



**Office of Achievement and Accountability
Division of Research Services**

**Virtual School Effectiveness Review
for Charter Schools
2020 - 2021**

**The Belair-Edison School – Brehms Campus, #231
3536 Brehms Lane
Baltimore, MD 21213**

March 15-16, 2021

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Baltimore, Maryland 21202
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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

The Belair-Edison School serves approximately 1000 students in Pre-Kindergarten through seventh grade. The school is in the northeast quadrant Baltimore.

Virtual SER Context

The Belair-Edison School has been virtual since the beginning of the year. At the time of the site visit (March 15-16, 2021) some students were returning to in-person learning. All classroom observations conducted for the purpose of this report were recorded prior to the visit.

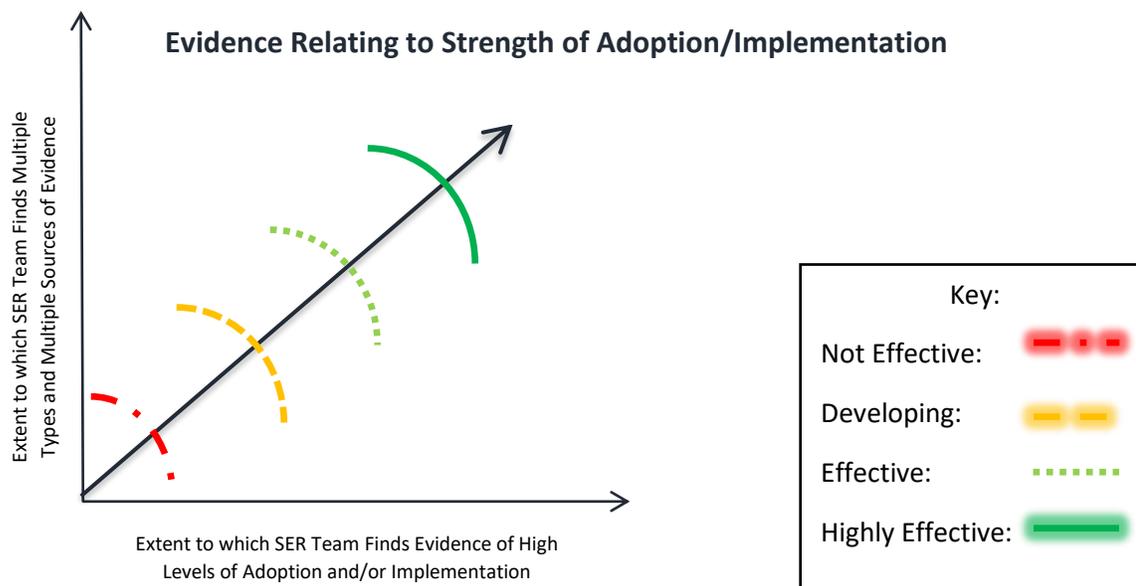
School Leadership and Staffing:

The principal, Ms. Diya Slayton, has been at the school for 5 years and with the district 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
Diya Slayton	Principal
Gabby Miele	Director of Teaching and Learning –1 st -3 rd
Jaclyn Giddens	Director of Teaching and Learning – 4 th -5 th
Brittany Gardner	Community Leader – Pre-K

PERFORMANCE LEVEL RUBRIC

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



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

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

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

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.	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.	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.	Developing
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

FINDINGS ON DOMAINS OF EFFECTIVE SCHOOLS

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

Domain 1: Highly Effective Instruction

Key action 1.1	School leadership supports highly effective instruction.	Effective
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- 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, teachers meet weekly with their community leaders to plan and create weekly learning summaries, which are uploaded on a google drive; summaries are available not only to school leadership, but also to families, and school leadership follows up with teachers if summaries are not submitted. School leadership and teachers added that in planning, teachers set targets, create tasks and discuss pacing according to a pacing calendar that was created, which can be adjusted as needed, and for which leadership provides suggestions. Further, school leadership and teachers noted that general education teachers plan with special educators during weekly collaborative meetings in order to incorporate accommodations for students, and special educators have also provided professional development around lesson modifications for students. Continuing, school leadership and teachers stated that the school has an equity group that is developing guiding principles, and infusing equity into planning around cultures, holidays and more. Review of planning protocols, pacing calendars, scope and sequence documents, learning summaries, and lesson samples confirmed planning expectations.
- School leadership consistently provides actionable feedback and guidance to teachers, aligned with the Instructional Framework. In focus groups, school leadership and teachers stated that teachers have been observed informally regularly (monthly) in the virtual space and are provided with feedback in the form of glows and grows via email or sometimes text for individual teachers; overall trends are also shared during team meetings. School leadership and teachers added that teachers participate in coaching cycles, which includes the observation, determining next steps (which could include modeling or peer observations), and monitoring through subsequent observations. Regarding the formal observation process, school leadership and teachers reported that they follow the district's process (pre-observation conference, observation, and post-observation conference) and also provide grows and glows. Teachers also noted that they have the opportunity to be recorded, reflect and self-rate before the post-observation conference, and they also receive suggestions on how to receive a higher rating, if applicable. Lastly, all teachers indicated that the feedback was beneficial to improving their practice. Review of emails confirmed

