

**BALTIMORE CITY**  
**PUBLIC SCHOOLS**

**Office of Achievement and Accountability**  
**Division of Research Services**

**School Effectiveness Review**  
**2017 - 2018**

**Holabird Elementary/Middle School**

**March 6-8, 2018**

200 East North Avenue  
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

Holabird Elementary/Middle School serves approximately 478 students in Pre-Kindergarten through Eighth grade. The school is located on Imla Street in the O'Donald Heights neighborhood of Baltimore, Maryland. The principal, Mrs. Stephanie Novak Pappas, is completing her first year at the school. For more information about the school's student demographics and student achievement data, please see the School Profile, located on the City Schools website.

## Part II: Summary of Performance Levels

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

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

Domain 1: Highly Effective Instruction	
1.1 Teachers plan highly effective instruction.	Effective
1.2 Teachers deliver highly effective instruction.	Developing
1.3 Teachers use multiple data sources to adjust practice.	Effective
1.4 School leadership supports highly effective instruction.	Developing
1.5 Teachers establish a classroom environment in which teaching and learning can occur.	Developing
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.	Developing
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.	Developing
Domain 3: Vision and Engagement	
3.1 The school provides a safe and supportive learning environment for students, families, teachers, and staff.	Developing
3.2 The school cultivates and sustains open communication and decision-making opportunities with families about school events, policies, and the academic and social development of their children.	Developing
3.3 The culture of the school reflects and embraces student, staff, and community diversity.	Developing
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

<b>Key action 1.1: Teachers plan highly effective instruction.</b>	<b>Effective</b>
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- Teachers implement standards-based daily lessons, units, and long-term plans using appropriate curriculum planning documents. School leadership and teachers reported that teachers use the Baltimore City School’s (City Schools) curriculum as well as the Springboard curriculum to plan daily lessons, which a review of curriculum planning documents and daily lesson plans confirmed. A review of plans also indicated that objectives in the lesson plans were grounded in the Maryland College and Career Readiness Standards. Specifically, one lesson plan noted the following objective: “We will use the constant of proportionality to represent proportional relationships with equations.” The previously mentioned objective was linked to standard 7.RP.2.c “Represent proportional relationships by equations.”
- Teachers design daily lessons that meet most learners’ unique needs. School leadership reported that lesson plans should align with the instructional models, as well as include small instructional groups targeting specific skills, differentiation of specific class assignments, and accommodations and modifications. Teachers confirmed that lesson plans should include small instructional groups and accommodations and modifications. Additionally, school leadership reported that sometimes teachers may include differentiation in their small group or action plans instead of or in addition to their lesson plans, which small group and guided reading lesson plans confirmed. A review of lesson plans revealed accommodations and modifications in all plans and small instructional groups in small group lesson plans, guided reading plans, and some lesson plans. For example, in one lesson plan the teacher indicated six small instructional groups along with the writing objective for the identified groups.
- Teachers set and track goals based on students’ performance levels. School leadership and teachers reported that teachers set goals through their Student Learning Objectives (SLO) based on data including i-Ready and Text Reading Comprehension (TRC). School leadership also reported that teachers set individual student goals based on benchmark assessments in mathematics and some teachers set writing goals for students. School leadership and teachers reported that progress towards goals is tracked through progress monitoring, benchmark assessments, and formative assessments. A review of a data tracker showed that one teacher set a middle of year and end of year goal for students. Specifically, the middle of year goal was stated as “80% of class will grow 0.5 years in reading levels according to TRC” and the end of year goal indicated that “80% of class will grow 1 full year in reading levels according to TRC.”

- Some teachers use and communicate standards-based lesson objectives and align learning activities to the stated lesson objectives. In only 33% of classes (n=15), did teachers communicate standards-based lesson objectives by explaining and/or referencing the objective during the lesson. However, in 60% of classes, the learning activities and resources aligned with the lesson objectives. For example, in one class the teacher discussed the following objective with the class: “I can identify a shaded fractional part in different ways depending on the designation of the whole.” During class, students had opportunities to explore math problems exploring the concept of fractions.
- Teachers present content in various ways and emphasize key points to make content clear. In 93% of classes (n=15), teachers presented students with accurate grade-level content aligned to appropriate content standards. Additionally, in 87% of classes, teachers presented content in various ways (two or more) to make content clear. Finally, in 60% of classes, teachers emphasized important points to focus the learning of content. In one class students solved subtraction problems with a zero in the ten’s place which aligns with standard 2NBT.B.5 “Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.” In the same class, the teacher presented content through modeling how to solve the problem, and engaging students in a question and answer period in order to help them understand the steps to solving subtraction of 3 -digit subtraction problems with zeros in the ten’s place. Further during the lesson, the teacher emphasized concepts such as “bundling” and “borrowing”.
- Some teachers use multiple strategies and tasks to engage all students in rigorous work. In only 33% of classes (n=15), did teachers scaffold and/or differentiate tasks by providing rigorous grade-level instruction for all students. In one class, the teacher scaffolded for students by using a video, simulations, and manipulatives to help students understand the content. However, in most classes scaffolding did not allow all students to access rigorous instruction. Continuing, in only 20% of classes did students have opportunities and time to grapple with complex texts and/or rigorous tasks. In some classes, students listened to teachers read texts aloud and/or participated in whole group practice. However, in only a few classes did students have opportunities to independently and deeply engage with complex text or tasks.

