BALTIMORE CITY
PUBLIC SCHOOLS

Office of Achievement and Accountability
Division of Research Services

School Effectiveness Review

2017 - 2018

KIPP Academy

April 4-6, 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

KIPP Academy serves approximately 1500 students in grades Kindergarten through eighth. The school is located on Greenspring Avenue in the Park Heights neighborhood of Baltimore, Maryland. The principals, Ms. Natalia Adamson and Ms. Samantha Pugh, have been at the school for 9 years and 1 year, respectively. 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.	**Developing**
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.	**Effective**
1.5 Teachers establish a classroom environment in which teaching and learning can occur.	**Effective**
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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**
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4.1 The school establishes growth goals that guide strategic planning, teaching, and adjusting of practice to meet student needs.	**Developing**
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**
4.3 The school's board of trustees (or operator) provides component stewardship and oversight of the school (*For schools that are overseen by an autonomous board of trustees or operator)*	**Highly 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.	Developing

- Teachers develop and implement standards-based daily lessons, units, and long-term plans using appropriate curriculum planning documents. According to school leadership and teachers, teachers use the Expeditionary Learning and Eureka curriculums for English Language Arts (ELA) and Math, and Amplify which is being piloted for Science, as well as Core Knowledge in Kindergarten through second grades. School leadership added that the ELA and Math include a module internalization component. Continuing, teachers noted that they created common curriculum to use for daily lessons. Review of scope and sequence documents and lesson plans confirmed use of the aforementioned curriculums, which are aligned with the Common Core. For example, one plan included the following standard - 8.EE.8 (analyze and solve pairs of simultaneous linear equations) with the associated objective: Students will learn to solve systems of linear equations problems by using substitution.

- Teachers do not consistently design daily lessons that meet learners' unique needs. In focus groups, school leadership and teachers stated that teachers meet the needs of their students through re-teaching, reviewing skills, small groups, and accommodations and modifications for students with Individual Education Plans, or IEPs. School leadership and teachers added that teachers also differentiate lessons according to students' learning modalities, and may use visuals, videos, or read alouds. Staff confirmed the use of small groups and noted that accommodations may include extended time, and special educators collaborate with general educators to ensure lessons are meeting the various needs, though they indicated modifications may not be seen in lesson plans. Review of lesson plans revealed that small groups were included in some, but not all of the lesson plans, such as guided reading, while other plans were pulled directly from a scripted curricula (such as Eureka), but included a few general teacher notes.

- Teachers set and track goals based on students' performance levels. According to school leadership and teachers, all teachers created and submitted Student Learning Objectives, or SLOs, which review of SLOs confirmed. Teachers and school leadership added that teachers also set goals related to Eureka, Achievement Network (ANet) and Guided Reading, such as 60% mastery on a particular assessment or growth in reading levels. Teachers added that goals are set for each intervention cycle, or roughly every eight weeks, and they may be differentiated based on performance tiers. Further, teachers stated that goals could be related to overall class averages. Regarding tracking, teachers and school leadership noted goals are tracked through the year, using assessments connected to the curricula (such as Eureka or Amplify), grades or teacher-created assessments. Lastly, school leadership indicated that goals may

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be posted in classrooms. Review of SLOs revealed that the following target was noted for a group of students in one class: "The students in Target A will grow at least two spelling stages as measured by the Words Their Way Elementary Spelling Inventory."

Key action 1.2: Teachers deliver highly effective instruction.[1]	Developing

- Some teachers use and communicate standards-based lesson objectives and align learning activities to the stated lesson objectives. In 40% of classrooms visited (n=20), teachers communicated lesson objectives to students by explaining and/or referencing it during the lesson. Additionally, in 40% of classes, lesson activities and resources had a clear and intentional purpose and were aligned with lesson objectives. For example, in one class, the objective was: "KIPPsters will learn to display prior knowledge on climate change and global warming by completing a know/want to know chart. The associated standard was MS-ESS3-5 (Ask questions to clarify evidence of the factors that have caused the rise in global temperatures over the past century.) However, in several classes, lesson objectives were only posted or not communicated to students, and not all learning activities and resources were aligned with objectives.

- Most teachers present content in various ways and emphasize key points to make content clear. In 80% of classrooms observed (n=20), teachers presented students with accurate, grade level content aligned to appropriate content standards. Additionally, in 70% of classes, teachers presented content in various ways to make content clear. Further, in 70% of classes, teachers emphasized important points to focus learning of content. For example, in one class, a teacher used a process chart, text, and handout to support students in the use of context clues to define new words.

- Some teachers use multiple strategies and tasks to engage all students in rigorous work. In 40% of classrooms visited (n=20), teachers scaffolded and/or differentiated tasks by providing access to rigorous, grade-level instruction for all students. Additionally, in 50% of classes, students had opportunities and time to grapple with complex texts and/or rigorous tasks. For example, in one class, students participated in small groups in which the task was differentiated based on their skill level to round in addition of three-digit numbers and worked on problem sets or used Zearn. However, in several classes, teachers did not scaffold or differentiate (all students participated in the same activities) and students participated in rigorous activities superficially or not at all, such as classifying animals into categories or sharing facts about presidents.

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

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- Some teachers use evidence-dependent questioning. In 45% of classrooms observed (n=20), teachers asked questions that required students to cite evidence and clearly explain their thought processes. Additionally, in 55% of classes, teachers asked questions that were clear and scaffolded. For example, in one class, the teacher asked the following questions: "How many pieces of evidence should you have? What are two things that develop after the third article? Why do you believe these pieces of evidence are reasons for legacy for these individuals?"

