



Indiana  
Department of Education

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# School Quality Review Report:

## Elder Diggs #42

### Indianapolis Public Schools

**Review Date:** April 18-20, 2016

**Address:** 1002 W. 25<sup>th</sup> Street, Indianapolis, IN 46208

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## **Information about the School Quality Review**

In 2005, the Indiana General Assembly enacted Indiana Code 20-31-9 which serves as Indiana's accountability model for schools and districts. In response to the accountability process, the State Board of Education developed a requirement that schools in year four of probationary or "F" status participate in the School Quality Review process to assist with identifying priorities for school improvement.

The goal of the School Quality Review (511 IAC 6.2-8-2, 2011) is to identify the school's strengths and areas needing immediate improvement. Reviewers examined school data and survey information, observed every classroom, interviewed stakeholder groups and interviewed every staff member with standardized questions to identify areas for reinforcement or correction. Additionally, reviewers worked collaboratively before, during, and after the on-site visit to review and prepare findings. Schools were directed to include first priorities in their School Improvement Plans.

To provide reliable and high-quality feedback to the schools, a rigorous training process was followed for all review team members. Reviewers reviewed survey and school data information before the on-site visit. Interview questions were also selected before the visit and were revised as necessary throughout the visit to allow the reviewers to obtain reliable and verifiable feedback.

In preparing the School Quality Review Report, the reviewers used the Quality School Review Rubric Indicators and Rubric to indicate progress on the 8 Federal Turnaround Principles for Priority Schools. The Turnaround Principles have been identified by the US Department of Education (USED) as being critical to the success of turning around a struggling school. The reviewers examined evidence provided by the school leadership team as well as school data to make determinations of highly effective, effective, improvement necessary or ineffective for each of the indicators for the turnaround principles. After reviewing the rubric ratings, the review team designated, "First Priorities" based on the areas needing to be addressed first in school improvement planning. While many ineffective areas may be discussed in the report, the team wanted to prioritize improvement areas and assist the school in identifying next steps for immediate action.

Indiana Department of Education Outreach staff will continue to monitor and support educators with implementing first priorities in School Improvement and Student Achievement Plans in all year four schools to ensure the review team's findings and recommendations are implemented with fidelity.

## **School Quality Review First Priorities**

### **Elder W. Diggs School 42**

The following First Priorities should be addressed in school improvement planning and be included in your Student Achievement Plan with appropriate interventions aligned to the Turnaround Principles cited:

#### **Turnaround Principle 2 School Climate and Culture:**

1. Create and communicate a consistent plan for classroom and hallway behavior. There is a need for unified systems and expectations for student behavior and expectations for staff response and implementation.
2. Provide professional development to assist staff with deescalating student disruptions.
3. Use data to focus strategies to include instructional differentiation to meet varied student needs.

#### **Turnaround Principle 3 Instruction:**

1. Invest in creating effective teachers. Ensure there is a professional development plan to improve the instructional effectiveness and development of the teacher's capacity to improve student learning.
2. Provide job embedded professional development linked to teacher observations, formative assessment results, and school improvement goals.
3. Utilize instructional coaches to model best practices in reading, writing and math and demonstrate how to use data to increase rigor in planning, focus instruction, and differentiate interventions.

#### **Turnaround Principle 4 Curriculum, Assessment, and Intervention:**

1. Establish clear expectations for lesson plan review to focus Tier 1 instruction. Lesson plans are submitted weekly, but staff do not receive consistent feedback on plans. Walkthroughs do not show focused Tier 1 instruction that is rigorous or a standard use of curriculum.
2. Implement research-based, effective, and intentional Tier 2 instruction to include a focus on students who are two or more years behind.
3. Provide job embedded professional development to staff on guided small group instruction to include best practices and differentiation for students.

