



School Quality Review Report

Pettit Park Elementary

Kokomo Community Schools

February 12-13, 2018

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Table of Contents

I.	Background on the School Quality Review.....	3
II.	Overview of the School Quality Review Process	4
III.	Data Snapshot for Pettit Park Elementary.....	5
IV.	Evidence and Rating for School Turnaround Principle #2: Climate and Culture	8
V.	Evidence and Rating for School Turnaround Principle #3: Effective Instruction.....	9
VI.	Evidence and Rating for School Turnaround Principle #6: Effective Use of Data	10
VII.	Recommendations	11
VIII.	Appendix A: Evidence for Remaining School Turnaround Principles	14

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 Pettit Park Elementary'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, and parents, and community members (2) observed a professional learning community meeting with teachers, (3) observed instruction in 20 classrooms, and (4) interviewed school and district leaders.

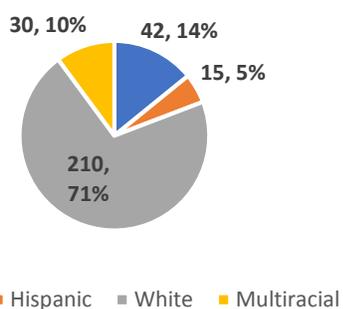
Prior to the visit, teachers completed an online survey, with 21 of 25 teachers participating. Parents were also invited to complete a survey, with 32 parent surveys collected. Finally, the school leadership team completed a self-evaluation. Both surveys and the self-evaluation are made up of questions that align to school improvement principles and indicators (Appendix B).

III. Data Snapshot for Pettit Park Elementary

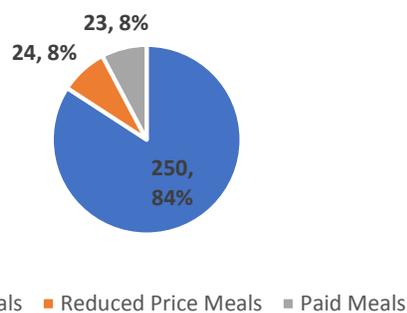
School Report Card							
2015-2016 Report Card	Points	Weight	Weighted Points	2016-2017 Report Card	Points	Weight	Weighted Points
Performance Domain Grades 3-8	28.5	0.5	14.25	Performance Domain Grades 3-8	18.9	0.5	9.45
Growth Domain Grades 4-8	62	0.5	31	Growth Domain Grades 4-8	50.30	0.5	25.15
Overall Points			45.3	Overall Points			34.6
Overall Grade			F	Overall Grade			F

Enrollment 2017-2018: 297 students

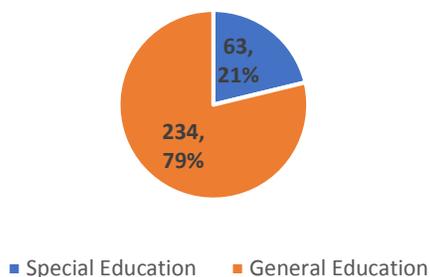
Enrollment 2017-2018 by Ethnicity



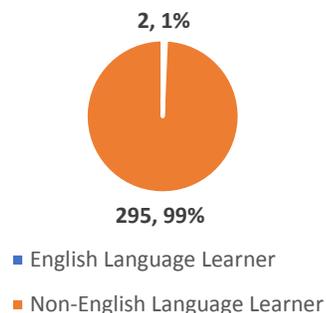
Enrollment 2017-2018 by Free/Reduced Price Meals



