



**Mohammed Choudhury**  
State Superintendent of Schools

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**TO:** Members of the State Board of Education  
**FROM:** Mohammed Choudhury  
**DATE:** October 26, 2021  
**SUBJECT:** Local School System Virtual Programs Update

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**PURPOSE:**

To share information related to SY 2021-2022 approved virtual learning programs in Maryland's local school systems.

**BACKGROUND/HISTORICAL PERSPECTIVE:**

This report will provide an update on enrollment of students in virtual programs and will include student group data.

**EXECUTIVE SUMMARY:**

This presentation reflects Local School System virtual program data as of September 30, 2021, that includes enrollment numbers and information related to student demographics. A review of the Quarterly Metric Collection Tool and the next steps the MSDE plans to take to ensure student success through access to equitable and quality LSS virtual programs will be shared.

**ACTION:**

For information and discussion

**ATTACHMENTS:**

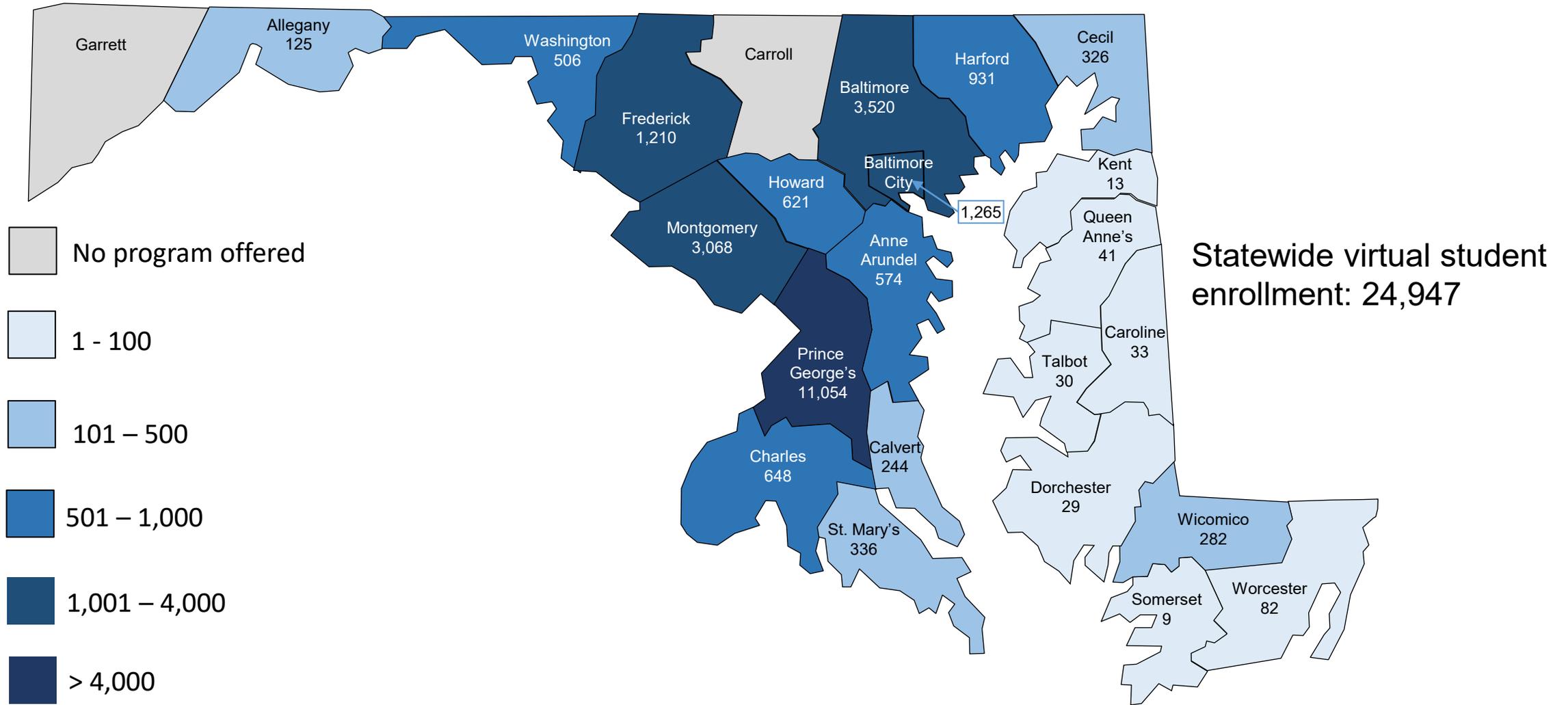
Local School Virtual Programs Update.pptx  
Local School Virtual Program Enrollment Data.pdf  
Local School Virtual Program Students Disaggregated by Student Groups and Gender.pdf  
Local School Virtual Students Disaggregated by Race and Ethnicity.pdf  
Draft of Quarterly Metrics Collection Tool.pdf



