

BALTIMORE CITY
PUBLIC SCHOOLS

Office of Achievement and Accountability
Division of Research Services

School Effectiveness Review
2017 - 2018

Maree G Farring Elementary/Middle School

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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

Maree G. Farring serves approximately 717 students in Pre-Kindergarten through 8th grade. The school is located on Pontiac Ave in the Brooklyn community of Baltimore, Maryland. The principal, Mr. Benjamin Crandall, has been at the school for four years. 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.	Developing
1.3 Teachers use multiple data sources to adjust practice.	Developing
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.	Effective
Domain 3: Vision and Engagement	
3.1 The school provides a safe and supportive learning environment for students, families, teachers, and staff.	Developing
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. School leadership and teachers reported that teachers use the Baltimore City Public Schools Curricula including district endorsed curricula such as Eureka Math, Foundations, Springboard (for Gifted and Advanced Learners in grades 6-8), and STEM Achievement in Baltimore Elementary Schools (SABES). A review of lesson plans confirmed the use of these curriculum programs which incorporate Maryland College and Career Readiness Standards. Specifically, one lesson plan noted the following objective: The students will be able to recognize and say their letters/sounds (letter V) by drilling the sounds with the teacher, watching and practicing writing the letters, and building words which was grounded in standard RF. K.1 “Demonstrate understanding of the organization and basic features of print.”
- Most teachers design daily lessons that meet learners’ unique needs. School leadership and teachers reported that lesson plans should include differentiation through appropriate accommodations and strategies for several groups of students, specifically students with disabilities, English Language Learners, and gifted and advanced learners. School leadership also reported that small instructional groups of learners may be indicated in lesson plans by their initials to be pulled by the teacher based on their academic performance, which students confirmed. A review of lesson plans showed most teachers are including differentiation for students including students in the three previously mentioned categories. Specifically, one lesson plan noted three groups (with students’ names) with different objectives and areas of focus for each group. For example, one group was received addition instruction on basic phonics, another group reviewed blending, and the last group was received instruction to increase reading fluency.
- Teachers set and track goals based on students’ performance levels. School leadership reported that teachers in the lower grades set goals through their data cycle every five to six weeks based upon Amplify, ANet, and i-Ready data. Continuing, school leadership reported that all teachers have established Student Learning Objectives (SLO) and have used measures such as i-Ready and ANet to establish goals. Teachers confirmed the use of i-Ready data to establish goals and added that some goals include .75 or 1 year’s growth per i-Ready data. A review of Student Learning Objectives (SLO) confirmed the goal of students achieving .75 years based on i-Ready data. Regarding the tracking of goals, school leadership and teachers reported that teachers track students’ progress towards goals through tracking students’ skill mastery on informal classroom assessments.

- Most teachers use and communicate standards-based lesson objectives and align learning activities to the stated lesson objectives. In 58% of classes (n=19), teachers communicated standards-based lesson objectives by explaining and/or referencing the objective during the lesson. Continuing, in 63% of classes, the learning activities and resources aligned with the lesson objectives. In one class, the teacher referred to the following posted objective: “Students will be able to begin to understand and analyze the main character, Percy Jackson, by closely reading chapter one and making inferences based on evidence from the text.” During the class students annotated portions of the text and answered questions using passages from the text.
- Most teachers present content in various ways and emphasize key points to make content clear. In 86% of classes (n=19), teachers presented students with accurate grade-level content aligned to appropriate content standards. In one class, the objective was “Students will trace the argument of the author by annotating the text and reading ideas to support the author’s claim” which was linked to standard RI 8.1 “Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.” Additionally, in 68% of classes, teachers presented content in various ways (two or more) to make content clear. For example, in class the teacher presented content through the use of sight words, pictures, and songs. Finally, in 84% of classes, teachers emphasized important points to focus the learning of content. In a class, where the objective was that students would use the text to find the meaning of unknown words, the teacher reemphasized the importance of identifying other words and pictures in the text to help students identify the unknown words.
- Some teachers use multiple strategies and tasks to engage all students in rigorous work. In 47% of classes (n=19), teachers scaffolded and/or differentiated tasks by providing rigorous grade-level instruction for all students. In one class, the teacher explicitly modeled for students how to complete the assignment before releasing students to complete the assignment. However, in some classes all students in the class completed the same assignment in the same manner. Continuing, in only 42% of classes did students have opportunities and time to grapple with complex texts and/or rigorous tasks. In some classes, students were able to engage with the text or task independently; however, in other classes teachers read the text or completed the task with students.

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 use evidence-dependent questioning. In 68% of classes (n=19), teachers asked questions that required students to cite evidence and clearly explain their thought processes. Additionally, in 79% of classes, teachers asked questions that were clear and scaffolded. In one class, the teacher asked the following questions when teaching a lesson about spies during the American Revolution: “How did Lydia send messages? Why did some people think women were good spies? What did men think about women during that time?”
- Most teachers check for student understanding and provide specific academic feedback. In 74% of classes (n=19), teachers conducted one or more checks for understanding that yielded useful information at key points throughout the lesson through methods such as questioning, checking students’ work, and surveying students through “thumbs up, thumbs down”. Also, in 63% of classes, teachers gave students specific academic feedback to communicate current progress and next steps to move forward. In several classes, teachers helped students reframe their answers to questions or to make their answers to questions more specific.
- Some teachers facilitate student-to-student interaction and academic talk. In only 32% of classrooms (n=19), did teachers provide multiple or extended opportunities for student-to-student interactions and academic talk. Moreover, in only 37% of those interactions did students engage in discussions with their peers to make meaning of content or deepen their understanding. In some classes, when students had opportunities to interact, they either choose to not engage in discussions or tasks or engaged in off-task discussions. Finally, in 79% of classes, students used academic talk, and when necessary, teachers consistently and appropriately supported students in speaking academically. For example, in one class, teachers required students to give answers in complete sentences and use evidence from the text to support their answers.

