

Maryland School Review

Expert Review Team Report

Domain 2: Student Support

Domain 3: Educator Support

Henry E. Lackey High School

Maryland State Department of Education

Office of Teaching and Learning

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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 HENRY E. LACKEY HIGH SCHOOL

Henry E. Lackey High School, located in Charles County, serves a total of 1,042 students in grades 9th – 12th. The enrolled population is made up of 56% African American, 24% White, 10% Hispanic, 7% 2+ races, and 2% Asian. The school's population includes approximately 48% 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 in Career Growth 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	74%	Accomplishing
Opportunities and Access	72%	Accomplishing

Domain 3: Educator Support		
Indicator	Percentage	Rating
Observation and Feedback	75%	Accomplishing
Professional Learning	69%	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.

- Establish a comprehensive support system encompassing academic, social-emotional, and behavioral aspects, focusing on thorough data collection on student performance and needs. Develop and implement tiered intervention strategies, ensure staff are adequately trained, allocate appropriate resources, and engage in continuous progress monitoring.
- Create a professional learning series designed to support continuous improvement and aligned to students' diverse educational needs and teachers' specific needs. Enhance the program by incorporating follow-up sessions and refresher training throughout the year, addressing the identified need for ongoing support and reinforcement of professional learning topics.
- Strengthen the support provided to teachers and school leaders by creating a systematic approach to using data effectively. Ensure that data analysis is consistently linked to instructional strategies, driving meaningful improvements in student outcomes.

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 system in place that provides College and Career Readiness (CCR) Support Pathways for students not yet meeting CCR standards.

- In the student and teacher focus group, participants noted that iReady and Delta Math are being used to enhance the curriculum, offer targeted support, and track student progress toward graduation.
- In the student focus group, five out of six students shared that they have accessed the school Career Center for college and career advising.
- In the student focus group survey, fourteen out of fourteen students indicated that their teacher supports them and regularly lets them know how they are doing in class and twelve out of 12 students shared that they feel supported at the school.

The school has an established Post CCR Pathways that allows students to develop specializations and earn credentials.

- During the school leader and teacher focus groups, it was shared that students have access to various advanced classes that allow for specialization and earn advanced credentials or certificates.
- Students in the student focus group shared that there is a variety of post-CCR pathways offered, such as Project Lead the Way in Biomed and Engineering, and programs in firefighting, automotive, nursing, and fitness.
- During the student focus group survey, five out of five students indicated that they have access to advanced classes and feel challenged by the coursework at the school.

Students at the school can enroll in a diverse range of courses that incorporate evidence-based strategies. These courses are designed to provide students from underrepresented groups with equitable access to a wide variety of educational opportunities.

- School leaders, teachers, parents, and students shared during their respective focus groups that students have access to a broad curriculum, including art, engineering, theater, fitness, fire safety, AP courses, dual enrollment, and nursing.

- In the student focus group, students shared that they have the availability of classes through a half-day program in the learning center.
- A review of the school documents provided, and the school website shows clear evidence of regular communication with students and families. Weekly newsletters provide updates from the career center and information on college presentations, scholarships, career fairs, and field trips.

AREAS FOR GROWTH

While the school has developed systems for a mental health survey, feedback from focus groups reveals a need for more consistent support systems for academic, social, emotional, and behavioral support for students.

- In the teacher and school leader focus group, it was shared that there is a lack of consistent and ongoing training for staff on the nuances and application of Multi-Tiered Support Systems (MTSS).
- During focus groups with students, parents, and teachers, there was clear disagreement regarding the removal of "Charger Time" from the schedule. This period was previously used for intensive academic intervention and enrichment.

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

Establish a comprehensive support system encompassing academic, social-emotional, and behavioral aspects, focusing on thorough data collection on student performance and needs. Develop and implement tiered intervention strategies, ensure staff are adequately trained, allocate appropriate resources, and engage in continuous progress monitoring.

ACTION STEPS:

As a result of this school review:

- Identify the specific academic, social-emotional, and behavioral needs of students through a detailed data collection.
- Review the data on the decision to remove "Charger Time" based on feedback from focus groups.
- Ensure that adequate resources are available to support the implementation of the intervention plans.
- Begin the roll-out of the comprehensive support system, including tiered interventions.
- Regularly monitor the effectiveness of the support system and make data-driven adjustments.

RESOURCES:

1. [What is MTSS?](#)
2. [Multi-Tiered System of Support](#)
3. [A Comprehensive Guide to MTSS](#)

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 a system in place that allows teachers and school leaders to be regularly observed and receive actionable feedback from their supervisors that is designed to support professional growth and improve student outcomes.

