

LEARNING SCIENCES INTERNATIONAL[®]

SCHOOL NEEDS ASSESSMENT

REPORT

District:	South Bend Community Schools Corporation
School:	Edison Middle School
Street Address:	2701 Eisenhower Dr
City, State, ZIP:	South Bend, IN 46615
Principal:	Michael Budzinski
Dates of Assessment:	3/16/22 - 3/17/22
LSI Assessment Team:	Assessment Team Lead: Tracey J. Waters Assessment Team Members: Dodi Davenport, James Payne



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PART 1: Background and Purpose of the School Needs Assessment at Edison Middle School

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. This 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 South Bend Community Schools Corporation (SBCSC), Learning Sciences International (LSI), seeks to support Edison Middle School with evidence-based practices and metrics to propel the school improvement process and increase student achievement. As a first step in any partnership, LSI conducts a School Needs Assessment (SNA) – 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 SBCSC in planning for support.

PART 2: School Profile and Context

Edison Middle School is located on the east side of the city of South Bend, Indiana. The school's vision states that it seeks to, "empower our students for meaningful engagement in education for academic growth and to create future leaders who will demonstrate empathy, equity, and social responsibility." Its enrollment is 456 students, grades 6-8, with the following characteristics:

- 77.6% of students are classified as free/reduced lunch
- 28.6% are classified as students with disabilities
- 8.8% are classified as having limited English proficiency
- 54.2% of students are African American
- 14.8% of students are Hispanic
- 20.9% of students are White
- 8.4% of students are multi-racial

Edison also houses two alternate placement programs: Life Skills and BEST.

There are 52 full time faculty whose years' experience are anywhere from first year teachers to twenty year veterans. The professional evaluation data classifies 100% of teachers as effective or highly effective. The school's Principal, Assistant Principal, and Associate Dean of Students make up the leadership team who have collectively served in SBCSC for multiple years.

Edison Middle School has earned an Adequate Yearly Progress (AYP) grade of a F for the '18-19 and '19-20 school years. Achievement test scores based on Indiana's state test, ILEARN, showed less than 20% of students reached 'at or above' proficiency in English, Math, or Science. Chronic absenteeism (39%) ranks higher than the state average (11%).

PART 3: Structure of Data Collection/Methodology

LSI deployed a team of three personnel to conduct this needs assessment on March 16th and 17th, 2022. The needs assessment schedule of activities was as follows:

Day 1

- Pulse Survey
- Focus Group Interview – 1 hour
- Scheduled Rigor Walk classroom visits (randomized) with Principal and Assessment Team Lead – 2 hours
- Principal 1:1 Interview – 2 hours
- Leadership Team Group Interview –1 hour
- Informal classroom visits with Assessment Team Members
- Informal discussions with students and/or teachers will occur in open settings (e.g., cafeteria, media center, bus loop, car loop)

Day 2

- Student Support Staff Group Interview– 45 minutes
- PLC visit
- Scheduled Conditions Walk classroom visits (randomized) with Associate Dean and Assessment Team Lead – 90 minutes
- Informal classroom visits with Assessment Team Members (continued)
- Informal discussions with students and/or teachers will occur in open settings (continued)
- Principal debrief with Assessment Team.

This report provides LSI’s findings and recommendations arising from the SNA conducted at Edison Middle School.

PART 4: Detail of Findings and Recommendations

Rigor Diagnostic

LSI’s Rigor Diagnostic 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 Diagnostic, LSI’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 Diagnostic is to identify whether there are tightly coupled systems in place and whether those systems are achieving results for all students.

The Rigor Diagnostic was administered on March 16, 2022 using 10 randomly selected classroom observations representing 4 in Grade 6, 4 in Grade 7, and 2 in Grade 8. During the assessment four observed subjects included 4 English Language Arts, 3 Mathematics, 1 Science, 1 Social Studies and 1 Art course.

LSI 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.

Findings:

- **Rigor Diagnostic Pillar Scores:** The Pillar average was 2.1 out of 12.
 - **Conditions for Learning Rigorous Standards** received the highest average pillar score (3)
 - **Verify Learning to Take Action Within a Lesson** received the lowest average pillar score (1)
 - **Retrieval** 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)
 - No student work was observed in 30% of classrooms.

Edison MS

Walk: Rigor Diagnostic

Date Range: July 1, 2021 to March 24, 2022

Rigor Diagnostic Visits

Rigor Diagnostic 1

March 16, 2022

Classrooms: 10

Total Teachers: 10

Pillar Average: 2.1

Conductor: Waters, Tracey

Rigor Diagnostic Characteristics

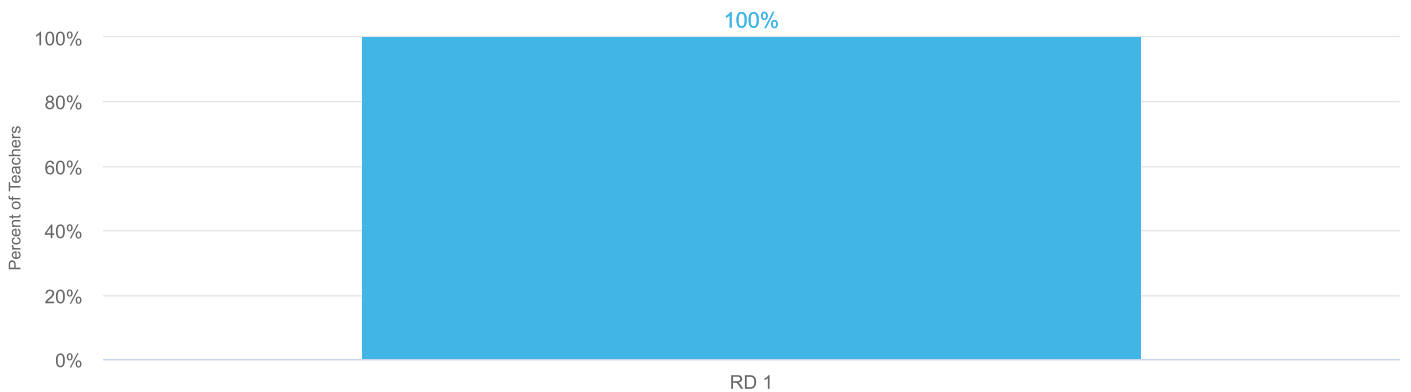
Subject

	RD 1	Total
English Language Arts	4	4
Mathematics	3	3
Arts and Humanities	1	1
Science	1	1
Social Studies	1	1
Business Computer a...	0	0
Foreign Language	0	0
Music	0	0
Other	0	0
Physical Education	0	0

