

CARVER DUAL LANGUAGE ACADEMY: School Readiness Assessment Final Report

Kansas City Public Schools Secondary and Signature School Reviews

Site Visit Date: January 14, 2020 Principal: Michael Coulter Mass Insight Team: Anna Braet & Julie Shepherd	Table of Contents: Part I: School Readiness Assessment Introduction2 Part II: School Data Profile5 Part III: Strengths and Challenges12 Part IV: Recommendations.....14 Appendix: School Readiness Assessment Tool.....15
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School Readiness Assessment Introduction

School Readiness Assessment Purpose

Kansas City Public Schools (KCPS) has partnered with Mass Insight Education & Research, a national non-profit, to conduct school reviews of all secondary and signature schools. The purpose of these reviews is to:

- Surface individual school successes, challenges, and opportunities to inform continuous improvement efforts; and
- Surface trends across secondary and signature schools to:
 - understand how secondary and signature options contribute to the overall experience and expectation of the KCPS community and help achieve KCPS' 5-Year Strategic Plan goals; and
 - inform the identification of systems-level changes and school supports.

Mass Insight's research-based School Readiness Assessment (SRA) supports and accelerates school improvement by informing the development of strong school improvement plans that address a school's highest needs, as well as informing district-level improvement to better meet the needs of students and schools. In alignment with the Mass Insight theory of action (described on page 4) and based on more than 10 years of national experience and research in the field of school improvement, Mass Insight has identified seven elements that we observe to drive school improvement and school readiness and ensure the success of all students. The SRA is structured to analyze the extent to which these elements are in place.

School Readiness Assessment Process

The school review process follows three phases, including a comprehensive data/document review conducted prior to a campus visit; the on-site campus visit; and finally, analysis and report of findings.

Phase	Potential Activities
Pre-Site Visit (December 2019)	<ul style="list-style-type: none">• Collect and review campus data and related documents to understand campus context, including principal, staff and student surveys.• Coordinate visit logistics to ensure a successful site visit.
Site Visit (January 2020)	<ul style="list-style-type: none">• Conduct interviews and focus groups with a variety of campus stakeholders (e.g. teachers, students, administrators, counselors, instructional coaches, families, etc.).• Classroom, hallway, and common space walkthroughs (observations may not occur on the same date as your site-visit interviews and focus groups).
Post-Site Visit (January- February 2020)	<ul style="list-style-type: none">• The site visit team synthesizes and analyzes visit findings that surface priority focus area recommendations.

Overview of the Findings Report

This report begins with a **Data Profile** - a high level quantitative overview of the school's current demographics, culture and climate indicators, and recent academic performance. Next is a summary of **Strengths and Challenges** - the most salient and resounding headlines from Mass Insight's time on campus. These are not arranged by any particular element and may represent a confluence of factors that can help the school begin to prioritize strengths and challenges to focus on following the site visit. Mass Insight will also provide action-oriented **Recommendations** for how the school can improve and where they might prioritize efforts first. This might also be used to inform the revision or creation of a School Improvement Plan. Finally, the Appendix contains the **School Readiness Assessment Tool**, which provides specific evidence gathered during the review process and a rating (described in the next section) for each feature of each element. This section can be useful for delving into more specific and granular details. Mass Insight does not suggest attempting to tackle every feature all at once.

School Readiness Assessment Evidence and Rating System

Mass Insight's SRA Tool (included in Appendix) is designed to analyze the extent to which a school has elements of our theory of action in place, in relation to an exemplar description of each element (and the features that make up that element) at the highest performing schools. The Mass Insight team will use the SRA Tool to document evidence based on information gathered during the SRA activities to assign a rating for each feature. Ratings are designed to describe the extent to which evidence aligns to the exemplar descriptions at the highest performing schools. The features rated lowest do not necessarily mean that those features are in the most urgent need of attention; the recommendations describe what Mass Insight suggests addressing first.

Rating Level Key:
0: Not Meeting (no, or extremely limited, evidence of this feature; work on this feature has not yet started)
1: Somewhat Meets (some evidence of implementation of this feature)
2: Mostly Meets (considerable evidence of implementation of this feature)
3: Meets (robust evidence of implementation of this feature)

About Mass Insight and Our Theory of Action

Mass Insight is a national non-profit organization committed to transforming public schools into high-performing organizations and closing achievement gaps. Since 2007, Mass Insight has worked with schools, districts, and state education agencies to redesign systems and establish the conditions and capacity for district and school improvement. As part of this work, Mass Insight has conducted numerous School Readiness Assessments (SRAs) across the country.

