(B) The amount appropriated under subsection (A) of this section shall be in addition to the amount appropriated in fiscal year 2020.

§ 5–240. Reserved.

§ 5–241. Reserved.

§ 5–241.

The Governor shall include in the annual budget bill funding sufficient to carry out the Blueprint for Maryland's Future in accordance with the following sections:

(1) §§ 5–411 and 5–412 of this title;

(2) §§ 6–122, 6–124, 6–1008, and 6–1011 of this article;

(3) §§ 7–202.1, 7–205.1, and 7–446 of this article; and

(4) § 21–207 of this article.

Subtitle 4. Accountability and Implementation Board.

§ 5–401.

(A) In this subtitle the following words have the meanings indicated.

(B) “Board” means the Accountability and Implementation Board.


(2) “Blueprint for Maryland’s Future” includes, unless the context provides otherwise, the recommendations made by the Commission on Innovation and Excellence in Education.

(D) “Commission” means the Commission on Innovation and Excellence in Education.
(E) "Comprehensive Implementation Plan" means the plan adopted by the Board under § 5–404 of this subtitle.

(F) "Nominating Committee" means the Accountability and Implementation Board Nominating Committee.

5–402.

(A) Beginning on July 1, 2020, and continuing until June 30, 2031, there is an Accountability and Implementation Board.

(B) The Board is an independent unit of State Government.

(C) (1) (i) The purpose of the Board is to hold State and local governments, including county boards, accountable for implementing The Blueprint for Maryland's Future and evaluating the outcomes achieved against the goals of The Blueprint for Maryland's Future and the Commission during the implementation period.

(ii) The Board shall strive to provide equal access to a high-quality education with equitable outcomes for each Maryland student regardless of the student's race, ethnicity, gender, address, disability status, socioeconomic status, or the language spoken in the student's home.

(2) To achieve its purpose, the Board shall:

(i) Develop a Comprehensive Implementation Plan for The Blueprint for Maryland's Future that all units of State and local government responsible for implementing The Blueprint for Maryland's Future will follow;

(ii) Hold State and local governments accountable for implementing the Comprehensive Implementation Plan;

(iii) Monitor implementation of the Comprehensive Implementation Plan during the implementation period; and

(iv) Evaluate the outcomes achieved during implementation of The Blueprint for Maryland's Future.

(D) (1) (i) The Board is composed of seven members appointed by the Governor, with the advice and consent of the Senate, chosen
FROM A SLATE PREPARED BY THE NOMINATING COMMITTEE ESTABLISHED UNDER § 5–403 OF THIS SUBTITLE.

(II) WHEN APPOINTING MEMBERS OF THE BOARD, THE GOVERNOR MAY NOT REJECT SHALL SELECT FROM THE SLATE OF NOMINEES NOMINATED IN ACCORDANCE WITH § 5–403(C) OF THIS SUBTITLE.

(2) THE BOARD SHALL CONSIST OF INDIVIDUALS WHO COLLECTIVELY HAVE:

(i) REFLECT, TO THE EXTENT PRACTICABLE, THE GEOGRAPHIC, RACIAL, ETHNIC, CULTURAL, AND GENDER DIVERSITY OF THE STATE; AND

(ii) HAVE A HIGH LEVEL OF KNOWLEDGE AND EXPERTISE IN:

(i) EARLY EDUCATION THROUGH SECONDARY EDUCATION POLICY;

(ii) POSTSECONDARY EDUCATION POLICY;

(iii) TEACHING IN PUBLIC SCHOOLS;

(iv) STRATEGIES USED BY TOP–PERFORMING STATE AND NATIONAL EDUCATION SYSTEMS IN THE WORLD;

(v) LEADING AND IMPLEMENTING SYSTEMIC CHANGE IN COMPLEX ORGANIZATIONS; AND

(vi) FINANCIAL AUDITING AND ACCOUNTING.


(4) A MEMBER OF THE BOARD:

(i) MAY NOT RECEIVE COMPENSATION AS A MEMBER OF THE BOARD; BUT

(ii) IS ENTITLED TO REIMBURSEMENT FOR EXPENSES UNDER THE STANDARD STATE TRAVEL REGULATIONS FOR DUTIES PERFORMED UNDER THIS SUBTITLE.
(5) (I) **The term of a member is 6 years.**

(II) **The terms of the members are staggered as follows:**

1. **The terms of 3 initial members shall terminate on July 1, 2023;**

2. **The terms of 2 initial members shall terminate on July 1, 2024; and**

3. **The terms of 2 initial members shall terminate on July 1, 2025.**

(III) **A member may be renominated by the Nominating Committee.**

(5) (6) A majority of board members constitutes a quorum.

(5) (6) (7) Action by the board requires the affirmative vote of a majority of the appointed members present.

