



Mohammed Choudhury
State Superintendent of Schools

TO: Members of the State Board of Education
FROM: Mohammed Choudhury, State Superintendent of Schools
DATE: August 22, 2023
SUBJECT: Blueprint Implementation Updates

Purpose

This presentation aims to provide a briefing to the State Board of Education about MSDE actions related to Blueprint implementation. This is the first of a recurring series during State Board of Education meetings that will highlight MSDE initiatives connected to the Blueprint for Maryland’s Future.

Background/Historical Perspective

The Blueprint for Maryland’s Future is a historic opportunity to transform education and accelerate student achievement for students across Maryland. The Blueprint presents new programs and innovative approaches to catalyze a world-renowned education system that aims to eradicate achievement gaps and ensures opportunity for every student, regardless of family income, race, ethnicity, or ability.

Executive Summary

The presentation will include:

1. Updates to the AIB Blueprint Comprehensive Implementation Plan
 - a. Education Article §5-404 requires the Accountability and Implementation Board to adopt the initial Blueprint Comprehensive Implementation Plan by December 1, 2022. The statute then allows the AIB to adopt changes to the Blueprint Comprehensive Implementation Plan each year by August 1. This presentation will include the recently adopted updates to the Blueprint Comprehensive Implementation Plan.
2. MSDE Blueprint Implementation Highlights: Expert Review Team
 - a. The Expert Review Team aims to collaborate with school-based faculty and staff and local school system staff to develop recommendations, measures, and strategies to support student progress.

Action

No action is required; this information is for discussion only.

Attachments

Blueprint Implementation Updates - August 2023.pdf
2023 Expert Review Team Deployment Plan.pdf

Office of the State Superintendent of Schools

Blueprint Implementation Updates

MARYLAND STATE BOARD OF EDUCATION | August 22, 2023

Presented By |
Maryland Stat

Mohammed Choudhury, State Superintendent of Schools
Phil Lasser, Executive Director, Office of the State Superintendent





PRESENTATION OUTLINE

1. Updates to the AIB Blueprint
Comprehensive Implementation Plan
2. MSDE Blueprint Implementation Highlights:
Expert Review Team

- 
1. Updates to the AIB Blueprint Comprehensive Implementation Plan
 2. MSDE Blueprint Implementation Highlights: Expert Review Team

Updates to the AIB Blueprint Comprehensive Implementation Plan

As required by statute, AIB will annually update the Blueprint Comprehensive Plan by August 1 each year. Recent changes adopted by the AIB include updated reporting and implementation requirements.

AIB Blueprint Comprehensive Plan Update Process

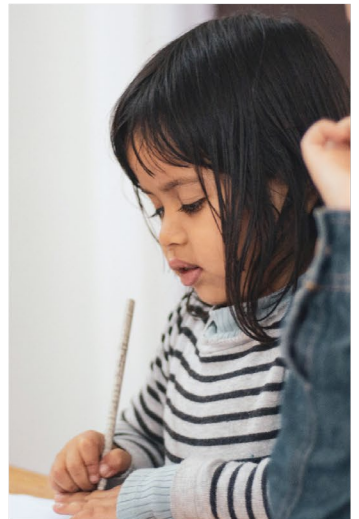
- The Accountability and Implementation Board adopted the **Initial Blueprint Comprehensive Plan in December 2022.**
 - **Each LEA, as well as MSDE and other state agencies, submitted their Blueprint Implementation Plans on 3/15/2023 based on the AIB Comprehensive Plan.**
- As required by statute, AIB will **annually update the Comprehensive Plan by August 1** each year.
 - **AIB recently completed their first annual update, which includes relevant legislative updates.**
- This presentation will highlight some of the changes that the **AIB adopted at their August 1, 2023 meeting.**
 - The **full set of updates adopted by the AIB** are available on the AIB website aib.maryland.gov.



The Blueprint Five Pillars

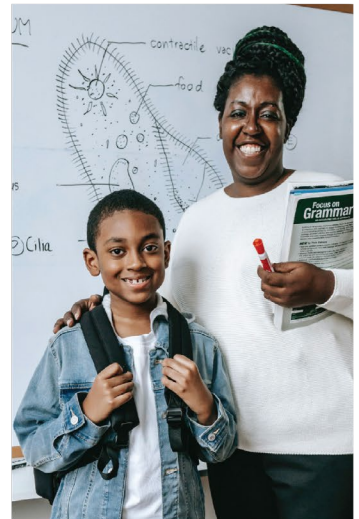
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BLUEPRINT
PILLARS

The Blueprint encompasses five pillars, each including key initiatives aimed at transforming the quality of education in Maryland, and narrowing and closing opportunity and achievement gaps.



EARLY CHILDHOOD EDUCATION

- Support more families to access no cost, high-quality Pre-K
- Scale the impact of Patty & Judy Centers
- Expand family options through public/private Pre-K Partnerships



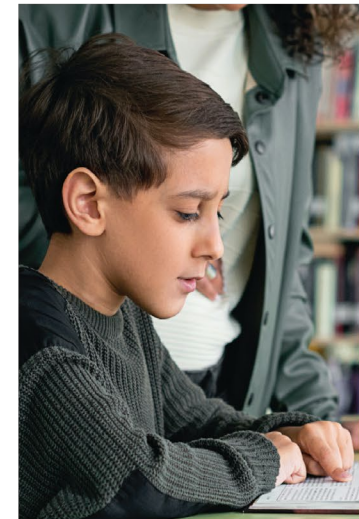
HIGH-QUALITY & DIVERSE TEACHERS & LEADERS

- Increasing starting salary to minimum \$60,000
- New career ladder and incentives for National Board Certified Teachers up to \$17,000
- Raising expectations for teacher preparation and induction



COLLEGE & CAREER READINESS

- New college and career readiness standard by 10th grade
- Aligned curriculum resources and assessments
- College and career readiness and support pathways
- Expanded career and technical education system



MORE RESOURCES FOR STUDENT SUCCESS

- Community Schools and School-based Health Centers expansion
- Concentration of Poverty grants
- Targeted supports for historically underserved students



GOVERNANCE & ACCOUNTABILITY

- Expert Review Teams
- Accountability and Implementation Board
- Local education agency Implementation Plans
- Maryland State Department of Education monitoring and technical assistance

Comprehensive Plan Updates: Pillar 1

| Related Objective / Task | Changes to Requirements |
|--|--|
| <p>1.1.2(c): MSDE and LEAs shall disseminate information about available pre-K options to eligible families starting in FY 25.</p> | <p>MODIFY: MSDE shall <u>provide resources that shall collaborate with</u> LEAs shall use to disseminate information to families in a variety of ways, including in-person and virtual information sessions, informational flyers, emails, and social media.</p> |
| <p>1.1.5(a): Pre-K teachers shall hold State certification for teaching in early childhood education OR a bachelor degree in any field while they pursue alternative certification beginning in the 2027-28 academic year.</p> | <p>ADD: MSDE may not require <u>early childhood education certification for pre-K teachers or require pre-K teachers to be enrolled in an early childhood education certification program for providers to participate in the publicly funded full day pre-K program or pre-K expansion grant program prior to the 2027-28 school year.*</u></p> <p><i>*Implementing this requirement is contingent on legislative change</i></p> |
| <p>1.1.5(b): Pre-K teaching assistants shall hold at least a Child Development Associate (CDA) certificate or an associate degree beginning in the 2027-28 academic year.</p> | <p>ADD: MSDE may not require <u>teaching assistants to hold a CDA or associate’s degree or require teaching assistants to be enrolled in a certificate or associate’s degree program for providers to participate in the publicly funded full day pre-K program or prekindergarten expansion grant program prior to the 2027-28 school year.*</u></p> <p><i>*Implementing this requirement is contingent on legislative change.</i></p> |
| <p>1.1.5(a): Pre-K teachers shall hold State certification for teaching in early childhood education OR a bachelor degree in any field while they pursue alternative certification beginning in the 2027-28 academic year.</p> | <p>MODIFY: MSDE shall <u>support the development of alternative certification pathways</u> develop and disseminate information about new certification requirements and alternative certification pathways for teachers in multiple languages.</p> |

Comprehensive Plan Updates: Pillar 2 (1 of 2)

| Related Objective / Task | Changes to Requirements |
|---|---|
| <p>2.1.1: Implement a statewide marketing campaign and outreach program to attract high-quality and diverse teaching candidates.</p> | <p>MODIFY: MSDE shall develop a process to solicit feedback from LEAs regularly <u>on the recruitment of high-quality and diverse teaching candidates and report their findings to the AIB by 5/1 annually.</u></p> |
| <p>2.1.1(d): MSDE shall work with MLDS, MHEC, MDL, and LEAs to develop a robust data infrastructure to gather information on workforce needs and employment outcomes.</p> | <p>ADD: <u>"MSDE shall establish and maintain a Maryland educator recruitment, retention, and diversity dashboard on or before 1/1/25. The dashboard shall include demographic information and key data points regarding certificated and noncertificated personnel in public schools and prospective educators within teacher preparation programs throughout the State who are participating in teacher internships."</u></p> <p><i>HB 1219/CH 627 of 2023</i></p> |
| <p>2.2.2(b.6): MSDE shall assist teacher preparation programs in seeking and retaining highly qualified candidates, particularly individuals from historically underrepresented populations.</p> | <p>ADD: <u>"MSDE, in consultation with MHEC, shall establish specific goals for the recruitment and retention of teachers in teacher preparation programs throughout the State and work with teacher preparation programs that fail to meet these goals to develop an action plan that demonstrates how the program will meet the goals."</u></p> <p><i>HB 1219/CH 627 of 2023</i></p> |

Comprehensive Plan Updates: Pillar 2 (2 of 2)

| Related Objective / Task | Changes to Requirements |
|--|--|
| <p>2.1.1(g): MSDE shall provide information to prospective teacher candidates to increase awareness of available state incentives for individuals pursuing a teaching certificate.</p> | <p>MODIFY: MSDE shall work with MHEC, LEAs and IHEs to share this information [state incentives for individuals pursuing a teaching certificate] with current students <u>and support the development of teacher pipelines for key shortage areas.</u></p> |
| <p>2.1.5: Monitor the quality and diversity of both State teacher candidates and existing teacher workforce.</p> | <p>MODIFY: States shall consider designing and implementing AIB shall develop and LEAs shall implement a standardized exit survey to identify reasons teachers are leaving the classroom.</p> |
| <p>2.4.1(c): Local superintendents (or as otherwise indicated in a regional agreement) shall select NBC facilitators to provide teachers in their school system with virtual and in- person support and coaching in obtaining/maintaining an NBC beginning in FY 23.</p> | <p>ADD: <u>Local National Board Coordinators and facilitators shall organize affinity groups for NBC candidates, including for groups historically underrepresented in the teaching profession.</u></p> |
| <p>2.4.3(b): LEAs shall implement a new system of professional development tied to the career ladder.</p> | <p>MODIFY: LEAs shall implement a new system of professional development tied to the career ladder <u>by ensuring that experienced educators in higher rungs of the career ladder have received training to effectively support their colleagues.</u></p> |

Comprehensive Plan Updates: Pillar 3 (1 of 2)

| Related Objective / Task | Changes to Requirements |
|---|---|
| <p>3.1.3(a): MSDE shall update the instructional system to align with the updated CCR standard as needed from FY 25-27</p> | <p>MODIFY: The curriculum resources, for each core subject at each grade level, shall include: <u>...high-quality and culturally responsive instructional materials</u></p> <p>MODIFY: MSDE shall submit curriculum resources and standards to MSBE for adoption. <u>It is expected that MSBE will align curriculum standards and teacher training requirements with the Blueprint, including the science of instruction.</u></p> |
| <p>3.1.3(b): LEAs shall implement comprehensive pre-K-12 instructional plans for English Language Arts and Mathematics</p> | <p>MODIFY: LEAs shall <u>adopt and implement comprehensive pre-K 12 instructional plans for English Language Arts (ELA) and Mathematics, including evidence based best practices aligned with the Blueprint, the science of instruction, and the science of learning.</u></p> <p>ADD: MSDE and AIB shall <u>provide LEAs with guidance on the components that contribute to a cohesive and impactful comprehensive plan.</u></p> <p>ADD: MSDE and AIB shall <u>review LEA plans for alignment with the Blueprint, including evidence based best practices aligned with the Blueprint, the science of instruction, and the science of learning.</u></p> <p>ADD: <u>AIB and MSDE shall monitor the implementation of comprehensive pre-K-12 instructional plans in ELA and Mathematics and effective training of teachers in evidence based best practices aligned with the Blueprint, the science of instruction, and the science of learning by LEAs.</u></p> |

Comprehensive Plan Updates: Pillar 3 (2 of 2)


| Related Objective / Task | Changes to Requirements |
|--|---|
| <p>3.1.3(b): LEAs shall implement comprehensive pre-K-12 instructional plans for English Language Arts and Mathematics</p> | <p>ADD: <u>Literacy comprehensive plans aligned with the Blueprint, including the science of instruction, shall be developed and adopted by each LEA no later than June 30, 2024.</u></p> <p>ADD: <u>Math comprehensive plans aligned with the Blueprint, including the science of instruction, shall be developed and adopted by each LEA no later than June 30, 2025.</u></p> |
| <p>3.3.2(c): LEAs shall offer CCR students access to a competitive entry college preparatory program consisting of Cambridge, International Baccalaureate, or Advanced Placement diploma programs.</p> | <p>ADD: <u>LEAs that offer AP courses shall 1) develop a comprehensive, interdisciplinary sequence of AP classes for students to complete; OR 2) implement either the AP International Diploma Programme OR the AP Capstone Program for students to complete.</u></p> <p>ADD: <u>MSDE and AIB will provide further guidance on what constitutes a comprehensive, interdisciplinary sequence of AP classes that LEAs may design and implement beginning in the 2024-25 academic year.</u></p> |
| <p>3.4.2(a): By 12/1/22, CTE Committee shall establish for each school year between 2023–24 and the 2030–31 school years, inclusive, statewide goals...</p> | <p>MODIFY: By <u>6/1/24*</u> 12/1/22, CTE Committee shall establish for each school year between 2023–24 and the 2030–31 school years, inclusive, statewide goals that reach 45% by the 2030–31 school year for the percentage of high school students who, prior to graduation, complete the high school level of a registered apprenticeship or another industry-recognized occupational credential.</p> <p><i>*Implementing this requirement is contingent on legislative change. The AIB will recommend making a legislative change to update this date to 6/1/24.</i></p> |

Comprehensive Plan Updates: Pillar 4

| Related Objective / Task | Changes to Requirements |
|---|---|
| <p>4.2.1(d): WEL [Workgroup on English Learners] shall identify professional responsibilities and criteria for EL family coordinators.</p> | <p>MODIFY: MSDE WEL shall identify professional responsibilities and criteria for EL [English learners] family coordinators <u>by 12/1/23</u>.</p> <p>MODIFY: MSDE WEL workgroup shall design cultural competency training for EL family coordinators to deliver to school personnel <u>by 6/1/24</u>.</p> <p>ADD: <u>EL family coordinators shall provide cultural competency training designed by MSDE to both incoming and current school personnel starting in the 2024-25 academic year.</u></p> |
| <p>4.3.2: MSDE shall establish a workgroup to collect student data and review instructional methods provided to students who receive special education Services.</p> | <p>ADD: <u>The [special education] workgroup shall share its work plan with the AIB and provide regular updates on its progress.</u></p> |
| <p>4.3.3: The workgroup submits a final report with its findings and recommendations, including addressing learning loss resulting from the COVID-19 pandemic.</p> | <p>MODIFY: The [special education] workgroup shall submit <u>an initial report of its findings and recommendations</u> interim report to the Governor and General Assembly on its findings <u>by 12/1/23, an interim report by 7/1/24-12/1/23, and a final report by 7/1/24-12/1/24.</u></p> |

Comprehensive Plan Updates: Pillar 5

| Related Objective / Task | Changes to Requirements |
|--|---|
| <p>5.1.2(c): Blueprint Implementation Plans shall be submitted to AIB by every State entity that is required to implement the Blueprint by (initially) 3/15/23 except the Juvenile Services Education Program Board, which shall submit its plan by 6/15/23.</p> | <p>MODIFY: Blueprint Implementation Plans shall be submitted to AIB by every State entity that is required to implement the Blueprint by <u>6/15/24 (initially) 3/15/23</u> except the Juvenile Services Education Program Board, which shall submit its plan by 6/15/23.</p> |
| <p>5.1.3(e): LEAs shall submit Blueprint Implementation Plans to AIB and MSDE by (initially) 3/15/23.</p> | <p>MODIFY: LEAs shall submit Blueprint Implementation Plans to AIB and MSDE by <u>3/15/24 (initially) 3/15/23.</u></p> |
| <p>5.2.3(d): An ERT shall submit a post-visit report to MSDE in the time period, in the manner, and including the information required by MSDE.</p> | <p>ADD: MSDE shall share school visit data with AIB.</p> <p>MODIFY: MSDE shall submit <u>final</u> ERT reports to AIB in a timely manner <u>and no more than seven weeks following the school visit.</u></p> <p>ADD: <u>Each report shall be written by the members of the ERT who conducted the visit. Each ERT shall certify that it has reviewed and approved the report and agree with its recommendations.</u></p> |



MSDE Blueprint Implementation Highlights: Expert Review Team

1. Updates to the AIB Blueprint Comprehensive Implementation Plan
2. MSDE Blueprint Implementation Highlights: Expert Review Team

The Expert Review Team aims to collaborate with school-based faculty and staff and local school system staff to develop recommendations, measures, and strategies to support student progress.

Overview of the Expert Review Team Deployment

- **Teams of 6 experts** (teachers, school leaders, and other experts) use established protocols to **visit schools and review causes of student performance trends, behavioral health services, and Blueprint implementation.**
 - The **program design, visit protocols, and evaluation rubric** were based on best practice research and engagement with stakeholders across Maryland.
 - **On-site school visits** will occur over two days.
- Expert Review Teams will determine **how effectively schools are implementing practices that accelerate learning** for all students.
- Schools are chosen based on **learning loss** due to the Covid-19 pandemic, **overall student proficiency**, and **achievement gaps between student groups.**



School Review Process

| Expert Review Team | | | MSDE |
|--|---------------------------|----------------------|--|
| | 5 Weeks Before | | <ul style="list-style-type: none"> Meet with LEA/School to request data/documentation. Review, analyze, and synthesize all data collected. |
| <ul style="list-style-type: none"> Meet with MSDE to review school information and submitted data. Receive classroom review and/or focus group assignments, clarify logistics, and prepare for the school visit. | 1 - 2 Weeks Before | | <ul style="list-style-type: none"> Plan site visit, create schedule, and prepare documents. Meet with ERT to review school information and data. |
| <ul style="list-style-type: none"> Meet with the principal to review finalized schedule. Conduct classroom reviews and facilitate focus groups. Calibrate after each classroom review and focus group. | Day 1 of Visit | | |
| <ul style="list-style-type: none"> Conduct classroom reviews and facilitate focus groups. Calibrate after each classroom review and focus group. Debrief with the principal to discuss strengths and areas for growth. Write findings, recommendations, action steps, and provide resources for post-visit report, including strengths and areas for growth within each domain, using the specific evidence collected during the classroom reviews and focus groups. | Day 2 of Visit | Week of Visit | <ul style="list-style-type: none"> Interview with the school principal, giving them the opportunity to share a detailed and relevant account of efforts to support teaching and learning in their school. |
| <ul style="list-style-type: none"> Add or clarify any remaining findings, recommendations, or evidence to the report draft. Review and approve the assembled draft report before final publication. | 2 Weeks After | | <ul style="list-style-type: none"> Add additional evidence statements and findings based on school-submitted data and documentation. Organize, format, and copyedit findings, recommendations, and resources into report narrative, written with one voice. Send assembled draft report to ERT member for approval. |

2023–2024 Deployment and Next Steps

- On August 10, 2023, the AIB voted to *conditionally approve* the **ERT Deployment Plan submitted on July 1, 2023.**
 - MSDE will work with AIB staff to address the remaining questions from the AIB Board.
- MSDE will **coordinate with the schools** that will receive visits in 2023-2024 and **assign all ERT members to schools** for fall visits.
- For the 2023-2024 school year, **130 Expert Review Team members from the 140-member Cohort 1** are returning.
 - **MSDE will hire approximately 170 new Expert Review Team members** for the upcoming school year, for a **total of 300 active ERT members on the team.**
- ERT school visits will **begin in October 2023.**


The Blueprint requires that Expert Review Teams visit every school by 2030-2031.

The Expert Review Teams prioritize visits to high performing schools, low performing schools, and schools that continue to demonstrate learning loss due to Covid-19 disruptions.

MD Code, Education, § 5-411

MSDE Blueprint Implementation Plan

- **To learn more** about MSDE’s Blueprint Implementation progress, the **MSDE Blueprint Implementation Plan** is available at bit.ly/BlueprintPlanMSDE.
- The MSDE Blueprint Implementation Plan is organized around each objective in the Blueprint Comprehensive Plan. Each section contains:
 - **List of the tasks that MSDE is responsible to complete**
 - **MSDE’s completed actions to date**
 - **Supporting Implementation Artifacts**
 - **MSDE’s Future Implementation Steps**



Maryland State Department of Education:
Blueprint Implementation Plan

Objective 2.1: Recruit and Support High-Quality and Diverse Teachers

Objective 2.1: Recruit and Support High-Quality and Diverse Teachers

MSDE Tasks

| Task ID | Requirement |
|----------|---|
| 2.1.1(b) | MSDE shall establish a diverse steering committee by FY19 |
| 2.1.1(c) | MSDE shall build a digital recruitment platform and outreach program focused on candidates from historically underrepresented populations and fields experiencing teacher shortages |
| 2.1.1(d) | MSDE shall work with MLDS, MHEC, MDL, and LEAs to develop a robust data infrastructure to gather information on workforce needs and employment outcomes |
| 2.1.1(e) | MSDE shall engage prospective teachers with messaging that cultivates their interest in the profession |
| 2.1.1(f) | MSDE shall implement the "Talk to a Teacher" program to create opportunities for prospective teachers to communicate with role model teachers |
| 2.1.1(g) | MSDE shall provide information to increase awareness of available state incentives for individuals pursuing a teaching certificate (e.g., Maryland Teaching Fellows Scholarship and LARP) |
| 2.1.1(h) | MSDE shall provide information to prospective teacher candidates to increase awareness of persistent opportunity gaps and racial disparities between students and teachers in Maryland schools |
| 2.1.5(a) | MLDS, in consultation with MSDE and MHEC, shall submit annual progress reports by 7/1 on improving the quality of the preparation and diversity of Maryland teacher candidates and new teachers |

MSDE Actions to Implement the Blueprint

MSDE, the Maryland Higher Education Commission (MHEC), Maryland colleges and universities, local education agencies (LEAs), and the Office of Tourism formed a Digital Recruitment Steering Committee in 2018 to guide the digital recruitment efforts required in Md. Code, Education Article §2-306. Utilizing input from the committee, MSDE led the effort for recruitment of a diverse teacher pipeline, including targeted recruitment of Maryland high school students, candidates of color, and National Board Certified teachers. The [Teach Maryland website](#) was developed in 2019 and was recently revamped as a "one-stop shop" for individuals interested in pursuing the teaching profession in Maryland. This website is updated on a continual basis and currently includes critical information regarding teacher preparation, certification, available incentives for teachers, and a description of each LEA, including student and teacher demographics, top vacancy areas, and a direct link to apply for employment. The Teach Maryland website also provides a link to MHEC's financial aid website, as well as information about the Teacher Fellows Scholarship program.

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Questions



Mohammed Choudhury
State Superintendent of Schools

July 1, 2023

Isiah Leggett, Chairman
Accountability and Implementation Board
54 Calvert St
Annapolis, MD 21401

Re: 2023 Expert Review Team Deployment Plan

Dear Chairman Leggett:

The purpose of this submission is to provide the Accountability and Implementation Board (AIB) with the proposed 2023-2024 school year Expert Review Team (ERT) program Deployment Plan for AIB review and approval. As required by the Blueprint for Maryland’s Future, the Maryland State Department of Education (MSDE) shall establish, administer, and supervise an Expert Review Team program to support schools with a focus on improving student outcomes. Per the [statute, Education Article §5-411 \(g\)\(1\)](#), “beginning on or before July 1, 2021, and each July 1 through 2030, the Department shall develop and submit to the [Accountability and Implementation Board (AIB)] for approval a plan to deploy the Expert Review Teams in the following school year.”

MSDE appreciates the continued ability to collaborate with AIB through our ongoing staff collaboration meetings and public Board meetings to ensure that the ERT rubric and deployment process is rigorous and aligned to Blueprint objectives. Based on insights learned from the ERT pilot school visits as well as recommendations from the AIB, MSDE has continued to refine the ERT deployment plan and related resources to better support students across Maryland. During the staff collaboration meetings and the July 28, 2022, August 25, 2022, and March 16, 2023 AIB Board meetings, AIB and MSDE continued to find immeasurable value in extending the ERT pilot school visit process through 2022-2023.

The inclusion of the pilot school visits, and the lessons learned from these visits, into the ERT implementation process has provided the invaluable opportunity to strengthen the ERT deployment plan. Additionally, extensive research has guided and reinforced every modification made to the rubric and accompanying resources. The ERT rubric submitted on July 1, 2022 contained a two-rating system in which a school could achieve the rating of “Accomplishing with Continuous Improvement” or “In Progress”. The AIB recommended that MSDE consider adopting an additional rating to its two-rating system. As a result, MSDE began researching various local, State Education Agencies (SEAs), and international educational systems that utilize a three to four rating system, such as [New York City’s School Quality Reviews](#), [Oakland’s School Quality Review Report Rubric](#), and [England’s School Inspections process](#), all of which utilized a four-rating system. Based on this research, MSDE has adopted a four-rating system consisting of “Accomplishing with Continuous Improvement”, “Accomplishing”, “Developing”, and “Not Evident”.

MSDE utilized feedback from the pilot school reviews, stakeholder engagement meetings, and the AIB to revise the rubric to include indicators and measures to further align with the Blueprint. As a result, MSDE made revisions and additions to the following areas:

- Domain 2, Indicator 2: Community Schools
- Supplemental Tutoring
- College and Career Readiness (CCR) Support Pathway
- Post CCR Pathways
- Progress Monitoring
- Access to Well Rounded Curriculum
- Career Ladder
- Equitable Access to High-Quality Teachers
- Educator Needs
- Reading Instruction at the Early Elementary Level (Pre-K-2)
- Literacy at the Secondary Level
- Not Evident and Not Applicable Ratings

In addition to utilizing research to revise the ERT Rubric and resources, MSDE continued pilot school reviews through December 2022, including at schools in which students continue to demonstrate learning loss that began in relation to the COVID-19 pandemic. The extended pilot school visits were conducted at Manchester Valley High School in Carroll County and Renaissance Academy, a high school in Baltimore City. Feedback from the pilot school reviews and stakeholders were used to guide the modifications to MSDE's school review process, ensuring complete alignment throughout all resources. Building on the insight gained from the pilot school reviews, MSDE now submits the included Expert Review Team deployment plan, rubric, and resources in advance of the statutory timeline that "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." (Ed. § 5-411 (g)(2)(i))

For the official school reviews in the 2023-2024 school year, the ERT will conduct two-day school visits to review classrooms, facilitate focus groups and principal interviews, and collaborate to provide specific, detailed evidence for the school report. During focus groups, a survey will be given at the beginning of each focus group to collect quantitative data that will also be included in the final school report.

