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

Furman L. Templeton School #125

1200 Pennsylvania Avenue

Baltimore, MD, 21217

May 17-18, 2021

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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

Furman L. Templeton serves approximately 460 students in Pre-Kindergarten through fifth grade. The school is in the West quadrant of Baltimore.

Virtual SER Context
Furman L. Templeton has been virtual since the beginning of the year. At the time of the site visit (May 17-18, 2021) some students had returned to in-person learning. All classroom observations conducted for the purpose of this report were recorded prior to the visit.
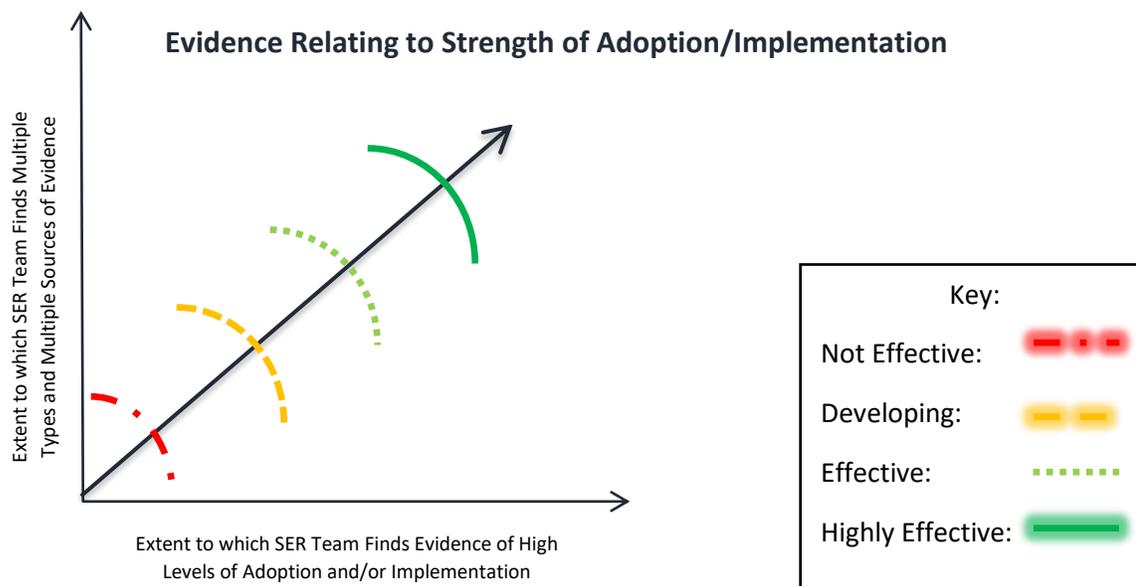
School Leadership and Staffing:
The principal, Ms. Ladaisha Ballard, has been at the school for one year as principal and with the school for 11 years in various roles. For the purpose of this SER site visit, staff designated as school leadership are listed below.

School Leadership Focus Group Members	
Name	Role
Ladaisha Ballard	Principal
Kimberly Davis	Assistant Principal
Shyrene Small	Educational Associate
Kathy Benton	Interventionist
Mark McGurl	IEP Chair
Kristine Zwerlein-Rose	Social Worker

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

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.

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[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.

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.	Effective
1.2 Teachers use multiple data sources to adjust practice.	Not Rated
1.3 Teachers deliver highly effective instruction.	Effective
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.	Highly 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.	Effective
3.2 The school cultivates and sustains open communication and decision-making opportunities with families and the community.	Highly 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.	Effective
4.3 School's board of trustees (or operator) provides competent stewardship and oversight of the school.	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.	Effective

