A Parent's Guide

Maryland's plan for preK-12 education **2008**

Achievement Matters Most

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Introduction

Parents want the best education possible for their child. No matter where you live in Maryland, no matter where your child goes to school, students are getting a quality education. Maryland's 24 school systems have made great strides in improving public education from prekindergarten through high school to ensure children are getting a high-quality education.

This guide provides information and online links, including:

- Maryland's state testing and reporting processes

- Programs available to support student achievement

- Ways parents can be involved in their child's education

- Help for children with disabilities and special needs

- Programs to help plan for a child's future

For general information about the Maryland State Department of Education (MSDE), go to **MarylandPublicSchools.org.**

For additional information about Maryland public education, go to

- **MdK12.org**

- **MdReportCard.org**

- **HSAexam.org**

For a list of local school system websites, go to **MarylandPublicSchools.org/MSDE/schoolsystems.**
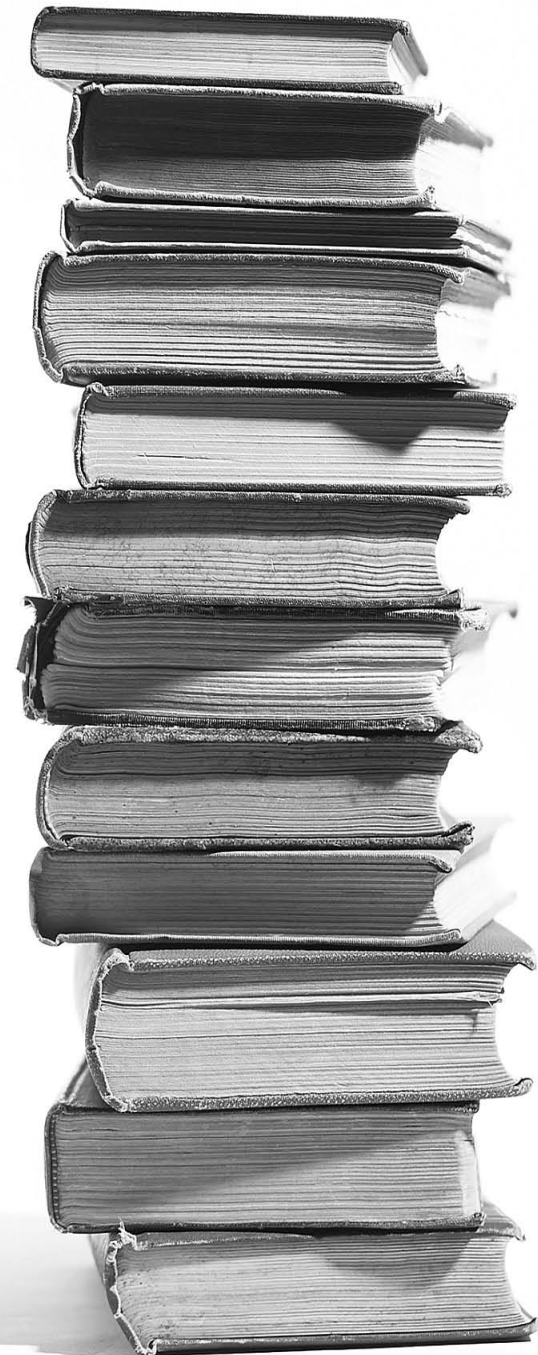
Foundation For Life

Students need to know and be able to do more than ever before. Maryland's Voluntary Statewide Curriculum (VSC), and accountability and assessment standards are in place so that every student can have a strong education foundation.

What is Maryland's Voluntary State Curriculum (VSC)?

