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PUBLIC SCHOOLS

Office of Achievement and Accountability
Division of Research Services

School Effectiveness Review
2016 - 2017

Hampstead Hill Academy

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www.baltimorecityschools.org

Table of Contents

Part I: Introduction and School Background 3
 Introduction to the School Effectiveness Review..... 3
 School Background 3
Part II: Summary of Performance Levels 4
Part III: Findings on Domains of Effective Schools 5
 Domain 1: Highly Effective Instruction..... 5
 Domain 2: Talented People 12
 Domain 3: Vision and Engagement 16
 Domain 4: Strategic Leadership..... 21
Performance Level Rubric..... 25
Appendix A: School Report Comments 26
Appendix B: SER Team Members 27

Part I: Introduction and School Background

Introduction to the School Effectiveness Review

Baltimore City Public Schools (City Schools) developed the School Effectiveness Framework and the School Effectiveness Review process in 2009. The School Effectiveness Review (SER) uses trained school reviewers to measure a school's effectiveness against City Schools' School Effectiveness Standards. The School Effectiveness Standards are aligned with City Schools' effectiveness frameworks for teachers and school leaders.

The SER provides an objective and evidence-based analysis of how well a school is working to educate its students. It generates a rich layer of qualitative data that may not be revealed when evaluating a school solely on student performance outcomes. It also provides district and school-level staff with objective and useful information when making strategic decisions that impact student achievement.

The SER team, comprised of representatives from City Schools who have extensive knowledge about schools and instruction, gathered information from teachers, students, parents, and leadership during a two-day site visit. During the visit, the SER team observed classrooms, reviewed selected school documents, and conducted focus groups with school leadership, teachers, students, and parents. The SER team analyzed evidence collected over the course of the SER to determine the extent to which key actions have been adopted and implemented at the school. This report summarizes the ratings in the four domains and related key actions, provides evidence to support the ratings, and – based on a rubric – allocates a performance level for each key action. More information about the SER process is detailed in the School Effectiveness Review protocol, located on the City Schools website and available upon request from the Office of Achievement and Accountability in City Schools.

School Background

Hampstead Hill Academy serves approximately 745 students in K-8 grades. The school is located on S. Linwood St. in the Patterson Park neighborhood of Baltimore, Maryland. The principal, Mr. Matthew Hornbeck has been at the school for 14 years. For more information about the school's student demographics and student achievement data, please see the School Profile, located on the City Schools website.

Part II: Summary of Performance Levels

Based on trends found in the collected evidence, the SER team assigns a performance level to each key action.

Domains and Key Actions	Performance Levels			
	Level 4: Highly Effective	Level 3: Effective	Level 2: Developing	Level 1: Not Effective

Domain 1: Highly Effective Instruction	
1.1 Teachers plan highly effective instruction.	Highly Effective
1.2 Teachers deliver highly effective instruction.	Highly Effective
1.3 Teachers use multiple data sources to adjust practice.	Highly Effective
1.4 School leadership supports highly effective instruction.	Highly Effective
1.5 Teachers establish a classroom environment in which teaching and learning can occur.	Highly Effective
Domain 2: Talented People	
2.1 The school implements systems to select, develop, and retain effective teachers and staff whose skills and beliefs represent the diverse needs of all students.	Highly Effective
2.2 The school has created and implemented systems to evaluate teachers and staff against individual and school-wide goals, provide interventions to those who are not meeting expectations, and remove those who do not make reasonable improvement.	Highly Effective
Domain 3: Vision and Engagement	
3.1 The school provides a safe and supportive learning environment for students, families, teachers, and staff.	Highly Effective
3.2 The school cultivates and sustains open communication and decision-making opportunities with families about school events, policies, and the academic and social development of their children.	Highly Effective
3.3 The culture of the school reflects and embraces student, staff, and community diversity.	Highly Effective
Domain 4: Strategic Leadership	
4.1 The school establishes growth goals that guide strategic planning, teaching, and adjusting of practice to meet student needs.	Effective
4.2 The school allocates and deploys the resources of time, staff talent, and funding to address the priorities of growth goals for student achievement.	Highly Effective
4.3 The school's board of trustees (or operator) provides component stewardship and oversight of the school (<i>For schools that are overseen by an autonomous board of trustees or operator</i>)	Effective

Part III: Findings on Domains of Effective Schools

Domains and Key Actions	Performance Levels			
	Level 4: Highly Effective	Level 3: Effective	Level 2: Developing	Level 1: Not Effective

Domain 1: Highly Effective Instruction

Key action 1.1: Teachers plan highly effective instruction.	Highly Effective
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- Teachers develop and implement standards-based daily lessons, units, and long-term plans using appropriate curriculum planning documents. School leadership and teachers reported that teachers use curriculum programs rooted in the Common Core State Standards including, Direct Instruction for English Language Arts, Singapore Math, Core Knowledge for Social Studies, and the Baltimore City Schools’ Curriculum guides. A review of lesson plans confirmed the implementation of the aforementioned curriculum programs. Specifically, one lesson plan noted the following objective: “SWBAT add and subtract measures in equations and word problems” which aligned with standard 4. MD.2- “Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.”
- Teachers design daily lessons that meet learners’ unique needs. School leadership and teachers reported that lesson plans note accommodations for individual students (Gifted and Advanced, Students with Disabilities, English Language Learners) based upon need as well as differentiated instruction for individual students or small groups of students including intervention and extension activities. School leadership stated that although the Direct Instruction curriculum is a scripted program, interventions for students are also noted in lesson plans, such as fluency, vocabulary review, repetition, and paired reading, which teachers confirmed. Finally, school leadership reported that lesson plans are aligned with the Instructional Framework, which teachers also confirmed. A review of lesson plans confirmed the previously mentioned strategies. One particular lesson plan contained the following notations: extensions for students in need of acceleration (going to a pre-assigned reading center); differentiation for students in need of support (meeting with the teacher individually during the lesson); accommodations for English Language Learners (visual representations for vocabulary words); and the Teach key actions aligned with instructional practices/strategies throughout the lesson plan (pre-planned Higher Order Thinking Questions, pre-planned Student-to-Student Interactions, etc.)

- Teachers set and track goals based on students’ performance levels. School leadership reported that growth goals of 50% at the end of year administration (in Reading and Mathematics) were set for students in grades one through eight based on the fall Northwest Educational Assessment (NWEA) administration, which teachers and a review of the School Performance Plan confirmed. Continuing, school leadership reported that some students’ (students with disabilities and gifted and talented students) progress is tracked through the middle of year administration of NWEA. School leadership and teachers reported that teachers set quarterly academic goals in their content areas, which a review of goal sheets confirmed. Regarding the tracking of goals, school leadership and teachers reported that teachers are tracking students’ progress through mastery tests in reading (specifically for Direct Instruction), pre-and post-tests for Math, and informal assessments. A review of Lesson Progress Charts confirmed the tracking of students through mastery tests. School leadership also reported that Waggle, a computerized program is also used to track students’ mastery of Common Core State Standards. Lastly, school leadership and teachers reported that students are required to keep a portfolio of student work to track their progress over the course of the semester, which students confirmed. A review of a class syllabus stated the following goal: “TOGETHER, we will WORK HARD N.O.W. to achieve an 85% or higher class average each marking period this year.”

