



School Quality Review Report

Dickinson Fine Arts Academy

South Bend Community School Corporation

February 6th & 8th, 2018

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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 Dickinson Fine Arts Academy'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 two or 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 members, and parents, (2) observed a professional learning community meeting with teachers, (3) observed instruction in 26 classrooms, and (4) interviewed school and district leaders.

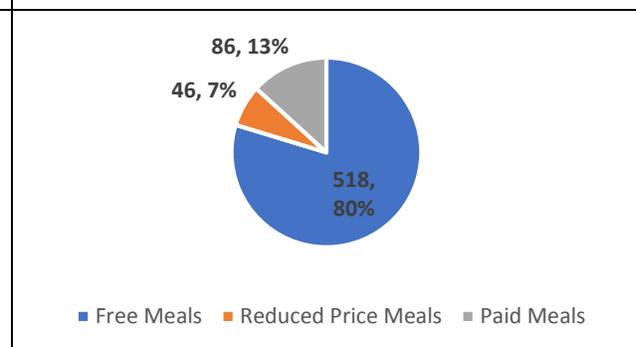
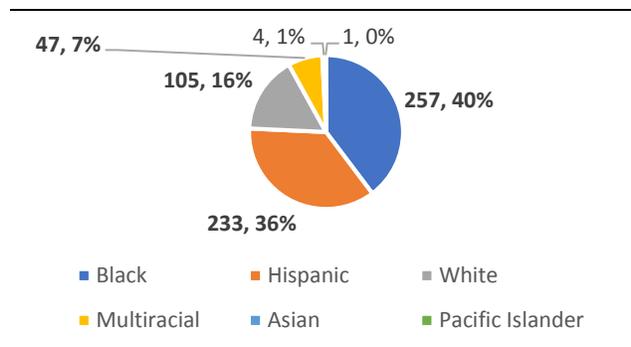
Prior to the visit, teachers completed an online survey, with 31 of 45 teachers participating. Parents were also invited to complete a survey, with five parents doing so. Finally, the school leadership team completed a self-evaluation. Both surveys and the self-evaluation are made up of questions that align to school improvement principles and indicators (Appendix B).

III. Data Snapshot for Dickinson Fine Arts Academy

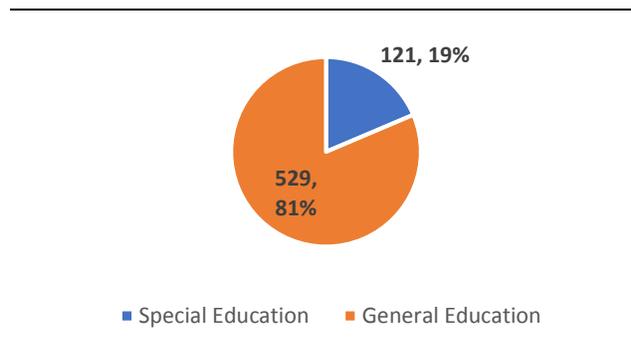
School Report Card							
2015-2016 Report Card	Points	Weight	Weighted Points	2016-2017 Report Card	Points	Weight	Weighted Points
Performance Domain Grades 3-8	31.3	0.5	15.65	Performance Domain Grades 3-8	29.0	0.5	14.5
Growth Domain Grades 4-8	82.6	0.5	42.75	Growth Domain Grades 4-8	85.9	0.5	42.95
Overall Points			57.0	Overall Points			57.5
Overall Grade			F	Overall Grade			F

Enrollment 2017-2018: 650 students

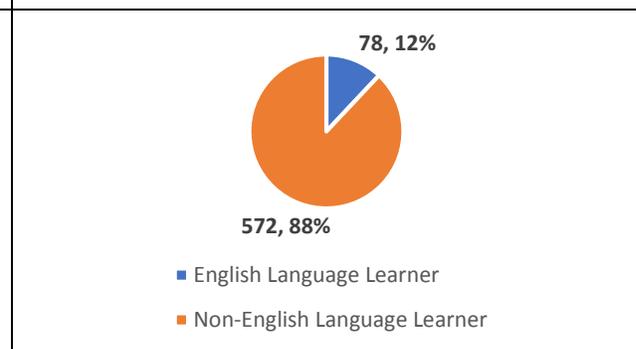
Enrollment 2017-2018 by Ethnicity	Enrollment 2017-2018 by Free/Reduced Price Meals
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Enrollment 2017-2018 by Special Education