Enrollment 2017-2018 by Special Education

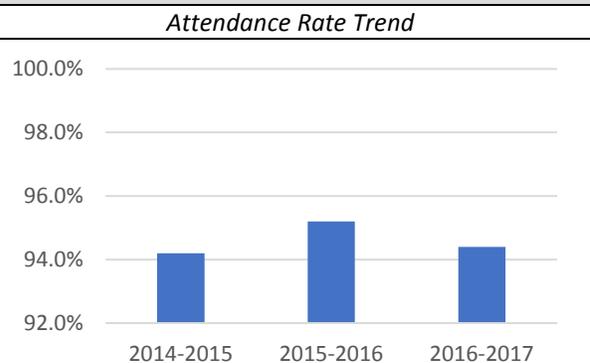


Enrollment 2017-2018 by English Language Learners



Attendance

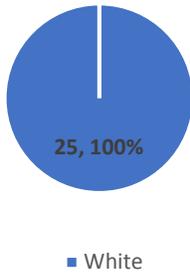
Attendance by Grade			
Grade	'14-'15	'15-'16	'16-'17
K	93.7%	93.9%	92.6%
1	93.5%	95.2%	95.2%
2	94.6%	94.8%	95.5%
3	95.6%	96.2%	95.9%
4	94.05%	96.2%	95.6%
5	94.5%	95.5%	96.0%



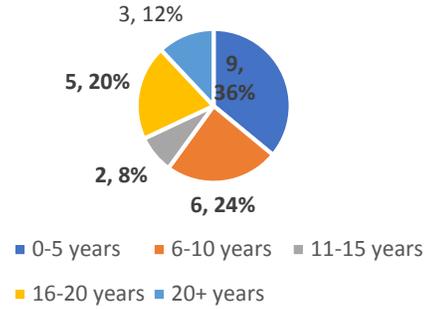
School Personnel

Teacher Count 2015-2016: 25

Teacher Count 2015-2016 by Ethnicity

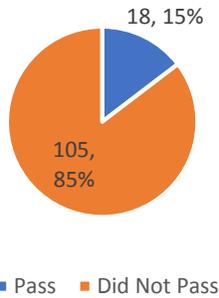


Teacher Count 2015-2016 by Years of Experience

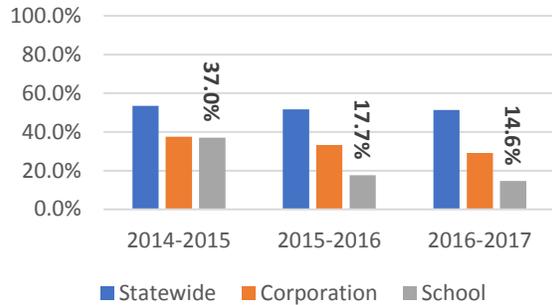


Student Academic Performance

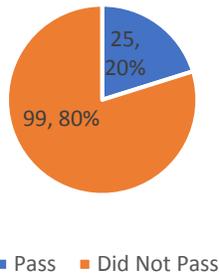
*ISTEP+ 2016-2017
Both English/Language Arts and Math*



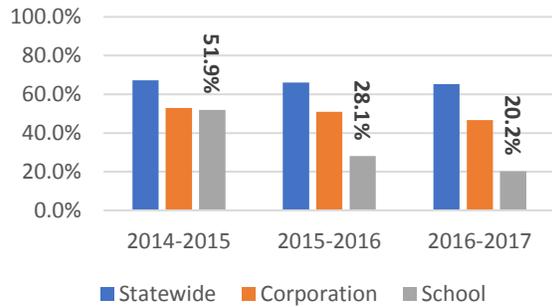
*ISTEP+ Percent Passing Trend
Both English/Language Arts and Math*



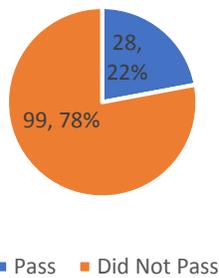
ISTEP+ 2016-2017: English/Language Arts



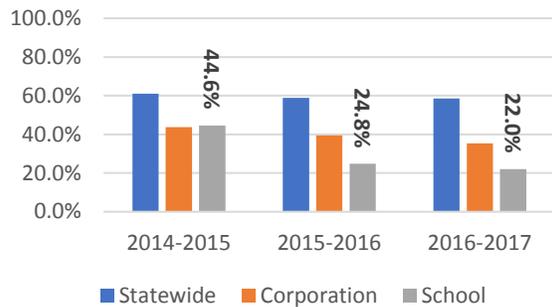
ISTEP+ Percent Passing Trend: English/Language Arts



