



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

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

**Baltimore Design School #382  
1500 Barclay St.  
Baltimore, MD 21202**

**April 19-20, 2021**

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Baltimore, Maryland 21202  
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## OVERVIEW OF SCHOOL EFFECTIVENESS REVIEW

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

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

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

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

## SCHOOL BACKGROUND

Baltimore Design School serves approximately 516 students in sixth through twelfth grades. The school is in the northeast quadrant Baltimore.

### **Virtual SER Context**

The Baltimore Design School has been virtual since the beginning of the year. At the time of the site visit (April 19-20, 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.

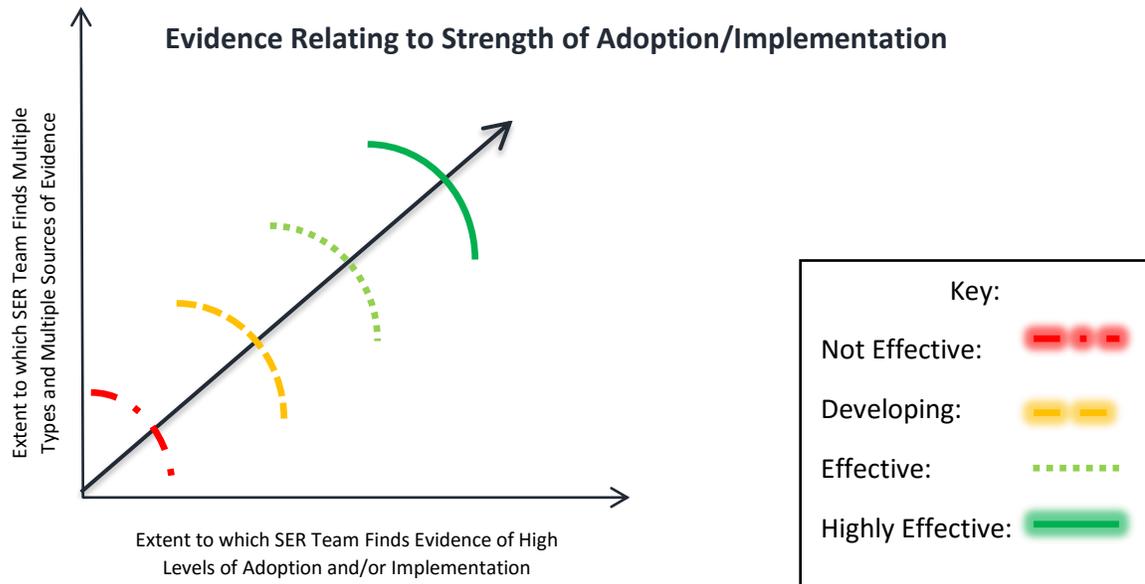
### **School Leadership and Staffing:**

The interim principal, Darrin Brozene, has been at the school for 3 years and with the district for 15 years in various roles. For the purpose of this SER site visit, staff designated as school leadership are listed below.

<b>School Leadership Focus Group Members</b>	
<b>Name</b>	<b>Role</b>
Darrin Brozene	Interim Principal
Shannon Hayes	Guidance Counselor
Lindsay Klausmeyer	Guidance Counselor
Christine Frederick	Community School Coordinator
Jennifer Kaplan	Social Worker
Araceli Villafuerte	Instructional T Assistant
Dana Krauss	Special Educator

## 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<sup>1</sup> and multiple sources<sup>2</sup> 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	<b>Not Effective</b>	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	<b>Developing</b>	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	<b>Effective</b>	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	<b>Highly Effective</b>	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.

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

<sup>2</sup> "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

<b>Domain 1: Highly Effective Instruction</b>	
1.1 School leadership supports highly effective instruction.	Effective
1.2 Teachers use multiple data sources to adjust practice.	Not Rated
1.3 Teachers deliver highly effective instruction.	Developing
1.4 Teachers establish a classroom environment in which teaching and learning can occur.	Not Rated
<b>Domain 2: Talented People</b>	
2.1 The school implements systems to select effective teachers and staff whose skills and beliefs meet the needs of the school.	Not Rated
2.2 The school develops teacher and staff capacity through individualized support and professional development.	Highly Effective
<b>Domain 3: Vision and Engagement</b>	
3.1 The school has a clear vision and mission that promotes a student-centered, culturally relevant learning that prepares students for future success.	Effective
3.2 The school cultivates and sustains open communication and decision-making opportunities with families and the community.	Effective
3.3 The climate and culture of the school creates a welcoming learning environment that meets the academic, social, and emotional needs of each student.	Not Rated
<b>Domain 4: Strategic and Professional Management</b>	
4.1 The school establishes clear goals for student achievement and tracks progress towards goals.	Developing
4.2 The school allocates and deploys the resources of human capital and funding to address the priority growth goals for student achievement.	Effective
4.3 School's board of trustees (or operator) provides competent stewardship and oversight of the school.	Effective

