



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

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

**Creative City Public Charter School #384
2810 Shirley Avenue
Baltimore, MD 21215**

May 10 – 11, 2021

200 East North Avenue
Baltimore, Maryland 21202
www.baltimorecityschools.org

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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

Creative City Public Charter School serves approximately 350 students in kindergarten through 8th grade. The school is in the northwest quadrant Baltimore.

Virtual SER Context

Creative City Public Charter School has been virtual since the beginning of the year. At the time of the site visit (May 10-11, 2021) some students had returned to in-person learning. All classroom observations conducted for the purpose of this report were recorded prior to the visit.

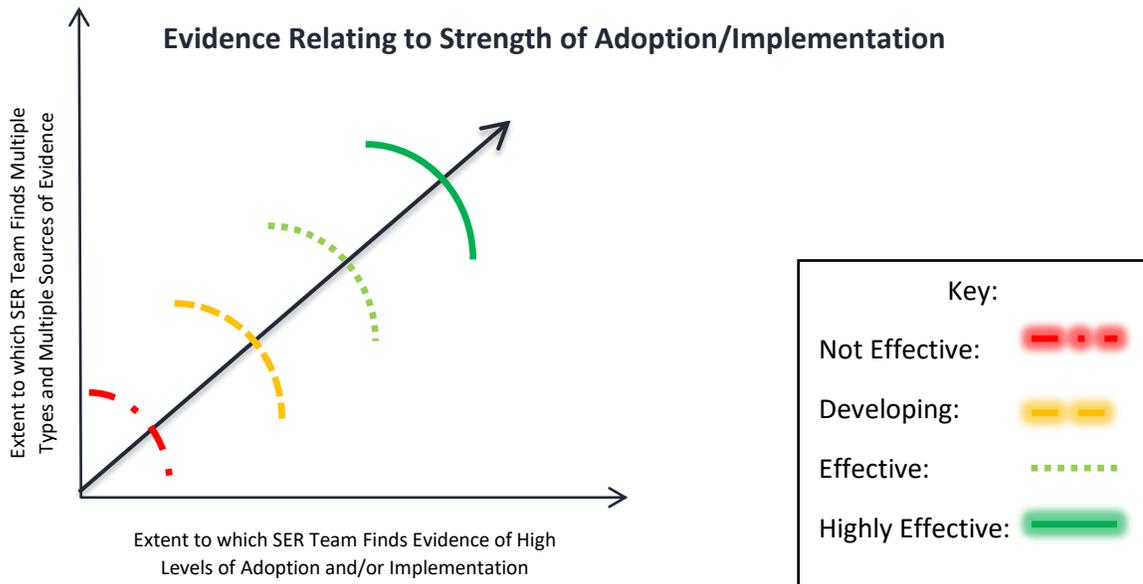
School Leadership and Staffing:

The principal, Traci Mathena, has been at the school for 5 years and with the district for 20 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
Traci Mathena	Principal
Stephen Peterson	Educational Associate

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.	Developing
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.	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.	Developing
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- School leadership ensures oversight of pacing and some oversight in the planning of the curricula through oversight of standards-based units and lessons. School leadership reported that teachers are expected to have lesson plans available a week in advance and monitored by team leads or members of the Instructional Leadership Team. However, some teachers reported no specific guidance on lesson plan submission. Moreover, the school submitted limited documents supporting informal feedback on lesson plan expectations. Teachers added that teachers reviewed academic programs to develop scope and sequences and modify lessons to include inclusive text. School leadership and teacher reported that pacing is addressed in weekly grade level team meetings. A review of the April 21, 2021, first grade team meeting notes reveals a decision to combine modules to address pacing. Further, a review of a fourth-grade team meeting agenda reveals agenda topics such as “where are we” regarding lesson progressions. Lastly, teachers noted that team meeting notes are shared with school leadership.
- School leadership provides actionable feedback and guidance to teachers, aligned with the Instructional Framework. School leadership and teachers reported that teachers are formally observed and afforded a pre-observation conference to discuss expectations, and a post-observation conference. Teachers shared that the post-observation conference is used to discuss glows and grows as measured by the Instructional Framework. Teachers also noted that they can watch their formal observation during the post-observation conference. Review formal observations reveal that school leadership provided comments and examples per Teach Action. Regarding informal feedback, school leadership shared that providing informal feedback this year has been challenging due to virtual teaching and learning, and a delayed reopening. Some teachers reported receiving informal feedback on an average of two to three times per trimester, while other teachers simply noted that informal feedback was provided less often this year. Teachers added that school leadership’s feedback has improved their practice. One teacher noted improvements in the teacher’s virtual instruction. A review of one email from school leadership to a teacher regarding an informal observation, mentioned wonderings and considerations such as, “When you write your lesson plan, how will you implement this lesson? Please make sure to describe how you are connecting what they are learning to why they are learning it.” A review of

other correspondences from school leadership to teacher reveals that some feedback was general in nature and did not always include suggestions and next steps.

