BALTIMORE CITY
PUBLIC SCHOOLS

Office of Achievement and Accountability
Division of Research Services

School Effectiveness Review

2018 - 2019

Dorothy I Height Elementary School

October 15-17, 2018

Table of Contents

Baltimore City Public Schools, 2018-19

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-and-a-half-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

Dorothy I Height Elementary School serves approximately 338 students in Pre-Kindergarten through Fifth grades. The school is located on Linden Ave. in the Reservoir Hill community of Baltimore, Maryland. The principal, Ms. Tamara Hanson, has been at the school for nine 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 School leadership supports highly effective instruction.	**Effective**
1.2 Teachers use multiple data sources to adjust practice.	**Developing**
1.3 Teachers deliver highly effective instruction.	**Developing**
1.4 Teachers establish a classroom environment in which teaching and learning can occur.	**Highly Effective**
Domain 2: Talented People	
2.1 The school implements systems to select and retain effective teachers and staff whose skills and beliefs meet the needs of the school.	**Effective**
2.2 The school makes full use of the evaluation system to develop faculty and staff capacity through school-wide reflection and professional development and to hold them accountable for performance.	**Effective**
Domain 3: Vision and Engagement	
3.1 The school has a clear vision and mission that promotes a student-centered learning environment that reflects, celebrates, and embraces student, staff, and community diversity.	**Effective**
3.2 The school cultivates and sustains open communication and decision-making opportunities with families and the community.	**Effective**
3.3 The climate and culture of the school creates a welcoming learning environment that meets the academic, social, and emotional needs of each student.	**Effective**
Domain 4: Strategic and Professional Management	
4.1 The school manages progress towards clear goals through a cycle of planning, action, assessment, and adjustment.	**Developing**
4.2 The school allocates and deploys the resources of time, human capital, and funding to address the priority growth goals for student achievement.	**Effective**

Baltimore City Public Schools, 2018-19

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: School leadership supports highly effective instruction.	Effective

- School leadership ensures that teachers engage in the planning of the curricula through oversight of standards-based units, lessons and pacing. School leadership and teachers reported that the school uses the following curriculum programs to plan daily lessons: Wit & Wisdom, Fundations, Eureka Math, and SABES (STEM Achievement in Baltimore Elementary Schools), which lesson plans confirmed. School leadership added that SPIRE and Do the Math are used to plan lessons for students with disabilities. In terms of oversight of planning and pacing, school leadership and teachers reported that the instructional leads for literacy and math begin the planning process through unpacking lesson's standards with teachers during weekly academic planning meetings and continue to monitor teachers' planning and pacing through informal observations. A review of academic planning agendas confirmed oversight of planning and an administrative team member's weekly reports confirmed the oversight of teachers' pacing through the discussion of informal observations centered around teachers' pacing.

- School leadership provides formative feedback and guidance to teachers, aligned to the Instructional Framework, which is actionable and clearly describes strengths and areas for growth. School leadership and teachers reported that informal observations occur weekly for every teacher. School leadership reported that a standard form is used to provide feedback and includes a focus on classroom environment and instruction, which teachers and a review of observation forms confirmed. Also, school leadership and teachers reported that in addition to the observation form, teachers have opportunities to discuss the feedback in person with the observer if more clarity is needed. A review of a Quick Peak Informal Feedback Form contained to following feedback aligned with Teach 1 of the Instructional Framework, "Make objectives visible for students and highlight sight words or even words that begin with the focus letter of the week."

- School leadership demonstrates an understanding of data analysis and is beginning to ensure the use of a complete student learning data-cycle. School leadership reported that teachers had begun the first of six steps in the data cycle, called the "treasure hunt", which is essentially reviewing the data for trends. A review of *The Decision Making for Results Six-Step Process* noted the following steps: Conduct a treasure hunt, Analyze data to prioritize needs, Establish SMART goals, Select specific strategies, Determine results indicators, and Monitor and evaluate results. Teachers reported that they had begun the data analysis process in academic planning meetings, specifically looking for trends in performance on assessments such as i-Ready, Dynamic Indicators of Basic Early

Learning Skills (DIBELS), Text Reading Comprehension (TRC), etc. and are beginning to group their students. School leadership and teachers reported that teachers will continue to work through the data cycle during academic planning meetings, specifically creating action plans for groups of students, implementing strategies to target areas of growth, and reassessing students to determine progress after the implementation of the strategies or progress monitoring. A review of an administrative team member's weekly report noted discussion around the creation of a progress monitoring calendar to monitor the results of teachers' action plans.