In 2007, Mass Insight published *The Turnaround Challenge*¹, a nationally-recognized research report and call to action that highlighted the need for intervention in America's lowest-performing schools. Since 2009, Mass Insight has worked with schools, districts, and state education agencies in Massachusetts and across the country to redesign the systems that support chronically underperforming schools and to drive gains in student achievement. Building from our research and more than ten years of experience in turnaround, we recently revisited Mass Insight's theory of action and identified seven theory of action elements that we believe must be in place to ensure schools are successful.

Mass Insight's SRA is structured to analyze the extent to which elements of our theory of action are in place in schools. We seek to understand what student outcome data reveals, analyze evidence and hypothesize why challenges and successes exist, and help schools prioritize where to focus next.

We believe that if schools have:

Conditions: Sufficient school-level control over people, time, money, and program to address the root causes of low performance;

Planning: Evidence-based, actionable improvement plans that address the root causes of low performance informed by a review of existing conditions and input from school, district, and community stakeholders;

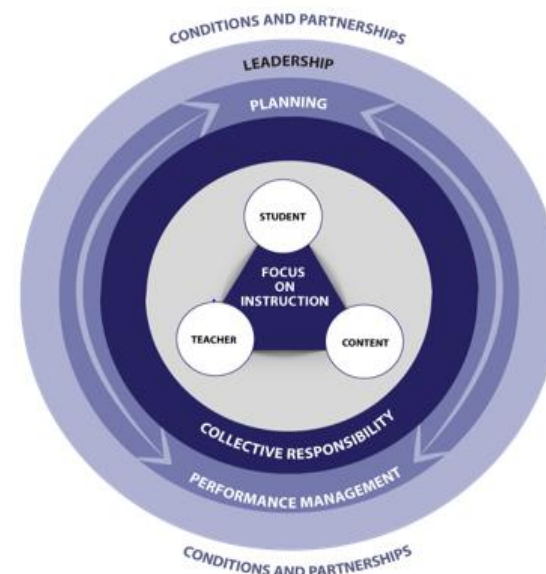
Leadership: A principal who can manage and communicate complexity while maintaining focus on the school's vision and key priorities;

Focus on Instruction: Processes and supports that help teachers work together to constantly improve and refine standards-based instructional practice so that students can engage in deep learning tasks;

Collective Responsibility: The school faculty and staff ensure there is collective responsibility for both the quality of instruction and student learning and success;

Performance Management: Consistent processes for using data to measure both implementation and outcomes to determine what's working and inform efforts to improve; and

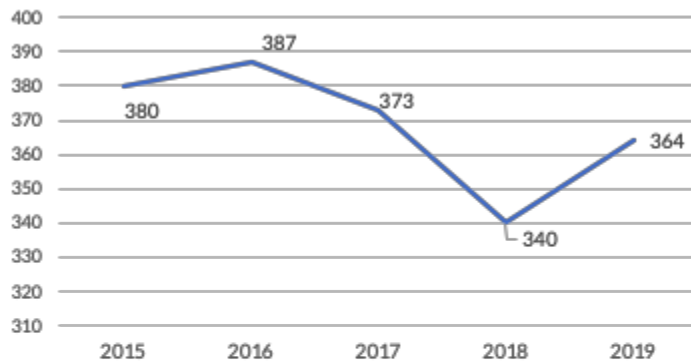
Partnerships: Partnerships that help the school meet the multiple needs of teachers and students,
THEN schools will dramatically improve and student learning will increase.



¹ Mass Insight Education and Research. Mass Insight Education and Research Institute, Inc., 2007, www.massinsight.org/resources/the-turnaround-challenge/

