

Maryland School Review

Expert Review Team Report

Parkville High School

Maryland State Department of Education

Office of Teaching and Learning

November 15-16, 2023



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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 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 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 PARKVILLE HIGH SCHOOL

Parkville High School, located in Baltimore County, serves a total of 2,152 students in grades 9th-12th. The enrolled population is made up of 44% African American, 26% Hispanic, 19% White, and 7% Asian. The school's population includes approximately 61% of students that receive free or reduced meals and 14% or less of the population includes either students with disabilities or students with 504 plans; and just under 30% of the students receive English Language service. 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. The school scored its highest rating of Accomplishing with Continuous Improvement in Curriculum and Instructional Materials and Observation and Feedback and its lowest rating of Accomplishing in Multi-Tiered Systems of Support. 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	91%	Accomplishing with Continuous Improvement
Classroom Instruction	81%	Accomplishing
Assessment and Timing	75%	Accomplishing

Domain 2: Student Support		
Indicator	Percentage	Rating
Multi-Tiered Systems of Support	67%	Accomplishing
Opportunities and Access	69%	Accomplishing

Domain 3: Educator Support		
Indicator	Percentage	Rating
Observation and Feedback	100%	Accomplishing with Continuous Improvement
Professional Learning	75%	Accomplishing
Career Growth	75%	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 professional development to all faculty and administration on teaching content at the grade level standard (see Framework for Teaching - FfT components 1c, 1e, and 1f). Train teachers to teach towards acceleration with scaffolding.
 - 1c - Setting Instructional Outcomes
 - 1e - Planning Coherent Instruction
 - 1f - Designing and Analyzing Assessments
- Develop consistent systems for clear and regular communication across teams and departments regarding student expectations and school policies with all stakeholders. Once clearly communicated, ensure consistent implementation of behavior expectations is monitored across teams' school wide.
- Provide students with a more in-depth cognitive engagement in the classroom leveraged through complex content, collaboration, and student-driven learning. Work to shift the cognitive lift from teachers to students through professional development and increased student agency.
- Adopt a multi-tiered community-building initiative that increases student belonging and provides staff with relationship-building strategies to help foster a sense of belonging for all stakeholders, i.e., clubs/activities, tutoring, and advisory. Additionally, create a schedule block to ensure these intentional opportunities for building community are available within the school day and not just offered before/after school.

Domain 1: Curriculum and Instruction

Curriculum and Instruction

High-quality curriculum, instructional materials, teaching practices, and assessments 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 is aligned to the LEA documents provided to MSDE.

The LEA's website outlines the Framework for Teaching and Learning for professional learning communities with four pillars: Equitable Access, High Expectations, Culturally Responsive Pedagogy, and Responsive Instruction. Additionally, the LEA indicated that all stakeholder groups provided input in the process of ensuring curriculum alignment with MCCR standards through surveys and committee meetings.

- During the site visit, in ten out of the thirteen classrooms, evidence was seen of students being challenged via tasks that promoted higher-order thinking from instructional questions.
- Reviewers noted explicit instruction that included a demonstration or modeling for students followed by individual feedback during independent practice.
- The learning environment was positive and there was consistent evidence of student-to-teacher respect and the environment fostered student-to-student support.
- Students in the focus groups indicated appreciation for various curriculum offerings, like Hip Hop Literature, Clay, and Art Media. Participants from all focus groups mentioned that advanced placement (AP) courses were also offered.
- During mathematics instruction, students were reminded to trust themselves as they solved problems. One teacher offered support by telling students to, "put your answer in the calculator and share the results to confirm if the solution was correct."

Teachers circulated in each of the classes to provide assistance to individual students and provide feedback to individual students.

- In one of the thirteen classes, students were asked to learn and identify math parts so that they could tell what the math parts were and the functionality of each part. Then students were provided a simplified version of the rubric and asked to use it to check their work so they could receive a point.
- An example of student feedback was noted in one class as the teacher said to two students, "Let's talk about the glow" when providing feedback to a pair of students; The teacher said, "There are 6 items to choose from and 7 spaces. What does that tell you?"

AREAS FOR GROWTH

Begin the shift of transferring the learning from the teacher to the students. While there is evidence of high-quality curriculum within the classrooms, a variety of grade-level instructional materials were not available for students. The school should differentiate instructional practices that challenge and support all students.