Key action 1.2: Teachers deliver highly effective instruction.	Highly Effective
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- Teachers use and communicate standards-based lesson objectives and align learning activities to the stated lesson objectives. In 100% of classes, lesson objectives identified student learning outcomes and were communicated to students (posted, explained, or referenced during the lesson). Also in 100% of classes, learning activities and resources aligned with the lesson objectives. For example, in one class, the objective was “Students will analyze earthquakes in order to design a structure that can withstand an earthquake.” During the class, students drafted a design of their structure.
- Teachers present content in various ways and emphasize key points to make content clear. In 94% of classes, teachers presented accurate grade-level content. Additionally, in 94% of classes, teachers presented content in two or more ways to make content clear. In one class, the teacher used manipulatives and a PowerPoint presentation to present content. Finally, in 94% of classes, teachers consistently modeled academic vocabulary and standard grammatical structures. For instance, a teacher used mathematical terminology such as “triangle” and “degrees”.
- Teachers use multiple strategies and tasks to engage all students in rigorous work. In 100% of classes, all tasks had a clear and intentional purpose in that they were related to the objectives. Additionally, in 94% of classes, teachers provided access to grade-level material for all students by scaffolding and/or differentiating tasks. In one class, the teacher used the gradual release model (I do, We do, You do) to engage students with the content. Finally, in 88% of classes, students had opportunities and time to grapple with complex texts and/or tasks. For example in one class, students independently read a text and completed a writing assignment related to the text.

- Teachers use evidence-dependent questioning. In 100% of classes, teacher asked questions at key points throughout the lesson. Additionally n 88% of classes, teachers asked questions requiring students to justify, cite evidence, or explain their thought processes. Finally, in 88% of classes, teachers asked questions that were clear and scaffolded. In one class, a teacher asked the following questions: “What are the two rhetorical appeals? What are some of the emotions evoked from the reader? Cite evidence that supports your claim about the type of rhetorical appeal this is.”
- Teachers check for student understanding and provide specific academic feedback. In 100% of classes, teachers conducted one or more checks for understanding that yielded useful information at key points throughout the lesson. In one class, the teacher checked for understanding by walking around to each student to ensure that they were reading words correctly. Also, in 88% of classes, teachers provided specific academic feedback to communicate current progress and next steps to move forward. In one class, when a student gave an incorrect measurement of an angle, the teacher responded with “Is that possible? All interior angles of what must equal 180 degrees?”
- Teachers facilitate student-to-student interaction and academic talk. In 88% of classes, teachers provided one or more opportunities for student-to-student interaction. In most classes, teachers had students work collaboratively in pairs and in groups. Additionally, in 76% of classes, student-to-student interactions allowed students to engage in discussions with their peers to make meaning of content or deepen their understanding. In one class, students talked about the types of rhetorical appeal being used and why. Finally, in 100% of classes, students used academic talk. An example of this is when students used mathematical terms and phrases such as “additive inverse” and “combining like terms”.

Key action 1.3: Teachers use multiple data sources to adjust practice.	Highly Effective
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- Teachers analyze students’ progress toward goals. School leadership and teachers reported that teachers analyze data to determine if students are “at mastery” or achieving 90%, which a review of a PowerPoint presentation confirmed. Specifically, the presentation indicated that “students should be at least 90% correct on parts of the lesson that align with skills and information introduced earlier in the program sequence. School leadership and teachers reported that students not “at mastery” must participate in “firming” sessions (interventions) or activities with the teacher followed by re-assessment within the Direct Instruction curriculum. Continuing, teachers stated that they work with small groups or provide one- on- one instruction for students to intervene before re-assessing to determine students’ progress. A review of Lesson Progress Charts confirmed that teachers are regularly noting the current lesson of students, number of lessons, information about assessments, the results, and number of student absences, any re-testing data, and outstanding areas of growth.

- Teachers modify instruction in response to data. As previously mentioned, teachers are looking to see if students are at mastery. School leadership reported that students not at mastery participate in “firming” session and then re-test, which teachers confirmed. Teachers also reported that they modify instruction by implementing the following instructional strategies: spiraling by incorporating previously covered material in subsequent lessons, implementing duet reading, pre-planning to focus on skills that may pose problems for students, pre-teaching certain skills to students, planning small groups, re-teaching, and working with students during coach class. School leadership and teachers reported that teachers also implement extension activities for gifted and talented students as well as visual cues for English Language Learners (ELL), which a review of lesson plans confirmed. A review of emails from an instructional coach to a teacher confirmed that teachers are implementing the previous instructional strategies. For example, the email indicates that 11 students needed fluency interventions, specifically duet reading and “step ups”.
- Teachers appropriately recommend students for tiered interventions (including opportunities for acceleration). School leadership and teachers reported that students were identified for summer remediation based upon the previous year’s academic and assessment performance. Also, school leadership and teachers reported that students are homogeneously grouped based upon NWEA scores, but the groups are flexible based upon students’ academic performance. Additionally, school leadership and teachers reported that interventions are provided for small groups and individual students, by the classroom teacher, special educators, English Speakers of other Languages (ESOL) teachers, and Experience Corps members and that Kindergarten and First grade students have regularly scheduled, daily intervention time. Parents confirmed that ESOL teachers are working with students in classrooms. Moreover, students are pulled into intervention groups based on students’ reading levels, according to school leadership and teachers. School leadership and teachers also reported that students may work with software such as Waggie or Dreambox for intervention or for acceleration, as they are adaptive programs. Regarding acceleration, the school is an Excellence in Gifted and Talented Education (EGATE) school and has identified students based upon the Naglieri assessment, which parents and student support staff confirmed. School leadership reported that classes with students performing at a more advanced level are allowed to skip lessons in the Direct Instruction curriculum, which parents confirmed. Also, school leadership and teachers reported that the school is piloting the Springboard curriculum (a curriculum for students in the Gifted and Talented Education program) with fifth and sixth grade students this year, but plans to implement the curriculum throughout middle school next year. Moreover, school leadership and teachers reported that the Director of Gifted Education works with identified students as well as works collaboratively with teachers to implement individual Advanced Student Learning Plans for identified students in third through eighth grades on six week cycles. A review of an Advanced Student Learning Plan confirmed the assessment of students as well as the additional strategies provided to students. Specifically, the plan noted assessment data, student interests, an NWEA/MAP suggested area of focus, student’s strengths, program recommendations, and classroom modifications.

