

BALTIMORE CITY
PUBLIC SCHOOLS

Office of Achievement and Accountability
Division of Research Services

School Effectiveness Review
2017 - 2018

Matthew A. Henson Elementary

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Part I: Introduction and School Background

Introduction to the 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.

The SER team, comprised of representatives from City Schools 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 selected school documents, and conducted focus groups with school leadership, teachers, students, and parents. The SER team analyzed evidence collected over the course of the SER 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. 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

Matthew A Henson Elementary School serves approximately 360 students in grades Pre-Kindergarten through fifth. The school is located on North Payson Street in the West Baltimore neighborhood of Baltimore, Maryland. The principal, Mr. Gregory Miller, has been at the school for one year. For more information about the school's student demographics and student achievement data, please see the School Profile, located on the City Schools website.

Part II: Summary of Performance Levels

Based on trends found in the collected evidence, the SER team assigns a performance level to each key action.

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 Teachers plan highly effective instruction.	Effective
1.2 Teachers deliver highly effective instruction.	Effective
1.3 Teachers use multiple data sources to adjust practice.	Effective
1.4 School leadership supports highly effective instruction.	Effective
1.5 Teachers establish a classroom environment in which teaching and learning can occur.	Effective
Domain 2: Talented People	
2.1 The school implements systems to select, develop, and retain effective teachers and staff whose skills and beliefs represent the diverse needs of all students.	Effective
2.2 The school has created and implemented systems to evaluate teachers and staff against individual and school-wide goals, provide interventions to those who are not meeting expectations, and remove those who do not make reasonable improvement.	Highly Effective
Domain 3: Vision and Engagement	
3.1 The school provides a safe and supportive learning environment for students, families, teachers, and staff.	Effective
3.2 The school cultivates and sustains open communication and decision-making opportunities with families about school events, policies, and the academic and social development of their children.	Effective
3.3 The culture of the school reflects and embraces student, staff, and community diversity.	Effective
Domain 4: Strategic Leadership	
4.1 The school establishes growth goals that guide strategic planning, teaching, and adjusting of practice to meet student needs.	Effective
4.2 The school allocates and deploys the resources of time, staff talent, and funding to address the priorities of growth goals for student achievement.	Effective

Part III: 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: Teachers plan highly effective instruction.	Effective
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- Teachers implement standards-based daily lessons, units, and long-term plans using appropriate curriculum planning documents. In focus groups, school leadership and teachers reported that teachers use the Baltimore City Public School’s (City Schools) curriculum, which is aligned with the Common Core, including Foundations for literacy and Eureka for Math. Review of lesson plans confirmed that Common Core State Standards were included, such as the following standard from a writing lesson plan: RF1.d (Recognize and name all upper and lowercase letters of the alphabet), with the associated objective: “I will recognize and name some upper and lowercase letters of the alphabet by identifying letters in the text.”
- Teachers design daily lessons that meet learners’ unique needs. According to school leadership and teachers, small groups based on data, such as iReady, should be included in teachers’ plans. Teachers added that additional differentiation includes scaffolding, accommodations, addressing multiple modalities, and student choice in terms of strategies. Review of lesson plans revealed that some, but not all lesson plans, included small groups. However, differentiation strategies included ranged from accommodations to embedded questions to use of centers and iReady lessons. For example, in one lesson plan, differentiation included use of a fluency anchor chart (which was noted as a UDL connect), modeling and guided practice for students, shared practice, use of highlighters and markers to track text and chunk words, projecting a poem, and checks for understanding throughout the lesson.
- Teachers set and track goals based on students’ performance levels. In focus groups, school leadership and teachers reported that teachers have created Student Learning Objectives (SLOs) for the current academic year, using data sources including iReady, Amplify, Achievement Network (ANet), Eureka and more. School leadership and teachers added that they track progress though the same assessments administered over the course of the year, as well as unit pre- and post-tests, and in some cases, teacher-created assessments and other benchmark tests. Review of SLOs confirmed that teachers created and submitted them, and revealed that one was differentiated and included the following: “Students who tested at TRC level PC for the beginning of the year will move to level A by the end of the year; students who tested at TRC level RB at the beginning of the year will be at level B by the end of the year.”