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

- Some teachers use evidence-dependent questioning. In 53% of classes (n=15), teachers asked questions that required students to cite evidence and clearly explain their thought processes. Additionally, in 67% of classes teachers asked questions that were clear and scaffolded. In one class, the teacher asked the following questions: “Is this an example of something that is translucent? Opaque? Transparent? Why? If we see can see a shadow is the object transparent, translucent, or opaque?”
- Some teachers check for student understanding and provide specific academic feedback. In 47% of classes (n=15), teachers conducted one or more checks for understanding that yielded useful information at key points throughout the lesson. In these classes, teachers checked students understanding by questioning students and circulating as students worked. Continuing, in 67% of classes, teachers gave students specific academic feedback to communicate current progress and next steps to move forward. For example, in one class, a teacher asked a student prompting questions and offered clarifying statements to help the student understand the objective of the lesson including “Is the author’s argument credible? Just because it is his opinion does not make it credible. Is there evidence to support the argument?”
- Some teachers facilitate student-to-student interaction and academic talk. In only 40% of classrooms (n=15), did teachers provide multiple or extended opportunities for student-to-student interactions and academic talk. In only 13% of those interactions did students engage in discussions with their peers to make meaning of content or deepen their understanding. In some classes, the teacher provided opportunities for “turn and talks” or group work. However, during those opportunities some students were off task or chose to work independently. Finally, in 87% of classes, students used academic talk, and when necessary, teachers consistently and appropriately supported students in speaking academically. For instance, students in one class used terms such as “right angle”, “pentagon”, and “rectangle”.

<b>Key action 1.3: Teachers use multiple data sources to adjust practice.</b>	<b>Effective</b>
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- Teachers analyze students’ progress toward goals. School leadership reported that teachers are analyzing data and creating action plans, which teachers confirmed. Continuing school leadership reported that the action plans include identifying students along with their areas of growth, strategies to support the areas of growth, and the date of reassessment. School leadership also reported that a variety of protocols are being utilized in collaborative planning meetings to analyze data including the “Tuning” protocol and “Looking at Student Work” protocol. Teachers reported that they are analyzing student data to determine deficits in order to place students into instructional high, middle, low or far below groups. A review of action plans confirmed teachers’ data analysis. For example, an ANet action plan revealed that teachers are determining a timeline to address students’ deficits, strategies to address students’ deficits, reassessment tools, and determining a date for reassessment. A literacy action plan show that teachers are identifying students’ strengths, areas of growth, and next steps.

- Teachers modify instruction in response to data. School leadership and teachers reported that teachers are modifying instruction by providing targeted instruction to small groups of students performing similarly or grappling with similar skills or content. Also, school leadership stated that teachers may prioritize or deconstruct standards in order to determine essential skills students need to address. Teachers added that along with small group instruction, teachers may spiral skills in the warm up activity and in student centers, as well as use different modalities to modify instruction. A review of actions plans confirmed that teachers are modifying instruction through small groups focusing on identified areas of growth in addition to incorporating online intervention programs into instruction.
- Teachers appropriately recommend students for some tiered interventions including opportunities for acceleration. School leadership and teachers reported that teachers implement small group instruction and guided reading group instruction in classrooms, which a review of small group and guided reading lesson plans confirmed. Continuing, school leadership and teachers reported that Reading Partners provides literacy intervention to students in second through fourth grades based on Amplify and i-Ready data. For middle school, school leadership and teachers reported that a reading specialist pulls groups of students for literacy and the middle school dean who also serves as the mathematics representative provides mathematics intervention in classes one to two days per week. Some teachers reported that some intervention programs are utilized such as SPIRE, Leveled Literacy Intervention, Do the Math, Zearn, and Corrective Reading, which a review of action plans confirmed. Regarding opportunities for acceleration, school leadership reported that the school is a Pre-Gifted and Advanced Learning site and has administered the Naglieri assessment in the primary grades. School leadership reported that the school offers Honor’s English classes in 6<sup>th</sup> through 8<sup>th</sup> grades and uses the Springboard curriculum, which a review of documents confirmed.

<b>Key action 1.4: School leadership supports highly effective instruction.</b>	<b>Developing</b>
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- School leadership holds and promotes an instructional vision of high student achievement. School leadership reported that the instructional vision includes the following instructional strategies: gradual release of practice, teaching the power standards, implementing the cycles of professional learning, and small group instruction. Teachers confirmed that small group instruction has been a non-negotiable. Some teachers added that the implementation of morning meeting and collaboration with English Speakers of Other Language teachers have been a focus, while other teachers reported that bell-to-bell instruction with students not being idle, gradual release of practice, and academic discourse are a part of the instructional vision. A review of a PowerPoint presentation revealed expectations for instructional practices beginning with the statement “We will be well planned every day” and noting that daily lesson plans should include standards, exit tickets, instructional groups, warm-up activities and more.