Key action 1.2: Teachers use multiple data sources to adjust practice.	Developing

- Teachers analyze students' progress toward some goals. At the time of the review, school leadership and teachers reported that teachers are in the process of setting student learning objectives (SLO), however, teachers are also setting mastery targets for students in terms of standards. Some teachers reported that although SLOs are not yet due, they are setting goals for students based on some of the assessments previously administered such as TRC and DIBELS. Continuing, these teachers reported that they have analyzed the data for trends and developed small groups to target areas of growth. Other teachers reported that they were tracking exit ticket performance in order to prioritize skills. School leadership reported that for math, teachers analyze daily formative assessments to determine groupings for the following day, which teachers confirmed. School leadership also reported that data analysis for literacy is not as much of a streamlined process because progress on Wit & Wisdom cannot be tracked daily and standards are taught on a revolving basis, which some teachers also confirmed. Additionally, school leadership reported that Fundations assessments are tracked. Finally, teachers reported that they are assessing students' understanding of the lesson through observations and students' performance on Focus Question Tasks.

- Teachers plan and adjust instruction in response to data. School leadership and teachers reported that teachers adjust instruction based upon data including formal and informal assessments. School leadership and teachers reported that teachers use exit tickets in math to plan for three groups (Red, Yellow, Green) based upon students' mastery of the concepts or standards, which teachers confirmed. A review of lesson plans confirmed the implementation of small groups, although at varying levels of specificity. For example, some lesson plans noted small groups with students' names, while other lesson plans noted small groups with students' name, and the different activities and objectives for each group. Continuing, school leadership reported that teachers implement the Universal Design of Learning (UDL) principles to provide access to the curriculum including the use of process charts, sentences frames, etc. Teachers confirmed the implementation of the UDL principals. Finally, school leadership and teachers reported that adjustments made to instruction depend on the number of students needing additional practice or support on a specific skill or lesson. Lesson plans also noted accommodations, higher order thinking questions, and the gradual release of instruction.

- Teachers are beginning to appropriately recommend students for some tiered interventions, including limited opportunities for acceleration. School leadership and teachers reported that teachers are implementing small group instruction. Additionally, school leadership and teachers reported that tutors from Brown Memorial work with a targeted group of students (based upon data) after school. School leadership and teachers reported that a school-wide intervention block will begin in November for literacy and students will receive supports based on i-Ready data. School leadership also reported that the Prevention and Intervention for Early Learners (PIEL) team is working with staff to plan the intervention activities for students in Kindergarten through second grade and the leadership team is planning to replicate the intervention block in grades 3-5. A review of a PIEL meeting agenda with the administrative team confirmed the planning of the intervention. Teachers confirmed the work of the PIEL team to assist with implementing interventions. Regarding opportunities for acceleration, school leadership reported that small group instruction addresses students who are higher performing, which teachers confirmed. Also, school leadership and teachers reported that the Giving All Talents Exposure (GATE) program (an opportunity for students to use their academic and non-academic talents) will start in January. School leadership reported that the school has received materials for Gifted and Advanced Learners from district staff and will administer the Naglieri Assessment in November.

Key action 1.3: Teachers deliver highly effective instruction.[1]	Developing

- Most teachers use and communicate standards-based lesson objectives and align learning activities to the stated lesson objectives. In 33% of classes (n=9), teachers communicated the objective by referring to it during the lesson. In 78% of classes, learning activities and resources aligned with the lessons' objectives. In one class the teacher had students read the objective and asked students to discuss the task noted in the objective which was "Students will compare and record the life cycle stages of the Monarch Butterfly and the Painted Lady Butterfly". During the observation period, students discussed a diagram showing the lifecycle, watched brief videos about each type of butterfly, and noted the similarities and differences between the two types of butterflies.

- Teachers present content in various ways and emphasize key points to make content clear. In 100% of classes (n=9) teachers presented accurate grade level content. In one class, where students were asked to demonstrate understanding of place value and decimals, the teacher noted alignment of the lesson with the following standard 5.NBT.B.7 Number & Operations in Base Ten-Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place values. Continuing, in 89% of classes, teachers presented content is two or more ways to make content clear. In the previously mentioned class, the teacher modeled for students how to

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[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.

solve similar problems with a sample problem in addition to solving a problem with a tape diagram. Lastly, in 89% of classes, teachers emphasized key points to make content clear. In the same class, the teacher emphasized highlighting key words and phrases in the problem and strategies that could be used to solve the problem.

- Most teachers use multiple strategies and tasks to engage all students in rigorous work. In 89% of classes (n=9), teachers scaffolded and/or differentiated tasks by providing rigorous grade-level instruction for all students. In one class, the teacher facilitated different small groups with students focused on different tasks such as recognizing letter sounds and reading sight words. Continuing, in only 33% of classes did students have opportunities and time to grapple with complex texts and/or rigorous tasks. In most classes observed, students did not have opportunities to independently engage with complex texts or tasks. However, in one class, students had an opportunity to complete a writing assignment in their journals in response to a text.

- Some teachers use evidence-dependent questioning. In only 33% of classes (n=9), did teachers ask questions that required students to cite evidence and clearly explain their thought processes. In most classes teachers did not ask higher order thinking questions that required students to explain their thinking or justify their answers with the text. However, in 78% of classes, teachers asked questions that were clear and scaffolded. In one class, the teacher asked a student to explain how they arrived at their answer. After the student's explanation, the teacher asked, "Why can't I subtract 8 from 2? Now what should I do? What is the answer?"

