



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

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

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**PURPOSE:**

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

**BACKGROUND/HISTORICAL PERSPECTIVE:**

A significant amount of funds are available to school systems to address the impact of interrupted instruction due to the COVID-19 pandemic. Funds must be used to bolster student learning and social emotional well-being, prepare schools for reopening, and implement projects that 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: Monitoring Plan PowerPoint  
Attachment II – Readiness Monitoring Tool



MARYLAND STATE  
**Department of Education**



Addressing the Impact of Interrupted Instruction:  
Monitoring Plan  
Maryland State Board of Education

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June 22, 2021



# Elementary and Secondary School Emergency Relief (ESSER) Fund Monitoring Requirements



States must describe how they will monitor school systems in using ESSER funds to:

- implement evidenced-based interventions that respond to students' academic, social, emotional, and mental health needs including the extent to which the state will collect evidence of the effectiveness of interventions employed;
- address the disproportionate impact of the COVID-19 pandemic on certain groups of students; and
- identify, reengage, and support students most likely to have experienced the impact of lost instructional time on student learning.

# 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



# Purpose of Monitoring: Support, Accountability, and Transparency

- ✓ 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 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 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:
  - Fund Expenditure Plan
  - Data Targets
  - Implementation Plan
  - Materials
  - Personnel

# Readiness Monitoring Tool

Provides a consistent approach to assessing the preparedness of school systems to implement identified interventions

Readiness Category	Readiness Indicators	Evidence to Demonstrate Readiness
<b>Data Targets</b>	<ul style="list-style-type: none"><li>• Measurable goals are established for each intervention.</li><li>• Metrics are aligned to intended student learning outcomes.</li><li>• School staff (principal, teachers, etc.) were included in establishing data targets.</li><li>• Data that will be collected are identified.</li><li>• Collected data are based upon multiple qualitative and quantitative data sources.</li><li>• There is a timeline and process established to frequently collect, analyze, discuss, and share data.</li><li>• Students have been selected based on data to participate in the identified intervention.</li></ul>	<ul style="list-style-type: none"><li>• Baseline and projected student outcome data for each intervention.</li><li>• Titles of staff engaged in establishing data targets.</li><li>• Identification of personnel responsible for data collection.</li><li>• Identification of data that will be collected and how it will be collected.</li><li>• Timeline showing when data will be collected, analyzed, discussed, and shared in a time frame that will inform work at the school level.</li><li>• Description of the process that will be implemented to use data to inform decisions.</li><li>• Description of how students were selected based on data.</li></ul>

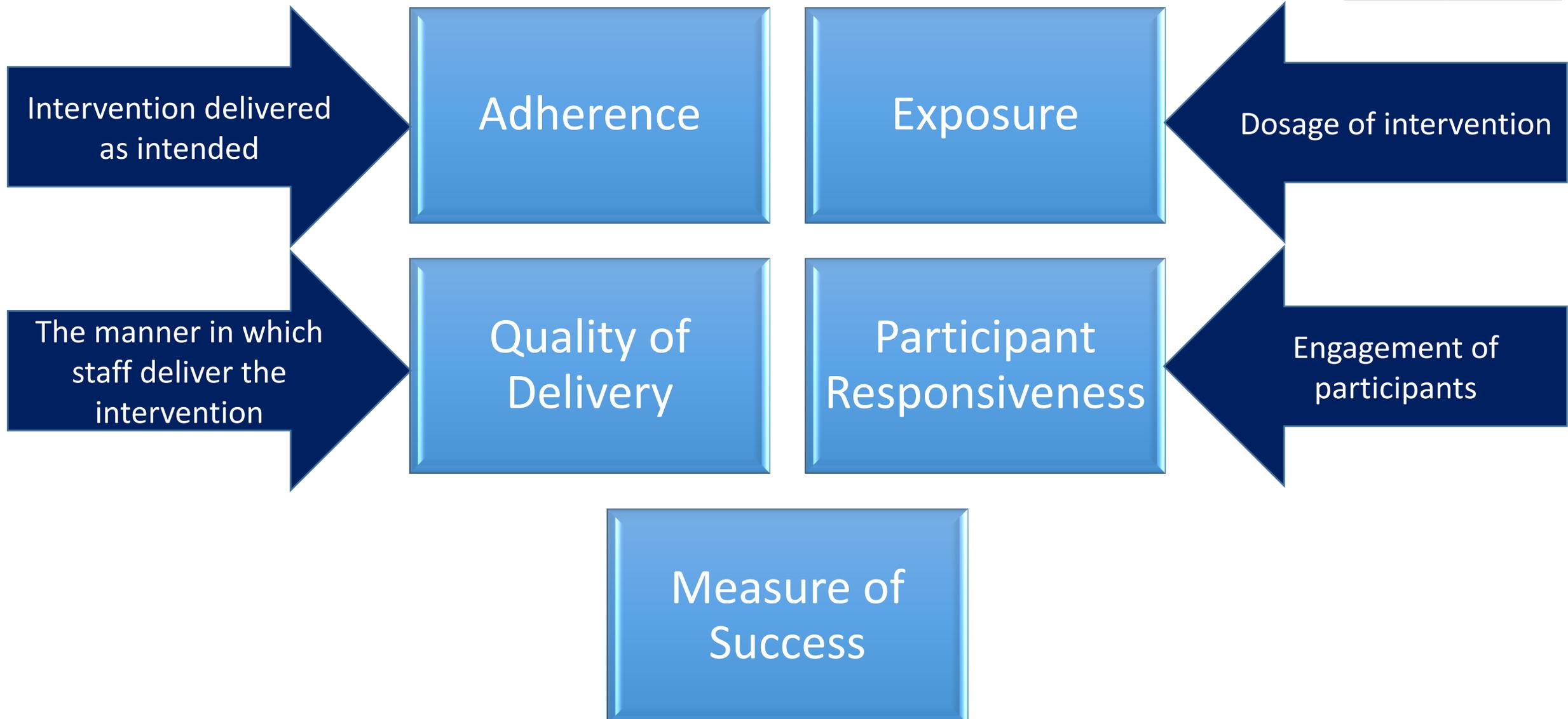
# Monitoring will Consist of Three Phases