- No grade-level texts were seen in either of the ELA classes with one identified as Gifted and Talented. In many classes, lessons were scaffolded for all students, but some students completed lessons within seconds of beginning the assignment.

Increase student-driven learning as shared experiences among teachers and students and provide structures and strategies for students to monitor their own learning and progress.

- In two of the thirteen classes, students were invited to show their work or write answers on the board, and scoring criteria were provided for students to monitor their learning.
- Reviewers noted in all four of the mathematics classes, as students were solving problems with guidance from the teacher, there were little to no opportunities for students to work collaboratively with peers to make sense of the problem through discourse and persevere through the standard of constructing viable arguments.
- In one of the two English Language Arts classes, students were engaged in a writing task. However, no students received support with literary analysis within the grade level Lexile band, differentiated reading instruction, or were offered comprehension instruction aligned to current researched best practices.

While there is a structure to provide professional development to educators to implement interventions as intended, during the principal interview, there was a discussion about the need to provide more structured opportunities for professional development.

- Teachers in the focus groups indicated that the breadth of the curriculum is a barrier to being able to engage in job-embedded professional development, build relationships with students, and engage in consistent data analysis to meet all students' needs.
- Provide professional development related to fostering a culture for learning and engage in learning walks to measure baseline data. While there was evidence of the teacher's use of higher-order questioning, there was no evidence of students asking higher-ordered questions. Addressing this area should include the gradual release model, as there was no evidence of the "we do" portion of this model. Instruction moved from "I do...to...you do".
- During focus group discussions, it was noted that Baltimore County Public Schools has a re-do policy for minor grade adjustment for mastery and that individual teachers offer test corrections. However, there was a lack of clarity among staff, students, and parents regarding the re-do policy. Some students and parents expressed frustration that the opportunity to do test corrections is not available for all students in all classes. However, documentation submitted by the school shows there is a system in place with Grading Guidelines provided to all students, staff, and families each year.

Incorporate intentional collaborative learning opportunities during the lesson, to ensure students can work together to solve problems and complete assignments.

- In two classes reviewed, reviewers noted that students collaborated in groups to write “a letter to the reader” and students collaborated to complete an “escape room” activity. However, students were not assigned any specific role to complete a group task at any point.
- Reviewers noted that in eleven out of thirteen classes reviewed, students had no opportunity to collaborate to solve problems or work on an assignment.

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 professional development to all faculty and administration in teaching content at the grade level standard.

ACTION STEPS:

As a result of this school review, provide:

- Professional learning on text complexity, inquiry-based learning, and differentiation
- Professional learning on Danielson Framework (*BCPS framework for teaching and learning*)
- Professional learning on higher-order questions, specifically evaluation creation.
- Professional learning on teaching student-talk structures: i.e. students leading discussions, students facilitating his/her learning, with the goal of students taking the lead on classroom learning.
-

RESOURCES:

1. [Achieve the Core](#)
2. [Peer-Assisted Learning Strategies \(PALS\)](#)

FOCUS AREA 2

Train teachers to teach towards acceleration with scaffolding.

ACTION STEPS:

As a result of this school review, provide:

- Professional learning on the Universal Design for Learning (UDL) which ensures learning is accessible, rigorous, relevant, and responsive.

- Professional learning on a scaffolding technique such as Think-Pair-Share
- Professional development on the inclusion of vocabulary into the context of learning

RESOURCES:

1. [Elevating The Essentials](#)
2. [The UDL Guidelines](#)
3. [Think-Pair-Share](#)

FOCUS AREA 3

Develop consistent systems for clear and regular communication across teams and departments regarding student expectations and school policies with all stakeholders. Once clearly communicated, ensure consistent implementation of behavior expectations school-wide is monitored across teams.

ACTION STEPS:

As a result of this school review:

- Develop a bank of strategies for teachers to choose ways to increase student engagement.
- Provide professional learning on ways teachers can switch the cognitive load to students through independent work, group work, and student choice in their learning.

RESOURCES:

1. [Elevating The Essentials](#)
2. [Peer-Assisted Learning Strategies \(PALS\)](#)

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

System of Supports: A continuum of integrated academic, social, emotional, and behavioral support is implemented for the whole class.

