

Maryland School Review

Expert Review Team Report

Domain 2: Student Support

Domain 3: Educator Support

Eastern Technical High School

Maryland State Department of Education

Office of Teaching and Learning

March 6-7, 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 EASTERN TECHNICAL HIGH SCHOOL

Eastern Technical High School, located in Baltimore County, serves a total of 1,215 students in grades 9th – 12th. The enrolled population is made up of 24% Asians, 20% African Americans, 5% Hispanics, and 47% White. The school's population includes approximately 25% of students that receive free or reduced meals and 5% 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 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	81%	Accomplishing
Opportunities and Access	88%	Accomplishing with Continuous Improvement

Domain 3: Educator Support		
Indicator	Percentage	Rating
Observation and Feedback	75%	Accomplishing
Professional Learning	72%	Accomplishing
Career Growth	82%	Accomplishing

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.

- Develop a cross-stakeholder task force to discuss and analyze the current structures for supporting student social-emotional services. Evaluate the systems/structures for how the school currently communicates the mental health support program to students. Consider developing a one-page pamphlet to communicate the support offered to students and Friends of Students (FoS). Then communicate these services to all stakeholders through multiple communication pathways.
- Provide teachers with a survey to determine areas for growth amongst teachers who are not teaching ELA content. Leverage the expertise that currently exists within the staff to support the development of tenured teachers. Partner with central office liaisons to provide professional learning opportunities for teachers of non-ELA curricula during the existing protected professional collaboration time.

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

There is a strong appreciation among all stakeholders regarding the safe climate and culture and the academic school resources that promote daily success toward graduation.

- During the interview the principal shared the multi-tiered structure starts as a whole group then moves to small groups and then to independent students. Students have access to these levels weekly.
- All seventeen students in both groups spoke highly of “MAV Time” which is the tutoring support conducted by the National Honor Society (NHS) students for 30-minute periods twice daily.
- All students were knowledgeable about the school support available to advise them on entry to a career or college. Two examples offered by students were Certified Clinical Medical Assistants (CCMA), and Pharmacy Technicians.
- Another student shared that the school’s advising included walking them through the college application process, completing FAFSA forms, resume writing, and engaging in mock interviews.
- One of the seventeen students shared, “In the end, our school is definitely preparing us by setting us straight for college and I feel after I am done college, I will not regret my experience here.”
- Out of fourteen parents in the focus group, all of them expressed appreciation for the school’s culture and safe learning environment. Most of them offered an example of a safe learning environment with examples of who students can go to when they need to talk to someone, the immediate and consistent contact from teachers, and the visibility of the administrators.
- Another student expressed, “Friendship and community built here through the academic rigor and experience. It is easier to be focused on your work when everyone around you is focused on their work. I would not be successful in my home school if I was still there.”

AREAS FOR GROWTH

There are several evidence statements regarding the support for academic success at the school. However, there is a need for intentional structures that intentionally support students’ mental well-being and social-emotional health.

- Many of the seventeen students in the focus groups reported either going to their friends first when feeling sad or upset or knowing of others who did and some reported going to a coach or

teacher that they had a relationship. There was no evidence shared by this focus group about student's knowledge of a structured program for student mental health support.

- There was no conversation, amongst all stakeholder groups, with evidence regarding how the intervention systems are monitored and/or adjusted to ensure that student needs are being met.

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

Develop a cross-stakeholder task force to interrogate the current structures for supporting student social-emotional services. Evaluate the systems/structures for how the school currently communicates the mental health support program to students. Consider developing a one-page pamphlet to communicate the support offered to students and Friends of Students (FoS). Then communicate these services to all stakeholders through multiple communication pathways.

ACTION STEPS:

As a result of this school review:

In a series of related actions, develop a cross-stakeholder task force to analyze and discuss the current structures for supporting social-emotional health to ensure the structures are reaching and supporting students' needs.

- Consider developing a one-page pamphlet to clearly communicate the support offered to students and Friends of Students (FoS) to honor the current buddy system students are using and link the student structure to the school's structure.
- Then provide all stakeholders with the communication pathways that are available to support students' mental health.

