



# School Quality Review Report

*Clarence Farrington Elementary School*

Indianapolis Public Schools

May 8-9, 2018

## Review Team Members

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## I. Background on the School Quality Review

Public Law 221 (PL 221) was passed in 1999 before the enactment of the federal *No Child Left behind Act* (NCLB). It serves as the state’s accountability framework. Among other sanctions, the law authorizes the Indiana State Board of Education (SBOE) to assign an expert team to conduct a School Quality Review 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 the United States Department of Education’s “Eight Turnaround Principles” (see Appendix B). The school quality review includes a pre-visit analysis and planning meeting, onsite 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 Clarence Farrington Elementary School’s strengths and areas for improvement organized around the [United States Department of Education’s Eight School Turnaround Principles](#). In particular, the School Quality Review process focused on three Turnaround Principles that were identified 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, community partners, and parents, (2) observed two professional learning community meetings with teachers, (3) observed instruction in 32 classroom observations, and (4) interviewed school and district leaders.

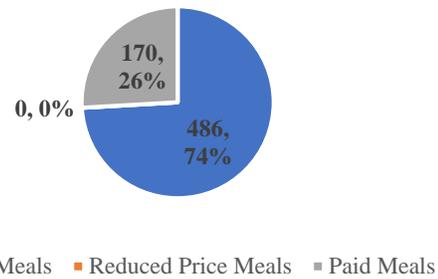
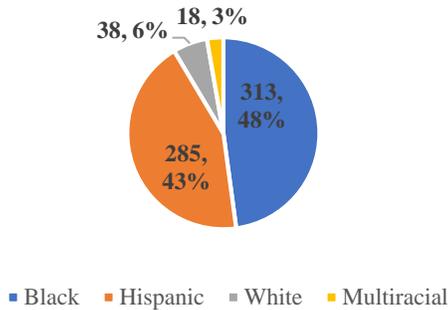
Prior to the visit, teachers completed an online survey, with 18 of 44 teachers participating. Parents and family members were also invited to complete a survey; 44 parents completed this survey. Finally, the school leadership team completed a self-evaluation. Both surveys and the self-evaluation are made up of questions that align to school improvement principles and indicators (Appendix B).

### III. Data Snapshot for Clarence Farrington Elementary School

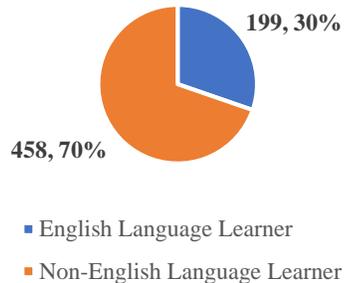
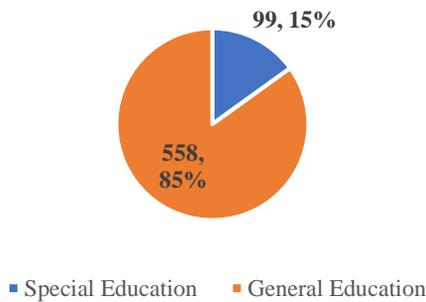
School Report Card							
2015-2016 Report Card	Points	Weight	Weighted Points	2016-2017 Report Card	Points	Weight	Weighted Points
Performance Domain Grades 3-8	28.55	0.5	14.28	Performance Domain Grades 3-8	23.9	0.5	11.95
Growth Domain Grades 4-8	83.70	0.5	41.90	Growth Domain Grades 4-8	76.20	0.5	38.10
Overall Points			56.2	Overall Points			50.1
Overall Grade			F	Overall Grade			F

#### Enrollment 2017-2018: 657 students

Enrollment 2017-2018 by Ethnicity	Enrollment 2017-2018 by Free/Reduced Price Meals
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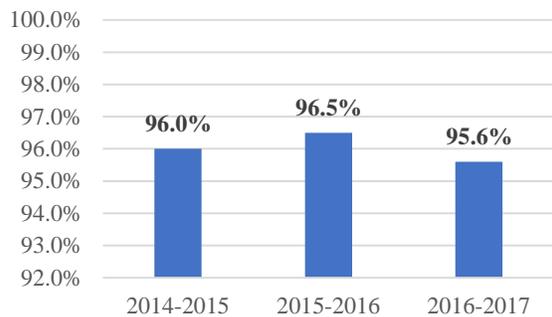


Enrollment 2017-2018 by Special Education	Enrollment 2017-2018 by English Language Learners
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#### Attendance

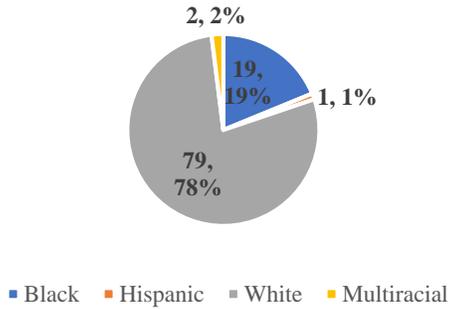
Attendance by Grade				Attendance Rate Trend	
Grade	'14-'15	'15-'16	'16-'17	Year	Rate
K	95.1%	95.9%	94.8%	2014-2015	96.0%
1	95.9%	96.2%	95.8%	2015-2016	96.5%
2	96.2%	96.0%	95.3%	2016-2017	95.6%
3	96.1%	96.5%	95.6%		
4	96.7%	97.0%	96.2%		
5	96.1%	97.1%	96.1%		



