School Quality Review Report

Charles Warren Fairbanks
School 105

Indianapolis Public Schools

March 7-8, 2019

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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 Charles Warren Fairbanks School 105'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 31 classrooms, and (4) interviewed school and district leaders.

Prior to the visit, teachers completed an online survey, with 19 of 26 teachers participating. Parents and family members were also invited to complete a survey; 43 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 Charles Warren Fairbanks School 105

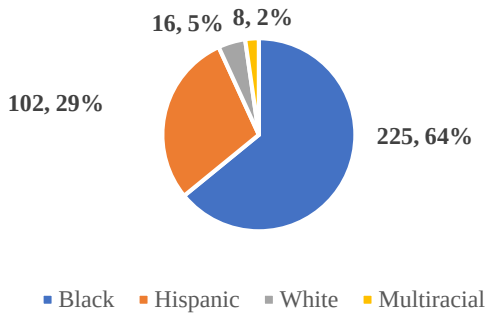
School Report Card

2016-2017 Report Card	*Points*	*Weight*	*Weighted Points*
Performance Domain Grades 3-8	28.70	0.5	14.35
Growth Domain Grades 4-8	86.90	0.5	43.45
Overall Points			57.8
Overall Grade			F

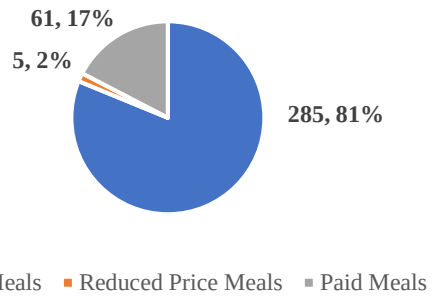
2017-2018 Report Card	*Points*	*Weight*	*Weighted Points*
Performance Domain Grades 3-8	24.30	0.5	12.15
Growth Domain Grades 4-8	83.50	0.5	41.75
Overall Points			53.9
Overall Grade			F

Enrollment 2017-2018: 351 students

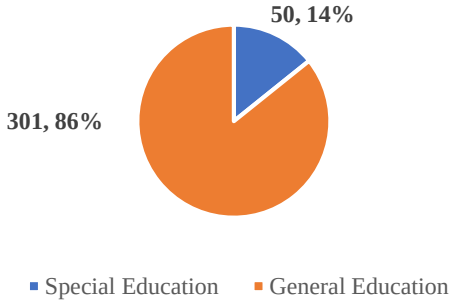
Enrollment 2018-2019 by Ethnicity



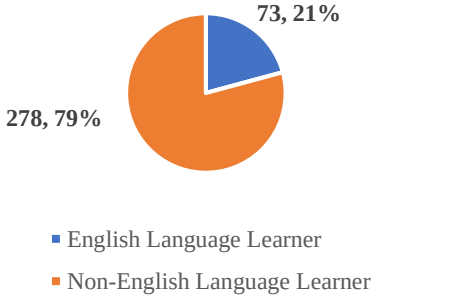
Enrollment 2018-2019 by Free/Reduced Price Meals



Enrollment 2018-2019 by Special Education



Enrollment 2018-2019 by English Language Learners

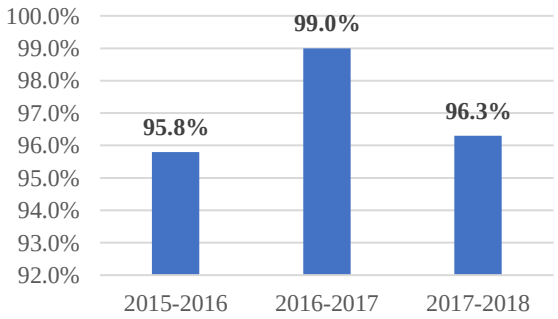


Attendance

Attendance by Grade

Grade	’15-‘16	’16-‘17	’17-‘18
K	95.0%	98.4%	95.6%
1	94.5%	98.8%	96.6%
2	95.5%	98.9%	95.0%
3	96.4%	99.3%	95.3%
4	96.8%	99.0%	98.1%
5	96.3%	99.6%	96.4%
6	97.2%	99.4%	97.1%

