



Mohammed Choudhury
State Superintendent of Schools

TO: Members of the State Board of Education
FROM: Mohammed Choudhury
DATE: January 11, 2021
SUBJECT: Local Education Agency Virtual Programs Update

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 first marking period virtual program enrollment and demographic data, and a comparison of the relationship between the data collected from the first Quarterly Metric report.

EXECUTIVE SUMMARY:

This presentation will provide an update on first marking period attendance and demographics and a comparison of the relationship between fail rates, attendance rates, synchronous instruction time and staffing in local school system virtual programs. Comparisons of fail rates and attendance rates for virtual students compared to all students will be presented. MSDE will also share some approaches local school systems are implementing to assist struggling virtual students to ensure success.

ACTION:

For information and discussion

ATTACHMENTS:

Virtual Programs January 2022 Update.pptx
Virtual Program Enrollment Data- MP 1. pdf
Cecil County Schools Virtual Student Schedules.pdf
Worcester County Schools Virtual Student Schedules.pdf
Anne Arundel County Schools Virtual Student Schedules.pdf



Local Education Agency Virtual Programs Update

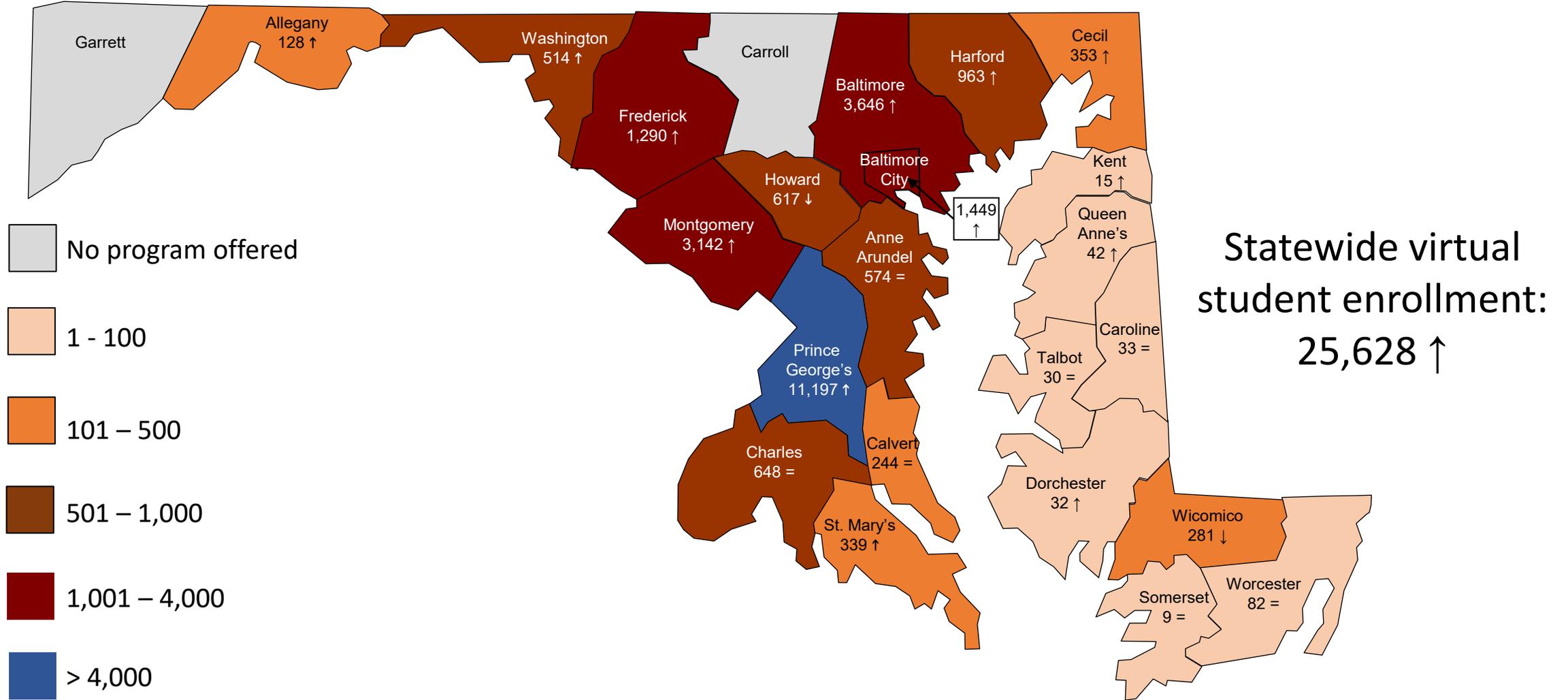
Maryland State Board of Education
January 25, 2022

Virtual Program Update Overview



1. Enrollment and demographics, including comparison to state
2. Relationship between fail rates, attendance rates, synchronous instruction time, and staffing model for virtual students
3. Comparison of fail rates and attendance rates for virtual students to all students within the same system
4. Local System efforts to support students who are failing
5. Local System Spotlight: Anne Arundel County Virtual Academy

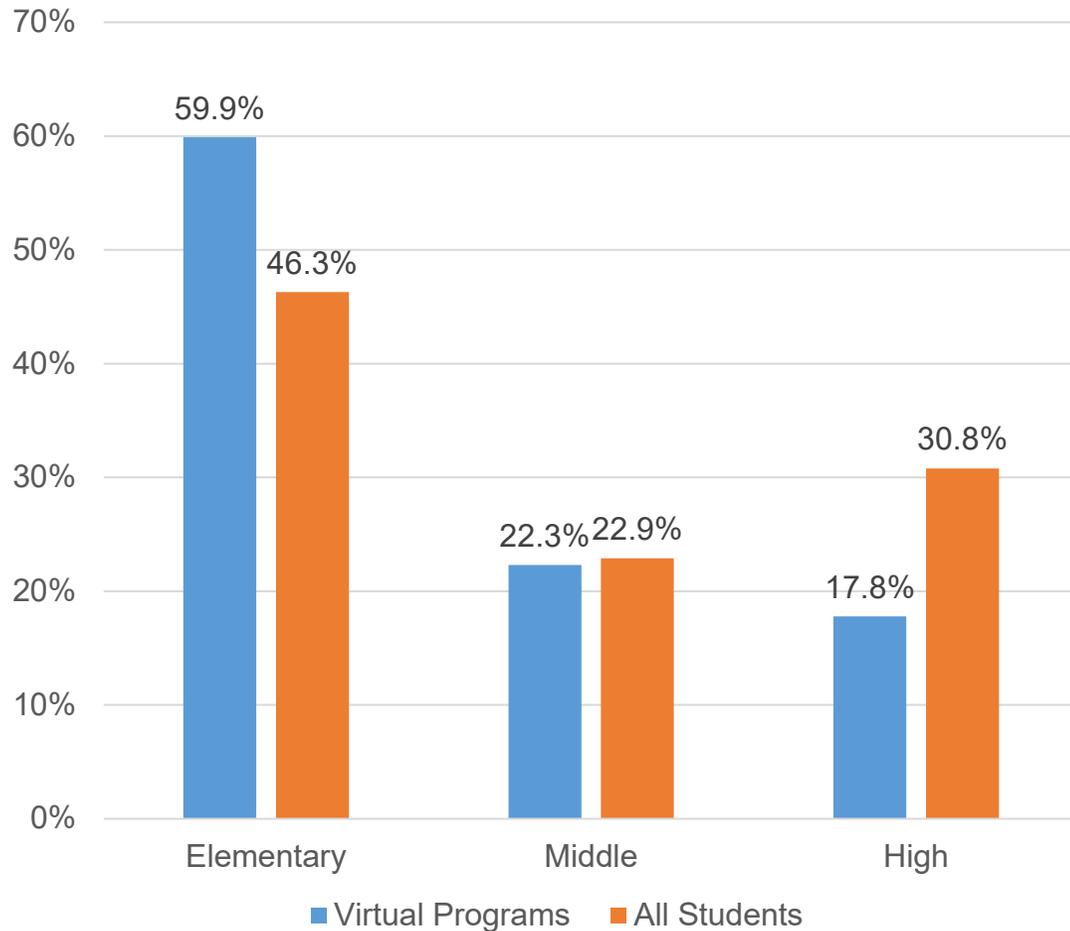
(1) Virtual Program Enrollment Local Education Agency