**School Personnel**

*Teacher Count 2015-2016: 101*

*Teacher Count 2015-2016 by Ethnicity*

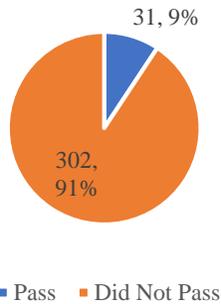


*Teacher Count 2015-2016 by Years of Experience*

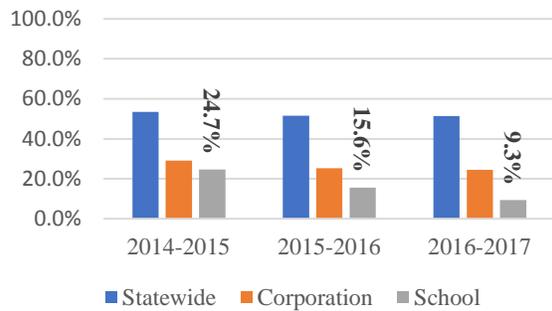


**Student Academic Performance**

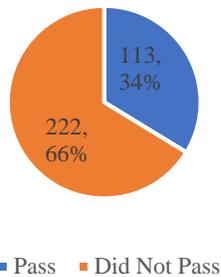
*ISTEP+ 2016-2017 Both English/Language Arts and Math*



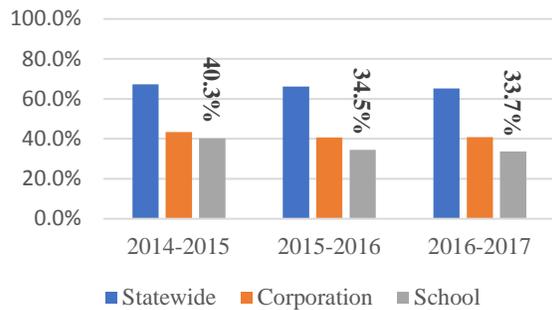
*ISTEP+ Percent Passing Trend Both English/Language Arts and Math*



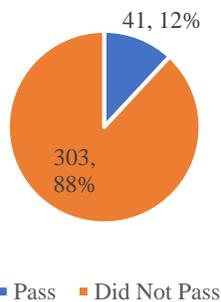
*ISTEP+ 2016-2017: English/Language Arts*



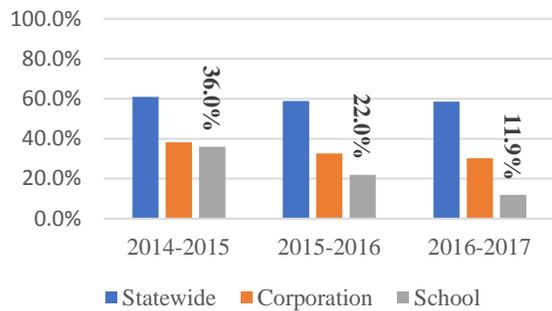
*ISTEP+ Percent Passing Trend: English/Language Arts*



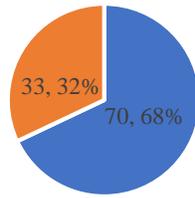
*ISTEP+ 2016-2017: Math*



*ISTEP+ Percent Passing Trend: Math*

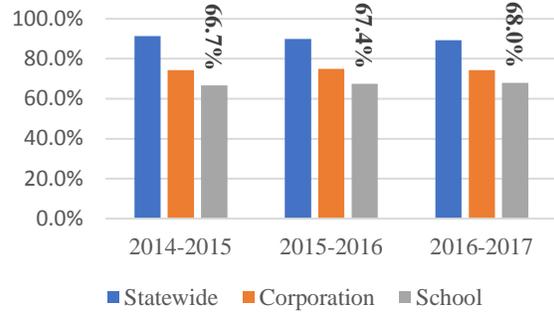


*IREAD-3 2016-2017*

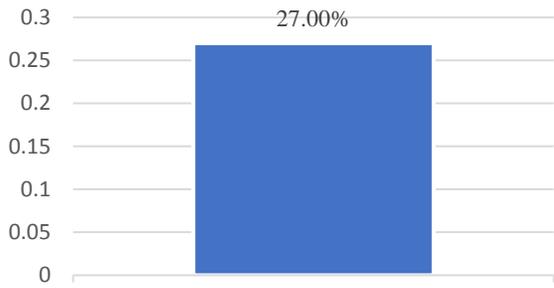


■ Pass ■ Did Not Pass

*IREAD-3 Percent Passing Trend*

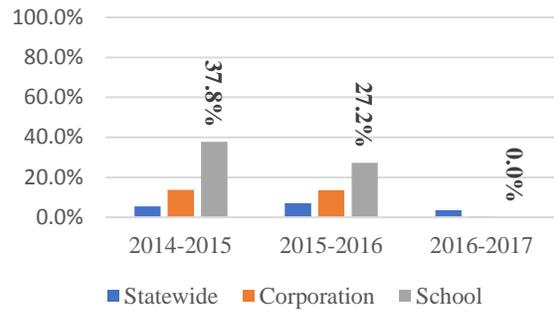


*IREAD-3 Percentage Promoted by Good Cause Exemptions 2016-2017*



Percentage Promoted by Good Cause Exemptions

*IREAD-3 Good Cause Promotion Exemption Trend*



## IV. Evidence and Rating for School Turnaround Principle #3: Effective Instruction

### Background

The next three sections of the report illustrate the Technical Assistance Team’s key findings, supporting evidence, and overall rating for each of the school’s prioritized Turnaround Principles.