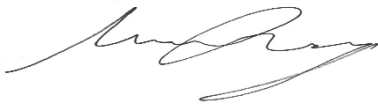
So far, MSDE has hired and trained 140 ERT members. These ERT members were trained on the process, expectations for reviewers, classroom reviews, focus groups, interviews, and the consensus and debrief process. This training allowed ERT members to practice the collaboration and calibration processes that will be used in a school review. For the 2023-2024 school year, 130 ERT members are returning to the Expert Review Team to support the implementation of Blueprint with a focus on student outcomes. ERT members will also attend virtual training in June 2023. During the training, ERT members will learn more about how the Blueprint and Implementation Plans relate to their work. In July of 2023, the ERT will be trained on the official resources, after the AIB's approval of the materials.

MSDE's ERT Deployment Plan (attached) identifies the process MSDE will use to deploy ERT members for the 2023-2024 school year. The Deployment Plan also outlines the methodology to select schools to visit, based on six criteria: (1) schools with the lowest academic performance, (2) schools with lower academic performance, (3) schools with the highest academic performance schools, (4) schools with the largest learning loss, (5) schools with the largest within-school achievement gaps, and (6) random selection. The criteria will be used to identify schools for the 2023-2024 school year.

In preparation for the 2023-2024 school visits of approximately 200 schools, MSDE reopened the application window for new ERT members and is actively recruiting school leaders, teachers, and other educational experts to join the current returning members. The new cohort of ERT members will be trained in the fall of 2023, as their training will need to encompass all the subsequent materials reviewed by the first cohort of ERT members. To ensure that all ERT members are adequately trained, regular reviews and refresher courses will be made available throughout the year to ensure that all members are up to date on the latest protocols and information and are prepared to conduct school reviews.

If you have questions or need additional information, please contact Dr. Deann Collins, Deputy Superintendent of Teaching and Learning, at Deann.Collins@maryland.gov.

Best Regards,



Mohammed Choudhury
State Superintendent of Schools

Enclosures:

- (1) 2023-2024 Deployment Plan
- (2) 2023-2024 Training Plan
- (3) 2023-2024 Expert Review Team Rubric
- (4) Classroom Capture Sheet
- (5) Focus Group Questions
- (6) Interview Questions

cc:

Rachel Hise, Executive Director, Accountability and Implementation Board
Clarence Crawford, President, Maryland State Board of Education
Elliott Schoen, Assistant Attorney General



BLUEPRINT

FOR MARYLAND'S FUTURE



EXPERT REVIEW TEAM

Deployment Plan

Office of Teaching and Learning
School Implementation Review Branch

School Year 2023-2024

MARYLAND STATE DEPARTMENT OF EDUCATION

Mohammed Choudhury

State Superintendent of Schools

Dr. Deann Collins

Deputy State Superintendent, Teaching and Learning

Wes Moore

Governor

MARYLAND STATE BOARD OF EDUCATION

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Joshua L. Michael, Ph.D.

Nicholas Greer

Brigadier General Warner I. Sumpter (Ret.)

Holly C. Wilcox, Ph.D.

Abisola Ayoola (Student Member)

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Introduction and Overview

The Blueprint for Maryland's Future requires that the Maryland State Department of Education (MSDE) establish, administer, and supervise an Expert Review Team (ERT) program to collaborate with schools and Local Education Agencies (LEAs) to provide feedback and recommendations with a focus on improving student outcomes.

The Blueprint requires MSDE to develop a plan to deploy the ERT in the following school year and to submit that plan to the Accountability Implementation Board (AIB) for approval. Pending the approval of the AIB, MSDE will deploy the ERT in the 2023-2024 school year to approximately two hundred schools in Maryland. The deployment plan provides expectations and timelines for the ERT, LEAs, and schools; and an in-depth overview of the process, induction, and training requirements of the program.

Stakeholder Engagement and Pilot Deployment

The purpose of stakeholder engagement meetings is to allow a variety of stakeholders to provide feedback on the school review resources as new developments and updates occur. This feedback guides revisions to the process and resources as needed. Table A shows the series of stakeholder convenings during the spring and fall pilot deployment.

TABLE A: STAKEHOLDER CONVENINGS DURING THE SPRING 2022 DEPLOYMENT

| DATE | AUDIENCE | TOPIC OF FEEDBACK |
|--------------|--|--|
| 3/25/22 | School principals representing the 5 regions and demographics | Received feedback on the process of site reviews, the Rubric, and the Classroom Capture Sheet |
| 4/7/22 | LEA central office leaders | Received feedback on the process of site reviews and the Rubric. |
| 5/16/22 | Principals participating in the spring pilot deployment | Preparing for and hosting the site visit. |
| 5/17/22 | MSDE Pilot ERT Members | Preparing for the site visit and conducting the onsite school review. |
| 7/22 - 10/22 | ERT members | The 140 ERT members were trained between July and October of 2022. MSDE training allowed reviewers to provide feedback through varied means throughout the training. Feedback led to many changes in processes and resources that were used during the December pilot. |
| 11/22 | Principals and central office staff that sign up for pilot school site reviews to be held in December 2022 | Inform stakeholders of the review process and familiarize them with the resources. Review the process for submitting documentation for the site review and request documentation for submission. |

| | | |
|----------------------|--------------------|--|
| 12/14/22 12/15/22 | Pilot school staff | Elicit feedback from schools through a survey. The survey was provided on thank you cards given to teachers whose classrooms were reviewed and was shared with principals for staff members. |
|----------------------|--------------------|--|

Stakeholders from the principal engagement meetings were invited to participate in pilot deployments from April through December of 2022. The purpose of these pilot school site reviews was to practice the before, during, and after stages of the school review process, use the ERT resources, elicit feedback from all internal and external stakeholders, and implement lessons learned to improve the school review process and resources.

The pilot schools were chosen using a methodology that included schools that experienced learning loss. These schools were organized by regions, grade levels, population size, percentage of population by student groups, and socio-economic status. These pilot schools enabled review teams to complete a one to two-day site visit review of their schools. Pilot school reviews were conducted at five LEAs and consisted of two elementary schools, one middle school, and two high schools. Table B shows the schools visited, the type of focus groups conducted, specific classrooms observed, and the principal interview.

TABLE B: SPRING AND FALL 2022 PILOT DEPLOYMENTS

| DATE | AUDIENCE |
|--|---|
| <p>Rock Hall Elementary School Kent County 4/22/22</p> | <p>Focus Groups: 2 teacher groups, 1 leadership group, 2 student groups</p> <p>Classroom Reviews: 1 Math, 2 ELA, 2 Science, 2 Interventions, and 1 Media Science</p> <p>Interview with the school principal</p> |
| <p>Boonsboro Elementary School Washington County 4/26/22</p> | <p>Focus Groups: 1 teacher group, 1 leadership group, 1 student group</p> <p>Classroom Reviews: 3 Math, 3 ELA, 1 Media, 1 Spanish, 1 Science</p> <p>Interview with the school principal</p> |
| <p>North Dorchester Middle School Dorchester County 5/25/22</p> | <p>Focus Groups: 1 group teacher, 1 student group, 1 leadership group</p> <p>Classroom Reviews: 1 Math, 2 ELA, 1 Science, 1 Physical Education</p> <p>Interview with the school principal</p> |
| <p>Manchester Valley High School Carroll County 12/14-15/22</p> | <p>Focus Groups Day 1: 1 teacher group, 2 leadership groups, 2 student groups, and 1 parent group</p> <p>Focus Groups Day 2: Cancelled due to inclement weather.</p> <p>Classroom Reviewed Day 1: Government, English 12, Intervention, AP World History, Child Lab, Algebra I, English 11, Honors Vocal Ensemble</p> <p>Classroom Reviewed Day 2: Cancelled due to inclement weather.</p> <p>Interview with the school principal</p> |

| | |
|--|---|
| <p>Renaissance Academy High School Baltimore City 12/14-15/22</p> | <p>Focus Groups Day 1: 1 teacher group, 1 leadership group, 1 student group, and 1 parent group</p> <p>Focus Groups Day 2: 1 student group</p> <p>Classroom Reviewed Day 1: ELA, English IV, Geometry, Physics, Algebra I, Algebra II, US History, and Spanish I</p> <p>Classroom Reviewed Day 2: ESOL II/III, ELA, Biology, Geometry, Intervention class, FACS, and American Government</p> <p>Interview with the school principal</p> |
|--|---|

At the conclusion of each school site review, schools were encouraged to provide feedback through a virtual debrief session and a survey on the review process. Schools provided feedback on the process, any disruption to the school environment, and communication between MSDE, the LEA, and the school. Table C shows a summary of the feedback provided.

TABLE C: SPRING AND FALL 2022 PILOT DEPLOYMENT FEEDBACK

| Pilot Deployment Feedback | |
|--|--|
| Summary of Site Visit from Rock Hall ES (4/22/22), Boonsboro ES (4/26/22), North Dorchester MS (5/5/22), Manchester Valley HS and Renaissance Academy HS (12/14-15/2022) | |
| Pilot Schools Feedback | MSDE Action |
| <ul style="list-style-type: none"> There was not enough time to answer the focus group questions. | <ul style="list-style-type: none"> MSDE will consolidate focus group questions to allow enough time for discussion. |
| <ul style="list-style-type: none"> Teachers really appreciated the feedback notes left in their rooms. | <ul style="list-style-type: none"> MSDE will continue to provide immediate feedback to teachers. |
| <ul style="list-style-type: none"> The schools and central office were overwhelmed with the amount of requested documentation in the time required to complete this task. | <ul style="list-style-type: none"> MSDE will hold virtual meetings with the school and LEA prior to the visit to explain the process for collecting and submitting documentation. |
| <ul style="list-style-type: none"> Principals liked the structure of the interview allowing them to provide authentic information on teaching and learning in the school. | <ul style="list-style-type: none"> MSDE will continue to interview principals as part of the school site review process. |

| | |
|--|---|
| <ul style="list-style-type: none">• The pilot schools reported that the MSDE ERT was very friendly and positive. They said the team was very “communicative and responsive to our questions and provided support along the way.” | <ul style="list-style-type: none">• MSDE will continue to make customer service a priority. |
|--|---|

MSDE has taken all feedback from the pilot school visits and has adjusted its resources, processes, and procedures to reflect feedback from principals and teachers. MSDE will present updated materials at the ERT training.

Methodology for Selecting Schools for 2023-2024

OVERVIEW

The following methodology will be used to identify schools that will receive an official Expert Review Team (ERT) visits starting in the 2023-2024 school year. To identify these schools, Maryland State Department of Education (MSDE) staff compiled a list of all public schools in Maryland that were open during the 2022-2023 school year and had enrollments greater than or equal to 10 students¹.

Six criteria will be used to identify schools, as summarized in Table 1 below: (1) schools with the lowest academic performance, (2) schools with lower academic performance, (3) schools with the highest academic performance schools, (4) schools with the largest learning loss, (5) schools with the largest within-school achievement gaps, and (6) random selection.

| Criterion Number | Criterion Type | Definition |
|------------------|--------------------|---|
| 1 | Lowest Performing | Schools with the lowest percent proficient in ELA and math in 2022*† |
| 2 | Lower Performing | Schools not identified by criteria 1 with the lowest percent proficient in ELA and Math* Schools not identified by criteria 1 with the lowest percent proficient in ELA and math* or the lowest growth from 2021 to 2022‡ |
| 3 | Highest Performing | Schools with the highest weighted average percent proficient in ELA and math* or highest growth from 2021 to 2022‡ |
| 4 | Learning Loss | Schools with the largest decreases in percent proficient in ELA or math from 2019 to 2022‡ |
| 5 | Learning Gaps | Difference in percent proficient in 2022 ELA and math for individual student groups (race/ethnicity, Students with Disabilities, English Learners, and Economically Disadvantaged) compared to their same school peers*† |
| 6 | Other | Selected at random from the list of remaining schools not identified by criteria 1-5 |

*An average of ELA and math results, weighted by the number of test takers on each test was used.

†Schools with fewer than 10 test takers combined in ELA and Math are not considered.

‡Schools with fewer than 10 test takers in ELA or math are not considered.

Note: Some schools may be removed from the list to ensure two or more different districts are represented.

Assessment data from 2023 will not be available before the list of schools needs to be identified.

¹ The removal of schools with fewer than 10 enrolled students is only applied to criteria 1-5. Criterion 6 (random selection) includes these schools to ensure all schools are visited.

SELECTION CRITERION 1: LOWEST PERFORMING

To determine the lowest performing schools, MSDE calculated the weighted average percent of students who scored proficient in ELA and math on the 2022 state MCAP assessments. Schools were ranked from lowest to highest in terms of average percent proficient and the 10 schools with the lowest performance from two or more LEAs were selected.

SELECTION CRITERION 2: LOWER PERFORMING

To determine an additional set of low performing schools that are not the lowest performing schools, MSDE calculated the weighted average percent of students who scored proficient in ELA and math on the 2022 state MCAP assessments. Schools were ranked from lowest to highest in terms of average percent proficient and the 10 schools with the lowest performance that were not identified as lowest performing (Criterion 1) from two or more LEAs were selected. Growth was calculated by subtracting the weighted average percent of students who scored proficient in ELA and math on the 2021 Fall assessment from each school's 2022 proficiency results. Schools were ranked from lowest to highest growth and an additional 10 schools with the lowest growth were identified.

SELECTION CRITERION 3: HIGHEST PERFORMING

To determine the highest performing schools, MSDE calculated the weighted average percent of students who scored proficient in ELA and math on the 2022 state MCAP assessments. Schools were ranked from highest to lowest in terms of average percent proficient and the 5 schools with the highest performance from two or more LEAs were selected. Growth was calculated by subtracting the weighted average percent of students who scored proficient in ELA and math on the 2021 Fall MCAP assessment from each school's 2022 proficiency results. Schools were ranked from highest to lowest growth and an additional 5 schools with the highest growth were identified.

SELECTION CRITERION 4: LARGEST LEARNING LOSS

To determine continued learning loss in schools that began in relation to the COVID-19 pandemic, MSDE calculated the change in the percent of students across all grades who were proficient in math or ELA on the state assessments between 2019 and 2022. The subject with the largest learning loss was identified and this learning loss value was used for school selection. After ranking schools from largest to smallest declines in percent proficient, the top 50 schools were selected.

SELECTION CRITERION 5: LARGEST IN-SCHOOL LEARNING GAPS

To determine largest in-school learning gaps, MSDE calculated the gap in weighted average percent proficient on the 2022 ELA and math state MCAP assessments between each student group by race/ethnicity, English Learners, Students with Disabilities, and Economically Disadvantaged and their peers within the same school. For example, the gap for English Learners was calculated as the weighted average percent proficient for English Learners in the schools minus the weighted average percent proficient for non-English Learners in the school. The gap for each school was ranked from largest to smallest and the 20 schools with the largest gaps, regardless of the student group, were selected.²

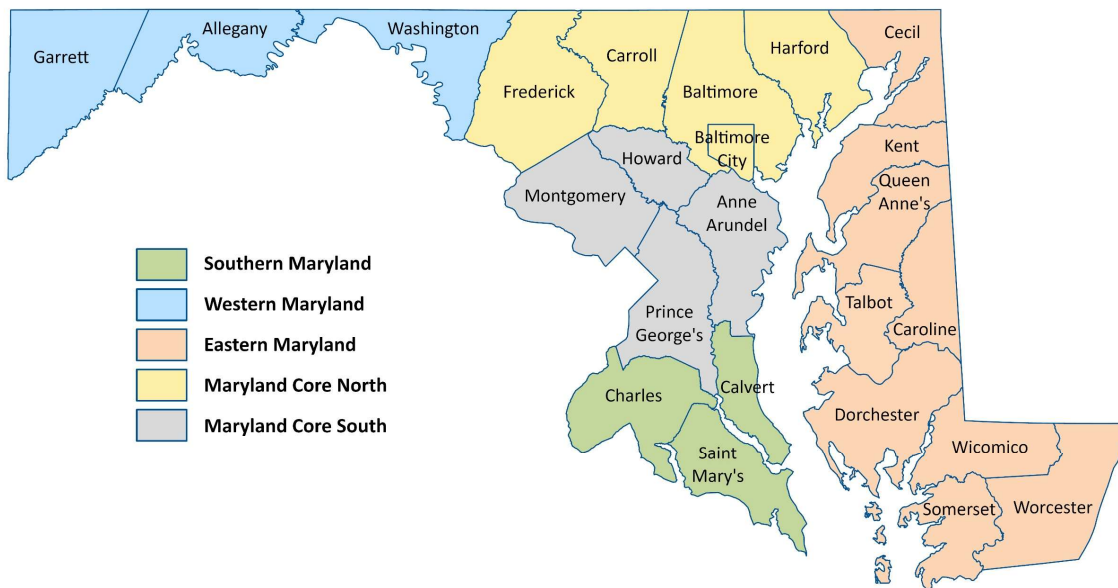
² Student groups of less than ten students were excluded for statistical reliability.

SELECTION CRITERION 6: OTHER

From a list of all schools not identified by the five above criteria and not previously visited, 90 schools from this list were chosen at random.

FUTURE DEPLOYMENT

MSDE is required to review a minimum of 10% of schools across the state annually. Schools will be visited each year based on multiple categories of most recently available data: lowest performing, lower performing, highest performing, largest in-school learning gaps, largest learning loss, and a random selection from all other schools, with adjustments for school level and geography to capture a representative sample of schools in the state. A similar methodology using the most recent data available will be re-run each year to identify the schools to be visited by Expert Review Teams.



The map above shows the counties included in each of the five regions in Maryland.

Sample School Review Schedule

Each school review will consist of six ERT members including school leaders, teachers, and other educational experts. During the school review three ERT members will conduct classroom reviews and three ERT members will facilitate focus groups. After each classroom review and focus group the team will discuss and calibrate to gain consensus on specific evidence captured. Prior to the conclusion of the school review, the ERT members will meet with the principal and school leadership to debrief on the school review process.

| SCHEDULE: DAY 1 | | | |
|--|---------------------|-------------------------------|------------------------------|
| 8:00 am: Morning meeting with principal and central office staff representatives to review the agenda for the day and school logistics (location of restrooms, classrooms, etc.) | | | |
| TEAM 1: CLASSROOM REVIEWS | | TEAM 2: FOCUS GROUPS | |
| TIME | DESCRIPTION OF TASK | TIME | DESCRIPTION OF TASK |
| 8:30am -9:15am 45 minutes | Classroom Review | 8:30am -9:15am 45 minutes | Focus Groups (Student) |
| 9:15am-9:30am 15 minutes | Debrief | 9:15am-9:30am 15 minutes | Debrief |
| 9:30am-10:15am 45 minutes | Classroom Review | 9:30am-10:15am 45 minutes | Focus Groups (School Leader) |
| 10:15am-10:30am 15 minutes | Debrief | 10:15am-10:30am 15 minutes | Debrief |
| 10:30am-11:15am 45 minutes | Classroom Review | 10:30am-11:15am 45 minutes | Focus Groups (Teacher) |
| 11:15am-11:30am 15 minutes | Debrief | 10:15am-10:30am 15 minutes | Debrief |
| 11:30am-12:00pm 30 minutes | Lunch | 11:30am-12:00pm 30 minutes | Lunch |
| 12:00pm-12:45pm 45 minutes | Classroom Review | 12:00pm-12:45pm 45 minutes | Focus Groups (Parent) |

| | | | |
|------------------------------|---|------------------------------|------------------------------|
| 12:45pm-1:00pm 15 minutes | Debrief | 12:45pm-1:00pm 15 minutes | Debrief |
| 1:00pm-1:45pm 45 minutes | Classroom Review | 1:00pm-1:45pm 45 minutes | Focus Groups (Student) |
| 1:45pm-2:00pm 15 minutes | Debrief | 1:45pm-2:00pm 15 minutes | Debrief |
| 2:00pm-2:45pm 45 minutes | Classroom Review | 2:00pm-2:45pm 45 minutes | Focus Groups (School Leader) |
| 2:45pm-3:00pm 15 minutes | Debrief | 2:45pm-3:00pm 15 minutes | Debrief |
| 3:00pm-4:00pm 60 minutes | The review team meets to discuss the outcomes of the day and add evidence to the report template. | | |

| SCHEDULE: DAY 2 | | | |
|--|--|-------------------------------|------------------------|
| 8:00 am: Morning meeting with principal and central office staff representatives to review the agenda for the day and school logistics (location of restrooms, classrooms, etc.) | | | |
| TEAM 1: CLASSROOM REVIEWS | | TEAM 2: FOCUS GROUPS | |
| TIME | DESCRIPTION OF TASK | TIME | DESCRIPTION OF TASK |
| 8:30am-9:15am 45 minutes | Classroom Review | 8:30am-9:15am 45 minutes | Focus Groups (Parent) |
| 9:15am-9:30am 15 minutes | Debrief | 9:15am-9:30am 15 minutes | Debrief |
| 9:30am-10:15am 45 minutes | Classroom Review | 9:30am-10:15am 45 minutes | Focus Groups (Teacher) |
| 10:15am-10:30am 15 minutes | Debrief | 10:15am-10:30am 15 minutes | Debrief |
| 10:30am-11:15am 45 minutes | Classroom Review | 10:30am-11:15am 45 minutes | Classroom Review |
| 11:15am-11:30am 15 minutes | Debrief | 10:15am-10:30am 15 minutes | Debrief |
| 11:30am-12:15pm 45 minutes | Classroom Review | 11:30am-12:15pm 45 minutes | Classroom Review |
| 12:15pm-3:30pm 3.25 hours | The review team will meet to discuss the outcomes of the day and add evidence to the report template. The team will have a working lunch as they supply evidence and prepare for the debriefing meeting. | | |
| 3:30pm-4:00pm 30 minutes | The review team meets with the principal and central office staff to debrief. | | |

Reporting

MSDE will compile all data from the classroom reviews, focus groups, interviews and documentation provided by the school and LEA. A draft report that will summarize the ratings for each measure, strength and areas for growth, recommendations, actions steps, and resources will be sent to the school within two months of the school visit. The school is given two weeks to make factual corrections and provide comments. The final report will be sent to the LEA, school, and the Accountability and Implementation Board.



Description of Teams






The Blueprint for Maryland’s Future legislation defines the composition of the ERT. The team must consist of teachers who are represented by a teacher collective bargaining unit, school leaders, and other experts. Team members must reflect the geographic, racial, ethnic, and gender diversity of the Maryland public school student population.

Applicants who applied and met minimum qualifications were asked to interview for the position. Minimum qualifications included but were not limited to possessing at least a bachelor’s degree, three or more years of experience, data to demonstrate experience improving student outcomes, and/or peer-reviewed articles on the improvement of student outcomes. Applicants were interviewed by trained MSDE staff, and candidates with the highest interview scores were selected. The application window will be opened periodically in order to maintain a bench of ERT members. The process for interviewing and hiring ERT members will follow the established protocol.



Schools and LEAs

Roles and responsibilities for LEAs and school-based staff include:

| | |
|---|---|
|  | Collaborating with MSDE to develop the school review agenda |
|  | Providing MSDE with all requested documents to prepare for the on-site review |
|  | Scheduling focus group participants |
|  | Preparing school staff for site visits by communicating the purpose and process for review |
|  | Collaborating with the Expert Review Team (ERT) to ensure that the visit runs smoothly |
|  | Informing all stakeholders of expectations during the site visit and sharing the schedule in advance of the visit |
|  | Communicating with the ERT throughout the process, honestly expressing concerns and feedback from staff |
|  | Informing the ERT of any last-minute changes to the schedule or teachers absent during the visit |
|  | Responding to a draft report with any factual corrections addressing recommendations in reports |

Projected Site Visits by Month for 2023 - 2024 Expert Review Team Deployment

This chart displays dates for ERT school visits for 2023-2024. The deployment of the ERT will begin in October 2023 and will conclude May 2024; visiting approximately 200 schools. Visits will be supervised by a team of MSDE specialists and overseen by a director.

| Month | Number of Weeks | Number of School Site Visits | Number of ERT Members |
|---------------|-----------------|------------------------------|-----------------------|
| October 2023 | 4 | 12 | 72 |
| November 2023 | 4 | 24 | 144 |
| December 2023 | 3 | 18 | 108 |
| January 2024 | 4 | 24 | 144 |
| February 2024 | 4 | 24 | 144 |
| March 2024 | 4 | 24 | 144 |
| April 2024 | 4 | 36 | 216 |
| May 2024 | 5 | 45 | 270 |
| TOTAL | | 207 Schools | |

*The following number of schools is based on starting school visits in October.

| 2023 2024 Deployment Schools Maryland Core North | | | | | | | | | | | |
|---|--------|------------------|---------------------------------|---------|---------|------------|---------|-------|-------|------|-------|
| Criteria | County | School Name | Enrollment | % Asian | % Black | % Hispanic | % White | % SwD | % EL | % ED | |
| Elementary | 1 | Baltimore City | Steuart Hill Academic Academy*‡ | 193 | ≤5% | 83.4% | 7.8% | 6.2% | 14.0% | ≤5% | 85.5% |
| | 2 | Baltimore City | Dorothy I. Height Elementary*‡ | 303 | ≤5% | ≥95% | ≤5% | ≤5% | 15.3% | ≤5% | 76.6% |
| | 2 | Baltimore City | Belmont Elementary†‡ | 244 | ≤5% | ≥95% | ≤5% | ≤5% | 10.8% | ≤5% | 85.4% |
| | 2 | Baltimore City | Frederick Elementary†‡ | 348 | ≤5% | 85.1% | 5.5% | ≤5% | 10.3% | 5.6% | 80.5% |
| | 3 | Baltimore County | Pinewood Elementary | 552 | ≤5% | 7.4% | ≤5% | 60.7% | 12.5% | 6.0% | 6.4% |
| | 4 | Baltimore County | Fort Garrison Elementary | 286 | ≤5% | 21.0% | ≤5% | 67.8% | 23.9% | ≤5% | 8.9% |
| | 4 | Baltimore County | Lutherville Laboratory | 345 | 13.6% | 22.9% | 9.3% | 47.0% | 16.8% | 6.6% | 19.1% |
| | 5 | Frederick | Centerville Elementary | 447 | 23.5% | 12.3% | 15.0% | 40.0% | 7.0% | 7.3% | 5.7% |
| | 5 | Harford | Darlington Elementary | 100 | ≤5% | ≤5% | ≤5% | 82.0% | 23.5% | ≤5% | 19.6% |
| | 5 | Baltimore County | Timonium Elementary | 447 | 17.4% | ≤5% | 7.4% | 64.9% | 13.9% | 6.2% | 5.7% |
| | 5 | Frederick | Myersville Elementary | 387 | ≤5% | ≤5% | 8.3% | 81.9% | 11.4% | ≤5% | 5.2% |

| | | | | | | | | | | | |
|--|---|------------------|--|-----|-------|-------|-------|-------|-------|-------|-------|
| | 5 | Baltimore County | Honeygo Elementary | 693 | 21.6% | 19.8% | ≤5% | 48.9% | 14.6% | ≤5% | 12.7% |
| | 5 | Frederick | New Market Elementary | 574 | ≤5% | 2.1% | 9.8% | 79.8% | 9.0% | ≤5% | 5.6% |
| | 5 | Harford | Bel Air Elementary | 530 | ≤5% | 5.7% | 11.9% | 74.2% | 8.1% | 7.5% | 16.3% |
| | 6 | Frederick | Valley Elementary | 515 | ≤5% | 3.7% | 17.5% | 70.1% | 9.9% | 6.2% | 13.0% |
| | 6 | Baltimore County | Oliver Beach Elementary [†] | 146 | ≤5% | ≤5% | ≤5% | 91.8% | 26.4% | ≤5% | 23.6% |
| | 6 | Baltimore County | Prettyboy Elementary | 402 | ≤5% | ≤5% | ≤5% | 93.0% | 13.3% | ≤5% | 5.4% |
| | 6 | Baltimore County | Cedarmere Elementary | 540 | 7.8% | 44.1% | 30.4% | 14.4% | 13.9% | 23.8% | 27.5% |
| | 6 | Baltimore City | Mary Ann Winterling Elementary at Bentalou ^{*‡} | 381 | ≤5% | ≥95% | ≤5% | ≤5% | 12.3% | ≤5% | 86.8% |
| | 6 | Baltimore County | Hawthorne Elementary ^{†‡} | 465 | ≤5% | 55.3% | 10.8% | 21.7% | 18.9% | ≤5% | 70.2% |
| | 6 | Baltimore City | Sinclair Lane Elementary [†] | 281 | ≤5% | ≥95% | ≤5% | ≤5% | 10.5% | ≤5% | 80.8% |
| | 6 | Baltimore County | Seven Oaks Elementary | 476 | 9.5% | 30.7% | 9.2% | 41.4% | 18.1% | ≤5% | 25.8% |

