




MSDE and Blueprint Implementation Updates

Accountability and Implementation Board

July 28, 2022

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State Superintendent of Schools



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1. Expert Review Team
 2. Supply and Demand of the Teacher Workforce
 3. Maryland Leads

Expert Review Team Pilot

Development and Pilot Deployment of Expert Review Teams

Purpose of the Expert Review Team

(c) The purpose of the Program is for teams of expert educators to:

- (1) Conduct interviews, observe classes, and use other data to analyze the extent to which The Blueprint for Maryland's Future is being implemented; and
- (2) Collaborate with school-based faculty and staff and local school system staff to:
 - (i) Determine reasons why student progress is insufficient; and
 - (ii) Develop recommendations, measures, and strategies to address the issues identified by the Expert Review Team.

MD Code, Education, § 5-411

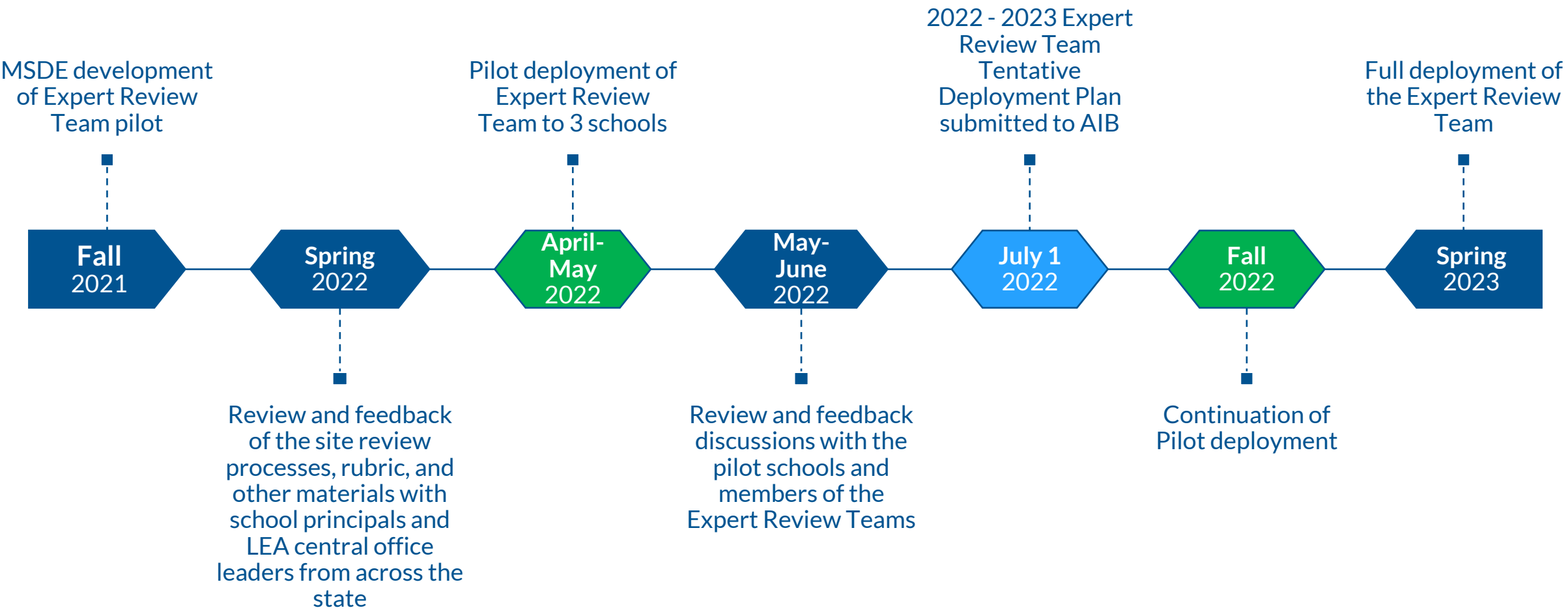
- (e)(3) If the Department, based on a recommendation of an Expert Review Team, determines that a school's low performance on assessments is, largely, due to curricular problems, the school shall adopt the curriculum resources developed under this section.
- (4) Except as provided in paragraph (3) of this subsection, this section does not require a public school or county board to adopt the Department's curriculum standards and curriculum resources and may not be construed to restrict a county board's authority to adopt curricula under § 4-111 of this article.

