



## AI NEEDS ASSESSMENT ANALYSIS – MARYLAND LEAS

This report summarizes results from the Maryland Local Education Agency (LEA) survey on Artificial Intelligence (AI) use in K–12 education. It integrates quantitative findings (from multiple-choice responses) with qualitative themes (from open-ended and 'Other' responses).

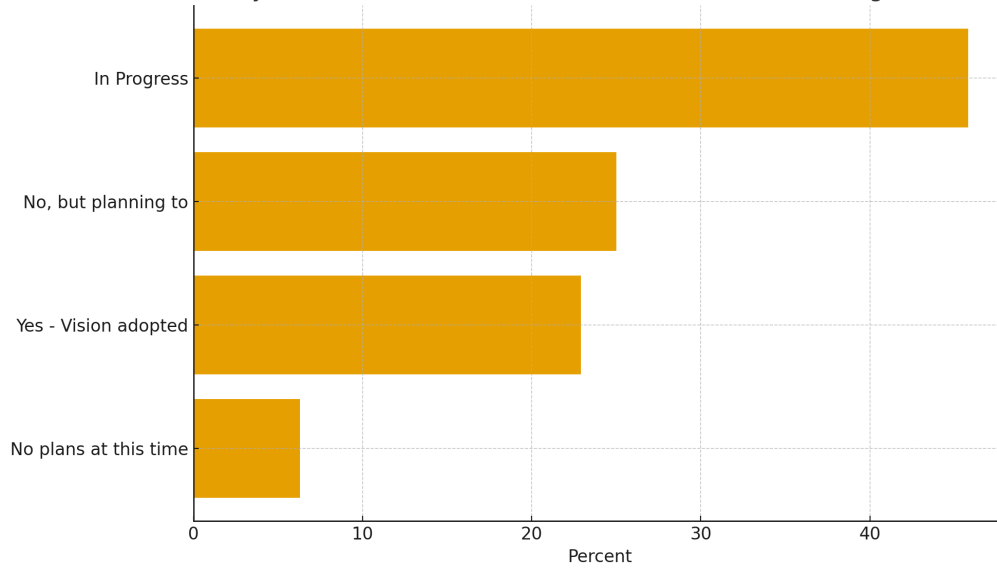
### DATA DISTRIBUTION

As of **October 10, 2025**, a total of 65 responses were collected which represented a broad cross-section of Maryland’s Local Education Agencies (LEAs), including **24 of the state’s 24 county and city school systems** as well as two statewide institutions (the Maryland School for the Blind and the SEED School of Maryland). Duplicate entries such as “Allegany,” “Allegany County,” and “Allegany County Public Schools” were consolidated to form single district counts. After consolidation, the highest participation came from **Allegany County (6 responses)**, **Carroll County (6)**, and **Worcester County (6)**, followed by **Baltimore City (3)**, **Baltimore County (2)**, **Charles County (4)**, and **Dorchester County (3)**. Smaller but still represented systems included Anne Arundel, Cecil, Frederick, Garrett, Howard, Montgomery, Prince George’s, Queen Anne’s, St. Mary’s, Washington, and Wicomico Counties—demonstrating statewide reach across urban, suburban, and rural contexts. Two entries (“Jordan Waybright” and “Lisa Fichthorn-Scumpieru”) appear to be individual respondents rather than districts and were retained only for count purposes.

