

BALTIMORE CITY
PUBLIC SCHOOLS

Office of Achievement and Accountability
Division of Research Services

School Effectiveness Review
2021 - 2022

Hampstead Hill Academy #47

500 S. Linwood Ave.

Baltimore, MD 21224

March 8-10, 2022

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

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OVERVIEW OF SCHOOL EFFECTIVENESS REVIEW

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

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

The SER team, comprised of representatives from City Schools who have extensive knowledge about schools and instruction, gathered information from teachers, students, parents, and leadership during a two-and-a-half-day site visit. During the visit, the SER team observed classrooms, reviewed selected school documents, and conducted in-person and virtual 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

Hampstead Hill Academy serves approximately 800 students in Pre-Kindergarten through eighth grade. The school is in the Southeast quadrant of Baltimore.

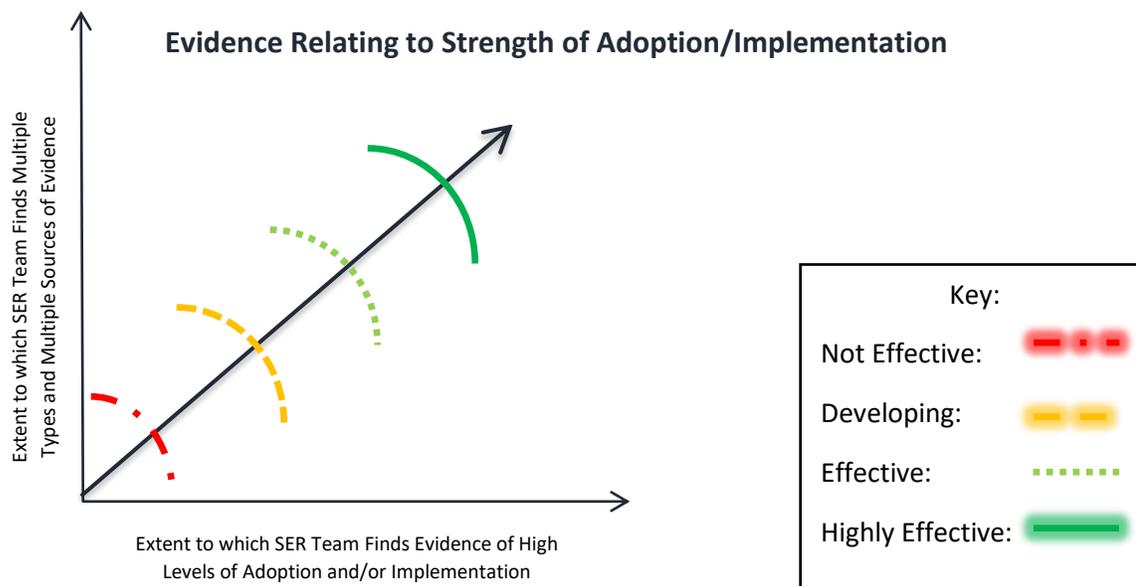
School Leadership and Staffing:

The principal, Mr. Matthew Hornbeck, has been at the school for 19 years and with the district for 19 years in various roles. For the purpose of this SER site visit, staff designated as school leadership are listed below.

School Leadership Focus Group Members	
Name	Role
Matthew Hornbeck	Principal
Jon Paz	Assistant Principal
Cassandra Bailey	Assistant Principal
Megan Tyson	Academic Coach
Michael Lucas	Academic Coach
Katie Johnson	Academic Coach
Jennifer Shaffer	IEP Chair and Testing Coordinator

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 types¹ and multiple sources² 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.

¹ "Multiple types of evidence" is defined as evidence collected from two or more of the following: document review, stakeholder focus groups; and classroom observations.

² "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.

SUMMARY OF PERFORMANCE LEVELS

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

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

Domain 1: Highly Effective Instruction	
1.1 School leadership supports highly effective instruction.	Highly Effective
1.2 Teachers use multiple data sources to adjust practice.	Highly Effective
1.3 Teachers deliver highly effective instruction.	Effective
1.4 Teachers establish a classroom environment in which teaching and learning can occur.	Highly Effective
Domain 2: Talented People	
2.1 The school implements systems to select effective teachers and staff whose skills and beliefs meet the needs of the school.	Highly Effective
2.2 The school develops teacher and staff capacity through individualized support and professional development.	Highly Effective
Domain 3: Vision and Engagement	
3.1 The school has a clear vision and mission that promotes a student-centered, culturally relevant learning that prepares students for future success.	Highly Effective
3.2 The school cultivates and sustains open communication and decision-making opportunities with families and the community.	Highly Effective
3.3 The climate and culture of the school creates a welcoming learning environment that meets the academic, social, and emotional needs of each student.	Highly Effective
Domain 4: Strategic and Professional Management	
4.1 The school establishes clear goals for student achievement and tracks progress towards goals.	Highly Effective
4.2 The school allocates and deploys the resources of human capital and funding to address the schoolwide goals for student achievement.	Highly Effective
4.3 School's board of trustees (or operator) provides competent stewardship and oversight of the school.	Highly Effective