## Turnaround Principle # 1 Title: School Leadership

Circle the Overall Rating: 1 Ineffective **2 Improvement Necessary** 3 Effective 4 Highly Effective

### Description of Improvement Necessary Areas:

- 1.1 The principal uses data to establish a coherent vision that is understood and supported by the entire school community.
- 1.2 The principal develops and promotes a coherent strategy and plan for implementing the school vision, which includes clear measurement goals, aligned strategies, and a plan for monitoring progress and driving continuous improvement.
- 1.3 The principal uses data to work collaboratively with staff to maintain a safe, orderly and equitable learning environment.
- 1.4 The principal communicates high expectations to staff, students, and families, and supports students to achieve them.
- 1.5 The principal ensures that a rigorous and coherent standards-based curriculum and aligned assessment system are implemented with fidelity.
- 1.6 The principal ensures that classroom level instruction is adjusted based upon formative and summative results from aligned assessments.
- 1.7 The principal uses informal and formal observation data and on-going student learning outcome data to monitor and improve school-wide instructional practices and ensure the achievement of learning goals for all students (including SWD and ELs).
- 1.8 The principal ensures that the schedule is intentionally aligned with the school improvement plan in order to meet the agreed upon school level learning goals.
- 1.9 The principal effectively employs staffing practices (recruitment and selection, assignment, shared leadership, job-embedded professional development, observations with meaningful instructional feedback, evaluation) in order to continuously improve instruction and meet student learning goals.
- 1.10 The principal uses data and research-based practices to increase academically focused family and community engagement.

### **Evidence from Data:**

- Spring 2016 Acuity C reports show School 42 under the district average for English/Language Arts and Math in every ISTEP+ tested grade in the school (grades 3-6).
- Spring 2016 Acuity C reports show 31.75% mastery for Math.
- Spring 2016 Acuity C reports show 30% mastery for English/Language Arts.
- 36 out of 255 (14%) students passed both English/Language Arts and Math ISTEP+ in the spring of 2015.
- 70 out of 257 students (27%) passed English/Language Arts ISTEP+ in the spring of 2015.
- 64 out of 258 students (24.5%) passed Math ISTEP+ in the spring of 2015.
- The IREAD-3 percentage passing has decreased from 75.3% in 2013 to 67.1% in 2014 and 60.5% in 2015.
- There was a -1 penalty in the growth model for English/Language Arts for Overall Group with Low Growth.

- There was a -1 penalty in the growth model for Math for Overall Group with Low Growth.
- 0.00 points were achieved on the 2015 A-F Accountability Report Card, which resulted in the letter grade of “F” for the 4<sup>th</sup> consecutive year.

**Evidence from Observations:**

- The mean scores among all 26 classrooms observed were as follows: Classroom Environment was 2.7, Classroom Culture was 2.5, Behavior Management was 2.6, Instructional Execution was 2.2, and Engagement was 2.2. A 3.0 score is “Effective,” a 2.0 score is “Improvement Necessary,” and anything below 2.0 is “Ineffective.”
- The principal has some documentation on some of the consistently underperforming staff.
- Professional development topics are numerous and should focus on a select number of criteria directly connected to the school improvement plan.
- Feedback from walkthroughs focuses on general best practices and should increase monitoring and support of teachers’ instructional decisions, including student grouping, differentiated and targeted interventions, and the level of rigor in the curriculum.
- The principal provided district interview protocols that were in place for hiring staff and has used traditional channels and procedures to recruit new teachers.
- The principal ensures family members are informed about student learning progress through traditional means such as parent-teacher conferences, progress reports, and report cards.
- The principal reported having some partnerships with support services and organizations in the community, and some of the people involved with these partnerships were present at the school.

**Evidence from Interviews:**

- There was little or no evidence that teachers receive instructional feedback from the principal that impacts differentiation, instructional rigor, or specific interventions.
- Staff members indicated that the principal is in their classrooms daily.
- Teachers indicated the principal was involved with all PLC meetings.
- Staff members, parents, and community volunteers consistently reported that the building environment was safer and had an improved morale when compared to last year.

**Summary:**

- Spring 2016 performance data indicates percentage mastery below that of the district.
- Data from 26 classroom observations indicate “Improvement Necessary” overall ratings for all five observed categories.
- There was little or no evidence from interviews and observations of specific interventions, differentiation of instruction, or instructional rigor.
- Structures are in place to review and discuss assessment data.

- Staff members, parents, and community members reported that the building environment was safer and overall morale had improved since the previous school year.

**Actionable Statement:**

- Focus professional development and teacher feedback on specific instructional practices related to data and a higher expectation of instructional rigor.

## Turnaround Principle # 2 Title: School Climate and Culture

Circle the Overall Rating: 1 Ineffective **2 Improvement Necessary** 3 Effective 4 Highly Effective

### Description of Improvement Necessary Areas:

- 2.1 The school community supports a safe, orderly and equitable learning environment.
- 2.2 The school community maintains a culture that values learning and promotes the academic and personal growth of students and staff.
- 2.3 High expectations are communicated to staff, students, and families; students are supported to achieve them.