Student Enrollment and Attendance

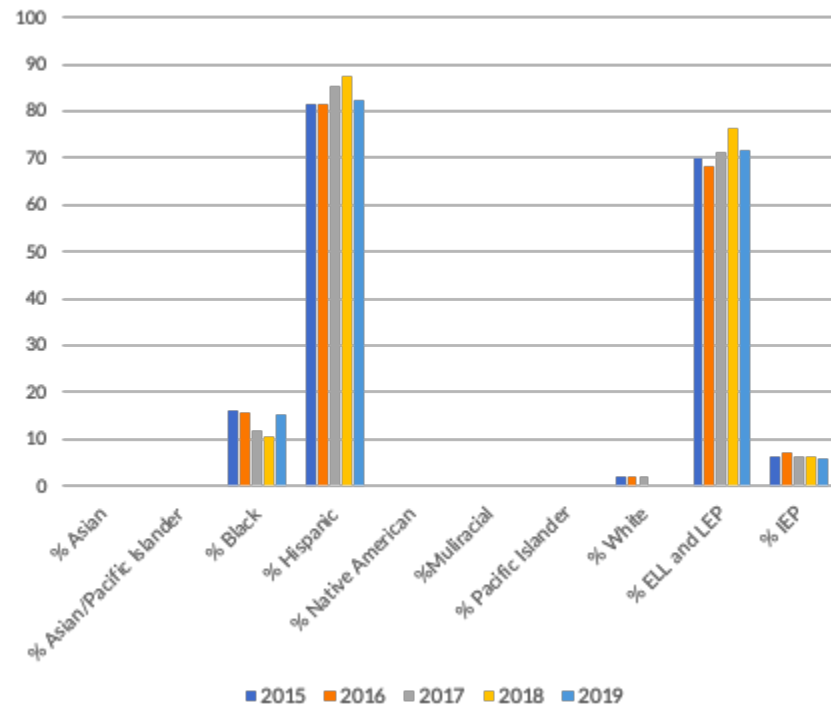
Total Enrollment



Student enrollment at Carver Dual Language School over the last 5 years has decreased and was 16 students lower in 2019 than in 2015.

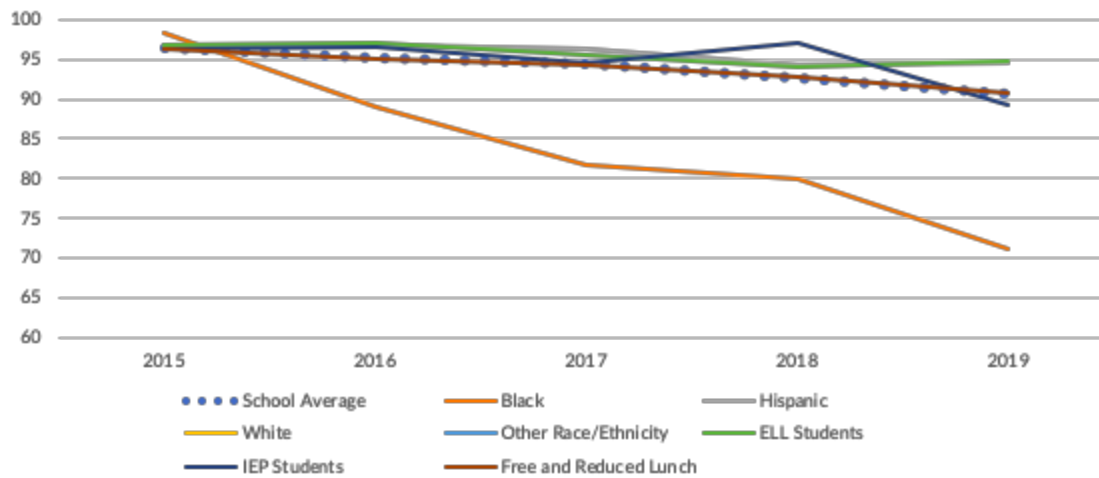
The majority of the student population is Hispanic and is designated as ELL.

Student Enrollment by Subgroup



² Data contained within this data profile was publicly available on the Missouri Department of Elementary and Secondary Education's website: <https://dese.mo.gov/school-data>

Student Attendance Trend 2015-2019



The proportional attendance rate for students at or above 90% (displayed in the graph to the left) at Carver Dual Language Academy over the last 5 years has decreased around 6% in 2019. ELL student attendance is consistently higher than the school-wide average attendance rates, while Black student attendance is consistently lower than the school-wide average and other subgroup attendance rates for the last 4 years.

The total proportional attendance rate for the last 3 school years at Carver Dual Language Academy was:

- 2017 – 96.4%
- 2018 – 95.4%
- 2019 – 93.6%

which demonstrates a 2.8% decrease in student attendance over the last 3 years.

