



## School Quality Review Report

*Sunny Heights Elementary School*  
 MSD Warren Township  
 November 19-20, 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 [“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 Sunny Heights Elementary’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, community members and caregivers, (2) observed an instructional planning meeting with teachers, (3) observed instruction in 30 classrooms, and (4) interviewed school and district leaders.

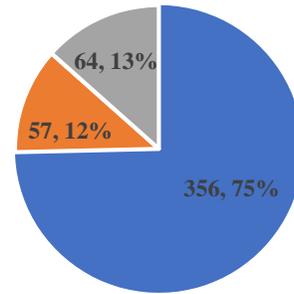
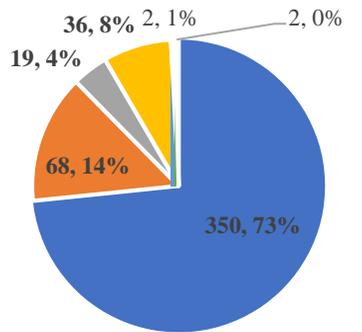
Prior to the visit, teachers completed an online survey, with 23 teachers participating. Parents and family members were also invited to complete a survey; 27 completed this survey. Finally, the school leadership team completed a self-evaluation. Both surveys and the self-evaluation are

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 Sunny Heights Elementary

School Report Card							
2016-2017 Report Card	Points	Weight	Weighted Points	2017-2018 Report Card	Points	Weight	Weighted Points
Performance Domain Grades 3-8	18.40	0.5	9.20	Performance Domain Grades 3-8	25.40	0.5	12.70
Growth Domain Grades 4-8	85.50	0.5	42.75	Growth Domain Grades 4-8	80.50	0.5	40.25
Overall Points			52.0	Overall Points			53.0
Overall Grade			F	Overall Grade			F

Enrollment 2017-2018: 477 students	
Enrollment 2017-2018 by Ethnicity	Enrollment 2017-2018 by Free/Reduced Price Meals



- Black
- Hispanic
- Free Meals
- Reduced Price Meals
- Paid Meals
- White
- Multiracial
- Asian
- American Indian

<i>Enrollment 2017-2018 by Special Education</i>	<i>Enrollment 2017-2018 by English Language Learners</i>
No Data	No Data

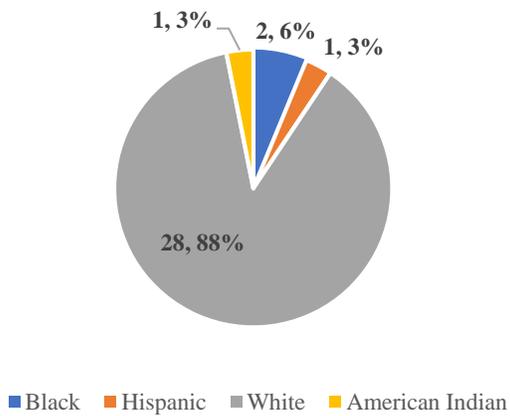
### Attendance 2016-2017

<i>Attendance by Grade</i>				<i>Attendance Rate Trend</i>	
Grade	'14-'15	'15-'16	'16-'17		
K	95.5	95.1	94.6		
1	95.5	95.3	94.6		
2	96.7	95.7	95.4		
3	96.5	96.4	94.6		
4	97.2	95.8	95.6		