informal observations include grows and glows, and formal observations included ratings for Teach actions and evidence. One example of feedback from a post-observation email noted: “I loved the book you used for rhyming words. I might have asked the children to give a rhyming word for one in the book to see if they could (higher ones).”

- School leadership ensures the use of a complete student learning data-cycle. According to school leadership, the operator and teachers, teachers use the Anet assessment for both literacy and Math, as well as end of module assessments, unit tests and exit tickets, and the process includes a preview of the assessment to anticipate student misunderstanding, analyzing trends and developing an action plan. School leadership, the operator and teachers added that the action plan could include instructional strategies and next steps such as re-teaching, adjusting small groups, and use of intervention teachers and paraprofessionals, and then evaluating implementation and reassessing a few weeks later. School leadership and teachers noted that additional staff support small groups that are above and below grade level in Math and Language Arts, and students are grouped homogeneously in some classes; parents confirmed that students are grouped according to assessment results. Further, school leadership noted that teachers are trained on the data process during new teacher institute over the summer and it is then reiterated in team meetings, and teachers complete data templates with support from community leaders and administration, who also troubleshoot with the data. Review of data trackers, small groups, intervention progress monitoring and assessment preview and associated questions confirmed various elements of the data analysis process. Questions from the preview included the following: “Which assessment questions are most difficult? What actions will you take in your instruction as a result? Consider what you’ll look for in your data?”

Key action 1.2	Teachers use multiple data sources to adjust practice to meet learners’ unique needs.	Not rated
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- 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
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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 14 classroom observations that were conducted.

- Most 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.	71%	8%	21%
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.	79%	21%	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.	93%	7%	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.	64%	36%	0%

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.			
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- Some 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.	79%	21%	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.	43%	29%	28%

- 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.	21%	50%	29%
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.	79%	21%	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.	43%	43%	14%
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.	43%	57%	0%

Not Evident – Teachers do not give academic feedback. OR When needed, teachers do not address student misunderstandings.			
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- 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%	36%	64%
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%	21%	79%
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.	22%	64%	14%

*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
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- Teachers implement routines to maximize instructional time.

Maximized instructional time	Evident	Partially Evident	Not Evident
Evident: Students are 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
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- 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
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- 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, teachers and the operator, early career teachers in their first through third year of teaching receive instructional support from their community leaders (who are experienced teachers) through coaching cycles, which include supports such as planning, professional development, modeling, observations (peer and otherwise) and even co-teaching, based on needs. Further, teachers stated that they can also receive support with aspects of teaching such as progress reports and navigating online platforms such as Infinite Campus. School leadership and teachers added that the official mentor is a staff member (guidance counselor) who conducts monthly meetings with teachers to check in on their mental health and wellness. Continuing, school leadership reported that teachers participate in a New Teacher Institute, which includes a tour of the neighborhood and on-boarding to the "Afya Way," which review of New Teacher Summer Institute (NTSI) planning documents, agendas and surveys confirmed. Review of an NTSI presentation revealed topics included Afya Baltimore, Inc commitments, Strategic Plan, Areas of Focus, Campus Expectations and Curriculum. Lastly, regarding oversight, school leadership indicated that they check in with teachers to determine progress, and review student work. Review of coaching team notes, new BEE Zoom monthly meeting flyers, invitations, and agendas confirmed meetings and supports.
- 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 struggling teachers can be identified through observations (formal and informal), data, during meetings, and teachers can self-identify as well if they need assistance. School leadership and teachers added that supports include model lessons, lesson planning support, behavior plans, professional development and additional observations. Further, school leadership noted that no teachers are currently on Performance

Improvement Plans (PIPs). Continuing, school leadership and teachers reported that some teachers have struggled with use of technology due to the virtual learning environment this year and have received support around technology and student engagement, which review of IT office hours for teachers, a google 101 presentation and YouTube support videos links for technology needs confirmed. Lastly, teachers and school leadership indicated that teachers have improved as a result of supports provided. Review of emails revealed support from coaches to teachers through classroom visits, as well as collaboration between school-based coaches and Teach For America coaches. Review of a support log (with dates, discussion and next steps) for a teacher also confirmed supports.

