school-level spending differences.

Stephen Decatur High [FY 2021]

State and Local Per-Pupil: \$15,384

Enrollment: 1,369

Free and Reduced Price Meals: 32.0%

Students with Disabilities: 9.2%

Mobility Rate: ≤5.0%

Pocomoke High [FY 2021]

State and Local Per-Pupil: \$23,144

Enrollment = 349

Free and Reduced Price Meals: 68.7%

Students with Disabilities: 13.0%

Mobility Rate: 10.3%

Snow Hill High [FY 2021]

State and Local Per-Pupil: \$23,422

Enrollment: 337

Free and Reduced Price Meals: 46.0%

Students with Disabilities: 8.8%

Mobility Rate: ≤5.0%

Source: Maryland State Department of Education, Maryland Report Card Per-Pupil Expenditures

Common Drivers of Within-District Per-Pupil Spending Differences

School demographics drive State aid funding but are not the only driver of school-level spending differences. The three most common drivers of differences in per-pupil school spending within a given local education agency are:

- **Enrollment Demographics:** The Blueprint State aid formula is driven by LEA enrollment. The foundation program and additional aid categories are largely per-pupil based allocations. Those same factors drive much of the LEA spending on schools, with total enrollment being the biggest overall driver.
- **Teacher Salaries:** School-district teacher salary schedules are governed by their respective local bargaining agreements. Those bargaining agreements establish pay for teachers that is largely determined by years of experience. Teachers are not distributed evenly across a district in terms of experience. That is, more experienced – and more highly paid – teachers are often grouped in particular schools or groups of schools. Given that salary spending constitutes, on average, ~88% of LEA spending, teacher sorting impacts within-district spending differences by school.
- **Fixed Costs:** Fixed costs reflect the administrative spending required to open and operate a school, regardless of school enrollment. Plant operations, custodial support, central school support services, food service operations, school-based health support, and administrator positions are often a part of school spending regardless of enrollment. Buildings with large square footage and smaller enrollment, for example, will have a greater school-level per-pupil spending than a building with large square footage and a larger enrollment.



Enabler 2: High-Quality Instructional Materials

Maryland's classrooms challenge, support, and inspire students. Therefore, our schools will be equipped with high-quality curricula, lessons, assessments, and systems for intervention and acceleration.

Expert Review Teams and Curriculum

Through the deployment of MSDE's Expert Review Teams, the department will work to identify and better understand the curriculum in place at schools across Maryland. This process will also include a determination of the quality of identified curriculum through an accepted review process.

If the Department, based on a recommendation of an Expert Review Team, determines that a school's low performance on assessments is, largely, due to curricular problems, the school shall adopt the curriculum resources developed under this section.

MD Code, Education, § 7-201.1

Hiring Expert Review Team Members




We are building our Maryland Expert Review Team!
Seeking Teachers, School Leaders, and Education Experts.



ERT School Selection Methodology 1.0

A sampling of schools will be selected using each of the three methods below in 2022-2023.

	Method	Definition
1	Largest Learning Loss	Difference in weighted average percent proficient between 2019 and 2021 ELA and Math assessments.
2	Lowest Performing	Weighted average percent proficient on the 2019 ELA and Math assessments.
3	Largest In-school Learning Gaps	Difference in weighted average percent proficient on the 2019 ELA and Math assessments for individual student groups (race/ethnicity, Students with Disabilities, English Learners, and Economically Disadvantaged) compared to their same school peers.



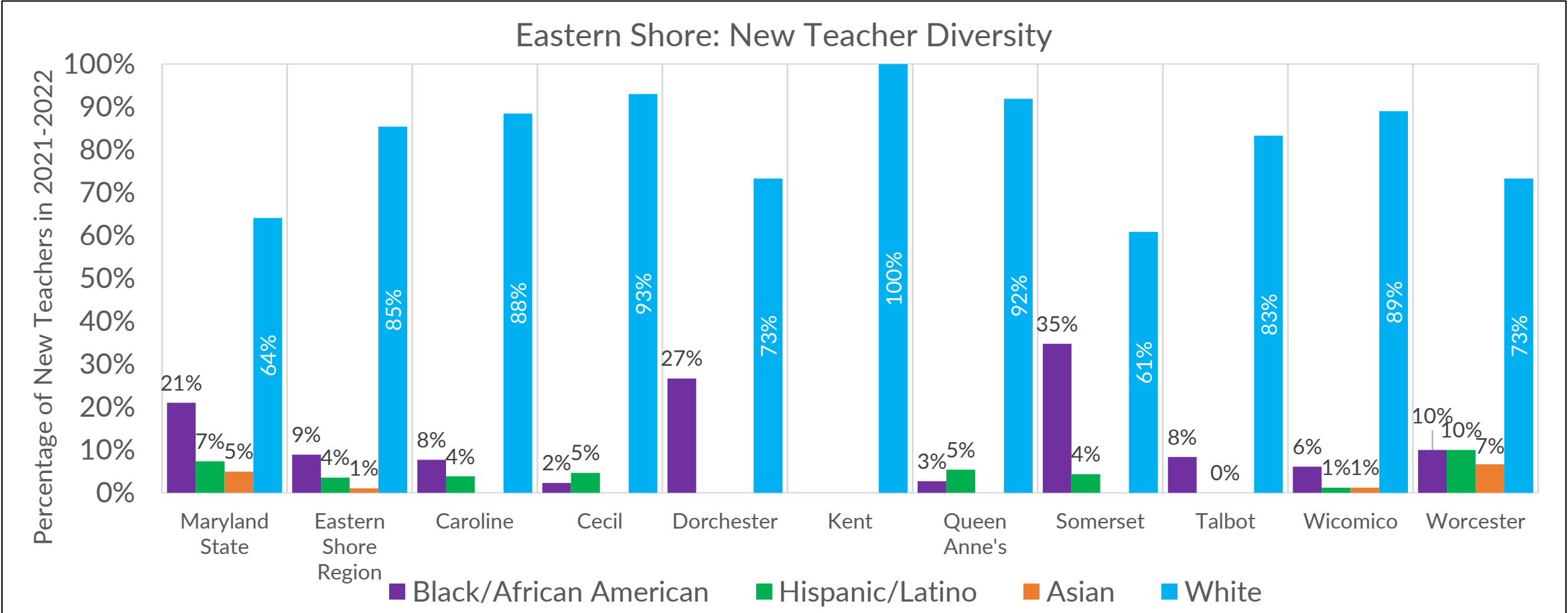
Enabler 3: Educator Preparation, Diversity, and Quality

Maryland is elevating the stature of the teaching profession by:

- intentionally working to attract, recruit, and retain a highly qualified and diverse workforce;*
- setting rigorous standards for educator preparation programs and induction; and*
- implementing a career ladder system focused on development and growth opportunities for all educators.*

Eastern Shore: 2021-2022 New Teacher Diversity

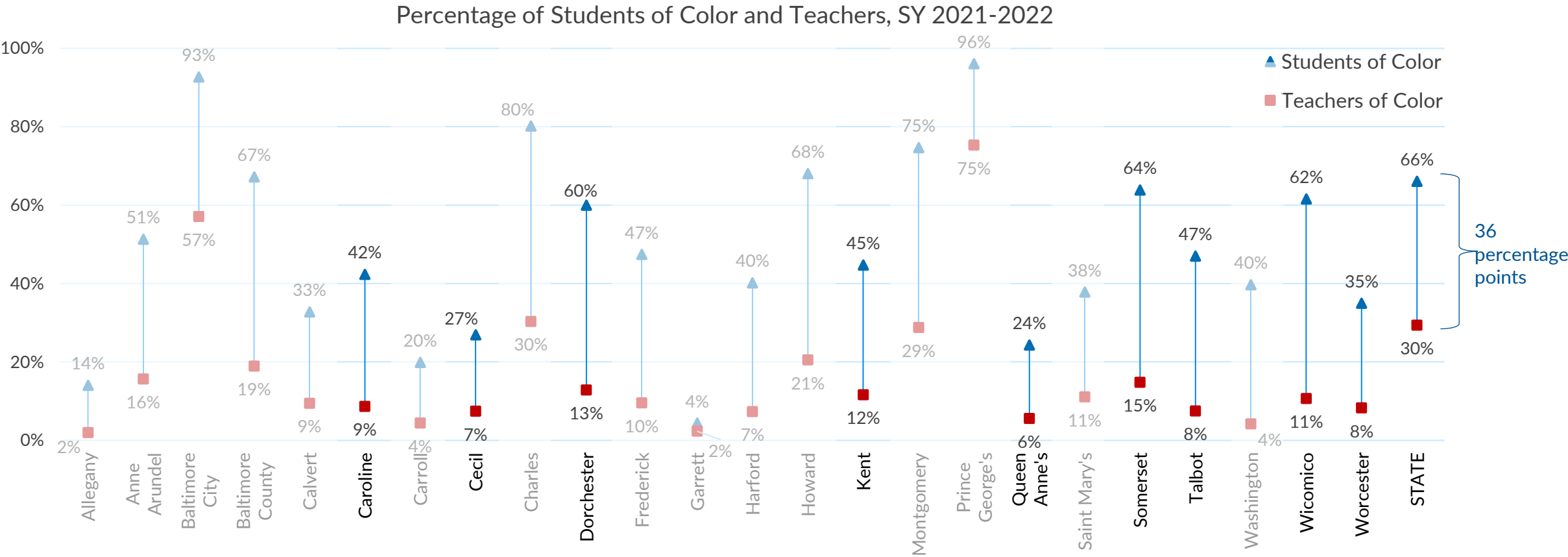
New teachers are defined as those having less than one year of experience. The proportion of minority new teachers in the Eastern Shore region was lower than the State overall in the 2021-2022 school year.



