



School Quality Review Report

Brookside 54

Indianapolis Public Schools

February 20-21, 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 Brookside’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 35 classrooms, and (4) interviewed school and district leaders.

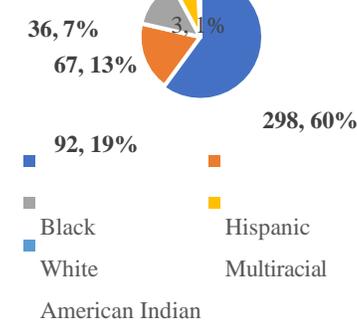
Prior to the visit, the school leadership team completed a self-evaluation. The self-evaluation are made up of questions that align to [“5Essentials for School Improvement” framework developed by the Consortium on School Research at the University of Chicago](#).

III. Data Snapshot for Brookside 54

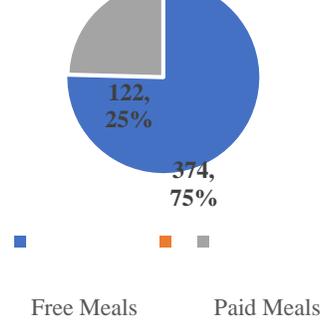
School Report Card							
2016-2017 Report Card	Points	Weight	Weighted Points	2017-2018 Report Card	Points	Weight	Weighted Points
Performance Domain Grades 3-8	28.40	0.500	14.20	Performance Domain Grades 3-8	21.50	0.500	10.75
Growth Domain Grades 4-8	83.80	0.500	41.90	Growth Domain Grades 4-8	79.10	0.500	39.55
Overall Points			56.1	Overall Points			50.3
Overall Grade			F	Overall Grade			F

Enrollment 2017-2018: <####> students

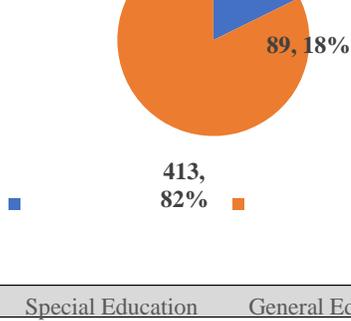
Enrollment 2017-2018 by Ethnicity



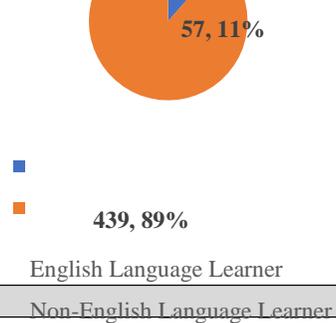
Enrollment 2017-2018 by Free/Reduced Price Meals



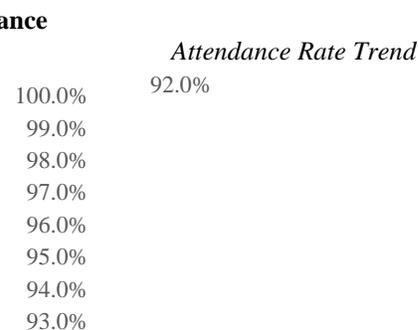
Enrollment 2017-2018 by Special Education

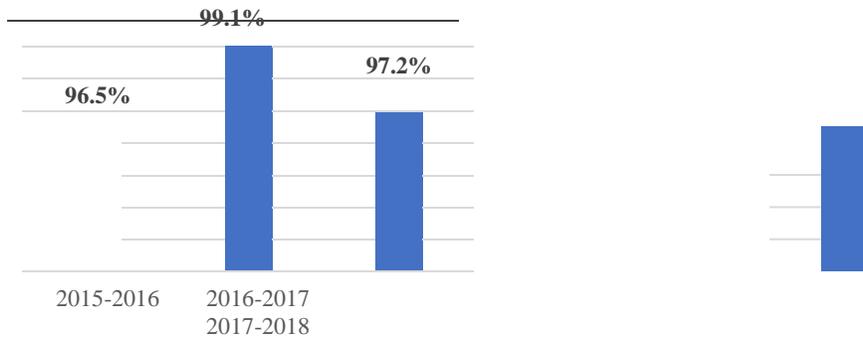


Enrollment 2017-2018 by English Language Learners



Attendance			
Attendance by Grade			
Grade	'15-'16	'16-'17	'17-'18
K	95	79	69
1	90	91	64
2	100	74	86
3	84	114	88
4	83	69	88
5	63	100	86
6	72	69	81

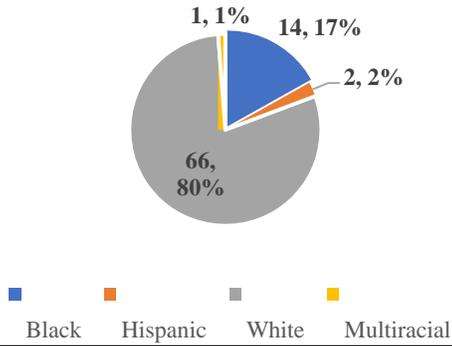




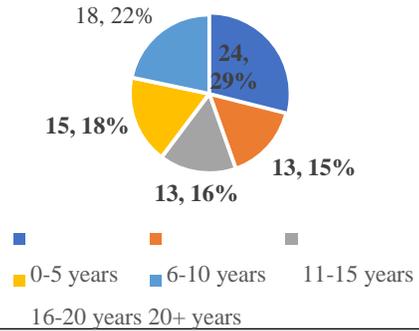
School Personnel

Teacher Count 2017-2018: <##>

Teacher Count 2017-2018 by Ethnicity

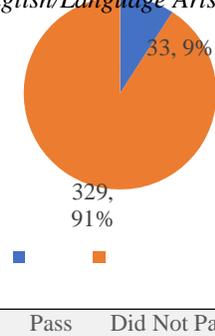


Teacher Count 2017-2018 by Years of Experience



Student Academic Performance

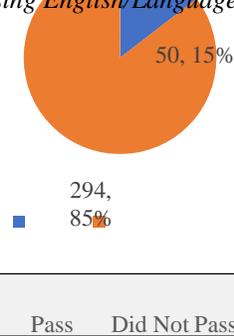
ISTEP+ 2017-2018 Percent Passing Both English/Language Arts and Math



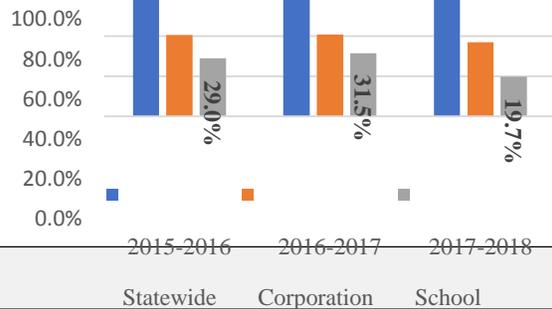
ISTEP+ Percent Passing Trend Both English/Language Arts and Math



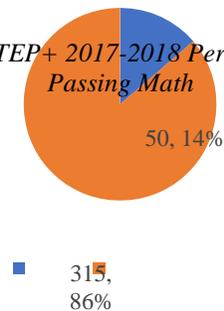
ISTEP+ 2017-2018 Percent Passing English/Language Arts



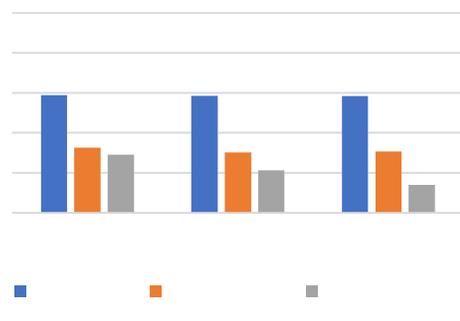
ISTEP+ Percent Passing Trend English/Language Arts



