

SchoolWorks

School Quality Review Report



Jackson Middle School

South Bend | Indiana

March 16-18, 2021



About the SchoolWorks School Quality Review

The SchoolWorks School Quality Review (SQR) is a process that educators can use to understand and explain how well schools are working to educate students. The SQR places a team of experienced educators from SchoolWorks into a school virtually to collect and analyze data about school performance. The length of the SQR is two-and-a-half-days, including a half-day prioritization and action-planning session. The SQR is based on a transparent, research-based set of standards – the SchoolWorks Quality Criteria (SQC) – that serve as the framework to understand the effectiveness of school practices. The SQC are used to promote understanding and dialogue between the school and the site visit team through both verbal and written feedback.

Purpose

The SQR serves as a formative review, assessing conditions at a school prior to improvement planning. Statements of findings are used to identify school strengths and areas for growth. This type of review also uses an action planning process in which the site visit team and the school work together to identify prioritized areas for improvement. The outcome is a prioritized action plan of next steps, including strategies, resources, and timelines to accomplish goals.

Process

The SQR utilizes multiple sources of evidence to understand how well a school is working. It extends beyond standardized measures of student achievement to collect evidence in relation to the protocol's criteria and indicators. Evidence collection begins with the review of the key documents that describe the school and its students and includes collection of data via online surveys administered to various stakeholder groups. Key documents reviewed by the site visit team prior to the visit include curricula and related teaching documents, professional development (PD) records, and student assessment results. This provides the site visit team with initial information about the school's programs and the students it serves. During the visit, evidence collection continues through additional document reviews, classroom observations, and interviews with key school stakeholders. After collecting evidence,

the team meets daily to confirm, refute, and modify its hypotheses about school performance, and then communicates its progress to the school's leadership. The team listens to the school's responses and makes every effort to follow-up on evidence that the school indicates the team should collect.

The site visit team uses evidence collected through these events to develop findings in relation to the protocol's criteria and indicators. At the end of the visit, the team provides a brief oral report to school leadership about its findings. This verbal feedback is followed by a written report, detailing the evidence that led the team to reach its findings.

The SQR places a high value on engaging the school in understanding its own performance. The process may be described as an open, frank, professional dialog between the school and the site visit team. The professionalism of the school and team is essential in the process. Both the school and the team have clear roles and responsibilities that are designed to promote good rapport and clear communication. All team members are governed by a code of conduct. Honesty, integrity, objectivity, and a focus on the best interests of students and staff are essential to the success and positive impact of the site visit process

Domains and Key Questions

DOMAIN 1: INSTRUCTION

1. Do classroom interactions and organization ensure a classroom climate conducive to learning for all students?
2. Is instruction intentional, engaging, and challenging for all students?
3. Do teachers regularly assess students' progress toward mastery of key skills and concepts and utilize assessment data to provide feedback to students during the lesson?

DOMAIN 2: STUDENTS' OPPORTUNITIES TO LEARN

4. Does the school identify and support its diverse learners?
5. Does the school foster a strong culture of diversity, equity, and inclusion and ensure a safe, supportive environment for all students?

DOMAIN 3: EDUCATORS' OPPORTUNITIES TO LEARN

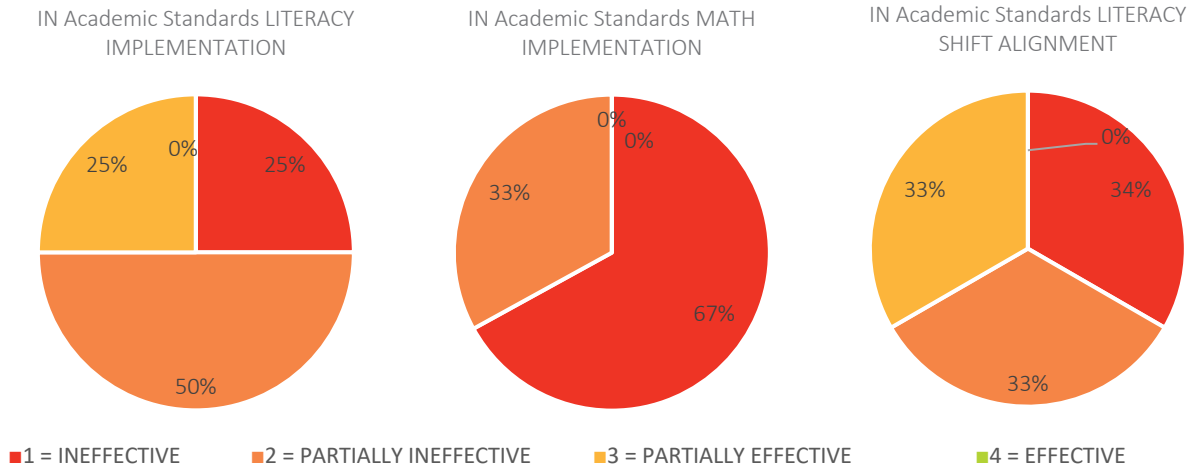
6. Does the school design professional development and collaborative structures to sustain focus on instructional improvement?
7. Does the school's culture indicate high levels of collective responsibility, trust, and efficacy?

DOMAIN 4: LEADERSHIP

8. Do school leaders guide and participate with instructional staff in the improvement of teaching and learning?
9. Do school leaders guide facilitate intentional, strategic efforts to ensure the effectiveness of the school's program and the sustainability of the organization?

Domain 1: Instruction

Indiana Academic Standards Implementation

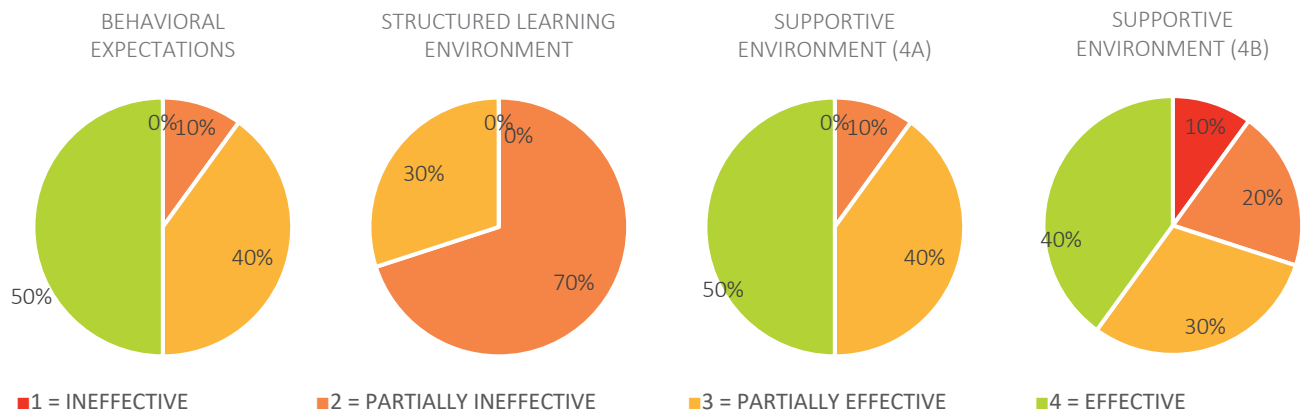


- **Literacy Implementation:** In 50% of lessons, the site visit team observed partially effective Indiana Academic Standards literacy implementation. In these classrooms, most of the lesson implemented the standards and most of the lesson met the expectations for rigorous content and application of knowledge (n=10).
- **Math Implementation:** In 67% of lessons, the site visit team observed ineffective Indiana Academic Standards math implementation. In these classrooms, instruction did not implement appropriate grade-level standards, and instruction did not implement procedural skill and fluency, conceptual understanding, or application.
- **Literacy Shift Alignment:** In 34% of lessons, the site visit team observed ineffective literacy shift alignment. These lessons were characterized by students not practicing with complex text and its academic language, not engaged in learning activities grounded in evidence from high-quality text, or not building knowledge through content-rich nonfiction.

KEY QUESTION 1

Do classroom interactions and organization ensure a classroom climate conducive to learning for all students?

Classroom Climate

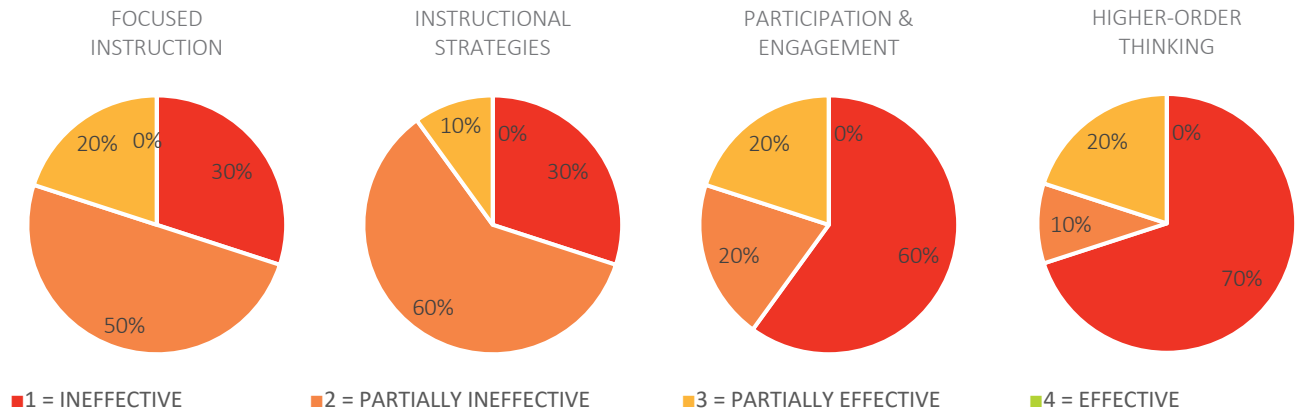


- **Behavioral Expectations:** In 50% of lessons, the site visit team observed the effective implementation of behavioral expectations. In these classrooms, most students consistently behaved appropriately throughout the lesson.
- **Structured Learning Environment:** In 70% of lessons observed, the site visit team observed the partially ineffective establishment of a structured learning environment. These classrooms were characterized by teachers either not being fully prepared for multiple parts of the lesson or learning time not being maximized.
- **Supportive Environment (4a):** In 50% of lessons observed, the site visit team observed the effective promotion of a supportive environment. In these lessons, the teacher and the students were respectful, caring, and supportive of each other.
- **Supportive Environment (4b):** In 40% of lessons observed, the site visit team observed the effective promotion of a supportive learning environment. These lessons were characterized by teachers being responsive to students' non-academic needs, such as checking in with, and acknowledging students.

KEY QUESTION 2

Is instruction intentional, engaging, and challenging for all students?

