



School Quality Review Report

Christian Park School 82

Indianapolis Public Schools

January 23-24, 2019

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Table of Contents

I.	Background on the School Quality Review.....	3
II.	Overview of the School Quality Review Process	3
III.	Data Snapshot for Christian Park School 82	4
IV.	Evidence and Rating for the Effective Leaders Domain	7
V.	Evidence and Rating for the Ambitious Instruction Domain	9
VI.	Evidence and Rating for the Supportive Environment Domain	10
VII.	Recommendations.....	11
VIII.	Appendix A: Evidence and Ratings for Collaborative Teachers & Involved Families.....	14

I. Background on the School Quality Review

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

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

The school quality review (SQR) is a needs assessment meant to evaluate the academic program and operational conditions within an eligible school. The SQR will result in actionable feedback that will promote improvement, including the reallocation of resources or requests for technical assistance. The process is guided by a rubric aligned to [“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 Christian Park’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 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 42 classrooms, and (4) interviewed school and district leaders.

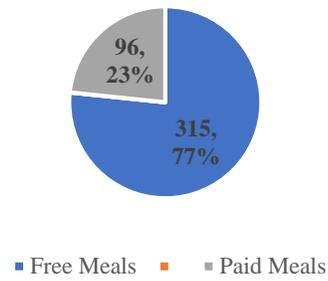
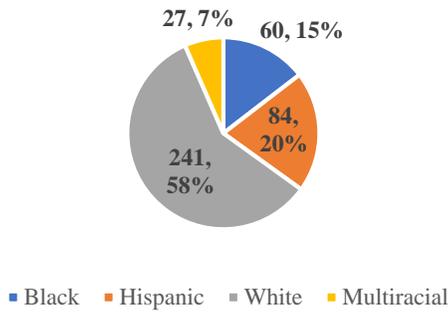
Prior to the visit, teachers completed an online survey, with 19 of 25 teachers participating. Parents and family members were also invited to complete a survey; 39 completed this survey. Finally, the school leadership team completed a self-evaluation. Both surveys and the self-evaluation are made up of questions that aligned to the [“5Essentials for School Improvement” framework developed by the Consortium on School Research at the University of Chicago](#).

III. Data Snapshot for Christian Park School 82

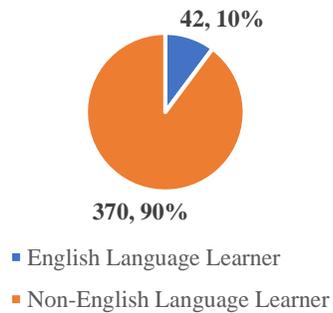
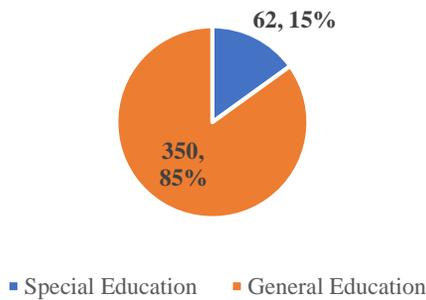
School Report Card							
2016-2017 Report Card	Points	Weight	Weighted Points	2017-2018 Report Card	Points	Weight	Weighted Points
Performance Domain Grades 3-8	44.90	0.5	22.45	Performance Domain Grades 3-8	28.60	0.5	19.30
Growth Domain Grades 4-8	67.10	0.5	33.55	Growth Domain Grades 4-8	62.20	0.5	31.10
Overall Points			56.0	Overall Points			50.4
Overall Grade			F	Overall Grade			F

