

# Instructional Empowerment, Inc.

## School Comprehensive Needs Assessment Report

**District** [REDACTED]  
**School** [REDACTED]  
**Address** [REDACTED]  
**Principal** [REDACTED]  
**Dates** [REDACTED]  
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## PART 1: Background and Purpose of the School Needs Assessment

The Elementary and Secondary Education Act of 1965 is the primary federal education legislation and has undergone several reauthorizations, the latest of which is the Every Student Succeeds Act (ESSA). ESSA now requires states to develop a statewide accountability system, with long-term and interim progress goals, for all students and specific disaggregated groups. The system is based on multiple indicators, which must:

- Be the same for all public schools;
- Include valid, reliable, and comparable measures that are disaggregated by subgroup; and
- Measure each of the following: academic achievement; graduation rates for high schools and academic progress for elementary and middle schools; progress in attaining English language proficiency; and at least one state-selected indicator of school quality or student success (which may vary for schools in different grade spans).

ESSA also requires that states have a method for identifying schools for Comprehensive (CS) and Targeted (TS) Support and Improvement. Under the statute and the final regulations, states must identify certain schools at least once every three years for comprehensive support and improvement, including:

- At least the lowest-performing 5 percent of Title I schools in the state;
- High schools with graduation rates at or below 67 percent (or a higher percentage selected by the state) for all students based on the four-year adjusted cohort graduation rate; and
- Title I schools with chronically low-performing subgroups that have not improved after implementing a targeted support plan for a state-determined number of years.

In partnership with [REDACTED], Instructional Empowerment, Inc. (IE), seeks to support [REDACTED] with research-based, results-backed practices and metrics to propel the school improvement process and increase student achievement. As a first step in any partnership, IE conducts a School Needs Assessment (SCNA) – an analysis of data related to leadership, instruction, curriculum, culture and conditions at the school. The intention for this needs assessment is to identify both strengths and areas for growth, and to assist [REDACTED] in planning for support.

## PART 2: School Profile and Context

*\*The narrative includes data from a range of sources (local and state).*

██████████ is located near the ██████████, Arizona, ██████████. The ██████████. The ██████████. ██████████ has an enrollment of 375 students, grades ██████████, with the following characteristics:

- 98% of students are classified as free/reduced lunch
- 9.7% are classified as students with disabilities
- 10% are classified as having limited English proficiency
- 43.21% of students are Hispanic
- 49.63% of students are White
- 4.94% of students are multi-racial
- 3% of students are homeless

There are 25 full time teachers whose years' experience are anywhere from first-year teachers to twenty-two-year veterans. Most recent data from the Arizona Department of Education reveals 72% of ██████████ teachers as having more than 3 years of experience and 28% as having less. Furthermore, 81% of teachers are appropriately certified and 19% are classified as out of field. ██████████ Elementary also has 2 teaching vacancies on grade-level teams and one long-term substitute in Physical Education. The school's Principal, Assistant Principal, Instructional Coach, and School Counselor make up the leadership team, three of whom are new to the ██████████ community in the 2022-2023 school year. The School Counselor is the only returning member of the leadership team.

According to the Arizona Department of Education Accountability System, ██████████ has earned a grade of a D for the 2017-2018, 2018-2019, and 2021-2022 school years. Most recent achievement scores based on Arizona's state test, AzMerit, showed 31% of students at or above proficiency in ELA and 20% in Mathematics.

## PART 3: Structure of Data Collection/Methodology

IE deployed a team of three to conduct this needs assessment on January 9-10, 2023. The needs assessment schedule of activities was as follows:

### Day 1

- Teacher Leadership Team Group Interview
- School Administrative Leadership Team Interview
- Team Diagnostic Pulse Survey
- Randomized scheduled Classroom Visits with Principal and Assessment Team Lead
- Principal 1:1 Interview
- 1:1 Interviews: Assistant Principal, School Counselor, Instructional Coach
- Observation of lunch, recess, transitions, dismissal
- Informal Classroom visits
- Curriculum Needs Assessment
- Group interview with Student Support Staff

### Day 2

- Randomized Conditions Walk with Principal and Assessment Team Lead
- PLC Visits
- Observation of arrival, lunch, recess, transitions, dismissal
- Teacher Assistance Team Interview
- Curriculum Needs Assessment
- Randomized Teacher Focus Group Interview
- Curriculum Needs Assessment
- Informal Student Interviews
- Principal Debrief
- Clerical Group Interview
- Principal Supervisor Interview

This report provides IE's findings and recommendations arising from the SCNA at [REDACTED]

## PART 4: Detail of Findings and Recommendations

### Rigor Appraisal

IE's Rigor Appraisal is an onsite analysis of critical components of rigor and autonomous student learning, including *Conditions for Learning Rigorous Standards*, *Standards-Based Student Evidence*, *Activating Student Teams to Achieve the Standard*, *Verify Learning to Take Action Within a Lesson*, and *Tracking Student Progress Toward Standards*.

During a Rigor Appraisal, IE's Assessment Team Lead meets with school leadership to collect information about current processes, policies, and systems that impact leading indicators of teacher practice and student learning. The Assessment Team Lead then helps the leadership team identify baseline conditions, measure progress, and determine next steps for implementing support structures to improve teaching and learning. The goal of the Instructional Rigor Appraisal is to identify whether there are tightly coupled systems in place and whether those systems are achieving results for all students.

IE utilizes a taxonomy with four levels including Retrieval, Comprehension, Analysis, and Knowledge Utilization. At the Retrieval level, students can recognize and recall learning. At the Comprehension level, students can integrate and illustrate their learning. At the Analysis level, students can compare, classify, analyze errors, form conclusions, and predict outcomes. Finally, at the Knowledge Utilization level, students can use their learning for decision-making, problem-solving, experimenting and investigating. To evolve to student-centered, rigorous, and engaging learning that prepares all students for successful lives in the new economy of the 21st century, student learning needs to occur at the Analysis and Knowledge Utilization levels.

Please see [Appendix A: Rigor Appraisal Results](#) for the detailed report from [REDACTED].

### Curriculum Appraisal

The purpose of the Curriculum Needs Assessment is multilayered; to determine if the curriculum resources are being implemented as intended by the district and school leaders, to provide feedback on the alignment of curriculum resources to state standards, and to observe if the core actions identified as best practices by Student Achievement Partners are being enacted. Information for this report was gathered through classroom visits and interviews with building administrators and instructional coaches on January 9<sup>th</sup> and January 10<sup>th</sup>, 2023.

#### **Curriculum Resources Available to Teachers**

Amplify's Core Knowledge Language Arts (CKLA) was the only resource identified for English Language Arts instruction, including foundational literacy skill lessons. It's worth noting that the 2015 version of CKLA is being used, not the 2020 Amplify CKLA Skills, which is designed specifically for grades K-2. While some teachers were involved in a pilot of CKLA prior to adoption, the majority of classroom teachers had a very limited voice in the selection of this resource. Perceived shortcomings of CKLA from teachers' perspectives include that it is designed for a 180-day implementation while students attending Bullhead City schools have only 150 days of instruction. Additionally, some teachers believe CKLA does not fully address the Arizona ELA standards.

While EdReports indicates Amplify's Core Knowledge Language Arts (2015) meets expectations for all criteria across gateways one through three (text quality, building knowledge, and usability) (EdReports,

n.d.), there are some concerning issues noted in the detailed grade level reports, highlighted in the excerpts below (emphasis added):

“In the Skills Strand, beginning in Unit 4, students are provided a Big Book (and/or decodable reader as the Big Book is faded out in later units). All of these Readers are literary texts; therefore, **Kindergarten students do not read informational texts independently**. Students are introduced to these decodable Readers, first through teacher modeling using the Big Books and then through their own copies of Readers. The first Big Book is called “Pet Fun;” however, **there are no complete sentences, capitalization, or punctuation.**”

“Despite all of these opportunities, **there are limited opportunities for students to engage in independent reading of emergent reader texts**. The majority of the lessons are very structured and scripted with **independent reading as “optional,” with no means of tracking student progress of the independent reading and/or text complexity gains per student.**”

“**There is some progress monitoring to determine if students are achieving grade level reading proficiency; however, it is limited, sometimes optional, and not structured.**”

Training on the use of CKLA was arranged by the district and provided by the vendor. Teachers who are new to the district attend an orientation that includes training on all district-specific programs, including CKLA and Eureka, the math resource adopted by the district. Teachers whose hire date occurs after the district orientation training has taken place are typically given an overview and basic training on CKLA by the grade level team leader. Teachers do not feel empowered to deviate from CKLA despite assurances from school-based coaches that teachers are allowed to make modifications after they have used the resource with fidelity for a year.

For math instruction, teachers are provided with Eureka Math and Zearn. According to EdReports (n.d.), Eureka Math meets expectations for focus and coherence, as well as rigor and balance. However, Eureka Math only partially meets expectations for practice-content connections, meaning the mathematical practices are not consistently identified and the instructional materials do not consistently attend to the full meaning of each mathematical practice standard. Zearn is an adaptive online program that aligns with Eureka Math’s scope and sequence. EdReports identified the same shortcomings in Zearn that had been noted for Eureka Math; mathematical practices are not consistently identified nor fully attended to in Zearn online lessons.

### ***Classroom Visits: Implementation of Curriculum Resources Foundational Skills (Grades K-2)***

In one kindergarten classroom, the teacher was reading aloud the nursery rhyme, “Old King Cole,” which is part of the CKLA unit Kings and Queens. As suggested by the CKLA teacher guide, the text was not displayed as the teacher read. After asking students if there were rhyming words in the nursery rhyme but not asking for any examples, the teacher introduced a worksheet where students were to circle the pictures of words that ended with the sound /an/. Students were also instructed to color blue the pictures that ended with the /at/ sound and color red the pictures that ended with the /an/ sound. Despite the fact that the worksheet had the title, “Old King Cole” at the top, there was no clear connection between the reading of that nursery rhyme and the worksheet that immediately followed the oral reading. In another kindergarten class, the teacher had just finished reading “Old King Cole,” and was asking students if the words “rare” and “compare” rhyme. The teacher waited for all students

to raise their hand before calling on multiple students until the correct answer was given. The teacher asked if the king was happy and then answered her own question by saying he was merry, so he was happy. Next the teacher said pairs of words, calling on individual students to answer if the words in the pair rhymed. Students were then asked to complete a worksheet where they traced the words, “royal” “reign” and “rain.” On the following day, kindergartners in one class were being asked to write short vowel words being dictated the teacher. Students had file folders propped between them to ensure other students did not copy their work. After the teacher called out a word, she allowed a few minutes for students to attempt to spell it, then the teacher wrote the correct spelling on the board. Students were told to use crayon to correct their spelling, but students were instead erasing what they had written (if they had written anything) and copying what the teacher wrote. Students in another kindergarten classroom were doing a very similar spelling activity, but the teacher in this room asked students what sounds they heard in a word and guided students to identify what letter made that sound, using the alphabet strip as a reference tool.

Students in a first-grade classroom began the day by starting a new skill workbook. The worksheet being displayed by the teacher required students to trace the letters “er” and words that contained those letters, such as her, Bert, and perk. This same worksheet contained spelling words that were the days of the week and the word, “would.” The teacher put negative marks by students’ names to quiet the class, and then read aloud some words that contained the sound /er/ including “urgent, which did not fit the spelling pattern that was the focus of the top part of the worksheet. In the next first grade classroom, students had also just received their new workbook. These students were asked to skim through the workbook to preview what the class would be learning about next. All students were actively engaged in this activity. The teacher passed out reading books, drew students’ attention to the lesson objective with a song, and explained the objective, making sure students understood what the word, “predict” meant. Students were then asked to predict what the reading book was about based solely on the cover picture. They were reminded not to peek at the text inside the book as they made predictions. First graders in another classroom were being called on individually to spell words that contained the letters “er” such as “later.” Students had individual white boards and were then asked to write the word “fern.” The teacher reminded students that the word contained the letters “er.” Students were then asked to write any word they knew that contained the letters “er.” Most students were not successful with this task, writing words such as bread or other non “er” words. No adjustment to instruction was observed. In yet another first-grade classroom, the teacher was reading the big book, “The Dog and the Ox” with the text displayed. Students also had an individual copy of the text in front of them. Students were asked to echo read and were motivated to track the text by using finger lights.

Second graders in one classroom were singing, “We Are Happy” while the words to the song were on display. Once the song ended, the teacher began a lesson on verb conjugation. The teacher mentioned this lesson was related to the persuasive letter students had started yesterday, but the connection between this lesson and that letter was unclear. The teacher explained what the word “conjugate” means, and then had students read a series of conjugation sentences and identify the verb, which was the same in each sentence (I run fast, You run fast, We run fast, etc.) This process was repeated using the verbs “sing” and “drink.” In the next second grade classroom, students were completing a worksheet focused on conjugating the verb “to be.” Students filled in the blank for sentences such as, “I \_\_\_\_.” (The correct answer was “am”), then underlined the verb in simple sentences such as, “I am home



today.” The teacher reviewed the directions for each part of the worksheet, ensuring students knew what to do. This was the extent of instruction that took place. This same worksheet was being completed by students independently in two other second grade classrooms. As students completed that worksheet in one class, they were given another worksheet focusing on persuasive writing and asked to edit their draft, which consisted of an opening sentence and two reasons for why Valentine’s Day is the best holiday. The teacher led a brainstorming session where students offered ideas of what was great about Valentine’s Day. Students were directed to work with partners to edit their work, focusing on ensuring sentences began with a capital letter and contained a verb.