Purposeful Teaching

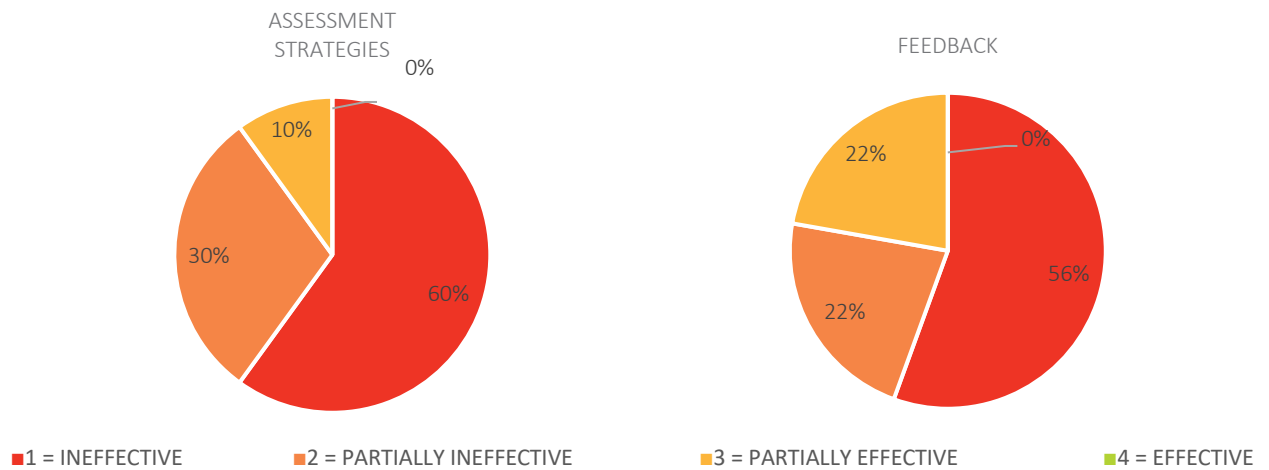


- **Focused Instruction:** In 50% of lessons observed, the site visit team observed the partially ineffective delivery of focused instruction. These lessons were characterized by either having a learning objective that lacked specificity and academic content not consistently being communicated with depth, clarity, and accuracy; or only having high expectations for some students.
- **Instructional Strategies:** In 60% of lessons observed, the site visit team observed the partially ineffective utilization of instructional strategies. In these lessons, most of the lesson was delivered via a single modality; most of the lesson consisted of a single instructional format; and/or few students were provided with learning choice, opportunities for self-directed learning, or leadership.
- **Participation & Engagement:** In 60% of lessons observed, the site visit team observed the ineffective promotion of strategies to increase participation and engagement. These lessons were characterized by few students participating actively during the lesson or the teacher not using strategies that encouraged student participation in the lesson; the teacher, as opposed to the students, was doing the thinking.
- **Higher-Order Thinking:** In 70% of lessons observed, the site visit team observed the ineffective promotion of higher-order thinking. In these lessons, few students were engaged in tasks that involved critical thinking skills and teachers utilized few strategies that promoted higher-order thinking.

KEY QUESTION 3

Do teachers regularly assess students' progress toward mastery of key skills and concepts and utilize assessment data to provide feedback to students during the lesson?

In-Class Assessment & Feedback



- **Assessment Strategies:** In 60% of lessons observed, the site visit team observed the ineffective implementation of assessment strategies. In these lessons, assessment strategies were limited or did not measure students' understanding; there were no assessment strategies; or the assessments checked students' understanding of directions/procedures, but not content.
- **Feedback:** In 56% of lessons observed, the site visit team observed the ineffective delivery of feedback. These lessons were characterized by students not receiving clear, specific, actionable feedback, or feedback did not clarify misunderstandings or provide useful guidance related to academic content.

Domain 2: Students' Opportunities to Learn

KEY QUESTION 4

Does the school identify and support its diverse learners?

The school does not yet have a process for identifying students who are struggling and at-risk. Leaders and teachers reported that the main source of data to identify students who need additional support comes from the Northwest Evaluation Association (NWEA) assessment that is typically administered three times a year in reading and math. Leaders and teachers added that NWEA data is usually where they begin to identify students who are behind or not on track but after that, there is no system to monitor student progress or the effectiveness of the informal process. Leaders reported, and teachers confirmed, that there has been a Student Assistant Team (SAT) established at the school to which teachers can go for support for students who they think are struggling or at-risk. Leaders and teachers added that the team includes, but is not limited to, the school nurse, behavior specialist, counselor, and members of the administrative team. Leaders stated that the SAT team meets weekly to review classroom referral data, suspension data, and academic data. When asked, teachers reported that they refer students “based on observations” but explained there is no formal process during the school year grounded in data or specific metrics/thresholds that indicates a teacher should refer a specific student to the SAT team – especially since NWEA was not administered consistently during the pandemic. Some teachers reported they do not get enough guidance or support from the SAT team once a student is referred. When asked about additional structures to identify students who are struggling or at-risk, some teachers reported occasionally discussing students who are English Language Learners (ELLs) in grade-level meetings. Lastly, 43% of family members who completed the parent/family survey that was administered (n= 51) agreed or strongly agreed with the statement, “Teachers know where students struggle and what they are doing well.”

The school does not yet implement a system of appropriate support for students who are struggling and at risk. Leaders and teachers reported that some students who are struggling academically are placed in intervention classes such as System 44, Read 180, and Rosetta Stone. In addition, leaders, teachers, and students reported that students are able to attend after-school tutoring that is offered by some individual teachers. Teachers added, and students confirmed, that teachers could refer students or students could attend voluntarily. When asked about tutoring services, teachers reported that it mostly consisted of homework help or socio-emotional check-ins. Some teachers stated that students who were already doing well would attend tutoring versus those who actually needed the support. Some teachers reported being available for tutoring only on Wednesdays because those are asynchronous lesson days. Students reported being able to email their teachers if they need additional support but it is mostly up to them to reach out if they need help. When asked about behavioral or SEL support, leaders explained that the school has recently started the Positive Behavior Incentive System (PBIS) and has been implementing Restorative Practices as evidenced by leader, teacher, and student statements and confirmed in documents such as leadership team agenda minutes. Outside of intervention classes and tutoring, teachers explained that they support with homework help when they can, and some students who struggle receive “safe zone” passes to take breaks from the classroom to regroup. When asked about rewards and incentives, students stated that they used to be rewarded publicly for good behavior but it is not as consistent now. Lastly, 46% of family members surveyed either agreed or strongly agreed that “The school supports students who are struggling or at-risk” (n=51).

KEY QUESTION 5

Does the school foster a strong culture of diversity, equity, and inclusion and ensure a safe, supportive environment for all students?

The school's leadership and staff are beginning to be engaged, supported, and involved in a culture of diversity, equity, and inclusion (DEI). Leaders and teachers reported that professional development (PD) on DEI is offered by the district. Staff members added that sessions include PD on adverse childhood experiences (ACEs) and implicit biases. Both leaders and teachers confirmed that they are engaging in DEI PD at the district level and that it is voluntary. Teachers reported that DEI was a large focus of the principal and that sharing articles, links, and resources regarding DEI is a practice at the school. A review of schoolwide PD documentation confirmed that teachers have access to resources on restorative practices and various DEI-related topics. In addition to PD at the district level, there has been an attempt at the school level for teachers to engage with DEI work through a book study (*For White Folks Who Teach In The Hood* by Dr. Chris Emdin), as stated by both leaders and teachers. Teachers added that the book study is also voluntary and has helped to ground them in conversations about DEI. Teachers stated that, ultimately, they are called upon individually to really examine themselves and their own implicit biases. Additionally, according to staff members, the school is starting to disaggregate discipline data and using it to drive decisions. Some teachers reported that they talk about DEI a lot during faculty time but also stated that they express that DEI is important but not sure the entire school is fully committed to it. Students reported that during months like Black History Month and Hispanics Heritage Month, there has been some celebration in the form of artistic displays and the incorporation of culturally-relevant literature in curriculum during those months. Finally, according to the family and parent survey that was administered, 84% of respondents agreed or strongly agreed that "The school has shared understanding of and commitment to diversity" (n=X).

The school provides a safe environment to support most students' learning. Overall, students reported that most of their teachers have strong relationships with students and students have generally strong relationships with their peers. Students added that Jackson has an environment in which students can reach out to adults when they need help and support. This was confirmed by some teachers who stated that students have adults to whom they can go, and they generally make themselves available. Leaders and teachers also noted that while the majority of adults at Jackson Middle School (JMS) have strong relationships with students, there are some pockets where relationships are not as strong, but no specific reasons were identified as to why this was the case. All stakeholders reported the school places emphasis on their school values under the acronym P.R.I.D.E (Personal Best, Respect, Integrity, Determination, Expectations). Leadership added they have PBIS rewards for students who achieve honor roll, and the leadership team is working to develop PRIDE expectations for all areas of the school. Leaders and teachers also added that with the support of the school counselor, social worker, resource officer, behavior interventionist, and administration, data dives allow for examination of schoolwide practices and the attempt to reduce suspensions. The school also has a school improvement plan (SIP) that has specific goals around reducing suspensions as confirmed by document review. When asked specifically about the support that students in special education received, teachers reported that students with special needs do not always feel included and safe emotionally in the building. Last, according to the family and parent survey, 76% of respondents agreed or strongly agreed that "The school is safe and caring"(n=50).

Domain 3: Educators' Opportunities to Learn

KEY QUESTION 6

Does the school design professional development and collaborative structures to sustain focus on instructional improvement?

Some professional development is designed to address school priorities, improvement goals, and/or identified areas of need. Leaders reported the major priorities for the school are centered around reading, writing, math, special education, and behavior. Most teachers were also able to identify these priorities for the school. Leaders and teachers added there are specific goals aligned to NWEA data around reading and math scores and goals for the reduction of suspension and referral data. Leaders and teachers stated that there is PD aligned mostly toward those two areas of focus. According to staff members, PD occurs every Wednesday while the students engage in asynchronous work, which allows for teachers to be together and focus on PD. Stakeholders added that in order to address NWEA data during PD, Jackson Middle School has focused on reading and Reading Apprenticeship – a pedagogical approach that emphasizes students engaging meaningfully with complex texts. This PD was also validated through an extensive document review that illustrated that Reading Apprenticeship initiative is happening, there are resources available to teachers, and there has been a PD session to train teachers on the four dimensions of Reading Apprenticeship and how it improves disciplinary learning. Teachers confirmed that Reading Apprenticeship is a primary focus this year, but that most of the PD has been aligned to reading and not enough sessions aligned to math, which is another low academic point for the school. In terms of behavior, both leaders and teachers confirmed that there has been PD at the district and school level for implementing PBIS and restorative practices. Most teachers and leaders stated that they were very focused on consistency at the beginning of the year, thinking about how to have clear expectations around what instruction should look like, but teachers stated that PD currently is something new every week, which does not allow them to get good at a few practices at a time. Almost no teachers and leaders mentioned specific PD around math and special education support, which were named as other areas of focus for the school.

