



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

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

**Elmer A. Henderson: A Johns Hopkins Partnership School
#368**

**2100 Ashland Avenue
Baltimore, MD 21205**

April 26 –27, 2021

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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	25
Appendix B: SER Team Members	26

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

Elmer A. Henderson: A Johns Hopkins Partnership School serves approximately 560 students in grades Pre-Kindergarten through 8th. The school is in the northeast quadrant Baltimore.

Virtual SER Context

Elmer A. Henderson: A Johns Hopkins Partnership School has been virtual since the beginning of the year and at the time of the site visit (April 26-27, 2021) some students had returned to in-person learning. All classroom observations conducted for the purpose of this report were recorded within two weeks prior to the visit.

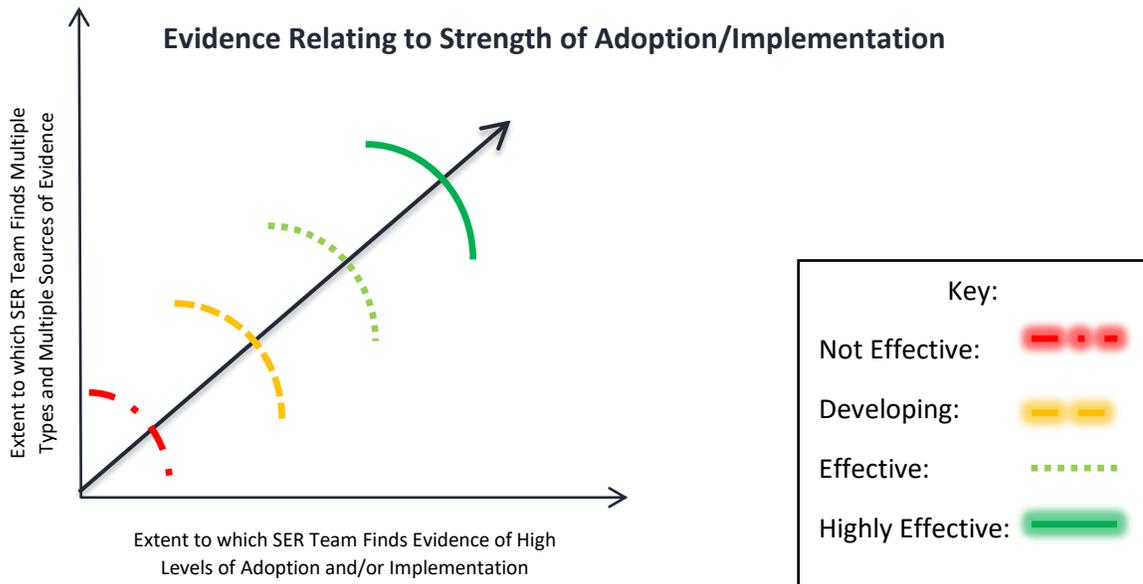
School Leadership and Staffing:

The principal, Peter Kannam, has been at the school for 3 years and with the district for 8 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
Peter Kannam	Principal
Carol DeLoatch	Assistant Principal
J. D. Merrill	Assistant Principal
Heidi Fineblum	Dean of Instruction and Culture
Evan Velleman	Dean of Student Wholeness and Professional School Counselor
Tara Hayes	Family Advocate