MD Code, Education, § 7-202.1

Expert Review Team Pilot Overview

- **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 pilot evaluation rubric were based on **best practice research and engagement with stakeholders across Maryland.**
- As of July 2022, there have been over **400 applications** to be part of the Expert Review Team, and **120 experts have been hired.**
 - Applicants **provided data that shows a track record of improving student outcomes, interviewed with MSDE staff, and completed a performance task**
- In 2022-2023, Expert Review Teams will visit about 50 schools across the state.
 - Schools are chosen based on **learning loss due to the Covid-19 pandemic, overall student proficiency, and achievement gaps between student groups.**

Project Timeline

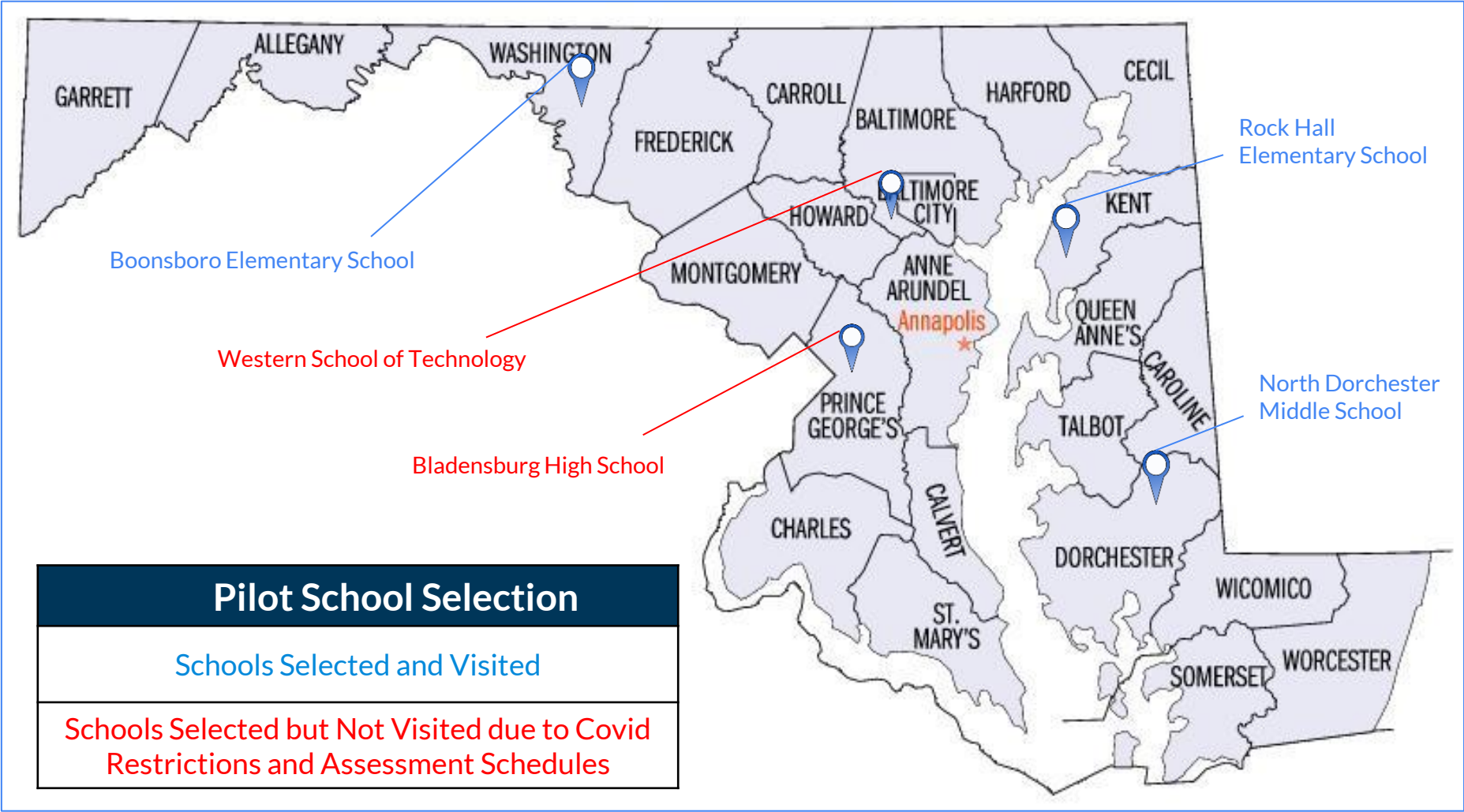


Stakeholder Engagement

Focus groups allowed a variety of stakeholders to provide feedback on the pilot school review resources throughout their development.

