

BALTIMORE CITY
PUBLIC SCHOOLS

Office of Achievement and Accountability
Division of Research Services

School Effectiveness Review
2017 - 2018

Green Street Academy

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200 East North Avenue
Baltimore, Maryland 21202
www.baltimorecityschools.org

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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

Green Street Academy serves approximately 700 students in grade 6 through grade 12. The school is located at 125 N. Hilton Street in the St. Joseph's neighborhood of Baltimore, Maryland. The principal, Ms. Crystal Harden-Lindsey, has been at the school for seven years. For more information about the school's student demographics and student achievement data, please see the School Profile, located on the City Schools website.

Part II: Summary of Performance Levels

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

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

Domain 1: Highly Effective Instruction	
1.1 Teachers plan highly effective instruction.	Effective
1.2 Teachers deliver highly effective instruction.	Developing
1.3 Teachers use multiple data sources to adjust practice.	Developing
1.4 School leadership supports highly effective instruction.	Effective
1.5 Teachers establish a classroom environment in which teaching and learning can occur.	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.	Effective
2.2 The school has created and implemented systems to evaluate teachers and staff against individual and school-wide goals, provide interventions to those who are not meeting expectations, and remove those who do not make reasonable improvement.	Effective
Domain 3: Vision and Engagement	
3.1 The school provides a safe and supportive learning environment for students, families, teachers, and staff.	Highly Effective
3.2 The school cultivates and sustains open communication and decision-making opportunities with families about school events, policies, and the academic and social development of their children.	Effective
3.3 The culture of the school reflects and embraces student, staff, and community diversity.	Effective
Domain 4: Strategic Leadership	
4.1 The school establishes growth goals that guide strategic planning, teaching, and adjusting of practice to meet student needs.	Effective
4.2 The school allocates and deploys the resources of time, staff talent, and funding to address the priorities of growth goals for student achievement.	Effective
4.3 The school's board of trustees (or operator) provides component stewardship and oversight of the school (<i>For schools that are overseen by an autonomous board of trustees or operator</i>)	Effective

Part III: Findings on Domains of Effective Schools

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

Domain 1: Highly Effective Instruction

Key action 1.1: Teachers plan highly effective instruction.	Effective
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- Teachers develop and implement standards-based daily lessons, units, and long-term plans using appropriate curriculum planning documents. School leadership and teachers reported that teachers use district endorsed curricula, programs, assessments, and support documents such as City Schools’ Spanish curriculum Eureka Math, iReady assessments, and Maryland State Department of Education’s (MSDE) scope and sequence for United States History. The City Schools’ 7th grade ELA modules were provided for document review. School leadership stated that long term planning occurred over the summer. Teachers added that teachers use unit plan templates to develop unit and semester plans. Moreover, teachers noted that other curricula and instructional tools such as Brown University’s Choice curriculum for World History and Literacy Design Collaborative (LCD).
- Teachers design daily lessons that meet learners’ unique needs. School leadership and teachers reported that teachers address students’ needs through general and special educator collaboration to promote planning and co-teaching to ensure student accommodations and modifications are appropriate. Further, both school leadership and teachers noted that instruction is differentiated to include scaffolding (e.g. independent reading vs. read-aloud) and student grouping (e.g. homogeneous classes and small group instruction). School leadership and teachers also noted that daily lessons are influenced by assessment data which determines which skills to readdress and how best to differentiate activities. School leadership added that learners’ unique needs are also supported through backwards planning, establishing learning targets and integrating tools such as graphic organizers and calculators. Teachers added that they follow a scope and sequence but adjust pacing accordingly. A review of lesson plans reveals lesson objectives aligned with Common Core State Standards, opportunities to assess such as exit tickets, special education matrixes and essential questions.
- Teachers set and track goals based on students’ performance levels. School leadership and teachers reported that teachers developed Student Learning Objectives (SLOs) aligned to schoolwide goals and benchmarked against literacy and mathematics iReady assessments. According to school leadership and teachers, teacher SLO goals support 75% growth for students identified as below level in literacy and mathematics. A review of one teacher’s SLO reveals goals associated with speaking and writing standards. Additionally, school leadership reported that teams of teachers worked together to develop class goals such as in high school where every student will articulate a chain of reasoning for

math. Further, both stakeholder groups stated that teachers facilitate one-on-one conferences with students to encourage engagement in the establishment of their individualized iReady goals. Teachers noted that goals are tracked throughout the year through formal (e.g. Literacy Design Collaborative (LDC)) and informal (i.e. exit tickets) assessment data. School leadership added that teachers administer diagnostic and growth monitoring measures and maintain classroom data trackers as a visual for student progress. A review of i-Ready student profile reports, which note students' success and next steps, and student growth by grade reports confirms the tracking process used by teachers.

Key action 1.2: Teachers deliver highly effective instruction.¹	Developing
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- Most teachers use and communicate standards-based lesson objectives and align learning activities to the stated lesson objectives. In 70% of classes (n=20), the lesson objectives identified student learning outcomes and were communicated (posted, explained, or referenced) to students. For example, in one class, the lesson objective read: 1) generate high-quality research questions for a group study of a mental health topics, and 2) evaluate the creditability and usefulness of the source in answering a research question by charting the pros and cons of two sources. In 60% of classes, the learning activities and resources aligned with lesson objectives. For example, in the class noted above, students rotated among three small group stations which focused on Universal Resource Locators (URLs) and publisher information, content, and author.
- Most teachers present content in various ways and emphasize key points to make content clear. In 88% of classes (n=20), teachers presented accurate grade level content. For instance, in one class, the lesson objective, "Students will be able to examine how specific lines of dialogue reveal aspects of characters by analyzing the types of motifs presented in chapter 1-3 of Mice and Men" aligned with the Maryland College and Career-Readiness Standard (MCCRS): RL.8.3 – Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision. In 55% of classes, teachers presented content in two or more ways to make content clear. For example, in the class mentioned above, students participated in whole class discussions and used graphic organizers. In 55% of classes, teachers emphasized important points to focus learning of content. Continuing with the class noted above, students were encouraged to focus on context clues to define key words and identify motifs.

