end -	+	Start and/	for Maryland's Future Accountability & Implementation Board  or end date included in Blueprint statute	* The Juvenile Services Education Board's implementation plan is due												
			or end date not included in Blueprint statute; dates in table are estimated based on Kirwan Commission final timeline											_		
r 5	Gove	ernance	e & Accountability	FY22	FY23	FY24	FY25	FY26	FY27	FY28	FY29	FY30	FY31	F		
1	Create	e, review,	, and approve implementation plans													
	5.1.1	AIB create	es Comprehensive Implementation Plan for the Blueprint (subject to periodic updates)		<b></b>											
		5.1.1(a)	AIB hosts Comprehensive Plan development sessions in spring/summer 2022	•	•											
			AIB solicits feedback from stakeholders and the public on questions and key considerations related to the Blueprint's implementation	•	•											
		5.1.1(b)	AIB adopts draft Comprehensive Plan for public comment in October 2022		•											
		5.1.1(c)	AIB hosts public hearing on draft Comprehensive Plan in November 2022		•											
		5.1.1(d)	AIB adopts initial Comprehensive Plan in December 2022		<b>♦</b>									Γ		
			The Plan shall include a timeline for implementation of the Blueprint with key milestones to be achieved by each State or local government unit required to implement an element of the Blueprint for each year of the implementation period		<b></b>									Γ		
		5.1.1(e)	AIB adopts any changes to Comprehensive Plan by 8/1 each year			<b>♦</b>								F		
	5.1.2	AIB reviev	vs and approves/disapproves implementation plans submitted by State agencies/entities (plans subject to periodic updates)		<b></b>									F		
-		5.1.2(a)	AIB develops minimum guidelines for the submission of implementation plans		•									ŀ		
			The guidelines shall include establishing a maximum page length, including appendices		•									F		
		5.1.2(b)	AIB develops criteria to approve/disapprove State implementation plans		•									F		
		5.1.2(c)	AIB provides technical assistance to State agencies/entities to support the development of their implementation plans, as needed		•									ŀ		
		5.1.2(d)	AIB members and staff participate in training to ensure consistency in applying the criteria to evaluate State agencies' implementation plans		•									ŀ		
		5.1.2(e)	Blueprint Implementation Plans submitted to AIB by every State entity that is required to implement the Blueprint by (initially) 3/15/23*		<b></b>									F		
	'		Implementation plans shall be consistent with the Comprehensive Implementation Plan and describe the goals, objectives, and strategies that will be used to improve student achievement and meet the Blueprint's recommendations for each segment of the student population		<b></b>									ļ		
			MSDE and MHEC submit a join plan for meeting teacher preparation and training requirements specified under Pillar Two		<b>\</b>									t		
			MSDE's submission to AlB describes its plans for the expansion and coordination of Judy and Patty Centers; the selection, assembly, and deployment of Expert Review Teams; and implementing the teacher career ladder and providing training to State teachers, school leaders, and administrators aligned with the Blueprint		<b></b>									t		
			The CTE Committee shall submit a plan for developing rigorous CTE pathways that meets the requirements outlined in Pillar Three		<b></b>									t		
		5.1.2(f)	AIB approves/disapproves initial implementation plans by June 2023 (subject to periodic updates)		•									t		
	5.1.3	AIB and N	ISDE review implementation plans submitted by LEAs; AIB approves/disapproves plans (plans subject to periodic updates)		+									t		
L		5.1.3(a)	AlB develops minimum guidelines for the submission of implementation plans		•									t		
	ı		The guidelines shall include establishing a maximum page length, including appendices		•									t		
		5.1.3(b)	MSDE submits criteria to review LEA plans by 9/1/22 for AlB review & approval (subject to periodic updates)		<b></b>									t		
		5.1.3(c)	AIB reviews and approves/disapproves MSDE's LEA plan approval criteria		•									t		
		5.1.3(d)	AIB and MSDE provide training and technical assistance to LEAs while developing Blueprint Implementation Plans		•									t		
	ı		AIB organizes virtual roundtable sessions for LEAs to exchange/discuss challenges associated with developing implementation plans		•									t		
		5.1.3(e)	LEAs submit Blueprint Implementation Plans to AIB and MSDE by (initially) 3/15/23		<b></b>									t		
	I		Implementation plans shall be consistent with the Comprehensive Implementation Plan and describe the goals, objectives, and strategies that will be		<b></b>									t		
			used to improve student achievement and meet the Blueprint's recommendations for each segment of the student population  LEAs will plan for adapting curriculum, instruction, and the organization of the school day to enable more students to achieve CCR by the end of 10th grade; providing students with needed services		٨					$\vdash$				+		

		LEAs will plan for closing student achievement gaps within the local school system and avoiding the disproportionate placement of students with particular racial, ethnic, linguistic, economic, or disability status characteristics with novice teachers or teachers providing instructions in fields in which they lack expertise		<b></b>									<b>\</b>
		LEAs will plan for using additional funds for teacher collaborative timeprioritized based on availability of a sufficient number of high quality teacher		<b>♦</b>									<b></b>
		LEAs will include plans on proposed memoranda of understanding for prekindergarten as described in Pillar One		<b>♦</b>									<b>\</b>
		Implementation plans shall be consistent with the developed guidelines and approved criteria, as well as concise and focused on measures take/to be taken to implement and achieve the Blueprint's goals		<b></b>									<b></b>
	5.1.3(f)	MSDE reviews LEA plans and provides recommendations for approval/disapproval to AIB		•									<b>\</b>
	5.1.3(g)	AIB reviews and approves/disapproves LEA plans		•									<b>\</b>
5.1	.4 AIB prov	des technical assistance to State agencies/entities and local jurisdictions to support Blueprint implementation		4									<b>+</b>
<u>.                                    </u>	5.1.4(a)	AIB identify areas for support and technical assistance at the State and local levels		•									<b>+</b>
5.1	.5 AIB mon	tors implementation of plans and holds all entities accountable for implementation		4									<b>\</b>
	5.1.5(a)	AlB shall resolve implementation issues as they arise and promote interagency efforts to achieve the Blueprint's purpose and reduce the effects of societal and economic isolation on student achievement and opportunity by promoting socioeconomic diversity in communities and schools		4									<b>\</b>
	5.1.5(b)	AIB shall promote interagency efforts to achieve the Blueprint's purpose and reduce the effects of societal and economic isolation on student		4									<b>\</b>
	5.1.5(c)	achievement and opportunity by promoting socioeconomic diversity in communities and schools  AlB shall receive periodic updates on progress responsible entities are making towards reaching the implementation plan goals		4									<b>→</b>
	-	AIB shall request any information it determines necessary to carry out its obligations from entities responsible for carrying out implementation plans		<u></u>									<b>\( \)</b>
	5.1.5(e)	A governmental unit responsible for creating an implementation plan shall provide periodic updates, when requested by AIB, on their progress toward		+									<b>\</b>
		meeting implementation plan goals, as well as any information the AIB requests  A governmental unit responsible for implementing an element of the Blueprint shall consult with AIB before adopting regulations related to the		<u> </u>									\
	5.1.5(f)	Blueprint  The governing body of a county and the LEA shall jointly appoint a single implementation coordinator responsible for the implementation of the		٧									1
	5.1.5(g)	Blueprint by all government units operating in the county	7										7
.2 Est	ablish and	deploy Expert Review Teams	FY22	FY23	FY24	FY25	FY26	FY27	FY28	FY29	FY30	FY31	FY 32
5.2	MSDE de	velops plan for selection, assembly, and deployment of Expert Review Teams (part of MSDE Blueprint Implementation Plan)		<b></b>									<b>*</b>
	5.2.1(a)	MSDE and AIB deliver training for reviewers on the Blueprint and the review process											<b></b>
	5.2.1(b)	MSDE shall select highly regarded ERT members who reflect, to the extent practicable, the geographic, racial, ethnic, linguistic, and gender diversity of the population of public school students from the following groups: teachers; school leaders; and other individuals who have expertise directly relevant to the ERT Program		•									<b>\</b>
		After the career ladder is well established throughout the State, MSDE shall select ERT members from expert teachers and principals who are in senior positions on the ladder											
		To the extent practicable, a teacher who visits an elementary, middle, or high school as a member of an ERT shall have experience working in or knowledge of the type of school being visited		-									<b>\</b>
5.2	2.2 Every Jul	1, MSDE develops and submits to AIB for approval a plan to deploy Expert Review Teams in the following school year		+									<b>\</b>
	5.2.2(a)	MSDE sends Expert Review Teams to visit schools that continue to be impacted by COVID learning loss to determine why learning loss continues starting in the 2022-23 academic year		<b></b>	<u></u>								
	5.2.2(b)	MSDE shall send an ERT to each school determined to be one of the lowest performing schools in the State once each year; schools determined to be lower performing schools in the State on a regular schedule but not every year; schools determined to be the highest performing in the State; and all other schools at intervals determined by a randomized selection process		4									<b>\</b>