(E) (1) **The board shall appoint an executive director and hire staff sufficient to carry out its powers and duties under this subtitle.**

(2) **The board may retain any necessary accountants, financial advisers, or other consultants.**

(3) (I) **For fiscal year 2021, the governor shall include an appropriation of at least $1,500,000 in the annual budget for the establishment of the board.**

(II) **For fiscal years 2022 through 2031, the governor shall include in the annual budget bill an appropriation of at least $1,800,000 for the board, which includes funds to support professional staff.**

(III) 1. **For each of fiscal years 2022 through 2024, the governor shall include an appropriation of at least $3,000,000 in the annual budget for the board to be used in accordance with this subparagraph.**
2. **The Board shall use the funds provided under this subparagraph to provide technical assistance to county boards to develop and implement the plan required under this section § 5–404 of this subtitle.**

3. **The Board may allocate a portion of the funds provided under this subparagraph to the CTE Committee to provide technical assistance to county boards to meet the requirements under § 21–207 of this article.**

(f) **The Board may:**

(1) Adopt regulations to carry out the provisions of this subtitle;

(2) Adopt bylaws for the conduct of its business;

(3) Maintain offices at a place the Board designates in the State;

(4) Accept loans, grants, or assistance of any kind from any entity of federal, State, or local government, an institution of higher education, or a private source;

(5) Enter into contracts or other legal instruments, including, as necessary, contracts with independent experts to fulfill any of its duties under this subtitle;

(6) Sue or be sued; and

(7) Subpoena data needed to complete its functions and duties under this subtitle.

(g) (1) Except as provided in this subsection, the Board is exempt from:

(i) Title 10 and Division II of the State Finance and Procurement Article; and

(ii) The provisions of Division I of the State Personnel and Pensions Article that govern the State Personnel Management System.

(2) The Board is subject to the Public Information Act.
(3) (i) The Board is subject to the Open Meetings Act.

(ii) Each open Board meeting shall be made available to the public through live and archived video streaming.

2. The Board shall make publicly available on the internet a complete, unedited archived video recording of each open meeting for a minimum of 5 years after the date of the meeting.

(4) The Board and its officers and employees are subject to the Maryland Public Ethics Law.

(5) The Board and its employees are subject to Title 12, Subtitle 4 of the State Finance and Procurement Article.

(H) (1) The Board is not intended to usurp or abrogate:

(4) (i) The operational authority of the Department, the Governor's Workforce Development Board, the Maryland Higher Education Commission, the Department of Commerce, or the Maryland Department of Labor; or

(ii) The day-to-day decision making of county boards, local superintendents, institutions of higher education, or other stakeholders with a role to play in the implementation of the Blueprint for Maryland's Future; or

(3) (2) The Board may not usurp or abrogate the lawful collective bargaining process due educators and others in the State.

5–403.

(A) There is an Accountability and Implementation Board Nominating Committee.

(B) (1) The Nominating Committee is composed of six members.

(2) The Governor, the President of the Senate, and the Speaker of the House of Delegates each shall appoint two members to the Nominating Committee.

(3) The term of a member is 5 years.
(3) (4) The Nominating Committee shall consist of individuals who have:

(i) Collectively reflect, to the extent practicable, the geographic, racial, ethnic, cultural, and gender diversity of the State; and

(ii) Have collective knowledge of:

(i) 1. Education policy for early childhood education through postsecondary education;

(ii) 2. Education strategies used by top-performing state and national systems in the world;

(iii) 3. Systemic changes in complex organizations; and

(iv) 4. Financial auditing and accounting.

(c) (1) On initial establishment and when there is a vacancy on the Board, the Nominating Committee shall nominate a slate of nominees to fill the vacancy.

(2) (i) For the initial establishment of the Board, the slate of nominees shall contain a sufficient number at least nine of individuals to meet the Board qualifications listed in § 5–402(d) of this subtitle.

(ii) For a vacancy, the slate of nominees shall contain at least two individuals for each vacant position on the Board.

(d) Nominations for the Board made by the Nominating Committee shall be decided by a majority vote, provided that at least one vote cast in the majority is a vote cast by each of a member appointed by the Governor, the President of the Senate, and the Speaker of the House, provided that at least one vote cast in the majority is a vote cast by a member appointed by the Governor.

5–404.

(A) (1) The Board shall develop a comprehensive implementation plan to implement the Blueprint for Maryland's
FUTURE, CONSIDERING ANY INPUT PROVIDED BY INTERESTED STAKEHOLDERS IN
THE STATE.

(2) THE COMPREHENSIVE IMPLEMENTATION PLAN SHALL INCLUDE
A TIMELINE FOR IMPLEMENTATION OF THE BLUEPRINT FOR MARYLAND'S FUTURE WITH KEY MILESTONES TO BE ACHIEVED BY EACH STATE OR
LOCAL GOVERNMENT UNIT REQUIRED TO IMPLEMENT AN ELEMENT OF THE
BLUEPRINT FOR MARYLAND'S FUTURE FOR EACH YEAR OF THE
IMPLEMENTATION PERIOD.