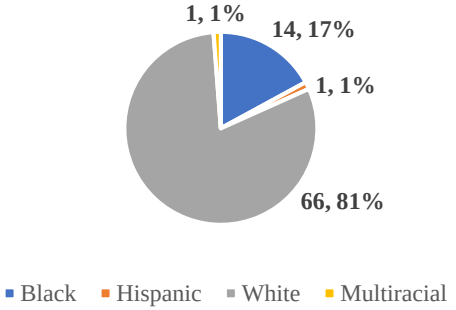
Attendance Rate Trend



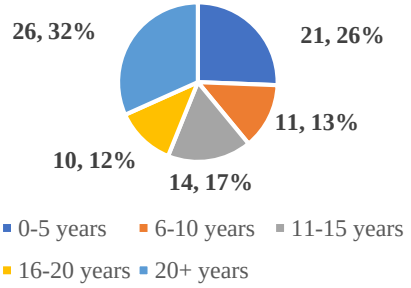
School Personnel

Teacher Count 2016-2017: 26

Teacher Count 2016-2017 by Ethnicity

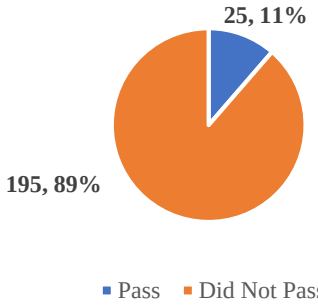


Teacher Count 2016-2017 by Years of Experience

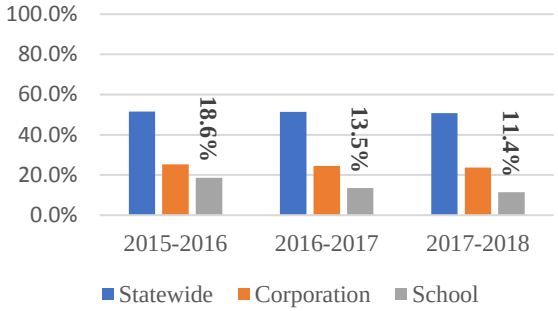


Student Academic Performance

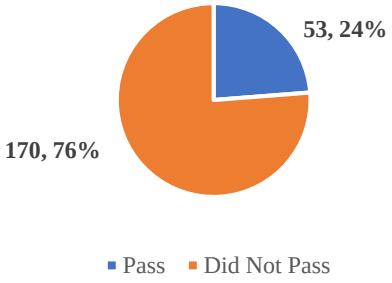
ISTEP+ 2017-2018 Percent Passing Both English/Language Arts and Math



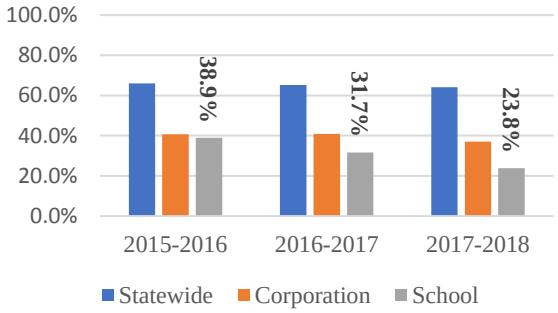
ISTEP+ Percent Passing Trend Both English/Language Arts and Math



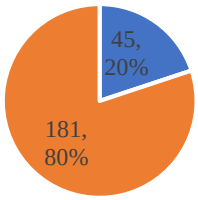
ISTEP+ 2017-2018 Percent Passing English/Language Arts



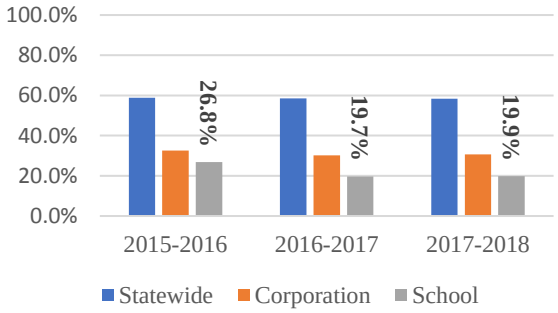
ISTEP+ Percent Passing Trend English/Language Arts



