

# Catapult Learning

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**“Sample” Elementary School**

## **Collaborative Quality Analysis Summary Report**

Visit dates:

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# Collaborative Quality Analysis: Summary Report

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## The Process

The Quality Analysis is an evaluation process intended to highlight school strengths and weaknesses, identify the root cause of low performance areas, and identify school staff that can be better leveraged for improvement efforts. The process is conducted within a research-based framework consisting of Five Strands integral to school improvement. Three dimensions of exploration—the **School Development Rubric**, **Stakeholder Perceptions**, and **Impact/Proxy Measures**—serve to answer **Five Key Questions** aligned with the strands:

1. How well is the school set for leading and managing change? (Leadership)
2. How good are opportunities for learning and developing learners? (Pedagogy & Curriculum)
3. How well does the school use assessment, data, and feedback to promote learning? (Assessment for Learning)
4. How well does the school promote and foster environments that support learning and motivation? (Learning Environment)
5. How well does the school use its internal and external resources to meet the spectrum of need for all learners? (Student & Family Support)

## Evidence Base

The findings in this report are based upon evidence gathered along three dimensions:

1. **School Development:** A set of activities inform judgments against a rubric of descriptors defined by the “Attributes of an Exemplary School.” The rubric consists of 21 attributes covering five strands: *Leadership*, *Pedagogy & Curriculum*, *Assessment for Learning and Student*, *Learning Environment*, and *Family Support Systems*. Based on consideration of the evidence arising from undertaking the audit activities, the CQA team agreed to a judgment for each attribute along a continuum of four levels that describe the school’s current functioning: Beginning-Developing-Proficient-Exemplary.
2. **Stakeholder Perceptions:** The views of students, parents, and teachers are solicited through a series of Focus Groups conducted by the CQA Team. The focus groups are structured around a set of questions designed to elicit feedback which is aligned to the five strands and intended to provide evidence that will assist the CQA Team in responding to the Five Key Questions.
3. **Impact/Proxy Measures:** A limited and direct set of data are gathered to quantitatively assess performance in the *Assessment for Learning*, *Learning Environment*, and *Student and Family Support Systems* strands. This data is then complemented by a set of teacher observation data gathered during the CQA in order to inform judgments in the *Pedagogy* and *Curriculum* strand.

## Recommendations

Based on the evidence gathered, the following next steps have been identified by the team as the focus areas that will have a great impact on student achievement

1. Provide and ensure all students with disabilities are provided grade level content and standards in all core classes. In addition, ensure specialized designed instruction and programming objectives outlined in each student's individual education plan are provided in the least restrictive setting (e.g. general education classrooms) and if deemed necessary pull-out services.
2. Ensure all leadership, grade level leads, and special education staff are trained, calibrated, and given a codified visual on the academic and behavior Multi-Tiered Systems of Support (e.g., otherwise known as Response to Intervention) process. Training should be provided on identifying students (e.g., body of evidence), collaborative student focused problem solving with grade level teams, special education referral process (e.g., specifically data and required interventions), and monitoring students' growth.
3. Provide teacher professional development and set expectations around a core instructional model that includes planning for activating relevant knowledge, explicit instruction, gradual release of responsibility, differentiation, and formative assessment.
4. Redefine the roles and responsibilities of leadership team members. During leadership team meetings, include schoolwide data analysis, long term planning, and monitoring of the goals of the Academic Plan.

## School Overview

"Sample" Elementary School	
School Address and Zip Code	XXX
School Telephone Number	XXX
School Website	XXX
Grades Served	XXX
Number of Students Enrolled	XXX
Attendance	XXX
Special Needs Population	XXX

## Overview and Synthesis

In October 2022, Catapult Learning was selected by XXX to assist in a major initiative to improve educational opportunities and outcomes for students at “Sample” Elementary School in XXX. Catapult Learning conducted an in-depth analysis of the systems and capacities across the school.

The plan for extensive data collection at the school was one aspect of the work. Using the tools in our Collaborative Quality Analysis we focused on attributes evident in exemplary schools. That effort was supported with feedback from staff, students, and parents. A team of highly experienced educational leaders entered into this Collaborative Quality Analysis process in order to identify areas of strength and areas for development.

“Sample” Elementary School is located in XXX. It serves students from outlying areas as well as two shelters, so many students are transported by bus. The school is presently surrounded by the construction of a large housing development that is projected to add 800 homes to the area. The construction has greatly impacted access to the campus, and the principal had to design a limited, one-way entrance and exit access for cars and buses. The school is composed of XXX students in grades Pre- Kindergarten through 5<sup>th</sup>. There are four sections of each grade level from Kindergarten through Fifth grade. There are two Pre-Kindergarten classes, as well as a self-contained special education class and a resource room class. There are two special education teachers servicing the self-contained classes and three special education teachers and two educational assistants servicing inclusion classes. The school provides additional support via two academic coaches, one RTI/Data Coach, one Technology Coach, and two counselors. There is one part-time art teacher. Classroom teachers provide experiences in PE and Computer Science.

The school is led by a principal who is in her fourth year of leadership at the school. Previously, she served as at XXX and has worked in education for 23 years. There appears to be some rapport developing between the principal and teaching staff, and teacher leaders have been identified. The atmosphere is welcoming and conducive to instruction.

The demographic data show the student population composed of:

American Indian or Alaskan Native	X%
Hispanic	X%
Multiple	X%
Asian	X%
Other Pacific Islander	X%
White	X%

The school’s Leadership Team meets monthly. The principal reports that at the present time, the team is mainly focused on operations. Articulation groups comprised of teachers and coaches meet every other week. Faculty teams that address specific aspects of the school meet monthly. Data Dives are scheduled quarterly.

As measured by the annual SQS survey and evident in the Teacher Focus groups, there seem to be issues of concern among the faculty that include lack of communication, teacher retention, the number of initiatives, and conditions of the physical plant. Longevity of the staff varies greatly, ranging from first-year teachers to those with more than 25 years in the profession.