- School leadership engages all staff in differentiated professional development based on identified needs. According to school leadership, teachers, and the operator, the focus of professional development for the current year has been on the use of online platforms tailored to virtual learning and student engagement, such as Google Classroom, Zoom, Freckle math and Raz Kids for literacy. School leadership, teachers and the operator added that another focus has been on restorative practices, which is new in the elementary space for this year, to support climate and culture at the school. Further, school leadership, teachers and the operator noted a focus on improving knowledge of standards and training on the Anet assessment, supported by a coach. Continuing, school leadership and teachers reported that teachers have choice as it relates to professional development, so it can be differentiated according to need/interest, as well as grade or subject area, and they sign up for various offerings weekly, which review of differentiated professional development feedback confirmed; teachers also indicated that there is professional development specifically for para-educators. Teachers also noted that there is professional development to support teachers' emotional wellness. Lastly, regarding impact, school leadership and teachers indicated that teachers complete surveys after professional development to assess the benefit and also look at implementation of learning. Review of professional development documents such as community chat and chew agendas, presentations and schedule confirmed a focus on aforementioned topics. Review of a staff professional development presentation from the return to school confirmed topics included the following: ABI Priorities, Teacher responsibilities, Virtual Systems, House System, Google Classroom, Using Zoom, BE Tutoring Program and Various Asynchronous PD Topics.

Domain 3: Vision and Engagement ⁴

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
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- Most of 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, teachers, staff, and the operator and board, the school’s mission and vision is focused around three pillars of health – academic/intellectual, social-emotional and physical/nutritional. Stakeholders added that the mission and vision are communicated through Friday communication with families, daily announcements, discussion at events, social media and the school’s website. However, when probed, students and families could not clearly articulate elements of the mission and vision, but instead generally noted the values and activities. Further, school leadership, teachers, the board, operator, students, and families all stated that the mission and vision are manifested through the “Afya Way,” which includes community agreements, 10 expectations, and the house system (similar to Harry Potter, and into which all staff and students are sorted and remain for their tenure at the school, with monthly house days). Continuing, stakeholders stated that regular events such as BEWAP (Wellness Ambassadors Program - a monthly program that promotes exercise and nutrition, including Zumba and cooking nights) and BE in the mix (which has included art night, game night). Lastly, school leadership, teachers and parents noted partnerships are aligned with the mission and vision, which are detailed below. Review of pictures confirmed the commitments, community agreements, house system, while review of flyers, handbooks and Open House materials confirmed the mission and vision and programming such as BEWAP.
- School leadership ensures that the school’s programs are culturally relevant and incorporate skills for 21st century success. In focus groups, school leadership, teachers, the board, operator, parents and students reported that through virtual career days and field trips, students have been exposed to various experts in the Baltimore community, such as local authors, scientists and artists. Stakeholders added that through Be in the Mix, trivia nights have been focused around Women’s History month and Black History month was also celebrated this year, with a showcase during morning meetings to spotlight noteworthy figures; parents and teachers indicated that current events, such as the incident at the Capitol, were also discussed and unpacked with students in their classes. Regarding preparation for the future, stakeholders noted that students are using technology such as laptops and hot spots in the virtual learning space, as well as online platforms such as Google Classroom and Nearpod, and they collaborate in break out rooms.

⁴ Only two students participated in the student focus group.

Further, critical thinking is pushed through Number Talks (a process through which students share their thinking around problems and work together to solve them) and the Reach for Reading and National Geographic curriculums, as well as out of school opportunities such as debate club and community cleanups. Lastly, stakeholders indicated the school has a Genius Bar, which served to familiarize staff and students with online platforms and troubleshoot technology challenges when necessary, at school or in students’ homes. Review of flyers, presentations, letters and more confirmed events such as the Virtual Career Fair and Black and Women’s History Month celebrations.

Key action 3.2	The school cultivates and sustains open communication and decision-making opportunities with families and the community.	Highly Effective
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- The school implements systems to build strong relationships with families and garners feedback in order to make schoolwide decisions. According to stakeholders – school leadership, teachers, the operator, board, families and students - the school hosts weekly Be in the Mix and monthly BEWAP family events, as noted earlier, to build a sense of community. Stakeholders added that the school communicates through a variety of avenues, including positive phone calls tracked through phone logs, weekly newsletters, emails, robocalls, daily announcements, class dojo, social media, and even in person (socially distanced) events such as Beep and Greet Open House and Trick or Treat; stakeholders indicated that the school also calls home daily and conducts home visits for families and students who are not engaged. Further, school leadership, teachers, families, students and the operator stated that the school has a School Family Council (SFC) in which committees report out on school progress monthly to families, and surveys are administered to garner feedback from families, regarding topics such as re-opening, curriculum, the house system and fundraisers. Lastly, teachers noted that school has conducted parent workshops for families on topics such as navigating technology and also has an emergency fund to support families with basic needs during the pandemic, such as cleaning supplies, groceries and more. Review of flyers confirmed access to hotspots, supplies and meals, and review of flyers, letters, emails, and agendas confirmed events such as Beep and Greet, Be in the Mix, SFC, BEWAP, spirit week and more. Review of an SFC agenda from October revealed topics included the following: Principal’s report, achievement, family and community engagement, attendance, virtual learning committee reports, upcoming events and community partners: BENI, Burning Hearts - winter coat drive, Family Lego party, Civic Works – Supporting families with utility bills, project lightbulb, affordable produce program, Enoch Pratt – Beatbox and Rap with Max Beat, homework help program , Girl Scouts – Supporting a Girl Scout Troop, Port Discovery – Pop up Playdate with Port Discovery.

- 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 reported that the school has a community school coordinator who supports active engagement of community partnerships and needed resources/supports, which include Port Discovery (provision of summer program and learning packets for students), Love Baltimore Ministry (backpack, school supply and Thanksgiving basket donation), Enoch Pratt library (internet access and a space for students). Parents and school leadership added that Civic Works provides employment opportunities for families, while Ceasefire Baltimore supports Be in the Mix events. Further, school leadership, teachers and families noted additional partners such as Colgate (free toothbrushes), Threshold (food resources), Scholastic (free books), local museums (STEM kits), Continuing, the operator noted that the Goldseker Foundation supporting the merging of the school, while a generous donation from the Meyerhoff supported beautification efforts and outdoor play. Lastly, school leadership noted a section of the school newsletter is assigned to partners, and they can participate in and report out through School Family Council meetings. Review of Belair-Edison Community Think Tank partnership list and supports, flyers, emails and photos confirmed aforementioned partnerships and their supports for the school.

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
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- 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.	Developing
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- School leadership collaborates with teachers to establish and communicate goals for the improvement of student learning and strategies aligned to the goals; however, the goals are not measurable. According to school leadership, teachers, the board and the operator, the school year began with a goal of providing access to technology to engage students in virtual learning, then moved to meaningful grade level work and evolved over time to ultimately include a focus on attendance and achievement; at the time of the visit, the school was also focused on health and safety with the return to in-person learning. Although school leadership and teachers noted a historical focus on one year's growth, being on grade level or performing at the median nationally based on standardized assessments compared to a network of schools, most stakeholders noted that for the current year, a target for the academic goals had not been established due to the pandemic. However when probed, school leadership, teachers and the operator added that improvement goals are based on ANet for ELA and math for the current academic year, as well as DIBELS in the younger grades, and the climate goal is centered around improving attendance; some stakeholders noted a goal of 80%, aligned with the district goal, while others indicated it was over 90%. Further, school leadership, teachers and the operator stated that goals were developed by the administration, the ILT and the operator, and communicated to staff through professional development and team meetings with staff, and to families through the School Family Council meetings; teachers indicated they provided feedback on goals in team meetings, based on data from the previous year and the beginning of year benchmark data. Regarding strategies, school leadership, teachers, and the operator reported that for attendance, there is an attendance committee that meets monthly to plan incentives, SST supports interventions for students who are not engaged, and the restorative practice team also supports engagement through home visits. Continuing, stakeholders noted that academic strategies, which were determined in part by grade level teams as well as committees, include use of the data protocol, small groups and individual tutoring, and interventions/online platforms (Raz plus, Freckle, Amplify and more). Review of the ABI instructional priorities revealed a focus on ELA, math, assessment and intervention. Review of the strategic plan overview and progress meeting notes in which the leadership team and operator participated confirmed that attendance by grade was noted for each month, and also included notes on attendance and reading foundation focus and action plans for ANet.