- School leadership ensures that teachers engage in the planning of the curricula through oversight of standards-based units, lessons and pacing. According to school leadership and teachers, the Instructional Leadership Team (ILT) created pacing calendars for grade-level teams in the beginning of the year which teachers use to create lesson plans or lesson presentations, which include standards and IEP information and are uploaded to individual teachers' folders in google drive weekly, which are accessible to administration and academy leads. School leadership and teachers added that teachers receive reminders to upload plans, and feedback on plans is provided via email or verbally. Regarding pacing oversight, school leadership and teachers noted that pacing is discussed in weekly collaborative meetings with team leads, which is then also discussed with the ILT; if teachers are off pace, they can receive strategies to get back on track. Lastly, regarding inclusion, school leadership and teachers stated that some content areas (science and social studies) have been supplemented to show a variety of perspectives, and specific features are used on virtual platforms to engage students with IEPs and 504s, such as closed captioning, and extension and accessibility features in Google classroom. Review of grade-level team meeting notes confirmed that pacing was a topic of discussion, and review of pacing guides and lesson plans confirmed that teachers were able to submit presentations. One example of lesson plan feedback via email noted the following: "I did a quick check of today's presentation…. slide 15- match the exit ticket prompt and paragraph frame to the exit ticket question used in slide 14..."

- School leadership consistently provides actionable feedback and guidance to teachers, aligned with the Instructional Framework. In focus groups, school leadership and teachers reported that informal observations are conducted often (approximately weekly) by academy leads and administration, and feedback includes areas of strength, growth and next steps, which is provided either verbally or via email through a standardized template (glows and grows); some teachers noted there is also a reflection component. Teachers added that next steps are monitored through check-ins with teachers, as well as subsequent informal observations and also data. Regarding formal observations, school leadership and teachers noted that the school follows the district's process, which is guided by the Instructional Framework and includes two observations

a year, as well as a pre- and post-observation conference; lessons are recorded so they can be watched together and used for coaching. Lastly, teachers indicated all feedback given in the post-observation conference is meaningful. Review of informal observation feedback emails and checklists, as well as formal observations and mid-year conferences confirmed all actionable feedback. One example of informal feedback provided was as follows: "A few students were talking out instead of showing their non-verbal cues. You can allow them to share, but they need to raise their hands and wait to be called on. You want to make sure you are always reinforcing the rules and expectations.... I look forward to visiting again."

- School leadership ensures the use of a complete student learning data-cycle. According to school leadership, teachers and the operator, the school uses a data analysis process called Soaring Days to analyze data in monthly cycles from reading and math curriculum assessments (Wonders, Eureka, Reading A-Z) and iReady, which includes a review of trends, successes, deficiencies, and next steps, which is captured on a template and submitted on google drive, and monitored by academy leads; families confirmed the assessments used. Further, school leadership and teachers noted that teachers received training on the data analysis process in the beginning of the year, including how to use the tools and complete the template, and data is discussed on PD days. Regarding response to trends in data, school leadership, teachers and the operator noted that the school has a pull-out Gifted and Advanced Learning (GAL) program and uses Jacob's Ladder, and interventions include interventionists available to students at each grade level, Reading Partners tutors and also SPIRE, Focus Math and Touch Math programs; review of interventionists schedule confirmed some of the systems in place. Review of the Soaring Days monthly progress monitoring plan and monthly grade level analysis confirmed that it included a grade level summary, math/reading goal, results in comparison to last month, and a data summary, with strengths, weaknesses, and next steps. Review of grade level meeting agendas revealed teachers also answered the following questions regarding math and reading data: What skills/standards did students struggle with? How will you embed these in your instruction? What will be your evidence that students are making progress on these skills?

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.	Effective

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 13 classroom observations that were conducted.

- 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.	85%	8%	7%
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.	85%	15%	0%

- 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.	100%	0%	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.	100%	0%	0%
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. **Not Evident:** Teachers do not emphasize important points to focus learning of content.	92%	8%	0%

- 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.	77%	23%	0%
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.	62%	31%	7%

- 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.	15%	46%	38%
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.	62%	38%	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%	62%	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.	54%	23%	23%

- 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.	**15%**	**0%**	**85%**
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.	**15%**	**0%**	**85%**
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.	**92%**	**0%**	**8%**

*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.	Highly 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. According to school leadership and teachers, early career teachers (in their first through third year of teaching) are matched with veteran teachers, who convene monthly meetings with new teachers and provide supports around instruction, classroom management, access to resources, modeling, professional development, and preparation for formal observations; team leads also provide supports to early career teachers. School leadership and teachers added that new teachers also receive more frequent observations, feedback, and check-ins with and from school leadership. Further, school leadership and some teachers noted peer observations were also available to new teachers. Regarding oversight, school leadership and teachers indicated that the effectiveness of the program is determined through observations, student data, check-ins with mentors and new teachers, and review of agendas. Review of the mentoring program overview and plan confirmed the structure and included objectives, expectations of mentors and mentees and focus areas for the year, and review of mentor agendas and notes revealed the topics included glows and grows, teacher feedback, SLOs and more.