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.	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.	Evident
4.2 The school allocates and deploys the resources of human capital and funding to address the priority growth goals for student achievement.	Effective
4.3 School's board of trustees (or operator) provides competent stewardship and oversight of the school.	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
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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 that teachers participated in professional development on Common Curriculum, an online platform for lesson planning sharing. School leadership and teachers shared that teachers are expected to upload lesson plans weekly for school leadership’s review. Teachers added that lesson plans must include components such as standards-based objectives, synchronous and asynchronous activities, and accommodations. A review of the Common Curriculum Weekly Checks document reveals school leadership’s feedback on plans that lacked content standards and opportunities for differentiation. Regarding pacing, school leadership and teachers shared that pacing is discussed in content meetings and monitored in Common Curriculum. Both stakeholder groups noted that pacing concerns are mitigated through one-on-one coaching and prioritizing essential lessons (must do vs. may do). A review of the November 20, 2020 Science Vertical Team Meeting agenda confirms pace checks. School leadership and teachers reported that elements of diversity, equity and inclusion are integrated into lessons through reviewing literature and activities to ensure cultural relevance. Both stakeholder groups also reported the use of a supplemental curriculum, Colors of Beauty, which addresses antiracism and ethnicity. Moreover, teachers noted the use of Second Step, a socio-emotional curriculum, that encourages diversity.
- School leadership consistently provides actionable feedback and guidance to teachers, aligned with the Instructional Framework. School leadership reported that the principal, assistant principals and Deans of Instruction frequently observe instruction to provide support and feedback. Teachers agreed but noted that there is no regular schedule and the number of times that teachers are observed varies. Both stakeholder groups reported that feedback includes areas of strength, opportunities for growth and next steps. Some teachers reported live coaching and noted improvements in modeling instruction because of actionable feedback. A review of December 17, 2020 informal observation document reveals glows (such as setting time limits), wonderings (such as why was a portion of the lesson skipped) and feedback (such as always double-check the contents of the slides to avoid confusion). Both stakeholder groups reported that teachers participated in a formal observation which includes a pre-observation conference

to discuss the contents of the observations, expectations, and a review of the lesson. Pre-observation forms were provided for review. Moreover, school leadership and teachers stated that post-observation conferences are an opportunity to discuss lesson successes and opportunities to improve. School leadership and teachers added that next steps are discussed in team meetings and monitored bi-monthly.

- School leadership ensures the use of a complete student learning data-cycle. School leadership reported that the school’s data cycle of inquiry includes analyzing data, developing action plans, reviewing what was done well, and adjusting accordingly. Teachers added that teachers complete assessments prior to administering to students to proactively address concerns such as challenging vocabulary. Both stakeholder groups reported that teachers were provided ANET training and currently work with an ANET coach. A review of the Math A1 Reflection and A2 Preview document reveals considerations for which teachers must respond such as 1) Summarize the implementation of your A1 Action Plan, 2) Based on what you learned during re-teaching, what actions will you take to strengthen planning/instruction and address unfinished learning for students moving forward, and 3) What are some strategies or best practices that you felt were helpful that you’d like to share with the group? The document also confirms that teachers complete assessment questions for upcoming test and anticipate misunderstandings. School leadership and teachers reported that teachers discuss data in content team meetings. Further, both stakeholder groups shared that school leadership monitors the process by checking in with team leaders, consulting coaches and attending team meetings. Regarding responding to data trends to meet students’ needs, school leadership and teachers reported that the school offers online adaptive intervention programs such as IXL, Happy Numbers, Amplify and Imagine Literacy. Both stakeholder groups also noted FEV Tutoring to support remediation. Conversely, school leadership and teachers shared that the school facilitates middle school honors course for acceleration.

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.	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 14 indicators. Below is the summary of the 15 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.	93%	0%	7%
Learning activities and resources align with lesson objective	Evident	Partially Evident	Not Evident
Evident: Lesson activities and resources have a clear and intentional purpose and are aligned with lesson objectives. Partially Evident: Lesson activities and resources are generally aligned with lesson objectives and/or some tasks have a clear, intentional purpose. Not Evident: Lesson activities and resources are not aligned with lesson objectives OR Lesson activities and resources do not have a clear intentional purpose.	87%	7%	7%

- 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.	87%	7%	7%
Alternate presentation of content	Evident	Partially Evident	Not Evident
Evident: Teachers present content in various ways (two or more) to make content clear. Partially Evident: Teachers attempt to present content in various ways (two or more), but attempts do not make content clear. Not Evident: Teachers do not present content in various ways.	93%	7%	0%
Emphasis of key points	Evident	Partially Evident	Not Evident
Evident: Teachers emphasize important points to focus learning of content. Partially Evident: Teachers attempt to emphasize important points to focus learning of content, but attempts do not make content clear. Not Evident: Teachers do not emphasize important points to focus learning of content.	87%	13%	0%

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

Scaffolded and/or differentiated tasks	Evident	Partially Evident	Not Evident
Evident: Teachers scaffold and/or differentiate tasks by providing access to rigorous grade-level instruction for all students. Partially Evident: Teachers attempt to scaffold and/or differentiated tasks, but not all students are supported in accessing rigorous grade-level instruction. Not Evident: Teachers do not scaffold or differentiated tasks.	87%	13%	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.	80%	20%	0%

- Some teachers use evidence-dependent questioning.

