Maryland School Review

Expert Review Team Report

Domain 2: Student Support
Domain 3: Educator Support

Linganore High School

Maryland State Department of Education

Office of Teaching and Learning

January 24-25, 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 LINGANORE HIGH SCHOOL

Linganore High School, located in Frederick County, serves a total of 1,519 students in grades 9th - 12th. The enrolled population is made up of 4% African American, 3% Asian, 9% Hispanic, and 79% White. The school's population includes approximately 9% 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 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	79%	Accomplishing
Opportunities and Access	84%	Accomplishing

Domain 3: Educator Support		
Indicator	Percentage	Rating
Observation and Feedback	88%	Accomplishing with Continuous Improvement
Professional Learning	75%	Accomplishing
Career Growth	86%	Accomplishing with Continuous Improvement

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 professional development to support Multi-Tiered Systems of Support (MTSS) on Universal Design for Learning (UDL) with all instructional staff to ensure teachers have multiple ways to empower students and develop them as expert learners who are goal-directed and motivated. This will help teachers encourage student-driven learning and consider ways to differentiate during whole group instruction such as co-teaching models or the utilization of UDL strategies.

- Engage teachers and instructional staff in a continuous learning series on building data literacy to include a close reading of data that intentionally supports presenting and analyzing data disaggregated by student demographic groups.

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 that begins the school year.

- Teachers in the focus groups applauded the meetings prior to the school year with middle school teachers to appropriately place students identified with 504/IEP, advanced learners, and students with behavior/attendance challenges.

- Teachers also expressed appreciation for the intervention program Achieve 3000 as it "allows students to take ownership" of their learning.

- All focus group participants reported robust offerings in World Languages, including Latin as an online offering, the Career and Technical Education Program (CTE) pathways in mechanics, design, agriculture, and welding; advanced offerings in physical education including strength and conditioning, team sports, and personal wellness.

AREAS FOR GROWTH

Focus group discussions with students and teacher data indicate a need for professional development in data usage to support students with data analysis that underscores academic needs or mental health support.

- All teachers in the focus group expressed a need for increased support in special education in the form of strategies and counselors. They further explained that the current training is brief, and it is unfair to ask teachers to do social-emotional learning (SEL) without proper training.

- Responses in teacher and leader focus groups indicated that there is no standard practice of collecting and analyzing both aggregate and disaggregated data to identify gaps in access, opportunities, or outcomes. Participants in the teacher focus group asked for a definition of the word "disaggregation".

- Although participants in the leadership focus group provided information about frequent data collection, analysis, and usage, none of the teachers in the focus group discussion offered information on "how" data is used to support students' academic interventions or mental health concerns.

- During student focus group discussions, students indicated that teachers cannot immediately access the school database which means students have to wait a day or two to get 'pulled' for support.

- Adopting the practice of regular and periodic review of disaggregated data to identify any gaps in access, opportunity, or outcomes will support student demographic groups.

- None of the four stakeholder groups offered any information about two essential practices for supporting student needs with wraparound services or disaggregation of student data.

- When students were asked what they wanted to see improved, all students agreed on one student's statement, "Normalize meeting needs."

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 ongoing, embedded school-level regular professional development to support MTSS and SEL (monthly) to all instructional staff to ensure teachers have multiple ways to empower students and develop them as expert learners who are goal-directed and motivated.

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 empower students and develop them as expert learners who are goal-directed and motivated.

- Engage teachers and instructional staff in a continuous learning series on building data literacy to include a close reading of data that intentionally supports presenting and analyzing data disaggregated by student demographic groups.

RESOURCES:

1. About the Graphic Organizer

2. "I knew it was a problem before, but did I really?": Engaging teachers in data use for equity

3. Using Data to Advance Racial Equity

FOCUS AREA 2

Develop structures to help teachers triangulate multiple points of staff data (i.e. survey interests, formal informal observation, and LEA focus) to provide professional and continuous improvement efforts toward supporting student's needs.

ACTION STEPS:

As a result of this school review:

- Provide all instructional staff with learning around multiple data sources (quantitative, qualitative, perceptional, etc.) to support data-informed decisions regarding strategies for student learning.

RESOURCES:

1. Disaggregating Learning Data to Support Equity Efforts: Resources For College And University Instructors

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 opportunities for teachers to engage in professional development.

- Professional development (PD) is offered by the LEA with online modules and by the school during pre-service week and one day during the middle of the year. Also, district-level PD is provided through the trainer-of-trainer model through department chairs and specialists during rolling staff meetings twice per month.

- Focus groups reported monthly learning walks where they borrow teaching strategies seen in other classrooms and submit feedback through a google form.

- Focus groups reported spending a lot of time informally collaborating during lunch and at various meetings to create common assessments, discuss curriculum, etc.

- Focus groups recounted the existence of the LEA's RISE Induction Program. This is a comprehensive 3-year program for new teachers including an in-house teacher mentor who is trained on cognitive coaching.

AREAS FOR GROWTH

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

- During the teacher focus group discussions teachers expressed, that while the school has structured time for collaboration twice a month, teachers must take the initiative to ensure the shared time is formalized and structured.

- When teachers in the focus group were asked about knowledge of the career ladder, three out of eight teachers mentioned that they heard that it's coming, but don't believe it has been fully implemented yet.

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 structures for implementing, improving, and monitoring new instructional practices that support all instructional staff with skills and strategies that are designed to develop practices to support all learners.

ACTION STEPS:

As a result of this school review:

- Provide peer-to-peer learning walks that help teachers learn from each other to improve current instructional strategies and new practices in progress.

- Initiate a thorough evaluation to ascertain the extent of teachers' knowledge regarding their career progression opportunities.

- Collaborate with educational experts to create comprehensive, accessible resources that clearly outline but not limited to the steps beyond NBCT.

- Organize a series of workshops aimed at disseminating this information among faculty. These sessions should not only present the career opportunities but also encourage teachers to plan their professional growth, incorporating these opportunities.

RESOURCES:

1. [Treating the "Instructional Core": Education Rounds](#)

Appendix A

SUMMARY OF EXPERT REVIEW TEAM ACTIVITIES

Expert Review Team Members

1. Ashley Warfield, Assistant Principal, Carroll County Public Schools

2. Dr. David Stone, Assistant Vice President, Operations, Kennedy Krieger Schools

3. Danielle Ellis, Program Director, New Leaders- Non Profit

4. Dr. Martha James, Associate Professor/Accreditation Coordinator, Morgan State University

5. Scott Ruehl, Director of Leadership Development, Howard County Public Schools

6. Jacob Goldberg, Data Coach, Prince George's County Public Schools

Site Visit Day 1

Wednesday, January 24, 2024

Site Visit Day 2

Thursday, January 25, 2024

Number of Classroom Reviewed

Twelve

Description of Classroom Visited

Wednesday, January 24, 2024	Thursday, January 25, 2024
• English 10 • English 9 • ELA 10 • Chemistry H	• Algebra 1A • Algebra 1B • 9/11 – Present (Social Studies)

• Geometry M CT • Algebra 2 • Algebra 1 Special Education	• English 11 • Hort 1 • Biology H

Number of Interviews

One

- Principal

Number of Focus Groups

Six

- 16 students (2 groups)
- 16 school leaders (2 groups)
- 10 teachers
- 8 parents

Documents Analyzed

- Site visit documentation submitted by the school and LEA.

Appendix B

MARYLAND SCHOOL REVIEW RUBRIC

Ratings for Linganore 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.