



School Quality Review Report

Stephen Foster School 67

Indianapolis Public Schools

December 10-11, 2018

Review Team Members

Kelley Grate	School Improvement Specialist	Indiana Department of Education
Rose Tomishima	Elementary Literacy Specialist	Indiana Department of Education
Robin Conti	Secondary Math Specialist	Indiana Department of Education
Diane Vielee	Academic Interventionist	Warren Township Schools
Brady McClure	Elementary Principal	Huntington Community Schools
Rachael Powell	Teacher	Greenfield Community Schools
Rebecca Pennington	Teacher	Center Grove Community Schools

Table of Contents

I.	Background on the School Quality Review.....	3
II.	Overview of the School Quality Review Process.....	3
III.	Data Snapshot for Stephen Foster School 67.....	4
IV.	Evidence and Rating for the Effective Leaders Domain	7
V.	Evidence and Rating for the Ambitious Instruction Domain	8
VI.	Evidence and Rating for the Involved Families Domain.....	9
VII.	Recommendations.....	11
VIII.	Appendix A: Evidence and Ratings for Collaborative Teachers and Supportive Environment.....	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 [“5Essentials Framework for School Improvement” developed by the Consortium on School Research at the University of Chicago](#) (Appendix B). The school quality review includes a pre-visit analysis and planning meeting, two-day, on-site 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 Stephen Foster’s strengths and areas for improvement aligned to the [“5Essentials for School Improvement” framework developed by the Consortium on School Research at the University of Chicago](#). The School Quality Review process focused on the “Effective Leaders” domain of this framework as well as two other domains from the framework that were selected 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, (2) observed a professional learning community meeting with teachers, (3) observed instruction in 45 classrooms, and (4) interviewed school and district leaders.

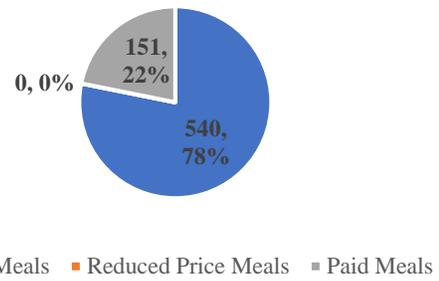
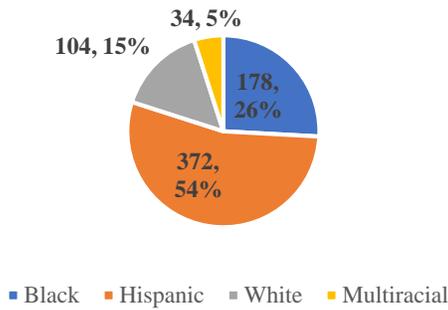
Prior to the visit, teachers completed an online survey, with 21 of 44 teachers participating. Parents and family members were also invited to complete a survey; 21 completed this survey. Finally, the school leadership team completed a self-evaluation. Both surveys and the self-evaluation are made up of questions that align to [“5Essentials for School Improvement” framework developed by the Consortium on School Research at the University of Chicago](#).

III. Data Snapshot for Stephen Foster School 67

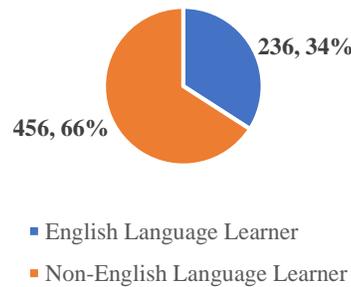
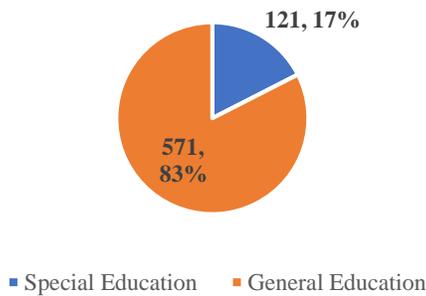
School Report Card							
2016-2017 Report Card	Points	Weight	Weighted Points	2017-2018 Report Card	Points	Weight	Weighted Points
Performance Domain Grades 3-8	25.00	0.5	12.50	Performance Domain Grades 3-8	21.50	0.5	10.75
Growth Domain Grades 4-8	78.40	0.5	39.20	Growth Domain Grades 4-8	77.40	0.5	38.70
Overall Points			51.7	Overall Points			49.50
Overall Grade			F	Overall Grade			F