Educators collaborate regularly; however, they do not yet consistently learn about effective instruction and students' progress. Within a teacher's weekly schedule, each grade level has two 40-minute planning periods each day as reported by both leaders and teachers. Stakeholders added that one of these planning periods are used for collaborative meetings among teachers (also known as Professional Learning Communities [PLC]) and the other is used for independent work. During PLC time, teachers reported they work in grade levels or in departments in the grade level and the focus of this time is usually to analyze data, using Data-Wise. To learn about effective instruction, sometimes the PLC time is used for guidance and feedback on lessons and lesson resources but most teachers reported that this is not a consistent and structured practice. When asked about the use of PLC time during their day, there was an inconsistent response on how often meetings occurred and what was discussed during this time. Some teachers stated that vertical content meetings were not happening at all and if they did occur, topics covered a range: reading apprentice, successes that week, challenges, grades, students of concern, or reviewing data. Some teachers stated that in PLCs instructional practices, feedback and the exchange of ideas were shared among colleagues, but this was usually self-driven. When asked about a protocol or process for these meetings, teachers shared that agendas were usually created by administration or grade-level leaders, but some stated that these more structured meetings have fallen off since the principal has been out.

KEY QUESTION 7

Does the school's culture indicate high levels of collective responsibility, trust, and efficacy?

Some educators' mindsets and beliefs reflect shared commitments to student's learning. Despite the turnover that the school has experienced, which makes it difficult to be aligned consistently, teachers and leaders reported that most adults in the building have a shared commitment toward student learning. Leaders reported it is an expectation that teachers model the behavior they want to see exhibited by students. Leaders stated that they have established honor classes and programs for students such as Project Lead the Way that emphasize leadership and academic excellence throughout the school. However, leadership and some teachers stated multiple times that not all teachers and adults are fully committed to students, and there is a small pocket of adults that do not share in the majority's commitment to students' learning. This sentiment was validated by teachers. When asked for specific examples of high expectations, some teachers shared low basic expectations like showing up to class virtually, turning on cameras, and participating at least once. While some teachers reported having high expectations and working hard/doing whatever it takes to support students, other teachers stated that accountability and high expectations were the greatest area of growth for the school. Students confirmed many of the above claims in that some teachers simply give out work and do not care if they finish it and also reported that some teachers just give out assignment and have not really explained how they can be successful on those assignments.

The school reflects a safe and trustworthy professional climate. Staff members reported that relationships among adults in the building are strong and staff morale is still high. Overall, staff members reported that everyone is welcoming, and multiple teachers stated that staff members become friends. Leaders stated that they have a great staff and they enjoy working with each of them. Leaders also shared that there are some teachers who request feedback and support on teaching or when it comes to starting an initiative. Teachers added that leaders are supportive of initiatives and teachers shared that many of them can identify someone on the administrative leadership team with whom they can interact and discuss their challenges. Teachers also reported that the leadership team has an open-door policy, and it is a shared sentiment across teachers that the principal and assistant principal are very approachable. The professional climate is characterized also by the fact that most of the staff share resources in PD and informally as well – making suggestions and being supportive of one another as reported by teachers. Staff described themselves as people who are locked in and engaged, who show up and do their job, and have good relationships with kids.

Domain 4: Leadership

KEY QUESTION 8

Do school leaders guide and participate with instructional staff in the improvement of teaching and learning?

School leaders do not yet ensure that teachers deliver high-quality instruction. Leaders reported that over the years, the school has been able to establish some academic non-negotiables: no full movies in classes, no misuse of technology, and an attempt to hold instructional time sacred. Leaders reported, and teachers confirmed, that teachers are using curriculum maps to pace instruction and are consistent when it comes to Google expectations for students to engage and participate. However, leaders shared that the pandemic has brought new challenges in a remote environment that make it difficult for instructional coaching and observations/feedback to happen on a consistent basis. Leadership stated that teachers who request observations/feedback receive non-evaluative walkthroughs and observations but many teachers have not participated. Many teachers reported not being observed or given feedback at all this academic school year. Teachers added that there has been no feedback on lesson plans or curricular materials but if they request help from leaders, it does prove to be meaningful. Some teachers reported they have conducted peer-to-peer observations, but this is not a consistent or clear system that has been set up by leadership. Lastly, teachers stated there are some links and resources that are available in communication that goes out to staff regarding eLearning support, but also stated that, overall, there is no evidence of a structure that consistently targets improving the quality of instruction across the school. According to the parent and family survey, 51% of respondents agreed or strongly agreed that “The school’s approach to instruction meets my students’ needs”(n=51).

School leaders are beginning to provide conditions that support a schoolwide data culture. Currently, leadership reported there are systems that support a culture of data throughout the school. Leaders listed Tableau, Data-Wise, and the PLC structures aimed at cultivating a schoolwide data culture. Leaders reported that they support PLCs in providing agendas that push analyzing data, and as a leadership team, they use Tableau to analyze various data areas in the school. According to leaders, some examples of data that are being collected and analyzed by leaders is NWEA data (usually three times a year), Achieve 3000 data, attendance data, grades, suspension, and referral data. NWEA data are used to move students into Read 180 and System 44 classes and also used to schedule students for Honor classes. NWEA data are also used in PLCS and some teachers reported that in those spaces, they look at Achieve 3000 data and are encouraged to look at attendance and behavior data. However, when asked about the specific structure, teachers stated that there was not a shared consistent example of PD and support in collecting and analyzing data across the entire school. Teachers added they are using data to group students and differentiate in their lessons; they use it to know who needs additional support, and all teachers reported that NWEA and Achieve 3000 are major sources of information they use to support students. Students validated the importance of NWEA data in that they know how they did on the test and they receive recognition if they improve from year-to-year. Some students reported they reviewed results and others did not in years past; some mentioned that they receive ELA data mostly but not math performance.

KEY QUESTION 9

Do school leaders guide facilitate intentional, strategic efforts to ensure the effectiveness of the school's program and the sustainability of the organization?

School leaders effectively orchestrate the school's operations. Leaders reported that the school budget is focused on the five priorities, adding "If it's not one of the priorities, it doesn't get funded." Leaders reported that there are walkthroughs conducted between the leadership team and the custodial staff to ensure everything is in working order from year-to-year and they also collaborate to design and redesign the flow pattern of the building where certain content areas and certain grade levels are in specific spaces. Leaders added that in order to create enabling systems, teachers are involved in strategic planning which work on school improvement, recruitment, and interview process, since retention has been a challenge area for the school over the years. As a result of leadership transitions, which have been difficult for the school, the creation of teacher-leader roles like the Grade Level Lead have supported the school's operation with more clear lines of communication and leadership at varying levels according to both leaders and teachers. Staff members added there is a teacher-leader team that supports school operations, as well as a specific teacher-leader on each grade level who serves as a liaison between teachers and the administrative team. When asked about progress monitoring and if the SIP drives decisions, leaders and teachers reported that while the SIP is a priority, it is not actively used to drive decisions on budget or operations.

School Leaders ensure effective communication and inclusive, transparent decision making across the organization most of the time. Leaders reported that teacher-leaders meet with the leadership team and take information discussed in these meetings back to their teams, which was validated by teachers who reported that communication in grade levels is strong. Leaders and teachers stated that the leadership team frequently communicates with the staff through sending newsletters that contain information, announcements, and emails most of the time. Document review confirmed that weekly newsletters are shared with staff. Furthermore, leaders added, and teachers confirmed, that teachers are involved in the annual school improvement planning process but when it comes to making decisions about the budget, that is mostly conducted by the leadership team and district. Outside of the budget, most teachers reported having voice in decisions – especially with the support of a teacher-leader team stating that they can give their opinions to the team lead and know it will get back to leadership. Teachers reported that they can approach an assistant principal or the principal with their thoughts and if teachers wanted to lead a charge, it would be supported by administration. Teachers reported they feel supported, heard, and are able to give feedback directly to members of the administrative team because of how transparent the open-door policy is.

Prioritization

The site visit team met with the school leadership team members to review its findings, discuss the school’s areas of strength and areas for improvement, prioritize the areas for improvement, and discuss ways to address the identified areas for improvement.

The group identified priorities that have the most potential to improve school success over the next three to six months. Of the identified areas for improvement, the school’s leadership team prioritized the following:

Preferred State: School leaders ensure that teachers deliver high-quality instruction.

Success Measure: The JMS Leadership Team will create a success measure at the beginning of the 2021.22 school year once an observation form has been created and baseline data collected.

NEXT STEPS	RESPONSIBLE PARTY	DUE DATE
Define what high-quality instruction looks like at JMS: <ul style="list-style-type: none"> • Ensure the end goal is for students to master State level standards • Utilize current certified teachers as resources/guides • Use teacher leadership teams to help with this work • Research best practices within your district, city, State (differentiation, multiple instructional strategies, higher-order thinking, student engagement, co-teaching) • Work begins immediately within Leadership Team Leaders (LTL) • Week of May 17: share definition with staff members in GL meetings 	Assistant Principal	May 14, 2021
Create walkthrough/observation form and process to measure implementation: <ul style="list-style-type: none"> • Develop process to share feedback with teachers • Teachers can set goals/reflect on progress • Leadership needs to communicate expectations (form and process) prior to implementation. Ensuring this is not punitive, it is for support and development. • Need to clarify the following: <ul style="list-style-type: none"> ○ Is it aligned to our current Teacher Evaluation system or create a separate system? ○ District will look into technical component of creating walk-through form in system. ○ Create clear plan for staff: here is when/how we evaluate, here is when/how we conduct non-evaluative observations. • Share with teachers/staff at beginning of 2021.22 school year 	Assistant Principal	June 2, 2021

<p>Identify/create professional development and support plan aligned to high-quality instruction at JMS:</p> <ul style="list-style-type: none"> • Create PD calendar and plan • Determine how professional learning aligns and is built on each session (scope and sequence). Ensure sessions are not just ‘one and done’ • Will you use collaborative systems to discuss high-quality instruction? What/how will you discuss in these meetings? • Are there outside people/experts/vendors you want to include in delivering PD? • Share with staff the first week back for 2021.22 school year 	<p>Leadership Team</p>	<p>August, 2021</p>
<p>Implement, progress monitor, and support:</p> <ul style="list-style-type: none"> • Conduct observations • Support teachers in implementation 	<p>Leadership Team</p>	<p>Ongoing</p>

Appendix A

Site Visit Team Members

The site visit to Jackson Middle School South Bend, Indiana took place on March 16-18, 2021. The following Team Members conducted the visit.