Key action 1.4: School leadership supports highly effective instruction.**Highly Effective**

- School leadership holds and promotes a clear instructional vision of high student achievement. School leadership stated the Instructional Framework is the “guiding principal of what teachers should incorporate in lessons”, which a review of a letter from school leadership to staff and lesson plans confirmed. Specifically, school leadership and teachers reported that engaging students in rigorous work (Teach Key Action 3) and student-to-student interactions (Teach Key Action 6) from the Instructional Framework are areas of focus this year. Additionally, school leadership and teachers reported that writing and differentiation are essential components of instruction. *Hampstead Hill Academy’s SY 2016-2017 Academic Priorities* PowerPoint presentation and lesson plans confirmed the school’s emphasis on differentiation.
- School leadership ensures that teachers engage in the planning of the curricula through oversight of standards-based units, lessons, and pacing. School leadership and teachers reported that each teacher is assigned to an academic coach (from the school leadership team) who conducts informal observations of their classrooms. Continuing, school leadership and teachers reported that teachers turn in Lesson Progress Charts (for teachers of the Direct Instruction curriculum) and lesson plans and grades (for teachers of other curricula) weekly, which a review of *Hampstead Hill Academy’s SY 2016-2017 Academic Priorities* PowerPoint presentation and coaches’ notes confirmed. Lastly, school leadership reported that coaches administer “check-out” tests to assess students’ progress and participate in regular data meetings to analyze students’ data, which the operator and a review of agendas confirmed. Specifically, a review of agendas and sign-in sheets confirmed the weekly meetings of coaches along with the principal, the assistant principal, and the operator for the purpose of reviewing data analysis reports.
- School leadership provides formative feedback and guidance to teachers about the quality of planning, teaching, and adjustment of practice. School leadership and teachers reported that teachers receive weekly feedback on lesson plans, which a review of coaches’ notes confirmed. Specifically, one example of feedback on the lesson plan and lesson progress chart (LPC) was the following: “Hi [Teacher], Thank you for your LPC, your lesson plans, and your comments. It’s great to hear that the Orioles and Ravens are mastering the content quickly. This is the perfect time to differentiate their lessons from the Mountaineers. While it’s easy to keep the groups together, doing the same lesson, it’s better to see some differentiation. Particularly, if two groups can move faster, they should be ahead in lessons and/or have different activities. Just a thought. Thank you for giving the Mountaineers the additional multiplication practice that they need. Looking at your data sheet, it looks like everything is out of five points. Is that correct?” School leadership and teachers also reported that teachers are informally observed approximately once per week by the academic coaches and receive feedback in verbal and written form from those observations. A review of informal feedback confirmed this practice. A “Technical Assistance Form” indicated that the following feedback was given to a teacher: “When students give a wrong answer, let them know that the answer

is wrong and explain why.... If your goal is to get through the... program you will really need to focus on getting through one lesson a day at mastery.”

- School leadership demonstrates an understanding of data analysis and ensures the use of a complete student learning data-cycle. School leadership and teachers reported that teachers make data presentations five times per year to school leadership and their colleagues. A review of data presentation schedules confirmed that the presentations have occurred two times prior to the site visit (at the end of first and second quarter). Continuing, school leadership and teachers reported that the presentations include how teachers are progressing toward their goals (as indicated by percentage of students meeting the goal of number of lessons accomplished), student work artifacts, successes, as well as challenges teachers have encountered during the quarter, which a review of data presentations confirmed.

Key action 1.5: Teachers establish a classroom environment in which teaching and learning can occur.

Highly Effective

- Teachers build a positive, learning-focused classroom culture. In 100% of classrooms, all teacher-initiated interactions with students were positive and respectful. In one class, the teacher responded to a student’s answer by saying “Excellent, I love that!” Also, in 100% of classrooms, all student-initiated interactions with the teachers were positive and respectful. Students followed teachers’ directions and engaged politely with teachers. Additionally, in 94% of classrooms, all student-to-student interactions were positive and respectful. Students worked well together when in groups and engaged with one another constructively. Finally, in 100% of classes, students were active participants in class work and discussion. In all classes, the majority of students were on task.
- Teachers reinforce positive behavior and redirect off-task or challenging behavior, when needed. In 100% of classes, teachers promoted and/or reinforced positive behavior. In one class, the teacher gave tickets to engaged students as a reward. Additionally, in 88% of classes, the estimated percentage of teacher time used for redirection/discipline was less than 10%. Finally, in 94% of classes, the estimated percent of students not complying with lesson’s directions and not working on intended activities was less than 10%. In classes, most students were engaged and needed minimal redirection.
- Teachers implement routines to maximize instructional time. In 100% of classes, routines and procedures ran smoothly with minimal prompting from the teacher. In one class, the teacher had a turn and talk procedure in place which students followed without prompting from the teacher. Also in 100% of classes, the teachers’ arrangement of classroom and materials allows for efficient classroom movement and use or access. Classrooms were clean and orderly, and students had access to adequate materials. Additionally, in 100% of classes, the estimated percent of classroom time spent on transitions was less than 10%. When necessary, students transitioned swiftly from one

activity to another. Finally, in 100% of classes, the estimated percent of time students were idle while waiting for the teacher was less than 10%. All teachers were organized and prepared for the lesson.

Domain 2: Talented People

Key action 2.1: The school creates and implements systems to select, develop, and retain effective teachers and staff whose skills and beliefs represent the diverse needs of all students.

Highly Effective

- School leadership has created and implemented an organizational and staffing structure that meets the diverse needs of all students. School leadership and teachers reported that the school has added middle school coaches, a technology specialist, Experience Corps members, and an additional enrichment tutor for STEAM pull-out groups this school year in addition to staff to monitor the organized recess period. Teachers confirmed the addition of the coaches and the enrichment tutor for STEAM. School leadership and teachers reported that the school also has a Director of Enrichment and a Director of Restorative Practices. Continuing, school leadership and teachers reported that the school has nine resource teachers which allow students to have a resource class daily, including: Art, Encore Music, Food for Life, Library, Drama, Core knowledge (social studies), Physical Education, Health, and Spanish (grades 7-8 only), which a review of the resource class schedule confirmed. Additionally, school leadership reported that the school's student support team consists of an IEP chair that also serves as the test coordinator, four full time special educators, one full-time social worker, one full-time psychologist, one part-time occupational therapist, one full-time speech pathologist, and one optometrist, which teachers and student support staff confirmed. Finally, school leadership and teachers reported that the school has four full time, fully-trained (in the direct instruction model as well as in school protocol and procedures) substitutes that are able to teach lessons in the absence of teachers. Site visit team observations and a review of the staff roster confirmed the above-mentioned positions and responsibilities.
- School leadership leverages a pipeline for staff recruitment and uses multiple measures and includes stakeholders in the assessment of candidates. School leadership reported that the operator plays a significant role in hiring in that representatives from the charter organization, Baltimore Curriculum Project, attend job fairs to recruit for all schools affiliated with the Baltimore Curriculum Project. School leadership and teachers reported that the school has partnerships with Teach for America, the Baltimore City Teaching Residency, the Urban Teacher Center, and colleges and universities. The assessment process for candidates includes a resume review, a phone interview by a designated staff person, a sample lesson that is observed by school leadership and teachers, a writing sample to assess the candidate's ability to communicate, a debrief of the sample lesson with the observers, and a final conversation with the principal, according to school leadership and teachers. A review of the phone interview questions and a Sample Lesson Invitation Letter which outlines the agenda for the day confirmed the school's hiring process.