Enrollment 2017-2018: 693 students

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



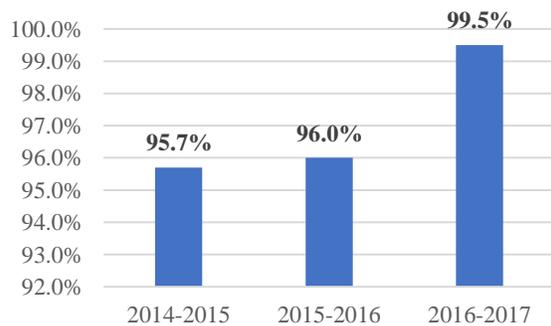
Enrollment 2017-2018 by Special Education	Enrollment 2017-2018 by English Language Learners
---	---



Attendance

Attendance by Grade				Attendance Rate Trend	
---------------------	--	--	--	-----------------------	--

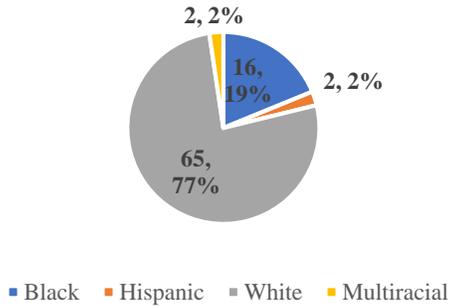
Grade	'14-'15	'15-'16	'16-'17
PK	96.5%	90.1%	
K	94.5%	95.2%	99.5%
1	96.3%	96.8%	98.8%
2	95.7%	96.9%	99.4%
3	96.5%	96.7%	99.7%
4	95.4%	97.3%	99.6%
5	95.5%	96.4%	99.7%
6	95.0%	95.7%	99.5%



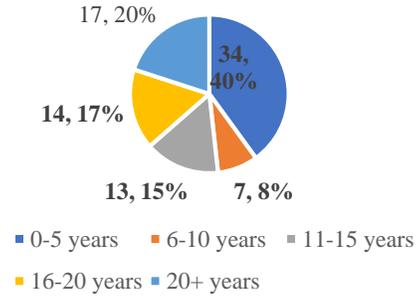
School Personnel

Teacher Count 2016-2017: 85

Teacher Count 2016-2017 by Ethnicity

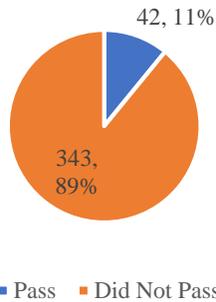


Teacher Count 2016-2017 by Years of Experience

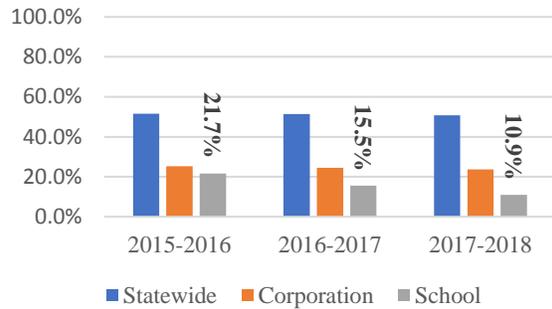


Student Academic Performance

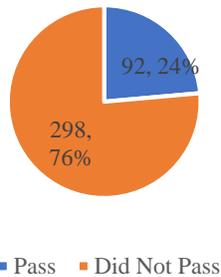
ISTEP+ 2017-2018 Percent Passing Both English/Language Arts and Math