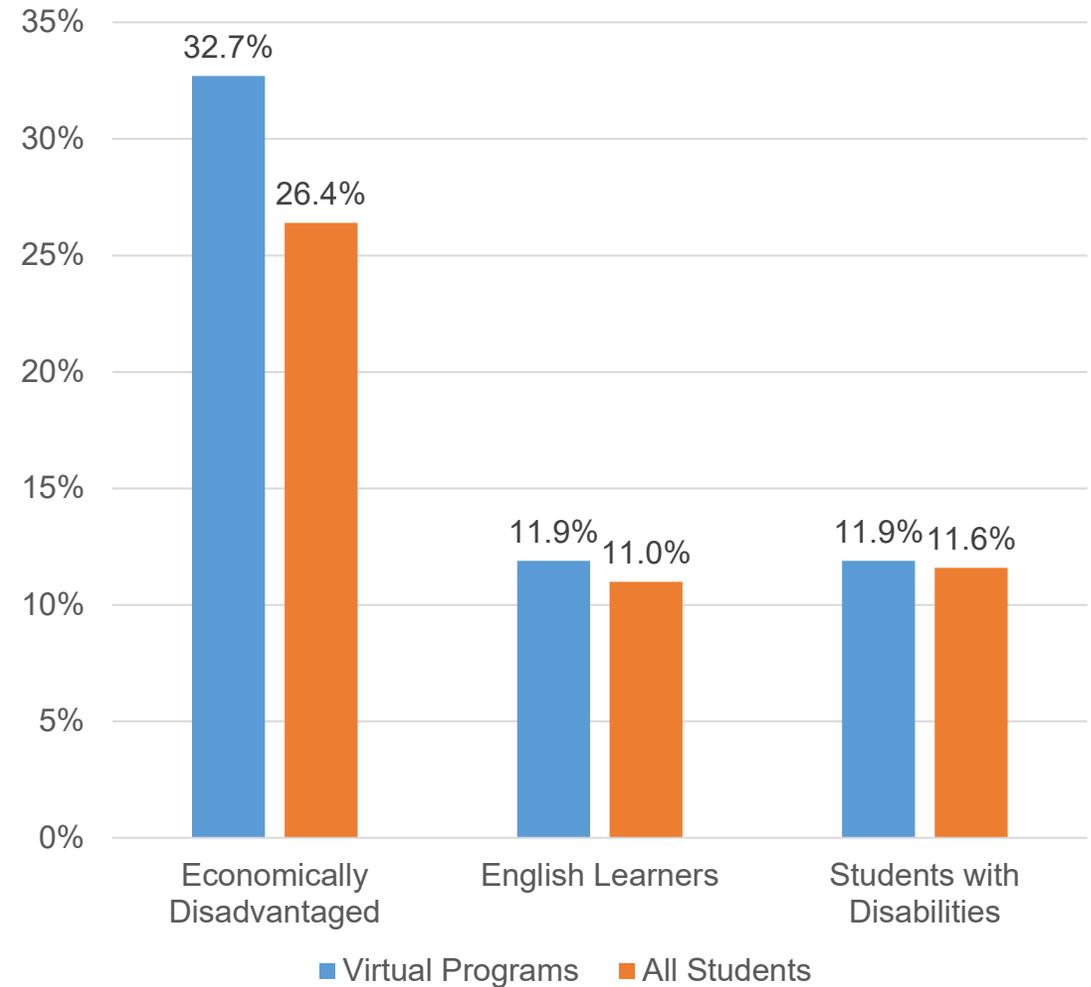
Data source: MSDE Full-time Virtual Programs Student File Submission, December 2021