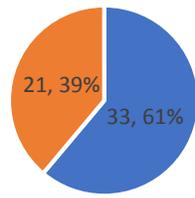
*ISTEP+ 2016-2017
Math*



*ISTEP+ Percent Passing Trend
Math*

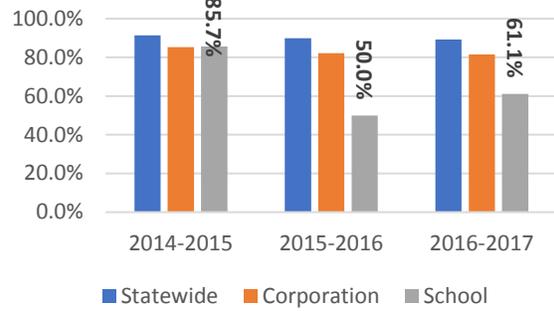


IREAD-3 2016-2017

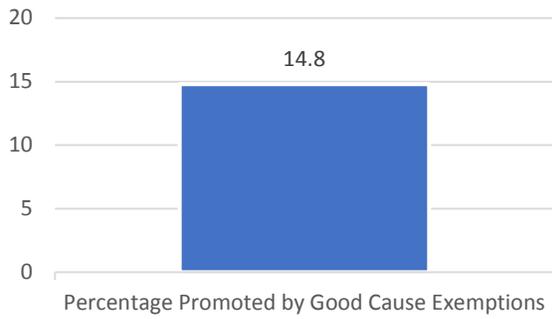


■ Pass ■ Did Not Pass

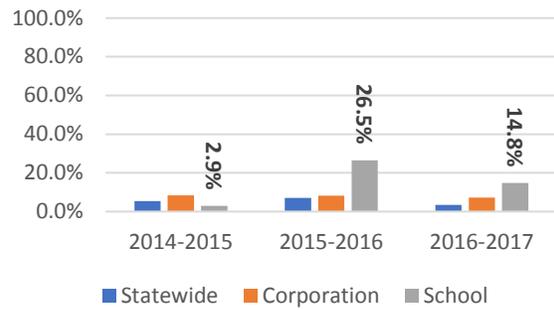
IREAD-3 Percent Passing Trend



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



IREAD-3 Good Cause Promotion Exemption Trend



IV. Evidence and Rating 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 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 five Turnaround Principles can be found in Appendix A of this report.

School Turnaround Principle #2: Climate and Culture			
Evidence Sources			
Leader Self-Evaluation, Principal Interviews, Teacher Interviews, Student Interviews, Parent/Family Interviews, Community Member Interviews, Classroom Observations, Artifacts submitted by Pettit Park Elementary			
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"> It was evident through principal and staff interviews as well as classroom observations that the principal, teachers and staff care deeply about students’ learning and physical well-being. 		<ul style="list-style-type: none"> 1.3, 2.2, 8.2 	
<ul style="list-style-type: none"> Teachers expressed sincere support for their principal through both teacher focus group and teacher surveys. 		<ul style="list-style-type: none"> 2.1 	
<ul style="list-style-type: none"> Participants in the family and community member focus groups shared a great deal of passion for their neighborhood school. They feel very welcome and cared for at Pettit Park. 		<ul style="list-style-type: none"> 1.10, 2.1, 6.1, 8.1 	

Areas for Improvement	Aligned Turnaround Principle Indicator(s)
<ul style="list-style-type: none"> Teacher, student, and family focus groups revealed student misconduct interrupts classroom instruction and impedes an environment conducive to effective teaching and learning. There is some level of frustration in the lack of consistent consequences for students who misbehave. 	<ul style="list-style-type: none"> 1.3, 2.1, 3.6
<ul style="list-style-type: none"> During the teacher focus group it surfaced that teachers are focusing on multiple initiatives (PBIS, Boys Town, CHAMPS, and Kickboard), perhaps hindering the overall success in the area of behavior. 	<ul style="list-style-type: none"> 1.3, 2.1, 3.6
<ul style="list-style-type: none"> A culture that values learning specifically in the area of questioning at the depth of knowledge that produces rigorous learning outcomes and expectations for students was not observed in most classrooms. 	<ul style="list-style-type: none"> 1.4, 2.2, 3.1, 3.2