- Most school leaders and teacher participants in the focus groups indicated that the Student Support Team (SST) is a valuable tool for identifying students who need additional academic or behavioral support and for developing a plan of support.

The school resources designed to address barriers that affect marginalized students are an aspect of student support that is viewed as effective by parents in the focus groups.

- All focus groups noted the Special Education Department (SPED) manages six regional programs and that students are participating in mainstreaming classes. Additionally, the English for Speakers of Other Languages (ESOL) program was noted in the focus groups of a smaller community.
- The SPED department was praised for the high support level they provide and their communication with families. Schoology, which is the school's communication system, allows for parents/families to access student grades regularly and teachers are expected to input two grades/week.
- Data is gathered regularly based on Individualized Education Plan (IEP) goals. IEP teams are proactive in communicating with teachers, administrators, and caregivers regarding student growth and needs.
- Special educators utilize a variety of methodologies to gather data and communicate with caregivers, including taking photos to text or email to parents, phone calls using Google Voice, and messaging through Schoology.
- The student interactions in hallways were consistently positive. Students appeared to have a normed cadence of movement that was respectful throughout the hallways.

AREAS FOR GROWTH

Chronic absenteeism (absence, tardiness, skipping class) was a common theme during interviews.

- During the classroom reviews, students were observed sleeping, using their cell phones, playing video games, and using earbuds without being redirected. In one class 21 of 28 students were exhibiting these behaviors.

- During the principal interview, it was mentioned that tiered support for both academic and social-emotional support is an area of growth for the school.
- Several parents indicated that they do not know who their children would go to if they had social-emotional challenges. However, during the teacher and school leader focus groups, they indicated that the school community is a place where students feel valued and supported and have multiple opportunities to find community or belonging.
- During the student focus groups, it was stated by some students that they do not have opportunities, during the school day, to find a sense of belonging, and without transportation, after-school extracurricular opportunities are not accessible to all students.
- Six out of ten students in one of the focus groups expressed that many teachers do not demonstrate a sense of caring or respect for students as individuals.
- During the teacher focus groups, twelve out of twenty teachers indicated feeling extremely unsafe in the hallways. While validating the teacher's perception of their day-to-day experiences, the team's impressions of students in hallways were consistently positive, indicating a disconnect between teacher expectations and/or perceptions of student behavior and reality.

During the student focus groups, students acknowledged that the school offers Coach classes, but also expressed the need for additional opportunities to ensure some students do not have to choose between accessing mental health support and being in Coach class.

- Students reported that many teachers do not offer or stay after school to provide support because they either leave immediately after students do or have responsibilities such as athletics.

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 students with an in-depth cognitive engagement in the classroom leveraged through complex content, collaboration, and student-driven learning. Work to shift the cognitive lift from teachers to students through professional development and increased student agency.

ACTION STEPS:

As a result of this school review, provide:

- Professional learning on Danielson Framework (BCPS framework for teaching and learning)
- Establish a school culture and community-building committee with representatives from all stakeholders.
- Establish a student advisory group to provide ongoing insights and information from a student perspective to inform future planning.
- Implement an advisory curriculum and determine student and teacher leadership to be a part of this action.

RESOURCES:

1. [The Framework for Teaching](#)
2. [Shifting “Cognitive Load” in Classrooms](#)

FOCUS AREA 2

Adopt a multi-tiered community-building initiative that increases student belonging and provides staff with relationship-building strategies to help foster a sense of belonging for all stakeholders, i.e., clubs/activities, tutoring, and advisory.

ACTION STEPS:

As a result of this school review:

- Adjust the school schedule to hold protected time for advisory or community building.
- Create a schedule block to ensure intentional opportunities for building community are available within the school day and not just offered before/after school.

RESOURCES:

1. [MTSS Components](#)
2. [MTSS Infrastructure](#)

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 a consistent observation structure that is both formal and informal.

- Teachers in the focus group explained that they received observational feedback four times during their first year of teaching. Teachers in an evaluation year are formally observed twice.
- During the principal interview, it was shared how teacher's growth and advancement is supported, by allowing a tenured teacher to observe and train others in place of an observation.
- Teachers consistently report that they are informally observed by department chairs and administrators 1-2 times per quarter.

