

BALTIMORE CITY
PUBLIC SCHOOLS

Office of Achievement and Accountability
Division of Research Services

School Effectiveness Review
2017 - 2018

Rosemont Elementary-Middle School

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Baltimore, Maryland 21202
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Part I: Introduction and School Background

Introduction to the School Effectiveness Review

Baltimore City Public Schools (City Schools) developed the School Effectiveness Framework and the School Effectiveness Review process in 2009. The School Effectiveness Review (SER) uses trained school reviewers to measure a school's effectiveness against City Schools' School Effectiveness Standards. The School Effectiveness Standards are aligned with City Schools' effectiveness frameworks for teachers and school leaders.

The SER provides an objective and evidence-based analysis of how well a school is working to educate its students. It generates a rich layer of qualitative data that may not be revealed when evaluating a school solely on student performance outcomes. It also provides district and school-level staff with objective and useful information when making strategic decisions that impact student achievement.

The SER team, comprised of representatives from City Schools who have extensive knowledge about schools and instruction, gathered information from teachers, students, parents, and leadership during a two-day site visit. During the visit, the SER team observed classrooms, reviewed selected school documents, and conducted focus groups with school leadership, teachers, students, and parents. The SER team analyzed evidence collected over the course of the SER to determine the extent to which key actions have been adopted and implemented at the school. This report summarizes the ratings in the four domains and related key actions, provides evidence to support the ratings, and – based on a rubric – allocates a performance level for each key action. More information about the SER process is detailed in the School Effectiveness Review protocol, located on the City Schools website and available upon request from the Office of Achievement and Accountability in City Schools.

School Background

Rosemont Elementary-Middle School serves approximately 350 students in Prekindergarten through eighth grade. The school is located on Presstman Street in the Coppin Heights neighborhood of Baltimore, Maryland. The principal, Mr. Dewayne Wheeler, 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 Teachers plan highly effective instruction.	Effective
1.2 Teachers deliver highly effective instruction.	Effective
1.3 Teachers use multiple data sources to adjust practice.	Developing
1.4 School leadership supports highly effective instruction.	Effective
1.5 Teachers establish a classroom environment in which teaching and learning can occur.	Effective
Domain 2: Talented People	
2.1 The school implements systems to select, develop, and retain effective teachers and staff whose skills and beliefs represent the diverse needs of all students.	Effective
2.2 The school has created and implemented systems to evaluate teachers and staff against individual and school-wide goals, provide interventions to those who are not meeting expectations, and remove those who do not make reasonable improvement.	Effective
Domain 3: Vision and Engagement	
3.1 The school provides a safe and supportive learning environment for students, families, teachers, and staff.	Effective
3.2 The school cultivates and sustains open communication and decision-making opportunities with families about school events, policies, and the academic and social development of their children.	Effective
3.3 The culture of the school reflects and embraces student, staff, and community diversity.	Effective
Domain 4: Strategic Leadership	
4.1 The school establishes growth goals that guide strategic planning, teaching, and adjusting of practice to meet student needs.	Effective
4.2 The school allocates and deploys the resources of time, staff talent, and funding to address the priorities of growth goals for student achievement.	Effective

Part III: Findings on Domains of Effective Schools

Domains and Key Actions	Performance Levels			
	Level 4: Highly Effective	Level 3: Effective	Level 2: Developing	Level 1: Not Effective

Domain 1: Highly Effective Instruction

Key action 1.1: Teachers plan highly effective instruction.	Effective
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- Teachers implement standards-based daily lessons, units, and long-term plans using appropriate curriculum planning documents. School leadership and teachers reported that teachers use Baltimore City Public Schools’ (City Schools’) curricula. School leadership and teachers specified that they use programs such as Foundations, Eureka for math, and SABES – STEM Achievement in Baltimore Elementary Schools (in partnership with Johns Hopkins University). A review of lesson plans revealed that lesson plans referenced the Maryland College and Career Readiness Standards (MCCRS). For example, a mathematics lesson noted the standard: MCCRS-O.A.4 (Operations and Algebraic Thinking) which aligned to the lesson objective, “Students will be able to create equal groups by using manipulatives.”
- Teachers do not consistently design daily lessons that meet learners’ unique needs. School leadership reported that teachers consider Individualized Education Program (IEP) goals to address the needs of students with disabilities. School leadership and teachers also reported that teachers use formal (iReady) and informal (pre/post assessments and exit tickets) data when designing lessons. Moreover, school leadership and teachers noted that teachers differentiate through small group instruction, manipulatives, and graphic organizers. A review of lesson plans revealed a variance in lesson plan components. All plans contained Maryland College and Career Readiness Standards (MCCRS) and objectives. Some plans addressed components such as vocabulary, essential questions and assessments, while other plans did not. Continuing, most plans provided opportunities for small group instruction. For example, one lesson plan noted three small groups (with students’ names) with differentiated assignments based on skill levels. However, some plans were scripted and were not modified to address the unique needs of all learners. Finally, most plans listed IEP or 504 plan accommodations and modifications. For instance, in one plan, students were accommodated with highlighters and extra response time.
- Teachers set and track goals based on students’ performance levels. School leadership and teachers reported that teachers administer beginning of year (BOY) literacy and mathematics iReady assessments, meet with grade team members, and conduct informal observations to determine baseline data. According to school leadership and teachers, teachers continue to track student performance through iReady assessments and growth monitoring. A review of one iReady tracking sheet notes that teachers are reviewing student proficiency per standard. A review of another tracking

sheet lists beginning of year (BOY), middle of year (MOY) and end of year (EOY) data against an end of year (EOY) target. For example, one student who received a BOY score of 553, earned a 558 (EOY) with an EOY target of 565. Teachers added that teachers maintain class data walls to show progress in literacy and/or mathematics and also track students' progress through quizzes and exit tickets. Continuing, teachers also noted that they have completed Student Learning Outcomes (SLOs). For example, one teacher's SLO noted a focus on comprehension of informational text and targeted Maryland College and Career Readiness Standards such as RI.6.1 and RI.6.2.