- School leadership includes staff members and other stakeholders in the development and retention of effective teachers and staff. School leadership reported that the school has a distributive leadership model, in that team leaders, who meet certain qualifications, are chosen by their peers (through an election process) to facilitate weekly team meetings. Additionally, school leadership and teachers reported that each team must plan and present a Professional Learning Community (PLC) topic to teachers during each faculty meeting, which a review of Faculty Meeting Professional Development Reservation Forms confirmed. Moreover, school leadership and teachers reported that teachers provide sessions on professional development days to their peers. Teachers also stated that they receive professional development around implementing Singapore Math and direct instruction from the National Institute for Direct Instruction (NIFDI), and have received in-school support from program representatives. Teachers added that they are also able to complete peer observations to glean best practices. Regarding retention, school leadership reported that workplace environment, the availability of essential teaching resources and supplies, the comradery of staff, and the support teachers receive to be successful are reasons teachers remain at the school. Teachers confirmed the staff comradery and the support they receive from school leadership and added that they feel valued by the school in that they are able to take on roles and responsibilities outside of their teaching responsibilities. Moreover teachers stated that they appreciate the stability of school leadership in that members of school leadership have extended tenure at the school. School leadership and teachers also reported and a review of documents confirmed that the Director of Restorative Practices is currently facilitating a Professional Learning Group Series for teachers entitled “The Pursuit of Happiness”, which explores strategies for self-discovery, team-building, and relaxation.
- School leadership has created mentoring and/or other induction programs, when applicable, to support the development of all new teachers and staff and monitors the program’s effectiveness. School leadership and teachers reported that the school has appointed a site-based mentor which meets with all new teachers monthly and individually with each new teacher on a weekly basis. A review of a New Teacher Meeting agenda from February 7, 2017 revealed that teachers participated in a session entitled, *The Why and How of Vocabulary Instruction across Content Areas*. Teachers reported, and review of an agenda confirmed that teachers received a (CHAMPS) Conversation Help Activity Movement Participation Success classroom management training in August prior to teachers returning. A review of the summer professional development agenda also confirmed that new teachers participated in targeted sessions during summer professional development such as Restorative Practices, the Instructional Framework, Lesson Progress Charts, and more. School leadership reported that the success of the mentoring program is monitored through teacher retention, formal observations, and student performance, which teachers confirmed. Teachers added that school leadership meets weekly with coaches and receives updates on the progress of teachers.

Key action 2.2: The school has created and implemented systems to evaluate teachers and staff against individual and school-wide goals, provide interventions to those who are not meeting expectations, and remove those who do not make reasonable improvement.

Highly Effective

- School leadership makes full use of the evaluation system to develop faculty and staff capacity. School leadership reported that formal observations start in late September and early January. Continuing, school leadership reported that the school's two qualified observers divide the observations and exchange groups for the second observation; and track ratings in an excel spreadsheet to ensure that qualified observers are normed. School leadership reported that teachers have to be observed teaching their lowest performing class during one of the observations, which teachers confirmed. School leadership and teachers reported that observations consist of the pre-observation conference, the formal observation period, and the post observation conference. Continuing, school leadership and teachers reported that the Teach Key actions are discussed during the pre-observation conference. School leadership reported that during the formal observation teachers are observed for the entire period, and student portfolios are reviewed. Teachers reported that teachers receive the observation notes prior to the post observation conference, which gives teachers a chance to reflect on about the feedback. School leadership reported that they aim to provide clear expectations and specific feedback during the post observation conference. Teachers confirmed this and added that school leadership discusses what they saw during the lesson and provides suggestions to help teachers move to the next level. Continuing, teachers reported that they appreciate that feedback is given in an effort to help them improve their practice and they find the feedback beneficial. A review of formal observations confirmed this process. Specifically, one observation noted the following feedback: "Terrific pacing and varied tasks and strategies including the placemat activity where students worked independently to take notes and then come to consensus around the essential question. Text references and evidence were integrated throughout the lesson".
- School leadership provides timely support and interventions to struggling teachers and staff as indicated by data and/or informal or formal observations and holds them accountable for performance. School leadership reported that the school recently supported one struggling teacher that was identified through self-identification and informal observations with additional observations and feedback as well as intensive support from coaches. A review of coaches' notes confirmed the support given to the teacher. School leadership reported that currently one teacher is on a Performance Improvement Plan (PIP), which a review of a letter confirmed. Teachers reported that struggling teachers are identified by data, informal observations, feedback form other teachers, and self-identification. Continuing, teachers reported that coaches will provide additional support, model lessons, and arrange peer observations for teachers.

- School leadership engages faculty in a school-wide professional development plan based on identified needs and in alignment with the school’s instructional vision. School leadership and teachers reported that each teacher team plans a Professional Learning Community (PLC) around the Cycles of Learning and presents sessions during professional development. A review of the Faculty Meeting PD Reservation Form revealed that teachers were given the following guidance on PLCs: “Topics might include writing and executing rigorous assignments, the ‘plan’ or ‘reflect and adjust’ Key Actions from the City Schools Instructional Framework, constructing rigorous portfolio rubrics, planning content connected field trips, differentiation and support for your lowest and highest performing students, the use of Waggle/NWEA/MAP data, student engagement incentives, etc.” Also, a review of a PLC presentation confirmed a presentation on student portfolio creation and evaluation. Continuing, school leadership and teachers stated professional development has been focused on engaging students in rigorous work, technology integration, student portfolios, and restorative practices. A review of the professional development plan, professional development agendas and PowerPoint presentations indicated the following topics: Creating Rigorous Assignments, Restorative Practices, STEAM, Student Portfolios, Integrating Technology in the Classroom, Gifted and Advanced Learning, Direct Instruction, and several others. Specifically, a review of a professional development agenda from October 20, 2016 confirmed the professional development topic “Developing Rigorous Assignments”.

Domain 3: Vision and Engagement

Key action 3.1: The school provides a safe and supportive learning environment for students, families, teachers, and staff.

Highly Effective

- The school community shares an understanding of, and commitment to, the school mission, vision, and values, including a clear understanding of strategic goals and initiatives. School leadership reported and a review of mission and vision documents confirmed that the mission and vision of the school is as follows: Mission- "Hampstead Hill Academy is a neighborhood public charter school that exists to educate children living in both our attendance area and throughout Baltimore City. Our talented staff uses research-based curriculum to develop and implement rigorous lesson plans that continuously raise the academic bar for our students. Our whole school community is dedicated to working together to challenge our students to succeed in a fair, consistent, just and joyful learning environment." Vision- "Hampstead Hill seeks to be a safe, nurturing, diverse, family friendly neighborhood school with rigorous, effective academic programs and exciting, engaging, extracurricular activities. We believe all parents want the same thing for their children: more and better opportunities for college and career. We believe in the importance of the arts, and we want our students to be great communicators, listeners, and writers. Our students will be forward thinkers, persistent, responsible, caring, dependable and healthy members of the greater community." Teachers confirmed the previously noted mission. Students reported that the mission of the school is to provide a rigorous education in a safe, nurturing, and diverse environment that is welcoming to everyone. Parents reported that the mission and vision is that the school will provide a rigorous education for students that prepares them for colleges and careers, in a nurturing, safe, and diverse environment with the involvement of family and community stakeholders. School leadership reported that the school is a family friendly school that offers a variety of activities and clubs for all students and families, which teachers, students, and parents confirmed. School leadership, teachers, and parents reported that the mission of the school is displayed through research-based curricula (Core Knowledge, Direct Instruction, etc.). Teachers, students, and parents reported that the school focuses on character development through Leaders Go Places and provides a safe environment using restorative practices.
- Students, staff, and families feel physically and emotionally safe at the school. School leadership reported that the use of restorative practices has reduced the number of suspensions, office referrals, and detentions. Teachers, parents, and a review of circle starters confirmed the use of restorative practices. Continuing, school leadership reported that cameras surveil the campus which teachers, parents, and students confirmed. School leadership and teachers reported that staff are vigilant and take care to identify guests and visitors in the building. Teachers, parents, and students reported that guests must be buzzed into the building. Parents and students reported that the school has regular safety drills. Regarding emotional safety, school leadership, teachers, student support staff, parents, and students reported that students have access to a variety of adults if they have issues or concerns. School leadership, teachers, and parents reported that there is an open-door policy between the school and families. Students reported that bullying is not an issue at the school

