



# School Quality Review Report

*Bon Air Middle School*

Kokomo School Corporation

2/12/18 – 2/13/18

## Review Team Members

|                     |  |  |
|---------------------|--|--|
| <b>Kyle Zahn</b>    | School Improvement Specialist                        | Indiana Department of Education            |
| <b>Ron Sandlin</b>  | Senior Director, School Performance & Transformation | Indiana State Board of Education           |
| <b>Sarah Kelly</b>  | Instructional Coach                                  | Perry Central Community School Corporation |
| <b>Brian Disney</b> | Principal  | Mooresville Community School Corporation   |
| <b>Tyler Thiems</b> | Instructional Coach                                  | MSD Washington Township                    |
| <b>Ma'at Lands</b>  | Assistant Principal                                  | Lighthouse Academies                       |

# Table of Contents

- I. Background on the School Quality Review ..... 3
- II. Overview of the School Quality Review Process..... 3
- III. Data Snapshot for Bon Air Middle School ..... 4
- IV. Evidence and Rating for School Turnaround Principle #2: Climate and Culture..... 6
- V. Evidence and Rating for School Turnaround Principle #3: Effective Instruction ..... 8
- VI. Evidence and Rating for School Turnaround Principle #6: Effective Use of Data ..... 9
- VII. Recommendations ..... 10
- VIII. Appendix A: Evidence for Remaining School Turnaround Principles ..... 13

## I. Background on the School Quality Review

Public Law 221 (PL 221) was passed in 1999 before the enactment of the federal *No Child Left behind Act* (NCLB). It serves as the state’s accountability framework. Among other sanctions, the law authorizes the Indiana State Board of Education (SBOE) to assign an expert team to conduct a School Quality Review for schools placed in the lowest category or designation of school performance for two consecutive years.

*(a) The board shall direct that the department conduct a quality review of a school that is subject to IC 20-31-9-3. (b) The board shall determine the scope of the review and appoint an expert team under IC 20-31-9-3. (Indiana State Board of Education; 511 IAC 6.2-8-2; filed Jan 28, 2011, 3:08 p.m.: 20110223-IR-511100502FRA)*

The school quality review (SQR) is a needs assessment meant to evaluate the academic program and operational conditions within an eligible school. The SQR will result in actionable feedback that will promote improvement, including the reallocation of resources or requests for technical assistance. The process is guided by a rubric aligned to the United States Department of Education’s “Eight Turnaround Principles” (see Appendix B). The school quality review includes a pre-visit analysis and planning meeting, onsite comprehensive review, and may include targeted follow-up visits.

State law authorizes the SBOE to establish an expert team to conduct the School Quality Review known as the Technical Assistance Team (TAT). Membership must include representatives from the community or region the school serves; and, may consist of school superintendents, members of governing bodies, teachers from high performing school corporations, and special consultants or advisers.

## II. Overview of the School Quality Review Process

The School Quality Review process is designed to identify Bon Air Middle School’s strengths and areas for improvement organized around the [United States Department of Education’s Eight School Turnaround Principles](#). In particular, the School Quality Review process focused on three Turnaround Principles that were identified as priorities by the school and its district.

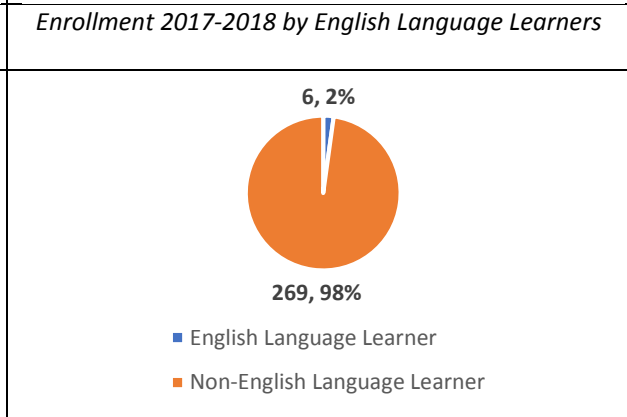
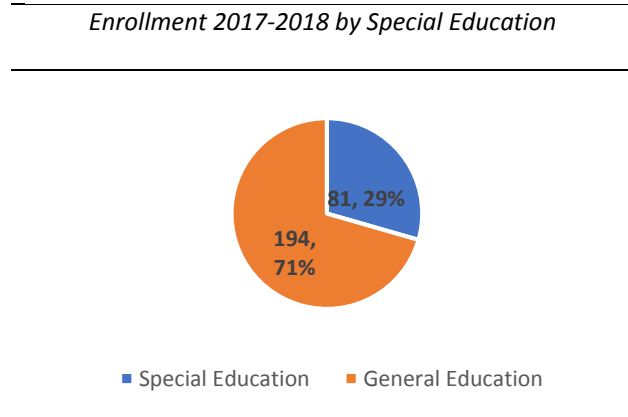
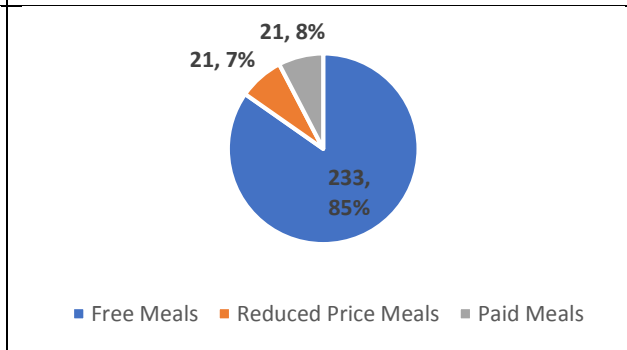
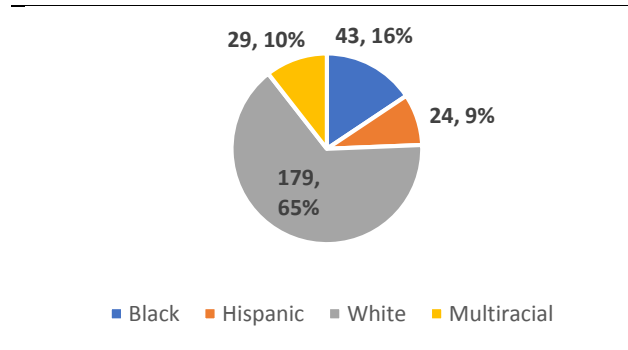
The on-site review consisted of the Technical Assistance Team (TAT) visiting the school for two days. During the two days, the TAT (1) conducted separate focus groups with students, teachers, district leaders, community members, and parents, (2) observed a professional learning community meeting with teachers, (3) observed instruction in 43 classrooms, and (4) interviewed school and district leaders.

Prior to the visit, teachers completed an online survey, with 18 of 21 teachers participating. Parents were also invited to complete a survey. 7 Bon Air Middle School parents completed the survey. Finally, the school leadership team completed a self-evaluation. Both surveys and the self-evaluation are made up of questions that align to school improvement principles and indicators (Appendix B).

### III. Data Snapshot for Bon Air Middle School

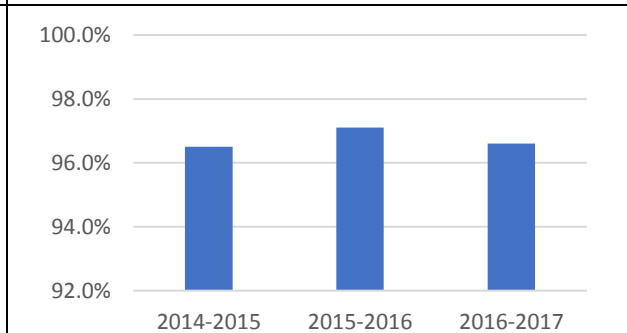
| School Report Card            |        |        |                 |                               |        |        |                 |
|-------------------------------|--------|--------|-----------------|-------------------------------|--------|--------|-----------------|
| 2015-2016 Report Card         | Points | Weight | Weighted Points | 2016-2017 Report Card         | Points | Weight | Weighted Points |
| Performance Domain Grades 3-8 | 18.40  | 0.5    | 9.20            | Performance Domain Grades 3-8 | 25.40  | 0.5    | 12.70           |
| Growth Domain Grades 4-8      | 85.50  | 0.5    | 42.75           | Growth Domain Grades 4-8      | 80.50  | 0.5    | 40.25           |
| Overall Points                |        |        | 52.0            | Overall Points                |        |        | 53.0            |
| Overall Grade                 |        |        | F               | Overall Grade                 |        |        | F               |

| Enrollment 2017-2018: 275 students |  |
|------------------------------------|--|
| Enrollment 2017-2018 by Ethnicity  | Enrollment 2017-2018 by Free/Reduced Price Meals |



| Attendance          |  |  |                       |
|---------------------|--|--|-----------------------|
| Attendance by Grade |  |  | Attendance Rate Trend |

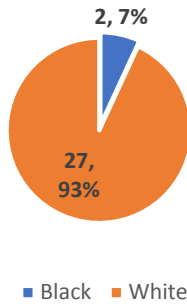
| Grade | '14-'15 | '15-'16 | '16-'17 |
|-------|---------|---------|---------|
| 6     | 96.3%   | 97.7    | 96.7    |
| 7     | 96.6%   | 97.1    | 96.9    |
| 8     | 96.6%   | 96.4    | 96.2    |



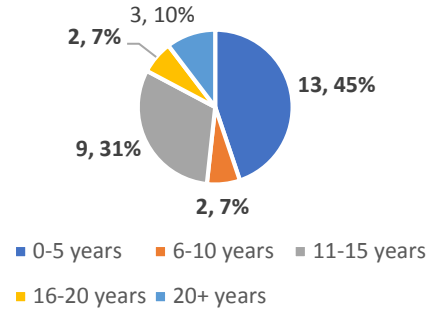
**School Personnel**

*Teacher Count 2015-2016: 29*

*Teacher Count 2015-2016 by Ethnicity*

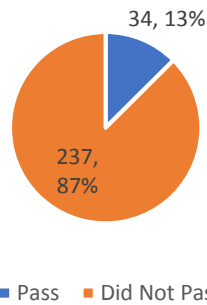


*Teacher Count 2015-2016 by Years of Experience*

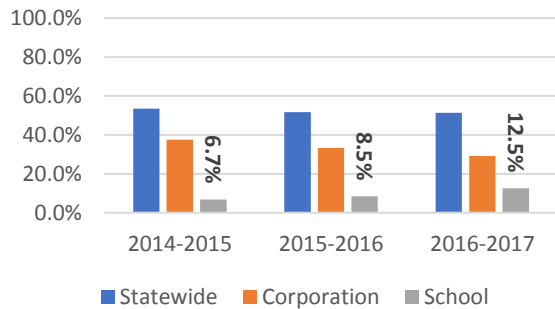


**Student Academic Performance**

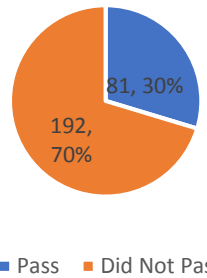
*ISTEP+ 2016-2017 Both English/Language Arts and Math*



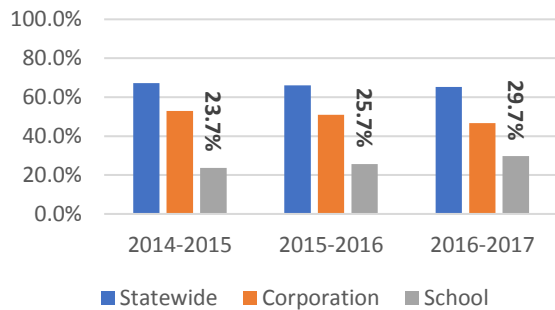
*ISTEP+ Percent Passing Trend Both English/Language Arts and Math*



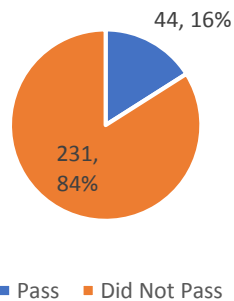
*ISTEP+ 2016-2017: English/Language Arts*



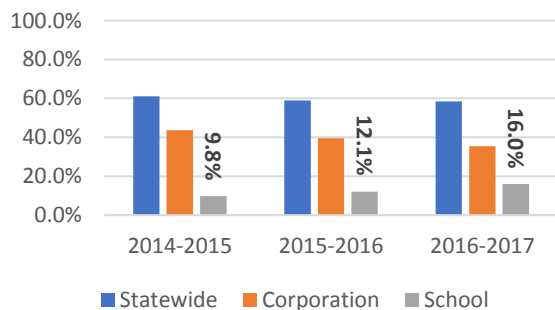
*ISTEP+ Percent Passing Trend: English/Language Arts*



*ISTEP+ 2016-2017: Math*



*ISTEP+ Percent Passing Trend: Math*



## IV. Evidence and Rating for School Turnaround Principle #2: Climate and Culture

### Background

The next three sections of the report illustrate the Technical Assistance Team’s key findings, supporting evidence, and overall rating for each of the school’s prioritized Turnaround Principles.

To thoughtfully identify these prioritized Turnaround Principles, school and district leaders used a “Turnaround Principle Alignment Tool” provided by the Indiana State Board of Education to determine the two to three Turnaround Principles that most closely align with the goals and strategies outlined in the school’s improvement plan.

This report focuses on these prioritized Turnaround Principles to provide a strategically targeted set of findings and recommendations. Additional evidence on the other five Turnaround Principles can be found in Appendix A of this report.

| School Turnaround Principle #2: Climate and Culture   |   |   |  |
|---|---|---|--|
| Evidence Sources  |   |   |  |
| <ul style="list-style-type: none"> <li>Classroom Observations, Observations of Hallway Transitions and Common Areas, Teacher Focus Group, Student Focus Group, Parent and Community Member Focus Groups, District Leadership Focus Group, Instructional Leadership Focus Group, Principal Interviews, Teacher Surveys, Parent Surveys, Artifacts Provided by Bon Air Middle School</li> </ul> |   |   |  |
| Rating  |   |   |  |
| 1<br><u>Ineffective</u>   | 2<br><u>Improvement Necessary</u>                       | 3<br><u>Effective</u>   | 4<br><u>Highly Effective</u>                           |
| <i>No evidence of this happening in the school</i>  | <i>Limited evidence of this happening in the school</i> | <i>Routine and consistent</i>   | <i>Exceeds standard and drives student achievement</i> |
| Evidence  |   |   |  |
| Strengths   |   | Aligned Turnaround Principle Indicator(s)                                 |  |
| <ul style="list-style-type: none"> <li>During focus groups, parents and students spoke enthusiastically about their school being a safe and caring environment.</li> </ul>  |   | <ul style="list-style-type: none"> <li>2.1, 8.1</li> </ul>                |  |
| <ul style="list-style-type: none"> <li>Based on observations in classrooms and shared spaces, the school culture is characterized by positive and respectful interactions between students and staff.</li> </ul>  |   | <ul style="list-style-type: none"> <li>2.2, 1.2, 3.6</li> </ul>           |  |
| <ul style="list-style-type: none"> <li>There is a formalized system for strategically tracking and analyzing student behavioral and discipline data in place.</li> </ul>  |   | <ul style="list-style-type: none"> <li>2.1, 2.3, 1.3, 1.4, 6.1</li> </ul> |  |

| <b>Areas for Improvement</b>   | <b>Aligned Turnaround Principle Indicator(s)</b>                                |
|--|---|
| <ul style="list-style-type: none"> <li>Classroom observations revealed that teachers tolerated students being off task as long as they did not actively disrupt the learning environment.</li> </ul>   | <ul style="list-style-type: none"> <li>2.2, 2.3, 3.6</li> </ul>                 |
| <ul style="list-style-type: none"> <li>Although the school leadership focus group revealed that instructional expectations are present, classroom observations showed that expectations have not been effectively communicated and/or enforced.</li> </ul> | <ul style="list-style-type: none"> <li>2.2, 2.3, 1.2, 1.4, 1.5, 3.2,</li> </ul> |
| <ul style="list-style-type: none"> <li>In 26 of 33 classrooms observed high expectations for academics were not evident in addressing the rigor of Indiana's Academic Standards.</li> </ul>  | <ul style="list-style-type: none"> <li>2.3, 1.4, 3.6</li> </ul>                 |

## V. Evidence and Rating for School Turnaround Principle #3: Effective Instruction

| School Turnaround Principle #3: Effective Instruction   |   |   |   |
|---|---|---|---|
| Evidence Sources  |   |   |   |
| <ul style="list-style-type: none"> <li>Classroom Observations, Teacher Focus Group, Student Focus Group, District Leadership Focus Group, Instructional Leadership Focus Group, Principal Interviews, Teacher Surveys, PLC Observations, Artifacts Provided by Bon Air Middle School</li> </ul> |   |   |   |
| Rating  |   |   |   |
| <p style="text-align: center;"><b>1</b><br/><u>Ineffective</u></p> <p><i>No evidence of this happening in the school</i></p>  | <p style="text-align: center;"><b>2</b><br/><u>Improvement Necessary</u></p> <p><i>Limited evidence of this happening in the school</i></p> | <p style="text-align: center;"><b>3</b><br/><u>Effective</u></p> <p><i>Routine and consistent</i></p> | <p style="text-align: center;"><b>4</b><br/><u>Highly Effective</u></p> <p><i>Exceeds standard and drives student achievement</i></p> |
| Evidence  |   |   |   |
| Strengths   |   | Aligned Turnaround Principle Indicator(s)   |   |
| <ul style="list-style-type: none"> <li>Daily learning targets are posted in classrooms and students are able to reference them when asked.</li> </ul>   |   | <ul style="list-style-type: none"> <li>3.1, 3.6, 1.2</li> </ul>                                       |   |
| <ul style="list-style-type: none"> <li>The master schedule provides time each day for student academic interventions and enrichment.</li> </ul>   |   | <ul style="list-style-type: none"> <li>3.5, 1.8, 2.2, 4.5, 7.1</li> </ul>                             |   |
| <ul style="list-style-type: none"> <li>The school has developed an initial school wide framework for close reading. To help support implementation of this framework, corresponding anchor charts are posted in classrooms.</li> </ul>  |   | <ul style="list-style-type: none"> <li>3.2, 6.3</li> </ul>  |   |
| Areas for Improvement   |   | Aligned Turnaround Principle Indicator(s)   |   |
| <ul style="list-style-type: none"> <li>In 48% of observed classrooms, it was not evident that lesson objectives were aligned to the Indiana Academic Standards. As a result, instruction failed to drive the mastery of knowledge and skills students are expected to learn.</li> </ul>         |   | <ul style="list-style-type: none"> <li>3.1, 1.5, 4.1, 4.4</li> </ul>                                  |   |
| <ul style="list-style-type: none"> <li>In 76% of observed classrooms, lessons, assignments, and assessments lack the rigor needed to further students' depth of knowledge or challenge their thinking in new and engaging ways.</li> </ul>  |   | <ul style="list-style-type: none"> <li>3.2, 3.5, 3.6, 2.3</li> </ul>                                  |   |
| <ul style="list-style-type: none"> <li>Instructional execution lacks the urgency needed to increase learning and fully engage students.</li> </ul>  |   | <ul style="list-style-type: none"> <li>3.2, 3.6, 4.2</li> </ul>                                       |   |



## VI. Evidence and Rating for School Turnaround Principle #6: Effective Use of Data

| School Turnaround Principle #6: Effective Use of Data  |   |  |  |
|--|---|--|--|
| Evidence Sources   |   |  |  |
| <ul style="list-style-type: none"> <li>Classroom Observations, Teacher Focus Group, Parent and Community Member Focus Groups, District Leadership Focus Group, Instructional Leadership Focus Group, Principal Interviews, Teacher Surveys, PLC Observations, Artifacts Provided by Bon Air Middle School</li> </ul> |   |  |  |
| Rating   |   |  |  |
| 1<br><u>Ineffective</u>  | 2<br><u>Improvement Necessary</u>                       | 3<br><u>Effective</u>  | 4<br><u>Highly Effective</u>                           |
| <i>No evidence of this happening in the school</i>   | <i>Limited evidence of this happening in the school</i> | <i>Routine and consistent</i>  | <i>Exceeds standard and drives student achievement</i> |
| Evidence   |   |  |  |
| Strengths  |   | Aligned Turnaround Principle Indicator(s)                                  |  |
| <ul style="list-style-type: none"> <li>Multiple forms of academic and behavioral data are collected at the building level and made available to educators.</li> </ul>  |   | <ul style="list-style-type: none"> <li>6.1, 6.2, 1.1, 1.3, 3.5</li> </ul>  |  |
| <ul style="list-style-type: none"> <li>Regular meetings occur with parents and guardians to explain ISTEP, IREADY, and student behavior data.</li> </ul>   |   | <ul style="list-style-type: none"> <li>6.1, 6.2, 1.4, 1.10, 8.1</li> </ul> |  |
| <ul style="list-style-type: none"> <li>Teacher and school leader focus groups revealed a belief that data is viewed as an essential tool to drive student academic growth and achievement.</li> </ul>  |   | <ul style="list-style-type: none"> <li>6.2, 6.3, 1.3, 2.3</li> </ul>       |  |
| Areas for Improvement  |   | Aligned Turnaround Principle Indicator(s)                                  |  |
| <ul style="list-style-type: none"> <li>Protocols for reviewing, analyzing, and planning to act on student academic data are used with varying degrees of consistency within Professional Learning Communities (PLCs).</li> </ul>   |   | <ul style="list-style-type: none"> <li>6.1, 6.3, 1.9, 2.3</li> </ul>       |  |
| <ul style="list-style-type: none"> <li>A lack of data literacy limits teachers' ability to deliver targeted academic interventions to address specific student needs.</li> </ul>   |   | <ul style="list-style-type: none"> <li>6.3, 2.3, 3.5, 4.2, 5.3</li> </ul>  |  |
| <ul style="list-style-type: none"> <li>Classroom assessments do not directly address the full depth of Indiana's Academic Standards. As a result, the data generated cannot be effectively applied to drive decisions for improving student achievement.</li> </ul>  |   | <ul style="list-style-type: none"> <li>6.2, 6.3, 3.5, 4.2</li> </ul>       |  |

## VII. Recommendations

### Background

This section outlines an intentionally targeted set of recommendations that align to one or more of the school’s prioritized Turnaround Principles. Anchored in the United States Department of Education’s Turnaround Principles framework, these recommendations are representative of what the Technical Assistance Team believes to be the most immediate changes needed to accelerate growth in academic and non-academic student outcomes at Bon Air Middle School. These recommendations should not be thought of as an exhaustive set of school improvement strategies, but rather as a part of the ongoing and continuous school improvement process.

| <b>Recommendation 1</b>  |
|--|
| <p>Develop and implement rigorous standards based units of study. Ensure units of study promote the use of multiple instructional strategies that engage all students in opportunities to learn content and skills in a manner that reflect the full depth of Indiana’s Academic Standards. Create formative and summative assessments as well as a system for tracking student progress. In response to students who show a lack of progress, identify potential accommodations and interventions to be used. Implement a continuous system for evaluating the units of study for fidelity of alignment, rigor, and implementation.</p>   |
| <b>Aligned Turnaround Principle(s)</b>   |
| <p>3.1, 3.2, 3.5, 1.5, 2.3, 4.1, 4.2, 4.4, 6.2</p>   |
| <b>Rationale</b>   |
| <p>The development of units of study creates the focus, intentionality, and congruency needed to drive instruction that aligns to the Indiana Academic Standards. Units of study allow educators to plan instruction that promotes students’ awareness of the “why of learning,” thus increasing student engagement and retention of content. The congruency of curriculum, instruction, and assessment is also facilitated through the development of comprehensive units of study. This will result in instruction being more focused and less likely to be side-tracked by lessons that do not advance a standards aligned curriculum.</p> <p>Evidence throughout the review revealed that although a vision for high quality instruction exists, the high expectations, urgency, and instructional planning needed to ensure rigorous standards based instruction is not present. Classroom observations revealed that in only 52% of classrooms were lesson objectives aligned to the Indiana Academic Standards. As a result, classroom instruction lacked focus and failed to drive the mastery of knowledge and skills students are expected to learn.</p> |

| <b>Recommendation 2</b>  |
|--|
| <p>Research and train teachers on the multiple instructional strategies needed to engage students in meaningful and differentiated classroom instruction. Prioritize professional development on the use of instructional strategies that are evidence based and proven to have the greatest impact on student growth and achievement. Provide time for teachers to collaborate on matching instructional strategies with daily learning objectives and the needs of learners. Monitor and provide teachers with feedback on the use of newly learned instructional strategies, placing priority on those teachers most in need of coaching and support.</p>   |
| <b>Aligned Turnaround Principle(s)</b>   |
| <p>3.1, 3.2, 3.5, 3.6, 1.4, 1.9, 2.3</p>   |
| <b>Rationale</b>   |
| <p>The use of multiple classroom instructional strategies addresses the reality that students learn differently, and as a result, vary in response to different instructional practices. The knowledge and use of multiple instructional strategies enables teachers to address students' multiple learning styles and thus increase student engagement. Furthermore, teachers are able to create a more equitable learning environment by addressing the individual needs of learners through differentiation of instruction. Teachers, through the use of multiple instructional strategies, are also better equipped to respond to formative assessment and adjust instruction as needed. As a result of being knowledgeable on different instructional strategies teachers can collaborate in choosing those strategies that are proven to have the largest effect size in impacting student growth and achievement.</p> <p>The teacher focus group and classroom observations revealed teachers need additional professional development and individualized coaching to support their effective use of intentionally varied instructional strategies. For example, teachers were unable to list examples of instructional strategies that were readily used in their classrooms during the teacher focus group. Additionally, a lack of purposefully varied instructional strategies contributed greatly to the fact that in 52% of classrooms students were not actively engaged in learning activities. Furthermore, in less than 50% of classrooms observed were students receiving instruction through strategies that required them to interact with the content, articulate real-world connections, and discuss the material with their peers. The need for professional development on student-centered instructional strategies was also reinforced by the fact that differentiated instruction was observed in only 12% of classrooms and instruction adjusted to fit the need of learners was observed in only 18% of classrooms.</p> |

|   |
|---|
| <b>Recommendation 3</b>   |
| Evaluate and then implement with fidelity the expectations for PLCs. Prioritize the development of units of study and use of multiple evidence based instructional strategies. Ensure PLCs are organized to include data analysis, instructional reflection, intentional planning, and action research to provide improved instruction for students and continuous job-embedded learning for teachers. Continuously emphasize that all PLC efforts must be assessed on the basis of results/data rather than intentions.  |
| <b>Aligned Turnaround Principle(s)</b>  |
| 3.5, 3.6, 1.2, 2.2, 2.3, 4.2, 5.3, 5.5, 6.1, 6.3, 7.3   |
| <b>Rationale</b>  |
| <p>The use of professional learning communities (PLCs) creates a collaborative, results-driven culture, serving as a vehicle for implementing new instructional practices, and achieving significant gains towards school improvement. The effective implementation of PLCs can increase educators’ investment in and commitment to school goals and priorities. Additionally, teachers will be professionally renewed and informed on the instructional best practices needed to adapt teaching to student needs. PLCs, when implemented with fidelity, create the processes needed to systematically improve teaching and learning.</p> <p>Evidence during the review from PLC observations and focus group meetings revealed the use of and value perceived from PLCs. However, the artifact “Professional Learning Community Norms and Policies,” provided by the school made apparent that PLC meetings were not following the designed format. Furthermore, classroom observations revealed that PLCs were not having the needed impact on classroom instruction. Particularly the use of multiple instructional strategies, differentiation, data analysis, and standards aligned instruction were not being impacted as needed.</p> |

## VIII. Appendix A: Evidence for Remaining School Turnaround Principles

### Background

We believe it is valuable for school and district leaders to have a summary of the TAT's findings and evidence for each of the eight Turnaround Principles. As such, this section of the report outlines key findings and supporting evidence for each of the Turnaround Principles that were not identified by school and district leaders as prioritized Turnaround Principles for this school.

This information is intentionally provided in an appendix to reinforce the importance of the previously stated findings, evidence, ratings, and recommendations for the school's prioritized Turnaround Principles.

| <b>School Turnaround Principle #1: School Leadership</b>   |
|--|
| <b>Evidence Sources</b>  |
| <ul style="list-style-type: none"><li>Classroom Observations, Observations of Hallway Transitions and Common Areas, Teacher Focus Group, District Leadership Focus Group, Instructional Leadership Focus Group, Principal Interviews, Teacher Surveys, PLC Observations, Artifacts Provided by Bon Air Middle School</li></ul>   |
| <b>Evidence Summary</b>  |
| <b>Strengths</b>   |
| <ul style="list-style-type: none"><li>The principal has a coherent school vision and can articulate the changes that need to be made for school improvement.</li><li>Out of 18 educator surveys collected, 15 educators agreed or strongly agreed with the following statement, "our principal ensures students and teachers feel safe, welcome and ready to learn and teach."</li><li>Evidence collected throughout the review demonstrated that the principal uses data to inform and communicate decisions intended to promote school improvement. For example, the principal was able to cite several examples in which IREADY data impacted administrative decision making.</li></ul>   |
| <b>Areas for Improvement</b>   |
| <ul style="list-style-type: none"><li>School leadership needs to directly and consistently express their unwavering belief in the potential of all students to teachers and staff, challenging all adults to confront their conscious and subconscious biases about students' potential.</li><li>Based on data collected during classroom observations, expectations are unclear and/or not enforced for academic intervention classes (WIN). As a result, academic interventions that were observed lacked the focus and intentionality needed to drive student growth.</li><li>Although a vision for high-quality instruction exists, it is not yet consistently reinforced with the level of expectations and urgency necessary to rapidly improve instruction.</li></ul> |

## School Turnaround Principle #4: Curriculum, Assessment, and Intervention Systems

### Evidence Sources

- Classroom Observations, Teacher Focus Group, Student Focus Group, Instructional Leadership Focus Group, Principal Interviews, PLC Observations, Artifacts Provided by Bon Air Middle School

### Evidence Summary

#### Strengths

- In addition to their grade-level courses, all students participate regularly in additional English/Language Arts and Math practice through the computer-based IREADY program.
- Educators receive formative feedback from frequent non-evaluative walkthroughs intended to gauge instruction.
- In 79% of classrooms observed, teachers used technology and/or classroom resources to support and clarify instruction.

#### Areas for Improvement

- Daily lesson objectives (“daily learning targets”) are infrequently aligned to the Indiana Academic Standards.
- Although academic interventions are in place (WIN), they are not being implemented with fidelity as students are consistently off task.
- Teachers are not using an understanding of what students need to know and be able to do to guide lesson planning as demonstrated by the lack of depth in standards based instruction.

## School Turnaround Principle #5: Effective Staffing Practices

### Evidence Sources

- Classroom Observations, Teacher Focus Group, Student Focus Group, Parent and Community Member Focus Groups, District Leadership Focus Group, Instructional Leadership Focus Group, Principal Interviews, Teacher Surveys, PLC Observations, Artifacts Provided by Bon Air Middle School

### Evidence Summary

#### Strengths

- An instructional coach was hired and made available to support consenting staff through non-evaluative observations, providing resources, and instructional modeling.
- The vast majority of classrooms are staffed with teachers with the necessary content knowledge to achieve student learning outcomes.
- Professional development includes individual, collaborative, and shared opportunities for reflection.

**Areas for Improvement**

- Although an instructional coach has been hired, there is not a formal coaching cycle in place that prioritizes teachers who are most in need of support.
- Professional development has been designed to meet the immediate needs of teachers, at the expense of a consistent focus on the principal’s vision of excellent instruction.
- Data collected during classroom observations provided limited evidence that the instructional strategies addressed in professional development are being implemented. Additionally, it is unclear how school leaders are routinely supporting the implementation of these instructional strategies through individualized classroom walkthroughs and coaching.

**School Turnaround Principle #7: Effective Use of Time****Evidence Sources**

- Classroom Observations, Observations of Hallway Transitions and Common Areas, Teacher Focus Group, Student Focus Group, District Leadership Focus Group, Instructional Leadership Focus Group, Principal Interviews, Teacher Surveys, PLC Observations, Artifacts Provided by Bon Air Middle School

**Evidence Summary****Strengths**

- Time is scheduled each week for teachers to have both content and grade level meetings.
- Teacher survey data indicates 78% of teachers agree or strongly agree with the following statement, “Our master schedule is clearly designed and structured to meet the needs of all students.”
- 8<sup>th</sup> graders are provided the unique opportunity to gain valuable career specific skills by attending the Kokomo Career Center for two class periods every school day.

**Areas for Improvement**

- Evidence collected during classroom observations highlighted that a large percentage of students are off task during academic interventions.
- The four indicators of student engagement examined across all classroom observations highlighted that students are given limited opportunities to own the cognitive work of the lesson.
- In only 55% of classrooms observed, did students respond quickly to their teacher’s classroom management techniques, resulting in lost instructional time.

## School Turnaround Principle #8: Family and Community Engagement

### Evidence Sources

- Teacher Focus Group, Student Focus Group, Parent and Community Member Focus Groups, District Leadership Focus Group, Instructional Leadership Focus Group, Principal Interviews, Teacher Surveys, Parent Surveys, Artifacts Provided by Bon Air Middle School

### Evidence Summary

#### Strengths

- The guidance counselor reaches out to parents and guardians to engage them in the academic and behavioral progress of their child.
- Focus group meetings with teachers and school leadership indicated that adults are quick to identify students struggling with social and emotional issues as well as to ensure they are connected with the appropriate services to ensure their well-being.
- A detailed monthly newsletter is sent to parents to inform them of school achievements, upcoming events, and other noteworthy items.

#### Areas for Improvement

- Parent and guardian surveys are not administered on an annual basis. As a result, parental feedback is not consistently used as part of the school's improvement efforts.
- A view exists that although parents see teachers as caring authority figures they fail to make the connection that teachers are also experts who can help their struggling child.





## School Quality Review Report

*Dickinson Fine Arts Academy*

South Bend Community School Corporation

February 6<sup>th</sup> & 8<sup>th</sup>, 2018

### Review Team Members

|                        |                                   |  |
|------------------------|-----------------------------------|--|
| Kelley Grate           | School Improvement Specialist     | Indiana Department of Education                                |
| Patrick McAlister      | Director of Policy                | Indiana Department of Education                                |
| Abby Pease             | Special Education Teacher         | Indianapolis Public Schools                                    |
| Sarah Shaffer          | Assistant Principal               | Paramount Schools of Excellence                                |
| Dominic Basile-Vaughan | Director of School Support        | The Achievement Network  |
| Pennie Gregory         | Lead Special Education Specialist | Innovation and Autonomy Schools in Indianapolis Public Schools |

## Table of Contents

|      |  |    |
|------|--|----|
| I.   | Background on the School Quality Review .....  | 3  |
| II.  | Overview of the School Quality Review Process.....   | 4  |
| III. | Data Snapshot for Dickinson Fine Arts Academy.....   | 5  |
| IV.  | Evidence and Rating for School Turnaround Principle #4: Curriculum, Assessment and Interventions ..... | 7  |
| V.   | Evidence and Rating for School Turnaround Principle 6: Effective Use of Data .....                     | 9  |
| VI.  | Recommendations .....  | 10 |
| VII. | Appendix A: Evidence for Remaining School Turnaround Principles.....                                   | 13 |

## I. Background on the School Quality Review

Public Law 221 (PL 221) was passed in 1999 before the enactment of the federal *No Child Left behind Act* (NCLB). It serves as the state's accountability framework. Among other sanctions, the law authorizes the Indiana State Board of Education (SBOE) to assign an expert team to conduct a School Quality Review for schools placed in the lowest category or designation of school performance for two consecutive years.

*(a) The board shall direct that the department conduct a quality review of a school that is subject to IC 20-31-9-3. (b) The board shall determine the scope of the review and appoint an expert team under IC 20-31-9-3. (Indiana State Board of Education; 511 IAC 6.2-8-2; filed Jan 28, 2011, 3:08 p.m.: 20110223-IR-511100502FRA)*

The school quality review (SQR) is a needs assessment meant to evaluate the academic program and operational conditions within an eligible school. The SQR will result in actionable feedback that will promote improvement, including the reallocation of resources or requests for technical assistance. The process is guided by a rubric aligned to the United States Department of Education's "Eight Turnaround Principles" (see Appendix B). The school quality review includes a pre-visit analysis and planning meeting, onsite comprehensive review, and may include targeted follow-up visits.

State law authorizes the SBOE to establish an expert team to conduct the School Quality Review known as the Technical Assistance Team (TAT). Membership must include representatives from the community or region the school serves; and, may consist of school superintendents, members of governing bodies, teachers from high performing school corporations, and special consultants or advisers.

## II. Overview of the School Quality Review Process

The School Quality Review process is designed to identify Dickinson Fine Arts Academy's strengths and areas for improvement organized around the [United States Department of Education's Eight School Turnaround Principles](#). In particular, the School Quality Review process focused on two or three Turnaround Principles that were identified as priorities by the school and its district.

The on-site review consisted of the Technical Assistance Team (TAT) visiting the school for two days. During the two days, the TAT (1) conducted separate focus groups with students, teachers, community members, and parents, (2) observed a professional learning community meeting with teachers, (3) observed instruction in 26 classrooms, and (4) interviewed school and district leaders.

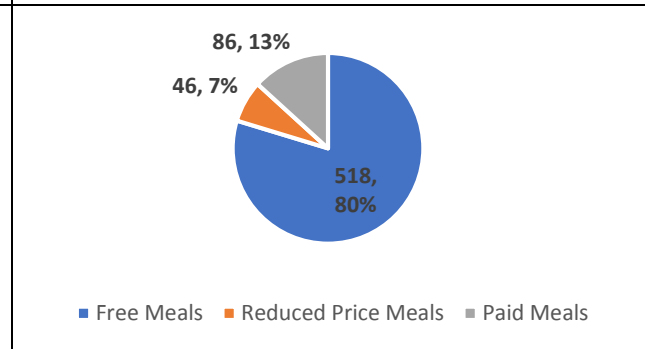
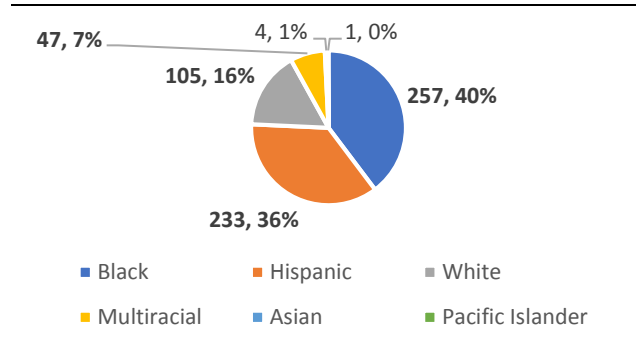
Prior to the visit, teachers completed an online survey, with 31 of 45 teachers participating. Parents were also invited to complete a survey, with five parents doing so. Finally, the school leadership team completed a self-evaluation. Both surveys and the self-evaluation are made up of questions that align to school improvement principles and indicators (Appendix B).

### III. Data Snapshot for Dickinson Fine Arts Academy

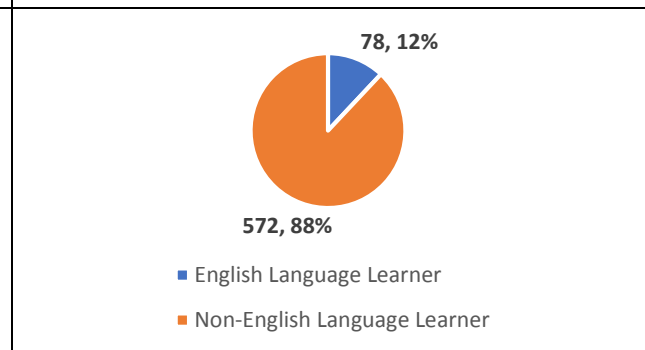
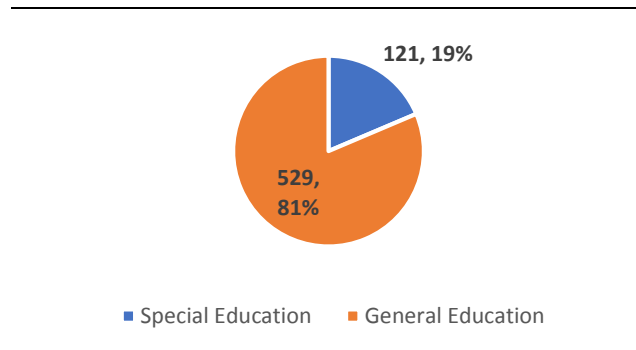
| School Report Card            |        |        |                 |                               |        |        |                 |
|-------------------------------|--------|--------|-----------------|-------------------------------|--------|--------|-----------------|
| 2015-2016 Report Card         | Points | Weight | Weighted Points | 2016-2017 Report Card         | Points | Weight | Weighted Points |
| Performance Domain Grades 3-8 | 31.3   | 0.5    | 15.65           | Performance Domain Grades 3-8 | 29.0   | 0.5    | 14.5            |
| Growth Domain Grades 4-8      | 82.6   | 0.5    | 42.75           | Growth Domain Grades 4-8      | 85.9   | 0.5    | 42.95           |
| Overall Points                |        |        | 57.0            | Overall Points                |        |        | 57.5            |
| Overall Grade                 |        |        | F               | Overall Grade                 |        |        | F               |

#### Enrollment 2017-2018: 650 students

| Enrollment 2017-2018 by Ethnicity | Enrollment 2017-2018 by Free/Reduced Price Meals |
|-----------------------------------|--|
|-----------------------------------|--|



| Enrollment 2017-2018 by Special Education | Enrollment 2017-2018 by English Language Learners |
|---|---|
|---|---|

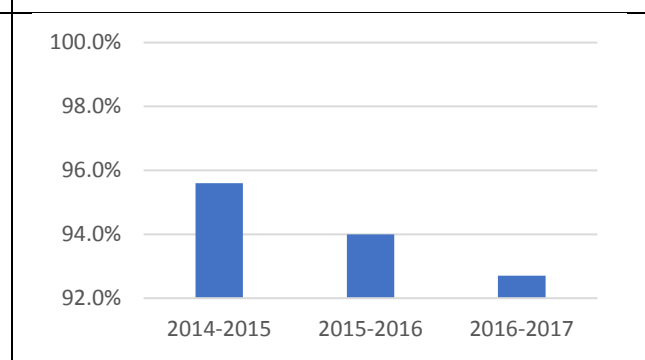


#### Attendance

| Attendance by Grade |  |  |  |
|---------------------|--|--|--|
|---------------------|--|--|--|

| Grade | '15-'16 | '16-'17 | '17-'18 |
|-------|---------|---------|---------|
| 5     | 168     | 167     | 165     |
| 6     | 158     | 138     | 176     |
| 7     | 167     | 150     | 150     |
| 8     | 142     | 148     | 159     |

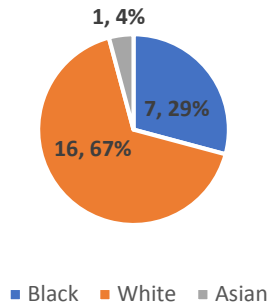
| Attendance Rate Trend |  |
|-----------------------|--|
|-----------------------|--|



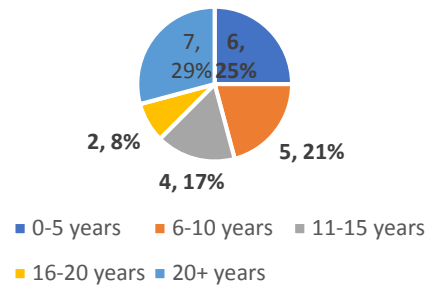
**School Personnel**

*Teacher Count 2015-2016: 24 Teachers*

*Teacher Count 2015-2016 by Ethnicity*

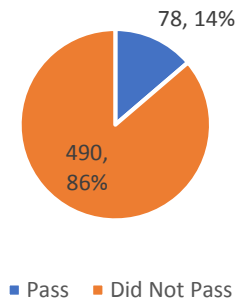


*Teacher Count 2015-2016 by Years of Experience*

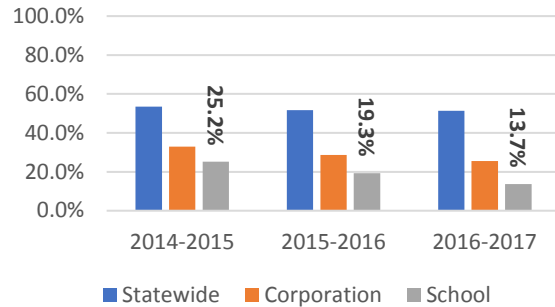


**Student Academic Performance**

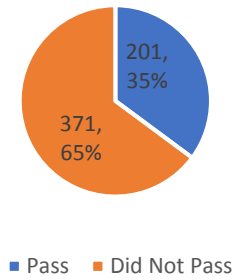
*ISTEP+ 2016-2017 Both English/Language Arts and Math*



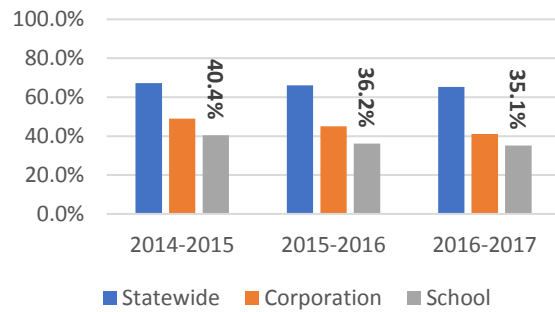
*ISTEP+ Percent Passing Trend Both English/Language Arts and Math*



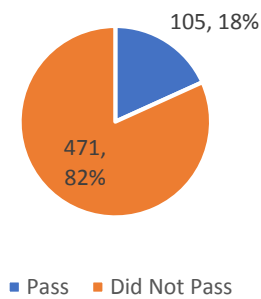
*ISTEP+ 2016-2017: English/Language Arts*



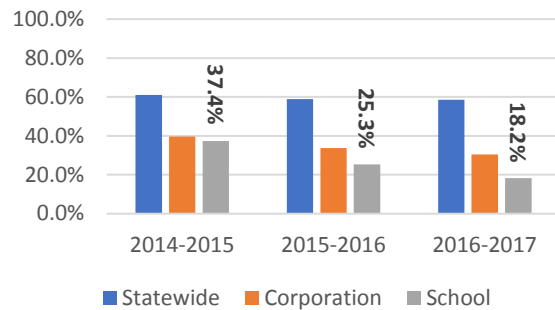
*ISTEP+ Percent Passing Trend: English/Language Arts*



*ISTEP+ 2016-2017 Math*



*ISTEP+ Percent Passing Trend Math*



## IV. Evidence and Rating for School Turnaround Principle #4: Curriculum, Assessment and Interventions

### Background

The next two sections of the report illustrate the Technical Assistance Team’s key findings, supporting evidence, and overall rating for each of the school’s prioritized Turnaround Principles.

To thoughtfully identify these prioritized Turnaround Principles, school and district leaders used a “Turnaround Principle Alignment Tool” provided by the Indiana State Board of Education to determine the two to three Turnaround Principles that most closely align with the goals and strategies outlined in the school’s improvement plan.

This report focuses on these prioritized Turnaround Principles to provide a strategically targeted set of findings and recommendations. Additional evidence on the other six Turnaround Principles can be found in Appendix A of this report.

| School Turnaround Principle 4: Curriculum, Assessment and Interventions  |   |  |  |
|--|---|--|--|
| Evidence Sources   |   |  |  |
| Principal Interviews, Teacher Interviews, District Leadership Interviews, Student Interviews, Teacher Surveys, Principal Self-Evaluation, and Artifacts submitted by Dickinson Fine Arts Academy.  |   |  |  |
| Rating   |   |  |  |
| 1<br><u>Ineffective</u>  | 2<br><u>Improvement<br/>Necessary</u>                   | 3<br><u>Effective</u>  | 4<br><u>Highly Effective</u>                           |
| <i>No evidence of this happening in the school</i>   | <i>Limited evidence of this happening in the school</i> | <i>Routine and consistent</i>  | <i>Exceeds standard and drives student achievement</i> |
| Evidence   |   |  |  |
| Strengths  |   | Aligned Turnaround Principle Indicator(s)                            |  |
| <ul style="list-style-type: none"> <li>In addition to their grade-level courses, all students participate daily in an additional 30 minutes of English/Language Arts and Math practice (My Virtual Reading Coach and Exact Path).</li> </ul> |   | <ul style="list-style-type: none"> <li>1.8, 2.2, 4.5, 7.1</li> </ul> |  |
| <ul style="list-style-type: none"> <li>Teachers are provided quarterly curriculum maps aligned to Indiana Academic Standards with built in formative assessments (Study Island).</li> </ul>  |   | <ul style="list-style-type: none"> <li>1.5, 4.1, 4.3, 4.4</li> </ul> |  |
| <ul style="list-style-type: none"> <li>NWEA is given three times a year as an indicator of potential ISTEP+ success. Teachers are being trained at the district level to leverage that data in their daily instruction.</li> </ul>           |   | <ul style="list-style-type: none"> <li>1.5, 4.1, 4.3, 4.4</li> </ul> |  |

| Areas for Improvement  | Aligned Turnaround Principle Indicator(s)  |
|--|--|
| <ul style="list-style-type: none"> <li>Multiple stakeholder groups expressed that instructional leadership needs to be strengthened at the school. In particular, stakeholders highlighted the need for additional professional development on instructional strategies that support rigorous instruction as well as using student academic data to inform instruction.</li> </ul> | <ul style="list-style-type: none"> <li>1.1, 1.2, 1.3, 1.5, 1.6, 1.7, 3.3, 4.2, 4.3, 5.2</li> </ul> |
| <ul style="list-style-type: none"> <li>Lesson objectives and instruction were aligned to grade-level Indiana Academic Standards in 3 of 25 classrooms observed.</li> </ul>   | <ul style="list-style-type: none"> <li>1.4, 1.5, 2.2, 3.1, 4.1, 4.2, 5.3</li> </ul>                |
| <ul style="list-style-type: none"> <li>While the school's formative assessments gauge student learning at levels one (i.e., recall) and two (i.e., skill/concept) on the Depth of Knowledge chart, they infrequently assess student learning at levels three (i.e., strategic thinking) and four (i.e., extended thinking).</li> </ul>   | <ul style="list-style-type: none"> <li>4.2, 4.3, 4.4</li> </ul>                                    |



V. Evidence and Rating for School Turnaround Principle 6: Effective Use of Data

| School Turnaround Principle 6: Effective Use of Data  |   |  |  |
|---|---|--|--|
| Evidence Sources  |   |  |  |
| Principal Interviews, Teacher Interview, District Leadership Interview, Student Interviews, Teacher Surveys, Principal Self-Evaluation, Artifacts submitted by Dickinson Fine Arts Academy  |   |  |  |
| Rating  |   |  |  |
| 1<br><u>Ineffective</u>   | 2<br><u>Improvement Necessary</u>                       | 3<br><u>Effective</u>  | 4<br><u>Highly Effective</u>                           |
| <i>No evidence of this happening in the school</i>  | <i>Limited evidence of this happening in the school</i> | <i>Routine and consistent</i>  | <i>Exceeds standard and drives student achievement</i> |
| Evidence  |   |  |  |
| Strengths   |   | Aligned Turnaround Principle Indicator(s)  |  |
| <ul style="list-style-type: none"> <li>The Principal and Assistant Principal dedicate time to collaboratively discuss student data on a weekly basis.</li> </ul>  |   | <ul style="list-style-type: none"> <li>1.1, 1.4, 1.5, 1.6, 1.7, 1.10, 6.1, 6.2, 6.3, 7.1, 7.3</li> </ul> |  |
| <ul style="list-style-type: none"> <li>Multiple forms of data including academic (Study Island) and behavioral are collected and available at the building level.</li> </ul>  |   | <ul style="list-style-type: none"> <li>1.3, 6.1, 6.2, 6.3,</li> </ul>                                    |  |
| <ul style="list-style-type: none"> <li>Educators are provided a daily, common planning time by grade level to discuss data, plan lessons, and discuss student growth and achievement.</li> </ul>  |   | <ul style="list-style-type: none"> <li>1.6, 1.8, 4.3, 7.2</li> </ul>                                     |  |
| Areas for Improvement   |   | Aligned Turnaround Principle Indicator(s)  |  |
| <ul style="list-style-type: none"> <li>An overall lack of teacher understanding to ensure that students understand their data and take an active role in setting their personal learning goals was observed.</li> </ul>   |   | <ul style="list-style-type: none"> <li>1.7, 3.2, 3.5, 4.5, 5.2, 6.2, 6.3</li> </ul>                      |  |
| <ul style="list-style-type: none"> <li>While NWEA is utilized as a formative assessment to help predict student performance on the ISTEP+ exams, teachers indicated that they need additional professional development to fully understand how to review, analyze and modify their instructional plans based on this data.</li> </ul> |   | <ul style="list-style-type: none"> <li>1.7, 3.2, 3.5, 4.5, 5.2, 6.2, 6.3</li> </ul>                      |  |
| <ul style="list-style-type: none"> <li>Daily common planning time is not routinely spent analyzing data or planning instruction based on the data, but rather on discussing logistical issues. Also, one teacher per grade level is missing due to BRIDGES coverage as these discussions are taking place.</li> </ul>                 |   | <ul style="list-style-type: none"> <li>1.8, 4.3, 7.2</li> </ul>  |  |

## VI. Recommendations

### Background

This section outlines an intentionally targeted set of recommendations that align to one or more of the school’s prioritized Turnaround Principles. Anchored in the United States Department of Education’s Turnaround Principles framework, these recommendations are representative of what the Technical Assistance Team believes to be the most immediate changes needed to accelerate growth in academic and non-academic student outcomes at Dickinson Fine Arts Academy. These recommendations should not be thought of as an exhaustive set of school improvement strategies, but rather as a part of the ongoing and continuous school improvement process.

| <b>Recommendation 1</b>  |
|--|
| Using the uniform lesson plan design already in place, work with teachers to create learning experiences that include grade-level appropriate objectives aligned to the Indiana Academic Standards as well as effective questioning that addresses the level of rigor needed to fully explore the depth of the standards. Ensure that teachers are using frequent checks for understanding throughout the lesson to gauge student learning and to inform, monitor and adjust instruction. Provide professional development that will ensure teachers are comfortable and confident in their understanding and use of rigorous questioning and checks for understanding. Observe all staff briefly on a weekly basis to confirm instructional alignment with the Indiana Academic Standards is occurring.   |
| <b>Aligned Turnaround Principle(s)</b>   |
| 1.4, 1.5, 1.7, 2.2, 3.1, 3.3, 3.4, 3.6, 4.1, 4.2, 5.2, 5.3, 5.5  |
| <b>Rationale</b>   |
| <p>Classroom observations as well as teacher, student, and principal interviews indicated that classroom instruction focused on the deeper level of understanding in the Indiana Academic standards is not currently the practice at Dickinson Fine Arts Academy. Few classrooms had learning objectives posted with no students being able to articulate the goals for the day’s lesson or why it mattered. Students articulated that they are mainly taught via computer programs and would love to have more direct instruction where concepts are explained to them. Weekly or bi-weekly walkthroughs with feedback to teachers has not been the norm this year according to teachers and building leadership. It was also stated that, in order to remove something from the teacher’s workload, lesson plans are not turned in to be reviewed.</p> <p>While computerized curriculums and intervention programs can be extremely valuable as a resource, they cannot take the place of quality instruction in the classroom. Focusing on improving the instruction so that it is not only standards-aligned, but also provides students the opportunity to grapple with rigorous questions is a must. Teachers at Dickinson will need quality professional learning opportunities that provide a vision, modeling, and the ability to practice. Continuous monitoring of the implementation is the final piece that must be in place. We cannot assume that these educational practices are taking place without monitoring it with fidelity.</p> |

| <b>Recommendation 2</b>  |
|--|
| Utilizing the data from short cycle formative assessments provided by the district, design and implement an intervention plan to meet the learning needs of all students in English/Language Arts and Mathematics that is planned, monitored, and evaluated for effectiveness based on defined student learning goals. Using student academic data from common formative assessments and classroom data will allow teachers to shape decisions at multiple times during the school year about what academic interventions students are placed in, as well as what content and skills are focused on within these academic interventions.   |
| <b>Aligned Turnaround Principle(s)</b>   |
| 1.2, 1.5, 1.6, 3.3, 3.5, 4.3, 4.5, 6.2, 6.3, 7.2   |
| <b>Rationale</b>   |
| <p>Dickinson Fine Arts Academy is currently using district-wide formative assessments through Study Island as well as Fall, Winter, and Spring data from NWEA to inform their academic progress. These assessments, however, do not inform their Tier I intervention system. All students are receiving 30 minutes of English/Language Arts practice through My Virtual Reading Coach, and 30 minutes of Math practice through Exact Path. If this data could be used in conjunction with data from more frequent formative assessments (e.g., exit tickets, weekly quizzes), teachers would have the opportunity to make student-centered decisions about Tier I instruction and academic interventions. In particular, this cycle of formative assessments and the related analysis of resulting student data can help ensure students are appropriately placed in academic interventions and that the interventions themselves are focused on the content and skills that students need the most support with.</p> <p>Strong cycles of formative assessment are in place Dickinson Fine Arts Academy, but teachers lack the time and/or support to effectively act on the resulting student data. As such, it is just as important that teachers are provided the time and professional learning opportunities necessary to understand when and how to review, analyze, and respond to formative assessment data, in service of strengthening both Tier I instruction and academic interventions.</p> |

| <b>Recommendation 3</b>  |
|--|
| Enhance and strengthen the daily Professional Learning Communities (PLCs) for all grade levels by providing a structured format for teachers to follow, and evaluate weekly to ensure these expectations are being carried out with fidelity. Within the protocol, prioritize data analysis, instructional reflection, intentional planning, and action research to provide improved instruction for students and continuous job-embedded learning for teachers. |
| <b>Aligned Turnaround Principle(s)</b>   |
| 3.5, 3.6, 1.2, 2.2, 2.3, 4.2, 5.3, 5.5, 6.1, 6.3, 7.3  |
| <b>Rationale</b>   |
| While Dickinson Fine Arts Academy does have the time built in for PLCs for all grade levels, observations revealed that the majority of the time is spent discussing daily logistics such as student updates, school events, etc. These types of items could potentially be handled in an  |

email to allow this time to be focused on data analysis and instructional strategies. Furthermore, classroom observations revealed that the PLCs are not having the needed influence on classroom instruction. Particularly the use of multiple instructional strategies, differentiation, data analysis, and standards aligned instruction were not being impacted as needed.

The use of PLCs for grade level teams can create a communal, results-driven culture, creating the means for implementing new instructional practices, and achieving significant gains towards school improvement. When implemented effectively and with fidelity, PLCs can help create the progressions needed to advance teaching and learning in the classroom for all students.

## VII. Appendix A: Evidence for Remaining School Turnaround Principles

### Background

We believe it is valuable for school and district leaders to have a summary of the TAT's findings and evidence for each of the eight Turnaround Principles. As such, this section of the report outlines key findings and supporting evidence for each of the Turnaround Principles that were not identified by school and district leaders as prioritized Turnaround Principles for this school.

This information is intentionally provided in an appendix to reinforce the importance of the previously stated findings, evidence, ratings, and recommendations for the school's prioritized Turnaround Principles.

| <b>School Turnaround Principle 1: Effective Leadership</b>  |
|---|
| <b>Evidence Sources</b>   |
| Leadership Self- Evaluation, Principal Interviews, Teacher Interviews, Student Interviews, Parent Interviews, Community Member Interview, Teacher Surveys   |
| <b>Evidence Summary</b>   |
| Strengths <ul style="list-style-type: none"><li>• Through multiple stakeholder interviews, stakeholders highlighted that school safety, climate and culture are major priorities for the principal, and that the necessary systems are in place to ensure these priorities are supported.</li><li>• On their survey 71% of teachers indicated that they strongly agree or agree with this statement, "The principal communicates high expectations to staff, students, and families."</li></ul>   |
| Areas for Improvement <ul style="list-style-type: none"><li>• A system for routinely collecting and reviewing lesson plans to ensure alignment to Indiana Academic Standards is not in place.</li><li>• During focus groups, stakeholders expressed that classroom walkthroughs and follow-up feedback are not consistently focused on standards-based instructional strategies.</li><li>• The principal communicates a clear vision for high-quality instruction to his teachers, but the systems to support teachers to bring this vision to fruition are not yet implemented consistently across classrooms.</li></ul> |

| <b>School Turnaround Principle 2: Climate and Culture</b>   |
|---|
| <b>Evidence Sources</b>   |
| Leadership Self- Evaluation, Principal Interviews, Teacher Interviews, Student Interviews, Parent Interviews, Community Member Interview, Teacher Surveys, Classroom Observations |
| <b>Evidence Summary</b>   |
| Strengths   |

- Data collected during classroom observations as well as during interviews with stakeholders illustrated that Dickinson Fine Arts Academy has a safe and welcoming learning environment.
- Observations of classroom and shared spaces consistently demonstrated that students are aware of schoolwide behavioral expectations.

Areas for Improvement

- Feedback collected during focus groups identified that the schoolwide student discipline plan is inconsistently implemented.
- According to stakeholders, the school’s Positive Behavior Intervention System needs to affirm positive student behavior more frequently through recognition and rewards.

**School Turnaround Principle 3: Effective Instruction**

**Evidence Sources**

Leadership Self- Evaluation, Principal Interviews, Teacher Interviews, Student Interviews, Parent Interviews, Community Member Interview, Teacher Surveys, Classroom Observations

**Evidence Summary**

Strengths

- Anchor charts were highly visible in many classrooms, giving students visual cues for instructional strategies.
- Through varied formative assessments, teacher and leaders have access to multiple forms of student academic data.
- The school has a standardized review process in place to analyze student academic data.

Areas for Improvement

- In several stakeholder interviews, stakeholders expressed their desire for additional observations and feedback focused on instructional strategies that promote student engagement
- Due in part to teacher turnover and emergency permits, the delivery of instruction in 80% of classrooms observed was low in the areas of engagement and rigor.

**School Turnaround Principle 5: Effective Staffing Practices**

**Evidence Sources**

Leadership Self- Evaluation, Principal Interviews, Teacher Interviews, Student Interviews, Teacher Surveys, Classroom Observations

**Evidence Summary**

Strengths

- According to survey data, 28 of 31 teachers indicated that they agree or strongly agree with the following statement, “I clearly understand what is expected of me when it comes to student achievement”.
- Teacher interviews indicate that teachers feel they are provided with the instructional resources necessary to ensure high quality instruction.

Areas for Improvement

- According to stakeholder interviews, staff vacancies during the school year create an unstable learning environment for the students.
- The school's new teacher induction program is not differentiated to meet the unique needs of teachers on emergency licenses.

**School Turnaround Principle 7: Effective Use of Time**

**Evidence Sources**

Leadership Self- Evaluation, Principal Interviews, Teacher Interviews, Student Interviews, Parent Interviews, Teacher Surveys, Classroom Observations

**Evidence Summary**

Strengths

- The schedule allows for grade-level collaboration.
- The master schedule is built to include weekly data collaboration time between administration and grade level teams as well as weekly Professional Development
- On a rotating schedule, students in the Bridges program are visited by teachers from all grade levels.

Areas for Improvement

- Teachers do not consistently utilize a high-quality structure to maximize their common planning time.
- During observed Tier I interventions, students demonstrated a lack of engagement.

**School Turnaround Principle 8: Effective Family and Community Engagement**

**Evidence Sources**

Leadership Self- Evaluation, Principal Interviews, Teacher Interviews, Student Interviews, Parent Interviews, Community Member Interview, Teacher Surveys, Classroom Observations

**Evidence Summary**

Strengths

- A Parent Teacher Student Association is in place.
- During the Parent/family interviews, parents indicated that they do feel welcome to visit the school if they have a concern with their student.

Areas for Improvement

- According to the PTSA president the association has very low involvement.
- The School Leader Self-Evaluation indicated that the school struggles to establish meaningful opportunities to engage families in school decision-making and monitoring students' progress.



# School Quality Review Report

*James Russell Lowell School 51*

Indianapolis Public Schools

May 15-16, 2018

## Review Team Members

|                    |                               |   |
|--------------------|-------------------------------|---|
| Kyle Zahn          | School Improvement Specialist | Indiana Department of Education           |
| Rose Tomishima     | Early Learning Specialist     | Indiana Department of Education           |
| Jennifer Heffernan | Director of Title III         | East Allen County Schools                 |
| Chris Smith        | Superintendent                | Taylor Community School Corporation       |
| Richard McKnight   | Project Coordinator           | Indiana Department of Education           |
| Amy Clancy         | Instructional Coach           | Center Grove Community School Corporation |



# Table of Contents

- I. Background on the School Quality Review ..... 3
- II. Overview of the School Quality Review Process ..... 3
- III. Data Snapshot for James Russell Lowell School 51 ..... 4
- IV. Evidence and Rating for School Turnaround Principle 2: Climate and Culture ..... 7
- V. Evidence and Rating for School Turnaround Principle 3: Effective Instruction ..... 8
- VI. Evidence and Rating for School Turnaround Principle 5: Effective Staffing Practices ..... 9
- VII. Recommendations ..... 11
- VIII. Appendix A: Evidence for Remaining School Turnaround Principles ..... 14

## I. Background on the School Quality Review

Public Law 221 (PL 221) was passed in 1999 before the enactment of the federal *No Child Left behind Act* (NCLB). It serves as the state’s accountability framework. Among other sanctions, the law authorizes the Indiana State Board of Education (SBOE) to assign an expert team to conduct a School Quality Review for schools placed in the lowest category or designation of school performance for two consecutive years.

*(a) The board shall direct that the department conduct a quality review of a school that is subject to IC 20-31-9-3. (b) The board shall determine the scope of the review and appoint an expert team under IC 20-31-9-3. (Indiana State Board of Education; 511 IAC 6.2-8-2; filed Jan 28, 2011, 3:08 p.m.: 20110223-IR-511100502FRA)*

The school quality review (SQR) is a needs assessment meant to evaluate the academic program and operational conditions within an eligible school. The SQR will result in actionable feedback that will promote improvement, including the reallocation of resources or requests for technical assistance. The process is guided by a rubric aligned to the United States Department of Education’s “Eight Turnaround Principles” (see Appendix B). The school quality review includes a pre-visit analysis and planning meeting, onsite comprehensive review, and may include targeted follow-up visits.

State law authorizes the SBOE to establish an expert team to conduct the School Quality Review known as the Technical Assistance Team (TAT). Membership must include representatives from the community or region the school serves; and, may consist of school superintendents, members of governing bodies, teachers from high performing school corporations, and special consultants or advisers.

## II. Overview of the School Quality Review Process

The School Quality Review process is designed to identify James Russell Lowell School 51’s strengths and areas for improvement organized around the [United States Department of Education’s Eight School Turnaround Principles](#). In particular, the School Quality Review process focused on three Turnaround Principles that were identified as priorities by the school and its district.

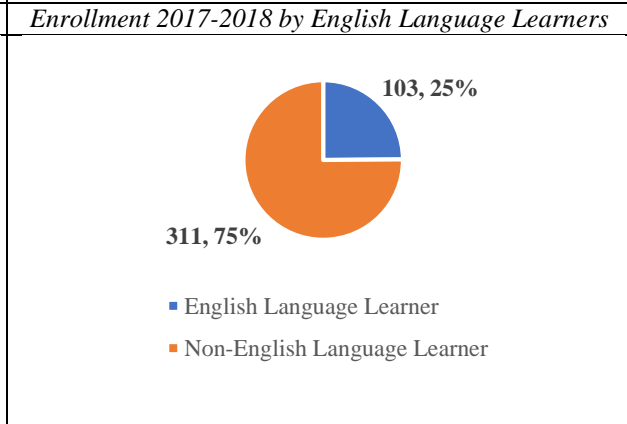
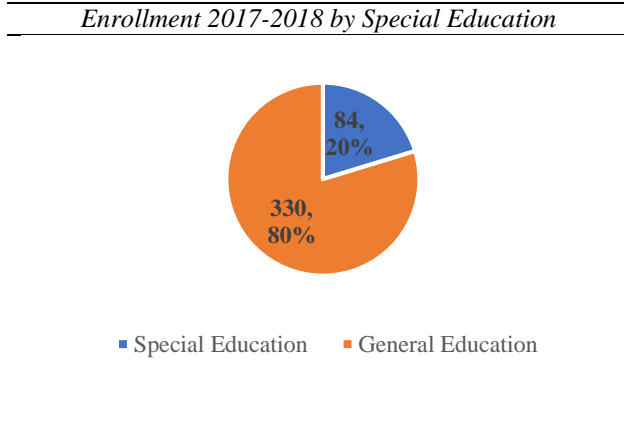
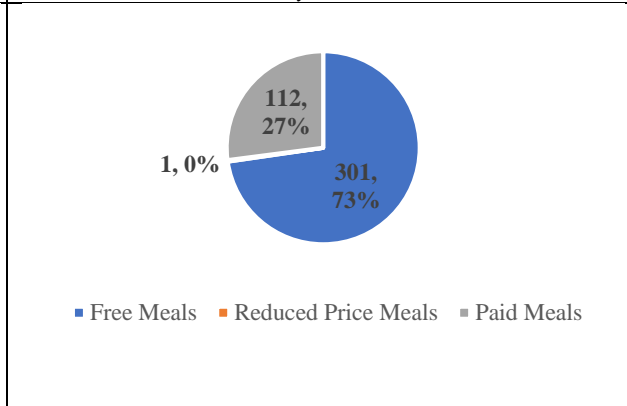
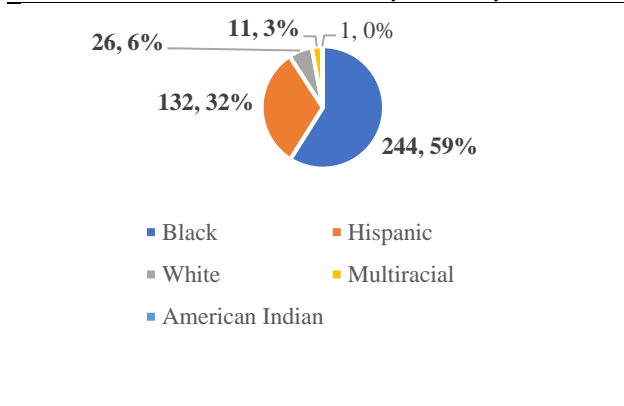
The on-site review consisted of the Technical Assistance Team (TAT) visiting the school for two days. During the two days, the TAT (1) conducted separate focus groups with students, teachers, community members and parents, (2) observed a professional learning community meeting with teachers, (3) observed instruction in 36 classrooms, and (4) interviewed school and district leaders.

Prior to the visit, teachers completed an online survey, with 19 teachers participating. Parents and family members were also invited to complete a survey; 29 parents completed this survey. Finally, the school leadership team completed a self-evaluation. Both surveys and the self-evaluation are made up of questions that align to school improvement principles and indicators (Appendix B).

### III. Data Snapshot for James Russell Lowell School 51

| School Report Card            |        |        |                 |                               |        |        |                 |
|-------------------------------|--------|--------|-----------------|-------------------------------|--------|--------|-----------------|
| 2015-2016 Report Card         | Points | Weight | Weighted Points | 2016-2017 Report Card         | Points | Weight | Weighted Points |
| Performance Domain Grades 3-8 | 18.40  | 0.5    | 9.20            | Performance Domain Grades 3-8 | 25.40  | 0.5    | 12.70           |
| Growth Domain Grades 4-8      | 85.50  | 0.5    | 42.75           | Growth Domain Grades 4-8      | 80.50  | 0.5    | 40.25           |
| Overall Points                |        |        | 52.0            | Overall Points                |        |        | 53.0            |
| Overall Grade                 |        |        | F               | Overall Grade                 |        |        | F               |

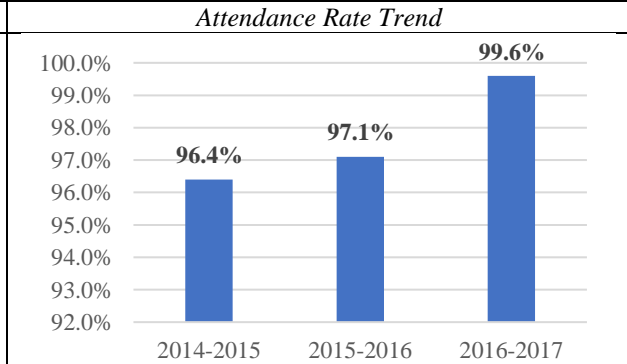
**Enrollment 2017-2018: 414 students**



**Attendance**

*Attendance by Grade*

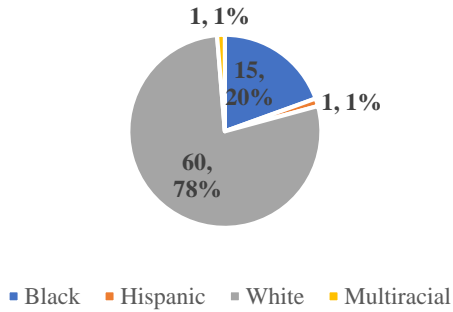
| Grade | '14-'15 | '15-'16 | '16-'17 |
|-------|---------|---------|---------|
| K     | 97.4%   | 98.0%   | 99.5%   |
| 1     | 96.2%   | 96.6%   | 99.7%   |
| 2     | 96.4%   | 97.9%   | 99.5%   |
| 3     | 96.7%   | 97.3%   | 99.7%   |
| 4     | 97.3%   | 96.8%   | 99.5%   |
| 5     | 96.5%   | 96.9%   | 99.7%   |
| 6     | 96.1%   | 97.0%   | 99.6%   |



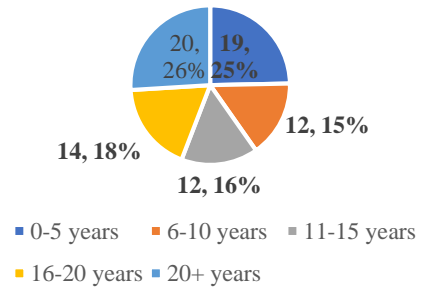
**School Personnel**

*Teacher Count 2016-2017: 77*

*Teacher Count 2015-2016 by Ethnicity*

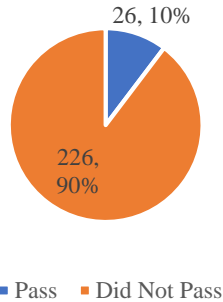


*Teacher Count 2015-2016 by Years of Experience*

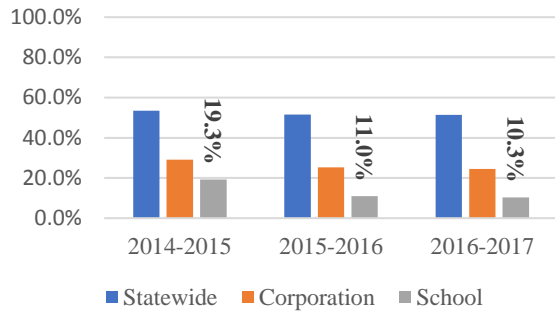


**Student Academic Performance**

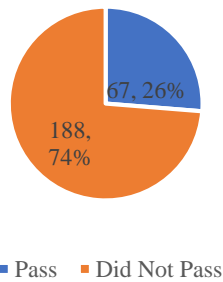
*ISTEP+ 2016-2017 Both English/Language Arts and Math*



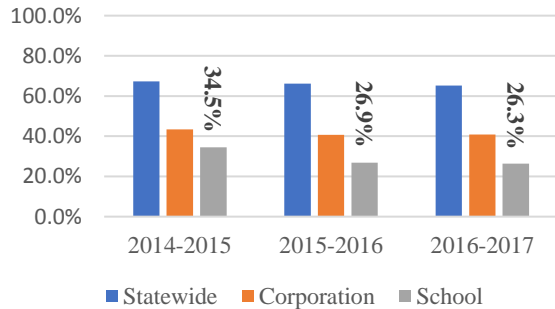
*ISTEP+ Percent Passing Trend Both English/Language Arts and Math*



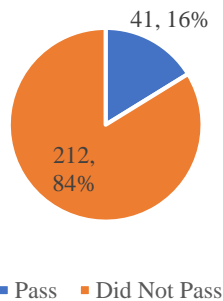
*ISTEP+ 2016-2017: English/Language Arts*



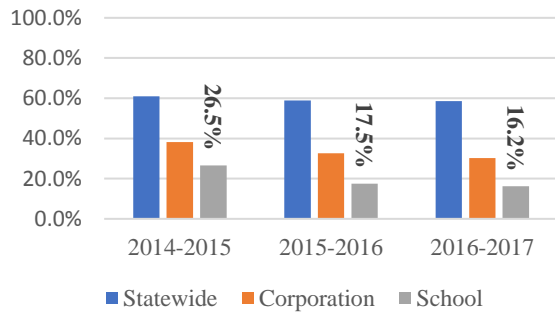
*ISTEP+ Percent Passing Trend: English/Language Arts*



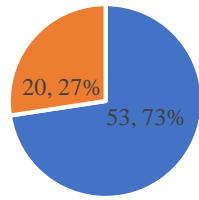
*ISTEP+ 2016-2017: Math*



*ISTEP+ Percent Passing Trend: Math*

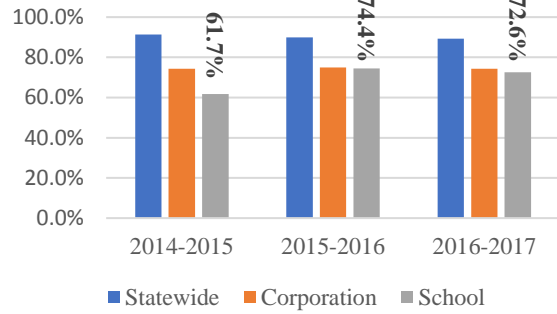


*IREAD-3 2016-2017*



■ Pass ■ Did Not Pass

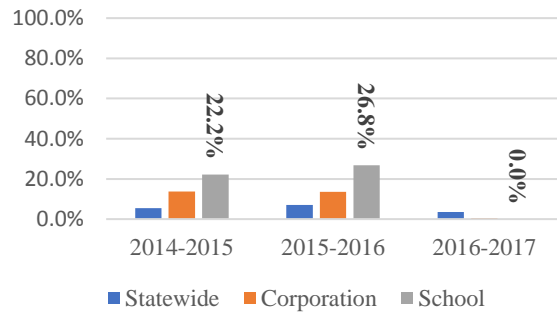
*IREAD-3 Percent Passing Trend*



*IREAD-3 Percentage Promoted by Good Cause Exemptions 2016-2017*

*No Good Cause Exemptions*

*IREAD-3 Good Cause Promotion Exemption Trend*



## IV. Evidence and Rating for School Turnaround Principle 2: Climate and Culture

### Background

The next three sections of the report illustrate the Technical Assistance Team’s key findings, supporting evidence, and overall rating for each of the school’s prioritized Turnaround Principles.

To thoughtfully identify these prioritized Turnaround Principles, school and district leaders used a “Turnaround Principle Alignment Tool” provided by the Indiana State Board of Education to determine the two to three Turnaround Principles that most closely align with the goals and strategies outlined in the school’s improvement plan.

This report focuses on these prioritized Turnaround Principles to provide a strategically targeted set of findings and recommendations. Additional evidence on the other five Turnaround Principles can be found in Appendix A of this report.

| School Turnaround Principle 2: Climate and Culture  |   |   |  |
|---|---|---|--|
| Evidence Sources  |   |   |  |
| Classroom Observations, Teacher Focus Group, Student Focus Group, District Leadership Focus Group, Instructional Leadership Focus Group, Principal Interviews, Professional Learning Community (PLC) Meeting Observations, Observations of Hallway Transitions and Common Areas, Artifacts Provided by James Russell Lowell School 51 |   |   |  |
| Rating  |   |   |  |
| 1<br><u>Ineffective</u>   | 2<br><u>Improvement<br/>Necessary</u>                   | 3<br><u>Effective</u>   | 4<br><u>Highly Effective</u>                           |
| <i>No evidence of this happening in the school</i>  | <i>Limited evidence of this happening in the school</i> | <i>Routine and consistent</i>   | <i>Exceeds standard and drives student achievement</i> |
| Evidence  |   |   |  |
| Strengths   |   | Aligned Turnaround Principle Indicator(s)                                 |  |
| <ul style="list-style-type: none"> <li>PBIS school-wide expectations exist for all common areas and are reviewed daily during morning announcements. The school-wide expectations are posted in the majority of classrooms.</li> </ul>  |   | <ul style="list-style-type: none"> <li>2.1, 2.3, 3.6, 1.4</li> </ul>      |  |
| <ul style="list-style-type: none"> <li>Classrooms are using CHAMPS to outline daily expectations for all sections of learning. A sensory room is also being built so a safe place exists for students in crisis.</li> </ul>   |   | <ul style="list-style-type: none"> <li>2.1, 2.2, 3.1</li> </ul>           |  |
| <ul style="list-style-type: none"> <li>The PBIS team meets every two weeks to review expectations and behavior data in order to make necessary modifications to the school’s PBIS processes.</li> </ul>   |   | <ul style="list-style-type: none"> <li>2.1, 2.3, 6.1, 1.1, 1.3</li> </ul> |  |

| Areas for Improvement   | Aligned Turnaround Principle Indicator(s)                                 |
|---|---|
| <ul style="list-style-type: none"> <li>Student misconduct interrupts classroom instruction and impedes an environment conducive to effective teaching and learning.</li> </ul>  | <ul style="list-style-type: none"> <li>2.1, 2.2, 2.3, 3.6</li> </ul>      |
| <ul style="list-style-type: none"> <li>As is evident through classroom observations, the quality of academic instruction and behavioral expectations varies from classroom to classroom. Furthermore, in only 50% of classrooms observed was evidence of rules and procedures demonstrated by teachers and students.</li> </ul> | <ul style="list-style-type: none"> <li>2.1, 2.2, 2.3, 3.6, 1.2</li> </ul> |
| <ul style="list-style-type: none"> <li>In only 38% of classrooms observed, did teachers respond to student behaviors quickly and respectfully.</li> </ul>   | <ul style="list-style-type: none"> <li>2.1, 2.2, 3.6</li> </ul>           |

### V. Evidence and Rating for School Turnaround Principle 3: Effective Instruction

| School Turnaround Principle 3: Effective Instruction  |   |   |  |
|---|---|---|--|
| Evidence Sources  |   |   |  |
| Classroom Observations, Teacher Focus Group, District Leadership Focus Group, Instructional Leadership Focus Group, Principal Interviews, Professional Learning Community (PLC) Meeting Observations, Artifacts Provided by James Russell Lowell School 51  |   |   |  |
| Rating  |   |   |  |
| 1<br><u>Ineffective</u>   | 2<br><u>Improvement Necessary</u>                       | 3<br><u>Effective</u>   | 4<br><u>Highly Effective</u>                           |
| <i>No evidence of this happening in the school</i>  | <i>Limited evidence of this happening in the school</i> | <i>Routine and consistent</i>   | <i>Exceeds standard and drives student achievement</i> |
| Evidence  |   |   |  |
| Strengths   |   | Aligned Turnaround Principle Indicator(s)   |  |
| <ul style="list-style-type: none"> <li>Grade level PLCs occur twice a week to collaboratively deconstruct state standard and determine what students need to know, do, and articulate to successfully master standards and skills. Teachers also analyze data during this time to determine which students are mastering standards and plan re-teaching activities for students who are not.</li> </ul> |   | <ul style="list-style-type: none"> <li>3.1, 3.3, 4.2, 5.3, 5.5, 6.2, 7.2, 1.5, 1.8</li> </ul> |  |
| <ul style="list-style-type: none"> <li>The instructional leadership team collaborates weekly to determine professional development (PD) and PLC topics, to analyze data, and to problem solve. They also review and provide necessary feedback on teachers' lesson plans.</li> </ul>  |   | <ul style="list-style-type: none"> <li>3.5, 5.2, 5.3, 6.2, 1.2, 1.7</li> </ul>                |  |

|   |   |
|---|---|
| <ul style="list-style-type: none"> <li>An instructional “boot camp” is scheduled for the summer so teachers can deconstruct first quarter standards, create assessments, and plan culturally responsive lessons.</li> </ul> | <ul style="list-style-type: none"> <li>3.2, 3.4, 3.6, 5.3, 5.5, 1.2, 1.6</li> </ul> |
| Areas for Improvement   | Aligned Turnaround Principle Indicator(s)   |
| <ul style="list-style-type: none"> <li>While there are various instructional programs and initiatives present, the school’s instructional priorities are unclear.</li> </ul>  | <ul style="list-style-type: none"> <li>3.2, 3.6, 1.2, 1.4</li> </ul>                |
| <ul style="list-style-type: none"> <li>As is evident through classroom observations, teachers are not using multiple instructional strategies to provide students with engaging and differentiated instruction.</li> </ul>  | <ul style="list-style-type: none"> <li>3.2, 3.5, 3.6, 2.2</li> </ul>                |
| <ul style="list-style-type: none"> <li>In only 7% of classrooms observed were students provided differentiated instruction, with support to match their learning needs.</li> </ul>  | <ul style="list-style-type: none"> <li>3.3, 3.5, 3.6, 2.2</li> </ul>                |
| <ul style="list-style-type: none"> <li>In only 48% of classrooms observed were the majority of students actively engaged in learning activities.</li> </ul>   | <ul style="list-style-type: none"> <li>3.2, 3.6, 2.1, 2.2</li> </ul>                |

## VI. Evidence and Rating for School Turnaround Principle 5: Effective Staffing Practices

| School Turnaround Principle 5: Effective Staffing Practices  |   |  |  |
|--|---|--|--|
| Evidence Sources   |   |  |  |
| Classroom Observations, Teacher Focus Group, Student Focus Group, District Leadership Focus Group, Instructional Leadership Focus Group, Principal Interviews, Artifacts Provided by James Russell Lowell School 51              |   |  |  |
| Rating   |   |  |  |
| 1<br><u>Ineffective</u>  | 2<br><u>Improvement Necessary</u>                       | 3<br><u>Effective</u>  | 4<br><u>Highly Effective</u>                           |
| <i>No evidence of this happening in the school</i>   | <i>Limited evidence of this happening in the school</i> | <i>Routine and consistent</i>  | <i>Exceeds standard and drives student achievement</i> |
| Evidence   |   |  |  |
| Strengths  |   | Aligned Turnaround Principle Indicator(s)                                      |  |
| <ul style="list-style-type: none"> <li>Teachers receive tiered feedback and instructional support based on evaluation and walkthrough data.</li> </ul>   |   | <ul style="list-style-type: none"> <li>5.2, 5.3, 5.5, 1.6</li> </ul>           |  |
| <ul style="list-style-type: none"> <li>The instructional coaching cycle allows coaches to deliver professional development and support to address challenges faced by the whole group as well as individual teachers.</li> </ul> |   | <ul style="list-style-type: none"> <li>5.2, 5.3, 5.4, 5.5, 1.2, 1.7</li> </ul> |  |



|  |   |
|--|---|
| <ul style="list-style-type: none"> <li>The teacher focus group revealed that formative classroom walkthroughs occur weekly, and teachers regard them as beneficial and non-threatening.</li> </ul>   | <ul style="list-style-type: none"> <li>5.2, 5.5, 1.4</li> </ul> |
| <p>Areas for Improvement</p>   | <p>Aligned Turnaround Principle Indicator(s)</p>                |
| <ul style="list-style-type: none"> <li>Mid-year teacher vacancies have remained unfilled. As a result, problems in class sizes, behavior management, and instructional effectiveness have been compounded.</li> </ul>                              | <ul style="list-style-type: none"> <li>5.1, 5.4</li> </ul>      |
| <ul style="list-style-type: none"> <li>Classroom observations and multiple focus groups revealed that not all classrooms are staffed with teachers with the necessary classroom management skills to achieve student learning outcomes.</li> </ul> | <ul style="list-style-type: none"> <li>5.3, 5.5, 2.1</li> </ul> |

## VII. Recommendations

### Background

This section outlines an intentionally targeted set of recommendations that align to one or more of the school’s prioritized Turnaround Principles. Anchored in the United States Department of Education’s Turnaround Principles framework, these recommendations are representative of what the Technical Assistance Team believes to be the most immediate changes needed to accelerate growth in academic and non-academic student outcomes at James Russell Lowell School 51. These recommendations should not be thought of as an exhaustive set of school improvement strategies, but rather as a part of the ongoing and continuous school improvement process.

| <b>Recommendation 1</b>   |
|---|
| <p>Research and implement evidence based behavioral strategies proven to have the greatest impact on facilitating a safe, supportive learning environment. Review, refine, and implement tier 1, tier 2, and tier 3 PBIS supports with fidelity. Furthermore, clarify how PBIS supports integrate into the overarching supports organized under MTSS. Collaborate with teachers to create similar expectations and rules within all individual classrooms. Additionally, ensure ISS expectations are being implemented and that attending students are getting the interventions and supports to make the necessary attitude and behavioral corrections needed to be able to successfully return to the classroom.</p>  |
| <b>Aligned Turnaround Principle(s)</b>  |
| <p>2.1, 2.2, 2.3, 3.6, 5.3, 1.4</p>   |
| <b>Rationale</b>  |
| <p>A well-managed classroom has a significant impact on how well students do both academically and socially. Typically, students who have teachers who maintain proper discipline achieve 20 percentile points higher than other students.<sup>1</sup> Conversely, a single disruptive student can have a negative impact on the achievement levels of all the students present in the class.<sup>2</sup> Teachers, in working with learners who have significant behavior challenges, often make the mistake of overlooking simple strategies that have been proven to shape student behavior in powerful and positive ways.<sup>3</sup> Although typical classroom management strategies are important (e.g., rules and routines, consequences, administrative support), there are simpler and more impactful evidence based behavioral strategies that can be utilized and easily implemented into existing behavioral supports.<sup>4</sup> Effective classroom management, besides impacting student growth and achievement, plays a significant role in teacher job satisfaction. Studies have shown that positive teacher-student relationships are the most important factor on teachers’ job satisfaction and sense of efficacy.<sup>5</sup></p> |

<sup>1</sup> Marzano, R. J. (2003). A quantitative synthesis of research on classroom management.

<sup>2</sup> Hattie, John A. C. (2009). *Visible Learning: A Synthesis of Over 800 Meta-Analyses Relating to Achievement*, Routledge.

<sup>3</sup> Penno, D.A., Frank, A.R., & Wacker, D.P. (2000). Instructional accommodations for adolescent students with severe emotional or behavioral disorders. *Behavioral Disorders*, 25, 325-343

<sup>4</sup> Killian, Shaun (2016) Top 10 Behavior Management Strategies. Retrieved from: <http://www.evidencebasedteaching.org.au/top-10-behaviour-management-strategies/>

<sup>5</sup> Freeman et al. (2014). Freeman, C., O’Malley, K. and Eveleigh, F. Australian teachers and the learning environment: An analysis of teacher response to TALIS 2013: Final Report. Australian Council for Education Research. <http://research.acer.edu.au/talis/2/>

Classroom observations completed throughout the SQR made apparent the need for improved classroom management and use of behavioral strategies. Evidence of rules and procedures was only observed in 50% of classrooms. In only 28% of classrooms did students execute transitions both mentally and physically with minimal direction. Furthermore, in only 38% of classrooms did teachers respond to student behaviors quickly and effectively. Additionally, classroom observations and school leadership focus groups made apparent the need to norm classroom expectations and rules. Building and district leadership focus groups also revealed the need to more fully implement tiered PBIS supports with fidelity at all levels.

**Recommendation 2**

Research and train teachers on the multiple instructional strategies needed to engage students in meaningful and differentiated classroom instruction. Prioritize professional development on the use of instructional strategies that are evidence based and proven to have the greatest impact on student growth and achievement. Furthermore, identify instructional strategies that can be paired with guided reading and guided math to ensure students not working directly with the classroom teacher are engaged in high quality instructional activities. Monitor and provide teachers with feedback on the use of newly learned instructional strategies; placing priority on those teachers most in need of coaching and support.

**Aligned Turnaround Principle(s)**

3.1, 3.2, 3.5, 3.6, 1.4, 1.9, 2.3

**Rationale**

The use of multiple classroom instructional strategies addresses the reality that students learn differently, and as a result, vary in response to different instructional practices. The knowledge and use of multiple instructional strategies enables teachers to address students' multiple learning styles and thus, increase student engagement. Studies have routinely shown that students who are actively engaged in classroom instruction and activities are less likely to act out and be disruptive to an effective learning environment.<sup>6</sup> Through John Hattie's research, teachers can clearly find and implement classroom strategies proven to engage students and have the largest effect size on student growth and achievement.<sup>7</sup>

The teacher focus group and classroom observations revealed teachers need additional professional development and individualized coaching to support their effective use of intentionally varied instructional strategies. Specifically, classroom observations revealed teachers are in need of engaging instructional activities to use while implementing guided reading and math. Students who were not working with the teacher during these times were routinely disruptive, not on task, and/or not assigned a task. The SQR team believed a lack of engaging and varied instructional strategies contributed to a number of the disruptive behaviors observed during classroom observations. Furthermore, in less than 25% of classrooms observed were students receiving instruction through strategies that required them

<sup>6</sup> Goss, P., Sonnemann, J., and Griffiths, K. (2017). Engaging students: creating classrooms that improve learning. Grattan Institute.

<sup>7</sup> Killian, Shaun (2017) Hattie Effect Size 2017 Update. Retrieved from: <http://www.evidencebasedteaching.org.au/hatties-2017-updated-list/>

to interact with the content, articulate real-world connections, and discuss the material with their peers. Additionally, in only 6% of observed classrooms did teachers regularly ask higher level questions, provide differentiated instruction, and/or address a rigorous depth of knowledge.

| <b>Recommendation 3</b>  |
|--|
| Collaboratively identify two to three instructional priorities for the 2018-2019 school year that will have the biggest impact on improving classroom instruction and student growth. Create an organizational plan for each identified priority that (1) identifies SMART goal(s), (2) utilizes a professional development calendar, (3) ensures progress monitoring and fidelity of implementation, and (4) Utilizes a Plan, Do, Study, Act (PDSA) continuous improvement cycle. Following completion of the organizational plans, continually communicate to staff the importance of prioritizing time and effort towards the identified instructional priorities.  |
| <b>Aligned Turnaround Principle(s)</b>   |
| 2.2, 2.3, 1.2, 1.7, 5.2, 5.3   |
| <b>Rationale</b>   |
| <p>The identification of two to three clear instructional priorities serves to align school efforts towards focused and sustainable school improvement. Conversely, the existence of a multitude of instructional goals and priorities can lead to a feeling among staff of being overwhelmed, confused, and unfocused. Initiative fatigue has been proven to diminish the effectiveness of improvement efforts in a school.<sup>8</sup> Thus, school leadership must create the conditions for success by eliminating the distractions of non-priority programs and initiatives.<sup>9</sup> School improvement plans can provide an avenue to prioritize efforts towards school improvement, but often more is needed to further plan and align staff efforts towards achieving identified goals. Furthermore, continued and consistent monitoring of prioritized change solutions are needed to ensure sustained focus, strategic adjustments, and continued improvement occur. Professional development calendars, monitoring plans, and PDSAs are tools that help to maintain focus by thoroughly planning efforts throughout the school year towards addressing instructional priorities.</p> <p>Throughout the review it was obvious that the school is earnestly seeking methods, strategies, and programs that will result in higher levels of student achievement. To this end, a number of instructional, behavior, and/or assessment programs exist and are being implemented with varying degrees of fidelity. However, classroom observations revealed that priority programs (e.g. guided reading, guided math, PBIS, etc.) are not being implemented and practiced effectively. Furthermore, although the school's detailed and thorough school improvement plan contains sections to encourage monitoring and strategic adjustments of school-wide academic goals, no evidence exists that this plan was closely progress monitored after the first quarter of the school year.</p> |

<sup>8</sup> Reeves, Douglas B., (2011). Finding Your Leadership Focus: What Matters Most for Student Results. Teacher College Press, New York

<sup>9</sup> Hinckley, Peggy, (2012). Monitoring: Keeping Your Finger on the Pulse of School Improvement. LBJ Book Publishing, Indianapolis

## VIII. Appendix A: Evidence for Remaining School Turnaround Principles

### Background

We believe it is valuable for school and district leaders to have a summary of the TAT’s findings and evidence for each of the eight Turnaround Principles. As such, this section of the report outlines key findings and supporting evidence for each of the Turnaround Principles that were not identified by school and district leaders as prioritized Turnaround Principles for this school.

This information is intentionally provided in an appendix to reinforce the importance of the previously stated findings, evidence, ratings, and recommendations for the school’s prioritized Turnaround Principles.

| <b>School Turnaround Principle 1: School Leadership</b>  |
|--|
| <b>Evidence Sources</b>  |
| Teacher Focus Group, District Leadership Focus Group, Instructional Leadership Focus Group, Principal Interviews, Teacher Surveys, Professional Learning Community (PLC) Meeting Observations, Artifacts Provided by James Russell Lowell School 51  |
| <b>Evidence Summary</b>  |
| <b>Strengths</b> <ul style="list-style-type: none"><li>• Teachers are given leadership opportunities by participating on committees dealing with racial equity, parental involvement, positive behavior and supports (PBIS), sheltered instructional observation protocol (SIOP), and social wellness.</li><li>• The teacher focus group revealed that teachers feel supported by the building administration and are confident the building leaders will not hesitate to meet their needs.</li><li>• On their survey, 95% of teachers agree or strongly agree with the statement, “Our principal communicates high expectations to staff, students and families.”</li></ul> |
| <b>Areas for Improvement</b> <ul style="list-style-type: none"><li>• On their survey, 56% of teachers disagreed with the statement “Our school corporation (district) supports and enables flexibility and inventiveness for our school.”</li><li>• It is unclear if district and building initiatives, especially those that pertain to the same domain (e.g. tiered supports: PBIS, RTI, MTSS), are aligned and implemented in systematic and easily understood manner.</li></ul>  |

## **School Turnaround Principle 4: Curriculum, Assessment, and Intervention Systems**

### **Evidence Sources**

Classroom Observations, Teacher Focus Group, District Leadership Focus Group, Instructional Leadership Focus Group, Community Member Focus Group, Principal Interviews, PLC Observations, Artifacts Provided by James Russell Lowell School 51

### **Evidence Summary**

#### Strengths

- A Schoology resource hub provides teachers with a number of curriculum, assessment, and intervention resources.
- The school has teamed up with United Way to provide the Read Up program to third graders identified as at risk of not passing IREAD. Sixteen out of twenty students who participated in the program passed IREAD during the 2018-2019 school year.
- In 80% of classrooms observed, when conducive to the lesson teachers used technology and/or classroom resources to support and clarify instruction.

#### Areas for Improvement

- In only 50% of classrooms observed, was the room arranged to support collaborative learning with easily identifiable work areas.
- The district focus group revealed the need to interconnect interventions and enrichment. Specifically, those students who have mastered standards need to be provided with enrichment opportunities during time designated for interventions.
- Due to a high number of students who are below grade level, the school switched from using district provided weekly assessments to those created within the building. It is unclear if the building assessments address the full depth and rigor of Indiana's Academic Standards.

## **School Turnaround Principle 6: Use of Data**

### **Evidence Sources**

Teacher Focus Group, District Leadership Focus Group, Instructional Leadership Focus Group, Principal Interviews, Teacher Surveys, Artifacts Provided by James Russell Lowell School 51

### **Evidence Summary**

#### Strengths

- On their survey, 83% of teachers agreed or strongly agreed with the statement "Our teachers have scheduled time and a systematic process for analyzing formative assessment data."
- Weekly collaboration occurs between administration, academic coaches, and teachers to discuss data, utilize data to inform instruction, and discuss student growth and achievement.
- A shared google drive is utilized to gather and store data. All teachers are responsible for entering and reviewing the data.

### Areas for Improvement

- Although the total number of office referrals from the 2016-2017 school year to the 2017-2018 school year has declined, referrals for 2<sup>nd</sup> and 5<sup>th</sup> grade cohorts have dramatically increased.
- The 2017-2018 School Improvement Plan identified the PBIS team's inability to have data readily available as part of the root cause analysis for climate and culture. The artifacts submitted and observations made during the two day SQR visit left it unclear if this has been corrected.

### School Turnaround Principle 7: Use of Time

#### Evidence Sources

Classroom Observations, Teacher Focus Group, Instructional Leadership Focus Group, Community Member Focus Group, Principal Interviews, Parent Surveys, Professional Learning Community (PLC) Meeting Observations, Artifacts Provided by James Russell Lowell School 51

#### Evidence Summary

##### Strengths

- The principal and leadership team, after noting the instructional cycle was not working, changed the format of PLCs to meet the needs of teachers and students.
- The master schedule includes time for guided instruction and lists staff who are present to support instruction.
- On their survey, 76% of parents agreed or strongly agreed with the statement, "Our school has a schedule that allows for parent communication with teachers."

##### Areas for Improvement

- Principal and teacher interviews revealed that reading interventions occur during the designated 90 minute reading block. Reading interventions must occur outside of the 90 minute reading block.
- In only 34% of classrooms observed, did students respond quickly to teachers' management techniques, resulting in lost instructional time.
- Evidence collected during classroom observations highlighted that a large percentage of students are off task during instructional activities.

### School Turnaround Principle 8: Family and Community Engagement

#### Evidence Sources

Teacher Focus Group, Student Focus Group, Community Member Focus Group, Principal Interviews, Artifacts Provided by James Russell Lowell School 51

#### Evidence Summary

##### Strengths

- The school is currently in partnership with Kids Dance Outreach and Young Actors Theatre for in-school arts-as-curriculum. As a result, students in grades 2-4 participate in theater and dance class twice a week.

- The school has formed a business alliance partnership with Salesforce. The company has contributed to the school financially to help with the purchase of technology. The company has also provided guidance on how to better use technology as instructional tools.
- At the end of each week, all grades send home Week at a Glance (WAG) forms to parents. These provide parents with grade level and school announcements.

#### Areas for Improvement

- The community partner focus group revealed a concern among community partners that the parent coordinator acts as a “back-up” for other positions. As a result, the parent coordinator is often not available in the parent center.
- Interviews with the principal revealed when parents have been invited to leadership and education taskforce meetings, attendance is very low.





## School Quality Review Report

Kekionga Middle School  
 Fort Wayne Community Schools  
 January 22-23, 2018

### Review Team Members

|                 |  |                                  |
|-----------------|--|----------------------------------|
| Kelley Grate    | School Improvement Specialist                        | Indiana Department of Education  |
| Ron Sandlin     | Senior Director, School Performance & Transformation | Indiana State Board of Education |
| Melissa Blossom | Assistant Director of School Improvement             | Indiana Department of Education  |
| Jessica Carlson | Instructional Coach                                  | Garrett Middle School            |
| Katie Metz      | Assistant Principal                                  | Woodside Middle School           |
| Brittany Hurd   | Executive Director of ANET Ohio                      | Achievement Network              |

## Table of Contents

|       |  |    |
|-------|--|----|
| I.    | Background on the School Quality Review .....  | 3  |
| II.   | Overview of the School Quality Review Process .....  | 4  |
| III.  | Data Snapshot for Kekionga Middle School .....   | 5  |
| IV.   | Evidence and Ratings for School Turnaround Principle #2: Climate and Culture.....                              | 7  |
| V.    | Evidence and Rating for School Turnaround Principle #3: Effective Instruction.....                             | 9  |
| VI.   | Evidence and Rating for School Turnaround Principle #4: Curriculum, Assessment, and Intervention Systems ..... | 10 |
| VII.  | Recommendations.....   | 11 |
| VIII. | Appendix A: Evidence for Remaining School Turnaround Principles .....  | 14 |

## I. Background on the School Quality Review

Public Law 221 (PL 221) was passed in 1999 before the enactment of the federal *No Child Left behind Act* (NCLB). It serves as the state's accountability framework. Among other sanctions, the law authorizes the Indiana State Board of Education (SBOE) to assign an expert team to conduct a School Quality Review for schools placed in the lowest category or designation of school performance for two consecutive years.

*(a) The board shall direct that the department conduct a quality review of a school that is subject to IC 20-31-9-3. (b) The board shall determine the scope of the review and appoint an expert team under IC 20-31-9-3. (Indiana State Board of Education; 511 IAC 6.2-8-2; filed Jan 28, 2011, 3:08 p.m.: 20110223-IR-511100502FRA)*

The school quality review (SQR) is a needs assessment meant to evaluate the academic program and operational conditions within an eligible school. The SQR will result in actionable feedback that will promote improvement, including the reallocation of resources or requests for technical assistance. The process is guided by a rubric aligned to the United States Department of Education's "Eight Turnaround Principles" (see Appendix B). The school quality review includes a pre-visit analysis and planning meeting, onsite comprehensive review, and may include targeted follow-up visits.

State law authorizes the SBOE to establish an expert team to conduct the School Quality Review known as the Technical Assistance Team (TAT). Membership must include representatives from the community or region the school serves; and, may consist of school superintendents, members of governing bodies, teachers from high performing school corporations, and special consultants or advisers.

## II. Overview of the School Quality Review Process

The School Quality Review process is designed to identify Kekionga Middle School's strengths and areas for improvement organized around the [United States Department of Education's Eight School Turnaround Principles](#). In particular, the School Quality Review process focused on the three Turnaround Principles that were identified as priorities by the school and its district.

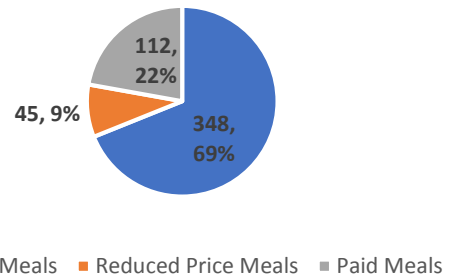
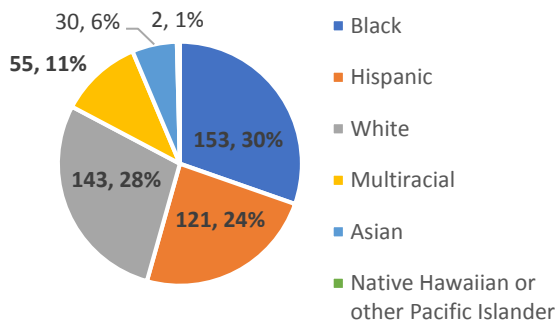
The on-site review consisted of the Technical Assistance Team (TAT) visiting the school for two days. During the two days, the TAT (1) conducted separate focus groups with students, teachers, community members, instructional leadership team members, and parents, (2) observed a professional learning community meeting with teachers, (3) observed instruction in 20 classrooms, and (4) interviewed school and district leaders.

Prior to the visit, teachers completed an online survey, with 31 of 31 teachers participating. Parents were also invited to complete a survey. 17 parent surveys were collected. Finally, the school leadership team completed a self-evaluation. Both surveys and the self-evaluation are made up of questions that align to school improvement principles and indicators (Appendix B).

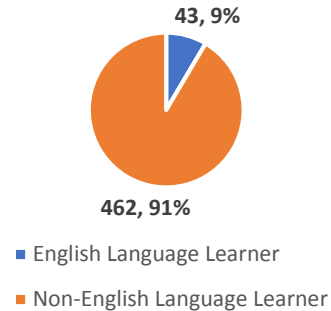
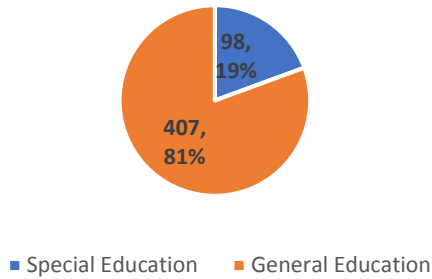
### III. Data Snapshot for Kekionga Middle School

| School Report Card            |        |        |                 |                               |        |        |                 |
|-------------------------------|--------|--------|-----------------|-------------------------------|--------|--------|-----------------|
| 2015-2016 Report Card         | Points | Weight | Weighted Points | 2016-2017 Report Card         | Points | Weight | Weighted Points |
| Performance Domain Grades 3-8 | 33.05  | 0.5    | 16.53           | Performance Domain Grades 3-8 | 30.70  | 0.5    | 15.35           |
| Growth Domain Grades 4-8      | 69.30  | 0.5    | 34.65           | Growth Domain Grades 4-8      | 75.60  | 0.5    | 37.80           |
| Overall Points                |        |        | 51.2            | Overall Points                |        |        | 53.2            |
| Overall Grade                 |        |        | F               | Overall Grade                 |        |        | F               |

| Enrollment 2017-2018: 505 students |  |
|------------------------------------|--|
| Enrollment 2017-2018 by Ethnicity  | Enrollment 2017-2018 by Free/Reduced Price Meals |

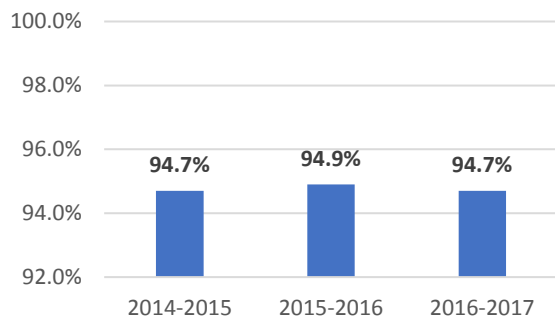


| Enrollment 2016-2017 by Special Education | Enrollment 2016-2017 by English Language Learners |
|---|---|
|---|---|



| Attendance          |  |  |                       |
|---------------------|--|--|-----------------------|
| Attendance by Grade |  |  | Attendance Rate Trend |

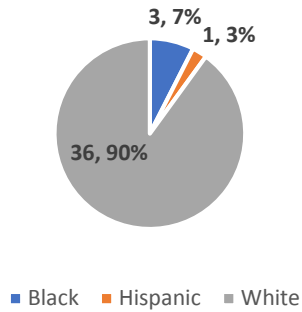
| Grade | '14-'15 | '15-'16 | '16-'17 |
|-------|---------|---------|---------|
| 6     | 94.9%   | 95.4%   | 95.4%   |
| 7     | 94.8%   | 94.9%   | 95%     |
| 8     | 94.4%   | 94.4%   | 93.4%   |



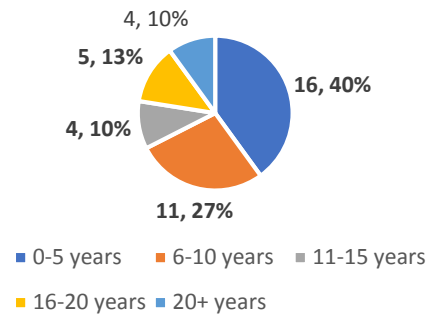
**School Personnel**

Teacher Count 2015-2016: 40

Teacher Count 2015-2016 by Ethnicity

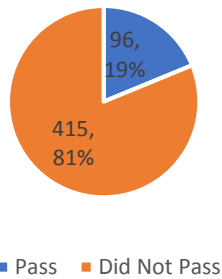


Teacher Count 2015-2016 by Years of Experience

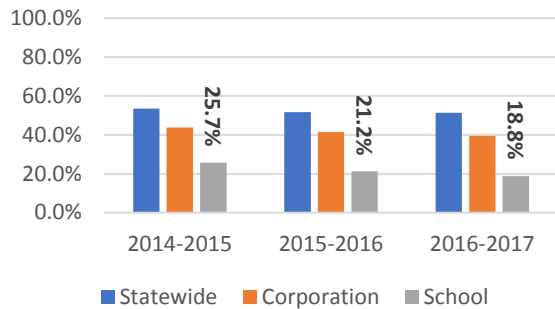


**Student Academic Performance**

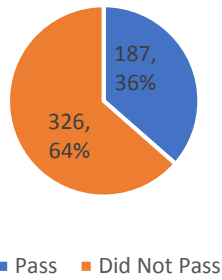
ISTEP+ 2016-2017  
Both English/Language Arts and Math



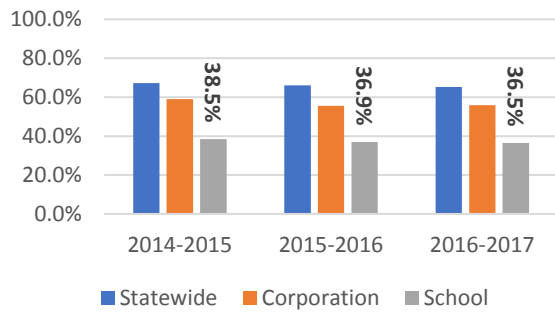
ISTEP+ Percent Passing Trend  
Both English/Language Arts and Math



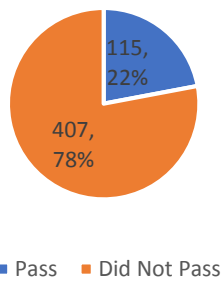
ISTEP+ 2016-2017: English/Language Arts



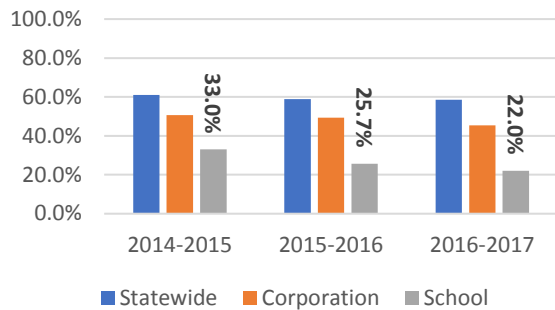
ISTEP+ Percent Passing Trend: English/Language Arts



ISTEP+ 2016-2017  
Math



ISTEP+ Percent Passing Trend  
Math



## IV. Evidence and Ratings for School Turnaround Principle #2: Climate and Culture

### Background

The next three sections of the report illustrate the Technical Assistance Team’s key findings, supporting evidence, and overall rating for each of the school’s prioritized Turnaround Principles.

To thoughtfully identify these prioritized Turnaround Principles, school and district leaders used a “Turnaround Principle Alignment Tool” provided by the Indiana State Board of Education to determine the three Turnaround Principles that most closely align with the goals and strategies outlined in the school’s improvement plan.

This report focuses on these prioritized Turnaround Principles to provide a strategically targeted set of findings and recommendations. Additional evidence on the other five Turnaround Principles can be found in Appendix A of this report.

| School Turnaround Principle 2: Climate and Culture   |   |   |  |
|--|---|---|--|
| Evidence Sources   |   |   |  |
| Classroom Observations, Observations of Hallway Transitions and Common Areas, Teacher Focus Group, Student Focus Group, Parent and Community Member Focus Groups, Principal Interviews, Teacher Surveys, Artifacts Provided by Kekionga Middle School      |   |   |  |
| Rating   |   |   |  |
| 1<br><u>Ineffective</u>  | 2<br><u>Improvement<br/>Necessary</u>                   | 3<br><u>Effective</u>   | 4<br><u>Highly Effective</u>                           |
| <i>No evidence of this happening in the school</i>   | <i>Limited evidence of this happening in the school</i> | <i>Routine and consistent</i>   | <i>Exceeds standard and drives student achievement</i> |
| Evidence   |   |   |  |
| Strengths  |   | Aligned Turnaround Principle Indicator(s)                                 |  |
| <ul style="list-style-type: none"> <li>Based on feedback from teachers, parents, and community members, there is an increased sense of safety at Kekionga Middle School.</li> </ul>  |   | <ul style="list-style-type: none"> <li>2.1, 1.3</li> </ul>                |  |
| <ul style="list-style-type: none"> <li>The principal has clearly defined and communicated high expectations for students and staff in terms of schoolwide culture.</li> </ul>  |   | <ul style="list-style-type: none"> <li>2.1, 1.1, 1.2, 1.4, 3.6</li> </ul> |  |
| <ul style="list-style-type: none"> <li>All stakeholders (e.g., parents, teachers, and students) expressed a new, deep sense of school spirit and pride driven in large part by the school vision articulated and communicated by the principal.</li> </ul> |   | <ul style="list-style-type: none"> <li>2.1, 2.2, 1.1</li> </ul>           |  |

|  |  |
|--|--|
| <ul style="list-style-type: none"> <li>Classroom instructional time and professional learning time is protected from potential interruptions (e.g., limited announcements, purposefully scheduled student interventions).</li> </ul> | <ul style="list-style-type: none"> <li>2.2, 1.8, 5.3, 5.5, 7.1, 7.3</li> </ul> |
| <ul style="list-style-type: none"> <li>Data shows the number of infractions from hallway and bus behavior has decreased by 58% from May 2017 to December 2018.</li> </ul>  | <ul style="list-style-type: none"> <li>2.1, 2.3, 1.3, 6.1</li> </ul>           |
| <p>Areas for Improvement</p>   | <p>Aligned Turnaround Principle Indicator(s)</p>                               |
| <ul style="list-style-type: none"> <li>Few classrooms consistently demonstrated the high academic and behavioral expectations for students set and communicated by the principal.</li> </ul>   | <ul style="list-style-type: none"> <li>2.2, 1.2, 1.5, 1.4, 3.6</li> </ul>      |
| <ul style="list-style-type: none"> <li>Several examples of a deficit/fixed mindset concerning student ability were observed in Professional Learning and Professional Learning Community conversations.</li> </ul>                   | <ul style="list-style-type: none"> <li>2.3, 3.6, 5.5, 1.4</li> </ul>           |
| <ul style="list-style-type: none"> <li>The culture of learning in most classrooms offers students limited opportunities to develop and demonstrate higher order thinking skills.</li> </ul>  | <ul style="list-style-type: none"> <li>2.2, 2.3, 3.2, 3.3, 3.6</li> </ul>      |



## V. Evidence and Rating for School Turnaround Principle #3: Effective Instruction

| School Turnaround Principle 3: Effective Instruction   |   |   |  |
|--|---|---|--|
| Evidence Sources   |   |   |  |
| Principal Interviews, Teacher Surveys, Classroom Observations, Teacher Focus Group, Student Focus Group, Artifacts Provided by Kekionga Middle School  |   |   |  |
| Rating   |   |   |  |
| 1<br><u>Ineffective</u>  | 2<br><u>Improvement<br/>Necessary</u>                   | 3<br><u>Effective</u>   | 4<br><u>Highly Effective</u>                           |
| <i>No evidence of this happening in the school</i>   | <i>Limited evidence of this happening in the school</i> | <i>Routine and consistent</i>   | <i>Exceeds standard and drives student achievement</i> |
| Evidence   |   |   |  |
| Strengths  |   | Aligned Turnaround Principle Indicator(s)   |  |
| <ul style="list-style-type: none"> <li>Informed by Serravallo and Goldberg’s work on literacy development strategies, the vast majority of educators were observed conferencing with students on an individual level.</li> </ul>   |   | <ul style="list-style-type: none"> <li>2.3, 3.2, 3.3, 3.5, 4.5</li> </ul>                     |  |
| <ul style="list-style-type: none"> <li>All teachers are licensed within their content areas. Additionally, teachers universally expressed a mindset of continuous professional improvement during the focus group and through survey data.</li> </ul>                                    |   | <ul style="list-style-type: none"> <li>1.9, 2.3, 3.4, 3.5, 5.1, 5.3, 5.4, 5.5, 7.3</li> </ul> |  |
| <ul style="list-style-type: none"> <li>Routines for student behavior in hallways, the cafeteria, and other common areas are established and followed, increasing the number of instructional minutes by reducing transition time and behavior infractions.</li> </ul>                    |   | <ul style="list-style-type: none"> <li>1.3, 1.4, 2.1, 2.3, 3.6,</li> </ul>                    |  |
| Areas for Improvement  |   | Aligned Turnaround Principle Indicator(s)   |  |
| <ul style="list-style-type: none"> <li>In most classrooms observed, instructional strategies were not sufficiently varied to meet students’ diverse learning styles.</li> </ul>  |   | <ul style="list-style-type: none"> <li>1.7, 3.1, 3.2, 3.3</li> </ul>                          |  |
| <ul style="list-style-type: none"> <li>Teachers do not have standards-aligned scopes and sequences from which to develop intentionally sequenced lesson plans.</li> </ul>  |   | <ul style="list-style-type: none"> <li>3.1, 4.1, 4.2</li> </ul>                               |  |
| <ul style="list-style-type: none"> <li>Conversations with students highlighted that few students can articulate “the what” (i.e., lesson objective) and “the why” (i.e., lesson purpose) in their own words.</li> </ul>  |   | <ul style="list-style-type: none"> <li>1.2, 1.8, 3.1, 4.4, 5.3</li> </ul>                     |  |
| <ul style="list-style-type: none"> <li>Initially, students are placed in year-long academic interventions solely based on their performance on the previous school year’s ISTEP+ assessments. While placements are adjusted at semester based on multiple points of data, the</li> </ul> |   | <ul style="list-style-type: none"> <li>3.3, 4.5, 6.3, 7.1, 8.1</li> </ul>                     |  |

current intervention system is limited in the amount of students it can service.

## VI. Evidence and Rating for School Turnaround Principle #4: Curriculum, Assessment, and Intervention Systems

| <b>School Turnaround Principle 4: Curriculum, Assessment and Intervention Systems</b>  |   |  |  |
|--|---|--|--|
| <b>Evidence Sources</b>  |   |  |  |
| Classroom Observations, Teacher Focus Group, District Interview, Principal Interviews, Teacher Surveys, Artifacts Provided by Kekionga Middle School   |   |  |  |
| <b>Rating</b>  |   |  |  |
| 1<br><u>Ineffective</u>  | 2<br><u>Improvement<br/>Necessary</u>                   | 3<br><u>Effective</u>  | 4<br><u>Highly Effective</u>                           |
| <i>No evidence of this happening in the school</i>   | <i>Limited evidence of this happening in the school</i> | <i>Routine and consistent</i>  | <i>Exceeds standard and drives student achievement</i> |
| <b>Evidence</b>  |   |  |  |
| <b>Strengths</b>   |   | <b>Aligned Turnaround Principle Indicator(s)</b>                               |  |
| <ul style="list-style-type: none"> <li>Educators receive frequent feedback based on non-evaluative walkthroughs to help them improve their instruction.</li> </ul>   |   | <ul style="list-style-type: none"> <li>1.5, 1.6, 1.7, 4.2, 5.2</li> </ul>      |  |
| <ul style="list-style-type: none"> <li>In addition to their grade-level courses, select students participate daily in English/Language Arts and Math academic interventions.</li> </ul>  |   | <ul style="list-style-type: none"> <li>1.8, 4.3, 4.5, 7.1</li> </ul>           |  |
| <ul style="list-style-type: none"> <li>Voluntary, after-school tutoring provided by classroom teachers is available for students on Tuesdays, Wednesdays, and Thursdays.</li> </ul>  |   | <ul style="list-style-type: none"> <li>1.4, 2.2, 2.3, 4.5</li> </ul>           |  |
| <b>Areas for Improvement</b>   |   | <b>Aligned Turnaround Principle Indicator(s)</b>                               |  |
| <ul style="list-style-type: none"> <li>Students do not complete common and standards-aligned formative assessments. As a result, teachers do not have access to a common set of academic achievement and growth data for their students at multiple intervals during the school year.</li> </ul> |   | <ul style="list-style-type: none"> <li>1.6, 3.5, 4.3, 4.4, 6.3</li> </ul>      |  |
| <ul style="list-style-type: none"> <li>Due to the absence of common, rigorous, and standards-aligned formative assessments, teachers are unable to routinely adapt their instructional practices to meet demonstrated student learning needs.</li> </ul>   |   | <ul style="list-style-type: none"> <li>1.6, 3.5, 4.2, 4.3, 6.2, 6.3</li> </ul> |  |
| <ul style="list-style-type: none"> <li>Lessons, both in terms of their objectives and instruction observed, were infrequently aligned to grade-level Indiana Academic Standards.</li> </ul>  |   | <ul style="list-style-type: none"> <li>1.6, 2.2, 3.1, 3.5, 4.2, 4.4</li> </ul> |  |

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>Professional learning on instructional strategies and the use of data to inform instruction does not currently provide teachers with clear models and time to practice.</li> </ul> | <ul style="list-style-type: none"> <li>4.3, 5.3, 5.5, 6.3, 7.3</li> </ul> |
|---|---|

## VII. Recommendations

### Background

This section outlines an intentionally targeted set of recommendations that align to one or more of the school’s prioritized Turnaround Principles. Anchored in the United States Department of Education’s Turnaround Principles framework, these recommendations are representative of what the Technical Assistance Team believes to be the most immediate changes needed to accelerate growth in academic and non-academic student outcomes at Kekionga Middle School. These recommendations should not be thought of as an exhaustive set of school improvement strategies, but rather as a part of the ongoing and continuous school improvement process.

| <b>Recommendation 1</b>  |
|--|
| Define a clear, schoolwide, and standards-aligned vision of excellent instruction. Ensure this instructional vision promotes the use of instructional strategies that provide all students with opportunities to learn content and skills in a manner that reflects the full depth of Indiana’s Academic Standards as well as being motivational and relevant. Design and deliver a year-long professional learning scope and sequence aligned to this vision of excellent instruction, leveraging whole and small group opportunities to help teachers fulfill this vision.   |
| <b>Aligned Turnaround Principles</b>   |
| 1.2, 1.5, 2.2, 3.2, 4.1, 4.2, 5.2, 5.3, 5.5  |
| <b>Rationale</b>   |
| <p>In most classrooms across Kekionga Middle School, student behavior is not a barrier to establishing a bell-to-bell culture of learning. As such, the school is well-positioned to focus earnestly on improving the extent to which Tier I instruction is not only standards-aligned, but just as importantly, provides all students with opportunities to engage in productive struggle with the rigor of instruction. The most commonly observed instructional strategy was to provide students with work to complete silently and individually at their desk. This recommendation encourages school leaders to develop an alternative vision for how teachers are teaching and students are learning. Specifically, this recommendation calls for the development of a vision of excellent instruction that reflects school and teacher leaders’ ideas for Kekionga Middle School’s “North Star” of instructional excellence. This vision must be clear, cohesive, and anchored in instructional strategies that will provide all students with opportunities to access the full depth of Indiana’s Academic Standards.</p> <p>Developing such a vision should be thought of as the beginning, not the end, for this recommendation. In order to maximize the potential impact of Kekionga Middle School’s vision of excellent instruction, teachers and support staff must also take part in a year-long set of whole and small group professional learning opportunities that provide them with a clear vision of what success looks like for each of the instructional strategies defined in the</p> |

**Recommendation 2**

Implement a cycle of formative assessments in the fall, winter, and spring to ensure Tier I instruction as well as small group and individualized interventions in English/Language Arts and math are enhanced throughout the school year based on an analysis of student growth data provided by these formative assessments. Ensure teachers and interventionists are provided with data from these formative assessments in a timely, actionable manner. Provide teachers and interventionists with the necessary structures (e.g., common planning time for data review, analysis, and action planning) and support (e.g., guidance on how to work with and act on formative assessment data) to improve instruction and interventions.

**Aligned Turnaround Principles**

1.2, 1.5, 1.6, 3.1, 3.2, 3.3, 3.5, 4.2, 4.3, 4.5, 5.5, 6.1, 6.2, 6.3

**Rationale**

Observations and stakeholder interviews revealed that the Tier I classroom instruction as well as academic interventions are informed by students' ISTEP+ results from spring 2017, but not by common formative assessments given to students at strategic intervals during the current school year. Common formative assessments given in the fall, winter, and spring are useful indicators of students' ongoing academic growth, particularly when used across all grade levels. When this data is used in conjunction with data from more frequent formative assessments (e.g., exit tickets, weekly quizzes), teachers and interventionists are provided with a well-rounded set of data points from which to make student-centered decisions about Tier I instruction and academic interventions. In particular, this cycle of formative assessments and the related analysis of resulting student data can help ensure students are appropriately placed in academic interventions and that the interventions themselves are focused on the content and skills that students need the most support with.

Too often, robust cycles of formative assessment are in place within schools, but teachers and interventionists lack the time and/or support to effectively act on the resulting student data. As such, it is just as important that teachers and interventionists are provided the time and professional learning opportunities necessary to understand when and how to review, analyze, and respond to formative assessment data, in service of strengthening both Tier I instruction and academic interventions. In the absence of such support, the potential impact of the recommended cycle of formative assessments will be muted.

Moreover, teachers and support staff also deserve structured chances to practice these strategies and to receive individualized coaching and feedback to ensure they feel supported to achieve this vision of excellent instruction with their own students.