- School leadership is beginning to ensure the use of a student data cycle. School leadership, the operator and teachers reported that teachers use data from programs such as Let’s Go Learn and Fountas & Pinnell to inform instructional practices. Stakeholder groups reported that student data is monitored through online data spreadsheets, weekly team meetings, and monthly Instructional Leadership Team meetings. A review of one online spreadsheet confirms the use of Let’s Go Learn data. Further, a review of the February 16, 2021, fifth grade team meeting agenda identifies topics such as student attendance data, student achievement data, and middle of year (MOY) Let’s Go Learn assessments. School leadership and teachers reported that data is used to categorize students by academic performance and offer remedial supports such as small group instruction, afterschool programming, and time with intervention staff. Moreover, both stakeholder groups also shared that accelerated learning opportunities include Center for Talented Youth (CTY) programming and Gifted and Advanced Learning (GAL). A review of student Individual Learning Plans (ILP) confirms a GAL program. However, when asked about the steps involved in the established student data cycle, school leadership shared that there is not a specific process and teachers reported a need for a streamlined data system.

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 9 classroom observations that were conducted.

- Some 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.	67%	0%	33%
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.	33%	67%	0%

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

Accurate, grade-level content	Evident	Partially Evident	Not Evident
Evident: Teachers present students with accurate grade level content aligned to appropriate content standards. Partially Evident: Teachers present students with mostly accurate grade level content aligned to appropriate content standards. Not Evident: Teachers present students with inaccurate grade level content and/or not aligned to appropriate content standards.	89%	11%	0%
Alternate presentation of content	Evident	Partially Evident	Not Evident
Evident: Teachers present content in various ways (two or more) to make content clear. Partially Evident: Teachers attempt to present content in various ways (two or more), but attempts do not make content clear. Not Evident: Teachers do not present content in various ways.	89%	11%	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.	67%	33%	0%

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

Scaffolded and/or differentiated tasks	Evident	Partially Evident	Not Evident
Evident: Teachers scaffold and/or differentiate tasks by providing access to rigorous grade-level instruction for all students. Partially Evident: Teachers attempt to scaffold and/or differentiated tasks, but not all students are supported in accessing rigorous grade-level instruction. Not Evident: Teachers do not scaffold or differentiated tasks.	67%	33%	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.	67%	33%	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.	11%	56%	33%
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.	100%	0%	0%

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

Informative checks for understanding	Evident	Partially Evident	Not Evident
Evident: Teachers conduct one or more checks for understanding that yield useful information at key points throughout the lesson. Partially Evident: Teachers attempt to conduct checks for understanding, but checks may only yield some useful information. Not Evident: Teachers do not check for understanding during the lesson. OR Teachers' checks for understanding are inappropriate or ineffective.	22%	67%	11%
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.	100%	0%	0%

- Teachers facilitate academic talk.

Opportunities for student-to-student interaction*	Evident	Partially Evident	Not Evident
Evident: Teachers provide multiple or extended opportunities for student-to-student interactions. Partially Evident: Teachers provide one opportunity for student-to-student interactions. Not Evident: Teachers provide no opportunity for student-to-student interactions.	11%	0%	89%
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.	11%	0%	89%
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.	89%	11%	0%

*Due to the COVID 19 pandemic, the shift to virtual learning, and the limitation of the recorded synchronous recorded lessons, two of the three indicators above (opportunities for student-to-student interaction and evidence-based discussions) were not included in the calculation to determine the overall rating for this Key Action. The percentages for these indicators are provided for informational purposes only. The percentage for student academic talk was still included in the overall rating.