Questions requiring justification	Evident	Partially Evident	Not Evident
Evident: Teachers asks questions that require students to cite evidence and clearly explain their thought processes. Partially Evident: Teachers ask questions that require students to explain their thought processes or cite evidence but not both. Not Evident: Teachers does not ask questions that require students to cite evidence or explain their though processes.	20%	67%	13%
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.	67%	27%	7%

- 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.	67%	33%	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.	67%	27%	7%

- 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.	20%	0%	80%
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.	20%	0%	80%
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.	87%	13%	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 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
<p>Evident: Teachers address behavioral issues (if any) with minimal interruption to instructional time (less than 2 minutes).</p> <p>Partially Evident: Teachers address behavioral issues with some interruption to instructional time (2-4 minutes).</p> <p>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.</p>	%	%	%

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 an informal mentoring program, when applicable, to support the development of all new teachers and staff and monitors the program's effectiveness. School leadership reported that an on-site mentor has been provided for the school's three early career teachers; however, the early career teachers were not supported through the mentorship program this year. School leadership added that transitioning to virtual learning was a challenge for the school and required all teachers to participate in professional development for the online platforms and resources that teachers and students use. Most teachers were unaware if a mentoring program existed this year but confirmed the professional development sessions. School leadership added that Deans of Instruction and Director of Remote Learning were hired and supported early career teachers. Moreover, school leadership shared that mid-year check-ins were conducted with early career teachers. A review of the Overview of Early Career Educator Program documents outlines supports provided by school leadership such as reviewing lesson planning, setting up peer observations, and meeting with academic coaches.
- School leadership uses multiple methods to provide timely support and interventions to struggling teachers and staff as indicated by data and/or informal or formal observations. School leadership and teachers reported that struggling teachers are identified through observations and student data. School leadership also noted that school leadership monitors teachers' participation in vertical team meetings and considers family feedback in the virtual environment. Teachers added that teachers also feel comfortable self-identifying when issues arise. Regarding supports, school leadership and teachers, noted the assistance of coaches and Deans of Instruction, and peer observations. Moreover, both stakeholder groups reported that struggling teachers are

supported in team meetings and professional development sessions. School leadership and teachers shared that Performance Improvement Plans are issued when necessary. A review of one Performance Improvement Plan reveals a focus on lesson plan accommodations and differentiation, student engagement strategies, and building relationships with families. The document notes that school leadership will assist by reviewing lesson plans, communication logs, and increasing informal observations. Lastly, teachers reported improvements due to the proactive supports such as increased student assessment results and improved lesson pacing.