(3) (i) THE COMPREHENSIVE IMPLEMENTATION PLAN SHALL BE
(ii) ANY CHANGES TO THE COMPREHENSIVE IMPLEMENTATION
PLAN SHALL BE ADOPTED BY THE BOARD NO LATER THAN AUGUST 1 OF EACH YEAR.

(B) (1) THE BOARD SHALL ADOPT GUIDELINES FOR ENTITIES REQUIRED
TO SUBMIT AND CARRY OUT IMPLEMENTATION PLANS UNDER THIS SECTION THAT
INCLUDE ESTABLISHING A MAXIMUM PAGE LENGTH, INCLUDING APPENDICES, FOR
IMPLEMENTATION PLANS.

(2) STATE AND LOCAL GOVERNMENT UNITS RESPONSIBLE FOR
IMPLEMENTING AN ELEMENT OF THE BLUEPRINT FOR MARYLAND’S FUTURE SHALL
DEVELOP IMPLEMENTATION PLANS CONSISTENT WITH THE COMPREHENSIVE
IMPLEMENTATION PLAN THAT DESCRIBE THE GOALS, OBJECTIVES, AND
STRATEGIES THAT WILL BE USED TO IMPROVE STUDENT ACHIEVEMENT AND MEET
THE BLUEPRINT FOR MARYLAND’S FUTURE RECOMMENDATIONS
FOR EACH SEGMENT OF THE STUDENT POPULATION.

(3) (i) After December 15, 2020 February 15, 2021, and no
later than February April 1, 2021, the Department shall develop
CRITERIA TO BE USED TO RECOMMEND APPROVAL OR DISAPPROVAL OF LOCAL
SCHOOL SYSTEM IMPLEMENTATION PLANS AND RELEASE OF FUNDS UNDER THIS
SECTION SUBTITLE.
(ii) THE CRITERIA SHALL BE SUBMITTED FOR APPROVAL TO
THE BOARD.

(C) (1) (i) Each unit responsible for developing an
IMPLEMENTATION PLAN UNDER THIS SECTION, SHALL SUBMIT THE PLAN TO THE
BOARD FOR APPROVAL ON OR BEFORE SEPTEMBER JUNE 15, 2021.
(II) Each local school system shall submit a copy of its plan to the Department for review and a recommendation of approval or disapproval.

(2) Governmental units shall submit implementation plans on elements of The Blueprint for Maryland's Future under this subsection, including:

(i) Plans from each local school system to implement each element of The Blueprint for Maryland's Future, including how to adapt:

1. Adapt curriculum, instruction, and the organization of the school day to enable more students to achieve college and career readiness by the end of 10th grade, to provide students with needed services including community-partnered behavioral health services if appropriate, and to identify students who are falling behind and develop a plan to get them back on track;

2. Close student achievement gaps listed under § 5-408(a)(2)(i) of this subtitle within the local system; and

3. Avoid the disproportionate placement of students with particular racial, ethnic, linguistic, economic, or disability status characteristics with novice teachers or teachers providing instruction in fields in which they lack expertise; and

4. Use additional funds for teacher collaborative time in accordance with Title 6, Subtitle 10 of this article prioritized based on availability of a sufficient number of high quality teachers;

(II) The joint plan of the Department and the Maryland Higher Education Commission for teacher preparation and training that meets the requirements under Title 6 of this article;

(III) A plan from the Department for the expansion and coordination of Judy Centers under § 5-230 of this title and a plan for the expansion of community-based family support centers under Title 9.5, Subtitle 10 of this article;

(IV) The Department's plan for selection, assembly, and deployment of expert review teams under § 5-411 of this subtitle;
(V) The Department's plan for implementing the teacher career ladder and training Maryland teachers, school leaders, and administrators under Title 6, Subtitle 10 of this article;

(VI) The Career and Technical Education Committee plan for developing rigorous CTE pathways under § 24-706 § 21-207 of this article; and

(VII) Plans from each local school system on proposed memoranda of understanding for prekindergarten in accordance with § 7-1A-05 of this article; and

(VIII) Any other implementation plans the Board determines are necessary.

(3) An implementation plan submitted to the Board for approval under this section shall be consistent:

(i) Consistent with the developed guidelines and, if applicable, the approved criteria under subsection (b) of this section; and

(ii) Concise and focused on the measures taken and the measures to be taken to implement and achieve the Blueprint's goals.

(4) A responsible government unit shall amend the implementation plan until it is approved by the Board.