FINDINGS ON DOMAINS OF EFFECTIVE SCHOOLS

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

Domain 1: Highly Effective Instruction

Key action 1.1	School leadership supports highly effective instruction.	Highly Effective
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- School leadership ensures that teachers engage in the planning of the curricula through oversight of standards-based units, lessons and pacing. According to school leadership, staff, and the operator, teachers access a common curriculum that is available to all staff and includes Direct Instruction for reading and language, as well as Core Knowledge, Eureka, Singapore Math, Springboard and History Alive, and they submit lesson plans in a PowerPoint format, as well as weekly Lesson Progress Charts (LPCs) and data sheets. Review of an LPC overview including expectations, completed LPCs and completed data sheets confirmed these processes. School leadership and staff added that at the beginning of the year, teachers plan units collaboratively in vertical planning teams that include assessment timelines and goals for groups of students, which a summer planning overview and meeting agendas for two content areas confirmed, and also create goal sheets, which are updated quarterly, and which review of goal sheets confirmed. Further, school leadership and teachers reported that teachers meet with coaches weekly to discuss planning and pacing, which coaches in turn discuss with school leadership to identify any challenges or concerns. Lastly, school leadership also indicated that during observations, pacing in the classroom is compared to LPCs. Review of emails from coaches with lesson plan feedback revealed that detailed suggestions were included, such as skipping specific components/exercises based on pre-test data, feedback on objectives and activities (such as poster work), as well as suggestions for an intervention for a specific student. Review of a summer letter from school leadership to staff also noted expectations around planning, including use of the Instructional Framework, standards, objectives, differentiation, use of data to inform instruction and more.
- School leadership consistently provides actionable feedback and guidance to teachers, aligned with the Instructional Framework. In focus groups, school leadership and staff stated that coaches provide informal feedback weekly, and administration has a goal of observing each teacher every month, and feedback includes glows and grows provided via standardized forms, emails or verbally. School leadership and staff added that monitoring is conducted through subsequent observations to focus on progress made in specific, identified areas of growth. Further, teachers noted that because informal observations are frequent, they feel less pressure during the formal observation process, and parents are welcome to observe in classes as well; broader feedback is also discussed in weekly team meetings with staff and coaches. Continuing, school leadership and teachers indicated that the school

follows the district’s process for formal observations, including Individual Development Plans (IDPs), a pre-observation conference to review the lesson and discuss expectations, the observation and a post-observation conference, which includes a summary of strengths and areas of growth with suggestions aligned to the Instructional Framework. Review of informal observation feedback confirmed that it included great things and suggestions, while formal observation summaries, notes and reports included areas of strength and growth, as well as questions aligned to the Instructional Framework indicators. For example, questions noted on one formal observation report included the following: “Can you put student examples up on the board so students can see each other’s work?” and “Examples of on level and exceeding level narrative on college access are not graded.” Lastly, coaching schedules confirmed differentiated supports and observation frequency for staff.

- School leadership ensures the use of a complete student learning data-cycle. According to school leadership, staff and the operator, the data process is driven by the weekly LPCs, which are reviewed weekly and with feedback provided by coaches and administration, as well as curriculum assessments, NWEA (three times per year), and annual standardized testing, to inform student grouping. Review of LPCs revealed that they include the grade, number of students in the group, subject/program, number of new lessons taught out of total with days of week, and number of lessons taught year to date. Review of data sheets based on NWEA MAP data revealed that they include teacher and coach notes, students concerns, and interventions attempted. School leadership and staff added that teachers also share quarterly data presentations; staff indicated, and review of data presentations confirmed that they include lesson progress made by students compared to goals set for various groups, as well as strengths and challenges. Further, school leadership and staff noted that new teachers participate in training related to Direct Instruction with operator staff or during PD provided by NWEA in Oregon, where they are taught how to collect data, and are supported throughout the year by their coaches and teams with completing required data forms.

Key action 1.2	Teachers use multiple data sources to adjust practice to meet learners’ unique needs.	Highly Effective
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- Teachers plan instruction in response to data. According to school leadership and staff, based on assessment and LPC data, teachers make adjustments to planning that could include re-teaching, small groups, “firm up” of skills (such as finishing a lesson, re-visiting content or re-assessing students), use of supplementary materials (such as USA Prep), changes to pacing (skipping lessons or reviewing them until students achieve mastery, which review of fast track lesson plans with goals, skills and lessons confirmed), and providing supports from ESOL teachers, etc. School leadership and teachers added that small groups and other adjustments would be noted in plans, which review of lesson plans confirmed. Review of data sheets noted that students were grouped homogeneously according to assessment data (NWEA MAP), included IEP/504/ESL accommodations, student concerns and

interventions attempted. Interventions on some data sheets revealed they included modified work and breaks, while skipping scheduled confirmed pacing accelerations for some students.

- Teachers appropriately recommend students for structured, school-wide interventions. In focus groups, school leadership and staff stated that the school has a variety of supports for students who struggle academically across all grades, including intervention teachers who pull small groups of students who are approaching grade level to provide academic support, which review of intervention schedules confirmed. School leadership and teachers added that staff also support tutoring groups in Reading and Math to close gaps that occurred during the pandemic, based on data from the beginning of the year. Further, school leadership and staff reported that the Student Outcomes Committee created a winter tutoring program specifically for “bubble” students related to the state standardized assessment, MCAP, as well as a peer writing intervention program (The Hive) based on quarterly written assignments, which review of The Hive weekly peer tutoring attendance confirmed. Review of the teacher recommendation tracker form and letters confirmed the MCAP intervention and revealed that it would serve fourth through seventh grade students in reading and math for once a week over a ten-week period who scored in the mid-2-3 range on MCAP. Lastly, school leadership indicated that the school has a summer program for targeted students that is tied to retention, and the SST process supports Tier 1 and 2 students in classes, which review of the Tier 1 and 2 data tracking form for SST referral confirmed.
- Teachers appropriately recommend students for structured, school-wide opportunities for acceleration. According to school leadership, staff and the operator, the school has a variety of opportunities for accelerated students across all grades, including identifying students for gifted and advanced learning (GAL) or talent development (TD) who are homogeneously grouped and on an accelerated track in grades 2-8, based on Naglieri scores, MAP, curriculum assessments and other data points, as well as teacher recommendation. Review of a letter regarding Naglieri test results and enrichment opportunities, as well as a master list of Naglieri test results confirmed the GAL and TD programming. For example, when probed, teachers indicated that while one section of a class is working on Direct Instruction, there might be two accelerated sections working on Springboard, and accelerated students can also access Dreambox. School leadership, staff and families added that Individual Learning Plans are created for GAL students, which review of sample ILPs confirmed, and the school has a Director of Talent Development and Equity who coordinates the program, including push-in and pull out opportunities for students. Further, school leadership and staff noted there is an Honors program for middle school students in Math and English, who are identified based on MAP scores, grades and attendance. Teachers indicated that students also participate in National History Day for honors credit. Lastly, teachers noted that there is an option for students in younger grades to skip lessons if they are at mastery, which review of the reading mastery fast/skip schedule confirmed. Review of academic groupings in classes for GAL confirmed homogeneous groupings in grades 3-5, Middle School honors and Algebra 1, Kindergarten through second grade cluster groups, pullout gifted, and more.