Key action 1.3: Teachers use multiple data sources to adjust practice.	Developing
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- Some teachers analyze students’ progress toward goals. School leadership reported that the process is different at different grade levels. Specifically, school leadership stated that students in the elementary grades use a specific data cycle through an academic partnership. Continuing, school leadership reported that teachers review data regularly, identify strengths and areas of growth, implement strategies through small group instruction, and assess students’ progress through benchmark assessments. Some teachers confirmed this data analysis process and that teachers meet regularly with the education partner to work through this data cycle, which a review of Improving Ed agendas confirmed. While other teachers could not speak to this specific data cycle, they reported that they determine students’ mastery through formative assessments and implement strategies to intervene where students show deficiencies. Lastly, though some teachers discussed reviewing data, they were not able to articulate how they make instructional decisions using the data.

- Teachers modify instruction in response to data. School leadership reported that after teachers analyze data, if they find that 70% of students did not attain mastery, teachers will re-teach the skill or lesson to the entire class, which teachers confirmed. Continuing, school leadership reported that if the majority of the class attains mastery (70% or higher), teachers work with small instructional groups organized according to data, which teachers also confirmed. A review of a collaborative planning agenda notes showed teachers created small instructional groups based upon students i-Ready data.
- Teachers appropriately recommend students for some tiered interventions including limited opportunities for acceleration. School leadership and teachers reported that teachers implement small group instruction within teachers' classes based on formal and formative assessments for students needing intervention and opportunities for acceleration. Continuing, school leadership and teachers reported that more intensive support is available through push-in and pull out interventions for lower grades through the Prevention and Intervention for Early Learners (PIEL) team and tutors from community partnerships, which community partners confirmed. Some teachers also reported that coach classes are conducted for students in need of more assistance. A review of collaborative planning agendas, collaborative planning note capture tools, and lesson plans confirmed that small instructional groups are utilized in the classroom to intervene with identified students. Regarding opportunities for acceleration, school leadership, teachers, and student support staff reported that the school had been identified as a Gifted and Advanced Learning (GAL) site, which a review of emails confirmed. School leadership and student support staff reported that students identified through the Primary Talent Development program in the lower grades participate in lunch bunches (facilitated by partners) for some acceleration opportunities such as brain games and puzzle groups. However, some teachers reported that although the school has been identified as a GAL site, the school is still in the process for implementing the GAL program fully. Additionally, school leadership and teachers reported that classes at some grade levels are homogeneously grouped (kindergarten, sixth, and eighth) to allow teachers to better meet the instructional needs of all students. Continuing, school leadership reported that some teachers utilized the Springboard curriculum and the math curriculum has been adjusted to expose students to higher level math, which some teachers confirmed. In addition to classroom opportunities, school leadership reported that students participate in National History Day and the science fair.

Key action 1.4: School leadership supports highly effective instruction.	Effective
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- School leadership holds and promotes a clear instructional vision of high student achievement. School leadership reported that the instructional vision is that teachers will know the Common Core State Standards and deliver standards-based lessons, adding that all teachers received binders with the standards and conversations to analyze standards are held during collaborative planning meetings, which a review of collaborative planning agendas confirmed. A review of a PowerPoint presentation entitled *Staying Grounded in the Standards and Shifts for Math* also confirmed the work

regarding standards-based instruction. Teachers confirmed discussions on the standards. School leadership and teachers reported that non-negotiable classroom strategies include academic discourse, close reading, and text annotation. Teachers added that differentiation for English Language Learners, students with disabilities, and gifted and advanced learners based upon data is also non-negotiable strategy that should be observed in all classrooms.