To thoughtfully identify these prioritized Turnaround Principles, school and district leaders used a “Turnaround Principle Alignment Tool” provided by the Indiana State Board of Education to determine the three Turnaround Principles that most closely align with the goals and strategies outlined in the school’s improvement plan.

This report focuses on these prioritized Turnaround Principles to provide a strategically targeted set of findings and recommendations. Additional evidence on the other five Turnaround Principles can be found in Appendix A of this report.

School Turnaround Principle #3: Effective Instruction			
Evidence Sources			
Classroom Observations, Teacher Focus Group, Professional Learning Community Observations, Instructional Leadership Team Focus Group, Building Leadership Focus Group, District Leadership Focus Group, Student Focus Group, Parent Focus Group, Teacher Surveys, Parent Surveys			
Rating			
1 <u>Ineffective</u>	2 <u>Improvement Necessary</u>	3 <u>Effective</u>	4 <u>Highly Effective</u>
<i>No 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 Turnaround Principle Indicator(s)	
<ul style="list-style-type: none"> <li>The master schedule includes one hour per week dedicated for teachers to collaborate in Professional Learning Communities intended to implement a data-driven protocol in order to inform classroom instruction, remediation, and enrichment.</li> </ul>		<ul style="list-style-type: none"> <li>3.5</li> </ul>	
<ul style="list-style-type: none"> <li>Most classroom observations indicate small group instruction as an instructional priority in the building.</li> </ul>		<ul style="list-style-type: none"> <li>3.2</li> </ul>	
<ul style="list-style-type: none"> <li>Most classroom observations demonstrate a text-rich environment focusing on student growth based on their independent reading level.</li> </ul>		<ul style="list-style-type: none"> <li>3.4</li> </ul>	

Areas for Improvement	Aligned Turnaround Principle Indicator(s)
<ul style="list-style-type: none"> <li>Classroom observations demonstrate a disconnect between posted lesson objectives, standards-based instruction, and the student's ability to describe their learning target.</li> </ul>	<ul style="list-style-type: none"> <li>3.1, 3.6</li> </ul>
<ul style="list-style-type: none"> <li>Checking for understanding was evident during several classroom observations; however, lacked the depth or understanding needed in order to be utilized to adjust instruction based on student mastery.</li> </ul>	<ul style="list-style-type: none"> <li>3.3, 3.6</li> </ul>
<ul style="list-style-type: none"> <li>Student engagement is present in several classrooms; though, there is a noticeable lack of rigor or relevance for students during instruction.</li> </ul>	<ul style="list-style-type: none"> <li>3.2, 3.6</li> </ul>
<ul style="list-style-type: none"> <li>Two Professional Learning Community observations focused on identifying instructional strategies that align with student needs for Success groups based on DIBELS and IREAD 3 data; however, needs were based off of surface level data with suggestions of practice that may not be evidence-based recommendations.</li> </ul>	<ul style="list-style-type: none"> <li>3.5</li> </ul>

## V. Evidence and Rating for School Turnaround Principle #4: Curriculum, Assessment, and Intervention Systems

<b>School Turnaround Principle #4: Curriculum, Assessment, and Intervention Systems</b>			
<b>Evidence Sources</b>			
Classroom Observations, Teacher Focus Group, Professional Learning Community Observations, Instructional Leadership Team Focus Group, Building Leadership Focus Group, District Leadership Focus Group, Student Focus Group, Teacher Surveys, Artifact Submissions for School Quality Review			
<b>Rating</b>			
1 <u>Ineffective</u>	2 <u>Improvement Necessary</u>	3 <u>Effective</u>	4 <u>Highly Effective</u>
<i>No 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>
<b>Evidence</b>			
Strengths			Aligned Turnaround Principle Indicator(s)
<ul style="list-style-type: none"> <li>A team of instructional coaches established through a flexible coaching model are available for teachers to grow their professional practice in order to impact student growth.</li> </ul>			<ul style="list-style-type: none"> <li>4.2</li> </ul>
<ul style="list-style-type: none"> <li>Teachers are provided formative assessments in order to collect data over student growth and achievement, intended to inform action plans aimed at fostering optimal student performance.</li> </ul>			<ul style="list-style-type: none"> <li>4.3, 4.4</li> </ul>
<ul style="list-style-type: none"> <li>The master schedule includes thirty minutes per day in each classroom in order to implement Success, a block of time dedicated to remediation and enrichment for students based on current and relevant data.</li> </ul>			<ul style="list-style-type: none"> <li>4.5</li> </ul>
Areas for Improvement			Aligned Turnaround Principle Indicator(s)
<ul style="list-style-type: none"> <li>A standards-based, vertically aligned, comprehensive curriculum is not available throughout all content areas; lesson plan formats and feedback are inconsistent.</li> </ul>			<ul style="list-style-type: none"> <li>4.1, 4.4</li> </ul>
<ul style="list-style-type: none"> <li>A disconnect is present between the standards-based scopes provided in English/ Language Arts and Math at the district level and the formative assessments administered on a weekly or bi-weekly basis. Formative assessment data is not user-friendly for analyzing student achievement data at a deep level in order to inform differentiated instruction in the classroom and tiered interventions.</li> </ul>			<ul style="list-style-type: none"> <li>4.3, 4.4, 4.5</li> </ul>
<ul style="list-style-type: none"> <li>Regular informal observations by administrators and instructional coaches occur; however, observational data is not aggregated in a manner that leads to building-wide, job-embedded professional development resulting in improved student performance.</li> </ul>			<ul style="list-style-type: none"> <li>4.2</li> </ul>

