



Maryland School Review Expert Review Team Mathematics Report

Eva Turner Elementary School

Maryland State Department of Education

Office of Teaching and Learning

March 19-20, 2025

MARYLAND STATE DEPARTMENT OF EDUCATION

Carey M. Wright, Ed.D.

State Superintendent of Schools

Tenette Smith, Ed. D.

Deputy State Superintendent
Office of Teaching and Learning

Wes Moore

Governor

MARYLAND STATE BOARD OF EDUCATION

Joshua L. Michael, Ph.D.

President, Maryland State Board of Education

Monica Goldson, Ed.D. (Vice President)

Chuen-Chin Bianca Chang, MSN, PNP, RN-BC

Kenny Clash

Clarence C. Crawford (President Emeritus)

Abhiram Gaddam (Student Member)

Susan J. Getty, Ed.D.

Nick Greer

Dr. Irma E. Johnson

Dr. Kim Lewis

Dr. Joan Mele-McCarthy, D.A., CCC-SLP

Rachel L. McCusker

Xiomara V. Medina, M.Ed.

Samir Paul, Esq

Table of Contents

Overview of Maryland School Site Reviews..... 3

Executive Summary..... 4

Domain 1: Instruction and Student Support..... 6

Domain 2: Professional Learning and Educator Support..... 8

Appendix A 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 two or three-day site visit that includes classroom observations, focus groups, and a principal interview.

The Expert Review Team forms a consensus based on student data, documents, observations, focus groups, and a principal interview. The rubric consists of two domains:

- **Domain 1: Instruction and Student Support** - High-quality curriculum, instructional materials, teaching practices, and assessments are implemented to support student learning. Schools use multiple sources of data (qualitative, quantitative, and perceptual) to identify students and implement a multi-tiered approach to support all student groups. Progress monitoring systems are clearly defined and integrated into daily practice.
- **Domain 2: Professional Learning and Educator Support** - Educators at all levels are provided with support to improve results and shift instructional practice. Professional learning goals for educators are clearly aligned with school and LEA overarching student achievement goals.

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, is available online in [the Maryland School Report Card](#).

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 and action steps to address the recommendation.

Appendix: The appendix expands 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.

Executive Summary

ABOUT EVA TURNER ELEMENTARY SCHOOL

Eva Turner Elementary School, located in Charles County, serves a total of 465 students in grades Pk-5. The student population is 72.5% African American, 16.1% Hispanic, 4.5% two or more races, 5.6% white. The school's population includes 53.1% of economically disadvantaged, 5.2% multi-lingual learners, and 15.4% students with disabilities. More detailed information, including enrollment, attendance, demographics, and student outcome data, can be found in the Maryland School Report Card.

OVERALL RECOMMENDATIONS

The following actions are recommended to support 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 subsequent sections.

- Empower students to take ownership of their learning, encourage peer leadership, and enhance critical thinking skills by increasing collaborative learning structures to foster deeper understanding of complex mathematical ideas, ensure cooperative learning environments for students to collaboratively solve problems, complete rigorous tasks, and to build on each other's knowledge.
- Develop a differentiated professional learning plan to support teachers with increasing their depth of knowledge and internalization of the National Council of Teachers of Mathematics (NCTM) Effective Mathematics Teaching Practices to maximize teacher impact with implementation of the provided curriculum and instructional materials
- Enhance school culture and create a more inclusive learning environment by strengthening relationships and communication between families and school staff to foster partnerships that support improved student achievement.

Domain 1: Instruction and Student Support

<p>Instruction and Student Support</p>	<p>High-quality curriculum, instructional materials, teaching practices and assessments are implemented to support student learning. Schools use multiple sources of data (qualitative, quantitative, and perceptual) to identify students and implement a multi-tiered approach to support all student groups. Progress monitoring systems are clearly defined and integrated into daily practice.</p>
---	---

FINDINGS AND RECOMMENDATIONS

STRENGTHS

There was evidence of standards aligned instruction reflecting research-based practices that challenged and supported students understanding of presented content.

- In six out of eleven classes, teachers provided students opportunities to model math in real-life contexts- students used manipulatives, and word problems to model math. In addition, teachers encouraged students to use multiple representations to solve problems and explain their thinking.
- In seven out of eleven classes, students explored and explained multiple solutions to math equations- students were eager to explain different methods for solving problems.
- In five out of eleven classes visited, students used scaffolds such as 10 frames to support participation and engagement with partners.
- In eight out of eleven classes visited, students shared or led math content discussions with the class. This included students’ modeling practices using ten frames and reviewing skills during small instruction.
- In six out of eleven classes students monitored their own learning. This included students pausing and praising each other for good work and sharing answers.
- During focus groups, four out of six students shared they feel comfortable asking for help from their peers. In addition, math survey reflects four out of six students responded ‘often’ when asked if they have opportunities to work with classmates to solve problems.