ISTEP+ 2017-2018 Percent Passing Math



Pass Did Not Pass



100.0%
80.0%
60.0%
40.0%
20.0%

0.0% *I*

*S
T
E
P
+
P
e
r
c
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t
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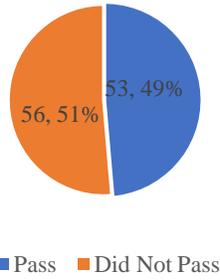
29.0%

21.3%

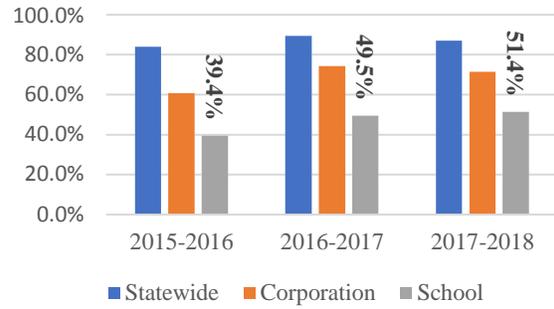
13.9%

2015-2016 2
2016-2017 2
2017-2018
Statewide
Co
rporation Sc
hool

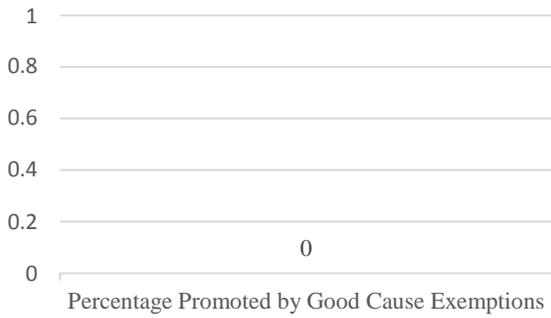
IREAD-3 2017-2018 Percent Passing



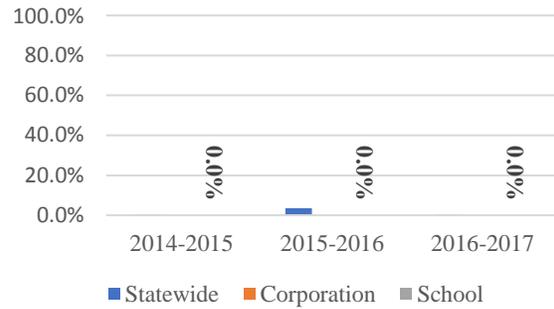
IREAD-3 Percent Passing Trend



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, school improvement plan			
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"> There are processes established for engaging teachers in few leadership opportunities 			<ul style="list-style-type: none"> 1.2
<ul style="list-style-type: none"> The leader and leadership team have shared responsibility in their roles in running the school. 			<ul style="list-style-type: none"> 1.2
<ul style="list-style-type: none"> The leader and leadership team intentionally and consistently collect data. 			<ul style="list-style-type: none"> 1.3

Areas for Improvement	Aligned “5Essentials” Framework Indicator(s)
<ul style="list-style-type: none"> • There is little to no evidence of a vision, or the vision does not set expectations for multiple elements of the school. 	<ul style="list-style-type: none"> • 1.1
<ul style="list-style-type: none"> • There is little to no evidence of action planning based on the data at various points in the year. 	<ul style="list-style-type: none"> • 1.3
<ul style="list-style-type: none"> • There is inconsistent evidence of how school supports and professional development align to the schools vision. 	<ul style="list-style-type: none"> • 1.4

