



Indiana Department of Education
SUPPORTING STUDENT SUCCESS

School Quality Review for Principals and District Staff

November 2010

Outcomes

- To understand the purposes of the School Quality Review
- To review the three key domains supporting the Quality Review
- To learn the steps of the Quality Review and the school's responsibility within each step



Public Law 221 (P.L. 221)

- Passed by General Assembly in 1999
- Identifies schools into categories
- School Quality Reviews include schools in Academic Probation status for four consecutive years.



Purpose of Quality Review

- To have a clear picture of the quality of education the school provides
- To have a clear view of the school's strengths and areas that need improvement



High-poverty, High-performing Schools

- Mass Insight (educational non-profit) conducted review of research and best practices of such schools
- Determined 12 characteristics
- Characteristics grouped into three areas or domains



Three Key Domains

The School Quality Review is designed to identify the effectiveness of schools through the domains:

- ❖ *Students' Readiness to Learn*
- ❖ *Teachers' Readiness to Teach*
- ❖ *Principals' and Districts' Readiness to Act*



Technical Assistance Team (TAT)

Consists of the following members:

- IDOE team leader
- IDOE staff
- Other educators
- Community members



Technical Assistance Team

Mission:

The Technical Assistance Team will provide accurate, actionable feedback to each school in year 4 of academic probation in order to improve the educational outcomes for students.



TAT Core Values

- **Respect & Humility**

We value the strengths, experiences and perspectives of others, and recognize our own limitations as a third party review team. We are committed to developing effective partnerships with schools and the communities they serve to ensure that our work advances the broader good for the students in the building.



TAT Core Values

- **Assume the Best in Others**

The Technical Assistance Team operates with a positive lens during all interactions with internal and external audiences. We assume the best in others and believe we all work with the best interests of the students and the goals we have set for our schools in the forefront of our minds.



TAT Core Values

- **Seek to Understand**

As a third party reviewer, the Technical Assistance Team operates to understand the complex and unique aspects of each school through observation and question cycles. The team will make recommendations for each school only after developing a comprehensive understanding of the school, its faculty, and its current situation.



TAT Core Values

- **Integrity**

The Technical Assistance Team will operate with a sense of wholeness, deriving from honesty and rightness of character. In our relationships with each other and school and district personnel we will be honest and respectful, always focused on our mission of providing accurate and actionable feedback to schools in order to improve the educational experience of each student.



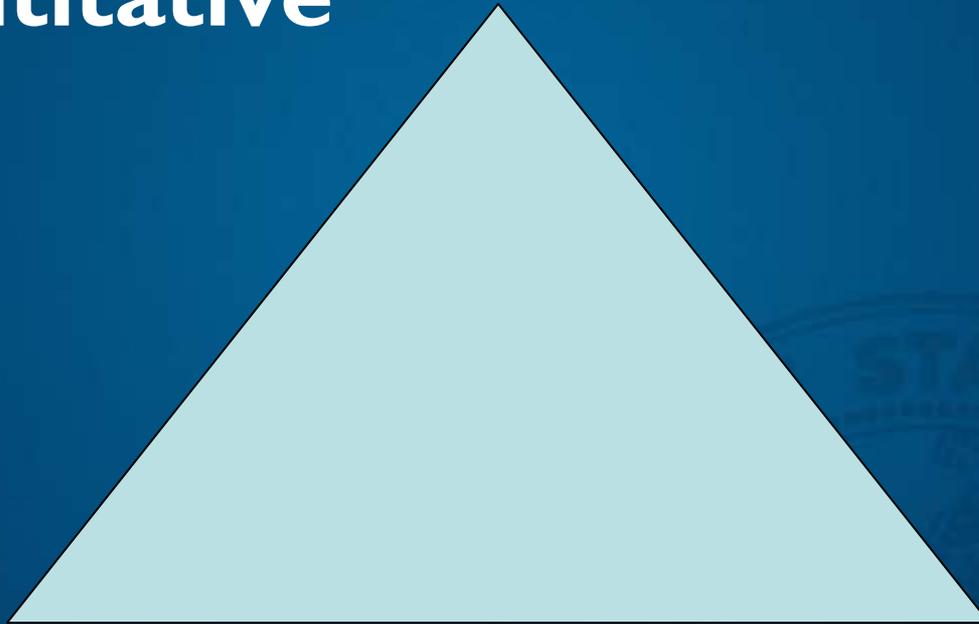
Evaluation Scale and Descriptors

- *Acceptable (4)*: Routine and consistent. Meets standard.
- *Fair (3)*: Present, though limited and/or inconsistent. Is making progress towards standard.
- *Poor(2)*: Minimal evidence. Demonstrates attempt to meet standard.
- *Unacceptable (1)*: No evidence. Shows no attempt to meet standard.



