



School Quality Review Report

Maple Crest Middle School

Kokomo School Corporation

February 27-28, 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 Maple Crest Middle School’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.

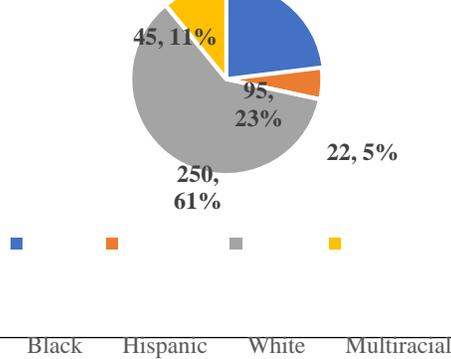
The school leadership team completed a self-evaluation. Both surveys and the self-evaluation are made up of questions that align to [“5Essentials for School Improvement” framework developed by the Consortium on School Research at the University of Chicago](#).

III. Data Snapshot for Maple Crest Middle School

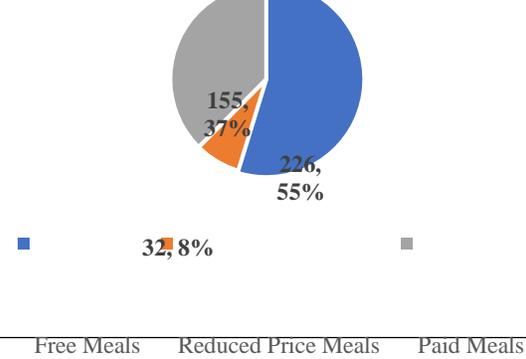
School Report Card							
2016-2017 Report Card	Points	Weight	Weighted Points	2017-2018 Report Card	Points	Weight	Weighted Points
Performance Domain Grades 3-8	31.90	0.5	15.95	Performance Domain Grades 3-8	32.30	0.5	16.15
Growth Domain Grades 4-8	84.80	0.5	42.40	Growth Domain Grades 4-8	84.90	0.5	42.45
Overall Points			58.4	Overall Points			58.6
Overall Grade			F	Overall Grade			F

Enrollment 2017-2018: 409 students

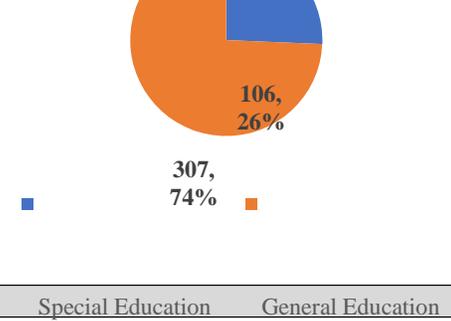
Enrollment 2017-2018 by Ethnicity



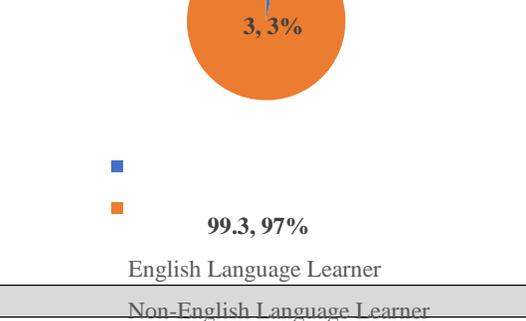
Enrollment 2017-2018 by Free/Reduced Price Meals



Enrollment 2017-2018 by Special Education



Enrollment 2017-2018 by English Language Learners

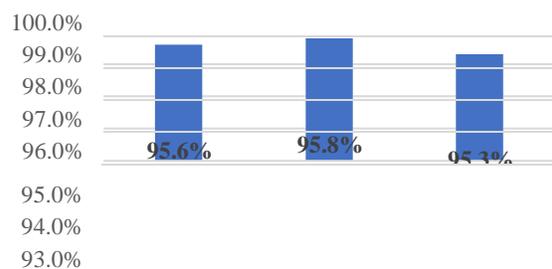


Attendance

Attendance by Grade

Grade	'15-'16	'16-'17	'17-'18
Grade 6	95.3%	95.9%	95.2%
Grade 7	95.8%	95.1%	95.6%
Grade 8	95.6%	96.4%	95.2%
All Grades	95.6%	95.8%	95.3%

Attendance Rate Trend



92.0%

2015-2016

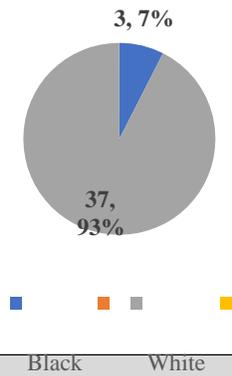
2016-2017

2017-2018

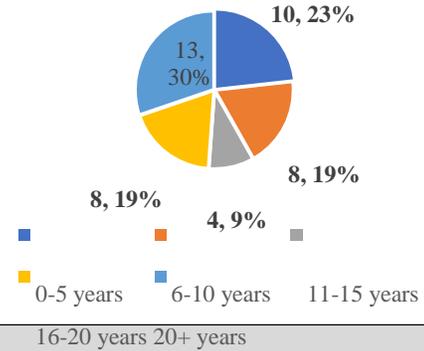
School Personnel

Teacher Count 2017-2018: 40

Teacher Count 2017-2018 by Ethnicity

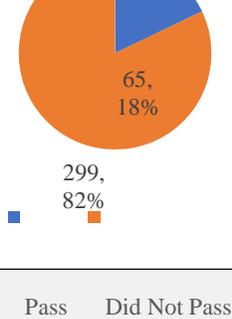


Teacher Count 2017-2018 by Years of Experience

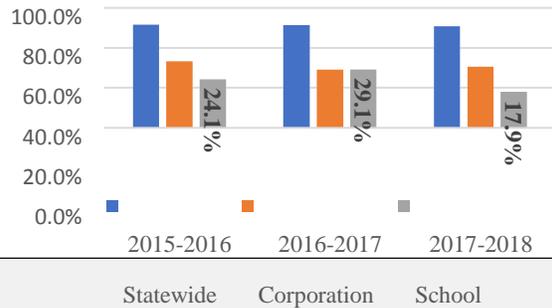


Student Academic Performance

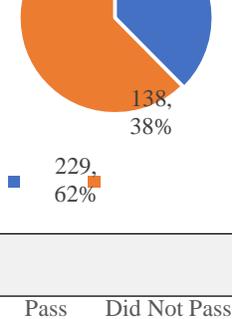
ISTEP+ 2017-2018 Percent Passing Both English/Language Arts and Math



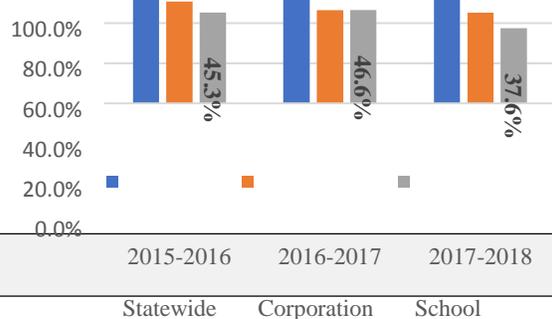
ISTEP+ Percent Passing Trend Both English/Language Arts and Math



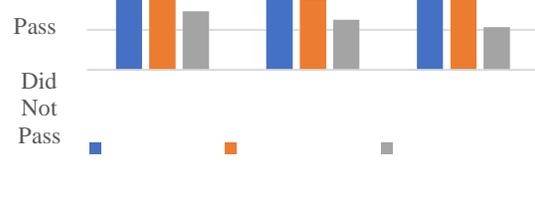
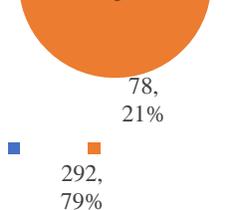
ISTEP+ 2017-2018 Percent Passing English/Language Arts



ISTEP+ Percent Passing Trend English/Language Arts



ISTEP+ 2017-2018 Percent Passing Math



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29.3%

24.9%

21.2%

2015-2016 2
2016-2017 2
2017-2018
Statewide Co
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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)
• Mutually trusting and respectful relationship with students, faculty, and families.			• 1.2
• Schedule reflects the values and priorities of Maple Crest			• 1.3
• Models fair and equitable behaviors that foster trust amongst staff and students			• 1.5
•			•
•			•
•			•

Areas for Improvement	Aligned “5Essentials” Framework Indicator(s)
<ul style="list-style-type: none"> • Create and implement a shared vision and mission. Consistently monitor and communicate progress towards established goals. 	<ul style="list-style-type: none"> • 1.2
<ul style="list-style-type: none"> • Clearly define leadership team members and roles which promote shared accountability by all members of the leadership team. 	<ul style="list-style-type: none"> • 1.2
<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"> •

V. Evidence and Rating for the Ambitious Instruction Domain

Domain from the “5 Essentials for School Improvement” Framework: Ambitious Instruction			
Evidence Sources			
Classroom observations, observations of hallway transitions and common areas, teacher focus 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"> • Math and ELA teachers make data informed decisions (KAT) 		<ul style="list-style-type: none"> • 2.3 	
<ul style="list-style-type: none"> • Evidence that multiple forms of assessment are used to measure student mastery (iReady and common formative) 		<ul style="list-style-type: none"> • 2.4 	
<ul style="list-style-type: none"> • Practices are in place that provide opportunities for students to own their learning 		<ul style="list-style-type: none"> • 2.5 	
•		•	
•		•	
•		•	
Areas for Improvement		Aligned “5Essentials” Framework Indicator(s)	
<ul style="list-style-type: none"> • No System exists to monitor whether the daily classroom instruction meets the depth of IAS 		<ul style="list-style-type: none"> • 2.2 	
<ul style="list-style-type: none"> • Classrooms lack the use of high-yield instructional strategies 		<ul style="list-style-type: none"> • 2.3 	
<ul style="list-style-type: none"> • Teachers teach lessons with limited monitoring of student understanding and make no adaptations based on student needs in lessons 		<ul style="list-style-type: none"> • 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, 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)
• Physical space supports positive student morale			• 3.3
• Students have access to resources and adults needed for social-emotional support (social worker)			• 3.5
• Some evidence exists that adults and students engage with each other in ways that demonstrate mutual respect			• 3.2
•			•
•			•
•			•
Areas for Improvement			Aligned “5Essentials” Framework Indicator(s)
• There is some evidence of a loss of instructional time in classrooms			• 3.1
• Little evidence exists of consistent early intervention leading to overall student improvement			• 3.2
• A lack of cultural competency exists among staff in the building			• 3.4
•			•
•			•
•			•