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

School Turnaround Principle #3: Effective Instruction			
Evidence Sources			
Leader Self-Evaluation, Principal Interviews, Teacher Interviews, Student Interviews, Parent/Family Interviews, Community Member Interviews, Classroom Observations, Artifacts submitted by Pettit Park Elementary			
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"> Anchor charts were highly visible in most classrooms, giving students visual reminders of learning strategies. 			<ul style="list-style-type: none"> 3.2, 4.4, 5.2
<ul style="list-style-type: none"> Small groups, student collaboration, and centers were observed in many classrooms. 			<ul style="list-style-type: none"> 1.9, 2.2, 3.2, 3.4

<ul style="list-style-type: none"> According to teacher surveys, 85% of teachers use frequent checks for understanding throughout each lesson to gauge student learning. 	<ul style="list-style-type: none"> 3.3, 3.5
Areas for Improvement	Aligned Turnaround Principle Indicator(s)
<ul style="list-style-type: none"> In 16 of 20 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"> SMART objectives were posted in some classrooms, but not consistently aligned to Indiana Academic Standards. 	<ul style="list-style-type: none"> 3.1, 3.4, 4.1, 4.2, 4.4
<ul style="list-style-type: none"> In most classrooms observed, students had 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

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

School Turnaround Principle #6: Effective Use of Data			
Evidence Sources			
Leader Self-Evaluation, Principal Interviews, Teacher Interviews, Student Interviews, Parent/Family Interviews, Community Member Interviews, Classroom Observations, Artifacts submitted by Pettit Park Elementary			
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"> Multiple forms of academic and behavioral data are collected at the building level and made available to educators. 		<ul style="list-style-type: none"> 1.1, 1.2, 1.7, 2.2, 2.3, 3.5, 6.2, 6.3 	
<ul style="list-style-type: none"> Educators are provided weekly, grade-level collaboration time in order to provide an opportunity to discuss data, utilize the data to inform instruction, and discuss student growth and achievement. 		<ul style="list-style-type: none"> 3.5, 6.3, 7.3 	
<ul style="list-style-type: none"> The utilization of Kickboard data is new to Pettit Park this year and gives them the opportunity to track student behavior data which should strengthen their Positive Behavior Interventions and Support (PBIS) plan. 		<ul style="list-style-type: none"> 1.7, 6.2, 6.3 	

Areas for Improvement	Aligned Turnaround Principle Indicator(s)
<ul style="list-style-type: none"> Multiple forms of data are collected and distributed; however, a system for analyzing data in order to understand its implications on past and future instruction is just beginning. 	<ul style="list-style-type: none"> 1.1, 1.2, 1.7, 2.2, 3.5, 6.2, 6.3
<ul style="list-style-type: none"> A short cycle of classroom observations by the principal to ensure implementation of strategies identified from data conversations or data analysis are inconsistent. 	<ul style="list-style-type: none"> 1.6, 1.7, 1.9, 3.4, 4.2, 5.2
<ul style="list-style-type: none"> Although an instructional coach is available in the school, an instructional coaching cycle and goal-oriented feedback that connects classroom observation data to differentiated, job-embedded professional development is not evident. 	<ul style="list-style-type: none"> 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 Pettit Park Elementary. 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
Engage a working group made up of individuals from multiple stakeholder groups to review the effectiveness of existing student behavior initiatives. Narrow behavior initiatives to those yielding the highest results to unify the staff around student expectations. While continuing to be sensitive to the trauma some students are experiencing, provide consistent consequences for repeated behaviors. Implement a consistent, supported reward system to complement the school’s PBIS system, which could potentially decrease the number of disruptions to student learning. Consider providing professional learning for staff members on trauma informed care which may help teachers know how to better interact with students who are experiencing trauma that is impacting their behaviors in classrooms.
Aligned Turnaround Principle(s)
1.3, 2.1, 3.6
Rationale
Pettit Park Elementary has a large number of behavior initiatives (PBIS, CHAMPS, Kickboard, and Boy’s Town). Teachers expressed that it is hard to know which to focus on and as a result, they recognize that these behavior initiatives are being implemented with varying