Source: MSDE, Division of Assessment, Accountability, and Performance Reporting

Disparity of Teacher Student Race/Ethnicity

The gap between the percentage of students of color and the percentage of teachers of color varies greatly across LEAs. In the Eastern Shore region, this gap ranges from 18 percentage points in Queen Anne’s County to 51 percentage points in Wicomico County.

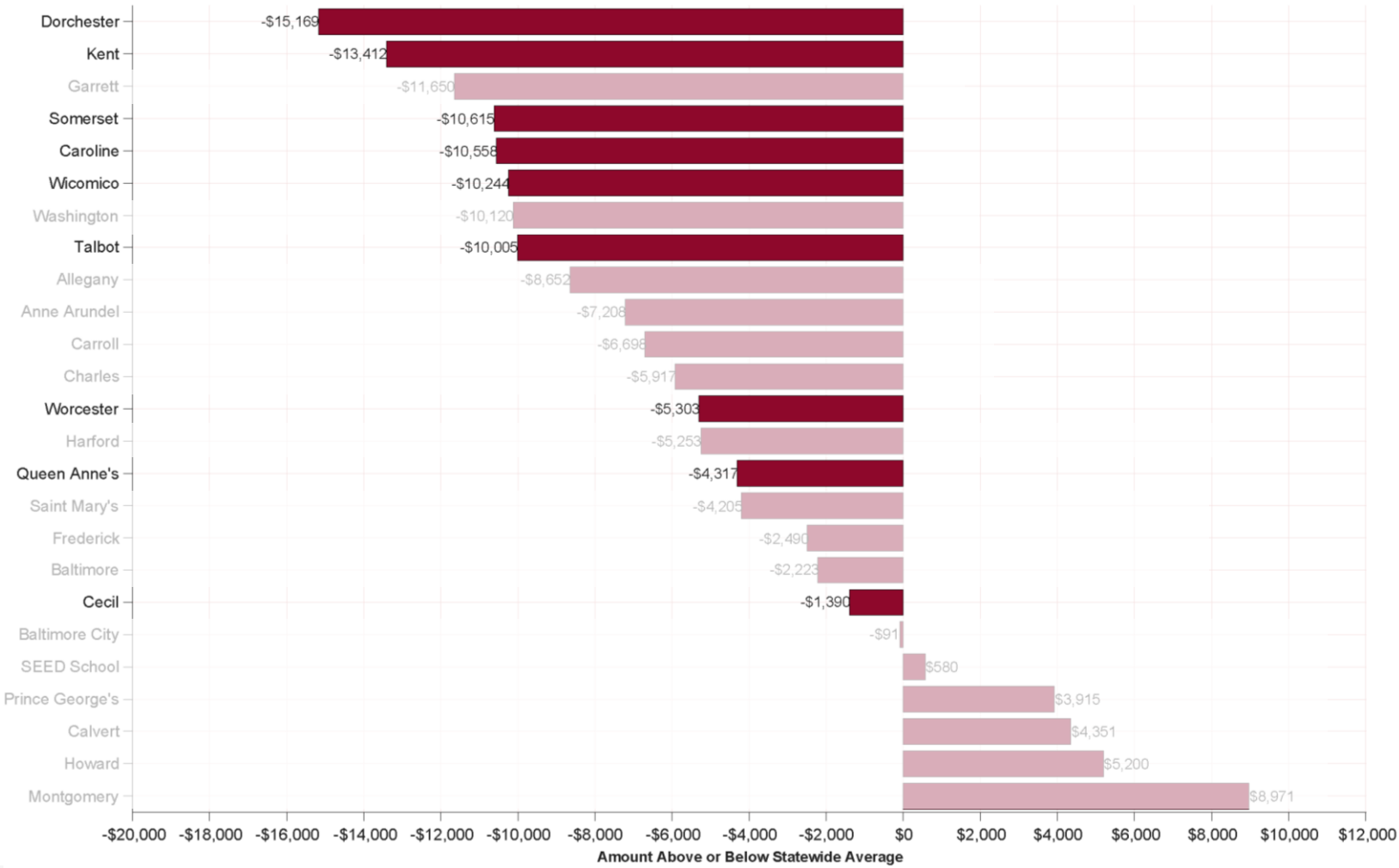


Source: MSDE, Division of Assessment, Accountability, and Performance Reporting.

Enabler 3: Educator Preparation, Diversity, and Quality

Average Teacher Salaries by LEA 2021-2022

Eastern Shore LEAs tend to have lower than average teacher salaries, when compared against the State average.



Local School System	Teacher Average
Statewide Average	\$75,766
Allegany	67,114
Anne Arundel	68,558
Baltimore City	75,675
Baltimore	73,543
Calvert	80,117
Caroline	65,208
Carroll	69,068
Cecil	74,376
Charles	69,849
Dorchester	60,597
Frederick	73,276
Garrett	64,116
Harford	70,513
Howard	80,966
Kent	62,354
Montgomery	84,737
Prince George's	79,681
Queen Anne's	71,449
Saint Mary's	71,561
SEED School	76,346
Somerset	65,151
Talbot	65,761
Washington	65,646
Wicomico	65,522
Worcester	70,463

The Blueprint's Minimum Teacher Salary Requirement

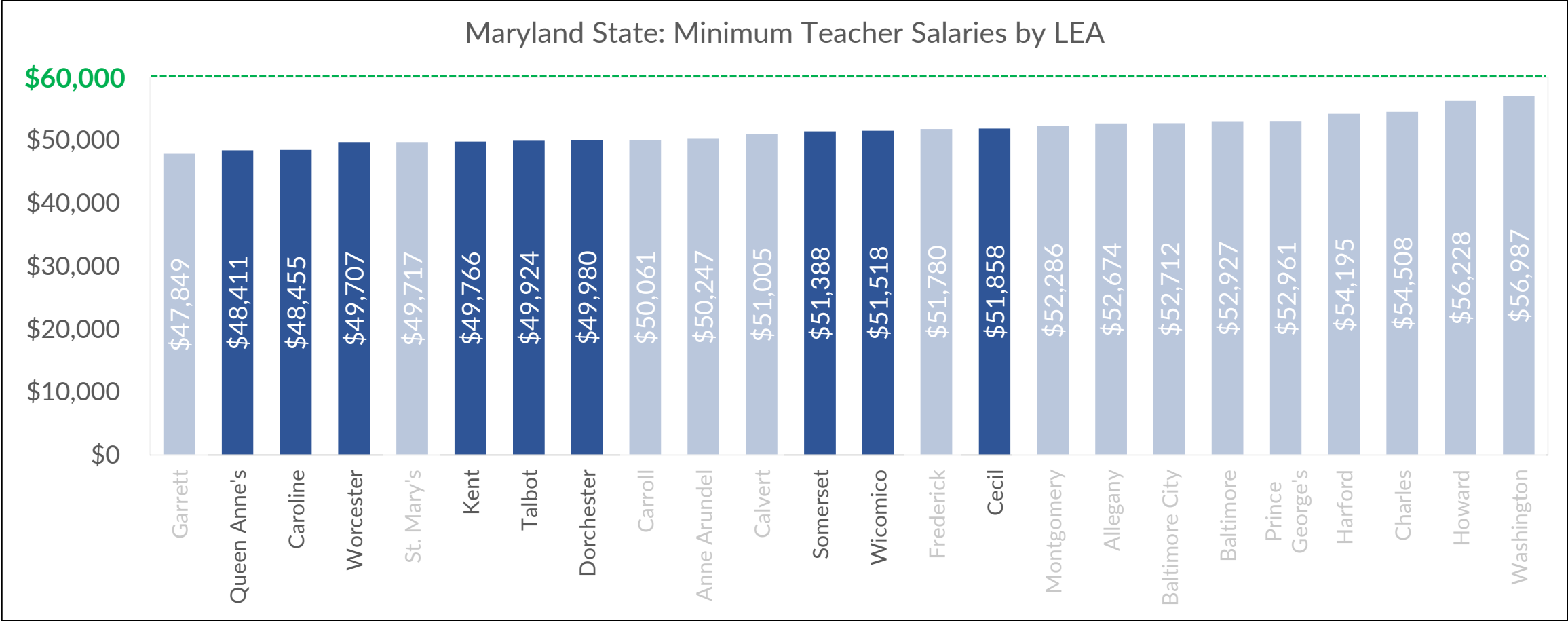
(d) On or before July 1, 2024, each county shall demonstrate to the Accountability and Implementation Board established under § 5-402 of this article that, during the period between July 1, 2019, and June 30, 2024, teachers in the county received a 10% salary increase above the negotiated schedule of salary increases between the public school employer and exclusive representative for the employee organization.

(e) Beginning on July 1, 2026, the minimum teacher salary for all teachers shall be \$60,000.

