

The Maryland State Board & Department of Education

Strategic Plan Charette

Priority 2: Ready to Read

May 2, 2023

Presented by | Mohammed Choudhury, State Superintendent of Schools



AGENDA

- 5:30pm Opening and Welcome
- 5:40pm Introduction to the Strategic Plan Presentation
- 6:00pm Silent Visioning
- 6:15pm Overview of Flagship Programs, Strategies, and Initiatives
- 6:30pm Strategy Discussion – Breakout Rooms
- 7:20pm Debrief and Closing

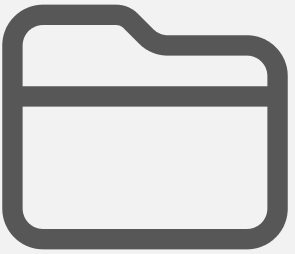
Who's in the Room Poll



Directions:

1. Scan the QR code to access Slido
2. Click on the Poll tab at the top of the window
3. Answer the questions
4. Click send

slido




Who is in the room?

① Start presenting to display the poll results on this slide.

INTRODUCTION TO THE STRATEGIC PLAN PRESENTATION OUTLINE

1. Introduction to the Strategic Plan
2. The Blueprint for Maryland's Future
3. Engaging With Stakeholders
4. Strategic Plan - Phase 1 & 2 Elements
5. What's Next?

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Introduction to the Strategic Plan

The Maryland State Board of Education and Maryland State Department of Education are developing a multiyear Strategic Plan that will be released in three phases leading up to June 2023

Why do we need a Strategic Plan?

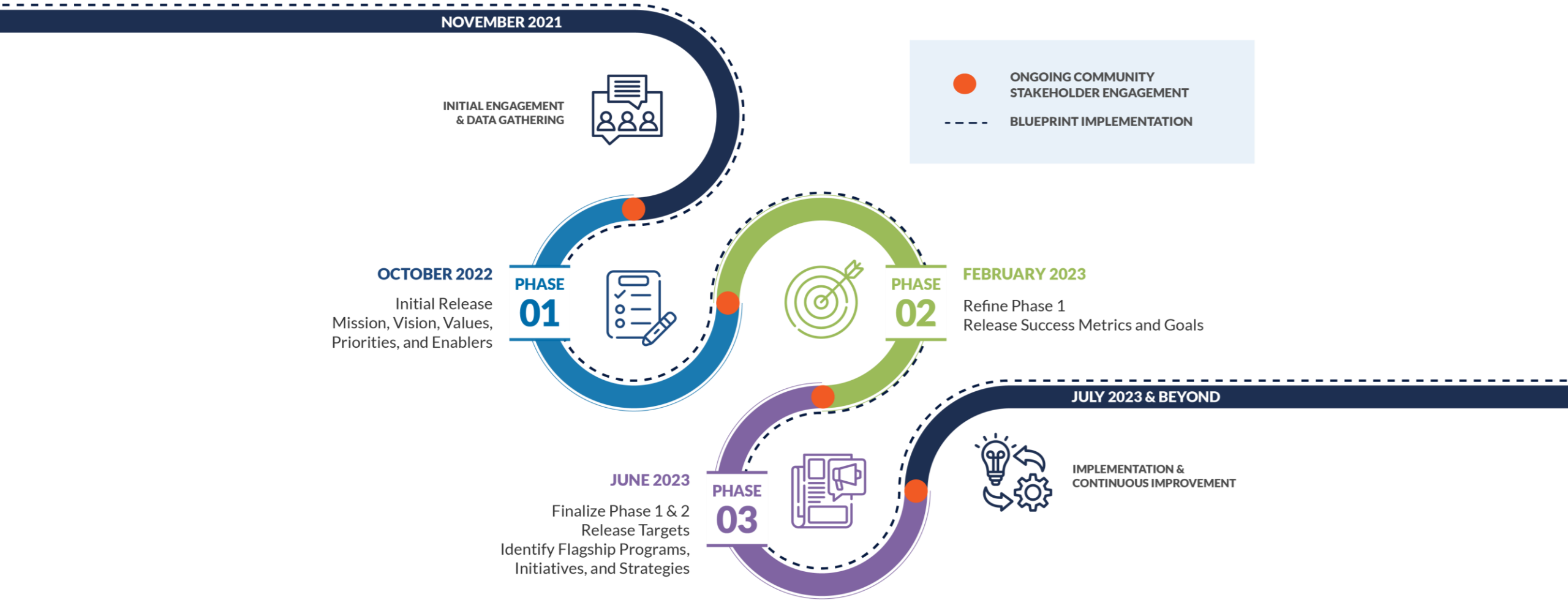
Educational experiences in Maryland before the COVID-19 pandemic did not prepare all students. **Opportunity and achievement gaps were prevalent** prior to the pandemic for historically underserved groups.

