



Mohammed Choudhury
State Superintendent of Schools

The Honorable Larry Hogan
Governor
State House
100 State Circle
Annapolis, Maryland 21401 – 1925

The Honorable Bill Ferguson
President of the Senate
State House, H-107
100 State Circle
Annapolis, Maryland 21401

The Honorable Adrienne A. Jones
Speaker of the House of Delegates
State House, H-101
100 State Circle
Annapolis, Maryland 21401

Re: Retention Data of First Year Teachers Participating in the Teacher Induction, Retention, and Advancement Pilot Program (MSAR #10990)

Dear Governor Hogan, President Ferguson, and Speaker Jones:

During the 2016 legislative session, Senate Bill 493 passed establishing the Teacher Induction, Retention, and Advancement (TIRA) Pilot Program. The TIRA Pilot program affords first-year teachers participating in the program at least 20% more time than non-participating first year teachers to engage in mentoring, peer observation, assistance with planning, or other preparation activities. The additional time afforded to a first-year teacher who participates in the program may not include student supervision or administrative responsibilities. At the request of a first-year teacher participating in the program to the principal of a school, the additional time afforded may include support from a veteran teacher. A local board of education must provide each program participant from that jurisdiction with information regarding resources available to the first-year teacher that may be used during the additional time that includes mentoring, peer observation, and assistance with planning.

The legislation requires that, on December 1, 2021, the Maryland State Department of Education (MSDE) reports to the Governor and the General Assembly the retention data of first year teachers who are teaching four and five years after participating in the TIRA Pilot program versus the number of first year teachers who were similarly situated but did not participate in the Program. Additionally, the legislation tasks the MSDE with making a recommendation to continue, modify, or eliminate the TIRA Pilot program. In accordance with these reporting requirements, the MSDE is submitting the retention data for participants and nonparticipants of the TIRA Pilot program and making a recommendation for your consideration.

During the 2017-2018 school year, three local school systems participated in the TIRA Pilot program: Prince George's County Public Schools (PGCPS), Montgomery County Public Schools (MCPS), and Washington County Public Schools (WCPS).

The tables below display retention data for the first cohort of participants who are teaching four years after participating in the TIRA Pilot program, as well as retention data for similarly situated first year teachers who did not participate in the program and are teaching four years later. Table 1 depicts the combined retention data for all three participating local school systems, and Table 2 depicts disaggregated retention data for each participating local school system.

Table 1 - Retention data aggregated for all three participating local school systems

	Year 1 (2017-2018) Implementation Year	Year 2 (2018- 2019)	Year 3 (2019- 2020)	Year 4 (2020- 2021)	Year 5 (2021- 2022)	Retention Rate
TIRA (n= 64)	64	56	46	45	44	68.75%
Non-TIRA (n= 61)	61	53	40	39	37	60.66%

Table 1 reflects an increase of 8.9% in the retention rate over the course of four years for first year teachers who participated in the pilot program compared to those who did not participate.

Table 2 - Retention data disaggregated by each participating local school system

	Year 1 (2017-2018) Implementation Year	Year 2 (2018- 2019)	Year 3 (2019- 2020)	Year 4 (2020- 2021)	Year 5 (2021- 2022)	Retention Rate
MCPS Cohort						
<i>TIRA (n= 18)</i>	18	15	15	15	15	83.4%
<i>Non-TIRA (n= 18)</i>	18	18	18	18	17	94.5%
PGCPS Cohort						
<i>TIRA (n= 21)</i>	21	19	15	14	13	62.0%
<i>Non-TIRA (n= 23)</i>	23	15	6	5	4	16.4%
WCPS cohort						
<i>TIRA (n= 25)</i>	25	22	16	16	16	64.0%
<i>Non-TIRA (n= 20)</i>	20	20	16	16	16	80.0%

Table 2 reflects a 45.6% increase in the retention rate in PGCPS, 11.1% decrease in MCPS, and 16% decrease in WCPS. It is important to note that PGCPS did not pursue funding after Year 1; therefore, it is unclear whether there is a correlation between the TIRA program and the increase in retention.

The MSDE is recommending the elimination of the TIRA Pilot program for the following reasons:

1. Retention data for two of the three participating local school systems shows a decrease in retention for those who participated in the TIRA Pilot program compared with teachers who did not participate;
2. Only one local school system (MCPS) has applied for funding to continue the TIRA Pilot program since the 2018-2019 school year;
3. During the 2020-2021 school year, only \$135,411 of the \$1 million dollars of allocated funds were requested;

4. The local school systems that did participate in year one both shared that given the increasing teacher and substitute shortage, program implementation would not be possible as the necessary personnel are not available to provide 20% additional time to first year teachers. Further, given the time limited nature of this grant program, the local school systems were not comfortable using the funds to hire classroom teachers to cover this additional time; and
5. The *Blueprint for Maryland's Future* charges the MSDE with developing guidelines for the establishment of induction programs. These guidelines will be rooted in evidence-based best practices, and will be comprehensive in nature.

If you have questions or need additional information, please contact Ary Amerikaner, Chief of Staff, at (410) 767-0090 or by email at ary.amerikaner@maryland.gov.

Best Regards,



Mohammed Choudhury
State Superintendent of Schools