**Recommendation 3**

Develop and implement a multi-tiered academic intervention program that leverages the previously recommended cycle of formative assessment to meet students' learning needs in a manner that adapts based on their academic growth during the school year. This intervention program should utilize student academic data from common formative assessments given in the fall, winter, and spring to shape decisions at multiple times during the school year about what academic interventions students are placed in as well as what content and skills are focused on within these academic interventions.

**Aligned Turnaround Principles**

1.2, 1.5, 1.6, 3.3, 4.3, 4.5, 6.2, 6.3, 7.2

**Rationale**

Students at Kekionga Middle School who failed the previous year's ISTEP+ and who are not receiving some other form of support (i.e., special education services, ELL services) are placed into English/Language Arts and Math intervention classes. These placements are determined at the district level. While placements are adjusted at semester based on multiple points of data, the current intervention system is limited in the amount of students it can service. The ability to flexibly move students in and out of intervention on a short-term cycle (more frequently than semesters) based on their formative assessment and classroom data would allow teachers to specifically target students' learning needs in more of an individualized manner. This could potentially address gaps in students' understanding of specific Indiana Academic Standards and by proxy, help Kekionga Middle School demonstrate significant student academic growth.

## VIII. Appendix A: Evidence for Remaining School Turnaround Principles

### Background

We believe it is valuable for school and district leaders to have a summary of the TAT's findings and evidence for each of the eight Turnaround Principles. As such, this section of the report outlines key findings and supporting evidence for each of the Turnaround Principles that were not identified by school and district leaders as prioritized Turnaround Principles for this school.

This information is intentionally provided in an appendix to reinforce the importance of the previously stated findings, evidence, ratings, and recommendations for the school's prioritized Turnaround Principles.

| <b>School Turnaround Principle 1: School Leadership</b>   |
|---|
| <b>Evidence Sources</b>   |
| Leadership Self-Evaluation, Principal Interviews, Teacher Surveys, Parent Surveys, Parent Focus Group, Student Focus Group, Community Focus Group, District Interview   |
| <b>Evidence Summary</b>   |
| <b>Strengths</b> <ul style="list-style-type: none"><li>• Feedback from the student and parent focus groups about school safety, climate, and culture highlighted that the principal has set a clear vision for student behavior expectations and developed systems to support this vision.</li><li>• Clear evidence exists of specific changes to increase school pride and improve school culture, such as allowing students to stay after school to attend sporting events and ride the activity bus, hosting concerts, competing in the Future City Competition (i.e., project-based learning).</li><li>• Dramatic decrease in suspension and referrals, especially in common areas such as the hallway and on busses.</li></ul> |
| <b>Areas for Improvement</b> <ul style="list-style-type: none"><li>• With the exception of student conferencing, stakeholders were unable able to articulate current schoolwide instructional priorities in their own words.</li><li>• While the principal and instructional coaches are regularly observing and providing feedback to teachers, this coaching is not aligned to a clear set of instructional priorities aligned to the necessary instructional shifts to teach the full depth of Indiana's Academic Standards.</li></ul>   |

### **School Turnaround Principle 5: Effective Staffing Practices**

#### **Evidence Sources**

School Improvement Plan, Principal Interview, District Interview

#### **Evidence Summary**

##### Strengths

- The school leader has the authority, and has demonstrated the capacity to strategically assign teachers based on their strengths.
- During an observed professional learning session, instructional coaches demonstrated an ability to tailor their delivery to address challenges faced by the whole group as well as individual teachers.

##### Areas for Improvement

- A vacancy in the seventh-grade instructional aide position has resulted in multiple inclusion classrooms being taught without an assistant.
- While professional learning opportunities allow for entire grade-level or content-area teams to meet together, the observed professional learning session did not provide teachers with structured opportunities to review student work and/or data in a reflective manner to inform future instruction.

### **School Turnaround Principle 6: Enabling the Effective Use of Data**

#### **Evidence Sources**

School Improvement Plan, Principal Interviews, District Interview, Teacher Focus Group, Classroom Observations, Professional Learning Observations

#### **Evidence Summary**

##### Strengths

- School leadership tracks and shares data about student behavior and school culture, specifically focused on the number of referrals and out of school suspensions assigned.
- This information is regularly shared with staff to help inform decisions about student support.
- The corporation also uses climate surveys to monitor school culture and inform decision-making.

##### Areas for Improvement

- While certain student academic data is used to inform decisions about student learning, it is limited to interim assessments that are not yet given across grade levels and strategically throughout the school year.
- During the observed professional learning session, a review of student academic data focused on the type and language of the questions that students answered incorrectly as opposed to striving to understand the underlying misconceptions that caused students to answer incorrectly to inform future instruction.

### **School Turnaround Principle 7: Use of Time**

#### **Evidence Sources**

Principal Interview, Master Schedule, Classroom Observations, Teacher Focus Group

#### **Evidence Summary**

##### Strengths

- The master schedule includes structures to support all students with a built-in intervention block.
- There is also a significant amount of time built into the master schedule for teacher planning and professional development. At least two and a half hours per week are dedicated for structured professional learning (either grade-level or content), with an additional two hours of unstructured collaboration time.

##### Areas for Improvement

- The process for assigning students to an academic intervention for additional support is based on the previous school year's ISTEP+ data, versus formative assessment data from the current school year.
- While intervention placements are adjusted at semester based on multiple points of data, the current intervention system is limited in the amount of students it can service.

### **School Turnaround Principle 8: Effective Family and Community Engagement**

#### **Evidence Sources**

Principal Interview, Family and Community Member Focus Groups, School Newsletter, Student Focus Group

#### **Evidence Summary**

##### Strengths

- While the family member organization's meetings are attended by a few active parents, their input is regularly sought by school leadership to help organize family engagement opportunities.
- There is a clear, ongoing, and intentional effort to engage parents and family members. For example, parents and family members were informed about an upcoming Harry Potter night during the TAT team's on-site visit. Parent feedback shared during the focus group illustrated that this is only one of several opportunities for parents and family members to engage in school-based activities with their students.
- The school has a student handbook which outlines key policies, procedures, and expectations, including those related to attendance, behavior, and the school's Positive Behavior Intervention System.

##### Areas for Improvement



- While parents are notified of student progress, families are not actively engaged in a continuous cycle of planning, reviewing, and revising learning goals for their student(s).
- The opportunities for families to become more active in the PTA is available; however, due to its early stages, there is minimal parent participation.



## School Quality Review Report

Merle J Abbett Elementary School  
 Fort Wayne Community School Corporation  
 January 22-23, 2018

### Review Team Members

|                    |   |                                  |
|--------------------|---|----------------------------------|
| Thomas Hakim       | Principal   | Indianapolis Public Schools      |
| Erin Stalbaum      | Senior School Improvement Specialist                              | Indiana Department of Education  |
| Jayne Sowers       | Senior Technical Assistance: Policy, Practice, and Systems Change | American Institutes for Research |
| Flora Gitsis       | State Director  | Teachers of Tomorrow             |
| Christopher McGrew | Special Education Teacher   | Haverville Elementary School     |
| Erin Kissling      | Assistant Director of Literacy                                    | Indiana Department of Education  |

## Table of Contents

|       |  |    |
|-------|--|----|
| I.    | Background on the School Quality Review .....  | 3  |
| II.   | Overview of the School Quality Review Process .....  | 4  |
| III.  | Data Snapshot for Merle J Abbett Elementary School .....   | 5  |
| IV.   | Evidence and Rating for School Turnaround Principle #3: Effective Instruction .....                            | 8  |
| V.    | Evidence and Rating for School Turnaround Principle #4: Curriculum, Assessment, and Intervention Systems ..... | 10 |
| VI.   | Evidence and Rating for School Turnaround Principle #5: Effective Staffing Practices .....                     | 11 |
| VII.  | Recommendations .....  | 12 |
| VIII. | Appendix A: Evidence for Remaining School Turnaround Principles .....  | 15 |

## I. Background on the School Quality Review

Public Law 221 (PL 221) was passed in 1999 before the enactment of the federal *No Child Left behind Act* (NCLB). It serves as the state's accountability framework. Among other sanctions, the law authorizes the Indiana State Board of Education (SBOE) to assign an expert team to conduct a School Quality Review for schools placed in the lowest category or designation of school performance for two consecutive years.

*(a) The board shall direct that the department conduct a quality review of a school that is subject to IC 20-31-9-3. (b) The board shall determine the scope of the review and appoint an expert team under IC 20-31-9-3. (Indiana State Board of Education; 511 IAC 6.2-8-2; filed Jan 28, 2011, 3:08 p.m.: 20110223-IR-511100502FRA)*

The school quality review (SQR) is a needs assessment meant to evaluate the academic program and operational conditions within an eligible school. The SQR will result in actionable feedback that will promote improvement, including the reallocation of resources or requests for technical assistance. The process is guided by a rubric aligned to the United States Department of Education's "Eight Turnaround Principles" (see Appendix B). The school quality review includes a pre-visit analysis and planning meeting, onsite comprehensive review, and may include targeted follow-up visits.

State law authorizes the SBOE to establish an expert team to conduct the School Quality Review known as the Technical Assistance Team (TAT). Membership must include representatives from the community or region the school serves; and, may consist of school superintendents, members of governing bodies, teachers from high performing school corporations, and special consultants or advisers.

## II. Overview of the School Quality Review Process

The School Quality Review process is designed to identify Merle J Abbett Elementary's strengths and areas for improvement organized around the [United States Department of Education's Eight School Turnaround Principles](#). In particular, the School Quality Review process focused on two or three Turnaround Principles that were identified as priorities by the school and its district.

The on-site review consisted of the Technical Assistance Team (TAT) visiting the school for two days. During the two days, the TAT (1) conducted separate focus groups with students, teachers, instructional leadership team members, community members, and parents, (2) observed a professional learning community meeting with teachers, (3) observed instruction in 25 classrooms, and (4) interviewed school and district leaders.

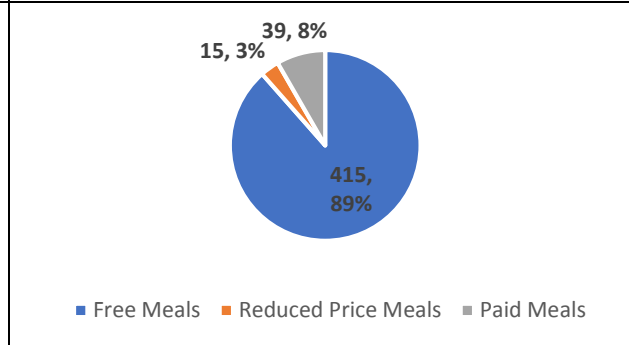
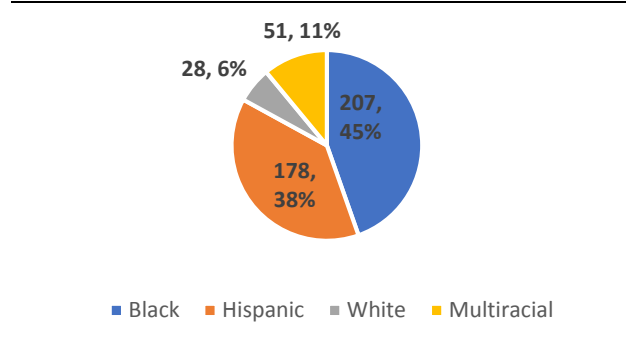
Prior to the visit, teachers completed an online survey, with 10 of 34 teachers participating. Parents were also invited to complete a survey; 70 parent surveys were collected. Finally, the school leadership team completed a self-evaluation. Both surveys and the self-evaluation are made up of questions that align to school improvement principles and indicators (Appendix B).

### III. Data Snapshot for Merle J Abbett Elementary School

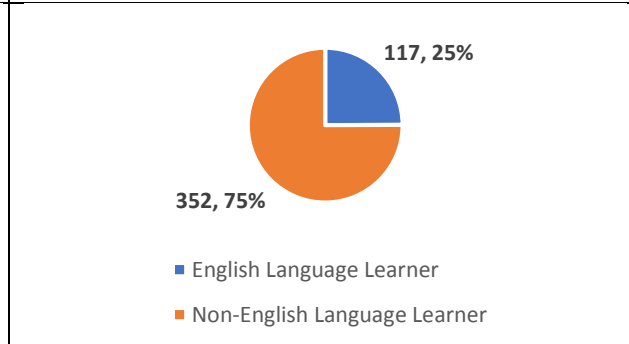
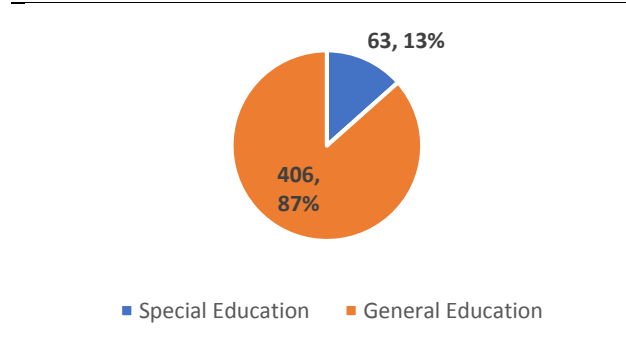
| School Report Card            |        |        |                 |                               |        |        |                 |
|-------------------------------|--------|--------|-----------------|-------------------------------|--------|--------|-----------------|
| 2015-2016 Report Card         | Points | Weight | Weighted Points | 2016-2017 Report Card         | Points | Weight | Weighted Points |
| Performance Domain Grades 3-8 | 21.75  | 0.5    | 10.88           | Performance Domain Grades 3-8 | 22.30  | 0.5    | 11.15           |
| Growth Domain Grades 4-8      | 61.80  | 0.5    | 30.90           | Growth Domain Grades 4-8      | 83.90  | 0.5    | 41.95           |
| Overall Points                |        |        | 41.8            | Overall Points                |        |        | 53.1            |
| Overall Grade                 |        |        | F               | Overall Grade                 |        |        | F               |

#### Enrollment 2017-2018: 469 students

| Enrollment 2017-2018 by Ethnicity | Enrollment 2017-2018 by Free/Reduced Price Meals |
|-----------------------------------|--|
|-----------------------------------|--|

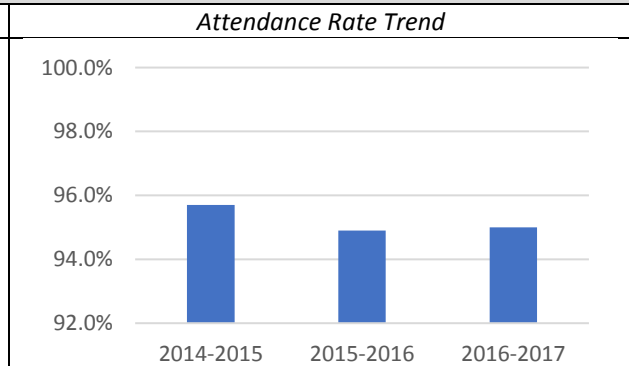


| Enrollment 2016-2017 by Special Education | Enrollment 2016-2017 by English Language Learners |
|---|---|
|---|---|



#### Attendance

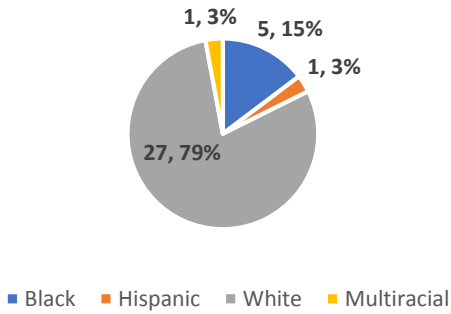
| Attendance by Grade |         |         |         |
|---------------------|---------|---------|---------|
| Grade               | '14-'15 | '15-'16 | '16-'17 |
| K                   | 95%     | 92.8%   | 93.4%   |
| 1                   | 95.5%   | 94.6%   | 95.6%   |
| 2                   | 96.6%   | 95%     | 95%     |
| 3                   | 95.6%   | 96.3%   | 96%     |
| 4                   | 95.9%   | 95.8%   | 95.8%   |
| 5                   | 97.1%   | 95.9%   | 96.0%   |



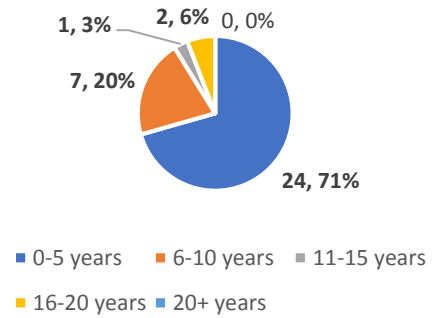
**School Personnel**

Teacher Count 2015-2016: 34

Teacher Count 2015-2016 by Ethnicity

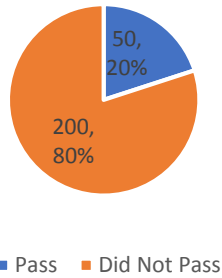


Teacher Count 2015-2016 by Years of Experience

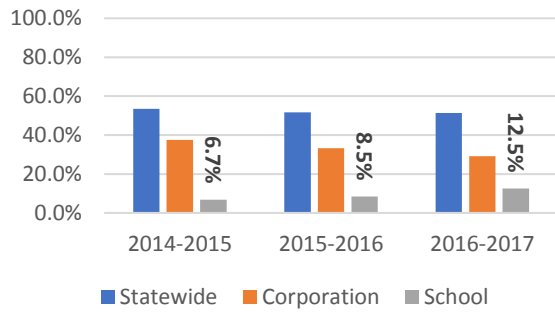


**Student Academic Performance**

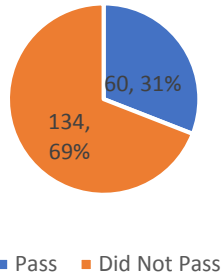
ISTEP+ 2016-2017  
Both English/Language Arts and Math



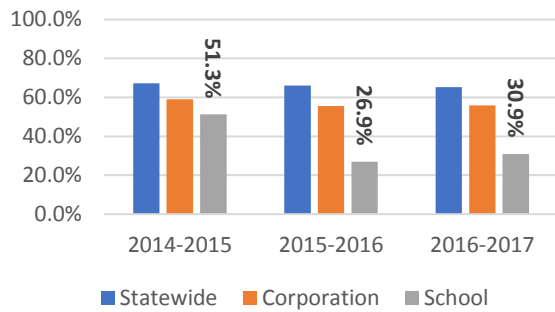
ISTEP+ Percent Passing Trend  
Both English/Language Arts and Math



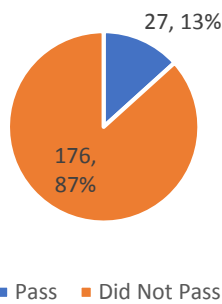
ISTEP+ 2016-2017: English/Language Arts



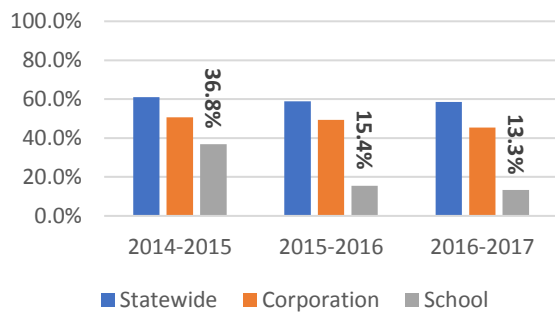
ISTEP+ Percent Passing Trend: English/Language Arts



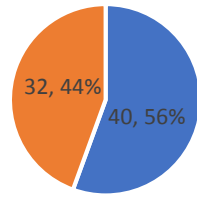
ISTEP+ 2016-2017  
Math



ISTEP+ Percent Passing Trend  
Math

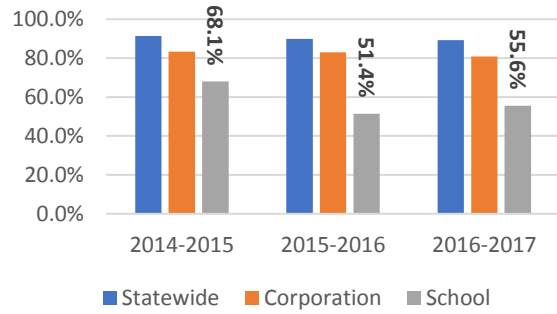


**IREAD-3 2016-2017**

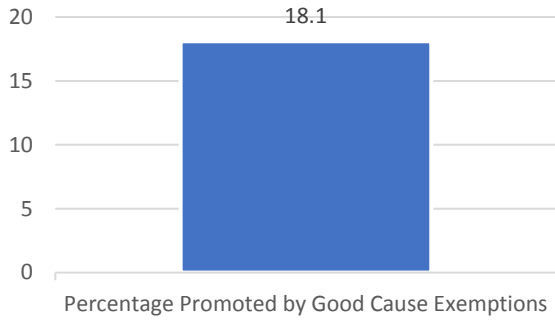


■ Pass ■ Did Not Pass

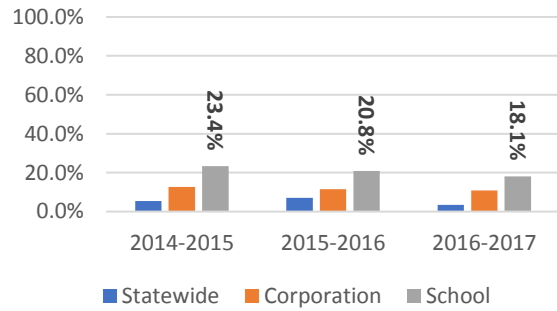
**IREAD-3 Percent Passing Trend**



**IREAD-3 Percentage Promoted by Good Cause Exemptions 2016-2017**



**IREAD-3 Good Cause Promotion Exemption Trend**





## IV. Evidence and Rating for School Turnaround Principle #3: Effective Instruction

### Background

The next three sections of the report illustrate the Technical Assistance Team’s key findings, supporting evidence, and overall rating for each of the school’s prioritized Turnaround Principles.

To thoughtfully identify these prioritized Turnaround Principles, school and district leaders used a “Turnaround Principle Alignment Tool” provided by the Indiana State Board of Education to determine the two to three Turnaround Principles that most closely align with the goals and strategies outlined in the school’s improvement plan.

This report focuses on these prioritized Turnaround Principles to provide a strategically targeted set of findings and recommendations. Additional evidence on the other five Turnaround Principles can be found in Appendix A of this report.

| School Turnaround Principle #3: Effective Instruction   |   |  |  |
|---|---|--|--|
| Evidence Sources  |   |  |  |
| Classroom Observations, Teacher Focus Group, Instructional Leadership Focus Group, Principal Focus Group, District Focus Group, Teacher Survey Data, Student Focus Group, Parent Focus Group, Artifacts Provided by Merle Abbett Elementary |   |  |  |
| Rating  |   |  |  |
| 1<br><u>Ineffective</u>   | 2<br><u>Improvement<br/>Necessary</u>                   | 3<br><u>Effective</u>  | 4<br><u>Highly Effective</u>                           |
| <i>No evidence of this happening in the school</i>  | <i>Limited evidence of this happening in the school</i> | <i>Routine and consistent</i>  | <i>Exceeds standard and drives student achievement</i> |
| Evidence  |   |  |  |
| Strengths   |   | Aligned Turnaround Principle Indicator(s)                            |  |
| <ul style="list-style-type: none"> <li>Professional learning for educators focuses on instructional strategies; many educators expressed gratitude for this supportive learning environment.</li> </ul>                                     |   | <ul style="list-style-type: none"> <li>3.5, 5.2, 5.3, 5.5</li> </ul> |  |
| <ul style="list-style-type: none"> <li>Several educators conferenced with students on an individual level, thus providing a strong model of checking for understanding for their colleagues.</li> </ul>                                     |   | <ul style="list-style-type: none"> <li>3.2, 3.3, 3.5</li> </ul>      |  |
| <ul style="list-style-type: none"> <li>Anchor charts were highly visible in most classroom, helping students make connections to prior learning.</li> </ul>   |   | <ul style="list-style-type: none"> <li>3.2, 4.4, 5.2</li> </ul>      |  |

| Areas for Improvement  | Aligned Turnaround Principle Indicator(s)  |
|--|--|
| <ul style="list-style-type: none"> <li>A standards-based curriculum is not followed with fidelity throughout the grade levels; lesson plan design is inconsistent.</li> </ul>              | <ul style="list-style-type: none"> <li>3.1, 3.4, 4.1, 4.2, 4.3, 4.4, 5.3, 5.5</li> </ul>                     |
| <ul style="list-style-type: none"> <li>Few classrooms implemented varied instructional strategies; communicated lesson objectives did not correspond with observed instruction.</li> </ul> | <ul style="list-style-type: none"> <li>3.1, 3.2, 3.3, 3.4, 3.6, 4.4, 5.2, 5.3, 5.5</li> </ul>                |
| <ul style="list-style-type: none"> <li>In few classrooms, were students responsible for the majority of the cognitive work of the lesson.</li> </ul>                                       | <ul style="list-style-type: none"> <li>3.2, 3.3, 3.4, 3.5, 3.6, 4.1, 4.2, 4.3, 4.4, 5.2, 5.3, 5.5</li> </ul> |
| <ul style="list-style-type: none"> <li>Few SMART objectives were posted in classrooms and aligned to standards-based instruction.</li> </ul>   | <ul style="list-style-type: none"> <li>3.1, 3.4, 4.1, 4.2, 4.4</li> </ul>                                    |

V. Evidence and Rating for School Turnaround Principle #4:  
Curriculum, Assessment, and Intervention Systems

| School Turnaround Principle #4: Curriculum, Assessment, and Intervention Systems  |   |   |   |
|---|---|---|---|
| Evidence Sources  |   |   |   |
| Classroom Observations, Teacher Focus Group, Instructional Leadership Focus Group, Principal Focus Group, District Focus Group, Teacher Survey Data, Artifacts Provided by Merle Abbett Elementary  |   |   |   |
| Rating  |   |   |   |
| <p style="text-align: center;"><b>1</b><br/><u>Ineffective</u></p> <p><i>No evidence of this happening in the school</i></p>  | <p style="text-align: center;"><b>2</b><br/><u>Improvement Necessary</u></p> <p><i>Limited evidence of this happening in the school</i></p> | <p style="text-align: center;"><b>3</b><br/><u>Effective</u></p> <p><i>Routine and consistent</i></p> | <p style="text-align: center;"><b>4</b><br/><u>Highly Effective</u></p> <p><i>Exceeds standard and drives student achievement</i></p> |
| Evidence  |   |   |   |
| Strengths   |   | Aligned Turnaround Principle Indicator(s)   |   |
| <ul style="list-style-type: none"> <li>• Educators receive frequent feedback based on non-evaluative walkthroughs to gauge instruction; administration has used this classroom walkthrough data to adjust professional learning.</li> </ul>   |   | <ul style="list-style-type: none"> <li>• 4.2, 5.2, 5.3, 5.5</li> </ul>                                |   |
| <ul style="list-style-type: none"> <li>• Most students identified as below grade level on DIBELS are receiving additional instruction via an interventionist.</li> </ul>  |   | <ul style="list-style-type: none"> <li>• 3.5, 4.5</li> </ul>  |   |
| Areas for Improvement   |   | Aligned Turnaround Principle Indicator(s)   |   |
| <ul style="list-style-type: none"> <li>• Few grade levels utilize the Standards and Curriculum Implementation Plan (SCIPS) developed at the school level to drive instructional planning.</li> </ul>  |   | <ul style="list-style-type: none"> <li>• 4.1, 4.2, 4.3, 4.4</li> </ul>                                |   |
| <ul style="list-style-type: none"> <li>• A full teacher coaching cycle has been planned and communicated to educators. However, the full teacher coaching cycle has not yet been implemented as indicated through teacher focus group conversations.</li> </ul>   |   | <ul style="list-style-type: none"> <li>• 4.2, 5.2, 5.3, 5.5</li> </ul>                                |   |
| <ul style="list-style-type: none"> <li>• Rigorous formative assessments are not in place.</li> </ul>  |   | <ul style="list-style-type: none"> <li>• 4.1, 4.3, 4.4, 4.5</li> </ul>                                |   |
| <ul style="list-style-type: none"> <li>• Students identified as “red” on DIBELS are receiving instruction via the interventionist; however, the instructional strategies and student progress are not communicated between the classroom teachers and interventionists. Additionally, the classroom teachers are not implementing intervention instruction in their classrooms. Intervention instruction may not address the root cause for reading below grade level.</li> </ul> |   | <ul style="list-style-type: none"> <li>• 3.5, 4.3, 4.5</li> </ul>                                     |   |

## VI. Evidence and Rating for School Turnaround Principle #5: Effective Staffing Practices

| School Turnaround Principle #5: Effective Staffing Practices  |   |  |  |
|---|---|--|--|
| Evidence Sources  |   |  |  |
| Classroom Observations, Teacher Focus Group, Instructional Leadership Focus Group, Principal Focus Group, District Focus Group, Teacher Survey Data, Artifacts Provided by Merle Abbett Elementary  |   |  |  |
| Rating  |   |  |  |
| 1<br><u>Ineffective</u>   | 2<br><u>Improvement Necessary</u>                       | 3<br><u>Effective</u>  | 4<br><u>Highly Effective</u>                           |
| <i>No evidence of this happening in the school</i>  | <i>Limited evidence of this happening in the school</i> | <i>Routine and consistent</i>  | <i>Exceeds standard and drives student achievement</i> |
| Evidence  |   |  |  |
| Strengths   |   | Aligned Turnaround Principle Indicator(s)                            |  |
| <ul style="list-style-type: none"> <li>Leadership has a strong focus on teacher development, as evidenced by the fact that targeted professional learning is offered two days a week.</li> </ul>  |   | <ul style="list-style-type: none"> <li>5.2, 5.3, 5.5</li> </ul>      |  |
| <ul style="list-style-type: none"> <li>Teachers are provided collaboration time with the instructional coaches two days a week in a grade level setting for professional development.</li> </ul>  |   | <ul style="list-style-type: none"> <li>5.4, 5.2, 5.3, 5.5</li> </ul> |  |
| <ul style="list-style-type: none"> <li>Teachers are grateful for frequent professional learning support tied to their demonstrated areas for growth.</li> </ul>   |   | <ul style="list-style-type: none"> <li>5.2, 5.3, 5.5</li> </ul>      |  |
| Areas for Improvement   |   | Aligned Turnaround Principle Indicator(s)                            |  |
| <ul style="list-style-type: none"> <li>Targeted professional learning for support staff (e.g. Special Education, Instructional Assistants, English Language Learners) has not been provided.</li> </ul>   |   | <ul style="list-style-type: none"> <li>5.3, 5.5</li> </ul>           |  |
| <ul style="list-style-type: none"> <li>Once the full coaching cycle for educators is in place, key take-aways from classroom observations should inform individualized professional learning.</li> </ul>  |   | <ul style="list-style-type: none"> <li>5.2, 5.3, 5.5</li> </ul>      |  |
| <ul style="list-style-type: none"> <li>An induction, mentorship, and retention program is not present at the building level to support current staff members. As a Turnaround school that faces the challenge of recruiting and retaining highly effective teachers, additional support is needed.</li> </ul> |   | <ul style="list-style-type: none"> <li>5.1, 5.4</li> </ul>           |  |

## VII. Recommendations

### Background

This section outlines an intentionally targeted set of recommendations that align to one or more of the school's prioritized Turnaround Principles. Anchored in the United States Department of Education's Turnaround Principles framework, these recommendations are representative of what the Technical Assistance Team believes to be the most immediate changes needed to accelerate growth in academic and non-academic student outcomes at Merle J Abbett Elementary School. These recommendations should not be thought of as an exhaustive set of school improvement strategies, but rather as a part of the ongoing and continuous school improvement process.

| <b>Recommendation 1</b>  |
|--|
| Collaboratively design and implement a district-wide scope and sequence that aligns to the Indiana Academic Standards-Based instruction. Building off of these scope and sequences, provide ample support for educators to create grade-level specific curriculum maps. Implement an annual and continuous system of evaluating the curriculum maps for fidelity of alignment and rigor.   |
| <b>Aligned Turnaround Principle(s)</b>   |
| 3.1, 4.1, 4.2, 4.4, 5.3, 5.5   |
| <b>Rationale</b>   |
| Curriculum mapping can be used to visualize, align, and document student learning outcomes in both a vertical and horizontal progression. Curriculum mapping allows educators to not only identify a progression of standards-based instruction, but also provides an opportunity to assess curricular data, such as student learning outcomes in order to drive further instruction. Having a strong curriculum map within each grade level allows educators to focus on Tier I instructional practices, versus randomly selecting standards to teach on a weekly basis. The alignment of the curriculum maps allows for students to experience learning that builds upon itself on an annual basis, providing a rigorous learning continuum for academic achievement and growth.<br>Evidence throughout the review suggests that few educators utilize the SCIPS created several years prior to the visit. Educators stated that they plan their instructional decisions on a weekly basis with no scope and sequence of standards in which to refer. This was coupled with classroom observations in which lesson objectives that align to Indiana Academic Standards were present in 37% of observations. The district acknowledged that building a scope and sequence of standards was a priority, in order to provide school leaders and educators with the resources necessary to develop high-quality curriculum maps. |

| <b>Recommendation 2</b>  |
|--|
| <p>Research evidence-based response to intervention models in order to design and implement a school-wide intervention program that targets student needs. Consider determining student needs through a triangulation of data which includes a root cause analysis screening component. Implement a continuous evaluation cycle of the intervention model in order to ensure fluid movement of students as their academic needs fluctuate throughout the school year. Examine the allocation of resources to ensure intervention program fidelity leads to continuous and accelerated student progress.</p>  |
| <b>Aligned Turnaround Principle(s)</b>   |
| <p>3.5, 4.5, 5.3</p>   |
| <b>Rationale</b>   |
| <p>To ensure students are in the correct small group intervention, multiple sources of data must be considered in a systematized manner. By doing so, academic growth will be accelerated through evidence-based instruction provided by highly effective educators in a manner tied to individual student’s academic needs. An intervention program’s efficiency and effectiveness is highly dependent on the resources allocated for implementation. Through John Hattie’s research, a response to intervention program presents a 1.1% effect size as it relates to student achievement.<sup>1</sup></p> <p>Evidence throughout the review demonstrated that students are enrolled in intervention classes based upon their DIBELS assessment. Once enrolled in intervention, instructional strategies are determined solely based on what is necessary to improve students’ DIBELS results. There is no evidence of a root cause analysis; additionally, educators expressed a lack of communication among the interventionists and the classroom teachers. Per this evidence, the triangulation of data in order to determine student needs for intervention is not a consistent practice. Classroom observations and focus group conversations demonstrated that students not enrolled in classes with the interventionists are instructed based upon each educator’s discretion within the classroom; this qualitative data is coupled with classroom observation in which differentiated instruction was observed in only 6 out of 25 classrooms. Thus, a system for identifying needs for all students, and planning instruction based on those needs, was not evident.</p> |

---

<sup>1</sup> Killian, Shaun (2017) Hattie Effect Size 2016 Update. Retrieved from: <http://www.evidencebasedteaching.org.au/hattie-effect-size-2016-update/>

|   |
|---|
| <b>Recommendation 3</b>   |
| In service of strengthening teacher effectiveness within the building, school and district leaders are encouraged to (1) leverage highly-effective educators within the district to serve as mentor teachers and/or academic coaches at Merle J Abbett and (2) implement the components of a comprehensive teacher development strategy that are not yet fully in place at the school, specifically a full teacher coaching cycle as well as teacher induction, mentorship, and retention initiatives. Additionally, the district is encouraged to promote the unique opportunity for impact and professional learning that comes with teaching at Merle J Abbett to highly effective educators currently serving elsewhere in the district.  |
| <b>Aligned Turnaround Principle(s)</b>  |
| 5.1, 5.3, 5.4   |
| <b>Rationale</b>  |
| <p>Declines in student achievement and growth in Indiana’s highest-need LEAs, especially for students from low-income families, highlight the need for educator support systems that provide actionable feedback to teachers, creating professional learning communities where teachers share goals and responsibility for student outcomes, and forge a system where teachers have opportunity for ongoing professional development that can enhance instructional quality.<sup>2</sup></p> <p>Evidence during the review demonstrated that recruiting highly effective educators has been an area of difficulty for the building. Due to the fact that 70.6% of educators are in their first five years of teaching experience, along with 18.1% of the staff on targeted support plans, the need for recruiting highly effective teachers to serve as mentors and academic coaches is vital to leveraging the turnaround efforts throughout the building. Additionally, a focus on supporting and growing staff development increases staff retention.</p> |

---

<sup>2</sup> Hallinger, P., Heck, R.H., Murphy, J, “Teacher evaluation and school improvement: An analysis of the evidence,” Educational Assessment, Evaluation and Accountability, no. 26 (2014): 5-28, Web.

## VIII. Appendix A: Evidence for Remaining School Turnaround Principles

### Background

We believe it is valuable for school and district leaders to have a summary of the TAT’s findings and evidence for each of the eight Turnaround Principles. As such, this section of the report outlines key findings and supporting evidence for each of the Turnaround Principles that were not identified by school and district leaders as prioritized Turnaround Principles for this school.

This information is intentionally provided in an appendix to reinforce the importance of the previously stated findings, evidence, ratings, and recommendations for the school’s prioritized Turnaround Principles.

| <b>School Turnaround Principle #1: School Leadership</b>  |
|---|
| <b>Evidence Sources</b>   |
| Leadership Self-Evaluation, Leadership Focus Groups, Principal Meetings, District Leadership Focus Group, Educator Surveys, Educator Focus Groups, Student Focus Groups, Classroom Observations, Parent Surveys   |
| <b>Evidence Summary</b>   |
| <b>Strengths</b> <ul style="list-style-type: none"><li>• Out of the 70 parent surveys collected, 51 parents agreed or strongly agreed that, “The principal supports academically-focused relationships between teachers and parents.” (1.1)</li><li>• Out of the 10 educator surveys collected, 9 educators agreed or strongly agreed that, “Our principal communicates high expectations to staff, students, and families.” (1.4)</li><li>• Evidence throughout the review demonstrated that the principal conducts frequent walkthroughs and evaluations in order to monitor and improve school-wide instructional practices. (1.7)</li></ul> |
| <b>Areas for Improvement</b> <ul style="list-style-type: none"><li>• Evidence throughout the review demonstrated that a standards-based curriculum is not utilized in each grade level to inform a scope and sequence of instruction. (1.5)</li><li>• Although a professional learning module was presented over formative assessments, a coherent and aligned formative and summative assessment system is not evident. (1.6)</li><li>• Few classrooms are staffed with highly effective educators; several educators are on targeted support plans or emergency licenses. (1.9)</li></ul>   |



## School Turnaround Principle #2: Climate and Culture

### Evidence Sources

Educator Surveys, Educator Focus Groups, Student Focus Groups, Classroom Observations, Parent Surveys

### Evidence Summary

#### Strengths

- Out of 10 educator surveys collected, 9 educators agreed or strongly agreed with the statement, “Our students are encouraged to behave well, relate well to others and have positive attitudes towards learning.” (2.2)
- Out of 70 parent surveys collected, 63 parents agreed or strongly agreed with the statement, “Parents feel welcome, supported, and actively involved.” (2.1)
- Some classrooms effectively used a Positive Behavior Intervention System to promote and reward positive behavior. (2.1)

#### Areas for Improvement

- Out of 10 educator surveys collected, 6 educators disagreed or strongly disagreed with the statement, “The school community supports a safe, orderly, and equitable learning environment.” (2.1)
- Out of 10 educator surveys collected, 6 educators disagreed or strongly disagreed with the statement, “Our school has effective measures for promoting good attendance, eliminating truancy and tardiness.” (2.3)
- Evidence collected indicated that behavior often impedes academic success for all students. (2.2, 2.3)

## School Turnaround Principle #6: Enabling the Effective Use of Data

### Evidence Sources

Instructional Leadership Focus Groups, Principal Meetings, Educator Surveys, Educator Focus Groups, Student Focus Groups, Classroom Observations, Parent Surveys

### Evidence Summary

#### Strengths

- Professional learning focused on the triangulation of data in order to inform small group instructional decisions utilizing the work of Jennifer Serravallo. (6.3)
- District-wide climate and culture surveys are deployed on an annual basis. Data is used within the school improvement plan to set goals. (6.1)
- Walkthroughs are scheduled and focus on ensuring professional learning is embedded throughout the classroom. (6.3)

**Areas for Improvement**

- Out of 10 educator surveys collected, 8 educators disagreed or strongly disagreed with the statement, “Our school uses multiple forms of user friendly data.” (6.2)
- Evidence suggests a data management system that provides teachers with instant access to a range of data and analyses to inform decision making is not currently in place. (6.2)
- Besides DIBELS, no other formative or interim assessments are used consistently to inform instruction. (6.2)

**School Turnaround Principle #7: Effective Use of Time**

**Evidence Sources**

Leadership Focus Groups, Principal Meetings, Educator Surveys, Educator Focus Groups, Student Focus Groups, Classroom Observations, Parent Surveys

**Evidence Summary**

**Strengths**

- Staff are engaged in multiple forms of professional learning four days a week with coaching throughout the week that align to professional learning topics. (7.3)
- Out of 10 educator surveys collected, 8 educators agreed or strongly agreed with the statement, “Our instructional time is protected with few interruptions.” (7.1)
- Out of 70 parent surveys collected, 56 parents agreed or strongly agreed with the statement, “Our school has a schedule that allows for parent communication with teachers.” (7.1)

**Areas for Improvement**

- Evidence during the review demonstrated that all students two or more years below grade level do not receive diagnostic assessments to drive their intervention placement and instruction. (7.2)
- Classroom observations illustrated that there is not sufficient time for intervention due to lengthy transitions at the beginning and end of scheduled intervention time. (7.2)
- Intervention time within the schedule holds a sole focus on reading instruction; math intervention is not embedded into the master schedule. (7.2)

## School Turnaround Principle #8: Family and Community Engagement

### Evidence Sources

Leadership Focus Groups, Principal Meetings, Educator Surveys, Educator Focus Groups, Student Focus Groups, Parent Surveys, Parent Focus Groups, Community Focus Groups

### Evidence Summary

#### Strengths

- Out of 70 parent surveys collected, 61 parents agreed or strongly agreed with the statement, “Our school works with parents to build positive relationships and to engage them as partners in their children’s learning.” (8.1)
- Evidence during the review demonstrated that community groups are welcomed as members of the school family, collaborating over the needs of students. (8.2)
- School newsletters are provided for parents and community members to stay informed of the school’s schedule and events. (8.1)

#### Areas for Improvement

- A resounding theme from the parent focus group was a lack of communication between from teachers as to how parents can support and reinforce school-based learning at home. (8.2)
- Evidence collected during the review indicated that parents desire more formal, ongoing parental involvement opportunities such as a parent/teacher organization. (8.2)





# School Quality Review Report

*Muessel Primary Center*

South Bend Community School Corporation

4/12/2018 – 4/13/2018

## Review Team Members

|                        |  |   |
|------------------------|--|---|
| Kyle Zahn              | School Improvement Specialist          | Indiana Department of Education         |
| Elizabeth Martin       | Instructional Coach                    | Goshen Community Schools                |
| Dominic Basile-Vaughan | Director of School Support             | The Achievement Network                 |
| Amy Heath              | Elementary Literacy and ELA Specialist | Indiana Department of Education         |
| Rose Tomishima         | Early Learning Specialist              | Indiana Department of Education         |
| Lori Olin              | Title I Teacher                        | Greenfield-Community School Corporation |
| Matthew Miller         | Principal                              | Tri-Central Community Schools           |

## Table of Contents

|       |  |    |
|-------|--|----|
| I.    | Background on the School Quality Review.....                         | 3  |
| II.   | Overview of the School Quality Review Process.....                   | 3  |
| III.  | Data Snapshot for Muessel Primary Center.....                        | 4  |
| IV.   | Evidence and Rating for School Turnaround Principle 2.....           | 7  |
| V.    | Evidence and Rating for School Turnaround Principle 3.....           | 9  |
| VI.   | Evidence and Rating for School Turnaround Principle 4.....           | 10 |
| VII.  | Recommendations.....   | 11 |
| VIII. | Appendix A: Evidence for Remaining School Turnaround Principles..... | 14 |

## I. Background on the School Quality Review

Public Law 221 (PL 221) was passed in 1999 before the enactment of the federal *No Child Left behind Act* (NCLB). It serves as the state's accountability framework. Among other sanctions, the law authorizes the Indiana State Board of Education (SBOE) to assign an expert team to conduct a School Quality Review for schools placed in the lowest category or designation of school performance for two consecutive years.

*(a) The board shall direct that the department conduct a quality review of a school that is subject to IC 20-31-9-3. (b) The board shall determine the scope of the review and appoint an expert team under IC 20-31-9-3. (Indiana State Board of Education; 511 IAC 6.2-8-2; filed Jan 28, 2011, 3:08 p.m.: 20110223-IR-511100502FRA)*

The school quality review (SQR) is a needs assessment meant to evaluate the academic program and operational conditions within an eligible school. The SQR will result in actionable feedback that will promote improvement, including the reallocation of resources or requests for technical assistance. The process is guided by a rubric (see Appendix B) aligned to the 8 Turnaround Principles. The school quality review includes a pre-visit analysis and planning meeting, onsite comprehensive review, and may include targeted follow-up visits.

State law authorizes the SBOE to establish an expert team to conduct the School Quality Review known as the Technical Assistance Team (TAT). Membership must include representatives from the community or region the school serves; and, may consist of school superintendents, members of governing bodies, teachers from high performing school corporations, and special consultants or advisers.

## II. Overview of the School Quality Review Process

The School Quality Review process is designed to identify Muessel Primary Center's strengths and areas for improvement organized around the [United States Department of Education's Eight School Turnaround Principles](#). In particular, the School Quality Review process focused on three Turnaround Principles that were identified as priorities by the school and its district.

The on-site review consisted of the Technical Assistance Team (TAT) visiting the school for two days. During the two days, the TAT (1) conducted separate focus groups with students, teachers, community members and parents, (2) observed a professional learning community meeting with teachers, (3) observed instruction in 37 classrooms, and (4) interviewed school and district leaders.

Prior to the visit, teachers completed an online survey, with 25 teachers participating. Parents were also invited to complete a survey, with 7 participating. Finally, the school leadership team completed a self-evaluation. Both surveys and the self-evaluation are made up of questions that align to school improvement principles and indicators (Appendix B).

### III. Data Snapshot for Muessel Primary Center<sup>1</sup>

| School Report Card  |                |                |                        |   |               |               |                        |
|---|----------------|----------------|------------------------|---|---------------|---------------|------------------------|
| <i>2015-2016 Report Card</i>  | <i>Points</i>  | <i>Weight</i>  | <i>Weighted Points</i> | <i>2016-2017 Report Card</i>  | <i>Points</i> | <i>Weight</i> | <i>Weighted Points</i> |
| <i>Performance Domain Grades 3-8</i>  | 18.40          | 0.5            | 9.20                   | <i>Performance Domain Grades 3-8</i>  | 25.40         | 0.5           | 12.70                  |
| <i>Growth Domain Grades 4-8</i>   | 85.50          | 0.5            | 42.75                  | <i>Growth Domain Grades 4-8</i>   | 80.50         | 0.5           | 40.25                  |
| <i>Overall Points</i>   |                |                | 52.0                   | <i>Overall Points</i>   |               |               | 53.0                   |
| <i>Overall Grade</i>  |                |                | F                      | <i>Overall Grade</i>  |               |               | F                      |
| <b>Enrollment 2017-2018: 378 students</b>   |                |                |                        |   |               |               |                        |
| <i>Enrollment 2017-2018 by Ethnicity</i>  |                |                |                        | <i>Enrollment 2017-2018 by Free/Reduced Price Meals</i>                                       |               |               |                        |
| <p>28, 7%<br/>1, 0%<br/>61, 16%<br/>81, 22%<br/>207, 55%</p> <p>■ Black ■ Hispanic ■ White ■ Multiracial ■ Aisian</p> |                |                |                        | <p>43, 11%<br/>17, 5%<br/>318, 84%</p> <p>■ Free Meals ■ Reduced Price Meals ■ Paid Meals</p> |               |               |                        |
| <i>Enrollment 2016-2017 by Special Education</i>  |                |                |                        | <i>Enrollment 2016-2017 by English Language Learners</i>                                      |               |               |                        |
| <p>89, 22%<br/>317, 78%</p> <p>■ Special Education ■ General Education</p>  |                |                |                        | <p>45, 12%<br/>333, 88%</p> <p>■ English Language Learner ■ Non-English Language Learner</p>  |               |               |                        |
| Attendance  |                |                |                        |   |               |               |                        |
| <i>Attendance by Grade</i>  |                |                |                        | <i>Attendance Rate Trend</i>  |               |               |                        |
| <i>Grade</i>  | <i>'14-'15</i> | <i>'15-'16</i> | <i>'16-'17</i>         | <p>100.0%<br/>95.0%<br/>90.0%<br/>85.0%<br/>80.0%</p> <p>2014-2015 2015-2016 2016-2017</p>    |               |               |                        |
| PK  |                |                | 46.6                   |   |               |               |                        |
| K   | 90.7           | 90.6           | 90.0                   |   |               |               |                        |
| 1   | 92.3           | 92.8           | 91.4                   |   |               |               |                        |
| 2   | 93.2           | 93.6           | 92.4                   |   |               |               |                        |
| 3   | 93.0           | 93.0           | 92.1                   |   |               |               |                        |
| 4   | 93.1           | 92.1           | 91.3                   |   |               |               |                        |

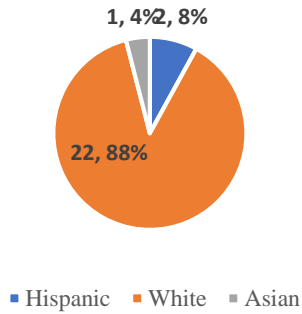
<sup>1</sup> The data included in this snapshot was retrieved from the Indiana Department of Education's Compass website on March 22, 2018.



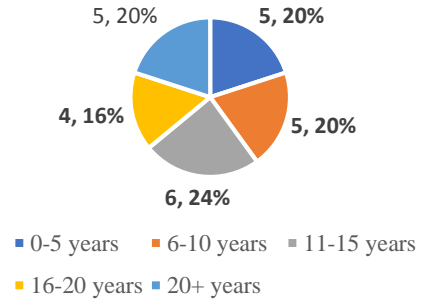
**School Personnel**

*Teacher Count 2015-2016: 25*

*Teacher Count 2015-2016 by Ethnicity*

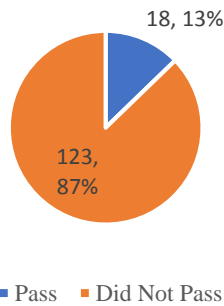


*Teacher Count 2015-2016 by Years of Experience*

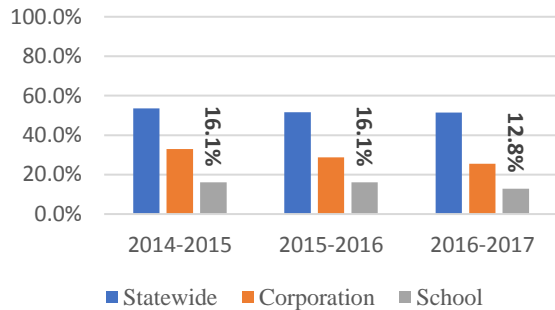


**Student Academic Performance**

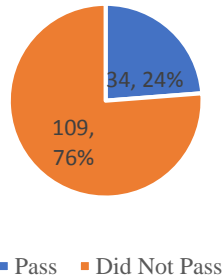
*ISTEP+ 2016-2017  
Both English/Language Arts and Math*



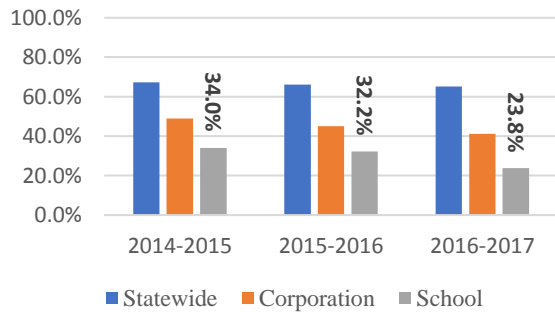
*ISTEP+ Percent Passing Trend  
Both English/Language Arts and Math*



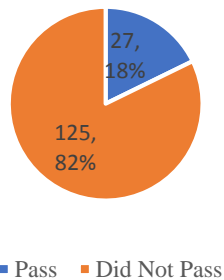
*ISTEP+ 2016-2017: English/Language Arts*



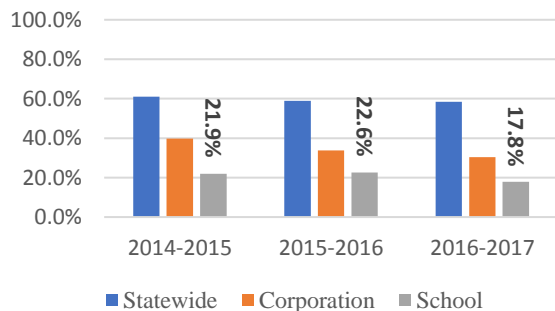
*ISTEP+ Percent Passing Trend: English/Language Arts*



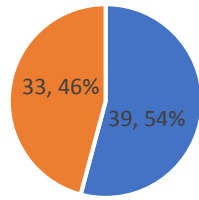
*ISTEP+ 2016-2017  
Math*



*ISTEP+ Percent Passing Trend  
Math*

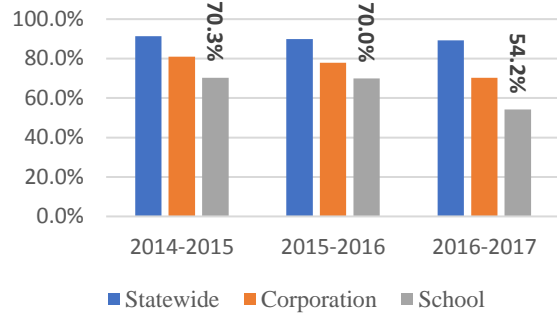


*IREAD-3 2016-2017*



■ Pass ■ Did Not Pass

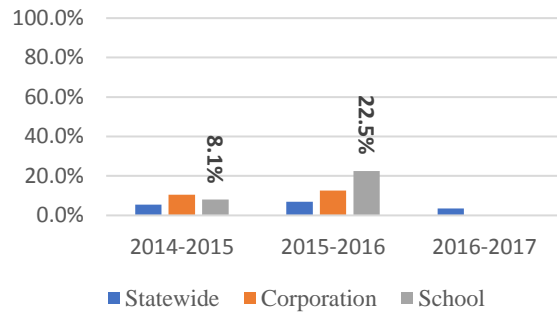
*IREAD-3 Percent Passing Trend*



*IREAD-3 Percentage Promoted by Good Cause Exemptions 2016-2017*

*No Good Cause Exemptions*

*IREAD-3 Good Cause Promotion Exemption Trend*



## IV. Evidence and Rating for School Turnaround Principle 2

### Background

The next three sections of the report illustrate the Technical Assistance Team’s key findings, supporting evidence, and overall rating for each of the school’s prioritized Turnaround Principles.

To thoughtfully identify these prioritized Turnaround Principles, school and district leaders used a “Turnaround Principle Alignment Tool” provided by the Indiana State Board of Education to determine the two to three Turnaround Principles that most closely align with the goals and strategies outlined in the school’s improvement plan.

This report focuses on these prioritized Turnaround Principles to provide a strategically targeted set of findings and recommendations. Additional evidence on the other five Turnaround Principles can be found in Appendix A of this report.

| School Turnaround Principle 2: Climate and Culture  |   |  |  |
|---|---|--|--|
| Evidence Sources  |   |  |  |
| Classroom Observations, Teacher Focus Group, Student Focus Group, District Leadership Focus Group, Instructional Leadership Focus Group, Principal Interviews, Teacher Surveys, Artifacts Provided by Muessel Primary School  |   |  |  |
| Rating  |   |  |  |
| 1<br><u>Ineffective</u>   | 2<br><u>Improvement Necessary</u>                       | 3<br><u>Effective</u>  | 4<br><u>Highly Effective</u>                           |
| <i>No evidence of this happening in the school</i>  | <i>Limited evidence of this happening in the school</i> | <i>Routine and consistent</i>  | <i>Exceeds standard and drives student achievement</i> |
| Evidence  |   |  |  |
| Strengths   |   | Aligned Turnaround Principle Indicator(s)                                      |  |
| <ul style="list-style-type: none"> <li>On their survey, 75% of teachers agreed with the following statement, “Our school’s organizational culture encourages trust, respect, and a sense of responsibility for student achievement.”</li> </ul>   |   | <ul style="list-style-type: none"> <li>2.1, 2.2, 1.2, 1.4</li> </ul>           |  |
| <ul style="list-style-type: none"> <li>Teacher focus groups and morning meeting observations revealed the positive impact Responsive Classroom is having on school climate and culture. Responsive Classroom provides an approach to education that focuses on the strong relationship between academic success and social-emotional learning.</li> </ul> |   | <ul style="list-style-type: none"> <li>2.1, 2.2, 2.3, 1.2, 1.4, 3.2</li> </ul> |  |
| <ul style="list-style-type: none"> <li>Multiple focus groups revealed the “Handling of Behavioral Expectations Infractions” guidance document and supports from the Cognitive Interventionist Strategist have contributed to a significant reduction in office referrals, student suspensions, and an increase in student attendance.</li> </ul>          |   | <ul style="list-style-type: none"> <li>2.1, 2.2, 2.3, 1.3, 1.4</li> </ul>      |  |

| Areas for Improvement  | Aligned Turnaround Principle Indicator(s)                                   |
|--|---|
| <ul style="list-style-type: none"> <li>• Several examples of a deficit or fixed mindset concerning student ability were observed during classroom observations and in focus groups.</li> </ul> | <ul style="list-style-type: none"> <li>• 2.3, 3.1, 4.4</li> </ul>           |
| <ul style="list-style-type: none"> <li>• In only 20% of classrooms observed did students interact with and support each other with their learning and assignments.</li> </ul>                  | <ul style="list-style-type: none"> <li>• 2.2, 3.6, 1.7</li> </ul>           |
| <ul style="list-style-type: none"> <li>• In only 43% of classrooms observed were high expectations for academics evident.</li> </ul>   | <ul style="list-style-type: none"> <li>• 2.2, 2.3, 3.6, 4.4, 1.5</li> </ul> |

## V. Evidence and Rating for School Turnaround Principle 3

| <b>School Turnaround Principle 3: Effective Instruction</b>  |   |   |   |
|--|---|---|---|
| <b>Evidence Sources</b>  |   |   |   |
| Classroom Observations, Teacher Focus Group, District Leadership Focus Group, Instructional Leadership Focus Group, Principal Interviews, Artifacts Provided by Muessel Primary School   |   |   |   |
| <b>Rating</b>  |   |   |   |
| <p style="text-align: center;"><b>1</b><br/><u>Ineffective</u></p> <p><i>No evidence of this happening in the school</i></p>   | <p style="text-align: center;"><b>2</b><br/><u>Improvement Necessary</u></p> <p><i>Limited evidence of this happening in the school</i></p> | <p style="text-align: center;"><b>3</b><br/><u>Effective</u></p> <p><i>Routine and consistent</i></p> | <p style="text-align: center;"><b>4</b><br/><u>Highly Effective</u></p> <p><i>Exceeds standard and drives student achievement</i></p> |
| <b>Evidence</b>  |   |   |   |
| <b>Strengths</b>   |   | <b>Aligned Turnaround Principle Indicator(s)</b>  |   |
| <ul style="list-style-type: none"> <li>An organized and comprehensive book room is available to teachers for supplemental curricular resources.</li> </ul>   |   | <ul style="list-style-type: none"> <li>3.2, 4.4,</li> </ul>   |   |
| <ul style="list-style-type: none"> <li>Focus groups with district leadership, the principal, and teachers revealed that teachers have shown a willingness to attend optional professional development.</li> </ul>  |   | <ul style="list-style-type: none"> <li>3.5, 3.6, 5.3, 5.5</li> </ul>                                  |   |
| <ul style="list-style-type: none"> <li>In 87% of classrooms observed, the room was arranged to support collaborative learning with easily identifiable work areas.</li> </ul>  |   | <ul style="list-style-type: none"> <li>3.2, 2.2</li> </ul>  |   |
| <b>Areas for Improvement</b>   |   | <b>Aligned Turnaround Principle Indicator(s)</b>  |   |
| <ul style="list-style-type: none"> <li>While there are various instructional programs and initiatives present, there is no clear and focused instructional priority for the school.</li> </ul>   |   | <ul style="list-style-type: none"> <li>3.2, 3.6, 1.2, 1.4,</li> </ul>                                 |   |
| <ul style="list-style-type: none"> <li>Classroom observations as well as principal and instructional leadership focus groups revealed expectations for guided reading and 90-minute reading blocks are not being implemented with fidelity.</li> </ul>   |   | <ul style="list-style-type: none"> <li>3.2, 3.6, 1.5,</li> </ul>                                      |   |
| <ul style="list-style-type: none"> <li>The school reading plan was not submitted to the DOE online during the 2017 window (June 1<sup>st</sup>-30<sup>th</sup>). Furthermore, limited evidence was observed during classroom observations of the core reading programs, Reading Wonders and Wilson Foundations, being implemented with fidelity during the 90 minute reading block.</li> </ul> |   | <ul style="list-style-type: none"> <li>3.1, 3.4, 4.4, 1.5</li> </ul>                                  |   |

## VI. Evidence and Rating for School Turnaround Principle 4

| <b>School Turnaround Principle 4: Curriculum, Assessment, and Intervention Systems</b>  |   |   |  |
|---|---|---|--|
| <b>Evidence Sources</b>   |   |   |  |
| Classroom Observations, Teacher Focus Group, District Leadership Focus Group, Instructional Leadership Focus Group, Principal Interviews, Artifacts Provided by Muessel Primary School  |   |   |  |
| <b>Rating</b>   |   |   |  |
| 1<br><u>Ineffective</u>   | 2<br><u>Improvement<br/>Necessary</u>                   | 3<br><u>Effective</u>   | 4<br><u>Highly Effective</u>                           |
| <i>No evidence of this happening in the school</i>  | <i>Limited evidence of this happening in the school</i> | <i>Routine and consistent</i>   | <i>Exceeds standard and drives student achievement</i> |
| <b>Evidence</b>   |   |   |  |
| <b>Strengths</b>  |   | <b>Aligned Turnaround Principle Indicator(s)</b>                          |  |
| <ul style="list-style-type: none"> <li>The district provides teachers with curriculum maps aligned to the Indiana Academic Standards. These curriculum maps also include formative assessments.</li> </ul>  |   | <ul style="list-style-type: none"> <li>4.1, 4.3, 4.4, 3.1</li> </ul>      |  |
| <ul style="list-style-type: none"> <li>The district provided comprehensive, week-long training on the use of Data Wise during the summer of 2017. The school followed up with building level training and professional development from August through December.</li> </ul>                                   |   | <ul style="list-style-type: none"> <li>4.2, 4.5, 6.3, 1.1, 3.5</li> </ul> |  |
| <ul style="list-style-type: none"> <li>The district provides multiple sources of formative assessment data for reading.</li> </ul>  |   | <ul style="list-style-type: none"> <li>4.2, 4.3, 4.4, 6.2</li> </ul>      |  |
| <b>Areas for Improvement</b>  |   | <b>Aligned Turnaround Principle Indicator(s)</b>                          |  |
| <ul style="list-style-type: none"> <li>Instructional leadership and teacher focus groups revealed staff are examining multiple forms of data, but not digging deeper into the data and exploring the true causes behind student lack of growth to inform classroom instruction.</li> </ul>                    |   | <ul style="list-style-type: none"> <li>4.2, 4.3, 6.2, 6.3, 1.1</li> </ul> |  |
| <ul style="list-style-type: none"> <li>Teachers are not using an understanding of what students need to know and be able to do to guide lesson planning. Lessons, both in terms of their objectives and instruction observed, were infrequently aligned to grade-level Indiana Academic Standards.</li> </ul> |   | <ul style="list-style-type: none"> <li>4.1, 4.4, 1.5, 3.1</li> </ul>      |  |
| <ul style="list-style-type: none"> <li>A systematic reading intervention process determined by assessment results was not evident. Furthermore, data is not being used to determine when students exit interventions due to increased reading and writing achievement.</li> </ul>                             |   | <ul style="list-style-type: none"> <li>4.3, 4.5, 1.6</li> </ul>           |  |

## VII. Recommendations

### Background

This section outlines an intentionally targeted set of recommendations that align to one or more of the school’s prioritized Turnaround Principles. Anchored in the United States Department of Education’s Turnaround Principles framework, these recommendations are representative of what the Technical Assistance Team believes to be the most immediate changes needed to accelerate growth in academic and non-academic student outcomes at Muessel Primary Center. These recommendations should not be thought of as an exhaustive set of school improvement strategies, but rather as a part of the ongoing and continuous school improvement process.

| <b>Recommendation 1</b>   |
|---|
| Collaboratively identify two to three instructional priorities for the 2018-2019 school year that will have the biggest impact on improving classroom instruction and student growth. Create an organizational plan for each identified priority that (1) identifies SMART goal(s), (2) utilizes a professional development calendar, (3) ensures progress monitoring and fidelity of implementation, and (4) constructs a formative feedback schedule. Following completion of the organizational plans, continually communicate to staff the importance of prioritizing time and effort towards the identified instructional priorities.  |
| <b>Aligned Turnaround Principle(s)</b>  |
| 2.2, 2.3, 1.2, 1.7, 5.2, 5.3  |
| <b>Rationale</b>  |
| <p>The identification of two to three clear instructional priorities serves to align school efforts towards focused and sustainable school improvement. Conversely, the existence of a multitude of instructional goals and priorities can lead to a feeling among staff of being overwhelmed, confused, and unfocused. Initiative fatigue can diminish the effectiveness of improvement efforts in a school. School improvement plans can provide an avenue to prioritize efforts towards school improvement, but often more is needed to further plan and align staff efforts towards achieving identified goals. Professional development calendars, monitoring plans, and feedback schedules are tools that help to maintain focus by thoroughly planning efforts throughout the school year towards addressing instructional priorities.</p> <p>Throughout the review it was obvious that the school is earnestly seeking methods, strategies, and programs that will result in higher levels of student achievement. To this end, a number of instructional and/or assessment programs exist and are being implemented with varying degrees of fidelity. However, multiple focus groups revealed a frustration in that programs intended to drive student achievement were not being given time to work before new programs were added. The result was a belief that school improvement efforts acted as temporary “band aids,” rather than sustainable and systemic long-term drivers of student growth and achievement.</p> |

**Recommendation 2**

Implement a standards-based teaching/learning cycle that continually answers the four critical questions:

1. What do students need to know, understand, and be able to do? (Plan)
2. How do you teach effectively to ensure students are learning? (Do)
3. How do you know students are learning? (Reflect)
4. What do you do when students are not learning or are reaching mastery before expectations? (Revise).<sup>1</sup>

Ensure the existence of a system-wide infrastructure of support that builds the instructional capacity of teachers as well administrators’ ability to monitor and sustain effective classroom practices.

**Aligned Turnaround Principle(s)**

2.2, 3.1, 3.2, 3.5, 4.3, 4.4, 1.4, 1.5, 1.6

**Rationale**

A standards-based teaching/learning cycle helps ensure students learn standards as well as essential concepts and skills to mastery. The continual application of the teaching/learning cycle creates a systematic instructional improvement process that ties learning to state standards and serves to focus classroom instruction through the creation of objectives and/or student “I can” statements. Furthermore, the teaching/learning cycle facilitates the use of multiple instructional strategies, monitoring student progress through the use of data, and implementation of academic interventions. This approach fulfills the urgency prescribed by Fullan (2008) of “focusing on the right work and getting better and better each day with relentless consistency.”<sup>2</sup>

Classroom observations and multiple focus group discussions concerning instruction made apparent a lack of systems concerning the planning of classroom instruction. Specific areas for concern were...

- Lesson objectives were only aligned to the Indiana Academic Standards in 50% of observed classrooms.
- Students were only able to articulate the lesson objective in 23% of observed classrooms.
- A scaffolding towards a rigorous depth of knowledge was only apparent in 27% of observed classrooms.
- Students were only provided differentiated instruction in 20% of observed classrooms.

This data, along with general observations made throughout the School Quality Review, led the Technical Assistance Team to the conclusion that a more structured and cyclical approach is needed for instructional planning.

<sup>1</sup> DuFour, R. & Eaker, R. (2008). Revisiting Professional Learning Communities at Work: New Insights for Improving Schools. Bloomington, IN: Solution Tree.

<sup>2</sup> Fullan, M. (2008). The Six Secrets of Change. San Francisco, CA: Jossey-Bass



### **Recommendation 3**

Review, revise, and implement a core reading program for Tier 1 instruction during the 90-minute reading block that is guided by a standards-aligned scope and sequence in order to scaffold the instruction of scientifically-based reading, including the following: (1) phonemic awareness, (2) phonics, (3) fluency, (4) vocabulary, and (5) comprehension as per 511 Indiana Administrative Code 6.2-3.1-4. The core reading instruction should provide direct instruction for the whole class and small-group differentiated instruction for 90 minutes. Furthermore, ensure computer adaptive programs (e.g., MindPlay) are being used to enrich direct instruction and not serving as direct instruction nor taking time away from direct instruction.

### **Aligned Turnaround Principle(s)**

2.2, 3.2, 3.4, 4.1, 4.4, 7.1, 1.4

### **Rationale**

A core reading program serves as the primary instructional tool to teach children to learn to read and ensure they reach reading levels that meet or exceed grade-level standards. The selection and adoption of an effective, evidence-based core reading program is a critical step to meeting school-wide literacy goals and initiatives. Schools can reap long-term benefits for children's reading acquisition and development by implementing an evidence-based core reading program that fits the needs of their students.<sup>3</sup>

A review of artifacts submitted prior to the SQR onsite visit revealed the school had not submitted a reading plan identifying a core reading program to DOE online during the 2017 window (June 1<sup>st</sup>-30<sup>th</sup>). School administration informed the SQR team while onsite the core reading programs in use were Wilson Foundations and Reading Wonders. However, classroom observations revealed little evidence of the identified core reading programs being utilized. Furthermore, principal and instructional leadership focus groups revealed expectations for guided reading time and 90-minute reading blocks were not being implemented with fidelity. Additionally, concerns were raised among the SQR team that the use of computer adaptive programs (e.g., MindPlay) were potentially taking time away from reading and writing direct instruction. It was noted that students could spend several hours of instructional time on MindPlay to earn the 30-minute credit required by the district.

---

<sup>3</sup> Simmons, D. & Kame'enui E. (2006). A Consumer's Guide to Analyzing a Core Reading Program: A Critical Elements Analysis. University of Oregon, OR: Center on Teaching and Learning

## VIII. Appendix A: Evidence for Remaining School Turnaround Principles

### Background

We believe it is valuable for school and district leaders to have a summary of the TAT’s findings and evidence for each of the eight Turnaround Principles. As such, this section of the report outlines key findings and supporting evidence for each of the Turnaround Principles that were not identified by school and district leaders as prioritized Turnaround Principles for this school.

This information is intentionally provided in an appendix to reinforce the importance of the previously stated findings, evidence, ratings, and recommendations for the school’s prioritized Turnaround Principles.

| School Turnaround Principle 1: School Leadership   |
|--|
| <b>Evidence Sources</b>  |
| Teacher Focus Group, Student Focus Group, District Leadership Focus Group, Instructional Leadership Focus Group, Principal Interviews, Teacher Surveys, Artifacts Provided by Muessel Primary School   |
| <b>Evidence Summary</b>  |
| <b>Strengths</b> <ul style="list-style-type: none"><li>• Teacher, student, and district focus groups revealed the principal has clearly defined and communicated high expectations for students and staff in terms of school wide discipline and behavior. Furthermore, evidence of this can be seen in that student attendance has increased and discipline referrals and suspensions have decreased.</li><li>• The principal included and led the entire staff in the writing of the school improvement plan and grant application.</li><li>• On their survey, 75% of teachers agreed with the following statement, “Our principal is on a quest to see school improvement in every classroom.”</li><li>• Principal interviews revealed the principal recognizes the importance of, and has the ability to, prioritize those efforts most important to school improvement.</li></ul> |
| <b>Areas for Improvement</b> <ul style="list-style-type: none"><li>• The school and district vision/definition for high quality instruction was not evident in classroom teaching practices.</li><li>• Although evidence made apparent the frequency of classroom walkthroughs, it was unclear if the resulting formative feedback given to teachers is in a user-friendly format that adequately facilitates improved instruction.</li><li>• Interviews with the principal revealed the school mission statement fails to drive school improvement and needs to be collaboratively revised.</li></ul>   |

## School Turnaround Principle 5: Effective Staffing Practices

### Evidence Sources

Classroom Observations, Teacher Focus Group, District Leadership Focus Group, Instructional Leadership Focus Group, Principal Interviews, Artifacts Provided by Muessel Primary School

### Evidence Summary

#### Strengths

- The instructional leadership team utilizes school data, classroom observation notes, and staff input when deciding on professional development.
- The master schedule provides teachers with daily common planning time for grade level collaboration.
- Teachers' contracted schedule provides time for professional development to take place every other week.

#### Areas for Improvement

- District, building leadership, and teacher focus groups revealed that a clear and effective hiring process to competitively recruit effective teachers either does not exist or has not been effectively communicated.
- District and instructional leadership focus groups revealed a lack of systems to internally build future school leadership.
- Although a professional development calendar exists, it is unclear how professional development systematically aligns to specific instructional priorities and practices.

## School Turnaround Principle 6: Effective Use of Data

### Evidence Sources

Classroom Observations, Teacher Focus Group, District Leadership Focus Group, Instructional Leadership Focus Group, Principal Interviews, Teacher Surveys, Artifacts Provided by Muessel Primary School

### Evidence Summary

#### Strengths

- Academic progress is monitored by teachers during grade level discussions of student data and the updating of the school's highly organized data wall.
- Data Wise protocols, implemented during the summer of 2017, are beginning to provide structure for analyzing data.
- The principal is able to cite supporting data when discussing decisions and efforts being made towards school improvement.

#### Areas for Improvement

- A lack of data literacy limits teachers' ability to deliver targeted academic interventions to address specific student needs.
- On their survey, only 29% of teachers agreed or strongly agreed with the statement, "Our teachers have scheduled time and a systematic process for analyzing formative assessment data."

## **School Turnaround Principle 7: Effective Use of Time**

### **Evidence Sources**

Classroom Observations, District Leadership Focus Group, Instructional Leadership Focus Group, Principal Interviews, Parent Surveys, PLC Observations, Artifacts Provided by Muessel Primary School

### **Evidence Summary**

#### Strengths

- The principal restructured the master schedule at the end of the first semester to include a 90-minute reading block, as well as time for science, social studies, and writing.
- The district focus group revealed the school day will be extended by one hour beginning the 2018-2019 school year.
- On their survey, 86% of parents agree or strongly agree with the following statement, “Our school has a schedule that allows for parent communication with teachers.”

#### Areas for Improvement

- The master schedule does not provide clearly designated time for interventions.
- In only 53% of classrooms observed, did students execute transitions both mentally and physically with minimal direction, resulting in lost instructional time.

## **School Turnaround Principle 8: Family and Community Engagement**

### **Evidence Sources**

Instructional Leadership Focus Group, Community Member Focus Group, Principal Interviews, Artifacts Provided by Muessel Primary School

### **Evidence Summary**

#### Strengths

- The school invites parents to participate in trainings and services hosted at the school in connection with community partners.
- There is a Family and Community Support Specialist (FACSS) and social worker on staff to support families and students.
- The Family and Community Support Specialist (FACSS) sends a detailed monthly newsletter to parents and is reestablishing the parent teacher organization.

#### Areas for Improvement

- Students' access to after school programs provided by community partners has been restricted during the 2017-2018 school year because of bussing issues.
- Parent and guardian surveys are not administered on an annual basis. As a result, parental feedback is not consistently used as part of the school's improvement efforts.



# School Quality Review Report

*Oakland High School*

Lafayette School Corporation

4/9/2018 – 4/10/2018

## Review Team Members

|                |                               |   |
|----------------|-------------------------------|---|
| Kyle Zahn      | School Improvement Specialist | Indiana Department of Education               |
| Scott Syverson | Chief Talent Officer          | Indiana Department of Education               |
| Adam Love      | Assistant Principal           | South Montgomery Community School Corporation |

## Table of Contents

|       |  |    |
|-------|--|----|
| I.    | Background on the School Quality Review .....                        | 3  |
| II.   | Overview of the School Quality Review Process .....                  | 3  |
| III.  | Data Snapshot for Oakland High School .....                          | 4  |
| IV.   | Evidence and Rating for School Turnaround Principle 1 .....          | 6  |
| V.    | Evidence and Rating for School Turnaround Principle 4 .....          | 8  |
| VI.   | Evidence and Rating for School Turnaround Principle 6 .....          | 9  |
| VII.  | Evidence and Rating for School Turnaround Principle 8 .....          | 10 |
| VIII. | Recommendations.....   | 11 |
| IX.   | Appendix A: Evidence for Remaining School Turnaround Principles..... | 14 |

## I. Background on the School Quality Review

Public Law 221 (PL 221) was passed in 1999 before the enactment of the federal *No Child Left behind Act* (NCLB). It serves as the state’s accountability framework. Among other sanctions, the law authorizes the Indiana State Board of Education (SBOE) to assign an expert team to conduct a School Quality Review for schools placed in the lowest category or designation of school performance for two consecutive years.

*(a) The board shall direct that the department conduct a quality review of a school that is subject to IC 20-31-9-3. (b) The board shall determine the scope of the review and appoint an expert team under IC 20-31-9-3. (Indiana State Board of Education; 511 IAC 6.2-8-2; filed Jan 28, 2011, 3:08 p.m.: 20110223-IR-511100502FRA)*

The school quality review (SQR) is a needs assessment meant to evaluate the academic program and operational conditions within an eligible school. The SQR will result in actionable feedback that will promote improvement, including the reallocation of resources or requests for technical assistance. The process is guided by a rubric (see Appendix B) aligned to the 8 Turnaround Principles. The school quality review includes a pre-visit analysis and planning meeting, onsite comprehensive review, and may include targeted follow-up visits.

State law authorizes the SBOE to establish an expert team to conduct the School Quality Review known as the Technical Assistance Team (TAT). Membership must include representatives from the community or region the school serves; and, may consist of school superintendents, members of governing bodies, teachers from high performing school corporations, and special consultants or advisers.

## II. Overview of the School Quality Review Process

The School Quality Review process is designed to identify Oakland High School’s strengths and areas for improvement organized around the [United States Department of Education’s Eight School Turnaround Principles](#). In particular, the School Quality Review process focused on four Turnaround Principles that were identified as priorities by the school and its district.

The on-site review consisted of the Technical Assistance Team (TAT) visiting the school for two days. During the two days, the TAT (1) conducted separate focus groups with students, teachers, and parents, (2) observed a professional learning community meeting with teachers, (3) observed instruction in 14 classrooms, and (4) interviewed school and district leaders.

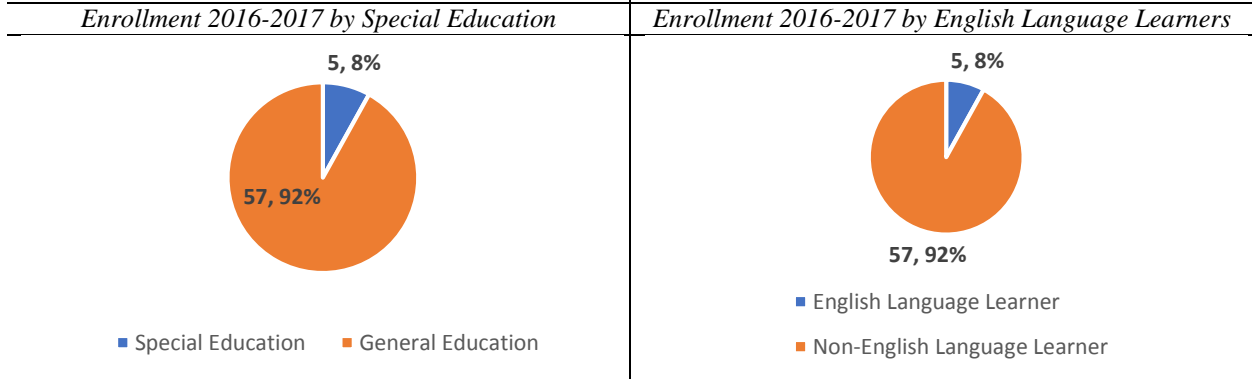
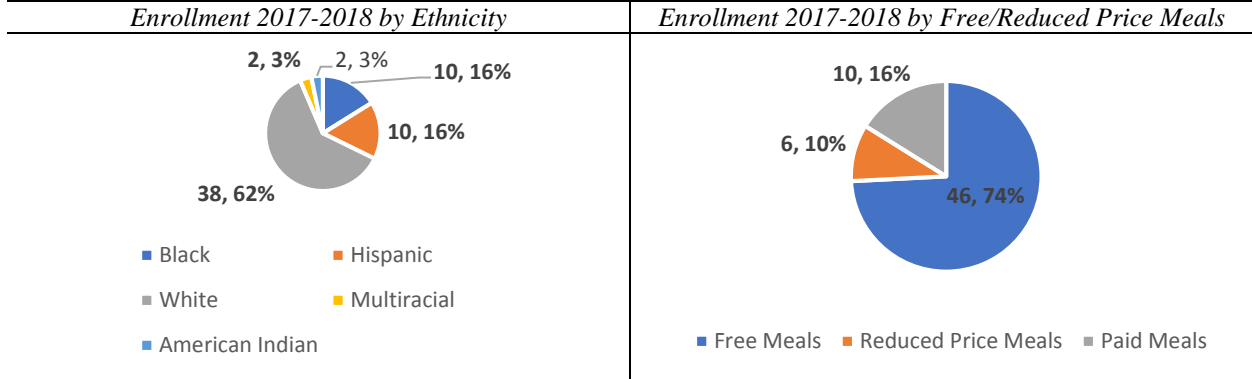
Prior to the visit, teachers completed an online survey, with 7 teachers participating. Parents were also invited to complete a survey, with 19 parents participating. Finally, the school leadership team completed a self-evaluation. Both surveys and the self-evaluation are made up of questions that align to school improvement principles and indicators (Appendix B).



### III. Data Snapshot for Oakland High School

| School Report Card    |        |        |                 |                       |        |        |                 |
|-----------------------|--------|--------|-----------------|-----------------------|--------|--------|-----------------|
| 2015-2016 Report Card | Points | Weight | Weighted Points | 2016-2017 Report Card | Points | Weight | Weighted Points |
| CCR                   | 0      | .50    | 0.0             | CCR                   | 22.4   | .50    | 11.2            |
| Graduation Rate       | 100.0  | .50    | 50.0            | Graduation Rate       | 81.8   | .50    | 40.9            |
| Overall Points        |        |        | 50.0            | Overall Points        |        |        | 52.1            |
| Overall Grade         |        |        | F               | Overall Grade         |        |        | F               |

#### Enrollment 2017-2018: 62 students



#### Attendance

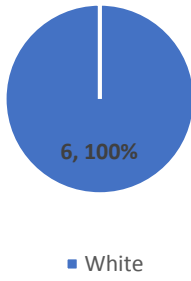
| Grade | Attendance by Grade |         |         | Attendance Rate Trend |
|-------|---------------------|---------|---------|-----------------------|
|       | '14-'15             | '15-'16 | '16-'17 |                       |
| 9     | 94.7%               | ***     | 89.1%   |                       |
| 10    | 92.1%               | 92.3%   | 89.1%   |                       |
| 11    | 93.1%               | 91.4%   | 89.9%   |                       |
| 12    | 84.6%               | 90.0%   | 84.6%   |                       |
|       |                     |         |         |                       |

\*\*\*suppressed

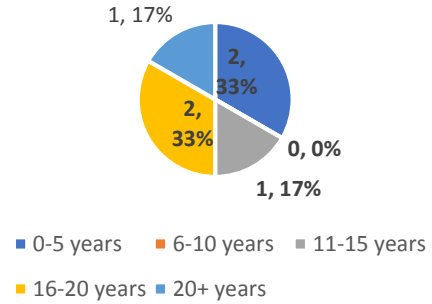
**School Personnel**

*Teacher Count 2015-2016: 6*

*Teacher Count 2015-2016 by Ethnicity*



*Teacher Count 2015-2016 by Years of Experience*



**Student Academic Performance**

*ISTEP+ 2016-2017  
Both English/Language Arts and Math*

*Due to federal privacy laws, student performance data is not displayed.*

*ISTEP+ Percent Passing Trend  
Both English/Language Arts and Math*

*Due to federal privacy laws, student performance data is not displayed.*

*ISTEP+ 2016-2017: English/Language Arts*

*Due to federal privacy laws, student performance data is not displayed.*

*ISTEP+ Percent Passing Trend: English/Language Arts*

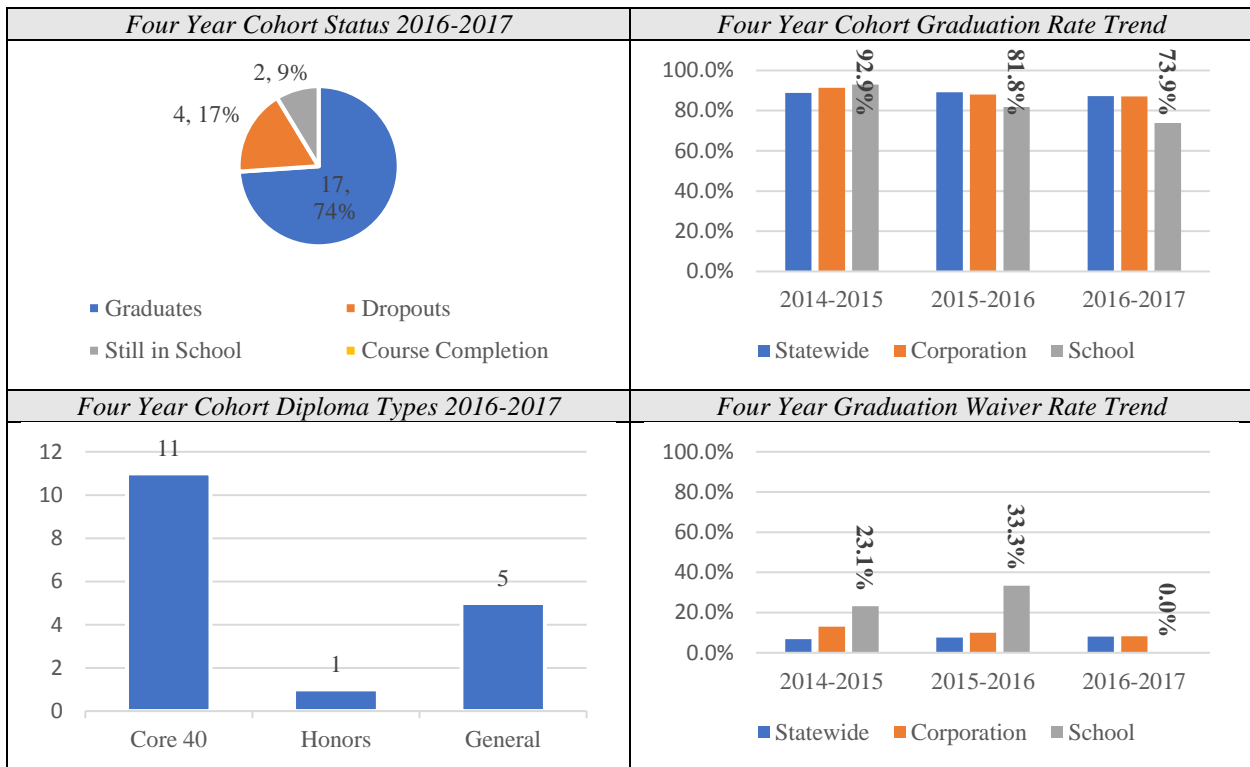
*Due to federal privacy laws, student performance data is not displayed.*

*ISTEP+ 2016-2017  
Math*

*Due to federal privacy laws, student performance data is not displayed.*

*ISTEP+ Percent Passing Trend  
Math*

*Due to federal privacy laws, student performance data is not displayed.*



## IV. Evidence and Rating for School Turnaround Principle 1

### Background

The next four sections of the report illustrate the Technical Assistance Team’s key findings, supporting evidence, and overall rating for each of the school’s prioritized Turnaround Principles.

To thoughtfully identify these prioritized Turnaround Principles, school and district leaders used a “Turnaround Principle Alignment Tool” provided by the Indiana State Board of Education to determine the priority Turnaround Principles that most closely align with the goals and strategies outlined in the school’s improvement plan.

This report focuses on these prioritized Turnaround Principles to provide a strategically targeted set of findings and recommendations. Additional evidence on the other four Turnaround Principles can be found in Appendix A of this report.

## School Turnaround Principle 1: School Leadership

### Evidence Sources

Classroom Observations, Teacher Focus Group, District Leadership Focus Group, Instructional Leadership Focus Group, Community Member Focus Group, Principal Interviews, Artifacts Provided by Oakland High School

### Rating

| 1<br><u>Ineffective</u>                            | 2<br><u>Improvement<br/>Necessary</u>                   | 3<br><u>Effective</u>         | 4<br><u>Highly Effective</u>                           |
|--|---|-------------------------------|--|
| <i>No evidence of this happening in the school</i> | <i>Limited evidence of this happening in the school</i> | <i>Routine and consistent</i> | <i>Exceeds standard and drives student achievement</i> |

### Evidence

| Strengths  | Aligned Turnaround Principle Indicator(s)   |
|--|---|
| <ul style="list-style-type: none"> <li>• School leadership has developed individual graduation plans that are tracked regularly and routinely discussed with both students and their parents.</li> </ul>                               | <ul style="list-style-type: none"> <li>• 1.2, 1.4, 1.10, 2.2, 8.1, 8.2</li> </ul> |
| <ul style="list-style-type: none"> <li>• The principal advocated for the addition of a guidance counselor to the school staff and leadership team.</li> </ul>  | <ul style="list-style-type: none"> <li>• 1.1, 1.2, 1.9, 5.4</li> </ul>            |
| <ul style="list-style-type: none"> <li>• The principal has worked extensively to reach out and find community support.</li> </ul>  | <ul style="list-style-type: none"> <li>• 1.2, 1.4, 1.10, 8.1, 8.2</li> </ul>      |
| <ul style="list-style-type: none"> <li>• The principal demonstrated during focus groups a willingness to seek advice and grow professionally to improve student outcomes.</li> </ul>   | <ul style="list-style-type: none"> <li>• 1.10, 2.2, 2.3</li> </ul>                |
| Areas for Improvement  | Aligned Turnaround Principle Indicator(s)   |
| <ul style="list-style-type: none"> <li>• Focus groups revealed it is unclear if a vision for high-quality instruction exists or has been communicated to staff.</li> </ul>   | <ul style="list-style-type: none"> <li>• 1.1, 1.2, 1.4, 2.3</li> </ul>            |
| <ul style="list-style-type: none"> <li>• Professional development has been primarily focused on social emotional issues and has failed to address academic rigor and instructional improvement.</li> </ul>                             | <ul style="list-style-type: none"> <li>• 1.2, 1.5, 1.9, 5.3, 5.5</li> </ul>       |
| <ul style="list-style-type: none"> <li>• Classroom walkthroughs, although done regularly, do not provide the necessary formative feedback for teachers to continuously improve instruction and meet student learning goals.</li> </ul> | <ul style="list-style-type: none"> <li>• 1.4, 1.7, 1.9, 5.2</li> </ul>            |

## V. Evidence and Rating for School Turnaround Principle 4

| <b>School Turnaround Principle 4: Curriculum, Assessment, and Intervention Systems</b>  |   |   |  |
|---|---|---|--|
| <b>Evidence Sources</b>   |   |   |  |
| Classroom Observations, Teacher Focus Group, Instructional Leadership Focus Group, Principal Interviews, Teacher Surveys, Student Climate Survey, Artifacts Provided by Oakland High School   |   |   |  |
| <b>Rating</b>   |   |   |  |
| 1<br><u>Ineffective</u>   | 2<br><u>Improvement<br/>Necessary</u>                   | 3<br><u>Effective</u>   | 4<br><u>Highly Effective</u>                           |
| <i>No evidence of this happening in the school</i>  | <i>Limited evidence of this happening in the school</i> | <i>Routine and consistent</i>   | <i>Exceeds standard and drives student achievement</i> |
| <b>Evidence</b>   |   |   |  |
| <b>Strengths</b>  |   | <b>Aligned Turnaround Principle Indicator(s)</b>                                    |  |
| <ul style="list-style-type: none"> <li>The teaching staff regularly stays after school and/or gives up their prep periods to provide students with targeted tutoring.</li> </ul>  |   | <ul style="list-style-type: none"> <li>4.5, 2.2, 3.6</li> </ul>                     |  |
| <ul style="list-style-type: none"> <li>On their survey, 100% of teachers agreed or strongly agreed with the following statement, “The school ensures that additional instruction and learning time is provided for all students who require it to meet academic standards.”</li> </ul>      |   | <ul style="list-style-type: none"> <li>4.5, 1.8, 2.2, 7.1</li> </ul>                |  |
| <ul style="list-style-type: none"> <li>The majority of students either have Math or English Language Arts courses twice a day, as determined by students’ test scores.</li> </ul>   |   | <ul style="list-style-type: none"> <li>4.3, 4.5, 1.6</li> </ul>                     |  |
| <b>Areas for Improvement</b>  |   | <b>Aligned Turnaround Principle Indicator(s)</b>                                    |  |
| <ul style="list-style-type: none"> <li>Teachers are not implementing the use of rigorous formative assessments with fidelity.</li> </ul>  |   | <ul style="list-style-type: none"> <li>4.2, 4.3, 4.4, 6.2, 1.5, 2.3, 3.5</li> </ul> |  |
| <ul style="list-style-type: none"> <li>Staff are examining multiple forms of data, but not digging deeper into the data and exploring the true causes behind student success or lack thereof.</li> </ul>  |   | <ul style="list-style-type: none"> <li>4.2, 4.3, 6.2, 1.1, 1.6, 3.5</li> </ul>      |  |
| <ul style="list-style-type: none"> <li>No evidence was observed of a system to ensure that instruction is aligned to Indiana Academic Standards or adheres to the intended rigor of the standards. It was noted that in only one classroom were standards and objectives posted.</li> </ul> |   | <ul style="list-style-type: none"> <li>4.1, 4.2, 4.4, 1.5, 2.3, 3.1,</li> </ul>     |  |
| <ul style="list-style-type: none"> <li>On a 2018 student climate survey, 53% of students somewhat disagreed or strongly disagreed with the following statement, “Classes in my school are challenging.”</li> </ul>  |   | <ul style="list-style-type: none"> <li>4.2, 4.4, 1.4, 1.5, 1.6, 2.3, 3.6</li> </ul> |  |

## VI. Evidence and Rating for School Turnaround Principle 6

| <b>School Turnaround Principle 6: Effective Use of Data</b>  |   |   |  |
|--|---|---|--|
| <b>Evidence Sources</b>  |   |   |  |
| Classroom Observations, Teacher Focus Group, Student Focus Group, Instructional Leadership Focus Group, Principal Interviews, Teacher Surveys, Artifacts Provided by Oakland High School   |   |   |  |
| <b>Rating</b>  |   |   |  |
| 1<br><u>Ineffective</u>  | 2<br><u>Improvement<br/>Necessary</u>                   | 3<br><u>Effective</u>   | 4<br><u>Highly Effective</u>                           |
| <i>No evidence of this happening in the school</i>   | <i>Limited evidence of this happening in the school</i> | <i>Routine and consistent</i>   | <i>Exceeds standard and drives student achievement</i> |
| <b>Evidence</b>  |   |   |  |
| <b>Strengths</b>   |   | <b>Aligned Turnaround Principle Indicator(s)</b>                                    |  |
| <ul style="list-style-type: none"> <li>The school uses Adverse Childhood Experiences (ACE) and student climate surveys to help determine professional development and drive decisions for improving school culture.</li> </ul>   |   | <ul style="list-style-type: none"> <li>6.1, 1.1, 1.2, 1.3, 2.1, 5.3, 5.5</li> </ul> |  |
| <ul style="list-style-type: none"> <li>School staff closely monitor attendance data and address student attendance issues in a timely manner.</li> </ul>   |   | <ul style="list-style-type: none"> <li>6.1, 6.2, 1.2, 1.4, 2.1, 2.2, 2.3</li> </ul> |  |
| <b>Areas for Improvement</b>   |   | <b>Aligned Turnaround Principle Indicator(s)</b>                                    |  |
| <ul style="list-style-type: none"> <li>Protocols for reviewing, analyzing, and planning to act on student academic data are not adequately developed or followed.</li> </ul>   |   | <ul style="list-style-type: none"> <li>6.2, 6.3, 1.1, 1.3, 2.3</li> </ul>           |  |
| <ul style="list-style-type: none"> <li>Evidence from interviews, focus groups, and surveys indicated that data is inconsistently used by staff to identify school wide instructional practices requiring improvement.</li> </ul> |   | <ul style="list-style-type: none"> <li>6.2, 6.3, 1.2, 2.2</li> </ul>                |  |
| <ul style="list-style-type: none"> <li>On their survey, the majority of teachers disagreed with the statement, “our teachers have scheduled time and a systematic process for analyzing formative assessment data.”</li> </ul>   |   | <ul style="list-style-type: none"> <li>6.2, 6.3, 1.6, 4.2, 4.3, 2.2,</li> </ul>     |  |

## VII. Evidence and Rating for School Turnaround Principle 8

| <b>School Turnaround Principle 8: Family and Community Engagement</b>   |  |   |  |
|---|--|---|--|
| <b>Evidence Sources</b>   |  |   |  |
| Teacher Focus Group, District Leadership Focus Group, Instructional Leadership Focus Group, Community Member Focus Group, Principal Interviews, Parent Surveys, Artifacts Provided by Oakland High School                               |  |   |  |
| <b>Rating</b>   |  |   |  |
| 1<br><u>Ineffective</u><br><i>No evidence of this happening in the school</i>   | 2<br><u>Improvement Necessary</u><br><i>Limited evidence of this happening in the school</i> | 3<br><u>Effective</u><br><i>Routine and consistent</i>                | 4<br><u>Highly Effective</u><br><i>Exceeds standard and drives student achievement</i> |
| <b>Evidence</b>   |  |   |  |
| <b>Strengths</b>  |  | <b>Aligned Turnaround Principle Indicator(s)</b>                      |  |
| <ul style="list-style-type: none"> <li>On their survey, 84% of parents agreed with the statement, “Our school works with parents to build positive relationships and engages them as partners in their children’s learning.”</li> </ul> |  | <ul style="list-style-type: none"> <li>8.1, 8.2, 1.10, 2.3</li> </ul> |  |
| <ul style="list-style-type: none"> <li>School leadership brought back a panel of Oakland alumni to share with current students their post-graduate experiences.</li> </ul>  |  | <ul style="list-style-type: none"> <li>8.2, 2.2</li> </ul>            |  |
| <ul style="list-style-type: none"> <li>Opportunities for parent involvement include conferences, student showcases, fundraisers, and other volunteer opportunities.</li> </ul>  |  | <ul style="list-style-type: none"> <li>8.1, 8.2</li> </ul>            |  |
| <b>Areas for Improvement</b>  |  | <b>Aligned Turnaround Principle Indicator(s)</b>                      |  |
| <ul style="list-style-type: none"> <li>Focus groups revealed opportunities exist to find more ways to include parents in school decisions.</li> </ul>   |  | <ul style="list-style-type: none"> <li>8.1, 8.2</li> </ul>            |  |
| <ul style="list-style-type: none"> <li>Parent and community member focus groups revealed low expectations concerning academic rigor.</li> </ul>   |  | <ul style="list-style-type: none"> <li>8.1, 8.2, 1.4, 2.3</li> </ul>  |  |

## VIII. Recommendations

### Background

This section outlines an intentionally targeted set of recommendations that align to one or more of the school's prioritized Turnaround Principles. Anchored in the United States Department of Education's Turnaround Principles framework, these recommendations are representative of what the Technical Assistance Team believes to be the most immediate changes needed to accelerate growth in academic and non-academic student outcomes at Oakland High School. These recommendations should not be thought of as an exhaustive set of school improvement strategies, but rather as a part of the ongoing and continuous school improvement process.

| <b>Recommendation 1</b>  |
|--|
| Restructure weekly staff meetings into Professional Learning Communities (PLCs) to support teachers in developing the instructional strategies needed to meet students' learning needs. During these PLCs, prioritize the development of curriculum maps and use of evidence based instructional strategies. Ensure PLCs are organized to include data analysis, instructional reflection, intentional planning, and action research to provide improved instruction for students and continuous job-embedded learning for teachers. Research the use of a Plan, Do, Study, Act (PDSA) cycle and template to guide educators' efforts during PLC meetings.   |
| <b>Aligned Turnaround Principle(s)</b>   |
| 4.2, 6.2, 6.3, 1.2, 2.2, 3.5, 3.6, 5.3, 5.5, 7.3   |
| <b>Rationale</b>   |
| <p>The importance of Professional Learning Communities (PLCs) as a means of improving teachers' instructional practices and students' learning is well documented.<sup>1</sup> Specifically, the use of (PLCs) creates a collaborative, results-driven culture, serving as a vehicle for implementing new instructional practices, and achieving significant gains towards school improvement. The effective implementation of PLCs can increase educators' investment in and commitment to school goals and priorities. Additionally, teachers will be professionally renewed and informed on the instructional best practices needed to adapt teaching to student needs. PLCs, when implemented with fidelity, create the processes needed to systematically improve teaching and learning.</p> <p>Evidence throughout the review revealed the Oakland staff has made dynamic efforts to meet the social-emotional needs of students, including professional development, collaboration among staff, and restructuring of the school day. However, similar efforts have not been made adequately to address academic rigor and instructional improvement. In particular, a process to analyze data and current instructional practice to better inform decision making intended to improve classroom instruction is needed. The observed passion and leadership capacity exhibited by Oakland's teaching staff lead to the conclusion that PLCs could be an effective and sustainable driver of these practices.</p> |

---

<sup>1</sup> DuFour, R. & Eaker, R. (2008). Revisiting Professional Learning Communities at Work: New Insights for Improving Schools. Bloomington, IN: Solution Tree.



|  |
|--|
| <b>Recommendation 2</b>  |
| <p>Create curriculum maps that identify the core skills and content knowledge to be taught as well as instructional strategies and resources to be used. Ensure the curriculum maps establish a content scope and sequence that aligns to the Indiana Academic Standards. Furthermore, include in the curriculum maps a cycle of formative assessments that provide teachers with the data needed to continuously improve interventions and instruction. Implement an annual and continuous system of evaluating the curriculum maps for fidelity of alignment, pacing, and rigor.</p>   |
| <b>Aligned Turnaround Principle(s)</b>   |
| 4.1, 4.2, 4.3, 4.4, 6.2, 6.3, 1.2, 1.5, 3.1, 3.2   |
| <b>Rationale</b>   |
| <p>Curriculum maps consolidate objectives, resources, instructional strategies, assessments, and the depth of knowledge addressed in standards based instruction. In this way, curriculum maps provide the foundation on which professional development, academic coaching, and high-quality instruction can be constructed. Curriculum maps act to amplify the possibilities for long-range planning, short-term preparation, and clear communication among teachers during PLCs.<sup>2</sup> Specifically, curriculum maps help teachers collaboratively identify opportunities for integration among the different subjects taught. Furthermore, having strong curriculum maps within each classroom allows teachers to focus more on choosing the best instructional strategies to meet their students’ needs, versus arbitrarily selecting which standards to teach.</p> <p>Classroom observation data revealed that lesson objectives aligned to the Indiana Academic Standards were only observed in 33% of classrooms. This was viewed as a significant factor in that a scaffolding towards a rigorous instructional depth of knowledge was not observed in any classroom observed. Furthermore, no evidence was observed of a process to ensure that classroom instruction is aligned to the Indiana Academic Standards nor adheres to the intended rigor of the standards. The school leadership acknowledged that curriculum development and increasing academic rigor were a priority for achieving school improvement.</p> |

---

<sup>2</sup> Jacobs, Heidi Hayes. Mapping the Big Picture: Integrating Curriculum & Assessment, K-12. Alexandria, Va: Association for Supervision and Curriculum Development, 199

| <b>Recommendation 3</b>   |
|---|
| <p>Review, revise, and implement a systematic process for formative teacher evaluations. Ensure that formative teacher evaluations (1) are aligned with district expectations, (2) monitor the implementation of newly learned instructional strategies, (3) provide teachers with timely constructive feedback, and (4) are followed up with the targeted supports needed for instructional improvement. Furthermore, link the design of professional development to data collected from teacher observations while also considering formative student assessment results and school-wide goals.</p>   |
| <b>Aligned Turnaround Principle(s)</b>  |
| <p>1.2, 1.4, 1.5, 1.6, 1.9, 1.10, 4.4, 6.2, 2.2</p>   |
| <b>Rationale</b>  |
| <p>A meaningful teacher evaluation system, that represents excellence in instruction, provides the framework teachers need to consistently improve and do their best work in the classroom. Research has consistently shown that effective teachers are the most important factor contributing to student academic growth and achievement.<sup>3</sup> Thus, teachers should be consistently provided with the feedback and support needed to provide high quality work because as they succeed, students will succeed.</p> <p>Teacher focus groups revealed the principal conducts frequent classroom walk throughs. Additionally, artifacts were provided by the principal showing the feedback teachers are given after formative evaluations utilizing the Standards for Success Model. The visiting SQR team felt this feedback, as it is currently being utilized, lacked key components that are needed to adequately improve instruction. Specifically, the team felt there was a lack of teacher-specific feedback and monitoring of newly implemented learning strategies. Furthermore, although supports to aid teachers in meeting the social-emotional needs of students were readily observed, there was little evidence that similar supports were being provided to improve subject specific instruction. On their survey, teachers also indicated by their response to several questions, that feedback given after observations was an area in which improvement could occur.</p> |

---

<sup>3</sup> Teachers Matter: Understanding Teachers' Impact on Student Achievement. Santa Monica, CA: RAND Corporation, 2012. [https://www.rand.org/pubs/corporate\\_pubs/CP693z1-2012-09.html](https://www.rand.org/pubs/corporate_pubs/CP693z1-2012-09.html).

## IX. Appendix A: Evidence for Remaining School Turnaround Principles

### Background

We believe it is valuable for school and district leaders to have a summary of the TAT’s findings and evidence for each of the eight Turnaround Principles. As such, this section of the report outlines key findings and supporting evidence for each of the Turnaround Principles that were not identified by school and district leaders as prioritized Turnaround Principles for this school.

This information is intentionally provided in an appendix to reinforce the importance of the previously stated findings, evidence, ratings, and recommendations for the school’s prioritized Turnaround Principles.

| School Turnaround Principle 2: Climate and Culture   |
|--|
| <b>Evidence Sources</b>  |
| Classroom Observations, Teacher Focus Group, Student Focus Group, District Leadership Focus Group, Instructional Leadership Focus Group, Community Member Focus Group, Principal Interviews, Student Climate Survey, Observations of Hallway Transitions and Common Areas, Artifacts Provided by Oakland High School   |
| <b>Evidence Summary</b>  |
| <b>Strengths</b> <ul style="list-style-type: none"><li>• Teacher, administration, and community member focus groups revealed the social-emotional health of students is a priority and the school values students as individuals.</li><li>• The school maintains a yearly credits-to-date board that is visible at the entrance to the building. Furthermore, every credit earned by students is announced and celebrated over the school intercom.</li><li>• Students meet in teacher led “Family Groups” two times every week to discuss issues and problems common to Oakland students.</li></ul> |
| <b>Areas for Improvement</b> <ul style="list-style-type: none"><li>• In 83% of classrooms observed, high expectations for academics were not evident.</li><li>• In only 25% of classrooms observed was it evident that students were taking risks by interacting with content in new and experimental ways.</li><li>• On a 2018 school climate survey, 44% of students somewhat disagreed or strongly disagreed with the statement, “My school disciplines students fairly.”</li></ul>   |

### **School Turnaround Principle 3: Effective Instruction**

#### **Evidence Sources**

Classroom Observations, Teacher Focus Group, Student Focus Group, District Leadership Focus Group, Instructional Leadership Focus Group, Principal Interviews, Student Climate Survey, Artifacts Provided by Oakland High School

#### **Evidence Summary**

##### Strengths

- On a 2018 school climate survey, 48 of 50 students responded yes to the statement, “Since coming to Oakland, do you feel you have become a better student?”
- Teacher and administrative focus groups revealed some classes are beginning to utilize the evidence based practice of close reading.
- The student focus group and conversations with students throughout the SQR revealed students are fully aware of the requirements each class has for credits to be attained.

##### Areas for Improvement

- Teachers are not utilizing curriculum maps to guide instruction and student learning.
- In only 33% of classrooms observed were lesson objectives aligned to the Indiana Academic Standards.
- In 0% of classrooms observed was scaffolding towards a rigorous instructional depth of knowledge evident.

### **School Turnaround Principle 5: Effective Staffing Practices**

#### **Evidence Sources**

Teacher Focus Group, District Leadership Focus Group, Instructional Leadership Focus Group, Principal Interviews, Artifacts Provided by Oakland High School

#### **Evidence Summary**

##### Strengths

- Multiple school personnel are included on interview committees when hiring new teachers.
- Teachers provided multiple examples of how professional development for social-emotional issues has proven relevant and valuable in addressing the needs of their students.
- Administration has encouraged Oakland teachers to observe other teachers in the district to learn best practices in identified areas for individual growth.

##### Areas for Improvement

- There was no evidence observed that school leadership uses teacher evaluations to inform the selection of professional development.
- Targeted professional training for the recently hired school interventionist has not been provided.
- Teacher focus groups revealed that staff meetings are routinely off topic and end after the scheduled time.

## **School Turnaround Principle 7: Use of Time**

### **Evidence Sources**

Classroom Observations, Teacher Focus Group, Student Focus Group, District Leadership Focus Group, Instructional Leadership Focus Group, Principal Interviews, Artifacts Provided by Oakland High School

### **Evidence Summary**

#### Strengths

- The master schedule provides time to address the social-emotional needs of students to help ensure students are better able to focus on learning.
- Students have the opportunity to take the course Jobs for American Graduates (JAG) onsite. This course provides career exploration opportunities, financial literacy instruction, and other content intended to help students overcome barriers to graduation and become college and career ready.
- The school corporation plans to open a career academy in the fall of 2019 that will increase the opportunities for Oakland students to take Career Technical Education (CTE) courses.

#### Areas for Improvement

- Student intervention time is determined as a result of students being behind in receiving class credits, rather than on formative assessments.
- The four indicators of student engagement examined across all classroom observations highlighted that students are given limited opportunities to own the cognitive work of the lesson.



# School Quality Review Report

*Pettit Park Elementary*

Kokomo Community Schools

February 12-13, 2018

## Review Team Members

|                    |                               |   |
|--------------------|-------------------------------|---|
| Kelley Grate       | School Improvement Specialist | Indiana Department of Education             |
| Dr. Scott Syverson | Chief Talent Officer          | Indiana Department of Education             |
| Sarah Larrison     | Special Education Specialist  | Indiana Department of Education             |
| Megan Bilbo        | Special Education teacher     | Noblesville High School                     |
| Phil Zellers       | Assistant Principal           | Perry Central Community Schools Corporation |
| Mark Hazelgrove    | Managing Director             | Teach for America                           |

## Table of Contents

|       |   |    |
|-------|---|----|
| I.    | Background on the School Quality Review.....  | 3  |
| II.   | Overview of the School Quality Review Process .....                                 | 4  |
| III.  | Data Snapshot for Pettit Park Elementary.....                                       | 5  |
| IV.   | Evidence and Rating for School Turnaround Principle #2: Climate and Culture .....   | 8  |
| V.    | Evidence and Rating for School Turnaround Principle #3: Effective Instruction.....  | 9  |
| VI.   | Evidence and Rating for School Turnaround Principle #6: Effective Use of Data ..... | 10 |
| VII.  | Recommendations .....   | 11 |
| VIII. | Appendix A: Evidence for Remaining School Turnaround Principles .....               | 14 |

## I. Background on the School Quality Review

Public Law 221 (PL 221) was passed in 1999 before the enactment of the federal *No Child Left behind Act* (NCLB). It serves as the state's accountability framework. Among other sanctions, the law authorizes the Indiana State Board of Education (SBOE) to assign an expert team to conduct a School Quality Review for schools placed in the lowest category or designation of school performance for two consecutive years.

*(a) The board shall direct that the department conduct a quality review of a school that is subject to IC 20-31-9-3. (b) The board shall determine the scope of the review and appoint an expert team under IC 20-31-9-3. (Indiana State Board of Education; 511 IAC 6.2-8-2; filed Jan 28, 2011, 3:08 p.m.: 20110223-IR-511100502FRA)*

The school quality review (SQR) is a needs assessment meant to evaluate the academic program and operational conditions within an eligible school. The SQR will result in actionable feedback that will promote improvement, including the reallocation of resources or requests for technical assistance. The process is guided by a rubric aligned to the United States Department of Education's "Eight Turnaround Principles" (see Appendix B). The school quality review includes a pre-visit analysis and planning meeting, onsite comprehensive review, and may include targeted follow-up visits.

State law authorizes the SBOE to establish an expert team to conduct the School Quality Review known as the Technical Assistance Team (TAT). Membership must include representatives from the community or region the school serves; and, may consist of school superintendents, members of governing bodies, teachers from high performing school corporations, and special consultants or advisers.



## II. Overview of the School Quality Review Process

The School Quality Review process is designed to identify Pettit Park Elementary's strengths and areas for improvement organized around the [United States Department of Education's Eight School Turnaround Principles](#). In particular, the School Quality Review process focused on two or three Turnaround Principles that were identified as priorities by the school and its district.

The on-site review consisted of the Technical Assistance Team (TAT) visiting the school for two days. During the two days, the TAT (1) conducted separate focus groups with students, teachers, and parents, and community members (2) observed a professional learning community meeting with teachers, (3) observed instruction in 20 classrooms, and (4) interviewed school and district leaders.

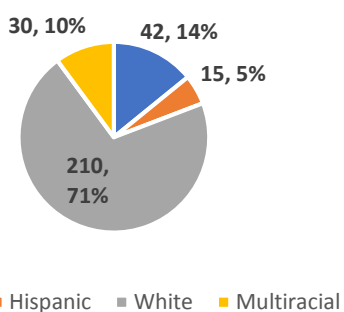
Prior to the visit, teachers completed an online survey, with 21 of 25 teachers participating. Parents were also invited to complete a survey, with 32 parent surveys collected. Finally, the school leadership team completed a self-evaluation. Both surveys and the self-evaluation are made up of questions that align to school improvement principles and indicators (Appendix B).

### III. Data Snapshot for Pettit Park Elementary

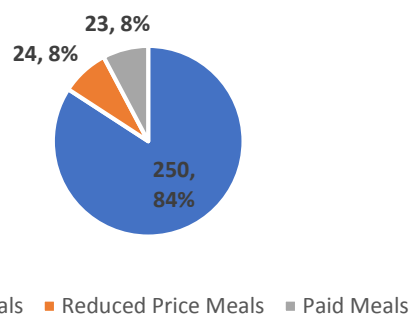
| School Report Card            |        |        |                 |                               |        |        |                 |
|-------------------------------|--------|--------|-----------------|-------------------------------|--------|--------|-----------------|
| 2015-2016 Report Card         | Points | Weight | Weighted Points | 2016-2017 Report Card         | Points | Weight | Weighted Points |
| Performance Domain Grades 3-8 | 28.5   | 0.5    | 14.25           | Performance Domain Grades 3-8 | 18.9   | 0.5    | 9.45            |
| Growth Domain Grades 4-8      | 62     | 0.5    | 31              | Growth Domain Grades 4-8      | 50.30  | 0.5    | 25.15           |
| Overall Points                |        |        | 45.3            | Overall Points                |        |        | 34.6            |
| Overall Grade                 |        |        | F               | Overall Grade                 |        |        | F               |

#### Enrollment 2017-2018: 297 students

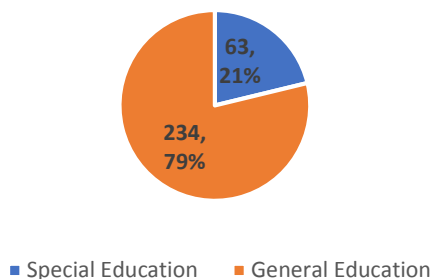
##### Enrollment 2017-2018 by Ethnicity



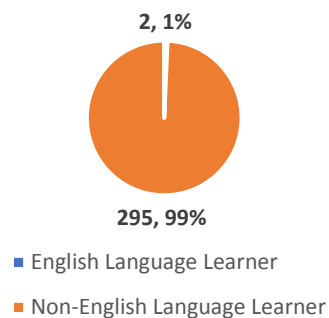
##### Enrollment 2017-2018 by Free/Reduced Price Meals



##### Enrollment 2017-2018 by Special Education

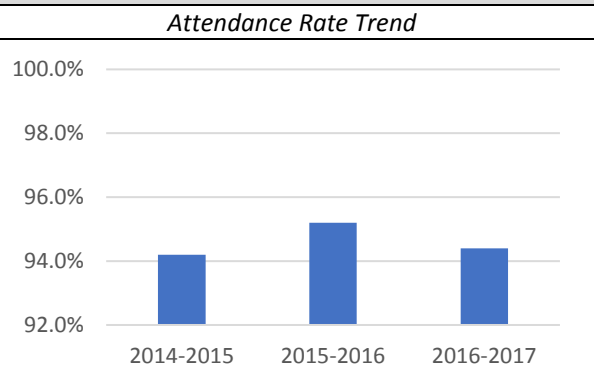


##### Enrollment 2017-2018 by English Language Learners



#### Attendance

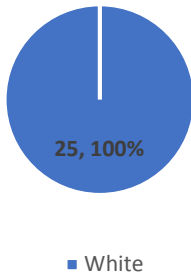
| Attendance by Grade |         |         |         |
|---------------------|---------|---------|---------|
| Grade               | '14-'15 | '15-'16 | '16-'17 |
| K                   | 93.7%   | 93.9%   | 92.6%   |
| 1                   | 93.5%   | 95.2%   | 95.2%   |
| 2                   | 94.6%   | 94.8%   | 95.5%   |
| 3                   | 95.6%   | 96.2%   | 95.9%   |
| 4                   | 94.05%  | 96.2%   | 95.6%   |
| 5                   | 94.5%   | 95.5%   | 96.0%   |



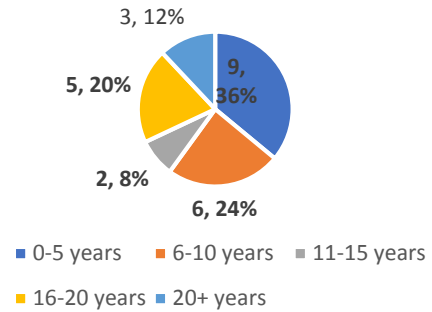
**School Personnel**

*Teacher Count 2015-2016: 25*

*Teacher Count 2015-2016 by Ethnicity*

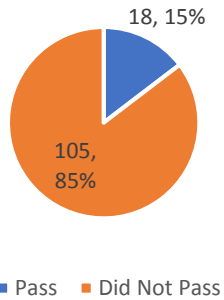


*Teacher Count 2015-2016 by Years of Experience*

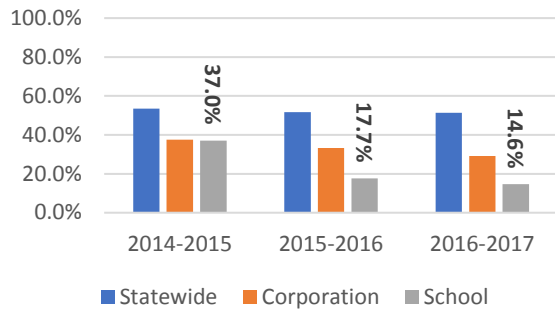


**Student Academic Performance**

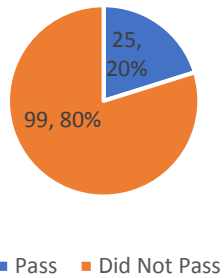
*ISTEP+ 2016-2017 Both English/Language Arts and Math*



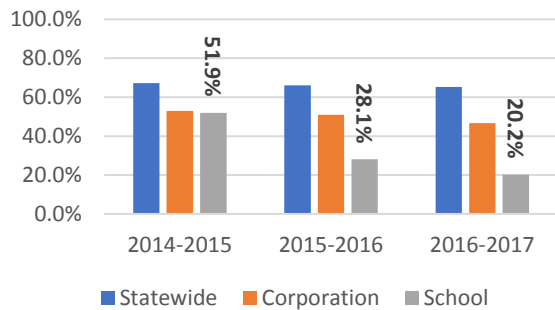
*ISTEP+ Percent Passing Trend Both English/Language Arts and Math*



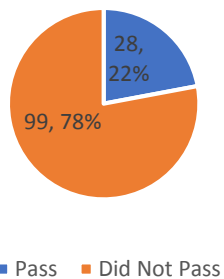
*ISTEP+ 2016-2017: English/Language Arts*



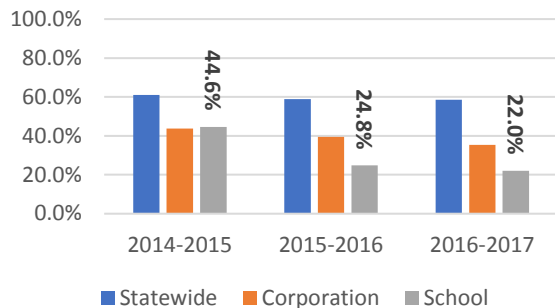
*ISTEP+ Percent Passing Trend: English/Language Arts*



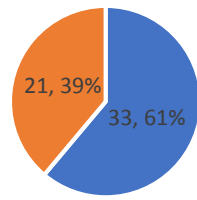
*ISTEP+ 2016-2017 Math*



*ISTEP+ Percent Passing Trend Math*

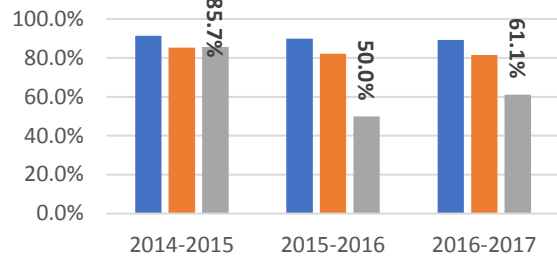


**IREAD-3 2016-2017**



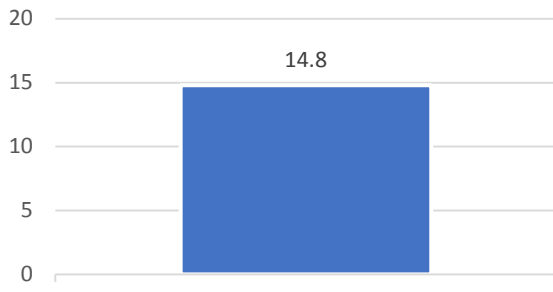
■ Pass ■ Did Not Pass

**IREAD-3 Percent Passing Trend**



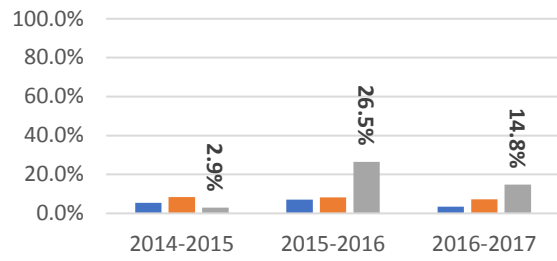
■ Statewide ■ Corporation ■ School

**IREAD-3 Percentage Promoted by Good Cause Exemptions 2016-2017**



Percentage Promoted by Good Cause Exemptions

**IREAD-3 Good Cause Promotion Exemption Trend**



■ Statewide ■ Corporation ■ School

## IV. Evidence and Rating for School Turnaround Principle #2: Climate and Culture

### Background

The next three sections of the report illustrate the Technical Assistance Team’s key findings, supporting evidence, and overall rating for each of the school’s prioritized Turnaround Principles.

To thoughtfully identify these prioritized Turnaround Principles, school and district leaders used a “Turnaround Principle Alignment Tool” provided by the Indiana State Board of Education to determine the two to three Turnaround Principles that most closely align with the goals and strategies outlined in the school’s improvement plan.