- Some teachers check for student understanding and provide specific academic feedback. In 60% of classrooms visited (n=20), teachers conducted one or more checks for understanding that yielded useful information at key points throughout the lesson. Further, however, in only 40% of classes, did teachers give specific academic feedback to communicate current progress and next steps to move forward. For example, in one class, the teacher rotated as students worked in guided reading groups, but feedback was not academic, but rather focused on behavior.

- Teachers do not facilitate student-to-student interaction and academic talk. In only 30% of classrooms observed (n=20), did teachers provide multiple or extended opportunities for student-to-student interaction. Additionally, in only 25% of classes, in most student-to-student interactions, did students engage in discussion with their peers to make meaning of content or deepen their understanding. Lastly, in 45% of classes, students used academic talk and, when necessary, teachers consistently and appropriately supported students in speaking academically. In most classes, students participated in one or no peer interactions, and therefore were not given an opportunity to engage in discussions with peers to deepen their understanding.

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

- Teachers analyze students' progress toward goals. According to school leadership and teachers, teachers analyze a variety of data points, including student work, exit tickets, module tests, quizzes, ANet and guided reading, among others. School leadership and teachers added that, while there is not a school-wide process for data analysis, because it is adjusted by content areas, the general steps include the following: analyze specific questions and standards to determine trends regarding successes and failures, and then identify next steps or strategies to address misunderstandings. Further, teachers noted that in collaborative meetings with special educators and content or grade level teams, they analyze data collaboratively. Review of data analysis forms (specifically the daily data dive) confirmed that general steps included identifying areas of success (defined as 80% mastery of learning objective), knowledge and skills from the standard included in learning objective and task, areas of improvement, and the re-teach plan. A review of trackers revealed that some were more detailed and included several additional steps.

- Teachers modify instruction in response to data. In focus groups, school leadership and teachers stated that teachers adjust instruction through re-teaching skills if students haven't demonstrated mastery, and re-teach or "buffer days" were included in the schedule for this purpose. School leadership and teachers added that teachers may pull small groups, review pre-requisite skills, incorporate a skill in a drill or Do Now for review, include process charts or visuals, and more. Further, teachers noted that small groups could be determined based on data from exit tickets. Review of daily data dive forms confirmed use of small groups, review, scaffolding, gradual release, whole group re-teach, and more.

- Teachers appropriately recommend students for tiered interventions, including some opportunities for acceleration. According to school leadership and teachers, teachers have an intervention block for Guided Reading in the Elementary school (one hour), and What I Need, or WIN time, in middle school daily for thirty minutes, for both ELA and Math - students are grouped based on exit ticket data. School leadership and teachers added that the school has reading and math interventionists, who support students who are below grade level for approximately 30-45 minutes daily; in middle school, support is provided during WIN time. Continuing, school leadership and teachers noted that students can access online intervention programs, such as Khan Academy for Math. Regarding acceleration opportunities, school leadership, teachers and staff stated that middle school students can participate in an accelerated math class, based on PARCC scores and teacher recommendation. Lastly, school leadership indicated that students in lower grades have been tested for the GATE program and are grouped in homerooms together. Review of documentation confirmed reading interventionist groups and lesson plans, and small groups in action plans.

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

- School leadership holds, however does not clearly promote, an instructional vision of high student achievement. According to school leadership, elements of the instructional vision that were normed around by the Instructional Leadership Team include common practices (or "look fors" around which the ILT normed for the current year), including strong objectives that are aligned with standards and assessments. School leadership added that discourse, students taking ownership of learning, being engaged and persevering have been a focus in guided reading, which review of the vision for effective instruction confirmed, with Teach 1-9 indicators being the overall focus. Further, school leadership noted that the vision has been communicated through professional development. Some teachers also confirmed that discourse was a focus, which was also confirmed by review of a PowerPoint presentation for elementary Math; however, teachers noted additional elements including checks for understanding, close reading, higher order thinking, and annotation. Lastly, staff noted a focus on social responsibility. Review of a shared commitments overview for the current year confirmed the focus on progress monitoring, standards aligned with curricula and assessments, and interventions.

- School leadership ensures that teachers engage in the planning of the curricula through oversight of standards-based units, lessons, and pacing. In focus groups, school leadership and teachers stated that during collaborative meetings that leadership facilitates, with either grade level or content teams, pacing checks are conducted and pacing guides are adjusted accordingly, and teachers also email leadership weekly scope and sequence documents that include any modifications. Teachers added that lesson plans are discussed and modified during meetings as well, and also in one on one meetings (O3s) with instructional coaches, which occur weekly or bi-weekly, and during which teachers receive feedback. Further, teachers reported that the common curriculum is online and can be viewed by leadership. Review of an oversight document for the elementary school confirmed that pacing is overseen through pacing guides, emails, weekly meetings, informal observations and O3 meetings, while review of middle school team meeting agendas confirmed that curriculum was discussed and module internalization were modified and submitted.

- School leadership provides formative feedback and guidance to teachers about the quality of planning, teaching, and adjustment of practice. According to school leadership and teachers, school leadership conducts informal observations on a weekly or bi-weekly basis, using the Instructional Framework as a guide and Whetstone as the online platform for providing feedback to teachers. School leadership and teachers added that through the platform, leadership can see the feedback the teacher has received from other members of leadership as well, and provide feedback and coaching through sharing strengths, questions, and action steps. Further, teachers noted that focus areas for feedback include culture, management and academics/instruction, and the feedback is generally beneficial to improving their practice, though some teachers noted that it depends on who conducts the observation. Lastly, school leadership indicated that coaches debrief with teachers after informal observations to share verbal feedback, though it is also captured electronically. Review of informal observations revealed that the following next step was included after an observation: "With the application problem, you could push your students to do more independently before debriefing as a class. This would both push students to produce/do more thinking independently and give you the opportunity to circulate to a) identify interesting pieces of student work to project and debrief and b) monitor student responses and identify misunderstandings. You did a good job of talking about multiple ways students could solve - projecting different samples of student work would give a visual to this discussion. Debriefing student work samples is a great way to leverage your students' strong mathematical skills while also giving them the opportunity strengthen their ability to communicate their thinking clearly. This is also another great way to increase student to student talk as they give their classmates feedback." Review of feedback also revealed that trends are shared from learning walks with teachers.

