SCHOOL
DISTRICT

Annual Monitoring Site Visit Report

(Report 2 of 2)

May 2022

Contents

About the School Monitoring Site Visit Process

The purpose of the Monitoring Site Visit and this report is to provide formative feedback regarding the school's progress in implementing its sustainable improvement plan. The Monitoring Site Visit uses multiple sources of evidence—including interviews, focus groups, instructional staff surveys, documents, and classroom observations—to capture the progress the school has made toward implementing the plan. The Monitoring Site Visit focuses on the following four key turnaround practice areas and a set of indicators nested within each of these turnaround practice areas.[1]

Key Turnaround Practices
1. Leadership, Shared Responsibility, and Professional Collaboration
2. Intentional Practices for Improving Instruction
3. Student-Specific Supports and Instruction to All Students
4. School Climate and Culture

A team from the American Institutes for Research® (AIR®), contracted by the Massachusetts Department of Elementary and Secondary Education, collected evidence during a two-day Monitoring Site Visit and analyzed these data. The Monitoring Site Visit results in two documents: (1) this *Annual Monitoring Site Visit Report*, which is the final report that documents the team's findings, and (2) the *Schoolwide Instructional Observation Report* in Appendix G.[2]

Organization of the Report and Implementation Ratings

This report begins with background information about the school, including a school overview and a summary of district supports. The remainder of the report (Findings) focuses on implementation of the turnaround practices and corresponding indicators. The Findings section begins with a summary of the holistic implementation ratings for each of the four turnaround practice areas, followed by a section for each practice area that includes ratings for corresponding indicators and selected evidence, including quotes that reflect the majority perspective, to support individual and overall ratings.[3]

The ratings are designed to provide formative feedback to the school, and, when used in tandem with the practice guides from the *Turnaround Practices in Action* document[4] and the *Turnaround Practices and Indicators Continuum* (see Appendix F), the school team will be able to assess areas of strength and areas for improvement to inform next steps.

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[1] These practices are based on research on Massachusetts schools that have experienced rapid improvements in student outcomes. And the nested indicators are based on research on Massachusetts schools and other studies of school turnaround.

[2] For a summary of current-year *Schoolwide Instructional Observation Report* scores, please see Appendix C.

[3] Although there is an implementation rating for each indicator nested within a turnaround practice area, the examples may focus on a particular aspect of the indicator.

[4] For more information see: *Turnaround Practices in Action: A Three-Year Analysis of School and District Practices, Systems, Policies, and Use of Resources Contributing to Successful Turnaround Efforts in Massachusetts' Level 4 Schools* https://www.doe.mass.edu/turnaround/practices-report-2014.pdf

Turnaround Practice Area Holistic Ratings and Indicator Implementation Ratings

Data from the Monitoring Site Visit were used to determine a holistic rating (on a 5-point continuum ranging from *limited evidence* to *coherent implementation*) for each of the turnaround practice areas (Table 1). These holistic ratings are derived from ratings for each indicator (on a 4-point continuum ranging from *limited evidence* to *sustaining*) within a turnaround practice area based on the level of implementation (Table 1.1). The process for assigning the ratings is as follows: (1) code data and analyze implementation for each indicator; (2) for relevant indicators, consider ratings from classroom observations and/or results from the instructional staff survey, along with key documents; (3) assign rating on the continuum for each indicator; (4) assign a holistic turnaround practice area rating based on ratings of specific indicators within a given turnaround practice area.

Table 1. Turnaround Practice Area Holistic Ratings

	Limited Evidence	Developing	Providing	Sustaining	Coherent Implementation
Turnaround Practices	Indicators for this turnaround practice area show limited or no evidence of implementation of the organizational practices, structures, and/or processes.	Indicators for this turnaround practice area demonstrate that all or most of the organizational practices, structures, and/or processes related to this area exist on paper or are being tried but are not yet fully developed or implemented.	Indicators for this turnaround practice area demonstrate that related systems are functional, and their structures and processes are implemented consistently throughout the school; however, either communication or systemic decision making is limited.	Indicators for this turnaround practice area demonstrate that the organizational practices, structures, and processes are functioning effectively, and timely feedback systems are embedded to identify potential problems and challenges.	The organizational practices across all indicators within a turnaround practice are at the sustaining level and are working together to support one another in a way that is meaningful for staff and students.

Table 1.1. Indicator Implementation Ratings

	Limited Evidence	Developing	Providing	Sustaining
Indicators	Necessary organizational practices, structures, and/or processes are nonexistent, evidence is limited, or practices are so infrequent that their impact is negligible.	Organizational practices, structures, and/or processes exist on paper or are being tried but are not yet fully developed or implemented consistently.	Systems are functional, and their structures and processes have been implemented consistently throughout the school; however, either communication between systems may be lacking or systems do not contribute to systemic decision making.	Systems, practices, structures, and processes are functioning effectively, and timely feedback systems are embedded to identify potential problems and challenges. Feedback systems include progress checks to inform timely course corrections. The practice is embedded into the school culture.

Background

The following provides important context for the Findings presented in the next section. The School Overview section briefly describes the characteristics of the school, along with the school's current sustainable improvement priorities. The District Support section briefly describes staff perceptions about how the district currently supports the school, particularly with regard to the school's sustainable improvement priorities.

School Overview

SCHOOL (hereafter, SCHOOL) is located in NEIGHBORHOOD in DISTRICT. The school is designated a school in need of targeted support. During the 2021–22 school year, the school had 19 teaching staff. This year, the school has 203 students in Grades preK–5; 6.9 percent of students have identified disabilities, and 17.2 percent of students are English learners (ELs).[5] See Appendix A for more details about the school's performance and enrollment data.

The principal is in her first year as the school's leader. The principal has been supported by NAME, an external consultant, who worked with the prior school principal for several years and has deep institutional knowledge of SCHOOL's improvement process. In addition, the principal is supported by the instructional coach (full time), social worker (full time), family liaison (full time), and coordinator of special education (who splits her time between the coordinator role and as a resource room teacher). This year, SCHOOL also has 13 homeroom teachers, three specialists (physical education, science, and theater), a resource teacher, two English as a second language (ESL) teachers, one part-time educator from Excellence for All (EFA; two days per week), and one long-term substitute teacher. Lastly, the principal was able to fund a full-time intervention special educator, this year, to support both special education and general education students.

This year, SCHOOL has been focused on equitable literacy practices, aligned with the district's priorities (Turnaround Practice 2. Intentional Practices for Improving Instruction). At the same time, staff were expected to continue the priorities from previous years, including a focus on culturally responsive instructional practices. These priorities have been supported by district- and school-level professional development and job-embedded coaching supports.

All teachers at SCHOOL are actively involved in one of two distributed leadership teams: the instructional leadership team (ILT) and the community culture and climate (CCC) team. The role of team facilitator rotates through all staff on each team, ensuring that all teachers have a leadership role at SCHOOL. These teams are the primary drivers of the various actions at the school.

In addition to supporting the principal, NAME helped to onboard the new staff to the building to orient them to the systems and structures at SCHOOL. SCHOOL also continues to partner with EFA through DISTRICT to provide a series of academically challenging electives to students in Grades 2 through 5.

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[5] Based on 2019–20 and 2020–21 data available on the Massachusetts Department of Elementary and Secondary Education website.

For next year, SCHOOL will be expanding to offer two sixth-grade classes (for matriculating fifth graders), with the capacity to support up to 28 students. At the time of the Monitoring Site Visit, the principal was not anticipating receiving sixth graders who would be new to the school and planned to close a fifth-grade classroom (because fewer students are entering fifth grade next year) and transition that teacher to the sixth grade.

District Support

SCHOOL receives support for instruction and improvement efforts through its district-provided school superintendent. The school superintendent provides the principal with support in developing the SCHOOL's 90-Day Plan, as a school leader described,

> *[When] thinking through our school priorities and thinking through goals, it's helpful to have individuals who are outside of the school to look and ensure that the goals that we are creating are attainable and that they are in line with the district's vision.*

In addition, the school superintendent helps the principal monitor the school's progress toward meeting its goals. *"We oftentimes sit and look at the goals that we have in place and ensure that we're on target for meeting those goals and ensuring that the goals are realistic and accurate,"* a school leader explained. In addition, the district conducts several walkthroughs during the year to monitor instruction using the Culturally Responsive Instruction Observation Protocol (CRIOP).

To support SCHOOL's instructional focus on equitable literacy practices, the school has partnered with the district to receive school-specific professional development. To better target grade-level needs, the principal decided to split the staff into two cohorts, with one cohort focused on the early grades (kindergarten through Grade 2) and the other cohort focused on the upper grades (Grade 3 through Grade 5). The DISTRICT Early Childhood Education Department has provided ongoing support to the early childhood teachers to support them in implementing equitable literacy practices. Through the work with the district, SCHOOL has become a model for other schools, as a school leader explained, *"We've been asked from district representatives if they could come in and showcase the work that SCHOOL is doing."* In addition, SCHOOL continues to receive support from the Office of Data and Accountability, which supports the school's use of data.

As a transformation school, SCHOOL receives several full-time, district-funded but school-based positions, including an instructional coach (to provide teachers with coaching and feedback cycles), a social worker (to support students' social-emotional and mental health needs), and a family liaison (to build strong relationships between students' families and SCHOOL staff). These positions all had important roles in supporting SCHOOL's staff, students, and families this year.

Findings

Holistic Ratings for Turnaround Practice Areas

The holistic ratings for each turnaround practice area for SCHOOL are included in Table 2. These ratings take into account the implementation-level ratings for each of the indicators within a given turnaround practice area. More details about the findings for turnaround practice areas and indicators follow. For a summary of all current-year ratings, see Appendix E.

Table 2. Holistic Rating for Each Turnaround Practice Area

Turnaround Practice	Limited Evidence	Developing	Providing	Sustaining	Coherent Implementation
1. Leadership, Shared Responsibility, and Professional Collaboration				O	
2. Intentional Practices for Improving Instruction			O		
3. Student-Specific Supports and Instruction to All Students				O	
4. School Climate and Culture					O

Turnaround Practice 1.
Leadership, Shared Responsibility, and Professional Collaboration

Table 3. Turnaround Practice 1 Implementation Ratings, 2021–22

Turnaround Practice and Indicators		Limited Evidence	Developing	Providing	Sustaining	Coherent Implementation
1. Leadership, Shared Responsibility, and Professional Collaboration					O	
1.1	Use of Autonomy				X	
1.2	High Expectations and Positive Regard				X	
1.3	Vision/Theory of Action and Buy-In				X	
1.4	Monitoring Implementation and School Progress				X	
1.5	Trusting Relationships				X	
1.6	Time Use for Professional Development and Collaboration				X	
1.7	Communication With Staff				X	
1.8	Sustainability				X	

SCHOOL received a holistic rating of *sustaining* for Turnaround Practice 1 (Leadership, Shared Responsibility, and Professional Collaboration). Data collected during the Monitoring Site Visit suggest that school leaders and staff have autonomy with respect to scheduling, staffing, and professional development to support their improvement priorities and that the improvement priorities are clear and well communicated among staff. Systems are in place for monitoring progress toward school improvement priorities, and ample time is allocated for professional development and collaboration among teachers to support these priorities. In addition, SCHOOL has a shared leadership model and maintains a culture of trust among staff, which will help to ensure that school improvement efforts will be sustained over time and under new leadership. One area for growth for SCHOOL is allocating adequate time for peer observations and opportunities for integrating instruction.

The following paragraphs include specific examples that provide context for the overall turnaround practice rating and support the individual indicator ratings provided in Table 4. These ratings are a result of coding and triangulation of the evidence collected during the Monitoring Site Visit, including interview/focus group and instructional staff survey data. The examples and quotes used throughout are intended to illustrate these ratings and reflect the majority perspective, but these quotations do not capture all the information collected.

Correction: The value for row 1.6 (Time Use for Professional Development and Collaboration) is in the **Providing** column.

1.1 Use of Autonomy (Sustaining)

School leaders at SCHOOL use their autonomy with respect to scheduling, professional development, and staffing to implement their sustainable improvement plan and improve the quality of teaching and learning at the school. SCHOOL's use of autonomy to support improvement efforts is consistent with a *sustaining* rating for this indicator.

According to an interview with a school leader, the transition to a new principal this school year did not change school leadership's autonomy or ability to make decisions for sustainable improvement. The *"autonomy was all [the principal's],"* according to a school leader. School leaders utilized Elementary and Secondary School Emergency Relief (ESSER) funds to hire a full-time intervention special educator in the spring to work with students in special education and general education in targeted small groups for literacy intervention. In addition, school leaders reorganized the school's schedule to provide common planning times (CPTs) with the special education and ESL teachers. A school leader described, *"ESL teachers who support during those classroom times, they're also able to push in during those time and do some co-planning with the teachers."* The school leader also summarized the school's autonomy as being able to, *"find the need . . . and address the need immediately."*

School leaders and staff at SCHOOL have also used their autonomy in multiple ways to make important decisions in support of the school's improvement efforts this year. Specifically, school staff make curricular decisions under the district's new vision and focus of equitable literacy (see 2.1, Instructional Expectations). One teacher shared, *"I enjoy this focus on equitable literacy because there's the freedom to make it your own thing based on what is needed in your classroom or for your students."* Teachers described that they have the *"freedom to decide"* where they need to focus their instruction, utilize data, and tailor the instruction to students' needs (see 2.6 Student Assessment Data Use [for classroom instruction]). One example teachers shared is the need for phonics instruction; teachers fulfilled the tenants of equitable literacy while also choosing to address students' skills in phonics.

Because school leaders and staff at SCHOOL have used their autonomy to make decisions that improve the quality of instruction, the school received the highest rating for this indicator.

1.2 High Expectations and Positive Regard (Sustaining)

At SCHOOL, school leaders understand the importance of high expectations and positive regard among leadership, staff, and students and implement strategies to ensure that these elements are in place. In addition, schoolwide structures and processes provide equitable access and opportunity for traditionally underserved students to broad and challenging curriculum and enrichment opportunities. According to the instructional staff survey results, a majority of staff believe leadership, staff, and students have high expectations and demonstrate positive regard, resulting in a *sustaining* rating for this indicator.

Instructional staff survey results indicate that, on average, instructional staff agree that high expectations and positive regard for students are priorities for the majority of staff. Specifically, nearly all survey respondents (95 percent) agree or strongly agree that the principal implements strategies and activities

that encourage high expectations for staff and students. One teacher described how the new principal has been supportive as the school transitions back to in-person learning:

> *[The principal] has been not only a great instructional leader, but also just very human, which I think has been very important for all of us this year. People get sick, people have things going on, and she's very understanding and just willing to talk. And I think that's helped our staff of culture just coming back from a pandemic.*

Teachers also discussed the New Teacher Developer program, through which new teachers are paired with a mentor and receive support in learning SCHOOL's policies, as well as in growing in their development as classroom teachers.

Schoolwide structures and processes are in place at SCHOOL to provide equitable access and opportunity for traditionally underserved students. Teachers consider students' linguistic, cultural, and family backgrounds when choosing reading materials and designing classroom activities. One teacher shared,

> *When we're looking at curriculum, we're looking at what we put in front of our students. We're definitely considering all students and what they bring into the room and linguistically, culturally, and what we share with them, how that will impact them or how they'll think about that.*

Other teachers shared examples of ways they choose books that *"relate to our students' culture, their backgrounds, who they represent themselves."*

Because a culture of high expectations and positive regard for staff and students has been established at SCHOOL and structures are in place to ensure equitable learning opportunities for all students, this indicator received the highest rating.

1.3 Vision/Theory of Action and Buy-In (Sustaining)

School leaders and most staff members at SCHOOL understand the vision driving the priorities related to improvement efforts. Staff are familiar with the goals and interim benchmarks used to monitor progress and to identify and prioritize the next level of work. A common sense of urgency and ownership for the success of all students is shared among staff, as demonstrated through staff discourse and actions, resulting in a *sustaining* rating for this indicator.

A primary improvement priority for SCHOOL this year is a focus on equitable literacy, in line with the district's priority. According to one teacher, equitable literacy includes the following:

> *Focusing on the ways in which [we are] making sure that each and every student is getting what they need to learn and trying to investigate how our systems might be designed to produce the results that we're getting where there are inequities.*

Teachers have participated in ongoing professional development on implementing equitable literacy practices and ways to embed equitable literacy instruction across all grade levels and content areas. The principal communicated this expectation to staff, and instructional coaches were on hand to support this initiative. According to one respondent, staff have worked together this year to *"develop a shared vision of what we actually mean by equitable literacy."*

Leaders and staff identified other priorities, including cultivating trust among families and their communities and ensuring safety and support, as they transition back to in-person learning. Interview and focus group respondents generally reported a high level of buy-in regarding the priorities. For example, one teacher shared, *"We're taking on that vision . . . staying close to what we have been practicing to ensure that we're supporting students in an equitable way . . . we want to ensure that we are involving all students."*

In line with these reports, instructional staff survey results indicate that, on average, instructional staff agree that the majority of staff have a sense of shared responsibility for student success. Specifically, almost all instructional staff survey respondents (95 percent) agree or strongly agree that nearly all teachers take responsibility for improving the school and think that the school's goals for student achievement can be met if all teachers work hard.

Because SCHOOL has established clear priorities for this school year and staff are committed to addressing these priorities through shared leadership and a sense of shared responsibility, the school received the highest rating for this indicator.

1.4 Monitoring Implementation and School Progress (Sustaining)

School leaders are actively engaged in systematically monitoring implementation of improvement efforts. They use this information to prioritize initiatives and strategies, communicate progress and challenges, and seek input from stakeholders, consistent with a *sustaining* rating for this indicator.

Staff and school leaders at SCHOOL regularly engage in activities to monitor progress. Specifically, the district and ILT conduct instructional walkthroughs twice per year to monitor progress with respect to implementing instructional priorities. One school leader noted,

> *This data's monitored daily through classroom visits . . . Just spending lots of times in classroom, and oftentimes not evaluative, just being present to ensure that the learning and the questions that are being asked of students are the types of questions and the types of learning that's really going to get us to where our students need to be and deserve to be.*

In addition, school leaders use multiple data assessments (e.g., Measures of Academic Progress [MAP], DISTRICT interim assessments) to monitor progress of improvement efforts.

The principal also has a 90-day plan and progress-monitoring data sheets to ensure that the school is meeting its goals. The school superintendent partners with the principal to look at the goals from the 90-day plan, determine if they are realistic and accurate, and review data to make sure SCHOOL is on track to meet those goals. Because school leaders and staff at SCHOOL monitor implementation of improvement efforts in multiple ways and use these data to prioritize initiatives and request assistance, the school received the highest rating for this indicator.

1.5 Trusting Relationships (Sustaining)

Most staff members at SCHOOL share a relational, trust-focused culture with the principal, coach, and each other that is solution oriented and focused on improvement. Staff regularly share their strengths and struggles, in the spirit of helping each other continually improve their practices. This level of trust is consistent with a *sustaining* rating for this indicator.

Participants in interviews and focus groups described a *"welcoming"* and *"supportive"* school climate at SCHOOL, in which school staff believe that everyone *"has got your back."* New staff shared how they were made to feel comfortable when they started their positions and were given constructive, helpful feedback:

> *I feel extremely supported by the teachers, by the principal, by external staff, by partners, just everybody. I think it's been a really great experience and has made me want to stay and excited to come to work every day.*

Staff described having trusting relationships with the coach and principal; one teacher shared,

> *I truly feel when [the coach] comes or [the principal] comes, they're really looking for ways for me to enhance student learning. And, if you see something that I miss, that's something that I need to know so I can better my instruction. So, it feels safe here, I feel valued, and that helps me have a low affect to receive really constructive feedback.*

Staff who have been at SCHOOL for several years also spoke of the strength of their long-standing staff relationships and how the low staff turnover positively impacts students. One teacher noted, *"It feels like home. Everyone here, the staff and students included, all have, I would say, great personal and professional relationships."* In line with these reports, instructional staff survey results also indicate that, on average, instructional staff agree that relationships between all staff are trusting and nonjudgmental. For example, all instructional staff survey respondents (100 percent) agree or strongly agree that nearly all teachers at the school trust each other.

Interview and focus group respondents also discussed how the principal transitioned well into their culture of positive relationships and has continued to support it. One teacher shared, *"This just speaks to [the principal] as a person, that it was really comfortable, and the way . . . And she trusted us, and she did a lot of listening and took our opinions on things and things are still living."* Another teacher said, *"My school leader has provided me enormous support both professionally and as a human being, and that support transferred in my work with students."* Because interview and survey respondents described a culture of trusting relationships among staff, school leaders, and coaches, the school received the highest rating for this indicator.

1.6 Time Use for Professional Development and Collaboration (Providing)

The schedule at SCHOOL includes adequate time for professional development opportunities and collaboration for most teachers. Instructional staff collaborate during weekly CPT meetings and through several leadership teams and engage in monthly professional development sessions. However, not all instructional staff agree that a process (e.g., targeted coaching, peer observations) is in place to ensure all educators continually improve their practices. An adequate use of time for professional development and collaboration is consistent with a *providing* rating for this indicator.

In general, school staff shared, in interviews and focus groups, that they had experienced several opportunities to collaborate with colleagues or engage in professional development. Several participants described ways they use their weekly CPT to look at student data, discuss concerns, and plan supports for students. One teacher shared this example:

I noticed like, "Oh, they really need support with," let's say how I control vowels. I'll go have a conversation, "Hey, this is something that I noticed. Are you noticing this too?" Like, "Oh yeah, I am." Okay, so let's make sure that we're targeting this skill a little bit more.

School leaders noticed that teachers appreciate this time to work together:

One thing I learned from the teachers here at the school is that they really, really value having scheduling blocks, where they are able to plan to improve teaching. And so, this year, our teachers now have 90 minutes of planning time, and it's both teachers on that same grade level.

This is a shift from the previous year (2020–21 school year), when there were two grade levels per CPT.

Additionally, teachers reported having sufficient coverage in their classrooms to attend professional development activities. According to one teacher, *"[The principal is] very flexible in finding coverage as needed, being able to coordinate coverage if needed. So, teachers can go to . . . those professional development sessions."*

However, according to instructional staff survey results, some opportunities for professional development and collaboration occurred infrequently this year. Specifically, approximately two thirds of respondents (68 percent) reported having their class observed by another teacher a few times this year. In addition, having time to develop thematic units occurred infrequently—nearly half of staff (42 percent) reported being able to do so a few times this year. Allocating time during professional development and CPTs to these activities will help push this indicator to a higher rating.

1.7 Communication With Staff (Sustaining)

At SCHOOL, formal structures for fostering staff input into school decisions and initiatives are in place. These structures are used effectively to build relationships and transparent, open, two-way communication among staff and between administrators and staff, in line with a *sustaining* rating for this indicator.

Teachers shared, in interviews and focus groups, that the new principal is *"accessible"* to them and checks in with them frequently throughout the week. In addition, teachers appreciate the *"SCHOOL Review"* weekly newsletter sent from the principal, highlighting important information. The principal indicated having an *"open-door policy"* for teachers to visit her office if they want to connect with her: *"Teachers often will text me, or they'll call me, or they'll just walk in the office . . . to discuss whatever the situation is."* In addition, staff have access to a hub of shared key documents that increases transparency and access.