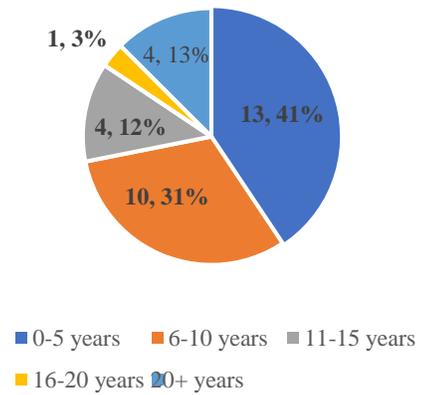
### School Personnel 2016-2017

*Teacher Count 2016-2017: 32 Teachers*

*Teacher Count 2017-2018 by Ethnicity*

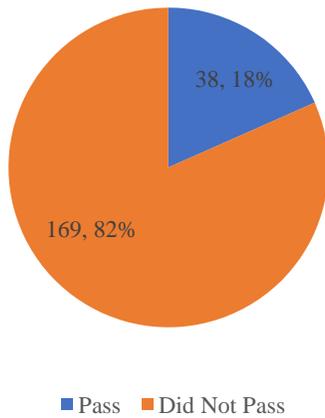


*Teacher Count 2017-2018 by Years of Experience*

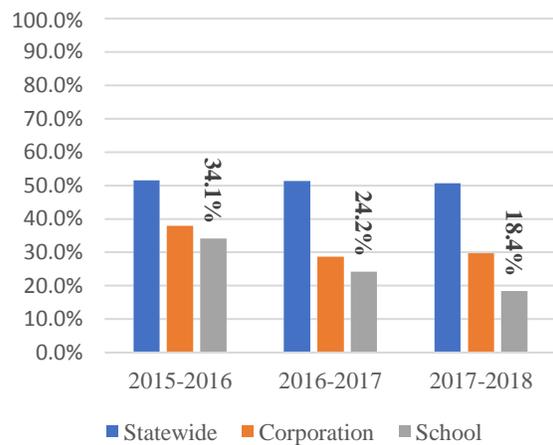


### Student Academic Performance

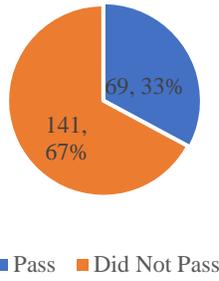
*ISTEP+ 2017-2018 Percent Passing Both English/Language Arts and Math*



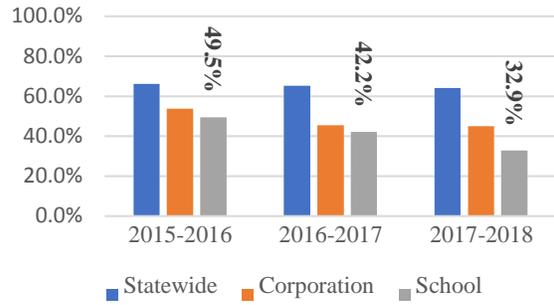
*ISTEP+ Percent Passing Trend Both English/Language Arts and Math*



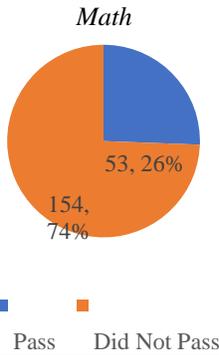
*ISTEP+ 2017-2018 Percent Passing English/Language Arts*



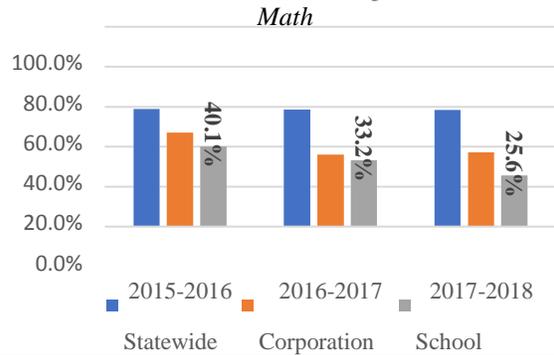
*ISTEP+ Percent Passing Trend English/Language Arts*