- School leadership engages all staff in differentiated professional development based on identified needs. School leadership reported that professional development is categorized into four strands: 1) Restorative Practices, 2) Mindfulness for Teachers, 3) Equity and Anti-Racism, and 4) Academics. School leadership reported that offerings were informed through meetings with team leads, ascertaining internal and external expertise (for facilitation), surveying teachers regarding needs, and backwards mapping. Teachers confirmed the offerings and that teachers provided feedback. Specifically, regarding strand 1 (restorative practices), school leadership reported, and documents confirm, a needs assessment was conducted and determined areas for growth. Teachers added that coaches from Akoben facilitates restorative practices trainings which has a positive impact on the school's culture. Teachers reported that strand 2 (mindfulness for teachers) was created to celebrate staff and to stress the importance of self-care. School leadership and teachers shared that teachers are provided time to address personal and health needs. School leadership and teachers reported that a comprehensive needs assessment was also conducted to determine how the school is faring as it relates to equity and anti-racism. A review of the Henderson Hopkins Comprehensive Needs Assessment PowerPoint reveals subjects such as how policies, programming, and practices impact culture. Moreover, the document also addressed inequities by student sub-categories. Teachers reported these training are important because it helps them to become more culturally proficient. As it relates to strand 4 (academics), school leadership and teachers reported that teachers provided feedback on which online platforms would be best during virtual learning. Both stakeholder groups also noted that teachers were provided training on the selected platforms to ensure teacher proficiency and student engagement. A review of teachers' survey results regarding a January 2021 professional development session reveals teachers' opinions on items such as asynchronous learning, break-out rooms, and student devices. Regarding differentiated professional development opportunities, school leadership reported that this often occurs in team meetings. Teachers added that some trainings are differentiated because it only addresses some grades such as LIPS training (a phonemic awareness program) which is most suitable for students of primary grades. Teachers shared that teachers only attend sessions that are aligned to their content/grade level and beneficial to their professional growth.

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. School leadership, teachers, and board members reported that the school’s mission involves unleashing joy and passion towards academic success. Families confirmed that the school is preparing students for academic success and added that the school is preparing students for a changing world. Students also noted unleashing knowledge, and highlighted the SOAR values as Scholarly, Open-minded, Accountable, and Relentless. All stakeholder groups reported that the mission and vision is communicated through a variety of methods such as postings throughout the school building and discussions in townhall, parent, and board meetings. Stakeholders also noted social media, the school’s website, and newsletters as communication channels for the school’s mission. A review of the Eagle’s Landing Weekly Newsletter and the school’s strategic planning summary notes the school’s mission as unleashing our students’ joy and passion while preparing them for academic success and fulfillment in a rapidly changing world. Moreover, pictures of school banners showcase the SOAR values. Regarding aligned programming and initiatives, stakeholders reported family fund programming during townhalls, virtual field trips to Disney World and the Maryland Zoo, quarterly student awards for representing SOAR values, afterschool activities, attendance celebrations such as the Fourth Quarter Comeback, restorative practices, and the Second Step Curriculum (a socio-emotional program). As it relates to preparing students for the future, school leadership reported that the school offers Second Step, restorative practices, and a middle school honors cohort. Teachers confirmed these programs and added that the programs help students to engage with different types of people. Families added that the school provides access to STEM and literacy labs. Students noted CTY programming for students interested in engineering and sports. School leadership and teachers both noted the school’s drive to prepare students to be successful globally. Regarding access to digital literacy and technology, school leadership mentioned science fairs, the STEM lab, access to 3D printers and laser cutters. Teachers added robotics and career day as additional ways they support students’ access to technology.
- School leadership ensures that the school’s programs are culturally relevant and incorporate skills for 21st century success. School leadership reported that families were surveyed to determine how race should be discussed at the school. School leadership noted that families preferred that race is covered positively which prompted the use of the Colors of Beauty Lessons. School leadership, teachers, and the operator reported that the school uses the Wit and Wisdom curriculum program which includes literary and informational text about all cultures. Teachers

added that lessons were modified to increase text diversity. Teachers also added that middle school students participate in virtual college tours and name their homerooms after colleges and universities. Students reported learning about Asian cultures, indigenous Americans, the American Revolution, and current events such as the 2020 election and George Floyd. Families shared that the school celebrates events such as Black History Month and Women’s History Month. Families also noted that students are reading text written by authors of different nationalities. Moreover, school leadership and teachers reported that the school has an equity and anti-racism board committee. Teachers also noted that teachers are encouraged to share events important to them such as St. Patrick’s Day and Hanukah.