## VI. Evidence and Rating for School Turnaround Principle #6: Effective Use of Data

<b>School Turnaround Principle #6: Effective Use of Data</b>			
<b>Evidence Sources</b>			
Classroom Observations, Teacher Focus Group, Professional Learning Community Observations, Instructional Leadership Team Focus Group, Building Leadership Focus Group, District Leadership Focus Group, Student Focus Group, Parent Focus Group, Teacher Surveys, Parent Surveys, Artifact Submissions for School Quality Review			
<b>Rating</b>			
1 <u>Ineffective</u>	2 <u>Improvement Necessary</u>	3 <u>Effective</u>	4 <u>Highly Effective</u>
<i>No 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>
<b>Evidence</b>			
<b>Strengths</b>			<b>Aligned Turnaround Principle Indicator(s)</b>
<ul style="list-style-type: none"> <li>Climate and culture surveys are administered to caregivers on an annual basis; data is utilized in order to inform goals and action plans for school improvement.</li> </ul>			<ul style="list-style-type: none"> <li>6.1</li> </ul>
<ul style="list-style-type: none"> <li>Most teachers are aware of the data that is available to them through formative assessments and are intentionally engaged in discussions centered on next steps for student growth and achievement.</li> </ul>			<ul style="list-style-type: none"> <li>6.3</li> </ul>
<ul style="list-style-type: none"> <li>The observed Professional Learning Communities followed a protocol that ensured each teacher had an opportunity to reflect on instructional practices intended to grow students through literacy.</li> </ul>			<ul style="list-style-type: none"> <li>6.3</li> </ul>
<b>Areas for Improvement</b>			<b>Aligned Turnaround Principle Indicator(s)</b>
<ul style="list-style-type: none"> <li>Data is collected throughout the building; however, a system for analyzing the multiple forms of data in a user-friendly, student-focused, triangulated format is not present in order to transfer teachers from being data-informed to data-driven.</li> </ul>			<ul style="list-style-type: none"> <li>6.2, 6.3</li> </ul>
<ul style="list-style-type: none"> <li>Data is analyzed at a high level to inform Success groups; however, data is not analyzed at the root cause analysis level in order to inform differentiated Tier I, II, and III instruction to support student growth at all levels.</li> </ul>			<ul style="list-style-type: none"> <li>6.3</li> </ul>
<ul style="list-style-type: none"> <li>Climate and culture data is collected; however, not tracked or analyzed in a consistent process that drives conversations and decisions between educators, administrators, and caregivers for the socio-emotional support of all students.</li> </ul>			<ul style="list-style-type: none"> <li>6.1</li> </ul>

## VII. Recommendations

### Background

This section outlines an intentionally targeted set of recommendations that align to one or more of the school’s prioritized Turnaround Principles. Anchored in the United States Department of Education’s Turnaround Principles framework, 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 Clarence Farrington Elementary 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.

<b>Recommendation 1</b>
Utilizing best practices in curriculum mapping and aligning with the standards-based sequence provided by the district office, collaboratively construct curriculum maps for all content areas in each grade level that guarantee vertical alignment for the growth progression of all students. Ensure rigorous formative assessments are embedded throughout curriculum maps in order to foster the utilization of short cycle data analysis that informs student remediation and enrichment opportunities.
<b>Aligned Turnaround Principle(s)</b>
1.4, 1.5, 1.6, 2.2, 2.3, 3.1, 3.4, 3.5, 3.6, 4.1, 4.2, 4.3, 4.4, 4.5, 5.3, 5.5, 6.2, 6.3, 7.2
<b>Rationale</b>
<p>Indianapolis Public Schools provides Clarence Farrington Elementary School with a sequenced school-year calendar of Indiana Academic Standards in the areas of English/ Language Arts and Mathematics for grades kindergarten through six, intended to guide instructional decisions in the classroom. In addition to these sequences, the district also provides formative assessments for building utilization in order to assess student proficiency of the Indiana Academic Standards in English/ Language Arts and Mathematics. Although a sequence of Indiana Academic Standards and formative assessments are provided, an alignment of these two resources does not currently exist in classrooms. As such, teachers lack guidance that ensures students are provided a rigorous and relevant opportunity to learn in a continuum throughout each grade level.</p> <p>Collaboratively engaging in curriculum mapping allows educators to gain information about ongoing work throughout the building, identify curricular gaps, find repetitions, target potential areas for integration, match assessments with standards, and review for timelines. Moreover, constructing curriculum maps in a setting that fosters vertical alignment enables educators to create a database for making important instructional decisions to guarantee a progression for student learning. Mapping allows educators to examine possible content repetitions and skill repetitions, leading way to conversations on skill spiraling throughout grade levels working towards more complex mastery of specific skills. <sup>1</sup> Moreover, Marzano’s</p>