(D) The Board shall:

(1) Review and approve implementation plans submitted under subsection (c) of this section;

(2) Monitor the implementation of approved plans and work in partnership with the relevant agencies to:

(i) Disseminate information on best practices, programs, and resources;

(ii) Provide technical assistance and training;

(iii) Resolve implementation issues as they arise; and

(iv) Promote interagency efforts to:
1. **ACHIEVE THE PURPOSES OF THE BLUEPRINT FOR MARYLAND’S FUTURE; AND**

2. **REDUCE THE EFFECTS OF SOCIETAL AND ECONOMIC ISOLATION ON STUDENT ACHIEVEMENT AND OPPORTUNITY BY PROMOTING SOCIOECONOMIC DIVERSITY IN COMMUNITIES AND SCHOOLS;**

3. **(3) RECEIVE PERIODIC UPDATES, IN ACCORDANCE WITH THE BOARD’S GUIDELINES, ON PROGRESS RESPONSIBLE ENTITIES ARE MAKING TOWARDS REACHING THE IMPLEMENTATION PLAN GOALS; AND**

4. **(4) REQUEST ANY INFORMATION THE BOARD DETERMINES IS NECESSARY TO CARRY OUT ITS OBLIGATIONS FROM ANY ENTITY RESPONSIBLE FOR CARRYING OUT THE IMPLEMENTATION PLANS UNDER THIS SECTION.**

5. **(E) A GOVERNMENTAL UNIT RESPONSIBLE FOR DEVELOPING AND CARRYING OUT AN IMPLEMENTATION PLAN SHALL PROVIDE:**

6. **(1) PERIODIC UPDATES, WHEN REQUESTED BY THE BOARD, ON ITS PROGRESS TOWARDS MEETING THE IMPLEMENTATION PLAN GOALS; AND**

7. **(2) ANY INFORMATION THE BOARD REQUESTS.**

8. **(F) THE BOARD SHALL MAINTAIN A PUBLIC WEBSITE ON WHICH IS PUBLISHED:**

9. **(1) THE COMPREHENSIVE IMPLEMENTATION PLAN;**

10. **(2) THE DEPARTMENT’S CRITERIA, DEVELOPED UNDER SUBSECTION (B)(3) OF THIS SECTION;**

11. **(3) PROPOSED IMPLEMENTATION PLANS, SUBMITTED UNDER SUBSECTION (C) OF THIS SECTION; AND**

12. **(4) IMPLEMENTATION PLANS APPROVED BY THE BOARD UNDER SUBSECTION (D) OF THIS SECTION.**

13. **(G) A UNIT OF STATE GOVERNMENT REQUIRED TO IMPLEMENT AN ELEMENT OF THE BLUEPRINT FOR MARYLAND’S FUTURE SHALL, BEFORE ADOPTING REGULATIONS RELATING TO THE BLUEPRINT, CONSULT WITH THE BOARD.**
(H) For each of fiscal years 2021 through 2025, the governing body of a county and the local school system jointly shall appoint a single implementation coordinator responsible for the implementation of the Blueprint for Maryland's Future by all government units operating in the county.

5–405.

(A) Subject to the judgment of the Board and in accordance with this section, each fiscal year a portion of the increase in the State share of major education aid, as defined in § 5–201 of this title, over the amount provided in the prior fiscal year shall be withheld from public schools and local school systems.

(B) Except as otherwise provided in this section, beginning in fiscal year 2022, 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.

(C) Beginning in fiscal year 2022, and ending in fiscal year 2024, the Board shall release these funds each year if the Board finds that a local school system or public school:

(1) has developed an initial implementation plan under § 5–404 of this subtitle; and

(2) has received approval for its initial implementation plan and for any subsequent modifications.

(D) Beginning in fiscal year 2025, the Board shall consider releasing funds withheld under this section to a public school or local school system if:

(1) the Board receives a recommendation to release funds from:

   (i) the department;

   (ii) the career and technical education committee established under § 21–207 of this article; or

   (iii) an expert review team established under § 5–411 of this subtitle; or
(2) The Board determines that a public school or local school system has made sufficient progress on an implementation plan or taken appropriate steps to improve student performance.

(E) The Board may withhold more than 25% of the increase in the state share of major education aid over the amount provided in the current fiscal year from a public school or local school system, if, in the judgment of the Board:

(1) A local school system has not made satisfactory efforts to develop or revise the implementation plan required to be approved by the Board under § 5–404 of this subtitle;

(2) A public school or local school system has not made sufficient progress on its implementation plan; or

(3) A public school or local school system has not taken appropriate steps to improve student performance.

(F) In determining whether to release or withhold additional funds under this section, the Board shall consider whether a public school or local school system has been responsive to the recommendations of the Department, the Career and Technical Education Committee, an expert review team, and the Board's staff.

(G) The Board shall notify the Governor, the President of the Senate, and the Speaker of the House of Delegates of a decision not to release funds or to withhold additional funds.

(H) (1) If the Board finds that funding should not be released under subsection (C) or subsection (D) of this section, the Board shall, on or before December 1, issue an initial warning to the public school principal or county superintendent that funds may not be released in the next fiscal year.