- 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 teachers submit lesson plans to Office 365, which a review of the school's Office 365 site confirmed. School leadership added that lesson plans are reviewed during informal observations. Some teachers reported that plans are also discussed during collaborative planning meetings, which collaborative planning agendas confirmed. School leadership added that when teachers are off pace with the curriculum, plans are put in place to help teachers adjust.
- School leadership provides some formative feedback and guidance to some teachers about the quality of planning, teaching, and adjustment of practice. As previously mentioned, school leadership and teachers reported that teachers are required to submit lesson plans to Office 365. Teachers added that though they are required to submit lesson plans to Office 365, they do not receive feedback on the plans, but do receive notices when plans have not been submitted. School leadership confirmed that teachers receive notices when lesson plans are not submitted. A review of an email revealed that a teacher did receive the following feedback after a review of plans: "Please make sure you are referring to students' IEPs, snapshots, and/or the accommodations matrix when planning. I have attached a copy of the matrix for you to use as I have found this to be a helpful tool when planning." Regarding feedback on teaching, school leadership reported that all teachers had received an informal observation with written and/or verbal feedback prior to their formal observation. However, not all teachers were able to confirm being informally observed and/ or receiving feedback. Additionally, teachers reported that some of the feedback received was not actionable, and therefore did not aide them in improving their practice. A review of informal observation feedback showed that feedback was given to some teachers in the form of Praise, Polish, Wonderings, and Next Steps. Specifically, feedback from one observation included the following "When asking those higher-level questions, remember to use multiple ways to call on kids and allow all of the kids a chance to talk. Turn and Talk. You have a large group."
- School leadership demonstrates an understanding of data analysis and ensures the use of a complete student learning data-cycle. School leadership and teachers reported that teachers are analyzing data and creating action plans during collaborative planning meetings which are led by members of the school leadership team. A review of collaborative planning agendas confirmed that school leadership and teachers are analyzing data and creating action plans. Additionally, a review of an Instructional Leadership Team (ILT) Agenda noted that the team discussed the data cycle as outlined in the agenda item "Understanding the Data Cycle".

<b>Key action 1.5: Teachers establish a classroom environment in which teaching and learning can occur. <sup>2</sup></b>	<b>Developing</b>
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- Some teachers implement routines to maximize instructional time. In 93% of classes (n=15), students were idle for very brief (less than 2 minutes) periods of time while waiting for the teachers. In most classes, teachers were prepared for instruction. However, in only 27% of classes, did routines and procedures run smoothly with minimal or no prompting from the teacher. In one class, students transitioned between activities when given the direction. However, in other classes although routines and procedures were in place, prompting was necessary for students to follow the routines and procedures.
- Most teachers build a positive, learning-focused classroom culture. In 81% of classes (n=15), teachers' interactions with students were positive and respectful. In classes, teachers cultivated a positive classroom atmosphere by referring to students as "friends", encouraging students to do their best, and correcting students in a stern but calm manner. Also, in 73% of classes, students' interactions with the teachers were positive and respectful. In most classes, students responded respectfully to teachers' directions. Finally, in 53% of classes, student to student interactions were positive and respectful. In most classes students worked well together in their classes, however in some classes students bickered and made disrespectful comments to their peers.
- Some teachers reinforce positive behavior and redirect off-task or challenging behavior when needed. In 60% of classes (n=15), teachers promoted and reinforced positive behavior. In some classes, teachers distributed tickets to students displaying positive behavior. However, in only 20% of classes, were students on task and active participants in classwork and discussions. In some classes, students demonstrated off-task behavior such as playing and talking with other students during the lesson. Lastly, in 33% of classes, teachers addressed behavioral issues (if any) with minimal interruption to instructional time (2 minutes or less). In some classes, teachers spent a significant amount of time redirecting students because of the previously mentioned behaviors.

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<sup>2</sup> 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.**

**Developing**

- School leadership has created and implemented an organizational and staffing structure that meets some needs of students. School leadership reported that an additional teacher was hired during the budget adjustment to alleviate large class sizes. School leadership reported that the school currently has educational associates that serve as deans of elementary and middle school as well as an educational associate to serve as a climate lead, which teachers confirmed. Additionally, school leadership reported that the school has a community school coordinator through the YMCA. School leadership and teachers reported that the school offers the following resource classes: physical education (full-time), library science (part-time), and art(part-time). Teachers added that because two of the three resource classes are part time, the schedule does not allow students to receive a resource class every day. Students reported that there have been several changes to the schedule throughout the year due to a lack of resource classes. School leadership stated that funding for 2.5 additional resource classes had been allocated for the upcoming school year. Regarding student support staff, school leadership and teachers reported that the school has a full-time Individual Education Program (IEP) chair, a part-time social worker, a part-time psychologist, and a part-time clinician from Johns Hopkins Bayview, which student support staff confirmed. Some teachers reported that the school is in need of additional support staff to assist with the social and emotional needs of students who may not consistently require services per an IEP or 504, but to support general education students as the need arises. A review of a letter to staff dated, August 3, 2017 confirmed the addition of a therapist and the Dean of Middle Grades as new positions for this school year.
- School leadership leverages a pipeline for staff recruitment and uses a measure and includes stakeholders in the assessment of candidates. School leadership reported that the school acquires candidates through Teach for America, Baltimore City Teaching Residency, and the Urban Teacher Center. Teachers confirmed the previously mentioned pipelines and added that the school has acquired candidates through Loyola University and the Office of Human Capital for Baltimore City Public Schools. School leadership and most teachers reported that candidates are assessed through a panel interview consisting of school leadership and teachers. Some teachers were not able to speak to a panel interview and stated that some hiring took place during the summer, and therefore teachers did not participate in the interview process. A review of interview questions confirmed the interview process. Specifically, interview questions reviewed included the following: Describe the flow of an exemplar lesson. What might we see/hear when we step into your classroom? How do you establish an effective climate and culture in your classroom? and others.