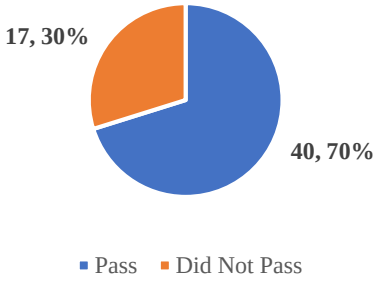
ISTEP+ 2017-2018 Percent Passing Math



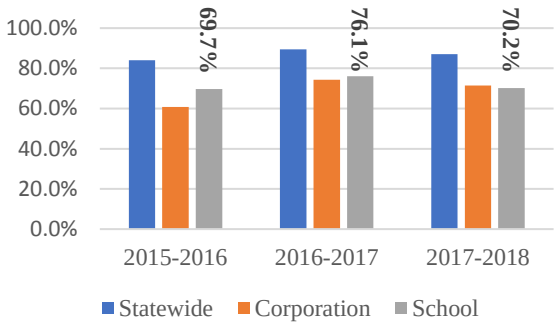
ISTEP+ Percent Passing Trend Math



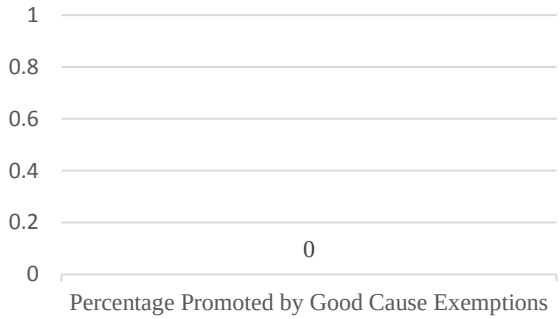
IREAD-3 2017-2018 Percent Passing



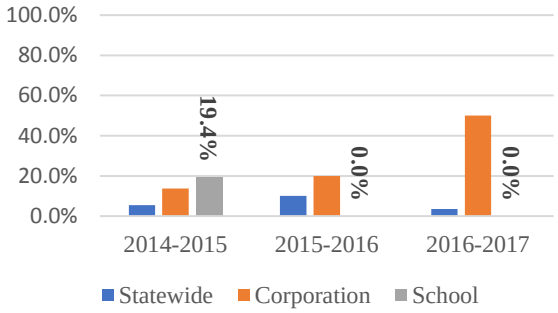
IREAD-3 Percent Passing Trend



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; teacher surveys; school leader self-assessment; meeting with principal; teacher focus groups; student focus group; teacher surveys, caregiver surveys, documents provided by Fairbanks School 105			
Rating			
1 Ineffective *Insufficient evidence of this happening in the school*	2 Improvement Necessary *Limited evidence of this happening in the school*	3 Effective *Routine and consistent*	4 Highly Effective *Exceeds standard and drives student achievement*
Evidence			
Strengths			Aligned "5Essentials" Framework Indicator(s)
• The leadership team conducts formal and informal observations at key points throughout the year, as determined by evidence provided by the school and information obtained from focus groups.			• 1.4
• The leader and leadership team collect data for student achievement and staff performance**,** as determined by discussion with teachers, school leadership, and students.			• 1.3
• There is a process to identify underperforming teachers, assist in performance improvement, and make decisions based on this			• 1.4

data, as determined through focus group interviews and documents provided by the school.	
Areas for Improvement	Aligned "5Essentials" Framework Indicator(s)
• Based on focus groups discussions and information gained during conversations with school leaders, the school's vision and mission were developed with limited input from stakeholders.	• 1.1
• Information from focus team discussions and school leadership revealed that school-based teams are not functioning as a collaborative unit.	• 1.2
• Professional development is unfocused, inconsistent and not part of a coherent strategy for sustained student achievement, according to evidence obtained during teacher and leadership focus groups and the School Leader's Self-Evaluation	• 1.4