Key action 1.3	Teachers deliver highly effective instruction.	Effective
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Data for Key Action 1.3 was collected from classroom observations in order to provide trends in instruction across the school, as it relates to Teach Action 1-5 of the 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 19 indicators. Below is the summary of the 20 classroom observations that were conducted.

- Most teachers facilitate clear, standards-based content learning.

Communication of objective	Evident	Partially Evident	Not Evident
Evident: Teachers present a purpose for learning or standards-based lesson objective is grade-level or beyond and convey the significance for learning. Partially Evident: Teachers present a purpose for learning that is grade level or beyond. Not Evident: Teachers do not present a purpose for learning or standards-based objective, or it is not grade level or beyond.	75%	20%	5%
Task aligned with lesson objective	Evident	Partially Evident	Not Evident
Evident: Tasks have a clear purpose and are aligned with the lesson objective and standard. Partially Evident: Some tasks have a clear purpose or are mostly aligned with the lesson objective and standard. Not Evident: Tasks have an unclear purpose or are not aligned to the lesson objective and standards.	65%	30%	5%
Presentation of content and important concepts	Evident	Partially Evident	Not Evident
Evident: Teachers present content accurately and emphasize important concepts. Partially Evident: Teachers present most content accurately and/or does not emphasize important concepts. Not Evident: Teachers do not present content accurately or do not present content.	95%	0%	5%
Demonstration of student thinking	Evident	Partially Evident	Not Evident
Evident: Students demonstrate their higher-level thinking individually or in groups. Partially Evident: Students demonstrate thinking, individually or in groups. Not Evident: Students do not demonstrate thinking.	60%	35%	5%

- Most teachers use strategies and tasks to engage students in rigorous work.

Opportunities to engage with complex texts and tasks	Evident	Partially Evident	Not Evident
<p>Evident: Students have opportunities to engage in and grapple with complex texts and rigorous tasks.</p> <p>Partially Evident: Students have opportunities to engage in and grapple with complex texts and rigorous tasks, superficially.</p> <p>Not Evident: Students do not have opportunities to engage in and grapple with complex texts and rigorous tasks.</p>	45%	50%	5%
Scaffolded and/or differentiated tasks	Evident	Partially Evident	Not Evident
<p>Evident: Teachers provide scaffolds or differentiate based on students' individual needs.</p> <p>Partially Evident: Teachers provide scaffolds or differentiate; however, it is unclear if it is based upon students' needs.</p> <p>Not Evident: Teachers do not provide scaffolds or differentiate for students.</p>	60%	40%	0%
Modeling of strategies	Evident	Partially Evident	Not Evident
<p>Evident: Teachers use evidence-based strategies to equip students to use strategy independently or with support from peers.</p> <p>Partially Evident: Teachers attempt to use evidence-based strategies to engage students with texts and/or tasks; however, students require assistance from the teacher to use the strategy.</p> <p>Not Evident: Teachers do not use evidence-based strategies.</p>	85%	15%	0%

- Most teachers use intentional questioning to deepen learning.

Questions requiring justification	Evident	Partially Evident	Not Evident
<p>Evident: Teachers ensure students justify their thinking by explaining their thought processes and/or using evidence.</p> <p>Partially Evident: Teachers inconsistently require students to justify their thinking by explaining their thought processes and/or using evidence.</p> <p>Not Evident: Teachers do not require students to justify their thinking or use evidence.</p>	65%	25%	10%
Clear and lesson appropriate questions	Evident	Partially Evident	Not Evident
<p>Evident: Teachers ask questions that are clear and lesson appropriate at key points throughout the lesson.</p> <p>Partially Evident: Teachers ask questions that are somewhat clear and lesson appropriate at key points throughout the lesson.</p> <p>Not Evident: Teacher asks questions that are unclear or not lesson appropriate.</p>	85%	15%	0%
Equitable Student Input	Evident	Partially Evident	Not Evident
<p>Evident: Teachers encourage input from students and ensures students have opportunities to contribute equitably.</p> <p>Partially Evident: Teachers encourage input from students but uses few strategies to ensure equitable contribution by students.</p> <p>Not Evident: Teachers minimally encourage student input and/or repeatedly calls on the same students for contribution.</p>	70%	25%	5%

- Most teachers monitor progress and provide feedback.

Informative Checks for understanding	Evident	Partially Evident	Not Evident
<p>Evident: Teachers conducts formative assessments that yield useful information for individual student learning progress.</p> <p>Partially Evident: Teachers conduct formative assessments that yield a general sense of the whole class' learning progress.</p> <p>Not Evident: Teachers do not conduct formative assessments.</p>	50%	45%	5%
Specific, academic feedback	Evident	Partially Evident	Not Evident
<p>Evident: Teachers or other students provide specific academic feedback that is actionable and clarifies next steps for students.</p> <p>Partially Evident: Teachers provide general academic feedback that communicates current progress but does not provide next steps or the concept is unclear.</p> <p>Not Evident: Teachers do not provide academic feedback.</p>	65%	25%	10%

- Some teachers facilitate student interaction and academic talk.

Academic Talk	Evident	Partially Evident	Not Evident
<p>Evident: Teachers and students consistently and accurately use academic vocabulary and language.</p> <p>Partially Evident: Teachers consistently and accurately model academic vocabulary and language; however, students do not consistently and accurately use academic vocabulary and language.</p> <p>Not Evident: Teachers inaccurately model academic vocabulary and language.</p>	65%	35%	0%
Opportunities for student-to-student interaction	Evident	Partially Evident	Not Evident
<p>Evident: Teachers provide multiple or extended opportunities for students to work collaboratively towards learning goals.</p> <p>Partially Evident: Teachers provide limited opportunities for students to work collaboratively towards learning goals.</p> <p>Not Evident: Teachers do not provide opportunities for students to work collaboratively towards learning goals.</p>	50%	35%	15%
Evidence-Based Discussions	Evident	Partially Evident	Not Evident
<p>Evident: In most student interactions, students engage with their peers to make meaning of content or deepen their understanding of content.</p> <p>Partially Evident: In some student interactions, students engage with their peers to make meaning of content or deepen their understanding of content.</p> <p>Not Evident: Students do not engage with their peers to make meaning of content or deepen their understanding of content.</p>	40%	40%	20%

Key action 1.4	Teachers establish a classroom environment in which teaching and learning can occur.	Highly Effective
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Data for Key Action 1.4 was collected from classroom observations in order to provide trends in classroom climate and culture across the school, as it relates to Teach Action 6-7 of the 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 19 indicators. Below is the summary of the 20 classroom observations that were conducted.

