BALTIMORE CITY
PUBLIC SCHOOLS

Office of Achievement and Accountability
Division of Research Services

Virtual School Effectiveness Review

for Charter Schools

2020 - 2021

City Neighbors Hamilton #346

5609 Sefton Avenue
Baltimore, MD 21214

May 24-25, 2021

TABLE OF CONTENTS

OVERVIEW OF SCHOOL EFFECTIVENESS REVIEW

Baltimore City Public Schools (City Schools) developed the School Effectiveness Framework and the School Effectiveness Review process in 2009. The School Effectiveness Review (SER) uses trained school reviewers to measure a school's effectiveness against City Schools' School Effectiveness Standards. The School Effectiveness Standards are aligned with City Schools' effectiveness frameworks for teachers and school leaders.

The SER provides an objective and evidence-based analysis of how well a school is working to educate its students. It generates a rich layer of qualitative data that may not be revealed when evaluating a school solely on student performance outcomes. It also provides district and school-level staff with objective and useful information when making strategic decisions that impact student achievement.

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

The SER team analyzed evidence collected over the course of the visit to determine the extent to which key actions have been adopted and implemented at the school. This report summarizes the ratings in the four domains and related key actions, provides evidence to support the ratings, and – based on a rubric – allocates a performance level for each key action. Those key actions that were not rated for the virtual SER have been grayed out in the report. More information about the SER process is detailed in the School Effectiveness Review protocol, located on the City Schools website and available upon request from the Office of Achievement and Accountability in City Schools.

SCHOOL BACKGROUND

City Neighbors Hamilton serves approximately 230 students in kindergarten through 8th grade. The school is in the northeast quadrant Baltimore.

Virtual SER Context

City Neighbors Hamilton 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.
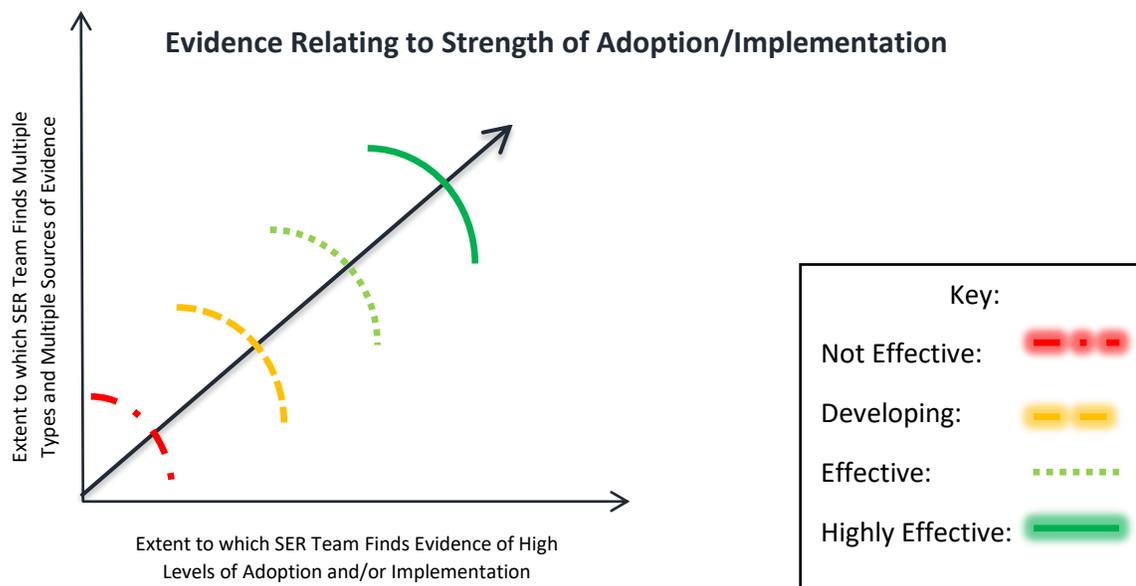
School Leadership and Staffing:

The principal, Shyla Rao, has been at the school for 4 years and with the district for 9 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**
Shyla Rao	Principal
Jerred Anderson	School Culture Advisor

PERFORMANCE LEVEL RUBRIC

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

Evidence Relating to Strength of Adoption/Implementation

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

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

Key:

Not Effective:

Developing:

Effective:

Highly Effective:

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

---

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

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

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.	**Highly Effective**
3.2 The school cultivates and sustains open communication and decision-making opportunities with families and the community.	**Highly Effective**
3.3 The climate and culture of the school creates a welcoming learning environment that meets the academic, social, and emotional needs of each student.	**Not Rated**
Domain 4: Strategic and Professional Management	
4.1 The school establishes clear goals for student achievement and tracks progress towards goals.	**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.	**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.**	**Effective**

- School leadership ensures that teachers engage in the planning of the curricula through oversight of standards-based units, lessons, and pacing. School leadership reported that teachers are expected to follow in-house scope and sequence documents, plan lessons which incorporate art integrated, project-based learning opportunities. A review of planning documents confirms scope and sequence documents for multiple content areas (i.e., language arts, mathematics, and social studies) and arranged by standards and grade levels. Teachers agreed with school leadership's claims and added other curricular expectations such as accommodations for students with special needs, utilizing the workshop model and small group instruction, and ensuring that lessons are inclusive and provide cultural relevance. Regarding oversight of unit and lesson planning, both stakeholder groups shared that teachers discuss planning in collaborative planning and are required to upload daily lesson plans to a Google drive. A review of lesson plan feedback from school leadership to a teacher reveals it poses inquiries about checking in with students through polls and reviewing content covered in previous lessons. Regarding pacing, school leadership and teachers noted that pacing is discussed and monitored in grade-band team meetings to determine necessary adjustments. School leadership added that teachers facilitate small group interventions, or intensives, to target students in need of additional support. A review of another lesson plan reveals school leadership's comments to a teacher regarding pacing, "Multisensory connections are so important. If you are running out of time, don't let these actions be what is taken out of the lesson."

- School leadership consistently provides actionable feedback and guidance to teachers, aligned with the Instructional Framework. School leadership reported that teachers receive feedback frequently through online spreadsheets and Google documents. A review of Google documents reveals a focus on components such as teacher preparedness, student engagement and content standards. Teachers agreed and included other methods such as emails and weekly newsletters. However, some teachers shared that feedback has been less frequent this year due to the virtual environment. Both stakeholder groups reported that feedback includes areas of strength, opportunities for growth and next steps. A review of emails from school leadership to teachers regarding Student Learning Outcomes (SLOs) highlighted strengths (submitting documents prior

to the deadline), opportunities for growth (including secondary baseline data), and next steps (resubmitting documents with all elements addressed). As it relates to formal observations, school leadership and teachers reported that school leadership facilitates pre-observation conferences where lessons and expectations are discussed. Teachers added that school leadership also inquiries about documents of practice and reviews teacher goals (i.e., personal, professional and student). Both stakeholder groups also reported that post-conference discussions include five glows and five grows. A review of a 5&5 document, which includes five strengths and five opportunities for growth, confirms these claims.

- School leadership ensures the use of a complete student learning data-cycle. School leadership and teachers reported that teachers analyze data sources such as iReady, Teacher College Running Records, and Lucy Calkins during monthly data team meetings. School leadership noted, and the Classroom Data Analysis Protocol document confirmed, that teachers disaggregate data (i.e., race, gender, and actual scores vs. changes in scores), review data for patterns, determine instructional implications and reflect. A review of data team meeting notes confirms the use of assessments such as iReady and that students are categorized by academic proficiency and appropriate interventions. School leadership, teachers and the operator shared that school leadership monitors student data by attending data team meetings and reviewing team meeting notes and online spreadsheets. Regarding responding to data trends to meeting students' needs, school leadership and teachers reported that the school offers tutoring, workshops, small group instruction/intensives, and a reading interventionist. Conversely, both stakeholder groups shared that the school addresses the needs of students performing above grade level through project studies and intensives.

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

- Teachers plan instruction in response to data

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

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

Key action 1.3	Teachers deliver highly effective instruction.	Effective

Data for Key Action 1.3 was collected from classroom observations in order to provide trends in instruction across the school, as it relates to Teach Action 1-6 of the Instructional Framework. During each classroom visit, the observer collects evidence based on his/her observations and then determines whether the indicator was "evident", "partially evident" or "not evident" for each of the 14 indicators. Below is the summary of the 8 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.	**63%**	**37%**	**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.	**75%**	**25%**	**0%**