### **Evidence from Data:**

- While the school has adopted PBIS and is in its first year of implementation, there are still high numbers of office referrals and daily tardies.
- Data pulled from the month of February illustrates 51 total office referrals, with about half (49%) of office referrals categorized as “Disrupting Class”.
- “Fighting” was the next prominent category with 22% of office referrals.
- Within 11 days, Elder Diggs encompassed 243 students’ tardy (approximately 22 students per day).
- As a result, many students are missing a great deal of direct instruction time.

### **Evidence from Observations:**

- Student behavior varies greatly from classroom to classroom, grade level to grade level.
- Some classrooms are not safe or orderly and student behavior is regularly preventing instruction.
- Classroom management is not consistent between classrooms.
- Observations showed that teachers were unable to provide adequate instruction due to the lack of classroom behavior best practices.
- Negative behaviors in the hallways were still prevalent with teachers attempting to keep order.
- Several observers noted that the student flare ups were common, especially during transition times (Success and dismissal).

### **Evidence from Interviews:**

- Teachers indicated a decrease in serious behavior offenses, such as fighting, from last year.
- The teachers who were present in the 2014-2015 school year states that the school-wide behavior has gotten better with the new administration, but still needs much work.
- Staff members had some serious concerns regarding the school’s climate and culture.
- The staff expressed that routines, procedures and expectations have not been applied consistently in the building.
- Administration interviews indicate that no data analysis have taken place over school discipline, but this is a plan for the future.

**Summary:**

- Create and communicate a consistent plan for classroom and hallway behavior. There is a need for unified systems and expectations for student behavior and expectations for staff response and implementation.
- Provide professional development to assist staff with deescalating student disruptions.
- Use data to focus instruction strategies and include instructional differentiation to meet varied student needs.

## Turnaround Principle # 3: Effective Instruction:

Circle Overall Rating: 1 Ineffective 2 Improvement Necessary 3 Effective 4 Highly Effective

### Description of Improvement Necessary Areas

- 3.1 Teachers ensure that student-learning objectives are specific, measurable, attainable, realistic and timely, and are aligned to the standards-based curriculum.
- 3.4 Teachers demonstrate necessary content knowledge.
- 3.5 Teachers demonstrate the necessary skills to use multiple measures of data, including the use of diagnostic, formative, and summative data to differentiate instruction to improve student achievement.
- 3.6 Teachers hold high expectations for all students academically and behaviorally as evidenced in their practice.

### Description of Ineffective Areas:

- 3.2 Teachers use multiple instructional strategies and multiple response strategies that actively engage and meet student learning needs.
- 3.3 Teachers use frequent checks for understanding throughout each lesson to gauge student learning, and to inform, monitor and adjust instruction.

### Evidence from Data:

- Overall classroom observation ratings indicated a 2.2 for Instructional Execution; 2.3 for Student Engagement; 2.5 for Classroom Culture; 2.6 for Behavior Management; and a 2.7 for Classroom Environment (scale of 1-4).
- The School Self-Evaluation indicated that math instruction, high expectations, rigor and student engagement were areas of improvement. The School Self-Evaluation also stated that the district professional development would be more effective if it was more aligned to the specific needs of the building.
- The Teacher Survey indicated teachers agreeing or strongly agreeing that students are actively engaged in effective learning environments with improvements in student progress; however, classroom observations showed student engagement and instructional strategies were opportunities for improvement.
- ISTEP+ data demonstrates the school lost a point for low growth in math for the last two years and also lost a point for ELA last school year.
- IREAD-3 data shows a decline in scores over the last three years from 75.3% to 67.1% to 60.5%.
- A classroom instruction walkthrough form is utilized by the leadership team; however feedback is not targeted to improve teaching and student learning.
- There is an expectation for teachers to use a sample lesson plan template to submit their weekly lesson plans.
- The principal sends a weekly Jet Newsletter to staff highlighting priorities for the week.

- The K-2 and 3-6 Quarter 4 Snapshot includes an instructional vision: Increase rigor in instruction to intentionally meet student needs. The snapshot provides the weekly focus, purpose, coaching support and assessment.
- Teachers send home weekly progress monitoring reports.
- The school collects and analyzes proficiency summary reports-SRI, mClass Reading Reports and Summaries of Test Performance; however, changes to improve instruction and student learning are not being consistently implemented.
- Students receive Digg Dollars for behavior and academics that can be spent on items at the Diggs Store.