V. Evidence and Rating for the Ambitious Instruction Domain

Domain from the "5 Essentials for School Improvement" Framework: Ambitious Instruction			
Evidence Sources			
Classroom observations; teacher surveys; school leader self-assessment; meeting with principal; teacher focus groups; student focus group; teacher surveys, documents provided by Fairbanks School 105			
Rating			
1 Ineffective *Insufficient evidence of this happening in the school*	2 Improvement Necessary *Limited evidence of this happening in the school*	3 Effective *Routine and consistent*	4 Highly Effective *Exceeds standard and drives student achievement*
Evidence			
Strengths			Aligned "5Essentials" Framework Indicator(s)
• An evidence-based math curriculum is used across all grade levels.			• 2.1
• In classrooms observed, lesson objectives are aligned to Indiana Academic Standards.			• 2.2
Areas for Improvement			Aligned "5Essentials" Framework Indicator(s)
• Instructional tasks do not require students to do higher-order, complex thinking and there is a significant variance in instructional task quality across the school, as determined through classroom observations.			• 2.2
• Student performance data is rarely effectively analyzed, resulting in ineffective interventions and limited student growth and achievement, according to focus groups interviews.			• 2.3
• Based on classroom observations and the school leader's self-evaluation, instructional strategies are not sufficiently employed to intentionally meet the individual learning needs of students.			• 2.4

VI. Evidence and Rating for the Supportive Environment Domain

Domain from the "5 Essentials for School Improvement" Framework: Supportive Environment			
Evidence Sources			
Classroom observations; teacher surveys; school leader self-assessment; meeting with principal; teacher focus groups; student focus group; teacher surveys, caregiver surveys, documents provided by Fairbanks School 105			
Rating			
1 Ineffective *Insufficient evidence of this happening in the school*	2 Improvement Necessary *Limited evidence of this happening in the school*	3 Effective *Routine and consistent*	4 Highly Effective *Exceeds standard and drives student achievement*
Evidence			
Strengths			Aligned "5Essentials" Framework Indicator(s)
• Based on staff surveys, the school leader's self-evaluation, and focus group meetings, instructional leaders believe students can achieve academic success.			• 3.2
• As determined during observations, most physical classrooms have space to support varying learning styles of students.			• 3.3
Areas for Improvement			Aligned "5Essentials" Framework Indicator(s)
• There is a significant amount of instructional time lost due to student misbehavior, based on information gathered during classroom observations and focus group interviews.			• 3.1, 3.4
• There is little evidence of a comprehensive school-wide system for building character, based on focus group interviews and teacher survey results.			• 3.5, 3.6
• Based on direct observations by the visiting team and conversations with staff, teachers and leaders do not consistently direct orderly routines and procedures throughout the school.			• 3.1, 3.5

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 Charles Warren Fairbanks School 105.

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
Establish a functioning school leadership team and work with district leadership to develop a strategic systems-based continuous school improvement plan rooted in recurrent professional learning community (PLC) processes and dedicated to a unified vision for student achievement.
Aligned Domain(s) from the "5 Essentials for School Improvement" Framework
• Effective Leaders • Ambitious Instruction • Supportive Environment • Collaborative Teachers • Family Involvement
Rationale
There is little doubt that the staff at Charles Warren Fairbanks is committed to their students and to one another. During focus group discussions and conversations with individual staff it was apparent that they want students to achieve and want their colleagues to be successful. Likewise, those who participated in the community focus group voiced unanimous support for the school and staff, attested by the time and effort they and others have volunteered to coordinate events and programs for the school. While this group and school staff expressed frustration with a lack of substantive parental support, caregiver surveys overwhelming indicated that: school leadership and teachers make them feel welcome (90.7%); school leadership promotes an academically-focused relationship between teachers and the home (95.1%); caregivers are informed when students are academically struggling (93.0%); and, the school is structured to meet the needs of all students (92.9%). Given these positive expressions and hard work by so many, why is the school not experiencing success? Charles Warren Fairbanks School 105 has received an 'F' from the state for the previous two years, based on students' performance on statewide achievement tests. Likewise, the school received an overall grade of 'F' from the federal government, placing it in Comprehensive Support and Improvement (CSI) status. The school is also in Targeted Support and Improvement (TSI) status by the federal government for the underachievement of student groups for black students and those who are served in special education. After review by the Technical Assistance Team, it was evident that many contributing factors exist for the above. Indeed, these factors mitigate the positive intentions and efforts by so many. Chief among these contributing factors are: 1) palpable anxiety about safety and structure within the school; 2) pervasive lack of feelings of self- and collective-efficacy among students and staff; 3)

inconsistent use of positive behavioral intervention and supports (PBIS); 4) lack of capacity or opportunity to employ effective Tier 1 academic instructional strategies; 5) absence of a core curriculum resource for, and misaligned vertical articulation of the English/language arts standards; 6) inadequate substantive parental involvement; 7) unknown and ineffective vision and mission; and, 8) absence of a systems-based strategic plan to ensure that all students learn at high levels. The first recommendation primarily addresses the last two factors, a vision-driven systems-based strategic plan, primarily because school and district leadership must first take a broad view of the school's current reality and take definitive steps to bring about pronounced reform. To be effective, however, such reforms should encompass the preceding factors and the following recommendations

