



Mohammed Choudhury
State Superintendent of Schools

TO: Members of the State Board of Education
FROM: Mohammed Choudhury
DATE: August 24, 2021
SUBJECT: American Rescue Plan Elementary and Secondary School Relief Fund Review Plan

PURPOSE:

To share the plan and resources that will be used to facilitate reviews of evidence-based interventions in schools.

BACKGROUND/HISTORICAL PERSPECTIVE:

Local school systems have access to a significant amount of federal funds to address the impact of interrupted instruction due to the COVID-19 pandemic. Funds must be used on resources and learning experiences designed to maximize student learning in safe environments. The American Rescue Plan (ARP) Elementary and Secondary School Emergency Relief (ESSER) Fund requires school systems to reserve funds to measure and address the academic impact of lost instructional time on all students through the implementation of evidence-based interventions. The Maryland State Department of Education will lead teams in reviewing how school systems are addressing learning loss through evidence-based interventions and the effectiveness of interventions. To ensure funds are spent on experiences that maximize student learning in safe environments, MSDE will launch a comprehensive on-site and virtual review process. The process will focus on providing support to school systems, holding school systems accountable for addressing the impact of interrupted instruction, and fostering transparency in expenditure of funds and implementation of interventions designed to accelerate student learning.

EXECUTIVE SUMMARY:

The review process consists of three phases. Phase I: Readiness, ensures structures are in place to implement identified interventions as intended. Phase II: Implementation, ensures interventions are being implemented as intended. Phase III: Analysis and Recommendations, assesses intervention outcomes and provides recommendations for improvements, as necessary. Reviews will be facilitated by a diverse team of stakeholders representing local school systems, non-profits, and others with expertise in effective school improvement practices.

ACTION:

For information only. No action required.

ATTACHMENT:

Attachment I – ARP ESSER Review Plan PowerPoint
Attachment II – Safe Return to In-Person Instruction and Continuity of Services Plan Rubric
Attachment III – Readiness Review Tool



Reviewing Evidence-based Interventions: American Rescue Plan Elementary and Secondary School Emergency Relief Fund

Maryland State Board of Education
August 24, 2021

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

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

Defining Evidence-Based Interventions

Activities, strategies, and interventions that

- ✓ Demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes based on one of three levels of evidence or
- ✓ Demonstrates a rational based on high-quality research findings or positive evaluation that the activity, strategy, or intervention is likely to improve student outcomes or other relevant outcomes.

Four Levels

Level 1: Strong Evidence

- At least 1 well-designed and well-implemented experimental study links the intervention to the outcome.

Level 2: Moderate Evidence

- At least 1 well-designed and well-implemented quasi-experimental study that links the intervention to the outcome.

Level 3: Promising Evidence

- At least 1 well-designed and well-implemented correlational study with statistical controls for selection bias links the intervention to the outcome.

Level 4: Under Evaluation

- There is a rational based on other high-quality research findings or positive evaluation that the intervention is likely to improve other relevant outcomes and
- There are ongoing efforts to examine the effects of the intervention.

Review Plan Intentionally Aligns with Blueprint for Maryland's Future Requirements



- Maryland State Department of Education must establish, administer, and supervise an expert review team program.
- Expert review teams must be deployed to at least 10% of public schools beginning in July 2023.
- Expert review teams determine underlying causes for student performance problems and develop recommendations to address identified issues.



Blueprint for Maryland's Future: Expert Review Team Program



Draft Report for the
Accountability and Implementation Board

July 2021

Funding the Infrastructure for Review



ARP ESSER Funding will be used to:

1. Hire MSDE staff members to lead the review team. Staff members will prepare training materials, develop reports, collect data, schedule school visits, coordinate training of review team members, and coordinate cross-agency support of the review team.
2. Prepare review materials.
3. Purchase equipment and supplies for the review team.
4. Pay for background checks for review team members.
5. Secure venues and facilitate training sessions.
6. Pay for travel and hotels for the review team.
7. Pay stipends to members of the review team.

Review Process Consists of Three Phases

Phase I: Readiness

Ensures structures are in place to implement identified interventions as intended

Review will consist of analyzing:

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

Phase II: Implementation

Ensures interventions are being implemented as intended

Review will consist of analyzing:

- Expenditure of Funds
- Measures of Success and Effectiveness
- Fidelity of Implementation
- Engagement with Stakeholders

Phase III: Analysis and Recommendations

Assesses intervention outcomes and provides recommendations for improvements as necessary

- A report will be produced that summarizes review outcomes and recommended next steps.
- School systems will be held accountable for implementing interventions as intended and recommendations in reports.

Readiness Review Begins with Analyzing ARP ESSER Applications from School Systems



Applications from School Systems Must Include:

- ✓ **Safe Return to In-Person Instruction and Continuity of Services Plan.**
- ✓ Amount of funds that will be used to measure and address the academic impact of lost instructional time.
- ✓ Means that will be used to address the impact of lost instructional time and evidence tier rating for intervention.
- ✓ Method that will be used to measure the impact of lost instructional time.
- ✓ Plan to collect and analyze data to demonstrate the impact of the intervention on student learning.

