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

Frederick Elementary School #260

2501 Frederick Ave.

Baltimore, MD 21223

May 24-25, 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

Frederick Elementary School serves approximately 384 students in Pre -Kindergarten through fifth grades. The school is in the southwest quadrant Baltimore.

Virtual SER Context

Frederick Elementary School has been virtual since the beginning of the year. At the time of the site visit (May 24-25, 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.
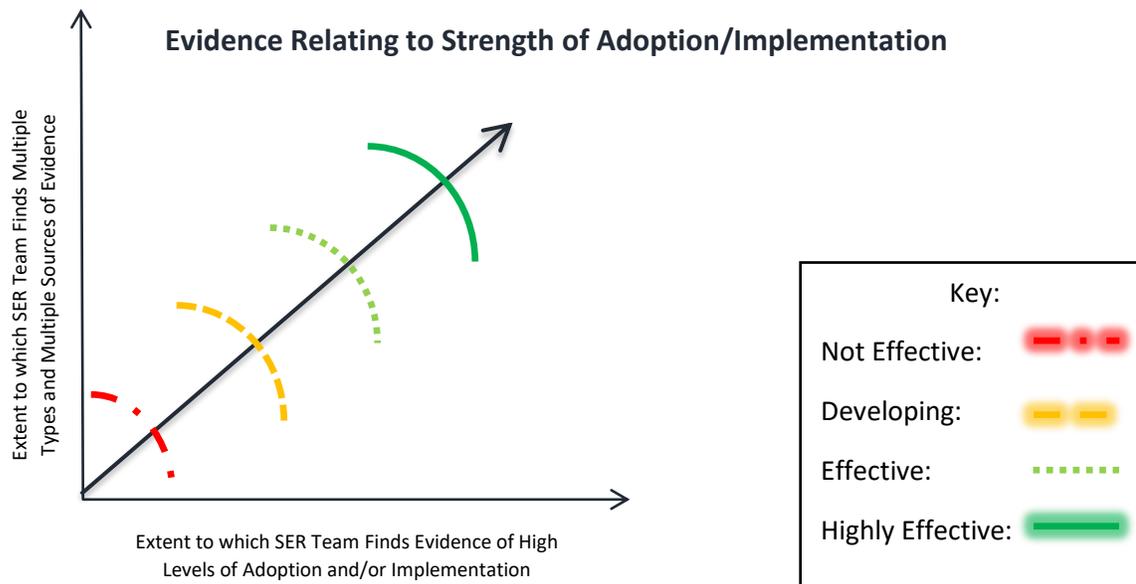
School Leadership and Staffing:

The principal, Mr. Harold Henry has been at the school for 4 years and with the district for 19 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
Harold Henry	Principal
Tetra Jackson	Assistant Principal
Kendra Banks	Director of Restorative Practices
Shannon Call	Individual Education Program Chair
Marvelyn Johnson	Academic Coach-Literacy
Jodi Jones	Academic Coach-Literacy
Charmaine Turner	Academic Coach-Math

PERFORMANCE LEVEL RUBRIC

The SER team will use the following guidance to select a performance level for each key action. Note that the quality standard for each performance level is based upon: the extent to which the SER team finds multiple types[1] and multiple sources[2] of evidence AND the extent to which the SER team finds evidence of high levels of adoption and/or implementation of a practice or system. The SER team will also reflect on the Instructional Framework and School Leadership Framework in their analysis prior to assigning a rating for each key action.

Evidence Relating to Strength of Adoption/Implementation

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

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

Key:

Not Effective:

Developing:

Effective:

Highly Effective:

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

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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.	Highly Effective
1.2 Teachers use multiple data sources to adjust practice.	Not Rated
1.3 Teachers deliver highly effective instruction.	Highly 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.	Highly Effective
3.2 The school cultivates and sustains open communication and decision-making opportunities with families and the community.	Effective
3.3 The climate and culture of the school creates a welcoming learning environment that meets the academic, social, and emotional needs of each student.	Not Rated
Domain 4: Strategic and Professional Management	
4.1 The school establishes clear goals for student achievement and tracks progress towards goals.	Developing
4.2 The school allocates and deploys the resources of human capital and funding to address the priority growth goals for student achievement.	Highly Effective
4.3 School's board of trustees (or operator) provides competent stewardship and oversight of the school.	Highly Effective

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.**	**Highly Effective**

- School leadership ensures that teachers engage in the planning of the curricula through oversight of standards-based units, lessons and pacing. School leadership and teachers reported that beginning of the year professional development was provided for teachers on lesson planning and curriculum programs (Direct Instruction, Eureka, Core Knowledge, Second Step). To that end, school leadership and teachers reported that teachers submit daily lesson plans using Common Curriculum (a lesson planning platform) or Google Drive and complete daily Lesson Progress Charts, which are reviewed by school leadership and discussed in collaborative planning meetings. A review of a staff bulletin confirmed the above-mentioned expectation. Additionally, review of collaborative planning agendas confirmed oversight of lesson planning and discussion of Lesson Progress Charts. Moreover, a review of feedback noted the following next steps regarding planning: "Pre-plan scaffolded questions for procedural skills practice…Preplanning questions and using them consistently is a scaffolding technique that provides a framework for students to learn math through procedural skills or fluency…" In terms of equity, diversity, and inclusion in planning, school leadership and teachers reported that teachers implement the Grace Abounding Curriculum (a collection of African American literature, art, and music) as well as teacher-created black history and women's history lessons, which a review of these units and lessons confirmed. Regarding pacing, school leadership and teachers reported that pacing is also monitored through Lesson Progress Charts and informal conversations. A review of Lesson Progress Charts and feedback as well as quarterly analysis documents confirmed the oversight of pacing for literacy and math. These documents indicated discussions pertaining to the completion of lessons and modules.

- School leadership consistently provides actionable feedback and guidance to teachers, aligned with the Instructional Framework. Regarding informal observations, school leadership and teachers reported that teachers are observed frequently and provided feedback in terms of strengths, areas of growth, next steps, and a targeted question. Continuing, school leadership and teachers reported that implementation of next steps is monitored by the academic coaches during the next informal observation. A review of informal observations confirmed this process. Specifically, an informal observation form included the following feedback alongside embedded

indicators from the Instructional Framework. "Thank you for inviting me to co-teach with you. It is a pleasure seeing you teach, and your students learn. We will continue to practice sounding out strategies and the individual sounds. DI is very precise, and it takes a while to become adept. Daily practice is a key component to your success in teaching the program. Thus, practicing your script out loud, with a partner, and with your coach will help. I am happy to support you as you gain experience." School leadership and teachers reported that they are formally observed twice per year by the principal and assistant principal, which review of the formal observation schedule confirmed. Formal observation feedback tools noted feedback provided in terms of targeted questions, strengths, areas for improvement and next steps. Specifically, one form noted the following feedback provided to a teacher pertaining to citing evidence when answering a question (Instructional Framework 3.0 Teach 3) "there were some responses that, while they may have been correct, did not demonstrate application of the objective skill of citing evidence; the feedback was not given to ensure that students could support their answers; some students did it, but many did not and there was no redirection to make sure they did."

- School leadership ensures the use of a complete student learning data-cycle. As previously mentioned by school leadership and teachers, teacher complete daily Lesson Progress Charts which document mastery of standards. School leadership, teachers, and the operator reported that the Lesson Progress Charts inform upcoming lessons. For example, the results of Lesson Progress Charts determine next steps in terms of reteaching, acceleration, remediation, and small group configurations, which families confirmed. In addition, school leadership and teachers reported, and review of numerous data presentations confirmed that teachers create quarterly data presentations using the ORID protocol (Observation, Reflection, Interpretation, and Decision). School leadership and teachers reported that teachers received professional development on the data protocol at the beginning of the year and additional development after the first round of presentations based on need. A review of a presentations confirmed the initial and follow-up trainings. Regarding oversight of the process, school leadership participates in the presentations and gives individual feedback to teachers per a rubric, which review of the rubric confirmed. Specifically, review of the rubric noted that teachers receive feedback on indicators related to each aspect of the ORID protocol.

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.	Highly 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.	**100%**	**0%**	**0%**
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.	**100%**	**0%**	**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.	**100%**	**0%**	**0%**

- 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.	**100%**	**0%**	**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.	**100%**	**0%**	**0%**

- 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%**	**85%**	**0%**
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.	**85%**	**15%**	**0%**

- Most 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.	**85%**	**15%**	**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.	69%	31%	0%

- 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.	8%	15%	77%
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%	0%	100%
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.	100%	0%	0%

*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. School leadership and teachers reported that the school has a mentor for the school's early career teachers. School leadership and teachers reported that the mentor meets individually with new teachers or teachers new to the school and focuses on the needs specific to teachers. A review of goal-setting documentation and evaluation feedback confirmed that the mentor is assessing teacher needs and creating action steps to support teachers. School leadership and teachers reported that professional development for new teachers is offered before and after school according to teachers' needs. Specifically, teachers reported session on the CHAMPS (Conversation, Help, Activity, Movement, Participation) behavior management strategy and using Northwest Evaluation Association Measures of Academic Progress (NWEA-MAP) to plan instruction. A review of Restorative Practice professional development documentation confirmed this session just for new teachers. Also, a review of several mentor meeting presentations confirmed meetings with new teachers. Lastly, school leadership and teachers reported that the effectiveness the mentoring program is monitored through check-ins with teachers and informal observations. A review of presentations, teacher surveys and feedback, and professional development agendas confirmed the new teacher meetings.

- School leadership uses multiple methods to provide timely support and interventions to struggling teachers and staff as indicated by data and/or informal or formal observations. School leadership and teachers reported that struggling teachers are identified through informal observations and student data. In addition, school leadership and teachers stated that they can identify areas of struggle during regular check-ins with the principal. A review of staff bulletins and the principal's calendar confirmed opportunities for teachers to check-in with the principal. In terms of support,

school leadership reported that the school offers a variety of supports to teachers through the math, literacy, restorative practice coaches, which teachers confirmed. School leadership and teachers reported that supports for teachers vary based upon need, but may include increased informal observation and feedback cycles, co-planning, professional development, and peer observations. Teachers reported that interventions provided by the coaches have been beneficial in improving classroom management and instruction. School leadership reported that more targeted interventions for teachers may include an informal support plan created by the coach and a formal performance improvement plan if further intervention is warranted, which review of Performance Improvement Plans confirmed. Specifically, one Performance Improvement Plan indicated that following supports would be provided: support from a coach with the implementation of behavior management strategies, a modified instructional plan, peer-coaching, increased observation and feedback cycles, and others.

- School leadership engages all staff in differentiated professional development based on identified needs. School leadership reported that the coaches outlined a calendar for professional development in alignment with the School Improvement Grant that has been adapted over time according to school need. Continuing, school leadership reported that topics identified for professional development include implementing the instructional framework through the virtual platform, instructional technology platforms, the Second Step curriculum (for social and emotional learning), the data analysis process, equity, wellness for staff, and school vision. Teachers confirmed the professional development topics but emphasized virtual learning platforms and technology considering the current context and well as data analysis, Second Step curriculum, and an adult development series to cultivate leadership in teachers. A review of presentations and agendas confirmed professional development sessions on instruction in the virtual setting, Direct Instruction, Eureka Math, Second Step, and others. School leadership and teachers reported that topics for professional development are differentiated based on tenure, grade level, and need, which the operator confirmed. For example, a professional development overview indicated various opportunities for professional learning along with the intended audience. Additionally, school leadership and teachers reported that surveys are administered following professional development sessions, which a review of surveys confirmed.

Domain 3: Vision and Engagement

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

- The school community shares a clear understanding of the school's mission and vision, including a clear understanding of initiatives and values, that support high student achievement. The school's 2020-21 staff handbook notes the following Statement of Purpose: "At Frederick Elementary School, we educate and develop future leaders to use wisdom in solving complex problems and leading change, for themselves and their communities". All stakeholders (school leadership, teachers, students, families, board members, operator) confirmed this statement of purpose and the school's emphasis on the three pillars of wisdom, leadership, and community. School leadership, teachers, students, and families reported that the statement of purpose is reinforced through five habits of mind-wisdom, awareness, leadership, fearlessness, and supportiveness, which students affirm through a pledge. In addition, school leadership, teachers, students, and families reported that the mission and vision have been communicated through displays in the school building, on uniforms, and school paraphernalia, and in discussions with and interactions amongst members of the school community. School leadership and teachers reported that social and emotional learning routines such implementation of the Second Step curriculum and restorative practices support the attainment of the mission, which students and families confirmed. Further, school leadership and teachers reported that curriculum programs also support the mission. Lastly, school leadership, teachers, and families reported that the school hosts various events empower the school community to exemplify the habits of mind.

- School leadership ensures that the school's programs are culturally relevant and incorporate skills for 21st century success. School leadership and teachers reported that the school's cultural intelligence committee reviews the curriculum to ensure that it is culturally relevant and responsive. A review of staff bulletins and action plans confirmed the work of this committee. School leadership and teachers reported that because of this committee's recommendations, the Grace Abounding curriculum (a collection of African-American Literature, Music, and Art), and teacher-created black history and women's history units were added to the curriculum. A review of these units and lessons confirmed that students learned about notable figures through interdisciplinary lessons that included STEM (Science, Technology, Engineering, Mathematics) components and culminated with students' participation in a "Virtual Living Wax Museum". Students confirmed these lessons. In terms of skills for 21st century success, school leadership, teachers, and families reported that the curriculum programs hone critical thinking and problem-solving skills and provide real-life application. In addition, school leadership, teachers, and families

reported that students have opportunities to work in groups in the instructional setting as well as to build social competencies through restorative practices. School leadership and teachers also reported that students engage with multiple software programs beyond the virtual learning platform, which families confirmed.

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

- The school implements systems to build strong relationships with families and garners feedback in order to make schoolwide decisions. School leadership reported that the school has worked successfully to combine two school communities, which the board and operator confirmed. To cultivate a strong sense of community, school leadership and teachers reported that the school maintains open communication with families through its open-door policy, class dojo, emails, letters, text messages, phone calls, and in-person communication. A review of letters and presentations confirmed these methods of communication to families. In addition, the school provides for the physical, academic, and emotional needs of families and students through the food pantry, job skills development, after school programming, technology support, and counseling groups for various issues. School leadership and teachers added that the school incentivizes family participation through give-aways, which a review of documentation confirmed. A flyer also documented a backpack and supply giveaway to students. Moreover, school leadership and teachers reported, and review of flyers confirmed that the school has hosted numerous events for families such as Back to School night, Trunk or Treat, virtual movie nights, and other community building events. For families who are difficult to contact, school leadership and teachers reports that members of the school community conduct home visits, which a home visit tracker confirmed. For families who do not speak English as their primary language, the school communicates through bilingual staff and translated documents. School leadership, teachers, and families reported that the school garners family feedback through surveys, which review of surveys confirmed. Particularly, school leadership, teachers, and families reported that family feedback influenced school reopening procedures and timelines. School leadership and the operator reported that the school is working to re-establish an organized parent group.

- The school builds strong relationships with community stakeholders and leverages resources to meet the needs of students and the school. School leadership, teachers, and families reported that the school community was surveyed to ascertain the needs of stakeholders. As a result, school leadership and teachers reported that the school partners with Bon Secours (community school coordinator), Kaiser Permanente (community health plan, mental health counselor), Maryland Food Bank (food distribution), Roberta's House (grief counseling), Womb works (character development), Amazon (school supplies), Ravens (food giveaway), Southwestern

alumni (school supplies), and local churches (school supplies). The school's community partner list showed that the school has ten active partners working to support the needs of the school. School leadership reported that regular partnership meetings are held with Bon Secours and Kaiser Permanente.

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.	Developing

- School leadership collaborates with teachers to establish and communicate measurable goals for the improvement of student learning and strategies aligned to the goals; however, some teachers were unclear regarding the academic goal. School leadership and teachers reported that the goals and strategies were created in collaboration with Instructional Leadership Team (of which teachers are a part) and have been communicated to teachers during professional development and in staff bulletins.   Review of a presentation indicated the following goals: Goal 1: 85 % of students in grades Pre-K thru 5 will participate in all class sessions each week, as measured by student attendance and submission of assignments. Goal 2: Students who participate will retain and be able to apply new and previously learned skills with 85% accuracy as measured by teacher assigned tasks and mastery tests upon return to school. School leadership, and teachers confirmed the attendance goal and noted strategies aligned with the goal such as tracking and monitoring attendance, daily communication with families, home visits, providing instructional materials for students to bridge technological access gaps, and incentives for parents and students.   While school leadership and some teachers confirmed the academic goal, some teachers were unable to articulate the goal noted above. Specifically, some teachers reported that academic goal was to progress through a certain number of Direct Instruction reading lessons in a year, and other teachers reported a goal of students attaining 1 to 1.5 years growth. However, school leadership and teachers reported that strategies aligned with the academic goal include curriculum programs, goal setting and data analysis. The governing and board and operator confirmed the goals as previously mentioned.

- School leadership and all staff participate in regular analysis of some school-wide data and instructional practices to monitor progress towards goals, revisiting and adjusting action plans as needed. School leadership and teachers reported that the Attendance, Improvement, and Monitoring (AIM) Committee (which consists of various school staff members) monitors and tracks attendance regularly and provides updates for staff, which a review of documentation confirmed. Teachers reported that they were aware of the school's progress in terms of attendance rates. A review of emails to staff and some staff meeting notes confirmed communication of student attendance updates. Regarding academic data, school leadership and teachers reported that staff looked at NWEA data from at the beginning of the year to determine if students progressed from the previous year, which review of documentation confirmed. Continuing, school leadership and teachers reported that formative data is collected in the Lesson Progress Charts and analyzed weekly in grade level team meetings, which collaborative planning agendas confirmed. Moreover, school leadership and teachers indicated that each quarter, all

teachers make data presentations to school leadership, other teachers (from their grade band and resource teachers,) and the operator in alignment with their quarterly goals, which the previously mentioned documentation confirmed. Though teachers reported knowing the progress of their individual students, they were unaware of progress made toward the schoolwide academic goal.

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

- Budget distributions and resource allocations are aligned to school goals and priorities that support equitable learning environments. School leadership reported that the school's budget is bolstered by grants and these grants have provided significant resources for the school, which the board, operator, and review of grants confirmed. Specifically, school leadership, and students reported that the school acquired devices and hotspots for each student, a new social and emotional learning curriculum with training for teachers, access to instructional platforms, in additional to instructional supplies such as texts and manipulatives. A review of staff bulletins noted student device and teacher supply distribution. Additionally, school leadership and teachers reported that the budget supports positions such as three instructional coaches, a director of restorative practices, and a climate team. Families were able to confirm all the previously mentioned instructional materials and staff positions and added that the school has a staff member dedicated to providing technology support to students and families. In terms of the budget addressing inequities, school leadership and teachers reported that all students are provided access to the same supports as needed; however, the school partners with organizations to address some inequities within the community (i.e. food distribution, mental health, etc). Finally, school leadership, teachers, and families reported that the school hosted meetings for students and to get updates and provide feedback on the budget.

- School leadership leverages staff in key roles in support of school-wide goals. School leadership and teachers reported that teacher leaders are asked to serve in various capacities within the school community based on instructional acumen, leadership capabilities, and interpersonal skills. In addition, school leadership and teachers reported that teacher leaders participate on the Instructional Leadership Team. A review of a Leadership Memo to teacher leaders confirmed the expectations. Particularly, the memo noted that teacher leaders are to serve on the Instructional Leadership Team, serve on one committee, support teachers through the Student Support Teams process, exemplify the school's pillars of wisdom, leadership, and community, and more. Additionally, school leadership and teachers reported that all teachers serve on committees in the school such AIM, sunshine, hospitality, and union conference committee. A review of a staff bulletin confirmed the committees and committee assignments. Moreover, a review of agendas

confirmed the work of these committees. School leadership reported that oversight of these assignments is maintained through conversations, attendance, and tracking documentation, which a review of documentation confirmed.