- Some teachers check for student understanding and provide specific academic feedback. In 67% of classes (n=9), teachers conducted one or more checks for understanding that yielded useful information at key points throughout the lesson. Teachers checked students' understanding by circulating while students worked, asking students questions, and checking in with small groups of students to determine their progress. In 44% of classes, teachers gave students specific academic feedback to communicate current progress and next steps to move forward. In one class, when a student's answer was incorrect, the teacher reread part of the problem "How much more does she need? Then the teacher said, "Much more…What does much more mean?

- Teachers support academic talk, however do not facilitate student-to-student interaction. In 67 % of classes (n=9), students used academic talk, and when necessary, teachers consistently and appropriately supported students in speaking academically. In one class, students shared prior knowledge topics related to butterflies prior to a lesson on butterflies. Specifically, one student stated "I know that butterfly eggs camouflage to protect themselves", while another student said that "Some butterflies leave their eggs and go to warmer climates". However, in only 11% of classes, did teachers provided multiple or extended opportunities for student-to-student interactions and academic talk, however the opportunity did not deepen students' understanding of the content.

Key action 1.4: Teachers establish a classroom environment in which teaching and learning can occur. [2]	Highly Effective

- Teachers implement routines to maximize instructional time.   In 89% of classes (n=9), 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 class including the manipulatives and handouts before the lesson began. In 78% of classes, routines and procedures ran smoothly with minimal or no prompting from the teacher. In one class, students followed a specific procedure for turn and talks when prompted by the teacher.

- Teachers build a positive, learning-focused classroom culture. In 89% of classes (n=9), teachers' interactions with students were positive and respectful. In one class, a teacher complimented students' answers by saying "Great!" and "Good Job!" Also, in 100% of classes, students' interactions with the teachers were positive and respectful. Students responded promptly and respectfully to teachers' requests. Finally, in 100% of classes, student to student interactions were positive and respectful. In most classes, all students related positively to one another

- Teachers reinforce positive behavior and redirect off-task or challenging behavior, when necessary. In 78% of classes (n=9), teachers promoted and reinforced positive behavior. In one class, the teacher awarded points to students for being on task. Continuing, in 78% of classes, students were on task and active participants in classwork and discussions. Lastly, also in 78% of classes, teachers addressed behavioral issues (if any) with minimal interruption to instructional time (2 minutes or less).

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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.

Baltimore City Public Schools, 2018-19

Domain 2: Talented People

Key action 2.1: The school implements systems to select and retain effective teachers and staff whose skills and beliefs meet the needs of the school.	Effective

- School leadership has created and implemented organizational structures for selection and retention across staffing positions that address student well-being and academic performance. School leadership and teachers reported that the math and literacy leads are responsible for instruction in terms of working with teachers to understand and implement the curriculum. In addition, school leadership and teachers reported that the school has a climate lead that spearheads the school wide Restorative Practices initiative as the school is designated an intensive site. In terms of student support staff, school leadership, teachers, and student support staff reported that the school has a social worker, a speech pathologist, the Prevention and Intervention for Early Learners Team (PIEL), (which includes a two psychologists, two speech language pathologists, and an occupational therapist, dedicated to primary students) and resource teachers including music, technology, art, physical education, Coding, and library science, which a review of the school's organizational chart and staff roster confirmed. School leadership, teachers, students, parents, and the community partners also reported the that the school has a community schools' coordinator who works to garner and organize partnerships, organize parent volunteers, and organize committees. School leadership reported that teachers in grades 3-5 are departmentalized and teacher assignments were revised this year based upon the school's data. Regarding retention, school leadership reported that a main priority is to ensure that teachers are supported, which has occurred through the addition of instructional leads, the Dorothy I Height Institute (for early career teachers), and the extended academic planning meetings, which teachers confirmed and teachers added that school leadership always ensures that teachers are aware of decisions being made regarding the school.

- School leadership proactively recruits candidates using some stakeholders and a measure to assess each candidate's qualifications in alignment with school needs. School leadership reported that intent forms are reviewed during the spring and candidates are generally recruited through City School's Office of Human Capital. A review of Hiring Fair Tickets and emails from the Office of Human Capital confirmed the office's role in the recruitment process. School leadership reported that one teacher was hired for the current school year during last year's open transfer period for City Schools. Continuing, school leadership reported that the teacher interviewed with members of the leadership team after touring the school. When asked about teacher participation in the hiring process, teachers reported that they had not participated in the recruitment or hiring of teachers at the time of the review.

Baltimore City Public Schools, 2018-19

- School leadership ensures the implementation of a mentoring program, when applicable, to support the development of all new teachers and staff and monitors the program's effectiveness. School leadership and teachers reported that the school supports new teachers through the Dorothy I Height (DIH) Institute for first through third year teachers. Specifically, school leadership reported that teachers' needs are currently being identified and professional development will be provided around those needs. For example, school leadership reported that support will be provided around writing Student Learning Objectives (SLO), Individual Development Plans, etc. Teachers reported that at the first mentoring meeting a needs assessment was administered and structures such as academic planning meetings and the Instructional Framework were discussed in addition to how support for new teachers would be documented. Teachers reported that no induction program took place this year. A review of a D.I.H. Institute Agenda and notes from September 26, 2018 noted the following agenda items: Professional Expectations, Planning Routines, Instructional Framework, and Learning Zone.