A systems-based strategic school improvement plan for Charles Warren Fairbanks should look beyond the basics of a typical updated school improvement plan. While many schools can initiate and sustain relatively successful continuous school improvement through a repeated process of assessing present needs and addressing them in a systematic manner, Fairbanks School 105 should work closely with district leadership toward systemic change. Such change should begin with a comprehensive analysis of the school's current reality (detailed to some degree in this report), with particular attention to existing structures that impede improvement. It is suggested that teachers' collective efficacy and enabling structures receive early attention.

During the review, the team found ubiquitous distrust between staff and building and central office administration. Teacher survey results indicated that only 37.5 percent of respondents somewhat to strongly agreed that the school's organizational culture encourages trust, respect, and a sense of responsibility for student achievement. Not to be confused, this was not grounded in dislike or lack of respect for individuals, but in disquieted feelings about the culture, particularly regarding consistent expectations and consequences for "making a mistake." Their anxiety was exacerbated by high levels of student disobedience and the school's grade from the state. They, in fact, acknowledged that the district has invested hours of effort in supporting the school through on-site assistance and coaching. Likewise, they recognized that the building administrators, dean, and parent involvement educator are active each day, working with parents, intervening in disciplinary matters, and providing instructional support for teachers.

Collective teacher efficacy is a shared belief among faculty that they have the capability to fulfill the school's mission. That is, it when teachers believe they are effective educators and their effectiveness leads to higher levels of student success. Collective efficacy is supported by high levels of trust within and across the school, particularly between administrators and teachers, and has been linked to student achievement, even when accounting for students' socioeconomic status.[1] In fact, collective teacher efficacy has a reported effect size of 1.57.[2]

Similarly, enabling structures represent teachers' belief that policies and procedures instituted by school and district administrators are in place to foster, rather than hinder, their success in reaching students. When present, these structures are rooted in trust and encourage creativity and openness, collaboration, and professionalism. Studies reveal a link between these structures and professional learning communities (PLCs), the suggested framework in this recommendation. While there is a reciprocal relationship between enabling structures and

[1] Tschannen-Moran, M., & Gareis, C. (2015). Principals, Trust, and Cultivating Vibrant Schools. *Societies*,*5*(2), 256-276. doi:10.3390/soc5020256

[2] Donohoo, J., Hattie, J., & EElls, R. (March, 2018). The Power of Collective Efficacy. *Educational Leadership*,*75*(6), 40-44. Retrieved March 19, 2019, from http://www.ascd.org/publications/educational-leadership/mar18/vol75/num06/The-Power-of-Collective-Efficacy.aspx

professional learning communities, empirical findings establish the importance of establishing school structures before developing professional learning communities.[3] In moving forward with this recommendation, then, initial consideration should be given to the current state of collective efficacy and enabling structures, with emphasis on ensuring that the strategic plan include mechanisms for increasing these before beginning the PLC process.

A strategic plan, as recommended here, should include short-term goals and benchmarks that pave the way to attaining an established vision. For example, if the school is determined to see that a high percentage of students achieve at high levels in five years, a strategic plan must be put in place that defines benchmarks to be achieved along the way. Common elements of strategic plans are the much the same as those required in school improvement plans in that they require defined common values, mission, and vision. Likewise they identify key strengths and weaknesses, contain goals (SMART goals are recommended), and define accountability, measures of success, and the manner in which resources will be deployed. The difference in this report is that the recommended avenue to operationalizing the school's plan is through a PLC.

A strong connection has been found in studies that link the work of PLCs to student achievement.[4] While there is no common template for PLCs, they must consist of a collegial faculty and staff who are united in their commitment to student learning. PLCs are a school-specific manner for enacting a strategic plan with purpose and fidelity. Among many resources, further guidance for initiating professional learning communities may be found in *Learning by Doing: A Handbook for Professional Communities at Work* and *How to Launch PLCs in Your District*.

A final word of caution about professional learning communities. During the visit, the school provided the visiting team with an opportunity to observe a PLC meeting. During the meeting, participating staff: discussed how a recent formative assessment was administered; the possibility of differentiating the assessment for students with IEPs; suggested possible instructional supports for students who were still underachieving; and, shared ideas about the next standard to be taught. The term, PLC, was also mentioned during a focus group when referencing professional development opportunities. To be sure, a community of professional learners do, in fact, engage in careful review of data, instructional planning, and purposeful professional development. There is a prevalent view in education, however, that these pieces are the totality of a PLC. A professional learning community is not a model or a program. Nor is it isolated data discussions, book talks, or workshops. Rather, it is a **culture** where collective commitment and mutual accountability unite everyone (i.e. certified and non-certified staff, students, and parents) in fulfilling the school's essential purpose that all students learn at high levels.

In the final analysis, a school has no control (although it may exert some influence) on changing community demographics or changing political priorities, but it can institute a system of evidence-based practices that sustain high levels of teaching and learning in a safe and orderly environment. Concerted effort in establishing such a system, within a professional learning community framework, provides promise for making Charles Warren Fairbanks School 105 the school everyone desires and deserves.

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[3] Gray, J., Kruse, S., & Tarter, C. J. (2016). Enabling school structures, collegial trust and academic emphasis. *Educational Management Administration & Leadership*,*44*(6), 875-891. doi:10.1177/1741143215574505

[4] Vescio, V., Ross, D., & Adams, A. (2008). A review of research on the impact of professional learning communities on teaching practice and student learning. *Teaching and Teacher Education*,*24*(1), 80-91. doi:10.1016/j.tate.2007.01.004

Recommendation 2
As part of the strategic plan for continuous school improvement, increase provision of a Multi-Tiered System of Supports (MTSS) that focus on prevention through Social Emotional Learning (SEL), Positive Behavioral Interventions and Supports (PBIS), and treatment options using comprehensive mental health services. These must be coordinated in their structure and system of service.
Aligned Domain(s) from the "5 Essentials for School Improvement" Framework
• Effective Leaders • Ambitious Instruction • Supportive Environment • Collaborative Teachers • Family Involvement
Rationale
Absent a climate conducive to learning and a collaborative culture working toward common vision, learning is left to chance. An effective school climate may be characterized by one of order, where students and staff are valued and able to actualize the school's vision in an environment free from disruption and safety concerns.[5] Discounting the importance of school climate in an urban setting comes with extensive personal and organizational cost. A recent study found weak school climates resulted in increased physical problems (e.g., fatigue and illness) as well as mental health problems such as anxiety, depression, and irritability among staff.[6] This recommendation focuses on the climatic conditions and overall culture, addressing some of the team's findings that ultimately detract from student achievement. Students, teachers, and community members expressed similar concerns about safety. None of the concerns by students or community members were directed toward staff. Instead, all three groups cited examples where some students, within the school, and individuals outside the school posed threats to safety and significant interference with learning. For instance, students recalled "kids running around the room," "kids being disrespectful to teacher and classmates," and "talking when teacher talks" as examples of what they didn't like about their school. In another student focus group participants spoke of students stealing, fighting, and being on their phones while in class. Teachers echoed similar concerns during focus group discussions and in their survey, where only 17.6 percent of respondents agree or somewhat agreed that the school community supports a safe, orderly, and equitable learning environment. Impact of in-class disruptions were observed by the visiting team. In only 50 percent of the observations were teachers able to immediately redirect students who had lost focus, in such a way that did not slow or disrupt the lesson's momentum. Only 56 percent of the observations found students executing transitions with minimal teacher direction, and students were seen responding quickly to teachers' management techniques by re-engaging in the lesson in 53.8 percent of class visits. The school and district have taken steps to remedy these issues. For example, some staff have been trained in trauma-informed care and positive behavioral interventions and supports (PBIS). Additionally, the school purchased a commercially-produced product for social-