Enrollment 2017-2018: 412 students

Enrollment 2017-2018 by Ethnicity	Enrollment 2017-2018 by Free/Reduced Price Meals
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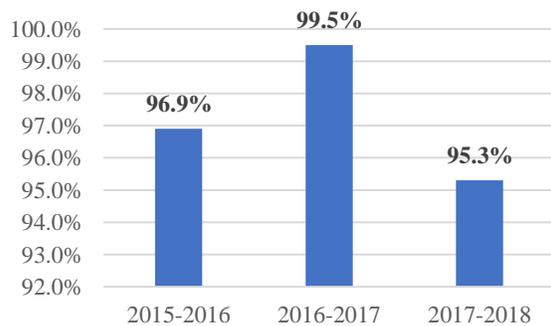
Enrollment 2017-2018 by Special Education	Enrollment 2017-2018 by English Language Learners
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Attendance

Attendance by Grade	Attendance Rate Trend
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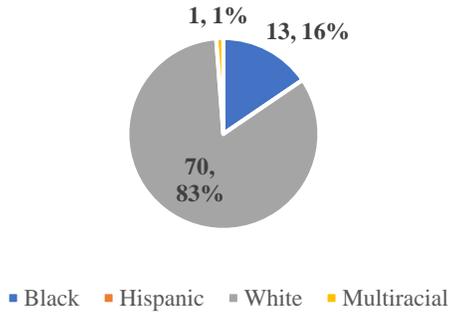
Grade	'15-'16	'16-'17	'17-'18
K	95.9%	99.5%	94.6%
1	96.8%	99.6%	94.7%
2	97.0%	99.2%	95.7%
3	96.8%	99.5%	94.7%
4	97.4%	99.7%	94.8%
5	97.2%	99.5%	97.1%
6	97.2%	99.6%	95.2%



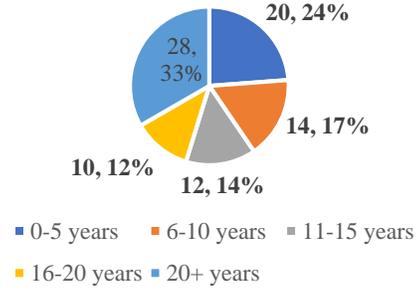
School Personnel

Teacher Count 2016-2017: 84

Teacher Count 2016-2017 by Ethnicity

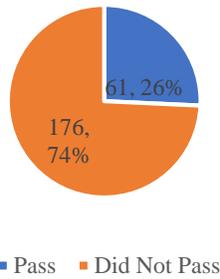


Teacher Count 2016-2017 by Years of Experience

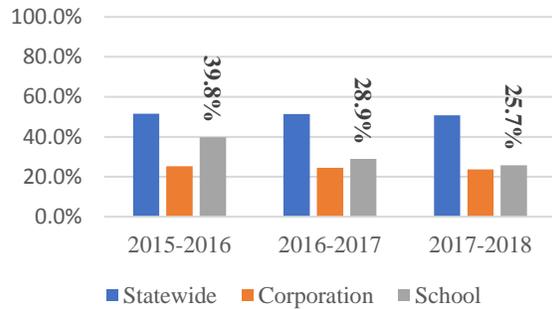


Student Academic Performance

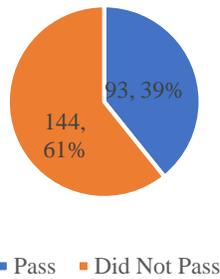
ISTEP+ 2017-2018 Percent Passing Both English/Language Arts and Math



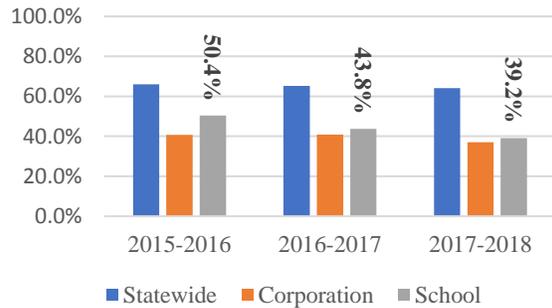
ISTEP+ Percent Passing Trend Both English/Language Arts and Math