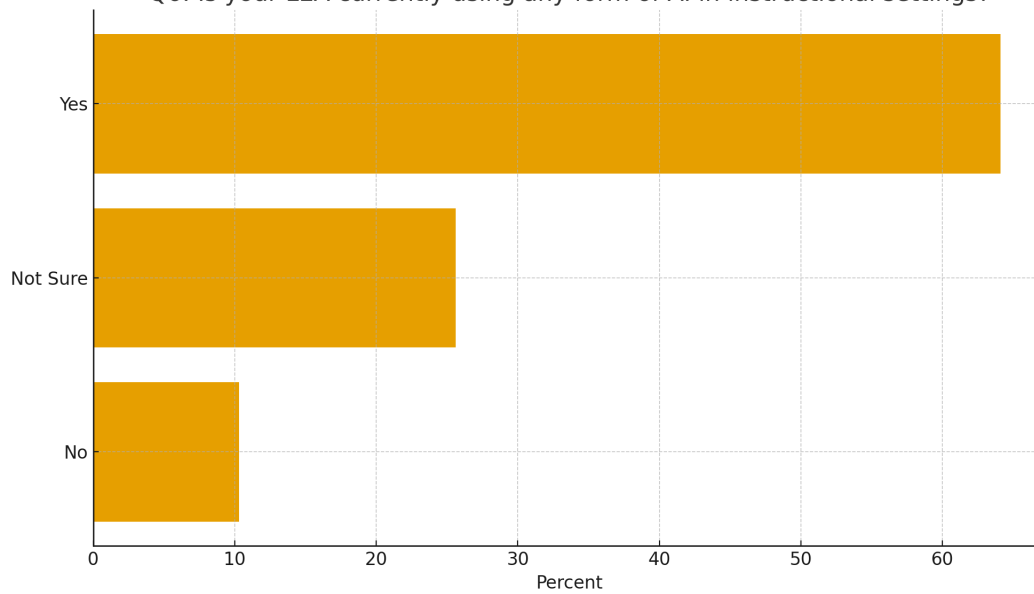
In terms of professional roles, respondents represent both central office and instructional leadership. Roles most often reported were **Central Office Staff (41.5%)** and **Learning Supervisors & Coordinators (26.2%)**, with additional participation by LEA CIOs and digital learning leads. “Other” roles included principals, an assistant principal, an IT supervisor, and an instructional resource teacher—indicating that the survey captured both policy and building-level perspectives..

### CHARTS

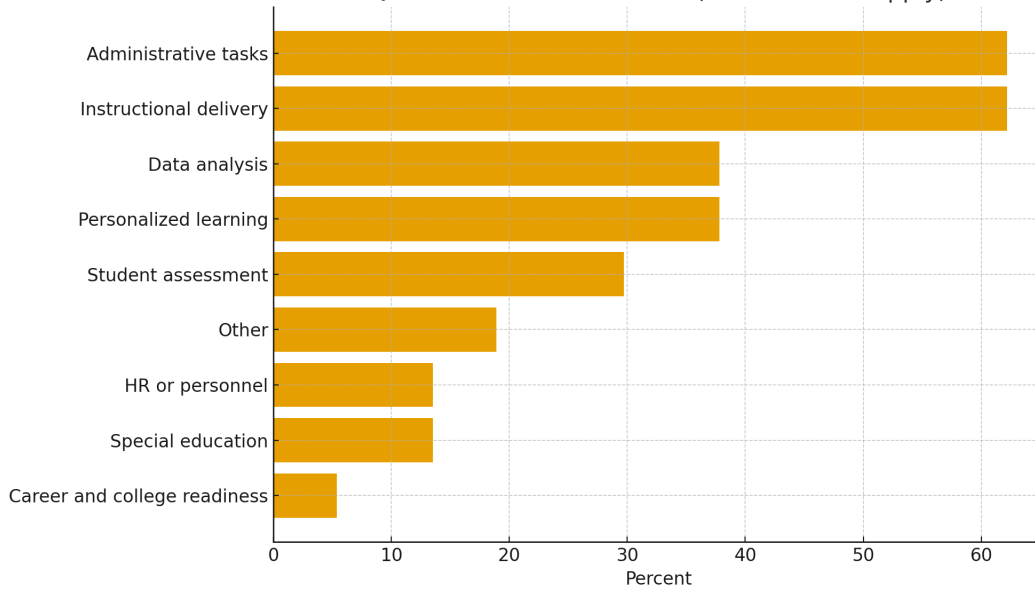
Q3: Has your LEA formed a vision for how to use AI for teaching and learning?