Comprehensive School Improvement (*CSI)

Additional Targeted School Improvement (†ATSI)

‡Community Schools

| 2023 2024 Deployment Schools Maryland Core North (Continued) | | | | | | | | | | | |
|---|--------|------------------|-------------------------------|---------|---------|------------|---------|-------|-------|------|-------|
| Criteria | County | School Name | Enrollment | % Asian | % Black | % Hispanic | % White | % SwD | % EL | % ED | |
| Middle | 1 | Baltimore City | Booker T. Washington Middle*† | 177 | ≤5% | ≥95% | ≤5% | ≤5% | 27.9% | ≤5% | 85.2% |
| | 1 | Baltimore County | Crossroads Center† | 153 | ≤5% | 39.9% | ≤5% | 46.4% | 13.1% | ≤5% | 51.7% |
| | 4 | Carroll | Oklahoma Road Middle | 696 | 7.9% | 5.6% | 5.5% | 76.1% | 7.9% | ≤5% | ≤5% |
| | 4 | Frederick | Middletown Middle | 807 | ≤5% | ≤5% | 8.7% | 81.4% | 10.8% | ≤5% | 8.7% |
| | 4 | Baltimore County | Hereford Middle | 911 | ≤5% | ≤5% | ≤5% | 85.3% | 9.6% | ≤5% | 6.0% |
| | 4 | Harford | Fallston Middle School | 894 | ≤5% | ≤5% | ≤5% | 84.9% | 9.8% | ≤5% | 8.4% |
| | 4 | Carroll | North Carroll Middle | 612 | ≤5% | ≤5% | 5.1% | 87.4% | 10.1% | ≤5% | 12.1% |
| | 4 | Harford | Patterson Mill Middle School | 758 | 7.7% | 7.3% | 7.7% | 70.1% | 11.5% | ≤5% | 11.0% |
| | 6 | Harford | Bel Air Middle | 1,354 | 6.7% | 8.0% | 7.1% | 73.3% | 8.9% | ≤5% | 10.1% |
| | 6 | Baltimore County | Arbutus Middle† | 1,001 | 15.3% | 20.7% | 6.5% | 48.3% | 14.2% | ≤5% | 37.0% |
| | 6 | Frederick | Thurmont Middle | 565 | ≤5% | ≤5% | 6.9% | 85.7% | 14.3% | ≤5% | 19.2% |
| | 6 | Baltimore County | Cockeysville Middle† | 833 | 8.6% | 26.5% | 19.7% | 40.3% | 16.3% | ≤5% | 24.1% |

| | | | | | | | | | | | |
|------|---|------------------|---|-------|-------|-------|-------|-------|-------|-------|-------|
| High | 1 | Baltimore County | Catonsville Center for Alternative Studies‡ | 23 | ≤5% | 87.0% | ≤5% | ≤5% | 26.6% | ≤5% | 70.3% |
| | 1 | Baltimore County | Rosedale Center‡ | 21 | ≤5% | 52.4% | ≤5% | ≤5% | 37.6% | ≤5% | 68.2% |
| | 1 | Baltimore City | New Era Academy*‡ | 382 | ≤5% | 56.0% | 40.8% | ≤5% | 18.0% | 38.7% | 52.6% |
| | 2 | Baltimore City | Renaissance Academy*‡ | 269 | ≤5% | 88.5% | 8.2% | ≤5% | 34.8% | 5.3% | 73.0% |
| | 2 | Baltimore City | Digital Harbor High School*‡ | 1,367 | ≤5% | 63.1% | 29.0% | 6.2% | 19.2% | 23.3% | 57.1% |
| | 2 | Baltimore County | Parkville High | 2,152 | 7.0% | 43.8% | 25.8% | 19.3% | 13.6% | 29.5% | 36.0% |
| | 2 | Baltimore County | Dulaney High | 1,867 | 13.4% | 20.2% | 11.8% | 49.4% | 8.0% | ≤5% | 13.7% |
| | 2 | Baltimore County | Patapsco High and Center for Arts | 1,365 | ≤5% | 24.3% | 10.6% | 54.3% | 15.1% | ≤5% | 42.4% |
| | 2 | Baltimore County | Milford Mill Academy | 1,294 | ≤5% | 87.6% | 7.6% | ≤5% | 15.7% | ≤5% | 38.2% |
| | 3 | Baltimore County | Eastern Technical High School | 1,215 | 23.8% | 19.7% | 5.2% | 46.5% | ≤5% | ≤5% | 9.1% |
| | 4 | Frederick | Linganore High | 1,519 | ≤5% | ≤5% | 9.3% | 78.7% | 11.1% | ≤5% | 5.9% |
| | 4 | Carroll | Westminster High | 1,448 | ≤5% | ≤5% | 7.1% | 80.3% | 10.0% | ≤5% | 8.4% |

*CSI †ATSI ‡Community Schools

| 2023 2024 Deployment Schools Maryland Core North (Continued) | | | | | | | | | | | |
|---|--------|----------------|-------------------------------------|------------|------------|---------------|------------|----------|---------|---------|-------|
| Criteria | County | School Name | Enrollment | % Asian | % Black | % Hispanic | % White | % SwD | % EL | % ED | |
| High | 4 | Carroll | Liberty High | 1,002 | ≤5% | 5.9% | ≤5% | 81.1% | 6.6% | ≤5% | ≤5% |
| | 4 | Carroll | Century High | 1,140 | 5.6% | ≤5% | 6.3% | 80.4% | ≤5% | ≤5% | 5.7% |
| | 4 | Baltimore City | Baltimore Polytechnic Institute | 1,601 | 5.2% | 61.2% | 13.4% | 18.2% | ≤5% | ≤5% | 31.6% |
| | 4 | Carroll | Manchester Valley High | 1,342 | ≤5% | ≤5% | 6.0% | 87.0% | 9.2% | ≤5% | 9.2% |
| | 4 | Baltimore City | Baltimore City College [‡] | 1,494 | ≤5% | 65.7% | 12.0% | 17.5% | ≤5% | ≤5% | 35.3% |
| | 4 | Frederick | Middletown High | 1,096 | ≤5% | ≤5% | 8.0% | 83.1% | 6.5% | ≤5% | 5.8% |
| | 4 | Frederick | Oakdale High | 1,465 | 7.1% | 7.8% | 11.4% | 67.9% | 7.3% | ≤5% | 5.2% |
| | 4 | Harford | Patterson Mill High School | 802 | 6.9% | 7.7% | 7.7% | 70.0% | 9.6% | ≤5% | 9.8% |
| | 4 | Frederick | Brunswick High | 848 | ≤5% | 8.8% | 11.7% | 71.2% | 10.7% | ≤5% | 12.8% |
| | 4 | Harford | Fallston High | 982 | ≤5% | ≤5% | ≤5% | 85.5% | 7.9% | ≤5% | 6.2% |
| | 4 | Carroll | Winters Mill High | 1,086 | ≤5% | 8.3% | 14.7% | 68.4% | 7.9% | ≤5% | 13.5% |
| | 4 | Frederick | Catoctin High | 745 | ≤5% | ≤5% | 7.2% | 87.0% | 11.6% | ≤5% | 15.3% |
| | 4 | Harford | Harford Technical High | 992 | ≤5% | 13.9% | 8.3% | 69.2% | ≤5% | ≤5% | 9.0% |
| | 4 | Carroll | South Carroll High | 922 | ≤5% | ≤5% | 8.8% | 83.6% | 7.5% | ≤5% | 5.3% |

| | | | | | | | | | | | |
|-------------|---|------------------|--|-------|-----|-------|-------|-------|-------|-------|-------|
| | 5 | Baltimore County | Hereford High | 1,282 | ≤5% | ≤5% | ≤5% | 85.4% | 8.0% | ≤5% | ≤5% |
| | 6 | Baltimore City | Patterson High*‡ | 1,294 | ≤5% | 46.6% | 45.8% | 6.2% | 14.6% | 42.5% | 55.3% |
| Combination | 1 | Baltimore City | Johnston Square Elementary*‡ | 262 | ≤5% | ≥95% | ≤5% | ≤5% | 9.7% | ≤5% | 83.2% |
| | 1 | Baltimore City | Collington Square Elementary/Middle*‡ | 265 | ≤5% | 94.7% | ≤5% | ≤5% | 19.6% | ≤5% | 85.4% |
| | 2 | Baltimore City | Abbottston Elementary†‡ | 363 | ≤5% | 89.8% | 6.9% | ≤5% | 16.0% | 6.3% | 77.1% |
| | 2 | Baltimore City | Baltimore International Academy West*‡ | 207 | ≤5% | ≥95% | ≤5% | ≤5% | 9.4% | ≤5% | 65.3% |
| | 2 | Baltimore City | Katherine Johnson Global Academy*‡ | 493 | ≤5% | 94.7% | ≤5% | ≤5% | 21.9% | ≤5% | 84.8% |
| | 4 | Frederick | Sabillasville Environmental School | 69 | ≤5% | ≤5% | ≤5% | 92.8% | 5.7% | ≤5% | 21.4% |
| | 6 | Baltimore City | Hampstead Hill Academy‡ | 879 | ≤5% | 17.1% | 37.4% | 38.2% | ≤5% | 18.1% | 26.6% |
| | 6 | Baltimore City | Hazelwood Elementary/Middle*‡ | 474 | ≤5% | 89.2% | 7.8% | ≤5% | 16.5% | 6.5% | 71.0% |
| | 6 | Baltimore City | Dr. Bernard Harris, Sr., Elementary*‡ | 306 | ≤5% | ≥95% | ≤5% | ≤5% | 11.4% | ≤5% | 88.3% |

*CSI †ATSI ‡Community Schools

| 2023 2024 Deployment Schools Maryland Core North (Continued) | | | | | | | | | | | |
|---|--------|----------------|--|------------|------------|---------------|------------|----------|---------|---------|-------|
| Criteria | County | School Name | Enrollment | % Asian | % Black | % Hispanic | % White | % SwD | % EL | % ED | |
| Combination | 1 | Baltimore City | Bluford Drew Jemison STEM Academy West*‡ | 239 | ≤5% | 94.6% | ≤5% | ≤5% | 38.1% | ≤5% | 79.7% |
| | 2 | Baltimore City | National Academy Foundation*‡ | 810 | ≤5% | 55.1% | 42.5% | ≤5% | 22.6% | 38.1% | 53.4% |
| | 2 | Frederick | Heather Ridge | 29 | ≤5% | ≤5% | ≤5% | 41.4% | 63.6% | ≤5% | 52.3% |

*CSI †ATSI ‡Community Schools

| 2023 2024 Deployment Schools Maryland Core South | | | | | | | | | | | |
|---|--------|--------------|--|---------|---------|------------|---------|-------|-------|-------|-------|
| Criteria | County | School Name | Enrollment | % Asian | % Black | % Hispanic | % White | % SwD | % EL | % ED | |
| Elementary | 3 | Montgomery | Westbrook Elementary | 285 | ≤5% | ≤5% | 16.1% | 69.5% | 15.8% | ≤5% | ≤5% |
| | 3 | Anne Arundel | Benfield Elementary | 410 | ≤5% | ≤5% | 8.0% | 82.9% | 14.0% | ≤5% | ≤5% |
| | 3 | Montgomery | Carderock Springs Elementary | 321 | 17.4% | 7.2% | 14.3% | 51.4% | 12.8% | 8.1% | ≤5% |
| | 4 | Montgomery | JoAnn Leleck at Broad Acres Elementary ^{†‡} | 799 | ≤5% | 9.3% | 87.6% | ≤5% | 6.7% | 73.6% | 34.7% |
| | 4 | Anne Arundel | Deale Elementary | 190 | ≤5% | ≤5% | 8.9% | 83.7% | 4.3% | ≤5% | 14.4% |
| | 5 | Montgomery | Cold Spring Elementary | 326 | 39.9% | 4.3% | 5.5% | 42.0% | 7.8% | ≤5% | ≤5% |
| | 5 | Montgomery | DuFief Elementary | 261 | 33.3% | 16.5% | 12.3% | 28.4% | 35.7% | 21.4% | 9.8% |
| | 5 | Montgomery | Chevy Chase Elementary | 456 | 10.7% | 22.4% | 9.4% | 51.3% | 7.5% | 10.2% | 12.8% |
| | 5 | Montgomery | Burning Tree Elementary | 405 | 22.7% | 8.4% | 9.1% | 51.1% | 23.3% | 14.6% | 5.4% |
| | 5 | Anne Arundel | Folger Mckinsey Elementary | 594 | ≤5% | ≤5% | ≤5% | 83.7% | 5.9% | ≤5% | ≤5% |
| | 5 | Anne Arundel | Jones Elementary | 293 | 5.5% | 5.1% | 6.8% | 74.4% | 8.2% | 5.1% | 8.9% |
| | 5 | Howard | Worthington Elementary | 446 | 38.6% | 5.6% | 6.5% | 42.2% | 12.0% | ≤5% | ≤5% |
| | 5 | Montgomery | Darnestown Elementary | 314 | 11.5% | 8.6% | 9.9% | 62.1% | 21.3% | 9.7% | ≤5% |

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|--|---|-----------------|--|-----|-------|-------|-------|-------|-------|-------|-------|
| | 6 | Montgomery | Harmony Hills Elementary ^{†‡} | 683 | ≤5% | 12.0% | 82.0% | ≤5% | 8.8% | 56.1% | 25.4% |
| | 6 | Anne Arundel | West Annapolis Elementary | 227 | ≤5% | 10.1% | 15.9% | 60.8% | 8.6% | 8.6% | 7.3% |
| | 6 | Montgomery | Sherwood Elementary [†] | 492 | 12.0% | 18.7% | 17.9% | 41.3% | 21.2% | 9.2% | 11.7% |
| | 6 | Anne Arundel | Jessup Elementary | 573 | 6.5% | 29.5% | 24.8% | 28.4% | 18.2% | 16.4% | 16.8% |
| | 6 | Anne Arundel | Tyler Heights Elementary [‡] | 418 | ≤5% | ≤5% | ≥95% | ≤5% | 6.7% | 72.6% | 18.4% |
| | 6 | Montgomery | Highland View Elementary | 371 | ≤5% | 27.2% | 30.5% | 35.0% | 9.0% | 30.3% | 21.6% |
| | 6 | Howard | Hanover Hills [†] | 823 | 24.7% | 41.1% | 15.7% | 11.4% | 13.6% | 15.7% | 20.1% |
| | 6 | Anne Arundel | Quarterfield Elementary | 442 | 9.3% | 31.2% | 17.9% | 29.0% | 15.3% | 12.9% | 24.9% |
| | 6 | Prince George's | Magnolia Elementary [‡] | 467 | 7.9% | 66.0% | 20.1% | ≤5% | 5.4% | 19.9% | 37.9% |
| | 6 | Montgomery | Oakland Terrace Elementary | 493 | ≤5% | 17.2% | 34.5% | 35.1% | 20.9% | 15.4% | 10.7% |
| | 6 | Anne Arundel | Glendale Elementary [‡] | 388 | ≤5% | 12.4% | 38.1% | 39.9% | 15.7% | 20.5% | 34.1% |
| | 6 | Montgomery | Whetstone Elementary [‡] | 681 | 8.1% | 26.3% | 54.2% | 7.3% | 14.9% | 41.1% | 29.2% |

*CSI †ATSI ‡Community Schools

| 2023 2024 Deployment Schools Maryland Core South (Continued) | | | | | | | | | | | |
|---|--------|-----------------|---|---------|---------|------------|---------|-------|-------|-------|-------|
| Criteria | County | School Name | Enrollment | % Asian | % Black | % Hispanic | % White | % SwD | % EL | % ED | |
| Elementary | 6 | Montgomery | Thurgood Marshall Elementary | 556 | 14.0% | 20.3% | 29.9% | 31.5% | 19.5% | 18.1% | 25.3% |
| | 6 | Prince George's | James Ryder Randall Elementary [†] | 253 | ≤5% | 54.5% | 40.3% | ≤5% | 8.0% | 26.3% | 33.9% |
| | 6 | Montgomery | Little Bennett Elementary | 642 | 27.7% | 26.8% | 18.4% | 20.4% | 21.0% | 16.8% | 13.2% |
| | 6 | Prince George's | Ardmore Elementary | 409 | ≤5% | 73.3% | 24.0% | ≤5% | 11.9% | 13.6% | 33.2% |
| | 6 | Anne Arundel | Hillsmere Elementary [†] | 396 | ≤5% | 21.0% | 13.4% | 59.3% | 9.9% | 6.6% | 20.8% |
| | 6 | Howard | Phelps Luck Elementary | 694 | 8.8% | 25.9% | 33.1% | 25.5% | 12.0% | 20.0% | 18.8% |
| | 6 | Anne Arundel | Glen Burnie Park Elementary [‡] | 490 | 6.1% | 35.1% | 27.1% | 26.9% | 10.9% | 21.5% | 36.8% |
| | 6 | Montgomery | Maryvale Elementary | 609 | 9.9% | 25.3% | 36.3% | 20.7% | 12.6% | 22.3% | 25.8% |
| | 6 | Prince George's | Columbia Park Elementary ^{†‡} | 525 | ≤5% | 49.7% | 44.4% | ≤5% | 9.4% | 35.0% | 42.6% |
| | 6 | Montgomery | Kemp Mill Elementary ^{†‡} | 417 | ≤5% | 11.3% | 83.5% | ≤5% | 8.4% | 59.6% | 34.9% |
| | 6 | Montgomery | Oak View Elementary [‡] | 399 | ≤5% | 13.8% | 62.7% | 16.3% | 12.1% | 50.5% | 20.4% |
| | 6 | Montgomery | Washington Grove Elementary ^{†‡} | 397 | ≤5% | 22.2% | 62.0% | 8.1% | 15.0% | 42.8% | 28.5% |

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|--------|---|-----------------|------------------------------|-------|-------|-------|-------|-------|-------|-------|-------|
| | 6 | Montgomery | Judith A. Resnik Elementary | 559 | 11.3% | 28.8% | 41.5% | 14.0% | 10.6% | 25.7% | 33.1% |
| | 6 | Montgomery | Dr. Sally K. Ride Elementary | 472 | 11.4% | 33.7% | 38.6% | 10.8% | 26.0% | 24.8% | 35.1% |
| | 6 | Anne Arundel | Odenton Elementary | 534 | 5.4% | 31.8% | 18.5% | 33.7% | 12.7% | 12.5% | 23.2% |
| | 6 | Prince George's | Melwood Elementary | 438 | ≤5% | 60.3% | 32.2% | ≤5% | 5.6% | 19.8% | 25.8% |
| | 6 | Prince George's | Francis T. Evans Elementary | 356 | ≤5% | 52.5% | 26.1% | 11.8% | 6.6% | 11.7% | 26.0% |
| | 6 | Montgomery | Georgian Forest Elementary†‡ | 554 | ≤5% | 25.6% | 65.2% | ≤5% | 8.3% | 43.4% | 31.3% |
| Middle | 1 | Anne Arundel | Mary Moss at Adams Academy‡ | 16 | ≤5% | ≤5% | ≤5% | ≤5% | 36.4% | 15.9% | 52.3% |
| | 4 | Montgomery | Rosa M. Parks Middle | 836 | 11.2% | 15.6% | 13.4% | 53.5% | 11.6% | ≤5% | 8.5% |
| | 4 | Montgomery | Thomas W. Pyle Middle | 1,312 | 16.5% | ≤5% | 11.1% | 61.1% | 10.0% | ≤5% | ≤5% |
| | 4 | Montgomery | Herbert Hoover Middle | 1,002 | 38.3% | 9.4% | 7.1% | 37.8% | 9.3% | ≤5% | ≤5% |
| | 4 | Anne Arundel | Central Middle | 1,281 | ≤5% | ≤5% | 13.7% | 73.0% | 7.1% | ≤5% | 5.3% |
| | 4 | Anne Arundel | Severna Park Middle | 1,440 | ≤5% | ≤5% | 6.2% | 80.1% | 7.9% | ≤5% | ≤5% |

*CSI †ATSI ‡Community Schools

| 2023 2024 Deployment Schools Maryland Core South (Continued) | | | | | | | | | | | |
|---|--------|--------------------|-----------------------------------|---------|---------|------------|---------|-------|-------|-------|-------|
| Criteria | County | School Name | Enrollment | % Asian | % Black | % Hispanic | % White | % SwD | % EL | % ED | |
| Middle | 4 | Montgomery | Westland Middle | 802 | 8.6% | 10.5% | 18.5% | 54.0% | 12.5% | 7.8% | 5.8% |
| | 4 | Montgomery | Silver Creek Middle | 795 | 5.8% | 23.0% | 16.9% | 48.8% | 9.3% | 11.3% | 14.1% |
| | 6 | Prince George's | Martin Luther King Jr. Middle | 938 | 6.6% | 43.7% | 44.6% | ≤5% | 11.8% | 22.0% | 27.4% |
| | 6 | Howard | Bonnie Branch Middle [†] | 663 | 18.6% | 19.8% | 15.4% | 38.5% | 9.7% | 9.1% | 10.9% |
| | 6 | Anne Arundel | Severn River Middle | 747 | ≤5% | 9.8% | 11.9% | 70.4% | 8.5% | ≤5% | 8.1% |
| | 6 | Montgomery | Neelsville Middle | 792 | 12.1% | 26.5% | 47.3% | 8.3% | 10.9% | 23.5% | 29.4% |
| | 6 | Howard | Oakland Mills Middle [†] | 476 | 7.8% | 36.1% | 26.5% | 22.1% | 11.9% | 9.6% | 26.6% |
| High | 6 | Montgomery | North Bethesda Middle | 1,152 | 12.2% | 10.9% | 14.2% | 53.9% | 10.8% | ≤5% | 5.6% |
| | 2 | Montgomery | Quince Orchard High | 2,069 | 10.4% | 17.4% | 30.7% | 36.8% | 11.4% | 11.9% | 16.2% |
| | 2 | Howard | Hammond High [†] | 1,306 | 11.5% | 39.4% | 18.1% | 23.9% | 9.3% | 7.0% | 20.5% |
| | 2 | Montgomery | Watkins Mill High | 1,594 | 9.8% | 23.5% | 58.6% | 5.3% | 13.3% | 30.3% | 25.9% |
| | 2 | Montgomery | James Hubert Blake High | 1,751 | 9.9% | 40.0% | 31.9% | 14.6% | 10.7% | 7.5% | 22.8% |
| 2 | Howard | Oakland Mills High | 1,336 | 7.9% | 42.9% | 22.3% | 18.9% | 13.2% | 7.6% | 20.6% | |

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|--|---|--------------|--------------------------|-------|-------|-------|-------|-------|-------|-------|-------|
| | 2 | Montgomery | Col. Zadok Magruder High | 1,616 | 13.0% | 18.5% | 42.0% | 22.3% | 13.3% | 13.8% | 18.1% |
| | 4 | Howard | Glenelg High | 1,298 | 17.2% | ≤5% | 6.5% | 67.1% | 7.2% | ≤5% | ≤5% |
| | 4 | Howard | River Hill High | 1,508 | 37.5% | 10.3% | 6.0% | 40.8% | 5.2% | ≤5% | ≤5% |
| | 4 | Anne Arundel | Severna Park High | 1,854 | ≤5% | ≤5% | 6.3% | 79.9% | 5.8% | ≤5% | ≤5% |
| | 4 | Howard | Mount Hebron High | 1,639 | 33.3% | 11.5% | 9.3% | 42.3% | 7.4% | 5.5% | 6.2% |
| | 4 | Howard | Centennial High | 1,377 | 40.3% | 10.1% | 6.1% | 38.9% | 6.3% | ≤5% | ≤5% |
| | 5 | Montgomery | Winston Churchill High | 2,212 | 31.1% | 10.1% | 8.2% | 44.8% | 13.5% | ≤5% | ≤5% |
| | 5 | Montgomery | Thomas S. Wootton High | 1,943 | 36.0% | 11.8% | 8.0% | 40.0% | 8.6% | ≤5% | ≤5% |
| | 5 | Montgomery | Richard Montgomery High | 2,334 | 24.3% | 15.6% | 24.0% | 30.1% | 8.6% | 9.1% | 12.3% |
| | 6 | Montgomery | Seneca Valley High | 2,040 | 9.6% | 38.5% | 33.8% | 12.8% | 14.7% | 11.8% | 25.5% |
| | 6 | Montgomery | Paint Branch High | 2,061 | 11.6% | 59.2% | 23.0% | ≤5% | 11.7% | 7.2% | 25.1% |

*CSI †ATSI ‡Community Schools

| 2023 2024 Deployment Schools Maryland Core South (Continued) | | | | | | | | | | | |
|---|--------|-----------------|---------------------------------------|---------|---------|------------|---------|-------|-------|-------|-------|
| Criteria | County | School Name | Enrollment | % Asian | % Black | % Hispanic | % White | % SwD | % EL | % ED | |
| High | 6 | Anne Arundel | Chesapeake High | 1,388 | ≤5% | ≤5% | 6.6% | 84.5% | 13.7% | ≤5% | 11.8% |
| | 6 | Prince George's | Potomac High ^{†‡} | 1,216 | ≤5% | 68.3% | 28.5% | ≤5% | 16.1% | 15.2% | 37.8% |
| | 6 | Prince George's | Northwestern High [†] | 2,219 | ≤5% | 25.5% | 70.3% | ≤5% | 11.3% | 32.5% | 25.1% |
| | 6 | Montgomery | John F. Kennedy High | 1,776 | 5.6% | 23.3% | 64.6% | 5.0% | 17.2% | 26.5% | 23.8% |
| | 6 | Anne Arundel | Arundel High | 1,733 | 5.2% | 30.4% | 9.5% | 43.9% | 8.9% | ≤5% | 10.0% |
| | 6 | Montgomery | Bethesda-Chevy Chase High | 2,289 | 6.2% | 15.6% | 18.3% | 53.5% | 9.1% | 6.9% | 7.9% |
| | 6 | Prince George's | Frederick Douglass High | 1,161 | ≤5% | 86.6% | 8.5% | ≤5% | 10.0% | ≤5% | 19.4% |
| | 6 | Anne Arundel | Crofton High School | 1,303 | 7.6% | 19.1% | 11.2% | 56.4% | 5.5% | ≤5% | ≤5% |
| | 6 | Montgomery | Damascus High | 1,381 | 11.0% | 13.2% | 27.7% | 43.2% | 16.7% | 5.5% | 11.6% |
| Combination | 6 | Prince George's | Suitland High | 1,977 | ≤5% | 87.7% | 9.2% | ≤5% | 12.9% | ≤5% | 40.5% |
| | 6 | Prince George's | William W. Hall Academy ^{*‡} | 541 | ≤5% | 55.3% | 42.0% | ≤5% | 7.2% | 25.8% | 40.8% |