and that the school is very accepting of differences. Specifically, students stated that the school has an Open Doors Club, which supports LGBTQ students, which school leadership, teachers, and a review of agendas confirmed. Teachers and student support staff reported that the school has a Latino Outreach Coordinator to assist with meeting the needs of Latino families. A review of documents confirmed that the school has parent support groups for all families. Regarding staff member's emotional safety, school leadership reported that the principal meets regularly with the union representative to gauge concerns and any concerns that arise are addressed promptly. Teachers reported that they receive help when they ask for it and feel comfortable speaking to the principal. Teachers also reported that they receive regular feedback through their Lesson Progress Charts.

- School leadership establishes structures for the acknowledgement and celebration of student, faculty, and staff success. School leadership and teachers reported that younger students are celebrated and acknowledged for achieving classroom goals and with teacher-specific behavior charts. Continuing, school leadership and teachers reported students are celebrated for making the Honor Roll and the Principal's List through the Hampstead Hill Academy Parent News Magazine. Students in elementary school are celebrated through the Terrific Kids program as well as Spectacular Express for modeling good citizenship, good character, and doing good deeds, which a review of student recognition forms confirmed. For middle school, school leadership and teachers stated that students are celebrated through the Leaders Go Places character program for adhering to the five promises, displaying good citizenship, and achieving a 3.0 Grade point average, which parents, students, and student support staff confirmed. Specifically, students in the program are recognized through quarterly ceremonies where they receive certificates and other gifts, and then during a culminating end of year ceremony. School leadership, teachers, students, and reported that middle school students are able to participate in Fun Fridays every other week when they receive a certain number of performance points through Class Dojo, as well as special events such as dances. School leadership reported that the school has monthly attendance parties for students with good attendance as well as class parties for students with good attendance, which students confirmed. A review of the school's website confirmed the Leaders Go Places incentive program. In regards to staff celebrations, school leadership and teachers reported that a monthly drawing for staff with perfect attendance is held during faculty meetings, staff receive monthly donut treats, breakfast and lunches during professional development sessions, acknowledgments during morning announcements, special recognition during teacher appreciation week through gifts, through Parent Teacher Organization activities (teacher wish lists, social hours, meals), and monetary awards for the three teachers with top NWEA growth. A review of a flyer confirmed a PTO -organized social for staff members.
- The school develops systems that proactively attend to individual students' social and emotional needs. School leadership, teachers, and student support staff reported that teachers facilitate restorative practice circles at least three days per week. Continuing, school leadership reported that teachers turn in a log recording the questions they asked during this time, which a review of logs and

log trackers confirmed. School leadership and teachers reported that middle school students meet every Friday for a community circle. School leadership, teachers, student support staff, and parents reported that students also participate in mentoring groups. Specifically, identified third graders participate in a Big Brothers, Big Sisters program with employees of T Rowe Price, identified third and fourth grades participate in a program called Hero Lab, and each student in Leaders Go Places meets twice a quarter with mentors to discuss their goals and to have students present their academic work. Teachers and student support staff reported that the social worker and psychologist work with identified students in social skills group. In addition to the social worker and psychologist, parents reported that the school has a guidance counselor and a clinician from Johns Hopkins Bayview to support students' behavior. Student support staff reported that clinicians also push in to classes to provide social lessons. Finally, student support staff reported that the school has an effective student support team to support the academic and social needs of students, and a review of the SST/504 meeting schedules confirmed there are regularly scheduled meetings.

Key action 3.2: The school cultivates and sustains open communication and decision-making opportunities with families about school events, policies, and the academic and social development of their children.

Highly Effective

- The school uses multiple strategies, languages, and vehicles to communicate information about school progress, policies, events, and the academic and social development of students to families and the community. School leadership reported that the school has a daily update board in the main lobby. School leadership and teachers reported that the school communicates through meetings, phone calls, parent link, email, the website, flyers, the parent handbook, the monthly Hampstead Hill Academy Parent News Magazine, the Community Outreach Coordinator, and the Latino Community Outreach Coordinator. Teachers added that Class Dojo is also used to communicate with parents, adding that 100% of eighth grade parents have signed up to receive updates via Class Dojo, which student support staff confirmed. Parents confirmed parent link and Class Dojo and added that they have staff member's cell phone numbers. Students confirmed the Hampstead Hill Academy Parent News Magazine, flyers, and Class Dojo. School leadership, teachers, student support staff, parents, and students reported that the school has translators and sends translated documents to English Language Learner (ELL) families, which a review of translated documents confirmed. A review of the Hampstead Hill Academy's Parent News Magazine revealed that the following information is regularly communicated to parents: class updates, upcoming events, Parent Teacher Organization (PTO) news, student attendance rates by class, request for volunteers, request for feedback and more.
- The school establishes regular structures for two-way communication, which facilitates opportunities for families and the community to participate in, or provide feedback on school-wide decisions. School leadership, teachers, and parents reported that the school has a very active PTO that meets monthly. Continuing, school leadership reported that the PTO raises about 25-35 thousand dollars a

year for the school through various events. School leadership and teachers reported that the School Family Council (SFC) also meets monthly to review the SPP and the school’s progress toward school-wide goals. Finally, school leadership, teachers, parents, and students reported that the school hosts “Chat with Matt”, monthly sessions where the principal shares updates and participates in question and answer sessions. A review of School Family Council agendas showed that the following agenda items are discussed: Announcements (general), PTO announcements, Attendance Reports, School Performance Plan goals, and SFC committee’s updates.

- School leadership establishes multiple structures for frequent communication with teachers and staff members regarding policies, progress, and school culture. School leadership reported that members of school leadership communicate through the school’s blog, google calendar, and morning announcements. School leadership and teachers reported that school leadership communicates through the weekly staff newsletter, Hampstead Hill Academy (HHA) Buzz, text messages, email, and meetings. Teachers added that school leadership communicates through weekly feedback on the Lesson Progress Charts, which a review of the feedback confirmed. A review of the HHA Buzz indicated the following: Important Events IEP Meeting Dates and Times, Reminders, and a weekly quote.