Date	Audience	Topic of Feedback
12/17/21	MSDE Division Leadership	Shared an overview of the School Review Process. Received feedback on the draft Expert Review Team Resources such as the School Review Process, Capture Sheet, and Focus Group Questions.
3/25/22	School Principals representing the 5 regions and different demographics.	Shared the draft Expert Review Team resources and received feedback on the process of the site reviews, Rubric, and Capture Sheet. Asked principals to take part in the spring pilot deployment.
4/7/22	LEA Central Office Leaders representing 4 school systems from 3 regions	Shared and received feedback on the process of site reviews and the School Review Rubric.
5/16/22	Principals Participating in the Spring Pilot Deployment	Provided feedback based on their experience in hosting a Site Visit.
5/17/22	MSDE Expert Review Team	Provided feedback based on their experience preparing for and facilitating a Site Visit.

Spring 2022 Pilot Deployment



Pilot Deployment Site Visit Feedback

Summary of Site Visit from Rock Hall ES (4/22/22), Boonsboro ES (4/26/22), and North Dorchester MS (5/5/22)	
Pilot Schools Feedback	MSDE Actions
<ul style="list-style-type: none">• The Pilot schools reported that communication from the Reviewers was helpful. Teachers really appreciated the feedback notes left in their rooms.• The principals liked the structure of the interview allowing the principals to provide the realities on teaching and learning in the school.• Principals felt that the Expert Review Team process was demanding, and they had many questions before the visit.• The interviews and focus groups had many questions to answer in a very short period of time.	<ul style="list-style-type: none">• MSDE will include more emphasis on the procedures for conducting observations and school visits in the training.• Schools will be given sufficient time in advance to prepare and submit documents.• Virtual and telephone meetings may be scheduled to discuss what is needed prior to visit to streamline communication.• MSDE Expert Review Team will proactively communicate with the schools at set intervals in the process.• MSDE is in the process of consolidating the questions to be asked in the interviews and focus groups, to better work within the allotted time.

Qualifications for Expert Review Team

Teachers	School Leaders and Central Office Staff	Other Experts
<div><div>1.</div><div>have a minimum of three years of effective teaching experience and</div></div> <div><div>2.</div><div>demonstrate evidence of improving student outcomes, as demonstrated by submitted evidence.</div></div>	<div><div>1.</div><div>have a minimum of three years of school and/or central office leadership experience and</div></div> <div><div>2.</div><div>demonstrate evidence of improving student outcomes, as demonstrated by submitted evidence.</div></div>	<div><div>1.</div><div>have a Bachelor's degree and</div></div> <div><div>2.</div><div>authored peer-reviewed, published research papers/articles on effective practices for school improvement or</div></div> <div><div>3.</div><div>have experience leading school quality reviews or</div></div> <div><div>4.</div><div>have experience serving as a superintendent, chief executive officer, or other executive leadership position in a school district that demonstrated improvement.</div></div>

The Blueprint requires that Expert Review Teams consist of teachers, school leaders, and other experts who reflect the geographic, racial, ethnic, linguistic, and gender diversity of Maryland students

MD Code, Education, § 5-411

Hiring Expert Review Team Members



We are building our Maryland Expert Review Team!
Seeking Teachers, School Leaders, and Education Experts.



2022 – 2023 Expert Review Team Tentative Deployment Plan

Expert Review Teams will **conduct about 50 school visits** in the 2022-2023 school year.