# Local School Virtual Programs Update

Maryland State Board of Education  
October 26, 2021

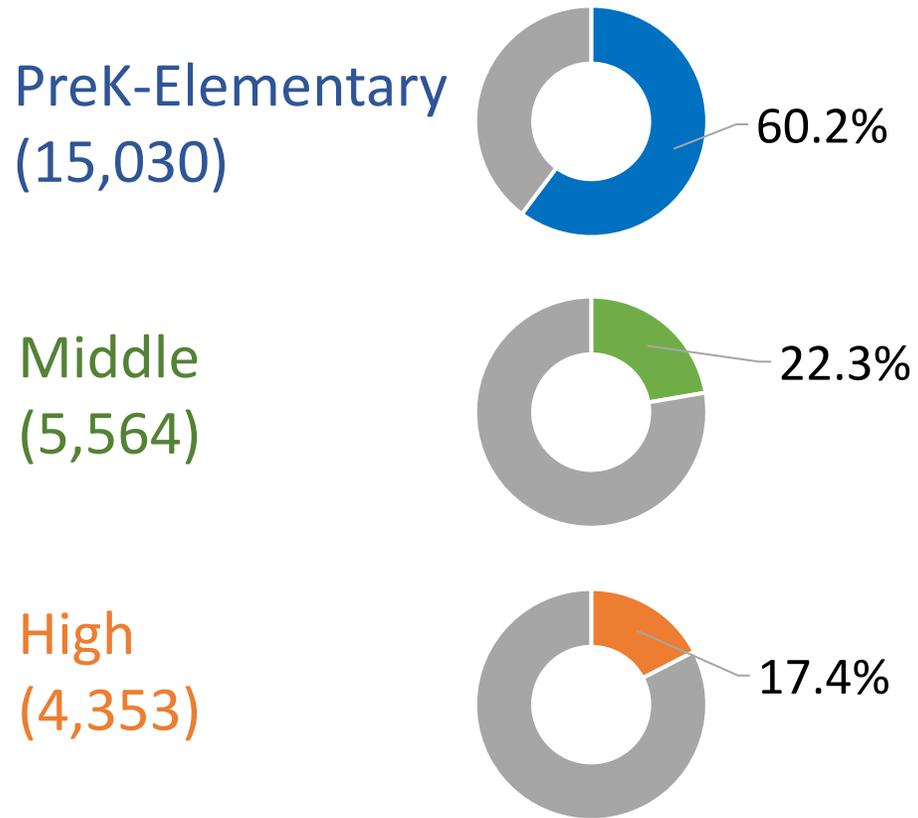
# Virtual Program Enrollment – Local School System