<sup>1</sup> Jacobs, H. H. (1997). *Mapping the big picture: Integrating curriculum & assessment, K-12*. Alexandria, Va: Association for Supervision and Curriculum Development.

research has concluded that the first school-level factor for its impact on student achievement is a guaranteed and viable curriculum. According to the research, a guaranteed and viable curriculum includes a combination of providing students with an opportunity to learn and time for instructional delivery. If students do not have the opportunity to learn the content expected of them, there is little chance that they will; likewise, the content that teachers are expected to address must be adequately covered in the instructional time teachers have available in a guaranteed and viable curriculum.<sup>2</sup>

During the School Quality Review, focus group conversations demonstrate a lack of grade level alignment and progression in classroom instruction due to the absence of curriculum maps throughout each content area. Teachers rely on the pacing guides as provided through Vimme Math or Indianapolis Public School for English/ Language Arts in order to plan lessons four days a week that correlate to the tested weekly standards. As this planning occurs, the fifth day of instruction for Mathematics is dedicated to weekly Vimme Math assessments that can take up to three hours of instructional time to complete. Teachers state, “Vimme provides a good pacing guide but not enough resources, so teachers are pulling resources every week to create their own lessons.” In order to plan for English/ Language Arts, teachers note utilizing the district pacing guides and assessments in order to backwards plan for students to obtain mastery on the formative assessments. Teachers indicate that lessons are researched online and that many are downloaded from the website, *Teachers Pay Teachers*. In both the instructional leadership team focus group and teacher focus group, it is acknowledged that resources may overlap from grade level to grade level providing students with the same activity or lesson to master as in previous years for a particular standard in Math or English/ Language Arts. This conclusion gave way to conversations on unpacking the Indiana Academic Standards in order to understand their implications for lesson design and grade-level appropriate content and activities. During a conversation with building leadership it was stated, “For all new teachers, unpacking has to be redone. You will see objectives, but you probably get a match to instruction 70% of the time.” To conclude all focus group conversations, teachers were asked what they need in order to move forward in their school improvement efforts. Each educator in the instructional leadership focus group and teacher focus group state that a curriculum for both English/ Language Arts and Math are needed in order to “create a more holistic learning experience on a continuum by knowing what students have mastered from one year to the next.”

This qualitative focus group data coincides with quantitative data as gathered through classroom observations, teacher survey data, and parent survey data. Mirroring the statement of the building leadership, in 66% of classroom observations, “The lesson objective is aligned to the Indiana Academic Standard,” and in 44% of classroom observations, “Students are able to articulate the lesson objective and its purpose.” The disconnect between the posted objective, the Indiana Academic Standard addressed, and student’s ability to describe their learning results in classroom instruction that is task-driven over goal-driven, creating a learning environment that does not reach a rigorous and relevant experience for student growth and achievement. Consequently, in 53% of classroom observations, “The majority of students

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<sup>2</sup> Marzano, R. J. (2003). *What works in schools: Translating research into action*. Alexandria, Va: Association for Supervision and Curriculum Development.

are actively engaged in the learning activities.” Without a clear goal for teachers through the utilization of a curriculum map, and for students through a clearly defined learning target, instruction becomes segmented without an understanding of how each standard builds upon one another for a progressive learning opportunity. As John Hattie’s research states, “Targeted learning involves the teacher knowing where he or she is going with the lesson and ensuring that the students know where they are going. These pathways must be transparent for the students. Such teacher clarity is essential.” Teacher clarity presents a 0.75 effect size as related to student achievement in the classroom. <sup>3</sup>

As is echoed in focus group conversations with educators, 66% of those completing the teacher survey agree with the statement, “The school provides me with the instructional resources necessary to ensure high quality instruction.” Further, 72% of teachers completing the survey agree with the statement, “Our curriculum is aligned with College and Career Ready State Standards.” Parents also demonstrate a concern with 41% of parents submitting the survey agreeing with the statement, “Our school has clear goals for students,” and 38% agreeing with the statement, “Teachers provide clear instruction and feedback to the students.”

Collaboratively constructing curriculum maps throughout grades kindergarten through six in each content area, in a vertically aligned and targeted manner, provides a clear roadmap for student growth and achievement throughout their elementary career.

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<sup>3</sup> Hattie, J. (2012). *Visible learning for teachers: Maximizing impact on learning*. London: Routledge.

