Office of Achievement and Accountability
Division of Research Services

School Effectiveness Review
2017 - 2018

Thomas Jefferson Elementary/Middle School
March 12-14, 2018
# Table of Contents

Part I: Introduction and School Background ................................................................. 3  
  Introduction to the School Effectiveness Review ......................................................... 3  
  School Background .................................................................................................. 3  
Part II: Summary of Performance Levels ..................................................................... 4  
Part III: Findings on Domains of Effective Schools ..................................................... 5  
  Domain 1: Highly Effective Instruction ...................................................................... 5  
  Domain 2: Talented People ........................................................................................ 11  
  Domain 3: Vision and Engagement .......................................................................... 14  
  Domain 4: Strategic Leadership ............................................................................... 18  
Performance Level Rubric ............................................................................................ 21  
Appendix A: School Report Comments ....................................................................... 22  
Appendix B: SER Team Members ............................................................................... 25
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
Thomas Jefferson Elementary/Middle serves approximately 454 students in grade pre-kindergarten through eighth grade. The school is located on Dryden Drive in the Edmondson/West Hills neighborhood of Baltimore, Maryland. The principal, Ms. Davis, 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.

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<th>Domains and Key Actions</th>
<th>Performance Levels</th>
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<tbody>
<tr>
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<td>Level 4: Highly Effective</td>
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#### Domain 1: Highly Effective Instruction

1. Teachers plan highly effective instruction. **Effective**
2. Teachers deliver highly effective instruction. **Developing**
3. Teachers use multiple data sources to adjust practice. **Developing**
4. School leadership supports highly effective instruction. **Developing**
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

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<td>Level 4: Highly Effective</td>
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Domain 1: Highly Effective Instruction

Key action 1.1: Teachers plan highly effective instruction.

- 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’ (City Schools) curriculums, including Eureka math. In addition, school leadership and teachers stated that they are using springboard for both middle school English Language Arts (ELA) and math. School leadership and teachers also mentioned that they offer the International Baccalaureate (IB) program. A review of daily lesson plans confirmed that plans were grounded in the Maryland College and Career Readiness Standards. Specifically, one lesson plan noted the following objective: “Students will ask and answer questions in order to demonstrate understanding of key details.” The previously mentioned objective was linked to standard RI.2.1 “ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.”

- Some teachers design daily lessons that meet learners’ unique needs. School leadership reported that teachers use data such as iReady and mClass, to determine small groups; which teachers confirmed. School leadership also noted that small instructional groups have been more of a challenge for the middle school grades. A review of lesson plans confirmed the inclusion of small groups in some lesson plans. Particularly in one lesson plan, the teacher indicated four groups with student’s names as well as differentiated tasks for each group. For example, pink group will work on ending sound bingo, g and j sorting, yellow group will work on ending sound bingo, guided reading (orcas). Additionally, school leadership and teachers reported that accommodations for students with disabilities should be included in lesson plans; which a review of lesson plans confirmed.

- Teachers set and track goals based on students’ performance levels. School leadership reported that teachers recently started a data cycle in which they are setting a goal and identifying strategies needed to achieve the goal. Further, school leadership stated that teachers are not proficient at analyzing and adjusting data yet and teachers are more focused on tracking goals than goal setting. However, teachers were able to talk about reviewing iReady and Amplify data to determine end of year goals. Further, teachers stated that they have student conferences to determine individual student goals. Finally, teachers stated that they have created and submitted Student Learning Objectives (SLOs) that set goals for students’ performance. A review of SLOs, progress monitoring forms, and data tracking forms confirmed that teachers are setting and tracking goals for student performance.
Teachers use and communicate standards-based lesson objectives and align learning activities to the stated lesson objectives. In 92% of classes (n=12) teachers communicated the lesson objective to students by explaining and referencing the objective during the lesson. For example, in one classroom the teacher referenced the objective by stating that their goal “is to read with sufficient accuracy and fluency to support comprehension.” Additionally, in 92% of classrooms lesson activities and resources had a clear and intentional purpose and were aligned with the lesson objective. For example, in the same classroom the students practiced reading a poem with a partner; raising and lowering their voices, using appropriate expression, and pausing at appropriate points.

Most teachers present content in various ways and emphasize key points to make content clear. In 83% of classes (n=12), teachers presented students with accurate grade level content aligned to appropriate content standards. In most classes instruction was aligned to the Common Core State Standards. For example, in one class students were observed decomposing fractions by using an area model to show equivalence which aligns to 4.NF.B.3. Additionally, in 67% of classes, teachers presented content in various ways to make content clear. For example, teachers were observed presenting content using individual graphic organizers, videos, and visual aids. Finally, in 67% of classes, teachers emphasized important points to focus learning of content. For example, in one classroom the teacher emphasized headings and bold texts as text features that will help them understand key details of a non-fiction text.