Enrollment 2017-2018 by English Language Learners

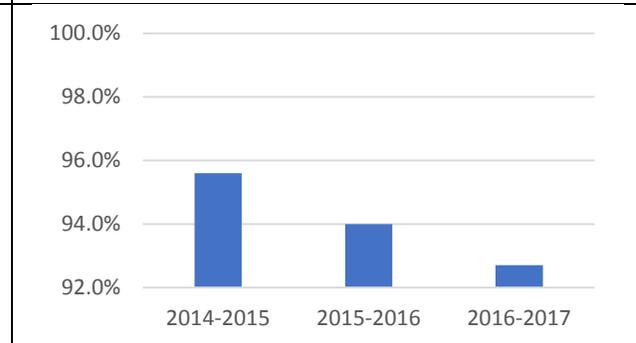


Attendance

Attendance by Grade

Grade	'15-'16	'16-'17	'17-'18
5	168	167	165
6	158	138	176
7	167	150	150
8	142	148	159

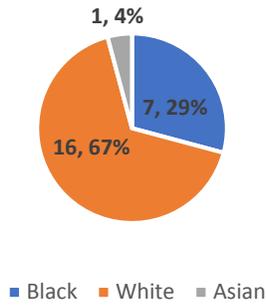
Attendance Rate Trend



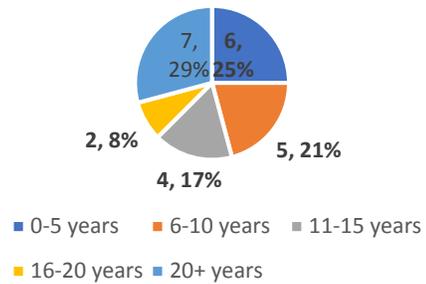
School Personnel

Teacher Count 2015-2016: 24 Teachers

Teacher Count 2015-2016 by Ethnicity

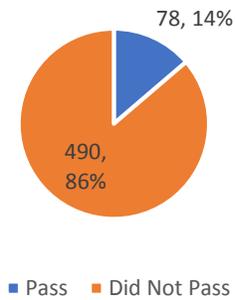


Teacher Count 2015-2016 by Years of Experience

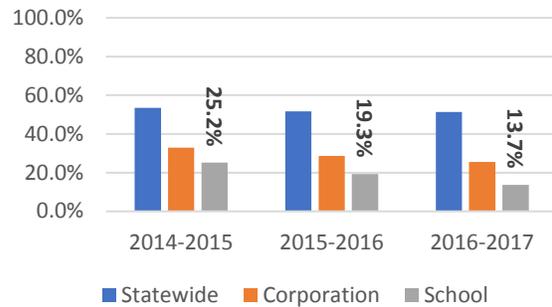


Student Academic Performance

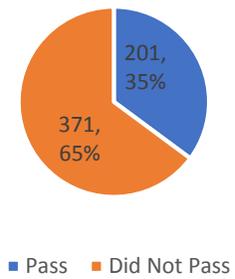
ISTEP+ 2016-2017 Both English/Language Arts and Math



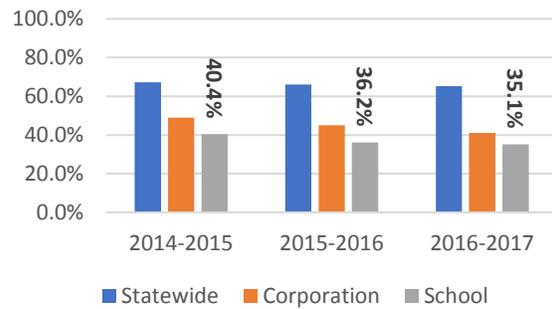
ISTEP+ Percent Passing Trend Both English/Language Arts and Math



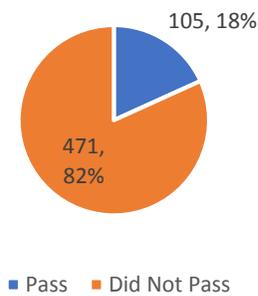
ISTEP+ 2016-2017: English/Language Arts



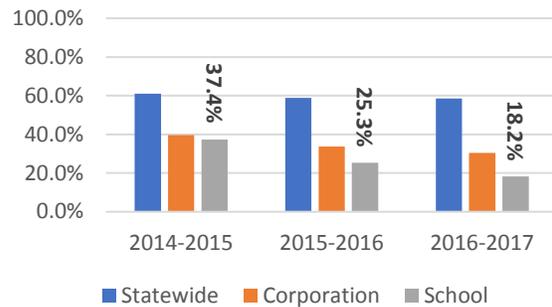
ISTEP+ Percent Passing Trend: English/Language Arts



ISTEP+ 2016-2017 Math



ISTEP+ Percent Passing Trend Math



IV. Evidence and Rating for School Turnaround Principle #4: Curriculum, Assessment and Interventions

Background

The next two 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 two to 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 six Turnaround Principles can be found in Appendix A of this report.

School Turnaround Principle 4: Curriculum, Assessment and Interventions			
Evidence Sources			
Principal Interviews, Teacher Interviews, District Leadership Interviews, Student Interviews, Teacher Surveys, Principal Self-Evaluation, and Artifacts submitted by Dickinson Fine Arts Academy.			
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"> In addition to their grade-level courses, all students participate daily in an additional 30 minutes of English/Language Arts and Math practice (My Virtual Reading Coach and Exact Path). 		<ul style="list-style-type: none"> 1.8, 2.2, 4.5, 7.1 	
<ul style="list-style-type: none"> Teachers are provided quarterly curriculum maps aligned to Indiana Academic Standards with built in formative assessments (Study Island). 		<ul style="list-style-type: none"> 1.5, 4.1, 4.3, 4.4 	
<ul style="list-style-type: none"> NWEA is given three times a year as an indicator of potential ISTEP+ success. Teachers are being trained at the district level to leverage that data in their daily instruction. 		<ul style="list-style-type: none"> 1.5, 4.1, 4.3, 4.4 	

Areas for Improvement	Aligned Turnaround Principle Indicator(s)
<ul style="list-style-type: none"> Multiple stakeholder groups expressed that instructional leadership needs to be strengthened at the school. In particular, stakeholders highlighted the need for additional professional development on instructional strategies that support rigorous instruction as well as using student academic data to inform instruction. 	<ul style="list-style-type: none"> 1.1, 1.2, 1.3, 1.5, 1.6, 1.7, 3.3, 4.2, 4.3, 5.2
<ul style="list-style-type: none"> Lesson objectives and instruction were aligned to grade-level Indiana Academic Standards in 3 of 25 classrooms observed. 	<ul style="list-style-type: none"> 1.4, 1.5, 2.2, 3.1, 4.1, 4.2, 5.3
<ul style="list-style-type: none"> While the school's formative assessments gauge student learning at levels one (i.e., recall) and two (i.e., skill/concept) on the Depth of Knowledge chart, they infrequently assess student learning at levels three (i.e., strategic thinking) and four (i.e., extended thinking). 	<ul style="list-style-type: none"> 4.2, 4.3, 4.4

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

School Turnaround Principle 6: Effective Use of Data			
Evidence Sources			
Principal Interviews, Teacher Interview, District Leadership Interview, Student Interviews, Teacher Surveys, Principal Self-Evaluation, Artifacts submitted by Dickinson Fine Arts Academy			
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"> The Principal and Assistant Principal dedicate time to collaboratively discuss student data on a weekly basis. 		<ul style="list-style-type: none"> 1.1, 1.4, 1.5, 1.6, 1.7, 1.10, 6.1, 6.2, 6.3, 7.1, 7.3 	
<ul style="list-style-type: none"> Multiple forms of data including academic (Study Island) and behavioral are collected and available at the building level. 		<ul style="list-style-type: none"> 1.3, 6.1, 6.2, 6.3, 	
<ul style="list-style-type: none"> Educators are provided a daily, common planning time by grade level to discuss data, plan lessons, and discuss student growth and achievement. 		<ul style="list-style-type: none"> 1.6, 1.8, 4.3, 7.2 	
Areas for Improvement		Aligned Turnaround Principle Indicator(s)	
<ul style="list-style-type: none"> An overall lack of teacher understanding to ensure that students understand their data and take an active role in setting their personal learning goals was observed. 		<ul style="list-style-type: none"> 1.7, 3.2, 3.5, 4.5, 5.2, 6.2, 6.3 	
<ul style="list-style-type: none"> While NWEA is utilized as a formative assessment to help predict student performance on the ISTEP+ exams, teachers indicated that they need additional professional development to fully understand how to review, analyze and modify their instructional plans based on this data. 		<ul style="list-style-type: none"> 1.7, 3.2, 3.5, 4.5, 5.2, 6.2, 6.3 	
<ul style="list-style-type: none"> Daily common planning time is not routinely spent analyzing data or planning instruction based on the data, but rather on discussing logistical issues. Also, one teacher per grade level is missing due to BRIDGES coverage as these discussions are taking place. 		<ul style="list-style-type: none"> 1.8, 4.3, 7.2 	

VI. 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 Dickinson Fine Arts Academy. 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
Using the uniform lesson plan design already in place, work with teachers to create learning experiences that include grade-level appropriate objectives aligned to the Indiana Academic Standards as well as effective questioning that addresses the level of rigor needed to fully explore the depth of the standards. Ensure that teachers are using frequent checks for understanding throughout the lesson to gauge student learning and to inform, monitor and adjust instruction. Provide professional development that will ensure teachers are comfortable and confident in their understanding and use of rigorous questioning and checks for understanding. Observe all staff briefly on a weekly basis to confirm instructional alignment with the Indiana Academic Standards is occurring.
Aligned Turnaround Principle(s)
1.4, 1.5, 1.7, 2.2, 3.1, 3.3, 3.4, 3.6, 4.1, 4.2, 5.2, 5.3, 5.5
Rationale
<p>Classroom observations as well as teacher, student, and principal interviews indicated that classroom instruction focused on the deeper level of understanding in the Indiana Academic standards is not currently the practice at Dickinson Fine Arts Academy. Few classrooms had learning objectives posted with no students being able to articulate the goals for the day's lesson or why it mattered. Students articulated that they are mainly taught via computer programs and would love to have more direct instruction where concepts are explained to them. Weekly or bi-weekly walkthroughs with feedback to teachers has not been the norm this year according to teachers and building leadership. It was also stated that, in order to remove something from the teacher's workload, lesson plans are not turned in to be reviewed.</p> <p>While computerized curriculums and intervention programs can be extremely valuable as a resource, they cannot take the place of quality instruction in the classroom. Focusing on improving the instruction so that it is not only standards-aligned, but also provides students the opportunity to grapple with rigorous questions is a must. Teachers at Dickinson will need quality professional learning opportunities that provide a vision, modeling, and the ability to practice. Continuous monitoring of the implementation is the final piece that must be in place. We cannot assume that these educational practices are taking place without monitoring it with fidelity.</p>

Recommendation 2
Utilizing the data from short cycle formative assessments provided by the district, design and implement an intervention plan to meet the learning needs of all students in English/Language Arts and Mathematics that is planned, monitored, and evaluated for effectiveness based on defined student learning goals. Using student academic data from common formative assessments and classroom data will allow teachers to shape decisions at multiple times during the school year about what academic interventions students are placed in, as well as what content and skills are focused on within these academic interventions.
Aligned Turnaround Principle(s)
1.2, 1.5, 1.6, 3.3, 3.5, 4.3, 4.5, 6.2, 6.3, 7.2
Rationale
<p>Dickinson Fine Arts Academy is currently using district-wide formative assessments through Study Island as well as Fall, Winter, and Spring data from NWEA to inform their academic progress. These assessments, however, do not inform their Tier I intervention system. All students are receiving 30 minutes of English/Language Arts practice through My Virtual Reading Coach, and 30 minutes of Math practice through Exact Path. If this data could be used in conjunction with data from more frequent formative assessments (e.g., exit tickets, weekly quizzes), teachers would have the opportunity to make student-centered decisions about Tier I instruction and academic interventions. In particular, this cycle of formative assessments and the related analysis of resulting student data can help ensure students are appropriately placed in academic interventions and that the interventions themselves are focused on the content and skills that students need the most support with.</p> <p>Strong cycles of formative assessment are in place Dickinson Fine Arts Academy, but teachers lack the time and/or support to effectively act on the resulting student data. As such, it is just as important that teachers are provided the time and professional learning opportunities necessary to understand when and how to review, analyze, and respond to formative assessment data, in service of strengthening both Tier I instruction and academic interventions.</p>

Recommendation 3
Enhance and strengthen the daily Professional Learning Communities (PLCs) for all grade levels by providing a structured format for teachers to follow, and evaluate weekly to ensure these expectations are being carried out with fidelity. Within the protocol, prioritize data analysis, instructional reflection, intentional planning, and action research to provide improved instruction for students and continuous job-embedded learning for teachers.
Aligned Turnaround Principle(s)
3.5, 3.6, 1.2, 2.2, 2.3, 4.2, 5.3, 5.5, 6.1, 6.3, 7.3
Rationale
While Dickinson Fine Arts Academy does have the time built in for PLCs for all grade levels, observations revealed that the majority of the time is spent discussing daily logistics such as student updates, school events, etc. These types of items could potentially be handled in an

email to allow this time to be focused on data analysis and instructional strategies. Furthermore, classroom observations revealed that the PLCs are not having the needed influence on classroom instruction. Particularly the use of multiple instructional strategies, differentiation, data analysis, and standards aligned instruction were not being impacted as needed.

The use of PLCs for grade level teams can create a communal, results-driven culture, creating the means for implementing new instructional practices, and achieving significant gains towards school improvement. When implemented effectively and with fidelity, PLCs can help create the progressions needed to advance teaching and learning in the classroom for all students.