MD Code, Education, [§6-1009](#)

Minimum Teacher Salaries 2022-2023

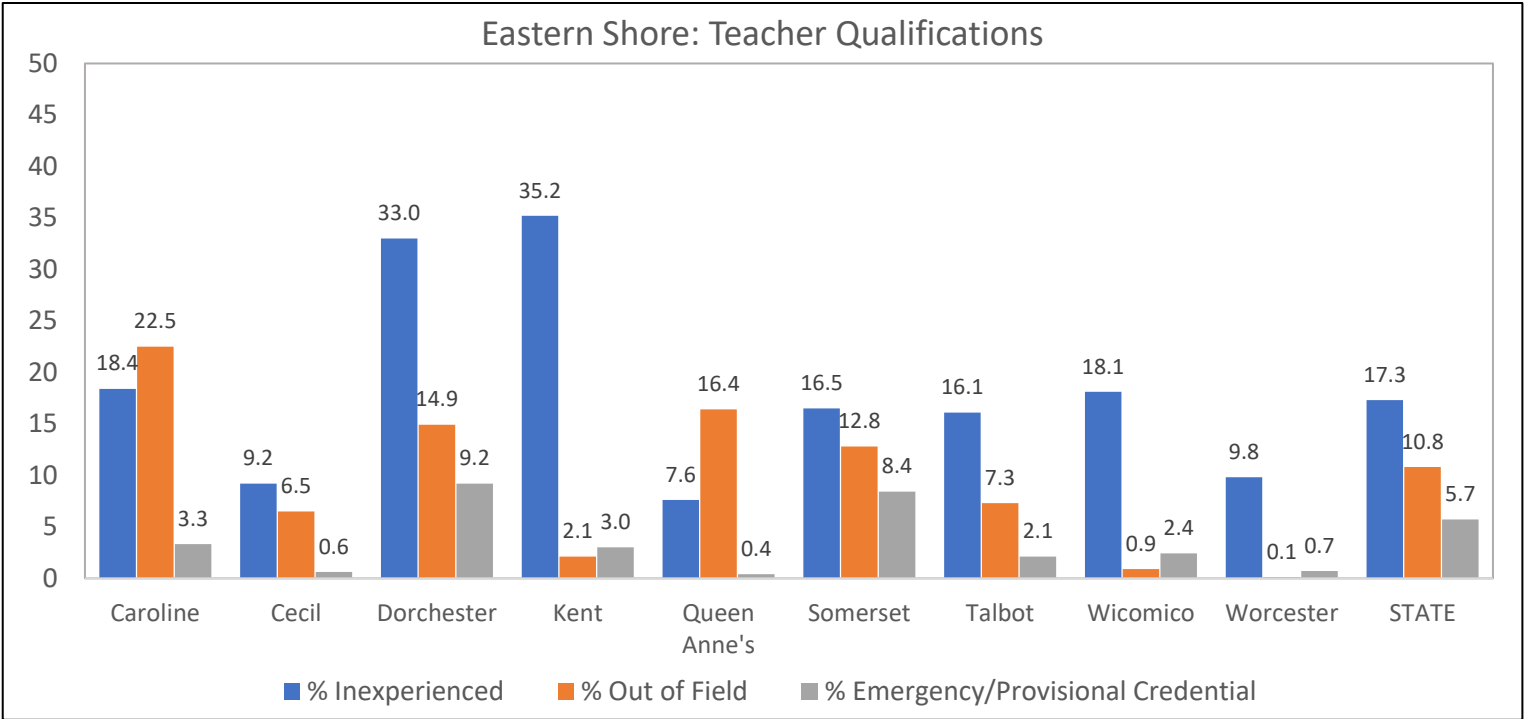
Starting on July 1, 2026, the minimum teacher salary for all teachers shall be \$60,000 (MD Code, Ed., [§6-1009](#)).



Source MSDE, Division of Assessment, Accountability, and Performance Reporting

Eastern Shore: Teacher Qualifications 2020-2021

For the 2020-2021 school year, the percentage of inexperienced teachers varies widely across LEAs in the region, from a low of 7.6% in Queen Anne’s to a high of 35.2% in Kent County. More than a fifth of Caroline’s teachers are out of field—more than twice higher compared to the State’s percentage.



LEA	Total Number of Teachers (FTEs)
Caroline	418.0
Cecil	1,118.0
Dorchester	370.0
Kent	165.0
Queen Anne's	508.5
Somerset	222.3
Talbot	328.5
Wicomico	1,171.2
Worcester	583.0
STATE	62,258.3

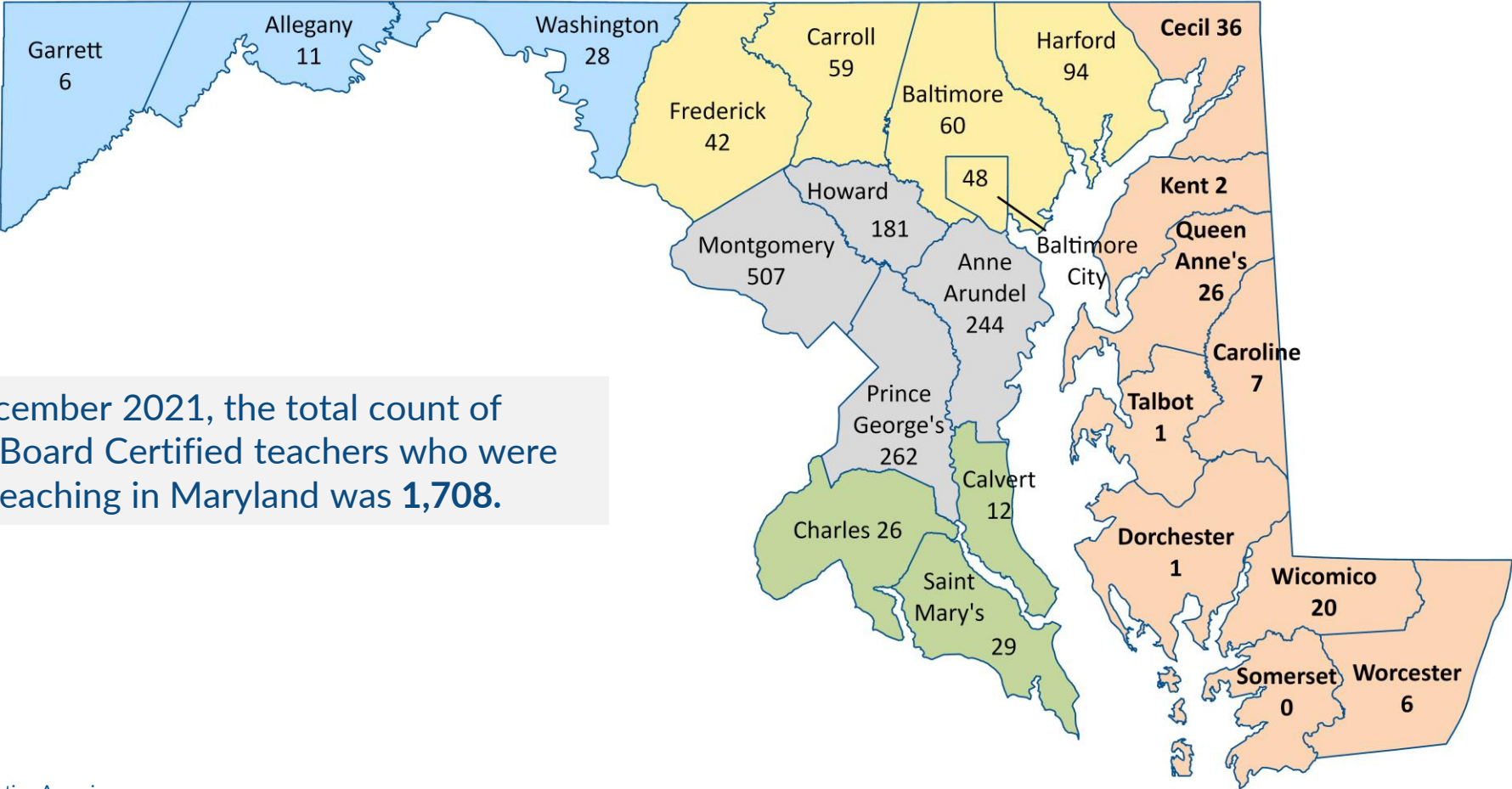
* Teachers with Emergency/Provisional Credentials are teachers with a certificate that is issued only to an applicant employed in a local school system or publicly funded nonpublic school who does not meet all professional certification requirements. Percentages are based on FTE

** Out Of Field Teachers are teachers teaching in a subject they are not certified to teach. Percentages are based on FTE.

*** Inexperienced Teachers are teachers and educators with three years of experience or less. Percentages are based on FTE.

Source: MSDE, Division of Assessment, Accountability, and Performance Reporting

Where Are National Board Certified Teachers Located?



As of December 2021, the total count of National Board Certified teachers who were actively teaching in Maryland was **1,708**.

Source: Self Reported by Local Education Agencies.

NBCT Fee Support Program Participants

Even with expected attrition, there is already a significant increase in the number of program participants in 2022-23 compared to the prior year.

(a) ...each teacher who pursues NBC shall receive from the State an amount equal to the National Board for Professional Teaching Standards fees associated with the initial completion and renewal of NBC.

(2) Each teacher may only receive payment under this subsection for one retake of each assessment on the National Board for Professional Teaching Standards.

(b) Each county shall pay to the State one-third of the cost for each teacher who receives funds under subsection (a) of this section to pursue NBC.

