

Maryland School Review

Expert Review Team Report

Domain 2: Student Support

Domain 3: Educator Support

Frost Elementary 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 FROST ELEMENTARY SCHOOL

Frost Elementary School, located in Allegany County, serves a total of 236 students in grades Pre-K through 5th. The enrolled population is made up of 90% white. The school's population includes approximately 44% of students that receive free or reduced meals and 11% 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 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	77%	Accomplishing
Opportunities and Access	75%	Accomplishing

Domain 3: Educator Support		
Indicator	Percentage	Rating
Observation and Feedback	88%	Accomplishing with Continuous Improvement
Professional Learning	69%	Accomplishing
Career Growth	79%	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.

- Expand and improve the visibility and communication of supplemental tutoring resources within the school community to ensure that all stakeholders are informed and able to utilize these supports effectively.
- Tailor a professional learning program to meet the specific needs of its teachers, with an emphasis on practical, classroom-related challenges such as student behavior management. This approach should integrate data-driven and job-embedded practices to ensure that professional learning is both relevant and immediately applicable.
- Provide teachers with information on the benefits of achieving National Board Certification (NBC) and acquiring advanced degrees.

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

The school has established a comprehensive support system that integrates academic, social, emotional, and behavioral assistance to meet the diverse needs of all students.

- In the school leaders' focus group, school leaders shared that the school and LEA have an established referral process in place to identify students requiring specific support.
- During the focus groups with teachers and school leaders, it was noted that the Social Skills Rating System is employed three times per year to monitor student well-being.
- Students, parents, and teacher focus groups shared that the weekly guidance counselor sessions are beneficial in providing direct support to students.
- In the student focus group, students reported that the school has provided them with a "Toolbox" of social-emotional learning (SEL) strategies to assist students with self-regulation.
- In the student focus group and focus group survey, it was shared that the availability of guidance counselors is noted for providing targeted support to students.

The school has implemented a comprehensive mental health support plan with qualified staff to ensure that students have a positive school experience.

- During the school leadership focus group, school leaders indicated that a well-defined referral process, complete with a clear flow chart, has been established to effectively address student concerns.
- Students, teachers, school leaders, and parents focus groups shared that the guidance counselor regularly provides social-emotional learning lessons to support and prevent mental health issues among students, while also providing them with necessary resources.
- Teachers, parents, and school leaders in their respective focus groups reported that a range of qualified personnel—including school counselors, mental health professionals, and health department counselors—are available to support students both proactively and in response to specific situations.
- In the student focus group survey, students shared that they feel safe at school, and each has a trusted adult they can approach if they face any issues.

AREAS FOR GROWTH

Established protocols are in place for implementing evidence-based strategies to support students' academic success. However, there is room to expand the program and enhance communication about it.

- During the school leaders' focus group, leaders identified after-school tutoring as universal support available to all students. However, members of other focus groups were not aware of this resource and could not describe it as available to them.
- In the student focus group, students expressed a need for help but were unaware of supplemental tutoring resources being available at the school.
- Teachers in the teacher focus group stated that they were not aware of the availability of supplemental tutoring for students.
- During the parent focus group, parents expressed a desire for additional academic support for their children but were also unaware of the existing tutoring resources available.

There is a need to address the decline in communication experienced by parents of primary grades (1st and 2nd) compared to when their children were in Pre-kindergarten and Kindergarten specifically on how their child is progressing in school and what they as parents can do to support their learning.

- Parents of primary-grade students reported a decline in the quantity and quality of communication compared to earlier years (PK/K), particularly regarding academic progress and how to support their child on schoolwork.

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

Expand and improve the visibility and communication of supplemental tutoring resources within the school community to ensure that all stakeholders are informed and able to utilize these supports effectively.

ACTION STEPS:

As a result of this school review:

- Conduct an audit of existing communication methods used to inform students, parents, teachers, and school leaders about supplemental tutoring services.
- Create a detailed communication plan that includes regular updates and informational sessions about tutoring resources.
- Implement targeted professional development sessions for teachers and school staff focused on the importance and details of the tutoring programs available.
- Schedule regular informational sessions and workshops for students and parents that detail how to access and benefit from tutoring services.
- Regularly collect feedback from all stakeholders about the awareness and effectiveness of the communication strategies and tutoring services.

RESOURCES:

1. [Improve School Communication](#)

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 a structured approach to observation and feedback, fostering a culture of consistent review and support for professional growth for teachers and improving student outcomes.