There are also opportunities for staff to have input into decisions made at SCHOOL. Both of the distributed leadership teams, the ILT and the CCC team, are primary vehicles for teachers to inform schoolwide decisions (see 1.8 Sustainability). In addition, the principal has facilitated equity roundtables to receive staff feedback and input. For example, the principal consulted with staff, using an equity roundtable protocol, to determine how best to utilize ESSER funds, which included the joint decision to create an intervention special educator position. Participants also described the

use of a faculty senate for bringing concerns to the principal, a structure that has been utilized once this year regarding COVID-19 testing.

Correspondingly, instructional staff survey results indicate that, on average, instructional staff agree that a system is in place to foster open, two-way communication. For example, a large majority of instructional staff survey respondents (90 percent) agree or strongly agree that there are sufficient and appropriate formal opportunities (e.g., meetings, planning sessions) in which school leaders and staff experience open, two-way communication. Because SCHOOL has structures in place to foster communication and create opportunities for teachers to provide input for school decision making, the school received the highest rating for this indicator.

1.8 Sustainability (Sustaining)

School leaders at SCHOOL are implementing strategies to help ensure that school improvement efforts will be sustained over time and under new leadership. In addition, the majority of staff can describe specific strategies, including a shared leadership model, that will enable the school to continue to improve. Because these strategies are in place, this indicator received a *sustaining* rating.

The shared, or distributed, leadership model among teachers at SCHOOL has continued through this school year. This structure has allowed the new principal to be better acclimated with SCHOOL policies and culture. The principal noted, "*The shared leadership here in the school has really supported me in understanding how things actually work.*" The principal went on to describe her observations that improvement practices have been sustained through the transition:

> It's also been evident to me that the systems are sustaining, because, regardless of who the school leader is, these practices and these procedures are still in place to ensuring that our students have what it is that they need to be successful, both inside and outside of the classroom.

SCHOOL's commitment to distributed leadership teams has been important for sustainability because all staff are responsible for leading work at the school. SCHOOL has two primary leadership teams—the ILT, focused on instruction, and the CCC team, focused on family engagement, social-emotional learning, and school climate. A school leader described the importance of these teams as, "I would absolutely say one of the most beneficial systems for me has been the shared leadership and the teacher leadership here at the school."

The instructional staff survey results indicate that, on average, instructional staff agree that strategies are in place that can and will sustain efforts over time. For example, the majority of instructional staff survey respondents agree or strongly agree that the school has the ability to sustain change in positive ways (95 percent) and has systems in place to sustain the changes they have made (84 percent). Because a shared leadership model and other structures are in place at the SCHOOL to sustain improvement efforts over time and with new leadership, the school received the highest rating for this indicator.

Turnaround Practice 2.
Intentional Practices for Improving Instruction

Table 4. Turnaround Practice 2 Implementation Ratings, 2021–22

Turnaround Practice and Indicators	Limited Evidence	Developing	Providing	Sustaining	Coherent Implementation
2. Intentional Practices for Improving Instruction			O		
2.1 Instructional Expectations			X		
2.2 Instructional Schedule				X	
2.3 Identifying and Addressing Student Academic Needs				X	
2.4 Classroom Observation Data Use				X	
2.5 Student Assessment Data Use (for schoolwide decision making)				X	
2.6 Student Assessment Data Use (for classroom instruction)				X	
2.7 Structures for Instructional Improvement			X		

SCHOOL received a holistic rating of *providing* for Turnaround Practice 2 (Intentional Practices for Improving Instruction). Data collected during the Monitoring Site Visit suggest that SCHOOL staff use a variety of formative and summative assessments to inform decisions at both the school and classroom levels. The school is improving teachers' instructional practices through regular observations, coaching, the provision of actionable feedback, and professional development that is aligned with the district and school's instructional priorities. However, classroom observation ratings indicate that instructional expectations are not being implemented consistently across all classrooms and that structures for instructional improvement are not yet resulting in rigorous instruction across all classrooms.

The following paragraphs include specific examples that provide context for the overall turnaround practice rating and support the individual indicator ratings provided in Table 4. These ratings are a result of coding and triangulation of the evidence collected during the Monitoring Site Visit, including interview/focus group, instructional staff survey, and schoolwide instructional observation data. Specifically, aggregate classroom observation ratings were in the middle range for the Instructional Support domain and in the middle range for the Classroom Organization domain, which contributed to the holistic *sustaining* rating for Turnaround Practice 2. The examples and quotes used throughout are intended to illustrate these ratings and reflect the majority perspective, but these quotations do not capture all the information collected.

2.1 Instructional Expectations (Providing)

At SCHOOL, specific and precise expectations for high-quality instruction are communicated to and understood by most staff and are monitored by school leaders. In addition, instructional practices actively draw upon students' diverse backgrounds, identities, strengths, and challenges as a strategy to deepen learning and meaningfully engage students. However, schoolwide instructional observation scores in the middle range suggest that instructional expectations are not being implemented consistently schoolwide, resulting in a *providing* rating for this indicator.

This year, SCHOOL leaders and staff have adopted the district's instructional focus on equitable literacy instruction. Equitable literacy instruction is made up of five key components: (1) explicit and systematic instruction in the function of language; (2) daily work with complex texts; (3) intentional knowledge and language activation across disciplines; (4) daily work with enabling texts; and (5) explicit instruction in research- and text-based disciplinary writing. School leaders emphasized that these components are cross-disciplinary and that, as a result, all teachers are focused on embedding equitable literacy practices into their instruction.

In addition, the school continues to focus on culturally responsive instructional practices, aligned with the district's CRIOP. This year, the principal decided to focus on CRIOP Indicator 4, Instructional Practices, and Indicator 5, Discourse. These indicators were determined to be top priorities in response to the disrupted educational experiences students have had because of the COVID-19 pandemic.

Teachers and school leaders provided a multitude of examples of what these instructional priorities look like within the classrooms. For example, one leader described a recent lesson in an upper elementary grade, in which students analyzed the availability and types of grocery stores across CITY neighborhoods to identify inequities in food access. In addition, a teacher described how teachers are empowered by school leaders to supplement their curriculum:

> I am really, really impressed with how administration is allowing teachers to make adjustment to the reading material. EL [Expeditionary Learning Curriculum] is great; where it lacks a little culture, administration allows teachers to choose books that are more relevant to students, and I'm very impressed with that.

The focus on equitable literacy and culturally responsive instructional practices has been communicated schoolwide through grade-level CPTs, professional development sessions, and coaching cycles and is a consistent focus among SCHOOL staff (see 2.7 Structures for Instructional Improvement). To provide feedback aligned to the instructional priorities, the principal and ILT use the district's CRIOP to monitor progress with respect to the instructional focus.

Instructional staff survey responses indicate that, on average, instructional staff agree that teachers incorporate students' diverse backgrounds, identities, strengths, and challenges to meet students' learning needs. Nearly all instructional staff survey respondents (95 percent) agree or strongly agree that, overall, teachers at SCHOOL adapt instruction to ensure that it represents multiple cultural perspectives reflective of students' backgrounds. However, schoolwide instructional observation scores in the middle range for the Instructional Support domain indicate that instructional expectations are not yet being implemented consistently or are not yet resulting in rigorous

instruction across classrooms. More consistent implementation of instructional expectations will help push this indicator to a higher rating.

2.2 Instructional Schedule (Sustaining)

Instructional schedules at SCHOOL are developed in collaboration with teachers, take students' specific needs into consideration, and ensure that instructional support staff are coordinated and aligned across grade levels and content areas to provide students with differentiated access to high-quality core instruction. The schedule this year has been evaluated and revised as needed to meet students' needs, resulting in a *sustaining* rating for this indicator.

This year, the principal made two primary changes to the school's schedule in response to feedback from staff and families and to reviewing school data from the 2020–21 school year: (1) a weekly 90-minute CPT was added so that teachers can meet as grade-level pairs to focus on planning and improving instruction, and (2) a weekly 45-minute enrichment club block was added to allow students to build cross-grade relationships with students who share a personal interest. In addition, EL and special educators frequently rework their schedules to meet students' needs. For example, a teacher described a student who, despite receiving the mandatory number of minutes for EL services, still needs additional support. The teachers were able to rearrange their schedules so that this student receives additional minutes to better meet the student's needs. A teacher summarized, *"We're very flexible with schedules. Teachers are flexible."*

SCHOOL has also been thoughtful with scheduling in response to needs emerging from the ongoing COVID-19 pandemic. In an open-ended survey response, a teacher described how SCHOOL carefully monitored the rate of COVID-19 infections before winter break, anticipating an increase in students who would be required to quarantine before returning to school. Teachers worked to adjust their scope and sequence so that there were many opportunities to teach and spiral back to standards so that students who missed class would still be able to access the curriculum when they returned. *"This way, all students had the same learning opportunities, even during highly unstable attendance time,"* the teacher explained. Additionally, SCHOOL proactively planned for extended staff absences because of COVID-19, with teams planning high-quality content and bundling grade levels together when needed. Teachers, including EL and special education teachers and the instructional coach, also worked together to support substitutes.

In line with descriptions from interview and focus group respondents, instructional staff survey results indicate that, on average, instructional staff agree that the instructional schedule meets student needs and is monitored and revised in collaboration with teachers. Nearly all instructional staff survey respondents (95 percent) agree or strongly agree that the instructional schedule includes uninterrupted blocks of learning time for all students, including for all grade levels and students with special needs. In addition, a large majority of respondents (89 percent) agree or strongly agree that the instructional schedule is routinely adjusted to meet the needs of students. Because the instructional schedule at SCHOOL is developed in collaboration with teachers and takes student needs into consideration, the school received the highest rating for this indicator.

2.3 Identifying and Addressing Student Academic Needs (Sustaining)

At SCHOOL, instructional staff engage in formal strategies, processes, and protocols for data inquiry during CPT. CPT meetings are consistently used to review data and identify actions to address individual students' academic needs. Further, instructional staff survey results indicate that, on average, instructional staff agree that student needs are identified and addressed in a systematic, collaborative manner, resulting in a *sustaining* rating for this indicator.

All teachers engage in data cycles during CPT to collaboratively examine data and identify the next instructional steps to improve student learning. These next steps may be for the whole class, groups of students, or individual students. These data cycles are also reinforced through coaching cycles with the instructional coach.

Data used during CPT include MAP scores (administered three times per year across all grades), DISTRICT interim assessments (administered three times per year in Grades 2 through 5), diagnostic assessments, unit assessments, student writing samples, and other student work. A teacher explained how they triangulated different data sources to get a more complete picture of students' needs: "*So our MAP data, for example, in our grade, we had some students who their growth was flagged as not significant. So, we followed up with some other data sources [and] did a CORE Phonics Survey.*" The teacher elaborated, "*We [used these data to] pinpoint what exactly would benefit these students the most. So, I think there's multiple data points to really make sure they are valid and really to pinpoint what will best meet student needs.*" Another teacher explained how, through analyzing the interim data, they were able to identify that all students across the grade level were struggling with a concept:

> *We do a cycle of inquiry. We plan a couple of tasks. And so that would be some differentiated instruction to reengage with students. Then we follow up and assess. And then it also gives a chance to reflect on how we did.*

These descriptions align with instructional staff survey results, which indicate that all or nearly all staff agree or strongly agree that staff use data to screen for and confirm the need for academic support (95 percent) and that a team meets to discuss the needs of individual students and groups of students (100 percent).

Grade-level teams also have a weekly designated student support team (SST) meeting, in which student academic and behavioral needs are discussed and interventions are planned. If a student does not respond to the intervention put in place, the student is referred to the schoolwide SST, and plans and action steps are communicated to all relevant staff (see 3.3 Systematic Determination of Student Interventions). Likewise, a majority of instructional staff survey respondents (83 percent) reported that, when student academic needs are identified, it is likely or very likely that action steps are communicated among all staff and teams. Because a formal process is used to identify and address student academic needs and action steps are communicated to all stakeholders, the school received the highest rating for this indicator.

2.4 Classroom Observation Data Use (Sustaining)

Instructional leaders and coaches conduct frequent classroom observations (e.g., learning walkthroughs) focused on strengthening teachers' instructional practices and provide specific and actionable feedback about the quality and effectiveness of instruction to teachers. These data inform instructional conversations and the provision of targeted and individualized supports (e.g., coaching) for teachers, as needed, resulting in a *sustaining* rating for this indicator.

SCHOOL continues to use the CRIOP this year to guide learning walks and professional development. District staff and the ILT will conduct two learning walks this year, using the CRIOP, with a customized rating system that focuses on whether the instructional practices are *not "observed/not applicable,"* are *"generally effective,"* or are *"culturally responsive."* According to one teacher, *"All teachers are being observed, whether they're classroom teacher or not, and we collect the feedback. We've had chances to share it and discuss it on ILT. So, everyone's involved."* The results of the walkthrough are used to inform professional development, as a teacher explained, *"We used the information that we gained from the walkthrough to shape professional development opportunities based off the areas that we observed the least from the CRIOP during our walkthrough. So that's supporting instruction."*

The instructional coach also conducts weekly observations as part of coaching cycles with teachers (see 2.7 Structures for Instructional Improvement). The coach then conducts face-to-face debriefs within a day or two of the observation, using a debrief protocol, and works with the teacher to define goals and action steps. Additionally, teachers have opportunities to observe one another. This process was beginning to be revived at the time of the Monitoring Site Visit, because it had been delayed due to impacts of the COVID-19 pandemic. Through this process, teachers self-identify an area where they would like to improve and are paired with a teacher who has strength in that particular area. The teachers can then observe and receive feedback from one another.

In addition, the principal described regularly observing classrooms formally and informally, with a priority on being in classrooms daily. The principal conducts both announced and unannounced observations and provides opportunities for debriefing and feedback. Interview and focus group respondents have positive impressions of the feedback they receive, as one teacher described, *"I really feel nourished [by the feedback I receive]."* Similarly, instructional staff survey results indicate that staff have positive impressions of this feedback, because nearly all staff (95 percent) agree or strongly agree that school leaders provide staff with high-quality, clear, and actionable feedback.

Because SCHOOL staff and leaders conduct regular observations focused on improving teachers' instructional practices and provide actionable feedback, the school received the highest rating for this indicator.

2.5 Student Assessment Data Use (for schoolwide decision making) (Sustaining)

School leaders, the ILT, and staff at SCHOOL consistently use student results on benchmarks, common assessments, and other data to make decisions regarding schoolwide practices to improve teaching and learning, resulting in a *sustaining* rating for this indicator.

School leaders and the ILT regularly examine schoolwide progress based on MAP scores (administered three times per year across all grades) and DISTRICT interim assessments (administered three times per year in Grades 2 through 5). After each assessment administration, school leaders and the ILT examine the data for schoolwide progress and trends. Results are then used to inform a variety of decisions, such as topics for professional development, areas of focus for coaching cycles, and students in need of interventions and extensions.

In line with the school's focus on equity, a school leader described using data to equitably inform the provision of support staff to improve teaching and learning. With the number of students requiring special education and English language services, it is not possible for these specialists to join every CPT. *"The decision [of which CPTs specialists would join] was data directed,"* a school leader commented. School leaders reviewed MAP assessments, DISTRICT interim assessments, BIMAS (Behavior Intervention Monitoring Assessment System; a universal behavioral health–screening tool) data, and anecdotal teacher feedback to determine which grade levels would most benefit from having a special educator and ESL teacher joining their CPT.

Additionally, the school reviewed these same data sources to identify achievement gaps resulting from the COVID-19 pandemic and inform the provision of supports. A teacher explained,

> *We acknowledge that there was a disruption in learning, and we wanted to look more closely at the data to see what gaps have widened because there were [pre-existing] gaps that we were working to fix, but where have the gaps widened and what students are being impacted by that? So, we wanted to be really intentional about our response to that and planning for that for this year.*

These results were used, in part, to identify students to work with the intervention special educator and receive additional supports. Because SCHOOL consistently uses data to make key decisions that support the school's improvement efforts, the school received the highest rating for this indicator.

2.6 Student Assessment Data Use (for classroom instruction) (Sustaining)

Most teachers work individually and collaboratively (e.g., during grade-level CPTs) to use a variety of assessment data (e.g., MAP, interim assessments, core phonics assessment) to determine progress toward intended student and school outcomes, identify appropriate action steps, and monitor the results of those actions, in line with a *sustaining* rating.

School leaders described SCHOOL as have a culture of data: *"Teachers here are great about data. They're not afraid of data; they do welcome the information."* Interviewed teachers reported that they use a range of assessments (e.g., MAP, DISTRICT interim assessments) and formative data (e.g., exit tickets, student observations, progress-monitoring measures) to inform classroom decisions. Examples of how teachers utilize data cited by respondents include identifying skill gaps or standards that students are struggling with; creating reading, center, and intervention groups; targeting students for support from paraprofessionals or the intervention special educator; and creating a plan for how to differentiate instruction. Further, a large majority of instructional staff survey respondents (94 percent) reported that, if they identify a student or group of students who need additional support in academic areas, it is likely or very likely that they use data to screen for and confirm the need for academic support.

SCHOOL teachers have time built into the schedule to facilitate data analysis and plan instruction based on data. Teachers have weekly CPT for 90-minutes (see 1.6 Time Use for Professional Development and Collaboration). Following each administration of MAP or interim assessments, teachers meet to break down student performance by standard and create action plans for improvement. The teachers then implement these action plans and use the next data administration to monitor students' progress and determine if students made academic growth. A teacher summarized, "[CPT is used to] make the appropriate decisions to drive instruction at the Tier 1 level in that grade and also target instruction for students that aren't meeting those standards."

The principal emphasized the importance of communicating data to students, which is new this year, so that they are active participants in their learning. A school leader described,

> Sharing [data] with students, is the most important. Make sure students know where they are . . . Students deserve to know where they are, even if it's not the best place. Because here, we've all adopted a growth mindset and it's like, this is where you are right now, but we're still going to continue to improve. So, the information is shared.

Because SCHOOL teachers consistently use data to inform instruction, the school received the highest rating for this indicator.

2.7 Structures for Instructional Improvement (Providing)

Structures, practices, and use of resources (e.g., coaching cycles, professional development, CPT) to support data-driven instruction; the use of research-based instructional strategies; and differentiation are in place and consistently implemented at SCHOOL. However, schoolwide instructional observation scores in the middle range suggest that these opportunities have not yet resulted in rigorous instruction across all classrooms, resulting in a *providing* rating for this indicator.

This year, SCHOOL teachers continue to be supported by an instructional coach. During the course of the school year, the coach works with every classroom teacher through coaching cycles that include co-planning, classroom observations (and videotaping), and face-to-face debrief sessions. The coach typically works with each teacher to identify a particular problem of practice the teacher would like to address and draws on data, including student work and interim assessments, to define a goal and measure progress. In response to feedback from teachers, the coach modified the structure of coaching supports this year to be more flexible to teachers' needs. Specifically, teachers could choose a traditional six-week coaching cycle or a more intensive and condensed coaching cycle during a shorter period, depending on what would be most appropriate for their needs. The coach works with one cohort of teachers at a time, rotating through all teaching staff twice throughout the course of the year, with new teachers or teachers who have switched grade levels being targeted for coaching supports at the start of the year to help them have a strong start.

SCHOOL continued to work with a leadership coach, although supports this year have been modified to primarily support the new school principal and the ILT. However, similar to prior years, all teachers have the opportunity to facilitate their grade-level teams and leadership teams (e.g., ILT, CCC team), and the leadership coach meets with new staff members to help them prepare for facilitating these team meetings.

To support teachers with implementing the practices of equitable literacy (see 2.1 Instructional Expectations), staff have participated in professional development offered by DISTRICT on the science of reading. These professional development sessions took place at SCHOOL, and teachers were divided into grade cohorts to make sure the literacy practices were age appropriate: Grades K–2 focused on early literacy, and Grades 3–5 focused on literacy in the upper grades. Respondents had positive impressions of this approach, with a school leader commenting, *"This has really helped teachers to understand what it is they're learning and apply it directly to their practice immediately."* To provide teachers with ongoing job-embedded supports on implementing equitable literacy practices, the school has partnered with the DISTRICT early childhood office to provide additional supports. According to a school leader, the early childhood office has joined teachers during their CPT as well as conduct observations and provide feedback to support teachers' implementation of the equitable literacy practices. Through this work, the district has *"used* SCHOOL *teachers as model, they've come in and videotaped* SCHOOL *teachers to implement in their PD [professional development] cycles elsewhere [at other* DISTRICT *schools]."* In interviews and focus groups, teachers had positive impressions of the professional development they receive and the impact it has had on students. A teacher commented,

> *The learning that we're having this year, like the professional development on equitable literacy, has really helped us apply the science of reading while working with English learners . . . The practice of having students really think about the sounds and make that sound letter connection has really been helping them in their reading skills in a way that I haven't seen before.*

In addition to participating in the coaching cycles and professional development sessions, SCHOOL staff participate in weekly CPT sessions. This structure allows teachers to engage in data cycles and co-planning focused on instructional improvement. However, schoolwide instructional observation scores in the middle range for the Instructional Support domain and in the upper middle range for the Regard for Student Perspectives dimension indicate that structures for instructional improvement are not yet resulting in rigorous instruction across all classrooms. Therefore, the school received a *providing* rating for this indicator.

Turnaround Practice 3.
Student-Specific Supports and Instruction to All Students

Table 5. Turnaround Practice 3 Implementation Ratings, 2021–22

Turnaround Practice and Indicators	Limited Evidence	Developing	Providing	Sustaining	Coherent Implementation
3. Student-Specific Supports and Instruction to All Students				O	
3.1 General Academic Interventions			X		
3.2 Teacher Training to Identify Student Needs (academic and personal-social)				X	
3.3 Systematic Determination of Student Interventions				X	
3.4 General Enrichment and Advanced Learning Opportunities				X	
3.5 Academic Supports for English Learners				X	
3.6 Academic Supports for Students With Disabilities				X	

SCHOOL received a holistic rating of *sustaining* for Turnaround Practice 3 (Student-Specific Supports and Instruction to All Students). Data collected during the Monitoring Site Visit suggest that school leaders have made strategic staffing decisions to better support students who are struggling. This year, the instructional coach worked with two small groups of students, and the school hired an intervention special educator to work with students in special education and students in general education. SCHOOL continues to have grade-level and schoolwide SSTs in place to create action plans for students and monitor progress over time. Because SCHOOL is an EFA school, several enrichment offerings are in place, including robotics, coding, and Spanish. The school also added student clubs to the instructional schedule on Thursday afternoons to allow students and teachers to learn and bond together over mutual interests. However, instructional staff survey results indicate that, on average, instructional staff have mixed opinions about whether there are adequate resources and time to support students who are struggling at SCHOOL this year.