Key action 1.2: Teachers deliver highly effective instruction.¹	Effective
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- Some teachers use and communicate standards-based lesson objectives and align learning activities to the stated lesson objectives. In 40% of classes (n=10), teachers communicated the lesson objective to students by explaining and referencing the objective during the lesson. For example, in one class the teacher referenced the objective, “Students will able to add mix fractions by converting improper fractions.” In 50% of classes, teachers posted, but did not reference the objective. Additionally, in 60% of classrooms, lesson activities, and resources had a clear and intentional purpose and were aligned with the lesson objective. For example, in the class noted above, students converted fractions using white boards and worksheets.
- Most teachers present content in various ways and emphasize key points to make content clear. In 100% of classes (n=10), teachers presented students with accurate grade level content aligned to appropriate content standards. In all classes instruction was aligned the Maryland College and Career Readiness Standards. For example, in one class, students were reading a text about the purpose of the state constitution and the impact of state agencies, which aligns with the literacy standard RH.6.2- Determine a theme or central idea of a text and how it is conveyed through particular details. In 70% of classes, teachers presented content in various ways to make content clear. For example, teachers were observed presenting content using graphic organizers, process charts and text. Finally, in 90% of classes, teachers emphasized important points to focus learning of content. For example, in the class noted above, the teacher highlighted key points such as state court structures and services, and state priority versus federal priority.
- Some teachers use multiple strategies and tasks to engage all students in rigorous work. In 50% of classes (n=10), teachers scaffolded and/or differentiated tasks by providing access to rigorous grade-level instruction for all students. For example, in one classroom, students worked in differentiated small groups. Additionally, in 60% of classes, students had opportunities and time to grapple with complex text/or tasks. For instance, in one class students, worked independently to solve word

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.

problems. Moreover, in 40% of classes, teachers provided superficial or rare opportunities for students to engage with complex text and rigorous task. For example, in one class, the teacher read a text to students and asked students only basic recall questions from the text.

- Teachers use evidence-dependent questioning. In 90% of classes (n=10), teachers asked questions that were clear and scaffolded. For example, in one class, the teacher asked, “How did you get 6?” “What’s next?” “Is that a perfect square?” “What is the square root of 27?” Additionally, in 100% of classes, teachers asked questions that required students to cite evidence and clearly explain their thought processes. For example, one teacher asked, “Are these groups equal or unequal?” Students were then instructed to share their evidence and thinking with a partner.
- Teachers check for student understanding and provide specific academic feedback. In 80% of classes (n=10), teachers conducted one or more checks for understanding that yielded useful information at key points throughout the lesson. For example, teachers circulated the room, used guided practices strategies and asked questions. More specifically, in one class, students held up white boards that contained their answers. In addition, in 100% of classes, teachers gave specific academic feedback to communicate current progress and next steps to move forward. For example, one teacher provided feedback on open and closed syllable words.
- Some teachers facilitate student-to-student interaction and academic talk. In 40% of classes (n=10), teachers provided multiple or extended opportunities for student-to-student interaction such as group assignments. For example, in one class students worked together to answer the question, “How do blood vessels keep us warm?” Moreover, in 60% of classes, the teacher provided no opportunities for student-to-student interaction. In only 30% of classes, during student-to-student interactions did students engage in discussions with their peers to make meaning of content or deepen their understanding. For example, in some classes, students were observed interacting through a quick turn and talk which either did not provide enough time to deepen their understanding or not all students participated in the opportunity to engage their peers. Finally, in 80% of classes, students used academic talk, and when necessary, teachers consistently and appropriately supported students in speaking academically. For example, in one class, students used language frames to develop their statements.

Key action 1.3: Teachers use multiple data sources to adjust practice.	Developing
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- Most teachers analyze students’ progress toward goals. School leadership and teachers reported that teachers analyze data sources such as iReady, progress monitoring, and teacher created assessments. School leadership reported that teachers discuss data trends during collaborative planning meetings. A review of a January 8, 2018 collaborative planning agenda reveals topic such as middle of year (MOY) iReady testing and analyzing data of students’ reading levels. Some teachers shared that they create

action plans; however not all teachers confirmed this. In addition, some teachers could not speak to specific steps involved in the data analysis cycle. A review of Instructional Action Plan for grades 3-8 reveals analysis of iReady data. For example, one plan noted components such as student mastery levels, class proficiency percentages per skill, root causes, and instructional modifications.

- Teachers modify instruction in response to data. Teachers reported that teachers target and reteach skills that most students found difficult based on assessment results (e.g. exit tickets, iReady and PARCC). Teachers also reported that teachers facilitate coach classes, lunch bunch and Saturday Academy. Moreover, teachers noted that intervention teachers pull small groups for literacy and mathematics. School leadership confirmed the use of small group instruction and added that teachers modify their lessons to include chunking information, calculation devices, vocabulary, and sentence starters. Lastly, teachers confirmed chunking information and added differentiated homework and online resources as additional strategies to modify instruction for students. A review of one Instructional Action Plans noted modifications such as process charts, small groups, re-teaching strategies, and daily reviews.
- Teachers appropriately recommend students for limited tiered interventions including limited opportunities for acceleration. School leadership and teachers reported that classroom instructors, retired teachers and lead teachers provide remedial and advanced interventions through differentiated small group instruction 2-3 times a week; however, some teachers did not report this as a regular occurrence in middle grades. School leadership and teachers also noted that teachers facilitate lunch bunch sessions and afterschool coach classes based on teachers’ observations and assessment data. Both stakeholder groups shared that the school hosted Saturday Academy (PARCC preparatory sessions) which addressed students in need of additional support and enrichment. A review of a letter to partners regarding the Saturday Academy confirmed a focus on PARCC related skills for grades of 3 through 8.