**Evidence from Observations:**

- Teachers have access to a Scholastic Reading Library.
- “I can” statements were not posted in all classrooms or consistently aligned to the instruction happening. Teachers taught the lesson without monitoring whether or not all students were mastering the lesson objective.
- Rigorous instruction or planning was not evident. Students were working on low level activities with low student engagement. Students were asked low level questions (DOK 1 and 2) in whole group and during guided reading. A few classrooms were utilizing ReadWorks.org and Newsela materials, but there were a few classrooms working on spelling contracts during the reading block. Students were writing a sentence for each spelling word or using a dictionary to look up words.
- There was little evidence that the instructional strategies were chosen to meet individual student learning needs during Tier I core instruction or Success Time.
- There were inadequate interventions in place for students. Daily Success Time was held at the end of the day. Students did not receive intentional instructional support with targeted interventions during this time. Teachers were not intentionally circulating or working with small groups of students. A student grouping plan/schedule was posted and utilized in a few classrooms.
- There was little evidence of intentional planning for engagement or to support different learning styles. Teachers demonstrated little variation in their instructional and response strategies. Some students were engaged and on task, others were passive, confused or causing disruptions. Lessons were not made relevant for students. Videos were shown during testing periods for students not testing. (*ISTEP+ overflow*).
- Classroom behaviors and expectations were inconsistent across all classrooms. Class DoJo was utilized as an online classroom management tool as well as SLANT expectations in some classrooms. Students did not consistently exhibit habits of self-discipline and management. Students did not respond quickly to teachers’ management techniques.

- There was evidence of low expectations for behavior and academics in some classrooms and several students were striving to meet those low expectations. Response strategies utilized in some classrooms demonstrated low expectations and a misunderstanding of culturally responsive teaching practices. (*You is/are smart. You is/are kind. You is/are important.*)

**Evidence from Interviews:**

- Many teachers shared that the classroom behavior and teacher/student relationships are better than last year. They feel more supported this school year.
- It was stated that rigor is a concept that is not understood by teachers and literacy stations are not rigorous or aligned to IN state standards.
- Teachers meet twice a week in PLC meetings for math and ELA. Student learning data is reviewed weekly during PLCs and at staff meetings. Teachers are staying informed by discussing monitoring strategies during PLCs and their common planning time. Academic progress is monitored through discussions of student data with the leadership team.
- Some of the grade levels are utilizing common planning, but not all grade levels are planning together.
- Teachers shared that the Math Coach works with teachers during Math Workshop and the Literacy coach works with teachers to ensure balanced literacy is being implemented. The Literacy and Math Instructional Coaches were helping with testing and not available to interview.
- Staff participates in a Restorative Justice Practices Book Study. Teach Like a Champion strategies are also shared and discussed.
- Achievement Series was said to align better to the IN standards and is new this school year. Common assessments are administered weekly to analyze data and strategies.
- Teachers utilize the RTI Team to discuss interventions for SUCCESS Time and refer students, but RTI is not a part of Tier I core instruction nor are teachers intentionally planning or differentiating instruction to address individual student areas of need.
- Data is reviewed regularly with staff to identify students who are not mastering basic skills and students are provided with appropriate diagnostic assessments to target learning needs. (*Effective*) However, changes to instruction are not consistently based on evidence of student learning. There are not systematic instructional steps implemented to scaffold learning supports for struggling students. (*Needs Improvement*)
- Teachers do not receive consistent feedback to foster a teacher's instructional capacity.
- Teachers shared they were engaging students with EngageNY.
- There is a structure in place for Success time and guided reading groups, but teachers expressed a need for ongoing training and modeling of new district and school initiatives to better support the implementation of the initiatives. PD has been provided for Balanced Literacy, Guided Reading and reading strategies, but

teachers want more modeling of effective student engagement, differentiated instruction and literacy stations.

**Summary:**

**Invest in Creating Effective Teachers**

- Ensure there is a professional development plan to improve the instructional effectiveness and development of the teacher's capacity to improve student learning.
- Provide job-embedded professional development, differentiated coaching and modeling linked to teacher observations, formative assessment results, and school improvement goals.
- Utilize effective instructional coaches to model best practices in reading, writing and math and demonstrate how to use data to increase rigor in planning, focus instruction, and differentiate interventions.