## FINDINGS ON DOMAINS OF EFFECTIVE SCHOOLS

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

### Domain 1: Highly Effective Instruction

Key action 1.1	School leadership supports highly effective instruction.	Effective
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- School leadership ensures that teachers engage in the planning of the curricula through oversight of standards-based units, lessons and pacing. School leadership and teachers reported that teachers upload daily lesson plans to Common Curriculum (a shared lesson planning platform), which is monitored by the school’s leadership team. A screenshot of the school’s Common Curriculum platform confirmed that teachers use this method to share plans. Continuing, school leadership and teachers reported that lesson plans should include standards-based objectives and differentiation based on proficiency scales (range of values used by teachers to determine the students’ current level of progress toward meeting standards). School leadership and teachers reported that lesson plans are periodically reviewed, and the implementation of lesson plans is monitored during classroom observations. A review of an email from members of the school’s leadership team to teachers and a document outlining teachers’ roles and responsibilities confirmed that teachers are to upload lesson plans to the platform. According to school leadership and teachers, appropriate pacing of lessons is determined in collaboration with district support staff and monitored through collaborative planning meetings, which review of agendas confirmed.
- School leadership consistently provides actionable feedback and guidance to teachers, aligned with the Instructional Framework. School leadership and teachers reported that teachers are observed on a weekly to biweekly basis and receive feedback in the form of Praise, Question, and Polish on Instructional Framework indicators, which a review of numerous informal observations confirmed. Specifically, one informal observation noted the following “your planning is showing that you are incorporating more opportunities for students to engage in thinking individually and in small groups (as evidenced in your recent plans). The next push is to build an environment where they will present and share their thinking with their classmates (T6). Continue to encourage and incentivize student sharing with the whole class and in small breakout rooms.” Additionally, school leadership and teachers reported that next steps are monitored by school leadership as members of the school leadership team are assigned to observe the same teachers throughout the year, and the feedback is posted on Master Teacher Online Training Platform (an informal observation platform), which review of the platform confirmed. Moreover, school leadership and teachers reported that all teachers are formally observed according to the district’s process which

includes a pre-observation conference, an observation, and a post observation conference. School leadership and teachers reported that teachers are provided feedback and next steps after formal observations, which review of several formal observation forms with feedback confirmed.

- School leadership is beginning to ensure the use of a student-learning data cycle. School leadership reported that the Champion Team focuses on the schoolwide data process, which teachers confirmed. Continuing, school leadership reported that the Champion Team reviews grades, course failures, attendance, and Positive Behavior Intervention System (PBIS) points. School leadership reported that members of the Champion Team serve as liaisons to department/grade level teams and share trends with assigned teams in to create individual, pre-Student Support Team, and Student Support Team plans. School leadership and some teachers reported that teachers provide input on student plans. A review of individual student plans confirmed that the plans are created using academic, attendance, and behavioral data. Though teachers reported that the Champion Team analyzes school-wide data, some teachers reported using the Looking at Student Work Protocol and creating Classroom Focused Improvement Plans (CFIP) in department meetings, which some team meeting agendas and CFIPs confirmed. Regarding interventions in place to support students in need of academic support, school leadership and teachers reported that the school has an intervention block where students engage in i-Ready lessons, Imagine Math, and Achieve 3000. School leadership and teachers also reported that teachers create differentiated assignments based on student’s proficiency scales. Further, school leadership and teachers reported that acceleration opportunities for students include advanced placement classes and dual enrollment opportunities with area colleges.

<b>Key action 1.2</b>	<b>Teachers use multiple data sources to adjust practice to meet learners’ unique needs.</b>	<b>Not Rated</b>
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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.

<b>Key action 1.3</b>	<b>Teachers deliver highly effective instruction.<sup>3</sup></b>	<b>Developing</b>
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Data for Key Action 1.3 was collected from classroom observations in order to provide trends in instruction across the school, as it relates to Teach Action 1-6 of the Instructional Framework. During each classroom visit, the observer collects evidence based on his/her observations and then determines whether the indicator was “evident”, “partially evident” or “not evident” for each of the 14 indicators. Below is the summary of the 14 classroom observations that were conducted.

- Most teachers use and communicate standards-based lesson objectives and align learning activities to the stated lesson objectives.