The following paragraphs include specific examples that provide context for the overall turnaround practice rating and support the individual indicator ratings provided in Table 5. These ratings are a result of coding and triangulation of the evidence collected during the Monitoring Site Visit, including interview/focus group, instructional staff survey, and schoolwide instructional observation data. The examples and quotes used throughout are intended to illustrate these ratings and reflect the majority perspective, but these quotations do not capture all the information collected.

3.1 General Academic Interventions (Providing)

At SCHOOL, academic interventions are available to students and are appropriate for their specific needs. Interventions are implemented systematically through regularly scheduled school time (e.g., during the Accelerated Learning and Literacy Block/Power Hour), although the school has been primarily focused on literacy interventions this year. Instructional staff survey results indicate that, on average, instructional staff have mixed opinions about whether there are adequate resources and time to support students who are struggling, resulting in a *providing* rating for this indicator.

SCHOOL's literacy curriculum, Expeditionary Learning, includes an Accelerated Learning and Literacy Block in the schedule (this same block of time is called Power Hour in fifth grade). Teachers use data to decide what the activities will be during this time, depending on students' needs. Because teachers at each grade level have the same accelerated learning block, students are able to transition between teachers, so skills can be better targeted. In addition, students may transition between grade levels during this time if they need support on a foundational skill that is covered at a lower grade level. One school leader explained, *"We want to make sure our students are receiving the maximum amount of on-grade-level instruction . . . [going to a lower grade] is just supporting them with those skills so that they can be prepared for the grade-level instruction."*

This year, SCHOOL has been primarily focused on literacy, aligned with the school's instructional priorities. For English language arts (ELA), staff use decodables for word study skills, guided reading groups, Leveled Literacy Intervention, Lexia Core5 and Wilson Rules-Based Reading. For mathematics, teachers use Do the Math. This year, the school hired an intervention special educator using ESSER funds, which allows for more students to receive extra support (including students in general education and students with individualized education programs [IEPs]). The intervention special educator pulls from a variety of different curricula and programs to meet the needs of students, including the Florida Reading site, Tools for Reading, Fundations, and TERC Investigations. The instructional coach also facilitated several small groups this year, providing direct instruction to students, which also allowed the coach to practice implementing equitable literacy practices to better support teachers as a coach. In addition, students may participate in small-group or one-on-one tutoring facilitated by a City Year staff member. Students can receive additional assistance in ELA and mathematics through City Year's afterschool program (for Grades 3 through 5).

Instructional staff survey results indicate that, on average, instructional staff have mixed opinions about whether there are adequate resources and time to support students who are struggling at SCHOOL this year. Just over half of instructional staff survey respondents (55 percent) agree or strongly agree that the school has adequate systems in place for providing academic interventions to students who are struggling. Additionally, approximately two thirds of instructional staff survey respondents (67 percent) agree or strongly agree that the instructional schedule includes adequate time for students to participate in academic interventions during the school day. According to a school leader, staff perceptions may be impacted by the school's transition away from a whole-school SST (as was used in prior years) to grade-level SSTs. As a result of this transition, staff may be less aware of the reasoning behind resource allocation, but this new approach is *"more student focused and more effective when providing tiered supports."* Additionally, according to a school leader, survey results may reflect effects of staff absences, which impacted staff ability to provide services to students at times. Because staff have mixed opinions about the availability of resources

and time to provide students with academic interventions, the school received the *providing* rating for this indicator.

3.2 Teacher Training to Identify Student Needs (academic and personal-social) (Sustaining)

Staff members at SCHOOL are provided with training and support to ensure that they can identify cues when students need additional assistance (both academic and personal-social) and respond appropriately to those cues, consistent with a *sustaining* rating.

Interview and focus group respondents reported receiving training related to identifying and responding to student academic and social-emotional needs through school-level and district-level professional development and through supports from the instructional coach and SST members. Teachers reported receiving training in the summer and throughout the school year on a variety of academic and social-emotional topics, including restorative justice circles and equitable literacy practices and strategies (e.g., creating strategic small groups, morphology at the upper grades). Focus group participants noted that professional development is sometimes grouped by grade band and specific to what each grade level needs. One teacher shared,

> *We're getting some support with our Grade Band 3 through 5 with our professional development . . . So, we've just been able to go right into addressing certain parts of what it means to aspire to a school that shows equitable literacy.*

These professional development sessions have been reinforced through district- and school-based coaching to provide job-embedded supports to educators (see 2.7 Structures for Instructional Improvement).

At the same time, teachers are expected to continue implementing topics of professional development from prior years. For example, SCHOOL staff have participated in professional development to address students' academic needs (e.g., Universal Design for Learning, multiple modes of representation and engagement, data inquiry cycles) and social-emotional needs (e.g., Second Step, restorative justice, de-escalation strategies). These resources continue to be available on SCHOOL Hub, so all staff (including new teachers) have access to this information and are able to implement these programs, practices, and strategies in their classrooms.

Aligned with the reports from interview and focus group respondents, nearly all instructional staff survey respondents agree or strongly agree that they have received adequate training on effective instructional practices for teaching students who are struggling (95 percent), ELs (94 percent), and students with disabilities (91 percent). Because teachers have been supported in identifying and addressing students' academic and nonacademic needs, the school received the highest rating for this indicator.

3.3 Systematic Determination of Student Interventions (Sustaining)

At SCHOOL, academic performance is reviewed regularly throughout the school year, using a wide array of assessments, to identify student-specific needs, assign students to interventions, and monitor their progress, resulting in a *sustaining* rating for this indicator.

SCHOOL has grade-level SSTs, as well as a schoolwide SST. Teachers meet weekly in grade-level SSTs to discuss students who are struggling; however, teachers have the flexibility to call a grade-level SST meeting at any time if they have a concern. The schoolwide SST includes the school psychologist, special education coordinator, social worker, nurse, and an ESL teacher and typically meets twice per month to discuss students who have been referred. A member of the schoolwide SST is assigned to each grade level and attends these meetings; teachers also invite other staff members who may be helpful or know the individual student well.

During grade-level SST, teachers discuss students who may be struggling either academically or social-emotionally and identify strategies for differentiation and intervention. Typically, students are assigned an intervention for a six-week cycle, with regular monitoring by the grade-level SST. At the end of the cycle, the grade-level SST reviews a student's progress and determines next steps (e.g., the student has made progress and no longer needs the intervention, the student needs another cycle, or the student has not made progress and is referred to the schoolwide SST). One teacher described how these SST meetings have evolved over time and are now more embedded in SCHOOL's culture,

> It's been a work in progress over the last few years of defining our SST process. But now we are to the point where it is pretty solid and every grade level has planning time . . . we have a whole planning process document sheet [and] we would invite maybe the school psychologist or whoever's the social worker for the family and have an SST meeting to share concerns and make a six-week plan.

Staff teams review intervention assignments, including data on attendance, behavior, and academic performance, every six weeks. One teacher described the process in this way:

> It depends on the student, but let's say, for example, my student that I brought up for SST, they weren't making much progress in math and literacy. First thing that I did was make sure it's not an attendance issue . . . And then, we looked at their scores, looked at their assessments, how much work they're producing, what their performance is against the standards.

The work of the grade-level and schoolwide SSTs, including interventions and attendance plans, is documented in the Panorama platform. Because SCHOOL has schoolwide systems in place for relevant teams of stakeholders to assign interventions and review progress on a regular basis and to monitor and communicate progress using the Panorama platform, this indicator received the highest rating.

3.4 General Enrichment and Advanced Learning Opportunities (Sustaining)

Enrichment and advanced learning opportunities (e.g., physical education, science, theater, arts, robotics, coding, technology, Spanish) are available to all students within the school, based on grade level and scheduling. The opportunities are informed by student interest and choice and expose students to new skills and interests. The school offers sequential opportunities to build mastery that culminate in demonstrations of learning. The principal and school staff monitor these opportunities throughout the year for quality, resulting in a *sustaining* rating for this indicator.

Because SCHOOL is an EFA school, students have an opportunity to participate in enrichment courses during the school day, including Spanish (Grades 2–5), coding (Grades 3–5), and robotics (Grades 3–5), providing opportunities for students to be exposed to new skills and build mastery over time. The principal meets with an EFA representative regularly to discuss how the programming is going and if any changes are needed. In addition, students can assist the science teacher in cultivating a shared community garden space, strengthening the school's connection to its broader community. One teacher described the garden activity:

> The students are involved in helping to plant the things in the garden. And then as a community, they harvest them during their science time, and they're able to bring it home and also transfer those skills for at-home remedies too, for food access and thinking about healthy eating.

This year, SCHOOL has dedicated time in the school schedule for student clubs on Thursdays. The decision to create student clubs was determined through reviewing the previous year's (school year 2020–21) Panorama data and *Monitoring Site Visit Report*, which suggested that students would benefit from more enrichment opportunities. Teachers now facilitate clubs that they are passionate about and that students are interested in, and students select which club they would like to be a part of; throughout the course of the year, students have opportunities to participate in different clubs. Examples of clubs include Math Club, Origami Club, Family Book Club, Cursive Club, Walking Club, and Running Club. Teachers enjoy getting to know students in multiple grades, because clubs are open to students across grade levels who share a similar interest. These clubs also provide students with opportunities to learn from one another, as a school leader described,

> Sometimes, you'll go into the classroom, and you'll learn about how first graders are sharing their explanations with a third grader and how it's helping a third grader to really spark their own interest and their own understanding of a problem.

Students have positive impressions of the club time. According to one teacher, "*I hear great things from my students about enrichment clubs and the feedback was very, very positive.*" Because SCHOOL has numerous enrichment opportunities across grade levels and a system is in place to monitor these opportunities, the school received the highest rating for this indicator.

3.5 Academic Supports for English Learners (Sustaining)

Supports for ELs at SCHOOL include bias-free learning experiences that are respectful of students' diverse backgrounds, identities, strengths, and challenges. The supports are defined, planned, and systematically implemented, consistent with a *sustaining* rating.

SCHOOL has two ESL teachers who work with students at English language development (ELD) Levels 2 and 3; the school does not have newcomers this year. Students at ELD Level 2 receive 90 minutes per day of ESL services, and students at ELD Level 3 receive 60 minutes per day of ESL services. These services may be provided via either pull-out or push-in supports. When determining whether to service students via pull-out or push-in, the ESL teachers consider the content and skills being targeted in the lesson, as well as input from the classroom teacher. For example, when working with younger students on writing, the ESL teacher may push into the classroom so that the ELs have opportunities to practice listening to their peers speaking English. Students at Levels 4 or

Level 5 receive embedded supports from their classroom teacher, who is ESL certified, during the ELA block. In addition to the hours required, ELs receive support from the ESL teachers during the Accelerated Learning and Literacy Block/Power Hour.

Regardless of whether students are serviced via pull-out or push-in supports, ELs are exposed to grade-level standards using the same curriculum as their peers. Because the ESL teachers are able to join some CPTs and have access to the grade-levels' lesson plans, they are aware of the learning targets, texts being used, and tasks students are completing. A teacher described, *"The [ESL teachers] are helping our English learners to access the language that is needed within the curriculum they're already using."* Another teacher elaborated, *"[The EL teachers are] applying ESL strategies to support students with what they're doing in the classroom."* This year, teachers have drawn on students' backgrounds by incorporating multilingual books and adapting lessons to intentionally incorporate students' families in instruction (e.g., having students write biographies about individuals from their home countries).

Similar to prior years, the progress of ELs is measured annually using ACCESS and throughout the year using the MAP assessment (three times per year), teacher-developed unit assessments, and student classwork. To collaborate and coordinate services for ELs, each ESL teacher attends CPT with general education teachers from two grade levels. In addition, ESL teachers may also attend SST meetings when appropriate (e.g., if an EL is being reviewed by the SST or if a teacher thinks a student being reviewed may need ESL supports).

Instructional staff survey results indicate that, on average, instructional staff agree that there are adequate resources and time to support ELs. A majority of instructional staff survey respondents agree or strongly agree that they have the supports (e.g., technology, resources, staff) to support ELs in their classrooms (76 percent) and that general education teachers have time to meet with EL specialists to coordinate supports as necessary (82 percent). Because consistent supports are provided for all ELs and staff generally agree there are adequate resources and time to support these students, the school received the highest rating for this indicator.

3.6 Academic Supports for Students With Disabilities (Sustaining)

Supports for students with disabilities at SCHOOL are appropriate for each student's specific needs and include bias-free learning experiences that are respectful of students' diverse backgrounds, identities, strengths, and challenges. The supports are defined, planned, and systematically implemented, consistent with a *sustaining* rating.

This year, SCHOOL has two special education specialists who provide services to students with disabilities. At the time of the Monitoring Site Visit, SCHOOL had recently hired the intervention special educator, using ESSER funds. Students engage in push-in or pull-out supports aligned with the needs identified in their IEPs. For individual or small-group pull-outs, special education teachers support the core curriculum while providing targeted supports. Correspondingly, instructional staff survey results indicate that, on average, instructional staff agree that there are adequate resources and time to support students with disabilities. Specifically, a majority of instructional staff survey respondents (75 percent) agree or strongly agree that they have the supports (e.g., technology, resources, staff) to support students with disabilities in their classrooms.

To monitor students' progress with respect to their IEPs, one of the special education teachers splits her role to serve both as the coordinator of special education (for 0.2 FTE) and as a resource room teacher (for the other 0.8 FTE). Teachers at SCHOOL use Goalbook to track benchmarks, goals, and data, such as MAP assessment results, progress monitoring data, beginning and end assessments, and diagnostic data. Using these data, special educators pull from a variety of different curricula and programs to meet the needs of their students with disabilities, including the Florida Reading site, Tools for Reading, Fundations, Leveled Literacy Instruction, and TERC Investigations. A teacher described, *"Through data analyzation, [we] find that this student, we really need to up the phoneme awareness, [so we] specifically do some lessons there, start to see the progress and keep moving."*

A large majority of instructional staff survey respondents (92 percent) agree or strongly agree that general education teachers have time to meet with special education specialists to coordinate supports as necessary. Special education teachers join grade-level CPTs weekly to plan and communicate supports and also communicate with other general education teachers less formally through phone or text or by sharing lessons plans online. Because consistent supports aligned with IEPs are provided for students with disabilities and staff agree there are adequate resources and time to support these students, the school received the highest rating for this indicator.

Turnaround Practice 4. School Climate and Culture

Table 6. Turnaround Practice 4 Implementation Ratings, 2021–22

Turnaround Practice and Indicators		Limited Evidence	Developing	Providing	Sustaining	Coherent Implementation
4. School Climate and Culture						O
4.1	Safe and Supportive Learning Environments				X	
4.2	Adult–Student Relationships				X	
4.3	Expanded Learning				X	
4.4	Wraparound Services and External Partners				X	
4.5	Family and Community Engagement				X	

SCHOOL received a holistic rating of *coherent implementation* for Turnaround Practice 4 (School Climate and Culture). Data collected during the Monitoring Site Visit suggest that SCHOOL has clear behavioral expectations in place that are communicated clearly and supported schoolwide. SCHOOL supports social-emotional learning through consistent implementation of the guiding virtues and restorative circles. Additional opportunities to provide mentorship to students and build student leadership are available through a range of afterschool programming at SCHOOL, and SCHOOL has provided many opportunities for students of all abilities to take part in afterschool and summer programming. The school also maintains close communication with families and coordinates outreach efforts to identify needs for wraparound services, ensure families and students receive the services they need, and engage families in their students' academic lives. Moreover, SCHOOL has structures in place to promote effective two-way communication with families.

The following paragraphs include specific examples that provide context for the overall turnaround practice rating and support the individual indicator ratings provided in Table 7. These ratings are a result of coding and triangulation of the evidence collected during the Monitoring Site Visit, including interview/focus group and instructional staff survey data. The examples and quotes used throughout are intended to illustrate these ratings and reflect the majority perspective, but these quotations do not capture all the information collected.

4.1 Safe and Supportive Learning Environments (Sustaining)

School leaders and staff at SCHOOL model, teach, promote, and reinforce strong social-emotional skills. Expectations for conduct are clearly understood, and staff work to address the root causes of behavior. In addition, responses to conduct issues are applied consistently and equitably, are related to the root cause of behavior, and do not exclude students from academics. School climate data are

reviewed during the year and inform conduct expectations, consistent with a *sustaining* rating for this indicator.

SCHOOL staff prioritized the acclimation of students back to in-person learning this year. To better identify and support students' social-emotional and mental health needs, the school administered the BIMAS this year. To do so, every teacher completed the questionnaire for each student in their class. Results of the BIMAS were used by the school psychologist, social worker, and principal to determine what supports students needed. A school leader explained,

> *Using the ratings from that BIMAS data, we were able to look at the students who needed support outside of Tier 1. So those students who were in Tier 2 and Tier 3. From that data, the three of us sat together, and we thought through what some social skills groups could look like, to support students with some of these of gaps that they hadn't had a chance to really fully develop.*

The school also used BIMAS data to identify students who may need wraparound supports, such as counseling from the Home for Little Wanderers clinician (see 4.4 Wraparound Services and External Partners).

In discussing what it was like to welcome students back to the classroom, one teacher said,

> *We're seeing students . . . who hadn't been in physical school in over a year . . . what's one thing that will definitely help our whole student body and school community in the simplest form? It's kindness . . . we wanted to spend time talking with students, teaching students about it, and recognizing them for that.*

Several focus group participants shared examples of ways they communicated and taught behavior expectations at the beginning of the year and continue to utilize positive reinforcement for students who demonstrate kindness. If students are struggling with events that occur, teachers use restorative circles to address the problem. A teacher explained,

> *We put elements in place to be able to deal with any conflicts that may arise within a classroom, it can be between students. It could even be between a teacher and a student. If something comes up that affects the classroom from community has an impact on us, it's something that we use a tool to address that.*

SCHOOL also uses a positive behavioral interventions and supports (PBIS) system based on a set of four guiding virtues: curiosity, empathy, collaboration, and perseverance. Expectations for conduct are communicated and clearly understood by staff and students. One teacher noted, "*Not only are [expectations] painted outside the school building, they're painted inside the school building, each classroom teaches into those virtues and studies that we believe a* SCHOOL *scholar embodies these things.*" Another teacher shared, "*There are consistent systems . . . Students know what to expect, what those logical consequences may look like.*" In addition, teachers consistently model these virtues, and SCHOOL uses ClassDojo to reinforce behavioral expectations. These virtues are further reinforced during SCHOOL Time, which is held four times per year—families are invited to a zoom session focused on highlighting the school virtues and demonstrating how the virtues are displayed within the school community (see 4.5 Family and Community Engagement).

The CCC team is responsible for reviewing and analyzing school climate data. This year, the CCC team reviewed the BIMAS data to identify common needs across the school. As a result of looking at these data, the team created student success groups, such as lunch groups focused on developing relationship skills. Additionally, the team reviewed last year's Panorama Survey, administered to teachers, parents, and students. As a result of the Panorama data, the school established the Thursday clubs (see 3.4 General Enrichment and Advanced Learning Opportunities).

In line with these reports from interviews and focus groups, instructional staff survey responses indicate that, on average, instructional staff agree that the school provides clear expectations for student conduct, monitors school climate data, and consistently supports students' social-emotional development. More than half of survey respondents (77 percent) agree or strongly agree that SCHOOL has defined a set of clearly stated expectations for student conduct. In addition, all respondents (100 percent) agree or strongly agree that nearly all staff model expected student conduct and positively reinforce expected student conduct and that student conduct is effectively managed in non-classroom settings. Because SCHOOL has established behavioral expectations that are reinforced across the school, staff work to address the root cause of behavior, and school climate is monitored, the school received the highest rating for this indicator.

4.2 Adult–Student Relationships (Sustaining)

Staff at SCHOOL proactively build positive, authentic relationships with students, and structures are in place to support relationships among students and adults and deliver social-emotional supports. Time for teaching social-emotional competencies that are specific to students' needs and aligned with school goals is integrated into the school's standard curriculum, and structures are monitored regularly, resulting in a *sustaining* rating for this indicator.

Instructional staff survey results indicate that, on average, instructional staff agree that structures are in place to support adult–student relationships and deliver social-emotional support to students. Several interview and focus group respondents described intentional practices SCHOOL implemented before and during the school year to engage families and to get to know students as individuals. According to one teacher, "*Students feel welcomed in every classroom here, and teachers are very welcoming of the students here . . . it definitely speaks to the type of culture that we have here and making sure that the students are catered to as a whole.*" School staff also build relationships with students outside of their classrooms through SCHOOL's new club structure. A teacher explained,

> *We have this common interest just being there, and then we can talk more and get to know each other. And then if [students] see that teacher or whoever it is in the hallway, and if they're having a bad day or a problem, then they have different teachers around, or different adults around, that they feel comfortable talking to or opening up with or continuing to build that relationship.*

Additional structures to support social-emotional learning and adult–student relationships at SCHOOL include the Second Step curriculum and the implementation of restorative circles. Teachers schoolwide have incorporated these strategies into their daily morning meeting time. This year, the school has a longer morning meeting time once per week specifically to allow teachers to teach a Second Step lesson or facilitate a restorative circle. Teachers have flexibility on how to use this time,

depending on the needs of their classrooms. According to one teacher, the restorative circles *are a really powerful tool in just getting to know the students better and building trust between peers, but also adults and children.* Similarly, a school leader explained, *"Restorative justice is not just for problem solving, but it's used to help build community and to help check in with each other."* City Year AmeriCorps members help to facilitate the restorative circles.

In addition, SCHOOL has several programs during the school day and after school that provide mentoring for students and help to develop student leadership and social-emotional skills. These programs include a partnership with Playworks, through which older students support younger students in learning values such as kindness and empathy; GLAM (Girls Leading in Advocating and Maturing; Grades 3–5), Girls on the Run (Grades 3–5), and Boys in the WOODS (World Optimizing Our Destinies; Grades 3–5).

Correspondingly, a large majority of instructional staff survey respondents (89 percent) agree or strongly agree that structures to support adult–student relationships include a component of social-emotional support for students, and more than three quarters of instructional staff survey respondents (77 percent) agree or strongly agree that there are sufficient and appropriate structures at SCHOOL to support adult–student relationships. Because multiple strategies are in place and used widely at SCHOOL to build adult–student relationships and teach social-emotional competencies, the school received the highest rating for this indicator.

4.3 Expanded Learning (Sustaining)

Opportunities for all students to participate in expanded learning programs exist at SCHOOL and are developed with consideration of student interests, well defined, and well supported. Students with high needs and traditionally underserved students are targeted for participation in these programs. Students are aware of and participate in the available opportunities, resulting in a *sustaining* rating for this indicator.

Several before- and after-school opportunities are available to develop student leadership and social-emotional skills, including clubs such as Girls on the Run, GLAM, and Boys in the WOODS. External partners, including the YMCA (open to all students), Village Music School (open to all students), and City Year (for students in Grades 3–5) also offer afterschool programming for students. Village Music School is a new partnership this year and provides students with opportunities to learn how to play instruments, such as guitar, violin, and keyboard, with lessons occurring twice per week. Students with all abilities are welcome and encouraged to participate in all these experiences, as one teacher noted, *"We definitely try to encourage any student and students with disabilities to be a part of [extracurricular programs]."*

During the school vacation weeks (both February and April), students in Grades 3 through 5 were targeted to participate in Acceleration Academies. A school leader commented, *"[Teachers] were targeting specific students who needed an additional support [during this time]."* In addition, there was an ESL Acceleration Academy for students in kindergarten through Grade 2 that focused on the science of reading. City Year also supported the Acceleration Academies.