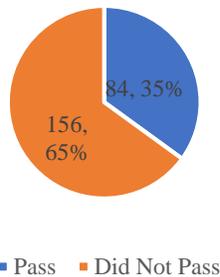
ISTEP+ 2017-2018 Percent Passing English/Language Arts



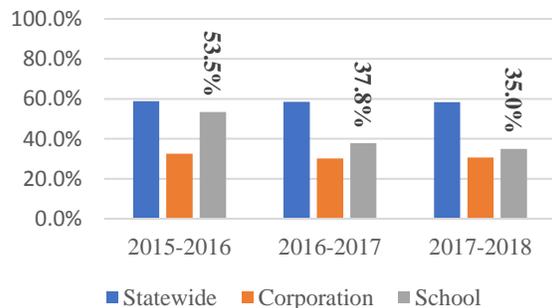
ISTEP+ Percent Passing Trend English/Language Arts



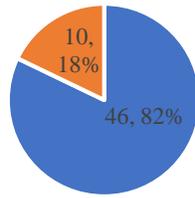
ISTEP+ 2017-2018 Percent Passing Math



ISTEP+ Percent Passing Trend Math

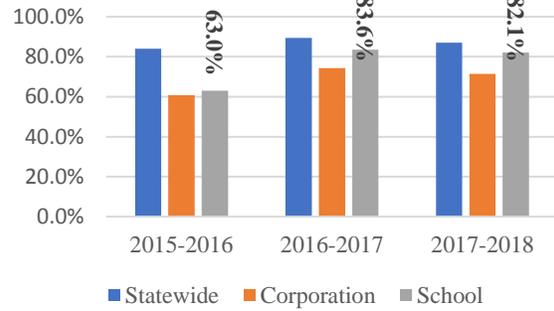


IREAD-3 2017-2018 Percent Passing

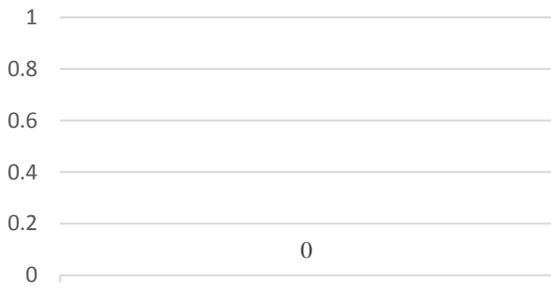


■ Pass ■ Did Not Pass

IREAD-3 Percent Passing Trend

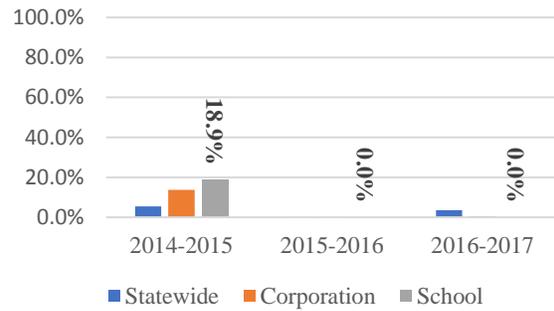


*IREAD-3 2017-2018
Percentage Promoted by Good Cause Exemptions*



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			
Principal interviews, teacher interviews, student interviews, parent/family interviews, community member interviews, classroom observations, artifacts submitted by Christian Park School 82			
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"> Focus group conversations with the school leadership team, as well as teacher focus groups, revealed the school leader has worked to develop trusting and respectful relationships with his staff. 			<ul style="list-style-type: none"> 1.5
<ul style="list-style-type: none"> Per conversations with the school principal as well as the leadership team, goals for high-quality instruction are currently being implemented. 			<ul style="list-style-type: none"> 1.4,1.3
<ul style="list-style-type: none"> The school leader is working to design professional development around the needs of his staff. 			<ul style="list-style-type: none"> 1.4

<ul style="list-style-type: none"> As evidenced by many focus group conversations, the School Improvement Plan is the roadmap for improvement initiatives at Christian Park School 82. 	<ul style="list-style-type: none"> 1.1
Areas for Improvement	Aligned “5Essentials” Framework Indicator(s)
<ul style="list-style-type: none"> The school leadership team inconsistently conducts informal observations without the inclusion of consistent, constructive teacher-specific feedback. 	<ul style="list-style-type: none"> 1.4
<ul style="list-style-type: none"> Data-driven and high-impact coaching cycles are not in place for teachers, differentiated by need and aligned to schoolwide goals and professional development systems. 	<ul style="list-style-type: none"> 4.3
<ul style="list-style-type: none"> The school’s vision was crafted with minimal input from stakeholders. 	<ul style="list-style-type: none"> 1.1

V. Evidence and Rating for the Ambitious Instruction Domain

Domain from the “5 Essentials for School Improvement” Framework: Ambitious Instruction			
Evidence Sources			
Principal interviews, teacher interviews, student interviews, parent/family interviews, community member interviews, classroom observations, and artifacts submitted by Christian Park School 82			
Rating			
<p style="text-align: center;">1 <u>Ineffective</u></p> <p><i>Insufficient evidence of this happening in the school</i></p>	<p style="text-align: center;">2 <u>Improvement Necessary</u></p> <p><i>Limited evidence of this happening in the school</i></p>	<p style="text-align: center;">3 <u>Effective</u></p> <p><i>Routine and consistent</i></p>	<p style="text-align: center;">4 <u>Highly Effective</u></p> <p><i>Exceeds standard and drives student achievement</i></p>
Evidence			
Strengths		Aligned “5Essentials” Framework Indicator(s)	
<ul style="list-style-type: none"> Teachers shared that the professional development offered this year has been very helpful and applicable. 		<ul style="list-style-type: none"> 2.4 	
<ul style="list-style-type: none"> Most classrooms observed were arranged to support collaborative learning. 		<ul style="list-style-type: none"> 2.4 	
<ul style="list-style-type: none"> All students participate daily in additional English/Language Arts and Math practice through the MTSS period. 		<ul style="list-style-type: none"> 2.3 	
Areas for Improvement		Aligned “5Essentials” Framework Indicator(s)	
<ul style="list-style-type: none"> Classroom observations revealed instructional tasks in most classrooms do not require students to do higher-order, complex thinking. 		<ul style="list-style-type: none"> 2.4 	
<ul style="list-style-type: none"> Classroom observations exposed little evidence that teachers are selecting instructional strategies intentionally to meet the individual learning needs of their students. 		<ul style="list-style-type: none"> 2.3 	
<ul style="list-style-type: none"> Few checks for understanding were observed with no lesson adaptations being made based on students’ needs in the lesson. 		<ul style="list-style-type: none"> 2.2 	

VI. Evidence and Rating for the Supportive Environment Domain

Domain from the “5 Essentials for School Improvement” Framework: Supportive Environment			
Evidence Sources			
Principal interviews, teacher interviews, student interviews, parent/family interviews, community member interviews, classroom observations, and artifacts submitted by Christian Park School 82			
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"> • More often than not, leaders, teachers and students engage with each other in ways that demonstrate mutual respect. 			• 3.4
<ul style="list-style-type: none"> • Classroom and hallway observations, as well as conversations with students, support the statement that most students at Christian Park take pride in the school and uphold the expectations of the school. 			• 3.6
Areas for Improvement			Aligned “5Essentials” Framework Indicator(s)
<ul style="list-style-type: none"> • Classroom observations revealed there is a significant amount of instructional time lost with many transitions being chaotic and disorderly, and frequently taking longer than intended. 			• 3.1
<ul style="list-style-type: none"> • Classroom and hallway observations show there is some evidence of school-wide routines, procedures, expectations, and traditions that encourage students to learn habits and learn from their mistakes in a positive environment, though students inconsistently follow these expectations. 			• 3.2

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 Christian Park School 82.

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 an instructional coaching cycle that is comprised of the following characteristics: (1) observation of instructional practices, (2) job-embedded professional development, (3) modeling of effective instructional practices, and (4) individualized feedback of classroom instruction. In order to support this process, develop and use a template to provide formative feedback to teachers on all classroom walkthroughs. Guide teachers in setting individual professional growth goals that can be reviewed and monitored as part of the instructional coaching cycle. Additionally, clearly define the roles and responsibilities of the instructional coach to minimize time spent on tasks not directly related to improving classroom instruction.
Aligned Domain(s) from the “5 Essentials for School Improvement” Framework
Effective Leaders, Ambitious Instruction
Rationale
<p>The use of a structured coaching cycle acts as a dynamic and on-going form of professional development. A coaching cycle, when done with fidelity, facilitates teachers to develop strong standards-based lesson plans, receive formative instructional feedback, examine classroom data, and refine classroom practice. A coaching cycle acts as a vehicle to focus classroom practice on the school improvement plan’s (SIP) identified goals and priorities. Still, opportunity exists within the coaching cycle to differentiate professional learning and meet the individual needs of teachers. Research has shown professional development, when reinforced by ongoing, job-embedded coaching leads to between eighty to ninety percent of implementation of new practices. Conversely, infrequent and decontextualized training resulted in implementation of less than twenty percent of new practices in classroom settings.¹</p> <p>The role of the instructional coach is currently shifting at Christian Park. Christian Park previously had one coach who was essentially doing three jobs. A second coach was hired after first semester, so the job duties are currently shifting. Keeping these things in mind, it is imperative that a greater focus be placed on working with teachers in the area of highly effective instructional practices. Both classroom observations and focus group conversations revealed that this is a critical need. Teachers at Christian Park are open to new ideas but need to work alongside the coaches to practice implementation and receive follow-up support.</p>

¹ Buysee, Pierce, Effective Coaching: Improving Teacher Practice & Outcomes for All Learners, WestEd: NCSI, no. 508 (2015).

While the school has overall instructional goals as outlined in the School Improvement Plan, teachers do not have individual, professional development goals that are being monitored and supported through coaching. In order for students to improve, teachers must be continually growing and improving their instructional skills.

Recommendation 2

Research and train teachers on varied instructional strategies needed to engage students in meaningful and differentiated classroom lessons in order to provide all students with opportunities to master content and skills in a manner that reflects the full depth of Indiana’s Academic Standards. Direct teachers to center every lesson on an “I Can” statement that will allow students to understand the purpose for their learning as well as giving the teachers a clear, measurable outcome for the lesson. Prioritize professional development on the use of instructional strategies that are evidence based and proven to have the greatest impact on student growth and achievement. Monitor and provide teachers with feedback on the use of newly learned instructional strategies, placing priority on those teachers most in need of coaching and support.

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

Ambitious Instruction

Rationale

The use of multiple instructional strategies allows teachers to address students’ multiple learning styles thus increasing student engagement as well as providing teachers the opportunity to address the true rigor the Indiana Academic Standards demands. In addition, teachers are able to create a more equitable learning environment by addressing the individual needs of learners through differentiation of instruction. Teachers, through the use of multiple instructional strategies, are also better equipped to respond to formative assessment and adjust instruction as needed.

While “I Can” statements were observed in most classrooms at Christian Park, there was very little evidence that they were being used with the students. Student learning objectives only impact student outcomes when they are truly used to help students understand the purpose for their learning and are utilized by teachers to measure the success of their lesson through daily checks for understanding.

The classroom observations revealed teachers need additional professional development and individualized coaching to support their effective use of intentionally varied instructional strategies. A lack of purposefully varied instructional strategies contributed greatly to the fact that in 48% of classrooms students were not actively engaged in learning activities. Furthermore, in less than 25% of classrooms observed were students receiving instruction through strategies that required them to interact with the content, articulate real-world connections, and discuss the material with their peers. The need for professional development on student-centered instructional strategies was also reinforced by the fact that differentiated instruction was observed in only 19% of classrooms.

