Maryland School Review

Expert Review Team Report

Domain 2: Student Support
Domain 3: Educator Support

Glenelg High School

Maryland State Department of Education

Office of Teaching and Learning

February 7-8, 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 GLENELG HIGH SCHOOL

Glenelg High School, located in Howard County, serves a total of 1,298 students in grades 9th – 12th. The enrolled population is made up of 17% Asian, 4% African American, 7% Hispanic, and 67% White. The school's population includes approximately less than 5% of students who receive free or reduced meals and 7% 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 in Professional Learning and its lowest rating of Accomplishing in Multi-Tiered Systems of 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	67%	Accomplishing
Opportunities and Access	75%	Accomplishing

Domain 3: Educator Support		
Indicator	Percentage	Rating
Observation and Feedback	75%	Accomplishing with Continuous Improvement
Professional Learning	81%	Accomplishing
Career Growth	68%	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.

- Provide clear communication on how instruction is differentiated based on individual student needs such as stating how specific modifications are made for students with 504s, IEPs, or EL plans. Additionally, with this focus, increase opportunities for students to receive extended learning during instruction through technology, visual aids, and multi-sensory student engagement to foster a growth mindset and allow time for critical reflection and feedback.

- Revisit the current structures to leverage the learning walk protocol to provide feedback to teachers and paraprofessionals on the implementation of newly acquired instructional practices. Additionally, consider how the online professional development opportunities can be connected to this learning walk protocol and extended to include teachers who have successfully implemented similar new instructional practices and serve as collegial coaches.

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 staff fosters a welcoming climate that is positive and supportive as evidenced by authentic interactions between students and teachers. The…

- During the principal interview, when asked about the type of tiered support that is provided, he shared that a team of thirteen conducts weekly meetings to assess and analyze student data with a laser focus on students whose performance data is in the "at-risk" category.

- The principal further explained that during the weekly Wednesday Administrator meeting, the team follows up with students who are of concern.

- All focus group stakeholders agreed and appreciated the school's schedule that allocates time for students to participate in interventions for academic support (GLAD time) during the school day.

- One of the parents in the focus group shared, the school promotes inclusivity, and will help students find their niche. Continuing, it can be difficult for students who haven't found their place, and that can be hard for kids.

AREAS FOR GROWTH

The school's documentation identified multiple support layers and opportunities to support students academically and social-emotionally. Additionally, statements from the focus groups presented a need for struggling students, who are not in specified educational categories, to receive support as well.

- During each of the focus group conversations, most students, teachers, and parents identified inconsistent implementation of re-assessment. Access to re-assessment was described as varying significantly by teacher and department. Focus groups also identified struggles with clearly communicating re-assessment policies to students and families.

- During the twelve classroom reviews there was evidence of one classroom with a scaffolded assignment for students who are English Learners (EL). However, reviewers did not see any individualized support in any classroom.

- During the parent focus group discussion, statements varied regarding how students get support during times when they are experiencing a problem with learning and managing difficult challenges with other people.

- Parent focus group discussion indicated inconsistent understanding of how instruction is based on individual student needs such as how specific modification is provided for students with 504s, IEPs, or EL plans.

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 clear communication on how instruction is differentiated based on individual student needs such as stating how specific modifications are made for students with 504s, IEPs, or EL plans. Additionally, with this focus, increase opportunities for students to receive extended learning during instruction through technology, visual aids, and multi-sensory student engagement to foster a growth mindset and allow time for critical reflection and feedback.

ACTION STEPS:

As a result of this school review:

- Provide clear communication with a consistent message to all stakeholder groups delineating the school's approach to re-assessment for assignments and tests for all students beyond 504s, IEPs, or EL plans.

- Develop a system of communication that includes clear messaging on how instruction is modified to support students with specific learning support and students who are not in these groups.

RESOURCES:

1. 4 Principles of a Universal Design for Learning Approach

2. The 6 School Digital Communication Channels Overview

3. Engaging Parents Through Better Communication Systems

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 and LEA provide opportunities for teachers to engage in professional development.