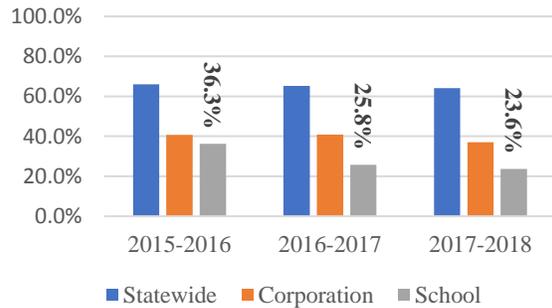
ISTEP+ Percent Passing Trend Both English/Language Arts and Math



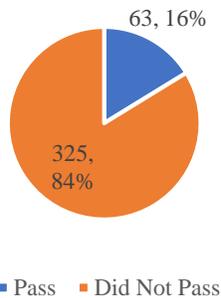
ISTEP+ 2017-2018 Percent Passing English/Language Arts



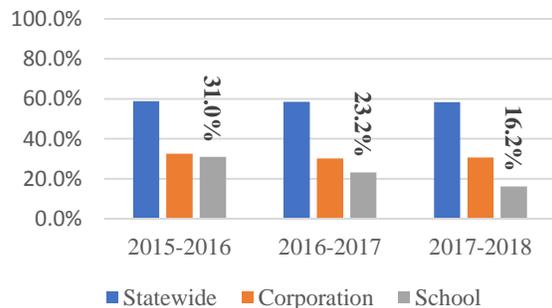
ISTEP+ Percent Passing Trend English/Language Arts



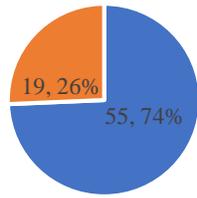
ISTEP+ 2017-2018 Percent Passing Math



ISTEP+ Percent Passing Trend Math

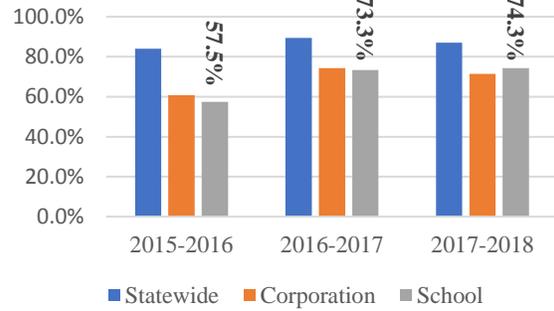


IREAD-3 2017-2018 Percent Passing

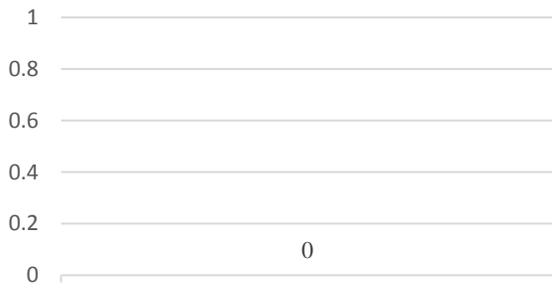


■ Pass ■ Did Not Pass

IREAD-3 Percent Passing Trend

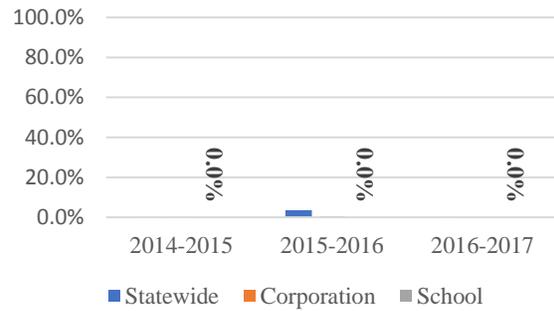


*IREAD-3 2017-2018
Percentage Promoted by Good Cause Exemptions*



Percentage Promoted by Good Cause Exemptions

*IREAD-3
Promoted by Good Cause Exemption Trend*



IV. Evidence and Rating for the Effective Leaders Domain

Background

The next three sections of the report illustrate the Technical Assistance Team’s key findings, supporting evidence, and overall rating for the Effective Leaders domain and two other domains from the “5Essentials for School Improvement” framework that were selected as priorities by the school and its district.