Key action 3.2	The school cultivates and sustains open communication and decision-making opportunities with families and the community.	Highly Effective
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- The school implements systems to build strong relationships with families and garners feedback in order to make schoolwide decisions. School leadership reported that families are considered partners and are engaged and informed through school surveys (e.g., the re-opening plan, and the schoolwide budget), Town Hall meetings, quarterly student awards assemblies, and grade level meetings. A review of the November 9, 2020 issue of The Eagle’s Landing confirms Parent Town Halls and award ceremonies. School leadership, families, and the operator also reported that families serve on the school’s board. Teachers and students noted that families are invited to school events such as Family Paint Night and virtual cooking events. All stakeholder groups reported that families receive information through a variety of methods such as school newsletters, phone calls, Parent Portal, email, text messages, Class Dojo, and social media. Regarding strategies to engage harder to reach families, school leadership and teachers reported resources such as attendance supports (e.g., managing call logs, home visits, and incentives), Language Link, and translated documents. Home visit logs were provided for review. Families confirmed that the school does its best to translate documents and provide translators for Town Hall meetings. Moreover, school leadership and teachers reported that the school has a Community School Coordinator that further assists students and families with resources. Teachers and families reported that the school serves as a Maryland Food Bank site, a COVID testing and vaccination site, and a Safe Center for Online Learning. Stakeholder groups also noted that families receive school supplies per quarter. A review of the Quarter 2 Supply Pick-Up flyer confirms this activity. Regarding family input on school-wide decisions, all stakeholder groups reported that families provided feedback on topics such as the school’s re-opening plan, the Color of Beauty curriculum, school renovations, and the schoolwide budget. Moreover, school leadership shared that families determined the color of the outside turf.

- The school builds strong relationships with community stakeholders and leverages resources to meet the needs of students and the school. School leadership reported that the school partners with the Maryland Food Bank (provides weekly food distribution), the Y of Central Maryland (supported the Safe Center for Online Learning), Achievement Network (supports instructional programming), The Warm Coat Project (providing families with winter coats), Vision for Baltimore (free eye exams and glasses), Mobile Dentist (dental screening), Johns Hopkins School of Nursing (health education and health screenings). Teachers, students, and families confirmed many of these partners and noted the following partners: Roberta’s House (outpatient grief support for students and families), Outward Bound (supports team building and collaboration), Northeast Market (provided incentives for attendance program), Makerspace (supports creativity and design) and the Peabody Institute (facilitated classes at their campus). A review of the school’s partnership list confirms many of these partners. School leadership reported that the school completed a needs assessment and conducted home visits to determine the needs of the school and the community. School leadership reported high needs for nutritious foods and mental health services are needs of the community. School leadership shared that the needs assessment confirmed the need for partnerships with organization such as the Maryland Food Bank and Johns Hopkins School of Nursing. Finally, school leadership noted that community partners will be evaluated by the Community School Coordinator with participant satisfaction surveys.

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.	Effective
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- School leadership establishes and communicates measurable goals for the improvement of student learning and strategies aligned to the goals. However, not all teachers could articulate all goals. School leadership reported that the school has established severable measurable goals such as increase MCAP mathematics and literacy scores by 4% in grades 3-8. School leadership shared that the school is using the ANET assessment as a proxy for MCAP in lieu of the moratorium on statewide assessments. Most teachers confirmed this goal but noted that team meetings and data meetings are primarily used to discuss grade level or individual student goals. All stakeholder groups reported strategies such as ANET professional development sessions and coaching, the literacy lab, multi-step word problems, Happy Numbers, and Imagine Math and Literacy. School leadership also reported a literacy goal where all students in second grade and above will read on grade level as measured by assessment such as DIBELS and Imagine Language and Literacy. Most teachers did not mention this as a schoolwide goal. However, some stakeholder groups noted LIPS (a phonemic awareness program), providing students opportunities to use text to support text dependent questions and increasing the volume of student writing as strategies. School leadership and teachers stated that the school has established schoolwide goals to address absenteeism. Both stakeholder groups reported an attendance goal of 95% and a reduction of ARCA (At Risk for Chronic Absents) rates by 17%. All stakeholders reported strategies such as the attendance team, incentives (e.g., Strive for Five, pizza parties, attendance awards), phone calls home, and home visits. School leadership, the operator, families, and some teachers also mentioned a goal that more graduating 8th grade students are accepted in Tier 1 high schools. School leadership and the operator reported supporting strategies such as hosting 8th grade articulation meetings, providing honors courses, and monitoring acceptance rates and reporting out to the board. School leadership and the operator also reported goals for afterschool programming and staff satisfaction. Most teachers did not mention goals related to afterschool programming or staff satisfaction. However, teachers did report socio-emotional supports for staff and Wellness Wednesdays. School leadership confirmed that staff surveys, re-entry plans, socio-emotional supports and Wellness Wednesdays are strategies related to staff satisfaction. Regarding the development of schoolwide goals, school leadership reported that staff analyzed data from the previous year to set individual and class level goals. Teachers confirmed that most teachers did not participate in the development of schoolwide goals. However, teachers shared that the analysis of class level goals were considered in the development of schoolwide goals. Moreover, teachers noted that teachers were asked to provide appropriate strategies. School leadership and the operator reported that the schoolwide goals are complementary to the school's mission and is reviewed by Johns Hopkins' School of Education officials. All stakeholder