Virtual Program Enrollment State I

Grade Level

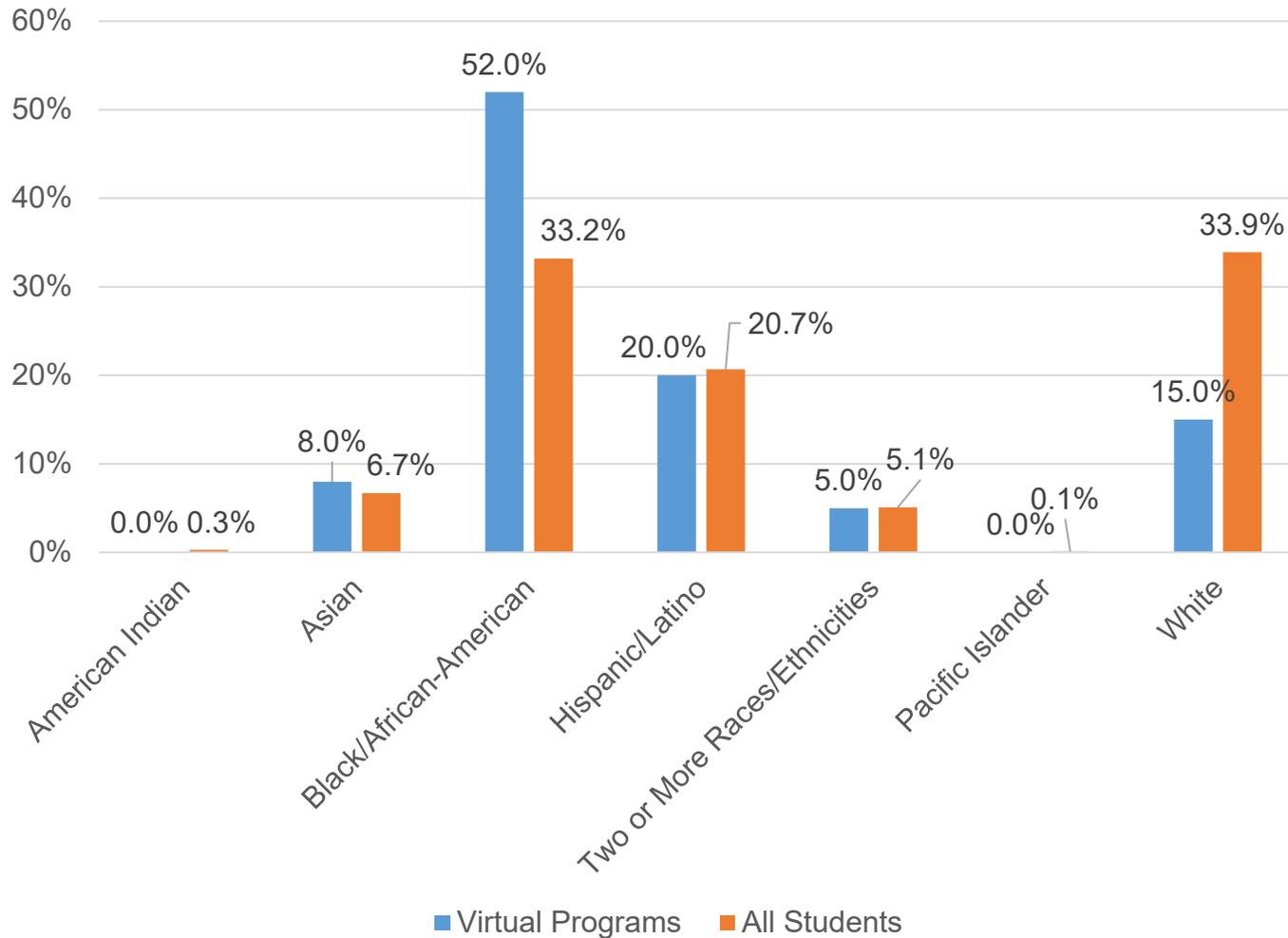


Student Group

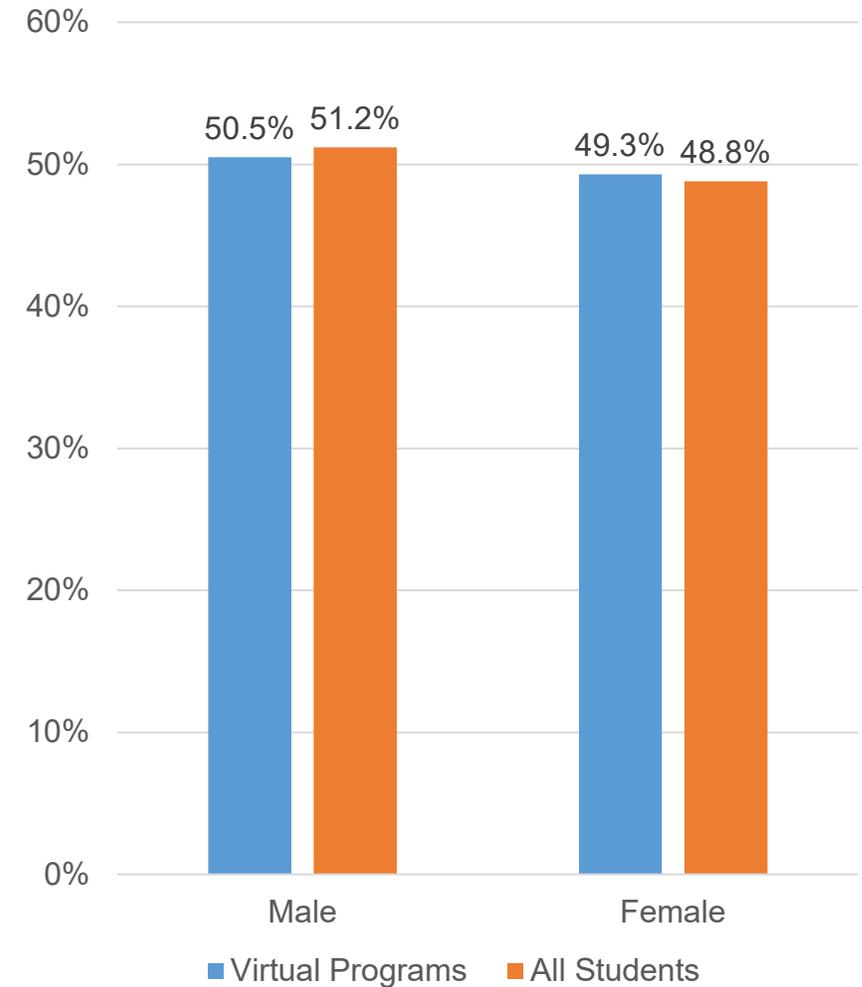


Virtual Program Enrollment State II

Race/Ethnicity



Gender



Virtual Program Student Exits



Total: 2,192 students

School System	Number of Student Exits
Allegany	18
Anne Arundel	20
Baltimore City	167
Baltimore County	365
Calvert	10
Caroline	3
Cecil	49
Charles	128
Dorchester	2
Frederick	156
Harford	43

School System	Number of Student Exits
Howard	12
Kent	1
Montgomery	394
Prince George's	700
Queen Anne's	2
Somerset	0
St. Mary's	7
Talbot	2
Washington	96
Wicomico	0
Worcester	17

Data source: MSDE Full-time Virtual Programs Student File Submission, December 2022

Virtual Program Exit Reasons



- COVID vaccine available for 5 to 11 year-old children
- Students not attending or failing virtual classes
- Virtual program did not meet the student and/or family needs
- Mask requirement in schools
- Families and/or students received vaccinations
- Increased confidence with school safety precautions
- Social influence
- Specific courses not available in virtual program

(2) Summary of Significant Results: Relationship between instructional time, failure rates, attendance, and staffing model

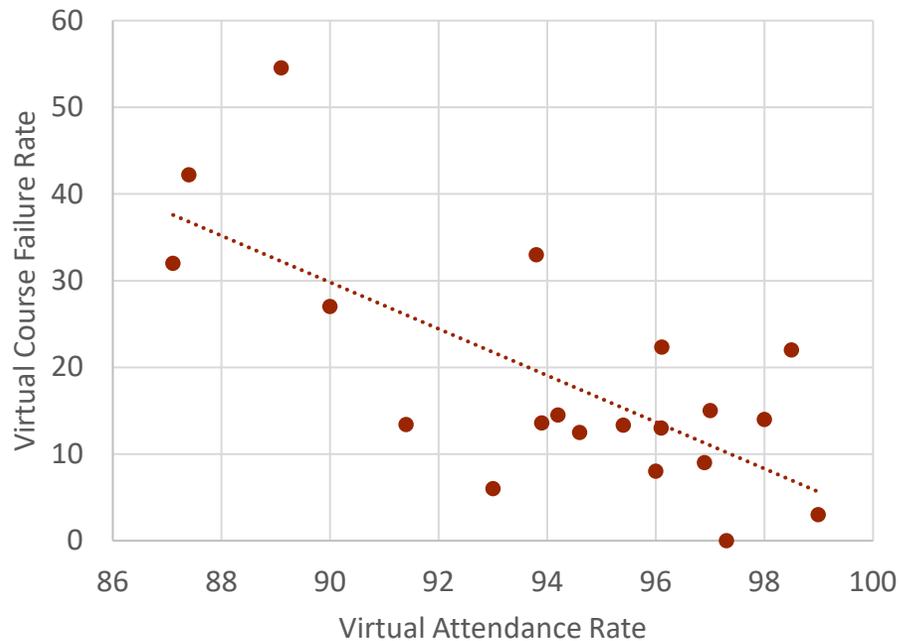


- For students in virtual programs, a **higher** school system attendance rate is associated with a **lower** course failure rate in **middle school ELA, math, science, and social studies, and in high school science.**
- **More** synchronous instructional time for virtual students is associated with a **lower** course failure rate in **middle school ELA, science, and social studies.**
- **More** synchronous instructional time for virtual students is associated with a **higher** attendance rate in **middle school.**
- The middle school course failure rate for systems with 100% of their virtual teachers provided by a vendor was **significantly higher** than systems with no vendor-provided teachers. Fail rates are approximately double or more.
- The number of synchronous hours for middle and high school students in systems with 100% of their virtual teachers provided by a vendor is **significantly lower** than systems with no vendor-provided teachers.

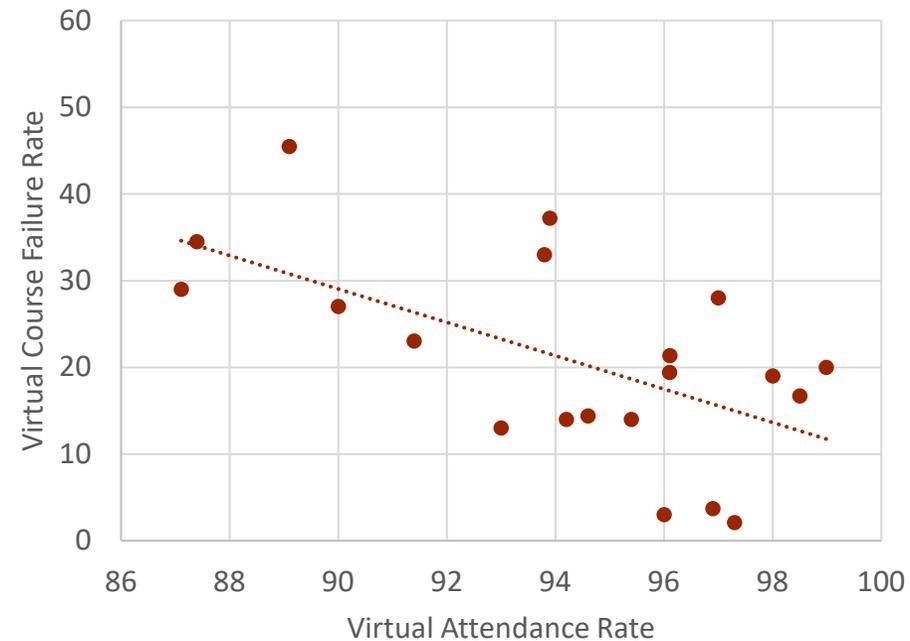
Attendance and Course Failure Rates

For students in virtual programs, a **higher** school system attendance rate is associated with a **lower** course failure rate in **middle school ELA, math, science, and social studies, and in high school science.**

