



Karen B. Salmon, Ph.D.
State Superintendent of Schools

TO: Members of the State Board of Education
FROM: Karen B. Salmon, Ph.D.
DATE: March 22, 2021
SUBJECT: Addressing the Impact of Interrupted Instruction

PURPOSE:

To review the plan to provide support to school systems to address the impact of interrupted instruction due to circumstances created by the COVID-19 pandemic.

BACKGROUND/HISTORICAL PERSPECTIVE:

Over 700 million dollars are available to school systems to address the impact of interrupted instruction due to the COVID-19 pandemic. In February 2021, the Maryland State Department of Education (MSDE) released applications for school systems to apply for funds to support activities that bolster student learning, prepare schools for reopening, and implement projects to create safe environments in school buildings. To ensure funds are spent on experiences that maximize student learning in safe environments, MSDE will launch a comprehensive on-site and virtual monitoring process. The process will focus on providing support to school systems, holding school systems accountable for addressing the impact of interrupted instruction, and fostering transparency in expenditure of funds and implementation of interventions designed to accelerate student learning. Monitoring will occur in three phases over the course of two years.

EXECUTIVE SUMMARY:

MSDE is collaborating with the Region 4 Comprehensive Center, led by Policy Studies Associates, to develop monitoring resources and protocols aimed at reviewing interventions implemented by school systems. Monitoring will consist of three phases. Phase I: Readiness, ensures structures are in place to implement identified interventions as intended. Phase II: Implementation, ensures interventions are being implemented as intended. Phase III: Analysis and Recommendations, assesses intervention outcomes and provides recommendations for improvements, as necessary. Monitoring will be facilitated by a diverse team of stakeholders representing higher education, business, non-profits, and others with expertise in interventions identified by school systems.

ACTION:

For information only. No action required.

ATTACHMENT:

Attachment I – Addressing the Impact of Interrupted Instruction



MARYLAND STATE
Department of Education

Addressing the Impact of Interrupted Instruction

Maryland State Board of Education

March 22, 2021



School Systems Have Access to Resources to Address the Impact of Interrupted Instruction



- A significant amount of funds are available to school systems to address the impact of COVID-19.
 - \$207,834,058 - Elementary and Secondary School Emergency Relief Fund (ESSER) I
 - \$781,894,119 - ESSER II
 - \$20,000,000 – Governor’s Emergency Education Relief Fund I
 - \$45,878,533 – Governor’s Emergency Education Relief Fund II
 - \$200,000,000 – Coronavirus Relief Fund
 - An additional \$300,000,000 in State Funds Forthcoming
- Funds must be used on experiences and resources that maximize student learning in safe environments.
- School systems will be encouraged to use funds to support student learning.

The Maryland State Department of Education will Monitor the Implementation of Interventions



The purpose of monitoring is to:

- ✓ Provide support to school systems;
- ✓ Hold school systems accountable for addressing the impact of interrupted instruction due to COVID-19; and
- ✓ Foster transparency in the expenditure of funds and implementation of interventions.

Monitoring Protocols and Resources are Being Developed by the Region 4 Comprehensive Center



The Maryland State Department of Education partnered with the Region 4 Comprehensive Center/Policy Studies Associates to Develop a Research-based Approach to Monitor Outcomes and Evaluate Impact



Monitoring will Include Virtual and On-site Reviews of School Systems and Schools



- Virtual monitoring will focus on:
 - Reviewing benchmark data
 - Reviewing budgets
 - Collecting survey data
- On-site monitoring will focus on:
 - Observing instructional interventions in action
 - Observing professional learning experiences
 - Interviewing students, teachers, principals, and other stakeholders

Monitoring will be Structured so that School Systems Receive Immediate and On-going Feedback



- Outcomes of virtual monitoring will be shared with school systems prior to engaging in on-site monitoring.
- Technology will be used to input data from on-site review teams as visits are being conducted.
- School system personnel will engage in a debrief with the on-site review team as part of the monitoring process.
- On-site review teams will share initial findings with school systems prior to concluding the on-site visit.
- A comprehensive report will be provided to school system personnel shortly after the on-site visit.