- In the teacher focus group, teachers shared that in-class formal and informal observations are followed by an established cycle by both school administrators and central office supervisors.
- Teachers in the teacher's focus group, shared feedback provided by administrators is both timely and actionable aimed at supporting their teaching practices and aimed at improving students' academic progress.
- In the teacher focus group, twelve out of twelve teachers indicated that they regularly receive actionable feedback. Of these, eight teachers expressed satisfaction with the quality of the feedback provided.

The LEA has implemented a structured mentoring and coaching program for novice teachers. This program is specifically designed to offer job-embedded induction and ongoing support, assisting new teachers during their initial three years in the profession.

- Teachers and school leaders have reported that the Local Education Agency (LEA) has established a comprehensive support system for new teachers. This program is designed to assist those in their first three years of teaching.

AREAS FOR GROWTH

Evidence shows that the school is developing a process where teachers and school leaders participate in ongoing, job-embedded professional learning on how to use data to improve student outcomes.

- During the teacher focus group, teachers shared that the regular collection of data occurs, however, there was no mention of how the data is utilized to create an instructional grouping or improve instructional outcomes.
- Teachers in the teacher focus group were unable to articulate how to use the data that is collected to adjust instruction.
- In the teacher focus group survey, there was a diverse range of responses regarding the frequency of training on how to access, analyze, and implement disaggregated data. Specifically, 2 teachers reported monthly training, 4 reported quarterly training, 6 reported annual training, and 1 reported never receiving such training.

The presence and structure of career opportunities for educational staff are not apparent, reflecting a gap in communication on the specifics of the career ladder for teachers.

- In the teacher's focus group, teachers lacked a clear understanding of a career steps for their professional growth and advancement.
- In reviewing the documentation provided by the Local Education Agency (LEA), it is noted that the agency has initiated the process of disseminating information regarding career ladder opportunities to teachers. However, the implementation of this system is not yet complete.

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

Tailor a professional learning program to meet the specific needs of its teachers, with an emphasis on practical, classroom-related challenges such as student behavior management. This approach should integrate data-driven and job-embedded practices to ensure that professional learning is both relevant and immediately applicable.

ACTION STEPS:

As a result of this school review:

- Initiate detailed discussions with the teaching staff to explore their experiences and challenges related to the use of educational data, including its breakdown, organization, and application to improve instructional practices.
- Utilize the insights gained from these conversations to tailor and conduct training workshops that specifically meet the identified needs of teachers.
- Promote the development of a cooperative environment where teachers can share best practices and insights.
- Establish ongoing reflective Professional Learning Communities sessions for teachers to evaluate and discuss "real-time" data in their classrooms, fostering a continuous improvement cycle.

RESOURCES:

1. [Professional Learning Workshops](#)
2. [Professional Learning vs Professional Development](#)

FOCUS AREA 2

Provide teachers with information on the benefits of achieving National Board Certification (NBC) and acquiring advanced degrees.

ACTION STEPS:

As a result of this school review:

- Initiate a thorough evaluation to ascertain the extent of teachers' knowledge regarding their career progression opportunities.
- Collaborate with educational experts to create comprehensive, accessible resources that clearly outline career opportunities.
- Organize a series of workshops aimed at disseminating this information among faculty. These sessions should encourage teachers to plan their professional growth, incorporating these opportunities.
- Implement a system for regular feedback from teachers regarding the clarity and usefulness of the information provided about the career opportunities.
- Include familiarity with and active engagement in career progression opportunities as a criterion in the teacher evaluation process.

RESOURCES:

1. [MSDE Blueprint Pillar 2: High Quality and Diverse Teachers and Leaders](#)

Appendix A

SUMMARY OF EXPERT REVIEW TEAM ACTIVITIES

Expert Review Team Members

1. Howard Franklin, Pupil Personnel Worker, Baltimore County Public Schools
2. Chris Beers-Arthur, Specialist, Frederick County Public Schools
3. Jill Snell, Coordinator, Baltimore County Public Schools
4. Willanette Lohr, Calvert County Public Schools
5. LaChon Winston, Professional Learning, Prince George’s County Public Schools
6. Jane Wildesen, Director, Garrett 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

March 6, 2024	March 7, 2024
<ul style="list-style-type: none"> • ELA • SPED • ELA • INT • Math • ELA • ELA • ELA 	<ul style="list-style-type: none"> • ELA • SPED • Math

Number of Interviews

One

- Principal

Number of Focus Groups

Nine

- 8 students
- 5 school leaders
- 13 teachers
- 9 parents

Documents Analyzed

- Site visit documentation submitted by the school and LEA.

Appendix B

MARYLAND SCHOOL REVIEW RUBRIC

Ratings for Frost 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.

[Insert the school's completed rubric checklist here.]