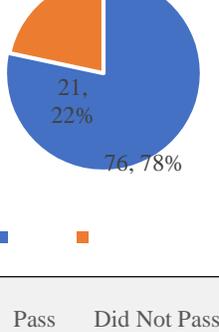
*ISTEP+ 2017-2018 Percent Passing Math*



*ISTEP+ Percent Passing Trend Math*



*IREAD-3 2017-2018 Percent Passing*



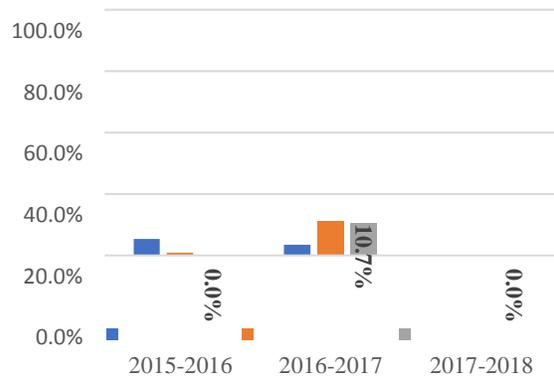
*IREAD-3 Percent Passing Trend*



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

*No Good Cause Exemptions*

*IREAD-3 Promoted by Good Cause Exemption Trend*



Statewide Corporation School

## 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			
Classroom observations, teacher focus group, district leadership focus group, instructional leadership focus group, caregiver focus group, community member focus group, principal interviews, teacher surveys, and artifacts provided by Sunny Heights Elementary			
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"> <li>The principal demonstrated during focus groups a willingness to seek advice and grow professionally to improve student outcomes.</li> </ul>		<ul style="list-style-type: none"> <li>1.1, 1.5, 4.1</li> </ul>	
<ul style="list-style-type: none"> <li>Teacher, caregiver, student, and community focus groups revealed the leadership team has built a culture of trust and respect among all school stakeholders.</li> </ul>		<ul style="list-style-type: none"> <li>1.5, 3.4, 4.1, 5.2</li> </ul>	

<ul style="list-style-type: none"> <li>As is evident on the teacher survey, 74 percent of teachers agree or strongly agree with the statement, “Our principal is on a quest to see school improvement in every classroom.”</li> </ul>	<ul style="list-style-type: none"> <li>1.1, 1.5, 3.1</li> </ul>
Areas for Improvement	Aligned “5Essentials” Framework Indicator(s)
<ul style="list-style-type: none"> <li>The school improvement plan committee included only two members from the teaching staff. Furthermore, during teacher focus groups teachers were unable to articulate the school’s mission, vision, or SIP focus areas.</li> </ul>	<ul style="list-style-type: none"> <li>1.1, 1.2, 1.4, 3.4,</li> </ul>
<ul style="list-style-type: none"> <li>Classroom walkthrough templates focus on curriculum implementation but fail to provide the formative feedback on instruction teachers need to continuously improve and meet student learning goals.</li> </ul>	<ul style="list-style-type: none"> <li>1.1, 1.3, 3.1, 4.3, 4.4</li> </ul>
<ul style="list-style-type: none"> <li>The school’s definition for high quality instruction was not evident in classroom teaching practices.</li> </ul>	<ul style="list-style-type: none"> <li>1.1, 1.3, 2.4, 3.1</li> </ul>
<ul style="list-style-type: none"> <li>It is unclear if teachers own the data points identified by school leadership used to determine high quality instruction in order to facilitate ELA and Math growth.</li> </ul>	<ul style="list-style-type: none"> <li>1.1, 1.2, 1.3, 2.3, 3.1</li> </ul>

## V. Evidence and Rating for the Supportive Environment Domain

Domain from the “5 Essentials for School Improvement” Framework: Supportive Environment			
Evidence Sources			
Classroom observations, teacher focus group, district leadership focus group, instructional leadership focus group, caregiver focus group, principal interviews, and artifacts provided by Sunny Heights Elementary			
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"> <li>In 90 percent of classrooms observed, interactions among teachers and students were positive and respectful.</li> </ul>			<ul style="list-style-type: none"> <li>3.2, 3.4, 3.6, 1.5</li> </ul>
<ul style="list-style-type: none"> <li>A student support specialist position was created to work proactively with students and staff to prevent discipline problems.</li> </ul>			<ul style="list-style-type: none"> <li>3.2, 3.5, 4.1, 1.4</li> </ul>
<ul style="list-style-type: none"> <li>13 of the 25 teachers have consistently committed time after school to provide students additional supports through tutoring.</li> </ul>			<ul style="list-style-type: none"> <li>3.1, 3.4, 2.4, 2.5</li> </ul>
Areas for Improvement			Aligned “5Essentials” Framework Indicator(s)
<ul style="list-style-type: none"> <li>In only 47 percent of classrooms observed did teachers provide specific, concrete, sequential, and observable directions for behaviors and academics.</li> </ul>			<ul style="list-style-type: none"> <li>3.1, 3.2, 1.1,</li> </ul>
<ul style="list-style-type: none"> <li>In only 30 percent of classrooms observed were students making personally relevant connection to the work of the lesson.</li> </ul>			<ul style="list-style-type: none"> <li>3.4, 3.6, 2.4, 2.5</li> </ul>
<ul style="list-style-type: none"> <li>Classroom observations revealed that teachers often use technology to provide students with low level tasks intended to keeps students busy and prevent disruptions to the learning environment.</li> </ul>			<ul style="list-style-type: none"> <li>3.1, 3.2, 3.4, 2.4</li> </ul>
<ul style="list-style-type: none"> <li>Teacher focus groups revealed social-emotional learning as a need and although professional development has been provided, consistent follow-up supports have been lacking.</li> </ul>			<ul style="list-style-type: none"> <li>3.2, 3.5, 4.2,</li> </ul>