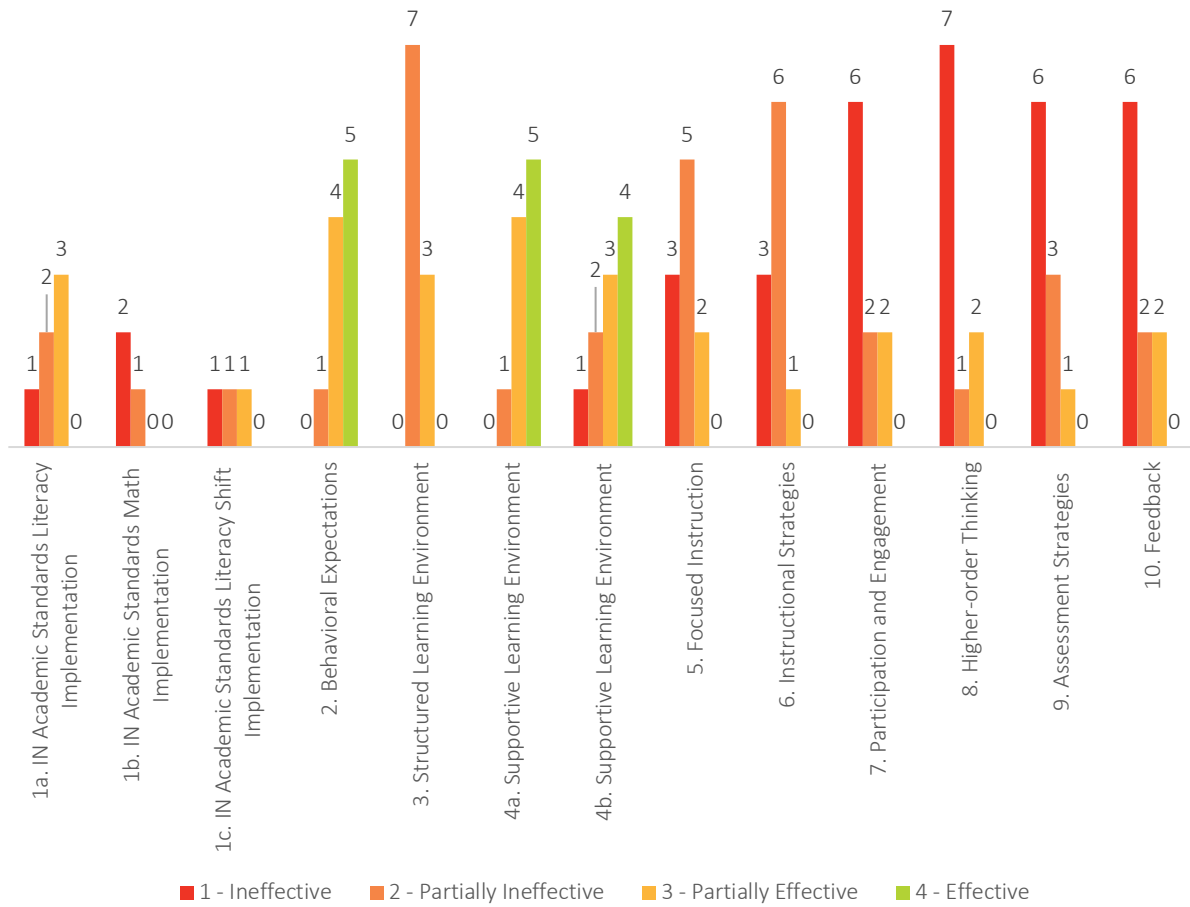
- Jacob Schmitz, Team Leader, SchoolWorks
- Sean Larry Stevens, Team Writer, SchoolWorks
- Sandra Just, Team Member, SchoolWorks

Appendix B

Summary of Classroom Observation Data

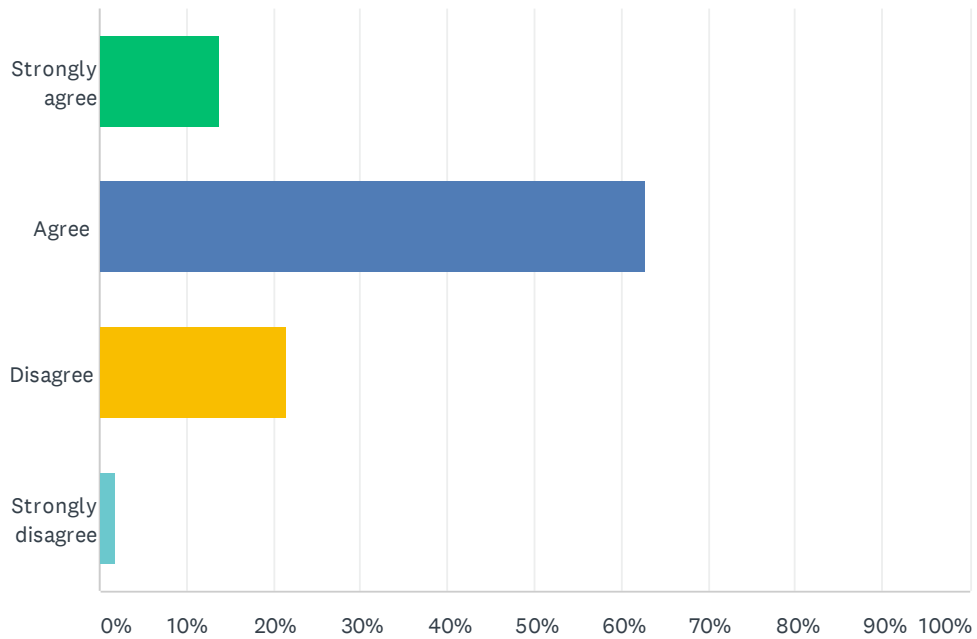
During the site visit, the team conducted 10 observations, representing a range of grade levels and subject areas. The following tables present the compiled data from those observations.

SUMMARY OF CLASSROOM OBSERVATION DATA
Total Number of Teachers Within Each Rating Category by Indicator



Q1 The school's expectations for students when they are in class are consistent across teachers and grade levels.

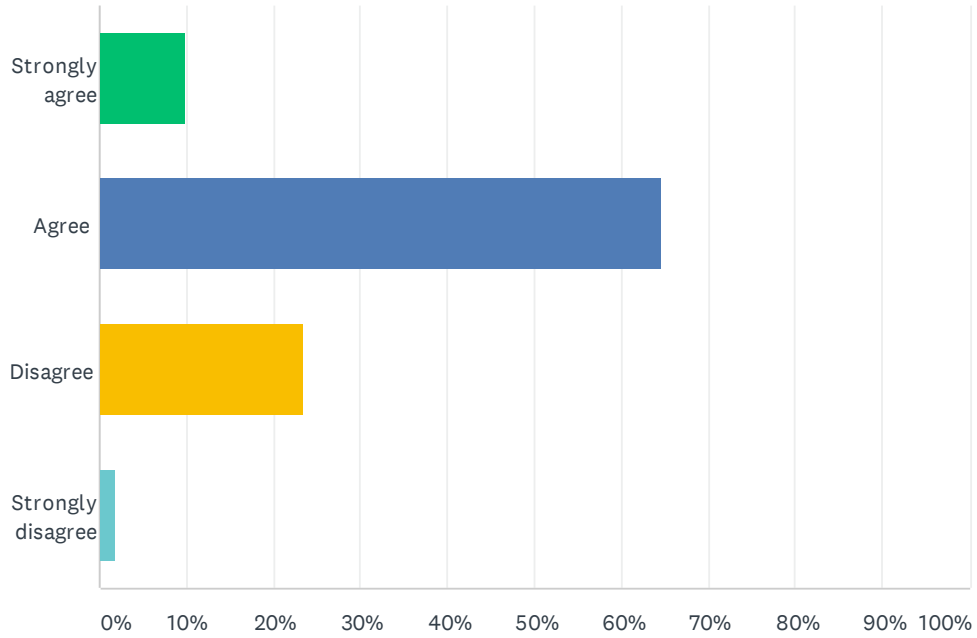
Answered: 51 Skipped: 0



ANSWER CHOICES	RESPONSES	
Strongly agree	13.73%	7
Agree	62.75%	32
Disagree	21.57%	11
Strongly disagree	1.96%	1
TOTAL		51

Q2 The school's expectations for students when they are in class have been communicated to students and their families.

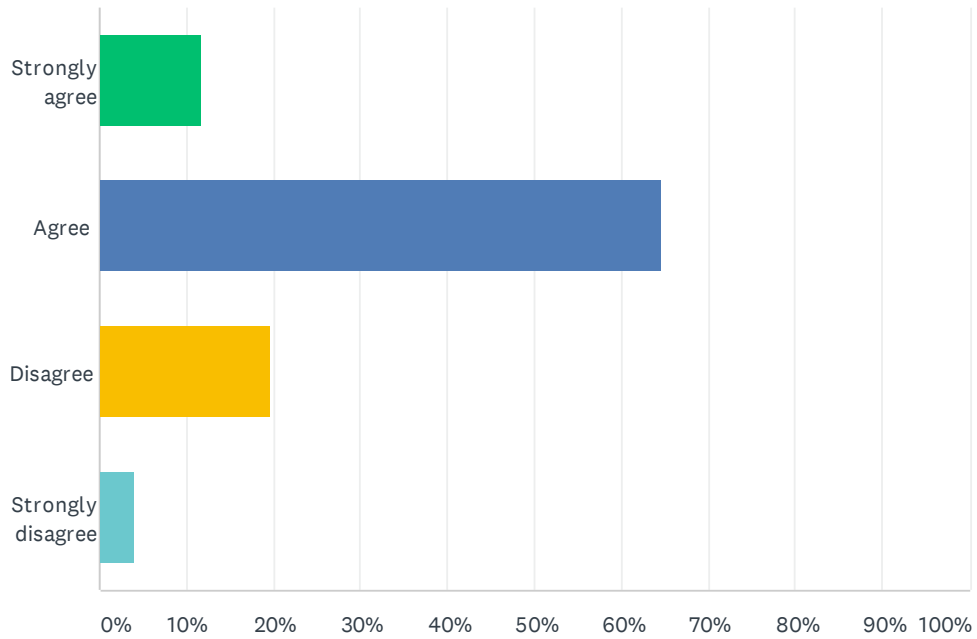
Answered: 51 Skipped: 0



ANSWER CHOICES	RESPONSES	
Strongly agree	9.80%	5
Agree	64.71%	33
Disagree	23.53%	12
Strongly disagree	1.96%	1
TOTAL		51

Q3 The school's expectations for students are equitable.

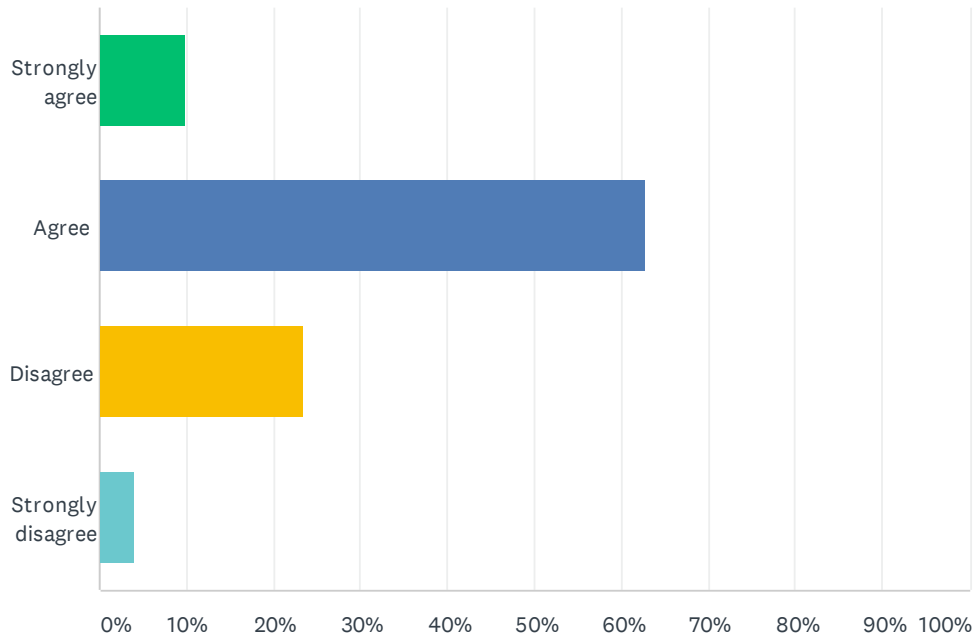
Answered: 51 Skipped: 0



ANSWER CHOICES	RESPONSES	
Strongly agree	11.76%	6
Agree	64.71%	33
Disagree	19.61%	10
Strongly disagree	3.92%	2
TOTAL		51

Q4 The school's expectations for students are inclusive.