### **ELA**

A second-grade teacher was leading students through a worksheet focused on writing. The task involved writing a persuasive letter to the principal requesting permission to go on a field trip. The focus of the lesson seemed to center around the elements of a letter, such as the return address and salutation, rather than persuasive writing techniques.

In a third-grade classroom, the teacher was displaying a chart she had made with suffixes that had been incorrectly labeled as prefixes (-y and -al). The chart also had the definition of the words “leak” and “leaky.” The teacher was telling students about words such as leaky and curly, mentioning parts of speech and definitions. The teacher repeatedly used the term “prefix” when she was referring to suffixes. The majority of students were not engaged. In another third-grade class, students were pasting a document into their notebooks that had the suffix -ous and the definition of that suffix (“means full of. When you add -ous to a noun, it becomes an adjective.”) The teacher then wrote on the board a list of nouns and the corresponding adjectives that were formed when the suffix -ous was added to the noun. Students were asked to copy the list. Third graders in another classroom had read about an experiment with prisms and were writing up their findings on a worksheet. There were no actual prisms being used. The teacher was circulating to ensure students were completing the sheet. She did not interact with students regarding the content or quality of their work.

Students in a fourth-grade class were reading a complex text about the Boston Tea Party. The teacher paused the reading to ensure students understood what boycott meant. She elicited from students examples of items that had been boycotted in the past, relating it to their own experiences. The teacher asked probing questions as the reading continued, having one student read aloud as others followed in their text. Students were not asked to cite text evidence in response to questions and at times their responses indicated they were not making valid inferences based on what they had read. Student engagement was high. In another fourth-grade classroom, students were completing a worksheet that focused on commas. There were a few sentences related to the Revolutionary War mixed in with other sentences that were unrelated to any specific content area. Students were asked to insert commas where needed.

### **Math**

A kindergarten teacher had a worksheet on display and was talking students through the questions about which of two numbers was more than the other one and which one was less than the other one. Students filled in their own worksheet as the teacher elicited answers from the class. Manipulatives were not in use and were not readily available. Students were then released to work in math centers

where tasks focused on matching numbers with quantities and using building materials to create a shape shown on a task card. All students were actively engaged, and a few students were collaborating with peers. In another kindergarten class, a series of questions were displayed on the smart board one at a time. The teacher called on individual students to answer each question, calling on different students until a correct answer was given. The questions focused on identifying which of four numbers was one more than a given number. Students were not provided with number lines or any manipulatives during this task. No corrective feedback or instruction was observed when students answered incorrectly.

First graders were counting forwards and backwards by ones between 40 and 60 as the teacher pointed to the corresponding numbers on a hundreds chart. Students then skip counted by two's, five's and ten's forwards and backwards as the teacher pointed to the hundreds chart. Next, students were asked to write the numbers on their individual white boards beginning with the ones between 40 and 60. In a different first grade classroom, students were presented with a word problem about a mother wanting to purchase a bracelet for her daughter and needing to find a way to get her daughter's wrist measurement. The teacher explained where centimeters appear on a ruler and asked students to place centimeter cubes by the centimeter side of the ruler and make observations.

A second-grade math lesson provided all students with the chance to respond to some questions through the use of individual whiteboards. Students were asked to write a number that had one hundred, five tens, and seven ones. Students were then asked to add one to their tens row. Students were asked what new number this change created and what had changed. Students were next asked to write a number that had two hundreds, five tens, and five ones. Series of numbers were then displayed and students were asked to identify the "more than" or "less than" rule for the series, e.g., for the series 121, 131, 141, 151, 161, the rule was "ten more than." In another second-grade classroom, students were viewing a video about immigration during math time. Second graders in another class were asked to "say" a number in the "ten way" and in standard form when shown a place value chart that had zero hundreds, one ten, and six ones. The teacher asked some probing questions, calling on individual students to respond. Students were asked to give a thumbs up or thumbs down signal if they understood before the teacher segued to the next part of the lesson where she said a number and students were asked to say a number that was ten more than the number given by the teacher.

Third graders in two classrooms were working on the same worksheet focusing on solving area problems using rectangular diagrams with unit squares. In some cases, the area and length were provided, and students had to solve for the width, while in other problems students had to solve for length or area. Fourth graders in one class were completing a timed drill where they were circling prime numbers in a list that contained both prime and composite numbers. Once the drill had been completed, the teacher began calling out a list of numbers she said were prime and writing them on the board. She had students read this list of numbers and stated that prime numbers are never even. A student asked about the number two, and the teacher noted that was the exception. Another student pointed out that the number nine, which appeared on the list the teacher generated, was not prime since three multiplied by three equals nine. The teacher erased the number nine from the list but did not acknowledge the student's correction in any meaningful way. Students then began another timed silent practice exercise. In another fourth-grade classroom students had drawn diagonals on an index card and cut the card into

fourths on those diagonal lines. Students were being asked to quiz their partner by asking their partner to hold up one fourth, two fourths, three fourths, etc.

### ***Classroom Visits: Implementation of Core Actions***

The Core Actions identified by Student Achievement Partners (n.d.) describe teacher and student behaviors that exemplify instruction designed to ensure students exit school fully prepared to meet the challenges of college and career pathways.

For ELA, this means lessons focus on high quality, complex text that builds knowledge and is appropriate for the grade level. Additionally, questions and tasks must be text-specific and address the analytical thinking required by the grade level standards, requiring text evidence, attending to academic vocabulary within the text, and sequenced to build knowledge by guiding students to delve deeper into the text and graphics. The third core action emphasizes students doing the majority of the work, engaging in productive struggle, and talking about and questioning each other's thinking. As teachers at [REDACTED] have not received training in the Core Actions, it is not surprising that most of these actions were not observed in the majority of classrooms during this visit.

The highest scores in ELA were received within the first core action, with an average rating of 1.7 out of 3 for the indicators, "The anchor text(s) are at or above the complexity level expected for the grade and time in the school year" and "The text(s) exhibits exceptional craft and thought and/or provide meaningful information in the service of building knowledge." The area where there is the most room for growth is within the third core action, which involves ensuring all students have opportunities to engage in the work of the lesson. All indicators but two under this core action received an average score of 1.1 out of 3.

Foundational skill components include print concepts, phonological awareness, phonics and word recognition, and fluency. Indicators for foundational skills are grouped into four categories. Aligned Content includes indicators that represent the intentional and explicit focus of the lesson, which includes alignment to grade level standards and a systematic scope and sequence. In the Teacher-Directed Instruction cluster, the focus is on what the teacher says, models, and assigns. This includes whether or not the instruction is explicit, clear and correct, if there are opportunities to connect the acquisition of foundational skills to making meaning, if there is adequate time provided for both teacher instruction and student practice of the targeted skill, and whether or not the lesson is presented in an engaging and child-friendly manner. The third category, Student Practice, focuses on what students say and do during the lesson. Indicators include whether or not student practice materials and tasks align with the targeted content and skills, if practice within decodable text is provided, if practice out of context is provided, and whether or not students actively engage in the lesson. The final category, Assessment and Differentiation, is centered around whether or not the teacher is collecting student data either formally or informally, and adjusting instruction accordingly based on student needs.

In the area of foundational literacy skills, the highest rating was received for the indicator "The foundational skills observed in the lesson reflect grade-level standards," which received an average score of 2.3 out of 3. A substantial number of foundational skill indicators across all four areas (Aligned

Content, Teacher-Directed Instruction, Student Practice, and Assessment and Differentiation) reflected significant room for growth.

In math, the first core action involves ensuring the work of the enacted lesson reflects the focus, coherence and rigor required by the standard. Indicators of this include focusing on grade-level clusters and the corresponding standards within those clusters, relating new content to math content within or across grades so students don't view math as a series of isolated, unrelated procedures, and intentionally targeting the aspect(s) of rigor (conceptual understanding, procedural skill and fluency, or application) called for by the standard. The second math core action involves employing instructional practices that allow all students to learn the content of the lesson. Indicators of this include making the mathematics of the lesson explicit through the use of explanations, representations, tasks, and/or examples, deliberately checking for understanding, surfacing misconceptions and adapting the lesson according to student understanding, strategically sharing students' representations and/or solution methods, and facilitating a summary of the lesson with references to student work in order to reinforce the purpose of the lesson. The third math action emphasizes providing all students with opportunities to exhibit mathematical practices while engaging with the content of the lesson. Indicators of this action include students working with grade-level problems, engaging in productive struggle and persevering, Students sharing their thinking beyond just stating answers, and students asking questions about each other's thinking in order to improve their own understanding. An additional indicator of the third math action is that the teacher connects students' informal language and ideas to precise mathematical language and ideas.

In math, the indicator with the highest rating was "The enacted lesson focuses on the grade-level cluster(s), grade-level content standard(s), or part(s) thereof," with an average rating of 2.8 out of 3. Since teachers were using Eureka materials in most math lessons, this rating is a positive reflection of Eureka's focus on grade level content. Indicators that had the lowest ratings focused on relating new content to previously learned concepts, checking for understanding throughout the lesson in a meaningful way, and having students share their thinking beyond stating answers. Ratings on those indicators ranged from 1.0 to 1.7 out of 3.

Please see [Appendix A: Curriculum Appraisal Results](#) for the detailed reports from [REDACTED]

## Findings and Recommendations of the Curriculum Appraisal

For each of the following findings, a corresponding recommendation is listed below.

### Findings

- Instruction in phonological awareness and phonics was not explicit and coherent with clear connections between the lesson and the student task.
- An overreliance on CKLA worksheets as an instructional tool was evident in the vast majority of classrooms. The questions and tasks on those worksheets were often disjointed and misaligned, particularly in the primary grade levels (e.g., handwriting practice labeled as a word family lesson).
- Most teachers were following the adopted resource teacher scripts verbatim rather than adapting lessons to meet the needs of their students based on how students are responding during the lesson. Teachers indicated that this is a district requirement, not a school decision.

The instructional coaches indicated teachers are required to follow the adopted resources with fidelity the first year they are in the district, then can modify one content area the second year, and modify a second content area the third year. Very few teachers made any adaptations to a lesson even when it was evident students were not grasping the concept being taught.

- Students in grades K-2 were not observed reading decodable texts to reinforce phonics they had learned.
- Math instruction, even in the primary grade levels, tended to emphasize procedure over conceptual understanding.
- Instruction in writing tended to emphasize mechanics and grammar over focus, development, unity and coherence. Grammar was often taught in isolation. Teacher-assigned writing topics were often based upon students' opinions and existing background knowledge rather than new learning or complex texts.
- In two classrooms (one ELA, one math) there were critical errors in the content presented to students that undermined the lesson (suffixes being called prefixes, composite number included in list of prime numbers).

### **Recommendations**

- Have vendor (Amplify CKLA) or district-level early literacy specialist extract the phonological awareness and phonics scope and sequence from Amplify CKLA and provide this to all K-2 teachers. Provide coaching and feedback focused on evidence-based engaging and interactive ways to teach foundational literacy skills.
- Provide explicit guidance on how to use the resources effectively and coherently, with an emphasis on teaching the standards rather than completing activities.
- Have the strongest teacher at each grade level co-facilitate teacher team collaborative planning with the instructional coach. Use this time to delve into upcoming lessons, aligning the objective, task and student evidence to the standards being taught. Guide teachers to adopt instructional strategies that ensure active student participation and minimize teacher talk.
- Clarify for teachers, coaches and administrators that they are not only allowed, but expected to make decisions about how to teach the lesson in an engaging way where students are active participants in learning. Ensure teachers understand the district's vision for instruction is not having teachers lead students page by page through workbooks of practice exercises and activities.
- Ensure decodable student texts included in the Amplify adoption are available in each K-2 classroom. Help teachers select decodable texts that align with the phonics that have been taught. Support teachers in planning effective ways to include student practice with decodable texts on a consistent basis.
- Encourage teachers to develop students' conceptual understanding through the use of manipulatives when appropriate.
- Support teachers in shifting to a model of writing instruction where language usage and grammar are taught within the meaningful context of writing assignments rather than in isolation. Encourage teachers to base writing assignments upon the analysis of complex texts rather than nonacademic topics.
- Encourage teachers to actively participate in collaborative planning that focuses on the content of the lesson.

### **Resources**

**Student Achievement Partners** provides a wealth of resources grounded in research and designed to improve instruction for all students, with an emphasis on those who have historically been underserved.

Instructional Practice Guides (IPG) provide detailed indicators for each of the Core Actions (Student Achievement Partners, n.d.).

**EdReports** is an independent nonprofit committed to ensuring all students have access to high-quality instructional materials. They publish free reviews of K–12 instructional materials, using an educator led approach that measures standards alignment, usability, and other quality criteria (EdReports, n.d.).

### **Classroom Observations and Results of Interviews with Instructional Personnel**

Throughout the SCNA, classroom observations are conducted to represent each grade. In total, the team conducted 57 classroom visits, including K-4, PE, Music, Art, and EL which allowed team members to look for evidence of teacher capacity to provide rigorous instruction with standards-based learning targets, student engagement in academic conversations and aligned tasks, and student evidence of learning aligned to the intent and rigor of the standards. In addition, a total of 25 faculty members participated in a 1:1 or Focus Group interview with a member of the Assessment Team.