- 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. In focus groups, school leadership and teachers stated that teachers who are in need of additional support are identified through formal and informal observations, lesson planning review, weekly check-ins and teacher self-referral. School leadership added that the climate and culture team and academy leads also provide feedback on classrooms trends and potential teacher concerns and needs. Further, school leadership and teachers added that supports include weekly meetings/check-ins, planning, observations, buddy teachers and also coaching support from outside partners, such as

Catapult and the National Training Network (NTN), which review of coaching feedback confirmed. Continuing, school leadership noted that one teacher was on a Performance Improvement Plan (PIP) related to professional expectations around deadlines and communication, and weekly meeting are conducted with that teacher to provide support, check-in and monitor progress. Lastly, school leadership and teachers indicated that teachers have improved as a result of supports. Review of the PIP confirmed it was focused on professional expectations as well as instructional deficits, and supports included coaching.

- School leadership engages all staff in differentiated professional development based on identified needs. According to school leadership and teachers, the professional development plan was created to support school-wide goals, and includes areas such as data analysis, curriculum (Wonders, Eureka and Reading A-Z) and instruction, blended learning/use of technology and social-emotional learning. School leadership and teachers added that external partners have also supported PD, including NTN and Catapult, with a focus on reading and math. Further, school leadership and teachers noted that topics of PD are determined through teacher surveys, as well as needs identified by the ILT and academy leads. Continuing, school leadership and teachers reported that some PD is school-wide, while other PD is differentiated by academies/grade level, for which they participate in breakout sessions. Lastly, school leadership and teachers indicated that the outcome of PD is assessed through teacher feedback and reflection. Review of the PD plan confirmed topics included School-wide Classroom Practices, School-wide Academic Skills and Content training, School-wide Pedagogical Methods, as well as data analysis, while a review of PD surveys confirmed the PD was differentiated and teachers had the ability to rank choice sessions.

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.	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. According to school leadership, the board, operator, teachers and families, the mission and vision is centered around excellence, preparing students for college, career and the 21st century global workforce and working in partnership with the community; students noted a focus on success. Stakeholders added that the accompanying motto is live, love, learn, and the vision and mission are manifested through resources for parents such as a food pantry and workshops, partners (including Promise Heights and Reading Partners), after school programming through Child First (both academic and enrichment), field trips, school events and core values. Further, stakeholders stated that the vision and mission are communicated through announcements, newsletters, meetings with staff and families, on the website and posted throughout the school. Review of a photo of a banner in the school confirmed the vision and mission are as follows: Vision - "Accelerating the academic achievement of all students, in partnership with the entire community to ensure that students have the attitudes, skills, and proficiencies needed to succeed in college and the 21st century global workforces." Mission – "To accelerate to opportunities and outcomes for our children by demanding nothing but excellence from the students, staff, and community."

- School leadership ensures that the school's programs are culturally relevant and incorporate skills for 21st century success. In focus groups, school leadership, the operator, teachers, families and students reported that prior to the pandemic, students would participate in an International Day celebration in which students studied a country and received passports to "travel" around the school, including a parade of nations, and they also celebrate Black History Month and Women's Month with daily facts shared during morning and afternoon announcements and research; review of International Day logistics overview and photos, Black History Month announcements and playlist and Women's History Month presentation confirmed cultural events. School leadership, teachers, the operator and families added that students also participated in field trip out of state prior to the pandemic, such as Gettysburg and Jamestown, while this year there are virtual field trips. Regarding 21st century preparedness, school leadership, teachers, the operator, and families noted that students use restorative practice to resolve conflict and problem solve, and learn about empathy, tolerance, and kindness in morning meetings. Further, school leadership, teachers, students and the operator stated that the rigorous curriculum (which requires one research project per grade beginning in second grade using technology) teaches critical thinking and encourages collaboration and events such as Career Day involve guest

speakers from various fields to expose students to future possibilities. Continuing, teachers stated that students participate in leadership opportunities through a broadcasting group that handles announcements in the morning and afternoon, Lastly, school leadership and teachers indicated that administration purchased multi-cultural libraries for each class.