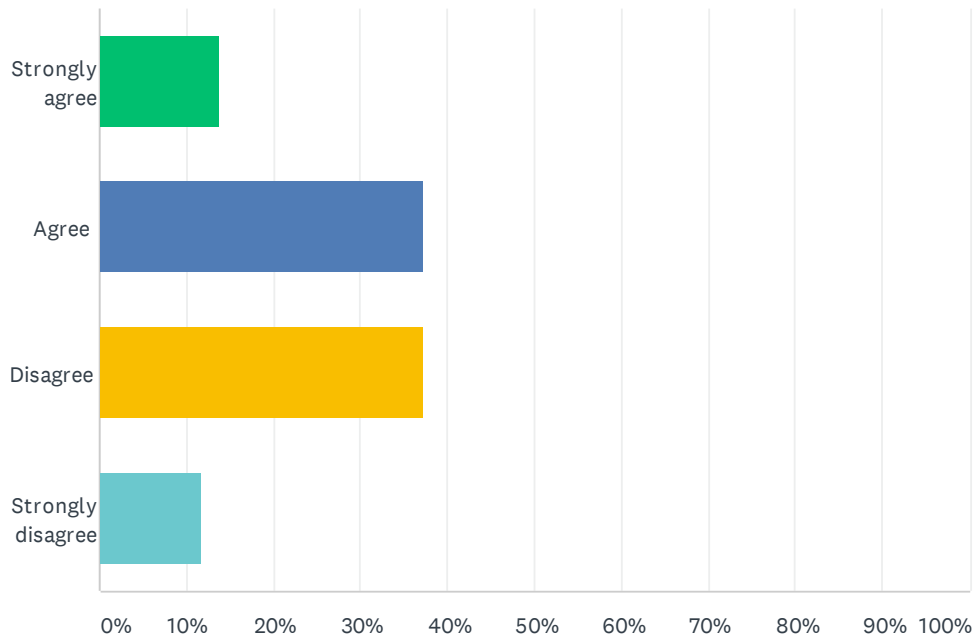
Answered: 51 Skipped: 0



ANSWER CHOICES	RESPONSES	
Strongly agree	9.80%	5
Agree	62.75%	32
Disagree	23.53%	12
Strongly disagree	3.92%	2
TOTAL		51

Q5 The school's approach to instruction meets my student's individual needs.

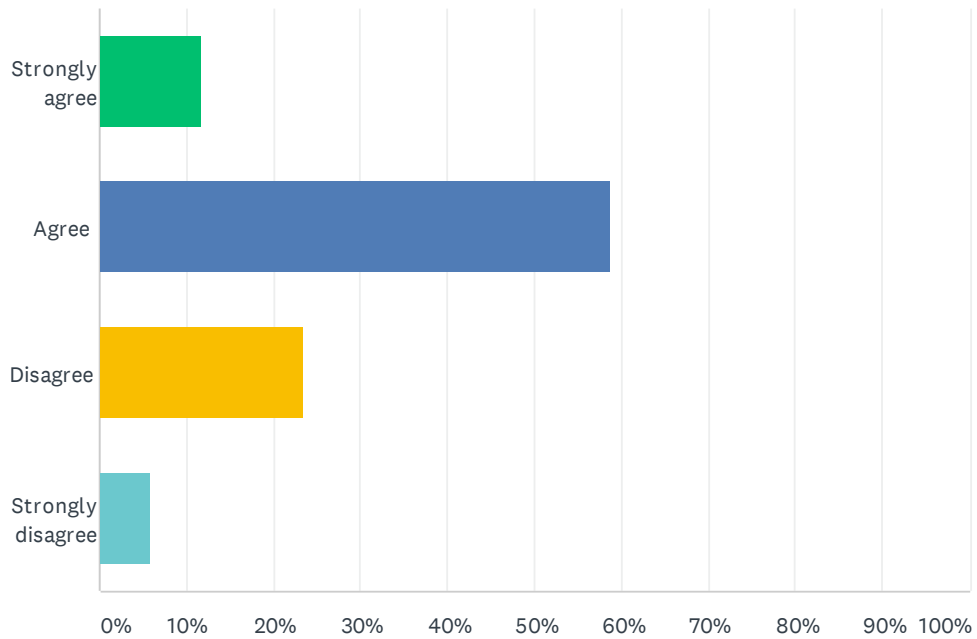
Answered: 51 Skipped: 0



ANSWER CHOICES	RESPONSES	
Strongly agree	13.73%	7
Agree	37.25%	19
Disagree	37.25%	19
Strongly disagree	11.76%	6
TOTAL		51

Q6 Students have access to culturally relevant instructional materials and equitable access to curriculum and extracurricular opportunities.

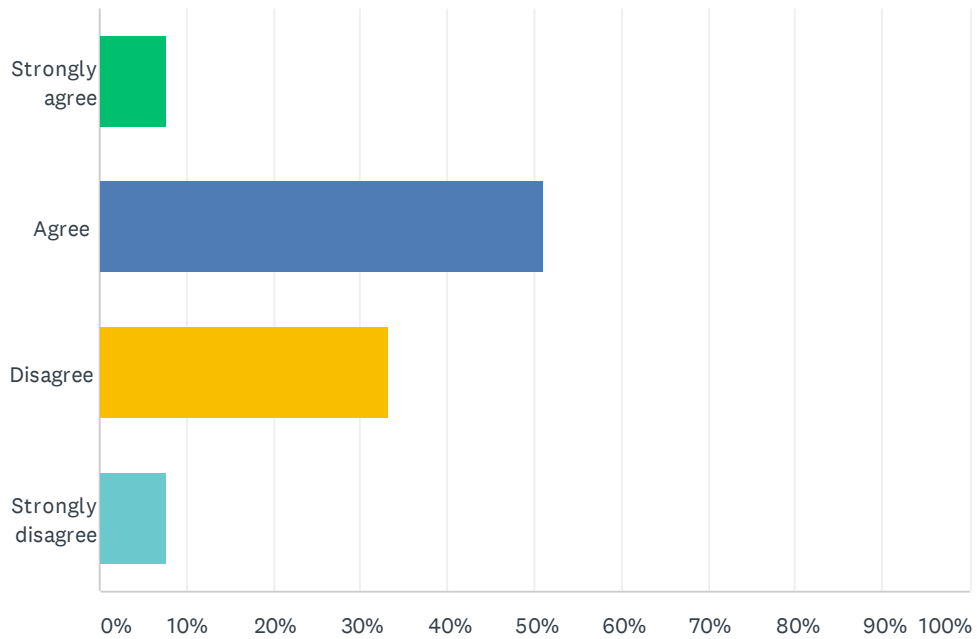
Answered: 51 Skipped: 0



ANSWER CHOICES	RESPONSES	
Strongly agree	11.76%	6
Agree	58.82%	30
Disagree	23.53%	12
Strongly disagree	5.88%	3
TOTAL		51

Q7 Instruction at the school ensures students are engaged and use higher order thinking skills.

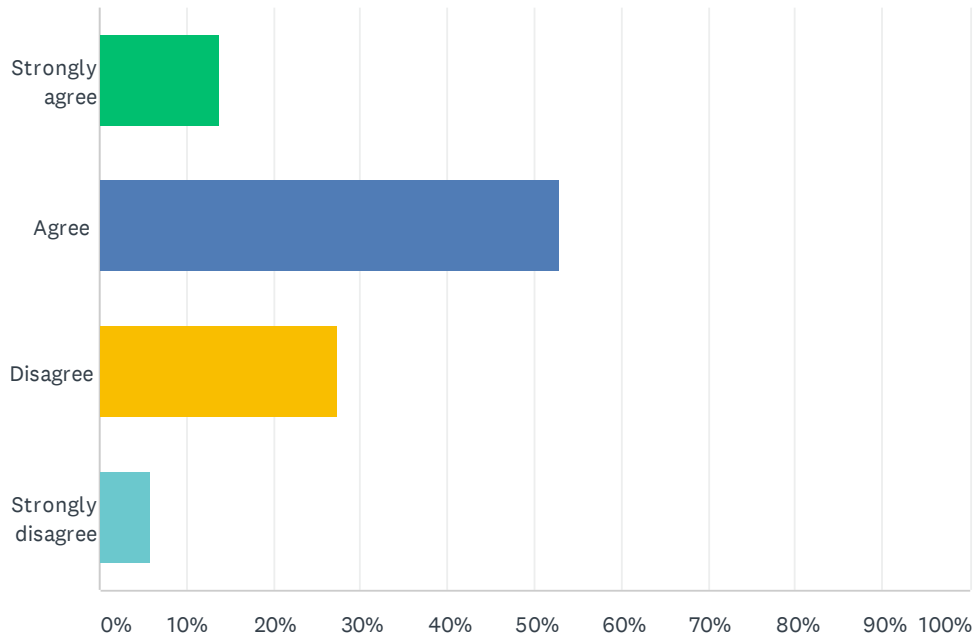
Answered: 51 Skipped: 0



ANSWER CHOICES	RESPONSES	
Strongly agree	7.84%	4
Agree	50.98%	26
Disagree	33.33%	17
Strongly disagree	7.84%	4
TOTAL		51

Q8 There are high expectations for ALL students' learning.