- Most teachers organize and implement routines to support a learning-focused classroom.

Structured student learning time	Evident	Partially Evident	Not Evident
Evident: Sufficient teacher planning/implementation creates structured time for students during the lesson. Partially Evident: Insufficient teacher planning/implementation creates short periods of unstructured time for students. Not Evident: Lack of teacher planning/implementation creates large periods of unstructured time for students.	85%	10%	5%
Routines and procedures	Evident	Partially Evident	Not Evident
Evident: Routines and procedures run smoothly with minimal or no prompting from the teachers. Partially Evident: Routines and procedures run smoothly with some prompting from the teachers. Not Evident: Routines and procedures do not run smoothly or require significant prompting from teachers.	80%	15%	5%

- Teachers cultivate a supportive learning community.

Positive Classroom Community	Evident	Partially Evident	Not Evident
Evident: Teachers cultivate a positive, supportive classroom community. Partially Evident: Teachers somewhat cultivate a positive, supportive classroom community. Not Evident: Teachers do not cultivate a positive, supportive classroom community.	95%	0%	5%
Effective Behavior Management	Evident	Partially Evident	Not Evident
Evident: When needed, teachers appropriately address, redirect or de-escalate student misbehavior or disruption in a manner that solves the issue with minimal disruption to student learning. Partially Evident: When needed, teachers appropriately address, redirect or de-escalate student misbehavior or disruption in a manner that solves the issue with some disruption to student learning. Not Evident: When needed, teachers do not appropriately address student misbehavior.	95%	0%	5%

Domain 2: Talented People

Key action 2.1	The school implements systems to select effective teachers and staff whose skills and beliefs meet the needs of the school.	Highly Effective
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- School leadership has implemented organizational structures for selection and/or placement across staffing positions that address student well-being and academic performance. According to school leadership, staff, the board and operator, the school has a variety of positions based on student needs; newer positions noted for the current year include a Director of Community Outreach who is focused on the LatinX population and is bi-lingual and a Director of Talent Development and Equity, who is focused on narrowing achievement gaps, as well as a technology teacher. School leadership, staff and the operator added that the school also has a Coordinator of Restorative Practices who leads restorative circles with both students and adults and 3.5 academic coaches, who are instrumental in supporting teachers with regards to data and instruction, as well as interventionists, who support groups of students who lag academically, which parents confirmed. Further, school leadership, staff and the operator stated that the school offers seven enrichment classes to students, including nature exploration, food for life, and band/orchestra, and a variety of clinicians are available to support students, including a therapist from Bayview, a counselor who leads the high school choice process, social worker, psychologist, and more. Continuing, school leadership reported that there are six full-time substitute teachers who support the school, so if teachers are absent, classes do not need to be split. Lastly, school leadership noted that there are two assistant principals, who are serving grade levels Pre-K-3 and 4-8, respectively. A review of the staff roster, job descriptions, letters to staff regarding staffing changes and pictures of wholeness staff confirmed all positions.
- School leadership recruits candidates using multiple stakeholders and measures to assess each candidate’s qualifications in alignment with school needs. In focus groups, school leadership, staff and the operator stated that the school identifies prospective candidates in a variety of ways, including word of mouth, through relationships with local colleges of Education (such as Morgan State and Loyola) alternative certification pipelines (including Urban Teacher Center and Teach for America), and through the operator’s network. School leadership, teachers and the operator added that steps in the hiring process include a resume review, multiple interviews via phone and in person with a panel that includes staff, a sample or demonstration lesson which may also be conducted in front of staff and administrators, and a writing prompt. School leadership indicated the final step includes an interview with the principal. Families confirmed that a sample lesson is a step in the hiring process. Lastly, school leadership noted that when coaches are hired, teachers are included in interviews for positions. A review of the BCP hiring overview, completed writing prompt samples and interview rubrics, emails regarding the logistics of coordinating the sample lesson along with notes and feedback and a hiring tracker confirmed all steps in the process.

Key action 2.2	The school develops teacher and staff capacity through individualized support and professional development.	Highly Effective
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- School leadership ensures the implementation of a mentoring program, when applicable, to support the development of all new teachers and staff and monitors the program’s effectiveness. According to school leadership, staff and the operator, the school has a mentoring program for all early career teachers and also teachers who are new to the school, which is led by three veteran teachers. School leadership, staff and the operator added that the structure includes monthly meetings with new teachers to cover topics related to formal observations, school-specific information, and mentors also conduct observations of new teachers, share classroom management strategies and more. Further, school leadership and staff reported that early career teachers check in frequently, not only with mentors but also academic coaches, who provide office hours to support teacher needs and provide observations, feedback and assistance with data analysis; teachers indicated this provided a space that was relaxed and non-judgmental. Continuing, school leadership and staff noted that new teachers had a dinner with administration in the beginning of the year, and also participated in training with the operator at the beginning of the school year, which review of emails, the menu and a New Teacher Tour Session PowerPoint confirmed. Regarding oversight, school leadership and staff indicated that the principal meets with new teachers, especially during the Individual Development Plan (IDP) and mid-year conference processes and are asked for feedback frequently regarding the program; mentors also submit agendas to school leadership from meetings with topics and questions. Review of emails and mentor meeting PowerPoints confirmed the mentoring structure, and revealed that topics included weekly Lesson Progress Chart (LPC) completion, quarterly data presentations, student life contributions, the Instructional Framework and formal observation process and more.
- School leadership uses multiple methods to provide timely support and interventions to struggling teachers and staff as indicated by data and/or informal or formal observations. In focus groups, school leadership and staff stated that teachers who need additional support can be identified in various ways, including data (such as grade distribution and detention), classroom management, self-referral, and even teacher attendance. School leadership and staff added that supports can include using coaches to conduct additional observations, co-plan, model, co-teach, and sharing behavior management and relationship building strategies, as well as professional development opportunities (such as CHAMPS for behavior management), and action steps are shared with administration. Further, school leadership noted that they focus on two key actions with teachers, to build their confidence in specific aspects before moving on to any other areas of concern. Continuing, school leadership and staff reported that if there is no improvement, teachers can be placed on Performance Improvement Plans (PIPs), but currently, no teachers are on PIPs. Lastly, teachers stated that improvement was seen as a result of supports from coaches, with whom they worked closely. A review of targeted informal observation feedback included “Strengths to Leverage” and action items for teachers to implement immediately, while review of a PIP from 2019 revealed that a teacher had been