Key action 1.2: Teachers deliver highly effective instruction.¹**Effective**

- Teachers use and communicate standards-based lesson objectives and align learning activities to the stated lesson objectives. In 91% of classrooms observed (n=11), teachers communicated lesson objectives to students by explaining and/or referencing them during lessons. Additionally, in 91% of classes, lesson activities had a clear and intentional purpose and were aligned to the lesson objectives. For example, in one class, the objective was for students to divide a whole number and a fraction by using pictures and a number line in order to solve the equation, with the associated standard being 5.NF.B.7: “Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions.”
- Teachers present content in various ways and emphasize key points to make content clear. Teachers presented students with accurate, grade level content aligned to appropriate content standards in 100% of classes (n=11). Additionally, in 100% of classes, teachers presented content in various ways to make content clear. Further, in 73% of classes, teachers emphasized important points to focus learning of content. For example, in one class, a teacher used manipulatives, process charts and work books to present content, and emphasized key points such as addition as a concept, as the lesson incorporated repeated addition.
- Some teachers use multiple strategies and tasks to engage all students in rigorous work. In 64% of classrooms observed (n=11), teachers scaffolded and/or differentiated tasks by providing access to rigorous grade-level instruction for all students. Additionally, however, in only 36% of classes, did students have opportunities and time to grapple with complex texts and/or rigorous tasks. For example, in one class, the teacher modeled and students participated in guided practice before being released to do independent work. However, while students answered questions, they were mostly low-level questions, at the basic recall level of Bloom’s.
- Some teachers use evidence-dependent questioning. Teachers asked questions that required students to cite evidence and clearly explain their thought processes in 36% of classrooms visited (n=11). Additionally, in 73% of classes, teachers asked questions that were clear and scaffolded. For example, in one class, the teacher asked the following questions: “What operation are we working on today? What do we call the answer to a division problem? When you multiply by ten, what do we do? What is the first step in solving the problem?”

¹ Key action 1.2 evidence comes directly from classroom observations that were conducted as part of the SER. All classroom observations are twenty minute in which the observers are looking for teachers to demonstrate components of the Instructional Framework. The completed classroom visit tool can be found in appendix A.

- Most teachers check for student understanding and provide specific academic feedback. In 64% of classrooms visited (n=11), teachers conducted one or more checks for understanding that yielded useful information at key points throughout the lesson. Additionally, in 45% of classes, teachers gave specific academic feedback to communicate current progress and next steps to move forward. For example, in one class, students used white boards to individually respond to questions, and then the teacher was able to correct a student who responded point 118 instead of 118/1000.
- Some teachers facilitate student-to-student interaction and academic talk. In only 36% of classrooms visited (n=11), did teachers provide multiple or extended opportunities for student-to-student interaction. In most classes, there was only one brief opportunity (if any) for students to interact with peers, and in some cases, students chose not to participate. Additionally, in no classes did most students engage in discussions with their peers to make meaning of content or deepen their understanding during student-to-student interactions. However, in 91% of classes, students used academic talk and, when necessary, teachers consistently and appropriately supported students in speaking academically.

Key action 1.3: Teachers use multiple data sources to adjust practice.	Effective
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- Teachers analyze students' progress toward goals. According to school leadership and teachers, data – including iReady, PARCC and ANet - is discussed in team meetings, in which teachers review student performance on assessments, and determine deficits, next steps, and strategies. Teachers added that for math, they complete action plans; however, while teachers indicated that there are trackers for literacy, there is no action plan template. Further, school leadership stated that teachers bring artifacts, such as student work, to review in team meetings. Continuing, some teachers noted that reports from PARCC, iReady, and ANet identify standards in which students are weaker, and teachers then create strategies to address those standards and track them over the course of the year. Review of action plans for math revealed that they included standards, misconceptions, student names, re-teach plan, (timeline, focus and type) and re-assessment.
- Teachers modify instruction in response to data. In focus groups, school leadership and teachers stated that the primary strategy through which teachers modify instruction is through small group instruction, which a review of action plans confirmed. Teachers added that they also provide whole class re-teach if the majority of students did not master a skill or standard. Further, school leadership and teachers noted that use of technology, extended time or homework could be utilized to modify instruction and reinforce skills. Review of action plans revealed that next steps included small group instruction, re-teach, mini lessons, Do Nows, and more.

- Teachers appropriately recommend students for some tiered interventions, including limited opportunities for acceleration. According to school leadership and teachers, iReady lessons for math and literacy are used in grades first through fifth, which staff confirmed, and there is also an intervention block for literacy and math. A review of emails confirmed that iReady lessons were used during intervention in small groups. Teachers added that the school has tutors from Reading Partners, which has identified students based on test scores and tutors work with them two days per week for approximately 30-45 minutes. Further, school leadership noted that the Multi-Tiered System of Supports (MTSS) team and Prevention and Intervention for Early Learners (PIEL) teams provide support to teachers. Regarding acceleration, school leadership and staff noted that the school has been working with district office staff to identify gifted students. A review of emails confirmed that students has been tested using the Naglieri assessment, though no Individual Learning Plans (ILPs) had yet been developed for accelerated students.

Key action 1.4: School leadership supports highly effective instruction.	Effective
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- School leadership holds, but does not clearly promote, an instructional vision of high student achievement. According to school leadership, the instructional focus for the year has been on utilizing common language and tools, and also objectives and their alignment with standards, which review of the professional development plan confirmed. School leadership added that other instructional priorities have included linking objectives to standards and unpacking objectives, as well as lesson planning. When probed, however, teachers noted a focus on small groups, writing, discourse, and data. Review of the handbook also confirmed that instructional expectations had a focus on objectives, while review of the professional development plan with the instructional vision included confirmed a focus on common language and tools.
- School leadership ensures that teachers engage in the planning of the curricula through oversight of standards-based units, lessons and pacing. In focus groups, school leadership and teachers stated that during collaborative planning meetings, teachers discuss units and modules from the curriculum, as well as pacing. School leadership added that some teachers receive individual check-ins, while teachers noted that district office staff has supported by creating curriculum maps for teachers to follow. Further, school leadership and teachers reported that school leadership conducts informal observations and learning walks to observe instruction, and also checks lesson plans during that time. A review of pacing adjustment guides daily pacing trackers and planning maps confirmed oversight of pacing.

