BALTIMORE CITY

P U B L I C S C H O O L S

Office of Achievement and Accountability
Division of Research Services

Virtual School Effectiveness Review

for Charter Schools

2020 - 2021

City Springs Elementary/Middle School #8

100 S. Caroline St.

Baltimore, MD 21231

March 8-9, 2021

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1 OVERVIEW OF 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.

For the 2020-2021 school year SER visits were conducted virtually, due to the COVID-19 pandemic, using a modified and abbreviated version of the SER protocol. The SER team comprised of representatives from City Schools and consultants from Schoolworks, (an education consulting group) 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 submitted electronic school documents and conducted virtual focus groups via Microsoft Teams or Zoom platforms, with school leadership, teachers, students, and parents. For classroom observations schools submitted one recorded synchronous lesson from each of the school's academic content teachers. The Team Lead then randomly selects 60% of lessons submitted to observe. Lessons were observed during the beginning, middle, and end of the recording.

The SER team analyzed evidence collected over the course of the visit 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. Those key actions that were not rated for the virtual SER have been grayed out in the report. 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

City Springs Elementary/Middle School serves approximately 704 students in Pre-Kindergarten through eighth grade. The school is in the southeast quadrant Baltimore.

Virtual SER Context
City Springs Elementary/Middle School has been virtual since the beginning of the year and at the time of the site visit (March 8-9, 2021). Some students will return to in-person learning starting April 12, 2021. All classroom observations conducted for the purpose of this report were recorded within two weeks prior to the visit.
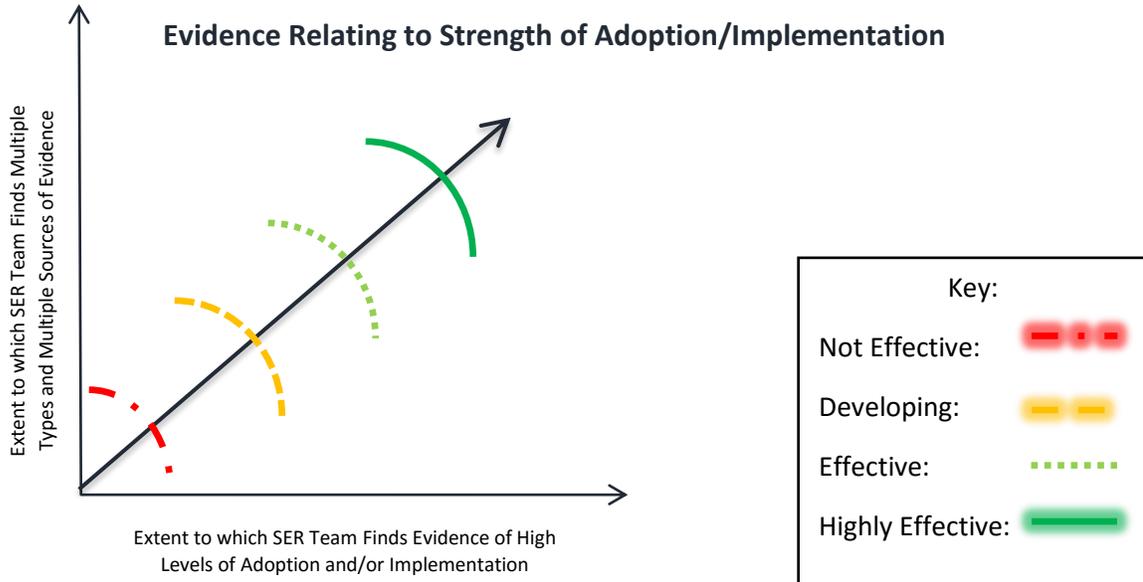
School Leadership and Staffing:
The principal, Dr. Rhonda Richetta, has been at the school for 14 years and with the district for 34 years in various roles. For the purpose of this SER site visit, staff designated as school leadership are listed below.

School Leadership Focus Group Members	
Name	Role
Dr. Rhonda Richetta	Principal
Mr. Robert Summers	Assistant Principal
Ms. Randy Delone	Assistant Principal
Ms. Jenae Toulson	Assistant Principal
Ms. Devin Stevenson	Educational Associate

2   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 types[1] and multiple sources[2] 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.

Evidence Relating to Strength of Adoption/Implementation

Extent to which SER Team Finds Multiple Types and Multiple Sources of Evidence

Extent to which SER Team Finds Evidence of High Levels of Adoption and/or Implementation

Key:

Not Effective:

Developing:

Effective:

Highly Effective:

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.

3 SUMMARY OF PERFORMANCE LEVELS

Based on trends found in the collected evidence, the SER team assigns a performance level to each key action.
Please note: due to the COVID-19 pandemic and the shift to virtual learning, the School Effectiveness Standards have been reduced for this academic year. Key actions and indicators highlighted in grey are not under review during the 2020-2021 SER review cycle.