MD Code, Education, § [6-1012](#)

	2019-20	2020-21	2021-22	2022-23
Initial	276	171	582	2,425
Continuing/ Returning	103	206	135	392
Maintenance of Certification (MOC)	152	184	259	231
Retake	51	13	67	389
Total # of Participants	582	574	1,043	3,437

LEAs in the Eastern Shore reported a total of **303 participants** (9% of the State total) in the NBCT Fee Support Program for 2022-23.

Source: Self-reported by Local Education Agencies; data as of December 1, 2022.

Maryland Teacher Vacancies, 2019 to 2022

- Nearly all Maryland LEAs **started the 2021-2022 school year with a greater number of teacher vacancies** as compared to prior school years.
- There were **nearly 2,000 educator vacancies** in Maryland in September 2021.
- According to the National Center for Education Statistics **44% of public schools reported full- or part-time teaching vacancies** at the start of the 2021-2022 school year. **More than half of the schools said those vacancies were due to resignations.**

Local Education Agency	2018-2019	2019-2020	2020-2021	End of Year Spring 2022	Aug 15 2022
Allegany	0	1	3	10	9
Anne Arundel	38	62	29	51	300
Baltimore City	106.5	88.5	46.5	325	240
Baltimore County	43.4	53.4	18.2	270	430
Calvert	11	12.5	9.5	21.5	16
Caroline	0	4	3	4	5
Carroll	1	0	14	No data	14
Cecil	12	5	7	7	9
Charles	97	95	108	194	95
Dorchester	6	7	9	30	48
Frederick	66	46	35	35	48
Garrett	3	0	3	0	1
Harford	20	17	4	6	16
Howard	4.4	8.2	8.5	67.4	48
Kent	2	2	4	9	2
Montgomery	128	54	317	161	187
Prince George's	54.32	204.5	399.1	714	900
Queen Anne's	1	3	2	32	2
St. Mary's	13	29	23	24	25
Somerset	3	6	0	10	7
Talbot	1	0	4	4	8
Washington	2	13	17	7	8.5
Wicomico	3	21	13	17	11
Worcester	0	0	0	0	0

Source: 2018-2021: Self-reported by Local Education Agencies; 2021-2022: MSDE Vacancy Data Collection

Maryland Leads: Grow Your Own Staff (\$18,906,399)

Grow Your Own (GYO) staff programs are initiatives designed to grow the pipelines of teachers and other professional support staff. Many approved programs focus on hard-to-staff fields and/or developing pipelines with underrepresented demographic subgroups.

Caroline (\$4,409,186)

Provide opportunities for our support staff to obtain an Associate's or Bachelor's degree in an area of education and offer scholarships to students to enroll in the Teacher Academy of Maryland.

Pay school psychologist interns and speech/language pathologists in their clinical fellowship at the rate of a first year teacher's salary rather than a stipend.

Cecil (\$1,727,862)

Fund Child Development Associate certification programs and college courses for current Paraprofessionals.

Target non-certificated staff and provide them with support and assistance to work towards a teaching degree.

Dorchester (\$2,522,524)

Increase the number of paraprofessionals and provide a pathway for instructional support employees to earn a Maryland teaching certificate.

Develop teacher degree program assistance for support staff who hold Bachelor's degree to earn teaching certifications.

Note: Budgeted amounts may not sum due to rounding and due to the exclusion of additional fixed costs.

Maryland Leads: Grow Your Own Staff (\$18,906,399)

Grow Your Own (GYO) staff programs are initiatives designed to grow the pipelines of teachers and other professional support staff. Many approved programs focus on hard-to-staff fields and/or developing pipelines with underrepresented demographic subgroups.

Kent (\$1,880,865)

Expand recruitment of teaching candidates and highlight the different pathways and support for becoming a teacher. Collaboration with institutions of higher education partners ensure certification requirements for career changers, substitutes, support staff and aspiring teachers.

Queen Anne’s (\$682,621)

Establish new pathways to become a teacher, including Teaching Assistant-to-Teacher programs.

Increase recruitment to diversify the teacher population and build pipelines for hard-to-fill areas such as math, science, special education, bilingual, and Career Technical Education (CTE).

Somerset (\$1,960,256)

Hire college graduates and current paraprofessionals to be new teachers through a Para-to-Teacher Program, which includes a formalized teacher mentor.

Launch a “Build Your Bench” program for aspiring administrators earning certification.

Note: Budgeted amounts may not sum due to rounding and due to the exclusion of additional fixed costs.

Maryland Leads: Grow Your Own Staff (\$18,906,399)

Grow Your Own (GYO) staff programs are initiatives designed to grow the pipelines of teachers and other professional support staff. Many approved programs focus on hard-to-staff fields and/or developing pipelines with underrepresented demographic subgroups.

Talbot (\$1,341,245)

Provide tuition support to juniors and seniors in college to pursuing teaching credentials in critical needs areas and to diversify the teaching staff Support TAs in becoming credentialed teachers.

Provide tuition reimbursement for instructional assistants to earn teaching credentials.

Wicomico (\$3,551,600)

Provide tuition assistance and mentors for paraprofessionals working toward teaching certification.

Partner with local IHE(s) to develop and implement an Early College program for high school students to earn an Associate degree while completing high school.

Worcester (\$830,240)

Pilot a GYO administrator program, “RACE to Lead,” where three teachers who demonstrate leadership/supervisor/administrator aspirations will be identified and offered a one-year classroom sabbatical to intern in a leadership position.

Expand the Teacher Academy of Maryland (TAM).

Note: Budgeted amounts may not sum due to rounding and due to the exclusion of additional fixed costs.

Maryland Leads: Staff Support and Retention (\$24,610,242)

Staff Support and Retention programs will generate new and reimagined teacher induction programs, Blueprint-aligned support for NBC teacher cohorts, the deployment of comprehensive health and wellness initiatives, and more than \$20,000,000 in retention bonuses for LEA staff (including non-instructional staff).

Caroline (\$3,542,000)

Conduct an Organizational Wage and Compensation study to organize, collect, and compile data to be used for county-wide decision-making for employee compensation and classification.

Work with local wellness providers to provide fitness access for employees.

Cecil (\$2,813,447)

Provide substitutes for release time so that non-tenured teachers can participate in individual/small group professional development and/or mentor days.

Hire career and professional development coaches specifically to develop professional development plans to retain current staff and teachers.

Dorchester (\$4,445,552)

Pay retention bonus for current employees in January and June of 2023.

Upgrade Health and Wellness program spaces for faculty and staff.

Provide an “employee insurance premium holiday” as a financial benefit.

Note: Budgeted amounts may not sum due to rounding and due to the exclusion of additional fixed costs.

Maryland Leads: Staff Support and Retention (\$24,610,242)

Staff Support and Retention programs will generate new and reimagined teacher induction programs, Blueprint-aligned support for NBC teacher cohorts, the deployment of comprehensive health and wellness initiatives, and more than \$20,000,000 in retention bonuses for LEA staff (including non-instructional staff).

Kent (\$2,589,317)

- Hire new HR staff specifically intended to support and retain teachers and a full-time social worker to work with faculty on issues of mental health.
- Establish a National Board Certification (NBC) cohort of teachers and provide stipends for National Board Certification process.

Queen Anne’s (\$4,160,489)

- Provide a staff retention incentive for returning school-based personnel for the 22-23 school year.
- Design and implement a needs-based and comprehensive employee wellness program.

Somerset (\$4,477,111)

- Develop an intentional mentorship system to support early career teachers through wellness events, and childcare supplements.
- Offer a retention bonus for all staff.
- Pay certification fees associated with National Board Certification.

Note: Budgeted amounts may not sum due to rounding and due to the exclusion of additional fixed costs.

Maryland Leads: Staff Support and Retention (\$24,610,242)

Staff Support and Retention programs will generate new and reimagined teacher induction programs, Blueprint-aligned support for NBC teacher cohorts, the deployment of comprehensive health and wellness initiatives, and more than \$20,000,000 in retention bonuses for LEA staff (including non-instructional staff).

Talbot (\$2,082,326)

Expand mentoring programs and support for those pursuing National Board Certification to ensure responsiveness to staff needs.

Provide support to mentor special education teachers through co-teachers in the classroom.

Wicomico (\$250,000)

Issue a retention and recruitment incentive for all full-time staff (both certified and classified staff).

Provide a comprehensive health and wellness initiative with increased support for staff.

Strengthen teacher induction programs to support new teachers.

Worcester (\$250,000)

Implement a new mentoring program for those seeking National Board Certification (NBC).

Create a cadre of diverse candidates who are prepared to be district or school-based administrators who will have school-based leadership opportunities that include collaboration, coaching, supporting small teams of teachers, and equity and bias training.

Note: Budgeted amounts may not sum due to rounding and due to the exclusion of additional fixed costs.