- School leadership demonstrates an understanding of data analysis and ensures the use of a complete student learning data-cycle. In focus groups, school leadership and teachers reported that data is discussed during collaborative meetings, during which training is embedded and veteran teachers model and support new teachers in analyzing data and completing forms, when necessary. School

leadership and teachers added that teachers complete daily data dive forms and/or action plans in the elementary school, and in middle school, data is discussed, though not currently formally documented. Lastly, school leadership indicated that a regional data coach attends meetings to provide support. Review of a Data Driven Instruction PowerPoint and Daily Data Dive (D3) overview confirmed training is provided to teachers. Review of emails also revealed that teachers submitted narratives on how data informed instructional adjustments to leadership, as well as D3 forms and action plans.

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 90% of classrooms visited (n=20), students were only idle for very brief periods of time while waiting for teachers. However, in only 45% of classes did routines and procedures run smoothly with minimal or no prompting from the teacher. For example, in one class, while students were not idle for longer than two minutes, a great deal of prompting was required for students to transition to the carpet, students were repeatedly asked to "focus up," and were also reminded more than once to close their notebooks.

- Teachers build a positive, learning-focused classroom culture. In 95% of classrooms observed (n=20), teacher interactions with students were positive and respectful. Additionally, in 80% of classes, student interactions with teachers were positive and respectful. Further, in 80% of classes, student-to-student interactions were positive and respectful. For example, in one class, the teacher praised students by saying "awesome" and "well done."

- Most teachers reinforce positive behavior and re-direct off task or challenging behavior, when needed. In 75% of classrooms observed (n=20), teachers promoted and reinforced positive behavior. Additionally, in 50% of classes, students were on task and active participants in classwork and discussions. Further, in 75% of classes, teachers addressed behavioral issues with minimal interruption to instructional time. For example, in one class, the teacher thanked students for tracking the speaker and for most students meeting expectations, though students were re-directed by being asked to fix their seating positions on the carpet, raise hands, facing forward, and more.

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

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Domain 2: Talented People

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

- School leadership has created and implemented an organizational and staffing structure that meets the diverse needs of all students. According to school leadership, teachers and staff, the school has a Rales health clinic through a partnership with Johns Hopkins that includes a pediatrician, nurse practitioner and two nurses to provide students with medical services that would otherwise require them to leave school. Additionally, school leadership and teachers stated that the school has a culture team, interventionists for both reading and math, instructional coaches to support new teachers, and a coach for special educators as well. Further, teachers noted that the school has a Shared Services Team, that manages fundraising efforts and also includes KIPP through College, which tracks students after graduation and engages alumni, as well as facilitates the high school choice process. Lastly, school leadership and teachers indicated that electives include physical education, art, music, Spanish and health. Review of an organizational chart confirmed all positions.

- School leadership leverages a pipeline for staff recruitment and uses multiple measures and sometimes includes stakeholders in the assessment of candidates. In focus groups, school leadership and teachers reported that a KIPP staff person determines the needs of the school and creates a recruitment plan, including: posting vacancies for the school, conducting initial screening interviews of prospective candidates, and arranging for them to conduct a demonstration lesson with student and staff observers. School leadership and teachers added that teachers can receive a bonus for referring candidates who are hired, though additional pipelines include the district's job fair, alternative certification pipelines (Teach For America and Urban Teacher Center), local colleges such as Goucher, and more. Further, school leadership and some teachers stated that once identified, prospective candidates undergo a series of interviews with the hiring committee, which include teachers as well as administrators. According to stakeholders, additional measures may also include activities such as data profiles, scenarios analysis, and a sample lesson via video. However, some teaches noted that teachers were not always included in interviews, which school leadership confirmed. Review of emails confirmed the role of the national recruiter and steps included in the hiring process, such as the demonstration lesson. Review of interview questions revealed that they included the following: "What do you know about KIPP Baltimore and why are you interested in working for us? How do you define a college prep education? Can you give me your educational philosophy?" Review of interview notes also confirmed staff and student involvement in hiring, and emails confirmed teacher involvement in hiring for instructional coaches, assistant principals, and teachers in the elementary school.

- School leadership includes staff members and other stakeholders in the development and retention of effective teachers and staff. According to school leadership and teachers, teachers provide "teach backs" to one another during team meetings, in which they present a portion of a lesson to their peers order to garner feedback on instruction, and teachers also provide professional development to one another. School leadership added that teachers serve as coaches – for example, in guided reading – and also as grade level chairs. Further, teachers noted that they participated in learning walks and peer observations. Continuing, school leadership and teachers noted that teachers receive professional development from the KIPP Foundation, as well as a professor from Loyola on diversity, and teachers have received training on restorative practices. Review of professional development agendas and learning walk documents confirmed staff support of teacher development, and review of peer observation templates and O3 meeting agendas confirmed peer and coach supports. Regarding retention, school leadership and teachers reported that teachers stay at the school because of the support, feeling valued, working with like-minded peers, opportunities for leadership, a plethora of resources, the family feel of the school, supported through teambuilding activities (such as dodgeball and laser tag) and relationships with students.