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

Scaffolded and/or differentiated tasks	Evident	Partially Evident	Not Evident
Evident: Teachers scaffold and/or differentiate tasks by providing access to rigorous grade-level instruction for all students. **Partially Evident:** Teachers attempt to scaffold and/or differentiated tasks, but not all students are supported in accessing rigorous grade- level instruction. **Not Evident:** Teachers do not scaffold or differentiated tasks.	75%	25%	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.	38%	50%	12%

- 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.	50%	25%	25%
Clear and/or scaffolded questions	Evident	Partially Evident	Not Evident
Evident: Teachers asks questions that are clear and scaffolded. **Partially Evident:** Teachers asks questions that are somewhat unclear to students or lack scaffolding. **Not Evident:** Teachers do not ask scaffolded questions.	50%	25%	25%

- 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.	75%	25%	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.	75%	13%	12%

- Most 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.	13%	12%	75%
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.	12%	0%	88%
Student academic talk	Evident	Partially Evident	Not Evident
Evident: Students use academic talk and, when necessary, teachers consistently and appropriately support students in speaking academically. **Partially Evident:** Students sometimes use academic talk, and teachers inconsistently or inappropriately supports students in speaking academically. **Not Evident:** Students do not use academic talk, and teachers does not support students in speaking academically.	75%	25%	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.	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 programs' effectiveness. School leadership and teachers shared that early career teachers participate in summer and monthly professional development sessions facilitated by the school's executive director. A review of the City Neighbors New Educator Orientation presentation reveals a focus on developing a safe environment for teachers to grow, learning more about City Neighbors, providing school-based procedures, and creating a community of new educators. Both stakeholder groups reported that early career teachers are paired with teacher mentors who meet month to discuss topics such as curriculum design, project-based learning, and arts integration. A review of April 8, 2021, mentor notes confirms discussions on project-based learning and planning. Further, school leadership and teachers reported that additional teacher-mentors are available to foster more targeted supports. A review of one-pager about school's mentoring program highlights supports such as classroom observation and feedback, and collaborative projects to support the teacher development. Additionally, School leadership and teachers reported that non-instructional staff interested in teaching participate in the school's Teacher Fellowship program where they assist classroom teachers and learn new lesson planning and classroom management strategies. Regarding oversight of the mentoring program, all stakeholders shared that school leadership checks in with mentors and mentees, and in some cases, establishes joint 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 reported that struggling teachers are identified through conversations with teachers, classroom observations and self-identification. Teachers confirmed these methods and noted that teachers

develop goals and documents of practices which are monitored throughout the year. Teachers added that teachers can receive coaching with project-based learning and participate in Teacher College workshops. A coaching calendar was provided for review. Regarding formal observations, teachers shared that teachers participate in post-observation conferences where the 5&5 (5 glows and 5 grows) document is discussed. Moreover, teachers added that teachers have the option to request additional formal observations. Although school leadership shared that there are no teachers currently on Performance Improvement Plans, a review of several emails confirms supports regarding curriculum development and student report card comments.

- School leadership engages all staff in differentiated professional development based on identified needs. Teachers reported that the Leadership Hub, which includes school leadership and a representative sample of teachers, analyzed teachers' needs to determine professional development offerings which includes summer learning opportunities (e.g., City Neighbors Conference). A review of the October 13, 2020 CNH Hub meeting agenda confirms strategic planning specific to staff development. School leadership and the executive director shared that the school prioritized equity and inclusion and works with an outside agency to facilitate monthly whole group sessions and small group book/video studies. Teachers added that teachers participated offerings such as Orton-Gillingham, Leveled Literacy Intervention, and Nearpod. A review of the school's professional development calendar confirms most of these sessions. School leadership reported that sessions are differentiated by teacher roles and executed using the workshop model. School leadership and teachers noted grade-band specific opportunities and individual teachers' participation in outside training. A review of the Arts Everyday Summer Conference confirms individual offerings.