Key action 3.3: The culture of the school reflects and embraces student, staff, and community diversity.	Highly Effective
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- School leadership, teachers, and staff build strong relationships with families and community stakeholders from diverse backgrounds. School leadership and teachers reported that the school has a Community Outreach Coordinator and a Latino Community Outreach Coordinator who work to engage all families and community members. Specifically, both coordinators work together plan events for families such as family nights (Community Arts Night, Back to School Night, Family Academic Night, etc.), parent support groups, and parent workshops (Differentiated Instruction, Bullying, High School Choice Fair, etc.). A review of documents confirmed that the school has hosted workshops in both English and Spanish. Additionally, school leadership, teachers, and students reported that students fulfill their service learning hours within the community. For example, teachers and students reported that students serve meals at the Helping Up Mission every other week and volunteer at Future Care quarterly. A review of the Leaders Go Places Day of Service schedule confirmed that students volunteer in the community. Parents reported that the school hosts Hampstead Hill Nights (community festivals) every Thursday during the month of May. School leadership, teachers, and community partners reported that the school has long standing relationships with community partners and works to be responsive to the needs of family and the community.

- The school's curricula, resources and programs consider cultural, linguistic, and socioeconomic diversity. School leadership, teachers, student support staff, parents, and students reported that students are learning about different cultures through the Core Knowledge curriculum and through their English Language Arts classes. Specifically, teachers reported that students have read the *House on Mango Street* and *The Blood of Emmett Till* and lessons are planned to allow students to explore various backgrounds and perspectives. Student support staff reported that students have participated in Spanish story-telling through the Core Knowledge program and researched various countries. School leadership, teachers, student support staff, parents, and students reported that the Food for Life Class also explores food from other countries. The previously mentioned stakeholders reported that the school hosts an international night where food from various countries is shared and cultural performances are showcased. A review of the Hampstead Hill Academy's News Magazine and photographs from cooking class confirmed that preparation for this year's international night is underway. Students also reported that they have been on a field trip to the National Museum of African American History & Culture. Regarding linguistic diversity, school leadership, teachers, students, and parents reported that native English speaking students take Spanish and native Spanish speaking students take French in the middle school. School leadership also reported that the school has a French and Spanish club. To support students socioeconomically, the school has provided school supplies to students, as well as coats, holiday meals, vision, and dental services (sponsored by community partners). Parents reported that parents pay for field trips for other students, if needed. A review of a newspaper article confirmed students in need were provided with glasses through an initiative in which the school was involved. A review of documents also confirmed that coats were provided through a community partnership.
- The school maintains a positive school culture and climate. All stakeholders reported that the school is a positive place where teachers and students are supported to become successful. School leadership, teachers, and parents reported that there is intentional relationship building within the school community and everyone is made to feel welcome, which students confirmed. Teachers reported that the school is like a family and students and staff are often celebrated. Lastly, school leadership, teachers, parents, and students reported that the school offers robust programming that attends to the whole child including a rigorous curriculum, academic and behavioral interventions, as well as after school clubs and activities. A review of the school's website confirmed that the school's extracurricular activities include: guitar, robotics, soccer, basketball, running club, Audubon club, and others. While on site, the site visit team observed that the school building was clean and well-lit, with murals and student work posted. Additionally, faculty and staff were hospitable and students transitioned in an orderly manner. Finally, during the two-day site-visit, the team did not observe any students loitering in hallways during class time.

Domain 4: Strategic Leadership

Key action 4.1: The school establishes growth goals that guide strategic planning, teaching, and adjusting of practice to meet student needs.

Effective

- School leadership and teachers establish goals for the improvement of student learning that are measurable and aligned to student need and school improvement. School leadership reported that the Instructional Leadership Team (ILT) examined the previous year's data to determine the areas of growth, then school leadership created the School Performance Plan (SPP) and submitted the SPP to the School Family Council (SFC) for feedback, which teachers confirmed. School leadership and teachers reported that the ILT and the SFC reviewed data and provided input for the goals. School leadership and teachers reported, and a review of the SPP confirmed that the school-wide goals are: Goal 1-By June 2017, 50% of students in grades 1 through 8 will meet or exceed their growth target on spring 2017 NWEA assessments in math and reading. Goal 2- The difference in percentages between student subgroups meeting or exceeding PARCC will decrease by 20% on the PARCC 2017 assessment Goal 3- By June 2017, school-wide suspensions will be reduced 20% as measured by City Schools EOY ILT tool.
- School leadership ensures the alignment of all school goals, action plans and key priorities. School leadership, teachers, and student support staff reported that the professional development, intervention and enrichment opportunities, data analysis and the academic nights are aligned to the goal of students meeting or exceeding their growth targets. Teachers added that routinizing certain procedures such as study hall, coach class as well as utilizing Waggle and Newsella also support students with meeting their NWEA growth targets. Additionally, school leadership, teachers, and student support staff reported that certain students (students with disabilities and gifted and advanced learners) are given the NWEA mid-year to monitor their performance, interventions are in place, and special educators and English Speakers of Other Languages (ESOL) teachers co-plan with teachers and push-in to classes to work with small groups of students. Finally, regarding the suspension goal, school leadership, teachers, and student support staff reported that the school has instituted restorative practices and *Leaders Go Places*. A review of the School Performance Plan confirmed the abovementioned strategies.
- School leadership and staff participate in analysis of school-wide data and revisit and adjust action plans as needed. School leadership and teachers reported that school-wide data as related to the school-wide goals for school year 2016-17 are discussed during weekly coaches' meetings and monthly SFC meetings. Specifically, teachers reported and a review of agendas confirmed that the goals were presented at the initial SFC meeting and data around suspensions are shared regularly. However, teachers were not able to speak to progress towards the academic goals at the time of the review. School leadership and student support staff reported that identified students had recently been administered the mid-year NWEA and the data had not yet been presented. School leadership reported that school-wide data is discussed during team leader meetings (twice monthly). A review

of team leader notes and coaches' meeting agendas confirmed that lesson progress chart data is reviewed.

Key action 4.2: The school allocates and deploys the resources of time, staff talent, and funding to address the priorities of growth goals for student achievement.