- School leadership has created mentoring and other induction programs, when applicable, to support the development of all new teachers and staff and monitors the program's effectiveness. In focus groups, school leadership and teachers reported that early career teachers are assigned to instructional coaches, who serve as mentors and provide support. School leadership and teachers added that supports included weekly observations and feedback/debriefs with a focus on lesson planning and classroom culture. Review of notes confirmed observations and feedback from coaches (such as grows and glows.) School leadership noted that oversight is provided through meetings with coaches and informal observation of teachers. Regarding induction, school leadership and teachers indicated that new teachers and teacher leaders have two additional PD days prior to all staff PD in August, to discuss the school's model and values, receive a tour, and participate in a dinner with leadership. Review of an on-boarding document revealed that teachers were also assigned to "buddy" teachers and supports included shadowing, planning, observations and more.

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.	**Developing**

- School leadership makes use of the evaluation system to develop faculty and staff capacity. According to school leadership and teachers, the school follows the district's formal observation process, which includes a pre-observation conference, the formal observation, and a post-observation conference with one of eight qualified observers in the building. School leadership added that a third formal observation can also be conducted, by request. Further, teachers noted that in the pre-observation conference, they review the lesson, discuss expectations, goals, and student needs and have time to

modify lessons prior to being observed. Continuing, teachers noted that the feedback is helpful and grounded in the Instructional Framework, and suggestions are provided that can be implemented quickly and also support teachers in reaching highly effective ratings. However, some teachers indicated that feedback was not always helpful, depending on the observer. Review of formal observations revealed that the Instructional Framework was used as the guiding rubric, and some observations included suggestions for how teachers how to increase their rating in particular indicators, such as the following: "Require students to agree and disagree with their hand signals more often and require 100%. Ask some students to explain why they agree, disagree, or if they want to add on to another answer. Be sure to maintain a neutral tone and expression when students are sharing so they are not led to an answer."

- School leadership provides timely support and interventions to struggling teachers and staff as indicated by data and/or informal or formal observations and holds them accountable for performance. In focus groups, school leadership and teachers stated that struggling teachers are identified through informal observations and data, and placed on action plans prior to being transitioned to a formal support plan, such as a Performance Improvement Plan (PIP). School leadership added that there are weekly check-ins conducted regarding action plans, while teachers noted that supports could include coaching through weekly observations with feedback, peer observations, management support and data. However, some teachers indicated that teachers need to self-identify if they are struggling and seek out help if they need it, and rely on one another for assistance. Review of support plans and PIPs revealed that one teacher has a PIP due to challenges with Plan 4 (designing lessons to meet learners' unique needs) and Teach 3 (using strategies and tasks to engage all students in rigorous work), and supports included co-planning and observations, as well as oversight of data entry and use of Illuminate (data management software).

- School leadership engages faculty in school-wide professional development based on identified needs and somewhat in alignment with the school's instructional vision. According to school leadership and teachers, the school has six additional professional development days in the summer for all staff prior to the start of the school year, and those days were focused on data and assessment, as well as two additional days during the course of the school year. School leadership and teachers added that in the Elementary school, professional development has been focused around guided reading, progress monitoring, using data/small groups, and restorative practice. School leadership noted that for the middle school, professional development has been focused around "redefining the promise"(to make it to and through college) and advisory, as well as classroom culture and behavior. However, some teachers noted that it was vague, while others noted general ideas of social justice, equity and school culture. Review of the professional development plan and agendas for the elementary school revealed sessions focused on restorative practice, math, data driven instruction, guided reading, social justice, and more. Review of the middle school professional development plan and some agendas revealed that re-defining the promise and data usage were focus areas.

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. In focus groups, school leadership, staff and teachers reported that college readiness and completion (to and through college) is the school's primary mission, as well as character development in order to produce engaged and caring citizens, which parents and students confirmed. School leadership, teachers, parents and students added that the mission is supported by the KIPP through College team, which helps students navigate the high school choice process, college and career week, and homerooms and classes being named after colleges. Further, school leadership, students and teachers noted that advisory allows students to learn about colleges and provides exposure through college visits. Lastly, the site visit team observed students wearing college bound jackets. Review of the KIPP through College overview revealed that the mission is as follows: "Our mission is to empower alumni to develop the academic and character competencies to reach their education and professional goals. Our vision is that all KIPP Baltimore alumni will become financially independent, empowered citizens with the access and credentials to acquire meaningful careers." Review of staff descriptions revealed that there is a director, a manager of high school placement and manager of college placement affiliated with KIPP through College.

- Staff, families, and some students feel physically safe. Families, most staff and some students feel emotionally safe at the school. In focus groups, school leadership, parents, staff and teachers stated that the school has locked doors, cameras, a visitor check-in policy, and students and staff practice safety and lockdown drills, as well. School leadership and teachers added that staff have key cards that allow them to access various parts of the building, and the dismissal process was revamped, with additional security hired to support staff at posts throughout the school grounds. Review of the safety plan revealed that drill overviews were included, and an overview of the dismissal and after school policy noted the school security officer. Teachers added that the visitor badge is a different color each day, and lights were installed in the parking lot. Further, parents indicated that a buzzer is required for entry into the building. Continuing, staff and teachers noted staff have walkie-talkies and communicate frequently; if help is needed, it is sent immediately. However, while students confirmed the visitor sign-in process, arrival and dismissal procedures and drills, they indicated that locks were sometimes picked, student fights were a concern, and security guards do not remain the entire time during after school. Regarding emotional safety, school leadership, teachers and parents reported that students have adults with whom they can discuss personal issues, through advisory or other informal structures, and parents noted that the school communicates with parents and ensures any issues are resolved. Staff and some teachers also noted that school leadership has an open door policy. Further, school leadership stated that the school has implemented restorative practices and has a culture team in place, with adults who assist in mediating student conflict, and the school also has a wellness room. However, all students indicated that bullying was an issue, which staff confirmed, and some teachers noted that they don't

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feel comfortable going to some members of leadership with concerns, suggestions or feedback. Lastly, school leadership indicated that the school has a social worker, behavior interventionist and Hope Health clinician on staff.

