Maryland School Review

Expert Review Team Report

Domain 1: Curriculum and Instruction

Huntingtown 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 three 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 HUNTINGTOWN HIGH SCHOOL

Huntingtown High School, located in Calvert County, serves a total of 1,360 students in grades 9th -12th. The enrolled population is made up of 74% White, 10% African American, 7% Hispanic, and 7% two or more races. The school's population includes approximately 15% of students that receive free or reduced meals and 12% 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 in Curriculum and Instructional Materials and its lowest rating of Accomplishing in Assessment and Timing. 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	89%	Accomplishing with Continuous Improvement
Classroom Instruction	85%	Accomplishing with Continuous Improvement
Assessment and Timing	75%	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.

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 curriculum and instructional materials are aligned with standards, incorporate culturally responsive strategies, and are supported by research, indicating a strong foundation for instructional design and delivery. This alignment supports a cohesive and standards-driven approach, ensuring that all students have access to content that is both relevant and rigorous.

There is a clear emphasis on professional learning for teachers, anchored in the curriculum and materials used for instruction.

- Teachers and leaders participate in ongoing, job-embedded professional development fostering a culture of continuous improvement and collaboration. This ensures that instructional practices are not only grounded in research but also responsive to the evolving needs of students and teachers alike.

- During the teacher focus group, it was shared that the school is highly supportive of teachers seeking out and attending professional learning. Teachers who have attended these events often provide training and support to teachers within the building.

Instructional practices demonstrate a commitment to differentiation, catering to individual students' needs through multiple strategies.

- Explicit instruction is evident, with planning, learning, and assessment designed with clear student objectives in mind. This facilitates a deeper understanding and engagement with the material, promoting academic growth and mastery of content.

AREAS FOR GROWTH

During the school review, collaborative learning practices were implemented in 12 of the 18 classrooms, with students participating in small-group activities to collaboratively solve problems, respond to questions, and complete their assignments.

However, specifically looking at the group work, students were given few options on how they shared their learning, at what pace they learned, and given opportunities to extend their learning.

- Students in 2 out of 18 classrooms engaged in small group collaboration to solve problems and complete assignments.

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

Appendix A

SUMMARY OF EXPERT REVIEW TEAM ACTIVITIES

Expert Review Team Members

1. Judie Strawbridge, Supervisor, Bowie State University
2. Justin Leonard, Teacher, Prince George's County Public Schools
3. Brooke Fallon, Teacher, St. Mary's County Public Schools
4. Amanda Stewart, Coordinator, Charles County Government
5. Dr. Rachel Thompson, Pupil Personnel Worker, Prince George's County Public Schools
6. Cassandra Pullin, Teacher, Baltimore County Public Schools

Site Visit Day 1

Wednesday, February 7, 2024

Site Visit Day 2

Thursday, February 8, 2024

Number of Classroom Reviewed

Eighteen

Description of Classroom Visited

Wednesday, February 7, 2024		Thursday, February 8, 2024
• Honors 1 • Reading Int • AP Stats • ELA 9th • ELA 10th • Earth/Matter • Hon ALG 2 • FOT • AP GOV • Geometry • History	• Hon Earth • Photography • Ensemble	• AP BIO • ALG • Team Sports • ELA 10th

Number of Interviews

One

- Principal

Number of Focus Groups

Four

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

Documents Analyzed

- Site visit documentation submitted by the school and LEA.

Appendix B

MARYLAND SCHOOL REVIEW RUBRIC

Ratings for Huntingtown 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.