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

- The school implements systems to build strong relationships with families and garners feedback in order to make schoolwide decisions. According to school leadership, teachers and the operator, parent engagement is one of the school goals, and the school provides resources to families, such as a food pantry and technology support in the virtual learning space, and families can also participate in events such as paint night, yoga night, cooking night, math and literacy night, Chat and Chew workshops (topics included financial literacy and stress), monthly Parent Voice meetings (similar to a PTO), the latter of which are sponsored by Promise Heights, which families confirmed; review of math and literacy night flyers confirmed some of the events. School leadership, teachers, the operator, families, and students added that the school communicates with families in a variety of ways, including newsletters, class dojo, texts, phone and robocalls, written correspondence, social media (Facebook and Instagram), the website, google classroom and when needed, home visits. Regarding feedback, school leadership, teachers, the operator, and families noted that through weekly town hall meetings and surveys, families are able to receive updates and provide input on school-wide decisions, which has been used to inform re-opening efforts, as well as additional staff positions, the design for the new playground and even building wifi; teachers also noted that parents sit on the board. Review of town hall meetings revealed that topics included re-opening, attendance, parental engagement and areas of improvement. Lastly, school leadership and teachers indicated the school has Parent PBIS, which parents can earn "dollars" through volunteering or attending events, and provided "dollars" can be spent in the consignment shop prior to the pandemic; currently, families are awarded a boxed dinner, which review of a summer parent award confirmed.

- The school builds strong relationships with community stakeholders and leverages resources to meet the needs of students and the school. In focus groups, school leadership, teachers and the operator stated that partners and associated supports/resources include Promise Heights (technology, family engagement, workshops/materials for families), Reading Partners (intervention), Fev Tutoring, Kaboom (playground), Child First (afterschool program) and Villa Maria (therapist); families confirmed Promise Heights, Reading Partners and Child First. School leadership, teachers and the operator added that Cocoa Cola has provided free shoes for students, and Bmore Healthy Babies supports pregnant mothers. Further, school leadership and

families noted that the Brothers provide security services, Dope Girls offers mentoring programming, and Johns Hopkins has adopted upwards of 30 families each year during the holidays to provide gifts and food and Art with a Heart. Stakeholders also reported that partners include the Maryland Food Bank, Breathmobile, and the mobile dentist. Continuing, the operator, school leadership and teachers indicated that partners are determined by alignment with goals, needs observed by leadership, and surveys, though families have also requested partners, and partnerships are evaluated through feedback from staff and families. Lastly, prior to the pandemic, school leadership, teachers and the operator noted that there was a partner café quarterly, and the operator indicated that a partner was involved in the principal interview and selection process. Review of Promise Heights partner report confirmed several partners supporting the school, as well as food pantry and breathmobile flyers; a partnership café powerpoint from the previous year confirmed regular meetings and revealed school-wide goals were shared with partners.

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. According to school leadership, teachers, families and the operator, the school has a variety of goals, which are centered around academics (improving reading and math proficiency measured by iReady by 5 points), culture and climate (increasing attendance to 94%, decreasing office referrals from 249 to 200, and decreasing suspension from 29 to 25), and parent engagement (with at least 45 parents attending school events). School leadership, teachers, families and the operator added that strategies associated with each focus area, on which teachers and staff provided input, include the following – academics: interventions, data analysis/monitoring, PD and after school programming, some of which is supported through partners, such as Reading Partners and Fev tutoring; culture and climate – a protocol for attendance, PBIS, use of restorative practice, and a wholeness specialist; family engagement – support from Promise Heights, weekly town halls, and incentives/raffles for families. Further, school leadership and teachers noted that goals were developed by the executive team and ILT through a review of school-wide data from the previous year, with a focus on creating realistic goals. Continuing, school leadership, teachers and the operator noted that goals are shared with staff in PD and the larger community in meetings, and reviewed at each PD. Review of the SPP, a PD presentation from November, an Open House PPT and a letter to families confirmed all goals and strategies.