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 School leadership supports highly effective instruction.	Highly Effective
1.2 Teachers use multiple data sources to adjust practice.	Not Rated
1.3 Teachers deliver highly effective instruction.	Developing
1.4 Teachers establish a classroom environment in which teaching and learning can occur.	Not Rated
Domain 2: Talented People	
2.1 The school implements systems to select effective teachers and staff whose skills and beliefs meet the needs of the school.	Not Rated
2.2 The school develops teacher and staff capacity through individualized support and professional development.	Effective
Domain 3: Vision and Engagement	
3.1 The school has a clear vision and mission that promotes a student-centered, culturally relevant learning that prepares students for future success.	Highly Effective
3.2 The school cultivates and sustains open communication and decision-making opportunities with families and the community.	Effective
3.3 The climate and culture of the school creates a welcoming learning environment that meets the academic, social, and emotional needs of each student.	Not Rated
Domain 4: Strategic and Professional Management	
4.1 The school establishes clear goals for student achievement and tracks progress towards goals.	Effective
4.2 The school allocates and deploys the resources of human capital and funding to address the priority growth goals for student achievement.	Highly Effective
4.3 School's board of trustees (or operator) provides competent stewardship and oversight of the school.	Highly Effective

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	School leadership supports highly effective instruction.	Highly Effective

- School leadership ensures that teachers engage in the planning of the curricula through oversight of standards-based units, lessons and pacing. School leadership reported, and teachers confirmed that grade level teams create and review lesson plan templates in the summer. In addition, school leadership and teachers reported that middle school teachers wrote and are currently using a standards-based, culturally responsive English Language Arts curriculum that was approved by the district. Moreover, school leadership and teachers reported that the school uses Common Curriculum (a shared planning platform) where teachers post daily lesson plans. Regarding oversight of units, lessons, and pacing, school leadership and teachers reported that all instructional staff and administrators have access to the Common Curriculum platform. Further, school leadership and teachers reported that all teachers submit weekly Lesson Progress Charts. A review of math and reading Lesson Progress Charts for Pre-Kindergarten through eighth grades showed that they indicate grade level, content area, instructional level of students, date of lesson, completed lessons for the week, number of students meeting mastery of standards, names of students not meeting mastery, students absent and, students with Individual Education Programs (IEP). School leadership reported that the previously mentioned Lesson Progress Charts are reviewed during leadership team meetings that occur twice per week. A review of weekly attendance trackers and a standing administrative agenda confirmed these meetings, participants, and the monitoring of academic progress and data. Lastly, school leadership and teachers reported that teachers discuss formative assessment data with teachers and school leadership at weekly Data Analysis Conferences (DAC), which a review of DAC agendas confirmed.

- School leadership consistently provides actionable feedback and guidance to teachers, aligned with the Instructional Framework. School leadership and teachers reported that teachers receive regular informal feedback which includes strengths, areas of growth, and next steps from one of three academic coaches assigned to each grade band. A review of coaches' logs and feedback from coaches confirmed the coaches' grade-level assignments, responsibilities, and feedback provided to teachers. School leadership and teachers reported that other members of school leadership are copied on correspondence of on all feedback and next steps are monitored through the coaches' informal observations. In addition, school leadership and teachers reported that formal feedback is provided by members of the school leadership through the formal observation process aligned to the school's own instructional framework. Continuing, school leadership

reported that formal feedback is organized in strengths and areas of growth, which a review of numerous formal observations confirmed. Specifically, one formal observation noted the following feedback regarding Teach 2 (Use Strategies and Tasks to Engage Students in Rigorous Work): "[Teacher] focused instruction on grade-level standards for all students in the class. Students had time to grapple with the tasks that were presented. Students were engaged and responsive to [Teacher's] guidance. Pacing was appropriate and was aligned to the curriculum. Scaffolding was planned and evident in the lesson... To grow in this area, [Teacher] should set up a system that allows students to determine and self-select strategies that support their learning needs, levels, and academic goals. Student voice was not a part of the lesson..."

- School leadership ensures the use of a complete student learning data-cycle. School leadership, teachers, and the operator reported that each grade level has weekly Data Analysis Conferences (DAC) where teachers input data into a schoolwide data spreadsheet and present weekly student assessment data for team discussion. During the conferences, school leadership, teachers, and the operator reported that teams (school leadership, teachers, operator) review results from the previous week's action plan, individual teachers present new data, teams identify a problem based on the data, and teams create action steps to address the problem. School leadership, teachers, and the operator reported that in response to trends in the data, curriculum pacing has been modified, the school has identified students for its middle school Honors' classes in English Language Arts, Science, and Social Studies, and small group instruction has been implemented for students in need of support and acceleration. A review of emails and curriculum documents confirmed the modification of pacing in math, and "Monday Messenger" newsletters (the principal's communication to staff) confirmed the small group instruction is implemented according to data. A review of "Monday Messenger" newsletters and the Google Spreadsheet confirmed the data presented during the conferences. School leadership and teachers reported that new staff are trained on the data analysis process by new teacher mentors and team leaders. A review of separate PowerPoint presentations for elementary and middle school teachers showed the training processes was shared by school leadership.

Key action 1.2	Teachers use multiple data sources to adjust practice to meet learners' unique needs.	Not rated

- Teachers plan instruction in response to data

- Teachers appropriately recommend students for structured, school-wide interventions.

- Teachers appropriately recommend students for structured, school-wide opportunities for acceleration.

