

Maryland School Review

Expert Review Team Report

Domain 1: Curriculum and Instruction

Baltimore Polytechnic Institute

Table of Contents

Overview of Maryland School Site Reviews.....	2
Executive Summary	4
Domain 1: Curriculum and Instruction.....	7
Appendix A	10
Appendix B	12

Overview of Maryland School Site Reviews

PURPOSE

The Maryland State Department of Education (MSDE) is committed to supporting school systems in improving student outcomes. MSDE conducts comprehensive school reviews to identify promising practices and opportunities for growth in curriculum, instruction, interventions, socio-emotional and mental health services, educator support, and school management. School reviews are a collaborative process among local education agencies (LEAs), schools, and MSDE aimed at accelerating student learning, supporting the whole child, and enhancing educator practice.

SCHOOL REVIEW PROCESS AND METHODOLOGY

All school reviews are facilitated by an Expert Review Team (ERT) led by MSDE. ERT members consist of trained teachers, school leaders, and education experts with experience in improving student outcomes. Members participate in extensive training led by MSDE to calibrate the review process to ensure a consistent approach to school reviews. To identify effective practices and opportunities for growth in a school, the ERT analyzes school data, reviews documents submitted by the school, and conducts a one or two-day site visit that includes classroom observations, focus groups, and a principal interview.

The ERT uses a rubric (see Appendix B) to form a consensus rating for each measure based on student data, documents, observations, focus groups, and a principal interview. The rubric consists of three domains:

- **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.

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.

STRUCTURE OF THIS REPORT

The following report is organized into three different sections.

Executive Summary: In this section, you will find a summary of the school's review. This includes:

- Information about the school, with more detailed information, can be found online in [the Maryland School Report Card](#).
- The summary of findings is a snapshot of the ratings the school received by each domain, with more detailed ratings of each measure embedded in the complete school rubric in Appendix B.
- Overall recommendations for the school to focus their school improvement work.

Findings and Recommendations by Domain: Each domain contains a section that outlines ERT findings, including strengths and areas for growth. For each domain, targeted recommendations are provided with evidence, action steps, and resources to address the recommendation. Resources are currently being reviewed for accessibility.

Appendices: Two appendices expand on information provided in the body of this report. They provide detailed information on the specific methods used by the ERT during the site visit and a deeper dive into the ratings the school received on the School Review Rubric.

Executive Summary

ABOUT BALTIMORE POLYTECHNIC INSTITUTE SCHOOL

Baltimore Polytechnic Institute School, located in Baltimore City, serves a total of 1,601 students in grades 9th – 12th. The enrolled population is made up of 5% Asian, 61% African American, and 13% Hispanic. The school's population includes approximately 32% of students who receive free or reduced meals and less than 5% of the population includes either students with disabilities or students with 504 plans. More detailed information, including enrollment, attendance, demographics, and student outcome data, can be found in the [Maryland School Report Card](#).

SUMMARY OF FINDINGS

The following table summarizes the school's ratings on Domain 1. The school scored its highest rating of Accomplishing with Continuous Improvement in Assessment and Timing and its lowest rating of Accomplishing in Curriculum and Instructional Materials. A comprehensive list of measures, indicators, and ratings can be found in the full School Review Rubric in Appendix B.

Domain 1: Curriculum and Instruction		
Indicator	Percentage	Rating
Curriculum and Instructional Materials	88%	Accomplishing with Continuous Improvement
Classroom Instruction	92%	Accomplishing with Continuous Improvement
Assessment and Timing	100%	Accomplishing with Continuous Improvement

OVERALL RECOMMENDATIONS

The following actions are recommended to support improvement in the areas identified as needing improvement through the School Review process. More detailed information about these recommendations, linking them to specific findings in each domain and providing action steps and resources to implement them, can be found in the following sections.

- Maximize student learning outcomes by cultivating a diverse and inclusive learning environment by fostering differentiation in the classroom. Using differentiated strategies will enhance student engagement, build self-efficacy, and develop critical thinking skills in the students.

Domain 1: Curriculum and Instruction

Curriculum and Instruction

High-quality curriculum, instructional materials, teaching practices, and assessment are implemented to support student learning.

Findings and Recommendations

STRENGTHS

The Local Education Agency (LEA) provided documentation supporting the high-quality curricula aligned with the Maryland College and Career Readiness Standards (MCCRS). The school documentation is aligned with the LEA documents provided to MSDE.

The school's climate was conducive toward creating a learning environment of classrooms with supportive structures that fostered student engagement during collaborative learning groups throughout the school. All classes reviewed demonstrated expectations for learning by posting at least one standards-based learning objective.