AREAS FOR GROWTH

While there was evidence of standards aligned instruction using researched based practices to support students’ academic growth, there is a need for planned opportunities for students to engage in meaningful math discourse.

- In three out of eleven classes visited teachers and students represented quantities in various ways using symbols, diagrams, words, and manipulatives the context to work with quantities in mathematically abstract ways.

- During focus groups, students shared that they do not feel comfortable sharing and going to the board in front of their peers.
- During focus groups, school leaders shared opportunities for student remediation and acceleration included support from outside tutors afterschool but there were limited opportunities for students to receive enrichment during the school day.

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.

Focus Area 1

Empower students to take ownership of their learning, encourage peer leadership, and enhance critical thinking skills by increasing collaborative learning structures to foster deeper understanding of complex mathematical ideas, ensure cooperative learning environments for students to collaboratively solve problems, complete rigorous tasks, and to build on each other's knowledge.

ACTION STEPS:

As a result of this school review:

- Survey teachers and use informal observation data to identify teacher leaders who regularly incorporate collaborative learning structures to engage students and support academic progress. Identified teacher leaders should support the schoolwide implementation of collaborative learning.
- During academic planning, provide planning time for teachers to use the grade level curriculum and instructional materials to design structured collaborative learning requiring students to discuss and explain their reasoning, engage with peers to make meaning of content or deepen understanding, solve complex mathematical problems, reinforce the use of academic vocabulary and language, and lead their learning.
- Establish schoolwide roles and expectations for student collaboration- to include clear roles and expectations- to ensure active participation and contribution. Provide explicit guidance to ensure respectful communication, shared responsibility, and mutual support.
- Establish schoolwide roles and expectations for all teachers and support staff to monitor group interactions, assess student progress, and provide real-time feedback to keep all students engaged in the learning.

Domain 2: Professional Learning and Educator Support

Professional Learning and Educator Support	Educators at all levels are provided with support to improve results and shift instructional practice. Professional learning goals for educators are clearly aligned with school and LEA overarching student achievement goals.
---	---

FINDINGS and RECOMMENDATIONS

STRENGTHS

There was evidence of teachers having opportunities to participate in professional learning experiences to support professional growth and improve student outcomes and some evidence supporting parental engagement efforts.

- In six out of eleven classes visited, students monitored their own learning and teachers used specific student work to guide the lesson and discussion.
- During focus groups, school leaders shared teachers' professional learning designed around the "Core Essentials" and they work with teachers to ensure they know and understand how to teach the grade level standards and know how to assess students' understanding.
- In ten out of eleven classes, teachers provided students with timely and relevant feedback.
- During focus groups, all teachers spoke to using the "messy objectives" strategy. The multilingual specialist and Special Education support teachers spoke to creating visual aids to support all students with understanding learning goals.
- During focus groups, six out of seven parents shared that they collaborate with teachers to support their child(ren)s progress. In addition, parents shared that they want to be trained on effective strategies to support their child(ren).
- During teacher focus groups, all teachers spoke to using data for creation of "flex groups" for math remediation and enrichment. Teachers shared data from iReady, Do the Math, and Number Worlds are used to support small group instruction. In addition, one teacher shared, and the rest agreed, the ILT is available to plan, observe and model lessons when requested.
- Submitted site visit documentation included a professional development presentation focused on data dives. Teachers participate in quarterly data dives to identify skills for reteaching whole group and/or small group. In addition, a student work protocol used during professional learning cycles for teachers to reflect on student responses and identify implications for class instruction was shared.
- During the interview, when asked about school interventions and supports to support improved student achievement, the principal shared there are opportunities for students to receive remediation and enrichment built into the school schedule. In addition, the math interventionist, math specialist and seven math tutors were referenced as additional

instructional support for students along with four-week professional learning cycles for teachers.

- During the interview when asked about communicating math goals to families, the principal mentioned the back-to-school newsletter and math nights.

AREAS FOR GROWTH

While there was evidence of opportunities for teachers to engage in professional development, there is a need for teachers to engage in differentiated professional development to maximize the provided curriculum and instructional materials. In addition, there is a need to provide more engagement opportunities for parents and families.