To thoughtfully identify the two additional prioritized domains from the “5Essentials for School Improvement” framework, school and district leaders used a “School Improvement Essentials Alignment Tool” provided by the Indiana State Board of Education to determine the two other domains from the “5Essentials for School Improvement” framework that most closely align with the goals and strategies outlined in the school’s improvement plan.

This report focuses on these three prioritized domains from the “5Essentials for School Improvement” framework to provide a strategically targeted set of findings and recommendations. Additional evidence on the other two domains from the “5Essentials for School Improvement” framework can be found in Appendix A of this report.

Domain from the “5 Essentials for School Improvement” Framework: Effective Leaders			
Evidence Sources			
Principal Interviews, Teacher Interviews, Student Interviews, Parent/Family Interviews, Community Member Interviews, Classroom Observations, Artifacts submitted by Stephen Foster School			
Rating			
1 <u>Ineffective</u>	2 <u>Improvement Necessary</u>	3 <u>Effective</u>	4 <u>Highly Effective</u>
<i>Insufficient 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 “5Essentials” Framework Indicator(s)
<ul style="list-style-type: none"> The principal has a background in instructional coaching, which allows her to assist teachers with instructional practices. 			<ul style="list-style-type: none"> 1.1
<ul style="list-style-type: none"> The principal is passionate about what is best for students. 			<ul style="list-style-type: none"> 1.1
<ul style="list-style-type: none"> The principal’s goal is to keep the students in the classroom for instructional time. 			<ul style="list-style-type: none"> 1.1

Areas for Improvement	Aligned “5Essentials” Framework Indicator(s)
<ul style="list-style-type: none"> There is no shared vision that sets expectations for rigorous and consistent practices across academics, culture, and school operations. 	<ul style="list-style-type: none"> 1.1
<ul style="list-style-type: none"> The leader and leadership team do not have established processes to collect data that informs the school’s vision and direction, nor action planning based on the data. 	<ul style="list-style-type: none"> 1.3
<ul style="list-style-type: none"> Based on focus group conversations, teachers would welcome more classroom walkthroughs with timely, constructive feedback on their instructional practice. 	<ul style="list-style-type: none"> 1.4

V. Evidence and Rating for the Ambitious Instruction Domain

Domain from the “5 Essentials for School Improvement” Framework: Ambitious Instruction			
Evidence Sources			
Principal Interviews, Teacher Interviews, Student Interviews, Parent/Family Interviews, Community Member Interviews, Classroom Observations, Artifacts submitted by Stephen Foster School			
Rating			
<p style="text-align: center;">1 <u>Ineffective</u></p> <p><i>Insufficient evidence of this happening in the school</i></p>	<p style="text-align: center;">2 <u>Improvement Necessary</u></p> <p><i>Limited evidence of this happening in the school</i></p>	<p style="text-align: center;">3 <u>Effective</u></p> <p><i>Routine and consistent</i></p>	<p style="text-align: center;">4 <u>Highly Effective</u></p> <p><i>Exceeds standard and drives student achievement</i></p>
Evidence			
Strengths			Aligned “5Essentials” Framework Indicator(s)
<ul style="list-style-type: none"> Classrooms are arranged to support collaborative learning. 			<ul style="list-style-type: none"> 2.4
<ul style="list-style-type: none"> Some examples of effective teaching were observed. 			<ul style="list-style-type: none"> 2.2
<ul style="list-style-type: none"> The pre-K program is academically aligned to the Kindergarten standards and Pre-K teachers are involved in all professional development. 			<ul style="list-style-type: none"> 2.0