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

Maximized instructional time	Evident	Partially Evident	Not Evident
Evident: Students are only idle for very brief (less than 2 minutes) periods of time while waiting for teachers. Partially Evident: Students may be idle for short periods of time (2-4 minutes) while waiting for teachers. Not Evident: Students may be idle for significant periods of time (4 minutes or more) while waiting for teachers.	%	%	%
Smooth routines and procedures	Evident	Partially Evident	Not Evident
Evident: Routines and procedures run smoothly with minimal or no prompting from the teachers. Partially Evident: Routines and procedures run smoothly with some prompting from the teachers. Not Evident: Routines and procedures are in place but require significant teachers prompting and direction. OR There are no evident routines or procedures, so the teachers direct all of them.	%	%	%

- Teachers build a positive, learning-focused classroom culture.

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

- Teachers reinforce positive behavior and redirect off-task or challenging behavior, when needed.

Reinforce positive behavior	Evident	Partially Evident	Not Evident
Evident: Teachers promote and reinforce positive behavior. Partially Evident: Teachers occasionally acknowledge positive behavior but focus more on negative behavior. Not Evident: Teachers primarily focus on negative behavior.	%	%	%
On-task behavior	Evident	Partially Evident	Not Evident
Evident: Students are on-task and active participants in classwork and discussions. Partially Evident: Some students exhibit frequent off-task behavior in the classroom. AND/OR Most students exhibit occasional off-task behavior in the classroom. Not Evident: Students exhibit consistent off-task behavior in the classroom.	%	%	%
Time impact of redirection/discipline of off-task behavior	Evident	Partially Evident	Not Evident
Evident: Teachers address behavioral issues (if any) with minimal interruption to instructional time (less than 2 minutes). Partially Evident: Teachers address behavioral issues with some interruption to instructional time (2-4 minutes). Not Evident: Teachers address behavioral issues in a manner that does not fully solve the issue causing significant interruption to instructional time (4 minutes or more). OR Teachers does not address behavioral issues, allowing student misbehavior to continue or escalate.	%	%	%

Domain 2: Talented People

Key action 2.1	The school implements systems to select effective teachers and staff whose skills and beliefs meet the needs of the school.	Not rated
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- School leadership has implemented organizational structures for selection and/or placement across staffing positions that addresses student well-being and academic performance.
- School leadership recruits' candidates using multiple stakeholders and measures to assess each candidate's qualifications in alignment with school needs.

Key action 2.2	The school develops teacher and staff capacity through individualized support and professional development.	Effective
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- School leadership ensures the implementation of an informal mentoring program, when applicable, to support the development of all new teachers and staff and monitors the program's effectiveness. School leadership and teachers reported that the school has one third-year early career teacher. Both stakeholder groups also noted that the school offers no official mentoring program with standard meetings although a teacher mentor has been assigned. The school provide limited documentation regarding the school's mentor program; however, the school submitted a narrative confirming that a mentor was provided. Teachers reported that the early career teacher is supported by team member and veteran teachers who assist with topics such as classroom management, place-based curricula and Infinite Campus. School leadership added that the early career teacher is also directly supported by school leadership. Teachers added that school leadership has an open-door policy and new teachers are encouraged to ask for support. A review of a May 1, 2021 document from school leadership details supports provided to the early career teacher such as understanding and implementing scope and sequences, place-based projects, restorative practices, small group instruction and Fountas and Pinnell.
- 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 classroom observations, student data and team meeting discussions. School leadership added that supports include peer observations, modeling and other strategies provided by the principal. Teachers added that teachers receive support in team meetings and differentiated professional development sessions. Teachers also noted that teachers co-plan and co-teach to assist each other. While school leadership reported that no teachers are currently on Performance Improvement Plans (PIPs), a

review of several documents from the school leadership to teachers confirms reminders about deadlines, responsiveness, and best practices for virtual learning.

- School leadership engages all staff in differentiated professional development based on identified needs. All stakeholder groups reported that professional development is provided during monthly staff meetings and weekly team meetings. The operator reported that the school's professional development plan was modified to accommodate teachers' needs to learn more about virtual platforms. School leadership, teachers, and the operator shared that professional development include topics such as creating joyful and engaged classrooms, place-based learning, Let's Go Learn, Eureka Math, and culturally responsive teaching. A review of the SY20-21 Comprehensive PD Plan confirms many of these topics. Teachers added that school leadership administers surveys to determine the effectiveness of the offerings and to inform future sessions. School leadership shared that the school monitors the success of trainings through teacher lesson planning and when highlighted strategies are implemented in classrooms. All stakeholder groups reported that team meetings provide opportunities to learn about content and grade-band specific topics. Moreover, all stakeholder groups mentioned Otus training which was differentiated according to teachers' comfortability and familiarity. A review of a September 23, 2020 email confirms that a teacher facilitated the OTUS training for other teachers.