- In Fall 2022, **MSDE will continue its pilot school visits** to better refine the Expert Review Team materials.
- In **January through May**, about eight school visits will occur each month for the remainder of the school year.
- Schools were chosen through **three different methods**:
 - Greatest **learning loss** due to the Covid-19 pandemic
 - Lowest overall **student proficiency**
 - Widest **achievement gaps** between student groups

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

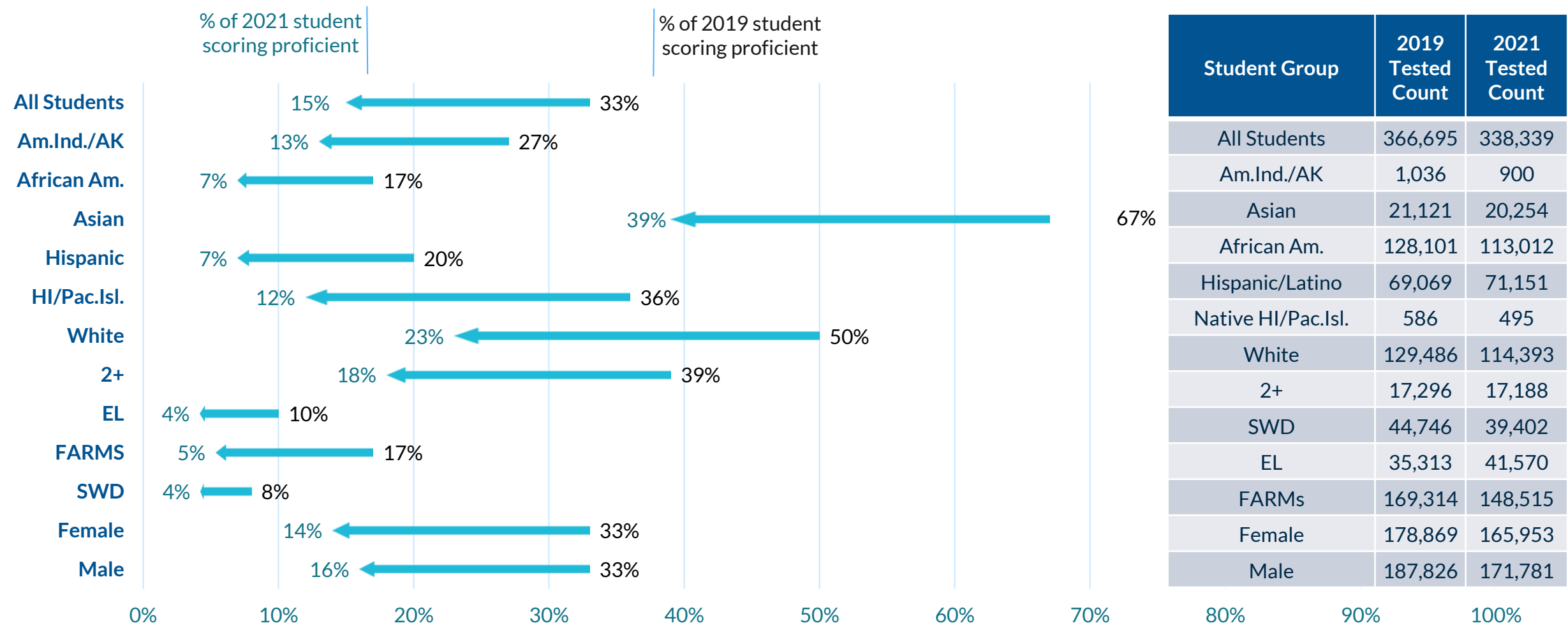
The Expert Review Teams prioritize visits to high performing schools, low performing schools, and schools that continue to demonstrate learning loss due to Covid-19 disruptions.

MD Code, Education, § 5-411

The **2022-2023 Expert Review Team Deployment Plan** was sent to the AIB on July 1, 2022 for review and approval.

MCAP: State Early Fall Results (2021) Math Grade 3-8

Percent of Students Scoring Proficient by Student Group (2018-2019 to 2021-2022)



On-Site Review Process

Before Site Visit

~ 5 weeks before visit

- MSDE and local school systems **select schools and dates for site visits.**
- **Selected schools prepare documentation** for the review team.
- **MSDE reviews documentation and meets with reviewers** to prepare for site visit.
- Reviewers will be scheduled so they **do not visit any schools in their own county.**

During Site Visit

~ 1 – 2 days

- MSDE and Expert Review Team **meet with school leadership** to review agenda and logistics for the school visit.
- The Expert Review Team **collects objective, unbiased, and factual evidence** to support findings and recommendations.
- The Expert Review Team **calibrates data and shares feedback** with the school at the end of the visit.
- **MSDE manages** the Expert Review Team through the process, acting as a **liaison** between the school and reviewers.

After Site Visit

~ 1 – 2 months after visit

- The Expert Review Team **compiles data and MSDE sends draft report.**
- The **school receives the draft report** and makes factual corrections and provides comments.
- **MSDE finalizes report** after receiving draft report from school.