**Increase Expectations for Rigorous Instruction and Student Learning**

- Expand the vision for high expectations and create a culture of rigorous teaching and student learning.
- Ensure students are provided a clear learning goal and asked higher level questions that require higher order thinking skills; solving problems, applying information, and comparing new learning with real life. Show teachers how to provide systematic instruction with scaffolding support to help all students achieve at higher levels of learning.
- Ensure a consistency from one classroom to another and from one grade to the next in the scope and sequence of rigorous curriculum, instruction, materials and assessments. Conduct non-evaluative walkthroughs regularly to monitor and ensure high quality teaching is occurring in every classroom and students are demonstrating their learning at a high level.

**Increase Active Student Engagement and Differentiation**

- Monitor that learning targets are clearly connected to student learning goals and that students are practicing to maximize their strengths and improve their weaknesses. Utilize instructional supports effectively during Tier I and Success time.
- Show teachers best practices that incorporate intentional planning for engagement, differentiated learning experiences, culturally responsive teaching practices and multiple intelligences related to their curriculum, instructional priorities and assessments.
- Ensure instructional strategies and intervention programs are research-based and chosen as a result of the deep analysis of multiple forms of data.

**Actionable Statement:**

- Raise expectations for rigorous coaching, planning, instruction and student learning.

## Turnaround Principle # 4 Title: Curriculum, Assessment, and Intervention System

Circle the Overall Rating: 1 Ineffective **2 Improvement Necessary** 3 Effective 4 Highly Effective

### Description of Improvement Necessary Areas:

- 4.1 The district or school curriculum is aligned with Indiana Academic Standards
- 4.2 Teachers and school leaders collect classroom level data to verify that the adopted curriculum aligned to Indiana Academic Standards is the “taught” curriculum.
- 4.3 The district provides formative assessments in literacy and math to enable teachers to effectively gauge student’s progress and inform instructional decisions at the classroom and team levels.
- 4.4 Instructional materials and resources are aligned to the standards-based curriculum documents
- 4.5 An intervention plan designed to meet the learning needs of students who are two or more years behind in ELA and Mathematics is planned, monitored, and evaluated for effectiveness based on defined student learning goals.

### **Evidence from Data:**

- Acuity scores
- DIBELS scores
- SRI
- ISTEP+ historical data for E/LA, mathematics and science.
- 26 out of 255 (14%) students passed both English/Language Arts and Math ISTEP+ in the spring of 2015.
- 70 out of 257 students (27%) passed English/Language Arts ISTEP+ in the spring of 2015.
- 64 out of 258 students (24.5%) passed Math ISTEP+ in the spring of 2015.
- The IREAD-3 percentage passing has decreased from 75.3% in 2013 to 67.1% in 2014 and 60.5% in 2015.
- 23.6% of the student population in grade 4 passed ISTEP+ Science during the 2014-15 school year.
- 0% of the student population in grade 6 passed ISTEP+ Science during the 2014-15 school year.

### **Evidence from Observations:**

- Data posted
- District curriculum/pacing guides are aligned to Indiana Academic Standards
- Objectives posted: I can statements or Indiana Academic Standards in some classrooms
- Reading material and curriculum inconsistencies
- Teachers mainly utilized whole group instruction for all subject areas.
- Small group instruction was evident in some classrooms.
- Differentiated intervention or enrichment wasn’t evident.

#### Evidence from Interviews:

- Teachers indicate that principal observes classrooms frequently
- Teachers follow district pacing guides consistently
- Teachers commented that the *Indiana Academic Standards* were their curriculum
- Teachers assess students frequently, but do not understand how to use the data for data driven instruction
- Teachers stated that they review data and lessons during weekly grade level PLCs
- PLC agendas/minutes
- ELA curriculum inconsistencies
- Instructional scaffolding of skills was missing
- Interventions are sporadic and not scientifically based
- Science and social studies content areas are randomly taught throughout the building
- Teachers submit weekly lesson plans to principal
- Teachers stated that random interventions take place during intervention time.
- Intervention time wasn't consistent throughout the building.
- Many teachers stated that they were unsure if the intervention was working.
- Interventions are sporadic and not effective