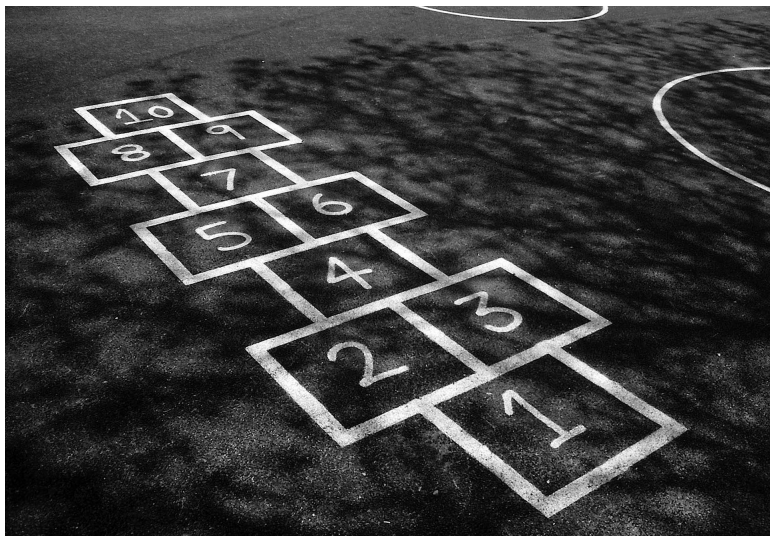The Voluntary State Curriculum (VSC) provides clear and detailed information about what Maryland students should know and be able to do at each grade level. All of Maryland's 24 local school systems have either adopted the VSC or included it as part of the local school system curriculum. Maryland statewide assessments are based on the VSC. For more information, go to *Instruction – Voluntary State Curriculum* on **MdK12.org.**

What are the benefits of the Voluntary State Curriculum (VSC)?

The VSC ensures that no matter where a child attends school, he/she will be held to high expectations and will learn the same challenging skills as other students across Maryland. The VSC:

- provides teachers with the content students must master to be successful on statewide assessments; and

- helps reduce the amount of time spent repeating and reviewing skills each school year.

The VSC gives teachers a basic foundation to build on, leaving ample opportunity to go beyond the state standards when developing lessons.

What are Maryland's statewide assessments?

Maryland has statewide assessments for the grade levels as follows:

- Maryland Model for School Readiness (MMSR) in kindergarten measures social and personal development; language and literacy; mathematical thinking; scientific thinking; social studies; the arts; and physical development. For more information go to *Instruction - Early Education* on **MdK12.org.**

- Maryland School Assessments (MSAs) cover math and reading from grades 3 through 8; and science in grades 5 and 8. For more information go to *Assessments - Maryland School Assessments* on **MdK12.org**.

- Maryland High School Assessments (HSAs) cover four core subject areas – algebra/data analysis, English, government, and biology. For more information, go to **HSAexam.org.**

How are student statewide assessment scores used?

The federal No Child Left Behind Act (NCLB) requires every state to measure reading, math, and science achievement at the elementary, middle, and high school levels. Maryland fulfills NCLB by reporting MSA and HSA scores to the U.S. Department of Education. For more information about NCLB, go to NoChildLeftBehind.org.

Statewide tests are useful for:
- guiding school-wide curriculum development efforts;
- creating or modifying classroom lesson plans;
- understanding a child's academic strengths and weaknesses;
- developing individualized strategies for that child; and
- providing information on where a child may need extra support.

How will I know how my child did on an assessment?

You will receive a Home Report with your child's scores from your local school system. Contact your child's school or the Local Accountability Coordinator for the local school system to find out when the Home Report will be sent. For a list of local school system websites, go to MarylandPublicSchools.org/MSDE/schoolsystems.

Where can I find out how my child's school is doing on statewide assessments?

Information about how schools, school systems, and the state are doing is printed in an annual "report card" (the Maryland School Performance Report). The online report provides an Adequate Yearly Progress (AYP) chart for each school that shows whether or not the school made all of its performance goals. To find your child's school, go to MdReportCard.org and use the navigation bar at the top.

Support for Students

MSDE views each student as a whole person with intellectual, physical, emotional, and social development needs. An important way to meet those needs is to ensure the entire family has access to support systems. MSDE's Division of Student, Family, and School Support has a number of programs and initiatives in place within schools and school systems to help parents and students with needs or issues beyond academics. These programs and initiatives cover areas such as:

- school counseling and career development;
- school psychology and social work;
- positive behavior and character education;
- drug-free schools and school safety;
- at-risk behavior education and intervention;
- school health services;
- neglected and delinquent student strategies and interventions; and
- drop out prevention and alternative education.