Key action 1.3	Teachers deliver highly effective instruction.[3]	Developing

Data for Key Action 1.3 was collected from classroom observations in order to provide trends in instruction across the school, as it relates to Teach Action 1-6 of the Instructional Framework. During each classroom visit, the observer collects evidence based on his/her observations and then determines whether the indicator was "evident", "partially evident" or "not evident" for each of the 14 indicators. Below is the summary of the 15 classroom observations that were conducted.

- Some teachers use and communicate standards-based lesson objectives and align learning activities to the stated lesson objectives.

Communication of objective	Evident	Partially Evident	Not Evident
Evident: Teachers communicate lesson objectives to students by explaining and/or referencing it during lessons**.** **Partially Evident:** Teachers communicate lesson objectives by posting it. **Not Evident:** Teachers do not communicate lesson objectives to students.	50%	19%	31%
Learning activities and resources align with lesson objective	Evident	Partially Evident	Not Evident
Evident: Lesson activities and resources have a clear and intentional purpose and are aligned with lesson objectives. **Partially Evident:** Lesson activities and resources are generally aligned with lesson objectives and/or some tasks have a clear, intentional purpose. **Not Evident:** Lesson activities and resources are not aligned with lesson objectives OR Lesson activities and resources do not have a clear intentional purpose.	56%	38%	6%

- Most teachers present content in various ways and emphasize key points to make content clear.

Accurate, grade-level content	Evident	Partially Evident	Not Evident
Evident: Teachers present students with accurate grade level content aligned to appropriate content standards. **Partially Evident:** Teachers present students with mostly accurate grade level content aligned to appropriate content standards. **Not Evident:** Teachers present students with inaccurate grade level content and/or not aligned to appropriate content standards.	88%	13%	0%
Alternate presentation of content	Evident	Partially Evident	Not Evident
Evident: Teachers present content in various ways (two or more) to make content clear. **Partially Evident:** Teachers attempt to present content in various ways (two or more), but attempts do not make content clear. **Not Evident:** Teachers do not present content in various ways.	81%	13%	6%
Emphasis of key points	Evident	Partially Evident	Not Evident
Evident: Teachers emphasize important points to focus learning of content. **Partially Evident:** Teachers attempt to emphasize important points to focus learning of content, but attempts do not make content clear.	75%	19%	6%

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[3] Percentages shown in the table are subject to rounding and may appear to not sum to exactly 100%.

Not Evident: Teachers do not emphasize important points to focus learning of content.			

- Most teachers use multiple strategies and tasks to engage all students in rigorous work.

Scaffolded and/or differentiated tasks	Evident	Partially Evident	Not Evident
Evident: Teachers scaffold and/or differentiate tasks by providing access to rigorous grade-level instruction for all students. Partially Evident: Teachers attempt to scaffold and/or differentiated tasks, but not all students are supported in accessing rigorous grade- level instruction. Not Evident: Teachers do not scaffold or differentiated tasks.	63%	31%	06%
Opportunities to engage with complex texts and tasks	Evident	Partially Evident	Not Evident
Evident: Students have opportunities and time to grapple with complex texts and/or rigorous tasks. Partially Evident: Students have opportunities to engage with complex texts and rigorous tasks superficially. Not Evident: Students have rare or no opportunities to engage with complex texts and rigorous tasks.	38%	38%	25%

- Some teachers use evidence-dependent questioning.

Questions requiring justification	Evident	Partially Evident	Not Evident
Evident: Teachers asks questions that require students to cite evidence and clearly explain their thought processes. Partially Evident: Teachers ask questions that require students to explain their thought processes or cite evidence but not both. Not Evident: Teachers does not ask questions that require students to cite evidence or explain their though processes.	38%	38%	25%
Clear and/or scaffolded questions	Evident	Partially Evident	Not Evident
Evident: Teachers asks questions that are clear and scaffolded. Partially Evident: Teachers asks questions that are somewhat unclear to students or lack scaffolding. Not Evident: Teachers do not ask scaffolded questions.	50%	50%	0%

- Some teachers check for student understanding and provide specific academic feedback.

Informative checks for understanding	Evident	Partially Evident	Not Evident
Evident: Teachers conduct one or more checks for understanding that yield useful information at key points throughout the lesson. Partially Evident: Teachers attempt to conduct checks for understanding, but checks may only yield some useful information. Not Evident: Teachers do not check for understanding during the lesson. OR Teachers' checks for understanding are inappropriate or ineffective.	38%	63%	0%
Specific, academic feedback	Evident	Partially Evident	Not Evident
Evident – Teachers give specific academic feedback to communicate current progress and next steps to move forward. Partially Evident – Teachers give general academic feedback, but feedback may not clarify next steps to move forward. Not Evident – Teachers do not give academic feedback. OR When needed, teachers do not address student misunderstandings.	31%	63%	6%

- Some teachers facilitate academic talk.