- School leadership includes staff members and other stakeholders in the development of effective teachers and staff and is beginning to include staff members and other stakeholders in the retention of effective teachers and staff. School leadership and teachers reported that teachers have conducted peer observations and provided feedback to peers, which a review of peer observation forms confirmed. Additionally, school leadership and teachers reported that teachers have delivered professional development to the staff, particularly on writing and teaching to the Power Standards. Moreover, staff have received professional development from Scholastic and Arts Everyday, according to school leadership and teachers. School leadership and some teachers reported that teachers received coaching in the form of observations and feedback from district support staff. In terms of retention, school leadership reported that the current administration is working to implement strategic hiring and strategic placement of teachers. School leadership and teachers reported that some teachers have remained at the school because they enjoy serving the students and families and appreciate the collegiality of the staff.
- School leadership has created mentoring and other induction programs, when applicable, to support the development of some new teachers and staff and somewhat monitors the program’s effectiveness. School leadership reported that the school has assigned three mentors to support the school’s new teachers. Teachers reported that mentors were assigned to new teachers at the beginning of the school year, however some teachers reported that their mentor is no longer at the school and at the time of the review, they had not been assigned to another mentor. School leadership reported that the current mentors meet with new teachers during monthly meetings, co-teach, observe, and provide feedback to teachers. Teachers confirmed the monthly meetings and stated that the support provided to new teachers varies, but usually includes collaborative planning check-ins when needed. School leadership reported that the school hosted an induction for new teachers, which a review of a professional development agenda confirmed. A mentor support plan detailed a year-long plan for the new teacher mentor meetings. Continuing, a review of printouts from the Learning Zone, the online support tracking platform, confirmed the support provided by one mentor to three of the school’s new teachers. Lastly, a review of emails from September to teachers confirmed that teachers received new teacher support during that time.

<p><b>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.</b></p>	<p><b>Developing</b></p>
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- School leadership makes use of the evaluation system to develop faculty and staff capacity. School leadership reported that the formal observation process consists of the pre-observation conference, the formal observation, and the post observation conference, which teachers confirmed. School leadership reported that the feedback consists of strengths, areas of growth, and next steps, which some teachers confirmed. Some teachers reported that they found the feedback beneficial for the

improvement of their practice. However, some teachers reported that they did not receive much feedback or did not find the feedback beneficial. A review of formal observations confirmed the observation process and the feedback given. Specifically, feedback to one teacher was the following “One think-about with regard to this Key action might be around how questions are posed. This builds upon the feedback from T3. Rather than only questioning the students about what they did, pose the questions to other students using an equity strategy (i.e. equity sticks) to increase accountability for listening. Rather than ask [student]to think through what his first step was, allow [student] to fully present his thinking, and then pull an equity stick and ask the selected student “What was [student’s] first step? What did he do? This would engage more students in the process and ensure the questioning pushes more students beyond their current levels of understanding.”

- School leadership provides limited support and interventions to some struggling teachers and staff as indicated by data and/or informal or formal observations and holds them accountable for performance. School leadership reported that struggling teachers are identified through the following indicators: informal observations, mentor observations, and classroom management data (specifically the number of Minor Incident Reports submitted). Teachers confirmed that struggling teachers are identified through classroom management data. Continuing school leadership reported that teachers are being strategically supported through interventions as outlined in action plans or performance improvement plans. School leadership stated support for struggling teachers includes being provided explicit feedback from targeted informal observations, strategic coaching from school leadership, alternative program coaches, and district support staff, as well as referrals to services for social and emotional support. Although some teachers confirmed the coaching, they stated that some of the feedback has not been helpful. Some teachers stated that they did not feel that many supports were available to struggling teachers and that teachers were responsible for addressing their own concerns. A review of a PIP confirmed the following supports: weekly observations, prompt specific feedback, weekly lesson plan feedback, and peer observations.
- 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 focus of professional development has been on improving the culture and climate through the implementation of Holabird Heart, Positive Behavior Interventions and Supports (PBIS), and Restorative Practices (which is upcoming). Additionally, school leadership reported that instructional professional development has been centered on Foundations, the Cycles of Professional Learning (writing and academic discourse), the new mathematics curriculum, small group instruction, and City School’s Blueprint. Teachers confirmed the focus on the Cycles of Professional Learning, the Blueprint, Foundations, and small group instruction, and added that teachers have received professional development on teaching to the Power Standards for Partnership for Assessment of Readiness for College and Career (PARCC). A review of the first week of school professional development plans show that the following topics were covered: Instructional Expectations, Foundations, Eureka Math, Literacy, and others.

## Domain 3: Vision and Engagement

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

**Developing**

- The school community shares an understanding of, and commitment to, the school mission, vision, and values, including a clear understanding of strategic goals and initiatives. School leadership stated that the mission of the school is to get students into the high schools of their choice, and the vision of the school is that students will be prepared for college and careers by becoming good communicators and writers, which teachers and students confirmed. School leadership and teachers also reported that the mission of the school is centered around the implementation of Holabird Heart which involves developing compassionate, well-rounded students, which student support staff and students confirmed. Review of a PowerPoint Presentation, showed the Holabird Heart slogan: *Open Heart, Open Mind*, along with the core values of Happiness, Empathy, Achievement, Resilience, and Teamwork. To support the mission and vision, school leadership, teachers, students, and parents reported that the school focuses on the core values of Holabird Heart during the morning announcements. Parents reported that the mission of the school is for all kids to attend school every day and to learn. Students added that teachers are providing a good education and the school has helped students through the high school choice program.
- Students, staff, and families do not feel physically safe at the school. Students, staff, and families feel somewhat emotionally safe at the school. School leadership reported that there are security issues because of the condition of the building, which teachers and students confirmed. Teachers added that there have been multiple break-ins due to windows and doors not being able to be secured. Teachers also stated that lockdown procedures cannot be adhered to due to inoperable doors. Continuing, school leadership stated that there has been ongoing communication with City Schools to address facility issues, which teachers confirmed. School leadership and teachers reported that after recent incidents in schools nationally, the school reviewed security issues and created a safety plan which included revising entry procedures, restricting parent/visitor access to the building, and increasing supervision during recess. A review of the safety plan and Holabird Action Updates confirmed the plan to address safety concerns. Parents acknowledged the changes and reported that school leadership monitors the entrance in the morning. However, parents stated that concerns still linger regarding the monitoring of other entrances to ensure that only authorized visitors enter the school and the monitoring of hallways throughout the day to ensure appropriate student behavior. Students added that some student behavior is inappropriate and can cause other students to feel unsafe. Regarding emotional safety, school leadership reported that students feel safe, particularly with the implementation of morning meeting, which is helping students to learn how to express emotions and that students are aware of student support staff in place to support them. Continuing, school leadership stated that Positive Behavior Intervention and Supports (PBIS) core values are emphasized as well as greetings on the morning announcements to establish a positive tone for the day. However, some teachers stated that some students are bullied, and the bullying persists due to a perceived lack of consequences, which students confirmed. School leadership reported that parents