Areas for Improvement	Aligned “5Essentials” Framework Indicator(s)
<ul style="list-style-type: none"> Teachers inconsistently monitor student understanding or only collect data on small groups of students during the lesson. Lessons are rarely adjusted based on students’ needs. 	<ul style="list-style-type: none"> 2.3
<ul style="list-style-type: none"> Classroom observations revealed a lack of varied instructional strategies being implemented. 	<ul style="list-style-type: none"> 2.4
<ul style="list-style-type: none"> Due to the lack of supportive environment (e.g., clear, positive expectations for students) in most classrooms, ambitious instruction is not present. 	<ul style="list-style-type: none"> 2.0

VI. Evidence and Rating for the Involved Families Domain

Domain from the “5 Essentials for School Improvement” Framework: Involved Families			
Evidence Sources			
Principal Interviews, Teacher Interviews, Student Interviews, Parent/Family Interviews, Community Member Interviews, Classroom Observations, Artifacts submitted by Stephen Foster School			
Rating			
1 <u>Ineffective</u> <i>Insufficient evidence of this happening in the school</i>	2 <u>Improvement Necessary</u> <i>Limited evidence of this happening in the school</i>	3 <u>Effective</u> <i>Routine and consistent</i>	4 <u>Highly Effective</u> <i>Exceeds standard and drives student achievement</i>
Evidence			
Strengths		Aligned “5Essentials” Framework Indicator(s)	
<ul style="list-style-type: none"> Strong relationships exist with community partners who support the school. 		<ul style="list-style-type: none"> 5.3 	
<ul style="list-style-type: none"> The school provides multiple opportunities for caregivers to be involved. 		<ul style="list-style-type: none"> 5.2 	
<ul style="list-style-type: none"> Families are encouraged to participate in school events. 		<ul style="list-style-type: none"> 5.2 	

Areas for Improvement	Aligned “5Essentials” Framework Indicator(s)
<ul style="list-style-type: none"> • There is a lack of parental involvement in academic conversations. 	<ul style="list-style-type: none"> • 5.1
<ul style="list-style-type: none"> • There is a lack of parental input in school procedures and systems. 	<ul style="list-style-type: none"> • 5.1

VII. Recommendations

Background

This section outlines an intentionally targeted set of recommendations that align to one or more of the prioritized domains. Anchored in the [“5Essentials for School Improvement” framework developed by the Consortium on School Research at the University of Chicago](#), 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 Stephen Foster School 67.

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
Develop a comprehensive teacher professional development plan for building staff capacity in classroom management. This should include a clear definition of roles, processes, and the promotion and increase of positive student conduct.
Aligned Domain(s) from the “5 Essentials for School Improvement” Framework
Ambitious Instruction, Supportive Environment
Rationale
<p>A safe, orderly school environment is the foundation for effective teaching and learning, and for nurturing positive relationships between all members of the school community. Developing a framework for sustaining a positive climate and culture, where student safety and respect are the norm, will provide the ground work needed in order for high quality instruction to occur. Training all staff in this system will help establish order to effectively prevent and diminish disruptive and non-compliant student behaviors that detract from learning. The absence of a clear framework results in concerns about personal safety and interruption to the teaching and learning process. Such concerns were shared by staff both in interviews and surveys as well as observed by the technical assistance team during classroom visits.</p> <p>Teacher survey results show that 81 percent of teachers disagree with the statement, “Our students are effectively encouraged to behave well, relate well to others, and have positive attitudes toward learning.” 67 percent of staff disagree with the statement, “The school community supports a safe, orderly, and equitable learning environment.”; and 82 percent disagree with the statement, “Our school’s rules and procedures are implemented consistently and communicated clearly to all stakeholders.” Secondly, in some instances, classroom observations revealed an absence of high-quality instruction, particularly instructional strategies and practices that prevent and alleviate student misconduct. Furthermore, according to interview conversations with the building leader, no plan for working with classroom teachers to build capacity for such practices, through ongoing, job-embedded training, are in place.</p> <p>Some staff have been trained in Positive Behavioral Intervention and Supports, but due to frequent staff turnover and a new focus on Second Steps, there is no consistent behavior management plan being followed. The staff relentlessly requested a consistent plan as well as training in this plan. Due to these conversations and observations, it is strongly suggested that</p>

a framework for classroom management with a focus on positive student conduct be implemented. The review team suggests that forming a committee to help research and design this framework would serve to strengthen staff buy in.