As presumed by the initiative to improve the school, the achievement results are in need of improvement. The school is identified *for Comprehensive and Improvement Support (CSI)* because the school was Title 1, in TSI status, and had at least one subgroup that had performed equal to or below the highest-performing school identified as CSI Low Performing.

One aspect of the Collaborative Quality Analysis (CQA) process is extensive data collection at the school. The most recent summary of data reveals a significant lowering of performance across all grade levels since the shift in assessments.

The following data charts capture the most recent data points available from the XXX report and the principal:

*(Data charts deleted for this redacted document)*

In 2022, student performance in Language Arts increased 11%. Math increased 9% and Science increased 19%. However, the IDEA subgroup has not shown similar progress:

*(Data charts deleted for this redacted document)*

## School Development Rubric - Evidence Base

Catapult Learning’s School Development Rubric is designed to provide an objective perspective on school development. The rubric is intended to help schools at all levels of performance to assess the strengths and limitations of their instructional practices and organizational conditions. The rubric is *not* intended to be used for evaluation of school staff. Instead, the focus is on analyzing the effectiveness of the school for the purpose of sustained improvement in student achievement.

The developmental stages of the school are evaluated through judgments against descriptors in the School Development Rubric that are based on evidence collected and reviewed in the school by the Catapult Learning team. The data collected in relation to the School Development Rubric is linked to Catapult Learning’s research-based analysis of an outstanding school in relation to **five** research questions:

- How well is the school set for leading and managing change?
- How good are opportunities for learning and developing learners?
- How well does the school use assessment, data, and feedback to promote learning?
- How well does the school promote and foster environments that support learning and motivation?
- How well does the school use its internal and external resources to meet the spectrum of need for all learners?

It is important that all judgments for a school using this rubric are evidence-based. In order to get a valid perspective, multiple data sources are used to provide evidence that can be used to support a categorical and numerical judgment rating on the stage that best characterizes the school’s current status—**Beginning, Developing, Proficient, or Exemplary**. Judgments are underpinned by a set of audit activities that cover structured observations, key school plans, focus groups, student work samples and teacher and student planning documentation.

School Development Rubric Scale			
Beginning	Developing	Proficient	Exemplary

As a culminating part of the CQA process, all of the attributes are evaluated and given an overall category rating. This rating allows the team and the school's stakeholders to see where the school stands overall in relation to the school development categories: Leadership, Learning Environment, Assessment for Learning, Pedagogy and Curriculum, and Student and Family Support.

Based on a range of audit activities, the school was benchmarked against Catapult Learning's Five Strand Design Standards – 21 Attributes of Exemplary schools—on a four-point scale of Beginning-Developing-Proficient-Exemplary. These 21 Attributes are linked to the five research questions detailed within this report.

Nine (9) of the features were rated as "Beginning", four (4) as "Beginning/Developing", six (6) as "Developing", two (2) as "Proficient" with none as "Exemplary." These results indicate that the school is at a developing stage of effectiveness with regard to the Attributes of an Exemplary School. In order to improve student learning, a major focus needs to be placed on improving the quality of planning and pedagogy. However, this is unlikely to show benefit without strengthening a number of related processes and structures; notably the teacher morale, the use of the data analysis cycle, and the development of a formal, proactive system of student support for all students, with particular emphasis on the IDEA subgroup.

On the following pages you will find the *Master Collection Form for the School Development Rubric* and the average ratings against *Attributes of an Exemplary School*.



## Leadership

### How well is the school set for leading and managing change?

#### **Summary Statement – School Development Rubric**

In the area of Leadership, overall, the school is at the **Beginning/Developing** stage. The school’s mission and vision statements are present in the academic plan, on the school website, and in the faculty handbook, however, evidence indicates that the academic goals are not clearly articulated or communicated throughout the school and classrooms.

In the Student Focus Group, words used to describe the school included: friendly, fun (do activities for the holidays, creative (made their own monuments), supportive (from staff and teachers – they correct homework in a “good way” and recognize students taking SBA), nice school (fun assignments on special days), tobacco free, and nut free. Students report that sometimes assignments are challenging which they say is good - not too hard, not too easy. One student reports that, “they push us just enough to get better.”

In the Teacher Focus Group, they share that everyone comes to school with, “positive vibes.” In the hallways, everyone greets each other. They describe the school as a “revolving door” with high student transiency and low teacher retention that result in a lack of stability and a challenge to maintain consistency. Teachers report that when teachers leave, students ask, ‘Why did they leave?’ Teachers express concerns with what they see as a lack of proactive communication. They report that they have a voice in some decisions, they can give input, but it is not always acknowledged.

In the Parent Focus Group, they report that they are very satisfied with the school and the teachers. Almost all participants indicate that they want to be more involved in the life of the school. They report that communication about student achievement is very limited, and they are interested in being more informed about instruction so that they can support the school’s efforts at home. They express their desire to be partners in education.

The principal has a Leadership Team with volunteer representatives from every grade level. The principal reports the team meets monthly and most of their meetings are focused on operations. The faculty handbook states that the purpose of the monthly meetings is to, “systematically and consistently review whether or not our school is successful in meeting the measures in our Academic Plan.” Leadership is distributed through other faculty teams that include Focus on Learning, ELA, Math, ART (articulation), Science, and HMTSS. The teams meet on a monthly basis. The ELA team was tasked with leading the process of selecting a new reading series. The school also has a School Community Council that meets monthly. The principal was able to share the agenda from their last meeting.

Overall, evidence from School Document Review, Focus Groups, Climate Walk, and Classroom Observations suggest that systems are in place but need refinement in consistent alignment to the school goals, mission, and vision. A review of communication processes and content to ensure clarity and transparency, focus on achievement, as well as validation of feedback would benefit all stakeholders.

## Main Findings

\* Rubric excerpted to illustrate select priorities in each strand. The full rubric is not present in this redacted document.