- School leadership ensures that teachers engage in the planning of the curricula through oversight of standards-based units, lessons, and pacing. School leadership stated that during informal observations lesson plans are submitted electronically by teachers, the pacing of the curriculum is monitored, and if necessary, concerns regarding both planning and pacing are addressed, which teachers confirmed. School leadership and teachers reported that teachers are asked to bring their lesson plan binders to collaborative planning meetings, where members of school leadership are present. A review of Weekly Previews from 10/29/2017 and 11/26/2017 indicated school leadership's oversight of planning through the following statements: 10/29/2017- "last week 91% (32 of 25) classrooms had lesson plans." ... "For the coming week, our focus will be looking at lesson plans to make sure they are tied to the Maryland CCR standards and the grade level/content curriculums and that they contain all of the requires components" – 11/26/2017- "This week, informal observations will focus on two areas: the first is that everyone is currently using the proper curriculum and pacing guide. The second is ensuring that all objectives are posted and lesson plans are available for observers".
- School leadership provides formative feedback and guidance to teachers about the quality of planning, teaching, and adjustment of practice. School leadership reported that each member of the administrative team attempts to complete five informal observations per week. School leadership reported that feedback is emailed to teachers (with the expectation of a response) and teachers and school leadership may also meet to discuss the feedback. All teachers confirmed that they had been informally observed and received verbal and or written feedback on their instructional practices. A review of Classroom Checklists and Praise, Polish, and Question Forms confirmed the practice of informal observations with feedback. Specifically, one informal observation form noted the following feedback: "transition of students was super smooth! Routines have been set!... Could the sentence be modeled on the whiteboard and then when students tap out the word "tag" [then] someone could spell it out...I saw anchor charts for writing only. Do you have anchor charts for math processes?"
- School leadership demonstrates an understanding of data analysis and somewhat ensures the use of a complete student learning data-cycle in some grades. School leadership reported that oversight of the data analysis cycle is done best in the lower elementary grades, adding that teachers work with a partner to implement a specific data cycle. Continuing, school leadership reported that administrators are leading data conversations right now, but they hope to transfer ownership of these conversations to teachers. Some teachers confirmed that teachers are working with Improving Ed to implement a specific data cycle which includes a skills analysis, grouping students according to needs, and creating goals for groups of students. Other teachers reported that i-Ready data is

monitored and discussed, however there is not a data cycle for which teachers are currently responsible for implementing. A review of agendas confirmed Improving Ed's work with some teachers on the implementation of a data cycle.

Key action 1.5: Teachers establish a classroom environment in which teaching and learning can occur. ²	Effective
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- Most teachers implement routines to maximize instructional time. In 84% of classes (n=19), students were idle for very brief (less than 2 minutes) periods of time while waiting for the teachers. Specifically, in one class, students had all of the materials needed for the activity in addition to an enrichment activity once they completed the first activity. In 63% of classes, routines and procedures ran smoothly with minimal or no prompting from the teacher. In some classes, it was necessary for teachers to prompt students several times although a routine had been established. However, in one class, the teacher used a timer to indicate work time for students and students adhered to the parameters set by the timer.
- Teachers build a positive, learning-focused classroom culture. In 95% of classes (n=19), teachers' interactions with students were positive and respectful. In one class, the teacher celebrated with students by giving "high fives". Also, in 89% of classes, students' interactions with the teachers were positive and respectful. Students responded respectfully to teachers' requests. Finally, in 89% of classes, student to student interactions were positive and respectful. Students generally worked well together.
- Most teachers reinforce positive behavior and redirect off-task or challenging behavior, when needed. In 68% of classes (n=19), teachers promoted and reinforced positive behavior. In one class, the teacher awarded points to students for being on task. Continuing, in 74% of classes, students were on task and active participants in classwork and discussions. Lastly, also in 84% of classes, teachers addressed behavioral issues (if any) with minimal interruption to instructional time (2 minutes or less). In most classes, teachers' redirection of students occurred swiftly and was effective.

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.

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 created and implemented an organizational and staffing structure that meets the diverse needs of all students. School leadership and teachers reported that the school was allotted one social worker through City Schools and added two additional social workers through allocated school funding and partnership resources to provide more wrap around services for students and families. Continuing, school leadership and teachers reported that the school has a psychologist, an Individual Education Program (IEP) Chair, and a mental health clinician from Johns Hopkins Bayview. Additionally, school leadership and teachers reported that the school has acquired partnerships which provide volunteers to assist with small group intervention and teacher interns, particularly at the elementary level. Moreover, school leadership and teachers reported that students have access to the following resource classes: physical education, art, library, drama, yoga, and technology. A review of the school's roster and the *Maree G. Farring Elementary-Middle School 2017-18 School Year Focus* confirmed the previously-mentioned positions and the resource classes.
- School leadership leverages a pipeline for staff recruitment and uses a measure and includes stakeholders in the assessment of candidates. School leadership and teachers reported that the school acquires candidates through the Baltimore City Teaching Residency, Urban Teacher Center, and Teach for America. A review of emails confirmed that Urban Teacher Center and the Baltimore City Teaching Residency are pipelines used for staff recruitment. Regarding the assessment of candidates, school leadership and teachers reported that teachers are interviewed by a panel which includes members of the school leadership team as well as teachers, and if they are successful in that, interview candidates are invited to a more formal interview with school leadership.
- School leadership includes staff members and other stakeholders in the development and retention of effective teachers and staff. School leadership reported that an effort is being made to engage and empower teacher leaders. To that end, school leadership reported that teachers deliver professional development and act as literacy and mathematics representatives, serving as and providing resources for teachers. Teachers confirmed that teachers have led professional development on the Cycles of Professional Learning (CoPL) and mathematics. Teachers added that a teacher is also planning a professional development on Gifted and Advanced Learning. School leadership and teachers reported that teachers have participated in external professional development at other Baltimore City Public Schools and attended conferences such as the Maryland Educators of Gifted Students (MEGS) conference. School leadership and teachers also reported that Improving Ed, the Institute for Restorative Practices, and district support staff have delivered professional development to teachers on small group instruction, implementing restorative practices, and trauma informed practices, respectively, which a review of professional development agendas confirmed. Regarding teacher retention, school leadership reported that an intentional effort is made to keep highly skilled teachers

who are a good fit and exhibit positivity in the school, adding that the school tries to appreciate teachers and provide them the resources they need to provide quality instruction. Teachers reported that they enjoy working with the students and families, as well as enjoy the collegiality they share with coworkers.