RESOURCES:

1. [Peer-to-Peer Counseling Can Help Schools Address the Youth Mental Health Crisis](#)
2. [Letting Student Voice Lead The Way](#)
3. [Engaging Parents Through Better Communication Systems](#)
4. [5 Steps to Better School/Community Collaboration](#)

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

There is evidence of structures that are dedicated to supporting teachers' collegial collaboration for reviewing and analyzing daily performance data to ensure professional learning is aligned to increase student achievement.

- During both the teacher's and school leader's focus group discussions, the majority of the ten teachers and thirteen leaders provided statements indicating that administrators walked the building daily for informal observations and twice a month for formalized observations.
- Members from both groups also indicated that there is high visibility of the administrators as they move through the halls on rolling desks to ensure they are supporting students' and teacher's needs through immediate accessibility.
- During the leadership focus group discussions, one of the thirteen school leaders stated, "We have a formal once-a-year and have a staff survey completed."
- Statements were made during the professional focus groups regarding a monthly faculty meeting, that the leadership team announced a decision to focus on ELA based on the direction the district is going, and there is a professional learning liaison that helps guide this focus in-house.

AREAS FOR GROWTH

The school has several resources and supports in place for teachers who are new to the profession and for ELA teachers. However, teachers expressed a need for continuous improvement with growing professional practices for tenured teachers and other content teachers.

- According to all teachers in the focus group, the leadership team decides the focus of PD. "Teachers don't really have a say in the PD topics." This was stated by one teacher and agreed upon by others in the group.
- Teachers in the focus group shared that most of the teacher support from the LEA is directed to ELA teachers and new teachers and due to low turnover, the school doesn't have many new teachers.

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

Provide teachers with a survey to determine areas for growth amongst teachers who are not teaching ELA content. Leverage the expertise that currently exists within the staff to support the development of tenured teachers. Partner with central office liaisons to provide professional learning opportunities for teachers of non-ELA curricula during the existing protected professional collaboration time.

ACTION STEPS:

As a result of this school review:

- Survey teachers to determine areas of interest that teachers would like to receive professional learning.
- Consider leveraging the expertise that currently exists within the staff to support the development of tenured teachers.
- Partner with central office liaisons to provide professional learning opportunities for teachers of non-ELA curricula during the existing protected professional collaboration time.

RESOURCES:

1. [How Instructional Coaches Can Use Co-Teaching to Support Teachers](#)
2. [Supporting Teachers by Including Them in Decision-Making](#)

Appendix A

SUMMARY OF EXPERT REVIEW TEAM ACTIVITIES

Expert Review Team Members

1. Robert Limpert, Retired
2. John Halmi, Mathematics Teacher Specialist, Anne Arundel County Public Schools
3. Natalie Rebetsky, Retired, Retired High School English Teacher
4. Scott Ruehl, Director of Leadership Development, Howard County Public Schools
5. Amanda Stewart, Coordinator & County Commissioner, Charles County Government
6. Katherine Airey, Classroom Teacher, Harford County Public Schools

Site Visit Day 1

Wednesday, March 6, 2024

Site Visit Day 2

Thursday, March 7, 2024

Number of Classroom Reviewed

Eleven

Description of Classroom Visited

Wednesday, March 6, 2024	Thursday, March 7, 2024
<ul style="list-style-type: none"> • English 10 GT • English 9 (Intervention) • Public Policy Constitutional Law • AP English II • Engineering 2 • GT Physics • Algebra 2 	<ul style="list-style-type: none"> • AP Calculus • Allied Health • AP Environmental Science

Number of Interviews

One

- Principal

Number of Focus Groups

Five

- 17 students (2 groups)
- 13 school leaders
- 10 teachers
- 14 parents

Documents Analyzed

- Site visit documentation submitted by the school and LEA.

Appendix B

MARYLAND SCHOOL REVIEW RUBRIC

Ratings for Eastern Technical High 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.