This report focuses on these prioritized Turnaround Principles to provide a strategically targeted set of findings and recommendations. Additional evidence on the other five Turnaround Principles can be found in Appendix A of this report.

| School Turnaround Principle #2: Climate and Culture  |   |   |  |
|--|---|---|--|
| Evidence Sources   |   |   |  |
| Leader Self-Evaluation, Principal Interviews, Teacher Interviews, Student Interviews, Parent/Family Interviews, Community Member Interviews, Classroom Observations, Artifacts submitted by Pettit Park Elementary                             |   |   |  |
| Rating   |   |   |  |
| 1<br><u>Ineffective</u>  | 2<br><u>Improvement<br/>Necessary</u>                   | 3<br><u>Effective</u>   | 4<br><u>Highly Effective</u>                           |
| <i>No evidence of this happening in the school</i>   | <i>Limited evidence of this happening in the school</i> | <i>Routine and consistent</i>   | <i>Exceeds standard and drives student achievement</i> |
| Evidence   |   |   |  |
| Strengths  |   | Aligned Turnaround Principle Indicator(s)                             |  |
| <ul style="list-style-type: none"> <li>It was evident through principal and staff interviews as well as classroom observations that the principal, teachers and staff care deeply about students’ learning and physical well-being.</li> </ul> |   | <ul style="list-style-type: none"> <li>1.3, 2.2, 8.2</li> </ul>       |  |
| <ul style="list-style-type: none"> <li>Teachers expressed sincere support for their principal through both teacher focus group and teacher surveys.</li> </ul>   |   | <ul style="list-style-type: none"> <li>2.1</li> </ul>                 |  |
| <ul style="list-style-type: none"> <li>Participants in the family and community member focus groups shared a great deal of passion for their neighborhood school. They feel very welcome and cared for at Pettit Park.</li> </ul>              |   | <ul style="list-style-type: none"> <li>1.10, 2.1, 6.1, 8.1</li> </ul> |  |

| Areas for Improvement   | Aligned Turnaround Principle Indicator(s)                            |
|---|--|
| <ul style="list-style-type: none"> <li>Teacher, student, and family focus groups revealed student misconduct interrupts classroom instruction and impedes an environment conducive to effective teaching and learning. There is some level of frustration in the lack of consistent consequences for students who misbehave.</li> </ul> | <ul style="list-style-type: none"> <li>1.3, 2.1, 3.6</li> </ul>      |
| <ul style="list-style-type: none"> <li>During the teacher focus group it surfaced that teachers are focusing on multiple initiatives (PBIS, Boys Town, CHAMPS, and Kickboard), perhaps hindering the overall success in the area of behavior.</li> </ul>  | <ul style="list-style-type: none"> <li>1.3, 2.1, 3.6</li> </ul>      |
| <ul style="list-style-type: none"> <li>A culture that values learning specifically in the area of questioning at the depth of knowledge that produces rigorous learning outcomes and expectations for students was not observed in most classrooms.</li> </ul>  | <ul style="list-style-type: none"> <li>1.4, 2.2, 3.1, 3.2</li> </ul> |

V. Evidence and Rating for School Turnaround Principle #3: Effective Instruction

| School Turnaround Principle #3: Effective Instruction  |   |                               |  |
|--|---|-------------------------------|--|
| Evidence Sources   |   |                               |  |
| Leader Self-Evaluation, Principal Interviews, Teacher Interviews, Student Interviews, Parent/Family Interviews, Community Member Interviews, Classroom Observations, Artifacts submitted by Pettit Park Elementary |   |                               |  |
| Rating   |   |                               |  |
| 1<br><u>Ineffective</u>  | 2<br><u>Improvement Necessary</u>                       | 3<br><u>Effective</u>         | 4<br><u>Highly Effective</u>   |
| <i>No evidence of this happening in the school</i>   | <i>Limited evidence of this happening in the school</i> | <i>Routine and consistent</i> | <i>Exceeds standard and drives student achievement</i>               |
| Evidence   |   |                               |  |
| Strengths  |   |                               | Aligned Turnaround Principle Indicator(s)                            |
| <ul style="list-style-type: none"> <li>Anchor charts were highly visible in most classrooms, giving students visual reminders of learning strategies.</li> </ul>   |   |                               | <ul style="list-style-type: none"> <li>3.2, 4.4, 5.2</li> </ul>      |
| <ul style="list-style-type: none"> <li>Small groups, student collaboration, and centers were observed in many classrooms.</li> </ul>   |   |                               | <ul style="list-style-type: none"> <li>1.9, 2.2, 3.2, 3.4</li> </ul> |

|   |   |
|---|---|
| <ul style="list-style-type: none"> <li>According to teacher surveys, 85% of teachers use frequent checks for understanding throughout each lesson to gauge student learning.</li> </ul> | <ul style="list-style-type: none"> <li>3.3, 3.5</li> </ul>                |
| Areas for Improvement   | Aligned Turnaround Principle Indicator(s)                                 |
| <ul style="list-style-type: none"> <li>In 16 of 20 classrooms observed, instructional strategies were not sufficiently varied to meet students' diverse learning styles.</li> </ul>     | <ul style="list-style-type: none"> <li>1.7, 3.1, 3.2, 3.3</li> </ul>      |
| <ul style="list-style-type: none"> <li>SMART objectives were posted in some classrooms, but not consistently aligned to Indiana Academic Standards.</li> </ul>                          | <ul style="list-style-type: none"> <li>3.1, 3.4, 4.1, 4.2, 4.4</li> </ul> |
| <ul style="list-style-type: none"> <li>In most classrooms observed, students had limited opportunities to develop and demonstrate higher order thinking skills.</li> </ul>              | <ul style="list-style-type: none"> <li>2.2, 2.3, 3.2, 3.3, 3.6</li> </ul> |

## VI. Evidence and Rating for School Turnaround Principle #6: Effective Use of Data

| School Turnaround Principle #6: Effective Use of Data  |   |  |  |
|--|---|--|--|
| Evidence Sources   |   |  |  |
| Leader Self-Evaluation, Principal Interviews, Teacher Interviews, Student Interviews, Parent/Family Interviews, Community Member Interviews, Classroom Observations, Artifacts submitted by Pettit Park Elementary   |   |  |  |
| Rating   |   |  |  |
| 1<br><u>Ineffective</u>  | 2<br><u>Improvement Necessary</u>                       | 3<br><u>Effective</u>  | 4<br><u>Highly Effective</u>                           |
| <i>No evidence of this happening in the school</i>   | <i>Limited evidence of this happening in the school</i> | <i>Routine and consistent</i>  | <i>Exceeds standard and drives student achievement</i> |
| Evidence   |   |  |  |
| Strengths  |   | Aligned Turnaround Principle Indicator(s)  |  |
| <ul style="list-style-type: none"> <li>Multiple forms of academic and behavioral data are collected at the building level and made available to educators.</li> </ul>  |   | <ul style="list-style-type: none"> <li>1.1, 1.2, 1.7, 2.2, 2.3, 3.5, 6.2, 6.3</li> </ul> |  |
| <ul style="list-style-type: none"> <li>Educators are provided weekly, grade-level collaboration time in order to provide an opportunity to discuss data, utilize the data to inform instruction, and discuss student growth and achievement.</li> </ul>                  |   | <ul style="list-style-type: none"> <li>3.5, 6.3, 7.3</li> </ul>                          |  |
| <ul style="list-style-type: none"> <li>The utilization of Kickboard data is new to Pettit Park this year and gives them the opportunity to track student behavior data which should strengthen their Positive Behavior Interventions and Support (PBIS) plan.</li> </ul> |   | <ul style="list-style-type: none"> <li>1.7, 6.2, 6.3</li> </ul>                          |  |

| Areas for Improvement  | Aligned Turnaround Principle Indicator(s)   |
|--|---|
| <ul style="list-style-type: none"> <li>Multiple forms of data are collected and distributed; however, a system for analyzing data in order to understand its implications on past and future instruction is just beginning.</li> </ul>   | <ul style="list-style-type: none"> <li>1.1, 1.2, 1.7, 2.2, 3.5, 6.2, 6.3</li> </ul> |
| <ul style="list-style-type: none"> <li>A short cycle of classroom observations by the principal to ensure implementation of strategies identified from data conversations or data analysis are inconsistent.</li> </ul>  | <ul style="list-style-type: none"> <li>1.6, 1.7, 1.9, 3.4, 4.2, 5.2</li> </ul>      |
| <ul style="list-style-type: none"> <li>Although an instructional coach is available in the school, an instructional coaching cycle and goal-oriented feedback that connects classroom observation data to differentiated, job-embedded professional development is not evident.</li> </ul> | <ul style="list-style-type: none"> <li>7.3</li> </ul>                               |

## VII. Recommendations

### Background

This section outlines an intentionally targeted set of recommendations that align to one or more of the school’s prioritized Turnaround Principles. Anchored in the United States Department of Education’s Turnaround Principles framework, these recommendations are representative of what the Technical Assistance Team believes to be the most immediate changes needed to accelerate growth in academic and non-academic student outcomes at Pettit Park Elementary. These recommendations should not be thought of as an exhaustive set of school improvement strategies, but rather as a part of the ongoing and continuous school improvement process.

| <b>Recommendation 1</b>   |
|---|
| Engage a working group made up of individuals from multiple stakeholder groups to review the effectiveness of existing student behavior initiatives. Narrow behavior initiatives to those yielding the highest results to unify the staff around student expectations. While continuing to be sensitive to the trauma some students are experiencing, provide consistent consequences for repeated behaviors. Implement a consistent, supported reward system to complement the school’s PBIS system, which could potentially decrease the number of disruptions to student learning. Consider providing professional learning for staff members on trauma informed care which may help teachers know how to better interact with students who are experiencing trauma that is impacting their behaviors in classrooms. |
| <b>Aligned Turnaround Principle(s)</b>  |
| 1.3, 2.1, 3.6   |
| <b>Rationale</b>  |
| Pettit Park Elementary has a large number of behavior initiatives (PBIS, CHAMPS, Kickboard, and Boy’s Town). Teachers expressed that it is hard to know which to focus on and as a result, they recognize that these behavior initiatives are being implemented with varying  |



levels of fidelity. Given these challenges, the school is not yet seeing overwhelming success with any of these specific programs. Teachers, parents, and students expressed concern about the number of behavior issues that are keeping their classrooms from maintaining the academic focus needed as well as a concern over students not being held accountable for what they perceive as serious behaviors. Teachers expressed that due to their behavior coach leaving in the fall, they feel there is too much on the principal's plate. Teachers are therefore keeping disruptive students in the classroom which is inhibiting their instructional time.

Focusing on no more than two initiatives and implementing them with fidelity could potentially create a school wide culture shift that would allow all teachers and students to buy in to the programs, creating a unified approach to supporting student behaviors. The enhancement of reliable, consistent behavior management as well as rewards for those who are working hard behaviorally and academically would increase a positive culture and a higher level of engagement in the classroom, thus helping teachers maximize their instructional time.

| <b>Recommendation 2</b>   |
|---|
| Increase the use of varied instructional strategies in all classrooms to provide all students with opportunities to master content and skills in a manner that reflects the full depth of Indiana's Academic Standards as well as being engaging and relevant. Direct teachers to center every lesson on an "I Can" statement that will allow students to understand the purpose of their lesson and why it is important. Deliver professional learning opportunities that will aid teachers in their development of SMART objectives as well as engaging, rigorous instruction.                                  |
| <b>Aligned Turnaround Principle(s)</b>  |
| 3.1, 3.2, 3.5, 3.6, 1.4, 1.9, 2.3, 1.2, 1.5, 2.2  |
| <b>Rationale</b>  |
| Through classroom observations, it is evident that teachers have worked hard to institute small group instruction, center work, and flexible seating. Continuing to build their toolbox of instructional strategies will allow teachers to address students' multiple learning styles and thus increase student engagement. Teachers who utilize multiple instructional strategies are also better equipped to respond to formative assessment data and adjust instruction as needed.   |
| Along with varied instructional strategies, the use of "I Can" statements can greatly improve classroom instruction. "I Can" statements were posted in some classrooms, but they did not always align to the standards or reflect what was happening in the lesson. The students also did not know what the objective for the lesson was or why they needed to know the information in the lesson. As learners students need to know "the why" when it comes to their education. Providing this for students will enhance their engagement and allow them to take a certain level of ownership in their learning. |

| <b>Recommendation 3</b>   |
|---|
| <p>The principal and instructional coach are encouraged to consistently follow a short-cycle classroom walkthrough schedule. During these walkthroughs the principal and instructional coach should monitor for the implementation of strategies identified in data conversations among grade level teams. Continue to strengthen the utilization of the school’s academic coach to provide modeling of instructional strategies and non-evaluative feedback. Provide specific, targeted professional learning in the shared areas for growth identified by the principal and instructional coach.</p>  |
| <b>Aligned Turnaround Principle(s)</b>  |
| <p>1.5, 1.6, 2.2, 2.3, 3.3, 6.3</p>   |
| <b>Rationale</b>  |
| <p>While teachers at Pettit Park are provided with time to collaborate around data, there appears to be a lack of understanding when it comes to utilizing those results in their classroom instruction. The review team observed a data collaboration meeting that had teachers trying to identify the areas of instructional need based on the mid-year results from the latest IREADY assessment. At the end of the meeting each grade level shared the academic need they would be focusing on in the coming weeks. It was stated that the principal would be looking for these adjustments during walkthroughs. Stakeholder conversations revealed, however, that walkthroughs are not happening on a regular basis due to the principal’s time spent dealing with student behaviors. There is an academic coach, but her role does not seem to be involved in non-evaluative feedback or modeling. This could be a great help, not only to the principal, in regards to holding teachers accountable for the stated classroom goals. The teachers that are newer or struggling also expressed a desire for more feedback on what they can improve, a need for help understanding their data, and how it should be directing their instruction.</p> <p>Creating a cycle of frequent, reliable observations with targeted feedback will allow teachers the ability to continually improve their practices throughout the school year creating stronger classroom instruction.</p> |

## VIII. Appendix A: Evidence for Remaining School Turnaround Principles

### Background

We believe it is valuable for school and district leaders to have a summary of the TAT’s findings and evidence for each of the eight Turnaround Principles. As such, this section of the report outlines key findings and supporting evidence for each of the Turnaround Principles that were not identified by school and district leaders as prioritized Turnaround Principles for this school.

This information is intentionally provided in an appendix to reinforce the importance of the previously stated findings, evidence, ratings, and recommendations for the school’s prioritized Turnaround Principles.

| <b>School Turnaround Principle #1: School Leadership</b>  |
|---|
| <b>Evidence Sources</b>   |
| Leader Self-Evaluation, Principal Interviews, Teacher Interviews, Student Interviews, Parent/Family Interviews, Community Interviews, and Artifacts submitted by Pettit Park Elementary   |
| <b>Evidence Summary</b>   |
| <b>Strengths</b> <ul style="list-style-type: none"><li>• A system for routinely collecting and reviewing lesson plans to ensure alignment to the Indiana Academic Standards is in place.</li><li>• Through multiple stakeholder interviews, stakeholders stated that school safety, climate and culture are priorities for the principal.</li></ul>   |
| <b>Areas for Improvement</b> <ul style="list-style-type: none"><li>• During focus groups, stakeholders expressed that classroom walkthroughs and follow-up feedback are not happening consistently.</li><li>• According to the teacher survey, 60% of teachers disagreed with the following statement, “Our principal and school leaders observe and provide meaningful feedback to each teacher on a weekly basis to ensure instructional alignment with state standards.”</li></ul> |

### **School Turnaround Principle #4: Curriculum, Assessment and Intervention Systems**

#### **Evidence Sources**

Leader Self-Evaluation, Principal Interviews, Teacher Interviews, Student Interviews, Parent/Family Interviews, Community Interviews, and Artifacts submitted by Pettit Park Elementary

#### **Evidence Summary**

##### Strengths

- Teachers are provided curriculum maps and pacing guides that are standards-aligned and vetted by the district.
- A voluntary after-school intervention called After-School Success Academy is available to all students.
- All students are included in Dream Time, a 30 minute daily academic intervention.

##### Areas for Improvement

- The school has implemented I-READY which they are using for their short, 2-3 week cycle formative assessments. The teachers expressed a need for further training and modeling on how to utilize that data to effectively drive their Tier I instruction as well as their small group instruction during Dream Time.
- Teacher and principal focus groups indicated that while the principal has a system in place for monitoring lesson plans and their alignment to standards, the consistent implementation of this process has not been the norm this school year.

### **School Turnaround Principle #5: Effective Staffing Practices**

#### **Evidence Sources**

Leader Self-Evaluation, Principal Interviews, Teacher Interviews, Student Interviews, Parent/Family Interviews, Community Interviews, and Artifacts submitted by Pettit Park Elementary

#### **Evidence Summary**

##### Strengths

- Interviews with the principal and district leaders specified that the principal has the autonomy to hire teachers to fill vacancies.
- According to the teacher survey, 100% of teachers agree or strongly agree with the following statement, "I clearly understand what is expected of me when it comes to student achievement."

##### Areas for Improvement

- Teacher turnover during the school year has created an unstable learning environment for some students.
- Teacher interviews revealed that substitutes are rarely available for their school. As a result, paraprofessionals and the special education teacher are pulled to serve in this capacity.

### **School Turnaround Principle #7: Effective Use of Time**

#### **Evidence Sources**

Leader Self-Evaluation, Principal Interviews, Teacher Interviews, Student Interviews, Parent/Family Interviews, Community Interviews, and Artifacts submitted by Pettit Park Elementary

#### **Evidence Summary**

##### Strengths

- The master schedule allows for grade-level collaboration at least once a week.
- The master schedule is built to include weekly data collaboration time as well as weekly Professional Development.

##### Areas for Improvement

- Teachers shared that the majority of the principal's time is spent dealing with behaviors, in part due to the loss of behavioral coach.
- Stakeholder interviews indicated that the principal has opportunities for growth in terms of management of time to effectively observe, give feedback and lead instructionally.

### **School Turnaround Principle #8: Effective Family and Community Engagement**

#### **Evidence Sources**

Leader Self-Evaluation, Principal Interviews, Teacher Interviews, Student Interviews, Parent/Family Interviews, Community Interviews, and Artifacts submitted by Pettit Park Elementary

#### **Evidence Summary**

##### Strengths

- A Parent Teacher Association (PTA) is in place at the school.
- The community focus group shared that several, strong community partnerships are in place to support Pettit Park Elementary.
- During the parent and family member focus group, participants indicated that they do feel welcome to visit the school if they have a question or concern related to their student.

##### Areas for Improvement

- The PTA president shared that the association has low parent involvement.
- According to the School Leader Self-Evaluation, parent involvement in the school's decision making process is low.



## School Quality Review Report

*William McKinley Elementary School*

School City of East Chicago

3/15/2018 – 3/16/2018

### Review Team Members

|               |                               |                                  |
|---------------|-------------------------------|----------------------------------|
| Kyle Zahn     | School Improvement Specialist | Indiana Department of Education  |
| Antonia White | Policy Analyst                | Indiana Department of Education  |
| Shivani Goyal | Teacher                       | Indianapolis Public Schools      |
| Jayne Sowers  | Senior Technical Assistant    | American Institutes for Research |
| Adam Pitt     | English Learner Specialist    | Indiana Department of Education  |
| Dawn McGrath  | Deputy Superintendent         | Elkhart Community Schools        |

## Table of Contents

|      |   |    |
|------|---|----|
| I.   | Background on the School Quality Review .....                                       | 3  |
| II.  | Overview of the School Quality Review Process.....                                  | 4  |
| III. | Data Snapshot for William McKinley Elementary School .....                          | 5  |
| IV.  | Evidence and Rating for School Turnaround Principle #3: Effective Instruction ..... | 8  |
| V.   | Evidence and Rating for School Turnaround Principle #6: Effective Use of Data ..... | 10 |
| VI.  | Recommendations .....   | 11 |
| VII. | Appendix A: Evidence for Remaining School Turnaround Principles .....               | 14 |

## I. Background on the School Quality Review

Public Law 221 (PL 221) was passed in 1999 before the enactment of the federal *No Child Left behind Act* (NCLB). It serves as the state's accountability framework. Among other sanctions, the law authorizes the Indiana State Board of Education (SBOE) to assign an expert team to conduct a School Quality Review for schools placed in the lowest category or designation of school performance for two consecutive years.

*(a) The board shall direct that the department conduct a quality review of a school that is subject to IC 20-31-9-3. (b) The board shall determine the scope of the review and appoint an expert team under IC 20-31-9-3. (Indiana State Board of Education; 511 IAC 6.2-8-2; filed Jan 28, 2011, 3:08 p.m.: 20110223-IR-511100502FRA)*

The school quality review (SQR) is a needs assessment meant to evaluate the academic program and operational conditions within an eligible school. The SQR will result in actionable feedback that will promote improvement, including the reallocation of resources or requests for technical assistance. The process is guided by a rubric aligned to the United States Department of Education's "Eight Turnaround Principles" (see Appendix B). The school quality review includes a pre-visit analysis and planning meeting, onsite comprehensive review, and may include targeted follow-up visits.

State law authorizes the SBOE to establish an expert team to conduct the School Quality Review known as the Technical Assistance Team (TAT). Membership must include representatives from the community or region the school serves; and, may consist of school superintendents, members of governing bodies, teachers from high performing school corporations, and special consultants or advisers.



## II. Overview of the School Quality Review Process

The School Quality Review process is designed to identify William McKinley Elementary School's strengths and areas for improvement organized around the [United States Department of Education's Eight School Turnaround Principles](#). In particular, the School Quality Review process focused on two or three Turnaround Principles that were identified as priorities by the school and its district.

The on-site review consisted of the Technical Assistance Team (TAT) visiting the school for two days. During the two days, the TAT (1) conducted separate focus groups with students, teachers, parents, community members, and school leadership (2) observed a professional learning community meeting with teachers, (3) observed instruction in 41 classrooms, and (4) interviewed school and district leaders.

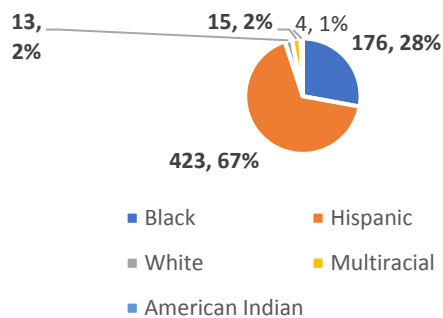
Prior to the visit, teachers completed an online survey, with 41 teachers participating. Parents were also invited to complete a survey, with 350 parents participating. Finally, the school leadership team completed a self-evaluation. Both surveys and the self-evaluation are made up of questions that align to school improvement principles and indicators (Appendix B).

### III. Data Snapshot for William McKinley Elementary School

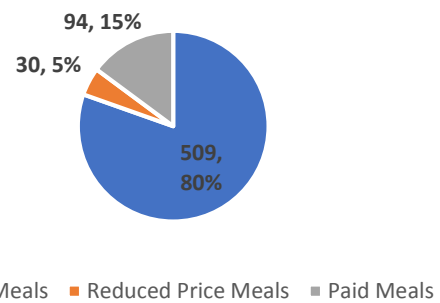
| School Report Card            |        |        |                 |                               |        |        |                 |
|-------------------------------|--------|--------|-----------------|-------------------------------|--------|--------|-----------------|
| 2015-2016 Report Card         | Points | Weight | Weighted Points | 2016-2017 Report Card         | Points | Weight | Weighted Points |
| Performance Domain Grades 3-8 | 34.9   | 0.5    | 17.45           | Performance Domain Grades 3-8 | 34.1   | 0.5    | 17.05           |
| Growth Domain Grades 4-8      | 78.10  | 0.5    | 39.05           | Growth Domain Grades 4-8      | 77.5   | 0.5    | 38.75           |
| Overall Points                |        |        | 56.5            | Overall Points                |        |        | 55.8            |
| Overall Grade                 |        |        | F               | Overall Grade                 |        |        | F               |

#### Enrollment 2017-2018: 633 students

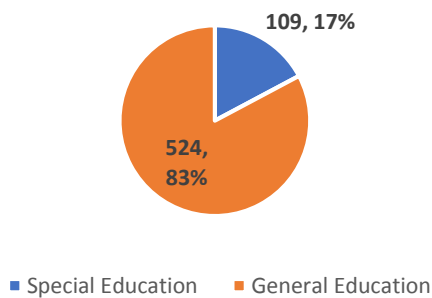
##### Enrollment 2017-2018 by Ethnicity



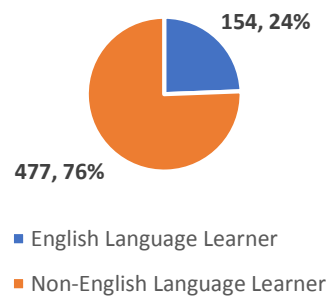
##### Enrollment 2017-2018 by Free/Reduced Price Meals



##### Enrollment 2017-2018 by Special Education



##### Enrollment 2017-2018 by English Language Learners

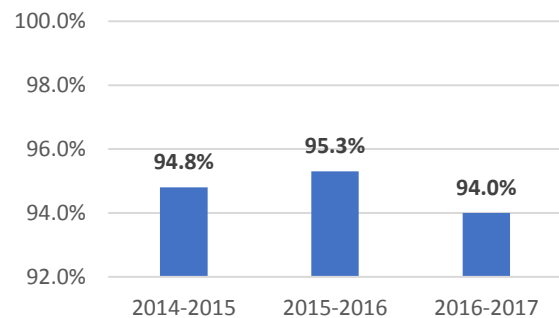


#### Attendance

##### Attendance by Grade

| Grade | '14-'15 | '15-'16 | '16-'17 |
|-------|---------|---------|---------|
| K     | 92.9    | 93.0    | 91.8    |
| 1     | 94.7    | 95.2    | 94.1    |
| 2     | 95.3    | 95.9    | 93.3    |
| 3     | 95.8    | 96.2    | 94.9    |
| 4     | 95.0    | 96.4    | 95.0    |
| 5     | 95.4    | 95.4    | 95.4    |
| 6     |         | 95.1    | 93.5    |

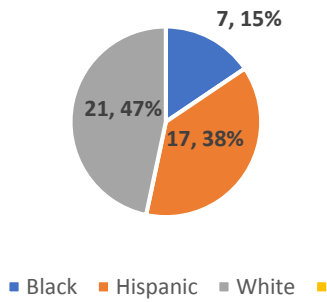
##### Attendance Rate Trend



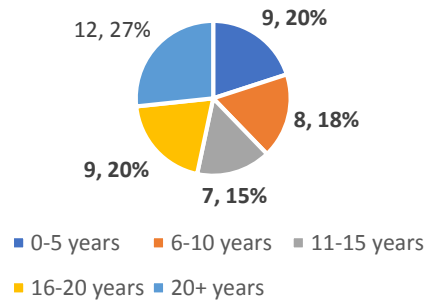
**School Personnel**

Teacher Count 2015-2016: 45

Teacher Count 2015-2016 by Ethnicity

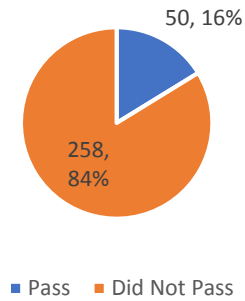


Teacher Count 2015-2016 by Years of Experience

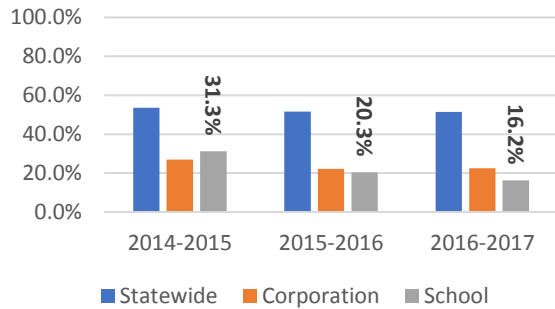


**Student Academic Performance**

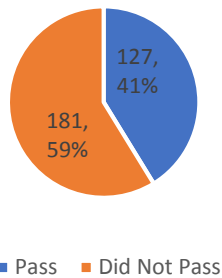
ISTEP+ 2016-2017  
Both English/Language Arts and Math



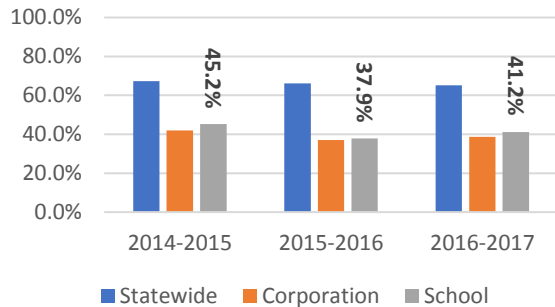
ISTEP+ Percent Passing Trend  
Both English/Language Arts and Math



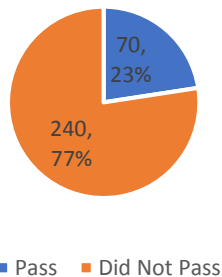
ISTEP+ 2016-2017: English/Language Arts



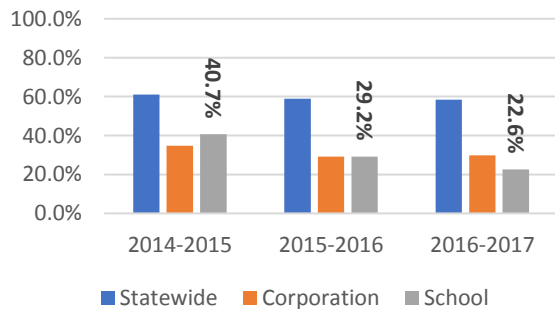
ISTEP+ Percent Passing Trend: English/Language Arts



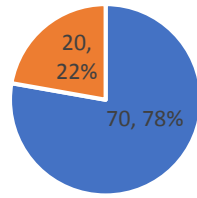
ISTEP+ 2016-2017: Math



ISTEP+ Percent Passing Trend: Math

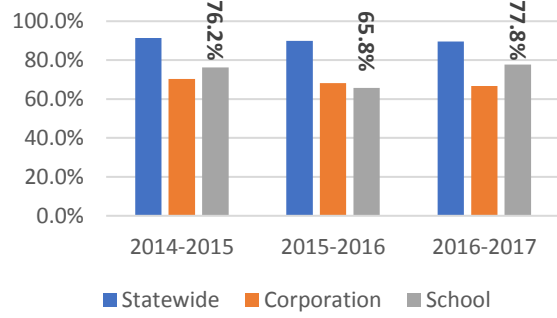


*IREAD-3 2016-2017*



■ Pass ■ Did Not Pass

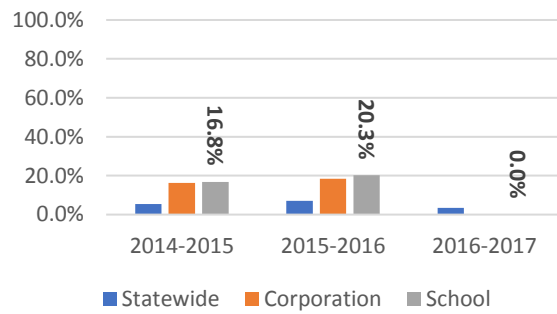
*IREAD-3 Percent Passing Trend*



*IREAD-3 Percentage Promoted by Good Cause Exemptions 2016-2017*

*No Good Cause Exemptions*

*IREAD-3 Good Cause Promotion Exemption Trend*



## IV. Evidence and Rating for School Turnaround Principle #3: Effective Instruction

### Background

The next two sections of the report illustrate the Technical Assistance Team’s key findings, supporting evidence, and overall rating for each of the school’s prioritized Turnaround Principles.

To thoughtfully identify these prioritized Turnaround Principles, school and district leaders used a “Turnaround Principle Alignment Tool” provided by the Indiana State Board of Education to determine the two to three Turnaround Principles that most closely align with the goals and strategies outlined in the school’s improvement plan.

This report focuses on these prioritized Turnaround Principles to provide a strategically targeted set of findings and recommendations. Additional evidence on the other six Turnaround Principles can be found in Appendix A of this report.

| School Turnaround Principle 3: Effective Instruction  |   |   |  |
|---|---|---|--|
| Evidence Sources  |   |   |  |
| Classroom Observations, Teacher Focus Group, District Leadership Focus Group, Instructional Leadership Focus Group, Principal Interviews, Artifacts Provided by McKinley Elementary School                            |   |   |  |
| Rating  |   |   |  |
| 1<br><u>Ineffective</u>   | 2<br><u>Improvement Necessary</u>                       | 3<br><u>Effective</u>   | 4<br><u>Highly Effective</u>                           |
| <i>No evidence of this happening in the school</i>  | <i>Limited evidence of this happening in the school</i> | <i>Routine and consistent</i>   | <i>Exceeds standard and drives student achievement</i> |
| Evidence  |   |   |  |
| Strengths   |   | Aligned Turnaround Principle Indicator(s)   |  |
| <ul style="list-style-type: none"> <li>The master schedule provides time each day for student academic interventions/enrichment and protected professional time.</li> </ul>   |   | <ul style="list-style-type: none"> <li>3.1, 3.2, 3.5, 1.8, 1.9, 2.2, 4.5, 5.3, 7.1, 7.2, 7.3</li> </ul> |  |
| <ul style="list-style-type: none"> <li>A specials class focusing on STEM activities has been created, allowing all students an opportunity each week to participate in authentic, hands-on learning tasks.</li> </ul> |   | <ul style="list-style-type: none"> <li>3.1, 3.2, 1.9, 4.1, 7.1</li> </ul>                               |  |
| <ul style="list-style-type: none"> <li>In 91% of classrooms observed, the room was arranged to support collaborative learning with easily identifiable work areas.</li> </ul>   |   | <ul style="list-style-type: none"> <li>3.2, 3.6, 4.4</li> </ul>   |  |

| Areas for Improvement  | Aligned Turnaround Principle Indicator(s)  |
|--|--|
| <ul style="list-style-type: none"> <li>An articulated and coherent system of valid and reliable standards-aligned curriculum and assessment tools/processes does not exist.</li> </ul>   | <ul style="list-style-type: none"> <li>3.1, 3.3, 3.5, 1.2, 1.5, 4.3, 4.4, 6.3</li> </ul> |
| <ul style="list-style-type: none"> <li>In 76% of observed classrooms, lessons, assignments, and assessments lacked the rigor needed to further students' depth of knowledge or challenge their thinking in new and engaging ways.</li> </ul>     | <ul style="list-style-type: none"> <li>3.2, 3.5, 3.6, 2.3</li> </ul>                     |
| <ul style="list-style-type: none"> <li>In only 32% of classrooms were clear and consistent methods of checking for student understanding and adjusting the lesson as needed observed.</li> </ul>   | <ul style="list-style-type: none"> <li>3.2, 3.3</li> </ul>                               |
| <ul style="list-style-type: none"> <li>Minimal evidence of best instructional practice for English Learners in an immersion setting (SIOP components, meaningful use of academic language in all four language domains) was observed.</li> </ul> | <ul style="list-style-type: none"> <li>3.1, 3.2, 3.3</li> </ul>                          |

V. Evidence and Rating for School Turnaround Principle #6: Effective Use of Data

| School Turnaround Principle 6: Effective Use of Data  |   |  |  |
|---|---|--|--|
| Evidence Sources  |   |  |  |
| Classroom Observations, Teacher Focus Group, Student Focus Group, District Leadership Focus Group, Instructional Leadership Focus Group, Principal Interviews, Teacher Surveys, PLC Observations, Artifacts Provided by McKinley Elementary School  |   |  |  |
| Rating  |   |  |  |
| 1<br><u>Ineffective</u>   | 2<br><u>Improvement Necessary</u>                       | 3<br><u>Effective</u>  | 4<br><u>Highly Effective</u>                           |
| <i>No evidence of this happening in the school</i>  | <i>Limited evidence of this happening in the school</i> | <i>Routine and consistent</i>  | <i>Exceeds standard and drives student achievement</i> |
| Evidence  |   |  |  |
| Strengths   |   | Aligned Turnaround Principle Indicator(s)  |  |
| <ul style="list-style-type: none"> <li>School leadership ensures multiple forms of data are collected and present at the building level.</li> </ul>   |   | <ul style="list-style-type: none"> <li>6.1, 6.2, 1.1, 2.3, 4.1,</li> </ul>               |  |
| <ul style="list-style-type: none"> <li>Educators are provided a common planning and weekly collaboration time in order to discuss data, plan lessons, and discuss student growth and achievement.</li> </ul>  |   | <ul style="list-style-type: none"> <li>6.3, 1.3, 1.6, 3.5, 5.3, 5.5</li> </ul>           |  |
| <ul style="list-style-type: none"> <li>Discussions with students made evident students are aware of their individual data and comfortable discussing it with teachers.</li> </ul>   |   | <ul style="list-style-type: none"> <li>6.1, 6.2, 1.4, 2.2, 2.3,</li> </ul>               |  |
| Areas for Improvement   |   | Aligned Turnaround Principle Indicator(s)  |  |
| <ul style="list-style-type: none"> <li>Curriculum maps either do not exist (e.g., for math) or do not include assessments that align to measureable student performance data.</li> </ul>  |   | <ul style="list-style-type: none"> <li>6.2, 6.3, 1.5, 1.6, 3.1, 3.5, 4.3</li> </ul>      |  |
| <ul style="list-style-type: none"> <li>An established coaching cycle is not aligned to classroom observations, student data, and professional development.</li> </ul>   |   | <ul style="list-style-type: none"> <li>6.2, 6.3, 1.2, 1.6, 2.2, 4.2, 5.2, 5.3</li> </ul> |  |
| <ul style="list-style-type: none"> <li>Classroom observations and school leader focus groups revealed teacher-created assessments do not consistently address the full depth of Indiana’s Academic Standards. As a result, the data and student generated grades do not adequately reflect student growth and achievement.</li> </ul> |   | <ul style="list-style-type: none"> <li>6.3, 1.4, 1.5, 3.1, 4.1, 4.2</li> </ul>           |  |

## VI. Recommendations

### Background

This section outlines an intentionally targeted set of recommendations that align to one or more of the school’s prioritized Turnaround Principles. Anchored in the United States Department of Education’s Turnaround Principles framework, these recommendations are representative of what the Technical Assistance Team believes to be the most immediate changes needed to accelerate growth in academic and non-academic student outcomes at William McKinley Elementary School. These recommendations should not be thought of as an exhaustive set of school improvement strategies, but rather as a part of the ongoing and continuous school improvement process.

| <b>Recommendation 1</b>  |
|--|
| <p>Collaboratively develop and implement a school improvement plan (SIP) that is based on a school-level comprehensive needs assessment (CNA). Ensure the CNA/SIP is completed in manner that (1) involves the school and district, (2) ensures meaningful stakeholder engagement, and (3) incorporates the collection, review, and analysis of qualitative (e.g., stakeholder surveys and focus groups) and quantitative data (e.g., student academic data). Following completion of the CNA/SIP, create and implement action plans and a continuous system for monitoring progress of identified priorities and goals.</p>   |
| <b>Aligned Turnaround Principle(s)</b>   |
| <p>3.6, 6.1, 6.2, 6.3, 1.1, 1.2, 1.4, 1.8, 2.3</p>   |
| <b>Rationale</b>   |
| <p>Comprehensive Needs Assessments (CNA) and School Improvement Plans (SIP), when done together, act as drivers for continuous improvement by creating an understanding of the current state and formulating a plan to move to the desired state. The CNA provides a framework for analyzing school data and performing root cause analysis to identify areas in which improvement is most critical. The School Improvement Plan (SIP) creates focus, intentionality, and aligns resources and efforts towards these areas identified most in need of improvement by the CNA. In this way, the CNA/SIP acts as a touchstone providing systematic focus for professional development, instructional coaching, interventions, scheduling, resource allocation, and other efforts being made towards school improvement. Furthermore, the Every Student Succeeds Act (ESSA), beginning in the 2018-2019 school year, will require a CNA from all schools identified as Comprehensive Support and Improvement (CSI).</p> <p>Evidence throughout the review revealed efforts being made toward school improvement consistently lacked alignment to the school improvement plan. Specifically, it was observed that professional development, PLCs, and instructional coaching were not systematically aligned to school improvement goals. The SQR also revealed that the current school improvement plan was not written in the comprehensive and collaborative manner needed to achieve buy-in and drive improvement efforts.</p> |



| <b>Recommendation 2</b>  |
|--|
| <p>Create subject specific curriculum maps that identify core skills and content to be taught as well as instructional strategies and resources to be used. Ensure the curriculum maps build off of district identified content scope and sequence that aligns to the Indiana Academic Standards. Furthermore, include in the curriculum maps, a cycle of formative assessments that provide teachers and students with the data needed to continuously improve interventions and instruction. Audit any pre-existing curriculum maps in order to ensure they contain each of the previously mentioned aspects.</p>  |
| <b>Aligned Turnaround Principle(s)</b>   |
| <p>3.1, 3.2, 3.3, 3.6, 6.3, 1.2, 1.5, 1.6, 2.3, 4.1, 4.2, 4.3, 4.4</p>   |
| <b>Rationale</b>   |
| <p>Curriculum maps consolidate objectives, resources, instructional strategies, assessments, and the depth of knowledge addressed in standards based instruction. In this way curriculum maps provide the foundation on which professional development, a coaching cycle, and high-quality instruction can be constructed. Curriculum maps act to amplify the possibilities for long-range planning, short-term preparation, and clear communication among teachers during PLCs.<sup>1</sup> Furthermore, the inclusion of formative assessments within the curriculum maps creates the short-cycle data needed to drive academic interventions.</p> <p>Evidence collected throughout the review revealed that curriculum maps are infrequently used. Curriculum maps in math were not present. A review of the English/Language Arts curriculum maps revealed that key aspects needed to drive high quality instruction and interventions were missing. Furthermore, the teacher focus group, school leader focus group, as well as an observation of a grade level teachers’ meeting made apparent that many teachers are relying on text books as a substitute for curriculum maps. This was viewed by the Technical Assistance Team as contributing to a lack of rigor in standards based instruction. During classroom observations, a rigorous depth of knowledge was only evident in 2 of the 34 classrooms observed.</p> |

---

<sup>1</sup> Jacobs, Heidi Hayes. Mapping the Big Picture: Integrating Curriculum & Assessment, K-12. Alexandria, Va: Association for Supervision and Curriculum Development, 1997.

| <b>Recommendation 3</b>  |
|--|
| <p>Establish an instructional coaching cycle that is defined by the following characteristics: (1) observation of instructional practices, (2) job-embedded professional development, (3) modeling of effective instructional practices, and (4) individualized feedback of classroom instruction. In order to support this process, develop and use a template to provide formative feedback to teachers on all classroom walkthroughs. Ensure collaboration between the instructional coach and English as a New Language Specialist to align instructional foci and ensure all students are receiving quality differentiated instruction. Additionally, clearly define the roles and responsibilities of the instructional coach to minimize time spent on tasks not directly related to improving classroom instruction.</p>   |
| <b>Aligned Turnaround Principle(s)</b>   |
| <p>3.1, 3.2, 3.3, 3.5, 6.1, 6.2, 1.9, 2.2, 5.3, 5.5</p>  |
| <b>Rationale</b>   |
| <p>The use of a structured coaching cycle acts as a dynamic and on-going form of professional development. A coaching cycle, when done with fidelity, facilitates teachers to develop strong standards-based lesson plans, receive formative instructional feedback, examine classroom data, and refine classroom practice. A coaching cycle acts as a vehicle to focus classroom practice on the school improvement plan’s (SIP) identified goals and priorities. Still, opportunity exists within the coaching cycle to differentiate professional learning and meet the individual needs of teachers. Research has shown professional development, when reinforced by ongoing, job-embedded coaching leads to between eighty to ninety percent of implementation of new practices. Conversely, infrequent and decontextualized training resulted in implementation of less than twenty percent of new practices in classroom settings.<sup>2</sup></p> <p>Throughout the SQR, there was clear evidence of the positive impact an instructional coach had on improving instruction. However, classroom observations revealed a more structured, systematic, and intentional process to coaching teachers is needed. Furthermore, the instructional focus group and teacher focus group revealed that the instructional coach is completing a variety of administrative type duties, taking time away from those activities that can directly impact classroom instruction.</p> |

---

<sup>2</sup> Buysee, Pierce, Effective Coaching: Improving Teacher Practice & Outcomes for All Learners, WestEd: NCSI, no. 508 (2015).

## VII. Appendix A: Evidence for Remaining School Turnaround Principles

### Background

We believe it is valuable for school and district leaders to have a summary of the TAT's findings and evidence for each of the eight Turnaround Principles. As such, this section of the report outlines key findings and supporting evidence for each of the Turnaround Principles that were not identified by school and district leaders as prioritized Turnaround Principles for this school.

This information is intentionally provided in an appendix to reinforce the importance of the previously stated findings, evidence, ratings, and recommendations for the school's prioritized Turnaround Principles.

| <b>School Turnaround Principle 1: School Leadership</b>  |
|--|
| <b>Evidence Sources</b>  |
| Classroom Observations, Teacher Focus Group, District Leadership Focus Group, Instructional Leadership Focus Group, Principal Interviews, Teacher Surveys, Parent Surveys, PLC Observations, Artifacts Provided by McKinley Elementary School  |
| <b>Evidence Summary</b>  |
| <b>Strengths</b> <ul style="list-style-type: none"><li>• On their survey, 75% of teachers agree or strongly agree with the following statement, "Our principal ensures students and teachers feel safe, welcome and ready to learn and teach."</li><li>• On their survey, 75% of parents agree or strongly agree with the following statement, "Our principal supports academically-focused relationships between teachers and parents."</li><li>• The principal adjusted the master schedule during the 2017-2018 year to ensure students had access to the computers needed for interventions.</li></ul> |
| <b>Areas for Improvement</b> <ul style="list-style-type: none"><li>• The school improvement plan was not developed in a collaborative manner and fails to promote a clear approach for school improvement, which includes aligned strategies and a plan for monitoring progress.</li><li>• Classroom walkthroughs, although done regularly, do not provide the necessary formative feedback for teachers to continuously improve instruction and meet student learning goals.</li><li>• Professional development is not systemic and is consistently not aligned to the school improvement plan.</li></ul> |

## School Turnaround Principle 2: Climate and Culture

### Evidence Sources

Classroom Observations, Observations of Hallway Transitions and Common Areas, Teacher Focus Group, Student Focus Group, Parent and Community Member Focus Groups, District Leadership Focus Group, Principal Interviews, Parent Surveys, Artifacts Provided by McKinley Elementary School

### Evidence Summary

#### Strengths

- Parent, student, and teacher focus groups revealed stakeholders believe that McKinley is a safe and caring environment.
- In 88% of classrooms observed, evidence of rules and procedures were demonstrated by teachers and students.
- In 97% of classrooms observed, interactions among teachers and students were positive and respectful.

#### Areas for Improvement

- Evidence of high expectations for academics appeared in only 38% of classrooms observed.
- In only 50% of classrooms observed were students observed taking risks by interacting with content in new and experimental ways.
- Leadership focus groups revealed that many students are receiving “afternoon tardies” as a result of parents taking students out of school early to avoid waiting in line to pick up their children.

## School Turnaround Principle 4: Curriculum, Assessment, and Intervention Systems

### Evidence Sources

Classroom Observations, Teacher Focus Group, District Leadership Focus Group, Instructional Leadership Focus Group, Principal Interviews, PLC Observations, Artifacts Provided by McKinley Elementary School

### Evidence Summary

#### Strengths

- Every grade level has a 45-minute block for interventions each day.
- A full-time interventionist position was created with the task of using assessment data to identify and effectively remediate students on specific skills using purposeful strategies and resources.
- An ENL specialist monitors ENL students’ academic progress and intervenes when necessary.

#### Areas for Improvement

- The school’s lack of a formative assessment structure leaves the impact of interventions undetermined.

- No evidence was observed of a system to ensure that instruction is aligned to Indiana Academic Standards and adheres to the intended rigor of the standards.
- Curriculum maps either do not exist (math) or are missing important aspects such as standards-aligned assessments and interventions.

### **School Turnaround Principle 5: Effective Staffing Practices**

#### **Evidence Sources**

Teacher Focus Group, District Leadership Focus Group, Instructional Leadership Focus Group, Principal Interviews, Parent Surveys, PLC Observations, Artifacts Provided by McKinley Elementary School

#### **Evidence Summary**

##### Strengths

- Teachers participate in weekly professional development during “Late Start Wednesday” sessions where the leadership team reviews effective teaching strategies for implementation in classrooms.
- All teachers participate in weekly PLC meetings attended and lead by the principal and/or instructional coach.
- On their survey, 77% of parents agree or strongly agree with the following statement, “My student usually has the same teacher from the beginning to the end of the year.”

##### Areas for Improvement

- The building principal has little to no input in hiring for open positions.
- Based on evidence collected from meeting minutes and focus groups, professional development lacks intentionality and focus. Topics for professional development are more the result of spur-of-the-moment, short-term issues rather than a part of a systematic strategy for school improvement.
- Although an instructional coach is being utilized, there is not a formal coaching cycle in place that prioritizes teachers who are most in need of support.

### **School Turnaround Principle 7: Effective Use of Time**

#### **Evidence Sources**

Classroom Observations, Observations of Hallway Transitions and Common Areas, Teacher Focus Group, District Leadership Focus Group, Instructional Leadership Focus Group, Principal Interviews, Parent Surveys, PLC Observations, Artifacts Provided by McKinley Elementary School

#### **Evidence Summary**

##### Strengths

- Grade-level teams have common planning time and meet weekly.
- The principal made adjustments to the master schedule after the start of the school year to ensure student access to computers needed for interventions.
- The master schedule is arranged to allow for weekly professional development and PLC meetings.

##### Areas for Improvement

- On their survey, 19% of parents disagreed with the statement “our school provides me with a copy of the schedule.”
- It is unclear if greater designated time for interventions is provided to students who are two or more years behind in ELA and/or Mathematics.

### **School Turnaround Principle 8: Family and Community Engagement**

#### **Evidence Sources**

Teacher Focus Group, Parent and Community Member Focus Groups, Instructional Leadership Focus Group, Principal Interviews, Parent Surveys, Artifacts Provided by McKinley Elementary School

#### **Evidence Summary**

##### Strengths

- The school is utilizing a partnership with the community organization Geminus to provide an anti-truancy program to families. The program provides education, support, and alarm clocks to families to help improve school attendance.
- Beginning this year, the school created monthly parent nights intended to help keep parents informed of their child’s progress, learning, and test results.
- Building administrators have made efforts to create and increase participation in the school’s parent teacher organization. The parent teacher organization works to raise funds and sponsorship opportunities for students.
- Communication with families of English Learners is effective and English Learner focused family nights are an intentional way to engage these families.

#### Areas for Improvement

- The school's parent liaison has not been replaced after the person previously in the position resigned.
- Parent and guardian surveys are not administered on an annual basis. As a result, parental feedback is not consistently used as part of the school's improvement efforts.







# School Quality Review Report

Coquillard Traditional School

South Bend Community Schools

February 20-21, 2018

## Review Team Members

|                        |                               |                                 |
|------------------------|-------------------------------|---------------------------------|
| <b>John Purcell</b>    | School Improvement Specialist | Indiana Department of Education |
| <b>Rob Lugo</b>        | Principal                     | North Elementary School         |
| <b>Melissa Pickens</b> | Literacy Coach                | River Birch Elementary School   |
| <b>Graham Collins</b>  | Federal Grants Specialist     | Indiana Department of Education |

## Table of Contents

|       |  |    |
|-------|--|----|
| I.    | Background on the School Quality Review .....  | 3  |
| II.   | Overview of the School Quality Review Process.....                                       | 4  |
| III.  | Data Snapshot for Coquillard Traditional School.....                                     | 5  |
| IV.   | Evidence and Rating for School Turnaround Principle #1: Effective School Leadership..... | 8  |
| V.    | Evidence and Rating for School Turnaround Principle #2: School Climate and Culture ..... | 10 |
| VI.   | Evidence and Rating for School Turnaround Principle #3: Effective Instruction .....      | 11 |
| VII.  | Recommendations .....  | 13 |
| VIII. | Appendix A: Evidence for Remaining School Turnaround Principles .....                    | 18 |

## I. Background on the School Quality Review

Public Law 221 (PL 221) was passed in 1999 before the enactment of the federal *No Child Left behind Act* (NCLB). It serves as the state's accountability framework. Among other sanctions, the law authorizes the Indiana State Board of Education (SBOE) to assign an expert team to conduct a School Quality Review for schools placed in the lowest category or designation of school performance for two consecutive years.

*(a) The board shall direct that the department conduct a quality review of a school that is subject to IC 20-31-9-3. (b) The board shall determine the scope of the review and appoint an expert team under IC 20-31-9-3. (Indiana State Board of Education; 511 IAC 6.2-8-2; filed Jan 28, 2011, 3:08 p.m.: 20110223-IR-511100502FRA)*

The school quality review (SQR) is a needs assessment meant to evaluate the academic program and operational conditions within an eligible school. The SQR will result in actionable feedback that will promote improvement, including the reallocation of resources or requests for technical assistance. The process is guided by a rubric aligned to the United States Department of Education's "Eight Turnaround Principles" (see Appendix B). The school quality review includes a pre-visit analysis and planning meeting, onsite comprehensive review, and may include targeted follow-up visits.

State law authorizes the SBOE to establish an expert team to conduct the School Quality Review known as the Technical Assistance Team (TAT). Membership must include representatives from the community or region the school serves; and, may consist of school superintendents, members of governing bodies, teachers from high performing school corporations, and special consultants or advisers.

## II. Overview of the School Quality Review Process

The School Quality Review process is designed to identify Coquillard Traditional School's strengths and areas for improvement organized around the [United States Department of Education's Eight School Turnaround Principles](#). In particular, the School Quality Review process focused on three Turnaround Principles that were identified as priorities by the school and its district.

The on-site review consisted of the Technical Assistance Team (TAT) visiting the school for two days. During the two days, the TAT (1) conducted separate focus groups with students, staff, parents, and community members, (2) observed a professional learning community meeting with teachers, (3) conducted 21 classroom observations, and (4) interviewed school and district leaders.

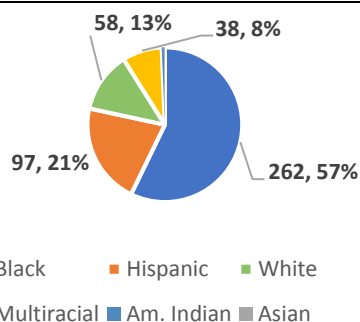
Prior to the visit, teachers completed an online survey, with all teachers participating. Parents were also invited to complete a survey, resulting in the completion of 43 surveys. Finally, the school leadership team completed a self-evaluation. Both surveys and the self-evaluation are made up of questions that align to school improvement principles and indicators (Appendix B).

### III. Data Snapshot for Coquillard Traditional School

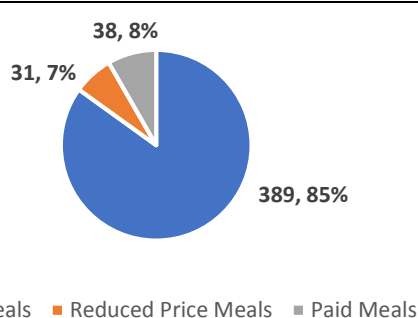
| School Report Card            |        |        |                 |                               |        |        |                 |
|-------------------------------|--------|--------|-----------------|-------------------------------|--------|--------|-----------------|
| 2015-2016 Report Card         | Points | Weight | Weighted Points | 2016-2017 Report Card         | Points | Weight | Weighted Points |
| Performance Domain Grades 3-8 | 30.45  | 0.5    | 15.23           | Performance Domain Grades 3-8 | 20.70  | 0.5    | 10.35           |
| Growth Domain Grades 4-8      | 72.90  | 0.5    | 36.45           | Growth Domain Grades 4-8      | 59.80  | 0.5    | 29.90           |
| Overall Points                |        |        | 51.7            | Overall Points                |        |        | 40.3            |
| Overall Grade                 |        |        | F               | Overall Grade                 |        |        | F               |

#### Enrollment 2017-2018: 458 students

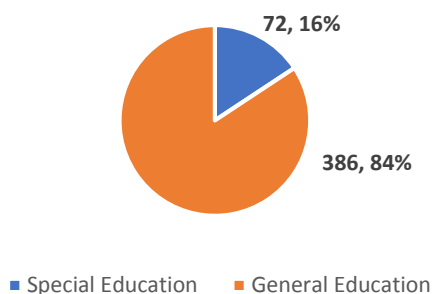
##### Enrollment 2017-2018 by Ethnicity



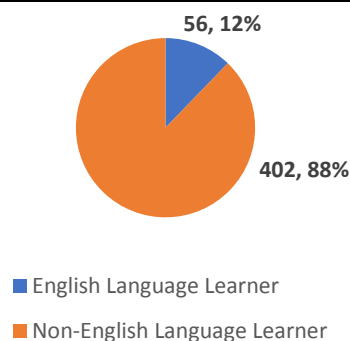
##### Enrollment 2017-2018 by Free/Reduced Price Meals



##### Enrollment 2017-2018 by Special Education



##### Enrollment 2017-2018 by English Language Learners

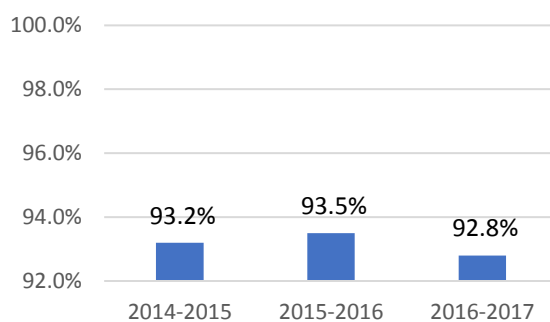


#### Attendance

##### Attendance by Grade

| Grade | '14-'15 | '15-'16 | '16-'17 |
|-------|---------|---------|---------|
| PK    | 90.8%   | 92.8%   | 91.4%   |
| K     | 91.8%   | 92.5%   | 93.1%   |
| 1     | 94.0%   | 92.1%   | 92.5%   |
| 2     | 94.3%   | 94.7%   | 93.3%   |
| 3     | 95.4%   | 96.2%   | 95.2%   |
| 4     | 93.2%   | 93.5%   | 92.8%   |

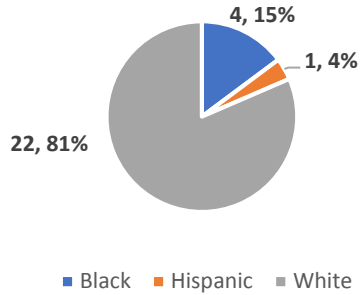
##### Attendance Rate Trend



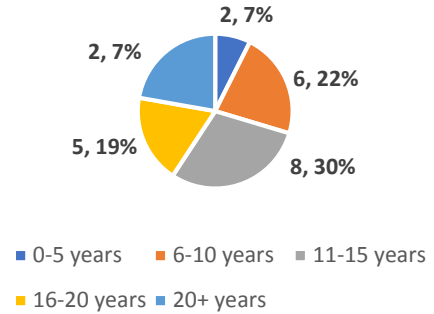
**School Personnel**

*Teacher Count 2015-2016: 27*

*Teacher Count 2015-2016 by Ethnicity*

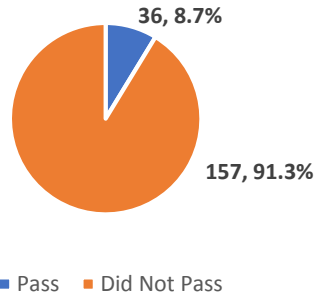


*Teacher Count 2015-2016 by Years of Experience*

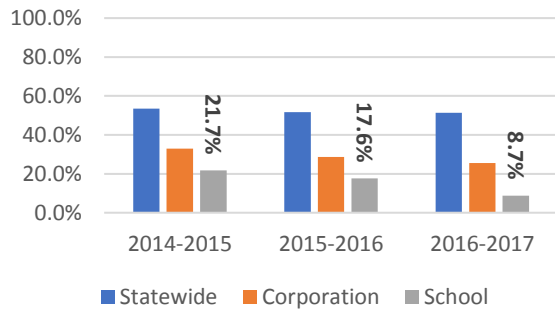


**Student Academic Performance**

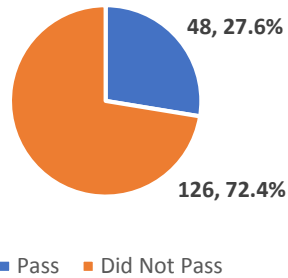
*ISTEP+ 2016-2017  
Both English/Language Arts and Math*



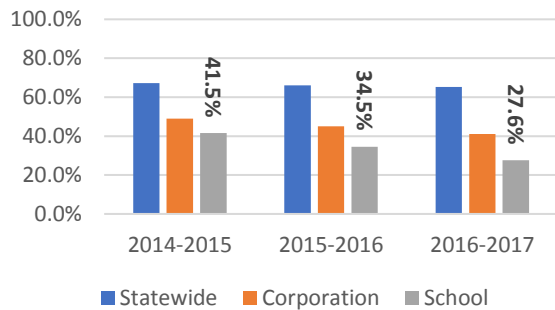
*ISTEP+ Percent Passing Trend  
Both English/Language Arts and Math*



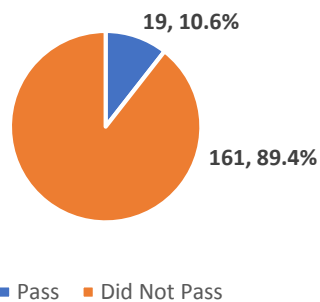
*ISTEP+ 2016-2017: English/Language Arts*



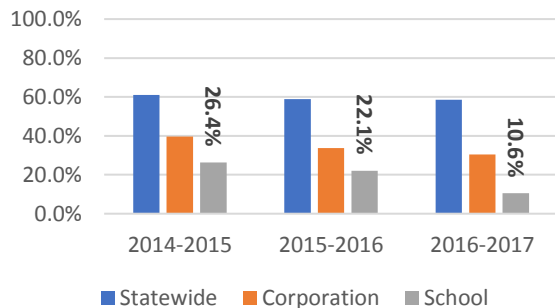
*ISTEP+ Percent Passing Trend: English/Language Arts*



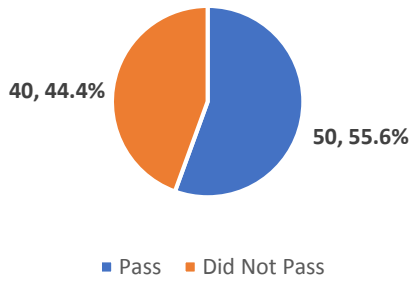
*ISTEP+ 2016-2017  
Math*



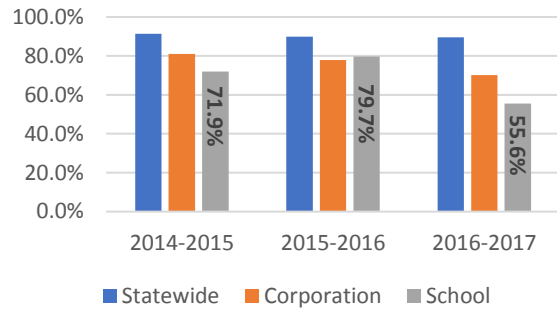
*ISTEP+ Percent Passing Trend  
Math*



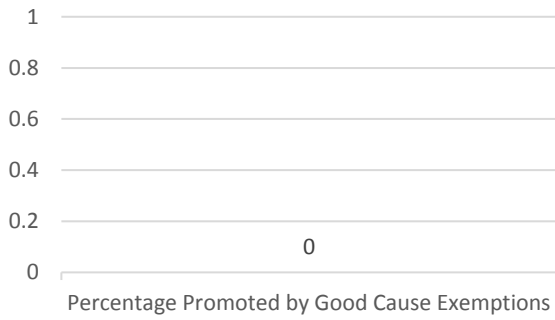
**IREAD-3 2016-2017**



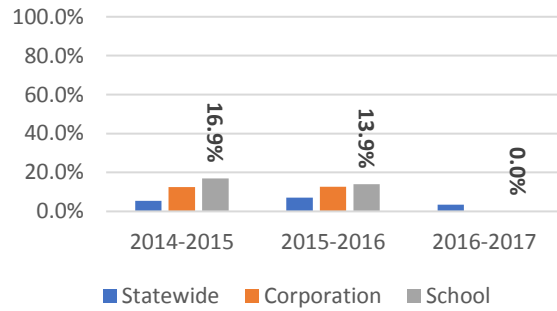
**IREAD-3 Percent Passing Trend**



**IREAD-3 Percentage Promoted by Good Cause Exemptions 2016-2017**



**IREAD-3 Good Cause Promotion Exemption Trend**



## IV. Evidence and Rating for School Turnaround Principle #1: Effective School Leadership

### **Background**

The next three sections of the report illustrate the Technical Assistance Team's key findings, supporting evidence, and overall rating for each of the school's prioritized Turnaround Principles.

To thoughtfully identify these prioritized Turnaround Principles, school and district leaders used a "Turnaround Principle Alignment Tool" provided by the Indiana State Board of Education to determine the two to three Turnaround Principles that most closely align with the goals and strategies outlined in the school's improvement plan.

This report focuses on these prioritized Turnaround Principles to provide a strategically targeted set of findings and recommendations. Additional evidence on the other five Turnaround Principles can be found in Appendix A of this report.



## School Turnaround Principle #1: Effective School Leadership

### Evidence Sources

Classrooms Observations, Individual Staff Interviews, Parent Survey Data, School Leader Self-Assessment, Student Focus Group, Instructional Leadership Team Focus Group, School District Focus Group, Teacher Focus Group, Community Partner Focus Group, School Improvement Plan, Artifacts Provided by Coquillard Traditional School

### Rating

| 1<br><u>Ineffective</u>                            | 2<br><u>Improvement<br/>Necessary</u>                   | 3<br><u>Effective</u>         | 4<br><u>Highly Effective</u>                           |
|--|---|-------------------------------|--|
| <i>No evidence of this happening in the school</i> | <i>Limited evidence of this happening in the school</i> | <i>Routine and consistent</i> | <i>Exceeds standard and drives student achievement</i> |

### Evidence

| Strengths  | Aligned Turnaround Principle Indicator(s)  |
|--|--|
| <ul style="list-style-type: none"> <li>Although some exceptions exist, parent surveys and focus group conversations with parents, students, and teachers reported that school officials often inform families about students' learning and behavior via personal contacts, regular progress reports, the student management system, and/or by distributing information to the student body.</li> </ul> | <ul style="list-style-type: none"> <li>1.10, 8.1, 8.2</li> </ul>                         |
| <ul style="list-style-type: none"> <li>Data gathered through teacher focus groups, interviews, and surveys showed the school leader often ensures teachers have access to standards-aligned resources.</li> </ul>  | <ul style="list-style-type: none"> <li>1.5, 4.4</li> </ul>                               |
| <ul style="list-style-type: none"> <li>According to teacher surveys and focus group discussions, the principal communicates the importance of school improvement and expresses the necessity that such involves every classroom.</li> </ul>  | <ul style="list-style-type: none"> <li>1.4, 2.3</li> </ul>                               |
| Areas for Improvement  | Aligned Turnaround Principle Indicator(s)  |
| <ul style="list-style-type: none"> <li>No individual interviewed, in focus groups or in person, could articulate the school's vision or mission, thus revealing that such have not been effectively communicated to internal or external stakeholders.</li> </ul>  | <ul style="list-style-type: none"> <li>1.1, 1.2, 1.4, 2.3</li> </ul>                     |
| <ul style="list-style-type: none"> <li>Information gathered through interviews with staff and parents revealed that the school improvement plan, while developed with the instructional leadership team and initially discussed with the staff, is not the catalyst for on-going improvement efforts.</li> </ul>   | <ul style="list-style-type: none"> <li>1.1, 1.2, 1.4, 1.8, 1.9, 2.3, 5.2, 5.3</li> </ul> |
| <ul style="list-style-type: none"> <li>District and building initiatives, especially those that pertain to the same domain (e.g. behavior programs: PBIS, Zones of Regulation, responsive classroom, character education), are not</li> </ul>  | <ul style="list-style-type: none"> <li>1.1, 1.7, 4.2, 4.3, 6.2</li> </ul>                |

|   |   |
|---|---|
| aligned and cause confusion among staff as to how they are to be implemented.   |   |
| <ul style="list-style-type: none"> <li>According to the principal, the process for observing, evaluating, and making informed decisions about teacher performance is inconsistent and does not afford sufficient data to dismiss underperforming teachers.</li> </ul> | <ul style="list-style-type: none"> <li>1.5, 1.7, 1.9, 5.5, 6.3</li> </ul> |

V. Evidence and Rating for School Turnaround Principle #2: School Climate and Culture

| School Turnaround Principle #2: School Climate and Culture  |   |   |   |
|---|---|---|---|
| Evidence Sources  |   |   |   |
| Classrooms Observations, Individual Staff Interviews, Parent Survey Data, School Leader Self-Assessment, Student Focus Group, Instructional Leadership Team Focus Group, Teacher Focus Group, Community Partner Focus Group, School Improvement Plan, Artifacts Provided by Coquillard Traditional School   |   |   |   |
| Rating  |   |   |   |
| <p style="text-align: center;"><b>1</b><br/><u>Ineffective</u></p> <p><i>No evidence of this happening in the school</i></p>  | <p style="text-align: center;"><b>2</b><br/><u>Improvement Necessary</u></p> <p><i>Limited evidence of this happening in the school</i></p> | <p style="text-align: center;"><b>3</b><br/><u>Effective</u></p> <p><i>Routine and consistent</i></p> | <p style="text-align: center;"><b>4</b><br/><u>Highly Effective</u></p> <p><i>Exceeds standard and drives student achievement</i></p> |
| Evidence  |   |   |   |
| Strengths   |   | Aligned Turnaround Principle Indicator(s)   |   |
| <ul style="list-style-type: none"> <li>Teachers work cooperatively and demonstrate collegial support by assuming responsibilities for additional students when necessitated by teacher absences, as verified by direct observation on the second day of the visit and through discussions in the Teacher and Instructional Leadership Team Focus Groups.</li> </ul> |   | <ul style="list-style-type: none"> <li>2.1, 2.2, 2.3</li> </ul>                                       |   |
| <ul style="list-style-type: none"> <li>Students are identified and receive academic support through interventionists, the Title I program, and the special education program, as found in discussions with teachers, students, and parents.</li> </ul>  |   | <ul style="list-style-type: none"> <li>2.2, 3.5, 4.5, 6.2</li> </ul>                                  |   |
| <ul style="list-style-type: none"> <li>Provided documents and conversations with school personnel verified that a team, consisting of the principal, social worker, cognitive interventionist, family and community support specialist, and select teachers, meets monthly to review data regarding students who display significant behavioral issues.</li> </ul>  |   | <ul style="list-style-type: none"> <li>1.3, 1.4, 2.1, 2.3</li> </ul>                                  |   |

| Areas for Improvement   | Aligned Turnaround Principle Indicator(s)                                 |
|---|---|
| <ul style="list-style-type: none"> <li>The principal reported the number of teacher absences for non-school related reasons as 390 in 2015-2016, (with more in 2016-2017), indicating that such affects the continuity of instruction and learning in those classes. He stressed the same concern for the classrooms where students from those rooms had to be distributed (divided between other classrooms) when no substitute teacher could be secured.</li> </ul> | <ul style="list-style-type: none"> <li>1.1, 1.4, 2.3, 5.2</li> </ul>      |
| <ul style="list-style-type: none"> <li>As observed directly by the visiting team and as documented in conversations during Teacher, Student, and Parent Focus Groups, there are unclear and inconsistent policies and practices for student behavior, resulting in a variance of staff responses.</li> </ul>  | <ul style="list-style-type: none"> <li>1.3, 1.4, 2.1, 2.2, 2.3</li> </ul> |
| <ul style="list-style-type: none"> <li>Although a social worker and cognitive interventionist are assigned to the school, the assignment is part-time, enabling them to be present only two days each week. Additionally, no elementary counselor is assigned to the building. This was deemed insufficient, by staff and community members given the number and severity of student behavior issues.</li> </ul>  | <ul style="list-style-type: none"> <li>2.1, 2.2, 2.3, 6.1</li> </ul>      |

## VI. Evidence and Rating for School Turnaround Principle #3: Effective Instruction

| School Turnaround Principle #3: Effective Instruction   |   |                               |  |
|---|---|-------------------------------|--|
| Evidence Sources  |   |                               |  |
| Classrooms Observations, Individual Staff Interviews, Parent Survey Data, School Leader Self-Assessment, Student Focus Group, Instructional Leadership Team Focus Group, Teacher Focus Group, Community Partner Focus Group, School Improvement Plan, Artifacts Provided by Coquillard Traditional School |   |                               |  |
| Rating  |   |                               |  |
| 1<br><u>Ineffective</u>   | 2<br><u>Improvement Necessary</u>                       | 3<br><u>Effective</u>         | 4<br><u>Highly Effective</u>                               |
| <i>No evidence of this happening in the school</i>  | <i>Limited evidence of this happening in the school</i> | <i>Routine and consistent</i> | <i>Exceeds standard and drives student achievement</i>     |
| Evidence  |   |                               |  |
| Strengths   |   |                               | Aligned Turnaround Principle Indicator(s)                  |
| <ul style="list-style-type: none"> <li>Multiple sources of formative assessment data for reading are provided by the district.</li> </ul>   |   |                               | <ul style="list-style-type: none"> <li>3.5, 6.2</li> </ul> |

|   |   |
|---|---|
| <ul style="list-style-type: none"> <li>• Academic progress is monitored through discussions of student data by some teachers with the leadership team.</li> </ul>   | <ul style="list-style-type: none"> <li>• 3.5, 6.2</li> </ul>      |
| <ul style="list-style-type: none"> <li>• Based on classroom observations, teachers employed technology (e.g., interactive boards and/or personal devices used by students) to support and extend instruction.</li> </ul>  | <ul style="list-style-type: none"> <li>• 3.2, 4.4</li> </ul>      |
| <p>Areas for Improvement</p>  | <p>Aligned Turnaround Principle Indicator(s)</p>                  |
| <ul style="list-style-type: none"> <li>• Low assumptions about students’ academic potential were commonly exhibited by the staff through perspectives shared during various focus groups and the School Leader Self-Evaluation.</li> </ul>  | <ul style="list-style-type: none"> <li>• 1.4, 2.3, 3.6</li> </ul> |
| <ul style="list-style-type: none"> <li>• Teachers provided verbal explanations of the lesson’s objective to students (i.e., what students should know and/or be able to do as a result of the lesson) in only 55% of the classroom observed.</li> </ul>   | <ul style="list-style-type: none"> <li>• 2.3, 3.1, 3.2</li> </ul> |
| <ul style="list-style-type: none"> <li>• Evidence gathered during classroom observations and through conversations with students indicated that teachers establish little to no relevance for lesson content.</li> </ul>  | <ul style="list-style-type: none"> <li>• 2.2, 3.2, 3.4</li> </ul> |
| <ul style="list-style-type: none"> <li>• In 42% of the classrooms visited, some students were observed as inattentive and/or off-task (e.g. sitting at an “empty” desk with no textbook, book, writing material, computer with which to work; fidgeting with items such as pencils and not listening to the teacher; walking about the room and talking with other students about non-content related subjects, etc.).</li> </ul> | <ul style="list-style-type: none"> <li>• 2.2, 3.2, 3.6</li> </ul> |

## VII. Recommendations

### Background

This section outlines an intentionally targeted set of recommendations that align to one or more of the school’s prioritized Turnaround Principles. Anchored in the United States Department of Education’s Turnaround Principles framework, these recommendations are representative of what the Technical Assistance Team believes to be the most immediate changes needed to accelerate growth in academic and non-academic student outcomes at Coquillard Traditional School. These recommendations should not be thought of as an exhaustive set of school improvement strategies, but rather as a part of the ongoing and continuous school improvement process.

| <b>Recommendation 1</b>   |
|---|
| Develop a purpose-driven vision and mission for Coquillard Traditional School, rooted in a defined set of stakeholders’ core values and aligned with the district’s vision and mission. With the vision and mission as the primary focus, initiate a comprehensive school improvement planning process for the purpose of developing a sustainable, systems-based continuous improvement strategy that will foster fulfillment of the vision, regardless of changes within the system, itself.  |
| <b>Aligned Turnaround Principle(s)</b>  |
| 1.1, 1.2, 1.4, 1.5, 1.7, 1.8, 1.9, 2.3, 4.2, 4.3,4.4, 5.2, 5.3, 5.5, 6.2, 6.3, 8.1, 8.2   |
| <b>Rationale</b>  |
| <p>A school’s vision depicts the optimal state, or ultimate desired goal, of what the school will achieve over time through continuous attention to their mission. The mission, then, supports the vision by expressing the purpose, direction, and priorities of the school. Irrespective of what is written in such statements, a school’s vision must inspire all stakeholders to embrace their best efforts to make the vision a reality. The same is true for the mission. It must realistically portray that which happens (as opposed to that which may happen) in the school each day. Espoused ideas in vision and mission statements, when not evident in practice, provide little direction for educators and mislead stakeholders.</p> <p>Simply put, schools are charged with providing the highest quality education in the safest possible environment. To remain faithful to this charge, continuous attention is required to the ever-changing dynamics of curriculum and assessment, and the extent to which the school’s instructional practices engender student learning, as indicated by academic achievement and other data. The principal has one of the greatest influences on student achievement and is most important driver of improvement efforts.<sup>1</sup> The principal is the standard bearer of the vision and mission, and must be capable of clearly explaining the school’s vision and mission, as well as that which is being done (i.e. goals and status of goals) to accomplish the mission.</p> |

<sup>1</sup> VanGronigen, B.A., Meyers, C.V., Hitt, D. H. (2017). *A rubric for assessing schools’ plans for rapid improvement*. [The Center on School Turnaround]. San Francisco: WestEd.

Many initiatives, and related programs, are in place at Coquillard Traditional School. These include the behavior programs: PBIS; character education; Responsive Classroom; and, Zones of Regulation. For instruction and assessment, they include: Think Central, iStation, Mind Play, Exact Path, mClass Literacy; ISIP Reading Assessment, quarterly writing assessments, Data Wise, IREAD-3, ISTEP+, WIDA, and CogAT. The extent to which they support and further the school’s mission is not discernable given the vision and mission, themselves, are unclear to staff. While some of the initiatives and programs are school-driven, others stem from the school corporation. It was evident during the school visit that stakeholders (staff, students, and parents) draw from various components of the programs, but do so to different degrees and with different approaches. The lack of consistency in program design and training contributes to the school’s limited improvement in student achievement and behavior. Individually, these initiatives and programs are well-intentioned; collectively, they confuse the process of teaching and learning and draw precious time and resources away from student achievement.

An abundance of evidence collected during the visit highlighted that stakeholders desire positive, dramatic, and lasting change. A systems-based approach to school improvement provides a framework for disciplined, prudent, and focused action. It aligns and integrates school-related sub-systems (e.g. instruction, selection and allocation of resources, application of data, stakeholder relations, etc.) so they operate in concert, rather than in conflict, with one another. Much of that which is discussed in the following two recommendations are subsumed by the above recommendation and should be viewed as such.

| <b>Recommendation 2</b>  |
|--|
| Conduct a comprehensive study of the school’s climate and culture, including a root cause analysis with emphasis on identifying causal factors and barriers related to negative issues in the existing environment. Based on the results and in accord with the vision for the school, employ a narrow set of evidence-based practices to establish and maintain a climate that ultimately shapes a culture of presumed student success. Please consider this recommendation in conjunction with Recommendation 3. |
| <b>Aligned Turnaround Principle(s)</b>   |
| 1.1, 1.3, 1.4, 2.1, 2.2. 2.3, 3.5, 4.5, 5.2, 6.1, 6.2  |
| <b>Rationale</b>   |
| There is little distinction between a school’s climate and culture, but the distinction, itself, has a profound impact on daily operations and, ultimately, on student achievement. Many researchers characterize climate as the ‘feel’ of an organization, encompassing the ‘quality and character of school life.’ <sup>2</sup> Climate represents a school’s attitude, as reflected in day-to-day decisions and interactions. In contrast, the culture within a school represents its                           |

<sup>2</sup> School Climate & Culture - University of Nebraska–Lincoln. (n.d.). Retrieved from [https://www.bing.com/cr?IG=F99149471C384A78A39242FAADE885B7&CID=31BDEAD7086F6A141963E17E09C06B1B&rd=1&h=J28SFXkLayq6QNzoOLoPprgS\\_BFTTrDN-dWG5Kmq8Ndc&v=1&r=https%3a%2f%2fk12engagement.unl.edu%2fstrategy-briefs%2fSchool%2520Climate%2520%26%2520Culture%25202-6-16%2520.pdf&p=DevEx,5067.1](https://www.bing.com/cr?IG=F99149471C384A78A39242FAADE885B7&CID=31BDEAD7086F6A141963E17E09C06B1B&rd=1&h=J28SFXkLayq6QNzoOLoPprgS_BFTTrDN-dWG5Kmq8Ndc&v=1&r=https%3a%2f%2fk12engagement.unl.edu%2fstrategy-briefs%2fSchool%2520Climate%2520%26%2520Culture%25202-6-16%2520.pdf&p=DevEx,5067.1)

personality, and is formed over time as individuals develop common belief patterns, expectations, and behaviors regarding one another and about teaching and learning. In essence, character and attitudes of stakeholders, over time, become the school's personality and form the collective beliefs that establish the culture. Both, climate and culture, are of grave concern at Coquillard.

Safety, teaching and learning, and relationships are three components of school climate, according to the National School Climate Center.<sup>3</sup> Each of these was adversely impacted by factors observed within the school. During the visit, a palpable unsettledness was present in the climate, induced mostly by students' potential and actual misbehavior. This was made all the more evident by comments shared by students in their focus group.

"You could get jumped easily."

"It's terrible; don't ever come here."

"Be careful, watch your back, have another friend watch your back."

"You ask all these questions. Are you going to stop it (bullying, outbursts,...)?"

Additionally, this unsettledness manifested in comments made by staff and community members who volunteer in the school. These comments included:

"The kids are out of control. I mean it's bad at times."

"It's not uncommon to hear teachers screaming, not really screaming, but trying to control the kids because they're so frustrated."

Consequently, the pervasive learning environment was observed to be ineffective. This climate exists in spite of numerous attempts to address it by the school and corporation, through the introduction of programs intended to mitigate student misbehavior and reinforce positive behavior.

Three student behavior management programs are in place at Coquillard Traditional School: Positive Behavioral Intervention and Supports (PBIS); character education; and, Responsive Classroom. A fourth program, Zones of Regulation, is presently being introduced. Although similarities exist in the programs' overall intentions, protocols and practices vary. Staff, with whom we spoke, did not possess a collective understanding of aspects of the programs and the way in which they concur. As such, there exists a lack of operational congruity. Through direct observations by the review team, it was evident that staff's approaches to student behavior management were fragmented, inconsistent, and, in most cases, ineffective. In many classrooms and in other areas of the school, defiant and disruptive student misconduct adversely affected the operational and learning environments.

Conversations in focus groups comprised of school staff found widely held low expectations for students' academic success and self-regulation skills. Some students' perceived circumstances regarding their own behavior and learning as beyond their own

---

<sup>3</sup> Shindler, J. (2010). *Transformative classroom management: positive strategies to engage all students and promote a psychology of success*. San Francisco: Jossey-Bass.

control. That is, they attributed the causes of their behaviors or academic failures to other people or conditions (environment, school rules, parents...). This external locus of control was compounded by the staff's low expectations for students' abilities to self-regulate their behavior or achieve academic success. In other words, a pervasive climate exists where students believe, "they just can't do it" and staff believe, "students just won't do it. As a result, a culture of resignation to underperformance and insecurity prevails in spite of the three well-intentioned programs.

In the final analysis, forging a culture of academic success at Coquillard depends, at least partially, on the commitment and ability of all stakeholders to define the ultimate purpose of the school (vision) and to formulate a mission that ardently supports it through clear and positively framed expectations, and the social development and academic potential of all students.

### Recommendation 3

Develop a coherent teacher professional development program for building staff capacity in classroom management. Consider the inclusion of evidence-based practices that establish and maintain a climate with a designed structure, driven by sound organization, preparation, and student engagement practices. This should align with the school's mission and operate within the comprehensive systems-based school improvement framework that is developed.

#### Aligned Turnaround Principle(s)

1.4, 2.2, 2.3, 3.1, 3.2, 3.4, 3.5, 3.6, 6.2

#### Rationale

Student achievement is tied closely to teacher quality. Highly effective teachers possess sound content knowledge, are adept at designing and delivering instruction that correlates with students' needs, and demonstrate skill in managing student behavior. In fact, the last two characteristics are closely allied. When instruction fails to meet students' basic needs, management issues tend to arise.<sup>4</sup> Effective instruction complements classroom management and classroom management complements effective instruction. Together they create synergy that cultivates an internal locus of control for both students and teachers. That is, there is a true belief by these individuals that matters are within their control, which, in turn, generates positive attitudes and a culture of optimism: "I can do this." Preparation, organization and meaningful student engagement are three necessary components for effective instruction and classroom management.

Preparation means lessons are carefully designed and instruction occurs without interruption due to thorough planning. For example, necessary materials are readily available and students do not have to wait as the teacher gathers materials (e.g. manipulatives, sets of books) before moving forward with the lesson.

---

<sup>4</sup> Shindler, J. (2010). *Transformative classroom management: positive strategies to engage all students and promote a psychology of success*. San Francisco: Jossey-Bass.



Organization entails room design such as furniture arrangement. For example, if a student presents potential behavioral issues his/her desk is located so the teacher has unrestricted access (e.g. a clear route) to the student from most locations in the room. Organization also includes 1) physical structure within the room with limited distractions and clutter (e.g. extraneous posted materials and stacks of books on the floor, respectively), and 2) organizational structure that promotes a sense of security (e.g. daily routines, posted agendas, etc.) This is particularly beneficial for students who have anxiety issues.

Lastly, meaningful student engagement requires students to be involved in tasks and activities in which they find relevance and a balance between challenge and success. Such activities must be paced in such a way that time-on task is maximized. Most importantly, students must know that they are working for a purpose and that their work will be reviewed with feedback provided. During the visit, many teachers noted that students were required by the district to “be on” Mind Play for 30 minutes each day. When asked how they analyzed students’ work so as to provide remedial instruction, the response reverted back to the time required by the district rather than desired levels of mastery.

It must be stated that the Technical Assistance Team found a few classrooms where preparation, organization, and engagement were present, at least in part. Students in these rooms were provided the conditions and instruction conducive to learning. Disruptive and defiant behavior were minimal, if present at all. Lesson pacing provided a balance between necessary time to understand concepts and excessive time that would foment boredom.

As noted above, despite the presence of multiple student management programs, significant issues exist to the detriment of the learning process. Evidence-based student behavior management practices are not programs, but strategies rooted in developed staff competencies and skills. When these exist with fidelity, it is of little consequence if conflicting programs are present. The culture is built around the professionalism and well-developed capacity of staff.

## VIII. Appendix A: Evidence for Remaining School Turnaround Principles

### Background

We believe it is valuable for school and district leaders to have a summary of the TAT's findings and evidence for each of the eight Turnaround Principles. As such, this section of the report outlines key findings and supporting evidence for each of the Turnaround Principles that were not identified by school and district leaders as prioritized Turnaround Principles for this school.

This information is intentionally provided in an appendix to reinforce the importance of the previously stated findings, evidence, ratings, and recommendations for the school's prioritized Turnaround Principles.

| <b>School Turnaround Principle #4: Curriculum, Assessment &amp; Intervention Systems</b>   |
|--|
| <b>Evidence Sources</b>  |
| Classrooms Observations, Individual Staff Interviews, School Leader Self-Assessment, Instructional Leadership Team Focus Group, School District Focus Group, Teacher Focus Group, School Improvement Plan  |
| <b>Evidence Summary</b>  |
| <b>Strengths</b> <ul style="list-style-type: none"><li>• In 2017 the school corporation finalized curriculum maps aligned with the more rigorous Indiana Academic Standards.</li><li>• The school corporation provided comprehensive, week-long training for the principal and a team of five staff in the use of DataWise during the summer of 2017.</li></ul>  |
| <b>Areas for Improvement</b> <ul style="list-style-type: none"><li>• Interviews with a random sample of 12 teachers revealed they believed they were effectively using only 52% of the academic and behavioral programs in place. (e.g. DataWise, iStation, PBIS, Exact Path, Responsive Classroom, etc.)</li><li>• Although a system of interventions is in place for students who struggle academically, staff could provide no clear explanation as to how the instruction and progress for those students are coordinated between support services (e.g. Title I, interventionists, etc.) and the general education classroom.</li></ul> |

### School Turnaround Principle #5: Effective Staffing Practices

#### Evidence Sources

Classrooms Observations, Individual Staff Interviews, School Leader Self-Assessment, School Improvement Plan, Instructional Leadership Team Focus Group, Teacher Focus Group, School District Focus Group

#### Evidence Summary

##### Strengths

- The principal uses student performance data and teachers' strengths to strategically assign staff in an effort to maximize student achievement.
- Professional development opportunities, regarding initiatives and programs to help staff better understand the use of data, are offered by the school corporation during the school year and over the summer.
- Two reading and two mathematics interventionists are assigned to the school and work with staff to build professional capacity, assist with data interpretation, and work directly with students on specific academic deficits.

##### Areas for Improvement

- According to meetings with the principal and the focus group with district leaders, employment and staff transfer decisions for the school are made primarily by central office personnel and do not always reflect specific staffing needs of the building.
- Professional development was not shown to be linked to teacher evaluations, learning outcomes, or school-wide goals.

### School Turnaround Principle #6: Effective Use of Data

#### Evidence Sources

Individual Staff Interviews, School Leader Self-Assessment, Instructional Leadership Team Focus Group, Teacher Focus Group, School Improvement Plan, Artifacts Provided by Coquillard Traditional School

#### Evidence Summary

##### Strengths

- mClass data are reviewed regularly by staff to identify students who are not mastering basic reading skills.
- A data wall is maintained and provides clear indication as to the mastery status of individual students in reading.

##### Areas for Improvement

- Evidence from interviews, focus groups, and surveys indicated that data are inconsistently used to identify schoolwide instructional practices requiring improvement.

- Few details could be offered to explain how triangulation of data is used to identify and track students who potentially possess the need for special education services.

**School Turnaround Principle #7: Effective Use of Time**

**Evidence Sources**

Classrooms and Schoolwide Observations, Individual Staff Interviews, School Leader Self-Assessment, Teacher Focus Group, School Improvement Plan, Artifacts Provided by Coquillard Traditional School

**Evidence Summary**

**Strengths**

- Observations and discussions with staff revealed that many teachers are flexible and will modify their schedules as necessary to afford intervention time for students who are two or more years behind.
- Collaboration/professional development time for staff is built into the schedule at the end of each day.

**Areas for Improvement**

- Excessive teacher absences necessitate classroom coverage by interventionists and Title I staff when a sufficient number of substitute teachers cannot be secured, thus diminishing necessary remediation time with students who require additional assistance.
- Although collaboration time is built into the schedule at the end of each day, the principal reported that obligations and requirements from the school corporation “too often” pull staff away from the school during that time, making it difficult for building-level work.

**School Turnaround Principle #8: Effective Family and Community Engagement**

**Evidence Sources**

Parent Survey Data, School Leader Self-Assessment, Student Focus Group, Instructional Leadership Team Focus Group, School District Focus Group, Community Partner Focus Group

**Evidence Summary**

**Strengths**

- Information collected through various qualitative sources found that relationships with a number of community partners (i.e. Tire Rack, Meridian, Community Food Bank, etc.) have been cultivated and are used to assist students and families and reduce barriers to students’ academic and personal growth.
- Students participate in a number of after-school programs, including Boys and Girls Clubs, Girls on the Run, Take 10, and Mindfulness.

#### Areas for Improvement

- Twice, transportation issues have necessitated the cancellation of the after-school Tier II support tutorial program, resulting in parents' lack of trust in the stability of the program.
- The principal and teachers expressed concern that indifference and apathy from parents, despite the school's efforts to accommodate them, is a major deterrent to students' success.



# School Quality Review Report

*Decatur Township School for Excellence*

MSD of Decatur Township

April 9-10, 2018

## Review Team Members

|                  |  |   |
|------------------|--|---|
| Melissa Blossom  | Assistant Director of School Improvement | Indiana Department of Education           |
| Jordan Pridemore | Secondary Literacy Specialist/English    | Indiana Department of Education           |
| Mark Keen        | Senior Advisor                           | Indiana Department of Education           |
| Kara Larkin      | Dean of Students                         | Whiteland Community High School           |
| Robert Guffin    | Director of Leadership Development       | Evansville Vanderburgh School Corporation |
| Janie Ulmer      | Director of Alternative Education        | Hamilton Southeastern School Corporation  |
| Kimberly Stewart | Alternative Education Specialist         | Indiana Department of Education           |

## Table of Contents

|       |   |    |
|-------|---|----|
| I.    | Background on the School Quality Review   | 3  |
| II.   | Overview of the School Quality Review Process   | 3  |
| III.  | Data Snapshot for Decatur School for Excellence   | 4  |
| IV.   | Evidence and Rating for School Turnaround Principle 2: School Climate and Culture               | 7  |
| V.    | Evidence and Rating for School Turnaround Principle 3: Effective Instruction                    | 9  |
| VI.   | Evidence and Rating for School Turnaround Principle 4: Curriculum, Assessment,<br>Interventions | 10 |
| VII.  | Recommendations   | 11 |
| VIII. | Appendix A: Evidence for Remaining School Turnaround Principles                                 | 14 |

## I. Background on the School Quality Review

Public Law 221 (PL 221) was passed in 1999 before the enactment of the federal *No Child Left behind Act* (NCLB). It serves as the state's accountability framework. Among other sanctions, the law authorizes the Indiana State Board of Education (SBOE) to assign an expert team to conduct a School Quality Review for schools placed in the lowest category or designation of school performance for two consecutive years.

*(a) The board shall direct that the department conduct a quality review of a school that is subject to IC 20-31-9-3. (b) The board shall determine the scope of the review and appoint an expert team under IC 20-31-9-3. (Indiana State Board of Education; 511 IAC 6.2-8-2; filed Jan 28, 2011, 3:08 p.m.: 20110223-IR-511100502FRA)*

The school quality review (SQR) is a needs assessment meant to evaluate the academic program and operational conditions within an eligible school. The SQR will result in actionable feedback that will promote improvement, including the reallocation of resources or requests for technical assistance. The process is guided by a rubric aligned to the United States Department of Education's "Eight Turnaround Principles" (see Appendix B). The school quality review includes a pre-visit analysis and planning meeting, onsite comprehensive review, and may include targeted follow-up visits.

State law authorizes the SBOE to establish an expert team to conduct the School Quality Review known as the Technical Assistance Team (TAT). Membership must include representatives from the community or region the school serves; and, may consist of school superintendents, members of governing bodies, teachers from high performing school corporations, and special consultants or advisers.

## II. Overview of the School Quality Review Process

The School Quality Review process is designed to identify Decatur's strengths and areas for improvement organized around the [United States Department of Education's Eight School Turnaround Principles](#). In particular, the School Quality Review process focused on two Turnaround Principles that were identified as priorities by the school and its district.

The on-site review consisted of the Technical Assistance Team (TAT) visiting the school for two days. During the two days, the TAT (1) conducted separate focus groups with students, teachers, parents, and community members (2) observed a professional learning community meeting with teachers, (3) observed instruction in 16 classrooms, and (4) interviewed school and district leaders.

Prior to the visit, teachers completed an online survey, with six of fourteen teachers participating. Parents and family members were also invited to complete a survey; 40 completed this survey. Finally, the school leadership team completed a self-evaluation. Both surveys and the self-evaluation are made up of questions that align to school improvement principles and indicators (Appendix B).

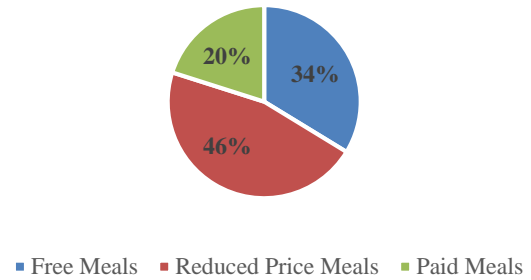
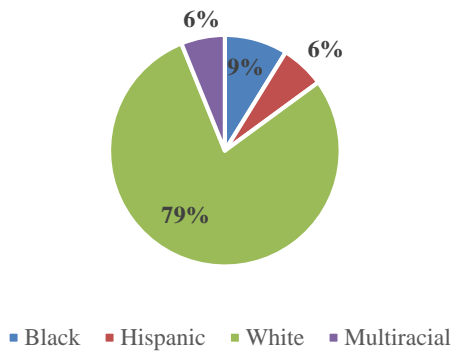


### III. Data Snapshot for Decatur School for Excellence

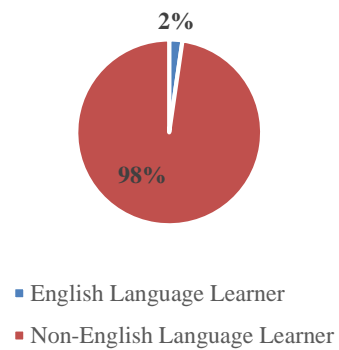
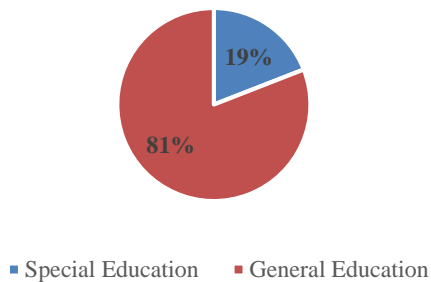
| School Report Card                       |               |               |                        |  |               |               |                        |
|--|---------------|---------------|------------------------|--|---------------|---------------|------------------------|
| <i>2015-2016 Report Card</i>             | <i>Points</i> | <i>Weight</i> | <i>Weighted Points</i> | <i>2016-2017 Report Card</i>             | <i>Points</i> | <i>Weight</i> | <i>Weighted Points</i> |
| <i>Performance Domain Grade 10</i>       | 19.20         | 0.250         | 4.80                   | <i>Performance Domain Grade 10</i>       | 23.60         | 0.400         | 9.44                   |
| <i>Multiple Measures Domain Grade 12</i> | 64.00         | 0.750         | 48.00                  | <i>Multiple Measures Domain Grade 12</i> | 37.70         | 0.600         | 22.62                  |
| <i>Overall Points</i>                    |               |               | 52.8                   | <i>Overall Points</i>                    |               |               | 32.1                   |
| <i>Overall Grade</i>                     |               |               | F                      | <i>Overall Grade</i>                     |               |               | F                      |

#### Enrollment 2017-2018: 262 students

| <i>Enrollment 2017-2018 by Ethnicity</i> | <i>Enrollment 2017-2018 by Free/Reduced Price Meals</i> |
|--|---|
|--|---|



| <i>Enrollment 2017-2018 by Special Education</i> | <i>Enrollment 2017-2018 by English Language Learners</i> |
|--|--|
|--|--|

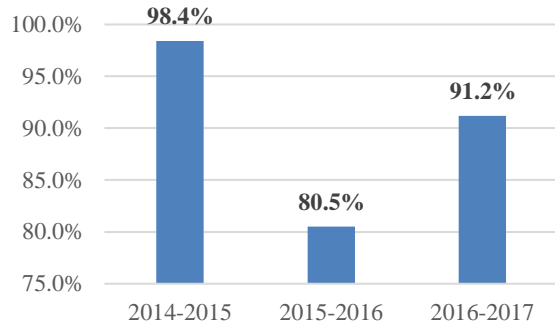


## Attendance

*Attendance by Grade*

| Grade     | '15-'16 | '16-'17 | '17-'18 |
|-----------|---------|---------|---------|
| 9         | 31      | 32      | 37      |
| 10        | 31      | 53      | 61      |
| 11        | 30      | 64      | 79      |
| 12        | 73      | 83      | 85      |
| 12+/Adult | 1       |         |         |

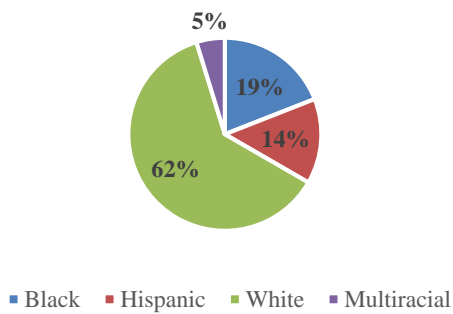
*Attendance Rate Trend*



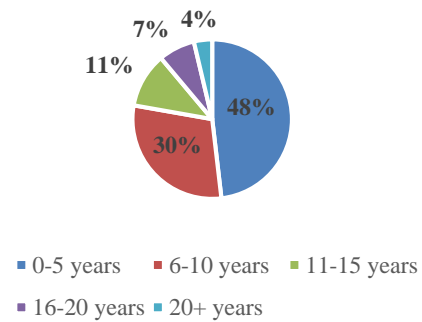
## School Personnel

*Teacher Count 2016-2017:14*

*Teacher Count 2015-2016 by Ethnicity*

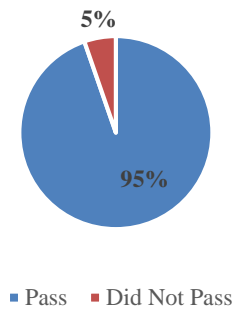


*Teacher Count 2015-2016 by Years of Experience*

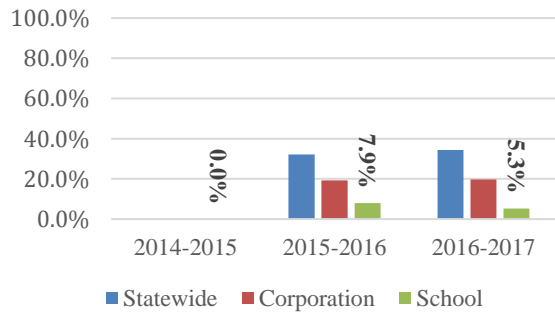


## Student Academic Performance

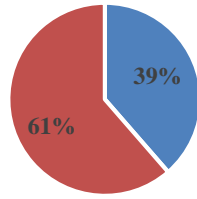
*ISTEP+ 2016-2017  
Both English/Language Arts and Math*



*ISTEP+ Percent Passing Trend  
Both English/Language Arts and Math*

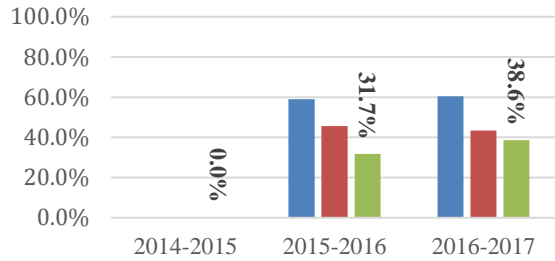


**ISTEP+ 2016-2017: English/Language Arts**



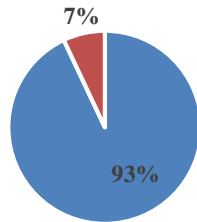
■ Pass ■ Did Not Pass

**ISTEP+ Percent Passing Trend: English/Language Arts**



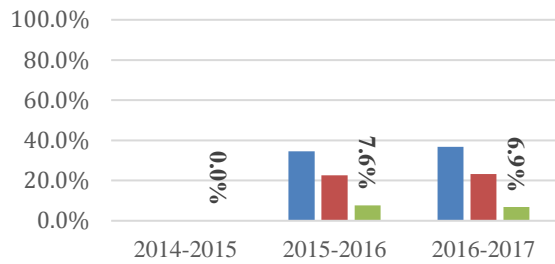
■ Statewide ■ Corporation ■ School

**ISTEP+ 2016-2017: Math**



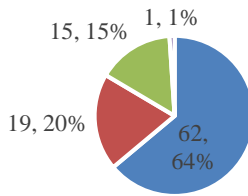
■ Pass ■ Did Not Pass

**ISTEP+ Percent Passing Trend: Math**



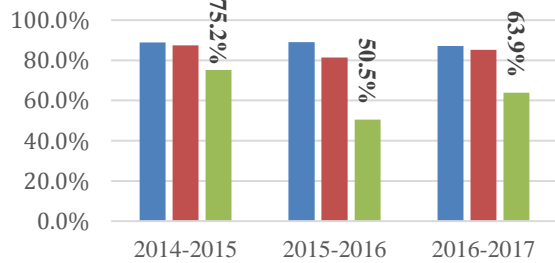
■ Statewide ■ Corporation ■ School

**Four Year Cohort Status 2016-2017**



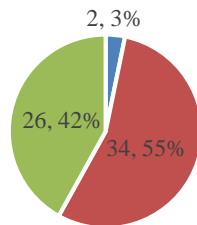
■ Graduates ■ Dropouts  
■ Still in School ■ Course Completion

**Four Year Cohort Graduation Rate Trend**



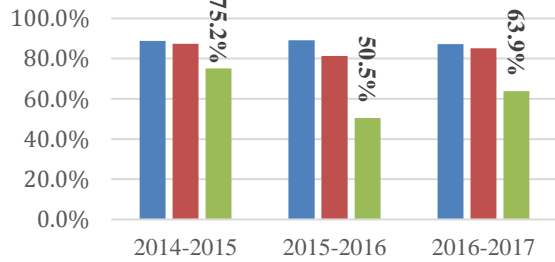
■ Statewide ■ Corporation ■ School

**Four Year Cohort Diploma Types 2016-2017**



■ Honors ■ Core 40 ■ General

**Four Year Graduation Waiver Rate Trend**



■ Statewide ■ Corporation ■ School

## IV. Evidence and Rating for School Turnaround #2: School Climate and Culture

### Background

The next three sections of the report illustrate the Technical Assistance Team’s key findings, supporting evidence, and overall rating for each of the school’s prioritized Turnaround Principles.

To thoughtfully identify these prioritized Turnaround Principles, school and district leaders used a “Turnaround Principle Alignment Tool” provided by the Indiana State Board of Education to determine the two to three Turnaround Principles that most closely align with the goals and strategies outlined in the school’s improvement plan.

This report focuses on these prioritized Turnaround Principles to provide a strategically targeted set of findings and recommendations. Additional evidence on the other five Turnaround Principles can be found in Appendix A of this report.

| School Turnaround Principle 2: School Climate and Culture   |   |   |  |
|---|---|---|--|
| Evidence Sources  |   |   |  |
| Classroom Observations, Observations of Hallway Transitions and Common Areas, Teacher Focus Group, Student Focus Group, Parent Focus Group, Community Focus Group, Principal Interviews, Teacher Surveys, Artifacts Provided by Decatur Township School of Excellence |   |   |  |
| Rating  |   |   |  |
| 1<br><u>Ineffective</u>   | 2<br><u>Improvement<br/>Necessary</u>                   | 3<br><u>Effective</u>   | 4<br><u>Highly Effective</u>                           |
| <i>No evidence of this happening in the school</i>  | <i>Limited evidence of this happening in the school</i> | <i>Routine and consistent</i>   | <i>Exceeds standard and drives student achievement</i> |
| Evidence  |   |   |  |
| Strengths   |   | Aligned Turnaround Principle Indicator(s)                                 |  |
| <ul style="list-style-type: none"> <li>Based on feedback from teachers and parents there is an increased sense of safety at Decatur Township School for Excellence.</li> </ul>  |   | <ul style="list-style-type: none"> <li>2.1</li> </ul>                     |  |
| <ul style="list-style-type: none"> <li>According to stakeholder focus groups, the principal creates a positive school environment that supports the social, emotional, and learning needs of students and professional growth of teachers.</li> </ul>                 |   | <ul style="list-style-type: none"> <li>1.3, 1.4, 1.8, 2.2, 7.3</li> </ul> |  |
| <ul style="list-style-type: none"> <li>Building wide trainings, as evidence by professional learning communities’ structure, provide some opportunities for professional growth for staff.</li> </ul>   |   | <ul style="list-style-type: none"> <li>2.2, 5.2, 7.3</li> </ul>           |  |

| Areas for Improvement  | Aligned Turnaround Principle Indicator(s)  |
|--|--|
| <ul style="list-style-type: none"> <li>Based on classroom observations and stakeholder focus groups, there is a lack of a consistent system of procedures for responding to classroom behavior, rewards, and consequences.</li> </ul>  | <ul style="list-style-type: none"> <li>2.1</li> </ul>  |
| <ul style="list-style-type: none"> <li>High expectations for academics were not visible in a majority of classrooms as evidenced by a lack of rigorous instruction and student learning. Teachers asked higher level questions in only 6% of classroom observations and checks for understanding occurred in 31%.</li> </ul> | <ul style="list-style-type: none"> <li>1.4, 1.5, 1.6, 1.7, 2.2, 2.3, 3.1, 3.6, 5.2, 5.3, 5.5, 6.3</li> </ul> |
| <ul style="list-style-type: none"> <li>Although interactions between teachers and students were mostly positive, there was minimal evidence of a growth mindset in some settings. Through collaboration and observations, the primary goals were on student compliance and meeting minimal academic expectations.</li> </ul> | <ul style="list-style-type: none"> <li>1.4, 1.5, 1.7, 2.3, 3.6, 4.2, 5.2, 5.4, 5.5</li> </ul>                |

## V. Evidence and Rating for School Turnaround #3: Effective Instruction

| <b>School Turnaround Principle 3: Effective Instruction</b>   |   |  |  |
|---|---|--|--|
| <b>Evidence Sources</b>   |   |  |  |
| Classroom Observations, Observations of Hallway Transitions and Common Areas, Teacher Focus Group, Student Focus Group, Parent Focus Group, Community Focus Group, Principal Interviews, Teacher Surveys, Artifacts Provided by Decatur Township School of Excellence   |   |  |  |
| <b>Rating</b>   |   |  |  |
| 1<br><u>Ineffective</u>   | 2<br><u>Improvement Necessary</u>                       | 3<br><u>Effective</u>  | 4<br><u>Highly Effective</u>                           |
| <i>No evidence of this happening in the school</i>  | <i>Limited evidence of this happening in the school</i> | <i>Routine and consistent</i>  | <i>Exceeds standard and drives student achievement</i> |
| <b>Evidence</b>   |   |  |  |
| Strengths   |   | Aligned Turnaround Principle Indicator(s)                                      |  |
| <ul style="list-style-type: none"> <li>The school calendar and daily schedule include protected professional development time in which all teachers regularly attend.</li> </ul>  |   | <ul style="list-style-type: none"> <li>1.8, 1.9, 2.2, 3.5, 5.3, 7.3</li> </ul> |  |
| <ul style="list-style-type: none"> <li>Faculty creates positive relationships with students providing an opportunity for meaningful feedback that ties to academic progress and high-quality work.</li> </ul>   |   | <ul style="list-style-type: none"> <li>3.6</li> </ul>                          |  |
| <ul style="list-style-type: none"> <li>Special education teachers provide effective, differentiated instruction by conferencing, working alongside students to provide accommodations, and embedding social-emotional support within their academic support.</li> </ul>   |   | <ul style="list-style-type: none"> <li>2.2, 3.2, 3.4, 3.5, 3.6</li> </ul>      |  |
| Areas for Improvement   |   | Aligned Turnaround Principle Indicator(s)                                      |  |
| <ul style="list-style-type: none"> <li>Few classrooms implement a variation of instructional strategies; in 33% of classrooms observed multiple instructional strategies were used to actively engage and meet student learning needs.</li> </ul>   |   | <ul style="list-style-type: none"> <li>1.4, 1.5, 2.2, 2.3, 3.2, 3.4</li> </ul> |  |
| <ul style="list-style-type: none"> <li>There is little evidence that teachers use student learning data to inform their selection of instructional and response strategies; in only 50% of classrooms observed did the teacher consistently check for student understanding and adjust the lesson as needed.</li> </ul> |   | <ul style="list-style-type: none"> <li>3.2, 3.3</li> </ul>                     |  |
| <ul style="list-style-type: none"> <li>Few SMART objectives are posted and align to standards-based instruction. In only 46% of classroom observations were objectives aligned to Indiana Academic Standards.</li> </ul>  |   | <ul style="list-style-type: none"> <li>3.1, 3.3, 3.5</li> </ul>                |  |

## VI. Evidence and Rating for School Turnaround #4: Curriculum, Assessment, and Intervention Systems

| <b>School Turnaround Principle 4: Curriculum, Assessment, and Intervention Systems</b>  |   |  |  |
|---|---|--|--|
| <b>Evidence Sources</b>   |   |  |  |
| Classroom Observations, Observations of Hallway Transitions and Common Areas, Teacher Focus Group, Student Focus Group, Parent Focus Group, Community Focus Group, Principal Interviews, Teacher Surveys, Artifacts Provided by Decatur Township School of Excellence |   |  |  |
| <b>Rating</b>   |   |  |  |
| 1   | 2   | 3  | 4  |
| <u>Ineffective</u>  | <u>Improvement Necessary</u>                            | <u>Effective</u>   | <u>Highly Effective</u>                                |
| <i>No evidence of this happening in the school</i>  | <i>Limited evidence of this happening in the school</i> | <i>Routine and consistent</i>  | <i>Exceeds standard and drives student achievement</i> |
| <b>Evidence</b>   |   |  |  |
| <b>Strengths</b>  |   | <b>Aligned Turnaround Principle Indicator(s)</b>                               |  |
| <ul style="list-style-type: none"> <li>The master schedule provides time for student intervention and enrichment.</li> </ul>  |   | <ul style="list-style-type: none"> <li>3.5, 4.5, 7.2</li> </ul>                |  |
| <ul style="list-style-type: none"> <li>Educators receive feedback based on non-evaluative walkthroughs to help them improve their instruction.</li> </ul>   |   | <ul style="list-style-type: none"> <li>1.5, 1.6, 1.7, 4.2, 5.2</li> </ul>      |  |
| <ul style="list-style-type: none"> <li>Faculty have access to differentiated digital resources, through APEX, which could supplement content curriculum in intervention and remediation classes as well as in Tier 1 instruction.</li> </ul>                          |   | <ul style="list-style-type: none"> <li>4.1</li> </ul>                          |  |
| <b>Areas for Improvement</b>  |   | <b>Aligned Turnaround Principle Indicator(s)</b>                               |  |
| <ul style="list-style-type: none"> <li>Data analysis is isolated from ongoing instructional decision-making and professional learning. Existing meetings do not focus on instructional practices that will impact student learning.</li> </ul>                        |   | <ul style="list-style-type: none"> <li>3.3, 3.5, 3.6, 4.3, 4.5</li> </ul>      |  |
| <ul style="list-style-type: none"> <li>The district does not provide formative assessments in math and literacy; therefore, teachers are unable to use ongoing formative assessment data to measure student progress or differentiate instruction.</li> </ul>         |   | <ul style="list-style-type: none"> <li>3.5, 3.6, 4.3</li> </ul>                |  |
| <ul style="list-style-type: none"> <li>Evidence during the review demonstrated the instructional delivery in intervention classes is insufficient for students two or more years below grade level.</li> </ul>  |   | <ul style="list-style-type: none"> <li>1.5, 1.6, 1.7, 1.8, 4.3, 7.2</li> </ul> |  |

## VII. Recommendations

### Background

This section outlines an intentionally targeted set of recommendations that align to one or more of the school's prioritized Turnaround Principles. Anchored in the United States Department of Education's Turnaround Principles framework, these recommendations are representative of what the Technical Assistance Team believes to be the most immediate changes needed to accelerate growth in academic and non-academic student outcomes at Decatur Township School for Excellence. These recommendations should not be thought of as an exhaustive set of school improvement strategies, but rather as a part of the ongoing and continuous school improvement process.

| <b>Recommendation 1</b>  |
|--|
| Identify and implement an evidence based instructional coaching framework that provides building leaders and teachers the following: (1) on-going, relevant and timely professional development aligned with the school goals, (2) modeling of effective instructional practices, and (3) professional support through individualized feedback of classroom instruction.   |
| <b>Aligned Turnaround Principle(s)</b>   |
| 1.4, 1.5, 1.6, 1.7, 1.9, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 4.2, 4.4, 4.5, 5.2, 5.3, 5.5, 6.3, 7.3   |
| <b>Rationale</b>   |
| <p>According to the Center of Public Education, "Professional development can no longer just be about exposing teachers to a concept in a one-time workshop, or giving teachers basic knowledge about a teaching methodology. Instead, professional development in an era of accountability requires a fundamental change in a teacher's practice that leads to increases in student learning in the classroom. In order to use professional development as a vehicle for improvement, districts need to know how teachers learn new skills. Districts have typically assumed teacher learning is straightforward, with teachers merely needing to be presented with information about effective teaching strategies. But research suggests teachers' learning process is more complex than that."</p> <ul style="list-style-type: none"><li>• Though research shows that it is ineffective, a majority of districts offer traditional, workshop-based professional development.</li><li>• Teachers struggle with the implementation of new approaches, not learning them.</li><li>• For long lasting change, professional development should be on-going over time.</li><li>• The use of coaches is found to be highly effective in helping teachers with the implementation of new strategies.<sup>1</sup></li></ul> |

---

<sup>1</sup> Gulamhussein, Allison (2013). *Teaching the Teachers: Effective Professional Development*. Center for Public Education.



Evidence during the review demonstrated the need for a professional development system that is ongoing, timely and relevant. In addition, based on multiple stakeholder input, the current structure does not align with the school goals, modeling of effective instructional practice or regular opportunities for individualized feedback. The current professional development calendar identifies weekly topics with an intentional focus on the social/emotional needs of students including student trauma and restorative practices. Additional topics include the following: classroom management, second semester goals, RTI, SQR prep, TAP review, school business and classroom intervention strategies. There is a lack of priority in the current plan to assist teachers in the successful implementation of evidence-based instructional strategies which would result in increased student achievement.

In conversations with district office, a robust and comprehensive professional development plan will be implemented in the 2018-2019 school year. Lead and mentor teacher positions are being filled and a long-range plan will be finalized upon final training of the leadership team. The professional learning plan will include a continuous coaching cycle with a focus on evidenced-based instructional strategies and data analysis.

**Recommendation 2**

Collaborate with teachers in the research, initial implementation, active application, and sustained use of evidence-based instructional strategies aligned to the College and Career Ready instructional shifts. Throughout this progression of implementation, ensure ongoing professional development, feedback, and coaching support for teachers are adjoined with classroom observations in order to promote educator reflection that gauges the impact of these prioritized strategies for student growth and achievement.

**Aligned Turnaround Principle(s)**

3.2, 3.3, 3.4, 3.5, 4.2, 4.4, 5.2, 5.3, 5.5

**Rationale**

Research indicates that evidence-based teaching strategies are likely to have the largest impact on student achievement. In *Visible Learning*, by John Hattie, high-impact, evidence-based teaching strategies include the following:

- Direct Instruction
- Note Taking & Other Study Skills
- Spaced Practice
- Feedback
- Teaching Metacognitive Skills
- Teaching Problem Solving Skills
- Reciprocal Teaching
- Mastery Learning
- Concept Mapping
- Worked Examples

Classroom observations at Decatur Township School for Excellence, revealed teachers need additional professional development to support their effective implementation of multiple instructional strategies. In 33% of classrooms were

multiple instructional strategies observed that actively engage and meet student learning needs. Classrooms, outside of Mindful Arts Pathway, provided students opportunities to work on self-paced courses or independent work time on assignments with minimal teacher instruction. Checks for understanding, which allow teachers to monitor student learning and adjust instructional strategies, were observed in only 32% of classrooms.<sup>2</sup>

| <b>Recommendation 3</b>   |
|---|
| Research and establish a system of academic intervention based on a triangulation of data in order to provide high leverage instruction to students who are not only in need of remediation, but enrichment as well, in order to promote growth and achievement for all students. Provide professional development to educators in order to effectively implement the system and monitor the fidelity of use.   |
| <b>Aligned Turnaround Principle(s)</b>  |
| 4.5, 7.2  |
| <b>Rationale</b>  |
| <p>In order for an intervention and enrichment program to produce maximum results, current student assessment data must be used. By identifying individual students, as well as his or her areas of need, teachers can plan and provide targeted support that will significantly impact student growth.</p> <p>It is necessary for teachers, highly qualified in specific content areas, to utilize evidenced-based instruction and not solely rely on the self-paced resources such as Apex or independent work time. Based on observations of the intervention and enrichment classes, there was minimal evidence of student engagement in targeted interventions. Some students were observed working individually on Apex and other assignments but receiving little guidance or direction from teachers. In some classes, student motivation to complete any task was non-existent.</p> <p>To maximize student learning during the intervention and enrichment periods, student groupings should be based on current formative assessment data which aligns to the Indiana Academic Standards for math and English/Language Arts (ELA), and move frequently according to identified student needs. Additionally, students who demonstrate the most significant academic needs are assigned to the teachers who consistently implement best practice instructional strategies with fidelity.</p> <p>Ideally, long-term planning would begin soon to design a more systematic and targeted intervention program for the 2018-1019 school year. Given the urgency to improve student achievement, the school must immediately ensure that students with the greatest academic need are assigned to the teachers who have demonstrated the capacity and willingness to effectively provide targeted instruction.</p> |

<sup>2</sup> Killian, Shaun (2017) Hattie's 2017 Updated List of Factors Influencing Student Achievement 2017 Update. Retrieved from: <http://www.evidencebasedteaching.org.au/hattie-his-high-impact-strategies/>

## VIII. Appendix A: Evidence for Remaining School Turnaround Principles

### Background

We believe it is valuable for school and district leaders to have a summary of the TAT's findings and evidence for each of the eight Turnaround Principles. As such, this section of the report outlines key findings and supporting evidence for each of the Turnaround Principles that were not identified by school and district leaders as prioritized Turnaround Principles for this school.

This information is intentionally provided in an appendix to reinforce the importance of the previously stated findings, evidence, ratings, and recommendations for the school's prioritized Turnaround Principles.

| School Turnaround Principle 1: School Leadership  |
|---|
| <b>Evidence Sources</b>   |
| Classroom Observations, Observations of Hallway Transitions and Common Areas, Teacher Focus Group, Student Focus Group, Parent Focus Group, Community Focus Group, Principal Interviews, Teacher Surveys, Artifacts Provided by Decatur Township School of Excellence   |
| <b>Evidence Summary</b>   |
| <b>Strengths</b> <ul style="list-style-type: none"><li>• Data gathered through teacher focus groups and interviews showed 83% agree or strongly agreed the principal ensures students and teachers feel safe, welcome, and ready to learn and teach.</li><li>• Parent surveys revealed that 78% feel the principal supports academically focused relationships between parents and teachers.</li><li>• According to teacher and student focus groups, the principal creates positive relationships with all students. Evidence from the teacher focus groups include the following: "He tries to have a relationship with every single student." "He stays on top of it and has conversations with every student. This helps when difficult moments come up because he has already created a relationship with those students." His goal is to get every single student a diploma." "We are all a team, and he is the cornerstone." Evidence from the student focus groups include the following: "100% of students know and like the principal." "He is fun, funny, and approachable." "If you need someone to talk to, he is the man. He is a really good listener." "I see him a lot in classrooms. He is always roaming the school." "Very supportive and encourages our projects. He gets really excited and competitive in our projects."</li></ul> |
| <b>Areas for Improvement</b> <ul style="list-style-type: none"><li>• Information gathered from interviews as well as the principal's self-evaluation indicate that teachers are ineffective at using a variety of instructional strategies that engage all students. Consequently, classroom instruction is not adjusted based on formative or summative assessment.</li></ul>  |

- The principal expressed a vision for high quality teaching; however, based on classroom observations the primary instructional strategy utilized was self-paced student learning.
- Observations of professional learning communities demonstrate the principal sets the expectation that teachers use data for collaboration; however, does not monitor the use of recent formative assessment data or the alignment and rigor to the Indiana Academic Standards.

### **School Turnaround Principle 5: Effective Staffing Practices**

#### **Evidence Sources**

Classroom Observations, Observations of Hallway Transitions and Common Areas, Teacher Focus Group, Student Focus Group, Parent Focus Group, Community Focus Group, Principal Interviews, Teacher Surveys, Artifacts Provided by Decatur Township School of Excellence

#### **Evidence Summary**

##### Strengths

- A majority of classrooms are staffed with full-time certified teachers with multiple licensure areas. This allows school leadership the flexibility in staff assignments and course offerings.
- The teacher focus group and principal interview revealed the initial implementation of a consistent behavior system of rewards and consequences with a system of tracking data (SWISS system).

##### Areas for Improvement

- Professional development lacks a focus on student achievement in regards to the Indiana Academic Standards and building instructional capacity of teachers to improve instruction with evidence-based practices.
- Although formal and informal feedback are offered, according to stakeholder focus groups, there is a lack of support and follow-up to ensure instructional improvement.

## School Turnaround Principle 6: Enabling the Effective Use of Data

### Evidence Sources

Classroom Observations, Observations of Hallway Transitions and Common Areas, Teacher Focus Group, Student Focus Group, Parent Focus Group, Community Focus Group, Principal Interviews, Teacher Surveys, Artifacts Provided by Decatur Township School of Excellence

### Evidence Summary

#### Strengths

- Evidence from interviews, focus groups, and surveys revealed teachers have periodic access to data, which could inform instructional strategies.
- According to the principal interview and self-evaluation, RTI teams meet monthly to review data on accrued credits; remediation classes are scheduled daily in order to address deficiencies.
- The parent focus group emphasized the communication between the school and parents in regards to the APEX program. "We get weekly reports indicating what they have done and what they need to work on. This helps me encourage my kid on where they need to work harder and keep improving. I get to have a data talk with my child."

#### Areas for Improvement

- Focus groups and interviews indicate that although teachers have regularly scheduled collaboration, there is currently not a specific process for the analysis of formative assessment data in any content area.
- Professional development is not intentionally linked to the learning needs of teachers based on evaluation data.
- Leader walk-throughs are not regularly scheduled and do not specifically focus on high priority needs.

## School Turnaround Principle 7: Effective Use of Time

### Evidence Sources

Classroom Observations, Observations of Hallway Transitions and Common Areas, Teacher Focus Group, Student Focus Group, Parent Focus Group, Community Focus Group, Principal Interviews, Teacher Surveys, Artifacts Provided by Decatur Township School of Excellence

### Evidence Summary

#### Strengths

- The master schedule is designed to allow the flexibility of student placement in core classes, remediation, and enrichment classes.
- Teachers have regularly scheduled release time for professional development and collaboration.

#### Areas for Improvement

- Based on observations and focus group interviews, some classes are not structured to meet student-specific academic needs and are primarily computer driven or independent work time.
- In only 56% of classroom observations were students able to articulate the lesson objective or its purpose.

### **School Turnaround Principle 8: Family and Community Engagement**

#### **Evidence Sources**

Classroom Observations, Observations of Hallway Transitions and Common Areas, Teacher Focus Group, Student Focus Group, Parent Focus Group, Community Focus Group, Principal Interviews, Teacher Surveys, Artifacts Provided by Decatur Township School of Excellence

#### **Evidence Summary**

##### Strengths

- Adults in the school identify struggling students and connect them with the appropriate services to ensure their well-being.
- Parents and students indicated in focus groups that the school community “feels like a family” and the school creates a sense of belonging for each student.

##### Areas for Improvement

- Out of 40 parent surveys collected, only 15 parents agreed or strongly agreed with this statement, “The school provides me with a copy of the schedule.”
- Parents are notified of student academic progress; however, many are not engaged in a continuous cycle of planning, reviewing, and revising learning goals for the student.
- The lack of partnership with the career center prevents many Decatur Township School of Excellence students the option to utilize that opportunity. This was revealed in multiple stakeholder focus groups and interviews.



# School Quality Review Report

*Eleanor Skillen Elementary #34*

Indianapolis Public Schools

May 15-16, 2018

## Review Team Members

|                     |                                  |                                 |
|---------------------|----------------------------------|---------------------------------|
| Kelley Grate        | School Improvement Specialist    | Indiana Department of Education |
| Mark Keen           | Special Projects                 | Indiana Department of Education |
| Hugh Boger          | Principal                        | Naperville, Ill                 |
| Michelle Smith      | Director of Elementary Education | Marion Community Schools        |
| Ryan Flessner       | Professor/Math Consultant        | Butler University               |
| Staci Scott Stewart | 3 <sup>rd</sup> Grade Teacher    | Noblesville Community Schools   |

## Table of Contents

|      |   |                                     |
|------|---|-------------------------------------|
| I.   | Background on the School Quality Review .....   | 3                                   |
| II.  | Overview of the School Quality Review Process .....   | 3                                   |
| III. | Data Snapshot for Eleanor Skillen Elementary.....   | 4                                   |
| IV.  | Evidence and Rating for School Turnaround Principle #3: Effective Instruction .....                       | 7                                   |
| V.   | Evidence and Rating for School Turnaround Principle #4: Curriculum, Assessment, and<br>Intervention ..... | <b>Error! Bookmark not defined.</b> |
| VI.  | Recommendations.....  | 10                                  |
| VII. | Appendix A: Evidence for Remaining School Turnaround Principles.....                                      | 13                                  |
| VII. | Appendix B: School Quality Review Rubric.....   | <b>Error! Bookmark not defined.</b> |



## I. Background on the School Quality Review

Public Law 221 (PL 221) was passed in 1999 before the enactment of the federal *No Child Left behind Act* (NCLB). It serves as the state’s accountability framework. Among other sanctions, the law authorizes the Indiana State Board of Education (SBOE) to assign an expert team to conduct a School Quality Review for schools placed in the lowest category or designation of school performance for two consecutive years.

*(a) The board shall direct that the department conduct a quality review of a school that is subject to IC 20-31-9-3. (b) The board shall determine the scope of the review and appoint an expert team under IC 20-31-9-3. (Indiana State Board of Education; 511 IAC 6.2-8-2; filed Jan 28, 2011, 3:08 p.m.: 20110223-IR-511100502FRA)*

The school quality review (SQR) is a needs assessment meant to evaluate the academic program and operational conditions within an eligible school. The SQR will result in actionable feedback that will promote improvement, including the reallocation of resources or requests for technical assistance. The process is guided by a rubric aligned to the United States Department of Education’s “Eight Turnaround Principles” (see Appendix B). The school quality review includes a pre-visit analysis and planning meeting, onsite comprehensive review, and may include targeted follow-up visits.

State law authorizes the SBOE to establish an expert team to conduct the School Quality Review known as the Technical Assistance Team (TAT). Membership must include representatives from the community or region the school serves; and, may consist of school superintendents, members of governing bodies, teachers from high performing school corporations, and special consultants or advisers.

## II. Overview of the School Quality Review Process

The School Quality Review process is designed to identify Eleanor Skillen Elementary’s strengths and areas for improvement organized around the [United States Department of Education’s Eight School Turnaround Principles](#). In particular, the School Quality Review process focused on two Turnaround Principles that were identified as priorities by the school and its district.

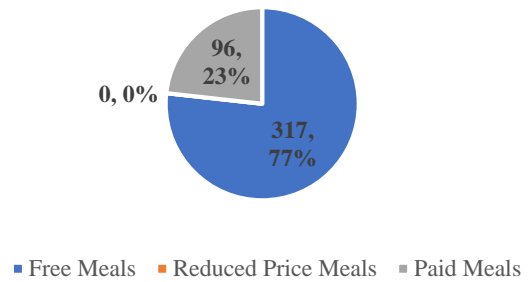
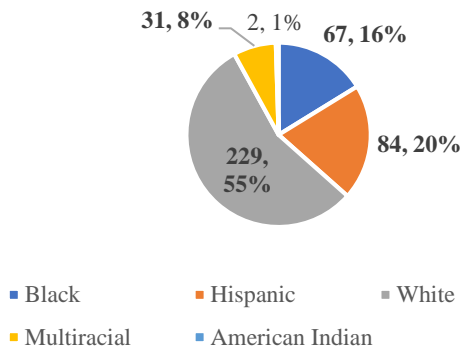
The on-site review consisted of the Technical Assistance Team (TAT) visiting the school for two days. During the two days, the TAT (1) conducted separate focus groups with students, teachers, community members and parents, (2) observed a professional learning community meeting with teachers, (3) observed instruction in 24 classrooms, and (4) interviewed school and district leaders.

