Maryland School Review

Expert Review Team Report

Domain 1: Curriculum and Instruction

Ocean City Elementary 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 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 OCEAN CITY ELEMENTARY SCHOOL

Ocean City Elementary School, located in Worcester County, serves a total of 521 students in grades Pre-Kindergarten – 4th. The enrolled population is made up 77% White, 13% Hispanic, 4% African American, and 4% two or more races. The school's population includes approximately 46% of students that 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 each Domain 1. The school scored its highest rating of Accomplishing in Curriculum and Instructional Materials and Assessment and Timing and its lowest rating of Accomplishing 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	83%	Accomplishing
Classroom Instruction	77%	Accomplishing
Assessment and Timing	83%	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 student-driven learning. Create more opportunities for students to take ownership of their learning by creating choices in content, making space for student collaboration, and grouping with specific roles.

- 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 provided is aligned with the LEA documents provided to MSDE.

The school demonstrates commitment and execution in aligning curriculum and instructional materials to standards, integrating culturally responsive strategies, and utilizing research-based approaches to support student learning.

- During focus groups, teachers and school leaders discussed the implementation of DIBELS, Fundations, and I-Ready. Focus groups indicated that these programs provide valuable timely data that informs daily instruction.

- During parent focus groups, it was stated that data is also shared in parent/teacher conferences regularly.

- In classroom reviews, there was direct evidence that the school utilizes evidence-based instructional materials, such as Fundations for Reading intervention. Furthermore, this was also evident in all intervention classrooms, as well as in an English Language Learner (ELL) classroom.

There is clear evidence that the school has a strong focus on questioning to challenge students and promote higher-order thinking skills.

- In eight of nine classrooms reviewed there was clear evidence that teachers utilized questioning techniques that moved students towards the intended learning target.

There is clear evidence that the school is committed to student success by providing consistent high-quality feedback and explicit instruction.

- In eight of nine classrooms teachers demonstrated effective feedback practices. The use of strategies such as, the "Fist to Four" and "exit tickets" for assessing student achievement, with teachers engaging students in active feedback throughout the lesson to guide learning towards the desired outcome.

- In all nine classrooms teachers aligned their planning, learning activities, and assessments for student objectives, incorporating technology and guided practice to support student learning.

AREAS FOR GROWTH

Promote student-driven learning practices to bolster engagement and growth, offering choices in content, fostering collaboration, assigning specific roles, and encouraging diverse presentation methods.

- In seven of nine classrooms reviewed, teacher-led instruction was conducted without significant student participation.

- In one out of nine classes students presented their work and described their problem-solving process.

- Teachers facilitated instruction, occasionally providing answers directly or having students copy the teacher's responses verbatim.

- Students were not asked to lead group discussions or actively participate in decision-making regarding their learning.

Offer professional learning for teachers on how to create collaborative learning opportunities for students.

- Evidence of effective collaborative learning practices was observed in two out of nine classrooms reviewed.

- A majority of lessons were taught by a teacher without significant student collaboration or student-led instruction. When collaborative practices were observed, teachers used "turn and talk" as the only method for student collaboration.

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 student-driven learning. Create more opportunities for students to take ownership of their learning by creating choices in content, making space for student collaboration, and grouping with specific roles.

ACTION STEPS:

As a result of this school review:

- Identify areas for improvement in student-driven instruction through classroom visits.

- Develop professional learning opportunities covering student-driven Instruction: Adapting teaching methods to student proficiency levels.

- Conduct professional learning focused on hands-on activities and model lessons showcasing effective student-driven learning techniques.

- Provide teachers opportunities to observe peers and provide/receive feedback on student-driven learning techniques.

- Implement regular assessments and feedback mechanisms to measure training impact.

Provide ongoing support, follow-up sessions, and access to resources as needed.

RESOURCES:

1. Power School
2. Student Role
3. What is a learner Agency?
4. Co-Constructing Success Criteria with Students

FOCUS AREA 2

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. Keely Cooke, Principal, Montgomery County Public Schools
2. Mickelli Dunn, Principal, Prince George's County Public Schools
3. Patricia Adkins, Special Education Supervisor, Wicomico County Public Schools
4. Dr. Dorothy Jackson, Coordinator, Somerset County Public Schools
5. Christy Renzulli, Counselor, Harford County Public Schools
6. Daniel Russell, Instructor, Baltimore City Community College

Site Visit Day 1

Wednesday, January 24, 2024

Site Visit Day 2

Thursday, January 25, 2024

Number of Classroom Reviewed

Nine

Description of Classroom Visited

Wednesday, January 24, 2024	Thursday, January 25, 2024
- ELA 1st - ESOL - SDI with SPED - Math 4th - Intervention 2nd - SDI with SPED	- Advanced Math 4th - Intervention 4th - ESOL

Number of Interviews

One

- Principal

Number of Focus Groups

Four

- 11 Students

- 5 School Leaders

- 10 Teachers

- 5 Parents

Documents Analyzed

- Site visit documentation submitted by the school and LEA.

Appendix B

MARYLAND SCHOOL REVIEW RUBRIC

Ratings for Ocean City Elementary

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.