<b>Communication of objective</b>	<b>Evident</b>	<b>Partially Evident</b>	<b>Not Evident</b>
<b>Evident:</b> Teachers communicate lesson objectives to students by explaining and/or referencing it during lessons. <b>Partially Evident:</b> Teachers communicate lesson objectives by posting it. <b>Not Evident:</b> Teachers do not communicate lesson objectives to students.	<b>79%</b>	<b>0%</b>	<b>21%</b>
<b>Learning activities and resources align with lesson objective</b>	<b>Evident</b>	<b>Partially Evident</b>	<b>Not Evident</b>
<b>Evident:</b> Lesson activities and resources have a clear and intentional purpose and are aligned with lesson objectives. <b>Partially Evident:</b> Lesson activities and resources are generally aligned with lesson objectives and/or some tasks have a clear, intentional purpose. <b>Not Evident:</b> Lesson activities and resources are not aligned with lesson objectives OR Lesson activities and resources do not have a clear intentional purpose.	<b>64%</b>	<b>36%</b>	<b>0%</b>

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

<b>Accurate, grade-level content</b>	<b>Evident</b>	<b>Partially Evident</b>	<b>Not Evident</b>
<b>Evident:</b> Teachers present students with accurate grade level content aligned to appropriate content standards. <b>Partially Evident:</b> Teachers present students with mostly accurate grade level content aligned to appropriate content standards. <b>Not Evident:</b> Teachers present students with inaccurate grade level content and/or not aligned to appropriate content standards.	<b>86%</b>	<b>14%</b>	<b>0%</b>
<b>Alternate presentation of content</b>	<b>Evident</b>	<b>Partially Evident</b>	<b>Not Evident</b>
<b>Evident:</b> Teachers present content in various ways (two or more) to make content clear. <b>Partially Evident:</b> Teachers attempt to present content in various ways (two or more), but attempts do not make content clear. <b>Not Evident:</b> Teachers do not present content in various ways.	<b>71%</b>	<b>21%</b>	<b>7%</b>
<b>Emphasis of key points</b>	<b>Evident</b>	<b>Partially Evident</b>	<b>Not Evident</b>
<b>Evident:</b> Teachers emphasize important points to focus learning of content. <b>Partially Evident:</b> Teachers attempt to emphasize important points to focus learning of content, but attempts do not make content clear.	<b>79%</b>	<b>21%</b>	<b>0%</b>

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

<b>Not Evident:</b> Teachers do not emphasize important points to focus learning of content.			
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- Some teachers use multiple strategies and tasks to engage all students in rigorous work.

<b>Scaffolded and/or differentiated tasks</b>	<b>Evident</b>	<b>Partially Evident</b>	<b>Not Evident</b>
<b>Evident:</b> Teachers scaffold and/or differentiate tasks by providing access to rigorous grade-level instruction for all students. <b>Partially Evident:</b> Teachers attempt to scaffold and/or differentiated tasks, but not all students are supported in accessing rigorous grade-level instruction. <b>Not Evident:</b> Teachers do not scaffold or differentiated tasks.	<b>71%</b>	<b>29%</b>	<b>0%</b>
<b>Opportunities to engage with complex texts and tasks</b>	<b>Evident</b>	<b>Partially Evident</b>	<b>Not Evident</b>
<b>Evident:</b> Students have opportunities and time to grapple with complex texts and/or rigorous tasks. <b>Partially Evident:</b> Students have opportunities to engage with complex texts and rigorous tasks superficially. <b>Not Evident:</b> Students have rare or no opportunities to engage with complex texts and rigorous tasks.	<b>36%</b>	<b>14%</b>	<b>50%</b>

- Some teachers use evidence-dependent questioning.

<b>Questions requiring justification</b>	<b>Evident</b>	<b>Partially Evident</b>	<b>Not Evident</b>
<b>Evident:</b> Teachers asks questions that require students to cite evidence and clearly explain their thought processes. <b>Partially Evident:</b> Teachers ask questions that require students to explain their thought processes or cite evidence but not both. <b>Not Evident:</b> Teachers does not ask questions that require students to cite evidence or explain their though processes.	<b>0%</b>	<b>43%</b>	<b>57%</b>
<b>Clear and/or scaffolded questions</b>	<b>Evident</b>	<b>Partially Evident</b>	<b>Not Evident</b>
<b>Evident:</b> Teachers asks questions that are clear and scaffolded. <b>Partially Evident:</b> Teachers asks questions that are somewhat unclear to students or lack scaffolding. <b>Not Evident:</b> Teachers do not ask scaffolded questions.	<b>50%</b>	<b>29%</b>	<b>21%</b>

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

<b>Informative checks for understanding</b>	<b>Evident</b>	<b>Partially Evident</b>	<b>Not Evident</b>
<b>Evident:</b> Teachers conduct one or more checks for understanding that yield useful information at key points throughout the lesson. <b>Partially Evident:</b> Teachers attempt to conduct checks for understanding, but checks may only yield some useful information. <b>Not Evident:</b> Teachers do not check for understanding during the lesson. OR Teachers' checks for understanding are inappropriate or ineffective.	<b>40%</b>	<b>47%</b>	<b>13%</b>
<b>Specific, academic feedback</b>	<b>Evident</b>	<b>Partially Evident</b>	<b>Not Evident</b>
<b>Evident –</b> Teachers give specific academic feedback to communicate current progress and next steps to move forward. <b>Partially Evident –</b> Teachers give general academic feedback, but feedback may not clarify next steps to move forward.	<b>43%</b>	<b>29%</b>	<b>29%</b>

<b>Not Evident</b> – Teachers do not give academic feedback. OR When needed, teachers do not address student misunderstandings.			
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- Teachers do not facilitate academic talk.