- School leadership establishes structures for the acknowledgement and celebration of student, faculty and staff success. According to school leadership, staff, parents, students and teachers, students are celebrated through awards ceremonies each semester, which included awards for principal's list, honor roll, perfect attendance and reading growth, which review of certificates and PowerPoint presentations for awards assemblies confirmed. Additionally, school leadership, teachers and students stated that students receive awards for student of the week, or class-level monthly incentives through earning dojo points for displaying school values, such as pizza parties, dress down days, and dances. Further, parents and students noted that classes can receive the Excellence Cup for the highest dojo point earned in a week, which also includes a dress down day and special privileges for the week, and which review of a PowerPoint presentation confirmed. Continuing, students and staff noted that students can become diplomats. Lastly, parents, teachers and students indicated that students receive shout outs in morning meetings. Regarding staff celebrations, school leadership and teachers reported that teachers receive monthly and quarterly awards, and teachers added that staff nominate and vote for one another; review of the staff of the month emails confirmed these nominations. School leadership added that staff are celebrated during teacher appreciation week, and participate in teambuilding activities, such as dodgeball and laser tag. Further, teachers noted that there is a staff shout out board, and they receive thank you notes from leadership. Lastly, staff noted that the operator hosts a holiday party each year.

- The school develops systems that proactively attend to most individual students' social and emotional needs. In focus groups, school leadership, students and teachers stated that middle school advisory is a space in which students can build relationships with staff members, and morning meetings in the elementary school allow for discussions of core values, which the site visit team observed. Further, school leadership and teachers noted that Second Step is a social-emotional curriculum for Kindergarten through fourth graders, which includes points awarded for exhibiting character traits and a Peace Path, or space in the room where students can express feelings; teachers noted that early learning students also receive social lessons through (Prevention and Intervention for Early Learners) PIEL and hygiene lessons through the Rales Center. Lastly, teachers, staff and school leadership noted the use of restorative practices to mediate conflict, though teachers clarified that implementation varies by teacher; review of restorative practice guides confirmed training, while review of advisory groups confirmed that structure. Review of a scope of services and letter also revealed that the school has a partnership with Hope health.

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. In focus groups, school leadership, teachers and staff reported that the school communicates with families in a variety of ways, including monthly newsletters, Parent Link (an automated call system), flyers, phone calls, letters, social media (including Facebook, Twitter), emails, texts, class dojo, and the Remind app; parents and students confirmed that they receive class dojo, Parent Link, and Remind communication, as well as flyers and emails. Review of the newsletter, flyers, letters, class dojo and cell phone policies confirmed these communication methods. School leadership, teachers, staff and parents added that teachers have work cell phones on which they can receive calls from families until 8:30pm. Parents noted that communication has improved, as it used to be just social media, though most parents felt it could still be improved for middle school. Lastly, staff noted that some families also receive home visits from school staff.

- The school establishes regular structures for two-way communication, which facilitate opportunities for families and the community to participate in, or provide feedback on, school-wide decisions. According to school leadership, parents, students and teachers, the school has a KIPP Parent Association (KPA), which meets monthly and allows an opportunity for families to provide feedback, and also fundraise for the school, plan events, and build community. A review of KPA meeting agenda minutes from October and November confirmed that structure, and topics that included arrival, dismissal, mental health supports, fundraisers, and more. School leadership, parents, students and teachers added that the school also has coffee with the principal meetings monthly, during which updates are shared and parents can ask questions, and the meetings are streamed onto Facebook live. Flyers confirmed the coffee and breakfast events with the principals. Lastly, school leadership noted that two surveys are sent home to families and students each year to garner feedback which is used to focus school improvement efforts.

- School leadership establishes multiple structures for frequent communication with teachers and staff members regarding policies, progress, and school culture. In focus groups, school leadership and teachers reported that a weekly update is shared with teachers and staff via email, and staff also have a shared calendar, use google drive, and google hangouts to communicate with each other. School leadership and teachers added that in the middle school, there is a daily morning standup, during which announcements are made. Further, teachers and school leadership noted a variety of meetings – team and staff – for information to be shared, as well as communication via text messages. Review of emails and staff meeting agendas confirmed some of these communication methods.

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Key action 3.3: The culture of the school reflects and embraces student, staff, and community diversity.	Effective

- School leadership, teachers, and staff build strong relationships with families and community stakeholders from diverse backgrounds. According to school leadership and teachers, the school hosts a variety of events to build relationships with families and the community, including Back To School Night, kindergarten and fifth grade orientations, college and career week and Black History month events. A review of PowerPoint presentation confirmed Back to School Night and the Orientations. Parents added that in middle school, they are invited to attend hot dog and ice cream socials, and some parents have even participated in conferences. Further, as noted above, school leadership, teachers, students and parents stated that parents have teachers' work cell phones, and can reach them until 8:30pm, and the staff also builds relationships through potlucks, parent-teacher conferences, student activities, and having an open-door policy. Lastly, school leadership indicated that a law firm provides free services to families and the principal attends Park Heights Renaissance meetings.

- The school's curricula, resources and programs consider cultural, linguistic, and socioeconomic diversity. In focus groups, school leadership and teachers stated that the school has a Black History month program, which review of a program overview confirmed, and in middle school there is an African American history class. School leadership and teachers stated students also participate in field trips to Historically Black Colleges and Universities (HBCUs), and to museums such as Reginald F. Lewis and the National African American History museum. School leadership and teachers added that the Expeditionary Learning curriculum exposes students to other cultures, such as Hispanic, Chinese, Japanese, Greek, Afghan, Native American, Italian and more. Students indicated they can also participate in clubs such as Black Excellence and Black Girl Magic. Regarding linguistic diversity, school leadership, teachers, students noted that the school has Spanish as a foreign language in middle school. Regarding socio-economic diversity, school leadership, teachers, students and parents reported that the school has a food bank that is open daily, a uniform closet and swap, scholarships available for the after-school program, clothing drives, toiletries and undergarments available through the Rales Clinic and free backpacks. Lastly, school leadership indicated that stakeholders donate food to families for the holidays, and according to students, the school has a fresh fruit and vegetable program.