Monitoring will Consist of Three Phases

Phase I: Readiness



- **Purpose:** To ensure structures are in place to implement identified interventions as intended.
- Monitoring will consist of reviewing:
 - Materials
 - Personnel
 - Proposed Professional Learning Experiences for Educators and School Leaders
 - Implementation Data (baseline data, student performance targets, benchmarks, measures of success, etc.)
 - Timelines
 - Action Plan
 - Protocols for Implementation
 - Student Groups Selected to Participate in the Selected Interventions
 - Fund Expenditure Plan

Monitoring will Consist of Three Phases

Phase II: Implementation



- **Purpose:** To ensure interventions are being implemented as intended.
- Monitoring will consist of reviewing:
 - Implementation Data
 - Progress Towards Meeting Established Benchmarks
 - Progress Toward Meeting Goals in Action Plan
 - Professional Learning Experiences
 - Expenditure of Funds
- Monitoring will also consist of facilitating interviews with and sending surveys to students, staff, parents, and other stakeholders

Monitoring will Consist of Three Phases

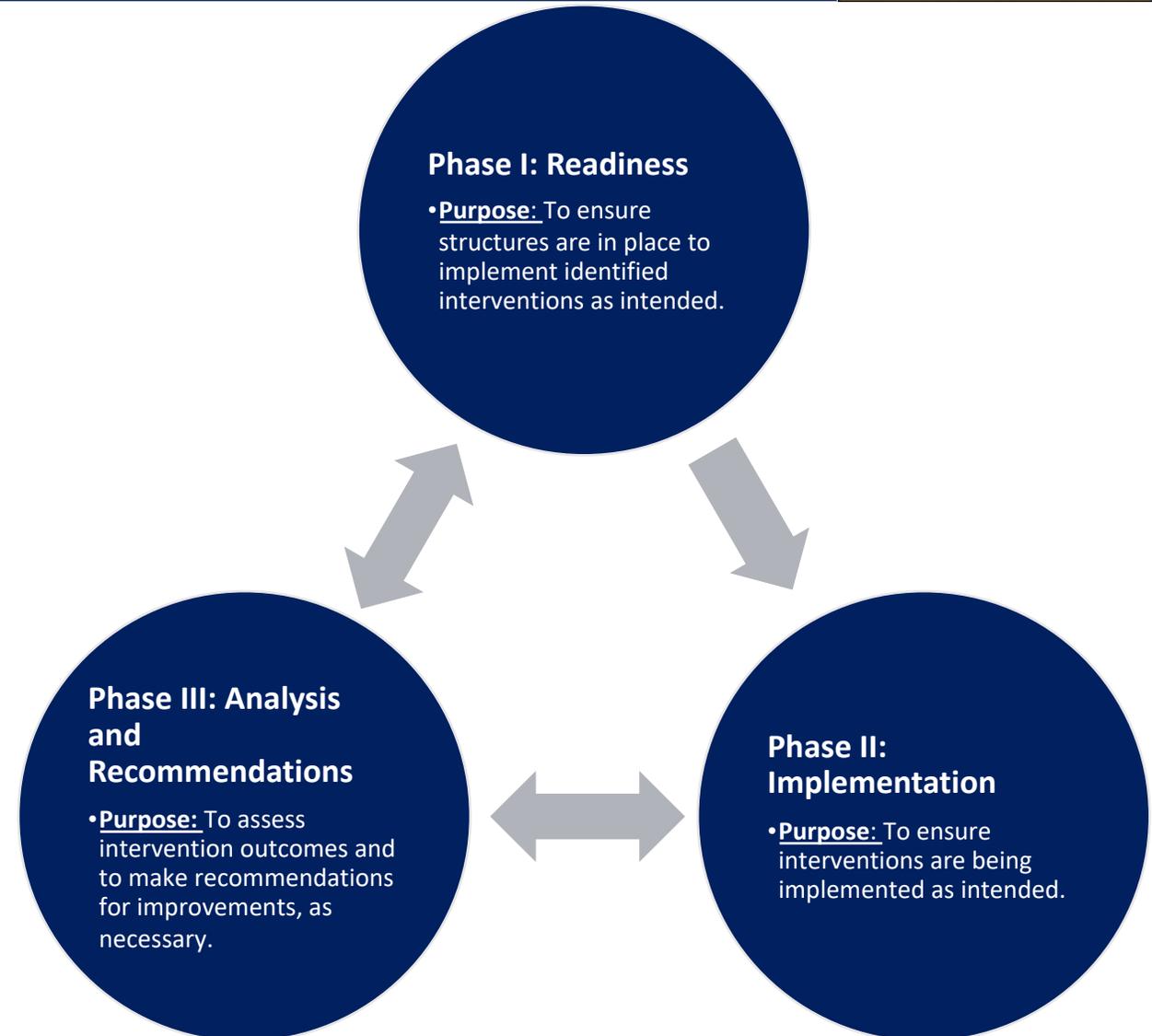
Phase III: Analysis and Recommendations



- **Purpose:** To assess intervention outcomes and to make recommendations for improvements, as necessary.
- A report will be produced that summarizes monitoring outcomes and recommend next steps.
- School systems will be held accountable for implementing interventions as intended and recommendations in reports.

Monitoring will Occur in Every School System

- Monitoring will occur at the school system and school levels.
- On-site monitoring will occur in at least 30% of all K-12 schools in each school system over the course of two years.



Aligning Monitoring Within the Maryland State Department of Education



- A comprehensive review of all monitoring requirements is being conducted to align the monitoring process and leverage existing monitoring resources.
- Aligning monitoring supports a more efficient process to
 - collect data from school systems and
 - coordinate on-site school reviews.
- When possible, information from school improvement plans, master plans, comprehensive support and improvement plans, and other federally or State required plans will be used to obtain school-specific information.

Monitoring will be Led by the Maryland State Department of Education



- Internal Cross-functional School Improvement Team meets regularly to review data and align and leverage resources within the agency to support school improvement.
- Cross-functional School Improvement Team Includes Representatives from:
 - Division of Career and College Readiness and Office of Leadership Development and School Improvement
 - Office of Research and Strategic Data Use