<b>Opportunities for student-to-student interaction*</b>	<b>Evident</b>	<b>Partially Evident</b>	<b>Not Evident</b>
<b>Evident:</b> Teachers provide multiple or extended opportunities for student-to-student interactions. <b>Partially Evident:</b> Teachers provide one opportunity for student-to-student interactions. <b>Not Evident:</b> Teachers provide no opportunity for student-to-student interactions.	7%	7%	86%
<b>Evidence-based discussions*</b>	<b>Evident</b>	<b>Partially Evident</b>	<b>Not Evident</b>
<b>Evident:</b> In most student-to-student interactions, students engage in discussions with their peers to make meaning of content or deepen their understanding. <b>Partially Evident:</b> In few student-to-student interactions, students engage in discussions with their peers to make meaning of content or deepen their understanding. <b>Not Evident:</b> Students do not engage in discussions with their peers to make meaning of content or deepen their understanding.	7%	0%	93%
<b>Student academic talk</b>	<b>Evident</b>	<b>Partially Evident</b>	<b>Not Evident</b>
<b>Evident:</b> Students use academic talk and, when necessary, teachers consistently and appropriately support students in speaking academically. <b>Partially Evident:</b> Students sometimes use academic talk, and teachers inconsistently or inappropriately supports students in speaking academically. <b>Not Evident:</b> Students do not use academic talk, and teachers does not support students in speaking academically.	7%	50%	43%

\*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.

<b>Key action 1.4</b>	<b>Teachers establish a classroom environment in which teaching and learning can occur.</b>	<b>Not Rated</b>
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- Teachers implement routines to maximize instructional time.

<b>Maximized instructional time</b>	<b>Evident</b>	<b>Partially Evident</b>	<b>Not Evident</b>
<b>Evident:</b> Students are only idle for very brief (less than 2 minutes) periods of time while waiting for teachers. <b>Partially Evident:</b> Students may be idle for short periods of time (2-4 minutes) while waiting for teachers. <b>Not Evident:</b> Students may be idle for significant periods of time (4 minutes or more) while waiting for teachers.	%	%	%
<b>Smooth routines and procedures</b>	<b>Evident</b>	<b>Partially Evident</b>	<b>Not Evident</b>
<b>Evident:</b> Routines and procedures run smoothly with minimal or no prompting from the teachers. <b>Partially Evident:</b> Routines and procedures run smoothly with some prompting from the teachers. <b>Not Evident:</b> 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.

<b>Teacher-to-student interactions</b>	<b>Evident</b>	<b>Partially Evident</b>	<b>Not Evident</b>
<b>Evident:</b> Teacher interactions with students are positive and respectful. <b>Partially Evident:</b> Some interactions among teachers and students demonstrate a positive rapport and respect while other interactions demonstrate a lack of rapport/respect. <b>Not Evident:</b> Little to no interactions among teachers with students demonstrate a positive rapport/mutual respect.	%	%	%
<b>Student-to-teacher interactions</b>	<b>Evident</b>	<b>Partially Evident</b>	<b>Not Evident</b>
<b>Evident:</b> Student interactions with teachers are positive and respectful. <b>Partially Evident:</b> Some interactions among students and teachers demonstrate a positive rapport/mutual respect while other interactions demonstrate a lack of rapport/respect. <b>Not Evident:</b> Little to no interactions among students with teachers demonstrate a positive rapport/mutual respect.	%	%	%
<b>Student-to-student interactions</b>	<b>Evident</b>	<b>Partially Evident</b>	<b>Not Evident</b>
<b>Evident:</b> Student-to-student interactions are positive and respectful. <b>Partially Evident:</b> Some interactions among students demonstrate a positive rapport/mutual respect while other interactions demonstrate a lack of rapport/respect. <b>Not Evident:</b> 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.