The pandemic has only exacerbated our challenges. **A return to normal is not good enough.** We must tackle the gaps that have persisted in our state.

Successful organizations use a strategic planning process to ensure focused progress and **alignment around clear priorities, goals, and flagship programs.**

Creating a Strategic Plan will **anchor and reinforce the Blueprint** legislation into the organizational fabric of the department and its everyday work.

Strategic Plan Timeline



Strategic Plan Foundational Elements

PHASE 1


- The **vision and mission** for transforming public education in Maryland.
- The **values** that inform our everyday practice and relationships with our diverse communities and stakeholder groups.
- The **priorities** that must be achieved for a truly successful educational experience for every Maryland child, from early childhood to college and careers.
- The **enablers**, or structural conditions, regarding data, resource allocation, human capital, and support systems that need to be in place for the priorities to be achieved.

PHASE 2

- The **goals and metrics** to track progress and measure success in connection to each priority and enabler.

PHASE 3

- The **targets** that must be met to fulfil our goals on a specific timeline. The **flagship strategies, initiatives, and programs** outlining the concrete work that needs to be completed for achieving each priority and enabler.

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The Blueprint for Maryland's Future

The Blueprint creates the conditions for truly reimagining the education experience from early childhood to postsecondary success

A blue-tinted background image showing two young children, a boy and a girl, smiling. The boy is on the left, wearing a plaid shirt, and the girl is on the right, wearing a white shirt.

About the Blueprint for Maryland's Future

The Blueprint for Maryland's Future was passed by the Maryland General Assembly in 2021. The legislation presents a **once-in-a-generation opportunity to fulfill the promise of an excellent and equitable education** for all children in Maryland.

The Maryland State Board and Department of Education are collaborating with local education agencies and boards, institutions of higher education, the Accountability and Implementation Board, employers and stakeholders across the state to **plan and implement the initiatives in each of the Blueprint's five pillars.**

The Blueprint Five Pillars

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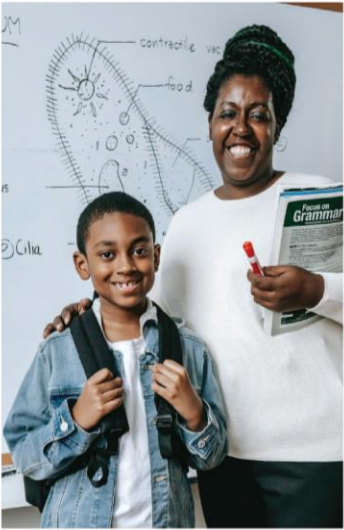
BLUEPRINT PILLARS

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, high-quality 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

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Engaging With Stakeholders

Continuing to learn what matters most to our diverse communities



Methods of Engagement

A multi-pronged approach was developed to structure engagement for the strategic planning process to **ensure flexible, responsive and iterative communication with stakeholders**. A combination of virtual and in-person engagement methods were implemented to ensure engagement of stakeholders across Maryland's diverse landscape.

Stakeholder Groups

STUDENTS

FAMILIES

**EDUCATORS &
SCHOOL/DISTRICT
STAFF**

**COMMUNITY
ORGANIZATIONS**

**ADVOCATES &
EXPERTS**

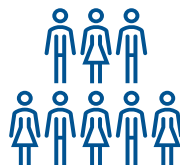
**BUSINESS
COMMUNITY**

**HIGHER
EDUCATION
PARTNERS**

Unprecedented Outreach to Stakeholders



28,000+
SURVEY
RESPONSES



35,240+
CONNECTIONS MADE



28 ROUNDTABLES
350+ PARTICIPANTS
40+ HOURS OF IN-
DEPTH DIALOGUE




6,950+
EVENT
PARTICIPANTS



340+
REGIONAL DATA WALK
PARTICIPANTS ACROSS 5 REGIONS



1,600+
LISTENING SESSION
PARTICIPANTS

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Strategic Plan – Phase 1 & 2 Elements

Introducing the Phase 1 elements: mission, vision, values, priorities, and enablers, as well as the Phase 2 elements: goals and metrics

Mission and Vision



OUR MISSION

We will ensure a rigorous and world-class educational experience for every Maryland student, in every neighborhood, that prepares each to be college and career ready, through:

- strategic direction and leadership;
- policy making and resource allocation; and
- engagement and advocacy.