		The lowest and highest performing schools shall be determined by the overall performance on State assessments and the performance of subgroups of students on State assessments, or based on data produced by the data monitoring system established under the Every Student Succeeds Act (ESSA)		+									<b>\</b>
		Beginning on 7/1/25, a school that has not been selected for review by an ERT may submit a request to MSDE for a review					<b>*</b>						-
		AIB may request that MSDE send an ERT to a particular school		+									<b>\</b>
5.2	2.3 Expert R	eview Teams visit approximately 10% of all schools annually until all schools have been visited at least once by FY31		<b></b>								<b></b>	-
	5.2.3(a)	ERTs shall collect similar quantitative and qualitative data between school visits		•								<b>\</b>	-
	5.2.3(b)	During school visits, ERTs shall conduct comprehensive in-school investigations of the causes of poor student performance and make recommendations on the measure need to improve the performance of low-performing schools and correct identified problems to the following entities: principal and county superintendent; school faculty; county boards of education; and the community		<b></b>								<b>\</b>	-
	5.2.3(c)	An ERT may perform evaluations of behavioral health services provided in a school and, if the team determines that poor student performance is due,		<b>\</b>								<b></b>	-
	5.2.3(d)	in part, to missing or inadequate health services, make recommendations to the appropriate entities to correct the identified problems  An ERT shall submit a post-visit report to MSDE within the time period, in the manner, and including the information required by MSDE		<b>\</b>								<u>+</u>	-
	5.2.3(e)	Beginning 7/1/25, MSDE shall use ERT reports and recommendations as the basis for a recommendation to AIB as to whether release a portion of the annual increase in funding for the upcoming school year because the school and LEA have developed a satisfactory plan for the use of funds consistent with the ERT's recommendations					<b></b>						<b>+</b>

		An ERT may make recommendations on requiring State action or pairing the school with a higher performing school with similar demographics from					<b>\</b>						Ŧ
		which the school leadership collaborates and shares expertise for the benefit of faculty and staff					٧						t
		aryland's participation in PISA	FY22	FY23	FY24	FY25	FY26	FY27	FY28	FY29	FY30	FY31	4
5.3	.1 AIB and I	MSDE work together to include Maryland in the next PISA cycle (beginning in 2024)		7									1
	5.3.1(a)	MSDE formally requests that OECD include Maryland in the next PISA cycle		•									1
Мо	nitor Bluep	print outcomes	FY22	FY23	FY24	FY25	FY26	FY27	FY28	FY29	FY30	FY31	
5.4	.1 AIB gath	ers and analyzes disaggregated data to measure progress implementing the Blueprint and achieving expected outcomes		<b>*</b>									l
	5.4.1(a)	AIB shall develop guidelines for the submission of reports by MSDE, LEAs, and public schools		J									I
	5.4.1(b)	AIB identifies anticipated outcomes from Blueprint implementation and relevant indicators of progress		•									Ī
		AIB collects data related to teacher satisfaction/school culture		•									Ī
	5.4.1(c)	AIB implements a system to collect and analyze Blueprint data in collaboration with MLDS and other partners		•—									I
		AIB may collect data from any relevant entities, and if additional data is needed for AIB to complete its duties, it may request that other appropriate government agencies support the data collection process		•—									1
		A government agency shall provide AIB with any requested data and/or regularly collect data requested by AIB and provide it to AIB, unless otherwise prohibited by law		•—									1
		AlB may direct MLDS to provide a researcher designated by the AIB access to MLDS' data in accordance with the procedures for staff authorization and data access established by the MLDS governing board; aggregate data tables; or research and evaluation		•—									1
	5.4.1(d)	AlB shall use reports submitted by MSDE, LEAs, and public schools to measure progress made on the implementation of the Blueprint by examining the effects on student performance over time, as well as student outcomes		•—									†
	5.4.1(e)	AlB shall monitor and review the performance of each teacher preparation program at an institution of higher education and alternative teacher preparation program		•—									†
	5.4.1(f)	AIB shall monitor changes in the concentration of students eligible for free and reduced price meals within public schools and local school systems		•—									†
	5.4.1(g)	AIB shall examine the school-level diversity of public school staff and student bodies		•—									t
	5.4.1(h)	AlB shall monitor and review the placement and concentration of students in particular racial, ethnic, linguistic, economic, and disability status groups assigned to novice teachers; teachers providing instruction in fields in which they lack expertise, substitute teachers who teach the same class for more than 1 week; and effective teachers		•—									†