<b>Reinforce positive behavior</b>	<b>Evident</b>	<b>Partially Evident</b>	<b>Not Evident</b>
<b>Evident:</b> Teachers promote and reinforce positive behavior. <b>Partially Evident:</b> Teachers occasionally acknowledge positive behavior but focus more on negative behavior. <b>Not Evident:</b> Teachers primarily focus on negative behavior.	%	%	%
<b>On-task behavior</b>	<b>Evident</b>	<b>Partially Evident</b>	<b>Not Evident</b>
<b>Evident:</b> Students are on-task and active participants in classwork and discussions. <b>Partially Evident:</b> Some students exhibit frequent off-task behavior in the classroom. AND/OR Most students exhibit occasional off-task behavior in the classroom. <b>Not Evident:</b> Students exhibit consistent off-task behavior in the classroom.	%	%	%
<b>Time impact of redirection/discipline of off-task behavior</b>	<b>Evident</b>	<b>Partially Evident</b>	<b>Not Evident</b>
<b>Evident:</b> Teachers address behavioral issues (if any) with minimal interruption to instructional time (less than 2 minutes). <b>Partially Evident:</b> Teachers address behavioral issues with some interruption to instructional time (2-4 minutes). <b>Not Evident:</b> 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	<b>The school implements systems to select effective teachers and staff whose skills and beliefs meet the needs of the school.</b>	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	<b>The school develops teacher and staff capacity through individualized support and professional development.</b>	Highly Effective
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- School leadership ensures the implementation of a mentoring program, when applicable, to support the development of all new teachers and staff and monitors the program's effectiveness. School leadership and teachers reported that the school offers a mentoring program for first through third year teachers. A review of emails with meeting agendas and videos confirmed the mentoring program. Continuing, school leadership and teachers reported that two mentors support teachers with lesson planning, data, and classroom management per their identified areas of need, which a review of coaching plans confirmed. A review of the school's roster confirmed that two mentors are assigned to six early career teachers. Further, school leadership and teachers reported that the mentors are observed during coaching and professional development sessions and teachers share feedback on professional development sessions through surveys. A review of an observation report confirmed an observation of a mentor during a new teacher professional development session.
- 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 teachers in need of support are identified through informal and formal observations, academic data, and self-identification. School leadership and teachers reported that supports provided to teachers include co-planning with colleagues, peer observations, and personalized professional development sessions. School leadership reported that a teacher is currently on an action plan aligned with an identified area of improvement, but no teachers are on formal Performance Improvement Plans. A review of an action plan confirmed that an increase of informal observations, one-on-one coaching sessions, and planning support are being provided to the teacher. Teachers reported that they feel supported and have seen improvement in their practice because of strategies and supports provided by school leadership.

- School leadership engages all staff in differentiated professional development based on identified needs. School leadership and teachers reported that professional development focus areas for this year include equity, proficiency scales, technology, and a variety of social and emotional learning topics. Specifically, school leadership and teachers reported, and a review of documents confirmed that a consultant from Education Reform Enterprises provides ongoing whole group, team, and individual professional development on “equity driven assessment, curriculum, and instruction”. In addition, review of social and emotional learning documentation confirmed a focus on this area as well. School leadership and teachers reported that professional development is differentiated according to teacher needs based upon teacher feedback from surveys, which a review of feedback from surveys confirmed. Additionally, a review of some Individual Development Plans confirmed alignment between the school’s focus on equity and individual teacher need.

## Domain 3: Vision and Engagement

Key action 3.1	<b>The school has a clear vision and mission that promotes student-centered, culturally relevant learning that prepares students for future success.</b>	<b>Effective</b>
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- The school community shares a clear understanding of the school’s mission and vision, including a clear understanding of initiatives and values, that support high student achievement. The school’s website revealed the following mission: Mission- “Baltimore Design School fosters creativity and develops the academic and critical thinking skills of 6th through 12th grade students. It also prepares students for admission to college and careers in the design fields of architecture, fashion, and graphic design. Baltimore Design School is a Baltimore City public transformation school that offers a comprehensive college preparatory program that integrates design throughout the academic curriculum and provides Career and Technology Education (CTE) pathways.” School leadership, teachers, students, and board members confirmed the key components of fostering creativity through design, cultivating critical thinking, and preparing students for careers in design through the Career Technology Education pathways. School leadership and teachers also reported a focus on the whole child. Parents were able to articulate the emphasis on design pathways such as architecture, fashion design, and graphic design. School leadership, teachers, and students also reported that the school encourages students to exemplify the DARE values-being Diligent, Accountable, Respectful, and Enthusiastic, which the school’s website confirmed. Stakeholders (school leadership, teachers, students, and parents) reported that the mission is communicated through the school’s website, presentations, and in conversations between students and staff. In terms of initiatives and programming to support the mission, all stakeholders reported that classroom lessons, internships, and extracurricular opportunities support the school’s attainment and students’ understanding of the mission.
- School leadership ensures that the school’s programs are culturally relevant and incorporate skills for 21st century success. School leadership and teachers reported that the school hosted a “Black Love and Literacy” event during Black History month, which will be held again in June in response to the positive response from the school community. Continuing, school leadership and teachers reported that students have attended virtual field trips to museums and studied different cultures as it relates to design, which a review of emails confirmed. School leadership and teachers reported that the school has a Gender Student Alliance Club that is inclusive of all students and the school’s focus on equity is aiding in the school becoming a more academically inclusive environment and for all students. As previously mentioned, professional development documents confirmed the focus on equity. Regarding skills for 21<sup>st</sup> century success, stakeholders reported that students have opportunities to collaborate on design projects and participate in hands-on opportunities including internships, presentations, and networking with professionals in various