- 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. In focus groups, school leadership, teachers and the operator reported that school-wide academic data is reviewed through during 6-8 week data cycles and iReady testing windows, and shared in ILT, staff and PD meetings staff through iReady reports, during which staff meet in academies or grade-level teams to review data; attendance is also shared daily via email and through spreadsheets, and updates on office referral numbers and parental engagement are provided. School leadership and teachers added that an attendance team meets bi-weekly to review data, and there is also a culture and climate team. Further, the operator noted that updates are shared with families and the community through newsletters and town hall meetings. Lastly, school leadership and teachers indicated that while the goals have remained the same, the strategies have been adjusted/evolved over time, such as the protocol for addressing attendance concerns. Review of staff PD, ILT and academy lead meeting agendas confirmed discussion of school-wide updates, data analysis and the SPP, including a mid-year progress check-in.

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.	Effective

- Budget distributions and resource allocations are aligned to school goals and priorities that support equitable learning environments. According to school leadership, teachers, the operator and families, investments in the budget this year have included staffing (such as a student wholeness specialist position, GAL teacher, attendance, and hall monitors), intervention programs and associated training, technology for students (laptops, iPads, hot spots, headsets, and replacements when needed), and PPE to support re-opening (desks, signage, sanitizing supplies, air purifiers). School leadership, teachers and the operator added that investments were also made in virtual platforms (ABC Mouse, Reading A-Z, Zern and iReady), an SEL curriculum, school supplies, and partners such as Catapult to provide teachers with individual coaching and FEV Tutoring; families confirmed supplies and partners. Continuing, school leadership, the operator, teachers, and families noted that staff and families had an opportunity to provide feedback on the budget through surveys, and ILT members were also asked to create wish lists for their teams related to supply requests. Review of the principal budget tool confirmed some priorities, while review of SANE documentation related to a priority engagement session and the community budget forum confirmed engagement of families. Review of a staff budget meeting presentation and priority rating sheet with feedback confirmed engagement of staff.

- School leadership leverages staff in key roles in support of school-wide goals. In focus groups, school leadership, teachers and the operator reported that teachers from each grade level team serve as leads and representatives on the ILT to support schoolwide goals. School leadership and teachers added that staff are also on the attendance team and the climate and culture team; the latter monitors referral and suspension data and also supports staff socially and emotionally. Further, school leadership and teachers noted that staff rotate facilitating staff meetings and share best practices. School leadership and teachers indicated that staff are identified for leadership roles based on strengths/performance as well as teacher interest and skill. Review of ILT, attendance and culture and climate team agendas confirmed that teachers serve in various roles.

- School leadership leverages common staff time to focus on professional learning and collaboration in support of student achievement. According to school leadership and teachers, every Wednesday is a professional development day that allows for teachers to meet collaboratively in grade level teams and discuss topics including lesson planning, instruction, data/assessments, and SEL. School leadership and teachers added that teachers also meet in academies during that time and receive trainings by academy leads or outside organizations, and teachers participate in mindful moments and also discuss re-opening and receive other general updates. Further, teachers noted that they collaborate with special educators monthly. Review of

PD and grade level team meeting agendas confirmed that data, planning, and SEL are topics of discussion.