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|--|---|-----------------|-------------------------------|-----|-----|-------|------|-----|------|-----|-------|
| | 6 | Prince George's | Excel Academy Public Charter† | 413 | ≤5% | 91.0% | 6.1% | ≤5% | 7.5% | ≤5% | 36.1% |
|--|---|-----------------|-------------------------------|-----|-----|-------|------|-----|------|-----|-------|

*CSI †ATSI ‡Community Schools

| 2023 2024 Deployment Schools Eastern Shore | | | | | | | | | | | |
|---|--------|--------------|--------------------------------|---------|---------|------------|---------|-------|-------|-------|-------|
| Criteria | County | School Name | Enrollment | % Asian | % Black | % Hispanic | % White | % SwD | % EL | % ED | |
| Elementary | 3 | Worcester | Pocomoke Elementary† | 435 | ≤5% | 40.9% | 7.1% | 43.0% | 8.0% | ≤5% | 55.9% |
| | 3 | Worcester | Snow Hill Elementary | 355 | ≤5% | 25.9% | 6.2% | 57.7% | 12.7% | ≤5% | 44.9% |
| | 3 | Worcester | Ocean City Elementary | 545 | ≤5% | ≤5% | 14.1% | 74.9% | 11.4% | 5.5% | 26.9% |
| | 3 | Queen Anne's | Matapeake Elementary School | 409 | ≤5% | ≤5% | 6.6% | 84.8% | 8.7% | ≤5% | 16.1% |
| | 4 | Caroline | Ridgely Elementary School† | 433 | ≤5% | 12.5% | 7.9% | 70.2% | 9.0% | ≤5% | 36.1% |
| | 6 | Wicomico | Westside Intermediate | 340 | ≤5% | 17.1% | 9.1% | 62.9% | 11.8% | ≤5% | 31.0% |
| | 6 | Dorchester | Sandy Hill Elementary†,‡ | 414 | ≤5% | 65.2% | 8.2% | 19.3% | 8.8% | ≤5% | 80.3% |
| | 6 | Wicomico | Willards Elementary | 276 | ≤5% | ≤5% | 9.1% | 79.0% | 12.0% | ≤5% | 43.3% |
| | 6 | Wicomico | Prince Street School‡ | 782 | ≤5% | 52.7% | 24.0% | 13.2% | 8.1% | 21.1% | 61.4% |
| | 6 | Cecil | Bay View Elementary | 443 | ≤5% | 8.8% | 8.4% | 72.5% | 20.2% | ≤5% | 30.9% |
| | 6 | Worcester | Berlin Intermediate† | 667 | ≤5% | 9.4% | 12.0% | 68.7% | 10.8% | ≤5% | 24.8% |
| | 6 | Somerset | Carter G Woodson Elementary†,‡ | 492 | ≤5% | 29.5% | 12.4% | 51.4% | 15.4% | ≤5% | 60.0% |
| | 4 | Queen Anne's | Centreville Middle School | 511 | ≤5% | 7.0% | 7.0% | 80.0% | 9.6% | ≤5% | 15.9% |

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|-------------|---|--------------|--|-------|-----|-------|-------|-------|-------|------|-------|
| Middle | 6 | Queen Anne's | Stevensville Middle School | 491 | ≤5% | 6.3% | 9.8% | 77.2% | 11.1% | ≤5% | 15.9% |
| High | 4 | Worcester | Stephen Decatur High | 1,444 | ≤5% | 8.9% | 8.2% | 75.3% | 8.2% | ≤5% | 20.8% |
| | 4 | Queen Anne's | Queen Anne's County High School | 1,196 | ≤5% | 7.1% | 10.6% | 76.0% | 10.0% | ≤5% | 15.1% |
| | 6 | Caroline | Colonel Richardson High School | 530 | ≤5% | 24.5% | 7.0% | 60.2% | 8.1% | 6.2% | 37.0% |
| Combination | 4 | Dorchester | South Dorchester School | 206 | ≤5% | ≤5% | ≤5% | 88.3% | 7.1% | ≤5% | 32.4% |
| | 6 | Worcester | Snow Hill Middle [†] | 375 | ≤5% | 29.1% | ≤5% | 58.1% | 11.0% | ≤5% | 40.3% |
| | 6 | Somerset | Crisfield Academy and High School [‡] | 379 | ≤5% | 26.6% | 11.1% | 56.7% | 15.3% | ≤5% | 46.9% |

*CSI †ATSI ‡Community Schools

| 2023 2024 Deployment Schools Southern Maryland | | | | | | | | | | | |
|---|--------|--------------|--|---------|---------|------------|---------|-------|-------|------|-------|
| Criteria | County | School Name | Enrollment | % Asian | % Black | % Hispanic | % White | % SwD | % EL | % ED | |
| Elementary | 3 | Saint Mary's | White Marsh Elementary† | 225 | ≤5% | 8.0% | ≤5% | 79.6% | 9.1% | ≤5% | 16.5% |
| | 4 | Charles | Dr. Samuel A. Mudd Elementary School*‡ | 555 | ≤5% | 69.9% | 16.6% | 5.4% | 11.0% | 6.9% | 43.3% |
| | 6 | Saint Mary's | Benjamin Banneker Elementary | 593 | ≤5% | 12.1% | ≤5% | 76.9% | 17.4% | ≤5% | 23.9% |
| | 6 | Saint Mary's | Town Creek Elementary† | 232 | ≤5% | 18.1% | 12.5% | 56.0% | 9.6% | ≤5% | 31.7% |
| | 6 | Calvert | Windy Hill Elementary | 649 | ≤5% | 6.6% | 8.2% | 70.9% | 9.2% | ≤5% | 17.9% |
| | 6 | Calvert | Patuxent Appeal Elementary Campus | 707 | ≤5% | 19.1% | 7.5% | 56.6% | 14.9% | ≤5% | 35.9% |
| | 6 | Charles | J. C. Parks Elementary School | 607 | ≤5% | 64.3% | 14.5% | 7.7% | 10.7% | 7.1% | 21.7% |
| | 6 | Charles | T. C. Martin Elementary School† | 539 | ≤5% | 28.0% | 8.7% | 49.4% | 12.0% | ≤5% | 17.7% |
| | 6 | Calvert | Huntingtown Elementary | 524 | ≤5% | 6.9% | 7.6% | 75.4% | 14.6% | ≤5% | 17.2% |
| Middle | 6 | Calvert | Northern Middle | 604 | ≤5% | 8.1% | ≤5% | 75.5% | 7.2% | ≤5% | 8.8% |
| High | 4 | Calvert | Huntingtown High School | 1,358 | ≤5% | 9.8% | 6.0% | 74.5% | 6.7% | ≤5% | 8.9% |
| | 4 | Calvert | Calvert High | 1,115 | ≤5% | 20.0% | 10.2% | 59.0% | 7.9% | ≤5% | 19.7% |
| | 4 | Saint Mary's | Chopticon High | 1,681 | ≤5% | 7.9% | ≤5% | 80.8% | 8.6% | ≤5% | 12.2% |

| | | | | | | | | | | | |
|--------------------|---|--------------|-----------------------------|-------|-----|-------|-------|-------|-------|-----|-------|
| | 6 | Saint Mary's | Great Mills High | 1,740 | ≤5% | 36.1% | 13.3% | 37.5% | 11.6% | ≤5% | 25.5% |
| | 6 | Charles | Henry E. Lackey High School | 1,019 | ≤5% | 56.6% | 8.5% | 24.5% | 12.6% | ≤5% | 21.0% |
| Combination | 6 | Saint Mary's | Chesapeake Charter School | 496 | ≤5% | 11.1% | ≤5% | 70.8% | 9.3% | ≤5% | 11.0% |

*CSI †ATSI ‡Community Schools

| 2023 2024 Deployment Schools Western Maryland | | | | | | | | | | | |
|--|--------|-------------|--------------------------|------------|------------|---------------|------------|----------|---------|---------|-------|
| Criteria | County | School Name | Enrollment | % Asian | % Black | % Hispanic | % White | % SwD | % EL | % ED | |
| Elementary | 4 | Allegany | Mt. Savage Elementary | 199 | ≤5% | ≤5% | ≤5% | ≥95% | 20.4% | ≤5% | 41.3% |
| | 5 | Allegany | Frost Elementary | 190 | ≤5% | ≤5% | ≤5% | 92.1% | 9.9% | ≤5% | 24.3% |
| | 6 | Washington | Emma K. Doub Elementary† | 365 | ≤5% | 9.9% | 12.3% | 59.2% | 14.4% | ≤5% | 40.0% |
| | 6 | Allegany | Flintstone Elementary | 211 | ≤5% | ≤5% | ≤5% | 94.3% | 11.8% | ≤5% | 37.7% |
| High | 4 | Washington | Clear Spring High | 455 | ≤5% | ≤5% | ≤5% | 90.5% | 7.1% | ≤5% | 19.7% |

*CSI †ATSI ‡Community Schools

Appendix A: Research Review

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Blueprint for Maryland's Future: Expert Review Team Rubric

Office of Teaching and Learning School Implementation Review Branch

Initial 2023-2024 Version



Introduction and Overview

The Maryland State Department of Education (MSDE) is committed to supporting local education agency's (LEAs) in improving student outcomes through the Blueprint Expert Review Team program. A comprehensive school review process is used to identify promising practices and opportunities for growth in curriculum, instruction, interventions, socio-emotional and mental health services, educator support, and school management to support continuous improvement. School reviews are a collaborative process among LEAs, schools, and MSDE aimed at accelerating student learning to narrow opportunity and achievement gaps and enhancing the professional practice of educators.

All school reviews are facilitated by an Expert Review Team led by MSDE. Expert Review Team members consist of teachers, school leaders, and education experts with experience in accelerating student achievement. Team members participate in extensive training to calibrate the review process to ensure a consistent approach to school reviews. The Expert Review Team analyzes school data, reviews documents submitted by the school, facilitates classroom observations, and conducts focus groups and interviews to identify effective practices and opportunities for growth in a school.

DESIGN AND STRUCTURE OF THE RUBRIC

Evidence collected during the review process is assessed on criteria outlined in the Expert Review Team Rubric. The rubric consists of four domains grounded in effective practices to improve student outcomes.

- **Domain 1:** Curriculum and Instruction - High-quality curriculum, instructional materials, teaching practices, and assessments are implemented to support student learning.
- **Domain 2:** Student Support - Schools use data to identify students and implement a multi-tiered approach to support all student groups.
- **Domain 3:** Educator Support - Educators at all levels are provided with support to improve results and shift instructional practice.

Each domain contains indicators and measures. Indicators specify criteria within the domain that will be reviewed. Measures identify the component that will be rated within the indicator. Each measure can earn one of four ratings:

- **Accomplishing with Continuous Improvement** - evidence reviewed demonstrates that a school fully addressed action(s) while implementing measures and attaining outcomes and demonstrates a commitment to continuous improvement.
- **Accomplishing** - evidence reviewed demonstrates that a school fully addressed action(s) while implementing measures and attaining outcomes.
- **Developing** - a plan and/or process is observed; however, actions towards attaining measures and outcomes have not yet been implemented.

- **Not Evident** - a plan and/or process towards implementing measures or obtaining outcomes was not observed.

In cases where the measure and/or component does not apply, it will be marked as not applicable.

IMPLEMENTATION OF THE RUBRIC

The Expert Review Team Rubric is used by the review team to form a consensus on a rating for each measure based on all collected evidence. Collected evidence includes documents submitted by the school prior to the on-site review; outcomes of classroom observations; answers to focus group questions from teachers, administrators, students, and parents/guardians; and student data. Expert Review Team members and MSDE specialists review, analyze, and triangulate data from collected evidence to assign ratings. MSDE will collaborate with LEAs for any school that earns a rating of Developing or Not Evident for any measure to develop recommendations, a support plan, and a timeline for the school to make progress toward the Accomplishing or Accomplishing with Continuous Improvement rating.

MSDE will continue to refine the rubric based on evidence-based practices, research reviews, and stakeholder feedback to ensure continuous improvement of the Expert Review Team process.

COMMUNITY SCHOOLS AND THE EXPERT REVIEW TEAM

The community school model is designed to promote positive, equitable outcomes by providing students, families, and the community with the health, mental health, academic, and extracurricular support needed to thrive. Community schools serve as hubs that bring families, communities, and partners together. Maryland continues to prioritize community schools through the Blueprint for Maryland's Future. This landmark legislation is designed to improve the quality of education for Maryland students and close achievement gaps. Included in this legislation are Concentration of Poverty grants for schools that serve large populations of students experiencing poverty.

The Expert Review Team will review the extent to which the community schools are fulfilling their requirements based on the Concentration of Poverty Grant. The community school measure, Implementation with Fidelity, focuses on providing resources to address barriers that affect marginalized students and providing wraparound services to students and families. The community schools' indicator is organized by requirements for year 1, year 2, and year 3 and beyond schools.

Domain 1: Curriculum and Instruction - High-quality curriculum, instructional materials, teaching practices, and assessments are implemented to support student learning.

INDICATOR 1: Curriculum and Instructional Materials - Curriculum and instructional materials are aligned to standards, incorporate culturally responsive strategies, are supported by research, and include stakeholder input; professional learning is provided to staff.

Measure: High Quality Instructional Materials

Curriculum and instructional materials are aligned to standards, incorporate culturally responsive strategies, are supported by research, and include stakeholder input.

Not applicable

| Not Evident | Developing | Accomplishing | Accomplishing with Continuous Improvement |
|--|--|---|--|
| <p><input type="checkbox"/> The school has not started the process of aligning curriculum and instructional materials to be rated by Evidence for ESSA or What Works Clearinghouse.</p> | <p><input type="checkbox"/> The school is in the process of aligning curriculum and instructional materials to be rated by Evidence for ESSA or What Works Clearinghouse.</p> | <p><input type="checkbox"/> Curriculum and instructional materials are rated as "Promising" or "Moderate" by Evidence for ESSA or Tier 2 by What Works Clearinghouse.</p> | <p><input type="checkbox"/> Curriculum and instructional materials are rated as "Strong" by Evidence for ESSA or Tier 1 by What Works Clearinghouse.</p> |
| <p><input type="checkbox"/> The school has not started the process of aligning curriculum and instructional materials with the Maryland College and Career Standards.</p> | <p><input type="checkbox"/> The school is in the process of aligning curriculum and instructional materials with the Maryland College and Career Standards.</p> | <p><input type="checkbox"/> Curriculum and instructional materials are aligned with the Maryland College and Career Standards.</p> | <p><input type="checkbox"/> Curriculum and instructional materials, and assessments are aligned with the Maryland College and Career Standards and are consistently being assessed to maintain vertical and horizontal alignment of curriculum and instruction.</p> |

| Not Evident | Developing | Accomplishing | Accomplishing with Continuous Improvement |
|---|---|---|---|
| <p><input type="checkbox"/> The school has not started the process of vetting and rating curriculum and instructional materials by Ed Reports.</p> | <p><input type="checkbox"/> The school is in the process of vetting and rating curriculum and instructional materials by Ed Reports.</p> | <p><input type="checkbox"/> Curriculum and instructional materials are rated as "Partially Meets" by Ed Reports.</p> | <p><input type="checkbox"/> Curriculum and instructional materials are rated as "Meets Expectations" by Ed Reports.</p> |
| <p><input type="checkbox"/> The school is not in the process of selecting curriculum and instructional materials that represent different perspectives, authors, and characters; acknowledge the contributions of individual cultures, values, and identities of students.</p> | <p><input type="checkbox"/> The school is in the process of selecting curriculum and instructional materials that represent different perspectives, authors, and characters; acknowledge the contributions of individual cultures, values, and identities of students.</p> | <p><input type="checkbox"/> Curriculum and instructional materials consistently represent different perspectives, authors, and characters; acknowledge the contributions of individual cultures, values, and identities of students.</p> | <p><input type="checkbox"/> Curriculum and instructional materials consistently represent different perspectives, authors, and characters; acknowledge the contributions of individual cultures, values, and identities of students. Curriculum and instructional materials are designed inclusively to account for differences in students' learning needs, competencies, and levels of readiness.</p> |
| <p><input type="checkbox"/> The school has not started developing a process for eliciting input from teachers, families, and other stakeholders in the adoption and implementation of curriculum and materials.</p> | <p><input type="checkbox"/> The school is developing a process for eliciting input from teachers, families, and other stakeholders in the adoption and implementation of curriculum and materials.</p> | <p><input type="checkbox"/> The school consistently (every 3-5 years) solicits input from teachers, families, and other stakeholders in the adoption and implementation of curriculum and materials.</p> | <p><input type="checkbox"/> The school consistently (every 3-5 years) solicits input from teachers, families, and other stakeholders while monitoring and adjusting the adoption and implementation of curriculum and instructional materials using a variety of inclusive practices.</p> |

| Not Evident | Developing | Accomplishing | Accomplishing with Continuous Improvement |
|---|---|--|---|
| <p><input type="checkbox"/> The school’s Pre-K (Pre-Kindergarten) program has not started the process of aligning comprehensive learning standards that are research-based, age and developmentally appropriate.</p> | <p><input type="checkbox"/> The school’s Pre-K (Pre-Kindergarten) program is in the process of aligning comprehensive learning standards that are research-based, age and developmentally appropriate.</p> | <p><input type="checkbox"/> The school’s Pre-K (Pre-Kindergarten) program aligns comprehensive learning standards that are research-based, age and developmentally appropriate.</p> | <p><input type="checkbox"/> The school’s Pre-K (Pre-Kindergarten) program aligns comprehensive learning standards that are research-based, age and developmentally appropriate, and are monitored and adjusted for effectiveness.</p> |

Measure: Supporting the Effective Use of High Quality Instructional Materials

Teachers and leaders participate in on going, job embedded professional learning that is anchored in the specific curriculum and materials used for instruction.

Not applicable

| Not Evident | Developing | Accomplishing | Accomplishing with Continuous Improvement |
|--|--|--|--|
| <p><input type="checkbox"/> Teachers do not engage in job-embedded professional learning, which uses disaggregated data to adjust the implementation of curricular materials to support all students with a focus on the most underserved students. Examples of job-embedded opportunities include:</p> <ul style="list-style-type: none"> • action research • case study discussions • coaching/mentoring | <p><input type="checkbox"/> Teachers inconsistently engage in job-embedded professional learning, which uses disaggregated data to adjust the implementation of curricular materials to support all students with a focus on the most underserved students. Examples of job-embedded opportunities include:</p> <ul style="list-style-type: none"> • action research • case study discussions • coaching/mentoring | <p><input type="checkbox"/> Teachers consistently engage in job-embedded professional learning, which uses disaggregated data to adjust the implementation of curricular materials to support all students with a focus on the most underserved students. Examples of job-embedded opportunities include:</p> <ul style="list-style-type: none"> • action research • case study discussions • coaching/mentoring | <p><input type="checkbox"/> Teachers consistently engage in job-embedded professional learning, which uses an analysis of disaggregated data to adjust the implementation of curricular materials to improve teacher practice across classrooms and support all students with a focus on the most underserved students. Examples of job-embedded opportunities include:</p> <ul style="list-style-type: none"> • action research • case study discussions |

| Not Evident | Developing | Accomplishing | Accomplishing with Continuous Improvement |
|---|--|--|--|
| <ul style="list-style-type: none"> • critical friends groups • data teams/assessment development • examining student work • implementing individual professional growth/learning plans • lesson study • teacher portfolios • professional learning communities | <ul style="list-style-type: none"> • critical friends groups • data teams/ assessment development • examining student work • implementing individual professional growth/learning plans • lesson study • teacher portfolios • professional learning communities | <ul style="list-style-type: none"> • critical friends groups • data teams/ assessment development • examining student work • implementing individual professional growth/learning plans • lesson study • teacher portfolios • professional learning communities | <ul style="list-style-type: none"> • coaching/mentoring • critical friends groups • data teams/ assessment development • examining student work • implementing individual professional growth/learning plans • lesson study • teacher portfolios • professional learning communities |
| <p><input type="checkbox"/> The schoolwide schedule has not been developed that includes dedicated time for teachers to engage with their peers during the school day, as part of the master schedule, to support the implementation of curricular materials.</p> | <p><input type="checkbox"/> The schoolwide schedule is being developed to include dedicated time for teachers to engage with their peers during the school day, as part of the master schedule, to support the implementation of curricular materials.</p> | <p><input type="checkbox"/> Teachers consistently engage with their peers during the school day, as part of the master schedule, to support the implementation of curricular materials.</p> | <p><input type="checkbox"/> Teachers consistently engage with their peers during the school day, as part of the master schedule, to support the implementation of curricular materials through evidence-based strategies meeting the needs of all students.</p> |
| <p><input type="checkbox"/> A schoolwide schedule does not include dedicated time for teachers and leaders to work in teams to analyze student work and instructional practices to inform adjustments to curricular materials.</p> | <p><input type="checkbox"/> A schoolwide schedule is being developed that includes dedicated time for teachers and leaders to work in teams to analyze student work and instructional practices to inform adjustments to curricular materials.</p> | <p><input type="checkbox"/> Teachers and leaders consistently have dedicated time to work in teams to analyze student work and instructional practices to inform adjustments to curricular materials.</p> | <p><input type="checkbox"/> Teachers and leaders consistently have dedicated time to work in teams to analyze student work, trends, and instructional practices to inform adjustments to curricular materials with vertical alignment across grade bands and content areas.</p> |

RATING FOR DOMAIN 1, INDICATOR 1

| Not Applicable | Not Evident | Developing | Accomplishing | Accomplishing with Continuous Improvement |
|--------------------|--------------------|--------------------|--------------------|---|
| _____ out of _____ | _____ out of _____ | _____ out of _____ | _____ out of _____ | _____ out of _____ |

INDICATOR 2: Classroom Instruction - Instruction reflects research-based practices that challenge and support all students.

Measure: Differentiation

Teachers address the needs of diverse learners through modifying content, process, and/or products.

Not applicable

| Not Evident | Developing | Accomplishing | Accomplishing with Continuous Improvement |
|--|---|---|---|
| <p><input type="checkbox"/> Few (less than 25%) of classrooms observed demonstrate two or more examples of differentiation of content, process, or product. Evidence will be collected from the <i>Classroom Capture Sheet</i>.</p> | <p><input type="checkbox"/> Some (25%-59%) of classrooms observed demonstrate two or more examples of differentiation of content, process, or product. Evidence will be collected from the <i>Classroom Capture Sheet</i>.</p> | <p><input type="checkbox"/> Majority (60%-84%) of classrooms observed demonstrate two or more examples of differentiation of content, process, or product. Evidence will be collected from the <i>Classroom Capture Sheet</i>.</p> | <p><input type="checkbox"/> At least 85% of classrooms observed demonstrate two or more examples of differentiation of content, process, or product. Evidence will be collected from the <i>Classroom Capture Sheet</i>.</p> |

Questioning

A variety of questions are used to challenge students and promote higher order thinking.

Not applicable

| Not Evident | Developing | Accomplishing | Accomplishing with Continuous Improvement |
|--|---|---|---|
| <p><input type="checkbox"/> Few (less than 25%) of classrooms observed demonstrate two or more examples of students engaged in effective questioning practices. Evidence will be collected from the <i>Classroom Capture Sheet</i>.</p> | <p><input type="checkbox"/> Some (25%-59%) of classrooms observed demonstrate two or more examples of students engaged in effective questioning practices. Evidence will be collected from the <i>Classroom Capture Sheet</i>.</p> | <p><input type="checkbox"/> Majority (60%-84%) of classrooms observed demonstrate two or more examples of students engaged in effective questioning practices. Evidence will be collected from the <i>Classroom Capture Sheet</i>.</p> | <p><input type="checkbox"/> At least 85% of classrooms observed demonstrate two or more examples of students engaged in effective questioning practices. Evidence will be collected from the <i>Classroom Capture Sheet</i>.</p> |

Measure: Explicit Instruction

An instructional method designed with the student objective in mind demonstrated through planning, learning, and assessment.