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

- Some teachers use multiple strategies and tasks to engage all students in rigorous work. In 35% of classes (n=20), teachers scaffolded and/or differentiated tasks by providing access to rigorous grade level instruction for all students. For example, in a few classes, students used graphic organizers and manipulatives, and participated in small groups. In 45% of classes, students had opportunities to grapple with complex text and/or tasks. For example, in one class, students worked in groups to research political parties in Germany and used laptops to create PowerPoint presentations.
- Most teachers use evidence-dependent questioning. In 55% of classes (n=20), teachers asked questions that require students to cite evidence and clearly explain their thought processes. For example, one teacher posed questions such as “What did you notice about the plotted lines and their relationships?” and “Where in this problem, can we note the y-intercept and slope?” In 63% of classes, teachers asked questions that were clear and scaffolded. In one class, the teacher asked scaffolded questions such as “Why is x our weight variable?” and “Which two answers choices could be eliminated and why?”
- Some teachers check for student understanding and provide specific academic feedback. In 40% of classes (n=20), teachers conducted one or more checks for understanding that yielded useful information at key points throughout the lesson. In some classes, teachers used strategies such as circulating the classroom as students worked independently or in groups, or thumbs up/thumbs down. In 50% of classes, teachers provided specific academic feedback to communicate current progress and next steps to move forward. For example, in some classes, teachers posed probing questions to students for them to self-correct misconceptions.
- Some teachers facilitate student-to-student interactions and academic talk. In 35% of classes (n=20), teachers provided multiple or extended opportunities for student-to-student interactions. For example, students worked in groups and/or participated in class discussions. In only 10% of student-to-student interactions, were students engaged in discussions with their peers to make meaning of the content or deepen their understanding. In some instances, students discussed topics other than assigned or did not participate in the discussion at all. Finally, in 70% of classes, students used academic talk. For example, one class used key terms such as variable, correlation and reliable.

Key action 1.3: Teachers use multiple data sources to adjust practice.	Developing
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- Teachers analyze students’ progress toward goals. School leadership and teachers reported that the Instructional Leadership Team (ILT) facilitated a Data Driven Instruction (DDI) training on the stages of the data cycle and provided teachers with templates and other support documents. School leadership noted that additional support was provided to teachers during content meetings. A review of September 20, 2017 Science Content Meeting reveals a topic on data collection strategies. Continuing, school leadership and teachers noted that the data analysis process includes: 1)

identifying specific skills and learning targets, 2) assessing students, 3) creating student groups based on proficiency of the targeted skill, 4) providing extended or enriched learning opportunities, and 5) reassessing. Both groups shared that the first data cycle was based on iReady assessment data which supports teacher SLOs. School leadership and teachers also noted that teachers with expertise in data analysis have autonomy to include supplemental steps. A review of a December 18, 2017 Instructional Learning Cycle (data cycle) template for one teacher reveals a focus on characterization in reading literature and used the iReady practice book to assess their understanding of standard R.L.3.

- Some teachers modify instruction in response to data. School leadership and teachers reported that the data cycle aids teachers in determining appropriate instructional modifications. School leadership added that teachers develop corrective action plans based on iReady and other assessment data. Teachers reported a variety of modifications such as addressing misunderstandings learned through the analysis of exit tickets, facilitating mini-lessons, developing small groups, differentiating text based on student reading levels, and introducing tools such as graphic organizers. Teachers provided these actions steps connected to data analysis; however, some teachers did not articulate specific instructional modifications in response to data.
- Teachers appropriately recommend students for some tiered interventions including opportunities for acceleration. School leadership and teachers reported that teachers facilitate tiered interventions through small group instruction (based on assessment data) and the push-in/pull out model, which allows general and special educators to collaborate, co-teach and better address the individualized needs of students. School leaders also noted iReady lessons as a tiered intervention. However, no teachers confirmed using iReady lessons. As for opportunities for acceleration, school leadership and teachers reported that teachers instruct homogeneous classes for both middle and high school. School leadership and teachers also noted honors courses for High School, such as English, Geometry and Government. Moreover, both stakeholder groups reported hosting a 10-week Saturday School (a PARCC preparatory program for targeted students based on last year PARCC data) and a Book Nook (a mentorship among middle and high school students in support of literacy). Teachers added that they facilitate afterschool coach classes one day a week. A review of January 13, 2018 Saturday School sign in sheet, list objectives as 1) Students will have math and reading intervention aligned to the PARCC assessment, and 2) Students will be trained to practice the art of mindfulness as a response to dealing with stress. Moreover, school leadership mentioned partnerships that foster interventions such as the University of Maryland (Science-based mentor support), Baltimore CURE program (science-based mentor support) and Kingdom Life Church (afterschool tutoring program). Teachers confirmed partnership support and added Student Support Team (SST) resources.

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

- School leadership holds and promotes a clear instructional vision of high student achievement. School leaders reported that the instructional vision requires a mindset that everyone can learn, standard-based lesson plans that meet the diverse needs of students, and positive classroom culture and climate. Teachers confirmed lesson plans requirements and celebratory classroom environments. Continuing, school leadership noted the importance of data analysis and PARCC preparedness. School leadership stated that all teachers support PARCC preparedness regardless of the content they teach. School leadership and teachers reported an emphasis on literacy which includes mastering informational text and writing standards. Both stakeholder groups also mentioned an emphasis on engaging students with differentiated and rigorous instruction as well as providing opportunities for student-to-student interactions which fosters academic conversations and collaborative learning. Finally, teachers reported the use of instructional strategies (e.g. gradual release and small groups), data walls and student work folders.
- 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 Weekly Overviews to school leadership that include a scope and sequence, an outline of lessons taught that week, and identified instructional objectives and prioritized standards. One teacher's Weekly Overview noted a focus on quadratic equations. School leadership added that teachers also submit long-term unit plans for review. Both stakeholder groups noted that school leadership facilitates learning walks and Instructional Leadership Team (ILT) ghost walks to ensure classroom expectations such lesson planning and pacing are appropriate. A review of an email from the principal to teachers, reveals an invitation for teachers to review exemplar lesson plan binders. Continuing, both stakeholder groups mentioned shared accountability strategies such as a buddy teacher system, peer observations, and sharing teacher-specific information at staff meetings. A review of a November 2, 2017 email from the principal to teachers, references peer observations schedules and forms. School leadership also reported weekly administrative meetings to determine which teachers need support. Further, school leadership shared that teachers participate in content meetings where additional assistance is provided on instructional items such as pacing and teacher-created assessments.
- School leadership provides formative feedback and guidance to teachers about the quality of planning, teaching and adjustment of practice. School leadership and teachers reported that teachers receive feedback as a result of informal observations, learning walks, and Weekly Overview submissions. A review of a February 2, 2018 email from the principal to a teacher references praises for appropriate lesson objective-activity alignment and asked questions regarding a read aloud. Continuing, a review of an Informal Observation- At a Glance report, reveals a recommendation to start students off with guided reading and before small groups. Continuing, school leadership and teachers noted that teachers are paired with a member of the Instructional Leadership Team (buddy

system) and receive feedback on pacing and practices. Finally, some teachers noted that feedback is not always readily available but is provided upon request or if school leadership has a concern.