## Phase II: Implementation



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

# Elements to Assess Quality of Implementation



# 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.

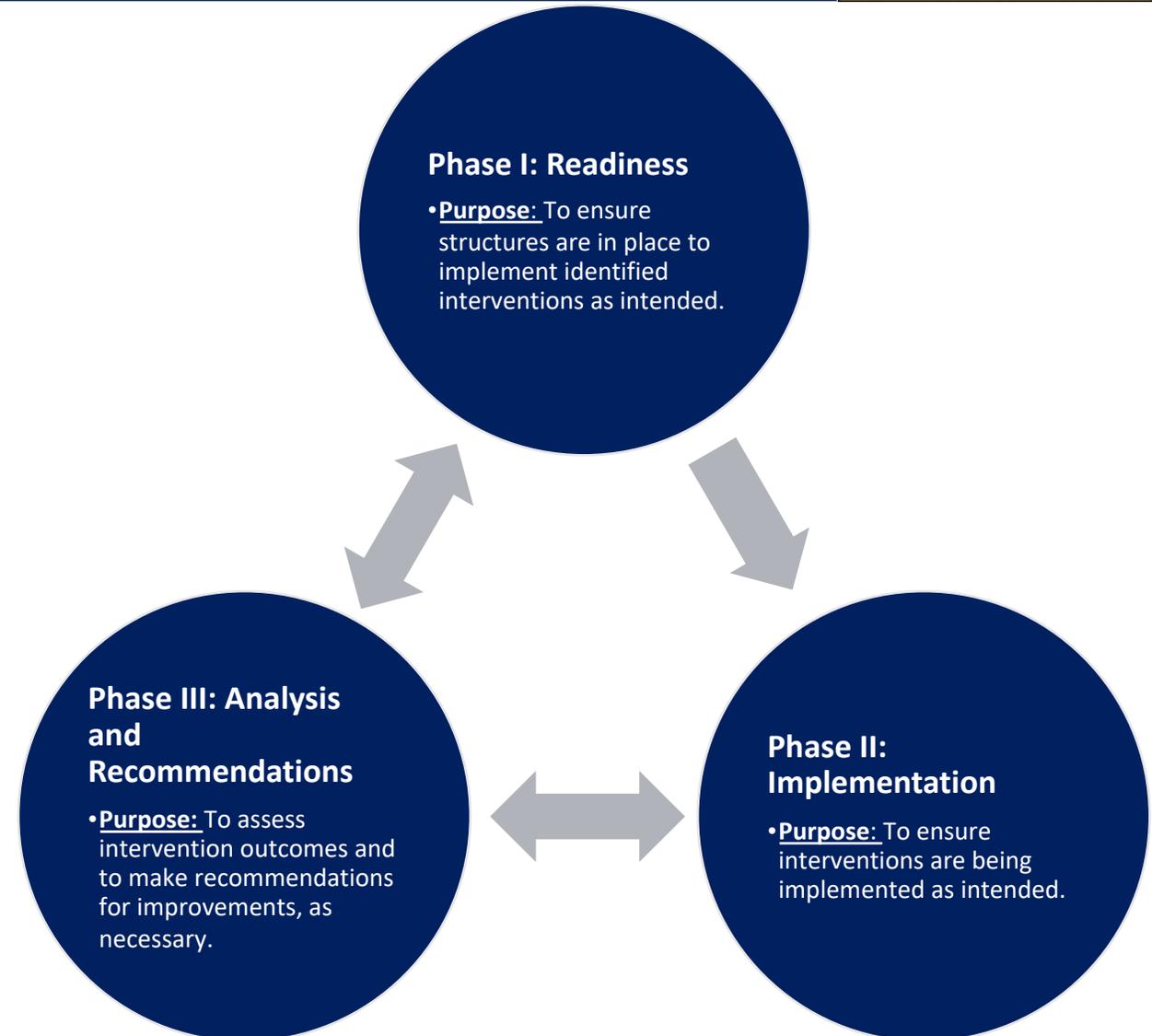
# Monitoring is Structured to Provide School Systems Immediate and On-going Feedback