- School leadership provides formative feedback and guidance to teachers about the quality of planning, teaching, and adjustment of practice. According to school leadership and teachers, teachers receive regular informal observations, and the format typically includes glows, grows, and next steps, which a review of informal observation feedback confirmed. School leadership and teachers noted that feedback is received via email and some teachers indicated it is also verbal. Further, school leadership stated that instructional themes, or look fors, each month are based on the Teach indicators from the Instructional Framework, and also the results of formal observations. Lastly, while most teachers indicated that the feedback is beneficial to developing their practice, some teachers noted it would be helpful if they received verbal feedback more frequently. Review of informal observations revealed that feedback included glows, grows, and wonderings, such as the following: “Glows: Students are ready for learning and classroom culture and procedures are established. Grows: Routines for morning expectations are not apparent and word wall. Wonderings: Where are you with using math discourse in your instruction? Recommendations: Increase the use of the word wall and have established times to use technology.”
- School leadership demonstrates an understanding of data analysis and ensures the use of a complete student learning data-cycle. In focus groups, school leadership and teachers reported that data is brought to and discussed in collaborative planning meetings, during which teachers discuss standards that were mastered and those which need to be re-addressed, as well as next steps. School leadership and teachers added that teachers create action plans for math, and some teachers reported that they had created a template for literacy, though there has not yet been a school-wide roll out. Review of collaborative planning meetings confirmed that analyzing data and developing action plans and review of student work was noted; action plans were also completed for math.

Key action 1.5: Teachers establish a classroom environment in which teaching and learning can occur. ²	Effective
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- Some teachers implement routines to maximize instructional time. In 64% of classrooms visited (n=11), students were only idle for brief periods of time while waiting for the teacher. Additionally, in only 36% of classes, did routines and procedures run smoothly with minimal or no prompting from the teacher. For example, in one class, the teacher had to prompt students regarding procedures for the turn and talk, and utilized countdowns, and reminded team captains to distribute materials.

² Key action 1.5 evidence comes directly from classroom observations that were conducted as part of the SER. All classroom observations are twenty minute in which the observers are looking for teachers to demonstrate components of the Instructional Framework. The completed classroom visit tool can be found in appendix A.

- Teachers build a positive, learning-focused classroom culture. In 100% of classrooms observed (n=11), teacher interactions with students were positive and respectful. For example, teachers were observed using terms such as “please” and “thank you” with students. Additionally, in 82% of classrooms, student interactions with teachers were positive and respectful. Further, in 73% of classes, student-to-student interactions were positive and respectful.
- Some teachers reinforce positive behavior and re-direct off task behavior, when necessary. In 91% of classrooms observed (n=11), teachers promoted and reinforced positive behavior. For example, in one class, a teacher noted which students were ready to learn, and praised them by saying “I like the way [student] is raising a quiet hand,” and distributing Husky Bucks (a school-specific incentive or award). However, in only 18% of classes, were students on-task and active participants in classwork and discussions. Further, in 45% of classes, teachers addressed behavioral issues (if any) with minimal interruption to instructional time.

Domain 2: Talented People

Key action 2.1: The school creates and implements systems to select, develop, and retain effective teachers and staff whose skills and beliefs represent the diverse needs of all students.

Effective

- School leadership has implemented an organizational and staffing structure that meets the diverse needs of all students. In focus groups, school leadership reported that with a new administration, no new positions were created for the current academic year. School leadership and teachers added that grades third through fifth are departmentalized, and resource classes include physical education, technology, library, and art. Further, school leadership, teachers and staff noted that related service providers include a social worker, a psychologist, an MTSS team, and a PIEL team with a speech pathologist who supports early learning. Lastly, school leadership and teachers indicated that the school has a clinician from Villa Maria. Review of the school roster confirmed all positions, while review of the administrative structure in the handbook also revealed responsibilities of various individuals. Review of the roster and administrative structure confirmed duties of the principal, assistant principal, content leads, resource teachers, IEP chair, social worker, psychologist, and middle school choice coordinator.
- School leadership leverages a pipeline for staff recruitment and uses multiple measures and plans to include stakeholders in the assessment of candidates. According to school leadership and teachers, vacancies that resulted from leadership turnover were filled through staff referrals and the district’s hiring fair beginning in the summer. School leadership added that for the upcoming year, additional pipelines will include universities such as Coppin State, Morgan and Towson. Further, school leadership and teachers noted that teachers were not included in the process for the current year, since the majority of hiring was conducted over the summer, but school leadership indicated that staff will be included for the upcoming year. Continuing, teachers stated that they had been asked to provide an instructional portfolio during the interview, or a sample lesson. Review of emails from the district’s human capital office confirmed pipelines noted. Review of interview questions revealed that they included the following: “What methods do you use to encourage students to explore learning opportunities? How do you regularly assess the progress of your students? How have you encouraged parental involvement in student learning?” Lastly, review of the hiring plan for the upcoming school year revealed that candidates would be asked to complete a model lesson and a teacher panel would provide feedback.
- School leadership includes staff members and other stakeholders in the development of effective teachers and staff and plans to include staff and other stakeholders in the retention of effective teachers and staff. In focus groups, school leadership and teachers stated that the school has two literacy representatives and two math representatives, who provide professional development from the district to staff; for example, one topic was opinion writing. Additionally, school leadership and teachers reported that some teachers also participate on ghost and learning walks, which review of