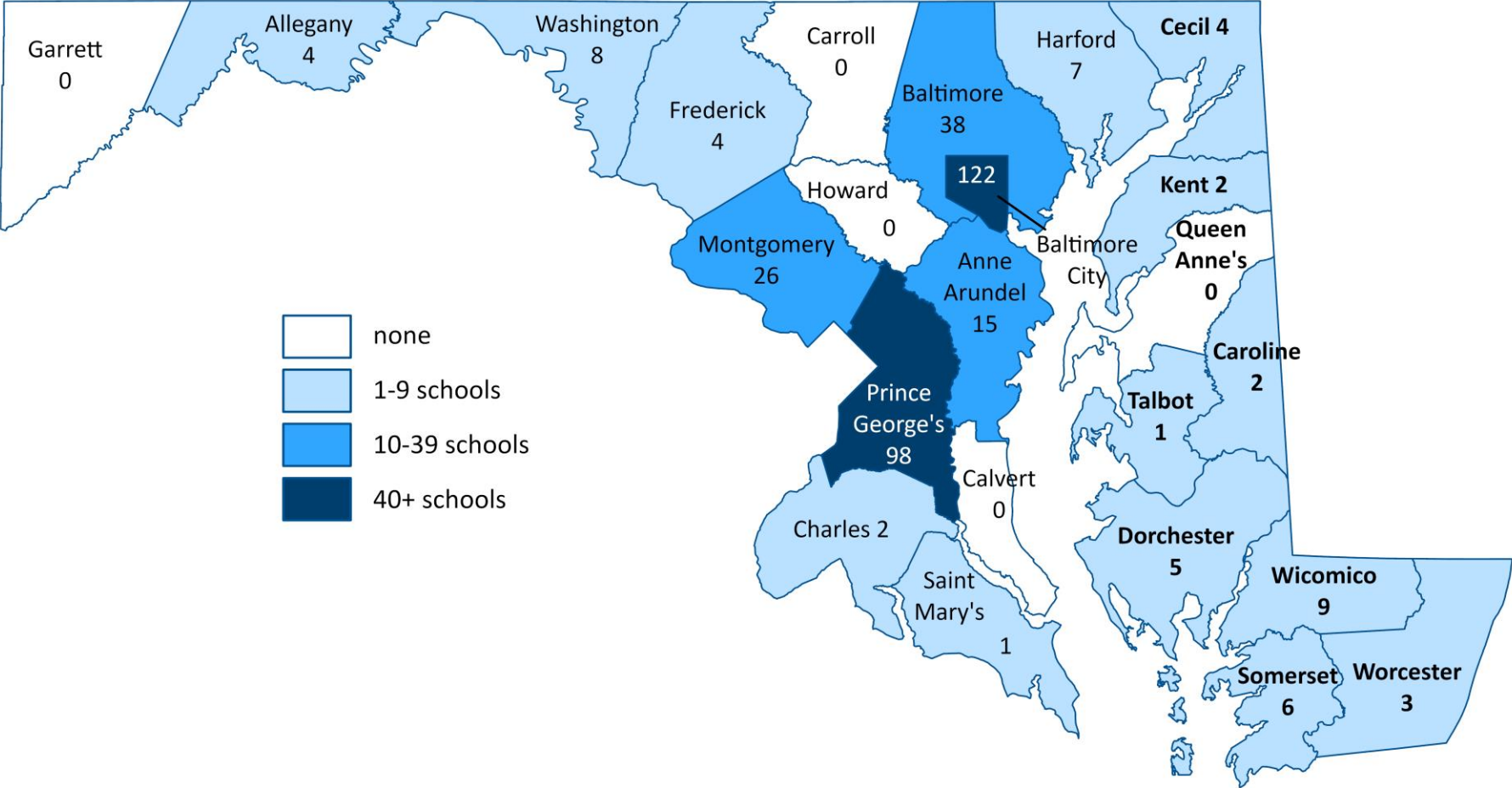
Enabler 4: Social-Emotional Learning, Health and Wellness, and Safety

Maryland is ensuring student success by:

- *supporting our students' social-emotional learning, health and wellness, and safety;*
- *enhancing school culture and climate;*
- *scaling high-quality wraparound supports and partnerships; and*
- *strengthening family and community engagement.*

Distribution of Community Schools

Currently in FY 2023, there are **358 community schools** receiving Concentration of Poverty Grants.



Source: MSDE State Aid Formula FY23

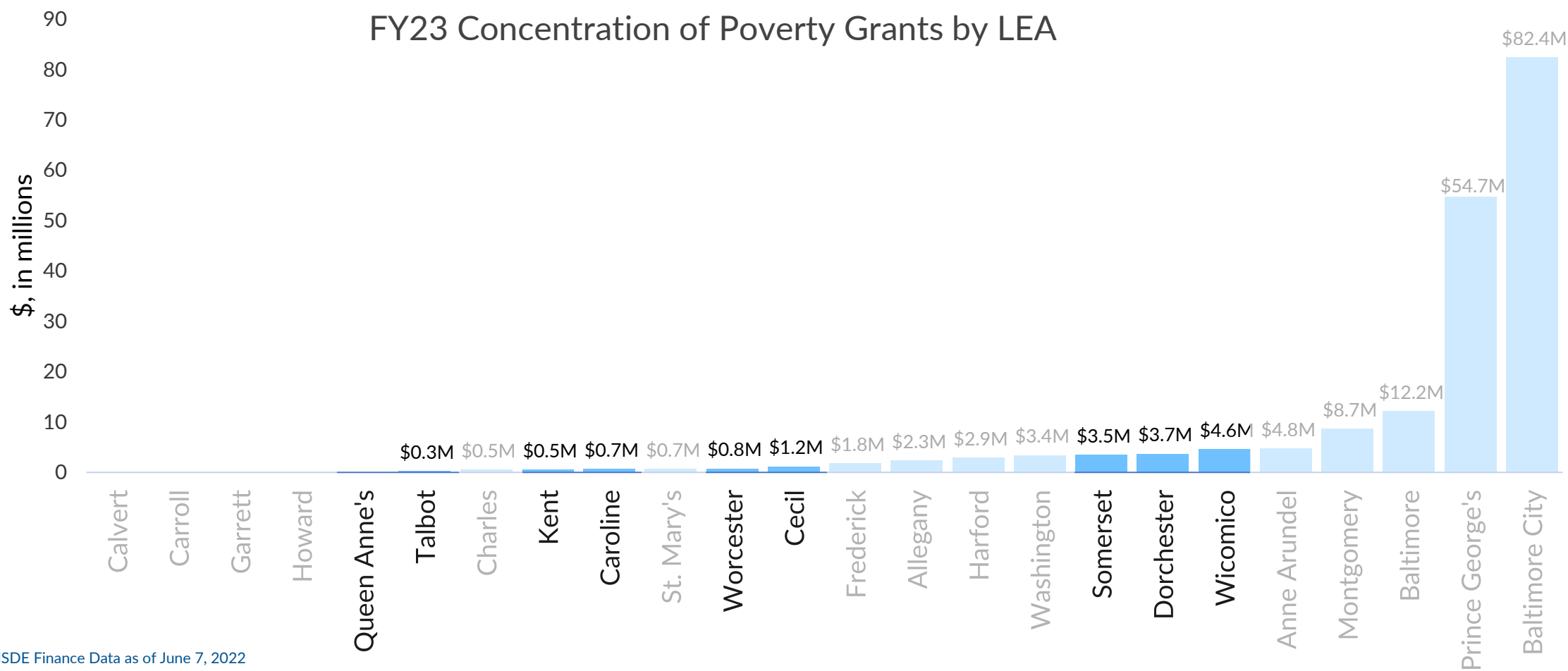
Eastern Shore: Community Schools

The Blueprint law requires each community school to employ one community school coordinator and one professional health care practitioner (MD Educ. Code [§5-223](#)). Community school coordinator, in cooperation with other stakeholders, is responsible for completing a needs assessment within one year of being designated a community school. One year after completion of a needs assessment, a community school shall submit an implementation plan to the local school system, which is then submitted to MSDE (MD Educ. Code [§9.9-104](#)).

LEA	# of Community Schools FY23	# of Community Schools Designated Each Year			
		FY20	FY21	FY22	FY23
Caroline	2	0	1	0	1
Cecil	4	1	2	0	1
Dorchester	5	5	0	0	0
Kent	2	0	0	2	0
Queen Anne's	-	-	-	-	-
Somerset	6	4	1	0	1
Talbot	1	0	0	0	1
Wicomico	9	5	2	2	0
Worcester	3	0	0	0	3

Concentration of Poverty Funding: FY 2023

Wicomico County is the largest recipient of Concentration of Poverty Grants on the Eastern Shore.



Source: MSDE Finance Data as of June 7, 2022

Eastern Shore: Student Support Personnel 2021-2022

In 6 out of the 9 LEAs on the Eastern Shore, the ratio of students per school counselor is below the ratio for the State. Conversely, in 7 out of the 9 LEAs, the ratio of students per therapist is higher than the ratio for the State. In Caroline County, the ratio of students per therapist is more than 4 times higher than the State’s ratio.