The Blueprint requires that Expert Review Teams conduct investigations into the cause of poor student performance and recommend solutions.

*MD Code, Education,
§ 5-411*

Sample School Site Visit Schedule

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 One: Classroom and PLC Reviews		Team Two: Interviews and Focus Groups	
Time (minutes)	Description of what team will be doing:	Time (minutes)	Description of what team will be doing:
45 mins	Facilitate classroom or PLC reviews	45 mins	Teacher Focus Group
15 mins	Debrief	15 mins	Debrief
45 mins	Facilitate classroom or PLC reviews	45 mins	School Leader Focus Group
15 mins	Debrief	15 mins	Debrief
45 mins	Facilitate classroom or PLC reviews	45 mins	Students Focus Group
15 mins	Debrief	15 mins	Debrief
30 mins	Lunch	30 mins	Lunch
45 mins	Facilitate classroom or PLC reviews	45 mins	Parent Focus Group
15 mins	Debrief	15 mins	Debrief
45 mins	Facilitate classroom or PLC reviews	45 mins	Teacher Focus Group
15 mins	Debrief	15 mins	Debrief
45 mins	Review team meets to discuss outcomes of day		
30 mins	Review team meets with principal and central office staff to debrief on day 1 and prepare for day 2.		

Pilot Expert Review Team Rubric

- Within the Pilot Rubric, each **domain contains indicators and measures** that will review causes of student performance trends, behavioral health services, and Blueprint implementation.
 - **Indicators** specify criteria within the domain that will be reviewed.
 - **Measures** identify the component that will be rated within the indicator.
 - There are a total of **4 Domains, 10 Indicators, and 23 Measures** in the pilot rubric.
- **Domain 1: Curriculum and Instruction** - High-quality curriculum, instructional materials, teaching practices, and assessment 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 that results in shifts in instructional practice.
- **Domain 4: Management and Operations** - School and district leadership ensure systems and structures are in place in the school that prioritize improvements in student performance.

Draft Pilot School Review Rubric Format

Domain

Indicator

Measures

Domain 1: Domain name- Lorem ipsum dolor Lorem ipsum dolor Lorem ipsum dolor Lorem ipsum dolor Lorem ipsum dolor Lorem ipsum dolor		
Indicator 1: Indicator name - Lorem ipsum dolor Lorem ipsum dolor Lorem ipsum dolor Lorem ipsum dolor Lorem ipsum dolor Lorem ipsum dolor		
Measures	Accomplishing with Continuous Improvement	Evidence
Measure name: Lorem ipsum dolor Lorem ipsum dolor Lorem ipsum dolor Lorem ipsum dolor Lorem ipsum dolor Lorem	<input type="checkbox"/> Lorem ipsum dolor Lorem ipsum dolor Lorem ipsum dolor Lorem ipsum dolor Lorem ipsum dolor Lorem ipsum dolor Lorem ipsum dolor Lorem ipsum dolor Lorem ipsum dolor <input type="checkbox"/> Lorem ipsum dolor Lorem ipsum dolor Lorem ipsum dolor Lorem ipsum dolor Lorem ipsum dolor Lorem ipsum dolor Lorem ipsum dolor Lorem ipsum dolor Lorem ipsum dolor Lorem ipsum dolor Lorem ipsum dolor	<ul style="list-style-type: none"> • Lorem ipsum dolor Lorem ipsum dolor Lorem ipsum dolor Lorem ipsum dolor Lorem ipsum dolor Lorem ipsum dolor Lorem ipsum dolor • Lorem ipsum dolor Lorem dolor Lorem ipsum dolor Lorem ipsum dolor Lorem ipsum dolor • Lorem ipsum dolor Lorem ipsum dolor Lorem ipsum dolor Lorem ipsum

Pilot Rubric: HQIM (High-Quality Instructional Materials)