- Through the collaboration of the school and LEA, Office of Teacher Development, meetings are offered which provide information on how to become a leader, student assistant (paraeducator), and compensation for course work that is completed through a virtual platform.

- All teachers expressed appreciation for the support system for NBCT candidates.

- During the focus group discussions one of the ten teachers offered appreciation for the Career Ladder, stating, "The school system just paid for the majority of my master's through a cohort in Leadership through McDaniel."

- Students have a strong appreciation for GLAD time which is held 30 minutes once weekly for teachers to help students with their class material. However, one student shared that any altered schedule days mean GLAD is canceled.

- Teachers in the focus groups agreed that the LEA support for new teachers was helpful. One of the twelve teachers shared that her mentor came ten or more times per year.

AREAS FOR GROWTH

While the school provides opportunities for professional learning for teachers, the school could leverage the current structures in place to provide feedback that would help teachers improve on the implementation of new practices that are currently in progress.

- When the topic of training or support for implementing practices that support students' mental health was discussed, all teachers in the focus group expressed, "We are trained at the beginning of the year from student services, and once in a while during staff meetings." Adding asynchronous online courses are available for staff training.

- On the topic of professional development one of the teachers shared an upcoming example stating, "For SPED, tomorrow I will go to the content of social studies (SS) training for one hour. We come out one day each quarter for two hours to watch them."

- Although focus groups indicated teachers provide outside tutoring service information to students, students in the focus groups also indicated there are inconsistencies with support opportunities for students to improve their grades.

RECOMMENDATIONS

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FOCUS AREA 1

Revisit the current structures to leverage the learning walk protocol to provide feedback to teachers and paraprofessionals on the implementation of newly acquired instructional practices. Additionally, consider how the online professional development opportunities can be connected to this learning walk protocol and extended to include teachers who have successfully implemented similar new instructional practices and serve as collegial coaches.

ACTION STEPS:

As a result of this school review:

- Collaboratively revisit the learning walk protocol to include teachers and paraprofessionals on a revolving rotation for serving as coaches to connect in-person professional development and online learning opportunities into real-time practice cycles to support teachers with feedback on professional development.

- In light of having limited access to covering classrooms for learning opportunities, revisit the master schedule to create protected learning cycles to grow professionals consistently.

RESOURCES:

1. How Instructional Coaches Can Use Co-Teaching to Support Teachers

2. Helping Education Leaders Build Coherence into Reform Strategies to Support Teachers and Student Learning

3. Supporting Teachers by Including Them in Decision-Making

Appendix A

SUMMARY OF EXPERT REVIEW TEAM ACTIVITIES

Expert Review Team Members

1. Ashley Warfield, Assistant Principal, Carroll County Public Schools
2. Laila Watkins, Teacher Specialist, Frederick County Public Schools
3. Stephanie Ware, Principal, Frederick County Public Schools
4. Laurie Jenkins, Retired, Montgomery County Public Schools
5. Chris Beers-Arthur, Coordinator, Frederick County Public Schools
6. Stacey Kopnitsky, Retired, Montgomery County Public Schools

Site Visit Day 1

Wednesday, February 7, 2024

Site Visit Day 2

Thursday, February 8, 2024

Number of Classroom Reviewed

Twelve

Description of Classroom Visited

Wednesday, February 7, 2024	Thursday, February 8, 2024
• Art 2 • English 9 • Biology • AP Statistics • Geometry • Algebra 2 • English 9 • US History • Biology • Strategic Reading 1 & 2 • English 11	• Algebra 1 • US History • AP Spanish 5 • AP English 12 • Earth & Space Science

Number of Interviews

One

- Principal

Number of Focus Groups

Four

- 9 students
- 10 school leaders
- 10 teachers
- 6 parents

Documents Analyzed

- Site visit documentation submitted by the school and LEA.

Appendix B

MARYLAND SCHOOL REVIEW RUBRIC

Ratings for Glenelg 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.