Key action 2.2: The school makes full use of the evaluation system to develop faculty and staff capacity through school-wide reflection and professional development and to hold them accountable for performance.	Effective

- School leadership reinforces performance expectations for all staff and allocates time to support staff in meeting those expectations. School leadership and teachers reported that performance expectations and the formal observation schedule were communicated to staff during a previous staff meeting and in a staff bulletin, which a review of a staff meeting agenda dated October 1, 2018 and the formal observation calendar confirmed. As a part of professional expectations, school leadership and teachers reported that teachers were in the process of completing their Individual Development Plans (IDPs), which a review of some completed IDPs also confirmed. Additionally, school leadership and teachers reported that the formal observation process consists of the pre-observation conference, where the lesson plan is discussed, the formal observation period, and the post observation conference, where feedback and next steps are given.

- School leadership uses multiple methods to provide timely support and interventions to struggling teachers and staff as indicated by data and/or informal or formal observations. School leadership reported that areas of opportunity will be discussed with teachers during post observation conferences and shared with the administrative team in order to determine supports for teachers, which a review of administrative team agendas confirmed. Specifically, administrative team agendas noted that that teachers' observation results are discussed including areas of strength and growth. School leadership reported that after supports are provided, if no improvement is shown, a teacher may draft his/her own Performance Improvement Plan (PIP), review it with the principal, and receive feedback from the principal regarding the appropriateness of the interventions. In general, school leadership reported that teachers implementing Wit & Wisdom need support at this time because it is a new curriculum. Teachers reported that trends from informal observations have been noted in

the Monday Memo (bulletin from school leadership to staff) where school leadership highlights areas of improvement after informal observations and offers support during academic planning meetings. Teachers added that after areas of improvement are identified and supports are provided, school leadership continues to monitor instruction for improvement.

- School leadership engages all staff in differentiated professional development based on identified needs and in alignment with the school's instructional vision. School leadership reported that district support staff worked with the school to determine the arts integration focus as a 21st century school. To that end, school leadership reported that arts integration should be ingrained in the culture of the school. In alignment with the arts integration focus, school leadership and teachers reported that the staff is receiving professional development around arts integration. Additionally, school leadership and teachers reported that the school's professional development has been focused on restorative practices, Wit & Wisdom literacy curriculum, and technology. Teachers added that there has also been a focus on data driven instruction. School leadership and teachers reported that professional development has been differentiated by content as well as by grade band. A review of a PowerPoint presentation titled *Ensuring Mathematical Success for All* revealed a beginning of the year math professional development session. A review of an Arts Integration and Technology Professional Development Plan confirmed professional development sessions at the beginning of the year and indicated dates for professional development for the remainder of the school year.

Domain 3: Vision and Engagement

Key action 3.1: The school has a clear vision and mission that promotes a student-centered learning environment that reflects, celebrates, and embraces student, staff, and community diversity.	Effective

- The school creates communication systems so the school community shares a clear understanding of, and commitment to, the school mission, vision, and values, including a clear understanding of strategic goals and initiatives that support high student achievement. School leadership reported that a new vision, mission, motto, and name was created by school community stakeholders as part of the 21st century initiative. Teacher and parents confirmed previous stakeholder meetings to craft the mission, vision, and motto. School leadership, teachers, students, parents, and community partners also reported that the mission and vision are communicated through the morning announcements, newsletters, bulletins, and meetings. A review of a DIH Institute agenda and Back to School Night presentation confirmed the communication of the mission and vision through these methods. Continuing, school leadership, teachers, students, and community partners reported that the mission and vision is centered around being a community school and cultivating lifelong learners using a holistic approach. The previously mentioned stakeholders stated that the motto is educate, elevate, and empower. Parents spoke to the emphasis on lifelong learners and two of the three tenets of the motto- educate and elevate. Regarding initiatives aligned with the mission that support student achievement, school leadership, teachers, and students reported that mentoring for students; arts integration; the school's designation as a community school; as well as the variety of partnerships with the Judy Center, Child First, The Movement Team, and St Francis that provide extended learning opportunities to students; and the school's designation as a Restorative Practice Intensive site. Students added that they also are made aware of their academic goals. Community partners confirmed the partnerships in the school. Parents and community partners also spoke to the school's PBIS initiative as a strategy that supports the mission and vision. A review of the school's handbook noted the following mission, vision, and motto: Mission- "DIH is committed to cultivating a global community of lifelong learners by providing experiences that address the holistic needs of all scholars"; Vision- "To be a community school that takes a holistic approach to Educate, Elevate, and Empower scholars to be global leaders"; Motto- "Educate, Elevate, Empower…By any means necessary".