groups, including families, reported that the goals were communicated at team meetings, Parent Town Hall sessions, and board meetings. Regarding adjustments and challenges, school leadership reported that the ARCA goal rate was adjusted from 19% to 17% due to conversations with the operator.

- 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 teachers analyze data in vertical planning meetings (an opportunity for content teachers to convene). Teachers added that action planning, interventions and strategies are discussed after school-wide assessments. School leadership shared that the leadership team (which includes team leads who also serve on the Instructional Leadership Team) meet weekly to discuss student progress and concerns. School leadership also reported that the Student Support Team regularly monitors student attendance and socio-emotional concerns which is prompted by teachers’ analysis of data. School leadership also reported, and teachers confirmed, that the average daily attendance is shared with teachers. School leadership and teachers reported that school-wide data is communicated in Wednesday professional development sessions. Teachers added that data is shared in the school’s newsletter and the online attendance dashboard. School leadership also shared that data is communicated in state of the school addresses. Regarding adjusting strategies, school leadership reported enacting strategies to ensure that students are not only logged on to online tools but engaged. School leadership also shared an adjustment to strategies related to the Tier 1 high school goal based on student composite scores.

Key action 4.2	School leadership allocates and deploys the resources of time, human capital, and funding to address the priority growth goals for student achievement.	Effective
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- Budget distributions and resource allocations are aligned to school goals and priorities that support equitable learning environments. School leadership reported a priority to increase wraparound services which included hiring additional staff. School leadership and teachers reported the increase in staff supports an increase in average daily attendance and a decrease of chronic absenteeism. A review of the Master Attendance Case Management confirms a focus on attendance. School leadership also shared that school satisfaction and connectedness indicators have also improved. All stakeholder reported that the school allocated funds for student devices to support the virtual environment. Teachers added that funds were used to purchase online platforms such as Happy Numbers and IXL. A review of a teacher’s feedback sheet regarding online resources confirms these programs. Families noted that programmatic materials such as Wit and Wisdom and Second Step were purchased. Moreover, teachers noted that additional classroom instructional staff and related service providers were hired to support teaching.

Stakeholders noted that academic supplies were provided to families quarterly. Regarding inequities, school leadership and teachers reported that student devices and hotspots were provided to address the digital divide. A review of orders from CDW-G and Daly confirms the purchase of IBM Lenovo Computers and Google Chromebooks. School leadership reported that additional staff were hired to build out the school's middle school honors cohort as a strategy to ensure that middle school students are prepared for tier 1 high schools. School leadership also mentioned that the Safe Center for Online Learning initiative provided a safe learning environment for students of working families. As it relates to budgetary changes, school leadership noted that funds for recess, behavioral supports, field trips, and the Urban Teacher Residency were reallocated to support technology, academic supplies, and classroom instructional support.