Grade

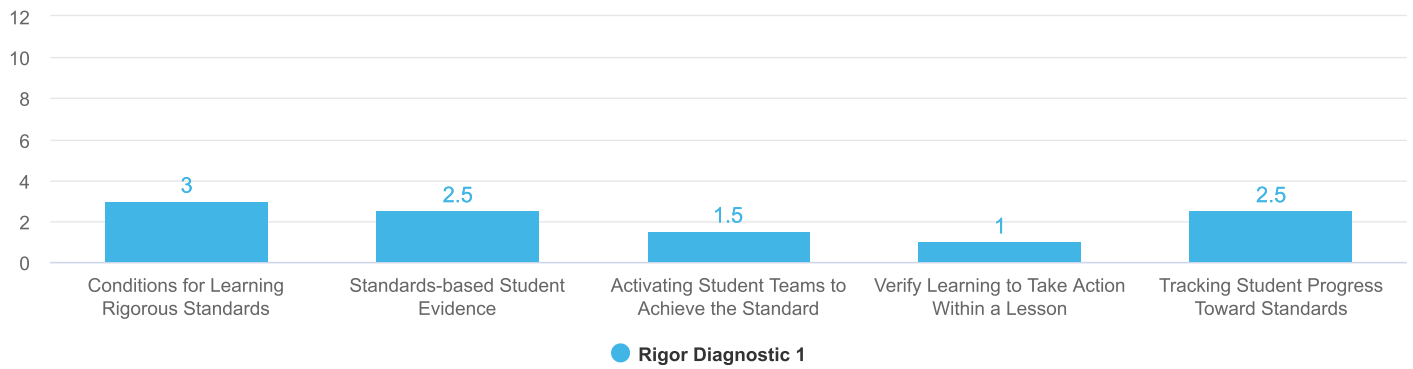
	RD 1	Total
PK	0	0
K	0	0
1st	0	0
2nd	0	0
3rd	0	0
4th	0	0
5th	0	0
6th	4	4
7th	4	4
8th	2	2
9th	0	0
10th	0	0
11th	0	0
12th	0	0
Other	0	0

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 (3)
- **Verify Learning to Take Action Within a Lesson** received the lowest average pillar score (1)

Rigor Diagnostic Growth Trend

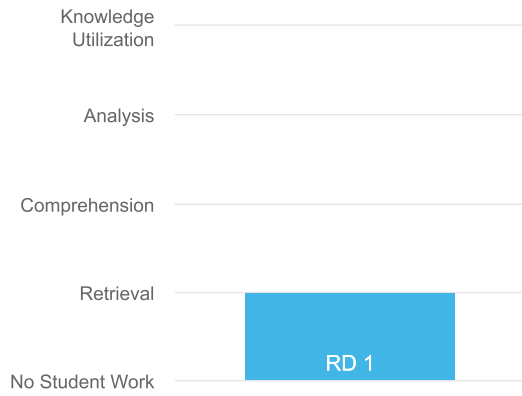
Each column below represents the average Pillar score from a specific Rigor Diagnostic

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

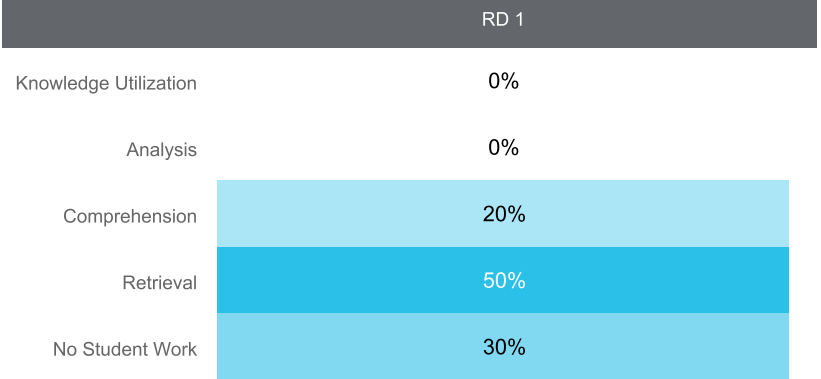
Observed Taxonomy Levels

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



Taxonomy Levels Seen in Student Work



Taxonomy Level Summary

In the most recent Rigor Diagnostic,

- **Retrieval** 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 Needs Assessment

The Curriculum Needs Assessment will take place on an agreed upon date with Rachel Anders and building administrators.

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Classroom Observations

Throughout the SNA, classroom observations were conducted to represent each grade. In total, 32 classroom visits 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.

Findings and Recommendations Concerning Capacity to Deliver Rigorous Instruction

Findings:

- Most classrooms displayed agendas and daily schedules.
- Most classrooms had no evidence of daily learning targets.
- Most classrooms observed were driven by completion of independent or isolated tasks. There were few opportunities for students to engage in discourse or take ownership of their learning.
- The majority of student tasks were not at the taxonomy level of the standard, or not aligned to the standard. No tasks required students to interact with one another, except for one math classroom.
- Student evidence was observed at the retrieval level with a few exceptions.
- There was little evidence of students organized by partners or teams. Some classrooms had students sitting together, but not interacting with the content of the lesson.
- Some teachers circulated in a managerial capacity to maintain classroom behavior and compliance.
- There was no evidence of teachers monitoring student learning or making adjustments during the lesson, based on student evidence / formative assessment.
- Most students demonstrated compliance, rather than intellectual engagement, with the lesson content.
- There was no evidence of students tracking or verifying their own learning.
- Many classrooms demonstrated a reliance on 1:1 devices. Some students observed used technology for non-instructional website exploration, games or social media, rather than purposeful learning.
- There was minimal evidence of implementation of strategies related to the district-supported professional development with The Writing Revolution.