OUR VISION

We will be system of world-class schools where students acquire the knowledge and skills necessary for success in college, career, and life.

Strategic Plan – Phase 1 & 2 Elements

VALUES



ACCOUNTABILITY - We will take responsibility for our commitments, and maintain open, transparent, and responsive communication on academic, operational, and financial policies and outcomes.

ENGAGEMENT - We will partner and engage with diverse stakeholders and decision makers in the design, implementation, and evaluation of our policies, programs, and actions.

EQUITY - We will do whatever it takes to eliminate barriers to success and provide the necessary resources and supports to ensure that every Maryland student achieves at the highest level.

EXCELLENCE - We will ensure a rigorous and engaging educational environment for all students defined by high expectations, research-based instructional practices, and highly-effective, culturally responsive educators.

TRANSFORMATION - We will pursue best-in-class outcomes through bold, impactful actions to ensure that every student has the tools, resources, supports, and opportunities they need to thrive.

PRIORITIES

The Strategic Plan priorities **encapsulate the comprehensive stakeholder feedback** received through multiple methods.

Organized into a coherent sequence, the **priorities trace the full journey and key milestones that a Maryland student needs to achieve** from early childhood through grade 12 to become successful in college, career, and life.

PRIORITIES



PRIORITY 1

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

PRIORITY 2

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.

PRIORITY 3

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.

PRIORITY 4

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

ENABLERS

The enablers detail the **necessary structural conditions that need to be met** for every student in the state to support them in successfully reaching their full potential.

Strategic Plan – Phase 1 & 2 Elements

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

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.
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04

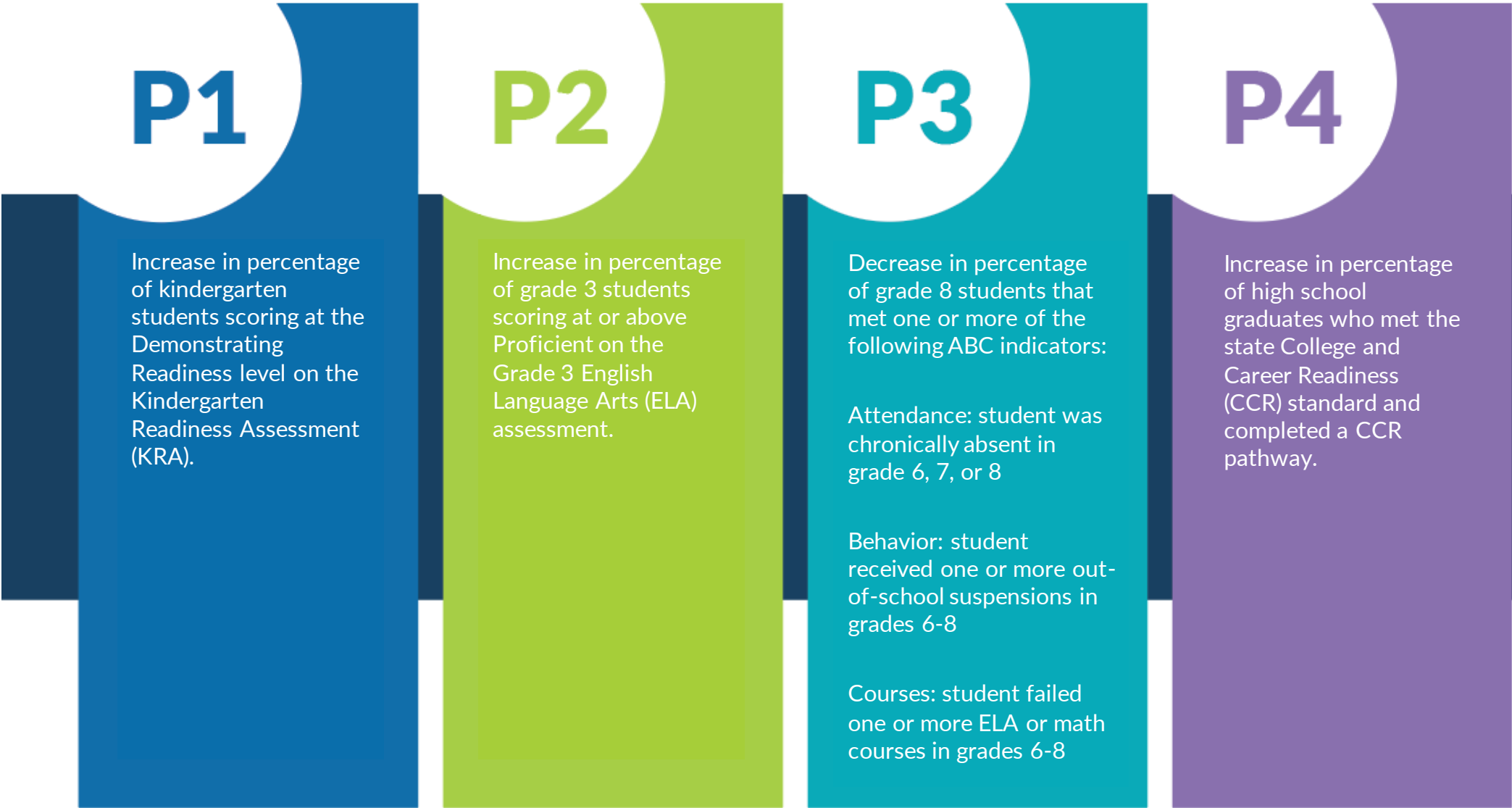
Maryland is ensuring student success by:

- 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.

Specific and measurable goals are necessary to accomplish the long-lasting positive change our students deserve. Over the years, students across the state have suffered from a loss of learning only to be worsened by the pandemic. **As we continue to rebuild, the goals and metrics will help us keep a pulse on our progress** and ultimately inform the flagship strategies and programs to be implemented to accelerate student achievement.

The Strategic Plan goals outlined in this section were established to define and monitor the success of each priority and enabler introduced in Phase 1. The metrics, or the data source and data subsets, create a narrow lens used to evaluate the trajectory of each goal and establish baseline measures.

GOALS & METRICS
BY PRIORITY



Strategic Plan – Phase 1 & 2 Elements

E1

Relevant data reports and high-quality tools that are made available to families, educators, and stakeholders to meet the needs of students.

E2

Increase in percentage of schools visited by Expert Review Teams that are rated as “Accomplishing with Continuous Improvement” in the “Curriculum and Instruction” and the “Integrated Multi-Tiered System of Supports” indicators.

E3

Increase in percentage of new teachers of color as measured by the Fall Staff Collection report; increase in percentage of teachers retained over a 3-year period; and increase in percentage of teachers eligible for the Teacher Leadership Track of the career ladder.

E4

Increase in percentage of schools perceived as having a favorable learning environment* and decrease in suspension rate.

**Specific survey topics will be selected when a third year of survey data is available in late 2023.*

GOALS & METRICS

In addition to creating goals connected to each priority and enabler, we will also have goals and metrics focused on low performing schools and tracking the learning of student cohorts over time.


GOALS & METRICS FOR LOW PERFORMING SCHOOLS

Decrease in the percentage of schools that are re-identified as low performing schools three (3) school years after initial identification.

Of a cohort of low-performing schools, increase in average performance level in MCAP ELA and math, and decrease in chronic absenteeism rates.

GOALS & METRICS FOR A COHORT OF STUDENTS

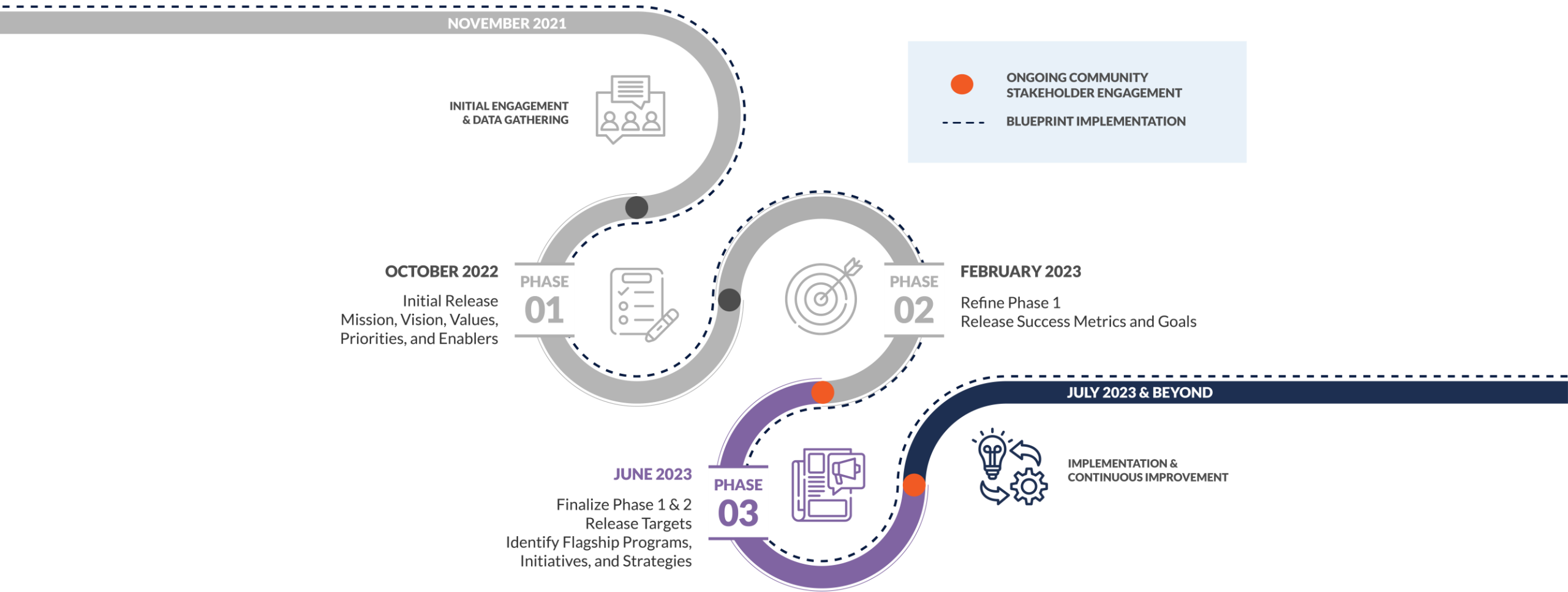
Following a cohort of students from grade 3 to 8, increase in average performance level in ELA and math on MCAP. To follow the same students over time, the outcome will be recalculated for prior years as students in the cohort move out of the state.