feedback from learning walk forms confirmed. Further, school leadership and teachers noted that professional development has also been provided by external consultants, from iReady and Improving Education; review of agendas confirmed external supports. Regarding retention, school leadership and teachers indicated that veteran teachers remain because they like the school and community, relationships between staff and families, and the cohesiveness of the staff. Lastly, school leadership reported that they are developing teachers and providing them with leadership opportunities, such as leading committees. Review of the committee structure also revealed that the school has a hospitality committee to support retention.

- School leadership has created mentoring and other induction programs, when applicable, to support the development of new teachers and staff and monitors the program’s effectiveness. According to school leadership and teachers, the leadership team serves as mentors to three early career teachers. School leadership and teachers added that teachers meet weekly with mentors, and supports include co-teaching, planning, observations and feedback. Further, however, school leadership noted that one early career teacher is not currently being mentored. Continuing, teachers indicated that new teachers also receive support from the MTSS team and veteran teachers. Regarding induction, school leadership indicated that a new staff member was on-boarded in the fall, and received training on restorative practices and access to materials. Lastly, regarding oversight, school leadership noted that through data and observations, teachers’ progress can be determined. Review of new teacher support plans revealed that teacher actions, check-in dates and notes were included, and a support person was identified.

<p>Key action 2.2: The school has created and implemented systems to evaluate teachers and staff against individual and school-wide goals, provide interventions to those who are not meeting expectations, and remove those who do not make reasonable improvement.</p>	<p>Highly Effective</p>
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- School leadership makes full use of the evaluation system to develop faculty and staff capacity. According to school leadership and teachers, the school has two qualified observers who follow the district’s process for formal observations which is aligned with the Instructional Framework, including a pre-observation conference, the observation and the post-observation conference. School leadership added that they aim to conduct one to two informal observations prior to the formal. Further, teachers reported that in the post-conference, the feedback is beneficial, and includes areas of strength, growth, and suggestions. Continuing, school leadership indicated that the aggregate results from the formal observations are analyzed and used to inform the focus of learning walks, which review of a PowerPoint presentation confirmed; for example, student-to-student interaction was a focus in January. Lastly, review of formal observations revealed that strengths and areas of growth were noted, such as: “Strengths: Student engagement was evident as the need for re-direction was minimal and high level of students’ efficacy and responsibility as it related to the transitions to the small groups. Areas of growth: Increase the student-to-student interaction during the whole group

portion of the lesson and clear academic vocabulary as it further engages students and builds their conceptual understanding.”

- School leadership provides timely support and interventions to struggling teachers and staff as indicated by data and/or informal or formal observations and holds them accountable for performance. In focus groups, school leadership and teachers stated that struggling teachers are identified through formal and informal observations, and supports can include professional development, peer observations, behavior management support and additional resources. School leadership added that no teachers are currently on Performance Improvement Plans (PIPs), though two teachers were recently transitioned off of support plans, as they met the necessary deliverables. Further, some teachers noted that there are monthly meetings that teachers can attend to discuss students and receive suggestions and feedback. Review of teacher development action plans confirmed that supports provided to struggling teachers around the Plan and Teach indicators of the Instructional Framework included weekly meetings, support with transitions, MTSS coaching and possible re-assignment to address challenging behaviors.
- School leadership engages faculty in a school-wide professional development plan based on identified needs and in alignment with the school’s instructional vision. According to school leadership and teachers, the focus of professional development for the year has been the district’s Cycles of Professional Learning, which includes academic discourse and writing. School leadership and teachers added that additional topics have included the Positive Behavior and Intervention Supports (PBIS) program, including Husky Bucks awarded to students and trip incentives. Further, school leadership noted that restorative practices and instructional consistency (language and tools) have been a focus. Review of the professional development plan confirmed the CoPL and PBIS, and revealed that Teach indicators from the Instructional Framework, Data Driven Instruction, and small groups were also noted. Review of the plan also revealed that a narrative noted how the plan was connected to the school’s vision and the district’s three-year goal.

Domain 3: Vision and Engagement

Key action 3.1: The school provides a safe and supportive learning environment for students, families, teachers, and staff.³

Effective

- The school community shares some understanding of, and commitment to, the school mission, vision, and values, and a clear understanding of strategic goals and initiatives. According to school leadership, teachers and staff, the mission of the school is to equip students to be life-long learners, prepared for college and career, and to contribute to society. Teachers and parents added that the mission is posted and discussed in meetings. Further, school leadership, parents and teachers stated that the mission and vision are manifested through a variety of partnerships, field trips, a school-wide behavior management system, and reading complex texts. Continuing, teachers indicated the school’s motto is “All in for all students.” However, when probed, parents, students and community partners reported some, but not all, elements of the mission and vision, such as learning, a safe environment, meeting goals, collaboration, and a focus on the whole child. According to the school handbook, the missions reads: “To provide students with a rigorous education through engagement, powerful learning experiences within a safe and nurturing learning environment. Through collaboration, we will promote critical thinking, social responsibility, and the self-confidence necessary to be prepared for college and a variety of post-graduate options.” The vision read “... To be an inspiring and collaborative learning community where hard work ensures responsible and productive citizens, where all stakeholders have high expectations and passion for learning.”
- Students, staff, and families feel emotionally safe and generally physically safe at the school. In focus groups, school leadership, teachers, staff, students, parents and community partners reported that the school is emotionally safe due to the variety of partnerships that provide socio-emotional supports, such as Promoting Student Resilience (PSR), mentoring programs and a reflection space for students, and the open-door policy that school leadership has instituted with families and staff. School leadership added that the school also has a Multi-Tiered Systems of Support (MTSS) team, as well as a PBIS program, which review of a PBIS PowerPoint presentation confirmed. Regarding physical safety, school leadership noted that arrival and dismissal procedures had been adjusted for the year to limit entrances and increase safety, which parents confirmed. Teachers and parents added that there is a visitor entry process, and the school practices drills for lockdown, and staff is present to ensure students are following directions and procedures. However, despite these processes, students, teachers and families noted that student behavior and visitors who do not go through the sign-in process pose safety concerns. Review of the school’s handbook confirmed safety procedures were noted, such as closed/locked doors, visitor sign-in processes and more under the ‘building security’ section, while the ‘emergency procedures’ section included information on drills and evacuation.

³ There were less than six parents who participated in the Family Focus Group.

- School leadership establishes structures for the acknowledgement and celebration of student, faculty and staff success. According to school leadership, teachers, students and families, students are celebrated through awards assemblies each semester, during which they receive awards for principal's honor roll, honor roll, perfect attendance, most improved, and citizenship, which review of a second quarter awards assembly flyer confirmed. School leadership, teachers, students, and parents added that students can also earn Husky Bucks for good behavior through PBIS, that allow them to participate in activities each month, such as dances, pizza parties, movies, Fun Fridays and more. Further, teachers noted that they have incentives in classes, such as treasure boxes, and parents indicated that students can be chosen as "all stars." Review of permission slips confirmed trips to see the Black Panther, a luncheon at Martin's West and more. Regarding staff celebrations, school leadership and teachers stated that staff vote on Teacher of the Year annually, which review of a staff meeting agenda confirmed, and staff also receive mugs and t-shirts. Lastly, teachers noted that they receive lunches, participate in holiday parties, and get kudos in staff meetings and over the announcements. Review of the weekly preview to staff revealed that it included shout outs for teachers and teams as well.
- The school develops systems that proactively attend to individual students' social and emotional needs. In focus groups, school leadership, staff, teachers, and parents stated that staff are encouraged to build relationships with students, and the school has a reflection room for students to use to if they need to take a break from instruction and prevent escalation in behavior challenges. School leadership, staff, teachers, parents, and students added that a variety of partners who support students socially and emotionally, including KEYS Development (providing support and guidance regarding problem solving and conflict resolution), Villa Maria, Prevention and Intervention for Early Learners (PIEL), and Promoting Student Resilience (PSR), which community partners confirmed, and teachers also provide mentoring to students through programs such as Ladies in Training. Further, school leadership, teachers, parents, staff, and students stated that restorative circles are used in several, but not all, classes on a regular basis; review of a restorative circles guide and community partners confirmed that teachers had received training on this practice. Continuing, community partners reported that the school has a super Saturdays scholars program that is centered around self-esteem and empowerment. Lastly, staff indicated that bullying awareness training has been provided to students, while review of a flyer revealed that there was also a parent workshop provided on the topic of bullying.

Key action 3.2: The school cultivates and sustains open communication and decision-making opportunities with families about school events, policies, and the academic and social development of their children.	Effective
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- The school uses multiple strategies and vehicles to communicate information about school progress, policies, events, and the academic and social development of students to families and the community. In focus groups, school leadership, teachers, parents, students, and community partners stated that the school communicates in a variety of ways, including newsletters, letters, flyers, phone calls and emails. Teachers added that texts are sent home, while school leadership and students noted the use of social

media (Facebook, Twitter and Instagram) to share information. Further, parents indicated that teachers use Class Dojo as a way of communicating information regarding their children, and students also reported that staff visit their homes. Lastly, parents stated that the school uses Parent Link, which is the district’s automated global call platform. Review of letters and permission slips for field trips confirmed some of the means of communication to families.