Some teachers use multiple strategies and tasks to engage all students in rigorous work. In 50% of classes (n=12), teachers scaffolded and/or differentiated tasks by providing access to rigorous grade-level instruction for all students. For example, in one class observed students rotated through centers which had different task/activities related to the objective. However, in 42% of classes observed the teacher did not scaffold or differentiate the task; activities observed were for the whole group with no differentiation. Additionally, in only 42% of classes, did students have opportunities and time to grapple with complex texts and/or tasks. In most classes the teacher provided superficial or rare opportunities for students to engage with complex texts and rigorous task. For example, in one class the teacher read the text aloud and students did not have time individually to grapple with the text or task.

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.
Some teachers use evidence-dependent questioning. In 75% of classes (n=12), teachers asked questions that were clear and scaffolded. For example, in one class students were asked scaffolded questions around familiar vocabulary works that led to development of new vocabulary words. However, in only 42% of classes, did teachers ask questions that required students to cite evidence and clearly explain their thought processes. In most classes students were asked questions to explain their thought process but not cite evidence or only answer basic recall questions.

Most teachers check for student understanding and provide specific academic feedback. In 50% of classes (n=12), teachers conducted one or more checks for understanding that yielded useful information at key points throughout the lesson. For example, in one class the teacher asked students to provide a reasoning to support each answer given. However, in 50% of classes checks for understanding may have only yielded some useful information. In addition, in 67% of classes, teachers gave specific academic feedback to communicate current progress and next steps to move forward. For example, in one class students were given immediate feedback and directions for completing the graphic organizer to help with writing their essays.

Some teachers facilitate student-to-student interaction and academic talk. In 42% of classes (n=12), teachers provided multiple or extended opportunities for student-to-student interaction. For example, in some classes students worked together in pairs or small groups. However, in 50% of classes observed the teacher did not provide any opportunities for student to student interactions. In only 25% of classes, did student-to-student interactions allow students to engage in discussions with their peers to make meaning of or deepen their understanding of the content. For example, in one class students were observed discussing character traits, actions of the character, and what the author wants the reader to know. Finally, in 75% of classes, students used academic talk, and when necessary, teachers consistently and appropriately supported students in speaking academically. For example, in one class students were observed using sentence stems to help support them in speaking academically.

Key action 1.3: Teachers use multiple data sources to adjust practice. Developing

Teachers are beginning to analyze students’ progress toward goals. School leadership reported that they implemented a formal data analysis process in February, and teachers are being trained as they complete the cycle together during their collaborative planning meetings. Continuing, school leadership reported that the processes includes analyzing student performance by standard, identifying areas of strength, errors and misconceptions, inferences, setting a SMART goal, and determining strategies to target skill deficits. A review of the Thomas Jefferson Elementary Middle School (TJEMS) data team approach document confirmed the previously mentioned steps. Further, teachers confirmed that they have reviewed ANet data and they are in the process of completing one data cycle.
• Teachers modify instruction in response to data. School leadership reported that teachers modify instruction based on exit tickets results. Further, school leadership stated that if 70% of students do not master the concept or skill assessed, teachers should re-teach the concept or skill to the whole class. Continuing, school leadership and teachers reported that small groups are also utilized to address misunderstanding of targeted groups of students. A review of one lesson plan noted adjustments made to the plan such as extending the time for the lesson and providing additional guided practices during the independent work time, as needed.

• Teachers appropriately recommend students for opportunities for acceleration and limited tiered interventions. School leadership and teachers stated that they are a Gifted and Advanced Learning Site (GAL); identifying students through the Naglieri assessment and for students who qualify and are receiving services, using Jacobs Ladder in Kindergarten through 5th grade. In addition, school leadership stated that they have a honor’s class and use Springboard for English and math in middle school. School leadership and teachers also mentioned that Individual Learning Plans (ILP) are created for students who are identified as gifted or advanced; which a review of plans confirmed. As for tiered interventions, school leadership stated that there are not yet school-wide interventions, but they are planning to use leveled literacy intervention (LLI) for next year as well as Do the Math. However, both school leadership and teachers stated that currently interventions are being implemented within the classroom through small group instruction, re-teaching, and differentiated homework.