## VI. Evidence and Rating for the Collaborative Teachers Domain

<b>Domain from the “5 Essentials for School Improvement” Framework: Collaborative Teachers</b>			
<b>Evidence Sources</b>			
Classroom observations, teacher focus group, district leadership focus group, instructional leadership focus group, principal interviews, and artifacts provided by Sunny Heights Elementary			
<b>Rating</b>			
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>
<b>Evidence</b>			
Strengths		Aligned “5Essentials” Framework Indicator(s)	
<ul style="list-style-type: none"> <li>• “Pineappling” PD collaboration has provided teachers with an avenue to collaborate, observe, ask questions, and reflect on instructional best practices.</li> </ul>		<ul style="list-style-type: none"> <li>• 4.1, 4.2, 1.2, 1.5, 2.4</li> </ul>	
<ul style="list-style-type: none"> <li>• Teacher focus groups revealed a strong desire among staff for more opportunities to collaborate with other teachers concerning curriculum, instructional best practices, and data analysis.</li> </ul>		<ul style="list-style-type: none"> <li>• 4.1, 4.4, 1.2, 1.4,</li> </ul>	
<ul style="list-style-type: none"> <li>• Building and district leadership have intentionally implemented time for teacher professional development.</li> </ul>		<ul style="list-style-type: none"> <li>• 4.1, 4.2, 4.3, 2.4</li> </ul>	
Areas for Improvement		Aligned “5Essentials” Framework Indicator(s)	
<ul style="list-style-type: none"> <li>• It is unclear if and how the professional development plan is systematically focused on the identified instructional goals and priorities of the school.</li> </ul>		<ul style="list-style-type: none"> <li>• 4.2, 4.4, 1.1, 3.1,</li> </ul>	
<ul style="list-style-type: none"> <li>• Teacher and leadership focus groups revealed there are few processes established for engaging teachers in leadership roles.</li> </ul>		<ul style="list-style-type: none"> <li>• 4.1, 1.2, 3.4</li> </ul>	
<ul style="list-style-type: none"> <li>• Classroom observations and numerous focus groups revealed a system for addressing and linking school efforts concerning curriculum implementation, instructional best practice, and data driven decision making is lacking.</li> </ul>		<ul style="list-style-type: none"> <li>• 4.1, 4.2, 4.4, 1.1, 1.3, 2.2, 3.1</li> </ul>	

## 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 Sunny Heights 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.

<b>Recommendation 1</b>
School leadership is encouraged to thoroughly research, create a detailed implementation roadmap, and then progressively implement the use of Professional Learning Communities (PLCs) to support teachers in achieving better results for students. Ensure PLCs systematically answer the four critical questions: (1) What do students need to know, understand, and be able to do? (2) How do you teach effectively to ensure students are learning? (3) How do you know students are learning? (4) What do you do when students are not learning or are reaching mastery before expectations? <sup>1</sup> Furthermore, through answering these four critical questions, ensure PLCs are organized to provide coherence to school curriculum, data analysis, instructional reflection, and intentional planning to provide improved instruction for students and continuous job-embedded learning for teachers.
<b>Aligned Domain(s) from the “5 Essentials for School Improvement” Framework</b>
1.2, 1.3, 1.4, 2.2, 2.3, 2.4, 4.1, 4.2, 4.4
<b>Rationale</b>
Professional Learning Communities (PLCs) provide schools with a continuous improvement process where educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve. PLCs allow school leadership to leverage the collective experience, intelligence, and instructional skills of their teachers and build a culture of shared leadership and responsibility of school data. According to Robert Marzano, “the PLC process can change the basic dynamic of leadership within a school, allowing school leaders to have a more efficient and direct impact upon what occurs in classrooms.” <sup>2</sup> Additionally, the use of PLCs at the classroom level has been proven to dramatically increase teachers’ ability to implement a guaranteed and viable curriculum while still adapting and differentiating instruction based on student formative data. <sup>3</sup>  Evidence throughout the review revealed the district leadership and Sunny Heights’ staff have made dynamic efforts towards school improvement (e.g. adoption of a new curriculum,

<sup>1</sup> DuFour, R. & Eaker, R. (2008). *Revisiting Professional Learning Communities at Work: New Insights for Improving Schools*. Bloomington, IN: Solution Tree.