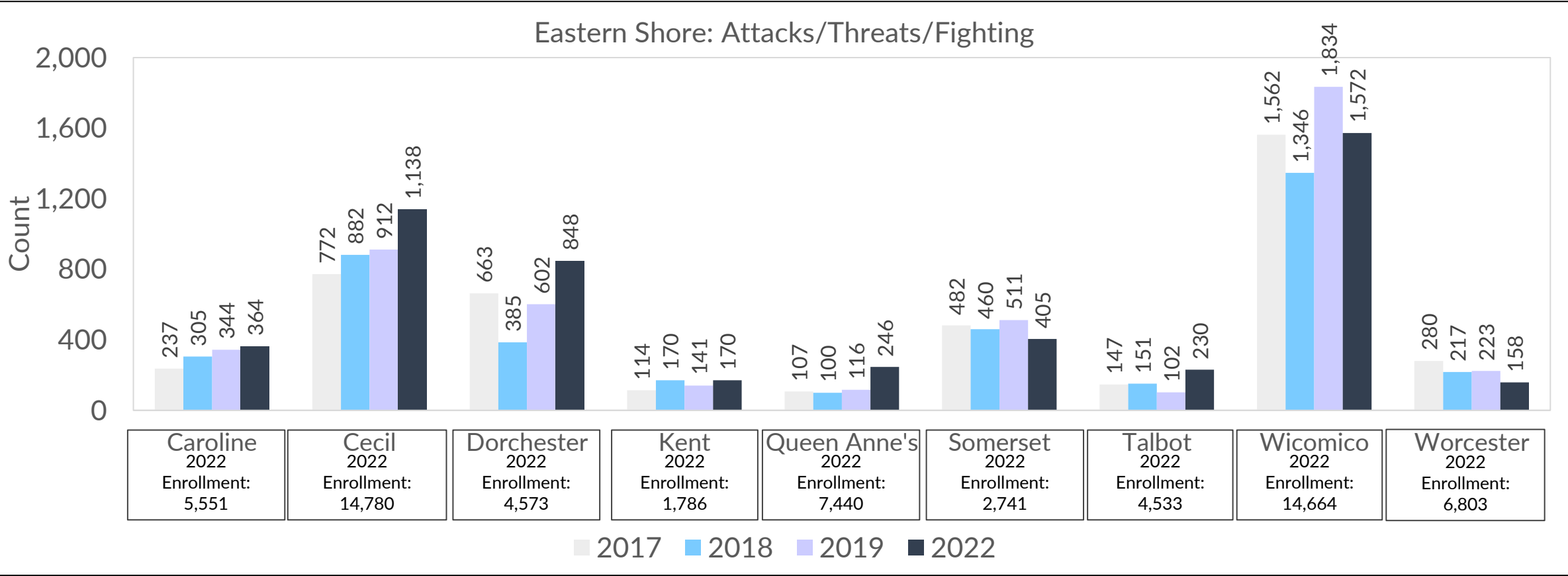
Average Number of Students For Each Student Support Personnel

Average Number of Students Per:	Caroline	Cecil	Dorchester	Kent	Queen Anne’s	Sommerset	Talbot	Wicomico	Worcester	State
School Counselor	327	302	241	255	372	392	283	196	283	321
Therapist	1,850	422	915	357	827	548	567	1,222	378	396
Psychological Personnel	1,850	1,232	915	--	1,488	1,371	4,533	1,333	1,701	1,016
Pupil Personnel and Social Workers	1,110	4,927	286	1,786	3,720	196	227	396	972	929

Source: MSDE, Division of Assessment, Accountability, and Performance Reporting

Eastern Shore: Suspension and Expulsion Incidents (1 of 2)

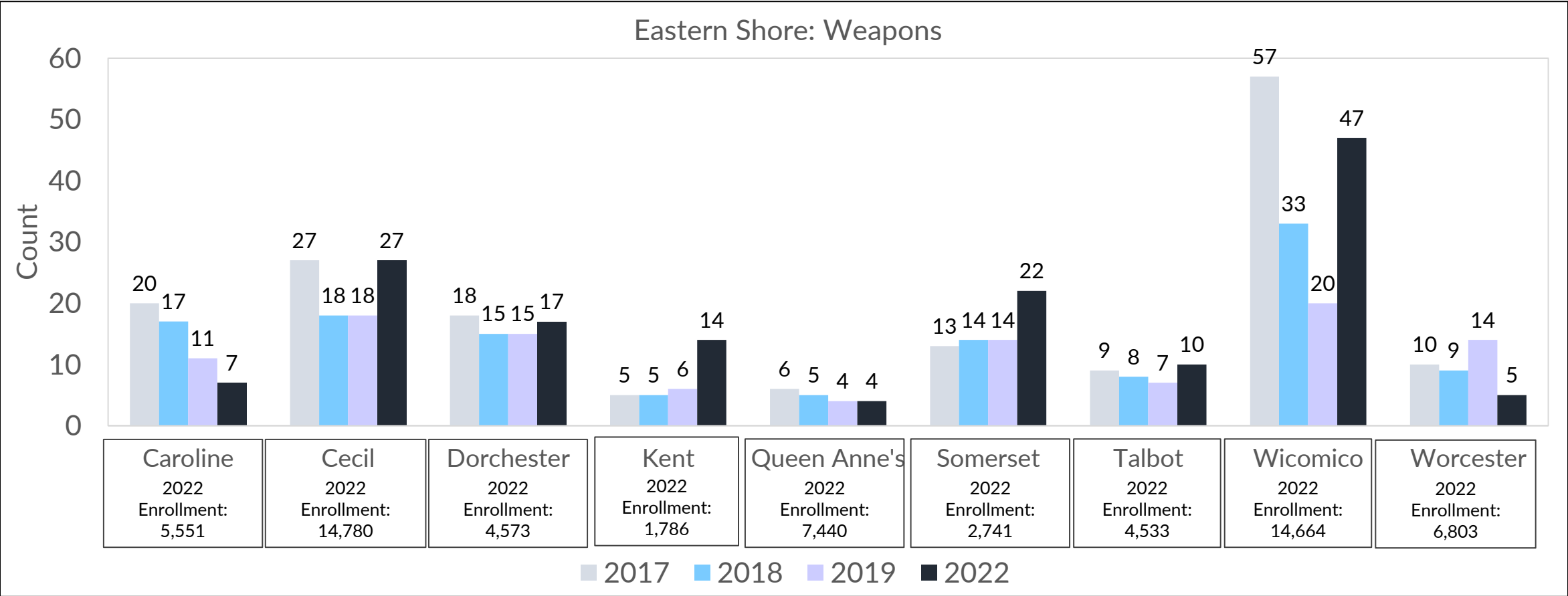
In the Eastern Shore region, the number of suspensions and expulsions attributed to attacks, threats, and/or fighting varies by LEAs. 6 out of 9 LEAs saw an increase in these incidents compared to the pre-pandemic levels.



Note: data for 2020 and 2021 withheld due to extended school closures related to the COVID-19 pandemic.

Eastern Shore: Suspension and Expulsion Incidents (2 of 2)

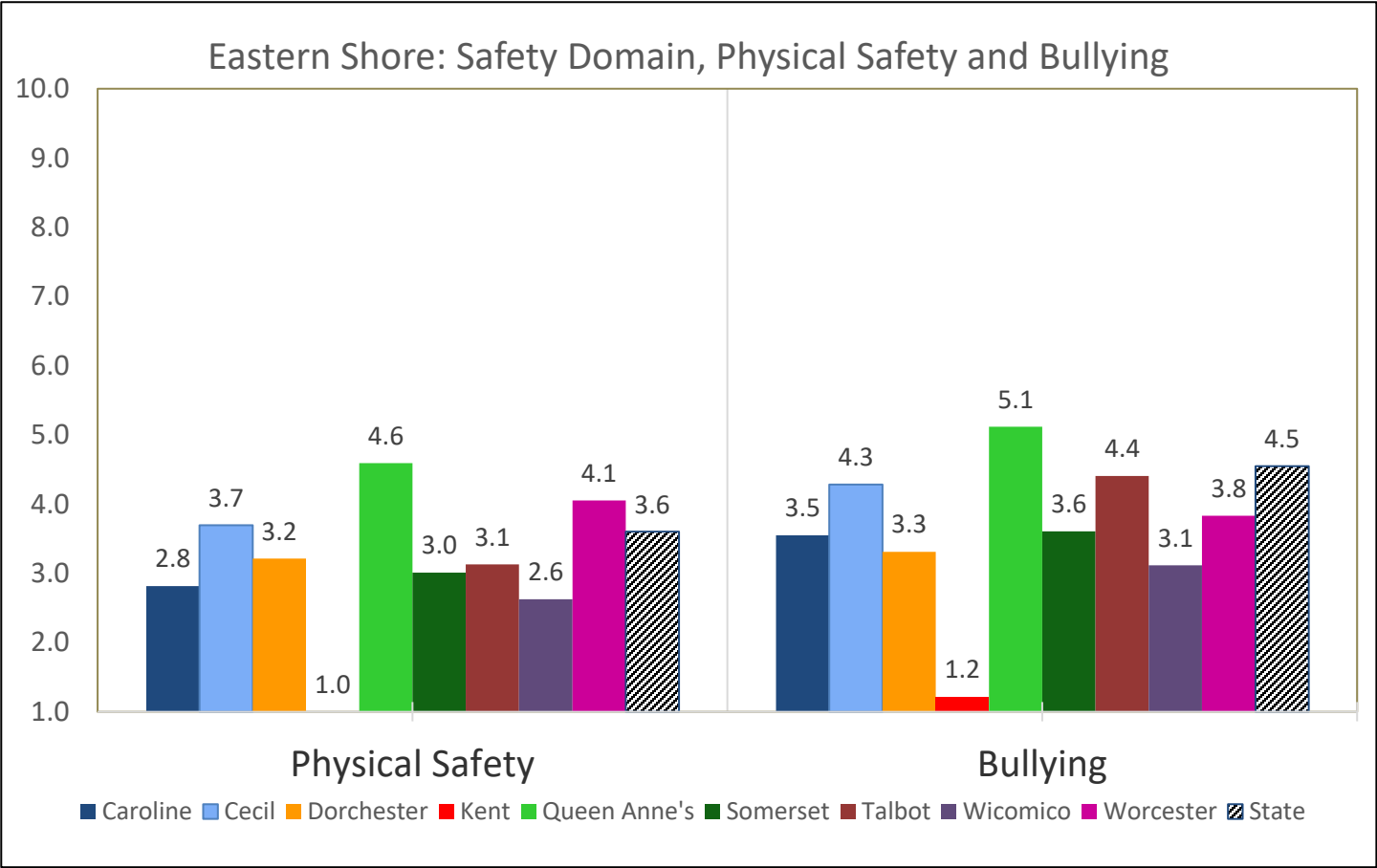
In the Eastern Shore region, the number of suspensions and expulsions attributed to weapons varies across LEAs. In 6 of 9 LEAs the number of these incidents remained similar or decreased compared to the pre-pandemic levels.