- 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 were trained on the process for Data Driven Instruction (DDI) during content meetings. School leadership shared that teachers’ experience with analyzing data varies and differentiated supports were provided to teachers. For instance, some teachers submit additional cycles for review. School leadership reported that teachers were allotted team time to work through the data cycle which includes identifying specific skills and learning targets, creating assessments, grouping students according to their proficiency, re-teaching or providing extended learning opportunities and reassessing. School leadership and teachers reported that teachers received resources such as templates and rubrics and chunked the stages of the data cycle. Moreover, both stakeholder groups shared that school leadership maintains oversight of the process through content and data meeting, reviewing responses to accountability questions, and monitoring uploaded data templates on Office 365. A review of a letter from the principal to a teacher regarding data plans confirms school leadership’s oversight.

Key action 1.5: Teachers establish a classroom environment in which teaching and learning can occur. ²	Developing
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- Some teachers implement routines to maximize instructional time. In 60% of classes (n=20), students were idle for less than two minutes while waiting for the teacher. Teachers were generally prepared for the lesson with appropriate materials and resources. In some instances, students were idle as teachers addressed classroom disruptions. Additionally, in 50% of classes, routines and procedures ran smoothly with minimal or no prompting from the teacher. For instance, in one class, students transitioned smoothly from their desk to laboratory tables.
- Most teachers build a positive, learning-focused classroom culture. In 85% of classes (n=20), teacher-initiated interactions with students that were positive and respectful. For instance, teachers praised students with phrases such as “excellent job” and exhibited empathy through statements such as “I understand.” and “I’ll give you the option.” Additionally, in 85% of classes, all student-initiated interactions with teachers were positive and respectful.

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.

- Some teachers reinforce positive behavior and redirect off task or challenging behavior when needed. In 40% of classes (n=20), teachers promoted and/or reinforced positive behavior. For example, in one class, a teacher provided incentives for good behavior. In 40% of classes, students were on-task and active participants in classwork and discussions. For example, students worked cooperatively in multiple classrooms. However some students were distracted by side conversations and cell phones. Lastly, in 55% of classes, teachers addressed behavioral issues (if any) with minimal interruption (2 minute or less) to instructional time. In most cases, teachers addressed behavior concerns quickly; however, in some classes behavioral issues were not addressed.

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 an organizational and staffing structure that meets the diverse needs of all students. School leadership and teachers reported that the school has an executive director (who also serves as the charter operator), principal, two assistant principals, and Deans of Students for middle school and high school. According to school leadership and the board, the school also employs a Farm Manager, Internship Coordinator, and Enrollment Coordinator. Continuing, school leadership and teachers shared that teachers serve in leadership capacities such as team and content leads. As it relates to the Student Support Team (SST), the school has a full and part time IEP chairs and special educators (who push into classes and support students). School leadership also mentioned supports through partnerships with Hope Health (mental health) and Keys Development (socioemotional support). Continuing, school leadership noted, and teachers confirmed, that middle school resource classes include visual art, vocal music, instrumental music, and theatre. Resource classes for high school students include Spanish, visual art, Art-Jazz, and physical education. Moreover, offerings such as Women and Literature, SAT prep, Believe in Music, and Career and Technology Education (CTE) programs such as Urban Agriculture, Nursing, and Construction and Design Management (CDM) are available for high school students. A review of the staff roster and a roles and responsibilities document (which aligns responsibilities with the Instructional Framework) confirm these roles.
- School leadership leverages a pipeline for staff recruitment and uses multiple measures and includes stakeholders in the assessment of candidates. Teachers reported that the school participates in the City Schools' hiring fair and other hiring fairs outside of the district. School leadership confirmed this and added that the hiring committee recruits in March and December. A review of a December 14, 2017 hiring fair flyer and March 14, 2018 hiring fair meeting agenda supports these claims. School leadership and teachers reported leveraging its recruitment strategy through partnerships with Baltimore City Teaching Residency (BCTR), Teach for America (TFA), Urban Teacher Center (UTC) and universities such as Towson and Morgan State. Continuing, both stakeholder groups, stated that the school community (school leadership, teachers, and students) participates in the assessment of candidates. According to school leadership and teachers, students facilitate school tours, participate in demonstration lessons, and provide feedback to school leadership. School leadership and teachers also reported that teachers serve on interview panels, observe demonstration lessons and make recommendations to school leadership. A review of interview questions reveals statements such as "Talk about a time when you had to work closely with someone whose personality was different from yours," and "We all make mistakes we wish we could take back. Tell me about a time you wish you'd handled a situation differently with a colleague." Teachers added that incentives are also provided to staff who refer candidates that lead to hiring. Some teachers reported that did not conduct a

demonstration lesson, nor did they have teachers on their interview panel due to their late hiring date.