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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- Most of 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, the operator, and board reported a focus on arts integration, projects, and place-based/play-based curricula. School leadership added an emphasis on critical thinking and socio-emotional learning. The operator and families described the school as having democratic and collaborative environments where everyone is represented and respected. Stakeholders reported that the school’s mission and vision is communicated during the school pledge, on the school’s website, and through online platforms such as Class Dojo. Regarding initiatives and strategies that align with the mission and vision, school leadership reported a partnership with Arts Everyday, trimester projects per grade level, and afterschool programming. Teachers added partnerships with local entities such as Urban Farming (Farmer Chippy) and Ceasefire (social justice) to promote place-based learning. The operator confirmed these organizations, shared that the school created a mural, and provides opportunities for students to use outdoor space. The operator and families noted that the board is comprised of parents, which supports a collaborative and democratic environment. A review of the school’s handbooks confirms the school’s mission as, “Creative City Public Charter School uses Baltimore City’s natural and built environments and communities as a learning foundation. Our elementary school, where teachers, students, and parents share governance and cooperate on curriculum and community decisions, builds on the inquisitive nature of children to drive the project-based, arts-integrated curriculum, developing self-directed critical thinkers.” The handbooks also identify the vision as, “Young people will be collaborative learners and creative thinkers who become leaders, active citizens, effective communicators, and good stewards of their environment.”
- School leadership ensures that the school’s programs are culturally relevant and incorporate skills for 21st century success. School leadership and teachers reported that the school’s focus on projects and place-based learning has provided opportunities for students who collaborate and problem solve around community concerns such as recycling and mapping out a community garden after students explored the Plantation Park Heights. School leadership, teachers and the operator also reported that students problem solve using restorative practice techniques. Regarding culture, teachers highlighted the school’s mural, music and art classes, and partnership with Arts Every Day. A review of student work reveals an Arts Every Day sponsored poem exhibition. Teachers and students reported that students use Fountas and Pinnell mini lessons and read diverse text such as The Proudest Blue and One Crazy Summer. Teachers and the

operator shared that implicit bias (responsive classroom) training was provide for teachers to better engage students and families.

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, teachers and the operator reported that families are engaged and informed through Class Dojo, school website, text messages, emails, newsletters, and phone calls. A review of a January 3, 2021 email to families reveals three family meetings to hear about virtual learning, key ways families can support, technology, expectations and grading. School leadership and families also noted that families participate in events such as Back to School Night, Let’s Taco About it, Community Breakfasts, and board meetings. A review of PowerPoint presentations confirms that the school hosted Community Breakfasts in November 2020, December 2020, and April 2021. Regarding strategies to engage harder to reach families, school leadership, teachers and the operator reported the use of resources such as attendance supports (e.g., additional phone calls, attendance team, and home visits). A review of the Attendance Intervention Contact Tracker confirms supports such as home visits. Moreover, school leadership, teachers and the operator reported that the school has a Community School Coordinator that further assists students and families with resources. Teachers and families reported that the school distributes food and school supplies and offer housing instability resources. A review of December 21, 2020 administration meeting notes confirms the Community School Coordinator role and partnership with the Maryland Food Bank (food pantry). Regarding family input of school-wide decisions, all stakeholder groups reported that families serve on board committees (such as hiring and nominating), provide feedback on topics such as the school’s budget and re-opening plan. A review of survey responses confirm that families provide input on the budget. Moreover, school leadership shared that family feedback was considered when scheduling 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, teachers and the operator reported that the school partners with Arts Every day and Young Audiences of Maryland (arts integration), Plantation Park Heights and Ceasefire (place-based learning). A review of a post on the school’s Facebook account confirms a partnership with Ceasefire. Stakeholder groups also highlighted community partners such as Future Makers (coding and robotics), Park Heights Renaissance (community coordinator), Parks and People Foundation (afterschool programming and renovations), Girl Scouts of American (student leadership), and Enterprise (volunteers). A review

of the school’s Title IV documents confirmed the Future Makers’ four-day virtual residency program. A review of another Facebook post notes, “...huge thank you to Enterprise for sending a wonderful group of volunteers to help with Creative City schoolyard project! This crew was able to remove brush, old garden beds, and an old fence ahead of construction for a brand-new schoolyard.” School leadership shared that partner programming support the academic needs of the school. The operator added that community partners’ effectiveness is determined through participant evaluations. Moreover, the operator noted that community partners are afforded opportunities to provide feedback on schoolwide decisions during open board meetings.