- School leadership ensures that the school's program is aligned with the school's mission and vision, are culturally relevant, and incorporates skills for 21st century success. As previously mentioned, school leadership, teachers, staff, and students generally reported and a review of documents confirmed that the school's mission is to create lifelong learners by addressing the holistic needs of students. As a part of the mission and to promote 21st century success, school leadership, teachers, students, parents, and community partners reported that technology is integral to the school community. Specifically, stakeholders reported the inclusion of coding classes, Google Classroom, and various types of technology such as drones and 3D printers in the instructional programming.

Also, school leadership reported that collaborative spaces in the new building allow students the opportunity to work with others. Members of the site visit team observed students working together in these spaces. Likewise, teachers and parents reported that the school reinforces the expectation that students are responsible and respectful. Regarding culturally relevant programming, school leadership reported that the school is surrounded by a diverse community, and as such, interacts with community stakeholders frequently through partnerships with St. Francis School, the Beth Am synagogue, and Whitelock farm, which teachers, student support staff, students, parents, and community partners confirmed. Student support staff added that students have had a variety of opportunities to engage in different activities through the Judy Center such as a walking tour of Echo Hill, Cascade Lake, and Storyville. In addition to these partnerships, school leadership and teachers reported that the school has an arts integration focus and has added music teacher this year, which a review of professional development documents (agenda and PowerPoint presentation) confirmed. Finally, school leadership and teachers reported that the literacy curriculum exposes students to diversity through the texts.

- The school implements and monitors school protocols that create an environment where staff, students, and families feel welcomed and safe. School leadership and teachers reported that the administrative staff welcomes parents and students as they enter the building. Continuing, school leadership, teachers, student support staff, students, and parents reported that the school hosts monthly parent breakfasts through the Judy Center for parents with students in all grades. Additionally, all stakeholders spoke to events such as Back to School Night, Drumming with Dads, and STAR celebrations (awards ceremonies reported to occur quarterly). A review of a flyer and presentations confirmed Drumming with Dads and Back to school night, respectively. Community partners confirmed the Back to School night and reported that the school is hospitable in that they willingly share their space with partners. In terms of safety protocols, school leadership, teachers, student support staff, students, parents, and community partners reported that the building is new and comes with a lot of safety features such as doors that automatically lock and require access cards for entry. Additionally, school leadership, teachers, and students reported and the staff handbook noted that the school conducts safety drills and requires that students follow the three P's (permission, pass, and partner) when in the hall.

Key action 3.2: The school cultivates and sustains open communication and decision-making opportunities with families and the community.	Effective

- The school employs a variety of regular communication systems with families about school-wide and individual student progress. School leadership, teachers, student support staff, students, and community partners reported that the school communicates school-wide progress and updates through monthly newsletters and parent breakfasts. Parents confirmed the parent breakfasts. School leadership, teachers, student support staff, students, parents, and community partners also

reported that the school communicates as needed through flyers, social media, and parent link. Regarding individual student progress, school leadership, teachers, student support staff, students, and parents reported that the school will communicate with families through parent conferences and report cards, which occur quarterly. In addition, all stakeholders reported the use of Class Dojo, phone calls, and word of mouth to communicate with parents about their students' behavior or academic progress, as needed. A review of Class Dojo and Judy Center Facebook posts, letters, flyers, and newsletters confirmed these methods of communication.

- The school builds strong relationships with community stakeholders and leverages resources to meet the needs of students and the school. School leadership, teachers, and parents reported that the school welcomes parents to volunteer and offers volunteer training sessions. Continuing, school leadership, teachers, and parents stated that parents whose students participate in the after-school program are required to volunteer two hours per month and parents volunteer with breakfast distribution, as chaperones for field trips, with the fresh fruit and vegetable program, and with school-wide events. A review of a flyer, sign-in sheets, presentations, and emails confirmed the school's parent volunteer opportunities. Community partners reported that they communicate with the school through quarterly and individual meetings. School leadership, teachers, student support staff, students, parents, and community partners reported that the school has community partnerships with The Movement Team (programming, volunteers, funding, garnering additional partnerships), the Judy Center (programming for primary students, workshops for parents, resources for parents), Childfirst (after school program) Bethan Synagogue (volunteers and in-kind donations), St. Francis School (tutoring), Brown Memorial Services (tutoring), and Whitelock Farm (hosts learning opportunities and in kind donations).

- The school is beginning to provide a variety of opportunities for families to participate in, or provide feedback on, appropriate school-wide decisions and improvement efforts. School leadership, teachers, students, parents, and community partners reported that the school hosted a parent breakfast which will continue to occur monthly and will serve as an opportunity to collect parent feedback. A review of a Parent Breakfast agenda dated September 7, 2018 noted the following agenda items: Welcome and Introductions, Restorative Practice Circle, Announcements/Evaluations, Introduction of Community Partners, and Community Walk. The evaluation from the parent breakfast noted that parents were asked to provide feedback on what the learned, topics for and convenient times for subsequent parent breakfasts. School leadership and parents reported that the school has also administered a survey to parents to garner feedback on volunteer opportunities for parents. School leadership added that feedback from parents was used to make adjustments to parent volunteer opportunities. At the time of the review, school leadership, teachers, and community partners reported that the School Family Council (SFC) had not yet met, but reported that a meeting was scheduled for later in the month, which a review of a committee flyer confirmed.