Safe Return to In-Person Instruction and Continuity of Services Plan



Reviewed by a cross-divisional team using a rubric that assesses the level of completeness and degree to which content meets requirements for reopening

Reopening Requirements

Post Plan on Website	Consult with Stakeholders to Develop the Plan	Ensure Instructional Content is Aligned to State Standards	Establish a Process to Determine Instructional Readiness of Students	Demonstrate Alignment to the Equity Plan for the School System	Adhere to Federal Requirements for Students with Disabilities
Develop an Attendance Process for Students Engaged in Distance Learning	Adhere to Guidelines from the Center for Disease Control	Follow Protocols for Safe Transportation	Implement the Maryland Public Secondary Schools Athletic Association Athletic Program	Implement or Enhance the Communication Plan for the School System	

Rubric Used to Assess the Level of Completeness and Degree to which Content Meets Requirement



Requirement: Local school systems must ensure that Maryland College and Career Ready Standards (MCCRS) and other State standards are taught in content areas.

Requirement 5: State standards are taught in all content areas.	Component is Included in the Plan Yes No	Areas of Promise Include Evidence Examples: Links and/or page number(s) from plan	Reviewers' Consensus Rating: <ul style="list-style-type: none"> • Comprehensive • Acceptable • Developing • Unable to be Rated
The plan sets the expectation that PreK-12 MCCRS and other State Standards , which include career and technical education (CTE), must be taught in all content areas.			
The plan sets the expectation for and establishes guidance on the use and integration of the PreK-12 MCCRS Curriculum Frameworks for applicable content areas across schools.			

Areas for Improvement and Recommendations - Areas marked **Developing** or **Unable to be Rated** must be submitted to the MSDE for a Second Review

Readiness Review Begins with Analyzing ARP ESSER Applications from School Systems



Applications from School Systems Must Include:

- ✓ Safe Return to In-Person Instruction and Continuity of Services Plan.
- ✓ **Amount of funds that will be used to measure and address the academic impact of lost instructional time.**
- ✓ **Means that will be used to address the impact of lost instructional time and evidence tier rating for intervention.**
- ✓ **Method that will be used to measure the impact of lost instructional time.**
- ✓ **Plan to collect and analyze data to demonstrate the impact of the intervention on student learning.**

Readiness Review Tool

- ✓ Used to review all submitted applications.
- ✓ Provides a consistent approach to assessing the preparedness of school systems to implement identified interventions.
- ✓ Establishes a foundation for on-site reviews.

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

Review Process Consists of Three Phases

Phase I: Readiness

Ensures structures are in place to implement identified interventions as intended

Review will consist of analyzing:

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

Phase II: Implementation

Ensures interventions are being implemented as intended

Review will consist of analyzing:

- Expenditure of Funds
- Measures of Success and Effectiveness
- Fidelity of Implementation
- Engagement with Stakeholders

Phase III: Analysis and Recommendations

Assesses intervention outcomes and provides recommendations for improvements as necessary

- A report will be produced that summarizes review outcomes and recommended next steps.
- School systems will be held accountable for implementing interventions as intended and recommendations in reports.

Purpose:

1. Determine how effectively schools are implementing practices that accelerate learning for all students.
2. Build capacity of school and district staff in the implementation of effective practices.
3. Provide objective, meaningful, and actionable recommendations that compel schools and districts to improve.

Proposed Composition of School Implementation Review Team



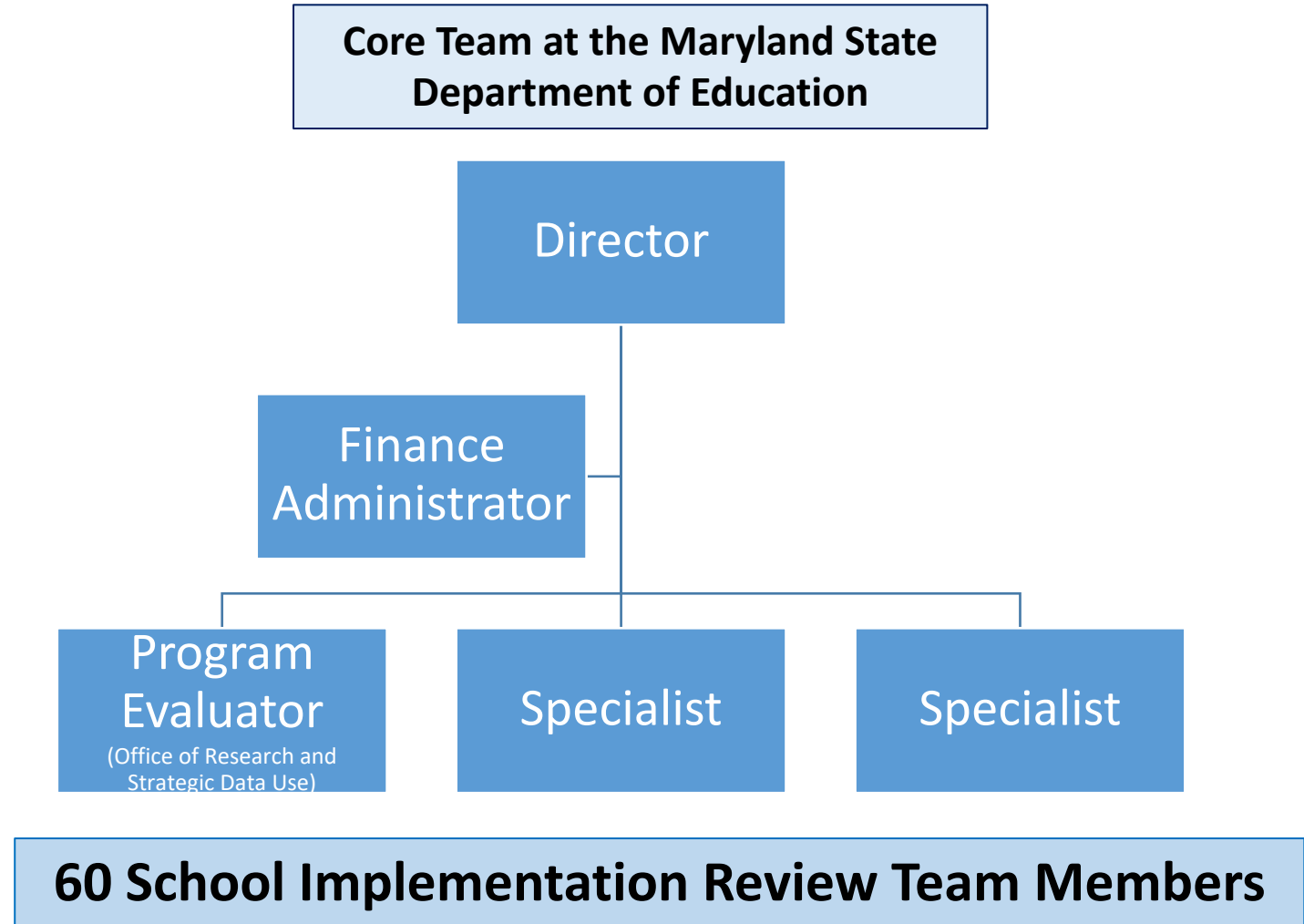
Each school-level review team will consist of six members:

- Two teachers with experience in the grade band, content, or type of school being reviewed
- One school leader with experience in the type of school being reviewed
- Two experts from entities with expertise in effective school improvement practices
- One behavior health expert from Maryland Mental Health Response Program Team

School Implementation Review Team Coordination



A new team will be established at the Maryland State Department of Education that will manage and coordinate the work of the School Implementation Team.



Review Team Members will Participate in Training on the Following Topics:



1. Maintaining confidentiality.
2. Using the reporting system to capture evidence, report outcomes, and develop recommendations.
3. Collecting objective, un-biased, and factual evidence to support findings and recommendations.
4. Reviewing school data and use it to inform recommendations.
5. Preparing for school visits and adhering to expectations during school visits.
6. Engaging in instructional walks within a school.
7. Observing instructional practices, classroom environment, student work, student engagement, and student behavior.
8. Calibrating observations.
9. Conducting interviews with teachers, students, parents, school administrators, central office staff, and other stakeholders.
10. Developing achievable recommendations grounded in evidence of effectiveness.
11. Building consensus for findings and recommendations.
12. Engaging in debriefs to discuss initial findings with school level and school system staff.
13. Collaborating with school level and central office staff to develop recommendations for improvement.
14. Completing reporting requirements to summarize outcomes and consolidate recommendations.
15. Engaging in post-visit protocols.

Overview of the On-Site Review Process



- **Prior to On-Site Visit (2 Weeks)**
 - Central office staff and school leadership meet with review team members to prepare for the visit.
 - On-site visit schedule and agenda are established and shared.
 - Any additional information or documents for the visit are shared.
- **During Visit (2 Days)**
 - Classrooms are randomly selected by the review team to observe for at least 20 minutes per class.
 - Instructional observations and evidence collection will follow a researched-based protocol.
 - Focus groups are conducted on-site according to a researched-based protocol with defined questions.
 - Review team engages in a verbal debrief with central office staff and school leaders to discuss initial findings and next steps.
- **After Visit (~4 weeks)**
 - Draft report is developed based on findings and includes recommendations (2 weeks).
 - Draft report is shared with school and school system leaders to provide the opportunity to make factual corrections and provide comments. Comments will be included in the appendix of the final report (1 week).
 - Report is finalized (1 week).
 - Final report is submitted to the school, school system, and posted on MSDE's website.

Structure for On-Site School Visits



- A team of six reviewers will visit a school
 - Three team members will facilitate observations
 - Three team members will facilitate focus groups
- Internal team debrief to identify initial findings
- Debrief with school leadership and central office staff to discuss initial findings
- On-site school visits will occur over the course of one – two days

Implementation Review Areas

1. Adherence

- Intervention is delivered as intended

2. Quantity of Delivery

- Amount of intervention provided

3. Quality of Delivery

- The manner in which staff deliver the intervention

4. Participant Responsiveness

- Engagement of participants

5. Differentiation

- Support provided to allow students to meet intended goals

Evidence will be collected from observations and focus groups

Sample Focus Group Questions



1. School Leadership

- How do you know the intervention is being implemented as intended?

2. Teachers

- What data is being collected to determine the impact on student learning and how is that data used to inform instruction?

3. Students

- What are you learning in _____ class and why is it important?