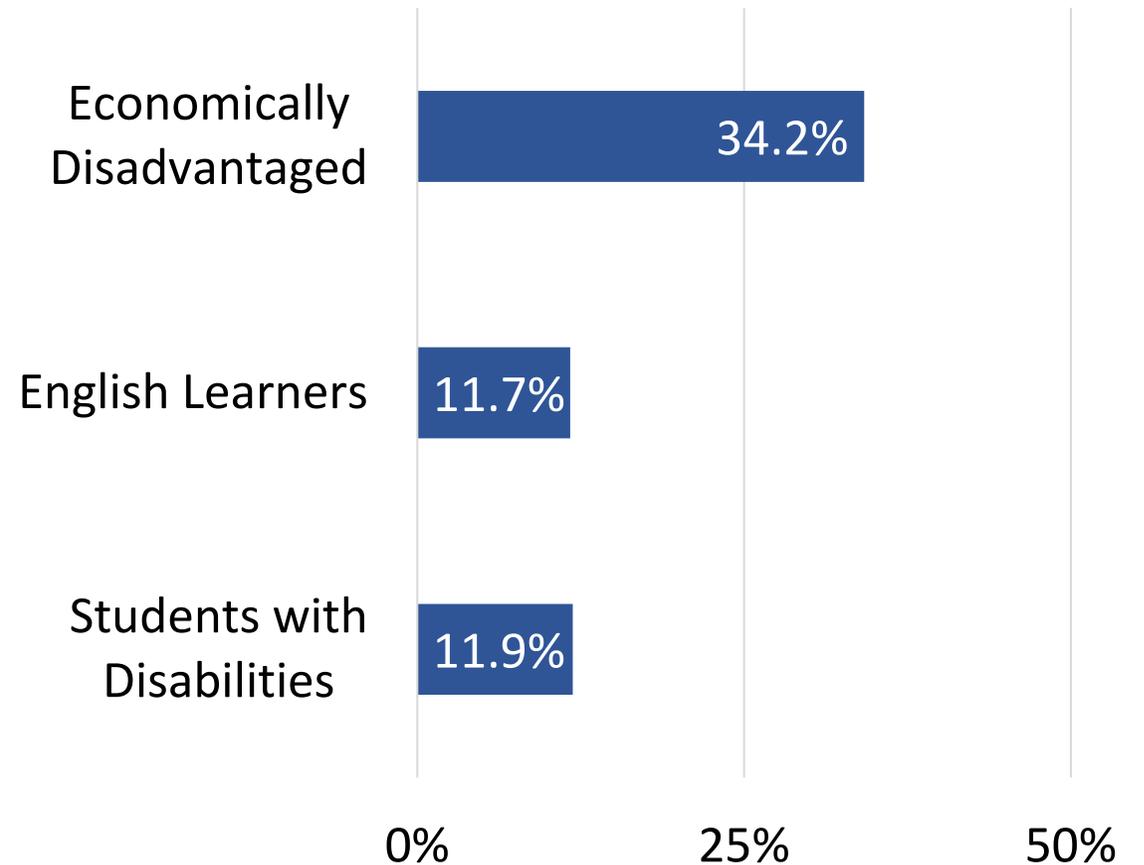
Data source: MSDE Full-time Virtual Programs Student File Submission, October 2021

# Virtual Program Enrollment – State

## Virtual Program Students by Grade Span



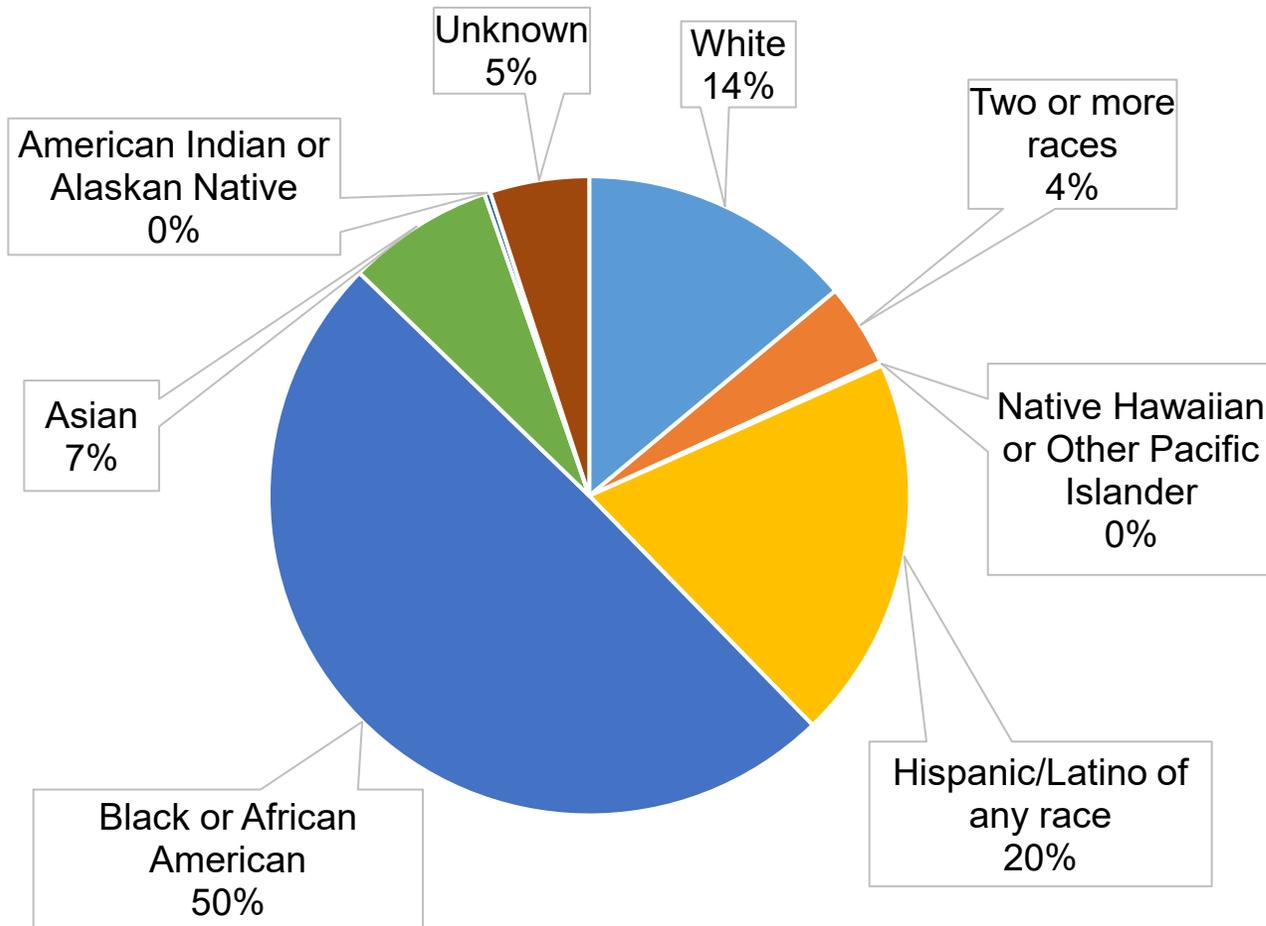
## Virtual Program Students by Student Groups