- School leadership includes staff members and other stakeholders in the development and retention of effective teachers and staff. School leadership and teachers reported that the Professional Development Committee consists of teachers who identify and facilitate differentiated professional development offerings such as Data Driven Instruction, mindfulness, and PARCC trainings. Continuing, both stakeholder groups noted that teachers serve on the Instructional Leadership Team (ILT) and support as buddy teachers. A review of an email regarding the buddy teacher strategy reveals a teacher's request for assistance with the last class of the day. School leadership and teachers also shared that teachers assume leadership roles as department chairs, content leads, and team leads. A review of a Memorandum of Understanding between the school and grade level team leads lists expectations such as monitoring the Scholar Performance Plan system to ensure that each teacher on your grade level is implementing it with fidelity. Moreover, teachers reported that teachers facilitate content meetings where topics such as academic conversations, text annotation and lesson planning are discussed. A review of a September 11, 2017 Content Meeting agenda reveals topics on Individual Development Plan (IDP) Conferences, close reading, and school updates. Regarding the retention of teachers and staff, school leadership and teachers reported that the school promotes leadership opportunities for teachers. Teachers noted school leadership's openness to new ideas and a healthy balance of oversight and autonomy. Both stakeholder groups reported there is a supportive school culture where staff are celebrated and recognized as family.
- School leadership has created mentoring and/or other induction programs, when applicable, to support the development of all new teachers and staff and monitors the program's effectiveness. School leadership and teachers reported that new teachers participate in the New Teachers Institute and receive school specific support from one of two veteran teachers identified as new teacher mentors. School leadership and teachers shared that mentors meet with new teachers monthly, conduct informal observations, facilitate differentiated professional development, track interactions on I-teach (an online platform), and brief school leadership on teachers' progress. A review of an October 9, 2017 New Teacher Training agenda reveals topics on the instructional framework and formal observations. Continuing, a review of an email from the new teacher mentor shows it reviews updates to the principal regarding New Teacher Institute attendance. School leadership and teachers also noted that early career teachers are paired with a buddy teacher who also assists with instructional practices and provides feedback. Moreover, school leadership reported early career teachers have observed other classes and completed surveys to determine areas of need. Regarding induction programs, school leadership and teachers reported that new teachers to the school participate in a voluntary summer orientation to meet staff, explore the building, set up classrooms early, and receive the Green School Packet which provides information on the "Green School Way." School leadership also shared that school leadership host bimonthly debriefing sessions with new teachers as a measure of support and oversight.

Key action 2.2: The school has created and implemented systems to evaluate teachers and staff against individual and school-wide goals, provide interventions to those who are not meeting expectations, and remove those who do not make reasonable improvement.

Effective

- School leadership makes full use of the evaluation system to develop faculty and staff capacity. School leadership and teachers reported using the City Schools' formal evaluation system which includes teachers scheduling a date and time for their pre-observation conference to discuss the lesson plan, observation logistics, and expectations. A review of one teacher's Pre-Observation Conference Form, identifies activities to be observed, specific objectives for the activity, strategies, and special circumstances. After the observation, both stakeholder groups reported that teachers are afforded a post-observation conference to discuss the lesson, scoring, feedback, and next steps. Teachers reported that the feedback is useful and they shared school leadership's openness to hear opposing opinions on ratings. School leadership stated, and teachers confirmed, that teachers select the evaluator for their second formal observation and can participate in a third observation, if necessary. A review of one teacher's Formal Observation Report shows it provides positive feedback on the use of PARCC-style questions in the lesson.
- School leadership provides timely support and interventions to struggling teachers and staff as indicated by data and/or informal or formal observations and holds them accountable for performance. School leadership reported that struggling teachers are identified through classroom observations, assessments, and survey results. School leadership and teachers listed differentiated professional development, classroom observations, and feedback as supports for struggling teachers. A review of the professional development plan reveals opportunities for differentiated afterschool sessions. Teachers added that school leadership co-plans with teachers and establishes timelines in order to hold teachers accountable. Continuing, school leadership noted that no teachers have Performance Improvement Plans (PIPs). Further, school leadership and teachers reported that teachers self-identify when they believe help is necessary. Both stakeholder groups also mentioned the buddy teacher system which encourages struggling teachers to seek support from other teachers. A review of a January 18, 2018 email from the principal to staff reveals an offer of a buddy teacher to teachers who need assistance with lesson planning, informal feedback, and resources.
- 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 and teachers reported that the Professional Development Committee manages professional development offerings. Teachers added that the committee's process includes teacher input and encourages alignment to the needs of the school. School leadership added that teachers facilitated trainings such as Data Driven Instruction (DDI) and noted that the social worker facilitated a session on socio-emotional learning. School leadership and teachers also shared that teachers participated in district related trainings such as close reading and academic conversations. Moreover, both stakeholder groups,

noted sessions on Growth Mindset and after school differentiated trainings on literacy and teachers' self-care. A review of the Strategic Summer Professional Plan, confirms topics such as Growth Mindset, analyzing data, and Cycles of Professional Learning based on unpacking standards.

Domain 3: Vision and Engagement

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

Highly Effective

- 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, teachers, staff, and students could all speak to the school’s mission, vision, and core values. According to the Student and Staff Handbook, the mission of the school is to develop scholars who will persevere in attaining scholarship and integrity graduating ready for employment and higher education. School leadership, teachers, staff, parents and students reported a focus on preparing students and college and career. Teachers and community partners reported that students are exposed to higher education through field trips and presentations. Further, school leadership and teachers noted student internships and CTE programming as methods to prepare students for college and careers. A review of the Green Street Academy Internship Program identifies the purpose, community partners, and schedule. Continuing, the handbook noted that Green Street Academy will produce active citizens who will create greener, kinder, and a more sustainable world for all. Teachers reported there are incentive programs and award ceremonies based on the core values. Further, school leadership and teachers’ initiatives and programs such as Hungry Harvest, the vertical farm, community service projects and the fish pond as resources that align with the school’s mission, vision, and values.
- Students, staff, and families feel physically and emotionally safe at the school. According to school leadership, teachers, community partners, parents and students, the school is physically safe. All stakeholder groups stated that the Deans of Students contribute to physical safety as well as adult presence during class transitions and dismissal. School leadership and parents also noted that members of the Kingdom Life Church direct traffic which promotes safe travels from school to home. Teachers and students also attributed physical safety to the school’s uniform, visitor, and emergency drill policies. A review of school handbook notes procedures for emergency drills. A February 28, 2018 email from the principal to staff confirms communication about safety. Teachers shared that the staff use group text apps which allows staff to communicate about emergencies and other issues. Teachers also mentioned that the school has cameras, classroom doors that lock, and keycards for teachers’ access to the building. Community partners confirmed teachers’ keycard access. Regarding emotional safety, school leadership, teachers, parents, and students reported feeling emotionally safe. Teachers, staff, community partners and parents reported feeling comfortable expressing concerns with school leadership. Students reported having an adult in the build with whom they can confide. Teachers shared that school leadership has an open-door policy and builds relationships with stakeholders. Parents reported that the school resolves conflicts and there are no issues with bullying. Students shared that counselors are available and mentioned a specific occasion when grief counselors were brought in. Finally, school leadership also identified the mental health and socioemotional support from partners like Hope Health and Keys Development.