Opportunities for student-to-student interaction*	Evident	Partially Evident	Not Evident
Evident: Teachers provide multiple or extended opportunities for student-to-student interactions. **Partially Evident:** Teachers provide one opportunity for student-to-student interactions. **Not Evident:** Teachers provide no opportunity for student-to-student interactions.	0%	13%	88%
Evidence-based discussions*	Evident	Partially Evident	Not Evident
Evident: In most student-to-student interactions, students engage in discussions with their peers to make meaning of content or deepen their understanding. **Partially Evident:** In few student-to-student interactions, students engage in discussions with their peers to make meaning of content or deepen their understanding. **Not Evident:** Students do not engage in discussions with their peers to make meaning of content or deepen their understanding.	0%	13%	88%
Student academic talk	Evident	Partially Evident	Not Evident
Evident: Students use academic talk and, when necessary, teachers consistently and appropriately support students in speaking academically. **Partially Evident:** Students sometimes use academic talk, and teachers inconsistently or inappropriately supports students in speaking academically. **Not Evident:** Students do not use academic talk, and teachers does not support students in speaking academically.	56%	31%	13%

*Due to the COVID 19 pandemic, the shift to virtual learning, and the limitation of the recorded synchronous recorded lessons, two of the three indicators above (opportunities for student-to-student interaction and evidence-based discussions) were not included in the calculation to determine the overall rating for this Key Action. The percentages for these indicators are provided for informational purposes only. The percentage for student academic talk was still included in the overall rating.

Key action 1.4	Teachers establish a classroom environment in which teaching and learning can occur.	Not rated

- Teachers implement routines to maximize instructional time.

Maximized instructional time	Evident	Partially Evident	Not Evident
Evident: Students re only idle for very brief (less than 2 minutes) periods of time while waiting for teachers. **Partially Evident:** Students may be idle for short periods of time (2-4 minutes) while waiting for teachers. **Not Evident:** Students may be idle for significant periods of time (4 minutes or more) while waiting for teachers.	%	%	%
Smooth routines and procedures	Evident	Partially Evident	Not Evident
Evident: Routines and procedures run smoothly with minimal or no prompting from the teachers. **Partially Evident:** Routines and procedures run smoothly with some prompting from the teachers. **Not Evident:** Routines and procedures are in place but require significant teachers prompting and direction. OR There are no evident routines or procedures, so the teachers direct all of them.	%	%	%

- Teachers build a positive, learning-focused classroom culture.

Teacher-to-student interactions	Evident	Partially Evident	Not Evident
Evident: Teacher interactions with students are positive and respectful. **Partially Evident:** Some interactions among teachers and students demonstrate a positive rapport and respect while other interactions demonstrate a lack of rapport/respect. **Not Evident:** Little to no interactions among teachers with students demonstrate a positive rapport/mutual respect.	%	%	%
Student-to-teacher interactions	Evident	Partially Evident	Not Evident
Evident: Student interactions with teachers are positive and respectful. **Partially Evident:** Some interactions among students and teachers demonstrate a positive rapport/mutual respect while other interactions demonstrate a lack of rapport/respect. **Not Evident:** Little to no interactions among students with teachers demonstrate a positive rapport/mutual respect.	%	%	%
Student-to-student interactions	Evident	Partially Evident	Not Evident
Evident: Student-to-student interactions are positive and respectful. **Partially Evident:** Some interactions among students demonstrate a positive rapport/mutual respect while other interactions demonstrate a lack of rapport/respect. **Not Evident:** Little to no interactions among students demonstrate a positive rapport/mutual respect.	%	%	%

- Teachers reinforce positive behavior and redirect off-task or challenging behavior, when needed.

Reinforce positive behavior	Evident	Partially Evident	Not Evident
Evident: Teachers promote and reinforce positive behavior. **Partially Evident:** Teachers occasionally acknowledge positive behavior but focus more on negative behavior. **Not Evident:** Teachers primarily focus on negative behavior.	%	%	%
On-task behavior	Evident	Partially Evident	Not Evident
Evident: Students are on-task and active participants in classwork and discussions. **Partially Evident:** Some students exhibit frequent off-task behavior in the classroom. AND/OR Most students exhibit occasional off-task behavior in the classroom. **Not Evident:** Students exhibit consistent off-task behavior in the classroom.	%	%	%
Time impact of redirection/discipline of off-task behavior	Evident	Partially Evident	Not Evident
Evident: Teachers address behavioral issues (if any) with minimal interruption to instructional time (less than 2 minutes). **Partially Evident:** Teachers address behavioral issues with some interruption to instructional time (2-4 minutes). **Not Evident:** Teachers address behavioral issues in a manner that does not fully solve the issue causing significant interruption to instructional time (4 minutes or more). OR Teachers does not address behavioral issues, allowing student misbehavior to continue or escalate.	%	%	%

Domain 2: Talented People

Key action 2.1	The school implements systems to select effective teachers and staff whose skills and beliefs meet the needs of the school.	Not rated

- School leadership has implemented organizational structures for selection and/or placement across staffing positions that addresses student well-being and academic performance.
- School leadership recruits' candidates using multiple stakeholders and measures to assess each candidate's qualifications in alignment with school needs.