STUDENT MOBILITY	Fall Enrollment	Additional Enrollment	Transfers	Mobility Rate
2017	373	26	94	23.6
2018	340	34	69	18.5
2019	364	48	127	30.8

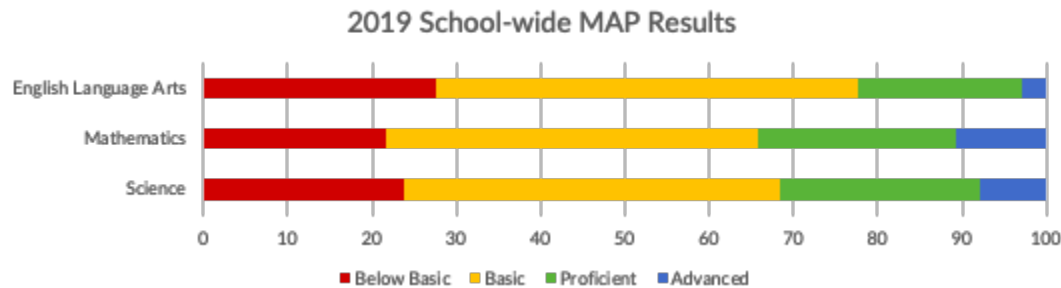
Student enrollment at Carver Dual Language Academy has decreased by 9 students over the last 3 years. While some additional students enroll throughout the year, there are a number of transfers, resulting in mobility rates between 18-30% for the last 3 years.

Student Discipline

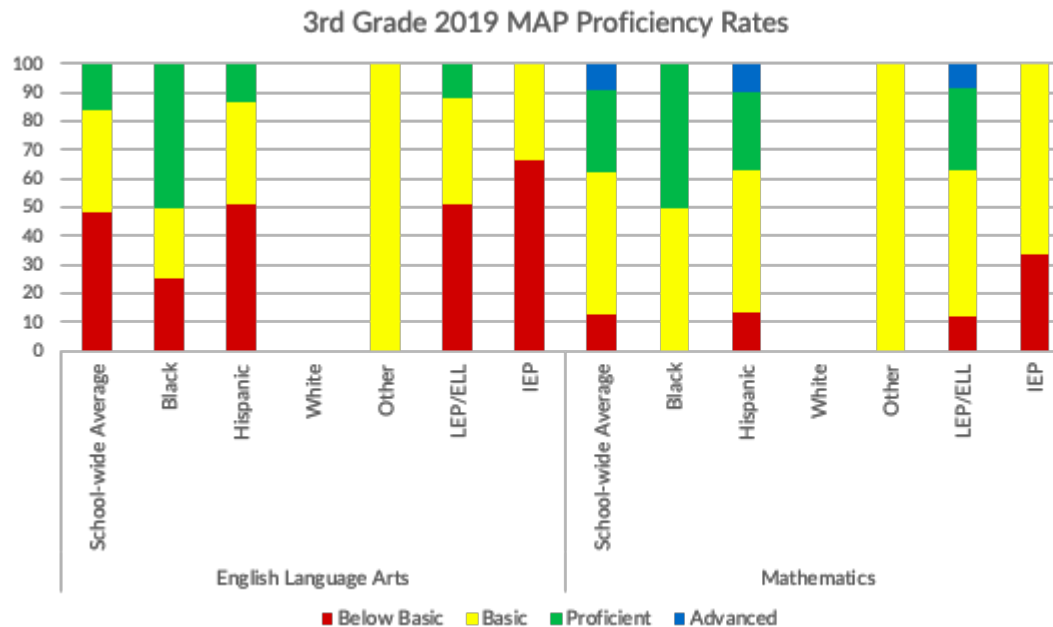
DISCIPLINE RATES	2015	2016	2017	2018	2019
Enrollment	380	387	373	340	364
Total Number of Incidents	0	0	0	0	0
Incident Rate (per 100 students)	0	0	0	0	0
Type of Removal					
In-School Suspension (number rate)	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0
Out of School Suspension (number rate)	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0
Expulsion (number rate)	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0
Length of Removal					
10 Consecutive Days (number rate)	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0
More than 10 Consecutive Days (number rate)	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0

The incident rate remained steady at 0% over the last 5 years.

Student Academic Performance



School-wide performance on MAP tests in 2019 showed 22.4% of students were proficient/advanced in English Language Arts, 34.1% were proficient/advanced in Mathematics, and 31.6% were advanced/proficient in Science.

