

Maryland School Review

Expert Review Team Report

Domain 2: Student Support

Domain 3: Educator Support

Chevy Chase Elementary School

Maryland State Department of Education

Office of Teaching and Learning

March 20-21, 2024



Table of Contents

Overview of Maryland School Site Reviews 2

Executive Summary 4

Domain 2: Student Support 7

Domain 3: Educator Support 10

Appendix A 13

Appendix B 16

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 Expert Review Team 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 CHEVY CHASE ELEMENTARY SCHOOL

Chevy Chase Elementary School, located in Montgomery County, serves a total of 456 students in grades PreK-5th. The enrolled population is made up of 11% Asian, 22% African American, 9% Hispanic and 51% White. The school's population includes approximately 22% of students who receive free or reduced meals and 8% or less 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 Domains 2 and 3. The school scored its highest rating of Accomplishing with Continuous Improvement in Opportunities and Access & Observation and Feedback and its lowest rating of Accomplishing in Professional Learning. A comprehensive list of measures, indicators, and ratings can be found in the full School Review Rubric in Appendix B.

Domain 2: Student Support		
Indicator	Percentage	Rating
Multi-Tiered Systems of Support	79%	Accomplishing
Opportunities and Access	88%	Accomplishing with Continuous Improvement

Domain 3: Educator Support		
Indicator	Percentage	Rating
Observation and Feedback	88%	Accomplishing with Continuous Improvement
Professional Learning	78%	Accomplishing
Career Growth	86%	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.

- Consider leveraging the MTSS team to create opportunities for students in different service programs to engage in community projects together. Students with opportunities to interact in homogeneous groups elevate learning potential and achievement.
- There is a clear cycle for formal and informal observations. Consider leveraging the current expertise within the staff to develop learning cycles of newly implemented professional development to support job-embedded cycles for colleagues to support and build the capacity of each other. Use this same structure to monitor and provide ongoing support and to track the implementation of the feedback recommendations.

Domain 2: Student Support

Student Support

Schools use data to identify students and implement a multi-tiered approach to support all student groups.

Findings and Recommendations

STRENGTHS

All school-based stakeholders in the community have a unified appreciation for the intentional focus on the student well-being social-emotional (SEL) support that ranges from the professional school psychologist to the regular groups of the “Lunch Bunch” that is purposeful in building skills for conflict resolution.

- During focus group discussions, all twelve teachers and two of the seven school leaders referenced the school’s implementation of “Lunch Bunch” which creates opportunities for students to advocate for themselves and self-select to work with teachers when they need support.
- During the interview, the principal indicated several interventions in place to support students in various methods. The initiatives offered were the “Lunch Bunch”, Pride Pals, reading with other students, Conflict resolution, and Students of Poverty and Food Insecurity.
- For academic support, the principal identified various content interventions for tier 1 & 2 student groups that draw from Really Great Reading, Read Naturally Live, Equip Math the Orton-Gillingham approach, and the use of small group instruction. She also mentioned in-class interventions such as “turn and talk”, pictured items, and saying words multiple times.
- During the teacher focus group discussion, five of the twelve teachers elevated the initiative “What I Need” WIN assessment data review that is used to determine when a student needs a push or to move him somewhere else to receive more supportive services.
- One of the twelve teachers stated, “I think that’s related to mental health in general. There are student ambassadors that support students with mental health-
- Two of the eight parents said, “I feel like the Center for Enriched Studies (CES) program with kids from all over, I feel like that program has been great with keeping the child challenged, my child never has homework because it’s finished during the school day.”

AREAS FOR GROWTH

While all professionals in the focus groups agreed the school has a solid focus on the mental health system in place with the “Lunch Bunch” and identified teachers to support the program, and solid support for CES students who are in the gifted and talented program, students, parents and school leaders shared, that there is still a need for comprehensive intentional focus for students who receive intervention for special services.

