

# Maryland School Review

## Expert Review Team Report

Domain 2: Student Support

Domain 3: Educator Support

Quince Orchard High School

Maryland State Department of Education

Office of Teaching and Learning

February 21-22, 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 QUINCE ORCHARD HIGH SCHOOL

Quince Orchard High School, located in Montgomery County, serves a total of 2154 students in grades 9<sup>th</sup> – 12<sup>th</sup>. The enrolled population is made up of 34% Hispanic, 33% white, 15% African American, 11% Asian, and 5% 2+ races. The school's population includes approximately 39% of students that receive free or reduced meals and 12% 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 Career Growth. 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	75%	Accomplishing
Opportunities and Access	81%	Accomplishing

Domain 3: Educator Support		
Indicator	Percentage	Rating
Observation and Feedback	100%	Accomplishing with Continuous Improvement
Professional Learning	81%	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.

- Develop a comprehensive strategy to improve counseling support, program accessibility, and communication between College and Career Readiness (CCR) representatives, students, and their families. This strategy should ensure that all students have equitable access to and awareness of the CCR pathways available.
- Establish a focus group of faculty members to explore pathways toward various leadership opportunities for all professionals. Include surveying staff on their understanding of the current career framework, assembling focus groups for in-depth feedback, developing tailored support plans based on this feedback, and establishing a mechanism for continuous evaluation of these initiatives' effectiveness.

## 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 has developed a continuum of integrated academic, social, and emotional supports that leverages a structured referral system with tiered resources—including counselors, safety officers, and psychologists—to effectively monitor and address student needs.

- During the teacher and school leader focus group, it was shared that the school has a referral system in place for students in crisis or with social-emotional learning needs.
- Students in focus groups stated that they have access to multiple resources for their well-being, including school safety officers, counselors, resource teachers, and psychologists.
- Conversations with the school leadership, teachers, and parent focus groups and documents provided by the school show a structured approach that allows for monitoring students through various tiers of support based on academic, social, and emotional support.

The school's support system effectively addresses the needs of students by providing comprehensive resources and services.

- Through the student focus group it was shared that teachers and administrators show strong investment in the success of all students, actively engaging their families and promoting bilingual opportunities.
- Data from the student focus group surveys show that students feel supported at the school and have a caring adult they can go to if they have a challenge.

The school's curriculum offers a comprehensive educational experience with access to a well-rounded curriculum that ensures students have access to courses in art, career and technical education, world language, STEM, or other content areas beyond mathematics, ELA, science, and social studies.

- During the student focus group, students stated that they have access to advanced courses including studio art, orchestra, computer science, and cultural studies, supporting and enhancing their educational experiences.
- A review of the documents the school and LEA provided shows a wide array of courses and a rigorous curriculum focused on providing students with advanced coursework and specialty programs.



## AREAS FOR GROWTH

The school has developed Post College and Career Readiness (CCR) Pathways that show several steps that the school has taken towards supporting student specialization, however, there are currently some gap areas and program accessibility challenges that are affecting certain student groups.

- During the parent and student focus groups, it was shared that communication between school CCR representatives and families is lacking, with reports of parents being unable to connect with school staff.
- In the parent focus group, parents stated that the current student-to-counselor ratio is high, suggesting a need for more counselors or a better system to manage the current caseload effectively.
- Students and parents stated that the current “College Track” support is not consistently accessible to all students and that this track starts in 11<sup>th</sup> grade, and the focus groups stated that they would like the information to be made available sooner.
- Students in focus groups stated that the dual enrollment process is cumbersome, leading to lost opportunities for students interested in this pathway. Additionally, some students in focus groups were not aware that the school offered a dual enrollment track.
- Students shared that there are conflicts between required classes and pathway courses (Dual Enrollment and Advanced Placement), as well as space limitations, that are preventing students from fully engaging with the different pathways offered.

## 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 a comprehensive strategy to improve counseling support, program accessibility, and communication between CCR representatives, students, and their families. This strategy should ensure that all students have equitable access to and awareness of the CCR pathways available.

#### ACTION STEPS:

As a result of this school review:

- Evaluate and determine the feasibility to adjust the student-to-counselor ratio to ensure that counselors are more accessible to students.
- Develop a comprehensive communication plan that includes regular updates through newsletters, dedicated CCR information sessions, and an online portal where students and parents can access resources, schedule appointments, and communicate with CCR representatives.
- Introduce college readiness programs and awareness sessions starting from the 9th grade, with progressive engagement and preparatory activities leading up to the 11th and 12th grades.
- Simplify the dual enrollment application process by providing step-by-step guides, and dedicated support personnel, and by addressing logistical issues such as class conflicts and space limitations through flexible scheduling and increased offerings of dual enrollment courses.
- Implement targeted outreach and education campaigns within the school to raise awareness about the various CCR pathways, including dual enrollment and Advanced Placement courses.