- School leadership and all staff participate in regular analysis of data and instructional practices to monitor progress, revisiting and adjusting action plans as needed. In focus groups, school leadership, teachers and the operator reported that teachers meet weekly in grade level meetings to review data, and grade level attendance is shared daily with staff. Teachers added that they also have the opportunity to review data for the grades above and below, but in regards to school-wide data, school leadership indicated it was too difficult to share with the entire staff on a regular basis, though historically this had been done in staff meetings at regular intervals throughout the year after assessments were administered. Further, school leadership and teachers noted that committees review attendance and academic data as well. Regarding adjustments, school leadership and teachers indicated that alternative learning plans were put in place for students who were difficult to engage in virtual learning, and strategies are being re-visited and adjusted regularly in team meetings at the grade level, such as adjustments to small groups or a focus on vocabulary. Review of documents including the ANet A1 data analysis overview, A2 data snapshot and action plans confirmed analysis of ANet after benchmarks were administered and a shift in strategies, such as small groups and guided reading.

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
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- Budget distributions and resource allocations are aligned to school goals and priorities that support equitable learning environments. According to all stakeholders – the operator, school leadership, teachers, families, and students- the biggest investment for the current academic year, given that the majority of the year was conducted virtually, was technology, particularly computers and hot spots for students, to ensure that all students had access to instruction. The operator clarified that approximately 500 computers and 100 hotspots were purchased. School leadership, the operator, and teachers added that another priority aligned with virtual instruction was staff training and development on use of technology and personalized learning platforms, such as Freckle, Amplify and Raz Kids. Further, school leadership, the operator, and teachers stated that because all students in the elementary school had the option to return to in person learning at the time of the site visit, large investments had also been made in health and safety, such as a PPE gear (desk shields, air purifiers, and more). Continuing, school leadership, teachers, students and the operator reported that supplies were provided to students to support engagement in learning. Lastly, school leadership noted that staff and families had an opportunity to view and provide input on budget priorities at a recent School Family Council (SFC) meeting; though staff and families did not confirm this, review of an SFC presentation confirmed that the budget was shared at an SFC meeting, and a survey was administered to garner feedback on priorities. Review of a budget addendum for the current academic year revealed that additional funds had also been allocated for tutoring in early grades, staffing to support small class size and

family engagement, restorative practices, staff to support IEPs, technology, and more. Lastly, review of a letter to families discussed the ABI schools virtual learning family support fund for technology, school supplies, tutoring and other virtual learning needs.

- 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 serve on committees aligned with priority areas, such as virtual learning, achievement, attendance, family and community engagement, for which teachers can choose based on their interest, and which includes teachers from mixed grade levels. School leadership and teachers added that teachers also present professional development to peers based on their expertise in half-day professional development days, and a staff member serves as a teacher mentor. Lastly, regarding oversight, teachers noted that they sign in for meetings and their work is accessible via a google drive, and committees present during School Family Council meetings. Review of committee notes confirmed attendance, virtual learning, achievement and family and community engagement committee meetings.
- School leadership leverages common staff time to focus on professional learning and collaboration in support of student achievement. According to school leadership and teachers, teachers meet weekly in grade level team meetings which are facilitated by community leaders, and regular agenda items include planning for the week (learning summaries), pacing checks, data cycles and analyzing students' work. School leadership and teachers added that students of concern are also discussed, and teachers may share suggestions or strategies. Further, teachers indicated that special education teachers may also meet with them to discuss supports for students with disabilities. Review of collaborative planning meeting notes confirmed that teachers and staff discuss planning, pacing, student concerns, and analyze student work and data. Agendas also revealed that teachers discuss grows and glows in regards to instruction and also general areas.

Key action 4.3	School's board of trustees (or operator) provides competent stewardship and oversight of the school.	Effective
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- The governing board and operator maintain essential knowledge of the school and provide oversight of the academic program. According to school leadership, the board and operator, the operator meets weekly with principals throughout the charter network, as well as with individual principals. Review of principal weekly check-in meeting notes confirmed regular meetings between the operator and principals. School leadership, the board and the operator added that there is a retreat each summer, during which principals reflect on the previous year and create goals for the upcoming year, resulting in the development of the strategic plan, aligned with the mission and vision of the school; for this year, a virtual learning plan was also developed. Review