Key action 2.2	The school develops teacher and staff capacity through individualized support and professional development.	Effective

- School leadership ensures the implementation of a mentoring program, 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 two teacher mentors that support the school's first through third year teachers. School leadership and teachers reported that teachers are surveyed to assess needs, which review of a survey confirmed. School leadership and teachers reported that they receive professional development on topics such as working with IEPs, Infinite Campus, Grading, Direct Instruction, and various assessment platforms. An email from mentors to new teachers confirmed a meeting with teachers to discuss Individual Education Programs (IEP), the Student Support Teams (SST) process, virtual learning, and other pertinent topics. School leadership and teachers reported that mentors send a weekly email to teachers. A review of an email confirmed the Motivational Monday communication. Regarding monitoring of the mentoring program's effectiveness, school leadership and teachers reported that leadership is copied on the Monday Motivational email and consulted for additional supports as needed. Additionally, school leadership reported that the principal conducts formal observations of all new staff members and coaches them through the pre and post-observation conferences.

- School leadership uses multiple methods to provide timely support and interventions to struggling teachers and staff as indicated by data and/or informal or formal observations. School leadership and teachers stated that teachers in need of support received coaching according to specific needs, increased informal observation cycles, and model lessons. As mentioned previously, a review of coaching logs confirmed feedback provided to all teachers. Also, a review of emails confirmed specific supports for identified teachers including co-planning, revamping assessment schedules, and modeling. School leadership and teachers also reported that support may be provided by team leaders and content coaches. A review of emails from the Direct Instruction consultant to school leadership after informal observations showed identified areas of instructional need following observations. School leadership and teachers reported that teachers in need of support are identified through classroom observations and data analysis conferences.

Continuing, school leadership and teachers reported that follow-up for teachers in need of support is provided by the academic coaches and monitored by school leadership.

- School leadership engages all staff in differentiated professional development based on identified needs. School leadership, teachers, and the operator reported that professional development needs are gathered through surveys. Further, school leadership, teachers, and the operator reported that most professional development for the school year occurred during the first eight days of school and covered topics such as Direct Instruction, Eureka math, I-station, virtual learning, and others, which an overview of Virtual Academy 2020-21 and professional development documents confirmed. Additionally, school leadership, teachers, and the operator reported a focus on equity, identity, and diversity through a professional development series spearheaded by the Equity Team (a team of teachers), which a review of attendance sheets and evaluations confirmed. School leadership and teachers reported that the impact of professional development is determined through teacher responses/feedback, lesson plans, and informal observations.

Domain 3: Vision and Engagement

Key action 3.1	The school has a clear vision and mission that promotes student-centered, culturally relevant learning that prepares students for future success.	Highly Effective

- The school community shares a clear understanding of the school's mission and vision, including a clear understanding of initiatives and values, that support high student achievement. A "Monday Messenger", the principal's weekly newsletter, noted the following vision and mission: Vision: "To be an exemplary, model school, where all students are meeting or exceeding academic standards in reading and math, students feel the joy of learning, parents are involved, and the entire community nurtures a solid partnership, with this vision we promise an education for life." Mission: "Improve student outcomes, raise educational standards, increase access to opportunities." All stakeholders (school leadership, teachers, families, students, the operator, and governing board) confirmed key aspects of the vision and mission. Continuing, stakeholders reported that the vision and mission are communicated through the "Monday Messengers", during classroom activities, through various presentations to teachers and families, and on the school's social media pages. A review of a Back-to-School PowerPoint presentation confirmed that the vision and mission was shared with participants. Further, all stakeholders reported that each month the school emphasizes one of eight scholarly attributes and one of Steven Covey's *The 7 Habits of Highly Effective People* through the Leader in Me program, which review of "Monday Messengers" confirmed. In addition, stakeholders reported that the vision and mission are exemplified through school programming such as the direct instruction curriculum and others, partnerships with community organizations, and family involvement.

- School leadership ensures that the school's programs are culturally relevant and incorporate skills for 21st century success. In terms of culturally relevant programming, school leadership and teachers reported that the school has embarked upon a professional study of equity, identity, and diversity. As such, school leadership and teachers reported that teachers are asked to incorporate elements of this professional learning in lesson plans. Additionally, some teachers are incorporating a district-approved culturally responsive English Language Arts curriculum, according to school leadership and teachers. School leadership, teachers, families, and students reported that African American leaders are highlighted monthly in connection to the previously mentioned attributes and "7 Habits", which a review of "Monday Messengers" and the Leader in Me program confirmed. Furthermore, school leadership, teachers, and students reported that students have participated in book talks by local African American authors and artists showcasing other cultures. Regarding skills for 21st century success, school leadership and teachers reported that teachers are encouraged to incorporate higher order thinking questions in lessons, which a review of formal observation feedback observed. Teachers and students reported that students participated in a 10- week extra-curricular course to learn about college. Additionally, school leadership and teachers reported that students collaborate on projects and communicate with

others, particularly around National History Day projects, which students confirmed. All stakeholders reported that the school has ensured that all students have access to devices for virtual learning. School leadership, teachers, families, students, and the operator reported that students' access to technology extends beyond the virtual learning platform to include use of educational apps and collaborative spaces.