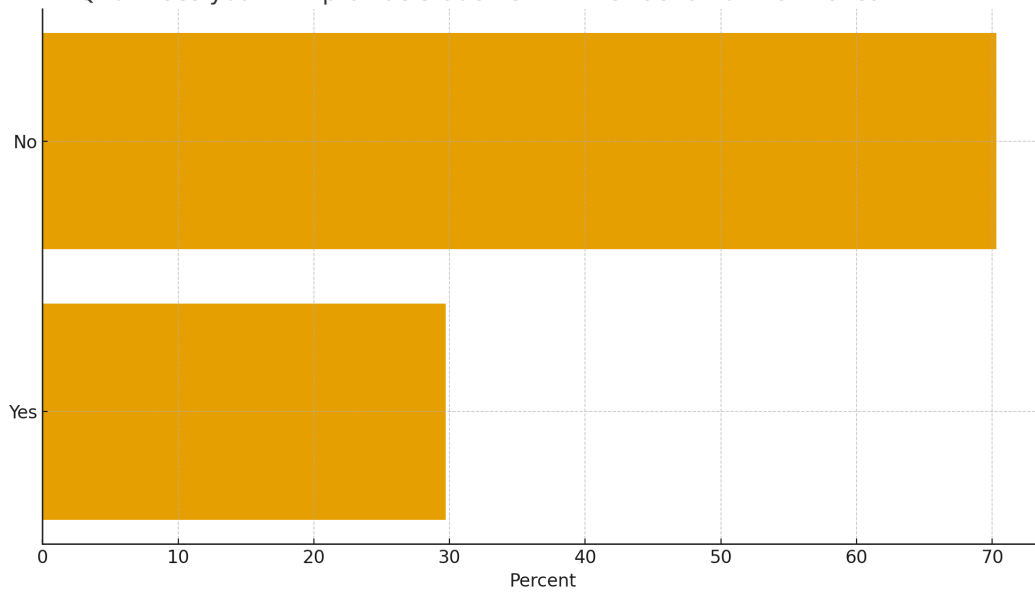
Q6: Is your LEA currently using any form of AI in instructional settings?



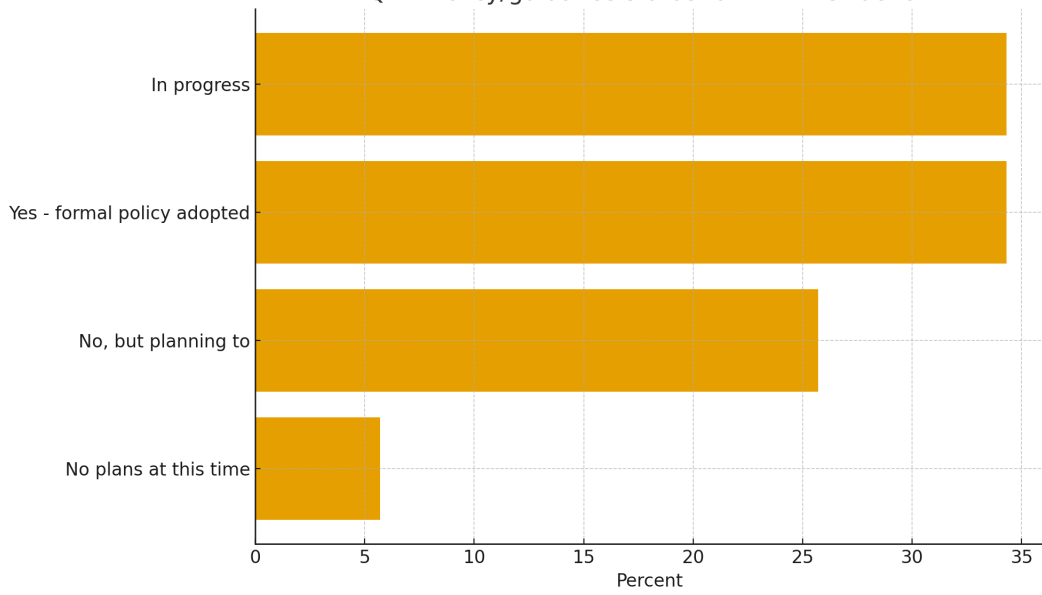
Q9: Areas where AI is used (check all that apply)



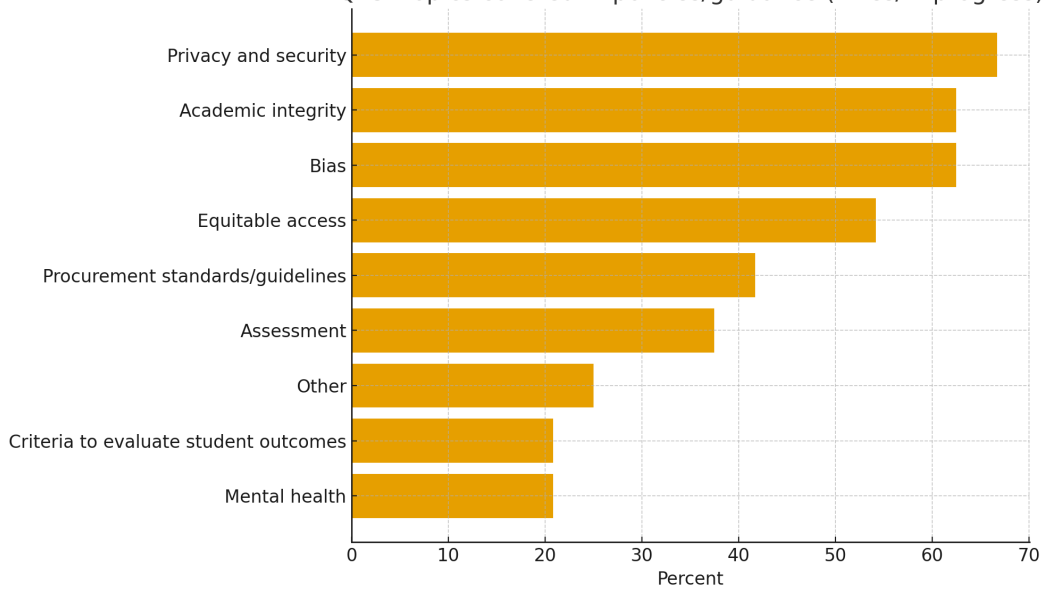
Q10: Does your LEA provide students with instruction on how to learn with AI?