Data that influences these findings and recommendations are derived from classroom observations, focus groups, informal interviews, and data from the Rigor Walk and Conditions Walk.

### **Findings and Recommendations Concerning Capacity to Deliver Rigorous Instruction**

#### **Findings**

- Some classrooms have standards-based learning targets posted in locations that are accessible to students.
- Most classrooms observed were traditional in nature, being teacher-centered rather than student-centered.
- There are few opportunities for students to take ownership of their learning.
- Most students and/or student groups work independently on tasks with little to no interaction with others.
- Most teachers are monitoring for compliance with engagement in tasks rather than learning.
- Few teachers utilize a system to track student learning.
- Frequently learning activities or tasks in which students are engaged are either not at the taxonomy level of the standard, or not aligned to the standard at all.
- There is an overwhelming reliance on worksheets.
- Few classrooms have anchor charts posted for students to use as resources for learning.

#### **Recommendations**

- Provide the purpose and expectations for developing and posting daily learning targets that are accessible to students and aligned to the standard (or part of the standard) being taught.
- Foster a culture that embraces student-centered classrooms rather than teacher-centered classrooms.
- Develop teaming structures to promote student interaction that encourages academic risk-taking and collaboration around the lesson content as students begin to take ownership of their learning.
- Support teachers in creating performance tasks that require students to interact with partners or groups to achieve the learning target.
- Design structures to monitor learning of all students for progress toward attainment of learning targets.

- Design a system to track student attainment of daily learning targets.
- Create tasks that are aligned to the standard and at the taxonomy level required by the standard.
- Create rigorous tasks that allow students to work collaboratively and verify each other's learning.
- Leverage anchor charts and other resources to provide students with greater autonomy for owning their learning.

## **Principal Effectiveness**

The SCNA Team Lead conducted a structured assessment of the principal's knowledge, skill, and capacity as an instructional leader. The Principal 1:1 interview looks for the competencies and skills that are the hallmarks of principals who successfully turn around low performing schools (Public Impact, 2008, 2016). According to School Turnaround Leaders Public Impact Report, "School turnarounds are possible, but they take a concerted effort with bold leadership with persistent, achievement-oriented collaboration among staff" (p. 4). The report provides feedback in the four clusters listed below.

### ***Driving for Results***

This cluster of competencies is concerned with the school turnaround principal's strong desire to achieve outstanding results and the task-oriented actions required for success. These enable a relentless focus on learning results.

#### ***Achievement***

- The drive and actions to set challenging goals and reach a high standard of performance despite barriers.
- Taking responsibility to improve outcomes and implement initiatives to accomplish sustainable results.

#### ***Monitoring and Directiveness***

- The ability to set clear expectations and to hold others accountable for performance.
- Mindfulness of school performance needs and holding teachers and administrators accountable for high standards.

#### ***Recognition of Instructional Practices***

- Ability to discern instructional strategies and quality of implementation.
- Ability to recognize the alignment of student evidence to target standards.

#### ***Initiative and Persistence***

- The drive and actions to do more than is expected or required in order to accomplish a challenging task.

#### ***Planning Ahead***

- A bias toward planning in order to derive future benefits or to avoid problems.

### ***Influence for Results***

This cluster of competencies is concerned with motivating others and influencing their thinking and behavior to obtain results. Turnaround leaders cannot accomplish change alone, but instead must rely on the work of others. These enable working through and with others.

**Impact and Influence**

- Acting with purpose of affecting the perceptions, thinking, and actions of others.

**Team Leadership**

- Assuming authoritative leadership of a group for the benefit of the organization.
- Working with a group to leverage their input, develop actionable goals, and implement change in a school.
- Use of distributive leadership to ensure a smoothly running organization.

**Parent and Community Connection**

- Continuous outreach to parents and the community to build collaborative relationships that support student learning.

**Developing Others**

- Influence with the specific intent to increase the short- and long-term effectiveness of another person.

**Problem-Solving**

This cluster of competencies is concerned with the principal's thinking as applied to organization goals and challenges. It includes analyzing data to inform decisions; making clear, logical plans that people can follow; and ensuring a strong connection between school learning goals and classroom activity. These enable solving and simplifying complex problems.

**Analytical Thinking**

- Relentless collection and examination of student evidence of learning aligned to the standards.

**Conceptual Thinking**

- High expectations of teachers to adapt and improve instruction based on short-cycle data.

**Showing Confidence to Lead**

This competency, essentially the public display of self-confidence, stands alone and is concerned with staying visibly focused, committed, and self-assured despite the barrage of personal and professional attacks common during turnarounds

**Self Confidence**

- A personal belief in one's ability to accomplish tasks and the actions that reflect that belief.

**Findings and Recommendations - Principal Effectiveness**

*Data to inform the following findings and recommendations includes the 1:1 Principal Interview as well as information gathered during other interviews and observations conducted by the assessment team.*

**Findings****Driving for Results**

- The school is well-equipped with instructional technology and teachers demonstrate proficiency in its use.
- During the review of instructional practices and classroom observations, the principal consistently indicated an understanding of best practices and applied this to what was observed.
- The principal and staff members do not demonstrate a shared sense of urgency to drive school improvement through stronger core instruction.



- The principal has not clearly communicated instructional expectations to teachers and staff.
- The principal does not prepare and present data to staff, nor is there a system for data to be analyzed and used to drive instruction.
- Teachers have access to data but do not have a solid understanding of how to use the data available in their planning to support students' needs, particularly as it relates to Tier 1 instruction.
- Expectations of and a plan for the monitoring of Teacher Team activities not evident.

### ***Influence for Results***

- The principal and students greet each other in a warm, positive, and respectful way.
- The principal is visible during arrival and dismissal greeting students and parents.
- Staff members characterize the principal's leadership as supportive and inclusive and stated they feel valued in the work they are doing.
- Teachers and staff communicated experiences where they have been positively influenced by the principal's leadership.
- Responsibility for curriculum and instruction rests primarily on the Instructional Coach.
- The principal does not utilize an effective system for collecting classroom observation data in order to provide actionable feedback on implementation of instructional expectations.

### ***Problem-Solving***

- The principal demonstrates little use of data to monitor adjustments to Tier 1 instruction and hold teachers accountable for student achievement.

### ***Showing Confidence to Lead***

- The principal expresses concern about improving student achievement but indicates a lack of confidence in his ability to drive change based on data.

## ***Recommendations***

### ***Driving for Results***

- Continue to strengthen understanding of best practices, state educational standards, as well as how to collect and analyze evidence of teaching and learning during instruction.
- Collaborate with the school community (teachers, students, parents) to build a sense of urgency around the necessary second order change.
- Establish and communicate a clear instructional vision to all staff and expectations of shared responsibility in achieving it.
- Establish, prioritize, and communicate clear instructional expectations for teachers and staff.
- Implement tight systems to achieve standards and support teachers in understanding state standards, planning rigorous instruction, creating common formative assessments/tasks, analyzing student evidence, and planning for intervention and enrichment.
- Provide professional learning to teachers to support the analysis of student achievement data and utilization of such data in instructional planning.
- Establish clear expectations for collaborative, standards-based planning.

### ***Influence for Results***

- Develop leadership opportunities for staff members to increase ownership in the success of the school.
- Share the responsibility for curriculum implementation with the instructional coach and monitor for effectiveness.

- Create a system for monitoring the implementation and effectiveness of instructional expectations.

### ***Problem-Solving***

- Prioritize the use and analysis of short- and mid-cycle data by the school leadership team in planning actions steps to establish data-driven culture schoolwide and hold teachers accountable for student achievement.

### ***Showing Confidence to Lead***

- Engage in professional learning opportunities focused on the use of student data to improve Tier 1 instruction.

## **Administrative Leadership Team Effectiveness**

Members of the SCNA team met with the Administrative Leadership Team (ALT) to assess the following aspects of their collaborative work: growth mindset, student and staff relationships, meeting structures, membership, focus of meetings, classroom visitation, feedback to teachers, and efficient use of time. The team also took the Team Diagnostic Pulse Survey as a measure to gauge team effectiveness. The Administrative Leadership Team consists of any members who will participate in the daily stand up of the action board, including any combination of principal, assistant principal, instructional coaches, teacher leaders, and/or counselor.

The team reported that they met every week. The team that was present in the SCNA consisted of the Principal, Assistant Principal, Instructional Coach, and School Counselor.

### ***Team Diagnostic Pulse Survey***

The Team Diagnostic Survey is a well-validated instrument designed to diagnose the strengths and weaknesses of teams. This metric was developed by a team of researchers at Harvard who study the major conditions that foster team effectiveness. The Pulse, an abbreviated version of the Team Diagnostic Survey, measures the conditions that account for 90% of a team's effectiveness. District and/or school team(s) participated in a single administration of this survey as part of the SCNA. It measures 6 Team Conditions that account for up to 80% of team effectiveness, 3 Key Task Processes that emerge from those conditions, and 3 Team Effectiveness Outcomes.

### ***Six Team Conditions (Essentials and Enablers)***

The **6 Team Conditions** represent the main features of a team's design that you can influence to shape its effectiveness. To build a great team, first come the **Essentials** (Real Team, Right People, Compelling Purpose). When they are in good shape, turn next to the quality of the **Enablers** (Sound Structure, Supporting Context, Team Coaching).

Together, these 6 Conditions collectively influence the **3 Key Task Processes** that drive team effectiveness. The 3 Task Processes are great predictors of how well a team will perform in the long run and how it will develop over time, and include:

- Effort - How hard is the team working?
- Strategy - How effective are the team's approaches to the work?
- Knowledge and Skill - how well is the team using its full capabilities?

A high functioning team is one that shows the **3 Team Effectiveness Outcomes**:

- Team Task Performance - Meets or exceeds the needs of its stakeholders
- Quality of Group Process - Does so in ways that build the team's capacity
- Member Satisfaction - Contributes to the growth and learning of its members

Please see [Appendix A: Team Diagnostic Pulse Survey Results](#) for the detailed report from [REDACTED]

## Findings and Recommendations of the Administrative Leadership Team Leadership Team's Effectiveness

### Findings

#### ***Growth Mindset***

- The Administrative Leadership Team attributed several of the school's struggles to external forces, such as a lack of parent involvement, but expressed a shared belief that they could make an impact.

#### ***Focus of ALT Meetings***

- Meeting agendas are created by the Principal and communicated to the team in a timely manner.
- The ALT meets weekly and prioritizes an operational focus with some instructional conversations including: grade level updates, student behavioral concerns (SEL), teacher updates & other operational issues.
- The Administrative Leadership Team's sense of urgency to change the trajectory of student achievement was somewhat evident based on the structures and focus of team meetings.

#### ***Feedback to Teachers (from teacher and principal interview)***

- Teachers stated that administration and instructional coach conduct classroom walk throughs sometimes.
- Teachers stated that they receive feedback primarily through the district's formal evaluation process.

#### ***Efficiency in Schools and Classrooms***

- The assistant principal is primarily responsible for all discipline issues.
- Teachers reported that they were clear about the schoolwide expectations and/or behavior management plan.
- Teachers reported that discipline referrals have decreased with the current administration.

### Recommendations

#### ***Growth Mindset***

- Strengthen the collective efficacy of the ALT to support their ability to increase student achievement despite challenging external factors that exist.

#### ***Focus of ALT Meetings***

- Continue to seek input from all ALT members to set each weekly agenda.
- Clearly define the team's compelling purpose (challenging, clear, and consequential) to ensure it drives action steps designed to improve instructional outcomes.
- Utilize an Action Board to focus on instructional goals and support accountability among the Administrative Leadership Team.

- Provide structures for meetings to ensure all members are collaboratively problem solving with a sense of urgency.

#### ***Feedback to Teachers (from teacher and principal interview)***

- Develop and implement a plan to visit classrooms on a consistent basis as part of a protected, daily schedule.
- Leverage the entire ALT to serve as thought partners with teachers to enhance classroom instruction. Develop a system to track teacher feedback to support a cycle of continuous improvement.

### **Effectiveness of Instructional Coaching**

Members of the SCNA team interviewed one staff member assigned to the school who is responsible for coaching teachers (Instructional Coach). The purpose of this interview was to determine the following:

- The degree to which a coaching model is focused on growing teacher instructional practices to impact student learning.
- The use of coach time to impact core instruction, interventions, and student learning.

### **Findings and Recommendations of Instructional Coaches' Effectiveness**

#### ***Findings***

***The degree to which a coaching model is focused on growing teacher instructional practices to impact student learning.***

- The coach implements coaching practices driven by data and focused on standards.
- The coach has not successfully created a coaching culture that is built on trust, mutual respect, and a growth mindset.
- The coach does not consistently implement coaching cycles to strengthen core instruction including: pre-visit planning, time in the classroom, and post-visit debriefs.
- The coach sometimes provides coaching feedback to teachers that promotes professional growth and increased student achievement.
- The coach sometimes uses mid- and short-cycle data while supporting teachers and providing actionable feedback.
- Some teachers value the feedback and support they receive from the coach.

***The use of coach time to impact core instruction, interventions, and student learning.***

- The school has a dedicated instructional coach.
- The coach facilitates teacher team meetings.
- The coach does not have a well-defined system to manage their time.
- The coach does not have a system for tracking the impact of coaching cycles.