Note: data for 2020 and 2021 withheld due to extended school closures related to the COVID-19 pandemic.

Eastern Shore: 2022 Maryland School Survey, Students (1 of 5)

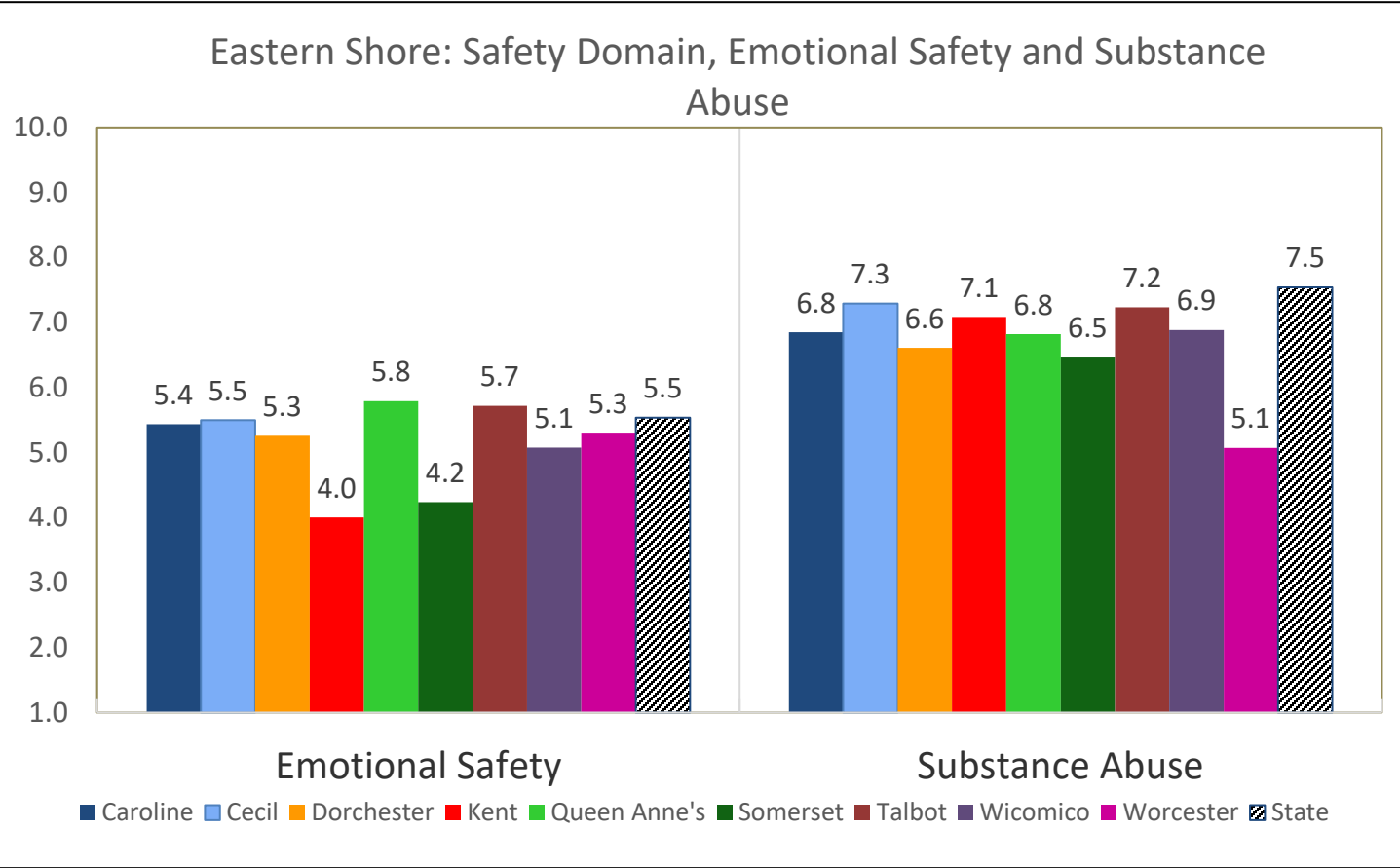
Students’ perceptions of physical safety in Queen Anne’s County were more favorable compared to students’ perceptions in the other eight LEAs as well as in the State.



Topic	Description
Physical Safety	The degree to which students feel safe at school, and whether students at the school fight, threaten other students, and/or damage others’ property.
Bullying	The degree to which students feel students are teased, picked on, or bullied/cyberbullied, whether in general or specifically about their race, ethnicity, cultural background, religion, or ability.

Eastern Shore: 2022 Maryland School Survey, Students (2 of 5)

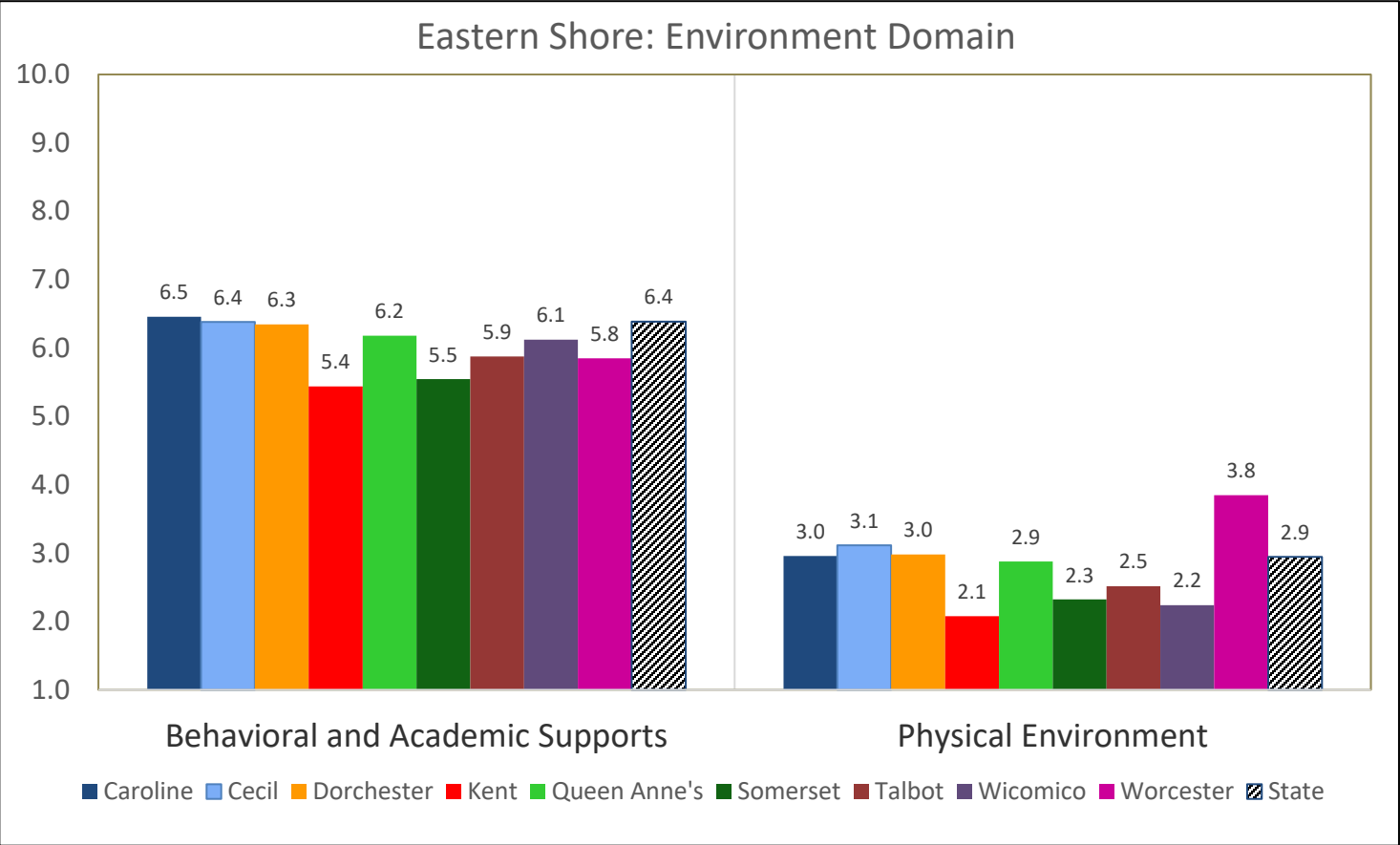
Students’ perceptions of emotional safety in Kent County and Somerset County were less favorable compared to students’ perceptions in the other seven LEAs and in the State.