- The school is working to maintain a positive school culture and climate. In focus groups, school leadership and teachers reported that the school is positive because staff is positive, there are a variety of supports in place for students, and the culture is reflective. Teachers added that the days begin with singing, affirmations and shout outs, and the school as a community. Further, students indicated that teachers are cheerful and learning is fun. However, some teachers indicated that the positive culture is dependent on the grade level team and leadership in place, and at times, it can feel as though there is tension between leadership and staff. Lastly, parents noted that the culture is improving, but there have been growing pains in merging the two schools into one.

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.	Developing

- School leadership and teachers establish goals for the improvement of student learning that are measurable and aligned to student need and school improvement. According to school leadership, and some teachers, the goals for the current academic year are as follows: Students will increase between three to five levels in guided reading; 66% of students will master the mid- and end-of-module assessments in Math; targets for students meeting or exceeding expectations on PARCC in fourth and eighth grade in Math and ELA; and ANet targets. Review of the annual plan confirmed the academic goals. School leadership and teachers added that there are also goals related to student and staff culture, attendance, as well as organizational goals. Further, school leadership noted that a strategic plan was developed at the end of the previous school year by reviewing data, to determine what the needs of the school are, and therefore the focus areas. Teachers noted that the goals are reviewed during professional development sessions and include a variety of data points, though some teachers could not articulate measurable goals.

- School leadership ensures the alignment of some school goals, action plans and key priorities. In focus groups, school leadership and some teachers stated that academic initiatives to support literacy and math included observations and feedback, lesson plan review, content meetings, and data meetings; some teachers also noted that professional development and progress monitoring support academic goals. Regarding climate goals, some teachers and school leadership stated the use of restorative practices, though teachers also noted that the school has an attendance team. However, because some teachers could not articulate measurable goals, or were unclear on some of the focus areas, they were unable to note strategies for all areas. Review of the academic strategy gap analysis overview confirmed strategies included data analysis and progress monitoring, team meetings, and instructional walk throughs. Review of the annual plan revealed attendance interventions and tracking are initiatives in place to support school culture.

- School leadership and staff participate in some analysis of school-wide data and revisit and adjust action plans as needed. According to school leadership and teachers, data points including PARCC, ANet, and suspensions are reviewed and tracked in content meetings through Tableau (online data platform). School leadership added that the leadership team meets weekly to review guided reading, survey and suspension data. Review of leadership team meeting agendas confirmed discussion of goals and strategies. Some teachers added that at mid-year, an update was shared regarding progress towards school-wide goals, as well as steps to take to achieve the goal. However, when probed, some teachers indicated that while they review grade level data in team meetings, they could not articulate review of school-wide data or progress toward goals. Further, school leadership and some teachers noted that adjustments included changes to advisory and coaching, intensive plan development, and more frequent progress monitoring of students not reaching mastery, as well as reinforcement around practices in order for office referrals to be consistent.

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

- Budget distributions and resource allocations always support teaching and learning. According to school leadership, students, parents and teachers, staff is sufficient, as there are no vacancies, a co-teaching model implemented in each grade, interventionists, and no classes that are over 32 students, though some students noted some classes were large. Regarding supplies and materials, school leadership and teachers noted that the KIPP fix portal allows teachers to request materials efficiently, and there is unlimited paper and access to a variety of copiers. However, students indicated they sometimes share books and need additional consumable materials, such as pencils. Continuing, regarding technology, school leadership, students and teachers stated there is a 1:1 ratio of chrome books to students, as well as iPads, promethean boards, smartboards, and document cameras. Review of the budget overview and expense reports confirmed spending related to textbooks, curriculum, and supplies.

- School leadership leverages teacher and staff talent, expertise, and effectiveness by delegating essential responsibilities and decisions to appropriate individuals. According to school leadership and teachers, the school has a variety of coaches to support teachers, such as teacher development leaders, guided reading, and ANet, as well as reading interventionists, and positions are open to teachers as promotion opportunities. School leadership and teachers added that the school has grade and content level chairs, a testing coordinator, mentor teachers. School leadership and teachers also stated teachers and staff support with after school programming, including sports such as basketball and dance, and clubs such as Black Excellence and the school musical. Further, teachers noted that culture leads develop lesson plans, and there is a coordinator for the internship program with Goucher. Lastly, school leadership and teachers noted that teachers can serve on the Principal's Advisory Committee. Review of the teacher leadership PowerPoint and teacher-leader role descriptions confirmed many of the roles listed above.

- School leadership consistently provides and focuses common staff time on instructional practices and development in support of student achievement. In focus groups, school leadership and teachers reported that teachers participate in team meetings (both vertical and horizontal) twice per week, to analyze data, look at student work, conduct teach backs, plan module internalizations, share instructional strategies, discuss culture and more. Teachers added that the focus may vary, and they may also discuss attendance, mission and vision, and engagement of the community. Review of collaborative planning agendas confirmed the aforementioned topics, and revealed that additional topics included dean's list, field trips, and incentives.