Prior to the visit, teachers completed an online survey, with 5 of 17 teachers participating. Parents and family members were also invited to complete a survey; 11 completed this survey. Finally, the school leadership team completed a self-evaluation. Both surveys and the self-evaluation are made up of questions that align to school improvement principles and indicators (Appendix B).

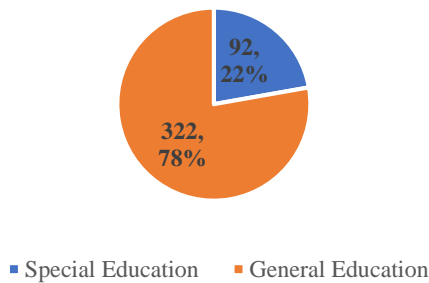
### III. Data Snapshot for Eleanor Skillen Elementary

| School Report Card            |        |        |                 |                               |        |        |                 |
|-------------------------------|--------|--------|-----------------|-------------------------------|--------|--------|-----------------|
| 2015-2016 Report Card         | Points | Weight | Weighted Points | 2016-2017 Report Card         | Points | Weight | Weighted Points |
| Performance Domain Grades 3-8 | 34.40  | 0.5    | 17.20           | Performance Domain Grades 3-8 | 32.10  | 0.5    | 16.05           |
| Growth Domain Grades 4-8      | 82.30  | 0.5    | 41.15           | Growth Domain Grades 4-8      | 85.80  | 0.5    | 42.90           |
| Overall Points                |        |        | 58.4            | Overall Points                |        |        | 59.0            |
| Overall Grade                 |        |        | F               | Overall Grade                 |        |        | F               |

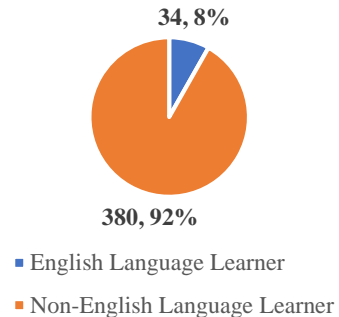
| Enrollment 2017-2018: 414 students |  |
|------------------------------------|--|
| Enrollment 2017-2018 by Ethnicity  | Enrollment 2017-2018 by Free/Reduced Price Meals |



Enrollment 2017-2018 by Special Education

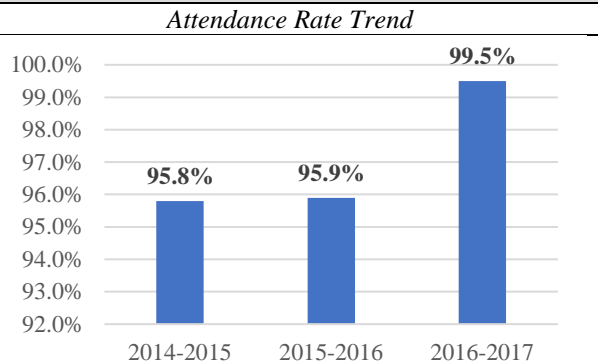


Enrollment 2017-2018 by English Language Learners



#### Attendance

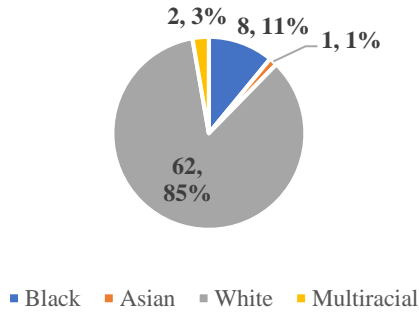
| Attendance by Grade |         |         |         |
|---------------------|---------|---------|---------|
| Grade               | '14-'15 | '15-'16 | '16-'17 |
| Pre-K               | 19      | 37      | 39      |
| K                   | 60      | 57      | 55      |
| 1                   | 73      | 62      | 65      |
| 2                   | 72      | 69      | 54      |
| 3                   | 69      | 72      | 84      |
| 4                   | 50      | 61      | 58      |
| 5                   | 74      | 73      | 67      |
| 6                   | 54      | 59      | 64      |



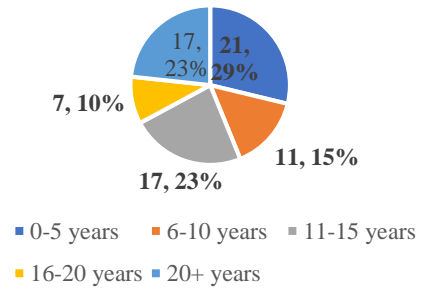
**School Personnel**

*Teacher Count 2015-2016: 73*

*Teacher Count 2015-2016 by Ethnicity*

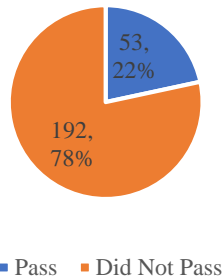


*Teacher Count 2015-2016 by Years of Experience*

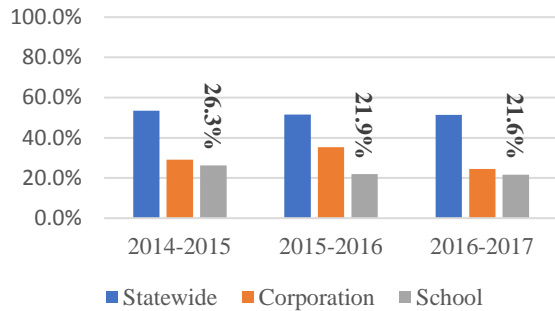


**Student Academic Performance**

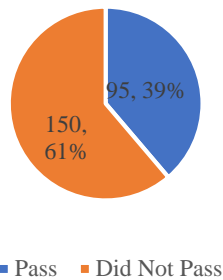
*ISTEP+ 2016-2017 Both English/Language Arts and Math*



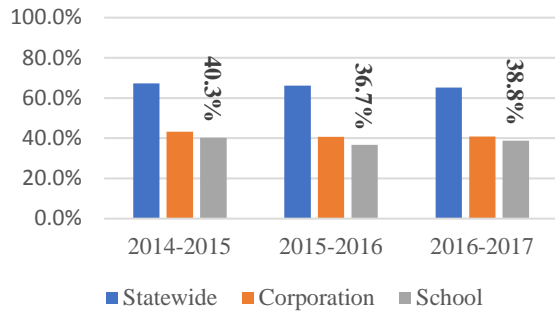
*ISTEP+ Percent Passing Trend Both English/Language Arts and Math*



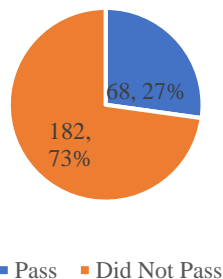
*ISTEP+ 2016-2017: English/Language Arts*



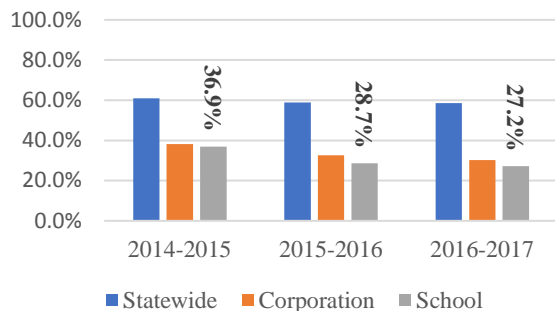
*ISTEP+ Percent Passing Trend: English/Language Arts*



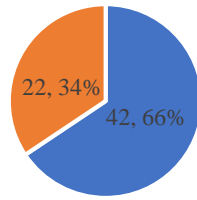
*ISTEP+ 2016-2017: Math*



*ISTEP+ Percent Passing Trend: Math*

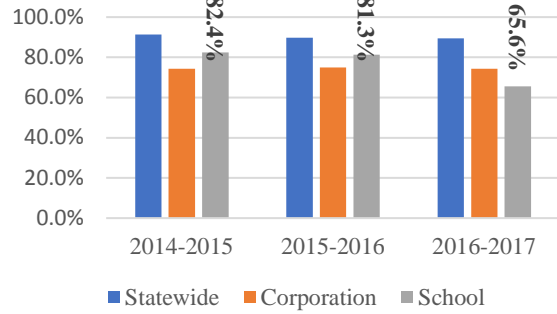


*IREAD-3 2016-2017*

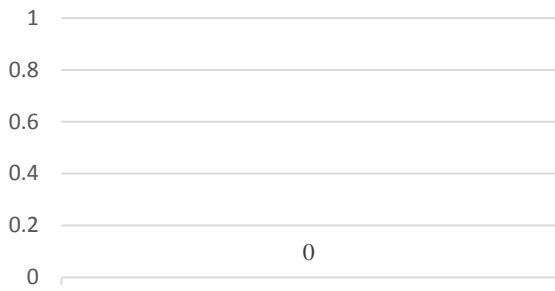


■ Pass ■ Did Not Pass

*IREAD-3 Percent Passing Trend*

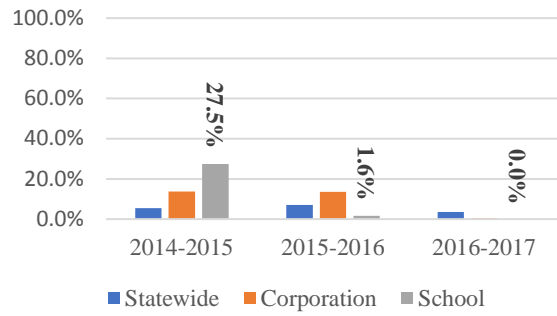


*IREAD-3 Percentage Promoted by Good Cause Exemptions 2016-2017*



Percentage Promoted by Good Cause Exemptions

*IREAD-3 Good Cause Promotion Exemption Trend*



## IV. Evidence and Rating for School Turnaround Principle #3: Effective Instruction

### Background

The next two sections of the report illustrate the Technical Assistance Team’s key findings, supporting evidence, and overall rating for each of the school’s prioritized Turnaround Principles.

To thoughtfully identify these prioritized Turnaround Principles, school and district leaders used a “Turnaround Principle Alignment Tool” provided by the Indiana State Board of Education to determine the two to three Turnaround Principles that most closely align with the goals and strategies outlined in the school’s improvement plan.

This report focuses on these prioritized Turnaround Principles to provide a strategically targeted set of findings and recommendations. Additional evidence on the other six Turnaround Principles can be found in Appendix A of this report.

| <b>School Turnaround Principle #3: Effective Instruction</b>   |   |   |  |
|--|---|---|--|
| <b>Evidence Sources</b>  |   |   |  |
| Leader Self-Evaluation, Principal Interviews, Teacher Interviews, Student Interviews, Parent/Family Interviews, Community Member Interviews, Classroom Observations, Artifacts submitted by Eleanor Skillen Elementary |   |   |  |
| <b>Rating</b>  |   |   |  |
| 1<br><u>Ineffective</u>  | 2<br><u>Improvement<br/>Necessary</u>                   | 3<br><u>Effective</u>   | 4<br><u>Highly Effective</u>                           |
| <i>No evidence of this happening in the school</i>   | <i>Limited evidence of this happening in the school</i> | <i>Routine and consistent</i>   | <i>Exceeds standard and drives student achievement</i> |
| <b>Evidence</b>  |   |   |  |
| <b>Strengths</b>   |   | <b>Aligned Turnaround Principle Indicator(s)</b>                                      |  |
| <ul style="list-style-type: none"> <li>• Academic progress is monitored weekly through discussions of student data generated through Pivot formative assessments with the leadership team.</li> </ul>                  |   | <ul style="list-style-type: none"> <li>• 1.1, 1.3, 1.7, 3.5, 3.6, 6.1, 6.2</li> </ul> |  |
| <ul style="list-style-type: none"> <li>• “I can” statements are evident in 83% of classrooms observed.</li> </ul>  |   | <ul style="list-style-type: none"> <li>• 3.1, 1.2, 1.8, 4.4, 5.3</li> </ul>           |  |
| <ul style="list-style-type: none"> <li>• Classroom observations as well as teacher and student focus groups revealed that teachers have high expectations for classroom behavior.</li> </ul>                           |   | <ul style="list-style-type: none"> <li>• 2.2, 1.2, 1.5, 1.4, 3.6</li> </ul>           |  |
| <b>Areas for Improvement</b>   |   | <b>Aligned Turnaround Principle Indicator(s)</b>                                      |  |
| <ul style="list-style-type: none"> <li>• In 52% of classrooms observed, informal data/checks for understanding to inform instructional adjustments did not occur.</li> </ul>   |   | <ul style="list-style-type: none"> <li>• 3.3, 3.5, 4.2,</li> </ul>                    |  |

|  |   |
|--|---|
| <ul style="list-style-type: none"> <li>• In only 38% of classrooms observed “I Can” statements connected to real world examples.</li> </ul>  | <ul style="list-style-type: none"> <li>• 3.1, 1.2, 1.8, 4.4, 5.3</li> </ul> |
| <ul style="list-style-type: none"> <li>• Evidence collected through teacher conversations and classroom observations demonstrated low expectations for students based on lack of student grade-level proficiency and a lack of rigor in academic tasks.</li> </ul>                                   | <ul style="list-style-type: none"> <li>• 1.4, 2.3, 3.6, 5.5</li> </ul>      |
| <ul style="list-style-type: none"> <li>• Focus group conversations and classroom/hallway observations indicated that while teachers have a strong knowledge of their students, using that knowledge to create meaningful and relevant lessons leading to high engagement was not evident.</li> </ul> | <ul style="list-style-type: none"> <li>• 1.4, 2.3, 3.2, 3.4</li> </ul>      |
| <ul style="list-style-type: none"> <li>• Variation of instructional strategies was observed in only 50% of classrooms.</li> </ul>  | <ul style="list-style-type: none"> <li>• 1.7, 2.3, 3.1, 3.2, 3.3</li> </ul> |

## V. Evidence and Rating for School Turnaround Principle #4: Curriculum, Assessment and Intervention

| <b>School Turnaround Principle #4: Curriculum, Assessment and Intervention</b>  |   |  |  |
|---|---|--|--|
| <b>Evidence Sources</b>   |   |  |  |
| Leader Self-Evaluation, Principal Interviews, Teacher Interviews, Student Interviews, Parent/Family Interviews, Community Member Interviews, Classroom Observations, Artifacts submitted by Eleanor Skillen Elementary                              |   |  |  |
| <b>Rating</b>   |   |  |  |
| 1<br><u>Ineffective</u>   | 2<br><u>Improvement Necessary</u>                       | 3<br><u>Effective</u>  | 4<br><u>Highly Effective</u>                           |
| <i>No evidence of this happening in the school</i>  | <i>Limited evidence of this happening in the school</i> | <i>Routine and consistent</i>  | <i>Exceeds standard and drives student achievement</i> |
| <b>Evidence</b>   |   |  |  |
| <b>Strengths</b>  |   | <b>Aligned Turnaround Principle Indicator(s)</b>   |  |
| <ul style="list-style-type: none"> <li>Educators receive frequent non-evaluative walkthroughs with immediate feedback to help improve their instruction.</li> </ul>   |   | <ul style="list-style-type: none"> <li>1.5, 1.6, 1.8, 2.2, 2.3, 3.4, 4.2</li> </ul>                |  |
| <ul style="list-style-type: none"> <li>Common formative assessments are given every week in order to analyze data intended to guide re-teaching and inform remediation and enrichment groupings.</li> </ul>   |   | <ul style="list-style-type: none"> <li>1.5, 1.7, 3.5, 4.3</li> </ul>                               |  |
| <ul style="list-style-type: none"> <li>There is a 30 minute, daily intervention time built into the schedule for student remediation and enrichment.</li> </ul>   |   | <ul style="list-style-type: none"> <li>1.8, 3.5, 3.6, 4.5, 5.4, 7.1, 7.2</li> </ul>                |  |
| <b>Areas for Improvement</b>  |   | <b>Aligned Turnaround Principle Indicator(s)</b>   |  |
| <ul style="list-style-type: none"> <li>Data (Pivot, Dibels, and informal classroom data) is collected throughout the building; however, a system for analyzing the multiple forms of data in order to inform instruction is not present.</li> </ul> |   | <ul style="list-style-type: none"> <li>1.6, 1.7, 2.2, 3.5, 3.6, 4.2, 4.3,</li> </ul>               |  |
| <ul style="list-style-type: none"> <li>The teacher focus group revealed when assessments reveal minimal student growth, many teachers feel ill-equipped to respond to these results.</li> </ul>   |   | <ul style="list-style-type: none"> <li>1.4, 1.5, 1.9, 2.2, 3.2, 3.3, 3.4, 4.2, 4.4, 4.5</li> </ul> |  |
| <ul style="list-style-type: none"> <li>Interviews with teachers and the instructional leadership team indicate teachers do not seem to connect lack of student growth to their instructional practices.</li> </ul>                                  |   | <ul style="list-style-type: none"> <li>1.4, 1.5, 1.9, 2.2, 3.2, 3.3, 3.4, 4.2, 4.4, 4.5</li> </ul> |  |
| <ul style="list-style-type: none"> <li>Aside from intervention time, 50% of classrooms observed utilized whole class instruction which did not include differentiation.</li> </ul>  |   | <ul style="list-style-type: none"> <li>2.2, 3.2, 3.3, 3.5, 4.4, 4.5</li> </ul>                     |  |

## VI. Recommendations

### Background

This section outlines an intentionally targeted set of recommendations that align to one or more of the school's prioritized Turnaround Principles. Anchored in the United States Department of Education's Turnaround Principles framework, these recommendations are representative of what the Technical Assistance Team believes to be the most immediate changes needed to accelerate growth in academic and non-academic student outcomes at Eleanor Skillen Elementary. These recommendations should not be thought of as an exhaustive set of school improvement strategies, but rather as a part of the ongoing and continuous school improvement process.

| <b>Recommendation 1</b>   |
|---|
| Design a long-range plan for professional development aligned to your school improvement goals that supports teachers in the growth of their professional practice through understanding and creating of SMART objectives as well as engaging, rigorous instruction utilizing various instructional strategies. Monitor the implementation and impact of this professional development while providing all teachers with on-going feedback during initial implementation, active application, and sustained use of prioritized instructional strategies in order to measure the impact on student achievement.  |
| <b>Aligned Turnaround Principle(s)</b>  |
| 1.2, 1.6, 1.9, 3.3, 4.4, 5.3, 5.5, 7.3  |
| <b>Rationale</b>  |
| <p>The establishment of a targeted professional development plan correlating to an instructional coaching cycle for teachers promotes job-embedded professional growth that is timely, relevant, and individualized based on observed needs. In fact, John Hattie has researched that targeted professional development for teachers has proven to have a 0.64 effect size on student achievement.<sup>1</sup></p> <p>The current professional development plan at Eleanor Skillen Elementary does not specifically align to the school improvement plan or vision of the school, thus creating disconnect between goals and practice. Further, the professional development offered to teachers consists of district mandated trainings and professional learning chosen by teachers through a needs assessment. Although beneficial, professional learning not aligned directly to school goals is often not implemented or supported as effectively as it could be if it were strengthened by building support. Experimental and qualitative research has shown that when professional development is decontextualized, infrequent, and delivered in the form of training, it results in less than twenty percent of new practices being implemented or sustained in the classroom setting. Conversely, professional development reinforced by an ongoing coaching cycle led to an implementation rate of eighty to ninety percent in the classroom setting.<sup>2</sup> Thus, the feedback that teachers receive through a coaching cycle aligned to a targeted professional development plan based on building needs promotes growth and achievement for both students and teachers.</p> |

<sup>1</sup> Hattie, J. (2012). *Visible learning for teachers: Maximizing impact on learning*. London: Routledge.

<sup>2</sup> Buysee, Pierce, *Effective Coaching: Improving Teacher Practice & Outcomes for All Learners*, WestEd: NCSI, no.508 (2015).



While teachers have been given a voice in their wants and needs for professional development, the teacher survey indicated that only 40% of teachers feel that their professional development plan is beneficial and directly linked to their changing instructional practice in order to improve student achievement. Thus, further establishing the need for a developed and targeted professional growth plan.

**Recommendation 2**

Support the increased use of varied instructional practices in all classrooms that includes; (1) objectives that align to the Indiana Academic Standards, (2) objectives that reach the depth of knowledge necessary for students to understand the purpose of the lesson and how it impacts their continuum of learning, (3) utilizes frequent checks for understanding in order to gauge student learning, and (4) is flexible in nature to allow collected data through checks for understanding to inform, monitor, and adjust instruction.

**Aligned Turnaround Principle(s)**

1.2, 1.4, 1.5, 1.9, 2.2, 2.3, 3.1, 3.2, 3.3, 3.5, 3.6

**Rationale**

Through classroom observations, it is evident that teachers have worked hard to institute small group instruction and center work. Small group instruction and center work was noted in 78% of classrooms observed. Thus, continuing to build a teacher’s toolbox of instructional strategies will allow him/her to address students’ multiple learning styles and increase student engagement.

Although “I Can” statements (objectives) were posted in many classrooms during classroom observations, they did not always align to the Indiana Academic Standards nor reflect the learning activity occurring in the classroom. Additionally, many objectives were difficult to identify in the room, indicating they do not lead instruction and students are not aware of their purpose for the learning environment. When asked by members of the Technical Assistance Team what the objective or purpose of the lesson was, only 25% of students asked were able to articulate the lesson objective. Most could provide an explanation of their learning activity, but not why they were doing it. Providing students a purpose behind their learning enhances their engagement and increases ownership in learning. Without a clear goal for teachers through the utilization of objectives, and for students through a clearly defined learning target, instruction becomes segmented without an understanding of how each standard builds upon another for a progressive learning opportunity. As John Hattie’s research states, “Targeted learning involves the teacher knowing where he or she is going with the lesson and ensuring that the students know where they are going. These pathways must be transparent for the students. Such teacher clarity is essential.” Teacher clarity presents a 0.75 effect size as related to student achievement in the classroom. <sup>3</sup>

Further, the use of multiple instructional strategies helps teachers create learning environments in which all students’ needs are equitably addressed. One such strategy involves student engagement. Crafting a classroom of high engagement requires intentional design. Specific examples of engagement strategies, by Robert Marzano, include effective pacing,

<sup>3</sup> Hattie, J. (2012). *Visible learning for teachers: Maximizing impact on learning*. London: Routledge.

demonstrating intensity and enthusiasm, building positive teacher-student and peer relationships, and using effective verbal feedback.

During our 24 classroom observations, only 50% were utilizing various strategies to increase student engagement and only 31% were observed checking for understanding to monitor and gauge student learning. While understanding that this is only a snapshot in time, this data strongly supports the need for continued growth in these areas.

### **Recommendation 3**

The building leadership team is encouraged to consistently follow a short-cycle classroom walkthrough schedule, in which data is collected on an individual and group basis, in order to determine further coaching needs and provide relevant feedback for the implementation of evidence-based instructional practices. Further, a focus on the effective utilization of the school's academic coach in order to provide modeling of instructional strategies and non-evaluative feedback which informs specific, targeted professional learning for both individual and staff development is encouraged.

#### **Aligned Turnaround Principle(s)**

1.6, 1.7, 1.9, 2.2, 3.4, 4.2, 5.2, 6.3

#### **Rationale**

Although a short-cycle of classroom walkthroughs already exists at Eleanor Skillen, the principal indicated that it is her desire to strengthen this strategy to help improve instruction by giving more targeted feedback tied to their professional development foci. The current format involves a very lengthy checklist that does not seem to offer targeted feedback for the teachers. This goal is further justified through John Hattie's research, as providing teachers with formative evaluations and targeted feedback provides a 0.70 effect size on student learning. Additionally, a high quality of teaching presents a 0.77 effect size in the classroom.<sup>4</sup>

Creating a cycle of frequent, reliable observations with targeted feedback will allow teachers the ability to continually improve instructional practices throughout the school year creating stronger classroom instruction. Teachers did state that they appreciate the frequency of the visits and swiftness with which they receive their feedback. Building upon and improving this practice is an excellent way to help teachers improve their instructional practices and hold them accountable for the implementation of the professional development they are receiving throughout the school year.

While the teacher focus group and the teacher survey indicates that the principal and instructional coaches are often in their classrooms, only 40% of teachers completing the survey feel that the principal provides meaningful feedback on a weekly basis to ensure instructional alignment with state standards. As indicated above, the principal also noted this as an area she would like to improve and complete with consistency and fidelity.

<sup>4</sup> Hattie, J. (2012). *Visible learning for teachers: Maximizing impact on learning*. London: Routledge.

## VII. Appendix A: Evidence for Remaining School Turnaround Principles

### Background

We believe it is valuable for school and district leaders to have a summary of the TAT's findings and evidence for each of the eight Turnaround Principles. As such, this section of the report outlines key findings and supporting evidence for each of the Turnaround Principles that were not identified by school and district leaders as prioritized Turnaround Principles for this school.

This information is intentionally provided in an appendix to reinforce the importance of the previously stated findings, evidence, ratings, and recommendations for the school's prioritized Turnaround Principles.

| <b>School Turnaround Principle #1: Effective Leadership</b>   |
|---|
| <b>Evidence Sources</b>   |
| Leader Self-Evaluation, Principal Interviews, Teacher Interviews, Student Interviews, Parent/Family Interviews, Community Member Interviews, Classroom Observations, Artifacts submitted by Eleanor Skillen Elementary  |
| <b>Evidence Summary</b>   |
| <b>Strengths</b> <ul style="list-style-type: none"><li>• The mission, vision and core beliefs directly influence and guide decision-making, which was evident through various focus group interviews.</li><li>• A system for routinely collecting and reviewing lesson plans to ensure alignment to the Indiana Academic Standards is in place.</li><li>• The principal ensures that the schedule is intentionally aligned with the school improvement plan in order to meet the agreed upon school level learning goals.</li></ul> |
| <b>Areas for Improvement</b> <ul style="list-style-type: none"><li>• The principal ensures access to standards-aligned materials and resources is available; however, teachers may also be using their own materials that are not necessarily aligned to the rigor of the standards.</li><li>• The principal communicates a clear vision for high-quality instruction to her teachers, but the systems to support teachers to bring this vision to life are not yet implemented consistently across all classrooms.</li></ul>       |

## School Turnaround Principle #2: Climate and Culture

### Evidence Sources

Leader Self-Evaluation, Principal Interviews, Teacher Interviews, Student Interviews, Parent/Family Interviews, Community Member Interviews, Classroom Observations, Artifacts submitted by Eleanor Skillen Elementary

### Evidence Summary

#### Strengths

- Based on observations and focus group interviews, students and adults feel safe and ready to engage in teaching and learning. The school is clean and in great working order.
- Academic learning time is protected and there is evidence through multiple focus group interviews that the community values learning and the promotion of social growth.
- Through multiple stakeholder conversations, it was evidenced that the school has a well-functioning PBIS team that is utilizing MTSS and tiered supports.

#### Areas for Improvement

- According to stakeholder feedback, some teachers do not implement the behavior policies consistently.
- The quality of instruction varies from classroom to classroom and little instructional differentiation in instructional practice is in place to meet varied student needs.
- Student work varies in its rigor and is not always consistent with the standards.

## School Turnaround Principle #5: Effective Staffing Practices

### Evidence Sources

Leader Self-Evaluation, Principal Interviews, Teacher Interviews, Student Interviews, Parent/Family Interviews, Community Member Interviews, Classroom Observations, Artifacts submitted by Eleanor Skillen Elementary

### Evidence Summary

#### Strengths

- The principal has the authority and has demonstrated the capacity to strategically assign teachers based on their strengths.
- Interviews with the principal and district leaders indicate that the principal has the autonomy to hire teachers to fill vacancies.

#### Areas for Improvement

- Although a professional development calendar exists, it is unclear how professional development systematically aligns to specific instructional priorities and practices.
- Teacher evaluations do not systematically link teacher practice data with student outcomes data.

## School Turnaround Principle #6: Effective Use of Data

### Evidence Sources

Leader Self-Evaluation, Principal Interviews, Teacher Interviews, Student Interviews, Parent/Family Interviews, Community Member Interviews, Classroom Observations, Artifacts submitted by Eleanor Skillen Elementary

### Evidence Summary

#### Strengths

- Teachers have regularly scheduled collaboration time and are encouraged to focus on analyzing formative assessment data.
- A data room has been implemented and is being used to provide a clear indication of the mastery status of individual students in reading through Dibels and Pivot.

#### Areas for Improvement

- According to the School Leader's Self-Evaluation, only 63% of staff are consistently utilizing the weekly Common Formative Assessments to drive their instruction.
- Multiple forms of data are collected and distributed; however, a system for analyzing data in order to understand its implications on past and future instruction is not present.
- Protocols for reviewing, analyzing, and planning to act on student academic data are used with varying degrees of consistency within Professional Learning Communities (PLCs).

## School Turnaround Principle #7: Effective Use of Time

### Evidence Sources

Leader Self-Evaluation, Principal Interviews, Teacher Interviews, Student Interviews, Parent/Family Interviews, Community Member Interviews, Classroom Observations, Artifacts submitted by Eleanor Skillen Elementary

### Evidence Summary

#### Strengths

- Instructional time is protected with only urgent interruptions.
- Transition times are orderly and efficient and effectively maximize learning time.
- The master schedule includes structures to support all students with a built in 30 minute intervention block.

#### Areas for Improvement

- Per the School Leader's Self-Evaluation, the master schedule does not provide common time for content areas in departmentalized areas, which will diminish the chance for vertical alignment across grade levels.
- Stakeholder focus groups shared that grade level collaboration time is informal, sometimes resulting in casual conversations in the hallway.

## **School Turnaround Principle #8: Family and Community Engagement**

### **Evidence Sources**

Leader Self-Evaluation, Principal Interviews, Teacher Interviews, Student Interviews, Parent/Family Interviews, Community Member Interviews, Classroom Observations, Artifacts submitted by Eleanor Skillen Elementary

### **Evidence Summary**

#### Strengths

- Community partnerships (Gleaners, SE Community Services – Center for Working Families, Bean Creek Neighborhood Association, Paws and Think, and Keep Indianapolis Beautiful) are strong and provide multiple levels of support for the students at Eleanor Skillen.
- Parent and community focus groups state that they feel welcome at the school.

#### Areas for Improvement

- The parent focus group expressed a need to be notified about upcoming events earlier as their work schedules are already set before they know the week's activities.
- There is an inconsistent method of communication with parents among teachers. Some are using Remind 101 while others are not. Parents expressed a desire for consistency.
- According to several stakeholder groups, parent involvement is extremely low.



# School Quality Review Report

*Harrison Primary Center*

South Bend Community School Corporation

April 12-13, 2018

## Review Team Members

|                   |                               |                                      |
|-------------------|-------------------------------|--------------------------------------|
| John Purcell      | School Improvement Specialist | Indiana Department of Education      |
| Ken Folks         | Chief Academic Officer        | Indiana Department of Education      |
| Kesson Anderson   | Expert Consultant             | The Academic Network                 |
| Valerie Anglemyer | Instructional Coach           | Wa-Nee Community Schools             |
| Kristy Wright     | Special Education Specialist  | Indiana Department of Education      |
| Rachelle Wright   | Literacy Coach                | Greenfield Central Community Schools |

## Table of Contents

|       |   |    |
|-------|---|----|
| I.    | Background on the School Quality Review .....                                       | 3  |
| II.   | Overview of the School Quality Review Process .....                                 | 3  |
| III.  | Data Snapshot for Harrison Primary Center .....                                     | 4  |
| IV.   | Evidence and Rating for School Turnaround Principle #1: Effective Leadership .....  | 7  |
| V.    | Evidence and Rating for School Turnaround Principle #3: Effective Instruction ..... | 9  |
| VI.   | Evidence and Rating for School Turnaround Principle #6: Effective Use of Data.....  | 10 |
| VII.  | Recommendations.....  | 11 |
| VIII. | Appendix A: Evidence for Remaining School Turnaround Principles.....                | 16 |



## I. Background on the School Quality Review

Public Law 221 (PL 221) was passed in 1999 before the enactment of the federal *No Child Left behind Act* (NCLB). It serves as the state’s accountability framework. Among other sanctions, the law authorizes the Indiana State Board of Education (SBOE) to assign an expert team to conduct a School Quality Review for schools placed in the lowest category or designation of school performance for two consecutive years.

*(a) The board shall direct that the department conduct a quality review of a school that is subject to IC 20-31-9-3. (b) The board shall determine the scope of the review and appoint an expert team under IC 20-31-9-3. (Indiana State Board of Education; 511 IAC 6.2-8-2; filed Jan 28, 2011, 3:08 p.m.: 20110223-IR-511100502FRA)*

The school quality review (SQR) is a needs assessment meant to evaluate the academic program and operational conditions within an eligible school. The SQR will result in actionable feedback that will promote improvement, including the reallocation of resources or requests for technical assistance. The process is guided by a rubric aligned to the United States Department of Education’s “Eight Turnaround Principles” (see Appendix B). The school quality review includes a pre-visit analysis and planning meeting, onsite comprehensive review, and may include targeted follow-up visits.

State law authorizes the SBOE to establish an expert team to conduct the School Quality Review known as the Technical Assistance Team (TAT). Membership must include representatives from the community or region the school serves; and, may consist of school superintendents, members of governing bodies, teachers from high performing school corporations, and special consultants or advisers.

## II. Overview of the School Quality Review Process

The School Quality Review process is designed to identify Harrison Primary Center’s strengths and areas for improvement organized around the [United States Department of Education’s Eight School Turnaround Principles](#). In particular, the School Quality Review process focused on three Turnaround Principles that were identified as priorities by the school and its district.

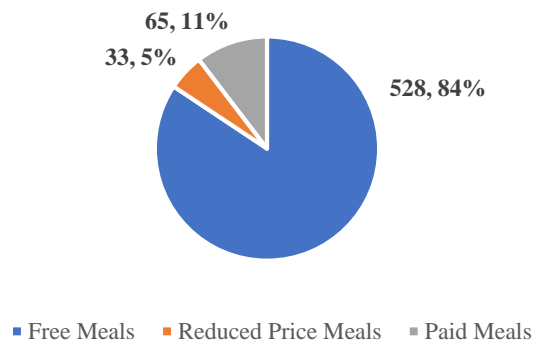
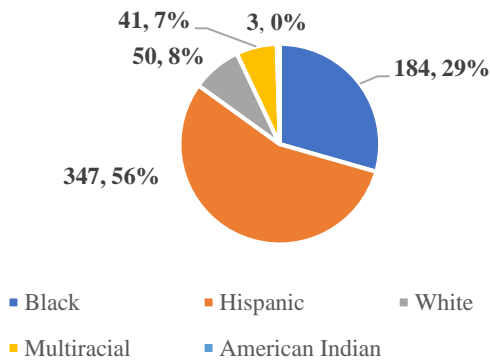
The on-site review consisted of the Technical Assistance Team (TAT) visiting the school for two days. During the two days, the TAT (1) conducted separate focus groups with students, teachers, parents, and community members, (2) observed a professional learning community meeting with teachers, (3) conducted 31 classrooms observations, and (4) interviewed school and district leaders.

Prior to the visit, teachers completed an online survey, with 19 of 35 teachers participating. Parents and family members were also invited to complete a survey; 81 completed this survey. Finally, the school leadership team completed a self-evaluation. Both surveys and the self-evaluation are made up of questions that align to school improvement principles and indicators (Appendix B).

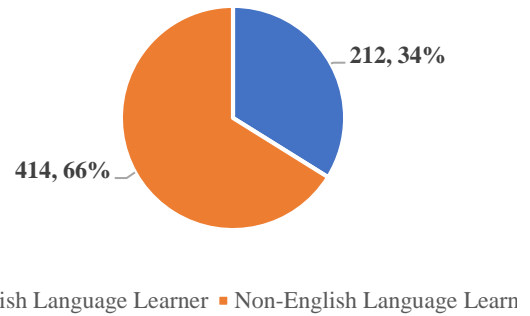
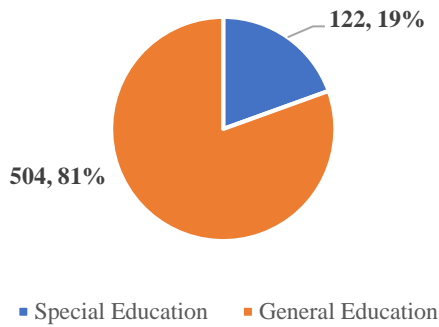
### III. Data Snapshot for Harrison Primary Center

| School Report Card            |        |        |                 |                               |        |        |                 |
|-------------------------------|--------|--------|-----------------|-------------------------------|--------|--------|-----------------|
| 2015-2016 Report Card         | Points | Weight | Weighted Points | 2016-2017 Report Card         | Points | Weight | Weighted Points |
| Performance Domain Grades 3-8 | 21.10  | 0.5    | 10.55           | Performance Domain Grades 3-8 | 18.20  | 0.5    | 9.10            |
| Growth Domain Grades 4-8      | 86.10  | 0.5    | 43.05           | Growth Domain Grades 4-8      | 95.70  | 0.5    | 47.85           |
| Overall Points                |        |        | 53.60           | Overall Points                |        |        | 57.00           |
| Overall Grade                 |        |        | F               | Overall Grade                 |        |        | F               |

| Enrollment 2017-2018: 626 students |  |
|------------------------------------|--|
| Enrollment 2017-2018 by Ethnicity  | Enrollment 2017-2018 by Free/Reduced Price Meals |

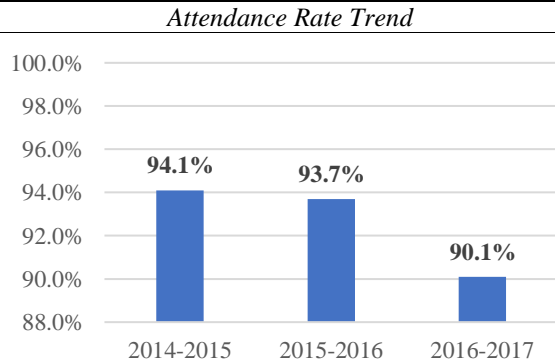


| Enrollment 2017-2018 by Special Education | Enrollment 2017-2018 by English Language Learners |
|---|---|
|---|---|



| Attendance          |  |  |                       |
|---------------------|--|--|-----------------------|
| Attendance by Grade |  |  | Attendance Rate Trend |

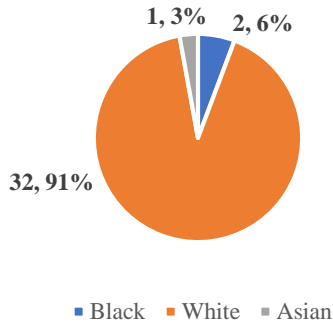
| Grade | '14-'15 | '15-'16 | '16-'17 |
|-------|---------|---------|---------|
| K     | 93.2%   | 93.2%   | 91.8%   |
| 1     | 93.8%   | 92.6%   | 93.6%   |
| 2     | 94.2%   | 93.9%   | 92.8%   |
| 3     | 94.6%   | 94.5%   | 92.2%   |
| 4     | 94.8%   | 94.3%   | 93.7%   |



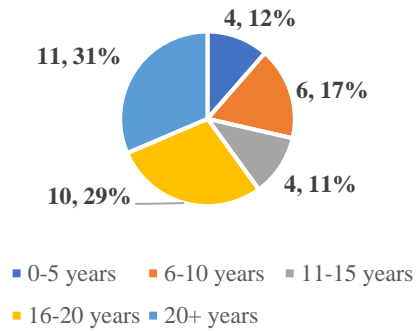
**School Personnel**

Teacher Count 2015-2016: 35

Teacher Count 2015-2016 by Ethnicity

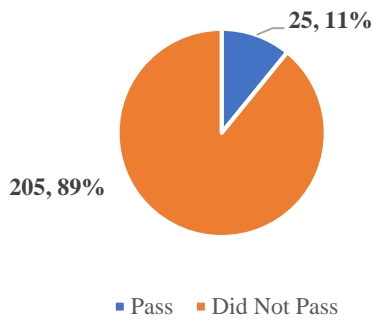


Teacher Count 2015-2016 by Years of Experience

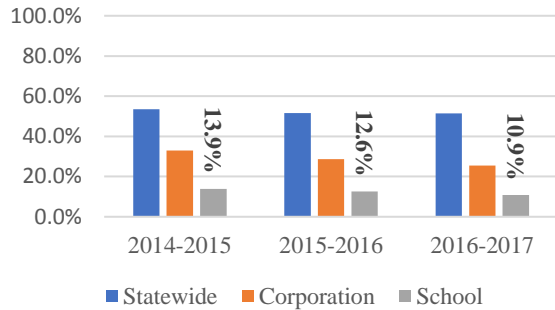


**Student Academic Performance**

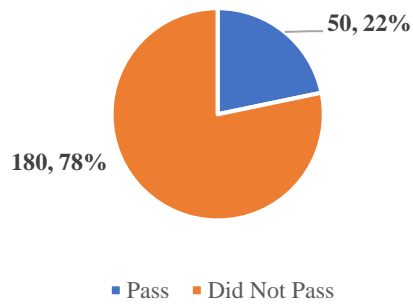
ISTEP+ 2016-2017  
Both English/Language Arts and Math



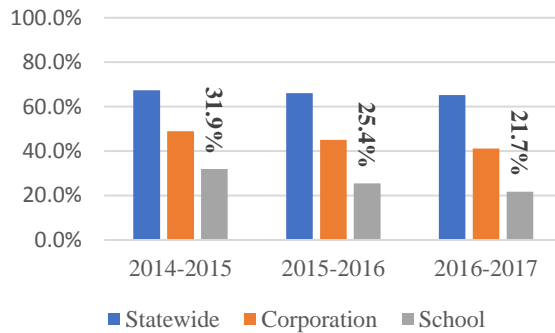
ISTEP+ Percent Passing Trend  
Both English/Language Arts and Math



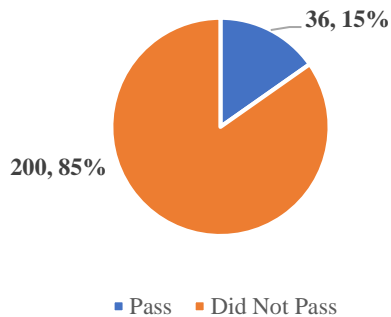
ISTEP+ 2016-2017: English/Language Arts



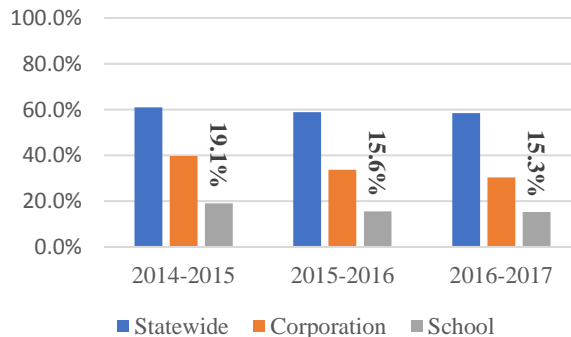
ISTEP+ Percent Passing Trend: English/Language Arts



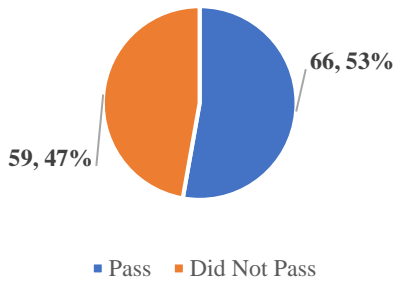
ISTEP+ 2016-2017: Math



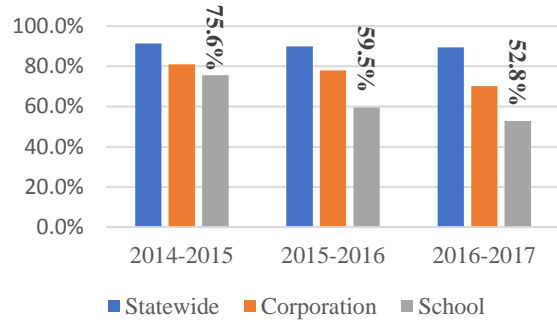
ISTEP+ Percent Passing Trend: Math



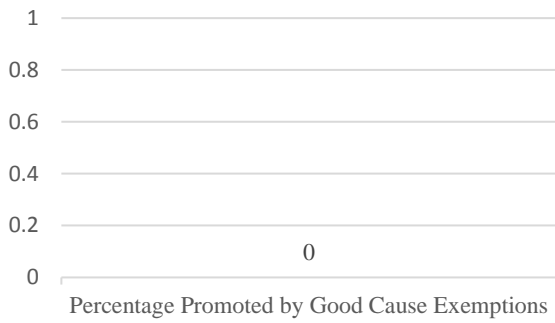
*IREAD-3 2016-2017*



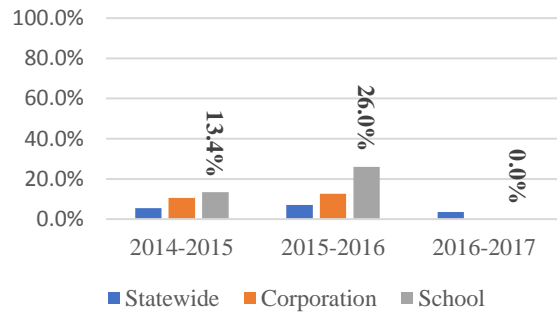
*IREAD-3 Percent Passing Trend*



*IREAD-3 Percentage Promoted by Good Cause Exemptions 2016-2017*



*IREAD-3 Good Cause Promotion Exemption Trend*



## IV. Evidence and Rating for School Turnaround Principle #1: Effective Leadership

### Background

The next three sections of the report illustrate the Technical Assistance Team’s key findings, supporting evidence, and overall rating for each of the school’s prioritized Turnaround Principles.

To thoughtfully identify these prioritized Turnaround Principles, school and district leaders used a “Turnaround Principle Alignment Tool” provided by the Indiana State Board of Education to determine the two to three Turnaround Principles that most closely align with the goals and strategies outlined in the school’s improvement plan.

This report focuses on these prioritized Turnaround Principles to provide a strategically targeted set of findings and recommendations. Additional evidence on the other five Turnaround Principles can be found in Appendix A of this report.

| School Turnaround Principle #1: Effective Leadership  |   |  |  |
|---|---|--|--|
| Evidence Sources  |   |  |  |
| Classrooms Observations, Individual Staff Interviews, School Leader Self-Assessment, Teacher Survey, Parent Survey, Instructional Leadership Team Focus Group, Teacher Focus Group, Community Focus Group, District Leadership Focus Group, School Improvement Plan, Artifacts Provided by Harrison Primary Center. |   |  |  |
| Rating  |   |  |  |
| 1<br><u>Ineffective</u>   | 2<br><u>Improvement Necessary</u>                       | 3<br><u>Effective</u>  | 4<br><u>Highly Effective</u>                           |
| <i>No evidence of this happening in the school</i>  | <i>Limited evidence of this happening in the school</i> | <i>Routine and consistent</i>  | <i>Exceeds standard and drives student achievement</i> |
| Evidence  |   |  |  |
| Strengths   |   | Aligned Turnaround Principle Indicator(s)                                      |  |
| <ul style="list-style-type: none"> <li>Based on conversations with the staff and artifacts provided to the team, the principal holds a strong belief in the academic potential of all students and communicates this belief to staff.</li> </ul>  |   | <ul style="list-style-type: none"> <li>1.1, 1.4, 1.10, 2.1, 2.3</li> </ul>     |  |
| <ul style="list-style-type: none"> <li>School leadership facilitates and maintains positive school-community relationships, helping to provide additional services to meet the needs of many students (e.g. Boys and Girls Club, 100 Black Men of Greater South Bend).</li> </ul>                                   |   | <ul style="list-style-type: none"> <li>1.4, 1.10, 2.1, 8.1, 8.2</li> </ul>     |  |
| <ul style="list-style-type: none"> <li>In 97% of the classrooms observed, interactions between teachers and students were positive and respectful, revealing the existence of classroom climates conducive to learning.</li> </ul>  |   | <ul style="list-style-type: none"> <li>1.3, 1.4, 2.1, 2.2, 2.3, 3.6</li> </ul> |  |

| Areas for Improvement   | Aligned Turnaround Principle Indicator(s)   |
|---|---|
| <ul style="list-style-type: none"> <li>A clear and coherent vision articulating the school’s specific mission, goals, and necessary actions (e.g. decision-making) for effecting students’ academic growth and achievement could not be articulated by parents and staff.</li> </ul>  | <ul style="list-style-type: none"> <li>1.1, 1.2</li> </ul>                          |
| <ul style="list-style-type: none"> <li>Although staff have been trained in a number of programs and initiatives (e.g. Data Wise Improvement Process), definitive and prioritized plans for developing staff capacity, using an on-going job-embedded process are not in place, based on conversations with staff and review of documents provided to the visiting review team.</li> </ul> | <ul style="list-style-type: none"> <li>1.2, 1.4, 1.7, 1.9, 5.2</li> </ul>           |
| <ul style="list-style-type: none"> <li>District and school leadership have expectations for the employment of effective educational strategies, including differentiated Tier 1 instruction and analysis of data to drive instruction. However, well-defined processes for monitoring the presence and degree of effectiveness of these expectations are not evident.</li> </ul>          | <ul style="list-style-type: none"> <li>1.7, 1.9, 3.1, 3.2, 3.3, 3.5, 6.2</li> </ul> |

## V. Evidence and Rating for School Turnaround Principle #3: Effective Instruction

| <b>School Turnaround Principle #3: Effective Instruction</b>   |   |   |  |
|--|---|---|--|
| <b>Evidence Sources</b>  |   |   |  |
| Classrooms Observations, Individual Staff Interviews, School Leader Self-Assessment, Instructional Leadership Team Focus Group, Teacher Survey, Teacher Focus Group, School Improvement Plan, Artifacts Provided by Harrison Primary Center.   |   |   |  |
| <b>Rating</b>  |   |   |  |
| 1<br><u>Ineffective</u>  | 2<br><u>Improvement Necessary</u>                       | 3<br><u>Effective</u>   | 4<br><u>Highly Effective</u>                           |
| <i>No evidence of this happening in the school</i>   | <i>Limited evidence of this happening in the school</i> | <i>Routine and consistent</i>                                   | <i>Exceeds standard and drives student achievement</i> |
| <b>Evidence</b>  |   |   |  |
| <b>Strengths</b>   |   | <b>Aligned Turnaround Principle Indicator(s)</b>                |  |
| <ul style="list-style-type: none"> <li>Students' academic data are reviewed at grade-level instructional planning meetings and between individual classroom teachers and instructional coaches on a regular basis.</li> </ul>  |   | <ul style="list-style-type: none"> <li>3.3, 3.5, 4.3</li> </ul> |  |
| <ul style="list-style-type: none"> <li>Student behavior does not hamper the learning environment. Students appear to follow conduct expectations and procedures as documented in 94% of the classrooms visited.</li> </ul>   |   | <ul style="list-style-type: none"> <li>2.1, 2.3, 3.6</li> </ul> |  |
| <ul style="list-style-type: none"> <li>In 84% of the classrooms observed, students responded quickly to teacher's management techniques, preserving instructional time and attention for academics.</li> </ul>   |   | <ul style="list-style-type: none"> <li>2.1, 2.3, 3.6</li> </ul> |  |
| <b>Areas for Improvement</b>   |   | <b>Aligned Turnaround Principle Indicator(s)</b>                |  |
| <ul style="list-style-type: none"> <li>Classroom observations revealed that more than half of the instructional time was leveraged on activities with minimal support for students' mastery of standards. Of the lesson plans reviewed during these visits, some referenced Indiana Academic Standards, but none stated clear and concise objectives as to what students would know and/or be able to do as a result of the lesson.</li> </ul> |   | <ul style="list-style-type: none"> <li>3.1, 3.2, 4.3</li> </ul> |  |
| <ul style="list-style-type: none"> <li>Students were observed using reading-based technology programs designed for remediation and reinforcement, as part of core Tier I instruction.</li> </ul>   |   | <ul style="list-style-type: none"> <li>3.2, 3.3</li> </ul>      |  |
| <ul style="list-style-type: none"> <li>Lessons incorporating rigorous depth of knowledge, addressing Indiana standards, and connecting to real-world scenarios were present in approximately 35% of classrooms observed.</li> </ul>  |   | <ul style="list-style-type: none"> <li>2.3, 3.1, 3.2</li> </ul> |  |

## VI. Evidence and Rating for School Turnaround Principle #6: Effective Use of Data

| <b>School Turnaround Principle #6: Effective Use of Data</b>   |   |  |  |
|--|---|--|--|
| <b>Evidence Sources</b>  |   |  |  |
| Classrooms Observations, Individual Staff Interviews, School Leader Self-Assessment, Instructional Leadership Team Focus Group, Teacher Survey, Teacher Focus Group, School Improvement Plan, Artifacts Provided by Harrison Primary Center.   |   |  |  |
| <b>Rating</b>  |   |  |  |
| 1<br><u>Ineffective</u>  | 2<br><u>Improvement<br/>Necessary</u>                   | 3<br><u>Effective</u>  | 4<br><u>Highly Effective</u>                           |
| <i>No evidence of this happening in the school</i>   | <i>Limited evidence of this happening in the school</i> | <i>Routine and consistent</i>  | <i>Exceeds standard and drives student achievement</i> |
| <b>Evidence</b>  |   |  |  |
| <b>Strengths</b>   |   | <b>Aligned Turnaround Principle Indicator(s)</b>                     |  |
| <ul style="list-style-type: none"> <li>Regular collaboration time is scheduled for staff to focus on and discuss formative assessment data, as determined through conversations with staff, information gathered during focus groups, and artifacts provided by the school.</li> </ul>   |   | <ul style="list-style-type: none"> <li>6.3, 7.3</li> </ul>           |  |
| <ul style="list-style-type: none"> <li>Teachers have on-demand access to multiple forms of academic and behavioral data.</li> </ul>  |   | <ul style="list-style-type: none"> <li>6.1, 6.2</li> </ul>           |  |
| <ul style="list-style-type: none"> <li>School leaders have begun analyzing and sharing discipline data with teachers to inform their decisions and practices in student behavior management.</li> </ul>  |   | <ul style="list-style-type: none"> <li>2.1, 6.1</li> </ul>           |  |
| <b>Areas for Improvement</b>   |   | <b>Aligned Turnaround Principle Indicator(s)</b>                     |  |
| <ul style="list-style-type: none"> <li>Little data was found to support the supposition that walkthrough feedback to teachers by school leaders translates into improved instructional practice.</li> </ul>  |   | <ul style="list-style-type: none"> <li>1.7, 4.2</li> </ul>           |  |
| <ul style="list-style-type: none"> <li>Based on discussions with staff and observations of an instructional planning session, staff gathers a variety of student achievement data upon which to base decisions. Yet, little evidence was found that data-informed instructional decisions are made with consistency within and across grade levels.</li> </ul> |   | <ul style="list-style-type: none"> <li>1.5, 1.6, 3.5, 6.2</li> </ul> |  |
| <ul style="list-style-type: none"> <li>No monitoring data was found that quantitatively measures the effectiveness of professional development initiatives and activities as they relate to improved student achievement.</li> </ul>   |   | <ul style="list-style-type: none"> <li>1.9, 6.3</li> </ul>           |  |



## VII. Recommendations

### Background

This section outlines an intentionally targeted set of recommendations that align to one or more of the school’s prioritized Turnaround Principles. Anchored in the United States Department of Education’s Turnaround Principles framework, these recommendations are representative of what the Technical Assistance Team believes to be the most immediate changes needed to accelerate growth in academic and non-academic student outcomes at Harrison Primary Center. These recommendations should not be thought of as an exhaustive set of school improvement strategies, but rather as a part of the ongoing and continuous school improvement process.

| <b>Recommendation 1</b>  |
|--|
| <p>It is recommended that a coherent vision and mission for the academic achievement of all students be developed as part of a systems-based framework for continuous school improvement. These should align with the district’s vision and mission while addressing the contextual conditions of the school. Further, they should guide every aspect of school governance, serving as the basis for decision-making at all levels within and beyond the school. Continuous district support and guidance to ensure alignment between the school and district’s visions/missions are essential for Harrison to reach its espoused vision.</p>  |
| <b>Aligned Turnaround Principle(s)</b>   |
| <p>1.1, 1.2, 1.3, 1.4, 1.10, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.5, 3.6, 5.2, 6.2, 8.1, 8.2</p>  |
| <b>Rationale</b>   |
| <p>The Technical Assistance Team found Harrison Primary Center to be a school with great potential for success and marked levels of student achievement. Overall, students are courteous, respectful, and exhibit a desire to be at school. Parents and community members shared positive feelings about the school in their focus groups and surveys. Staff understand the importance of data. And, school and district leaders recognize the need and urgency for improved student growth and achievement. Unfortunately, these attributes were muted, as the school was also found to be in a state of organizational flux and uncertainty. Changing staff assignments, such as the principal being hired immediately before the beginning of the school year, and important district initiatives (e.g. restructuring) complicate the process of developing a systemic plan for continuous improvement, at the heart of which is a clearly defined vision and complementary mission for academic achievement. Not to be misunderstood, this is solely a finding based on observations; it is neither an aspersion toward restructuring efforts nor justification of documented areas for improvement. Thus, this recommendation and rationale are provided as potential courses of action resulting from the team’s review and evidence-based practices in light of these conditions.</p> <p>Central to the school’s purpose is student learning and central to student learning are the presence of: 1) a clear and coherent vision and mission for student achievement, 2) leadership that promotes, supports, expects, and monitors high quality instruction, and 3) the judicious selection and use of instructional tools and programs that result in increasingly higher levels of student achievement. Elements of each of these were found to be in need of improvement during the quality review. This recommendation pertains to the first element, while the following recommendations are addressed in 2 and 3, respectively.</p> |

The specific vision and mission, to advance academic achievement for Harrison Primary Center, could not be ascertained during the visit. Inquiries of stakeholders and examinations of provided documents revealed no evidence of a clear and unified objective regarding students' optimal levels of academic achievement. (Goals are provided in the current school improvement plan. However, these are short-term “steps along the way,” albeit necessary to realize a vision.) A destination (vision) and roadmap (mission) are essential for schools to be successful in providing each child with the best possible educational experience. They guide the school in moving children from where they are, along an educational path to a destination where the school envisions them to be. Studies have revealed that exemplary schools follow missions that provide a challenging environment, focused on academic success.<sup>1</sup> Shaping this vision for academic success and ensuring that it remains at the center of school improvement efforts are responsibilities of school leadership – first at the building level, with guidance and support from district leaders. Therefore, it is recommended that a coherent academically-focused vision and mission be developed as part of a systems-based framework for continuous school improvement, with the intent that they govern every aspect of the school's operations and decision-making during continuous improvement cycles.

It is important to note that building a systems-based framework for continuous and comprehensive school improvement entails substantial change, requiring more than implementing a few initiatives, but a cultural shift in institutional values.<sup>2</sup> School improvement plans are the reason for and central focus of change, but they are not the totality of the process. The change process involves multiple phases such as: creating readiness, initial implementation, institutionalization, and plans for scale and sustainability.<sup>3</sup> Further, it involves the alignment, improvement, and the integration of systems.<sup>4</sup> Indeed, without considering this reality, the positive long-term effects of the recommendations, themselves, could be of limited value. Each recommendation in this report is not intended to be considered in isolation, but as part of the process for building a systems-based framework for continuous and comprehensive school improvement.

---

<sup>1</sup> Slate, J. R., Jones, C. H., Wiesman, K., Alexander, J., & Saenz, T. (2008). School mission statements and school performance: A mixed ... Retrieved April 23, 2018, from <https://www.bing.com/cr?IG=276FF7B21B864854957238A77D36F4AD&CID=0BC737E27A716CF41F943C097B7C6D56&rd=1&h=EDScffD-8HK9SOizGnnUXqWkITntz-CDknsFMY9a18&v=1&r=https://files.eric.ed.gov/fulltext/EJ832903.pdf&p=DevEx.LB.1,5522.1>

<sup>2</sup> Adelman, H. S., & Taylor, L. (2007). Systemic Change for School Improvement. *Journal of Educational and Psychological Consultation*, 17(1), 55-77. doi:10.1080/10474410709336590

<sup>3</sup> Ibid.

<sup>4</sup> *A Leader's Guide to System Improvement*. (2016). N. Redington Beach, FL: Jim Shipley & Associates.

|   |
|---|
| <b>Recommendation 2</b>   |
| Develop a coherent plan of action to assess teachers’ instructional practices by using strategic and intentional observations. Such appraisals should compare that which is observed to a benchmark of high quality, evidence-based practices essential for effective Tier I instruction. Use timely and specific feedback to support and produce elemental improvements. Monitor these to ensure desired practices are implemented. Concurrently, work with the district to develop a comprehensive professional development framework for institutionalizing high-quality instructional practices. This should be designed around the specific needs of the school’s staff (as determined through appraisals) and include on-going, job-embedded coaching.  |
| <b>Aligned Turnaround Principle(s)</b>  |
| 2.1, 2.3, 3.1, 3.2, 3.3, 3.4, 3.6, 4.3  |
| <b>Rationale</b>  |
| <p>Simply put, schools are charged with educating students in a safe and secure environment. As a safe and secure environment might be thought of as the necessary condition, education should be considered the primary obligation. To the extent possible, these work simultaneously and synergistically to promote and sustain measurable academic growth.</p> <p>The Technical Assistance Team found evidence that the overall atmosphere at Harrison Primary Center is conducive to academic growth. No incidents of student misconduct, to a level that interfered with educational functions, were observed. To the contrary, 94% of classroom observations revealed compliance of rules and procedures by teachers and students. Additionally, 84% of the observations indicated that students responded quickly to teacher’s management techniques. Parent surveys reinforced these findings, with 89% of respondents somewhat to strongly agreeing that the school is effective at maintaining a safe, orderly, and comfortable environment for parents and students. This is a commendable accomplishment and holds promise for Harrison Primary Center, given that a 2010 study of a city’s urban elementary schools found increased standardized test achievement from 16 to 22% with the presence of perceived school safety.<sup>5</sup> However, as stated above, safety provides the condition for, not the guarantee of, quality education.</p> <p>While the conditions for student achievement were present at Harrison Primary Center, the visiting team found significant deficiencies in a requisite level of high quality effective instruction, particularly at the Tier 1 level. Most of the observed lessons, as specified in the “Areas for Improvement” sections in the evidence tables above, lacked basic components of evidence-based pedagogy. Specifically, 1) lesson objectives and their bases in specific academic standards were unclear; 2) there was a prevalence of teacher-centered whole-group presentation, with no discernable differentiation present regarding students’ unique and varied learning needs; 3) lessons and student tasks were of low-cognitive rigor and not conducive to optimal time-on-task (e.g. students cutting and pasting pictures to associate them with simple</p> |

<sup>5</sup> Duszka, C. (2015). The Effects of School Safety on School Performance. *International Journal of Education and Social Science*, 2(8), 29-37. Retrieved April 17, 2018, from file:///H:/Turnaround Research/Culture and Climate/The Effects of School Safety on School Performance.pdf.

vocabulary terms [“arm” in an upper grade level classroom]); 4) there were limited opportunities for students to discuss material with other students, particularly in ways that might clarify and deepen content relevance and real-world connections; and, 5) use of computer-assisted instructional resources were not strategically employed to reinforce and/or extend standards-based learning objectives. These observations by the Technical Assistance Team were echoed by parent survey data, which revealed that not all of the respondents believe teachers at the school prepare students for college and career ready standards.

A number of studies establish the correlation between quality of instruction and student achievement. Since instruction does not exist in a vacuum, but must be intentionally designed and employed, teachers must be adept at both. First and foremost, teachers must possess clarity about what students are to know, understand, and be able to do as a result of any and all lessons. When this is not clear to teachers, it is almost certain that lessons will not be engaging and that developed tasks will not promote mastery of required standards.<sup>6</sup> That which is expected, however, must be inspected. If there is an expectation that teachers base lessons on objectives rooted in Indiana Academic Standards and that such lessons are delivered using evidence-based pedagogical practices, then systematic appraisal of these expectations, followed by concise feedback and support, must occur.

The school and district have taken steps to improve instructional practice. As part of the DataWise program implemented thus far in kindergarten and second grades at Harrison, instructional coaches have provided tools for classroom teachers to reflect on their own instructional practices. Specific emphasis has been in the teaching of reading. Anecdotal reports from the principal and instructional coaches indicate these efforts have resulted in the increased frequency of guided level reading instruction in some, but not all of the classrooms where the Data Wise process has been used. Although this is a positive move, information gathered during the school quality review found the absence of impactful mechanisms for bringing about necessary and meaningful improvement of Tier I instruction. That is, efforts aimed at increasing guided reading practices are showing some success, but pervasive evidence-based pedagogical practices are not present at levels necessary for marked student growth and achievement.

Teachers and the principal recognize the importance of Tier 1 instruction, given it is the focus of two goals in the school’s improvement plan. Despite such recognition, the school quality review team could not find evidence that current staff performance appraisal measures translate into improved instruction and consequent higher student achievement. Nor was there evidence that data gathered during staff performance appraisals provide direction for prioritized professional development initiatives (e.g. methods for differentiating instruction based on varied content, processes, and products). Monitoring instruction and using that information to improve instruction and guide professional development initiatives is the bedrock of continuous school improvement. For this to be truly impactful, however, school and district leaders must “be on the same page” in philosophy, direction, and purpose. Thus the reason for the above recommendation.

---

<sup>6</sup> Tomlinson, C. A. (1999). *The differentiated classroom: responding to the needs of all learners*. Association for Supervision and Curriculum Development

|   |
|---|
| <b>Recommendation 3</b>   |
| As part of an established systems-based school improvement process, built on a framework of strategically developed resources and processes, devise protocols for the judicious selection and use of instructional tools and programs, with the intent that such result in increasingly higher levels of student achievement. As noted in the recommendation above, monitor staff use of tools and programs for fidelity of implementation.   |
| <b>Aligned Turnaround Principle(s)</b>  |
| 1.5, 1.6, 1.7, 3.5, 4.2, 6.2, 6.3   |
| <b>Rationale</b>  |
| <p>The farther a good idea, practice, or product moves from its original source, the more diluted it becomes. Though highly effective, applicable, or relevant to its originator, the efficacy of a technology-based instructional support becomes less effective, applicable, and relevant as it passes through sales, adoption at a district or school level, implementation at the classroom level, and ultimate use by students. Unless the full capacity of a product is understood and embraced, compliance replaces capacity, and the product is used to satisfy expectations rather than improve learning. This was observed to be the case at Harrison Primary Center for one particular program.</p> <p>Evidence gathered by the visiting review team found this program used in connection with Tier 1 instruction when, in fact, the tool’s purpose is to reinforce learning for students at Tiers 2 and 3. Conversations with teachers revealed that students use the program to learn skills, relying solely on the computer for instruction, with little progress monitoring or scaffolded support from classroom teachers. During conversations with faculty, the program was referred to as an “electronic babysitter.” Other comments included: 1) it is hard to “keep track of everyone’s computers,” 2) there are “seven billion reports that you can pull up on your own,” and 3) that a teacher didn’t know what her children were being asked because the students wear headphones.</p> <p>The purpose of the above is to neither support nor refute the effectiveness of the product, itself, but to reinforce the premise made earlier that the full capacity of a program or product is not realized unless practitioners embrace and implement it with fidelity. Moreover, this reinforces the contention that increased, critical monitoring of instructional practices by school leadership, using district-sanctioned processes and support is necessary. Ultimately, it is the teacher (the most essential education resource) who possesses the unique understanding of each students’ academic, behavioral, and social-emotional needs. It is the teacher who then delivers instruction based on this understanding as well as a deep knowledge of cognition and learning. Finally, it is the teacher who offers feedback, peppered with praise and encouragement. As beneficial as any educational product or tool may be, it is the teacher who is the indispensable resource who manages such tools to orchestrate learning. Thus, it is incumbent on teachers to employ instructional supports as supplements, not replacements for core instruction. For this reason, it is recommended that protocols be developed to select and use such tools and that school leaders actively monitor this expectation.</p> |

## VIII. Appendix A: Evidence for Remaining School Turnaround Principles

### Background

We believe it is valuable for school and district leaders to have a summary of the TAT’s findings and evidence for each of the eight Turnaround Principles. As such, this section of the report outlines key findings and supporting evidence for each of the Turnaround Principles that were not identified by school and district leaders as prioritized Turnaround Principles for this school.

This information is intentionally provided in an appendix to reinforce the importance of the previously stated findings, evidence, ratings, and recommendations for the school’s prioritized Turnaround Principles.

| <b>School Turnaround Principle #2: Climate and Culture</b>  |
|---|
| <b>Evidence Sources</b>   |
| Classrooms Observations, Individual Staff Interviews, School Leader Self-Assessment, Instructional Leadership Team Focus Group, Teacher Survey, Teacher Focus Group, School Improvement Plan, Artifacts Provided by Harrison Primary Center.  |
| <b>Evidence Summary</b>   |
| <b>Strengths</b> <ul style="list-style-type: none"><li>• According to parent surveys, 89% of respondents somewhat to strongly agree that the school is effective at maintaining a safe, orderly, and comfortable environment for parents and students.</li><li>• The Technical Assistance Team found 94% of the classrooms safe and free from obstacles, with easy access to materials and resources.</li><li>• High expectations exist regarding student behavior as determined by classroom visitations and observations throughout the building.</li></ul>   |
| <b>Areas for Improvement</b> <ul style="list-style-type: none"><li>• The quality of instruction varies from classroom to classroom with differentiated instructional practices found in only 28% classrooms observed.</li><li>• Based on conversations in the teacher focus groups, with the principal, and through the principal’s self-assessment, there is an overall lack of high academic expectations for students by teachers with respect to academic progress. While operational expectations exist (e.g. turning in homework on time), teachers expressed doubt in students’ capacity to reach high levels of academic achievement.</li><li>• Based on discussions with staff and review of documents supplied to the visiting team, no quantitative data is used to determine the effectiveness of a social-emotional program (i.e. Mindfulness), specifically in regards to its impact on cognitive and social-emotional outcomes specified in the most recent Title I – 1003, Tier II Formula Application.</li></ul> |

## **School Turnaround Principle #4: Assessment, Curriculum, and Intervention Systems**

### **Evidence Sources**

Classrooms Observations, Individual Staff Interviews, School Leader Self-Assessment, Instructional Leadership Team Focus Group, Teacher Survey, Teacher Focus Group, School Improvement Plan, Artifacts Provided by Harrison Primary Center.

### **Evidence Summary**

#### Strengths

- Necessary instructional materials and equipment are provided by the district and school, so as to facilitate student learning.
- A consistent assessment instrument is used throughout the district that measures students' growth and achievement in reading, language arts, and mathematics, enabling teachers to better meet the needs of migratory students within the district.
- Evidence-based intervention programs are used for students who are two or more grade levels behind in reading.

#### Areas for Improvement

- A review of lesson plans and observations during classroom visitations by the Technical Assistance Team revealed inconsistent use of curriculum maps by teachers for unit and lesson planning.
- Protocols for vetting teacher-acquired instructional materials so as to ensure alignment with standards are not evident.
- No valid nor reliable formative assessment instrument is used to measure student's progress and achievement in mathematics. While the currently used instrument (Northwest Evaluation Association, or NWEA), provides achievement and growth data over specific periods of time (e.g. fall-to-winter, fall-to-spring, fall-to-fall, spring-to-spring, etc.), no such reliable instruments for monitoring progress toward mastery of state standards during interim periods is used.

## **School Turnaround Principle #5: Effective Staffing Practices**

### **Evidence Sources**

Classrooms Observations, Individual Staff Interviews, School Leader Self-Assessment, Instructional Leadership Team Focus Group, Teacher Survey, Teacher Focus Group, School Improvement Plan, Artifacts Provided by Harrison Primary Center.

### **Evidence Summary**

#### Strengths

- At the beginning of the second semester, a cabinet was formed, consisting of the principal, assistant principal, social worker, cognitive intervention specialist (though currently a vacant position), and Family and Community Support Specialist to better monitor social-emotional and behavioral needs of students.
- The district maintains an assistant principal position for the building, in recognition of the school's need for additional support to continuously provide a safe, orderly, and equitable school environment for the 626 students and their families.

#### Areas for Improvement

- The cognitive intervention specialist, whose position became vacant at the beginning of the second semester, has not been filled (and no plans are in place to fill the position for the remainder of the year), causing increased daily counseling/intervention demands on administrative and office staff. Parents and staff expressed concerns regarding this matter.
- Although the school leader is more knowledgeable of the school's specific needs and is responsible for developing a staff whose instructional skills and interpersonal qualities best compliment the school's culture, the leader has limited authority in hiring school staff.

### **School Turnaround Principle #7: Effective Use of Time**

#### **Evidence Sources**

Classrooms Observations, Individual Staff Interviews, School Leader Self-Assessment, Instructional Leadership Team Focus Group, Teacher Survey, Teacher Focus Group, School Improvement Plan, Artifacts Provided by Harrison Primary Center.

#### **Evidence Summary**

##### Strengths

- School leadership recognizes flaws in the existing schedule and is working with district leadership to address such flaws, such as extending the school day next year.
- Adequate time has been allotted for remediation of students who require additional instruction.

##### Areas for Improvement

- According to the school leader and teachers, the current schedule affords inadequate time for grade-level meetings.
- Due to time constraints and the structure of the schedule, vertical (grade-to-grade) collaboration opportunities are inhibited.

### **School Turnaround Principle #8: Family and Community Engagement**

#### **Evidence Sources**

Classrooms Observations, Individual Staff Interviews, School Leader Self-Assessment, Instructional Leadership Team Focus Group, Student Focus Group, Teacher Survey, Teacher Focus Group, School Improvement Plan, Artifacts Provided by Harrison Primary Center.

#### **Evidence Summary**

##### Strengths

- The Community-School Coordinator works closely with local agencies and organizations (e.g. United Way, Boy/Girl Scouts, YMCA, etc.) to provide wraparound services for families of students.
- Parents and community members indicated they believe the school is safe for students, staff, and visitors.
- The school works closely with the Boys and Girls Club to sponsor an afterschool program which provides time for students to complete homework under the supervision of adults.



#### Areas for Improvement

- According to parent surveys, not all respondents somewhat to strongly agreed that “teachers at the school prepare students for college and career ready standards.”
- According to information gained during parent and student focus groups, afterschool activities for students are limited. Group participants expressed a desire for additional activities such as those involving music and science.
- No participants in the family or community focus groups could articulate the school’s vision for academic improvement and student achievement.



# School Quality Review Report

*Highland Middle School*

Anderson Community Schools

March 13<sup>th</sup> – 14<sup>th</sup>

## Review Team Members

|                 |  |                                 |
|-----------------|--|---------------------------------|
| Erin Stalbaum   | Senior School Improvement Specialist                         | Indiana Department of Education |
| Melissa Blossom | Assistant Director of School Improvement                     | Indiana Department of Education |
| Ma'at Lands     | Assistant Principal of School Culture                        | Lighthouse Academies            |
| Jeremy Eltz     | GEAR UP Associate Director/<br>Director of K12 Interventions | Purdue University               |
| Kristy Wright   | Special Education Specialist                                 | Indiana Department of Education |
| Sheridan Rayl   | Council of Teachers of Mathematics                           | Anderson University             |

## Table of Contents

|       |   |    |
|-------|---|----|
| I.    | Background on the School Quality Review .....                                       | 3  |
| II.   | Overview of the School Quality Review Process.....                                  | 3  |
| III.  | Data Snapshot for Highland Middle School .....                                      | 4  |
| IV.   | Evidence and Rating for School Turnaround Principle #3: Effective Instruction ..... | 6  |
| V.    | Evidence and Rating for School Turnaround Principle #4: CIA Systems .....           | 8  |
| VII.  | Recommendations .....   | 9  |
| VIII. | Appendix A: Evidence for Remaining School Turnaround Principles .....               | 17 |

## I. Background on the School Quality Review

Public Law 221 (PL 221) was passed in 1999 before the enactment of the federal *No Child Left behind Act* (NCLB). It serves as the state's accountability framework. Among other sanctions, the law authorizes the Indiana State Board of Education (SBOE) to assign an expert team to conduct a School Quality Review for schools placed in the lowest category or designation of school performance for two consecutive years.

*(a) The board shall direct that the department conduct a quality review of a school that is subject to IC 20-31-9-3. (b) The board shall determine the scope of the review and appoint an expert team under IC 20-31-9-3. (Indiana State Board of Education; 511 IAC 6.2-8-2; filed Jan 28, 2011, 3:08 p.m.: 20110223-IR-511100502FRA)*

The school quality review (SQR) is a needs assessment meant to evaluate the academic program and operational conditions within an eligible school. The SQR will result in actionable feedback that will promote improvement, including the reallocation of resources or requests for technical assistance. The process is guided by a rubric (see Appendix B) aligned to the 8 Turnaround Principles. The school quality review includes a pre-visit analysis and planning meeting, onsite comprehensive review, and may include targeted follow-up visits.

State law authorizes the SBOE to establish an expert team to conduct the School Quality Review known as the Technical Assistance Team (TAT). Membership must include representatives from the community or region the school serves; and, may consist of school superintendents, members of governing bodies, teachers from high performing school corporations, and special consultants or advisers.

## II. Overview of the School Quality Review Process

The School Quality Review process is designed to identify Highland Middle School's strengths and areas for improvement organized around the [United States Department of Education's Eight School Turnaround Principles](#). In particular, the School Quality Review process focused on two or three Turnaround Principles that were identified as priorities by the school and its district.

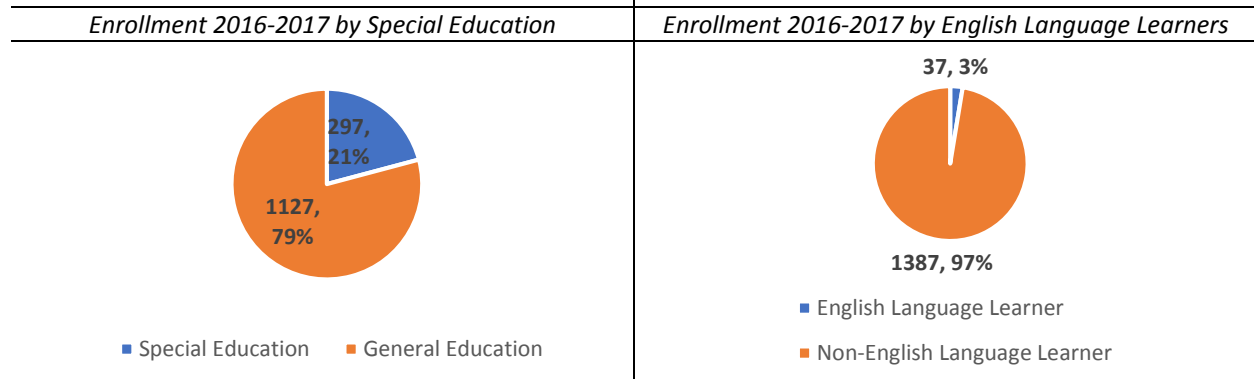
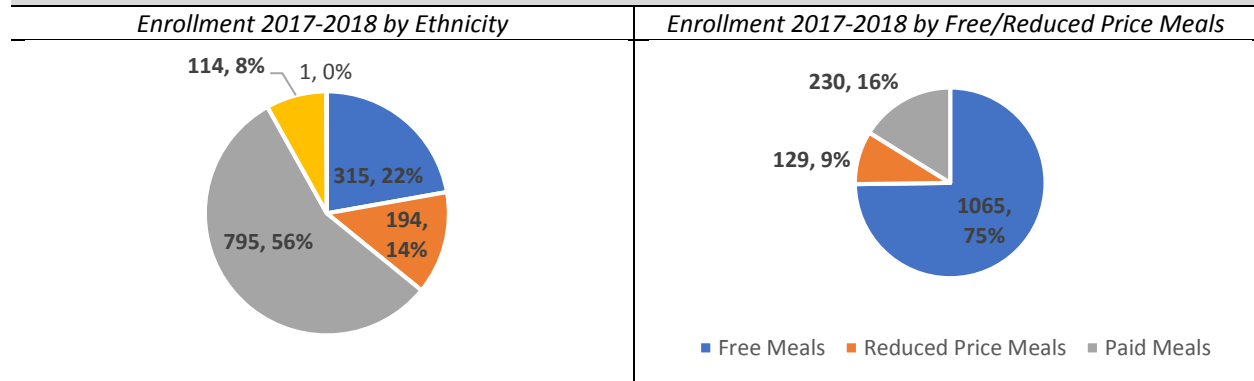
The on-site review consisted of the Technical Assistance Team (TAT) visiting the school for two days. During the two days, the TAT (1) conducted separate focus groups with students, teachers, and parents, (2) observed two professional learning community meetings with teachers, (3) observed instruction in 33 classrooms, and (4) interviewed school and district leaders.

Prior to the visit, teachers completed an online survey, with 36 of 117 teachers participating. Parents were also invited to complete a survey with 125 parent surveys submitted. Finally, the school leadership team completed a self-evaluation. Both surveys and the self-evaluation are made up of questions that align to school improvement principles and indicators (Appendix B).

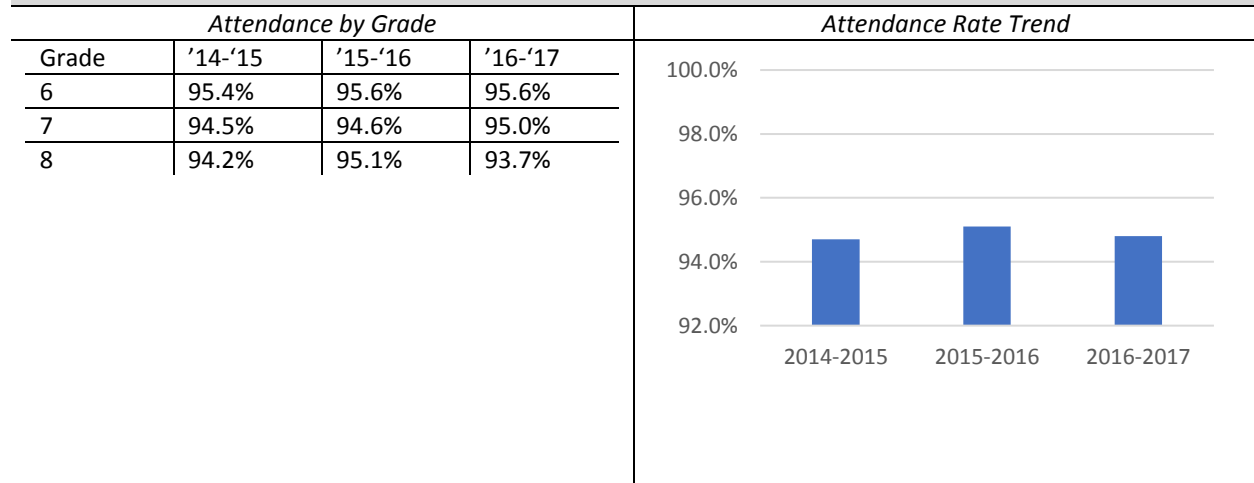
### III. Data Snapshot for Highland Middle School

| School Report Card            |        |        |                 |                               |        |        |                 |
|-------------------------------|--------|--------|-----------------|-------------------------------|--------|--------|-----------------|
| 2015-2016 Report Card         | Points | Weight | Weighted Points | 2016-2017 Report Card         | Points | Weight | Weighted Points |
| Performance Domain Grades 3-8 | 38.90  | 0.5    | 19.45           | Performance Domain Grades 3-8 | 37.70  | 0.5    | 18.85           |
| Growth Domain Grades 4-8      | 75.60  | 0.5    | 37.80           | Growth Domain Grades 4-8      | 66.20  | 0.5    | 33.10           |
| Overall Points                |        |        | 57.3            | Overall Points                |        |        | 52.0            |
| Overall Grade                 |        |        | F               | Overall Grade                 |        |        | F               |

#### Enrollment 2017-2018: 1424 students



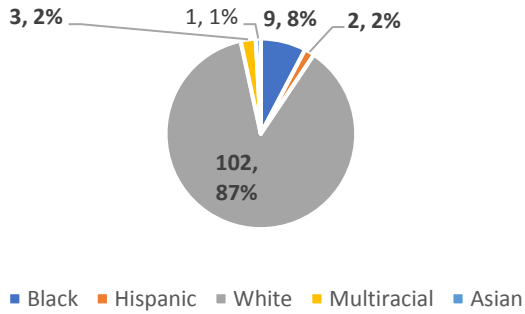
#### Attendance



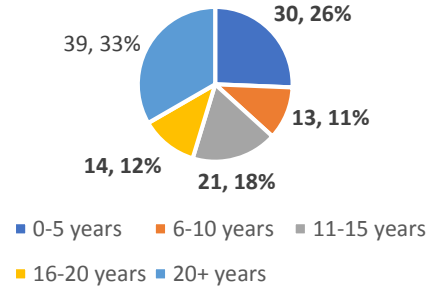
**School Personnel**

*Teacher Count 2015-2016: 117*

*Teacher Count 2015-2016 by Ethnicity*

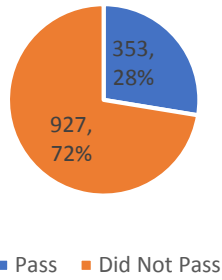


*Teacher Count 2015-2016 by Years of Experience*

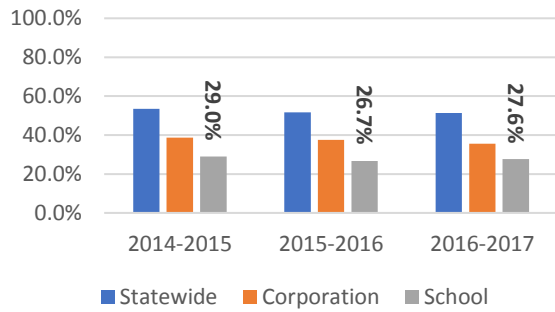


**Student Academic Performance**

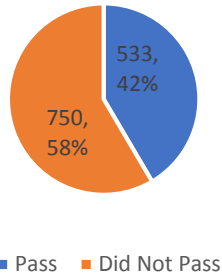
*ISTEP+ 2016-2017  
Both English/Language Arts and Math*



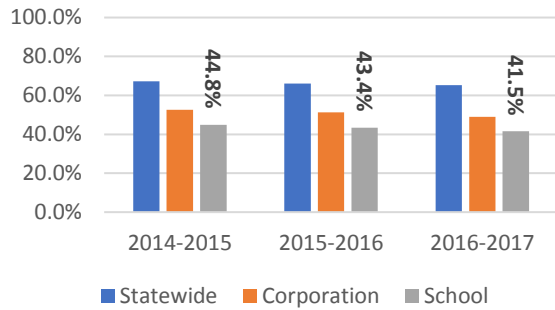
*ISTEP+ Percent Passing Trend  
Both English/Language Arts and Math*



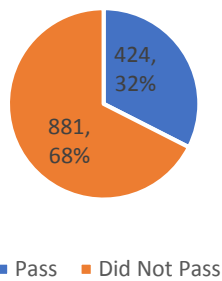
*ISTEP+ 2016-2017: English/Language Arts*



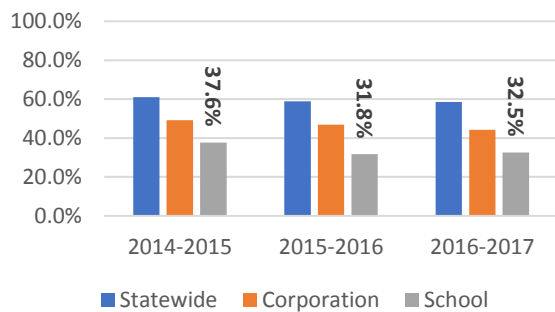
*ISTEP+ Percent Passing Trend: English/Language Arts*



*ISTEP+ 2016-2017  
Math*



*ISTEP+ Percent Passing Trend  
Math*



#### IV. Evidence and Rating for School Turnaround Principle #3: Effective Instruction

##### Background

The next two sections of the report illustrate the Technical Assistance Team’s key findings, supporting evidence, and overall rating for each of the school’s prioritized Turnaround Principles.

To thoughtfully identify these prioritized Turnaround Principles, school and district leaders used a “Turnaround Principle Alignment Tool” provided by the Indiana State Board of Education to determine the two to three Turnaround Principles that most closely align with the goals and strategies outlined in the school’s improvement plan.

This report focuses on these prioritized Turnaround Principles to provide a strategically targeted set of findings and recommendations. Additional evidence on the other six Turnaround Principles can be found in Appendix A of this report.

| School Turnaround Principle 3: Effective Instruction   |   |   |  |
|--|---|---|--|
| Evidence Sources   |   |   |  |
| Classroom Observations, Teacher Focus Group, Teacher Surveys, Instructional Leadership Team Focus Group, Student Focus Group, Parent Surveys, Parent Focus Group, Building Leadership Focus Groups, District Focus Group, Professional Learning Community Observations, Early Release Meeting Observations, After School Club Observations |   |   |  |
| Rating   |   |   |  |
| 1<br><u>Ineffective</u>  | 2<br><u>Improvement Necessary</u>                       | 3<br><u>Effective</u>                                 | 4<br><u>Highly Effective</u>                           |
| <i>No evidence of this happening in the school</i>   | <i>Limited evidence of this happening in the school</i> | <i>Routine and consistent</i>                         | <i>Exceeds standard and drives student achievement</i> |
| Evidence   |   |   |  |
| Strengths  |   | Aligned Turnaround Principle Indicator(s)             |  |
| <ul style="list-style-type: none"> <li>Teachers have the structure and habit of posting daily lesson objectives.</li> </ul>  |   | <ul style="list-style-type: none"> <li>3.1</li> </ul> |  |
| <ul style="list-style-type: none"> <li>Data is available in the form of mini-assessments for Math and English/ Language Arts and NWEA in order to make instructional decisions based on student growth.</li> </ul>   |   | <ul style="list-style-type: none"> <li>3.5</li> </ul> |  |
| <ul style="list-style-type: none"> <li>Classroom behavior is consistent, with a focus on positive behavior and growth both socio-emotionally and academically.</li> </ul>  |   | <ul style="list-style-type: none"> <li>3.6</li> </ul> |  |

| Areas for Improvement  | Aligned Turnaround Principle Indicator(s)                  |
|--|--|
| <ul style="list-style-type: none"> <li>Few teachers demonstrate variation in their instructional and response strategies; there is minimal student engagement in rigorous and relevant course work.</li> </ul>   | <ul style="list-style-type: none"> <li>3.2</li> </ul>      |
| <ul style="list-style-type: none"> <li>In most classrooms, high expectations for student academics are not evident; student placement is based off of entrance data and students are grouped according to academic level.</li> </ul>                             | <ul style="list-style-type: none"> <li>3.6</li> </ul>      |
| <ul style="list-style-type: none"> <li>Data is collected throughout the building; however, a system for analyzing the multiple forms of data in a user-friendly, student-focused format in order to inform differentiated instruction is not present.</li> </ul> | <ul style="list-style-type: none"> <li>3.5, 3.6</li> </ul> |



V. Evidence and Rating for School Turnaround Principle #4: Curriculum, Assessment, and Intervention Systems

| <b>School Turnaround Principle 4: Curriculum, Assessment, and Intervention Systems</b>   |   |   |  |
|--|---|---|--|
| <b>Evidence Sources</b>  |   |   |  |
| Classroom Observations, Teacher Focus Group, Teacher Surveys, Instructional Leadership Team Focus Group, Student Focus Group, Parent Surveys, Parent Focus Group, Building Leadership Focus Groups, District Focus Group, Professional Learning Community Observations, Early Release Meeting Observations, After School Club Observations   |   |   |  |
| <b>Rating</b>  |   |   |  |
| 1<br><u>Ineffective</u>  | 2<br><u>Improvement<br/>Necessary</u>                   | 3<br><u>Effective</u>   | 4<br><u>Highly Effective</u>                           |
| <i>No evidence of this happening in the school</i>   | <i>Limited evidence of this happening in the school</i> | <i>Routine and consistent</i>   | <i>Exceeds standard and drives student achievement</i> |
| <b>Evidence</b>  |   |   |  |
| <b>Strengths</b>   |   | <b>Aligned Turnaround Principle Indicator(s)</b>                          |  |
| <ul style="list-style-type: none"> <li>The majority of teachers are provided resources in order to implement a standards-based curriculum.</li> </ul>  |   | <ul style="list-style-type: none"> <li>4.4</li> </ul>                     |  |
| <ul style="list-style-type: none"> <li>A team of instructional coaches are available for teachers to grow their professional practice in order to impact student growth.</li> </ul>  |   | <ul style="list-style-type: none"> <li>4.2</li> </ul>                     |  |
| <ul style="list-style-type: none"> <li>Mini-assessments are administered in English Language Arts and Math in order to assess student mastery of standards and is intended to inform Success class enrollment.</li> </ul>  |   | <ul style="list-style-type: none"> <li>4.3</li> </ul>                     |  |
| <b>Areas for Improvement</b>   |   | <b>Aligned Turnaround Principle Indicator(s)</b>                          |  |
| <ul style="list-style-type: none"> <li>Success is used as an intervention; however, is not using evidence-based strategies and materials, implemented with fidelity, nor monitored with a consistent plan of action in order to provide additional instruction for students chronically underperforming in Math and English Language Arts.</li> </ul>  |   | <ul style="list-style-type: none"> <li>4.5</li> </ul>                     |  |
| <ul style="list-style-type: none"> <li>A consistent coaching cycle that connects classroom observation data to differentiated, job-embedded professional development linked to student and educator needs is not evident.</li> </ul>   |   | <ul style="list-style-type: none"> <li>4.2, 4.4</li> </ul>                |  |
| <ul style="list-style-type: none"> <li>Forty-five minutes per week are designated for teachers and administrators to engage in Professional Learning Communities; however, Professional Learning Communities lack a structured protocol that ensures (1) analysis of student data, (2) discussions of instructional strategies and design, and (3) planning for action based on measurable results.</li> </ul> |   | <ul style="list-style-type: none"> <li>4.1, 4.2, 4.3, 4.4, 4.5</li> </ul> |  |

## VI. Recommendations

### Background

This section outlines an intentionally targeted set of recommendations that align to one or more of the school's prioritized Turnaround Principles. Anchored in the United States Department of Education's Turnaround Principles framework, these recommendations are representative of what the Technical Assistance Team believes to be the most immediate changes needed to accelerate growth in academic and non-academic student outcomes at Highland Middle School. These recommendations should not be thought of as an exhaustive set of school improvement strategies, but rather as a part of the ongoing and continuous school improvement process.

| <b>Recommendation 1</b>  |
|--|
| Research and establish a consistent opportunity for learning through an evidence based intervention system that addresses not only the needs of students who are two or more years behind in English/ Language Arts and Mathematics, but also student enrichment needs as standard mastery is acknowledged through data-based collaborations. Coupled with a consistent intervention system that targets growth for all students, consider reorganizing students into heterogeneous groups in order to support an optimal learning environment where all students are presented with high academic and behavioral expectations promoting individual student growth and achievement.  |
| <b>Aligned Turnaround Principle(s)</b>   |
| 1.1, 1.4, 1.6, 1.7, 1.8, 2.2, 2.3, 3.5, 3.6, 4.3, 4.5, 5.4, 6.2, 6.3, 7.1, 7.2   |
| <b>Rationale</b>   |
| Intervention frameworks that include (1) reliable, valid assessments administered to all students, (2) explicit, differentiated instruction for all students, (3) research-based interventions to target specific students' needs, and (4) ongoing professional development to support teachers and administrators in the implementation of the intervention framework have shown a significant impact on student learning. Through John Hattie's research, a consistently implemented response to intervention program presents a 1.1% effect size, or 36% gain, as it relates to student achievement. <sup>1</sup> Additionally, providing professional development to educators in order to support the implementation of a consistent intervention system provides further growth opportunities for staff to impact student achievement. On average, effective teachers produce gains of about 53 percentage points in student achievement over one year, whereas the least effective teachers produce |

---

<sup>1</sup> Killian, Shaun (2017) Hattie Effect Size 2016 Update. Retrieved from: <http://www.evidencebasedteaching.org.au/hattie-effect-size-2016-update/>

achievement gains of about 14 percentage points over one year.<sup>2</sup> Providing ongoing, high quality professional development over academic initiatives offers teachers the opportunity to develop their expertise, thus leading to an overall increase in school growth and achievement.

Further, reorganizing students into heterogeneous groups provides a differentiated opportunity for learning for every subgroup of students. Grouping students heterogeneously allows for students to learn from one another, understand diversity within their community, and provides an opportunity for educators to implement flexible grouping into their classroom instruction. On the contrary, in a classroom with little or no differentiated instruction, only student similarities seem to take center stage. However, in a differentiated classroom, commonalities are acknowledged and built upon, and student differences become important elements in teaching and learning as well.<sup>3</sup>

Evidence from the school quality review indicates that Success period is utilized as a means to provide Tier II instruction four days a week at thirty-five minutes per day as determined by English/ Language Arts and Mathematics teachers. Student placement in Success period is determined by NWEA assessments, instructional assessments, and/or teacher observation of student needs. Once students are placed in a Math or English/ Language Arts Success period, instruction is based upon teacher discretion of student needs based on the gathered quantitative and qualitative data of individual students. Those students not placed in a Success class utilize Homeroom in order to listen to announcements, watch ten minutes of student news, and spend fifteen minutes on Study Island. Classroom observations of Success period indicate that there is limited consistency with the implementation of this particular period as it is intended. For example, in one Success English/ Language Arts classroom, students took notes from a video; while in another Success English/ Language Arts classroom, students completed Brain Pop quizzes individually with no direct instruction from the teacher as to correct vs. incorrect answers with explanations for learning. Observations of Homeroom demonstrate non-compliance to Study Island by the students, with limited monitoring of implementation by the teachers.

This observational evidence is coupled with qualitative data gathered during focus group discussions. When asked about Success period, one student stated, “We are put in Success class based on the way we work. If we don’t get our work done in class, then we go in Success classes.” When asked about Study Island, students responded with the sentence, “It is good.” On the other hand, the teacher focus group indicated that, “Homeroom can be used

---

<sup>2</sup> Marzano, R. J. (2003). *What works in schools: Translating research into action*. Alexandria, Va: Association for Supervision and Curriculum Development.

<sup>3</sup> Tomlinson, C. A. (1995). *How to differentiate instruction in mixed-ability classrooms*. Alexandria, Va: Association for Supervision and Curriculum Development.

more effectively.” Several teachers echoed the thought that Study Island was not the best program for all students, as it does not teach them how to correct their mistakes. Teachers also spoke of the difficulty to motivate students through Study Island, indicating that several students merely comply with being on the computer for this dedicated time in Homeroom. When asked what was needed to create a productive Success period experience for students, all teachers in the focus group stated that consistency throughout the school would be beneficial for student growth.

Further, the discussions of student grouping as it pertains to student needs was a prevalent topic among focus groups and classroom observations. Students are grouped into “color bands” based on their performance level utilizing the ISTEP+ assessment, the NWEA assessment, and/or student reading levels. This type of grouping places students below grade level in the “green band,” students performing at grade level in the “red band,” students performing above grade level in the “plaid band,” and students for whom it is decided as needing a self-contained classroom in the “platinum band.” Evidence collected during focus groups indicate that the leveled bands are not conducive to an optimal learning environment for all students. In particular, the teacher focus group states, “The jury is still out on the way we group kids based on ability. Instruction is the same no matter what team you are on; however, remediation is focused a bit more on the green team.” This conversation is echoed when speaking with students about the color band grouping. During the student focus group, students stated, “The colors mean that people need help when they are in the lowest group and the people ranked highest are better at academics.” Additional students followed up that statement with, “Students like it because they aren’t put in classes with kids that are smarter than them, but then they don’t like it because they get talked about.”

Student grouping was also brought to the forefront of debriefing over classroom observations when differences were noted in instruction based on the team being observed. In 39% of classroom observations, “The majority of students interact with and support each other about their learning.” Additionally, in 24% of classroom observations, “High expectations for academics are evident.” During debrief conversations, discussions included a difference in academic expectations and classroom interactions between the ability bands of students. Further, in 18% of classroom observations, “The teacher regularly asks higher level questions.” Moreover, in 21% of classroom observations, “Students are provided differentiated instruction, with support to match their needs.” Debrief conversations demonstrate that low-level instruction is provided to students with little to no differentiation, which was most prevalent in classroom observations of the lowest academic ability student group.

According to the parent survey, parents demonstrate that 43% agree or somewhat agree with the statement, “In our school students, who are struggling, are quickly identified and provided with additional instructional support.” Additionally, the parent survey indicates that 31% agree or somewhat agree with the statement, “Parents are informed if a child is struggling and given suggestions to help them at home.” A resounding statement from the

parent survey exclaims, “The kids aren’t getting the help they need, and the kids with IEPs are just pushed along the system.”

By providing timely interventions for students not mastering grade level standards, and embracing a heterogeneous, differentiated learning experience for all students, student growth and achievement will remain at the forefront of Highland Middle School’s mission for success.

| <b>Recommendation 2</b>  |
|--|
| Engage in the restructure, implementation, and facilitation of Professional Learning Communities that (1) prioritize analysis of student data, (2) discuss current instructional strategies and design, and (3) plan for action based on measurable results. Within this Professional Learning Community model, seek to provide timely and relevant professional development opportunities for teachers to apply in their individual classrooms in order to build capacity throughout each collaborative team.   |
| <b>Aligned Turnaround Principle(s)</b>   |
| 1.1, 1.2, 1.4, 1.6, 1.8, 2.2, 2.3, 3.1, 3.2, 3.4, 3.5, 3.6, 4.2, 4.4, 5.3, 5.5, 6.1, 6.2, 6.3, 7.3   |
| <b>Rationale</b>   |
| <p>“The term ‘professional learning community’ is used to describe every imaginable combination of individuals with an interest in education. In fact, the term has been used so universally that it is in danger of losing all meaning. Initial enthusiasm can give way to confusion, followed by implementation problems, abandonment, and the search for a new initiative.”<sup>4</sup></p> <p>In order to combat this trend, Professional Learning Communities (PLCs) should focus on a select few big ideas that maintain the emphasis and direction of sustainable collaboration through PLCs. The first big idea is the commitment to ensuring that all students learn. This big idea is accompanied by these guiding questions when collaborating in PLCs: (1) What do we want each student to learn? (2) How will we know when each student has learned it? (3) How will we respond when a student experienced difficulty in learning or exceeded learning expectations? In anchoring these three questions into the first big idea of ensuring each student learns, educators are able to hold timely, intervention-based discussions on next steps to ensure growth for all students. The second big idea centers on building and maintaining a culture of collaboration. Creating a structure in which educators experience the value in a systematic process of analyzing data based on an ongoing cycle of questions that promote deep learning and active engagement are key elements of effective PLCs. The third big idea focuses on student results. A results-oriented PLC moves the conversation from if the standard has been taught, to if the standard has been mastered on an individual student basis. Stemming from these conversations, actions based on measurable results are produced, creating an optimal growth environment for both students and educators. Encompassing these three big ideas, is the concept of hard work and commitment as</p> |

---

<sup>4</sup> DuFour, R., Eaker, R. E., & National Educational Service (U.S.). (1999). *Professional learning communities at work: Best practices for enhancing student achievement*. Bloomington, Ind.: National Educational Service.

collaborative conversations shift from student-based qualitative conversations, to educator-based discussions in order to ensure student growth and mastery for all.<sup>5</sup>

Evidence from the school quality review indicates that Professional Learning Communities in their current state focus on qualitative discussions ranging from student behaviors to conversations over logistics for daily student activities. Although Professional Learning Communities utilize a structured template in order to guide discussions, qualitative collaboration over student behaviors demonstrated the focus of one observed PLC during the school quality review. Another PLC began with a focus on the socio-emotional well-being of particular students, with these conversations also including only qualitative teacher-led data. This particular PLC did move to a conversation revolving around how Social Studies teachers can help English/ Language Arts teachers, and concurrently how Science teachers can help Math teachers. However, these conversations included concepts in which students face a challenge, over discussions centered on horizontal alignment of instructional design in order to teach each concept, coupled with quantitative data to inform the collaboration.

As Professional Learning Community collaborations impact classroom instruction, classroom observations demonstrate that in 21% of observations, “A rigorous Depth of Knowledge is evident.” Additionally, in only 18% of classroom observations, “Students are able to articulate the lesson objective and its purpose,” and, “Teachers regularly ask higher level questions.” As Professional Learning Communities encompass collaboration over not only academic, but also the socio-emotional well-being of all students, in 42% of classroom observations during the school quality review, “Teachers recognize and reinforce positive behaviors.”

According to the teacher survey data, on average, teachers somewhat agree with the following statements; “Our faculty works together, continually and naturally to help each other improve his/her professional practices,” and, “Our teachers are planning lessons collaboratively using curriculum maps with sequenced student-learning objectives.” Additionally, the parent survey data indicates that 53% of parents somewhat agree or agree with the statement, “My child can accurately describe their objectives of the day.” Parent survey data also demonstrates that 50% of parents agree or somewhat agree with the statement, “Teachers provide clear instruction and feedback to students.”

Aligning a results-oriented Professional Learning Community protocol with classroom instruction in not only content classes, but also intervention opportunities for students, provides a growth opportunity for all, as is at the forefront of Highland Middle School’s mission.

---

<sup>5</sup> DuFour, R., Eaker, R. E., & National Educational Service (U.S.). (1999). *Professional learning communities at work: Best practices for enhancing student achievement*. Bloomington, Ind.: National Educational Service.

| <b>Recommendation 3</b>   |
|---|
| <p>Research and develop a consistent, systemic instructional coaching cycle that is defined by the following characteristics: (1) observation of instructional practices, (2) individualized feedback of classroom instructional practices, (3) job-embedded professional development, and (4) modeling of effective instructional practices. Aggregate classroom observation data in order to determine additional professional development opportunities for administrators and teachers to build the capacity of their professional expertise.</p>   |
|   |
| <b>Aligned Turnaround Principle(s)</b>  |
| 1.4, 1.5, 1.6, 1.7, 1.9, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 4.2, 4.4, 4.5, 5.2, 5.3, 5.5, 6.3, 7.3  |
| <b>Rationale</b>  |
| <p>A systems approach to continual improvement requires a balance of both systemic actions and systemic thinking. Moving to a systems-based instructional coaching cycle takes random acts of improvement and transforms them into an aligned process for improvement. <sup>6</sup> Providing consistency throughout the building in seeking to grow all educators enables staff to embrace a growth mindset within the coaching cycle. Additionally, professionalized settings that embody a growth mindset, in which educators are coached towards improvement through targeted professional development, promotes collective teacher efficacy. John Hattie’s research on student achievement demonstrates that (1) providing formative evaluations presents a 0.7% effect size as it relates to student achievement, (2) implementing varied teaching strategies presents a 0.6% effect size as it relates to student achievement, (3) targeted professional development presents a 0.5% effect size as it relates to student achievement and (4) collective teacher efficacy presents a 1.6% effect size as it relates to student achievement. <sup>7</sup></p> <p>Evidence from the school quality review demonstrates that Highland Middle School employs a data coach, an e-learning coach, an English/ Language Arts coach, and a Math coach. Although several teachers request for these coaches to be present in their classrooms, a coaching cycle based on informal, formative observations for all educators is not evident. For those that request to collaborate with the coaches, support is not systemic in nature as a common protocol for observation and coaching is not evident.</p> |

---

<sup>6</sup> Shipley, Jim (2015). *A Leader’s Guide to Systems Improvement*. Florida: Jim Shipley and Associates Integrated Systems Solutions.

<sup>7</sup> Hattie, J. (2012). *Visible learning for teachers: Maximizing impact on learning*. London: Routledge.



During the building leadership focus group, it was stated that although coaches are able to have a coaching cycle, it does not always happen. The coaches also indicate that they do not use a common informal evaluation form in order to gather data over classroom observations, ultimately utilized to collaborate over common professional development opportunities throughout the building. One coach in particular stated, “We need to have a common philosophy on teaching, in which our coaching can become much more systematic so that we know what we are looking for across the board.” The building leadership focus group also indicates that the English/ Language Arts and Math teams have addressed understanding Depth of Knowledge (DOK) somewhat this year; however, all educators have not been provided intentional professional development and/or coaching over DOK. This statement is coupled with classroom observation analytics during the school quality review, in which 21% of classrooms were evidenced instructing with a rigorous Depth of Knowledge. This conjoining of qualitative and quantitative data in order to establish a building-wide professional development need is the crux of launching a systems-based coaching cycle.

Further, the teacher focus group indicates that professional development, although choice-driven, is decided upon by the administration. Teachers state that several options for professional development focus on how to create lessons utilizing Canvas and how to use technology applications in classrooms. As evident by the teacher survey, 61% of teachers somewhat agree or agree with the statement, “Our principal and school leaders observe and provide meaningful feedback and development to each teacher on a weekly basis to ensure instructional alignment with state standards.”

Moreover, building administrator’s professional development needs are not evidenced as a priority for staff and student growth and achievement. The school district is currently collaborating with the Anderson Community School Board of Education in order to provide building administration the opportunity for targeted professional development, as decided upon through district observations of needs for the school as a whole. Overall qualitative and quantitative data gathered during the school quality review illustrates disconnect between observed classroom instruction, professional feedback, and targeted professional development for both administrators and teachers.

## VII. Appendix A: Evidence for Remaining School Turnaround Principles

### Background

We believe it is valuable for school and district leaders to have a summary of the TAT's findings and evidence for each of the eight Turnaround Principles. As such, this section of the report outlines key findings and supporting evidence for each of the Turnaround Principles that were not identified by school and district leaders as prioritized Turnaround Principles for this school.

This information is intentionally provided in an appendix to reinforce the importance of the previously stated findings, evidence, ratings, and recommendations for the school's prioritized Turnaround Principles.

| <b>School Turnaround Principle #1: Effective Leadership</b>   |
|---|
| <b>Evidence Sources</b>   |
| Classroom Observations, Teacher Focus Group, Teacher Surveys, Instructional Leadership Team Focus Group, Student Focus Group, Parent Surveys, Parent Focus Group, Building Leadership Focus Groups, District Focus Group, Professional Learning Community Observations, Early Release Meeting Observations, After School Club Observations  |
| <b>Evidence Summary</b>   |
| <b>Strengths</b> <ul style="list-style-type: none"><li>• As is evident on the teacher survey, 97% of teachers agree or strongly agree with the statement, "Our principal ensures students and teachers feel safe, welcome and ready to learn and teach." (1.3)</li><li>• As is evident on the parent survey, 70% of parents agree or strongly agree with the statement, "The principal supports academically-focused relationships between teachers and parents." (1.10)</li><li>• The principal provides a data discussion each nine weeks with students explaining the current state of each grade level as a whole, compared to the goals that are set for academic and behavioral growth. (1.4)</li></ul> |
| <b>Areas for Improvement</b> <ul style="list-style-type: none"><li>• During the teacher focus group, teachers indicate that they do not identify the principal as the instructional leader of the building. (1.5)</li><li>• As is evident in the teacher survey, 60% of teachers somewhat agree or agree with the statement, "Our principal is actively involved in classrooms." (1.5, 1.6)</li><li>• Intervention and Professional Learning Community systems are not consistently monitored for support and/or fidelity of use by the principal. (1.7)</li></ul>  |

## School Turnaround Principle #2: Climate and Culture

### Evidence Sources

Classroom Observations, Teacher Focus Group, Teacher Surveys, Instructional Leadership Team Focus Group, Student Focus Group, Parent Surveys, Parent Focus Group, Building Leadership Focus Groups, District Focus Group, Professional Learning Community Observations, Early Release Meeting Observations, After School Club Observations

### Evidence Summary

#### Strengths

- There is a robust wrap-around service team at Highland Middle School focused on individual student well-being and growth. (2.1)
- Highland Middle School's vision is based on student growth both academically and socio-emotionally. (2.2)
- A PBIS structure is in place for students to be recognized for positive contributions in and outside of the classroom. (2.1)
- As is evident through classroom observations, 88% of observations demonstrate that, "Interactions among teachers and students are positive and respectful."

#### Areas for Improvement

- Student and teacher focus groups demonstrate that the PBIS rewards are not consistently attainable throughout the building. (2.1)
- As is evident through classroom observations, the quality of academic instruction and behavioral expectations varies from classroom to classroom. (2.2, 2.3)

## School Turnaround Principle #5: Effective Staffing Practices

### Evidence Sources

Classroom Observations, Teacher Focus Group, Teacher Surveys, Instructional Leadership Team Focus Group, Student Focus Group, Parent Surveys, Parent Focus Group, Building Leadership Focus Groups, District Focus Group, Professional Learning Community Observations, Early Release Meeting Observations, After School Club Observations

### Evidence Summary

#### Strengths

- There are four administrators in the building, four instructional coaches in the building, a wrap-around team for socio-emotional supports, and a Dean per grade level in order to support staff and student growth and achievement. (5.4)
- Staff identified to be immersed in the Purdue Pulse Project are provided professional development specifically related to implementing effective teaching practices in order to teach the program's units of study. (5.5)
- There is a mentorship program provided by the district (PAR), which provides first year teachers and teachers who are struggling an opportunity to collaborate with a veteran teacher over the essential elements of effective teaching. (5.1)

#### Areas for Improvement

- As is evident on the teacher survey, 42% of teachers somewhat agree or agree with the statement, “Our principal and school leaders observe and provide meaningful feedback to each teacher on a weekly basis to ensure instructional alignment with state standards.” (5.2)
- As is evident through classroom observations, in 73% of observations, “The lesson objective is aligned to the Indiana Academic Standards.” (5.2)
- A consistent coaching cycle for providing feedback over improving classroom instruction is not present. (5.3)

### **School Turnaround Principle #6: Effective Use of Data**

#### **Evidence Sources**

Classroom Observations, Teacher Focus Group, Teacher Surveys, Instructional Leadership Team Focus Group, Student Focus Group, Parent Surveys, Parent Focus Group, Building Leadership Focus Groups, District Focus Group, Professional Learning Community Observations, Early Release Meeting Observations, After School Club Observations

#### **Evidence Summary**

##### Strengths

- There is a structure in the master schedule in order for all teachers to collaborate over data intended to inform instruction. (6.3)
- The student focus group demonstrates that goal setting based on NWEA data is a common practice throughout the building. (6.2)
- English/ Language Arts and Math teachers collaborate with the data coach on a weekly basis in order to discuss current student data as it compares to curriculum maps. (6.2)

##### Areas for Improvement

- The data coach runs a data share once every nine weeks in order for all teachers to discuss during Professional Learning Communities, which only provides an interim snapshot of student academic data. (6.3)
- Student class placement is based on NWEA data; there is not a triangulated system for analyzing data present. (6.2)
- As is evident through focus group conversations, teacher collaborations, teacher surveys, and classroom observations; a common system for analyzing data in order to inform differentiated instruction is not implemented with fidelity throughout the building. (6.1, 6.2, 6.3)

### **School Turnaround Principle #7: Effective Use of Time**

#### **Evidence Sources**

Classroom Observations, Teacher Focus Group, Teacher Surveys, Instructional Leadership Team Focus Group, Student Focus Group, Parent Surveys, Parent Focus Group, Building Leadership Focus Groups, District Focus Group, Professional Learning Community Observations, Early Release Meeting Observations, After School Club Observations

#### **Evidence Summary**

##### Strengths

- Hallway transitions are orderly and efficient, which allows an emphasis on maximizing instructional time, as demonstrated through observations and focus group conversations. (7.1)
- The master schedule includes a daily time dedicated to student remediation and enrichment. (7.2)
- Staff are able to be immersed in professional learning opportunities by collaborating with the Math coach, English/ Language Arts coach, e-Learning coach, and/or Data coach. (7.3)

##### Areas for Improvement

- As is evident through the parent survey, 59% of parents somewhat agree or agree with the statement, “The school schedule is structured to meet the needs of all students.” (7.1)
- Although a daily time for intervention exists, remedial and enrichment instruction is not consistent nor monitored for effectiveness. (7.2)
- As is evident through focus group conversations, students may be incorrectly placed into specific ability groups based on identification criteria. (7.2)

### **School Turnaround Principle #8: Effective Family and Community Engagement**

#### **Evidence Sources**

Classroom Observations, Teacher Focus Group, Teacher Surveys, Instructional Leadership Team Focus Group, Student Focus Group, Parent Surveys, Parent Focus Group, Building Leadership Focus Groups, District Focus Group, Professional Learning Community Observations, Early Release Meeting Observations, After School Club Observations

#### **Evidence Summary**

##### Strengths

- Home visits in order to connect with families over student academic and socio-emotional needs are common at Highland Middle School. (8.1)
- Strong community partnerships consistently provide support and mentorship for students at Highland Middle School. (8.2)
- The parent focus group indicates that the principal is visible and approachable. (8.1)

#### Areas for Improvement

- As is evident through the parent survey, 58% of parents somewhat agree or agree with the statement, “The adults at our school know and understand students’ personal and academic needs related to race, ethnicity, poverty, the learning of English, and disabilities.” (8.1)
- Parents during the parent focus group described the school’s communication as, “Seek and ye shall find.” (8.1)





## **School Quality Review Report**

Jackson Intermediate Center #7510  
South Bend Community School Corporation

February 6<sup>th</sup> and 8<sup>th</sup>, 2018

### **Review Team Members**

|                 |                                      |                                    |
|-----------------|--------------------------------------|------------------------------------|
| Erin Stalbaum   | Senior School Improvement Specialist | Indiana Department of Education    |
| Steven Pelych   | Principal                            | Cardinal Ritter High School        |
| Lindsey Roach   | Associate Principal                  | Christel House DORS South and West |
| Kesson Anderson | Director of Partnership Development  | The Achievement Network            |
| Chris Schnepf   | Teacher Leader                       | Indianapolis Public Schools        |



# Table of Contents

|      |  |    |
|------|--|----|
| I.   | Background on the School Quality Review .....  | 3  |
| II.  | Overview of the School Quality Review Process.....   | 4  |
| III. | Data Snapshot for Jackson Intermediate Center .....  | 5  |
| IV.  | Evidence and Rating for School Turnaround Principle #3: Effective Instruction .....              | 7  |
| V.   | Evidence and Rating for School Turnaround Principle #6: Enabling the Effective Use of Data ..... | 9  |
| VI.  | Recommendations .....  | 10 |
| VII. | Appendix A: Evidence for Remaining School Turnaround Principles .....                            | 15 |

## I. Background on the School Quality Review

Public Law 221 (PL 221) was passed in 1999 before the enactment of the federal *No Child Left behind Act* (NCLB). It serves as the state's accountability framework. Among other sanctions, the law authorizes the Indiana State Board of Education (SBOE) to assign an expert team to conduct a School Quality Review for schools placed in the lowest category or designation of school performance for two consecutive years.

*(a) The board shall direct that the department conduct a quality review of a school that is subject to IC 20-31-9-3. (b) The board shall determine the scope of the review and appoint an expert team under IC 20-31-9-3. (Indiana State Board of Education; 511 IAC 6.2-8-2; filed Jan 28, 2011, 3:08 p.m.: 20110223-IR-511100502FRA)*

The school quality review (SQR) is a needs assessment meant to evaluate the academic program and operational conditions within an eligible school. The SQR will result in actionable feedback that will promote improvement, including the reallocation of resources or requests for technical assistance. The process is guided by a rubric aligned to the United States Department of Education's "Eight Turnaround Principles" (see Appendix B). The school quality review includes a pre-visit analysis and planning meeting, onsite comprehensive review, and may include targeted follow-up visits.

State law authorizes the SBOE to establish an expert team to conduct the School Quality Review known as the Technical Assistance Team (TAT). Membership must include representatives from the community or region the school serves; and, may consist of school superintendents, members of governing bodies, teachers from high performing school corporations, and special consultants or advisers.

## II. Overview of the School Quality Review Process

The School Quality Review process is designed to identify Jackson Intermediate Center's strengths and areas for improvement organized around the [United States Department of Education's Eight School Turnaround Principles](#). In particular, the School Quality Review process focused on two Turnaround Principles that were identified as priorities by the school and its district.

The on-site review consisted of the Technical Assistance Team (TAT) visiting the school for two days. During the two days, the TAT (1) conducted separate focus groups with students, teachers, leadership team, and parents, (2) observed a professional learning community meeting with teachers, (3) observed instruction in 32 classrooms, and (4) interviewed school and district leaders.

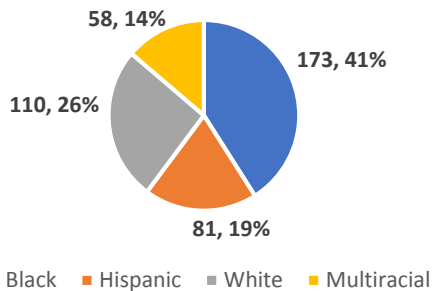
Prior to the visit, teachers completed an online survey, with 17 of 37 teachers participating. Parents were also invited to complete a survey, with 209 parent surveys collected. Finally, the school leadership team completed a self-evaluation. Both surveys and the self-evaluation are made up of questions that align to school improvement principles and indicators (Appendix B).

### III. Data Snapshot for Jackson Intermediate Center

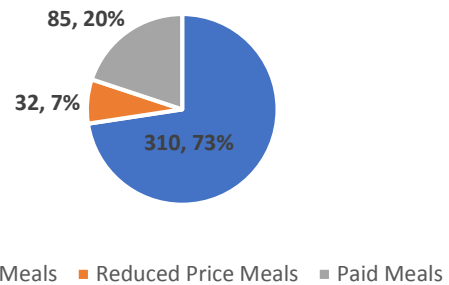
| School Report Card            |        |        |                 |                               |        |        |                 |
|-------------------------------|--------|--------|-----------------|-------------------------------|--------|--------|-----------------|
| 2015-2016 Report Card         | Points | Weight | Weighted Points | 2016-2017 Report Card         | Points | Weight | Weighted Points |
| Performance Domain Grades 3-8 | 32.95  | 0.5    | 16.48           | Performance Domain Grades 3-8 | 29.10  | 0.5    | 14.55           |
| Growth Domain Grades 4-8      | 73.30  | 0.5    | 36.65           | Growth Domain Grades 4-8      | 82.40  | 0.5    | 41.20           |
| Overall Points                |        |        | 53.20           | Overall Points                |        |        | 55.80           |
| Overall Grade                 |        |        | F               | Overall Grade                 |        |        | F               |

#### Enrollment 2017-2018: 427 students

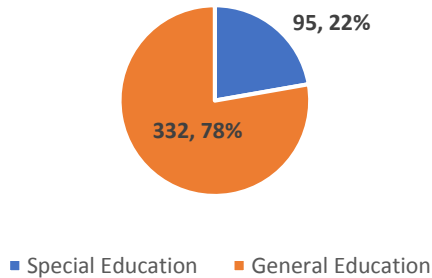
##### Enrollment 2017-2018 by Ethnicity



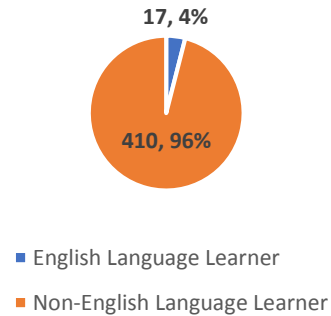
##### Enrollment 2017-2018 by Free/Reduced Price Meals



##### Enrollment 2017-2018 by Special Education

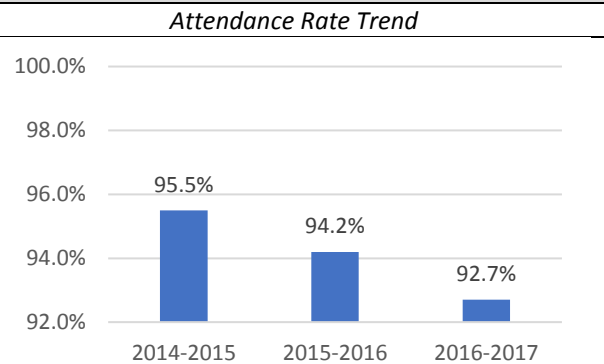


##### Enrollment 2017-2018 by English Language Learners



#### Attendance

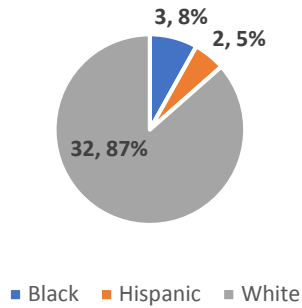
| Attendance by Grade |         |         |         |
|---------------------|---------|---------|---------|
| Grade               | '14-'15 | '15-'16 | '16-'17 |
| 5                   | 95.8    | 94.7    | 93.4    |
| 6                   | 95.3    | 94.1    | 92.8    |
| 7                   | 95.5    | 95.9    | 92.6    |
| 8                   | 95.3    | 92.2    | 91.9    |



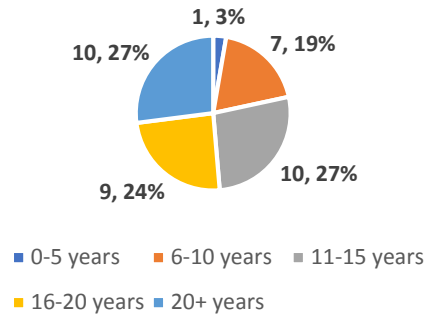
**School Personnel**

*Teacher Count 2015-2016: 37*

*Teacher Count 2015-2016 by Ethnicity*

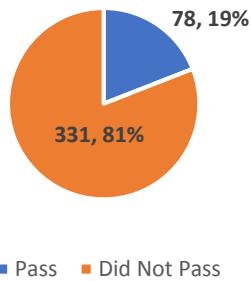


*Teacher Count 2015-2016 by Years of Experience*

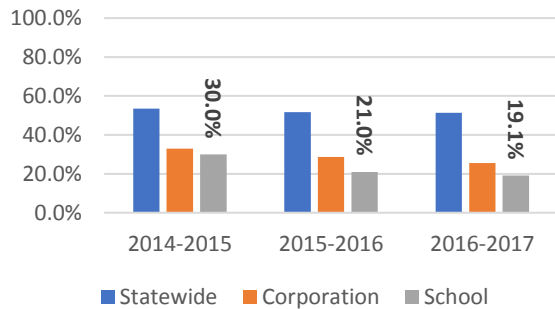


**Student Academic Performance**

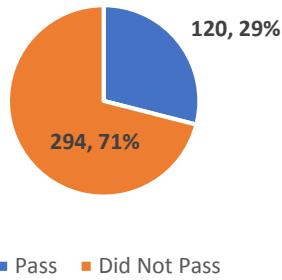
*ISTEP+ 2016-2017 Both English/Language Arts and Math*



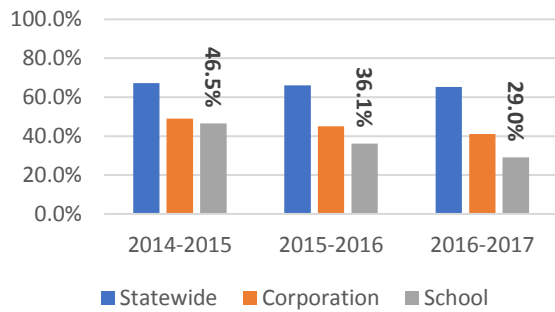
*ISTEP+ Percent Passing Trend Both English/Language Arts and Math*



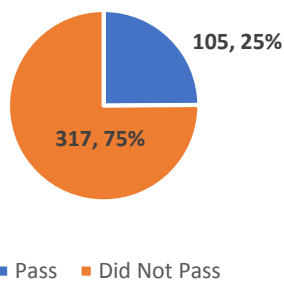
*ISTEP+ 2016-2017: English/Language Arts*



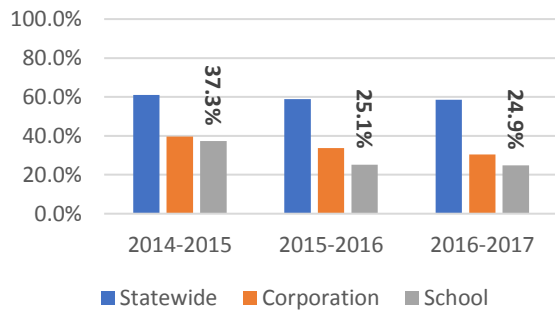
*ISTEP+ Percent Passing Trend: English/Language Arts*



*ISTEP+ 2016-2017 Math*



*ISTEP+ Percent Passing Trend Math*



## IV. Evidence and Rating for School Turnaround Principle #3: Effective Instruction

### Background

The next two sections of the report illustrate the Technical Assistance Team’s key findings, supporting evidence, and overall rating for each of the school’s prioritized Turnaround Principles.