Attributes	Rating	Conclusions	Evidence	Recommendations
<p>LS.1 – School vision, mission, values, and goals clearly reflect a collective focus on equity, student learning, and achievement...</p>	<p>Beginning</p>	<p>The school’s mission defines its purpose – what the school does for whom and how.</p> <p>Communication of the school’s mission is unclear.</p> <p>A structure for implementing the school’s mission is not evident.</p>	<p>The principal shared that the mission and vision were developed a few years ago (website lists 2013), and probably need to be revisited</p> <p>Climate walk: the school’s mission/vision statements are not visible in the common areas of the school – front office, library, cafeteria.</p> <p>Teacher focus group: teachers were not able to identify the school’s mission/vision but said that it could be found in the faculty handbook.</p> <p>School Document Review – mission and vision are not directly connected to the action steps of the academic plan</p> <p>Students shared many of the ways they are celebrated in</p>	<p>Task the leadership team with an initial review with the faculty of the mission and vision to determine if it truly reflects the school’s purpose. Extend opportunities to students (possibly through student council) and parents to provide input as well.</p> <p>Convene an ad hoc climate group to explore how to ensure that the mission/vision are infused into the physical environment and beyond (include parents, students, and staff)</p> <p>As the vision/mission are revisited, ensure that the goals of the school plan are aligned with the stated school purpose.</p> <p>Determine how to integrate some of the celebrations that are</p>

		School leaders sometimes connect celebrations to the school’s mission and vision.	school. Most are connected to the core values, behavior, and completion of I-Ready activities. They did not refer to academic achievement progress.	presently in place with the school’s mission and vision.
LS.2 – School vision, mission, values, and goals clearly reflect a collective focus on equity, student learning, and achievement.	Beginning	<p>Communication about the school’s goals and stakeholder roles is infrequent.</p> <p>Stakeholders sometimes provide feedback, when they do, it is in varied and inconsistent formats.</p> <p>The principal expects communication between teacher and parents to occur on a weekly basis; this communication is not monitored.</p>	<p>Principal indicates that the leadership team meetings are mainly operational at this time.</p> <p>Parents report that they are not familiar with the school goals. The majority of the parents expressed the desire to be more involved in the “life of the school.”</p> <p>The principal states that she and teachers use Class Dojo to connect with parents, however, there is no information available about whether teachers are sharing achievement progress with parents.</p>	<p>Include an agenda item related to progress of school goals at every leadership team meeting. Publish minutes of the meeting so that staff is informed.</p> <p>Regularly share specific data about progress in parent communication.</p> <p>Consider creating a parent liaison to elicit regular feedback from the community and offer them opportunities to become more involved in initiatives that can support the school goals. Include parents and students in ad hoc committees. Present the goals from the academic plan to parents/caregivers.</p> <p>Provide all stakeholders with tools and opportunities to offer feedback about ongoing goals and stakeholder roles in multiple formats.</p> <p>Communicate clear and explicit expectations with teachers about</p>

			<p>Parents report that they never hear anything about their child's progress until report cards go home. They would really like to know more so that they can support their children at home. They said that they would really like to receive information about what their child is going to be learning about so that they can extend that learning experience at home.</p>	<p>what types of information will be shared with parents and then monitor the weekly communication.</p>
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## Pedagogy and Curriculum

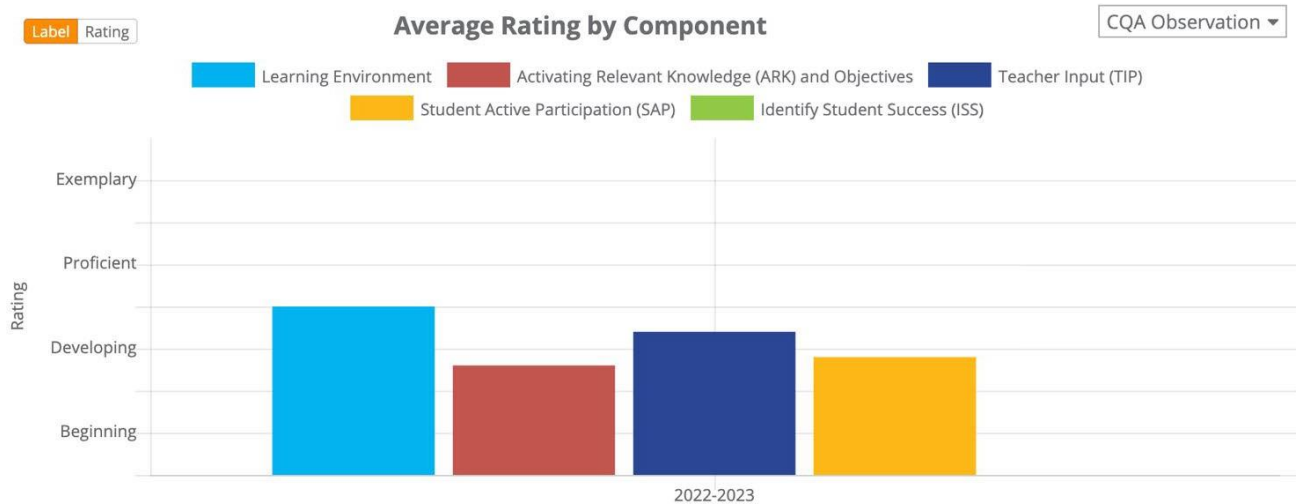
*How good are opportunities for learning and developing learners?*

### **Summary Statement – Impact/Proxy Measures**

An essential part of the Collaborative Quality Analysis process is conducting classroom observations. During the CQA visit, 18 classroom observations across all grade levels. Each observation was completed by a Catapult Learning partner and in some observations, they were accompanied by the Data Coach. Each observation focused on five categories that are part of Catapult Learning’s CQA process:

1. The Learning Environment
2. Activating Relevant Knowledge and Objectives
3. Teacher Input
4. Student Active Participation
5. Identify Student Success

Each classroom was rated using the observation rubric and a final summary of the findings can be found below:



Across all observations, learning environment was rated in the Developing (2.5 out of 4) stage. This included factors such as having high expectations in place, student understanding goals, respectful relationships observable, optimal use of space, effective transitions, and evidence of well-established rules and procedures. In most classrooms, there was evidence of learning target posted, along with identified success criteria. The learning targets included highlighted key words, and some included the standards. However, it was frequently noted that the posted targets did not align with the lesson that was being presented. During lesson plan review, teachers reported that the targets that were posted were actually unit targets, not daily targets. There was limited evidence of daily objectives posted or presented and when there was an introduction, what was presented was the activity that was going to take place, not the skill that was going to be learned or the purpose of doing the activity. When students were asked what they were learning, they would either point to their books, or talk about the activity or assignment they were completing. Respectful relationships were observed in most classrooms.