fields, which a review of emails confirmed. Stakeholders also reported that all students have iPads and wireless internet through the Verizon Innovation Lab. Finally, all stakeholders (school leadership, teachers, students, parents, board members) reported that students in the dual enrollment program receive college credits.

<b>Key action 3.2</b>	<b>The school cultivates and sustains open communication and decision-making opportunities with families and the community.</b>	<b>Effective</b>
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- The school implements systems to build strong relationships with families and garners feedback in order to make schoolwide decisions. Stakeholders reported that a major mode of communication is the Parent Square app, which is also a tool for two-way communication. School leadership and teachers reported that communication to families is translated through the app when needed. In addition to Parent Square, teachers communicate with parents through emails, text messages, and phone calls. A review of various emails confirmed this method of communication with families. School leadership and teachers reported that the school does outreach to families through home visits when necessary. Moreover, school leadership, teachers, students, and parents reported that the school hosts monthly School Family Council meetings, which a review of School Family Council agendas confirmed. School leadership and teachers reported that families have provided feedback on the budget and in-person learning.
- 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 has approximately 50 partnerships that support the school’s needs in alignment with the community schools’ needs assessment. A community partners list confirmed the partnerships. Specifically, school leadership reported partnerships with Johns Hopkins University (Medicine for Good Program, COVID Straight Talk) Baltimore Ravens/T Rowe Price (Leadership Program), Canon Design, Emory Redesign, and GE Architects (internships), and MICA (scholarships, and studio programs), Openworks (maker spaces), I-Mentor (mentorship for students), and Hope Health (mental health support). Teachers, students, and parents confirmed the partnerships with Openworks, various design firms, MICA, and I-mentor. Finally, school leadership and board members reported that community partners participate on the school family council and serve as board members which a review of documents and site visit team observations confirmed.

Key action 3.3	<b>The climate and culture of the school creates a welcoming learning environment that meets the academic, social, and emotional needs of each student.</b>	<b>Not Rated</b>
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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

<b>Key action</b> <b>4.1</b>	<b>The school establishes clear goals for student achievement and tracks progress toward goals.</b>	<b>Developing</b>
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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 are aware of the goals. School leadership reported that the goals and strategies were created by the Champion Team and teachers. Though teachers did not confirm helping to create the goals, they reported that the goals and strategies were communicated to them in a beginning of the year staff meeting. School leadership and some teachers reported the goals and strategies as outlined in the School Performance Plan. Other teachers were only aware of some of the goals or strategies. A review of the School Performance Plan noted the following goals and strategies: SPP-SMART Goal #1 “At BOY, 57% of 6th-11th grade students are 2 or more grade levels behind in reading. We will decrease this percent by EOY.” Strategies aligned to this goal include developing tailored instruction to meet students at their current levels of performance, intervention blocks, and weekly informal observations and feedback to teachers. SMART Goal # 2 “At BOY, 66% of 6th-11th grade students are 2 or more grades level behind in math. We will decrease this percent by EOY.” Strategies aligned to this goal also include developing tailored instruction to meet students at their current levels of performance, intervention blocks, and weekly informal observations and feedback to teachers. School leadership added that the above-mentioned academic goals for grade six through eight would be measured by i-Ready. SMART Goal # 3 “By June 2021, the overall percent of Tier II & Tier III chronically absent scholars will not exceed 20% by EOY.” Strategies aligned with this goal include partnerships with community organizations to provide supports for students, implementation of a schoolwide PBIS tracking system that incentivizes students for attendance, and implementation of social and emotional practices in classrooms to build strong relationships between students and teachers. SMART Goal # 4 “By June 2021, the percent of seniors earning college level credit (via dual enrollment or Advanced Placement courses) will be at least 55%.” Strategies aligned with the goal include increasing course offerings through university partners, increasing Advanced Placement courses, and holding monthly senior meetings to review data.
- School leadership and some 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 reported that the focus of the Champion Team is to review and monitor schoolwide data, which teachers confirmed. Teachers reported that they receive updates as it relates to schoolwide data points such as attendance and i-Ready. Additionally, teachers reported that they are analyzing their own data or receiving updates regarding data and implementation of strategies. However, teachers reported that the goals have not been adjusted,

but strategies have been adjusted based on attendance data, after this data was been reviewed with staff.

<p><b>Key action 4.2</b></p>	<p><b>School leadership allocates and deploys the resources of time, human capital, and funding to address the priority growth goals for student achievement.</b></p>	<p><b>Effective</b></p>
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- Budget distributions and resource allocations are aligned to school goals and priorities that support equitable learning environments. School leadership, teachers, and the board reported that funding has been allocated to the Verizon Innovation Lab and to purchase technology such as cameras and microphones, staff positions, the i-mentor program that provides a mentor for each individual student in eleventh and twelfth grades, student incentives, and school programming. Parents and students confirmed the purchase of technology (iPads, laptops, and hotspots) and instructional supplies. School leadership reported that the school has allocated funding to a tutoring and 24-, hour homework help hotline, which will start next year. Receipts and purchase orders confirmed the purchase of technology, mentoring, and tutoring programs. In addition, school leadership, teachers, and the board reported that funding has been allocated to equity professional development, which a review of documents confirmed. School leadership, teachers, parents, and students reported that families and staff were informed of budget priorities and had an opportunity to provide feedback. A review of a Community Budget Forum Agenda and video confirmed the opportunity for stakeholders to participate in budget discussions.
- School leadership leverages staff in key roles in support of school-wide goals. As previously mentioned, school leadership and teachers also reported that the school’s lead teachers serve as mentors for early career teachers, which a review of emails and agendas confirmed. Additionally, school leadership and teachers reported that teachers serve as content leads and these leads serve on the Instructional Leadership Team (ILT). School leadership reported that the Champion Team (which consists of a teacher and other school staff) analyzes and tracks data, generates interventions, and creates student plans. Teachers confirmed the work of the Champion Team and indicated that a teacher serves on this team. School leadership and teachers reported that the work of these individuals and teams is monitored through school leadership’s presence on the teams and meetings. A review of ILT meeting agendas and organizational charts confirmed the structure of these meetings as well as teacher participation. School leadership and teacher reported that teachers serve in roles based upon their expertise and interest. A review of a skill/will matrix completed by school leadership confirmed that teacher expertise is considered when giving teachers additional responsibilities.

- School leadership leverages common staff time to focus on professional learning and collaboration in support of student achievement. School leadership and teachers reported that staff collaborate on Wednesdays during whole group professional development and content or grade level meetings (which occur on a rotating basis). School leadership and teachers reported that in weekly collaborative planning, teachers share proficiency scales, discuss student work, and plan and share tasks related to students’ zones of proximal development. Teachers reported that some teachers participate in a professional learning community to deepen their understanding of Webb’s Depth of Knowledge and how it aligns with proficiency scales and increasing students’ access to rigorous work. A review of collaborative planning agendas from all content areas confirmed the discussions around proficiency scales, student work, and planning.

<b>Key action 4.3</b>	<b>School’s board of trustees (or operator) provides competent stewardship and oversight of the school.</b>	<b>Effective</b>
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- The governing board maintains essential knowledge of the school and provides oversight of the academic program. The principal meets formally with the executive committee each month and with the full board each quarter according to school leadership and board members, which a review of executive committee and general board meeting minutes confirmed. School leadership and board members reported that numerous data points are discussed such as attendance, enrollment, student and staff retention, assessment data and feedback from district staff. Additionally, school leadership and the board reported that members of the school leadership team speak frequently with members of the board regarding specific school projects. School leadership and the board reported that the board worked with the principal to develop schoolwide goals and stated that a focus on equity through professional development and individual student plans are in place to help the school achieve the goals. A review of board meeting minutes noted discussions regarding budget, enrollment, the school performance plan, and updates pertaining to equity professional development and the Verizon Innovation Lab.
- The governing board provides financial oversight by monitoring the school’s financial records and ensuring that the school remains fiscally viable. Governing board members and school leadership reported that the school has two budget streams, one under the purview of the school district and the nonprofit budget which managed by the board. However, school leadership reported that the board monitors the school’s budget through viewing composite reports and participating in district budget meetings, and advises school leadership when necessary, which governing board members confirmed. Additionally, financial overviews are provided at every board meeting, which a review of minutes and agendas confirmed. Board members reported that the non-profit budget fills in gaps in the district’s budget, which school leadership confirmed. Board members reported that funds are raised through an annual giving event, grants, and other donations, which school leadership and a review of the fundraising plan, development committee agendas, and a

pledge tracker confirmed. Board members and school leadership reported that the non-profit budget supports ongoing equity professional development, the student leadership program, the mentor program, three staff support positions, technology, field trips and other student experiences, and some operating expenses. A review of the audit revealed that the school “presented fairly, in all material respects, the financial position of the School as of June 30, 2020 and 2019, and the changes in its net assets and its cash flows for the years then ended in accordance with accounting principles generally accepted in the United States of America.”