- School leadership establishes structures for the acknowledgement and celebration of student, faculty, and staff success. Teachers reported that the Scholars Committee is responsible for ensuring that students are celebrated on a regular basis. School leadership, teachers, community partners, parents and student reported that the school hosts quarterly student award ceremonies to recognize academic achievement, attendance, improvement, athleticism, and adherence to the school's core values (perseverance, integrity, scholarship, citizenship and sustainable). School leadership and teachers added that College Decision Day is the occasion when students are recognized for earning scholarships and acceptance into colleges and universities. A review of an April 24, 2018 email from school leadership to the College Bound Foundation provides a list of students who have been accepted to colleges and universities. School leadership added that students were highlighted on FOX-45-Bet on Baltimore for participating in an entrepreneurship program in New Orleans, Louisiana. Moreover, school leadership, teachers and students stated that students are acknowledge at student performances such as the Winter and Spring Concerts and the Black History Program. A review of the Winter Fine Arts flyers indicates the event occurred on December 14, 2017. Continuing, school leadership and parents also mentioned the student internship programs. Lastly, teachers, parents and students noted Friday Fun Days and PARCC pep rallies. A review of an April 12, 2018 ILT agenda reveals the group was planning for the PARCC rally. Regarding the acknowledgement of faculty and staff success, school leadership reported that there is a committee designated for staff celebrations. A review of a November 18, 2018 email from the principal to staff reveals a request for ideas for the holiday staff celebration. School leadership and teachers reported that teachers can earn points for preparedness and classroom management toward Friday incentives such as gift cards. Continuing, school leadership and teachers shared that teachers are acknowledged in emails and during morning announcements and staff meetings. Lastly, school leadership and teachers reported that school leadership recognizes a teacher of the month and facilitates team building events such as staff pot luck, Wild-out Wednesdays, and afterschool outings.
- The school develops systems that proactively attend to individual students' social and emotional needs. School leadership, teachers and students reported there are mentoring programs facilitated by Kingdom Life Church and KEYS Development. School leadership stated that the SST Chair mentors girls on topics such as confidence and dating. Student Support Team meeting agendas reveal socio-emotional supports that are provided to students including tiered strategies and procedures. Teachers confirmed this support and added that Hope Health provides counseling and facilitates class lessons on bullying. A review of the Hope Health weekly schedule reveals they provide 45-minute session blocks. Students also shared that high school students mentor middle school students as part of the Book Nook Program. Teachers, staff, parents, and students mentioned that sports teams assist in addressing students' social and emotional needs. A review of the Green Street Academy Athletics document identifies schedules for 9 middle school teams and (e.g. lacrosse, basketball, cheerleading, volleyball) 8 high school teams (e.g. basketball, track and field, cheerleading, volleyball). Moreover, teachers added that the Believe and Music Program allows students to address socio-emotional needs through artistic expressions.

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, languages, and vehicles to communicate information about school progress, policies, events, and the academic and social development of students to families and the community. According to school leadership, teachers, parents and students, the school's communication methods include Parent Link messages, individual phone calls, text messages, flyers, and emails. A review of Middle School Orientation, 9th Grade Summer Transition, and Living in Hope advertisement confirms the school's communication through flyers. Teachers added that they make positive phone calls to students' home weekly. A review of the high school call log confirms this practice. School leadership, community partners and parents also noted that information is shared through face-to-face conversations. School leadership, parents and students listed online platforms such as ClassDojo, WhatsApp, and Facebook as additional communication methods. Lastly, community partners reported that they receive information from the Internship Coordinator.
- The school establishes a regular structure for two-way communication, which facilitates opportunities for families and the community to participate in, or provide feedback on school-wide decisions. School leadership, teachers, community partners and student reported that the school hosts School Family Council (SFC) meetings where families and community members can receive updates from school committees, learn of opportunities to support, and provide input on school decision such as the Title I Parent Involvement plans and school budget. A review of the October 2017 SFC meeting agenda reveals topics on Family Fun Day, Parent GED classes and community service hours. Teacher and students also noted events such as parent teacher conferences and Back to School Nights as additional opportunities. A review of the Parent-Teacher Conference form provides information on student strengths, concerns and ideas for parents.
- School leadership establishes multiple structures for frequent communication with teachers and staff members regarding policies, progress, and school culture. School leadership and teachers reported communication through staff meetings, morning announcements, text messages, Parent Link, and the WhatsApp. Community Partners confirmed the use of the WhatsApp. Continuing, school leadership and teachers also noted communication through email, Facebook, and the Deans Daily Digest (3D). Reviews of This Week at Green Street Academy (weekly emails from the principal to staff) confirms communication on topics such as progress reports, student celebrations, assessment schedules and other reminders.

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. School leadership, teachers and parents reported that the school partnered with Kingdom Life Church for the Back to School Night event which included a community cookout, music, and distribution of school supplies. A review of the Back to School flyer confirms the event occurred on August 25, 2017. Teachers, parents, and students also noted a community walk event sponsored by the school. School leadership confirmed the community walk and added that men of the community linked arms as a symbol of unity and love on the morning of the first day of school. A review of the Human Chain flyer confirms advertisement of this event. School leadership stated that parents attended the board’s strategic planning meeting and provided input on family engagement programming through the parent involvement surveys. A review of the Title I Parent Involvement Meeting survey reveals questions regarding the school compact, Title I programming, and spending. School leadership, teachers and students noted that the school also hosts family events throughout the school year such as the PARCC breakfast, Get Fit Night, and Culture Night. A review of Parent Spring PARCC Breakfast Celebration flyer confirms that the event occurred on March 30, 2017. Moreover, teachers, parents and students identified the food pantry and the Hungry Harvest programs as other opportunities to build relationships.
- The school’s curricula, resources and programs consider cultural, socioeconomic and some linguistic diversity. School leadership and teachers reported that classes such as journalism, creative writing, and Believe in Music (which showcases music from around the world) support cultural diversity. Students also mentioned music classes and added they have also learned about the cultures of Kenya and Ghana through dance. School leadership and teachers added that the principal promotes the integration of culturally relevant texts within the classroom. School leadership, teachers, parents, and students reported that students visited the Chesapeake Bay (Street to Stream Program), Baltimore Museum of Industry, African American Museum and colleges and universities (Lincoln, Bowie State, St. Mary’s, and Towson). A review of an April 30, 2018 email reveals transportation request for the field trip to the National Museum of African American History. Moreover, school leadership and teachers reported that students visited New Orleans to learn about entrepreneurship (Bet on Baltimore Program). Community partners confirmed the school’s participation in the Bet on Baltimore Program. School leadership, teachers and students also noted programs on sustainability (such as the vertical garden), black history, and college preparedness. A review of the Black History Program confirms the event occurred on February 27, 2017. Parents highlighted UMB (University of Maryland, Baltimore) Cure Scholars Program which provides students with hands-on experience in research, STEM, and healthcare fields. Regarding socioeconomic diversity, teachers, parents, and students reported that the school distributes food as a part of the Hungry Harvest (discounted cost) and Maryland Food Bank programs, in addition to maintaining a uniform closet for students. School leadership confirmed these programs and added that school uniform vouchers were provided to families at the start of the school year. School leadership and teachers added that partners such as