- The school collaborates with families and community partners to garner resources to meet the needs of students and the school. In focus groups, school leadership, staff and teachers stated that families support the school in a variety of ways, including during arrival and dismissal, as after-school coaches and club coordinators, by providing donations for school events, chaperoning on field trips and distributing food from the fresh fruit and vegetable program. Teachers added that parents run the food pantry, and support in hallways and classrooms; parents confirmed that they run the food pantry, chaperone, and assist in classes. Regarding community partners, school leadership and teachers reported that Hope Health (on-site clinician), Johns Hopkins University (Rales clinic), Park Heights Renaissance (parent workshops), Park School (tutoring), and DLA Piper (free legal services) are actively supporting the school. Lastly, parents noted that a local church and Parks and People also partner with the school. Review of overview documents confirmed the partnership with Rales clinic and Hope Health.
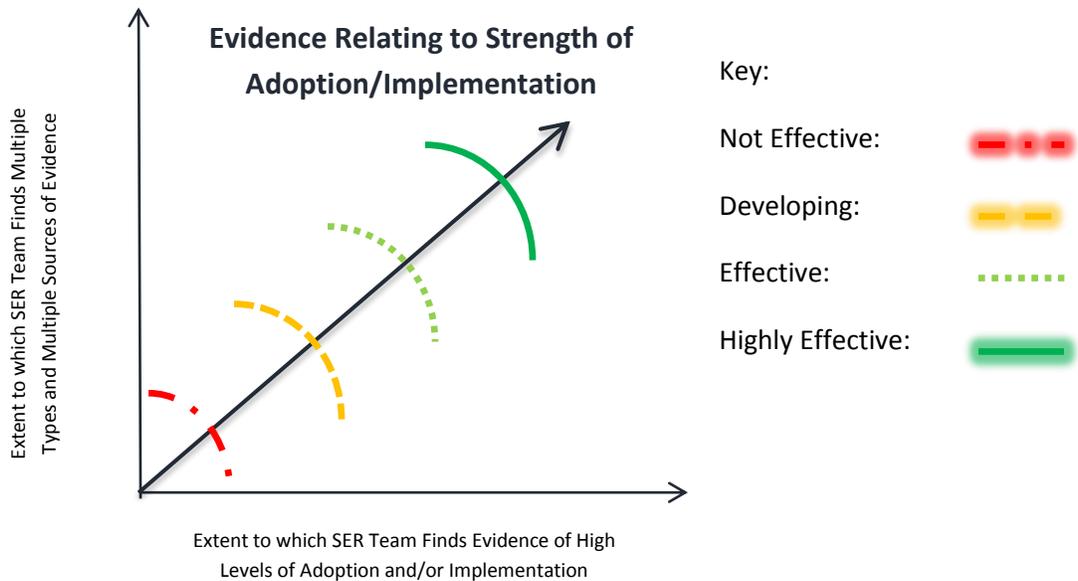
Key action 4.3: The school's board of trustees (or operator) provides competent stewardship and oversight of the school. *(For schools that are overseen by an autonomous board of trustees or operator).*	Highly Effective

- The governing board and operator maintain essential knowledge of the school and provide oversight of the academic program. According to school leadership, the board, and operator, all members of the operator are located on-site at the school, and board meetings are convened on-site quarterly. School leadership added that board members are invited to school events, including Breakfast of Champions and Conversations with KIPPsters, where they are able to engage with students monthly. School leadership further noted that one parent serves on the board, which the board confirmed, and staff are also invited to present at board meetings. Continuing, the board noted that active partners include Johns Hopkins University (the Rales clinic), Park Heights Renaissance, and a law office that provides free services. Regarding academic oversight, school leadership and the operator stated that the operator includes a Chief Academic Officer, who meets weekly with the principal to review data, and regional goals as well as academic (PARCC, Anet) and climate (TNTP survey administered to staff and students) data are also shared with the board through a dashboard, which is updated monthly, and is compared to other local schools and KIPP schools. Review of the board meeting agendas and minutes confirmed that the dashboard is discussed at each meeting, as are goals related to PARCC and Anet, as well as TNTP survey data. The board confirmed that they provided feedback on the school's goals, and a variety of data is shared, including suspension, absenteeism, graduation rates and college acceptance, in addition to academic data noted above. Lastly, the board noted that benchmarks have been determined in order to meet or exceed state averages on tests by 2020, and cohorts are tracked in the aggregate, though they also review individual student results to determine root causes, and goals are academically and culturally appropriate for students. Review of the dashboard confirmed that it included interim assessments, school culture and PARCC data, with percentage of students who met or exceeded goals, as well as comparisons to the district.

- The governing board and operator provide financial oversight by monitoring the school's financial records and ensuring that the school remains fiscally viable. In focus groups, school leadership, the operator and board stated that the regional team works with school leaders beginning in January to create a budget for the upcoming year, which is finalized in May and approved by the board in June. School leadership added that the Director of Operations manages the budget and monitors finances monthly, and there is also a finance committee of the board, which the board confirmed, that shares a detailed cash flow statement at each meeting. Further, the operator and the board indicated that the fiscal state of the school is healthy, with clean audits and a healthy amount of cash in reserve. Continuing, the board stated that the goals are aligned with the spending of the school, and fundraising supplements the per pupil amount from the district. Lastly, the board noted that they propose a variety of scenarios to test financial situations, and exercise discipline as it relates to finances and spending. Review of the finance and development committee agendas confirmed that the budget and financial status of the school was discussed, and review of the dashboard confirmed that it included updates regarding revenue, expenses, and financial stability.