identified for additional supports with classroom management, organization and grading, and specific action steps were noted.

- School leadership engages all staff in differentiated professional development based on identified needs. According to school leadership and staff, teachers provide feedback on professional development topics through a needs assessment, and are able to indicate areas in which they would need additional development, which review of the HHA Needs Assessment confirmed. School leadership and staff added that specific areas for professional development were determined this year based on teacher input included data training (MAP and small groups), culturally responsive teaching (which resulted in an optional monthly Professional Learning Community regarding LatinX students specifically), culturally responsive teaching training provided by a consultant, Second Step, teacher wellness and required trainings related to special education, ESOL, etc. School leadership added that teachers from other charter and traditional schools come to observe teachers through partnerships in which the school serves as a model. Further, staff reported that professional development is differentiated periodically, such as during the Winter Assembly, when all schools within the charter network come together, and teachers are offered a variety of choice sessions according to their needs and interests, which review of Winter BCP PD offerings confirmed. Continuing, staff and school leadership indicated that the impact of PD is assessed through surveys that staff complete after each session. Review of the book study and book group agendas and notes confirmed the PLC, and review of PD and faculty meeting agendas confirmed a focus on data, wellness, special programming, and mandated district trainings.

Domain 3: Vision and Engagement

Key action 3.1	The school has a clear vision and mission that promotes student-centered, culturally relevant learning that prepares students for future success.	Highly Effective
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- The school community shares a clear understanding of the school’s mission and vision, including a clear understanding of initiatives and values that support high student achievement. According to all stakeholders – school leadership, staff, families, students, the board, operator and community partners – the vision and mission is centered around creating a safe, diverse and nurturing environment, a joy of learning, and a community school that is predicated on rigorous academics, extracurriculars and the arts to prepare students for college, career and the world. Stakeholders added that the vision and mission are communicated through the school’s website, handbook, parent magazine, social media, a school newsletter, during school meetings and more. Further, stakeholders reported that the vision and mission are manifested through restorative practices that support relationship building, a variety of resource classes and after school enrichment activities for students (including culinary arts, STEM, debate, sports and art), community events (Community Arts Nights, Family Academic Nights, Hampstead Hill Nights), and programs such as Leaders Go Places (LGP). Lastly, stakeholders noted that partnerships also support the vision and mission and allow for real world application of learning. Review of the handbook noted the mission, while review of the February newsletter confirmed that the vision was as follows: “Hampstead Hill seeks to be a safe, nurturing, diverse, family-friendly neighborhood school with rigorous, effective academic programing and exciting, engaging extracurricular activities. We believe all parents want the same thing for their children: more and better opportunities for college and career. We believe in the importance of the arts and we want our students to be great communicators, listeners and writers. Our students will be forward thinkers, persistent, responsible, caring, dependable and healthy members of the greater community.”
- School leadership ensures that the school’s programs are culturally relevant and incorporate skills for 21st century success. In focus groups, school leadership and staff stated that the school has a Leaders Go Places program in the middle school to support leadership development and promotes acceptance/tolerance, which includes community service in middle school. School leadership and staff added that the school is focused on helping students understand that their grades will impact their acceptance into high school, and therefore need to be held at a 3.0 or above, and students also complete portfolios (which involve development of writing skills and peer feedback) and projects for events such as Science Fair and National History Day. Further, stakeholders stated that there are Career Fairs for students to expose them to various professions, students participate in a technology enrichment class, and use online platforms such as google classroom, Dreambox, Prodigy, EPIC, IXL and more. Continuing, stakeholders noted that students are exposed to clubs such as chess and debate; review of the February newsletter confirmed enrichment opportunities, and revealed

additional offerings such as music lessons, art, drama, food for life, library, nature exploration, and more. Regarding cultural diversity, school leadership and staff reported that the school is one of the most culturally diverse in the area and accordingly hosts events and programs such as International Night, Day of the Dead during Hispanic Heritage Month, door decorating contests for Black History Month, and the librarian uses a google classroom to promote books for women’s history month and other celebrations. Further, school leadership and staff noted that clubs include Open Doors (gender and sexuality alliance), a Spanish club, a Justice League (a social justice club that is supported by the diversity, equity and inclusion committee) and students also participate in field trips that expose them to other cultures. Continuing, school leadership and staff noted that the staff professional learning community (PLC) was reading a book called Comunidad focused around increased supports for LatinX students. Lastly, school leadership indicated that the school worked with a local councilperson to implement gender neutral bathrooms. Review of flyers, invitations and photos confirmed the Hispanic Heritage month celebrations, while review of student projects on Black History Month and observations of door decorations confirmed BHM celebrations. Review of permission slips confirmed incentives for the LGP program such as trips to Hammerman Beach, Hershey Park, Liberty Ski resort and Sky Zone. Review of permission slips and emails revealed additional trips Goucher College and Arts on Stage to see the I Have a Dream performance.

