

Maryland School Review

Expert Review Team Report

Domain 2: Student Support

Domain 3: Educator Support

Liberty High School

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 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 LIBERTY HIGH SCHOOL

Liberty High School, located in Carroll County, serves a total of 1,002 students in grades 9th – 12th. The enrolled population is made up of 5% Asians, 61% African American, 13% Hispanic and 18% White. The school's population includes approximately 7% of students that receive free or reduced meals and 7% 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 with Continuous Improvement in Professional Learning and its lowest rating of Accomplishing in Multi-Tiered 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	73%	Accomplishing
Opportunities and Access	75%	Accomplishing

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

- Provide an ongoing monthly series of job-embedded professional development to support Multi-tiered Systems of Support (MTSS) with Universal Design for Learning (UDL) strategies to all instructional staff to ensure teachers have multiple ways to address students' needs during classroom learning periods. Consider restructuring the current "walkthrough" structure to leverage the expertise within the building to support implementation of new learning.
- Restructure current "walkthrough" structures to leverage providing feedback opportunities to teachers and paraprofessionals (assistants) on the implementation of newly acquired instructional practices. Additionally, consider how these opportunities to advance teacher leaders can be connected to this walkthrough protocol and extended to include teachers who have successfully implemented similar new instructional practices and serve as collegial coaches.

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 instructional participants in focus groups shared an appreciation of the structural foundation that undergirds the school's instructional program and is driven by numerous data sources.

- Teachers and school leaders in the focus groups applauded the system-wide meetings held yearly and the alignment of school-based support from the counselor, for practices that are designed to support students' mental well-being. They further explained there is a "Mindfulness Room" that is a central part to helping students recover in times when feeling anxious.
- The principal identified several weekly supports in place to support students academically. He explained during the interview that the school offers an afterschool drop-in help program which is most popular for mathematics on Tuesday and Thursday and Monday is for English support.
- All participants in each of the focus groups, along with the principal interview, spoke to the "Flexible Pod" a specific structure during the school day that supports students when they need individual needs and is accessible four days per week.
- All nine of the students in the focus group expressed appreciation for the classes that support real-world learning and the extra support provided through "Promoting Achievement With Students" (PAWS). Additionally, a few of the students mentioned that most teachers make time after school for specific subjects.

AREAS FOR GROWTH

The school has been deliberate in addressing and developing additional areas for the professionals to support students who have individual needs, beyond the classroom, academically and social-emotionally. However, there is a greater need to support students with strategies to fully access the learning that is happening during classroom instruction.

- None of the professional participants in the focus group or interview offered information regarding how Universal Design for Learning (UDL) strategies are used to support student learning.
- Although participants in the teacher and leadership focus groups provided information about frequent data collection, and analysis, none of the teachers in the focus group discussion offered information on "how" data is used to support students' academic interventions.

- One teacher, one parent and the principal offered any information regarding students with 504s, IEPs and ESOL interventions within the classroom.

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 an ongoing monthly series of job-embedded professional development to support MTSS with UDL strategies to all instructional staff to ensure teachers have multiple ways to address students’ needs during classroom learning periods. Consider restructuring the current “walkthrough” structure to leverage the expertise within the building to support implementation of new learning.

ACTION STEPS:

As a result of this school review:

- Provide professional development on UDL with all instructional staff to ensure teachers have multiple ways to address students’ needs and develop them as expert learners. Engage teachers and instructional staff in a job-embedded continuous learning series utilizing learning strategies that intentionally support all learners at various levels to maximize the learning opportunities during the classroom learning periods.
- Consider restructuring the current informal ILT walks to include teachers, paraprofessionals and other classroom instructional support personnel, to visit model classrooms where colleagues are implementing UDL strategies. This has the potential to build professional practice, develop teacher leaders and cross-pollinate learning throughout the building.

RESOURCES:

1. [About the Graphic Organizer](#)
2. [4 Principles of a Universal Design for Learning Approach](#)
3. [Leveraging Teacher Leadership](#)
4. [The Power of Learning With Your Peers: #LearningWalks](#)

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 and LEA provide mentoring opportunities for new teachers to engage in professional development to support instructional strategies.

- All ten school leaders in the focus group provided statements recognizing structured support for new teachers.
- Nine of the nine teachers expressed knowledge of the salary scale associated with National Board Certification for Teachers.
- The school documentation stated that paraprofessionals received training on implementing multi-tiered supports.
- During the principal's interview, he explained using a rotation strategy for developing teacher skills toward becoming an advanced placement (AP) teacher, a department chair (DC) and shadowing administrators on "Shadowing Day".

AREAS FOR GROWTH

While the school provides opportunities for professional learning for teachers and paraprofessionals (assistants), there are no structures in place to provide feedback and help teachers improve on implementing new practices in progress.

- All nine teachers identified the various data sources that are collected to inform instruction. However, none of the teachers or school leaders discussed attending professional learning directed toward using the data to adjust instructional practices.
- Teachers mentioned engaging in training on the platform Performance matters which houses the LEA benchmark data.
- Teachers also explained the daily expectations for "WIG" which are widely important goals.
- None of the professionals in the focus group or the interview provided information regarding how paraprofessionals instructional support is developed and coached for efficacy.

RECOMMENDATIONS

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FOCUS AREA 1

Restructure current “walkthrough” structures to leverage to provide feedback opportunities to teachers and paraprofessionals (assistants) on the implementation of newly acquired instructional practices. Additionally, consider how these opportunities to advance teacher leaders can be connected to this walkthrough protocol and extended to include teachers who have successfully implemented similar new instructional practices and serve as collegial coaches.

ACTION STEPS:

As a result of this school review:

- Restructure the team to collaboratively revisit the walkthrough protocol to include teachers and paraprofessionals on a revolving rotation for serving as coaches to connect in-person professional development into real-time practice cycles to support teachers with feedback on newly implemented professional development.
- Consider revisiting the master schedule to create protected learning cycles to grow professionals consistently.

RESOURCES:

1. [How Instructional Coaches Can Use Co-Teaching to Support Teachers](#)
2. [Treating the “Instructional Core”: Education Rounds](#)

Appendix A

SUMMARY OF EXPERT REVIEW TEAM ACTIVITIES

Expert Review Team Members

1. Shawn Mitchell, Teacher, Prince George's County Public Schools
2. Elaine Gorman, Retired Administrator, Maryland and New York
3. Dr. Seth Barish, Principal, Baltimore County Public Schools
4. Stephanie Ware, Principal, Frederick County Public Schools
5. Tanya Montgomery - Principal – Department of Juvenile Services
6. Rebecca Casserly- Kindergarten Teacher, Baltimore County Public Schools

Site Visit Day 1

Wednesday, March 6, 2024

Site Visit Day 2

Thursday, March 7, 2024

Number of Classroom Reviewed

Seventeen

Description of Classroom Visited

Wednesday, March 6, 2024	Thursday, March 7, 2024
<ul style="list-style-type: none"> • Literacy • AP Capstone • Geometry • AP Computer Science • ESOL • Algebra 1 • Advanced Topics in Chemistry • English 10 • Health • Foundations of Technology 	<ul style="list-style-type: none"> • Algebra 2 • Government • World History • AP Spanish • Jazz Ensemble • Drama, Case Ag

Number of Interviews

One

- Principal

Number of Focus Groups

Four

- 9 students
- 10 school leaders
- 9 teachers
- 9 parents

Documents Analyzed

- Site visit documentation submitted by the school and LEA.

Appendix B

MARYLAND SCHOOL REVIEW RUBRIC

Ratings for Liberty 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.