- The governing board and operator maintain effective governance practices to ensure organizational viability, including the systematic selection and oversight of the school leader. According to school leadership, the board and operator, the board consists of seventeen members with strategic roles and strengths, and three committees (governance, finance, and facilities), as well as ad hoc committees when needed, such as development and healthy schools. The board added that meetings are open to the public, convened five times per year and advertised via social media, and there is room for public comment during some meetings; the committees meet every other month. School leadership added that board members have three-year term limits, and adhere to by-laws which include practices for quorum and guide voting, which the board confirmed. Regarding hiring of the Executive Director (ED), the board noted that the KIPP Foundation and another ED of a charter school were involved in the search process, and a sub-committee of the board evaluates the ED, using 360 feedback. Regarding the hiring of the middle school leader, school leadership, the operator and board reported that a search was conducted by the KIPP Foundation, and included a phone interview with the CAO, before two days of panel interviews involving students, parents and staff. Further, school leadership and the operator and board noted that the CAO is responsible for evaluating the principal, according to professional goals determined using the district's Leadership Framework created by the principal and Chief Academic Officer, as well as 360 feedback. A review of the mid-year conference leadership reflection framework rubric confirmed the principal evaluation process. Regarding governance, the board stated that the KIPP Foundation has a variety of resources to support best practices, such as professional development for board members, and they dive into data to determine root causes in order to provide the best services to support students. Lastly, the board indicated that they are always striving to be more efficient and have diversified, and are engaged and deeply committed to the school's mission. Review of amended by-laws and conflict of interest forms confirmed many of the governance practices.

Performance Level Rubric

The SER team will use the following guidance to select a performance level for each key action. Note that the quality standard for each performance level is based upon: the extent to which the SER team finds multiple types[3] and multiple sources[4] of evidence AND the extent to which the SER team finds evidence of high levels of adoption and/or implementation of a practice or system. The SER team will also reflect on the Instructional Framework and School Leadership Framework in their analysis prior to assigning a rating for each key action.

Evidence Relating to Strength of Adoption/Implementation

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

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

Key:

Not Effective:

Developing:

Effective:

Highly Effective:

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

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

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

Baltimore City Public Schools, 2017-18

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 20 classroom observations that were conducted.

TEACH 1: Communicate Standards-Based Lesson Objectives	Evident	Partially Evident	Not Evident
Communication of objective	40%	25%	35%
Learning activities and resources align with lesson objective	40%	45%	15%
TEACH 2: Present Content Clearly	**Evident**	**Partially Evident**	**Not Evident**
Accurate, grade-level content	80%	15%	5%
Alternate presentation of content	70%	0%	30%
Emphasis of Key Points	70%	15%	15%
TEACH 3: Use Strategies and Tasks To Engage All Students In Rigorous Work	**Evident**	**Partially Evident**	**Not Evident**
Scaffolded and/or Differentiated Tasks	40%	25%	25%
Opportunities To Engage With Complex Texts and Tasks	50%	30%	20%
TEACH 4: Use Evidence-Dependent Questioning	**Evident**	**Partially Evident**	**Not Evident**
Questions Requiring Justification	45%	15%	40%
Clear And Scaffolded Questions	55%	25%	20%
TEACH 5: Check For Understanding and Provide Specific, Academic Feedback	**Evident**	**Partially Evident**	**Not Evident**
Informative Checks for Understanding	60%	25%	15%
Specific, Academic Feedback	40%	40%	20%
TEACH 6: Facilitate Student-To-Student Interactions and Academic Talk	**Evident**	**Partially Evident**	**Not Evident**
Opportunities for student-to-student interaction	30%	0%	70%
Evidence-based discussions	25%	0%	75%
Student academic talk	45%	20%	35%

TEACH 7: Implement Routines To Maximize Instructional Time	Evident	Partially Evident	Not Evident
Maximized instructional time	90%	5%	5%
Smooth routines and procedures	45%	45%	10%
TEACH 8: Build A Positive, Learning-Focused Classroom Culture	**Evident**	**Partially Evident**	**Not Evident**
Teacher-to-student interactions	95%	5%	0%
Student-to-teacher interactions	80%	20%	0%
Student-to-Student interactions	80%	20%	0%
TEACH 9: Reinforce Positive Behavior, Redirect Off-Task Behavior, and De-escalate Challenging Behavior	**Evident**	**Partially Evident**	**Not Evident**
Reinforce positive behavior	75%	20%	5%
Off-task behavior	50%	45%	5%
Time impact of redirection/discipline or off-task behavior	75%	25%	0%

Appendix B: School Report Comments

Domain 1: Highly Effective Instruction

The information in bullet 3 of 1.2 and bullet 1 of 1.3 contradict the information included in bullet 1.1 of Domain 1. It is unclear how this information results in a developing rating on 1.1.

Domain 2: Talented People

None

Domain 3: Vision and Engagement

It is unclear how the evidence of 3.1 resulted in a developing rating.

Domain 4: Strategic Leadership

To ensure data-driven decision making results in reteach plans relevant to the needs of student groups on a weekly basis, our teachers engage in data analysis extensively at the individual class, grade wide, or grade band level. We engage in the Deep Data Dive (D3) protocol, which requires analysis of the misconceptions of students as we analyze student work. This is a better use of our limited PD time as teams, then looking at K to 8 trends. We review K to 8 data on 3 occasions throughout the school year. We work to make data actionable the next day or next week in intervention, so we need to spend more time on small chunks of data to drill down to student misunderstandings.

Appendix C: SER Team Members

The SER visit to KIPP Academy was conducted on April 4-6, 2018 by a team of representatives from Baltimore City Public Schools.

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.

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.

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.

Baltimore City Public Schools, 2017-18

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.

Christopher Wohn is a Manager in the Office of Achievement and Accountability in Baltimore City Public Schools. Dr. Wohn works on the Research Services team where he assists the District with analysis of assessment data, early warning indicators of student success, and the evaluation of school programs. Dr. Wohn was a teacher for three years in a Baltimore City High School where he taught chemistry, physics, and the Project Lead the Way (PLTW) biomedical sciences curriculum. He received his teaching certificate through the Baltimore City Teaching Residency (BCTR) program in 2013. He has a B.S. in Biochemistry from the University of Maryland in College Park and a M.D. from the University of Maryland Medical School.