#### RESOURCES:

1. [National Association for College Admission Counseling](#)
2. [College Planning: 9<sup>th</sup>/10<sup>th</sup> grade](#)

## 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 created a system for teachers and school leaders to engage in high-quality formal and informal observations throughout the school year that foster professional growth among teachers and enhance student outcomes.

- During the school leaders' focus group, it was shared that the administration provides informal and actionable feedback to teachers on their practices that support improvement in teaching practices and student academic growth.
- In the school leader focus group, it was indicated that the school has an “informal observation tool” that supports teacher improvement and allows for ease of providing teachers with direct and actionable feedback.
- In the teacher's focus group, teachers shared that they receive same-day written feedback from school administrators contributing to timely improvements in their instructional practice.

The professional learning program at the school provides varied training opportunities, collaborative engagement between teachers and administrators, and regular evaluative meetings that ensure professional growth is data-informed and use best practices in support of students.

- During the teacher focus group, teachers shared that they have access to various professional learning options each semester. Teachers also stated that there is an established practice of engaging with their peers across the LEA through online professional learning meetings.
- Teachers shared that opportunities exist to form partnerships with colleges and universities for further professional learning.
- In the school leaders focus group, it was stated that instructional leaders conduct at least one staff or grade meeting per month at the school level and that there are system-wide professional development meetings held once in the fall and once in the spring.

There is clear evidence of a commitment to data-informed practices, emphasizing monthly strategic planning meetings, student feedback into goal-setting, and the provision of professional learning on trauma-informed approaches to foster an equitable and responsive learning environment.

- In the instructional leaders focus group, it was stated that monthly staff meetings are held to review the school improvement plan, comprehensive data analysis is utilized, and student voice data, which informs goal setting and school improvement strategies.
- Teachers shared that they are provided with professional learning on trauma-informed and responsive educational practices, enhancing the support for diverse student needs.
- In focus group conversations with parents, teachers, and school leaders and a review of documents provided by the school, there is evidence that the school employs a data platform that allows for the monitoring of student performance across subjects, aiding in the assessment of instructional equity.

### AREAS FOR GROWTH

There is currently a gap in teacher knowledge regarding the full range of opportunities and pathways available under the LEA.

- During the teacher focus group, teachers shared that additional district support is needed for teachers seeking National Board Certification (NBC) to ensure they have sufficient resources and guidance.

## 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

Establish a focus group of faculty members to explore pathways toward various leadership opportunities for all professionals. Include surveying staff on their understanding of the current career framework, assembling focus groups for in-depth feedback, developing tailored support plans based on this feedback, and establishing a mechanism for continuous evaluation of these initiatives' effectiveness.

#### ACTION STEPS:

As a result of this school review:

- Create focus groups consisting of teachers at various stages of their career and leadership, to gather detailed feedback on the support they require.
- Based on the feedback from the focus groups, develop targeted support plans that address the needs of teachers pursuing certification and career advancement.

#### RESOURCES:

1. [MSDE Blueprint Pillar 2: High Quality and Diverse Teachers and Leaders](#)
2. [MCPS Department of Professional Growth Systems](#)
3. [High Quality and Diverse Teachers and Leaders](#)

# Appendix A

## SUMMARY OF EXPERT REVIEW TEAM ACTIVITIES

### Expert Review Team Members

1. Chris Beers-Arthur, Specialist, Frederick County Public Schools
2. Laurie Jenkins, Supervisor (Retired), Montgomery County Public Schools
3. Tiffany Young, Manager, Teach for America
4. Diana Sung, Coordinator, Fredrick County Public Schools
5. Roman Ganoe, Teacher, Washington County Public Schools
6. Dr. Andrea Thompson, Education Associate, Delaware Office of Education

### Site Visit Day 1

Wednesday, February 21, 2024

### Site Visit Day 2

Thursday, February 22, 2024

### Number of Classroom Reviewed

Fifteen (15) Classrooms

### Description of Classroom Visited

Wednesday, February 21, 2024	Thursday, February 22, 2024
<ul style="list-style-type: none"> <li>• ENG I</li> <li>• Latin American History</li> <li>• Reading</li> <li>• ALG 2</li> <li>• SPAN 4</li> <li>• Piano</li> <li>• AP Macro</li> <li>• ENG Honors</li> <li>• Physics</li> <li>• ART</li> <li>• Women's Studies</li> </ul>	<ul style="list-style-type: none"> <li>• ENG I</li> <li>• ENG II</li> <li>• ENG I</li> <li>• French 4</li> </ul>

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### Number of Interviews

One (1)

- Principal

### Number of Focus Groups

Seven (7)

- 19 Students
- 10 School Leaders
- 15 Teachers
- 11 Parents

### Documents Analyzed

- Site visit documentation submitted by the school and LEA.

## Appendix B

### MARYLAND SCHOOL REVIEW RUBRIC

#### Ratings for Quince Orchard 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.