- School leadership leverages staff in key roles in support of school-wide goals. School leadership and teachers reported that teachers serve as team leads and on the Instructional Leadership Team. Teachers added that teachers worked over the summer to evaluate the proposed online learning platforms. Teachers shared that teachers serve as Cluster Captains (who are responsible for different grade bands), facilitate professional development sessions and participate in committees such as return to in-person learning, technology, health and safety, academics, anti-racism, and restorative practices. A review of Professional Development PowerPoints confirm that teachers facilitated sessions. Further, a review of the staff roster confirms that teachers are designated as grade level leads and content leads. Regarding identifying strengths to delegate responsibilities appropriately, school leadership shared that school leadership considers successful data and interpersonal skills. School leadership added that leadership opportunities are available for aspiring leaders. Lastly, school leadership shared that there are stipends attached to the added responsibilities. Teachers added that school leadership also considers the interest of teachers when determining leadership opportunities. Regarding oversight, school leadership and teachers reported that meeting notes are shared with school leadership. Finally, both stakeholder groups also reported that school leadership attends meetings.
- School leadership leverages common staff time to focus on professional learning and collaboration in support of student achievement. School leadership and teachers reported that the school hosts 40-minute vertical (or grade band content) team meetings weekly to discuss student concerns. A review of the September 25, 2020 ELA Vertical Team meeting agenda notes topics such as Connection before Content, Diagnostics Check In, and student Work Analysis. Further a review of the January 8, 2021 Science/Social Studies Vertical Team meeting agenda reveals topics such as Connection before Content, Science Reflection (glow and grows), social studies curricula, topics related to Black History Month, Indigenous people, and United States History. Moreover, both stakeholder groups reported that teachers participate in grade level meetings. A review of the March 24, 2021, 6th grade team meeting highlights topics such as a

focus on Equations and Expressions (math), completing narratives (ELA), and studying lights (science) School leadership and teachers also shared that teachers participate in professional development sessions on Wednesdays.

Key action 4.3	School’s board of trustees (or operator) provides competent stewardship and oversight of the school.	Highly Effective
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- The governing board and operator maintain essential knowledge of the school and provide oversight of the academic program. School leadership reported that school leadership meets with a Dean of Johns Hopkins’ School of Education bi-weekly, participates in committee meetings and shares the principal’s report during quarterly board meetings. Both stakeholder groups also reported that school leadership meets with the President of Johns Hopkins’ School of Education regularly. Board members reported that information is also provided via emails, Class Dojo, newsletters, monthly town halls and grade level team meetings. Moreover, the board noted board priorities such as student achievement, afterschool activities, student attendance, stakeholder satisfaction, and student access to top tier high schools. A review of the State of the School, a presentation made to the board in August 2020, highlights topics such as MCAP literacy and mathematics, participation in after-school activities, suspension and attendance, stakeholder satisfaction, and high school acceptance. School leadership, the operator and the board also noted an academic performance committee. Board members added that the committee reviews data points such as DIBELs, ANET, and special education programming. A review of the October 2020 board meeting presentation confirms that academic data such as ANET results and attendance rates was shared. Regarding the establishment of schoolwide goals, school leadership and board members mentioned that the goals are developed by school administration; however, families and board members can provide feedback. As it relates to board priorities, school leadership, board members, and the operator shared that the board focuses primarily on fiduciary responsibilities, but they also maintain knowledge and oversight of student enrollment, the middle school honors cohort, pre-kindergarten programming, afterschool activities, attendance, and wraparound services. School leadership noted that the organization is aware also aware of the school’s academic success and make necessary improvements through alignment with established goals and adhering to the data inquiry cycle to develop actions plans when necessary. Finally, school leadership, the board and operator noted that the organization ensures it operates in accordance with the MOU contract by referencing the agreement as a guiding document.
- 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 and the board reported that school leadership hosts annual budget meetings and assesses teacher needs and family priorities through budget surveys. School leadership added that the school adheres to the

district's budget process. School leadership noted that after gathering feedback and establishing goals and priorities, the school develops a draft budget which is shared with the board through its financial and academic committees. Continuing, once the budget is board approved, school leadership shared that families are made aware of updates. A review of a March 16, 2021, email to the board reveals that the finance committee met to update the school's FY22 budget. The document provides board members with information such as salaries, benefits, capital expenses, instructional support, and instructional materials. The operator noted that financial goals include managing operating expenses and refraining from using debt to supplement the operational budget or capital expenses. Regarding financial oversight, stakeholders noted, and documents confirm, that the organization hired an external agency to conduct annual audits to ensure that the organization is compliant with applicable laws and accounting regulations. A September 2020 financial update report was provided for review. All stakeholder groups also reported that the financial committee meets bi-monthly to review matters such as budgetary projections versus actual expenses. Finally, school leadership added that the school informally communicates with the financial analyst daily.