[5] Mattingly, Joseph W. 1953-, "A study of relationships of school climate, school culture, teacher efficacy, collective efficacy, teacher job satisfaction and intent to turnover in the context of year-round education calendars." (2007). Electronic Theses and Dissertations. Paper 923. https://doi.org/10.18297/etd/923

[6] Shernoff, E. S., Mehta, T. G., Atkins, M. S., Torf, R., & Spencer, J. (2011). A Qualitative Study of the Sources and Impact of Stress Among Urban Teachers. *School Mental Health*,(3), 59-69. doi:10.1007/s12310-011-9051-z

emotional learning (SEL). Yet, discussions with staff revealed that none of these efforts have been instituted with fidelity, nor is there a coherent link between these initiatives. Instead teachers "implement PBIS when they can" and express they need more training for the SEL program. To be sure, the intentions have been true, but have resulted in random attempts to solve problems rather than a coordinated system of supports.

A multi-tiered system of supports is the umbrella under which PBIS, SEL, and Response-to-Intervention (RtI) exist. Simply put, it is the framework. When this system serves as an integral component of a PLC culture it creates a culture where all students' needs (academic, social, emotional, and behavioral) are met. Thus, this recommendation is subsumed in the first, in that a strategic plan should clearly define who, how, and why a system of supports will work. For Charles Warren Fairbanks School 105, it is highly important that this receive full attention.

Fortunately, mental health and SEL are receiving more and more attention with additional resources available each day. As noted, however, part of the school's strategic plan must clearly define goals to be achieved, in this case for successfully identifying and meeting the social-emotional and mental health needs of staff and students. To avoid exacerbating the current condition of disjointed efforts and programs, the strategic plan should set clear parameters for selecting and using any and all resources. If necessary, in accordance with the plan, the school should (with district support) selectively abandon that which does not fit within these parameters. Priority should be given to purposeful, on-going professional development to ensure resources are employed with fidelity. And, all of this should be coordinated by a comprehensive team, comprised of individuals with expertise in, and responsibility for providing services and support.

The following are provided as possible resources for this recommendation. The first of these is through the Indiana Department of Education's webpage for Social, Emotional, and Behavioral Wellness, found here: https://www.doe.in.gov/sebw. Other possible resources include:

- School Mental Health Sustainability Funding Strategies to Build Sustainable School Mental Health Programs https://www.air.org/sites/default/files/downloads/report/Why%20School%20Mental%20Health_Connections%20to%20Systems%20of%20Care_1.pdf
- Mental health interventions in schools 1: Mental health interventions in schools in high-income countries (document to learn more) https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4477835/pdf/nihms-685459.pdf
- Interventions for Disruptive Behavior Disorders Evidence-Based Practices (EBP) KIT https://store.samhsa.gov/product/Interventions-for-Disruptive-Behavior-Disorders-Evidence-Based-Practices-EBP-KIT/SMA11-4634CD-DVD
- A Treatment Improvement Protocol for Improving Cultural Competence https://store.samhsa.gov/system/files/sma14-4849.pdf

Recommendation 3
As part of the strategic plan for continuous school improvement, evaluate current instructional practices and develop a coherent strategy for building teachers' capacity to continuously deliver highly effective instruction that translates into high levels of learning for all students.
• Effective Leaders • Ambitious Instruction

- Supportive Environment
- Collaborative Teachers
- Involved Families

Rationale

As noted in the preceding rationale, a climate conducive to learning must exist for students to succeed. Lack of such climate, however, does not allow a school to abdicate its responsibility for providing highly effective instruction. In fact, instructional effectiveness greatly impacts climate and student behavior. While the climate, particularly with respect to student behavior, at Charles Warren Fairbanks School 105 was determined by the team to adversely affect learning, noticeable needs for improved instruction were present. This, then, is the purpose for this recommendation.

During the school quality review, classroom observations revealed:

1. Students actively engaged in learning 53.6 percent of the time.
2. Teachers providing specific concrete, sequential, and observable directions for behavior and academics present in 38.5 percent of observations.
3. Teachers checking for students' understanding of key concepts necessary to master the stated objective present in 34.5 percent of the observations.
4. Evidence of high expectations for academics present in 27.6 percent of the time.
5. Teachers providing real-world examples to illustrate relevance of the lesson present 25.9% of the time.
6. Students making relevant connections to content present 17.2 percent of the time.
7. Differentiated instruction in accordance with students' learning needs present in 11.5 percent of the observations.
8. Higher level questions being asked by teachers in 6.9 percent of the observations.