#### Summary:

- (4.1 and 4.2) Mathematics: Teachers have access to the quarterly pacing guides developed by the district. The pacing guides are designed to monitor instruction prior to ISTEP+ administration. Teachers were aware that some standards need additional instruction time for mastery.
- (4.1 and 4.2) English/Language Arts: K-6 teachers have access to the quarterly pacing guides developed by the district. SuperKids and Reading Wonders are the core programs listed on the Elementary Reading Plan. Teachers used a variety of random materials for reading instruction. It was noted that this lack of consistency makes it difficult for the use of the scaffolding scope and sequence provided by the core programs. It would be beneficial for teachers to utilize their core scope and sequence in order to build the foundational skills of reading. The school should investigate and determine any alignment gaps that could evolve between K-2 Super Kids and 3-6 Reading Wonders.
- (4.2) Science and social studies content instruction wasn't evident throughout the school. Teachers should incorporate core content within their reading block. Teaching science and social studies content would provide instructional guidance opportunities for non-fiction text.
- (4.3) Teachers verified assessments are provided and data is randomly utilized to guide instruction. Explicit flexible small group instruction was missing in core instruction. In most classrooms, Tier 1 mainly consisted of whole group instruction. It was not clear how data was used to inform instructional strategy scaffolding for Tier II interventions. Teachers couldn't provide data that interventions were working and struggled to identify specific research based intervention scaffolding. There was no evidence to support that a Tier III intervention for at risk students was in place. Rtl Tier instruction and the use of

classroom observation data to drive professional development would be highly recommended.

- (4.4) The school provided the district created quarterly pacing guides aligned to E/LA and mathematics standards. There does not appear to be a research based core curriculum that is implemented throughout the building with fidelity in reading or mathematics. Interventions are not aligned to a core curriculum and there is no evidence that the interventions being utilized are working. It is recommended that the teachers implement the current district adopted math and the foundational skills from their core reading program with fidelity.
- (4.5) The school has a structured RtI schedule in place. Teachers reported that they provide Tier instruction during Success. Teachers mainly create their interventions and couldn't identify research-based strategies. School observations were unable to identify a Tier III focused intervention for students more than two years below grade level. It is recommended the school review their use of time and resources to better serve struggling students.

**Actionable Statement:**

Instructional priorities that need to be established for the Turnaround Principle #4 Curriculum, Assessment, and Intervention System are:

- Utilize the scaffolding scope and sequence of the core reading programs with fidelity (Super Kids and Reading Wonders).
- Clearly communicate the need to provide intentional direct and explicit instruction of the big five components: phonemic awareness, phonics, vocabulary, fluency and comprehension
- Provide professional development training opportunities for differentiated instruction and rigor.
- Carefully link Response to Intervention lesson outcomes to core instructional practices.
- A plan for RtI Tier 1, 2 and 3 should be developed and implemented.
- Evaluate curriculum needs for core subject areas and Response to Intervention.

## Turnaround Principle # 5 Title: Effective Staffing Practices

Circle the Overall Rating: 1 Ineffective **2 Improvement Necessary** 3 Effective 4 Highly Effective

### Description of Improvement Necessary Areas:

- 5.1 Hiring timelines and processes allow the school to competitively recruit effective teachers.
- 5.2 School leadership uses teacher evaluation to provide feedback for improving classroom practices, informing professional development and increasing learning outcomes
- 5.3 Teachers are provided professional development that enables them to continuously reflect, revise, and evaluate their classroom practices to improve learning outcomes in both a structured collaborative setting and individually.
- 5.4 Staff assignment is intentional to maximize the opportunities for all students to have access to the staff's instructional strengths
- 5.5 Teachers are provided professional development that promotes independent, collaborative, and shared reflection opportunities for professional growth.

### **Evidence from Data:**

- As of January 27, 2016 the administration team had hired 12 staff members.
- Currently there is only one vacancy (kindergarten teacher).
- Observation data shows that most teachers are in need of classroom management and instructional support.
- The building administrators need to provide immediate feedback to staff that focuses on helping to improve classroom management and instruction.
- Data show that the school has been an F school for 4 years.

### **Evidence from Observations:**

- Paraprofessionals stated that they no longer get adequate training throughout the year and their training for this year included a one-day training before school started.
- All classrooms had permanent fulltime teachers present, other than one kindergarten classroom.
- Classroom observations illustrated that most teachers were not teaching rigorous instruction and may not have the skills to deliver instruction that align with rigorous and engaging instruction.
- Teachers are provided PD over an array of many topics, but these strategies are not scaffolded throughout the year.