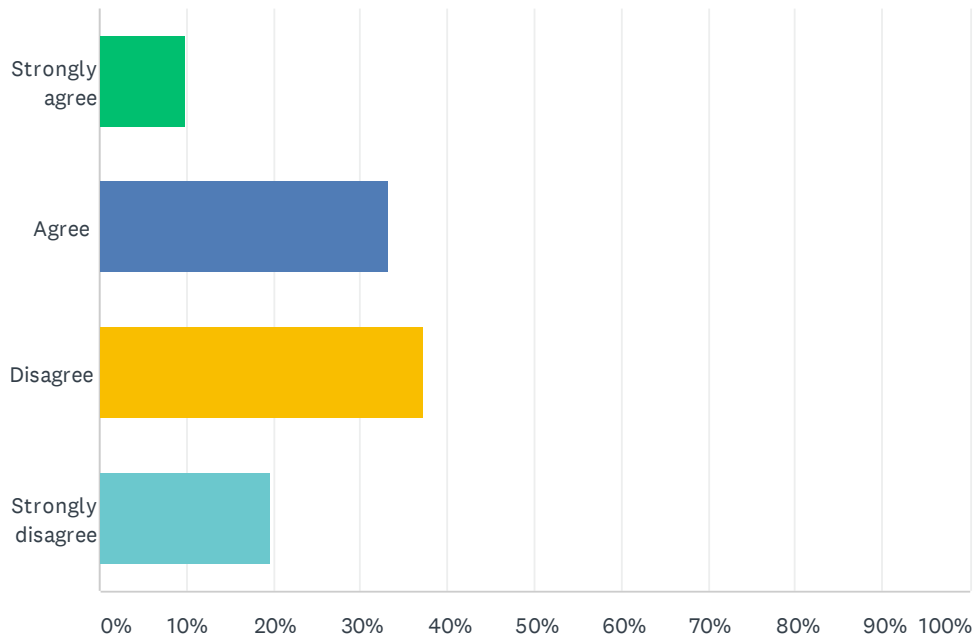
Answered: 51 Skipped: 0



ANSWER CHOICES	RESPONSES	
Strongly agree	13.73%	7
Agree	52.94%	27
Disagree	27.45%	14
Strongly disagree	5.88%	3
TOTAL		51

Q9 Teachers know where students are struggling and what they are doing well.

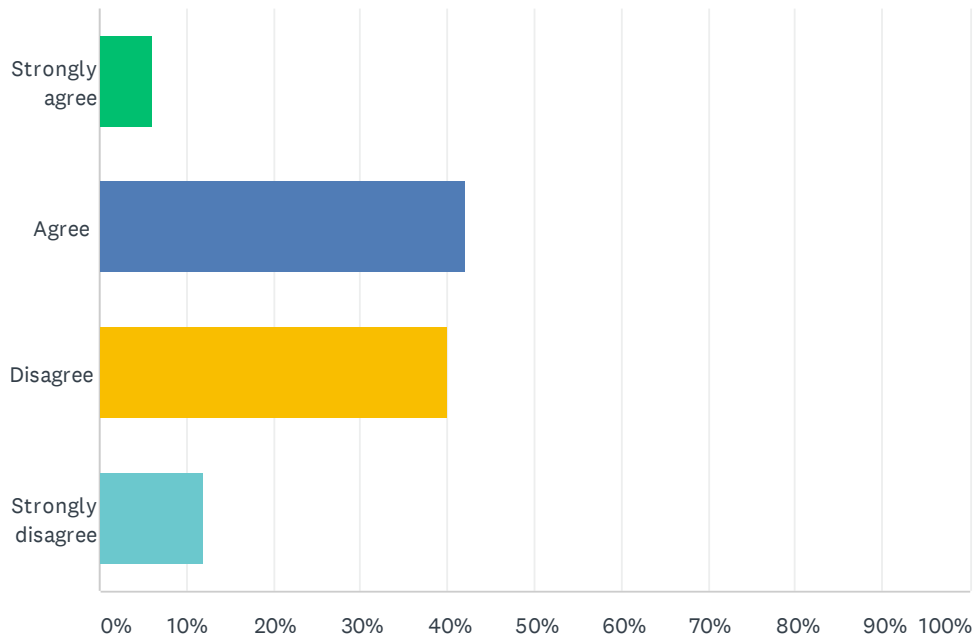
Answered: 51 Skipped: 0



ANSWER CHOICES	RESPONSES	
Strongly agree	9.80%	5
Agree	33.33%	17
Disagree	37.25%	19
Strongly disagree	19.61%	10
TOTAL		51

Q10 Students are provided feedback so that they know where they are struggling and what they are doing well.

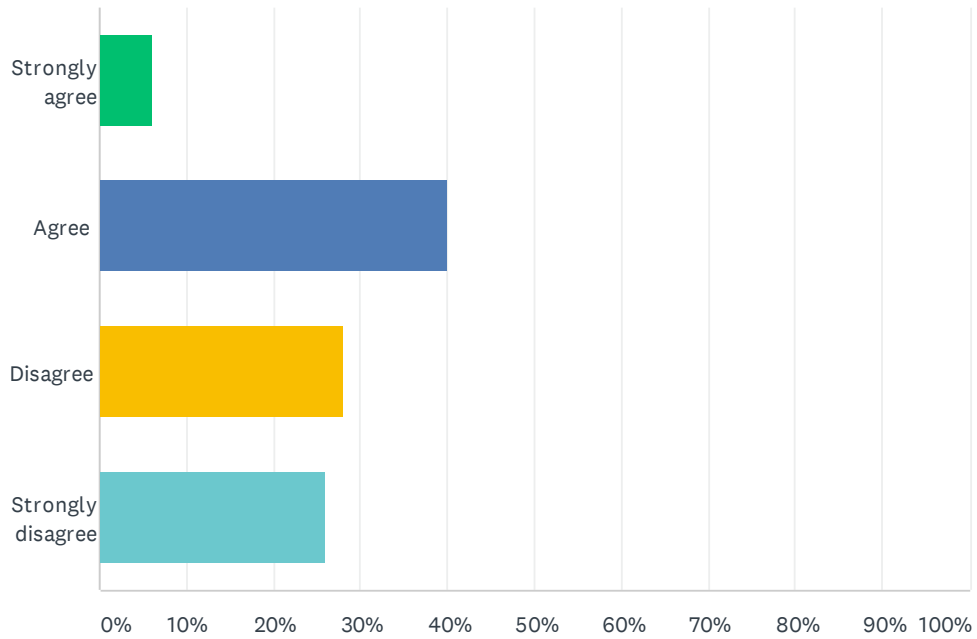
Answered: 50 Skipped: 1



ANSWER CHOICES	RESPONSES	
Strongly agree	6.00%	3
Agree	42.00%	21
Disagree	40.00%	20
Strongly disagree	12.00%	6
TOTAL		50

Q11 The school supports students who are struggling or at risk.

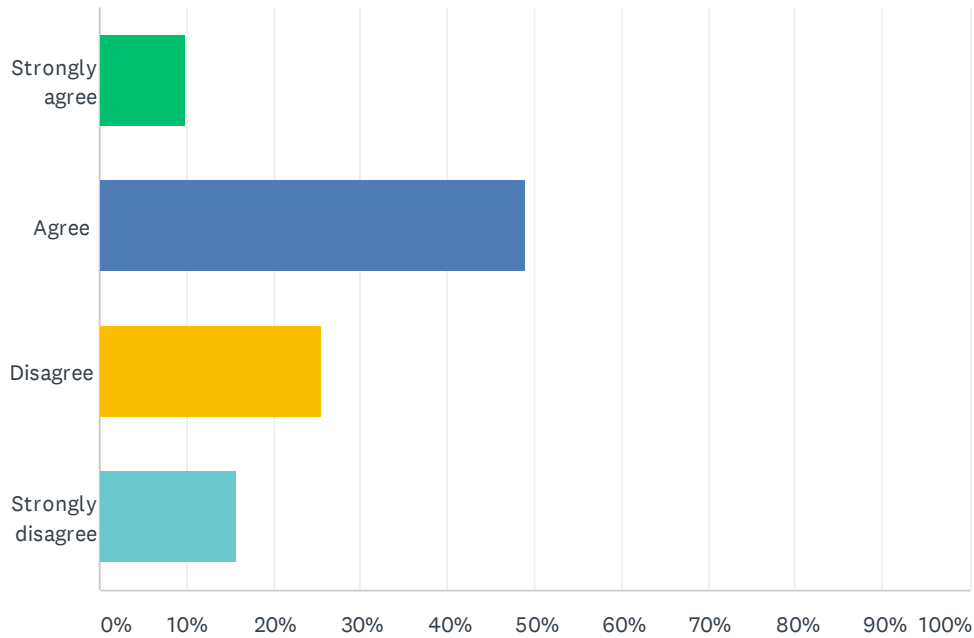
Answered: 50 Skipped: 1



ANSWER CHOICES	RESPONSES	
Strongly agree	6.00%	3
Agree	40.00%	20
Disagree	28.00%	14
Strongly disagree	26.00%	13
TOTAL		50

Q12 I am aware of the school's process for identifying students needing support or enrichment as well as the academic and behavioral supports offered by the school.

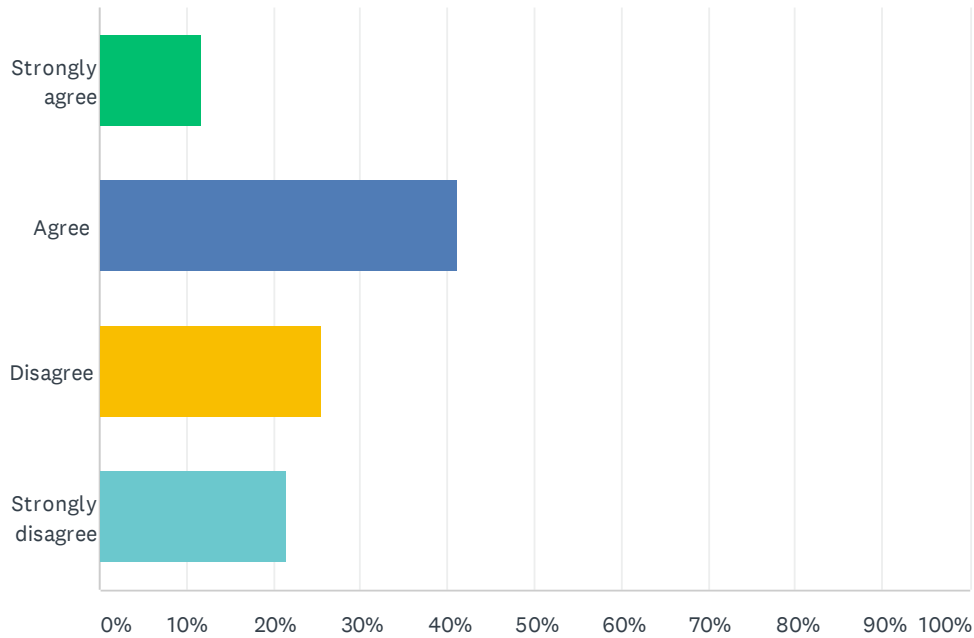
Answered: 51 Skipped: 0



ANSWER CHOICES	RESPONSES	
Strongly agree	9.80%	5
Agree	49.02%	25
Disagree	25.49%	13
Strongly disagree	15.69%	8
TOTAL		51

Q13 If my student is struggling academically or behaviorally, I know who I should contact at the school and how the school will approach my concerns.