Not applicable

| Not Evident | Developing | Accomplishing | Accomplishing with Continuous Improvement |
|--|---|---|---|
| <p><input type="checkbox"/> Few (less than 25%) of classrooms observed demonstrated two or more examples of effective practices for explicit instruction. Evidence will be collected from the <i>Classroom Capture Sheet</i>.</p> | <p><input type="checkbox"/> Some (25%-59%) of classrooms observed demonstrated two or more examples of effective practices for explicit instruction. Evidence will be collected from the <i>Classroom Capture Sheet</i>.</p> | <p><input type="checkbox"/> Majority (60%-84%) of classrooms observed demonstrated two or more examples of effective practices for explicit instruction. Evidence will be collected from the <i>Classroom Capture Sheet</i>.</p> | <p><input type="checkbox"/> At least 85% of classrooms observed demonstrated two or more examples of effective practices for explicit instruction. Evidence will be collected from the <i>Classroom Capture Sheet</i>.</p> |

| Not Evident | Developing | Accomplishing | Accomplishing with Continuous Improvement |
|--|---|---|--|
| <p><input type="checkbox"/> Focus groups with students demonstrate that students have no knowledge of what they are learning and why they are learning it.</p> | <p><input type="checkbox"/> Focus groups with students demonstrate that students have minimal knowledge of what they are learning and why they are learning it.</p> | <p><input type="checkbox"/> Focus groups with students demonstrate that students have general knowledge of what they are learning and why they are learning it.</p> | <p><input type="checkbox"/> Focus groups with students demonstrate that students have in-depth knowledge of what they are learning and why they are learning it.</p> |

Measure: Reading Instruction at the Elementary Level

Students in the elementary grades receive reading instruction grounded in the science of reading. **Elementary grades only.*

Not applicable

| Not Evident | Developing | Accomplishing | Accomplishing with Continuous Improvement |
|---|--|--|--|
| <p><input type="checkbox"/> Few (less than 25%) of classrooms observed implement evidence-based reading instructional practices focused on phonological awareness, phonics, fluency, vocabulary, and comprehension. Examples include but are not limited to instruction on:</p> <ul style="list-style-type: none"> • decoding skills (phonemic awareness, phoneme-grapheme correspondence, etc.). an emphasis is placed on decoding skills in grades Pre-K to 3 • comprehension skills (morphological awareness, vocabulary, etc.) • fluency strategies (model fluent reading, repeated reading, etc.) • an emphasis is placed on student writing in grades 3-5. | <p><input type="checkbox"/> Some (25%-59%) of classrooms observed implement evidence-based reading instructional practices focused on phonological awareness, phonics, fluency, vocabulary, and comprehension. Examples include but are not limited to instruction on:</p> <ul style="list-style-type: none"> • decoding skills (phonemic awareness, phoneme-grapheme correspondence, etc.). an emphasis is placed on decoding skills in grades Pre-K to 3 • comprehension skills (morphological awareness, vocabulary, etc.) • fluency strategies (model fluent reading, repeated reading, etc.) • an emphasis is placed on student writing in grades 3-5. | <p><input type="checkbox"/> Majority (60%-84%) of classrooms observed implement evidence-based reading instructional practices focused on phonological awareness, phonics, fluency, vocabulary, and comprehension. Examples include but are not limited to instruction on:</p> <ul style="list-style-type: none"> • decoding skills (phonemic awareness, phoneme-grapheme correspondence, etc.). an emphasis is placed on decoding skills in grades PreK- to 3 • comprehension skills (morphological awareness, vocabulary, etc.) • fluency strategies (model fluent reading, repeated reading, etc.) • an emphasis is placed on student writing in grades 3-5. | <p><input type="checkbox"/> At least 85% of classrooms observed implement evidence-based reading instructional practices focused on phonological awareness, phonics, fluency, vocabulary, and comprehension. Examples include but are not limited to instruction on:</p> <ul style="list-style-type: none"> • decoding skills (phonemic awareness, phoneme-grapheme correspondence, etc.). an emphasis is placed on decoding skills in grades Pre-K to 3 • comprehension skills (morphological awareness, vocabulary, etc.) • fluency strategies (model fluent reading, repeated reading, etc.) • an emphasis is placed on student writing in grades 3-5. |

| Not Evident | Developing | Accomplishing | Accomplishing with Continuous Improvement |
|---|---|--|---|
| <p><input type="checkbox"/> The school does not utilize a screening process to identify students at risk for reading difficulties, revise instruction based on progress monitoring, and communicates the process to parents and guardians.</p> | <p><input type="checkbox"/> The school inconsistently utilizes a screening process to identify students at risk for reading difficulties, revise instruction based on progress monitoring, and communicates the process to parents and guardians.</p> | <p><input type="checkbox"/> The school consistently utilizes a screening process to identify students at risk for reading difficulties, revise instruction based on progress monitoring, and communicates the process to parents and guardians.</p> | <p><input type="checkbox"/> The school consistently utilizes a screening process to identify students at risk for reading difficulties, revises instruction based on progress monitoring, evidence-based practices and providing timely and effective information to families about their students' progress ensuring information helps them understand how to support their student.</p> |
| <p><input type="checkbox"/> Evidence-based supplemental reading instruction does not occur through differentiated small group instruction based on data and student needs.</p> | <p><input type="checkbox"/> Evidence-based supplemental reading instruction inconsistently occurs through differentiated small group instruction based on data and student needs.</p> | <p><input type="checkbox"/> Evidence-based supplemental reading instruction consistently occurs through differentiated small group instruction based on data and student needs.</p> | <p><input type="checkbox"/> Evidence-based supplemental reading instruction consistently occurs through differentiated small group instruction based on data and is modified based on individual student needs.</p> |
| <p><input type="checkbox"/> Training and professional development is not provided directly to principals and teachers in implementing the Science of Reading.</p> | <p><input type="checkbox"/> Training and professional development is inconsistently provided directly to all principals and teachers in implementing the Science of Reading.</p> | <p><input type="checkbox"/> Training and professional development is consistently provided directly to all principals and teachers in implementing the Science of Reading.</p> | <p><input type="checkbox"/> Training and professional development is consistently provided directly to all principals and teachers in implementing the Science of Reading with follow up trainings throughout the school year.</p> |
| <p><input type="checkbox"/> The school has not developed a plan to provide and track interventions to students, utilizing a high-quality screening process, who are not reading on grade level by the end of grade 3 as well as evaluating the effectiveness of the reading intervention(s).</p> | <p><input type="checkbox"/> The school is developing a plan to provide and track interventions to students, utilizing a high-quality screening process, who are not reading on grade level by the end of grade 3 as well as evaluating the effectiveness of the reading intervention(s).</p> | <p><input type="checkbox"/> The school is consistently providing and tracking interventions to students, utilizing a high-quality screening process, who are not reading on grade level by the end of grade 3 as well as evaluating the effectiveness of the reading intervention(s).</p> | <p><input type="checkbox"/> The school is consistently providing and tracking interventions to students, utilizing a high-quality screening process, who are not reading on grade level by the end of grade 3 as well as evaluating the effectiveness of the reading intervention(s) and monitor and ensure fidelity of implementation.</p> |

Measure: Literacy at the Secondary Level

Students in the secondary grades receive literacy instruction aligned with current research based strategies. **Secondary grades only.*

Not applicable

| Not Evident | Developing | Accomplishing | Accomplishing with Continuous Improvement |
|--|--|---|---|
| <p><input type="checkbox"/> Few (less than 25%) of classrooms observed implement research-based literacy instructional practices focused on vocabulary, comprehension, writing instruction, and speaking and listening. Examples include but are not limited to instruction on:</p> <ul style="list-style-type: none"> • comprehension of grade level texts (metacognition, meta comprehension, annotation, literary analysis) • diverse grade level texts (reading independently) • vocabulary and content knowledge • building background knowledge • sentence structure (syntax and grammar) • an emphasis is placed on student writing in grades 6-12 • Socratic methods | <p><input type="checkbox"/> Some (25%-59%) of classrooms observed implement research-based literacy instructional practices focused on vocabulary, comprehension, writing instruction, and speaking and listening. Examples include but are not limited to instruction on:</p> <ul style="list-style-type: none"> • comprehension of grade level texts (metacognition, meta comprehension, annotation, literary analysis) • diverse grade level texts (reading independently) • vocabulary and content knowledge • building background knowledge • sentence structure (syntax and grammar) • an emphasis is placed on student writing in grades 6-12. • Socratic methods | <p><input type="checkbox"/> Majority (60%-84%) of classrooms observed implement research-based literacy instructional practices focused on vocabulary, comprehension, writing instruction, and speaking and listening. Examples include but are not limited to instruction on:</p> <ul style="list-style-type: none"> • comprehension of grade level texts (metacognition, meta comprehension, annotation, literary analysis) • diverse grade level texts (reading independently) • vocabulary and content knowledge • building background knowledge • sentence structure (syntax and grammar) • an emphasis is placed on student writing in grades 6-12 • Socratic methods | <p><input type="checkbox"/> At least 85% of classrooms observed implement research-based literacy instructional practices focused on vocabulary, comprehension, writing instruction, and speaking and listening. Examples include but are not limited to instruction on:</p> <ul style="list-style-type: none"> • comprehension of grade level texts (metacognition, meta comprehension, annotation, literary analysis) • diverse grade level texts (reading independently) • vocabulary and content knowledge • building background knowledge • sentence structure (syntax and grammar) • an emphasis is placed on student writing in grades 6-12 • Socratic methods • debate and argumentative writing |

| Not Evident | Developing | Accomplishing | Accomplishing with Continuous Improvement |
|---|--|--|---|
| <ul style="list-style-type: none"> • debate and argumentative writing • decoding skills (phonemic awareness, phoneme-grapheme correspondence, etc.) • fluency strategies (model fluent reading, repeated reading, etc.) | <ul style="list-style-type: none"> • debate and argumentative writing • decoding skills (phonemic awareness, phoneme-grapheme correspondence, etc.) • fluency strategies (model fluent reading, repeated reading, etc.) | <ul style="list-style-type: none"> • debate and argumentative writing • decoding skills (phonemic awareness, phoneme-grapheme correspondence, etc.) • fluency strategies (model fluent reading, repeated reading, etc.) | <ul style="list-style-type: none"> • decoding skills (phonemic awareness, phoneme-grapheme correspondence, etc.). • fluency strategies (model fluent reading, repeated reading, etc.) |
| <p><input type="checkbox"/> The school does not utilize a high-quality screening process to identify students at risk for reading difficulties, revises instruction based on progress monitoring, and communicates the process to parents and guardians.</p> | <p><input type="checkbox"/> The school inconsistently utilizes a high-quality screening process to identify students at risk for reading difficulties, revises instruction based on progress monitoring, and communicates the process to parents and guardians.</p> | <p><input type="checkbox"/> The school consistently utilizes a high-quality screening process to identify students at risk for reading difficulties, revises instruction based on progress monitoring, and communicates the process to parents and guardians.</p> | <p><input type="checkbox"/> The school consistently utilizes a high-quality screening process to identify students at risk for reading difficulties, revises instruction based on progress monitoring and evidence-based practices, and provides timely and effective information to families about their students' progress, ensuring information helps them understand how to support their students.</p> |
| <p><input type="checkbox"/> Training and ongoing professional development is not provided directly to all principals and teachers in implementing research-based literacy strategies.</p> | <p><input type="checkbox"/> Training and ongoing professional development is inconsistently provided directly to all principals and teachers in implementing research-based literacy strategies.</p> | <p><input type="checkbox"/> Training and ongoing professional development is consistently provided directly to all principals and teachers in implementing research-based literacy strategies.</p> | <p><input type="checkbox"/> Training and ongoing professional development is consistently provided directly to all principals and teachers in implementing research-based literacy strategies with follow-up trainings throughout the school year.</p> |

| Not Evident | Developing | Accomplishing | Accomplishing with Continuous Improvement |
|--|--|--|---|
| <p><input type="checkbox"/> The school has not developed a plan to provide and track interventions to students who are not reading on grade level as well as evaluating the effectiveness of the reading intervention(s).</p> | <p><input type="checkbox"/> The school is in the process of developing a plan to provide and track interventions to students who are not reading on grade level as well as evaluating the effectiveness of the reading intervention(s).</p> | <p><input type="checkbox"/> Multiple strategies, approaches, and research-based practices are consistently utilized to provide and track interventions to students who are not reading on grade level as well as evaluating the effectiveness of the reading intervention(s).</p> | <p><input type="checkbox"/> Multiple strategies, approaches, and research-based practices are consistently utilized to provide and track interventions to students who are not reading on grade level and the effectiveness of the reading intervention(s) is evaluated and modified.</p> |

Measure: Collaborative Learning

Students work together in small groups to cooperatively solve problems, develop answers to questions, or complete assignments.

Not applicable

| Not Evident | Developing | Accomplishing | Accomplishing with Continuous Improvement |
|---|--|--|--|
| <p><input type="checkbox"/> Few (less than 25%) of classrooms observed demonstrated two or more examples of students engaging in effective collaborative learning practices. Evidence will be collected from the <i>Classroom Capture Sheet</i>.</p> | <p><input type="checkbox"/> Some (25%-59%) of classrooms observed demonstrated two or more examples of students engaging in effective collaborative learning practices. Evidence will be collected from the <i>Classroom Capture Sheet</i>.</p> | <p><input type="checkbox"/> Majority (60%-84%) of classrooms observed demonstrated two or more examples of students engaging in effective collaborative learning practices. Evidence will be collected from the <i>Classroom Capture Sheet</i>.</p> | <p><input type="checkbox"/> At least 85% of classrooms observed demonstrated two or more examples of students engaging in effective collaborative learning practices. Evidence will be collected from the <i>Classroom Capture Sheet</i>.</p> |

Feedback

Students receive timely, specific, and structured feedback to further their learning.

Not applicable

| Not Evident | Developing | Accomplishing | Accomplishing with Continuous Improvement |
|---|--|---|--|
| <p><input type="checkbox"/> Few (less than 25%) of classrooms observed demonstrated two or more effective practices in providing and using feedback. Evidence will be collected from the <i>Classroom Capture Sheet</i>.</p> | <p><input type="checkbox"/> Some (25%-59%) of classrooms observed demonstrated two or more effective practices in providing and using feedback. Evidence will be collected from the <i>Classroom Capture Sheet</i>.</p> | <p><input type="checkbox"/> Majority (60%-84%) of classrooms observed demonstrate two or more examples of effective practices in providing and using feedback. Evidence will be collected from the <i>Classroom Capture Sheet</i>.</p> | <p><input type="checkbox"/> At least 85% of classrooms observed demonstrated two or more effective practices in providing and using feedback. Evidence will be collected from the <i>Classroom Capture Sheet</i>.</p> |

Measure: Learning Environment

Students experience a positive and supportive learning environment that fosters academic growth and the development of social and emotional competencies (self awareness, self management, social awareness, relationship skills, and responsible decision making).

Not applicable

| Not Evident | Developing | Accomplishing | Accomplishing with Continuous Improvement |
|---|--|---|--|
| <p><input type="checkbox"/> Few (less than 25%) of classrooms observed demonstrated two or more examples of positive and supportive learning environments. Evidence will be collected from the <i>Classroom Capture Sheet</i>.</p> | <p><input type="checkbox"/> Some (25%-59%) of classrooms observed demonstrated two or more examples of positive and supportive learning environments. Evidence will be collected from the <i>Classroom Capture Sheet</i>.</p> | <p><input type="checkbox"/> Majority (60%-84%) of classrooms observed demonstrate two or more examples of positive and supportive learning environments. Evidence will be collected from the <i>Classroom Capture Sheet</i>.</p> | <p><input type="checkbox"/> At least 85% of classrooms observed demonstrated two or more examples of positive and supportive learning environments. Evidence will be collected from the <i>Classroom Capture Sheet</i>.</p> |

Student Driven Learning

Instruction is a shared experience among the teacher and students.

Not applicable

| Not Evident | Developing | Accomplishing | Accomplishing with Continuous Improvement |
|---|---|--|--|
| <input type="checkbox"/> Few (less than 25%) of classrooms observed demonstrated two or more examples of students leading learning. Evidence will be collected from the <i>Classroom Capture Sheet</i> . | <input type="checkbox"/> Some (25%-59%) of classrooms observed demonstrate two or more examples of students leading learning. Evidence will be collected from the <i>Classroom Capture Sheet</i> . | <input type="checkbox"/> Majority (60%-84%) of classrooms observed demonstrated two or more examples of students leading learning. Evidence will be collected from the <i>Classroom Capture Sheet</i> . | <input type="checkbox"/> At least 85% of classrooms observed demonstrated two or more examples of students leading learning. Evidence will be collected from the <i>Classroom Capture Sheet</i> . |

RATING FOR DOMAIN 1, INDICATOR 1

| Not Applicable | Not Evident | Developing | Accomplishing | Accomplishing with Continuous Improvement |
|--------------------|--------------------|--------------------|--------------------|---|
| _____ out of _____ | _____ out of _____ | _____ out of _____ | _____ out of _____ | _____ out of _____ |

INDICATOR 3: Assessments - The school uses formative and summative assessments that are aligned to standards and provide educators with timely data to inform modification to instructional practices.

Measure: Alignment and Timing

Assessments are aligned to curriculum standards and deliver a range of data (daily, weekly, monthly, and quarterly) to sustain collaborative inquiry and continuously improve instruction.

Not applicable

| Not Evident | Developing | Accomplishing | Accomplishing with Continuous Improvement |
|--|--|---|---|
| <p><input type="checkbox"/> The school is not in the process of developing a plan to align assessments to Maryland College and Career Standards and are embedded into the curriculum to produce a range of data to improve instruction.</p> | <p><input type="checkbox"/> The school is in the process of developing a plan to align assessments to Maryland College and Career Standards and embedded into the curriculum to produce a range of data to improve instruction.</p> | <p><input type="checkbox"/> Assessments are aligned to Maryland College and Career Standards and are embedded into the curriculum to produce a range of data to improve instruction.</p> | <p><input type="checkbox"/> Assessments are aligned to Maryland College and Career Standards and are embedded into the curriculum to produce a range of data to improve instruction that is monitored regularly and is consistently being assessed to maintain vertical and horizontal alignment of curriculum and instruction.</p> |
| <p><input type="checkbox"/> The school is not in the process of using informal and formal assessments to measure student progress towards meeting outcomes and standards.</p> | <p><input type="checkbox"/> The school is in the process of using informal and formal assessments to measure student progress towards meeting outcomes and standards.</p> | <p><input type="checkbox"/> Informal and formal assessments are consistently used to measure student progress toward meeting outcomes and standards.</p> | <p><input type="checkbox"/> Informal and formal assessments are consistently used to measure student progress, and growth toward exceeding outcomes, standards, and schoolwide goals and benchmarks.</p> |

| Not Evident | Developing | Accomplishing | Accomplishing with Continuous Improvement |
|---|---|--|---|
| <p><input type="checkbox"/> The school is not in the process of developing a plan to align assessments to the Kindergarten Readiness Assessment (KRA) and based on the four interrelated domains of learning (Math, English, Social Foundations, Physical Well-Being and Motor Development).</p> | <p><input type="checkbox"/> The school is in the process of developing a plan to align assessments to the Kindergarten Readiness Assessment (KRA) and based on the four interrelated domains of learning (Math, English, Social Foundations, Physical Well-Being and Motor Development).</p> | <p><input type="checkbox"/> Assessments are aligned to the Kindergarten Readiness Assessment (KRA) and based on the four interrelated domains of learning (Math, English, Social Foundations, Physical Well-Being and Motor Development).</p> | <p><input type="checkbox"/> Assessments are aligned to the Kindergarten Readiness Assessment (KRA) and based on the four interrelated domains of learning (Math, English, Social Foundations, Physical Well-Being and Motor Development) with consistent monitoring and tracking of students' progress.</p> |

Measure: Purpose

Assessments are used to adjust the organization of students in the classroom, pace of instruction, or content being taught.

Not applicable

| Not Evident | Developing | Accomplishing | Accomplishing with Continuous Improvement |
|--|---|---|---|
| <p><input type="checkbox"/> The school does not use assessment data to regroup students in order to provide targeted instruction.</p> | <p><input type="checkbox"/> The school inconsistently uses assessment data to regroup students in order to provide targeted instruction.</p> | <p><input type="checkbox"/> The school consistently uses assessment data to regroup students in order to provide targeted instruction.</p> | <p><input type="checkbox"/> The school consistently uses assessment data to regroup students in order to provide, monitor, and adjust targeted instruction.</p> |

| Not Evident | Developing | Accomplishing | Accomplishing with Continuous Improvement |
|--|--|--|---|
| <input type="checkbox"/> Teachers do not use informal and/or formal checks for understanding to monitor student progress and modify the pace of instruction or content. | <input type="checkbox"/> Teachers inconsistently use informal and/or formal checks for understanding to monitor student progress and modify the pace of instruction or content. | <input type="checkbox"/> Teachers consistently use informal and/or formal checks for understanding to monitor student progress and modify the pace of instruction or content. | <input type="checkbox"/> Teachers consistently use informal and/or formal checks for understanding to monitor student progress and modify the pace of instruction or content based on individualized student needs. |
| <input type="checkbox"/> Teachers do not use assessments to collaborate, monitor student learning, and track performance goals. | <input type="checkbox"/> Teachers inconsistently use assessments to collaborate, monitor student learning, and track performance goals. | <input type="checkbox"/> Teachers consistently use assessments to collaborate, monitor student learning, and track performance goals. | <input type="checkbox"/> Teachers consistently use assessments to collaborate, monitor student learning, track goals, and communicate performance to students and families. |

RATING FOR DOMAIN 1, INDICATOR 3

| Not Applicable | Not Evident | Developing | Accomplishing | Accomplishing with Continuous Improvement |
|--------------------|--------------------|--------------------|--------------------|---|
| _____ out of _____ | _____ out of _____ | _____ out of _____ | _____ out of _____ | _____ out of _____ |

Domain 2: Student Support - Schools use data to identify students and implement a multi-tiered approach to support all student groups.

INDICATOR 1: Integrated Multi-Tiered System of Supports - A multi-tiered system is implemented that provides universal, targeted, and intensive, evidence-based support to students.

Measure: System of Supports

A continuum of integrated academic, social, emotional, and behavioral supports are implemented for the whole class (Tier 1), small group (Tier 2), and individual students (Tier 3) based on disaggregated student data.

Not applicable

| Not Evident | Developing | Accomplishing | Accomplishing with Continuous Improvement |
|---|---|---|---|
| <p><input type="checkbox"/> Screening is not conducted to identify students at risk or in need of additional academic, social, emotional, or behavioral support.</p> | <p><input type="checkbox"/> Screening is conducted once a year to identify students at risk or in need of additional academic, social, emotional, or behavioral support.</p> | <p><input type="checkbox"/> Screening is conducted two to three times per year to identify students at risk or in need of additional academic, social, emotional, or behavioral support.</p> | <p><input type="checkbox"/> Screening is conducted at least four times per year to identify students at risk or in need of additional academic, social, emotional, or behavioral support.</p> |
| <p><input type="checkbox"/> The school does not have a continuum of integrated supports that are evidence-based, and culturally and linguistically responsive.</p> | <p><input type="checkbox"/> The school is in the process of developing a continuum of integrated supports that are evidence-based, and culturally and linguistically responsive.</p> | <p><input type="checkbox"/> The school consistently provides a continuum of integrated supports that are evidence-based, and culturally and linguistically responsive.</p> | <p><input type="checkbox"/> The school consistently provides, monitors, and adjusts a continuum of integrated supports that are evidence-based, and culturally and linguistically responsive considering the academic, social, emotional and behavioral needs of students.</p> |

| Not Evident | Developing | Accomplishing | Accomplishing with Continuous Improvement |
|---|--|--|---|
| <p><input type="checkbox"/> The school schedule does not allocate time during the instructional day for students to participate in interventions for academic, social, and behavioral support.</p> | <p><input type="checkbox"/> The school schedule allocates limited time during the instructional day for students to participate in interventions for academic, social, and behavioral support.</p> | <p><input type="checkbox"/> The school schedule consistently allocates time during the instructional day for students to participate in interventions for academic, social, and behavioral support.</p> | <p><input type="checkbox"/> The school schedule consistently allocates time during the instructional day for students to participate in interventions for academic, social, and behavioral support and monitors the interventions for effectiveness.</p> |
| <p><input type="checkbox"/> Staff does not receive training and ongoing support in the understanding and implementation of multi-tiered support.</p> | <p><input type="checkbox"/> Staff receives limited training and ongoing support in the understanding and implementation of multi-tiered support.</p> | <p><input type="checkbox"/> Staff receives consistent training and ongoing support in the understanding and implementation of multi-tiered support.</p> | <p><input type="checkbox"/> Staff receives consistent training and ongoing support in evidence-based teaching at each tier to understand, implement, and monitor multi-tiered supports.</p> |
| <p><input type="checkbox"/> Progress monitoring is not used to analyze data, assess performance, and evaluate the effectiveness of interventions.</p> | <p><input type="checkbox"/> Progress monitoring is used inconsistently to analyze data, assess performance, and evaluate the effectiveness of interventions.</p> | <p><input type="checkbox"/> Progress monitoring is used consistently to analyze data, assess performance, and evaluate the effectiveness of interventions.</p> | <p><input type="checkbox"/> Progress monitoring is used consistently to analyze data, assess performance, and evaluate the effectiveness of interventions and adjust supports as needed to make instructional changes to improve students' academic progress.</p> |
| <p><input type="checkbox"/> The school does not analyze disaggregated (e.g., race, gender, and service group) data to ensure equitable allocation of interventions to students, without specific student groups being disproportionately underrepresented at specific tiers.</p> | <p><input type="checkbox"/> The school inconsistently analyzes disaggregated (e.g., race, gender, and service group) data to ensure equitable allocation of interventions to students, without specific student groups being disproportionately underrepresented at specific tiers.</p> | <p><input type="checkbox"/> The school consistently analyzes disaggregated (e.g., race, gender, and service group) data to ensure equitable allocation of interventions to students, without specific student groups being disproportionately underrepresented at specific tiers.</p> | <p><input type="checkbox"/> The school consistently analyzes disaggregated (e.g., race, gender, and service group) data to ensure equitable allocation of interventions to students, without specific student groups being disproportionately underrepresented at specific tiers addressing disparities through a root cause analysis, cultural competencies, and a critical collaborative inquiry.</p> |

Measure: College and Career Readiness (CCR) Support Pathway

Dedicated and individualized support for students not yet meeting CCR standards. * *High School only*

Not applicable

| Not Evident | Developing | Accomplishing | Accomplishing with Continuous Improvement |
|---|--|--|--|
| <p><input type="checkbox"/> Students not meeting CCR standards are not monitored and supported by the school through:</p> <ul style="list-style-type: none"> individualized support plans tailored toward specific student needs; and/or enrollment in an extended curriculum with alternative approaches; and/or other evidence-based strategies to help students meet the CCR standard. | <p><input type="checkbox"/> Students not meeting CCR standards are inconsistently monitored and supported by the school through:</p> <ul style="list-style-type: none"> individualized support plans tailored toward specific student needs; and/or enrollment in an extended curriculum with alternative approaches; and/or other evidence-based strategies to help students meet the CCR standard. | <p><input type="checkbox"/> Students not meeting CCR standards are consistently monitored and supported by the school through:</p> <ul style="list-style-type: none"> individualized support plans tailored toward specific student needs; and/or enrollment in an extended curriculum with alternative approaches; and/or other evidence-based strategies to help students meet the CCR standard. | <p><input type="checkbox"/> Students not meeting CCR standards are consistently monitored and have an effective communication system with families to support students to perform at a higher level through:</p> <ul style="list-style-type: none"> individualized support plans tailored toward specific student needs; and/or enrollment in an extended curriculum with alternative approaches, and/or other evidence-based strategies to help meet the CCR standard. |

| Not Evident | Developing | Accomplishing | Accomplishing with Continuous Improvement |
|---|---|---|---|
| <p><input type="checkbox"/> The school is not in the process of creating and utilizing an asset map of internal and external career counseling resources to help students identify key contributors, funding, and other opportunities, as well as, to identify and explore their individual areas of interest and the careers with which they align.</p> | <p><input type="checkbox"/> The school is in the process of creating career counseling resources to help students identify key contributors, funding, and other opportunities, as well as, to identify and explore their individual areas of interest and the careers with which they align.</p> | <p><input type="checkbox"/> The school consistently utilizes college and career counseling resources to help students identify key contributors, funding, and other opportunities, as well as, to identify and explore their individual areas of interest and the careers with which they align.</p> | <p><input type="checkbox"/> The school consistently utilizes college and career counseling to help students identify post-secondary resources such as scholarships, grants, and other opportunities, as well as to identify and explore their individual areas of interest and the careers with which they align, while consistently evaluating and tracking the effectiveness of the services.</p> |

Measure: Post CCR Pathways

Students developing an in depth specialization and earn recognized credentials for completion. * *High School only*

Not applicable

| Not Evident | Developing | Accomplishing | Accomplishing with Continuous Improvement |
|---|---|--|---|
| <p><input type="checkbox"/> The school is not in the process of developing a plan that systematically monitors and increases enrollment of historically underserved students into post-CCR Pathways such as:</p> <ul style="list-style-type: none"> • College Preparatory Programs • Early College/Dual Enrollment Programs • Career and Technical Education (CTE) Programs | <p><input type="checkbox"/> The school is in the process of developing a plan that systematically monitors and increases enrollment of historically underserved students into post-CCR Pathways such as:</p> <ul style="list-style-type: none"> • College Preparatory Programs • Early College/Dual Enrollment Programs • Career and Technical Education (CTE) Programs | <p><input type="checkbox"/> The school consistently and systematically monitors and increases enrollment of historically underserved students into post-CCR Pathways such as:</p> <ul style="list-style-type: none"> • College Preparatory Programs • Early College/Dual Enrollment Programs • Career and Technical Education (CTE) Programs | <p><input type="checkbox"/> The school consistently and systematically monitors and increases enrollment of historically underserved students, and has structures in place to retain students in post-CCR Pathways such as:</p> <ul style="list-style-type: none"> • College Preparatory Programs • Early College/Dual Enrollment Programs • Career and Technical Education (CTE) Programs |
| <p><input type="checkbox"/> The school is not in the process of developing a program of study that works in partnership with post-secondary institutions and considers input from students based on educational interests to offer both dual enrollment and early college programs to meet the CCR standard.</p> | <p><input type="checkbox"/> The school is in the process of developing a program of study that works in partnership with post-secondary institutions and considers input from students based on educational interests to offer both dual enrollment and early college programs to meet the CCR standard.</p> | <p><input type="checkbox"/> The school consistently partners with post-secondary institutions and considers input from students based on educational interests to offer both dual enrollment and early college programs to meet the CCR standard.</p> | <p><input type="checkbox"/> The school consistently partners with post-secondary institutions and considers input from students based on educational interests to offer both dual enrollment and early college programs to meet CCR standard while providing infrastructure and resources to remove barriers.</p> |

| Not Evident | Developing | Accomplishing | Accomplishing with Continuous Improvement |
|--|--|--|---|
| <p><input type="checkbox"/> The school is not in the process of developing a robust set of CTE programs that allow students to earn an industry-recognized credential or complete the high school level of a registered apprenticeship program.</p> | <p><input type="checkbox"/> The school is in the process of developing a robust set of CTE programs that allow students to earn an industry-recognized credential or complete the high school level of a registered apprenticeship program.</p> | <p><input type="checkbox"/> The school consistently offers a robust set of CTE programs that allow students to earn an industry-recognized credential or complete the high school level of a registered apprenticeship program.</p> | <p><input type="checkbox"/> The school consistently offers a robust set of CTE programs that allow students to earn an industry-recognized credential or complete the high school level of a registered apprenticeship program assessing the needs for program modifications.</p> |

Measure: Supplemental Tutoring

An evidence based effective strategy to support students toward academic success.