Recommendation 2

Research and create a professional development plan that specifically addresses the many professional and emotional needs of your staff in order to embrace the grade restructuring at Stephen Foster School 67. Make sure this plan: 1) Provides training on instructional strategies for secondary students; 2) Provides training for the entire staff around the intricacies of working with middle school students; and 3) Create opportunities for the upper grade students and teachers to be leaders in the school community.

Aligned Domain(s) from the “5 Essentials for School Improvement” Framework

Effective Leaders, Supportive Environment, Collaborative Teachers

Rationale

At the start of the 2017-2018 school year, a grade restructuring took place at Stephen Foster School 67. What was a PK-6 elementary became a PK-8 building. Focus group conversations revealed that this has been a tough transition for all involved. Teachers expressed trepidation that this transition could be foreshadowing more expansive changes for the school. Although district leaders and the building principal both shared that this was not the case and in fact many schools across the district have this new grade configuration, teachers have lingering concerns. Some of the elementary school teachers are now expected to teach all grades (PK-8). These teachers expressed the need for professional development to help them feel equipped to teach 7th and 8th grade students.

Teacher survey data reported that 80% of teachers do not believe that there are opportunities for students to be leaders on campus, and 70% of teachers don't believe students are proud to be a part of the school community. Both of these point to a school climate issue that needs to be addressed school wide.

Not only does this affect the staff, but also the students who were moved into this building. Through focus group conversations, the TAT review team surfaced that 7th and 8th grade students do not have a positive sense of belonging at the school. Opportunities normally afforded to middle school students are missing at Stephen Foster. While 7th and 8th grade students attend Stephen Foster, the prevalent belief expressed in focus groups is that the school is an elementary. This mindset has to change in order for the students to truly believe they belong at Stephen Foster and feel a positive sense of school pride most students have for their school.

Recommendation 3

Work collaboratively with teachers to research and implement evidence-based instructional strategies aligned to the college and career ready instructional shifts. Throughout implementation, provide ongoing professional development, feedback, and coaching for teachers. In addition, ensure that teachers are creating 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.

Aligned Domain(s) from the “5 Essentials for School Improvement” Framework

Effective Leaders, Ambitious Instruction

Rationale

The use of multiple classroom instructional strategies addresses the certainty that students learn differently, and as a result, student outcomes vary in response to different instructional practices. The understanding and use of multiple instructional strategies allows teachers to address students’ multiple learning styles and consequently increases student engagement. Teachers, through the use of multiple instructional strategies, are also better prepared to respond to formative assessment data and adjust instruction as needed. As a result of being knowledgeable on different instructional strategies, teachers can choose those strategies that are proven to have the largest effect size in impacting student growth and achievement.

Classroom observations at Stephen Foster School 67 revealed teachers need additional professional development to support their effective implementation of multiple instructional strategies. In 23 percent of classrooms instructional strategies that actively engage and meet all students’ learning needs were being implemented. While classroom observations showed 74 percent of the teachers had objectives that aligned to the Indiana Academic standards, less than half of those tied to the learning that was actually taking place in the classroom. Additionally, there was a lack of rigor in classroom instruction that demonstrated the higher depth of knowledge levels needed to completely address the Indiana Academic Standards.

VIII. Appendix A: Evidence and Ratings for Collaborative Teachers and Supportive Environment

Background

We believe it is valuable for school and district leaders to have a summary of the TAT’s findings and evidence for all five of the domains in the “5 Essentials for School Improvement” Framework. As such, this section of the report provides a rating as well as key findings and supporting evidence for the “Collaborative Teachers” and “Supportive Environment” domains.