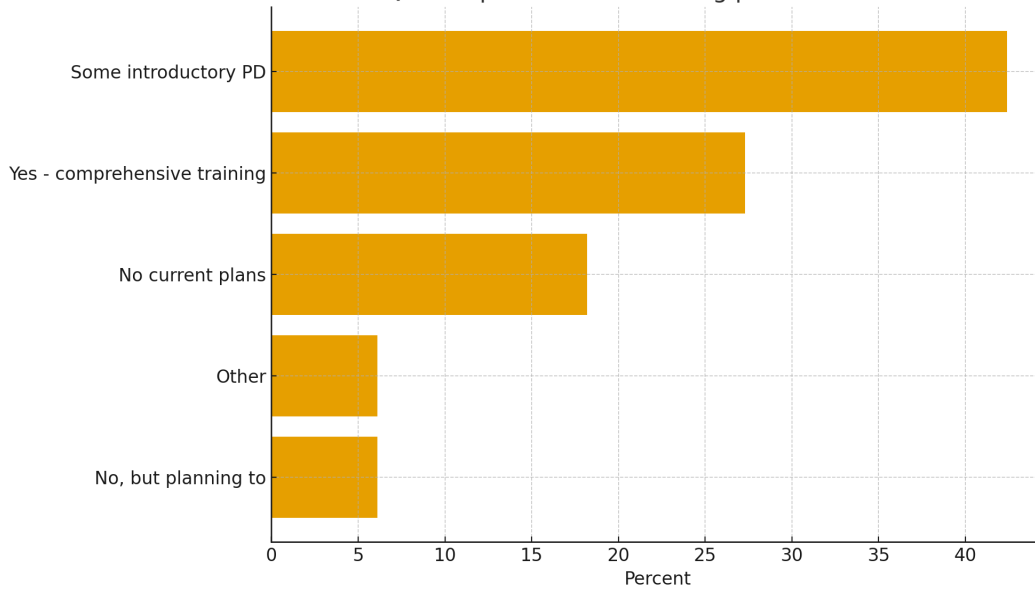
Q12: Policy/guidance status for AI in instruction



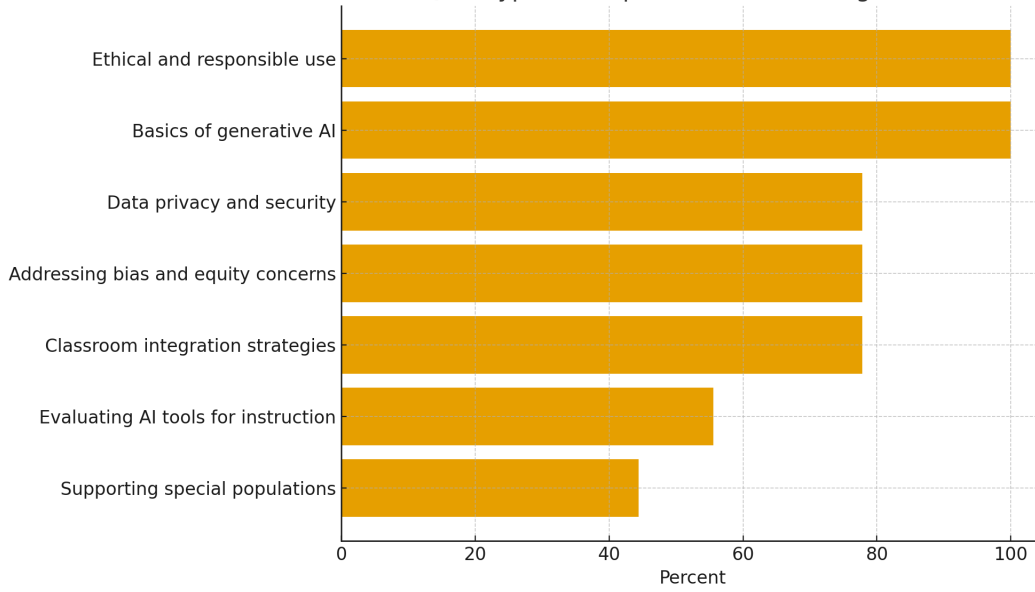
Q13: Topics covered in policies/guidance (if Yes/In progress)