Activating Relevant Knowledge and Objectives was rated Approaching Developing (1.8 out of 4). This included students knowing and understanding the lesson objective, teacher “warming up” brains and activating and accessing relevant knowledge, teachers making connections to real life situations, and teachers referring to the objective during instruction. In most classrooms, there was no evidence of the teacher acknowledging the objective throughout the lesson, however some lessons did begin with a ‘hook’ or other strategy to activate relevant knowledge such as a review of previously learned material.

Teacher Input was rated Developing (2.2 out of 4). Teacher Input addresses teaching academic vocabulary, modeling, explicitly demonstrating a skill, guided practice, adequate wait time, Walls that Teach, and a variety of strategies for engagement. In most classrooms, there was evidence of a colorful, inviting physical learning environment, however, much of what was displayed did not directly relate to the learning. Anchor charts were utilized in some classrooms, but they did not necessarily support the content that was currently being presented. Most teachers employed direct instruction and some type of independent practice, however, limited implementation of the complete Gradual Release Model of direct instruction (Me), guided practice (We), partner practice (Two) and then independent practice (You) was evident. Frequent use of academic vocabulary was observed.

Student Active Participation was rated Approaching Developing (1.9 out of 4). This includes effective transitions, students independently manipulating and applying the content, students practicing academic vocabulary through collaborative conversations with peers, high level of questioning (DOK 3-4) to encourage critical thinking, employing alternative strategies and examples to reach students when they don’t understand, timely and specific feedback, and experiencing 75-95% success during active manipulation. Although instances of students engaging in collaborative conversations were limited, those that were observed were highly effective, with students collaborating on research notes in science and others deciding how to prioritize decisions in social studies. Questioning was largely at DOK levels 1 and 2, where students were mainly asked to provide facts or details with limited follow-up or open-ended questions. Opportunities for more than one student to respond to a given question were not observed.

\*\*Note: the final category, Identify Student Success, was not rated because the observers exited the classrooms for debriefing before the end of the lessons.

## Summary Statement – School Development Rubric

In the area of **Pedagogy and Curriculum**, the school is at the **Developing** Stage. The principal possesses an understanding of key competencies for effective instruction. She hired two coaches who help teachers continue to develop good practices. Quality instruction starts with an effective plan. At “Sample”, there is not a structured lesson planning template in place. Teachers vary greatly in planning. There is little evidence that data is driving instruction, but lessons lean more toward rote learning that is driven by the curriculum guides or teacher manuals.

The teacher’s negotiated agreement prevents principals from asking for lesson plans to be submitted on a regular or periodic basis. This limited the CQA lesson plan review; however, teachers who were asked were willing to share a copy of their plans during classroom visits. Plans were developed collaboratively by grade levels. There was no evidence of assessment (summative or formative) in observed plans. Daily lesson objectives were missing as well.

Inconsistency exists in how teachers check for understanding. No plan included strategies to address varying learning styles and also lacked a means of differentiation. Self or peer assessment was not evident.

Classroom observations indicate that some students do not experience a rigorous and engaging curriculum designed to ensure mastery of all relevant standards. It appears that many plans are too broad and/or general to indicate a core instructional model that includes explicit instruction during gradual release of responsibility or a means to identify student success.

During parent interviews, several concerns were raised about students not being sufficiently challenged with a rigorous curriculum. Parents said that when they reached out to teachers, the teachers did adjust their individual student’s assignments to provide more challenging activities.

Evidence indicates the majority of feedback provided to students does not provide them with the information needed to improve their performance. By providing consistent and focused feedback, students will know what their next steps are to improve their learning and will be able to track and articulate their progress against the standards.

During interviews with the coaches and the teachers, it appears that they are still creating a coherently mapped curriculum. By developing a coherent and aligned curriculum framework, map, and pacing guide, teachers will be able to plan for reinforcement of key content vertically and horizontally across subject areas.

Currently the system that is in place for observing teaching and learning addresses visiting those teachers who are considered probationary or those veteran teachers who are due to receive an evaluation that year. Establishing an observation schedule by the principal, with pre- and post-conversations would assist teachers in becoming more effective in their instructional practices. Additionally, informal classroom visits with the intention of collecting data on specific “look-fors” would provide the principal with data to evaluate school initiatives and professional development. Further, these visits can serve as a message to students that the principal values their learning.

Increasing the use of peer observations would allow teachers multiple opportunities to see teaching strategies and ways to make teaching and learning common and compatible across all grades and domains. In a conversation with the coaches, several options for supporting peer observations were discussed. Coaches are willing to cover classes as well as accompany teachers on their observations to debrief and process what they see and hear.

## Main Findings

\* Rubric excerpted to illustrate select priorities in each strand. The full rubric is not present in this redacted document.