V. Evidence and Rating for the Ambitious Instruction Domain

Domain from the “5 Essentials for School Improvement” Framework: <ADD DOMAIN NAME>			
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, school improvement plan			
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"> Teachers gather some evidence on students' learning 		<ul style="list-style-type: none"> 2.3 	
<ul style="list-style-type: none"> There is evidence of some attempts of teachers to scaffold instruction. 		<ul style="list-style-type: none"> 2.3 	
<ul style="list-style-type: none"> Teachers sometimes vary their instruction. 		<ul style="list-style-type: none"> 2.4 	
Areas for Improvement		Aligned “5Essentials” Framework Indicator(s)	
<ul style="list-style-type: none"> There is little to no evidence of a school-wide expectation for the curriculum and instruction, leading to a variety of lesson sources with an inconsistent alignment to standards. 		<ul style="list-style-type: none"> 2.1 	
<ul style="list-style-type: none"> Learning objectives lack clarity and measurability, and/or are not posted. There is no evidence that students can articulate the learning objectives. 		<ul style="list-style-type: none"> 2.2 	
<ul style="list-style-type: none"> Student performance data is rarely analyzed, and intervention systems do not exist for students, leaving a significant number of students who have not met lesson objectives. 		<ul style="list-style-type: none"> 2.3 	
<ul style="list-style-type: none"> There is little to no evidence of teacher support on challenging tasks and/or there is lack of persistence on the part of most students on challenging tasks. 		<ul style="list-style-type: none"> 2.5 	

VI. Evidence and Rating for the Supportive Environment Domain

Domain from the “5 Essentials for School Improvement” Framework: <ADD DOMAIN NAME>			
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, school improvement plan			
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"> • School leadership and faculty and staff believe that all students can achieve success 		<ul style="list-style-type: none"> • 3.2 	
<ul style="list-style-type: none"> • There is some evidence of school- wide routines, procedures, expectations, and traditions. 		<ul style="list-style-type: none"> • 3.2 	
<ul style="list-style-type: none"> • There is evidence of systems for communication with families and amongst staff. 		<ul style="list-style-type: none"> • 3.2 	
<ul style="list-style-type: none"> • Physical space in most classrooms and public spaces support the establishment and maintenance of a positive student morale. 		<ul style="list-style-type: none"> • 3.3 	
<ul style="list-style-type: none"> • Leaders and teachers engage with each other in ways that demonstrates mutual respect most of the time. 		<ul style="list-style-type: none"> • 3.4 	
Areas for Improvement		Aligned “5Essentials” Framework Indicator(s)	
<ul style="list-style-type: none"> • In classrooms, there is a significant amount of instructional time lost. 		<ul style="list-style-type: none"> • 3.1 	
<ul style="list-style-type: none"> • The schedule does not allow time for the most important aspects of the vision. There are frequent interruptions to the school day. 		<ul style="list-style-type: none"> • 3.1 	
<ul style="list-style-type: none"> • There is evidence of frequent negative interactions between teachers and students 		<ul style="list-style-type: none"> • 3.4 	
<ul style="list-style-type: none"> • There is no evidence of a fair and equitable behavior intervention system. 		<ul style="list-style-type: none"> • 3.5 	

- **There are few opportunities for students play an active role in on- campus opportunities.**
- 3.6

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 Brookside 54.

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.

Recommendation 1
Create a coherent vision and mission for the academic achievement expectations of all students. This should 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 Brookside 54 to reach its espoused vision.
Aligned Domain(s) from the “5 Essentials for School Improvement” Framework
Effective Leaders, Ambitious Instruction, Supportive Environment
Rationale
<p>Throughout the time spent at Brookside 54 it was apparent that students and staff alike lacked a concrete understanding of the vision of the building. Students did not know their expectations and staff could not articulate what they were striving towards. Low expectations for student behavior and academic achievement are pervasive. The absence of a shared vision and mission inhibits teachers and leaders to focus efforts towards a tangible reality.</p> <p>There is a shared belief throughout the building that all students can learn, however there is no clear action plan on how to achieve student success. It is the responsibility of the adults in the building to establish consistent measures, routines, structures and supports to promote student success. It was evident based off classroom observations that students consistently are not able to articulate the purpose of their days learning. In 26 percent of classes observed students successfully understood the purpose and goal of the lesson. While in majority of classes observed the lesson plan was accurately aligned to Indiana standards it was written in language that was not always student level friendly. “I can” statements were not evident in majority of classes. A rigorous depth of knowledge was evident in 12 percent of classes observed while instructional differentiation was evident in 31 percent of classes. It was evident that Brookside lacks a clear universal methodology. You have some teachers that can do it and some teachers that cannot, and this speaks more so to the systems approach that regardless of who teaches in the building there needs to be a system of expectations in place for all staff and students to operate.</p> <p>The presence of low academic expectations was also very evident in conversations with students. Students mentioned that they had no motivation because they cannot get help with</p>