- In all sixteen classrooms visited, teachers demonstrated respectful and positive interactions with students, referring to them by name, using polite language and a positive tone. Students demonstrated positive interactions with their peers, even demonstrating the ability to debate and/or disagree with one another, while still being polite. Teacher redirection of inappropriate behavior and/or extra support to meet behavioral expectations was almost never necessary.
- In nine out of sixteen classrooms reviewed, a variety of instructional strategies and scaffolding was used to support learning.
- In eleven out of the sixteen classrooms reviewed, both students and teachers verbalized and used hand responses to provide feedback regarding monitoring progress of the learning or checking for understanding.
- All four classrooms that were structured to be supportive of building language and comprehension grounded in the science of reading, provided evidence of student engagement in the interventions and content specific instruction. Examples are students receiving explicit instruction on vocabulary, listening and speaking skills, and on sentence structure and/or grammar during the writing process.

AREAS FOR GROWTH

Most classrooms provided no evidence of individualized learning pathways for students. In the majority of the classrooms reviewed, students regularly worked on the same assignment without additional scaffolds to support their success in the class.

- In six out of sixteen classes, instructional materials and resources were modified to support individualized student learning.

- In five out of sixteen classes reviewed, there were options provided to students on how they share their learning or what pace they are learning.
- In four out of sixteen classes, students applied feedback to an assignment or task.
- In five out of sixteen classes reviewed, adjustments to instruction were made based on student responses.

RECOMMENDATIONS

The following recommendations are meant to support school leadership in improving in the areas that were identified as needing growth. Each is closely connected to the evidence presented above under “Areas for Growth,” and includes specific action steps and resources to support the implementation of these improvements. Domain-specific ratings can be found in Appendix B.

FOCUS AREA 1

Maximize student learning outcomes by cultivating a diverse and inclusive learning environment by fostering differentiation in the classroom. Using differentiated strategies will enhance student engagement, build self-efficacy, and develop critical thinking skills in the students.

ACTION STEPS:

As a result of this school review:

- Consider developing stakeholder communication in multiple forms of media to awareness for continuous learning are series of professional development designed to accommodate different learning preferences and abilities.
- Include continuous learning on differentiating the learning pace, with acceleration and remediation support for students who need to complete assignments early and those whose learning styles require more time with alternative assignments or projects.
- Provide professional development on incorporating a range of instructional strategies, such as cooperative learning, inquiry-based learning, and hands-on activities, to cater to diverse learning preferences and keep students actively engaged in the learning process.
- Leverage the current master schedule to include instructional learning tours for teachers to examine each other’s practice on collaborative learning with student-driven facilitation.
- Incorporate the current structures for peer learning walks to include learning from colleagues who currently implement collaborative learning groups with student-driven learning successfully.

RESOURCES:

1. [10 Strategies to Build on Student Collaboration in the Classroom.](#)
2. [Teacher Moves That Cultivate Learner Agency](#)
3. [Improving Teacher Practice Through Collaborative Reflection](#)
4. [Learning From Instructional Rounds](#)
5. [Leveraging Teacher Leadership](#)

Appendix A

SUMMARY OF EXPERT REVIEW TEAM ACTIVITIES

Expert Review Team Members

1. Dr. Stefan Lallinger, Executive Director, Next100
2. Dr. Martha James, Associate Professor, Morgan State University
3. Adrin Leak, Instructional Specialist, Prince George's County Public Schools
4. Dr. John Seelke, Mathematical Instructional Specialist, Montgomery County Public Schools
5. Dr. Genevieve Floyd, Supervisor of Career and Postsecondary Partnerships, Montgomery County Public Schools
6. Jamila Denney, Principal, Montgomery County Public Schools

Site Visit Day 1

Wednesday, March 20, 2024

Site Visit Day 2

Thursday, March 21, 2024

Number of Classroom Reviewed

Sixteen

Description of Classroom Visited

Wednesday, March 20, 2024	Thursday, March 21, 2024
<ul style="list-style-type: none"> • AP Calc AB • Honors English II • Honors Biology • ESOL II-A, • AP US Gov. & Politics • AP African-American Studies: Reconstruction-Present • Honors Civil Engineering 	<ul style="list-style-type: none"> • Honors English • AP 2D Art/Drawing • AP English Lit & Comp • AP Psychology • AP Calc BC • Pre-AP Algebra 1 • AP Statistics • Honors Probability & Statistics

<ul style="list-style-type: none">• AP Chemistry	
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Number of Interviews

One

- Principal

Number of Focus Groups

Four

- 9 students
- 10 school leaders
- 10 teachers
- 10 parents

Documents Analyzed

- Site visit documentation submitted by the school and LEA.

Appendix B

MARYLAND SCHOOL REVIEW RUBRIC

Ratings for Baltimore Polytechnic Institute

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; and student data. Items checked were reviewed through data documentation or during the on-site school review.