- The school establishes a regular structure for two-way communication, which facilitate opportunities for families and the community to participate in, or provide feedback on, school-wide decisions. According to school leadership, teachers and parents, the school has a combined School Family Council (SFC) and Parent Teacher Organization (PTO) that meets on the second Tuesday of each month, which review of agendas confirmed. Parents added that community partners also attend the meetings, and topics include the school’s budget, while teachers noted that implementation of the school plan is also discussed. Review of SFC agendas and notes revealed that topics included Professional Development for teachers, the School Performance Plan, school-wide reform strategies, partnerships and supports provided, school events, parent workshops, clubs, and more. Review of surveys from a Title 1 parent allocation meeting revealed that parents provided input on parent involvement funds.
- School leadership establishes multiple structures for frequent communication with teachers and staff members regarding policies, progress, and school culture. In focus groups, school leadership and teachers stated that information is shared with teachers via the weekly update, emails, texts, memos, and phone calls. Teachers added that they also receive information through meetings, such as team, faculty, and Instructional Leadership Team (ILT). Some teachers added that information is also shared through the announcements, or by word of mouth. Review of the weekly previews revealed that topics included shout outs, events for each day of the week, professional development, attendance, team meetings, instructional expectations, restorative practice, assessments, dismissal procedures, and more.

Key action 3.3: The culture of the school reflects and embraces student, staff, and community diversity.	Effective
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- School leadership, teachers, and staff build strong relationships with families and community stakeholders from diverse backgrounds. In focus groups, school leadership, teachers, parents, students, and community partners stated that families and the community are invited to events such as the Black History month and holiday programs, awards assemblies, and closing activities. Students added that the school also hosts academic nights for families at the school, such as math and literacy, while parents indicated the school hosts a family fun day. Further, families, school leadership and teachers noted that workshops are provided to parents, on topics such as couponing and home buying; review of a flyer confirmed that a free homebuyer seminar was offered in November. Continuing, school leadership, teachers and community partners noted that a partner is providing a workshop series to staff and families. Parents also indicated that the school had a variety of Saturday activities available to the

community, and a park was opened in the area through support from partners. Lastly, school leadership and community partners noted that the neighborhood association meets at the school.

- The school's curricula, resources and programs consider socioeconomic and cultural diversity. In focus groups, school leadership, teachers, parents, and students all stated that regarding socioeconomic diversity, the school has a food pantry, which review of a flyer confirmed, and the school also provides free uniforms to students when needed. School leadership and parents added that the school also donated coats to students, while teachers indicated hats, scarves and gloves were distributed to students. Further, parents noted that assistance with field trip fees is available. Regarding cultural diversity, school leadership and teachers reported that the school had an African American history month program, which review of a program confirmed, and there was also a field trip to take students to see the Black Panther movie. Teachers and parents and students added that students learn about other cultures in their classes or through literature; such as learning about families as part of a unit theme and reading a book about Japan, call the Big Wave. A review of a third grade social studies scope and sequence plan showed that unit two included standard 2.B.1.a which states "use non-fiction texts to identify and discuss examples of how communities borrow and share from other cultures." In addition, parents and some teacher stated that students are exposed to other cultures through the holiday celebration, which includes Hanukkah and Kwanza. Further, school leadership, teachers, students and parents noted that students participate on field trips to universities such as Howard, Morgan State and Coppin State, as well as the State Capitol in Annapolis, New York Stock Exchange and 911 memorial: which a review of field trip forms confirmed. Lastly, school leadership and parents indicated that students are able to meet professionals from various fields through university partnerships.
- The school is working to build a positive school culture and climate. According to school leadership, teachers, staff, students and parents, the school is working towards a positive culture, through relationship building between adults and students, the implementation of PBIS, and additional socio-emotional supports in place for students through KEYS Development restorative circles and more. Parents added that the school is a like a family, due to staff and family and community volunteers. However, teachers noted that due to a large turnover, the staff is participating in teambuilding activities to build cohesion, and there are concerns with student behavior, though they acknowledged it had improved and the school was working towards becoming more positive. Lastly, school leadership reported that there is an open-door policy, which teachers and staff confirmed. The site visit team observed that the school was clean and well lit, with motivational statements posted, though there was elevated noise level during student transitions in the hallways.

Domain 4: Strategic Leadership

Key action 4.1: The school establishes growth goals that guide strategic planning, teaching, and adjusting of practice to meet student needs.

Effective

- School leadership and teachers establish goals for the improvement of student learning that are measurable and aligned to student need and school improvement. According to school leadership and teachers, the school's goals per the School Performance Plan for 2017-2018 are: The percentage of third through fifth graders scoring below grade level will decrease by 20% per iReady and PARCC for reading and math; attendance will increase to 94%; and 60% of first and second graders will improve by three levels per Amplify. School leadership and teachers added that the Instructional Leadership Team, or ILT, participated in creating the goals, and goals were shared in a staff meeting in the beginning of the year. However, while some teachers knew the goals, other teachers stated more general goals, such as meeting the district's goal. Review of the SPP goals from the previous year confirmed the goals were carried over from school year 2016-2017.
- School leadership ensures the alignment of some school goals, action plans and key priorities. In focus groups, school leadership and teachers stated that regarding the climate goal, the strategies included PBIS and Husky Bucks which review of the SPP confirmed, perfect attendance awards, communication and home visits. Regarding the academic goals, school leadership and some teachers noted iReady and small group instruction, as well as the intervention block. Further, school leadership added professional development, collaborative planning meetings and partners such as Improving Education. However, other teachers generally noted the use of goal folders and classroom instruction as strategies being used to meet the school's goals. Review of the SPP revealed that changes to strategies to achieve the academic goal included the Cycle of Professional Learning (CoPL), review of data and more.
- School leadership and staff participate in regular analysis of school-wide data and revisit and adjust action plans as needed. According to school leadership and teachers, the Instructional Leadership Team (ILT) reviews data points including iReady, ANet, Amplify, and PARCC. School leadership and teachers added that teachers create action plans and identify small groups to address any deficits in standards, and progress monitor between the benchmarks for the various assessments. Further, teachers indicated that they review student work samples. In regards to adjustments to action plans, school leadership and teachers noted that more training was provided to teachers around iReady, and the school is making progress towards its goals. Review of ILT agendas confirmed that the ILT discussed and reviewed the SPP goals throughout the year, as well as discussions of what worked well and what needed more attention; for example, in one meeting, staff analyzed ELA and math PARCC data to identify standards for teachers to focus on more heavily, based on students' results.