<b>Recommendation 2</b>
<p>Research and implement a system for data analysis to be utilized throughout each grade level that incorporates the characteristics of data being (1) timely and relevant to drive student growth, (2) user-friendly for targeted discussions, (3) triangulated in order to justify actions, and (4) defined by a root cause analysis component in order to inform appropriately tiered academic instruction.</p>
<b>Aligned Turnaround Principle(s)</b>
<p>1.1, 1.3, 1.4, 1.6, 2.2, 2.3, 3.5, 4.2, 4.3, 4.5, 5.3, 5.5, 6.1, 6.2, 6.3, 7.3</p>
<b>Rationale</b>
<p>Clarence Farrington holds weekly professional learning community meetings in order to discuss data points and an action plan for instruction based on the presented data. Professional learning communities are led by the principal, assistant principal, and instructional coaches. The two professional learning communities observed followed a protocol which led to teacher engagement and discussion. The data discussed during this protocol was released IREAD 3 data for the third grade team, and DIBELS benchmark data for the kindergarten team. Teachers were expected to review the data for their specific remediation groups, discuss the instructional strategy they were implementing within the remediation group, and then gather feedback from their teaching peers about their approach and ideas for further instruction.</p> <p>Although the professional learning communities discussed data with a sense of how to inform instruction, a system for data analysis at a deep level is not currently present throughout each grade level. Further, peer to peer feedback for future instruction is not rooted in evidence-based practices, which may lead to a lack of intentional focus on instruction that aims at the root cause of student needs. For example, during one professional learning community conversation it was suggested that a peer try enunciating phoneme segmentations in differing manners in order for students to differentiate from one sound to the next sound within a given word. Although a well-intended suggestion, this particular instructional practice is not currently evidence-based through statistical research. When provided resources for evidence-based instructional practices, educators are able to deepen their professional learning community collaborations by being intentional about their supports for one another. Therefore, if the learning community was able to note that immersing students in the practice of identifying initial and final sounds that do not sound the same was evidence-based, then this would provide an intentional support for student remediation.</p> <p>Triangulated data that requires teachers to identify the root cause of student performance in order to plan for instruction takes the grade level as a whole from being data-informed to data-driven, as a root cause analysis is used both reactively, to investigate an adverse event that already occurred, and proactively, to analyze and improve processes and systems before they break down. <sup>4</sup> Additionally, if grade level assessments define the ultimate goals, this type of student data analysis will enable educators to identify the strategies needed to advance students. By examining student-level assessment data effectively, teachers and school leaders can systematically identify their students' strengths and weaknesses and determine what specific next steps they must take to achieve their goals. <sup>5</sup> As noted during conversations with</p>

<sup>4</sup> Preuss, P. G. (2003). *Root Cause Analysis: School Leader's Guide to Using Data to Dissolve Problems*. Larchmont, NY: Eye on Education.

<sup>5</sup> Bambrick-Santoyo, Paul, *Driven by Data: A Practical Guide to Improve Instruction*. San Francisco: Jossey-Bass, 2012. Print.

building and district leadership, a system for data analysis is a growth component identified for Clarence Farrington Elementary School.

Quantitative data collected during the school quality review also confirmed the need for a system of data analysis that could be used to implement evidence-based practices and inform instruction throughout grade level discussions. In accordance with the teacher survey, 72% of teachers agree or strongly agree with the statement, “Our teachers have scheduled time and a systematic process for analyzing formative assessment data.” Further, 61% of teachers surveyed agreed or strongly agreed with the statement, “Our school utilizes a coherent system to provide detailed student assessment data and analysis of results.” Teacher perception is that there is a system for analyzing data in place. However, this does not align with classroom observation data. While classroom observations note that 72% of classroom lessons and activities are goal driven, only 44% of classroom observations indicate that students are able to articulate the lesson objective. Without a clear, evidence-based system for data analysis, discrepancy exists between what teachers know about their students and the opportunities for learning they provide in the classroom. Therefore, implementing a consistent system for data analysis throughout all grade levels allows teachers to ensure instruction is student-centered and focused on individual academic growth and development.

### **Recommendation 3**

Collaboratively review, revise, and implement a system for behavioral data analysis and Positive Behavioral Intervention and Supports (PBIS) utilizing the district-established restorative justice model. Provide sufficient coaching and support needed for (1) initial implementation, (2) active application, and (3) sustained use of the behavioral response system.

### **Aligned Turnaround Principle(s)**

1.1, 1.3, 1.4, 2.1, 2.3, 3.6, 5.3, 5.5, 6.1, 6.3, 7.3, 8.1, 8.2

### **Rationale**

As a district, Indianapolis Public Schools has defined a restorative justice model as the behavioral response system to be utilized at Clarence Farrington Elementary School. At its core, the restorative justice model takes a response to behavior system from a punitive stance to a restorative method in which students are provided a supportive environment to aid in their socio-emotional growth. As is noted in the literature on restorative justice programs, real change is made through systemic adoption of restorative justice. A whole school approach is the best way to provide restorative justice, with the entire school community using restorative practices in its daily work. Through training, commitment, and reinforcement of the benefits of restorative justice, elementary and high schools have successfully implemented effective programs.<sup>6</sup>

In conversations with teachers at Clarence Farrington Elementary School, restorative justice is currently a philosophy in the building over a practice. Although training was provided over restorative justice, follow-up coaching and support as to how the training transfers into the behavioral response system has not been provided. 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 results in implementation of less than twenty percent of new practices in classroom settings.<sup>7</sup>