4. Parents/Caregivers

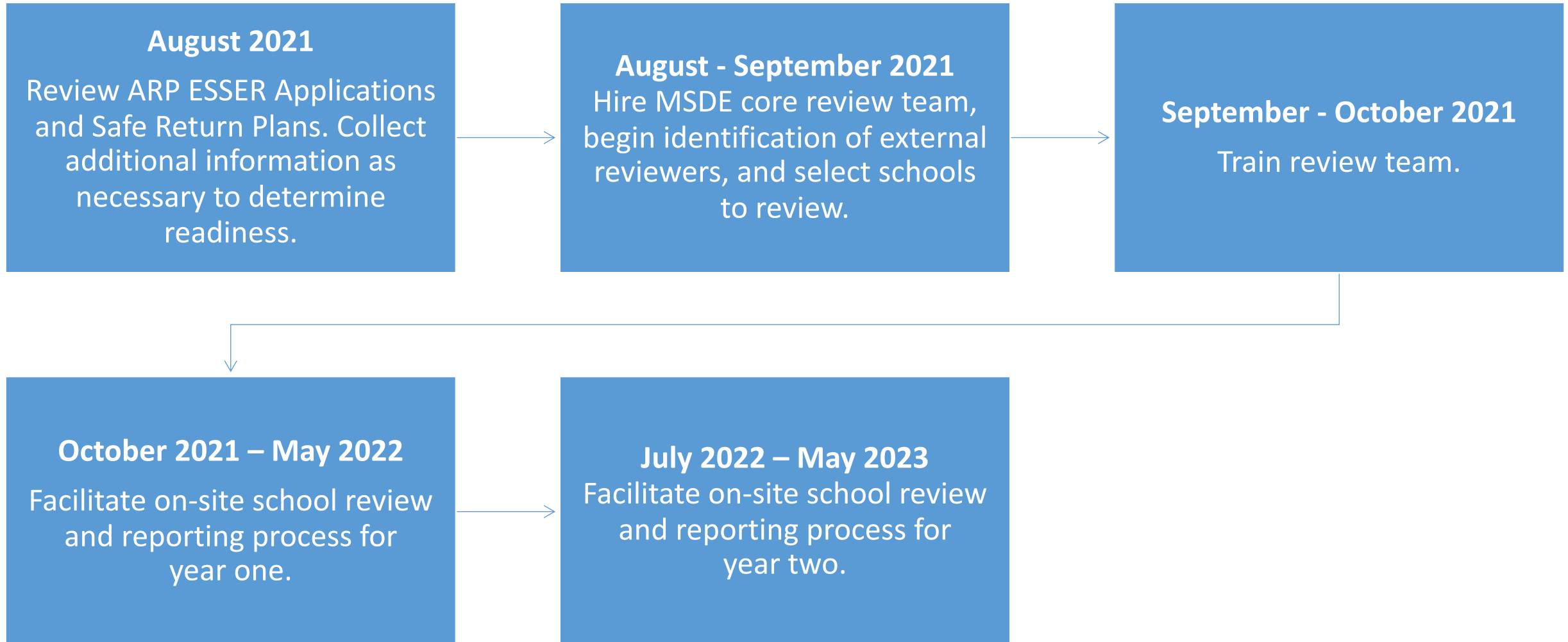
- What does the school do to engage you in the learning process?
- How are you informed about your child's progress in _____ class?

Phase III: Analysis and Recommendations



- **Purpose:** To assess intervention outcomes and to make recommendations for improvements, as necessary.
- A debrief with school leadership and central office staff will occur immediately after on-site visits to discuss initial findings.
- A report will be produced that summarizes outcomes and recommends next steps.
- Support will be provided, resources will be identified, and follow-up will occur to ensure recommendations are addressed.
- Outcomes and effective practices from reviews will be shared.

Proposed Timeline



Next Steps

- ✓ Continue to develop review resources
- ✓ Share resources and protocols with school systems
- ✓ Select review teams
- ✓ Train review teams
- ✓ Implement the three phases of the review process



Safe Return to In-Person Instruction and Continuity of Services Plan (Reopening Plan) Rubric

Name of Local School System:

Date Submitted:

Reviewers:

Background Information

School systems are required to develop a Safe Return to In-Person Instruction and Continuity of Services Plan (Reopening Plan) that addresses the reopening of Maryland schools for the 2021-2022 year. According to the American Rescue Plan Elementary and Secondary School Emergency Relief (ARP ESSER) Fund, local school systems must submit a plan to reopen schools that will ensure the continuity of services that address and maintain the health and safety of students, educators, and staff. The reopening plan rubric will be used to evaluate the level of completeness and the degree to which content meets requirements of the reopening plan.

Rating Guidelines:

Teams of trained reviewers will rate each component in Reopening Plans. Reviewers will provide descriptive feedback justifying a rating as:

Comprehensive- Evidence exceeded component requirements. The component contains a high level of specificity.

Acceptable- Evidence met component requirements. The component was clear and specific.

Developing- Evidence did not meet component requirements. The component is vague or incomplete.

Unable to Be Rated - The component was not included in the submitted plan.

Components rated as *Developing* or *Unable to Be Rated* must be revised and submitted to the MSDE for a second review.

Initial Review

Each school system will submit the link to their Reopening Plan to the Maryland State Department of Education (MSDE) for initial review in August 2021. The initial review of the Reopening Plans will be conducted by a panel of MSDE reviewers. All reviewers participate in training to identify evidence that is both objective and accurate and to calibrate reviews. Reviewers form a consensus on the rating of the Reopening Plan.

Second Review:

A second review will only be conducted on items rated as *Developing* or *Unable to Be Rated*. A school system must submit revisions to the MSDE within two weeks of receiving the initial rating. The MSDE is available to provide support to the school system to address feedback provided in the rubric. Submitted revisions will be reviewed and rubrics will be updated to reflect a revised rating.



Safe Return to In-Person Instruction and Continuity of Services Plan (Reopening Plan) Rubric

Requirement 1:

Local school systems must post their Reopening Plan on their website by August 2021.

Requirement 1: All requirements are posted on the website for the school system.	Component is Included in the Plan Yes No	Areas of Promise Include Evidence Examples: Links and/or page number(s) from plan	Reviewers' Consensus Rating: <ul style="list-style-type: none"> ● Comprehensive ● Acceptable ● Developing ● Unable to be Rated
Reopening Plan is posted to and easy to locate on the school system's website.			
Reopening Plan is in an understandable and uniform format.			
Reopening Plan is available in an accessible and translatable format for all stakeholders.			

Requirement 1 Areas for Improvement and Recommendations- Areas marked *Developing* or *Unable to be Rated* must be submitted to the MSDE for a Second Review



Safe Return to In-Person Instruction and Continuity of Services Plan (Reopening Plan) Rubric

Requirement 2:

Local school systems must reflect their equity plan throughout the Reopening Plan.

Local school systems must prioritize equity as schools reopen. Local school systems can use the [Equity and Excellence: The Guide to Educational Equity in Maryland](#), as a resource to develop equity goals and strategies.

Requirement 2: Educational equity is reflected through the Reopening Plan.	Component is Included in the Plan Yes No	Areas of Promise Include Evidence Examples: Links and/or page number(s) from plan	Reviewers' Consensus Rating: <ul style="list-style-type: none"> ● Comprehensive ● Acceptable ● Developing ● Unable to be Rated
Reopening Plan demonstrates that all students have equitable access to educational rigor, resources, and support designed to maximize academic success and social/emotional well-being.			
Reopening Plan describes procedures and practices to ensure that there are no obstacles to accessing educational opportunities for any student.			
Reopening Plan prioritizes the use of data and focuses on students who face obstacles in engagement in the learning process.			

Requirement 2 Areas for Improvement and Recommendations- Areas marked *Developing* or *Unable to be Rated* must be submitted to the MSDE for a Second Review.



Safe Return to In-Person Instruction and Continuity of Services Plan (Reopening Plan) Rubric

Requirement 3:

Local school systems must consult with a variety of stakeholders in the development of the Reopening Plan.

Reopening schools require collaboration and support of a diverse stakeholder group. The stakeholder group must be aware of the school system’s student population, strengths, and challenges. The stakeholder group must collaborate on the development of the plan.

Requirement 3: <i>A successful reopening plan must include the input and collaboration of diverse stakeholders.</i>	Component is Included in the Plan Yes No	Areas of Promise Include Evidence Examples: Links and/or page number(s) from plan	Reviewers’ Consensus Rating: <ul style="list-style-type: none"> ● Comprehensive ● Acceptable ● Developing ● Unable to be Rated
Reopening Plan identifies a diverse stakeholder group, as stated in the federal requirement, and is representative of schools and communities within the school system (e.g. parents, teachers, students, educators, and community members).			
The stakeholder group participates in an iterative cycle to review and provide feedback on the strategies incorporated in the Reopening Plan every six months.			

Requirement 3 Areas for Improvement and Recommendations- *Areas marked **Developing** or **Unable to be Rated** must be submitted to the MSDE for a Second Review*



Safe Return to In-Person Instruction and Continuity of Services Plan (Reopening Plan) Rubric

Requirement 4:

Local school systems must establish a process to determine student instructional readiness early in the school year and a plan is established for student success.

School systems must identify the process to gather evidence of student readiness for new learning and baseline and projected student outcome data. Plans must identified how data-informed decision will be used to enable students to recover learning losses and/or accelerate learning to experience success.

Requirement 4: Collect and use data to develop systems to recover learning loss and accelerate learning to support student success.	Component is Included in the Plan Yes No	Areas of Promise Include Evidence Examples: Links and/or page number(s) from plan	Reviewers' Consensus Rating: <ul style="list-style-type: none"> ● Comprehensive ● Acceptable ● Developing ● Unable to be Rated
Reopening Plan determines the process (including the metrics) to identify readiness, learning gaps, by grade level and course, early in the school year.			
Reopening plans include baseline and projected student outcomes data that is disaggregated by race, service group, and gender.			
Reopening Plan includes a plan for instructional success.			

Requirement 4 Areas for Improvement and Recommendations- Areas marked *Developing* or *Unable to be Rated* must be submitted to the MSDE for a *Second Review*



Safe Return to In-Person Instruction and Continuity of Services Plan (Reopening Plan) Rubric

Requirement 5:

Local school systems must ensure that Maryland College and Career Ready Standards (MCCRS) and other State standards are taught in content areas. Content standards are essential to ensuring that PreK-12 students have a strong command of the essential skills and knowledge expected with each content area and course.

Requirement 5: State standards are taught in all content areas.	Component is Included in the Plan Yes No	Areas of Promise Include Evidence Examples: Links and/or page number(s) from plan	Reviewers' Consensus Rating: <ul style="list-style-type: none"> ● Comprehensive ● Acceptable ● Developing ● Unable to be Rated
Reopening Plan sets the expectation that PreK-12 MCCRS and State Standards , which include career and technical education (CTE), must be taught in all content areas.			
Reopening Plan sets the expectation for and establishes guidance on the use and integration of the PreK-12 MCCRS Curriculum Frameworks for applicable content areas across schools.			