Recommendations:

- Execute strong core (Tier 1) instruction using a student and team centered instructional model along with approved materials aligned to grade level standards.
- Provide the purpose and expectations for developing daily learning targets and tasks aligned to the full intent of the rigor of the Indiana Academic Standards (or part of the standard) being taught.
- Set expectations for intentional planning that prioritizes modeling and facilitating learning, rather than managing behavior.
- Design teaming structures to promote student interaction that encourages academic risk-taking and collaboration around the lesson content.
- Hold teachers accountable for eliciting student evidence that is aligned with the standards-based target and task.
- Re-evaluate the purpose of Achieve 3000 and its data reports. Ensure teachers implement appropriately for building reading skills and content knowledge.
- Monitor all students for progress toward attainment of daily learning targets using a tracking system.

- Reduce learning activities that rely solely on the use of technology.
- Provide opportunities for all staff to engage in research-based, professional development related to planning and implementation of rigorous core instruction.
- Implement coaching and feedback cycles for teachers to ensure implementation of strategies provided through ongoing professional development.
- Leverage anchor charts and other resources to provide students with greater autonomy for building ownership over their learning.

Principal 1:1 Interview

The SNA 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 on 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 the 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 of the Principal 1:1 Interview***Findings:******Driving for Results*** Adapted from PublicImpact.com; Copyright Public Impact

- Executing on the SBCSC continuous improvement cycle, during PLC, was not observed.
- Expectations and the purpose of Tu/Th collaboration were not communicated.
- The principal reported that his focus during informal observations is around learning objectives and student engagement. During the formal evaluation process, his focus is based on the look fors identified by the teacher at the time of the pre observation conference.
- Literacy and Math classes are scheduled as 90 minute blocks.
- The master schedule does not allow for common planning time across all grade levels or content areas.

Influence for Results Adapted from PublicImpact.com; Copyright Public Impact

- The administration meets weekly regarding discipline, operations and class coverage. The focus is on daily troubleshooting.
- Some staff members expressed the belief that students were unable to work at grade level and demonstrated a deficit-mindset.
- Parent participation and involvement was not discussed or observed.

Problem-Solving Adapted from PublicImpact.com; Copyright Public Impact

- The principal was able to articulate specific data points related to behavior and discipline as well as steps taken to make progress toward a reduction of Office Discipline Referrals (ODR).
- There was little evidence that the principal disaggregated or closely monitored student growth and achievement data to set school-wide and grade level goals.

- Specific Tier 2 intervention programs (Read 180 and System 44) are in place. Teachers are responsible for assigning, grouping, and monitoring student progress. There is evidence of consistent use of these programs but not of intentional progress monitoring.
- The principal viewed student behaviors and being able to support those needs as one of the greatest challenges for Edison's long-term success.

Showing Confidence to Lead Adapted from PublicImpact.com; Copyright Public Impact

- The principal noted, and was observed, leading with mindfulness about the impact that communication and approach can have on working relationships with teachers.
- The principal attributed his strengths as a leader to his ability to be reflective and collaborative.

Recommendations:

- Build a culture of shared responsibility and ownership for school and student results.
- Provide opportunities for members of the TLT to take on informal leadership roles to support an instructional vision.
- Increase data-driven decision making, on the part of the Leadership Team, with frequent collection and analysis of standards-based assessments for instructional improvement.
- Establish and enforce clear expectations for the performance of all staff. Hold them accountable for student results.
- Implement and monitor the school's behavior matrix (B.O.L.T.) with a common language for expectations and procedures.
- Monitor and evaluate the Advisory period for its impact on student behavior. Develop a plan to maximize this time to build stronger student relationships and provide social-emotional support.
- Establish regular outreach to families and the community to foster collaboration that supports student learning.

School Leadership Team Effectiveness

Members of the SNA team met with the School Leadership Team to assess the following aspects of their collaborative work: growth mindset, meeting structures, membership, focus of meetings, classroom visitation, feedback to teachers, and efficient use of time.

The school leadership team, referred to as the Teacher Leadership Team (TLT), reported that they met every week. The team that was present in the SNA consisted of the Digital Integration Specialist (DIS), seven teachers, 1 special education teacher and 1 physical education teacher.

The **Team Diagnostic Pulse 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) will participate in a single administration of this survey as part of the School Comprehensive Needs Assessment (SCNA) or School Needs Assessment (SNA). It measures 6 Conditions that account for up to 80% of team effectiveness, 3 Key Task Processes that emerge from those conditions, and 3 measures of Team Effectiveness. It diagnoses the strengths and areas for growth of the team.

Six Conditions (Essentials and Enablers)

The Six 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 Six 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 (1) meets or exceeds the needs of its stakeholders (Team Task Performance); (2) does so in ways that build the team's capacity (Quality of Group Process) and (3) contributes to the growth and learning of its members (Member Satisfaction).

