



School Quality Review Report

Kekionga Middle School
 Fort Wayne Community Schools
 January 22-23, 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 Kekionga Middle 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 the 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, instructional leadership team members, and parents, (2) observed a professional learning community meeting with teachers, (3) observed instruction in 20 classrooms, and (4) interviewed school and district leaders.

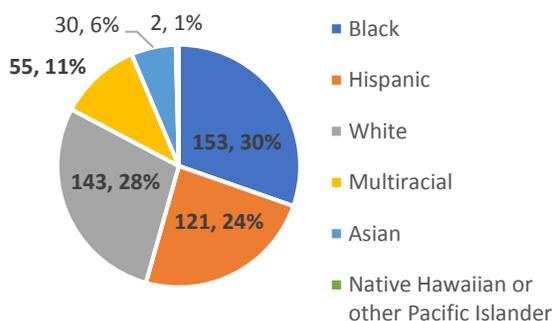
Prior to the visit, teachers completed an online survey, with 31 of 31 teachers participating. Parents were also invited to complete a survey. 17 parent surveys were collected. Finally, the school leadership team completed a self-evaluation. Both surveys and the self-evaluation are made up of questions that align to school improvement principles and indicators (Appendix B).

III. Data Snapshot for Kekionga Middle School

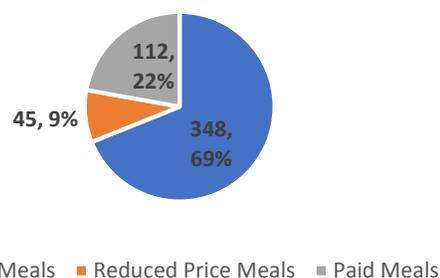
School Report Card							
2015-2016 Report Card	Points	Weight	Weighted Points	2016-2017 Report Card	Points	Weight	Weighted Points
Performance Domain Grades 3-8	33.05	0.5	16.53	Performance Domain Grades 3-8	30.70	0.5	15.35
Growth Domain Grades 4-8	69.30	0.5	34.65	Growth Domain Grades 4-8	75.60	0.5	37.80
Overall Points			51.2	Overall Points			53.2
Overall Grade			F	Overall Grade			F

Enrollment 2017-2018: 505 students

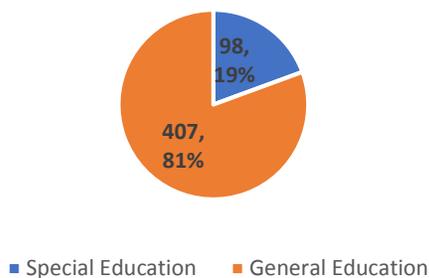
Enrollment 2017-2018 by Ethnicity



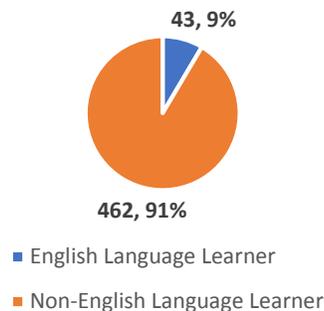
Enrollment 2017-2018 by Free/Reduced Price Meals



Enrollment 2016-2017 by Special Education



Enrollment 2016-2017 by English Language Learners

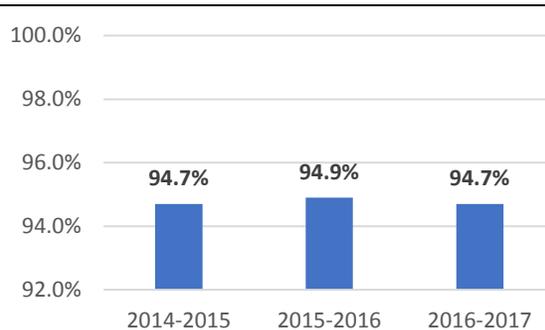


Attendance

Attendance by Grade

Grade	'14-'15	'15-'16	'16-'17
6	94.9%	95.4%	95.4%
7	94.8%	94.9%	95%
8	94.4%	94.4%	93.4%