- The governing board maintains effective governance practices to ensure organizational viability, including the systemic selection and oversight of the school leader. Board members and school leadership reported that the board has 29 board members and five committees: Executive, Development, Governance, Nomination, Principal’s Search. The board also consists of parents and community partners, according to board members and school leadership. Board members reported that members serve three-year terms with no term limits. However, board members reported that board member performance is review by the nominating committee at the end of the term to determine if a board member wishes to continue service on the board. Board members reported that the board attends retreats and engages in strategic planning. In terms or recruitment, board members and school leadership reported that the board has recruited two parents to serve on the board. A review of by-laws showed an amendment of the bylaws to include parents on the board. Regarding selection of a school leader, board members reported that a search for a permanent principal is underway and is being led by the chair of the search committee, which school leadership and a review of documents confirmed. Board members reported that the interim principal is formally evaluated by district staff and informally evaluated by the executive committee using indicators related to budget, retention of faculty, school climate, student enrollment, graduation rates.

## APPENDIX A: SCHOOL REPORT COMMENTS

### Domain 1: Highly Effective Instruction

Baltimore Design School continues to develop leaders in alignment with the Blueprint. Teachers have become content leads who receive professional development to support their colleagues with best practices. Additionally, the Leadership Team conducts weekly informal observations to support growth and development of all teachers. Furthermore, our Champion Team emphasizes the use of data analysis and data-driven instructional decisions and includes administration, guidance counselors, related-service providers, special educators (including the ITA), and our community site specialist. This has allowed these team members to not only build their familiarity with school-wide data but support assigned grade-level teams in knowing student data and making decisions based on it. This is especially important as we have implemented proficiency scales to support student growth in meeting and exceeding standards.

Regarding teachers delivering highly effective instruction, ratings for this category were determined by observers watching video clips of teachers teaching in virtual sessions. This type of observation limits the ability of observers to see structures, resources, and materials that they would typically see and hear in the in-person classroom. As observers watched portions of videos, they may have missed evidence found in other portions of the video or that was located in private chats, Google Classroom, or other technology tools utilized by the teachers. In an in-person observation, observers can note what they see in the room as evidence, though this seems more challenging to complete when analyzing portions of videos in a virtual setting.

### Domain 2: Talented People

Baltimore Design School has worked to build teacher and staff capacity and allow leadership opportunities for various individuals. Lead teachers, Verizon Innovative Learning (VILS) coaches, and members of the Leadership Team support colleagues when areas of growth are identified. Targeted support is provided to meet the needs of those individuals. Administration also works with the Lead teachers, VILS coaches, and Leadership Team members to enhance their practices and provides feedback to them based on their coaching.

### Domain 3: Vision and Engagement

Through use of technology, BDS has seen growth in parent and community engagement during the pandemic. Through evening school family council meetings, families no longer had to come to the school to meet as they could connect electronically to hear about resources, provide input, or collaborate on strategies to support students.

Attendance has improved at these sessions now that family could engage without leaving their home. Students are now also able to engage with professionals, firms, and mentors no matter the distance. Students were able to virtually connect and conduct "site visits" without leaving their home as well as engage with mentors. Through Parent Square, BDS was able to share opportunities with all stakeholders and facilitate interactions. In the coming year, we want to continue to ensure all stakeholders know of our partnerships and opportunities so they can find experiences that meet their individual desires. This

chance to connect enhances our ability to meet the vision and mission of the school and ensure all stakeholders are on the same page.

#### **Domain 4: Strategic and Professional Management**

The BDS Board and administration consistently collaborate to make sure we are in alignment. Regular standing meetings allow us to update one another on specific plans and reflect on how human capital and funding decisions are impacting student performance and outcomes. With emphasis on equity, the BDS board-supported professional development continues with a focus on the development of proficiency scales. Such training will continue to support teacher's ability to know students and respond to their learning needs. The scales provide a road map for teachers, students, and families of target standards and what meeting and exceeding those standards looks like. They also include foundational skills that are necessary for success. Such a road map allows clear expectations and feedback to support students as they work to meet and exceed those standards and will allow teachers the ability to gather data and differentiate instruction to meet student needs. These scales will assist our school's ability to provide high quality instruction based on the unique learning needs of scholars and provides key data to implement successful data cycles to track progress toward student goals (that are aligned with the school's SPP and the student individual learning plans that they create).

## APPENDIX B: SER TEAM MEMBERS

The SER visit to the Baltimore Design School was conducted on April,19-20, 2020 by a team of representatives from Baltimore City Public Schools.

**Team Lead/Writer:** 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:** 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:** 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.