**Key action 1.4: School leadership supports highly effective instruction.**

- School leadership holds and promotes an instructional vision of high student achievement. School leadership and teachers stated that the instructional vision is mainly focused on the district’s Cycles of Professional Learning (CoPL) around academic discourse. Further, teachers reported that when leadership observes classrooms, they expect to see anchor charts, rigorous work, objectives on the board, daily lesson plans and students engaged. Teachers also stated that they receive feedback around the instructional vision through informal observations and walkthroughs. Continuing, teachers stated that expectations are communicated through the professional development that is provided. A review of the CoPL calendar confirmed academic discourse as a focus this year.

- School leadership ensures that teachers engage in the planning of the curricula through oversight of standards-based units, lessons and some pacing. School leadership stated that they each have a group of teachers to informally observe with particular look fors; which a review of an informal observation schedule that included lesson plan checks confirmed. In addition, school leadership stated that they are checking lesson plans during informal observations and discussing the scope and sequence with teachers in collaborative planning meetings. A review of an email with notes from an informal observations and picture of a lesson plan showed feedback as “basic plan, no accommodations listed”. Teachers confirmed that lesson plans are checked during informal observations and school leadership
School leadership provides formative feedback and guidance to teachers about the quality of planning, teaching, and adjustment of practice. School leadership stated that all teachers have been informally observed and there is a strategic schedule for informal observations. Further, school leadership stated that the principal meets with the assistant principal and educational associate each week to check-in on how informal observations are going and what resources are being provided to teachers. Teachers confirmed that school leadership observes classes weekly and that feedback is provided through emails with pictures as well as during face to face interactions. Teachers stated that they receive feedback immediately with suggestions or next steps. A review of informal feedback emailed to teachers with pictures and notes confirmed this practice. For example, an email with feedback from an informal observation stated “the objective on the board did not match the objective in the lesson plan. Please see attached pictures. As I walked around the classroom, it was noted that several students were lost, in the future, try using a document camera for your students so that they can follow along.”

School leadership demonstrates an understanding of data analysis and is beginning to ensure the use of a complete student learning data-cycle. School leadership stated that they have provided a data analysis template and are currently working with teachers through the process. Teachers confirmed that during collaborative team meetings they are being given hands-on training of the process by completing the data analysis steps together.

**Key action 1.5: Teachers establish a classroom environment in which teaching and learning can occur.**

**Effective**

Most teachers implement routines to maximize instructional time. In 83% of classes (n=12), students were only idle for very brief periods of time (less than two minutes) while waiting for the teacher. For example, most teachers were well prepared, handing out materials and supplies quickly. Additionally, in 67% of classes, routines and procedures ran smoothly with minimal or no prompting from the teacher. For example, in one classroom students moved from the floor during a read aloud to their desk quickly and smoothly with no prompting.

Teachers build a positive, learning-focused classroom culture. In 92% of classes (n=12), teacher interactions with students were positive and respectful. For example, teachers were observed using positive tones and saying thank you to students who answered questions. Additionally, in 83% of

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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.
classes student interactions with the teacher were positive and respectful. Finally, in 75% of classes, student-to-student interactions were positive and respectful. For example, in one class students helped their peers when other students struggled with a question.

- Most teachers reinforce positive behavior and redirect off-task or challenging behavior, when necessary. In 67% (n=12) of classes, teachers promoted and reinforced positive behavior. For example, teachers were observed reinforcing positive behavior by giving students high fives and saying “I like how [student] is sitting”. In 75% of classes, students were on-task and active participants in classwork and discussions. Finally, in 100% of classes, teachers addressed behavioral issues, if any, with minimal interruption (2 minutes or less) 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.

- School leadership has created and implemented an organizational and staffing structure that meets the diverse needs of all students. School leadership and teachers stated that the school has three members on the school leadership team that supports teachers’ instruction: the principal, assistant principal and an educational associate. Teachers reported that the school added an additional special educator this year as well as a behavior interventionist. School leadership and teacher also stated that the school has a social worker, psychologist and a mental health therapist from the University of Maryland. Lastly, school leadership and teachers reported, and a review of the staff roster confirmed that the school offers the following resource classes for students: art, technology, gym, music, library, and Spanish.