Key action 3.2	The school cultivates and sustains open communication and decision-making opportunities with families and the community.	Highly Effective
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- The school implements systems/structures to build strong relationships with families and garners feedback to make school-wide decisions. According to school leadership, staff, families, students and community partners, the school hosts a variety of events in which families are invited to participate, including Meet Your Teacher Day and cubby conferences (over the summer), Back to School Night, American Education week, Hampstead Hill Nights in May, community art nights, family academic nights, breakfast with the PTO and more. School leadership, staff, families and partners added that the school has a Director of Outreach who focuses solely on LatinX families as well as a Community School Coordinator. Regarding communication, stakeholders noted that the school communicates through a variety of platforms, including class dojo, the news magazine, newsletters, phone and automated calls, emails, and social media (Facebook), and in person during arrival and dismissal, all of which are translated into Spanish, in addition to staff who translate, such as the outreach director, secretary and an administrator who are bilingual (Spanish/English); if needed, staff conduct home visits as well. Regarding two way communication, stakeholders noted there are monthly Chats with Matt (the principal), a School Family Council, and a Parent Teacher Organization, where families can learn about the school, share opinions and have concerns addressed, and families can also provide input and feedback via school surveys and budget forums, which have resulted in changes including enhanced resource/enrichment offerings (drama, Spanish and technology), additional field trips,

changes to the lunch menu and more. Stakeholders indicated that families can volunteer during fundraisers through the PTO such as Be Fit (a health and wellness celebration), Bingo, Bites and Bidding (B3), on field trips and in the after-school program, and families have raised a total of \$60,000 this year. Lastly, school leadership and families noted the creation of Padres Unidos (Parents United) to create community within the school. Review of the February newsletter confirmed SFC and PTO meetings, Family academic night and a health and wellness event and a thank you for volunteers, as well as information on communication, a social worker who was specifically focused on Latino families, school rules and more. Topics for SFC and PTO meetings included school events, fundraising opportunities, and more. Review of a notice from December also revealed a special parent presentation on restorative parenting.

- The school builds strong relationships with community partners and leverages resources to meet the needs of students and the school. In focus groups, stakeholders reported that a variety of partner support the school, including Coppermine (recess support), Patterson Park/Audubon (nature programming), Living Classrooms (afterschool programs), Outward Bound (team building), Creative Alliance (lantern parade and supplies and use of space), and local restaurants and businesses, such as Bmore Licks (attendance incentives). School leadership and staff added that the school also partners with BUILD and Strong Schools Maryland and meets regularly with them. Further, school leadership and staff noted that Outward Bound and North Bay provide team building and extended out of school experiences for a week in the spring. Continuing, community partners and families noted Canton Railroad, Enoch Pratt library and a local church as additional partners. Regarding evaluation of partners, school leadership, staff and community partners noted an open flow of communication, feedback that was solicited from and by partners, and partners invited to meetings to share feedback. Lastly, stakeholders noted that a local councilperson has come to speak with them and as previously mentioned, partnered in support of gender-neutral bathrooms. Review of a list of community partners in the handbook confirmed partners, as well as newsletters that noted additional partnerships in the area. Lastly, review of a Middle Grades Partnership (MGP) Summer Program noted in the newsletter confirmed the school’s participation in MGP with Friends School.

Key action 3.3	The climate and culture of the school creates a welcoming learning environment that meets the academic, social, and emotional needs of each student.	Highly Effective
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- The school implements and monitors school protocols that create an environment where students, staff, and families feel welcome and safe. According to stakeholders, the school building is actively maintained, and is clean and well-lit, with well-maintained grounds and additional features and protocols implemented related to Covid-19, such as HEPA filters. Families noted that the school has a new family welcoming party with food and games, and the summer camp supports integration into the school, while staff and students noted beginning of year and after school events to create a

welcoming environment, including happy hours through the PTO for families to know one another. Stakeholders added that various drills (fire, hurricane, active shooter) ensure physical safety, as well as cameras throughout the building, a buzzer required for entrance, sign in procedures and laminated cards with student names required for pick up, laminated strips inside classroom doors that can be removed in the event of a lockdown, the signal app that all staff can access, while restorative practices (including circle times throughout the week) and Second Step support emotional safety. Further, stakeholders indicated that the school monitors internet safety protocols through Go Guardian, which flags students who search self-harm, and the school has a variety of counselors and clinicians to support students' socioemotional needs. Review of notices, letters and Facebook posts confirmed Covid-19 safety protocols, while review of circle data analysis confirmed emotional safety supports.

- The school develops proactive systems that support individual students' social, emotional, and socioeconomic needs. In focus groups, stakeholders stated that the school has preventive supports for students in the form of Restorative Practices and circles, Second Step (a social-emotional curriculum taught beginning in Kindergarten), lunch bunches with staff and clinicians who support students, including a therapist from Bayview, a guidance counselor, social worker and psychologists. Review of a PowerPoint on restorative practices and grade level schedule with circles confirmed proactive social/emotional supports. Regarding socioeconomic supports, stakeholders reported that that school has a uniform fund, weekly produce boxes available to families, holiday clothing drives, school supplies and free vision screenings and mobile dentistry, which are organized by the school's Director of Community Outreach. School leadership and staff added that the PTO raised funds last year to implement a Helping Hands fund to support purchases of groceries for families in need. Lastly, school leadership also indicated there are scholarships available for after school and summer programs, and families can contribute to other families' field trip funds. Review of Facebook posts and emails confirmed uniform and produce supports, as well as mobile dentistry.
- School leadership establishes consistent structures to recognize and celebrate student achievement. According to all stakeholders, the school celebrates students through Honor Roll and Principal's List, which review of student names noted in the newsletter confirmed, as well as star student in classes, attendance incentives and awards through the Strive for Five program (certificates, coupons for ice cream at Bmore Licks, and pizza parties), class dojo points that can be exchanged for prizes from treasure chests, dances and more. School leadership, the operator, staff, families and students added that students in the Leaders Go Places program participate in field trips to Hershey Park and snow tubing, which review of permission slips confirmed, and students in middle school participate in Fun Fridays, based on grades, attendance and behavior. Lastly, students noted medals for club tournaments and a page in the year book that celebrates each graduating student. Review of the newsletter also revealed shout outs for student success at each grade level. Review of postings and a January News from the Hill excerpt also revealed a lunch bunch challenge and new Restorative Practice ambassadors.

- School leadership establishes consistent structures that demonstrate value and recognition of staff. In focus groups, school leadership, staff, and the operator stated that staff are celebrated through holiday parties, breakfast and lunch that are provided on professional development days, snacks during meetings, and receive “swag,” such as shirts and sweatshirts with the school’s logo. Staff added that they receive shout outs, which a review of the newsletter confirmed, and are celebrated for attendance, leading Professional Learning Communities (PLCs), and student performance. Review of emails confirmed staff were given \$50 to spend on school swag, while review of an email and google form confirmed a holiday staff party at the Capital Grille. Review of Wellness Committee documents also revealed a Be Well series for staff, including yoga, cooking, and exercise activities, while review of Sunshine Committee documents revealed monthly staff incentives.

Domain 4: Strategic and Professional Management

Key action 4.1	The school establishes clear goals for student achievement and tracks progress toward goals.	Highly Effective
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- School leadership collaborates with teachers to establish and communicate measurable school-wide goals for the improvement of student learning and strategies aligned to the goals. According to school leadership, staff, the operator and board, the school has both academic and attendance goals, which are as follows: 65% of students will achieve their growth goal in Math and 55% will achieve their growth goal in reading based on NWEA MAP scores, and the school will achieve a 94% attendance rate; families confirmed the attendance goal and knew of goals related to MAP for Math and Reading, but did not articulate specific targets. School leadership, staff, the board and operator added that the goal setting process was collectively done during a PD session in the beginning of the year and facilitated by members of the operator team by reviewing data from previous years in groups to determine a reasonable goal; with Math being a focus, the school determined this goal would be higher. Further, school leadership, staff, the board and operator stated that strategies tied to goals included an after school tutoring program, intervention teachers who support small group instruction, and training/supports related to data analysis for staff, as well as attendance incentives (Strive for Five), attendance protocols and phone call logs and certified letters, when needed. Lastly, school leadership and staff stated that goals were communicated throughout the year on team meeting agendas, while families noted goals are shared in monthly Chats with Matt (principal) and SFC meetings, as well as emails. Review of the October News from the Hill confirmed school-wide goals for reading, math and attendance, and review of a letter to staff from school leadership and a goal setting PowerPoint presentation confirmed the plan and process by which the academic and attendance goals were created. Review of a template for the attendance improvement plan, attendance letters, attendance protocol with goals and a master list of attendance for the first semester confirmed attendance strategies.
- School leadership and all staff participate in regular analysis of school-wide data and instructional practices to monitor progress towards goals, revisiting and adjusting action plans as needed. In focus groups, school leadership, staff, the board and operator reported that the school had recently completed a review of the results from the Winter administration of MAP scores for reading and math, during which staff analyzed data (first individually and then with coaches) and reflected on grows and glows, discussing how to make improvements to increase progress towards the growth goals. School leadership and staff added while the goals and strategies were not adjusted, minor adjustments could include additional students being invited to tutoring or added to intervention groups. School leadership and staff further noted that overall attendance is shared monthly in the newsletter, and regarding progress towards goals, they are currently at 55% for Math, 51% for Reading and have already exceeded the attendance goal at 94.2% (the latter of which is shared in the newsletter).

Review of a Winter MAP data reflections PowerPoint included reflections from teachers, while review of the February newsletter included a student attendance report. Review of completed data protocol processes for teachers revealed that steps included the following as related to reaching growth goals per the Winter MAP results: Analysis of root cause, areas of concern, prioritize, set a goal, select strategies, and determine results indicators (Spring MAP.)

Key action 4.2	School leadership allocates and deploys the resources of time, human capital, and funding to address the schoolwide goals for student achievement.	Highly Effective
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- Budget distributions and resource allocations are aligned to school goals and priorities that support equitable learning environments. According to school leadership, staff, and the operator, the majority of the school’s budget supports a robust staffing model, including specialized positions such as 3.5 academic coaches, 3 intervention teachers, a Director of Talent Development and Equity, a Director of Restorative Practices, a dedicated IT position, and full-time substitute teachers, as well as a variety of ESOL and resource teachers, which families confirmed. School leadership, staff and the operator added that the school also purchased laptops, tablets, and hotspots for students during the pandemic, and also allocates funding for curricular materials, assessments and interventions, such as Edulastic, History Alive, Dreambox, IXL and iQWST. Further, teachers noted funding for consumables and materials such as calculators, manipulatives, novels, and even field trips. Continuing, school leadership, staff and families confirmed opportunities to review and provide feedback on the budget, through school meetings, the SFC and chats with Matt, where the budget is shared side by side with the budget from the previous year; teachers indicated that families receive a budget survey while staff receive a spreadsheet. Lastly, all stakeholders noted the budget supports an equitable environment, and staff are able to request any needs through an approval process in which the operator is involved. Review of the newsletter confirmed that the FY23 budget was shared with stakeholders, including information related to Kirwan funding. Review of Facebook posts confirmed families received a budget survey and that an SFC meeting was dedicated to the budget, and a side by side was shared in a March report to families. Invoices confirmed investments in Springboard, Restorative Practice training, and interventions such as IXL and Achieve 3000.
- School leadership leverages staff in key roles in support of school-wide goals. In focus groups, school leadership, staff and the operator stated that the school implements a distributive leadership model, in which teams are supported by coaches who are in turn supported by administration. School leadership and staff added that teachers serve in various roles, including as team leads (for which they are voted into their roles), on various committees including Student Outcomes (which created the Hive peer writing program), Diversity, Equity and Inclusion, and in the after school tutoring program. Further, school leadership and staff noted that teachers may participate in committees based on interest and areas of strength, while other roles are based on data or consensus. Review of Student Outcomes Committee (SOC) meeting agendas and minutes confirmed development of the Hive

initiative, while review of PLC committee meeting agendas and PLG artifacts confirmed the focus on supporting students of color and teacher wellness, respectively.