Arguably, observations made during the two-day visit provide a snapshot of regular instruction. However, given the school's performance on summative assessments and information gathered from other sources during the visit, the above observations seem accurate. It essential that high expectations for student achievement be established first. Such expectations for all are essential for closing the achievement gap between advantaged and less advantaged students and for increasing academic achievement for all students.[7] This speaks to students' self-efficacy, or the view they hold of themselves as (capable or incapable) learners. Providing opportunities for students to be successful through instruction that is differentiated, rigorous, clearly sequenced, and relevant is paramount for students to achieve success and experience high feelings of self-efficacy, which has an impressive effect size of .92.[8]

Many ingredients are in place for Charles Warren Fairbanks School 105 to be successful. During the community focus group, participants indicated that "teacher commitment, tenacity, and perseverance" were the strongest aspects of the school. They added that the principal also demonstrates commitment and "has a good heart." Caregivers, likewise, voiced strong support for the school as noted in the first rationale. With these advantages, it is incumbent on the school and district to join in developing and enacting a strategic plan for continuous school improvement in which teachers continuously deliver highly effective instruction. As part of an

[7] 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

[8] Killian, S., Killian, A., Shaun, Goldman, S., Goldman, S., Hopper, D., ... (2017, September 24). Hattie's 2017 Updated List of Factors Influencing Student Achievement. Retrieved March 22, 2019, from http://www.evidencebasedteaching.org.au/hatties-2017-updated-list/

overall framework rooted in recurrent professional learning community (PLC) processes dedicated to a unified vision for student achievement, this can be achieved.

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 Domains.

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; teacher surveys; school leader self-assessment; meeting with principal; teacher focus groups; student focus group; teacher surveys, caregiver surveys, documents provided by Fairbanks School 105			
Rating			
1 Ineffective *Insufficient evidence of this happening in the school*	2 Improvement Necessary *Limited evidence of this happening in the school*	3 Effective *Routine and consistent*	4 Highly Effective *Exceeds standard and drives student achievement*
Evidence Summary			
Strengths			Aligned "5Essentials" Framework Indicator(s)
• Based on information gathered during focus groups, teachers support one another within and across grade levels.			• 4.1
• Teachers and school leaders recognize the need to share and use data to track student learning and behavior.			• 4.3
Areas for Improvement			Aligned "5Essentials" Framework Indicator(s)
• There are evident gaps in staff culture with little evidence of definitive plans for improving the culture as determined during			• 4.1

focus groups discussions and review of materials provided by the school.	
• Processes for selecting and designing professional development are unclear and inconsistent, though there is an attempt to keep professional development focused on school needs.	• 4.2
• A clear process and plan for using coaching cycles to advance instruction, using data, goal setting, and collaborative planning are not evident, according to observations by the visiting team.	• 4.3
• Effective systems are not in place to support new teachers, as revealed in teacher surveys, focus group discussions, and other documents provided by the school.	• 4.4

Domain from the "5 Essentials for School Improvement" Framework: Involved Families			
Evidence Sources			
Classroom observations; teacher surveys; school leader self-assessment; meeting with principal; teacher focus groups; student focus group; teacher surveys, caregiver surveys, documents provided by Fairbanks School 105			
Rating			
1 Ineffective *Insufficient evidence of this happening in the school*	2 Improvement Necessary *Limited evidence of this happening in the school*	3 Effective *Routine and consistent*	4 Highly Effective *Exceeds standard and drives student achievement*
Evidence Summary			
Strengths			Aligned "5Essentials" Framework Indicator(s)
• The school has established community partnerships that directly support the school and students, based on evidence gathered in focus groups and caregiver surveys.			• 5.3
• Families are encouraged to participate in school events and such events are advertised and promoted for families.			• 5.1
Areas for Improvement			Aligned "5Essentials" Framework Indicator(s)
• While families are encouraged to participate in school events, attendance is inconsistent as found through focus group discussions.			• 5.2

• Coordinated partnerships with those who can support mental health and other social emotional needs are not evident based on focus group discussions and conversations with individual staff.	• 5.1, 5.3