Requirement 5 Areas for Improvement and Recommendations- Areas marked *Developing* or *Unable to be Rated* must be submitted to the MSDE for a Second Review



Safe Return to In-Person Instruction and Continuity of Services Plan (Reopening Plan) Rubric

Requirement 6:

Local school systems must follow the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act (Section 504), and Title II of the Americans with Disabilities Act (ADA).

This requirement makes clear that federal guidance is upheld at all levels of the school system. The rights of students with disabilities to a Free and Appropriate Public Education (FAPE) and equal opportunity to educational services are not abridged during a national health crisis or any extended school closure.

Requirement 6: Educational services for students are protected under IDEA, Section 504, and ADA federal programs guaranteeing services continue during any extended school closure.	Component is Included in the Plan Yes No	Areas of Promise Include Evidence Examples: Links and/or page number(s) from plan	Reviewers' Consensus Rating: <ul style="list-style-type: none"> ● Comprehensive ● Acceptable ● Developing ● Unable to be Rated
Reopening Plan provides guidance on ensuring schools comply with IDEA, 504, and Title II.			
Reopening Plan provides clear direction on compliance with local, state, and federal guidelines for the development, or changes, and implementation of a student's special education program within the context of distance learning.			
Reopening Plan provides considerations for school operations, teaching, learning, technology, and the social-emotional needs of students.			
Reopening Plan specifies health and safety strategies for providing			



Safe Return to In-Person Instruction and Continuity of Services Plan (Reopening Plan) Rubric

Requirement 6: Educational services for students are protected under IDEA, Section 504, and ADA federal programs guaranteeing services continue during any extended school closure.	Component is Included in the Plan Yes No	Areas of Promise Include Evidence Examples: Links and/or page number(s) from plan	Reviewers' Consensus Rating: <ul style="list-style-type: none"> ● Comprehensive ● Acceptable ● Developing ● Unable to be Rated
appropriate and reasonable accommodations for students with disabilities.			

Requirement 6 Areas for Improvement and Recommendations- Areas marked *Developing* or *Unable to be Rated* must be submitted to the MSDE for a *Second Review*



Safe Return to In-Person Instruction and Continuity of Services Plan (Reopening Plan) Rubric

Requirement 7:

Local school systems must follow procedures and safety protocols consistent with current guidance from the Centers for Disease Control and Prevention (CDC).

Local school systems and schools must include elements that are consistent with current CDC guidance.

Requirement 7: Safety, prevention, and mitigation elements, as recommended by the CDC are included in the plan.	Component is Included in the Plan Yes No	Areas of Promise Include Evidence Examples: Links and/or page number(s) from plan	Reviewers' Consensus Rating: <ul style="list-style-type: none"> ● Comprehensive ● Acceptable ● Developing ● Unable to be Rated
Reopening Plan describes the policies and procedures adopted for following health and safety strategies.			
Reopening Plan specifies health and safety strategies on universal and correct wearing of masks, physical distancing, handwashing, and respiratory etiquette.			
Reopening Plan specifies health and safety strategies for cleaning, disinfecting, and maintaining healthy facilities, including improving ventilation.			
Reopening Plan specifies health and safety strategies for contact tracing in combination with isolation and quarantine, in			



Safe Return to In-Person Instruction and Continuity of Services Plan (Reopening Plan) Rubric

Requirement 7: Safety, prevention, and mitigation elements, as recommended by the CDC are included in the plan.	Component is Included in the Plan Yes No	Areas of Promise Include Evidence Examples: Links and/or page number(s) from plan	Reviewers' Consensus Rating: <ul style="list-style-type: none"> ● Comprehensive ● Acceptable ● Developing ● Unable to be Rated
collaboration with State, local, territorial, and Tribal health.			
Reopening Plan specifies health and safety strategies for diagnostic and screening testing, and efforts to provide vaccinations for educators, staff, and students (if eligible).			
Reopening Plan promotes health equity for groups disproportionately affected by COVID-19.			

Requirement 7 Areas for Improvement and Recommendations- *Areas marked **Developing** or **Unable to be Rated** must be submitted to the MSDE for a Second Review*



Safe Return to In-Person Instruction and Continuity of Services Plan (Reopening Plan) Rubric

Requirement 8:

Local school systems must follow protocols for the safe transportation of students to and from school.

Requirement 8: Protocols are established for mitigating the spread of COVID-19 on school busses or other modes of transportation for students.	Component is Included in the Plan Yes No	Areas of Promise Include Evidence Examples: Links and/or page number(s) from plan	Reviewers' Consensus Rating: <ul style="list-style-type: none"> ● Developing ● Acceptable ● Comprehensive ● Unable to be Rated
Reopening Plan describes safety protocols (protective equipment, seating, face coverings, etc.) for transporting students.			
Reopening Plan describes school bus safety which must include regular and routine inspections, cleaning and disinfection, and school driver training.			
Reopening Plan addresses transportation options and suggestions for students traveling to and from school (see Transportation Consideration, Department of Education COVID-19 Handbook, p.15-16).			

Requirement 8 Areas for Improvement and Recommendations- Areas marked *Developing* or *Unable to be Rated* must be submitted to the MSDE for a Second Review



Safe Return to In-Person Instruction and Continuity of Services Plan (Reopening Plan) Rubric

Requirement 9:

Local school systems must develop a system for tracking attendance when students are engaged in distance learning.