- Four out of sixteen parents raised a concern (and the other twelve parents agreed) that they must be the initiator for their child(ren) to receive help. All parents agreed that they wish the teachers would initiate communication about the help their child needs first. Parents further explained that once they reach out, many staff are involved, and everything begins. According to one parent, "My child has an IEP. Before my child got the IEP, I was emailing the teacher every day asking for them to help my child. Once I did that, everything went very quickly. My child should have received the IEP earlier, but nothing was done until I emailed the teacher".
- During a focus group discussion on mental well-being and SEL professional development five teachers stated and agreed, "We have an SEL committee and teaching experts here at the school. Some of us have gone to outside training, although skills and strategies are modeled at the beginning of staff meetings so everyone can see them."
- In the first focus group of seventeen students, six students stated "We need to improve the 4th grade because they have no activity in CES, (Center for Enriched Studies) and there should be more opportunities to interact with CES cohorts from other schools.
- Another student said, "I was happy when I heard my friends were coming here this year, then I noticed it really isn't different, and when they get to this school it's [CES] pulling apart friendships."

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

Consider leveraging the MTSS team to create opportunities for students in different service programs to engage in community projects together. Students with opportunities to interact in homogeneous groups elevate learning potential and achievement.

ACTION STEPS:

As a result of this school review:

- Revisit the master schedule to determine the best time for students in juxtaposed service programs to engage in a community project. Determine the frequency and time boundaries to share with the parents in the service group community.
- Leverage the PTA as a partner with the initiative and support the communication to all parents.

RESOURCES:

1. [Gifted, Special-Education Students Learn Together: Mixing It Up in a Model Classroom](#)
2. [Six Ways to Avoid Feeling Isolated in the Classroom](#)
3. [How To Help Students Feel A Sense of Belonging](#)
4. [Strengthening School Culture: The Impact of PTA and PTO Programs and Events](#)

Domain 3: Educator Support

Educators Support

Educators at all levels are provided with support to improve results and shift instructional practice.

Findings and Recommendations

STRENGTHS

The school has developed structured supports that are designed to complement the LEA structure for mentoring/coaching new teachers. Fostering a culture of consistent support for teachers new to the profession is essential for improving student outcomes.

- Teachers in the focus group indicated that once a month during PLCs they always had professional development opportunities and talked about county-wide equity and race topics.
- During the interview, the principal shared that the LEA provided intense PDs on how to develop strategies for social justice as a county-wide focus.
- School leaders in the focus group stated, “At the system level it [professional development (PD)] varies. We’re getting a new curriculum and there will be summer PD available and required, like attending literacy PD and bringing it back to the staff quarterly. Teachers will attend ELC enriched literacy curriculum (ELC) PD. Also, teachers have asked about dyslexia, and we collaborated with community college to come out and provide PD support on that topic.”

The school has a clearly defined structure for supporting new teachers and evaluating all teachers on a continuum cycle to support continuous improvement. Teachers also expressed they were aware of the career ladder for paraprofessionals to become teachers and for teachers to acquire national board certification.

- Teachers in the focus group were equally knowledgeable about the LEA mentor for new teachers. One teacher who served as a mentor stated, “To support a new teacher I took a mentoring class to support new teachers and I’ve been a mentor to 2-3 other teachers.”
- Two of the new teachers in the group stated, “Yeah I had a consulting teacher (CT) last year he told me it’s based on his observations and admin either he could inform MCPS 1st year teacher is good or he would stay another year to continue observing me... and my team in general was very supportive, providing resources and tips.”
- During the focus group discussion, one of the twelve teachers stated, “In your first three years you are observed all of the time and then it becomes a cycle. There are general walk-throughs and I don’t think it’s on a schedule. It’s general management by walking around.”

- Another teacher stated, “I get observed two times formally. I was observed twice last year, and I got observed a lot like twelve times, both formal and informal, just to give feedback. Diane has come in two times this year and she's given me a lot of good feedback. She's very forthcoming with support which is awesome. Next year I'll get observed twice.”
- Teachers in the focus group provided personal accounts to their knowledge regarding National Board Certification. One of the teachers stated, “Every five to seven years you need six additional credits. The county has NB classes you can take taught by former NB teachers- you could get your plus 30 or plus 60.”
- Most of the professionals in all focus group discussions, confirmed the school documentation which indicated that the Career Ladder for educators exists, but is not consistently monitored and does not have a plan to encourage educators to pursue National Board Certification.
- Three of the teachers who has taught in the school fifteen-plus years noted, “Teachers will get relocation pay for \$10,000 but they are highly impacted schools.” Further adding, “Within the school structure we have team leaders and there are always recruiting efforts for APs and admin.”
- One teacher stated, “There's a paraprofessional career ladder where you can go from being a support staff to being a teacher. We also have a paraprofessional who has done a wonderful job translating for families. How our paraprofessionals support students are very impressive.”