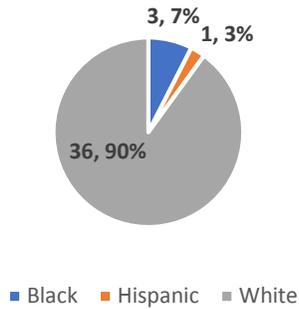
Attendance Rate Trend



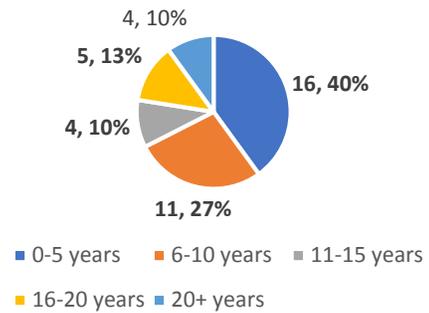
School Personnel

Teacher Count 2015-2016: 40

Teacher Count 2015-2016 by Ethnicity

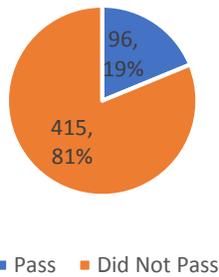


Teacher Count 2015-2016 by Years of Experience

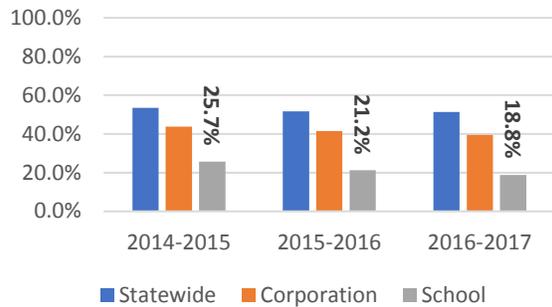


Student Academic Performance

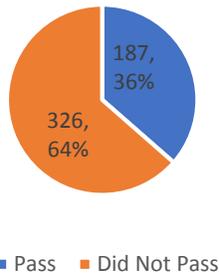
*ISTEP+ 2016-2017
Both English/Language Arts and Math*



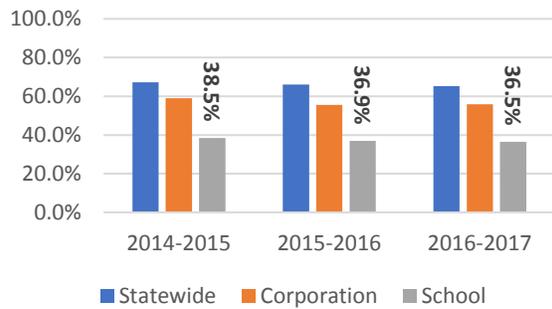
*ISTEP+ Percent Passing Trend
Both English/Language Arts and Math*



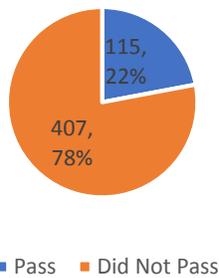
ISTEP+ 2016-2017: English/Language Arts



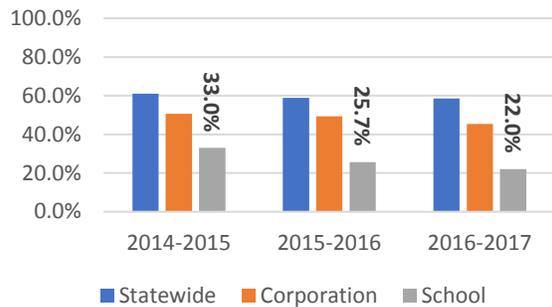
ISTEP+ Percent Passing Trend: English/Language Arts