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.	Developing
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- School leadership collaborates with some teachers to establish and communicate measurable goals for the improvement of student learning and strategies aligned to the goals. However, most teachers were unable to articulate all school-wide goals. School leadership reported that the school has established measurable goals such as (1) 10% of students will meet or exceed on MCAP, (2) 40% of students will read on grade level by the end of third grade, (3) 40% of students will perform on grade level in mathematics, (4) 10% of students will meet or exceed grade level expectations on NISA, (5) decrease student chronic absenteeism by 10% and increase overall student attendance to over 90%. A review of the school’s Title I documents confirms most of these goals. School leadership and teachers shared that Let’s Go Learn was administered because of the lack of standardized testing data this year. Teachers largely spoke about attendance goals but could not articulate academic school-wide goals. A few teachers noted general goals such as a year’s growth in literacy and mathematics. However, most teachers could speak about grade specific goals. Teachers also mentioned that “the ILT works as a team looking at data. Admin[istration] goes through to highlight things we should pay attention to or questions that they have. We go over data weekly and send it to the school leadership team to analyze it.” Regarding strategies and initiatives that support school-wide goals, school leadership noted the literacy interventionist, Eureka math, Let’s Get Learn lesson components, small group instruction and a dedicated intervention block. Teachers added additional strategies such as Fountas and Pinnell and Word’s Their Way. Regarding attendance, school leadership and teachers mentioned that strategies include the attendance team, home visits, and the Student Support Team. School leadership reported that goals and strategies were communicated via weekly team meetings and through the online school newsletter.
- School leadership and some staff participate in regular analysis of school-wide data and instructional practices to monitor progress toward goals; however, the school has not revisited and adjusted the school-wide goals. School leadership, teachers, and the operator reported that the Instructional Leadership Team monitor progress towards goals. School leadership shared that some updates are provided staff during monthly staff meetings and community breakfasts. School leadership and teachers shared that attendance data and grade-level academic data is discussed during team meetings. However, the operator reported that teachers are not regularly analyzing progress towards school-wide academic goals in team meetings. Regarding adjusting goals, teachers reported that goals were not re-adjusted; however, strategies are changed as needed.

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. Teachers reported a priority to increase academic supports through the hiring of additional instructional staff. A review of the school’s roster confirms these added positions. Teachers noted more opportunities to facilitate small group instruction and increased student engagement because of the added supports. All stakeholder groups reported that the school allocated funds for student devices to prepare for virtual learning. Teachers added that the school purchased online platforms such as Otus, Let’s Go Learn and Eureka Math. A review of the school’s Title IV plan reveals estimated cost related to Eureka Math. Teachers also noted that the school spent funds for personal protection equipment (PPE) such as hand sanitizer and plexiglass. Regarding inequities, some teachers shared that they have access to the resources that they need. Other teachers and the operator noted that the purchase of Chromebooks, hotspots, and school supplies were provided to address the digital divide. A review of the school’s Distance Learning Plan confirms that the school purchased over 80 Chromebooks and 130 hotspots. Families confirmed these purchases and added that teachers and families provided feedback on the school’s budget. A review of the February 22, 2021, Community Budget Forum PowerPoint confirmed this opportunity. Lastly, teachers and the operator shared that stakeholders were also invited to provide feedback at the school’s monthly open board meetings.
- 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. The operator shared that teachers participate on school committees such as attendance, health and safety, teaching and learning, and outreach. School leadership added that staff and teachers facilitate professional development sessions. A review of training PowerPoints confirms teacher facilitation. All stakeholder groups noted other leadership opportunities such as peer coaching, GAL lead, and board membership. A review of the school’s points of contact confirms many of these positions. Regarding identifying strengths to delegate responsibilities appropriately, school leadership noted that opportunities are extended based on staff expertise and interest. A review of an email from school leadership to one teacher reveals the following, “I believe you would be an excellent instructional tech[ology] coach for your colleagues. Please be on the lookout for more information from me about how you might be able to do that.”
- School leadership leverages common staff time to focus on professional learning and collaboration in support of student achievement. School leadership and teachers reported that teachers are provided planning time to participate in weekly team meetings where topics such as

student attendance, data and lesson pacing is discussed. Both stakeholder groups also noted that the school hosts monthly staff meetings and half-day Wednesday professional development sessions. A review of the April 2021 staff meeting PowerPoint reveals topics such as daily expectations, Student Learning Outcomes (SLO) and the grade reporting cycle. Teachers also shared that a small group of teachers participated in the school’s reopening plan. Regarding oversight of common staff time, stakeholders reported that school leadership attends meetings and team leaders share meeting notes.