(2) A warning issued under paragraph (1) of this subsection shall inform the local principal and county superintendent of:

(i) The findings by the Board and the reasoning for the findings; and

(ii) Any steps that may be undertaken to remedy the finding.
(3) On or before February 1, the Board shall make a final determination on whether to release funds under this section for the next fiscal year.

(4) If a public school or local school system makes progress in some areas but not in others, the Board may determine that a portion of the funds may be released while a portion may be withheld.

(i) The Board shall notify the State Superintendent and the Comptroller for purposes of § 5–205 of this title by June 1 of each year of the Board’s final decision to release, not release, or withhold additional funds under this section in the next fiscal year.

(j) (1) The Board may determine it is necessary to release or withhold funds for the current fiscal year.

(2) The Board shall notify the State Superintendent and the Comptroller as soon as practicable for purposes of § 5–205 of this title if it decides to release or withhold additional funds during the current fiscal year.

(k) The Board shall develop an appeals process through which a public school or local school system may contest the withholding of funds under this section.

5–406.

(A) The Board shall review the use of funds provided under Subtitle 2 of this title by the State and local government agencies responsible for implementing The Blueprint for Maryland’s Future.

(B) (1) On or before January 1 each year in 2021 through 2031, the Department shall submit to the Board information on the use of school–level expenditures in the current fiscal year, collected under § 5–101 of this title, to aid the Board in fulfilling its responsibilities under this subtitle.

(2) (i) Each Subject to Subparagraph (ii) of this paragraph, each local school system shall report to the Department, in a manner determined by the Department, on school–level spending to aid the Department in fulfilling its obligations under this subtitle.
(II) EACH LOCAL SCHOOL SYSTEM THAT INCLUDES PUBLIC CHARTER SCHOOLS SHALL ACCOUNT IN THE REPORT REQUIRED UNDER THIS SUBSECTION FOR THE DISTRIBUTION OF SCHOOL-LEVEL FUNDING TO PUBLIC CHARTER SCHOOLS TO DEMONSTRATE COMPLIANCE WITH § 5–234 OF THIS TITLE.

(C) THE BOARD SHALL MONITOR THE EXPENDITURES OF LOCAL SCHOOL SYSTEMS TO ENSURE THAT MINIMUM SCHOOL-LEVEL FUNDING REQUIREMENTS UNDER § 5–234 OF THIS TITLE ARE MET.

(D) THE BOARD SHALL MONITOR THE EXPENDITURES OF FUNDING PROVIDED TO LOCAL SCHOOL SYSTEMS UNDER § 5–223 OF THIS TITLE TO ENSURE THAT PUBLIC SCHOOLS ARE PROVIDING THE NECESSARY SERVICES.

(E) (1) THE BOARD SHALL MONITOR HOW ADDITIONAL SPECIAL EDUCATION FUNDING PROVIDED UNDER § 5–225 OF THIS TITLE IS BEING USED, INCLUDING:

(i) THE AGGREGATE NUMBER OF CHILDREN IN SPECIAL EDUCATION SERVICES BY SCHOOL; AND

(ii) THE SPECIAL EDUCATION SERVICES THAT HAVE BEEN PROVIDED THROUGH FUNDING UNDER § 5–225 OF THIS TITLE.

(2) IF A LOCAL SCHOOL SYSTEM IS NOT SPENDING FUNDING ALLOCATED UNDER § 5–225 IN ADDITION TO SPECIAL EDUCATION SPENDING LEVELS PROVIDED BY STATE AND LOCAL FUNDS ON JUNE 30, 2020, THE SCHOOL SYSTEM SHALL PROVIDE A WRITTEN RESPONSE TO THE BOARD EXPLAINING WHY ADDITIONAL SPENDING ON SPECIAL EDUCATION IS NOT NECESSARY.

(F) THE BOARD MAY SHALL DEVELOP AN APPEALS PROCESS THROUGH WHICH LOCAL SCHOOL SYSTEMS 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.

5–407.

(A) BEGINNING IN FISCAL YEAR 2022, THE BOARD MAY DETERMINE TO WITHHOLD APPROPRIATED FUNDS FROM THE DEPARTMENT, THE MARYLAND HIGHER EDUCATION COMMISSION, THE CAREER AND TECHNICAL EDUCATION COMMITTEE, OR ANY OTHER ENTITY OF STATE OR LOCAL GOVERNMENT RESPONSIBLE FOR DEVELOPING AN IMPLEMENTATION PLAN UNDER § 5–404 OF THIS SUBTITLE IF THE ENTITY:
(1) Has not developed an initial implementation plan, or
has not had its implementation plan approved; or

(2) Has not implemented its implementation plan
appropriately.

(B) The Board shall notify the Comptroller, the Governor, the
President of the Senate, and the Speaker of the House of Delegates
regarding the intent to withhold appropriated funds under this
section.

(C) After receiving notification from the Board under
subsection (b) of this section, the Comptroller shall withhold the
amount of funding that the Board determines is necessary to be
withheld.