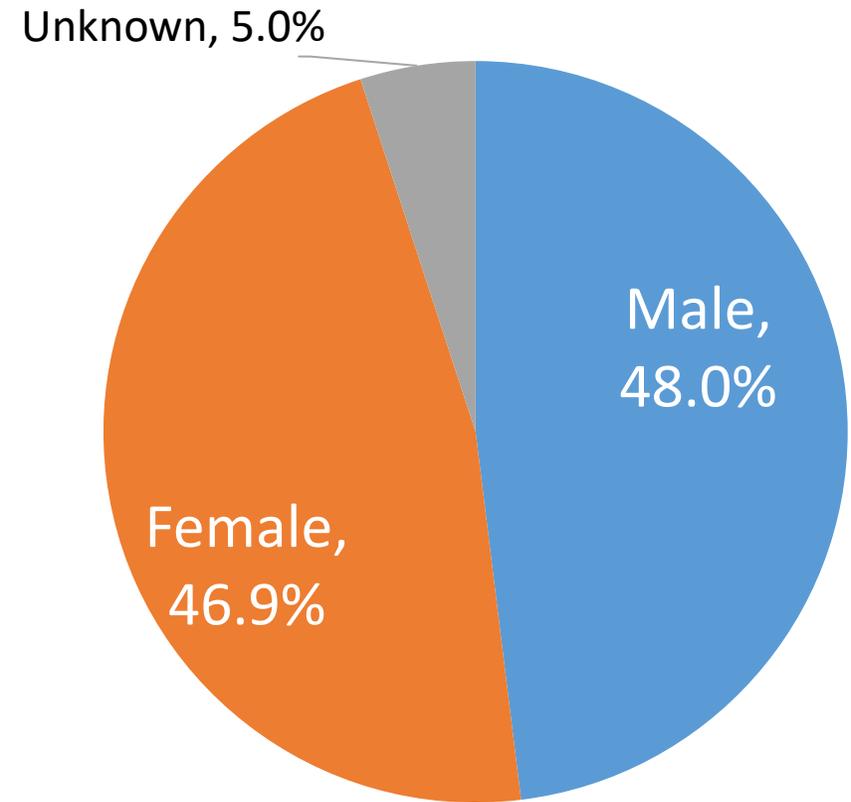
\* Data source: MSDE Full-time Virtual Programs Student File Submission, October 2021

# Virtual Program Enrollment – State

## Virtual Program Enrollment by Race and Ethnicity



## Virtual Program Enrollment by Gender



Data source: MSDE Full-time Virtual Programs Student File Submission, October 2021

# Virtual Program Exits



- After the first day of school, 861 (3.5%) students exited from virtual programs
- Some LSS did not report exits after the first day of school
- Students exit for a variety of reasons

Local School System	Percent Exited*
Allegany	4.8%
Anne Arundel	2.3%
Baltimore County	29.2%
Calvert	2.5%
Caroline	3.0%
Charles	13.7%
Frederick	1.3%
Harford	1.4%
Howard	2.1%
Montgomery	6.5%
Prince George's	0.8%
Queen Anne's	4.9%
Talbot	3.3%
Washington	7.3%
Worcester	8.5%

\*Percent Exited calculated by dividing the number of students with an exit date by the total virtual program enrollment.