- The governing board and operator maintain effective governance practices to ensure organizational viability, including the systemic selection and oversight of the school leader. School leadership, the board and the operator reported that the board is comprised of eighteen members and committees such as Executive, Governance, Finance, Academic Performance, Facilities, and Equity and Inclusion. A review of a board committee assignment document confirms these committees and more. All stakeholder groups reported that committees meet bi-monthly and share with the full board quarterly. A review of the board's meeting schedule confirms quarterly meetings. Regarding strategic planning, school leadership, the board and operator reported that the board is updated during the State of the School address and during the annual board retreat. A review of the board retreat document, dated September 12, 2020, identifies meeting objectives such as a renewing board member commitments, advancing racial equity and justice, providing opportunities for the board to contribute toward school accomplishments, strengthening board partnerships, and developing a shared understanding of board expectations. Board members also noted that board goals, increasing the number of board members, surveying additional areas of expertise, and school priorities were discussed at the board's retreat. As it relates to professional development, stakeholder groups noted that the board retreat also addressed onboarding for new board members and provided guidance on how to be effective board members. School leadership also shared that board members participated in restorative practices and equity training. When asked about the process for board recruitment, school leadership, the board and the operator reported that the vacancy is advertised via social media and during Town Halls. Continuing, stakeholders noted that candidates write letters of interest and are interviewed. A review of a February 4, 2021 email from the former board chair to board members confirms an election process. Regarding the evaluation of the school leader, all stakeholder groups reported that the school leader is evaluated by the Dean of Johns Hopkins'

School of Education using the Baltimore City School evaluation system, which was provided for review. School leadership also noted that the school's District Instructional Leadership Executive Director (ILED) is also integral to the school leaders' evaluation.

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 Elmer A. Henderson: A Johns Hopkins Partnership School was conducted on April 26-27, 2021 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: Katherine Harris Toler is a Program Evaluator II in the Office of Achievement and Accountability in Baltimore City Public Schools. Prior to joining OAA, Ms. Toler was a District Mentor in the Office of Teacher Support and Development. In Baltimore City Public Schools, Ms. Toler has served as teacher, Academic Coach, Dean of Instruction, and High School Administrator. Ms. Toler has also served as teacher in the Anne Arundel County Public School System, the Baltimore County Public School System and the Vance County Public School System in North Carolina. She holds a B.A. in English with a Concentration in Secondary Education from North Carolina Central University and a Masters of Education in School Improvement Leadership from Goucher College.

Team Support: Kara Dunn is a consultant with SchoolWorks. As school quality reviewer, she has been a frequent team lead or team writer for school quality reviews and charter renewal visits in California, Colorado, Massachusetts, Maryland, New York, Pennsylvania, and Tennessee. She is also the CEO and consultant of ApogeeVision – a consulting firm that works with many public and private organizations in the areas of administration, facilitation, teacher and staff training, organizational and curriculum development, and program evaluation. She has been an educator for more than 15 years, serving K-12 students. Among many instructional positions, she has worked in Boston Public Schools as a teacher, district lead teacher, teacher trainer, instructional coach for math/science educators, and a school-based administrator. She graduated from Spelman College with a Bachelor of Arts degree in Educational Psychology. She has earned two Masters degrees – a Masters of Education from the University of Massachusetts, and Masters of Divinity from Gordon-Conwell Theological Seminary. She has served as an adjunct professor at Gordon Conwell Theological Seminary (Boston Campus). She has served as a curriculum developer and instructor for the Office of Diversity and Community Partnerships at Harvard Medical School. She is the author of several curricula, including one made for the national film tour, *Kunta Kinteh Island: Coming Home without Shackles*.