Key action 1.4: School leadership supports highly effective instruction.	Effective
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- School leadership holds and promotes a clear instructional vision of high student achievement. School leadership and teachers reported that the instructional vision includes posted lesson objectives, academic conversations, and small group instruction. A review of lesson plans reveal Maryland College and Career Readiness Standard and objective alignment as well as some opportunities for small group instruction. School leadership also reported that classes should be inviting and print rich. Moreover, school leadership noted that teachers are facilitating lessons rooted in data that incorporating technology and manipulatives. Teachers added that lessons are interactive, differentiated and engaging.

- School leadership ensures that teachers engage in the planning of the curricula through oversight of standards-based units, lessons, and pacing. School leadership reported that teachers' classroom instruction is monitored with the use of the Instructional Framework. School leadership and teachers reported that school leadership facilitates informal classroom observations and conducts lesson plans checks. A review of a May 5, 2018 informal observation indicates that school leadership collected evidence with the Instructional Framework as a guide. Teachers added that the scope and sequence and lesson plans are discussed in collaborative planning meetings which occur weekly. A review of an April 30, 2018 collaborative planning agenda confirms topics such as lesson plan binders, data binders, and assessments. Teachers also reported that teachers are responsible for uploading targeted skills and schedules on the school's One Drive (an online file sharing platform). A review of the One Drive revealed teachers' outlines of targeted skills and class data.
- School leadership provides formative feedback and guidance to teachers about the quality of planning, teaching, and adjustment of practice. School leadership and teachers reported that formative feedback regarding instructional practices is often derived from informal observations and usually written as an email or memo. Teachers also noted that formative feedback is generally useful. Some teachers noted that they are observed once a month, while other teachers stated school leadership provides grows and glows twice a week. A review of an informal observation checklist indicates a focus on lesson objectives, opportunities for engagement and cooperative grouping, higher level questioning, management and environment. The checklist also suggests that the teacher schedule a parent conference.
- School leadership demonstrates an understanding of data analysis and somewhat ensures the use of a complete student learning data-cycle. School leadership and teachers reported that data analysis is discussed in collaborative planning meeting and professional development sessions. A review of class data binders reveals that teachers analyze data sources such as iReady. A review of collaborative planning meeting agendas note topics such as small group and actions plans (BOY, MOY and EOY). According to school leadership and teachers, teachers develop actions plans which include assessing students, determining proficiency levels, implementing instructional strategies (e.g. re-teach, small group, mini-lessons, coaching) and reassessing. A review of action plans confirm these steps. Moreover, student work samples were provided to demonstrate pre and post assessments to confirm reassessment.

Key action 1.5: Teachers establish a classroom environment in which teaching and learning can occur. ²

Effective

- Most teachers implement routines to maximize instructional time. In 80% of classes (n=10), students were only idle for very brief periods of time (less than two minutes) while waiting for the teachers. In most instances, teachers were well prepared and handed out materials and supplies swiftly. Additionally, in 70% of classes, routines and procedures ran smoothly with minimal or no prompting from the teacher. In most classrooms routines and procedures (such as counting down) were in place; however, there were occasions when students required reminders or prompts from the teacher.
- Teachers build a positive, learning focused classroom culture. In 90% of classes (n=10), teacher interactions with students were positive and respectful. For example, teachers were observed using positive tones, saying thank you, and addressing students as ladies and gentleman. Additionally, in 100% of classes, student interactions with the teacher were positive and respectful. Finally, in 100% of classes, student-to-student interactions were positive and respectful. For example, in one class, a student who led the class on how to solve a math problem, stopped to check that everyone understood her explanation.
- Most teachers reinforce positive behavior and redirect off-task or challenging behavior when needed. In 80% of classes (n=10), teachers promoted or reinforced positive behavior. For example, one teacher thanked students for sitting down quietly. In 80% of classes, students were on-task and active participants in classwork and discussions. Finally, in 90% of classes, teachers addressed behavioral issues, if any, with minimal interruption (2 minutes or less) to instructional time. For example, one teacher addressed off-task behavior quickly by reminding students to sit up, while another teacher encouraged a student to wait their turn to speak.