Key action 3.3: The climate and culture of the school creates a welcoming learning environment that meets the academic, social, and emotional needs of each student.	Effective

- School leadership establishes multiple tools and routines for frequent and timely communication with teachers and staff members regarding policies, progress, and school culture. School leadership, teachers, and student support staff reported that the principal sends Monday Memos to staff to regularly communicate important information regarding expectations and important dates. In addition to these memos, school leadership, teachers, and student support staff reported that school leadership communicates with teachers and staff during academic planning and other meetings. For example, student support staff reported that the Prevention and Intervention for Early Learners team has weekly meetings with school leadership. Lastly school leadership, teachers, and student support staff reported that school leadership also communicates through email and face to face interactions. A review of Monday Memos and Staff Meeting Agendas confirmed these methods of communication. Specifically, Monday Memos addressed topics such as expectations for classroom environment, collaborative planning meetings, and entering assessment data.

- School leadership establishes structures to recognize and celebrate student and staff achievements and value. School leadership, teachers, student support staff, students, parents, and community partners reported that students are recognized through the announcements for birthdays and during monthly birthday celebrations. Continuing, the previous stakeholders also reported that all students may be recognized through the Go for the Gold PBIS system for demonstrating any of the school-wide shared values, which includes monthly events to which students are invited. Moreover, the previously mentioned stakeholders reported and that students will be celebrated during quarterly S.T.A.R.S. celebrations for making honor roll and the principal's list as well as meeting attendance requirements. Review of the school's Celebration Calendar noted future events. To recognize and/or celebrate staff, school leadership, teachers, and student support staff reported that teachers receive shout outs on the announcements and acknowledgement during their birthday month at a gathering where refreshments are served. School leadership, teachers, and student support staff reported, and a review of an email from the hospitality committee confirmed, that for the month of October the hospitality team is facilitating an initiative in which teachers recognize each other for something positive by "Boo-ing" them with a tag on their door and a small gift.

- The school develops proactive systems that support individual students' social, emotional, and socioeconomic needs. School leadership, teachers, student support staff, students, and community partners reported that the school implements restorative practices as an intensive site (a district designation that allows them to receive special coaching and support for full implementation). Continuing, these stakeholders reported that the school offers support to Pre-K to 2 through the PIEL team, and that a mentoring group is facilitated through The Movement Team for boys and girls in

16

third through fifth grades. A review of a letter from The Movement Team regarding the Future Leaders' program confirmed the support provided. Teachers and student support staff reported that clinicians are going into classes to facilitate social learning groups. School leadership, teachers, student support staff, and parents reported that the school also offers individual counseling to students through clinicians. Regarding socioeconomic needs, school leadership, teachers, student support staff, students, and parents reported that the school has a food pantry and a uniform closet. Additionally, school leadership, teachers, students, and community partners reported that the school distributed school supplies and hosted a pop-up barber shop to assist students with preparing to return to school. Various flyers confirmed events such as a baby bank and a food giveaway that occurred on August 9, 2018, and others.

Domain 4: Strategic and Professional Management

Key action 4.1: The school manages progress towards clear goals through a cycle of planning, action, assessment, and adjustment.	Developing

- School leadership, in collaboration with some stakeholders, has established and is beginning to communicate measurable goals for the improvement of student learning to stakeholders. School leadership reported that the goals were created after a review of the previous year's Partnership for Assessment of Readiness for College and Careers (PARCC) data and in collaboration with district staff and includes the following (as noted in the School Performance Plan): 1) The percentage of students in grades 3-5 scoring 4 or 5 on PARCC ELA will increase by 10% by the end of 2019 test administration. 2) The students in grades 3-5 will increase by 10% at each performance level on the Math portion of PARCC will increase 10% by the end of the 2019 test administration. 3) By the end of the 2018-2019 school year, the total number of suspensions will decrease by 50%. In addition to the three above mentioned goals, school leadership reported that the College and Career Readiness goal is that all students in grade 5 will attend or have access to Middle School Choice programming. Though stakeholders were unable to speak to the goals, school leadership reported that the goals were presented during back to school night. Some teachers confirmed the goal to increase the percentage of students scoring 4 and 5 by 10% and decreasing office referrals (though no measure was noted), while other teachers spoke generally to increasing achievement data. Continuing, some teachers stated that they had limited knowledge of the goals.