5-408.

(A) In order to meet its obligation to track whether The
Blueprint for Maryland's Future is progressing according to plan, the
Board shall:

(1) Develop guidelines for the submission of reports by:

   (i) The Department;

   (ii) Local school systems; and

   (iii) Public schools;

(2) Using reports submitted in accordance with item (1) of
this subsection, and the Board's ongoing monitoring as a guide, gather
and analyze disaggregated data, in accordance with subsection (c) of
this section, to measure progress made on the implementation of the
Blueprint for Maryland's Future, by examining:

   (i) The effects of student performance over time,
with specific emphasis on closing achievement gaps between student
groups of different:

1. Race;

2. Ethnicity;
3. Disability status;
4. Household income; and
5. **Linguistic status; and**

5, 6. Any other student group characteristics that feature achievement gaps as determined by the Board; and

(ii) Student outcomes, such as:

1. Absenteeism;
2. Disciplinary action;
3. Enrichment opportunities; and
4. Meaningful family involvement;

(3) Monitor and review the performance of each teacher preparation program at an institution of higher education and alternative teacher preparation program;

(4) Monitor changes in the concentration of students eligible for free and reduced price meals within public schools and local school systems;

(5) Examine the school-level diversity of public school staff and student bodies;

(6) **Monitor and review the placement and concentration of students in particular racial, ethnic, linguistic, economic, and disability status groups assigned to:**

(i) Novice teachers;

(ii) Teachers providing instruction in fields in which they lack expertise;

(iii) Substitute teachers who teach the same class for more than 1 week; and
(IV) Effective teachers, including teachers at levels three and four of the career ladder established under Title 6, Subtitle 10 of this article;

(7) Monitor and review the progress of community schools receiving grants under § 5–223 of this article;

(8) Monitor public schools and local school systems to ensure that sufficient numbers of teachers are participating in the career ladder and achieving National Board Certification, as provided in Title 6, Subtitle 10 of this article;

(7)(9) Examine the racial, ethnic, disability–status, and income makeup of full–day prekindergarten students, disaggregated by providers, and monitor whether the mix of public and private prekindergarten providers is effectively meeting the needs of families; and

(8)(10) Approve the plans for deployment of expert review teams submitted by the Department and the Career and Technical Education Committee under §§ 5–409 and 5–410 §§ 5–411 and 5–412 of this subtitle.

(B) (1) In gathering and analyzing data to complete its duties under this subtitle, the Board may collect data from any relevant entities, including the Maryland Longitudinal Data System Center established under Title 24, Subtitle 7 of this article.

(2) If additional data is needed for the Board to complete its duties, the Board may request that other appropriate government agencies aid in the collection of data.

(3) Unless otherwise prohibited by law, an agency shall provide the Board with any requested data.

(4) Unless otherwise prohibited by law, a government agency whose aid the Board has requested under this subsection shall regularly collect the requested data and provide it to the Board.

(C) The Board shall work with the Maryland Longitudinal Data System Center to collect and analyze data necessary to carry out the Board’s responsibilities under this subtitle and may direct the Maryland Longitudinal Data System Center to provide:
(1) A RESEARCHER DESIGNATED BY THE BOARD ACCESS TO THE DATA IN THE MARYLAND LONGITUDINAL DATA SYSTEM IN ACCORDANCE WITH THE PROCEDURES FOR STAFF AUTHORIZATION AND DATA ACCESS ESTABLISHED BY THE MARYLAND LONGITUDINAL DATA SYSTEM GOVERNING BOARD;

(2) AGGREGATE DATA TABLES; OR

(3) RESEARCH OR EVALUATION.

(D) ANY STUDENT-LEVEL INFORMATION REPORTED TO OR BY THE BOARD SHALL BE DISAGGREGATED BY RACE, ETHNICITY, GENDER, FAMILY INCOME LEVEL, LINGUISTIC STATUS, AND DISABILITY STATUS.

5–409.

(A) IN ADDITION TO ANY OTHER DUTIES ASSIGNED OR DUTIES GRANTED TO THE BOARD UNDER THIS SUBTITLE, THE BOARD HAS THE POWER TO PERFORM THE DUTIES DESCRIBED IN THIS SECTION.