Highly Effective

- Budget distributions and resource allocations always support teaching and learning. School leadership, teachers, staff, parents, and students reported that the school is fully staffed, fully equipped with technology, and fully resourced. School leadership added that positions include content and resource teachers, four full-time substitutes with benefits, STEAM Tutors, a Director of Enrichment, a Director of Restorative Practices, a Community Outreach Coordinator, and a Latino Community Outreach Coordinator. School leadership reported that the school's technology is inventoried regularly. In terms of technology, school leadership reported that the school has several wireless access points and students have access to Chromebooks, laptop carts (one for every middle school teacher), several hundred iPad minis for elementary students, software such as Google Classrooms and Newsella, which teachers and students confirmed. School leadership also reported that teachers have Mac computers and desktops, promethean boards in classrooms and document cameras, which teachers confirmed. School leadership reported that the school also has a 32-camera security system. All stakeholders reported that the school has an adequate amount of supplementary materials. School leadership reported that the school has an updated and well-stocked library, paper for copies, and funding for teacher training and conferences. Teachers and a review of professional development documents confirmed the conferences. School leadership also reported that teachers are reimbursed for supplies and materials related to instruction and teachers have a process by which to request materials directly related to the curriculum. School leadership also stated that materials to support the classroom environment are well-maintained or purchased when necessary such as rugs for the elementary classrooms. A review of receipts confirmed the school's purchase of promethean boards and services for teacher training through National Institute for Direct Instruction (NIFDI).
- School leadership leverages teacher and staff talent, expertise, and effectiveness by delegating essential responsibilities and decisions to appropriate individuals. School leadership stated that the process of leveraging teachers begins with the school's commitment to hiring high quality staff members, adding that during interviews candidates are asked what skills and talents they would bring to the school. Continuing, school leadership reported that the school uses the distributive leadership model. Moreover, school leadership reported that team leaders are elected by their peers after meeting several requirements, which teachers and a review of the HHA Team Leader Expectations and Protocol confirmed. Teachers stated that teachers lead activities according to talent and interest, which school leadership confirmed. School leadership and teachers reported

that teachers sponsor clubs (robotics, green leaders, culinary arts), plan school wide activities (Family Academic Nights, Hampstead Hill Nights), and participate on committees (School Family Council, school dance, Gifted and Advanced Learner). A review of committee meeting agendas confirmed teacher participation. School leadership and teachers also reported that teachers lead professional development sessions through the PLCs.

- School leadership consistently provides and focuses common staff time on instructional practices and development in support of student achievement. School leadership and teachers reported that teachers participate in formal collaborative planning meetings once per week. Continuing, school leadership and teachers reported that during these sessions teachers discuss student concerns, plan professional learning community presentations, attend to support staff presentations on instructional strategies, and discuss differentiation and enrichment instructional strategies for students. A review of agendas and evaluations from all grade bands confirmed that teams collaborate regularly. Specific agenda items noted on agendas include: special education, ESOL, lesson progress charts, planning for upcoming events, and more.
- The school collaborates with families and community partners to garner resources to meet the needs of students and the school. School leadership, teachers, and parents reported that the school has an active PTO that raises 25-35 thousand dollars per year which provides funds for field trip transportation and teacher wish lists. School leadership, teachers, parents, and students reported that parents serve as volunteers and help facilitate after school activities such as Robotics and Daisies. In regards to community partners, school leadership, teachers, parents, and students reported that the school has many partners including the Kiwanis Club (incentives for the terrific Kids program), Legg Mason (funding for the Audubon club), T. Rowe Price (mentors for Big Brothers and Big Sisters program), Outward Bound (nature experiences), Exelon (instructors for coding class and sponsor for robotics club), Canton Fire Station (coats for students), Living Classrooms (after school programming and service learning), and Canton Railroad (incentives for Spectacular Express incentive program).

<p>Key action 4.3: The school’s board of trustees (or operator) provides competent stewardship and oversight of the school. <i>(For schools that are overseen by an autonomous board of trustees or operator).</i></p>	<p>Effective</p>
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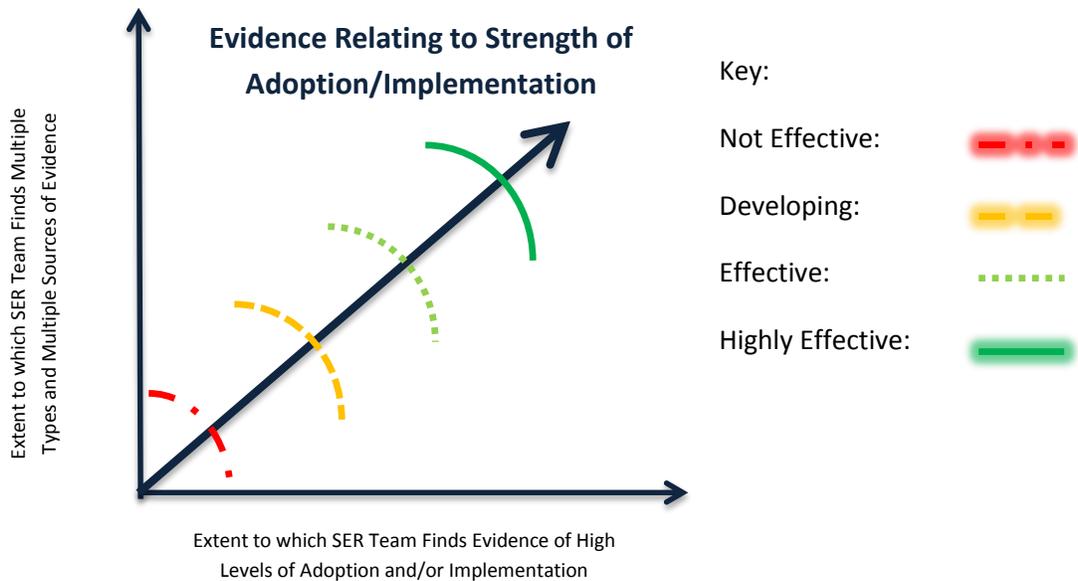
- The governing board and operator maintain essential knowledge of the school and the operator provides oversight of the academic program. School leadership and the operator reported that representatives from the operator participate in the life of the school through various avenues such as in the recruitment of candidates for the school, providing professional development, working with new teachers, addressing parent concerns, and participating on the student outcomes committee, which board members confirmed and a review of a BCP Programs document confirmed. Additionally, the operator reported, and coaches meeting agendas confirmed, that the operator participates in

weekly data meetings. School leadership, the operator, and board members reported that the school holds monthly board meetings that rotate throughout the Baltimore Curriculum Project schools and receives a monthly update of each schools' progress, which includes an academic report and assessment data, which board meeting agendas and minutes confirmed. School leadership and board members reported that they receive the monthly Hampstead Hill Academy Parent News Magazine. School leadership added that a board member responds monthly with written comments after reading the magazine. When asked, the operator was able to confirm the school-wide goals. The board, though not able to speak to goals specific to the school, could speak to goals of the Baltimore Curriculum Project which operates four schools.

- The governing board and operator provide financial oversight by monitoring the school's financial records and ensuring that the school remains fiscally viable. School leadership, the operator, and board members reported that the school's account is audited every year. A review of audits confirmed this process. School leadership reported that monthly spending reports are given to the principal so that the school can have an accurate record of spending and remaining funds in order to plan short and long term projects. The board members reported that monthly financial statements are shared during board meetings and board members have an opportunity to review budgets in detail and ask questions if necessary, which a review of board meeting minutes confirmed. The operator reported that they work with school leadership to develop current budgets by looking at past budgets. School leadership and the operator reported that no financial decisions are made unilaterally and each decision needs three signatures (the board, operator, treasurer) to be approved. The procurement policy confirmed that approval is needed from three authorized individuals. School leadership reported that the school has standard practice of having three months' savings for expenses in the account at any given time. Finally, school leadership reported that the operator provides a full time academic coach and a full cadre of services to support the school.
- The governing board and operator maintain effective governance practices to ensure organizational viability, including the systematic selection and oversight of the school leader. School leadership reported that the principal is evaluated by the operator after completing a self-reflection, which is then signed by district representatives. The operator confirmed the principal's evaluation process and added that they use the district's tool in evaluating the principal and noted that the evaluation is viewed as a support process for the principal. The operator and the board reported that the operator is evaluated through a process in which they meet twice yearly to discuss the goals and objectives of the school and how to school is progressing toward the goals. Regarding the board composition, school leadership, the operator, and the board reported that board members represent a several areas of expertise such as journalism, law, and finance. School leadership stated that there is also an effort to recruit board members from the school community. School leadership, the operator, and the board stated that decisions are not made unilaterally and that there is always discussion before making any decisions.