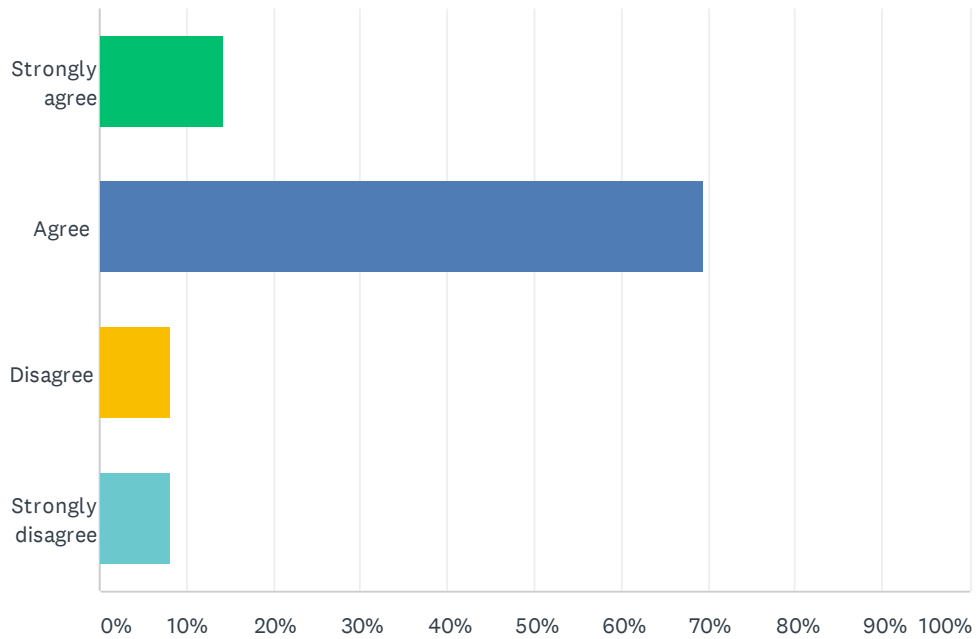
Answered: 51 Skipped: 0



ANSWER CHOICES	RESPONSES	
Strongly agree	11.76%	6
Agree	41.18%	21
Disagree	25.49%	13
Strongly disagree	21.57%	11
TOTAL		51

Q14 The school has a shared understanding of and commitment to diversity.

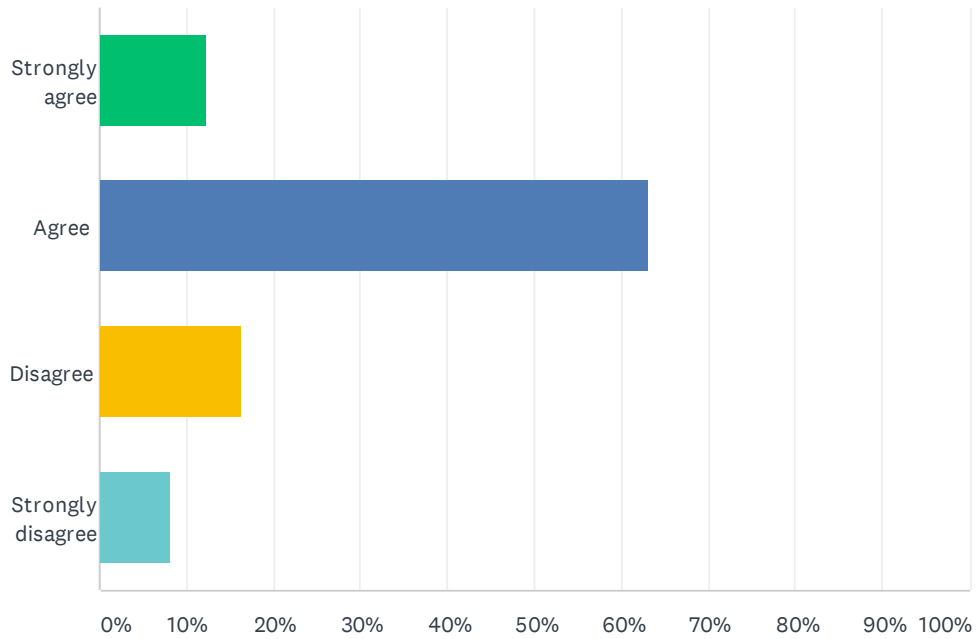
Answered: 49 Skipped: 2



ANSWER CHOICES	RESPONSES	
Strongly agree	14.29%	7
Agree	69.39%	34
Disagree	8.16%	4
Strongly disagree	8.16%	4
TOTAL		49

Q15 The school has a shared understanding of and commitment to equity.

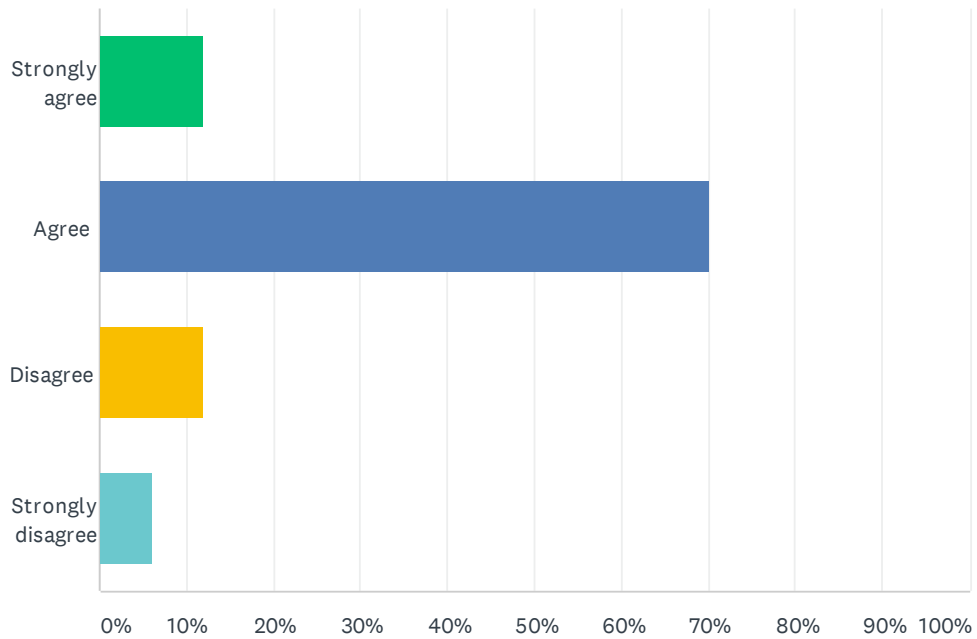
Answered: 49 Skipped: 2



ANSWER CHOICES	RESPONSES	
Strongly agree	12.24%	6
Agree	63.27%	31
Disagree	16.33%	8
Strongly disagree	8.16%	4
TOTAL		49

Q16 The school has a shared understanding of and commitment to inclusion.

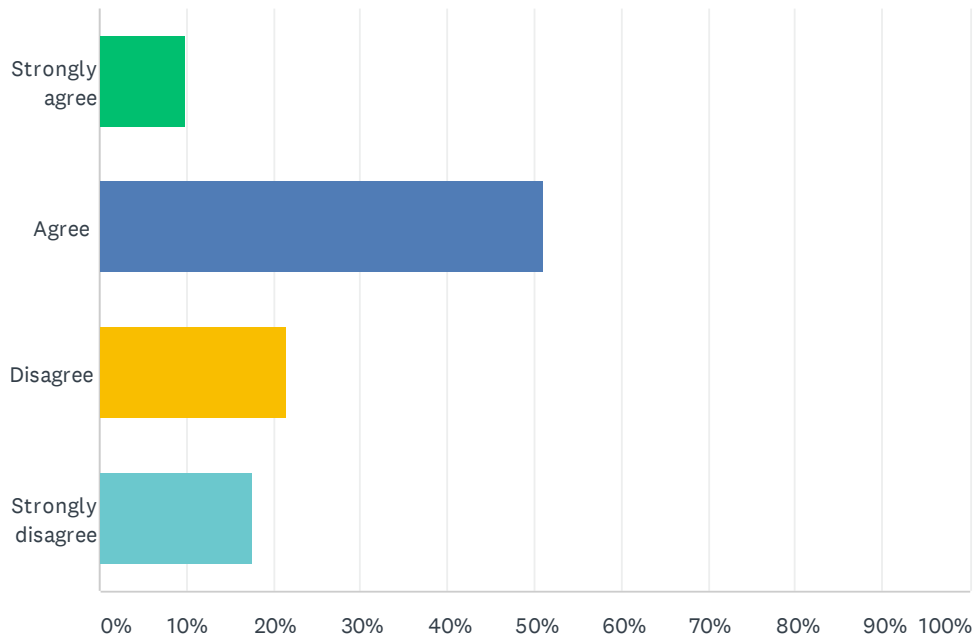
Answered: 50 Skipped: 1



ANSWER CHOICES	RESPONSES	
Strongly agree	12.00%	6
Agree	70.00%	35
Disagree	12.00%	6
Strongly disagree	6.00%	3
TOTAL		50

Q17 The school communicates with parents and families in ways that are easily accessible and understandable.

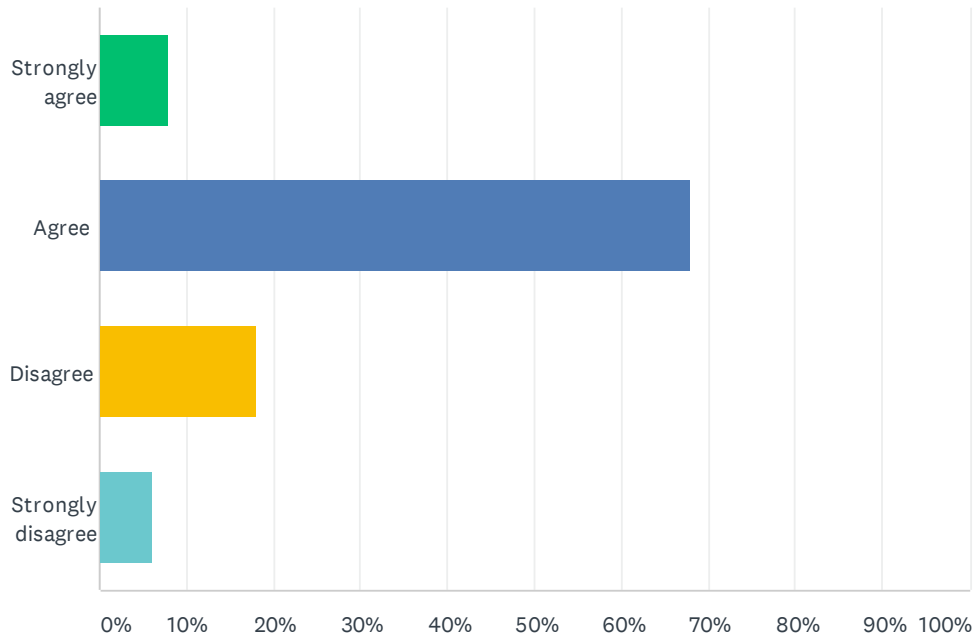
Answered: 51 Skipped: 0



ANSWER CHOICES	RESPONSES	
Strongly agree	9.80%	5
Agree	50.98%	26
Disagree	21.57%	11
Strongly disagree	17.65%	9
TOTAL		51

Q18 The school celebrates student accomplishments and learning.