For more information about the various programs available through MSDE, go to **MarylandPublicSchools.org/MSDE/divisions/studentschoolsvcs/.**

Contact your local school system or your child's school for information about specific programs and initiatives in place locally. For a list of local school system websites, go to **MarylandPublicSchools.org/MSDE/schoolsystems.**

Over thirty years of research show that early and active involvement by a parent throughout their child's education—helping with homework, talking about school, attending school activities—is the most powerful influence and has benefits that reach far beyond a student's preK-12 years. Parents are also a powerful influence in schools and school systems. Parents can become involved both in and out of the actual school building, from volunteering in the classroom, to participating in coordinating/planning school events or working with community partners.

Talk to your child's principal or teacher to find out how you can be involved at school. For additional information about parent involvement, go to **Mdpta.org** or **ProjectAppleseed.org.**

Early Learning (Prek-3)

A child begins learning the moment they are born. This is why access to high-quality early childhood programs is so important. Maryland is the first, and only, state to combine early childhood programs with early care and education programs into one Division of Early Childhood Development within MSDE. This approach helps coordinate the wide variety of services, training, and programs available for our youngest learners.

How can I find quality child care?

The division website lists community-based agencies, organizations, and program centers, from Judy Centers to Accredited Early Care and Education Programs, from Head Start and prekindergarten programs to resources to help pay for child care. To find child care near you, go to **MarylandPublicSchools.org/MSDE/divisions/child_care.**
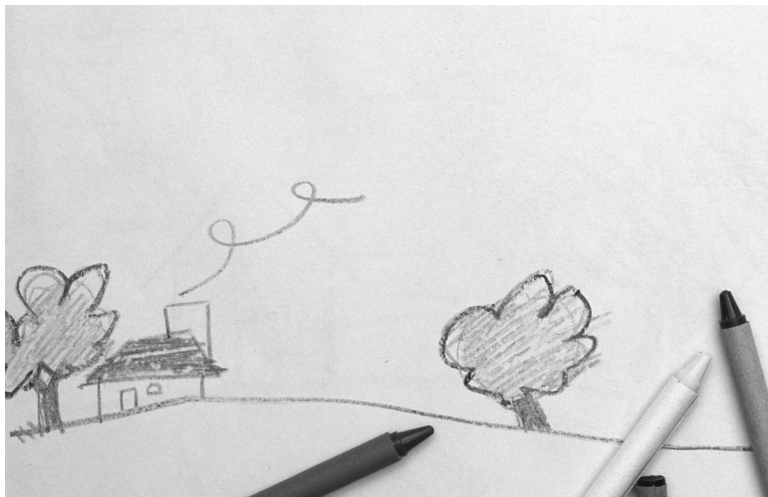
How can I help my child get ready to enter school?

At this age, everything is a learning experience for a child. Exposing your child to a wide variety of positive experiences as early as possible, like reading books; playing games (i.e. peek-a-boo, counting steps); listening to music; dancing; finding a good play group; and visiting museums, parks, and playgrounds, will help develop the skills teachers will be looking for in kindergarten. Ready at Five, in partnership with MSDE, has an online series called *Parent Tips* that has information about how parents can help build a child's skills and abilities which can be found at **ReadyatFive.org.**

Maryland's Early Childhood Curriculum Project provides information and resources to child care and other nonpublic early childhood programs for three, four, and five-year-olds. For information about materials and how you can be assured that your child is learning the skills needed to start their kindergarten experience on the right foot, go to **MarylandPublicSchools.org/MSDE/divisions/child_care/preschool_curriculum.**

The Maryland Model for School Readiness (MMSR) is a kindergarten-level assessment teachers complete for each student. The MMSR is a set of indicators of what children should know and be able to do. The information collected allows teachers to plan instruction that will help develop the skills, behaviors, and abilities necessary to meet kindergarten expectations and move on to the first grade. For more information, go to *Instruction - Early Education* on **MdK12.org.**

Elementary/Middle School (Grades 3-8)

In elementary school, students are beginning to stand on solid academic ground. By middle school, they are being prepared for the more rigorous work ahead in high school. These students are also trying to find their place in the world around them — basically, where they fit in at school and at home. MSDE is dedicated to helping parents nurture the whole child with a number of programs and initiatives available so that your child has what he/she needs to develop to his or her fullest potential.