*ISTEP+ 2016-2017
Math*



*ISTEP+ Percent Passing Trend
Math*



IV. Evidence and Ratings for School Turnaround Principle #2: Climate and Culture

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 2: Climate and Culture			
Evidence Sources			
Classroom Observations, Observations of Hallway Transitions and Common Areas, Teacher Focus Group, Student Focus Group, Parent and Community Member Focus Groups, Principal Interviews, Teacher Surveys, Artifacts Provided by Kekionga Middle School			
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"> Based on feedback from teachers, parents, and community members, there is an increased sense of safety at Kekionga Middle School. 		<ul style="list-style-type: none"> 2.1, 1.3 	
<ul style="list-style-type: none"> The principal has clearly defined and communicated high expectations for students and staff in terms of schoolwide culture. 		<ul style="list-style-type: none"> 2.1, 1.1, 1.2, 1.4, 3.6 	
<ul style="list-style-type: none"> All stakeholders (e.g., parents, teachers, and students) expressed a new, deep sense of school spirit and pride driven in large part by the school vision articulated and communicated by the principal. 		<ul style="list-style-type: none"> 2.1, 2.2, 1.1 	

<ul style="list-style-type: none"> Classroom instructional time and professional learning time is protected from potential interruptions (e.g., limited announcements, purposefully scheduled student interventions). 	<ul style="list-style-type: none"> 2.2, 1.8, 5.3, 5.5, 7.1, 7.3
<ul style="list-style-type: none"> Data shows the number of infractions from hallway and bus behavior has decreased by 58% from May 2017 to December 2018. 	<ul style="list-style-type: none"> 2.1, 2.3, 1.3, 6.1
<p>Areas for Improvement</p>	<p>Aligned Turnaround Principle Indicator(s)</p>
<ul style="list-style-type: none"> Few classrooms consistently demonstrated the high academic and behavioral expectations for students set and communicated by the principal. 	<ul style="list-style-type: none"> 2.2, 1.2, 1.5, 1.4, 3.6
<ul style="list-style-type: none"> Several examples of a deficit/fix mindset concerning student ability were observed in Professional Learning and Professional Learning Community conversations. 	<ul style="list-style-type: none"> 2.3, 3.6, 5.5, 1.4
<ul style="list-style-type: none"> The culture of learning in most classrooms offers students limited opportunities to develop and demonstrate higher order thinking skills. 	<ul style="list-style-type: none"> 2.2, 2.3, 3.2, 3.3, 3.6

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

School Turnaround Principle 3: Effective Instruction			
Evidence Sources			
Principal Interviews, Teacher Surveys, Classroom Observations, Teacher Focus Group, Student Focus Group, Artifacts Provided by Kekionga Middle School			
Rating			
<u>1</u> <u>Ineffective</u>	<u>2</u> <u>Improvement</u> <u>Necessary</u>	<u>3</u> <u>Effective</u>	<u>4</u> <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"> Informed by Serravallo and Goldberg’s work on literacy development strategies, the vast majority of educators were observed conferencing with students on an individual level. 		<ul style="list-style-type: none"> 2.3, 3.2, 3.3, 3.5, 4.5 	
<ul style="list-style-type: none"> All teachers are licensed within their content areas. Additionally, teachers universally expressed a mindset of continuous professional improvement during the focus group and through survey data. 		<ul style="list-style-type: none"> 1.9, 2.3, 3.4, 3.5, 5.1, 5.3, 5.4, 5.5, 7.3 	
<ul style="list-style-type: none"> Routines for student behavior in hallways, the cafeteria, and other common areas are established and followed, increasing the number of instructional minutes by reducing transition time and behavior infractions. 		<ul style="list-style-type: none"> 1.3, 1.4, 2.1, 2.3, 3.6, 	
Areas for Improvement		Aligned Turnaround Principle Indicator(s)	
<ul style="list-style-type: none"> In most classrooms observed, instructional strategies were not sufficiently varied to meet students’ diverse learning styles. 		<ul style="list-style-type: none"> 1.7, 3.1, 3.2, 3.3 	
<ul style="list-style-type: none"> Teachers do not have standards-aligned scopes and sequences from which to develop intentionally sequenced lesson plans. 		<ul style="list-style-type: none"> 3.1, 4.1, 4.2 	
<ul style="list-style-type: none"> Conversations with students highlighted that few students can articulate “the what” (i.e., lesson objective) and “the why” (i.e., lesson purpose) in their own words. 		<ul style="list-style-type: none"> 1.2, 1.8, 3.1, 4.4, 5.3 	
<ul style="list-style-type: none"> Initially, students are placed in year-long academic interventions solely based on their performance on the previous school year’s ISTEP+ assessments. While placements are adjusted at semester based on multiple points of data, the 		<ul style="list-style-type: none"> 3.3, 4.5, 6.3, 7.1, 8.1 	