levels of fidelity. Given these challenges, the school is not yet seeing overwhelming success with any of these specific programs. Teachers, parents, and students expressed concern about the number of behavior issues that are keeping their classrooms from maintaining the academic focus needed as well as a concern over students not being held accountable for what they perceive as serious behaviors. Teachers expressed that due to their behavior coach leaving in the fall, they feel there is too much on the principal's plate. Teachers are therefore keeping disruptive students in the classroom which is inhibiting their instructional time.

Focusing on no more than two initiatives and implementing them with fidelity could potentially create a school wide culture shift that would allow all teachers and students to buy in to the programs, creating a unified approach to supporting student behaviors. The enhancement of reliable, consistent behavior management as well as rewards for those who are working hard behaviorally and academically would increase a positive culture and a higher level of engagement in the classroom, thus helping teachers maximize their instructional time.

Recommendation 2
Increase the use of varied instructional strategies in all classrooms to provide all students with opportunities to master content and skills in a manner that reflects the full depth of Indiana's Academic Standards as well as being engaging and relevant. Direct teachers to center every lesson on an "I Can" statement that will allow students to understand the purpose of their lesson and why it is important. Deliver professional learning opportunities that will aid teachers in their development of SMART objectives as well as engaging, rigorous instruction.
Aligned Turnaround Principle(s)
3.1, 3.2, 3.5, 3.6, 1.4, 1.9, 2.3, 1.2, 1.5, 2.2
Rationale
Through classroom observations, it is evident that teachers have worked hard to institute small group instruction, center work, and flexible seating. Continuing to build their toolbox of instructional strategies will allow teachers to address students' multiple learning styles and thus increase student engagement. Teachers who utilize multiple instructional strategies are also better equipped to respond to formative assessment data and adjust instruction as needed.
Along with varied instructional strategies, the use of "I Can" statements can greatly improve classroom instruction. "I Can" statements were posted in some classrooms, but they did not always align to the standards or reflect what was happening in the lesson. The students also did not know what the objective for the lesson was or why they needed to know the information in the lesson. As learners students need to know "the why" when it comes to their education. Providing this for students will enhance their engagement and allow them to take a certain level of ownership in their learning.

Recommendation 3
<p>The principal and instructional coach are encouraged to consistently follow a short-cycle classroom walkthrough schedule. During these walkthroughs the principal and instructional coach should monitor for the implementation of strategies identified in data conversations among grade level teams. Continue to strengthen the utilization of the school’s academic coach to provide modeling of instructional strategies and non-evaluative feedback. Provide specific, targeted professional learning in the shared areas for growth identified by the principal and instructional coach.</p>
Aligned Turnaround Principle(s)
<p>1.5, 1.6, 2.2, 2.3, 3.3, 6.3</p>
Rationale
<p>While teachers at Pettit Park are provided with time to collaborate around data, there appears to be a lack of understanding when it comes to utilizing those results in their classroom instruction. The review team observed a data collaboration meeting that had teachers trying to identify the areas of instructional need based on the mid-year results from the latest IREADY assessment. At the end of the meeting each grade level shared the academic need they would be focusing on in the coming weeks. It was stated that the principal would be looking for these adjustments during walkthroughs. Stakeholder conversations revealed, however, that walkthroughs are not happening on a regular basis due to the principal’s time spent dealing with student behaviors. There is an academic coach, but her role does not seem to be involved in non-evaluative feedback or modeling. This could be a great help, not only to the principal, in regards to holding teachers accountable for the stated classroom goals. The teachers that are newer or struggling also expressed a desire for more feedback on what they can improve, a need for help understanding their data, and how it should be directing their instruction.</p> <p>Creating a cycle of frequent, reliable observations with targeted feedback will allow teachers the ability to continually improve their practices throughout the school year creating stronger classroom instruction.</p>