Performance Level Rubric

The SER team will use the following guidance to select a performance level for each key action. Note that the quality standard for each performance level is based upon: the extent to which the SER team finds multiple types¹ and multiple sources² of evidence AND the extent to which the SER team finds evidence of high levels of adoption and/or implementation of a practice or system. The SER team will also reflect on the Instructional Framework and School Leadership Framework in their analysis prior to assigning a rating for each key action.



Rating	Performance Level	Quality Standard
1	Not Effective	Evidence indicates that the key action is not a practice or system that has been adopted and/or implemented at the school, or the level of adoption/implementation does not improve the school's effectiveness.
2	Developing	Evidence indicates that the key action (including some indicators) is a practice or system that is emerging at the school, but that it has not yet been implemented at a level that has begun to improve the school's effectiveness, OR that the impact of the key action on the effectiveness of the school cannot yet be fully determined.
3	Effective	Evidence indicates that the key action (including most indicators) is a practice or system that has been adopted at the school, and is implemented at a level that is improving the school's effectiveness.
4	Highly Effective	Evidence indicates that the key action (including all indicators) is a practice or system that has been fully adopted at the school, and is implemented at a level that has had a strong, significant or sustainable impact on the school's effectiveness.

¹ "Multiple types of evidence" is defined as evidence collected from two or more of the following: document review, stakeholder focus groups; and classroom observations.

² "Multiple sources of evidence" is defined as evidence collected from three or more stakeholder focus groups; two or more documents; and/or evidence that a descriptor was documented in 75% or more of lessons observed at the time of the visit.

Appendix A: School Report Comments

Domain 1: Highly Effective Instruction

None

Domain 2: Talented People

None

Domain 3: Vision and Engagement

None

Domain 4: Strategic Leadership

None

Appendix B: SER Team Members

The SER visit to the Hampstead Hill Academy was conducted on March 28-29, 2017 by a team of representatives from Baltimore City Public Schools.

Katherine Harris Toler is a Program Evaluator II in the Office of Achievement and Accountability in Baltimore City Public Schools. Prior to joining OAA, Ms. Toler was a District Mentor in the Office of Teacher Support and Development. In Baltimore City Public Schools, Ms. Toler has served as teacher, Academic Coach, Dean of Instruction, and High School Administrator. Ms. Toler has also served as teacher in the Anne Arundel County Public School System, the Baltimore County Public School System and the Vance County Public School System in North Carolina. She holds a B.A. in English with a Concentration in Secondary Education from North Carolina Central University and a Masters of Education in School Improvement Leadership from Goucher College.

Brianna Kaufman is the Manager for the School Effectiveness Reviews in the Office of Achievement and Accountability in Baltimore City Public Schools. Brianna began her career as an elementary art teacher in Bryan, TX. After obtaining her Master's degree, she interned and worked at a number of art museums in the education department including the: Dallas Museum of Art, The National Gallery of Art in DC, and the Walters Art Museum. In 2008, Brianna made the shift from art education to general education reform as a Program Manager at the Fund for Educational Excellence. There she managed a grant from the Bill and Melinda Gates Foundation that focused on College and Career Readiness. Prior to joining OAA, Brianna worked as the College and Career Readiness Education Specialist in the Office of Learning to Work at Baltimore City Public Schools. Brianna holds a Bachelor's degree in elementary education from Texas Lutheran University, a Master's degree in Art Education from University of North Texas, and a Master's of Business Administration from Loyola University in Maryland.

Mona Khajawi is a Program Evaluator II in the Office of Achievement and Accountability in Baltimore City Public Schools. She has had a variety of experience in the field of education, including teaching, program management and evaluation. Most recently, she worked in the capacity of Evaluation Specialist with City Year in Washington, D.C., assessing the quality of educational programming implemented by 140 AmeriCorps members in eleven schools throughout the district. She initially gained exposure to evaluation while interning with the Academy for Educational Development, where she assisted in conducting reviews of a subset of the Gates-funded small schools in New York City. Previously, she also taught English in a rural high school in Ukraine, and served as an Assistant Program Coordinator of the AmeriCorps program at the Latin American Youth Center in Washington, D.C. Mona holds a Bachelor's degree in English Literature from the University of Maryland, College Park, and a Master's degree in Education Policy from Teachers College, Columbia University.

Danny Heller is the Manager of College and Career Readiness, at Baltimore City Public Schools. Prior to joining CCR, Mr. Heller was a Data Specialist and a Data Analyst in the Office of Achievement and Accountability. Prior to joining Baltimore City Public Schools, Mr. Heller served as a seventh grade math teacher in Houston, Texas, a program coordinator at a Crisis Hotline, and co-founded a non-profit consulting student organization. He holds a B.A. in Urban Studies and Philosophy, Politics, and

Economics (PPE) from the University of Pennsylvania and a Masters of Public Policy (MPP) from Duke University.

Maria Jison was a teacher for 19 years teaching 6th grade Math for students with disabilities. She is originally from the Philippines and was hired by Baltimore County Public She taught in Sussex County Virginia and Prince Georges County in Maryland. Then in 2011 she had the opportunity to work for the Bureau of Indian Education in New Mexico as the Director of Special Education in Alamo Navajo Community Schools. She then returned to Maryland after 2 years and Baltimore City was hired as an Educational Specialist Academics for Special Education however due to a restructuring the team was transitioned to Teaching and Learning Department of Differentiated Instruction.

Joanne Stasik is a Special Education Liaison (SEL) for Baltimore City Public Schools where she provides special education support to schools in Community Learning Network (CLN) 5. She has been an educator in Baltimore City for 34 years. During that time Ms. Stasik has had a variety of experiences. As a special education teacher for 14 years, she provided instruction to students with disabilities in both self-contained and general education settings. When Ms. Stasik moved from the classroom, she continued to work with students and staff as an assistant principal in a traditional middle school. Her desire to return to special education led her to the district office where she worked in the Office of Special Education as an Educational Specialist and as a Special Education Coordinator - Inclusive Practices and Co-Teaching. For the past 6 years, she has worked to support schools in the area of special education as part of a Network team. Ms. Stasik holds a Bachelor of Science Degree in Special Education from Coppin State University and a Master's Degree in Administration and Supervision from Loyola University. Her certification areas include Special Education K-12 and Administrator I and II.