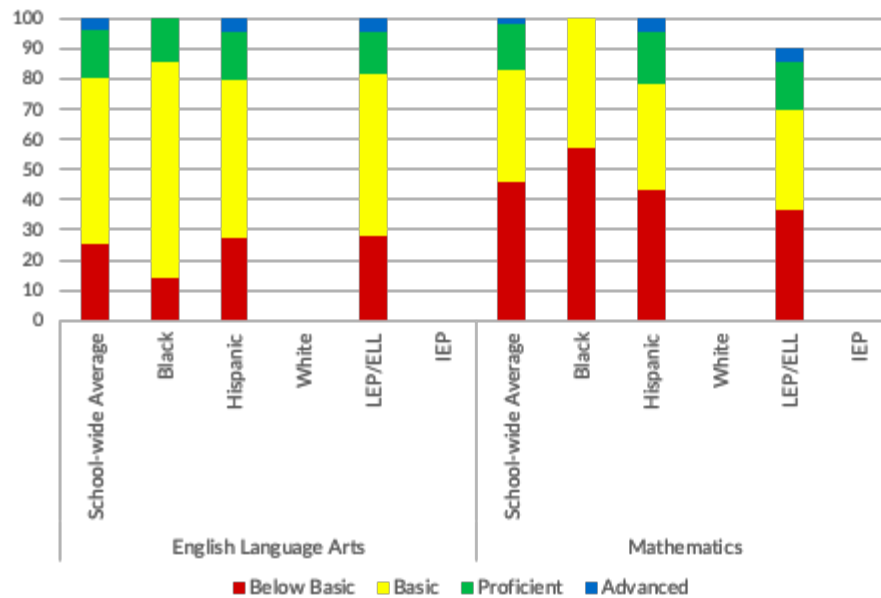


3rd grade ELA MAP exams in 2019 showed 16.1% of students were proficient/advanced. 50% of Black students, 13.7% of Hispanic students, and 12.2% of LEP/ELLs were proficient. No other students or students with IEPs were proficient.

3rd grade Mathematics MAP exams in 2019 showed 37.5% of students were proficient/advanced. 50% of Black students, 37.3% of Hispanic students, and 36.8% of LEP/ELLs were proficient. No Other students or students with IEPs were proficient.

Note: the "other" descriptor refers to a racial or ethnic subgroup or combined subgroup of fewer than 10 students.

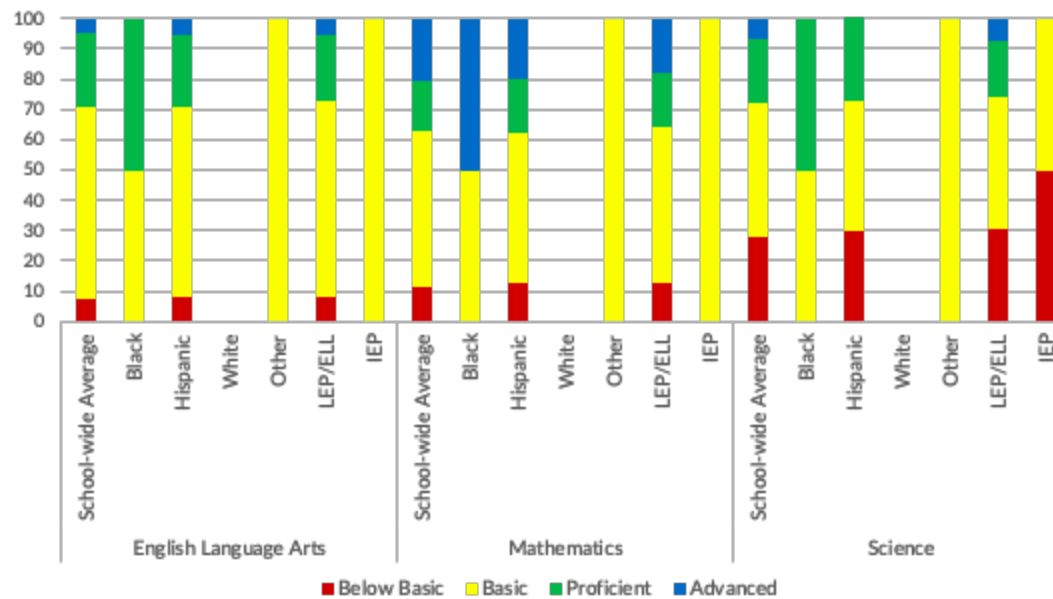
4th Grade 2019 MAP Proficiency Rates



4th grade ELA MAP exams in 2019 showed 19.6% of students were proficient/advanced. 14.3% of Black students, 20.4% of Hispanic students, and 18.7% of LEP/ELLs were proficient.