Key action 4.3	School’s board of trustees (or operator) provides competent stewardship and oversight of the school.	Effective
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- The governing board and operator maintain essential knowledge of the school and provides some oversight of the academic program. School leadership, operator and the board reported that school leadership shares a monthly principal’s report to board members which updates board members on dashboard topics such as student attendance, suspension rates, assessment data, staff, and finance. A review of October and December 2020 dashboard entries confirms these topics. Stakeholder groups shared that the board is comprised of the executive director, principal, staff, and families which enable members to engage the school in multiple capacities. Stakeholder groups also shared that board members are engaged in schoolwide activities such as hiring, reopening, and teaching and learning. Moreover, school leadership and the operator shared that board priorities are essentially the school’s responsibilities with an added focus on curricula, fiduciary responsibilities, and organizational compliance. When asked about the board’s strategic plan, school leadership, operator and the board mentioned the organizations five-year (2018-2023) plan, which upon review, indicates priority areas such as academics, school climate, the physical space, staffing/board development, and organizational and financial sustainability. School leadership and the operator reported that the board does not participate in the development of schoolwide goals, as memorialized in the organization’s matrix of responsibilities document, but tracks student data points such as attendance to ensure progress. School leadership and the operator also noted that the school is in the process of improving its reporting structure. The operator added that the school would like to see the board play a deeper role through the revitalization of the teaching and learning committee. When asked, most board members could provide insight on some school wide goals such as attendance but did not articulate specific progress toward academically related schoolwide goals.
- The governing board and operator provide financial oversight by monitoring the school’s financial records and ensure that the school remains fiscally viable. School leadership, the board and

operator reported that the school hosts annual budget meetings and board meetings to ascertain teacher needs and family priorities. School leadership and the operator added that the school adheres to the district's budget process. School leadership shared that feedback is considered when drafting the budget and presenting it to the board. A review of the May 17, 2021 board agenda reveals discussions regarding the FY2022 budget. The board noted that financial goals include fundraising activities and maintaining three months of operating savings. The operator confirmed these goals and shared that the organization has established high liquidity, an open line of credit, and a paycheck protection program. Regarding financial oversight, stakeholders noted that the organization conducts annual audits. The organization's FY19 and FY20 audit report was provided for review. All stakeholder groups also shared that the financial committee provides monthly reports which includes items such as actual expenses and grant funds. A review of financial documents confirms that grants such as Title II, CARES and ESSER were allocated to the school.

- The governing board and operator maintain effective governance practices to ensure organizational viability, including the system selection and oversight of the school leader. School leadership, the board, and operator reported that the board is comprised of twelve members consisting of the principal, school staff, executive director and families. All stakeholder groups noted board committees such as outreach, finance, and facilities which meet monthly and provides updates to the full board. A review of the March 2021 board meeting notes confirms these standing committees. The board also highlighted some ad-hoc committees such as hiring and executive director evaluation. The board and operator shared that the board monitors progress on the organization's strategic plan through bi-annual check-ins that assist the board in determining if revisions are necessary. Board members shared that equity was covered that last time the strategic plan was discussed. As it relates to professional development, stakeholder groups noted that onboarding and refresher sessions are available for new and current board members, respectively. When asked about the process for board recruitment, school leadership, the board and operator reported that candidates are encouraged to complete an application which is reviewed by the ad-hoc nominating committee. Stakeholders added that candidates are interviewed and voted on. Moreover, the operator noted an emphasis on including board members with financial, legal, or instructional expertise and shared that board is in the process of filling a vacant board position. Regarding the evaluation of the school leader, all stakeholder groups reported that the school leader is evaluated by the executive director using the district's evaluation process. The school leader's evaluation documents were provided for the review. Lastly, the operator and board shared that the executive director is typically evaluated by the board; however, this process was halted this year to develop a more robust system to include 360-degree feedback. The ED 2019-20 work plan and ED work agenda notes (which details changes in the evaluation process) were provided for review.

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 Creative City Public Charter School was conducted on May 10-11, 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: 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*.