Middle School ELA Fail Rate and Attendance



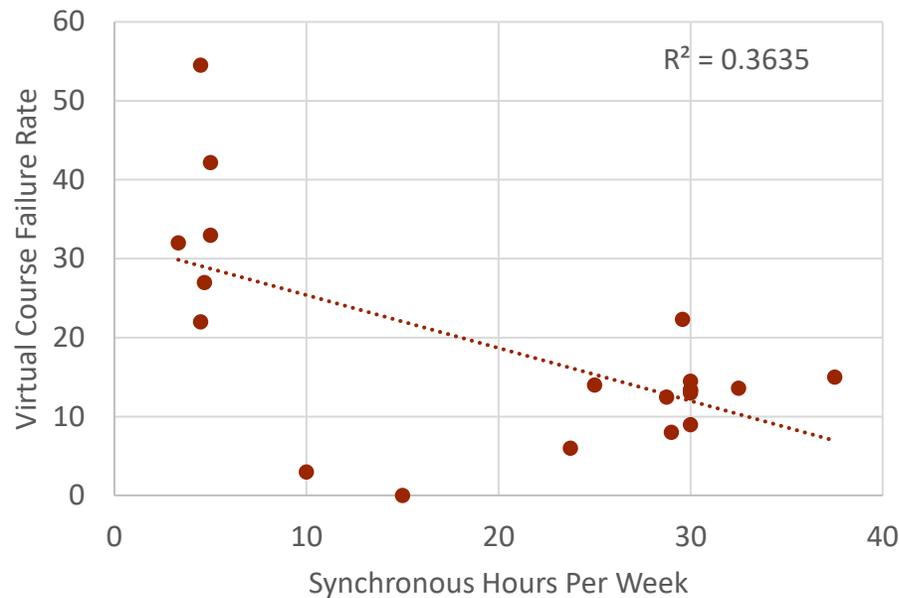
Middle School Math Fail Rate and Attendance



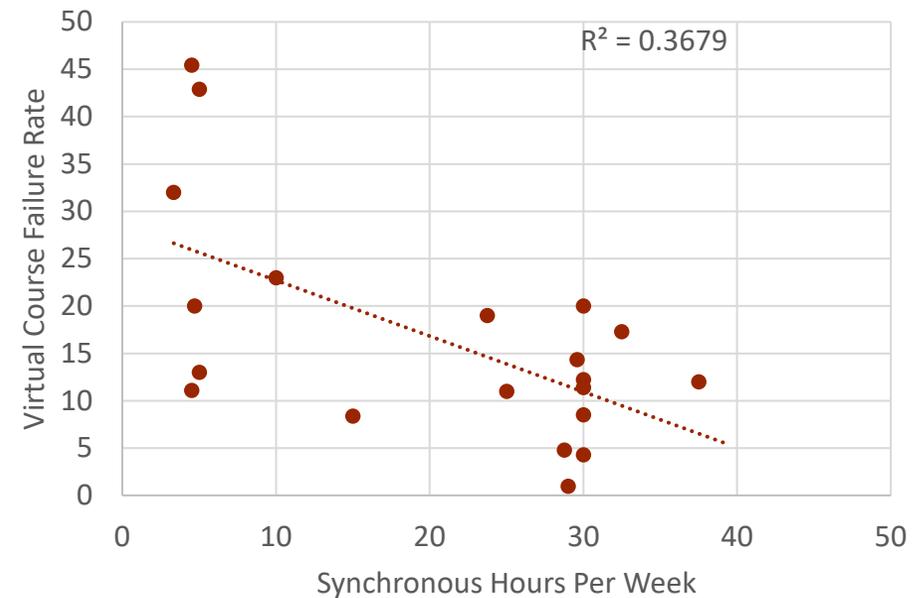
Synchronous Instructional Time and Course Failure Rate

More synchronous instructional time for virtual students is associated with a **lower** course failure rate in **middle school ELA, science, and social studies.**