4th grade Mathematics MAP exams in 2019 showed 19.2% of students were proficient/advanced. 21.7% of Hispanic students and 20% of LEP/ELLs were proficient, while 0% of Black students were proficient.

5th Grade 2019 MAP Proficiency Rates



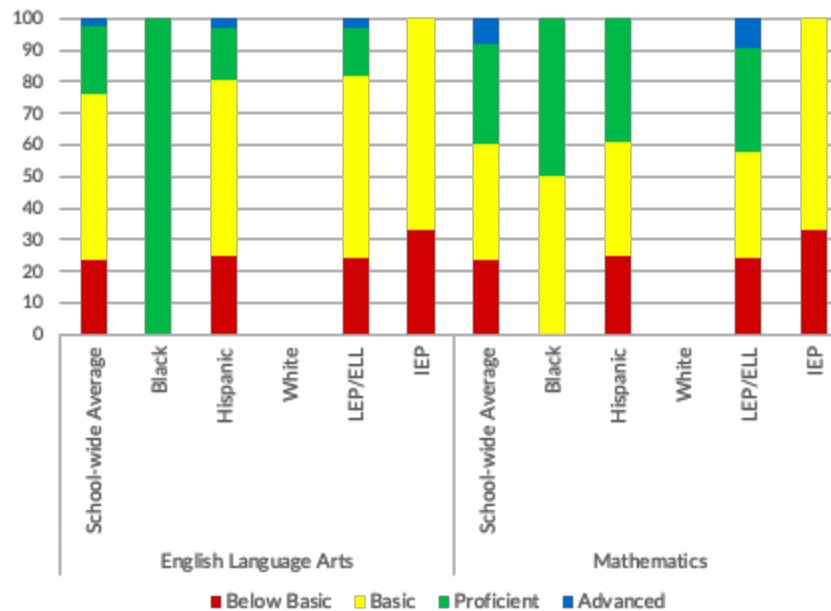
5th grade ELA MAP exams in 2019 showed 29.3% of students were proficient/advanced. 50% of Black students, 29% of Hispanic students, and 27% of LEP/ELLs were proficient. No Other students or students with IEPs were proficient.

5th grade Mathematics MAP exams in 2019 showed 37.2% of students were proficient/advanced. 50% of Black students, 37.5% of Hispanic students, and 35.8% of LEP/ELLs were proficient. No Other students or students with IEPs were proficient.

5th grade Science MAP exams in 2019 showed 27.9% of students were proficient/advanced. 50% of Black students, 37.5% of Hispanic students, and 35.6% of LEP/ELLs were proficient. No Other students or students with IEPs were proficient.

Note: the "other" descriptor refers to a racial or ethnic subgroup or combined subgroup of fewer than 10 students.

6th Grade 2019 MAP Proficiency Rates



6th grade ELA MAP exams in 2019 showed 23.7% of 6th grade students were proficient/advanced. 100% of Black students, 19.5% of Hispanic students, and 18.2% of LEP/ELLs were proficient. No students with IEPs were proficient.

6th grade ELA MAP exams in 2019 showed 39.5% of 6th grade students were proficient/advanced. 50% of Black students, 48.9% of Hispanic students, and 42.4% of LEP/ELLs were proficient. No students with IEPs were proficient.

