



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

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

**The Green School of Baltimore #332
2851 Kentucky Avenue
Baltimore, MD 21213**

April 12-13, 2021

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Baltimore, Maryland 21202
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TABLE OF CONTENTS

Overview of School Effectiveness Review	3
School Background	4
Performance Level Rubric.....	5
Summary of Performance Levels.....	6
Findings on Domains of Effective Schools	7
Domain 1: Highly Effective Instruction	7
Domain 2: Talented People	14
Domain 3: Vision and Engagement	16
Domain 4: Strategic and Professional Management.....	19
Appendix A: School Report Comments	23
Appendix B: SER Team Members	24

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 reviewed submitted electronic school documents and conducted virtual focus 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 select 60% of lessons submitted. 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 Green School of Baltimore serves approximately 162 students in Kindergarten through fifth grade. The school is in the NorthEast quadrant Baltimore.

Virtual SER Context

The Green School of Baltimore has been virtual since the beginning of the year and at the time of the site visit (April 12-13, 2021) and will remain virtual for this school year. All classroom observations conducted for the purpose of this report were recorded within two weeks prior to the visit.

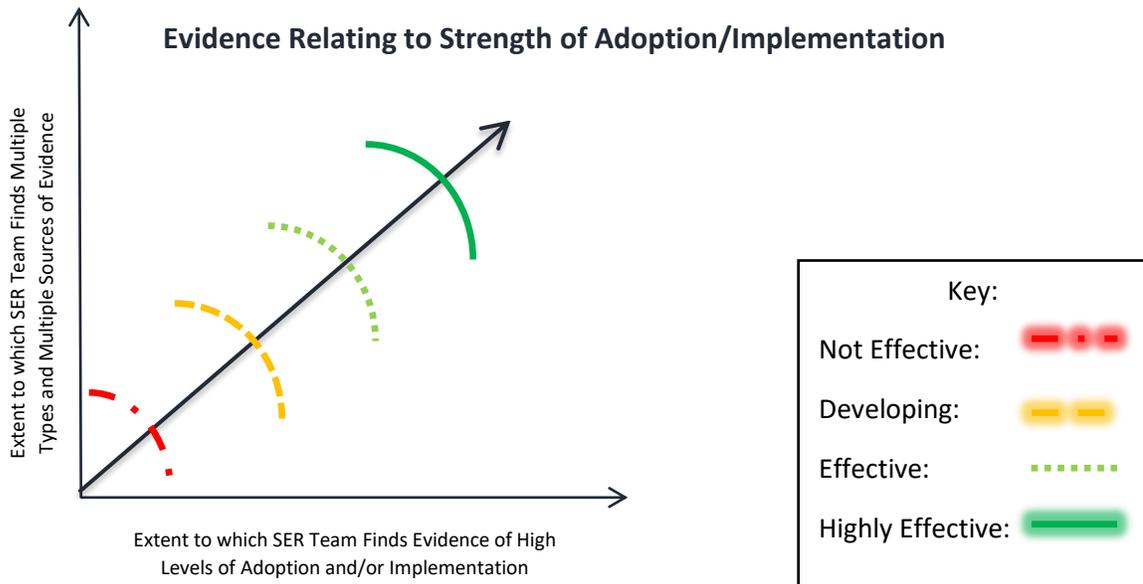
School Leadership and Staffing:

The principal, Katherine Primm, has been at the school for 15 years and with the district for 25 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
Kate Primm	Principal
Jess Heley	Special Educator & ITA

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.	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.	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.	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.	Highly Effective
4.2 The school allocates and deploys the resources of human capital and funding to address the priority growth goals for student achievement.	Highly Effective
4.3 School's board of trustees (or operator) provides competent stewardship and oversight of the school.	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. School leadership reported, and teachers confirmed, that teachers are expected to have daily lesson plans that address the standards and include an objective. Additionally, school leadership and teachers noted teacher’s use an anti-bias framework; which a review of the teaching tolerance social justice standards anti-bias framework confirmed. Regarding oversight of units, lessons, and pacing, school leadership and teachers reported that the administrator has access to teacher’s weekly plans in google drive and they are discussed in their weekly team meetings on Fridays. Finally, teachers stated that feedback on lesson plans and pacing are provided through informal observations.
- School leadership consistently provides feedback and guidance to teachers, aligned with the Instructional Framework. School leadership and teachers reported that teachers receive informal observations bi-weekly. Continuing, school leadership stated that there is some written feedback provided to teachers after observations; however, the majority of follow up is delivered verbally in team meetings, which teachers confirmed. A review of an informal observation email noted the following feedback, “as I have been visiting your classroom this week, I have seen the thoughtful work you are putting into teaching the students about the materials in their learning kits and how to use and care for them. I saw this in detail when you were teaching them how to use the timers to monitor their work time and their break time and as you were introducing some of the Foundations materials.” Additionally, school leadership and teachers stated that the school uses a district approved alternative instructional framework. A review of informal and formal observation notes confirmed the feedback is in alignment to the Teach Actions, such as lesson and classroom structure, classroom culture and space, lesson differentiation, quality work.
- School leadership ensures the use of a complete student learning data-cycle. School leadership, teachers and the board reported that this is the first year the school is using the i-Ready assessment, which is given three times a year. Additionally, school leadership and teachers reported that in weekly team meetings teachers review academic data including i-Ready, Fontus and Pinnell, and Foundations as well as engagement data, which looks at attendance, participation in synchronous whole group

work, participation in small group work, engaging with classwork in a meaningful way that supports learning, and responding to redirection and support. Teachers stated, and a review of Engagement trackers and grade level Engagement Concerns 2nd Quarter document confirmed that in team meetings teachers are discussing students with engagement below 85% data and identifying primary concerns, strategies used and next steps. For example, some next steps included invitation to attend a student learning center (SLC), calls and texts messages to parents when a student is not participating, weekly emails about missing work, and opportunities for small group work during class. Finally, school leadership and teacher stated that i-Ready data is used to target small group instruction, interventions and opportunities for acceleration; which review of a letter informing parents of intervention through the Algebra Project and coach class confirmed.

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	Effective
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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 22 indicators. Below is the summary of the 7 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.	86%	0%	14%
Partially Evident: Teachers communicate lesson objectives by posting it.			
Not Evident: Teachers do not communicate lesson objectives to students.			

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

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.	71%	29%	0%

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

Accurate, grade-level content	Evident	Partially Evident	Not Evident
Evident: Teachers present students with accurate grade level content aligned to appropriate content standards. Partially Evident: Teachers present students with mostly accurate grade level content aligned to appropriate content standards. Not Evident: Teachers present students with inaccurate grade level content and/or not aligned to appropriate content standards.	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.	71%	29%	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.	57%	43%	0%

- 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.	57%	29%	14%
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.	57%	29%	14%

- Some teachers use evidence-dependent questioning.

Questions requiring justification	Evident	Partially Evident	Not Evident
<p>Evident: Teachers asks questions that require students to cite evidence and clearly explain their thought processes.</p> <p>Partially Evident: Teachers ask questions that require students to explain their thought processes or cite evidence but not both.</p> <p>Not Evident: Teachers does not ask questions that require students to cite evidence or explain their though processes.</p>	29%	57%	14%
Clear and/or scaffolded questions	Evident	Partially Evident	Not Evident
<p>Evident: Teachers asks questions that are clear and scaffolded.</p> <p>Partially Evident: Teachers asks questions that are somewhat unclear to students or lack scaffolding.</p> <p>Not Evident: Teachers do not ask scaffolded questions.</p>	57%	43%	0%

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

Informative checks for understanding	Evident	Partially Evident	Not Evident
<p>Evident: Teachers conduct one or more checks for understanding that yield useful information at key points throughout the lesson.</p> <p>Partially Evident: Teachers attempt to conduct checks for understanding, but checks may only yield some useful information.</p> <p>Not Evident: Teachers do not check for understanding during the lesson. OR Teachers' checks for understanding are inappropriate or ineffective.</p>	57%	29%	14%
Specific, academic feedback	Evident	Partially Evident	Not Evident
<p>Evident – Teachers give specific academic feedback to communicate current progress and next steps to move forward.</p> <p>Partially Evident – Teachers give general academic feedback, but feedback may not clarify next steps to move forward.</p> <p>Not Evident – Teachers do not give academic feedback. OR When needed, teachers do not address student misunderstandings.</p>	43%	57%	0%

- Most teachers facilitate academic talk.

Opportunities for student-to-student interaction	Evident	Partially Evident	Not Evident
<p>Evident: Teachers provide multiple or extended opportunities for student-to-student interactions.</p> <p>Partially Evident: Teachers provide one opportunity for student-to-student interactions.</p> <p>Not Evident: Teachers provide no opportunity for student-to-student interactions.</p>	0%	29%	71%
Evidence-based discussions	Evident	Partially Evident	Not Evident
<p>Evident: In most student-to-student interactions, students engage in discussions with their peers to make meaning of content or deepen their understanding.</p>	0%	0%	100%

<p>Partially Evident: In few student-to-student interactions, students engage in discussions with their peers to make meaning of content or deepen their understanding.</p> <p>Not Evident: Students do not engage in discussions with their peers to make meaning of content or deepen their understanding.</p>			
Student academic talk	Evident	Partially Evident	Not Evident
<p>Evident: Students use academic talk and, when necessary, teachers consistently and appropriately support students in speaking academically.</p> <p>Partially Evident: Students sometimes use academic talk, and teachers inconsistently or inappropriately supports students in speaking academically.</p> <p>Not Evident: Students do not use academic talk, and teachers does not support students in speaking academically.</p>	71%	29%	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
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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.	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. School leadership and teachers reported that the school has a high retention of staff and therefore currently has no new teachers or early career teachers (less than three years teaching experience). However, school leadership and teachers reported that all teachers have been assigned a partner teacher as an added layer of support this year, which a review of a staff roster confirmed. Additionally, school leadership stated, and teachers confirmed, that the principal is assigned as the support teacher for a teacher who is newer to the school, providing supports such as co-planning and informal feedback. Finally, school leadership stated that teachers new to the school receive training at the Chesapeake Bay Foundation which aligns to the school's mission of environmental awareness.
- School leadership uses multiple methods to provide timely support and interventions to struggling teachers and staff as indicated by data and/or informal or formal observations. School leadership and teachers stated that because the school is small, they have a very open and collaborative environment of support. Further, school leadership stated that they ask teachers to reflect on their own areas of growth and supports needed throughout the year as part of their teacher evaluation process. Teachers confirmed that as part of their yearly goal setting conference with school leadership, they reflect on their strengths, set goals, and are comfortable asking for additional support. Further, teachers stated that their goals are monitored through mid-year conferences, observations, and weekly meetings, which school leadership confirmed. A review of the Goal Setting Note for each teacher confirmed that they discuss: Areas of Confidence, Areas for Growth Focus, Goals for the Year, Steps for addressing the goal, Resources, support, and PD needed. Finally, teachers stated that they receive professional development and trainings in areas they want to strengthen. For example, i-

Ready and Seesaw training were both noted as Resources, Support, Professional Development needed in a Goal Setting document for one teacher, as well as consultation time with teaching partner and administration.

- School leadership engages all staff in differentiated professional development based on identified needs. School leadership and teachers reported that professional development is identified based on needs and/or interest. As stated above, professional development opportunities are identified and as part of the yearly goal setting conference for teachers and are thus differentiated. For example, in one teacher's goal setting notes a goal was identified as "Implementation of small group instruction using LLI virtually" and the professional development needed was LLI Remote Learning training videos and Read Naturally Live Online training. Further, school leadership and teachers reported that most school-wide professional development has been on i-Ready, since it is new for everyone this year, which a review of reminder emails with links to i-Ready training sessions confirmed. Additionally, school leadership and teachers reported other professional development topics included a focus on virtual learning and mission-connected learning. A review of a professional development agenda, A Right to Nature in the City: The Importance of Urban Environmental Education, a CPD form for teachers for Continuity of Learning w/ emphasis on Remote Learning confirms this mission-aligned session.