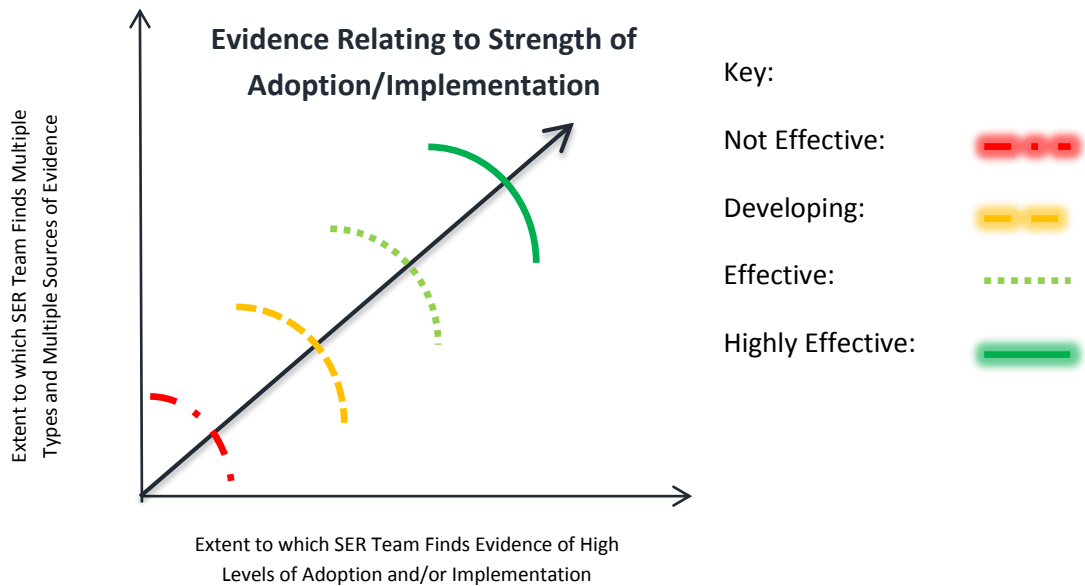
Key action 4.2: The school allocates and deploys the resources of time, staff talent, and funding to address the priorities of growth goals for student achievement.	Effective
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- Budget distributions and resource allocations always support teaching and learning. According to school leadership and teachers, there is one vacancy, though a long-term substitute has been in the position for the duration of the school year. While school leadership, teachers, and parents noted that generally staff is sufficient, parents and teachers indicated that more supports for culture and climate would be beneficial, especially in regards to student behavior. Additionally, regarding supplies and materials, school leadership, teachers and parents stated that it was sufficient, with ample paper and materials for the math curriculum, and if teachers need additional materials, there is a request process. Finally, regarding technology, school leadership, parents and teachers reported that through partnerships, the computer lab has been updated, and the school also has four laptop carts and three iPad carts. Teachers added that they also have desktops in their classrooms, as well as smartboards and promethean boards. Review of the principal’s budget tool and Lakeshore invoices confirmed investments in staff and materials (including tutors, copiers, workbooks, and math materials), while review of text messages confirmed partnership support for technology.
- School leadership leverages teacher and staff talent, expertise, and effectiveness by delegating essential responsibilities and decisions to appropriate individuals. In focus groups, school leadership and teachers reported that teachers serve in a variety of capacities beyond their primary teaching responsibilities, including as members of the Instructional Leadership Team (ILT), content leads for math and literacy, and on committees such as hospitality, family and community engagement, and climate. Review of the staff handbook confirmed that committees included family and community engagement, culture and attendance, achievement, PBIS, hospitality, and beautification. Further, teachers noted that they supported in roles such as SLO ambassador, as cheerleading coaches and with the food pantry.
- School leadership consistently provides and focuses common staff time on instructional practices and development in support of student achievement. According to school leadership and teachers, teachers meet weekly to plan collaboratively, with a different topic or focus area for each week of the month including planning, literacy, math, and data. School leadership and teachers added that they have also discussed how school-wide initiatives are implemented and differentiated according to grade level – for example, what writing looks like in the early learning space. Further, teachers indicated that they participate in learning walks. Review of collaborative planning agendas confirmed that topics included data, goal setting, CoPL, pacing, objectives, routines, and more.