- School leadership has created mentoring and/or other induction programs, when applicable, to support the development of some new teachers and staff and monitors the program’s effectiveness. School leadership reported that the school has assigned two site-based mentors to new teachers, which teachers confirmed. Continuing, school leadership reported that first-year teachers participate in a mandatory monthly meeting and that second- and third-year teachers are also invited to attend. A review of a New Teacher/Mentor Meeting Agenda dated October 30, 2017 confirmed that teachers discussed lesson planning, formal observations, the Instructional Framework, and peer observations. School leadership also reported that new teachers receive additional informal observations, which some teachers confirmed. Teachers confirmed the monthly mentoring meetings and added that first-year teachers are the primary focus during the meetings. Teachers reported that the school hosted a site-based induction for new teachers at the beginning of the school year. However, some teachers stated that mentoring support was not being provided to new teachers beyond their first year. Regarding monitoring of the mentoring program’s effectiveness, school leadership stated that progress of new teachers is monitored through informal observations and conversations with site-based mentors and mentors from alternative certification pipelines. A review of meeting agendas and mentor accountability logs confirmed that school’s mentoring program.

<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>Effective</p>
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- School leadership makes full use of the evaluation system to develop faculty and staff capacity. School leadership and teachers reported that formal observations were underway and consists of the following: the pre-observation conference, the observation period, and the post-observation conference. Specifically, school leadership reported that teachers bring lesson plans to the pre-observation conference and discuss look-fors per the Instructional Framework, which teachers confirmed. School leadership and teachers reported that ratings are provided during the post-observation conference as well as evidence to support ratings, and strategies to improve the ratings. Teachers reported that the feedback received has been beneficial to their practice. A review of formal observations confirmed this practice. Specifically, the formal observations notes indicated that teaches received an overview of their strengths and areas of improvement. For example, one observation form noted the following strengths and areas of improvement: Strengths- “Use of checks for understanding to identify issues students are having and to adjust pacing and content of

instruction”, Area(s) for Improvement- “Additional scaffold to provide students with prerequisite skills for students even if they don’t have them.”

- 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. School leadership reported that struggling teachers are identified by their data and informal observations. Teachers confirmed the use of informal observations to identify struggling teachers. School leadership reported that supports provided include increased informal feedback, modeling lessons, co-planning, creating teaching resources, and discussions on mindset. Most teachers reported that the Instructional Support Teachers assist teachers who are struggling and that teachers are able to observe other teachers on specific practices. A few teachers were aware that teachers could receive Performance Improvement Plans (PIP), but were unaware of supports that would be provided through the PIP. At the time of the visit, school leadership reported that one teacher was on a PIP, which a review of the PIP confirmed. Some supports, outlined on the PIP, included attending weekly collaborative planning meetings, submitting documentation to school leadership, attending professional development, and meeting with another staff member for additional support.
- School leadership engages faculty in a school-wide professional development plan based on identified needs and in alignment with the school’s instructional vision. School leadership reported that the professional development plan consists of unpacking the Common Core State Standards and the CoPL. Teachers confirmed the CoPL and added that the school had received professional development from Improving Ed on data analysis and differentiation for gifted and advanced and English language learners. A review of professional development and collaborative planning agendas confirmed that teachers received professional development on the CoPL (specifically Academic Conversations), data analysis, and trauma informed practices.

Domain 3: Vision and Engagement

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

Developing

- The school community shares an understanding of, and commitment to, the school mission, vision, and values, including a clear understanding of strategic goals and initiatives. School leadership, teachers, student support staff, students, and parents reported, and a review of the *Maree G. Farring Elementary-Middle School 2017-18 School Year Focus* confirmed that the vision of the school is “to inspire students and empower families to achieve excellence in Brooklyn”. Continuing, the previously mentioned stakeholders reported that the vision is communicated via posters throughout the school, school-wide announcements, and meetings. Site-visit team observations confirmed posters of the mission throughout the school. School leadership and student support staff reported that the school focuses on attending to the whole child through restorative practices, providing standards-based instruction, and engaging families, which the *Maree G. Farring Elementary-Middle School 2017-18 School Year Focus* also confirmed. Teachers confirmed the emphasis on the whole child and engaging families and added that there are events and programs through which students can express themselves and receive support such as the Big Brother/Big Sister Program (for third grade students) and international night, as well as various sports and clubs, such as basketball and robotics. Students added that teachers offer coach class to help students academically.
- Families, most staff, and some students feel physically and emotionally safe at the school. School leadership reported that an effort has been made to curtail unannounced visitors to classrooms by implementing sign-in procedures and badges for visitors and ensuring that doors are secured, which teachers and parents confirmed. School leadership also reported that Pre-Kindergarten and Kindergarten students enter through a different entrance to further ensure that all visitors are in the appropriate locations. Additionally, school leadership reported that staff have posts throughout the school, which teachers confirmed and some members of the site-visit team observed. Teachers reported that additional safety measures include surveillance equipment, safety code drills, and staff members monitoring the building throughout the day. However, a few teachers reported that there have been some incidents of theft and doors being propped open by students. Also, some teachers and parents reported concerns around the monitoring of individual students as they travel between the main building and the portable building. While students stated that they feel safe for all of the previously mentioned reasons, some students reported that planned fights occur frequently in the cafeteria and after school which causes them to feel uneasy during those times. Regarding emotional safety, school leadership, teachers, student support staff, students, and parents reported that students have adults in the school to speak with when they have concerns. School leadership stated that the school implements restorative practices, specifically providing opportunities for students to debrief conflicts, explore emotions, and repair harm through conversations mediated by adults. Some students reported that although they are able to take concerns to adults, concerns, such as bullying are not always adequately resolved in that the incidents persist. Some students stated that