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

Domain 2: Talented People

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

Effective

- School leadership has created and/or implemented an organizational and staffing structure that meets the diverse needs of all students. According to school leadership, teachers are being developed to take on leadership roles. School leadership, teachers, and staff reported that the school has instructional lead teachers for literacy/social studies and mathematics/science. School leadership also noted a newly created Dean of School Climate School leadership (designed to promote positive student behavior and school culture). This role was confirmed by teachers and staff. Further, all stakeholder groups noted that art, karate, music, drama, physical education and library/media are offered as resource classes. Further, school leadership, teachers, and staff reported that the school provides assistance through a social worker, speech pathologist, psychologist, guidance counselor, an (Individualized Educational Program) IEP chair, and two clinicians from the University of Maryland. A review of the school roster confirms these roles.
- School leadership leverages a pipeline for staff recruitment and uses multiple measures and includes stakeholders in the assessment of candidates. Teachers reported that the school recruits teachers through its partnership with Coppin State University as well as through professional recommendations. A review of an email regarding teacher candidates discovered at the Morgan State University job fair confirms professional recommendations. School leadership confirmed these pipelines and add a partnership with the Urban Teachers. Continuing, school leadership and teachers reported that some candidates are observed as student teachers while others facilitate a demonstration lesson. According to all stakeholder groups, candidates are then interviewed by a panel of teachers and school administrators. A review of the interview questions for teachers reveals questions such as, “Why did you decide to become a teacher?” and “What unique qualities can you bring to the school?”
- School leadership includes staff members in the development and retention of effective teachers and staff. School leadership and teachers reported that teachers facilitate professional development sessions for staff on topics such as small group instruction and academic conversations. School leadership added that teachers participate in peer observations. A review of a Peer Visit Form based on academic conversations notes questions such as “Is there evidence of academic conversation taking place?” and “What interactions are going on between teacher/student and student/student?” Further, both stakeholder groups reported that teachers support each other during collaborative planning meetings. Teachers added that mentor and veteran teachers assist new teachers. Continuing, teachers added that teachers attend district professional development sessions. Regarding the retention of effective teachers and staff, school leadership and teachers reported that the school has a family-oriented culture where staff feel supported and valued by school leadership.

Both focus groups noted that leadership opportunities exist for teachers. Teachers added that have the autonomy to make some decisions and noted the support of the hospitality committee. A review of a committee membership list confirms hospitality, attendance, fundraising, arts integration, student life and public relations committees.

- School leadership has created mentoring programs, when applicable, to support the development of all new teachers and staff and monitors the program’s effectiveness. School leadership reported that there are two new teachers who participated in the summer New Teachers Institute (NTI) and receive continued support from veteran teachers who have been assigned new mentor roles as it relates to City Schools’ policies. School leadership reported that mentors assist early career teachers through co-planning and peer observations. Teachers confirmed these supports and added that mentors meet with new teachers during the day and after school to assist with analyzing data, providing templates and other resources, and planning for formal observations. A review of mentoring agendas from August 30, 2017 and April 10, 2018 reveal topics such as analyzing iReady data, small group instruction and formal assessments. Regarding an induction program, school leadership reported that new teachers to the school are paired with veteran teachers, receive an introduction to the staff, participate in community walks, and review school protocols. However, teachers did not confirm participating in an induction program.

<p>Key action 2.2: The school has created and implemented systems to evaluate teachers and staff against individual and school-wide goals, provide interventions to those who are not meeting expectations, and remove those who do not make reasonable improvement.</p>	<p>Effective</p>
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- School leadership makes full use of the evaluation system to develop faculty and staff capacity. According to school leadership, the principal meets with teachers for a pre-observation conference where the Instructional Framework, concerns, expectations, and the focus (academic conversations) are discussed. Teachers confirmed participating in a pre-observation conference. A review of one teacher’s Pre-Observation Conference Forms reveals the formal observation lesson objective, “Students will analyze how an idea is developed by taking Cornell notes on the working conditions of immigrants.” School leadership also reported facilitating a post-observation conference where the lesson is discussed and feedback is provided. Teachers confirmed participating in a post-observation, but noted communication and process issues when these meetings were facilitated by an outside evaluator. A review of a formal observation feedback form confirmed that formal observations were based on the Instructional Framework and the teacher received ratings for each key action (Teach 1 through 9).

- School leadership provides timely support and intervention to struggling teachers and staff as indicated by data and/or informal or formal observations and holds them accountable for performance. School leadership and teachers stated that informal observations, class data, and collaborative planning meetings are opportunities to determine which teachers may need additional support. Teachers also noted that teachers are also forthcoming when assistance is needed. According to school leadership and teachers, modelling, coaching, planning, and inter-school observations are supports available for struggling teachers. School leadership noted that there are currently no teachers on action plans or Performance Improvement Plans (PIPs).
- 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 has professional development goals which is confirmed by a schoolwide goals sheet. The documents reveals the following development goals related to professional learning cycles, highly effective instruction, student learning modalities and remediation activities. School leadership also reported that teachers completed a needs assessment to assist school leadership in determining which professional developments (PD) opportunities to offer. School leadership noted that teachers participated in a training for data driven instruction, an iReady conference, and follow the Cycle of Professional Learning (CoPL) for academic conversations. Teachers confirmed the professional development session on data driven instruction and academic conversations and noted that teachers facilitated trainings on topics such as classroom management, small group instruction, differentiated instruction, note-taking, and Student Learning Outcomes (SLOs). A review of a PowerPoint presentation confirms the sessions on academic conversations. Finally, a review of the school PD calendar also reveals topics on academic conversation, data analysis, and small group instruction.