#### ***Recommendations***

***The degree to which a coaching model is focused on growing teacher instructional practices to impact student learning.***

- Continue to implement coaching practices that are driven by data and focused on standards.
- Create a coaching culture that is built on trust, mutual respect, and a growth mindset.

- Consistently implement coaching cycles to strengthen core instruction including: pre-visit planning, time in the classroom, and post-visit debriefs.
- Provide coaching feedback for professional growth and increased student achievement through reflective questions, support, and plan of action that is mutually agreed upon.
- Provide targeted actionable feedback and create mutually agreed upon next steps based on mid-and short-cycle data.
- Ensure actionable feedback is goal-referenced, transparent, user-friendly, timely, ongoing, and consistent.

***The use of coach time to impact core instruction, interventions, and student learning.***

- Ensure shared ownership and buy-in by involving teacher leaders in facilitating team meetings.
- Support the instructional coach in creating and maintaining a tight, purposeful, and protected coaching schedule.
- Utilize an Action Board to establish, communicate, and track regular coaching cycles.

### **Teacher Teams/Professional Learning Community Effectiveness**

PLCs were observed during regular meeting times in order to ascertain the structures and systems that exist, who leads each PLC, and the focus of the work. Interviews and informal conversations provide additional insight regarding PLC effectiveness.

PLCs are structured as 40-minute grade level meetings, one day per week and are led by the Instructional Coach.

### **Findings and Recommendations of Teacher Teams/PLC Effectiveness**

#### ***Findings***

##### ***Structures and Systems***

- Teacher Team meetings are scheduled and meet on a routine basis.
- There is inconsistency in collaborative planning among teams.
- A lack of established norms and adherence to those norms prevented many Teacher Teams from meeting their intended outcomes.
- Ownership of Teacher Team meetings has not yet been released to teachers; the culture is compliance driven.
- Equity of voice was not evident among teachers who were present.
- An administrator is not present for each Teacher Team meeting to support teachers.

##### ***Focus of Work***

- Teacher Teams do not refer to the Arizona State Standards and supporting resources provided by the Arizona Department of Education.
- Teachers do not review leading data and student work samples.

## Recommendations

### Structures and Systems

- Document meetings, record outcomes, set next steps for Teacher Team participants, such as bringing student data, examining student evidence, and previewing upcoming state standards for unpacking and creating tasks aligned to target.
- Establish norms, expectations, and routines focused on a cycle for continuous improvement.
- Develop leadership opportunities for teachers to take ownership of and lead Teacher Team meetings.
- Prioritize leadership presence and support for all Teacher Team meetings.

### Focus of Work

- Ensure teachers have access to state and local materials or resources that support strategic planning for grade level learning.
- Establish a clear focus for the work of Teacher Teams: standards-based planning, designing rigorous, aligned tasks, and analyzing student evidence and performance data to drive improvement with rigorous core instruction.
- Establish a culture of accountability where teachers bring leading data and student work samples for the purpose of analyzing progress toward daily learning targets.

## School Conditions

The School Conditions were observed throughout the SCNA and, specifically, during the Conditions Walk. Observers focused on classroom climate and behavior support systems. Ten classrooms were observed during the Conditions Walk. The conditions data is ranked on a 4-point scale and reported by classroom level and school level.

## Findings and Recommendations of School Conditions

### Findings

- The school is a well-maintained and safe environment in which students can learn.
- Most classrooms have an inviting atmosphere for all students with positive relationships between teachers and students.
- Most classrooms have evidence of classroom rules and procedures that operate consistently and effectively.
- Faculty and staff consistently interact with students in a warm, positive manner during arrival and dismissal.
- A schoolwide behavior system is evident.
- Most team members cited the importance of building relationships with students and the considerable investment it requires to create an environment of safety for learning.
- The office staff is welcoming to students, staff, and visitors. Positive relationships with students and their families were evident.
- Students act responsibly and respectfully during transitions and within common areas such as the cafeteria, bathrooms, hallways, and playground.
- Students take some ownership of the behavior of themselves and others.
- Few students are engaged in their learning.
- Instructional time is optimized in some classrooms.
- Students are working harder than their teachers in some classrooms.

- There is some reliance on computer-based programs with little evidence of teachers using data to support instruction.
- There are few opportunities for students to contribute to decision-making processes throughout the school.

### **Recommendations**

- Develop a plan to increase student ownership of behavioral outcomes, leading to a reduced need for adults to highly control the environment.
- Support teachers in creating opportunities for students to engage in their learning through rich, relevant tasks that require collaboration and productive struggle.
- Maximize instructional time with student engagement through planned opportunities for academic student talk and engaging tasks aligned to standards.
- Shift the culture of the classroom to one in which the norm is for students to work harder than their teachers.
- Ensure teachers use data from the programs to inform next steps when technology is utilized.
- Increase student voice in decision making opportunities.

Please see [Appendix A: Conditions Walk Report](#) for the detailed report from [REDACTED] [REDACTED]

### **Operational Effectiveness**

A member of the SCNA team conducted a review of operational effectiveness. This review included observations of student arrival (walking, by bus, by car), student tardiness, cafeteria services (breakfast and lunch), dismissal, transitions to and from classrooms, administrative support, custodial support, security processes, and adult supervision of students.

### **Findings and Recommendations of Operational Effectiveness**

#### **Findings**

##### **Transportation**

- Drivers in the car-rider line operate in a safe manner and most stakeholders adhere to the procedures for student drop-off and pick-up.

##### **Student Supervision**

- Adequate staff members are available to supervise students during transitions and within common areas including the cafeteria, bathrooms, hallways, and playground.

##### **Food Services**

- Students move efficiently through the lunch lines to retrieve their food and find their assigned seat/table.

##### **Information Technology**

- Staff and students have adequate access to computers and peripherals including printers, interactive TVs, headphones, etc.
- Wireless connectivity to the Internet is easily accessible and reliable throughout the campus.

## PART 5: Conclusion

IE is confident that the faculty and staff of [REDACTED] believe in and can attain high achievement for all students. The school demonstrates readiness to engage in the work of school turnaround but will need to intensify its efforts for driving instructional improvement.

### *Recommendations*

IE's Applied Research Center created the School Instructional Maturity Model (SIMM) which defines the phases of a school's instructional systems maturity and supports a range of opportunities for growth.

- **Leadership:** Establish and support implementation of an instructional vision that increases student opportunities for taking ownership and agency over their learning. Support teachers as they transition to student-centered classrooms by providing frequent, actionable feedback focused on increasing students' role as active participants in the learning process.
- **Data for Improvement:** Create and use tracking systems to closely monitor short, mid and long cycle data related to student growth and achievement. Support teachers in making formative assessment practices a routine part of each lesson and adjusting instruction in the moment based on that data.
- **Curriculum and Assessment:** Structure opportunities for teachers to internalize the scripted curriculum resource by: identifying the standard(s), modifying student tasks, discussing student evidence, and reflecting upon how lessons progress. Provide a detailed scope and sequence of foundational literacy skills to ensure students in PreK-2 are receiving phonological awareness and phonics instruction that is coherent, developmentally appropriate, explicit, and systematic.
- **Collaboration:** Create and communicate a strong compelling purpose for Teacher Teams. Integrate collaborative structures to support consistency among teams, equity of voice, and build upon the collective efficacy of all team members. Support the professional growth of Teacher Teams by focusing on standards-based planning, planning for formative assessment, and data analysis.
- **Core Instruction:** Define and communicate expectations for rigorous, standards-based core instruction. Provide on-going, intentional professional development focused on shifting from a teacher-centered learning environment to a student-centered environment in which students are active participants in the learning process and take ownership of their learning.
- **Conditions:** Shift the focus of existing systems of support from an external, adult-controlled school-wide behavior plan to one that emphasizes student agency and self-regulation. Support teachers in creating a classroom culture where student voice is valued, and students perceive themselves as partners in the learning process.



## References

EdReports. (n.d.). EdReports. Retrieved January 9, 2023, from <https://www.edreports.org/>

Public Impact. (2008, 2016). *School turnaround leaders: Competencies for success*.  
[https://publicimpact.com/wp-content/uploads/2009/09/Turnaround\\_Leader\\_Competencies.pdf](https://publicimpact.com/wp-content/uploads/2009/09/Turnaround_Leader_Competencies.pdf)

Student Achievement Partners. (n.d.). Achieve the Core. Retrieved January 9, 2023, from  
<https://achievethecore.org/>

## Appendix A: SCNA Reports

### Rigor Appraisal Results

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# Elementary

Walk: Rigor Diagnostic

Date Range: January 9, 2023 to January 13, 2023

## Rigor Diagnostic Visits

**Rigor Diagnostic 1**  
 January 9, 2023  
 Classrooms: 10  
 Total Teachers: 10  
 Pillar Average: 3.5  
 Conductor: Elliott, Lindsay

## Rigor Diagnostic Characteristics

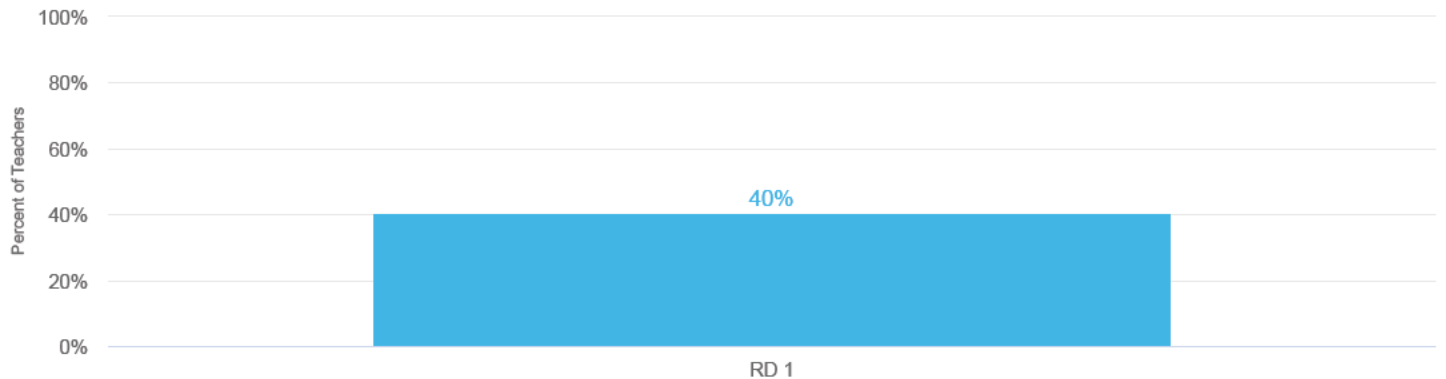
### Subject

	RD 1	Total
English Language Arts	6	6
Mathematics	3	3
Arts and Humanities	0	0
Business Computer a...	0	0
Foreign Language	0	0
Music	0	0
Other	0	0
Physical Education	0	0
Science	0	0
Social Studies	0	0

### Grade

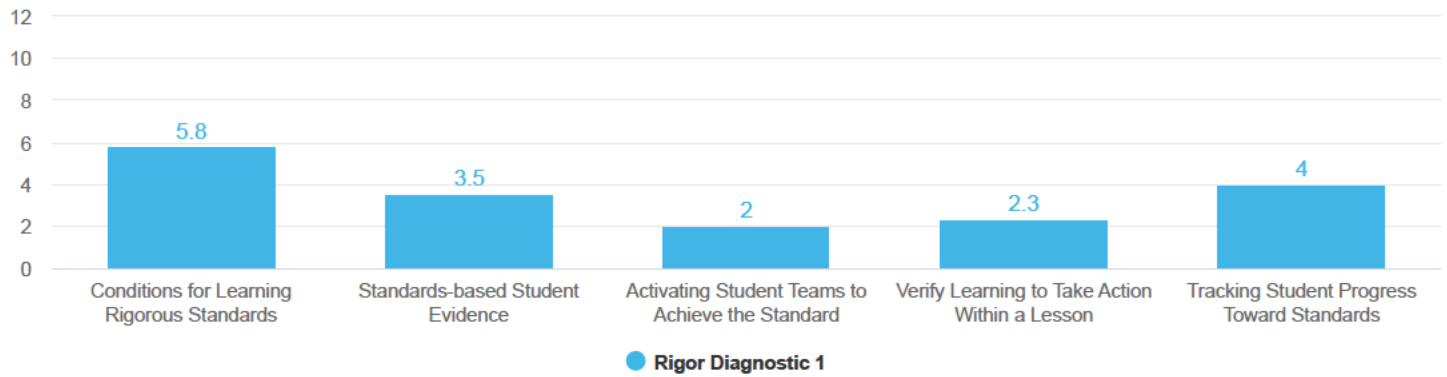
	RD 1	Total
PK	0	0
K	2	2
1st	2	2
2nd	2	2
3rd	1	1
4th	2	2
5th	0	0
6th	0	0
7th	0	0
8th	0	0
9th	0	0
10th	0	0
11th	0	0
12th	0	0
Other	0	0

## Observed Teachers



## Rigor Diagnostic Pillar Scores

The Rigor Diagnostic contains questions on a 12-point scale, grouped into one of five pillars. The average score for each pillar is compared below. Higher scores indicate a stronger alignment with the characteristics of rigorous instruction



### Rigor Diagnostic Summary

In the most recent Rigor Diagnostic,

- **Conditions for Learning Rigorous Standards** received the highest average pillar score (5.8)
- **Activating Student Teams to Achieve the Standard** received the lowest average pillar score (2)

## Rigor Diagnostic Growth Trend

Each column below represents the average Pillar score from a specific Rigor Diagnostic

Once the Rigor Diagnostic Conductor conducts 3 Rigor Diagnostics, a chart will appear here to show the growth trend

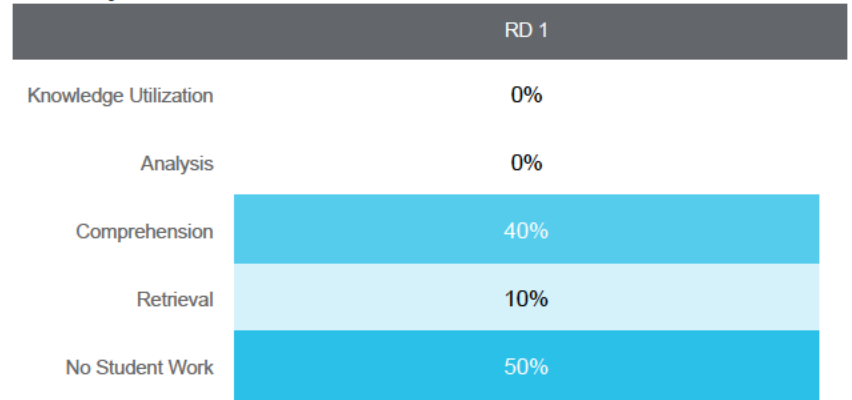
## Observed Taxonomy Levels

There are two important questions to consider when looking at taxonomy levels: First, is the taxonomy level of student work appropriate for the learning target? Second, are classrooms working toward higher taxonomy levels that are associated with more rigorous instruction?