derogatory and deflating messages about students are posted on restrooms walls and although the graffiti is covered when reported, it continues to occur. Teachers stated that school leadership is open to feedback and parents stated that school leadership is approachable and pays attentive to the concerns of families.

- School leadership establishes structures for the acknowledgement and celebration of faculty and staff success and some structures for the acknowledgement and celebration of student success. School leadership and teachers reported that teachers receive shout-outs during the announcements over the public address system, during staff meetings, and in the Weekly Previews for attendance and going above and beyond. The Weekly Previews confirmed shout-outs for teachers. Specifically, the Weekly Preview for the week of October 15, 2017 recognized a teacher who received an award from an external organization for her commitment to teaching, a teacher who submitted excellent lesson plans, a teacher who held an effective restorative practices circle, and a teacher who intervened with a student by creating a behavior chart to promote positive behaviors. Teachers also reported that the school plays a special song for their birthdays. Regarding student recognition and rewards, school leadership reported that during American Education Week, selected students were allowed to shadow certain adults in the school to assume their roles for the day. School leadership also reported that students were allowed to go to the Raven's practice field as a reward for perfect attendance for students in grades three through five, which parents confirmed. A review of the attendance plan and a calendar of events confirmed this incentive for students with perfect attendance. School leadership and teachers reported quarterly celebrations were held for some students to recognize students for Honor Roll, the principal's list, citizenship, and perfect attendance. School leadership and teachers also reported that students receive shout-outs during the morning announcements on the public address system. Some students confirmed the awards ceremonies, while other students stated that ceremonies did not occur for students in upper grades. Some students stated that some of the initiatives in place are for lower school students only. Moreover, some students reported that there seems to be more acknowledgement of students who are working to improve their behavior than those who are consistently well behaved. Finally, students reported that teachers acknowledge students in the classrooms through parties and treats. A review of emails and a video confirmed the awards ceremony for third and fourth grade students. Finally, a review of an email indicated that students with perfect attendance in third and fifth grades received shoes from Under Armour.
- The school develops systems that proactively attend to individual students' social and emotional needs. School leadership and teachers reported that the school has implemented restorative practices as a way to proactively address conflicts before they escalate. School leadership and teachers also reported that the school has a check-in/check-out procedure for students who need extra support during the day where individual students check-in with a pre-assigned mentor. Continuing, school leadership and teachers reported that there is a Big Brother/Big Sister program for 25 students (in need of behavioral intervention) in third grade that meets bi-weekly. A review of a Weekly Preview for the week of November 26, 2017 confirmed that students in the Big Brothers/Big

Sisters program visited that Baltimore Gas and Electric (BGE) headquarters. Additionally, school leadership and teachers reported that the school’s social workers are a resource for students as well, as it relates to their social and emotional needs. Specifically, school leadership and teachers stated that student support staff members conduct classes on showing kindness, study skills, self-management, and anti-bullying. Teachers reported that some students in the middle grades participate in a group called Coping Powers. Finally, school leadership reported that the school offers yoga to students as a resource class which helps students with mindfulness as well as programs such as Girls on the Run and Heart and Soul where issues that impact self-esteem are address along with physical fitness.

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, languages and vehicles to communicate information about school progress, policies, events, and the academic and social development of students to families and the community. School leadership and teachers reported that the school communicates general school information about upcoming events through Parent Link, flyers, and posted messages on bulletin boards throughout the school, which students confirmed. Parents confirmed the communication avenues of Parent Link and flyers. School leadership, teachers, and parents reported that communication is translated in Spanish and teachers are used to communicate with families whose primary home language is Spanish. A review of flyers in English and Spanish, letters, and a parent contact call logs confirmed these methods of communication. Specifically, a flyer was sent home to parents that communicated volunteer opportunities to parents.
- 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. School leadership reported that the school has a plan to increase family and community engagement. To this end, school leadership and teachers reported that the school has a family community engagement committee which is comprised of families as well as school staff that meets monthly, which parents confirmed. Teachers reported that the committee discusses budget, events, and how to engage more families from the school community. A review of emails and family engagement committee agendas confirmed the work of the committee. A review of meeting minutes from a family engagement committee meeting indicated that the committee debriefed Back to School Night, discussed the volunteer fingerprinting event, and reviewed the school’s goals and strategies for engaging families including open communication, making families feel welcome, and increasing student achievement

- School leadership establishes multiple structures for frequent communication with teachers and staff members regarding policies, progress, and school culture. School leadership reported that the Weekly Preview is the primary format for regular communication with staff and includes upcoming events, expectations for informal observations, and staff recognitions, which teachers confirmed. School and teachers also reported that teachers receive communication through team meetings, faculty meetings, and through conversations with teachers’ grade level administrators. A review of Weekly Preview documents confirmed that this method is used to communicate a variety of information pertaining to instruction and climate. Specifically, the Weekly Preview dated October 8, 2017 highlighted information regarding the staff meeting, progress reports, positive phone calls, staff recognitions, Individual Development Plans, formal observations, and assessment updates.