	5.4.1(i)	AIB shall monitor and review the progress of community schools receiving Concentration of Poverty grants		•—									†
	5.4.1(j)	AIB shall monitor public schools and LEAs to ensure that sufficient numbers of teachers are participating in the career ladder and achieving NBC											†
	5.4.1(k)	AIB shall examine the racial, ethnic, disability-status, and income makeup of full-day pre-K students, disaggregated by providers, and monitor whether the mix of public and private pre-K providers is effectively meeting families' needs		•									1
	5.4.1(I)	Student-level information reported to or by AIB shall be disaggregated by race, ethnicity, gender, family income level, linguistic status, and disability		-									1
5.4	AIB moni	tors and analyzes availability and use of Blueprint funding		<b></b>									†
	5.4.2(a)	On or before 1/1 each year, MSDE shall submit information on the use of school-level expenditures in the current fiscal year to AIB		<b></b>									t
		Each LEA shall report to MSDE on school-level spending in a manner determined by the Department		<b></b>									†
	5.4.2(b)	LEAs annually report on compliance with minimum school funding requirement to MSDE		<b>♦</b>									1
		MSDE will report on LEA compliance with minimum school funding to AIB		<b></b>									1
		Each LEA that includes public charter schools shall account for the distribution of school-level funding to public charter schools in this report		<b>+</b>									†
	5.4.2(c)	AIB shall monitor expenditures of funding provided to LEAs to ensure that public schools are providing the necessary services		-									†
		AlB shall monitor how additional special education funding is being used, including the aggregate number of children in special education services by school and the services required by a student's IEP or 504 plan		•									†
	5.4.2(d)	MSDE in collaboration with AIP, implements a financial management system and student data system canable of tracking and analyzing minimum				<b>*</b>							1
	5.4.2(e)	Alls shall develop an appeals process through which LEAs may request greater flexibility in meeting this requirement for reasons including a significant shift in total enrollment or at-promise enrollment between schools from the prior school year to the current school year		•									1
5.4	.3 AIB deter	rmines whether Blueprint funds are released (for LEAs) or withheld (for State agencies/entities)		<b></b>									+
	5.4.3(a)	A portion of the increase in the State share of major education aid over the amount provided in the prior fiscal year shall be withheld from public schools and local school systems		4									+

				_						
		Beginning in FY23, 25% of the increase in the State share of major education aid over the amount provided in the current fiscal year shall be automatically withheld from a local school system for the next fiscal year		<b>*</b>						<b>\</b>
	5.4.3(b)	AlB may withhold more than 25% of the increase in the State share of major education aid if it finds that an LEA has not made satisfactory efforts to improve its implementation plan as recommended by AlB, or if a public school/LEA has not made sufficient progress on its plan and/or has not taken appropriate steps to improve student performance		<b>*</b>			H			<b>→</b>
L		AIB shall consider whether a public school or LEA has been responsive to MSDE, the CTE Committee, and expert review team, and AIB staff's recommendations in determining whether to release or withhold additional funds		<b>*</b>						<b>\</b>
	5.4.3(c)	Criteria for releasing LEA funds are based on implementation plan approval, in addition to recommendations from MSDE, Expert Review Teams, or CTE Committee, and/or sufficient evidence of progress in implementing the Blueprint in AlB's judgment		•-						<b>\</b>
	5.4.3(d)	AIB establishes process for LEAs to appeal an AIB decision not to release funds		•-						<b>→</b>
Ì	5.4.3(e)	Criteria for withholding State agency funds are based on implementation plan disapproval and/or evident lack of progress in implementing the Blueprint		•—						<b>+</b>
İ	5.4.3(f)	All B shall notify the Governor, the President of the Senate, and the Speaker of the House of Delegates of a decision to withhold appropriated funds or to not release funds/withhold additional funds		<b>*</b>						<b>\</b>
L		All S shall issue an initial warning to the public school principal or county superintendent on or before 12/1 that funds may not be released in the next fiscal year that explains the AlB's findings and the reasoning for them, as well as any steps that may be undertaken to remedy them		<b></b>						<b>\</b>
		AIB shall make a final determination on whether to release funds for the next fiscal year on or before 2/1		<b>*</b>						<b>→</b>
		AIB may allow for a portion of the funds to be released if a public school or local school system makes progress in some areas but not in others		<b></b>						<b>\</b>
		AIB shall notify the State Superintendent and the Comptroller of the AIB's final decision to release, not release, or withhold additional funds in the next fiscal year by 6/1 each year, and the Comptroller shall withhold the amount of funding specified by the AIB		<b></b>						<b>+</b>