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
Leader Self-Evaluation, Principal Interviews, Teacher Interviews, Student Interviews, Parent/Family Interviews, Community Interviews, and Artifacts submitted by Pettit Park Elementary
Evidence Summary
Strengths <ul style="list-style-type: none">• A system for routinely collecting and reviewing lesson plans to ensure alignment to the Indiana Academic Standards is in place.• Through multiple stakeholder interviews, stakeholders stated that school safety, climate and culture are priorities for the principal.
Areas for Improvement <ul style="list-style-type: none">• During focus groups, stakeholders expressed that classroom walkthroughs and follow-up feedback are not happening consistently.• According to the teacher survey, 60% of teachers disagreed with the following 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.”

School Turnaround Principle #4: Curriculum, Assessment and Intervention Systems

Evidence Sources

Leader Self-Evaluation, Principal Interviews, Teacher Interviews, Student Interviews, Parent/Family Interviews, Community Interviews, and Artifacts submitted by Pettit Park Elementary

Evidence Summary

Strengths

- Teachers are provided curriculum maps and pacing guides that are standards-aligned and vetted by the district.
- A voluntary after-school intervention called After-School Success Academy is available to all students.
- All students are included in Dream Time, a 30 minute daily academic intervention.

Areas for Improvement

- The school has implemented I-READY which they are using for their short, 2-3 week cycle formative assessments. The teachers expressed a need for further training and modeling on how to utilize that data to effectively drive their Tier I instruction as well as their small group instruction during Dream Time.
- Teacher and principal focus groups indicated that while the principal has a system in place for monitoring lesson plans and their alignment to standards, the consistent implementation of this process has not been the norm this school year.

School Turnaround Principle #5: Effective Staffing Practices

Evidence Sources

Leader Self-Evaluation, Principal Interviews, Teacher Interviews, Student Interviews, Parent/Family Interviews, Community Interviews, and Artifacts submitted by Pettit Park Elementary

Evidence Summary

Strengths

- Interviews with the principal and district leaders specified that the principal has the autonomy to hire teachers to fill vacancies.
- According to the teacher survey, 100% of teachers agree or strongly agree with the following statement, "I clearly understand what is expected of me when it comes to student achievement."

Areas for Improvement

- Teacher turnover during the school year has created an unstable learning environment for some students.
- Teacher interviews revealed that substitutes are rarely available for their school. As a result, paraprofessionals and the special education teacher are pulled to serve in this capacity.

School Turnaround Principle #7: Effective Use of Time

Evidence Sources

Leader Self-Evaluation, Principal Interviews, Teacher Interviews, Student Interviews, Parent/Family Interviews, Community Interviews, and Artifacts submitted by Pettit Park Elementary

Evidence Summary

Strengths

- The master schedule allows for grade-level collaboration at least once a week.
- The master schedule is built to include weekly data collaboration time as well as weekly Professional Development.

Areas for Improvement

- Teachers shared that the majority of the principal's time is spent dealing with behaviors, in part due to the loss of behavioral coach.
- Stakeholder interviews indicated that the principal has opportunities for growth in terms of management of time to effectively observe, give feedback and lead instructionally.

School Turnaround Principle #8: Effective Family and Community Engagement

Evidence Sources

Leader Self-Evaluation, Principal Interviews, Teacher Interviews, Student Interviews, Parent/Family Interviews, Community Interviews, and Artifacts submitted by Pettit Park Elementary

Evidence Summary

Strengths

- A Parent Teacher Association (PTA) is in place at the school.
- The community focus group shared that several, strong community partnerships are in place to support Pettit Park Elementary.
- During the parent and family member focus group, participants indicated that they do feel welcome to visit the school if they have a question or concern related to their student.

Areas for Improvement

- The PTA president shared that the association has low parent involvement.
- According to the School Leader Self-Evaluation, parent involvement in the school's decision making process is low.