- School leadership leverages a pipeline for staff recruitment and uses a measure and plans to include stakeholders in the assessment of candidates. School leadership reported that they recruit teachers using a variety of pipeline such as job fairs, Teach for America (TFA), and the Baltimore City Teaching Residency (BCTR); which teachers confirmed. Continuing, school leadership stated that because the principal was hired over the summer, candidates hired for the current school year were only interviewed by leadership and no demonstration lessons were required. Teachers that were hired this year confirmed only being interviewed by school leadership. However, school leadership stated that they have established a hiring process for the upcoming school year that includes teachers as part of the interview panel and a demonstration lesson as a part of the interview process.. A review of an email sent to the Instructional Leadership Team (ILT) team on January 31, 2018 confirmed that the hiring process for the upcoming school year will include the following steps: gather resume, team screen interview, follow-up team interviews, demonstration of teaching skills, ILT and administration will review all data from interview selection process, and determine if candidates will receive a job offer.

- School leadership includes staff members and other stakeholders in the development and retention of effective teachers and staff. School leadership reported that teachers facilitate collaborative planning and they have intentional paired veteran teachers with novice teachers at each grade level. Teachers confirmed leading collaborative planning meetings, as well as facilitating professional development and some teachers serving on the Instructional Leadership Team (ILT). Furthermore, school leadership and teachers noted that district staff provide additional support to teachers. For example, both school leadership and teachers stated that the Academic Content Liaisons (both ELA and math) help support with curriculum planning and informal observations. Additionally, school leadership and teachers reported that teachers participate in peer observations; which a review of peer observations confirmed. Finally, when asked about staff retention, school leadership stated that they ask for teacher feedback after each meeting (plus and deltas), and make changes based on their feedback. Teachers
confirmed this stating that school leadership is open, honest and approachable. Continuing, teachers stated that school leadership is building relationships with teachers through the informal observations and providing feedback and support.

- School leadership has created mentoring and other induction programs, when applicable, to support the development of all new teachers and staff and monitors the program’s effectiveness. According to school leadership, the school has a mentor for all Early Career Teachers (ECT) that meets monthly with new teachers. Teachers confirmed meeting with their mentor and receiving support around classroom management, data, and small group instruction. A review of mentor meeting agendas confirmed that they have had four meetings so far this year (September, October, December, February, and March) and they were discussing classroom observations (informal, peer, and formals), instructional planning, and using data to determine small groups. School leadership stated that they oversee the mentoring program through regular conversations with the mentor and may suggest additional supports, based on concerns from informal observations, which the mentor can also focus on with the teacher. Finally, school leadership stated that individual teachers that were new to the school were asked to come in early and tour the school and ask questions as part of an informal induction.

| 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. | Effective |

- School leadership makes full use of the evaluation system to develop faculty and staff capacity. According to school leadership they use the district’s teacher evaluation process which includes a pre-observation conference in which school leadership and teachers meet together and discuss expectations of the Instructional Framework prior to the observation. Continuing, school leadership stated that after the formal observation they ask teachers to complete a self-reflection with scores prior to their post-conference. During the post-conference, school leadership stated they discuss their feedback and scores and provide additional next steps and suggestions. Teachers confirmed the above process and stated that the feedback is beneficial in improving their instructional practice. Finally, a review of formal observations feedback forms confirmed that formal observations were based on the Instructional Framework and included next steps.

- 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 stated that based on informal observations, classroom behavior, or lack of lesson plan/documentation, teachers may be identified for additional support. Continuing, school leadership stated that they support struggling teachers by providing more informal observations and feedback, mentoring, district support, daily or weekly check-ins, and requiring
teachers to submit lesson plans for additional feedback. Teachers confirmed that struggling teachers are identified through informal observations and reported supports provided as being paired up with a peer mentor, peer observations within and outside of the school, modeling, and meeting with administration on a regular basis. Finally, school leadership reported that there are currently four teachers on a Performance Improvement Plan (PIP); which a review of the PIPs confirmed.

- 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 school is implementing the district’s Cycles of Professional Learning (COPL) around academic discourse, as well as other areas of need based on teacher feedback and district guidance. For example, school leadership stated that additional professional development (PD) has been focused on the data cycle, gifted and advanced learners, and small group instruction. Teachers confirmed receiving PD around the CoPL as part of their collaborative meetings, stating that they have read and discussed the book *Academic Conversations*, which a review of meeting agendas confirmed. In addition, some teachers reported receiving additional PD on topics that included data analysis, small group instruction, arts integration, and infinite campus. Finally, a review of the professional development calendar confirmed the CoPL as well as a book study with *Making the Most of Small Group Differentiation* for grades PreK-5.
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 is beginning to share an understanding of, and commitment to, the school mission, vision, and values, including an understanding of strategic goals and initiatives. School leadership, teachers, and staff reported that the mission and vision of the school was just re-written by members of the ILT and shared with the larger staff. Continuing, school leadership and teachers all stated that the new mission is about being a community school in which they are preparing students to be responsible, ready to work, and productive citizens. Although most teachers and staff knew the main idea of the new mission, they were less clear about strategies, goals, or initiatives aligned to the mission. In addition, parents and students were unaware of the mission and vision stating more general themes such as to educate and prepare students for college. A review of notes from an ILT agenda confirmed that the ILT dissected the previous mission and vision to develop a more succinct and accurate mission and vision.