For the summer months, a fifth-quarter offering will be available to SCHOOL students entering Grades 1 through 5 at SCHOOL, a nearby Grades 3–8 school. Summer programming is open to all students, although teachers invite specific students to participate. SCHOOL will also be maintaining its partnership with Hale Education to provide students with free summer camp, including team-building and relationship-enrichment activities. Because multiple opportunities exist for expanded learning and several opportunities target students with high needs, the school received the highest rating for this indicator.

4.4 Wraparound Services and External Partners (Sustaining)

Leaders and staff at SCHOOL have a systemic strategy to understand and address the needs of students and families to support education through wraparound services. The system allows for staff to assess strengths and needs of students and families and ensures these supports are provided to all students and their families as needed, consistent with a *sustaining* rating.

SCHOOL's social worker, family liaison, and part-time psychologist have important roles in identifying and addressing family needs through the relationships they have built with families. In addition, if a teacher identifies that a student or family needs support, they can submit a referral to the social worker, who will reach out to families and ask what they need or make a referral to the grade-level or schoolwide SST. One school staff member described that SCHOOL relies on relationships built with families and the community to build trust and provide support when needed: "*Families communicate through building relationships here with us about where the family might struggle the most or need the most support, and we support in that way.*"

Once students or families are identified as being in need of support, SCHOOL has several wraparound services available to meet their needs, including therapy services (such as home therapy), housing resources, and free household goods. SCHOOL also has a Home for Little Wanderers clinician who provides counseling services to students within the school building twice per week. SCHOOL utilizes resources within the district as well, such as the Homeless Education Resource Network, for families experiencing homelessness. Because a system is in place to identify wraparound needs and to provide supports and services to families who need them, the school received the highest rating for this indicator.

4.5 Family and Community Engagement (Sustaining)

SCHOOL makes asset-based family and community engagement a priority. SCHOOL has a full-time family liaison responsible for outreach to families, and regular activities are planned throughout the year to engage families in academic and nonacademic supports. Staff members reach out regularly to families, and communications are provided in multiple languages as needed.

SCHOOL hired a full-time family liaison this year. The family liaison coordinates outreach to families, builds relationships with families, and works with the school social worker to ensure families receive supports and services as needed. Several focus group participants noted that the family liaison has been critical in helping refer families to outside resources and partnering with school staff to find what students and families need. Teachers also take an active role in communicating with families through newsletters and face-to-face time during dismissal duty or participation in afterschool events and activities.

This year, the school–parent council sent a survey home to families to connect and build more family support. Via the survey, families have opportunities to communicate if they have any questions or concerns about students' academic performance or social and emotional needs. SCHOOL has been encouraging families to come back to the school for in-person events. According to a school staff member,

> They are excited about wanting to come back and socialize with other families and create events that they used to in the past. And some of that talk has been bingo night or movie night. So, it was a great opportunity for students after the school day to be able to enjoy time with their friends, as well as families being able to connect once again.

Families are also asked for their feedback after events to continue improving programming during the transition back to in-person learning.

Translation services are also provided to families when needed. According to one respondent,

> We have many staff members who speak Spanish, Haitian Creole, and those are the two big languages that are represented here at the group. So, we have people on staff, multiple people who are fluent. And then we also all know how to access translators for conferences or conversations, events like that.

Teachers send translated information home to families through ClassDojo or translated letters. Because SCHOOL has hosted a range of events to engage families this year and has a family liaison and structures in place to promote strong two-way communication with families, the school received the highest rating for this indicator.

Appendix A. School Performance Data

2019 Assessment Data— SCHOOL

Grade and Subject	Meeting or Exceeding Expectations School	Meeting or Exceeding Expectations State	Exceeding Expectations School	Exceeding Expectations State	Meeting Expectations School	Meeting Expectations State	Partially Meeting Expectations School	Partially Meeting Expectations State	Not Meeting Expectations School	Not Meeting Expectations State	No. of Students Included	Avg. Scaled Score	Avg.SGP	Included in Avg.SGP	Ach.Pctl
GRADE 03 - ENGLISH LANGUAGE ARTS	67	56	13	10	53	46	23	36	10	8	30	505.2	N/A	N/A	53
GRADE 03 - MATHEMATICS	47	49	0	9	47	40	37	38	17	13	30	495.7	N/A	N/A	35
GRADE 04 - ENGLISH LANGUAGE ARTS	33	52	0	9	33	43	54	39	13	9	46	491.7	41.3	42	15
GRADE 04 - MATHEMATICS	33	50	0	8	33	41	50	39	17	12	46	488.2	29.3	42	14
GRADE 05 - ENGLISH LANGUAGE ARTS	29	52	0	7	29	45	59	39	12	9	17	488.1	N/A	16	9
GRADE 05 - MATHEMATICS	6	48	0	6	6	43	82	42	12	10	17	479.5	N/A	16	4
GRADE 05 - SCIENCE	18	49	0	8	18	40	47	39	35	12	17	480.1	N/A	N/A	6
GRADES 03 - 08 - ENGLISH LANGUAGE ARTS	43	52	4	10	39	42	45	37	12	11	93	495.4	38.3	58	25
GRADES 03 - 08 - MATHEMATICS	32	49	0	9	32	40	52	39	16	12	93	489.0	27.9	58	17
GRADES 05 & 08 - SCIENCE	18	48	0	8	18	39	47	40	35	12	17	480.1	N/A	N/A	8

The Massachusetts Department of Elementary and Secondary Education did not administer Spring 2020 MCAS for the 2019-2020 school year due to the cancellation of state assessments and school closures related to COVID-19. For more detailed information about MCAS scores, visit: http://profiles.doe.mass.edu/

Enrollment Data (2020–21)

Enrollment by Race/Ethnicity (2020-21)

Race	% of School	% of District	% of State
African American	39.6	29.3	9.3
Asian	0.0	9.1	7.2
Hispanic	40.1	42.4	22.3
Native American	0.5	0.3	0.2
White	11.5	15.3	56.7
Native Hawaiian, Pacific Islander	0.0	0.2	0.1
Multi-Race, Non-Hispanic	8.3	3.4	4.1

Enrollment by Gender (2020-21)

	School	District	State
Male	106	24,935	467,362
Female	111	23,155	443,625
Non-Binary	0	22	478
Total	217	48,112	911,465

Selected Populations (2020–21)

Title	% of School	% of District	% of State
First Language not English	24.9	48.1	23.4
English Language Learner	12.4	29.2	10.5
Students With Disabilities	9.2	21.5	18.7
High Needs	76.0	78.2	51.0
Economically Disadvantaged	67.3	63.0	36.6

Student Attendance (2020–21)

Student Group	Attendance Rate	Average # of Absences	Absent 10 or more days	Chronically Absent (10% or more)	Unexcused > 9 days
All Student	94.6	5.2	18.3	19.3	17.4
Male	94.7	5.2	21.3	22.2	19.4
Female	94.5	5.3	15.5	16.4	15.5
Economically Disadvantaged	93.1	6.6	25.3	26.0	24.0
High Needs	93.7	6.1	22.4	23.6	21.3
LEP English language learner	95.0	4.6	10.3	17.2	10.3
Students with disabilities	95.5	4.4	9.5	9.5	9.5
Hispanic or Latino	94.7	5.1	18.2	19.3	18.2
White	98.0	1.9	4.2	4.2	4.2
Multi-race, non-Hispanic or Latino	92.2	7.6	23.5	23.5	23.5
American Indian or Alaskan Native					
African American/Black	94.0	5.8	21.6	22.7	19.3

Appendix B. Data Sources

The American Institutes for Research team completed the following activities as part of the Monitoring Site Visit of SCHOOL. The team conducted 10 classroom observations on April 12, 2022, and held interviews and focus groups on April 13, 2022. The site visit team conducted interviews and focus groups with the following representatives from the school and the district:

- Principal
- Instructional leadership team (ILT) members
- Teachers at all grade levels
- Instructional coach
- Special education specialists
- English learner (EL) specialists
- Counselors
- External providers

In addition, the team administered a voluntary survey to all instructional staff and reviewed relevant school documents, including previous Monitoring Site Visit reports and the school's current sustainable improvement plan, as well as the current school profile data provided by the Massachusetts Department of Elementary and Secondary Education. At SCHOOL, 20 of 23 total instructional staff members completed the survey, for an overall response rate of 87 percent.

Appendix C. Overview of Schoolwide Instructional Observations

Table C1. Summary of Number of Observed Classrooms Scoring at Each Level and Average Ratings for Each Dimension, Grades K–3 (*n* = 6)

This table shows an overview of schoolwide instructional observation data from the *Schoolwide Instructional Observation Report*. For descriptions of the domains and indicators, please refer to the full report in Appendix G

	Low Range		Middle Range			High Range		Average Scores*
	1	2	3	4	5	6	7	
Emotional Support Domain			2	3	3	11	5	**5.6**
Positive Climate				1	2	2	1	5.5
Negative Climate**						3	3	6.5
Teacher Sensitivity				2		3	1	5.5
Regard for Student Perspectives			2		1	3		4.8
Classroom Organization Domain			1	1	6	4	6	**5.7**
Behavior Management					3	1	2	5.8
Productivity			1		1		4	6.0
Instructional Learning Formats				1	2	3		5.3
Instructional Support Domain		4	5	3	5	1		**3.7**
Concept Development		3		1	1	1		3.5
Quality of Feedback			3	1	2			3.8
Language Modeling		1	2	1	2			3.7

*The school average is an average of the scores. For example, for Positive Climate, the school average is computed as: ([4 x 1] + [5 x 2] + [6 x 2] + [7 x 1]) ÷ 6 observations = 5.5

**Negative Climate is rated on an inverse scale. An original score of 1 is given a value of 7. The scoring in the table reflects the normalized adjustment: ([6 x 3] + [7 x 3]) ÷ 6 observations = 6.5

Table C2. Summary of Number of Observed Classrooms Scoring at Each Level and Average Ratings for Each Dimension, Grades 4–5 (*n* = 4)

This table shows an overview of schoolwide instructional observation data from the *Schoolwide Instructional Observation Report*. For descriptions of the domains and indicators, please refer to the full report in Appendix G.

	Low Range		Middle Range			High Range		Average Scores*
	1	2	3	4	5	6	7	
Emotional Support Domain				2	2	6	2	**5.7**
Positive Climate					2	1	1	5.8
Teacher Sensitivity				1		2	1	5.8
Regard for Student Perspectives				1		3		5.5
Classroom Organization Domain				1	1	2	8	**6.4**
Behavior Management				1	1		2	5.8
Productivity						2	2	6.5
Negative Climate**							4	7.0
Instructional Support Domain		2	1	2	3	7	5	**5.4**
Instructional Learning Formats					1	1	2	6.3
Content Understanding				1	1		2	5.8
Analysis and Inquiry		1		1		2		4.5
Quality of Feedback		1			1	2		4.8
Instructional Dialogue			1			2	1	5.5
Student Engagement					1	1	2	**6.3**

*The school average is an average of the scores. For example, for Positive Climate, the school average is computed as: ([5 x 2] + [6 x 1] + [7 x 1]) ÷ 4 observations = 5.8

**Negative Climate is rated on an inverse scale. An original score of 1 is given a value of 7. The scoring in the table reflects the normalized adjustment: ([7 x 4]) ÷ 4 observations = 7.0

Appendix D. Overview of Instructional Staff Survey Responses

School Name	DISTRICT: SCHOOL
Total Recipients	23
Total Respondents	20
Overall Response Rate	87%

NOTES ON INTERPRETATION: The instructional staff survey is designed to align to key components of the turnaround practices and indicators. Groups of questions are designed to measure staff agreement or disagreement with topics related to the individual indicators; these items have a common 4-point scale (e.g., 1–strongly disagree, 2–disagree, 3–agree, 4–strongly agree). Variables for items worded in reverse have been recoded to align to the standard scale, with a 3 or 4 being equivalent to a positive response. *Individual items are not intended to inform decision making; they should be used for reference only.* Survey data from items with a response rate of 50 percent or more are used to inform the final Monitoring Site Visit ratings. Responses for some questions are limited to subgroups of respondents (e.g., classroom teachers, administrators).

Please note that some item-specific percentages below may not add to 100 percent due to rounding.

1	**Principal High Expectations and Positive Regard** *The principal at my school...*	**Strongly disagree**	**Disagree**	**Agree**	**Strongly agree**
1a	Has confidence in the expertise of the teachers.	0%	0%	35%	65%
1b	Takes a personal interest in the professional development of teachers.	0%	0%	50%	50%
1c	Looks out for the personal welfare of teachers.	0%	0%	15%	85%
1d	Places students' needs first, ahead of other (e.g., personal, political) interests.	0%	0%	25%	75%
1e	Implements strategies and activities that create positive relationships among school staff.	0%	0%	55%	45%
1f	Implements strategies and activities that encourage high expectations for staff and students.	0%	5%	42%	53%
2	**Teacher High Expectations and Positive Regard** *Nearly all staff at my school...*	**Strongly disagree**	**Disagree**	**Agree**	**Strongly agree**
2a	Engage in strategies and activities to promote positive relationships between *adults and students* in the school.	0%	0%	35%	65%
2b	Engage in strategies and activities to promote positive relationships between *leadership and staff* in the school.	0%	5%	40%	55%
2c	Want every student to do their best.	0%	0%	20%	80%
2d	Think that all students can be academically successful.	0%	0%	30%	70%
2e	Genuinely care about the students here.	0%	0%	20%	80%
2f	Acknowledge and pay attention to students.	0%	0%	25%	75%
2g	Have enough time to give students extra help.	0%	15%	50%	35%
2h	Treat all students equally well.	0%	0%	50%	50%
3	**Vision/Theory of Action and Buy-In** *Nearly all teachers at my school...*	**Strongly disagree**	**Disagree**	**Agree**	**Strongly agree**
3a	Help maintain discipline in the whole school, not just their classroom.	0%	10%	40%	50%
3b	Take responsibility for improving the school.	0%	5%	50%	45%
3c	Set high standards for themselves.	0%	5%	20%	75%
3d	Feel responsible to help each other do their best.	0%	0%	45%	55%
3e	Think that the school's goals for student achievement can be met if all teachers work hard.	0%	10%	40%	50%

4	**Trusting Relationships** *Nearly all teachers at my school...*	**Strongly disagree**	**Disagree**	**Agree**	**Strongly agree**
4a	Trust each other.	0%	0%	50%	50%
4b	Respect other teachers who take the lead in school improvement efforts.	0%	0%	20%	80%
4c	Respect those colleagues who are experts.	0%	0%	30%	70%
4d	Really care about each other.	0%	0%	40%	60%
4e	Discuss feelings, worries, and frustrations with each other.	0%	0%	44%	56%
4f	Have built trusting relationships with instructional coaches (individuals who provide instructional support).	5%	20%	40%	35%
4g	Collaborate with instructional coaches to improve instruction (individuals who provide instructional support).	5%	15%	40%	40%
5	**Time Use for Professional Development and Collaboration** *Please indicate how frequently you do each of the following activities with other teachers in your school.*	**Never**	**A few times per year**	**Once or twice per month**	**Weekly or more frequently**
5a	Examine or change the scope or sequence of the coverage of specific curricular topics.	11%	26%	21%	42%
5b	Develop thematic units or other approaches to integrating instruction across curricular areas.	11%	42%	37%	11%
5c	Examine the alignment of curricular materials and student assessments at my school.	11%	11%	47%	32%
5d	Clarify standards for student learning through in-depth discussion and analysis of students' classroom work.	11%	11%	26%	53%
5e	Work on implementing particular instructional grouping strategies.	16%	16%	32%	37%
5f	Discuss particular lessons that were not very successful.	11%	5%	26%	58%
5g	Discuss beliefs about teaching and learning.	5%	0%	32%	63%
5h	Share and discuss research on effective teaching methods.	11%	21%	42%	26%
5i	Observe another teacher teaching.	0%	79%	16%	5%
5j	Have my class observed by another teacher.	5%	68%	26%	0%
5k	Share ideas on managing student behavior.	5%	5%	26%	63%
5l	Consult with other teachers about challenges I am facing in the classroom.	5%	5%	5%	84%
5m	Discuss what I've learned in professional development activities with other teachers.	16%	16%	53%	16%

6	Communication With Staff	Strongly disagree	Disagree	Agree	Strongly agree
6a	School leaders communicate with staff regularly in meetings.	0%	0%	44%	56%
6b	School leaders communicate with staff regularly through electronic correspondence.	0%	0%	11%	89%
6c	Communication between school leaders and staff is consistent.	0%	0%	32%	68%
6d	Communication between school leaders and staff is adequate and clear.	0%	0%	42%	58%
6e	Most of the staff's communication with school leaders is on an as-needed, informal basis.	5%	32%	42%	21%
6f	There are sufficient and appropriate formal opportunities (e.g., regular meetings, planning sessions, committees) for all or most staff to provide feedback to school leaders.	0%	11%	32%	58%
6g	There are sufficient and appropriate formal opportunities (e.g., meetings, planning sessions, etc.) in which school leaders and staff experience open, two-way communication.	0%	11%	32%	58%
6h	School leaders provide staff with high quality, clear, and actionable feedback.	0%	5%	63%	32%
7	Sustainability	Strongly disagree	Disagree	Agree	Strongly agree
7a	I believe that my school has the ability to sustain change in positive ways.	0%	5%	42%	53%
7b	School leaders (e.g., principal, department chairs) are committed to sustaining the efforts to change my school for the better.	0%	0%	32%	68%
7c	Teachers in my school are committed to sustaining the efforts to change my school for the better.	0%	5%	21%	74%
7d	My school has the systems in place to sustain the changes we've made.	0%	16%	37%	47%
7e	School leaders (e.g., principal, department chairs) have the resources (e.g., capacity, support) to sustain the efforts to change my school for the better.	5%	11%	53%	32%
7f	Teachers in my school have the resources (e.g., capacity, support) to sustain the efforts to change my school for the better.	5%	21%	42%	32%

8	**School Leader Instructional Expectations** *Overall, leaders at my school...*	**Strongly disagree**	**Disagree**	**Agree**	**Strongly agree**
8a	Make clear to the staff their expectations for meeting instructional goals.	0%	11%	53%	37%
8b	Understand how students learn.	0%	0%	37%	63%
8c	Actively monitor the quality of teaching in my school.	0%	11%	53%	37%
8d	Set high expectations for student learning.	0%	0%	42%	58%
8e	Expect teachers to implement what they have learned in professional development.	0%	5%	32%	63%
8f	Know what is going on in my classroom.	0%	11%	47%	42%
9	**Teacher Instructional Expectations** *Teachers at my school...*	**Strongly disagree**	**Disagree**	**Agree**	**Strongly agree**
9a	Receive support around how to incorporate students' cultural and linguistic backgrounds in my practice.	0%	11%	53%	37%
9b	Use students' prior knowledge to make lessons relevant to their everyday lives.	0%	11%	42%	47%
9c	Modify instructional activities and materials to meet the *developmental needs* of all students.	0%	0%	39%	61%
9d	Modify instructional activities and materials to meet the *learning interests* of all students.	0%	11%	37%	53%
9e	Adapt instruction to ensure that it represents multiple cultural perspectives reflective of students' backgrounds.	0%	5%	37%	58%
9f	Know how to distinguish linguistic and cultural differences from learning difficulties.	0%	11%	53%	37%
10	**Instructional Schedule**	**Strongly disagree**	**Disagree**	**Agree**	**Strongly agree**
10a	The instructional schedule includes uninterrupted blocks of learning time for all students, including for all grade levels and students with special needs.	0%	5%	42%	53%
10b	Teachers are asked to provide feedback on the effectiveness of the instructional schedule, at least annually.	6%	6%	50%	39%
10c	The instructional schedule is developed in collaboration with teachers.	6%	11%	44%	39%
10d	The current instructional schedule meets the academic needs of all students in my school.	0%	33%	50%	17%
10e	The instructional schedule is routinely (at least annually) adjusted to meet the needs of all students.	0%	11%	56%	33%

11	Identifying and Addressing Student Academic Needs	Not likely	Slightly likely	Likely	Very likely
11a	I use data to screen for and confirm the need for academic support.	0%	5%	26%	68%
11b	I follow a formal, systematic process (e.g., making a referral) for sharing my concerns with other staff in my school.	0%	16%	26%	58%
11c	A team (e.g., Instructional leadership team, PLC or other team) meets to discuss individual student needs and the needs of groups of students.	0%	0%	63%	37%
11d	The student receives services and supports in a timely manner to address the need(s) identified in the referral.	0%	50%	39%	11%
11e	The services/supports that the student receives effectively address his or her needs.	0%	22%	56%	22%
11f	The student's academic progress is monitored with systematic analysis of data.	0%	17%	50%	33%
11g	Multiple services for the student are coordinated with one another.	0%	17%	39%	44%
11h	I receive appropriate follow-up communication about the steps that are being taken to address the student's needs.	11%	28%	39%	22%
11i	I receive information and tools necessary to provide supports to the student.	6%	22%	56%	17%
11j	When student academic needs are identified, action steps are communicated among all staff and teams.	11%	6%	61%	22%
11k	Supports and services for students are provided only when data shows that the student needs them.	6%	28%	44%	22%

12	**General Academic Interventions**	**Strongly disagree**	**Disagree**	**Agree**	**Strongly agree**
12a	I have received adequate training on effective instructional practices for teaching struggling students.	0%	6%	67%	28%
12b	I have adequate preparation time to effectively identify the needs of struggling students in my classes.	6%	11%	50%	33%
12c	I have adequate preparation time to effectively address the needs of struggling students in my classes.	6%	11%	50%	33%
12d	I have adequate instructional time to effectively identify the needs of struggling students in my classes.	11%	6%	50%	33%
12e	I have adequate instructional time to effectively address the needs of struggling students in my classes.	11%	22%	39%	28%
12f	I have the supports (e.g., resources, staff) to support struggling students in my classes.	6%	24%	47%	24%
12g	My school has adequate systems in place for providing academic interventions to struggling students.	6%	39%	33%	22%
12h	The instructional schedule includes adequate time for students to participate in academic interventions during the school day.	11%	22%	39%	28%
13	**Academic Support for English Learners** *Please answer the following questions if you have EL students in your classroom or if you work with EL students in any other capacity.*	**Strongly disagree**	**Disagree**	**Agree**	**Strongly agree**
13a	I have received adequate training on effective instructional practices for teaching ELs.	0%	6%	53%	41%
13b	I have adequate preparation time to effectively identify the needs of ELs in my classes.	6%	18%	47%	29%
13c	I have adequate preparation time to effectively address the needs of ELs in my classes.	6%	18%	47%	29%
13d	I have adequate instructional time to effectively identify the needs of ELs in my classes.	6%	12%	53%	29%
13e	I have adequate instructional time to effectively address the needs of ELs in my classes.	6%	6%	59%	29%
13f	I have the supports (e.g., technology, resources, staff) to support ELs in my classes.	6%	18%	35%	41%
13g	General education teachers have time to meet with EL specialists to coordinate supports as necessary.	0%	18%	47%	35%