VII. 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.

School Turnaround Principle 1: Effective Leadership
Evidence Sources
Leadership Self- Evaluation, Principal Interviews, Teacher Interviews, Student Interviews, Parent Interviews, Community Member Interview, Teacher Surveys
Evidence Summary
Strengths <ul style="list-style-type: none">• Through multiple stakeholder interviews, stakeholders highlighted that school safety, climate and culture are major priorities for the principal, and that the necessary systems are in place to ensure these priorities are supported.• On their survey 71% of teachers indicated that they strongly agree or agree with this statement, "The principal communicates high expectations to staff, students, and families."
Areas for Improvement <ul style="list-style-type: none">• A system for routinely collecting and reviewing lesson plans to ensure alignment to Indiana Academic Standards is not in place.• During focus groups, stakeholders expressed that classroom walkthroughs and follow-up feedback are not consistently focused on standards-based instructional strategies.• The principal communicates a clear vision for high-quality instruction to his teachers, but the systems to support teachers to bring this vision to fruition are not yet implemented consistently across classrooms.

School Turnaround Principle 2: Climate and Culture
Evidence Sources
Leadership Self- Evaluation, Principal Interviews, Teacher Interviews, Student Interviews, Parent Interviews, Community Member Interview, Teacher Surveys, Classroom Observations
Evidence Summary
Strengths

- Data collected during classroom observations as well as during interviews with stakeholders illustrated that Dickinson Fine Arts Academy has a safe and welcoming learning environment.
- Observations of classroom and shared spaces consistently demonstrated that students are aware of schoolwide behavioral expectations.

Areas for Improvement

- Feedback collected during focus groups identified that the schoolwide student discipline plan is inconsistently implemented.
- According to stakeholders, the school’s Positive Behavior Intervention System needs to affirm positive student behavior more frequently through recognition and rewards.

School Turnaround Principle 3: Effective Instruction

Evidence Sources

Leadership Self- Evaluation, Principal Interviews, Teacher Interviews, Student Interviews, Parent Interviews, Community Member Interview, Teacher Surveys, Classroom Observations

Evidence Summary

Strengths

- Anchor charts were highly visible in many classrooms, giving students visual cues for instructional strategies.
- Through varied formative assessments, teacher and leaders have access to multiple forms of student academic data.
- The school has a standardized review process in place to analyze student academic data.

Areas for Improvement

- In several stakeholder interviews, stakeholders expressed their desire for additional observations and feedback focused on instructional strategies that promote student engagement
- Due in part to teacher turnover and emergency permits, the delivery of instruction in 80% of classrooms observed was low in the areas of engagement and rigor.

School Turnaround Principle 5: Effective Staffing Practices

Evidence Sources

Leadership Self- Evaluation, Principal Interviews, Teacher Interviews, Student Interviews, Teacher Surveys, Classroom Observations

Evidence Summary

Strengths

- According to survey data, 28 of 31 teachers indicated that they agree or strongly agree with the following statement, “I clearly understand what is expected of me when it comes to student achievement”.
- Teacher interviews indicate that teachers feel they are provided with the instructional resources necessary to ensure high quality instruction.

Areas for Improvement

- According to stakeholder interviews, staff vacancies during the school year create an unstable learning environment for the students.
- The school's new teacher induction program is not differentiated to meet the unique needs of teachers on emergency licenses.

School Turnaround Principle 7: Effective Use of Time

Evidence Sources

Leadership Self- Evaluation, Principal Interviews, Teacher Interviews, Student Interviews, Parent Interviews, Teacher Surveys, Classroom Observations

Evidence Summary

Strengths

- The schedule allows for grade-level collaboration.
- The master schedule is built to include weekly data collaboration time between administration and grade level teams as well as weekly Professional Development
- On a rotating schedule, students in the Bridges program are visited by teachers from all grade levels.

Areas for Improvement

- Teachers do not consistently utilize a high-quality structure to maximize their common planning time.
- During observed Tier I interventions, students demonstrated a lack of engagement.

School Turnaround Principle 8: Effective Family and Community Engagement

Evidence Sources

Leadership Self- Evaluation, Principal Interviews, Teacher Interviews, Student Interviews, Parent Interviews, Community Member Interview, Teacher Surveys, Classroom Observations

Evidence Summary

Strengths

- A Parent Teacher Student Association is in place.
- During the Parent/family interviews, parents indicated that they do feel welcome to visit the school if they have a concern with their student.

Areas for Improvement

- According to the PTSA president the association has very low involvement.
- The School Leader Self-Evaluation indicated that the school struggles to establish meaningful opportunities to engage families in school decision-making and monitoring students' progress.