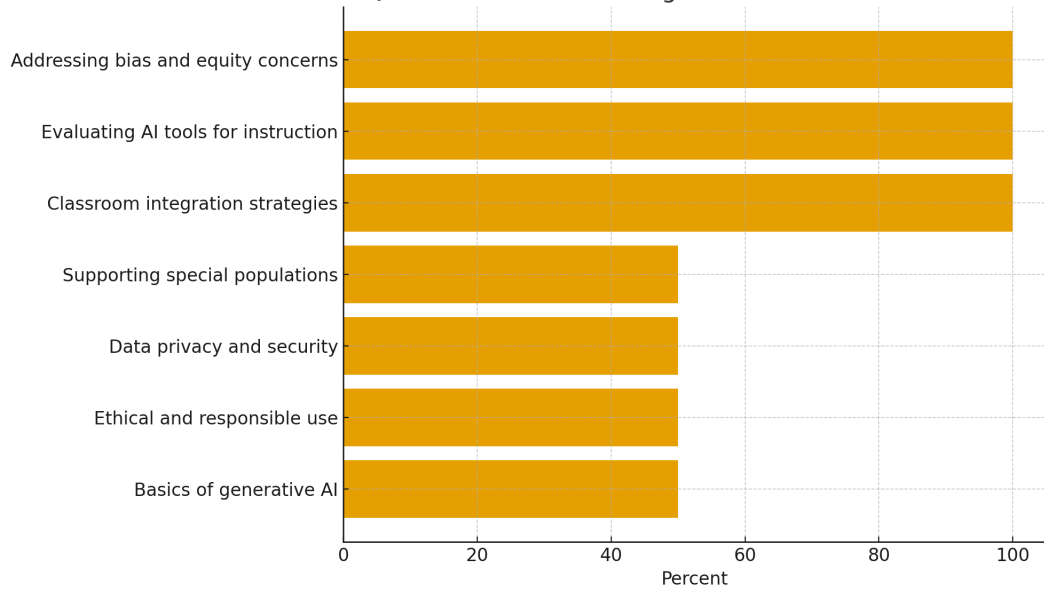
Q14: AI professional learning provided to staff



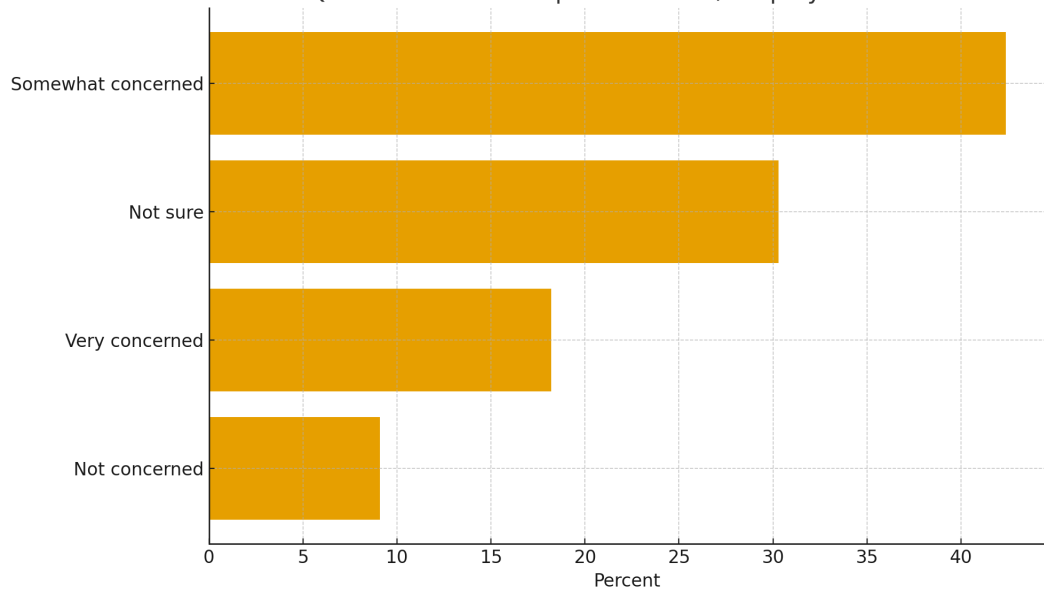
Q15: Types of AI professional learning offered



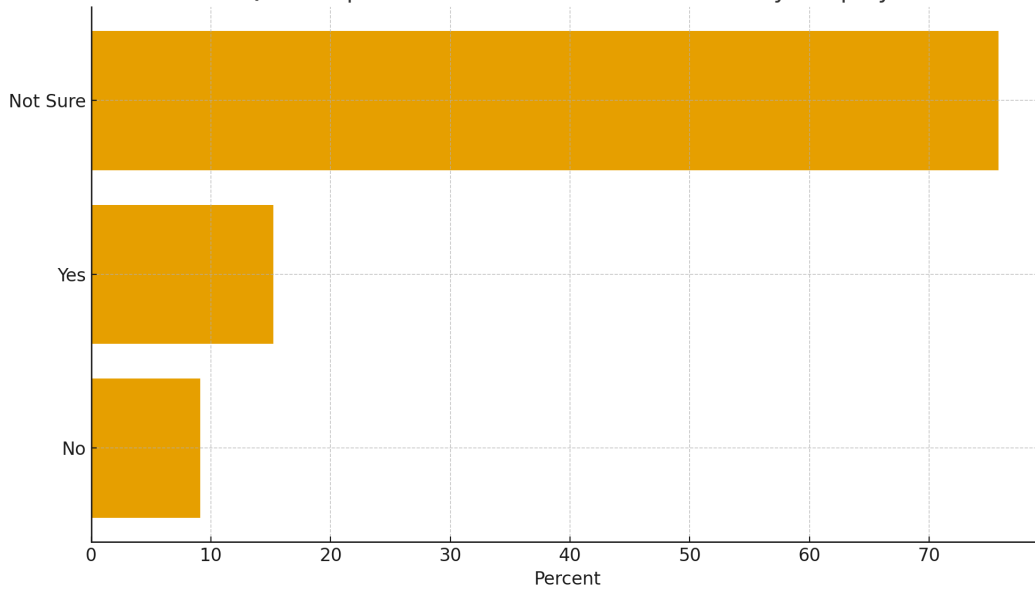
Q16: Professional learning LEAs think should be offered



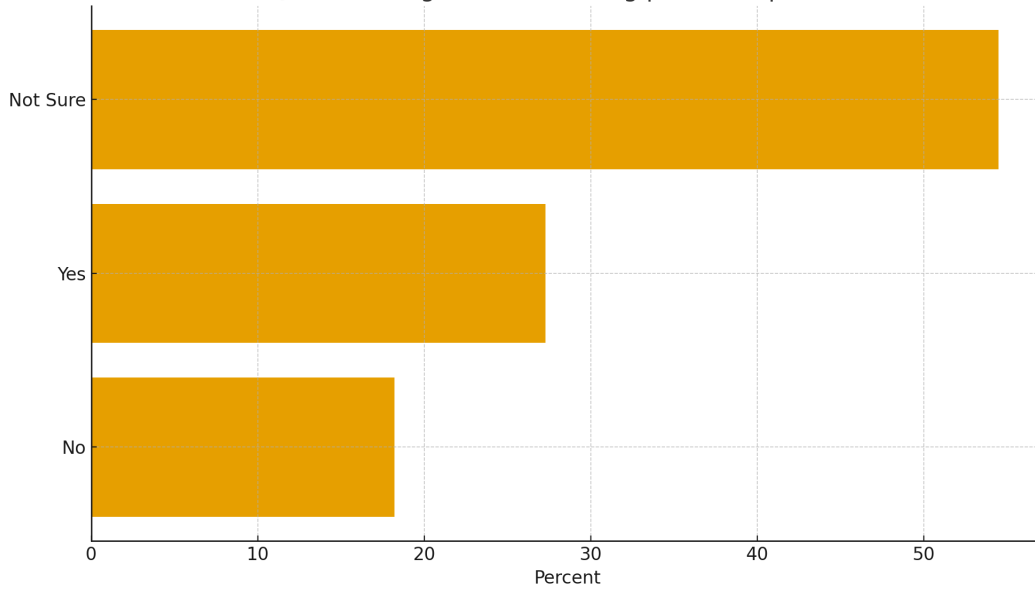
Q19: Concern about potential bias/inequity in AI tools