 - Division of Curriculum, Instructional Improvement, and Professional Learning
 - Division of Early Childhood
 - Division of Early Intervention and Special Education
 - Division of Student Support, Academic Enrichment & Educational Policy
 - Division of Assessment, Accountability and Information Technology
 - Other Divisions as Necessary

Monitoring will Include Review Teams



- Teams will be led by the Maryland State Department of Education.
- There will be four regional teams responsible for monitoring school systems in their assigned region: Western Maryland, Central Maryland, Southern Maryland, and Eastern Shore.
- Teams will consist of diverse representatives from higher education, business, non-profits, and other stakeholders with expertise in identified interventions.
- Teams will participate in virtual and on-site monitoring.

Proposed Timeline: 2021



- **February – April 2021:**
 - Review current monitoring requirements.
 - Develop monitoring process, trainings, templates, and calendar.
 - Secure resources to facilitate monitoring.
- **April - June 2021:**
 - Post announcement to secure monitoring teams.
 - Select and train monitoring teams.
 - Prepare school systems for monitoring.
- **June – August 2021**
 - Implement Phase I: Readiness monitoring protocols.
 - Implement Phase III: Analysis and Recommendation monitoring protocols.
 - Provide school systems with immediate feedback on readiness reviews.

Proposed Timeline: 2021-2022



- **July 2021 - May 2022:**
 - Complete monitoring process (Phases I-III) in first set of identified schools within each region.
 - Provide immediate and on-going feedback to school systems throughout the monitoring process.
 - Share outcomes of monitoring publically.
 - Provide on-going training to monitoring teams.
 - Revise monitoring process as necessary.
 - Develop a comprehensive mid-year monitoring report in November detailing initial findings from across the State.
- **June 2022:**
 - Develop year one outcome report.

Proposed Timeline: 2022-2023



- **July 2022 - May 2023:**

- Complete monitoring process in second set of identified schools for the region. Revisit first set of schools as necessary.
- Provide immediate and on-going feedback to school systems throughout the monitoring process.
- Share outcomes of monitoring publically.
- Provide on-going training to monitoring teams.
- Revise monitoring process as necessary.
- Develop a comprehensive mid-year monitoring report in November detailing findings from across the State.

- **June 2023:**

- Develop year two outcome report.

Next Steps

- ✓ Continue to develop monitoring resources
- ✓ Review monitoring resources and protocols with school systems
- ✓ Select monitoring teams
- ✓ Train monitoring teams
- ✓ Implement the three phases of monitoring