Maryland School Review
Expert Review Team Mathematics Report

Lillie May Carroll Jackson School

Maryland State Department of Education

Office of Teaching and Learning

October 23rd-24th

MARYLAND STATE DEPARTMENT OF EDUCATION

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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 two or three-day site visit that includes classroom observations, focus groups, and a principal interview.

The Expert Review Team forms a consensus based on student data, documents, observations, focus groups, and a principal interview. The rubric consists of two domains:

- **Domain 1: Instruction and Student Support** - High-quality curriculum, instructional materials, teaching practices, and assessments are implemented to support student learning. Schools use multiple sources of data (qualitative, quantitative, and perceptual) to identify students and implement a multi-tiered approach to support all student groups. Progress monitoring systems are clearly defined and integrated into daily practice.

- **Domain 2: Professional Learning and Educator Support** - Educators at all levels are provided with support to improve results and shift instructional practice. Professional learning goals for educators are clearly aligned with school and LEA overarching student achievement goals.

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, is available online in the Maryland School Report Card.

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 and action steps to address the recommendation.

Appendix: The appendix expands 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.

Executive Summary

ABOUT LILLIE MAY CARROLL JACKSON SCHOOL

Lillie May Carroll Jackson School, located in Baltimore City, serves a total of 204 students in grades 4-8. The student population is, 95.6% African American, 2.5% Hispanic, and 1% white. The school's population includes 76.6% of economically disadvantaged, .5% multilingual learners, and 18.3% students with disabilities. More detailed information, including enrollment, attendance, demographics, and student outcome data, can be found in the Maryland School Report Card.

OVERALL RECOMMENDATIONS

The following actions are recommended to support 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 subsequent sections.

- Increase instructional opportunities for students to construct viable arguments and critique the reasoning of others through student discourse to create more learner-directed classrooms.
- Increase instructional opportunities for students to use multiple mathematical representations to develop concepts, deepen understanding, and solve problems.
- Enhance current data analysis practices by developing a differentiated schoolwide professional learning plan to provide teachers with ongoing, job-embedded professional learning on how to use data to adjust instruction to meet the needs of all students and improve student outcomes.

Domain 1: Instruction and Student Support

Instruction and Student Support	High-quality curriculum, instructional materials, teaching practices and assessments are implemented to support student learning. Schools use multiple sources of data (qualitative, quantitative, and perceptual) to identify students and implement a multi-tiered approach to support all student groups. Progress monitoring systems are clearly defined and integrated into daily practice.

FINDINGS AND RECOMMENDATIONS

STRENGTHS

There was evidence of a schoolwide expectation to create a positive math culture with affirming learning environments and daily instruction that models mathematics in real-world contexts.

- In three out of three classes visited, teachers actively supported and encouraged students to preserve and maintain a positive math mindset when encountering a challenge. In addition, the learning community was welcoming and inclusive for all students.
- In two out of three classes visited, students used mathematical errors as learning opportunities.
- In two out of three classes visited, students were provided opportunities to mathematically model real-life contexts. In addition, students were provided with a range of examples to build conceptual understanding.
- During the student focus groups, students described feeling comfortable making mistakes and using errors as an opportunity to learn. In addition, they shared examples of real-life experiences related to math content.
- During the interview, the principal shared the benefits of having an all-girls school: it provides a unique opportunity for teachers to use culturally appropriate curricula, inclusive of cross-curricular projects.

AREAS FOR GROWTH

While there was schoolwide evidence of positive learning environments, there is a need for increased opportunities for students to engage in meaningful mathematical discourse and to use and connect mathematical representations to deepen understanding.

- During parent focus groups, parents shared they do not know how conceptual instruction aligns with their own ideas of how to do math. In addition, parents feel their children do not apply real-world connections unless it is associated with something of high interest like Roblox or Fortnite.
- In zero out of three classes visited, students were provided opportunities to relate new learning to prior knowledge. In addition, opportunities for students to explain their reasoning and/or critique the reasoning of others were not provided.

- In zero out of three classes visited, students made connections and comparisons of mathematical representations. In addition, the introduction of new content with a focus on conceptual understanding did not provide students with an opportunity to discover and construct meaning for mathematical procedures.

- In one out of three classes visited, students represented their answers in different ways using a grid and algorithm or used real-world scenarios to make mathematical models.

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.

Focus Area 1:

Increase instructional opportunities for students to construct viable arguments and critique the reasoning of others through student discourse to create more learner directed classrooms.

ACTION STEPS:

As a result of this school review:

- Use informal observation data and teacher survey data to identify current classes that are learner directed. Leverage the teachers' support to implement schoolwide professional learning communities (PLC).

- Enhance current academic planning and PLC structures for teachers to use the curriculum and instructional resources to plan for opportunities for students to construct and defend viable arguments, justify their reasoning, and evaluate peers' ideas.