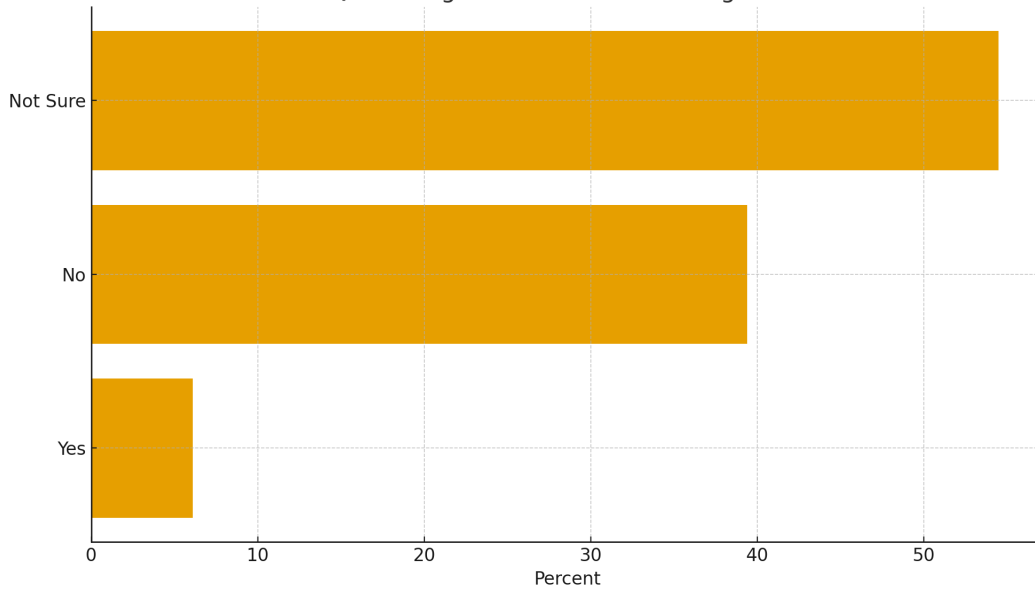
Q20: Steps taken to minimize bias/inaccuracy/inequity



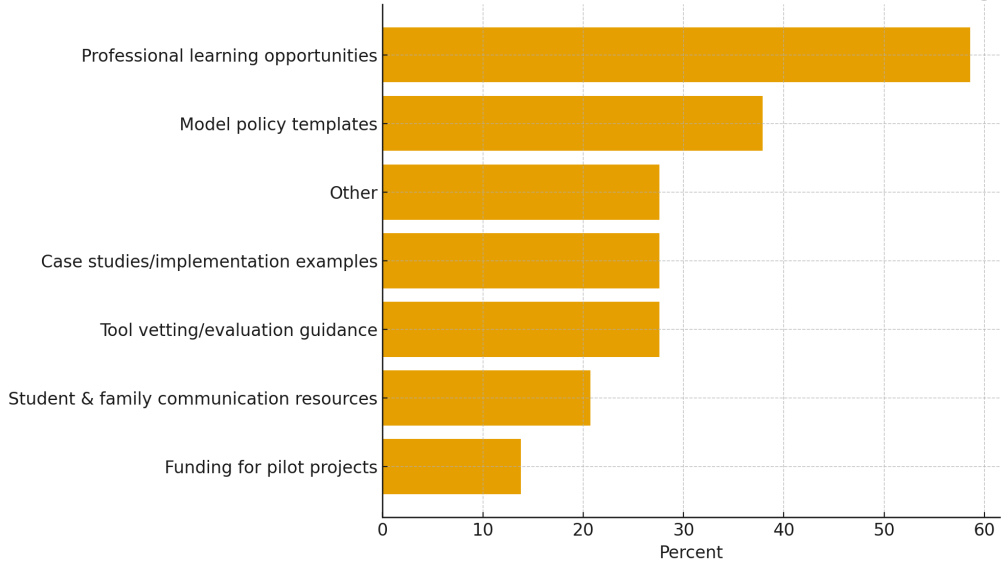
Q22: Pursuing external funding/partnerships for AI