<sup>2</sup> Marzano, R. J. (2013). *Becoming a High Reliability School: The Next Step in School Reform*. Centennial, CO: Marzano Research.

<sup>3</sup> Colliton, J. (2005). *Professional Learning Communities and the NCA School Improvement Process*. Chicago: North Central Association of Colleges and Schools.

coaching cycles, data meetings, changes to the master schedule, tier II instruction, new teacher orientation, 1 to 1 learning, etc.) It was the perspective of the SQR team that many of these efforts were independent of one another and lacked ongoing teacher supports and a continuous improvement process. The SQR team felt strongly that PLCs could provide the system needed to align and implement the myriad of efforts being made toward school improvement. Furthermore, the observed passion exhibited by teachers to collaborate concerning school initiatives and the success of previous collaboration efforts (e.g. “Pineappling” PD) lead to the conclusion that PLCs could be an effective and sustainable driver of Sunny Heights’ school improvement efforts.

**Recommendation 2**

To facilitate student learning and a supportive environment within the building, school leaders are encouraged to increase the presence of student engagement in the instructional activities and day to day operations of the school. Engage teachers in discussions and professional development that moves instructional focus from merely passive participation to authentic engagement. Furthermore, research engagement frameworks (e.g. Schlechty’s levels of engagement, Williams’s continuum of youth involvement, etc.) in order to adopt or establish a commonly understood definition and criteria to determine student engagement in Sunny Heights’ classrooms. Support teachers in designing engaging tasks and lessons that result in coherence to the curriculum, and further support them in leading students to successfully mastering the objectives of the lesson.<sup>4</sup> Particular attention should be placed on training teachers to recognize and monitor levels of engagement throughout lessons and learning activities. Place a specific emphasis on identifying and developing engaging tasks that involve balancing the use of digital and traditional tools.

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

3.1, 3.2, 3.6, 2.4, 2.5

**Rationale**

Research has routinely demonstrated that engaging students in the learning process increases their attention and focus, motivates them to practice higher-level critical thinks skills and promotes meaningful learning experiences.<sup>5</sup> According to Philip Schelchty, students who are engaged in learning (1) learn at high levels and have a profound grasp of what they learn, (2) retain what they learn, and (3) can transfer what they learn to new contexts.<sup>6</sup> Student engagement is a commonly misunderstood concept among educators and is often inaccurately equated to student participation. Dr. Michael Schmoker shares in his book, *Results Now*, a study that found of 1,500 classrooms visited, 85 percent of them had engaged less than 50 percent of the students.<sup>7</sup> True student engagement goes beyond students simply paying attention, listening,

<sup>4</sup> Schlechty, P. (2011). *Engaging Students: The Next Level of Working on the Work*. San Francisco, CA: John Wiley & Sons.

<sup>5</sup> University of Washington Center for Teaching and Learning. (2018): *Engaging Students in Learning*. Retrieved from: <https://www.washington.edu/teaching/teaching-resources/engaging-students-in-learning/>

<sup>6</sup> Schlechty, P. (2002). *Working on the Work: An Action Plan for Teachers, Principals, and Superintendents*. CA: John Wiley & Sons.

<sup>7</sup> Schmoker, M. (2006). *Results Now: How We Can Achieve Unprecedented Improvements in Teaching and*

Learning. VA: Association for Supervision and Curriculum Development

and following along, but rather occurs when students see learning as personally meaningful and worthy of investing their time and energy.

Classroom observations and multiple focus groups concerning instruction and the school's efforts in constructing a supportive environment clearly revealed a lack of authentic student engagement in the learning process. Multiple school stakeholders in different focus groups listed student engagement as being an integral part of what they considered high quality instruction. Despite this commonly held belief among Sunny Heights' educators, authentic student engagement was not consistently observed during classroom visits. Specific areas of concern from classroom observations were...