Middle School ELA Fail Rate and Synchronous Time

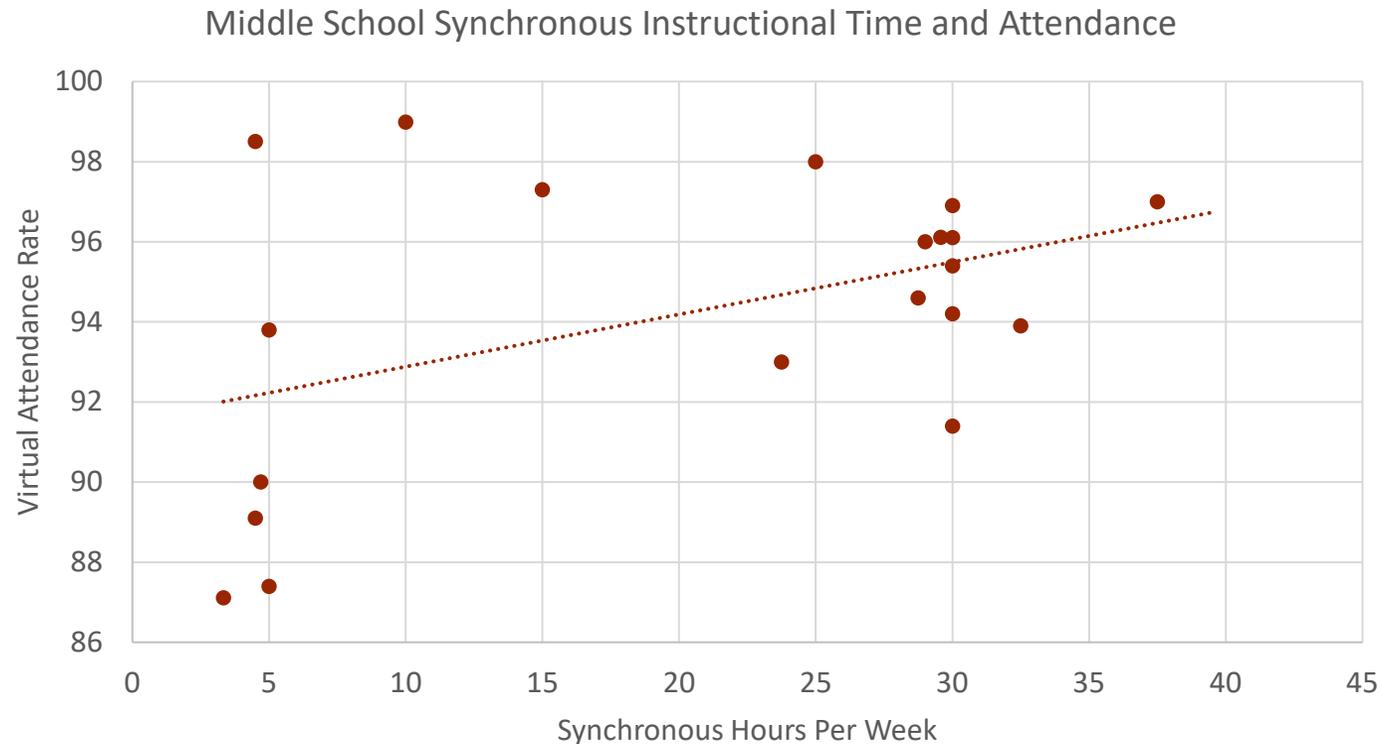


Middle School Science Fail Rate and Synchronous Time



Synchronous Instructional Time and Attendance

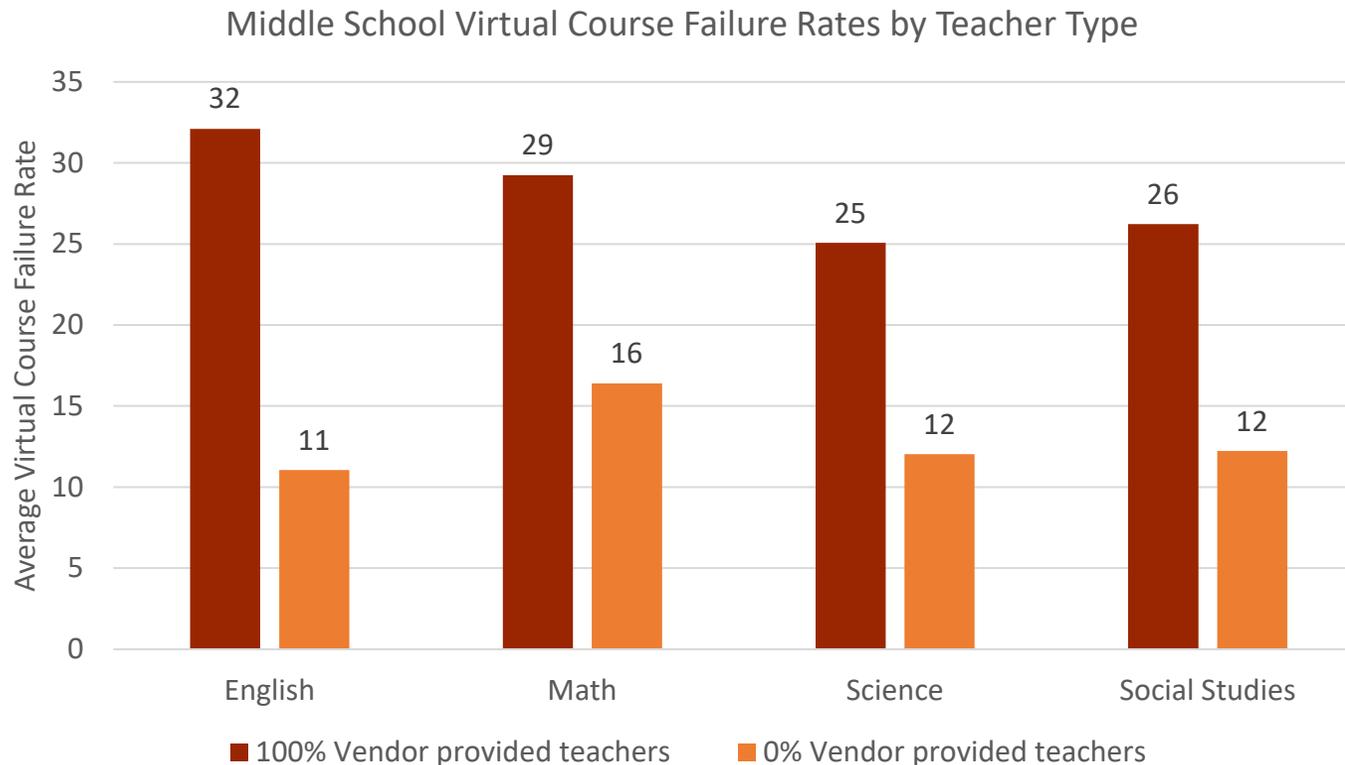
More synchronous instructional time for virtual students is associated with a **higher** attendance rate in **middle school**.



Percent of Teachers Who are Vendor-Provided and Course Failure Rate



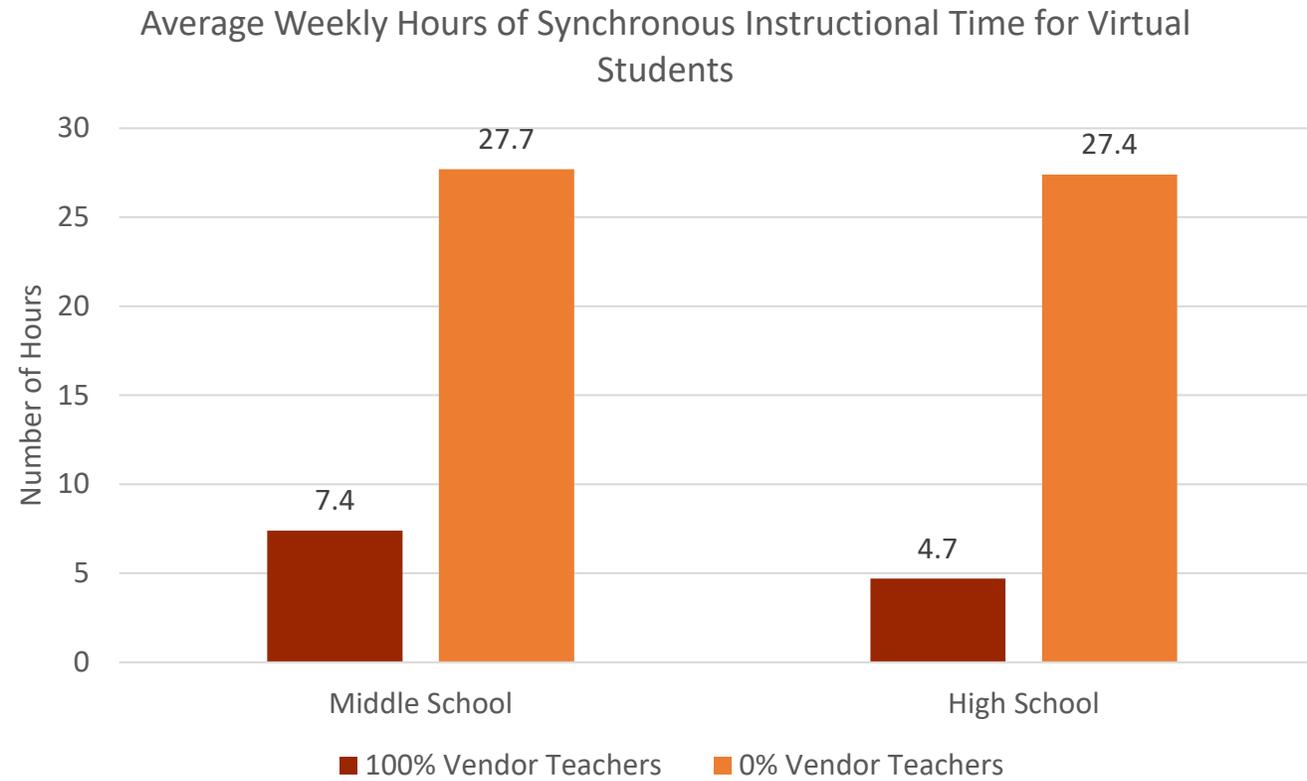
The middle school course failure rate for systems with 100% of their virtual teachers provided by a vendor was **significantly higher** than systems with no vendor-provided teachers. Fail rates are approximately double or more.



Percent of Teachers Who are Vendor-Provided and Synchronous Instructional Time



The number of synchronous hours for middle and high school students in systems with 100% of their virtual teachers provided by a vendor is **significantly lower** than systems with no vendor-provided teachers.



(3) Summary of Results: Comparing attendance and course failure rate of “all students” and virtual students

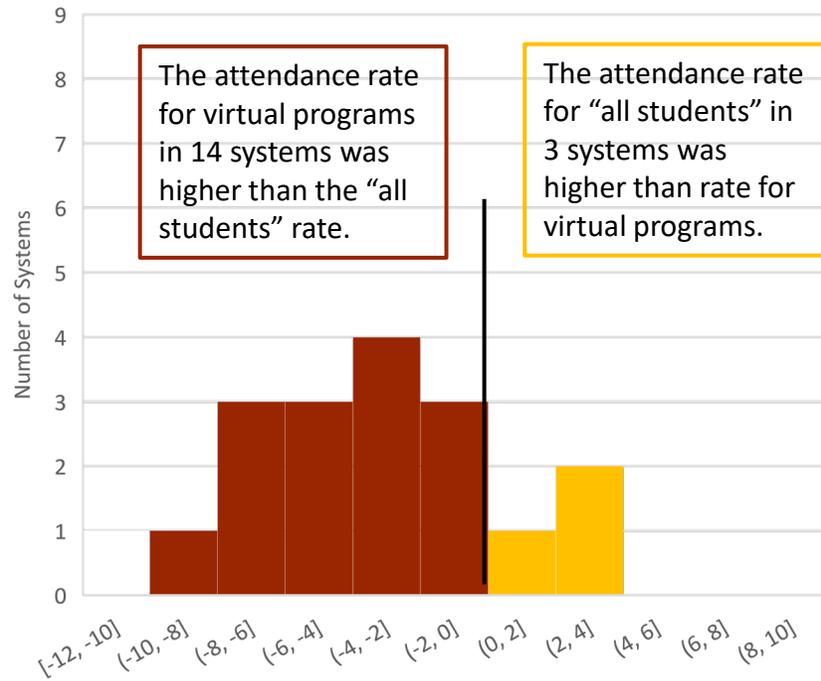


- In nearly all systems, attendance rates were **higher** for virtual students at all grade levels, by up to 14 percentage points. On average, across all systems and grade levels the attendance rate for virtual students was **three percentage points higher** than for all students in the same system.
- In nearly all systems, course failure rates were **higher** for virtual students, by up to 40 percentage points or more. On average, across all systems, grade levels, and subjects the failure rate was **nine percentage points higher** for virtual students in the same system.