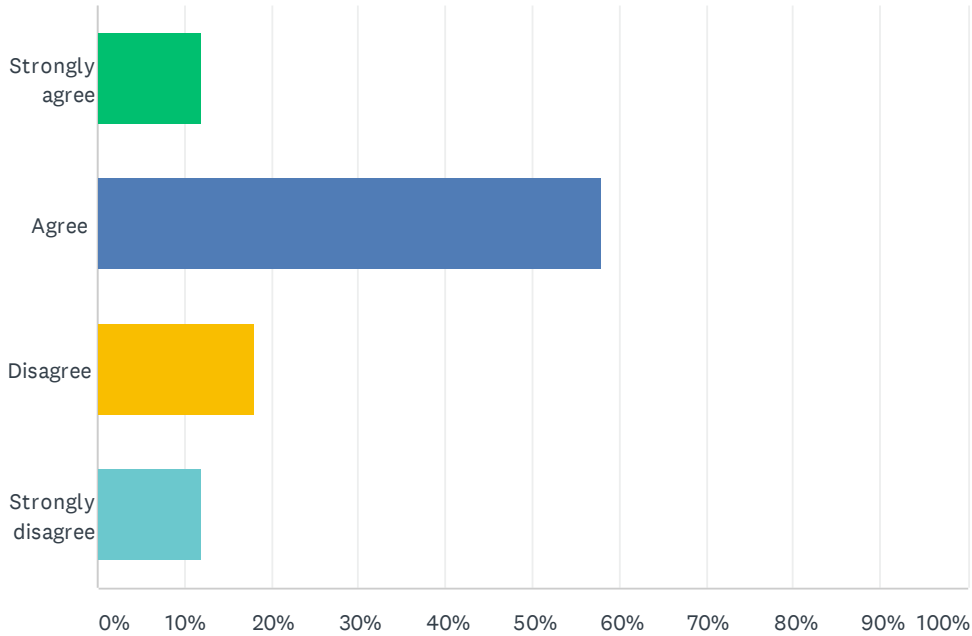
Answered: 50 Skipped: 1



ANSWER CHOICES	RESPONSES	
Strongly agree	8.00%	4
Agree	68.00%	34
Disagree	18.00%	9
Strongly disagree	6.00%	3
TOTAL		50

Q19 The school engages families in various ways throughout the school year (workshops, opportunities to share home practice to support student learning, parent volunteerism, etc).

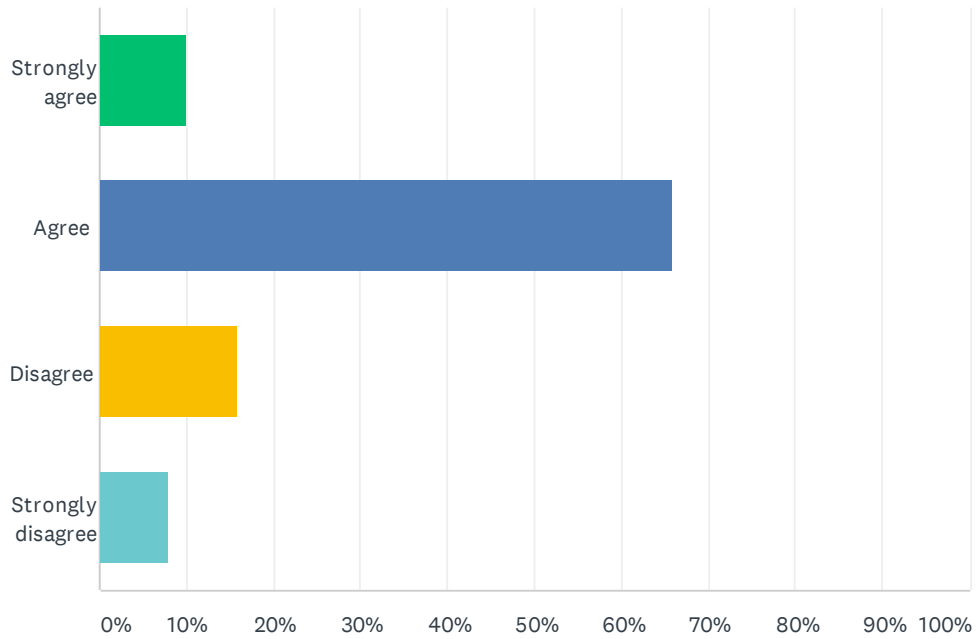
Answered: 50 Skipped: 1



ANSWER CHOICES	RESPONSES
Strongly agree	12.00% 6
Agree	58.00% 29
Disagree	18.00% 9
Strongly disagree	12.00% 6
TOTAL	50

Q20 The school has a safe and caring environment for all students.

Answered: 50 Skipped: 1



ANSWER CHOICES	RESPONSES	
Strongly agree	10.00%	5
Agree	66.00%	33
Disagree	16.00%	8
Strongly disagree	8.00%	4
TOTAL		50

Q21 What is the best thing (or biggest strength) of the school?

Answered: 38 Skipped: 13

#	RESPONSES	DATE
1	The teachers are great and principal	3/24/2021 10:34 AM
2	The biggest strength I've seen in the school is that the staff will stick together.	3/23/2021 9:43 PM
3	Communication through email	3/23/2021 2:41 PM
4	No idea	3/23/2021 2:06 PM
5	.	3/23/2021 11:10 AM
6	Communication	3/23/2021 10:24 AM
7	Not sure yet. I like their magnet program and think it's great, but haven't been impressed. While children are in person their teachers aren't. It shouldn't be this way as in person students are pretty much free range to act out and disrupt the learning of others.	3/23/2021 9:37 AM
8	None	3/23/2021 9:19 AM
9	Teachers willing to help kids after school!	3/23/2021 9:04 AM
10	The Principal is very much involved in creating ways for children to be celebrated as they achieve academics.	3/23/2021 8:59 AM
11	There is some teachers who care.	3/23/2021 8:54 AM
12	The principal	3/23/2021 8:40 AM
13	They contact me with any concerns	3/23/2021 8:38 AM
14	The students.	3/22/2021 8:20 AM
15	That it is diverse	3/21/2021 8:22 PM
16	I understand that this pandemic has been tough on teachers & students alike, but I feel that they are not helping, or do not really care about the students are failing. The lines of communication need to be more open & as parents of a child not doing that great, the teachers need to be more prompt to email & let us know that our child is failing & communicate with us parents more, for our children. Also, to update the powerschool more frequently would be greatly appreciated. Thank you	3/21/2021 8:14 PM
17	Teachers and staff are the the best	3/21/2021 8:09 PM
18	Teachers and staff are the the best	3/21/2021 8:09 PM
19	N/a	3/20/2021 6:58 PM
20	The diversity of the student body and the potential of the PLTW program.	3/20/2021 6:12 PM
21	The principal	3/20/2021 5:41 PM
22	That the faculty & staff care for the students	3/20/2021 1:45 PM
23	Na	3/20/2021 12:29 PM
24	keeping my daughter wanting to come back	3/20/2021 11:36 AM
25	Nothing at all! My child had been in private schools their whole life, I put my child in Jackson due to her wanting to attend public schools for sports. Jackson Middle School has been the worst 3 years for my child academically! Biggest mistake was sending my child to Jackson as her SBCSC.	3/20/2021 10:39 AM
26	Helping the student when they need help. Explaining the work to the students.	3/20/2021 8:59 AM

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27	Teachers that go above and beyond to show they care not just in school but many reach out to students outside of school	3/20/2021 8:33 AM
28	None	3/20/2021 8:33 AM
29	They offer elearning during a pandemic	3/18/2021 5:15 PM
30	Communication from the principles	3/17/2021 9:13 PM
31	N/A	3/17/2021 4:48 PM
32	The principal and communication from her.	3/17/2021 3:05 PM
33	Nothing	3/17/2021 2:11 PM
34	The staff. the staff reach out to under privilage children and give them support and resources they need	3/17/2021 1:01 PM
35	N/a	3/17/2021 12:06 PM
36	N/A	3/17/2021 10:56 AM
37	I don't know	3/17/2021 10:29 AM
38	The faculty, starting with Principal Waddell to all of the teachers, this is a school who cares for it's students.	3/17/2021 10:11 AM

Q22 What is the biggest area of growth for the school?

Answered: 37 Skipped: 14

#	RESPONSES	DATE
1	None	3/24/2021 10:34 AM
2	Transportation	3/23/2021 9:43 PM
3	Having more teachers present in school.	3/23/2021 2:41 PM
4	No idea	3/23/2021 2:06 PM
5	.	3/23/2021 11:10 AM
6	Communication	3/23/2021 10:24 AM
7	Communication with students who are seen to be struggling. If my child goes from an A to a C or even an F I'd expect their teacher to reach out to them. Nothing. Not to mention my child complains of not being able to concentrate as the in person classrooms are out of control and expectations are unknown for those teachers that are teaching from home.	3/23/2021 9:37 AM
8	None	3/23/2021 9:19 AM
9	Discipline thru out the school on all grade levels and the fact that there are employees that do nothing to enforce rules.	3/23/2021 8:59 AM
10	Some teachers do not care! They know your child's weak areas and do not help. They also expose those weaknesses in front of a entire class of kids.	3/23/2021 8:54 AM
11	The staff needs more patience and understanding.	3/23/2021 8:40 AM
12	The number of students per class.	3/22/2021 8:20 AM
13	Communication with parents	3/21/2021 8:22 PM
14	Not sure, haven't seen much growth to be honest.	3/21/2021 8:14 PM
15	Mathematics	3/21/2021 8:09 PM
16	Mathematics	3/21/2021 8:09 PM
17	Getting them back in school full time	3/20/2021 6:58 PM
18	Communication. I would like to see a newsletter or something so I know what to be looking for with my child.	3/20/2021 6:12 PM
19	NA	3/20/2021 5:41 PM
20	I'm not sure	3/20/2021 1:45 PM
21	Na	3/20/2021 12:29 PM
22	more after school activities and a bus for after school activities	3/20/2021 11:36 AM
23	Start with the principle, assistant principle, and teachers please!	3/20/2021 10:39 AM
24	Encourage the student to do their best. Helping them succeed in school.	3/20/2021 8:59 AM
25	None	3/20/2021 8:33 AM
26	None. Its gotten worse every year	3/18/2021 5:15 PM
27	To not just let bad behavior bad grades and bullying slide. Engage find solutions and help all children enjoy school and want to be there.	3/18/2021 1:31 AM
28	Not sure	3/17/2021 9:13 PM

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29	Communication and teachers updating power school in a timely fashion.	3/17/2021 8:09 PM
30	Some of the teachers need to be retaught acceptable behavior, language and how to communicate with their students in a more positive manner.	3/17/2021 6:17 PM
31	Not sure	3/17/2021 3:05 PM
32	The teachers need to keep up on the grading	3/17/2021 2:11 PM
33	the curriculum ... the transition from e-learning to class and vice versa	3/17/2021 1:01 PM
34	Need to have better support. Still have not received a report card, every time I call the office I get the run around, my son comes home not knowing what to do because he tells me the teachers are on their phones or just give them free time then add homework later.	3/17/2021 12:06 PM
35	Diversity	3/17/2021 10:56 AM
36	None	3/17/2021 10:29 AM
37	Uncertain.	3/17/2021 10:11 AM