Key action 3.2	The school cultivates and sustains open communication and decision-making opportunities with families and the community.	Effective

- The school implements systems to build strong relationships with families and garners feedback in order to make schoolwide decisions. School leadership, teachers, families, students, and the operator reported that the school communicates with families through the Remind App, automated calls, and social media. School leadership and teachers reported that the principal hosts monthly principal chats with families via Zoom (a virtual collaborative platform). A review of a PowerPoint presentation and social media post confirmed this practice. In addition, school leadership and teachers reported that families provided input on reopening timelines and school programming through surveys. A review of survey questions and responses confirmed the administration of the survey. School leadership and teachers reported that feedback gathered prompted the decision to delay in-person instruction and eliminate some extracurricular activities for the current school year. A video message from the principal confirmed the school's planning in response to the feedback. School leadership and teachers reported that the school is preparing to host a virtual trivia night for families, which a "Monday Messenger" confirmed. Additionally, board members reported that parents serve on the governing board. To engage all families and students, school leadership and teachers reported that the school's attendance team makes home visits, provides on-site tech supports and help-desk support for families, and purchases supplies so students can have proper work spaces at home, which the operator confirmed.

- The school builds strong relationships with community stakeholders and leverages resources to meet the needs of students and the school. School leadership, teachers, and the operator, reported that several partnerships have been initiated by the principal and continue to be cultivated through the work of the recently hired community school coordinator. Subsequently, school leadership, teachers, the operator, and board reported that the school has strong partnerships with various institutions in the community including CareFirst (providing technology, the school van, registration fees for students in Girls on the Run, Big Brother, Big Sister sponsorship, and staff celebration sponsorship); the Abell foundation (providing funding), and the Johns Hopkins Carey School of Business (funding for books), and others. School leadership reported that formal partnership meetings are held three times per year in addition to meetings held with individual partners as needed. A review of a letter from the community school coordinator to partners confirmed an upcoming meeting with community partners. A review of a document entitled *Community Partners SY 2020-21* revealed 29 partners (including non-profit

organizations, business, educational institutions, and individuals) for the current school year who are donating time, funding, and in-kind contributions.

Key action 3.3	The climate and culture of the school creates a welcoming learning environment that meets the academic, social, and emotional needs of each student.	Not rated

- The school implements and monitors school protocols that create an environment where students, staff, and families feel welcome and safe.

- The school develops proactive systems that support individual students' social, emotional, and socioeconomic needs.

- School leadership establishes consistent structures to recognize and celebrate student achievement.

- School leadership establishes consistent structures that demonstrate value and recognition of staff.

Domain 4: Strategic and Professional Management

Key action 4.1	The school establishes clear goals for student achievement and tracks progress toward goals.	Effective

- School leadership collaborates with teachers to establish and communicate measurable goals for the improvement of student learning and strategies aligned to the goals. School leadership, teachers, and the operator reported that the original schoolwide goals based on the Maryland Comprehensive Assessment Program (MCAP) were adjusted in collaboration with staff after the MCAP was postponed, which a review of a "Monday Messenger" newsletters and a PowerPoint Presentation confirmed. The previously mentioned stakeholders reported that in March the goals were revised to reflect other assessments. School leadership, teachers, board members, and the operator reported that the revised goals are as follows: LITERACY GOALS-The percent of students in grades K-2 below grade level in Reading will decrease from 32.8% in SY20 by 10% in SY21. At least 50% of students meet their growth goal in reading on the NWEA MAP assessment. MATH GOAL-At least 50% of students meet their growth goal in Math on the NWEA MAP assessment. STUDENT WHOLENESS GOALS The school will maintain a school-wide-attendance rate for SY21 of 85%. The number of school-wide suspensions will decrease from 16 in SY20 to 8 in SY21 as we continue to implement our Leader in Me program and restorative practices. Parents confirmed the attendance goal. School leadership and teachers reported that the following strategies are aligned to the goals: K-2 reading goal- implementation of the Direct Instruction curriculum, small group instruction and weekly data analysis conferences; NWEA reading and math goals- i-station assessments, professional development for teachers around the use of i-station, additional educational apps for student practice, data analysis conferences; Attendance Goal- daily attendance team meetings, home visits, providing materials for virtual learning (devices, hotspots, desks, headphones, etc.) Suspension goal- The school implements restorative practices.

- School leadership and all staff participate in regular analysis of school-wide data and instructional practices to monitor progress towards goals, revisiting and adjusting action plans as needed. School leadership and teachers reported that the goals were reviewed and academic goals were adjusted with staff during the staff meeting after the MCAP assessment was postponed. A review of a PowerPoint presentation and Monday Messenger newsletter confirmed this collaboration with staff to adjust goals. Specifically, the newsletter notes the following message to staff "Thank you for the discussion on adjusting schoolwide goals. It will be interesting to aggregate our NWEA MAP data in ways we have never done before…" School leadership and teachers reported that progress toward the K-2 reading goals is monitored by school leadership and Kindergarten through second grade teachers through the uploaded data to the shared Google Drive and the Data Analysis Conferences. Regarding NWEA, school leadership and teachers reported that the beginning of year assessment was administered, and the data was reviewed, which a review of November Monday Messenger newsletters confirmed. School leadership and teachers reported

that the middle of year administration of NWEA was postponed due to the School Effectiveness Review, but the staff administers I-Station Assessments for reading and math and reviews data in alignment with i-Ready goals. Continuing, school leadership and teachers reported that attendance goal is monitored weekly by school leadership and the attendance team and reported to staff. Specifically, school leadership reported that attendance data is shared with teachers in the "Monday Messenger" newsletters which a review of these newsletters confirmed. These newsletters also confirmed instructions provided to teachers around accurate monitoring of attendance data. In terms of suspension, school leadership and teachers reported that there had been no suspensions as at the time of the site-visit as students were engaged in the virtual learning.

Key action 4.2	School leadership allocates and deploys the resources of time, human capital, and funding to address the priority growth goals for student achievement.	Highly Effective

- Budget distributions and resource allocations are aligned to school goals and priorities that support equitable learning environments. School leadership and teachers reported that staff and families had opportunities to provide input on budget priorities during budget meetings, which the operator confirmed. Families and a review of budget meeting documents confirmed families' participation. "Monday Messenger" newsletters noted that budget updates were provided to staff. School leadership, teachers, families, and the operator reported that budget allocations for curriculum programs include the following: instructional apps, i-station, iPads, and hotspots. In terms of staffing, school leadership and teachers reported that staff were hired specifically for student outreach, intervention and acceleration, and to decrease class sizes or provide additional support in classes. Specifically, school leadership and teachers reported that more staff have been hired for special education and primary grade classes, which the operator confirmed. In addition, school leadership and teachers reported that the school has received a full-time English Speakers of Other Languages teacher to support a growing population of English Language Learners.   For the period of virtual learning, school leadership, teachers, board members, and the operator reported that funding was reallocated for technology and additional staffing as needed. A review of the principal's budget tool confirmed the purchase of various supplies, educational apps, and instructional equipment. Also, an iPad inventory list confirmed the purchase of these devices.

- School leadership leverages staff in key roles in support of school-wide goals. School leadership and teachers reported that the school has three academic coaches to support teacher development. Additionally, school leadership and teachers reported that teachers serve as team leaders, a position for which they are selected through an application process. Moreover, school leadership and teachers reported that the school has designated a math and writing coach, and new teacher mentors. A review of a staff roster confirmed the previously mentioned positions. School leadership and teachers reported that oversight of roles and responsibilities occur through

meetings with individuals and groups, emails, and texts messages to convey real-time information. School leadership, teachers, and the operator also reported that teachers serve on action teams aligned with specific initiatives and report out to staff. A review of Action Team agendas confirmed the work of the Attendance, Celebration, Equity, and Family Action Teams.

- School leadership leverages common staff time to focus on professional learning and collaboration in support of student achievement. School leadership and teachers reported that the first eight days of school for teachers were dedicated to professional development, which review of the professional development plan confirmed. Continuing, school leadership and teachers reported that teachers receive ongoing profession development on topics such as equity, i-station, Eureka math, and Direct Instruction. School leadership and teachers reported that teachers meet weekly in Data Analysis Conferences to discuss student data and brainstorm around plans of action to improve student achievement. A review of the common planning schedule and several team meeting PowerPoint presentations confirmed these Data Analysis Conferences. Specific agenda items noted on the various agendas include: restorative practice circles, special education updates, virtual learning challenges, data analysis, and upcoming events. Additionally, school leadership and teachers reported that teachers collaborate during professional development and informally during teacher office hours at the end of the day, stating that some teams meet daily.

Key action 4.3	School's board of trustees (or operator) provides competent stewardship and oversight of the school.	Highly Effective

- The governing board and operator maintain essential knowledge of the school and provide oversight of the academic program. School leadership and the operator reported that the operator attends weekly data meetings and interacts daily with members of school leadership through email. Continuing, school leadership, the board, and operator reported that the principal meets with the education committee to discuss curriculum, development of teachers, and educational opportunities for students. Moreover, school leadership, operator, and board members reported that the Chief Financial Officer and the chair of the board's finance committee meet with the principal monthly in accordance with the school's budgeting process. Further, school leadership reported that the principal provides school updates to the operator which are shared during board meetings, which review of board meeting minutes confirmed. Regarding schoolwide goals, school leadership, the board, and operator reported that the goals were created by the school team, approved by the operator, and communicated to the board. Consequently, board members were aware of the goals as previously mentioned. A review of emails confirmed this communication to the board after a staff meeting where goals were adjusted. The board and operator reported that the organization operates around three priorities: academic success, a supportive climate, and fiscal solvency, which are monitored through data presented at board meetings and interactions with the school's staff and

community. The board and operator reported that they review achievement data, participate in decision making regarding curriculum, staffing, and budget. Board members and the operator reported that they have seen improvements over time in alignment with the goals outlined in the school's contract. A review of board meeting agendas and minutes noted that board and members of the operating organization are in attendance. In addition, the board meeting agendas and minutes confirm discussion of the following information: state of the schools including attendance, enrollment, professional development, financial reports, and other board business.