- School leadership communicates strategies that are aligned to school goals, however it is unclear how school leadership collaborated with staff to develop the strategies. School leadership reported that strategies aligned to goals include drilling down to standards, small group instruction, and data driven instruction. Teachers confirmed the data driven instruction and standards-based instruction. To support the goal of reducing suspensions, school leadership reported that the strategies of restorative practices and Positive Behavior Interventions and Supports (PBIS) currently support the climate goal and that the Giving All Talents Exposure (GATE) program will support the goal in the future. Teachers confirmed restorative practices and GATE. School leadership reported that the strategies were shared with teachers at the beginning of the year professional development. Teachers reported that the strategies are mostly discussed during academic planning meetings which are led by the instructional leads. A review of the school's student support plan noted the following strategies: Goal 1 (English Language Arts) Explicit Teaching of Skills Connected to PARCC; Differentiated Instruction; Data Informed Decision-Making; Goal 2 (Math): Explicit Teaching of Skills Connected to PARCC; Differentiated Instruction; Data Informed Decision-Making; Goal 3: (Reduction in Suspensions) Restorative Practices, Providing Leadership Opportunities and Mentoring; Giving All Talents Exposure.

- School leadership and all staff are beginning to participate in regular analysis of school-wide data and instructional practices to monitor progress toward goals, and plan to revisit and adjust action plans as needed. School leadership and teachers reported that last year's EOY data, including i-Ready, Dynamic Indicators of Basic Early Learning Skills (DIBELS), and Text Reading Comprehension (TRC) was shared during opening professional development including the level at which students performed and the strategies that will need to be implemented to move students, which a review of a PowerPoint presentation confirmed. Specifically, the presentation entitled "What's Your Super Power" showed the presentation of DIBLEs, TRC, and PARCC data. Continuing, school leadership and teachers reported that data is reviewed during staff meetings. Finally, school leadership and teachers reported that the school's instructional leadership team will analyze school-wide data regularly, but at the time of the site visit they had only had one meeting. A review of the ILT agenda and notes showed that the ILT discussed organizational procedures as demonstrated by the following items: What does it mean to be an ILT member, This Year's Work, Suggestions from the team for the year.

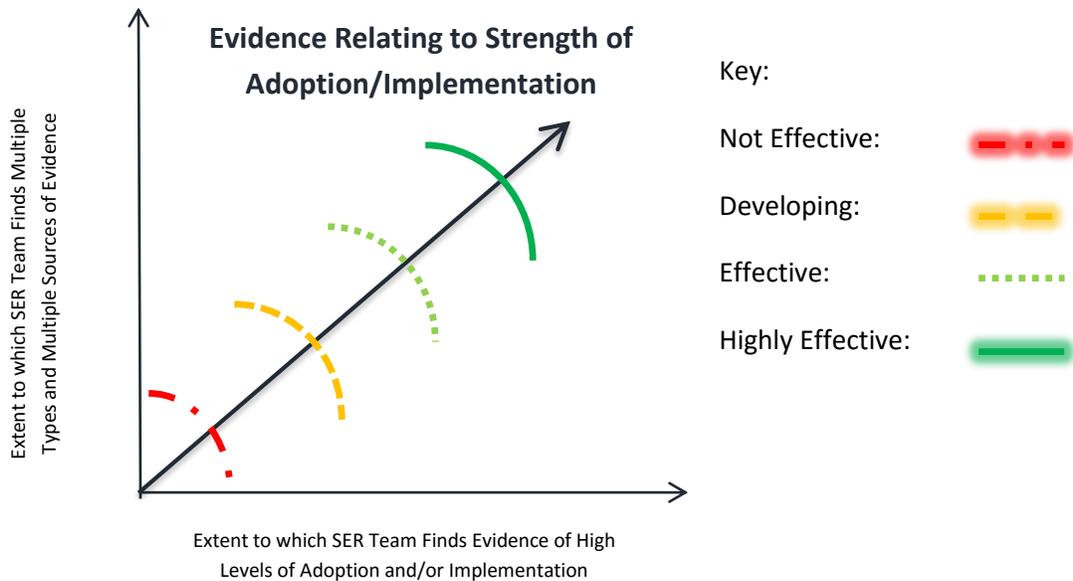| Key action 4.2: The school allocates and deploys the resources of time, human capital, and funding to address the priority growth goals for student achievement.	Effective

- Budget distributions and resource allocations are aligned to school goals and priorities that support equitable learning environments. School leadership reported that the majority of funding is allocated to staffing, including an additional custodial contract and that the remaining funds are allocated to programming such as arts integration, the ChildFirst After School Program, the community schools' initiative, and the coding program. A review of an email confirmed the funding allocated to the ChildFirst after school program. School leadership reported that teachers assisted with selecting the focus on arts integration which was a requirement for the 21st century initiative. Teachers confirmed the school's programming focus on arts integration. Teachers also reported that the school has ample technology and curricular materials (manipulatives and kits). Additionally, teachers reported that this year the students have a resource class (i.e. Coding, physical education, art, music, and library science) every day, which has positively impacted planning opportunities for teachers.