Domain 3: Vision and Engagement

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

Effective

- The school community shares an understanding of, and commitment to, the school mission, vision, and values, including some understanding of strategic goals and initiatives. School leadership, teachers, staff, families, and students reported that school values include developing students who can compete globally and are prepared for college and careers. School leadership noted activities such as college trips, special guest speakers and school activities/clubs such as robotics, the Green Team and Student Government Association (SGA) as opportunities to address preparedness for college and careers. Teachers confirmed the college trips and robotics and added differentiated instruction, arts integration and, the Baltimore Police Department (BPD) Bridge and Programs as additional opportunities available for students. School leadership reported a focus on building strong lifelong learners who are emotionally and physically sound and noted the Rosemont Roses (mentoring program for girls), morning announcements and student affirmations as programs related to this focus. School leadership and teachers also mentioned that staff model appropriate behaviors and expectations for students. Parents shared that the school works to ensure students are productive in society and grooms them to meet challenges. A review of a mission and vision document confirms the vision as, “At Rosemont Elementary Middle School every child is a scholar. We pledge to build a community of lifelong learners and leaders who will be able to complete globally in a diverse society.” The document also confirms the school’s mission as, “Our mission is to prepare our scholars to be well rounded individuals by focusing on their mental, physical, emotional and social needs. We do this by teaching and exposing children to opportunities that promote critical reasoning, effective problem solving and creative thinking so that our scholars will be college and career ready.”
- Students, staff, and families feel physically and emotionally safe at the school. Regarding physical safety, school leadership, teachers, staff, community partners, families and students reported feeling physically safe in the school. According to school leadership and teachers, the school has cameras throughout the building, conducts emergency drills (e.g. fire, reverse evacuation, lockdown), and follows City Schools’ visitor and volunteer policies. Parents, staff and students confirmed emergency drills and the visitor policy. A review of the emergency drill exercise schedule reveals that drills are conducted regularly. A review of visitor log notes the names of visitors and volunteers. Continuing, school leadership also noted arrival and dismissal procedures as well as support from Coppin State University and City Schools police who patrol the area. Teachers added that some staff have walkie-talkies, students wear grade specific uniform colors, and students serve on the safety patrol. Regarding emotional safety, school leadership, teachers, staff and families, and students indicated that students have adults they can talk with at the school. School leadership and teachers noted open door policies and that students feel comfortable talking with them. Parents reported that school leadership address their concerns. Finally, students mentioned that the school facilitates anti-bullying programs such as Speak up and Stop bullying.

- School leadership establishes structures for the acknowledgement and celebration of student, faculty, and staff success. Teachers, staff, parents, and students reported that the school hosted Rosemont's Royal Emmy Awards designed to acknowledge students for honor roll, attendance, most improved, citizenship and other accolades. The site visit team observed a bulletin board with pictures of students at the event. School leadership confirmed this opportunity and added that students, who earned a 4 or 5 on the PARCC assessment, were honored with a trophy during the Back to School Night event. Moreover, school leadership noted that the school facilitated a PARCC Pep Rally, which students confirmed. Teachers, staff, parents, and students also noted that students are invited to participate in school events such as movies, and sports banquets; as well as attend trips such as a basketball game at Coppin State University and the Maryland Science Center. A review of the Title I Parent Involvement Spending Plan reveals an allocation for the Maryland Science Center. School leadership reported that students are also acknowledged through the Wheeler's Weekly Reader (newsletter) and are "Caught Being Good" (a program to promote positive behaviors). Students confirmed the field trip to Coppin State University. Teachers, and a bulletin board of student names, confirmed the "Caught Being Good" program. Teachers added that they make positive phone calls to parents. A review of teacher phone call logo substantiates this statement. Regarding the celebration of faculty and staff; school leadership, teachers, and staff noted the school bestows the employee of the month award (which is complemented with a parking space). School leadership, teachers and staff also reported that school leadership provides food for events and raffled off a spa day at Turf Valley. Moreover, teachers and staff shared that school leadership sends positive messages and poems through email and/or announcements. Finally, school leadership and teachers stated that the Hospitality Committee coordinates staff birthdays and other special events.
- The school develops systems that proactively attend to some individual students' social and emotional needs. School leadership, teachers, staff, community partners, parents and students reported the Student Support Team (SST), in partnership with the University of Maryland, provide proactive socioemotional supports, beyond the SST process, such as hosting student groups, facilitating class lessons on anger management, providing resources for families, and promoting the anti-bullying campaign. A review of the 6th Grade Girls' Group notes mention topics such as confidentiality, respect and a group chant. The site visit team observed student-constructed anti-bullying posters throughout the school. School leadership and teachers also noted supports from the Girls Scouts, the Baltimore Police Department (BPD) Bridge Program, and the Rosemont Roses. Parents confirmed the support of the Rosemont Roses and added guest motivational speakers as opportunities to proactively address students' social and emotional needs. School leadership and staff also mentioned sports programs. Staff added the Gentleman's Club (mentoring program for boys), while teachers mentioned middle school meetings (co-facilitated by school leadership) and the Student Government Association as additional programs for students. A review of the May 16, 2018 middle school meeting notes a topic on sexual harassment. Although proactive supports exist at the school, stakeholder groups did not provide consistency as to specific proactive supports. Moreover, supports appear to disproportionately address the needs of intermediate and middle school students.

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. School leadership, teachers, parents, and students reported that the school uses Parent Link (an auto-call system), individual phone calls, letters, emails, and text messages to convey information to families and the community. A review of one letter to parents from a teacher details daily rules and procedures. A review of teacher communication logs confirms they reach out and connect with parents by phone. School leadership, teachers and parents added communication also take place through the school’s website and social media pages (Facebook and Instagram), and in-person conversations. Finally, teachers, parents and students noted the use of flyers. A review of a Back to School Night flyer confirms the use of flyers.
- The school establishes a regular structure for two-way communication, which facilitates opportunities for families and the community to participate in or provide feedback on school-wide decisions. School leadership, teachers, parents, community partners reported that the school hosts monthly Parent-Teacher Association meetings (PTA); however, school leadership and parents noted that the meetings have occurred less frequently due to community concerns regarding capital improvements, potential hazards and delayed communication about the process from City School’s to community stakeholders. A review of a January 17, 2018 PTA letter notes a meeting regarding renovations. Parents and teachers also mentioned parent-teacher conferences as a method of two-communication.
- School leadership establishes multiple structures for frequent communication with teachers and staff members regarding policies, progress and school culture. School leadership, teachers and staff noted that school leadership communicates through emails, announcements, meetings (staff and collaborative planning) and two publications: Wheeler’s Words of Wisdom and Wheeler’s Weekly Reader. A review of a May 2018 Wheeler’s Weekly Words of Wisdom includes topics on collecting binders, updating bulletin boards, and an upcoming faculty meeting. A review of one email from the principal to a teacher reveals communication regarding PARCC testing. Finally, teachers and staff noted School Based Option days (SBO), text messages and in-person conversations as additional methods of communication between school leadership and teachers.

