



# School Quality Review Report

*Anna Brochhausen*

Indianapolis Public Schools

February 11-12, 2019

## Review Team Members

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## 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 (SQR) 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 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 [“5Essentials Framework for School Improvement” developed by the Consortium on School Research at the University of Chicago](#) (Appendix B). The school quality review includes a pre-visit analysis and planning meeting, two-day, on-site 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 Anna Brochhausen’s strengths and areas for improvement aligned to the [“5Essentials for School Improvement” framework developed by the Consortium on School Research at the University of Chicago](#). The School Quality Review process focused on the “Effective Leaders” domain of this framework as well as two other domains from the framework that were selected 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 32 classrooms, and (4) interviewed school and district leaders.

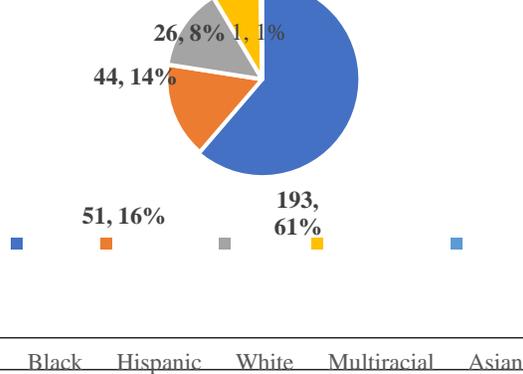
Prior to the visit, teachers completed an online survey, with 14 of 26 teachers participating. Parents and family members were also invited to complete a survey; 93 completed this survey. Finally, the school leadership team completed a self-evaluation. Both surveys and the self-evaluation are made up of questions that align to [“5Essentials for School Improvement” framework developed by the Consortium on School Research at the University of Chicago](#).

### III. Data Snapshot for Anna Brochhausen School 88

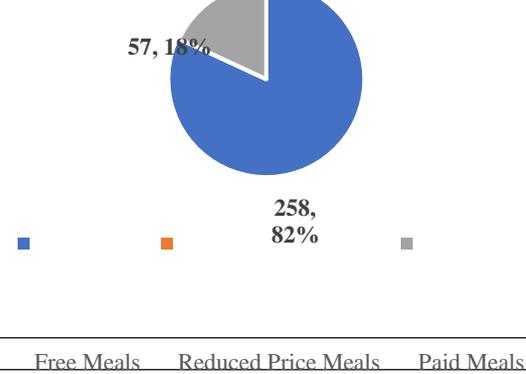
School Report Card							
2016-2017 Report Card	Points	Weight	Weighted Points	2017-2018 Report Card	Points	Weight	Weighted Points
Performance Domain Grades 3-8	34.80	0.5	17.40	Performance Domain Grades 3-8	29.20	0.5	14.60
Growth Domain Grades 4-8	83.80	0.5	41.90	Growth Domain Grades 4-8	83.10	0.5	41.55
Overall Points			59.3	Overall Points			56.2
Overall Grade			F	Overall Grade			F

#### Enrollment 2017-2018: 344 students

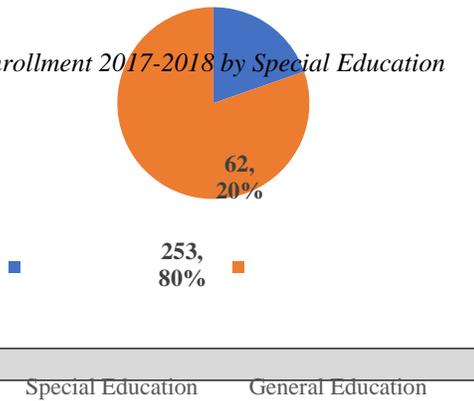
Enrollment 2017-2018 by Ethnicity



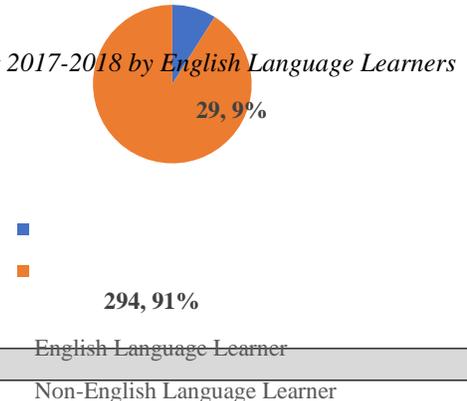
Enrollment 2017-2018 by Free/Reduced Price Meals



Enrollment 2017-2018 by Special Education

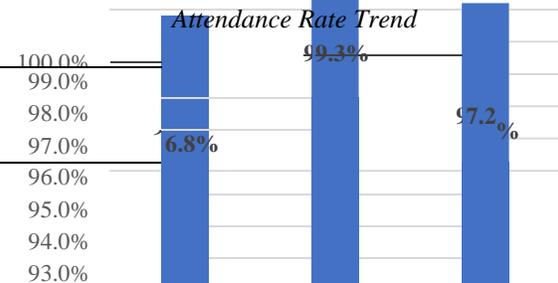


Enrollment 2017-2018 by English Language Learners



#### Attendance

Grade	Attendance by Grade		
	'15-'16	'16-'17	'17-'18
K	95.8	99.3	99.5
1	95.4	99.4	99.1
2	97.0	99.1	99.8
3	97.7	99.4	99.1
4	97.8	99.5	99.1
5	97.7	99.4	99.7
6	96.3	99.0	99.0



92.0%

2015-2016

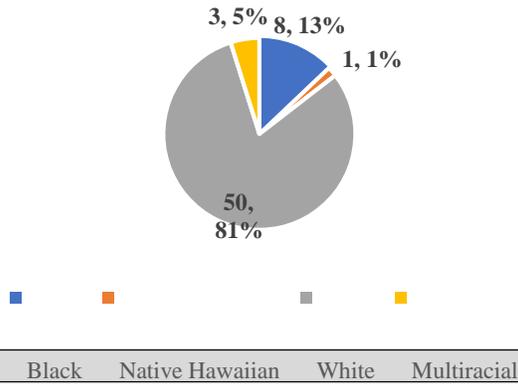
2016-2017

2017-2018

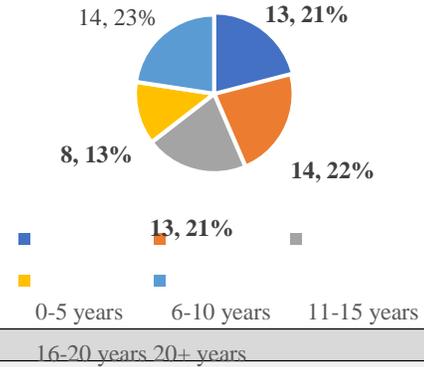
**School Personnel**

*Teacher Count 2016-2017:*

*Teacher Count 2016-2017 by Ethnicity*

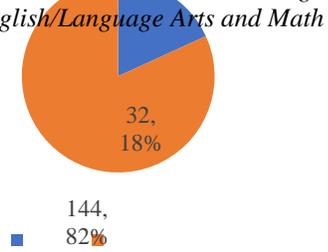


*Teacher Count 2016-2017 by Years of Experience*

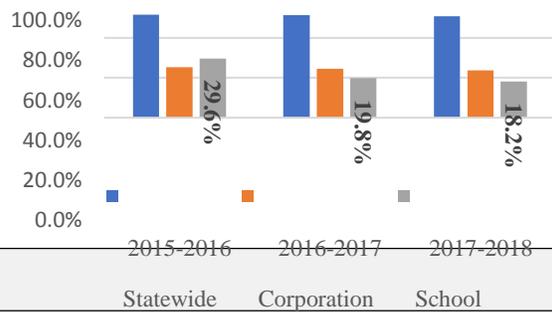


**Student Academic Performance**

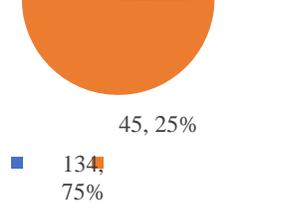
*ISTEP+ 2017-2018 Percent Passing Both English/Language Arts and Math*



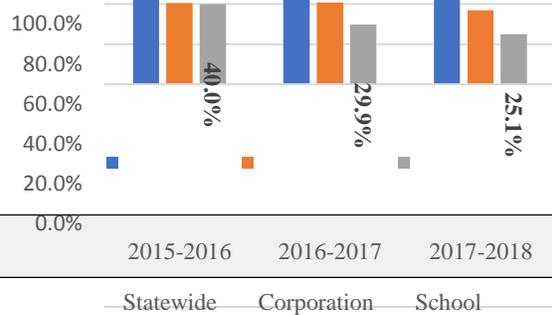
*ISTEP+ Percent Passing Trend Both English/Language Arts and Math*



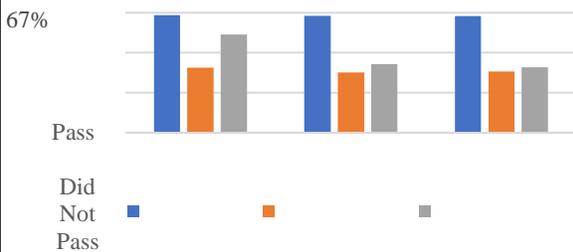
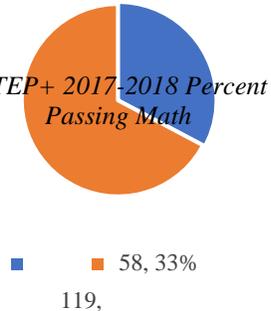
*ISTEP+ 2017-2018 Percent Passing English/Language Arts*



*ISTEP+ Percent Passing Trend English/Language Arts*



*ISTEP+ 2017-2018 Percent Passing Math*



20.0%  
0.0%

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49.2%

34.3%

32.8%

2015-2016

2

2016-2017

2

2017-2018

Statewide

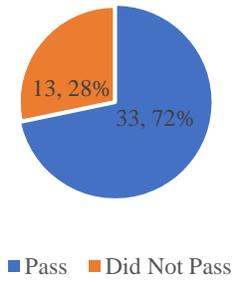
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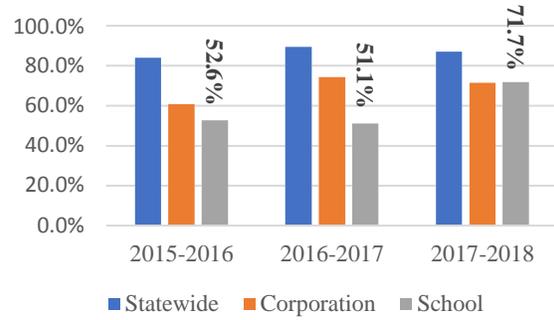
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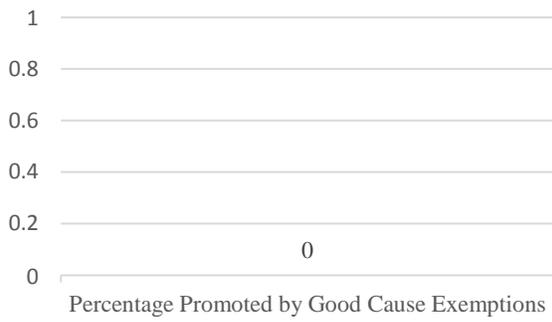
*IREAD-3 2017-2018 Percent Passing*



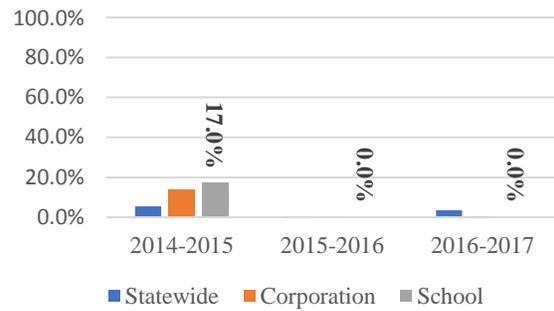
*IREAD-3 Percent Passing Trend*



*IREAD-3 2017-2018 Percentage Promoted by Good Cause Exemptions*



*IREAD-3 Promoted by Good Cause Exemption Trend*



## IV. Evidence and Rating for the Effective Leaders Domain

### Background

The next three sections of the report illustrate the Technical Assistance Team’s key findings, supporting evidence, and overall rating for the Effective Leaders domain and two other domains from the “5Essentials for School Improvement” framework that were selected as priorities by the school and its district.

To thoughtfully identify the two additional prioritized domains from the “5Essentials for School Improvement” framework, school and district leaders used a “School Improvement Essentials Alignment Tool” provided by the Indiana State Board of Education to determine the two other domains from the “5Essentials for School Improvement” framework that most closely align with the goals and strategies outlined in the school’s improvement plan.

This report focuses on these three prioritized domains from the “5Essentials for School Improvement” framework to provide a strategically targeted set of findings and recommendations. Additional evidence on the other two domains from the “5Essentials for School Improvement” framework can be found in Appendix A of this report.

Domain from the “5 Essentials for School Improvement” Framework: Effective Leaders			
Evidence Sources			
Classroom observations, observations of hallway transitions and common areas, teacher focus groups, student focus group, parent focus group, community focus group, principal interviews, teacher surveys, parent surveys, school leader self-assessment, instructional leader focus group, district leadership focus group, school improvement plan, and artifacts provided by Anna Brochhausen School 88			
Rating			
1 <u>Ineffective</u>	2 <u>Improvement Necessary</u>	3 <u>Effective</u>	4 <u>Highly Effective</u>
<i>Insufficient 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 “5Essentials” Framework Indicator(s)
<ul style="list-style-type: none"> <li>As described in teacher focus groups, the building leader has established mutually trusting and respectful relationships.</li> </ul>			<ul style="list-style-type: none"> <li>1.5</li> </ul>
<ul style="list-style-type: none"> <li>Leadership is currently working to establish a deeper understanding of state standards by unpacking the standards during PLC meetings.</li> </ul>			<ul style="list-style-type: none"> <li>1.2</li> </ul>

<ul style="list-style-type: none"> <li>• <b>The building leader is pushing her teachers to think deeper and embed more rigor in lessons through rich discussions regarding creating formative assessments during PLC time.</b></li> </ul>	<ul style="list-style-type: none"> <li>• 1.3</li> </ul>
Areas for Improvement	Aligned “5Essentials” Framework Indicator(s)
<ul style="list-style-type: none"> <li>• <b>The leadership team does not have established processes to collect data that informs school vision and direction.</b></li> </ul>	<ul style="list-style-type: none"> <li>• 1.3</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Data-driven decisions are not in place for action planning for daily instructional supports for students.</b></li> </ul>	<ul style="list-style-type: none"> <li>• 1.3</li> </ul>

## V. Evidence and Rating for the Ambitious Instruction Domain

Domain from the “5 Essentials for School Improvement” Framework: Ambitious Instruction			
Evidence Sources			
Classroom observations, observations of hallway transitions and common areas, teacher focus group, student focus group, parent focus group, community focus group, instructional leadership team focus group, district leadership focus group, principal interview, school improvement plan, and artifacts provided by Anna Brochhausen School 88			
Rating			
1 <u>Ineffective</u>	2 <u>Improvement Necessary</u>	3 <u>Effective</u>	4 <u>Highly Effective</u>
<i>Insufficient 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 “5Essentials” Framework Indicator(s)
<ul style="list-style-type: none"> <li>• <b>Learning objectives were posted 88 percent of the time.</b></li> </ul>			• 2.2
<ul style="list-style-type: none"> <li>• <b>Teachers gather some evidence on students’ learning and sometimes use data to make informed decisions as seen during PLC time.</b></li> </ul>			• 2.3
<ul style="list-style-type: none"> <li>• <b>In some classrooms, varied instructional strategies are utilized.</b></li> </ul>			• 2.4
Areas for Improvement			Aligned “5Essentials” Framework Indicator(s)
<ul style="list-style-type: none"> <li>• <b>Instructional tasks do not require students to do higher-order, complex thinking.</b></li> </ul>			• 2.1, 2.5
<ul style="list-style-type: none"> <li>• <b>All students received the same instruction as lessons were infrequently scaffolded to support students in mastering content. Differentiation was only observed 16 percent of the time.</b></li> </ul>			• 2.3
<ul style="list-style-type: none"> <li>• <b>There is little evidence that the teacher selected instructional strategies intentionally to meet the individual learning needs of students.</b></li> </ul>			• 2.3, 2.4
<ul style="list-style-type: none"> <li>• <b>Structured and targeted remediation, intervention, and enrichment are not present.</b></li> </ul>			• 2.3

## VI. Evidence and Rating for the Supportive Environment Domain

Domain from the “5 Essentials for School Improvement” Framework: Supportive Environment			
Evidence Sources			
Classroom observations, observations of hallway transitions and common areas, teacher focus group, student focus group, parent focus group, community focus group, instructional leadership team focus group, district leadership focus group, principal interview, school improvement plan, and artifacts Provided by Anna Brochhausen School 88			
Rating			
1 <u>Ineffective</u>	2 <u>Improvement Necessary</u>	3 <u>Effective</u>	4 <u>Highly Effective</u>
<i>Insufficient 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 “5Essentials” Framework Indicator(s)	
<ul style="list-style-type: none"> <li>Physical space in most classrooms and public spaces support the establishment and maintenance of a positive student morale.</li> </ul>		<ul style="list-style-type: none"> <li>3.3</li> </ul>	
<ul style="list-style-type: none"> <li>Leaders, teachers, and students engage with each other in ways that demonstrates mutual respect most of the time.</li> </ul>		<ul style="list-style-type: none"> <li>3.2, 3.4</li> </ul>	
<ul style="list-style-type: none"> <li>There is evidence of school-wide routines that encourage a positive and safe environment.</li> </ul>		<ul style="list-style-type: none"> <li>3.2</li> </ul>	
Areas for Improvement		Aligned “5Essentials” Framework Indicator(s)	
<ul style="list-style-type: none"> <li>In classrooms, there is some instructional time lost due to poor transitions or interruptions to instruction.</li> </ul>		<ul style="list-style-type: none"> <li>3.1</li> </ul>	
<ul style="list-style-type: none"> <li>There are few opportunities for students to play an active role in on-campus leadership.</li> </ul>		<ul style="list-style-type: none"> <li>3.6</li> </ul>	

## VII. Recommendations

### Background

This section outlines an intentionally targeted set of recommendations that align to one or more of the prioritized domains. Anchored in the [“5Essentials for School Improvement” framework developed by the Consortium on School Research at the University of Chicago](#), 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 Anna Brochhausen.

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>
Collaborate with instructional staff in the research, implementation, and sustained application regarding a variety of instructional strategies to support students in meeting the expectations of rigor that matches the standards and curriculum. Throughout the implementation phase, provide rich and meaningful professional development, timely feedback, and ongoing coaching support for teachers that are reflective of the classroom observations to assist in the development of teacher reflection on how these strategies promote student growth and achievement.
<b>Aligned Domain(s) from the “5 Essentials for School Improvement” Framework</b>
Effective Leaders, Ambitious Instruction, Supportive Environment, Collaborative Teachers
<b>Rationale</b>
<p>Throughout the classroom observations conducted by the Technical Assistance Team (TAT), it was evident that the staff at Anna Brochhausen has worked diligently to establish a culture and climate that is supportive of a safe and secure learning environment for both staff and students. During the classroom observation times, high expectations for behaviors were observed 84 percent of the time and positive interactions between teachers and students were observed 88 percent of the time. This type of atmosphere is conducive to academic growth.</p> <p>To ensure academic growth, walkthrough data of observed instructional strategies should be compared to a list of evidence-based effective instructional strategies that enhance tier 1 instruction and meet the needs of all students. Ongoing and systematic professional development implemented with an expectation of commitment to coherence of these strategies in instruction is beneficial for all staff. In addition to ongoing professional development around effective instructional strategies, time for staff to collaborate on the strategies they have implemented focusing on what they encountered while using the strategy as well as data evidence of students’ academic growth, and the changes they would make in their approach to deliver this lesson the next time.</p> <p>During our 32 classroom observations, only 16 percent of the time were teachers differentiating instruction based on the needs of the students and 41 percent of the time were checks for understanding to monitor and gauge student learning observed. While it is understood that this was a snapshot of the academic year, this data strongly indicates that there is a need for continued growth in these areas. ”Maximizing academic success and productivity depends, to</p>

a great extent, on teachers’ ability to match learning tasks to individual learner needs in terms of knowledge, skills, and interests.”<sup>1</sup>

Teachers must be intentionally planned for every lesson, as well as being skilled at creating and instructing such high quality lessons. They must confidently know what their students already know, understand, and are able to do prior to instruction. It is imperative to build the lesson around the students’ needs while stretching and supporting them with a lesson and activities that matches the rigor of the state standard. If teachers use best practices, increase rigor, monitor engagement and base lessons on the Indiana Academic Standards, then an increase in student academic achievement will occur.

### **Recommendation 2**

Develop and implement a systematic school-wide system to analyze student data in regards to academic progress toward mastery of the Indiana Academic Standards. Staff should utilize the data to drive the instruction for students by making adjustments to instruction in order to meet rigorous academic expectations while supporting the growth and success of all students. Rich discussions should occur about ways that teachers can differentiate the lesson to support students’ individual needs while maintaining an appropriate rigor.

#### **Aligned Domain(s) from the “5 Essentials for School Improvement” Framework**

Effective Leaders, Ambitious Instruction, Supportive Environment, Collaborative Teachers

#### **Rationale**

While observing PLC meetings at Anna Brochhausen, the TAT Team heard some discussion of data, but did not observe any changes being made to instruction based on the data. While observing in the classrooms, it was observed that only 16 percent of the time teachers differentiated instruction to meet the needs of students. All students received the same instruction. In order to meet the wide variety of needs on all students in a typical classroom, teachers must utilize data to maximize their instructional time.

“To gain a deeper understanding of students’ learning needs, teachers need to collect data from multiple sources, such as annual state assessments, interim district and school assessments, classroom performance data, and other relevant data.”<sup>2</sup> This data will help teachers gain a deeper understanding of students’ strengths and areas of weakness. Through collaboration with colleagues, teachers can make those adjustments to instruction and determine the best model to utilize when delivering instruction to groups of students based off the current data.

<sup>1</sup> Gettinger, Maribeth and Jill K. Seibert, *Best Practices in Increasing Academic Learning Time*, University of Wisconsin-Madison

<sup>2</sup> National Associate of Elementary School Principals, *Using Student Achievement Data to Support Instructional Decision Making*, Best Practices for Better Schools

It is imperative that making data-driven decisions be an ongoing cycle to ensure instructional improvement. “Collaboration among teachers in each step of the data-based inquiry process can maximize the benefits of data use by helping teachers share effective practices, adopt collective expectations for students’ performance, gain a deeper understanding of students’ needs, and develop effective strategies to better serve students.”<sup>2</sup> Professional development is vital to assisting teachers in understanding data and how to use it to drive decisions around instructional practices. The professional development needs to be an ongoing cycle that will support teachers in pushing themselves to better meet the needs of their students.

**Recommendation 3**

Implement structured and targeted remediation, intervention, and enrichment time in the master schedule. Utilize a continuous evaluation cycle of the intervention model, using the most current data, in order to ensure fluid movement of students as their academic needs fluctuate throughout the school year. This period of time in the day should be a nonnegotiable with a set of clear expectations for how the time will be structured.

**Aligned Domain(s) from the “5 Essentials for School Improvement” Framework**

Effective Leaders, Ambitious Instruction, Supportive Environment, Collaborative Teachers

**Rationale**

To ensure that the intervention time produces the maximum results, the most current student assessment data must be utilized. By targeting individual students, as well as their specific need, teachers can provide targeted support that will significantly improve their academic growth. It is also vital that student groupings being analyzed frequently to shift students as their needs change. This requires a systemic continuous improvement cycle of Plan, Do, Check, Act to ensure the fidelity to gathering and analyzing data then modifying instruction and collecting data to analyze results from those modifications.

Based on the Technical Assistance Team’s observation data, only 16 percent of the time teachers were differentiating instruction for students. This included times that were designated as intervention times on the master schedule. It is imperative that this be a highly protected time of day and that little to no interruptions happen (i.e. fire drills, convocations, wind storm drills, etc.). It is recommended that administration make themselves visible throughout the building while this time occurs to convey the message of how critical this time is to begin bridging the academic gap.

Given the urgency, students who demonstrate the greatest academic need should be placed with a teacher who consistently implements effective instructional strategies. All teachers should be expected to teach using effective instructional strategies, but some teachers may be more confident with specific strategies than others.

Without this targeted time the achievement gap will continue to widen as students continue to struggle to keep up with the rigors of the academic standards. “The goal of Tier 2 is to remediate

academic skill deficits with the idea that in doing so, students will be successful in the Tier 1 program without support.”<sup>3</sup>

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<sup>3</sup> Johnson, Evelyn Ed.D., *How to Develop an Effective Tier 2 System*, RTI Action Network

## VIII. Appendix A: Evidence and Ratings for Collaborative Teachers and Involved Families

### Background

We believe it is valuable for school and district leaders to have a summary of the TAT’s findings and evidence for all five of the domains in the “5 Essentials for School Improvement” Framework. As such, this section of the report provides a rating as well as key findings and supporting evidence for the “Collaborative Teachers” and “Involved Families”.

This information is intentionally provided in an appendix to reinforce the importance of the previously stated findings, evidence, ratings, and recommendations for the school and district’s prioritized domains in the “5 Essentials for School Improvement” Framework.

Domain from the “5 Essentials for School Improvement” Framework: Collaborative Teachers			
Evidence Sources			
Classroom observations, observations of hallway transitions and common areas, teacher focus group, student focus group, parent focus group, community focus group, instructional leadership team focus group, district leadership focus group, principal interview, school improvement plan, and artifacts provided by Anna Brochhausen School 88			
Rating			
1 <u>Ineffective</u>	2 <u>Improvement Necessary</u>	3 <u>Effective</u>	4 <u>Highly Effective</u>
<i>Insufficient 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 Summary			
Strengths		Aligned “5Essentials” Framework Indicator(s)	
<ul style="list-style-type: none"> <li>• <b>A positive and productive staff culture is present most of the time as evidenced by observations and survey results.</b></li> </ul>		<ul style="list-style-type: none"> <li>• 4.1</li> </ul>	
<ul style="list-style-type: none"> <li>• <b>Leadership team model growth mindset and cultivate a culture in which most staff embrace a growth-oriented mindset.</b></li> </ul>		<ul style="list-style-type: none"> <li>• 4.1</li> </ul>	
<ul style="list-style-type: none"> <li>• <b>Professional development is designed to improve instructional practices and increase student achievement.</b></li> </ul>		<ul style="list-style-type: none"> <li>• 4.2</li> </ul>	

Areas for Improvement	Aligned “5Essentials” Framework Indicator(s)
<ul style="list-style-type: none"> <li>• <b>Design and facilitation of professional development is driven by a few stakeholders, and only some staff members have the opportunity to lead based on their strengths.</b></li> </ul>	• 4.2
<ul style="list-style-type: none"> <li>• <b>Coaching cycles are not present.</b></li> </ul>	• 4.3
<ul style="list-style-type: none"> <li>• <b>Opportunities for observation and feedback are only available when tied to evaluation.</b></li> </ul>	• 4.3

Domain from the “5 Essentials for School Improvement” Framework: Involved Families			
Evidence Sources			
Classroom observations, observations of hallway transitions and common areas, teacher focus group, student focus group, parent focus group, community focus group, instructional leadership team focus group, district leadership focus group, principal interview, school improvement plan, and artifacts provided by Anna Brochhausen School 88			
Rating			
1 <u>Ineffective</u> <i>Insufficient evidence of this happening in the school</i>	2 <u>Improvement Necessary</u> <i>Limited evidence of this happening in the school</i>	3 <u>Effective</u> <i>Routine and consistent</i>	4 <u>Highly Effective</u> <i>Exceeds standard and drives student achievement</i>
Evidence Summary			
Strengths		Aligned “5Essentials” Framework Indicator(s)	
<ul style="list-style-type: none"> <li>• <b>Families are encouraged to participate in school events, and the school takes steps to ensure participation.</b></li> </ul>		• 5.2	
<ul style="list-style-type: none"> <li>• <b>There is evidence of relationships with community partners who support the school.</b></li> </ul>		• 5.3	
<ul style="list-style-type: none"> <li>• <b>There are opportunities for faculty, staff, and students to engage meaningfully with community partners.</b></li> </ul>		• 5.3	

Areas for Improvement	Aligned “5Essentials” Framework Indicator(s)
<ul style="list-style-type: none"> <li>• <b>There is limited evidence that leaders and teachers seek feedback from families on school procedures and systems at key points in the year.</b></li> </ul>	<ul style="list-style-type: none"> <li>• 5.1</li> </ul>
<ul style="list-style-type: none"> <li>• <b>There are few opportunities for families to be members of the school community to support all students in learning.</b></li> </ul>	<ul style="list-style-type: none"> <li>• 5.1</li> </ul>