14	**Academic Support for Students with Disabilities** *Please answer the following questions if you have students with disabilities in your classroom or if you work with students with disabilities in any other capacity.*	**Strongly disagree**	**Disagree**	**Agree**	**Strongly agree**
14a	I have received adequate training on effective instructional practices for teaching students with disabilities.	0%	8%	58%	33%
14b	I have adequate preparation time to effectively identify the needs of students with disabilities in my classes.	0%	27%	36%	36%
14c	I have adequate preparation time to effectively address the needs of students with disabilities in my classes.	0%	17%	50%	33%
14d	I have adequate instructional time to effectively identify the needs of students with disabilities in my classes.	0%	17%	50%	33%
14e	I have adequate instructional time to effectively address the needs of students with disabilities in my classes.	0%	33%	42%	25%
14f	I have the supports (e.g., resources, staff) to support students with disabilities in my classes.	0%	25%	50%	25%
14g	General education teachers have time to meet with special education specialists to coordinate supports as necessary.	0%	8%	50%	42%

15	Safe and Supportive Learning Environments	Strongly disagree	Disagree	Agree	Strongly agree
15a	My school has defined a set of clearly stated expectations for student conduct.	0%	22%	44%	33%
15b	My school has defined a set of positively worded expectations for student conduct.	0%	11%	56%	33%
15c	My school has clearly defined consequences for not meeting expected student conduct.	6%	39%	33%	22%
15d	My school's schoolwide procedures for managing conduct are adequate for my classroom.	0%	24%	47%	29%
15e	Nearly all staff in my school communicate expected student conduct.	0%	6%	41%	53%
15f	Nearly all staff in my school model expected conduct.	0%	0%	39%	61%
15g	Nearly all staff in my school positively reinforce (e.g., verbally acknowledge, reward) expected student conduct.	0%	0%	44%	56%
15h	Schoolwide expected student conduct applies to non-classroom settings.	0%	0%	50%	50%
15i	Student conduct is effectively managed in non-classroom settings.	0%	17%	61%	22%
15j	Teachers in my school teach students the skills they need to regulate their behavior (i.e., focusing attention, controlling emotions, or managing thinking or feelings).	0%	6%	44%	50%
15k	Teachers in my school regularly consider means to address student conduct other than suspension or exclusion from class.	0%	0%	39%	61%
15l	Teachers in my school examine data on school climate and student conduct to make decisions about how the school is doing.	0%	11%	50%	39%
16	Adult-Student Relationships	Strongly disagree	Disagree	Agree	Strongly agree
16a	There are sufficient and appropriate structures in my school to support adult-student relationships (e.g., advisories, mentors).	0%	22%	44%	33%
16b	The structures to support adult-student relationships are clearly defined.	0%	33%	28%	39%
16c	Structures to support adult-student relationships are implemented consistently for all students.	0%	33%	28%	39%
16d	Structures to support adult-student relationships include a component of social-emotional support for students.	0%	11%	56%	33%
16e	Structures to support adult-student relationships are monitored (at least annually) to determine effectiveness in meeting students' needs.	6%	13%	38%	44%

Appendix E. Overview of Turnaround Practices and Indicators

Table E1. Overview of Turnaround Practice Area and Indicator Implementation Ratings

Turnaround Practice and Indicators	Limited Evidence	Developing	Providing	Sustaining	Coherent Implementation
1. Leadership, Shared Responsibility, and Professional Collaboration				O	
1.1 Use of Autonomy				X	
1.2 High Expectations and Positive Regard				X	
1.3 Vision/Theory of Action and Buy-In				X	
1.4 Monitoring Implementation and School Progress				X	
1.5 Trusting Relationships				X	
1.6 Time Use for Professional Development and Collaboration			X		
1.7 Communication With Staff				X	
1.8 Sustainability				X	
2. Intentional Practices for Improving Instruction			O		
2.1 Instructional Expectations			X		
2.2 Instructional Schedule				X	
2.3 Identifying and Addressing Student Academic Needs				X	
2.4 Classroom Observation Data Use				X	
2.5 Student Assessment Data Use (for schoolwide decision making)				X	
2.6 Student Assessment Data Use (for classroom instruction)				X	
2.7 Structures for Instructional Improvement			X		
3. Student-Specific Supports and Instruction to All Students				O	
3.1 General Academic Interventions			X		
3.2 Teacher Training to Identify Student Needs (academic and personal-social				X	
3.3 Systematic Determination of Student Interventions				X	
3.4 General Enrichment and Advanced Learning Opportunities				X	
3.5 Academic Supports for English Learners				X	
3.6 Academic Supports for Students With Disabilities				X	
4. School Climate and Culture					O
4.1 Safe and Supportive Learning Environments				X	
4.2 Adult–Student Relationships				X	
4.3 Expanded Learning				X	
4.4 Wraparound Services and External Partners				X	
4.5 Family and Community Engagement				X	

Appendix F. Turnaround Practices and Indicators Continuum for SCHOOL

This document identifies a set of indicators within each of Massachusetts' four key turnaround practices:

- Leadership, Shared Responsibility, and Professional Collaboration
- Intentional Practices for Improving Instruction
- Student-Specific Supports and Instruction to All Students
- School Climate and Culture

These indicators are described in a continuum of implementation, and data from the school Monitoring Site Visit (interviews, focus groups, survey data, document review, and classroom observations) have informed the holistic implementation rating for each of these turnaround practices in your school. The shading in the following tables shows the implementation rating achieved by your school based on data collected from the 2021–22 Monitoring Site Visit. These implementation ratings are described in the *Annual Monitoring Site Visit Report.*

Turnaround Practice 1. Leadership, Shared Responsibility, and Professional Collaboration

The school has established a community of practice through leadership, shared responsibility for all students, and professional collaboration.

TURNAROUND PRACTICE 1—HOLISTIC RATING

Limited Evidence	Developing	Providing	Sustaining	Coherent Implementation
Indicators for this turnaround practice area show limited or no evidence of implementation of the organizational practices, structures, and/or processes.	Indicators for this turnaround practice area demonstrate that all or most of the organizational practices, structures, and/or processes related to this area exist on paper or are being tried but are not yet fully developed or implemented.	Indicators for this turnaround practice area demonstrate that related systems are functional, and their structures and processes are implemented consistently throughout the school; however, either communication or systemic decision making is limited.	Indicators for this turnaround practice area demonstrate that the organizational practices, structures, and processes are functioning effectively, and timely feedback systems are embedded to identify potential problems and challenges.	The organizational practices across all indicators within a turnaround practice are at the sustaining level and are working together to support one another in a way that is meaningful for staff and students.

	Turnaround Practice 1. Leadership, Shared Responsibility, and Professional Collaboration			
	Indicators	**Limited Evidence**	**Developing**	**Providing**	**Sustaining**
1.1 Use of Autonomy	School leaders have little to no autonomy (e.g., budgeting, staffing, school schedule) to make decisions about key elements of the school, such as staffing, length of the school day.	School leaders have some autonomy to make decisions about key elements of the school (e.g., budgeting, staffing, school schedule) but have not yet used this autonomy or are uncertain how best to use it.	School leaders have the autonomy (e.g., budgeting, staffing, school schedule) to make decisions about key elements of the school day and have begun to use this autonomy to make changes in the school.	School leaders use their autonomy (e.g., budgeting, staffing, school schedule) and authority to focus work on implementing their sustainable improvement plan or other improvement efforts to improve the quality of teaching and learning at the school.

Turnaround Practice 1. Leadership, Shared Responsibility, and Professional Collaboration				
Indicators	**Limited Evidence**	**Developing**	**Providing**	**Sustaining**
1.2 High Expectations and Positive Regard	There is little to no evidence that the school makes high expectations and positive regard between leadership, staff, and students a priority.	School leaders understand the importance of high expectations and positive regard between leadership, staff, and students but do not implement specific strategies or activities to ensure that these elements are in place. School leaders understand the importance of providing equitable opportunity for traditionally underserved students (high poverty, English learners, students with disabilities, historically marginalized racial/ethnic groups, etc.) to broad and challenging curriculum and enrichment opportunities, though access may be limited.	School leaders understand the importance of high expectations and positive regard between leadership, staff, and students and implement strategies or activities to ensure that these elements are in place. There are schoolwide structures and processes in place to provide equitable access and opportunity for traditionally underserved students (high poverty, English learners, students with disabilities, historically marginalized racial/ethnic groups, etc.) to broad and challenging curriculum and enrichment opportunities.	School leaders understand the importance of high expectations and positive regard between leadership, staff, and students and implement strategies or activities to ensure that these elements are in place. There are schoolwide structures and processes in place to provide equitable access and opportunity for traditionally underserved students (high poverty, English learners, students with disabilities, historically marginalized racial/ethnic groups, etc.) **to broad and challenging curriculum and enrichment opportunities.** A majority of staff believe leadership, staff, and students have high expectations and demonstrate positive regard.

	Turnaround Practice 1. Leadership, Shared Responsibility, and Professional Collaboration				
	Indicators	**Limited Evidence**	**Developing**	**Providing**	**Sustaining**
1.3	Vision/Theory of Action and Buy-In	School leaders have a loosely defined theory of action or vision along with established goals and interim benchmarks to guide dramatic school improvement, but the goals and benchmarks are not used to inform the school's work. There is little to no sense of urgency or collective responsibility for realizing school improvement.	School leaders have a defined theory of action or vision along with established goals, and interim benchmarks have been communicated to some staff. A common sense of urgency and shared ownership for the success of all students exists among some staff and leaders, but not all staff members share this responsibility.	School leaders have a defined and communicated theory of action or vision along with established goals and interim benchmarks to drive priorities related to improvement efforts, and these goals and benchmarks are understood and implemented consistently by most staff. A common sense of urgency and purpose for improvement is evident among a majority of staff members, but ownership and responsibility for success of all students may still be centralized at the principal or leadership team level.	School leaders and most staff members understand the theory of action or vision driving the priorities related to improvement efforts, are familiar with the goals and interim benchmarks used to consistently monitor progress (e.g., at least once a month), and identify and prioritize the next level of work. A common sense of urgency and ownership for the success of all students is shared among most staff, as demonstrated through staff discourse and actions.
1.4	Monitoring Implementation and School Progress	School leaders rarely prioritize improvement initiatives for implementation nor are there processes or protocols in place for systemic implementation.	School leaders prioritize improvement initiatives for implementation; however, processes and protocols for systemic implementation are emerging or not well defined.	School leaders prioritize improvement initiatives; processes and protocols for systemic implementation are well defined. A majority of staff members are aware of the priorities, and some monitoring of these initiatives takes place.	School leaders are actively engaged in monitoring implementation of improvement efforts, use this information to prioritize initiatives and strategies, communicate progress and challenges, seek input from stakeholders, and continuously and systematically monitor progress.

Turnaround Practice 1. Leadership, Shared Responsibility, and Professional Collaboration				
	Indicators	Limited Evidence	Developing	Providing	Sustaining
1.5	Trusting Relationships	Relationships between teachers and instructional supports (e.g., coaches) are not guided by trust; teachers feel coaching and instructional support is judgmental, and evidence of collaboration among staff is limited.	Some relationships between teachers and instructional supports (e.g., coaches) are guided by trust, and some teachers feel instructional support is nonjudgmental, but this is inconsistent throughout the school. Some groups of teachers may collaborate with colleagues to share strategies, such as developing standards-based units, examining student work, analyzing student performance, and planning appropriate interventions. However, this is not consistent among all staff.	Most relationships between teachers and instructional supports (e.g., coaches) are guided by trust, and most teachers feel that instructional support is nonjudgmental. There is evidence that most staff at least occasionally use collegial relationships to share strategies in such work as developing standards-based units, examining student work, analyzing student performance, and planning appropriate interventions.	Most staff members share a relational, trust-focused culture with each other and their instructional supports (e.g., coaches) that is solution oriented and focused on improvement as exemplified by frequent collaboration in developing standards-based units, examining student work, analyzing student performance, and planning appropriate interventions. Educators regularly share their strengths and struggles, in the spirit of helping each other continually improve their practice.

Turnaround Practice 1. Leadership, Shared Responsibility, and Professional Collaboration				
	Indicators	**Limited Evidence**	**Developing**	**Providing**	**Sustaining**
1.6	Time Use for Professional Development and Collaboration	The schedule includes little or no time for professional development or collaboration between teachers.	The schedule does not include adequate time for professional development opportunities, collaboration time for teachers is limited, and/or the available time is not used effectively to improve teaching and learning.	The schedule includes adequate time for professional development opportunities and collaboration for most teachers. Use of time is generally used well to improve teaching and learning.	The schedule includes adequate time for professional development opportunities and collaboration for most teachers. This time is often used well to improve teaching and learning. In addition, there is a process in place for evaluating the schedule based on collected data to maximize opportunities for teacher professional development and ensure it helps all educators continually improve their practice (e.g., targeted coaching, peer observations) and collaboration time.
1.7	Communication With Staff	Structures and opportunities for fostering staff input into school decisions and initiatives are informal, are not well defined, or do not exist.	Formal structures and opportunities for fostering staff input into school decisions and initiatives are defined but may not be used to effectively build relationships and two-way communication across staff and school teams.	Formal structures and opportunities for fostering staff input into school decisions and initiatives are in place and are used effectively to build relationships and two-way communication across staff and school teams. However, there are some barriers to communication between administrators and staff.	Formal structures and opportunities for fostering staff input into school decisions and initiatives are in place and are used effectively to build relationships and transparent, open two-way communication across staff and school and between administrators and staff. There are no significant barriers to communication.

		Turnaround Practice 1. Leadership, Shared Responsibility, and Professional Collaboration			
	Indicators	**Limited Evidence**	**Developing**	**Providing**	**Sustaining**
1.8	Sustainability	There is little to no evidence that school leadership prioritizes building staff capacity to sustain improvement efforts.	School leadership is aware of the importance of planning for sustainability. However, there is little to no evidence that improvement efforts will be sustained over time or under new leadership.	School leadership implements specific strategies (e.g., succession plan, distributed leadership, new funding streams) for ensuring improvement efforts will be sustained over time or under new leadership.	School leadership implements strategies (e.g., succession plan, distributed leadership, new funding streams) for ensuring improvement efforts will be sustained over time or under new leadership. Majority of staff believe and can describe specific strategies that will enable the school to continue to improve, even with changes in staff or school leadership.

Turnaround Practice 2. Intentional Practices for Improving Instruction

The school employs intentional practices for improving teacher-specific and student-responsive instruction.

TURNAROUND PRACTICE 2—HOLISTIC RATING

Limited Evidence	Developing	Providing	Sustaining	Coherent Implementation
Indicators for this turnaround practice area show limited or no evidence of implementation of the organizational practices, structures, and/or processes.	Indicators for this turnaround practice area demonstrate that all or most of the organizational practices, structures, and/or processes related to this area exist on paper or are being tried but are not yet fully developed or implemented.	Indicators for this turnaround practice area demonstrate that related systems are functional, and their structures and processes are implemented consistently throughout the school; however, either communication or systemic decision making is limited.	Indicators for this turnaround practice area demonstrate that the organizational practices, structures, and processes are functioning effectively, and timely feedback systems are embedded to identify potential problems and challenges.	The organizational practices across all indicators within a turnaround practice are at the sustaining level and are working together to support one another in a way that is meaningful for staff and students.

	Turnaround Practice 2. Intentional Practices for Improving Instruction				
	Indicators	**Limited Evidence**	**Developing**	**Providing**	**Sustaining**
2.1[6]	Instructional Expectations	Expectations for teachers' classroom practices are not articulated by school leaders.	Expectations for teachers' classroom practices are communicated, but the expectations may not be specific, are not understood by most staff, and/or may not be actively monitored by school leaders. Instructional practices occasionally draw upon students' diverse backgrounds as a strategy to deepen learning.	Specific or precise expectations for teachers' classroom practices are consistently communicated, understood by most staff and faculty, and monitored throughout the school year. Instructional practices sometimes draw upon students' diverse backgrounds, identities, strengths, and challenges as a strategy to deepen learning.	Specific and precise expectations for high-quality instruction are communicated and understood by most staff, monitored by school leaders, and consistently implemented by most teachers. Instructional practices actively draw upon students' diverse backgrounds, identities, strengths, and challenges as a strategy to deepen learning and meaningfully engage students.

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[6] CLASS average scores in the Instructional Support domain are also considered in determining the final rating for Indicator 2.1.

Turnaround Practice 2. Intentional Practices for Improving Instruction				
	Indicators	**Limited Evidence**	**Developing**	**Providing**	**Sustaining**
2.2	Instructional Schedule	Existing instructional schedules lack consistency or do not include uninterrupted blocks of schoolwide learning time for students.	Existing instructional schedules include uninterrupted blocks of schoolwide learning time. However, instructional support staff are not coordinated and aligned across grade levels and content areas to provide students with differentiated access to high-quality core instruction.	Existing instructional schedules include uninterrupted blocks of schoolwide learning time. Content instruction and instructional support staff are coordinated or systematically organized and aligned across grade levels and content areas. However, there is not an effective process in place for evaluating the schedule.	Instructional schedules are developed in collaboration with teachers, take students' specific needs into consideration, and ensure that instructional support staff are coordinated and aligned across grade levels and content areas to provide students with differentiated access to high-quality core instruction. There is an effective process in place for evaluating the schedule based on collected data related to the quality of instruction and student needs across grade levels and content areas.
2.3	Identifying and Addressing Student Academic Needs	No formal data collection process is in place for identifying individual students' academic needs. Specific protocols for using data and identifying actions to address student academic needs are not used.	Formal strategies, processes and protocols (e.g., instructional leadership team, collaborative planning, professional learning communities, engaging in a cycle of inquiry) for using data and identifying actions to address individual students' academic needs are in place. However, the protocols may not be consistently used or followed.	Formal strategies, processes and protocols (e.g., instructional leadership team, collaborative planning, professional learning communities, engaging in a cycle of inquiry) for using data and identifying actions to address individual students' academic needs are in place and consistently used, but communication and follow-up among all staff about action steps is limited.	Formal teaming and collaboration strategies, processes and protocols (e.g., instructional leadership team, collaborative planning, professional learning communities, engaging in a cycle of inquiry),are consistently used to address individual students' academic needs by: (1) analyzing data for strengths and challenges, (2) identifying actions to address student learning needs, and (3) regularly communicating and following up on action steps among all staff and teams to build and sustain a professional culture of learning.

Turnaround Practice 2. Intentional Practices for Improving Instruction				
Indicators	**Limited Evidence**	**Developing**	**Providing**	**Sustaining**
2.4 Classroom Observation Data Use	Instructional leaders rarely or never conduct class observations (e.g., learning walkthroughs). Evidence that specific and actionable feedback on the quality and effectiveness of instruction is being provided to individual teachers is limited or nonexistent.	Instructional leaders conduct occasional or routine classroom observations (e.g., learning walkthroughs), primarily as a function of the principal role and with little to no timely feedback focused on strengthening teachers' instructional practices. Observation and feedback may be focused only on a few grades or subject areas.	Instructional leaders conduct regular classroom observations (e.g., learning walkthroughs) to gauge the quality of instructional practices and provide specific and actionable feedback on the quality and effectiveness of instruction. However, this information or data do not inform instructional conversations or the provision of targeted and individualized supports (e.g., coaching) for teachers, as needed.	Instructional leaders conduct weekly or daily classroom observations (e.g., learning walkthroughs) focused on strengthening teachers' instructional practices and provide specific and actionable feedback on the quality and effectiveness of instruction to individual teachers and teacher teams. These data inform instructional conversations and the provision of targeted and individualized supports (e.g., coaching) for teachers, as needed.
2.5 Student Assessment Data Use (for schoolwide decision making)	Building and teacher leaders use limited to no student assessment data to make decisions related to schoolwide practices to improve teaching and learning.	Building and teacher leaders consider only student results on state assessments when making decisions regarding schoolwide practices to improve teaching and learning.	Building and teacher leaders occasionally consider student results on benchmark and common assessments in addition to state assessments when making decisions regarding schoolwide practices to improve teaching and learning.	Building and teacher leaders consistently use student results on benchmark, common assessments, and state assessments to make decisions regarding schoolwide practices to improve teaching and learning.

Turnaround Practice 2. Intentional Practices for Improving Instruction					
	Indicators	Limited Evidence	Developing	Providing	Sustaining
2.6	Student Assessment Data Use (for classroom instruction)	There is little or emerging awareness of best practices for analyzing student performance data to inform instruction and assessing progress toward intended student outcomes, or the effect of these practices is negligible.	Some teachers are aware of the importance of using a variety of assessment data to inform instruction and for employing research-based instructional strategies to determine progress toward intended student outcomes. However, not all staff consistently use this practice.	Most teachers are aware of their roles and responsibilities for using a variety of assessment data to inform instruction and for employing research-based instructional strategies to determine progress toward intended student outcomes. However, there are some barriers to using data effectively to improve instruction.	Most teachers work individually and collaboratively to use a variety of assessment data (e.g., common assessment data, student work) to determine progress toward intended student and school outcomes, determine appropriate action steps, and monitor the results of those actions.
2.7[7]	Structures for Instructional Improvement	Structures, practices, and use of resources (e.g., collaborative meeting time, coaching, supports for implementing the Massachusetts Curriculum Frameworks) to support the use of assessment data, research-based instructional strategies, and differentiation and to ensure rigor and relevance are limited, do not exist, or are having negligible impact.	Structures, practices, and use of resources (e.g., collaborative meeting time, coaching, supports for implementing the Massachusetts Curriculum Frameworks) to support the use of assessment data, research-based instructional strategies, and differentiation to ensure rigor and relevance are in place but may be poorly defined, inefficient, or ineffective.	Structures, practices, and use of resources (e.g., collaborative meeting time, coaching, supports for implementing the Massachusetts Curriculum Frameworks) to support the use of assessment data to guide and select research-based instructional strategies and differentiation are clearly defined but are not always used consistently throughout the school. Classroom structures allow for some student agency and leadership.	Structures, practices, and use of resources (e.g., collaborative meeting time, coaching, supports for implementing the Massachusetts Curriculum Frameworks) to support data-driven instruction, the use of research-based instructional strategies, and differentiation are in place and consistently implemented, resulting in rigorous instruction, reflective of the shifts in cognitive demand for the Massachusetts Curriculum Frameworks, that meets the needs of each student. Classroom structures allow for and encourage student agency and leadership.

[7] CLASS average scores for the Regard for Student Perspectives dimension and Instructional Support domain are also considered in determining the final rating for Indicator 2.7.

Turnaround Practice 3. Student-Specific Supports and Instruction to All Students

The school is able to provide student-specific supports and interventions informed by data and the identification of student-specific needs.