Not applicable

| Not Evident | Developing | Accomplishing | Accomplishing with Continuous Improvement |
|---|--|--|--|
| <p><input type="checkbox"/> The school is not in the process of developing a plan to provide tutoring, embedded in the master schedule, by experienced content specific teachers, or trained partners for students in need of additional help.</p> | <p><input type="checkbox"/> The school is in the process of developing a plan to provide tutoring, embedded in the master schedule, by experienced content specific teachers, or trained partners in which students need additional help.</p> | <p><input type="checkbox"/> The school's plan consistently provides tutoring, embedded in the master schedule, by experienced content specific teachers, or trained partners in which students need additional help.</p> | <p><input type="checkbox"/> The school's plan consistently provides tutoring, embedded in the master schedule, by experienced content specific teachers, or trained partners in which students need additional help and assesses the effectiveness of the tutoring.</p> |
| <p><input type="checkbox"/> The school does not utilize evidence-based effective strategies that include transitional supplemental instruction and other supports to increase student outcomes and mitigate learning loss.</p> | <p><input type="checkbox"/> The school inconsistently utilizes evidence-based effective strategies that include transitional supplemental instruction and other supports to increase student outcomes and mitigate learning loss.</p> | <p><input type="checkbox"/> The school consistently utilizes evidence-based effective strategies that include transitional supplemental instruction and other supports to increase student outcomes and mitigate learning loss.</p> | <p><input type="checkbox"/> The school consistently utilizes evidence-based effective strategies that include transitional supplemental instruction and other supports to increase student outcomes and mitigate learning loss while assessing the efficacy of the strategies.</p> |

| Not Evident | Developing | Accomplishing | Accomplishing with Continuous Improvement |
|--|--|--|--|
| <p><input type="checkbox"/> The school is not in the process of developing a plan to track student outcomes through a variety of metrics and making improvements at each level (e.g., tutor, school, district).</p> | <p><input type="checkbox"/> The school is in the process of developing a plan to track student outcomes through a variety of metrics and making improvements at each level (e.g., tutor, school, district).</p> | <p><input type="checkbox"/> The school consistently tracks student outcomes through a variety of metrics and making improvements at each level (e.g., tutor, school, district).</p> | <p><input type="checkbox"/> The school consistently tracks student outcomes through a variety of metrics and making improvements at each level (e.g., tutor, school, district) while sharing data with students to promote engagement and personal effort.</p> |

Measure: Mental Health Support

The school implements a well structured plan and appoints qualified personnel to ensure the mental well being of students.

Not applicable

| Not Evident | Developing | Accomplishing | Accomplishing with Continuous Improvement |
|---|---|---|---|
| <p><input type="checkbox"/> The school has not developed a well-structured, evidence-based process embedded into the school day, that will be used to identify students in need of mental health support, referral of students to the appropriate services, and that monitors student progress.</p> | <p><input type="checkbox"/> The school is developing a well-structured, evidence-based process embedded into the school day, that will be used to identify students in need of mental health support, referral of students to the appropriate services, and monitor student progress.</p> | <p><input type="checkbox"/> The school has a well-structured, evidence-based process embedded into the school day, that is consistently used to identify students in need of mental health support, referral of students to the appropriate services, and that monitors student progress.</p> | <p><input type="checkbox"/> The school has a well-structured, evidence-based process embedded into the school day, that is consistently used to identify students in need of mental health support, establish a process for referral of students to the appropriate services, and develop partnerships with mental health service providers that support the school in the monitoring of student progress.</p> |
| <p><input type="checkbox"/> The school is not in the process of developing opportunities for staff to receive trainings and certifications to implement best practices, which are supportive of student’s mental well-being including but not limited to:</p> <ul style="list-style-type: none"> • social-emotional competencies (e.g., self-awareness, social awareness, self-management, relationship skills, and responsible decision making), suicide prevention, child abuse | <p><input type="checkbox"/> The school is in the process of developing opportunities for staff to receive trainings and certifications to implement best practices, which are supportive of student’s mental well-being including but not limited to:</p> <ul style="list-style-type: none"> • social-emotional competencies (e.g., self-awareness, social awareness, self-management, relationship skills, and responsible decision making), suicide prevention, child abuse | <p><input type="checkbox"/> The school consistently provides opportunities for staff to receive trainings and certifications to implement best practices, which are supportive of student’s mental well-being including but not limited to:</p> <ul style="list-style-type: none"> • social-emotional competencies (e.g., self-awareness, social awareness, self-management, relationship skills, and responsible decision making), suicide prevention, child abuse | <p><input type="checkbox"/> The school consistently provides opportunities for staff to receive trainings and certifications to implement best practices that incorporate targeted trauma-informed strategies to support students experiencing symptoms of trauma, and are supportive of student’s mental well-being including but not limited to:</p> <ul style="list-style-type: none"> • social-emotional competencies (e.g., self-awareness, social awareness, self-management, relationship |

| Not Evident | Developing | Accomplishing | Accomplishing with Continuous Improvement |
|---|---|--|---|
| <p>reporting, identification of at-risk behaviors, and referral processes.</p> <ul style="list-style-type: none"> certifications such as: Youth Mental Health First Aid (YMHFA) and the Student Mental Health Certificate (SMHC) program. | <p>reporting, identification of at-risk behaviors, and referral processes.</p> <ul style="list-style-type: none"> certifications such as: Youth Mental Health First Aid (YMHFA) and the Student Mental Health Certificate (SMHC) program. | <p>reporting, identification of at-risk behaviors, and referral processes.</p> <ul style="list-style-type: none"> certifications such as: Youth Mental Health First Aid (YMHFA) and the Student Mental Health Certificate (SMHC) program. | <p>skills, and responsible decision making), suicide prevention, child abuse reporting, identification of at-risk behaviors, and referral processes.</p> <ul style="list-style-type: none"> certifications such as: Youth Mental Health First Aid (YMHFA) and the Student Mental Health Certificate (SMHC) program. |
| <p><input type="checkbox"/> The school is not in the process of analyzing data to develop a monitoring process to determine if additional mental health support is required in collaboration with input from service providers and parent/guardian input.</p> | <p><input type="checkbox"/> The school is in the process of analyzing data to develop a monitoring process to determine if additional mental health support is required in collaboration with service providers parent/guardian input.</p> | <p><input type="checkbox"/> The school utilizes data to consistently monitor processes to determine if additional mental health support is required in collaboration with service providers, parent/guardian input.</p> | <p><input type="checkbox"/> The school consistently utilizes disaggregated data by subgroups to identify any disparities and inform efforts to promote equity while monitoring processes to determine if additional mental health support is required in collaboration with service providers and parent/guardian input.</p> |
| <p><input type="checkbox"/> The school is not in the process of employing community-based mental health professionals to consistently collaborate with school leaders to guide implementation and decision-making regarding mental health supports for students.</p> | <p><input type="checkbox"/> The school is in the process of employing community-based mental health professionals to consistently collaborate with school leaders to guide implementation and decision-making regarding mental health supports for students.</p> | <p><input type="checkbox"/> A team of school-employed and community-based mental health professionals consistently collaborate with school leaders to guide implementation and decision-making regarding mental health supports for students.</p> | <p><input type="checkbox"/> A team of school-employed and community-based mental health professionals consistently collaborate with school leaders to guide implementation and decision-making and monitor and adjust services regarding mental health supports for individual student needs.</p> |

RATING FOR DOMAIN 2, INDICATOR 1

| Not Applicable | Not Evident | Developing | Accomplishing | Accomplishing with Continuous Improvement |
|--------------------|--------------------|--------------------|--------------------|---|
| _____ out of _____ | _____ out of _____ | _____ out of _____ | _____ out of _____ | _____ out of _____ |

INDICATOR 2: Community Schools: (Only applies to schools receiving a Concentration of Poverty Grant)

Measure: Implementation with Fidelity

The school provides resources to address barriers that affect marginalized students and provides wraparound services to students and families.

Not applicable

Year 1: Conducting a needs assessment and hiring of a full time community school coordinator and healthcare practitioner.

| Not Evident | Developing | Accomplishing | Accomplishing with Continuous Improvement |
|---|--|--|--|
| <p><input type="checkbox"/> The school has not conducted a needs assessment.</p> | <p><input type="checkbox"/> The school is planning to conduct a needs assessment.</p> | <p><input type="checkbox"/> The school is conducting a needs assessment that includes:</p> <ul style="list-style-type: none"> • asset map • partnership inventory • quantitative data analysis • surveys • focus groups and interviews | <p><input type="checkbox"/> The school, with input from a variety of stakeholders, is conducting a needs assessment that includes:</p> <ul style="list-style-type: none"> • asset map • partnership inventory • quantitative data analysis • surveys • focus groups and interviews |

| Not Evident | Developing | Accomplishing | Accomplishing with Continuous Improvement |
|---|---|--|---|
| <input type="checkbox"/> The school is not in the process of hiring a full-time community school coordinator. | <input type="checkbox"/> The school is in the process of hiring a full-time community school coordinator. | <input type="checkbox"/> The school has a full-time community school coordinator who consistently works on the needs assessment. | <input type="checkbox"/> The school has a full-time community school coordinator who consistently works on the needs assessment, is a member of the school’s leadership team, and is empowered by the principal to support the community school’s mission and vision. |
| <input type="checkbox"/> The school is not in the process of attaining coverage from a full-time professional healthcare practitioner(s) practicing within the scope of their license. | <input type="checkbox"/> The school is in the process of attaining coverage from a full-time professional healthcare practitioner(s) practicing within the scope of their license. | <input type="checkbox"/> The school maintains coverage from a full-time professional healthcare practitioner(s), who practices within the scope of their license and provides services to the school community. | <input type="checkbox"/> The school maintains coverage from a full-time professional healthcare practitioner(s), who practices within the scope of their license, provides services, and is involved in the needs assessment process. |

RATING FOR DOMAIN 2, INDICATOR 2

| Not Applicable | Not Evident | Developing | Accomplishing | Accomplishing with Continuous Improvement |
|--------------------|--------------------|--------------------|--------------------|---|
| _____ out of _____ | _____ out of _____ | _____ out of _____ | _____ out of _____ | _____ out of _____ |

Measure: Implementation with Fidelity

The school provides resources to address barriers that affect marginalized students and provides wraparound services to students and families.

Not applicable

Year 2: The community school coordinator manages school staff and the process of analyzing the needs assessment in order to develop the implementation plan.

| Not Evident | Developing | Accomplishing | Accomplishing with Continuous Improvement |
|---|---|---|--|
| <p><input type="checkbox"/> The school has not begun the implementation plan process.</p> | <p><input type="checkbox"/> The school is working on developing a comprehensive implementation plan.</p> | <p><input type="checkbox"/> The school is working on developing a comprehensive implementation plan based on data from the needs assessment.</p> | <p><input type="checkbox"/> The school is working on developing a comprehensive implementation plan based on data from the needs assessment and input from a variety of stakeholders.</p> |
| <p><input type="checkbox"/> The school has not analyzed the needs assessment data to identify 3-4 SMART goals to incorporate into the implementation plan.</p> | <p><input type="checkbox"/> The school is in the process of analyzing the needs assessment data to identify 3-4 SMART goals to incorporate into the implementation plan.</p> | <p><input type="checkbox"/> The school has analyzed the needs assessment data to identify 3-4 SMART goals to incorporate into the implementation plan.</p> | <p><input type="checkbox"/> The school has analyzed the needs assessment data, identified 3-4 SMART goals to incorporate into the implementation plan, and is in the process of refining goals based on internal and external stakeholder feedback.</p> |

| Not Evident | Developing | Accomplishing | Accomplishing with Continuous Improvement |
|--|--|--|--|
| <p><input type="checkbox"/> The school is not in the process of identifying and establishing key components in its implementation plan. Key components include:</p> <ul style="list-style-type: none"> • wraparound services for each goal • specific strategies • local partners • outcomes and indicators • how the school will monitor the plan • build the steering committee • develop the professional learning plan | <p><input type="checkbox"/> The school is in the process of identifying and establishing key components in its implementation plan. Key components include:</p> <ul style="list-style-type: none"> • wraparound services for each goal • specific strategies • local partners • outcomes and indicators • how the school will monitor the plan • build the steering committee • develop the professional learning plan | <p><input type="checkbox"/> The school has identified and established all key components in its implementation plan and aligned them with SMART goals based on the needs assessment. Key components include:</p> <ul style="list-style-type: none"> • wraparound services for each goal • specific strategies • local partners • outcomes and indicators • how the school will monitor the plan • build the steering committee • develop the professional learning plan | <p><input type="checkbox"/> The school has identified and established all key components in its implementation plan, aligned them with SMART goals based on the needs assessment, and established procedures for the monitoring of goals and evidence-based strategies.</p> <ul style="list-style-type: none"> • Key components include: • wraparound services for each goal • specific strategies • local partners • outcomes and indicators • how the school will monitor the plan • build the steering committee • develop the professional learning plan |
| <p><input type="checkbox"/> The school is not in the process of hiring a full-time community school coordinator.</p> | <p><input type="checkbox"/> The school is in the process of hiring a full-time community school coordinator.</p> | <p><input type="checkbox"/> The school has a full-time community school coordinator who manages the development of the implementation plan.</p> | <p><input type="checkbox"/> The school has a full-time community school coordinator who manages the development of the implementation plan, is a member of the school’s leadership team, involves input from a variety of stakeholders, and is empowered by the principal to support the community school’s mission and vision.</p> |

| Not Evident | Developing | Accomplishing | Accomplishing with Continuous Improvement |
|---|---|--|--|
| <p><input type="checkbox"/> The school is not in the process of attaining coverage from a full-time professional healthcare practitioner(s).</p> | <p><input type="checkbox"/> The school is in the process of attaining coverage from a full-time professional healthcare practitioner(s).</p> | <p><input type="checkbox"/> The school maintains coverage from a full-time professional healthcare practitioner(s), who practices within the scope of their license, provides services to the school community, tracks the school’s health trends, and is involved in the development of the implementation plan.</p> | <p><input type="checkbox"/> The school maintains coverage from a full-time professional healthcare practitioner(s), who practices within the scope of their license, provides services, tracks the school’s health trends, is involved in the development of the implementation plan, and ensures evidence-based strategies related to improving health services for students and families.</p> |

RATING FOR DOMAIN 2, INDICATOR 2

| Not Applicable | Not Evident | Developing | Accomplishing | Accomplishing with Continuous Improvement |
|---------------------------|---------------------------|---------------------------|---------------------------|---|
| <p>_____ out of _____</p> | <p>_____ out of _____</p> | <p>_____ out of _____</p> | <p>_____ out of _____</p> | <p>_____ out of _____</p> |

Measure: Implementation with Fidelity

The school provides resources to address barriers that affect marginalized students and provides wraparound services to students and families.

Not applicable

Year 3+: The community school coordinator leads school staff, measures, tracks, and adjusts the implementation plan goals, and ensures that wraparound services are provided.

| Not Evident | Developing | Accomplishing | Accomplishing with Continuous Improvement |
|---|---|---|--|
| <p><input type="checkbox"/> The school has a comprehensive implementation plan but does not monitor the implementation plan’s goals and/or use data to adjust services based on the needs of the community.</p> | <p><input type="checkbox"/> The school has a comprehensive implementation plan, but inconsistently monitors the implementation plan’s goals and/or inconsistently uses data to adjust services based on the needs of the community.</p> | <p><input type="checkbox"/> The school has a comprehensive implementation plan, consistently monitors the implementation plan’s goals, and consistently uses data to adjust services based on the needs of the community.</p> | <p><input type="checkbox"/> The school has a comprehensive implementation plan, consistently monitors the implementation plan’s goals with an effective and transparent process, and consistently uses data to adjust services based on the needs of stakeholders to ensure alignment and coherence between the school and community.</p> |
| <p><input type="checkbox"/> The school is not in the process of implementing a plan to coordinate evidence-based programs and a variety of cross-sector partnerships to provide wraparound services such as: early childhood development, college and career advising, parenting classes, employment opportunities, mental health services, vision and dental services, and food pantries.</p> | <p><input type="checkbox"/> The school is in the process of implementing a plan to coordinate evidence-based programs and a variety of cross-sector partnerships to provide wraparound services such as: early childhood development, college and career advising, parenting classes, employment opportunities, mental health services, vision and dental services, and food pantries.</p> | <p><input type="checkbox"/> The school consistently implements a plan to coordinate evidence-based programs and a variety of cross-sector partnerships to provide wraparound services such as: early childhood development, college and career advising, parenting classes, employment opportunities, mental health services, vision and dental services, and food pantries.</p> | <p><input type="checkbox"/> The school consistently implements a plan to coordinate evidence-based programs and a variety of cross-sector partnerships to provide wraparound services such as: early childhood development, college and career advising, parenting classes, employment opportunities, mental health services, vision and dental services, and food pantries, and uses stakeholder feedback to adjust program and services.</p> |

| Not Evident | Developing | Accomplishing | Accomplishing with Continuous Improvement |
|--|--|--|---|
| <p><input type="checkbox"/> The school is not in the process of delivering a variety of wraparound services to improve outcomes for students and families.</p> | <p><input type="checkbox"/> The school is in the process of delivering a variety of wraparound services to improve outcomes for students and families.</p> | <p><input type="checkbox"/> The school consistently delivers a variety of wraparound services to improve outcomes for students and families and measures and tracks the effectiveness of wraparound services and partnerships using a data monitoring system.</p> | <p><input type="checkbox"/> The school consistently elicits stakeholder feedback to deliver a variety of wraparound services to improve outcomes for students and families and measures and tracks the effectiveness of wraparound services and partnerships using a data monitoring system.</p> |
| <p><input type="checkbox"/> The school is not in the process of seeking input from various stakeholders (students, parents, community members, teachers, etc.) to determine the extent to which wraparound services are supporting the diverse community.</p> | <p><input type="checkbox"/> The school is in the process of seeking input from various stakeholders (students, parents, community members, teachers, etc.) to determine the extent to which wraparound services are supporting the diverse community.</p> | <p><input type="checkbox"/> The school consistently seeks input from various stakeholders (students, parents, community members, teachers, etc.) to determine the extent to which wraparound services are supporting the diverse community.</p> | <p><input type="checkbox"/> The school consistently seeks input from various stakeholders (students, parents, community members, teachers, etc.) to determine the extent to which wraparound services are supporting the diverse community and uses input to adjust and modify services.</p> |
| <p><input type="checkbox"/> The school is not in the process of hiring a full-time community school coordinator.</p> | <p><input type="checkbox"/> The school is in the process of hiring a full-time community school coordinator.</p> | <p><input type="checkbox"/> The school has a full-time community school coordinator who leads the implementation plan and adjusts and refines goals.</p> | <p><input type="checkbox"/> The school has a full-time community school coordinator who leads the implementation plan, adjust and refines goals, is a member of the school's leadership team, involves input from a variety of stakeholders, and is empowered by the principal to support the community school's mission and vision.</p> |

| Not Evident | Developing | Accomplishing | Accomplishing with Continuous Improvement |
|---|---|---|---|
| <p><input type="checkbox"/> The school is not in the process of attaining coverage from a full-time professional healthcare practitioner(s).</p> | <p><input type="checkbox"/> The school is in the process of attaining coverage from a full-time professional healthcare practitioner(s).</p> | <p><input type="checkbox"/> The school maintains coverage from a full-time professional healthcare practitioner(s), who practices within the scope of their license, provides services to the school community, tracks the school's health trends, and is involved in the adjusting and refining of the implementation plan.</p> | <p><input type="checkbox"/> The school maintains coverage from a full-time professional healthcare practitioner(s), who practices within the scope of their license, provides services, tracks the school's health trends, is involved in the adjusting and refining of the implementation plan, and ensures evidence-based strategies related to improving health services for students and families.</p> |

RATING FOR DOMAIN 2, INDICATOR 2

| Not Applicable | Not Evident | Developing | Accomplishing | Accomplishing with Continuous Improvement |
|---------------------------|---------------------------|---------------------------|---------------------------|---|
| <p>_____ out of _____</p> | <p>_____ out of _____</p> | <p>_____ out of _____</p> | <p>_____ out of _____</p> | <p>_____ out of _____</p> |

INDICATOR 3: Opportunities and Access - All students are afforded equitable access to school programming and support.

Measure: Progress Monitoring System

The school measures student progress toward graduating on time.

Not applicable

| Not Evident | Developing | Accomplishing | Accomplishing with Continuous Improvement |
|---|---|--|--|
| <p><input type="checkbox"/> The school is not in the process of developing a plan to implement differentiated interventions to support each student identified as being off track for on time graduation.</p> | <p><input type="checkbox"/> The school is in the process of developing a plan to implement differentiated interventions to support each student identified as being off track for on time graduation.</p> | <p><input type="checkbox"/> The school consistently utilizes a plan to implement differentiated interventions to support each student identified as being off track for on time graduation.</p> | <p><input type="checkbox"/> The school consistently utilizes a plan to implement differentiated interventions to support each student identified as being off track for on time graduation and assesses the effectiveness of the interventions.</p> |
| <p><input type="checkbox"/> The school does not have a process to track all students after each marking period through data, accumulated credits, semester core course failures, and/or a tracking system that monitors each student’s progress toward graduating on time.</p> | <p><input type="checkbox"/> The school is developing a process to track all students after each marking period through data, accumulated credits, semester core course failures, and/or a tracking system that monitors each student’s progress toward graduating on time.</p> | <p><input type="checkbox"/> The school tracks all students consistently after each marking period through data, accumulated credits, semester core course failures, and/or a tracking system that monitors each student’s progress toward graduating on time.</p> | <p><input type="checkbox"/> The school tracks all students consistently after each marking period through data, accumulated credits, semester core course failures, and/or a tracking system that monitor each student’s progress toward graduating on time, develops an individualized plan for each student, and reviews student progress.</p> |

Measure: Access to Advanced Coursework

All students have access to credit bearing, advanced, rigorous coursework.
High School only

Not applicable

| Not Evident | Developing | Accomplishing | Accomplishing with Continuous Improvement |
|--|--|--|--|
| <p><input type="checkbox"/> The school does not provide services and supports, embedded into the school schedule, to students regardless of whether the student is enrolled in a post-CCR pathway and offers advanced course pathways (Advanced Placement, International Baccalaureate, Gifted and Talented, dual enrollment programs, etc.).</p> | <p><input type="checkbox"/> The school is in the process of providing services and supports, embedded into the school schedule, to students regardless of whether the student is enrolled in a post-CCR pathway and offers advanced course pathways (Advanced Placement, International Baccalaureate, Gifted and Talented, dual enrollment programs, etc.).</p> | <p><input type="checkbox"/>The school consistently provides services and supports, embedded into the school schedule, to students regardless of whether the student is enrolled in a post-CCR pathway and offers advanced course pathways (Advanced Placement, International Baccalaureate, Gifted and Talented, dual enrollment programs, etc.).</p> | <p><input type="checkbox"/> The school consistently provides services and supports, embedded into the school schedule, to students regardless of whether the student is enrolled in a post-CCR pathway and offers advanced course pathways (Advanced Placement, International Baccalaureate, Gifted and Talented, dual enrollment programs, etc.) and assesses their efficacy based on data, including student feedback.</p> |
| <p><input type="checkbox"/> The school does not analyze disaggregated data to identify disproportionality within enrollment in advanced courses and does not develop a plan of action to address the disparities and exclusion from advanced coursework.</p> | <p><input type="checkbox"/> The school is in the process of analyzing disaggregated data to identify disproportionality within enrollment in advanced courses and is in the process of developing a plan of action to address the disparities and exclusion from advanced coursework.</p> | <p><input type="checkbox"/> The school consistently analyzes disaggregated data to identify disproportionality within enrollment in advanced courses and plan of action is being implemented to address the disparities and exclusion from advanced coursework.</p> | <p><input type="checkbox"/> The school consistently analyzes disaggregated data to identify disproportionality within enrollment in advanced courses and a plan of action is being implemented to address the disparities and exclusion from advanced coursework which is based on student and teacher input.</p> |

Measure: Access to well rounded curriculum

All students have access to courses in art, career and technical education, world language, STEM, or other content areas beyond mathematics, ELA, science, and social studies.

Not applicable

| Not Evident | Developing | Accomplishing | Accomplishing with Continuous Improvement |
|--|---|---|--|
| <p><input type="checkbox"/> The school is not in the process of offering a variety of well-rounded courses for students to enroll in, including advanced classes and elective programs.</p> | <p><input type="checkbox"/> The school is in the process of offering a variety of well-rounded courses for students to enroll in, including advanced classes and elective programs.</p> | <p><input type="checkbox"/> The school consistently offers a variety of well-rounded courses for students to enroll in, including advanced classes and elective programs.</p> | <p><input type="checkbox"/> The school consistently offers a variety of well-rounded courses for students to enroll in, including advanced classes and elective programs, and expand class offerings as need.</p> |
| <p><input type="checkbox"/> The school is not in the process of analyzing disaggregated data within well-rounded courses and does not incorporate evidence-based strategies to address the underrepresentation of student groups in well-rounded courses.</p> | <p><input type="checkbox"/> The school is in the process of analyzing disaggregated data within well-rounded courses and incorporating evidence-based strategies to address the underrepresentation of student groups in well-rounded courses.</p> | <p><input type="checkbox"/> The school consistently analyzes disaggregated data within well-rounded courses and incorporates evidence-based strategies to address the underrepresentation of student groups.</p> | <p><input type="checkbox"/> The school consistently analyzes disaggregated data within well-rounded courses and incorporates evidence-based strategies to address the underrepresentation of student groups in well-rounded courses and based on student and teacher feedback.</p> |

Measure: Equitable Access to High Quality Teachers

Students with identified needs are assigned to the school’s highly effective teachers.

Not applicable

| Not Evident | Developing | Accomplishing | Accomplishing with Continuous Improvement |
|---|---|---|---|
| <p><input type="checkbox"/> The school is not in the process of analyzing teacher assignments based on student data, informal and formal observations, and in alignment with their certification, resulting in the equitable distribution of experienced and effective teachers.</p> | <p><input type="checkbox"/> The school is in the process of analyzing teacher assignments based on student data, informal and formal observations, and in alignment with their certification, resulting in the equitable distribution of experienced and effective teachers.</p> | <p><input type="checkbox"/> Teachers are consistently assigned to teach classes based on student data, informal and formal observations, and in alignment with their certification, resulting in the equitable distribution of experienced and effective teachers.</p> | <p><input type="checkbox"/> Teachers are consistently assigned to teach classes based on student data, informal and formal observations, and in alignment with their certification, resulting in the equitable distribution of experienced and effective teachers meeting the individualized needs of students.</p> |
| <p><input type="checkbox"/> The school is not developing a process to ensure students groups with lower academic performance are taught by experienced and effective teachers.</p> | <p><input type="checkbox"/> The school is developing a process to ensure students with lower academic performance are taught by experienced and effective teachers.</p> | <p><input type="checkbox"/> Student groups with lower academic performance are consistently taught by experienced and effective teachers.</p> | <p><input type="checkbox"/> Student groups with lower academic performance are consistently taught and student progress is monitored by experienced and effective teachers.</p> |

RATING FOR DOMAIN 2, INDICATOR 3

| Not Applicable | Not Evident | Developing | Accomplishing | Accomplishing with Continuous Improvement |
|-----------------------|--------------------|--------------------|----------------------|--|
| _____ out of _____ | _____ out of _____ | _____ out of _____ | _____ out of _____ | _____ out of _____ |

Domain 3: Educator Support - Educators at all levels are provided with support to improve student outcomes and shift instructional practice.