- 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 Occur in Every School System

- Monitoring will occur at the school system and school levels.
- On-site monitoring will occur in at least 20% of all K-12 schools in each school system over the course of two years.



The ESSER Monitoring Compliance Branch will:

- ✓ Provide support to school systems;
- ✓ Facilitate virtual and on-site monitoring;
- ✓ Led regional monitoring teams consisting of diverse representatives from higher education, business, non-profits, and other stakeholders with expertise in identified interventions;
- ✓ Report the outcomes of monitoring; and
- ✓ Support alignment of monitoring across the agency.

# Regional Monitoring Teams Led by the ESSER Monitoring and Compliance Branch



- Regions: Western, Central, Southern, and Eastern Maryland
- Total Number of Monitors: 50
- Business Representatives: Governor's Workforce Development Board, Maryland Business Roundtable for Education, and Greater Washington Partnership
- Higher Education Representatives: Institutions with Administrator and Teacher Preparation Programs
- Local School System Representatives
- Non-profit Representatives

# Aligning Monitoring Within the Maryland State Department of Education



## Current Federal and State Monitoring

- Titles I – IV
- Perkins and Civil Rights
- Individuals with Disabilities Education Improvement Act
- 21<sup>st</sup> Century Community Learning Centers
- Judy Centers
- PreK Expansion
- Etc.

## Blueprint for Maryland's Future Monitoring

- Expert Review Teams in 10% of schools in at least 3 school systems
- Expert Review Teams to schools where students continue to demonstrate learning loss due to COVID-19
- Career and Technical Education Expert Review Teams in schools

## ESSER and other COVID-Specific Monitoring

- Monitoring Teams in 20% of schools within a school system to monitor academic interventions 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.

# Proposed Timeline: 2021



- **June - July 2021:**

- Post announcement to secure monitoring teams.
- Select and train monitoring teams.
- Prepare school systems for monitoring.

- **July – 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



- **September 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



## Overview

Local school systems have access to a significant amount of federal and state funds to address the impact of interrupted instruction due to the COVID-19 pandemic. Funds must be used on resources and learning experiences designed to maximize student learning in safe environments. The Maryland State Department of Education (MSDE) will lead a comprehensive monitoring process to support school systems as they develop and implement plans to utilize funds to support student learning. MSDE aims to hold school systems accountable for addressing the impact of interrupted instruction and to foster transparency in the expenditure of funds and implementation of interventions.

Monitoring will occur over the course of two years by teams led by MSDE that include representatives from higher education, business, non-profits, and other stakeholders with expertise in identified interventions. Monitoring will occur in three phases. The first phase of the monitoring process is readiness. Readiness monitoring ensures that structures are in place to implement identified interventions as intended. The second phase of monitoring is implementation. The purpose of implementation monitoring is to ensure interventions are being implemented as intended. The third phase of monitoring is analysis and recommendations. During the third phase of monitoring, intervention outcomes will be assessed and recommendations will be made for improvement as necessary. Monitoring will occur virtually and on-site at the school system and school levels. The figure below summarizes the three phases of monitoring.





## Readiness Tool

The readiness tool provides a consistent approach to assessing the preparedness of school systems to implement identified interventions. The tool identifies the readiness category, readiness indicators, and evidence required to demonstrate readiness. Readiness monitoring will be facilitated at the school system level. School systems will be required to submit evidence at least one week prior to their scheduled monitoring visit.

Readiness Category	Readiness Indicators	Evidence to Demonstrate Readiness
<p><b>Funding Expenditure Plan</b></p>	<ul style="list-style-type: none"> <li>● Funds will be spent on federal or state allowable expenses.</li> <li>● The fund expenditure plan allows funds to be expended within the required timeframe.</li> <li>● Funds are used to support interventions that have been proven effective.</li> </ul>	<ul style="list-style-type: none"> <li>● Evidence will be obtained from the budget narrative in the grant application.</li> <li>● Justification for or citation of research that demonstrates effectiveness of selected interventions.</li> </ul>
<p><b>Data Targets</b></p>	<ul style="list-style-type: none"> <li>● Measurable goals are established for each intervention.</li> <li>● Metrics are aligned to intended student learning outcomes.</li> <li>● School staff (principal, teachers, etc.) were included in establishing data targets.</li> <li>● Data that will be collected are identified.</li> <li>● Collected data are based upon multiple qualitative and quantitative data sources.</li> <li>● There is a timeline and process established to frequently collect, analyze, discuss, and share data.</li> <li>● Students have been selected based on data to participate in the identified intervention.</li> </ul>	<ul style="list-style-type: none"> <li>● Baseline and projected student outcome data for each intervention.</li> <li>● Titles of staff engaged in establishing data targets.</li> <li>● Identification of personnel responsible for data collection.</li> <li>● Identification of data that will be collected and how it will be collected.</li> <li>● Timeline showing when data will be collected, analyzed, discussed, and shared in a time frame that will inform work at the school level.</li> <li>● Description of the process that will be implemented to use data to inform decisions.</li> <li>● Description of how students were selected based on data.</li> </ul>



Readiness Category	Readiness Indicators	Evidence to Demonstrate Readiness
<p style="text-align: center;"><b>Implementation Plan</b></p>	<ul style="list-style-type: none"> <li>● Time is designated to implement identified interventions. This could be before, during, or after the school day or throughout an extended school year.</li> <li>● Processes are established to ensure that the implementation of interventions are progressing as planned. This includes established schedules for central office and school-level staff to discuss the progress of implementation.</li> <li>● Professional learning experiences designed to build the capacity of staff are identified.</li> <li>● A communication plan is established to communicate implementation priorities and outcomes to stakeholders.</li> <li>● A process is established to garner the commitment of stakeholders (teachers, parents, students, etc.) for the implementation of interventions.</li> </ul>	<ul style="list-style-type: none"> <li>● Schedule reflecting time for implementation of identified interventions.</li> <li>● Plan that includes:               <ul style="list-style-type: none"> <li>● Goals to be achieved</li> <li>● Tasks that need to be completed to reach goals</li> <li>● People responsible for completing each task</li> <li>● Timeline to complete task</li> <li>● Measures to evaluate progress and effectiveness of professional learning experiences</li> </ul> </li> <li>● School-specific plan to share communication materials (emails, videos, web posting, etc.) or meetings scheduled to communicate with central office staff, school-based personnel (principals, teachers, students, etc.), and the community.</li> <li>● School-specific plan to involve stakeholders in the identification, development, or implementation of interventions.</li> </ul>
<p style="text-align: center;"><b>Materials</b></p>	<ul style="list-style-type: none"> <li>● A defined timeline and protocols have been established to acquire materials essential for implementation of interventions.</li> <li>● A plan is established to replenish materials as necessary throughout the implementation of interventions.</li> </ul>	<ul style="list-style-type: none"> <li>● Procurement procedures.</li> <li>● Timeline to procure materials required for intervention.</li> <li>● Description of process to avoid gaps in service by replenishing materials or renewing licenses.</li> </ul>



Readiness Category	Readiness Indicators	Evidence to Demonstrate Readiness
<p style="text-align: center;"><b>Personnel</b></p>	<ul style="list-style-type: none"> <li>● Adequate central office and school-level staff have been identified to support implementation of identified interventions.</li> <li>● Responsibilities have been defined and communicated to central office staff and school-level staff to support implementation of identified interventions.</li> </ul>	<ul style="list-style-type: none"> <li>● Documentation identifying the positions and responsibilities of central office and school staff and their roles in supporting identified interventions.</li> <li>● Communication or meeting plan to communicate responsibilities to central office and school staff.</li> </ul>