

**RESOLUTION
OF THE
MARYLAND STATE BOARD OF EDUCATION**

24-01

**STATEWIDE ADOPTION AND IMPLEMENTATION OF THE SCIENCE
OF READING**

WHEREAS, the Maryland State Board of Education (State Board) recognizes the critical role of literacy in the educational and lifelong success of students, and serves as the foundation for all other academic disciplines; and

WHEREAS, research demonstrates learning to read is predictive of life outcomes and that reading failure is likely to lead to negative consequences, such as dropouts, limited employment opportunities and difficulties with basic life activities; and

WHEREAS, the current proficiency rate on the Maryland Comprehensive Assessment Program (MCAP) for 3rd grade is 48%, and the current proficiency rate for 3rd through 8th grade is 47%; and

WHEREAS, the current National Assessment of Educational Progress (NAEP) reading proficiency rate for 4th grade students in Maryland is 31% and by 8th grade only 32% of students demonstrate proficiency; and

WHEREAS, Maryland's national ranking on the NAEP assessment as measured by the average score in 4th grade has dropped from 24th in the nation in 2015 to 40th in 2022, and in 8th grade Maryland has dropped from 18th in 2015 to 25th in 2022; and

WHEREAS, the State Board is committed to ensuring that all students have access to high-quality reading instruction that is grounded in the latest scientific research; and

WHEREAS, research in the field of literacy has consistently demonstrated that evidence-based instructional practices rooted in and aligned to the Science of Reading have been shown to significantly improve literacy outcomes for students of all backgrounds and abilities; and

WHEREAS, the Science of Reading emphasizes the importance of phonological awareness, phonics, fluency, vocabulary, and comprehension in developing strong reading skills; and

WHEREAS, a comprehensive and systematic approach to reading instruction, rooted in and aligned to the Science of Reading, is essential for addressing the diverse needs of students in Maryland; and


WHEREAS, a comprehensive and systematic approach to reading instruction requires an early warning system that includes universal screening and evidence-based supplemental reading instruction to support struggling readers and improve outcomes; and

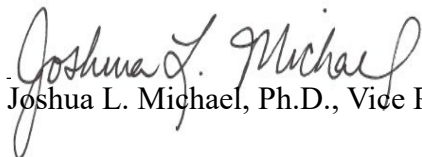
WHEREAS, Education Article §2-205 vests the authority in the State Board of Education, and by delegation the State Superintendent of Schools, to establish policy and guidelines pertaining to elementary and secondary education and the program of instruction for public schools.


NOW, THEREFORE, THE MARYLAND STATE BOARD OF EDUCATION, BY VIRTUE OF THE AUTHORITY VESTED IN IT BY THE LAWS OF MARYLAND, INCLUDING BUT NOT LIMITED TO, TITLE 2 OF THE EDUCATION ARTICLE, DOES HEREBY RESOLVE:

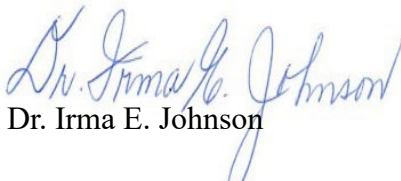
- I.** The State Board aims to dramatically improve reading proficiency for students from all backgrounds in Maryland as indicated by improved outcomes on the state MCAP assessment and the NAEP exam. The State Board sets a statewide aspirational target for Maryland to rank as one of the top ten states in reading on the 4th and 8th grade NAEP exams by 2027.
- II.** All literacy instruction in Maryland public schools must be aligned to the Science of Reading, including structured literacy, effective School Year 2024-25.
- III.** The State Board charges the State Superintendent of Schools with drafting a comprehensive literacy policy aligned to the Science of Reading for consideration to the State Board for approval, including but not limited to curriculum adoption, assessment, data analysis, early warning system, intervention, and accountability.
- IV.** The State Superintendent of Schools will review all current state literacy guidance, standards, policies, and regulations for alignment with the Science of Reading and make recommendations for revisions as needed, including a prioritized review of the Maryland College and Career Ready Standards for Reading/English Language Arts to ensure alignment to scientifically-based reading instruction.
- V.** The State Superintendent of Schools will establish strategic partnerships with institutions of higher education to improve the alignment of teacher preparation and professional development to the Science of Reading.
- VI.** The Maryland State Department of Education shall incorporate a specific evaluation of reading instruction in the licensure program renewal process and take action if programs are not aligned with the state's standards for scientifically-based reading instruction.
- VII.** The State Board will continue to partner with the Blueprint Accountability and Implementation Board to ensure that the Blueprint for Maryland's Future advances the Science of Reading and improves literacy outcomes.

ISSUED THIS 23RD DAY OF January, 2024.

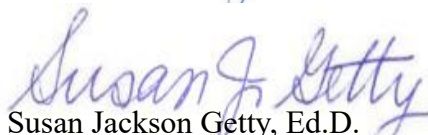

Clarence C. Crawford, President

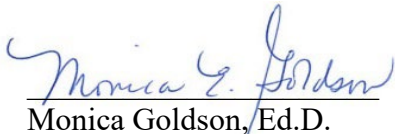

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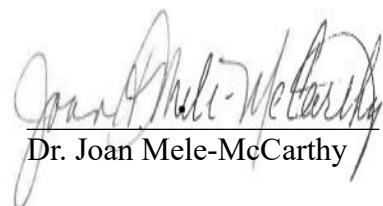

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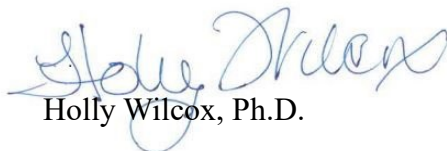

Nick Greer



Susan Jackson Getty, Ed.D.

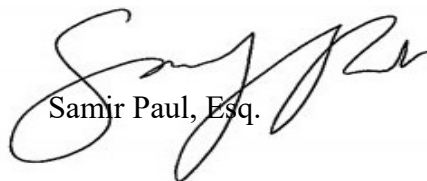

Monica Goldson, Ed.D.

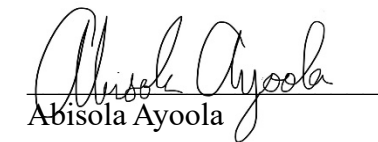

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