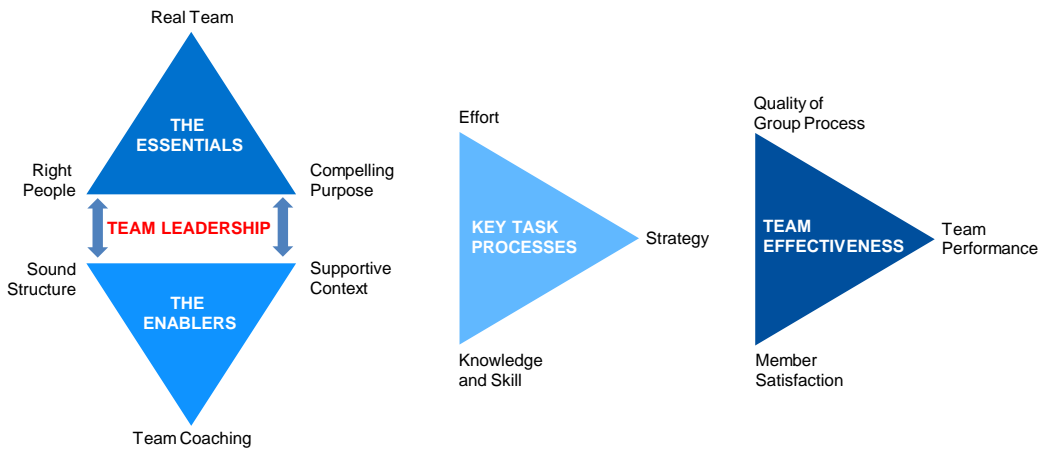
Edison Middle School Team Diagnostic PULSE Results

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

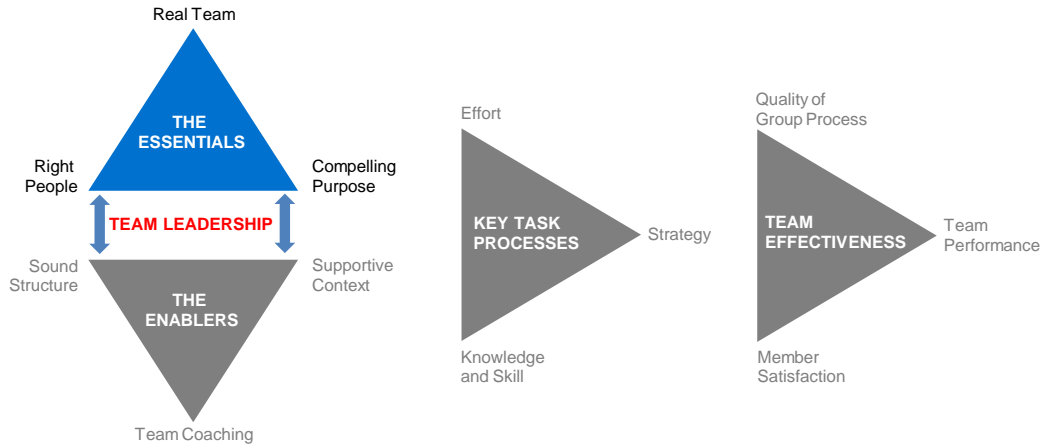


Overall Scores (Scale 1-5)

Team Effectiveness, consisting of Quality of Group Process, Member Satisfaction, and Task Performance, was the highest scored factor with a mean of 3.79.

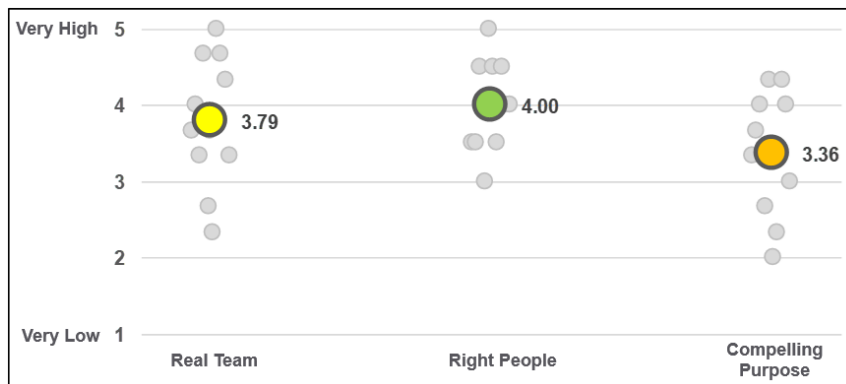


The Essentials



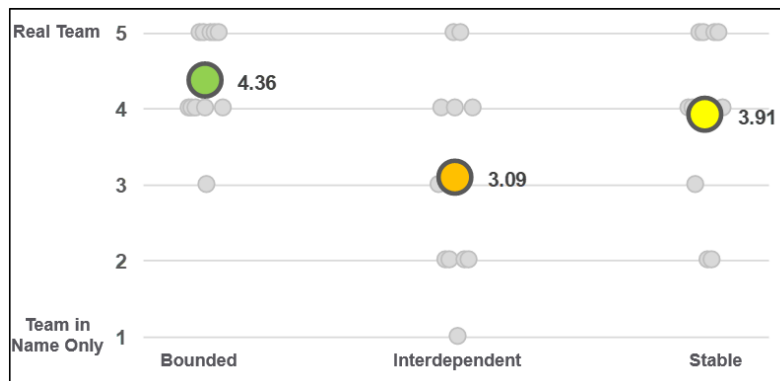
The Essentials (Scale 1-5)

Right People had the highest mean score (4.00) of the conditions comprising the Essentials.



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

Bounded (4.36) is the strongest indicator that this is a Real Team, meaning that members know who is and is not on the team.



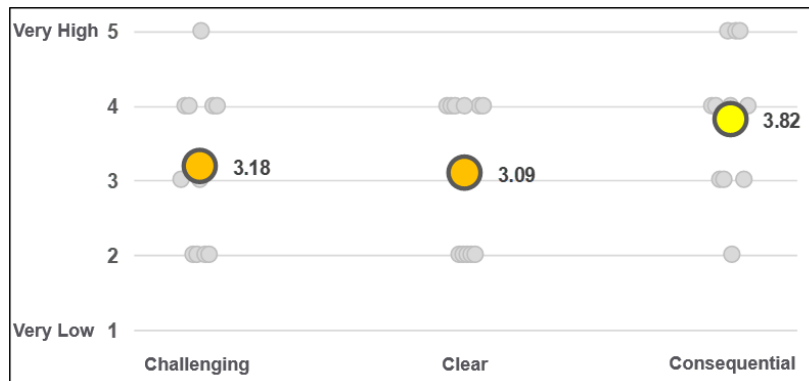
Does this team have the Right People? (Scale 1-5)

Diversity (4.36) 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.

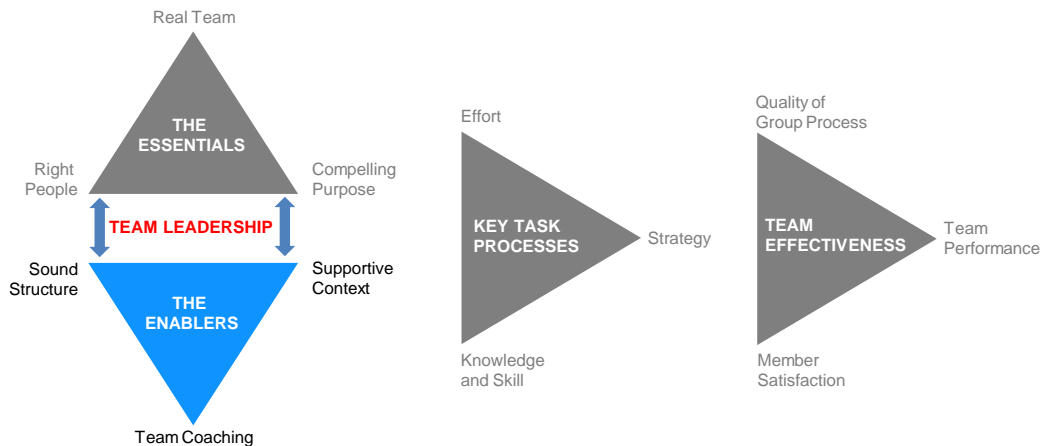


Does the team have a Compelling Purpose? (Scale 1-5)

Consequential (3.82) is the strongest indicator that this team has a Compelling Purpose, meaning that it has meaningful impact on the lives and work of others.

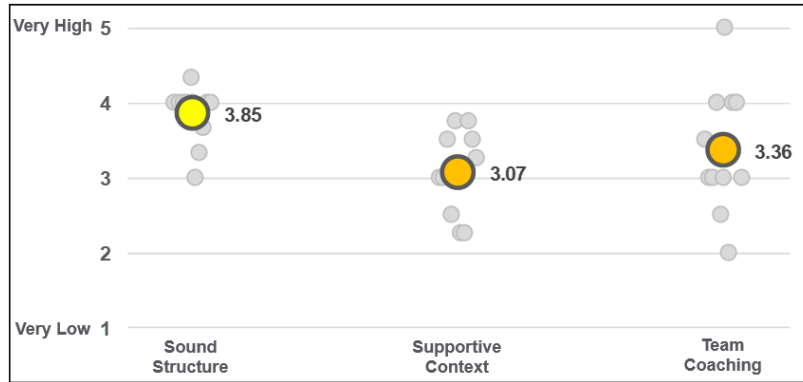


The Enablers



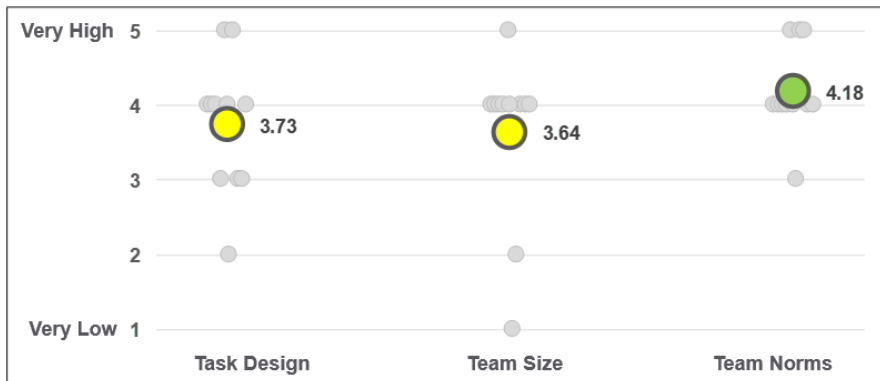
The Enablers (Scale 1-5)

Sound Structure had the highest mean score (3.85) of the conditions comprising the Enablers.



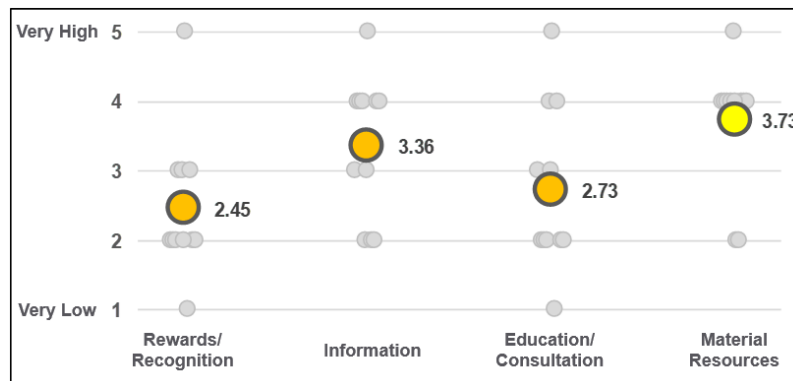
Does this team have a Sound Structure? (Scale 1-5)

Team Norms (4.18) is the strongest indicator that this team has a Sound Structure, meaning that the team has clear ground rules for how members are expected to work together.



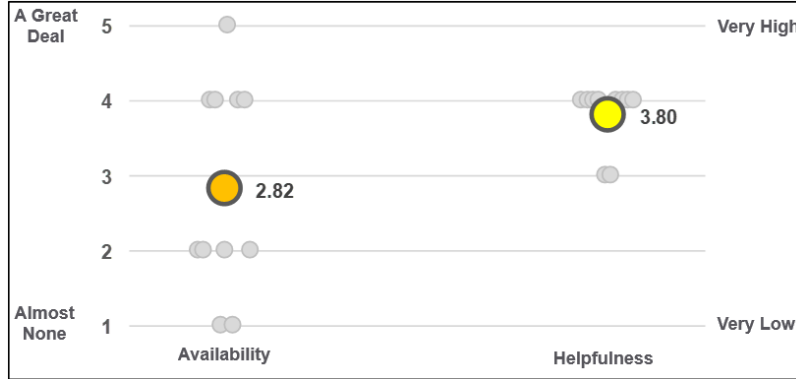
Does this team operate in a Supportive Context? (Scale 1-5)

Material Resources (3.73) is the strongest indicator that this team operates in a Supportive Context, meaning that meeting space, computing resources, time – whatever the team needs – is made readily available.

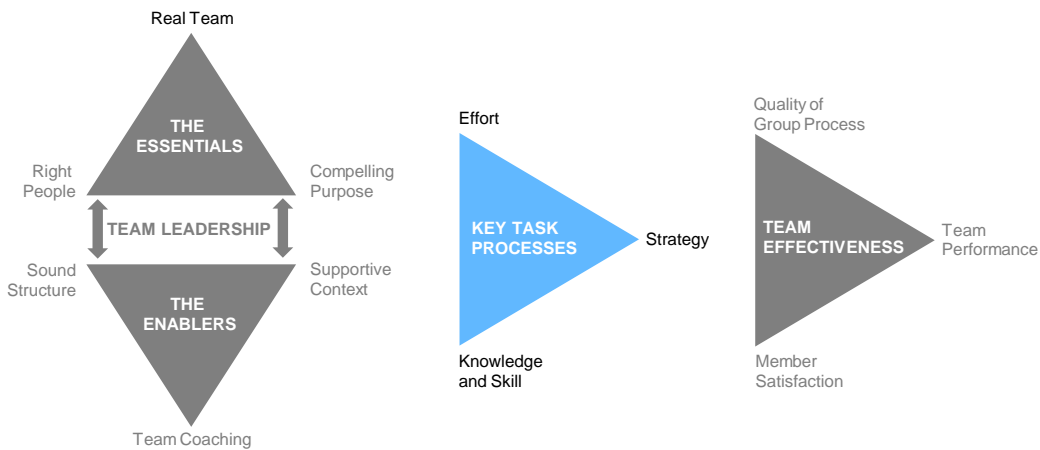


Is Team Coaching available? (Scale 1-5)

Helpfulness (3.80) is the strongest indicator of Team Coaching, meaning that the person doing the coaching knows how and when to intervene.

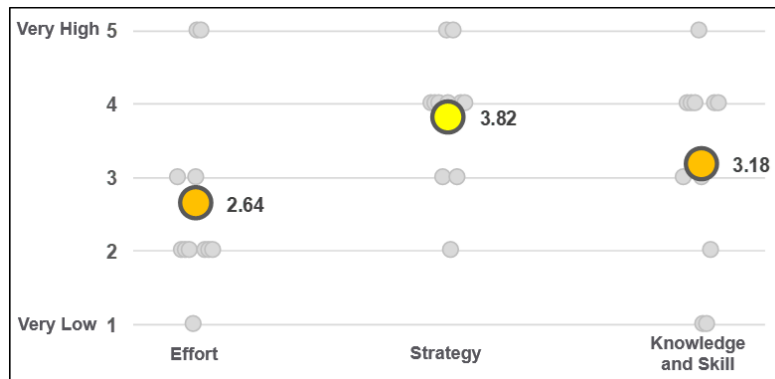


Key Task Processes

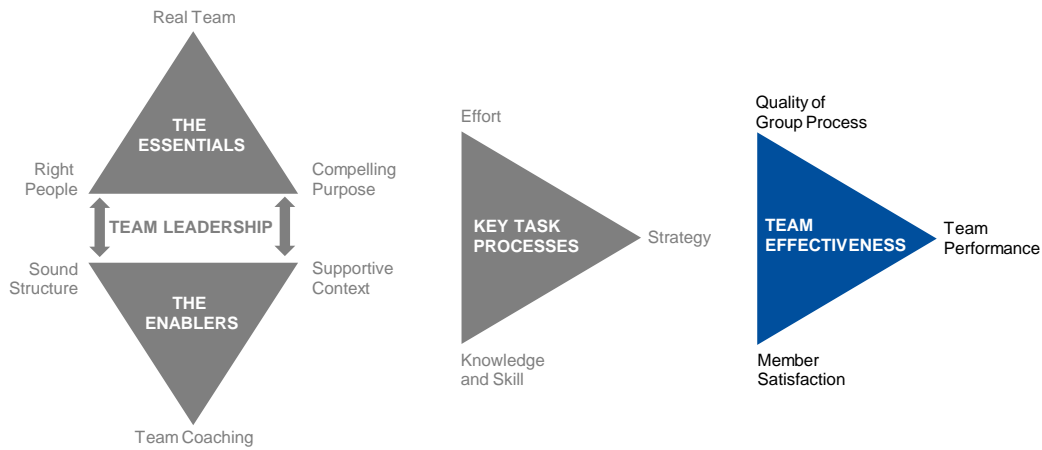


Key Task Processes (Scale 1-5)

Strategy (3.82) had the highest mean score of the Key Task Processes, meaning that the team is inventing uniquely suited approaches to the work.



Team Effectiveness



Three Criteria of Team Effectiveness (Scale 1-5)

Quality of Group Process (4.18) 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.



Findings and Recommendations of the School Leadership Team’s Effectiveness

*In this context, the School Leadership Team is the Teacher Leadership Team (TLT).