### Taxonomy Level Most Often Seen in Student Work

There was no data collected to populate this chart

### Taxonomy Levels Seen in Student Work



### Taxonomy Level Summary

In the most recent Rigor Diagnostic,

- **No Student Work** was the taxonomy level seen most frequently in student work (50% of classrooms)
- **Analysis** and **Knowledge Utilization** was the taxonomy level seen least frequently in student work (0% of classrooms)

## Curriculum Appraisal Results

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# Foundational Literacy Achievement Walk

Date Range: January 2, 2023 to January 13, 2023

## Foundational Literacy Achievement Walk Summary

**Walkthrough Count:** 1

**Visits:** 7 Classrooms

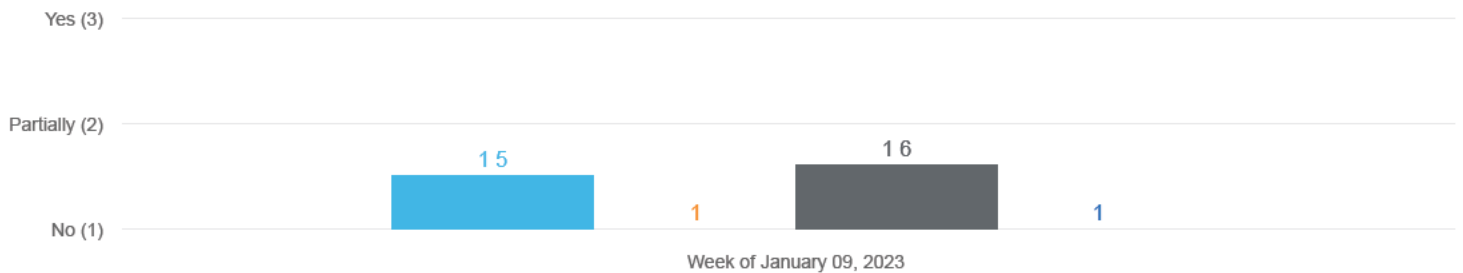
**Walk Conductors:** Meg Bowen

**Average Visits Per Walkthrough:** 7.0

**Highest Rated Question:** The foundational skill(s) observed in the lesson reflect grade-level standards. (Average 2.3)

**Lowest Rated Question:** The foundational skill(s) observed in the lesson is part of a systematic scope and sequence., Foundational skill(s) instruction is explicit and clear., Instruction and materials provide opportunities to connect acquisition of foundational skills to making meaning from reading and listening., The lesson includes adequate time for aligned teacher instruction and student practice of targeted skill(s)., Practice materials include opportunities for students to work in context with connected text., The teacher collects student data (formal and/or informal)., The teacher responds to data and adjusts instruction accordingly to support students. (Average 1.0)

### Foundational Literacy Achievement Walk Walkthrough History



### Foundational Literacy Achievement Walk Area Summary

- **Aligned Content Achievement Action**  
Average: 1.5
- **Teacher-Directed Instruction Achievement Action**  
Average: 1.0
- **Student Practice Achievement Action**  
Average: 1.6
- **Assessment and Differentiation Achievement Action**  
Average: 1.0

## Visit Details

**Classroom Visits by Subject** (Sorted by Subject Total)

	Jan
English Language Arts	7
Arts and Humanities	0
Business Computer and Information Technology	0
Foreign Language	0
Mathematics	0
Music	0
Other	0
Physical Education	0
Science	0
Social Studies	0

**Classroom Visits by Grade** (Sorted by Grade Level)

	Jan
PK	0
K	4
1st	2
2nd	0
3rd	1
4th	0
5th	0
6th	0
7th	0
8th	0
9th	0
10th	0
11th	0
12th	0
Other	0

A visit can have more than one grade assigned, so counts may exceed total visits

## Question Results

### Growth History for Foundational Literacy Achievement Walk Questions

Click on a checkbox in the table to highlight its growth history. Click on the checkbox again to remove the highlight and select another. Click on 'See Details' in the table to view question specific data.

#### Aligned Content Achievement Action

Once you have ratings on different weeks a chart will appear here to show the trends

#	QUESTIONS	AVERAGE	GROWTH
1a	The foundational skill(s) observed in the lesson reflect grade-level standards.	2.3	N/A
1b	The foundational skill(s) observed in the lesson is part of a systematic scope and sequence.	1.0	N/A
1c	The elements of the lesson are presented in an engaging and child-friendly manner.	1.1	N/A

#### Teacher-Directed Instruction Achievement Action

Once you have ratings on different weeks a chart will appear here to show the trends

#	QUESTIONS	AVERAGE	GROWTH
2a	Foundational skill(s) instruction is explicit and clear.	1.0	N/A
2b	Instruction and materials provide opportunities to connect acquisition of foundational skills to making meaning from reading and listening.	1.0	N/A
2c	The lesson includes adequate time for aligned teacher instruction and student practice of targeted skill(s).	1.0	N/A

#### Student Practice Achievement Action

Once you have ratings on different weeks a chart will appear here to show the trends



#	QUESTIONS	AVERAGE	GROWTH
3a	Practice materials and written/oral tasks are aligned to targeted content and skills.	1.4	N/A
3b	Practice materials include opportunities for students to work in context with connected text.	1.0	N/A
3c	Practice materials include multiple opportunities for students to work out of context.	2.0	N/A
3d	Students actively participate in the content of the lesson.	1.9	N/A

**Assessment and Differentiation Achievement Action**

Once you have ratings on different weeks a chart will appear here to show the trends

#	QUESTIONS	AVERAGE	GROWTH
4a	The teacher collects student data (formal and/or informal)	10	N/A
4b	The teacher responds to data and adjusts instruction accordingly to support students	10	N/A

# Conductor Comparison

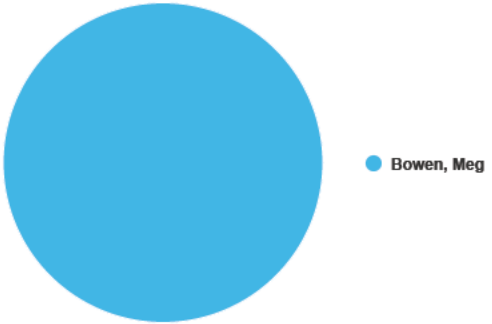
**Classroom Visits By Grade** (Sorted by Grade Level)

	PK	K	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th	Other	Total
Bowen, Meg	0	4	2	0	1	0	0	0	0	0	0	0	0	0	0	7

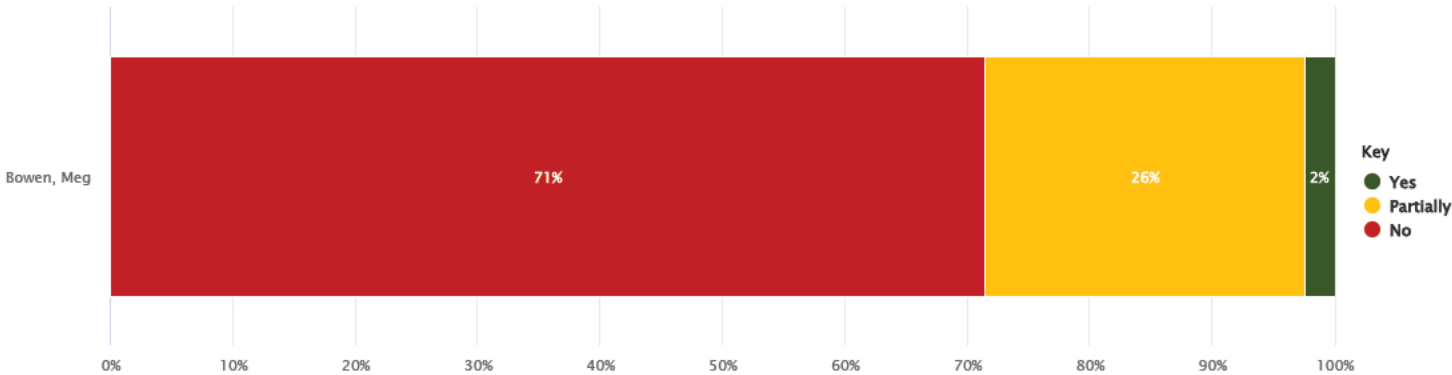
**Classroom Visits By Subject** (Sorted by Subject Total)

	English Lan...	Arts and Hu...	Business C...	Foreign Lan...	Mathematics	Music	Other	Physical Ed...	Science	Social Studies	Total
Bowen, Meg	7	0	0	0	0	0	0	0	0	0	7

**Visits by Conductor**



**Score Distribution by Conductor**



# ELA Achievement Actions Walk



Date Range: January 2, 2023 to January 13, 2023

## ELA Achievement Actions Walk Summary

**Walkthrough Count:** 1

**Visits:** 11 Classrooms

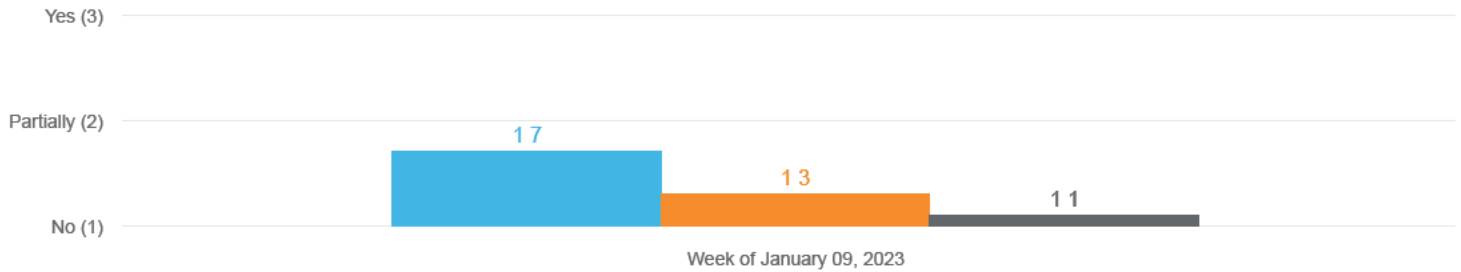
**Walk Conductors:** Meg Bowen

**Average Visits Per Walkthrough:** 11.0

**Highest Rated Question:** The anchor text(s) are at or above the complexity level expected for the grade and time in the school year., The text(s) exhibits exceptional craft and thought and/or provide meaningful information in the service of building knowledge. (Average 1.7)

**Lowest Rated Question:** The teacher poses questions and tasks for students to do the majority of the work: speaking/listening, reading, and/or writing. Students do the majority of the work of the lesson., The teacher cultivates reasoning and meaning making by allowing students to productively struggle. Students persevere through difficulty., The teacher expects evidence and precision from students and probe students' answers accordingly. Students provide text evidence to support their ideas and display precision in their oral and/or written responses., The teacher creates the conditions for student conversations where students are encouraged to talk about each other's thinking. Students talk and ask questions about each other's thinking, in order to clarify or improve their understanding. (Average 1.1)

### ELA Achievement Actions Walk Walkthrough History



#### ELA Achievement Actions Walk Area Summary

- **ELA Achievement Action 1**  
Average 17
- **ELA Achievement Action 2**  
Average 13
- **ELA Achievement Action 3**  
Average: 1.1

## Visit Details

**Classroom Visits by Subject** (Sorted by Subject Total)

	Jan
English Language Arts	11
Arts and Humanities	0
Business Computer and Information Technology	0
Foreign Language	0
Mathematics	0
Music	0
Other	0
Physical Education	0
Science	0
Social Studies	0

**Classroom Visits by Grade** (Sorted by Grade Level)

	Jan
PK	0
K	0
1st	2
2nd	5
3rd	2
4th	2
5th	0
6th	0
7th	0
8th	0
9th	0
10th	0
11th	0
12th	0
Other	0

A visit can have more than one grade assigned, so counts may exceed total visits

## Question Results

### Growth History for ELA Achievement Actions Walk Questions

Click on a checkbox in the table to highlight its growth history. Click on the checkbox again to remove the highlight and select another. Click on 'See Details' in the table to view question specific data.