Attributes	Rating	Conclusions	Evidence	Recommendations
<p>PC.1 – School leaders and staff have a clear and common understanding of the key competencies that teachers need for effective culturally responsive instruction.</p>	<p>Beginning/ Developing</p>	<p>School leaders and staff within the school hold different views of the key competencies needed for effective teaching.</p> <p>Knowledge and understanding of effective teaching competencies vary among staff. Few teachers exhibit a common vocabulary for teaching and learning.</p> <p>Some teachers and leaders collaborate, using a common vocabulary to discuss effective teaching; this leads to instructional adjustments in some classrooms.</p> <p>School leaders provide teachers with some opportunities to see research-based, effective teaching in practice.</p>	<p>School Document Review- principal reports that teachers don't know how to plan effectively.</p> <p>Teacher Focus Group – teachers report that there is so much going on that it is difficult to prioritize what they really need to do.</p> <p>Principal reports that she has not been able to be in classrooms, and most supervisory interactions with teachers are with those that are due for evaluations this year.</p> <p>In an interview with coaches, they report that they are willing to support teachers in advancing their effectiveness.</p>	<p>Leaders and staff collaboratively identify a specific set of competencies that support the needs of their students (based on achievement data) and reflect effective teaching.</p> <p>Implement a consistent, coherent framework of instruction that includes effective components for teaching and learning.</p> <p>Increase opportunities for leaders and teachers to reflect on effective teaching, with the principal utilizing an observation document that will create opportunities to share common language and support teachers in learning to adjust instruction to meet the needs of their students.</p> <p>Provide opportunities to see models of, and set benchmarks for, exemplary execution of key competencies. This could include coaches modeling and co-teaching.</p>



Attributes	Rating	Conclusions	Evidence	Recommendations
<p>PC.2 – All teachers consistently use a structured planning framework grounded in research-based best practices to deliver explicit, systematic instruction that engages all students.</p>	<p>Developing</p>	<p>Lesson planning documents are varied across the school, or a lesson planning template is not evident.</p> <p>Some teachers actively plan for and deliver instruction that connects relevant content and tasks to student interest and challenge level and addresses their differing needs.</p> <p>Teacher instruction is planned with the goal of building competent, independent application of skills.</p>	<p>Teacher focus group- teachers report that they plan with their grade levels.</p> <p>Lesson plan review – little evidence of consistency in planning.</p> <p>Principal reports that she is constrained in reviewing plans due to the negotiated agreement.</p> <p>Classroom Observations revealed some evidence of instruction that connected to student interest. Most activities were at a low level of challenge and did not address differing needs.</p> <p>Student Focus Group- students reported that they like when their teachers give them “harder work.”</p> <p>Parent Focus Group- parents reported that they would like to see more learning activities than just workbook pages and the computer. Some report that</p>	<p>Teachers and coaches collaborate with the principal to develop a common lesson planning template that teachers may use as a guide to ensure that planning is appropriately aligned with standards and outlines all the components of effective instruction. Include daily objectives, structure for effective instruction, assessment/checks for understanding and consideration for differentiation.</p> <p>Support teachers through coaching and collaboration to increase the use of instructional strategies and questioning that builds student proficiency in critical thinking.</p> <p>Provide opportunities for students to access high interest activities, supported with project-based learning or earning contracts/matrices.</p>

Attributes	Rating	Conclusions	Evidence	Recommendations
			<p>they haven't received anything other than worksheets. Comment that some children are tactile learners and need more than worksheets and computers. They would like to see more projects, book reports, science projects (age-appropriate research). One parent says that students need more critical thinking and problem-solving skills.</p>	

## Assessment for Learning

*How well does the school use assessment, data, and feedback to promote learning?*

### **Summary Statement – School Development Rubric**

Overall, the school is at the **Beginning** stage in the Assessment for Learning strand. The school's leadership team has identified annual student assessments and dates for administration of I-Ready and DIBELS.

Teachers have begun to meet regularly to review student achievement data. It is not evident that the analysis of data is being utilized effectively to translate into intentional lesson planning and instruction, with considerations for post observation reflection of student progress and determination of next steps in reteaching/enrichment.

The school does not have a standard lesson plan template for all teachers that could serve as a guide to support standards-aligned, rigorous instruction that includes multiple ways to assess student understanding and learning. Limited formative assessments and checks for understanding were observed during lesson plan review and observations.

Support of subgroups of students was evident in identification of inclusion and EL classrooms; however, strategies to support unique learning needs were not observed in these rooms.

The student data displays observed during the climate walk related to the number of minutes students have spent or the number of activities they have completed in I-Ready. Classrooms have learning intentions posted; in most cases, they do not include daily student learning objectives. Some classrooms post a daily agenda where subjects are posted with the name or page numbers for activities. In a variety of classrooms, when students were asked what they were learning about, they were unable to explain the specific lesson objectives. Most often, they responded by naming the subject they were working on or referring to their assignment.

The principal reports that most professional development is identified based on what teachers need based on the initiatives in the academic plan. This year, professional development topics have included RTI, DIBELS, and Orton Gillingham, and Identifying Learning Intentions and Success Criteria.

**Main Findings**

\* Rubric excerpted to illustrate select priorities in each strand. The full rubric is not present in this redacted document.

Attributes	Rating	Conclusions	Evidence	Recommendations
<p>AL.1 – Teachers use varied culturally responsive and relevant strategies to assess achievement and analyze data to inform instruction.</p>	<p>Developing</p>	<p>High expectations and consistent criteria achievement are observable in some classrooms.</p>	<p>In some classrooms, teachers designed activities that support student learning at a level of at least DOK 3 so that students were not just completing a worksheet or responding to low level questions.</p> <p>Students report teachers have a good sense of their abilities and said that they look at their I-Ready results and put them in groups and like when their teachers challenge them.</p> <p>Parents share they have reached to teachers to share their children need more challenging work; teachers respond positively.</p> <p>Limited evidence of data collection during lesson plan review, classroom observations, and interview with coaches.</p>	<p>Support teachers to plan intentionally, working with students in their zone of proximal development so that they are consistently supporting growth and encouraging productive struggle. This will increase student’s confidence and belief in their own abilities as well.</p>