AREAS FOR GROWTH

Evidence shows that the school has a process where teachers and school leaders participate in ongoing, job-embedded virtual professional learning on providing SEL as directed by the LEA. However, as evidenced by the statements from focus group participants, the school should be more intentional in ensuring that professional development (PD) is designed to meet the needs of all teachers and not just those within a specific category.

- Several teachers expressed that there are PD offerings for ELA new curriculum that tend to be during the day, unfortunately, if they can't get a substitute then they can't attend. Further adding, “That makes it a little trickier. Helpful if they were offered after school. We also have summer training, and this is my 18th year teaching.”
- During the focus group discussion one of the school leaders shared, “We have a program through the county platform where all professional development is available. Teachers have options to sign up on an “as needed” basis and I have seen some of the strategies implemented in the classroom or evident during planning. Committees are formed to help share strategies through action research, “We love this let's run with this, this is how it showed up in the writing or the speaking! That was awesome to see!”
- One of the teacher leaders in the school leaders group stated, “Not being in a classroom, the training doesn't always apply to my context. And I'm in my evaluation year I got evaluated twice, I was having a hard time getting into the classroom. There are still teachers I haven't seen to provide support.”

While there is a regular formal and informal observation plan for teachers who are both on/off cycle, none of the twenty-five participants in the teacher or school leader focus group spoke to the effectiveness of the feedback nor a job-embedded plan for improving newly acquired teaching strategies.

- In the teacher's focus group, teachers lacked a clear understanding of career opportunities for their professional growth and advancement.
- There is not enough time in the day to address all needs of students.

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

There is a clear cycle for formal and informal observations. Consider leveraging the current expertise within the staff to develop learning cycles of newly implemented professional development to support job-embedded cycles for colleagues to support and build the capacity of each other. Use this same structure to monitor and provide ongoing support and to track the implementation of the feedback recommendations.

ACTION STEPS:

As a result of this school review:

- Survey teachers on the effectiveness of the topic items on the agenda to determine next steps and items for future PLCs.
- Restructure the current structure for learning walks to include teachers and serve as a follow-up to the implementation of new practices to support improvement efforts.

RESOURCES:

1. [How Instructional Coaches Can Use Co-Teaching to Support Teachers](#)
2. [Eight Steps to Becoming Data Wise](#)
3. [Teaching Teachers: PD To Improve Student Achievement](#)

Appendix A

SUMMARY OF EXPERT REVIEW TEAM ACTIVITIES

Expert Review Team Members

1. Stephen Isler, Instructional Specialist, Prince George's County Public Schools
2. Judy Geisler, Classroom Teacher, Frederick County Public Schools
3. Noraida Ankobia, Resident Principal, Baltimore City Public Schools
4. Dr. Rachel Thompson-Adedeji, Pupil Personnel Worker, Prince George's County Public Schools
5. Natalie Zinkham, Classroom Teacher, Baltimore County Public Schools
6. Jennifer Hernandez, Director of World Languages and ESOL, Baltimore County

Site Visit Day 1

Wednesday, March 20, 2024

Site Visit Day 2

Thursday, March 21, 2024

Number of Classroom Reviewed

Fourteen

Description of Classroom Visited

Wednesday, March 20, 2024	Thursday, March 21, 2024
<ul style="list-style-type: none"> • Grade 3 W.I.N. (RGR) • Grade 4 CES • Grade 5 Reading • Grade 3 ELA • Grade 5 CES • Grade 5 Sci/SS • SEL 	<ul style="list-style-type: none"> • Grade 5 Media • WIN (OGL) • Grade 5 Math • Special Education • Grade 3 Eureka Math • EML Small Group • Grade 5 Social Studies

Number of Interviews

One

- Principal

Number of Focus Groups

Eight

- 17 students (2 groups)
- 13 school leaders (2 groups)
- 12 teachers (2 groups)
- 16 parents (2 groups)

Documents Analyzed

- Site visit documentation submitted by the school and LEA.

Appendix B

MARYLAND SCHOOL REVIEW RUBRIC

Ratings for Chevy Chase Elementary School

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.