

Maryland School Review

Expert Review Team Report

Domain 2: Student Support

Domain 3: Educator Support

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 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 INTERNATIONAL HIGH SCHOOL

International High School, located in Prince George's County Public Schools, serves a total of 330 students in grades 9th- 12th. 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 ratings on Domains 2 and 3. The school scored its highest rating of Accomplishing with Continuous Improvement in Observation and Feedback 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	83%	Accomplishing
Implementation with Fidelity	83%	Accomplishing
Opportunities and Access	78%	Accomplishing

Domain 3: Educator Support		
Indicator	Percentage	Rating
Observation and Feedback	88%	Accomplishing with Continuous Improvement
Professional Learning	75%	Accomplishing
Career Growth	79%	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.

- Develop a comprehensive strategy for clear communication, hosting parent engagement workshops, enhancing transparency, and establishing a feedback mechanism to improve communication and resource accessibility for parents.

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

The school has a comprehensive system that blends academic, social, emotional, and behavioral support. This system uses data to pinpoint students' needs and assist all student groups.

- In the school leader focus group, school leaders stated that there is a Multi-Tiered System of Support (MTSS) system that is focused on supporting the entire school (Tier 1), small groups (Tier 2), and individual students (Tier 3) based on disaggregated student data.
- During the teacher and school leader focus group, thirteen out of thirteen teachers and seven out of seven school leaders shared the effectiveness of the MTSS Intake Process.
- Teachers and school leaders shared that the Student Support Office (SSO) facilitates frequent discussions about student progress among counselors, administrators, advisors, therapists, and social workers, who convene weekly for debriefing sessions, problem-solving, and recommendations.
- The student, parent, teacher, and school leader focus group shared that the Advisory Cohorts are effectively utilized. These cohorts provide academic, social, and behavioral support tailored to group and individual needs, informed by data from the school data. Daily meetings are held to review goals, with advisory teachers maintaining regular communication with parents.

Supplemental tutoring is effectively implemented as an evidence-based strategy to enhance students' academic success, with various opportunities provided before, during, and after school hours throughout the academic year.

- The school leadership and teacher focus groups shared that students are provided the chance for “credit recovery” to address classes where students were not successful during the school year.
- In the student and teacher focus group, students and teachers shared that tutoring opportunities are readily available before, during, and after school hours. These include designated times such as arrival time, advisory time, and participation in the “Vine Corp” tutoring program. Students are encouraged to seek help both in class and via email, with teachers empowered to refer students to the Student Support Office's “kid talk” committee if concerns arise.
- Parents in the parent focus group state that the school provides opportunities for students to redo assignments and receive additional support or homework assistance to ensure their academic success.

The school has implemented a progress monitoring system that aims to use data-driven methods to track student progress. This system helps identify students who may need additional support and ensures that all students have fair access to school programs and assistance.

- Teachers and school leaders in their respective focus groups shared that the school has established a robust progress monitoring system. This system supports students throughout the school, and who need additional support or need to be reevaluated. Additionally, it was shared that counselors work closely with 11th and 12th grader students to ensure progress toward college and career readiness (CCR) through multiple pathways.
- In the teacher focus group, thirteen out of thirteen teachers stated that there is an MTSS process for progress monitoring effectively implemented. Advisors, serving as student case managers, conduct weekly check-ins with students to assess progress, identify areas of success or struggle, and foster personalized relationships with parents.
- During classroom reviews, it was evident that there was extensive use of progress monitoring systems within classrooms.
- A review of the school documents shows evidence of how the school monitors and supports students throughout the school year to ensure that they graduate on time.

AREAS FOR GROWTH

The school provides resources to address barriers that affect marginalized students and provides wraparound services to students and families. However, there is a need to improve the communication system regarding student progress with families and provide clarity to parents on what services are available to them.

- In the focus groups, teachers and school leaders acknowledged that the school offers resources to address barriers affecting marginalized students and families. However, parents in their focus group expressed concerns about the lack of clarity and consistency in the information provided to them.
- Parents participating in their focus group expressed that they don't fully comprehend the extent of information available to the school regarding resources and outreach, hindering their ability to fully engage in their child's education.

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

Develop a comprehensive strategy for clear communication, hosting parent engagement workshops, enhancing transparency, and establishing a feedback mechanism to improve communication and resource accessibility for parents.

ACTION STEPS:

As a result of this school review:

- Conduct an audit of existing communication platforms utilized by the school to disseminate information to parents.
- Create a comprehensive plan that outlines clear and consistent communication protocols for sharing student progress updates and available resources with parents.
- Host workshops or informational sessions specifically designed to educate parents on the range of resources available to support their child's education.
- Implement measures to enhance transparency regarding student progress and available support services.
- Establish a feedback mechanism to regularly solicit input from parents regarding the effectiveness of communication efforts and the accessibility of resources.

RESOURCES:

1. [Steps to Creating a School Communication Plan](#)

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

The school has developed a system that provides teachers and school leaders to be regularly observed and receive actionable feedback from their supervisors designed to support progressional growth and improve student outcomes.

- In the teacher focus group, thirteen out of thirteen teachers stated that they consistently receive prompt feedback following observations, with actionable feedback for improvement.
- During the school leader focus group, school leaders shared that quarterly observations for school leaders foster leadership capacity, emphasizing interpersonal dynamics and school culture.
- Teachers and school leaders shared that there is an established structured observation cycle that ensures teachers are observed twice yearly, providing regular opportunities for feedback and growth.
- Teachers in their focus group stated that informal visits focusing on best practices yield immediate feedback, fostering a culture of continuous improvement.
- In the teacher focus group survey, fourteen out of fourteen teachers, shared that they are regularly observed, are provided with support, and receive actionable feedback to improve their instruction.

There is a clear system that provides teachers and school leaders with an opportunity to engage in a cycle of learning that is job-embedded, aligned to research-based practices, and grounded in data.

- Teachers in the teacher focus group shared that the school offers a variety of professional development opportunities, including targeted sessions based on data, collaborative efforts with international schools, specialized training for supporting students with interrupted education (SIFE), English department meetings, regular data review via the HUB, and structured observation and feedback processes for teachers, fostering diverse and impactful professional learning experiences.
- In the teacher focus group, it was shared that there are various strategies in place to support students with interrupted education, such as targeted professional development sessions tailored to specific needs identified through data analysis.

- Collaboration with other international high schools enhances professional development experiences, providing diverse learning opportunities for staff.
- Several focus groups shared that the school offers leadership opportunities within the International HS Network, fostering a culture of continuous growth and development among educators.

The school has developed a school ladder system that ensures equitable support for the growth and advancement of teachers and leaders.

- During the school leader focus group, teachers shared that the Aspiring Leaders program provides valuable support and opportunities for growth for new teachers.
- Teachers shared in the teacher focus group, that they are aware of the UMD TESOL certificate, with pathways to earning a full master's degree, and the possibility of earning a Ph.D. through Trinity University.
- Teachers stated that there are incentives for National Board Certification (NBCT) within the school system, including scholarship support and recognition.

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"> • ESOL • RELA • Science • AIA • World History • Advisory 	<ul style="list-style-type: none"> • ELD • RELA • Geometry • Spanish

Number of Interviews

One

- Principal

Number of Focus Groups

Nine

- 8 students (3 groups)
- 8 school leaders
- 13 teachers (3 groups)
- 3 parents

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 before 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.