

# Maryland School Review

## Expert Review Team Report

Domain 1: Curriculum and Instructional Materials

Quince Orchard High School

Maryland State Department of Education

Office of Teaching and Learning

February 21-22, 2024



## Table of Contents

Overview of Maryland School Site Reviews.....	2
Executive Summary .....	4
Domain 1: Curriculum and Instruction.....	7
Appendix A .....	10
Appendix B .....	12

# 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 rating on Domain 1. The school scored its highest rating of Accomplishing with Continuous Improvement in Assessment and Timing and its lowest rating of Accomplishing in Curriculum and Instructional Materials. 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	81%	Accomplishing
Classroom Instruction	85%	Accomplishing
Assessment and Timing	90%	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.

- Implement a holistic, school-wide strategy that strengthens oversight, encourages positive conduct through incentives, engages all school community members in safety efforts, and guarantees transparent communication and educational measures regarding expectations for behavior and safety procedures.

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

Classroom reviews showed that the learning environment was a positive and supportive atmosphere conducive to both academic growth and the nurturing of social and emotional competencies in 15 out of 15 classrooms.

- Teacher interactions with students were consistently positive and respectful, contributing to a nurturing educational atmosphere.
- The positive and respectful nature of interactions was not limited to teacher-student engagements but was also reflected in student-to-student interactions.
- All classroom interactions were warm and positive, underscoring a well-established and healthy learning culture.

In fourteen out of the fifteen classrooms reviewed, there was a high level of providing students with timely, specific, and structured feedback that enhanced their learning. Teachers implemented various strategies, including continuous in-class support, precise and well-timed feedback, and encouragement for students to apply feedback immediately to their work.

- In most classrooms, teachers actively circulate the classroom, assisting students directly with lesson content.
- Students regularly engage in peer editing and small group activities to provide each other feedback.
- While assisting students directly, teachers provide feedback during circulation, which is a proactive way to minimize disruptions and enhance learning engagement.
- Students apply feedback to an assignment or task. For example, during world language classes, students applied feedback immediately to their target language.



## AREAS FOR GROWTH

While clear evidence shows strong student-teacher relationships within classrooms, challenges related to student behavior and safety persist in other areas of the school.

- Teachers in the focus groups reported they have created successful methods to motivate students based on their positive relationships with them in classrooms. Despite this, teachers say they face difficulties with student conduct during lunchtime and are worried about the general safety of students outside of classrooms.
- Students expressed unease regarding safety outside of classrooms, specifically, feeling particularly concerned in bathrooms and other non-classroom areas.
- Parents were concerned by reports of incidents of violence in the school and felt underinformed about what was being done in response.

## 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

Implement a holistic, school-wide strategy that strengthens oversight, encourages positive conduct through incentives, engages all school community members in safety efforts, and guarantees transparent communication and educational measures regarding expectations for behavior and safety procedures.

#### ACTION STEPS:

As a result of this school review:

- Form a student safety committee with members from different grades and staff to address safety concerns and propose solutions. This committee should create and distribute a safety survey across the school to collect feedback on safety challenges and concerns.
- Launch a school-wide Positive Behavior Support System (PBSS) to promote good behavior with rewards and encourage positive behavior throughout the school. Organize workshops and assemblies to educate students on expected behaviors and safety protocols, promoting a culture of respect and safety.
- Develop a communication plan to keep parents informed and involved, featuring updates on safety measures and behavior policies through newsletters or forums. Follow a phased implementation timeline with regular monitoring through feedback sessions, committee meetings, and annual safety reviews to assess progress and make necessary adjustments.

#### RESOURCES:

1. [Stop Bullying](#)
2. [Safe and Sound Schools](#)
3. [Collaborative for Academic, Social, and Emotional Learning](#)

# 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, Frederick 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

- Principal

### Number of Focus Groups

Seven

- 19 Students (2 groups)
- 10 School Leaders
- 15 Teachers (2 groups)
- 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.