Requirement 9: <i>School systems must develop a process to track attendance.</i>	Component is Included in the Plan Yes No	Areas of Promise Include Evidence Examples: Links and/or page number(s) from plan	Reviewers' Consensus Rating: <ul style="list-style-type: none"> ● Comprehensive ● Acceptable ● Developing ● Unable to be Rated
Reopening Plan describes the platform used to manage and track attendance.			
Reopening Plan identifies the process utilized to collect and monitor attendance data.			
Reopening Plan describes a process to engage students that are consistently marked absent.			

Requirement 9 Areas for Improvement and Recommendations- *Areas marked **Developing** or **Unable to be Rated** must be submitted to the MSDE for a Second Review*



Safe Return to In-Person Instruction and Continuity of Services Plan (Reopening Plan) Rubric

Requirement 10:

Local school systems must continue to implement or enhance their communication plan.

School systems must establish regular channels of communication as schools reopen.

Requirement 10: A communication plan is established with a clear coordination process.	Component is Included in the Plan Yes No	Areas of Promise Include Evidence Examples: Links and/or page number(s) from plan	Reviewers' Consensus Rating: <ul style="list-style-type: none"> ● Comprehensive ● Acceptable ● Developing ● Unable to be Rated
Reopening Plan describes the communication plan.			
Reopening Plan identifies a process to coordinate communications through a communication officer, point person, or small team.			

Requirement 10 Areas for Improvement and Recommendations- *Areas marked **Developing** or **Unable to be Rated** must be submitted to the MSDE for a Second Review*



Safe Return to In-Person Instruction and Continuity of Services Plan (Reopening Plan) Rubric

Requirement 11

Local school systems must implement the Maryland Public Secondary Schools Athletic Association (MPSSAA) Athletic Program.

Requirement 11: Interscholastic athletics and activities during COVID-19 are addressed in the plan and show the integration of national, state, and local health and safety recommendations.	Component is Included in the Plan Yes No	Areas of Promise Include Evidence Examples: Links and/or page number(s) from plan	Reviewers' Consensus Rating: <ul style="list-style-type: none"> ● Comprehensive ● Acceptable ● Developing ● Unable to be Rated
Reopening Plan includes evidence that the school system is implementing the MPSSAA Athletic Program.			

Requirement 11 Areas for Improvement and Recommendations- Areas marked *Developing* or *Unable to be Rated* must be submitted to the MSDE for a Second Review



Readiness Review Tool

School System:
Reviewer:

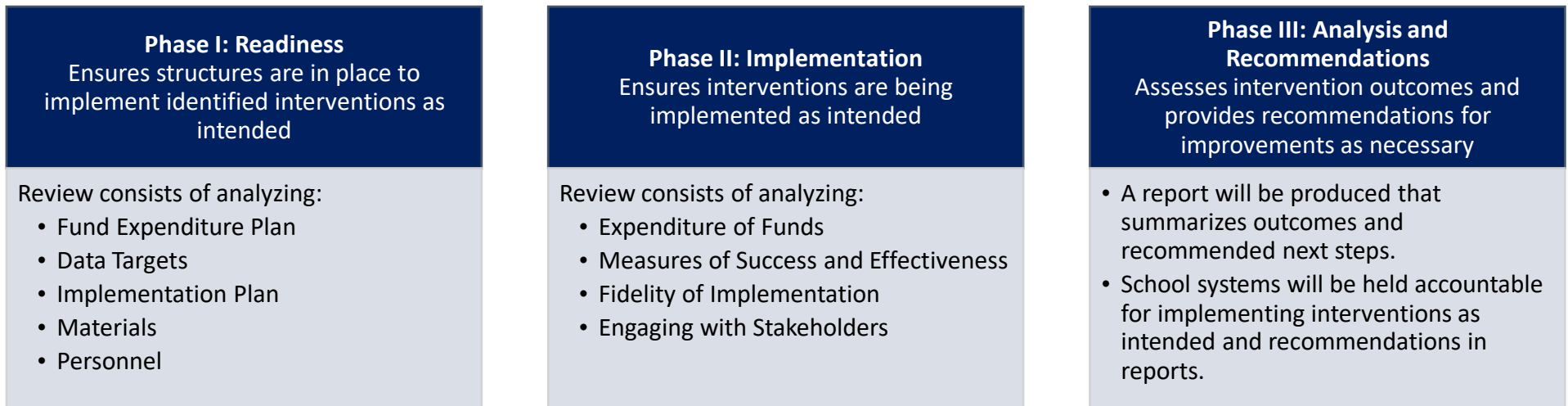
Date of Application Submission:
Date of Review:

Readiness Review Overview

Local school systems have access to a significant amount of federal and state funds to address the impact of interrupted instruction due to the COVID-19 pandemic. Funds must be used on resources and learning experiences designed to maximize student learning in safe environments. The American Rescue Plan (ARP) Elementary and Secondary School Emergency Relief (ESSER) Fund requires school systems to reserve funds to measure and address the academic impact of lost instructional time on all students through the implementation of evidence-based interventions. The Maryland State Department of Education will lead teams in reviewing how school systems are addressing learning loss through evidence-based interventions and the effectiveness of interventions.