of the summer strategic planning notes included options for the return to school for the current year (full remote, hybrid, etc.) and notes on curriculum, programming and SEL training. Further, the operator noted that the operator serves as a liaison between the school and the board, sharing information about the broader mission and goals, connecting the board to various communication streams including the website and social media, and also sharing more detailed progress reports and data summaries by grade level; this year, an external evaluator was also contracted to conduct a survey to garner feedback on virtual learning from teachers, families and students, which review of a PowerPoint presentation on the evaluation confirmed. Continuing, school leadership, the board and the operator noted that data is provided in board meetings to monitor progress and make improvements as needed, including ANet interim assessments, DIBELS, attendance, and more; the board shared that strategies included restorative practice, data analysis and unfinished work. Lastly, the board confirmed the historical school-wide goals of one year's growth or being on grade level for ANet and an 80% attendance rate. Review of the strategic plan progress review included attendance data by grade by month across the Fall months (Sept-Nov), and for instruction noted teacher action plans from Anet A1-A2 cycles and reading foundational skill snapshot. A review of governing board meeting minutes included an academic programming section, and review of a governing board reopening workgroup document noted that topics included academics and programming, review of communications to families, decision making around reopening, readiness of the building in terms of health and safety, and plans for virtual and in-person programs.

- 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 the operator stated that priorities are identified in regards to programming and facilities, and the operator also noted a budget priority document was created, aligned with the mission and vision. School leadership and the board added that the operator meets first with the principal and then the board to draft a budget, which is ultimately shared with the community and then voted upon by the board, who continue to review budget updates through the year. The operator, board and school leadership further shared that a business manager sends out monthly reports, and a variety of additional funding streams are supporting the school this year (several through grants written by the operator), including an ESSA grant, a 21st century grant, a CARES grant, a Struggling Learner's grant, Title 1 & 2 and a Concentrations of Poverty grant. The operator and board further stated that the school has financial goals around increasing the cash reserve by 10% annually, and investing a set amount of funding in the school buildings across the charter network for capital improvements (such as bathroom renovations and the addition of a playground), after fully supporting programming. Lastly, the operator noted that the audit was sound. Review of governing board meeting minutes confirmed that budget and finance were regular discussion topics, with notes related to facility/capital improvement, enrollment and funding, fundraising and more. Review of consolidated income statements, facility condition

assessments, Q2 reporting income statement for the campus, finance committee agenda and the audit confirmed financial practices and oversight.

- The governing board and operator maintain effective governance practices to ensure organizational viability, including the systemic selection and oversight of the school leader. According to school leadership, the operator, and board, the board meets six times over the course of the year in addition to a summer retreat, and members are from the community with relevant backgrounds in law, education, community outreach and research and evaluation; standing committees includes budget and finance, though ad hoc committees have been created for strategic planning and the SER; review of strategic planning documents for SY20-21 revealed alignment with the school's mission and vision, and also included metrics, progress monitoring resources and professional development and components related to virtual learning and re-opening. The board added, and review of the board of directors document confirmed, that the board also includes a president, vice president, secretary and treasurer. Further, school leadership, the board and operator stated that the board has transitioned from being operational to strategic, and to that end has created a five-year goal, and supports training of staff related to school programming, such as standards and ANet. Continuing, the board noted that to make difficult decisions, such as re-opening, they discuss items brought to them by the school and operator and vote, sometimes through additional meetings as needed to hear details, which can also result in revisions or improvement to processes. Regarding the evaluation process for the principal, school leadership stated that the principal is evaluated by the operator and follows the district's process for the evaluation (including goal-setting, deadlines, templates and mid-year and end of year conversations). Review of the principal mid-year reflection revealed that it included indicators from the leadership framework, notes and areas of strength and growth. Regarding the evaluation of the operator, the board and operator noted that the process is conducted annually by two members of the board, which is then brought to the full board for a vote and salary review; however, no evaluation of the operator was provided. Review of the by-laws, board policies, governing board meeting minutes (including a special meeting for re-opening), charter agreement and amendments and emails from the operator confirmed many of the governance 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 Belair-Edison School- Brehms Campus was conducted on March 15-16, 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: 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: Dawn Shirey is a veteran of supporting schools through visioning and implementing 21st Century teaching and learning skills and strategies. Dawn has worked in Baltimore City Public Schools in Baltimore, Maryland for the last 28 years as teacher, staff developer, assistant principal, principal, school support facilitator, and principal supervisor. In her current role as Director of 21st Century Learning, Dawn works with various school level stakeholders, district teams, and outside partners to coordinate technology deployment and ongoing professional learning to support high quality instruction to meet the needs of all learners.

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*.