- During the school leaders' focus group, it was shared that there is a plan in place to ensure that all teachers are observed regularly and provided with actionable feedback.
- Teachers and school leaders in their respective focus groups shared that there is a in place that provides regularly scheduled time for administrators to conduct formal and informal observations.
- In the teacher focus group, teachers stated that there is a clear differentiated cycle to support novice and experienced teachers.

The school has established a mentoring and coaching support system for novice teachers. This program offers job-embedded induction, continuous support, and professional learning opportunities. Additionally, it provides actionable feedback aimed at enhancing their teaching practices.

- School leaders in the school leaders focus group shared that the LEA provides additional professional learning sessions, known as "chat and chew," which offer informal development opportunities for novice teachers.
- In the teacher focus group, it was shared that the "New Teacher Academy" offers peer mentoring and observation, with each new teacher being observed by an experienced colleague at least twice a year.
- Teachers in the teacher focus group stated that novice teachers are supported by both LEA and school-based mentors who provide follow-up observations and feedback to improve their teaching practices.

AREAS FOR GROWTH

The school has developed a professional learning program focused on providing job-embedded support for teachers. However, there are opportunities for improvement by incorporating follow-up sessions and refresher training to enhance the system further.

- In the school leader focus group, school leaders shared that the school has developed mandatory LEA and school level professional learning opportunities, but that there are not always opportunities to revisit topics throughout the year.
- In the teacher focus group, six out of six teachers stated that there is a lack of scheduled opportunities to revisit and reinforce professional learning topics after the initial sessions at the start of the year.

Although the school has established a data support program that enables teachers and leaders to engage in ongoing, job-embedded professional learning, there are opportunities to improve the support provided on using data to improve student outcomes.

- School leaders in the school leader focus group shared that while academic data is reviewed at the start of the school year, it is only sporadically reviewed throughout the rest of the year.
- During the school leader and teacher focus group, it was unclear if the school had an established system connecting data analysis explicitly with instructional strategies.

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

Create a professional learning series designed to support continuous improvement and aligned to students' diverse educational needs and teachers' specific needs. Enhance the program by incorporating follow-up sessions and refresher training throughout the year, addressing the identified need for ongoing support and reinforcement of professional learning topics.

ACTION STEPS:

As a result of this school review:

- Survey the existing professional learning programs and other professional learning that teachers would want at the school.
- Based on the feedback and assessment, collaborate with instructional leaders and teachers to design a professional learning series that is linked to the needs of content areas and student populations.
- Create systems/surveys for ongoing feedback from teachers regarding the effectiveness and relevance of professional development activities.
- Provide additional professional learning opportunities throughout the year that allow for reinforce/refresher support for teachers.

RESOURCES:

1. [Professional Learning](#)
2. [Can Workshops be High-Quality Professional Learning?](#)

FOCUS AREA 2

Strengthen the support provided to teachers and school leaders by creating a systematic approach to using data effectively. Ensure that data analysis is consistently linked to instructional strategies, driving meaningful improvements in student outcomes.

ACTION STEPS:

As a result of this school review:

- Schedule regular data review meetings throughout the school year, at least monthly, to ensure continuous monitoring of student progress.
- Create a structured system that explicitly connects data analysis with instructional strategies.
- Offer ongoing, job-embedded professional learning opportunities focused on data-driven instruction.
- Set up mechanisms to regularly assess the impact of data-driven instructional changes on student outcomes.

RESOURCES:

1. [Data Meeting Toolkit](#)
2. [Guide to Data-Driven Instruction](#)

Appendix A

SUMMARY OF EXPERT REVIEW TEAM ACTIVITIES

Expert Review Team Members

1. Justin Leonard, Teacher, Prince George's County
2. Angela Killebrew, Teacher, Prince Georges County
3. Darren Myzak, Teacher, Fairfax County Public Schools
4. Lisa Brown, Principal, Baltimore County Public Schools
5. Dr. Kimberly Culbertson, Principal, Baltimore County Public Schools
6. Mark Rust, Associate Professor of Education Emeritus, McDaniel College (Retired)

Site Visit Day 1

Wednesday, March 20, 2024

Site Visit Day 2

Thursday, March 21, 2024

Number of Classroom Reviewed

16 classroom reviews

Description of Classroom Visited

Wednesday, March 20, 2024	Thursday, March 21, 2024
<ul style="list-style-type: none"> • Sup Reading • ALG • Biology • African Studies • Spanish I • Literacy V • ENG II • Literacy 	<ul style="list-style-type: none"> • ENG • World History • Chemistry • Pre-CALC • AP Lit • ALG II • AVID • Computer Science

Number of Interviews

One Principal Interview

Number of Focus Groups

Six (6)

- 6 Students
- 8 School Leaders
- 6 Teachers
- 5 Parents

Documents Analyzed

- Site visit documentation submitted by the school and LEA.

Appendix B

MARYLAND SCHOOL REVIEW RUBRIC

Ratings for Henry E. Lackey 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.