#### ELA Achievement Action 1

Once you have ratings on different weeks a chart will appear here to show the trends

#	QUESTIONS	AVERAGE	GROWTH
1a	A majority of the lesson is spent listening to, reading, writing, or speaking about text(s).	1.6	N/A
1b	The anchor text(s) are at or above the complexity level expected for the grade and time in the school year.	1.7	N/A
1c	The text(s) exhibits exceptional craft and thought and/or provide meaningful information in the service of building knowledge.	1.7	N/A

#### ELA Achievement Action 2

Once you have ratings on different weeks a chart will appear here to show the trends

#	QUESTIONS	AVERAGE	GROWTH
2a	Questions and tasks address the text by attending to its particular qualitative features: its meaning/purpose and/or language, structure(s), or knowledge demands.	1.4	N/A
2b	Questions and tasks require students to use evidence from the text to demonstrate understanding and to support their ideas about the text.	1.2	N/A
2c	Questions and tasks attend to the words (academic vocabulary), phrases, and sentences within the text.	1.3	N/A
2d	Questions and tasks are sequenced to build knowledge by guiding students to delve deeper into the text and graphics.	1.3	N/A

**ELA Achievement Action 3**

Once you have ratings on different weeks a chart will appear here to show the trends

#	QUESTIONS	AVERAGE	GROWTH
3a	The teacher poses questions and tasks for students to do the majority of the work: speaking/listening, reading, and/or writing. Students do the majority of the work of the lesson.	1.1	N/A
3b	The teacher cultivates reasoning and meaning making by allowing students to productively struggle. Students persevere through difficulty.	1.1	N/A
3c	The teacher expects evidence and precision from students and probe students' answers accordingly. Students provide text evidence to support their ideas and display precision in their oral and/or written responses.	1.1	N/A
3d	The teacher creates the conditions for student conversations where students are encouraged to talk about each other's thinking. Students talk and ask questions about each other's thinking, in order to clarify or improve their understanding.	1.1	N/A
3e	The teacher deliberately checks for understanding throughout the lesson and adapts the lesson according to student understanding. When appropriate, students refine written and/or oral responses.	1.2	N/A
3f	When appropriate, the teacher explicitly attends to strengthening students' language and reading foundational skills. Students demonstrate use of language conventions and decoding skills, activating such strategies as needed to read, write, and speak with grade-level fluency and skill.	1.2	N/A

## Conductor Comparison

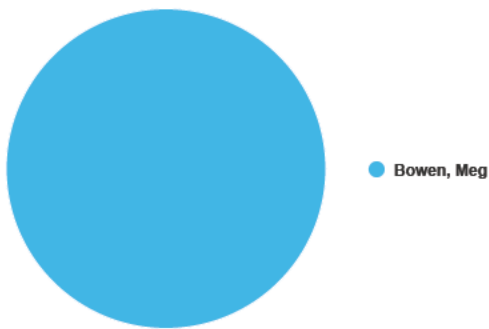
**Classroom Visits By Grade** (Sorted by Grade Level)

	PK	K	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th	Other	Total
Bowen, Meg	0	0	2	5	2	2	0	0	0	0	0	0	0	0	0	11

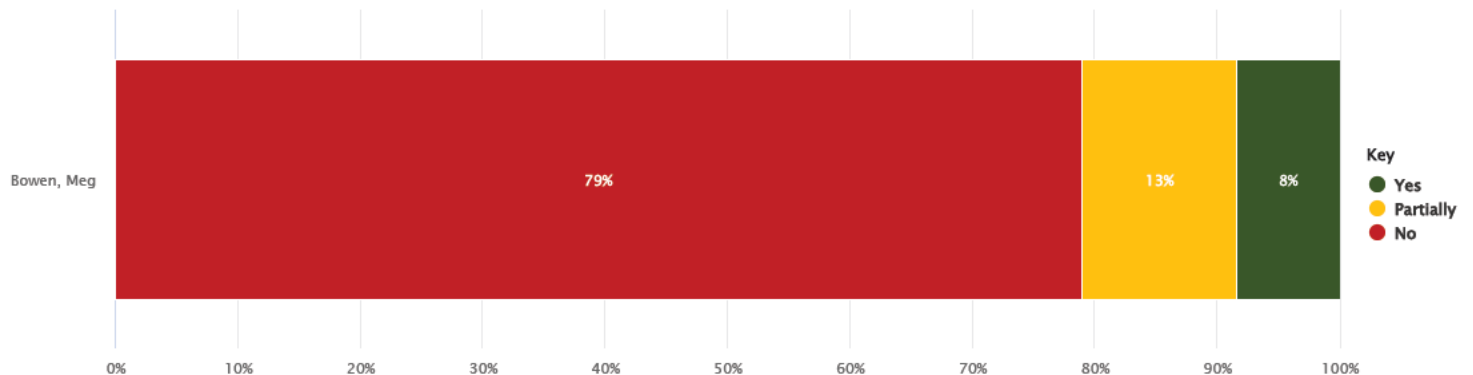
**Classroom Visits By Subject** (Sorted by Subject Total)

	English Lan...	Arts and Hu...	Business C...	Foreign Lan...	Mathematics	Music	Other	Physical Ed...	Science	Social Studies	Total
Bowen, Meg	11	0	0	0	0	0	0	0	0	0	11

**Visits by Conductor**



**Score Distribution by Conductor**



# Math Achievement Actions Walk

Date Range: January 2, 2023 to January 13, 2023

## Math Achievement Actions Walk Summary

**Walkthrough Count:** 1

**Visits:** 10 Classrooms

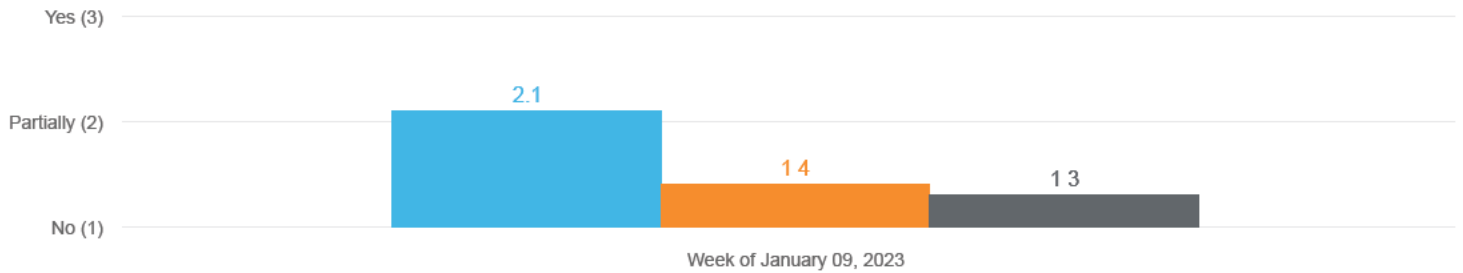
**Walk Conductors:** Meg Bowen

**Average Visits Per Walkthrough:** 10.0

**Highest Rated Question:** The enacted lesson focuses on the grade-level or course-level cluster(s), content standard(s), or part(s) thereof. (Average 2.8)

**Lowest Rated Question:** The teacher strengthens all students' understanding of the content by strategically sharing students' representations and/or solution methods., The teacher facilitates the summary of the mathematics with references to student work and discussion in order to reinforce the purpose of the lesson., The teacher poses questions and problems that prompt students to explain their thinking about the content of the lesson. Students share their thinking about the content of the lesson beyond just stating answers. (Average 1.0)

### Math Achievement Actions Walk Walkthrough History



### Math Achievement Actions Walk Area Summary

**Math Achievement Action 1**

Average: 2.1

**Math Achievement Action 2**

Average: 1.4

**Math Achievement Action 3**

Average: 1.3

## Visit Details

### Classroom Visits by Subject (Sorted by Subject Total)

Subject	Jan
Mathematics	10
Arts and Humanities	0
Business Computer and Information Technology	0
English Language Arts	0
Foreign Language	0
Music	0
Other	0
Physical Education	0
Science	0
Social Studies	0

**Classroom Visits by Grade** (Sorted by Grade Level)

	Jan
PK	0
K	2
1st	2
2nd	2
3rd	2
4th	2
5th	0
6th	0
7th	0
8th	0
9th	0
10th	0
11th	0
12th	0
Other	0

A visit can have more than one grade assigned, so counts may exceed total visits

## Question Results

### Growth History for Math Achievement Actions Walk Questions

Click on a checkbox in the table to highlight its growth history. Click on the checkbox again to remove the highlight and select another. Click on 'See Details' in the table to view question specific data.

#### Math Achievement Action 1

Once you have ratings on different weeks a chart will appear here to show the trends

#	QUESTIONS	AVERAGE	GROWTH
1a	The enacted lesson focuses on the grade-level or course-level cluster(s), content standard(s), or part(s) thereof.	2.8	N/A
1b	The enacted lesson appropriately relates new content to math content within or across grades.	1.3	N/A
1c	The enacted lesson intentionally targets the aspect(s) of Rigor called for by the standard(s) being addressed.	2.1	N/A

#### Math Achievement Action 2

Once you have ratings on different weeks a chart will appear here to show the trends

#	QUESTIONS	AVERAGE	GROWTH
2a	The teacher makes the mathematics of the lesson explicit through the use of explanations, representations, tasks, and/or examples	1.7	N/A
2b	The teacher strengthens all students' understanding of the content by strategically sharing students' representations and/or solution methods	1.0	N/A
2c	The teacher deliberately checks for understanding throughout the lesson to surface misconceptions and opportunities for growth and adapts the lesson according to student understanding.	1.7	N/A
2d	The teacher facilitates the summary of the mathematics with references to student work and discussion in order to reinforce the purpose of the lesson.	1.0	N/A

#### Math Achievement Action 3

Once you have ratings on different weeks a chart will appear here to show the trends

#	QUESTIONS	AVERAGE	GROWTH
3a	The teacher provides opportunities for all students to work with and practice grade- or course-level problems and exercises. Students work with and practice grade- or course-level problems and exercises.	2.3	N/A
3b	The teacher cultivates reasoning and problem solving by allowing students to productively struggle. Students persevere in solving problems in the face of difficulty.	1.1	N/A
3c	The teacher poses questions and problems that prompt students to explain their thinking about the content of the lesson. Students share their thinking about the content of the lesson beyond just stating answers.	1.0	N/A
3d	The teacher creates the conditions for student conversations where students are encouraged to talk about each other's thinking. Students talk and ask questions about each other's thinking, in order to clarify or improve their own mathematical understanding.	1.1	N/A
3e	The teacher connects and develops students' informal language and mathematical ideas to precise mathematical language and ideas. <b>STUDENTS</b> use increasingly precise mathematical language and ideas.	1.2	N/A

## Conductor Comparison

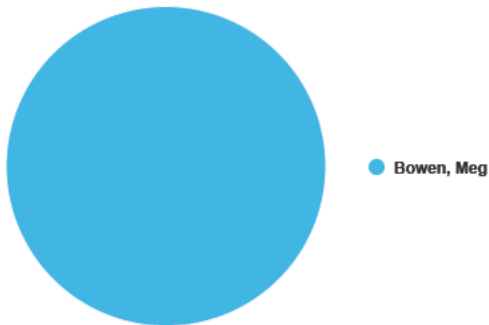
Classroom Visits By Grade (Sorted by Grade Level)

	PK	K	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th	Other	Total
Bowen, Meg	0	2	2	2	2	2	0	0	0	0	0	0	0	0	0	10

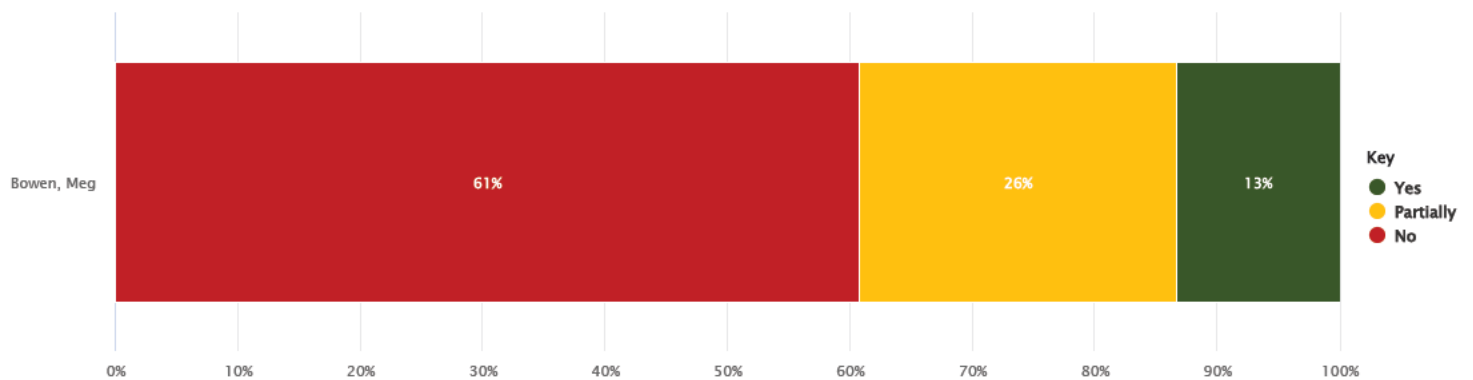
Classroom Visits By Subject (Sorted by Subject Total)