Domain 3: Vision and Engagement

Key action 3.1	The school has a clear vision and mission that promotes student-centered, culturally relevant learning that prepares students for future success.	Effective
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- 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 website noted the following about GSB: The Green School of Baltimore is dedicated to creating an educational community that promotes active and engaged learning in our natural environment. With the world as our classroom, we encourage students to take risks, ask questions, explore, collaborate, and find solutions to relevant, real-world problems so they may cultivate their innate curiosity; become stewards of the environment; and begin their journey toward lifelong learning. All stakeholders (school leadership, teachers, families, students, and the governing board) confirmed key aspects of the vision and mission. Further, stakeholders reported that the vision and mission are exemplified through school programs such as the Arlington Echo field trip and the school’s partnership with Backyard Basecamp (hands-on nature-based activities), composting, and E3 Fridays where students get to participate in different activities such as birdwatching, nature walks, gardening etc. Continuing, stakeholders reported that the vision and mission are communicated through various presentations to families, and on the school’s website.
- School leadership ensures that the school’s programs are culturally relevant and incorporate skills for 21st century success. In terms of culturally relevant programming, school leadership and teachers reported that the school is using an anti-bias framework in their lesson planning process. A review of the Social Justice Standards anti-bias framework revealed standards and domains for identity, diversity, justice and action. Additionally, school leadership, teachers, families, and students reported a unit study for black history month, Hispanic heritage month, and women history month; which a review of unit plans confirmed. Furthermore, school leadership, teachers, and students reported that students participated in a diverse book project and Blacktastic: A Children's Festival of Black History and Culture program. Regarding skills for 21st century success, school leadership and teachers reported that the school’s model of investigation and inquiry-based curriculum supports skills such as critical thinking and problem-solving. Additionally, school leadership and teachers reported that students collaborate on projects and communicate with others, which students confirmed. All stakeholders reported that the school makes real-world connections through virtual field trips and guest speakers.

Key action 3.2	The school cultivates and sustains open communication and decision-making opportunities with families and the community.	Effective
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- The school implements systems to build strong relationships with families and garners feedback in order to make schoolwide decisions. School leadership, teachers, families, and students reported that the small nature of the school and longevity of the staff helps to build strong relationships with families. Additionally, school leadership, teachers, families and students stated that the school welcomes families to be part of the school through joining the Parent Teacher Organization (PTO) and volunteering to lead clubs and other events. A review of an email regarding PTO Sponsored After School Clubs confirmed that parents are leading the following clubs: lego, art, and dance/movement. Additionally, school leadership and families stated that families lead the planning for the annual Green Gala which became the Really Bizarre Green School Bazaar this year; which an email to the GSB community from the PTO confirmed. In addition, school leadership, teachers, and families reported that families provided input on how the school year would look (virtual, hybrid, or in-person) and the budget. A review of a GSB parent gathering powerpoint presentation confirmed a series of summer meetings that were designed to facilitate communication and collaboration between the school and families as they planned for the year ahead. Additionally, board members reported that a parent serves on the governing board. To engage all families and students, school leadership, teachers, and families reported that the school provides all materials and supplies for students each month so students have everything they need to learn.
- The school builds strong relationships with community stakeholders and leverages resources to meet the needs of students and the school. School leadership, teachers, families, and the board reported that the school has strong partnerships with various institutions in the community including: Arts in Parks (Community Art Project), Backyard Basecamp (in-person learning in the park), Baltimore Algebra Project (math coach classes), Chesapeake Bay Foundation (mission-centered experiences), Enoch Pratt Library (virtual visit), Towson University (Art Student teachers), Young Audiences (Blacktastic, Hansel and Gretel, Steel Drums residency), Frank’s Pizza (fundraising), and Zeke’s Coffee (fundraising); which a review of emails to partners confirmed. Additionally, students confirmed the partnerships with the Chesapeake Bay Foundation and Frank’s Pizza. Board members stated that they are actively trying to recruit another board member from the Bel Air Edison Community Association, but currently no partners are on the board. A review of the July board meeting agenda confirmed the board’s engagement with the Bel Air Edison Community Association looking for a potential board member.