generally feel welcome, although there was some consternation on the part of parents regarding the changes in the entry procedure. Some teachers reported that more support staff is needed to support students with the challenges students encounter. In terms of staff's emotional safety, school leadership stated that teachers are celebrated in the weekly Holabird Action Update, through certificates of excellence, and through perfect attendance incentives. A review of Holabird Action Updates, confirmed shout-outs to teachers. Continuing, school leadership stated that communication is clear, and leadership is accessible. Site visit team observations confirmed a staff appreciation luncheon. Teachers reported that they feel as though they can express concerns to school leadership, however they feel unsure as to if their concerns will be addressed. Student support staff reported that school leadership is receptive to feedback and addresses issues immediately. Parents stated that some student behavior is concerning, but students generally feel safe with their teachers and student support staff.

- School leadership establishes structures for the acknowledgement and celebration of student, faculty, and staff success. School leadership, teachers, and students reported that students are celebrated through monthly PBIS events, awards assemblies, Class Dojo, shout-outs on the "Shout-Out" board, and through other classroom incentives. A review of emails, shout-out postings, and site visit team observations confirmed the previously mentioned celebrations and recognition of students. Parents confirmed the use of Class Dojo and individual teachers' incentives. Regarding staff celebrations, school leadership and teachers reported that teachers receive shout outs at faculty meetings as well as perfect attendance awards, weekly shout-outs in the Holabird Action Update, and shout-outs on the school's "Shout-Out" board. A review of Holabird Action Updates, emails, faculty meeting agendas, and PowerPoint presentations confirmed that teachers are recognized and celebrated for birthdays, attendance, assuming additional responsibilities, and leading initiatives.
- The school is beginning to develop systems that proactively attend to individual students' social and emotional needs. School leadership and teachers reported that the school has implemented PBIS which sets a more positive tone for students. Continuing, school leadership and teachers reported that the school implemented morning meeting school-wide in January, which students and parents confirmed. School leadership and some teachers reported that the school is training students to be peer mediators through Johns Hopkins University. School leadership reported that the school will be implementing restorative practices after an upcoming professional development. Lastly school leadership, teachers, student support staff, students, and parents reported that the student support staff offers individual and group counseling. A review of social media postings and Holabird Action Updates confirmed the kick-off of Positive Behavior Intervention and Supports as well as the implementation of morning meeting.

**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.**

**Developing**

- The school uses multiple strategies, languages, and vehicles to communicate information about school progress, policies, events, and the academic and social development of students to families and the community. School leadership and teachers reported that the school sends monthly *Dolphin Tale* newsletters to families, in addition to flyers to advertise school-wide events. Continuing, school leadership and teachers reported that the school communicates events through Parent Link (automated phone calls), Class Dojo, and social media (Facebook and Twitter). Parents and students reported that they receive flyers and communication through Parent Link. A review of newsletters, syllabi, letters, and social media postings confirmed these methods of communication. Parents and students added that teachers communicate through phone calls and text messages. School leadership, teachers, students, and parents stated that written communication is translated into Spanish, which a review of letters and flyers confirmed. Additionally, the school has bilingual staff to assist in translating for families, which site visit team observations confirmed.
- The school has not established regular structures for two-way communication, to facilitate opportunities for families and the community to participate in or provide feedback on school-wide decisions. School leadership reported that parents can make appointments to meet with school leadership. Continuing, school leadership reported that Class Dojo allows for two-way communication between families and the school. School leadership also reported that the school has a group that meets with families of ESOL students for parent workshops and updates pertaining to the school, which some parents confirmed. Some parents added that the previously mentioned meetings had occurred two times during the current school year, which community partners confirmed. Teachers could not speak conclusively to an organized parent group at the school. Parents reported that there is currently no Parent Teacher Organization and added that there is a desire for one. Continuing, parents reported that they would like to have an opportunity to weigh in on school-wide decisions made, particularly some of the decisions impacting parents and students as well as to be more informed about events at the school. Community partners reported that the school has a School Family Council (SFC), however at the time of the site-visit, neither parents or community members are currently involved. A review of SFC agendas from October 27<sup>th</sup> and December 1<sup>st</sup> confirmed these meetings.
- School leadership establishes multiple structures for frequent communication with teachers and staff members regarding policies, progress, and school culture. School leadership, teachers, and student support staff reported that communication occurs via weekly Holabird Action Updates, emails, text messages, and during meetings. A review of Holabird Action Updates, emails, and meeting agendas confirmed these methods of communication. Specifically, a review of Holabird Action Updates indicated communication of teacher acknowledgements and celebrations; policies, procedures, and updates; upcoming events and important dates, and any other information pertinent to the school.