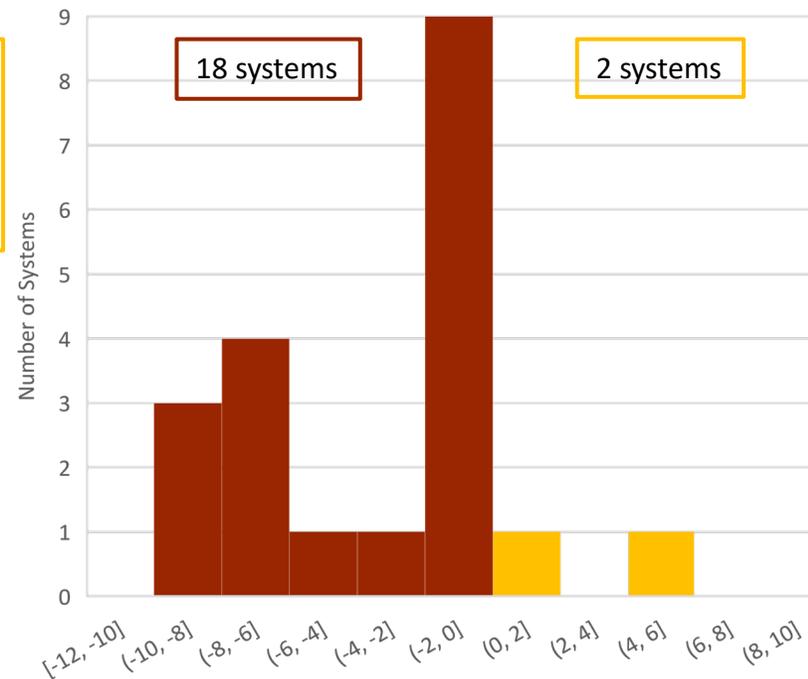
Attendance Rate Comparison

In nearly all systems, attendance rates were **higher** for virtual students at all grade levels, by up to 14 percentage points. On average, the attendance rate for virtual students was three percentage points higher than for all students in the same system.

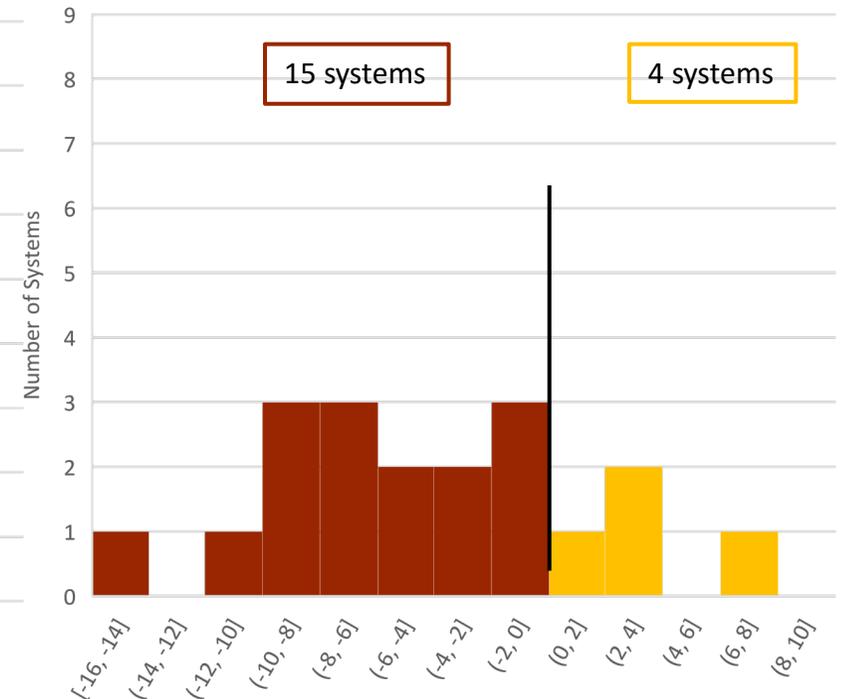
Elementary school difference between attendance rates: "all" - "virtual"



Middle school difference between attendance rates: "all" - "virtual"



High school difference between attendance rates: "all" - "virtual"

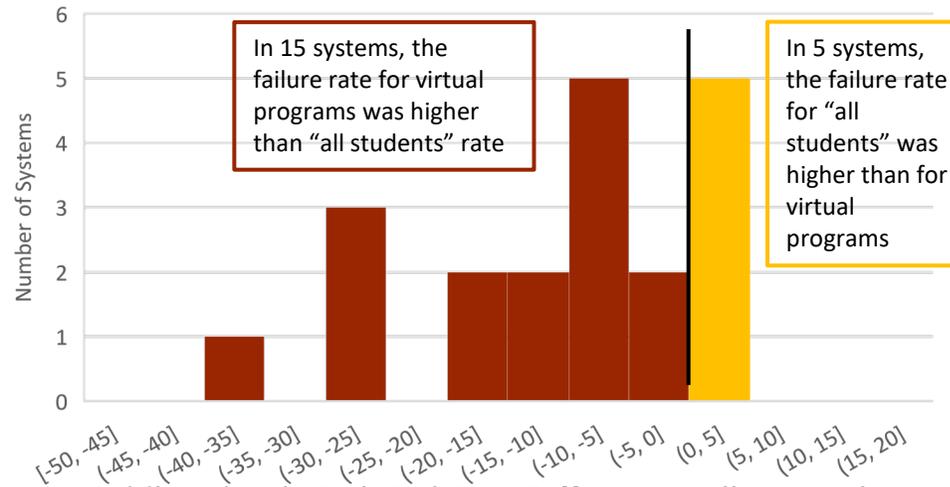


Course Failure Rate Comparison

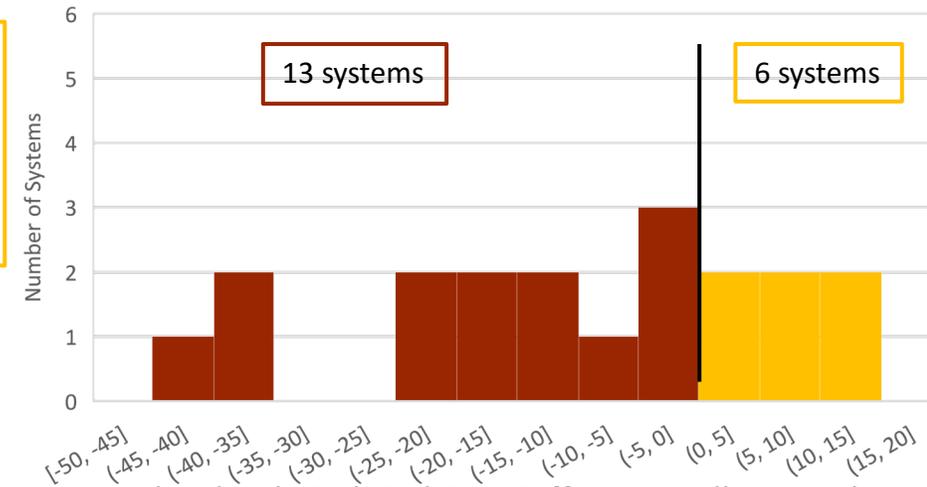
In nearly all systems, course failure rates were **higher** for virtual students, by between 1 and 40 percentage points or more.

On average, across all systems, grade levels, and subjects the failure rate was **nine points higher** for virtual students.