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 Maple Crest Middle School.

These recommendations should not be thought of as an exhaustive set of school improvement strategies, but rather as a part of the ongoing and continuous school improvement process.

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.
Aligned Domain(s) from the “5 Essentials for School Improvement” Framework
Effective Leaders, Ambitious Instruction, Supportive Environment
Rationale
<p>Throughout the time spent at Maple Crest it was apparent that students and staff alike lacked a concrete understanding of the vision of the building. They have a vision but most do not know it and it is not representative of who they are as a building. They have hashtags but nothing that embodies the Maple Crest building. 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 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. It was evident that Maple Crest lacks a clear universal methodology. You have some teachers that can do it and some teachers that cannot, 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 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</p>

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

Develop and implement School-wide PD based on understanding student culture throughout Maple Crest. This should be grounded in staff understanding the many cultures that exist throughout the Maple Crest Student body. Cultural competence is the key to thriving in culturally diverse classrooms and schools - and it can be learned, practiced, and institutionalized to better serve diverse students, their families, and their communities. Cultural competence is the ability to successfully teach students who come from a culture or cultures other than our own. It entails developing certain personal and interpersonal awareness and sensitivities, understanding certain bodies of cultural knowledge, and mastering a set of skills that, taken together, underlie effective cross-cultural teaching and culturally responsive teaching.

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

Effective Leaders, Ambitious Instruction, Supportive Environment

Rationale

In conversations with the leadership team it was highlighted that students are generally more knowledgeable about the world we live in. This results in students being exposed to a lot more of the harsher realities of growing up. Mr. Hughes was honest in the fact that a lot of his students are broken and that staff are currently receiving PD in Well Managed Schools, but that is not enough. There is an in school social worker as well as a case manager that is housed in the building. Leaning on those resources to train staff, as well as the implementation of some Cultural Competence PD that all staff will complete on a cycle. “Culturally relevant professional development is important to help teachers “become more aware of the effects of institutional as well as individual forms of racism and to prepare them to become agents of change by challenging racist practices and policies both in their teaching and in their daily lives”²

Recommendation 3

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

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

Effective Leaders, Ambitious Instruction, Supportive Environment

Rationale

In conversations with the leadership team, there was some discussion of data, no changes being made to instruction based on the data. While talking to Mr. Hughes he mentioned that

¹ (Farmer, 2009)

² A Study of Professional Development Initiative to Increase Cultural Competency, VCU 2014

they are new to taking data and hasn't quite filtered down into subject areas yet. While observing in the classrooms, it was observed that only 23 percent of the time teachers differentiated instruction to meet the needs of students. All students received the same instruction. In order to meet the wide variety of needs on all students in a typical classroom, teachers must utilize data to maximize their instructional time.

“To gain a deeper understanding of students’ learning needs, teachers need to collect data from multiple sources, such as annual state assessments, interim district and school assessments, classroom performance data, and other relevant data.”³ This data will help teachers gain a deeper understanding of students’ strengths and areas of weakness. Through collaboration with colleagues, teachers can make those adjustments to instruction and determine the best model to utilize when delivering instruction to groups of students based off the current data.

³ National Associate of Elementary School Principals, *Using Student Achievement Data to Support Instructional Decision Making*, Best Practices for Better Schools

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 <u>Ineffective</u> <i>Insufficient evidence of this happening in the school</i>	2 <u>Improvement Necessary</u> <i>Limited evidence of this happening in the school</i>	3 <u>Effective</u> <i>Routine and consistent</i>	4 <u>Highly Effective</u> <i>Exceeds standard and drives student achievement</i>
Evidence Summary			
Strengths		Aligned “5Essentials” Framework Indicator(s)	
• 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)	

• It is unclear how the PD provided will improve instructional practices and increase student achievement	• 4.2
•	•
•	•
•	•
•	•
•	•

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)	
• There are some opportunities for families to be members of the school community		• 5.1	
• There is evidence that leaders seek feedback from families		• 5.2	
• There are few relationships with community partners		• 5.3	
•		•	
•		•	
•		•	
Areas for Improvement		Aligned “5Essentials” Framework Indicator(s)	
• There is no evidence of family input on school calendar		• 5.1	
• Few families attend school events		• 5.2	
•		•	
•		•	

•	•
•	•