(B) THE BOARD SHALL:

(1) OVERSEE THE WORK OF THE CAREER AND TECHNICAL EDUCATION COMMITTEE ESTABLISHED UNDER § 21–207 OF THIS ARTICLE;

(2) COORDINATE THROUGH THE DEPARTMENT, THE STATE’S PARTICIPATION IN THE ORGANIZATION FOR ECONOMIC COOPERATION AND DEVELOPMENT’S PROGRAM FOR INTERNATIONAL STUDENT ASSESSMENT SURVEY PROGRAM;

(3) REPORT IN ACCORDANCE WITH § 5–408(C) OF THIS SUBTITLE, REPORT ON OR BEFORE NOVEMBER 1 EACH YEAR FOR CALENDAR YEARS 2021 THROUGH 2030, TO THE GOVERNOR, THE PUBLIC, AND, IN ACCORDANCE WITH § 2–1257 OF THE STATE GOVERNMENT ARTICLE, THE GENERAL ASSEMBLY, ON:

(I) PROGRESS MADE ON THE IMPLEMENTATION OF THE BLUEPRINT FOR MARYLAND’S FUTURE;

(II) RECOMMENDED LEGISLATIVE CHANGES, INCLUDING ANY CHANGES NECESSARY TO ENSURE THAT THE IMPLEMENTATIONS HAVE ADEQUATE RESOURCES AND MEASUREMENTS;

(III) THE DEGREE TO WHICH STATE AND LOCAL AGENCIES, AS APPLICABLE, ARE CARRYING OUT THEIR ASSIGNED ROLES IN IMPLEMENTING THE BLUEPRINT FOR MARYLAND’S FUTURE; AND
(iv) Whether the funds provided by the State and local governments are consistent with the Board’s estimate of what is necessary to fully implement The Blueprint for Maryland’s Future; and

(4) Provide training to Expert Review Teams established under § 5–411 of this subtitle.

(C) The Board may:

(1) Recommend that the Department and the Maryland Higher Education Commission review the accreditation of a program reviewed under § 5–408(a)(3) of this subtitle that was found to be ineffective;

(2) Determine that the career ladder system under Title 6, Subtitle 10 of this article has been well established throughout the State for the purposes of implementing The Blueprint for Maryland’s Future;

(3) Make grants to innovative programs developed by public schools, institutions of postsecondary education, nonprofits, and other persons that help further the Board’s purpose; and

(4) Perform any other duties necessary to carry out the powers granted under this subtitle.

5–410.

(A) In addition to its own assessments and tracking of progress, required under § 5–406 of this subtitle, the Board shall contract with a public or private entity to conduct an independent evaluation of the State’s progress in implementing The Blueprint for Maryland’s Future and achieving the expected outcomes during the implementation period.

(B) The independent evaluation shall include an assessment of:

(1) The use of additional funding to meet the goals of The Blueprint for Maryland’s Future;

(2) Progress toward the goals of The Blueprint for Maryland’s Future and whether the goals have been achieved; and
(3) Any recommendations to alter the goals or strategies employed to reach the goals, including new uses for existing funds or additional funding.

(c) (1) An entity with which the Board contracts for an independent evaluation shall report its results to the Board on or before:

(i) October 1, 2024; and

(ii) October 1, 2030.

(2) The Board shall contract for each independent evaluation as soon as practicable.

(d) (1) (i) On or before December 1, 2024, the Board shall, using the first independent evaluation and its own judgment, report to the Governor and, in accordance with § 2–1257 of the State Government Article, the General Assembly on whether the Blueprint for Maryland's Future is being implemented as intended and achieving the expected outcomes.

(ii) The Board's report shall include an assessment of the State's progress towards:

1. Increasing the number of teachers achieving National Board Certification;

2. Providing full-day prekindergarten programs for 3- and 4-year olds in accordance with Title 7, Subtitle 1A of this article; and

3. Improving behavioral health services in accordance with § 7–446 of this article;

4. Ensuring that students enrolled in public schools meet college and career standards in accordance with § 7–205.1 of this article.

(iii) The Board's report shall include any legislative or structural corrections necessary to fully implement the Blueprint.
(2) On or before December 1, 2030, the Board shall report on the results of the final independent evaluation to the Governor and, in accordance with § 2–1257 of the State Government Article, the General Assembly.

(3) The Board’s reports under this subsection shall include:

(i) Practices being used to close achievement gaps between students of different groups listed in § 5–408(a)(2)(i) of this subtitle;

(ii) Progress made in closing the achievement gaps listed under item (i) of this paragraph; and

(iii) Assessments of student outcomes listed under § 5–408(a)(2)(ii) of this subtitle, disaggregated by race, income, ethnicity, and gender.

(E) (1) The Board shall determine:

(i) Whether the Blueprint for Maryland’s Future is working as intended;

(ii) What steps are necessary to continue providing a globally competitive education to the children of the State; and

(iii) If any changes to the structure, functioning, and authority of State and local agencies responsible for education are necessary; and

(iv) Whether the Board should continue to monitor implementation of the Blueprint after June 30, 2031.

(2) In making its determination, the Board shall examine the manner in which State and local government entities responsible for implementing the Blueprint for Maryland’s Future have contributed to educating, training, providing learning opportunities for, and developing the careers of students and young people in the State.

(3) The Board shall identify ways to foster partnerships between local school systems, public schools, and institutions of higher education, and develop collaborative relationships among the
ENTITIES EXAMINED UNDER PARAGRAPH (2) OF THIS SUBSECTION TO CREATE A WORLD–CLASS 21ST–CENTURY EDUCATION SYSTEM IN THE STATE.