Every student will take Maryland School Assessments (MSAs) as part of the elementary and middle school experience. These statewide assessments measure how well children are learning so parents and educators can be sure every child has the opportunity to succeed. Along with other measures (such as homework, classwork, quizzes, and projects), the MSAs provide information about students' academic progress—information that can help teachers and parents better support students' school work. For more information about the MSAs, go to **MdK12.org.**

Each spring, the MSAs are given in reading and mathematics for grades 3-8, and in science for grades 5 and 8. Parents should contact their school system for the specific dates when the tests will be given. *A Parent's Guide to the MSAs* has detailed information about the tests and is available at **MarylandPublicSchools.org/MSDE/newsroom/publications/pubs_md_classroom [Vol. 13 No.1 October 2007].**

Parents will be sent a Home Report with their child's scores from the local school system. Reading and math scores will be available over the summer. Science scores will be available the following September.

Supplemental Educational Services

Supplemental Educational Services (SES) are available under the federal NCLB Act to students from low-income families in Title I schools in Year 2 of improvement, restructuring, or corrective action. Services can include free tutoring and other educational assistance.

The goal of SES is to help:

- students improve academically, especially in reading/language arts and mathematics;
- parents with options for getting a quality education for their child; and
- schools with a number of incentives to improve instruction.

Contact the school's counselor to find out if your child qualifies for SES. For more information about SES, go to **MarylandPublicSchools.org/MSDE/programs/esea/Supplemental+Educational+Services.**

We live in a world that grows smaller by the mouse click. Maryland has worked hard to provide students with a rigorous and well-rounded education to help prepare them for the highly competitive, global marketplace.

Maryland High School Diploma

For a student to graduate from high school with a Maryland High School Diploma, he/she must meet the following graduation requirements:

- Complete all State course requirements — 21 specified credits
- Complete State service-learning requirements — 75 hours or equivalent
- Complete all State testing requirements
  - Students who entered 9th grade before 2005 must take the High School Assessments (HSAs) only.
  - Students who entered 9th grade in 2005 or later must meet the testing requirement using one of the three options on the next page.
- Complete all local graduation requirements — local school systems frequently add course and other requirements beyond the State's minimum requirements

> For more information about the HSAs, go to **HSAexam.org.**
>
> For more information about the Bridge Plan for Academic Validation, go to **MdBridgePlan.org.**
>
> Contact your local school system or your child's school for local graduation requirements. For a list of local school system websites, go to **MarylandPublicSchools.org/MSDE/schoolsystems.**

State Testing Requirement (High School Assessments)

Students have three options to meet the State testing requirement.

1. **Pass each of the four High School Assessment (HSA) tests**
   The passing scores for the HSAs are: algebra/data analysis, 412; English, 396; biology, 400; and government, 394. There are two potential substitutions:
   - **Advanced Placement (AP) or International Baccalaureate (IB) tests** – For students who have earned a score approved by the MSDE
   - **Modified HSA** – An alternative test for students with disabilities who meet the specific participation criteria based on the IEP process

2. **Combined-Score Option**. Students must earn a combined score of 1602 when the four HSA test scores are added together.

3. **Bridge Plan for Academic Validation.** Students who did not pass one or more HSAs after taking the test twice and meet eligibility criteria must successfully complete assigned projects in the specific HSA content area to fulfill the testing requirement for that content area.

Locally-administered or Approved Assistance & Retesting

Students who do not pass one or more HSAs must be offered locally-administered or approved assistance by their school. The student is responsible for taking advantage of the assistance to help prepare for retesting. There is no limit to the number of times a student can take an HSA test. Retesting opportunities are available in October, January, May, and in the summer, with a fifth test administration available for seniors beginning in April 2009.

Gifted and Talented

A gifted and talented student in Maryland is identified as "having outstanding talent and performing or showing the potential for performing at remarkably high levels of accomplishment when compared with other students (Maryland Annotated Code §8-201)" as identified by using test scores, observations of gifted behaviors, and student work samples. Gifted and talented children have unique learning styles and instructional needs such as general intellectual ability (IQ), specific academic aptitudes (math, science, etc.), creativity (unique ideas and products), the visual and performing arts, and leadership.