Teachers also indicate that with a lack of a consistent Positive Behavioral Intervention and Support (PBIS) system throughout the building, students are not provided high expectations, with the supports to reach those high expectations, needed at each grade or classroom level. A resounding message during teacher and instructional leadership focus groups is a frustration for an inconsistent behavioral response system and lack of clarity over restorative justice practices for student's socio-emotional growth. One particular statement explains, "High expectations for behavior are not present at Clarence Farrington. Due to the lack of consistency, students are able to get by with behaviors we should be supporting in order to help them improve. It impedes learning 100% of the time." This statement is mirrored by a student conversation in which the student expressed, "My teacher has to deal with students making bad choices so she doesn't always have time to help me with my work."

Further, teachers expressed a concern for the method of reporting student behaviors through the Voxer application. As a whole, the utilization of the Voxer application does not provide a timely approach to behavior management, leaving students and teachers unsupported in the

<sup>6</sup> Hopkins, Belinda, "A Whole School Approach to Restorative Justice," "Victim Offender Mediation Association Connections" (2003) 13:5

<sup>7</sup> Buysee, Pierce, *Effective Coaching: Improving Teacher Practice & Outcomes for All Learners*, WestEd: NCSI, no. 508 (2015).

restorative justice model. Teacher leaders comment, “We can’t implement restorative justice when the children don’t know what that means, and when the teachers aren’t really aware of it either.” These statements speak to the need for a consistent and sustainable system of behavioral management that incorporates both a PBIS and restorative justice component in order for teachers and students to become supported in their learning environment.

Analyzing observation and survey data also provides a pulse of the behavior management system present at Clarence Farrington Elementary School. As it relates to classroom observations, during 72% of classroom observations teachers recognize and reinforce positive behaviors; additionally, in 69% of classroom observations high expectations for behavior are evident. Conversely, the teacher survey demonstrates that only 27% of teachers agree or strongly agree with the statement, “Our students are effectively encouraged to behave well, relate well to others, and have positive attitudes toward learning.” Further, only 33% of teachers agree or strongly agree with the statement, “Our school rules and procedures are implemented consistently and communicated clearly to students, parents, and staff.” Additionally, the parent survey results reflect the need for a consistent system for behavior management with a focus on data analysis, as 36% of parents agree or strongly agree with the statement, “In our school students, who are struggling, are quickly identified and provided with additional supports.” Additionally, it was noted during the parent focus group that school security is a top improvement needed for the building.

By collaborating as a building in order to review, revise, and implement a consistent and sustainable system for behavior management, a positive school culture can continue to be cultivated at Clarence Farrington Elementary School as it pertains to the third goal on the 2017-2018 school improvement plan.

## VIII. Appendix A: Evidence 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 each of the eight Turnaround Principles. As such, this section of the report outlines key findings and supporting evidence for each of the Turnaround Principles that were not identified by school and district leaders as prioritized Turnaround Principles for this school.

This information is intentionally provided in an appendix to reinforce the importance of the previously stated findings, evidence, ratings, and recommendations for the school's prioritized Turnaround Principles.

<b>School Turnaround Principle #1: School Leadership</b>
<b>Evidence Sources</b>
Classroom Observations, Teacher Focus Group, Professional Learning Community Observations, Instructional Leadership Team Focus Group, Building Leadership Focus Group, District Leadership Focus Group, Student Focus Group, Parent Focus Group, Teacher Surveys, Parent Surveys, Artifact Submissions for School Quality Review
<b>Evidence Summary</b>
<b>Strengths</b> <ul style="list-style-type: none"><li>• The school improvement plan is written with input from various stakeholders, including SMART goals and coinciding action plans. (1.2)</li><li>• Intentional teacher collaboration meetings are included in the school-wide calendar on a weekly basis. (1.6, 1.8)</li><li>• The principal fosters an unwavering belief in the potential of all students by communicating this belief frequently and passionately. (1.4)</li></ul>
<b>Areas for Improvement</b> <ul style="list-style-type: none"><li>• Lesson plan formats are not consistent throughout classrooms with little to no feedback given to adjust and/or improve instructional practices. (1.5)</li><li>• The master schedule provides daily blocks for instruction in Literacy, Math, and remediation; however, a common scheduled time for Success groups is not shared throughout a grade level in order to maximize building capacity towards individual student growth and achievement. (1.8)</li><li>• The principal has not successfully put in place a clear and consistent student behavior system, either stated or in practice. (1.3)</li></ul>

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

### Evidence Sources

Classroom Observations, Teacher Focus Group, Professional Learning Community Observations, Instructional Leadership Team Focus Group, Building Leadership Focus Group, District Leadership Focus Group, Student Focus Group, Parent Focus Group, Teacher Surveys, Parent Surveys, Artifact Submissions for School Quality Review

### Evidence Summary

#### Strengths

- As is evident through classroom observation data, 100% of classrooms are, “safe and free from obstacles with easy access to materials and resources.” (2.1)
- Professional Learning Communities focus on academic supports for students and begin with celebrations of growth and achievement. (2.2)
- Staff is encouraged to be involved in practices promoting professional growth through a tiered coaching model. (2.2)