To thoughtfully identify these prioritized Turnaround Principles, school and district leaders used a “Turnaround Principle Alignment Tool” provided by the Indiana State Board of Education to determine the two to three Turnaround Principles that most closely align with the goals and strategies outlined in the school’s improvement plan.

This report focuses on these prioritized Turnaround Principles to provide a strategically targeted set of findings and recommendations. Additional evidence on the other six Turnaround Principles can be found in Appendix A of this report.

| School Turnaround Principle #3: Effective Instruction  |   |                               |  |
|--|---|-------------------------------|--|
| Evidence Sources   |   |                               |  |
| Teacher Surveys, Parent Surveys, Leadership Team Interview, Principal Interview, Teacher Interviews, Teacher Conversations, Student Interview, Classroom Observations, Observation of Professional Learning Communities      |   |                               |  |
| Rating   |   |                               |  |
| 1<br><u>Ineffective</u>  | 2<br><u>Improvement<br/>Necessary</u>                   | 3<br><u>Effective</u>         | 4<br><u>Highly Effective</u>                           |
| <i>No evidence of this happening in the school</i>   | <i>Limited evidence of this happening in the school</i> | <i>Routine and consistent</i> | <i>Exceeds standard and drives student achievement</i> |
| Evidence   |   |                               |  |
| Strengths  |   |                               | Aligned Turnaround Principle Indicator(s)              |
| <ul style="list-style-type: none"> <li>Quick checks for student understanding are provided on three-week cycles in order to analyze data intended to inform remediation and enrichment groupings per grade level.</li> </ul> |   |                               | <ul style="list-style-type: none"> <li>3.3</li> </ul>  |
| <ul style="list-style-type: none"> <li>Some educators utilize multiple instructional strategies in order to engage students in their learning.</li> </ul>  |   |                               | <ul style="list-style-type: none"> <li>3.2</li> </ul>  |
| <ul style="list-style-type: none"> <li>Each of the four classrooms that are utilizing the Project Lead the Way model have embraced the approach in order to enhance student learning.</li> </ul>                             |   |                               | <ul style="list-style-type: none"> <li>3.4</li> </ul>  |

| Areas for Improvement   | Aligned Turnaround Principle Indicator(s)             |
|---|---|
| <ul style="list-style-type: none"> <li>In most classrooms, SMART objectives were not posted, resulting in a lack of alignment from the Indiana Academic Standards to the lesson itself.</li> </ul>  | <ul style="list-style-type: none"> <li>3.1</li> </ul> |
| <ul style="list-style-type: none"> <li>Student academic and behavioral data is collected throughout the building; however, a system for analyzing the multiple forms of data in a user-friendly format in order to triangulate to inform instruction is not present.</li> </ul> | <ul style="list-style-type: none"> <li>3.5</li> </ul> |
| <ul style="list-style-type: none"> <li>In most classrooms, a lack of expectations for behavior impedes the ability to hold high academic expectations for all students.</li> </ul>  | <ul style="list-style-type: none"> <li>3.6</li> </ul> |

## V. Evidence and Rating for School Turnaround Principle #6: Enabling the Effective Use of Data

| School Turnaround Principle #6: Effective Use of Data  |   |                               |  |
|--|---|-------------------------------|--|
| Evidence Sources   |   |                               |  |
| Teacher Surveys, Parent Surveys, Leadership Team Interview, Principal Interview, Teacher Interviews, Teacher Conversations, Student Interview, Classroom Observations, Observation of Professional Learning Communities  |   |                               |  |
| Rating   |   |                               |  |
| 1<br><u>Ineffective</u>  | 2<br><u>Improvement Necessary</u>                       | 3<br><u>Effective</u>         | 4<br><u>Highly Effective</u>                           |
| <i>No evidence of this happening in the school</i>   | <i>Limited evidence of this happening in the school</i> | <i>Routine and consistent</i> | <i>Exceeds standard and drives student achievement</i> |
| Evidence   |   |                               |  |
| Strengths  |   |                               | Aligned Turnaround Principle Indicator(s)              |
| <ul style="list-style-type: none"> <li>In the spring of 2018, the school plans to administer a climate and culture survey to collect, analyze, and act upon survey data in order to improve the learning environment.</li> </ul>   |   |                               | <ul style="list-style-type: none"> <li>6.1</li> </ul>  |
| <ul style="list-style-type: none"> <li>Multiple forms of student academic data are collected at the building level and made available to educators.</li> </ul>   |   |                               | <ul style="list-style-type: none"> <li>6.2</li> </ul>  |
| <ul style="list-style-type: none"> <li>Educators are provided a daily, dedicated block of time to collaborate with their grade level colleagues in order to review and discuss student academic data, utilize the data to inform instruction, and identify strategies for promoting student growth and achievement.</li> </ul>               |   |                               | <ul style="list-style-type: none"> <li>6.3</li> </ul>  |
| Areas for Improvement  |   |                               | Aligned Turnaround Principle Indicator(s)              |
| <ul style="list-style-type: none"> <li>School culture data is available (e.g., attendance, tardy, behavioral data); however, it is not presented in a user-friendly format in order to drive conversations and decisions about how best to support student safety and learning between educators, administrators, and caregivers.</li> </ul> |   |                               | <ul style="list-style-type: none"> <li>6.1</li> </ul>  |
| <ul style="list-style-type: none"> <li>While multiple forms of student academic data are collected and distributed, there is not a system for analyzing student academic data as it pertains to root cause analysis that informs instructional planning.</li> </ul>  |   |                               | <ul style="list-style-type: none"> <li>6.2</li> </ul>  |
| <ul style="list-style-type: none"> <li>A coaching cycle that connects classroom observation data to differentiated, job-embedded professional development and coaching, linked to student and educators needs, is not evident.</li> </ul>  |   |                               | <ul style="list-style-type: none"> <li>6.3</li> </ul>  |



## VI. Recommendations

### Background

This section outlines an intentionally targeted set of recommendations that align to one or more of the school’s prioritized Turnaround Principles. Anchored in the United States Department of Education’s Turnaround Principles framework, these recommendations are representative of what the Technical Assistance Team believes to be the most immediate changes needed to accelerate growth in academic and non-academic student outcomes at Jackson Intermediate Center. These recommendations should not be thought of as an exhaustive set of school improvement strategies, but rather as a part of the ongoing and continuous school improvement process.

| <b>Recommendation 1</b>   |
|---|
| Establish an instructional coaching cycle that is defined by the following characteristics: (1) observation of instructional practices, (2) job-embedded professional development, (3) modeling of effective instructional practices and (4) individualized feedback of classroom instruction. Additionally, prioritize professional development that includes training on district academic initiatives as well as instructional designs to deploy in the classroom in order to promote increased engagement, rigor, and high academic and behavioral expectations.  |
| <b>Aligned Turnaround Principle(s)</b>  |
| 3.2, 3.3, 3.4, 3.5, 3.6, 6.3  |
| <b>Rationale</b>  |
| <p>The implementation of an effective instructional coaching cycle for teachers promotes job-embedded professional development that is timely, relevant, and individualized based on observed needs. Experimental and qualitative research has shown that when professional development is decontextualized, infrequent, and delivered in the form of training, it results in less than twenty percent of new practices being implemented or sustained in the classroom setting. Conversely, professional development reinforced by an ongoing coaching cycle led to an implementation rate of eighty to ninety percent in the classroom setting.<sup>1</sup></p> <p>The alignment of professional development opportunities to the observed needs across observations establishes a professionalized setting in which educators are encouraged to continuously improve in their instructional craft. Professionalized settings in which teachers are coached towards improvement for student learning promotes collective teacher efficacy. John Hattie’s research on student achievement demonstrates that (1) providing formative evaluations presents a 0.7% effect size as it relates to student achievement, (2) implementing varied teaching strategies presents a 0.6% effect size as it relates to student achievement, (3) targeted professional development presents a 0.5% effect size as it relates to student</p> |

<sup>1</sup> Buysee, Pierce, Effective Coaching: Improving Teacher Practice & Outcomes for All Learners, WestEd: NCSI, no.508 (2015).

achievement and (4) collective teacher efficacy presents a 1.6% effect size as it relates to student achievement.<sup>2</sup>

Evidence from the school quality review indicates that the district provides training on district academic initiatives. However, for these district academic initiatives, teachers expressed the need to better understand the discrete instructional practices that these initiatives consist of by seeing models of excellence and having the opportunity to practice in a professional development setting.

Teachers expressed the need to understand the programs at more than an introductory level in order to effectively deploy the program components in the classroom. Teacher survey data demonstrates that 50% of teachers somewhat agree or agree with the following statement, “Our professional development is beneficial and directly linked to our changing instructional practice in order to improve student achievement.” Additionally, 47% of teachers somewhat agree or agree with the following statement, “The school provides me with the instructional resources necessary to ensure high quality instruction.” Conversations with teachers indicate that professional development infrequently focuses on instructional strategies, and that individualized feedback is provided mostly in relation to classroom management.

Additional evidence gathered during the school quality review from students, illustrates a desire for varied instructional strategies. A prominent theme from the student focus group was that the majority of their instruction involved either copying notes from a board or being assigned computer-based independent work. One student in particular stated, “The computer programs do not give you information on how to solve the problems. Some teachers explain the problems and some teachers tell us to try again using the computer.” Students also indicate an excitement for Project Lead the Way (PLTW) classes as they often provide hands-on learning opportunities. Informed by their experiences in the PLTW classes, students express a strong desire to experience kinesthetic learning in all of their classes.

Classroom observation data collected during the school quality review highlights a lack of varied instructional strategies. In only 10% of classroom observations were teachers asking higher level questions. Furthermore, in only 16% of observed classrooms were students provided differentiated instruction. Additionally, in only 16% of classrooms did the instructional task observed have an appropriately rigorous depth of knowledge.

Across all focus groups with adults, Jackson Intermediate Center stakeholders were not able to identify the instructional leader in the building, thus elevating the need for continuous instructional support and coaching.

---

<sup>2</sup> Killian, Shaun (2017) Hattie Effect Size 2016 Update. Retrieved from: <http://www.evidencebasedteaching.org.au/hattie-effect-size-2016-update/>

| <b>Recommendation 2</b>  |
|--|
| <p>Collaboratively design and implement a system for analyzing student academic and behavioral data in a user-friendly, triangulated manner with district leadership in order to support educators in the effective use of data that informs Tier I instruction as well as academic interventions. Provide ample coaching and support in the utilization of the student-level data analysis system in order to move from compliance to commitment of data-driven decision making for the growth and achievement of all students.</p>   |
| <b>Aligned Turnaround Principle(s)</b>   |
| <p>3.3, 3.5, 3.6, 6.1, 6.2, 6.3</p>  |
| <b>Rationale</b>   |
| <p>Educators can leverage academic and behavioral data presented in the aggregate to make certain data-driven decisions at the level of the school, grade, or class. Although these analyses can help facilitate the effective implementation of a standards-based curriculum, analyzing student-level data shifts the conversation from what students were taught to what students actually learned - the crux of data-driven instruction.</p> <p>Additionally, the key to an effective and manageable data analysis system is to prioritize quality over quantity, allowing educators to dive deeply into a targeted and triangulated set of data to address individual student needs. If assessments define the ultimate goals, this type of student data analysis will enable educators to identify the strategies needed to advance students towards them. By examining student-level assessment data effectively, teachers and school leaders can systematically identify their students’ strengths and weaknesses and determine what specific next steps they must take to achieve their goals.<sup>3</sup></p> <p>Evidence collected during the school quality review indicates that multiple forms of academic and behavioral data are present; however, there is no evidence of a clear system for analyzing such data. Teachers expressed during interviews that data was plentiful, yet not provided to them in a timely, actionable manner to improve instruction. Although teachers and staff have been trained on how to access student academic data from district initiatives, similar training needs to be provided to facilitate the analysis of this and other formative assessment data in a coherent manner throughout the school year. On their survey, 12% of teachers expressed that they agree with the following statement, “At our school, constructive links exist between planning, instruction and assessment resulting in a more effective learning environment and improvements in student progress.” Additionally, teacher surveys demonstrate that 29% of teachers somewhat agree or agree with the statement, “Our school uses multiple forms of user friendly data,” and 47% of teachers somewhat agree or agree with the statement, “Our teachers have scheduled time and a systematic process for analyzing formative assessment data.”</p> <p>Additional evidence collected during Professional Learning Community observations and classroom observations illustrate that academic and behavioral data is being discussed</p> |

<sup>3</sup> Bambrick-Santoyo, Paul, *Driven by Data: A Practical Guide to Improve Instruction*. San Francisco: Jossey-Bass, 2012. Print.

amongst teachers and staff, but not in a consistent manner with clear expectations for instructional planning. For example, the conversations observed during the Professional Learning Community meeting focused on qualitative data (observed teacher conversations) from teacher teams; when quantitative school culture data would have also been beneficial to inform conclusions and next steps. However, quantitative data was not accessed by teachers because they were unclear about how to pull this information from the secure storage portal.

Because Professional Learning Communities are not yet being maximized to analyze and plan to act on student academic data, there is limited evidence of student data informing classroom instruction. For example, in only 39% of observed classrooms, lessons and activities were goal-driven, while teachers were observed consistently checking for student understanding and adjusting the lesson as needed in 42% of observed classrooms. Furthermore, students indicated a lack of understanding about how data is utilized to aid in their academic growth and achievement. For example, when describing their experiences in SUCCESS (i.e. the school’s academic intervention) course, students expressed the desire for these classes to be more challenging, particularly when they have demonstrated a mastery of the content being retaught. Survey data from family members also reinforces that the use of student academic data is a critical area for improvement. For instance, only 33% of family members who completed the survey indicated that they somewhat agree or agree with the statement, “My child’s teacher has a variety of test data, and uses it to improve instruction.”

| <b>Recommendation 3</b>  |
|--|
| Review, revise, and implement the structure for a Positive Behavioral Intervention and Support (PBIS) system utilizing the distributive leadership model that has been embraced during initial development of the Jackson Intermediate Center specific PBIS system. Provide sufficient coaching and support needed for (1) initial implementation, (2) active application and (3) sustained use of the PBIS system.  |
| <b>Aligned Turnaround Principle(s)</b>   |
| 1.3, 2.1, 3.6, 6.1   |
| <b>Rationale</b>   |
| Positive Behavioral Intervention and Support (PBIS) systems provide an avenue to reward and affirm student behaviors that build a positive school climate, thus leading to a constructive school culture. Because many aspects of a school’s culture start as behavioral or attitudinal issues, addressing school climate is a good strategy for assessing and leveraging cultural change. <sup>4</sup> Reinvigorating the PBIS structure currently in place at Jackson Intermediate Center allows for both students and staff to embrace a cultural shift from a reactive approach to student behaviors to a proactive approach in order to promote positive interactions among students and staff. Further, by consistently implementing a schoolwide PBIS system, cultural data collection will allow for rich, student-focused conversations during Professional |

<sup>4</sup> Gruenert, Steve. School Culture Rewired: How to Define, Assess, and Transform It. Alexandria, Virginia USA ASCD, 2015. Print.

Learning Communities. These Professional Learning Community conversations, anchored in school culture data, will lead to more robust action plans that address both students' socio-emotional and academic needs.

Evidence collected during the school quality review indicates that a baseline structure for a PBIS system has been created, yet is not implemented with fidelity. Through focus groups and interviews, teachers and leadership team members indicated that the school's PBIS system has not been consistently implemented or fully understood. For example "Tiger Stripes" (e.g., the school's primary PBIS reward for students) have not been regularly distributed to students. Furthermore, the store where students are encouraged to redeem their "Tiger Stripes" has not been open on a regular basis.

Coupled with this evidence from focus groups and interviews, only 52% of teachers indicated on their survey that they somewhat agree or agree with the following statement, "Our students are effectively encouraged to behave well, relate well to others and have positive attitudes toward learning." Additionally, only 41% of teachers indicated that they somewhat agree or agree on the following statement, "Our school rules and procedures are implemented consistently and communicated clearly to students, parents and staff."

During the focus group, students also expressed that they receive Tiger Stripes inconsistently throughout the building. Students' frustrations were evident as they discussed these inconsistencies, leading to conversations about what their teachers focus on within classrooms. Several students stated that their teachers spend more time focusing on negative behaviors than on challenging students academically, particularly those who are demonstrating a readiness to learn in the classroom. For example, one student explained, "The teachers focus on the kids that are acting out and then we cannot learn." Focus group discussions with the principal and assistant principal confirmed this message, as they stated a large allocation of their time is spent on addressing student behavioral issues.

## VII. Appendix A: Evidence for Remaining School Turnaround Principles

### Background

We believe it is valuable for school and district leaders to have a summary of the TAT's findings and evidence for each of the eight Turnaround Principles. As such, this section of the report outlines key findings and supporting evidence for each of the Turnaround Principles that were not identified by school and district leaders as prioritized Turnaround Principles for this school.

This information is intentionally provided in an appendix to reinforce the importance of the previously stated findings, evidence, ratings, and recommendations for the school's prioritized Turnaround Principles.

| School Turnaround Principle #1: School Leadership  |
|--|
| <b>Evidence Sources</b>  |
| Teacher Surveys, Parent Surveys, Leadership Team Interview, Principal Interview, Teacher Interviews, Teacher Conversations, Classroom Observations, Observation of Professional Learning Communities, District Interview   |
| <b>Evidence Summary</b>  |
| <b>Strengths</b> <ul style="list-style-type: none"><li>• The principal has intentionally designed the master schedule to include daily team collaboration and daily preparation time for each teacher. (1.8)</li><li>• The principal has a presence in classrooms; being accessible to teachers, students, and family members. Teacher survey data demonstrates that 82% of teachers somewhat agree or agree with the following statement, "Our principal is actively involved in classrooms." (1.3)</li><li>• Teacher survey data demonstrates that 71% of teachers somewhat agree or agree with the following statement, "Our principal ensures students and teachers feel safe, welcome and ready to learn and teach." (1.3)</li></ul>                  |
| <b>Areas for Improvement</b> <ul style="list-style-type: none"><li>• The school improvement plan is collaboratively written by the leadership team; however, staff members beyond the leadership team are not aware of the content within the plan. (1.1, 1.2)</li><li>• On their survey, 47% of teachers somewhat agree or agree with the following statement, "Our principal and school leaders observe and provide meaningful feedback to each teacher on a weekly basis to ensure instructional alignment with state standards." (1.7)</li><li>• On their survey, 42% of parents somewhat agree or agree with the following statement, "The principal supports academically-focused relationships between teachers and parents." (1.4, 1.10)</li></ul> |

## School Turnaround Principle #2: School Climate and Culture

### Evidence Sources

Teacher Surveys, Parent Surveys, Leadership Team Interview, Principal Interview, Teacher Interviews, Teacher Conversations, Student Interview, Classroom Observations

### Evidence Summary

#### Strengths

- In 90% of classrooms observed, the classroom was safe and free from obstacles with easy access to materials and resources. (2.1)
- During classroom observations, 72% of classrooms demonstrated that, “Interactions among teachers and students were positive and respectful.” (2.2)
- Teachers currently serving at the school developed the structure for a school-wide positive behavior system. (2.1)

#### Areas for Improvement

- The structure for a school-wide positive behavior system is not utilized with fidelity throughout the building. Students and teachers indicated through focus group conversations that there is a lack of consistency for affirming and rewarding positive behaviors. (2.1)
- During observed Professional Learning Communities, teachers primarily spoke about student behaviors in a manner that rarely addressed academic expectations and student learning. (2.3)
- The principal indicated that the majority of his time is spent addressing student behaviors; indicating a need to support teachers on a clear behavior system with high expectations for student behavior and learning. (2.3)

## School Turnaround Principle #4: Curriculum, Assessment, and Intervention Systems

### Evidence Sources

Teacher Surveys, Parent Surveys, Leadership Team Interview, Principal Interview, Teacher Interviews, Teacher Conversations, Student Interview, Classroom Observations, District Interview

### Evidence Summary

#### Strengths

- District-wide curriculum maps are provided with three to four-week quick checks for understanding to determine students’ mastery of standards. (4.1)
- A thirty-minute SUCCESS period is built into the master schedule, providing an opportunity for students to receive data-driven interventions. (4.5)
- The district provides assessments in the form of NWEA, Exact Path, Mind Play, and Study Island. (4.3)

#### Areas for Improvement

- SUCCESS period observations and conversations indicate a lack of focus on data-driven interventions. SUCCESS observations demonstrate few teachers utilizing district-directed academic programs intended for interventions; additionally, student focus groups express that SUCCESS period is not utilized to address the learning gaps that are preventing students from mastering grade level math content. (4.5)
- Classroom observation data demonstrated that academic supports are posted and aligned to standards in 39% of classroom observations. (4.1, 4.2)
- Classroom observations and conversations with teachers and leadership indicated a discrepancy in instructional resources for classrooms implementing a Project Lead the Way model, and those instructing in a non-Project Lead the Way classroom. This resource inequity was also highlighted by students during their focus group. (4.4)

### **School Turnaround Principle #5: Effective Staffing Practices**

#### **Evidence Sources**

Teacher Surveys, Parent Surveys, Leadership Team Interview, Principal Interview, Teacher Interviews, Teacher Conversations, Classroom Observations, District Interview

#### **Evidence Summary**

##### Strengths

- Professional development is provided to building leadership during a Summer Academy. The Summer Academy addresses curriculum, academic initiatives, and staff evaluation and supports. (5.3, 5.5)
- Building leadership utilizes a Standards for Success model for classroom walkthroughs and observations; providing a uniform tool for both formative and summative evaluations. (5.2)
- Project Lead the Way provides professional development and coaching to support the effective implementation of their curriculum and recommended instructional strategies in the four classrooms that are partnering with PLTW. (5.3, 5.5)

##### Areas for Improvement

- During focus groups, teachers expressed that professional development decisions are “discussed on an island.” Teachers are interested in professional development that focuses on instruction. (5.3, 5.5)
- On their survey, 41% teachers indicated that they somewhat agree or agree with the following statement, “Our professional development is beneficial and directly linked to our changing instructional practice in order to improve student achievement.” (5.3, 5.5)
- Of the school’s 41 teachers, 14 are on emergency licenses. Because these individuals are often new to teaching, school leadership needs to allocate more time to them, as highlighted during the teacher focus group. (5.1)



## School Turnaround Principle #7: Effective Use of Time

### Evidence Sources

Teacher Surveys, Parent Surveys, Leadership Team Interview, Principal Interview, Teacher Interviews, Teacher Conversations, Classroom Observations, District Interview

### Evidence Summary

#### Strengths

- The master schedule includes a thirty-minute period of SUCCESS intended for enrichment and remediation based on the 8-step process for data analysis. (7.1, 7.2)
- The master schedule includes daily collaboration time with grade-level team members, as well as a daily individual teacher preparation period. (7.1, 7.3)
- Grade-level daily collaboration is guided by a district-level protocol document as evidenced through two Professional Learning Community observations. (7.3)

#### Areas for Improvement

- Although the master schedule allots a time for SUCCESS intended for enrichment and remediation, classroom observations and student focus groups indicate that this particular period often does not focus on the academic needs of all students based on the analysis of data. (7.1, 7.2)
- On their survey, 24% of teachers indicated that they somewhat agree or agree with the following statement, “Our master schedule has sufficient flexibility to allow for students to enter and exit interventions throughout the year.” (7.1, 7.2)
- In their focus groups, teachers and members of the leadership team indicated that although professional development is provided, it is not job-embedded in nature. (7.3)

## School Turnaround Principle #8: Effective Family and Community Engagement

### Evidence Sources

Teacher Surveys, Parent Surveys, Leadership Team Interview, Principal Interview, Teacher Interviews, Teacher Conversations, Classroom Observations, District Interview

### Evidence Summary

#### Strengths

- Over two hundred parents participated in the School Quality Review survey, suggesting that the school values parental feedback on ways it can improve. (8.1)
- The Professional Learning Community district-provided protocol focuses on parent involvement one day each week. During this time teachers are encouraged to contact parents to provide positive feedback and to communicate about student academic and/or behavioral goals. (8.1)
- Educators have been provided professional development on trauma-informed care, giving them a toolbox that allows them to support students and families. (8.2)

#### Areas for Improvement

- Leadership team and district focus groups indicate that the counselor's time allocation is not sufficient to address all student's needs. The counselor is often occupied with managerial tasks. (8.2)
- On their survey, 32% of parents indicated that they somewhat agree or agree with the following statement, "The adults at our school know and understand students' personal and academic needs related to race, ethnicity, poverty, the learning of English and disabilities." (8.1, 8.2)
- On their survey, 30% of parents indicated that they somewhat agree or agree with the following statements; "Our school addresses the needs of families so that they can better support their children's learning," and, "Our school works with parents to build positive relationships and to engage them as partners in their children's learning." (8.1, 8.2)



## School Quality Review Report

*Martin T. Krueger Middle School*

Michigan City Area Schools

March 8<sup>th</sup> –9<sup>th</sup>, 2018

### Review Team Members

|                  |  |                                 |
|------------------|--|---------------------------------|
| Melissa Blossom  | Assistant Director of School Improvement     | Indiana Department of Education |
| Kelley Grate     | School Improvement Specialist                | Indiana Department of Education |
| Angel Hunt       | Title I Grants Specialist                    | Indiana Department of Education |
| Delayna Eldridge | 7 <sup>th</sup> Grade Science Teacher        | Blackford County Schools        |
| Chris Schnepf    | 6 <sup>th</sup> Grade Teacher                | Indianapolis Public Schools     |
| Adam Meyers      | 9 <sup>th</sup> Grade Social Studies Teacher | Elkhart Community Schools       |

## Table of Contents

|      |  |    |
|------|--|----|
| I.   | Background on the School Quality Review .....  | 3  |
| II.  | Overview of the School Quality Review Process.....   | 4  |
| III. | Data Snapshot for Martin T. Krueger Middle School.....   | 5  |
| IV.  | Evidence and Rating for School Turnaround Principle #3: Effective Instruction .....                              | 7  |
| V.   | Evidence and Rating for School Turnaround Principle #4: Curriculum, Assessment, and<br>Intervention Systems..... | 8  |
| VI.  | Recommendations .....  | 9  |
| VII. | Appendix A: Evidence for Remaining School Turnaround Principles .....  | 12 |

## I. Background on the School Quality Review

Public Law 221 (PL 221) was passed in 1999 before the enactment of the federal *No Child Left behind Act* (NCLB). It serves as the state's accountability framework. Among other sanctions, the law authorizes the Indiana State Board of Education (SBOE) to assign an expert team to conduct a School Quality Review for schools placed in the lowest category or designation of school performance for two consecutive years.

*(a) The board shall direct that the department conduct a quality review of a school that is subject to IC 20-31-9-3. (b) The board shall determine the scope of the review and appoint an expert team under IC 20-31-9-3. (Indiana State Board of Education; 511 IAC 6.2-8-2; filed Jan 28, 2011, 3:08 p.m.: 20110223-IR-511100502FRA)*

The school quality review (SQR) is a needs assessment meant to evaluate the academic program and operational conditions within an eligible school. The SQR will result in actionable feedback that will promote improvement, including the reallocation of resources or requests for technical assistance. The process is guided by a rubric aligned to the United States Department of Education's "Eight Turnaround Principles" (see Appendix B). The school quality review includes a pre-visit analysis and planning meeting, onsite comprehensive review, and may include targeted follow-up visits.

State law authorizes the SBOE to establish an expert team to conduct the School Quality Review known as the Technical Assistance Team (TAT). Membership must include representatives from the community or region the school serves; and, may consist of school superintendents, members of governing bodies, teachers from high performing school corporations, and special consultants or advisers.

## II. Overview of the School Quality Review Process

The School Quality Review process is designed to identify Martin T. Krueger Middle School's strengths and areas for improvement organized around the [United States Department of Education's Eight School Turnaround Principles](#). In particular, the School Quality Review process focused on two or three Turnaround Principles that were identified as priorities by the school and its district.

The on-site review consisted of the Technical Assistance Team (TAT) visiting the school for two days. During the two days, the TAT (1) conducted separate focus groups with students, teachers, and parents, (2) observed instruction in 30 classrooms, and (3) interviewed school and district leaders.

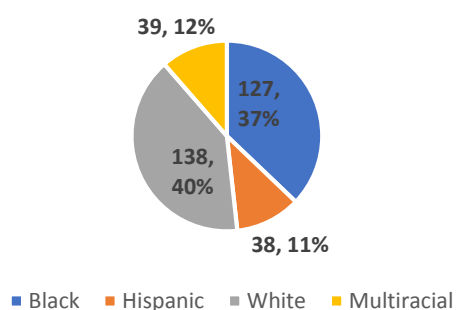
Prior to the visit, teachers completed an online survey, with 25 of 25 teachers participating. Parents were also invited to complete a survey with 1 being completed. Finally, the school leadership team completed a self-evaluation. Both surveys and the self-evaluation are made up of questions that align to school improvement principles and indicators (Appendix B).

### III. Data Snapshot for Martin T. Krueger Middle School

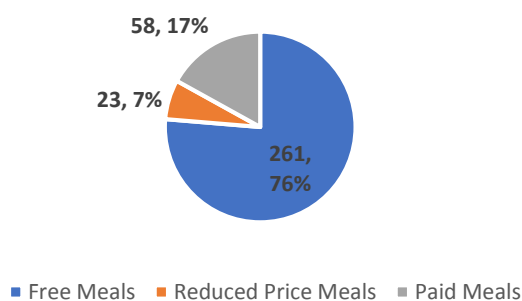
| School Report Card            |        |        |                 |                               |        |        |                 |
|-------------------------------|--------|--------|-----------------|-------------------------------|--------|--------|-----------------|
| 2015-2016 Report Card         | Points | Weight | Weighted Points | 2016-2017 Report Card         | Points | Weight | Weighted Points |
| Performance Domain Grades 3-8 | 40.70  | 0.5    | 20.35           | Performance Domain Grades 3-8 | 40.70  | 0.5    | 20.35           |
| Growth Domain Grades 4-8      | 78.00  | 0.5    | 39.00           | Growth Domain Grades 4-8      | 77.70  | 0.5    | 38.85           |
| Overall Points                |        |        | 59.4            | Overall Points                |        |        | 59.2            |
| Overall Grade                 |        |        | F               | Overall Grade                 |        |        | F               |

#### Enrollment 2017-2018: 342 students

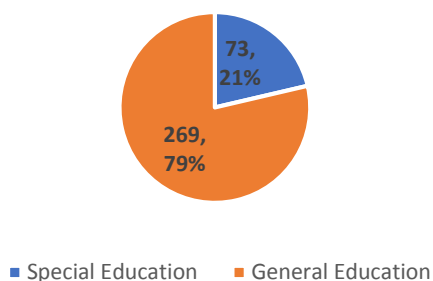
##### Enrollment 2017-2018 by Ethnicity



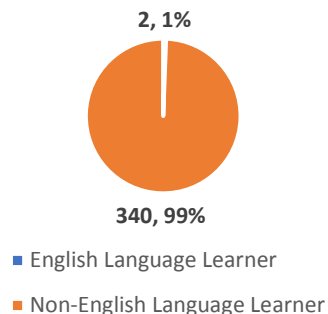
##### Enrollment 2017-2018 by Free/Reduced Price Meals



##### Enrollment 2017-2018 by Special Education

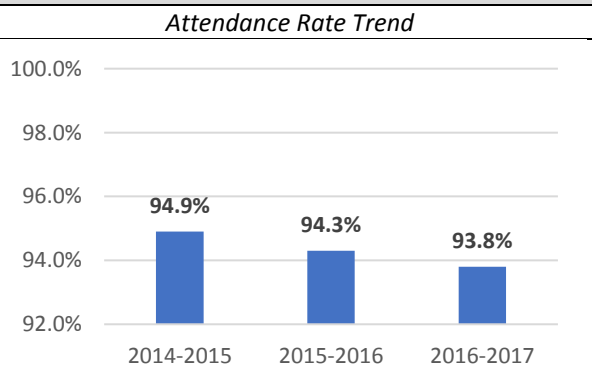


##### Enrollment 2017-2018 by English Language Learners



#### Attendance

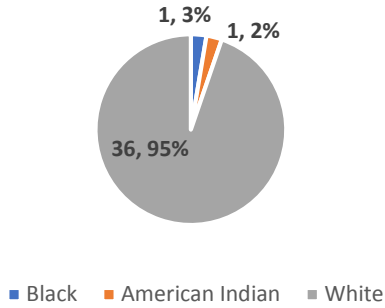
| Attendance by Grade |         |         |         |
|---------------------|---------|---------|---------|
| Grade               | '14-'15 | '15-'16 | '16-'17 |
| 7                   | 94.8%   | 94.1%   | 94.5%   |
| 8                   | 95.1%   | 94.3%   | 93.2%   |



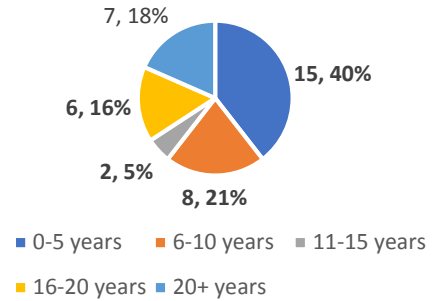
**School Personnel**

*Teacher Count 2015-2016: 38*

*Teacher Count 2015-2016 by Ethnicity*

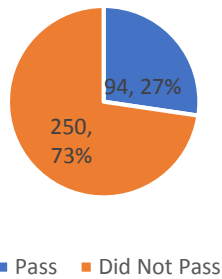


*Teacher Count 2015-2016 by Years of Experience*

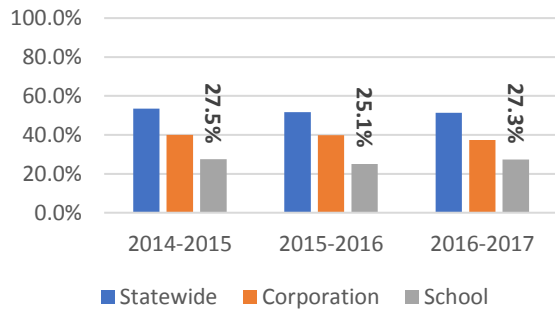


**Student Academic Performance**

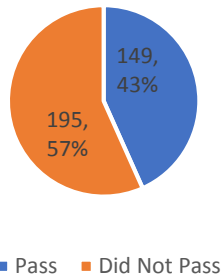
*ISTEP+ 2016-2017 Both English/Language Arts and Math*



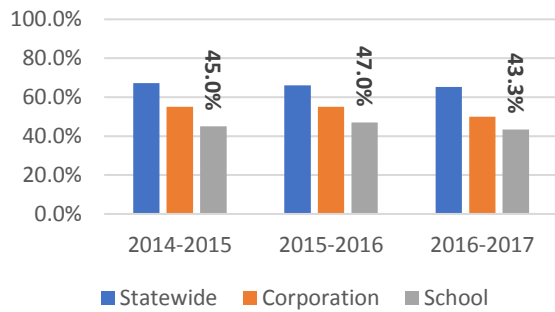
*ISTEP+ Percent Passing Trend Both English/Language Arts and Math*



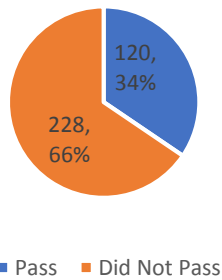
*ISTEP+ 2016-2017: English/Language Arts*



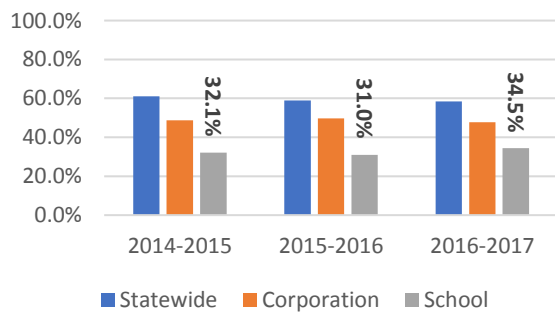
*ISTEP+ Percent Passing Trend: English/Language Arts*



*ISTEP+ 2016-2017: Math*



*ISTEP+ Percent Passing Trend: Math*





## IV. Evidence and Rating for School Turnaround Principle #3: Effective Instruction

### Background

The next two sections of the report illustrate the Technical Assistance Team’s key findings, supporting evidence, and overall rating for each of the school’s prioritized Turnaround Principles.

To thoughtfully identify these prioritized Turnaround Principles, school and district leaders used a “Turnaround Principle Alignment Tool” provided by the Indiana State Board of Education to determine the two to three Turnaround Principles that most closely align with the goals and strategies outlined in the school’s improvement plan.

This report focuses on these prioritized Turnaround Principles to provide a strategically targeted set of findings and recommendations. Additional evidence on the other six Turnaround Principles can be found in Appendix A of this report.

| School Turnaround Principle 3: Effective Instruction   |   |  |  |
|--|---|--|--|
| Evidence Sources   |   |  |  |
| Classroom Observations, Observations of Hallway Transitions and Common Areas, Teacher Focus Group, Student Focus Group, Parent Focus Group, Principal Interviews, Teacher Surveys, Artifacts Provided by Krueger Middle School                                 |   |  |  |
| Rating   |   |  |  |
| 1<br><u>Ineffective</u>  | 2<br><u>Improvement<br/>Necessary</u>                   | 3<br><u>Effective</u>  | 4<br><u>Highly Effective</u>                           |
| <i>No evidence of this happening in the school</i>   | <i>Limited evidence of this happening in the school</i> | <i>Routine and consistent</i>  | <i>Exceeds standard and drives student achievement</i> |
| Evidence   |   |  |  |
| Strengths  |   | Aligned Turnaround Principle Indicator(s)  |  |
| <ul style="list-style-type: none"> <li>The school calendar and daily schedule include protected professional development time in which all teachers regularly attend.</li> </ul>   |   | <ul style="list-style-type: none"> <li>1.8, 1.9, 2.2, 3.5, 5.3, 7.3</li> </ul>           |  |
| <ul style="list-style-type: none"> <li>Through stakeholder focus groups, the building leader and teachers express a need to hold high expectations for students both academically and behaviorally as evidenced through a growth mindset mentality.</li> </ul> |   | <ul style="list-style-type: none"> <li>1.4, 2.1, 2.2, 2.3, 3.6</li> </ul>                |  |
| <ul style="list-style-type: none"> <li>The instructional coach works with some teachers on a voluntary basis only providing meaningful feedback to promote continuous improvement.</li> </ul>  |   | <ul style="list-style-type: none"> <li>2.2, 2.3, 3.5, 3.6, 4.2, 4.4, 5.2, 5.3</li> </ul> |  |

| Areas for Improvement   | Aligned Turnaround Principle Indicator(s)                                 |
|---|---|
| <ul style="list-style-type: none"> <li>Few SMART objectives are posted and align to standards-based instruction. In only 46% of classroom observations were objectives aligned to Indiana Academic Standards.</li> </ul>  | <ul style="list-style-type: none"> <li>3.1, 3.3, 3.5</li> </ul>           |
| <ul style="list-style-type: none"> <li>Few classrooms implement a variation of instructional strategies; the majority of observations indicates whole group instruction as the primary instructional strategy.</li> </ul>   | <ul style="list-style-type: none"> <li>1.4, 1.5, 2.2, 3.2, 3.4</li> </ul> |
| <ul style="list-style-type: none"> <li>There is little evidence that teachers use student learning data to inform their selection of instructional and response strategies; in only 30% of classrooms observed did the teacher consistently check for student understanding and adjust the lesson as needed.</li> </ul> | <ul style="list-style-type: none"> <li>3.3</li> </ul>                     |

V. Evidence and Rating for School Turnaround Principle #4: Curriculum, Assessment, and Intervention Systems

| School Turnaround Principle 4: Curriculum, Assessment, and Intervention Systems  |   |   |  |
|--|---|---|--|
| Evidence Sources   |   |   |  |
| Classroom Observations, Observations of Hallway Transitions and Common Areas, Teacher Focus Group, Student Focus Group, Parent Focus Group, Principal Interviews, Teacher Surveys, Artifacts Provided by Krueger Middle School                                       |   |   |  |
| Rating   |   |   |  |
| 1<br><u>Ineffective</u>  | 2<br><u>Improvement Necessary</u>                       | 3<br><u>Effective</u>   | 4<br><u>Highly Effective</u>                           |
| <i>No evidence of this happening in the school</i>   | <i>Limited evidence of this happening in the school</i> | <i>Routine and consistent</i>   | <i>Exceeds standard and drives student achievement</i> |
| Evidence   |   |   |  |
| Strengths  |   | Aligned Turnaround Principle Indicator(s)                                 |  |
| <ul style="list-style-type: none"> <li>Math and English/Language Arts (ELA) teachers have access to iReady (diagnostic tool) and Ready (curriculum) resources which align to the standards-based curriculum and provide formative and summative feedback.</li> </ul> |   | <ul style="list-style-type: none"> <li>4.1, 4.3, 4.4</li> </ul>           |  |
| <ul style="list-style-type: none"> <li>There is designated time for intervention built into the master schedule daily.</li> </ul>  |   | <ul style="list-style-type: none"> <li>4.2, 4.3, 4.4, 4.5, 7.1</li> </ul> |  |
| <ul style="list-style-type: none"> <li>The principal, instructional coach, and teachers have access to district wide curriculum guides.</li> </ul>   |   | <ul style="list-style-type: none"> <li>4.1, 4.4</li> </ul>                |  |

| Areas for Improvement   | Aligned Turnaround Principle Indicator(s)  |
|---|--|
| <ul style="list-style-type: none"> <li>According to the instructional leadership focus group and the district office interview, iReady provides valuable interim data; however, not all classrooms utilize the data in order to plan for targeted instruction.</li> </ul> | <ul style="list-style-type: none"> <li>1.5, 1.6, 4.2, 4.3, 4.4, 4.5, 5.2, 5.4, 6.2, 6.3</li> </ul> |
| <ul style="list-style-type: none"> <li>All students are assigned to a Success period; however, based on classroom observations, the structure of the intervention lacks direct instruction in order to complement iReady learning paths.</li> </ul>                       | <ul style="list-style-type: none"> <li>4.5, 7.1, 7.2</li> </ul>                                    |
| <ul style="list-style-type: none"> <li>Lessons, both in terms of objective and instruction observed, were infrequently aligned to grade-level Indiana Standards.</li> </ul>   | <ul style="list-style-type: none"> <li>1.6, 2.2, 3.1, 3.5, 4.2, 4.4</li> </ul>                     |

## VI. Recommendations

### Background

This section outlines an intentionally targeted set of recommendations that align to one or more of the school's prioritized Turnaround Principles. Anchored in the United States Department of Education's Turnaround Principles framework, these recommendations are representative of what the Technical Assistance Team believes to be the most immediate changes needed to accelerate growth in academic and non-academic student outcomes at Krueger Middle School. These recommendations should not be thought of as an exhaustive set of school improvement strategies, but rather as a part of the ongoing and continuous school improvement process.

| <b>Recommendation 1</b>   |
|---|
| Design a long-range plan for professional development that prioritizes the use of multiple, evidence-based instructional strategies that will engage all students, utilizing the resources available from district academic initiatives. Monitor the implementation and impact of this professional development, while providing all teachers with on-going feedback during initial implementation, active application, and sustained use of prioritized instructional strategies in order to measure the impact on student achievement.  |
| <b>Aligned Turnaround Principle(s)</b>  |
| 1.4, 1.5, 2.2, 3.2, 3.4   |
| <b>Rationale</b>  |
| Multiple instructional strategies provide teachers with a variety of tools to actively engage all students in a more meaningful way. The use of multiple instructional strategies help teachers create learning environments in which all student needs are equitably addressed. Once such strategy involves student engagement. Crafting a classroom of high engagement requires intentional design. Specific examples of engagement strategies, by Robert Marzano, include effective pacing, demonstrating intensity and enthusiasm, building positive teacher-student and peer relationships, and using effective verbal feedback. |

Classroom observations revealed that multiple instructional strategies were utilized in less than half of all classrooms. The primary instructional strategy used was whole group. Students were compliant and well-behaved but not actively engaged in the learning process.

In regards to professional development, the teacher focus group revealed an exposure to a variety of professional development topics throughout the year, including teaming, cultural competency, block scheduling, literacy and iReady/Ready. Some teachers expressed frustration with having several resources but lack the understanding of how to apply the information to daily teaching practices in order to impact student achievement. In other words, teachers indicate that multiple trainings are offered in order to implement district initiatives; however, the training does not include modeling and opportunities to practice to support sustained implementation.

Most notably, teachers shared in the focus group that they find immense value in working one-on-one with the instructional coach focused on content-specific instructional strategies. This coaching model is ideal for professional learning, according to some teachers, because it creates a collaborative, non-evaluative environment.

| <b>Recommendation 2</b>  |
|--|
| <p>Research and establish a system of academic intervention based on a triangulation of data in order to provide high leverage instruction to students who are not only in need of remediation, but enrichment as well, in order to promote growth and achievement for all students. Provide professional development to educators in order to effectively implement the system and monitor the fidelity of use.</p>   |
| <b>Aligned Turnaround Principle(s)</b>   |
| <p>4.5, 7.2</p>  |
| <b>Rationale</b>   |
| <p>In order for an intervention program to produce maximum results, current student assessment data must be used. By identifying individual students, as well as, his or her areas of need, teachers can plan and provide targeted intervention to improve student achievement. It is necessary for teachers, highly qualified in specific content areas, to utilize evidenced-based instruction and not solely rely on the self-paced resources such as iReady.</p> <p>Based on observations of the intervention period, there was minimal evidence of student engagement in targeted interventions. Some students were observed working individually on iReady but receiving little guidance or direction from teachers. Other students worked on other class assignments or read.</p> <p>To maximize student learning during the intervention period, student groupings should be based on current formative assessment data which aligns to the Indiana Academic Standards for math and ELA, and move frequently according to identified student needs. Additionally, students who demonstrate the most significant academic needs are assigned to the teachers who consistently implement best practice instructional strategies with fidelity.</p> |

Ideally, long-term planning would begin soon to design a more systematic and targeted intervention program for the 2018-1019 school year. Given the urgency to improve student achievement, and the significant investment that has been made in the current intervention model, the school must immediately ensure that students with the greatest academic need are assigned to the teachers who have demonstrated the capacity and willingness to effectively provide targeted instruction.

**Recommendation 3**

Equip teachers with the skills and knowledge to develop learning goals that accurately assess student learning of Indiana Academic Standards. Provide on-going professional development on unpacking standards that will ultimately prepare teachers to more effectively create student learning objectives that align with the appropriate of rigor. Additionally, teachers are encouraged to consider implementing frequent checks for understanding that tie back to the learning objectives in order to gauge student learning and to determine the adjustments to instruction necessary to address students’ learning gaps.

**Aligned Turnaround Principle(s)**

3.1, 3.3

**Rationale**

In over half of classrooms observed, student learning objectives were inconsistently communicated or assessed. In 68% of classrooms observed, minimal evidence of checks for understanding were observed; therefore, teachers were unable to modify or adjust instruction due to a lack of student feedback tied to learning goals.

In some instances, learning objectives did not align to state standards. For example, in one particular observation, the learning objective states, “Find the circumference of a circle.” However, the targeted standard explains, “Understand the formulas for area and circumference of a circle and use them to solve real-world and other mathematical problems; give an informal derivation of the relationship between circumference and area of a circle.” This disconnect demonstrates a focus on basic content knowledge versus the skill development, which the Indiana Academic Standards are targeting.

The first step in developing appropriate and effective learning goals is to unpack the standards. There are two types of learning goals that are implied in any standard. The first type of goal is a content goal. Content goals emphasize content knowledge. Their main focus is on what students need to know or understand. The second type of goal is a process goal. Process goals focus on students’ learning or developing a skill. For example, knowing the meaning of irony is a content goal. Knowing how to explain how an author uses irony to strengthen her argument is a process goal.<sup>1</sup>

<sup>1</sup> Smith, J. R., Jackson, R. R., & Association for Supervision and Curriculum Development. (2009). *Never work harder than your students: The journey to great teaching*. Alexandria, VA: ASCD.

## VII. Appendix A: Evidence for Remaining School Turnaround Principles

### Background

We believe it is valuable for school and district leaders to have a summary of the TAT's findings and evidence for each of the eight Turnaround Principles. As such, this section of the report outlines key findings and supporting evidence for each of the Turnaround Principles that were not identified by school and district leaders as prioritized Turnaround Principles for this school.

This information is intentionally provided in an appendix to reinforce the importance of the previously stated findings, evidence, ratings, and recommendations for the school's prioritized Turnaround Principles.

| <b>School Turnaround Principle 1: Effective Leadership</b>   |
|--|
| <b>Evidence Sources</b>  |
| <ul style="list-style-type: none"><li>Classroom Observations, Observations of Hallway Transitions and Common Areas, Teacher Focus Group, Student Focus Group, Parent Focus Group, Principal Interviews, Teacher Surveys, Artifacts Provided by Krueger Middle School</li></ul>   |
| <b>Evidence Summary</b>  |
| <b>Strengths</b> <ul style="list-style-type: none"><li>Feedback from teacher and parent focus groups indicate the principal is visible, accessible, and consistent with student discipline.</li><li>On the teacher survey, over 80% of teachers agreed that high expectations for student behavior are evident.</li><li>Evidence collected throughout the review demonstrated a clear investment by district office in professional development time and resources. Examples include providing development through Curriculum Associates, Jack Berkemeyer, and a full-time curriculum coach.</li></ul> |
| <b>Areas for Improvement</b> <ul style="list-style-type: none"><li>On their survey, 18% of teachers agreed that the principal uses data to establish a coherent vision that is understood and supported by the entire school community.</li><li>On their survey, 8% of teachers agreed that the school's organizational culture encourages trust, respect and a sense of responsibility for student achievement.</li></ul>   |

## School Turnaround Principle 2: Climate and Culture

### Evidence Sources

- Classroom Observations, Observations of Hallway Transitions and Common Areas, Teacher Focus Group, Student Focus Group, Parent Focus Group, Principal Interviews, Teacher Surveys, Artifacts Provided by Krueger Middle School

### Evidence Summary

#### Strengths

- 88% of classrooms observed were arranged to support collaborative learning with easily identifiable work areas.
- Feedback from the student focus group indicated that students have pride in their school and positive relationships with their teachers.
- Feedback from multiple stakeholder focus groups revealed high satisfaction with the change in school structures including increased visibility of the school leader, decreased student behavior problems, and school pride.

#### Areas for Improvement

- Feedback from multiple stakeholder focus groups indicated that the current scheduling model does not provide an equitable learning environment for all students.
- On their survey, only 8% of teachers agreed the school has effective measures for promoting good attendance, eliminating truancy and tardiness.
- In only 29% of classrooms observed was a rigorous Depth of Knowledge evident.

## School Turnaround Principle 5: Effective Staffing Practices

### Evidence Sources

- Teacher Focus Group, Parent Focus Group, Principal Interviews, District Leadership Interview, Teacher Surveys, Artifacts Provided by Krueger Middle School

### Evidence Summary

#### Strengths

- Martin T. Krueger staff are provided a plethora of professional development opportunities, both within the school year and summer break, which includes individual, collaborative, and shared reflection.
- All brand new teachers and teachers new to the school corporation are mentored by highly skilled peers.

#### Areas for Improvement

- Teacher interviews indicated that newer teachers have not been effectively trained in the Teacher Effectiveness Rubric in order to clearly understand exactly how they are being evaluated.

- Teacher and principal interviews indicated that a follow-up process is not currently in place to monitor and support the effective implementation of professional development on a classroom-by-classroom basis.

### School Turnaround Principle 6: Effective Use of Data

#### Evidence Sources

- Classroom Observations, Observations of Hallway Transitions and Common Areas, Teacher Focus Group, Student Focus Group, Parent Focus Group, Principal Interviews, Teacher Surveys, Artifacts Provided by Krueger Middle School

#### Evidence Summary

##### Strengths

- Interviews with multiple stakeholder groups confirmed that there are multiple data points (Ready Reading and Math, PSAT, ISTEP, common formative, summative and short-cycle assessments) being collected.
- The iReady reports are available and provide student mastery of grade level standards, diagnostic year end data, as well as, ISTEP predictability in both reading and math.

##### Areas for Improvement

- According to the teacher surveys and teacher focus groups, there are multiple pieces of academic data being collected, but it is not effectively being used to inform classroom instruction.
- Multiple stakeholder groups stated that the data being collected is not being utilized to inform intervention groupings either in individual classrooms or during school wide Success period time.
- Teacher surveys and focus groups indicate there is currently not a specific process for the analysis of formative assessment data in any content area.

### School Turnaround Principle 7: Effective Use of Time

#### Evidence Sources

- Classroom Observations, Observations of Hallway Transitions and Common Areas, Teacher Focus Group, Student Focus Group, Parent Focus Group, Principal Interviews, Teacher Surveys, Artifacts Provided by Krueger Middle School

#### Evidence Summary

##### Strengths

- Observations revealed that instructional time is protected from frequent interruptions.



- The master schedule provides teachers with a personal and a team prep period every day.
- A 30-minute intervention period to support all students is built into the master schedule.

Areas for Improvement

- Based on observations and focus group interviews, the current intervention system is not structured to meet specific student needs and is primarily computer driven.
- According to the teacher survey, the current schedule lacks the flexibility to allow for accelerations or interventions for the core content areas.
- Teacher collaboration time is not aligned to the goals of the school improvement plan as discussed in teacher and principal interviews.

**School Turnaround Principle 8: Effective Family and Community Engagement**

**Evidence Sources**

- Classroom Observations, Observations of Hallway Transitions and Common Areas, Teacher Focus Group, Student Focus Group, Parent Focus Group, Principal Interviews, Teacher Surveys, Parent surveys, Artifacts Provided by Krueger Middle School

**Evidence Summary**

Strengths

- The principal interview indicated that report cards are picked up at the school by parents and quarterly conferencing is available.
- According to teacher, parent, and principal interviews, there is strong environmental community engagement with the school.

Areas for Improvement

- As evidenced through focus group interviews and only one parent survey being returned, there is low parent involvement.
- The parent focus group shared that the time of activities at the school prohibit most parents from attending due to work schedules.
- The parent focus group expressed a need to reduce the “them vs us” barrier at the school.



# School Quality Review Report

Marquette Montessori Academy

South Bend Community School Corporation

March 27-28, 2018

## Review Team Members

|                  |                                |                            |
|------------------|--------------------------------|----------------------------|
| Erin Kissling    | Assistant Director of Literacy | IN Department of Education |
| Robin LeClaire   | Director of School Improvement | IN Department of Education |
| Dr. Sue Fries    | Executive Director             | Geist Montessori Academy   |
| Karinda Holland  | Controller                     | Geist Montessori Academy   |
| Justin Pistorius | Consultant                     | Achievement Network        |
| Sarah Larrison   | Special Education Specialist   | IN Department of Education |

## Table of Contents

|       |   |                                     |
|-------|---|-------------------------------------|
| I.    | Background on the School Quality Review .....                         | 3                                   |
| II.   | Overview of the School Quality Review Process .....                   | 3                                   |
| III.  | Data Snapshot for Marquette Montessori Academy .....                  | 4                                   |
| IV.   | Evidence and Rating for School Turnaround Principle 3 .....           | 7                                   |
| V.    | Evidence and Rating for School Turnaround Principle 4 .....           | 8                                   |
| VI.   | Evidence and Rating for School Turnaround Principle 6 .....           | 9                                   |
| VII.  | Recommendations.....  | 10                                  |
| VIII. | Appendix A: Evidence for Remaining School Turnaround Principles ..... | 13                                  |
| IX.   | Appendix B: School Quality Review Rubric.....                         | <b>Error! Bookmark not defined.</b> |

## I. Background on the School Quality Review

Public Law 221 (PL 221) was passed in 1999 before the enactment of the federal *No Child Left behind Act* (NCLB). It serves as the state’s accountability framework. Among other sanctions, the law authorizes the Indiana State Board of Education (SBOE) to assign an expert team to conduct a School Quality Review for schools placed in the lowest category or designation of school performance for two consecutive years.

*(a) The board shall direct that the department conduct a quality review of a school that is subject to IC 20-31-9-3. (b) The board shall determine the scope of the review and appoint an expert team under IC 20-31-9-3. (Indiana State Board of Education; 511 IAC 6.2-8-2; filed Jan 28, 2011, 3:08 p.m.: 20110223-IR-511100502FRA)*

The school quality review (SQR) is a needs assessment meant to evaluate the academic program and operational conditions within an eligible school. The SQR will result in actionable feedback that will promote improvement, including the reallocation of resources or requests for technical assistance. The process is guided by a rubric aligned to the United States Department of Education’s “Eight Turnaround Principles” (see Appendix B). The school quality review includes a pre-visit analysis and planning meeting, onsite comprehensive review, and may include targeted follow-up visits.

State law authorizes the SBOE to establish an expert team to conduct the School Quality Review known as the Technical Assistance Team (TAT). Membership must include representatives from the community or region the school serves; and, may consist of school superintendents, members of governing bodies, teachers from high performing school corporations, and special consultants or advisers.

## II. Overview of the School Quality Review Process

The School Quality Review process is designed to identify Marquette Montessori Academy’s strengths and areas for improvement organized around the [United States Department of Education’s Eight School Turnaround Principles](#). In particular, the School Quality Review process focused on three Turnaround Principles that were identified as priorities by the school and its district.

The on-site review consisted of the Technical Assistance Team (TAT) visiting the school for two days. During the two days, the TAT (1) conducted separate focus groups with students, teachers, parents, and community members (2) observed a professional learning community meeting with teachers, (3) observed instruction in classrooms, and (4) interviewed school and district leaders.

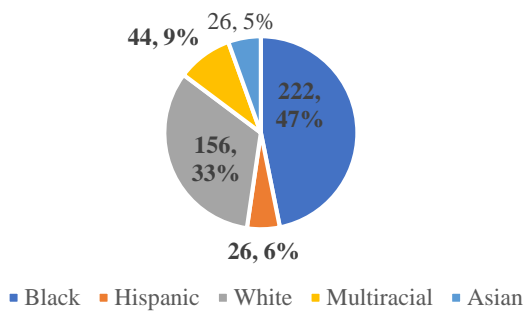
Prior to the visit, teachers completed an online survey, with 18 of 21 teachers participating. Parents and family members were also invited to complete a survey; 100 completed this survey. Finally, the school leadership team completed a self-evaluation. Both surveys and the self-evaluation are made up of questions that align to school improvement principles and indicators (Appendix B).

### III. Data Snapshot for Marquette Montessori Academy

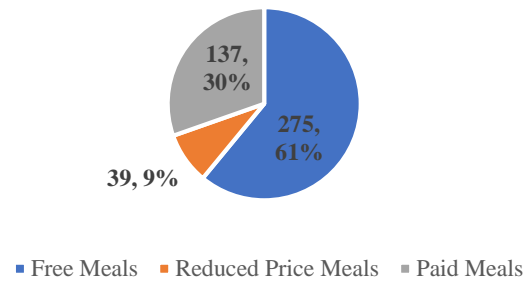
| School Report Card            |        |        |                 |                               |        |        |                 |
|-------------------------------|--------|--------|-----------------|-------------------------------|--------|--------|-----------------|
| 2015-2016 Report Card         | Points | Weight | Weighted Points | 2016-2017 Report Card         | Points | Weight | Weighted Points |
| Performance Domain Grades 3-8 | 33.60  | .5     | 16.80           | Performance Domain Grades 3-8 | 32.20  | 1      | 32.20           |
| Growth Domain Grades 4-8      | 85.60  | .5     | 42.80           | Growth Domain Grades 4-8      | 0      | 0      | 0               |
| Overall Points                |        |        | 59.6            | Overall Points                |        |        | 32.2            |
| Overall Grade                 |        |        | F               | Overall Grade                 |        |        | F               |

#### Enrollment 2017-2018: 451 students

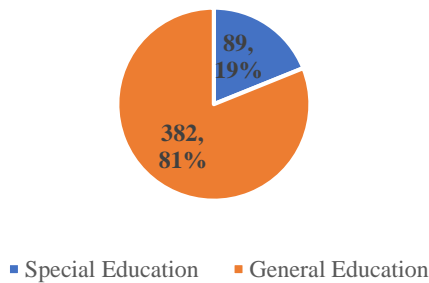
##### Enrollment 2017-2018 by Ethnicity



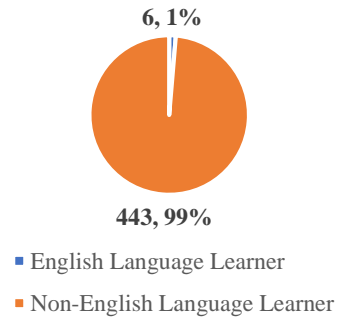
##### Enrollment 2017-2018 by Free/Reduced Price Meals



##### Enrollment 2017-2018 by Special Education



##### Enrollment 2017-2018 by English Language Learners

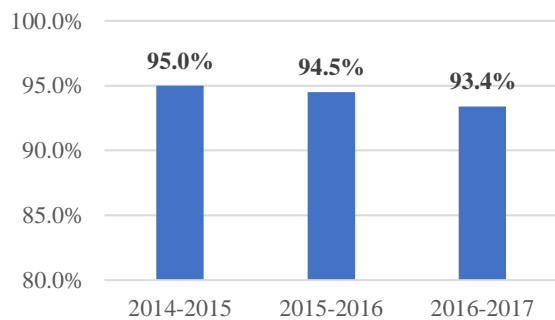


#### Attendance

##### Attendance by Grade

| Grade | '14-'15 | '15-'16 | '16-'17 |
|-------|---------|---------|---------|
| K     | 94.8%   | 93.3%   | 91.9%   |
| 1     | 94.3%   | 95.2%   | 93.4%   |
| 2     | 95.4%   | 94.5%   | 94.2%   |
| 3     | 95.8%   | 95.4%   | 93.9%   |

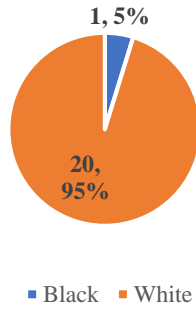
##### Attendance Rate Trend



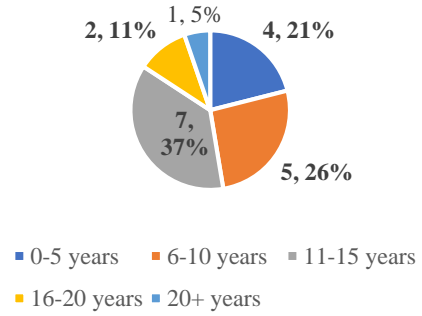
**School Personnel**

*Teacher Count 2015-2016: 21*

*Teacher Count 2015-2016 by Ethnicity*

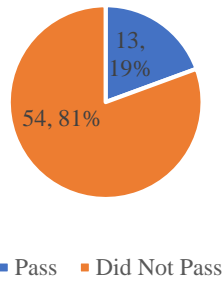


*Teacher Count 2015-2016 by Years of Experience*

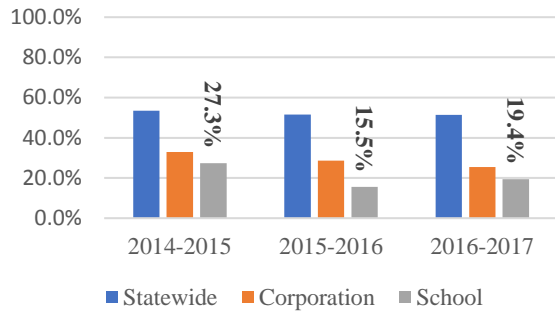


**Student Academic Performance**

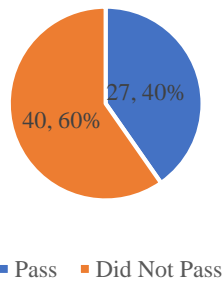
*ISTEP+ 2016-2017  
Both English/Language Arts and Math*



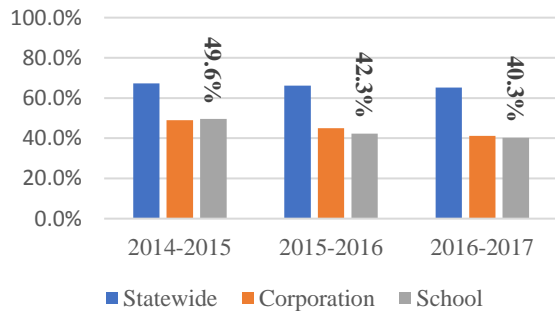
*ISTEP+ Percent Passing Trend  
Both English/Language Arts and Math*



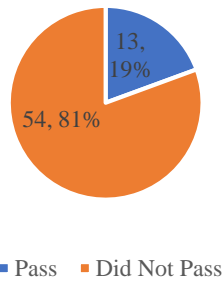
*ISTEP+ 2016-2017: English/Language Arts*



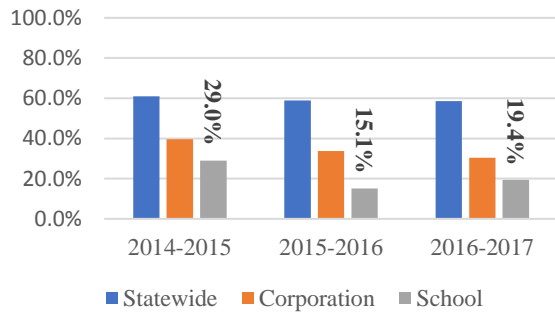
*ISTEP+ Percent Passing Trend: English/Language Arts*



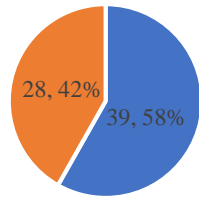
*ISTEP+ 2016-2017: Math*



*ISTEP+ Percent Passing Trend: Math*

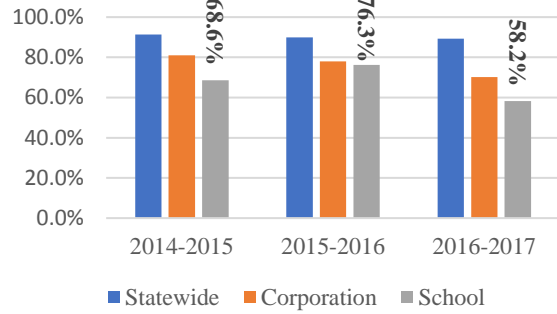


*IREAD-3 2016-2017*

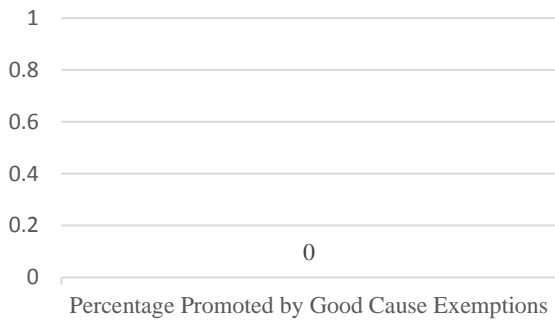


■ Pass ■ Did Not Pass

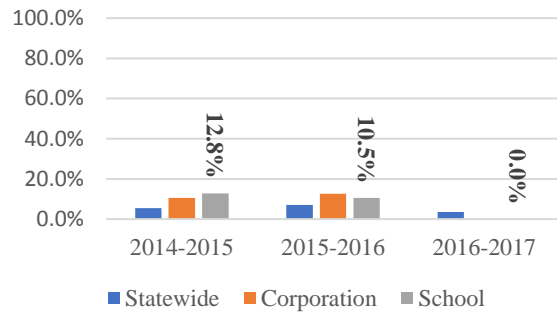
*IREAD-3 Percent Passing Trend*



*IREAD-3 Percentage Promoted by Good Cause Exemptions 2016-2017*



*IREAD-3 Good Cause Promotion Exemption Trend*



## IV. Evidence and Rating for School Turnaround Principle 3: Effective Instruction

### Background

The next three sections of the report illustrate the Technical Assistance Team’s key findings, supporting evidence, and overall rating for each of the school’s prioritized Turnaround Principles.

To thoughtfully identify these prioritized Turnaround Principles, school and district leaders used a “Turnaround Principle Alignment Tool” provided by the Indiana State Board of Education to determine the two to three Turnaround Principles that most closely align with the goals and strategies outlined in the school’s improvement plan.

This report focuses on these prioritized Turnaround Principles to provide a strategically targeted set of findings and recommendations. Additional evidence on the other five Turnaround Principles can be found in Appendix A of this report.

| School Turnaround Principle 3: Effective Instruction   |   |  |  |
|--|---|--|--|
| Evidence Sources   |   |  |  |
| Classrooms Observations, Individual Staff Interviews, Parent Survey Data, School Leader Self-Assessment, Student Focus Group, Instructional Leadership Team Focus Group, Teacher Focus Group, Community Partner Focus Group, School Improvement Plan, Artifacts Provided by Marquette Montessori Academy |   |  |  |
| Rating   |   |  |  |
| 1<br><u>Ineffective</u>  | 2<br><u>Improvement Necessary</u>                       | 3<br><u>Effective</u>  | 4<br><u>Highly Effective</u>                           |
| <i>No evidence of this happening in the school</i>   | <i>Limited evidence of this happening in the school</i> | <i>Routine and consistent</i>  | <i>Exceeds standard and drives student achievement</i> |
| Evidence   |   |  |  |
| Strengths  |   | Aligned Turnaround Principle Indicator(s)                                      |  |
| <ul style="list-style-type: none"> <li>• <b>Instruction is differentiated by interest and skill level as observed in almost all classroom observations.</b></li> </ul>   |   | <ul style="list-style-type: none"> <li>• TP 3.2, 3.3, 3.5, 4.5</li> </ul>      |  |
| <ul style="list-style-type: none"> <li>• <b>In 83% of the classrooms observed, students were actively engaged through a variety of instructional strategies.</b></li> </ul>  |   | <ul style="list-style-type: none"> <li>• TP 2.2, 3.2, 3.6</li> </ul>           |  |
| <ul style="list-style-type: none"> <li>• <b>Students demonstrate traits of self-regulated learners as evidenced by many students on task and the need for teacher direction or redirection was minimal. Students independently get materials and use them to complete learning tasks.</b></li> </ul>     |   | <ul style="list-style-type: none"> <li>• TP 2.1, 2.2, 2.3, 3.2, 3.6</li> </ul> |  |
| Areas for Improvement  |   | Aligned Turnaround Principle Indicator(s)                                      |  |



|   |  |
|---|--|
| <ul style="list-style-type: none"> <li>Principal and teacher interviews revealed little evidence that the employed instructional strategies are intentionally chosen to meet student learning needs.</li> </ul> | <ul style="list-style-type: none"> <li>TP 3.1, 3.3, 3.5</li> </ul> |
| <ul style="list-style-type: none"> <li>Instruction is monitored infrequently, and teacher feedback is not focused on ensuring all students master the Indiana Academic Standards.</li> </ul>                    | <ul style="list-style-type: none"> <li>TP 3.1, 3.3, 3.5</li> </ul> |

V. Evidence and Rating for School Turnaround Principle 4: Curriculum, Assessment, and Intervention Systems

| School Turnaround Principle 4: Curriculum, Assessment, and Intervention Systems  |   |   |  |
|--|---|---|--|
| Evidence Sources   |   |   |  |
| Classrooms Observations, Individual Staff Interviews, Parent Survey Data, School Leader Self-Assessment, Student Focus Group, Instructional Leadership Team Focus Group, Teacher Focus Group, Community Partner Focus Group, School Improvement Plan, Artifacts Provided by Marquette Montessori Academy |   |   |  |
| Rating   |   |   |  |
| 1<br><u>Ineffective</u>  | 2<br><u>Improvement Necessary</u>                       | 3<br><u>Effective</u>   | 4<br><u>Highly Effective</u>                           |
| <i>No evidence of this happening in the school</i>   | <i>Limited evidence of this happening in the school</i> | <i>Routine and consistent</i>   | <i>Exceeds standard and drives student achievement</i> |
| Evidence   |   |   |  |
| Strengths  |   | Aligned Turnaround Principle Indicator(s)   |  |
| <ul style="list-style-type: none"> <li>All classrooms are adequately equipped with Montessori instructional materials.</li> </ul>  |   | <ul style="list-style-type: none"> <li>TP 2.1, 4.4,</li> </ul>                    |  |
| <ul style="list-style-type: none"> <li>Whole group and small skill group instruction is employed in almost all classrooms.</li> </ul>  |   | <ul style="list-style-type: none"> <li>TP 3.2</li> </ul>                          |  |
| <ul style="list-style-type: none"> <li>Teachers consistently implement district provided benchmark assessments.</li> </ul>   |   | <ul style="list-style-type: none"> <li>TP 4.3</li> </ul>                          |  |
| Areas for Improvement  |   | Aligned Turnaround Principle Indicator(s)   |  |
| <ul style="list-style-type: none"> <li>A pacing guide that is aligned with the Montessori philosophy and the Indiana Academic Standards does not exist.</li> </ul>   |   | <ul style="list-style-type: none"> <li>TP 1.5, 3.6, 4.1, 4.2, 4.4, 4.5</li> </ul> |  |
| <ul style="list-style-type: none"> <li>A formative assessment schedule aligned to the Montessori pacing guide is not in use.</li> </ul>  |   | <ul style="list-style-type: none"> <li>TP 1.5, 1.6,</li> </ul>                    |  |
| <ul style="list-style-type: none"> <li>There is no evidence in most classrooms of student progress being measured or aligned to the Indiana Academic Standards.</li> </ul>   |   | <ul style="list-style-type: none"> <li>TP 3.1, 4.1, 4.2</li> </ul>                |  |

## VI. Evidence and Rating for School Turnaround Principle 6: Enabling the Effective Use of Data

| <b>School Turnaround Principle 6: Enabling the Effective Use of Data</b>   |   |   |  |
|--|---|---|--|
| <b>Evidence Sources</b>  |   |   |  |
| Classrooms Observations, Individual Staff Interviews, Parent Survey Data, School Leader Self-Assessment, Student Focus Group, Instructional Leadership Team Focus Group, Teacher Focus Group, Community Partner Focus Group, School Improvement Plan, Artifacts Provided by Marquette Montessori Academy |   |   |  |
| <b>Rating</b>  |   |   |  |
| 1<br><u>Ineffective</u>  | 2<br><u>Improvement Necessary</u>                       | 3<br><u>Effective</u>   | 4<br><u>Highly Effective</u>                           |
| <i>No evidence of this happening in the school</i>   | <i>Limited evidence of this happening in the school</i> | <i>Routine and consistent</i>                                 | <i>Exceeds standard and drives student achievement</i> |
| <b>Evidence</b>  |   |   |  |
| Strengths  |   | Aligned Turnaround Principle Indicator(s)                     |  |
| <ul style="list-style-type: none"> <li><b>Data Wise training is district-wide and school is participating.</b></li> </ul>  |   | <ul style="list-style-type: none"> <li>TP 5.3, 5.5</li> </ul> |  |
| <ul style="list-style-type: none"> <li><b>Multiple forms of assessment are provided by the district and used at regular intervals.</b></li> </ul>  |   | <ul style="list-style-type: none"> <li>TP 4.3</li> </ul>      |  |
| Areas for Improvement  |   | Aligned Turnaround Principle Indicator(s)                     |  |
| <ul style="list-style-type: none"> <li><b>Data review protocols are not in place, therefore, data is rarely used to guide decision making about attendance and behavior</b></li> </ul>   |   | <ul style="list-style-type: none"> <li>TP 6.2</li> </ul>      |  |
| <ul style="list-style-type: none"> <li><b>Data is not used to inform adjustments in instruction.</b></li> </ul>  |   | <ul style="list-style-type: none"> <li>TP 6.2, 6.3</li> </ul> |  |

## VII. Recommendations

### Background

This section outlines an intentionally targeted set of recommendations that align to one or more of the school's prioritized Turnaround Principles. Anchored in the United States Department of Education's Turnaround Principles framework, these recommendations are representative of what the Technical Assistance Team believes to be the most immediate changes needed to accelerate growth in academic and non-academic student outcomes at Marquette Montessori Academy. These recommendations should not be thought of as an exhaustive set of school improvement strategies, but rather as a part of the ongoing and continuous school improvement process.

| <b>Recommendation 1</b>   |
|---|
| Create a pacing guide that aligns the Montessori philosophy and materials with the Indiana Academic Standards. Furthermore, align the cycle of formative assessments with the Montessori-based pacing guide.  |
| <b>Aligned Turnaround Principle(s)</b>  |
| TP 1.5, 1.6, 3.6, 4.1, 4.2, 4.4, 4.5  |
| <b>Rationale</b>  |
| <p>The TAT team observed diverse classroom environments where 80% of students were actively engaged in learning activities and 92% of the interactions between teachers and students were positive and respectful. The team noted that teachers were interacting with students and supporting student use of the Montessori materials. The TAT team also observed data collection through multiple computer-based tools, but teachers reflected that since the tool did not align to the Montessori approach the data was only utilized by the district.</p> <p>As evidenced in the principal interview, teacher interview, and teacher focus group, teachers are unable to draw a direct connection between the Montessori curriculum materials and the Indiana Academic Standards. A deep knowledge of the Indiana Academic Standards would influence the effectiveness of the Montessori method's impact on achievement. Utilizing the expertise of the Marquette staff, a pacing guide and aligned cycle of formative assessments should be created for each grade level served at Marquette Montessori Academy.</p> <p>A systematic, building wide approach to implementing standards and conducting ongoing formative assessments will provide a foundational understanding for educators and continuity.</p> |

| <b>Recommendation 2</b>   |
|---|
| <p>Develop and implement a cohesive system to analyze student data including attendance, behavior referrals, and academic progress. This system should be used school-wide to track students' progress towards mastery of the Indiana Academic Standards. Provide teachers and staff with ongoing professional development to ensure the expectations for tracking, analyzing, and acting on student academic and behavioral data are clear. Dedicate staff time for collaborative analysis of student-level data to determine the most appropriate course of action to support student achievement.</p>  |
| <b>Aligned Turnaround Principle(s)</b>  |
| <p>3.1, 4.1, 4.2, 6.1, 6.2, 6.3</p>   |
| <b>Rationale</b>  |
| <p>The TAT team discussed the district provided Data Wise training with teachers, the principal, and central office staff. There was an air of excitement about the possibility of implementing such a systematic method for analyzing and using student data to inform instructional decisions. Similarly, there was disappointment about the lack of fidelity to the implementation which seemed to have started strong and then tapered off so that not one cycle was completed as planned. It was clear through conversations with the staff that a cohesive system to analyze attendance, behavior, and academic progress data does not exist. “A strong culture of data use, conveyed through a clear schoolwide vision, is critical to ensure that data-based decisions are made routinely, consistently, and effectively.”<sup>1</sup> Based on classroom observations, the observation of a professional learning community and numerous discussions with teachers and the school leader, the current use of data to inform instructional decisions is not the prevalent culture and results in a lack of cohesion in regards to tier one instruction.</p> <p>“Carrying out data collection depends on considering the strengths, limitations, and timing of each data type and preparing data in a format that can reveal patterns in student achievement.”<sup>2</sup> There does not appear to be a consistent method for this systematic data collection approach. Creating a data dashboard to collect and display information in a manner that is consumable to the staff is an essential step in targeting student achievement.</p> |

---

<sup>1</sup> Hamilton, L., Halverson, R., Jackson, S., Mandinach, E., Supovitz, J., and Wayman, J. (2009). Using student achievement data to support instructional decision making. U.S. Department of Education.

<sup>2</sup> Ibid.

|   |
|---|
| <b>Recommendation 3</b>   |
| Utilize attendance, behavior, and academic progress toward mastery of the Indiana Academic Standards data to drive the implementation of decisions regarding enrichment, remediation, and adjustments to instruction in order to meet rigorous academic expectations while supporting the academic growth and success of all students.  |
| <b>Aligned Turnaround Principle(s)</b>  |
| 1.1, 1.2, 1.3, 1.6, 2.3, 3.1, 3.5, 6.1, 6.2, 6.3,   |
| <b>Rationale</b>  |
| <p>31% of teachers agree or strongly agree that data is used establish a coherent vision for the school. During the focus group, teachers reflected a coherent understanding of how the Montessori materials were to be used but were unable to draw the connection to what standards students were mastering while engaging with the materials. Staff also shared that little tracking of progress was implemented building wide.</p> <p>“Reflective practice, requiring the individual to think about their work and consider improvements, is a researched proven tool that improves educator effectiveness.”<sup>3</sup> Continuous improvement must be focused on data analysis and action planning followed by reflection on the success of the plan. An ongoing monitoring cycle ensures progress and identifies the need for action. It is essential that teachers understand where students are falling short of meeting a standard or where they are ready for new content.</p> <p>The following steps are recommended to support the use of data.</p> <ol style="list-style-type: none"> <li>1. At regular intervals, evaluate student level data in the context of mastery of the Indiana Academic Standards and in light of the expectations set forth in the pacing guide.</li> <li>2. Set specific goals for growth towards mastery of standards for each student.</li> <li>3. Make necessary and appropriate adjustments to instruction and provide additional supports based on the evaluation and goals.</li> </ol> |

---

<sup>3</sup> Hinckely, P. (2012). *Monitoring: Keeping your finger on the pulse of school improvement*. Indianapolis: IBJ Book Publishing

# VIII. Appendix A: Evidence for Remaining School Turnaround Principles

## Background

We believe it is valuable for school and district leaders to have a summary of the TAT’s findings and evidence for each of the eight Turnaround Principles. As such, this section of the report outlines key findings and supporting evidence for each of the Turnaround Principles that were not identified by school and district leaders as prioritized Turnaround Principles for this school.

This information is intentionally provided in an appendix to reinforce the importance of the previously stated findings, evidence, ratings, and recommendations for the school’s prioritized Turnaround Principles.

| <b>School Turnaround Principle 1: School Leadership</b>   |
|---|
| <b>Evidence Sources</b>   |
| Classrooms Observations, Individual Staff Interviews, Parent Survey Data, School Leader Self-Assessment, Student Focus Group, Instructional Leadership Team Focus Group, Teacher Focus Group, Community Partner Focus Group, School Improvement Plan, Artifacts Provided by Marquette Montessori Academy  |
| <b>Evidence Summary</b>   |
| <p><b>Strengths</b></p> <ul style="list-style-type: none"> <li>• Principal is well versed and passionate about the Montessori method and is able to articulate to teachers how they are showing fidelity to the philosophy.</li> <li>• A Montessori coach is available for teachers to collaborate and work with.</li> <li>• During focus group interviews, the parents and community members all felt that the principal was visible and concerned with the development of every student.</li> </ul> <p><b>Areas for Improvement</b></p> <ul style="list-style-type: none"> <li>• 17% of respondents to the teacher survey agreed or strongly agreed with the statement, “Our principal ensures students and teachers feel safe, welcome and ready to learn and teach.”</li> <li>• Although a coach is available to staff, there is not an expectation of how teachers should use the coach nor is job-embedded professional development a regular part of the coaching cycle.</li> <li>• District expectations and requirements are not aligned with the Montessori philosophy and create confusion in the message teachers receive about priorities and areas of focus.</li> </ul> |

## School Turnaround Principle 2: School Climate and Culture

### Evidence Sources

Classroom observations, teacher focus groups, teacher surveys, student observations and interviews, Classrooms Observations, Individual Staff Interviews, Parent Survey Data, School Leader Self-Assessment, Student Focus Group, Instructional Leadership Team Focus Group, Teacher Focus Group, Community Partner Focus Group, School Improvement Plan, Artifacts Provided by Marquette Montessori Academy

### Evidence Summary

#### Strengths

- As observed by the Technical Assistance Team and reflected in the teacher survey, classrooms are attractive and stimulating environments.
- Consistent behavior expectations were observed by the team.
- Students seem to know how to work out issues and conflicts by using areas designed for conflict resolution in the classrooms.

#### Areas for Improvement

- Although few behavior disruptions to the learning were observed, during focus group and teacher interviews, the staff indicated a belief that student behavior was a significant barrier to teaching and learning.
- Despite a multi grade/age classroom philosophy, many teachers address students using conventional naming of grade level groups.

## School Turnaround Principle 5: Effective Staffing Practices

### Evidence Sources

Classrooms Observations, Individual Staff Interviews, Parent Survey Data, School Leader Self-Assessment, Student Focus Group, Instructional Leadership Team Focus Group, Teacher Focus Group, Community Partner Focus Group, School Improvement Plan, Artifacts Provided by Marquette Montessori Academy

### Evidence Summary

#### Strengths

- Many staff are trained in Montessori practice and believe in the philosophies.
- Principal has autonomy to choose her staff.
- There are lead teachers identified to serve as mentors and curriculum leaders.

#### Areas for Improvement

- Teachers are at various stages of training including complete, in process, and not started. This makes it difficult to find consistency in practice between classrooms.
- Staff indicated through interviews and focus groups that assistant positions have not been filled all year and make it difficult to fulfill philosophies of Montessori with only one adult in multi-age classrooms.
- Staffing practices dictated by the district as far as timing of when the school receives allocations and transfers makes it difficult to hire teachers with enough time to get the Montessori training required for successful implementation.

## **School Turnaround Principle 7: Effective Use of Time**

### **Evidence Sources**

Classrooms Observations, Individual Staff Interviews, Parent Survey Data, School Leader Self-Assessment, Student Focus Group, Instructional Leadership Team Focus Group, Teacher Focus Group, Community Partner Focus Group, School Improvement Plan, Artifacts Provided by Marquette Montessori Academy

### **Evidence Summary**

#### Strengths

- The master schedule allows for the appropriate time block for the Montessori instructional method to be implemented.
- 78% of parents surveyed agreed or strongly agreed that the school schedule is structured to meet the needs of all students.
- 72% of teachers surveyed somewhat agreed or agreed that the master schedule is clearly designed and structure to meet the needs of all students.

#### Areas for Improvement

- The professional learning community observed by the Technical Assistance Team did not involve professional learning but focused on operational and management issues.
- With part time related arts teachers, the staff sees a barrier with having to have special classes at varying times during the day.
- Students are often tardy to school and class with no consistency on how tardies are addressed or combatted.

## **School Turnaround Principle 8: Effective Family and Community Engagement**

### **Evidence Sources**

Classrooms Observations, Individual Staff Interviews, Parent Survey Data, School Leader Self-Assessment, Student Focus Group, Instructional Leadership Team Focus Group, Teacher Focus Group, Community Partner Focus Group, School Improvement Plan, Artifacts Provided by Marquette Montessori Academy

### **Evidence Summary**

#### Strengths

- As evidenced by the parent survey, 85% of families agree or strongly agree that the school works with parents to build positive relationships and to engage parents as partners in their children's learning.
- Parents reported during the parent focus group the school staff are visible and welcoming.
- Based on community member focus group, there is significant community presence in the building working with students and staff on academic and social emotional development.

#### Areas for Improvement

- Teachers reported that many families are unclear about the tenets of the Montessori philosophy leading to confusion and discontentment with some of the practices.







# School Quality Review Report

*Paul I. Miller School 114*

Indianapolis Public Schools

May 15-16, 2018

## Review Team Members

|                  |  |   |
|------------------|--|---|
| Melissa Blossom  | Assistant Director of School Improvement | Indiana Department of Education           |
| Amy Heath        | Elementary Literacy Specialist           | Indiana Department of Education           |
| Sarah Larrison   | Special Education Specialist             | Indiana Department of Education           |
| Kevin Biddle     | Principal                                | Blackford County Schools                  |
| Alicia Gatewood  | Principal                                | MSD of Lawrence Township                  |
| Teresa Knoblauch | Assistant Superintendent                 | East Allen County Schools                 |
| Sarah Lux        | Kindergarten Teacher                     | Center Grove Community School Corporation |

## Table of Contents

|      |   |    |
|------|---|----|
| I.   | Background on the School Quality Review .....   | 3  |
| II.  | Overview of the School Quality Review Process .....   | 3  |
| III. | Data Snapshot for Paul I. Miller .....  | 4  |
| IV.  | Evidence and Rating for School Turnaround Principle 3: Effective Instruction .....          | 7  |
| V.   | Evidence and Rating for School Turnaround 4: Curriculum, Assessment, and Interventions..... | 9  |
| VI.  | Recommendations.....  | 10 |
| VII. | Appendix A: Evidence for Remaining School Turnaround Principles.....                        | 13 |

## I. Background on the School Quality Review

Public Law 221 (PL 221) was passed in 1999 before the enactment of the federal *No Child Left behind Act* (NCLB). It serves as the state’s accountability framework. Among other sanctions, the law authorizes the Indiana State Board of Education (SBOE) to assign an expert team to conduct a School Quality Review for schools placed in the lowest category or designation of school performance for two consecutive years.

*(a) The board shall direct that the department conduct a quality review of a school that is subject to IC 20-31-9-3. (b) The board shall determine the scope of the review and appoint an expert team under IC 20-31-9-3. (Indiana State Board of Education; 511 IAC 6.2-8-2; filed Jan 28, 2011, 3:08 p.m.: 20110223-IR-511100502FRA)*

The school quality review (SQR) is a needs assessment meant to evaluate the academic program and operational conditions within an eligible school. The SQR will result in actionable feedback that will promote improvement, including the reallocation of resources or requests for technical assistance. The process is guided by a rubric aligned to the United States Department of Education’s “Eight Turnaround Principles” (see Appendix B). The school quality review includes a pre-visit analysis and planning meeting, onsite comprehensive review, and may include targeted follow-up visits.

State law authorizes the SBOE to establish an expert team to conduct the School Quality Review known as the Technical Assistance Team (TAT). Membership must include representatives from the community or region the school serves; and, may consist of school superintendents, members of governing bodies, teachers from high performing school corporations, and special consultants or advisers.

## II. Overview of the School Quality Review Process

The School Quality Review process is designed to identify Paul Miller’s strengths and areas for improvement organized around the [United States Department of Education’s Eight School Turnaround Principles](#). In particular, the School Quality Review process focused on two Turnaround Principles that were identified as priorities by the school and its district.

The on-site review consisted of the Technical Assistance Team (TAT) visiting the school for two days. During the two days, the TAT (1) conducted separate focus groups with students, teachers, parents, and community members (2) observed a professional learning community meeting with teachers, (3) observed instruction in 29 classrooms, and (4) interviewed school and district leaders.

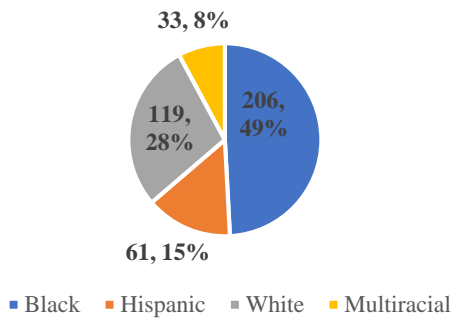
Prior to the visit, teachers completed an online survey, with 22 of 90 teachers participating. Parents and family members were also invited to complete a survey; 145 completed this survey. Finally, the school leadership team completed a self-evaluation. Both surveys and the self-evaluation are made up of questions that align to school improvement principles and indicators (Appendix B).

### III. Data Snapshot for Paul I. Miller

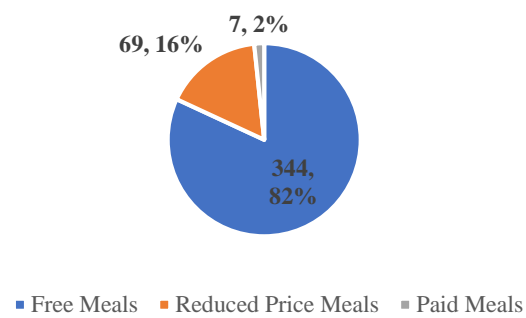
| School Report Card            |       |        |                 |                               |       |        |                 |
|-------------------------------|-------|--------|-----------------|-------------------------------|-------|--------|-----------------|
| 2015-2016 Report Card         | Point | Weight | Weighted Points | 2016-2017 Report Card         | Point | Weight | Weighted Points |
| Performance Domain Grades 3-8 | 36.05 | 0.5    | 18.03           | Performance Domain Grades 3-8 | 33.0  | 0.5    | 16.50           |
| Growth Domain Grades 4-8      | 53.40 | 0.5    | 26.70           | Growth Domain Grades 4-8      | 76.40 | 0.5    | 38.20           |
| Overall Points                |       |        | 44.8            | Overall Points                |       |        | 54.7            |
| Overall Grade                 |       |        | F               | Overall Grade                 |       |        | F               |

#### Enrollment 2017-2018: 420 students

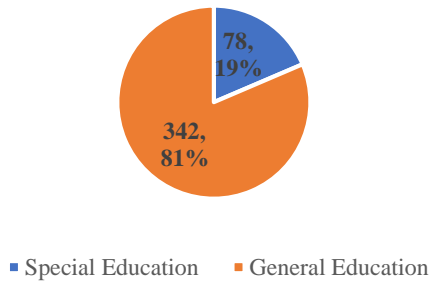
##### Enrollment 2017-2018 by Ethnicity



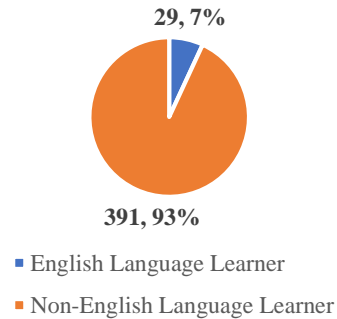
##### Enrollment 2017-2018 by Free/Reduced Price Meals



##### Enrollment 2017-2018 by Special Education



##### Enrollment 2017-2018 by English Language Learners

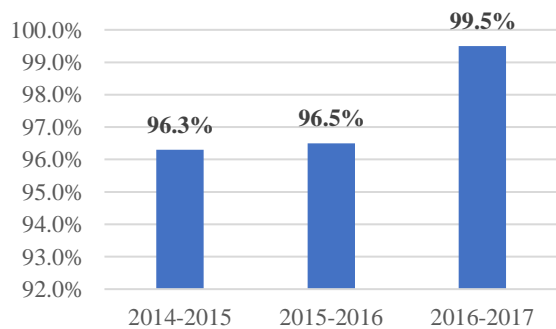


#### Attendance

##### Attendance by Grade

| Grade | '14-'15 | '15-'16 | '16-'17 |
|-------|---------|---------|---------|
| K     | 96.2%   | 95.8%   | 99.8%   |
| 1     | 97.1%   | 96.6%   | 99.4%   |
| 2     | 95.8%   | 96.0%   | 99.3%   |
| 3     | 96.9%   | 97.1%   | 99.5%   |
| 4     | 95.9%   | 97.3%   | 99.7%   |
| 5     | 96.2%   | 96.6%   | 99.2%   |
| 6     | 95.4%   | 95.8%   | 99.5%   |

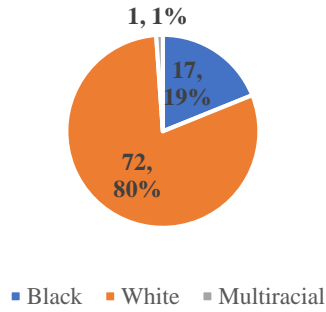
##### Attendance Rate Trend



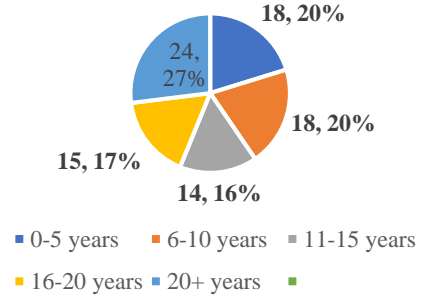
**School Personnel**

*Teacher Count 2016-2017: 90*

*Teacher Count 2016-2017 by Ethnicity*

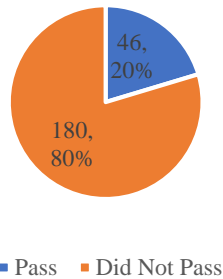


*Teacher Count 2016-2017 by Years of Experience*

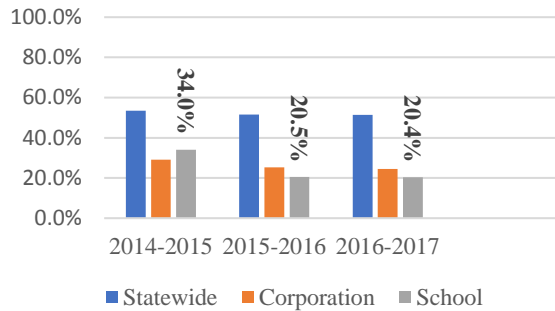


**Student Academic Performance**

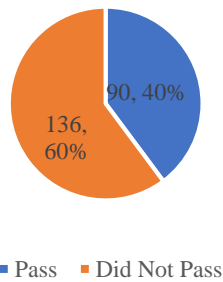
*ISTEP+ 2016-2017 Both English/Language Arts and Math*



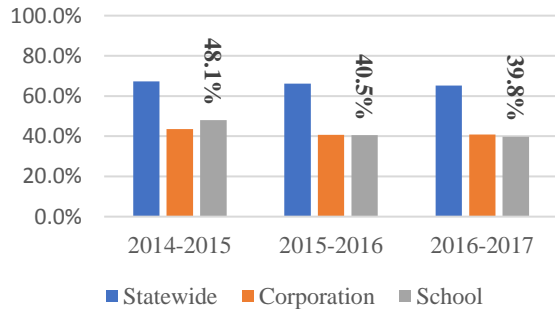
*ISTEP+ Percent Passing Trend Both English/Language Arts and Math*



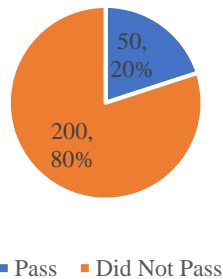
*ISTEP+ 2016-2017: English/Language Arts*



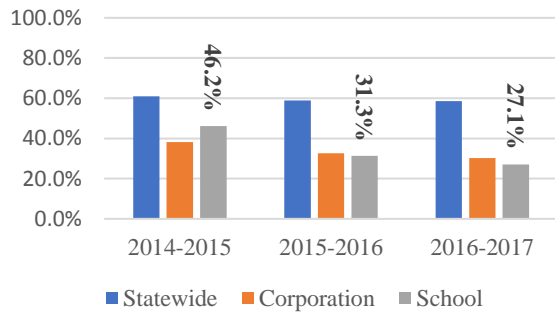
*ISTEP+ Percent Passing Trend: English/Language Arts*



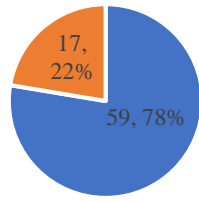
*ISTEP+ 2016-2017: Math*



*ISTEP+ Percent Passing Trend: Math*

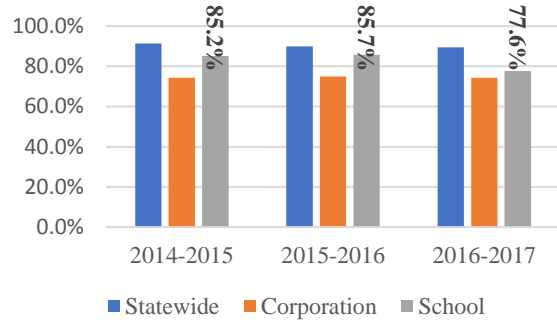


*IREAD-3 2016-2017*

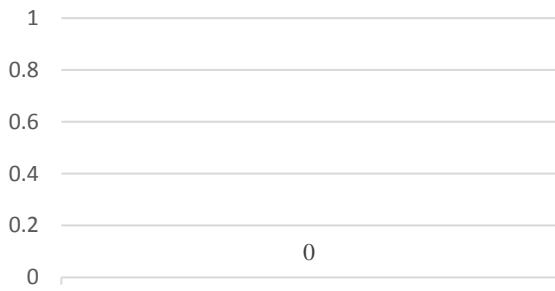


■ Pass ■ Did Not Pass

*IREAD-3 Percent Passing Trend*

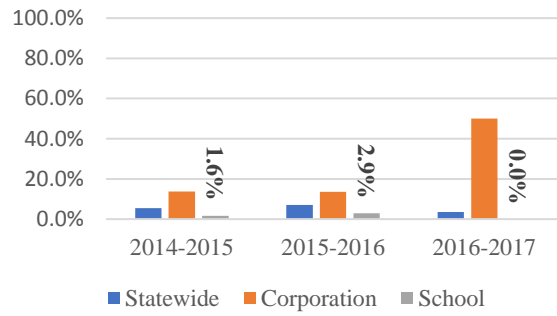


*IREAD-3 Percentage Promoted by Good Cause Exemptions 2016-2017*



Percentage Promoted by Good Cause Exemptions

*IREAD-3 Good Cause Promotion Exemption Trend*



## IV. Evidence and Rating for School Turnaround Principle 3: Effective Instruction

### Background

The next two sections of the report illustrate the Technical Assistance Team’s key findings, supporting evidence, and overall rating for each of the school’s prioritized Turnaround Principles.

To thoughtfully identify these prioritized Turnaround Principles, school and district leaders used a “Turnaround Principle Alignment Tool” provided by the Indiana State Board of Education to determine the two to three Turnaround Principles that most closely align with the goals and strategies outlined in the school’s improvement plan.

This report focuses on these prioritized Turnaround Principles to provide a strategically targeted set of findings and recommendations. Additional evidence on the other five Turnaround Principles can be found in Appendix A of this report.

| <b>School Turnaround Principle 3: Effective Instruction</b>  |   |   |  |
|--|---|---|--|
| <b>Evidence Sources</b>  |   |   |  |
| Classroom Observations, Observations of Hallway Transitions and Common Areas, Teacher Focus Group, Student Focus Group, Parent Focus Group, Community Focus Group Principal Interviews, Teacher Surveys, Artifacts Provided by Paul I. Miller Elementary |   |   |  |
| <b>Rating</b>  |   |   |  |
| 1<br><u>Ineffective</u>  | 2<br><u>Improvement Necessary</u>                       | 3<br><u>Effective</u>   | 4<br><u>Highly Effective</u>                           |
| <i>No evidence of this happening in the school</i>   | <i>Limited evidence of this happening in the school</i> | <i>Routine and consistent</i>                                   | <i>Exceeds standard and drives student achievement</i> |
| <b>Evidence</b>  |   |   |  |
| <b>Strengths</b>   |   | <b>Aligned Turnaround Principle Indicator(s)</b>                |  |
| <ul style="list-style-type: none"> <li>The principal has established herself as the instructional leader by identifying evidence based practices such as responsive classroom, guided reading, exit tickets and depth of knowledge.</li> </ul>           |   | <ul style="list-style-type: none"> <li>1.4, 1.7, 1.8</li> </ul> |  |
| <ul style="list-style-type: none"> <li>As observed in Professional Learning Communities (PLC), teachers utilize exit tickets with a focus on depth of knowledge and inquiry.</li> </ul>  |   | <ul style="list-style-type: none"> <li>3.3, 4.3</li> </ul>      |  |
| <ul style="list-style-type: none"> <li>Dedicated time is built into the master schedule weekly for PLCs and instructional planning.</li> </ul>   |   | <ul style="list-style-type: none"> <li>5.2, 7.1, 7.3</li> </ul> |  |
| <b>Areas for Improvement</b>   |   | <b>Aligned Turnaround Principle Indicator(s)</b>                |  |
| <ul style="list-style-type: none"> <li>Based on teacher, district, and principal focus groups, evidence of a core reading program for Tier 1 instruction does not exist.</li> </ul>  |   | <ul style="list-style-type: none"> <li>3.2</li> </ul>           |  |
| <ul style="list-style-type: none"> <li>Tier 2 or Tier 3 interventions are not in place for all students.</li> </ul>  |   | <ul style="list-style-type: none"> <li>3.5</li> </ul>           |  |



- Although all teachers have received professional development on responsive classroom strategies, a sense of belonging, positive reinforcement, and joyful learning were not evident in the majority of classrooms observed. • 2.1, 2.3

## V. Evidence and Rating for School Turnaround 4: Curriculum, Assessment, and Intervention Systems

| <b>School Turnaround Principle 4: Curriculum, Assessment, and Intervention Systems</b>   |   |                               |  |
|--|---|-------------------------------|--|
| <b>Evidence Sources</b>  |   |                               |  |
| Classroom Observations, Observations of Hallway Transitions and Common Areas, Teacher Focus Group, Student Focus Group, Parent Focus Group, Community Focus Group Principal Interviews, Teacher Surveys, Artifacts Provided by Paul I. Miller Elementary                                     |   |                               |  |
| <b>Rating</b>  |   |                               |  |
| 1<br><u>Ineffective</u>  | 2<br><u>Improvement<br/>Necessary</u>                   | 3<br><u>Effective</u>         | 4<br><u>Highly Effective</u>                               |
| <i>No evidence of this happening in the school</i>   | <i>Limited evidence of this happening in the school</i> | <i>Routine and consistent</i> | <i>Exceeds standard and drives student achievement</i>     |
| <b>Evidence</b>  |   |                               |  |
| Strengths  |   |                               | Aligned Turnaround Principle Indicator(s)                  |
| <ul style="list-style-type: none"> <li>A formative assessment schedule is in place for math and English/Language Arts.</li> </ul>  |   |                               | <ul style="list-style-type: none"> <li>4.3</li> </ul>      |
| <ul style="list-style-type: none"> <li>Systematic reviews of lesson plans occur on a consistent basis.</li> </ul>  |   |                               | <ul style="list-style-type: none"> <li>1.5</li> </ul>      |
| <ul style="list-style-type: none"> <li>The leadership team conducts regular informal observations providing teachers with timely feedback. The results are used to establish professional development priorities</li> </ul>  |   |                               | <ul style="list-style-type: none"> <li>1.6, 1.7</li> </ul> |
| Areas for Improvement  |   |                               | Aligned Turnaround Principle Indicator(s)                  |
| <ul style="list-style-type: none"> <li>While pacing guides are available, there is no evidence of a comprehensive district wide curriculum.</li> </ul>   |   |                               | <ul style="list-style-type: none"> <li>4.1</li> </ul>      |
| <ul style="list-style-type: none"> <li>There is a lack of evidence that teachers utilize assessment data to assure student learning. Although time is allotted for systematic and collaborative lesson planning, a majority of teachers do not use this time to plan instruction.</li> </ul> |   |                               | <ul style="list-style-type: none"> <li>4.1, 4.2</li> </ul> |
| <ul style="list-style-type: none"> <li>Classroom observations and focus groups reveal that Indiana Academic Standards do not align to grade level equivalency.</li> </ul>  |   |                               | <ul style="list-style-type: none"> <li>4.4</li> </ul>      |

## VI. Recommendations

### Background

This section outlines an intentionally targeted set of recommendations that align to one or more of the school’s prioritized Turnaround Principles. Anchored in the United States Department of Education’s Turnaround Principles framework, these recommendations are representative of what the Technical Assistance Team believes to be the most immediate changes needed to accelerate growth in academic and non-academic student outcomes at Paul Miller. These recommendations should not be thought of as an exhaustive set of school improvement strategies, but rather as a part of the ongoing and continuous school improvement process.

| <b>Recommendation 1</b>   |
|---|
| <p>Collaboratively research and design a literacy framework for instruction that includes the following elements of Indiana Code: (1) a research-based core reading program that provides a scope and sequence in order to scaffold the instruction of scientifically-based reading, including the following: (A) phonemic awareness, (B) phonics, (C) fluency, (D) vocabulary, (E) comprehension, and (2) a dedicated, uninterrupted minimum ninety (90) minute block of time daily to all students. This literacy block of time must include whole group instruction using a core reading program and small-group differentiated instruction. In order to inform whole and small group literacy instruction, implement a systemic progress monitoring component to the literacy framework in order to base lessons on classroom and individual data collections.</p>  |
| <b>Aligned Turnaround Principle(s)</b>  |
| <p>1.2, 1.4, 1.5, 1.6, 1.7, 1.8, 2.2, 2.3, 3.2, 3.3, 3.5, 3.6, 4.2, 4.4, 4.5, 6.1, 6.2, 6.3, 7.2</p>  |
| <b>Rationale</b>  |
| <p>Classroom observations and focus group conversations at Paul Miller demonstrate that literacy instruction is based on a small group structure. There is a focus at Paul Miller on guided reading in order to provide differentiated lessons to students based on their literacy needs. Although this is the focus of literacy instruction, this is only one element of a literacy framework as outlined in Indiana Code. Further, guided reading instruction is ultimately beneficial when students are receiving lessons at their instructional reading level. It was observed in several classrooms that although students were placed in small groups during the literacy block, they were provided the same text and materials in order to practice on the literacy concept for the lesson. By receiving the same materials and text, data-based decision making did not indicate to be driving the literacy block for student academic growth.</p> <p>Corroborating classroom observation data, in 29% of classrooms observed, “Students are provided differentiated instruction, with support to match their needs.” Additionally, “A rigorous Depth of Knowledge is evident,” in only 19% of classroom observations. These two data points echo the qualitative data collected demonstrating that students are not currently provided with small group instruction during the literacy block that is guided by their academic need to either remediate or enrich based upon collected data. Classroom observation data is further reinforced by the analysis of teacher surveys, in which 62% of teachers agree with the statement, “Our school uses multiple forms of user friendly data.” Data collection then moves into data analysis with only 52% of teachers agreeing with the statement, “Our school utilizes a coherent system to provide detailed student assessment data and analysis of results.”</p> |

Without a literacy framework that addresses all areas of literacy instruction tied to a system of data collection and analysis to inform differentiated instruction, teachers are not able to make data-informed decisions for student growth and achievement in the classroom. As stated by John Hattie, “Any lesson planning must begin with a deep understanding of what each student already knows and can do, and how the instruction is aimed at increasing the progress and levels of achievement for each of the students. The primary concern is to add value to all students, wherever they start from, and to get *all* student to attain the targeted outcomes.”<sup>[1]</sup>

### **Recommendation 2**

Design a long-range plan for professional development that prioritizes the use of multiple, evidence-based instructional strategies that will engage all students. Monitor the implementation and impact of this professional development, while providing all teachers with on-going feedback during initial implementation, active application, and sustained use of prioritized instructional strategies in order to measure the impact on student achievement.

#### **Aligned Turnaround Principle(s)**

1.4, 1.5, 2.2, 2.3, 3.2, 3.4, 3.5, 3.6, 4.3, 4.4

#### **Rationale**

Research indicates that evidence-based teaching strategies are likely to have the largest impact on student achievement. In *Visible Learning*, by John Hattie, high-impact, evidence-based teaching strategies include the following:

- Direct Instruction
- Note Taking & Other Study Skills
- Spaced Practice
- Feedback
- Teaching Metacognitive Skills
- Teaching Problem Solving Skills
- Reciprocal Teaching
- Mastery Learning
- Concept Mapping
- Worked Examples

Classroom observations at Paul Miller, revealed teachers need additional professional development to support effective implementation of multiple instructional strategies. In 43% of classrooms multiple instructional strategies observed that actively engage and meet student learning needs. Checks for understanding, which allow teachers to monitor student learning and adjust instructional strategies, were observed in only 21% of classrooms.<sup>1</sup>

---

<sup>1</sup> Killian, Shaun (2017) Hattie’s 2017 Updated List of Factors Influencing Student Achievement 2017 Update. Retrieved from: <http://www.evidencebasedteaching.org.au/hattie-his-high-impact-strategies/>

| <b>Recommendation 3</b>   |
|---|
| <p>Identify two to three instructional priorities for the upcoming school year that will have the most significant impact on classroom instruction and student growth. Create an action plan that addresses as following (1) identifies SMART goal(s), (2) utilizes a long-term professional development plan, (3) ensures progress monitoring and fidelity of implementation, and (4) Utilizes a Plan, Do, Study, Act (PDSA) continuous improvement cycle. Communicate to staff progress toward each goal throughout the school year and the importance of prioritizing effort towards the identified instructional priorities.</p>  |
| <b>Aligned Turnaround Principle(s)</b>  |
| <p>1.1, 1.4,1.7, 2.2, 2.3, 3.2, 3.5, 3.6, 4.2,5.2, 5.3, 5.5, 6.3</p>  |
| <b>Rationale</b>  |
| <p>The identification of two to three instructional priorities serves to align the daily work of educators towards focused and sustainable school improvement. This reduces the feeling among staff of being overwhelmed, confused, and unfocused. Initiative fatigue has been proven to diminish the effectiveness of improvement efforts in a school.<sup>[1]</sup> Thus, school leadership must create the conditions for success by eliminating the distractions of non-priority programs and initiatives.<sup>[2]</sup> School improvement plans can provide an avenue to prioritize efforts towards school improvement, but often more is needed to further plan and align staff efforts towards achieving identified goals. Additionally, continued and consistent monitoring of prioritized change solutions are needed to ensure sustained focus, strategic adjustments, and continued improvement occur. Professional development calendars, monitoring plans, and PDSAs are tools that help maintain focus for all stakeholders on the highest prioritized improvement efforts.</p> <p>School Quality Review classroom observations revealed, effective instructional execution and high student engagement are lacking. Data from classroom observations revealed the following: (1) students demonstrated understanding of the purpose for learning in 35% of observations, (2) evidence that students are provided differentiated instruction, with support to match their needs were observed in 29% of classrooms, (3) in 10% of observations, teachers consistently check for student understanding and adjust the lesson as needed, (4) a majority of students are interested in the content by interacting/reacting to material personally in 5% of observations. Consequently, ineffective instructional practices and low student engagement occur in many classrooms. Without clear instructional priorities established by leadership that align the work of school stakeholders, as well as, the monitoring of implementation and results, the school will continue to work inefficiently and ineffectively towards sustainable school improvement.</p> |

<sup>[1]</sup> Reeves, Douglas B., (2011). Finding Your Leadership Focus: What Matters Most for Student Results. Teacher College Press, New York

<sup>[2]</sup> Hinckley, Peggy, (2012). Monitoring: Keeping Your Finger on the Pulse of School Improvement. LBJ Book Publishing, Indianapolis

## VII. Appendix A: Evidence for Remaining School Turnaround Principles

### Background

We believe it is valuable for school and district leaders to have a summary of the TAT’s findings and evidence for each of the eight Turnaround Principles. As such, this section of the report outlines key findings and supporting evidence for each of the Turnaround Principles that were not identified by school and district leaders as prioritized Turnaround Principles for this school.

This information is intentionally provided in an appendix to reinforce the importance of the previously stated findings, evidence, ratings, and recommendations for the school’s prioritized Turnaround Principles.

| <b>School Turnaround Principle 1: School Leadership</b>  |
|--|
| <b>Evidence Sources</b>  |
| Classroom Observations, Observations of Hallway Transitions and Common Areas, Teacher Focus Group, Student Focus Group, Parent Focus Group, Community Focus Group Principal Interviews, Teacher Surveys, Artifacts Provided by Paul I. Miller Elementary   |
| <b>Evidence Summary</b>  |
| <b>Strengths</b> <ul style="list-style-type: none"><li>• According to the principal interview, teacher survey, and root-cause analysis documented in the school improvement plan, the principal uses student achievement data to establish school improvement goals.</li><li>• Over the last two years, according to the principal and teacher leader interviews, building leadership has implemented a variety of positive behavior supports: (1) LIVESchool, an interactive behavior management system (2) LIVESchool Store, (3) Additional Friday rewards and “Big Events” for LIVESchool winners, and (4) The Wildcat Way school-wide expectations.</li><li>• Teachers receive at least three walkthroughs per week. This provides instant feedback through a standards-based tool provided by the district.</li></ul> |
| <b>Areas for Improvement</b> <ul style="list-style-type: none"><li>• The principal sets the expectations that teachers use collaboration time to focus on student achievement data; however, as observed during multiple PLCs, a majority of the time is not effectively utilized on the analysis of formative assessment data and instructional adjustments.</li><li>• The principal and leadership team need access to and ability to utilize real-time benchmark student data to identify and monitor two to three school wide priorities for instructional improvement that become the foundation for the School Improvement Plan.</li></ul>   |

## **School Turnaround Principle 2: School Climate and Culture**

### **Evidence Sources**

Classroom Observations, Observations of Hallway Transitions and Common Areas, Teacher Focus Group, Student Focus Group, Parent Focus Group, Community Focus Group Principal Interviews, Teacher Surveys, Artifacts Provided by Paul I. Miller Elementary

### **Evidence Summary**

#### Strengths

- According to teacher, student, and parent focus groups, students and adults feel safe and ready to engage in teaching and learning.
- The school has established a PBIS team that is utilizing whole school positive incentives through LIVESchool.

#### Areas for Improvement

- Based on classroom, hallway, and lunchroom observation, there is a significant lack of positive reinforcement from individual adults to students outside of the kindergarten wing. On many occasions, there were lost opportunities to reinforce positive behavior instead of focusing on inconsequential behaviors.
- The quality of instruction varies from classroom to classroom and little instructional differentiation is in place to meet varied student needs.
- High expectations for student achievement, rigor, and connections to real-life meaningful scenarios for students are not evident during observation of instruction and student-teacher interaction

## **School Turnaround Principle 5: Effective Staffing Practices**

### **Evidence Sources**

Classroom Observations, Observations of Hallway Transitions and Common Areas, Teacher Focus Group, Student Focus Group, Parent Focus Group, Community Focus Group Principal Interviews, Teacher Surveys, Artifacts Provided by Paul I. Miller Elementary

### **Evidence Summary**

#### Strengths

- The principal has the authority and has demonstrated the capacity to strategically assign teachers based on their strengths.
- Building leaders conduct weekly classroom observations to provide frequent and quality feedback to all teachers.

#### Areas for Improvement

- Teacher and principal interviews indicated that a follow-up process is not currently in place to monitor and support the effective implementation of professional development on a classroom-by-classroom basis.
- Professional Learning Communities have an established structure in place to review classroom data; however, there was an overall lack of adherence to the protocol as observed during multiple PLCs.

### **School Turnaround Principle 6: Effective Use of Data**

#### **Evidence Sources**

Classroom Observations, Observations of Hallway Transitions and Common Areas, Teacher Focus Group, Student Focus Group, Parent Focus Group, Community Focus Group Principal Interviews, Teacher Surveys, Artifacts Provided by Paul I. Miller Elementary

#### **Evidence Summary**

##### Strengths

- According to the teacher survey, 86% of teachers surveyed agree that a range of student data is collected across classrooms in our school.
- All teachers have a scheduled time and an established protocol for analyzing formative assessment data.

##### Areas for Improvement

- An effective intervention plan for math and ELA that meet the learning needs of students who are two or more years behind in ELA and mathematics do not exist, as observed through classroom observations.

### **School Turnaround Principle 7: Effective Use of Time**

#### **Evidence Sources**

Classroom Observations, Observations of Hallway Transitions and Common Areas, Teacher Focus Group, Student Focus Group, Parent Focus Group, Community Focus Group Principal Interviews, Teacher Surveys, Artifacts Provided by Paul I. Miller Elementary

#### **Evidence Summary**

##### Strengths

- Teachers have regularly scheduled release time for professional development and collaboration.
- Instructional time is protected with only urgent interruptions.

##### Areas for Improvement

- Although time is allocated for teachers to analyze student data, evidence-based strategies to modify instruction are not discussed in PLCs.
- Vertical collaboration is not evident through professional learning communities, creating a lack of alignment in the continuum of academic instruction.

### **School Turnaround Principle 8: Family and Community Engagement**

#### **Evidence Sources**

Classroom Observations, Observations of Hallway Transitions and Common Areas, Teacher Focus Group, Student Focus Group, Parent Focus Group, Community Focus Group Principal Interviews, Teacher Surveys, Artifacts Provided by Paul I. Miller Elementary

#### **Evidence Summary**

##### Strengths

- Parents state that they feel welcome at the school.



- According to multiple stakeholder focus groups, teachers and leaders are timely and consistent with communication to parents.
- Multiple after school opportunities exist for students including clubs and athletics. Transportation is provided for all participating students.

#### Areas for Improvement

- During stakeholder focus groups, there was a consistent expression of frustration about the lack of allocated resources for Paul Miller as compared to “Township” schools.
- There was consistent appreciation of the principal’s investment and commitment to the school community.



# School Quality Review Report

*North Wayne Elementary School*

M S D Wayne Township

April 3-4, 2018

## Review Team Members

|                   |                                      |                                  |
|-------------------|--------------------------------------|----------------------------------|
| Erin Stalbaum     | Senior School Improvement Specialist | Indiana Department of Education  |
| Dr. Mark Keen     | Senior Leadership: Special Projects  | Indiana Department of Education  |
| Kelley Grate      | School Improvement Specialist        | Indiana Department of Education  |
| Sarah Larrison    | Special Education Specialist         | Indiana Department of Education  |
| Nigena Livingston | Principal                            | Urban Act Academy                |
| Nikki Moore       | Kindergarten Teacher Leader          | Mooresville Consolidated Schools |
| Amy Swann         | Chief Academic Officer               | Matchbook Learning               |

## Table of Contents

|       |  |    |
|-------|--|----|
| I.    | Background on the School Quality Review .....  | 3  |
| II.   | Overview of the School Quality Review Process .....  | 3  |
| III.  | Data Snapshot for North Wayne Elementary School.....   | 4  |
| IV.   | Evidence and Rating for School Turnaround Principle #2: Climate and Culture .....                                | 7  |
| V.    | Evidence and Rating for School Turnaround Principle #3: Effective Instruction .....                              | 9  |
| VI.   | Evidence and Rating for School Turnaround Principle #4: Assessment, Curriculum, and<br>Intervention Systems..... | 10 |
| VII.  | Recommendations .....  | 11 |
| VIII. | Appendix A: Evidence for Remaining School Turnaround Principles .....  | 17 |

## I. Background on the School Quality Review

Public Law 221 (PL 221) was passed in 1999 before the enactment of the federal *No Child Left behind Act* (NCLB). It serves as the state’s accountability framework. Among other sanctions, the law authorizes the Indiana State Board of Education (SBOE) to assign an expert team to conduct a School Quality Review for schools placed in the lowest category or designation of school performance for two consecutive years.

*(a) The board shall direct that the department conduct a quality review of a school that is subject to IC 20-31-9-3. (b) The board shall determine the scope of the review and appoint an expert team under IC 20-31-9-3. (Indiana State Board of Education; 511 IAC 6.2-8-2; filed Jan 28, 2011, 3:08 p.m.: 20110223-IR-511100502FRA)*

The school quality review (SQR) is a needs assessment meant to evaluate the academic program and operational conditions within an eligible school. The SQR will result in actionable feedback that will promote improvement, including the reallocation of resources or requests for technical assistance. The process is guided by a rubric aligned to the United States Department of Education’s “Eight Turnaround Principles” (see Appendix B). The school quality review includes a pre-visit analysis and planning meeting, onsite comprehensive review, and may include targeted follow-up visits.

State law authorizes the SBOE to establish an expert team to conduct the School Quality Review known as the Technical Assistance Team (TAT). Membership must include representatives from the community or region the school serves; and, may consist of school superintendents, members of governing bodies, teachers from high performing school corporations, and special consultants or advisers.

## II. Overview of the School Quality Review Process

The School Quality Review process is designed to identify North Wayne Elementary School’s strengths and areas for improvement organized around the [United States Department of Education’s Eight School Turnaround Principles](#). In particular, the School Quality Review process focused on three Turnaround Principles that were identified as priorities by the school and its district.

The on-site review consisted of the Technical Assistance Team (TAT) visiting the school for two days. During the two days, the TAT (1) conducted separate focus groups with students, teachers, parents, and community members (2) observed a professional learning community meeting with teachers and administrators, (3) observed instruction in 39 classrooms, and (4) interviewed school and district leaders.

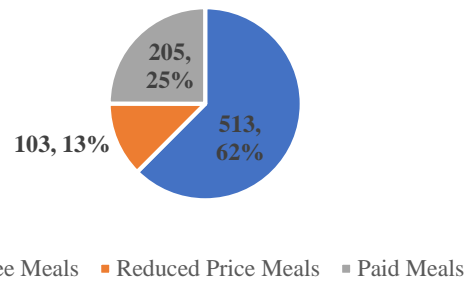
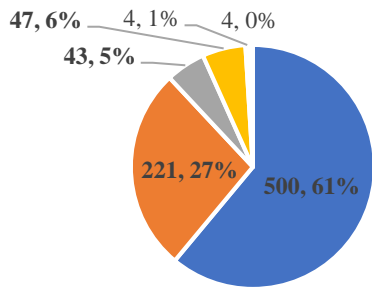
Prior to the visit, teachers completed a district survey, with 28 of 61 teachers participating. Parents and family members were also invited to complete a survey; 45 completed this survey. Finally, the school leadership team completed a self-evaluation. Both surveys and the self-evaluation are made up of questions that align to school improvement principles and indicators (Appendix B).

