

Maryland School Review

Expert Review Team Report

Domain 2: Student Support

Domain 3: Educator Support

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 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 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 of 77% White, 13% Hispanic, 4% African American, and 4% two or more races. The school's population includes approximately 46% 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 Multi-Tiered System of Support and its lowest rating of Accomplishing in Opportunities and Access (due to rounding percentages). 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	85%	Accomplishing with Continuous Improvement
Opportunities and Access	71%	Accomplishing

Domain 3: Educator Support		
Indicator	Percentage	Rating
Observation and Feedback	75%	Accomplishing
Professional Learning	82%	Accomplishing
Career Growth	71%	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.

- Ensure all stakeholders are aware of the STAR Lab advanced coursework in mathematics to support increasing expanding opportunities to more students. This will further increase the current population of students who are prepared for a seamless transition to intermediate grade-levels.
- Provide teachers with information beyond the benefits of achieving National Board Certification (NBC) and acquiring advanced degrees.

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 implements a Multi-Tiered System of Support (MTSS), ensuring academic and emotional needs are met through whole class, small group, and individualized attention based on detailed student data analysis.

- School leader, teacher, student, and parent focus groups shared that the school has a counselor on campus who is available, and there is a strong sense of community support among staff, students, and families.
- During the student and teacher focus group discussion, student and teacher focus groups shared that tiered interventions address diverse needs across academic, social, emotional, and behavioral domains for students.
- In teacher focus groups, teachers shared that students are grouped based on ability, learning styles, and skill mastery using a data-informed approach.
- During classroom reviews there was evidence that intervention blocks for reading are scheduled, allowing students to be tracked for attendance for interventions or enrichment.

The school has a comprehensive mental health support plan, ensuring that students' psychological well-being is addressed as needed.

- Teachers and school leader focus group stated that the "Mindful Mondays" program positively supports students' mental health.
- In the teachers, parents, and students focus group it was stated that the school counselor is an accessible and knowledgeable resource, employing a tiered approach to mental health.
- The school has adopted restorative practices school-wide, with staff receiving specialized training to further this initiative through a "train the trainer" model.

The school leadership team has developed a strong school community that is focused on supporting students and teachers and creating a positive school environment for teaching and learning.

- In completing the focus group survey, all 36 respondents—comprising school leaders, teachers, students, and parents—unanimously indicated that the school environment was positive and supportive of teaching and learning.
- During the teacher focus group survey, twelve out of twelve teachers stated that the school safety, student support provided to students, and the level of support provided to teachers was positive.

AREAS FOR GROWTH

While the school provides a diverse curriculum that extends beyond core subjects to include art, during the parent and student focus groups, it was stated that there is a need for additional courses in foreign languages and advanced courses to prepare students for middle school.

- The school offers a comprehensive range of courses that span various content areas, catering to a wide array of student interests and future career paths, however, there is an expressed interest from both parents and students for access to advanced coursework within the curriculum/school day.
- In the student focus group, nine out of ten students stated that they do not have access to advanced classes and seven out of ten stated that they do not feel challenged by their coursework.
- Data per the student focus group survey, three out of eleven students feel that they are being challenged by the classes they are taking and one out of eleven is currently participating in advanced classes.
- In the parent focus group survey, seven out of seven parents stated that their child is not enrolled in an advanced class.

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

Ensure all stakeholders are aware of the STAR Lab advanced coursework in mathematics to support increasing expanding opportunities for more students. This will further increase the current population of students who are prepared for a seamless transition to intermediate grade-levels.

ACTION STEPS:

As a result of this school review:

- Develop a survey to gain all stakeholder knowledge regarding current advanced courses that are available to students.
- Organize professional learning sessions for current staff to enhance their skills in content-related instruction designed to complement advanced coursework for all instructional staff.
- Implement a structured feedback mechanism to collect input from students, parents, and instructors about the opportunities, including challenges faced and areas for improvement.

RESOURCES:

1. [World Languages](#)
2. [Gifted and Talented Education](#)

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 provides teachers with the support needed to improve instructional practices through job-embedded and data-driven professional learning.

- During the teachers' and school leaders' focus groups, it was stated that the LEA provides a monthly professional development calendar for each discipline and is available once per month on scheduled days.
- Teachers and leaders shared that a monthly calendar is established for professional development in various subjects, grounded in data from surveys and aligned with staff interests.
- Regularly scheduled collaboration times throughout the week allow teachers to share data and discuss instructional strategies.

Teachers and school leaders engage in a cycle of ongoing professional learning on how to use data to improve student outcomes.

- In the teachers and school leader focus group, it was shared that the school has a focus on using data to inform instruction and promote student growth.
- In the documents submitted by the school and the LEA, evidence shows a system of providing teachers with professional learning through a variety of modalities.
- A designated schedule is in place to facilitate teacher collaboration sessions, where teachers can meet to discuss and refine teaching practices based on data-driven research, aimed at improving teaching effectiveness and student achievement.
- In focus groups with teachers and school leaders, teachers and leaders shared that the school schedule includes dedicated time for peer collaboration.
- Both formal and informal opportunities are utilized by teachers to share data and inform instructional groupings.
- During the school leader focus group, it was stated that a dedicated intervention team meets weekly to assess the progress and dynamics of intervention strategies.

AREAS FOR GROWTH

While teachers are currently aware of certain aspects of the career ladder there is a gap in the knowledge between other career opportunities.

- During the teacher focus group, teachers shared that they are aware of incentives for being a National Board-Certified Teacher (NBCT) and for advanced degrees, however, teachers are unfamiliar with the other opportunities beyond NBCT.

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 information beyond the benefits of achieving National Board Certification (NBCT) and acquiring advanced degrees beyond these milestones.

ACTION STEPS:

As a result of this school review:

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

RESOURCES:

1. [MSDE Blueprint Pillar 2: High Quality and Diverse Teachers and Leaders](#)

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
<ul style="list-style-type: none"> • ELA 1st • ESOL • SDI with SPED • Math 4th • Intervention 2nd • SDI with SPED 	<ul style="list-style-type: none"> • 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.