current intervention system is limited in the amount of students it can service.

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

School Turnaround Principle 4: Curriculum, Assessment and Intervention Systems			
Evidence Sources			
Classroom Observations, Teacher Focus Group, District Interview, Principal Interviews, Teacher Surveys, Artifacts Provided by Kekionga Middle School			
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"> Educators receive frequent feedback based on non-evaluative walkthroughs to help them improve their instruction. 		<ul style="list-style-type: none"> 1.5, 1.6, 1.7, 4.2, 5.2 	
<ul style="list-style-type: none"> In addition to their grade-level courses, select students participate daily in English/Language Arts and Math academic interventions. 		<ul style="list-style-type: none"> 1.8, 4.3, 4.5, 7.1 	
<ul style="list-style-type: none"> Voluntary, after-school tutoring provided by classroom teachers is available for students on Tuesdays, Wednesdays, and Thursdays. 		<ul style="list-style-type: none"> 1.4, 2.2, 2.3, 4.5 	
Areas for Improvement		Aligned Turnaround Principle Indicator(s)	
<ul style="list-style-type: none"> Students do not complete common and standards-aligned formative assessments. As a result, teachers do not have access to a common set of academic achievement and growth data for their students at multiple intervals during the school year. 		<ul style="list-style-type: none"> 1.6, 3.5, 4.3, 4.4, 6.3 	
<ul style="list-style-type: none"> Due to the absence of common, rigorous, and standards-aligned formative assessments, teachers are unable to routinely adapt their instructional practices to meet demonstrated student learning needs. 		<ul style="list-style-type: none"> 1.6, 3.5, 4.2, 4.3, 6.2, 6.3 	
<ul style="list-style-type: none"> Lessons, both in terms of their objectives and instruction observed, were infrequently aligned to grade-level Indiana Academic Standards. 		<ul style="list-style-type: none"> 1.6, 2.2, 3.1, 3.5, 4.2, 4.4 	

- | | |
|---|---|
| <ul style="list-style-type: none"> Professional learning on instructional strategies and the use of data to inform instruction does not currently provide teachers with clear models and time to practice. | <ul style="list-style-type: none"> 4.3, 5.3, 5.5, 6.3, 7.3 |
|---|---|

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

Recommendation 1
Define a clear, schoolwide, and standards-aligned vision of excellent instruction. Ensure this instructional vision promotes the use of instructional strategies that provide all students with opportunities to learn content and skills in a manner that reflects the full depth of Indiana’s Academic Standards as well as being motivational and relevant. Design and deliver a year-long professional learning scope and sequence aligned to this vision of excellent instruction, leveraging whole and small group opportunities to help teachers fulfill this vision.
Aligned Turnaround Principles
1.2, 1.5, 2.2, 3.2, 4.1, 4.2, 5.2, 5.3, 5.5
Rationale
<p>In most classrooms across Kekionga Middle School, student behavior is not a barrier to establishing a bell-to-bell culture of learning. As such, the school is well-positioned to focus earnestly on improving the extent to which Tier I instruction is not only standards-aligned, but just as importantly, provides all students with opportunities to engage in productive struggle with the rigor of instruction. The most commonly observed instructional strategy was to provide students with work to complete silently and individually at their desk. This recommendation encourages school leaders to develop an alternative vision for how teachers are teaching and students are learning. Specifically, this recommendation calls for the development of a vision of excellent instruction that reflects school and teacher leaders’ ideas for Kekionga Middle School’s “North Star” of instructional excellence. This vision must be clear, cohesive, and anchored in instructional strategies that will provide all students with opportunities to access the full depth of Indiana’s Academic Standards.</p> <p>Developing such a vision should be thought of as the beginning, not the end, for this recommendation. In order to maximize the potential impact of Kekionga Middle School’s vision of excellent instruction, teachers and support staff must also take part in a year-long set of whole and small group professional learning opportunities that provide them with a clear vision of what success looks like for each of the instructional strategies defined in the</p>