#### Areas for Improvement

- As is evident through the parent survey, only 43% of parents agree or strongly agree with the statement, “The school is effective at maintaining a safe, orderly, and comfortable environment for parents and students.” Additionally, parent focus group conversations demonstrate that parents must volunteer time and materials in order to clean their child’s classroom, especially during the weeks that students each lunch in the classrooms. (2.1)
- Teachers’ response to classroom incidents varies from classroom to classroom creating an inconsistent building-wide system for behavior management. (2.1)
- In accordance with the teacher survey, 33% of teachers agree or strongly agree with the statement, “Our school rules and procedures are implemented consistently and communicated clearly to students, parents and staff.” Furthermore, 27% of teachers agree or strongly agree with the statement, “Our students are effectively encouraged to behave well, relate well to others and have positive attitudes toward learning.”

## School Turnaround Principle #5: Effective Staffing Practices

### Evidence Sources

Classroom Observations, Teacher Focus Group, Professional Learning Community Observations, Instructional Leadership Team Focus Group, Building Leadership Focus Group, District Leadership Focus Group, Student Focus Group, Parent Focus Group, Teacher Surveys, Parent Surveys, Artifact Submissions for School Quality Review

### Evidence Summary

#### Strengths

- Clarence Farrington’s staff includes a multi-classroom leader as established through the Opportunity Culture initiative; this teacher serves as a mentor for several colleagues. (5.3)
- The teacher focus group indicates that tiered support as provided through the building instructional coaches is beneficial and improves their teaching practices in the classroom. (5.5)
- As is evident through the teacher survey, 83% of teachers agree with the statement, “My school provides a mentor for new teachers.” (5.3)

#### Areas for Improvement

- Professional development is provided through district and building leadership; however, a system for follow-up and feedback is not evident in order to ensure transfer of new learning into classroom practices. (5.2, 5.3, 5.6)
- Staff assignments are not based upon matching student learning needs with staff's instructional strengths. As is evident in the teacher survey, only 31% of teachers agree with the statement, "Our principal bases staffing assignment decisions on teacher effectiveness data; assignments put teachers with proven effectiveness with students." (5.1, 5.4)
- An inconsistent coaching cycle is delivered throughout the building, providing an opportunity for teachers to opt out of supports to improve instructional practices. According to the teacher survey, 44% of teachers agree with the statement, "Our principal and school leaders observe and provide meaningful feedback to each teacher on a weekly basis to ensure instructional alignment with state standards." (5.2, 5.3, 5.5)

### **School Turnaround Principle #7: Effective Use of Time**

#### **Evidence Sources**

Classroom Observations, Teacher Focus Group, Professional Learning Community Observations, Instructional Leadership Team Focus Group, Building Leadership Focus Group, District Leadership Focus Group, Student Focus Group, Parent Focus Group, Teacher Surveys, Parent Surveys, Artifact Submissions for School Quality Review

#### **Evidence Summary**

##### Strengths

- A multi-tiered system of support team is in place intended to identify additional supports for students both academically and behaviorally on an individualized basis. (7.1)
- Teachers have time scheduled for grade level meetings that adhere to a protocol focused on student learning. (7.3)
- An intentional focus on arrival and dismissal procedures in order to ensure a timely start to the school day was evident during the School Quality Review. (7.1)

##### Areas for Improvement

- The master schedule is not consistent throughout each grade level, leaving scheduling based on teacher availability, not necessarily student need, in order for Success periods to be intentional enough for the growth and achievement of all students. (7.2)
- Vertical collaboration is not evident through professional development opportunities, creating a lack of alignment in the continuum of academic instruction. (7.3)
- As is evident through the teacher survey, only 22% of teachers agree with the statement, "Our instructional time is protected with few interruptions." Teachers note an expectation of administering weekly formative assessments that are time-consuming creating a four day week for them to deliver instruction. (7.1)

## **School Turnaround Principle #8: Effective Family and Community Engagement**

### **Evidence Sources**

Classroom Observations, Teacher Focus Group, Professional Learning Community Observations, Instructional Leadership Team Focus Group, Building Leadership Focus Group, District Leadership Focus Group, Student Focus Group, Parent Focus Group, Teacher Surveys, Parent Surveys, Artifact Submissions for School Quality Review

### **Evidence Summary**

#### Strengths

- The school administers climate and culture surveys on an annual basis in order to analyze results and action plan for improvement. (8.1)
- Community partners are strong with a noted increase in parent volunteers through their involvement with Connection Point. (8.2)
- Community partners are considered a valuable stakeholder within the district, even being a member of the interview team for the decision of naming a school leader. (8.2)

#### Areas for Improvement

- Parents note during the parent interview that communication is not consistent from the school, oftentimes leaving them without notification of important information. (8.1)
- In accordance with the parent survey, 42% of parents agree or strongly agree with the statement, “The adults at our school know and understand students’ personal and academic needs related to race, ethnicity, poverty, the learning of English, and disabilities.” (8.1)
- As is evident through the teacher survey, 50% of teachers agree or strongly agree with the statement, “Our school works with parents to build positive relationships and to engage them as partners in their children’s learning.” (8.1)