- Families, students, and most staff feel physically safe at the school. Families, staff, and some students feel emotionally safe at the school. Regarding physical safety, school leadership and most teachers stated that they feel physically safe because of some of the structures they have put in place such as adding a staff member from Continuous Growth to help with the climate, ensuring that all visitors check-in at the office, adding additional cameras inside and outside the building, and developing a separate dismissal area for PreK/L and 1st/2nd grade students from the older students. Parents echoed this sentiment stating that they feel safe because of the tighter procedures and oversight from adults. A review of the staff handbook confirmed the arrival and dismissal procedures for the younger grades. Most students stated that they feel safe noting fire drills, and that the doors are locked. However, some students indicated that some student behaviors (physically violent to other students and staff) makes them feel less safe. When asked about emotional safety, parents and teachers reported feeling emotionally safe, stating that school leadership is very approachable. Further school leadership stated that teachers are asked to complete a survey after each meeting regarding pluses and deltas so that they can make adjustments based on teacher’s needs, which teachers confirmed. A review of an in-house climate survey that was administered to staff on December 22 listed questions such as “I feel physically and emotionally safe”, “What PD needs do you have that are not being addressed”, “What areas of improvement do you feel are needed by SL with supporting staff and students”, “Do you believe weekly staff news has areas for improvement to meet your needs”. School leadership, teachers, parents, and most students indicated that students have adults they can talk with, such as the social worker, psychologist, and their teachers. However, some students reported that they do not feel emotionally safe because they feel that if they talk to an adult about bullying, nothing will be done, or they are not believed.

3 Less than six parents participated in the parent focus group.
• School leadership establishes structures for the acknowledgement and celebration of student, faculty, and staff success. School leadership, teachers, parents, and students reported that students receive class dojo points and when they earn enough points, they can participate in monthly Positive Behaviors Interventions and Supports (PBIS) events and trips such as movie, skating, ice cream social, and Dave and Busters. A review of a flyer confirmed there was a PBIS event, the Pajama Jam, that took place on October 18th. In addition, school leadership, teachers, parents, and students stated that they have an award for Student of the Month, perfect attendance awards, and quarterly awards ceremonies. A review of documents confirmed the Student of the Month certificates. With regards to staff celebrations, school leadership, teachers, and staff reported that teachers are recognized for perfect attendance as well as staff member of the month. School leadership also stated that staff are recognized through shout outs and kudos in staff newsletters and in staff meetings, which teachers confirmed. For example, one staff newsletter had the following kudos: “shout out to [teacher] for keeping her students engaged in answering grammar questions using plickers technology! Ask her about it...its really cool!” and “Whoop, whoop... [staff member] has been on a roll in the main office making sure all parents have passes supporting a safe school environment!

• The school develops limited systems that proactively attend to individual students’ social and emotional needs. School leadership, teachers, parents, students, and community partners stated that the school has a Boys to Men mentoring program. A review of a letter to parents inviting students to participate in Boys to Men confirmed that the all-male afterschool mentoring program helps expose students to civic, social, and cultural experiences. In addition, teachers, parents and students also stated that sports programs like basketball, football, volleyball, baseball, and track provide students with social skills and mentoring. Further, school leadership, teachers, and staff stated other staff or programs such as a mental health clinician from the University of Maryland, the school psychologist, and social worker working with small groups of students. Finally, school leadership mentioned that they will be a district site for the CASEL (Collaborative for Academic, Social, and Emotional Learning) program.

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

• 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. According to school leadership, parents, students, community partners, and teachers, the school communicates through automatic phone calls, fliers, emails, and class dojo. Continuing, teachers and parents stated that they communicate in-person with teachers and school leadership at arrival and dismissal. Finally, a review of fliers confirmed that news and events are being communicated to families and the community.
The school establishes regular structures for two-way communication, which facilitate opportunities for families and the community to participate in, or provide feedback on school-wide decisions. School leadership stated that the school has a Parent Teacher Organization (PTO) and a School Family Council (SFC). Most teachers, parents, and staff were aware of at least one of these structures if not both. Further, a review of a PTO meeting agendas confirmed that they have had two meetings so far this year and have discussed PTO board roles and responsibilities, nominations of officers, upcoming events and volunteer opportunities. A review of a PTO agenda confirmed the purpose of the PTO as “an organization designed to encourage fellowship, build cooperation, and pursue topics and projects of mutual interests between teachers and parents/guardians.”

School leadership establishes multiple structures for frequent communication with teachers and staff members regarding policies, progress, and school culture. Teachers stated that school leadership communicates with staff through weekly newsletters, emails, weekly collaborative meetings, monthly staff meetings, and daily face-to-face interactions. A review of a staff newsletters revealed that it contains information about staff news and updates, gifted and advanced learners, specific student needs arts integration, academics, the PTO, and school safety. For example, in an October 13th staff newsletter under the section for academics there was a reminder about the upcoming quarter 1 award ceremony and a reminder about small group instruction.

School leadership, teachers, and staff build strong relationships with families and community stakeholders from diverse backgrounds. School leadership and teachers reported that through hosting events, the school builds relationships with families and the community. For example, school leadership and teachers stated, and a review of fliers confirmed events such as Donuts for Dads, Math Night, STEAM (Science, Technology, Engineering, Arts, Math) night, Maryland science center family night, arts integration night, and a back to school rally. In addition, school leadership and community partners stated that the school hosted a partnership breakfast in November as a way increase partners’ involvement.

The school’s curricula, resources, and programs consider cultural, linguistic, and socioeconomic diversity. According to school leadership the school infuses cultural diversity through arts integration, which some teachers confirmed. In addition, school leadership, teachers and students stated that they celebrated Black History Month with a tribute band to Stevie Wonder. Some teachers and students also reported that the 7th grade class is planning a field trip to North Bay. Further, some teachers stated that they incorporate cultural diversity into the classroom through the International Baccalaureate (IB) program. Regarding socioeconomic diversity, school leadership, teachers, parents, and students stated that the school has a food bank, which a review of the school newsletter confirmed. In addition, school leadership, teachers, staff, and students stated that the school has a uniform bank that provides
uniforms for students in need. Teachers and students also mentioned that baskets and gifts were distributed around the holidays. Finally, regarding linguistic diversity, school leadership, teachers, parents, and students all stated that a Spanish class is offered as part of the resource rotation for all grades.

- The school maintains a positive school culture and climate. All stakeholder (school leadership, teachers, staff, parents, students, and community partners) stated that the school has a positive school culture and climate. School leadership stated that the culture and climate is positive because they listen to the staff and they believe in fairness and accountability. Teachers stated that they feel PBIS helps support a positive culture, as well as the relationships among staff. Students stated they think the school’s culture and climate is positive because of the teachers. Finally, the site visit team observed that the school is clean and bright, student work is on display in hallways, and staff are friendly and welcoming. Parents also mentioned that its positive because teachers and staff really know the students and it feels like a family.
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.

• School leadership establish goals for the improvement of student learning that are measurable and aligned to student need and school improvement. School leadership stated that under the guidance of the district they created a goal of a 5% increase on both reading and math PARCC data. Further, school leadership stated that they have reading and math goals based on TRC and i-Ready data and an attendance goal. Teachers were generally aware of an attendance goal of 94%. However, only some teachers knew that there were academic goals but were unaware of the measures related to the academic goals. A review of the principal’s first conference report and SLO goals confirmed the following goals as: “28 students in grades k-2 that are far below the grade level TRC goal will make .75+ year’s growth, 90 students in grades k-2 that are below, on the grade level TRC goal will make .75 growth, and we will decrease our Tier 3 attendance students from 8.1% to 5.”

• School leadership ensures the alignment of all school goals, action plans, and key priorities. According to school leadership the strategies aligned with achieving the goals for the current year include: teachers using a data cycle, small group instruction, and providing interventions. Most teachers confirmed small group instruction and the use of a data cycle. As for the strategies aligned to the attendance goal, teachers stated that they are using class dojo to award students if they come to school, as well as recognizing students for perfect attendance. A review of the principal’s first conference report and SLO goals confirmed the following strategies: professional development, attendance committee to monitor attendance, plan home visits, and follow the SST process for intervention and support for the families.

• 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) meetings take place at least monthly in which the team discusses school-wide data such as climate, attendance, suspension, iReady, and Amplify. A review of ILT meeting agenda confirmed that the team analyzed the i-Ready and Mclass data and school survey results. Finally, school leadership stated that the ILT has been focused on the climate and based on the data made adjustments to the use of the class dojo points system and incentives.
- Budget distributions and resource allocations support teaching and learning. School leadership stated that they have sufficient staffing in regards to class size, however in order to be a true International Baccalaureate (IB) school they should have someone who is solely dedicated to overseeing and supporting the program. Teachers, parents, and students all reported that there are no current vacancies, and that class sizes are manageable. As for materials and supplies, school leadership, teachers, and most students stated that the school has sufficient materials. Specifically, teachers stated that if they need something they can communicate that to school leadership and they will make an effort to get it for them. A review of invoices confirmed that classroom supplies and materials were ordered for this school year. However, some parents stated that students do not have basic supplies like books and pencils. Finally, when asked about technology, school leadership stated that they have it but it does not always function properly. Specifically, school leadership stated that they have two computer labs and a laptop cart, all teachers have an Elmo, and they recently purchased some iPads. Teacher, students, and parents confirmed that some of the technology is outdated or broken. Finally, school leadership and parents stated that with the 21st century renovations to the building that are scheduled for next year, they will receive a technology package.

- School leadership leverages teacher and staff talent, expertise, and effectiveness by delegating essential responsibilities and decisions to appropriate individuals. According to school leadership, teachers facilitate collaborative planning meetings and lead professional development sessions, which teachers confirmed. Further, school leadership and teachers indicated that teachers also serve on school committees. A review of committee agendas confirmed the following: PBIS, the green team, arts integration, and family and community committee. Teachers also mentioned that some teachers coach sports such as flag football and volleyball, as well as lead clubs such as STEM, dance, and safety patrol. Finally, school leadership and teachers also mentioned that a staff member holds the Boys to Men mentoring program afterschool.

- 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 weekly, on Wednesdays, for collaborative planning meetings by grade level groups (Prek/k, 1st/2nd, 3rd/4th, 5th/6th, and 7th/8th). Further, teachers stated that they discuss topics such as the Cycles of Professional Learning (CoPL), data cycle, instructional strategies, and small group instruction. A review of collaborative meeting agendas confirmed these topics are discussed.
The school collaborates with families and community partners to garner resources to meet the needs of students and the school. School leadership, teachers, students, parents, and community partners, stated that parents volunteer at the school by helping with the fresh fruit and vegetable program, in the cafeteria, and in classrooms. Further, school leadership stated that parents also provide hallway support and greet students and visitors during arrival. A review of the parent volunteer log confirms parent’s volunteerism. Further, school leadership, teachers and community partners stated that the school has partnerships with a variety of community organizations including: The Taylor Brown Foundation (host middle school career days, provides back to school supplies and other needs), Hunting Ridge Presbyterian (provides school supplies), and Councilman Burnett (supports partnership with neighborhood and the school through providing student volunteer hours, internships and obtaining other resources). Some teachers also mentioned partnerships with some colleges such as Morgan State University, Johns Hopkins University, and Coppin State University that provided support around STEM programing and supplies. A review of a community partner list confirmed the partners mentioned above.
Performance Level Rubric

The SER team will use the following guidance to select a performance level for each key action. Note that the quality standard for each performance level is based upon: the extent to which the SER team finds multiple types\(^4\) and multiple sources\(^5\) 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 12 classroom observations that were conducted.