### **Evidence from Interviews:**

- Teachers stated that they feel Elder Diggs is a supported community and "a family".
- They also stated that they feel comfortable coming to administration or contacting them after hours for any additional support.
- Teachers and administrators expressed that they use best practices during the hiring process.

- This includes having candidates meet with teachers and administrators and are expected to produce a lesson aligned to the IAS and IPS district pacing guide.
- Interviews with new teachers also indicated that they are assigned mentors and meet with them regularly.

**Summary:**

- Professional development is loosely linked to addressing instructional needs of teachers and paraprofessionals, but may not be followed up on or implemented with fidelity.
- The staff does recognize that Elder Diggs is becoming a school that supports one another but still lacks highly effective teachers.
- The school has continuously showed data of vacancies throughout the year.

**Actionable Statement:**

- Recruit and retain highly effective teachers by developing traditional and non-traditional venues to attract staff members and provide continuous and consistent professional development to ensure they are fully supported with the tools and skills needed.

## Turnaround Principle # 6 Title: Use of Data

Circle the Overall Rating: 1 Ineffective **2 Improvement Necessary** 3 Effective 4 Highly Effective

### Description of Improvement Necessary Areas:

- 6.1 Multiple forms of data are presented in user-friendly formats and in a timely manner to drive all decisions for improving climate and culture.
- 6.2 Multiple forms of data are presented in user-friendly formats in a timely manner to drive all decisions for improving student achievement.
- 6.3 A specific schedule and process for the analysis of on-gong formative assessment data tied to CCRSS aligned curriculum that includes the specific goals for improvement, defined strategies, progress monitoring and evaluation

### **Evidence from Data:**

- Data walls – SRI, Acuity, 6/5/10 goals
- DIBELS progress monitoring schedules
- Achievement Series formative assessments
- Behavior data
- Tardy and attendance data
- Climate and Culture surveys

### **Evidence from Observations:**

- Some data walls present in classrooms
- Some small groups occurring based on student need
- Behavior expectations posted in common areas

### **Evidence from Interviews:**

- PLCs are led by coaches – review math and ELA data
- K-2 no longer using mCLASS for math
- Use of Achievement Series, TRC, DIBELS, unit tests
- Specials teachers are not involved in data disaggregation in PLCs

### **Summary:**

- Though data on attendance, tardies, office referrals and suspensions are available it is not readily used by staff to drive climate and culture initiatives.
- Student data is not lacking at Elder W. Diggs. Staff has a range of data available to them. Data conversations are focused during PLCs, but unclear how data is discussed outside of PLCs or used on a daily basis.
- Daily instruction is focused on pacing guide goals and not student data groupings and needs.
- Teachers have regularly scheduled collaboration time and focus on analyzing formative assessment data.
- Professional development is loosely linked to addressing instructional needs of teachers, but may not be followed up on or implemented with fidelity.

**Actionable Statements:**

- Implement a system of analysis of attendance, tardies, and behavior referrals that involves identification of and next steps for students most frequently offending, absent, or tardy.
- Institutionalize the use of data across the school to drive behavior processes and interventions, instruction at all tiers, and professional development for staff.
- Involve all teaching staff in data review processes.
- Focus walkthroughs on specific instructional practices related to data and professional development.

## **Turnaround Principle # 7 Title: Effective use of Time**

Circle the Overall Rating: 1 Ineffective **2 Improvement Necessary** 3 Effective 4 Highly Effective

### **Description of Effective Areas:**

Students are enrolled in level appropriate classes on the first day of school with few changes required. Instructional time appears to be protected with few interruptions. The Master Schedule has sufficient flexibility to allow for diagnostic assessments to target students two or more years below grade level.

**Evidence from Data: Not applicable**

**Evidence from Observations: Not applicable**

### **Evidence from Interviews:**

- Principal and teachers reported that the master schedule is designed prior to the end of the school year and that students are enrolled in appropriate classes from day one.

### **Description of Improvement Necessary Areas:**

- Students two or more years behind ELA or Math are enrolled in intervention programs, though the time allocated might not meet research-based guidelines. Teachers have time scheduled for grade/content level meetings but vertical collaboration is not happening across all grade levels. The master schedule includes opportunities to learn from other outside the teacher's community.

**Evidence from Data: Not applicable**

### **Evidence from Observations:**

- Remediation is happening at the end of the day via the Success course. It was unclear if these courses were designed to meet research-based guidelines.

### **Evidence from Interviews:**

- The master schedule is complete and all students are enrolled in level appropriate classes on the first day of school.
- The principal designs a schedule for teachers and students.
- Instructional coaches are able to meet with teachers during their grade level collaboration time.

## Turnaround Principle 8: Effective Family and Community

### Engagement:

Circle Overall Rating: 1 Ineffective 2 Improvement Necessary 3 Effective 4 Highly Effective

#### Description of Improvement Necessary Areas:

8.1 Families are engaged in academically related activities, school decision-making, and an open exchange of information regarding students' progress in order to increase student learning for all students.

8.2 Community groups and families of students who are struggling academically and/or socially are active partners in the educational process and work together to reduce barriers and accelerate the academic and personal growth of students.

#### **Evidence from Data:**

- The parent survey indicated that students received clear instructions, feedback, frequent assessments and additional instructional support. The parent survey also indicated that the school is addressing family needs and working to build positive relationships, and engage them as partners in their child's learning.
- The teacher survey indicated that the school recognizes the importance of family partnerships to increase student learning, but also shows that more work needs to be done to build positive relationships and engage parents as partners in their child's learning.
- Student ambassadors have been chosen as role models for academics and behavior.

#### **Evidence from Observations:**

- There is a Parent/Community Resource Room.
- Volunteers were tutoring students during the school day.
- Parents are included in the school improvement process.
- Stand University Parents organize events to give free books and share information with parents.

#### **Evidence from Interviews:**

- The school community works with community partners such as Kaleidoscope, Mid-town, Play Works, New Era Church-Operation More Hope (tutoring and mentoring), Kappa Fraternity (mentoring), Devin Moore Funds (before and after school services), Oasis (tutoring and mentoring), Northside tutoring program, It Takes a Village (mentoring), Girl Scouts, Northwest Quality Plan of Life, Flanner House summer camp, YMCA, Marian University Teaching Fellows, Read-Up, and STAND University for Parents (parent advocate group), Muffins for Moms, United Way.
- The school provides services to meet the social, behavioral and emotional needs of students (School Psychologist, Social Worker, Speech Therapist, Diggs Ambassadors -10 student representatives of academic and behavior role models,

student clubs and extracurricular activities (boys and girls basketball, baseball, volleyball, ART Club), Christmas with Santa (9 basket give-a-ways), enrichment programs, Honors Breakfast twice a year, the Diggs Dollar Store sponsored by the Kappa Fraternity, Back to School Rally, and a Parents in Touch meeting.)

- There is a parent member on the Leadership Team.
- Ms. Johnson, the Parent Involvement Educator, is working on the FACE goals and scheduling additional PIT nights, family math and literacy nights.
- Family events are not well attended. Parents show up if they are giving away books or food. The school sends flyers, Connect Ed, emails, calls parents, and weekly progress reports home, but the younger generation of parents coming up are not participating like they need them to.
- Parent involvement is a huge challenge. Community members believe the school should use a needs assessment to make the school more inviting for parents with the goal of positively impacting student learning.
- Parents would like to see more field trip experiences and opportunities provided to students.
- The book Young Men of Purpose by Roy Dobbs is used to mentor young boys. Within these supports are taught character building skills. Teachers and administration identify the students for these supports.
- Parents and community partners would like an opportunity to collaborate more with the teachers to find out what students are most at risk and how they can help. Community partners have chosen to focus on the academics this year with special attention to vocabulary and reading.
- More dictionaries are scheduled to be purchased in the fall; but parents stated they need more reading books for students.
- The tutoring program is held during Success Time. They would like to have the tutoring program become an after school program. They need more members to tutor so they can have smaller groups in the evening.
- Community members believe that progress looks differently in a school like Elder W. Diggs.
- Some of the community partners are measuring their involvement using Brigance.

**Summary:**

- Ensure there are coherent systems in place to accelerate the academic and personal growth of students. Utilize the data to reflect how to maximize the quality services of the existing community partnerships to make a substantive difference for students and families.

- Develop, implement and evaluate programs and strategies that create supportive, academically-focused relationships between teachers, families and students.
- Utilize structures such as PTOs, PTAs, and Parent Councils to solicit input on school decisions and keep families and community members engaged and informed of school improvement efforts.

**Actionable Statement:**

- Use data to determine the effectiveness of various programs being utilized in the school to impact student learning.