TURNAROUND PRACTICE 3—HOLISTIC RATING

Limited Evidence	Developing	Providing	Sustaining	Coherent Implementation
Indicators for this turnaround practice area show limited or no evidence of implementation of the organizational practices, structures, and/or processes.	Indicators for this turnaround practice area demonstrate that all or most of the organizational practices, structures, and/or processes related to this area exist on paper or are being tried but are not yet fully developed or implemented.	Indicators for this turnaround practice area demonstrate that related systems are functional, and their structures and processes are implemented consistently throughout the school; however, either communication or systemic decision making is limited.	Indicators for this turnaround practice area demonstrate that the organizational practices, structures, and processes are functioning effectively, and timely feedback systems are embedded to identify potential problems and challenges.	The organizational practices across all indicators within a turnaround practice are at the sustaining level and are working together to support one another in a way that is meaningful for staff and students.

		Turnaround Practice 3. Student-Specific Supports and Instruction to All Students			
	Indicators	**Limited Evidence**	**Developing**	**Providing**	**Sustaining**
3.1	General Academic Interventions	Academic interventions are not in place or are available only to a very limited number of students. Academic interventions may be inconsistently offered and dependent on specific teachers.	Academic interventions are defined and planned but may not be consistently or systematically implemented or available to all students. These may be offered during after school time rather than as part of the school day. Barriers may include scheduling conflicts or other structural challenges.	Academic interventions are available to most students and are appropriate for their specific needs. These are implemented during regularly scheduled school time. Interventions support students in some academic areas but may not be available in all core content areas.	Academic interventions are available to all students and are appropriate for their specific needs. These are implemented systematically during regularly scheduled school time and for all core content areas. Interventions support students in all grades and core content areas.

	Turnaround Practice 3. Student-Specific Supports and Instruction to All Students				
	Indicators	**Limited Evidence**	**Developing**	**Providing**	**Sustaining**
3.2	Teacher Training to Identify Student Needs (academic and personal-social)	Staff members are provided with little to no training or support on how to identify and address student needs.	Some staff members are provided with training and support regarding how to identify and address at least one area of student need. However, training is not provided to all appropriate staff members or is not provided for all areas of student need (e.g., both academic and personal-social).	Most staff members are provided with training and support to ensure that they can identify both academic and personal-social student needs. However, staff do not receive training or support on how to respond appropriately to those cues, or staff fail to consistently respond to those cues despite training.	Most staff members are provided with training and support to ensure that they: (1) identify cues when students need additional assistance (both academic and personal-social) and (2) respond appropriately to those cues.
3.3	Systematic Determination of Student Interventions	The intervention system includes one or none of the following criteria: 1) Intervention assignments are reviewed at least every 6 weeks (using attendance, behavior, and coursetaking/ academic data); 2) intervention assignments are reviewed by a relevant team of school stakeholders; 3) staff members follow consistent rules and procedures when monitoring the delivery and effectiveness of interventions and supports; 4) a schoolwide system exists for communicating intervention action plans to all relevant staff.	The intervention system includes two of the following criteria: 1) Intervention assignments are reviewed at least every 6 weeks (using attendance, behavior, and coursetaking /academic data including assessments for progress monitoring); 2) intervention assignments are reviewed by a relevant team of school stakeholders; 3) staff members follow consistent rules and procedures when monitoring the delivery and effectiveness of interventions and supports; 4) a schoolwide system exists for communicating intervention action plans to all relevant staff.	The intervention system includes three of the following criteria: 1) Intervention assignments are reviewed at least every 6 weeks (using attendance, behavior, and coursetaking/ academic data including assessments for progress monitoring); 2) intervention assignments are reviewed by a relevant team of school stakeholders; 3) staff members follow consistent rules and procedures when monitoring the delivery and effectiveness of interventions and supports; 4) a schoolwide system exists for communicating intervention action plans to all relevant staff.	The intervention system includes all of the following criteria: 1) Intervention assignments are reviewed at least every 6 weeks (using attendance, behavior, and coursetaking/ academic data including assessments for progress monitoring); 2) intervention assignments are reviewed by a relevant team of school stakeholders; 3) staff members follow consistent rules and procedures when monitoring the delivery and effectiveness of interventions and supports; 4) a schoolwide system exists for communicating intervention action plans to all relevant staff.

Turnaround Practice 3. Student-Specific Supports and Instruction to All Students					
	Indicators	**Limited Evidence**	**Developing**	**Providing**	**Sustaining**
3.4	General Enrichment and Advanced Learning Opportunities	Enrichment and advanced learning opportunities (e.g., honors, advanced work classes, and elective offerings such as arts, physical activities or foreign languages) are not available or meet fewer than two of the following criteria: 1) informed by student interest and choice; 2) expose students to new skills and interests; 3) offer sequential opportunities to build mastery; 4) culminate in performances, presentations, or other demonstrations of learning; 5) monitored at least twice throughout the year for quality and to ensure all students are proportionately represented in these opportunities.	Enrichment and advanced learning opportunities (e.g., honors, advanced work classes, and elective offerings such as arts, physical activities or foreign languages) are available to all students within the school schedule. The opportunities meet at least two of the following criteria: 1) informed by student interest and choice; 2) expose students to new skills and interests; 3) offer sequential opportunities to build mastery; 4) culminate in performances, presentations, or other demonstrations of learning; 5) monitored at least twice throughout the year for quality and to ensure all students are proportionately represented in these opportunities.	Enrichment and advanced learning opportunities (e.g., honors, advanced work classes, and elective offerings such as arts, physical activities or foreign languages) are available to all students within the school schedule. The opportunities meet at least three of the following criteria: 1) informed by student interest and choice; 2) expose students to new skills and interests; 3) offer sequential opportunities to build mastery; 4) culminate in performances, presentations, or other demonstrations of learning; 5) monitored at least twice throughout the year for quality and to ensure all students are proportionately represented in these opportunities.	Enrichment and advanced learning opportunities (e.g., honors, advanced work classes, and elective offerings such as arts, physical activities or foreign languages) are available to all students within the school schedule. The opportunities meet all of the following criteria: 1) informed by student interest and choice; 2) expose students to new skills and interests; 3) offer sequential opportunities to build mastery; 4) culminate in performances, presentations, or other demonstrations of learning; 5) monitored at least twice throughout the year for quality and to ensure all students are proportionately represented in these opportunities.

Turnaround Practice 3. Student-Specific Supports and Instruction to All Students					
	Indicators	**Limited Evidence**	**Developing**	**Providing**	**Sustaining**
3.5	Academic Supports for English Learners	Supports for English learners are not in place. Or, if interventions are provided, they are not based on research or promising practices.	Supports for English learners are defined and planned but may not be consistently or systematically implemented (due to staffing, scheduling, or other barriers) or designed to meet students' specific needs.	Supports for English learners include bias-free learning experiences that are respectful of students' diverse backgrounds, identities, strengths, and challenges. The supports are defined, planned and regularly provided. However, student participation is not always systematic, and supports are not always aligned for students' specific needs.	Supports for all English learners include bias-free learning experiences that are respectful of students' diverse backgrounds, identities, strengths, and challenges. The supports are defined, planned and systematically implemented.
3.6	Academic Supports for Students With Disabilities	Supports for students with disabilities are not in place. Or, if interventions are provided, they are not based on research or promising practices.	Supports for students with disabilities are defined and planned but may not be consistently or systematically implemented (due to staffing, scheduling, or other barriers) or designed to meet students' specific needs.	Supports for students with disabilities include bias-free learning experiences that are respectful of students' diverse backgrounds, identities, strengths, and challenges. The supports are defined, planned, and regularly provided. However, student participation is not always systematic, and supports are not always aligned for students' specific needs.	Supports for all students with disabilities are appropriate for each student's specific needs and include bias-free learning experiences that are respectful of students' diverse backgrounds, identities, strengths, and challenges. The supports are defined, planned, and systematically implemented.

Turnaround Practice 4. School Climate and Culture

The school provides a safe, orderly, and respectful environment for students and a collegial, collaborative, and professional culture among teachers.

TURNAROUND PRACTICE 4—HOLISTIC RATING

Limited Evidence	Developing	Providing	Sustaining	Coherent Implementation
Indicators for this turnaround practice area show limited or no evidence of implementation of the organizational practices, structures, and/or processes.	Indicators for this turnaround practice area demonstrate that all or most of the organizational practices, structures, and/or processes related to this area exist on paper or are being tried but are not yet fully developed or implemented.	Indicators for this turnaround practice area demonstrate that related systems are functional, and their structures and processes are implemented consistently throughout the school; however, either communication or systemic decision making is limited.	Indicators for this turnaround practice area demonstrate that the organizational practices, structures, and processes are functioning effectively, and timely feedback systems are embedded to identify potential problems and challenges.	The organizational practices across all indicators within a turnaround practice are at the sustaining level and are working together to support one another in a way that is meaningful for staff and students.

Turnaround Practice 4. School Climate and Culture					
	Indicators	**Limited Evidence**	**Developing**	**Providing**	**Sustaining**
4.1[8]	Safe and Supportive Learning Environments	Leaders and staff rarely, if ever, promote conduct expectations by teaching social-emotional skills (i.e., self-awareness, self-management, social awareness, positive relationship building, and responsible decision making). While there are conduct expectations for students and adults, the school only meets one or none of the following criteria: 1) Expectations for conduct are clearly understood by all staff and students; 2) School staff capacity to understand underlying causes of behaviors is prevalent; 3) Responses to conduct issues are applied consistently and equitably; 4) Responses to behavior issues are related to the root cause of the behavior; 5) Responses to behavior issues do not exclude students from academics/support; 6) School climate data are reviewed more than one time per year and inform the refinement of school conduct expectations.	Leaders and staff teach and promote social-emotional skills (i.e., self-awareness, self-management, social awareness, positive relationship building, and responsible decision making). However, while there are conduct expectations for students and adults, the school only meets one or two of the following criteria: 1) Expectations for conduct are clearly understood by all staff and students; 2) School staff capacity to understand underlying causes of behaviors is prevalent; 3) Responses to conduct issues are applied consistently and equitably; 4) Responses to behavior issues are related to the root cause of the behavior; 5) Responses to behavior issues do not exclude students from academics/support; 6) School climate data are reviewed more than one time per year and inform the refinement of school conduct expectations.	School leaders and staff teach, promote, and reinforce social-emotional skills (i.e., self-awareness, self-management, social awareness, positive relationship building, and responsible decision making). However, while there are conduct expectations for students and adults, the school only meets three to five of the following criteria: 1) Expectations for conduct are clearly understood by all staff and students; 2) School staff capacity to understand underlying causes of behaviors is prevalent; 3) Responses to conduct issues are applied consistently and equitably; 4) Responses to behavior issues are related to the root cause of the behavior; 5) Responses to behavior issues do not exclude students from academics/support; 6) School climate data are reviewed more than one time per year and inform the refinement of school conduct expectations.	School leaders and staff model, teach, promote, and reinforce strong social-emotional skills (i.e., self-awareness, self-management, social awareness, positive relationship building, and responsible decision making). The school meets all six of the following criteria: 1) Expectations for conduct are clearly understood by all staff and students; 2) School staff capacity to understand underlying causes of behaviors is prevalent; 3) Responses to conduct issues are applied consistently and equitably; 4) Responses to behavior issues are related to the root cause of the behavior; 5) Responses to behavior issues do not exclude students from academics/support; 6) School climate data are reviewed more than one time per year and inform the refinement of school conduct expectations.

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[8] CLASS average scores in the Behavior Management dimension are also considered in determining the final rating for Indicator 4.1.

Turnaround Practice 4. School Climate and Culture					
	Indicators	Limited Evidence	Developing	Providing	Sustaining
4.2[9]	Adult–Student Relationships	The school meets one or none of the following criteria: 1) Proactively build positive, authentic relationships with students; 2) Structures (e.g., structured advisories, mentor programs, smaller learning communities) are in place to support relationships among students and adults, and deliver social-emotional supports; 3) Practices focus on teaching the social-emotional competencies (e.g., self-awareness, self-management, responsible decision making, relationship skills, and social awareness) that are specific to students' needs and aligned with school goals; 4) Time for teaching these practices is integrated into the school's standard curriculum; 5) These structures are monitored actively to determine whether they are meeting the needs of the school.	The school meets two or three of the following criteria: 1) Proactively build positive, authentic relationships with students; 2) Structures (e.g., structured advisories, mentor programs, smaller learning communities) are in place to support relationships among students and adults, and deliver social-emotional supports; 3) Practices focus on teaching the social-emotional competencies (e.g., self-awareness, self-management, responsible decision making, relationship skills, and social awareness) that are specific to students' needs and aligned with school goals; 4) Time for teaching these practices is integrated into the school's standard curriculum; 5) These structures are monitored actively to determine whether they are meeting the needs of the school.	The school meets three or four of the following criteria: 1) Proactively build positive, authentic relationships with students; 2) Structures (e.g., structured advisories, mentor programs, smaller learning communities) are in place to support relationships among students and adults, and deliver social-emotional supports; 3) Practices focus on teaching the social-emotional competencies (e.g., self-awareness, self-management, responsible decision making, relationship skills, and social awareness) that are specific to students' needs and aligned with school goals; 4) Time for teaching these practices is integrated into the school's standard curriculum; 5) These structures are monitored actively to determine whether they are meeting the needs of the school.	The school meets all of the following criteria: 1) Proactively build positive, authentic relationships with students; 2) Structures (e.g., structured advisories, mentor programs, smaller learning communities) are in place to support relationships among students and adults, and deliver social-emotional supports; 3) Practices focus on teaching the social-emotional competencies (e.g., self-awareness, self-management, responsible decision making, relationship skills, and social awareness) that are specific to students' needs and aligned with school goals; 4) Time for teaching these practices is integrated into the school's standard curriculum; 5) These structures are monitored actively to determine whether they are meeting the needs of the school.

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[9] CLASS average scores in the Positive Climate and Teacher Sensitivity dimensions are also considered in determining the final rating for Indicator 4.2.

| Turnaround Practice 4. School Climate and Culture					
	Indicators	**Limited Evidence**	**Developing**	**Providing**	**Sustaining**
4.3	Expanded Learning	Students have limited to no opportunities to participate in expanded learning programs outside of the school day or year.	Opportunities for students to participate in expanded learning programs (such as science club, robotics, newspaper, summer school, and before or after school activities) exist but may not be well defined, or awareness of and participation in the programs may be limited. Or, the school operates on an extended day schedule without additional out-of-school learning opportunities.	Opportunities for students to participate in expanded learning programs (such as science club, robotics, newspaper, summer school, and before or after school activities) exist, are developed with consideration of student interests, and are well defined. Students are aware of the available opportunities.	Opportunities for all students to participate in expanded learning programs (such as science club, robotics, newspaper, summer school, and before or after school activities) exist, are developed with consideration of student interests, are well defined, and well supported. High-need and traditionally underserved students are targeted for participation in these programs. Students are aware of and participate in the available opportunities.
4.4	Wraparound Services and External Partners	Leaders and staff have limited or emerging awareness of the needs of students and families and/or have no systemic strategies to increase the capacity of families to support education in the home through wraparound services (e.g., health, housing referrals).	Leaders and staff are aware of the needs of students and families to support education through wraparound services (e.g., health, housing referrals). However, there is no process to systemically provide these services consistently to all students and families.	Leaders and staff have a systemic strategy to understand the needs of students and families to support education through wraparound services (e.g., health, housing referrals). These needs are assessed for all students at least one time per year. The school provides resources to families, as needed. And, there is a system to provide these supports, although it is not used by all staff or it does not focus on all students with needs.	Leaders and staff have a systemic strategy to understand and address the needs of students and families to support education through wraparound services (e.g., health, housing referrals). The system allows for staff to assess strengths and needs of students and families more than one time per year. The school provides resources to families, as needed. And, there is a system to provide these supports to all students and their families as needed.

Turnaround Practice 4. School Climate and Culture					
	Indicators	**Limited Evidence**	**Developing**	**Providing**	**Sustaining**
4.5	Family and Community Engagement	There is little to no evidence that the school makes asset-based family and community engagement a priority.	The school makes asset-based family and community engagement a priority, but only one or two of five conditions are met: 1) One or more staff members coordinate family and community engagement activities; 2) the school creates a space that is accessible to all families and provides information about services that support achievement, helps plan family, school, and community events and informational programs, and may make referrals to academic, vocational, college and career readiness programs; 3) regular activities are planned throughout the year to engage families and community members in planning for and collaborating in the implementation of academic and nonacademic supports; 4) staff members routinely reach out to families to communicate information about their children's progress and needs; 5) communications with families are made available in multiple languages, as needed.	The school makes asset-based family engagement a priority, but only three or four of five conditions are met: 1) One or more staff members coordinate family and community engagement activities; 2) the school creates a space that is accessible to all families and provides information about services that support achievement, helps plan family, school, and community events and informational programs, and may make referrals to academic, vocational, college and career readiness programs; 3) regular activities are planned throughout the year to engage families and community members in planning for and collaborating in the implementation of academic and nonacademic supports; 4) staff members routinely reach out to families to communicate information about their children's progress and needs; 5) communications with families are made available in multiple languages, as needed.	The school makes asset-based family and community engagement a priority and all of the following five conditions are met: 1) One or more staff members coordinate family and community engagement activities; 2) the school creates a space that is accessible to all families and provides information about services that support achievement, helps plan family, school, and community events and informational programs, and may make referrals to academic, vocational, college and career readiness programs; 3) regular activities are planned throughout the year to engage families and community members in planning for and collaborating in the implementation of academic and nonacademic supports; 4) staff members routinely reach out to families to communicate information about their children's progress and needs; 5) communications with families are made available in multiple languages, as needed.

Appendix G. Schoolwide Instructional Observation Report: 2021–22

MASSACHUSETTS DEPARTMENT OF
ELEMENTARY AND SECONDARY
EDUCATION
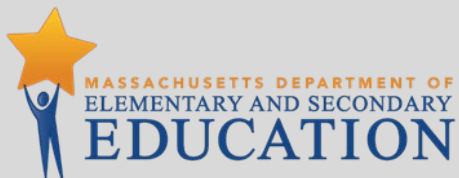
SCHOOL
DISTRICT

Elementary Classroom Visits: Summary of Findings

April 2022

◆ AIR®

Contents

Introduction

The *Schoolwide Instructional Observation Report* presents ratings for the classroom observations that were conducted by certified observers at American Institutes for Research (AIR) as part of the Monitoring Site Visit (MSV). This is one of two reports related to the MSV.

SCHOOL was visited by two observers on April 12, 2022. The observers conducted 10 observations in a sample of classrooms across the school, focused on literacy, English language arts, and mathematics. This sampling focuses on courses that contribute to the school's accountability determination (student outcomes). Additional courses that are highlighted or emphasized in the school's sustainable improvement plan may also have been visited.

The classroom observations were guided by the Classroom Assessment Scoring System (CLASS) for the K–3 and Upper Elementary levels. The CLASS protocol was developed by the Center for Advanced Study of Teaching and Learning (CASTL) at the University of Virginia.

The K–3 protocol includes 10 classroom dimensions related to three domains: Emotional Support, Classroom Organization, and Instructional Support (listed in Table 1).

Table 1. CLASS K–3 Domains and Dimensions

Emotional Support	Classroom Organization	Instructional Support
- Positive Climate - Negative Climate - Teacher Sensitivity - Regard for Student Perspectives	- Behavior Management - Productivity - Instructional Learning Formats	- Concept Development - Quality of Feedback - Language Modeling

The Upper Elementary protocol includes 11 classroom dimensions related to three domains: Emotional Support, Classroom Organization, and Instructional Support (listed in Table 2), in addition to Student Engagement.

Table 2. CLASS Upper Elementary Domains and Dimensions

Emotional Support	Classroom Organization	Instructional Support
- Positive Climate - Teacher Sensitivity - Regard for Student Perspectives	- Behavior Management - Productivity - Negative Climate	- Instructional Learning Formats - Content Understanding - Analysis and Inquiry - Quality of Feedback - Instructional Dialogue
Student Engagement		

When conducting a visit to a classroom, the observer rates each dimension (including Student Engagement) on a scale of 1 to 7. A rating of 1 or 2 indicates that the dimension was never or rarely evident during the visit. For example, a rating of 1 or 2 on Teacher Sensitivity indicates that, at the time of the visit, the teacher was not aware of students who needed extra support or attention, was unresponsive to or dismissive of students, or was ineffective at addressing students' problems; as a

result, students rarely sought support from the teacher or communicated openly with the teacher. A rating of 3, 4, or 5 indicates that the dimension was evident but not exhibited consistently or in a way that included all students. A rating of 6 or 7 indicates that the dimension was reflected in all or most classroom activities and in a way that included all or most students.

Members of the MSV team who visited the classrooms all received training on the CLASS protocol in a two-day session and then passed a rigorous certification exam to ensure that they were able to accurately rate the dimensions. All observers must pass an exam annually to maintain their certification.

Research on CLASS protocol shows that students in classrooms that rated high using this observation tool have greater gains in social skills and academic success than students in classrooms with lower ratings (MET Project, 2010; CASTL, n.d.). Furthermore, small improvements on these domains can affect student outcomes: "The ability to demonstrate even small changes in effective interactions has practical implications—differences in just over 1 point on the CLASS 7-point scale translate into improved achievement and social skill development for students" (CASTL, n.d., p. 3).

In this report, each CLASS dimension is defined, and descriptions of the dimensions at the high, middle, and low ranges are presented (definitions and rating descriptions are derived from the *CLASS K–3* and *Upper Elementary Manuals*). For each dimension, we indicate the frequency of classroom observations across the ratings. In cases where a dimension is included in K–3 and upper elementary classrooms, those results are combined on the dimension-specific pages. In the summary of ratings table following the dimension-specific pages, the ratings for every dimension are presented by grade group (K–3 or Upper Elementary). For each dimension, we indicate the grade levels for which this dimension is included.

Positive Climate

Emotional Support domain, Grades K–5

Positive Climate reflects the emotional connection between the teacher and students and among students and the warmth, respect, and enjoyment communicated by verbal and nonverbal interactions (*CLASS K–3 Manual*, p. 23, *CLASS Upper Elementary Manual,* p. 21). Table 3 (as well as tables for the remaining dimensions) includes the number of classrooms for each rating on each dimension and the school average for that dimension.

Table 3. Positive Climate: Number of Classrooms for Each Rating and School Average (*n* = 10, Grades K–5)

Positive Climate School Average*: 5.6

	Low Range		Middle Range			High Range	
	1	**2**	**3**	**4**	**5**	**6**	**7**
Number of Observations				1	4	3	2

*The school average is an average of the observation scores. In Table 3, the school average is computed as: ([4 x 1] + [5 x 4] + [6 x 3] + [7 x 2]) ÷ 10 observations = 5.6

Ratings in the Low Range. All indicators are absent or only minimally present. Teachers and students do not appear to share a warm, supportive relationship. Interpersonal connections are not evident or only minimally evident. Affect in the classroom is flat, and there are rarely instances of teachers and students smiling, sharing humor, or laughing together. There are no, or very few, positive communications among the teacher and students; the teacher does not communicate encouragement. There is no evidence that students and the teacher respect one another or that the teacher encourages students to respect one another.