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What's Next?

Releasing targets and identifying flagship programs, initiatives, and strategies

Strategic Plan Phase 3 – The Road Ahead



Maryland Public Schools Strategic Planning Survey

This survey is intended to allow everyone in the state to provide information that will be the basis for transformative change.

Please use this survey as an opportunity to share your thoughts.



MarylandPublicSchools.org/Survey

More information is available at: Blueprint.MarylandPublicSchools.org

Connect with the MSDE *Blueprint* implementation team: Blueprint.MSDE@Maryland.gov

Visioning Ideas

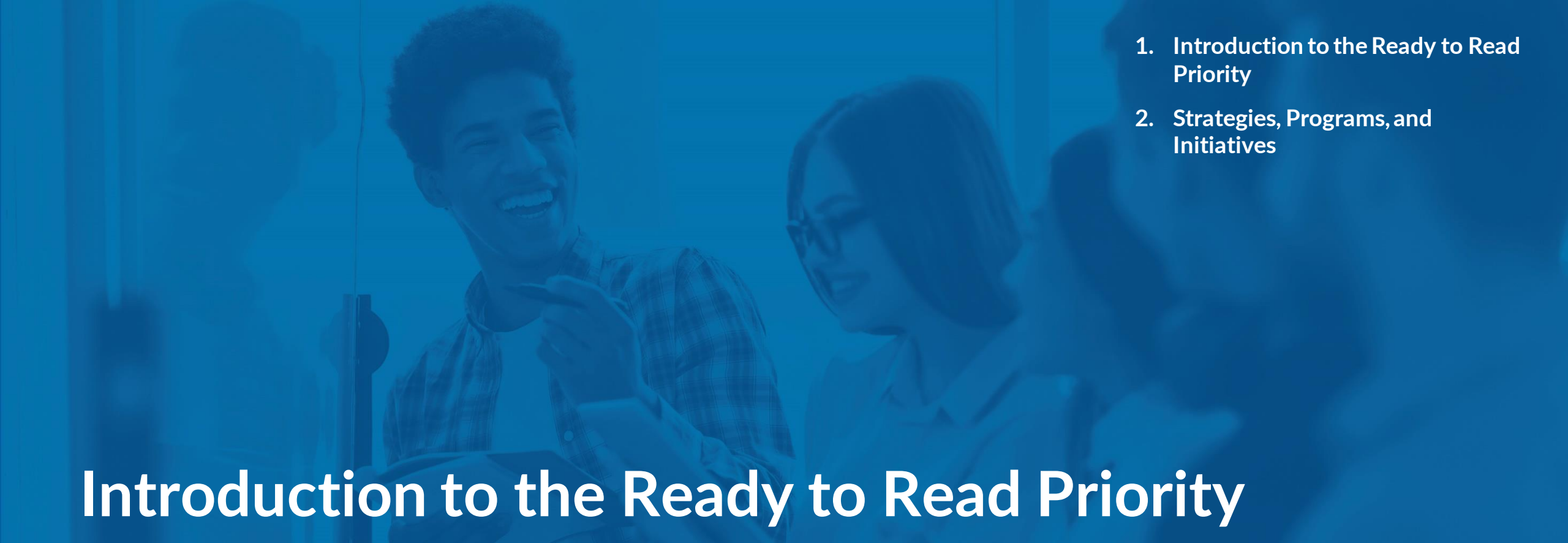


Directions:

1. Scan the QR code to access Slido or open the window used for the poll
2. Listen to the visioning exercise and, when prompted, record your ideas in Slido
3. Like ideas that resonate with you

READY TO READ STRATEGIES, PROGRAMS, AND INITIATIVES PRESENTATION OUTLINE

1. Introduction to the Ready to Read Priority
2. Strategies, Programs, and Initiatives

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1. Introduction to the Ready to Read Priority
 2. Strategies, Programs, and Initiatives

Introduction to the Ready to Read Priority

It is crucial that that all Maryland students be able to successfully transition from learning to read to reading to learn by the end of third grade



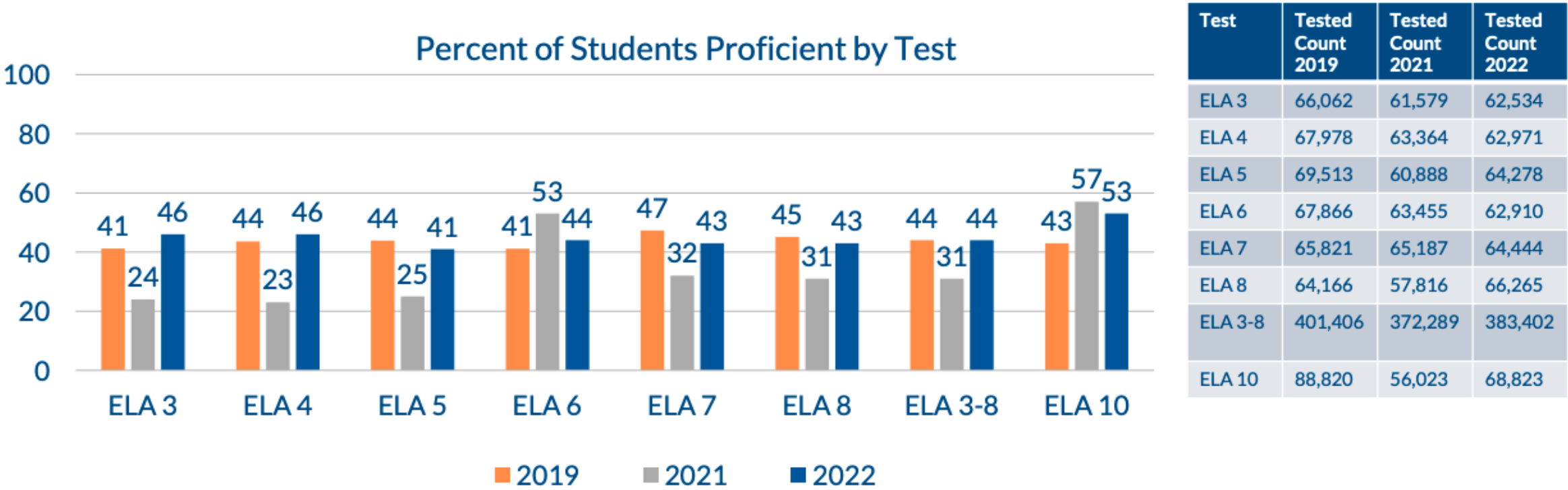
BACKGROUND

Research shows that the development and mastery of early literacy skills are a strong predictor of later school reading and math achievement. **It is crucial that that all Maryland students be able to successfully transition from learning to read to reading to learn.** Reading proficiently is more and more important after third grade, and students that are behind are at higher risk of not finishing high school college and career ready.

Thousands of Maryland children reach fourth grade without learning to read proficiently. The shortfall is especially pronounced among low-income children. Failure to read proficiently is linked to higher rates of school dropout, which limits individual earning potential as well as Maryland's competitiveness and productivity. **Reading proficiently by the end third grade is a crucial marker for every Maryland child's educational development.**

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.