### III. Data Snapshot for North Wayne Elementary School

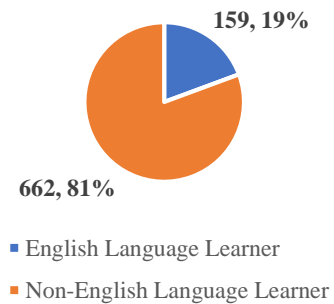
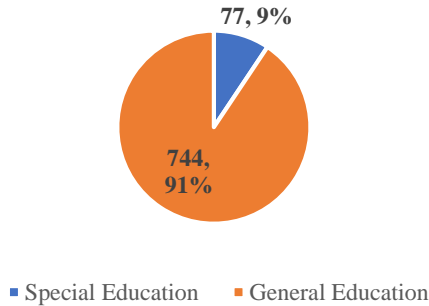
| School Report Card            |        |        |                 |                               |        |        |                 |
|-------------------------------|--------|--------|-----------------|-------------------------------|--------|--------|-----------------|
| 2015-2016 Report Card         | Points | Weight | Weighted Points | 2016-2017 Report Card         | Points | Weight | Weighted Points |
| Performance Domain Grades 3-8 | 34.75  | 0.5    | 17.38           | Performance Domain Grades 3-8 | 35.90  | 0.5    | 17.95           |
| Growth Domain Grades 4-8      | 70.70  | 0.5    | 35.35           | Growth Domain Grades 4-8      | 79.00  | 0.5    | 39.50           |
| Overall Points                |        |        | 52.8            | Overall Points                |        |        | 57.5            |
| Overall Grade                 |        |        | F               | Overall Grade                 |        |        | F               |

#### Enrollment 2017-2018: 821 students

| Enrollment 2017-2018 by Ethnicity | Enrollment 2017-2018 by Free/Reduced Price Meals |
|-----------------------------------|--|
|-----------------------------------|--|



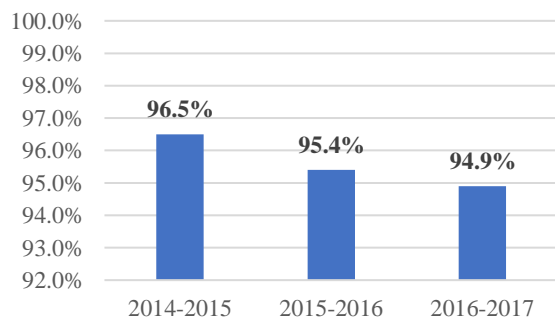
| Enrollment 2017-2018 by Special Education | Enrollment 2017-2018 by English Language Learners |
|---|---|
|---|---|



#### Attendance

| Attendance by Grade |  |  |  | Attendance Rate Trend |  |
|---------------------|--|--|--|-----------------------|--|
|---------------------|--|--|--|-----------------------|--|

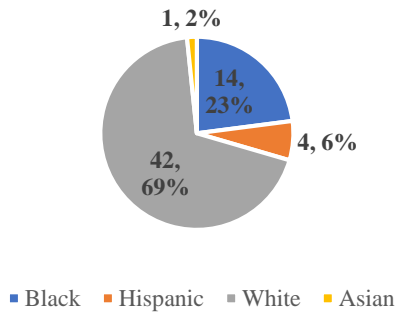
| Grade | '14-'15 | '15-'16 | '16-'17 |
|-------|---------|---------|---------|
| K     | 97.5%   | 94.1%   | 93.2%   |
| 1     | 95.2%   | 94.6%   | 94.6%   |
| 2     | 95.9%   | 95.2%   | 94.8%   |
| 3     | 96.7%   | 95.6%   | 95.0%   |
| 4     | 96.5%   | 96.0%   | 95.3%   |
| 5     | 96.9%   | 96.2%   | 95.9%   |
| 6     | 96.7%   | 96.4%   | 95.6%   |



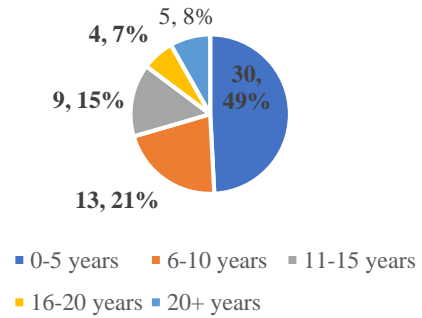
**School Personnel**

*Teacher Count 2015-2016: 61*

*Teacher Count 2015-2016 by Ethnicity*

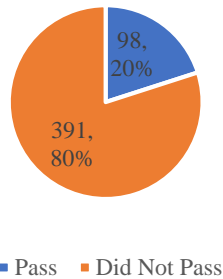


*Teacher Count 2015-2016 by Years of Experience*

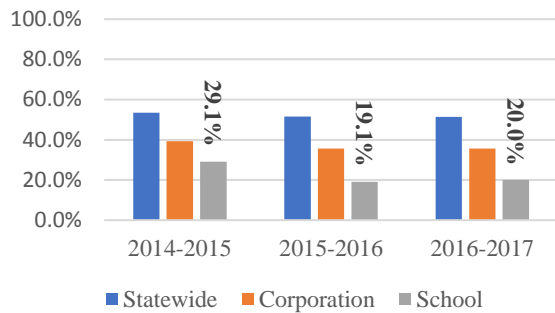


**Student Academic Performance**

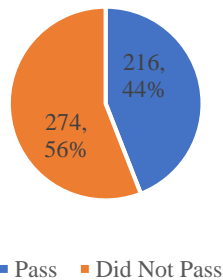
*ISTEP+ 2016-2017  
Both English/Language Arts and Math*



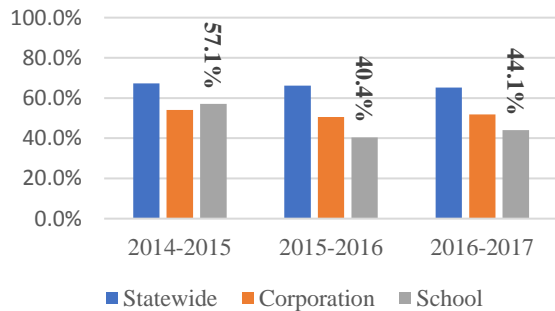
*ISTEP+ Percent Passing Trend  
Both English/Language Arts and Math*



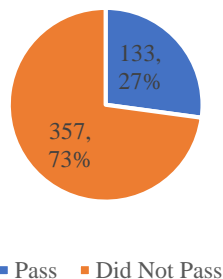
*ISTEP+ 2016-2017: English/Language Arts*



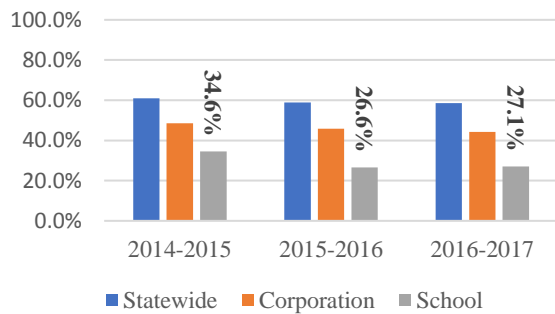
*ISTEP+ Percent Passing Trend: English/Language Arts*



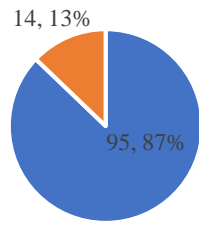
*ISTEP+ 2016-2017: Math*



*ISTEP+ Percent Passing Trend: Math*

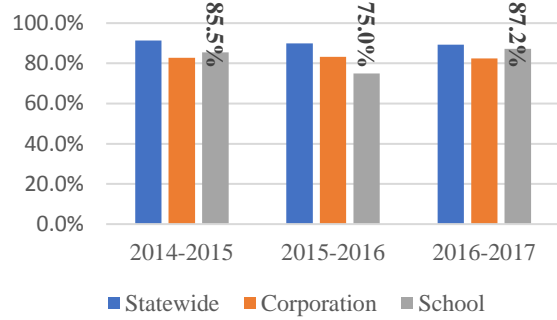


**IREAD-3 2016-2017**

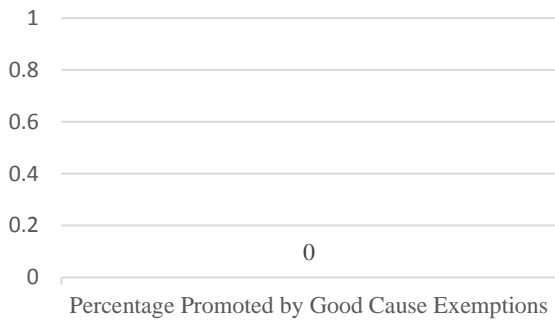


■ Pass ■ Did Not Pass

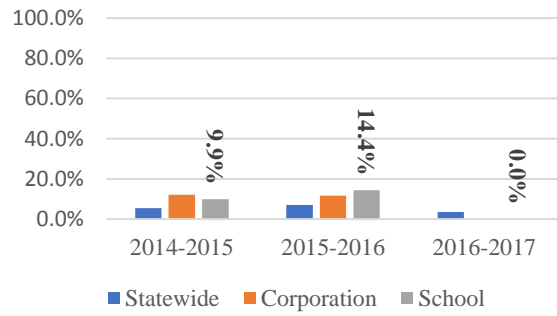
**IREAD-3 Percent Passing Trend**



**IREAD-3 Percentage Promoted by Good Cause Exemptions 2016-2017**



**IREAD-3 Good Cause Promotion Exemption Trend**



## IV. Evidence and Rating for School Turnaround Principle #2: Climate and Culture

### Background

The next three sections of the report illustrate the Technical Assistance Team’s key findings, supporting evidence, and overall rating for each of the school’s prioritized Turnaround Principles.

To thoughtfully identify these prioritized Turnaround Principles, school and district leaders used a “Turnaround Principle Alignment Tool” provided by the Indiana State Board of Education to determine the two to three Turnaround Principles that most closely align with the goals and strategies outlined in the school’s improvement plan.

This report focuses on these prioritized Turnaround Principles to provide a strategically targeted set of findings and recommendations. Additional evidence on the other five Turnaround Principles can be found in Appendix A of this report.

| School Turnaround Principle #2: Climate and Culture   |   |                               |  |
|---|---|-------------------------------|--|
| Evidence Sources  |   |                               |  |
| Classroom Observations, Teacher Focus Group, Teacher Surveys, Instructional Leadership Team Focus Group, Student Focus Group, Parent Surveys, Parent Focus Group, Building Leadership Focus Group, District Focus Group, Professional Learning Community Observations |   |                               |  |
| Rating  |   |                               |  |
| 1<br><u>Ineffective</u>   | 2<br><u>Improvement Necessary</u>                       | 3<br><u>Effective</u>         | 4<br><u>Highly Effective</u>                           |
| <i>No evidence of this happening in the school</i>  | <i>Limited evidence of this happening in the school</i> | <i>Routine and consistent</i> | <i>Exceeds standard and drives student achievement</i> |
| Evidence  |   |                               |  |
| Strengths   |   |                               | Aligned Turnaround Principle Indicator(s)              |
| <ul style="list-style-type: none"> <li>A clear, leveled system of discipline is implemented; additionally, the data from the discipline system is tracked and analyzed by building administration.</li> </ul>   |   |                               | <ul style="list-style-type: none"> <li>2.1</li> </ul>  |
| <ul style="list-style-type: none"> <li>Student discipline is acknowledged as a building-wide team effort, as is evident through the leveled system in which each teacher takes responsibility for parent communication.</li> </ul>                                    |   |                               | <ul style="list-style-type: none"> <li>2.1</li> </ul>  |
| <ul style="list-style-type: none"> <li>Professional development is offered in order for teachers to grow professionally in how they maintain a culture that values the culturally-responsive academic and personal growth of students.</li> </ul>                     |   |                               | <ul style="list-style-type: none"> <li>2.2</li> </ul>  |



| Areas for Improvement   | Aligned Turnaround Principle Indicator(s)             |
|---|---|
| <ul style="list-style-type: none"> <li>Professional development in order for staff to grow classroom management and instructional practices is offered; however, observations and focus group conversations indicate a lack of transfer into practice.</li> </ul> | <ul style="list-style-type: none"> <li>2.2</li> </ul> |
| <ul style="list-style-type: none"> <li>High expectations for academics and behavior are present in less than half of classroom observations.</li> </ul>   | <ul style="list-style-type: none"> <li>2.3</li> </ul> |

## V. Evidence and Rating for School Turnaround Principle #3: Effective Instruction

| <b>School Turnaround Principle #3: Effective Instruction</b>  |   |                               |  |
|---|---|-------------------------------|--|
| <b>Evidence Sources</b>   |   |                               |  |
| Classroom Observations, Teacher Focus Group, Teacher Surveys, Instructional Leadership Team Focus Group, Student Focus Group, Parent Surveys, Parent Focus Group, Building Leadership Focus Groups, District Focus Group, Professional Learning Community Observations    |   |                               |  |
| <b>Rating</b>   |   |                               |  |
| 1<br><u>Ineffective</u>   | 2<br><u>Improvement Necessary</u>                       | 3<br><u>Effective</u>         | 4<br><u>Highly Effective</u>                               |
| <i>No evidence of this happening in the school</i>  | <i>Limited evidence of this happening in the school</i> | <i>Routine and consistent</i> | <i>Exceeds standard and drives student achievement</i>     |
| <b>Evidence</b>   |   |                               |  |
| Strengths   |   |                               | Aligned Turnaround Principle Indicator(s)                  |
| <ul style="list-style-type: none"> <li>Utilizing a lesson design as provided through Dr. Madeline Hunter’s philosophy of learning principles is a non-negotiable for teachers in the building.</li> </ul>   |   |                               | <ul style="list-style-type: none"> <li>3.4</li> </ul>      |
| <ul style="list-style-type: none"> <li>Teachers have the availability to utilize Jennifer Serravallo’s Writing Strategies and Reading Strategies book in order to plan lessons that intentionally address student learning needs.</li> </ul>                              |   |                               | <ul style="list-style-type: none"> <li>3.2</li> </ul>      |
| <ul style="list-style-type: none"> <li>Teachers are provided a targeted set of time each nine weeks in order to discuss data as presented through Mastery Connect, DIBELS, Fountas &amp; Pinnell, and common unit assessments.</li> </ul>                                 |   |                               | <ul style="list-style-type: none"> <li>3.5</li> </ul>      |
| Areas for Improvement   |   |                               | Aligned Turnaround Principle Indicator(s)                  |
| <ul style="list-style-type: none"> <li>Student learning objectives were visible; however, often lacked measurability creating disconnect between the alignment from the lesson to standards-based instruction and progression.</li> </ul>                                 |   |                               | <ul style="list-style-type: none"> <li>3.1</li> </ul>      |
| <ul style="list-style-type: none"> <li>In more than half of classroom observations, teachers were not checking for understanding in order to adjust instruction and deploy multiple rigorous and relevant instructional strategies to engage student learners.</li> </ul> |   |                               | <ul style="list-style-type: none"> <li>3.2, 3.3</li> </ul> |
| <ul style="list-style-type: none"> <li>Data is collected throughout the building; however, a system for analyzing the multiple forms of data in a user-friendly format to inform instruction has not been developed.</li> </ul>   |   |                               | <ul style="list-style-type: none"> <li>3.5</li> </ul>      |

## VI. Evidence and Rating for School Turnaround Principle #4: Assessment, Curriculum, and Intervention Systems

| <b>School Turnaround Principle #4: Assessment, Curriculum, and Intervention Systems</b>   |   |   |  |
|---|---|---|--|
| <b>Evidence Sources</b>   |   |   |  |
| Classroom Observations, Teacher Focus Group, Teacher Surveys, Instructional Leadership Team Focus Group, Student Focus Group, Parent Surveys, Parent Focus Group, Building Leadership Focus Groups, District Focus Group, Professional Learning Community Observations  |   |   |  |
| <b>Rating</b>   |   |   |  |
| 1<br><u>Ineffective</u>   | 2<br><u>Improvement Necessary</u>                       | 3<br><u>Effective</u>   | 4<br><u>Highly Effective</u>                           |
| <i>No evidence of this happening in the school</i>  | <i>Limited evidence of this happening in the school</i> | <i>Routine and consistent</i>   | <i>Exceeds standard and drives student achievement</i> |
| <b>Evidence</b>   |   |   |  |
| <b>Strengths</b>  |   | <b>Aligned Turnaround Principle Indicator(s)</b>                          |  |
| <ul style="list-style-type: none"> <li>The district has organized mapped units of study in conjunction with teacher leaders, in order to ensure an opportunity for standards-based instruction is provided to students.</li> </ul>  |   | <ul style="list-style-type: none"> <li>4.1</li> </ul>                     |  |
| <ul style="list-style-type: none"> <li>Administration has secured materials and resources in order for teachers to instruct within the units of study, keeping vertical alignment of instructional materials at the forefront of decision-making.</li> </ul>  |   | <ul style="list-style-type: none"> <li>4.4</li> </ul>                     |  |
| <ul style="list-style-type: none"> <li>Within the master schedule, there is a daily block of time for students in grades three through six to engage in grade level enrichment and remediation with certified teachers in a flexible group setting.</li> </ul>  |   | <ul style="list-style-type: none"> <li>4.5</li> </ul>                     |  |
| <b>Areas for Improvement</b>  |   | <b>Aligned Turnaround Principle Indicator(s)</b>                          |  |
| <ul style="list-style-type: none"> <li>Assessments provided through units of study are not rigorous enough to provide clear guidance on student mastery; additionally, unit lessons are not consistently monitored for vertical articulation to ensure grade level content builds in a scaffolding manner. (4.1)</li> </ul> |   | <ul style="list-style-type: none"> <li>4.1</li> </ul>                     |  |
| <ul style="list-style-type: none"> <li>Regular informal observations by administrators occur; however, a system for aggregating classroom observation data tied to academic expectations for teachers, in order to inform job-embedded professional development is not evident. (4.2)</li> </ul>                            |   | <ul style="list-style-type: none"> <li>4.2</li> </ul>                     |  |
| <ul style="list-style-type: none"> <li>Professional Learning Communities are in a developmental stage; therefore lack a structured protocol that ensures (1) analysis of student data, (2) discussions of instructional strategies and design, and (3) planning for action based on measurable results.</li> </ul>          |   | <ul style="list-style-type: none"> <li>4.1, 4.2, 4.3, 4.4, 4.5</li> </ul> |  |

## VII. Recommendations

### Background

This section outlines an intentionally targeted set of recommendations that align to one or more of the school’s prioritized Turnaround Principles. Anchored in the United States Department of Education’s Turnaround Principles framework, these recommendations are representative of what the Technical Assistance Team believes to be the most immediate changes needed to accelerate growth in academic and non-academic student outcomes at North Wayne Elementary School. These recommendations should not be thought of as an exhaustive set of school improvement strategies, but rather as a part of the ongoing and continuous school improvement process.

| <b>Recommendation 1</b>  |
|--|
| Continue to cultivate the development of Professional Learning Communities which embed the essential elements of collaboration that (1) prioritize analysis of student data, (2) discuss current instructional strategies and design, and (3) plan for action based on measurable results. Within the Professional Learning Community model, provide timely and relevant professional development opportunities tied to instructional and observational data in order to build capacity throughout each collaborative team.  |
| <b>Aligned Turnaround Principle(s)</b>   |
| 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 2.2, 2.3, 3.2, 3.4, 3.5, 3.6, 4.1, 4.2, 4.3, 4.4, 4.5, 5.3, 5.5, 6.1, 6.2, 6.3, 7.3,  |
| <b>Rationale</b>   |
| Professional Learning Communities (PLCs) are in the initial implementation phase at North Wayne Elementary School. As such, the Technical Assistance Team was able to observe one PLC which incorporated grades three through six. During this particular PLC observation, teachers were observed lesson planning with one another in grade level teams. One grade level team in particular utilized the research of Jennifer Serravallo in order to plan intentional instructional design based on student needs. Another grade level team discussed plans for upcoming events over discussing instructional design and/or student data to inform action steps. Yet another grade level spoke about the next unit of study and discussed particular resources to utilize as activities for students to learn about each standard within the unit. Although building leadership shared a template for PLCs, which refers to the research of Richard DuFour for a PLC structure, not all grade levels within the three through six band were observed intentionally utilizing the PLC template in order to drive collaboration. |
| This qualitative observation data from the Technical Assistance Team coincides with conversations about PLCs with the teacher focus group. The teachers in the focus group did indicate that PLCs are in the initial phase of development; however, only referred to this dedicated block of time as planning time with grade level colleagues. Teachers also demonstrate that templates for PLCs differ from grade level to grade level with one teacher in particular stating, “I would be interested to find out what other grade levels use as a template and how their PLC operates.” As the conversation continued, a similar statement followed explaining, “PLCs are new this year; therefore they look different from grade to grade.”  |

The lack of a concrete understanding of Professional Learning Communities from teachers is also present in teacher survey data. According to the district survey data, 71% of teachers agree or strongly agree with the statements, “Teachers utilize professional networks to obtain information and resources for classroom instruction,” and, “Teachers have opportunities for dialogue and planning across grades and subjects.”

Without a consistent understanding of Professional Learning Communities among all staff members, the true intent of PLCs with the essential elements embedded into collaboration are not present. Research over PLCs documents the social, technical, and organizational conditions that enable them to grow and flourish in schools citing key conditions of (1) norms of collaboration, (2) a focus on students and their academic performance, (3) access to a wide range of learning resources for individuals and the group, and (4) mutual accountability for student growth and success.<sup>1</sup> As such, creating these conditions is at the core of effective Professional Learning Community implementation.

As North Wayne Elementary School is in the initial implementation phase, it is imperative to remember that changing professional culture is a developmental process. System designs for PLC development need to support gradual change in teacher practices, addressing different readiness stages in order to effectively sustain system-wide changes. Richard DuFour’s research states it best with the sentiment, “The very reason that teachers work together in teams and engage in collective inquiry is to serve as a catalyst for action. The educators in a PLC recognize that until they ‘do differently,’ there is little reason to expect improved results.”<sup>2</sup>

---

<sup>1</sup> Bransford, Brown, and Cocking (1999). In the NRC report’s language, effective learning environments are community-centered, content-centered, learner-centered, and assessment-centered.

<sup>2</sup> DuFour, DuFour, Eaker, Karhanek (2004) *Whatever it Takes: How Professional Learning Communities Respond When Kids Don’t Learn*. Bloomington, Indiana: National Educational Service

| <b>Recommendation 2</b>  |
|--|
| Engage in the refinement and further development of units of study and unit assessments guaranteeing (1) vertical alignment from kindergarten through sixth grade, (2) rigorous opportunities of learning for all students, (3) lesson design that embeds all elements of the adopted district academic initiative, and (4) spiraling of concepts in order to ensure transfer to student learning. Throughout the refinement process, develop an informal observation system which allows administrators to inspect the prioritized aspects of the lesson design in an aggregated and disaggregated manner in order to provide timely, individualized job-embedded professional learning for teacher growth and development.   |
| <b>Aligned Turnaround Principle(s)</b>   |
| 1.2, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 4.1, 4.2, 4.3, 4.4, 5.2, 5.3, 5.5, 6.3, 7.3  |
| <b>Rationale</b>   |
| <p>By collaboratively engaging in the refinement of units of study, teachers can gain information about ongoing work throughout the building, identify curricular gaps, find repetitions, target potential areas for integration, match assessments with standards, and review for timeliness. Although reviewing and revising curriculum maps with teachers in similar academic bands is highly beneficial, the most revealing work occurs when educators read the maps of teachers several grades away or in departments with which they rarely have contact. This type of collaboration brings to the forefront of conversations gaps and repetitions of learning that create a lack of coherence for students in a guaranteed and viable curriculum.<sup>3</sup> These unintended gaps and repetitions create disconnect between the intended curriculum and the taught curriculum. Through Marzano’s research, providing an opportunity to learn has proven to be the strongest relationship impacting student achievement. Without intentional, collaborative occasions to discuss grade level progression as it relates to rigorous student opportunities of learning, holes in the continuum of grade-level content can occur, even when highly structured textbooks and/or units of study are used as the basis for a curriculum.<sup>4</sup></p> <p>Aligned with collaboratively refining what is taught utilizing a grade-level progression mindset, inspecting how the units of study are taught is equally important. By creating a system for informal observations that includes the collection of data based on prioritized lesson plan design elements, building leaders are able to provide timely and relevant supports for teachers directly impacting student academic growth. Organizations depend on the measurement and analysis of performance. The collection of classroom observation data connects the actions we take to the results we want and/or get. Moreover, a system for informal observations allows the effectiveness of professional development and lesson design to be observed in the fidelity of implementation of continuous improvement principles and practices through the facilitation of learning in the delivery of curriculum, instruction, and assessment.<sup>5</sup></p> |

<sup>3</sup> Jacobs, Heidi Hayes. *Mapping the Big Picture: Integrating Curriculum & Assessment, K-12*. Alexandria, Va.: Association for Supervision and Curriculum Development, 1997.

<sup>4</sup> Marzano, R. J. (2003). *What works in schools: Translating research into action*. Alexandria, Va: Association for Supervision and Curriculum Development.

<sup>5</sup> Shipley, Jim (2015). *A Leader’s Guide to Systems Improvement*. Florida: Jim Shipley and Associates Integrated Systems Solutions.

Evidence from the school quality review indicates that teachers utilize district-driven units of study in order to inform weekly lesson plan design. Although there is time set aside for lesson plan design through Professional Learning Communities (PLC), this collaboration focuses on grade level bands of Kindergarten through Second grade, and separately, Third through Sixth grade. Even as Professional Learning Communities plan near one another in proximity, an intentional collaboration to ensure grade level progression was not observed during a PLC meeting nor evidenced as a common practice. Additionally, teachers indicate that with the turnover rate, few have taught with the same teacher consistently, creating a lack of deep understanding for grade level standards and rigorous instruction. One teacher comment states, “With turnover of teachers, there are gaps from year to year, which creates inconsistency of how we design lessons collaboratively.” Further, teacher survey data demonstrates that only 71% of teachers agree or strongly agree with the statement, “Teachers are generally aware of what other teachers are teaching.”

Corroborating this qualitative data with aggregated classroom observation data, in only 24% of classroom observation were, “Students able to articulate the lesson objective and its purpose.” This observation is coupled with the finding that in 72% of classroom observations were, “Academic supports posted and aligned to standards.” These academic supports include objectives, which the Technical Assistance Team audited in order to conclude that most do not meet the specificity of being measurable in order to assess student learning. This objective audit connects with aggregated data demonstrating that in 34% of classroom observations, “The teacher consistently checks for student understanding and adjusts the lesson as needed.” With the absence of these essential elements of lesson design in more than half of classroom observations, students are experiencing varying opportunities for learning throughout the building.

Additionally, school quality review evidence indicates a need to review unit assessments collaboratively with teachers as an entire unit in order to discuss alignment and rigor. The teacher focus group indicated that unit pre- and post- assessments do not prove to align to summative assessments that measure student proficiency and growth, such as the ISTEP assessment. Teachers state that student mastery on unit assessments typically holds steady between 80% to 90% mastery. However, this percentage does not correlate when analyzing other forms of assessment data. When diving into the unit assessment questions, teachers note a lack of a higher depth of knowledge, indicating the transfer to practice as inexperienced teachers utilize a lower level of knowledge for instruction. When asked for a lever of improvement from the building leadership team, it was stated, “Placing a lens on Depth of Knowledge and how it is embedded in our standards and units would be a key to improvement.” Diving into the connection to observed practice, only 26% of classroom observations indicated that, “Teachers [are] regularly asking higher level questions.” Additionally, in 29% of classroom observations was, “A rigorous Depth of Knowledge evident.”

Revising units of study with adjoining assessments as a staff practice, along with creating a system to observe the transfer of lesson design with a narrow scope, will aid in the expectation of a rigorous opportunity of learning for all students.

| <b>Recommendation 3</b>   |
|---|
| <p>Research and establish a consistent system for data analysis that focuses on the (1) triangulation of multiple data forms, (2) allows for building level, classroom level, and individual student level data analysis, and (3) aims at identifying the root cause analysis in order to engage in action planning that addresses the identified true concerns over addressing symptoms. Engage in the initial implementation, active application, and sustained use of the system for data analysis in order to ensure effective utilization for individual student growth and achievement.</p>   |
| <b>Aligned Turnaround Principle(s)</b>  |
| <p>1.1, 1.4, 1.5, 1.6, 1.7, 2.2, 2.3, 3.5, 3.6, 4.3, 4.5, 6.1, 6.2, 6.3</p>   |
| <b>Rationale</b>  |
| <p>North Wayne Elementary School currently collects student achievement data utilizing Mastery Connect, DIBELS, Fountas &amp; Pinnell, and common district unit assessments. Mastery Connect and Fountas &amp; Pinnell are administered as benchmark assessments. Whereas DIBELS is administered for both a benchmark assessment and progress monitoring tool. The common district unit assessments are utilized in a pre- and post- test manner per unit of study. Although these assessment tools were discussed during the School Quality Review, they were often discussed in isolation from one another. As is evident in the teacher focus group, teachers indicate that common unit assessments are analyzed in order to form student groups for Extra Degree (remedial and enrichment block) in grades three through six. Teachers state that Mastery Connect is analyzed during quarterly data meetings, and aids in their understanding of student standard mastery, which also helps inform student grouping for instruction. Teachers also indicate that ISTEP data is utilized in order to make decisions for tutoring; in addition, DIBELS and Fountas &amp; Pinnell were discussed as data points intended to inform small group instruction. With this being stated, it is clear that teachers know the available data sources along with their intent to drive instruction. However, teachers are not able to explain a triangulated system for data analysis in order to inform supports for individual and classroom level student progression.</p> <p>If assessments define the ultimate goals, analysis identifies the strategy and tactics needed to get there. By examining raw assessment data effectively in a triangulated manner, teachers and school leaders can systematically identify students’ strengths and weaknesses and determine what specific steps they must take to achieve their goals. In order to achieve these goals, effective data analysis includes examining assessments at the question level, standard level, individual student level, and whole class level in order to gain a deeper understanding of mastery and growth. Such data analysis meetings are integral to changing from a culture focused on what students were taught to a culture focused on what students actually learned. <sup>6</sup> Further, a cohesive system of data analysis ensures that teachers understand their students at a deep level in order to inform lesson design for optimal student growth and proficiency. In fact, one of the six signposts towards excellence in education from John Hattie’s research states, “Teachers need to be aware of what each and every student in their class is thinking and what they know, be able to construct meaning and meaningful experiences in light of this knowledge of the students, and have proficient knowledge and understanding of their subject</p> |

<sup>6</sup> Bambrick-Santoyo, Paul, Driven by Data: A Practical Guide to Improve Instruction. San Francisco: Jossey-Bass, 2012. Print.



content so that they can provide meaningful and appropriate feedback such that each student moves progressively through the curriculum levels.”<sup>7</sup>

Further, while a few teachers during the focus group could explain ways in which they triangulate data in order to make instructional decisions and set goals, other teachers could not provide information regarding data analysis or goal setting. District leadership during the district conversation recognizes that although there is guidance for data teams, there hasn't been intentional training during the 2017-2018 school year in order for North Wayne Elementary school to implement a consistent system for data analysis; thus, creating pockets of teachers effective at data analysis with most teachers not yet developed in this area of school improvement. As this translates into the teacher survey, 59% of teachers agree or strongly agree with the statement, “Teaching performance reflects the mission of the school.” As the mission of the school revolves around ensuring all students acquire essential skills for development, this survey data point echoes the inconsistency of ensuring students reach their full potential through classroom instruction informed by effective data analysis.

As data analysis transfers to classroom practice, in 68% of classroom observations were, “Lessons and activities goal driven,” with conversations had among the Technical Assistance Team on observing task-oriented classrooms. Moreover, in 33% of classrooms differentiated instruction was observed, with qualitative data indicating more instances of small groups provided the same activity throughout the classroom with no visible scaffolding. As engagement occurs in learning environments in which students are provided rigorous opportunities to learn based on their mastery level as shown through data analysis, in 69% of classroom observations were, “Students actively engaged in the learning activity.”

Implementing a consistent system for data analysis in grades kindergarten through sixth grade allows teachers to ensure instruction is student-centered and focused on individual academic growth and development.

---

<sup>7</sup> Hattie, J. (2012). *Visible learning for teachers: Maximizing impact on learning*. London: Routledge.

## VIII. Appendix A: Evidence for Remaining School Turnaround Principles

### Background

We believe it is valuable for school and district leaders to have a summary of the TAT’s findings and evidence for each of the eight Turnaround Principles. As such, this section of the report outlines key findings and supporting evidence for each of the Turnaround Principles that were not identified by school and district leaders as prioritized Turnaround Principles for this school.

This information is intentionally provided in an appendix to reinforce the importance of the previously stated findings, evidence, ratings, and recommendations for the school’s prioritized Turnaround Principles.

| <b>School Turnaround Principle #1: Effective Leadership</b>  |
|--|
| <b>Evidence Sources</b>  |
| Classroom Observations, Teacher Focus Group, Teacher Surveys, Instructional Leadership Team Focus Group, Student Focus Group, Parent Surveys, Parent Focus Group, Building Leadership Focus Groups, District Focus Group, Professional Learning Community Observations   |
| <b>Evidence Summary</b>  |
| <b>Strengths</b> <ul style="list-style-type: none"><li>• The principal sets high expectations for academics and behavior as evident through focus group conversations, observations, and the unwavering belief that all students can and will have the opportunity to learn at North Wayne Elementary School. (1.4)</li><li>• The principal ensures that the master schedule supports the socio-emotional and academic needs of all students, as is evident through the addition of Extra Degree (a remedial and enrichment period for students) and a morning period of time dedicated to a social thinking curriculum. (1.8)</li><li>• The principal maintains effective staffing practices by intentional placement of teachers based on effectiveness in order to build the capacity of each grade level team. Additionally, the principal is an advocate of crucial conversations, communicating high expectations to all staff as a prerequisite to teaching at North Wayne Elementary School. (1.9)</li></ul> |
| <b>Areas for Improvement</b> <ul style="list-style-type: none"><li>• A shared mission for the school is not included as a part of decision making as evident through focus group conversations with teachers and the building leadership team. (1.1)</li><li>• High expectations are evident; however, a system for collecting data tied to effective deployment of rigorous instruction by administration in order to inform classroom level and building level professional learning needs is not yet developed. (1.5, 1.6, 1.7)</li></ul>   |

## School Turnaround Principle #5: Effective Staffing Practices

### Evidence Sources

Classroom Observations, Teacher Focus Group, Teacher Surveys, Instructional Leadership Team Focus Group, Student Focus Group, Parent Surveys, Parent Focus Group, Building Leadership Focus Groups, District Focus Group, Professional Learning Community Observations

### Evidence Summary

#### Strengths

- Teachers are included in the selection process of new hires in order to ensure a good fit exists for grade level cohesiveness, growth, and development. (5.1)
- Teaching assignments for Extra Degree, aimed at providing remedial student instruction, are based on classroom level data in order to match student needs with evidence of instructional effectiveness. (5.4)
- As is evident through the district teacher survey, 85.72% of staff somewhat agree, agree, or strongly agree with the statement, “My principal is continuously committed to providing professional development opportunities to staff members.” (5.3, 5.5)

#### Areas for Improvement

- Professional development is available at both the district and building level; however, a coherent and consistent system to monitor and support the transfer of the professional learning is not developed in its entirety in order to promote individual teacher growth. (5.3, 5.5)
- With a high turnover rate of teachers, a unified building-level induction, mentorship, and retention program is not evident for all new teachers. (5.3)

## School Turnaround Principle #6: Effective Use of Data

### Evidence Sources

Classroom Observations, Teacher Focus Group, Teacher Surveys, Instructional Leadership Team Focus Group, Student Focus Group, Parent Surveys, Parent Focus Group, Building Leadership Focus Groups, District Focus Group, Professional Learning Community Observations

### Evidence Summary

#### Strengths

- A dashboard for the collection of student-level, grade level, and building level climate data as it pertains to attendance, tardy, and referrals within the tiered behavior system is developed and utilized at North Wayne Elementary School. (6.1)
- A district climate survey, as adopted through Dr. Steven Gruenert’s research, is administered to staff on an annual basis in order to analyze and action plan based on results. (6.1)
- Teachers value half-day, quarterly meetings dedicated to data analysis with the Instructional Coach as the lead. (6.3)

Areas for Improvement

- As is evident through focus group conversations, teachers are not yet utilizing Mastery Connect to its full potential due to a lack of understanding and guided practice of implementation. (6.2, 6.3)
- During focus group conversations and separate teacher conversations, the inability to describe the system for data analysis was prevalent. (6.1, 6.2, 6.3)
- Teacher focus group interviews indicate that teachers do not recognize an alignment between the tests administered to gauge student mastery of standards and the evidence of actual mastery. (i.e. Mastery Connect, unit assessments, Fountas and Pinnell, and DIBELS) (6.2,6.3)

**School Turnaround Principle #7: Effective Use of Time**

**Evidence Sources**

Classroom Observations, Teacher Focus Group, Teacher Surveys, Instructional Leadership Team Focus Group, Student Focus Group, Parent Surveys, Parent Focus Group, Building Leadership Focus Groups, District Focus Group, Professional Learning Community Observations

**Evidence Summary**

Strengths

- The master schedule includes dedicated blocks of time for grade-level, remedial, enrichment, and intervention instruction, along with a committed time for socio-emotional supports. (7.1)
- A response-to-intervention system is clear and active in order to support student interventions for those two or more years behind in math or English/ language arts. (7.2)
- The master schedule includes a dedicated, weekly collaboration in order for staff to engage in Professional Learning Communities. (7.3)

Areas for Improvement

- Teacher focus group conversations indicate that collaborative planning with co-teachers is not occurring, creating a misalignment between whole group and small group instruction. (7.3)
- Classroom observations indicate the need for vertical articulation across kindergarten through sixth grade in order to ensure a progression of rigor occurs throughout a student's academic career at North Wayne Elementary School. (7.3)

## **School Turnaround Principle #8: Family and Community Engagement**

### **Evidence Sources**

Classroom Observations, Teacher Focus Group, Teacher Surveys, Instructional Leadership Team Focus Group, Student Focus Group, Parent Surveys, Parent Focus Group, Building Leadership Focus Groups, District Focus Group, Professional Learning Community Observations

### **Evidence Summary**

#### Strengths

- The community focus group demonstrates a loyalty to the building, showing an active role in students' academic and socio-emotional growth stating, "This school plays a huge role in this community. Parents love the school and the way their kids are served here." (8.2)
- As is evident through the parent survey, 89% of parents agree or strongly agree with the statement, "Our school works with parents to build positive relationships and to engage them as partners in their children's learning." (8.1)
- The parent focus group indicates that an active PTA is present at North Wayne Elementary School. (8.1)

#### Areas for Improvement

- Parents note during the focus group conversation that better communication on how to support students academically is needed. (i.e. a parent homework club) (8.1)
- As is evident through parent survey data, 73% of parents agree or strongly agree with the statement, "Parents are informed if a child is struggling and given suggestions to help them at home." (8.1)



## School Quality Review Report

Bloomingtondale Elementary School

Fort Wayne Community Schools

January 22-23, 2018

### Review Team Members

|                   |                                     |                                 |
|-------------------|-------------------------------------|---------------------------------|
| John Purcell      | School Improvement Specialist       | Indiana Department of Education |
| LaTonya Turner    | Associate Dean for Academic Quality | Marian University               |
| Patrick McAlister | Director of Policy                  | Indiana Department of Education |
| Kennietha Jones   | Director of Partnership Development | Achievement Network             |
| Phoebe Duvall     | 4 <sup>th</sup> Grade Teacher       | Paramount School of Excellence  |
| Laurice Harris    | Retired Teacher                     | Fort Wayne Community Schools    |

## Table of Contents

|      |  |    |
|------|--|----|
| I.   | Background on the School Quality Review.....                                       | 3  |
| II.  | Overview of the School Quality Review Process .....                                | 4  |
| III. | Data Snapshot for Bloomingdale Elementary School.....                              | 5  |
| IV.  | Evidence and Rating for School Turnaround Principle #2: Climate and Culture .....  | 8  |
| V.   | Evidence and Rating for School Turnaround Principle #3: Effective Instruction..... | 10 |
| VI.  | Recommendations.....   | 11 |
| VII. | Appendix A: Evidence for Remaining School Turnaround Principles .....              | 15 |

## I. Background on the School Quality Review

Public Law 221 (PL 221) was passed in 1999 before the enactment of the federal *No Child Left behind Act* (NCLB). It serves as the state's accountability framework. Among other sanctions, the law authorizes the Indiana State Board of Education (SBOE) to assign an expert team to conduct a School Quality Review for schools placed in the lowest category or designation of school performance for two consecutive years.

*(a) The board shall direct that the department conduct a quality review of a school that is subject to IC 20-31-9-3. (b) The board shall determine the scope of the review and appoint an expert team under IC 20-31-9-3. (Indiana State Board of Education; 511 IAC 6.2-8-2; filed Jan 28, 2011, 3:08 p.m.: 20110223-IR-511100502FRA)*

The school quality review (SQR) is a needs assessment meant to evaluate the academic program and operational conditions within an eligible school. The SQR will result in actionable feedback that will promote improvement, including the reallocation of resources or requests for technical assistance. The process is guided by a rubric aligned to the United States Department of Education's "Eight Turnaround Principles" (see Appendix B). The school quality review includes a pre-visit analysis and planning meeting, onsite comprehensive review, and may include targeted follow-up visits.

State law authorizes the SBOE to establish an expert team to conduct the School Quality Review known as the Technical Assistance Team (TAT). Membership must include representatives from the community or region the school serves; and, may consist of school superintendents, members of governing bodies, teachers from high performing school corporations, and special consultants or advisers.



## II. Overview of the School Quality Review Process

The School Quality Review process is designed to identify Bloomingdale Elementary School's strengths and areas for improvement organized around the [United States Department of Education's Eight School Turnaround Principles](#). In particular, the School Quality Review process focused on two Turnaround Principles that were identified as priorities by the school and its district.

The on-site review consisted of the Technical Assistance Team (TAT) visiting the school for two days. During the two days, the TAT (1) conducted separate focus groups with students, teachers, an instructional leadership team, and parents, (2) observed a professional learning community meeting with teachers, (3) observed instruction in 37 classrooms, and (4) interviewed school and district leaders.

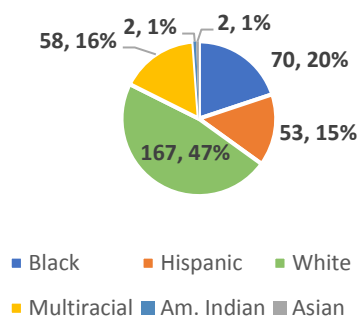
Prior to the visit, teachers completed an online survey, with 22 of 28 teachers participating. Parents were also invited to complete a survey, resulting in the completion of 78 surveys. Finally, the school leadership team completed a self-evaluation. Both surveys and the self-evaluation are made up of questions that align to school improvement principles and indicators (Appendix B).

### III. Data Snapshot for Bloomingdale Elementary School

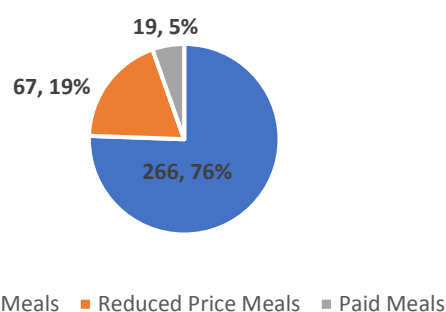
| School Report Card            |        |        |                 |                               |        |        |                 |
|-------------------------------|--------|--------|-----------------|-------------------------------|--------|--------|-----------------|
| 2015-2016 Report Card         | Points | Weight | Weighted Points | 2016-2017 Report Card         | Points | Weight | Weighted Points |
| Performance Domain Grades 3-8 | 34.35  | 0.5    | 17.18           | Performance Domain Grades 3-8 | 37.70  | 0.5    | 18.85           |
| Growth Domain Grades 4-8      | 68.00  | 0.5    | 34.00           | Growth Domain Grades 4-8      | 74.90  | 0.5    | 37.45           |
| Overall Points                |        |        | 51.2            | Overall Points                |        |        | 56.3            |
| Overall Grade                 |        |        | F               | Overall Grade                 |        |        | F               |

#### Enrollment 2017-2018: 352 students

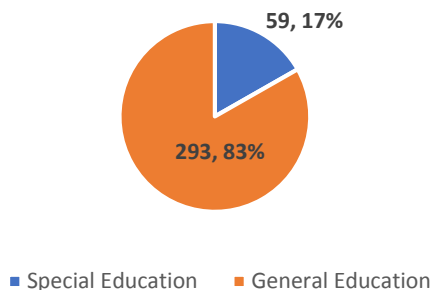
##### Enrollment 2017-2018 by Ethnicity



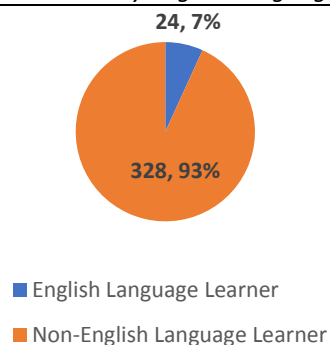
##### Enrollment 2017-2018 by Free/Reduced Price Meals



##### Enrollment 2017-2018 by Special Education



##### Enrollment 2017-2018 by English Language Learners

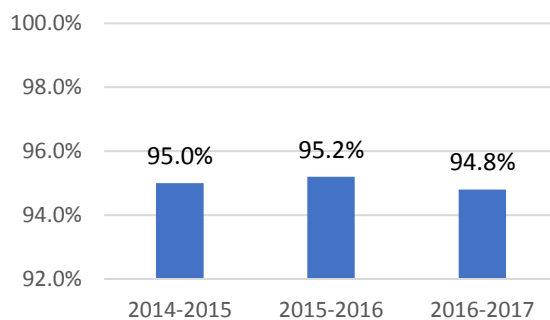


#### Attendance

##### Attendance by Grade

| Grade | '15-'16 | '16-'17 | '17-'18 |
|-------|---------|---------|---------|
| PK    | 93.2%   | 93.6%   | 93.3%   |
| K     | 94.6%   | 94.9%   | 92.5%   |
| 1     | 96.0%   | 94.8%   | 94.2%   |
| 2     | 94.8%   | 95.9%   | 95.3%   |
| 3     | 95.6%   | 95.2%   | 96.2%   |
| 4     | 95.8%   | 95.9%   | 95.8%   |
| 5     | 94.6%   | 95.3%   | 95.5%   |

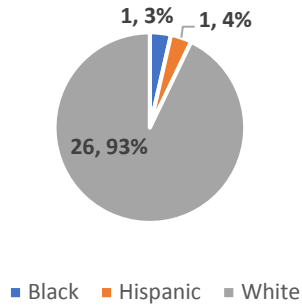
##### Attendance Rate Trend



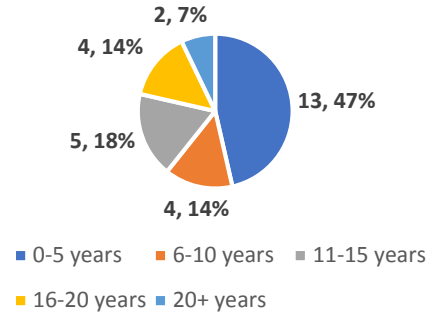
**School Personnel**

*Teacher Count 2015-2016: 28*

*Teacher Count 2015-2016 by Ethnicity*

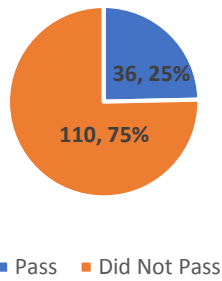


*Teacher Count 2015-2016 by Years of Experience*

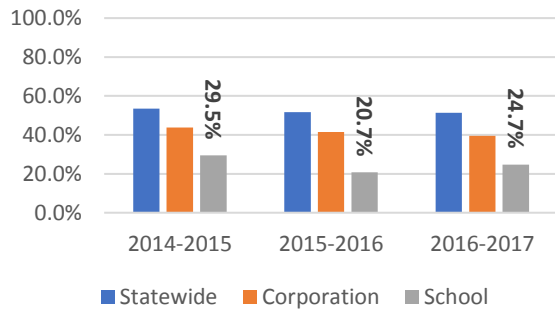


**Student Academic Performance**

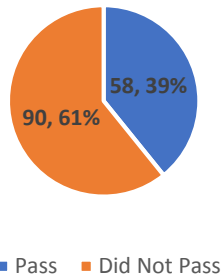
*ISTEP+ 2016-2017  
Both English/Language Arts and Math*



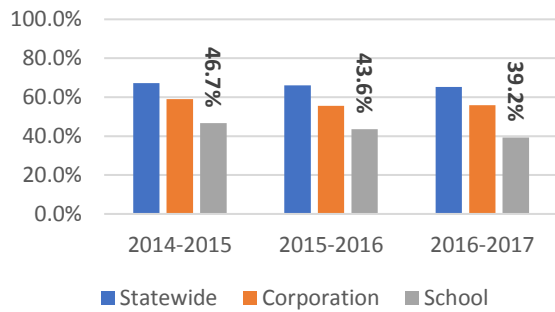
*ISTEP+ Percent Passing Trend  
Both English/Language Arts and Math*



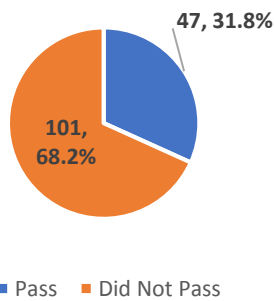
*ISTEP+ 2016-2017: English/Language Arts*



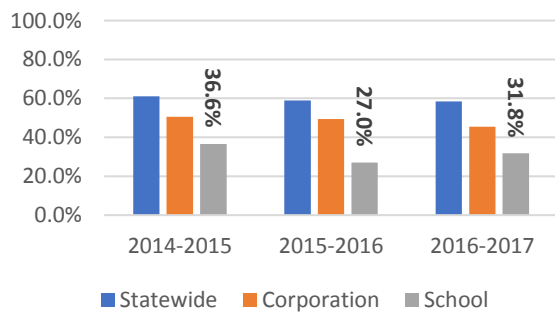
*ISTEP+ Percent Passing Trend: English/Language Arts*



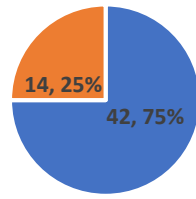
*ISTEP+ 2016-2017: Math*



*ISTEP+ Percent Passing Trend: Math*

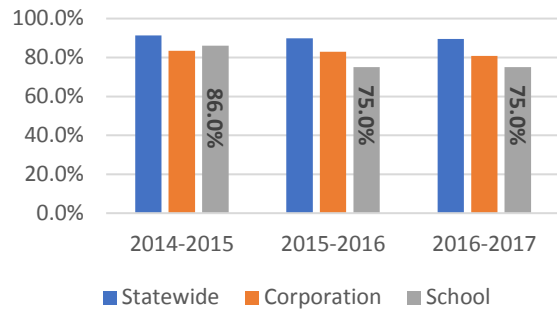


**IREAD-3 2016-2017**

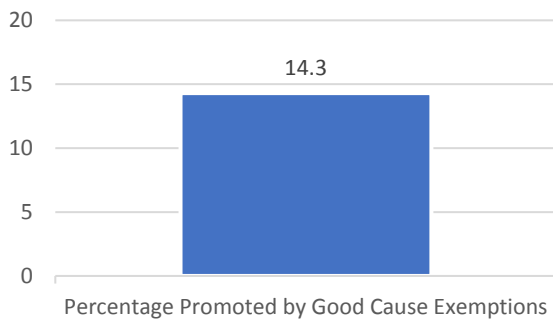


■ Pass ■ Did Not Pass

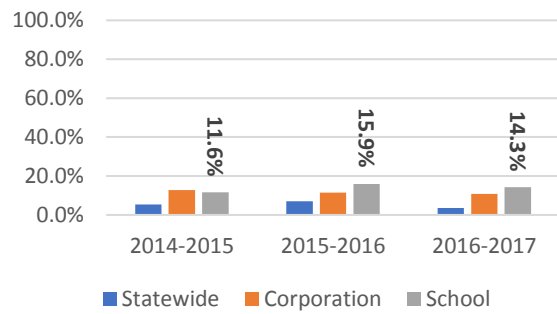
**IREAD-3 Percent Passing Trend**



**IREAD-3 Percentage Promoted by Good Cause Exemptions 2016-2017**



**IREAD-3 Good Cause Promotion Exemption Trend**



## IV. Evidence and Rating for School Turnaround Principle #2: Climate and Culture

### Background

The next two sections of the report illustrate the Technical Assistance Team’s key findings, supporting evidence, and overall rating for each of the school’s prioritized Turnaround Principles.

To thoughtfully identify these prioritized Turnaround Principles, school and district leaders used a “Turnaround Principle Alignment Tool” provided by the Indiana State Board of Education to determine the Turnaround Principles that most closely align with the goals and strategies outlined in the school’s improvement plan.

This report focuses on these prioritized Turnaround Principles to provide a strategically targeted set of findings and recommendations. Additional evidence on the other six Turnaround Principles can be found in Appendix A of this report.

| School Turnaround Principle 2: Climate and Culture   |   |                               |  |
|--|---|-------------------------------|--|
| Evidence Sources   |   |                               |  |
| Classrooms Observations, Individual Staff Interviews, Parent Survey Data, School Leader Self-Assessment, Student Focus Group, Instructional Leadership Team Focus Group, Teacher Focus Group, Community Partner Focus Group, School Improvement Plan, Artifacts Provided by Bloomingdale Elementary School |   |                               |  |
| Rating   |   |                               |  |
| 1  | 2   | 3                             | 4  |
| <u>Ineffective</u>   | <u>Improvement Necessary</u>                            | <u>Effective</u>              | <u>Highly Effective</u>                                |
| <i>No evidence of this happening in the school</i>   | <i>Limited evidence of this happening in the school</i> | <i>Routine and consistent</i> | <i>Exceeds standard and drives student achievement</i> |

| Evidence  |  |
|---|--|
| <b>Strengths</b>  | <b>Aligned Turnaround Principle Indicator(s)</b>   |
| <ul style="list-style-type: none"> <li>While concerns exist about personal safety, many students, staff, and parents expressed their commitment to establishing and maintaining a safe, orderly, and equitable learning environment, if school leadership would initiate and direct the process.</li> </ul>   | <ul style="list-style-type: none"> <li>1.3; 2.1; 2.2; 2.3; 3.6, 8.2</li> </ul>           |
| <ul style="list-style-type: none"> <li>Many teachers foster supportive and respectful relationships with students, exhibiting a genuine concern for students' academic success and personal well-being.</li> </ul>  | <ul style="list-style-type: none"> <li>2.1; 2.2; 3.6</li> </ul>                          |
| <ul style="list-style-type: none"> <li>Although no comprehensive and coherent framework for student behavior management exists at this time, the school corporation has provided sufficient staffing (i.e., administrative assistant, case manager, and therapist), to establish such a framework.</li> </ul> | <ul style="list-style-type: none"> <li>1.9; 2.1; 2.2; 2.3; 5.4</li> </ul>                |
| <ul style="list-style-type: none"> <li>The facility is well-maintained and provides a physical space that supports student learning.</li> </ul>   | <ul style="list-style-type: none"> <li>2.1</li> </ul>                                    |
| <b>Areas for Improvement</b>  | <b>Aligned Turnaround Principle Indicator(s)</b>   |
| <ul style="list-style-type: none"> <li>A comprehensive and coherent system for effective student behavior management is not evident across the school, although adequate and appropriate staffing exists.</li> </ul>  | <ul style="list-style-type: none"> <li>1.3; 1.9; 2.1; 2.2; 2.3; 5.4</li> </ul>           |
| <ul style="list-style-type: none"> <li>Disruptive behaviors by students in some classrooms impede instruction and interfere with the maintenance of an atmosphere necessary for student learning.</li> </ul>  | <ul style="list-style-type: none"> <li>1.3; 1.4; 2.1; 2.2; 2.3; 3.2; 3.6; 8.1</li> </ul> |
| <ul style="list-style-type: none"> <li>Concerns about personal safety within the school were expressed by students, parents, and staff.</li> </ul>  | <ul style="list-style-type: none"> <li>2.1; 2.2; 2.3; 8.2</li> </ul>                     |
| <ul style="list-style-type: none"> <li>Little evidence of the application of Positive Behavioral Intervention and Supports (PBIS) practices, including the use a tiered approach for preventative and responsive practices, was documented.</li> </ul>  | <ul style="list-style-type: none"> <li>1.3; 1.9; 2.1; 2.2; 3.2; 5.3; 5.5</li> </ul>      |

## V. Evidence and Rating for School Turnaround Principle #3: Effective Instruction

| School Turnaround Principle 3: Effective Instruction   |   |  |  |
|--|---|--|--|
| Evidence Sources   |   |  |  |
| Classrooms Observations, Individual Staff Interviews, Parent Survey Data, Teacher Survey Data, School Leader Self-Assessment, Student Focus Group, Instructional Leadership Team Focus Group, Teacher Focus Group, District Leadership Team Focus Group, School Improvement Plan, Artifacts Provided by Bloomingdale Elementary School |   |  |  |
| Rating   |   |  |  |
| 1<br><u>Ineffective</u>  | 2<br><u>Improvement Necessary</u>                       | 3<br><u>Effective</u>  | 4<br><u>Highly Effective</u>                           |
| <i>No evidence of this happening in the school</i>   | <i>Limited evidence of this happening in the school</i> | <i>Routine and consistent</i>  | <i>Exceeds standard and drives student achievement</i> |
| Evidence   |   |  |  |
| Strengths  |   | Aligned Turnaround Principle Indicator(s)  |  |
| <ul style="list-style-type: none"> <li>Most educators demonstrated a sincere desire for additional professional development in the use of differentiated instructional strategies.</li> </ul>  |   | <ul style="list-style-type: none"> <li>1.2; 1.9; 3.1; 3.2; 3.5; 5.3; 5.4</li> </ul>      |  |
| <ul style="list-style-type: none"> <li>Evidence collected during observations and through focus groups, revealed the consistent use of DIBELS assessment data to inform reading instruction.</li> </ul>  |   | <ul style="list-style-type: none"> <li>3.2; 3.5; 4.4</li> </ul>                          |  |
| <ul style="list-style-type: none"> <li>Academic strategies and visual supports (e.g., posters showing equations to calculate area, posters explaining rules of grammar) were visible in most classrooms.</li> </ul>  |   | <ul style="list-style-type: none"> <li>3.2, 4.4</li> </ul>                               |  |
| Areas for Improvement  |   | Aligned Turnaround Principle Indicator(s)  |  |
| <ul style="list-style-type: none"> <li>While staff expressed a desire to use differentiated instructional practices, consistent employment of such practices was not evident in most of classrooms observed.</li> </ul>  |   | <ul style="list-style-type: none"> <li>1.2; 3.2; 3.3; 3.5</li> </ul>                     |  |
| <ul style="list-style-type: none"> <li>PBIS strategies that reflect highly effective instruction practices and preclude and/or mitigate student off-task behavior and misconduct were not evident in most classrooms.</li> </ul>   |   | <ul style="list-style-type: none"> <li>1.3, 2.1; 2.2; 2.3; 3.2; 3.6; 5.3; 6.1</li> </ul> |  |
| <ul style="list-style-type: none"> <li>Across classroom observations, learning objectives were not written in a manner that helped students find relevance in the lesson, particularly in terms of real-world applications.</li> </ul>   |   | <ul style="list-style-type: none"> <li>1.4, 3.1; 3.2; 3.4</li> </ul>                     |  |
| <ul style="list-style-type: none"> <li>Notwithstanding use of DIBELS, collection of formative assessment data was inconsistent within and across grade</li> </ul>  |   | <ul style="list-style-type: none"> <li>1.5; 3.5; 4.2; 4.3; 6.3</li> </ul>                |  |

levels, with teachers using different instruments and methods, thus indicating the lack of a systemic process to collect and analyze student performance data throughout the school.

## VI. Recommendations

### Background

This section outlines an intentionally targeted set of recommendations that align to one or more of the school’s prioritized Turnaround Principles. Anchored in the United States Department of Education’s Turnaround Principles framework, these recommendations are representative of what the Technical Assistance Team believes to be the most immediate changes needed to accelerate growth in academic and non-academic student outcomes at Bloomingdale Elementary School. These recommendations should not be thought of as an exhaustive set of school improvement strategies, but rather as a part of the ongoing and continuous school improvement process.

| <b>Recommendation 1</b>  |
|--|
| Develop and implement a coherent schoolwide framework that establishes and sustains a climate and culture where safety and student achievement are preeminent. This should include a clear definition of roles, processes, and procedures for the prevention and remediation of misbehavior and the promotion and increase of positive conduct.  |
|  |
| <b>Aligned Turnaround Principle(s)</b>   |
| 1.3, 1.4, 1.9, 2.1, 2.2, 3.2, 3.6, 5.4   |
| <b>Rationale</b>   |
| <p>A safe school environment is the cornerstone for productive teaching and learning, and for cultivating positive interpersonal relationships between all members of the school community. A comprehensive framework for developing and sustaining a climate and culture, where safety and respect are the norm, provides a foundation for high quality instruction. Such instruction is the central component of a system where clearly defined roles and responsibilities for all staff are established in order to effectively prevent and mitigate disruptive and non-compliant student behaviors that detract from learning. The lack of such structure results in concerns about personal safety and interruption to the teaching and learning process. Such concerns were directly communicated by students, staff, and parents during focus groups and through surveys.</p> <p>Although staff have been trained in Trauma Informed Care and PBIS, a coherent approach for implementing and sustaining a ubiquitous climate and culture of safety and student achievement has not been established. Evidence gathered revealed no clear delineation of the roles and responsibilities between the principal, administrative assistant, case manager, and therapist with respect to the preventing, mitigating, and responding to student behavior. For example, no explanation could be provided regarding how a student with anger issues might be referred for individual or small group counseling, and how the student’s progress in</p> |



developing self-regulation skills would be documented. Secondly, data from classroom observations and from discussions with teachers revealed discrepancy and, in some cases the lack of capacity, in employing high quality instruction, particularly related to instructional strategies and practices that preclude and mitigate student misconduct. Furthermore, no plan for working with classroom teachers to build capacity for such practices, through on-going, job-embedded training, could be explained.

Ultimately, school leadership must recognize that safety, and consequently student achievement, require on a prioritized commitment to establishing and maintaining an environment where structure and order are clearly present, not to the exclusion of affective support and school spirit. To do so, a clear distinction should be made between those who primarily provide therapeutic support, those who aid students in building coping and social skills, and those who are charged with carrying out necessary disciplinary action.

| <b>Recommendation 2</b>  |
|--|
| Develop a plausible theory of action focused on growing staff members' capacity to routinely and effectually employ evidence-based instructional practices that include: positive classroom management strategies, particularly in organization and planning; objectives-based pedagogy that ensures students' understanding of relevance and that incorporates differentiated "minds-on" as well as "hands-on" activities; and, identification and use of uniform formative and interim assessment instruments within and across grade levels to ensure consistency and afford meaningful analysis of student growth at specific points during a school year and longitudinally, during subsequent years.   |
| <b>Aligned Turnaround Principle(s)</b>   |
| 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 3.1, 3.2, 3.5, 3.6   |
| <b>Rationale</b>   |
| <p>Empirical data support the nexus between teachers' organizational practices and student behavior. Student attributes have a profound influence on the prosocial behavior of other students and other students' ability to concentrate on academic tasks.<sup>1</sup> Management of students' behavior and self-efficacy regarding academic performance begins long before pupils enter the classroom. It entails a commitment and capacity by each teacher to construct and maintain a climate where academic success is the non-negotiable currency. In large part, this is inherently linked to the rationale in the preceding recommendation, but is more pertinent to operation at the classroom level.</p> <p>Despite training in PBIS, there was an absence of classroom climates committed to academic success through use proactive organizational practices. To be sure, teachers, themselves, exhibited a genuine commitment to their students' academic success and well-being. The absence noted pertains neither to staff commitment nor desire, but to the absence of action and/or capacity to create and maintain the climate noted above. It is recommended that PBIS training continue with emphasis on developing teachers' capacity in organizational practices</p> |

<sup>1</sup> Stronge, James, H., Tucker, Pamela D., Hindman, Jennifer L., (2004). *Handbook for qualities of effective teachers*. Alexandria, VA: Association for Supervision and Curriculum Development.

as they pertain to student management and academic achievement. Furthermore, it is recommended that the continuous use of such practices be monitored by the principal using a well-defined rubric.

Just as there is a direct correlation between classroom organization and behavior, there is a corresponding relationship to sound, fundamental pedagogical practices and student achievement. Inherent in such practice is the development of clear, measurable objectives that are ingredients for mastery of state academic standards. Unless these objectives are deemed relevant by students, they will most likely escape internalization, consequently leading to non-mastery. In simple terms, objectives must be explained to students in understandable terms. Just as importantly, explanations must evoke students' interest, have meaning, and make sense. Once students recognize and internalize the pertinence of their learning objectives, it is critical they engage in classroom activities designed to build cognitive understanding while maintaining the ideas of relevance and personalized meaning.

There was a noted absence of objectives being made relevant to students during lessons in most classrooms. Furthermore, students, themselves, could not explain to observers why they were learning that which was being taught. Therefore, it is highly recommended that instructional staff increase their capacity to develop objectives and to design instruction that transforms static, stated goals for student achievement into relevant and meaningful opportunities for students to build understanding and internalize their learning.

Lastly, a critical ingredient for differentiated practice is the presence of valid, reliable, and readily accessible formative and interim assessment data. Through classroom observations and conversations with certified staff, even at the district level, it was evident that limited formative assessment instruments are available and/or used with uniformity and fidelity within and across grade levels. Without such performance information, teachers and school leaders are handicapped in their efforts to design instruction tailored to students' unique and varied learning needs. Arguably, teachers can still design differentiated lessons and employ differentiated instructional strategies in the absence of such data. They should possess the professional judgement to do so.

Notwithstanding the relationship between available quality formative assessments and instructional design, classroom observations by the review team found a lack of purpose-driven, differentiated instructional practices in classrooms. Based on the premise that teachers' professional judgement is a plausible means for developing differentiated lessons, the noted absence of such lessons suggests that teachers have limited training to do so and/or the use of such lessons are not the emphasis of evaluative monitoring. To this end, it is recommended that teachers develop their ability to design and deliver purposeful differentiated instructional and that the prevalence of such instruction be monitored with the expectation that it be present to the extent reasonably possible.

To address the identified limitations found during the review, leadership should develop a plausible theory of action focused on growing the staff's capacity to routinely and effectually employ classroom practices (particularly in organization, relevance, and differentiation) so as to maximize student mastery of the academic standards. At the school and district levels, it is recommended that pursuit of identifying and using valid, reliable, and readily accessible formative assessment instruments continue. If classroom teachers are expected to develop assessments to accurately measure student progress, it is critical that they have the technical capacity to do so, in order to ensure such assessments accurately align with, and measure mastery of academic standards.

## VII. Appendix A: Evidence for Remaining School Turnaround Principles

### Background

We believe it is valuable for school and district leaders to have a summary of the TAT's findings and evidence for each of the eight Turnaround Principles. As such, this section of the report outlines key findings and supporting evidence for each of the Turnaround Principles that were not identified by school and district leaders as prioritized Turnaround Principles for this school.

This information is intentionally provided in an appendix to reinforce the importance of the previously stated findings, evidence, ratings, and recommendations for the school's prioritized Turnaround Principles.

| <b>School Turnaround Principle #1: Effective School Leadership</b>  |
|---|
| <b>Evidence Sources</b>   |
| Individual Staff Interviews, Parent Survey Data, Teacher Survey Data, School Leader Self-Assessment, Student Focus Group, Instructional Leadership Team Focus Group, Teacher Focus Group, District Leadership Team Focus Group, Artifacts Provided by Bloomingdale Elementary School  |
| <b>Evidence Summary</b>   |
| <b>Strengths</b> <ul style="list-style-type: none"><li>• The principal exhibited a desire for continued growth in leadership capacity, as demonstrated, in part, by her participation in the New York City Leadership Academy (NYCLA) and Learning Forward program. (1.10)</li><li>• Staff reported an improved collegial and cooperative culture after their participation in True Colors training, which was arranged and facilitated by the principal to foster greater understanding of one another's temperaments and personalities. (7.2, 5.5)</li><li>• Teachers indicated that the principal is committed to and communicates the necessity for school improvement in every classroom. (1.4)</li></ul>  |
| <b>Areas for Improvement</b> <ul style="list-style-type: none"><li>• Instructional priorities for increasing students' academic growth and achievement, could not be clearly and succinctly described during discussions with the principal, teachers, and leadership team. (1.1; 1.2; 3.6; 8.1)</li><li>• While the principal conducts formal and informal observations, feedback is perceived by many staff as being limited in timeliness and specificity, particularly in regards to instructional methods necessary to advance rigor. (1.7, 1.9, 5.2)</li><li>• Consistency and follow-through by the principal, particularly in matters pertaining to student misconduct, was communicated as a concern by staff, students, and parents. (1.4; 2.1; 2.2; 2.3)</li></ul> |

### **School Turnaround Principle #4: Curriculum, Assessment, Intervention Systems**

#### **Evidence Sources**

Classrooms Observations, Individual Staff Interviews, School Leader Self-Assessment, Instructional Leadership Team Focus Group, Teacher Focus Group, District Leadership Team Focus Group, School Improvement Plan, Artifacts Provided by Bloomingdale Elementary School

#### **Evidence Summary**

##### Strengths

- Instructional resources aligned to the standards-based curriculum are readily available to teachers. (4.4)
- Interventionists collaborate with classroom teachers to coordinate instruction for students who require additional academic supports. (4.5; 7.2)

##### Areas for Improvement

- Classroom observations and focus group discussions revealed teachers' limited and inconsistent use of the district-created curriculum map. (4.1; 4.2; 5.3; 5.5)
- Evidence collected during focus groups and classroom observations, revealed that formative assessments are routinely developed by teachers or selected from online resources, with no reasonable assurance that they measure the rigor expected in the academic standards. (1.5; 4.3; 4.4; 6.3)

### **School Turnaround Principle #5: Effective Staffing Practices**

#### **Evidence Sources**

Individual Staff Interviews, School Leader Self-Assessment, Instructional Leadership Team Focus Group, Teacher Focus Group, Plan, Artifacts Provided by Bloomingdale Elementary School

#### **Evidence Summary**

##### Strengths

- The school corporation has provided sufficient staffing (administrative assistant, case manager, and therapist), to assist the school's efforts to manage student behavior and to provide students with emotional, social, and behavioral supports. (1.3; 2.1; 2.2; 2.3; 5.4)
- Professional development and schedule design afford opportunities, beyond the school day, for reflection on classroom practices, strategic planning, and review of performance data. (1.8; 5.3, 5.5)

#### Areas for Improvement

- The principal expressed the desire to hold more one-on-one meeting with staff to foster reflection about their performance, but has been inhibited in doing so due to constraints with behaviors, case conferences, parent meetings, etc. (2.1, 2.2, 5.2, 8.1)
- Physical education, art, and music and music teachers are assigned to the school on a part time basis, thus limiting students' exposure to these subjects and restricting opportunities for these teachers to engage with classroom teachers to generate plans for integrated thematic instruction. (5.4; 7.1)

### **School Turnaround Principle #6: Effective Use of Data**

#### **Evidence Sources**

Individual Staff Interviews, Teacher Survey Data, School Leader Self-Assessment, Instructional Leadership Team Focus Group, Teacher Focus Group, District Leadership Team Focus Group, Artifacts Provided by Bloomingdale Elementary School

#### **Evidence Summary**

##### Strengths

- Evidence collected and observations made by the review team revealed that the instructional staff recognizes the importance of student performance data and expressed a desire to receive additional training to become more effective in their analysis and use of data. (3.5; 6.2)
- The administrative assistant has a process and procedures in place to track students' attendance and behavioral infractions, and uses the school corporation's codified instruments to do so with fidelity. (2.2; 6.1)

##### Areas for Improvement

- No evidence was presented that there exists a formalized response to intervention process, wherein data regarding students' academic and/or behavioral needs are analyzed, and from which possible remediation strategies could be developed. (6.2; 7.1; 7.2)
- Few details could be offered to explain how triangulation of data is used to identify and track students who potentially possess the need for special education services. (4.3; 4.5; 6.2)

### **School Turnaround Principle #7: Effective Use of Time**

#### **Evidence Sources**

Classrooms Observations, Individual Staff Interviews, School Leader Self-Assessment, Instructional Leadership Team Focus Group, School Improvement Plan, Artifacts Provided by Bloomingdale Elementary School

#### **Evidence Summary**

##### Strengths

- Approximately fifty minutes each morning is dedicated to Professional Learning Community (PLC) staff development, collaboration, and/or planning. (1.8; 7.3; 5.5)
- Observed transitions, between activities within many classrooms, were direct and did not subtract from the effectiveness of lessons. (3.6; 7.1)

##### Areas for Improvement

- Time constraints, within the school schedule, limit intervention periods for all qualified students who require expanded instruction in reading and/or mathematics. Additional time is required for the number of students in need of such remediation. (1.8; 7.2)
- Teachers indicated that it has been suggested that they observe one another to glean ideas for instructional practices, yet no time to do so has been scheduled. (7.3)

### **School Turnaround Principle #8: Effective Family and Community Engagement**

#### **Evidence Sources**

Individual Staff Interviews, Parent Survey Data, School Leader Self-Assessment, Student Focus Group, Community Partner Focus Group, Teacher Focus Group, Instructional Leadership Team Focus Group, Artifacts Provided by Bloomingdale Elementary School

#### **Evidence Summary**

##### Strengths

- There has been over a ninety percent parent attendance rate at parent-teacher conferences during the last two years. (8.1)
- The school has offered academically related activities, such as parenting classes, math/reading/science nights, to in order to increase student learning. (8.1)
- Information gathered in parent and community focus groups revealed solid commitment to the school and the academic success of its students.
- Based on parent surveys, 86% of respondents strongly agreed or agreed that “The principal and teachers make parents feel welcome.” (8.1)

#### Areas for Improvement

- Despite after-school opportunities provided by the school, only sixty percent of parents surveyed agreed that the school addresses the needs of families in their efforts to support their own children's learning. (8.2)
- Most parents indicated the school has not provided them with copies of their children's schedules. (8.1)
- Only two individuals, both of whom were affiliated with the faith community, participated in the Community Focus Group, indicating limited support and/or attempts to solicit support from business, industry, and community-based organizations. (8.2)





# School Quality Review Report

*Clarence Farrington Elementary School*

Indianapolis Public Schools

May 8-9, 2018

## Review Team Members

|                 |                                      |   |
|-----------------|--------------------------------------|---|
| Erin Stalbaum   | Senior School Improvement Specialist | Indiana Department of Education         |
| Jennifer Jensen | Assistant Director of Mathematics    | Indiana Department of Education         |
| Amy Stevens     | Math Coach                           | Greenfield Community School Corporation |
| Angela Perkins  | Third Grade Teacher                  | Blue Academy: MSD Decatur Township      |
| Joshua Blossom  | Assistant Principal                  | O J Neighbours Elementary School        |
| Tarell Berry    | Assessment Program Specialist        | Indiana Department of Education         |

## Table of Contents

|       |   |    |
|-------|---|----|
| I.    | Background on the School Quality Review .....                                       | 3  |
| II.   | Overview of the School Quality Review Process .....                                 | 3  |
| III.  | Data Snapshot for Clarence Farrington Elementary School .....                       | 4  |
| IV.   | Evidence and Rating for School Turnaround Principle #3: Effective Instruction ..... | 7  |
| V.    | Evidence and Rating for School Turnaround Principle #4: CIA .....                   | 9  |
| VI.   | Evidence and Rating for School Turnaround Principle #6: Effective Use of Data.....  | 10 |
| VII.  | Recommendations.....  | 11 |
| VIII. | Appendix A: Evidence for Remaining School Turnaround Principles.....                | 18 |

## I. Background on the School Quality Review

Public Law 221 (PL 221) was passed in 1999 before the enactment of the federal *No Child Left behind Act* (NCLB). It serves as the state’s accountability framework. Among other sanctions, the law authorizes the Indiana State Board of Education (SBOE) to assign an expert team to conduct a School Quality Review for schools placed in the lowest category or designation of school performance for two consecutive years.

*(a) The board shall direct that the department conduct a quality review of a school that is subject to IC 20-31-9-3. (b) The board shall determine the scope of the review and appoint an expert team under IC 20-31-9-3. (Indiana State Board of Education; 511 IAC 6.2-8-2; filed Jan 28, 2011, 3:08 p.m.: 20110223-IR-511100502FRA)*

The school quality review (SQR) is a needs assessment meant to evaluate the academic program and operational conditions within an eligible school. The SQR will result in actionable feedback that will promote improvement, including the reallocation of resources or requests for technical assistance. The process is guided by a rubric aligned to the United States Department of Education’s “Eight Turnaround Principles” (see Appendix B). The school quality review includes a pre-visit analysis and planning meeting, onsite comprehensive review, and may include targeted follow-up visits.

State law authorizes the SBOE to establish an expert team to conduct the School Quality Review known as the Technical Assistance Team (TAT). Membership must include representatives from the community or region the school serves; and, may consist of school superintendents, members of governing bodies, teachers from high performing school corporations, and special consultants or advisers.

## II. Overview of the School Quality Review Process

The School Quality Review process is designed to identify Clarence Farrington Elementary School’s strengths and areas for improvement organized around the [United States Department of Education’s Eight School Turnaround Principles](#). In particular, the School Quality Review process focused on three Turnaround Principles that were identified as priorities by the school and its district.

The on-site review consisted of the Technical Assistance Team (TAT) visiting the school for two days. During the two days, the TAT (1) conducted separate focus groups with students, teachers, community partners, and parents, (2) observed two professional learning community meetings with teachers, (3) observed instruction in 32 classroom observations, and (4) interviewed school and district leaders.

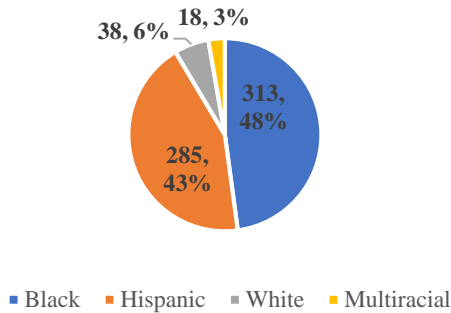
Prior to the visit, teachers completed an online survey, with 18 of 44 teachers participating. Parents and family members were also invited to complete a survey; 44 parents completed this survey. Finally, the school leadership team completed a self-evaluation. Both surveys and the self-evaluation are made up of questions that align to school improvement principles and indicators (Appendix B).

### III. Data Snapshot for Clarence Farrington Elementary School

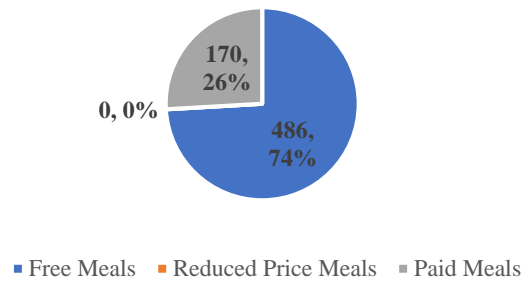
| School Report Card            |        |        |                 |                               |        |        |                 |
|-------------------------------|--------|--------|-----------------|-------------------------------|--------|--------|-----------------|
| 2015-2016 Report Card         | Points | Weight | Weighted Points | 2016-2017 Report Card         | Points | Weight | Weighted Points |
| Performance Domain Grades 3-8 | 28.55  | 0.5    | 14.28           | Performance Domain Grades 3-8 | 23.9   | 0.5    | 11.95           |
| Growth Domain Grades 4-8      | 83.70  | 0.5    | 41.90           | Growth Domain Grades 4-8      | 76.20  | 0.5    | 38.10           |
| Overall Points                |        |        | 56.2            | Overall Points                |        |        | 50.1            |
| Overall Grade                 |        |        | F               | Overall Grade                 |        |        | F               |

#### Enrollment 2017-2018: 657 students

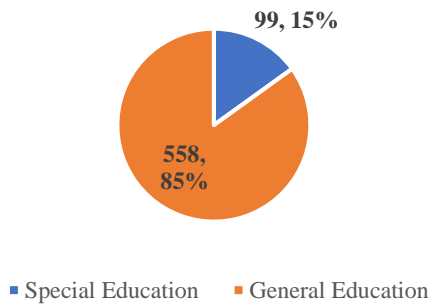
##### Enrollment 2017-2018 by Ethnicity



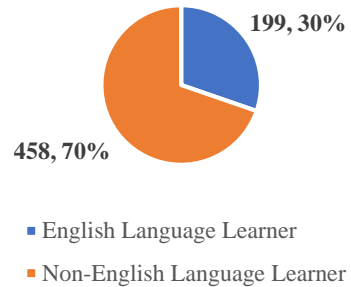
##### Enrollment 2017-2018 by Free/Reduced Price Meals



##### Enrollment 2017-2018 by Special Education

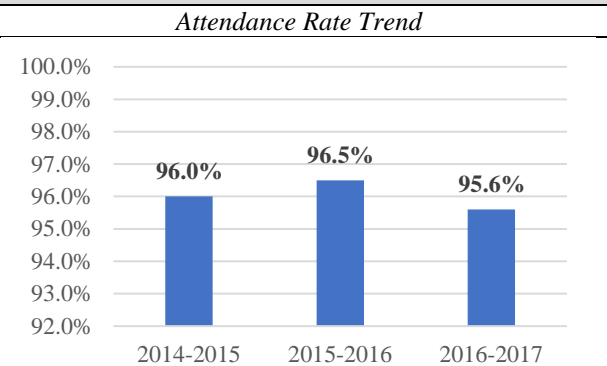


##### Enrollment 2017-2018 by English Language Learners



#### Attendance

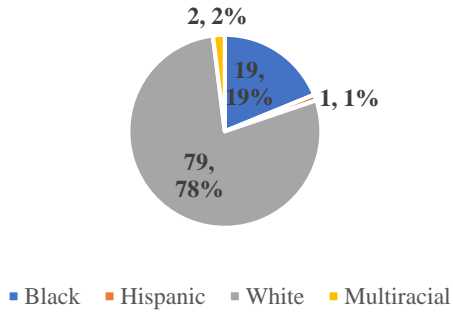
| Attendance by Grade |         |         |         |
|---------------------|---------|---------|---------|
| Grade               | '14-'15 | '15-'16 | '16-'17 |
| K                   | 95.1%   | 95.9%   | 94.8%   |
| 1                   | 95.9%   | 96.2%   | 95.8%   |
| 2                   | 96.2%   | 96.0%   | 95.3%   |
| 3                   | 96.1%   | 96.5%   | 95.6%   |
| 4                   | 96.7%   | 97.0%   | 96.2%   |
| 5                   | 96.1%   | 97.1%   | 96.1%   |



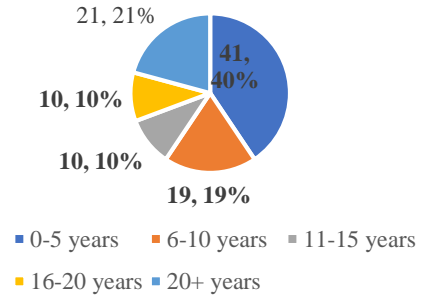
**School Personnel**

*Teacher Count 2015-2016: 101*

*Teacher Count 2015-2016 by Ethnicity*

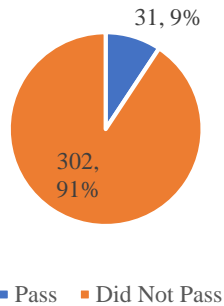


*Teacher Count 2015-2016 by Years of Experience*

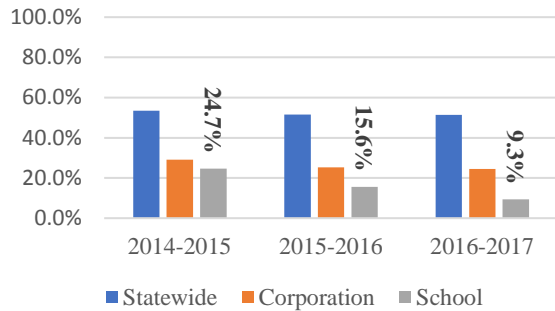


**Student Academic Performance**

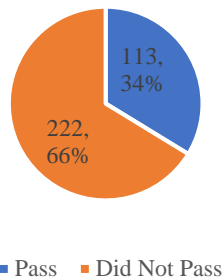
*ISTEP+ 2016-2017  
Both English/Language Arts and Math*



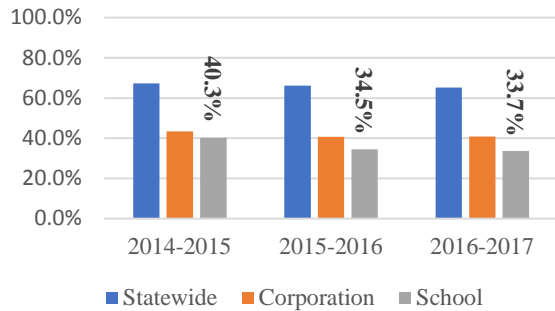
*ISTEP+ Percent Passing Trend  
Both English/Language Arts and Math*



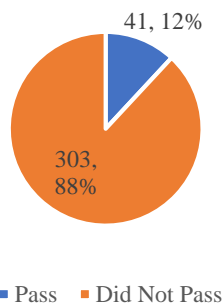
*ISTEP+ 2016-2017: English/Language Arts*



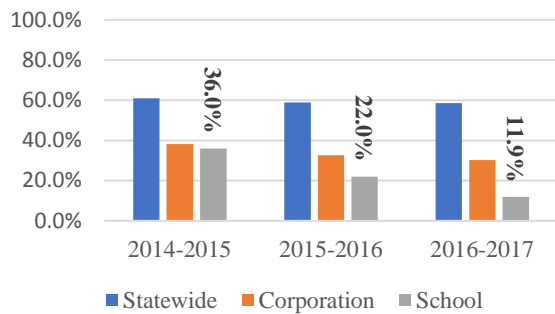
*ISTEP+ Percent Passing Trend: English/Language Arts*



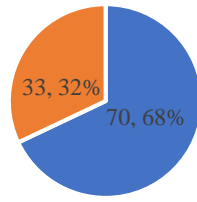
*ISTEP+ 2016-2017: Math*



*ISTEP+ Percent Passing Trend: Math*

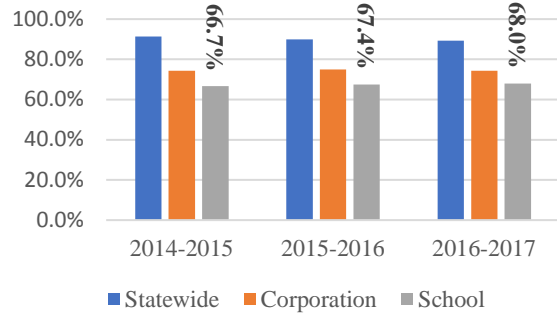


*IREAD-3 2016-2017*

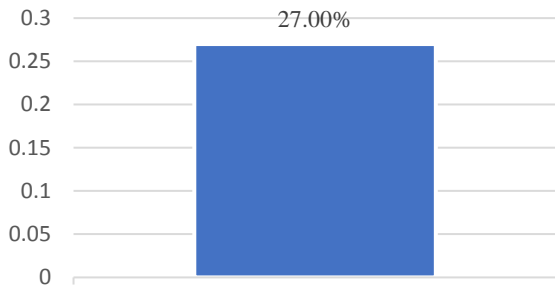


■ Pass ■ Did Not Pass

*IREAD-3 Percent Passing Trend*

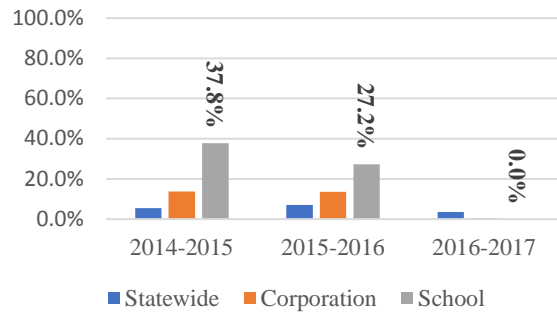


*IREAD-3 Percentage Promoted by Good Cause Exemptions 2016-2017*



Percentage Promoted by Good Cause Exemptions

*IREAD-3 Good Cause Promotion Exemption Trend*



## IV. Evidence and Rating for School Turnaround Principle #3: Effective Instruction

### Background

The next three sections of the report illustrate the Technical Assistance Team’s key findings, supporting evidence, and overall rating for each of the school’s prioritized Turnaround Principles.

To thoughtfully identify these prioritized Turnaround Principles, school and district leaders used a “Turnaround Principle Alignment Tool” provided by the Indiana State Board of Education to determine the three Turnaround Principles that most closely align with the goals and strategies outlined in the school’s improvement plan.

This report focuses on these prioritized Turnaround Principles to provide a strategically targeted set of findings and recommendations. Additional evidence on the other five Turnaround Principles can be found in Appendix A of this report.

| School Turnaround Principle #3: Effective Instruction   |   |   |  |
|---|---|---|--|
| Evidence Sources  |   |   |  |
| Classroom Observations, Teacher Focus Group, Professional Learning Community Observations, Instructional Leadership Team Focus Group, Building Leadership Focus Group, District Leadership Focus Group, Student Focus Group, Parent Focus Group, Teacher Surveys, Parent Surveys                |   |   |  |
| Rating  |   |   |  |
| 1<br><u>Ineffective</u>   | 2<br><u>Improvement Necessary</u>                       | 3<br><u>Effective</u>                                 | 4<br><u>Highly Effective</u>                           |
| <i>No evidence of this happening in the school</i>  | <i>Limited evidence of this happening in the school</i> | <i>Routine and consistent</i>                         | <i>Exceeds standard and drives student achievement</i> |
| Evidence  |   |   |  |
| Strengths   |   | Aligned Turnaround Principle Indicator(s)             |  |
| <ul style="list-style-type: none"> <li>The master schedule includes one hour per week dedicated for teachers to collaborate in Professional Learning Communities intended to implement a data-driven protocol in order to inform classroom instruction, remediation, and enrichment.</li> </ul> |   | <ul style="list-style-type: none"> <li>3.5</li> </ul> |  |
| <ul style="list-style-type: none"> <li>Most classroom observations indicate small group instruction as an instructional priority in the building.</li> </ul>  |   | <ul style="list-style-type: none"> <li>3.2</li> </ul> |  |
| <ul style="list-style-type: none"> <li>Most classroom observations demonstrate a text-rich environment focusing on student growth based on their independent reading level.</li> </ul>  |   | <ul style="list-style-type: none"> <li>3.4</li> </ul> |  |

| Areas for Improvement  | Aligned Turnaround Principle Indicator(s)                  |
|--|--|
| <ul style="list-style-type: none"> <li>Classroom observations demonstrate a disconnect between posted lesson objectives, standards-based instruction, and the student's ability to describe their learning target.</li> </ul>  | <ul style="list-style-type: none"> <li>3.1, 3.6</li> </ul> |
| <ul style="list-style-type: none"> <li>Checking for understanding was evident during several classroom observations; however, lacked the depth or understanding needed in order to be utilized to adjust instruction based on student mastery.</li> </ul>  | <ul style="list-style-type: none"> <li>3.3, 3.6</li> </ul> |
| <ul style="list-style-type: none"> <li>Student engagement is present in several classrooms; though, there is a noticeable lack of rigor or relevance for students during instruction.</li> </ul>   | <ul style="list-style-type: none"> <li>3.2, 3.6</li> </ul> |
| <ul style="list-style-type: none"> <li>Two Professional Learning Community observations focused on identifying instructional strategies that align with student needs for Success groups based on DIBELS and IREAD 3 data; however, needs were based off of surface level data with suggestions of practice that may not be evidence-based recommendations.</li> </ul> | <ul style="list-style-type: none"> <li>3.5</li> </ul>      |



## V. Evidence and Rating for School Turnaround Principle #4: Curriculum, Assessment, and Intervention Systems

| <b>School Turnaround Principle #4: Curriculum, Assessment, and Intervention Systems</b>  |   |                               |   |
|--|---|-------------------------------|---|
| <b>Evidence Sources</b>  |   |                               |   |
| Classroom Observations, Teacher Focus Group, Professional Learning Community Observations, Instructional Leadership Team Focus Group, Building Leadership Focus Group, District Leadership Focus Group, Student Focus Group, Teacher Surveys, Artifact Submissions for School Quality Review   |   |                               |   |
| <b>Rating</b>  |   |                               |   |
| 1<br><u>Ineffective</u>  | 2<br><u>Improvement Necessary</u>                       | 3<br><u>Effective</u>         | 4<br><u>Highly Effective</u>                                    |
| <i>No evidence of this happening in the school</i>   | <i>Limited evidence of this happening in the school</i> | <i>Routine and consistent</i> | <i>Exceeds standard and drives student achievement</i>          |
| <b>Evidence</b>  |   |                               |   |
| Strengths  |   |                               | Aligned Turnaround Principle Indicator(s)                       |
| <ul style="list-style-type: none"> <li>A team of instructional coaches established through a flexible coaching model are available for teachers to grow their professional practice in order to impact student growth.</li> </ul>  |   |                               | <ul style="list-style-type: none"> <li>4.2</li> </ul>           |
| <ul style="list-style-type: none"> <li>Teachers are provided formative assessments in order to collect data over student growth and achievement, intended to inform action plans aimed at fostering optimal student performance.</li> </ul>  |   |                               | <ul style="list-style-type: none"> <li>4.3, 4.4</li> </ul>      |
| <ul style="list-style-type: none"> <li>The master schedule includes thirty minutes per day in each classroom in order to implement Success, a block of time dedicated to remediation and enrichment for students based on current and relevant data.</li> </ul>  |   |                               | <ul style="list-style-type: none"> <li>4.5</li> </ul>           |
| Areas for Improvement  |   |                               | Aligned Turnaround Principle Indicator(s)                       |
| <ul style="list-style-type: none"> <li>A standards-based, vertically aligned, comprehensive curriculum is not available throughout all content areas; lesson plan formats and feedback are inconsistent.</li> </ul>  |   |                               | <ul style="list-style-type: none"> <li>4.1, 4.4</li> </ul>      |
| <ul style="list-style-type: none"> <li>A disconnect is present between the standards-based scopes provided in English/ Language Arts and Math at the district level and the formative assessments administered on a weekly or bi-weekly basis. Formative assessment data is not user-friendly for analyzing student achievement data at a deep level in order to inform differentiated instruction in the classroom and tiered interventions.</li> </ul> |   |                               | <ul style="list-style-type: none"> <li>4.3, 4.4, 4.5</li> </ul> |
| <ul style="list-style-type: none"> <li>Regular informal observations by administrators and instructional coaches occur; however, observational data is not aggregated in a manner that leads to building-wide, job-embedded professional development resulting in improved student performance.</li> </ul>   |   |                               | <ul style="list-style-type: none"> <li>4.2</li> </ul>           |

## VI. Evidence and Rating for School Turnaround Principle #6: Effective Use of Data

| <b>School Turnaround Principle #6: Effective Use of Data</b>   |   |                               |  |
|--|---|-------------------------------|--|
| <b>Evidence Sources</b>  |   |                               |  |
| Classroom Observations, Teacher Focus Group, Professional Learning Community Observations, Instructional Leadership Team Focus Group, Building Leadership Focus Group, District Leadership Focus Group, Student Focus Group, Parent Focus Group, Teacher Surveys, Parent Surveys, Artifact Submissions for School Quality Review |   |                               |  |
| <b>Rating</b>  |   |                               |  |
| 1<br><u>Ineffective</u>  | 2<br><u>Improvement Necessary</u>                       | 3<br><u>Effective</u>         | 4<br><u>Highly Effective</u>                               |
| <i>No evidence of this happening in the school</i>   | <i>Limited evidence of this happening in the school</i> | <i>Routine and consistent</i> | <i>Exceeds standard and drives student achievement</i>     |
| <b>Evidence</b>  |   |                               |  |
| <b>Strengths</b>   |   |                               | <b>Aligned Turnaround Principle Indicator(s)</b>           |
| <ul style="list-style-type: none"> <li>Climate and culture surveys are administered to caregivers on an annual basis; data is utilized in order to inform goals and action plans for school improvement.</li> </ul>  |   |                               | <ul style="list-style-type: none"> <li>6.1</li> </ul>      |
| <ul style="list-style-type: none"> <li>Most teachers are aware of the data that is available to them through formative assessments and are intentionally engaged in discussions centered on next steps for student growth and achievement.</li> </ul>  |   |                               | <ul style="list-style-type: none"> <li>6.3</li> </ul>      |
| <ul style="list-style-type: none"> <li>The observed Professional Learning Communities followed a protocol that ensured each teacher had an opportunity to reflect on instructional practices intended to grow students through literacy.</li> </ul>  |   |                               | <ul style="list-style-type: none"> <li>6.3</li> </ul>      |
| <b>Areas for Improvement</b>   |   |                               | <b>Aligned Turnaround Principle Indicator(s)</b>           |
| <ul style="list-style-type: none"> <li>Data is collected throughout the building; however, a system for analyzing the multiple forms of data in a user-friendly, student-focused, triangulated format is not present in order to transfer teachers from being data-informed to data-driven.</li> </ul>                           |   |                               | <ul style="list-style-type: none"> <li>6.2, 6.3</li> </ul> |
| <ul style="list-style-type: none"> <li>Data is analyzed at a high level to inform Success groups; however, data is not analyzed at the root cause analysis level in order to inform differentiated Tier I, II, and III instruction to support student growth at all levels.</li> </ul>   |   |                               | <ul style="list-style-type: none"> <li>6.3</li> </ul>      |
| <ul style="list-style-type: none"> <li>Climate and culture data is collected; however, not tracked or analyzed in a consistent process that drives conversations and decisions between educators, administrators, and caregivers for the socio-emotional support of all students.</li> </ul>                                     |   |                               | <ul style="list-style-type: none"> <li>6.1</li> </ul>      |

## VII. Recommendations

### Background

This section outlines an intentionally targeted set of recommendations that align to one or more of the school’s prioritized Turnaround Principles. Anchored in the United States Department of Education’s Turnaround Principles framework, these recommendations are representative of what the Technical Assistance Team believes to be the most immediate changes needed to accelerate growth in academic and non-academic student outcomes at Clarence Farrington Elementary School. These recommendations should not be thought of as an exhaustive set of school improvement strategies, but rather as a part of the ongoing and continuous school improvement process.

| <b>Recommendation 1</b>   |
|---|
| Utilizing best practices in curriculum mapping and aligning with the standards-based sequence provided by the district office, collaboratively construct curriculum maps for all content areas in each grade level that guarantee vertical alignment for the growth progression of all students. Ensure rigorous formative assessments are embedded throughout curriculum maps in order to foster the utilization of short cycle data analysis that informs student remediation and enrichment opportunities.   |
| <b>Aligned Turnaround Principle(s)</b>  |
| 1.4, 1.5, 1.6, 2.2, 2.3, 3.1, 3.4, 3.5, 3.6, 4.1, 4.2, 4.3, 4.4, 4.5, 5.3, 5.5, 6.2, 6.3, 7.2   |
| <b>Rationale</b>  |
| <p>Indianapolis Public Schools provides Clarence Farrington Elementary School with a sequenced school-year calendar of Indiana Academic Standards in the areas of English/ Language Arts and Mathematics for grades kindergarten through six, intended to guide instructional decisions in the classroom. In addition to these sequences, the district also provides formative assessments for building utilization in order to assess student proficiency of the Indiana Academic Standards in English/ Language Arts and Mathematics. Although a sequence of Indiana Academic Standards and formative assessments are provided, an alignment of these two resources does not currently exist in classrooms. As such, teachers lack guidance that ensures students are provided a rigorous and relevant opportunity to learn in a continuum throughout each grade level.</p> <p>Collaboratively engaging in curriculum mapping allows educators to gain information about ongoing work throughout the building, identify curricular gaps, find repetitions, target potential areas for integration, match assessments with standards, and review for timelines. Moreover, constructing curriculum maps in a setting that fosters vertical alignment enables educators to create a database for making important instructional decisions to guarantee a progression for student learning. Mapping allows educators to examine possible content repetitions and skill repetitions, leading way to conversations on skill spiraling throughout grade levels working towards more complex mastery of specific skills. <sup>1</sup> Moreover, Marzano’s</p> |

<sup>1</sup> Jacobs, H. H. (1997). *Mapping the big picture: Integrating curriculum & assessment, K-12*. Alexandria, Va: Association for Supervision and Curriculum Development.

research has concluded that the first school-level factor for its impact on student achievement is a guaranteed and viable curriculum. According to the research, a guaranteed and viable curriculum includes a combination of providing students with an opportunity to learn and time for instructional delivery. If students do not have the opportunity to learn the content expected of them, there is little chance that they will; likewise, the content that teachers are expected to address must be adequately covered in the instructional time teachers have available in a guaranteed and viable curriculum.<sup>2</sup>

During the School Quality Review, focus group conversations demonstrate a lack of grade level alignment and progression in classroom instruction due to the absence of curriculum maps throughout each content area. Teachers rely on the pacing guides as provided through Vimme Math or Indianapolis Public School for English/ Language Arts in order to plan lessons four days a week that correlate to the tested weekly standards. As this planning occurs, the fifth day of instruction for Mathematics is dedicated to weekly Vimme Math assessments that can take up to three hours of instructional time to complete. Teachers state, “Vimme provides a good pacing guide but not enough resources, so teachers are pulling resources every week to create their own lessons.” In order to plan for English/ Language Arts, teachers note utilizing the district pacing guides and assessments in order to backwards plan for students to obtain mastery on the formative assessments. Teachers indicate that lessons are researched online and that many are downloaded from the website, *Teachers Pay Teachers*. In both the instructional leadership team focus group and teacher focus group, it is acknowledged that resources may overlap from grade level to grade level providing students with the same activity or lesson to master as in previous years for a particular standard in Math or English/ Language Arts. This conclusion gave way to conversations on unpacking the Indiana Academic Standards in order to understand their implications for lesson design and grade-level appropriate content and activities. During a conversation with building leadership it was stated, “For all new teachers, unpacking has to be redone. You will see objectives, but you probably get a match to instruction 70% of the time.” To conclude all focus group conversations, teachers were asked what they need in order to move forward in their school improvement efforts. Each educator in the instructional leadership focus group and teacher focus group state that a curriculum for both English/ Language Arts and Math are needed in order to “create a more holistic learning experience on a continuum by knowing what students have mastered from one year to the next.”

This qualitative focus group data coincides with quantitative data as gathered through classroom observations, teacher survey data, and parent survey data. Mirroring the statement of the building leadership, in 66% of classroom observations, “The lesson objective is aligned to the Indiana Academic Standard,” and in 44% of classroom observations, “Students are able to articulate the lesson objective and its purpose.” The disconnect between the posted objective, the Indiana Academic Standard addressed, and student’s ability to describe their learning results in classroom instruction that is task-driven over goal-driven, creating a learning environment that does not reach a rigorous and relevant experience for student growth and achievement. Consequently, in 53% of classroom observations, “The majority of students

---

<sup>2</sup> Marzano, R. J. (2003). *What works in schools: Translating research into action*. Alexandria, Va: Association for Supervision and Curriculum Development.

are actively engaged in the learning activities.” Without a clear goal for teachers through the utilization of a curriculum map, and for students through a clearly defined learning target, instruction becomes segmented without an understanding of how each standard builds upon one another for a progressive learning opportunity. As John Hattie’s research states, “Targeted learning involves the teacher knowing where he or she is going with the lesson and ensuring that the students know where they are going. These pathways must be transparent for the students. Such teacher clarity is essential.” Teacher clarity presents a 0.75 effect size as related to student achievement in the classroom. <sup>3</sup>

As is echoed in focus group conversations with educators, 66% of those completing the teacher survey agree with the statement, “The school provides me with the instructional resources necessary to ensure high quality instruction.” Further, 72% of teachers completing the survey agree with the statement, “Our curriculum is aligned with College and Career Ready State Standards.” Parents also demonstrate a concern with 41% of parents submitting the survey agreeing with the statement, “Our school has clear goals for students,” and 38% agreeing with the statement, “Teachers provide clear instruction and feedback to the students.”

Collaboratively constructing curriculum maps throughout grades kindergarten through six in each content area, in a vertically aligned and targeted manner, provides a clear roadmap for student growth and achievement throughout their elementary career.

---

<sup>3</sup> Hattie, J. (2012). *Visible learning for teachers: Maximizing impact on learning*. London: Routledge.

| <b>Recommendation 2</b>   |
|---|
| <p>Research and implement a system for data analysis to be utilized throughout each grade level that incorporates the characteristics of data being (1) timely and relevant to drive student growth, (2) user-friendly for targeted discussions, (3) triangulated in order to justify actions, and (4) defined by a root cause analysis component in order to inform appropriately tiered academic instruction.</p>   |
| <b>Aligned Turnaround Principle(s)</b>  |
| <p>1.1, 1.3, 1.4, 1.6, 2.2, 2.3, 3.5, 4.2, 4.3, 4.5, 5.3, 5.5, 6.1, 6.2, 6.3, 7.3</p>   |
| <b>Rationale</b>  |
| <p>Clarence Farrington holds weekly professional learning community meetings in order to discuss data points and an action plan for instruction based on the presented data. Professional learning communities are led by the principal, assistant principal, and instructional coaches. The two professional learning communities observed followed a protocol which led to teacher engagement and discussion. The data discussed during this protocol was released IREAD 3 data for the third grade team, and DIBELS benchmark data for the kindergarten team. Teachers were expected to review the data for their specific remediation groups, discuss the instructional strategy they were implementing within the remediation group, and then gather feedback from their teaching peers about their approach and ideas for further instruction.</p> <p>Although the professional learning communities discussed data with a sense of how to inform instruction, a system for data analysis at a deep level is not currently present throughout each grade level. Further, peer to peer feedback for future instruction is not rooted in evidence-based practices, which may lead to a lack of intentional focus on instruction that aims at the root cause of student needs. For example, during one professional learning community conversation it was suggested that a peer try enunciating phoneme segmentations in differing manners in order for students to differentiate from one sound to the next sound within a given word. Although a well-intended suggestion, this particular instructional practice is not currently evidence-based through statistical research. When provided resources for evidence-based instructional practices, educators are able to deepen their professional learning community collaborations by being intentional about their supports for one another. Therefore, if the learning community was able to note that immersing students in the practice of identifying initial and final sounds that do not sound the same was evidence-based, then this would provide an intentional support for student remediation.</p> <p>Triangulated data that requires teachers to identify the root cause of student performance in order to plan for instruction takes the grade level as a whole from being data-informed to data-driven, as a root cause analysis is used both reactively, to investigate an adverse event that already occurred, and proactively, to analyze and improve processes and systems before they break down. <sup>4</sup> Additionally, if grade level assessments define the ultimate goals, this type of student data analysis will enable educators to identify the strategies needed to advance students. By examining student-level assessment data effectively, teachers and school leaders can systematically identify their students' strengths and weaknesses and determine what specific next steps they must take to achieve their goals. <sup>5</sup> As noted during conversations with</p> |

<sup>4</sup> Preuss, P. G. (2003). *Root Cause Analysis: School Leader's Guide to Using Data to Dissolve Problems*. Larchmont, NY: Eye on Education.

<sup>5</sup> Bambrick-Santoyo, Paul, *Driven by Data: A Practical Guide to Improve Instruction*. San Francisco: Jossey-Bass, 2012. Print.

building and district leadership, a system for data analysis is a growth component identified for Clarence Farrington Elementary School.

Quantitative data collected during the school quality review also confirmed the need for a system of data analysis that could be used to implement evidence-based practices and inform instruction throughout grade level discussions. In accordance with the teacher survey, 72% of teachers agree or strongly agree with the statement, “Our teachers have scheduled time and a systematic process for analyzing formative assessment data.” Further, 61% of teachers surveyed agreed or strongly agreed with the statement, “Our school utilizes a coherent system to provide detailed student assessment data and analysis of results.” Teacher perception is that there is a system for analyzing data in place. However, this does not align with classroom observation data. While classroom observations note that 72% of classroom lessons and activities are goal driven, only 44% of classroom observations indicate that students are able to articulate the lesson objective. Without a clear, evidence-based system for data analysis, discrepancy exists between what teachers know about their students and the opportunities for learning they provide in the classroom. Therefore, implementing a consistent system for data analysis throughout all grade levels allows teachers to ensure instruction is student-centered and focused on individual academic growth and development.

### **Recommendation 3**

Collaboratively review, revise, and implement a system for behavioral data analysis and Positive Behavioral Intervention and Supports (PBIS) utilizing the district-established restorative justice model. Provide sufficient coaching and support needed for (1) initial implementation, (2) active application, and (3) sustained use of the behavioral response system.

### **Aligned Turnaround Principle(s)**

1.1, 1.3, 1.4, 2.1, 2.3, 3.6, 5.3, 5.5, 6.1, 6.3, 7.3, 8.1, 8.2

### **Rationale**

As a district, Indianapolis Public Schools has defined a restorative justice model as the behavioral response system to be utilized at Clarence Farrington Elementary School. At its core, the restorative justice model takes a response to behavior system from a punitive stance to a restorative method in which students are provided a supportive environment to aid in their socio-emotional growth. As is noted in the literature on restorative justice programs, real change is made through systemic adoption of restorative justice. A whole school approach is the best way to provide restorative justice, with the entire school community using restorative practices in its daily work. Through training, commitment, and reinforcement of the benefits of restorative justice, elementary and high schools have successfully implemented effective programs.<sup>6</sup>

In conversations with teachers at Clarence Farrington Elementary School, restorative justice is currently a philosophy in the building over a practice. Although training was provided over restorative justice, follow-up coaching and support as to how the training transfers into the behavioral response system has not been provided. Research has shown professional development, when reinforced by ongoing, job-embedded coaching leads to between eighty to ninety percent of implementation of new practices. Conversely, infrequent and decontextualized training results in implementation of less than twenty percent of new practices in classroom settings.<sup>7</sup>

Teachers also indicate that with a lack of a consistent Positive Behavioral Intervention and Support (PBIS) system throughout the building, students are not provided high expectations, with the supports to reach those high expectations, needed at each grade or classroom level. A resounding message during teacher and instructional leadership focus groups is a frustration for an inconsistent behavioral response system and lack of clarity over restorative justice practices for student's socio-emotional growth. One particular statement explains, "High expectations for behavior are not present at Clarence Farrington. Due to the lack of consistency, students are able to get by with behaviors we should be supporting in order to help them improve. It impedes learning 100% of the time." This statement is mirrored by a student conversation in which the student expressed, "My teacher has to deal with students making bad choices so she doesn't always have time to help me with my work."

Further, teachers expressed a concern for the method of reporting student behaviors through the Voxer application. As a whole, the utilization of the Voxer application does not provide a timely approach to behavior management, leaving students and teachers unsupported in the

<sup>6</sup> Hopkins, Belinda, "A Whole School Approach to Restorative Justice," "Victim Offender Mediation Association Connections" (2003) 13:5

<sup>7</sup> Buysee, Pierce, *Effective Coaching: Improving Teacher Practice & Outcomes for All Learners*, WestEd: NCSI, no. 508 (2015).



restorative justice model. Teacher leaders comment, “We can’t implement restorative justice when the children don’t know what that means, and when the teachers aren’t really aware of it either.” These statements speak to the need for a consistent and sustainable system of behavioral management that incorporates both a PBIS and restorative justice component in order for teachers and students to become supported in their learning environment.

Analyzing observation and survey data also provides a pulse of the behavior management system present at Clarence Farrington Elementary School. As it relates to classroom observations, during 72% of classroom observations teachers recognize and reinforce positive behaviors; additionally, in 69% of classroom observations high expectations for behavior are evident. Conversely, the teacher survey demonstrates that only 27% of teachers agree or strongly agree with the statement, “Our students are effectively encouraged to behave well, relate well to others, and have positive attitudes toward learning.” Further, only 33% of teachers agree or strongly agree with the statement, “Our school rules and procedures are implemented consistently and communicated clearly to students, parents, and staff.” Additionally, the parent survey results reflect the need for a consistent system for behavior management with a focus on data analysis, as 36% of parents agree or strongly agree with the statement, “In our school students, who are struggling, are quickly identified and provided with additional supports.” Additionally, it was noted during the parent focus group that school security is a top improvement needed for the building.

By collaborating as a building in order to review, revise, and implement a consistent and sustainable system for behavior management, a positive school culture can continue to be cultivated at Clarence Farrington Elementary School as it pertains to the third goal on the 2017-2018 school improvement plan.

## VIII. Appendix A: Evidence for Remaining School Turnaround Principles

### Background

We believe it is valuable for school and district leaders to have a summary of the TAT's findings and evidence for each of the eight Turnaround Principles. As such, this section of the report outlines key findings and supporting evidence for each of the Turnaround Principles that were not identified by school and district leaders as prioritized Turnaround Principles for this school.

This information is intentionally provided in an appendix to reinforce the importance of the previously stated findings, evidence, ratings, and recommendations for the school's prioritized Turnaround Principles.

| <b>School Turnaround Principle #1: School Leadership</b>  |
|---|
| <b>Evidence Sources</b>   |
| Classroom Observations, Teacher Focus Group, Professional Learning Community Observations, Instructional Leadership Team Focus Group, Building Leadership Focus Group, District Leadership Focus Group, Student Focus Group, Parent Focus Group, Teacher Surveys, Parent Surveys, Artifact Submissions for School Quality Review  |
| <b>Evidence Summary</b>   |
| <b>Strengths</b> <ul style="list-style-type: none"><li>• The school improvement plan is written with input from various stakeholders, including SMART goals and coinciding action plans. (1.2)</li><li>• Intentional teacher collaboration meetings are included in the school-wide calendar on a weekly basis. (1.6, 1.8)</li><li>• The principal fosters an unwavering belief in the potential of all students by communicating this belief frequently and passionately. (1.4)</li></ul>  |
| <b>Areas for Improvement</b> <ul style="list-style-type: none"><li>• Lesson plan formats are not consistent throughout classrooms with little to no feedback given to adjust and/or improve instructional practices. (1.5)</li><li>• The master schedule provides daily blocks for instruction in Literacy, Math, and remediation; however, a common scheduled time for Success groups is not shared throughout a grade level in order to maximize building capacity towards individual student growth and achievement. (1.8)</li><li>• The principal has not successfully put in place a clear and consistent student behavior system, either stated or in practice. (1.3)</li></ul> |

## School Turnaround Principle #2: School Climate and Culture

### Evidence Sources

Classroom Observations, Teacher Focus Group, Professional Learning Community Observations, Instructional Leadership Team Focus Group, Building Leadership Focus Group, District Leadership Focus Group, Student Focus Group, Parent Focus Group, Teacher Surveys, Parent Surveys, Artifact Submissions for School Quality Review

### Evidence Summary

#### Strengths

- As is evident through classroom observation data, 100% of classrooms are, “safe and free from obstacles with easy access to materials and resources.” (2.1)
- Professional Learning Communities focus on academic supports for students and begin with celebrations of growth and achievement. (2.2)
- Staff is encouraged to be involved in practices promoting professional growth through a tiered coaching model. (2.2)

#### Areas for Improvement

- As is evident through the parent survey, only 43% of parents agree or strongly agree with the statement, “The school is effective at maintaining a safe, orderly, and comfortable environment for parents and students.” Additionally, parent focus group conversations demonstrate that parents must volunteer time and materials in order to clean their child’s classroom, especially during the weeks that students each lunch in the classrooms. (2.1)
- Teachers’ response to classroom incidents varies from classroom to classroom creating an inconsistent building-wide system for behavior management. (2.1)
- In accordance with the teacher survey, 33% of teachers agree or strongly agree with the statement, “Our school rules and procedures are implemented consistently and communicated clearly to students, parents and staff.” Furthermore, 27% of teachers agree or strongly agree with the statement, “Our students are effectively encouraged to behave well, relate well to others and have positive attitudes toward learning.”

## School Turnaround Principle #5: Effective Staffing Practices

### Evidence Sources

Classroom Observations, Teacher Focus Group, Professional Learning Community Observations, Instructional Leadership Team Focus Group, Building Leadership Focus Group, District Leadership Focus Group, Student Focus Group, Parent Focus Group, Teacher Surveys, Parent Surveys, Artifact Submissions for School Quality Review

### Evidence Summary

#### Strengths

- Clarence Farrington’s staff includes a multi-classroom leader as established through the Opportunity Culture initiative; this teacher serves as a mentor for several colleagues. (5.3)
- The teacher focus group indicates that tiered support as provided through the building instructional coaches is beneficial and improves their teaching practices in the classroom. (5.5)
- As is evident through the teacher survey, 83% of teachers agree with the statement, “My school provides a mentor for new teachers.” (5.3)

Areas for Improvement

- Professional development is provided through district and building leadership; however, a system for follow-up and feedback is not evident in order to ensure transfer of new learning into classroom practices. (5.2, 5.3, 5.6)
- Staff assignments are not based upon matching student learning needs with staff’s instructional strengths. As is evident in the teacher survey, only 31% of teachers agree with the statement, “Our principal bases staffing assignment decisions on teacher effectiveness data; assignments put teachers with proven effectiveness with students.” (5.1, 5.4)
- An inconsistent coaching cycle is delivered throughout the building, providing an opportunity for teachers to opt out of supports to improve instructional practices. According to the teacher survey, 44% of teachers agree with the statement, “Our principal and school leaders observe and provide meaningful feedback to each teacher on a weekly basis to ensure instructional alignment with state standards.” (5.2, 5.3, 5.5)

**School Turnaround Principle #7: Effective Use of Time**

**Evidence Sources**

Classroom Observations, Teacher Focus Group, Professional Learning Community Observations, Instructional Leadership Team Focus Group, Building Leadership Focus Group, District Leadership Focus Group, Student Focus Group, Parent Focus Group, Teacher Surveys, Parent Surveys, Artifact Submissions for School Quality Review

**Evidence Summary**

Strengths

- A multi-tiered system of support team is in place intended to identify additional supports for students both academically and behaviorally on an individualized basis. (7.1)
- Teachers have time scheduled for grade level meetings that adhere to a protocol focused on student learning. (7.3)
- An intentional focus on arrival and dismissal procedures in order to ensure a timely start to the school day was evident during the School Quality Review. (7.1)

Areas for Improvement

- The master schedule is not consistent throughout each grade level, leaving scheduling based on teacher availability, not necessarily student need, in order for Success periods to be intentional enough for the growth and achievement of all students. (7.2)
- Vertical collaboration is not evident through professional development opportunities, creating a lack of alignment in the continuum of academic instruction. (7.3)
- As is evident through the teacher survey, only 22% of teachers agree with the statement, “Our instructional time is protected with few interruptions.” Teachers note an expectation of administering weekly formative assessments that are time-consuming creating a four day week for them to deliver instruction. (7.1)

## **School Turnaround Principle #8: Effective Family and Community Engagement**

### **Evidence Sources**

Classroom Observations, Teacher Focus Group, Professional Learning Community Observations, Instructional Leadership Team Focus Group, Building Leadership Focus Group, District Leadership Focus Group, Student Focus Group, Parent Focus Group, Teacher Surveys, Parent Surveys, Artifact Submissions for School Quality Review

### **Evidence Summary**

#### Strengths

- The school administers climate and culture surveys on an annual basis in order to analyze results and action plan for improvement. (8.1)
- Community partners are strong with a noted increase in parent volunteers through their involvement with Connection Point. (8.2)
- Community partners are considered a valuable stakeholder within the district, even being a member of the interview team for the decision of naming a school leader. (8.2)

#### Areas for Improvement

- Parents note during the parent interview that communication is not consistent from the school, oftentimes leaving them without notification of important information. (8.1)
- In accordance with the parent survey, 42% of parents agree or strongly agree with the statement, “The adults at our school know and understand students’ personal and academic needs related to race, ethnicity, poverty, the learning of English, and disabilities.” (8.1)
- As is evident through the teacher survey, 50% of teachers agree or strongly agree with the statement, “Our school works with parents to build positive relationships and to engage them as partners in their children’s learning.” (8.1)



## School Quality Review Report

Pierre Moran Middle School

Elkhart Community Schools

March 8 – 9, 2018

### Review Team Members

|                  |                                      |                                 |
|------------------|--------------------------------------|---------------------------------|
| Erin Stalbaum    | Senior School Improvement Specialist | Indiana Department of Education |
| Robin LeClaire   | Director of School Improvement       | Indiana Department of Education |
| Colton Hissong   | Teacher                              | Blackford High School           |
| Thomas Hughes    | Principal                            | Maple Crest STEM Middle School  |
| Jordan Pridemore | Secondary Literacy Specialist        | Indiana Department of Education |

## Table of Contents

|       |  |    |
|-------|--|----|
| I.    | Background on the School Quality Review .....                                      | 3  |
| II.   | Overview of the School Quality Review Process.....                                 | 3  |
| III.  | Data Snapshot for Pierre Moran Middle School.....                                  | 4  |
| IV.   | Evidence and Rating for School Turnaround Principle #2 Climate and Culture.....    | 6  |
| V.    | Evidence and Rating for School Turnaround Principle #3 Effective Instruction ..... | 8  |
| VI.   | Evidence and Rating for School Turnaround Principle #6 Use of Data.....            | 10 |
| VII.  | Recommendations .....  | 11 |
| VIII. | Appendix A: Evidence for Remaining School Turnaround Principles .....              | 17 |

## I. Background on the School Quality Review

Public Law 221 (PL 221) was passed in 1999 before the enactment of the federal *No Child Left behind Act* (NCLB). It serves as the state's accountability framework. Among other sanctions, the law authorizes the Indiana State Board of Education (SBOE) to assign an expert team to conduct a School Quality Review for schools placed in the lowest category or designation of school performance for two consecutive years.

*(a) The board shall direct that the department conduct a quality review of a school that is subject to IC 20-31-9-3. (b) The board shall determine the scope of the review and appoint an expert team under IC 20-31-9-3. (Indiana State Board of Education; 511 IAC 6.2-8-2; filed Jan 28, 2011, 3:08 p.m.: 20110223-IR-511100502FRA)*

The school quality review (SQR) is a needs assessment meant to evaluate the academic program and operational conditions within an eligible school. The SQR will result in actionable feedback that will promote improvement, including the reallocation of resources or requests for technical assistance. The process is guided by a rubric (see Appendix B) aligned to the 8 Turnaround Principles. The school quality review includes a pre-visit analysis and planning meeting, onsite comprehensive review, and may include targeted follow-up visits.

State law authorizes the SBOE to establish an expert team to conduct the School Quality Review known as the Technical Assistance Team (TAT). Membership must include representatives from the community or region the school serves; and, may consist of school superintendents, members of governing bodies, teachers from high performing school corporations, and special consultants or advisers.

## II. Overview of the School Quality Review Process

The School Quality Review process is designed to identify Pierre Moran Middle School's strengths and areas for improvement organized around the [United States Department of Education's Eight School Turnaround Principles](#). In particular, the School Quality Review process focused three Turnaround Principles that were identified as priorities by the school and its district.

The on-site review consisted of the Technical Assistance Team (TAT) visiting the school for two days. During the two days, the TAT (1) conducted separate focus groups with students, teachers, community members, and parents, (2) observed three professional learning community meetings with teachers, (3) observed instruction in 29 classrooms, and (4) interviewed school and district leaders.

Prior to the visit, teachers completed an online survey, with 32 of 47 teachers participating. Parents were also invited to complete a survey, with 15 parent survey submissions. Finally, the school leadership team completed a self-evaluation. Both surveys and the self-evaluation are made up of questions that align to school improvement principles and indicators (Appendix B).



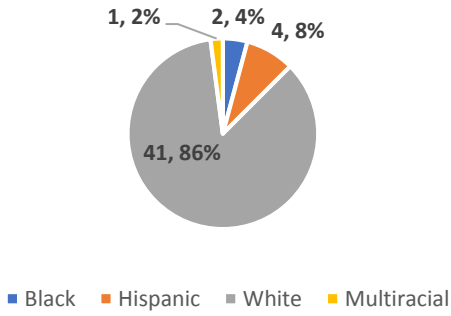
### III. Data Snapshot for Pierre Moran Middle School<sup>1</sup>

| School Report Card  |                |                |                        |   |               |               |                        |
|---|----------------|----------------|------------------------|---|---------------|---------------|------------------------|
| <i>2015-2016 Report Card</i>  | <i>Points</i>  | <i>Weight</i>  | <i>Weighted Points</i> | <i>2016-2017 Report Card</i>  | <i>Points</i> | <i>Weight</i> | <i>Weighted Points</i> |
| <i>Performance Domain Grades 3-8</i>  | 36.5           | 0.5            | 18.13                  | <i>Performance Domain Grades 3-8</i>  | 31.30         | 0.5           | 15.65                  |
| <i>Growth Domain Grades 4-8</i>   | 76.40          | 0.5            | 38.20                  | <i>Growth Domain Grades 4-8</i>   | 69.10         | 0.5           | 34.55                  |
| <i>Overall Points</i>   |                |                | 56.4                   | <i>Overall Points</i>   |               |               | 50.2                   |
| <i>Overall Grade</i>  |                |                | F                      | <i>Overall Grade</i>  |               |               | F                      |
| Enrollment 2017-2018: 518 students  |                |                |                        |   |               |               |                        |
| <i>Enrollment 2017-2018 by Ethnicity</i>  |                |                |                        | <i>Enrollment 2017-2018 by Free/Reduced Price Meals</i>   |               |               |                        |
| <p>39, 8%    68, 13%<br/>158, 31%    249, 48%</p> <p>■ Black   ■ Hispanic   ■ White   ■ Multiracial</p> |                |                |                        | <p>140, 21%    309, 48%<br/>200, 31%</p> <p>■ Free Meals   ■ Reduced Price Meals   ■ Paid Meals</p> |               |               |                        |
| <i>Enrollment 2016-2017 by Special Education</i>  |                |                |                        | <i>Enrollment 2016-2017 by English Language Learners</i>  |               |               |                        |
| <p>65, 13%<br/>453, 87%</p> <p>■ Special Education   ■ General Education</p>                            |                |                |                        | <p>6, 1%<br/>441, 99%</p> <p>■ English Language Learner   ■ Non-English Language Learner</p>        |               |               |                        |
| Attendance  |                |                |                        |   |               |               |                        |
| <i>Attendance by Grade</i>  |                |                |                        | <i>Attendance Rate Trend</i>  |               |               |                        |
| <i>Grade</i>  | <i>'14-'15</i> | <i>'15-'16</i> | <i>'16-'17</i>         | <p>100.0%<br/>98.0%<br/>96.0%<br/>94.0%<br/>92.0%</p> <p>2014-2015    2015-2016    2016-2017</p>    |               |               |                        |
| 7   | 94.4%          | 94.5%          | 94.2%                  |   |               |               |                        |
| 8   | 94.2%          | 94.1%          | 94.0%                  |   |               |               |                        |
| School Personnel  |                |                |                        |   |               |               |                        |

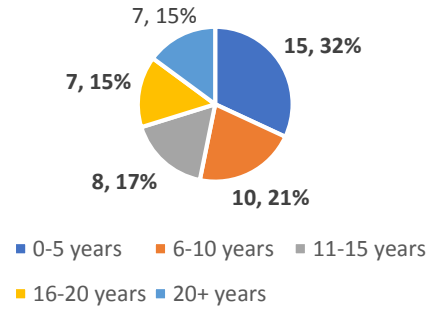
<sup>1</sup> The data included in this snapshot was retrieved from the Indiana Department of Education's Compass website on March 15, 2018.

Teacher Count 2015-2016: 47 Teachers

Teacher Count 2015-2016 by Ethnicity

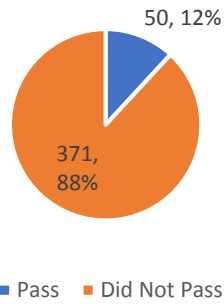


Teacher Count 2015-2016 by Years of Experience

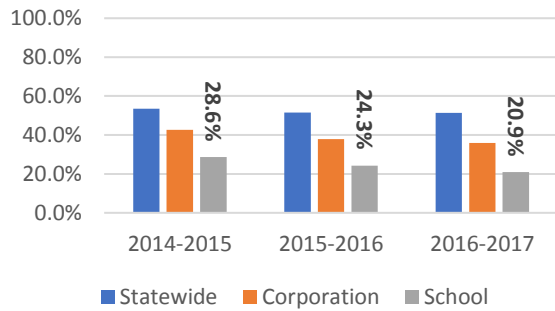


Student Academic Performance

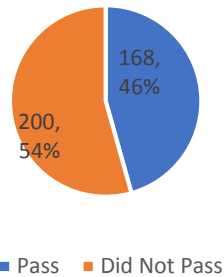
ISTEP+ 2016-2017  
Both English/Language Arts and Math



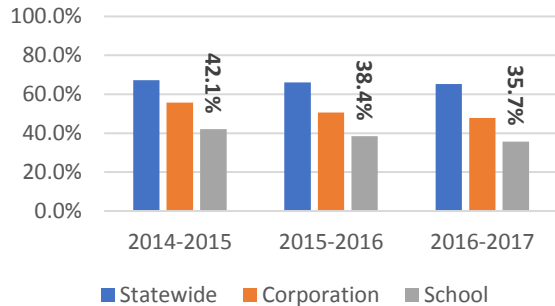
ISTEP+ Percent Passing Trend  
Both English/Language Arts and Math



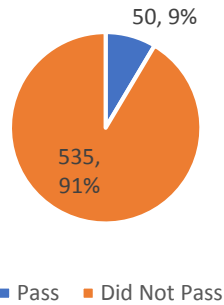
ISTEP+ 2016-2017: English/Language Arts



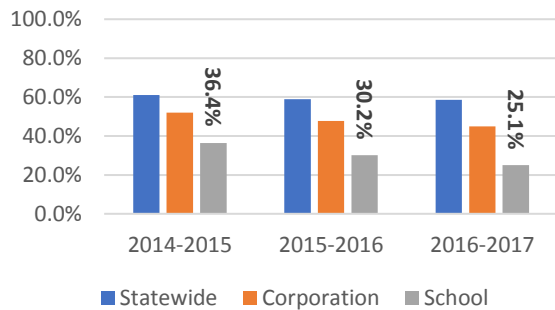
ISTEP+ Percent Passing Trend: English/Language Arts



ISTEP+ 2016-2017  
Math



ISTEP+ Percent Passing Trend  
Math



## IV. Evidence and Rating for School Turnaround Principle #2: School Climate and Culture

### Background

The next three sections of the report illustrate the Technical Assistance Team’s key findings, supporting evidence, and overall rating for each of the school’s prioritized Turnaround Principles.

To thoughtfully identify these prioritized Turnaround Principles, school and district leaders used a “Turnaround Principle Alignment Tool” provided by the Indiana State Board of Education to determine the three Turnaround Principles that most closely align with the goals and strategies outlined in the school’s improvement plan.