Recommendation 3

Continue refining the Multi-tiered System and Supports intervention period to meet the learning needs of all students in English/language arts and mathematics that is planned, monitored, and evaluated for effectiveness based on defined student learning goals. Implement a short-cycle of common formative assessments to ensure Tier I instruction as well as small group and individualized interventions in English/language arts and math are enhanced throughout the school year based on an analysis of student growth data provided by these formative assessments.

Using this student academic data from common formative assessments along with classroom data will allow teachers to shape decisions at multiple times during the school year about what academic interventions students are placed in, as well as what content and skills are focused on within these academic interventions.

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

Supportive Environment

Rationale

In order for an intervention program to produce maximum results, the most current student assessment data must be used. By identifying individual students, as well as his or her areas of need, teachers can plan and provide targeted intervention to improve student achievement. To maximize student outcomes, utilizing several data points is key to successfully identifying students for intervention grouping. Northwest Evaluation Association is the assessment currently being used at Christian Park, but additional, regular data points will need to be considered. Working to create the common formative assessments which will be more frequent is a must as well as considering daily checks for understanding.

Common formative assessments given in a short cycle are useful indicators of students’ ongoing academic growth, particularly when used across all grade levels. When this data is used in conjunction with data from more frequent formative assessments (e.g., exit tickets, weekly quizzes), teachers and coaches are provided with a well-rounded set of data points from which to make student-centered decisions about Tier I instruction and academic interventions. In particular, this cycle of formative assessments and the related analysis of resulting student data can help ensure students are appropriately placed in academic interventions and that the interventions themselves are focused on the content and skills that students need the most support with.

MTSS (intervention) period at Christian Park is currently being revamped. Schedules have been changed in order to have every grade level occurring at a different time during the day. This allows for additional adults to be available for instruction for every grade level. Formerly this period was run by the teacher only, which essentially meant it was just another whole group lesson. Currently student groupings are being informed by NWEA data. There is a plan to create short cycle formative assessments that should be utilized to inform more flexible student groupings for the MTSS period.

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			
Principal interviews, teacher interviews, student interviews, parent/family interviews, community member interviews, classroom observations, and artifacts submitted by Christian Park School 82			
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)
<ul style="list-style-type: none"> A positive and productive staff culture is present most of the time. When there are gaps, there is evidence of planning for improving staff culture. 			<ul style="list-style-type: none"> 4.1
<ul style="list-style-type: none"> Professional development is designed to improve instructional practices and increase student achievement. 			<ul style="list-style-type: none"> 4.2
Areas for Improvement			Aligned “5Essentials” Framework Indicator(s)
<ul style="list-style-type: none"> While professional development opportunities exist for all staff to engage in, they are rarely differentiated. 			<ul style="list-style-type: none"> 4.2
<ul style="list-style-type: none"> There is no evidence of equitable processes for engaging faculty and staff in the selection and design of professional development opportunities. 			<ul style="list-style-type: none"> 4.2

• Coaching cycles are not currently present.	• 4.3
• There is little to no evidence of functioning systems for supporting new teachers.	• 4.4

Domain from the “5 Essentials for School Improvement” Framework: Involved Families			
Evidence Sources			
Principal Interviews, Teacher Interviews, Student Interviews, Parent/Family Interviews, Community Member Interviews, Classroom Observations, Artifacts submitted by Christian Park School 82			
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)
• Parents spoke positively about Christian Park School 82. They feel the school cares about their children.			• 5.2
• There is evidence of relationships with community partners who support the school.			• 5.3
Areas for Improvement			Aligned “5Essentials” Framework Indicator(s)
• There is little evidence that family input on school procedures and systems is valued.			• 5.1
• There is no evidence of an annual calendar with opportunities for family engagement.			• 5.2
• There is no Parent Teacher Organization at Christian Park.			• 5.2