	Mathematics	Arts and Hu...	Business C...	English Lan...	Foreign Lan...	Music	Other	Physical Ed...	Science	Social Studies	Total
Bowen, Meg	10	0	0	0	0	0	0	0	0	0	10

Visits by Conductor



Score Distribution by Conductor



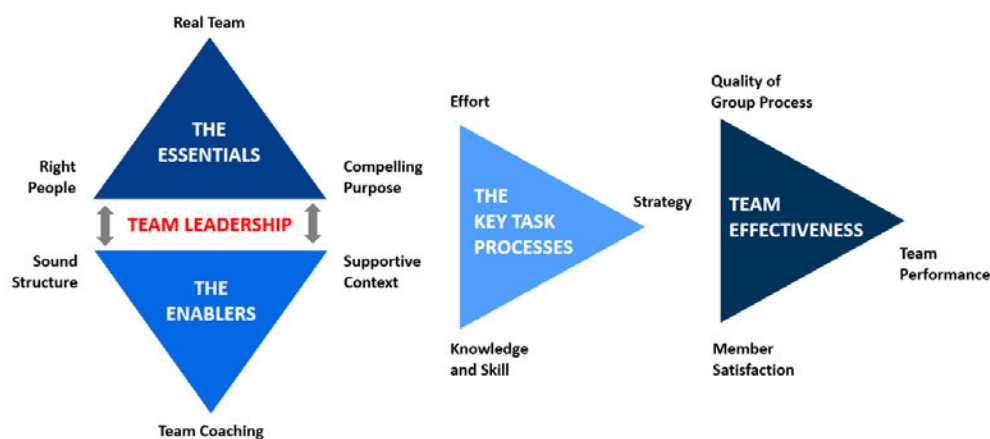
## Team Diagnostic Survey Pulse Results

The Team Diagnostic Survey (TDS) is a well-validated instrument designed to diagnose the strengths and weaknesses of teams based on Harvard’s research about the major conditions that foster team effectiveness. Questions on the TDS provide scores on the **6 Team Conditions**:

- The Essentials: Real Team, Right People, Compelling Purpose
- The Enablers: Sound Structure, Supportive Context, Team Coaching

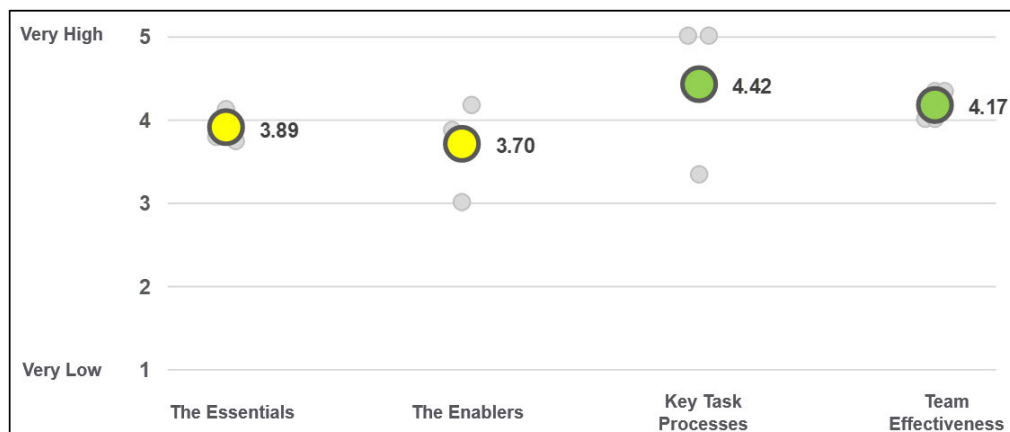
Emerging from those conditions are **3 Key Task Processes** and **3 Criteria of Team Effectiveness**:

- Key Task Processes: Effort, Knowledge and Skill, Strategy
- Criteria of Team Effectiveness: Quality of Group process, Member Satisfaction, Task Performance



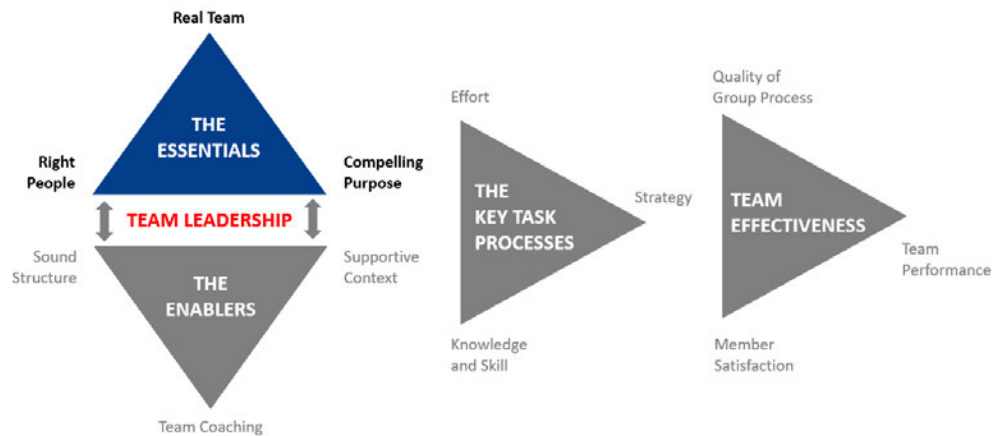
### Overall Scores (Scale 1-5)

Key Task Processes, consisting of Effort, Strategy, and Knowledge and Skill, was the highest scored factor with a mean of 4.42.





### The Essentials



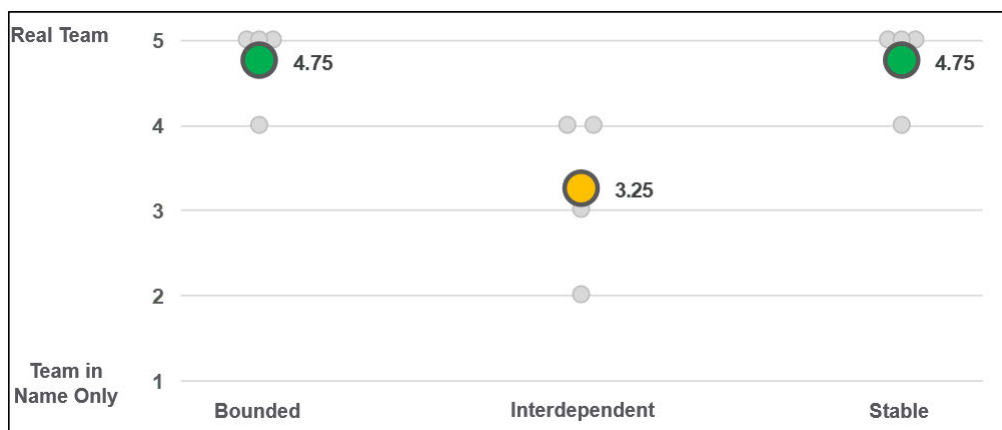
### The Essentials (Scale 1-5)

Real Team had the highest mean score (4.25) of the conditions comprising the Essentials.



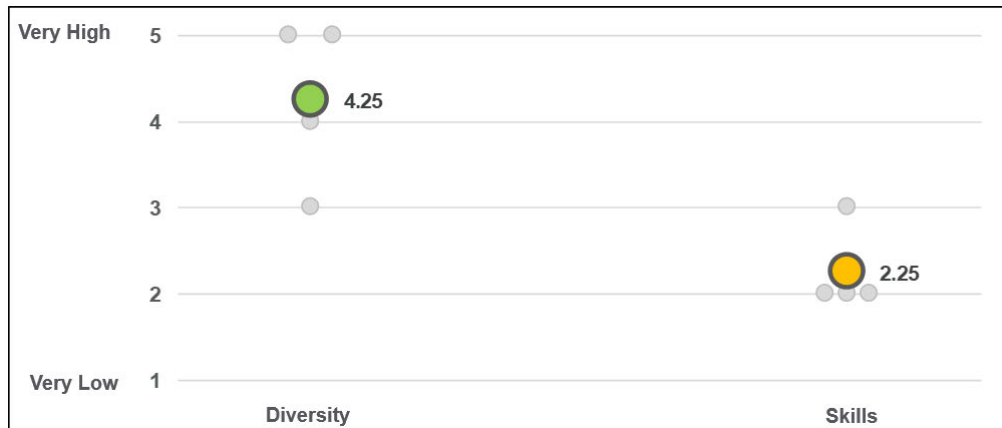
### Is this a Real Team? (Scale 1-5)

Both Bounded (4.75) and Stable (4.75) are the strongest indicators that this is a Real Team, meaning that members know who is and is not on the team, and members stay together long enough to learn how to work together.



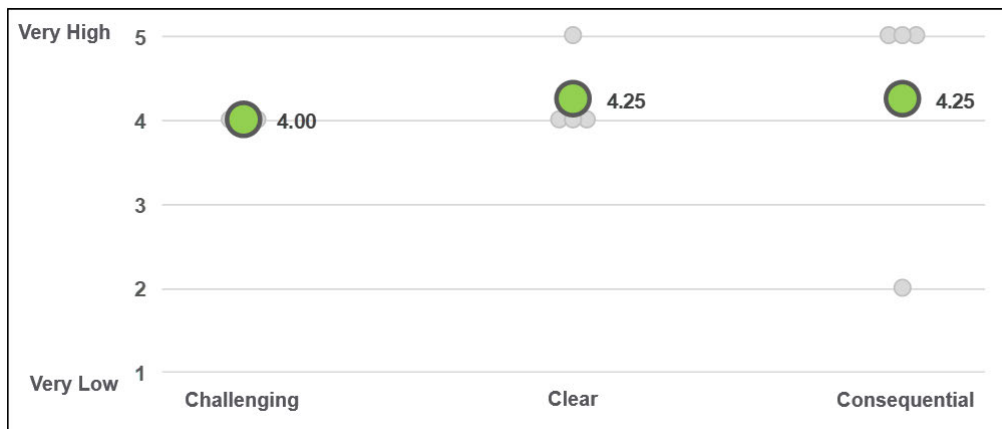
### Does this team have the Right People? (Scale 1-5)

Diversity (4.25) is the strongest indicator that this team has the Right People, meaning that members bring a range of perspectives needed to perform creatively and well.

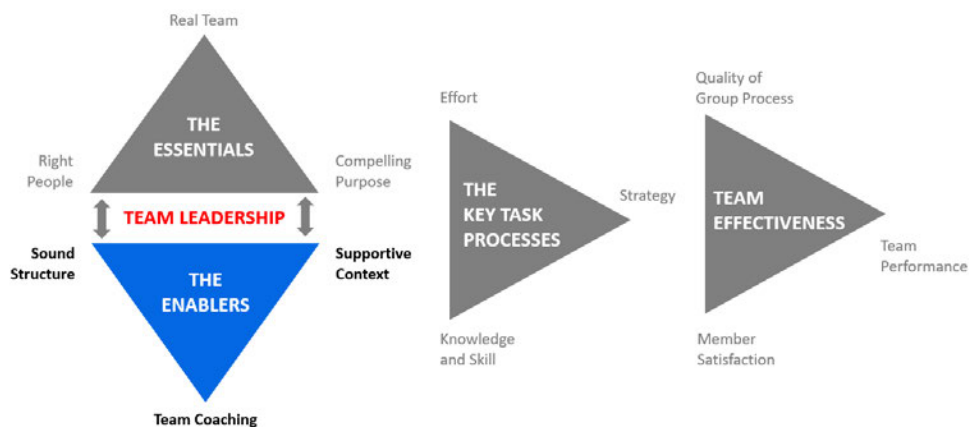


### Does the team have a Compelling Purpose? (Scale 1-5)

Both Clear (4.25) and Consequential (4.25) are the strongest indicators that this team has a Compelling Purpose, meaning that the team knows what it would look like to accomplish it, and it has meaningful impact on the lives and work of others.



### The Enablers



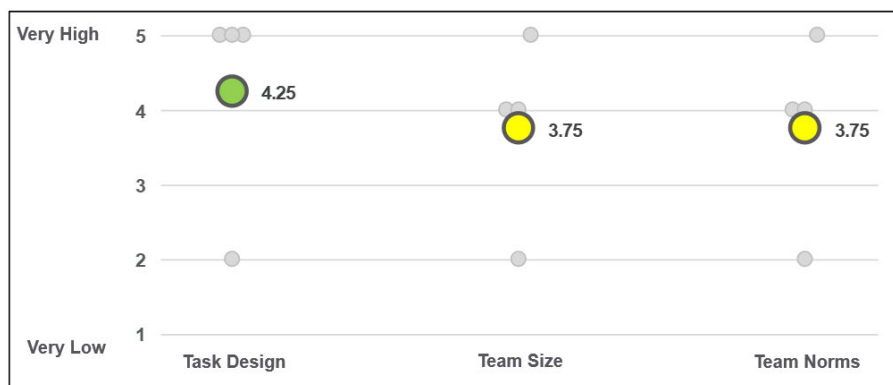
### The Enablers (Scale 1-5)

Sound Structure had the highest mean score (3.92) of the conditions comprising the Enablers.