		<p>Teachers employ summative assessments as their primary strategy to monitor student understanding.</p> <p>Most teachers analyze summative and formative assessment data.</p> <p>Some teachers use summative and formative assessment data to adjust and modify instruction in response to identified student needs.</p> <p>Some teachers configure and present achievement data in a way that is accessible to some students and parents/caregivers to inform conversations about students' learning goals and progress.</p>	<p>A quarterly Data Day is planned for all grade levels. The principal reports that the teachers analyze data at a surface level. She characterizes it as, "living in the land of planning."</p> <p>Parents report that they do not receive any diagnostic information and would like to receive I-Ready results and progress reports prior to report cards.</p> <p>Students report that they know how many I-Ready activities they have completed, and they are aware that their teacher looks at I-Ready diagnostic results and groups them based on results.</p>	<p>Work with teachers to consistently analyze ongoing formative and summative assessments, self and peer performance tasks, and probing questions to monitor student understanding and assess critical thinking.</p> <p>Ensure that teachers plan to use a variety of strategies to check for understanding such as formative assessment, self-monitoring, checklists, and rubrics to have a robust set of data to analyze.</p> <p>Explicitly train teachers to use the data analysis cycle, having them practice with their data as coaches and leaders assist them. Ensure that they understand that this is a continual, cyclical process.</p> <p>Consider including students in identifying and tracking progress of individual learning goals and sharing progress with parents/caregivers.</p> <p>Ensure teachers' weekly communication includes individual student accomplishments or class goals that have been reached.</p>
AL.2 – Students understand the	Beginning	Students can occasionally explain their class learning	In classroom observations and lesson plan review, daily lesson	Ensure that teachers clearly and explicitly present daily objectives

<p>student learning objectives being set for them by the school and the teacher, and they actively participate in evaluation of performance and monitoring of progress.</p>		<p>objectives, which are communicated in student-friendly language by some teachers.</p> <p>Few teachers create opportunities for students to engage in self-assessment.</p> <p>Teachers rarely create opportunities for students to assess the performance of their peers and other feedback.</p> <p>Few teachers provide structures for students to track their progress toward meeting achievement goals and reviewing next steps with their teachers.</p>	<p>objectives are not clearly communicated. Posters are visible with learning targets, but teachers report that these are actually unit goals. Teachers talk more about the activity than the learning outcome during instruction.</p> <p>Limited evidence of opportunities for self-assessment and peer-assessment during classroom observations.</p> <p>There is no evidence in the student focus group, parent focus group or review of student work that students are involved in tracking their progress toward an identified individual learning goal.</p>	<p>and weave them throughout the lesson, culminating with formative assessment that refers back to the learning intention.</p> <p>Assist teachers in learning to create ongoing opportunities for students to engage in self-reflection and self-assessment. This might include checklists, rubrics, exit tickets, etc.</p> <p>Train students to appropriately provide feedback to peers and support this practice by providing structures for students to use. For example, students could use a rubric with specific “look-fors” as they observe peer performance.</p> <p>Teach students to track their progress toward meeting achievement goals and independently determine the next steps they need to take. Begin with one simple concrete goal that students can track easily with sufficient data to learn how the process works.</p>
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## Learning Environment

### ***How well does the school promote and foster environments that support learning and motivation?***

#### ***Summary Statement – School Development Rubric***

In the area of Learning Environment, the school is at the ***Developing*** stage. Students report that their teachers want them to be successful and they challenge them to do their best work. They shared their numerous opportunities for recognition, mainly associated with core values and appropriate behavior as well as I-Ready minutes logged and activities completed. Students have opportunities to participate in student government and to become Junior Police Officers on campus. Fourth and fifth grade students may participate in basketball and track district-wide events.

Parents report that their children feel safe at school. Their concerns are heard, staff is attentive, and takes immediate action in instances of bullying. Parents characterize the school as loving, welcoming and like a home. Parents state that teachers are amazing and say that the principal is someone who communicates well, has direction, and takes care of what needs to be done. Parents express the desire to be permitted on campus again and to become partners in their children’s learning, supporting teachers in their efforts. They express the desire to have access to more achievement data and more specific information about the standards that their children are learning. Parents are concerned about children’s restricted access to the playground and their limited recess. They report that teachers restrict recess as a consequence and believe that children need opportunities to be active during the school day, particularly considering they have limited access to PE. Parents express concerns about the nature of learning activities. They would like to see more than just workbook pages and computer activities and suggest more projects such as book reports, science projects and age-appropriate research.

Teachers report that they support each other in their efforts. They say that the culture is collaborative and there are opportunities for team building. Some teachers express that they are overwhelmed with the number of initiatives and expectations this year. They are concerned with the small percentage of teacher retention. They report that students are aware that teachers don’t stay and ask why the teachers leave. Teachers also express concern with the physical condition of the school. Some say they mop their own classrooms and frequently lack supplies such as toilet paper and soap. Another concern they identify is the budget shortfall which impacts the accessibility of certain supplies.

The Climate Walk revealed library expectations and procedures were in place while a classroom visited the library. In the cafeteria, posters display messages such as “Dream big,” “Work hard,” and “Stay kind.” Cafeteria monitors allow students to choose how to collectively behave and that impacts their lunch recess time. Student work is displayed as well as school expectations and a behavior matrix. As they move through the campus, classes walk in a single line so that there can be movement in both directions at the same time. There is no assigned seating in the cafeteria although in most cases, students tend to sit together. The playground is supervised by a playground monitor. Colorful murals encourage compassion, kindness, and love, components of the SEL program that support social-emotional learning. There is a welcome board at the entrance to the school, however the inside office is devoid of any physical markings to display mission, goals, achievement data, staff photos, or any welcoming signage.

Classroom environments are warm, colorful, and welcoming. Many displays student work, anchor charts, behavior expectations, and Walls that Teach. In many classrooms, seating is configured in pods or “U” shape that support student collaboration.

## Main Findings

\* Rubric excerpted to illustrate select priorities in each strand. The full rubric is not present in this redacted document.