- The school collaborates with families and community partners to garner resources to meet the needs of students and the school. In focus groups, school leadership and teachers reported that parents volunteer in a variety of capacities at the school, including in the cafeteria, in the office making copies, in hallways and as chaperones on field trips, which parents confirmed. Review of the volunteer sign-in log confirmed parent volunteering efforts. Regarding community partners, school leadership, teachers, parents, staff, and partners stated that partners include KEYS and Villa Maria (mental health supports), Improving Education and Reading Partners (academic support), Joni Holafield (services for staff and students), Brown Advisory (JA Biztown) and a variety of other partners who support as mentors, coaches, activity coordinators, and more. Review of a community partner list confirmed the variety of support provided.

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 types⁴ and multiple sources⁵ 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.

⁴ "Multiple types of evidence" is defined as evidence collected from two or more of the following: document review, stakeholder focus groups; and classroom observations.

⁵ "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.

Appendix A: Classroom Observation Data

The classroom visit tool is aligned to Baltimore City Schools Instructional Framework. During each classroom visit, the observer collects evidence based on his/her observations and then determines whether the indicator was “evident”, “partially evident” or “not evident” for each of the 22 indicators. Below is the summary of the 11 classroom observations that were conducted.

TEACH 1: Communicate Standards-Based Lesson Objectives	Evident	Partially Evident	Not Evident
Communication of objective	91%	9%	0%
Learning activities and resources align with lesson objective	91%	9%	0%
TEACH 2: Present Content Clearly	Evident	Partially Evident	Not Evident
Accurate, grade-level content	100%	0%	0%
Alternate presentation of content	100%	0%	0%
Emphasis of Key Points	73%	18%	9%
TEACH 3: Use Strategies and Tasks To Engage All Students In Rigorous Work	Evident	Partially Evident	Not Evident
Scaffolded and/or Differentiated Tasks	64%	27%	9%
Opportunities To Engage With Complex Texts and Tasks	36%	64%	0%
TEACH 4: Use Evidence-Dependent Questioning	Evident	Partially Evident	Not Evident
Questions Requiring Justification	36%	36%	28%
Clear And Scaffolded Questions	73%	18%	9%
TEACH 5: Check For Understanding and Provide Specific, Academic Feedback	Evident	Partially Evident	Not Evident
Informative Checks for Understanding	64%	36%	0%
Specific, Academic Feedback	45%	45%	10%
TEACH 6: Facilitate Student-To-Student Interactions and Academic Talk	Evident	Partially Evident	Not Evident
Opportunities for student-to-student interaction	36%	9%	55%
Evidence-based discussions	0%	36%	64%
Student academic talk	91%	0%	9%

TEACH 7: Implement Routines To Maximize Instructional Time	Evident	Partially Evident	Not Evident
Maximized instructional time	64%	36%	0%
Smooth routines and procedures	36%	45%	19%
TEACH 8: Build A Positive, Learning-Focused Classroom Culture	Evident	Partially Evident	Not Evident
Teacher-to-student interactions	100%	0%	0%
Student-to-teacher interactions	82%	18%	0%
Student-to-Student interactions	73%	27%	0%
TEACH 9: Reinforce Positive Behavior, Redirect Off-Task Behavior, and De-escalate Challenging Behavior	Evident	Partially Evident	Not Evident
Reinforce positive behavior	91%	9%	0%
Off-task behavior	18%	73%	9%
Time impact of redirection/discipline or off-task behavior	45%	36%	19%

Appendix B: School Report Comments

Domain 1: Highly Effective Instruction

None

Domain 2: Talented People

None

Domain 3: Vision and Engagement

None

Domain 4: Strategic Leadership

None

Appendix C: SER Team Members

The SER visit to the Matthew A. Henson Elementary School was conducted on March 19-21, 2018 by a team of representatives from Baltimore City Public Schools.

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.

Mona Khajawi is a Program Evaluator II in the Office of Achievement and Accountability in Baltimore City Public Schools. She has had a variety of experience in the field of education, including teaching, program management and evaluation. Most recently, she worked in the capacity of Evaluation Specialist with City Year in Washington, D.C., assessing the quality of educational programming implemented by 140 AmeriCorps members in eleven schools throughout the district. She initially gained exposure to evaluation while interning with the Academy for Educational Development, where she assisted in conducting reviews of a subset of the Gates-funded small schools in New York City. Previously, she also taught English in a rural high school in Ukraine, and served as an Assistant Program Coordinator of the AmeriCorps program at the Latin American Youth Center in Washington, D.C. Mona holds a Bachelor's degree in English Literature from the University of Maryland, College Park, and a Master's degree in Education Policy from Teachers College, Columbia University.

Joel Carlin is the Coordinator of STEM Mathematics in the Office of Teaching and Learning in Baltimore City Public Schools. He previously served as the Education Specialist for Secondary Mathematics in the Office of Teaching and Learning. Prior to joining Baltimore City Public Schools, he taught mathematics in Anne Arundel County Public Schools and Carroll County Public Schools. Mr. Carlin also served as an assistant administrator and lead administrator in alternative learning programs. He holds a Bachelor's degree in Elementary Education from Towson University, a Master's degree in Mathematics Education from the University of Maryland Baltimore County, and a certificate in School Improvement Leadership from Goucher College.