- School leadership leverages common staff time to focus on professional learning and collaboration in support of student achievement. School leadership reported, and teachers confirmed that teachers collaborate during half-day professional development sessions. Review of half- day professional development agendas confirmed opportunities for professional learning (I-station, Eureka Math, Culturally Relevant ELA/SS curriculum, etc.) and additional collaborative meeting time. School leadership and teachers reported that teachers have three collaborative planning sessions per week for literacy, math, and social and emotional learning. School leadership and teachers reported that collaborative planning sessions consist of professional development based on teacher need, lesson planning, and data analysis. A review of collaborative planning agendas, notes, and presentations confirmed the math and literacy meetings. Specifically, notes for the math and literacy collaborative planning agendas showed that teachers discussed planning lessons, reviewed class and individual student data from lesson progress charts and assessments, and pacing. Additionally, sign-in sheets confirmed the social and emotional learning collaborative planning meetings.

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

- The governing board and operator maintain essential knowledge of the school and provide oversight of the academic program. School leadership, board members, and operator reported that oversight of the school's academic program is maintained through frequent and regular check-ins with school leadership, the operator's participation in Data, School Leadership Team, and Instructional Leadership Team meetings, as well as quarterly board meetings. A review of Instructional Leadership and School Leadership Team meeting agendas and notes confirmed the operators' participation in these meetings. Specifically, the board and operator reported that the operator presents school reports which include academic and climate data in addition to other pertinent information, which board meeting noted confirmed. A review of board meeting agendas and notes highlighted topics such as student engagement, Reading Mastery Curriculum to maintain student proficiency, staff wellness, social justice, NWEA data, enrollment, finance, renewal and others. School leadership reported that the initial schoolwide goals were created by the operator as part of the School Improvement Grant application before the current school leadership administration but have been updated each year in collaboration with the operator and shared with the board. A review of an email confirmed the sharing of the goals with the board. To that end, the operator and board were aware of the school's goals and the school's current progress towards the goals. Specifically, the operator and board noted challenges in terms of

student engagement in alignment with the attendance goal. A review of an education committee agenda noted discussions regarding learning loss due to low student engagement. The board reported that it supports the school in its endeavor to become an academic success, maintain a supportive climate, and remain fiscally solvent. School leadership, board, and operator reported that the contract is monitored through the review of data and ongoing monitoring of data aligned with goals as outlined in the contract.

- The governing board and operator provide financial oversight by monitoring the school's financial records and ensuring that the school remains fiscally viable. School leadership, the board, and operator reported that oversight of the school's financial resources is maintained through monthly monitoring of expenditures and quarterly report-outs during board meetings. Continuing, school leadership, the board, and operator reported that the school is fiscally sound and is slated to have a surplus at the end of the fiscal year. In terms of oversight and monitoring of the budget, school leadership, the operator, and board reported that the school's budget is reviewed prior to the academic year and tracked throughout the year to monitor resource allocations and expenditures. A review of the *Summary of Annual Budget and Financial Process* noted the process and timelines for the budget-monitoring process. Also, review of the school's financial tracker confirmed oversight of the budget. School leadership, the board, and operator reported that the school has received several grants that have strengthened the school's financial position. As previously noted, board meeting agendas and notes showed discussions regarding grants and fiscal matters. In addition, school leadership reported that the operator has funded specific portions of school events and secured hotspots through a partnership with T-Mobile. A review of the operating organization's audit indicated "In our opinion, the financial statements referred to above present fairly, in all material respects…"

- The governing board and operator maintain effective governance practices to ensure organizational viability, including the systemic selection and oversight of the school leader. School leadership, the board, and operator reported that the board, which meets quarterly has four subcommittees (finance, education, fundraising and marketing, and nominating) to support decision-making processes, which committee agendas confirmed. School leadership, the board, and the operator reported that the board does have a strategic plan, which a review of the plan confirmed. Specifically, a review of the strategic plan noted objectives for each school in the operating organization's network. In terms of board member recruitment, school leadership, board members, and the operator reported that the board recruits to maintain a knowledgeable and qualified board. School leadership and the operator reported that the current school leaders was recruited during a principal search. Continuing, school leadership and the operator reported that the principal is evaluated by the operator, which the board confirmed. Additionally, school leadership, the board, and operator reported that the executive director of the operating organization is evaluated by the board. Finally, principal and executive director evaluations confirmed these processes.

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

The SER visit to the Frederick Elementary School was conducted on May 24-25, 2021 by a team of representatives from Baltimore City Public Schools and SchoolWorks..

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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 master's degrees – a Master of Education from the University of Massachusetts, and Master 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*.