- Students were able to articulate the lesson objective and its purpose in only 10 percent of observed classrooms.
- Students were making personally relevant connections to the work of the lesson in only 30 percent of observed classrooms.
- Students were able to articulate the real-world connections to the work of the lesson in only 40 percent of observed classrooms.
- Students had multiple opportunities to respond to or build on their peers' ideas in only 33 percent of observed classrooms.

A specific concern among the Technical Assistance Team was the general observation that technology was often used to provide students with low level tasks intended to keep students busy and prevent disruptions to the learning environment. Thus, the Technical Assistance Team determined the need for Sunny Heights to adopt or establish a commonly understood definition and criteria to define and determine student engagement and support teachers in designing engaging tasks that will lead to higher levels of student engagement.

### Recommendation 3

Collaboratively design and implement a professional development plan that provides teachers with the training and follow up supports needed to dynamically instruct students in the five core competencies of social-emotional learning. Ensure instruction in the five core competencies is focused on progressively enhancing students' capacity to integrate skills, attitudes, and behaviors to deal effectively with daily tasks and challenges.<sup>8</sup> Build upon previously provided social-emotional training while ensuring all future supports incorporate the four social-emotional S.A.F.E implementation elements by being<sup>9</sup>...

- **S**equenced: Programming is coordinated and lessons allow skills to be taught in meaningful and developmentally appropriate ways.
- **A**ctive: Interventions are engaging and allow students ample time to practice newly learned skills and behaviors.
- **F**ocused: Students are provided adequate time and resources to learn and develop academic enablers.

<sup>8</sup> CASEL. (2018). Core SEL Competencies. Retrieved from: <https://casel.org/core-competencies/>

<sup>9</sup> Durlak, J. A., Weissberg, R. P., Dymnicki, A. B., Taylor, R. D. & Schellinger, K. B. (2011), The impact of enhancing students' social and emotional learning: A meta-analysis of school-based universal interventions. *Child Development*, 82: 405–432.

- **Explicit:** Before beginning social emotional activities students are made aware of (1) what will happen during the session, (2) what they are expected to learn, and (3) what behaviors they will be expected to demonstrate following the lesson.

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

3.2, 3.5, 4.2, 4.4

**Rationale**

Social-emotional learning provides the structure and process for students to develop the fundamental competencies and experiences needed to be successful in school and life.<sup>10</sup> The increasing number of instances of trauma that students are experiencing has been proven to have a significant impact on their social-emotional and cognitive development, including their ability to self-regulate and learn.<sup>11</sup> Social-emotional learning helps to provide a counterbalance to this trauma by instructing students in skills such as resiliency, managing emotions, and relationship building. Furthermore, teachers with higher social-emotional competencies have been proven to better organize their classrooms and provide the emotional and instructional supports associated with a high-quality classroom climate.<sup>12</sup>

Interviews with the school principal made apparent that social-emotional training has been a priority. Supports have included monthly lessons, a mindfulness tip of the week, and use of buddy rooms. However, teacher focus groups revealed teachers believe student trauma remains a significant barrier to instruction. Furthermore, teachers felt additional consistent training and follow up supports were needed. The Technical Assistance Team also noted that, as a result of nine new teachers being in the building this year, a significant portion of the Sunny Heights’ teaching staff was not present for previous social-emotional trainings.

<sup>10</sup> CASEL. (2018). What is SEL. Retrieved from: <https://casel.org/what-is-sel/>

<sup>11</sup> NCTSN (2018). About Child Trauma. Retrieved from: <https://www.nctsn.org/what-is-child-trauma/about-child-trauma>

<sup>12</sup> Jennings, P. A., Brown, J. L., Frank, J. L., Doyle Fosco, S. L., Oh, Y., Davis, R., Greenberg, M. (2017). Impacts of the CARE for teachers program on teachers' social and emotional competence and classroom interactions. *Journal of Educational Psychology, 109*(7), 1010-1028.