These students may learn more rapidly than their peers; seek to solve complex problems; invent novel solutions, products, or performances; and/or concentrate for long periods in an area of interest. Programs and resources are matched to the students' unique learning needs and may include early entrance to accelerated and enriched instructional programs, pull-out classes, subject or grade acceleration, after school or summer programs, magnet programs, independent research, dual enrollment in college, and Advanced Placement (AP) courses.

For more information about the specific programs and resources available in your area, contact your school principal or your local school system's program coordinator. For more information about gifted and talented education in Maryland, go to **MarylandPublicSchools.org/MSDE/programs/giftedtalented.**

Special Education/ Early Intervention Services

All public school students have a legal right to instructional and testing accommodations that will help them learn and demonstrate what they have learned. MSDE's Division of Special Education/ Early Intervention Services (DSE/EIS) works with families, local early intervention systems, and local school systems to ensure that all students with disabilities have access to appropriate services and educational opportunities to which they are entitled under the federal Individuals with Disabilities Educational Improvement Act of 2004 (IDEA 2004) and the Code of Maryland Regulations (COMAR).

There are specific processes in the public school system for developing learning plans to meet the unique needs of children with disabilities. Parents with children, birth through 21 years old, with a disability can begin the process of getting special assistance by writing a letter (and keeping a copy) to the school principal or by contacting the local **Child Find** office or by calling **1-800-535-0182.** When contacting Child Find, explain that you believe your child has a disability and needs services under IDEA, and request an evaluation to determine eligibility for services.

What happens once a student is identified as a student with a disability?

The school will begin the process of developing an individualized plan for the student. The plan will be a written document with supporting evaluation information that will specify how a student with disabilities will receive instruction, related services, and supports.

What kinds of plans are there?

- **Individualized Family Service Plan (IFSP).** Through the lead agency for the local Infants and Toddlers Program, the IFSP is developed to provide services to eligible infants and toddlers (birth to 3 years old) and their families.

Special Education/
Early Intervention Services

What kinds of plans are there? (cont'd)

- **Individualized Education Program (IEP).** Through the local school system, the IEP is developed for students ages 3-21, who as a result of a disability require special education and related services.
- **504 Plan.** The 504 Plan is for students who have a physical or mental impairment that substantially limits one or more major life activities.
- **Limited English Proficiency Plan (LEP).** The LEP Plan is for students whose primary or home language is other than English and have been assessed as having limited or no ability to understand, speak, read, or write English.

Are the Individualized Education Program (IEP) and 504 the same?

No. Students with disabilities identified under Section 504 of the Rehabilitation Act receive a different level of funding and services.

Who participates in the development of an IEP?

A team is created that includes the student's parents/guardians, a general education teacher, a special educator, a public agency representative, someone who can interpret instructional implications of evaluation results, and when appropriate, the student. The team may also include others who have knowledge or expertise about the student or the student's disability.

Does a student with special needs as outlined in an IEP, LEP, or 504 Plan have to take statewide tests?

Yes. All students must participate. Maryland is committed to improving achievement for each student including measuring the progress of students with disabilities, special needs, and limited English proficiency. MSDE has developed a number of alternative testing and accommodation options so that students who receive special education services can take statewide tests.

What are Maryland's alternative statewide testing options for students with disabilities?

MSDE has developed a number of alternative statewide testing options so students who receive special education services can participate in Maryland's accountability system.

- **Alternate Maryland School Assessment (Alt-MSA).** Given to a student in grades 3-8 and grade 10 with significant cognitive disabilities as determined appropriate by the student's Individualized Education Program (IEP) team.
- **Modified Maryland School Assessment (Mod-MSA).** Given to a student in grades 3-8 with an Individualized Education Program (IEP) for whom the IEP team feels that a modified assessment is appropriate. The Mod-MSA will target those students who require modifications that can assist the student in demonstrating academic achievement. This does not include those students with disabilities taking the Alt-MSA. (This assessment will be available for the 2008-2009 school year.)
- **Modified High School Assessments (Mod-HSA).** Given to a student in grades 9-12 with an Individualized Education Program (IEP) for whom the IEP team feels that a modified assessment is appropriate. The assessments will have altered test items and be available for a small percentage of students with disabilities based upon their IEP. Students pursuing the Mod-HSA are not precluded from completing the requirements for the regular high school diploma.