Kingdom Life (donates school supplies and support food distribution), The Fund (purchases uniforms) and Hope Health (connects families with resources) also support socioeconomic diversity. As it relates to linguistic diversity, school leadership, teachers, parents and students reported, and a review of the school schedule confirmed, that Spanish is offered for high school students; however, no foreign language courses are available for middle school students.

- The school maintains a positive school culture and climate. According to school leadership and teachers, the school culture and climate is influenced by the school's core value system. School leadership mentioned that students earn merits for adhering to the school's core values. A review of the Scholar and Family Handbook confirms the incentives associated with the school's core values. Teachers also shared that core values are discussed in classrooms. School leadership added that teachers participated in trainings on mindfulness to better support the socio-emotional needs of students. Teachers reported that school administrators set high expectations for students, deescalates issues and maintains a structural balance between discipline and learning. Teachers, parents, and students described the school as a family-oriented environment where people are smiling and welcoming. The site team observed a well-lit clean environment with student work posted in classrooms and no students in the halls beyond transitioning to classes. Moreover, the school maintains a Koi pond and solar panels which aligns with the core value associated with sustainability.

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 the following goals: (1) 1.5 year's growth in literacy and mathematics on the iReady assessment for students functioning a year or more below grade level, (2) .75% year's growth in literacy and mathematics on the iReady assessment for students functioning on grade level, and (3) an attendance goal of 94%. Some teachers could not confirm exact percentage of the attendance goal, but all were aware of an attendance goal. School leadership added they are also using City School's goals on writing; however, no other stakeholder group referenced a writing goal. A review of the principal's Student Learning Outcomes identifies student group goals: 1) 70% of scholars in grade 6-8 that are 2 or more years below will show 1.0 years of growth as measured from Admin I to Admin III by the iReady assessment mathematics, and 2) 30% of scholars in grades 6-8 that are 1 year below will show .75 years of growth as measured from Admin I to Admin II by the iReady assessment in mathematics. Lastly, school leadership stated that school goals were established last year after the school administrators reviewed the data. Continuing, school leadership stated the goals were then shared with the Instructional Leadership Team (ILT) and all teachers to ensure that goals were reasonable.
- School leadership ensures the alignment of some school goals, action plans and key priorities. School leadership and teachers reported strategies for reaching the goals include an emphasis on writing across content areas, assessing student knowledge with PARCC-formatted exit tickets and participating in Cycles of Professional Learning (CoPL) based on close reading strategies and academic discourse. A review of professional development plan confirms the focus on close reading. Teachers added that the school offered Saturday School and peer tutoring in support of goal attainment. Regarding supports for the attendance, school leadership reported that the school sends text messages to students with attendance concerns, sends monthly attendance letters to parents, facilitates Student Support Team (SST) meetings, and initiates truancy court proceedings. Teachers added that teachers monitor student attendance through Infinite Campus, share information with administrators, and call parents. Moreover, teachers shared that the attendance committee makes home visits (with support from Kingdom Life Church) and incentivizes attendance through field trips and award ceremonies. Finally, some focus groups did not identify specific key priorities in support of the mathematics goal.

- School leadership and staff participate in regular analysis of school-wide data and revisit and adjust action plans as needed. Teachers reported that the school reviews schoolwide assessment data such as iReady and PARCC results as well as informal observation data and learning walk trends. School leadership reported that the Instructional Leadership Team reviewed schoolwide goals and introduced strategies such as the Book Nook, increases in the number of home visits (facilitated by Kingdom Life), and Saturday School. A review of a September 2017 ILT agenda notes topics such as module reviews, schoolwide goals, and performance level indicators. Teachers confirmed that the Instructional Leadership Team reviewed schoolwide data and added that the data was used to determine professional opportunities for staff. Teachers also added that teachers review class data cycles as they relate to school wide goals. A review of a December 11, 2017 ILT data meeting agenda shows it includes topics such as Strengths, Weaknesses, Opportunities and Threat (SWOT) analysis and data review (attendance, academics, behavior).

Key action 4.2: The school allocates and deploys the resources of time, staff talent, and funding to address the priorities of growth goals for student achievement.	Effective
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- Budget distributions and resource allocations always support teaching and learning. Teachers, students, and parents shared that staffing is sufficient. In terms of staffing, school leadership reported that a long-term substitute teacher supports the Construction Design and Management class. Teachers added that the school has employed a full time social worker and psychologist and the school also leverages its partnerships with organizations such as Hope Health for additional staff. Further, teachers stated that staff vacancies are filled quickly. Regarding materials and supplies, school leadership, teachers, parents, and students reported that materials and supplies are sufficient. Parents added that teachers also receive materials through partnerships. Teachers stated that they can submit an email request to receive supplies from school leadership. A review of an April 13, 2018 email from the principal encourages teachers to submit supply lists in preparation for the upcoming school year. As it relates to technology, school leadership, teachers, parents, and students noted that technology is also sufficient. Teachers, parents, and students mentioned that classrooms are equipped with smartboards, projectors, and computers. Continuing, teachers, parents and students noted that the school also has computer labs, a media center, and computer carts.
- School leadership leverages teacher and staff talent, expertise, and effectiveness by delegating essential responsibilities and decisions to appropriate individuals. Teachers reported that there is an expectation that teachers are required to do more than teach. School leadership and teachers reported that staff and teachers are members of school committees (e.g. student engagement, professional development, scholar celebration, and advisory board), serve as coaches of sports teams (e.g. football, volleyball, track, and lacrosse), and facilitate afterschool clubs (e.g. band, drumline, chorus, and naturalist). Agendas from committees including Advisor, Attendance, Students in Need and Professional Development Committee confirm teachers’ participation in these groups. Teachers

added that staff and teachers also participate on the Instructional Leadership Team, serve as department chairs, participate in hiring, and support the School Family Council.