This information is intentionally provided in an appendix to reinforce the importance of the previously stated findings, evidence, ratings, and recommendations for the school and district’s prioritized domains in the “5 Essentials for School Improvement” Framework.

Domain from the “5 Essentials for School Improvement” Framework: Supportive Environment			
Evidence Sources			
Principal interviews, teacher interviews, student interviews, parent/family interviews, community member interviews, classroom observations, artifacts submitted by Stephen Foster School			
Rating			
1 <u>Ineffective</u>	2 <u>Improvement Necessary</u>	3 <u>Effective</u>	4 <u>Highly Effective</u>
<i>Insufficient 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 Summary			
Strengths			Aligned “5Essentials” Framework Indicator(s)
<ul style="list-style-type: none"> The physical space in most classrooms and public spaces support the establishment and maintenance of a positive student morale. 			<ul style="list-style-type: none"> 3.3
<ul style="list-style-type: none"> Students can safely and independently access resources, classmates, and the adults necessary for learning in most physical spaces. 			<ul style="list-style-type: none"> 3.3
<ul style="list-style-type: none"> Leaders, and teachers engage with each other in ways that demonstrate mutual respect. 			<ul style="list-style-type: none"> 3.4

Areas for Improvement	Aligned “5Essentials” Framework Indicator(s)
<ul style="list-style-type: none"> In most classrooms observed, there was a significant amount of instructional time lost due to chaotic transitions. 	<ul style="list-style-type: none"> 3.1
<ul style="list-style-type: none"> There is little to no evidence of a school-wide system for building character and responding to students’ behavioral needs. 	<ul style="list-style-type: none"> 3.5
<ul style="list-style-type: none"> Classroom observations revealed frequent negative interactions between students, demonstrating a lack of respect for each other amongst the student body. 	<ul style="list-style-type: none"> 3.4
<ul style="list-style-type: none"> There are no opportunities for students to demonstrate leadership in setting and maintaining the expectations of the school. 	<ul style="list-style-type: none"> 3.6

Domain from the “5 Essentials for School Improvement” Framework: Collaborative Teachers			
Evidence Sources			
Principal Interviews, Teacher Interviews, Student Interviews, Parent/Family Interviews, Community Member Interviews, Classroom Observations, Artifacts submitted by Stephen Foster School			
Rating			
1 <u>Ineffective</u>	2 <u>Improvement Necessary</u>	3 <u>Effective</u>	4 <u>Highly Effective</u>
<i>Insufficient 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 Summary			
Strengths		Aligned “5Essentials” Framework Indicator(s)	
<ul style="list-style-type: none"> Teacher interviews revealed that some staff embrace a growth-oriented mindset. 		<ul style="list-style-type: none"> 4.1 	
<ul style="list-style-type: none"> Teachers are eager to be professionally developed and seem to collaborate well together. 		<ul style="list-style-type: none"> 4.1 	
<ul style="list-style-type: none"> Professional development is designed to improve instructional practices and increase student achievement. 		<ul style="list-style-type: none"> 4.2 	
<ul style="list-style-type: none"> Teacher focus groups shared that some teachers have the opportunity to engage in non-evaluative coaching cycles. 		<ul style="list-style-type: none"> 4.3 	
Areas for Improvement		Aligned “5Essentials”	

	Framework Indicator(s)
<ul style="list-style-type: none"> • Interviews revealed that there are evident gaps in the staff’s professional culture with a lack of urgent focus on improved student outcomes. 	<ul style="list-style-type: none"> • 4.1
<ul style="list-style-type: none"> • Professional development opportunities exist for all staff to engage in, though they are rarely differentiated. 	<ul style="list-style-type: none"> • 4.2
<ul style="list-style-type: none"> • There is no evidence of functioning systems for supporting new teachers. 	<ul style="list-style-type: none"> • 4.4