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. School leadership, teachers and families reported that the mission includes a focus on real world application through project-based learning. The operator confirmed these claims and added alignment with Reggio Emilia pedagogy and an emphasis on equity and inclusion. Families also concurred with other stakeholder and noted there is also a parent-school cooperative. The operator and teachers also shared that the school aims to address the needs of the whole child and creates an environment where students are known, loved, and inspired. Regarding strategies and initiatives that support the school's mission, all stakeholders noted a litany of resources such as the partnerships with Arts Everyday (project-based learning) and Young Audiences (art integration), professional development (equity and inclusion, leadership hub), committee nights and board meetings (parent-school cooperative) and student-centered events such as Family Arts Nights, and jazz dances (arts integration). Stakeholders shared that the mission and vision has been communicated through the school website and newsletters, classroom mailers and the school's handbooks. A review of the handbooks confirms the mission as, "City Neighbors Hamilton is to provide an extraordinary public school education with high academic achievement for all students. Our ultimate goal for our school is that through project-based learning, arts integration, parental involvement and community outreach, the students leave enlivened, with deep awareness of themselves, their families, and the outside community, and with the capacity to be good citizens."

- School leadership ensures that the school's programs are culturally relevant and incorporate skills for 21st century success. School leadership shared that the school encourages students to think critically about the world around them through project-based learning that include real world applications. A review of documents regarding a trip to Masonville Cove confirms opportunities for real world applications such as water conservation. School leadership added that middle school students were engaged in project study around recent social movements. A review of documents reveals that students learned about recent protest by exploring Civil Rights Movements. Teachers highlighted socioemotional learning through restorative practices and student voice. Regarding digital literacy, stakeholders noted the Fab Lab where students have access to coding classes, Google classroom, 1:1 student devices, and digital art programs. Stakeholders mentioned that the school actualizes cultural responsiveness through celebrations (Black History, Women's History and Pride months), and school events (African dances, family

cookbook project and virtual field trips). School leadership also noted that the school offers gender neutral bathrooms to respect gender diversity.

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

- The school implements systems to build strong relationships with families and garners feedback in order to make schoolwide decisions. School leadership and the operator described City Neighbors Hamilton as a parent-school cooperative. The board and families confirmed this notion and shared that the school encourages the participation of families through its board (which include family board members), monthly committee nights, a family engagement goal (3000 volunteer hours) and a host of family-oriented school events. School leadership and teacher noted events such as open houses, forums, Family Art Nights, and Equity Team meetings. A review of the student handbook confirms that parents volunteer for a predetermined amount of time and participate on school committees. Moreover, school leadership reported supports for families such as providing take-home academic materials and socioemotional learning offered by Hope Health. All stakeholder groups reported that families receive information through a variety of methods which include the school's newsletter, phone calls, emails, weekly Monday mailers, and Jupiter (an interactive communication system). A review of the Back-to-School Night presentation reveals topics such as monthly family meetings and confirms methods of communication. Regarding strategies to engage harder to reach families, school leadership, the operator and families noted that teachers' relationships with families assist them in connecting with families. The operator added that the school has a Culture Coordinator who provides added supports. As it relates to family input on school-wide decisions, all stakeholder groups reported that families provided feedback on topics such as the school's re-opening plan, school budgeting, board committees.

- The school builds strong relationships with community stakeholders and leverages resources to meet the needs of students and the school. All stakeholder groups reported community partnerships such as Arts Everyday (arts integration), Morgan State University (professional development and curriculum support), Hope Health (wraparound and mental health services), Chesapeake Bay Trust (financial assistance and environmental support), Young Audiences (arts integration), Under Armor (renovated facilities), and Parks and Recs (green space development). The Arts Everyday contract, emails regarding the Chesapeake Bay Trust grant, documents from the Compost Crew regarding Earth Day celebrations and communication from Morgan State University regarding Orton-Gillingham training was provided for review. The operator shared that the school considers the partner's alignment to the mission and vision when determining

appropriateness. Further, school leadership noted that the school facilitates participant surveys and reviews pre- and post-data to determine the effectiveness of community partnerships.

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.	Highly Effective

- School leadership collaborates with teachers to establish and communicate measurable goals for the improvement of student learning and strategies aligned to the goals. Stakeholder groups reported the following goals: 1) 85% of students will read on grade or above level by the end of third grade as measures by iReady results, 2) 85% of fifth and eighth grade math students performing on grade level as measured by iReady results, 3) increase family participation/volunteer to 3000 hours collectively as measured by family logs, and 4) 85% of teachers will demonstrate self-advocacy for culturally responsive teaching as measured by teacher surveys. Stakeholders shared that strategies and initiatives that support school-wide goals include administering iReady four times annually (literacy and mathematic goals), monitoring running records (literacy), Level Literacy intervention teachers (literacy goal), tutoring (literacy and mathematic goals), small group instruction (literacy and mathematic goals), math intensives (mathematic goal), the equity coach and equity team (culturally responsive teaching goal), family events such as Family Art Night, Back to School Night and Committee Nights (family engagement), book studies (culturally responsive teaching goal), and professional development (all schoolwide goals.) All stakeholder groups reported that school-wide goals and related strategies were considered in student support meetings and team meetings where attendance, behavior and academic data was reviewed. School leadership added that goals were also determined during the school's week-long summer institute where the board and some teachers participated. Teachers confirmed that goals were discussed during the summer institute and shared that teachers helped to determine how much time may be needed to execute strategies. A review of Summer Institute documents confirms topics such as reviewing the goals, discussing Common Core Standards, and analyzing school-wide data to determine areas of need for school-wide goals. Subsequently, goals were presented for a board vote and communicated with families. A review of board meeting agendas and the Back-to-School Night presentation confirms that topics related to school-wide goals were discussed.

- School leadership and all staff participate in analysis of school-wide data and instructional practices to monitor progress towards goals, revisiting and adjusting action plans as needed. Stakeholder groups reported, and documents confirm, that the school maintains a dashboard which contains data related to school-wide goals. Stakeholders added that the dashboard is shared during monthly board meetings which include teacher and family board members. School leadership, teachers and the operator noted their involvement in collecting and discussing data during team meetings, data meetings, faculty meetings, family forums, Committee Nights, and assessment weeks (which occur at the beginning and ending of each trimester). A review of a

September 9, 2020 staff meeting agenda confirms a review of school-wide goals and the data meeting cycle. Teachers reported that information derived from these meetings helps to inform instructional practices and the reorganization of small groups. Stakeholder groups also reported that teachers have access to online data sheets which are available in shared folders. Teacher confirmed the use of shared folders which provides access to other grade level and content data. School leadership mentioned that families also have access to data points such iReady results and progress towards the family engagement goal. Regarding adjustments, stakeholders reported no changes to the school-wide goals. However, some teachers reported changes to strategies such as the addition of a literacy interventionist and tutoring.

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, teachers and the operator reported expenses relative to the school's literacy goal such as the Springboard curriculum for early learners, Leveled Literacy, iReady assessment materials and a reading interventionist who support small group instruction. As it relates to the school's mathematics goal, teachers highlighted resources like Happy Numbers, math manipulatives, and teacher stipends for serving as tutors. All stakeholder groups noted a focus on equity and inclusion and identified resources such as the hired equity consultant and professional learning materials. In support of the school's family participation goal, teachers, the operator, and families reported that the school hired a Culture Coordinator who provide additional access for families. A review of the staff roster confirms this position. Teacher also shared that the school provides food and childcare during family events. Stakeholders noted other expenses such as additional student computer and hotspots, as well as personal protective equipment. Regarding inequities, stakeholders shared that hotspots were provided to families in need of internet access. Teachers shared that the school provides food and childcare during family events. Families confirmed these purchases and added that teachers and families provided feedback on the school's budget.

- School leadership leverages staff in key roles in support of school-wide goals. School leadership and teachers reported that a representative group of teachers serve on the Leadership Hub which assists school leadership in making school-wide decisions. Review of Leadership Hub agendas confirmed staff support for leadership around administrative needs and long-term goals. Teachers added that teachers are identified by their peers to serve on board committees and participate in work groups (i.e., equity and Bridges Collaborative). School leadership added that

teachers have been trained on programs like Orton-Gillingham and facilitate professional development sessions. Moreover, teachers shared that teachers serve as mentors to early career teachers. Further, teachers noted that they provide after school tutoring and assist in planning school events. A review of staff and board meeting agendas, and staff rosters confirm most roles noted above.

- School leadership leverages common staff time to focus on professional learning and collaboration in support of student achievement. According to school leadership, teachers, and the operator, teachers meet weekly in grade level bands (K-3, 4-5, and middle school) to collaborate about student achievement and school-wide goals. School leadership and teachers also shared that teachers participate in data team meetings to inform instructional changes. Lastly, the operator and some teachers noted that they also meet with interventionists, art teachers, or partners to plan and receive professional development. Review of middle school collaborative planning agendas confirmed various topics of discussion. For example, the May 20, 2021 agenda noted topics such as intensives, assessment week, end-of-year activities and graduation.