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. School leadership and teachers reported that the school is actively reaching out to Latino families this year to build relationships between school and home, which a review of family engagement committee notes confirmed. School leadership reported that every teacher, as part of a school wide initiative, called each of their students’ families within the first month of school, which teachers and a review of Weekly Previews confirmed. School leadership and teachers also reported that the school has hosted various events for families such as International Night, Donuts with Dads, Muffins with Moms, Back to School night, Take a Peak at Your Seat, Trick or Treat Night, and community Walks. Parents confirmed International Night. Students confirmed Back to School Night and the Trick or Treat Night. A review of a Weekly Preview, agendas, and sign-in sheets confirmed the Back to School Night.
- The school’s curricula, resources and programs consider cultural, linguistic, and socioeconomic diversity. School leadership reported that the curriculum provides a focus on different genres and that teachers infuse their own cultures into lessons. Teachers confirmed that they infuse diversity into various lessons. Students reported that they have explored Native American culture and ancient cultures during their classes. School leadership, teachers, student support staff, students, and parents reported that the school hosted an International Night. A review of a flyer confirmed the International Night. In terms of field trips, school leadership and teachers reported, and a review of Weekly Previews confirmed that students have visited the Reginald F. Lewis Museum of Maryland African American History and Culture, the Science Center, and the National Aquarium. Regarding linguistic diversity, school leadership, teachers, and students reported that eighth grade students receive Spanish instruction. Lastly, regarding socioeconomic diversity, school leadership and teachers reported that field trip fees and uniforms are provided for students in need, which students confirmed. Continuing, school leadership, teachers, and student support staff reported that thanksgiving baskets, school supplies, hats and gloves, glasses, and personal care kits have been provided to students and families

through school partnerships this year. A review of emails indicated that the school provided coats to students in need of them. Finally, teachers added that students receive fruit and vegetables through the Fresh Fruit and Vegetable program.

- The school is working to build a positive school culture and climate. School leadership reported that the school is striving for a positive culture and climate. Continuing, school leadership stated that the majority of the staff is happy at the school and the school leadership team is intentional about acknowledging teachers who contribute positively to the school and having conversations with teachers on mindset. Teachers confirmed that the school is striving for a positive culture and climate with the implementation of Restorative Practices and the practice of making positive phone calls home to students' families, which a review of Weekly Previews confirmed. Parents, students, and community partners stated that the staff is very positive. However, some teachers reported that there is still work to do around addressing the mental health of students and implementing more incentives and positive events for students in the middle school. While students reported that teachers are positive and do their best, some students reported that some students' behavior impacts the environment and other students' ability to thrive socially at the school. While on site, members of the site visit team observed hospitable and vigilant staff members distributing stickers to visitors and monitoring some student transitions in addition to student work posted throughout the school. However, members of the site visit team also observed some unsupervised students in the hallways in addition to some classrooms not being clean and orderly.

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. School leadership reported that the attendance goal was created per guidance from the Maryland State Department of Education and the academic goals were created in collaboration with the Instructional Leadership Team (ILT) following a review of academic data. Teachers confirmed that the ILT collaborated to create the academic (literacy and math) goals. School leadership, teachers, and student support staff reported that the school wide goals are to achieve a seven percent increase in students scoring a four or five on the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment in addition to achieving a 94% attendance rate for the school. A review of the SY 16-17 Title 1 Reflection and Feedback Document indicated that the school is working towards the following goals: 1) The percentage of students scoring a 4 or a 5 on the 2018 ELA PARCC administration will increase 5% from the 2017 ELA PARCC administration. 2) The percentage of students scoring a 4 or a 5 on the 2018 Math PARCC administration will increase 5% from the 2017 Math PARCC administration. 3) Attendance will increase from 91.5% in the 2015-2016 SY to 94% in the 2016-2017 SY as measured by the EOY ILT Tool. Finally, school leadership stated that percentages for the academic goals were revised after collaboration with district staff.
- School leadership ensures the alignment of all school goals, action plans and key priorities. School leadership reported that an extensive incentive plan had been created for the current school year to support the attendance goal, which teachers, student support staff, and a review of the attendance plan confirmed. A review of the attendance plan revealed supports provided for students with attendance concerns such as letters and phone calls in addition to incentives for students with good attendance in targeted grades. To support the academic goals, school leadership reported that understanding the Common Core State Standards as they relate to PARCC through collaborative planning and the Cycles of Professional learning (CoPL) are aligned with the academic goals. Teachers confirmed that reviewing standards, implementing instruction aligned to PARCC, and implementing instructional strategies focused on the CoPL are aligned to the academic goals. A review of the SY 16-17 Title 1 Reflection and Feedback Document included the following academic strategies: increased fidelity to the English Language Arts curriculum, Targeted Assisted Instruction for math, and increased staff for small instructional group implementation in early childhood education classes.
- School leadership and staff participate in regular analysis of school-wide data and plan to revisit and adjust action plans as needed. School leadership and teachers reported that the ILT meets bi-weekly and has discussed data relating to PARCC and discipline. School leadership reported that although the goals will not be revised, the strategies will be revisited and revised if necessary. A review of a Weekly Preview showed the sharing of school wide climate data. Additionally, a review of ILT agendas confirmed the analysis of school-wide data. For example, a review of an ILT agenda (and attached

