

Maryland School Review

Expert Review Team Report

Domain 2: Student Support

Domain 3: Educator Support

Collington Square Elementary/Middle School

Maryland State Department of Education

Office of Teaching and Learning

April 17, 2024



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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 COLLINGTON SQUARE ELEMENTARY MIDDLE SCHOOL

Collington Square Elementary/ Middle School, located in Baltimore City, serves a total of 265 students in grades PreK-8th. The enrolled population is made up of more than 95% African American students. The school's population includes approximately 85% of students who receive free or reduced meals and 20% 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](#).

Schools identified as Comprehensive Support and Improvement (CSI) Low Performing and/or CSI Not Exiting in the 2022-2023 school year and selected for an ERT visit, received a differentiated visit to avoid duplication of data requests and integrate into the school improvement process in collaboration with the Office of School Improvement and Transformation at MSDE.

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 Career Growth 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	83%	Accomplishing
Opportunities and Access	79%	Accomplishing

Domain 3: Educator Support		
Indicator	Percentage	Rating
Observation and Feedback	84%	Accomplishing
Professional Learning	75%	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.

- Leverage the current school structures for using data to promote opportunities for advanced courses for student achievement. Include extending the promotion to students through SGA and to parents and community stakeholders through the PTA/PTO organization.
- Leverage the school's current structures in place to create continuous job-embedded school-based learning opportunities to customize LEA PD follow-up to fit the needs of the school staff. Build on the current expertise of using data to promote teacher-voice by determining specific pathways for skill development.
 - Utilize the existing knowledge within the school to serve as model classes for staff to see best practices of identified PD implementation in a rotation cycle that will also build future teacher leaders. Develop a monitoring system that includes representatives from all instructional groups to provide ongoing support and track the feedback recommendations' implementation.

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 stakeholders in the school community have a unified appreciation for the intentional focus on supporting students with the collaborative school/LEA-based services that support the weekly theme-focused wellness program through “Harambe”.

- All stakeholder participants reported appreciation for the school's intervention structures that support mental wellness specifically shared that the “Zen-zone” is a helpful calming area.
- One of the three participants in the school leaders' focus group and all six participants in the teacher focus group shared that the Student Well-being Team convenes the weekly “Harambee Activities” in which community support members collaborate with teachers on trauma and restorative practices.
- One of the six teachers explained to address student academic needs, the team uses various data points to create small groups, such as Amplify and iReady assessment data, three times each year (BOY, MOY, and EOY).
- All teachers in the focus group included the various ways students receive extra support for academics, such as small group, in-classroom tutoring, SGA, and the Kindness Crew,

AREAS FOR GROWTH

While all professionals in the focus groups agreed the school has a solid mental health system for student well-being, there was no mention by any group of stakeholders regarding data utilization for advanced coursework or gifted and talented programs for students.

- One student in the focus group shared information regarding the “University Start-Up” that is mathematics-focused and prepares 8th-grade students academically and supports their outlook for mathematics as well.
- While all professional staff spoke about the continuous training for student wellness, none of the professional staff offered any information regarding advanced programs like gifted and talented at the elementary level or honors classes at the middle school level.

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

Leverage the current school structures for using data to promote opportunities for advanced courses for student achievement. Include extending the promotion to students through SGA and to parents and community stakeholders through the PTA/PTO organization.

ACTION STEPS:

As a result of this school review:

- Utilize the current data utilization meetings to focus teacher attention and build knowledge around recommending students for opportunities for advanced courses within the school and LEA.
- Leverage the SGA and PTA to promote the opportunities to students and parents.

RESOURCES:

1. [How to Identify Gifted Children in Your Classroom](#)
2. [Insights into Gifted and Talented English Language Learners](#)
3. [Identifying and Nourishing Gifted Students](#)
4. [Strengthening School Culture: The Impact of PTA and PTO Programs and Events](#)
5. [SGA Makes Changes to Improve Communication with Students](#)

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. The school leadership has communicated the LEA career path that supports paraprofessionals to become teachers and school leaders.

- One of the three leadership members in the focus group explained, that the Community Learning Network (CLN) team conducts collaborative learning walks with the school ILT team and supports the school's plan, created by the principal, to build capacity in that team.
- During the teacher focus group, one of the teachers expressed that the district does offer incentives for teachers to move up.

AREAS FOR GROWTH

Evidence shows that the school has solid structures and systems to support processes for supporting students with mental wellness. However, evidence provided by all professional focus group participants suggests the school should be more intentional in ensuring that school-based job-embedded professional development (PD) is intentionally designed to meet the needs of all instructional personnel who are not in a specific category.

- During the discussion topic with school leaders, the focus group shared that the LEA is working on career ladder incentives for teachers. However, currently, if teachers want to move up, they must find it on their own.
- During the teacher focus group, one of the six teachers shared that if teachers want to move up, they must seek the information and pathway themselves.

RECOMMENDATIONS

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FOCUS AREA 1

Leverage the school’s current structures in place to create continuous job-embedded school-based learning opportunities to customize LEA PD follow-up to fit the needs of the school staff. Build on the current expertise of using data to promote teacher-voice by determining specific pathways for skill development. Utilize the existing knowledge within the school to serve as model classes for staff to see best practices of identified PD implementation in a rotation cycle that will also build future teacher leaders. Develop a monitoring system that includes representatives from all instructional groups to provide ongoing support and track the feedback recommendations’ implementation.

ACTION STEPS:

As a result of this school review:

- Leverage one PD session to communicate building-wide improvement goals to ensure each professional can connect their work to the goals.
- Utilize the expertise that exists within the building to customize professional learning opportunities for all instructional staff.
- Leverage the action steps for utilizing the learning walk structure to gather qualitative data on the PD implementation, feedback, and monitoring to provide ongoing job-embedded PD for all teachers.

RESOURCES:

1. [Eight Steps to Becoming Data Wise](#)
2. [Teaching Teachers: PD To Improve Student Achievement](#)
3. [Embedding Voice and Choice in Professional Learning](#)
4. [The Power of Learning with Your Peers: #LearningWalks](#)
5. [Learning from Instructional Rounds](#)

Appendix A

SUMMARY OF EXPERT REVIEW TEAM ACTIVITIES

Expert Review Team Members

1. Dr. Linda C. Brown, Consultant, Maryland
2. Rhonda Asplen, Instructional Coordinator for Secondary ELA, Cecil County Public Schools
3. Michele Murphy, Education Consultant LLC, Coordinator of Graduate Studies in Reading (Goucher), Murphy Education Consultant LLC
4. Staci Valbrun, Virtual Classroom Teacher, Baltimore County Public Schools
5. Robert Murphy, President, Comprehensive Solutions
6. Rosalyn Rice-Harris, Director, Council of Chief State School Officer

Site Visit Day 1

Wednesday, April 17, 2024

Site Visit Day 2

N/A

Number of Classroom Reviewed

Four

Description of Classroom Visited

Wednesday, April 17, 2024
<ul style="list-style-type: none"> • 3rd grade ELA • 5th grade ELA • 7th grade mathematics intervention • 8th grade mathematics intervention

Number of Interviews

One

- Principal

Number of Focus Groups

Four

- 8 student groups
- 3 school leader groups
- 6 teacher group
- 7 parent group

Documents Analyzed

- Site visit documentation submitted by the school and LEA.

Appendix B

MARYLAND SCHOOL REVIEW RUBRIC

Ratings for Collington Square Elementary/Middle 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.