Recommendation 2

Implement a cycle of formative assessments in the fall, winter, and spring to ensure Tier I instruction as well as small group and individualized interventions in English/Language Arts and math are enhanced throughout the school year based on an analysis of student growth data provided by these formative assessments. Ensure teachers and interventionists are provided with data from these formative assessments in a timely, actionable manner. Provide teachers and interventionists with the necessary structures (e.g., common planning time for data review, analysis, and action planning) and support (e.g., guidance on how to work with and act on formative assessment data) to improve instruction and interventions.

Aligned Turnaround Principles

1.2, 1.5, 1.6, 3.1, 3.2, 3.3, 3.5, 4.2, 4.3, 4.5, 5.5, 6.1, 6.2, 6.3

Rationale

Observations and stakeholder interviews revealed that the Tier I classroom instruction as well as academic interventions are informed by students' ISTEP+ results from spring 2017, but not by common formative assessments given to students at strategic intervals during the current school year. Common formative assessments given in the fall, winter, and spring are useful indicators of students' ongoing academic growth, particularly when used across all grade levels. When this data is used in conjunction with data from more frequent formative assessments (e.g., exit tickets, weekly quizzes), teachers and interventionists are provided with a well-rounded set of data points from which to make student-centered decisions about Tier I instruction and academic interventions. In particular, this cycle of formative assessments and the related analysis of resulting student data can help ensure students are appropriately placed in academic interventions and that the interventions themselves are focused on the content and skills that students need the most support with.

Too often, robust cycles of formative assessment are in place within schools, but teachers and interventionists lack the time and/or support to effectively act on the resulting student data. As such, it is just as important that teachers and interventionists 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. In the absence of such support, the potential impact of the recommended cycle of formative assessments will be muted.

vision. Moreover, teachers and support staff also deserve structured chances to practice these strategies and to receive individualized coaching and feedback to ensure they feel supported to achieve this vision of excellent instruction with their own students.

Recommendation 3

Develop and implement a multi-tiered academic intervention program that leverages the previously recommended cycle of formative assessment to meet students' learning needs in a manner that adapts based on their academic growth during the school year. This intervention program should utilize student academic data from common formative assessments given in the fall, winter, and spring 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 Principles

1.2, 1.5, 1.6, 3.3, 4.3, 4.5, 6.2, 6.3, 7.2

Rationale

Students at Kekionga Middle School who failed the previous year's ISTEP+ and who are not receiving some other form of support (i.e., special education services, ELL services) are placed into English/Language Arts and Math intervention classes. These placements are determined at the district level. While placements are adjusted at semester based on multiple points of data, the current intervention system is limited in the amount of students it can service. The ability to flexibly move students in and out of intervention on a short-term cycle (more frequently than semesters) based on their formative assessment and classroom data would allow teachers to specifically target students' learning needs in more of an individualized manner. This could potentially address gaps in students' understanding of specific Indiana Academic Standards and by proxy, help Kekionga Middle School demonstrate significant student academic growth.

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.