- 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 weekly content team meetings and biweekly meetings with the principal to discuss topics such as instructional cycles and strategies, standard-objective alignment, and PARCC-formatted exit tickets. A review of one content team meeting agenda reveals topics on close reading and four phases of learning. School leadership added that general educators also have opportunities to plan with special education instructors. Teachers also reported that school leadership facilitates schoolwide meetings to discuss topics such as lesson planning, peer observations, and close reading.
- The school collaborates with families and community partners to garner resources to meet the needs of students and the school. School leadership reported that volunteers adhere to the volunteer policy set by the district. School leadership, teachers, community partners, parents, and students reported that families support school events and programming in a variety of ways such as chaperoning field trips, distributing food for the food pantry, coaching sports teams, and decorating for student performances. Further, school leadership noted that families support small group instruction, participate in the Book Nook program, and serve as greeters. Teachers added that families aid the cheerleading squad, provide clerical assistance, and support afterschool transitions. Students shared that parents also volunteer to deliver motivational speeches to students about careers. As it relates to community partnerships, school leadership reported that the Internship Coordinator fosters relationships with partners. Community partners confirmed the support of the Internship Coordinator. School leadership, teachers, parents, and students reported partnerships with Kingdom Life Church (donations, mentoring and tutoring), the Maryland Food Bank (food pantry), Johns Hopkins University (student internships), the University of Maryland (research, STEM, and healthcare career resources), and Bet on Baltimore (student entrepreneurship and networking). Community partners confirmed the partnership with Bet on Baltimore. School leadership and teachers also added partnerships with Keys Development (socioemotional supports), Hope Health (mental health services), the Akoben Foundation (socioemotional support), Hungry Harvest (fresh foods access) and Believe in Music (self-expression and community engagement through art). The school operator confirmed partnership with Hope Health and Kingdom Life Church. Teachers and parents mentioned support from Under Armor (school uniforms). Teachers and students also mentioned the Urban Alliance (student internships) and Constellation Energy (energy conservation and student internships). Community partners confirmed the partnership with Urban Alliance. Finally, school leadership and the school operator confirmed the partnership with Constellation Energy.

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).*

Effective

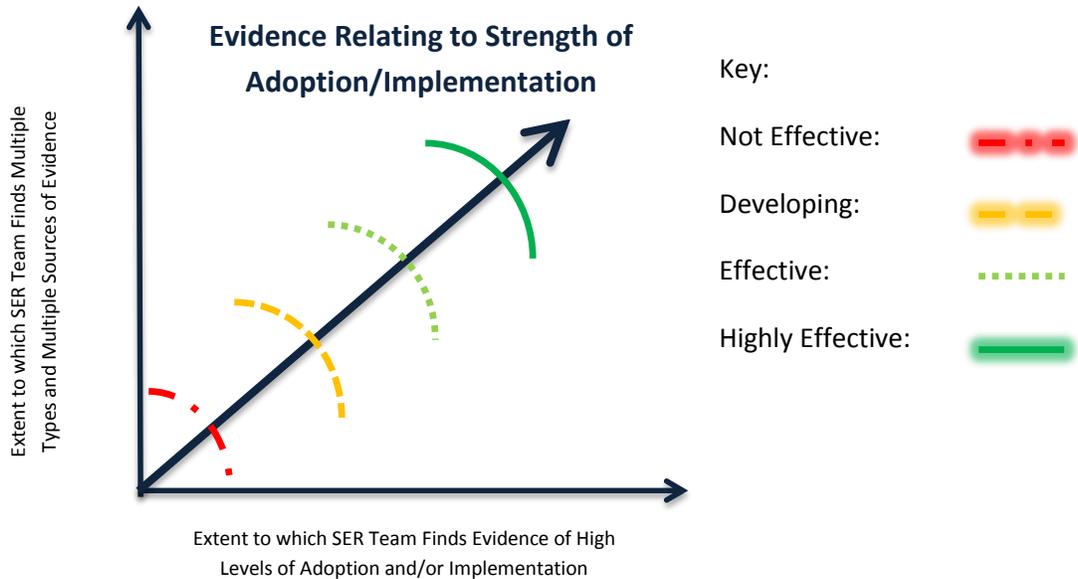
- The governing board and operator maintain essential knowledge of the school and provides oversight of the academic program. The board reported a focus on literacy and math performance, assessment data, SPM (School Performance Measures) results and teacher turnover. The board reported that the executive director and principal keep them apprised of academic and operational issues through board meetings. The school principal reported, and the executive director and board focus group confirmed, that the principal presents to the Green Street Academy Board at strategic planning meetings (teachers, parents, and students also attended) and monthly board meetings to share information regarding school goals, assessment data (i.e. iReady, benchmark, PARCC), and School Performance Measures (SPM) (which allows the school to compare its performance with other schools in City Schools). A review of the board meeting schedule confirms the monthly meeting dates. A review of the August 23, 2017 board meeting agenda reveals topics on school updates, PARCC results, internships, and financial updates. The principal also noted that the board reviews the school’s goals and may suggest modifications or additional resources such as the Book Nook, expanding the Career Technical Education (CTE) program to include Construction Design Management (CDM) program, and credit recovery through Calvert Educational Services. The executive director confirmed the focus on Construction Design Management. Moreover, the principal reported that board feedback is then conveyed to school leadership. According to the executive director, the board performs school walkthroughs and classroom observations. The principal confirmed the school walkthroughs. Continuing, the executive director noted meeting with the principal daily, attending school administration meetings, reviewing minutes from Instructional Leadership Meetings and sharing assessment data and other school updates with the board. The principal confirmed meeting with the executive director daily.
- The governing board and operator provide financial oversight by monitoring the school’s financial records and ensuring that the school remains fiscally viable. The principal, executive director and board reported that the board has partnered with Ed Ops to assist the executive director (who manages school operations and fundraising) and the board treasurer with accounting practices. The board reported that the principal and executive director provides monthly financial updates at board meetings. A review of board agendas from August 2017 through April 2018 and a December 2017 financial report confirms that the board receives regular financial updates. Continuing, the executive director reported that the board makes short term (annual) and long term (five year) projections based on student enrollment trends, Fair Student Funding, and fundraising initiatives to ensure fiscal viability. The principal and board confirmed this practice. Regarding short term projections, the principal and executive director stated that the budget process includes receiving budget projections from City Schools, considering implications on grade/class configurations, developing a composite report, soliciting feedback from the school community, conveying school needs and community input with the board and submitting a finalized budget to the district. According to the principal, executive

director and board, the school has a positive debt ratio, at least thirty days cash on hand, no unexpected expenditures, and received no cash advances from City Schools. Moreover, the principal and board reported that the school obtained a bond to make capital improvement for the expansion of its Career Technology Education programs. Finally, the board reported that it financed staff positions such as the Farm Manager, Internship Coordinator, and Enrollment Coordinator.