<b>Key action 3.3: The culture of the school reflects and embraces student, staff, and community diversity.</b>	<b>Developing</b>
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- School leadership, teachers, and staff build strong relationships with families and community stakeholders from diverse backgrounds. School leadership and teachers reported that families have been invited to school wide events including awards assemblies, literacy, and math nights, Back to School night, and a Back to School cook-out. A review of documents confirmed the back to school cook-out and literacy night. Additionally, school leadership reported that a community church hosts community movie nights at the school, which parents confirmed. School leadership, teachers and students reported that the school has a monthly food bank distribution, which most parents confirmed.
- The school's curricula, resources and programs consider cultural and socioeconomic diversity; however not linguistic diversity. School leadership and most teachers reported that the curriculum is diverse in terms of texts and the content reviewed in class. School leadership and teachers reported students reading texts such *A Long Walk to Water*; *The House on Mango Street*; and *Roll of Thunder, Hear My Cry* in addition to engaging in lessons about the European Union and Genetics, specifically tracing diabetes through the family line. Students confirmed they have read and studied *A Long Walk to Water*. Moreover, school leadership, teachers, and students reported that students have seen a performance of *The Lion King*, visited the Museum of Dentistry, the Walters Art Gallery, the Baltimore Museum of Industry, the Reginald F. Lewis Museum, the Holocaust Museum, and Biztown, as well as college trips to Loyola University, Morgan State University, and the University of Maryland. School leadership reported, and site visit team observations confirmed the morning announcements' feature of diverse public figures who display the school's core values. Regarding socioeconomic diversity, school leadership and teachers reported that the school distributes food through the monthly food bank and provides uniforms and coats to children in need. School leadership added that dinner is served in the after-school program. Teachers added that the school has had vision and dental screenings for students. In terms of linguistic diversity, school leadership reported although there are plans to obtain a grant to implement a foreign language program; there is currently no foreign language taught, which teachers, students, and parents confirmed.
- The school is working to build a positive school culture and climate. School leadership and teachers reported that the school has made progress in addressing issues involving culture and climate. School leadership reported that great effort is being made to increase positivity through initiatives such as PBIS, morning meeting, and reinforcing Holabird Heart, which teachers and students confirmed. Some teachers reported that staff turnover impacted their ability to build relationships with some students, but with the addition of morning meeting relationships are building between students and new staff members. Students reported that although some student behaviors affect the climate and culture of the classroom, celebrations for students have been very consistent during the current school year and they have built positive relationships with their teachers. Parents reported that among other things (such as opportunities for two-way communication and student behavior), the cleanliness of the school in some areas as restrooms could be improved; however, they recognize that improving the school will

take time. Continuing, parents stated that the principal always greets students and parents with a smile, and they appreciate the consistent positivity exhibited by the principal. While on site, members of the site visit team noted the principal greeting parents and students, orderly transitions, and clean hallways with student work and recognition posted in the hallway.

## 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 reported that the Instructional Leadership Team (ILT) established the academic goals. School leadership reported that the climate goal in the area of attendance was added per guidance from district staff. School leadership and teachers reported that the goals are to increase the number of students scoring four and five by 5% in literacy and mathematics per the Partnership for the Assessment of Readiness for College and Careers (PARCC). School leadership stated that the ARCA (At-Risk for Chronic Absence) goal was to decrease the rate of chronically absent students by 3%. Teachers were not aware of the attendance goal, but some teachers stated that there was a focus on improving the climate through the implementation of the principles of Holabird Heart. A review of the principals' first conference report confirmed the goals as the following: 1) Holabird academy will increase the percentage of students achieving a score of 4 or 5 on the PARCC ELA assessment from 7.74% to 13.0% as measured by the 2018 grades 3-8 PARCC assessment. 2) Holabird academy will increase the percentage of students achieving a score of 4 or 5 on the PARCC math assessment from 3.16% to 8.0% as measured by the 2018 grades 3-8 PARCC assessment. 3) Holabird academy will decrease the percentage of at risk for chronic absence (ARCA) students from 18.5% (reported on the June 2017 ILT tool) to 12.5% as reported by city schools June 2018 ILT tool.
- School leadership ensures the alignment of most school goals, action plans and key priorities. School leadership reported that strategic coaching, focus on power standards, analysis of data, and small group instruction are aligned with the academic goals. Teachers confirmed the use of strategies such as intervention through small groups and push-in support, the analysis of data, and targeting essential standards. School leadership reported that strategies aligned to the ARCA goal include monitoring data through the ILT tool, the work of the attendance committee identifying students with attendance challenges, providing class and individual incentives for perfect attendance, and finding more suitable placements for students with chronic attendance issues. A review of the principal's first conference report identified the following instructional strategies: engaging in the data cycle on a weekly basis, focus on power standards, aligning resources and sample lesson plans, engaging in school-wide analysis of PARCC, ANet, Eureka, and implementation of the COPL, specifically – academic discourse and literacy. Further, the principal's first conference report identified the following strategies aligned to climate: attendance committee monthly review of ILT tool and student data to determine at risk students, communication of ARCA status with families, attendance incentives to students meeting attendance expectations, referrals of students with attendance challenges to Student Support Team, and school wide communication around importance of school attendance. Teachers were unaware of the attendance goal or any specific strategies aligned with the attendance goal.

- 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 school-wide data is reviewed and analyzed during faculty, professional development, and ILT meetings, which a review of faculty, professional development, and ILT meeting agendas confirmed. Continuing, school leadership and teachers reported that staff has analyzed PARCC data and the power standards in staff meetings and in ILT meetings staff analyzes PARCC, i-Ready, and ANet data. A reviewed of a faculty meeting agenda dated November 6, 2017 noted that staff engaged in analysis of PARCC literacy and mathematics data. Additionally, a review of monthly ILT agendas and notes confirmed discussions on the following topics: Debrief of Instructional Learning and Climate Walks, ILT Initiatives, Naglieri Data Review, PARCC Reports, Assessments (i-Ready, KRA, and Amplify), Informal Observation Tools, Providing Meaningful Feedback, Understanding the Data Cycle, and other.