- Establish schoolwide norms for respectful and constructive dialogue, to include the importance of active listening, questioning, and providing evidence-based responses. Maximize all content areas and time outside of the classroom to increase student opportunities.

- Monitor and support implementation to ensure consistent and effective implementation, provide feedback to teachers and students, celebrate examples of best practices, offer resources, and reflect/adjust as needed.

Focus Area 2

Increase instructional opportunities for students to use multiple mathematical representations to develop concepts, deepen understanding, and solve problems.

ACTION STEPS:

As a result of this school review:

- Include options for students to integrate multiple mathematical representations in their responses when lesson planning. Explicitly incorporate a variety of options such as graphs, equations, diagrams, and/or physical models.
- Model and scaffold how to select, create, interpret, and explain each representation introduced. Provide students with guided practice and tools to support students understanding and effective use of each model. Gradually release students to independence.
- Create daily opportunities for students to explicitly use multiple mathematical representations to solve problems, inside and outside of the classroom.
- To promote student discourse and reflection, include time for students to discuss the strengths and limitations of the selected approach and explain their reasoning for selection with peers.

Domain 2: Professional Learning and Educator Support

Professional Learning and Educator Support	Educators at all levels are provided with support to improve results and shift instructional practice. Professional learning goals for educators are clearly aligned with school and LEA overarching student achievement goals.

FINDING and RECOMMENDATIONS

STRENGTHS

The school provided evidence of teachers having opportunities to collaborate with colleagues, request professional learning experiences, and provide feedback to peers in support of improving instructional practices.

- During focus groups, teachers indicated there is weekly professional development and there are regular data meetings. In addition, teachers shared they engage in learning walks and peer-to- peer evaluations.

- During the interview, the principal shared both content and grade-level teams work together to ensure math data is reviewed at least twice during the trimester and teachers use data to support classroom instruction and create small groups. In addition, she shared current interventions including i-Ready and support from special educators who support teachers with planning small group instruction.

- Site visit documentation included a multi-year work plan of long-term goals, including student performance benchmarks, faculty performance benchmarks, leadership goals, instructional leadership team goals, progress monitoring goals, and attendance goals.

AREAS FOR GROWTH

While there was evidence of educator collaboration and feedback, there is a need to provide consistent job-embedded professional learning on how to use data to improve student outcomes for all instructional staff.

- During focus groups, four out of five teachers shared they engage in weekly professional development, but the learning did not support or address students' foundational math needs. In addition, teachers shared the small school size provides limited opportunities for math content planning with multiple teachers.

- During teacher and school leader focus groups, it was indicated that teachers are aware of student performance through progress monitoring; however, there is no common assessment used or data meetings that include items or standard analysis. In addition, there was no evidence that data is used to plan daily instruction or targeted opportunities to support Tier II or Tier III students.

- In one of the three classes visited, the teacher met with students in a small group and adjusted instruction to meet students' needs.

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.

Focus Area 1

Enhance current data analysis practices by developing a differentiated school wide professional learning plan to provide all instructional staff with ongoing, job embedded professional learning on using data to adjust and plan instruction to engage multiple learners and improve outcomes for all students.

- Research data protocols to identify and implement one to establish a sustainable data culture and ensure teachers regularly engage in data cycles to reflect and adjust instruction using the available curricula resources, assessment data, and progress monitoring systems.
- Develop a differentiated professional learning plan to prepare teachers to implement the data cycle and assess the progress of implementation.
- Engage in ongoing reflection and adjustment of the professional learning plan to ensure the selected data cycle is effective and meets the schoolwide need.

Appendix A

SUMMARY OF EXPERT REVIEW TEAM ACTIVITIES

Expert Review Team Members

1. Darryl Williams, Program Director and Professor of Practice, Morgan State University
2. James Butler, 8th Grade U.S. History, Prince George's County School
3. Elizabeth Danielle Hazelwood, 4th Gade Teacher, Garrett County Public Schools
4. Duane Arbogast, Consultant, Arbogast and Associates
5. Tarshae Herelle, Assistant Research Scientist, Johns Hopkins university
6. Howard Franklin, Pupil Personnel Worker, Baltimore County Public Schools

Site Visit Day 1

Wednesday, October 23, 2024

Site Visit Day 2

Thursday, October 24, 2024

Site Visit Day 3

N/A

Number of Classroom Reviewed

Three

Description of Classrooms Visited

Wednesday, October 23, 2024
• 5th Grade Math • 6th Grade Math (2)

Number of Interviews

One

- Principal

Number of Focus Groups

Four

- 6 students
- 3 school leaders

- 5 teachers
- 2 parents

Documents Analyzed

- Site visit documentation submitted by the school.