- The governing board and operator provide financial oversight by monitoring the school's financial records and ensuring that the school remains fiscally viable. The board and operator reported that fiscal state of the school is sound, adding that financial goals include having a surplus at the end of the year in the school's budget and six-months of operating cash in reserve at the organizational level, both of which have been met. In terms of oversight and monitoring of the budget, school leadership, the operator, and board reported that the school's funding is reviewed prior to the academic year and at pre-determined intervals to discuss resource allocations and expenditures. A review of the *Summary of Annual Budget and Financial Process* noted the process and timelines for the budget-monitoring process. Additionally, school leadership, the board, and operator reported that financial updates are provided to the board during meetings and financial statements are reviewed monthly to discuss expenditures. A review of board meeting agendas confirmed these updates. The board and operator reported that the school has received additional funds through grants and community partners (CareFirst, Abell Foundation, and Johns Hopkins Carey School of Business) as well as loans. A review of the Abell Foundation Post-Grant report confirmed that the school is a receipt of the grant. School leadership, board, and the operator reported that the fiscal soundness of the operator helped support the school through a period of under-enrollment a few years ago until enrollment increased. A review of the operating organizations audit noted "the financial statements referred to above present fairly, in all material respects…"

- The governing board and operator maintain effective governance practices to ensure organizational viability, including the systemic selection and oversight of the school leader. The board reported that the board has four subcommittees (Education, Finance, Nominating, and Marketing and Fundraising), which meet at least quarterly (though some meet more often), which school leadership and committee agendas confirmed. School leadership, board members, and the operator reported that the school has a five-year strategic plan that was recently updated, which a review of the plan and updated report confirmed. A review of an update on the strategic plan noted the operating organization's goals and progress towards those goals. School leadership, board, and the operator reported that school leadership and members of the operating organization receive professional development on topics such as equity, diversity, and identity, and other topics pertinent to their roles and responsibilities such as human resource training.

School leadership, board, and the operator reported that the board recruits members by recommendations from the school community, other board members, and by networking. They added that they are currently looking for board members with expertise that will lend to the organization. Regarding oversight of leadership, the school leader and the operator reported that they are both evaluated. Specifically, school leadership is evaluated using the Baltimore City Public School System's leadership framework and the operator is evaluated based on a board-created framework that outlines goals and objectives. A review of the operator's goals and objectives confirmed the framework.

4 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 and Professional Management

None

5 APPENDIX B: SER TEAM MEMBERS

The SER visit to the City Springs Elementary/ Middle School was conducted on March 8-9, 2021 by a team of representatives from Baltimore City Public Schools.

Team Lead/Writer: 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.

Team Support: 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 for 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.

Team Support: 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.

Team Support: Reginald Trammell is a Program Evaluator II in the Office of Achievement and Accountability in Baltimore City Public Schools. Reginald began his career in education in 2000 as an elementary classroom teacher with Baltimore City Public Schools. After a decade of providing direct service to scholars, he transitioned to the Office of Teaching and Learning as the Education Associate for Elementary and Middle School Mathematics. In this role, he wrote curriculum, modelled instruction and facilitated professional development opportunities for math instructors. In 2011, Reginald continued to support Baltimore City Public Schools through the work of the Engagement Office. Here, he served as a Family and Community Engagement Specialist and subsequently secured the role as Parent Involvement Manager. His responsibilities included coordinating district-wide learning opportunities for school staff on engaging of families and community members and supporting the district's Title I Parent Involvement Program. Reginald is currently earning his Administrator I Certificate to continue his mission of improving public education**.**

Team Support: Jenna Shaw is passionate about changing the educational landscape through innovation, creation, and technology integration. Jenna is currently an Educational Specialist on the 21st Century Schools Academic Team. In this role, Jenna supports schools and district teams in the opening of new and renovated buildings. Previously, she served as an Instructional Technology Specialist under the Office of Special Education, Director of Technology and Creativity at Liberty Elementary School in Northwest Baltimore. Jenna began her teaching career with Baltimore City Public Schools in 2009 as a middle school language arts teacher. She holds a bachelor's degree from University of Maryland, College Park, a Master of Arts in Teaching and School Administration and Supervision, both from Johns Hopkins University, and a Certificate in Advanced Education Leadership from Harvard Graduate School of Education.

Team Support: Kara Dunn is a consultant with SchoolWorks. As school quality reviewer, she has been a frequent team lead or team writer for school quality reviews and charter renewal visits in California, Colorado, Massachusetts, Maryland, New York, Pennsylvania, and Tennessee. She is also the CEO and consultant of ApogeeVision – a consulting firm that works with many public and private organizations in the areas of administration, facilitation, teacher and staff training, organizational and curriculum development, and program evaluation. She has been an educator for more than 15 years, serving K-12 students. Among many instructional positions, she has worked in Boston Public Schools as a teacher, district lead teacher, teacher trainer, instructional coach for math/science educators, and a school-based administrator. She graduated from Spelman College with a Bachelor of Arts degree in Educational Psychology. She has earned two Masters degrees – a Masters of Education from the University of Massachusetts, and Masters of Divinity from Gordon-Conwell Theological Seminary. She has served as an adjunct professor at Gordon Conwell Theological Seminary (Boston Campus). She has served as a curriculum developer and instructor for the Office of Diversity and Community Partnerships at Harvard Medical School. She is the author of several curricula, including one made for the national film tour, Kunta Kinteh Island: Coming Home without Shackles.