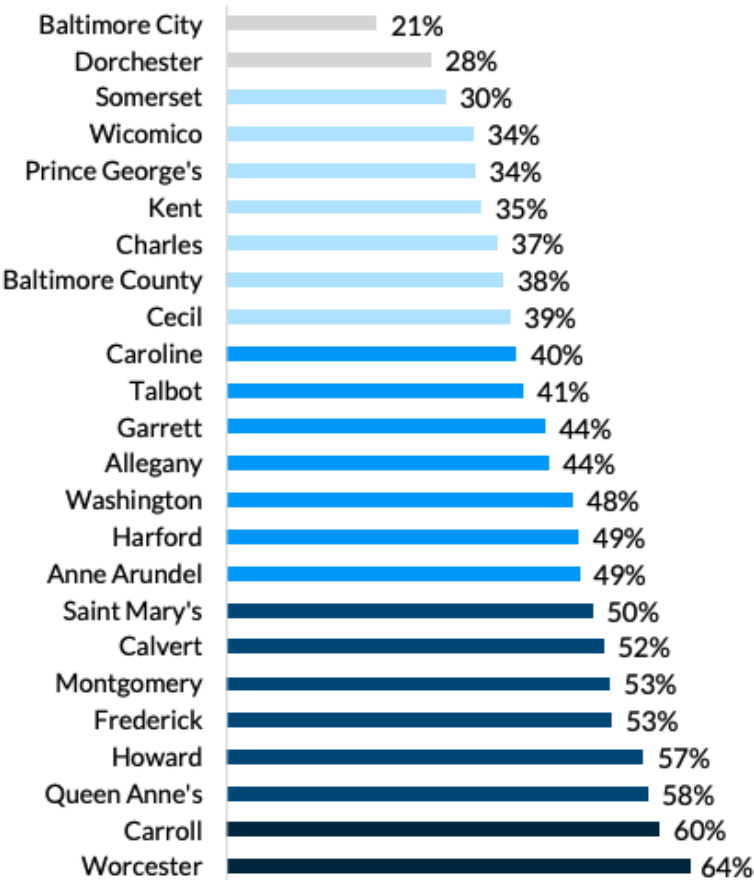
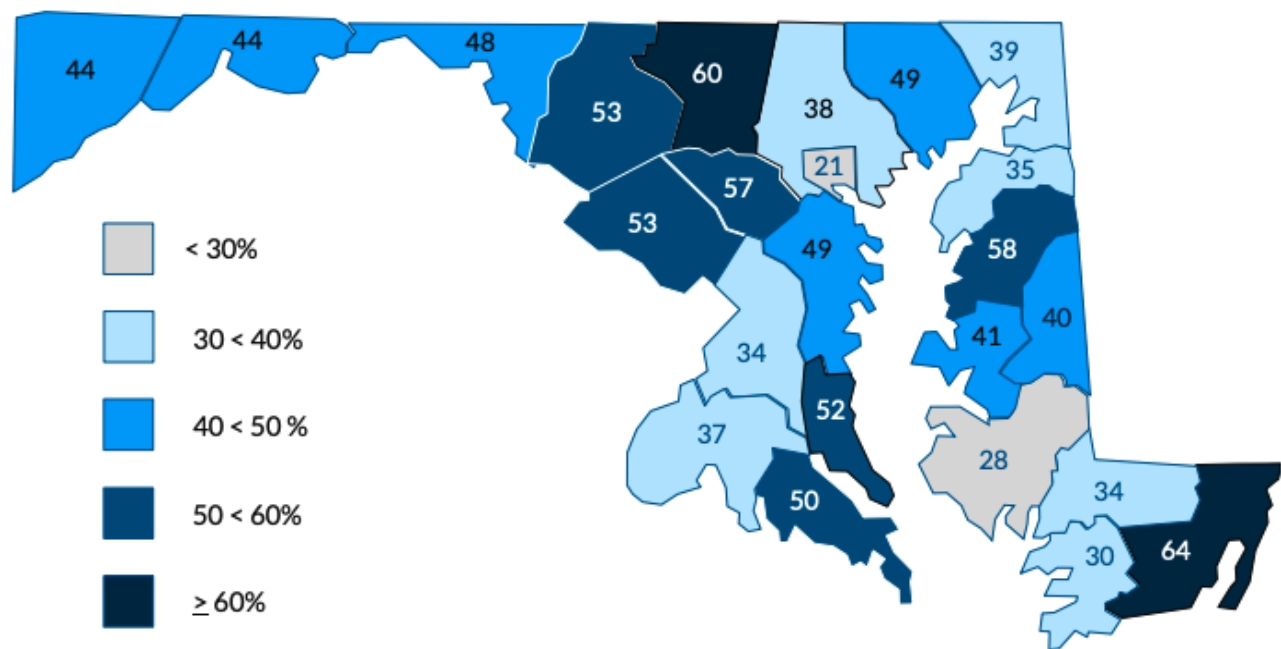