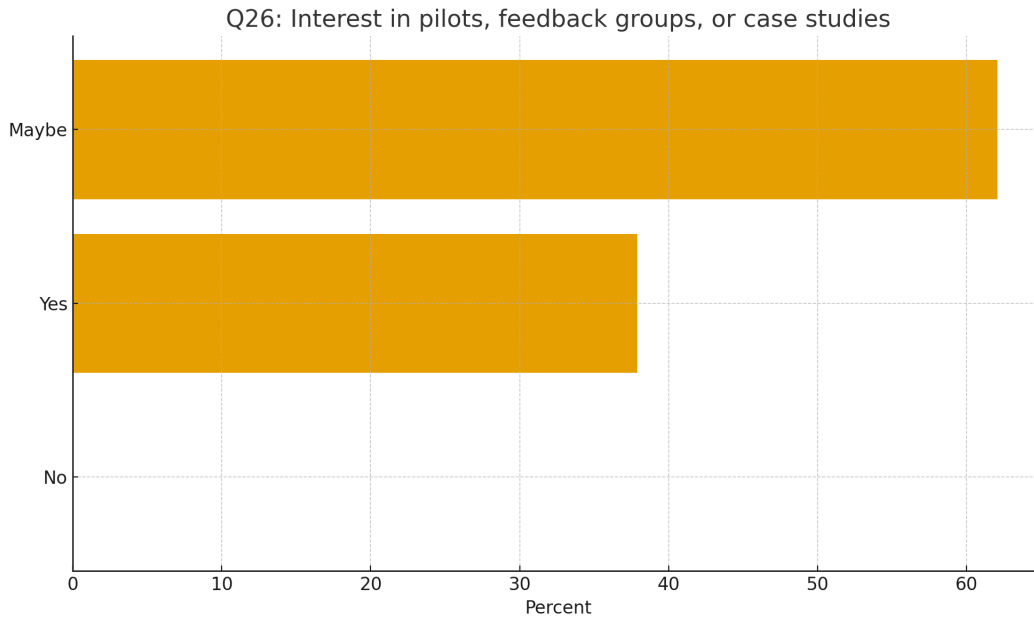


Q23: Budget allocated for AI integration



Q24: Areas LEAs can offer feedback to the state AI workgroup





#### 'OTHER' RESPONSES SUMMARY

Q2 (Role within LEA): Principals, assistant principal, IT supervisor, instructional resource teacher, federal grants manager, CAO, teacher.

Q9 (Areas of AI use): Essay scoring assistance, image generation, IT functions, staff-only access to Copilot, department-specific use.

Q13 (Policy topics): Accuracy of tools, Responsible Use Policy, or inclusion within broader technology standards.

Q14 (Professional Learning): Comprehensive training for limited audiences, others unaware of existing PD.

Q24 (Feedback to state): Requests ranged from monthly tips for teachers to uncertainty or lack of opinion.

#### OPEN-ENDED QUESTION SUMMARIES

##### Q4 VISION AND ALIGNMENT

Responsible and ethical use; student privacy; AI as educator support; personalized learning; governance committees.

##### Q5 CHALLENGES



Pace of change; unclear policy authority; limited time; accessibility concerns; leadership direction pending.

---

#### Q7 TOOLS IN USE

Magic School, Khanmigo, IXL, HMH, Google Gemini, Microsoft Copilot, Canva, Diffit, Writable, Adobe Firefly, and Apple Intelligence.

---

#### Q11 EFFECTIVENESS ASSESSMENT

Few LEAs assess effectiveness systematically. Pilots, surveys, rubric comparisons, and literacy curricula noted.

---

#### Q17 MSDE'S ROLE

Statewide framework, vetted tool lists, funding, exemplar sharing, and collaboration spaces desired.

---

#### Q18 EQUITY AND ACCESS

Device access uneven; some ensure SPED/ML collaboration and accessibility; few measure equity systematically.

---

#### Q21 STEPS TO REDUCE BIAS

PD on bias verification, vetting of tools, and teaching source evaluation; not yet standardized.

---

#### Q25 BARRIERS

Funding, staffing, PD capacity, accuracy, compliance burdens, leadership alignment, and perception issues.

---

#### Q27 HOW MSDE CAN ASSIST

Framework, PD, funding, tool vetting, best-practice repository, asynchronous training, and coordination meetings.