Special Education/
Early Intervention Services

What support is available to families?

MSDE supports a network of family support services personnel in every jurisdiction in Maryland. These parent-friendly support personnel work directly with families to answer questions, provide guidance and resources, and assist parents in the planning process. The link to a complete listing of MSDE's Special Education Statewide Family Support Services Contacts can be found below.

Special Education Resources

MSDE Special Education Statewide Family Support Services Contacts:
MarylandPublicSchools.org/msde/divisions/earlyinterv/infant_toddlers/about/family_support_services

Local Maryland Infants and Toddlers Program (Age Birth – 3) Single Point Contacts:
MarylandPublicSchools.org/MSDE/divisions/earlyinterv/infant_toddlers/directories/single_point_entry.htm

Local Child Find Phone Numbers (Age 3 – 21):
MarylandPublicSchools.org/MSDE/divisions/earlyinterv/infant_toddlers/directories/child_find.htm

Building IEPs with Maryland Families: What a Great IDEA!:
MarylandPublicSchools.org/NR/rdonlyres/5F4F5041-02EE-4F3A-B495-5E4B3C850D3E/14013/IEPHandbookforWebFINAL10.pdf

Maryland Early Childhood Gateway: MDECGateway.org

MSDE State Performance Plan Results: MdIdeaReport.org

MSDE Autism Connect: AutismConnectMd.org

National Dissemination Center for Children with Disabilities (NICHCY): Nichcy.org

Consortium for Appropriate Dispute Resolution in Special Education (CADRE): Directionservice.org/cadre

English Language Learners

Maryland has always attracted people from all nations as a great place to live and work. For families whose ability to speak English is limited, the challenge of entering the education system process can be overwhelming. MSDE has specific staff members, programs, and services to help families navigate the education system as well as learn English.

Who can I contact in the local school system?

Each local school system has an ESOL (English for Speakers of Other Languages) coordinator to help parents and students with school system processes. Parents should contact the local school system headquarters or ask the school counselor who that person is. For a list of local school system websites, go to MarylandPublicSchools.org/MSDE/schoolsystems.

What is available for a student who does not speak English or who has limited English proficiency?

Students whose primary or home language is not English will be assessed for his/her proficiency in listening, speaking, reading, and writing English. An English Language Learner (ELL) plan will then be developed by the school's ELL committee.

How does Maryland measure English language proficiency?

Maryland has adopted the Language Assessment Scales Links (LAS-Links) test, which is aligned with English language proficiency standards, to measure progress towards attainment of English language proficiency.

English Language Learners

Are English Language Learners required to take statewide tests?

Yes. All students must participate. At the appropriate grade level, English language learners will take either the Maryland State Assessments (MSAs) in elementary/middle school or the High School Assessments (HSAs) in high school.

What accommodations are there for English Language Learners?

Each school's English Language Learner (ELL) committee makes decisions about appropriate accommodations for the ELL students' participation in statewide tests.

What is required of the state and local school systems to measure the child's development and attainment of English proficiency?

Under the federal NCLB regulations for Title III, Language Instruction for Limited English Proficient and Immigrant Students, states must conduct an annual statewide assessment of English Language Learners (ELL) and local school systems are required to meet Annual Measurable Achievement Objectives (AMAO) for ELLs from kindergarten through 12th grade. These AMAOs include:

- increases in the number or percentage of children making progress in learning English (AMAO I);

- increases in the number or percentage of children attaining English proficiency by the end of each school year (AMAO II); and

- making adequate yearly progress for limited English proficient children (AMAO III).

Since the 2006-2007 school year, Maryland has made all three required AMAO determinations for the 24 local school systems. Prior to the 2006-2007 school year, Maryland used AMAO I and II only for AMAO determinations.