- School leadership uses distributive leadership to strategically empower staff to take ownership of essential responsibilities and decisions and is beginning to hold staff accountable. School leadership reported that the school supports leadership for all stakeholders as indicated in the City Schools Blueprint. Continuing, school leadership reported that the school has instructional leads that sit on the core administrative team, restorative practice coaches, the Instructional Leadership Team, a technology lead, a GATE lead, the afterschool program leads (which are teachers), and a Fundations lead.   Teachers confirmed the instructional leads, the restorative practices coaches, and the Fundations lead. School leadership reported that teachers spearhead events and initiatives such as family learning nights and PBIS incentives. Lastly, school leadership and teachers reported that teachers have signed up to participate on committees such as hospitality, American Education Week,

Holidays and Beyond, Back to School Night, and Go for Gold, which a review of a Committee Sign Up Roster confirmed. School leadership reported that committee meetings are organized through the community schools' coordinator and the status of committees will be monitored through check-ins with the coordinator.

- School leadership leverages common staff time to focus on professional learning and collaboration in support of student achievement. School leadership and teachers reported that 90-munite academic planning meetings occur weekly. During these meetings, which are led by the instructional leads, school leadership and teachers reported that instructional practices, the curriculum, and data are discussed, which a review of academic planning meetings confirmed. Additionally, school leadership and teachers reported that professional development occurs during these meetings which includes reading and discussing articles and watching instructional videos.   A review of a Math Academic planning agenda noted the following agenda items: Lesson Plan Template, Pace and Best Practices, Practice Problem Set & Exit Tickets, Teacher & Student Expectations for Test Administrations, Unpack Module 1.

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[3] and multiple sources[4] 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.

Evidence Relating to Strength of Adoption/Implementation

Extent to which SER Team Finds Multiple Types and Multiple Sources of Evidence

Extent to which SER Team Finds Evidence of High Levels of Adoption and/or Implementation

Key:

Not Effective: ▬ ▪ ▬

Developing: ▬ ▬

Effective: ⋯⋯⋯

Highly Effective: ▬▬▬

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.

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[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 9 classroom observations that were conducted.

TEACH 1: Communicate Standards-Based Lesson Objectives	Evident	Partially Evident	Not Evident
Communication of objective	33%	67%	0%
Learning activities and resources align with lesson objective	78%	22%	0%
TEACH 2: Present Content Clearly	**Evident**	**Partially Evident**	**Not Evident**
Accurate, grade-level content	100%	0%	0%
Alternate presentation of content	89%	0%	11%
Emphasis of Key Points	89%	11%	0%
TEACH 3: Use Strategies and Tasks To Engage All Students In Rigorous Work	**Evident**	**Partially Evident**	**Not Evident**
Scaffolded and/or Differentiated Tasks	89%	11%	0%
Opportunities To Engage With Complex Texts and Tasks	33%	67%	0%
TEACH 4: Use Evidence-Dependent Questioning	**Evident**	**Partially Evident**	**Not Evident**
Questions Requiring Justification	33%	11%	56%
Clear And Scaffolded Questions	78%	22%	0%
TEACH 5: Check For Understanding and Provide Specific, Academic Feedback	**Evident**	**Partially Evident**	**Not Evident**
Informative Checks for Understanding	67%	22%	11%
Specific, Academic Feedback	44%	33%	22%
TEACH 6: Facilitate Student-To-Student Interactions and Academic Talk	**Evident**	**Partially Evident**	**Not Evident**
Opportunities for student-to-student interaction	11%	22%	67%
Evidence-based discussions	0%	0%	100%
Student academic talk	67%	11%	22%
TEACH 7: Implement Routines To Maximize Instructional Time	**Evident**	**Partially Evident**	**Not Evident**
Maximized instructional time	89%	11%	0%
Smooth routines and procedures	78%	22%	0%

TEACH 8: Build A Positive, Learning-Focused Classroom Culture	Evident	Partially Evident	Not Evident
Teacher-to-student interactions	89%	11%	0%
Student-to-teacher interactions	100%	0%	0%
Student-to-Student interactions	100%	0%	0%
TEACH 9: Reinforce Positive Behavior, Redirect Off-Task Behavior, and De-escalate Challenging Behavior	Evident	Partially Evident	Not Evident
Reinforce positive behavior	78%	11%	11%
Off-task behavior	78%	22%	0%
Time impact of redirection/discipline or off-task behavior	78%	22%	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 Dorothy I Height Elementary School was conducted on October 15-17, 2018 by a team of representatives from Baltimore City Public Schools.

Katherine Harris Toler is a Program Evaluator II in the Office of Achievement and Accountability in Baltimore City Public Schools. Prior to joining OAA, Ms. Toler was a District Mentor in the Office of Teacher Support and Development. In Baltimore City Public Schools, Ms. Toler has served as teacher, Academic Coach, Dean of Instruction, and High School Administrator. Ms. Toler has also served as teacher in the Anne Arundel County Public School System, the Baltimore County Public School System and the Vance County Public School System in North Carolina. She holds a B.A. in English with a Concentration in Secondary Education from North Carolina Central University and a Masters of Education in School Improvement Leadership from Goucher College.

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.