Findings:

Growth Mindset

- The School Leadership Team attributed most of the school’s struggles to students’ home environment, parental involvement, and student support staffing.
- The School Leadership Team expressed the difficulty they face teaching students with grade level standards and cited how far behind Edison’s students were academically and social-emotionally.
- Some team members noted that they were “used to change” based on the number of years in SBCSC.
- A few team members acknowledged that the TLT had a growth mindset, but sometimes teachers were simply trying to tread water and keep students “in place.”

Staff and Student Relationships

- Some team members recognized that positive interactions between staff and students served as a powerful lever for instructional engagement, but noted it was only possible by establishing 1:1 relationships with students as opposed to an entire class.
- Team members expressed consensus that staff and student relationships were difficult to nurture due to the gender of those in authority, lack of parental figures and the role a student plays in his/her family structure.
- Overall, there was a lack of ownership and mutual responsibility for student success.

Focus of the School Leadership Team meetings.

- The primary purpose of administrative team meetings with the Principal, Assistant Principal and Associate Dean of Students was to review and discuss discipline data from Tableau. Other topics mentioned were operations and class coverage.
- The primary purpose of the Teacher Leadership Team (TLT) meetings was unclear.

Purpose of classroom visits.

- The Principal and Assistant Principal stated that they visit classrooms regularly for informal and formal classroom observations. It was noted that with the volume of staff absences, the frequency of visits has declined.
- Posted objectives and student engagement / participation were cited as classroom look fors. Evidence of classroom expectations was mentioned as a focus in the fall.

Feedback teachers receive regarding instruction.

- Feedback is provided, most often via email, with “noticings and wonderings” as a general format. There may be an occasional face-to-face conversation determined by the administrator.
- The focus and rhythms for teacher feedback, as part of a continuous cycle for improvement, were unclear.
- There was no evidence of tracking teacher growth or following up with teachers to assess growth or to offer additional support.

Efficiency in schools and classrooms

- Administrators were observed in some hallways during transition times. They mostly attended to straggling students.
- The Assistant Principal and the Associate Dean of Students are directly involved in handling most discipline and operational duties, leaving minimal time to attend to improving instruction through teacher feedback and coaching.

Recommendations:

- Create and build investment around a compelling purpose for the TLT team.
- Develop and communicate an instructional vision. Leverage the TLT to help set goals around classroom practices that reflect the vision.
- Ensure meeting agendas and topics are data-driven and align with the instructional vision.
- Set expectations for positive outreach to parents (weekly contact logs) as part of cultivating relationships with students and families.
- Seek out additional professional development related to culturally responsive classrooms to build understanding and improve staff interactions with students.

- Develop and implement a plan to provide actionable feedback to all teachers on a continuous basis. Hold teachers accountable.
- Track feedback given to teachers to determine the impact and next steps for teacher growth and development.
- Create systems to support teachers transferring the learning from professional development to instructional practice.

Effectiveness of Instructional Coaching

There are no school-based instructional coaches at Edison Middle School.

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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 one 40-minute meeting two days per week (Tu/Th). On March 17, teachers divided up and met in two separate locations. The meetings were led by the Principal and the Associate Dean.

Findings and Recommendations of PLC Effectiveness

Findings:

- Leaders set the tone and the interaction was positive and collegial, but not all members contributed to the discussion and were not encouraged/expected to do so.
- There was little evidence of preparation, on the part of leaders or teachers, prior to the meeting.
- There was little evidence that the teams meet regularly with a focus on student achievement.
- There was no evidence of a compelling purpose or a focus on driving toward outcomes.
- Collaborative instructional planning was not observed. It was reported that it takes place independently and outside of the PLC setting.

Recommendations:

To strengthen the work of PLCs, PLC leaders and members should:

- Establish a compelling purpose, norms, expectations, routines, and agendas focused on the SBCSC cycle for continuous improvement.
- Restructure PLCs by content/department to facilitate standards-based planning.
- Identify and build the capacity of teacher leaders to guide collaborative work.
- Continue to protect time, within the embedded schedule, to execute bi-weekly PLCs as directed by SBCSC.

School Conditions

The School Conditions were observed throughout the SNA and, specifically, during the Conditions Walk. Observers focused on classroom climate and behavior support systems. On April 17, 10 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.



Conditions Walkthrough Summary

Classroom Level:

- The highest rated question averaged a score of 2.7:
 - The classroom is welcoming and inviting.
- The lowest rated questions averaged a score of 1.2:
 - A standards-based learning target is driving the lesson.
 - Teacher verifies student progress toward the learning target.
 - Students receive feedback.
 - Students access resources to support their learning.

School Level:

- The highest rated question averaged a score of 2.0:
 - Students enjoy eating lunch in a safe and orderly context.
- The lowest rated questions average score is 1.0 and includes:
 - A schoolwide behavior plan is evident.
 - Parents and community members are an integral part of the school and instruction.

Findings and Recommendations of Conditions

Findings:

- The building is well maintained.
- There were no major disruptions to instruction.
- The principal greeted students as they entered the building each morning.
- The office staff was welcoming to students, parents, and visitors.
- The cafeteria functions efficiently. Students were able to appropriately interact and socialize with peers.
- A schoolwide behavior system was posted / visible throughout the building, but no communication and reinforcement of the behavior matrix's common language was observed.
- There was no evidence of parent/community involvement during the school day.

Recommendations:

- Re-evaluate and re-commit to enacting school-wide behavioral expectations (PBIS), Restorative Justice practices, and classroom rules and procedures.

- Determine accountability systems to ensure effective and equitable implementation of behavioral expectations and initiatives.
- Monitor and hold teachers accountable for optimizing instructional time rather than managing isolated activities or technology.
- Set expectations for classroom environments that build student ownership and autonomy over their learning.
- Ensure a variety of resources (print and media) are accessible to all students.
- Revisit coverage / duty posts to account for eighth graders who enter the first floor after teachers have closed their classroom doors.