INDICATOR 1: Observations and Feedback - Teachers and school leaders engage in a regular cycle of observations and feedback to enhance their professional practice.

Measure: Observation and Feedback

Teachers and leaders are regularly observed and receive actionable feedback from their supervisors designed to support professional growth and improve student outcomes.

Not applicable

| Not Evident | Developing | Accomplishing | Accomplishing with Continuous Improvement |
|--|--|--|---|
| <p><input type="checkbox"/> Teachers and school leaders are not in the process of developing a plan to engage in high-quality formal and informal observations throughout the school year established with evidence-based protocols that describe performance expectations.</p> | <p><input type="checkbox"/> Teachers and school leaders are in the process of developing a plan to engage in high-quality formal and informal observations throughout the school year established with evidence-based protocols that describe performance expectations.</p> | <p><input type="checkbox"/> Teachers and school leaders consistently engage in high-quality formal and informal observations throughout the school year established with evidence-based protocols that describe performance expectations.</p> | <p><input type="checkbox"/> Teachers and school leaders consistently engage in high-quality formal and informal observations throughout the school year established with evidence-based protocols that describe performance expectations enhancing classroom-based instruction that may also include opportunities for teacher-to-teacher peer observations and sharing of best practice.</p> |

| | | | |
|---|---|---|--|
| <p><input type="checkbox"/> District and school leaders do not deliver clear, actionable, feedback that identifies areas for growth, professional development opportunities, and improve teaching and learning so that all teachers and students improve outcomes.</p> | <p><input type="checkbox"/> District and school leaders inconsistently deliver clear, actionable, feedback that identifies areas for growth, professional development opportunities, and improve teaching and learning so that all teachers and students improve outcomes.</p> | <p><input type="checkbox"/> District and school leaders consistently deliver clear, actionable, feedback that identifies areas for growth, professional development opportunities, and improve teaching and learning so that all teachers and students improve outcomes.</p> | <p><input type="checkbox"/> District and school leaders consistently deliver clear, actionable, feedback that identifies areas for growth, professional development opportunities, and improve teaching and learning so that all teachers and students improve outcomes resulting in shared improvements in teacher practice and mastery of goals for groups of students</p> |
|---|---|---|--|

RATING FOR DOMAIN 3, INDICATOR 1

| Not Applicable | Not Evident | Developing | Accomplishing | Accomplishing with Continuous Improvement |
|--------------------|--------------------|--------------------|--------------------|---|
| _____ out of _____ | _____ out of _____ | _____ out of _____ | _____ out of _____ | _____ out of _____ |

Domain 3: Educator Support - Educators at all levels are provided with support to improve student outcomes and shift instructional practice.

INDICATOR 2: Professional Learning - Professional learning opportunities are timely, differentiated based on data, and support improvements in instructional practice.

Measure: Professional Learning

Teachers and leaders engage in a cycle of learning that is job embedded, aligned to research based practices, and grounded in data.

Not applicable

| Not Evident | Developing | Accomplishing | Accomplishing with Continuous Improvement |
|---|---|---|---|
| <p><input type="checkbox"/> The school is not in the process of developing a professional learning plan that is job-embedded, research-based, grounded in data, reflects effective practices for adult learners, and aligned to school or district student growth goals. Examples of job-embedded opportunities include:</p> <ul style="list-style-type: none"> • action research • case study/ discussions • coaching/mentoring • critical friends groups • data teams/ assessment | <p><input type="checkbox"/> The school is in the process of developing a professional learning plan that is job-embedded, research-based, grounded in data, reflects effective practices for adult learners, and aligned to school or district student growth goals. Examples of job- embedded opportunities include:</p> <ul style="list-style-type: none"> • action research • case study/ discussions • coaching/ mentoring • critical friends groups • data teams/ assessment | <p><input type="checkbox"/> Professional learning is consistently job-embedded, research-based, grounded in data, reflects effective practices for adult learners, and aligned to school or district student growth goals. Examples of job- embedded opportunities include:</p> <ul style="list-style-type: none"> • action research • case study/ discussions • coaching/ mentoring • critical friends groups • data teams/ assessment development | <p><input type="checkbox"/> Professional learning is consistently job-embedded, research-based, grounded in data, reflects effective practices for adult learners, with an ongoing analysis that improves teacher practice across classrooms and is aligned to school or district student growth goals. Examples of job- embedded opportunities include:</p> <ul style="list-style-type: none"> • action research • case study/ discussions • coaching/ mentoring • critical friends groups • data teams/ assessment |

| Not Evident | Developing | Accomplishing | Accomplishing with Continuous Improvement |
|--|--|---|---|
| <p>development</p> <ul style="list-style-type: none"> • examining student work • implementing individual professional growth/learning plans • lesson study • teacher portfolios • professional learning communities | <p>development</p> <ul style="list-style-type: none"> • examining student work • implementing individual professional growth/learning plans • lesson study • teacher portfolios • professional learning communities | <ul style="list-style-type: none"> • examining student work • implementing individual professional growth/learning plans • lesson study • teacher portfolios • professional learning communities | <p>development</p> <ul style="list-style-type: none"> • examining student work • implementing individual professional growth/learning plans • lesson study • teacher portfolios • professional learning communities |
| <p><input type="checkbox"/> Professional learning is not monitored using a system to collect and analyze data, measure the effectiveness of the learning experience, and identify supports needed for educators.</p> | <p><input type="checkbox"/> Professional learning is inconsistently monitored using a system to measure the effectiveness of the learning experience, and identify supports needed for educators.</p> | <p><input type="checkbox"/> Professional learning is consistently monitored using a system to measure the effectiveness of the learning experience and supports needed for educators are identified.</p> | <p><input type="checkbox"/> Professional learning is consistently monitored using a system to measure the effectiveness of the learning experience and supports needed for educators are identified using ongoing data collection and analysis of teacher practice across classrooms.</p> |
| <p><input type="checkbox"/> The school is not in the process of developing a plan to utilize data to modify and inform future professional learning opportunities to better support the needs of the educators.</p> | <p><input type="checkbox"/> The school is in the process of developing a plan to utilize data to modify and inform future professional learning opportunities to better support the needs of the educators.</p> | <p><input type="checkbox"/> The school consistently utilizes data to modify and inform future professional learning opportunities to better support the needs of the educators.</p> | <p><input type="checkbox"/> The school consistently utilizes data to modify and inform future professional learning opportunities to better support the needs of the educators while evaluating and adjusting the use of organizational resources aligning to what individual teachers need to support student mastery.</p> |

Measure: Data Support

Teachers and leaders participate in ongoing, job embedded professional learning on how to use data to improve student outcomes.

Not applicable

| Not Evident | Developing | Accomplishing | Accomplishing with Continuous Improvement |
|--|---|---|---|
| <p><input type="checkbox"/> The school does not provide access to disaggregated student data (e.g., race, gender, and service group) in real-time for teachers and leaders.</p> | <p><input type="checkbox"/> The school has limited access to disaggregated student data (e.g., race, gender, and service group) in real-time for teachers and leaders.</p> | <p><input type="checkbox"/> Disaggregated student data (e.g., race, gender, and service group) is consistently accessible in real-time for teachers and leaders.</p> | <p><input type="checkbox"/> Disaggregated student data (e.g., race, gender, and service group) is consistently accessible in real-time for teachers and leaders with tracking of progress to better inform adaptations along the way.</p> |
| <p><input type="checkbox"/> The school does not provide training on how to access and analyze disaggregated data to inform instruction and school improvement.</p> | <p><input type="checkbox"/> The school inconsistently provides training on how to access and analyze disaggregated data to inform instruction and school improvement.</p> | <p><input type="checkbox"/> The school consistently provides opportunities for training on how to access and analyze disaggregated data to inform instruction and school improvement.</p> | <p><input type="checkbox"/> The school consistently provides training on how to access and analyze disaggregated data to inform instruction and school improvement and evaluates the effectiveness of the training.</p> |
| <p><input type="checkbox"/> The school does not provide time during the school day for teachers and leaders to analyze disaggregated data to inform instruction and school improvement.</p> | <p><input type="checkbox"/> The school inconsistently provides time during the school day for teachers and leaders to analyze disaggregated data to inform instruction and school improvement.</p> | <p><input type="checkbox"/> The school consistently provides time during the school day for teachers and leaders to analyze disaggregated data to inform instruction and school improvement.</p> | <p><input type="checkbox"/> The school consistently provides time during the school day for teachers and leaders to analyze disaggregated data to inform instruction and school improvement while supporting the areas of knowledge and skills educators want to develop.</p> |

Measure: Educator Needs

The school day provides teachers with peer collaboration time.

Not applicable

| Not Evident | Developing | Accomplishing | Accomplishing with Continuous Improvement |
|--|--|--|--|
| <p><input type="checkbox"/> The school does not provide time embedded within the school day for teachers to work in teams by subject and grade, review individual student needs, analyze data, and develop plans to continuously improve instruction.</p> | <p><input type="checkbox"/> The school provides limited time embedded within the school day for teachers to work in teams by subject and grade, review individual student needs, analyze data, and develop plans to continuously improve instruction.</p> | <p><input type="checkbox"/> The school provides teachers with consistent time embedded within the school day to work in teams by subject and grade, review individual student needs, analyze data, and develop plans to continuously improve instruction.</p> | <p><input type="checkbox"/> The school provides teachers with consistent time embedded within the school day to work in teams by subject and grade, review individual student needs, analyze data, develop plans to continuously improve instruction, and share best practices to improve classroom instruction.</p> |
| <p><input type="checkbox"/> Teachers on the career ladder are not supported during the school day with professional learning and peer collaboration time.</p> | <p><input type="checkbox"/> Teachers on the career ladder have limited support during the school day with professional learning and peer collaboration time.</p> | <p><input type="checkbox"/> Teachers on the career ladder are consistently supported during the school day with professional learning and peer collaboration time.</p> | <p><input type="checkbox"/> Teachers on the career ladder are consistently supported during the school day with professional learning, peer collaboration time, and mentoring by highly qualified teachers.</p> |

RATING FOR DOMAIN 3, INDICATOR 2

| Not Applicable | Not Evident | Developing | Accomplishing | Accomplishing with Continuous Improvement |
|-----------------------|--------------------|--------------------|----------------------|--|
| _____ out of _____ | _____ out of _____ | _____ out of _____ | _____ out of _____ | _____ out of _____ |

Domain 3: Educator Support - Educators at all levels are provided with support to improve student outcomes and shift instructional practice.

INDICATOR 3: Career Growth - The Maryland Career Ladder for Educators is implemented as intended.

Measure: Mentoring/Coaching

New teachers (0-3 years) are provided with job embedded induction and support.

Not applicable

| Not Evident | Developing | Accomplishing | Accomplishing with Continuous Improvement |
|---|---|---|---|
| <p><input type="checkbox"/> The school is not in the process of developing a plan to provide new teachers with induction activities such as:</p> <ul style="list-style-type: none"> • mentoring • peer observation • assistance with planning • differentiated professional learning | <p><input type="checkbox"/> The school is in the process of developing a plan to provide new teachers with induction activities such as:</p> <ul style="list-style-type: none"> • mentoring • peer observation • assistance with planning • differentiated professional learning | <p><input type="checkbox"/> The school consistently provides new teachers with induction activities such as:</p> <ul style="list-style-type: none"> • mentoring • peer observation • assistance with planning • differentiated professional learning | <p><input type="checkbox"/> The school consistently provides new teachers with comprehensive induction activities and examines the effectiveness of the activities based on mentor and new teacher feedback Activities include:</p> <ul style="list-style-type: none"> • mentoring • peer observation • assistance with planning • differentiated professional learning |

| Not Evident | Developing | Accomplishing | Accomplishing with Continuous Improvement |
|---|---|--|---|
| <p><input type="checkbox"/> The school does not provide highly qualified mentors, demonstrated by evidence of impacting student achievement, to support new teachers.</p> | <p><input type="checkbox"/> The school is in the process of providing highly qualified mentors, demonstrated by evidence of impacting student achievement, to support new teachers.</p> | <p><input type="checkbox"/> The school consistently provides highly qualified mentors, demonstrated by evidence of impacting student achievement, to support new teachers.</p> | <p><input type="checkbox"/> The school consistently provides highly qualified mentors, demonstrated by evidence of impacting student achievement, to support new teachers and ensure new teachers have common planning time with mentors.</p> |
| <p><input type="checkbox"/> The school is not in the process of developing a program in which highly qualified mentors/ coaches will observe (informal) and provide actionable feedback to their mentee.</p> | <p><input type="checkbox"/> The school is in the process of developing a program in which highly qualified mentors/ coaches will observe (informal) and provide actionable feedback to their mentee.</p> | <p><input type="checkbox"/> Highly qualified mentors/coaches consistently observe (informal) and provide actionable feedback to their mentee.</p> | <p><input type="checkbox"/> Highly qualified mentors/coaches consistently observe (informal) and provide actionable feedback to their mentee and use a process to assess effectiveness.</p> |
| <p><input type="checkbox"/> The school is not in the process of developing a program with evidence-based tools, strategies, and job-embedded professional learning to support new teachers.</p> | <p><input type="checkbox"/> The school is in the process of developing a program with evidence-based tools, strategies, and job-embedded professional learning to support new teachers.</p> | <p><input type="checkbox"/> The school consistently provides a program with evidence-based tools, strategies, and job-embedded professional learning to support new teachers.</p> | <p><input type="checkbox"/> The school consistently provides a program with evidence-based tools, strategies, and job-embedded professional learning to support new teachers with high -quality feedback designed to improve the practice of all educators.</p> |

Measure: Career Ladder

A career ladder is implemented to support the growth and advancement of teachers and leaders.

Not applicable

| Not Evident | Developing | Accomplishing | Accomplishing with Continuous Improvement |
|---|---|---|---|
| <p><input type="checkbox"/> The school is not knowledgeable of the LEA’s plans to develop a career ladder that supports educators in advancing to the teacher leader and school admin pathways.</p> | <p><input type="checkbox"/> The school is knowledgeable of the LEA’s developed career ladder; however, it is not in the process of creating a plan that supports educators in advancing to the teacher leader and school admin pathways.</p> | <p><input type="checkbox"/> The school is knowledgeable of the LEA’s developed career ladder and is in the process of creating a plan that supports educators in advancing to the teacher leader and school admin pathways.</p> | <p><input type="checkbox"/> The school is knowledgeable of the LEA’s developed career ladder and has a plan that supports educators in advancing to the teacher leader and school admin pathways.</p> |
| <p><input type="checkbox"/> The school is not in the process of providing supports, job-embedded professional development, and encouraging the growth and advancement of teachers and leaders.</p> | <p><input type="checkbox"/> The school is in the process of providing, supports, job-embedded professional development, and encouraging the growth and advancement of teachers and leaders.</p> | <p><input type="checkbox"/> The school consistently provides supports, job-embedded professional development, and encourages the growth and advancement of teachers and leaders.</p> | <p><input type="checkbox"/> The school consistently provides supports and job-embedded professional development, encourages the growth and advancement of teachers and leaders, and assesses the effectiveness of these supports.</p> |
| <p><input type="checkbox"/> The school is not in the process of developing a support program to encourage current teachers to pursue and complete National Board Certification (NBC), including teachers who represent historically underrepresented groups.</p> | <p><input type="checkbox"/> The school is in the process of developing a support program to encourage current teachers to pursue and complete National Board Certification (NBC), including teachers who represent historically underrepresented groups.</p> | <p><input type="checkbox"/> The school consistently encourages and supports current teachers to pursue and complete National Board Certification (NBC), including teachers who represent historically underrepresented groups.</p> | <p><input type="checkbox"/> The school consistently encourages and supports current teachers to pursue and complete National Board Certification (NBC), including teachers who represent historically underrepresented groups, and are strategically placed to meet the individual needs of students who are struggling academically.</p> |

RATING FOR DOMAIN 3, INDICATOR 3

| Not Applicable | Not Evident | Developing | Accomplishing | Accomplishing with Continuous Improvement |
|-----------------------|--------------------|--------------------|----------------------|--|
| _____ out of _____ | _____ out of _____ | _____ out of _____ | _____ out of _____ | _____ out of _____ |



Expert Review Team Classroom Capture Sheet

Date _____

School Name _____

Time _____

Class/Grades _____

Reviewer _____

of support staff _____

| REVIEW COMPONENT | TYPES OF EVIDENCE | EVIDENCE DETAILS |
|---|---|------------------|
| <p>Differentiation</p> <p>Instruction is designed and delivered based on individual student needs. Multiple strategies are provided for all students while engaging the content, process, product, and/or learning.</p> <ul style="list-style-type: none"> • Evident • Not Evident | <p>A. Instructional materials and resources are modified to support individualized student learning.¹</p> <p>B. A variety of instructional strategies are used to support student learning.</p> <p>C. Scaffolding is used, as needed, to support learning.²</p> <p>D. Options are provided to students on how they share their learning, at what pace they learn, and opportunities to extend learning.</p> <p>E. Other</p> | |
| <p>Questioning</p> <p>A variety of questions are used to challenge students and promote higher-order thinking.</p> <ul style="list-style-type: none"> • Evident • Not Evident | <p>A. Higher-order questions are asked by students and teachers.</p> <p>B. Questions are asked that require probing, inquiring, or hypothesizing.</p> <p>C. Questions are asked that require justification, citation of evidence, or elaboration.</p> <p>D. Open-ended questions are asked to encourage critical thinking, analysis, application, synthesis, or</p> | |

¹ Text at different reading levels, multimodal, and/or multisensory resources such as graphics or other visuals, etc.

² Small-group instruction, one-on-one with a teacher, learning stations, etc.

* For evidence details, the Expert Review Team (ERT) must describe the specific types of details observed in the classroom.

** For a component to be evident, an ERT must observe at least two types of evidence in action.

| REVIEW COMPONENT | TYPES OF EVIDENCE | EVIDENCE DETAILS |
|---|--|------------------|
| | evaluation of information. E. Other | |
| <p>Feedback</p> <p>Students receive timely, specific, and structured feedback to further their learning.</p> <ul style="list-style-type: none"> • Evident • Not Evident | A. There are at least two ways to check for understanding to assess learning. ³ B. Students receive feedback throughout the lesson. C. Feedback is specific, timely, and aligned to the content of the lesson. D. Adjustments to instruction are made, as needed, based on student responses. E. Students apply feedback to an assignment or task. F. Other | |
| <p>Explicit Instruction</p> <p>An instructional method designed with the student objective in mind demonstrated through planning, learning, and assessment.</p> <ul style="list-style-type: none"> • Evident • Not Evident | A. Teacher reinforces the main point of the lesson, objective, and/or expectations. B. Teacher gives students the opportunity to relate new learning to prior knowledge and lessons. C. Teacher guides student practice and provides support and feedback as needed. D. Teacher engages students in a gradual release instructional model. ⁴ E. Teacher offers students a range of examples that provide instances of similarity and contrast designed to build conceptual understanding of | |

³ Prompts, organizers, question stems, etc.

⁴ Thumbs up, exit tickets, questioning, quick writes, etc.

| REVIEW COMPONENT | TYPES OF EVIDENCE | EVIDENCE DETAILS |
|---|--|------------------|
| | <p>content.</p> <p>F. Instruction is focused on critical content such as skills, vocabulary, concepts, and associated assessments.</p> <p>G. Other</p> | |
| <p>Collaborative Learning</p> <p>Students work together in small groups to cooperatively solve problems, develop answers to questions, or complete assignments.</p> <ul style="list-style-type: none"> • Evident • Not Evident | <p>A. Students collaborate in groups or pairs to solve problems, work on an assignment, and/or answer questions.</p> <p>B. Students provide helpful responses about an assignment, product, or answer to each other.</p> <p>C. Students perform a specific role to complete a group task.</p> <p>D. Discussions are structured, balanced, and allow for various viewpoints.</p> <p>E. Other</p> | |
| <p>Reading Instruction at the Early Elementary Level</p> <p>Students in the early elementary grades receive instruction grounded in the science of reading.</p> <p><i>(Pre-K - 2nd grade)</i></p> <ul style="list-style-type: none"> • Evident • Not Evident | <p>A. Students decode and attend to the structures of words.</p> <p>B. Students recognize rhyming words, clap syllables, and/or manipulate sounds in words.</p> <p>C. Students hear, say, write, and/or read sound and spelling patterns.</p> <p>D. Students read aloud for fluency practice.</p> <p>E. Students learn new vocabulary and may make connections between new words and other known words.</p> <p>F. Students receive differentiated reading instruction in small group settings.</p> <p>G. Other</p> | |

| REVIEW COMPONENT | TYPES OF EVIDENCE | EVIDENCE DETAILS |
|--|---|------------------|
| <p>Reading and English/Language Arts Instruction at the Upper Elementary Level</p> <p>Students in the upper elementary grades receive instruction grounded in the science of reading.</p> <p><i>(Grades 3-5)</i></p> <ul style="list-style-type: none"> • Evident • Not Evident | <ul style="list-style-type: none"> A. Students decode and attend to the structures of words. B. Students learn new vocabulary and may make connections between new words and other known words. C. Students receive writing instruction. D. Students receive differentiated reading instruction. E. Students read independently. F. Students receive comprehension instruction. G. Students receive instruction in syntax/grammatical structures. H. Students have opportunities to practice speaking and listening skills. I. Other | |
| <p>English/Language Arts Instruction at the Secondary Level</p> <p>Students in the secondary grades receive literacy instruction aligned with current research-based strategies.</p> <p><i>(Grades 6-12)</i></p> <ul style="list-style-type: none"> • Evident • Not Evident | <ul style="list-style-type: none"> A. Students learn new vocabulary and may make connections between new words and other known words. B. Students receive writing instruction. C. Students participate in literary analysis. D. Students receive differentiated reading instruction. E. Students read independently. F. Students receive comprehension instruction. G. Students receive instruction in syntax/grammatical structures. H. Students have opportunities to practice speaking and listening | |

| REVIEW COMPONENT | TYPES OF EVIDENCE | EVIDENCE DETAILS |
|--|---|------------------|
| | skills. I. Other | |
| <p>Reading Intervention</p> <p>Students in grades 4-12 receive reading instruction grounded in the science of reading and research-based strategies.</p> <p>(Grades 4-12)</p> <ul style="list-style-type: none"> • Evident • Not Evident | A. Students present and share content. B. Students lead group discussions. C. Students provide helpful responses about an assignment, product, or answer to each other. D. Students make decisions about what and/or how they will learn. E. Students monitor their own learning and develop strategies for learning. F. Other | |
| <p>Learning Environment</p> <p>Students experience a positive and supportive learning environment that fosters academic growth and the development of social and emotional competencies (self-awareness, self-management, social awareness, relationship skills, and responsible decision-making).</p> <ul style="list-style-type: none"> • Evident • Not Evident | A. Teacher interactions with students are positive and respectful. B. Student interactions with their peers and the teacher are positive and respectful. C. Teachers use positive reinforcement (e.g., reward system) to encourage positive behavior. D. Teacher responds to and redirects inappropriate behavior with minimal disruption to instruction. E. Support is provided to students to help them meet behavioral expectations. F. Other | |
| <p>Student-Driven Learning</p> <p>Instruction is a shared experience among teachers and</p> | A. Students present and share content. B. Students lead group discussions. | |

| REVIEW COMPONENT | TYPES OF EVIDENCE | EVIDENCE DETAILS |
|---|--|------------------|
| students. <ul style="list-style-type: none">• Evident• Not Evident | C. Students provide helpful responses about an assignment, product, or answer to each other. D. Students make decisions about what and/or how they will learn. E. Students monitor their own learning and develop strategies for learning. F. Other | |

of students in class: _____



BLUEPRINT

FOR MARYLAND'S FUTURE



EXPERT REVIEW TEAM

Focus Group Questions

Office of Teaching and Learning
School Implementation Review Branch

School Year 2023-2024

MARYLAND STATE DEPARTMENT OF EDUCATION

Mohammed Choudhury

State Superintendent of Schools

Dr. Deann Collins

Deputy State Superintendent, Teaching and Learning

Wes Moore

Governor

MARYLAND STATE BOARD OF EDUCATION

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Dr. Joan Mele-McCarthy

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Joshua L. Michael, Ph.D.

Nicholas Greer

Brigadier General Warner I. Sumpter (Ret.)

Holly C. Wilcox, Ph.D.

Abisola Ayoola (Student Member)

Focus Group Protocol

The Maryland State Department of Education (MSDE) will supervise an Expert Review Team (ERT) program to collaborate with schools and Local Education Agencies (LEAs) providing feedback and recommendations to accelerate student achievement. Focus groups are an essential component of the Expert Review Team process. The purpose of focus groups is to provide the opportunity for stakeholders to share perceptions of the support provided by the school to foster student achievement and social-emotional well-being. Responses from focus group participants are used to identify promising practices, areas of growth, and recommendations for improvements.

Focus groups are facilitated by three members of the review team. The three-member team will have the following roles:

- Facilitator – Responsible for reviewing procedures and asking questions. The facilitator is the primary guide for the focus groups.
- Notetaker – Responsible for capturing responses.
- Moderator – Responsible for supporting note-taking. Reviews notes in real time and asks clarifying and/or probing questions of focus group participants.

Each focus group will last approximately 45 minutes and consist of a maximum of ten people per group. Depending on student enrollment, there may be multiple focus groups for each identified stakeholder (e.g., two teacher focus groups). Focus groups will be scheduled in collaboration with school leadership to minimize disruption to instruction. Focus groups may occur in person, virtually, or in a hybrid setting. Translation services will be provided as needed. The table below identifies the composition of each focus group.

Composition of Focus Groups

The Expert Review Team program will facilitate focus groups which will consist of a minimum of three people and a maximum of ten people per group. Focus groups will provide the opportunity for stakeholders to share their perceptions of the support provided by the school to foster student achievement and social-emotional well-being.

| FOCUS GROUP | COMPOSITION |
|---|--|
| <p>School Leadership Focus Group</p> | <p>The school leadership focus group(s) consists of the assistant principals and other members of the school leadership team identified by the principal, such as department chairs, data coaches, testing coordinators, or instructional lead/mentor teachers.</p> |
| <p>Teacher Focus Group</p> | <p>The teacher focus group(s) consists of teachers, specialists, guidance counselors, or interventionists that teach and support students throughout the day.</p> |
| <p>Student Focus Group</p> | <p>The student focus group(s) include students from different grade levels; students in advanced academics, career and technical education, and other specialty programs at the school; students with an Individualized Education Program (IEP) or 504 Plan; students who are academically behind; students that have experience with a range of school supports; and students that reflect the diversity of the school.</p> |
| <p>Parent Focus Group</p> | <p>The parent focus group(s) consists of parents with children from varied grade levels that represent the diversity of the school.</p> |

Focus Group Script

INTRODUCTIONS

Facilitator: The Maryland State Department of Education (MSDE) is launching a comprehensive school review process led by expert review teams to fulfill the promise of the Blueprint for Maryland's Future. The Blueprint is landmark legislation that is designed to enrich student experiences, accelerate student outcomes, and improve the overall quality of education in Maryland. MSDE has established the Expert Review Team to review school data, facilitate classroom observations, and conduct focus groups to identify effective practices and opportunities for growth in a school. The purpose of focus groups is to provide the opportunity for stakeholders to share perceptions of the support provided by the school to foster student achievement and social-emotional well-being.

Thank you for agreeing to take part in this focus group. We appreciate your willingness to participate. We value your input and want you to share your honest and open thoughts so that we can gather actionable data to celebrate your school and help your school to improve.