If your child is an English Language Learner, contact your school's counselor to learn more about instruction and testing plans.

MSDE Contacts & Information

Supreet Anand, Specialist, English Language Learner Programs
 Telephone: 410-767-0714   Email: sanand@msde.state.md.us
Bonnie Naef, Specialist, English Language Learner Programs
 Telephone: 410-767-3575   Email: bnaef@msde.state.md.us
Karen Gianninoto, Specialist, Adult ESOL Programs
 Telephone: 410-767-4150   Email: kgianninoto@msde.state.md.us
Title III:
 MarylandPublicSchools.org/MSDE/programs/title_III/
 ?WBCMODE=Presen%252%25%3e
MSDE Foreign Language Translation Publications:
 MarylandPublicSchools.org/MSDE/newsroom/publications/
 pubsother/foreign_translations.htm

Maryland Resources

The Governor's Commission on Asian Pacific American Affairs:
 MarylandAsian.org
The Governor's Commission on Hispanic Affairs:
 MarylandHispanics.org

National Resources

U.S. Department of Education:
 www.ed.gov/parents/landing.jhtml?src=fp
Office of English Language Acquisition (OELA):
 www.ncela.gwu.edu/oela/
 Resources in Spanish:
  www.ncela.gwu.edu/resabout/parents/espanol.htm
National PTA:
 www.pta.org/parent_resources.html
Resources for Success in School:
 www.colorincolorado.org/families
 www.pbs.org/readytolearn/resources/print.html

MSDE has targeted middle and high school programs to help prepare students for the academic demands of college or university, such as:

- **Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP).** A national program that provides early intervention services for low-income students to prepare them to enter and succeed in postsecondary education.

- **Advancement Via Individual Determination Program (AVID).** A national program that focuses on underachieving middle and high school students to help prepare for college/ university.
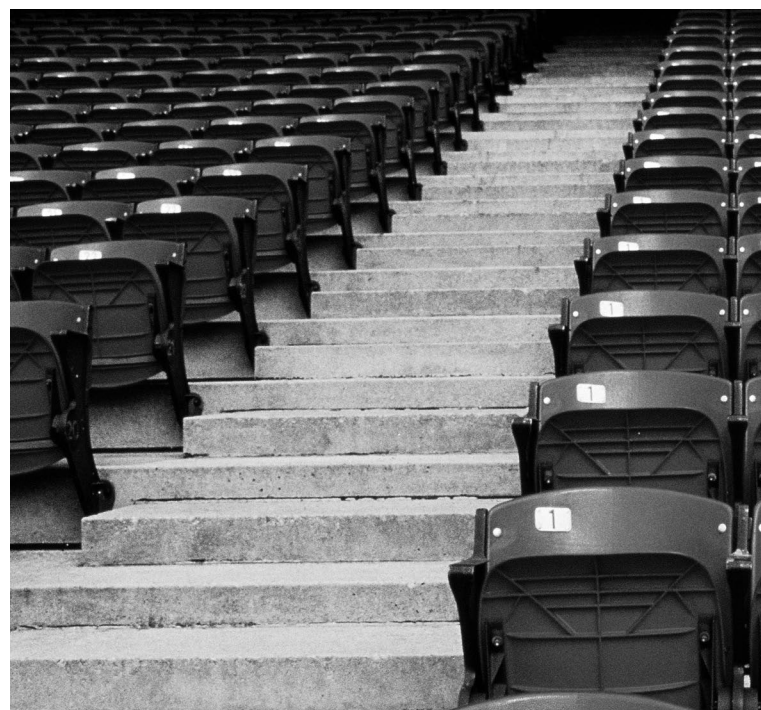
Preparing For Life After High School

- **Project Lead the Way (PLTW).** A nationwide pre-engineering program that begins in middle school and continues into high school. A new PLTW program in Biomedical Sciences is also being introduced into Maryland high schools.

- **Project Citizen.** A nationwide program for middle and high school students that promotes competent and responsible participation in local and state government.