Classroom Visits by Grade (Sorted by Grade Level)

	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Total
PK	0	0	0	0	0	0	0	0	0	0
K	0	0	0	0	0	0	0	0	0	0
1st	0	0	0	0	0	0	0	0	0	0
2nd	0	0	0	0	0	0	0	0	0	0
3rd	0	0	0	0	0	0	0	0	0	0
4th	0	0	0	0	0	0	0	0	0	0
5th	0	0	0	0	0	0	0	0	0	0
6th	0	0	0	0	0	0	0	0	2	2
7th	0	0	0	0	0	0	0	0	3	3
8th	0	0	0	0	0	0	0	0	3	3
9th	0	0	0	0	0	0	0	0	0	0
10th	0	0	0	0	0	0	0	0	0	0
11th	0	0	0	0	0	0	0	0	0	0
12th	0	0	0	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	0	0	0	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 row in the table to highlight its growth history. Click on the row again to remove the highlight and select another.

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.	2.7	N/A
2	Classroom rules and procedures are operating effectively.	2.5	N/A
3	A standards-based learning target is driving the lesson.	1.2	N/A
3a	Student tasks are aligned to the learning target.	1.3	N/A
3b	Teacher verifies student progress toward the learning target.	1.2	N/A
4	Students receive feedback.	1.2	N/A
5	Students are engaged in their learning.	2.4	N/A
6	Students are working harder than their teachers.	2.4	N/A
7	Instructional time is optimized.	2.6	N/A
8	Students access resources to support their learning.	1.2	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.	2.0	N/A
2	A schoolwide behavior plan is evident.	1.0	N/A
3	Students arrive at school and depart, moving about school in a safe and orderly fashion.	2.0	N/A
4	Transitions are safe and orderly.	2.0	N/A
5	Instructional time is maximized.	2.0	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

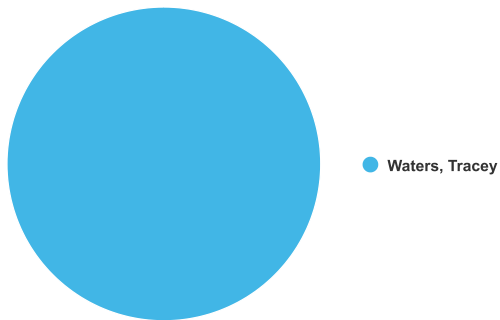
Classroom Visits By Grade (Sorted by Grade Level)

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

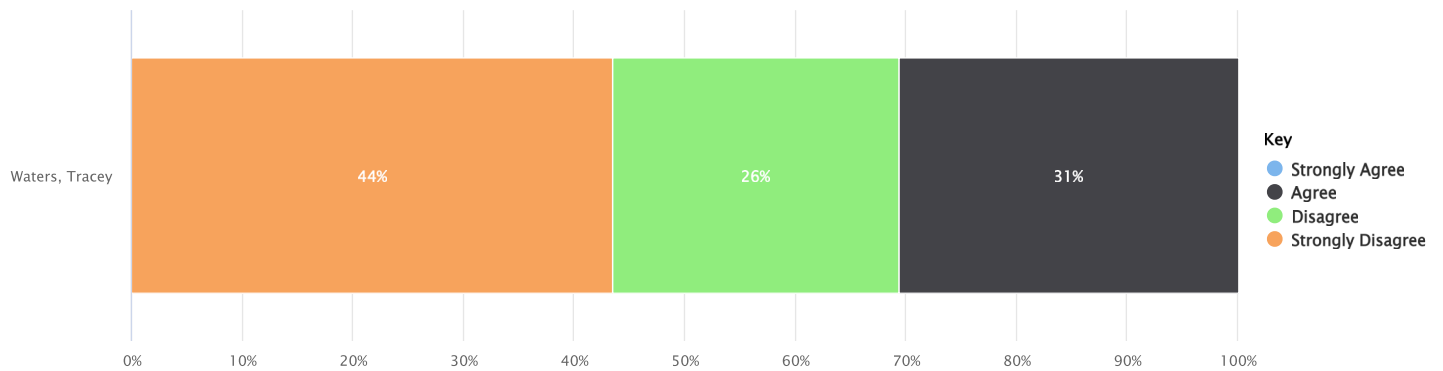
Classroom Visits By Subject (Sorted by Subject Total)

	Arts and H...	Mathematics	Business C...	English Lan...	Other	Physical Ed...	Science	Social Stud...	Foreign La...	Music	Total
Waters, Tracey	2	2	1	1	1	1	1	1	0	0	10

Visits by Conductor



Score Distribution by Conductor



PART 4: Conclusion

LSI is confident that Edison Middle School's faculty and staff can attain high achievement for all students. The school demonstrates readiness to engage in the work of school turnaround, but staff will need to embrace a growth mindset and intensify their efforts for driving instructional improvement.

Recommendations:

LSI'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 conveys high expectations for all students.
- **Data for Improvement:** Create / use tracking systems to closely monitor short, mid and long cycle data related to student growth and achievement. Routinely disaggregate this data to take specific action.
- **Curriculum and Assessment:** Conduct a materials audit to ensure print and media resources are approved and strongly aligned to Indiana Academic Standards. Collect and review teacher-created assessments for alignment to grade level standards.
- **Collaboration:** Set expectations around regular PLC rhythms and focus areas to build stronger collaborative structures. Develop a yearlong professional development plan aligned to the instructional vision. Create a master schedule that provides common planning time for teachers to collaborate.
- **Core Instruction:** Set expectations for planning and delivering rigorous core instruction daily. Institute a continuous cycle of improvement through observations and feedback.
- **Conditions:** Use leading data (Tableau, PowerSchool) to continually assess the patterns and trends in school culture and climate and adjust support as needed.

References

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