- School leadership leverages common staff time to focus on professional learning and collaboration in support of student achievement. According to school leadership and staff, staff have 90 minutes of daily planning time, during which they participate in team meetings, which also include special educators and ESOL teachers. Teachers added that they may also meet with intervention teachers or GAL and topics include student goals, student concerns, periodic vertical planning and data presentations to discuss student work and student progress towards goals, and there is an agenda that teams follow. Further, teachers noted additional topics could include pacing or assessments, and time was also used to participate in PLCs or the Professional Learning Group (PLG). Review of meeting agendas and notes confirmed topics included ESOL/GAL, SPED, attendance, supports, circle time, enrichment, firm up time, and more.

Key action 4.3	School’s board of trustees (or operator) provides competent stewardship and oversight of the school.	Highly Effective
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- 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, the board convenes meetings quarterly across its network of schools, with the most recent meeting held at the school in December. School leadership, the board and operator added that during meetings, school reports with academic and other highlights are shared, which can include data related to NWEA, MCAP, attendance, and enrollment, and are included in the school’s data dashboard, along with the mission and vision; most recently, the Education Committee shared an update on restorative practices at the school, and regularly interview staff and students and share findings. School leadership, the board and operator further noted that the operator facilitated the creation of the current school-wide goals during a faculty professional development session with staff, which was planned in conjunction with academic coaches and involved a review of data from previous years; the operator and board confirmed the academic and attendance goals noted above, as well as accompanying strategies and current progress towards goals (exceeding attendance and progressing towards math and reading goals). Further, the board and operator stated that data is analyzed in a variety of ways, not only annually but longitudinally, and they compare themselves to like schools as a metric to determine success, while also examining core elements of the school’s programming inherent to its charter fidelity, such as Direct Instruction, Core Knowledge, interventions and after school programming, as well as Restorative Practices. Continuing, the board and operator also noted they are tracking alumni as one metric of success to understand high school and college matriculation patterns. Lastly, school leadership, the board and operator indicated that the board receives the school news magazine each month, and also attends some of the programming and events when possible, such as LGP and graduation ceremonies. Review of board meeting agendas confirmed a state of the schools report,

school goals, a principal update and education committee update were included, while review of the education committee meeting minutes confirmed a focus on restorative practices, state assessment, and also Covid-19 safety protocols; it was also noted in the board meeting minutes that the focus of the education committee is to gather on the ground data at schools. Review of the data dashboard confirmed it included the school's mission and vision, NWEA data, and school-wide goals, as well as enrollment, attendance and PARCC data.

- 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 board and operator reported that the budgeting process begins with school leadership and the operator, who determine financial and operational goals, informed by enrollment, to develop a budget proposal that is shared with the finance committee before being approved by the board, and quarterly reports are presented at board meetings to track spending and progress towards goals; the school currently has a surplus/reserve fund to support future investment. The board and operator added that processes in place to provide financial oversight include a signature required for expenses over a certain limit and maintaining a six-month financial reserve, as well as protocols for bidding and reporting; the board also noted that through QuickBooks, real time data regarding spending and financial standing are accessible. Further, school leadership, the board and operator reported that the school receives additional funding through grants (private, foundation and government funding), the operator, and fundraisers such as the annual "Are You Smarter Than A Fifth Grader?" and silent auctions. Review of a BCP Summary of Annual budget and Financial process confirmed practices, while review of the final audit for FY21 and FY22 Financial Review confirmed the school's financial standing. Review of board meeting minutes and finance committee summaries confirmed updates on detailed school finances were provided regularly, and a fundraising update confirmed additional funds supporting the school.
- The governing board and operator maintain effective governance practices to ensure organizational viability, including the systemic selection and oversight of the school leader. According to school leadership, the board and operator, the structure of the board includes two board co-chairs and a secretary, as well as an Education Committee, Finance Committee, Nominating Committee (which is responsible for board member recruitment), and Marketing and Fundraising Committee. School leadership, the board and operator added that committees meet quarterly, and share reports at every meeting. Further, school leadership, the board and operator noted that the board has a strategic plan that is reviewed annually, and currently, there are plans to expand the school. Regarding decision making, the board and operator indicated that policies arise through a committee, who recommend, approve and present to the larger board, discuss pros and cons and vote, such as the 6-month reserve policy. Regarding evaluation, school leadership noted that the operator uses the district' process for evaluating school leadership, including an SLO, IDP, first, second and annual conference, as well as a Val-Ed component, which is then shared with a representative from the district, and the principal has been recognized as a Distinguished Principal in the district. Review of the principal's initial planning

conference, including three goals, as well as a first and second conference confirmed the evaluation process. Lastly, regarding evaluation of the Executive Director, school leadership, the board and operator indicated that the board co-chairs conducted the evaluation, which is aligned with the strategic plan, includes objectives and goals, is conducted annually and shared with the board. Review of the Executive Director's goals revealed they were related to areas such as fiscal, growth, PR, and the strategic plan, among others. Review of board members resumes, bylaws, the board handbook, and the strategic plan confirmed practices of the board. Review of the strategic plan revealed that it included goals such as student performance, school and operator sustainability, impact through school expansion and more, as well as associated objectives and metrics.

APPENDIX A: SCHOOL REPORT COMMENTS

Domain 1: Highly Effective Instruction

None

Domain 2: Talented People

None

Domain 3: Vision and Engagement

None

Domain 4: Strategic and Professional Management

None

APPENDIX B: SER TEAM MEMBERS

The SER visit to the Hampstead Hill Academy was conducted on March 8-10, 2022 by a team of representatives from Baltimore City Public Schools.

Team Lead/Writer: Mona Khajawi, Program Evaluator II, SER Team

Team Support: Katherine Toler, Program Evaluator II, SER Team

Team Support: Reginald Trammell, Program Evaluator II, SER Team

Team Support: Dawn Shirey, Director, 21st Century Learning

Team Support: Jenna Shaw, Educational Specialist, 21st Century Learning

Team Support: Carla van Berkum, Co-Director of Accreditation, AIMS