<b>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.</b>	<b>Effective</b>
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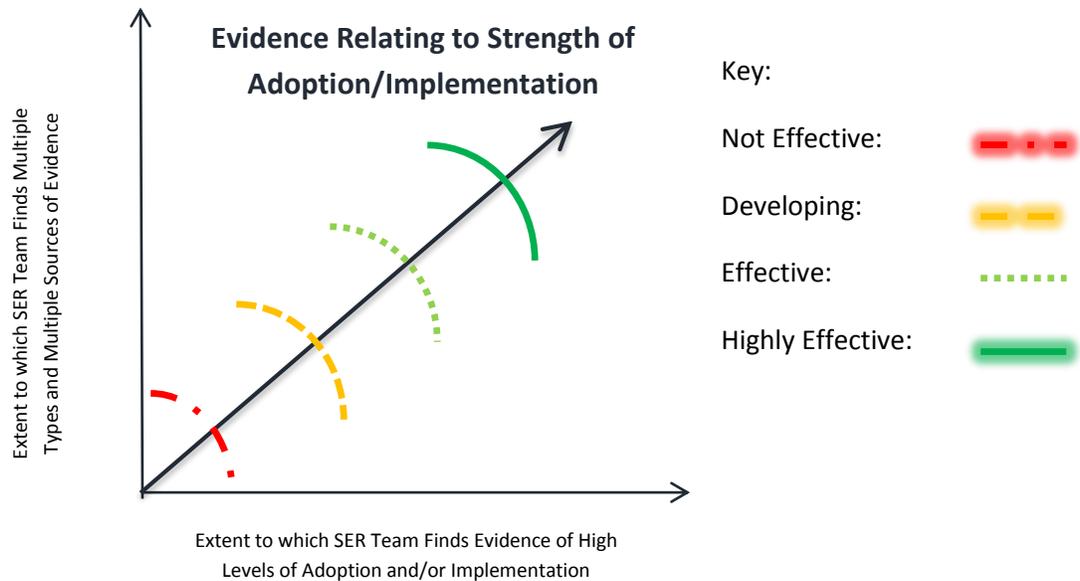
- Budget distributions and resource allocations do not fully support teaching and learning. School leadership reported that staffing at the school is “adequate, but not ideal”. Specifically, school leadership reported that the school currently has no vacancies and added a teacher and an educational associate after the budget adjustment, which teachers confirmed. Continuing, school leadership reported that the budget for the upcoming school year includes funding allocated for additional resource teachers for students. Teachers and students reported that staffing for resource classes is a need. Additionally, student support staff and some teachers reported that the school is in need of additional staff to support students with disabilities and students with social and emotional needs. Regarding materials to support the curriculum, school leadership reported that the school ordered workbooks for the new mathematics curriculum, manipulatives, science kits to support the curriculum, and copy paper (adding that teachers recently received an additional box). Teachers acknowledged the additional box of copy paper; however, they stated that they were still in need of materials such as copy paper, toner, and certain supplementary materials. Students also acknowledged the need for additional paper because they reported spending a lot of class time copying from handouts in class, however they stated that textbooks and novels are sufficient. Lastly, regarding technology, school leadership, teachers, and students reported that the school’s technology is insufficient. School leadership reported that funding for technology for the current school year was not in the budget from the previous administration, adding that 20,000 dollars would be allocated for the following school year in addition to a full-time technology teacher to operate the Chromebook lab. School leadership reported that most teachers have four to five laptops, desktops, or iPads in their classrooms, document cameras, and promethean boards, although some promethean board are inoperable. Teachers and students confirmed the available technology and added that the school has two laptops carts. A review of K12Buy expenditures showed that funding was allocated toward the following: office supplies and

human resources such as “Bring Da Noise” (resource teachers), Urban Teacher Center (interns), and Playworks (recess monitors) as well as student opportunities (Baltimore Urban Debate League).

- School leadership leverages teacher and staff talent, expertise, and effectiveness by delegating essential responsibilities and decisions to appropriate individuals. School leadership and teachers reported that teachers facilitate district professional development, and lead school-wide initiatives such as National History Day and Gifted and Advanced Learning (GAL). Continuing, school leadership and teachers reported that teachers serve on committees including climate and culture, family community engagement, community connections, attendance, and the ILT. Finally, teachers reported that teachers lead clubs and organizations within the school such as Student Government Association, robotics, and the debate team. A review of Family Community Engagement, Attendance, Climate and Culture, ESOL, and ILT agendas confirmed that teachers participate on committees.
- 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 participate in collaborative planning time weekly by grade band for elementary (Pre-K-2 and 3-5) and by content for the middle school (math/science and English language arts/social studies). Continuing, school leadership and teachers reported that members of the school leadership team lead collaborative planning. School leadership and teachers reported that teachers meet to discuss the curriculum, district initiatives, data, and student work. A review of collaborative planning agendas confirmed the following topics: planning PARCC data, Morning Meeting, Data (Understanding how to create small groups), Goal-Setting, and others.
- The school collaborates with families and community partners to garner resources to meet the needs of students and the school. School leadership reported that the school has a volunteer application for breakfast and lunch volunteer opportunities. School leadership, teachers, students, parents, and community partners reported that parents currently volunteer throughout the school on tasks such as creating bulletin boards, copying assignments for teachers, assisting in the main offices, and monitoring the cafeteria. Regarding community partnerships, school leadership reported that the school partners with Epic Church (community events, book donations, coat drives, and beautification endeavors), Reading Partners (literacy intervention), Brown Advisory (financial literacy curriculum and field learning experience to JA Biztown), Arts Everyday (arts curriculum), Barks through the SPCA, Playworks (recess monitors), Future Makers (Port Discovery learning experiences), and the YMCA (after school program). Teachers confirmed the partnerships with Reading Partners, the YMCA, Playworks, Epic Church, Brown Advisory, and Arts Everyday. Students confirmed the partnerships with the YMCA, Playworks, Epic Church. Students added that the school also has a partnership with Zion Baptist Church. The community partner focus group confirmed the partnerships with Epic Church, Brown Advisory, Young Audiences, and EPIC Church in addition to other churches in the community. A community partner’s list confirmed the previously mentioned partnerships and others.