Data source: MSDE Full-time Virtual Programs Student File Submission, October 2021

# Virtual Program Exit Reasons – Baltimore County



- Newly adopted mask requirement
- Families and/or students received vaccinations
- Increased confidence with school safety precautions
- Social influence
- Specific courses not available in virtual program
- Desire to attend classes taught by the home school educators

# Virtual Learning Program Collection Tool



<b>Enrollment</b> Grade Bands Student Groups Class Size	<b>Grades</b> Grade Bands Overall and student groups Subject areas
<b>Instructional Time</b> Grade Bands Synchronous	<b>Attendance</b> Grade Bands Student Groups
<b>Staffing</b> Grade Bands	<b>Student Non-contact</b> Grade Bands

Note: The collection tool is not finalized. MSDE is receiving feedback from DLAC and LSSs.

# MSDE's Next Steps



- Meet with Digital Learning Advisory Committee
- Collect individual student schedules from Local School Systems (LSS)
- Collaborate with LSSs to begin identifying best practices
- Collect and analyze quarterly LSS metrics
- Examine first marking period student data
  - Attendance
  - Grades

## Local School System (LSS) Virtual Program Student Enrollment Data

Local School System	Student Enrollment in Grades K-5	Student Enrollment in Grades 6-8	Student Enrollment in Grades 9-12	Total Current LSS Student Enrollment as of 9/30/2021	Percent of Total Current LSS Student Enrollment	Change in Enrollment since 9/14/21
Allegany	108	17	0	125	1.6%	+19
Anne Arundel	175	212	187	574	0.7%	+5
Baltimore City	540	309	416	1,265	1.7%	-23
Baltimore County	1,463	989	1,068	3,520	3.3%	+328
Calvert	79	100	65	244	1.6%	+2
Caroline	0	16	17	33	0.6%	+1
Cecil	92	99	135	326	2.3%	-8
Charles	274	130	244	648	2.5%	+73
Dorchester	0	11	18	29	0.6%	-1
Frederick	512	359	339	1,210	2.9%	-13
Harford	320	288	323	931	2.5%	-2
Howard	527	94	0	621	1.1%	+19
Kent	0	1	12	13	0.8%	+1
Montgomery	1,588	693	787	3,068	2.0%	-22
Prince George's	8,904	1,867	283	11,054	8.7%	-153
Queen Anne's	0	20	21	41	0.6%	0
Somerset	0	0	9	9	0.3%	0
St. Mary's	77	120	139	336	2.0%	0
Talbot	11	16	3	30	0.7%	-19
Washington	215	117	174	506	2.4%	+18
Wicomico	121	82	79	282	2.0%	-19
Worcester	24	24	34	82	1.3%	+5
<b>Total Enrollment in Maryland</b>	<b>15,030</b>	<b>5,564</b>	<b>4,353</b>	<b>24,947</b>	<b>2.9%</b>	<b>+211</b>

## Local School System Virtual Program Students Disaggregated by Student Groups and Gender

Local School System	Students with Disabilities	English Learners	Economically Disadvantaged	Female	Male	Unknown Gender
Allegany	20	0	79	66	50	9
Anne Arundel	79	18	194	287	272	15
Baltimore City	178	24	849	657	607	1
Baltimore County	453	185	1,498	1,629	1,671	220
Calvert	21	0	46	124	109	11
Caroline	4	0	2	14	16	3
Cecil	62	1	101	154	137	35
Charles	21	19	161	301	312	35
Dorchester	4	0	13	15	9	5
Frederick	148	84	258	532	604	74
Harford	159	16	369	429	442	60
Howard	52	44	109	288	278	55
Kent	0	0	6	8	2	3
Montgomery	468	517	690	1,368	1,510	190
Prince George's	1,156	1,984	3,674	5,208	5,362	484
Queen Anne's	6	0	7	21	17	3
Somerset	4	0	19	4	4	1
St. Mary's	21	2	87	162	159	15
Talbot	4	0	19	15	15	0
Washington	67	14	207	240	234	32
Wicomico	38	6	136	150	130	2
Worcester	9	0	28	35	41	6
	2,974	2,914	8,552	11,707	11,981	1,259