Key action 3.3: The culture of the school reflects and embraces student, staff, and community diversity.	Effective
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- School leadership, teachers, and staff build strong relationships with families and community stakeholders from diverse backgrounds. School leadership and staff reported that the school has a parent liaison (who serves as a conduit between the school and families) and outreach events (such as the food pantry and volunteer opportunities) to engage the community at large. Parents and teachers confirmed the food pantry. Community partners and students confirmed volunteer opportunities for parents and community members to support the school and students. Teachers added that the school hosts events such as the summer cookout, Literacy and Math Nights, science fairs and the Haunted Café/Trunk or Treat event. School leadership and students confirmed the Haunted Café/Trunk or Treat event. School leadership also noted its open door policy, which community partners confirmed. Lastly, parents felt that the school make parent participation accessible.
- The school’s curricula, resources and programs consider cultural and socio-economic; however, not linguistic diversity. School leadership reported that students are exposed to print rich text that allows them research other cultures. Teachers reported that the City Schools’ curricula is diverse. School leadership, teachers and students reported that students learned about topics such as air pollution in China, folklores, and Native American and Greek history. School leadership, teachers, parents, and students also reported that students attend field trips to the National Museum of African American History, an Amish Village, Frostburg State University and will attend Mount St. Mary’s University for a week. According to teachers, the school has a focus in integrating the arts and noted an opportunity when students learned mathematical concepts at the Walters Art Museum. Students reported that the school offers afterschool programs such as karate and robotics. Additionally, school leadership and teachers mentioned that students learn of cultural diversity through the ethnicity and background of staff and other students. Regarding socioeconomic diversity, school leadership, teachers, community partners, parents, and students, reported that the school offers support with school uniforms and has partnered with the Maryland Food Bank for families in need. A March 20, 2018 Maryland Food Bank distribution sign in sheet was provided for review. Parents and students noted that haircuts for boys are accessible weekly. School leadership confirmed the haircuts for boys and added that George Washington Carver High School cosmetology students provide services for the girls. A review of a flyer for Haircut Fridays by David and Company confirms that haircuts are provided on Fridays. Moreover, school leadership, teachers, parents and students shared that resources were donated to a family who were impacted by a house fire. Teachers shared that they donate to students for purposes such as school supplies and trip admission fees. Parents confirmed that trip fees were waived, if needed. Lastly, school leadership and teachers mentioned a partnership with Zeta Phi Beta Sorority who has provided Christmas gifts and baskets for students and families. As it relates to linguistic diversity, stakeholders noted that Spanish was offered last year; however not during the current school year.

- The school maintains a positive culture and climate. School leadership reported a clean environment where student work is displayed, student individuality is accepted, and achievement is celebrated. Students confirmed that they can express their diversity and added that the school has behavioral expectations. Staff confirmed clear behavioral expectations for students. A site visit team climate review confirms that the building is clean and has student work and accolades posted. Teachers and parents noted that the school possess a family oriented environment which encourages unity among stakeholders. Teachers added that the school has a high teacher retention rate due in part to the buddy teacher system and an understanding that they strive toward a common goal. Staff mentioned that the front office staff, announcements, and affirmations contribute to a positive culture. Parents shared that they feel their children are safe and looked after at the school. Finally, community partners shared that staff are professional, and students are respected; yet while the school is positive, it could improve.

Domain 4: Strategic Leadership

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

Effective

- School leadership and teachers establish goals for the improvement of student learning that are measurable and aligned to student need and school improvement. School leadership and teachers identified schoolwide measurable goals such as improving Literacy and Mathematics PARCC scores by 5% and decreasing the number of students who score a 1 or 2. However, some teachers did not speak to specific measures for the literacy and math goals. School leadership also noted a goal to ensure professional development offerings are engaging. Teachers added that the school has an attendance goal of 97%. A review of the 2017-18 Schoolwide Goals documents reveals the following literacy goals: (1) Schoolwide students will increase by 10 points on the Writing Expression sub-claim in the PARCC ELA assessment in SY2017-18. (2) The percentage of students in grades 3-8 scoring a 1 or 2 on PARCC ELA decrease from 45% in SY2016-17 to 40% in SY2017-18. (3) The percentage of students scoring a 3 or 4 on PARCC ELA will increase from 55% in SY2016-17 to 60% in SY17-18. Regarding mathematics, the document reveals the following goals: (1) The percentage of students in grades 3-8 scoring a 1 or 2 on PARCC Math will decrease from 53% in SY2016-17 to 48% in SY2017-18. (2) The percentage of students in grades 3-8, scoring 3-5 on PARCC Math will increase from 47% in SY2016-17 to 52% in SY2017-18. According to the document, the attendance goals includes (1) a 5% increase in schoolwide attendance and (2) establishing partnerships with students and parents to decrease chronic absenteeism.
- School leadership ensures the alignment of all school goals, action plans, and key priorities. School leadership and teachers reported supporting the PARCC related goals through a Saturday Academy where students receive standard-based targeted assistance associated with the assessment. School leadership also noted that students use online PARCC practice tools. Teachers shared that they facilitate coach classes and receive support from community partners to assist with small group interventions with programs such as Zearn and Reading A to Z. Teachers also shared that i-Ready data is available on data walls. Moreover, teachers mentioned that Parent-Teacher conferences provide opportunities to inform parents about students' progress. Regarding the attendance goal, teachers reported that students with monthly perfect attendance are celebrated on the attendance board. School leadership confirmed the board and added that students receive a certificate and pencil. School leadership added that teachers maintain phone logs when they reach out to families regarding attendance concerns. A review of the 2017-18 Schoolwide Goals document, confirms strategies such as Saturday Academy, PARCC practice, small group instruction as academic strategies. A review of feedback from the school-based focus group on attendance confirm these strategies.