Test	Tested Count 2019	Tested Count 2021	Tested Count 2022
ELA 3	66,062	61,579	62,534
ELA 4	67,978	63,364	62,971
ELA 5	69,513	60,888	64,278
ELA 6	67,866	63,455	62,910
ELA 7	65,821	65,187	64,444
ELA 8	64,166	57,816	66,265
ELA 3-8	401,406	372,289	383,402
ELA 10	88,820	56,023	68,823

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

English Language Arts Grade 3-8 Tests by LEA, SY 2021-2022

Statewide, the percentage of students scoring proficient in ELA grade 3-8 tests is 44%. LEAs vary from a low of 21% to a high of 64% in proficiency percentage.



Note: SY 2021-2022 data as of December 19, 2022.



ENGAGEMENT

53%

SELECTED
READING &
WRITING IN
THE EARLY
GRADES AS
THEIR TOP
PRIORITY

When polled, 53% of survey respondents selected Reading & Writing in the Early Grades as their top priority.

This priority remains at the top of the list when comparing results by stakeholder group and by region. That is also the case when we break down the results by race/ethnicity, with the only exception of Asian respondents, for whom this priority is the second most frequently selected, very closely after math and science skills.



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.



GOALS & METRICS

Increase in percentage of grade 3 students scoring at or above Proficient on the Grade 3 English Language Arts (ELA) assessment.

- 
1. Introduction to the Ready to Read Priority
 2. Strategies, Programs, and Initiatives

Strategies, Programs, and Initiatives

The flagship strategies, initiatives, and programs outline the concrete work that needs to be completed to achieve each priority and enabler



WHAT IS THE SCIENCE OF READING? 1/2

A body of research from the fields of education, cognitive psychology, developmental psychology, and neuroscience, that explains how individuals learn how to read and best practices for reading instruction.

Recent advances in technology and a greater understanding of neurobiology have allowed researchers and practitioners who work with typical and struggling readers to understand how reading develops in the brain and the skills that contribute to proficient reading. **It is important for educators to understand this body of research because it directly affects how reading is taught and using methods that are not aligned with research can have a negative impact on students' reading achievement.**



WHAT IS THE SCIENCE OF READING? 2/2

Five Key Elements of Scientific Reading Instruction

PHONEMIC AWARENESS

The ability to identify and work with the individual sounds in speech

PHONICS

The relationships between the letters of written language and the sounds of spoken language

FLUENCY

The ability to read with speed, accuracy, and proper expression

VOCABULARY

The ability to recognize and understand all the words when reading

COMPREHENSION

The understanding and interpretation of what is read

The National Reading Panel report (2000) identified these five elements that are key to reading success.



FLAGSHIP STRATEGIES, PROGRAMS, AND INITIATIVES

Training on evidence-based and highly-effective reading pedagogy provided to all Pre-K through 3rd grade teachers, including special education teachers, principals, and other relevant staff aligned to the Science of Reading.

Ensure the **adoption of high-quality, content-rich, and culturally responsive instructional materials** and assessment tools aligned to the Science of Reading.

Create and **implement systems for progress monitoring*** to ensure all students are reading by the end of third grade and have the appropriate supports if still struggling with reading beyond third grade.

*This includes the use of universal screeners as required by Maryland's Ready to Read Act.

Inspiration from the Field

- [One Pennsylvania District's Investment in the Science of Reading](#)
- [The Science of Reading – A Relief to North Carolina Teachers](#)
- [Podcast: High-Quality Instructional Materials and the Science of Reading in Practice](#)

NPR

EducationNC

Education Trust

Additional Reading

- [Supporting Struggling Readers - Education Week](#)
- [Reading: A Four-Part Documentary Series - APM Reports](#)
- [Rethinking How to Promote Reading Comprehension - American Educator](#)
- [Curriculum Case Study: How One School District in the 'Nylon Capital of the World' Once Faced State Takeover for Poor Performance, then Became Among the Best in Delaware - The 74 & Learn More in This Podcast About Seaford, Delaware - The Education Trust](#)
- [Improving Reading for Older Students with David Liben \(Part 1\) - Melissa and Lori Love Literacy Podcast](#)

Breakout rooms

Agenda

- 6:30-6:35 Transition to the room number on your name tag
- 6:35-6:40 Opening & Introductions
- 6:40-7:10 Questions and Discussion
- 7:10-7:15 Strategy Ranking
- 7:15-7:20 Transition back to media center

Norms

- Speak your truth with care
- Listen respectfully
- Lean in/Lean back