[	5.4.3(g)	AlB may determine it is necessary to release or withhold funds for the current fiscal year		<b></b>						<b>→</b>
L		AlB shall notify the State Superintendent and the Comptroller as soon as practicable if it decides to release or withhold additional funds during the current fiscal year		<b>*</b>						<b>→</b>
5.4.4	AIB comp	letes and submits annual report on Blueprint implementation to the Governor, the public, and the General Assembly		<b>→</b>						<del>\</del>
$\dashv$	5.4.4(a)	AlB shall report on progress made on the Blueprint's implementation; recommended legislative changes, including any changes necessary to ensure that the implementations have adequate resources and measurements; the degree to which State and local agencies, as applicable, are carrying out their assigned roles in implementing the Blueprint; and whether funds provided by State and local		4						<del>\</del>
5.4.5	AIB subm	envernments are consistent with the AIR's estimate of what is necessary to fully implement the Bluenrint.  its interim report including independent evaluation of Blueprint implementation and achieving expected outcomes to the Governor and General		,	<b>→</b>					,
		by 12/1/24  AIB shall contract with a public or private entity as soon as practicable to conduct the independent evaluation the State's progress in implementing the	-		,		_			
	5.4.5(a)	Blueprint  The evaluation shall include an assessment of the use of additional funding to meet the Blueprint's goals; progress toward the Blueprint's goals and whether they have								
	5.4.5(b)	the evaluation shall include an assessment of the use of additional funding to meet the bioeprint's goals, progress toward the bioeprint's goals and whether they have been achieved; and any recommendations to alter the goals or strategies employed to reach them		-	Ľ					
	5.4.5(c)	The entity with which AIB contracts for the independent evaluation shall report its results to the AIB on or before 10/1/24			<b>♦</b>					
	5.4.5(d)	The interim report shall include an assessment of the State's progress towards increasing the number of teachers achieving NBC; providing full-day pre-K programs for 3- and 4-year olds; improving behavorial health services; and ensuring that students enrolled in public schools meet CCR standards		•	-					
		The interim report shall include any legislative or structural corrections necessary to fully implement the Blueprint			<b>†</b>					
5.4.6		its final report including independent evaluation of achieving Blueprint outcomes and whether AIB should continue after 6/30/32 to the Governor and assembly by 12/1/30							<b>*</b>	
	5.4.6(a)	The final report shall include practices being used to close achievement gaps between subgroups of students; progress made in closing these achievement gaps; and assessments of student outcomes disaggregated by race, income, ethnicity, and gender							$\Rightarrow$	
	5.4.5(b)	The entity with which AIB contracts for the independent evaluation shall report its results to AIB on or before 10/1/30							<b>\</b>	
	5.4.6(c)	AlB shall determine whether the Blueprint is working as intended; what steps are necessary to continue providing a globally competitive education to Maryland children; if any changes to the structure, functioning, and authority of State and local agencies responsible for education are necessary; and whether AlB should continue to monitor Blueprint implementation after 6/30/32				•			•	
		In making its determination, AIB shall examine the manner in which State and local government entities responsible for implementing the Blueprint have contributed to education, training, providing learning opportunities for, and developing the careers of students and young people in the State				•			•	
ſ	5.4.6(d)	AIB shall identify ways to foster partnerships between LEAs, public schools, and institutions of higher education, and develop collaborative relationships to create a world-class 21st-century education system in Maryland				•			•	
l										<b>\</b>
_		des outreach and educational materials to members of the public on the Blueprint for Maryland's Future	-							
_	AIB provid	des outreach and educational materials to members of the public on the Blueprint for Maryland's Future  Implement outreach campaign to increase public awareness on Blueprint implementation progress and solicit public feedback on an ongoing basis	•-							<b>+</b>
_	AIB provid		•-							→
5.4.7	AIB provid	Implement outreach campaign to increase public awareness on Blueprint implementation progress and solicit public feedback on an ongoing basis	•-							
.4.7	AIB provide 5.4.7(a)  AIB may r	Implement outreach campaign to increase public awareness on Blueprint implementation progress and solicit public feedback on an ongoing basis  AIB implements an outreach/information campaign that creates unique materials for different audiences (parents, teachers, students)	•-							