- School leadership and staff participate in regular analysis of school-wide data and revisit and adjust action plans as needed. School leadership and teachers reported that the school-wide goals were established over the summer. Teachers shared that they participated in a PARCC presentation, provided data on school trends, and developed a PARCC projection sheet. School leadership and teachers reported that schoolwide data is reviewed weekly with content leads during collaborative planning sessions and Instructional Leadership Team (ILT) meetings. A review of an ILT agenda reveals notes based on which grades are progressing toward schoolwide goals. School leadership also shared that the attendance strategies were modified during the middle of the school year to better respond to rising student absenteeism.

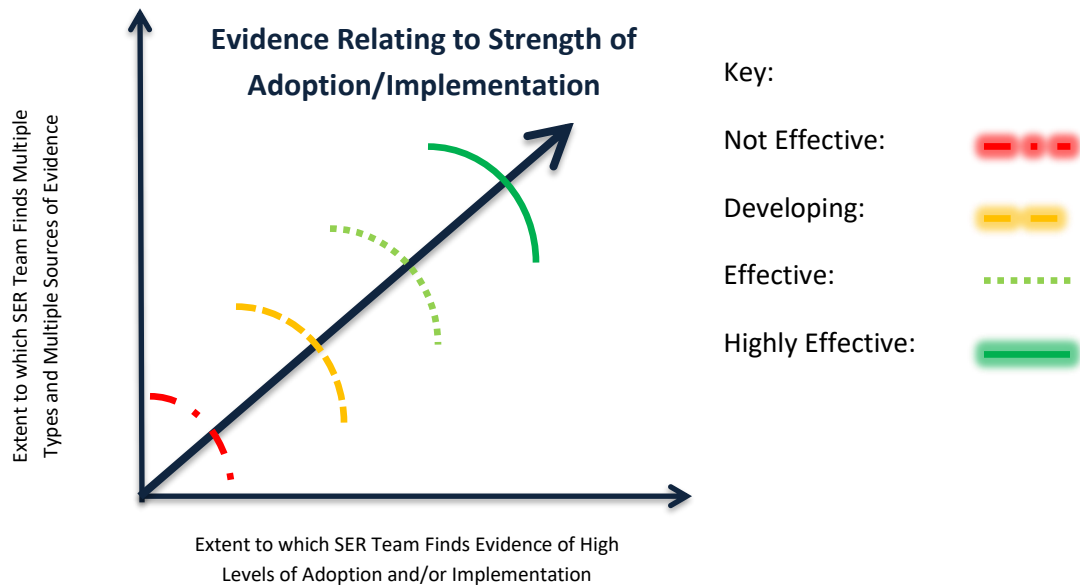
Key action 4.2: The school allocates and deploys the resources of time, staff talent, and funding to address the priorities of growth goals for student achievement.	Effective
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- Budget distributions and resource allocations always support teaching and learning. In terms of staffing, school leadership, teachers, staff and parents reported that staffing is sufficient with no teacher vacancies. School leadership, teachers and parents noted average class sizes in most grades, except first and second grade where classes are larger. Regarding materials, school leadership and parents stated that materials are sufficient. Teachers and staff confirmed this claim and added that request forms are available when materials are needed. A review of the Supply Request Form notes items, descriptions and quantities requested. As it relates to technology, all stakeholder groups reported that technology is sufficient. School leadership shared that the school received a grant for technology. School leadership, teachers, staff, parents and students noted that the school has two computer labs, and three mobile carts. Moreover, all stakeholder groups reported that classrooms are equipped with Promethean boards (interactive white board), document cameras, televisions and desktop computers.
- School leadership leverages teacher and staff talent, expertise, and effectiveness by delegating essentials responsibilities and decisions to appropriate individuals. School leadership and teachers reported that teachers participate in school committees such as hospitality, attendance, student life and achievement. A review of a committee list reveals staff names and the committees they support. Moreover, school leadership and teachers shared that teachers support extracurricular activities such as drumline, cheerleading, robotics, karate, and choir. School leadership added that teachers serve on the Instructional Leadership Team and assume leadership roles in the principal’s absence. Teachers added that teachers facilitated the Saturday Academy and mentoring (Rosemont Roses).