## Local School System Virtual Students Disaggregated by Race and Ethnicity

Local School System	American Indian or Alaskan Native	Asian	Black or African American	Hispanic/Latino of any race	Native Hawaiian or Other Pacific Islander	Two or more races	White	Unknown Race
Allegany	0	1	14	2	0	15	84	9
Anne Arundel	2	19	243	73	2	52	168	15
Baltimore City	4	14	1,091	64	2	19	70	1
Baltimore County	15	236	1,910	297	8	168	666	220
Calvert	0	0	76	10	0	32	115	11
Caroline	0	0	5	3	0	4	18	3
Cecil	2	0	69	17	0	30	173	35
Charles	2	30	417	49	1	51	63	35
Dorchester	0	0	13	1	0	2	8	5
Frederick	5	187	248	243	2	78	373	74
Harford	4	28	380	74	1	72	312	60
Howard	5	239	166	44	0	44	68	55
Kent	0	0	1	0	0	3	6	3
Montgomery	8	678	916	702	5	168	401	190
Prince George's	40	378	6,469	3,148	22	182	331	484
Queen Anne's	0	1	3	1	0	3	30	3
Somerset	0	1	1	1	0	0	5	1
St. Mary's	0	9	86	38	1	35	152	15
Talbot	0	0	8	2	0	2	18	0
Washington	0	20	101	57	0	56	240	32
Wicomico	0	11	111	19	2	23	114	2
Worcester	0	2	9	6	0	3	56	6
	87	1,854	12,337	4,851	46	1,042	3,471	1,259

## Virtual Learning Programs

MSDE Quarterly Metrics, 2021-2022
All responses should be provided in cells shaded green.
Elementary refers to students in grades K-5
Middle refers to students in grades 6-8
High refers to students in grades 9-12
Students in schools that combine the above grade spans (e.g. K-8) should be reported according to the grade of the student.
If you have any questions, please contact Matthew Duque at <a href="mailto:matthew.duque@maryland.gov">matthew.duque@maryland.gov</a>

DRAFT

## Virtual Learning Programs

Q1 Virtual Program Information	Elementary (K-5)	Middle (6-8)	High (9-12)	All
<b>STUDENT ENROLLMENT</b>				
Enter the total number of students enrolled in your system's fully virtual program: <b>on the first day</b> of the first marking period <b>on the last day</b> of the first marking period <b>after the first day</b> of the first marking period				   0 0 0
Enter the total number of students disenrolled in your system's fully virtual program: by parents/guardians by school or school system				   0 0 0
Enter the average class size per fully virtual school teacher for core academic subjects (i.e. Math, ELA, Science, and Social Studies)				
During the first marking period, for what percent of students in fully virtual learning programs have attempts at contact been unsuccessful				
<b>INSTRUCTIONAL TIME</b>				
Enter the number of instructional days available to students in virtual programs during the first marking period				n/a
In a typical five day week, how many total hours of <b>synchronous</b> instructional time were provided per week to students in your system's virtual program?				

# Virtual Learning Programs

## STAFFING

What percent of your fully virtual learning program teachers are:

- Local school system teachers
- Vendor-hired teachers
- Contractual teachers hired by the LSS
- Substitute teachers hired by the LSS
- Other

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Enter the total number of FTEs of teachers teaching in the fully virtual program during the first term

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How many FTEs taught **solely** in the fully virtual learning program during the first term (i.e. they did **not** also teach an in-person class in your school system)?

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How many hours of professional development on virtual teaching was provided to fully virtual program teachers during the first term?

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How was professional development on virtual teaching provided to teachers? (Select all that apply using dropdown)

1. Virtual synchronous
2. Virtual asynchronous
3. In person
4. Self-service/as needed

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## Virtual Learning Programs

**Q1 Attendance: Enter the percent attendance for the first term**

All fully virtual students				
American Indian/Alaskan Native				
Asian				
Black/African-American				
Hispanic/Latino				
Two or More Races/Ethnicities				
Pacific Islander				
White				
Students with Disabilities				
English Learners				
Economically Disadvantaged				
Male				
Female				

## Virtual Learning Programs

**Q1 Virtual Grades: Provide the count and percentage of students in fully virtual learning programs who earned a failing grade in each of the grade spans and subjects for the first term.**

	Elementary (K-5)			
	English		Math	
	Count	%	Count	%
All fully virtual students				
American Indian/Alaskan Native				
Asian				
Black/African-American				
Hispanic/Latino				
Two or More Races/Ethnicities				
Pacific Islander				
White				
Students with Disabilities				
English Learners				
Economically Disadvantaged				
Male				
Female				