climate data), dated October 4, 2017 included the following agenda items: Small Group Trend Analysis (Climate Survey and PARCC data); 2017 Climate Survey Report Out; 2017 PARCC Data Report Out; ILT Member Choice of Instructional Items; Committee Review and Choice of Data Points.

<p>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.</p>	<p>Effective</p>
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- Budget distributions and resource allocations somewhat support teaching and learning. School leadership reported that there are currently no vacancies and that the school is adequately staffed in that there are no class sizes over 30 students and all teachers are able to have appropriate planning periods. School leadership reported that there are staff members available to cover classes and assist with implementing small group instruction in the lower elementary grades. Additionally, school leadership reported that the school has three social workers to assist with students’ social and emotional issues and conduct home visits. Teachers confirmed that the school currently has no vacancies and the three social workers on staff, however teachers stated that the school lost three positions due to loss of funding. Continuing, teachers reported a need for intervention teachers at the middle school level, and additional staff to assist with student behavior. Some students confirmed the need for staff members to support with behavior issues. Relating to staffing, a review of an invoice showed funding allocated to the Urban Teacher Center for two teacher residents. In terms of materials and supplies, school leadership reported that all requested supplies have been ordered and the school is currently working to complete ordering for the science curriculum in some grades. School leadership reported that when teachers are in need of materials, they can go to their grade-level administrators. A few teachers and students confirmed the need for additional classroom materials, however most teachers reported that they had sufficient materials to support the curriculum. A review of purchase orders showed that books, Springboard curriculum materials, and general classroom and office supplies (construction paper, glue, toner) were purchased. Concerning technology, school leaders reported that a purchase of Chromebooks and five big screen televisions in addition to a laptop cart for the special education department was in process, which budget documents confirmed. Continuing, school leadership reported that each grade level for grades three through eight has a laptop cart. School leadership also reported that all students receive technology instruction. Teachers and students confirmed the laptop carts per grade level, but added that some of the technology is outdated or inoperable. Teachers also reported that some teachers have promethean boards, but they have not all been set up. Parents noted that the amount of technology in the school has increased over time.
- School leadership leverages teacher and staff talent, expertise, and effectiveness by delegating essential responsibilities and decisions to appropriate individuals. School leadership reported that a social worker spearheads the family and engagement committee, which teachers and student support staff confirmed. Continuing, school leadership reported that teachers sit on committees such as Family and Community Engagement, Climate, and English Language Arts, which student support staff also

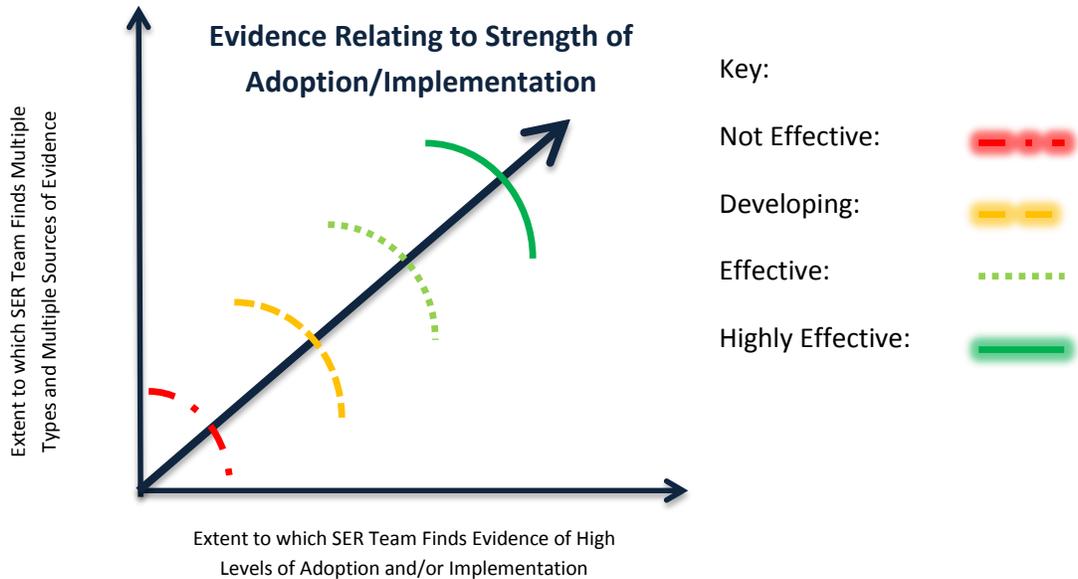
confirmed. Teachers confirmed that they have signed up for committees, but added that committees have been restructured and all committees have not met since the restructuring. Continuing, school leadership reported that a teacher maintains the technology inventory, teachers serve as a literacy and math representative, and teachers are designated to be observed by their peers for specific instructional practices, which teachers confirmed. School leadership added that even the strengths of the administrative team are leveraged. For example, members of the administrative team lead work around restorative practices or work to acquire partnerships, according to school leadership. School leadership and teachers reported that teachers serve on the ILT, which a review of ILT sign-in sheets confirmed. Teachers reported that teachers and staff members serve as coordinators for clubs such as Girls on the Run, the Science Olympiad, the Science Technology Engineering Mathematics club, the robotics club, and the debate team, which emails confirmed. Teachers also reported that teachers lead professional development and participated in the organization of International Night. A review of a Weekly Preview for the week of September 24, 2017 noted a request to teachers to volunteer as coaches for flag football and kickball.