- 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 discuss student achievement during collaborative planning meetings and School Based Option (SBO) days. A review of collaborative planning meetings reveal topic such as academic conversations, PARCC, and data. School leadership reported that SBO days have been used to discuss topics such as analyzing trends across grades and rubrics for writing. A review of documents from the November 1, 2017 SBO day reveal topics such as text dependent questions and close reading.
- The school collaborates with families and community partners to garner resources to meet the needs of students and the school. School leadership reported that not many families volunteer; however, some families assist with updating bulletin boards, distributing food for the food pantry, and preparing for events such as the Haunted Café. Teachers, staff, parents and students confirmed that families support school events such as Back to School Night and sports games, and added that families help in classrooms, chaperone trips, and promote fundraising efforts. Teachers and parents also noted that families wash student school and sports uniforms. A review of the school volunteer log reveals a list of volunteers and dates of service. Regarding community partners, school leadership, teachers, parents, and community partners reported a partnership with the Baltimore Police Department (BPD) Bridge Program (sports and socioemotional supports), Zeta Phi Beta Sorority, Inc. (literacy program and donations). School leadership and teachers reported collaborating with Borden Transportation (transportation for school events) and the University of Maryland (mental health services). Staff confirmed the relationship with University of Maryland and highlighted other partners including Morgan State University (tutoring services), Frostburg State University (volunteered in classrooms) and Coppin State University (student teachers and field trips). Teachers and students confirmed the Coppin State University partnership and added the Agape House (donations, parent workshops and shelter) and David's Haircuts (weekly haircuts for boys). According to teachers and staff, other partnerships include the Baltimore Health Department (vision screening and eyewear) and Mount. St. Mary's College (field trip). A review of documentation regarding the BPD Bridge Program (permission slip) and David's Haircuts (flyer) confirms these partnerships.

Performance Level Rubric

The SER team will use the following guidance to select a performance level for each key action. Note that the quality standard for each performance level is based upon: the extent to which the SER team finds multiple types³ and multiple sources⁴ of evidence AND the extent to which the SER team finds evidence of high levels of adoption and/or implementation of a practice or system. The SER team will also reflect on the Instructional Framework and School Leadership Framework in their analysis prior to assigning a rating for each key action.



Rating	Performance Level	Quality Standard
1	Not Effective	Evidence indicates that the key action is not a practice or system that has been adopted and/or implemented at the school, or the level of adoption/implementation does not improve the school's effectiveness.
2	Developing	Evidence indicates that the key action (including some indicators) is a practice or system that is emerging at the school, but that it has not yet been implemented at a level that has begun to improve the school's effectiveness, OR that the impact of the key action on the effectiveness of the school cannot yet be fully determined.
3	Effective	Evidence indicates that the key action (including most indicators) is a practice or system that has been adopted at the school, and is implemented at a level that is improving the school's effectiveness.
4	Highly Effective	Evidence indicates that the key action (including all indicators) is a practice or system that has been fully adopted at the school, and is implemented at a level that has had a strong, significant or sustainable impact on the school's effectiveness.

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

⁴ "Multiple sources of evidence" is defined as evidence collected from three or more stakeholder focus groups; two or more documents; and/or evidence that a descriptor was documented in 75% or more of lessons observed at the time of the visit.

Appendix A: Classroom Observation Data

The classroom visit tool is aligned to Baltimore City Schools Instructional Framework. During each classroom visit, the observer collects evidence based on his/her observations and then determines whether the indicator was “evident”, “partially evident” or “not evident” for each of the 22 indicators. Below is the summary of the 10 classroom observations that were conducted.

TEACH 1: Communicate Standards-Based Lesson Objectives	Evident	Partially Evident	Not Evident
Communication of objective	40%	50%	10%
Learning activities and resources align with lesson objective	60%	30%	10%
TEACH 2: Present Content Clearly	Evident	Partially Evident	Not Evident
Accurate, grade-level content	100%	0%	0%
Alternate presentation of content	70%	0%	30%
Emphasis of Key Points	90%	10%	0%
TEACH 3: Use Strategies and Tasks To Engage All Students In Rigorous Work	Evident	Partially Evident	Not Evident
Scaffolded and/or Differentiated Tasks	50%	20%	30%
Opportunities To Engage With Complex Texts and Tasks	60%	40%	0%
TEACH 4: Use Evidence-Dependent Questioning	Evident	Partially Evident	Not Evident
Questions Requiring Justification	90%	10%	0%
Clear And Scaffolded Questions	100%	0%	0%
TEACH 5: Check For Understanding and Provide Specific, Academic Feedback	Evident	Partially Evident	Not Evident
Informative Checks for Understanding	80%	20%	0%
Specific, Academic Feedback	100%	0%	0%
TEACH 6: Facilitate Student-To-Student Interactions and Academic Talk	Evident	Partially Evident	Not Evident
Opportunities for student-to-student interaction	40%	0%	60%
Evidence-based discussions	30%	10%	60%
Student academic talk	80%	20%	0%

TEACH 7: Implement Routines To Maximize Instructional Time	Evident	Partially Evident	Not Evident
Maximized instructional time	80%	20%	0%
Smooth routines and procedures	70%	10%	20%
TEACH 8: Build A Positive, Learning-Focused Classroom Culture	Evident	Partially Evident	Not Evident
Teacher-to-student interactions	90%	10%	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	80%	0%	20%
Off-task behavior	80%	20%	0%
Time impact of redirection/discipline or off-task behavior	90%	0%	10%

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 Rosemont Elementary-Middle School was conducted on May 15-18, 2018 by a team of representatives from Baltimore City Public Schools.

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.

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.

Michael Haugh is a Program Evaluator II in the Office of Achievement and Accountability in Baltimore City Public Schools. Michael began his City Schools career as a Data Analyst in the Office of Student Support. In that role, he supported the district and schools in analyzing their discipline, enrollment, attendance and other climate data. In 2015, Michael continued in this role in the Office of School Support and in 2017 continued supporting the district in the Schools Office. In his current role, his primary focus is on the successful implementation of the Every Student Succeed Act's increased requirements for evidence-based practices in schools.

Yvette Turner

Joint Governing Panelist