(4) The Board shall report its findings under this subsection in the report required under subsection (d)(2) of this section.

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(A) In this section, “Program” means the Expert Review Team Program.

(B) The Department shall establish, administer, and supervise an Expert Review Team Program.

(C) The purpose of the Program is for teams of expert educators to:

(1) Conduct interviews, observe classes, and use other data to analyze the extent to which The Blueprint for Maryland’s Future is being implemented; and

(2) Collaborate with school–based faculty and staff and local school system staff to:

(i) Determine reasons why student progress is insufficient; and

(ii) Develop recommendations, measures, and strategies to address the issues identified by the Expert Review Team.

(D) (1) The Department shall select highly regarded Expert Review Team members for the Program, 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:

(i) Teachers who are represented by teachers’ organizations that, for purposes of collective bargaining, represent a majority of teachers in the State or in a local school system;

(ii) School leaders; and
(III) Other individuals who have expertise directly relevant to the purpose and duties of the Program.

(2) After the career ladder under Title 6, Subtitle 10 of this article is well established throughout the State, the Department shall select expert review team members from expert teachers and principals who are in senior positions on the career ladder.

(3) To the extent practicable, a teacher who visits an elementary, middle, or high school as a member of an expert review team shall have experience working in or knowledge of the type of school being visited.

(E) Each member of an expert review team shall be thoroughly trained by the Board on the blueprint for Maryland's Future and its rationale, including detailed information on the way similar systems work in top-performing school systems in the world.

(F) (1) During a school visit, an expert review team shall:

(i) Conduct comprehensive in-school investigations of the causes of poor student performance; and

(ii) Make recommendations to the following entities on the measures needed to improve the performance of low-performing schools and correct identified problems:

1. Principal and county superintendent;

2. School faculty;

3. County boards of education; and

4. The community.

(2) An expert review team may, in the course of its work under paragraph (1) of this subsection:

(i) Perform evaluations of behavioral health services provided in a school; and

(ii) If the team determines that poor student performance is due, in part, to missing or inadequate behavioral health
SERVICES, MAKE RECOMMENDATIONS TO THE APPROPRIATE ENTITIES TO CORRECT
THE IDENTIFIED PROBLEMS.

(3) After a school visit, an Expert Review Team shall submit
a report to the Department within the time period, in the manner, and
including the information required by the Department.

(G) (1) Beginning on or before July 1, 2021, and each July 1
through 2030, the Department shall develop and submit to the Board
for approval a plan to deploy the Expert Review Teams in the following
school year.

(2) (i) Beginning on July 1, 2023, the Department shall
send Expert Review Teams to at least 10% of public schools in at least
three different local school systems each year.

(ii) An Expert Review Team shall be sent at least once
to every public school in the State by the end of the 2030–2031 school
year.

(3) (i) The Department shall, in accordance with an
approved deployment plan and subject to the provisions of this
subsection, send an Expert Review Team to:

1. Each school determined to be one of the
lowest performing schools in the State once each year;

2. Schools determined to be lower performing
schools in the State on a regular schedule but not every year; and

3. Schools determined to be the highest
performing in the State; and

3.4. All other schools at intervals determined by
a randomized selection process.

(ii) The lowest and highest performing schools shall
be determined by analyzing performance data of schools with:

1. A. The lowest overall performance on
State assessments; and

B. Subgroups The performance of subgroups of
students who performed poorly on State assessments; or
2. Based on data produced by the data monitoring system established under the federal Every Student Succeeds Act.

(4) Beginning on July 1, 2025, a school that has not been selected for review by an Expert Review Team may submit a request to the Department for a review.

(5) The Board may request that the Department send an Expert Review Team to a particular school.

(H) During the period from July 1, 2023, through June 30, 2025, the report and recommendations of an Expert Review Team shall be advisory only and may be used by a school and local school system to strengthen the school program and the management of the school and local school system.

(I) (1) Beginning on July 1, 2025, the report and recommendations of an Expert Review Team shall be used by the Department as the basis for a recommendation to the Board under § 5-404 5-405 of this subtitle as to whether to release a portion of the annual increase in funding for the upcoming school year because the school and the local school system have developed a satisfactory plan for the use of the funds consistent with Expert Review Team's recommendations.

(ii) In fulfilling its duties under this subsection, an Expert Review Team in the Program may make recommendations on:

1. Requiring State action in accordance with § 7–203.4 of this article; or

2. Pairing the school with a higher performing school with similar demographics from which the school leadership collaborates and shares expertise for the benefit of faculty and staff.

(2) If the Board determines that all or a portion of a school's annual increase in funding should not be released due to an unsatisfactory plan, the Department shall work with the school and local school system to develop a satisfactory plan to allow release of the withheld funds.

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