Maryland School Review

Expert Review Team Report

Domain 1: Curriculum and Instruction

Hammond High School

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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 ERT 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 HAMMOND HIGH SCHOOL

Hammond High School, located in Howard County, serves a total of 651 students in grades 9th - 12th. The enrolled population is made up 37% African American, 24% White, 19% Hispanic, 13% Asian, and 6% 2+ races. The school's population includes approximately 47% of students who receive free or reduced meals and 6% 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 rating on Domain 1. The school scored its highest rating of Accomplishing with Continuous Improvement in Curriculum and Instructional Materials and its lowest rating of Accomplishing in Classroom Instruction. A comprehensive list of measures, indicators, and ratings can be found in the full School Review Rubric in Appendix B.

Domain 1: Curriculum and Instruction		
Indicator	Percentage	Rating
Curriculum and Instructional Materials	94%	Accomplishing with Continuous Improvement
Classroom Instruction	78%	Accomplishing
Assessment and Timing	80%	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.

- Equip teachers with professional learning opportunities focusing on collaborative learning's best practices, rationale, benefits, tools, implementation strategies, and classroom management techniques. Facilitate peer observation, feedback, and coaching, enabling teachers to learn from experienced colleagues.

- Implement opportunities for student-driven learning in classroom instruction. Provide teachers with training and tools for student-driven learning, emphasizing project-based and inquiry-based methods, along with technology to foster student autonomy.

Domain 1: Curriculum and Instruction

Curriculum and Instruction	High-quality curriculum, instructional materials, teaching practices, and assessment are implemented to support student learning.

Findings and Recommendations

The Local Education Agency (LEA) provided documentation supporting the high-quality curricula aligned with the Maryland College and Career Readiness Standards (MCCRS). The school documentation is aligned with the LEA documents provided to MSDE.

The LEA supplied curriculum and instructional materials rated "Strong" under ESSA, fully aligned with Maryland College and Career Standards. Input from a broad range of stakeholders is actively sought, ensuring the curriculum is continually reflective of the community's needs.

- All curriculum is completely aligned with the Maryland College and Career Standards, ensuring that instructional content is relevant and comprehensive.

- Materials are rated as "Meets Expectations" by EdReports, affirming their effectiveness in meeting educational standards.

- The curriculum consistently represents diverse perspectives and acknowledges the varied cultures, values, and identities of students, contributing to an inclusive learning environment.

The school reviews show clear evidence that teachers provide students with a positive and supportive learning environment where academic growth and the development of social and emotional competencies are fostered.

- In eighteen out of eighteen classrooms reviewed, it was clear that teachers provided a positive learning environment that focused on supporting students academically, socially, and emotionally.

- In all classrooms reviewed, teachers exhibited positivity and respect towards students, students towards each other, and students towards teachers.

The evidence shows that teachers effectively provide students with timely, specific, and structured feedback to support student learning.

- In seventeen out of eighteen classrooms reviewed, feedback was specific, timely, and directly aligned with lesson content.

- Teachers actively provided feedback during student activities, such as assignments and exam preparations.

Instruction was tailored to meet the individual needs of students with multiple strategies, supporting student engagement across all aspects of learning.

- In thirteen out of eighteen classrooms reviewed, there was effective scaffolding of materials, providing student support such as graphic organizers, sentence stems, audio recordings, and visual aids, which helped students complete learning activities.

AREAS FOR GROWTH

The classroom reviews indicate that there is evidence of collaborative learning where students work together in small groups, however, there is evidence for additional growth in this area.

- Collaborative learning practices were evident in eleven out of eighteen classrooms reviewed.

- In sixteen of the eighteen classrooms observed, discussions were predominantly led by teachers, limiting opportunities for students to independently direct their learning and engage in structured discussions with peers that encompass diverse perspectives.

During classroom reviews, there was some evidence of the school implementing student-driven learning practices that allow instruction to be a collaborative experience between teachers and students.

- In ten out of eighteen classrooms reviewed, there was evidence of students actively participating in the lesson cycle by sharing their thought processes and solutions.

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

Equip teachers with professional learning opportunities focusing on collaborative learning's best practices, rationale, benefits, tools, implementation strategies, and classroom management techniques. Facilitate peer observation, feedback, and coaching, enabling teachers to learn from experienced colleagues.

ACTION STEPS:

As a result of this school review:

- Provide concrete strategies for implementing collaborative learning in the classroom.

- Arrange opportunities for teachers to observe experienced colleagues conducting collaborative learning sessions.

- Establish structured feedback protocols so teachers provide and receive feedback on their teaching practices.

- Provide coaching sessions to guide teachers through the implementation of collaborative learning strategies.

- Provide follow-up professional learning sessions based on evaluation feedback.

RESOURCES:

1. Using Collaborative Learning Effectively
2. Big List of Class Discussion Strategies
3. Peer Assessments
4. Making Cooperative Learning Better

FOCUS AREA 2

Implement opportunities for student-driven learning in classroom instruction. Provide teachers with training and tools for student-driven learning, emphasizing project-based and inquiry-based methods, along with technology to foster student autonomy.

ACTION STEPS:

As a result of this school review:

- Identify areas for improvement in student-driven instruction through classroom visits.

- Develop professional learning opportunities covering student-driven instruction adapting teaching methods to student proficiency levels.

- Conduct professional learning focused on hands-on activities and model lessons showcasing effective student-driven learning techniques.

- Provide teachers opportunities to observe peers and provide/receive feedback on student-driven learning techniques.

- Implement regular assessments and feedback mechanisms to measure training impact.

- Provide ongoing support, follow-up sessions, and access to resources as needed.

RESOURCES:

1. Power School
2. Student Role
3. What is a learner Agency?
4. Co-Constructing Success Criteria with Students
5. Guskey's Five Critical Levels of Professional Development Evaluation

Appendix A

SUMMARY OF EXPERT REVIEW TEAM ACTIVITIES

Expert Review Team Members

1. John Halmal, Teacher, Ann Arundel County Public Schools
2. Andrea Johnson, Principal, Charles County Public Schools
3. Toi Davis, Principal, Prince George's County Public Schools
4. Jamila Denney, Assistant Principal, Montgomery County Public Schools
5. Daneil Russel, Co-Founder, Bridge the Gap
6. Marie Wells-Suznavick, Teacher, Worcester County Public Schools

Site Visit Day 1

Wednesday, April 17, 2024

Site Visit Day 2

Thursday, April 18, 2024

Number of Classroom Reviewed

Seventeen

Description of Classroom Visited

Wednesday, April 17, 2024	Thursday, April 18, 2024
• ELD 2 ESOL • SPAN 1 • Earth SCI • US History • CHEM • APS • Alt ED • Art I • ENG 9 CO • ENG 9 GT • ENG 10 GT	• ALG I CO • CHAMB GT • CALC AB AP • Dance III • Strings GT • Foods

Number of Interviews

One

- Principal

Number of Focus Groups

Four

- 9 Students
- 3 School Leaders
- 4 Teachers
- 3 Parents

Documents Analyzed

- Site visit documentation submitted by the school and LEA.

Appendix B

MARYLAND SCHOOL REVIEW RUBRIC

Ratings for Hammond 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.