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, the operator and board reported that the board participates in frequent events and has supported the developed of school-based projects. All stakeholders shared that school leadership and the operator work together to highlight priorities and goals which are communicated to, and voted on by, the board. School leadership and operator noted that board members receive information from the foundation and principal's report during monthly board meetings. A review of monthly principal's reports reveals a standard agenda which include topics on targeted and online instruction, family engagement, schoolwide goals, strategies, measurements, and baseline data. Additionally, stakeholders noted, and documents confirm, that the board is provided dashboard updates specific to assessments (e.g., iReady, MCAP), student attendance, high school choice placement, finances, and family engagement data. The board confirmed a focus on family participation (3000 hours of engagement) and added cultural awareness (e.g., equity and inclusion professional development and race/gender comparisons between staff and students). School leadership, the board and operator revealed that the board is primarily comprised of school staff and families. The board added that students are typically represented on the board, but this was challenging considering the virtual environment. All stakeholders shared that board members participate in board committees which are often involved in school planning. Moreover, the operator and board stated there are Board priorities relative to governance, finance, and community relationships.

- The governing board and operator provide financial oversight by monitoring the school's financial records and ensuring that the school remains fiscally viable. The operator described the fiscal state of the school as strong and cited a positive debt service ratio. The board, school leadership, and the operator shared that the board has established financial goals which include parent fundraising of $10,000 (obtained through fundraiser events). The operator shared that the City Neighbors Foundation has secured grants from the Chesapeake Bay Trust (for the improvement of school grounds) and the Meyerhoff Foundation (to support arts integration). School leadership reported that the budget process begins with the school's accountant, school leadership and the operator developing a budget to share with the board's finance committee and teachers. Continuing, the finance committee and teachers provide feedback on how funds should be allocated according to school needs and priorities. School leadership and the board added that families also review the budget to provide recommendations. School leadership and the operator added that the finance committee submits the budget to the board for approval. Regarding oversight of school finances, all stakeholder shared that the finance committee shares monthly reports to the board. A review of October 2020 financial committee notes reveals updates on school contributions, fundraising activities, and a review of the FY22 budget. School leadership and the board added that the accountant also provides quarterly financial presentations to the board. A review of the April 2021 Financial Review reveals the school's revenue and expenses, as well as cash flow and balances. Moreover, the board reported that the school conducts financial audits annually. Audit reports for fiscal years 2019 and 2020 were provide for review.

- The governing board and operator maintain effective governance practices to ensure organizational viability, including the systemic selection and oversight of the school leader. The operator shared that the board is considered a parent-school cooperative board. School leadership, the operator and board reported that board members include nine parents, a teachers or staff member, school leadership and the executive director. All stakeholders shared that the board is comprised of several committees which meet monthly. Specifically, committees include facilities, family and community relations, equity and inclusion, fundraising, finance, communications, policy and advocacy, governance, and executive. Regarding strategic planning, school leadership, the board and operator shared that board members participate in a summer retreat to examine school-wide goals, the school's three-year equity plan, board priorities and the City Neighbors 2030 initiative. Moreover, stakeholders shared that board members received trainings on equity and diverse charter school convening and worked with a consultant to help board members understand their roles and responsibilities. School leadership noted plans to offer restorative practices training to board members this summer. As it relates to board recruitment, school leadership and the board shared that board openings are shared in the What's Good in the Neighborhood publication. School leadership added that the board president reaches out to nominees to request biographies. Continuing, board members serve for three- year terms and voting occurs online. Regarding the evaluation of the school leader, stakeholders shared that the

operator reviews the school leaders' job description to create a Google form. School leadership and the operator added that staff and board member are asked to provide feedback via a numeric score and narrative. The results are used to compare previous years' progress, aid in the governance committee discussion with the school leader, and factors into the district's evaluation process. The board and operator shared that the executive director is evaluated through the City Neighbors Foundational Council which consists of stakeholders of the organization's three schools. Stakeholders noted that the process involves establishing goals (which consists of seven components) at the beginning of the school year, a mid-year self-evaluation, and an end of year evaluation. A review of evaluation documents reveals a focus on areas such as managing progress towards clear goals through a cycle of planning, action, assessment, and adjustment.

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 City Neighbors Hamilton was conducted on March 24-25, 202 by a team of representatives from Baltimore City Public Schools and SchoolWorks.

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

Team Support: 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: 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.