Attributes	Rating	Conclusions	Evidence	Recommendations
<p>LE.1. A school culture is intentionally implemented and explicitly connects all stakeholders to a set of shared values that reflect the varying perspectives and experiences of the school community.</p>	<p>Developing</p>	<p>The school culture is loosely defined through shared values and goals, and some stakeholders know and can clearly articulate the school culture.</p> <p>Some teachers and administrators articulate high expectations for groups of students by referring to college- and career-readiness as the goal without alignment to academic or behavioral goals.</p> <p>Some stakeholders implement the community code based on a set of shared values through their actions during the school day.</p>	<p>Climate walk reveals values and behavior expectations posted in common areas. School mission, vision and goals are not evident in any common areas or in classrooms.</p> <p>Physical environment and teacher focus groups do not address the goal of college and career readiness.</p> <p>Teachers and staff acknowledge schoolwide expectations as they monitor student behavior through the school.</p> <p>Students receive positive feedback for appropriately following the code of conduct.</p>	<p>Ensure all stakeholders know and can clearly and consistently articulate the school culture.</p> <p>Consider convening an ad hoc Climate Committee including staff, parents, and students to address where and how to publicly display the school’s mission, vision, and goals so that it is prominent and accessible to all stakeholders.</p> <p>Ensure that all adults and students implement the community code and acknowledge positive feedback when appropriate behavior is observed.</p> <p>Work with all stakeholders to intentionally implement the school code based on a set of shared values through actions during the school day and community events.</p>



		Some stakeholders have opportunities to provide feedback on aspects of the school culture and occasionally demonstrate ownership through their language.	Teachers report that their feedback is sometimes welcomed. Parents report that teachers are open to their feedback and want opportunities for a greater role as school partners.	Ensure all stakeholders demonstrate ownership through their language, attitudes, and behaviors.
LE.2. The school environment is the responsibility of all stakeholders, and is responsive to student diversity, conducive to a variety of learning needs, and inclusive of a variety pedagogical approaches.	Developing	<p>The school environment includes many physical spaces and displays that address a variety of learning needs and are adaptable and dynamic. Spaces and displays include student generated work that reflects student ownership and diversity.</p> <p>Some areas of the school environment are used as a resource to support learning and various pedagogical approaches and set expectations for positive behavior.</p> <p>Some areas of the school environment demonstrate some student learning and progress.</p>	During the Climate Walk and Classroom Observations, student generated work is evident. In classrooms, some Walls that Teach were observed and connected to current learning.	<p>Ensure that all areas of the school display student learning, meaningful feedback, and progress, and celebrate achievement.</p> <p>Support teachers in displaying anchor charts and other visual learning materials that directly relate to current standards and learning targets.</p> <p>Consider convening an ad hoc Climate Committee including staff, parents, and students to address how and where to display achievement growth.</p> <p>When displaying student work, label the display with the standard and learning target it displays. If a rubric was used to create the work, include a copy of it with the display.</p>

## Student and Family Support Systems

### **Summary Statement – School Development Rubric**

***How well does the school use internal and external resources to meet the educational needs of all learners?***

The **Student and Family Support** strand assesses the school’s ability to use its internal and external resources to meet the needs of all learners. In this strand, the school is currently performing at a **Developing** level. The parents agreed that the administration makes them feel welcomed. The parents feel that teachers are available to discuss their child’s progress. Students in the focus group report they feel connected to the school. Parents, staff, and students describe their school as welcoming.

The school does not have a formal Student Support Team but has a process of identifying students who may need additional support. Teachers first gather grade level suggestions/strategies to try, followed by collaboration with their grade level special education support person. If additional support is needed, the teacher will reach out to the Student Support Coordinator to begin the process of more formal documentation including a Student Information sheet. At this point, parents are invited to a Student Focus meeting to create next steps for the student. This might include trying additional strategies or may move to a formal evaluation. It was not clear if the strategies suggested were delivered during RTI or an additional small group by the teacher.

Each grade level has a designated RTI time in their schedule designed to address specific skill needs of their students. Each grade level uses this time as they see fit, lacking consistency across the school. There is evidence that the groups are an extension of Tier 1 instruction versus skill-based interventions based on data: Tier 2 instruction. The coaches report that teachers are not confident in delivering Tier 2 instruction, thus consistent progress monitoring is not evident.

The school offers a variety of special education support settings, with XXX students receiving services. There are XXX special education teachers, XXX Educational Assistants (EAs). There is one self-contained class with XXX students, one Resource Room, servicing XXX students, in grades 1-5. The remaining students with IEPs receive inclusion support.

Formal school-wide student conferences occur once a year in January and include parents and if requested by teacher and/or parents, students will be present. Conferences are also available more often, if needed. Some student conferences are informed and guided by a variety of performance data and include the input of internal or external specialists when needed. School staff should consider involving students as regular attendees. As participants in creating and reviewing their own learning goals, conferences can become a powerful means of promoting student ownership and voice.

During the Parent Focus Group, parents shared that during the pandemic parent involvement came to a halt. They miss their involvement formally and informally with the school and hope opportunities to be on campus will return soon. They shared that they want to be a part of the process in making improvements to the educational quality and expected outcomes for the students and the school and voiced a desire to create a Parent/Teacher organization.

## Main Findings

\* Rubric excerpted to illustrate select priorities in each strand. The full rubric is not present in this redacted document.

Attributes	Rating	Conclusions	Evidence	Recommendations
SF.1. The school provides a structure to build meaningful relationships between students and staff.	Beginning/ Developing	<p>Opportunities exist in some school programs for some students and adults to formally engage in dialogue on selected topics important to the students.</p> <p>Few students receive tutoring on an ad hoc basis.</p> <p>Few students receive mentoring support. If they do, it is informal in nature.</p> <p>Some students in need of assistance receive instruction on an informal basis that models and teaches important social and behavior skills.</p>	<p>The Choose Love program has been implemented this year. It includes opportunities for teachers and students to experience activities to support social emotional well-being. There are four “ingredients” of the program: courage, gratitude, forgiveness, and compassion in action.</p> <p>There are also two counselors at school to support students.</p> <p>The principal reports that there is no tutoring or mentoring program at this time.</p> <p>Parents report that they really want to support the school and be more involved in student learning.</p> <p>Students who have behavior goals as part of their education plans receive specialized support.</p>	<p>As the program grows and flourishes, include parents and caregivers and other community members.</p> <p>Consider tasking the Community Council with investigating potential community partnerships for mentoring and/or tutoring.</p> <p>Consider reaching out to local high school or local colleges to investigate potential partnerships for mentoring and/or tutoring.</p> <p>Consider reaching out to parents to tap into their contacts for potential opportunities for a mentoring program.</p>
SF.2. A student support team uses assessment and data analysis to identify	Beginning	<p>Diagnostics and screeners are administered.</p> <p>The school group uses one data source to identify students in</p>	<p>There is no evidence of an active student support team.</p>	<p>Create a student support team that includes the special education coordinator, general education teachers, RTI Coach, and counselor to institute a formal process to use</p>