work when they ask, this was a feeling that several older students agreed on. “Directions aren’t clear and when we ask for help we do not get it.” If students feel as if staff is not there to aid them, then you have already lost the battle. Everyone needs to know the goal and everyone needs to know how we plan to get there. Your school must have a vision that all staff members recognize as a common direction of growth, something that inspires them to be better.¹ A clear vision that commands high expectations for students and establishes accountability for the adults in the building, promotes significant and sustained student success.

Recommendation 2

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.

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

Effective Leaders, Ambitious Instruction, Supportive Environment

Rationale

In over half the classrooms observed students could not articulate what they were learning. In 14 percent of the classes students could not relate the lesson to any factor of real world learning.

You collect data in several ways, what we want to do is to focus that collection and make it meaningful. Drill down to the basics and use that data to then drive instruction. An established intervention system that focus on student growth, and then how to manage that growth to reflect performance on exams. As we know based on data, students are improving all around but we need to be more intentional and strategic with systems that will reflect on standardized exams.

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.

Recommendation 3

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.

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

Effective Leaders, Ambitious Instruction, Supportive Environment

Rationale

The establishment of a targeted professional development plan correlating to an instructional coaching cycle for teachers promotes job-embedded professional growth that is timely,

¹(Farmer, 2009)

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.²

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. 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.

² (Hattie, 2012)

VIII. Appendix A: Evidence and Ratings 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 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 groups, student focus group, parent focus group, community focus group, principal interviews, teacher surveys, parent surveys, school leader self-assessment, instructional leader focus group, school improvement plan			
Rating			
1	2	3	4
<u>Ineffective</u>	<u>Improvement Necessary</u>	<u>Effective</u>	<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)	
• Leader models growth mindset		• 4.1	
• Where there are gaps in staff culture there is some evidence of planning for improvement		• 4.1	
• Systems for supporting new teachers provide them with some		• 4.4	
•		•	
•		•	
•		•	
Areas for Improvement		Aligned “5Essentials” Framework Indicator(s)	
• There are evident gaps in staff culture		• 4.1	

<ul style="list-style-type: none"> • It is unclear how the PD provided will improve instructional practices and increase student achievement 	<ul style="list-style-type: none"> • 4.2
<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •
<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •
<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •
<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •

Domain from the “5 Essentials for School Improvement” Framework: Involved Families			
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, school improvement plan			
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"> • There are some opportunities for families to be members of the school community 		<ul style="list-style-type: none"> • 5.1 	
<ul style="list-style-type: none"> • There is evidence that leaders seek feedback from families 		<ul style="list-style-type: none"> • 5.2 	
<ul style="list-style-type: none"> • There are few relationships with community partners 		<ul style="list-style-type: none"> • 5.3 	
<ul style="list-style-type: none"> • 		<ul style="list-style-type: none"> • 	
<ul style="list-style-type: none"> • 		<ul style="list-style-type: none"> • 	
<ul style="list-style-type: none"> • 		<ul style="list-style-type: none"> • 	
Areas for Improvement		Aligned “5Essentials” Framework Indicator(s)	
<ul style="list-style-type: none"> • There is no evidence of family input on school calendar 		<ul style="list-style-type: none"> • 5.1 	
<ul style="list-style-type: none"> • Few families attend school events 		<ul style="list-style-type: none"> • 5.2 	
<ul style="list-style-type: none"> • 		<ul style="list-style-type: none"> • 	
<ul style="list-style-type: none"> • 		<ul style="list-style-type: none"> • 	
<ul style="list-style-type: none"> • 		<ul style="list-style-type: none"> • 	