School Turnaround Principle 1: School Leadership
Evidence Sources
Leadership Self-Evaluation, Principal Interviews, Teacher Surveys, Parent Surveys, Parent Focus Group, Student Focus Group, Community Focus Group, District Interview
Evidence Summary
Strengths <ul style="list-style-type: none">• Feedback from the student and parent focus groups about school safety, climate, and culture highlighted that the principal has set a clear vision for student behavior expectations and developed systems to support this vision.• Clear evidence exists of specific changes to increase school pride and improve school culture, such as allowing students to stay after school to attend sporting events and ride the activity bus, hosting concerts, competing in the Future City Competition (i.e., project-based learning).• Dramatic decrease in suspension and referrals, especially in common areas such as the hallway and on busses.
Areas for Improvement <ul style="list-style-type: none">• With the exception of student conferencing, stakeholders were unable able to articulate current schoolwide instructional priorities in their own words.• While the principal and instructional coaches are regularly observing and providing feedback to teachers, this coaching is not aligned to a clear set of instructional priorities aligned to the necessary instructional shifts to teach the full depth of Indiana's Academic Standards.

School Turnaround Principle 5: Effective Staffing Practices

Evidence Sources

School Improvement Plan, Principal Interview, District Interview

Evidence Summary

Strengths

- The school leader has the authority, and has demonstrated the capacity to strategically assign teachers based on their strengths.
- During an observed professional learning session, instructional coaches demonstrated an ability to tailor their delivery to address challenges faced by the whole group as well as individual teachers.

Areas for Improvement

- A vacancy in the seventh-grade instructional aide position has resulted in multiple inclusion classrooms being taught without an assistant.
- While professional learning opportunities allow for entire grade-level or content-area teams to meet together, the observed professional learning session did not provide teachers with structured opportunities to review student work and/or data in a reflective manner to inform future instruction.

School Turnaround Principle 6: Enabling the Effective Use of Data

Evidence Sources

School Improvement Plan, Principal Interviews, District Interview, Teacher Focus Group, Classroom Observations, Professional Learning Observations

Evidence Summary

Strengths

- School leadership tracks and shares data about student behavior and school culture, specifically focused on the number of referrals and out of school suspensions assigned.
- This information is regularly shared with staff to help inform decisions about student support.
- The corporation also uses climate surveys to monitor school culture and inform decision-making.

Areas for Improvement

- While certain student academic data is used to inform decisions about student learning, it is limited to interim assessments that are not yet given across grade levels and strategically throughout the school year.
- During the observed professional learning session, a review of student academic data focused on the type and language of the questions that students answered incorrectly as opposed to striving to understand the underlying misconceptions that caused students to answer incorrectly to inform future instruction.

School Turnaround Principle 7: Use of Time

Evidence Sources

Principal Interview, Master Schedule, Classroom Observations, Teacher Focus Group

Evidence Summary

Strengths

- The master schedule includes structures to support all students with a built-in intervention block.
- There is also a significant amount of time built into the master schedule for teacher planning and professional development. At least two and a half hours per week are dedicated for structured professional learning (either grade-level or content), with an additional two hours of unstructured collaboration time.

Areas for Improvement

- The process for assigning students to an academic intervention for additional support is based on the previous school year's ISTEP+ data, versus formative assessment data from the current school year.
- While intervention placements are adjusted at semester based on multiple points of data, the current intervention system is limited in the amount of students it can service.

School Turnaround Principle 8: Effective Family and Community Engagement

Evidence Sources

Principal Interview, Family and Community Member Focus Groups, School Newsletter, Student Focus Group

Evidence Summary

Strengths

- While the family member organization's meetings are attended by a few active parents, their input is regularly sought by school leadership to help organize family engagement opportunities.
- There is a clear, ongoing, and intentional effort to engage parents and family members. For example, parents and family members were informed about an upcoming Harry Potter night during the TAT team's on-site visit. Parent feedback shared during the focus group illustrated that this is only one of several opportunities for parents and family members to engage in school-based activities with their students.
- The school has a student handbook which outlines key policies, procedures, and expectations, including those related to attendance, behavior, and the school's Positive Behavior Intervention System.

Areas for Improvement

- While parents are notified of student progress, families are not actively engaged in a continuous cycle of planning, reviewing, and revising learning goals for their student(s).
- The opportunities for families to become more active in the PTA is available; however, due to its early stages, there is minimal parent participation.