- **Project NEXUS: Linking Middle Schools to College Success.** A federally-funded middle school initiative to help middle school students, particularly students representing diverse, traditionally-underserved populations, participate and succeed in Pre-Advanced Placement (AP) courses. The goal is to increase the numbers of low-income and other disadvantaged students who receive baccalaureate and advanced degrees.

- **Advanced Placement (AP) Courses/Exams.** College-level courses/exams in 22 subject areas that high school students can take to earn advanced standing and/or credit at most of the nation's colleges and universities. MSDE also works closely with local school systems to administer the Advanced Placement Incentive (API) Grant program that provides AP/IB tests fees subsidies for low-income students.

Contact your local school system or your child's school for information about specific programs and initiatives in place locally. For a list of local school system websites, go to **MarylandPublicSchools.org/MSDE/schoolsystems.**

Career and Technology Education (CTE)

With the growth of careers in technology and the increased demand in other areas of employment, Maryland students can get a jump on future success by enrolling in career and technology education (CTE) programs. CTE provides a diverse array of programs organized within 10 career clusters. CTE programs typically begin at the 10th grade or later and include industry-recognized credentials or certificates and/or advanced standing in 2 or 4-year postsecondary institutions. With CTE publications like *Maryland Career Clusters* and *The Top Ten Things Parents Need to Know about CTE*, you can help your child make informed decisions about their future academic and career choices. For a copy of CTE's publications and detailed information about CTE's education programs, go to **MarylandPublicSchools.org/MSDE/divisions/careertech/career_technology.**

Information about Maryland's standards for career development and resources will be added to CTE's website soon to help parents and students in career and academic planning.

Higher Education

For some students and their parents, the reality of attending a postsecondary institution can be intimidating — from meeting college entrance requirements, to knowing about financial aid options and application procedures, to the increased expectations of a student attending a postsecondary institution. MSDE works closely with the Maryland Higher Education Commission (MHEC) to provide information, programs, and assistance to students and parents to help smooth the road to college or university. For more information and assistance, go to **Mhec.state.md.us.**

Libraries as an Educational Resource

Libraries have always been centers for information, but more and more, they are branching out and becoming vital community hubs providing a wide range of technology and educational resources. MSDE oversees approximately 180 public libraries, the Maryland State Library for the Blind and Physically Handicapped, and the State Library Network, which provides access to materials in more than 400 libraries throughout Maryland. The Division of Library Services also works in close partnership with all MSDE divisions to develop programs and outreach activities for the entire library community.

Homework Help

The Maryland public library system literally opens up a world of information now more than ever before with computers that visitors can use to get on the Internet. Today's librarians have become information specialists who can help guide visitors along the Internet and access online resources as easily as the book stacks. With an MPOWER CARD, Maryland's statewide library card, students and parents can access materials from any public library across the state as well as websites and searchable databases to help with homework or school projects without even going to the library:

- **AskUsNow! [AskUsNow.info]** Online access to a librarian to answer any question, 24 hours a day
- **SAILOR. [Sailor.lib.md.us]** A website portal that helps Maryland residents get information anywhere, anytime, including:
  - **Searchasauraus.** A way to search online databases for elementary and middle school students
  - **Science Resource Center**. A science database that allows students, parents, and teachers access without being on site at the library or school
  - **WorldBook Encyclopedia.** A site that searches for articles, state-of-the-art multimedia, editor-reviewed Web sites, periodical content, and more
  - **Student Research Center.** A search engine for magazines, reference books, photos, flags, etc.

Feedback

The Maryland State Department of Education strives to provide parents, students, educators, administrators, and the general public with up-to-date and informative materials about public education. Comments about this publication can be sent to:

> Maryland State Department of Education
> Office of Academic Policy
> ATTN: A Parent's Guide 2008
> 200 West Baltimore Street
> Baltimore, MD 21201-2595

While MSDE cannot send an individual response due to volume, we do appreciate your comments to help improve our publications and materials.

Ronald A. Peiffer
Deputy State Superintendent
Office of Academic Policy

Nancy S. Grasmick
State Superintendent of Schools

Dunbar Brooks
President
Maryland State Board of Education

Martin O'Malley
Governor

MARYLAND STATE DEPARTMENT OF
EDUCATION
Achievement Matters Most

A Parent's Guide 2008