<table>
<thead>
<tr>
<th>TEACH 1: Communicate Standards-Based Lesson Objectives</th>
<th>Evident</th>
<th>Partially Evident</th>
<th>Not Evident</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication of objective</td>
<td>92%</td>
<td>8%</td>
<td>0%</td>
</tr>
<tr>
<td>Learning activities and resources align with lesson objective</td>
<td>92%</td>
<td>8%</td>
<td>0%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TEACH 2: Present Content Clearly</th>
<th>Evident</th>
<th>Partially Evident</th>
<th>Not Evident</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accurate, grade-level content</td>
<td>83%</td>
<td>0%</td>
<td>17%</td>
</tr>
<tr>
<td>Alternate presentation of content</td>
<td>67%</td>
<td>8%</td>
<td>25%</td>
</tr>
<tr>
<td>Emphasis of Key Points</td>
<td>67%</td>
<td>25%</td>
<td>8%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TEACH 3: Use Strategies and Tasks To Engage All Students In Rigorous Work</th>
<th>Evident</th>
<th>Partially Evident</th>
<th>Not Evident</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scaffolded and/or Differentiated Tasks</td>
<td>50%</td>
<td>8%</td>
<td>42%</td>
</tr>
<tr>
<td>Opportunities To Engage With Complex Texts and Tasks</td>
<td>42%</td>
<td>42%</td>
<td>17%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TEACH 4: Use Evidence-Dependent Questioning</th>
<th>Evident</th>
<th>Partially Evident</th>
<th>Not Evident</th>
</tr>
</thead>
<tbody>
<tr>
<td>Questions Requiring Justification</td>
<td>42%</td>
<td>25%</td>
<td>33%</td>
</tr>
<tr>
<td>Clear And Scaffolded Questions</td>
<td>75%</td>
<td>25%</td>
<td>0%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TEACH 5: Check For Understanding and Provide Specific, Academic Feedback</th>
<th>Evident</th>
<th>Partially Evident</th>
<th>Not Evident</th>
</tr>
</thead>
<tbody>
<tr>
<td>Informative Checks for Understanding</td>
<td>50%</td>
<td>50%</td>
<td>0%</td>
</tr>
<tr>
<td>Specific, Academic Feedback</td>
<td>67%</td>
<td>33%</td>
<td>0%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TEACH 6: Facilitate Student-To-Student Interactions and Academic Talk</th>
<th>Evident</th>
<th>Partially Evident</th>
<th>Not Evident</th>
</tr>
</thead>
<tbody>
<tr>
<td>Opportunities for student-to-student interaction</td>
<td>42%</td>
<td>8%</td>
<td>50%</td>
</tr>
<tr>
<td>Evidence-based discussions</td>
<td>25%</td>
<td>17%</td>
<td>58%</td>
</tr>
<tr>
<td>Student academic talk</td>
<td>75%</td>
<td>17%</td>
<td>8%</td>
</tr>
<tr>
<td>TEACH 7: Implement Routines To Maximize Instructional Time</td>
<td>Evident</td>
<td>Partially Evident</td>
<td>Not Evident</td>
</tr>
<tr>
<td>----------------------------------------------------------</td>
<td>---------</td>
<td>------------------</td>
<td>-------------</td>
</tr>
<tr>
<td>Maximized instructional time</td>
<td>83%</td>
<td>8%</td>
<td>8%</td>
</tr>
<tr>
<td>Smooth routines and procedures</td>
<td>67%</td>
<td>8%</td>
<td>25%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TEACH 8: Build A Positive, Learning-Focused Classroom Culture</th>
<th>Evident</th>
<th>Partially Evident</th>
<th>Not Evident</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher-to-student interactions</td>
<td>92%</td>
<td>8%</td>
<td>0%</td>
</tr>
<tr>
<td>Student-to-teacher interactions</td>
<td>83%</td>
<td>17%</td>
<td>0%</td>
</tr>
<tr>
<td>Student-to-Student interactions</td>
<td>75%</td>
<td>25%</td>
<td>0%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TEACH 9: Reinforce Positive Behavior, Redirect Off-Task Behavior, and De-escalate Challenging Behavior</th>
<th>Evident</th>
<th>Partially Evident</th>
<th>Not Evident</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reinforce positive behavior</td>
<td>67%</td>
<td>17%</td>
<td>17%</td>
</tr>
<tr>
<td>Off-task behavior</td>
<td>75%</td>
<td>8%</td>
<td>17%</td>
</tr>
<tr>
<td>Time impact of redirection/discipline or off-task behavior</td>
<td>100%</td>
<td>0%</td>
<td>0%</td>
</tr>
</tbody>
</table>
# 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 Thomas Jefferson Elementary/Middle School was conducted on March 12-14, 2018 by a team of representatives from Baltimore City Public Schools.

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.

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.

Ayanna Jenkins is currently a Human Capital Specialist – Food and Nutrition Services for Baltimore City Public Schools. I have also served as an elementary school teacher as well as a school staff associate. I have dedicated 11 years of service to City Schools in various roles and capacities. Within my various roles, I have had the pleasure of working with students and parents directly. Although my current position does not offer student and parent interaction, I find fulfillment in ensuring that each student has the opportunity to obtain a healthy breakfast and lunch every day. Educating and teaching the cafeteria staff how important healthy meals are to a student’s educational development has become my goal to positively impact the students of Baltimore City Public Schools.
**Leanne Riordan** is an Educational Specialist in the Office of Differentiated Learning, with a focus on English learners and ESOL instruction. Her previous roles in education include teaching ESOL, serving as a para-educator for early childhood, and providing student support as a special education assistant. Leanne has an M.A. in TESOL from Notre Dame of Maryland University, and a B.A. in English and Communication from the University of Delaware.

**Deonne Medley** is a Director of Teacher Support and Development in the Office of Organizational Development within Human Capital.