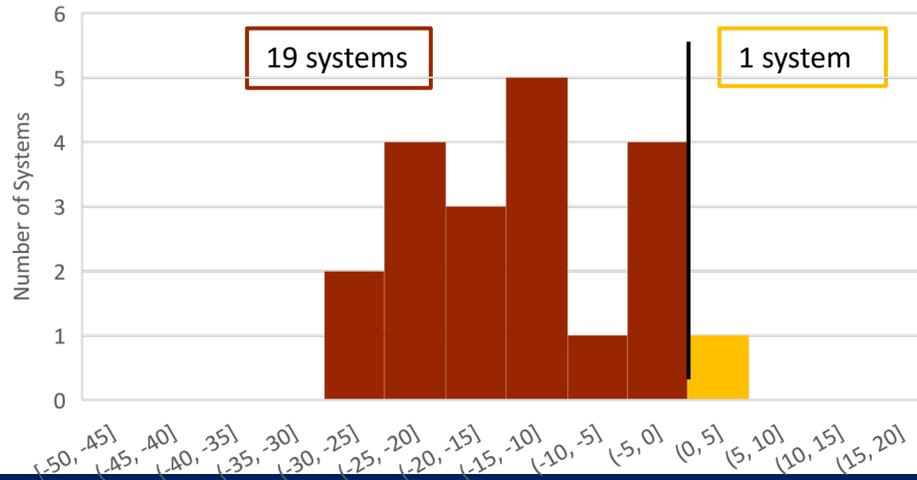
Middle School ELA Fail Rate Difference: All - Virtual



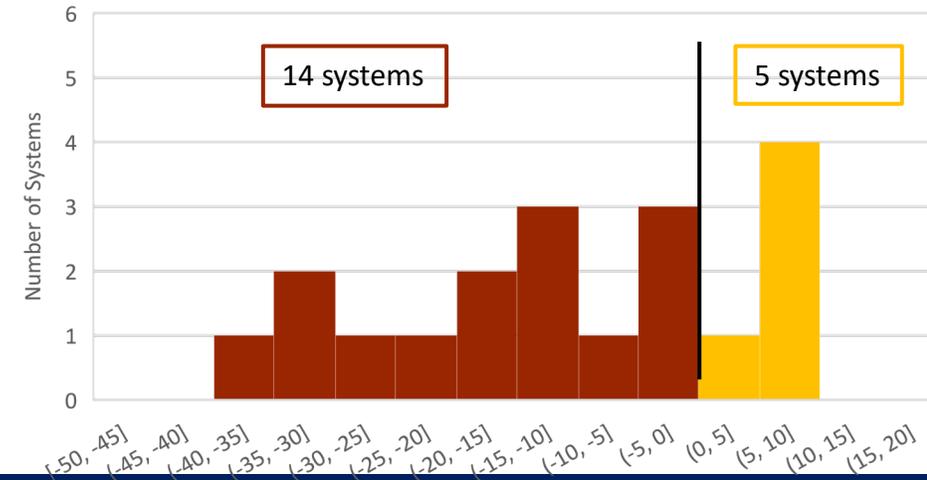
High School ELA Fail Rate Difference: All - Virtual



Middle School Math Fail Rate Difference: All - Virtual



High School Math Fail Rate Difference: All - Virtual



(4) Local System Efforts to Support Students Who are Failing: Cecil County



- Improve the selection process for admitting students
 - Utilize probationary trial periods
- Monitor student grades, attendance, and other possible issues to provide immediate support and resources (minimum every 4 weeks)
- Conduct quarterly administrative reviews on individual students who failed core classes or with poor attendance to determine next steps
- Create formal processes for teachers to report positive or negative student issues
- Offer after-school virtual tutoring sessions with a Cecil County educator

Local System Efforts to Support Students Who are Failing: Cecil County



- Communicate with families and students to provide updates, resources, and assistance through phone calls, letters, emails, and virtual and/or face-to-face meetings
 - Mandatory meetings for students on probation
- Provide full-time Special Education support at elementary level and include as a required time block in the middle and high school schedules
- Schedule time each morning that allows secondary students to meet with their teachers to receive extra help
- Require students to attend weekly high school career and academic support classes

Local System Efforts to Support Students Who are Failing: Worcester County



- Require weekly 1:1 meetings between students and a Student Success Coordinator
- Maintain regular communication with students and families
- Revise attendance criteria based on lessons learned from marking period 1
- Provide home visits and technical support to help students and families
- Require students and families to sign contracts focused on attendance, engagement, and academics
- Establish a vetting process for virtual student applications based on specific criteria

(5) Local System Spotlight: Anne Arundel County Virtual Academy



Why learn from the Anne Arundel County Virtual Academy?

- The fail rate in most grades / subjects (including elementary school ELA, middle school math, and high school ELA and math) was:
 - About **the same for virtual and “all” students**, and
 - **Low overall**, compared to the state.
- No other school system’s data show these patterns in quarter 1

Local System Spotlight: Anne Arundel County Virtual Academy I



Virtual Academy Staffing Practices

- Multi-step **rigorous interview process**
- Hosted an **on-boarding Innovation Summit** for teachers and staff
- Developed and implements a virtual teaching and learning **professional development plan**
- **Leadership regularly visits** virtual classes and provides feedback

Local System Spotlight: Anne Arundel County Virtual Academy II



Virtual Academy Student Support

- Quarterly **Student Success Meetings**
- **Academic Coaching** sessions and regular office hours
- Integrates **Social Emotional Learning** opportunities into student schedules
- **Flexible grouping** to support learner needs and levels

Virtual Academy Best Practices

- Virtual **class size and schedule** mirrors face-to-face classes
- Students **required to attend** all daily synchronous courses and **cameras must be on** the entire class

- Continue to collaborate with LSSs to identify best practices
- Collect and analyze quarterly LSS metrics
- Examine second marking period student data
 - Attendance
 - Grades

Local School System 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 12/1/2021	Enrollment Change from 9/30/21 – 12/1/2021	Students on the Waitlist
Allegany	109	19	0	128	+3	0
Anne Arundel	175	212	187	574	0	0
Baltimore City	605	339	505	1,449	+184	0
Baltimore County	1,523	1,019	1,104	3,646	+126	0
Calvert	79	100	65	244	0	35
Caroline	0	16	17	33	0	0
Cecil	93	112	148	353	+27	0
Charles	274	130	244	648	0	0
Dorchester	0	14	18	32	+3	9
Frederick	536	396	358	1,290	+80	480
Harford	320	296	347	963	+32	369
Howard	523	94	0	617	-4	0
Kent	0	1	14	15	+2	0
Montgomery	1,627	709	806	3,142	+74	145
Prince George's	9,034	1,879	284	11,197	+143	0
Queen Anne's	0	21	21	42	+1	4
Somerset	0	0	9	9	0	0
St. Mary's	78	121	140	339	+3	469
Talbot	11	16	3	30	0	0
Washington	220	119	175	514	+8	56
Wicomico	120	82	79	281	-1	0
Worcester	24	24	34	82	0	0
Total	15,351	5,719	4,558	25,628	+681	1,567

Cecil County Public Schools (CCPS) Blended Virtual Program (BVP)

- The BVP utilizes Cecil County’s curriculum, educators, and learning management system.
- All students are required to attend daily synchronous instructional class sessions that follow the schedules below.

Elementary School Schedule:

- CCPS BVP elementary program begins at the third-grade level.
- All 3rd, 4th, and 5th grade students follow the schedule below.
- CCPS has three full time teachers in the BVP at the elementary level and one full time special educator that work together on a vertical team.