Multiple Data Sources Increase Reliability

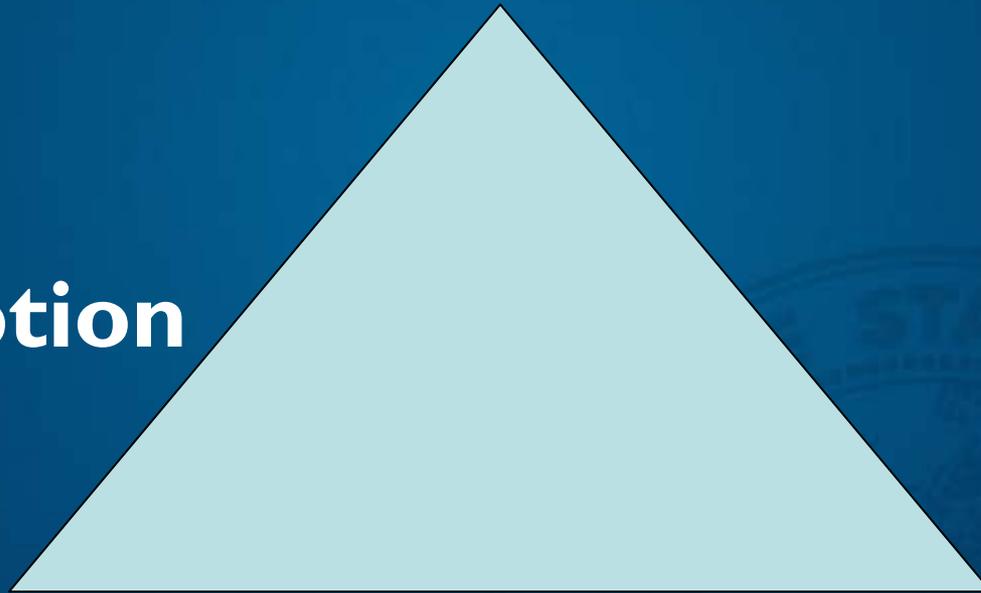
**Quantitative
Data**



Multiple Data Sources Increase Reliability

Quantitative

Perception
Data



Multiple Data Sources Increase Reliability

Quantitative Data

Direct
Perception **tion**



Multiple Data Sources Increase Reliability

Quantitative Data

Perception Obs
Data

***Quality of
Evaluation***



Self Perception: Teacher Survey

Purpose: To gain teachers' perspective about the school

To give each teacher an opportunity to share information during the Quality Review



Self Perception: Parent Survey

Purpose: To gain parents' perspective about aspects which directly effect their relationship with the school.

To give each teacher an opportunity to share information during the Quality Review



Self Perception: School Leaders' Self Evaluation

Purpose: To obtain information about the school prior to the Technical Assistance Team's visit



Basis for Data Sources

- All data sources align to the School Quality Review Rubric (Section 1).
- The rubric is based on the Mass Insight research of high-poverty, high-performing, schools.



Scheduling the Quality Review

Includes a prearranged schedule including:

- Meetings with the principal
- Classroom visits
- Focus group meetings
- Other, e.g.,
 - After-school programs visits
 - Meeting with district staff



Classroom Visits

Purpose: To identify the effectiveness of the classroom through the domains:

- Visual observation
- Interaction with students and teachers, as appropriate



Collaborative Meeting

Purpose: To observe teachers together

- Examples: Professional Learning Communities ; content area meetings

Meeting with District Staff

Purpose: To explore the role and impact of the district in providing strategic support for the school



Focus Groups: 1) Teachers 2) Students

Purpose: To gain stakeholders' perspective and experiences with the school

To give each group an opportunity to share information during the review

TO DO Principal: Arrange a meeting with a group of 6-8 teachers; Arrange a meeting with 2 students per grade level who attended school for 2-consecutive years



Focus Groups: 1) Parents 2) Community

Purpose: To gain stakeholders' perspective and experiences with the school

To give each group an opportunity to share information during the Quality Review

TO DO Principal: Arrange parents' meeting;
Arrange community members' meeting

- Group should be no larger than ten
- No employees of the school district



Teacher Planning Review

Purpose: To discuss planning, assessments, and record keeping.

Student Work Review

Purpose: To engage in conversations with students regarding their recent work

TO DO Principal: Arrange teachers and students to be available to meet with TAT.



Additional data gathering

Purpose: To gain additional information in areas where there are questions or concerns.



Sample Calendar – Day 1

7:30- 9:00	Meet with Principal; Leaders' Self-Evaluation
9:00-11:00	Class visits (8 visits x 15 minutes)
11:00-11:45	Group A TAT: Collaborative Teachers' Meetings
	Group B TAT: Meeting with District
11:45-12:00	TAT – Lunch and Team Reflection
12:00-12:45	Teacher Focus Group
12:45-1:30	Student Focus Group
1:30-2:15	Class Visits (3 x 15 minutes)
2:15-3:00	Discussion with Administration/Instruction Team
3:00-3:45	Group A TAT: Observe After-School Sessions Group B TAT: Community Focus Groups
3:45-4:00	Review of Day with Principal



Sample Calendar – Day 2

7:30 – 8:00	Meet with Principal
8:00-9:00	Parent Focus Group
9:00-9:30	Class Visits (2 x 15 minutes)
9:30-10:30	Group A TAT: Teacher Planning Review Group B TAT: Student Work Review
10:30-11:45	Class Visits (5 x 15 minutes)
11:45-12:00	TAT - Lunch and Team Reflection
12:00-1:30	Additional Data Gathering
1:30-2:15	Reviewer/Team Reflection
2:15-3:00	Feedback to Principal and District



Debriefing the Quality Review

- Discuss principal's perspective of review
- Summarize areas of strengths and concerns
- Review next steps
 - Report
 - Memorandum of Agreement
 - Revising school improvement plan



Questions

For additional information contact:

Jim Larson

*Director of School Improvement
& Turnaround*

317-232-0007

jl Larson@doe.in.gov