This report focuses on these prioritized Turnaround Principles to provide a strategically targeted set of findings and recommendations. Additional evidence on the other five Turnaround Principles can be found in Appendix A of this report.

| School Turnaround Principle #2: School Climate and Culture  |   |   |  |
|---|---|---|--|
| Evidence Sources  |   |   |  |
| Teacher Surveys, Parent Surveys, Classroom Observation Aggregated Quantitative Data, Classroom Observation Qualitative Data, Teacher Focus Group, Parent Focus Group, Community Focus Group, Student Focus Group, Conversations with District and Building Leadership, Professional Learning Community Observations |   |   |  |
| Rating  |   |   |  |
| 1<br><u>Ineffective</u>   | 2<br><u>Improvement Necessary</u>                       | 3<br><u>Effective</u>                                 | 4<br><u>Highly Effective</u>                           |
| <i>No evidence of this happening in the school</i>  | <i>Limited evidence of this happening in the school</i> | <i>Routine and consistent</i>                         | <i>Exceeds standard and drives student achievement</i> |
| Evidence  |   |   |  |
| Strengths   |   | Aligned Turnaround Principle Indicator(s)             |  |
| <ul style="list-style-type: none"> <li>Students and parents note a feeling of safety within the building, with an obvious pride in the cleanliness and good working order of the building. (2.1)</li> </ul>   |   | <ul style="list-style-type: none"> <li>2.1</li> </ul> |  |
| <ul style="list-style-type: none"> <li>Professional development is available for educators in order to promote building capacity through cultural growth; educators are able to access professional development both from the district and school level. (2.2)</li> </ul>   |   | <ul style="list-style-type: none"> <li>2.2</li> </ul> |  |

|  |   |
|--|---|
| <ul style="list-style-type: none"> <li>In most classrooms, interactions among teachers and students are positive and respectful as based on classroom observation data. (2.1)</li> </ul>   | <ul style="list-style-type: none"> <li>2.1</li> </ul> |
| Areas for Improvement  | Aligned Turnaround Principle Indicator(s)             |
| <ul style="list-style-type: none"> <li>A clear, consistent, and communicated behavior policy has been developed; however, it is not implemented with fidelity throughout the building. (2.1)</li> </ul>                                  | <ul style="list-style-type: none"> <li>2.1</li> </ul> |
| <ul style="list-style-type: none"> <li>There is a calendar in place for academic interventions to promote student growth; however, the interventions are not differentiated or monitored for consistent implementation. (2.2)</li> </ul> | <ul style="list-style-type: none"> <li>2.2</li> </ul> |
| <ul style="list-style-type: none"> <li>Behavioral data is available; however, not utilized throughout Professional Learning Communities in order to inform academic and socio-emotional supports for students. (2.3)</li> </ul>          | <ul style="list-style-type: none"> <li>2.3</li> </ul> |

## V. Evidence and Rating for School Turnaround Principle #3: Effective Instruction

| School Turnaround Principle #3: Effective Instruction  |   |  |  |
|--|---|--|--|
| Evidence Sources   |   |  |  |
| Teacher Surveys, Parent Surveys, Classroom Observation Aggregated Quantitative Data, Classroom Observation Qualitative Data, Teacher Focus Group, Parent Focus Group, Student Focus Group, Conversations with District and Building Leadership, Professional Learning Community Observations |   |  |  |
| Rating   |   |  |  |
| 1<br><u>Ineffective</u>  | 2<br><u>Improvement Necessary</u>                       | 3<br><u>Effective</u>                                      | 4<br><u>Highly Effective</u>                           |
| <i>No evidence of this happening in the school</i>   | <i>Limited evidence of this happening in the school</i> | <i>Routine and consistent</i>                              | <i>Exceeds standard and drives student achievement</i> |
| Evidence   |   |  |  |
| Strengths  |   | Aligned Turnaround Principle Indicator(s)                  |  |
| <ul style="list-style-type: none"> <li>In most classrooms, a structure is in place for daily learning objectives intended to address what students will learn in order to accomplish mastery of a standard.</li> </ul>   |   | <ul style="list-style-type: none"> <li>3.1</li> </ul>      |  |
| <ul style="list-style-type: none"> <li>Classroom observations and content specific calendars indicate lessons that align to Indiana Academic Standards.</li> </ul>   |   | <ul style="list-style-type: none"> <li>3.1</li> </ul>      |  |
| <ul style="list-style-type: none"> <li>There is a structure in place for re-teaching Indiana Academic Standards not mastered as evidenced by Window assessments.</li> </ul>  |   | <ul style="list-style-type: none"> <li>3.5</li> </ul>      |  |
| <ul style="list-style-type: none"> <li>An expectation of bell work is evident in every classroom observed.</li> </ul>  |   | <ul style="list-style-type: none"> <li>3.3</li> </ul>      |  |
| Areas for Improvement  |   | Aligned Turnaround Principle Indicator(s)                  |  |
| <ul style="list-style-type: none"> <li>A standards-based, comprehensive curriculum is not available throughout content areas; lesson planning is either inconsistent or not evident.</li> </ul>  |   | <ul style="list-style-type: none"> <li>3.1, 3.4</li> </ul> |  |
| <ul style="list-style-type: none"> <li>Few teachers demonstrate variation in their instructional and response strategies; little student engagement is present with a lack of rigor or relevance for the students.</li> </ul>  |   | <ul style="list-style-type: none"> <li>3.2</li> </ul>      |  |
| <ul style="list-style-type: none"> <li>Data is collected throughout the building; however, a system for analyzing the multiple forms of data in a user-friendly, student-focused format in order to inform differentiated instruction is not present.</li> </ul>                             |   | <ul style="list-style-type: none"> <li>3.5, 3.6</li> </ul> |  |

- Technology integration is not implemented effectively in the building due to a lack of student and educator understanding of use and expectations.
- 3.2

## VI. Evidence and Rating for School Turnaround Principle #6: Enabling the Effective Use of Data

| School Turnaround Principle #6: Enabling the Effective Use of Data  |   |                               |  |
|---|---|-------------------------------|--|
| Evidence Sources  |   |                               |  |
| Teacher Surveys, Parent Surveys, Classroom Observation Aggregated Quantitative Data, Classroom Observation Qualitative Data, Teacher Focus Group, Parent Focus Group, Community Focus Group, Student Focus Group, Conversations with District and Building Leadership, Professional Learning Community Observations |   |                               |  |
| Rating  |   |                               |  |
| 1<br><u>Ineffective</u>   | 2<br><u>Improvement Necessary</u>                       | 3<br><u>Effective</u>         | 4<br><u>Highly Effective</u>                           |
| <i>No evidence of this happening in the school</i>  | <i>Limited evidence of this happening in the school</i> | <i>Routine and consistent</i> | <i>Exceeds standard and drives student achievement</i> |
| Evidence  |   |                               |  |
| Strengths   |   |                               | Aligned Turnaround Principle Indicator(s)              |
| <ul style="list-style-type: none"> <li>One period per week is designated for content collaboration during Professional Learning Communities, intended to analyze data and plan for instruction.</li> </ul>  |   |                               | <ul style="list-style-type: none"> <li>6.3</li> </ul>  |
| <ul style="list-style-type: none"> <li>Common Window assessments created at the building level are present to annually revise and administer in order to collect data over standard mastery.</li> </ul>   |   |                               | <ul style="list-style-type: none"> <li>6.2</li> </ul>  |
| <ul style="list-style-type: none"> <li>NWEA assessment data is available to track student progress for the mastery of standards.</li> </ul>   |   |                               | <ul style="list-style-type: none"> <li>6.2</li> </ul>  |
| Areas for Improvement   |   |                               | Aligned Turnaround Principle Indicator(s)              |
| <ul style="list-style-type: none"> <li>Data is analyzed at a high level to inform Success groups; however, data is not analyzed at the student level in order to inform differentiated intervention plans to support student growth.</li> </ul>   |   |                               | <ul style="list-style-type: none"> <li>6.3</li> </ul>  |
| <ul style="list-style-type: none"> <li>A coaching cycle that connects classroom observation data to differentiated, job-embedded professional development and coaching, linked to student and educator needs, is not evident.</li> </ul>  |   |                               | <ul style="list-style-type: none"> <li>6.3</li> </ul>  |
| <ul style="list-style-type: none"> <li>Climate and culture data is available; however, not analyzed in a process that drives conversations and decisions between educators, administrators, and caregivers.</li> </ul>  |   |                               | <ul style="list-style-type: none"> <li>6.1</li> </ul>  |

## VII. Recommendations

### Background

This section outlines an intentionally targeted set of recommendations that align to one or more of the school’s prioritized Turnaround Principles. Anchored in the United States Department of Education’s Turnaround Principles framework, these recommendations are representative of what the Technical Assistance Team believes to be the most immediate changes needed to accelerate growth in academic and non-academic student outcomes at Pierre Moran Middle School. These recommendations should not be thought of as an exhaustive set of school improvement strategies, but rather as a part of the ongoing and continuous school improvement process.

| <b>Recommendation 1</b>   |
|---|
| Building off of the blueprint of standards established at the school level, collaboratively design and implement viable and rigorous content-specific curriculum maps with the core components of (1) the processes and skills to be emphasized, (2) the content in terms of essential concepts and topics, and (3) the products and performances that are the assessments of learning. Within the curriculum maps, include the revised, rigorous Window assessments that allow for remediation and enrichment stemming from student mastery of the standards-based curriculum.   |
| <b>Aligned Turnaround Principle(s)</b>  |
| 1.4, 1.5, 2.2, 3.1, 3.4, 3.5, 3.6, 4.1, 4.2, 4.3, 4.4, 4.5, 6.3   |
| <b>Rationale</b>  |
| Collaboratively designing curriculum maps for vertical alignment allows teachers to gain information about (1) what others are teaching, (2) identify gaps between school improvement goals and what is actually taught, (3) identify both content and skill repetitions, (4) identify potential areas for integration, and (5) coordinate assessments with standards in order to deepen accountability. <sup>2</sup> Research-based, clear goal-setting through curriculum mapping has proven to be a direct correlation to student achievement. The achievement scores in classes where clear learning goals were exhibited were 0.55 standard deviations higher than the achievement scores for classes where clear learning goals were not established. This differential translates into a 21% point difference in achievement. <sup>3</sup> |
| Evidence from the school quality review indicates that departments utilize a blueprint of essential standards established at the school level in order to create a scope and sequence per unit of study. Embedded in the units of study are school-based Window assessments, which are intended to provide educators data needed in order to remediate or enrich  |

<sup>2</sup> Jacobs, Heidi Hayes. *Mapping the Big Picture: Integrating Curriculum & Assessment, K-12*. Alexandria, Va.: Association for Supervision and Curriculum Development, 1997.

<sup>3</sup> Marzano, Robert J. *What Works in Schools: Translating Research into Action*. Alexandria, Va: Association for Supervision and Curriculum Development, 2003. Print.



students based on their mastery of the essential standards on a three-week cycle. The observation of an English/ Language Arts and Math Professional Learning Community demonstrates task-oriented lesson plans stemming from the blueprint of standards for each Window assessment, with a lack of identifying the clear academic goals and checks for understanding embedded into each unit of study.

The qualitative observational findings as noted during Professional Learning Communities were coupled with focus group conversations with building leaders, district leaders, and teachers in which building leaders in particular stated, "Curriculum is not systematic." Further, English/ Language Arts teachers expressed during the focus groups with teachers that the majority of writing instruction responsibility was placed on Social Studies teachers due to a lack of time to focus on both reading comprehension and writing skills within their curriculum. Building leadership is not currently knowledgeable on the process or assessment for writing instruction during Social Studies classes. Additionally, teachers in the Math department state that the resources needed to instruct with their blueprint of Indiana Academic Standards must derive generally from online resources; thus Google was cited as the primary avenue for ensuring they are providing content in order to ensure mastery of skills. The district focus group acknowledged that school level curriculum maps are autonomous without a current curriculum map template provided from the district level. The district embraces the phrase, "fixed versus flexible," providing the school guidance on creating blueprints based on essential standards, with autonomy for content-specific curriculum maps emerging from the fixed blueprints.

Quantitatively, evidence shows a barrier between a lack of viable and rigorous curriculum maps with effective classroom instruction. Indiana Academic Standards were observed in 59% of classrooms, and learning objectives aligned to the standards were evident in 76% of observed classrooms. Teachers were observed asking higher level questions in 10% of classroom observations, with high expectations for academics evident in 34% of classroom observations. Moreover, rigorous use of Depth of Knowledge was evident in only 14% of classroom observations.

Further, on the administered teacher survey, 35% of teachers somewhat agree or agree with the statement, "Our instructional sequence is calendared across all grade levels." While 47% of teachers range from somewhat agree to strongly agree with following statement: "Our teachers are planning lessons collaboratively using curriculum maps with sequenced student-learning objectives."

## Recommendation 2

Research and implement a system for analyzing academic and behavioral data, aggregated, not only at the classroom and grade level, but at the student level as well in order to support educators in making data-based decisions for individual student growth and achievement. Provide ample coaching and monitoring for (1) initial implementation, (2) active application, and (3) sustained use of the data analysis system embedded into Professional Learning Communities in order to inform Tier I instruction as well as academic and behavioral interventions and supports.

### Aligned Turnaround Principle(s)

1.2, 1.3, 1.4, 1.5, 1.6, 2.2, 3.3, 3.5, 4.2, 4.5, 5.3, 5.5, 6.1, 6.2, 6.3, 7.2

### Rationale

Educators currently discuss academic and behavioral data presented in the aggregate to make data-driven decisions at the level of the school, grade, or class. Although these analyses can help facilitate the effective implementation of higher level initiatives, analyzing student-level data shifts the conversation from what students were taught to what individual students actually learned – the turning point of data-driven instruction. If assessments define the ultimate goals, this type of student data analysis will enable educators to identify the strategies needed to advance students towards them. By examining student-level assessment data effectively, teachers and school leaders can systemically identify students' strengths and weaknesses and determine what specific steps they must take to achieve their goals. <sup>4</sup>

Not only is researching and implementing a system for data analysis vital to student growth and achievement, but most importantly, creating a monitoring plan of how you will verify that the elements of the system are being implemented properly is a main lever to effective application. Research has indicated that a quality management component to an implemented system reduces variation in the system. When little variation is present, more consistent results are produced. Thus, monitoring reduces that variation in your change effort so results are consistent. <sup>5</sup>

Evidence from the school quality review indicates that academic data is analyzed at the classroom and grade level in order to plan for remediation and spiraling of specific non-mastered skills. Professional Learning Community observations in English/ Language Arts and Math demonstrate planning for Success (a structure for remediation and enrichment three days a week at twenty-seven minutes per day) based on grade level data from administered Window assessments. Teachers indicate that they do not currently have a threshold for deciding a percentage of mastery indicates remediation is needed; rather they make the decision based on the grade level percentage data and general qualitative classroom knowledge.

<sup>4</sup> Bambrick-Santoyo, Paul, *Driven by Data: A Practical Guide to Improve Instruction*. San Francisco: Jossey-Bass, 2012. Print.

<sup>5</sup> Hinckley, Peggy, *Monitoring: Keeping Your Finger on the Pulse of School Improvement*. Indianapolis: IBI, 2012. Print

Additional information given about Success during the student focus group indicates that remediation is not based on student-specific data analysis. Students expressed that after they take the Window assessment, they are grouped with the same students each time for Success periods. Additionally, students state that Success period consists of review and going over content already mastered as evidenced by their Window assessment. The student group articulates an overall lack of engagement during Success class with the statement, “half of the class have their heads down listening to music.”

Further focus groups mirror the same expressions as the students about data-driven Success class placements. Building leadership questions the effectiveness of Success period as remediated standards have yet to support 80% mastery utilizing grade level data analysis. Additionally, teacher focus groups express concern with Success, as although students are grouped based on mastery level from Window assessments, teachers are given the same lesson plans to follow from the English/ Language Arts and Math teachers without regard to the students placed in each Success classroom. One teacher in particular stated, “I don’t think there is complete buy-in to the Success period process for the entire building and for students.” Another teacher expressed, “We are working on the best way to incorporate re-teaching. Those that get it, are just getting more practice, and that gives students a chance to be more correct.” Additionally, English/ Language Arts and Math teachers expressed that they have no supplementary teaching periods free in order to write differentiated plans for the multiple levels of student mastery. Due to the lack of preparation time for the responsibility of writing all Success plans, the plans do not incorporate the differentiation needed for this time to be maximized. Moreover, there is no tracking protocol for Success period to ensure that students are mastering the deficient standards after remediation, nor are enrichment groups created based on Window assessment data.

Quantitative data indicates a lack of student-level data analysis as observed during classroom instruction. In 28% of classroom observations, students were provided differentiated instruction, while 62% of classrooms observed had consistent use of checks for understanding to adjust lessons as needed.

Teacher survey data indicates that 53% of staff somewhat agree or agree with the statement, “Our school uses multiple forms of user-friendly data.” Further, 50% of teachers somewhat agree or agree that, “teachers have scheduled time and a systematic process for analyzing formative assessment data.” Moreover, 53% of teachers somewhat agree or agree according to the teacher survey with the statement, “Teachers in our school use data gathered from multiple types of assessments to plan instruction and activities that support the learning styles and needs of all students.” Additionally, 40% of parents somewhat agree or agree on the parent survey that they are, “informed if their child is struggling and given suggestions to help them at home,” and that, “students who are struggling are quickly identified and provided with additional instructional support.”

| <b>Recommendation 3</b>   |
|---|
| <p>With district and building leaders, collaboratively define and institute structures and expectations for effective technology integration by providing continuous professional learning opportunities for staff to integrate supplemental, technological practices into classroom instruction. Monitor the effective utilization of technology at both the student and educator level in order to ensure technology acts as a benefit to student learning, instead of a barrier between students and standards-based, rigorous instruction that leads to growth and achievement.</p>   |
| <b>Aligned Turnaround Principle(s)</b>  |
| <p>1.4, 1.5, 1.7, 2.3, 3.2, 3.6, 4.4, 5.2, 5.3, 5.5</p>   |
| <b>Rationale</b>  |
| <p>When effectively integrating technology into the classroom, technology tools can support the curricular objectives, while also aiding students in effectively reaching their individual growth and achievement goals. Successful technology integration displays the attributes of a willingness to (1) embrace change, (2) collaborate over implementation, and (3) set clear guidance and expectations over how to effectively embed technological tools into current instructional practices. Combined with ample support, these attributes can move a school from a transactional use of technology to a transformational use of technology. <sup>6</sup></p> <p>Consequently, technology integration approaches that do not reflect disciplinary knowledge differences, the corresponding processes for developing such knowledge, and the critical role of context, ultimately are of limited utility and significance as they ignore the full complexity of the dynamic realities of teaching effectively with technology. Understanding that introducing new educational technologies into the learning process changes more than the tools used, is an important realization as teachers will need to be supported with the new pedagogical approaches among which teachers can select. <sup>7</sup></p> <p>Evidence from the school quality review demonstrates that technology serves as a supplement to effective instruction in minimal classrooms. In 17% of classroom observations, “teachers use technology to effectively support and clarify instruction.” Further, in 45% of classroom observations “students were interested in the content by interacting or reacting to the materials personally.”</p> <p>This classroom observation data couples with statements made from students during the student focus group. One student in particular made the statement, “A fourth or less of students use the iPads for what they are supposed to use them for, then the rest of them use it for YouTube.” Additional students in the focus group agreed with that statement admitting that they play games during class, listen to music, and watch videos with little monitoring of their activities. Students express concern about the integration of iPads stating that they are</p> |

<sup>6</sup> Frontier, T. and Rickabaugh, J. (2014). *Five Levers to Improve Learning: How to Prioritize for Powerful Results in Your School*. Hawker Brownlow Education. Print.

<sup>7</sup> Harris, Mishra, and Koehler, “Teachers’ Technological Pedagogical Content Knowledge and Learning Activity Types: Curriculum-based Technology Integration Reframed,” *Journal of research on Technology in Education*, (2009): 393-416, Web.

not confident in using them to complete class assignments and overall believe they are a roadblock to their learning. When asked what students would change about their school, all of the students stated that they would start over with the iPads, indicating the need for a policy and expectations for their use to benefit instruction.

Along with students, teachers and building leaders expressed a need to understand the use of technology at a deeper level. Building leadership acknowledges that after district summer training, 75% of teachers do not know how to embed the iPads into their instruction effectively. Teachers express the need for more support over technology integration stating, "We got initial training for the iPads, but nothing happens after these trainings." Teachers cited feeling overwhelmed, frazzled, and confused over technology integration; emphasizing that the lack of a student policy or agreement of use makes it difficult to utilize iPads as the tool they are meant to be for instruction.

Further, parents express frustration with the implementation of iPads during the parent focus group stating, "It enables my student to do whatever he wants in class." All parents in the focus group echoed this statement adding, "I feel like things they need to know they now don't because technology is taking the place of instruction for readiness." Additionally, parents noted that their student's teachers are learning how to utilize the technology this year, making them fear their child is receiving a less rigorous classroom learning opportunity.

## VIII. Appendix A: Evidence for Remaining School Turnaround Principles

### Background

We believe it is valuable for school and district leaders to have a summary of the TAT's findings and evidence for each of the eight Turnaround Principles. As such, this section of the report outlines key findings and supporting evidence for each of the Turnaround Principles that were not identified by school and district leaders as prioritized Turnaround Principles for this school.

This information is intentionally provided in an appendix to reinforce the importance of the previously stated findings, evidence, ratings, and recommendations for the school's prioritized Turnaround Principles.

| <b>School Turnaround Principle #1: School Leadership</b>   |
|--|
| <b>Evidence Sources</b>  |
| Teacher Surveys, Parent Surveys, Teacher Focus Group, Parent Focus Group, Community Focus Group, Student Focus Group, Conversations with District and Building Leadership, Professional Learning Community Observations  |
| <b>Evidence Summary</b>  |
| <b>Strengths</b> <ul style="list-style-type: none"><li>• Staff is familiar with priorities for improvement and details of the school improvement plan. (1.2)</li><li>• The principal fosters an unwavering belief in the potential of all students by communicating this belief frequently and passionately. (1.4)</li><li>• The principal creates a master schedule that intentionally addresses the needs of students as it pertains to priority areas for improvement; noting that the master schedule will likely change next year to accommodate the need for increased attendance, with a particular focus on attendance during Success, or Tier II instruction. (1.8)</li></ul> |
| <b>Areas for Improvement</b> <ul style="list-style-type: none"><li>• A vision and mission are not actively present or shared throughout the building. (1.1)</li><li>• A consistent and positive behavior system to promote high behavioral expectations is not implemented throughout the building. (1.3)</li><li>• Principal observational walk-throughs are aligned to monthly instructional strategies; yet a system for aggregating data in order to determine the effectiveness of implementation on instructional strategy focuses, in order to determine further opportunities for teacher development, is not evident. (1.6)</li></ul>   |

## School Turnaround Principle #4: Curriculum, Assessment, and Intervention Systems

### Evidence Sources

Teacher Surveys, Parent Surveys, Teacher Focus Group, Parent Focus Group, Community Focus Group, Student Focus Group, Conversations with District and Building Leadership, Professional Learning Community Observations

### Evidence Summary

#### Strengths

- The master schedule has a current structure for Tier II instruction, Success class, to occur three days a weeks for twenty-seven minutes each day. (4.5)
- Content-areas utilize Window assessments in three-week cycles in order to teach and remediate. (4.3)
- Data is collected from Window assessments to drive decisions and to group students into Success classes. (4.5)

#### Areas for Improvement

- Although content-areas have a scope and sequence of standards based on Window assessments, no comprehensive curriculum map exists. (4.1)
- Locally-created assessments may not reach higher levels of Depth of Knowledge as they are not audited or monitored for administration aligned to reaching multiple levels of Depth of Knowledge. (4.3)
- There is time set aside in the master schedule schedule three days a week for intervention, but the intervention is not student focused in that it only addresses general re-teaching of skills. For example, during the teacher focus group, it was stated that, "If 50% of students didn't master this standard, we will reteach." These intervention lessons are created by the ELA and Math teachers for the whole grade level. They are the same for all students, so all students receive the same remedial instruction, regardless of their score on the Window assessments. (4.5)

## School Turnaround Principle #5: Effective Staffing Practices

### Evidence Sources

Teacher Surveys, Parent Surveys, Teacher Focus Group, Parent Focus Group, Community Focus Group, Student Focus Group, Conversations with District and Building Leadership, Professional Learning Community Observations

### Evidence Summary

#### Strengths

- In alignment with the school's effort to integrate STEAM, the newest staff member indicated she was asked STEAM questions when interviewed. (5.1)
- The evaluation system, Standards for Success, has been implemented this year; its use is based on the Danielson model. (5.2)
- District and building PD is provided through Wednesday early-releases and the district offers a menu of options for teachers to utilize. (5.3, 5.5)

#### Areas for Improvement

- There are a number of Special Education and Instructional Assistant vacancies; additionally, there is a vacancy for a building instructional coach. (5.1)
- An instructional coaching cycle is not present in a formalized manner, but exists very informally (i.e. the use of the half-slips with no data attached). (5.2)
- There is no true job-embedded PD due to the lack of instructional coach. (5.3)
- The principal is limited in her recruitment potential due to a lack of training on the district psychoanalytic tool; therefore, participation in a diverse amount of recruitment activities is restricted. (5.1)

#### School Turnaround Principle #7: Effective Use of Time

Teacher Surveys, Parent Surveys, Teacher Focus Group, Parent Focus Group, Community Focus Group, Student Focus Group, Conversations with District and Building Leadership, Professional Learning Community Observations

#### Evidence Summary

##### Strengths

- The master schedule reflects staff input (i.e. teachers collaboratively created the lunch schedule). (7.1)
- Teachers have one PLC meeting scheduled per week to collaborate over data and instruction. (7.3)
- Wednesday extended staff meetings are dedicated to staff PD. (7.3)

##### Areas for Improvement

- The master schedule may not meet all students who are two or more years behind in ELA and math (i.e. only EL and SPED students receive Read 180 instruction, students receive remediation in a loop of two weeks math, two weeks ELA, and remediation is based on Window Assessment score only. Remediation is the same for all students. (7.2)
- Students do not move in and out of the Read 180 class; they are assigned for the year. (7.2)
- ELA schedule does not efficiently connect students to appropriately differentiated instruction (i.e. all general education students take an ELA class and an additional semester of Reading Literature which focuses on reading non-fiction. For 7<sup>th</sup> grade students, it is assigned, while it is remedial for 8<sup>th</sup> grade students. Lower level English language learners receive two periods of Read 180 instruction per day. While higher level ELLs have one period of ELA and one of an EL skills course. Special Education students receive one period of Read 180 and one of an ELA course (but not Reading Literature). (7.2)



## **School Turnaround Principle #8: Effective Family and Community Engagement**

### **Evidence Sources**

Teacher Surveys, Parent Surveys, Teacher Focus Group, Parent Focus Group, Community Focus Group, Student Focus Group, Conversations with District and Building Leadership

### **Evidence Summary**

#### Strengths

- Community partners are strong and willing to do whatever it takes to help kids. (8.2)
- Parents feel their students are safe and in good hands. (8.1)
- Parents noted that the administrators are always available when they are needed. (8.1)

#### Areas for Improvement

- There is no existing Parent/Teacher organization. There needs to be more opportunity for parent involvement. (8.1)
- Parents could not speak to the data collected on their student because it was not made available to them. (8.1)
- Parents want to know more about the initiatives at the school level. (8.1)



## School Quality Review Report

Edison Intermediate Center  
South Bend Community School Corporation  
February 6 & 8, 2018

### Technical Assistance Team Members

|                    |  |                                  |
|--------------------|--|----------------------------------|
| Ron Sandlin        | Senior Director, School Performance & Transformation | Indiana State Board of Education |
| Dr. Scott Syverson | Chief Talent Officer                                 | Indiana Department of Education  |
| Liz Martin         | TAP Master Teacher                                   | Goshen Community Schools         |
| Nate Evans         | TAP Mentor Teacher                                   | Avondale Meadows Academy         |
| Gwendolyn Stephens | Executive Director (Expert Consultant)               | The Achievement Network          |

## Table of Contents

|       |  |    |
|-------|--|----|
| I.    | Background on the School Quality Review .....  | 3  |
| II.   | Overview of the School Quality Review Process.....   | 3  |
| III.  | Data Snapshot for Edison Intermediate Center.....  | 4  |
| IV.   | Evidence and Rating for School Turnaround Principle #3: Effective Instruction .....                              | 6  |
| V.    | Evidence and Rating for School Turnaround Principle #4: Curriculum, Assessment, and<br>Intervention Systems..... | 7  |
| VI.   | Evidence and Rating for School Turnaround Principle #6: Effective Use of Data .....                              | 8  |
| VII.  | Recommendations .....  | 9  |
| VIII. | Appendix A: Evidence for Remaining School Turnaround Principles.....   | 12 |

## I. Background on the School Quality Review

Public Law 221 (PL 221) was passed in 1999 before the enactment of the federal *No Child Left behind Act* (NCLB). It serves as the state's accountability framework. Among other sanctions, the law authorizes the Indiana State Board of Education (SBOE) to assign an expert team to conduct a School Quality Review for schools placed in the lowest category or designation of school performance for two consecutive years.

*(a) The board shall direct that the department conduct a quality review of a school that is subject to IC 20-31-9-3. (b) The board shall determine the scope of the review and appoint an expert team under IC 20-31-9-3. (Indiana State Board of Education; 511 IAC 6.2-8-2; filed Jan 28, 2011, 3:08 p.m.: 20110223-IR-511100502FRA)*

The school quality review (SQR) is a needs assessment meant to evaluate the academic program and operational conditions within an eligible school. The SQR will result in actionable feedback that will promote improvement, including the reallocation of resources or requests for technical assistance. The process is guided by a rubric (see Appendix B) aligned to the 8 Turnaround Principles. The school quality review includes a pre-visit analysis and planning meeting, onsite comprehensive review, and may include targeted follow-up visits.

State law authorizes the SBOE to establish an expert team to conduct the School Quality Review known as the Technical Assistance Team (TAT). Membership must include representatives from the community or region the school serves; and, may consist of school superintendents, members of governing bodies, teachers from high performing school corporations, and special consultants or advisers.

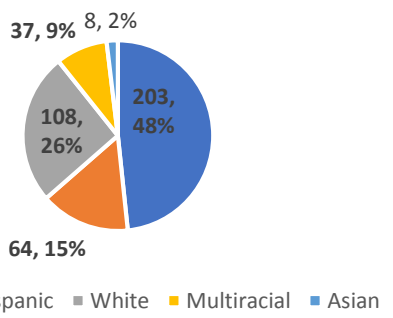
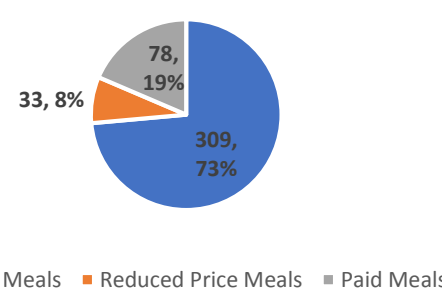
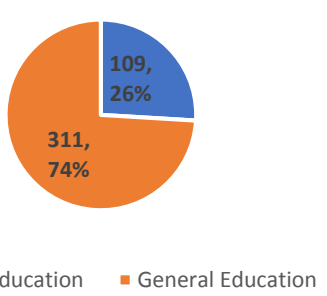
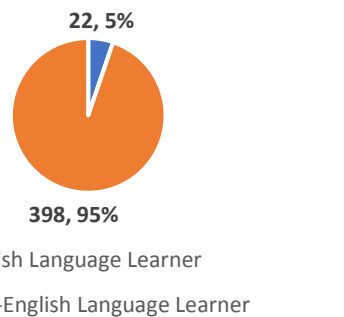
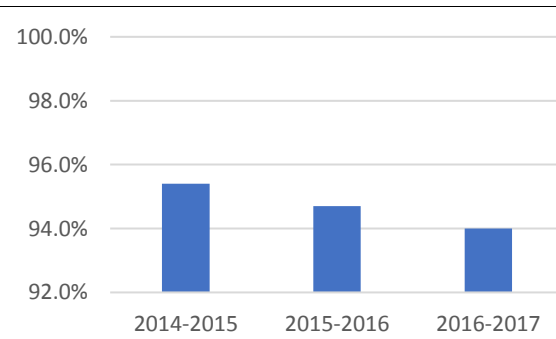
## II. Overview of the School Quality Review Process

The School Quality Review process is designed to identify the school's strengths and areas for improvement organized around the [United States Department of Education's Eight School Turnaround Principles](#). In particular, the School Quality Review process focused on three Turnaround Principles that were identified as priorities by the school and its district.

The on-site review consisted of the Technical Assistance Team (TAT) visiting the school for two days. During the two days, the TAT (1) conducted separate focus groups with students, teachers, and parents, (2) observed a professional learning community meeting with teachers, (3) conducted 33 classroom observations, and (4) interviewed school and district leaders.

Prior to the visit, teachers completed an online survey, with 9 teachers participating. Parents were also invited to complete a survey. Finally, the school leadership team completed a self-evaluation. Both surveys and the self-evaluation are made up of questions that align to school improvement principles and indicators (Appendix B).

### III. Data Snapshot for Edison Intermediate Center<sup>1</sup>

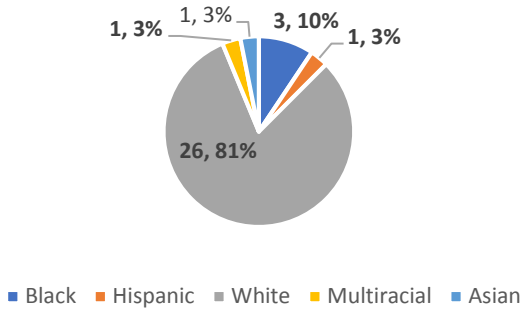
| School Report Card  |                |                |                        |   |               |               |                        |
|---|----------------|----------------|------------------------|---|---------------|---------------|------------------------|
| <i>2015-2016 Report Card</i>  | <i>Points</i>  | <i>Weight</i>  | <i>Weighted Points</i> | <i>2016-2017 Report Card</i>  | <i>Points</i> | <i>Weight</i> | <i>Weighted Points</i> |
| <i>Performance Domain Grades 3-8</i>  | 30.70          | 0.500          | 15.35                  | <i>Performance Domain Grades 3-8</i>  | 20.60         | 0.500         | 10.30                  |
| <i>Growth Domain Grades 4-8</i>   | 80.10          | 0.500          | 40.05                  | <i>Growth Domain Grades 4-8</i>   | 66.90         | 0.500         | 33.45                  |
| <i>Overall Points</i>   |                |                | 55.4                   | <i>Overall Points</i>   |               |               | 43.8                   |
| <i>Overall Grade</i>  |                |                | F                      | <i>Overall Grade</i>  |               |               | F                      |
| Enrollment 2017-2018: 420 students  |                |                |                        |   |               |               |                        |
| <i>Enrollment 2017-2018 by Ethnicity</i>  |                |                |                        | <i>Enrollment 2017-2018 by Free/Reduced Price Meals</i>   |               |               |                        |
|  <p> <span style="color: blue;">■</span> Black    <span style="color: orange;">■</span> Hispanic    <span style="color: gray;">■</span> White    <span style="color: yellow;">■</span> Multiracial    <span style="color: blue;">■</span> Asian                 </p> |                |                |                        |  <p> <span style="color: blue;">■</span> Free Meals    <span style="color: orange;">■</span> Reduced Price Meals    <span style="color: gray;">■</span> Paid Meals                 </p> |               |               |                        |
| <i>Enrollment 2016-2017 by Special Education</i>  |                |                |                        | <i>Enrollment 2016-2017 by English Language Learners</i>  |               |               |                        |
|  <p> <span style="color: blue;">■</span> Special Education    <span style="color: orange;">■</span> General Education                 </p>   |                |                |                        |  <p> <span style="color: blue;">■</span> English Language Learner    <span style="color: orange;">■</span> Non-English Language Learner                 </p>                         |               |               |                        |
| Attendance  |                |                |                        |   |               |               |                        |
| <i>Attendance by Grade</i>  |                |                |                        | <i>Attendance Rate Trend</i>  |               |               |                        |
| <i>Grade</i>  | <i>'14-'15</i> | <i>'15-'16</i> | <i>'16-'17</i>         |   |               |               |                        |
| Grade 5   | 95.9%          | 95.5%          | 94.5%                  |   |               |               |                        |
| Grade 6   | 95.4%          | 94.9%          | 93.1%                  |   |               |               |                        |
| Grade 7   | 95.1%          | 93.8%          | 95.2%                  |   |               |               |                        |
| Grade 8   | 95.1%          | 94.9%          | 93.0%                  |   |               |               |                        |
| All Grades  | 95.4%          | 94.7%          | 94.0%                  |   |               |               |                        |

<sup>1</sup> The data included in this snapshot was retrieved from the Indiana Department of Education's Compass website on 2/27/2018.

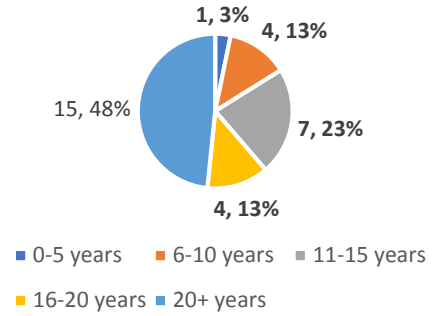
**School Personnel**

*Teacher Count 2015-2016: 31 Teachers*

*Teacher Count 2015-2016 by Ethnicity*

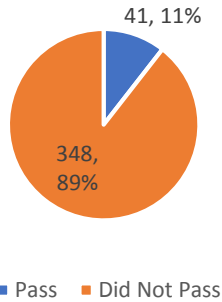


*Teacher Count 2015-2016 by Years of Experience*

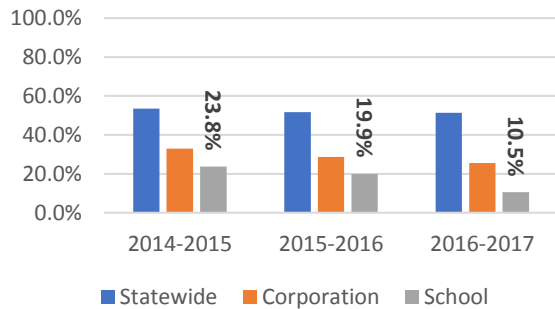


**Student Academic Performance**

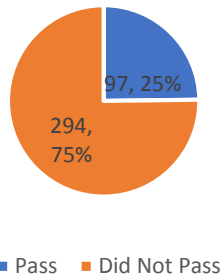
*ISTEP+ 2016-2017  
Both English/Language Arts and Math*



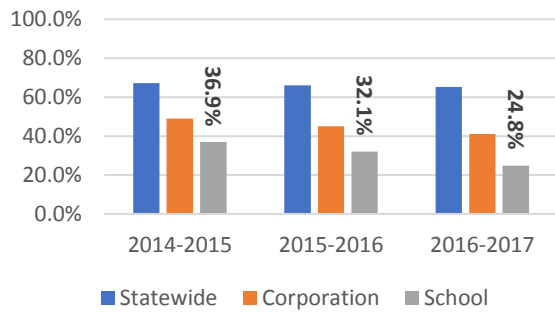
*ISTEP+ Percent Passing Trend  
Both English/Language Arts and Math*



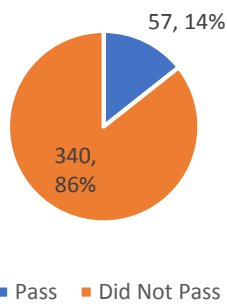
*ISTEP+ 2016-2017: English/Language Arts*



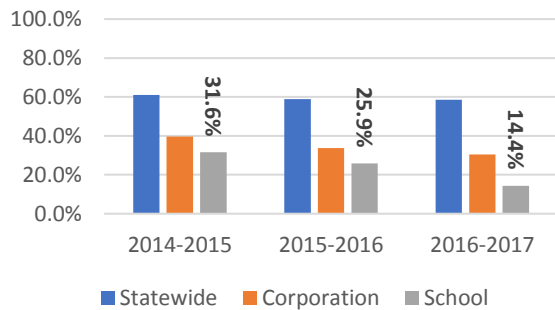
*ISTEP+ Percent Passing Trend: English/Language Arts*



*ISTEP+ 2016-2017  
Math*



*ISTEP+ Percent Passing Trend  
Math*



## Background

The next three sections of the report illustrate the Technical Assistance Team’s key findings, supporting evidence, and overall rating for each of the school’s prioritized Turnaround Principles.

To thoughtfully identify these prioritized Turnaround Principles, school and district leaders used a “Turnaround Principle Alignment Tool” provided by the Indiana State Board of Education to determine the two to three Turnaround Principles that most closely align with the goals and strategies outlined in the school’s improvement plan.

This report focuses on these prioritized Turnaround Principles to provide a strategically targeted set of findings and recommendations. Additional evidence on the other five Turnaround Principles can be found in Appendix A of this report.

### IV. Evidence and Rating for School Turnaround Principle #3: Effective Instruction

| School Turnaround Principle #3: Effective Instruction  |   |   |   |
|--|---|---|---|
| Evidence Sources   |   |   |   |
| Classroom Observations, Teacher Focus Group, Instructional Leadership Team Meeting, Principal Meeting, District Focus Group, Teacher Survey Data, Student Focus Group, Parent Focus Group, Artifacts Provided by School Leader   |   |   |   |
| Rating   |   |   |   |
| <p style="text-align: center;"><b>1</b><br/><u>Ineffective</u></p> <p style="text-align: center;"><i>No evidence of this happening in the school</i></p>   | <p style="text-align: center;"><b>2</b><br/><u>Improvement Necessary</u></p> <p style="text-align: center;"><i>Limited evidence of this happening in the school</i></p> | <p style="text-align: center;"><b>3</b><br/><u>Effective</u></p> <p style="text-align: center;"><i>Routine and consistent</i></p> | <p style="text-align: center;"><b>4</b><br/><u>Highly Effective</u></p> <p style="text-align: center;"><i>Exceeds standard and drives student achievement</i></p> |
| Evidence   |   |   |   |
| Strengths  |   |   | Aligned Turnaround Principle Indicator(s)   |
| <ul style="list-style-type: none"> <li>In many classrooms, students displayed a cognitive readiness to engage in rigorous instructional expectations.</li> </ul>   |   |   | <ul style="list-style-type: none"> <li>3.2</li> </ul>   |
| <ul style="list-style-type: none"> <li>Multiple data points are available to inform instructional and programmatic decisions.</li> </ul>   |   |   | <ul style="list-style-type: none"> <li>3.5</li> </ul>   |
| Areas for Improvement  |   |   | Aligned Turnaround Principle Indicator(s)   |
| <ul style="list-style-type: none"> <li>The school lacks a culture of high academic expectations for all students. Ineffective instructional leadership, such as showing the inability to define effective classroom practice, being unable to articulate strategies for improving instruction, and the inability to accurately monitor student mastery of objectives, contributes to a culture of low expectations.</li> </ul> |   |   | <ul style="list-style-type: none"> <li>3.6, 3.5, 1.1, 1.2, 1.4, 2.3</li> </ul>  |
| <ul style="list-style-type: none"> <li>In many classrooms, the “taught” curriculum does not align to the rigor and expectations of the Indiana Academic Standards. Daily learning objectives or targets are absent, unclear, or not aligned to standards.</li> </ul>   |   |   | <ul style="list-style-type: none"> <li>3.1, 1.5</li> </ul>  |

- Classroom observations revealed limited evidence that instructional strategies are intentionally selected based on student needs. Despite the majority of students at Edison currently performing below grade level, the most frequently observed instructional strategy was teacher-led, whole group instruction that lacked differentiation and an intentional scaffolding towards a rigorous depth of knowledge.
- 3.2, 3.3, 3.4, 3.5, 1.7

V. Evidence and Rating for School Turnaround Principle #4: Curriculum, Assessment, and Intervention Systems

| School Turnaround Principle #4: Curriculum, Assessment, and Intervention Systems  |   |                               |  |
|---|---|-------------------------------|--|
| Evidence Sources  |   |                               |  |
| Classroom Observations, Teacher Focus Group, Instructional Leadership Team Meeting, Principal Meeting, District Focus Group, Teacher Survey Data, Artifacts Provided by School Leader   |   |                               |  |
| Rating  |   |                               |  |
| 1<br><u>Ineffective</u>   | 2<br><u>Improvement Necessary</u>                       | 3<br><u>Effective</u>         | 4<br><u>Highly Effective</u>   |
| <i>No evidence of this happening in the school</i>  | <i>Limited evidence of this happening in the school</i> | <i>Routine and consistent</i> | <i>Exceeds standard and drives student achievement</i>                         |
| Evidence  |   |                               | Aligned Turnaround Principle Indicator(s)                                      |
| <b>Strengths</b>  |   |                               |  |
| <ul style="list-style-type: none"> <li>Teachers have access to standards-aligned curriculum maps.</li> <li>Teachers have periodic access to data in order to inform instructional decisions.</li> </ul>   |   |                               | <ul style="list-style-type: none"> <li>4.1</li> <li>4.2</li> </ul>             |
| <b>Areas for Improvement</b>  |   |                               | <b>Aligned Turnaround Principle Indicator(s)</b>                               |
| <ul style="list-style-type: none"> <li>The current intervention model does not adequately address the academic needs of students who are two or more grade levels behind. All students are assigned to ELA interventions on the same program during Success period, regardless of academic need. While the online reading program does differentiate its content, it is insufficient as the sole support for instructional intervention.</li> </ul> |   |                               | <ul style="list-style-type: none"> <li>4.1, 4.2, 4.3, 4.4, 7.1</li> </ul>      |
| <ul style="list-style-type: none"> <li>Data analysis is infrequent and isolated from ongoing instructional decision-making and professional learning. Existing protocols focus disproportionately on analyzing the change in numbers, not reflecting on instructional practice.</li> </ul>  |   |                               | <ul style="list-style-type: none"> <li>3.3, 3.5, 3.6, 4.2, 4.3, 4.5</li> </ul> |
| <ul style="list-style-type: none"> <li>The district does not provide formative assessments in literacy and math, and there is minimal evidence that teachers use ongoing formative assessment data to gauge student progress or differentiate instruction.</li> </ul>   |   |                               | <ul style="list-style-type: none"> <li>3.5, 3.6, 4.3</li> </ul>                |



VI. Evidence and Rating for School Turnaround Principle #6: Effective Use of Data

| School Turnaround Principle #6: Effective Use of Data  |   |   |   |
|--|---|---|---|
| Evidence Sources   |   |   |   |
| Classroom Observations, Teacher Focus Group, Instructional Leadership Team Meeting, Principal Meeting, District Leadership Meeting, Teacher Survey Data, Artifacts Provided by School Leader   |   |   |   |
| Rating   |   |   |   |
| <p style="text-align: center;"><b>1</b><br/><u>Ineffective</u></p> <p><i>No evidence of this happening in the school</i></p>   | <p style="text-align: center;"><b>2</b><br/><u>Improvement Necessary</u></p> <p><i>Limited evidence of this happening in the school</i></p> | <p style="text-align: center;"><b>3</b><br/><u>Effective</u></p> <p><i>Routine and consistent</i></p> | <p style="text-align: center;"><b>4</b><br/><u>Highly Effective</u></p> <p><i>Exceeds standard and drives student achievement</i></p> |
| Evidence   |   |   |   |
| Strengths  |   |   | Aligned Turnaround Principle Indicator(s)   |
| <ul style="list-style-type: none"> <li>If implemented with fidelity, the partnership with Data Wise has the potential to shift the use of data from monitoring numbers, to informing rigorous, ongoing instructional reflection by the staff.</li> </ul>   |   |   | <ul style="list-style-type: none"> <li>6.2, 1.7, 3.5, 4.2, 4.5</li> </ul>   |
| <ul style="list-style-type: none"> <li>The school improvement plan reflects a focus on climate and culture data with the goal of reducing student suspensions. It is unclear how these data are used throughout the year; however, effort has been made to identify the total number of incidents resulting in suspension, and which students are being suspended the most.</li> </ul>                               |   |   | <ul style="list-style-type: none"> <li>6.1</li> </ul>   |
| Areas for Improvement  |   |   | Aligned Turnaround Principle Indicator(s)   |
| <ul style="list-style-type: none"> <li>Systems are not in place to enable staff to review and analyze data to inform instructional decisions. The absence of consistent data analysis protocols, clear expectations for teacher collaboration, and timely, user-friendly reports inhibits teachers and leaders from using student learning data as a reflective tool to inform instructional improvement.</li> </ul> |   |   | <ul style="list-style-type: none"> <li>6.2, 1.1, 1.6, 1.7</li> </ul>  |
| <ul style="list-style-type: none"> <li>There is limited evidence that regular classroom observations and ongoing data analysis are used by the instructional leadership team to identify teacher learning needs. Therefore, professional development is not intentionally linked to teacher learning needs.</li> </ul>   |   |   | <ul style="list-style-type: none"> <li>6.3, 1.4, 1.5, 1.6, 1.7, 2.2</li> </ul>  |
| <ul style="list-style-type: none"> <li>There was no evidence of a consistent, school-wide PBIS system that would allow for the ongoing analysis of student behavior data to inform socio-emotional supports.</li> </ul>  |   |   | <ul style="list-style-type: none"> <li>6.1, 2.2, 2.1, 1.3</li> </ul>  |

## VII. Recommendations

**Background:** This section outlines an intentionally targeted set of recommendations that align to one or more of the school’s prioritized Turnaround Principles. Anchored in the United States Department of Education’s Turnaround Principles framework, these recommendations are representative of what the Technical Assistance Team believes to be the most immediate changes needed to accelerate growth in academic and non-academic student outcomes at Edison. These recommendations should not be thought of as an exhaustive set of school improvement strategies, but rather as a part of the ongoing and continuous school improvement process.

| <b>Recommendation 1</b>   |
|---|
| Develop and communicate a clear vision for teaching and learning at Edison Intermediate Center grounded in a common belief. The vision should include clear expectations for every adult in the building, related to how they will interact with children, and the systems and structures they must have in place to support children. Establish ongoing monitoring and feedback cycles to ensure all adults in the building are invested in and are accountable for pursuing that vision.  |
| <b>Aligned Turnaround Principle(s)</b>  |
| 1.1, 2.3, 3.6   |
| <b>Rationale</b>  |
| <p>Low expectations for student behavior and academic achievement are pervasive. The current school improvement plan does not articulate a clear vision or mission for Edison Intermediate Center. In turn, the absence of a shared vision and mission inhibits the ability for teachers and leaders to coordinate their efforts towards a clear and tangible outcome.</p> <p>There is not a shared belief throughout the building that all children can learn, nor that it is the responsibility of the adults in the building to establish consistent structures, routines, and supports to ensure student success. This was apparent throughout classrooms in the building, as evidenced by classroom observation data. High expectations for academics were evident in less than one-third of the observed classroom, and high expectations for behavior were evident in just over half of observed classrooms. Scaffolding towards a rigorous depth of knowledge was evident in 12% of observed classrooms, while instructional differentiation was evident in 6% of classroom observations. Further, the use of higher order thinking questions was evident in 15% of observed classrooms.</p> <p>The presence of low behavioral and academic expectations is also evident in parent survey responses. Less than 40% of parents agreed at any level with the statement, “In our school, struggling students are quickly identified and provided with additional instructional support;” and, 50% of parent survey respondents disagreed with the statement, “Parents are informed if a child is struggling and given suggestions to help them at home.” Specific parent comments include, “My children that go (to Edison Intermediate Center) are not prepared for high school whatsoever. I have three children that attend or have attended Edison, one is now at Adams and was hopelessly unprepared upon arrival. I am now worried about the others.” Another parent commented, “I know and understand that we all have to work together to raise these children into fully functioning stewards from our society. But things need to change. It is not okay for our teachers to expect bad behavior from our students. It is not okay to just expect mediocrity from these students. If we expect excellence, they WILL (sic) step up.”</p> <p>A clear vision that commands high expectations for students and establishes accountability for the adults in the building, promotes significant and sustained student success.</p> |

| <b>Recommendation 2</b>   |
|---|
| <p>Establish a non-negotiable set of school-wide instructional expectations to ensure the minimum level of structures and routines are in place to support student success. These may include, but are not limited to: standards-aligned objectives in every classroom, clear entry and exit protocols for students, bell-to-bell instruction, consistent classroom management systems, a homework policy, hallway transition procedures, student organizational structures, and daily formative assessments to inform adjustments to future instruction.</p>   |
| <b>Aligned Turnaround Principle(s)</b>  |
| <p>3.6, 4.5, 1.1, 1.2, 2.2</p>  |
| <b>Rationale</b>  |
| <p>The current climate in the school is not conducive to learning. While bright spots exist, the school culture can be defined by its inconsistency and ineffectiveness. Evidence collected throughout the visit revealed the absence of a consistent system to promote positive student behavior, basic school-wide procedures and routines to promote a positive and orderly learning environment, and effective support teachers who are new to the building.</p> <p>Although the school improvement plan states, “School-wide Positive Behavior Supports were developed in 2015 to teach and reinforce positive behavior within the learning environment,” there was no evidence of a consistently implemented system of positive behavioral supports. Students reported the existence of a reward system, but stated it was used inconsistently throughout the building. Classroom observations revealed that teachers respond to student behaviors quickly and respectfully in less than 50% of classrooms. Additionally, data illustrates that teachers recognize and reinforce positive behavior in less than one-third of observed classrooms. Students also expressed frustration with how behavior was managed in the classroom, suggesting adults in the building raise their voice in response to student misbehavior, rather than remaining calm and executing a predetermined behavior management protocol. TAT members observed a teacher yelling at students in at least one classroom during observations.</p> <p>The school improvement plan also states, “School-wide expectations and procedures (are) taught and retaught to every student;” however, procedures and routines vary widely from classroom to classroom and grade to grade without any evidence of intentionality or consistency. While staff members are visible in the hallways during transitions, students were observed running through the halls on multiple occasions without any consequence and minimal redirection. Additionally, there was no evidence of a school-wide procedure for lesson structure as few classes began with a clear and appropriate bell-ringer, and the last few minutes of multiple classrooms were designated as student free time. The lack of consistent, school-wide structures and routines accompanied by embedded support, monitoring, and accountability contributes to the poor academic culture that permeates the building.</p> <p>Finally, with 6 first year teachers and 7 teachers new to South Bend and/or Edison, 5 of whom began after the school year had already started, the absence of school-wide procedures and structures make it very difficult for new teachers to be successful at Edison. There are multiple opportunities for support (new teacher onboarding, regular meetings with grade-level team leaders); however, the support new teachers receive is disproportionately related to administrative aspects of the job such as benefits, PowerSchool, and how to submit a service ticket for technology. While it is clear colleagues in the building support each other, the lack of established procedures and routines leaves new teachers to make sense of multiple lines of feedback and suggestions on their own. Without an established and adequate set of school-wide procedures and routines to support student success, the school could continue to face regular staff turnover and struggle to improve instructional rigor and student achievement.</p> |

| <b>Recommendation 3</b>  |
|--|
| <p>Strategically redesign the intervention block to include standards-based remediation in ELA and Math aligned to individual student needs and informed by regular analysis of formative assessments. Monitor and evaluate for effectiveness based on defined student learning goals. As an initial step, the school should supplement the online program with standards-based, differentiated interventions for small groups of students, then gradually build to a more blended model to support all student learning needs (including enrichment).</p>   |
| <b>Aligned Turnaround Principle(s)</b>   |
| <p>4.5, 4.3, 3.1, 1.7, 6.2</p>   |
| <b>Rationale</b>   |
| <p>The current system includes 30 minutes of daily instructional interventions focused on ELA/reading that relies heavily, if not solely, on adaptive computer software to deliver instructional supports. The current system lacks relevance for students, fails to address the individual learning needs of all students who are two or more years behind, and is isolated from the larger instructional programming throughout the building.</p> <p>Although the program is adaptive, and provides data on student growth, it is unclear if the initial placement of students (based on their Fall NWEA scores) was accurate. Students shared that several of their peers were frustrated with the low rigor of the online content, and teachers explained that was a result of them being assigned to a lower performance level after not taking the placement test (NWEA) seriously. Students also shared that reading passages regularly repeat themselves on the program as a result of not demonstrating mastery on a previous attempt. There was no evidence that additional instructional support is provided to these students outside of the online reading program. During classroom observations, several students were observed either disengaged from the instructional content, or actively engaging with online content outside of the reading intervention program. While some teachers attempt to increase investment by sharing data on academic growth and fidelity to the program with individual students, there does not seem to be a school-wide expectation for how teachers will monitor and support students during interventions. As a result of the redundant content and inconsistent systems and structures to invest individual students in its ongoing progress, the current intervention system lacks rigor and relevance for individual students.</p> <p>The current intervention system fails to adequately address the diverse learning of students at Edison. In 2017, students at Edison Learning Center demonstrated lower proficiency and lower student growth in math than they did ELA. Despite this demonstrated need, all students are currently assigned to an online ELA remediation program which relies heavily on the adaptive nature of the software to meet individual student needs. This limited approach leaves several students with demonstrated learning needs in math or specific areas of ELA without the critical instructional support required to push them towards proficiency. Additionally, the current intervention program is not informed by regular analysis of formative assessments aligned to classroom instruction. Moreover, whole group is the primary means of instruction, with few exceptions. Instructional differentiation was evident in 6% of observed classrooms. As a result, the current intervention system fails to adequately address the individual learning needs of students who are two or more years behind in ELA and Mathematics.</p> <p>The Data Wise process holds the opportunity to systematically link Tier 1 instructional planning/execution, data analysis, and intervention or enrichment programs; however, the school has yet to execute the initial cycle of the Data Wise process as of February, 2018. The existing intervention program is isolated from Tier 1 instruction and fails to promote or support ongoing</p> |

instructional reflection and improvement. Rather, teachers are directed to focus on student fidelity with the program (time on task) and monitor the number of minutes students are actively engaged. There is no evidence of expectations or structures to support teachers in analyzing student performance to inform ongoing adjustments and improvements to Tier 1 instruction.

While the over-reliance on a computer-based program has isolated interventions from the larger instructional program within the school, it does provide an infrastructure through which to introduce more targeted and meaningful instructional supports for students. The school should analyze existing student performance data to strategically target students in each grade level for standards-based, teacher-led enrichment and interventions in order to adequately address student learning needs.

## VIII. Appendix A: Evidence for Remaining School Turnaround Principles

### Background

We believe it is valuable for school and district leaders to have a summary of the TAT’s findings and evidence for each of the eight Turnaround Principles. As such, this section of the report outlines key findings and supporting evidence for each of the Turnaround Principles that were not identified by school and district leaders as prioritized Turnaround Principles for this school.

This information is intentionally provided in an appendix to reinforce the importance of the previously stated findings, evidence, ratings, and recommendations for the school’s prioritized Turnaround Principles.

| <b>School Turnaround Principle #1: School Leadership</b>   |
|--|
| <b>Evidence Sources</b>  |
| Leadership Self-Evaluation, Leadership Team Meeting, Principal Meeting, District Leadership Team Meeting, Educator Surveys, Educator Focus Groups, Student Focus Groups, Classroom Observations  |
| <b>Evidence Summary</b>  |
| <p><b>Strengths</b></p> <ul style="list-style-type: none"> <li>• The current principal was assigned to Edison Intermediate Center to help rebuild relationships between teachers and school leadership, and among the teaching staff. (1.3)</li> <li>• The school leader works proactively within the district human resource structures to identify and recruit educators to fill vacancies early in the hiring process and throughout the school year. (1.9)</li> <li>• The current master schedule has been redesigned to include daily opportunities for grade-level planning and collaboration among teachers, and 30-minutes of daily academic interventions for all students in the school. (1.8)</li> </ul> <p><b>Areas for Improvement</b></p> <ul style="list-style-type: none"> <li>• The principal has not established a coherent vision of high expectations for all students and accountability for adults that is understood and supported by the school community. (1.1)</li> <li>• The school lacks a cohesive plan to establish meaningful goals, monitor progress, and use ongoing data analysis to inform adjustments to the school’s overall plan. The current student achievement goals to increase proficiency on ISTEP+ to 75% outlined in the school improvement plan are not relevant to students and teachers in the building. (1.2)</li> </ul> |

- The current level of instructional leadership in the building is insufficient to meet the learning needs of all students at Edison Intermediate Center. While some structural changes are planned for the 18/19 school year to buttress the principal’s capacity to provide effective instructional leadership, the lack of urgency related to instructional quality in the building is evident. (1.5)

| <b>School Turnaround Principle #2: Climate and Culture</b>   |  |
|--|--|
| <b>Evidence Sources</b>  |  |
| Educator Surveys, Educator Focus Groups, Student Focus Groups, Classroom Observations, Parent Surveys  |  |
| <b>Evidence Summary</b>  |  |
| Strengths  |  |
| <ul style="list-style-type: none"> <li>• Students and adults report feeling safe in the building. (2.1)</li> <li>• The facility is clean and does not have any obvious areas of disrepair. (2.1)</li> </ul>  |  |
| Areas for Improvement  |  |
| <ul style="list-style-type: none"> <li>• There is minimal evidence that high expectations for professionalism, instruction, and communication exist throughout the building. Evidence of rigorous instruction and student learning is limited to few classrooms. (2.3)</li> <li>• There are no common classroom routines or instructional strategies in place. Classrooms are visited without a systematic focus targeting specific instructional strategies. (2.2)</li> <li>• Expectations for instructional practices are unclear. Teachers do not receive adequate and effective support to use instructional strategies and data to improve instruction. New teachers reported that the majority of support was focused on administrative aspects of the job, not how to be an effective teacher. (2.2)</li> </ul> |  |

| <b>School Turnaround Principle #5: Effective Staffing Practices</b>  |  |
|--|--|
| <b>Evidence Sources</b>  |  |
| Instructional Leadership Team Meeting, Principal Meeting, Educator Surveys, Educator Focus Groups, Student Focus Groups, Classroom Observations, Parent Surveys  |  |
| <b>Evidence Summary</b>  |  |
| Strengths  |  |
| <ul style="list-style-type: none"> <li>• The school corporation provides a list of qualified candidates to all school leaders early enough in the hiring process to provide an opportunity for principals to interview candidates and fill vacancies prior to the beginning of the school year. (5.1)</li> <li>• Over 75% of respondents to the parent surveys agreed or strongly agreed with the statement, “My student usually has the same teacher from the beginning to the end of the year.” Evidence demonstrated that the majority of teaching positions are consistent throughout the year, with only a few mid-year vacancies. (5.1)</li> </ul> |  |
| Areas for Improvement  |  |
| <ul style="list-style-type: none"> <li>• There is minimal evidence that the school corporation modifies hiring practices and procedures. No attempts to provide additional compensation, differentiate teacher</li> </ul>  |  |

appreciation grants, or provide other incentives to teach in a school turnaround environment were evident. (5.1)

- There is no evidence that professional development enables teachers to continuously reflect, revise, and evaluate their own classroom instruction. While professional development may be provided, it lacks necessary follow-up and consistency to effectively execute a continuous improvement cycle. (5.3)
- Ongoing teacher evaluation and feedback is not evidenced to be consistently used to improve classroom practice, inform professional development, and increase student learning outcomes. (5.2)

### **School Turnaround Principle #7: Effective Use of Time**

#### **Evidence Sources**

Leadership Focus Groups, Principal Meetings, Educator Surveys, Educator Focus Groups, Student Focus Groups, Classroom Observations, Parent Surveys

#### **Evidence Summary**

##### Strengths

- The master schedule design includes consistent time for regular collaboration among grade-level teams and daily interventions for students. (7.1)
- The master schedule has been adjusted to provide additional learning time for ELA and Math for all students. (7.2)

##### Areas for Improvement

- Student transitions, including the first five minutes and last five minutes of class, are unstructured, disorderly, and lack urgency for effective instructional time. (7.1)

### **School Turnaround Principle #8: Family and Community Engagement**

#### **Evidence Sources**

Leadership Focus Groups, Principal Meetings, Educator Surveys, Educator Focus Groups, Student Focus Groups, Parent Surveys, Parent Focus Groups, Community Focus Groups

#### **Evidence Summary**

##### Strengths

- Nearly 75% of respondents to the parent survey agreed with the statement, “The principal and teachers make parents feel welcome.” (8.1)
- Evidence during the review demonstrated that community groups are welcomed as members of the school family, collaborating over the needs of students. (8.2)

##### Areas for Improvement

- Staff members repeatedly stated their desire to have more parental involvement, while parents expressed a deep desire to have more meaningful opportunities to be involved.

Moreover, less than 50% of parents agreed with the statement, “Our school works with parents to build positive relationships and to engage them as partners in their children’s learning.” (8.2)

- The school does not provide any consistent and formal opportunities, such as parent focus groups, parent surveys, or events out in the community to collect meaningful feedback and input from parents and families. (8.1)





## School Quality Review Report

McCulloch Jr. High School  
 Marion Community School Corporation  
 January 11 & 31, 2018

### Review Team Members

|                    |  |                                  |
|--------------------|--|----------------------------------|
| Ron Sandlin        | Senior Director, School Performance & Transformation | Indiana State Board of Education |
| Erin Stalbaum      | Senior School Improvement Specialist                 | Indiana Department of Education  |
| Kyle Zahn          | School Improvement Specialist                        | Indiana Department of Education  |
| Kelley Grate       | School Improvement Specialist                        | Indiana Department of Education  |
| Melissa Blossom    | Assistant Director School Improvement                | Indiana Department of Education  |
| Jerry Harshman     | (Ret.) Superintendent                                | Eastbrook Community Schools      |
| Dr. LaTonya Turner | Associate Dean for Academic Quality                  | Marian University                |
| Melissa Scherle    | Elementary Teacher                                   | Indianapolis Public Schools      |

## Table of Contents

|       |  |    |
|-------|--|----|
| I.    | Background on the School Quality Review .....  | 3  |
| II.   | Overview of the School Quality Review Process.....   | 3  |
| III.  | Data Snapshot for McCulloch Jr. High School.....   | 4  |
| IV.   | Evidence and Rating for School Turnaround Principle #3: Effective Instruction .....                              | 5  |
| V.    | Evidence and Rating for School Turnaround Principle #4: Curriculum, Assessment, and<br>Intervention Systems..... | 6  |
| VI.   | Evidence and Rating for School Turnaround Principle #7: Effective Use of Time.....                               | 7  |
| VII.  | Recommendations .....  | 7  |
| VIII. | Appendix A: Evidence for Remaining School Turnaround Principles .....  | 11 |

## I. Background on the School Quality Review

Public Law 221 (PL 221) was passed in 1999 before the enactment of the federal *No Child Left behind Act* (NCLB). It serves as the state's accountability framework. Among other sanctions, the law authorizes the Indiana State Board of Education (SBOE) to assign an expert team to conduct a School Quality Review for schools placed in the lowest category or designation of school performance for two consecutive years.

*(a) The board shall direct that the department conduct a quality review of a school that is subject to IC 20-31-9-3. (b) The board shall determine the scope of the review and appoint an expert team under IC 20-31-9-3. (Indiana State Board of Education; 511 IAC 6.2-8-2; filed Jan 28, 2011, 3:08 p.m.: 20110223-IR-511100502FRA)*

The school quality review (SQR) is a needs assessment meant to evaluate the academic program and operational conditions within an eligible school. The SQR will result in actionable feedback that will promote improvement, including the reallocation of resources or requests for technical assistance. The process is guided by a rubric (see Appendix B) aligned to the 8 Turnaround Principles. The school quality review includes a pre-visit analysis and planning meeting, onsite comprehensive review, and may include targeted follow-up visits.

State law authorizes the SBOE to establish an expert team to conduct the School Quality Review known as the Technical Assistance Team (TAT). Membership must include representatives from the community or region the school serves; and, may consist of school superintendents, members of governing bodies, teachers from high performing school corporations, and special consultants or advisers.

## II. Overview of the School Quality Review Process

The School Quality Review process is designed to identify McCulloch Jr. High School's strengths and areas for improvement organized around the [United States Department of Education's Eight School Turnaround Principles](#). In particular, the School Quality Review process focused on three Turnaround Principles that were identified as priorities by the school and its district.

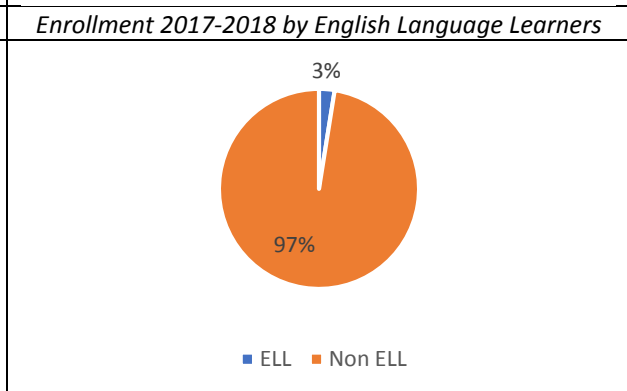
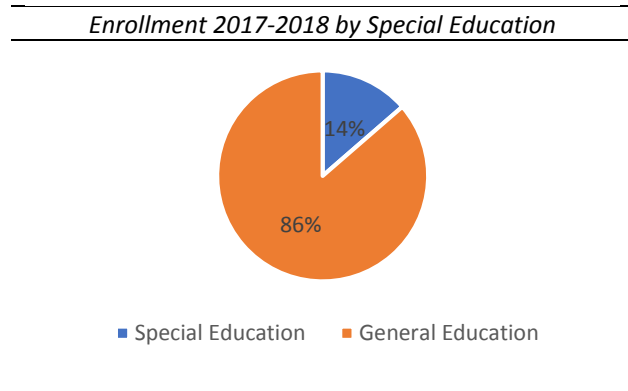
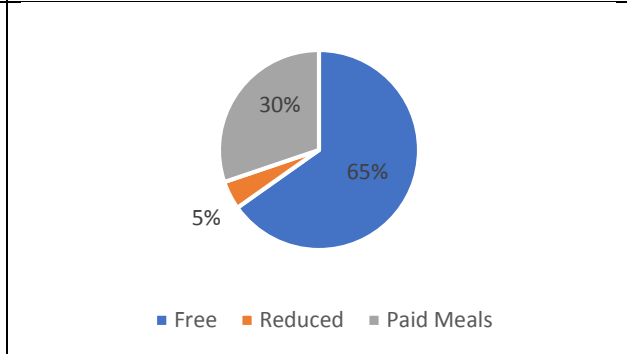
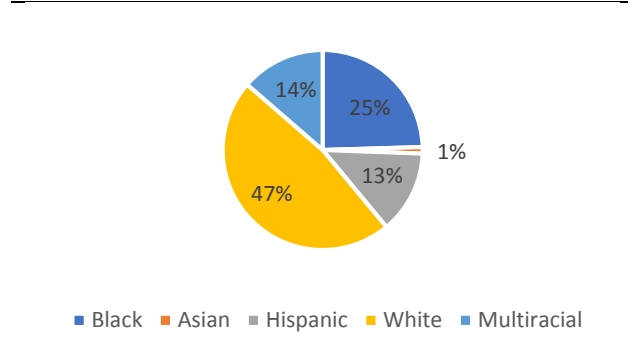
The on-site review consisted of the Technical Assistance Team (TAT) visiting the school for two days. During the two days, the TAT (1) conducted separate focus groups with students, teachers, and parents, (2) observed a professional learning community meeting with teachers, (3) conducted 36 classroom observations, and (4) interviewed school and district leaders.

Prior to the visit, teachers completed an online survey, with 10 of 34 teachers participating. Parents were also invited to complete a survey. Finally, the school leadership team completed a self-evaluation. Both surveys and the self-evaluation are made up of questions that align to school improvement principles and indicators (Appendix B).

### III. Data Snapshot for McCulloch Jr. High School

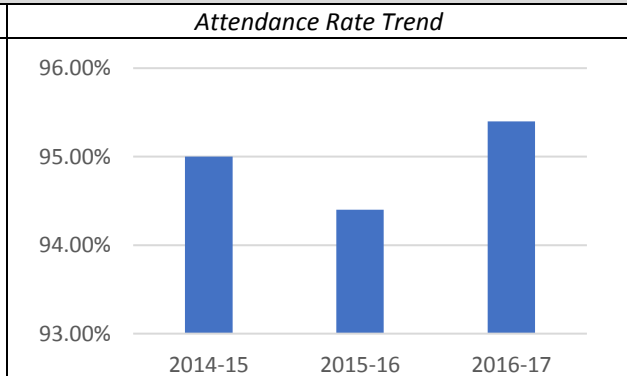
| School Report Card            |        |        |                 |                               |        |        |                 |
|-------------------------------|--------|--------|-----------------|-------------------------------|--------|--------|-----------------|
| 2015-2016 Report Card         | Points | Weight | Weighted Points | 2016-2017 Report Card         | Points | Weight | Weighted Points |
| Performance Domain Grades 3-8 | 43.80  | 0.5    | 21.90           | Performance Domain Grades 3-8 | 36.10  | 0.5    | 18.05           |
| Growth Domain Grades 4-8      | 74.00  | 0.5    | 37.00           | Growth Domain Grades 4-8      | 71.60  | 0.5    | 35.80           |
| Overall Points                |        |        | 58.9            | Overall Points                |        |        | 53.9            |
| Overall Grade                 |        |        | F               | Overall Grade                 |        |        | F               |

| Enrollment 2017-2018: 477 students |  |
|------------------------------------|--|
| Enrollment 2017-2018 by Ethnicity  | Enrollment 2017-2018 by Free/Reduced Price Meals |



| Attendance          |  |  |                       |
|---------------------|--|--|-----------------------|
| Attendance by Grade |  |  | Attendance Rate Trend |

| Grade      | '14-'15 | '15-'16 | '16-'17 |
|------------|---------|---------|---------|
| Grade 7    | 95.3%   | 94.7%   | 95.6%   |
| Grade 8    | 94.7%   | 94.2%   | 95.3%   |
| All Grades | 95.0%   | 94.4%   | 95.4%   |



## IV. Evidence and Rating for School Turnaround Principle #3: Effective Instruction

### Background

The next three sections of the report illustrate the Technical Assistance Team’s key findings, supporting evidence, and overall rating for each of the school’s prioritized Turnaround Principles.

To thoughtfully identify these prioritized Turnaround Principles, school and district leaders used a “Turnaround Principle Alignment Tool” provided by the Indiana State Board of Education to determine the two to three Turnaround Principles that most closely align with the goals and strategies outlined in the school’s improvement plan.

This report focuses on these prioritized Turnaround Principles to provide a strategically targeted set of findings and recommendations. Additional evidence on the other five Turnaround Principles can be found in Appendix A of this report.

| School Turnaround Principle #3: Effective Instruction  |   |   |   |
|--|---|---|---|
| Evidence Sources   |   |   |   |
| Classroom Observations, Teacher Focus Group, Instructional Leadership Team Meeting, Principal Meeting, District Focus Group, Teacher Survey Data, Student Focus Group, Parent Focus Group, Artifacts Provided by McCulloch Jr. High School & Marion Community Schools  |   |   |   |
| Rating   |   |   |   |
| <p style="text-align: center;"><b>1</b><br/><u>Ineffective</u></p> <p style="text-align: center;"><i>No evidence of this happening in the school</i></p>   | <p style="text-align: center;"><b>2</b><br/><u>Improvement Necessary</u></p> <p style="text-align: center;"><i>Limited evidence of this happening in the school</i></p> | <p style="text-align: center;"><b>3</b><br/><u>Effective</u></p> <p style="text-align: center;"><i>Routine and consistent</i></p> | <p style="text-align: center;"><b>4</b><br/><u>Highly Effective</u></p> <p style="text-align: center;"><i>Exceeds standard and drives student achievement</i></p> |
| Evidence   |   |   |   |
| Strengths  |   | Aligned Turnaround Principle Indicator(s)   |   |
| <ul style="list-style-type: none"> <li>NWEA has the opportunity to provide meaningful diagnostic and benchmark data to inform school-wide and grade-level instructional decisions, including differentiated levels on Achieve 3000 for the GROW period, and gauging mid-year progress to inform resource and programmatic shifts.</li> </ul> |   | <ul style="list-style-type: none"> <li>3.5</li> </ul>   |   |
| <ul style="list-style-type: none"> <li>Teachers and leaders demonstrate a clear understanding of the importance of student performance data, and a willingness to use data to inform practice and improve instructional execution.</li> </ul>  |   | <ul style="list-style-type: none"> <li>3.5</li> </ul>   |   |
| Areas for Improvement  |   | Aligned Turnaround Principle Indicator(s)   |   |
| <ul style="list-style-type: none"> <li>In many classrooms, the “taught” curriculum does not match the rigor and expectations of the Indiana Academic Standards.</li> </ul>   |   | <ul style="list-style-type: none"> <li>3.1, 4.1</li> </ul>  |   |
| <ul style="list-style-type: none"> <li>Few classrooms implemented a variety of instructional strategies. Literacy across content areas and building numeracy skills are clear priorities; however, teachers are not provided an opportunity through</li> </ul>   |   | <ul style="list-style-type: none"> <li>3.1, 3.2, 3.3, 3.4, 3.6, 4.5</li> </ul>  |   |

|   |   |
|---|---|
| a professional coaching cycle to develop the deep knowledge and skills necessary to effectively execute rigorous instruction aligned to the Indiana Academic Standards.             |   |
| <ul style="list-style-type: none"> <li>In a few classrooms was a cognitively busy learning environment observed, demonstrating low academic and behavioral expectations.</li> </ul> | <ul style="list-style-type: none"> <li>3.6</li> </ul> |

V. Evidence and Rating for School Turnaround Principle #4: Curriculum, Assessment, and Intervention Systems

| School Turnaround Principle #4: Curriculum, Assessment, and Intervention Systems  |   |   |   |
|---|---|---|---|
| Evidence Sources  |   |   |   |
| Classroom Observations, Teacher Focus Group, Instructional Leadership Team Meeting, Principal Meeting, District Focus Group, Teacher Survey Data, Artifacts Provided by School Leader   |   |   |   |
| Rating  |   |   |   |
| <p style="text-align: center;"><b>1</b><br/><u>Ineffective</u></p> <p><i>No evidence of this happening in the school</i></p>  | <p style="text-align: center;"><b>2</b><br/><u>Improvement Necessary</u></p> <p><i>Limited evidence of this happening in the school</i></p> | <p style="text-align: center;"><b>3</b><br/><u>Effective</u></p> <p><i>Routine and consistent</i></p> | <p style="text-align: center;"><b>4</b><br/><u>Highly Effective</u></p> <p><i>Exceeds standard and drives student achievement</i></p> |
| Evidence  |   |   |   |
| Strengths   |   | Aligned Turnaround Principle Indicator(s)   |   |
| <ul style="list-style-type: none"> <li>Diagnostic NWEA data is used to identify students that are two or more years behind in ELA or Math.</li> </ul>   |   | <ul style="list-style-type: none"> <li>4.5, 7.2</li> </ul>  |   |
| <ul style="list-style-type: none"> <li>The master schedule provides time for student intervention and enrichment.</li> </ul>  |   | <ul style="list-style-type: none"> <li>3.5, 4.5, 7.2</li> </ul>                                       |   |
| Areas for Improvement   |   | Aligned Turnaround Principle Indicator(s)   |   |
| <ul style="list-style-type: none"> <li>Curriculum maps do not align to Indiana Academic Standards and lack relevance to teachers as a meaningful source of information and resources. Teachers develop lessons that are not systematically linked to the Indiana Academic Standards.</li> </ul>   |   | <ul style="list-style-type: none"> <li>3.1, 4.1, 4.2, 4.3, 4.4</li> </ul>                             |   |
| <ul style="list-style-type: none"> <li>Data analysis is infrequent and isolated from ongoing instructional decision-making and professional learning. Existing protocols focus disproportionately on analyzing change in numbers, not reflecting on instructional practice.</li> </ul>  |   | <ul style="list-style-type: none"> <li>3.3, 3.5, 3.6, 4.2, 4.3, 4.5</li> </ul>                        |   |
| <ul style="list-style-type: none"> <li>The district does not provide formative assessments in literacy and math and there is minimal evidence that teachers use ongoing formative assessment data to gauge student progress or differentiate instruction.</li> </ul>  |   | <ul style="list-style-type: none"> <li>3.5, 3.6, 4.3</li> </ul>                                       |   |
| <ul style="list-style-type: none"> <li>All students are assigned to ELA interventions on the same program during the GROW period, despite academic need. While the Achieve 3000 program does differentiate its content, the instructional delivery is insufficient as the sole support for students who are two or more grade-levels behind.</li> </ul> |   | <ul style="list-style-type: none"> <li>4.5, 7.1</li> </ul>  |   |

## VI. Evidence and Rating for School Turnaround Principle #7: Effective Use of Time

| School Turnaround Principle #7: Effective Use of Time   |   |                               |   |
|---|---|-------------------------------|---|
| Evidence Sources  |   |                               |   |
| Classroom Observations, Teacher Focus Group, Instructional Leadership Team Meeting, Principal Meeting, District Leadership Meeting, Teacher Survey Data, Artifacts Provided by School Leader  |   |                               |   |
| Rating  |   |                               |   |
| 1<br><u>Ineffective</u>   | 2<br><u>Improvement<br/>Necessary</u>                   | 3<br><u>Effective</u>         | 4<br><u>Highly Effective</u>                                    |
| <i>No evidence of this happening in the school</i>  | <i>Limited evidence of this happening in the school</i> | <i>Routine and consistent</i> | <i>Exceeds standard and drives student achievement</i>          |
| Evidence  |   |                               | Aligned Turnaround Principle Indicator(s)                       |
| <b>Strengths</b>  |   |                               |   |
| <ul style="list-style-type: none"> <li>The master schedule provides a consistent opportunity for data driven, high quality remediation and enrichment.</li> </ul>   |   |                               | <ul style="list-style-type: none"> <li>4.5, 7.1, 7.2</li> </ul> |
| <ul style="list-style-type: none"> <li>The schedule has been intentionally designed to ensure regular opportunities for effective teacher collaboration are offered.</li> </ul>   |   |                               | <ul style="list-style-type: none"> <li>7.3</li> </ul>           |
| <b>Areas for Improvement</b>  |   |                               | <b>Aligned Turnaround Principle Indicator(s)</b>                |
| <ul style="list-style-type: none"> <li>A single master schedule with traditional class offerings and a 30-minute intervention block for every student is not a sufficient model to meet the diverse student needs in the building.</li> </ul>   |   |                               | <ul style="list-style-type: none"> <li>7.1</li> </ul>           |
| <ul style="list-style-type: none"> <li>Transition times are not well executed and waste instructional time. Expectations for teachers during transitions are unclear, and teachers expressed frustration with the bell-less transition model. Fluid student arrival times to class are counterproductive to establishing an environment conducive to learning.</li> </ul> |   |                               | <ul style="list-style-type: none"> <li>7.2</li> </ul>           |

## VII. Recommendations

### Background

This section outlines an intentionally targeted set of recommendations that align to one or more of the school's prioritized Turnaround Principles. Anchored in the United States Department of Education's Turnaround Principles framework, these recommendations are representative of what the Technical Assistance Team believes to be the most immediate changes needed to accelerate growth in academic and non-academic student outcomes at McCulloch Jr. High School. These recommendations should not be thought of as an exhaustive set of school improvement strategies, but rather as a part of the ongoing and continuous school improvement process.

| <b>Recommendation 1</b>  |
|--|
| Equip teachers with a manageable set of concrete instructional strategies aligned to the College & Career Ready instructional shifts, and align professional learning time, classroom observation feedback, and professional development to promote continuous reflection and feedback on the execution and impact of these prioritized strategies.  |
| <b>Aligned Turnaround Principle(s)</b>   |
| 3.2, 3.3, 3.4, 3.5, 3.6, 4.2, 4.5, 7.3   |
| <b>Rationale</b>   |
| <p>Due to an observed lack of an instructional coaching cycle, teachers are ill-equipped to effectively design and execute standards-based instruction. As a result, classroom instruction regularly lacks rigor and instructional objectives do not align with the Indiana Academic Standards.</p> <p>There is a general school-wide focus on literacy and numeracy skills; however, the school lacks concrete and focused instructional priorities or systems to support teachers in their development of the skills necessary to deliver on that focus. Classroom observations revealed that multiple instructional strategies were evident in less than 2 out of 5 classrooms, and whole group instruction was the most observed instructional model. Professional learning time was unstructured, with little focus other than general topics of discussion. Nearly 50% of teacher survey respondents disagreed or strongly disagreed with the statement, “Our principal and school leaders observe and provide meaningful feedback to each teacher on a weekly basis to ensure instructional alignment with state standards.” As a result, several observed instructional strategies were not evidence-based or aligned to Indiana Academic Standards.</p> <p>One identified barrier to designing and executing on a clear and concise instructional vision are the myriad of instructional mandates put into place from the corporation level. Teachers are currently expected, at a minimum, to plan and execute instruction aligned to their content area, incorporate an assigned novel across their grade level, incorporate numeracy-related problems as daily activities across content, and lead a GROW class for interventions. Comments from the teacher survey reflected frustration with the recent number of new initiatives, and the lack of support and follow through from the leadership level accompanying them.</p> <p>To truly equip teachers with the knowledge and skills needed to lead effective instruction, school and district leadership must adopt a streamlined vision for high quality instruction and align all aspects of instructional support (professional learning, data analysis, and classroom observation &amp; feedback) to that vision in order to build buy-in and ensure teachers receive the ongoing development required to truly change practice.</p> |

| <b>Recommendation 2</b>   |
|---|
| Strategically reassign groups during GROW period based on formative assessment data aligned to Indiana Academic Standards for Math and ELA. This will ensure students who demonstrate the most significant academic needs are assigned to teachers who consistently implement best practice instructional strategies with fidelity. |
| <b>Aligned Turnaround Principle(s)</b>  |
| 4.5, 7.2  |
| <b>Rationale</b>  |
| The current intervention system, GROW, is not implemented with fidelity and lacks appropriate rigor and relevance for students.   |



The school has invested 30 minutes of daily instructional time for interventions (a total of 15 days of instruction) for ELA interventions. Currently, the benefits of the intervention block for students do not justify the significant investment of instructional time.

While diagnostic NWEA data has been used to strategically assign students to the appropriate level on the Achieve 3000 program to meet their zone of proximal development, groups remain largely unchanged throughout the year and lack strategic purpose. There is no system in place to collect and analyze ongoing formative data, and the school relies solely on the adaptive nature of the Achieve 3000 platform to differentiate instructional support.

Teacher guidance and direction during the GROW period is ineffective. The school leader has set school-wide expectations for GROW period; however, the inconsistency of implementation raises significant questions as to whether or not teachers understand or are invested in the program. There are a few teachers who take additional action to enhance the technology with strategies that keep students engaged, help them find meaning in the work, and create structures for students to monitor their ongoing progress; but, classroom observations revealed several students either not engaged with the intervention program, or doing something completely different such as playing games on their iPads. Feedback from students corroborated these observations, highlighting the fact that several of their peers are not engaged with the program in a meaningful way, clicking through the program without actively engaging with the content.

The intervention system at McCulloch is not designed to meet the learning needs of students who are two or more years behind in ELA and Mathematics. It is poorly planned, monitored, and evaluated for effectiveness. Long term planning should begin now to design a more targeted intervention program for the 2018-2019 school year. Given the urgency to improve student achievement, and the significant investment that has been made in the current intervention model, the school must immediately ensure that students with the greatest academic need are assigned to teachers who have demonstrated the capacity and willingness to effectively facilitate the Achieve 3000 program.

**Recommendation 3**

Redesign district-level curriculum maps so that they include scaffolded objectives aligned to the Indiana Academic Standards and are paced throughout the calendar year, with standards-based benchmark assessments to monitor student progress and inform meaningful academic interventions for students who fall behind.

**Aligned Turnaround Principle(s)**

3.1, 4.1, 4.2, 4.4

**Rationale**

Although the school leaders identified district-level curriculum maps as a key instructional resource for teachers, it is unclear if they are accessible and relevant for teachers when planning instructional content. As a result, the taught curriculum in many classrooms does not align to the Indiana Academic Standards and scaffolding towards a rigorous depth of knowledge was only apparent in 25% of observed classrooms.

Teachers lack access to sufficient instructional resources and targeted professional development to plan and deliver rigorous instruction that scaffolds towards a rigorous depth of knowledge.

The following objectives were observed during classroom observations:

- "I can use word relationships to understand words"
- "I can understand and explain non-fiction text"
- "Cause and Effect"

- “Students will be able to master proportions”

These objectives do not align to any seventh or eighth grade standard, nor are they specific or measurable.

An evaluation of existing curriculum maps reveals multiple instances where the learning objectives listed are not aligned to the Indiana Academic Standards. For example:

For seventh grade reading, the curriculum map includes the following objective:

- *SWBAT analyze the central/universal idea or theme and then provide a detailed summary with text evidence.*

The standard listed along with this objective are:

- 7.RN.2.2 – Analyze the development of two or more central ideas over the course of a text; provide a detailed, objective summary.

This is the only objective listed on the map aligned to this standard.

In mathematics, the objectives listed in the curriculum map fall short of the rigor and depth of knowledge required in the standards. For seventh grade math, the curriculum map includes the following objectives:

- SWBAT: read and write integers and find the absolute value of an integer
- SWBAT: find the absolute value of an integer
- SWBAT: add integers
- SWBAT: subtract integers
- SWBAT: multiply integers
- SWBAT: divide integers

Two of the standards aligned to these objectives are:

7.C.2 Understand subtraction of rational numbers as adding the additive inverse,  $p - q = p + (-q)$ . Show that the distance between two rational numbers on the number line is the absolute value of their difference, and apply that principle to real-world problems.

7.C.3 Understand that multiplication is extended from fractions to rational numbers by requiring that operations continue to satisfy the properties of operations, particularly the distributive property, leading to products such as  $(-1)(-1) = 1$  and the rules for multiplying signed numbers.

The objectives listed in the curriculum map focus specifically on the computational aspects of the standards and not the conceptual understanding. As a result, classroom instruction lacks rigor and often focuses on procedural knowledge at the expense of a deep conceptual understanding.

To complement the prioritized set of concrete instructional strategies, the corporation must equip teachers with tools and resources to ensure access to standards-aligned curriculum. Redesigning district level curriculum maps will ensure teachers have access to reliable curricular resources and allow them to focus on building their knowledge around the standards and improving their instructional execution.

## VIII. Appendix A: Evidence for Remaining School Turnaround Principles

### Background

We believe it is valuable for school and district leaders to have a summary of the TAT’s findings and evidence for each of the eight Turnaround Principles. As such, this section of the report outlines key findings and supporting evidence for each of the Turnaround Principles that were not identified by school and district leaders as prioritized Turnaround Principles for this school.

This information is intentionally provided in an appendix to reinforce the importance of the previously stated findings, evidence, ratings, and recommendations for the school’s prioritized Turnaround Principles.

| <b>School Turnaround Principle #1: School Leadership</b>   |
|--|
| <b>Evidence Sources</b>  |
| Leadership Self-Evaluation, Leadership Team Meeting, Principal Meeting, District Leadership Team Meeting, Educator Surveys, Educator Focus Groups, Student Focus Groups, Classroom Observations  |
| <b>Evidence Summary</b>  |
| <b>Strengths</b> <ul style="list-style-type: none"><li>• Nearly 75% of the 23 teachers who submitted a survey at least somewhat agree with the statement, “Our principal ensures students and teachers feel safe, welcome and ready to learn and teach.” (1.3)</li><li>• In response to teacher feedback and analysis of student behavior data, school leadership developed two teams of students and teachers at each grade level to ensure there is a single group of adults responsible for the success of a single group of students. (1.7)</li><li>• The school leader has the flexibility and has demonstrated a willingness to adjust the school schedule to meet student needs, including adding an uninterrupted, 90-minute ELA block and repurposing GROW period to focus on literacy. (1.8)</li></ul> |
| <b>Areas for Improvement</b> <ul style="list-style-type: none"><li>• Teachers do not have sufficient access to standards-aligned materials and resources, and teachers are enabled to develop independent lessons that are not systematically linked to standards. (1.5)</li><li>• The leader must develop a culture of ongoing professional learning. Despite the leader sharing evidence of regular classroom walk-throughs, teacher surveys revealed that nearly 50% of respondents disagreed or strongly disagreed with the statement, “Our principal and school leaders observe and provide meaningful feedback to each teacher on a weekly basis to ensure instructional alignment with state standards.” (1.6)</li></ul>  |

| <b>School Turnaround Principle #2: Climate and Culture</b>  |  |
|---|--|
| <b>Evidence Sources</b>   |  |
| Educator Surveys, Educator Focus Groups, Student Focus Groups, Classroom Observations, Parent Surveys   |  |
| <b>Evidence Summary</b>   |  |
| Strengths   |  |
| <ul style="list-style-type: none"> <li>• A school-wide PBIS system is in place, and teachers are encouraged to assign virtual PBIS points that students are able to use to purchase items at a store. While implemented inconsistently, both teachers and students shared confidence in the potential of the program. (2.1)</li> <li>• Intentional focus on improving student behavior has resulted in a reduction in student discipline referrals over the past two years. (2.1)</li> </ul>  |  |
| Areas for Improvement   |  |
| <ul style="list-style-type: none"> <li>• Over 65% of teacher survey respondents disagreed at least somewhat with the statement, "Our school rules and procedures are implemented consistently and communicated clearly to students, parents and staff."(2.1)</li> <li>• There are no common classroom routines or instructional strategies in place. Classrooms are visited randomly without a systematic focus targeting specific instructional strategies. Nearly 50% of respondents disagreed or strongly disagreed with the statement, "Our principal and school leaders observe and provide meaningful feedback to each teacher on a weekly basis to ensure instructional alignment with state standards." (2.2)</li> <li>• Expectations for instructional practices are unclear. Teachers do not receive consistent and effective support to use instructional strategies and data to improve instruction. (2.3)</li> </ul> |  |

| <b>School Turnaround Principle #5: Effective Staffing Practices</b>  |  |
|--|--|
| <b>Evidence Sources</b>  |  |
| Instructional Leadership Team Meeting, Principal Meeting, Educator Surveys, Educator Focus Groups, Student Focus Groups, Classroom Observations, Parent Surveys  |  |
| <b>Evidence Summary</b>  |  |
| Strengths  |  |
| <ul style="list-style-type: none"> <li>• School and district leadership make attempts to strategically assign and reassign staff based on staffing vacancies and student needs. Specifically, reassigning a veteran junior high school teacher from an elementary position, back to McCulloch; and, moving a licensed administrator from the high school to teach at McCulloch. (5.4)</li> </ul> |  |
| Areas for Improvement  |  |
| <ul style="list-style-type: none"> <li>• There is no evidence that professional development enables teachers to continuously reflect, revise, and evaluate their own classroom instruction. While professional development may be provided, it lacks necessary follow-up and consistency to effectively execute a continuous improvement cycle. (5.3)</li> </ul>                                 |  |

### School Turnaround Principle #6: Effective Use of Data

#### Evidence Sources

Leadership Focus Groups, Principal Meetings, Educator Surveys, Educator Focus Groups, Student Focus Groups, Classroom Observations, Parent Surveys

#### Evidence Summary

##### Strengths

- NWEA data is presented in a user-friendly format to monitor school-wide progress and inform programmatic and operational decisions at the school and district level. (7.1)
- Nearly 75% of teachers surveyed agree at least somewhat with the statement, “Teachers in our school use data gathered from multiple types of assessments to plan instruction and activities that support the learning styles and needs of all students.” (7.2)

##### Areas for Improvement

- Less than 50% of teachers surveyed agree at least somewhat with the statement, “Our school uses multiple forms of user friendly data.” (7.2)
- Current opportunities to analyze student performance data are limited to infrequent benchmark data and do not provide teachers the framework to measure standards-based student progress or reflect on the impact of specific instructional strategies. (7.3)
- Intervention time within the schedule holds a sole focus on reading instruction; math intervention is not embedded into the master schedule. (7.2)

### School Turnaround Principle #8: Family and Community Engagement

#### Evidence Sources

Leadership Focus Groups, Principal Meetings, Educator Surveys, Educator Focus Groups, Student Focus Groups, Parent Surveys, Parent Focus Groups, Community Focus Groups

#### Evidence Summary

##### Strengths

- The school has fostered partnerships with key community organizations including Ivy Tech, Indiana Wesleyan University, and Marion Rehabilitation and Assisted Living Center to provide career-focused opportunities for students to engage with outside of school. (8.1)
- Evidence during the review demonstrated that community groups are welcomed as members of the school family, collaborating over the needs of students. (8.2)

##### Areas for Improvement

- Evidence collected during the review demonstrated that there is a disconnect between what students learn during the day and the opportunity to continue that learning after school hours. (8.2)
- Parents expressed a desire for greater access to social services within the school to meet student needs outside of academics. (8.1)



# School Quality Review Report

Bon Air Elementary  
Technology Academy

Kokomo-Center Township  
Consolidated School Corporation

February 12-13, 2018

## Review Team Members

|                      |                               |   |
|----------------------|-------------------------------|---|
| <b>John Purcell</b>  | School Improvement Specialist | Indiana Department of Education                               |
| <b>Mark Keen</b>     | Special Projects              | Indiana Department of Education                               |
| <b>Wendy Folk</b>    | Director of Primary Centers   | South Bend Community Schools                                  |
| <b>Abby Taylor</b>   | 2 <sup>nd</sup> Grade Teacher | Hamilton Southeastern Community Schools                       |
| <b>Taylor Brown</b>  | Director of Talent Strategy   | Indianapolis Public Schools                                   |
| <b>Branden Myers</b> | Data Specialist               | Indiana Department of Education – Office of Special Education |

## Table of Contents

|       |   |     |
|-------|---|-----|
| I.    | Background on the School Quality Review .....                                       | 3   |
| II.   | Overview of the School Quality Review Process.....                                  | 4   |
| III.  | Data Snapshot for Bon Air Elementary Technology Academy .....                       | 5   |
| IV.   | Evidence and Rating for School Turnaround Principle #2: Climate and Culture.....    | 8   |
| V.    | Evidence and Rating for School Turnaround Principle #3: Effective Instruction ..... | 10  |
| VI.   | Evidence and Rating for School Turnaround Principle #6: Effective Use of Data ..... | 12  |
| VII.  | Recommendations .....   | 14  |
| VIII. | Appendix A: Evidence for Remaining School Turnaround Principles .....               | 204 |

## I. Background on the School Quality Review

Public Law 221 (PL 221) was passed in 1999 before the enactment of the federal *No Child Left behind Act* (NCLB). It serves as the state's accountability framework. Among other sanctions, the law authorizes the Indiana State Board of Education (SBOE) to assign an expert team to conduct a School Quality Review for schools placed in the lowest category or designation of school performance for two consecutive years.

*(a) The board shall direct that the department conduct a quality review of a school that is subject to IC 20-31-9-3. (b) The board shall determine the scope of the review and appoint an expert team under IC 20-31-9-3. (Indiana State Board of Education; 511 IAC 6.2-8-2; filed Jan 28, 2011, 3:08 p.m.: 20110223-IR-511100502FRA)*

The school quality review (SQR) is a needs assessment meant to evaluate the academic program and operational conditions within an eligible school. The SQR will result in actionable feedback that will promote improvement, including the reallocation of resources or requests for technical assistance. The process is guided by a rubric aligned to the United States Department of Education's "Eight Turnaround Principles" (see Appendix B). The school quality review includes a pre-visit analysis and planning meeting, onsite comprehensive review, and may include targeted follow-up visits.

State law authorizes the SBOE to establish an expert team to conduct the School Quality Review known as the Technical Assistance Team (TAT). Membership must include representatives from the community or region the school serves; and, may consist of school superintendents, members of governing bodies, teachers from high performing school corporations, and special consultants or advisers.



## II. Overview of the School Quality Review Process

The School Quality Review process is designed to identify Bon Air Elementary's strengths and areas for improvement organized around the [United States Department of Education's Eight School Turnaround Principles](#). In particular, the School Quality Review process focused on two or three Turnaround Principles that were identified as priorities by the school and its district.

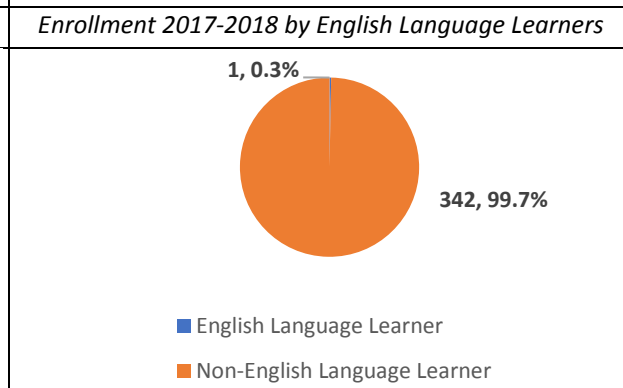
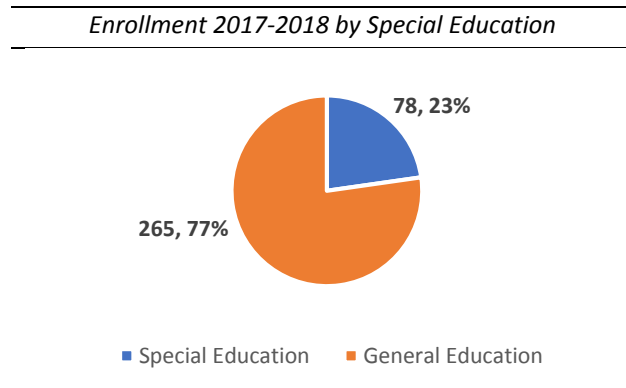
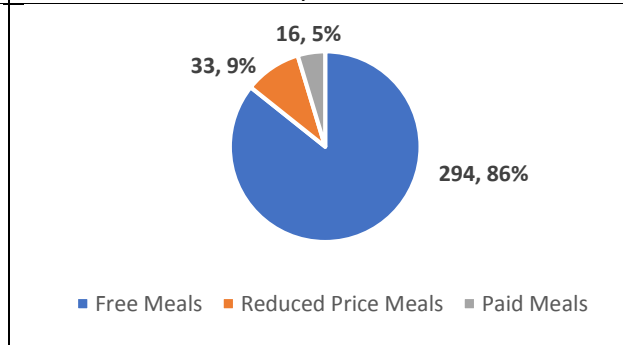
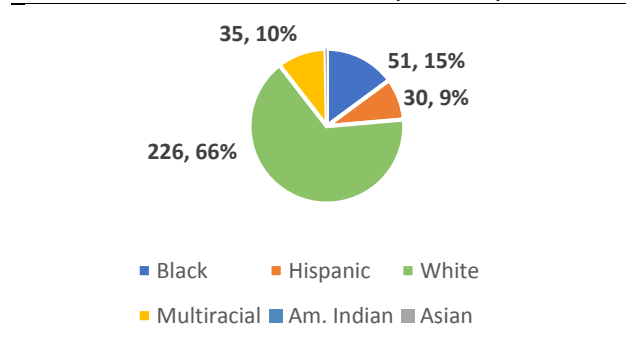
The on-site review consisted of the Technical Assistance Team (TAT) visiting the school for two days. During the two days, the TAT (1) conducted separate focus groups with students, teachers, and parents, (2) observed a professional learning community meeting with teachers, (3) conducted 19 classroom observations, and (4) interviewed school and district leaders.

Prior to the visit, teachers completed an online survey, with 22 of 28 teachers participating. Parents were also invited to complete a survey, resulting in the completion of 44 surveys. Finally, the school leadership team completed a self-evaluation. Both surveys and the self-evaluation are made up of questions that align to school improvement principles and indicators (Appendix B).

### III. Data Snapshot for Bon Air Elementary Technology Academy

| School Report Card            |        |        |                 |                               |        |        |                 |
|-------------------------------|--------|--------|-----------------|-------------------------------|--------|--------|-----------------|
| 2015-2016 Report Card         | Points | Weight | Weighted Points | 2016-2017 Report Card         | Points | Weight | Weighted Points |
| Performance Domain Grades 3-8 | 27.10  | 0.5    | 13.55           | Performance Domain Grades 3-8 | 27.90  | 0.5    | 13.95           |
| Growth Domain Grades 4-8      | 75.00  | 0.5    | 37.50           | Growth Domain Grades 4-8      | 65.40  | 0.5    | 32.70           |
| Overall Points                |        |        | 51.1            | Overall Points                |        |        | 46.7            |
| Overall Grade                 |        |        | F               | Overall Grade                 |        |        | F               |

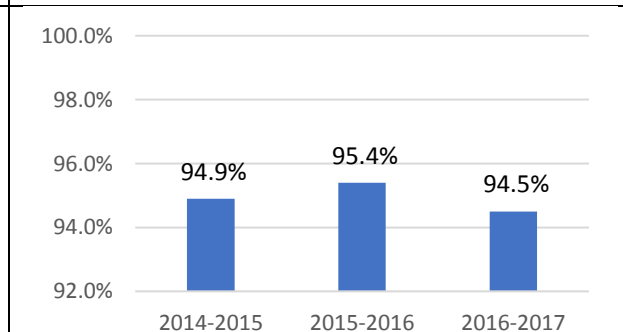
**Enrollment 2017-2018: 458 students**



**Attendance**

*Attendance by Grade*

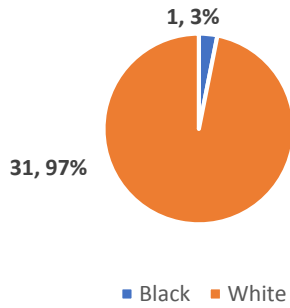
| Grade | '14-'15 | '15-'16 | '16-'17 |
|-------|---------|---------|---------|
| K     | 94.2    | 94.7    | 93.7    |
| 1     | 95.5    | 95.5    | 93.2    |
| 2     | 95.1    | 95.8    | 95.3    |
| 3     | 94.8    | 95.6    | 94.5    |
| 4     | 90.0    | 96.1    | 95.6    |
| 5     | 95.1    | 94.7    | 94.7    |



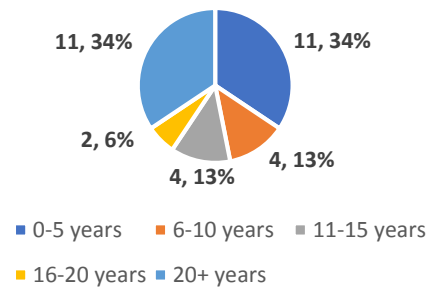
**School Personnel**

*Teacher Count 2015-2016: 32*

*Teacher Count 2015-2016 by Ethnicity*

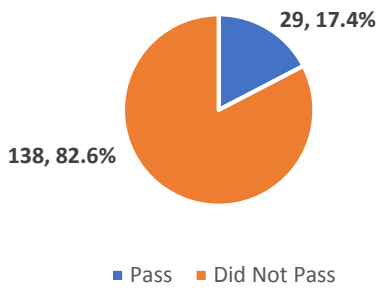


*Teacher Count 2015-2016 by Years of Experience*

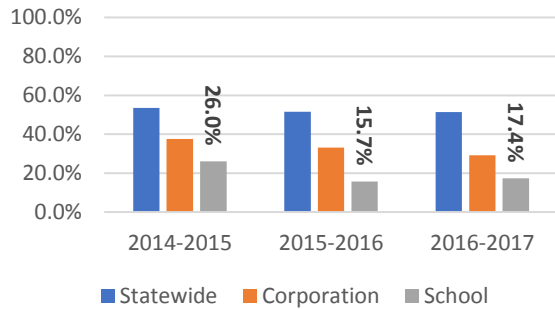


**Student Academic Performance**

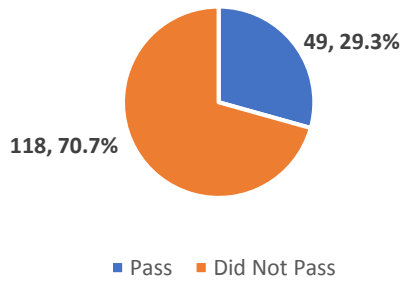
*ISTEP+ 2016-2017  
Both English/Language Arts and Math*



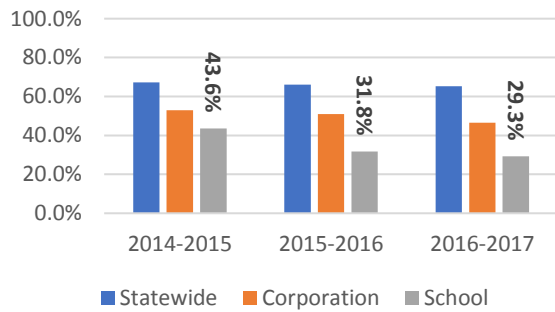
*ISTEP+ Percent Passing Trend  
Both English/Language Arts and Math*



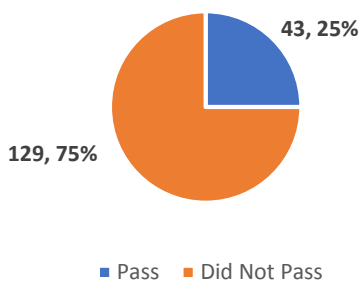
*ISTEP+ 2016-2017: English/Language Arts*



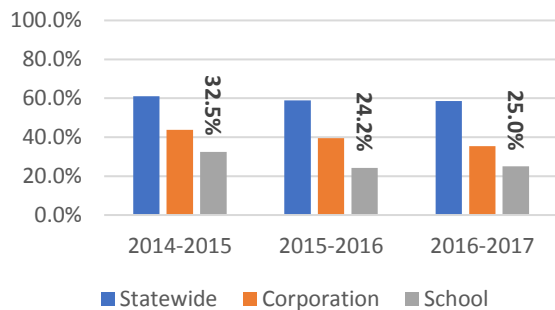
*ISTEP+ Percent Passing Trend: English/Language Arts*



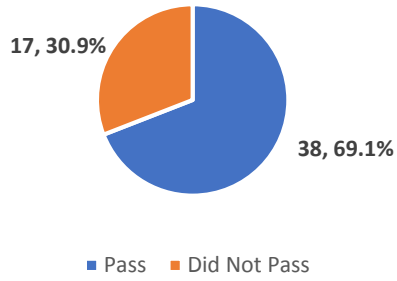
*ISTEP+ 2016-2017  
Math*



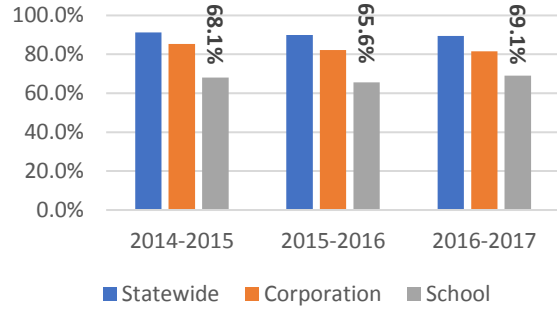
*ISTEP+ Percent Passing Trend  
Math*



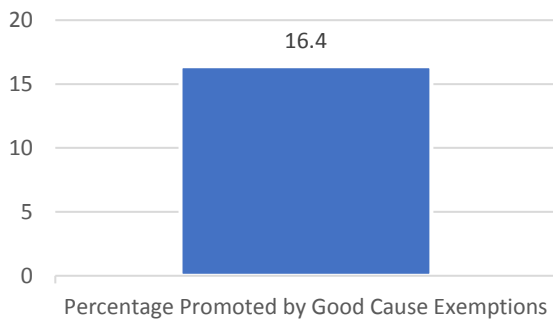
**IREAD-3 2016-2017**



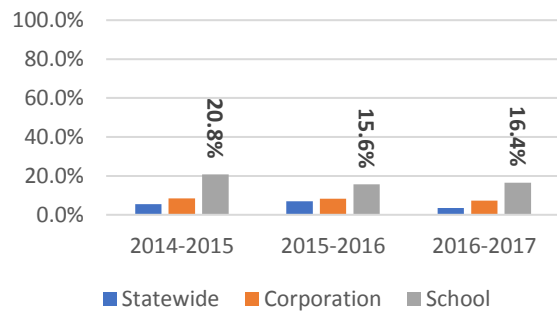
**IREAD-3 Percent Passing Trend**



**IREAD-3 Percentage Promoted by Good Cause Exemptions 2016-2017**



**IREAD-3 Good Cause Promotion Exemption Trend**



## IV. Evidence and Rating for School Turnaround Principle #2: Climate and Culture

### Background

The next three sections of the report illustrate the Technical Assistance Team’s key findings, supporting evidence, and overall rating for each of the school’s prioritized Turnaround Principles.

To thoughtfully identify these prioritized Turnaround Principles, school and district leaders used a “Turnaround Principle Alignment Tool” provided by the Indiana State Board of Education to determine the two to three Turnaround Principles that most closely align with the goals and strategies outlined in the school’s improvement plan.

This report focuses on these prioritized Turnaround Principles to provide a strategically targeted set of findings and recommendations. Additional evidence on the other five Turnaround Principles can be found in Appendix A of this report.

| School Turnaround Principle #2: Climate and Culture  |   |                               |  |
|--|---|-------------------------------|--|
| Evidence Sources   |   |                               |  |
| Individual Staff Interviews, School Leader Self-Assessment, Instructional Leadership Team Focus Group, Teacher Focus Group, School Improvement Plan, District Focus Group, Teacher Survey Data, Classroom Observations |   |                               |  |
| Rating   |   |                               |  |
| 1<br><u>Ineffective</u>  | 2<br><u>Improvement<br/>Necessary</u>                   | 3<br><u>Effective</u>         | 4<br><u>Highly Effective</u>                           |
| <i>No evidence of this happening in the school</i>   | <i>Limited evidence of this happening in the school</i> | <i>Routine and consistent</i> | <i>Exceeds standard and drives student achievement</i> |
| Evidence   |   |                               |  |

| Strengths  | Aligned Turnaround Principle Indicator(s)                                      |
|--|--|
| <ul style="list-style-type: none"> <li>Climate surveys were conducted in the fall of 2017 by Boys Town, a national non-profit organization that helps children, families, and communities deal with violence, abuse, and addiction. The school uses feedback from the surveys to make improvements.</li> </ul> | <ul style="list-style-type: none"> <li>1.3, 2.1, 2.2, 6.1</li> </ul>           |
| <ul style="list-style-type: none"> <li>As directly observed and documented through focus group discussions, teachers maintain respectful relationships with students and are sincerely concerned for students' personal well-being and success in school.</li> </ul>   | <ul style="list-style-type: none"> <li>2.1, 2.2, 3.6</li> </ul>                |
| <ul style="list-style-type: none"> <li>Focus group meetings and discussions with individuals indicated that staff are supported by school and district leadership to pursue professional development opportunities.</li> </ul>   | <ul style="list-style-type: none"> <li>1.9, 2.2, 5.3, 7.3</li> </ul>           |
| Areas for Improvement  | Aligned Turnaround Principle Indicator(s)                                      |
| <ul style="list-style-type: none"> <li>Although programs and procedures are in place to support a safe and orderly environment, they are neither aligned with one another nor consistently implemented with fidelity across the school, as observed by the visiting team.</li> </ul>                           | <ul style="list-style-type: none"> <li>1.3, 2.1, 2.2, 2.3, 3.6, 6.1</li> </ul> |
| <ul style="list-style-type: none"> <li>Even though teachers generally display a positive relationship with, and concern for students, a prevalence of low expectations regarding students' academic growth and behavior exists, as revealed through focus group discussions.</li> </ul>                        | <ul style="list-style-type: none"> <li>1.4, 2.2, 2.3, 3.6</li> </ul>           |
| <ul style="list-style-type: none"> <li>Disruptive and non-compliant behaviors, which impeded instruction and interfered with a productive learning environment, occurred in 43% of the classrooms observed.</li> </ul>   | <ul style="list-style-type: none"> <li>2.2, 3.1, 3.2, 3.6</li> </ul>           |

## V. Evidence and Rating for School Turnaround Principle #3: Effective Instruction

| School Turnaround Principle #3: Effective Instruction  |   |  |  |
|--|---|--|--|
| Evidence Sources   |   |  |  |
| Individual Student Interviews, Individual Staff Interviews, Instructional Leadership Team Focus Group, Teacher Focus Group, School Improvement Plan, Teacher Survey Data, Classroom Observations, Artifacts provided by Bon Air Elementary   |   |  |  |
| Rating   |   |  |  |
| 1<br><u>Ineffective</u>  | 2<br><u>Improvement Necessary</u>                       | 3<br><u>Effective</u>  | 4<br><u>Highly Effective</u>                           |
| <i>No evidence of this happening in the school</i>   | <i>Limited evidence of this happening in the school</i> | <i>Routine and consistent</i>  | <i>Exceeds standard and drives student achievement</i> |
| Evidence   |   |  |  |
| Strengths  |   | Aligned Turnaround Principle Indicator(s)  |  |
| <ul style="list-style-type: none"> <li>Based on observations, lessons were clearly aligned with Indiana Academic Standards in 83% of the classrooms.</li> </ul>  |   | <ul style="list-style-type: none"> <li>3.1, 4.1, 4.2</li> </ul>                                |  |
| <ul style="list-style-type: none"> <li>Standards-aligned academic supports (e.g. posters explaining area/perimeter; parts of speech, etc.) were displayed in nearly all of the <u>classrooms</u> observed <del>classrooms</del>.</li> </ul>  |   | <ul style="list-style-type: none"> <li>3.1, 3.2, 4.4</li> </ul>                                |  |
| <ul style="list-style-type: none"> <li>In over half of the observed classrooms, teachers recognized positive student contributions to discussions and encouraged students to continue such participation.</li> </ul>   |   | <ul style="list-style-type: none"> <li>3.2, 3.6</li> </ul>                                     |  |
| Areas for Improvement  |   | Aligned Turnaround Principle Indicator(s)  |  |
| <ul style="list-style-type: none"> <li>Although lessons in 83% of the rooms observed aligned with Indiana Academic Standards, objectives lacked intentionality and clarity as to what, specifically, students were to know and/or be able to do as a result of the lessons.</li> </ul> |   | <ul style="list-style-type: none"> <li>3.1, 3.3, 4.1</li> </ul>                                |  |
| <ul style="list-style-type: none"> <li>Based on classroom observations, only 14% of the lessons provided meaningful relevance, with connections made between the lessons and the real-world. This is a vital key to student engagement.</li> </ul>                                     |   | <ul style="list-style-type: none"> <li>1.4, 1.5, 1.7, 2.2, 3.1, 3.2 3.4<del>7</del></li> </ul> |  |
| <ul style="list-style-type: none"> <li>The use of differentiation, higher level questioning, and rigorous depth of knowledge were not evident in classrooms, as recorded during classroom observations at rates of 63%, 76%, and 82%, respectively.</li> </ul>                         |   | <ul style="list-style-type: none"> <li>2.2, 2.3, 3.2, 3.6</li> </ul>                           |  |
| <ul style="list-style-type: none"> <li>In 43% of the classrooms visited, students were observed as inattentive and/or off-task (e.g. sitting at an “empty” desk</li> </ul>   |   | <ul style="list-style-type: none"> <li>2.2, 3.2, 3.6</li> </ul>                                |  |

with no textbook, book, writing material, or computer with which to work; fidgeting with items such as pencils and not listening; or, talking with other students about non-school-related topics).



## VI. Evidence and Rating for School Turnaround Principle #6: Effective Use of Data

| School Turnaround Principle #6: Effective Use of Data   |   |   |  |
|---|---|---|--|
| Evidence Sources  |   |   |  |
| Individual Staff Interviews, School Leader Self-Assessment, Instructional Leadership Team Focus Group, Teacher Focus Group, Artifacts provided by Bon Air Elementary, School Improvement Plan, District Focus Group, Teacher Survey Data, Student Focus Group, Classroom Observations   |   |   |  |
| Rating  |   |   |  |
| 1<br><u>Ineffective</u>   | 2<br><u>Improvement Necessary</u>                       | 3<br><u>Effective</u>   | 4<br><u>Highly Effective</u>                           |
| <i>No evidence of this happening in the school</i>  | <i>Limited evidence of this happening in the school</i> | <i>Routine and consistent</i>   | <i>Exceeds standard and drives student achievement</i> |
| Evidence  |   |   |  |
| Strengths   |   | Aligned Turnaround Principle Indicator(s)                                 |  |
| <ul style="list-style-type: none"> <li>As noted in the Teacher Survey and observed by the visiting team, a range of student data is generated by multiple instructional and assessment programs.</li> </ul>   |   | <ul style="list-style-type: none"> <li>4.3, 2.1, 6.1, 6.2</li> </ul>      |  |
| <ul style="list-style-type: none"> <li>Staff are aware of the importance of data to inform and drive instruction. They currently use some data to do so, and recognize the need for additional training to fully use such data.</li> </ul>  |   | <ul style="list-style-type: none"> <li>1.6, 2.2, 5.2, 6.2</li> </ul>      |  |
| <ul style="list-style-type: none"> <li>Reading and math achievement data, showing the percentage of student mastery of academic standards at the beginning and end of the year for all grade levels, are posted on the school's digital data dashboard.</li> </ul>  |   | <ul style="list-style-type: none"> <li>1.6, 2.2, 4.2, 6.2, 6.3</li> </ul> |  |
| Areas for Improvement   |   | Aligned Turnaround Principle Indicator(s)                                 |  |
| <ul style="list-style-type: none"> <li>Although a variety of student academic data is available, no protocols for thoroughly analyzing the data and translating it into effective practice could be identified.</li> </ul>  |   | <ul style="list-style-type: none"> <li>2.2, 3.5, 4.3, 6.1, 6.2</li> </ul> |  |
| <ul style="list-style-type: none"> <li>As determined during discussions with individuals and in focus groups, formative assessments are used in mathematics but do not allow for direct comparisons between them (i.e. triangulation). Ideally, results from such multiple measures, when comparable, enable teachers to "get the whole picture" about what students have learned.</li> </ul> |   | <ul style="list-style-type: none"> <li>1.6, 2.2, 3.5, 4.3, 6.2</li> </ul> |  |

- As determined through classroom observations and in discussions with individuals, teachers rely on computer programs to provide essential instruction. No explanations could be offered as to how, specifically, this instruction is reinforced or extended, based on performance data generated by the programs.
- 2.2, 3.1, 3.3, 3.5, 4.3, 6.2

## VII. Recommendations

### Background

This section outlines an intentionally targeted set of recommendations that align to one or more of the school's prioritized Turnaround Principles. Anchored in the United States Department of Education's Turnaround Principles framework, these recommendations are representative of what the Technical Assistance Team believes to be the most immediate changes needed to accelerate growth in academic and non-academic student outcomes at Bon Air Elementary Technology Academy. These recommendations should not be thought of as an exhaustive set of school improvement strategies, but rather as a part of the ongoing and continuous school improvement process.

| <b>Recommendation 1</b>  |
|--|
| <p>Appraise the quality of classroom management practices. To do so may entail locating or developing a rubric that includes evidence-based behaviors, methods, and conditions found to be necessary in classrooms where optimal learning and desired behaviors occur. Using the appraisal results, develop a plan with on-going, job-embedded coaching and support so as to enable teachers to cultivate necessary classroom management skills. Monitor teacher effectiveness with the expectation that a certain level of classroom management be established and maintained.</p> <p>Such pedagogical skills should serve to build an affirming climate that advances student achievement and self-regulating behavior. If a pre-designed program is also selected for use, it must strictly complement the methods and practices developed as a result of the professional growth initiative above. Additionally, any such program(s) should be uniformly implemented across the school and continually monitored for alignment and uniformity.</p> <p>Consider how this recommendation might conjoin with Recommendation #2 (below).</p> |
| <b>Aligned Turnaround Principle(s)</b>   |
| 1.3, 1.4, 1.9, 2.1, 2.2, 2.3, 3.1, 3.2, 3.6, 5.3, 6.1, 7.3   |
| <b>Rationale</b>   |
| <p>A safe, orderly, and equitable school climate must exist if effective instruction and superior levels of student performance are to abide. The responsibility for establishing and maintaining such a climate rests with the adults who care for students at school. There is a strong correlation between positive school climates and teachers' capacity to: 1) design and deliver quality instruction and, 2) successfully manage student behavior. In fact, teaching that does not meet students' needs can induce behavioral issues.<sup>1</sup> Indeed, a symbiotic relationship exists between effective instruction and classroom management. Teachers who are adept at both create climates of high expectations where achievement and self-regulating behavior grow.</p> <p>Anecdotal reports indicate that student behavior has improved at Bon Air Elementary, notwithstanding the rise in discipline referrals and student suspensions in the past two years.</p>  |

To address these disconcerting increases, PBIS strategies, Well Managed Schools and Kickboard are programs used to monitor and manage student behavior, with an emphasis (per School Improvement Plan Goal #3) on decreasing referral-producing behaviors by 7%. Unfortunately, evidence during the visit revealed no cohesive relationship between these programs, thus resulting in confusion among staff and discrepancies in the manner and degree to which they are employed. To this end, fragmented student management approaches (based on the different programs) seem to add to, rather than mitigate undesirable student conduct. While such programs may have an appropriate place in student management efforts, it is teachers' acumen in lesson design and classroom management that yield foundational benefits in academic achievement.

There are no definitive recipes of pedagogical practices for boosting student achievement and mitigating misbehavior, however there is broad consensus on practices that are common in high performing classrooms and that are based in educational psychology. Two foundational structures, for example, that encompass specific practices, are pedagogical behavior and environmental arrangement.<sup>2</sup> The former includes careful planning for meaningful student engagement; the latter pertains to establishing routines and practices in the classroom.

Accurately appraising current classroom management capacity and practices, followed by targeted training and on-going coaching and support are next steps for Bon Air. This will entail investing time and energy in developing talent so that teachers are in charge of any programs used, rather than the vice versa. Further, it will require scrutinizing existing programs and determining whether or not the programs complement the practices that well-trained Bon Air teachers are using in their classrooms every day. The Bon Air staff, with advanced skills in the principles and methods for classroom management and instructional design, will develop a climate of high achievement, proud and respectful students, and, ultimately, a culture where success is the norm.

---

<sup>1</sup> Shindler, J. (2010). *Transformative classroom management: positive strategies to engage all students and promote a psychology of success*. San Francisco: Jossey-Bass.

<sup>2</sup> Scott, T. M. (2017). *Teaching behavior: managing classrooms through effective instruction*. Thousand Oaks, CA: Corwin, a SAGE Company.

## Recommendation 2

As more fully explained in the rationale, below, too many programs and initiatives are present and collectively divert attention and resources away from rapid and purposeful school success. For this reason, it is recommended that the school clearly define its goals for academic achievement, re-evaluate current practices and initiatives, and commit to a narrowly-defined course of action that will allow it to meet its specific goals. To this end, the steps below are offered for consideration and assistance.

1. Clearly define a prioritized set of goals and benchmarks for student growth and achievement. Consider developing SMART goals as a vehicle for attaining desired levels of student growth and achievement. Communicate these to the school community (staff, students, parents, community).
2. Determine precisely that which is required to meet defined and prioritized benchmarks and goals.
  - (a) Identify essential instructional practices and professional skillsets that teachers must employ and possess to reach set benchmarks and goals.
  - (b) Critically analyze all existing programs, initiatives (school and corporation), and school improvement goals in light of their potential efficacy for goal attainment. Consider high leverage alternatives. Select only the resources and strategies (e.g. teacher training) necessary to reach the benchmarks and goals.
3. Manage staff and resources as based on the above.
  - (a) Work with necessary entities to assign staff so as to capitalize on individual strengths for the purpose of attaining set benchmarks and goals.
  - (b) From the prioritized set of instructional practices/skills and necessary resources, plan and implement intensive professional development.
  - (c) Clarify for all stakeholders (internal and external), expectations regarding performance vis a vis the school improvement process.
  - c) From the prioritized set of programs, initiatives, and resources, obtain and deploy only those essential to support goal attainment. Redundant and superfluous programs, initiatives, and resources must be rejected.
4. Monitor progress toward goal attainment, in light of set benchmarks and expectations for performance.

The recommended action, though comprehensive, is intended to help Bon Air Elementary get to the heart of school improvement by establishing precise goals for academic achievement and taking the steps necessary to prioritize and use only the practices and resources essential to reach these goals. To assist in streamlining the school's efforts, that which is offered in Recommendation #1, pertinent to classroom management, and that proposed in Recommendation #3, regarding the use of data, should be subsumed in this recommendation and viewed together as a coherent, systems-based approach.

### Aligned Turnaround Principle(s)

1.3, 1.4, 1.9, 2.1, 2.2, 2.3, 3.1, 3.2, 3.6, 5.3, 6.1, 7.3

## Rationale

The mission of Bon Air Elementary Technology Academy, as displayed on the school's website, is to provide a technology-rich learning environment that supports learning for every child, every day. This is coupled with a vision that the school will provide engaging learning experiences by embedding technology through rigorous curriculum, authentic assessment, and differentiated instruction. Together, these statements assert that students will be supported in their learning through the provision of technology. While they align, there are differences between them and the mission described in the School Improvement Plan, which places emphasis on "encouraging excellence everyday with commitment, compassion, and community." This incongruence, though it may be viewed as a matter of semantics, obscures the ultimate purpose for everyday action and is emblematic of the espoused intentions, but conflicting practices observed during the school quality review.