Domain

Indicator

Measures

Domain 1: Curriculum and Instruction- High-quality curriculum, instructional materials, teaching practices, and assessment are implemented to support student learning.		
Indicator 1: Curriculum and Instructional Materials - Curriculum and instructional materials are aligned to standards, incorporate culturally responsive strategies, and are supported by research.		
Measures	Accomplishing with Continuous Improvement	Evidence
High-quality Instructional Materials: Instructional materials are culturally responsive and aligned to standards and research.	<ul style="list-style-type: none">❑ Curriculum and instructional materials are aligned to Maryland Career and College Ready Standards;❑ Curriculum and instructional materials represent a diversity of perspectives, authors, and characters; acknowledge the contributions of diverse individuals and cultures; and engage and value the culture and identities of students;❑ Curriculum and instructional materials are supported by research;❑ Selection of curriculum and instructional materials includes the input of teachers, families, and other stakeholders;❑ Curriculum and instructional materials are reviewed annually and modifications are made as necessary;❑ Data disaggregated by race, service group, and gender is used in the process of selecting, reviewing, and modifying curriculum and instructional materials.	<ul style="list-style-type: none">● Curriculum vetting rating for mathematics and English language arts (ELA) from the Maryland State Department of Education (MSDE) or EdReports demonstrating curriculum is aligned to Maryland College and Career Ready Standards.● Evidence level obtained from Evidence for ESSA, MSDE Curriculum Support Materials, or a similarly rigorous source for mathematics and ELA instructional materials or programs demonstrating effectiveness.● Documented process to select and review curriculum and instructional materials and evidence that process was implemented (surveys, agendas, meeting minutes, etc.).● Examples of instructional materials that align with culturally responsive practices (sample books with diverse characters and authors; lessons that connect to different cultures; math lessons that acknowledge the contributions of diverse individuals, etc.).● Disaggregated student group data for mathematics and ELA is used to inform selection, review, and modification of curriculum and instructional materials with an explicit goal of eliminating difference in performances across student groups.● Selected curriculum and instructional materials have entry points for all learning levels based on data and support reducing the gap among student groups. For example, curriculum or instructional resources contain support for students identified as performing below, on, or above grade level.

MSDE's Approach to Continuous Improvement and Updates

MSDE is continuing to make changes to the rubric, based on initial feedback from stakeholders, the AIB, and best practices. Some of the questions we are considering are:

- **How many rating levels should be included to promote school improvement?**
 - Under the Pilot Rubric, each measure is rated as “Accomplishing with Continuous Improvement” or not (“In Progress”). MSDE is exploring whether additional rating levels should be added to the rubric. For example, a “Partially Meets” label may be introduced to differentiate a school that shows evidence of some components of a measure.
- **Which measures should be included?**
 - MSDE has strengthened and added measures to the Expert Review Team Pilot Rubric, including measures covering the 9th grade tracker, secondary literacy, students on the CCR support pathway, **community schools**, organizing the school day to maximize educator collaboration, and other measures to further assess the implementation of the Blueprint.
- **How do we ensure the Expert Review Team process complements the state accountability system?**
 - The Expert Review Team process should intentionally work with the state accountability system and not create conflicting ratings for the school. MSDE is exploring whether greater alignment between the accountability system and the Blueprint is needed and if all areas are addressed to ensure successful implementation of the Blueprint.

Pilot Rubric: Community Schools (Draft of New Measure)

Domain →

Indicator →

Measures {

DOMAIN 2: Student Support- Schools use data to identify students and implement a multi-tiered approach to support all student groups.		
Indicator 2: Community Schools: (*Only applies to schools receiving a Concentration of Poverty Grant)		
Measures	Accomplishing with Continuous Improvement	Evidence
Community Schools: Implementation Fidelity	<ul style="list-style-type: none">❑ The School has hired a community school coordinator❑ The school has an advisory committee with parents, families, and community partners❑ The school has completed a needs assessment❑ The school has developed a Community Schools implementation plan❑ School has identified community partnerships with the goal of ensuring high-quality wraparound services	<ul style="list-style-type: none">• Job description of community school coordinator• Name of hired coordinator• Meeting schedule and agendas of advisory committee• Completed Needs Assessment document• Completed Community Schools Implementation Plan document• Identification of community partnerships and plan for implementation of services

Deployment and Next Steps

- MSDE has **begun the pilot deployment** of the Expert Review Team and will continue the pilot in the 2022-2023 school year.
- **Regular engagement** will continue with school systems, the AIB, and other stakeholders to **receive feedback**.
- MSDE will continue to **build a high-quality bench of expert reviews** through a rigorous **hiring process**.
- All **pilot materials and protocols** will be **continuously improved** and shared with stakeholders for multiple rounds of feedback.