Ratings in the Middle Range. There are some indications that the teacher and students share a warm and supportive relationship, but some students may be excluded from this relationship, either by the teacher or the students. Some relationships appear constrained—for example, the teacher expresses a perfunctory interest in students, or encouragement seems to be an automatic statement and is not sincere. Sometimes, teachers and students demonstrate respect for one another.

Ratings in the High Range. There are many indications that the relationship among students and the teacher is positive and warm. The teacher is typically in close proximity to students, and encouragement is sincere and personal. There are frequent displays of shared laughter, smiles, and enthusiasm. Teachers and students show respect for one another (e.g., listening, using calm voices, using polite language). Positive communication (both verbal and nonverbal) and mutual respect are evident throughout the session.

Teacher Sensitivity

Emotional Support domain, Grades K–5

Teacher Sensitivity encompasses the teacher's awareness of and responsiveness to students' academic and emotional needs. High levels of sensitivity facilitate students' abilities to actively explore and learn because the teacher consistently provides comfort, reassurance, and encouragement (*CLASS K–3 Manual,* p. 32, *CLASS Upper Elementary Manual,* p. 27).

Table 4. Teacher Sensitivity: Number of Classrooms for Each Rating and School Average (*n* = 10, Grades K–5)

Teacher Sensitivity School Average*: 5.6

	Low Range		Middle Range			High Range	
	1	2	3	4	5	6	7
Number of Observations				3		5	2

*The school average is an average of the observation scores. In Table 4, the school average is computed as: ([4 x 3] + [6 x 5] + [7 x 2]) ÷ 10 observations = 5.6

Ratings in the Low Range. In these sessions, the teacher has not been aware of students who need extra support and pays little attention to students' needs. As a result, students are frustrated, confused, and disengaged. The teacher is unresponsive to and dismissive of students and may ignore students, squash their enthusiasm, and not allow them to share their moods or feelings. The teacher is not effective in addressing students' needs and does not appropriately acknowledge situations that may be upsetting to students. Students rarely seek support from the teacher and minimize conversations with the teacher, not sharing ideas or responding to questions.

Ratings in the Middle Range. The teacher is sometimes aware of student needs or aware of only a limited type of student needs, such as academic needs, not social-emotional needs. Or the teacher may be aware of some students and not of other students. The teacher does not always realize a student is confused and needs extra help or when a student already knows the material being taught. The teacher may be responsive at times to students but at other times may ignore or dismiss students. The teacher may respond only to students who are upbeat and positive and not support students who are upset. Sometimes, the teacher is effective in addressing students' concerns or problems, but not always.

Ratings in the High Range. The teacher's awareness of students and their needs is consistent and accurate. The teacher may predict how difficult a new task is for a student and acknowledge this difficulty. The teacher is responsive to students' comments and behaviors, whether positive or negative. The teacher consistently addresses students' problems and concerns and is effective in doing so. Students are obviously comfortable with the teacher and share ideas, work comfortably together, and ask and respond to questions, even difficult questions.

Regard for Student Perspectives

Emotional Support domain, Grades K–5

Regard for Student Perspectives captures the degree to which the teacher's interactions with students and classroom activities place an emphasis on students' interests, motivations, and points of view and encourage student responsibility and autonomy (*CLASS K–3 Manual,* p. 38, *CLASS Upper Elementary Manual,* p. 35).

Table 5. Regard for Student Perspectives: Number of Classrooms for Each Rating and School Average (*n* = 10, Grades K–5)

Regard for Student Perspectives School Average*: 5.1

	Low Range		Middle Range			High Range	
	1	**2**	**3**	**4**	**5**	**6**	**7**
Number of Observations			2	1	1	6	

*The school average is an average of the observation scores. In Table 5, the school average is computed as: ([3 x 2] + [4 x 1] + [5 x 1] + [6 x 6]) ÷ 10 observations = 5.1

Ratings in the Low Range. At the low range, the teacher exhibits an inflexible, rigid adherence to his or her plan, without considering student ideas or allowing students to make contributions. The teacher inhibits student enthusiasm by imposing guidelines or making remarks that inhibit student expression. The teacher may rigidly adhere to a lesson plan and not respond to student interests. The teacher does not allow students any autonomy on how they conduct an activity, may control materials tightly, and may offer few opportunities for students to help out with classroom responsibilities. There are few opportunities for students to talk and express themselves.

Ratings in the Middle Range. The teacher exhibits control at times and at other times follows the students' lead and gives them some choices and opportunities to follow their interests. There are some opportunities for students to exercise autonomy, but student choice is limited. The teacher may assign students responsibility in the classroom, but in a limited way. At times, the teacher dominates the discussion, but at other times the teacher allows students to share ideas, although only at a minimal level or for a short period of time.

Ratings in the High Range. The teacher is flexible in following student leads, interests, and ideas and looks for ways to meaningfully engage students. Although the teacher has a lesson plan, students' ideas are incorporated into the lesson plan. The teacher consistently supports student autonomy and provides meaningful leadership opportunities. Students have frequent opportunities to talk, share ideas, and work together. Students have appropriate freedom of movement during activities.

Negative Climate

Emotional Support domain, Grades K–3
Classroom Organization domain, Grades 4–5

Negative Climate reflects the overall level of expressed negativity in the classroom. The frequency, quality, and intensity of teacher and student negativity are key to this dimension (*CLASS K–3 Manual*, p. 28, *CLASS Upper Elementary Manual,* p. 55). For the purposes of this report, we have inversed the observers scores, to be consistent with the range scores across all dimensions. Therefore, a high range score in this dimension indicates an absence of negative climate, and a low range score indicates the presence of negative climate.[1]

Table 6. Negative Climate: Number of Classrooms for Each Rating and School Average (*n* = 10, Grades K–5)

Negative Climate School Average*: 6.7

	Low Range		Middle Range			High Range	
	1	**2**	**3**	**4**	**5**	**6**	**7**
Number of Observations						3	7

*The school average is an average of the observation scores. In Table 6, the school average is computed as: ([6 x 3] + [7 x 7]) ÷ 10 observations = 6.7

Ratings in the Low Range. Negativity is pervasive. The teacher may express constant irritation, annoyance, or anger; unduly criticize students; or consistently use a harsh tone and/or take a harsh stance as he or she interacts with students. Threats or yelling are frequently used to establish control. Language is disrespectful and sarcastic. Severe negativity, such as the following actions, would lead to a high rating on negative climate, even if the action is not extended: students bullying one another, a teacher hitting a student, or students physically fighting with one another.

Ratings in the Middle Range. There are some expressions of mild negativity by the teacher or students. The teacher may express irritability, use a harsh tone, and/or express annoyance—usually during difficult moments in the classroom. Threats or yelling may be used to establish control over the classroom, but not constantly; they are used more as a response to situations. At times, the teacher and students may be sarcastic or disrespectful toward one another.

Ratings in the High Range. There is no display of negativity: No strong expressions of anger or aggression are exhibited, either by the teacher or students; if there is such a display, it is contained and does not escalate. The teacher does not issue threats or yell to establish control. The teacher and students are respectful and do not express sarcasm.

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[1] When observers rate this dimension it is scored so that a low rating (indicating little or no evidence of a negative climate) is better than a high rating (indicating abundant evidence of a negative climate). To be consistent across all ratings, for the purposes of this report we have inversed this scoring.

Behavior Management

Classroom Organization domain, Grades K–5

Behavior Management refers to the teacher's ability to provide clear behavioral expectations and use effective methods to prevent and redirect misbehavior (*CLASS K–3 Manual*, p. 45, *CLASS Upper Elementary Manual,* p. 41).

Table 7. Behavior Management: Number of Classrooms for Each Rating and School Average (*n* = 10, Grades K–5)

Behavior Management School Average*: 5.8

	Low Range		Middle Range			High Range	
	1	2	3	4	5	6	7
Number of Observations				1	4	1	4

*The school average is an average of the observation scores. In Table 7, the school average is computed as: ([4 x 1] + [5 x 4] + [6 x 1] + [7 x 4]) ÷ 10 observations = 5.8

Ratings in the Low Range. At the low range, the classroom is chaotic. There are no rules and expectations, or they are not enforced consistently. The teacher does not monitor the classroom effectively and only reacts to student disruption, which is frequent. There are frequent instances of misbehavior in the classroom, and the teacher's attempts to redirect misbehavior are ineffective. The teacher does not use cues, such as eye contact, slight touches, gestures, or physical proximity, to respond to and redirect negative behavior.

Ratings in the Middle Range. Although rules and expectations may be stated, they are not consistently enforced, or the rules may be unclear. Sometimes, the teacher proactively anticipates and prevents misbehavior, but at other times the teacher ignores behavior problems until it is too late. Misbehavior may escalate because redirection is not always effective. Episodes of misbehavior are periodic.

Ratings in the High Range. At the high range, the rules and guidelines for behavior are clear, and they are consistently reinforced by the teacher. The teacher monitors the classroom and prevents problems from developing, using subtle cues to redirect behavior and address situations before they escalate. The teacher focuses on positive behavior and consistently affirms students' desirable behaviors. The teacher effectively uses cues to redirect behavior. There are no, or very few, instances of student misbehavior or disruptions.

Productivity

Classroom Organization domain, Grades K–5

Productivity considers how well the teacher manages instructional time and routines and provides activities for students so that they have the opportunity to be involved in learning activities (*CLASS K–3 Manual,* p. 51, *CLASS Upper Elementary Manual,* p. 49).

Table 8. Productivity: Number of Classrooms for Each Rating and School Average
(*n* = 10, Grades K–5)

Productivity School Average*: 6.2

	Low Range		Middle Range			High Range	
	1	2	3	4	5	6	7
Number of Observations			1		1	2	6

*The school average is an average of the observation scores. In Table 8, the school average is computed as: ([3 x 1] + [5 x 1] + [6 x 2] + [7 x 6]) ÷ 10 observations = 6.2

Ratings in the Low Range. At the low level, the teacher provides few activities for students. Much time is spent on managerial tasks (such as distributing papers) and/or on behavior management. Frequently during the observation, students have little to do and spend time waiting. The routines of the classroom are not clear and, as a result, students waste time, are not engaged, and are confused. Transitions take a long time and/or are too frequent. The teacher does not have activities organized and ready and seems to be caught up in last-minute preparations.

Ratings in the Middle Range. At the middle range, the teacher does provide activities for students but loses learning time to disruptions or management tasks. There are certain times when the teacher provides clear activities to students, but there are other times when students wait and lose focus. Some students (or all students, at some point) do not know what is expected of them. Some of the transitions may take too long, or classrooms may be productive during certain periods but then not productive during transitions. Although the teacher is mostly prepared for the class, last-minute preparations may still infringe on learning time.

Ratings in the High Range. The classroom runs very smoothly. The teacher provides a steady flow of activities for students, so students do not have downtime and are not confused about what to do next. The routines of the classroom are efficient, and all students know how to move from one activity to another and where materials are. Students understand the teacher's instructions and directions. Transitions are quick, and there are not too many of them. The teacher is fully prepared for the lesson.

Instructional Learning Formats

Classroom Organization domain, Grades K–3 Instructional Support domain, Grades 4–5

Instructional Learning Formats refer to the ways in which the teacher maximizes students' interest, engagement, and abilities to learn from the lesson and activities (*CLASS K–3 Manual*, p. 57; *CLASS Upper Elementary Manual*, p. 63).

Table 9. Instructional Learning Formats: Number of Classrooms for Each Rating and School Average (*n* = 10, Grades K–5)

Instructional Learning Formats School Average*: 5.7

	Low Range		Middle Range			High Range	
	1	**2**	**3**	**4**	**5**	**6**	**7**
Number of Observations				1	3	4	2

*The school average is an average of the observation scores. In Table 9, the school average is computed as: ([4 x 1] + [5 x 3] + [6 x 4] + [7 x 2]) ÷ 10 observations = 5.7

Ratings in the Low Range. The teacher exerts little effort in facilitating engagement in the lesson. Learning activities may be limited and seem to be at the rote level, with little teacher involvement. The teacher relies on one learning modality (e.g., listening) and does not use other modalities (e.g., movement, visual displays) to convey information and enhance learning. Or the teacher may be ineffective in using other modalities, not choosing the right props for the students or the classroom conditions. Students are uninterested and uninvolved in the lesson. The teacher does not attempt to guide students toward learning objectives and does not help them focus on the lesson by providing appropriate tools and asking effective questions.

Ratings in the Middle Range. At the middle range, the teacher sometimes facilitates engagement in the lesson but at other times does not, or the teacher facilitates engagement for some students and not for other students. The teacher may not allow students enough time to explore or answer questions. Sometimes, the teacher uses a variety of modalities to help students reach a learning objective, but at other times the teacher does not. Student engagement is inconsistent, or some students are engaged and other students are not. At times, students are aware of the learning objective and at other times they are not. The teacher may sometimes use strategies to help students organize information but at other times does not.

Ratings in the High Range. The teacher has multiple strategies and tools to facilitate engagement and learning and encourage participation. The teacher may move around, talk and play with students, ask open-ended questions of students, and allow students to explore. A variety of tools and props are used, including movement and visual/auditory resources. Students are consistently interested and engaged in the activities and lessons. The teacher focuses students on the learning objectives, which students understand. The teacher uses advanced organizers to prepare students for an activity, as well as reorientation strategies that help students regain focus.

Concept Development

Instructional Support domain, Grades K−3

Concept Development refers to the teacher's use of instructional discussions and activities to promote students' higher order thinking skills and cognition and the teacher's focus on understanding rather than on rote instruction (*CLASS K–3 Manual*, p. 64).

Table 10. Concept Development: Number of Classrooms for Each Rating and School Average (*n* = 6, Grades K–3)

Concept Development School Average*: 3.5

	Low Range		Middle Range			High Range	
	1	**2**	**3**	**4**	**5**	**6**	**7**
Number of Observations		3		1	1	1	

*The school average is an average of the observation scores. In Table 10, the school average is computed as: ([2 x 3] + [4 x 1] + [5 x 1] + [6 x 1]) ÷ 6 observations = 3.5

Ratings in the Low Range. At the low range, the teacher does not attempt to develop students' understanding of ideas and concepts, focusing instead on basic facts and skills. Discussion and activities do not encourage students to analyze and reason. There are few, if any, opportunities for students to create or generate ideas and products. The teacher does not link concepts to one another and does not ask students to make connections with previous content or their actual lives. The activities and the discussion are removed from students' lives and from their prior knowledge.

Ratings in the Middle Range. To some extent, the teacher uses discussions and activities to encourage students to analyze and reason and focuses somewhat on understanding of ideas. The activities and discussions are not fully developed, however, and there is still instructional time that focuses on facts and basic skills. Students may be provided some opportunities for creating and generating ideas, but the opportunities are occasional and not planned out. Although some concepts may be linked and also related to students' previous learning, such efforts are brief. The teacher makes some effort to relate concepts to students' lives but does not elaborate enough to make the relationship meaningful to students.

Ratings in the High Range. At the high range, the teacher frequently guides students to analyze and reason during discussions and activities. Most of the questions are open ended and encourage students to think about connections and implications. Teachers use problem solving, experimentation, and prediction; comparison and classification; and evaluation and summarizing to promote analysis and reasoning. The teacher provides students with opportunities to be creative and generate ideas. The teacher consistently links concepts to one another and to previous learning and relates concepts to students' lives.

Content Understanding

Instructional Support domain, Grades 4−5

Content Understanding refers to the depth of lesson content and the approaches used to help students comprehend the framework, key ideas, and procedures in an academic discipline. At a high level, this dimension refers to interactions among the teacher and students that lead to an integrated understanding of facts, skills, concepts, and principles (*CLASS Upper Elementary Manual*, p. 70).

Table 11. Content Understanding: Number of Classrooms for Each Rating and School Average (*n* = 4, Grades 4–5)

Content Understanding School Average*: 5.8

	Low Range		Middle Range			High Range	
	1	2	3	4	5	6	7
Number of Observations				1	1		2

*The school average is an average of the observation scores. In Table 11, the school average is computed as: ([4 x 1] + [5 x 1] + [7 x 2]) ÷ 4 observations = 5.8

Ratings in the Low Range. At the low range, the focus of the class is primarily on presenting discrete pieces of topically related information, absent broad, organizing ideas. The discussion and materials fail to effectively communicate the essential attributes of the concepts and procedures to students. The teacher makes little effort to elicit or acknowledge students' background knowledge or misconceptions or to integrate previously learned material when presenting new information.

Ratings in the Middle Range. At the middle range, the focus of the class is sometimes on meaningful discussion and explanation of broad, organizing ideas. At other times, the focus is on discrete pieces of information. Class discussion and materials communicate some of the essential attributes of concepts and procedures, but examples are limited in scope or not consistently provided. The teacher makes some attempt to elicit and/or acknowledge students' background knowledge or misconceptions and/or to integrate information with previously learned materials; however, these moments are limited in depth or inconsistent.

Ratings in the High Range. At the high range, the focus of the class is on encouraging deep understanding of content through the provision of meaningful, interactive discussion and explanation of broad, organizing ideas. Class discussion and materials consistently communicate the essential attributes of concepts and procedures to students. New concepts and procedures and broad ideas are consistently linked to students' prior knowledge in ways that advance their understanding and clarify misconceptions.

Analysis and Inquiry

Instructional Support domain, Grades 4−5

Analysis and Inquiry assesses the degree to which students are engaged in higher level thinking skills through their application of knowledge and skills to novel and/or open-ended problems, tasks, and questions. Opportunities for engaging in metacognition (thinking about thinking) also are included (*CLASS Upper Elementary Manual*, p. 81).

Table 12. Analysis and Inquiry: Number of Classrooms for Each Rating and School Average (*n* = 4, Grades 4–5)

Analysis and Inquiry School Average*: 4.5

	Low Range		Middle Range			High Range	
	1	2	3	4	5	6	7
Number of Observations		1		1		2	

*The school average is an average of the observation scores. In Table 12, the school average is computed as: ([2 x 1] + [4 x 1] + [6 x 2]) ÷ 4 observations = 4.5

Ratings in the Low Range. At the low range, students do not engage in higher order thinking skills. Instruction is presented in a rote manner, and there are no opportunities for students to engage in novel or open-ended tasks. Students are not challenged to apply previous knowledge and skills to a new problem, nor are they encouraged to think about, evaluate, or reflect on their own learning. Students do not have opportunities to plan their own learning experiences.

Ratings in the Middle Range. Students occasionally engage in higher order thinking through analysis and inquiry, but the episodes are brief or limited in depth. The teacher provides opportunities for students to apply knowledge and skills within familiar contexts and offers guidance to students but does not provide opportunities for analysis and problem solving within novel contexts and/or without teacher support. Students have occasional opportunities to think about their own thinking through explanations, self-evaluations, reflection, and planning; these opportunities, however, are brief and limited in depth.

Ratings in the High Range. At the high range, students consistently engage in extended opportunities to use higher order thinking through analysis and inquiry. The teacher provides opportunities for students to independently solve or reason through novel and open-ended tasks that require students to select, utilize, and apply existing knowledge and skills. Students have multiple opportunities to think about their own thinking through explanations, self-evaluations, reflection, and planning.

Quality of Feedback

Instructional Support domain, Grades K−5

Quality of Feedback refers to the degree to which the teacher provides feedback that expands learning and understanding and encourages continued participation in the learning activity (*CLASS K–3 Manual*, p. 72). In the upper elementary classrooms, significant feedback also may be provided by peers (*CLASS Upper Elementary Manual*, p. 89). Regardless of the source, the focus of the feedback motivates learning.

Table 13. Quality of Feedback: Number of Classrooms for Each Rating and School Average (*n* = 10, Grades K–5)

Quality of Feedback School Average*: 4.2

	Low Range		Middle Range			High Range	
	1	**2**	**3**	**4**	**5**	**6**	**7**
Number of Observations		1	3	1	3	2	

*The school average is an average of the observation scores. In Table 13, the school average is computed as: ([2 x 1] + [3 x 3] + [4 x 1] + [5 x 3] + [6 x 2]) ÷ 10 observations = 4.2

Ratings in the Low Range. At the low range, the teacher dismisses incorrect responses or misperceptions and rarely scaffolds student learning. The teacher is more interested in students providing the correct answer than understanding. Feedback is perfunctory. The teacher may not provide opportunities to learn whether students understand or are interested. The teacher rarely questions students or asks them to explain their thinking and reasons for their responses. The teacher does not or rarely provides information that might expand student understanding and rarely offers encouragement that increases student effort and persistence.

Ratings in the Middle Range. In the middle range, the teacher sometimes scaffolds students, but this is not consistent. On occasion, the teacher facilitates feedback loops so that students may elaborate and expand on their thinking, but these moments are not sustained long enough to accomplish a learning objective. Sometimes, the teacher asks students about or prompts them to explain their thinking and provides information to help students understand, but sometimes the feedback is perfunctory. At times, the teacher encourages student efforts and persistence.

Ratings in the High Range. In this range, the teacher frequently scaffolds students who are having difficulty, providing hints or assistance as needed. The teacher engages students in feedback loops to help them understand ideas or reach the right response. The teacher often questions students, encourages them to explain their thinking, and provides additional information that may help students understand. The teacher regularly encourages students' efforts and persistence.

Language Modeling

Instructional Support domain, Grades K–3

Language Modeling refers to the quality and amount of the teacher's use of language stimulation and language facilitation techniques (*CLASS K–3 Manual*, p. 79).

Table 14. Language Modeling: Number of Classrooms for Each Rating and School Average (*n* = 6, Grades K–3)

Language Modeling School Average*: 3.7

	Low Range		Middle Range			High Range	
	1	2	3	4	5	6	7
Number of Observations		1	2	1	2		

*The school average is an average of the observation scores. In Table 14, the school average is computed as:
([2 x 1] + [3 x 2] + [4 x 1] + [5 x 2]) ÷ 6 observations = 3.7

Ratings in the Low Range. In the low range, there are few conversations in the classroom, particularly between the students and the teacher. The teacher responds to students' initiating talk with only a few words, limits students' use of language (in responding to questions) and asks questions that mainly elicit closed-ended responses. The teacher does not or rarely extends students' responses or repeats them for clarification. The teacher does not engage in self-talk or parallel talk—explaining what he or she or the students are doing. The teacher does not use new words or advanced language with students. The language used has little variety.

Ratings in the Middle Range. In this range, the teacher talks with students and shows some interest in students, but the conversations are limited and not prolonged. Usually, the teacher directs the conversations, although the conversations may focus on topics of interest to students. More often, there is a basic exchange of information but limited conversation. The teacher asks a mix of closed- and open-ended questions, although the closed-ended questions may require only short responses. Sometimes, the teacher extends students' responses or repeats what students say. Sometimes, the teacher maps his or her own actions and the students' actions through language and description. The teacher sometimes uses advanced language with students.

