

# Maryland School Review

## Expert Review Team Report

Domain 1: Curriculum and Instruction

International High School @ Langley Park

Maryland State Department of Education

Office of Teaching and Learning

March 6-7, 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 INTERNATIONAL HIGH SCHOOL

International High School, located in Prince George's County Public Schools, serves a total of 330 students in grades 9<sup>th</sup>- 12<sup>th</sup>. The enrolled population is made up of 92% Hispanic and 4% African American. The school's population includes approximately 94% of students who receive free or reduced meals. 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 Developing 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	88%	Accomplishing with Continuous Improvement
Classroom Instruction	67%	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.

- Provide teachers with comprehensive professional learning opportunities on differentiation and student-centered instruction, including training on how to differentiate instruction based on student proficiency levels.

## 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 submitted is aligned with the LEA documentation.

The school's curriculum and instructional materials are progressively aligned with educational standards, culturally responsive strategies, and research, enhancing both teacher insight and student development.

- The "HUB" is effectively used by all 13 teachers to access comprehensive student data, facilitating the support of academic and socio-emotional student needs.
- School leadership unanimously embraces a data-driven approach aligned with the HELLO framework to guide instructional practices holistically.
- Teachers engage in weekly progress monitoring during the Advisory period, utilizing data from the HUB to inform student goal setting and communicate with parents.
- The LEA's commitment to continuous improvement is also demonstrated by the provision of Blueprint documentation (meeting ESSA and Clearinghouse standards) and the systematic tracking of student progress through math formative checkpoints and RELA Assessments.

During classroom reviews, there was evidence of active strategies to foster social and emotional growth alongside academic skills.

- Call-and-response techniques aligned with school spirit reinforce collaboration and unity in the classroom.
- Respectful interactions between students and male teachers are encouraged, demonstrating positive student-teacher dynamics.
- Classrooms emphasize respect, responsibility, and safety, with expectations visibly posted.



## AREAS FOR GROWTH

Classroom instruction partially integrates differentiation strategies, but there is a notable need for broader application and variety in instructional resources to address individual student needs.

- In three of the ten classrooms reviewed, there was evidence of differentiated instruction and materials designed to meet individual students' needs. Additionally, instructional materials were limited in scaffolding for individualized needs.
- Students had limited choices regarding the learning, learning pace, and extension activities.
- Instructional materials and scaffolding to support individualized learning needs were limited. However, in one ELA classroom demonstrated effective differentiation by providing three levels of assignments based on English proficiency, including scaffolded character trait analysis and a graphic text version representing diversity.

Classroom reviews and data collection reveal that the implementation of collaborative learning practices across classrooms demonstrates variability in effectiveness and depth. From the classroom reviews, it was evident that while many students were in groups, often students were working individually on assignments.

- In four out of ten classrooms, students actively provided meaningful support to peers, suggesting a need for clearer group outcomes and collaborative expectations to prevent non-participation.
- A majority of teachers incorporated collaborative groups, yet students often worked individually, highlighting a need for enhanced group discourse to truly facilitate collaboration.
- Specific roles within collaborative groups were assigned in two out of ten classrooms, underscoring the absence of structured interdependence among group members across most classes.

## 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 comprehensive professional learning opportunities on differentiation and student-centered instruction, including training on how to differentiate instruction based on student proficiency levels.

#### ACTION STEPS:

As a result of this school review:

- Identify areas for improvement in differentiation and student-centered instruction through surveys or classroom visits.
- Develop professional learning covering:
  - Differentiation Strategies: Variations in time, place, pace, or path.
  - Student-Centered Instruction: Adapting methods to student proficiency levels.
- Conduct professional learning focused on hands-on activities and model lessons showcasing effective differentiation and/or student-centered techniques.
- Provide teachers opportunities to observe peers and provide/receive feedback on differentiation and student-centered instruction.
- Implement regular assessments and feedback mechanisms to evaluate the impact of professional learning.

#### RESOURCES:

1. [Divergent Questions](#)
2. [Differentiating up](#)

## FOCUS AREA 2

Provide teachers with professional learning opportunities focusing on collaborative learning best practices and classroom management techniques. Facilitate peer observation, feedback, and coaching to enable 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. John Seelke, Specialist, Montgomery County Public Schools
2. Sara Nathan, Teacher, Montgomery County Public Schools
3. Jamilia Denney, Principal, Montgomery
4. Jennifer Hernandez, Director, Baltimore County Public Schools
5. Eric Counts, Facilitator, Charles County Public Schools
6. Megan Stein, Principal, Frederick County Public Schools

### Site Visit Day 1

Wednesday, March 6, 2024

### Site Visit Day 2

Thursday, March 7, 2024

### Number of Classroom Reviewed

Ten

### Description of Classroom Visited

Wednesday, March 6, 2023	Thursday, March 7, 2023
<ul style="list-style-type: none"> <li>• ESOL</li> <li>• RELA</li> <li>• Science</li> <li>• AIA</li> <li>• World History</li> <li>• Advisory</li> </ul>	<ul style="list-style-type: none"> <li>• ELD</li> <li>• RELA</li> <li>• Geometry</li> <li>• Spanish</li> </ul>

### Number of Interviews

One

- Principal

### Number of Focus Groups

Nine

- 8 students (3 groups)
- 8 school leader groups
- 13 teacher group (3 groups)
- 3 parent group

#### **Documents Analyzed**

- Site visit documentation submitted by the school and LEA.

## Appendix B

### MARYLAND SCHOOL REVIEW RUBRIC

#### Ratings for International 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.