Professional development offered by the school occurs one time per month. Topics and offerings are based on faculty survey results and data from observations.

- The LEA offers professional development 3-4 times per year. Additionally, district curriculum/content offices provide professional development.
- Teachers engaged with department members 1-2 times per month in data analysis of the results of common district-wide assessments and collaboratively created school-based assessments.
- Additionally, some district-level content offices provide opportunities for teachers to engage with one another in collaborative data analysis of district-wide assessments with teachers from different buildings.

Focus group participants indicated new teachers (0-3 years) are provided with job-embedded professional development.

- Teachers in focus groups indicated during their first year of teaching, they are provided with a consult teacher who offers coaching support with the option to be recommended to a second year of support, if necessary. Consulting teachers meet monthly with their teachers and offer non-evaluative informal observations. Teachers indicate this is helpful and supportive.

Career ladder information is viewed as a positive step by teachers who were aware of the initiative.

- Teachers indicate their awareness of the procedure for being considered for the department chair and assistant principal pools.

- There is information about professional development/career advancement opportunities such as cohorts that are sent to teachers via methods such as BCPS News Hub, from their union district-wide emails, and through various district-wide content offices.
- Some teachers were aware of NBTC preparation offerings from the district.

AREAS FOR GROWTH

The LEA and school provide professional development opportunities to various stakeholders, however, the support provided is allocated to new teachers for one year.

- Teachers indicated a need for continued support for teachers beyond their first year of teaching and an interest in receiving content-specific support and coaching from an expert in the content area.
- Teachers also expressed a need for access to a stipend-based position for mentoring within the school building. Per the documentation from the school, a stipend-based position does exist through the Peer Advisor Program with extended support for teachers who do not qualify for a Consulting Teacher from BCPS.

While the LEA and the school offer professional development on data analysis 1-2 times per month on high-leverage assessments, teachers indicated that lack of time during the school day for data analysis is a barrier to more consistent engagement in data analysis.

- Teachers also communicated that district-wide assessments are not always aligned to the curriculum and test items are not written in a manner that is accessible for all types of learners, which makes the data not as meaningful.
- Teachers indicate they are pressed for time and do not have enough time to work with colleagues during the school day, especially with the vast needs of students and the requirements for data reporting and parent contact.

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

Work to shift the cognitive lift from teachers to students through professional development and increased student agency.

ACTION STEPS:

As a result of this school review, provide:

- Professional learning on engaging in learning walks to measure baseline data.
- Professional learning on using data to determine and address professional development needs.

RESOURCES:

1. [Learning from Instructional Rounds](#)
2. [Using Instructional Rounds to Cultivate High-Quality Learning in Schools](#)

Appendix A

SUMMARY OF EXPERT REVIEW TEAM ACTIVITIES

Expert Review Team Members

1. Angela Stepancic, CEO, Stepancic and Sons Consulting
2. Rhonda Asplen, Instructional Coordinator for Secondary ELA, Cecil County Public Schools
3. Maureen Liakos, Department Chair, Anne Arundel County Public Schools
4. Erin Lange, Supervisor of Social Sciences, PreK-12, Harford County Public Schools
5. Karen Woodson, Consultant, Leading for School Improvement
6. Danielle Goddard-Ellis, Consultant, MSDE, New Leaders

Site Visit Day 1

Wednesday, November 15, 2023

Site Visit Day 2

Thursday, November 16, 2023

Number of Classroom Reviewed

Thirteen

Description of Classroom Visited

Wednesday, November 15, 2023	Thursday, November 16, 2023
<ul style="list-style-type: none"> • ESOL • Intervention/SpEd Earth Science • ELA 9/Gifted & Talented • Intervention/SpEd Critical Reading • ESOL Academic Foundation • Intro Physics & Chemistry 	<ul style="list-style-type: none"> • World History (self-contained) • ELA 10 • Algebra 1 • Algebra 2 • Math • World History • US History

Number of Interviews

One (1)

- Principal

Number of Focus Groups

Eight (8)

- 17 Students
- 20 School Leaders
- 20 Teachers
- 15 Parents

Documents Analyzed

- Site visit documentation submitted by the school and LEA.

Appendix B

MARYLAND SCHOOL REVIEW RUBRIC

Ratings for Parkville 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 observed through data documentation or during the on-site school review.