Topic	Description
Emotional Safety	The degree to which students feel happy, socially accepted, listened to, and a part of their school.
Substance Abuse	The degree to which students believe students think that it is okay to use alcohol, drugs, and/or tobacco while at school and can do so without getting caught.

Eastern Shore: 2022 Maryland School Survey, Students (3 of 5)

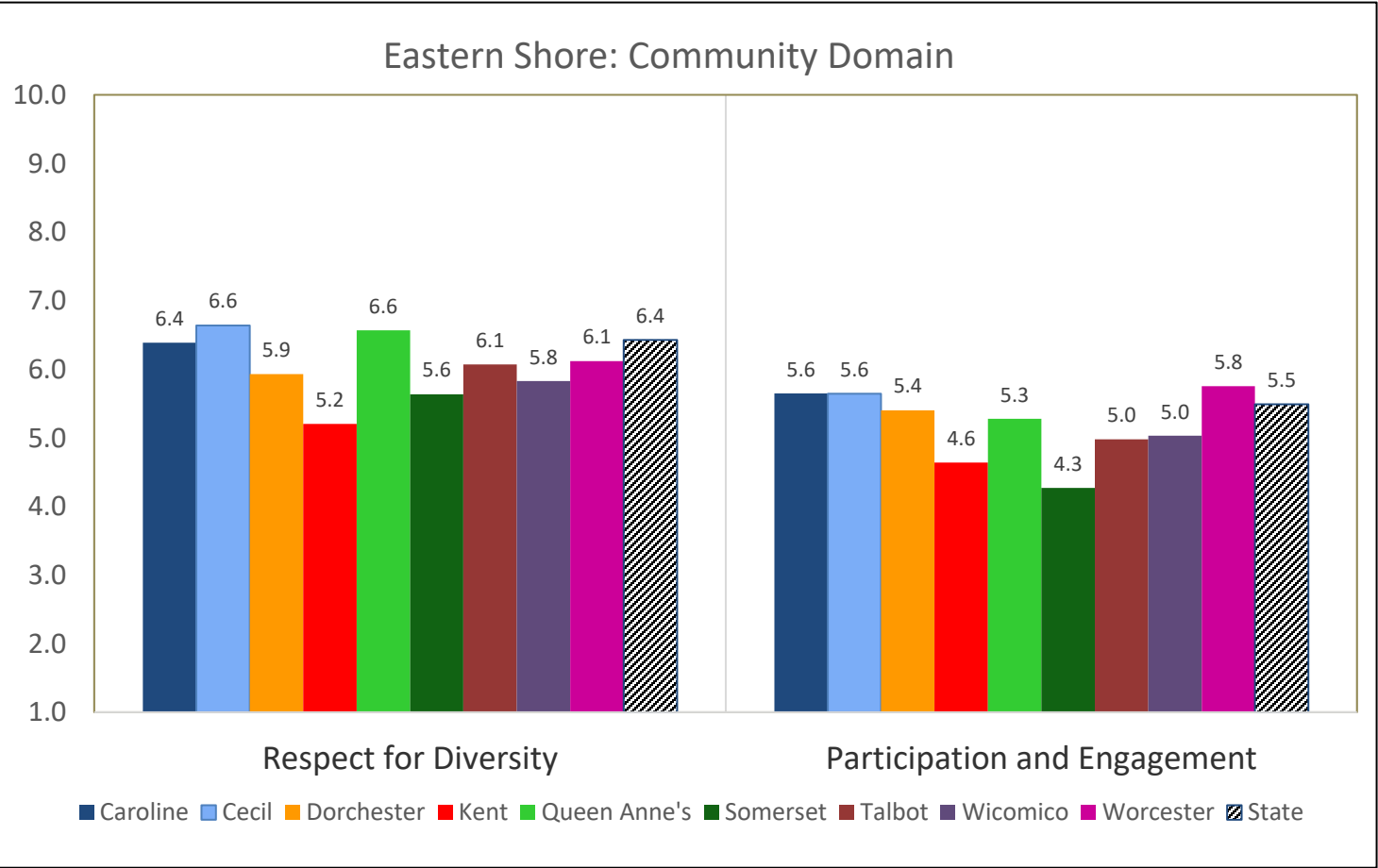
In all nine LEAs, as well as in the State, students' perceptions of behavioral and academic supports were much more favorable than their perceptions of the physical environment.



Topic	Description
Behavioral and Academic Supports	The degree to which students feel they receive social, emotional, behavioral, and academic supports from adults at the school. Behavior is addressed appropriately, and what students are learning is important to them and connected to life outside the classroom.
Physical Environment	The degree to which students feel the school is kept clean, comfortable, and in good repair.

Eastern Shore: 2022 Maryland School Survey, Students (4 of 5)

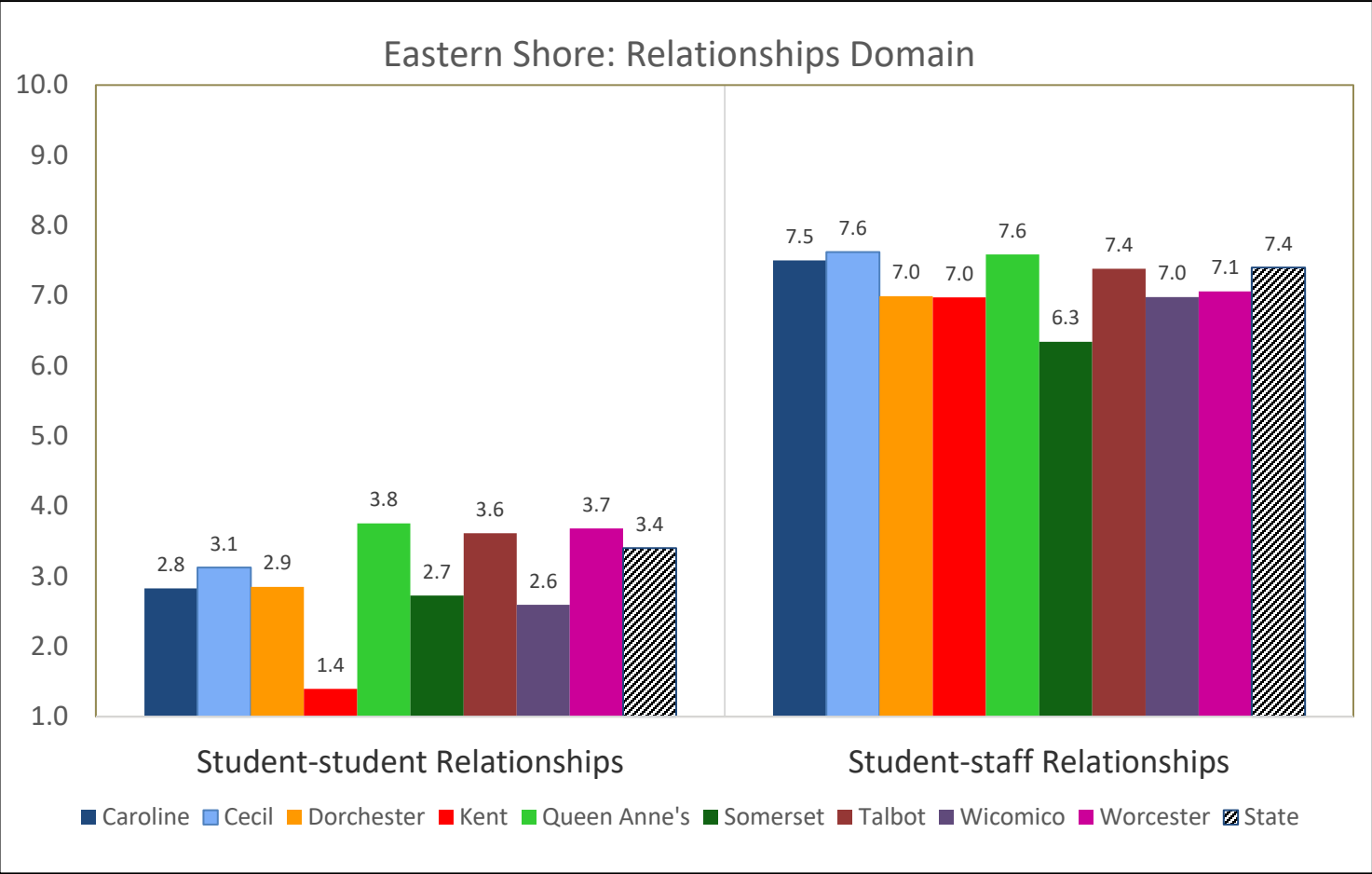
In the nine LEAs, as well as in the State, students' perceptions of respect for diversity were slightly more favorable than their perceptions of participation and engagement.



Topic	Description
Respect for Diversity	The degree to which students feel students are treated fairly and respectfully, and whether they feel represented and included, regardless of race, ethnicity, gender, cultural background, or family income.
Participation and Engagement	The degree to which students feel there are chances to participate in class discussions and activities, school-sponsored events, extracurricular activities, and school rule-making.

Eastern Shore: 2022 Maryland School Survey, Students (5 of 5)

In the nine LEAs, as well as in the State, students’ perceptions of their relationships with staff were much more favorable than their perceptions of their relationships with other students.



Topic	Description
Student-Student Relationships	The degree to which students feel other students are friendly with, care about, get along with, and respect one another.
Student-staff Relationships	The degree to which students feel adults at the school like, care about, listen to, and respect students.