- School leadership consistently provides and focuses common staff time on instructional practices and development in support of student achievement. School leadership and teachers reported that teachers meet twice per week for team meetings and collaborative planning meetings, which teachers confirmed. School leadership and teachers reported that teachers plan lessons, discuss activities and resources, and review student achievement data. Teachers also reported that teachers meet for On Track for Success (comprehensive data meetings) in middle school every other week. A review of collaborative planning agendas across grade levels indicated that teachers are planning lessons as well discussing data from assessments, lesson standards, and the implementation of the Cycles of Professional Learning.
- The school collaborates with families and community partners to garner resources to meet the needs of students and the school. School leadership and teachers reported that the school held a fingerprinting campaign for about 30 parents interested in volunteering at the school, which parents confirmed. Continuing, school leadership reported that parents volunteer in classrooms, as chaperones, and generally throughout the school, which student support staff, students, and the volunteer log confirmed. Teachers added that parents volunteer with clubs such as Girls on the Run and during events such as International Night. Parents confirmed volunteering during International Night. Regarding community partners, school leadership reported that the school partners with United Way (site coordinator, funding from Ripley's Believe It or Not, school supplies, backpacks sneakers for students, and liaising with other partners such Women United and the Baltimore Ravens), University of Maryland, Baltimore County (UMBC) (Professional Development site, interns, Sherman scholars, early childhood innovation hub), Improving Ed (professional development for instructional strategies and data), Under Armour (incentives) , BCTR (family and community engagement), Baltimore Gas & Electric Co (Big Brothers, Big Sisters), the Boys and Girls Club (after school programming), Transformation Life Center (after school programming and incentives, Christ Episcopal Church (personal care items), the Lions Club (donations for families), and Masonville Cove (field trips). Teachers confirmed United Way, Under

Armour, Improving Ed, and BGE. A review the *Maree G. Farring Elementary-Middle School 2017-18 School Year Focus*, letters and emails confirmed the partnerships with Improving Ed, Under Armour, and the United Way.

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 types³ and multiple sources⁴ 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.

³ "Multiple types of evidence" is defined as evidence collected from two or more of the following: document review, stakeholder focus groups; and classroom observations.

⁴ "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 19 classroom observations that were conducted.

TEACH 1: Communicate Standards-Based Lesson Objectives	Evident	Partially Evident	Not Evident
Communication of objective	58%	32%	11%
Learning activities and resources align with lesson objective	63%	32%	5%
TEACH 2: Present Content Clearly	Evident	Partially Evident	Not Evident
Accurate, grade-level content	89%	5%	5%
Alternate presentation of content	68%	0%	32%
Emphasis of Key Points	84%	11%	5%
TEACH 3: Use Strategies and Tasks To Engage All Students In Rigorous Work	Evident	Partially Evident	Not Evident
Scaffolded and/or Differentiated Tasks	47%	37%	16%
Opportunities To Engage With Complex Texts and Tasks	42%	37%	21%
TEACH 4: Use Evidence-Dependent Questioning	Evident	Partially Evident	Not Evident
Questions Requiring Justification	68%	11%	21%
Clear And Scaffolded Questions	79%	16%	5%
TEACH 5: Check For Understanding and Provide Specific, Academic Feedback	Evident	Partially Evident	Not Evident
Informative Checks for Understanding	74%	26%	0%
Specific, Academic Feedback	63%	32%	5%
TEACH 6: Facilitate Student-To-Student Interactions and Academic Talk	Evident	Partially Evident	Not Evident
Opportunities for student-to-student interaction	32%	26%	42%
Evidence-based discussions	37%	11%	53%
Student academic talk	79%	11%	11%

TEACH 7: Implement Routines To Maximize Instructional Time	Evident	Partially Evident	Not Evident
Maximized instructional time	84%	11%	5%
Smooth routines and procedures	63%	37%	0%
TEACH 8: Build A Positive, Learning-Focused Classroom Culture	Evident	Partially Evident	Not Evident
Teacher-to-student interactions	95%	5%	0%
Student-to-teacher interactions	89%	11%	0%
Student-to-Student interactions	89%	11%	0%
TEACH 9: Reinforce Positive Behavior, Redirect Off-Task Behavior, and De-escalate Challenging Behavior	Evident	Partially Evident	Not Evident
Reinforce positive behavior	68%	5%	26%
Off-task behavior	74%	26%	0%
Time impact of redirection/discipline or off-task behavior	84%	16%	0%

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 Maree G Farring Elementary/Middle School was conducted on December 4-6, 2017 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.

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.

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.

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.