

# Maryland School Review

## Expert Review Team Report

Domain 1: Curriculum and Instruction

Henry E. Lackey High School

Maryland State Department of Education

Office of Teaching and Learning

March 20-21, 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 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 HENRY E. LACKEY HIGH SCHOOL

Henry E. Lackey High School, located in Charles County, serves a total of 1,042 students in grades 9<sup>th</sup> – 12<sup>th</sup>. 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 who 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 Domain 1. The school scored its highest rating of Accomplishing with Continuous Improvement in Classroom Instruction and its lowest rating of Accomplishing in Curriculum and Instructional Materials. 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	84%	Accomplishing
Classroom Instruction	87%	Accomplishing with Continuous Improvement
Assessment and Timing	85%	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 teachers with professional development opportunities tailored toward student-centered instruction. Professional learning should prepare teachers to design and implement curriculum and lesson plans that not only prioritize the interests and needs of students but also facilitate peer collaboration and interactive learning for students.

## 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

### STRENGTHS

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 to the LEA documents provided to MSDE.

The LEA uploaded curriculum documents that are fully aligned with Maryland College and Career Standards. The curriculum and instructional materials have been rated as "Meets Expectations" by EdReports. The curriculum documents represented diverse perspectives and addressed varied learning needs, ensuring all students felt valued and understood.

- Curriculum alignment with Maryland standards ensures relevance and rigor across all grades and subjects.
- LEA instructional documents show clear vertical and horizontal curriculum alignment that supports student learning coherence and supports student transitions between grades.
- The curriculum and instructional materials show that they are rated as "Meets Expectations" from EdReports.
- Curriculum materials feature diverse perspectives and inclusively address different learning needs, promoting engagement and belonging.

The school demonstrates a strong commitment to explicit instruction. The various instructional methods were tailored to student objectives and were evident throughout the lesson cycle.

- In sixteen out of sixteen reviewed classrooms, explicit instruction was consistently applied, focusing on student objectives through detailed planning, learning, and assessment.
- In fourteen out of sixteen classrooms, teachers effectively communicated learning objectives in student-friendly language, using "I can..." or "Student Will be Able to (SWBAT)..." statements or essential questions.
- In eight out of sixteen classrooms reviewed, there was evidence of a structured lesson approach with teacher-led demonstrations followed by independent student practice.
- Teachers consistently linked current lessons to previous knowledge or experiences, such as using vocabulary from past lessons or relating new vocabulary to school events like a recent blood drive.



## AREAS FOR GROWTH

The review indicates that the school is making significant progress in student-driven learning as it was present in eleven out of the sixteen classrooms reviewed. However, there is room for improvement in terms of students taking ownership of their own learning in group discussions and incorporating diverse forms of student engagement in lessons.

1. In sixteen classroom reviewed, there was no evidence of students leading group discussions across the classrooms.
- In three out of sixteen classrooms reviewed, there was evidence of active student participation with content and/or students were provided the ability to share their learning.

## 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 professional development opportunities tailored toward student-centered instruction. Professional learning should prepare teachers to design and implement curriculum and lesson plans that not only prioritize the interests and needs of students but also facilitate peer collaboration and interactive learning for students.

#### ACTION STEPS:

As a result of this school review:

- Identify areas for improvement in student-driven instruction through classroom visits.
- 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](#)

# Appendix A

## SUMMARY OF EXPERT REVIEW TEAM ACTIVITIES

### Expert Review Team Members

1. Justin Leonard, Teacher, Prince George's County Public Schools
2. Angela Killebrew, Teacher, Prince George's County Public Schools
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

Sixteen

### Description of Classroom Visited

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

### Number of Interviews

One

- Principal

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### Number of Focus Groups

Six

- 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.