GUIDELINES TO FACILITATE DISCUSSION

1. As a participant, you are encouraged to talk and participate during the focus group. We would like everyone to participate. I may call on you to ensure that we are capturing the perspective of the whole group.
2. There are no right or wrong answers. Everyone's experiences and opinions are important. Speak up whether you agree or disagree. We expect to hear a wide range of opinions, and we do not anticipate consensus, just open sharing.
3. Focus group conversations will remain confidential. You should be comfortable sharing anything that pertains to the questions, even if sensitive issues come up.
4. Please respect each other's opinions and speak one at a time.
5. The discussion will last for about 45 minutes. Please give everyone the chance to express their opinions during the conversation. Feel free to respectfully address each other. However, time is limited, so please answer questions, and stay on the topics addressed. We are only here to assist in the discussion.
6. We will be taking notes during the discussion. However, we will not identify anyone by name in our findings.

| SCHOOL LEADERSHIP QUESTIONS | |
|---|---|
| Questions | Possible Prompts or Probes |
| Domain 2: What process do you use at your school to screen students, assign supplemental instruction and social-emotional support based on evidence-based tiered levels? | |
| Domain 1: Other than report cards, how are you communicating student performance to school leadership, students, and parents/caregivers? | <ul style="list-style-type: none"> • Are these forms of communication school-wide or classroom-based? |
| Domain 1 and Domain 2: How frequently is data collected, analyzed, and implemented? | <ul style="list-style-type: none"> • How is data used to adjust instruction to ensure students remain on progress to meet established benchmarks? |
| Domain 2: How are school staff trained and supported to implement practices that are supportive of a student’s mental well-being? | <ul style="list-style-type: none"> • How often are these trainings? • Who conducts them? • What type of follow-up is provided? |
| Domain 3: What type of professional development is provided to staff at the system and school level? | <ul style="list-style-type: none"> • How do you determine what type of professional development to offer to your staff? • How do you measure its success? |
| Domain 3: When observed, how often is feedback given and to what degree is it helpful? | |
| Domain 3: When observing your staff, how often is feedback given? | <ul style="list-style-type: none"> • How do you follow-up on the feedback given? |
| Domain 3: Does the system or school have a mentoring/coaching program for new teachers (0-3 years)? | <ul style="list-style-type: none"> • What does that program look like? • How do you measure its success? |
| Domain 4: How have you built the schedule to meet the needs of your students? | |

| SCHOOL LEADERSHIP QUESTIONS | |
|---|--|
| Questions | Possible Prompts or Probes |
| Domain 3: Does your school system have a career ladder to incentivize professional growth? | <ul style="list-style-type: none">• What does this system look like?• Is it successful and how do you know? |
| Is there anything else you would like to share about your school or its program(s)? | |

| TEACHER QUESTIONS | |
|--|---|
| Questions | Possible Prompts or Probes |
| <p>Domain 1: What process do you use at your school to screen students, assign supplemental instruction and social-emotional support based on evidence-based tiered levels?</p> | <ul style="list-style-type: none"> • What process do you use to monitor student progress, and communicate with parents/caregivers? |
| <p>Domain 1: What incentives or strategies do you use in your class to encourage positive behavior?</p> | <ul style="list-style-type: none"> • How do you know if the incentives or strategies are successful? |
| <p>Domain 1 and Domain 2: How frequently is data collected, analyzed, and acted on?</p> | <ul style="list-style-type: none"> • How is data used to adjust instruction to ensure students remain on progress to meet established benchmarks? |
| <p>Domain 1: Other than report cards, how are you communicating student performance to school leadership, students, and parents/caregivers?</p> | <ul style="list-style-type: none"> • Are these forms of communication school-wide or classroom-based? |
| <p>Domain 2: What training or support is provided to implement practices that support a student’s mental well-being?</p> | <ul style="list-style-type: none"> • How often are these trainings? • Who conducts them? • What type of follow-up is provided? |
| <p>Domain 3: What type of professional development is provided to you at the system and school level?</p> | <ul style="list-style-type: none"> • How do you determine what type of professional development you will partake in? • Do you feel that this professional development is building your capacity as a teacher? • What professional development is provided to you, either at the system or school level, in how to use the curriculum and materials to create standard-based lessons? |
| <p>Domain 3: After being observed, how often is feedback given?</p> | <ul style="list-style-type: none"> • Is the feedback useful and actionable? • How often does your supervisor follow-up on the feedback given? |

| TEACHER QUESTIONS | |
|---|---|
| Questions | Possible Prompts or Probes |
| <p>Domain 3: Does your school system have a career ladder to incentivize professional growth?</p> | <ul style="list-style-type: none"> • How did you hear about it? • What does this look like? • Is it offered to everyone? |
| <p>Domain 3: Does the system or school have a mentoring/coaching program for new teachers (0-3 years)?</p> | <ul style="list-style-type: none"> • What does that program look like? • Have you been through the program: was it helpful? |
| <p>Domain 4: To what extent does the school schedule allow for the needs of your students to be met?</p> | |
| <p>Is there anything else you would like to share about your school or its program(s)?</p> | |

| STUDENT QUESTIONS | |
|---|--|
| Questions | Possible Prompts or Probes |
| Domain 1: What are you learning in your classes that are important in the real world? | <ul style="list-style-type: none"> Why is what you are learning important? |
| Domain 1: What happens if you don't do well on a test? | <ul style="list-style-type: none"> What is your school or teachers' policy on redoing work? |
| Domain 1: How do you communicate with your teacher to get help on assignments if you must be out of school for several days? | |
| Domain 2: What extra support is available if you need help in a class? | |
| Domain 4: Are there any times in the school day (before, during, or after) that you can get help or support without missing class time? (ex. study hall, office hours, advisory, etc.) | |
| Domain 2: Whom can students go to if they feel sad or upset? | |
| Domain 2: Other than Math, Science, Social Studies, or ELA (English Language Arts) what other classes are available to you? | |
| Domain 4: (Middle and High School ONLY) Have you received any advising to prepare you for entry into a college or career? | <ul style="list-style-type: none"> What does this look like? |
| What would you like to see improved at the school? | |
| Is there anything else you would like to share about your school? | |

| PARENT/CAREGIVER QUESTIONS | |
|---|--|
| Questions | Possible Prompts or Probes |
| Domain 1: Other than report cards, how is your student's performance in school communicated to you? | |
| Domain 1: How are your child's learning needs being met? | <ul style="list-style-type: none"> • Do you think your student is being challenged? • Do think they are provided with the support they need to be successful? |
| Domain 2: What supports are available to your student if he/she needs help with schoolwork? | |
| Domain 2: How does the school create a culture that provides an environment that encourages safety and mental well-being for your student? | <ul style="list-style-type: none"> • Whom do you go to in this school if you have a problem with what or how your student is learning at school? • Whom do you go to in this school if your student is having a problem with another student, teacher, or adult in the building or on the bus? |
| Do you feel welcomed in the school building? Please explain your answer. | |
| Domain 1: What happens if your child does not do well on a test or assignment in class? | <ul style="list-style-type: none"> • Are they allowed to re-do assignments? |
| Domain 4: In what ways does the school communicate to you about your student and what is going on within the school? | |
| What would you like to see improved at the school? | |
| Is there anything else you would like to share about the academic programs at your school? | |

| PARENT/CAREGIVER QUESTIONS (SPANISH) | |
|--|--|
| Preguntas | Posibles indicaciones o sondeos |
| Domain 1: Además de las boletas de calificaciones, ¿cómo se le comunica el desempeño de su estudiante en la escuela? | |
| Domain 1: ¿Cómo se satisfacen las necesidades de aprendizaje de su estudiante? | <ul style="list-style-type: none"> • ¿Piensa que su estudiante está siendo desafiado? • ¿Piensan que reciben el apoyo que necesitan para tener éxito? |
| Domain 2: ¿Qué apoyos están disponibles para su hijo si necesita ayuda con el trabajo escolar? | |
| Domain 2: ¿Cómo crea la escuela una cultura que proporcione un entorno que fomente la seguridad y el bienestar mental de su estudiante? | <ul style="list-style-type: none"> • ¿A quién acude en esta escuela si tiene un problema con qué o cómo está aprendiendo su estudiante en la escuela? • ¿A quién acude en esta escuela si su estudiante tiene un problema con otro estudiante, maestro u otro adulto en el edificio o en el autobús? |
| ¿Se siente bienvenido en el edificio de la escuela? Por favor explique su respuesta. | |
| Domain 1: ¿Qué sucede si a su estudiante no le va bien en un examen o tarea en clase? | <ul style="list-style-type: none"> • Se les permite volver a hacer las tareas? |
| Domain 4: ¿De qué manera la escuela le comunica acerca de su estudiante y lo que sucede dentro de la escuela? | |
| ¿Qué le gustaría ver mejorado en la escuela? | |
| Hay algo más que le gustaría compartir sobre los programas académicos en su escuela? | |



BLUEPRINT
FOR MARYLAND'S FUTURE



EXPERT REVIEW TEAM

Interview Questions

Office of Teaching and Learning
School Implementation Review Branch

School Year 2023-2024

MARYLAND STATE DEPARTMENT OF EDUCATION

Mohammed Choudhury

State Superintendent of Schools

Dr. Deann Collins

Deputy State Superintendent, Teaching and Learning

Wes Moore

Governor

MARYLAND STATE BOARD OF EDUCATION

Clarence C. Crawford

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Susan J. Getty, Ed.D. (Vice President)

Shawn D. Bartley, Esq.

Samir Paul

Chuen-Chin Bianca Chang

Dr. Monica Goldson

Dr. Irma E. Johnson

Dr. Joan Mele-McCarthy

Rachel L. McCusker

Joshua L. Michael, Ph.D.

Nicholas Greer

Brigadier General Warner I. Sumpter (Ret.)

Holly C. Wilcox, Ph.D.

Abisola Ayoola (Student Member)

Interview Protocol

The Maryland State Department of Education (MSDE) will establish and supervise an Expert Review Team (ERT) program to collaborate with schools and Local Education Agencies (LEAs) providing feedback and recommendations to increase student proficiency. The interviews are an essential component of the Expert Review Team process. The purpose of interviews is to provide additional information needed for site visits and to give an opportunity for principals to share data and background needed under specific domains. Responses from interview participants are used to identify promising practices, areas of growth, and recommendations for improvements.

Interviews are facilitated by two members of the review team. The two-member team will have the following roles:

- Facilitator – Responsible for asking questions and having a conversation with the interview participant.
- Notetaker – Responsible for capturing responses.

Each interview will last approximately 45 minutes and will consist of administration or other leadership staff. Interviews will be scheduled in collaboration with school leadership to minimize disruption to instruction. Interviews may occur in person or virtually.

INTERVIEW: SCHOOL PRINCIPAL

| Overarching Topic: OPENING QUESTION | | PROMPTS AND PROBES |
|--|---|--|
| N/A | <p>What are some of the successes you have experienced recently in your school?</p> <p>OR</p> <p>Share what you perceive to be the strengths of this school.</p> | <p>How have you planned or not planned for these successes?</p> <p>How have you attempted to utilize these strengths to facilitate school improvement?</p> |
| Domain 2 | <p>What interventions/supports are being implemented with students to address the impact of interrupted instruction due to the COVID-19 pandemic?</p> <p>How do you know interventions are being implemented as intended with students?</p> | |

| Overarching Topic: SUPPORTING TEACHER GROWTH | | PROMPTS AND PROBES |
|--|---|---|
| Domain 1 | <p>How much support and professional development is provided to educators to implement interventions as intended?</p> <p>What type of support and professional development is provided and how often is it available throughout the year?</p> | <p>To what extent is professional development grounded in data, research-based practices, and student outcomes? How can you tell?</p> <p>What type of voice did you have in selecting the content and/or topics for professional development?</p> <p>To what extent does the professional development you provide align with the needs of your school?</p> |
| Domain 3 | <p>What is the teacher retention rate at your school?</p> | <p>What plan or protocols have you put in place to retain teachers, especially novice teachers?</p> <p>What support do novice teachers receive?</p> <p>Who is responsible for coaching or mentoring novice teachers?</p> <p>What does the coaching and mentoring of teachers look like? Is it at the school level, LEA, or both?</p> <p>What feedback have you received on the success or challenges of these programs?</p> |
| Domain 3 | <p>What measures are implemented at your school to support the growth and advancement of teachers?</p> | <p>How are teachers made aware of opportunities for growth and advancement?</p> <p>How do you encourage teachers to participate in such opportunities?</p> |

| Overarching Topic: TIERED STUDENT SUPPORTS | | PROMPTS AND PROBES |
|---|---|--|
| Domain 3 | How often do teachers receive time to plan for lessons, discuss student work with peers, and engage with data focused on student outcomes? (days and times) | <p>What is the structure or protocol for this time?</p> <p>How much time within collaborative planning are data discussions occurring, and what does this look like?</p> <p>How do you know that this use of time is effective at supporting students?</p> |
| Domain 2 | What type of tiered support do you have in place within the school to address student academic concerns? | <p>How are these programs being monitored?</p> <p>What does the data say about the effectiveness of these supports?</p> |
| Domain 2 | What type of tiered support and/or positive incentive plan do you have in place within the school to provide social-emotional support? | <p>How are these programs being monitored with fidelity?</p> <p>What does the data say about the effectiveness of these supports?</p> |
| Domain 4 | To what extent does the structure of the school day allow for individual student needs to be met? | <p>How do you know if the use of time is effective at supporting students?</p> <p>How is time provided to teachers to meet the diverse needs of students?</p> |



BLUEPRINT
FOR MARYLAND'S FUTURE



EXPERT REVIEW TEAM

Training Plan

Office of Teaching and Learning
School Implementation Review Branch

School Year 2023-2024

MARYLAND STATE DEPARTMENT OF EDUCATION

Mohammed Choudhury

State Superintendent of Schools

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Introduction and Overview

The Blueprint for Maryland's Future requires that the Maryland State Department of Education (MSDE) establish, administer, and supervise an Expert Review Team (ERT) program to collaborate with schools and Local Education Agencies (LEAs) to provide feedback and recommendations with a focus on improving student outcomes. MSDE will deploy Expert Review Teams in the 2023-2024 school year to conduct official site reviews.

The training plan provides a summary of the hiring process for ERT members, details about the training dates and locations, and a synopsis of the training. The following document is a living document that will be adapted based on feedback and changes in the process or legislative requirements.

Hiring of the Expert Review Team Members

The Blueprint for Maryland's Future legislation defines the composition of the Expert Review Team. The team must consist of teachers who are represented by a teacher collective bargaining unit, school leaders, and other experts. Team members must reflect the geographic, racial, ethnic, and gender diversity of the student population served by Maryland public schools.

Applicants underwent a rigorous selection process; they were invited to apply and those meeting the minimum qualifications were invited to interview for the position. Minimum qualifications included but were not limited to possessing at least a bachelor's degree; three or more years of experience; and provided evidence demonstrating a track record that has contributed to accelerated student achievement. Applicants were interviewed by trained MSDE staff, and candidates with the highest interview scores were selected. The position is open and continuous, and Expert Review Team members will continue to be screened and hired in this manner.

A national search is facilitated by MSDE to build a bench of experts. Additionally, organizations listed below are sent a form to recommend ERT members:

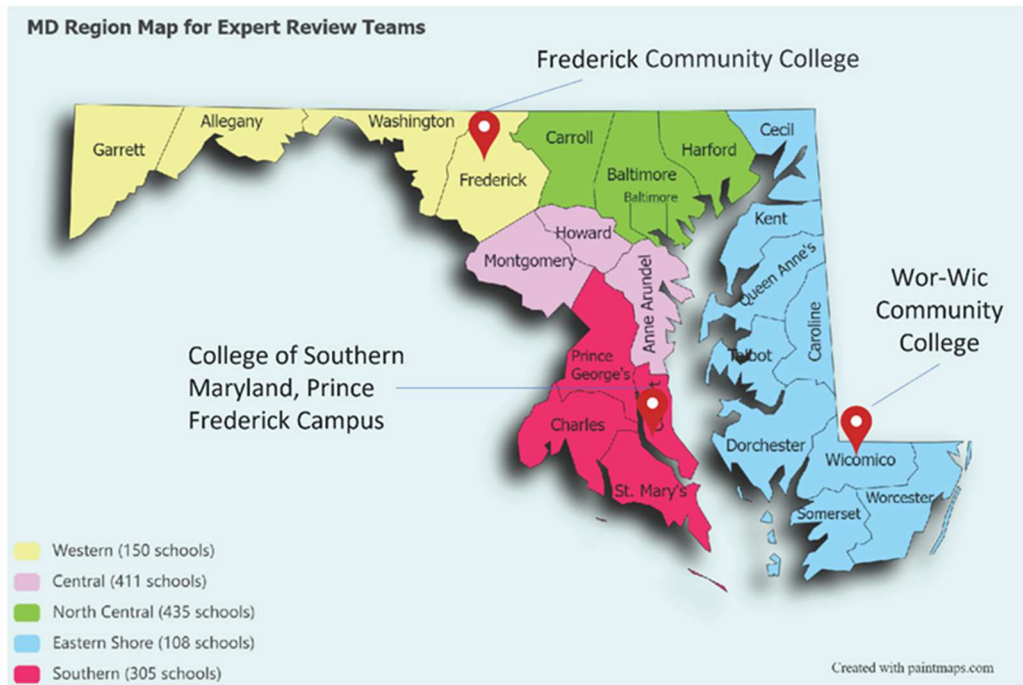
- Maryland State Education Association
- Baltimore Teachers Union
- Maryland Association of Secondary School Principals
- Maryland Association of Elementary School Principals, and
- Maryland School Mental Health Response Program Team.

All review team members are required to pass a background check, adhere to MSDE's Code of Conduct, and adhere to local LEA policies for visitors in school buildings.

To date, MSDE has hired and trained 140 Expert Review Team (ERT) members. These ERT members were trained on the process, expectations for reviewers, classroom reviews, focus groups, and the consensus and debrief process. For the 2023-2024 school year, 130 ERT members are returning to the Expert Review Team to support the Implementation of Blueprint with a focus on student outcomes. This prompted MSDE to reopen the ERT application window to ensure enough reviewers for the 2023-2024 school year.

Training Timelines and Locations

Multiple training events have been established throughout the state to allow reviewers to attend training as close to their home as possible.



Reviewers received an email in May which enabled them to select their preferred training location and date.

| LOCATIONS | DATES |
|---|------------------|
| Virtual training in collaboration with the AIB: The Blueprint and the Expert Review Team (cohort 1) | June 2023 |
| College of Southern Maryland (Prince Fredrick Campus) | July 13-14, 2023 |
| Wor-Wic Community College | July 20-21, 2023 |
| Frederick Community College | July 27-28, 2023 |
| October training of new ERT members | TBD |
| Virtual training in collaboration with the AIB: The Blueprint and the Expert Review Team (cohort 2) | TBD |

Trainings: In Person and Virtually

The Maryland State Department of Education will engage in rigorous training of the Expert Review Team on the program, process, and expectations. Training will include how to:

1. Maintain confidentiality.
2. Use the established reporting system to capture evidence, report outcomes, and develop feedback.
3. Collect objective, unbiased, and factual evidence to support findings and feedback.
4. Review school data and use it to inform feedback.
5. Prepare for school visits and adhere to expectations during school visits.
6. Engage in instructional walks within a school.
7. Observe instructional practices, classroom environment, student work, student engagement, and student behavior.
8. Calibrate observations.
9. Conduct focus groups with teachers, students, parents, school administrators, central office staff, and other stakeholders.
10. Develop actionable feedback grounded in evidence of effectiveness.
11. Build consensus for findings and feedback.
12. Engage in debriefs to discuss initial findings with school level and LEA staff.
13. Collaborate with school level and central office staff to develop feedback for improvement.
14. Complete reporting requirements to summarize outcomes and consolidate feedback.
15. Engage in post-visit protocols.

| In-Person Trainings | Virtual Trainings |
|---|---|
| <ul style="list-style-type: none"> • What is the Expert Review Team? (Purpose/Why) • Human Resources orientation and paperwork • Code of Conduct • Overview of resources and process (Expert Review Rubric, Classroom Capture Sheet, Focus Group Questions, Interview Questions, Report Template) • Collaboration and calibration: norming activities and practicing with the resources (Classroom Capture Sheet, Focus Group Questions, and Interview Questions) • Collaboration and Calibration: practice forming a consensus on a rating | <ul style="list-style-type: none"> • Modules to continue practice and norming with resources • Modules on changes or adaptations to the process or resources (if applicable) • Overview of Blueprint • Virtual meetings 1-2 weeks prior to each site visit in order to receive logistics and school information from a specialist |

| In-Person Trainings | Virtual Trainings |
|---|--------------------------|
| <ul style="list-style-type: none">• Meeting to debrief: What does this look like?• Writing evidence for the report | |

Expert Review Team Training Agenda

| | |
|------------------|------------------------------|
| Date: | Summer 2023 (2-Day Training) |
| Time: | 8:30am - 5:00pm |
| Location: | 3 Regional Locations |

MEETING OUTCOMES:

By the end of today's session, participants will have:

- Received an overview of the school review process and the connection to Blueprint;
- Reinforced the roles and responsibilities of an Expert Review Team Member;
- Practiced how to conduct school review visits while adhering to guidance protocols for before, during, and after school visits;
- Used the review resources to capture evidence, report outcomes, and develop recommendations;
- Practiced, calibrated, and collected objective, unbiased, and factual evidence to support findings and recommendations;
- Practiced conducting focus groups for teachers, students, parents, school administrators, and other stakeholders; and
- Practiced a debriefing and consensus process in order to add specific data to complete school reports.

MEETING MATERIALS: Laptop

PARTICIPANTS WILL BE PROVIDED WITH:

| | | |
|-------------------------------|------------------|-------------------------|
| PowerPoint Slide Deck | 2023 2024 Rubric | Classroom Capture Sheet |
| Focus Groups Questions | Code of Conduct | School Snapshot |
| Debrief and Consensus Process | Report Template | Feedback Form |

| AGENDA: DAY 1 | | |
|-----------------|--|---|
| Time | Topic | Person Responsible |
| 8:00am-8:30am | Registration and Networking | Hazel Hamond-Terry Finance Administrator |
| 8:30am-8:45am | Welcome, Agenda Review, Vision for Today's Meeting, and Norms | Dr. Deann Collins Deputy Superintendent of Teaching and Learning |
| 8:45am-9:00am | Welcome Activity and Exploring Expert Review Team Resources | Dr. Paula Cage Director of Academic Acceleration |
| 9:00am-10:45am | Feedback Activity on Resources <ul style="list-style-type: none"> • 2023-2024 Rubric • Classroom Capture Sheet • Focus Group and Interview Questions | Monica Blundell Academic Acceleration Specialist |
| 10:45am-11:00am | BREAK | |
| 11:00am-12:00pm | Classroom Reviews and Focus Groups <ul style="list-style-type: none"> • Classroom Activity • Focus Groups <ul style="list-style-type: none"> • Individual tables will be split into groups • Groups will complete classroom reviews or focus groups. | School Implementation Review Branch |
| 12:00pm-1:00pm | LUNCH ON YOUR OWN | |
| 1:00pm-2:00pm | Report Template: How to provide domain-specific evidence | Dr. Eduardo Sindaco Academic Acceleration Specialist |
| 2:00pm-3:30pm | Consensus and Report Writing <ul style="list-style-type: none"> • Classroom observation/focus group videos • Report writing and recommendations based on classroom observation or focus groups | School Implementation Review Branch |
| 3:30pm-3:40pm | BREAK | |
| 3:40pm-4:30pm | Consensus and Report Writing <ul style="list-style-type: none"> • Classroom observation/focus group videos • Report writing and recommendations based on classroom observation or focus groups | School Implementation Review Branch |
| 4:30pm-4:45pm | Debrief Activity <ul style="list-style-type: none"> • What did I learn? • What resonated with me? • What questions do I still have? | Dr. Eduardo Sindaco Monica Blundell |
| 4:45pm-5:00pm | Q&A and Next Steps | Dr. Paula Cage |

| AGENDA: DAY 2 | | |
|-----------------|---|--|
| Time | Topic | Person Responsible |
| 8:00am-8:30am | Registration and Networking | Hazel Hamond-Terry Finance Administrator |
| 8:30am-8:45am | Norms, Agenda Review, and Vision for Today's Meeting | Dr. Paula Cage Director of Academic Acceleration |
| 8:45am-9:30am | Review of Day One <ul style="list-style-type: none"> Day one takeaways Change, sustain, delete | Dr. Paula Cage |
| 9:30am-10:30am | Classroom Reviews and Focus Groups <ul style="list-style-type: none"> Classroom Activity Focus Groups <ul style="list-style-type: none"> Individual tables will be split into groups Groups will complete classroom reviews or focus groups. | Dr. Eduardo Sindaco Academic Acceleration Specialist Monica Blundell Academic Acceleration Specialist |
| 10:30am-10:45am | BREAK | |
| 10:45am-12:00pm | Classroom Reviews and Focus Groups <ul style="list-style-type: none"> Classroom Activity Focus Groups <ul style="list-style-type: none"> Individual tables will be split into groups Groups will complete classroom reviews or focus groups. | Dr. Eduardo Sindaco Monica Blundell |
| 12:00pm-1:00pm | LUNCH ON YOUR OWN | |
| 1:00pm-3:00pm | Consensus and Report Writing <ul style="list-style-type: none"> Classroom observation/focus group videos Report writing and recommendations based on classroom observation or focus groups | School Implementation Review Branch |
| 3:00pm-3:15pm | BREAK | |
| 3:15pm-4:15pm | Consensus and Report Writing <ul style="list-style-type: none"> Classroom observation/focus group videos Report writing and recommendations based on classroom observation or focus groups | School Implementation Review Branch |
| 4:15pm-4:45pm | Share Recommendations with Whole Group <ul style="list-style-type: none"> Provide feedback on classroom observation and focus groups | Monica Blundell |
| 4:45pm-5:00pm | Training Recap, Q&A, and Next Steps Participants will review items learned and the next steps as Expert Review Team members.  Interest Survey  Please provide feedback | Dr. Paula Cage |

Expert Review Team Code of Conduct:

In delivering the services of your agreement with MSDE, all members of the Expert Review Team shall adhere to the following:

- Complete assigned review team tasks satisfactorily and upon the deadlines requested as specified during training.
- Arrive on time and for the entire duration as scheduled to designated schools for review.
- Demonstrate professionalism in dress and interactions with school staff.
- Maintain the confidentiality of information learned during assigned school visits and meetings with MSDE, including but not limited to:
 - Information about students, teachers, or other school staff
 - Perceived quality of any school, intervention, or classroom reviewed
 - Ratings assigned to any school, intervention, or classroom reviewed
- Collect only data pertaining to your assigned role as a review team member. Photographing or recording of any individual within the school building or campus is explicitly forbidden.
- Refrain from contacting any visited school for any reason other than those specified by the Maryland State Department of Education.
- Show respect for MSDE equipment by handling it with care and using MSDE equipment only for the purposes specified by the Maryland State Department of Education.
- Treat all students fairly, equitably, and with respect regardless of their race, ethnicity, color, ancestry, national origin, religion, immigration status, sex, gender, gender identity, gender expression, sexual orientation, family/parental status, marital status, age, physical or mental disability, poverty and socio-economic status, language, or other legally or constitutionally protected attributes or affiliations.
- Be supportive of student learning by yielding to the convenience of students.
- Respect students' personal space and property.
- Demonstrate civility and respect for others' viewpoints in all interactions.
- Engage positively with others to create a welcoming environment.
- Provide and receive feedback constructively and courteously.
- Respect staff members' personal space and property.

ACKNOWLEDGEMENT

By signing below, I acknowledge that I have read and understand the Code of Conduct and agree to adhere to it. I understand that violations of this Code of Conduct may result in my removal from the services requested of me.

Reviewer's Signature

Date