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.	Highly Effective
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- School leadership collaborates with teachers to establish and communicate measurable goals for the improvement of student learning and strategies aligned to the goals. School leadership, teachers and the board reported, and a review of the school performance plan (SPP) confirmed, that the schoolwide goals for i-Ready reading and math are that 60% of students will make at least 35% of progress towards Annual Typical Growth by MOY. Continuing, 60% of students will make at least 75% of progress toward Annual Typical Growth by EOY. Additionally, the school has a goal to maintain an engagement rate for each student of at least 85% throughout distant learning (as measured with report card engagement data). School leadership and teachers reported that the following strategies are aligned to the instructional goals: administration of the BOY and MOY diagnostic, review of data by Data Team to recommend specific targets, implementation of i-Ready instructional tools, grade level team meetings to determine small groups and differentiated supports. As for the engagement goal, strategies include daily attendance tracking, weekly work completion tracking, targeted support plans, provide a flexible timeline to submit work, ensure that specific barriers are identified and removed. Teachers added another focus is considering how subgroups performed and using an equity lens to ensure that barriers are considered, and students are included. Finally, school leadership and teachers stated that teachers were involved in the creation of the goals and strategies. A review of a professional development agenda from August 21st confirmed the initial planning discussion for schoolwide goals, noting the discussion included “What key actions do we need to focus on to ensure that students have access and are making progress in this new learning environment? How will we know if these actions are a positive impact? For next time: How will we measure each goal?” Additionally, a professional development agenda from September 9th noted the School Performance Plan as a topic for whole group discussion, as well as breakout rooms for small groups to draft language for 2 goals, and then report out and finalize language and measures as a whole group.
- School leadership and all staff participate in regular analysis of school-wide data and instructional practices to monitor progress towards goals, revisiting and adjusting action plans as needed. School leadership and teachers reported that student data is discussed weekly in their team meetings. Continuing, school leadership and teachers stated that i-Ready data has been reviewed whole-school after both the BOY and MOY administration. School leadership and teachers stated that they are now reviewing schoolwide i-Ready growth data by grade level and subgroup; which professional development agendas confirmed. Further, school leadership and teachers reported that engagement concerns are discussed weekly and engagement data is reviewed after each report card. A review of a professional development agenda from February confirmed the review of engagement data from Q2 report cards and the development of individual plans to support increased engagement thereafter.

Finally, school leadership reported that after looking at student data and targeting specific students, a decision was made to open a Student Learning Center (SLC) at the school to better support student’s engagement and academic success.

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
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- Budget distributions and resource allocations are aligned to school goals and priorities that support equitable learning environments. School leadership, teachers, and families reported that budget allocations aligned to the school-wide goals include the following: i-Ready assessment and training for teachers, instructional materials and supplies for every student (foundation kits, dry erase boards, manipulatives, etc.), chromebooks and hotspots, additional staff to help with technology support and small groups. In addition, school leadership reported that the school provided funds for some students to attend a SLC at another school at the beginning of the year. Families stated that the school has been very innovative in including activities and learning experiences connected to the mission related to hands on learning and environment/stewardship through the daily learning activity and materials that are provided for all students. Student confirmed that they have material supply pick-ups monthly and have everything they need to learn. A review of pictures confirmed art supplies that were distributed to students that support different units of study such as sculpture, community projects, fiber art, etc. Finally, school leadership, teachers, and families reported that staff and families had opportunities to provide input on budget priorities during budget meetings.
- School leadership leverages staff in key roles in support of school-wide goals. School leadership and teachers reported that because the school is small, the staff works together in partnership not in a hierarchical way. Teachers added that “we all have a voice because we are so small.” A review of weekly team meeting agendas shows a whole group, small group, whole group structure. Additionally, school leadership and teachers reported that based on teachers’ interest and expertise, teachers lead different bodies of work. For example, school leadership reported that when determining what virtual platform to use, teachers shared their knowledge and experience of different platforms with the whole school in order to make an informed decision. Additionally, school leadership and teachers reported that teachers plan the Arlington Echo trip and the black history month activities and events. A review of an email to staff confirmed that staff feedback was solicited with guiding questions for schoolwide planning that included distance learning platform, data collection systems, classroom materials, and assessments.

- School leadership leverages common staff time to focus on professional learning and collaboration in support of student achievement. School leadership and teachers reported that two hours on Friday afternoons are dedicated to staff and team meetings in which the agenda follows a whole group (all staff), small group (grade or team level), whole group (all staff) format. Continuing, school leadership and teachers reported that teachers receive ongoing professional development on topics such as i-Ready, which a review of agendas confirmed. School leadership and teachers reported that teachers meet weekly to discuss student data and discuss small group interventions. A review of an email confirmed team collaboration around i-ready data and small groups.

Key action 4.3	School’s board of trustees provides competent stewardship and oversight of the school.	Effective
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- The governing board maintains essential knowledge of the school and provides oversight of the academic program. School leadership and the board reported that the principal and the chair of the board meet monthly to review data and provide feedback to leadership. Further, school leadership reported that updates around programing, academics, and budget/financial are shared with the board during board meetings, which review of board meeting minutes confirmed. Regarding schoolwide goals, school leadership and the board reported that the goals were created by the school team and communicated to the board. Consequently, board members were aware of the goals as previously mentioned. Additionally, board members stated that the board shares their expertise and supports school leadership in decisions by looking at data. For example, school leadership and the board discussed virtual attendance data as well as parent survey data when determining whether to stay virtual or return to in-person learning in the spring of 2021. A review of board meeting agendas and a Green School planning for Spring 2021 powerpoint presentation confirmed the decision by school leadership and the board to remain virtual for instruction through remainder of the school year.
- The governing board provides financial oversight by monitoring the school’s financial records and ensuring that the school remains fiscally viable. The board reported that the fiscal state of the school is sound, which a review of the 2019 and 2020 audit confirmed. In terms of oversight and monitoring of the budget, school leadership and the board reported that they pay for a consultant accountant to provide a financial update, including financial statements, before each board meeting. A review of board meeting agendas confirmed these updates. Additionally, school leadership and the board reported that the school has received additional funds through grants as well as fundraising. A review of a Transamerica Foundation grant application confirmed that the Green School applied for \$8,000 to cover the cost of the immediate need of basic technological supplies. Further, school leadership and the board reported that they engage in fundraising efforts that bring in an addition \$60,000-80,000 a year. A review of an email from the principal to school families and friends revealed the solicitation of donations, stating “the board of directors will match every dollar you, your friends, and your family donate up to \$9,750. Your contribution will support our efforts to keep The Green School

spirit alive during distance learning by providing our students with ALL of the materials they need to fully participate in the hands-on learning opportunities that are a core part of teaching and learning at The Green School.” Finally, as mentioned previously the PTO and the board host an annual Green Gala fundraiser that was revamped this year to be The Really Bizarre Green School Bazaar which included an online auction of items (books, gift certificates, clothing, jewelry, artwork, pottery, etc.) to help raise money for the school.

- The governing board maintains effective governance practices to ensure organizational viability, including the systemic selection and oversight of the school leader. The board and school leadership reported that the board has eleven members, of which includes the principal and a teacher, which the board roster confirmed. Further the board stated that they are currently seeking a parent and a community member from the Bel Air Edison Community Association to join the board. Additionally, the board and school leadership stated that the board meets every other month and officer positions include the President, Vice President, and Secretary. Regarding oversight of school leadership, the board reported that the principal is evaluated using the Baltimore City Public School System’s leadership framework; which school leadership confirmed. A review of the principal’s initial planning conference document confirmed that the principal’s goals are aligned to the SPP and leadership framework core values/indicator.

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 Green School of Baltimore was conducted on April 12-13, 2021 by a team of representatives from Baltimore City Public Schools and a SchoolWorks consultant.

Team Lead/Writer: 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: Dominique Astier is currently a consultant for SchoolWorks. She taught French and Spanish for 15 years in Rhode Island, New York and Massachusetts and served as a department head, student counselor, teacher mentor and school improvement coach. For the past 14 years, she has been working as a consultant, conducting charter school renewals and Department of Education reviews of underperforming and exemplary schools across the nation; developing and guiding the execution of school improvement plans; and conducting program evaluations. Dominique holds a B.A. in French and Spanish Education and an M.A. in French Language and Literature from the Ohio State University. She is fluent in French and Spanish.