## 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<sup>3</sup> and multiple sources<sup>4</sup> 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	<b>Not Effective</b>	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	<b>Developing</b>	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	<b>Effective</b>	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	<b>Highly Effective</b>	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.

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

<sup>4</sup> "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 15 classroom observations that were conducted.

<b>TEACH 1: Communicate Standards-Based Lesson Objectives</b>	<b>Evident</b>	<b>Partially Evident</b>	<b>Not Evident</b>
Communication of objective	33%	33%	33%
Learning activities and resources align with lesson objective	60%	40%	0%
<b>TEACH 2: Present Content Clearly</b>	<b>Evident</b>	<b>Partially Evident</b>	<b>Not Evident</b>
Accurate, grade-level content	93%	7%	0%
Alternate presentation of content	87%	13%	0%
Emphasis of Key Points	67%	33%	0%
<b>TEACH 3: Use Strategies and Tasks To Engage All Students In Rigorous Work</b>	<b>Evident</b>	<b>Partially Evident</b>	<b>Not Evident</b>
Scaffolded and/or Differentiated Tasks	33%	27%	40%
Opportunities To Engage With Complex Texts and Tasks	20%	67%	13%
<b>TEACH 4: Use Evidence-Dependent Questioning</b>	<b>Evident</b>	<b>Partially Evident</b>	<b>Not Evident</b>
Questions Requiring Justification	53%	13%	33%
Clear And Scaffolded Questions	67%	33%	0%
<b>TEACH 5: Check For Understanding and Provide Specific, Academic Feedback</b>	<b>Evident</b>	<b>Partially Evident</b>	<b>Not Evident</b>
Informative Checks for Understanding	47%	53%	0%
Specific, Academic Feedback	67%	13%	20%
<b>TEACH 6: Facilitate Student-To-Student Interactions and Academic Talk</b>	<b>Evident</b>	<b>Partially Evident</b>	<b>Not Evident</b>
Opportunities for student-to-student interaction	40%	20%	40%
Evidence-based discussions	13%	40%	47%
Student academic talk	87%	0%	13%

<b>TEACH 7: Implement Routines To Maximize Instructional Time</b>	<b>Evident</b>	<b>Partially Evident</b>	<b>Not Evident</b>
Maximized instructional time	93%	7%	0%
Smooth routines and procedures	27%	47%	27%
<b>TEACH 8: Build A Positive, Learning-Focused Classroom Culture</b>	<b>Evident</b>	<b>Partially Evident</b>	<b>Not Evident</b>
Teacher-to-student interactions	81%	19%	0%
Student-to-teacher interactions	73%	27%	0%
Student-to-Student interactions	53%	40%	7%
<b>TEACH 9: Reinforce Positive Behavior, Redirect Off-Task Behavior, and De-escalate Challenging Behavior</b>	<b>Evident</b>	<b>Partially Evident</b>	<b>Not Evident</b>
Reinforce positive behavior	60%	7%	33%
Off-task behavior	20%	67%	13%
Time impact of redirection/discipline or off-task behavior	33%	33%	33%

## 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 Holabird Elementary/Middle School was conducted on March 6-8, 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.

**Amir François** is a Program Evaluator II for Title I Services in the Office of Achievement and Accountability in Baltimore City Public Schools. His work includes evaluating the effectiveness of federal funding within the district and supporting district and school staff in evaluating the effectiveness of programming in Title I schools. Amir began his career as an independent school 7th and 8th grade science teaching fellow and next worked as a charter school elementary math associate teacher in Boston, MA. After obtaining his Doctorate degree, he worked as a postdoctoral fellow in the Department of Mental Health at the Johns Hopkins Bloomberg School of Public Health. Through his position in the Center for School-Based Violence Prevention, Amir researched how schools' social and environmental climate can be leveraged to promote intercultural competence and prevent risky behaviors such as alcohol and drug use in adolescents. Amir holds a B.A. in Philosophy-Neuroscience-Psychology from Washington University in St. Louis and a Ph.D. in Applied Developmental Science and Educational Psychology from the Curry School of Education at the University of Virginia.

**Shane Hall** is Director of Research for Baltimore City Schools in the Office of Achievement and Accountability. He has more than 15 years of education research and program evaluation experience. Prior to coming to Baltimore, Shane was a program evaluation specialist and manager in the Dallas Independent School District. He has a Ph.D. in Public and Policy and Political Economy from the University of Texas at Dallas. He also is an alumnus of the Strategic Data Project at Harvard. In addition, Shane has a Master of Public Affairs from the University of Texas at Dallas and a Bachelor of Arts in Journalism and English from Texas A&M University.