Ratings in the High Range. There are frequent conversations in the classroom, particularly between students and the teacher, and these conversations promote language use. Students are encouraged to converse and feel they are valued conversational partners. The teacher asks many open-ended questions that require students to communicate more complex ideas. The teacher often extends or repeats student responses. Frequently, the teacher maps his or her actions and student actions descriptively and uses advanced language with students.

Instructional Dialogue

Instructional Support domain, Grades 4–5

Instructional Dialogue captures the purposeful use of content-focused discussion among teachers and students that is cumulative, with the teacher supporting students to chain ideas together in ways that lead to deeper understanding of content. Students take an active role in these dialogues, and both the teacher and students use strategies that facilitate extended dialogue (*CLASS Upper Elementary Manual*, p. 97).

Table 15. Instructional Dialogue: Number of Classrooms for Each Rating and School Average (*n* = 4, Grades 4–5)

Instructional Dialogue School Average*: 5.5

	Low Range		Middle Range			High Range	
	1	**2**	**3**	**4**	**5**	**6**	**7**
Number of Observations			1			2	1

*The school average is an average of the observation scores. In Table 15, the school average is computed as: ([3 x 1] + [6 x 2] + [7 x 1]) ÷ 4 observations = 5.5

Ratings in the Low Range. At the low range, there are no or few discussions in the class, the discussions are not related to content or skill development, or the discussions contain only simple question-response exchanges between the teacher and students. The class is dominated by teacher talk, and discussion is limited. The teacher and students ask closed-ended questions; rarely acknowledge, report, or extend other students' comments; and/or appear disinterested in other students' comments, resulting in many students not being engaged in instructional dialogues.

Ratings in the Middle Range. At this range, there are occasional content-based discussions in class among teachers and students; however, these exchanges are brief or quickly move from one topic to another without follow-up questions or comments from the teacher and other students. The class is mostly dominated by teacher talk, although there are times when students take a more active role, or there are distributed dialogues that involve only a few students in the class. The teacher and students sometimes facilitate and encourage more elaborate dialogue, but such efforts are brief, inconsistent, or ineffective at consistently engaging students in extended dialogues.

Ratings in the High Range. At the high range, there are frequent, content-driven discussions in the class between teachers and students or among students. The discussions build depth of knowledge through cumulative, contingent exchanges. The class dialogues are distributed in a way that the teacher and the majority of students take an active role or students are actively engaged in instructional dialogues with each other. The teacher and students frequently use strategies that encourage more elaborate dialogue, such as open-ended questions, repetition or extension, and active listening. Students respond to these techniques by fully participating in extended dialogues.

Student Engagement

Student Engagement domain, Grades 4–5

Student Engagement refers to the extent to which all students in the class are focused and participating in the learning activity that is presented or facilitated by the teacher. The difference between passive engagement and active engagement is reflected in this rating (*CLASS Upper Elementary Manual*, p. 105).

Table 16. Student Engagement: Number of Classrooms for Each Rating and School Average (*n* = 4, Grades 4–5)

Student Engagement School Average*: 6.3

	Low Range		Middle Range			High Range	
	1	2	3	4	5	6	7
Number of Observations					1	1	2

*The school average is an average of the observation scores. In Table 16, the school average is computed as: ([5 x 1] + [6 x 1] + [7 x 2]) ÷ 4 observations = 6.3

Ratings in the Low Range. In the low range, the majority of students appear distracted or disengaged.

Ratings in the Middle Range. In the middle range, students are passively engaged, listening to or watching the teacher; student engagement is mixed, with the majority of students actively engaged for part of the time and disengaged for the rest of the time; or there is a mix of student engagement, with some students actively engaged and some students disengaged.

Ratings in the High Range. In the high range, most students are actively engaged in the classroom discussions and activities.

Summary of Average Ratings

Table 17. Summary Table of Average Ratings for Each Dimension in Classrooms, Grades K–3

	Low Range		Middle Range			High Range		Average Scores*
	1	**2**	**3**	**4**	**5**	**6**	**7**	
Emotional Support Domain			2	3	3	11	5	**5.6**
Positive Climate				1	2	2	1	5.5
Negative Climate**						3	3	6.5
Teacher Sensitivity				2		3	1	5.5
Regard for Student Perspectives			2		1	3		4.8
Classroom Organization Domain			1	1	6	4	6	**5.7**
Behavior Management					3	1	2	5.8
Productivity			1		1		4	6.0
Instructional Learning Formats				1	2	3		5.3
Instructional Support Domain		4	5	3	5	1		**3.7**
Concept Development		3		1	1	1		3.5
Quality of Feedback			3	1	2			3.8
Language Modeling		1	2	1	2			3.7

*The school average is an average of the scores. For example, for Positive Climate, the school average is computed as: ([4 x 1] + [5 x 2] + [6 x 2] + [7 x 1]) ÷ 6 observations = 5.5

**Negative Climate is rated on an inverse scale. An original score of 1 is given a value of 7. The scoring in the table reflects the normalized adjustment: ([6 x 3] + [7 x 3]) ÷ 6 observations = 6.5

Table 18. Summary Table of Average Ratings for Each Dimension in Classrooms, Grades 4–5

	Low Range		Middle Range			High Range		Average Scores*
	1	2	3	4	5	6	7	
Emotional Support Domain				2	2	6	2	**5.7**
Positive Climate					2	1	1	5.8
Teacher Sensitivity				1		2	1	5.8
Regard for Student Perspectives				1		3		5.5
Classroom Organization Domain				1	1	2	8	**6.4**
Behavior Management				1	1		2	5.8
Productivity						2	2	6.5
Negative Climate**							4	7.0
Instructional Support Domain		2	1	2	3	7	5	**5.4**
Instructional Learning Formats					1	1	2	6.3
Content Understanding				1	1		2	5.8
Analysis and Inquiry		1		1		2		4.5
Quality of Feedback		1			1	2		4.8
Instructional Dialogue			1			2	1	5.5
Student Engagement					1	1	2	**6.3**

*The school average is an average of the scores. For example, for Positive Climate, the school average is computed as: ([5 x 2] + [6 x 1] + [7 x 1]) ÷ 4 observations = 5.8

**Negative Climate is rated on an inverse scale. An original score of 1 is given a value of 7. The scoring in the table reflects the normalized adjustment: ([7 x 4]) ÷ 4 observations = 7.0

Sample Observations

The following tables include example comments derived from the CLASS manuals that describe typical classrooms scoring in the range your school scored in for each dimension. Some comments include examples and quotes specifically tailored to the school.

Table 19. Sample Observation Comments for Each Dimension in Classrooms Grades K–3

Dimensions and Indicators (CLASS K–3)		Sample Observation Comments
Emotional Support	Positive Climate ■ Relationships ■ Positive Affect ■ Positive Communication ■ Respect	■ In most classrooms, students' and teachers' affects are frequently shared; they show enthusiasm and excitement over the same activities. For example, students are eager to share their ideas and teachers are receptive to their efforts. ■ Students occasionally share personal stories with teachers, such as talking about their weekend, siblings, or pets. Teachers are occasionally receptive to these conversations, but at other times do not appear genuinely interested in what the student is sharing. ■ Teachers occasionally join students in activities (e.g., circulating around to work with different groups of students), but at other times remain distant. ■ Teachers often use positive communication. For example, teachers praise students with phrases such as, "I like how you wrote a long sentence." However, specific positive feedback is not consistent within and across classrooms and teachers often use more perfunctory feedback such as "Good job."
	Negative Climate ■ Negative Affect ■ Punitive Control ■ Sarcasm or Disrespect ■ Severe Negativity	■ In nearly all classrooms, there is no evidence of negative climate. ■ Teachers and students are not observed using harsh voices. ■ Teachers do not yell, punish, or physically control students. ■ Teachers and students are not sarcastic or disrespectful to each other.
	Teacher Sensitivity ■ Awareness ■ Responsiveness ■ Addresses Problems ■ Student Comfort	■ Some teachers are consistently aware of students who need extra support. However, this is not consistent within or across classrooms. ■ Teachers are occasionally effective at addressing students' academic and social-emotional needs. For example, teachers are observed allowing some students to pass on answering a question when they appear uncomfortable. Some students appear to be able to move forward with the task after interacting with the teacher; however, others appear to remain confused or upset. ■ Teachers occasionally anticipate problems and address them before they occur. ■ Teachers often notice if students are not focused on the lesson and are sometimes effective in reengaging these

Dimensions and Indicators (CLASS K–3)	Sample Observation Comments
	students in the activity. For example, teachers reengage students with comments such as "Eyes up here." However, some students remain off-task and teachers do not go beyond initial prompts to reengage.
	▪ Some teachers demonstrate understanding and knowledge about individual students (e.g., encourage quieter students to participate, allow students to skip a turn if they aren't ready).
	▪ Some students appear comfortable asking questions or taking risks, but other students seem reluctant to do so.
Regard for Student Perspectives ▪ Flexibility and Student Focus ▪ Support for Autonomy and Leadership ▪ Student Expression ▪ Restriction of Movement	▪ Opportunities for student choice are not consistent within or across classrooms. For example, some teachers may allow students to choose what they want to write about within a given topic, while others are more rigid in their instructions.
	▪ There are some missed opportunities for student autonomy, such as having students match rhyming words on a worksheet instead of coming up with rhyming words on their own.
	▪ Teachers occasionally ask students for their thoughts or ideas related to the lesson. At other times, the lesson is led entirely by the teacher, without the addition of student perspectives or ideas.
	▪ Teachers allow for some movement, such as when students get up to put things away. At other times, students are instructed to sit in a specific fashion, such as with their feet on the ground, crisscross, or in a specific seat.
Behavior Management ▪ Clear Behavior Expectations ▪ Proactive ▪ Redirection of Misbehavior ▪ Student Behavior	▪ Teachers have consistent and clear expectations for behavior.
	▪ Teachers often call attention to positive behavior (e.g., "I love the silent hands I'm seeing" and "Everyone did a great job taking turns talking [during the turn-and-talk]"). Teachers often give students points for positive behavior as well.
	▪ Teachers monitor the classrooms and are proactive in preventing behavior problems from occurring.
	▪ Teachers frequently redirect misbehavior using subtle clues, such as holding a finger to the mouth.
	▪ All instances of misbehavior are minor.
Productivity ▪ Maximizing Learning Time ▪ Routines ▪ Transitions ▪ Preparation	▪ Teachers maximize learning time by having activities for students to do the entire time and using time cues for transitions (e.g., teachers use a timer and periodically call out remind students how much time is left for a given activity).
	▪ In most classrooms, students know what to do during transitions, and there is no wandering.
	▪ Teachers and students appear to follow routines, resulting in organized and efficient classrooms.

Classroom Organization (spans Behavior Management and Productivity rows)

Dimensions and Indicators (CLASS K–3)	Sample Observation Comments
	■ Teachers have materials ready and accessible, and students do not lose learning time while teachers complete managerial tasks (e.g., taking attendance, passing out worksheets). ■ Teachers offer students a choice of activities to do if they finish the main lesson or activity early (e.g., reading a book once they finish the worksheet).
Instructional Learning Formats ■ Effective Facilitation ■ Variety of Modalities and Materials ■ Student Interest ■ Clarity of Learning Objectives	■ In most classrooms, teachers present information in multiple modalities and use multiple instructional strategies, such as hand-on materials, turn-and-talks, visual PowerPoints, and movement. ■ The majority of students are engaged some of the time, but there are periods when their interest wanes. ■ Most teachers clearly communicate learning objectives and reorient students to these objectives if necessary (e.g., "Today we will be…" and "Who can repeat what we will be doing?"). ■ Teachers occasionally use advanced organizers (e.g., "Let's look at the pictures before we begin reading to learn a bit more about the book"), summaries (e.g., "We just talked about [topic]"), and reorientation statements (e.g., "We are getting a bit off track") to effectively focus students' attention on the learning objective. ■ Teachers occasionally explain connections to previous lessons.
Instructional Support — Concept Development ■ Analysis and Reasoning ■ Creating ■ Integration ■ Connections to the Real World	■ Students have some opportunities for analysis and reasoning. Some "how" or "why" questions are asked. ■ Students have occasional opportunities to create, predict, or brainstorm, but these are brief or involve only a few students. ■ Teachers occasionally, but not consistently, relate concepts to students' lives. For example, in one classroom, the teacher asks students to share a story from their lives. In another classroom, the teacher incorporates what students are wearing into the lesson. ■ In some classrooms, students have the opportunity to evaluate their own work or summarize ideas. However, this does not occur consistently within or across classrooms.
Quality of Feedback ■ Scaffolding ■ Feedback Loops ■ Prompting Thought Processes ■ Providing Information ■ Encouragement and Affirmation	■ Teachers occasionally provide hints and scaffold, such as helping a student sound out a word while reading. However, at times, teachers dismiss responses as incorrect or ignore problems in students' understanding. ■ Teachers use some feedback loops, but these are often abbreviated or do not involve most students. ■ Teachers occasionally prompt thought processes, such as asking students to explain their thinking. For example,

Dimensions and Indicators (CLASS K–3)	Sample Observation Comments
	teachers ask questions such as, "Can you say more?" and "Can you show me how you do it?" However, this is inconsistent within and across classrooms.
	■ Teachers occasionally provide additional information that expands students' understanding.
	■ Teachers occasionally offer students encouragement to increase their involvement in the lesson.
Language Modeling ■ Frequent Conversations ■ Open-Ended Questions ■ Repetition and Extension ■ Self- and Parallel Talk ■ Advanced Language	■ In some classrooms, there are frequent conversations (e.g., teachers initiate turn-and-talks and students engage in conversation while working). In other classrooms, few conversations are observed as students are expected to work quietly. ■ Teachers ask a mix of closed-ended questions and open-ended questions (e.g., "What do you notice about the data?" and "What's your reasoning?"). ■ Teachers often repeat student responses and sometimes extend them. For example, a teacher repeats students' observations about data and extends by asking "Is there a way to know how many students answered in total?" ■ Teachers occasionally map the actions of themselves or the students by using language or descriptions that help students connect words to actions (e.g., "Now I am writing the letter G"). ■ Some teachers expand student's vocabulary by using a variety of words. However, other teachers stick to a limited vocabulary. ■ Teachers occasionally introduce synonyms to students to help clarify misunderstandings.

Table 20. Sample Observation Comments for Each Dimension in Classrooms Grades 4–5

Dimensions and Indicators (CLASS Upper Elementary)	Sample Observation Comments
Emotional Support Positive Climate ■ Relationships ■ Positive Affect ■ Positive Communications ■ Respect	■ Teachers and students share warm, supportive relationships with one another. They appear comfortable being in close proximity with one another and appear interested in helping one another. ■ Teachers appear genuinely interested in students' lives outside of school, asking them questions when appropriate and appearing genuinely interested in student responses. ■ Teacher and student affects are often shared and teachers frequently prompt students to cheer for each other (e.g., "Snaps for [Student Name]!"). ■ Teachers are respectful towards their students. They consistently use respectful language (e.g., "Thank you for using a quiet hand") and apologize if necessary (e.g., "Sorry for talking over you"). ■ Teachers and students often share smiles and laughter.
Teacher Sensitivity ■ Awareness ■ Responsiveness to Academic and Social-Emotional Needs and Cues ■ Effectiveness in Addressing Problems ■ Student Comfort	■ Teachers consistently monitor the classroom, walking around and checking in with students to see if anyone needs additional support. ■ Teachers often adjust the pacing of lessons in response to student needs. For example, one teacher helps a student who was absent the day before, catch up on the lesson. ■ Teachers are attuned to student needs. Examples include, asking if students need more time to complete a task, passing out erasers to students who need one, asking students if it is okay to erase the board before doing so, and sensing students' excitement in wanting to read aloud and letting them do so. ■ Teachers appear effective in addressing student needs as evidenced by the students' ability to move on with the lesson after receiving help from the teacher. ■ Teachers often notice if students are not focused on the lesson and reengage these students in the activity. ■ Students appear comfortable seeking support from the teacher. They often raise their hands to ask questions or approach the teacher for assistance when appropriate.
Regard for Student Perspectives ■ Flexibility and Student Focus ■ Connections to Current Life ■ Support for Autonomy and Leadership ■ Meaningful Peer Interactions	■ Teachers provide some opportunities for students to share their ideas, thoughts, and opinions. Teachers occasionally incorporate student ideas into the lesson. ■ Some teachers make meaningful connections to students' lives and experiences (e.g., connecting eating a sandwich to fractions). ■ Teachers occasionally remind students of the usefulness of the skills they are learning and how they relate to students' future experiences.

Dimensions and Indicators (CLASS Upper Elementary)	Sample Observation Comments
	- Teachers often allow for meaningful peer interactions, such as by having turn-and-talks or having students ask each other questions about their personal lives. - Some teachers allow students to be as autonomous as possible within lessons. Students are provided with meaningful choices and responsibilities. However, other teachers do not provide opportunities for student choice or autonomy within the lesson. - Students are occasionally provided with meaningful leadership opportunities. However, in some classrooms, these types of opportunities are rare or only available for one or two students.
Behavior Management ■ Clear Expectations ■ Proactive ■ Effective Redirection of Misbehavior ■ Student Behavior	- In most classrooms, behavioral expectations are understood by everyone in the class and rules are consistently enforced. - Teachers often call attention to positive behavior (e.g., "I appreciate how [Student Name] is writing"). - Teachers rarely need to redirect students, but when redirection is necessary, teachers do so effectively (e.g., "Remember, we're using a level one voice"). - Teachers often use subtle cues to regain students' attention (e.g., eye contact, touch, physical proximity, using students' names). - Students are often well behaved. Any behavioral disruptions are very brief and do not take away from instructional time.
Productivity ■ Maximizing Learning Time ■ Routines ■ Transitions ■ Preparation	- Students have tasks to do throughout the entire observation and teachers provide options for students who complete a task early. - No time is lost on teachers completing managerial tasks. - Students have clear instructions and know what they should be doing. - There is little or no wandering in the classroom. - Teachers provide time cues for transitions (e.g., "Two more minutes"), and no instructional time is lost during transitions. - Teachers are prepared for lessons and have all materials out and easily accessible.
Negative Climate ■ Negative Affect ■ Punitive Control ■ Disrespect	- In nearly all classrooms, there is no evidence of negative climate. - Teachers and students are not observed using harsh voices. - Teachers do not yell, punish, or physically control students. - Teachers and most students are not sarcastic or disrespectful to each other.

The left side of the table is labeled vertically: **Classroom Organization**

	Dimensions and Indicators (CLASS Upper Elementary)	Sample Observation Comments
Instructional Support	Instructional Learning Formats ■ Learning Targets and Organization ■ Variety of Modalities, Strategies, and Materials ■ Active Facilitation ■ Effective Engagement	■ Teachers clearly communicate learning objectives and reorient students to these objectives if necessary. ■ Teachers often present information in multiple modalities (e.g., lectures, slide presentations, diagrams), use multiple instructional strategies (e.g., whole group, small group, individual), and occasionally offer students hands-on opportunities. ■ Most teachers consistently use active facilitation strategies to increase student involvement (e.g., questioning, appropriate pacing, and actively showing interest in students' participation). ■ The majority of students appear consistently actively engaged. They listen to the teacher, raise their hands to answer questions, volunteer comments, and participate in group or partner work.
	Content Understanding ■ Depth of Understanding ■ Communication of Concepts and Procedures ■ Background Knowledge and Misconceptions ■ Transmission of Content Knowledge and Procedures ■ Opportunity for Practice of Procedures and Skills	■ Teachers consistently help students apply the lesson to real world events and situations that make concepts more meaningful. ■ Teachers often present multiple varied points of view and encourage students to adopt their own perspectives rather than simply agreeing with the teacher's point of view. ■ Teachers consistently present the essential components of concepts and further enhance understanding of concepts by providing multiple examples and non-examples. ■ Teachers frequently connect new content to previously taught content, such as connecting the concept of digraphs to glued sounds or cutting up a number line in the same way you would cut up shapes to show fractions. ■ Teachers often address misconceptions and try to prevent potential errors (e.g., "I want us to be careful here"). ■ Teachers regularly incorporate meaningful opportunities for guided or independent practice of concepts. Teachers offer effective and timely feedback during this practice to all or most students.
	Analysis and Inquiry ■ Facilitation of Higher Order Thinking ■ Opportunities for Novel Application ■ Metacognition	■ Opportunities for students to engage in higher order thinking or cognitively challenging tasks are inconsistent within and across classrooms. ■ Some teachers ask students to identify and investigate problems, think about alternative approaches, and make predictions (e.g., "Why did the quotient rise ten times for each problem?" or "What does [Student Name] mean that there's a small difference?" or "What do these numbers help us? How does this information help you?"). ■ Teachers occasionally present opportunities for students to independently reason through open-ended tasks (e.g., there

Dimensions and Indicators (CLASS Upper Elementary)	Sample Observation Comments
	is no single correct answer). However, this is not consistent within or across classrooms.
	■ Students are occasionally asked to evaluate and defend their own work.
	■ When a student gives a wrong answer, teachers occasionally ask questions to understand why the student reached a different answer and help correct the errors in their reasoning.
Quality of Feedback ■ Feedback Loops ■ Scaffolding ■ Building on Student Responses ■ Encouragement and Affirmation	■ Teachers and students occasionally have back-and-forth exchanges. However, these exchanges often are not sustained interactions (e.g., the teacher makes one comment and moves on) and they do not lead to a deeper level of student understanding. ■ Teachers occasionally provide hints or assistance to help get students thinking in the right direction. However, this is not consistent within or across classrooms. ■ Teachers occasionally prompt students to explain their thinking or ask students to expand upon their initial responses to help students understand how they arrived at the answer. ■ Teachers occasionally encourage student persistence by focusing on student effort (e.g., "Challenge yourself, you can do it!"). However, feedback is occasionally vague (e.g., "Good") and does not always encourage students' continued active involvement in the activity.
Instructional Dialogue ■ Cumulative Content-Driven Exchanges ■ Distributed Talk ■ Facilitation Strategies	■ Most teachers have frequently cumulative content-driven exchanges, both in whole-group lessons and in 1:1 check-ins during independent practice. ■ There are occasional extended dialogues that encourage students' depth of understanding of the content. Teachers ask questions such as, "What would that look like on a number line?" and "How many sounds do you hear?" ■ In most classrooms, talk is distributed evenly between teachers and students. Teachers prompt turn-and-talks and ask students open-ended questions to encourage student dialogue (e.g., "Can you explain why you disagree?" and "Why does the [number] go here?"). ■ Teachers ask a mix of open-ended and closed-ended questions and occasionally repeat or expand on student comments.
Student Engagement ■ Active Engagement	■ In most classrooms, most students are actively engaged in the lesson. Students frequently ask questions and follow along as appropriate (e.g., students draw a model on their whiteboard as the teacher draws theirs, or students engage in a call and response activity). At times students are

Dimensions and Indicators (CLASS Upper Elementary)	Sample Observation Comments
	passively engaged as they listen to instructions or watch the teacher during whole-group instruction.
	■ Occasionally, students appear distracted (e.g., students play with markers or engage in social conversation during a lesson).

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