- During focus groups, teachers shared weekly ILT meetings are held outside of planning time where data is discussed, lessons are planned, and teachers present. In addition, teachers shared many teachers are new and are still learning to use formative assessment data to support student intervention. They continued to share at this time, teachers only use iReady data.
- During focus groups, school leaders stated that while the provided curriculum is a useful guide for teaching content, experienced teachers find it limits their creativity, and new teachers do not yet know how to make appropriate adjustments to meet different student needs.
- During focus groups, school leaders referenced that the staff was new to the profession with many uncertified teachers. They shared currently, professional development with the staff is a "work in progress". In addition, it was stated that the ILT works to make sure the staff understand math before teaching to students.
- Math survey data reflects four out of seven parents replied disagree or strongly disagree when asked if they receive regular updates related to their child's math progress. In addition, four out of seven parents disagreed or strongly disagreed when asked if their child's math teacher identifies specific math strengths and/or challenges and communicates a plan for intervention and/or acceleration.
- In three out of eleven classes visited, teachers used formative assessments to support meeting the needs of students.

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.

Focus Area 1

Develop a differentiated professional learning plan to support teachers with increasing their depth of knowledge and internalization of the National Council of Teachers of Mathematics (NCTM) Effective Mathematics Teaching Practices to maximize teacher impact with implementation of all high-quality curriculum and instructional materials provided.

ACTION STEPS:

As a result of this school review:

- Survey teachers to determine their current understanding and use of NCTM's Effective Mathematics Teaching Practices, identify 'experts' support with schoolwide implementation, and determine staff needs to plan differentiated professional learning opportunities.
- Plan and provide professional learning opportunities to provide in-depth knowledge of each mathematics teaching practices.
- Schedule regular opportunities for teachers to conduct peer observations and provide feedback.
- Implement classroom observations with subsequent feedback sessions and use student data to guide and adjust implementation strategies.
- Implement a culture of reflecting on and adjusting of teacher practices to review the impact on student outcomes and refine approaches to maximize schoolwide impact.
- Assemble and distribute a range of resources for each NCTM teaching practice and establish a system for easy access.

Focus Area 2

Enhance school culture and create a more inclusive learning environment by strengthening relationships and communication between families and school staff and foster partnerships that support improved student achievement.

ACTION STEPS:

As a result of this school review:

- Establish consistent two-way communication channels by identifying a schoolwide multilingual communication tool to regularly engage all parents, examples include

newsletters, text alerts, apps, and/or parent portals. Provide a structured way for families to use the selected platform to provide feedback/input and share how parent feedback informs school policies, instruction, and/or improvement goals.

- Create a welcoming and inclusive school environment for the families and cultures served by the school community including offering translation services and materials in families’ native languages, displaying and celebrating the diverse students and families throughout the school.
- Build parent capacity by hosting socio emotional and academic focused events providing families with resources and strategies to support learning at home, including- curriculum overviews, assessment workshops, literacy/math workshops, arts and culture workshops, college/career readiness, etc.
- Create opportunities to increase parent participation in school decision making and leadership by including them on school improvement teams, advisory councils, and/or planning committees.
- Encourage all staff to personalize outreach and strengthen family relationships through regular positive home contacts, home visits or virtual family check-ins , and create a schoolwide system to celebrate parent contributions and support as well as staff working to partner with parents.

Appendix A

SUMMARY OF EXPERT REVIEW TEAM ACTIVITIES

Expert Review Team Members

1. Shawn Mitchell, Chemistry Teacher, Prince George’s County Public Schools
2. David Bell, Staff Associate, Baltimore City Public Schools
3. Shawanda Spivey, Home and Hospital Teaching Case Manager, Prince Georges County Public School
4. Daniel Russell, Co-Founder, Bridge the Gap
5. Brian Zeleny, Department Chair/Teacher, Baltimore County Public Schools
6. Dana Peake, Supervisor Section 504, Worcester Couth Public Schools

Site Visit Day 1

Wednesday, March 19, 2025

Site Visit Day 3

Thursday, March 20, 2025

Number of Classroom Reviewed

Eleven

Description of Classrooms Visited

Wednesday, March 19, 2025

- Kindergarten Math (2)
- 1st Grade Math
- 2nd Grade Math (2)
- 3rd Grade Math (2)
- 4th Grade Math (2)
- 5th Grade Math (2)

Number of Interviews

One

- Principal

Number of Focus Groups

Four

- 7 students

- 6 school leaders
- 6 teachers
- 7 parents

Documents Analyzed

- Site visit documentation submitted by the school.