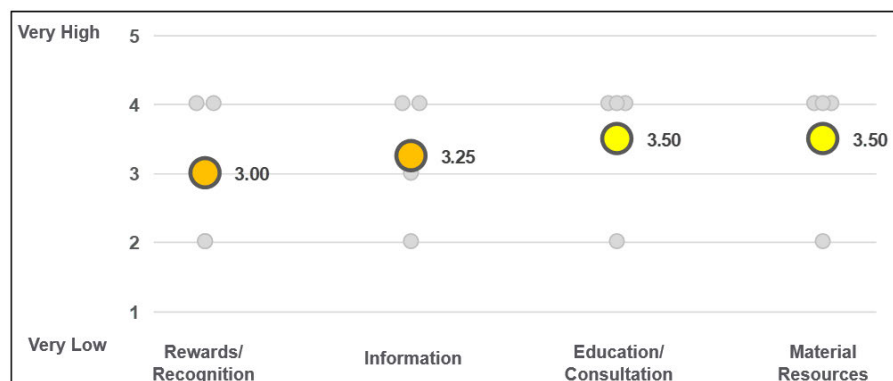
### Does this team have a Sound Structure? (Scale 1-5)

Task Design (4.25) is the strongest indicator that this team has a Sound Structure, meaning that the team performs work that makes sense to be done by a team and that allows members to use their judgment and experience to complete it.



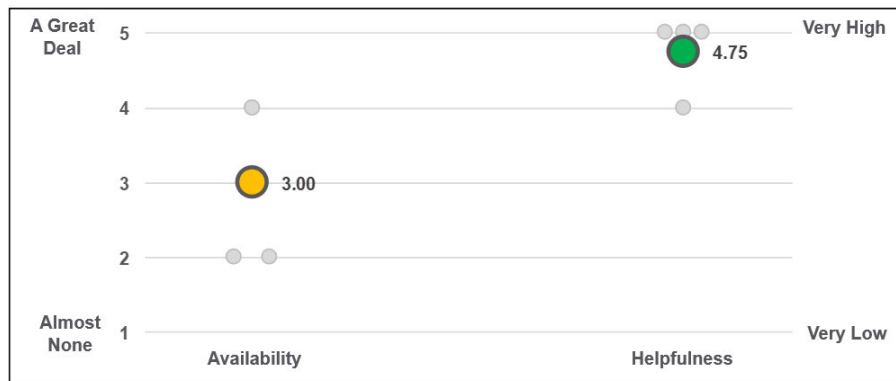
### Does this team operate in a Supportive Context? (Scale 1-5)

Both Education/Consultation (3.50) and Material Resources (3.50) are the strongest indicators that this team operates in a Supportive Context, meaning that teams can get appropriate training and technical consultation when needed, and meeting space, computing resources, time – whatever the team needs – is made readily available.

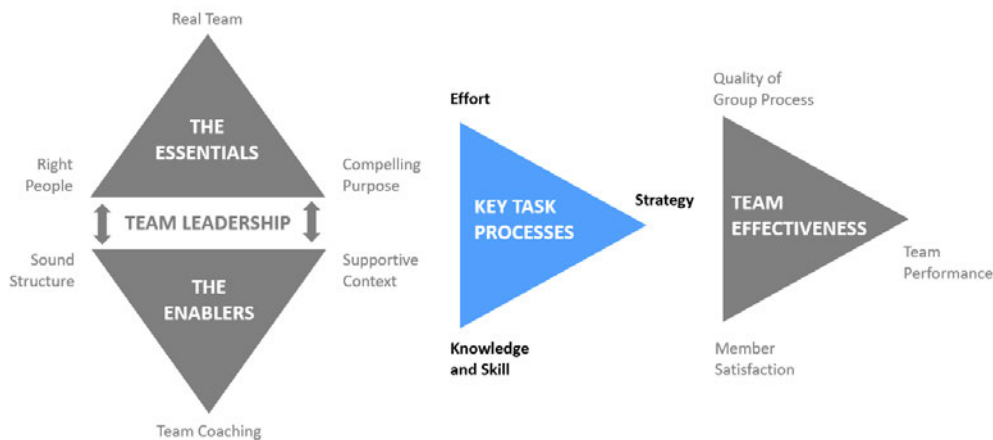


### Is Team Coaching available? (Scale 1-5)

Helpfulness (4.75) is the strongest indicator of Team Coaching, meaning that the person doing the coaching knows how and when to intervene.

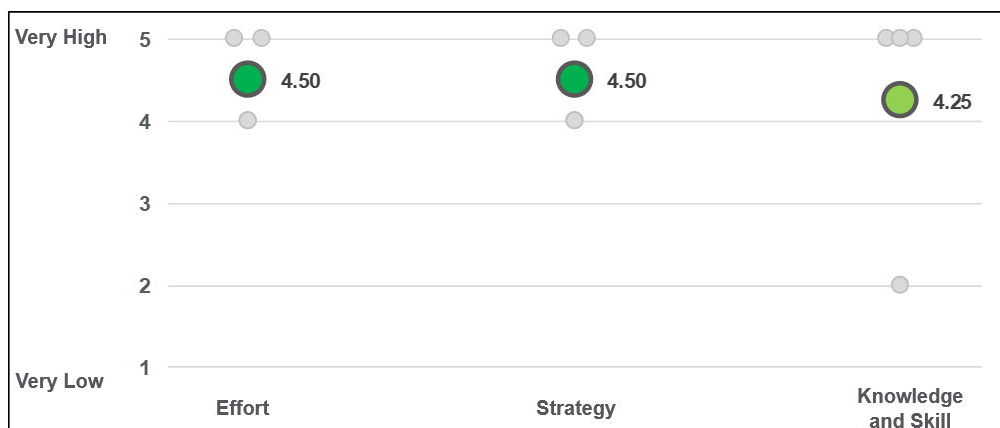


### Key Task Processes

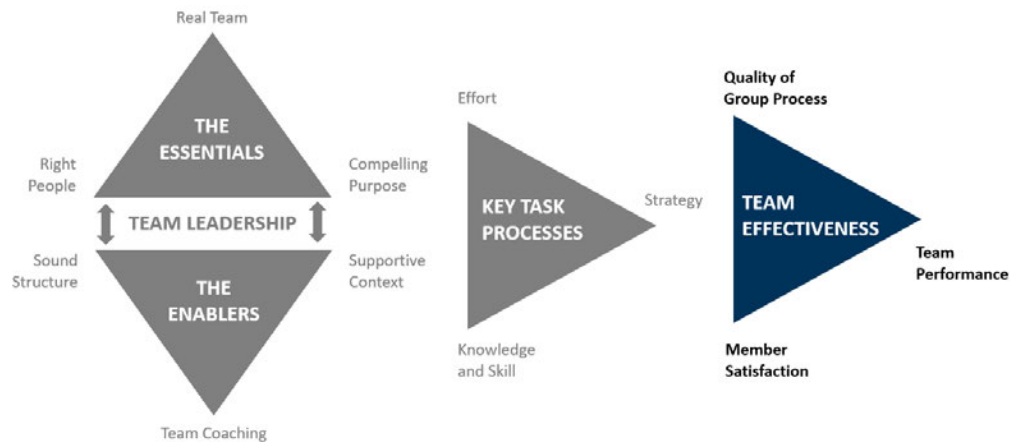


### Key Task Processes (Scale 1-5)

Both Effort (4.50) and Strategy (4.50) had the highest mean scores of the Key Task Processes, meaning that the team is working in ways that build shared commitment to the work and the team, and the team is inventing uniquely suited approaches to the work.



**Team Effectiveness**



**Three Criteria of Team Effectiveness (Scale 1-5)**

Quality of Group Process (4.75) had the highest mean score of Team Effectiveness, meaning that the group is becoming increasingly effective over time, not just for a one-time good performance.



## Conditions Walk Results

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# Conditions [REDACTED] [REDACTED] Report

Date Range: January 9, 2023 to January 13, 2023

## Conditions Summary

**Walkthrough Count:** 1

**Visits:** 8 Classrooms

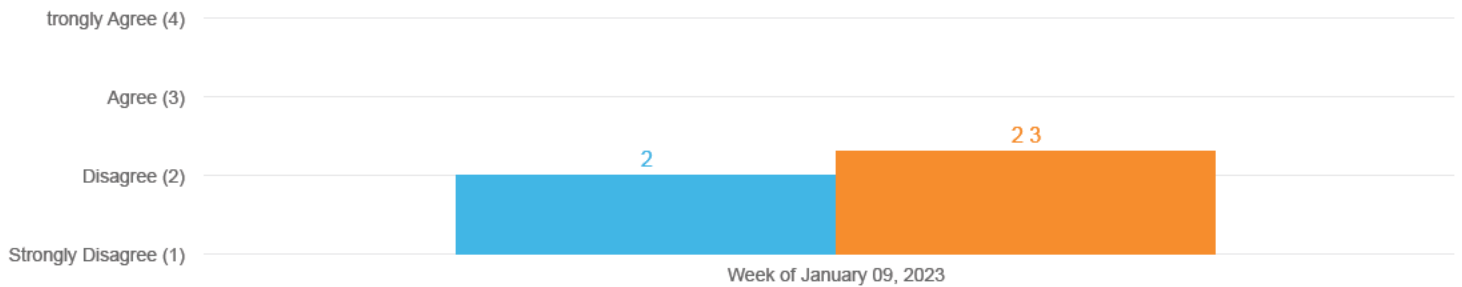
**Walk Conductors:** Lindsay Elliott

**Average Visits Per Walkthrough:** 8.0

**Highest Rated Question:** The school is welcoming and inviting., Students arrive at school and depart, moving about school in a safe and orderly fashion., Transitions are safe and orderly., Students enjoy eating lunch in a safe and orderly context. (Average 3.0)

**Lowest Rated Question:** Instructional time is maximized., Parents and community members are an integral part of the school and instruction. (Average 1.0)

### Conditions Walkthrough History



### Conditions Area Summary

**Classroom Level**

Average 2.0

**School Level**

Average 2.3

## Visit Details

### Classroom Visits by Subject (Sorted by Subject Total)

Subject	Jan
Mathematics	3
English Language Arts	2
Arts and Humanities	1
Music	1
Social Studies	1
Business Computer and Information Technology	0
Foreign Language	0
Other	0
Physical Education	0
Science	0

## Classroom Visits by Grade (Sorted by Grade Level)

	Jan
PK	0
K	2
1st	2
2nd	3
3rd	1
4th	0
5th	0
6th	0
7th	0
8th	0
9th	0
10th	0
11th	0
12th	0
Other	0

A visit can have more than one grade assigned, so counts may exceed total visits

## Question Results

### Growth History for Conditions Questions

Click on a checkbox in the table to highlight its growth history. Click on the checkbox again to remove the highlight and select another. Click on 'See Details' in the table to view question specific data.

#### Classroom Level

Once you have ratings on different weeks a chart will appear here to show the trends

#	QUESTIONS	AVERAGE	GROWTH
1	The classroom is welcoming and inviting.	2.8	N/A
2	Classroom rules and procedures are operating effectively.	2.8	N/A
3	A standards-based learning target is driving the lesson.	1.4	N/A
3a	Student tasks are aligned to the learning target.	1.3	N/A
3b	Teacher verifies student progress toward the learning target.	1.1	N/A
4	Students receive feedback.	1.5	N/A
5	Students are engaged in their learning.	2.6	N/A
6	Students are working harder than their teachers.	2.3	N/A
7	Instructional time is optimized.	2.9	N/A
8	Students access resources to support their learning.	1.9	N/A

#### School Level

Once you have ratings on different weeks a chart will appear here to show the trends

#	QUESTIONS	AVERAGE	GROWTH
1	The school is welcoming and inviting.	3.0	N/A
2	A schoolwide behavior plan is evident.	2.0	N/A
3	Students arrive at school and depart, moving about school in a safe and orderly fashion.	3.0	N/A
4	Transitions are safe and orderly.	3.0	N/A
5	Instructional time is maximized.	1.0	N/A
6	Students enjoy eating lunch in a safe and orderly context.	3.0	N/A
7	The school plant is safe and well-maintained.	2.0	N/A
8	Parents and community members are an integral part of the school and instruction.	1.0	N/A

## Conductor Comparison



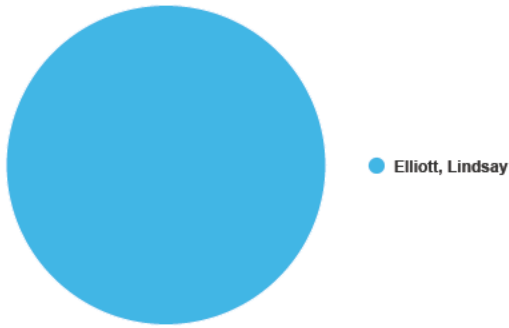
### Classroom Visits By Grade (Sorted by Grade Level)

	PK	K	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12 h	Other	Total
Elliott, Lindsay	0	2	2	3	1	0	0	0	0	0	0	0	0	0	0	8

### Classroom Visits By Subject (Sorted by Subject Total)

	Mathematics	English La...	Arts and H...	Music	Social Stud...	Business C...	Foreign La...	Other	Physical E...	Science	Total
Elliott, Lindsay	3	2	1	1	1	0	0	0	0	0	8

### Visits by Conductor



### Score Distribution by Conductor