## VIII. Appendix A: Evidence and Ratings for Ambitious Instruction and Involved Families

### 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 Ambitious Instruction and Involved Families 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: Ambitious Instruction			
Evidence Sources			
Classroom observations, teacher focus group, student focus group, district leadership focus group, instructional leadership focus group, principal interviews, and artifacts provided by Sunny Heights Elementary			
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"> <li>The school uses data to establish and track yearly growth goals for English Language Arts and Mathematics.</li> </ul>		<ul style="list-style-type: none"> <li>2.1, 2.3, 3.1, 4.1, 1.3</li> </ul>	
<ul style="list-style-type: none"> <li>The instructional leadership focus group and 2018-2019 school improvement plan revealed curriculum guides are annually updated in the summer preceding each school year through a process involving teacher input and participation.</li> </ul>		<ul style="list-style-type: none"> <li>2.1, 2.2, 3.1, 4.1, 1.1, 1.2</li> </ul>	
<ul style="list-style-type: none"> <li>School leadership has scheduled 30 minutes into the daily schedule for Tier 2 instruction. Teachers utilize this time to work with struggling readers using small group instruction and digital content.</li> </ul>		<ul style="list-style-type: none"> <li>2.3, 2.4, 1.3,</li> </ul>	
Areas for Improvement		<ul style="list-style-type: none"> <li>Aligned “5Essentials”</li> </ul>	

<ul style="list-style-type: none"> <li>In only 10 percent of classrooms observed, was a rigorous depth of knowledge evident.</li> </ul>	<p>Framework Indicator(s)</p> <ul style="list-style-type: none"> <li>2.1, 2.2, 2.4, 2.5, 3.6</li> </ul>
<ul style="list-style-type: none"> <li>In only 20 percent of classrooms observed, were teachers differentiating instruction as needed in response to student learning needs, including enrichment and additional support.</li> </ul>	<ul style="list-style-type: none"> <li>2.3, 2.4, 3.3,</li> </ul>
<ul style="list-style-type: none"> <li>Classroom observation data revealed indicators pertaining to student engagement (e.g. E.1, E.2, E.3, E.4, and E.5) were not consistently apparent during classroom observations.</li> </ul>	<ul style="list-style-type: none"> <li>2.4, 2.5, 3.4, 3.6, 1.1</li> </ul>
<ul style="list-style-type: none"> <li>Teacher and leadership focus groups revealed vertical alignment of the curriculum and prioritized standards taught in each grade has not occurred.</li> </ul>	<ul style="list-style-type: none"> <li>2.1, 2.2, 3.2, 1.3</li> </ul>

<b>Domain from the “5 Essentials for School Improvement” Framework: Involved Families</b>			
<b>Evidence Sources</b>			
Teacher focus group, caregiver focus group, community member focus group, principal interviews, teacher surveys, caregiver surveys, and artifacts provided by Sunny Heights Elementary			
<b>Rating</b>			
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>
<b>Evidence Summary</b>			
Strengths		Aligned “5Essentials” Framework Indicator(s)	
<ul style="list-style-type: none"> <li>School principal interviews and the caregiver focus group revealed the school transitioned this year from a teacher led to a caregiver led parent teacher association (PTA).</li> </ul>		<ul style="list-style-type: none"> <li>5.1, 5.2, 5.3, 1.2, 3.4</li> </ul>	
<ul style="list-style-type: none"> <li>Out of 23 educator surveys collected, 15 educators agreed or strongly agreed with the following statement, “our school recognizes the importance of a caregiver partnership to increase student learning.”</li> </ul>		<ul style="list-style-type: none"> <li>5.1, 5.2, 5.3, 1.1, 3.5</li> </ul>	
<ul style="list-style-type: none"> <li>On their survey, 85 percent of teachers agreed or strongly agreed with</li> </ul>		<ul style="list-style-type: none"> <li>5.1, 5.2,</li> </ul>	
<ul style="list-style-type: none"> <li>5.3, 3.1 the statement “Our school works with caregivers to build</li> </ul>			

positive relationships and to engage them as partners in their student's learning.”	
Areas for Improvement	Aligned “5Essentials” Framework Indicator(s)
<ul style="list-style-type: none"> <li>• It is unclear if the school systematically reflects on parental feedback received and/or attendance following school events to consistently improve and vary the opportunities for family engagement.</li> </ul>	<ul style="list-style-type: none"> <li>• 5.1, 5.2, 1.2, 1.3,</li> </ul>
<ul style="list-style-type: none"> <li>• Caregiver and community member focus groups revealed that although the school provides a number of ways for caregivers to be involved in the school, caregiver attendance remains low.</li> </ul>	<ul style="list-style-type: none"> <li>• 5.1, 5.2,</li> </ul>