<p>students in need of special support and prescribes interventions or other services as needed.</p>		<p>need/at risk; intervention and services are rarely provided.</p> <p>Informal assistance is provided to assist classroom teachers in support of students in need.</p> <p>Communication occurs with parents and caregivers to discuss intervention or other services.</p>	<p>The student support coordinator reports that teachers may solicit support from their grade level colleagues, grade level chair, then the special education teacher assigned to their grade level. This is done informally, without a specific timeline for interventions or progress monitoring. The student support coordinator will provide a form for teacher to use to document efforts, but there is not a formal, documented process in place schoolwide.</p> <p>The student support coordinator reports that parents are contacted after the initial interventions have been determined to be ineffective and the student is referred to her.</p>	<p>data from multiple assessments and a routine, scheduled basis to prescribe interventions or other services to students in need or at risk.</p> <p>Create formal mechanisms to assist all classroom teachers in support of students in need.</p> <p>Communicate regularly with parents and caregivers to discuss interventions and progress.</p> <p>Initiate parent contact at the time of initial concerns so that they can support efforts at home. When they are subsequently invited to meet with the student support coordinator, they will already be engaged as a member of the team.</p>
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## The Team

The success of the Catapult Learning Collaborative Quality Analysis (CQA) process is largely dependent on the skill and expertise of the Catapult Learning team who work with the schools to gather and analyze data and then generate the CQA report. Catapult Learning's geographic reach and extensive history with school reform and improvement afford an unparalleled ability to identify and recruit highly talented educators who have school leadership experience and have demonstrated the ability to drive achievement gains in the schools they serve. Each Catapult Learning CQA team goes through a rigorous training program on our CQA processes, effective change management, and our five-strand design. The CQA process was completed by the following educational leaders:

### **XX, Professional Learning Consultant**

Throughout her career in education, XX worked to inspire teachers and administrators to significant improvement in achievement. She is accomplished at developing and implementing successful school design. XX earned a bachelor's degree in Elementary Education from Queens College of City University of New York, a Master's degree in Curriculum and Instruction with an emphasis in Instructional Technology and a Master's degree in Educational Leadership from the University of Nevada, Las Vegas. She began her education career as an elementary teacher and then worked as an educational technology specialist prior to becoming an administrator. For the past ten years, she has been a national professional development consultant for Catapult Learning.

### **XX, Professional Learning Consultant**

XX, Director of Achievement, Leadership, is a life-long educator with extensive experience in leading teachers and leaders for more than 36 years. In this capacity she has assisted schools in their turnaround efforts in Indiana, Pennsylvania and Utah training and supporting teachers and school leaders. She has worked extensively with data to inform instruction, building capacity in department leaders and principals to lead and guide their schools in creating a culture of achievement. As part of the Catapult Learning team she has served as Director of Achievement for both Leadership and Special Education and as a Collaborative Quality Analysis (CQA) Team Lead. Prior to her consulting work, XX was the Academy Director and Principal for ten years at XX, a Four-Star School for four consecutive years under her leadership. XX is one of the top performing schools in the state of XX. XX received her bachelor's degree in Special Education from Valdosta State University and her Master's degrees and certifications in Special Education, School Counseling and Educational Leadership from Indiana University in Bloomington, Indiana. She began her career as a Special Educator and taught seven years before becoming a Special Education Supervisor. She served as a school counselor for 11 years before becoming Principal.

## Research

Foundational to our needs assessment and all of our professional development solutions is the Catapult Learning Five Strand Design, a framework for organizing schools which is well-aligned with the findings from the landmark study by the Consortium on Chicago School Research (CCSR), highlighted in *Organizing Schools for Improvement* (Bryk, Sebring, Allensworth, Luppescu and Easton, 2010). When working together, the five essential supports included in our Five Strand Design for Exemplary Schools prove to be critical in driving student success. In fact, data in the CCSR study showed that “schools that measured strong in all five supports were at least 10 times more likely than schools with just one or two strengths to achieve substantial gains in reading and math. Moreover, a sustained weakness in just one of these areas undermined virtually all attempts at improving student learning.”

The CCSR study strongly underscores the importance of a holistic approach to achieve the most sustainable improvements in schools, as is the case in Catapult Learning’s Five Strand Design. The Catapult Learning Five Strand Design is a holistic, research-based model built upon five areas of focus that are integral to school improvement. Each area is informed through an essential question that, when taken together, illustrates how the model functions as a comprehensive system for school transformation:

- How well is the school set up for leading and managing change? (Leadership)
- How good are opportunities for learning and developing learners? (Pedagogy and Curriculum)
- How well does the school use assessment, data, and feedback to promote learning? (Assessment for Learning)
- How well does the school promote and foster environments that support learning and motivation? (Learning Environment)
- How well does the school use its internal and external resources to meet the spectrum of need for all learners? (Student and Family Support)



For each area within our Five Strand Design, we have defined a set of attributes, or design standards, that articulate characteristics of high-performing schools. These attributes, along with their behavioral competencies, describe the activities and processes that are evident in well-run schools. They delineate the impact that a school team can achieve by striving to incorporate these best practices into their daily operating procedures.

These five strands are integral to Catapult Learning professional development solutions and are centered on raising and successfully maintaining student achievement. Catapult Learning’s products and services lead our partners toward the desired outcomes of the design, or the “Attributes of an Exemplary School.”

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