Grade	8:55- 9:15	9:15- 10:45	10:45- 12:15	12:15- 1:10	1:10- 2:45	2:45- 3:30
3 rd	Morning Meeting	ELA/ SCI	DI/Shared	Lunch/ Recess	Math	Specials
4 th	Morning Meeting	Math	ELA/ SCI	Lunch/ Recess	DI/Shared	Specials
5 th	Morning Meeting	DI/Shared	Math	Lunch/ Recess	ELA/ SCI	Specials

DI= Differentiated Reading instruction (a block of reading instruction designed to meet students on their current academic level and is guided by 15 day or 6-week formative assessment cycles based on the child's level)

Shared= Share Reading (students read 10-15 novels throughout the year and receive instruction focused on best practices with on level text)

Middle School Schedule:

- Schedule of a 7th grade student on the accelerated track for both ELA and Mathematics

Time	Block	Course
7:40- 8:25	Revisit	follow revisit rotation below
8:30- 9:25	Block 1	Social Studies
9:30- 10:25	Block 2	Accelerated Math 7
10:30- 11:25	Block 3	Honors ELA 7
11:25 – 12:00	Lunch	
12:00 – 12:55	Block 4	Science
1:00 – 1:55	Block 5	Follow FAPE rotation below
2:00 – 2:55	Block 6	Study Seminar

Study seminar- allows for extra assistance, meetings, and time to complete work and assignments

Revisit- Rotation 7

7:40- 8:25

Monday	Tuesday	Wednesday	Thursday	Friday
Math	Social Studies	Second Step	Language Arts	Science

Fine Arts and Physical Education (FAPE)- Rotation 7

Block 5: 1:00- 1:55

Monday	Tuesday	Wednesday	Thursday	Friday
Computer Science	PE	Computer Science	Art	Health

High School Schedule:

- CCPS has four full time teachers in the BVP at the high school level, one for each of the four core content areas (English, Math, Science, and Social Studies)
- CCPS offers 50 additional courses taught by 38 additional teachers from across the district.
- High school schedules in the BVP offer multiple graduation pathways for students in grades 9 – 12 but course availability is reduced compared to face-to-face offerings for several administrative reasons.
- The BVP follows the same A/B schedule as our face-to-face buildings.

Schedule of a 9th grade student

A-day Block	Bell Schedule	Course
Block 1 A	7:45 – 9:14	Earth and Environmental Systems
Block 2 A	9:18 – 10:47	Algebra I
Block 3 A	10:51 – 12:51	Honors Government
Block 4 A	12:55 – 2:25	Honors English 9
B-day Block	Bell Schedule	Course
Block 1 B	7:45 – 9:14	Foundations of Tech
Block 2 B	9:18 – 10:47	Personal Fitness (S1) Health Education I (S2)
Block 3 B	10:51 – 12:51	Foundations of Music
Block 4 B	12:55 – 2:25	Spanish I

Worcester County Public Schools Elementary Virtual Program

The elementary virtual program:

- Utilizes Worcester County’s curriculum, educators, and learning management system.
- Students are required to attend daily synchronous class sessions with their educator and classmates.
- A total of ten (10) kindergarten through second grade students are enrolled in the program.
- All enrolled kindergarten to second grade students follow the schedule below.

Grades K-2 Virtual Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00 – 8:45	Fundations	Fundations	Fundations	Fundations	Fundations
8:45 – 9:15	100 book	100 book	100 book Intervention (9:15-9:30)	100 book Intervention (9:15-9:30)	100 book Intervention (9:15-9:30)
9:15 – 10:00	Science	Science	Social Studies (9:30-10:00)	Social Studies (9:30-10:00)	Social Studies (9:30-10:00)
10:00 – 10:30	Visual Arts	Media	Music	Art	Music
10:30 – 12:00	Math	Math	Math	Math	Math
12:00 – 1:00	Lunch and Recess	Lunch and Recess	Lunch and Recess	Lunch and Recess	Lunch and Recess
1:00 – 1:30	P.E	Intervention	P.E	Dreambox	P.E
1:30 – 3:00	UbD Writers Workshop	UbD Writers Workshop	UbD Writers Workshop	UbD Writers Workshop	UbD Writers Workshop
3:00 – 3:30	Office Hours	Office Hours	Office Hours	Office Hours	Office Hours

Fundations = a prevention program to help reduce reading and spelling failure

100 book = an independent reading program

UbD, Understanding by Design= a framework for improving student achievement

Worcester County Public Schools Secondary Virtual Program

- Worcester is a member of the Eastern Shore of Maryland Educational Consortium’s Blended Virtual Program (ESMEC’s BVP).
- Worcester County’s middle and high school students attend courses through ESMEC’s BVP.
- ESMEC’s BVP contracts with a vendor for all virtual course offerings.
- All course educators are hired and provided by the vendor.
- Enrolled students are required to attend synchronous class sections.
- During the school day, when not attending synchronous class sessions, students are expected to be completing asynchronous assignments and meeting with their educators if needed.
- Additional tutoring and extra help sessions are not listed in a student’s class schedule; but are available throughout the week upon request.

11th grade virtual student

Listed below are the required synchronous class sessions

Period	Monday	Tuesday	Wednesday	Thursday	Friday
8:25 – 8:45 am				SSC	
9:55- 10:35 am		World History			English 11
10:40- 11:20 am		English 11		World History	SSC
11:50- 12:30 pm				Spanish I	
12:35- 1:15 pm		Algebra II – Seminar			
2:05- 2:45 pm	Algebra II	Spanish I			Algebra II

SSC= Student Success Coordinator

- Meets 1:1 with a student weekly (or more frequently if needed)

Seminars= provide additional support for students in core content areas in which students are struggling

Anne Arundel County Public Schools Virtual Academy (VA)

- The VA utilizes Anne Arundel County’s curriculum, learning management system, and educators.
- All students are required to attend daily synchronous instructional class sessions that follow the schedules below.

Elementary School Schedule:

- Anne Arundel County’s VA elementary program begins at the third-grade level.
- Wellness Time is built into every student’s schedule to allow screentime breaks for vision and movement.
- All elementary students follow the same schedule in the PM on Fridays.
- Flex Time is required and allows for students to regroup with peers for acceleration and/ or enrichment.

Schedule of a 3rd grade VA student

	Monday	Tuesday	Wednesday	Thursday	Friday
7:50 – 8:15	Homeroom (Morning Announcements and Community Circles)				
Block 1 8:15 – 9:15	Literacy- Reading/ Writing	Literacy- Reading	Literacy- Reading	Literacy- Reading	Literacy- Reading
9:15 – 9:25	Wellness Time!				
Block 2 9:25 – 10:25	Math	Math	Math	Math	Math
10:25 – 10:35	Wellness Time!				
Block 3 10:35 – 11:35	Science/ Social Studies				
11:35 – 12:35	Lunch & Stretch				
Block 4 12:35 – 1:20	Media	PE	Art	Music	Co-Curricular Clubs (12:35-1:35)
Block 5 1:25 – 2:10	SEL	Flex – Literacy	Flex – Literacy	Flex – Literacy	Co-Curricular Clubs (12:35-1:35)
Block 6 2:15 – 3:00	Personal Learning	Flex – Math	Flex – Math	Flex – Math	Personal Learning (1:35 – 2:35)
3:00	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal (2:40)

Middle School Schedule:

- Schedule of a 6th grade VA student

Period	Semester 1	Semester 2
Period 1 A	Introduction to Digital Palette	Physical Education
Period 2 A	Spanish 1	Music Goes Global
Period 3 A	Mathematics 6	Mathematics 6
Period 4 A	Science 6	Science 6
Period 5 A	English/ Language Arts 6	English/ Language Arts 6
Period 6 A	Social Studies 6	Social Studies 6
	Student Advisory	Student Advisory

Period	Semester 1	Semester 2
Period 1 B	Exploring Technology	Health
Period 2 B	Spanish 1	True Colors 6 (Visual Arts)
Period 3 B	Mathematics 6	Mathematics 6
Period 4 B	Science 6	Science 6
Period 5 B	English/ Language Arts 6	English/ Language Arts 6
Period 6 B	Social Studies 6	Social Studies 6
	Student Advisory	Student Advisory

High School Schedule:

- Follows the same A/B schedule as students attending classes in a brick-and-mortar building.
- Schedule of an 11th grade VA student

A-day Period	Semester 1	Semester 2
Period 1 A	Algebra 1	Algebra 1
Period 2 A	Communication Citizenship	Spanish 2
Period 3 A	English 9	Biology
Period 4 A	History of the US	Music Technology
B-day Period	Semester 1	Semester 2
Period 1 B	Algebra 1	Algebra 1
Period 2 B	Health A	Spanish 2
Period 3 B	English 9	Biology
Period 4 B	History of the US	Foundations of Studio Art