- The governing board and operator maintain effective governance practices to ensure organizational viability, including the systematic selection and oversight of the school leader. The principal and executive director reported, and the board confirmed, that the board consist of eleven members which includes a co-chair model, an executive director, and a treasurer. The executive director also reported that the board has no teacher, parent, or student members, but solicits community input on its strategic plan through the School Family Council structure. The board noted that new board members are recruited based on the individual's skill set and organizational needs. The executive director confirmed this recruitment strategy and added that four board members were recently installed. Continuing, the executive director stated that the board's bylaws excludes term limits. The board confirmed and added that bylaws are being rewritten. Regarding oversight of the school leader, the principal and executive director reported to meeting daily. Moreover, the principal and the executive director also noted that the executive director evaluates the principal's performance with the City Schools' Leadership Framework and shares with the board. A review of the principal's evaluation report confirms the use of the City Schools' Leadership Framework. According to the principal, operator and board, the co-chairs of the board evaluate the success of the executive director in August based on a predetermined scope of work related to school operations.

Performance Level Rubric

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



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

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

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

Appendix A: Classroom Observation Data

The classroom visit tool is aligned to Baltimore City Schools Instructional Framework. During each classroom visit, the observer collects evidence based on his/her observations and then determines whether the indicator was “evident”, “partially evident” or “not evident” for each of the 22 indicators. Below is the summary of the 20 classroom observations that were conducted.

TEACH 1: Communicate Standards-Based Lesson Objectives	Evident	Partially Evident	Not Evident
Communication of objective	70%	25%	5%
Learning activities and resources align with lesson objective	60%	30%	10%
TEACH 2: Present Content Clearly	Evident	Partially Evident	Not Evident
Accurate, grade-level content	90%	10%	0%
Alternate presentation of content	55%	25%	20%
Emphasis of Key Points	55%	30%	15%
TEACH 3: Use Strategies and Tasks To Engage All Students In Rigorous Work	Evident	Partially Evident	Not Evident
Scaffolded and/or Differentiated Tasks	35%	30%	35%
Opportunities To Engage With Complex Texts and Tasks	45%	35%	20%
TEACH 4: Use Evidence-Dependent Questioning	Evident	Partially Evident	Not Evident
Questions Requiring Justification	55%	45%	0%
Clear And Scaffolded Questions	63%	37%	0%
TEACH 5: Check For Understanding and Provide Specific, Academic Feedback	Evident	Partially Evident	Not Evident
Informative Checks for Understanding	40%	50%	10%
Specific, Academic Feedback	50%	45%	5%
TEACH 6: Facilitate Student-To-Student Interactions and Academic Talk	Evident	Partially Evident	Not Evident
Opportunities for student-to-student interaction	35%	40%	25%
Evidence-based discussions	10%	60%	30%
Student academic talk	70%	20%	10%

TEACH 7: Implement Routines To Maximize Instructional Time	Evident	Partially Evident	Not Evident
Maximized instructional time	60%	10%	30%
Smooth routines and procedures	50%	25%	25%
TEACH 8: Build A Positive, Learning-Focused Classroom Culture	Evident	Partially Evident	Not Evident
Teacher-to-student interactions	85%	15%	0%
Student-to-teacher interactions	85%	15%	0%
Student-to-Student interactions	50%	50%	0%
TEACH 9: Reinforce Positive Behavior, Redirect Off-Task Behavior, and De-escalate Challenging Behavior	Evident	Partially Evident	Not Evident
Reinforce positive behavior	40%	15%	45%
Off-task behavior	40%	35%	25%
Time impact of redirection/discipline or off-task behavior	55%	5%	40%

Appendix B: School Report Comments

Domain 1: Highly Effective Instruction

There was a lack of sufficient notice given to the school about the SER process that concerned and agitated the teacher staff. This created an environment of anxiety that may have impacted standard teacher practice.

Domain 2: Talented People

Given the description, documentation, and dialogue about Domain 2 as it relates to Talented People, we would like to know what would make this domain effective opposed to highly effective.

Domain 3: Vision and Engagement

None

Domain 4: Strategic Leadership

Given the description, documentation, and dialogue about key action 4.2 as it relates to resource allocation, we would like to know what would make this domain effective opposed to highly effective.

Appendix C: SER Team Members

The SER visit to the Green Street Academy was conducted on April 30 – May 2, 2018 by a team of representatives from Baltimore City Public Schools.

Reginald Trammell is a Program Evaluator II in the Office of Achievement and Accountability in Baltimore City Public Schools. Reginald began his career in education in 2000 as an elementary classroom teacher with Baltimore City Public Schools. After a decade of providing direct service to scholars, he transitioned to the Office of Teaching and Learning as the Education Associate for Elementary and Middle School Mathematics. In this role, he wrote curriculum, modelled instruction and facilitated professional development opportunities for math instructors. In 2011, Reginald continued to support Baltimore City Public Schools through the work of the Engagement Office. Here, he served as a Family and Community Engagement Specialist and subsequently secured the role as Parent Involvement Manager. His responsibilities included coordinating district-wide learning opportunities for school staff on engaging of families and community members and supporting the district's Title I Parent Involvement Program. Reginald is currently earning his Administrator I Certificate to continue his mission of improving public education.

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.

Lara Ohanian serves as the Director of Differentiated Learning in the Office of Teaching and Learning in Baltimore City Public Schools. Lara has worked with youth for over 17 years as an educator and advocate. After over eight years working in the classroom and as a school based administration in New York, Texas, and Virginia, she transitioned to a district office position with Baltimore City Public Schools. She spent six years as the Director of Enrollment, Choice, and Transfers until she transitioned to her current role. This role allows her the opportunity support the needs of all students including gifted and advanced learners, English learners, and learners requiring extended learning opportunities. Lara is currently a doctoral student at Johns Hopkins University.

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.