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

- The governing board and operator maintain essential knowledge of the school and the operator provides oversight of the academic program. According to school leadership, the board and operator, the operator is on site at the school and meets weekly with the principal, the board president lives in the community, and board members are invited to school events in which they participate virtually. Stakeholders added that during monthly board meetings, school leadership and the operator share reports which include updates around academics, climate, staffing, interventions, partnerships, budgeting, parent engagement and attendance, among others, including any gaps/deficiencies/needs, and the board offers suggestions and next steps, such as additional resources. Further, school leadership, the board and operator stated that the operator collaborated with school leadership to develop the school-wide goals, which are shared with the board, and for which the board provides feedback; the board articulated all goals. Continuing, school leadership, the operator and board noted that priorities include achieving goals outlines in the school improvement plan, which serves as a blueprint, and cultivating partners, as well as providing a safe and healthy environment conducive to learning. In terms of how data is used to make decisions, school leadership, the board and operator noted that it is used to determine where supports are needed and address them, whether curricular, staffing, or procedural. Lastly, school leadership noted that the operator leads a book study for the leadership team (Leadership 2.0). Review of board meeting agendas and notes confirmed an academic excellence component was included with reports from school leadership and the operator, and revealed that updates were also shared regarding enrollment, staffing, culture and climate, parental involvement, school-wide events, technology distribution, and teacher PD; notes from November included a grade level breakdown of BOY iReady performance in reading and math, with students highlighted in green, yellow, and red, and special education students were noted separately with next steps for all; office referrals were also tracked monthly, with comparison across years noted, and attendance rates by month with next steps were included.

- The governing board and operator provide financial oversight by monitoring the school's financial records and ensuring that the school remains fiscally viable. In focus groups, school leadership, the operator and board reported that the board includes a finance committee that provides oversight according to a variety of processes and procedures in place, and spending is tracked and shared in monthly board meetings by a member of the operator team. The board added that they have six months of cash in reserve, and an outside firm provides financial reports. Regarding the budgeting process, school leadership stated that school needs are considered based on data and

survey feedback from stakeholders, which is used to draft a budget that is presented to the board for approval, and ultimately submitted to the district; the board stated that budget process includes a review of the previous year's budget, testing various margins, enrollment, and grants, and identifying deficits and how to address them. Further, school leadership, the operator and the board noted that additional funding is secured through grants (ESSER, CoP, Title I and IV, Struggling Learners and Promise Heights) that support a staff positions, the new playground, and after school programming, among other things. Lastly, the board and operator indicated that the organization is fiscally sound, and additional controls in place include approving spending by school leadership above a certain amount. Review of board meeting finance reports (including balance sheets and profit and loss), grant information and the audit for 19-20confirmed some of the financial practices. The audit noted the following: "The financial statements referred to above present fairly, in all material respects, the financial position of F.L. Templeton Preparatory Academy, Inc. as of June 30, 2020 and 2019..."

- The governing board and operator maintain effective governance practices to ensure organizational viability, including the systematic selection and oversight of the school leader. According to school leadership, the board and operator, the board includes various sub-committees, including an executive committee, an academic committee, a finance committee and a technology committee, and members serve as president, vice president, secretary, and treasurer of the board. School leadership, the board and operator added that the board includes business people, community members and families with a variety of skill areas (HR, finance, strategic planning), and they meet monthly, using the bylaws to guide decision making and ensuring a quorum is convened to vote and come to consensus. Further, the board and operator noted that this summer, they will convene to re-engage, planning strategically and long-term, beginning with the School Performance Plan. Continuing, the operator noted that the executive director has participated in trainings with the community and at charter school conferences. Regarding the hiring of the principal, school leadership, the board and operator reported that a search was conducted locally through ads and recruitment fairs, and an interview panel was convened that included staff, families, and partners. School leadership, the board and operator noted that the principal is evaluated by the executive director from the operator, with input from the board and families, following the district process to set goals, reflect, and address next steps. Lastly, the board and operator reported that the operator is evaluated annually by the board using a rubric based on the monthly reports, which also includes feedback and questions. Review of bylaws, board members resumes, conflict of interest policy, procurement policies, principal hiring documentation, school leader mid-year conference, and the ED annual report confirmed aforementioned practices.

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

APPENDIX B: SER TEAM MEMBERS

The SER visit to the Furman L Templeton Preparatory Academy was conducted on May 17-18, 2021 by a team of representatives from Baltimore City Public Schools and SchoolWorks.

Team Lead/Writer: 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: 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: 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: 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*.