Strengths

- **There is a clear school model and vision for instruction at Carver.** Staff articulate a common vision for what high-quality dual-language immersion instruction should look like, including specific actions educators should take to support student learning in two languages (e.g., bi-literacy unit frameworks, bridging, and total physical response). The dual language model is visible in classrooms and throughout the building. All staff, regardless of role and native language, articulate how they work to support dual-language learning.
- **There is a strong sense of community and belonging among students, families, and staff at Carver.** Students feel safe, supported, and included at school, and believe “everyone has someone they can talk to.” Families feel welcome at Carver by staff who go above and beyond to communicate with families in their native languages, celebrate families’ cultures through events, and provide flexible opportunities to discuss student learning. Staff feel empowered to take initiative to meet student needs. Many stakeholders share that Carver’s positive school culture is bolstered by students, families, and staff who speak the same languages, share the same codes, and have similar cultural identities.
- **Staff regularly review data to inform instruction and additional supports for individual students.** Staff monitor students’ academic progress during Wednesday PD and PLC data meetings, as well as through shared data drives and charts. Additionally, RTI is a priority this year and student progress monitoring informs small group differentiation, interventions, and referrals to the Problem Solving Team. 100% of staff survey respondents share agreement that they “routinely use student academic data to drive ongoing instructional decisions.”
- **The school maintains focus on key priorities and is making progress towards goals.** Staff describe common school improvement priorities, including bi-literacy frameworks, oracy strategies, intervention/RTI, and 90% attendance goal. Staff believe in the direction of the school, and share that Carver is already making progress with increased attendance (around 96%), improvements in district assessments, exceeding student recruitment goals, and a dual-language model that is now schoolwide. Leadership is intentional in aligning school efforts and resources to key priorities and advocating beyond the school to meet specific needs.

Challenges

- **While staff monitor individual student academic data, there are not yet formal and commonly understood systems and structures for schoolwide data monitoring.** Staff do not share how schoolwide data is holistically reviewed to identify subgroup trends, early warning signs, and climate and culture. Additionally, some staff shared that referral and processes to the Problem-Solving Team and to the district for supports is not always clear, and that it is not clear how referrals are consistently followed up on and communicated back to the referring adult. Schoolwide progress monitoring seems to happen more informally, or remains at the administrative level only.
- There are dedicated opportunities for staff development and collaboration, but **it is not clear how staff development opportunities are strategically coordinated and consistently informed by data on school-wide areas of strength and needs.** While staff appreciate that teachers

are empowered to lead professional development, and that PD usually aligns to school priorities, they share an opportunity to increase coherence of all staff development activities (e.g., coaching, PD, observation/feedback, PLCs).

- **Securing and cultivating materials, resources, and staff to support a dual-language immersion model continues to be a challenge.** Curriculum, assessments, and materials in Spanish are not readily available and require significant staff time to translate; staff share a sense of needing to create/translate everything in-house. Additionally, staff share that recruitment of Spanish-speaking staff is challenging and requires earlier recruitment efforts than the traditional district timelines.

- 1. Strengthen and Formalize Schoolwide Monitoring of Key Indicators:** Carver has already developed strong structures for individual student academic and language data monitoring, and there is an opportunity to develop a holistic and schoolwide understanding of student, staff, and school strengths and needs. By aggregating and disaggregating data schoolwide, by subgroup, etc. the school can identify warning signs and at-risk indicators to catch students in need of additional support, as well as to more clearly identify and organize coherent opportunities for staff development and collaboration. Carver has teams in place this year, such as the Guiding Coalition and the Problem-Solving Team, which they can leverage to continue to strengthen schoolwide data collection, progress monitoring and response processes.
- 2. Maintain Focus on School Priorities, Identify the Causes for Progress, and Seek Opportunities to Continuously Improve and Sustain Efforts:** Carver has commonly understood and focused school improvement priorities and is already making progress towards its goals. There is an opportunity to identify and formalize successful practices to protect and sustain what is working this year and continuously improve for next year. Staff attribute successes this year in a large part to positive staff culture, staff development from instructional leaders, and the guiding coalition. By identifying the root causes for positive improvements this year, Carver can continue to improve and develop systems and structures to sustain progress over time and across staff members.

Appendix: School Readiness Assessment Tool

Mass Insight's SRA Tool is designed to analyze the extent to which a school has elements of our research-based theory of action in place, in relation to an exemplar description of each element (and the features that make up that element) at the highest performing schools. The Mass Insight team uses this SRA Tool to document evidence and analysis based on information gathered during the SRA activities to assign a rating for each feature. Ratings are designed to describe the extent to which evidence aligns to the exemplar descriptions at the highest performing schools.

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Element	At Highest Performing Schools	Rating	Discussion of Evidence
Focus on Instruction: Processes and systems help teachers work together to constantly improve and refine standards-based instructional practice, ensuring students engage in deep learning tasks.	School Model and Instructional Vision <i>Signature schools:</i> The school implements a clearly defined and observable school model that meets student interests and demand. <i>Secondary schools:</i> The school implements clear pathways for student progression through high school to college and careers. There is a clear instructional vision that aligns with the district-wide framework for critical thinking, problem-solving and cultural responsiveness for 21st Century learning, and the school model. It focuses on the success of all students, aligns with standards, and helps build an understanding of the actions that educators must take to accelerate student learning. The vision is widely understood and drives school decision-making. All teachers and administrators can describe how their work moves the school closer to meeting the vision.	3: Meets	<ul style="list-style-type: none"> Carver implements a two way Spanish immersion dual-language school model with the mission of having all students leave 6th grade being fully bi-lingual and bi-literate. The model is as follows: <ul style="list-style-type: none"> K-2nd grade is a majority Spanish instruction (~90%) in self-contained classrooms In 2nd grade, English instruction increased to about 30% in a 70/30 language model (still self-contained) 3rd-6th grade, about half of the day is taught in Spanish and half in English (departmentalized) Student and staff focus groups, as well as classroom observations, support that the model is implemented as planned. Students and families share that they like the school model because it (a) prepares students for college, careers, and travel, (b) helps students communicate with other Spanish speakers, and (c) helps students speak, read, and write in English and Spanish. When asked about an instructional vision, a majority of staff discuss common approaches to dual-language instruction through bi-literacy unit frameworks, including total physical

Focus on Instruction, continued.			<p>response (pairing physical movement with vocabulary), bridging from Spanish to English (e.g., through schoolwide color-coding practices (<i>Spanish written in green and English in blue</i>)), and integrating oracy strategies.</p> <ul style="list-style-type: none"> • Regardless of role, almost all staff articulate how they can implement common instructional strategies to support student learning in a dual-language setting. • 100% of survey participants strongly agree or agree that “My school has an instructional vision (or vision for high-quality instruction) that defines the actions educators must take to accelerate student learning.”
	<p>Readiness to Learn The school implements consistent, equitable, and asset-based policies, procedures, and practices that foster positive learning school experiences that validate all students’ social-emotional and cultural identities. As a result, students feel safe, valued, cared for, challenged, and supported at school. Student and family needs are identified and connected with resources and services to ensure all students can self-regulate and engage in learning with agency. The school has programs, structures, and extracurricular activities (such as looping, advisory, morning meetings, intramurals, clubs) to expand and nurture students’ sense of belonging and ensure that every student has enriching experiences and strong relationships with adults.</p>	2: Mostly Meets	<ul style="list-style-type: none"> • In 100% of observed classrooms, all students are observed to be physically and emotionally safe in their classroom and positively supported by an adult. In observations, teachers demonstrated compassion and professionalism in interactions with every student, while still holding all students to high behavior and learning expectations. • Students share they feel safe, supported, and included at school. Students share that “everyone has someone they can talk to” and many classes have a “body contract” that students develop to agree on safe interactions with one another. • When asked what could increase their sense of belonging, some students share that they would like to be able to move more freely (not walk in a straight line), have 5/6th graders be treated more like middle schoolers, and learn more about different ways to learn in class. • Students also share that there is an opportunity for some teachers to address challenges more privately with individual students, rather than “calling out students” or “getting the whole class in trouble.” • 38% of staff survey respondents strongly agree that “Policies and practices are consistently and equitably implemented for all students,” and another 55% agree. • There are systems and structures in place to identify student and family needs, including a weekly attendance meeting, student referral forms to the Problem Solving Team (PST),

<p><i>Focus on Instruction, continued.</i></p>			<p>buddy rooms and safe seats for students needing a break/time to reset, and a parent liaison who calls parents to help address needs.</p> <ul style="list-style-type: none"> ● A majority of staff do not share behavior as a challenge for the school, noting that there have been only 15-20 suspension days in 1st semester (attributed to a few students with recurring behavior needs). ● Staff share that currently attendance is about 96%. However, there is a gap in attendance for African-American students (closer to 70%). While staff do not articulate how attendance data is reviewed by racial subgroup, they share that a group of students (~28) with less than 90% attendance rates have been identified for additional supports. ● Some staff believe more can be done to support students' mental and social emotional health; though staff are discussing trauma-informed practices. ● The school intentionally works to provide enrichment, leadership, and extracurricular activities that value students' social emotional and cultural identities. Students, families, and staff share the following examples: <ul style="list-style-type: none"> ○ Student council and student-led assemblies (Go Carver Assembly) ○ After school programs, including Girls on the Run, cup stacking, Girl Scouts, