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State Superintendent of Schools

TO: Members of the State Board of Education
FROM: Karen B. Salmon, Ph.D.
DATE: March 22, 2021
SUBJECT: Survey to Combat Disrupted Instruction

PURPOSE:

To review data from the public survey posted on the Maryland State Department of Education (MSDE) website regarding strategies to combat disrupted instruction.

EXECUTIVE SUMMARY:

Following the January Board presentation on high impact strategies to use when addressing students' disrupted learning, the Board asked that the public have an opportunity to provide feedback on those strategies they thought might be most valuable. The presentation on those strategies as well as a short survey asking for individuals' input was posted on the front page of the MSDE website. It remained posted for approximately one month. A summary of that information is being provided to the Board.

ACTION:

Information for discussion.

ATTACHMENTS:

Survey to Combat Disrupted Instruction ppt

Strategies to Combat Disrupted Instruction



State Board of Education

March 22, 2021

Strategies to Address Disrupted Instruction

Establish acceleration plans using evidence-based strategies that support students with:

- More time
- More dedicated attention
- Exposure to grade-level learning

Summary of Evidence-based Strategies

- Utilize high intensity structured tutoring
- Provide extended day or extended year programs
- Offer summer school program
- Implement Acceleration Academies
- Utilize formative assessments
- Sustain early childhood programs

Survey Regarding High Impact Strategies - Respondents

- Survey posted for one month
- 749 individuals responded to some/all of survey
- 19 systems represented in responses
- Half of the responses came from one county
- 71% of respondents had children in public school

Survey Respondents (continued)

- 73% of respondents had children in elementary grades
- Approximately 30% had children in middle school
- Approximately 27% had children in high school
- 42% of respondents were educators in Maryland
- Of the educators who responded, 60% were at the elementary level

Survey Results

Strategy	Overall	Maryland educators	Not Maryland educators	Have child/student enrolled in a Maryland public school	Do not have child/student enrolled in a Maryland public school
Sustain early childhood programs	3.44	3.67	3.28	3.39	3.67
Utilize high intensity structured tutoring	3.24	3.21	3.27	3.26	3.18
Offer summer school program	3.07	3.19	2.98	3.01	3.33
Implement Acceleration Academies	2.74	2.60	2.84	2.77	2.61
Provide extended day or extended year programs	2.53	2.35	2.66	2.53	2.55
Utilize formative assessments	2.44	2.31	2.53	2.47	2.32
Number of Responses	608	257	351	491	116

Numbers represent the **average priority level** assigned to each intervention. The higher the number, the higher the priority, with "4" being the highest possible. (An individual response of "4" meant high priority, "3" a moderate priority, "2" a low priority, and "1" not a priority.)

Survey Outcomes – Continued

- Additional feedback from respondents:
 - Get students back into school
 - Ensure a structured literacy program is used
 - Waive assessment requirements
 - Extend ESY services
 - Provide more training to teachers
 - Focus on social emotional learning
 - Offer optional summer programs

Survey Outcomes – Continued

- Provide structured tutoring program
- Lessen the amount of virtual time
- Recognize learning has not been disrupted for many children

Provide Equitable Funding

- Each of the presented evidence-based strategies will require significant funding.
- Grants will be made available to school systems.
- Grants will be monitored for fidelity of program implementation and for efficient use of awarded funds.