At Bon Air, the visiting team found compassionate educators who genuinely care for their students and wish to see them succeed. Likewise, it was obvious that the school, as a whole, is earnestly seeking methods, strategies, and programs that will result in higher levels of student achievement and behavioral compliance. To this end, a number of instructional and/or assessment programs exist: Fountas & Pinnell, iReady, Mastery Connect, Study Island, Benchmark Comprehension (all in reading); and, Eureka Assessment, iReady, Xtra Math, Mastery Connect, and Study Island (all for math). Additionally, and to the school's credit, the following are cited as foci of professional development in the school improvement plan: teaching with increased rigor and differentiation, development of essential questions, gradual release, instructing at higher levels of depth of knowledge. Unfortunately, the visiting team found that the cumulative effect of the programs and goals have become encumbrances rather than instruments for attaining the school's desired goals. To be succinct, a focused vision for student growth and achievement is unclear and there are too many entities (programs, initiatives, and existing goals and strategies) competing for staff time and need for professional development.

To affect robust and sustainable student achievement there must be a unity of purpose, with clarity and direction for success, thus the reason for the comprehensiveness of the above recommendation. In the final analysis, there must exist a precise and unequivocal vision for student achievement, after which all stakeholders pursue with diligence.

### Recommendation 3

This recommendation addresses teachers' use of data to improve student achievement and the school's efforts to monitor and evaluate its overall improvement efforts. In this regard, it is a recommendation in two parts. First, provide targeted, job-embedded, and on-going professional development and coaching in the use of data to optimize teaching and learning. Secondly, use data, as a school, to monitor and evaluate the progress of Recommendation #1 and to aid in the strategic development and monitoring of narrowly-focused school improvement goals, as described in Recommendation #2.

To improve student achievement, teachers must understand how to disaggregate, interpret, and apply data. Numbers and percentages, in and of themselves, have no meaning absent a context. Thus, a sound understanding in the use of data affords teachers' the ability to evaluate student learning and their own instruction. Such understanding informs decisions about how and when to differentiate instruction and how to most effectively use instructional resources, such as technology-based programs. Further, such understanding is vital to apply the pedagogical methods and strategies described in Recommendation #1. For these reasons, targeted professional development is necessary.

As the school embarks on the journey to meet its clearly defined prioritized goals and benchmarks, it will be imperative to monitor its progress and make needed "in-flight corrections" along the way. Without a means of evaluating program effectiveness, efforts for school improvement are left to chance. Additionally, to avoid being overwhelmed by too many well-intentioned, but superfluous programs, criterion (data) can be used to choose only those that will provide the highest efficacy for meeting school improvement goals. It is important to remember that programs or processes that produce data must provide for data alignment. Thus, the second recommendation: Use data to monitor and evaluate progress toward goal completion and to carefully discern what resources are necessary for this purpose.

#### Aligned Turnaround Principle(s)

1.6, 2.1, 2.2, 3.1, 3.3, 3.5, 4.2, 4.3, 5.2, 6.1, 6.2, 6.3

#### Rationale

If we assert that schools are charged with, and accept the responsibility for providing each child the highest quality education in the safest possible environment, then data is the vehicle by which we can judge the level of success for this responsibility. Data serve two primary purposes: 1) Determine at what level students are performing relative to set standards; and, 2) Determine to what degree all aspects of an educational system are functioning relative to its charge of providing optimal levels of educational quality and safety.

Unquestionably, student data are gathered at Bon Air Elementary, and teachers recognize the importance of using this information to gauge and effect student achievement. Despite this, two issues negatively impact their efforts to do so: 1) There is no vertical alignment for most data; and, 2) Many teachers do not possess the skills necessary to interpret and readily use data to drive subsequent instruction. For example, the visiting team found a heavy

reliance on computer-assisted instruction programs. Data generated by these programs, however, were not fully used by teachers to provide requisite remediation or enrichment.

To serve its purpose as a vehicle for measuring student performance and evaluating educational systems, data must be purposefully gathered and utilized. That which is gleaned from data provides crucial decision-making information that ultimately lends guidance and direction in meeting school improvement goals.



## VIII. Appendix A: Evidence for Remaining School Turnaround Principles

### Background

We believe it is valuable for school and district leaders to have a summary of the TAT's findings and evidence for each of the eight Turnaround Principles. As such, this section of the report outlines key findings and supporting evidence for each of the Turnaround Principles that were not identified by school and district leaders as prioritized Turnaround Principles for this school.

This information is intentionally provided in an appendix to reinforce the importance of the previously stated findings, evidence, ratings, and recommendations for the school's prioritized Turnaround Principles.

| <b>School Turnaround Principle 1: School Leadership</b>   |
|---|
| <b>Evidence Sources</b>   |
| Individual Staff Interviews, School Leader Self-Assessment, Instructional Leadership Team Focus Group, Teacher Focus Group, School Improvement Plan, Parent Survey Data, Classroom Observations, Artifacts provided by Bon Air Elementary   |
| <b>Evidence Summary</b>   |
| <b>Strengths</b> <ul style="list-style-type: none"><li>• Evidence from focus groups, the Parent Survey, and individual interviews revealed that the principal makes students and adults feel welcome and ensures the facility is maintained so as to be safe and conducive to learning.</li><li>• Based on information gained with the Teacher Focus Group and through direct observation, core content areas have sufficient time allotted during periods when learning is best for students.</li></ul>          |
| <b>Areas for Improvement</b> <ul style="list-style-type: none"><li>• Focus group interviews and discussions with the principal revealed that a strategy to implement a school vision, focused on ideal and sustained academic achievement, could not be explained.</li><li>• The Technical Assistance Team could find no evidence of protocols or systems for using formal/informal teacher observation data and student achievement data to systematically improve schoolwide instructional practices.</li></ul> |

## School Turnaround Principle 4: Curriculum, Assessment, and Intervention Systems

### Evidence Sources

Individual Staff Interviews, School Leader Self-Assessment, Teacher Focus Group, Artifacts provided by Bon Air Elementary, School Improvement Plan, District Focus Group, - Student Focus Group, Classroom Observations

### Evidence Summary

#### Strengths

- The school and corporation provide teachers with instructional materials that are aligned to Indiana Academic Standards.
- Systems are in place for school leadership to collect and review lesson plans and provide feedback to teachers in a timely manner.

#### Areas for Improvement

- Although systems are in place for school leadership to provide performance feedback to teachers, that which is offered from walkthrough observations has little impact on practice, according to teachers.
- Although systems are in place to review lesson plans, whole group instruction is the primary method of teaching in many classrooms, as revealed through classroom observations.
- Teachers use supplemental curricular materials (e.g., Newsela, Smarty Ants), but could not explain to the visitation team how such supplements, when used, are implemented to support student mastery of identified academic standards.

## School Turnaround Principle 5: Effective Staffing Practices

### Evidence Sources

Individual Staff Interviews, School Leader Self-Assessment, Teacher Focus Group, Artifacts provided by Bon Air Elementary, School Improvement Plan, District Focus Group, Teacher Survey Data

### Evidence Summary

#### Strengths

- Based on discussions with the principal and artifacts provided, staff assignments are intentional in order to maximize opportunities for all students to have access to the instructional strengths of staff. Last year, staff changes were made for this reason.
- The school and district work with a local university to foster a talent pipeline of highly effective teaching applicants.

#### Areas for Improvement

- Professional development is not linked to teacher evaluation and is limited in direction, providing little feedback with respect to learning outcomes or schoolwide achievement and growth goals, as revealed through data gathered in artifacts and focus groups.

- Topics for professional development sessions, while meaningful in and of themselves (e.g. Book study on student poverty and students’ growth mindsets) do not coherently coalesce with other strategies to effect student achievement, as determined by school improvement data, provided artifacts, and discussions with staff.

**School Turnaround Principle 7: Effective Use of Time**

**Evidence Sources**

Individual Staff Interviews, School Leader Self-Assessment, Teacher Focus Group, Instructional Leadership Team Focus Group, Artifacts provided by Bon Air Elementary, School Improvement Plan, District Focus Group, Teacher Survey Data

**Evidence Summary**

Strengths

- The master schedule is structured to allow staff to meet every Wednesday for collaborative planning, professional development, and Professional Learning Clubs.
- According to artifacts and evidence provided in focus groups, the school is intentional in limiting interruptions during the 90-minute reading block and 60-minute mathematics blocks, so as to allow for maximum instruction and learning.

Areas for Improvement

- As determined by direct observation, focus group discussions, and artifacts provided, the objectives and desired outcomes for collaboration time are not clearly evident or monitored to determine the extent to which they contribute to increased staff capacity or student learning.
- Based on direct observations, transitions within and between classes were executed with minimal direction only 59% of the time. In some cases, multiple redirection strategies ~~were~~ required to move students to subsequent tasks/locations.

## School Turnaround Principle 8: Effective Family and Community Engagement

### Evidence Sources

Individual Staff Interviews, School Leader Self-Assessment, Instructional Leadership Team Focus Group, Teacher Focus Group, Artifacts provided by Bon Air Elementary, School Improvement Plan, District Focus Group, Parent Survey Data, Teacher Survey Data, Student Focus Group, Classroom Observations

### Evidence Summary

#### Strengths

- At times, staff go to homes to meet with parents, as necessary or requested by a parent, thus demonstrating a commitment to reaching out to parents/guardians so as to engage them in the academic progress of their children.
- Some staff seek out parents in the dismissal line to obtain or pass on information about students.
- Afterschool programs, such as Kokomomentum, are used to boost student achievement and are well attended by students.

#### Areas for Improvement

- As found on the school's website, limited information is available and some information is dated (e.g. no information under Menus, Calendar, "Interesting Articles"). As a technology-oriented school, such means for providing information should be an inherent practice.
- According to parent surveys, only 68.7% of families responded that they are informed if their children are struggling and are given suggestions by the school to help their children at home.



# School Quality Review Report

*Thomas Gregg Neighborhood School*

Indianapolis Public Schools

May 8-9, 2018

## Review Team Members

|                  |                               |                                    |
|------------------|-------------------------------|------------------------------------|
| John Purcell     | School Improvement Specialist | Indiana Department of Education    |
| Jordan Pridemore | Secondary Literacy Specialist | Indiana Department of Education    |
| Jordan Hoffman   | 6 <sup>th</sup> Grade Teacher | Blue Academy, MSD Decatur Township |
| Lisa Leliaert    | Math Coach                    | Greenfield Central Schools         |
| Kimberly Walton  | Literacy Coach                | Noblesville Community Schools      |
| Antonia White    | Director of Policy            | Indiana Department of Education    |

# Table of Contents

|       |  |    |
|-------|--|----|
| I.    | Background on the School Quality Review .....                                      | 3  |
| II.   | Overview of the School Quality Review Process .....                                | 3  |
| III.  | Data Snapshot for Thomas Gregg Neighborhood School.....                            | 4  |
| IV.   | Evidence and Rating for School Turnaround Principle 2: Culture and Climate .....   | 7  |
| V.    | Evidence and Rating for School Turnaround Principle 3: Effective Instruction ..... | 9  |
| VI.   | Evidence and Rating for School Turnaround Principle 6: Effective Use of Data.....  | 10 |
| VII.  | Recommendations.....   | 11 |
| VIII. | Appendix A: Evidence for Remaining School Turnaround Principles .....              | 16 |

## I. Background on the School Quality Review

Public Law 221 (PL 221) was passed in 1999 before the enactment of the federal *No Child Left behind Act* (NCLB). It serves as the state’s accountability framework. Among other sanctions, the law authorizes the Indiana State Board of Education (SBOE) to assign an expert team to conduct a School Quality Review for schools placed in the lowest category or designation of school performance for two consecutive years.

*(a) The board shall direct that the department conduct a quality review of a school that is subject to IC 20-31-9-3. (b) The board shall determine the scope of the review and appoint an expert team under IC 20-31-9-3. (Indiana State Board of Education; 511 IAC 6.2-8-2; filed Jan 28, 2011, 3:08 p.m.: 20110223-IR-511100502FRA)*

The school quality review (SQR) is a needs assessment meant to evaluate the academic program and operational conditions within an eligible school. The SQR will result in actionable feedback that will promote improvement, including the reallocation of resources or requests for technical assistance. The process is guided by a rubric aligned to the United States Department of Education’s “Eight Turnaround Principles” (see Appendix B). The school quality review includes a pre-visit analysis and planning meeting, onsite comprehensive review, and may include targeted follow-up visits.

State law authorizes the SBOE to establish an expert team to conduct the School Quality Review known as the Technical Assistance Team (TAT). Membership must include representatives from the community or region the school serves; and, may consist of school superintendents, members of governing bodies, teachers from high performing school corporations, and special consultants or advisers.

## II. Overview of the School Quality Review Process

The School Quality Review process is designed to identify Thomas Gregg Neighborhood School’s strengths and areas for improvement organized around the [United States Department of Education’s Eight School Turnaround Principles](#). In particular, the School Quality Review process focused on two or three Turnaround Principles that were identified as priorities by the school and its district.

The on-site review consisted of the Technical Assistance Team (TAT) visiting the school for two days. During the two days, the TAT (1) conducted separate focus groups with students, teachers, and parents, (2) observed instruction in 34 classrooms, and (3) interviewed school and district leaders.

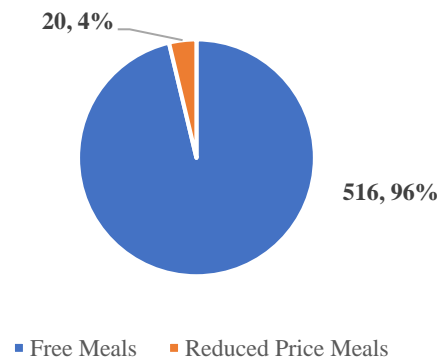
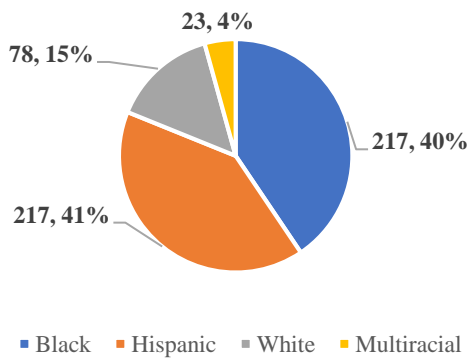
Prior to the visit, teachers completed an online survey, with 10 of 28 teachers participating. Parents and family members were also invited to complete a survey from which 142 were completed. Finally, the school leadership team completed a self-evaluation. Both surveys and the self-evaluation are made up of questions that align to school improvement principles and indicators (Appendix B).

### III. Data Snapshot for Thomas Gregg Neighborhood School

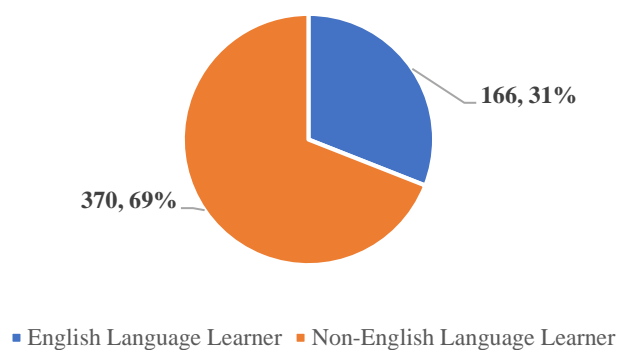
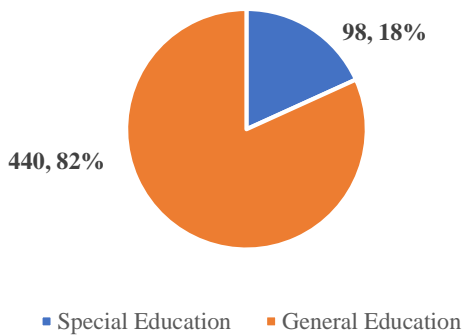
| School Report Card            |        |        |                 |                               |        |        |                 |
|-------------------------------|--------|--------|-----------------|-------------------------------|--------|--------|-----------------|
| 2015-2016 Report Card         | Points | Weight | Weighted Points | 2016-2017 Report Card         | Points | Weight | Weighted Points |
| Performance Domain Grades 3-8 | 26.75  | 0.5    | 13.38           | Performance Domain Grades 3-8 | 22.5   | 0.5    | 11.25           |
| Growth Domain Grades 4-8      | 85.9   | 0.5    | 42.95           | Growth Domain Grades 4-8      | 69.0   | 0.5    | 34.50           |
| Overall Points                |        |        | 56.40           | Overall Points                |        |        | 45.80           |
| Overall Grade                 |        |        | F               | Overall Grade                 |        |        | F               |

#### Enrollment 2017-2018: 536 students

| Enrollment 2017-2018 by Ethnicity | Enrollment 2017-2018 by Free/Reduced Price Meals |
|-----------------------------------|--|
|-----------------------------------|--|

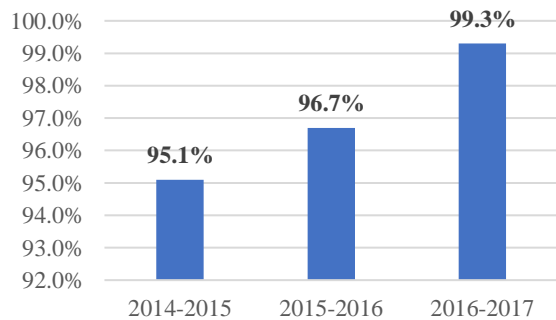


| Enrollment 2017-2018 by Special Education | Enrollment 2017-2018 by English Language Learners |
|---|---|
|---|---|



#### Attendance

| Attendance by Grade |         |         |         | Attendance Rate Trend |       |
|---------------------|---------|---------|---------|-----------------------|-------|
| Grade               | '14-'15 | '15-'16 | '16-'17 | Year                  | Rate  |
| K                   | 94.7    | 96.6    | 99.2    | 2014-2015             | 95.1% |
| 1                   | 95.2    | 96.6    | 99.3    | 2015-2016             | 96.7% |
| 2                   | 95.2    | 97.0    | 99.4    | 2016-2017             | 99.3% |
| 3                   | 94.8    | 97.2    | 99.4    |                       |       |
| 4                   | 96.3    | 96.9    | 99.7    |                       |       |
| 5                   | 95.6    | 96.8    | 99.2    |                       |       |
| 6                   | 95.5    | 96.6    | 98.8    |                       |       |

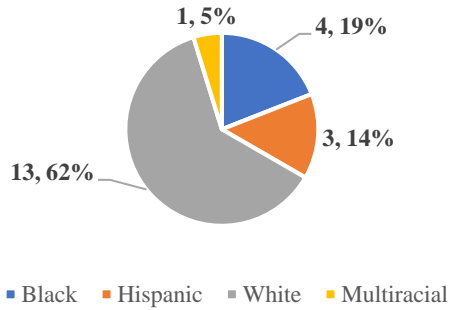




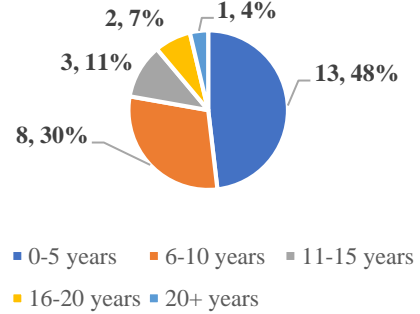
**School Personnel**

*Teacher Count 2015-2016: 28*

*Teacher Count 2015-2016 by Ethnicity*

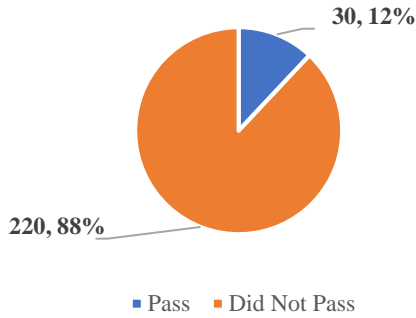


*Teacher Count 2015-2016 by Years of Experience*

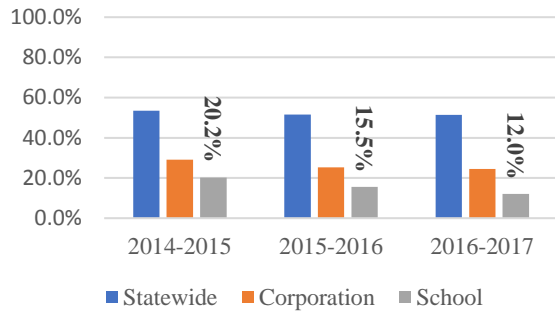


**Student Academic Performance**

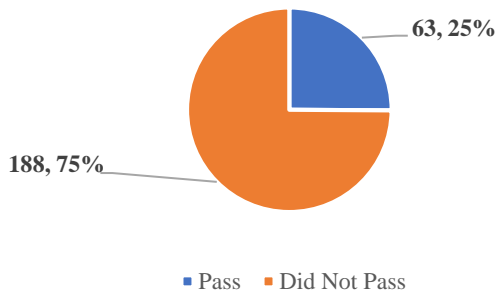
*ISTEP+ 2016-2017  
Both English/Language Arts and Math*



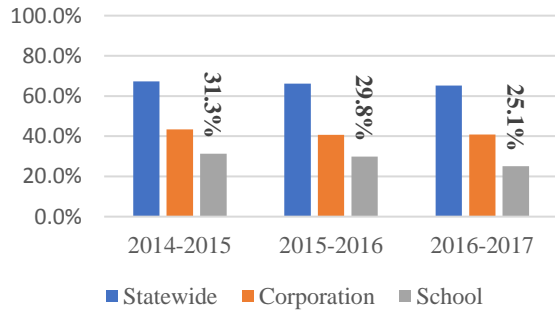
*ISTEP+ Percent Passing Trend  
Both English/Language Arts and Math*



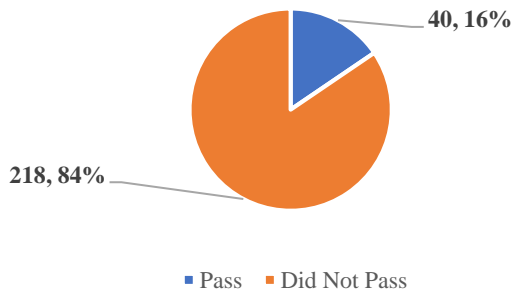
*ISTEP+ 2016-2017: English/Language Arts*



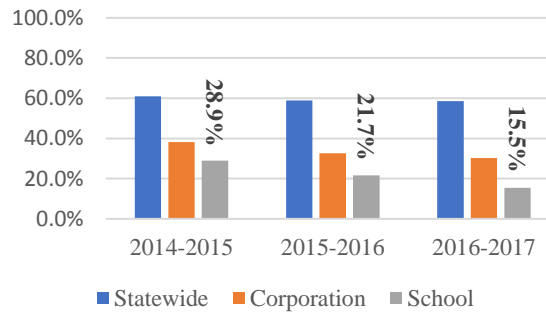
*ISTEP+ Percent Passing Trend: English/Language Arts*



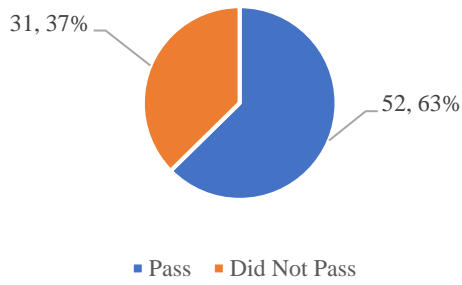
*ISTEP+ 2016-2017: Math*



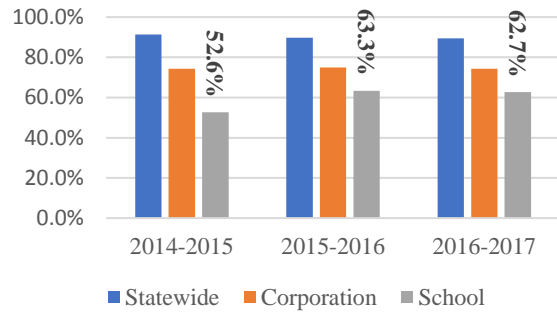
*ISTEP+ Percent Passing Trend: Math*



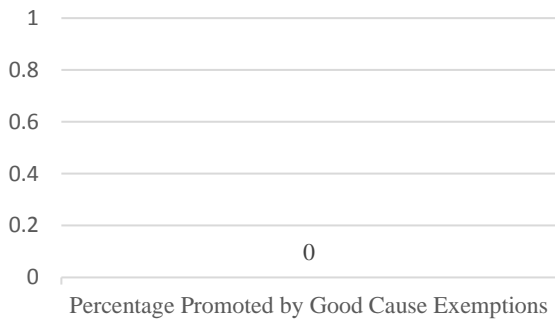
*IREAD-3 2016-2017*



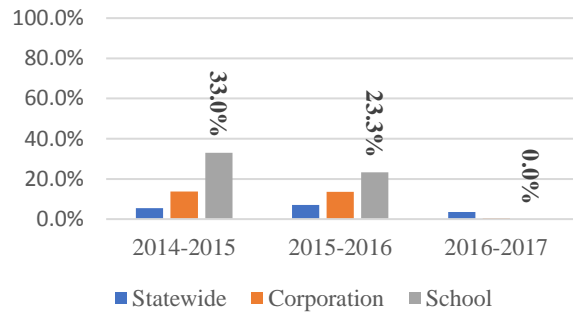
*IREAD-3 Percent Passing Trend*



*IREAD-3 Percentage Promoted by Good Cause Exemptions 2016-2017*



*IREAD-3 Good Cause Promotion Exemption Trend*



## IV. Evidence and Rating for School Turnaround Principle 2: Culture and Climate

### Background

The next three sections of the report illustrate the Technical Assistance Team’s key findings, supporting evidence, and overall rating for each of the school’s prioritized Turnaround Principles.

To thoughtfully identify these prioritized Turnaround Principles, school and district leaders used a “Turnaround Principle Alignment Tool” provided by the Indiana State Board of Education to determine the two to three Turnaround Principles that most closely align with the goals and strategies outlined in the school’s improvement plan.

This report focuses on these prioritized Turnaround Principles to provide a strategically targeted set of findings and recommendations. Additional evidence on the other five Turnaround Principles can be found in Appendix A of this report.

| School Turnaround Principle 2: Culture and Climate   |   |                               |  |
|--|---|-------------------------------|--|
| Evidence Sources   |   |                               |  |
| Classrooms Observations, School Leader Self-Assessment, Teacher Survey, Parent Survey, Instructional Leadership Team Focus Group, Teacher Focus Group, Student Focus Group, Community Focus Group, District Leadership Focus Group, School Improvement Plan, Artifacts Provided by Thomas Gregg Neighborhood School. |   |                               |  |
| Rating   |   |                               |  |
| 1<br><u>Ineffective</u>  | 2<br><u>Improvement Necessary</u>                       | 3<br><u>Effective</u>         | 4<br><u>Highly Effective</u>                               |
| <i>No evidence of this happening in the school</i>   | <i>Limited evidence of this happening in the school</i> | <i>Routine and consistent</i> | <i>Exceeds standard and drives student achievement</i>     |
| Evidence   |   |                               |  |
| Strengths  |   |                               | Aligned Turnaround Principle Indicator(s)                  |
| <ul style="list-style-type: none"> <li>Data from classroom observations conducted by the Technical Assistance Team revealed that 97% of the classrooms visited were safe environments, conducive to learning.</li> </ul>   |   |                               | <ul style="list-style-type: none"> <li>2.1</li> </ul>      |
| <ul style="list-style-type: none"> <li>Based on parent surveys, 94% of the respondents somewhat agreed to strongly agreed that the school is effective at maintaining a safe, orderly, and comfortable learning environment.</li> </ul>  |   |                               | <ul style="list-style-type: none"> <li>1.3, 2.1</li> </ul> |
| <ul style="list-style-type: none"> <li>According to conversations with staff and in materials presented by the school, teachers are made aware of, and encouraged to participate in professional development opportunities offered by the school and/or school district.</li> </ul>                                  |   |                               | <ul style="list-style-type: none"> <li>2.2</li> </ul>      |

| Areas for Improvement  | Aligned Turnaround Principle Indicator(s)                  |
|--|--|
| <ul style="list-style-type: none"> <li>Differentiated instructional practices, where student work was discernably varied by content/process/product, were observed in only 35% of the classrooms visited.</li> </ul>   | <ul style="list-style-type: none"> <li>2.2</li> </ul>      |
| <ul style="list-style-type: none"> <li>According to data from classroom observations, teachers' use of higher-level questions and higher levels of depth of knowledge in questioning were present during few classroom visitations (7.4% and 14.8%, respectively).</li> </ul>  | <ul style="list-style-type: none"> <li>2.2, 2.3</li> </ul> |
| <ul style="list-style-type: none"> <li>While the guiding principles for a behavioral program (Take Care of Yourself, Take Care of Each Other, and Take Care of This Place) are well established, consistent language and practices to reinforce these principles were observed in less than half of the classrooms visited.</li> </ul> | <ul style="list-style-type: none"> <li>2.1, 3.6</li> </ul> |

## V. Evidence and Rating for School Turnaround Principle 3: Effective Instruction

| School Turnaround Principle 3: Effective Instruction  |   |   |  |
|---|---|---|--|
| Evidence Sources  |   |   |  |
| Classrooms Observations, Individual Staff Interviews, School Leader Self-Assessment, Teacher Survey, Instructional Leadership Team Focus Group, Teacher Focus Group, District Leadership Focus Group, School Improvement Plan, Artifacts Provided by Thomas Gregg Neighborhood School.  |   |   |  |
| Rating  |   |   |  |
| 1<br><u>Ineffective</u>   | 2<br><u>Improvement<br/>Necessary</u>                   | 3<br><u>Effective</u>   | 4<br><u>Highly Effective</u>                           |
| <i>No evidence of this happening in the school</i>  | <i>Limited evidence of this happening in the school</i> | <i>Routine and consistent</i>                                   | <i>Exceeds standard and drives student achievement</i> |
| Evidence  |   |   |  |
| Strengths   |   | Aligned Turnaround Principle Indicator(s)                       |  |
| <ul style="list-style-type: none"> <li>Multiple measures of student data are gathered and reviewed by and with teachers.</li> </ul>   |   | <ul style="list-style-type: none"> <li>3.5, 6.1, 6.3</li> </ul> |  |
| <ul style="list-style-type: none"> <li>Students' academic progress is monitored through data discussions with the leadership team.</li> </ul>   |   | <ul style="list-style-type: none"> <li>3.6, 6.2</li> </ul>      |  |
| <ul style="list-style-type: none"> <li>According to documentation provided by the school, teachers are highly qualified and demonstrate content knowledge in the areas they teach.</li> </ul>   |   | <ul style="list-style-type: none"> <li>3.4</li> </ul>           |  |
| Areas for Improvement   |   | Aligned Turnaround Principle Indicator(s)                       |  |
| <ul style="list-style-type: none"> <li>Based on data from classroom visits, students in fewer than half of the classrooms were observed to be actively engaged in meaningful learning activities. Concerns regarding student engagement were expressed by the executive director during discussions as well.</li> </ul>   |   | <ul style="list-style-type: none"> <li>3.4</li> </ul>           |  |
| <ul style="list-style-type: none"> <li>Posted lesson objectives were inconsistent in their format across classrooms and lacked specificity in what students would know and/or be able to do as the result of lessons. In only 24% of the classrooms observed, could students articulate lesson objectives and in only 41% of the classes were lessons deemed to be goal-driven (i.e. a clear link was evident between the posted learning objective and the activities/tasks present).</li> </ul> |   | <ul style="list-style-type: none"> <li>3.1, 3.3, 4.1</li> </ul> |  |
| <ul style="list-style-type: none"> <li>Based on data from classroom visitations, teachers' checks for understanding at key points of instruction and/or in a manner to accurately assess student understanding were present during 18.5% of the observations.</li> </ul>  |   | <ul style="list-style-type: none"> <li>3.3</li> </ul>           |  |

## VI. Evidence and Rating for School Turnaround Principle 6: Effective Use of Data

| School Turnaround Principle 6: Effective Use of Data   |   |  |  |
|--|---|--|--|
| Evidence Sources   |   |  |  |
| Classrooms Observations, Individual Staff Interviews, School Leader Self-Assessment, Teacher Survey, Parent Survey, Instructional Leadership Team Focus Group, Teacher Focus Group, Community Focus Group, District Leadership Focus Group, School Improvement Plan, Artifacts Provided by Thomas Gregg Neighborhood School.   |   |  |  |
| Rating   |   |  |  |
| 1<br><u>Ineffective</u>  | 2<br><u>Improvement<br/>Necessary</u>                   | 3<br><u>Effective</u>  | 4<br><u>Highly Effective</u>                           |
| <i>No evidence of this happening in the school</i>   | <i>Limited evidence of this happening in the school</i> | <i>Routine and consistent</i>  | <i>Exceeds standard and drives student achievement</i> |
| Evidence   |   |  |  |
| Strengths  |   | Aligned Turnaround Principle Indicator(s)                            |  |
| <ul style="list-style-type: none"> <li>Teachers have on-demand access to student performance data.</li> </ul>  |   | <ul style="list-style-type: none"> <li>6.2</li> </ul>                |  |
| <ul style="list-style-type: none"> <li>During the reorganization process, the school used multiple surveys to inform strategic planning, decision-making, and to build a strong sense of community.</li> </ul>   |   | <ul style="list-style-type: none"> <li>1.1, 1.2, 6.1, 8.3</li> </ul> |  |
| <ul style="list-style-type: none"> <li>Teachers have regularly scheduled collaboration time to focus on analyzing formative assessment data.</li> </ul>  |   | <ul style="list-style-type: none"> <li>6.3, 7.3</li> </ul>           |  |
| Areas for Improvement  |   | Aligned Turnaround Principle Indicator(s)                            |  |
| <ul style="list-style-type: none"> <li>Student data is available to and reviewed by teachers. However, observers saw few examples of how diagnostic information, derived from that data, translated into high yield instructional strategies designed to target and meet students' unique learning needs. This included observations during intervention classes.</li> </ul> |   | <ul style="list-style-type: none"> <li>3.2, 3.5, 6.2</li> </ul>      |  |
| <ul style="list-style-type: none"> <li>A framework to use targeted appraisals to coherently monitor instructional practices and identify professional development opportunities was not evident.</li> </ul>  |   | <ul style="list-style-type: none"> <li>5.2, 5.3, 5.5, 6.3</li> </ul> |  |
| <ul style="list-style-type: none"> <li>There was limited evidence that processes are in place to analyze student growth and achievement data in order to identify pedagogical needs and formulate prioritized professional development structures.</li> </ul>  |   | <ul style="list-style-type: none"> <li>5.3, 5.5, 6.3</li> </ul>      |  |

## VII. Recommendations

### Background

This section outlines an intentionally targeted set of recommendations that align to one or more of the school’s prioritized Turnaround Principles. Anchored in the United States Department of Education’s Turnaround Principles framework, these recommendations are representative of what the Technical Assistance Team believes to be the most immediate changes needed to accelerate growth in academic and non-academic student outcomes at Thomas Gregg Neighborhood School. These recommendations should not be thought of as an exhaustive set of school improvement strategies, but rather as a part of the ongoing and continuous school improvement process.

| <b>Recommendation 1</b>   |
|---|
| Build a common understanding around the shared purpose of ensuring high levels of learning for all students and establish a systems-based framework for school improvement that provides direction, focus, and resources to fulfill that purpose. Specifically, it is recommended that school leadership develop ambitious (yet practical) student achievement goals and put in place the necessary supports to ensure the goals are attained, as explained below.  |
| <b>Aligned Turnaround Principle(s)</b>  |
| 1.1, 1.2, 1.3, 1.5, 2.1, 2.2, 2.3, 3.4, 3.5, 3.6  |
| <b>Rationale</b>  |
| <p>There is no doubt that Thomas Gregg Neighborhood School is aptly named, as the school’s leadership and staff demonstrate devotion to their community and a genuine determination to ensure the well-being of their students. There was a palpable sense of enthusiasm and esprit de corps among staff, students, parents, and community members. Likewise board and school district members showed ardent support for the school’s new neighborhood focus and desire to foster students’ academic success. Exhaustive efforts were invested in the transformation process, coalescing goals and resources from educational, civic, faith-based, and social services entities. To this end, the climate and culture are ripe for cultivating successful learners.</p> <p>While comments by the school leader and data from the school’s 2017 Annual Performance Report suggest managing student conduct warrants attention, anecdotal reports from a range of stakeholder groups point to much improvement from the past. As noted in the Evidence and Rating section for School Turnaround Principle 2 (above), the Technical Assistance Team and parents find the learning environment to be safe and orderly. Students echoed this sentiment in their focus group, stating, “We all feel safe here.” Another student added, “I feel safe because I know what to do in case of a fire or in case of a lock down or tornado.” To be sure, these conditions are necessary for teaching and learning to occur. One study, for example, found increases in achievement from 16% -22% by increasing perceived safety.<sup>1</sup> Added to the sense of order and security at the school, an amiable and welcoming atmosphere were noticeably present.</p> |

---

<sup>1</sup> Milam, A. J., et al. “Perceived School and Neighborhood Safety, Neighborhood Violence and Academic Achievement in Urban School Children.” *The Urban Review*, vol. 42, no. 5, Mar. 2010, pp. 458–467., doi:10.1007/s11256-010-0165-7.

In light of the above, it must be noted that the “Improvement Necessary” rating and associated recommendations for Culture and Climate are based on the indicators in Turnaround Principle 2 that relate to elements of instruction (e.g. Indicator 2.2 pertains to rigorous instruction). When considering the school’s culture and climate from the affective domain (e.g. safety, environment, and interpersonal relationships), the school has notable strengths and is commended for their ongoing efforts. Given the school’s commitment to a safe and equitable learning environment and the progress made thus far, one can be optimistic that Thomas Gregg Neighborhood School will be equally successful in creating and sustaining a rigorous program of student achievement. Although attention to a safe learning environment cannot be abandoned (or even diminished), focus and resources must now be dedicated to building and sustaining high levels of learning for all students. To do so will require a comprehensive plan which ardently adheres to the school’s purpose and serves as a map that guides and directs all facets of the school’s operations and decisions.

The School Quality Review visit occurred at the conclusion of the school’s first year as a neighborhood school, under the auspices of the Near Eastside Innovation School Corporation. During conversations with school leadership and staff, ideas relating to “getting it off the ground” and “starting next year” were heard numerous times, as might be expected in such a situation. As the school embarks on its second year, it is imperative that a clear vision exist that all students will achieve at high levels and that the elemental steps to realize this vision be clearly defined. Thus, the reason for this recommendation.

The school’s current vision communicates the belief that students who receive a strong educational foundation in science, math, literacy and the arts are better prepared for subsequent educational opportunities and, ultimately, life in society. The school’s mission, then, commits the school to providing all students with an exemplar education in science, technology, engineering, arts, and math. While these are notable, it is vital that a shared understanding among staff be simple and clear: All students will achieve at high levels. This will require 1) engaging the entire staff in examining the school’s current realities regarding academic growth and achievement, 2) developing student achievement goals that both challenge staff to grow in their craft and are practical in scope, 3) examining current goals, initiatives, plans, and projects, and 4) judiciously prioritizing such initiatives and projects in light of the purpose (again, all students will learn at high levels). The latter may require wrestling with questions about whether or not some existing programs should be abandoned because they lack the standards of efficacy necessary to support the school in fulfilling its purpose.

It should be noted that the school has student achievement goals in place. The Academic Goals for 2017-2018 call for 80% of K-6 students to make at least one year of growth, as determined by the NWEA assessment. Additionally, the goals call for 5% fewer students to fail, as reported in the categories: ISTEP Math, English/Language Arts, ISTEP Both, and IRead3. The above recommendation suggests that the school re-examine these with a shared commitment by staff that ensures high levels of learning for all students. It is important to note that “high levels of learning” means that students will grow and achieve to their highest personal levels. Focusing on growth in addition to achievement is important, as students who are underperforming and make a year’s growth will likely struggle to achieve proficiency.



Therefore, high expectations should be defined by students achieving proficiency as well. To reexamine and consider ambitious achievement goals, school leadership might consider the following:

- 1) What is/are the root cause(s) for students not achieving and growing? (Here, the school is examining the current realities). A root cause analysis, such as the 5 Whys Technique, may help with this.
- 2) Where student growth and achievement are inhibited by issues with effective instruction, what challenging, yet reasonable professional development goals should be developed? (This is the subject of the next recommendation)
- 3) What current plans, initiatives, and programs are in place and are each essential for the school ensure high levels of learning for all students? Which, if any, are “nice” but not essential?
- 4) After working through the above, what student growth and achievement goals are ambitious, yet reasonable? Writing growth and achievement goals using the SMART goal format (as the existing goals are written) is recommended, as is the use of specific benchmarks and indicators of progress at strategic points within the goal.

| <b>Recommendation 2</b>  |
|--|
| Examine current instructional priorities and practices, and develop a coherent professional development plan for cultivating and sustaining highly effective instruction. Whereas, Recommendation 1 pertains to student learning goals, this focuses on effectiveness of instruction and is the functional underpinning for reaching the ambitious achievement goals in Recommendation 1.  |
| <b>Aligned Turnaround Principle(s)</b>   |
| 1.1, 1.2, 1.3, 1.5, 2.1, 2.2, 2.3, 3.4, 3.5, 3.6   |
| <b>Rationale</b>   |
| <p>Schools, by their nature, are communities of learners. Adults and students learn independently, collectively, and collaboratively. They do so within, across, and outside of classrooms. Individual’s unique background experiences contribute to the rich fabric of the community where inquiry and purpose drive each and all to challenge themselves and others to higher levels of knowledge and understanding. And at the foundation is the non-negotiable premise that purposeful learning will occur. Such high expectations for all are essential for closing the achievement gap between advantaged and less advantaged students and for increasing academic achievement for all students.<sup>2</sup></p> <p>Arguably, the visiting team’s classroom and schoolwide observations were a “snapshot” of that which occurs in classrooms throughout the year. Nevertheless, the team found evidence-based instructional practices absent in a majority of observations. Specifically, the team found: 1) teacher questioning and student tasks of lower cognitive rigor; 2) students compliant and/or passively engaged rather than actively engaged in challenging tasks; 3) limited opportunities for students to engage one another in meaningful content-based discussions in ways that might deepen their understanding of relevance and application beyond the classroom; and, 4) little indication that definitive declarative and/or procedural learning objectives drove lesson</p> |

<sup>2</sup> Andrew C. Porter, Joseph Murphy, Ellen Goldring, Stephen N. Elliott, Morgan S. Polikoff and Henry May, *Vanderbilt Assessment of Leadership in Education: Technical Manual, Version 1.0*, Vanderbilt University, 2008. Retrieved from: <http://www.wallacefoundation.org/knowledge-center/pages/vanderbilt-assessment-of-leadership-in-education-technical-manual-1.aspx>

format, design, or delivery. As Thomas Gregg Neighborhood School begins its second year, it is imperative that current instructional practices be examined and that a coherent professional development plan be developed for building and sustaining highly effective instruction in all classrooms. If, indeed, the shared purpose of the school is determined to be to ensure high levels of learning for all students, then only carefully refined, evidence-based, high-yield instructional strategies and practices will fulfill this purpose.

Studies have documented the differential effect of teachers on student achievement gains. Such differences were reported to be over one third standard deviation in reading and nearly a half standard deviation in math.<sup>3</sup> To be sure, teacher capacity has a noticeable impact on student achievement. Therefore, it is incumbent on schools to ensure teachers possess the knowledge and skills that will foster student growth and achievement.

Thomas Gregg Neighborhood School has not been negligent in recognizing this, so this recommendation should not infer that school leaders do not appreciate the importance of teacher capacity. In fact, the Executive Director, Director of Academics, and Director of Operations and Neighborhood Engagement cited, “create a comprehensive and coordinated professional development system, culture, and learning community to support desired program outcomes” as a strategic priority. The recommendation here, rather, is intended to call attention to this priority and urge leadership to magnify its importance, and to do so using the PLC process, within a broader professional development scope where teachers take ownership of their own growth by setting growth goals, auditing their own progress, and supporting and professionally challenging one another to be exceptional teachers. This speaks to the portion of the recommendation that school leadership examine current practices.

In doing so, leadership should consider two questions in response to this examination: 1) What instructional practices must be addressed now with quick, job-embedded coaching? 2) What system-based collaborative structures can be developed to empower teachers to continually assess and refine their own practices? The former question pertains to “low hanging fruit” that will provide the greatest benefit to student achievement immediately. The latter is more complex and requires deliberate planning. For this, leadership should consider guidance from experts and research in the field of professional learning communities.

| <b>Recommendation 3</b>   |
|---|
| Assess effectiveness of the school’s professional development program using clearly defined methods or models.  |
| <b>Aligned Turnaround Principle(s)</b>  |
|   |
| <b>Rationale</b>  |
| All of the recommendations in this report wrap around one concept: The staff of Thomas Gregg Neighborhood School collectively commits to ensuring that all students learn at high levels. Recommendation 1 suggests the development of ambitious student growth and |

<sup>3</sup> Nye, B., Konstantopoulos, S., & Hedges, L. V. (2004). How Large Are Teacher Effects? *Educational Evaluation and Policy Analysis*, 26(3), 237-257. doi:10.3102/01623737026003237

achievement goals. Recommendation 2 suggests developing an action plan for professional development that cultivates and sustains highly effective instruction in all classrooms. Knowing whether or not such professional development efforts are successful is so important it is highlighted as a recommendation, itself. Thus, the third recommendation is to identify and use evidence-based methods or models to assess the effectiveness of the school's professional development program, once it is in place.

This recommendation is highlighted because, while professional development is a common practice in education, its effectiveness is rarely monitored by schools. Annually, school districts spend billions of dollars on teacher training. However, results of a 2015 study found stable or declining evaluation ratings over 2 to 3 years for nearly 70% of teachers in the study, despite increased professional development opportunities for them.<sup>4</sup>

It is important that any assessment components be tailored to the unique context and needs of Thomas Gregg Neighborhood School. School leadership might begin by examining methods such as those described by Robert Marzano (*The New Art and Science of Teaching*) and more formal models discussed by Hanover Research (*Best Practices in Evaluating Teacher Professional Development*). In the latter, distinctly different models such as the Kirkpatrick Four-Level Training Evaluation and Guskey's Theory of Teacher Change are compared and contrasted. However the school decides to monitor and assess its professional development efforts, it is important, in the end, that they do so.

---

<sup>4</sup> "The Mirage: Confronting the Hard Truth About Our Quest for Teacher Development." The New Teacher Project. P 2. [http://tntp.org/assets/documents/TNTP-Mirage\\_2015.pdf](http://tntp.org/assets/documents/TNTP-Mirage_2015.pdf)

## VIII. Appendix A: Evidence for Remaining School Turnaround Principles

### Background

We believe it is valuable for school and district leaders to have a summary of the TAT’s findings and evidence for each of the eight Turnaround Principles. As such, this section of the report outlines key findings and supporting evidence for each of the Turnaround Principles that were not identified by school and district leaders as prioritized Turnaround Principles for this school.

This information is intentionally provided in an appendix to reinforce the importance of the previously stated findings, evidence, ratings, and recommendations for the school’s prioritized Turnaround Principles.

| <b>School Turnaround Principle 1: Effective Leadership</b>   |
|--|
| <b>Evidence Sources</b>  |
| Classrooms Observations, Individual Staff Interviews, School Leader Self-Assessment, Teacher Survey, Parent Survey, Instructional Leadership Team Focus Group, Teacher Focus Group, Community Focus Group, District Leadership Focus Group, School Improvement Plan, Artifacts Provided by Thomas Gregg Neighborhood School.   |
| <b>Evidence Summary</b>  |
| <b>Strengths</b> <ul style="list-style-type: none"><li>• Based on data from parent surveys and personal observations by the visiting team, the executive director and other school leaders ensure that families are viewed as, and consider themselves to be partners in their children’s education.</li><li>• The executive director persuasively communicates belief in the potential of all students.</li></ul>   |
| <b>Areas for Improvement</b> <ul style="list-style-type: none"><li>• Just over half (55.6%) of respondents agreed that the school’s organizational culture encourages trust, respect, and a sense of responsibility for student achievement, according teacher survey.</li><li>• School leadership articulate the expectation that all teachers implement a coherent standards-aligned curriculum and assessment system, yet evidence of this was observed in less than half of the classrooms observed.</li></ul> |

## **School Turnaround Principle 4: Curriculum, Assessment & Intervention**

### **Evidence Sources**

Classrooms Observations, Individual Staff Interviews, School Leader Self-Assessment, Teacher Survey, Instructional Leadership Team Focus Group, Teacher Focus Group, District Leadership Focus Group, School Improvement Plan, Artifacts Provided by Thomas Gregg Neighborhood School.

### **Evidence Summary**

#### Strengths

- The executive director and other school leadership ensure that teachers have access to appropriate resources, materials, and equipment that are aligned to standards and support the school's improvement plan.
- School leadership sets expectations that teachers use collaboration time to review formative assessment data to determine if students met specific goals for improvement and to make instructional adjustments as needed.

#### Areas for Improvement

- There was little evidence that a standards-aligned curriculum is used to develop units/lessons. A review of lesson plans during observations revealed varied formats and a lack of emphasis on linking declarative and/or procedural objectives to academic standards.
- A variety of instructional formats were employed (e.g. whole group and small skills groups), but essential key points, critical for students' understanding, were not explicit throughout lessons or the subject of review at the conclusion of lessons.

## **School Turnaround Principle 5: Effective Staffing Practices**

### **Evidence Sources**

Classrooms Observations, Individual Staff Interviews, School Leader Self-Assessment, Teacher Survey, Instructional Leadership Team Focus Group, Teacher Focus Group, School Improvement Plan, Artifacts Provided by Thomas Gregg Neighborhood School.

### **Evidence Summary**

#### Strengths

- Based on discussions with the principal and review of materials provided by the school, professional development is personalized for staff according to individual needs.
- Protocols for mentoring new staff are in place and include monthly checklists, guidance for mentors regarding the phases experienced by new teachers, and topics for discussion.

#### Areas for Improvement

- Although professional development is personalized for staff, there was no evidence that it is part of an on-going system, linked to schoolwide goals.
- Teacher evaluations do not systematically link teacher practice data with student outcomes data.

### **School Turnaround Principle 7: Effective Use of Time**

#### **Evidence Sources**

Classrooms Observations, Individual Staff Interviews, School Leader Self-Assessment, Teacher Survey, Instructional Leadership Team Focus Group, Teacher Focus Group, Community Focus Group, School Improvement Plan, Artifacts Provided by Thomas Gregg Neighborhood School.

#### **Evidence Summary**

##### Strengths

- The master schedule is designed to afford extended class time in art, music, and physical education on Days 6 and 12. Additionally, on these days, students participate in special service learning projects such as raising funds for an animal shelter and providing assistance for the homeless.
- The master schedule includes opportunities for teachers to collaborate and to learn from one another. Three hours are scheduled for staff to engage in professional learning every 6<sup>th</sup> and 12<sup>th</sup> day on the twelve day schedule.

##### Areas for Improvement

- According to teacher survey results, 60% of respondents agree to strongly agree that the master schedule is designed and structured to meet the needs of all students.
- According to evidence from Technical Assistance Team classroom observations, students in only 59% of the classroom observed executed transitions with minimal direction.

### **School Turnaround Principle 8: Effective Family and Community Engagement**

#### **Evidence Sources**

School Leader Self-Assessment, Teacher Survey, Parent Survey, Instructional Leadership Team Focus Group, Teacher Focus Group, Community Focus Group, District Leadership Focus Group, School Improvement Plan, Artifacts Provided by Thomas Gregg Neighborhood School.

#### **Evidence Summary**

##### Strengths

- Extensive community involvement was gained and utilized in strategic planning for the transformation process, as documented in materials from the Near Eastside Educational Summit.
- The school is closely linked to an array of community resources (e.g. John Boner Neighborhood Center, United Way of Central Indiana, local churches, and universities) to meet the personal needs of students and provide them with more abundant educational opportunities.
- Based on a parent survey, 95% of the respondents somewhat agree to strongly agree that they feel welcome, supported, and actively involved.

##### Areas for Improvement

- While the staff genuinely cares for students, a widespread belief in students' ability to achieve was not readily apparent through conversations during focus groups or with individual staff members.
- During the parent focus group, participants expressed a concern that adequate health services (i.e. school nurse) may not be sufficient, particularly as the school increases in student enrollment.



## School Quality Review Report

Lena Dunn Elementary School

Washington Community Schools

March 14-15, 2018

### Review Team Members

|                 |   |                                 |
|-----------------|---|---------------------------------|
| John Purcell    | School Improvement Specialist             | Indiana Department of Education |
| Mary Roberson   | Superintendent                            | Perry Central Community Schools |
| Jamie Guillaume | Title I Director/High Ability Coordinator | Perry Central Community Schools |
| Brandon Myers   | Data Specialist                           | Indiana Department of Education |
| Nick Flowers    | Elementary Math Specialist                | Indiana Department of Education |



## Table of Contents

|       |   |    |
|-------|---|----|
| I.    | Background on the School Quality Review .....                                       | 3  |
| II.   | Overview of the School Quality Review Process.....                                  | 3  |
| III.  | Data Snapshot for Lena Dunn Elementary School .....                                 | 4  |
| IV.   | Evidence and Rating for School Turnaround Principle #2: Climate and Culture.....    | 7  |
| V.    | Evidence and Rating for School Turnaround Principle #3: Effective Instruction ..... | 9  |
| VI.   | Evidence and Rating for School Turnaround Principle #6: Effective Use of Data ..... | 10 |
| VII.  | Recommendations .....   | 12 |
| VIII. | Appendix A: Evidence for Remaining School Turnaround Principles .....               | 18 |

## I. Background on the School Quality Review

Public Law 221 (PL 221) was passed in 1999 before the enactment of the federal *No Child Left behind Act* (NCLB). It serves as the state's accountability framework. Among other sanctions, the law authorizes the Indiana State Board of Education (SBOE) to assign an expert team to conduct a School Quality Review for schools placed in the lowest category or designation of school performance for two consecutive years.

*(a) The board shall direct that the department conduct a quality review of a school that is subject to IC 20-31-9-3. (b) The board shall determine the scope of the review and appoint an expert team under IC 20-31-9-3. (Indiana State Board of Education; 511 IAC 6.2-8-2; filed Jan 28, 2011, 3:08 p.m.: 20110223-IR-511100502FRA)*

The school quality review (SQR) is a needs assessment meant to evaluate the academic program and operational conditions within an eligible school. The SQR will result in actionable feedback that will promote improvement, including the reallocation of resources or requests for technical assistance. The process is guided by a rubric (see Appendix B) aligned to the 8 Turnaround Principles. The school quality review includes a pre-visit analysis and planning meeting, onsite comprehensive review, and may include targeted follow-up visits.

State law authorizes the SBOE to establish an expert team to conduct the School Quality Review known as the Technical Assistance Team (TAT). Membership must include representatives from the community or region the school serves; and, may consist of school superintendents, members of governing bodies, teachers from high performing school corporations, and special consultants or advisers.

## II. Overview of the School Quality Review Process

The School Quality Review process is designed to identify Lena Dunn Elementary School's strengths and areas for improvement organized around the [United States Department of Education's Eight School Turnaround Principles](#). In particular, the School Quality Review process focused on two or three Turnaround Principles that were identified as priorities by the school and its district.

The on-site review consisted of the Technical Assistance Team (TAT) visiting the school for two days. During the two days, the TAT (1) conducted separate focus groups with students, teachers, community members, and parents, (2) observed a professional learning community meeting with teachers, (3) observed instruction in 18 classrooms, and (4) interviewed school and district leaders.

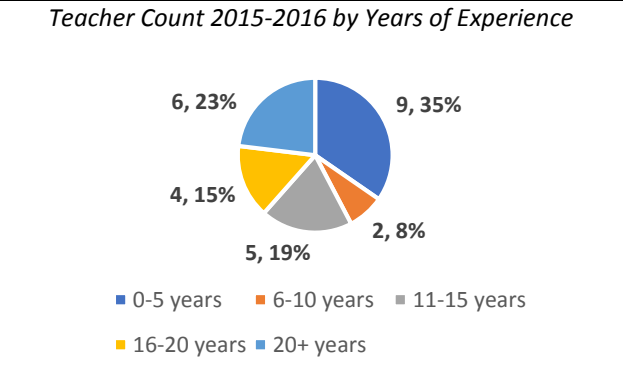
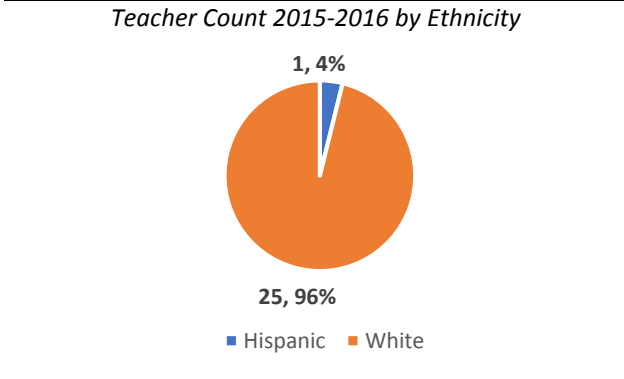
Prior to the visit, teachers completed an online survey, with 22 of 26 teachers participating. Parents were also invited to complete a survey, resulting in 11 responses. Finally, the school leadership team completed a self-evaluation. Both surveys and the self-evaluation are made up of questions that align to school improvement principles and indicators (Appendix B).

### III. Data Snapshot for Lena Dunn Elementary School<sup>1</sup>

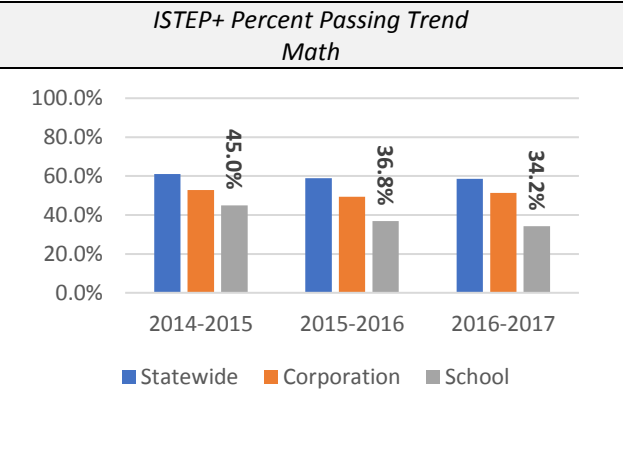
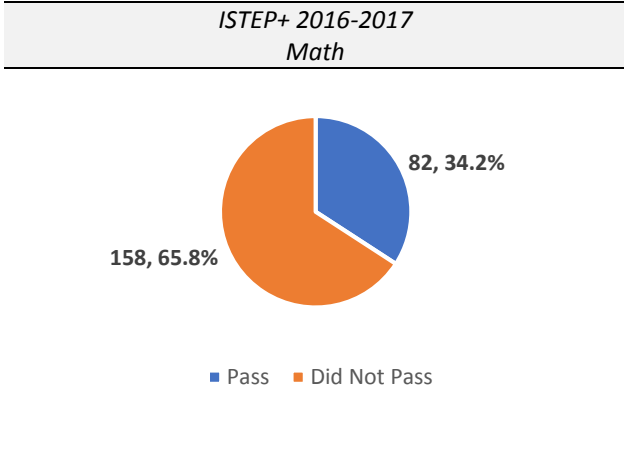
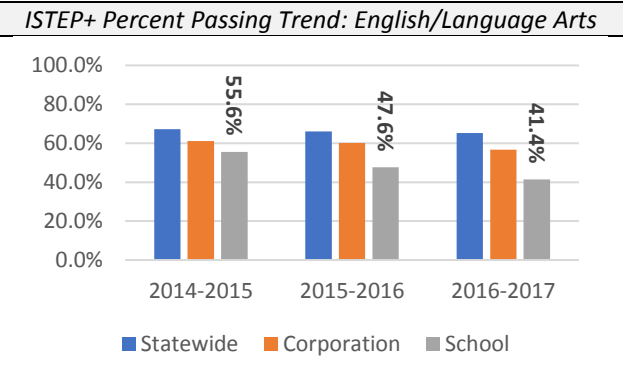
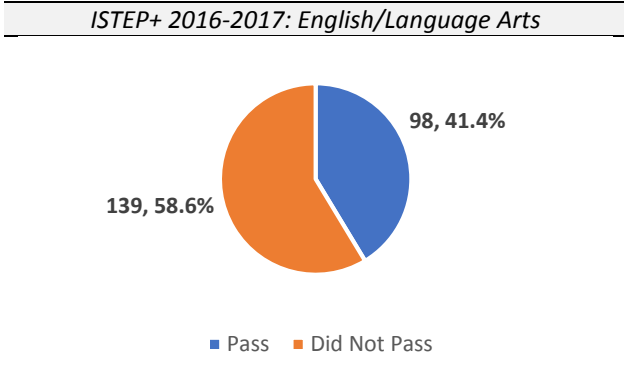
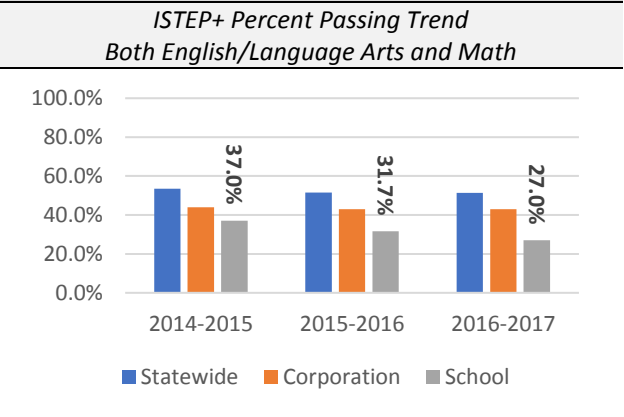
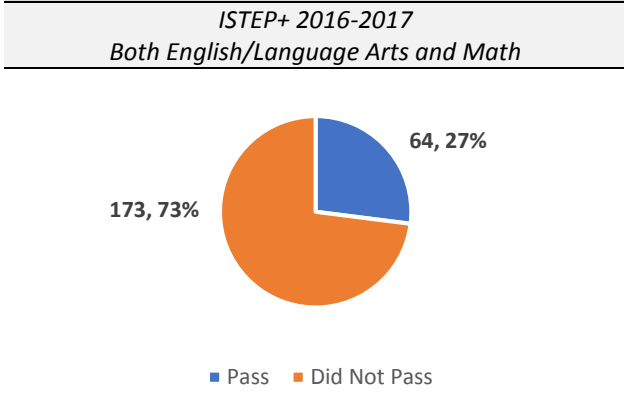
| School Report Card  |               |               |                        |  |               |               |                        |
|---|---------------|---------------|------------------------|--|---------------|---------------|------------------------|
| <i>2015-2016 Report Card</i>  | <i>Points</i> | <i>Weight</i> | <i>Weighted Points</i> | <i>2016-2017 Report Card</i>   | <i>Points</i> | <i>Weight</i> | <i>Weighted Points</i> |
| <i>Performance Domain Grades 3-8</i>  | 42.70         | 0.5           | 21.35                  | <i>Performance Domain Grades 3-8</i>   | 37.80         | 0.5           | 18.90                  |
| <i>Growth Domain Grades 4-8</i>   | 65.80         | 0.5           | 32.90                  | <i>Growth Domain Grades 4-8</i>  | 74.90         | 0.5           | 37.45                  |
| <i>Overall Points</i>   |               |               | 54.3                   | <i>Overall Points</i>  |               |               | 56.4                   |
| <i>Overall Grade</i>  |               |               | F                      | <i>Overall Grade</i>   |               |               | F                      |
| Enrollment 2017-2018: 447 students  |               |               |                        |  |               |               |                        |
| <i>Enrollment 2017-2018 by Ethnicity</i>  |               |               |                        | <i>Enrollment 2017-2018 by Free/Reduced Price Meals</i>  |               |               |                        |
| <p>16, 4%    28, 6%</p> <p>225, 50%    177, 40%</p> <p>■ Black   ■ Hispanic   ■ White   ■ Multiracial</p> |               |               |                        | <p>31, 7%</p> <p>26, 6%    390, 87%</p> <p>■ Free Meals   ■ Reduced Price Meals   ■ Paid Meals</p>   |               |               |                        |
| <i>Enrollment 2017-2018 by Special Education</i>  |               |               |                        | <i>Enrollment 2017-2018 by English Language Learners</i>   |               |               |                        |
| <p>117, 26%</p> <p>330, 74%</p> <p>■ Special Education   ■ General Education</p>                          |               |               |                        | <p>95, 21%</p> <p>352, 79%</p> <p>■ English Language Learner   ■ Non-English Language Learner</p>  |               |               |                        |
| Attendance  |               |               |                        |  |               |               |                        |
| <i>Attendance by Grade</i>  |               |               |                        | <i>Attendance Rate Trend</i>   |               |               |                        |
| Grade   | '14-'15       | '15-'16       | '16-'17                | <p>100.0% —</p> <p>98.0% —</p> <p>96.0% — 95.6%    95.2%    94.7%</p> <p>94.0% —</p> <p>92.0% —</p> <p>2014-2015    2015-2016    2016-2017</p> |               |               |                        |
| K   | 94.7%         | 94.2%         | 94.7%                  |  |               |               |                        |
| 1   | 94.7%         | 94.9%         | 95.1%                  |  |               |               |                        |
| 2   | 96.2%         | 94.6%         | 94.3%                  |  |               |               |                        |
| 3   | 95.8%         | 96.3%         | 93.9%                  |  |               |               |                        |
| 4   | 96.2%         | 94.9%         | 95.1%                  |  |               |               |                        |
| 5   | 96.1%         | 95.6%         | 94.5%                  |  |               |               |                        |
| 6   | 95.9%         | 95.8%         | 95.2%                  |  |               |               |                        |
| School Personnel  |               |               |                        |  |               |               |                        |

<sup>1</sup> The data included in this snapshot was retrieved from the Indiana Department of Education's Compass website on 03/11/2018

Teacher Count 2015-2016: 26

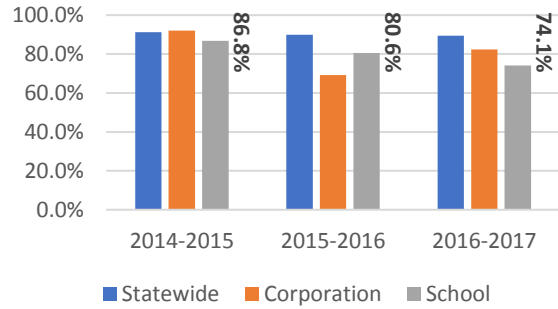
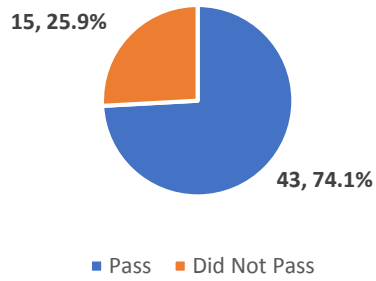


**Student Academic Performance**

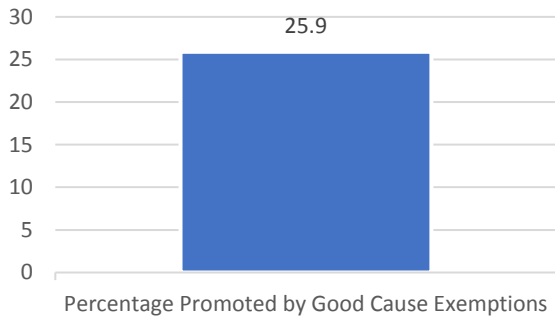


**IREAD-3 2016-2017**

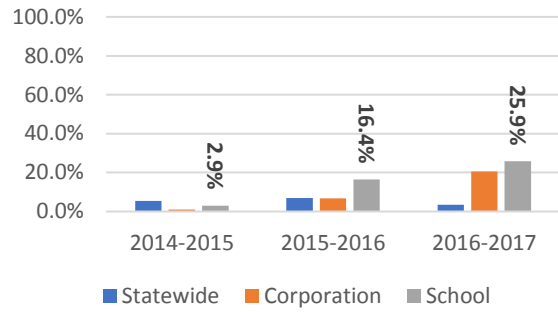
**IREAD-3 Percent Passing Trend**



*IREAD-3 Percentage Promoted by Good Cause Exemptions 2016-2017*



*IREAD-3 Good Cause Promotion Exemption Trend*



## IV. Evidence and Rating for School Turnaround Principle #2: Climate and Culture

### **Background**

The next three sections of the report illustrate the Technical Assistance Team's key findings, supporting evidence, and overall rating for each of the school's prioritized Turnaround Principles.

To thoughtfully identify these prioritized Turnaround Principles, school and district leaders used a "Turnaround Principle Alignment Tool" provided by the Indiana State Board of Education to determine the two to three Turnaround Principles that most closely align with the goals and strategies outlined in the school's improvement plan.

This report focuses on these three prioritized Turnaround Principles to provide a strategically targeted set of findings and recommendations. Additional evidence on the other five Turnaround Principles can be found in Appendix A of this report.

## School Turnaround Principle 2: Climate and Culture

### Evidence Sources

Classrooms Observations, Student Focus Group, Instructional Leadership Team Focus Group, Teacher Focus Group, Teacher Survey, Community Partner Focus Group, School Improvement Plan, Artifacts Provided by Lena Dunn Elementary School

### Rating

| 1<br><u>Ineffective</u>                            | 2<br><u>Improvement<br/>Necessary</u>                   | 3<br><u>Effective</u>         | 4<br><u>Highly Effective</u>                           |
|--|---|-------------------------------|--|
| <i>No evidence of this happening in the school</i> | <i>Limited evidence of this happening in the school</i> | <i>Routine and consistent</i> | <i>Exceeds standard and drives student achievement</i> |

### Evidence

| Strengths  | Aligned Turnaround Principle Indicator(s)   |
|--|---|
| <ul style="list-style-type: none"> <li>According to information gathered from student, teacher, and community member focus groups, students and adults feel safe at the school and are ready to engage in teaching and learning.</li> </ul>  | <ul style="list-style-type: none"> <li>1.3, 2.1, 2.2</li> </ul>                     |
| <ul style="list-style-type: none"> <li>Evidence from the Instructional Leadership Team and teacher focus groups, meeting with the principal, and artifacts presented by the school revealed that students quickly receive supports for continuous personal and social-emotional growth.</li> </ul>           | <ul style="list-style-type: none"> <li>2.2, 2.3, 3.6</li> </ul>                     |
| <ul style="list-style-type: none"> <li>Interactions among teachers and students were observed to be positive and respectful during classroom visitations and in general observations throughout the building.</li> </ul>   | <ul style="list-style-type: none"> <li>2.2, 2.3, 3.6</li> </ul>                     |
| <ul style="list-style-type: none"> <li>The school has made, and continues to make, a concerted effort to build students internal locus of control regarding academic success, self-regulation of behavior, and a purpose-driven orientation for the future.</li> </ul>                                       | <ul style="list-style-type: none"> <li>1.4, 2.1, 2.2, 3.6</li> </ul>                |
| Areas for Improvement  | Aligned Turnaround Principle Indicator(s)   |
| <ul style="list-style-type: none"> <li>While high expectations for behavioral and academic achievement are communicated to staff, instructional strategies that incorporate rigor and cognitive challenge were present in only 10% of the classrooms observed.</li> </ul>                                    | <ul style="list-style-type: none"> <li>1.4, 2.3</li> </ul>                          |
| <ul style="list-style-type: none"> <li>While high expectations for behavior and academic achievement are communicated to staff, instructional differentiation was observed in only 47% of the classrooms observed.</li> </ul>  | <ul style="list-style-type: none"> <li>1.4, 2.2, 2.3</li> </ul>                     |
| <ul style="list-style-type: none"> <li>Despite the school's efforts to foster a culture rooted in a school pride and self-efficacy, conditions within and beyond the school (i.e. public perception of school, crime in area, teacher retention) inhibit these efforts to the detriment of staff,</li> </ul> | <ul style="list-style-type: none"> <li>1.4, 1.9, 2.2, 2.3, 3.2, 5.4, 8.1</li> </ul> |

student, and parent attitudes, as well as staff recruitment and retention.

## V. Evidence and Rating for School Turnaround Principle #3: Effective Instruction

| <b>School Turnaround Principle 3: Effective Instruction</b>   |   |  |  |
|---|---|--|--|
| <b>Evidence Sources</b>   |   |  |  |
| Classrooms Observations, Individual Staff Interviews, School Leader Self-Assessment, Student Focus Group, Instructional Leadership Team Focus Group, Teacher Focus Group, Artifacts Provided by Lena Dunn Elementary School   |   |  |  |
| <b>Rating</b>   |   |  |  |
| 1<br><u>Ineffective</u>   | 2<br><u>Improvement Necessary</u>                       | 3<br><u>Effective</u>  | 4<br><u>Highly Effective</u>                           |
| <i>No evidence of this happening in the school</i>  | <i>Limited evidence of this happening in the school</i> | <i>Routine and consistent</i>  | <i>Exceeds standard and drives student achievement</i> |
| <b>Evidence</b>   |   |  |  |
| <b>Strengths</b>  |   | <b>Aligned Turnaround Principle Indicator(s)</b>                     |  |
| <ul style="list-style-type: none"> <li>Students executed transitions and responded quickly and appropriately to teachers' management techniques in classrooms, as documented during classroom observations.</li> </ul>  |   | <ul style="list-style-type: none"> <li>2.1, 3.6</li> </ul>           |  |
| <ul style="list-style-type: none"> <li>As reported during the Teacher and Instructional Leadership Focus Groups, and as observed during the instructional planning session, teachers and the data coach use multiple sources of data for instructional planning.</li> </ul>   |   | <ul style="list-style-type: none"> <li>1.8, 3.5, 4.5</li> </ul>      |  |
| <ul style="list-style-type: none"> <li>A wall in the Data Room is used to monitor individual students' literacy progress and is updated "formally" every nine weeks and sooner as progress monitoring data is available.</li> </ul>   |   | <ul style="list-style-type: none"> <li>3.5, 4.5, 6.3</li> </ul>      |  |
| <b>Areas for Improvement</b>  |   | <b>Aligned Turnaround Principle Indicator(s)</b>                     |  |
| <ul style="list-style-type: none"> <li>As determined through classroom observations and conversations with staff, students use technology-based programs for instruction and assessment, but as a replacement for, rather than an extension of standards-based, teacher-driven instruction. Explanations as to how student performance</li> </ul> |   | <ul style="list-style-type: none"> <li>2.3, 3.2, 3.4, 3.5</li> </ul> |  |



|   |  |
|---|--|
| <p>data from computer-assisted programs were systematically used to plan subsequent instruction could not be explained. During a student focus group, one student commented that he “wish[ed] we had more face-to-face time” with teachers.</p>   |  |
| <ul style="list-style-type: none"> <li>As observed during classroom visits, learning objectives pertained to Indiana Academic Standards, yet clarity regarding what students were to understand and/or be able to do varied by classroom.</li> </ul>  | <ul style="list-style-type: none"> <li>2.3, 3.1, 3.5, 4.3</li> </ul> |
| <ul style="list-style-type: none"> <li>Data from classroom observations revealed that students were on task (or doing) assigned tasks 83% of the time, yet meaningful engagement (i.e., processing that which they were doing so as to understand and be able to explain it with real-world relevance) was present less than 63% of the time. (On the classroom observation instrument this comment combines E.2 – 41%; E.3 – 20%; and, E.4 – 62.5%)</li> </ul> | <ul style="list-style-type: none"> <li>2.3, 3.2, 3.4, 4.5</li> </ul> |

VI. Evidence and Rating for School Turnaround Principle #6: Effective Use of Data

| School Turnaround Principle 6: Effective Use of Data  |   |                               |   |
|---|---|-------------------------------|---|
| Evidence Sources  |   |                               |   |
| Classrooms Observations, Individual Staff Interviews, School Leader Self-Assessment, Instructional Leadership Team Focus Group, Teacher Survey, Teacher Focus Group, School Improvement Plan, Artifacts Provided by Lena Dunn Elementary School |   |                               |   |
| Rating  |   |                               |   |
| 1<br><u>Ineffective</u>   | 2<br><u>Improvement Necessary</u>                       | 3<br><u>Effective</u>         | 4<br><u>Highly Effective</u>  |
| <i>No evidence of this happening in the school</i>  | <i>Limited evidence of this happening in the school</i> | <i>Routine and consistent</i> | <i>Exceeds standard and drives student achievement</i>                    |
| Evidence  |   |                               |   |
| Strengths   |   |                               | Aligned Turnaround Principle Indicator(s)                                 |
| <ul style="list-style-type: none"> <li>Teachers have on-demand access to data, presented in manner that is clear and easy to analyze.</li> </ul>  |   |                               | <ul style="list-style-type: none"> <li>6.2</li> </ul>                     |
| <ul style="list-style-type: none"> <li>As observed during the instructional planning meeting and in artifacts provided by the school, students’ academic progress is reviewed regularly with staff by the data coach.</li> </ul>                |   |                               | <ul style="list-style-type: none"> <li>3.5, 3.6, 4.5, 6.2, 6.3</li> </ul> |

|  |   |
|--|---|
| <ul style="list-style-type: none"> <li>• Data, reflecting students’ literacy progress, is displayed and used by staff to determine instructional groupings, as observed during the instructional planning meeting and through discussions with staff.</li> </ul>   | <ul style="list-style-type: none"> <li>• 3.5, 3.6, 6.3</li> </ul> |
| <p>Areas for Improvement</p>   | <p>Aligned Turnaround Principle Indicator(s)</p>                  |
| <ul style="list-style-type: none"> <li>• Formative assessment instruments that provide for strategic analysis of student academic performance data across grade levels are neither consistent nor coordinated. (The iReady program does so, to some extent, for mathematics, but no such process exists for reading/language arts).</li> </ul>                       | <ul style="list-style-type: none"> <li>• 3.5, 4.3, 6.2</li> </ul> |
| <ul style="list-style-type: none"> <li>• Evidence that student achievement data is used to drive professional development was not present. It was stated that staff selects professional development topics based on perceived need, but the process for using data to do so and a clear link to desired student growth and achievement were not evident.</li> </ul> | <ul style="list-style-type: none"> <li>• 5.3, 5.5, 6.3</li> </ul> |
| <ul style="list-style-type: none"> <li>• Protocols and systems for using data to measure the effectiveness of initiatives to improve climate and culture were not evident.</li> </ul>  | <ul style="list-style-type: none"> <li>• 1.3, 6.1</li> </ul>      |

## VII. Recommendations

### Background

This section outlines an intentionally targeted set of recommendations that align to one or more of the school’s prioritized Turnaround Principles. Anchored in the United States Department of Education’s Turnaround Principles framework, these recommendations are representative of what the Technical Assistance Team believes to be the most immediate changes needed to accelerate growth in academic and non-academic student outcomes at Lena Dunn Elementary School. These recommendations should not be thought of as an exhaustive set of school improvement strategies, but rather as a part of the ongoing and continuous school improvement process.

| <b>Recommendation 1</b>   |
|---|
| Initiate a sustainable, systems-based school improvement process built on a framework of strategically developed resources and processes. For this recommendation, focus on human capital and family-school relations (not forgetting that the actual goal is student achievement). |
| Specifically: 1) Work with district leadership and develop a SMART goal for recruiting and retaining high quality staff, and 2) Develop a SMART goal for increasing and maintaining meaningful and robust family involvement.   |
| <b>Aligned Turnaround Principle(s)</b>  |
| 1.3, 1.4, 1.9, 2.1, 2.2, 2.3, 3.2, 3.6, 5.4, 8.1  |
| <b>Rationale</b>  |

The mission statement for Lena Dunn, as reported in the 2017-2018 School Improvement Plan, asserts the school “is committed to providing quality effective instruction to ensure academic, personal and social growth for all students.” Subsequent explanation notes the importance of quality instruction, data collection and review, and collaboration. To this end, the school has devoted much time and energy toward building a climate where staff and students believe that all students are capable of success. Continuing this effort and building on the progress realized thus far are important for student achievement, as there is evidence to suggest that students’ self-efficacy predicts achievement.<sup>1</sup>

While attending to the affective domain is essential, it is not the sum of that which is important for sustained confidence and motivation. If students’ attitudes affect academic performance, then it stands to reason there exists a reciprocal affect: Academic performance affects students’ attitudes. Stated another way, students who believe they are capable of learning are motivated to do so. However, to sustain this momentum, students must experience success, lest they become frustrated with their efforts. To create a framework where a cycle of self-efficacy-motivation-achievement exists for students requires

<sup>1</sup> Schunk, D.H. (2012). *Learning theories: An educational perspective* (6<sup>th</sup> ed.). Boston: Pearson.

consistency of highly effective staff. This recommendation is directed at recruitment and retention of staff, as it pertains to achievement. Recommendation 2 pertains to the teachers' use of evidenced-based instructional practices and its relationship to student achievement.

The Technical Assistance Team heard repeated concerns about staff turnover, lack of parental involvement, and the community's negative perception of the school based on the school's geographical location. Together, these are germane to "social capital." Social capital is the "quality of social relationships in communities and how these relationships influence the quality of everyday life and...capacity to solve local problems."<sup>2</sup> Based on evidence gathered during the visit, social capital for Lena Dunn is low. Of the three expressed concerns, the school can work to advance the first two (parental involvement and public perception), but has the greatest control over internal human resources. Thus, the first SMART goal pertains to staffing. Reaching this goal will require creative and determined efforts with a firm resolve that it be attained. While developing the goal, the school and district might, but is not required to: examine efforts by similar districts who have been successful in staff recruitment and retention, investigate current staffing assignments, or explore available funding sources to attract staff to high-poverty areas, etc. As teacher candidates are considered, particular emphasis should be placed on selection of those who have the propensity and aptitude for teaching ethnically diverse, high-poverty populations.

The second SMART goal, within this recommendation, should work in concert with the first since there is a relationship between staff retention and the school community. A chief reason given for staff leaving Lena Dunn, according to teachers and school leadership, was the difficulty and increased effort required to work with struggling students who have little to no parental support. Indeed, study body demographics plays a role in teacher turnover.<sup>3</sup> Community members added that lack of parental support hurts the school and is rooted in crime and poverty in the area. In this regard, consideration should be given to including key community and agency members (e.g. social service, law enforcement, etc.) in the development and monitoring of this goal.

A goal for increasing and maintaining meaningful and robust family involvement will directly impact students' success in school and reinforce efforts to recruit and retain quality staff. In one study, for example, increased reading achievement and attention were directly related to the quality of student-teacher and teacher-parent relationships in first grade. It further generalized that "increased focus on helping teachers connect with students and their parent is one means of helping children at risk for academic failure get off to a good

---

<sup>2</sup>The Essential Supports for School Improvement. (n.d.). Retrieved: April 02, 2018, from <https://consortium.uchicago.edu/publications/essential-supports-school-improvement>.

<sup>3</sup> Simon, Nicole S., Johnson, Susan Moore. (2013). Teacher turnover in high-poverty schools: what we know and can do (Working paper: Project on the next generation of teachers). Retrieved from Semantic Scholar website: <https://pdfs.semanticscholar.org/6210/6fb22387ad72a41d26403ec6851b2f0fd71c.pdf>

start in school.”<sup>4</sup> To the school’s and district’s credit, a part-time bilingual secretary and fulltime dean of students were added to the staff this year to extend the school’s effectiveness in serving the school community. This is a noteworthy step in building such trust.

Lena Dunn’s concerted efforts to boost student achievement by bolstering students’ positive attitudes about themselves have been mitigated by difficulty in recruiting and retaining quality teachers. Staff consistency is indispensable for productively building and maintaining positive teacher-student relationships, instructional effectiveness, fluently assessing data within and across grade levels and subjects, and understanding dynamics of the school community. The sum of these, when consistency is present, is a climate of success and a culture of high expectations for one’s self and others. Making this a reality through the development and attainment of carefully developed SMART goals is the next step for Lena Dunn Elementary School.

| <b>Recommendation 2</b>  |
|--|
| <p>Initiate a sustainable, systems-based school improvement process built on a framework of strategically developed resources and processes. For coherence, this recommendation replicates Recommendation 1 because both are constituent components of a systems-based framework for school improvement. However, the goal under this recommendation should focus on teachers’ instructional capacity, as it relates student achievement.</p> <p>Specifically: Assess teachers’ instructional effectiveness and coherently devise a structured professional development course of action with prioritize instructional practices to be honed to the point of proficiency.</p>  |
| <b>Aligned Turnaround Principle(s)</b>   |
| 1.8, 2.1, 2.3, 3.1, 3.2, 3.4, 3.5, 3.6, 4.3, 4.5, 6.3  |
| <b>Rationale</b>   |
| <p>As noted in the first rationale, there is a reciprocal relationship between students’ attitudes and achievement. This recommendation centers on the importance of sound instruction and, by extension, its positive effects on student achievement. This recommendation also follows the rationale in Recommendation 1 in that highly effective teachers are the premium asset for any school. Recruitment and retention, as outlined above, must be coupled with strategic, on-going, and job-embedded professional development if such assets are to fully availed.</p> <p>The school’s improvement plan’s goals are to: 1) develop and implement a lesson plan template (Leadership Goal); and, 2) utilize curriculum maps, use the vertical alignment guide, use the lesson plan template, and include critical components in lesson planning (Effective Instruction Goal). For both, leadership is designated as being responsible for providing</p> |

<sup>4</sup> Huges, J., & Kwok, O. (2007). Influence of student-teacher and parent-teacher relationships on lower achieving readers engagement and achievement in the primary grades. *Journal of Educational Psychology, 99*(1), 39-51. doi:10.1037/0022-0663.99.1.39

professional development. Emphasis in the school's most recent school improvement grant, however, concentrates professional development on data collection and disaggregation, Minds-in-Motion training, and a book study (*Mind in the Making-The 7 Essential Life Skills Every Child Needs*). While the latter goals are worthy, in and of themselves, information gathered during the visit suggested that immediate efforts must be directed toward "providing quality effective instruction" as indicated in the school's mission. In part, this aligns with the Leadership and Instruction Goals, above, particularly with respect to lesson planning. However, the impetus behind this recommendation is even more narrow, suggesting specific instructional practices be developed to the point of proficiency and consistency in practice, as research supports the idea that teacher effectiveness has a profound influence on student achievement.<sup>5</sup>

During the school quality review, the visiting team found several instructional practices absent during classroom observations. These included differentiation, meaningful student engagement, students' understanding of lesson objective relevance, and content rigor. It is important to note that the team's observations represent a "snapshot" of day-to-day instruction. Nevertheless, discussions with students, teachers, and parents reinforced the team's belief that these elements are not routinely present. For this reason, a more thorough assessment of instructional practices should be conducted by leadership so as to prioritize them for professional development planning.

Just as classroom lessons must be thoughtfully designed, so must professional development. Just as the needs of individual students must be considered, so must the needs of individual teachers. This is not to say that teachers choose professional development topics for themselves. Rather, such programs should concentrate on documented instructional needs and result in demonstrable performance improvement. Professional development, especially through Professional Learning Communities (PLCs) can be very beneficial in fostering collegiality and supporting the process of building staff capacity. Even then, such undertakings should directly correlate to the needs of the school and result in accountable outcomes. Unfortunately, this is seldom the case, as there are few studies to show participation in PLCs translate into teachers' professional growth.<sup>6</sup> This does not have to be the case for Lena Dunn, thus the recommendation to coherently devise a course of action that leads to proficiency in practice, specific to the professional needs of the school's teachers.

---

<sup>5</sup> Nye, B., Konstantopoulos, S., & Hedges, L. V. (2004). How Large Are Teacher Effects? *Educational Evaluation and Policy Analysis*, 26(3), 237-257. doi:10.3102/01623737026003237

<sup>6</sup> Hudson, Q. (2015). The Effectiveness of Professional Learning Communities as Perceived by Elementary School Teachers (Unpublished doctoral dissertation). Walden University. Retrieved from: <http://scholarworks.waldenu.edu/cgi/viewcontent.cgi?article=2345&context=dissertations>

### Recommendation 3

Initiate a sustainable, systems-based school improvement process built on a framework of strategically developed resources and processes. As before, this recommendation is intended to be part of a comprehensive framework for recognizing improvement within a system, as opposed to in isolation. This specific recommendation addresses the use of data, as it pertains directly to student learning. During the visit, the team heard the term “initiative fatigue” several times when speaking with school and district leadership. For this reason, the recommendation is limited to how teachers use data from computer-assisted instruction and assessment programs.

Specifically: Align computer-based tasks with standards and ensure they: 1) are selectively assigned to reinforce and/or enrich learning of specific learning objectives, and 2) provide information that translates into timely and productive feedback for students. Monitor use of these resources to verify this occurs with fidelity.

#### Aligned Turnaround Principle(s)

1.3, 3.5, 3.6, 4.3, 4.5, 5.3, 5.5, 6.1, 6.2, 6.3

#### Rationale

The staff at Lena Dunn is determined to use data to help students. This was evident during the Data Meeting, in conversations with teachers and the data coach, and by the data wall used to update students’ reading progress. In addition, students maintain data folders and discuss their progress with teachers. Improving on these efforts, particularly as it relates to that which occurs in classrooms daily, will advance these efforts.

Observations by the Technical Assistance Team found students using computer-based instructional programs across classrooms throughout the day. According to school and district leadership, some of the programs (two were named) were implemented at the request of teachers. They added that vendors from both of these companies provided training for staff.

While extending and supplementing core, standards-based instruction with computer-assisted resources is a viable option for reinforcing and enriching students’ learning experiences, detriments can outweigh benefits. This is particularly true when a misalignment between core instruction and supplemental resources exists. Put another way, to make the best use of students’ time relies on tasks: 1) being directly aligned with learning objectives, and 2) furnishing sufficient information for teachers to provide timely, meaningful feedback.

Discussions with students and staff revealed that these characteristics for computer-assisted instruction are currently limited or non-existent. It must be acknowledged, however, that both resources are relatively new to teachers, who are in the process of recognizing how to fully implement them. Nevertheless, the team heard comments from students that illustrated a disconnect between objectives and relevance (e.g. “...it can get boring doing it for 30 minutes each day.” “I don’t really like it since the stories repeat and they can get really long.”). Additionally, during observations, students appeared to be passively compliant and moderately engaged while working on computer-based learning tasks. That is, they were

quiet but found to be moving from the task to looking at others, working on tasks with their heads on their desks, leaning back in their chairs, etc. When students were asked what they were doing, they could describe the task but few could explain how or tasks related to past or present lessons. Likewise, students used the term “sometimes” repeatedly when asked if teachers helped them when they had difficulty understanding a concept via a computer-based educational program.

In classrooms, students were observed being directed to technology devices and advised to “get on” a program. When asked how data from technology-based programs were aligned to objectives and how results were being used to provide feedback, teachers generally referred to the assigned tasks, themselves, but could not address educationally significant correlations. Again, however, the Technical Assistance Team found general data, in the form of reports (e.g. from the primary computer-assisted mathematics program) being shared meaningfully across grade levels. While this is noteworthy, it is indicative of data sharing, rather than data analysis leading to intentional shifts in classroom instruction.

Collectively, evidence gathered during the review showed technology-based instructional tasks being employed in a manner that provided limited support for students’ mastery of learning objectives. The above recommendation is intended to assist the school in remedying this issue and making full use of potentially valuable instructional resources for the sake of authentic student achievement.



## VIII. Appendix A: Evidence for Remaining School Turnaround Principles

### Background

We believe it is valuable for school and district leaders to have a summary of the TAT’s findings and evidence for each of the eight Turnaround Principles. As such, this section of the report outlines key findings and supporting evidence for each of the Turnaround Principles that were not identified by school and district leaders as prioritized Turnaround Principles for this school.

This information is intentionally provided in an appendix to reinforce the importance of the previously stated findings, evidence, ratings, and recommendations for the school’s prioritized Turnaround Principles.

| <b>School Turnaround Principle #1: School Leadership</b>   |
|--|
| <b>Evidence Sources</b>  |
| Classrooms Observations, Individual Staff Interviews, School Leader Self-Assessment, Instructional Leadership Team Focus Group, Teacher Focus Group, Parent Focus Group, School Improvement Plan   |
| <b>Evidence Summary</b>  |
| <b>Strengths</b> <ul style="list-style-type: none"><li>• According to themes from focus groups with staff members, the principal sets high expectations for students by ensuring the curriculum is aligned to the standards.</li><li>• The master schedule enables students who are two or more years behind in math and/or English/language arts to be enrolled in intervention programs with sufficient time allocated to allow for adequate implementation (i.e., “WIN” time on the schedule).</li></ul>  |
| <b>Areas for Improvement</b> <ul style="list-style-type: none"><li>• While a vision for high quality instruction is communicated to staff by the principal, observations made during the review revealed varying degrees of instructional quality. The principal observes staff and acknowledged these deficiencies, but no definitive course of action to address them was defined.</li><li>• Although the school reaches out to parents and community and provides a great deal of useful information on the school’s website, the visiting team found limited use of means of communication (e.g. Twitter, consistent use of positive notes about students, class newsletters, etc.). This was expressed by three parents during the Parent Focus Group discussion.</li></ul> |

### **School Turnaround Principle #4: Curriculum, Assessment, and Intervention Systems**

#### **Evidence Sources**

Classrooms Observations, Individual Staff Interviews, School Leader Self-Assessment, Instructional Leadership Team Focus Group, Teacher Focus Group, School Improvement Plan, Artifacts Provided by Lena Dunn Elementary School

#### **Evidence Summary**

##### Strengths

- The school corporation developed standards-aligned curriculum maps (and is currently refining them), involving teachers from schools throughout the district.
- Teachers use reports generated from at least one technology-based instructional resource to analyze overall math achievement within the school.

##### Areas for Improvement

- No protocols exist for consistent student achievement data collection and analysis across grade levels, within the school, or between schools across the district.
- Uniform data about students' reading progress is not available from grade-to-grade, (e.g. progress in fluency, comprehension of non-fiction text, etc.) as no assessment instruments are in place to provide such longitudinal information.

### **School Turnaround Principle #5: Effective Staff Practices**

#### **Evidence Sources**

Classrooms Observations, Individual Staff Interviews, School Leader Self-Assessment, Instructional Leadership Team Focus Group, Teacher Focus Group, School Improvement Plan, Artifacts Provided by Lena Dunn Elementary School

#### **Evidence Summary**

##### Strengths

- The school corporation recognizes the unique needs of Lena Dunn Elementary, with respect to its ethnic diversity and low socio-economic conditions. External resources (including technical assistance from the Indiana Department of Education) work with the school leader and staff to assist with school improvement efforts (e.g. curriculum map development, math process standards, etc.).
- Staff share information regarding instructional resources and student progress within and across grade levels so as to support one another.

##### Areas for Improvement

- The school leader is limited in selecting instructional staff for the building, as documented through conversations with school and district leadership and artifacts provided by the school.
- According to information provided by individuals and artifacts, professional development emphasis for the year was selected through discussion with staff, based on the perceived needs of the school. While collaborative discussion is beneficial, no substantive data, particularly in light of the need for professional growth found by the team during the visit, was used to inform these decisions.

### **School Turnaround Principle #7: Effective Use of Time**

#### **Evidence Sources**

Classrooms Observations, Individual Staff Interviews, School Leader Self-Assessment, Instructional Leadership Team Focus Group, Teacher Focus Group, District Leadership Focus Group, Community Partner Focus Group, School Improvement Plan, Artifacts Provided by Lena Dunn Elementary School

#### **Evidence Summary**

##### **Strengths**

- As discussed during the District Leadership Focus Group, the school corporation has granted the school scheduling flexibility to allow staff to meet more frequently for collaboration and staff development (e.g. PLC, analysis of student data, etc).
- As observed during and Instructional Planning Meeting, an agenda is adhered to in order to maximize the use of time and productivity for reviewing student progress and determining appropriate instructional supports.

##### **Areas for Improvement**

- Although student conduct was compliant overall, classroom management practices varied by classroom, with instructional time lost in those rooms where students did not respond to teachers' procedures or directives.
- Despite the use of curriculum maps, which provide instructional guidance, and assessments, that provide student performance data, there was no evidence that students of high ability are consistently provided learning opportunities (including set times for collaboration and enrichment) appropriate to their academic needs.

## School Turnaround Principle 8: Effective Family and Community Engagement

### Evidence Sources

Classrooms Observations, Individual Staff Interviews, School Leader Self-Assessment, Instructional Leadership Team Focus Group, Teacher Focus Group, Community Partner Focus Group, School Improvement Plan, District Leadership Focus Group, Artifacts Provided by Lena Dunn Elementary School

### Evidence Summary

#### Strengths

- As found in documentation provided to the visiting team and during conversations with focus groups, the principal and staff make efforts to involve families in meaningful afterschool activities (e.g. Book Bingo).
- The principal organized, with staff involvement, a community-based event featuring the founder of Kids at Hope, with the intent to promote understanding of the program and how it is being used at Lena Dunn to support students. Individuals from local agencies were specifically invited to establish connections and build working relationships with the school.

#### Areas for Improvement

- The school and district did not utilize an awarded 21<sup>st</sup> Century grant, to partner with local agencies, programs, and institutions to reduce barriers to accelerate the academic and personal growth of students.
- A limited number of School Quality Review Parent Surveys (11) were completed and returned to the school, demonstrating a critical issue with school-parent relations, as they pertain to necessary school improvement.



## School Quality Review Report

*Ralph Waldo Emerson School 58*

Indianapolis Public Schools

May 8-9, 2018

### Review Team Members

|                 |  |                                 |
|-----------------|--|---------------------------------|
| Erin Kissling   | Assistant Director for Literacy        | Indiana Department of Education |
| Nick Flowers    | Elementary Math and Science Specialist | Indiana Department of Education |
| Jamie Lowes     | Math Instructional Coach               | Greenfield Central Schools      |
| Kelsey Stephens | Teacher                                | MSD Decatur Township            |

## Table of Contents

|       |   |                                     |
|-------|---|-------------------------------------|
| I.    | Background on the School Quality Review .....                         | 3                                   |
| II.   | Overview of the School Quality Review Process .....                   | 3                                   |
| III.  | Data Snapshot for Ralph Waldo Emerson School .....                    | 4                                   |
| IV.   | Evidence and Rating for School Turnaround Principle 3 .....           | 7                                   |
| V.    | Evidence and Rating for School Turnaround Principle 4 .....           | 8                                   |
| VI.   | Recommendations.....  | 9                                   |
| VII.  | Appendix A: Evidence for Remaining School Turnaround Principles ..... | 12                                  |
| VIII. | Appendix B: School Quality Review Rubric .....                        | <b>Error! Bookmark not defined.</b> |

## I. Background on the School Quality Review

Public Law 221 (PL 221) was passed in 1999 before the enactment of the federal *No Child Left behind Act* (NCLB). It serves as the state’s accountability framework. Among other sanctions, the law authorizes the Indiana State Board of Education (SBOE) to assign an expert team to conduct a School Quality Review for schools placed in the lowest category or designation of school performance for two consecutive years.

*(a) The board shall direct that the department conduct a quality review of a school that is subject to IC 20-31-9-3. (b) The board shall determine the scope of the review and appoint an expert team under IC 20-31-9-3. (Indiana State Board of Education; 511 IAC 6.2-8-2; filed Jan 28, 2011, 3:08 p.m.: 20110223-IR-511100502FRA)*

The school quality review (SQR) is a needs assessment meant to evaluate the academic program and operational conditions within an eligible school. The SQR will result in actionable feedback that will promote improvement, including the reallocation of resources or requests for technical assistance. The process is guided by a rubric aligned to the United States Department of Education’s “Eight Turnaround Principles” (see Appendix B). The school quality review includes a pre-visit analysis and planning meeting, onsite comprehensive review, and may include targeted follow-up visits.

State law authorizes the SBOE to establish an expert team to conduct the School Quality Review known as the Technical Assistance Team (TAT). Membership must include representatives from the community or region the school serves; and, may consist of school superintendents, members of governing bodies, teachers from high performing school corporations, and special consultants or advisers.

## II. Overview of the School Quality Review Process

The School Quality Review process is designed to identify Ralph Waldo Emerson School 58’s strengths and areas for improvement organized around the [United States Department of Education’s Eight School Turnaround Principles](#). In particular, the School Quality Review process focused on two Turnaround Principles that were identified as priorities by the school and its district.

The on-site review consisted of the Technical Assistance Team (TAT) visiting the school for two days. During the two days, the TAT (1) conducted separate focus groups with students, teachers, and parents, (2) observed a professional learning community meeting with teachers, (3) observed instruction in 16 classrooms, and (4) interviewed school and district leaders.

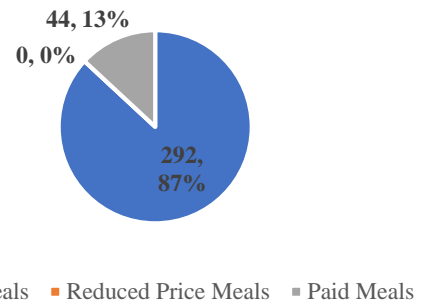
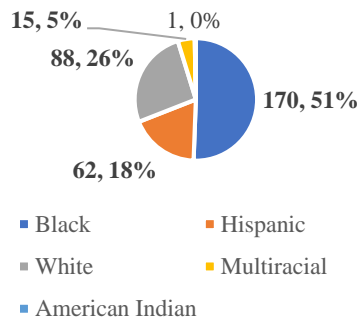
Prior to the visit, teachers completed an online survey, with eight of 87 teachers participating. Parents and family members were also invited to complete a survey; 34 completed this survey. Finally, the school leadership team completed a self-evaluation. Both surveys and the self-evaluation are made up of questions that align to school improvement principles and indicators (Appendix B).

### III. Data Snapshot for Ralph Waldo Emerson School 58

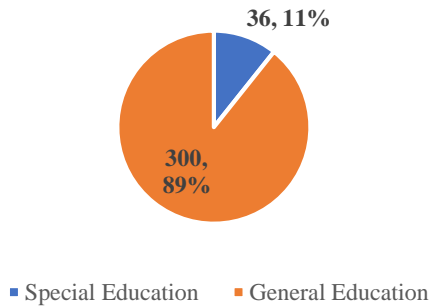
| School Report Card            |        |        |                 |                               |        |        |                 |
|-------------------------------|--------|--------|-----------------|-------------------------------|--------|--------|-----------------|
| 2015-2016 Report Card         | Points | Weight | Weighted Points | 2016-2017 Report Card         | Points | Weight | Weighted Points |
| Performance Domain Grades 3-8 | 23.65  | 0.5    | 11.83           | Performance Domain Grades 3-8 | 25.40  | 0.5    | 12.70           |
| Growth Domain Grades 4-8      | 90.00  | 0.5    | 45.00           | Growth Domain Grades 4-8      | 78.6   | 0.5    | 29.30           |
| Overall Points                |        |        | 56.9            | Overall Points                |        |        | 52.0            |
| Overall Grade                 |        |        | F               | Overall Grade                 |        |        | F               |

#### Enrollment 2017-2018: 336 students

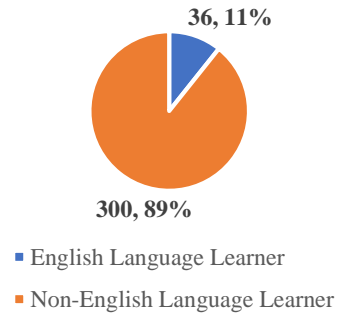
| Enrollment 2017-2018 by Ethnicity | Enrollment 2017-2018 by Free/Reduced Price Meals |
|-----------------------------------|--|
|-----------------------------------|--|



#### Enrollment 2017-2018 by Special Education



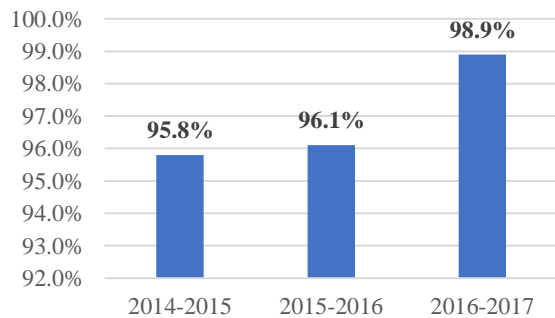
#### Enrollment 2017-2018 by English Language Learners



#### Attendance

| Attendance by Grade |  |  |  | Attendance Rate Trend |  |
|---------------------|--|--|--|-----------------------|--|
|---------------------|--|--|--|-----------------------|--|

| Grade | '14-'15 | '15-'16 | '16-'17 |
|-------|---------|---------|---------|
| K     | 51      | 60      | 47      |
| 1     | 49      | 47      | 49      |
| 2     | 38      | 57      | 48      |
| 3     | 60      | 46      | 43      |
| 4     | 50      | 46      | 33      |
| 5     | 52      | 54      | 43      |
| 6     | 54      | 52      | 55      |

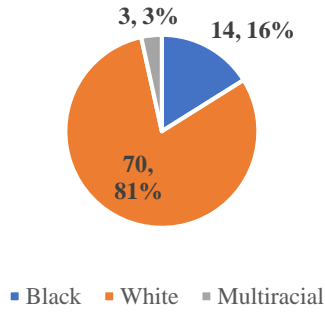




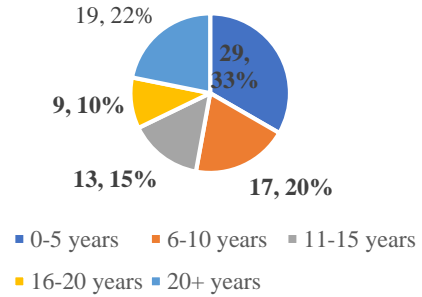
**School Personnel**

*Teacher Count 2016-2017: 87*

*Teacher Count 2016-2017 by Ethnicity*

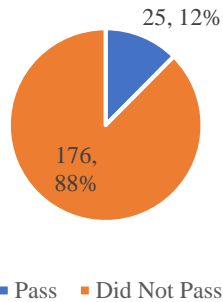


*Teacher Count 2016-2017 by Years of Experience*

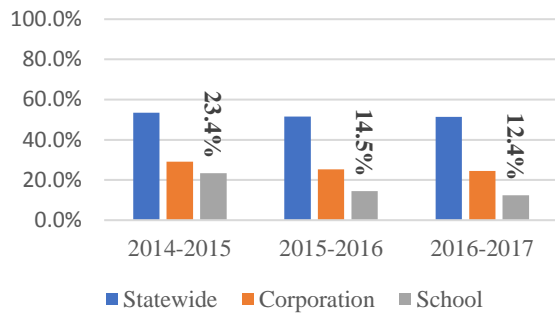


**Student Academic Performance**

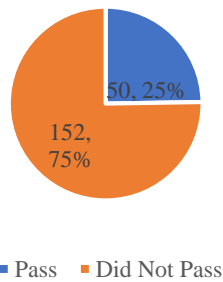
*ISTEP+ 2016-2017  
Both English/Language Arts and Math*



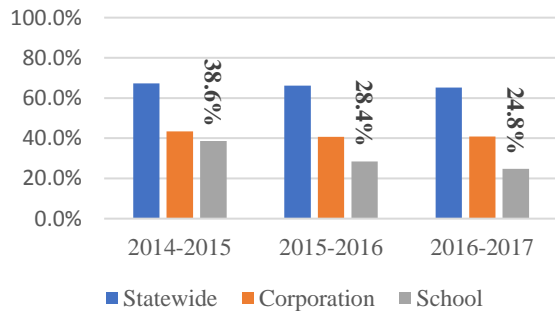
*ISTEP+ Percent Passing Trend  
Both English/Language Arts and Math*



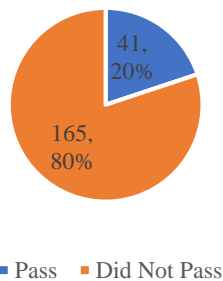
*ISTEP+ 2016-2017: English/Language Arts*



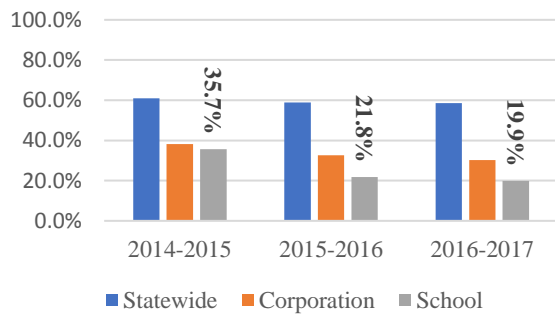
*ISTEP+ Percent Passing Trend: English/Language Arts*



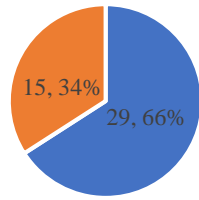
*ISTEP+ 2016-2017: Math*



*ISTEP+ Percent Passing Trend: Math*

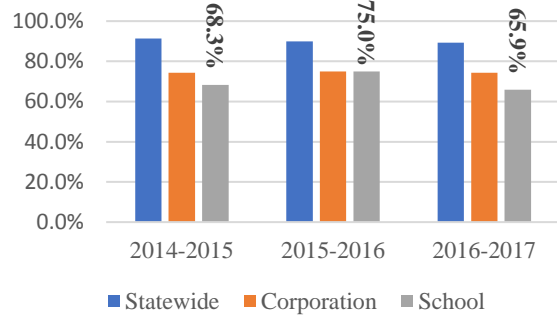


*IREAD-3 2016-2017*

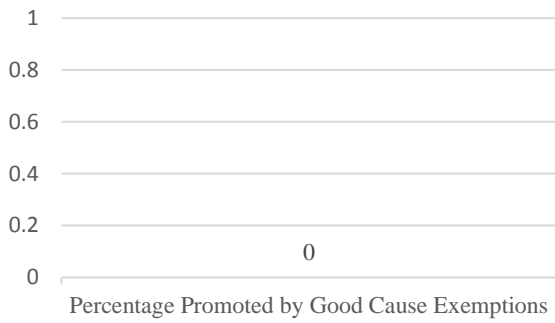


■ Pass ■ Did Not Pass

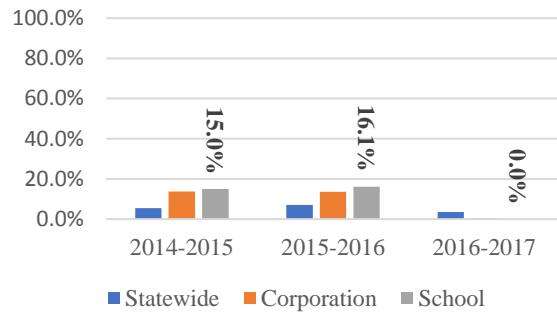
*IREAD-3 Percent Passing Trend*



*IREAD-3 Percentage Promoted by Good Cause Exemptions 2016-2017*



*IREAD-3 Good Cause Promotion Exemption Trend*



## IV. Evidence and Rating for School Turnaround Principle 3: Effective Instruction

### Background

The next two sections of the report illustrate the Technical Assistance Team’s key findings, supporting evidence, and overall rating for each of the school’s prioritized Turnaround Principles.

To thoughtfully identify these prioritized Turnaround Principles, school and district leaders used a “Turnaround Principle Alignment Tool” provided by the Indiana State Board of Education to determine the two to three Turnaround Principles that most closely align with the goals and strategies outlined in the school’s improvement plan.

This report focuses on these prioritized Turnaround Principles to provide a strategically targeted set of findings and recommendations. Additional evidence on the other six Turnaround Principles can be found in Appendix A of this report.

| School Turnaround Principle 3: Effective Instruction   |   |  |  |
|--|---|--|--|
| Evidence Sources   |   |  |  |
| Classrooms Observations, Individual Staff Interviews, Parent Survey Data, School Leader Self-Assessment, Student Focus Group, Instructional Leadership Team Focus Group, Teacher Focus Group, Community Partner Focus Group, School Improvement Plan |   |  |  |
| Rating   |   |  |  |
| 1<br><u>Ineffective</u>  | 2<br><u>Improvement Necessary</u>                       | 3<br><u>Effective</u>  | 4<br><u>Highly Effective</u>                           |
| <i>No evidence of this happening in the school</i>   | <i>Limited evidence of this happening in the school</i> | <i>Routine and consistent</i>                                      | <i>Exceeds standard and drives student achievement</i> |
| Evidence   |   |  |  |
| Strengths  |   | Aligned Turnaround Principle Indicator(s)                          |  |
| <ul style="list-style-type: none"> <li>• <b>Students were respectful of each other and followed directions.</b></li> </ul>   |   | <ul style="list-style-type: none"> <li>• 2.1, 2.3, 3.6,</li> </ul> |  |
| <ul style="list-style-type: none"> <li>• <b>Hallway and cafeteria procedures are evident by student compliance.</b></li> </ul>   |   | <ul style="list-style-type: none"> <li>• 2.1, 3.6,</li> </ul>      |  |
| <ul style="list-style-type: none"> <li>• <b>Teachers and students reflected the significant, positive impact of “Reset Central”, the social-emotional/sensory room.</b></li> </ul>   |   | <ul style="list-style-type: none"> <li>• 3.2, 3.6</li> </ul>       |  |
| Areas for Improvement  |   | Aligned Turnaround Principle Indicator(s)                          |  |
| <ul style="list-style-type: none"> <li>• <b>87% of classroom observations noted the lack of rigorous instruction.</b></li> </ul>   |   | <ul style="list-style-type: none"> <li>• 3.2, 3.6, 4.4,</li> </ul> |  |
| <ul style="list-style-type: none"> <li>• <b>Teachers’ actions, such as showing the inability to define effective classroom practice, being unable to articulate</b></li> </ul>   |   | <ul style="list-style-type: none"> <li>• 2.3, 3.6,</li> </ul>      |  |

strategies for improving instruction, and the lack of mastery of objectives, demonstrate low expectations.

V. Evidence and Rating for School Turnaround Principle 4: Curriculum, Assessment, and Intervention Systems

| School Turnaround Principle 4: Curriculum, Assessment, and Intervention System   |   |   |  |
|--|---|---|--|
| Evidence Sources   |   |   |  |
| Classrooms Observations, Individual Staff Interviews, Parent Survey Data, School Leader Self-Assessment, Student Focus Group, Instructional Leadership Team Focus Group, Teacher Focus Group, Community Partner Focus Group, School Improvement Plan,  |   |   |  |
| Rating   |   |   |  |
| 1<br><u>Ineffective</u>  | 2<br><u>Improvement Necessary</u>                       | 3<br><u>Effective</u>   | 4<br><u>Highly Effective</u>                           |
| <i>No evidence of this happening in the school</i>   | <i>Limited evidence of this happening in the school</i> | <i>Routine and consistent</i>   | <i>Exceeds standard and drives student achievement</i> |
| Evidence   |   |   |  |
| Strengths  |   | Aligned Turnaround Principle Indicator(s)   |  |
| <ul style="list-style-type: none"> <li><b>The district provided interim assessment is implemented.</b></li> <li><b>The math instructional sequence is mapped and calendared.</b></li> <li><b>The math assessment schedule is aligned to the curriculum map.</b></li> </ul>                               |   | <ul style="list-style-type: none"> <li>• 4.2, 4.3,</li> <li>• 4.1, 4.4</li> <li>• 4.1, 4.4</li> </ul> |  |
| Areas for Improvement  |   | Aligned Turnaround Principle Indicator(s)   |  |
| <ul style="list-style-type: none"> <li><b>Assessment scope and sequence determines the pacing of instruction. The collected assessment data is not used to adjust instruction based on student need.</b></li> <li><b>Students are not placed in evidence-based tier 2 or 3 interventions.</b></li> </ul> |   | <ul style="list-style-type: none"> <li>• 4.5,</li> <li>• 3.3, 3.5, 4.3, 4.5</li> </ul>                |  |

## VI. Recommendations

### Background

This section outlines an intentionally targeted set of recommendations that align to one or more of the school’s prioritized Turnaround Principles. Anchored in the United States Department of Education’s Turnaround Principles framework, these recommendations are representative of what the Technical Assistance Team believes to be the most immediate changes needed to accelerate growth in academic and non-academic student outcomes at Ralph Waldo Emerson School. These recommendations should not be thought of as an exhaustive set of school improvement strategies, but rather as a part of the ongoing and continuous school improvement process.

| <b>Recommendation 1</b>  |
|--|
| Develop and implement a cohesive, school-wide system to analyze student data including attendance, behavior referrals, and academic progress toward mastery of the Indiana Academic Standards. Utilize the data to drive the implementation of decisions regarding enrichment, remediation, and adjustments to instruction in order to meet rigorous academic expectations while supporting the growth and success of all students.  |
| <b>Aligned Turnaround Principle(s)</b>   |
| 1.1, 1.2, 1.3, 1.6, 2.3, 3.1, 3.5, 4.1, 4.2, 6.1, 6.2, 6.3,  |
| <b>Rationale</b>   |
| <p>It was clear through conversations with the staff that a cohesive system to analyze attendance, behavior, and academic progress data does not exist. “A strong culture of data use, conveyed through a clear schoolwide vision, is critical to ensure that data-based decisions are made routinely, consistently, and effectively.”<sup>1</sup> Based on classroom observations, the observation of a professional learning community and numerous discussions with teachers and the school leader, the current use of data to inform instructional decisions is not the prevalent culture and results in a lack of cohesion and focus in regards to tier one instruction.</p> <p>“Carrying out data collection depends on considering the strengths, limitations, and timing of each data type and preparing data in a format that can reveal patterns in student achievement.”<sup>2</sup> There does not appear to be a consistent method for this systematic data collection approach. Creating a data dashboard to collect and display information in a manner that is consumable to the staff is an essential step in targeting student achievement.</p> <p>“Reflective practice, requiring the individual to think about their work and consider improvements, is a researched proven tool that improves educator effectiveness.”<sup>3</sup> Continuous improvement must be focused on data analysis and data driven decision making and action planning followed by reflection on the success of the plan. An ongoing monitoring cycle ensures progress and identifies the need for action. It is essential that teachers understand where students are falling short of meeting a standard or where they are ready for new content.</p> |

<sup>1</sup> Hamilton, L., Halverson, R., Jackson, S., Mandinach, E., Supovitz, J., and Wayman, J. (2009). Using student achievement data to support instructional decision making. U.S. Department of Education.

<sup>2</sup> Ibid.

<sup>3</sup> Hinckely, P. (2012). Monitoring: Keeping your finger on the pulse of school improvement. Indianapolis: IBJ Book Publishing

The following steps are recommended to support the use of data.

1. At regular intervals, evaluate student level data in the context of mastery of the Indiana Academic Standards and in light of the expectations set forth in the pacing guide.
2. Set specific goals for growth towards mastery of standards for each student.
3. Make necessary and appropriate adjustments to instruction and provide additional supports based on the evaluation and goals.

### **Recommendation 2**

Implement and maintain a coherent plan of action to assess instructional practices by using strategic and intentional observation cycles that are focused on data collection and rigorous instruction. These walkthroughs should compare what is observed to a precisely defined set of high quality, evidence-based practices essential for effective Tier I instruction. Collect this data and work with administrative team and instructional coaching staff to monitor these findings to ensure desired practices are implemented and sustained. Concurrently, work with building leadership to develop a comprehensive professional development framework for institutionalizing high-quality instructional practices. Establish an instructional coaching cycle that supports teachers to implement curriculum and best instructional practices with fidelity. Provide teachers and staff with ongoing, job-embedded professional development to ensure the expectations for tracking, analyzing, and acting on student academic and behavioral data are clear. Dedicate staff time for collaborative analysis of student-level data to determine the most appropriate course of action to support student achievement.

### **Aligned Turnaround Principle(s)**

1.9, 2.2, 3.1, 3.2, 3.3, 3.5, 5.3, 5.5 6.1

### **Rationale**

Since instruction does not happen by accident, but must be intentionally planned and delivered, teachers must be skilled at creating and instructing such high quality lessons. Teachers must confidently know what they want students to know, understand, and be able to do as a result of instruction. When this is not clear to teachers, it is almost certain that lessons will not be engaging and that developed tasks will not promote mastery of required standards. If intervention to battle this lack of knowledge does not exist in a job embedded coaching cycle, improvement is not likely to occur. If there is an expectation that teachers use best practices, increase rigor and monitor engagement and base lessons on objectives rooted in Indiana Academic Standards and that such lessons are delivered using evidence-based pedagogical practices, then systematic appraisal of these expectations, followed by an intentional, concise, effective coaching cycle, must occur. The instructional coaches reflected on their hindered abilities to impact classroom practice schoolwide due to increased administrative duties and the practice of allowing coaching to be an option for teachers.

A strong coaching cycle will hold teachers accountable for implementing curriculum with fidelity. Setting expectations through the coaching cycle and following through with support will allow teachers the space to grow in their instructional practice. This type of job-embedded professional learning leads to the implementation of new practices and meets the needs of each individual teacher.

| <b>Recommendation 3</b>  |
|--|
| <p>Evaluate, enhance, and maintain a collaborative, supportive school culture and climate that supports development of students’ academic, social-emotional, and behavioral development. Establish expectations and protocols for staff interactions with each other and with students. Dedicate time during staff meetings to build culture with team building exercises that encourage professionalism and align with the school’s achievement goals. As part of this process, conduct a schoolwide stakeholder culture and climate survey to identify areas of greatest need for the school’s growth in positive and production culture.</p>  |
| <b>Aligned Turnaround Principle(s)</b>   |
| <p>1.1, 1.2, 1.4, 2.1, 2.2, 2.3, 8.1, 8.2</p>  |
| <b>Rationale</b>   |
| <p>During the instructional team and teacher interviews, there were numerous accounts of the unprofessional behavior of staff members toward each other. Those interviewed shared experiences of staff members using raised voices to forcefully get a point across and refusal to participate in coaching provided by the school to improve instructional quality. This type of culture is not only unproductive but is destructive to student learning and growth. “In a profession, evidence trumps appeals to mindless precedent (“This is how I have always done it”) or personal preference (“This is how I like to do it”). Therefore, effective principals ensure staff members are provided with the evidence to make informed decisions. They do not allow an individual’s preference to supersede a professional’s obligation to apply what is considered the most effective practice in his or her field.”<sup>4</sup> Culture and climate happen with intentionality and are led by the vision of the leader. A productive school culture values academic learning and promotes social growth while maintaining high expectations for students and staff. According the study released by the University of Chicago in relation to the 5 Essentials, schools with strong collaboration of teachers and a supportive environment show a strong correlation to student achievement. In fact, it shows that a .76 positive impact on student achievement occurs when there is a strong teacher-teacher trust culture. Further a .85 positive impact occurs when there is a strong culture of student teacher trust.<sup>5</sup> Effective collaboration improve teacher performance, but it also will improve student performance. Increased effective collaboration exposes teachers to improved practices, which leads to stronger pedagogy. The more effective a teacher is, the more a student will benefit.<sup>6</sup></p> |

<sup>4</sup> Dufour, R. and Dufour, R. The School Leader’s Guide to Professional Learning Communities at Work. Solution Tree. Bloomington, IN. 2012

<sup>5</sup> Klugman, J., Gordan, M., Sebring, P. B., Sporte, S. E.. (2015). A First Look at the 5 Essentials in Illinois Schools. Retrieved from:

<https://consortium.uchicago.edu/sites/default/files/publications/Statewide%20E%20Executive%20Summary.pdf>

<sup>6</sup> Perez, J., (2015) Taking the Doors Off the Classroom Through Collaboration. Retrieved from:

<http://www.hotchalkeducationnetwork.com/collaboration-with-purpose/>

## VII. Appendix A: Evidence for Remaining School Turnaround Principles

### Background

We believe it is valuable for school and district leaders to have a summary of the TAT’s findings and evidence for each of the eight Turnaround Principles. As such, this section of the report outlines key findings and supporting evidence for each of the Turnaround Principles that were not identified by school and district leaders as prioritized Turnaround Principles for this school.

This information is intentionally provided in an appendix to reinforce the importance of the previously stated findings, evidence, ratings, and recommendations for the school’s prioritized Turnaround Principles.

| <b>School Turnaround Principle 1: School Leadership</b>   |
|---|
| <b>Evidence Sources</b>   |
| Classrooms Observations, Individual Staff Interviews, Parent Survey Data, School Leader Self-Assessment, Student Focus Group, Instructional Leadership Team Focus Group, Teacher Focus Group, Community Partner Focus Group, School Improvement Plan,   |
| <b>Evidence Summary</b>   |
| <b>Strengths</b> <ul style="list-style-type: none"><li>• Administrative staff is visible in the building and moves around to different locations to monitor school activities.</li><li>• The leadership team used behavior data to maintain a safe and orderly learning environment.</li></ul>                                      |
| <b>Areas for Improvement</b> <ul style="list-style-type: none"><li>• The principal expressed a vision for high quality learning but did not have a system in place to foster or monitor it.</li><li>• Teachers expressed feedback from leadership was infrequent and not focused on improving the quality of instruction.</li></ul> |

| <b>School Turnaround Principle 2: Climate and Culture</b>   |
|---|
| <b>Evidence Sources</b>   |
| Classrooms Observations, Individual Staff Interviews, Parent Survey Data, School Leader Self-Assessment, Student Focus Group, Instructional Leadership Team Focus Group, Teacher Focus Group, Community Partner Focus Group, School Improvement Plan, |
| <b>Evidence Summary</b>   |
| <b>Strengths</b> <ul style="list-style-type: none"><li>• The staff support and regularly utilize the social-emotional/sensory room, “Reset Central”.</li><li>• Students reported feeling safe at school.</li></ul>                                    |



Areas for Improvement

- As observed throughout the SQR visit, the school’s singular focus on addressing behavior needs does not allow for adequate academic learning for all students.
- Student teacher interactions were observed to be often dismissive and disrespectful. For example, when a TAT member entered the classroom and a student asked “Who is that?”, the teacher replied “None of your business, get back to work!” This indicates a lack of mutual respect and lack of priority placed on building relationships.

**School Turnaround Principle 5: Effective Staffing Practices**

**Evidence Sources**

Classrooms Observations, Individual Staff Interviews, Parent Survey Data, School Leader Self-Assessment, Student Focus Group, Instructional Leadership Team Focus Group, Teacher Focus Group, Community Partner Focus Group, School Improvement Plan,

**Evidence Summary**

Strengths

- The building has a school social worker, two academic coaches, and one climate and culture coach.
- Teachers participate in weekly PLC meetings lead by the academic coaches.

Areas for Improvement

- 49% of parents reported they do not know when their child’s class is taught by a substitute teacher. Teachers reported a lack of substitute teachers is a daily strain on stability and instruction.
- Teacher professional development was not explicitly tied to student learning outcomes.

**School Turnaround Principle 6: Effective Use of Data**

**Evidence Sources**

Classrooms Observations, Individual Staff Interviews, Parent Survey Data, School Leader Self-Assessment, Student Focus Group, Instructional Leadership Team Focus Group, Teacher Focus Group, Community Partner Focus Group, School Improvement Plan,

**Evidence Summary**

Strengths

- Building-wide, short and long term behavior goals are set using the data.
- Teachers have regularly scheduled collaboration time.

Areas for Improvement

- While some academic data is collected, there are no systematic ways of reviewing academic data.
- Leader walk-throughs do not systematically focus on addressing high priority needs.

### **School Turnaround Principle 7: Effective Use of Time**

#### **Evidence Sources**

Classrooms Observations, Individual Staff Interviews, Parent Survey Data, School Leader Self-Assessment, Student Focus Group, Instructional Leadership Team Focus Group, Teacher Focus Group, Community Partner Focus Group, School Improvement Plan,

#### **Evidence Summary**

##### Strengths

- Transition times are orderly and efficient.
- A basic calendar of teacher collaboration time exists.

##### Areas for Improvement

- The school has not enrolled students in intervention programs to address the needs of students who are behind in English/language arts and/or math.

### **School Turnaround Principle 8: Family and Community Engagement**

#### **Evidence Sources**

Classrooms Observations, Individual Staff Interviews, Parent Survey Data, School Leader Self-Assessment, Student Focus Group, Instructional Leadership Team Focus Group, Teacher Focus Group, Community Partner Focus Group, School Improvement Plan,

#### **Evidence Summary**

##### Strengths

- Strong group of active community stakeholders exists to support the school.
- 51% of parents agree or strongly agree the school works to engage them as a partner in their child's learning.

##### Areas for Improvement

- Community stakeholders reported poor communication from the school despite actively seeking opportunities to contribute to the school.