The first phase of the review is readiness. Readiness review ensures that structures are in place to implement identified interventions as intended. The purpose of the Readiness Tool is to identify evidence collected from ARP ESSER Applications submitted by school systems. This will include evidence from submitted Reopening Plans. The tool identifies the readiness category, readiness indicators, evidence required to demonstrate readiness, availability of evidence in the plan, and additional information required from the school system to demonstrate readiness. This tool will be used to review all ARP ESSER III Application submissions. If reviewers identify that additional information is required, then school system leaders will be contacted to submit additional information as part of the initial review process. All school system leaders will receive a copy of their completed readiness review.

The second phase of the review process is implementation. The purpose of the implementation review is to ensure interventions are being implemented as intended. The third phase of the review is analysis and recommendations. During the third phase, intervention outcomes are assessed and recommendations are made for improvement as necessary. The review process will be facilitated virtually and on-site at the school system and school levels. The figure below summarizes the three phases of the review process.





Readiness Review Tool

Readiness Category	Readiness Indicators	Evidence to Demonstrate Readiness	Evident or Not Evident in the Application <small>(Include page numbers of where evidence is found)</small>	Additional Information Required from School System to Demonstrate Readiness
Funding Expenditure Plan	<ul style="list-style-type: none"> ● Funds will be spent on federal or state allowable expenses. ● The fund expenditure plan allows funds to be expended within the required timeframe. ● Funds are used to support interventions that have been proven effective. 	<ul style="list-style-type: none"> ● Evidence will be obtained from the budget narrative in the grant application. 		
		<ul style="list-style-type: none"> ● Justification for or citation of research that demonstrates effectiveness of selected interventions. 		
Data Targets	<ul style="list-style-type: none"> ● Measurable goals are established for each intervention. ● Metrics are aligned to intended student learning outcomes. ● School staff (principal, teachers, etc.) were included in establishing data targets. ● Data that will be collected are identified. ● Collected data are based upon multiple qualitative and quantitative data sources. ● Student progress is disaggregated by race, service group, and gender. ● There is a timeline and process established to frequently collect, analyze, discuss, and share data. ● Students have been selected based on data to participate in the identified intervention. 	<ul style="list-style-type: none"> ● Baseline and projected student outcome data for each intervention. 		
		<ul style="list-style-type: none"> ● Titles of staff engaged in establishing data targets. 		
		<ul style="list-style-type: none"> ● Identification of personnel responsible for data collection. 		
		<ul style="list-style-type: none"> ● Identification of data that will be collected and how it will be collected. 		
		<ul style="list-style-type: none"> ● Timeline showing when data will be collected, analyzed, discussed, and shared in a time frame that will inform work at the school level. 		
		<ul style="list-style-type: none"> ● Description of the process that will be implemented to use data to inform decisions. 		
		<ul style="list-style-type: none"> ● Description of how students were selected based on data. 		

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Readiness Category	Readiness Indicators	Evidence to Demonstrate Readiness	Evident or Not Evident in the Application <small>(Include page numbers of where evidence is found)</small>	Additional Information Required from School System to Demonstrate Readiness
Implementation Plan	<ul style="list-style-type: none"> ● Time is designated to implement identified interventions. This could be before, during, or after the school day or throughout an extended school year. ● Processes are established to ensure that the implementation of interventions are progressing as planned. This includes established schedules for central office and school-level staff to discuss the progress of implementation and have considered course corrections, if needed. ● Professional learning experiences designed to build the capacity of staff are identified. ● A communication plan is established to communicate implementation priorities and outcomes to stakeholders. ● A process is established to garner the commitment of stakeholders (teachers, parents, students, etc.) for the implementation of interventions. 	<ul style="list-style-type: none"> ● Schedule reflecting time for implementation of identified interventions. 		
		<ul style="list-style-type: none"> ● Plan that includes: <ul style="list-style-type: none"> ○ Goals to be achieved. ○ Tasks that need to be completed to reach goals. ○ People responsible for completing each task. ○ Timeline to complete task ○ Measures to evaluate progress and effectiveness of professional learning experiences. 		
		<ul style="list-style-type: none"> ● School-specific plan to share communication materials (emails, videos, web posting, etc.) or meetings scheduled to communicate with central office staff, school-based personnel (principals, teachers, students, etc.), and the community. 		
		<ul style="list-style-type: none"> ● School-specific plan to involve stakeholders in the identification, development, or implementation of interventions. 		



Readiness Review Tool

Readiness Category	Readiness Indicators	Evidence to Demonstrate Readiness	Evident or Not Evident in the Application <small>(Include page numbers of where evidence is found)</small>	Additional Information Required from School System to Demonstrate Readiness
Materials	<ul style="list-style-type: none"> ● A defined timeline and protocols have been established to acquire materials essential for implementation of interventions. ● A plan is established to replenish materials as necessary throughout the implementation of interventions. 	<ul style="list-style-type: none"> ● Procurement procedures. 		
		<ul style="list-style-type: none"> ● Timeline to procure materials required for intervention. 		
		<ul style="list-style-type: none"> ● Description of process to avoid gaps in service by replenishing materials or renewing licenses. 		
Personnel	<ul style="list-style-type: none"> ● Adequate central office and school-level staff have been identified to support implementation of identified interventions. ● Responsibilities have been defined and communicated to central office staff and school-level staff to support implementation of identified interventions. 	<ul style="list-style-type: none"> ● Documentation identifying the positions and responsibilities of central office and school staff and their roles in supporting identified interventions. 		
		<ul style="list-style-type: none"> ● Communication or meeting plan to communicate responsibilities to central office and school staff. 		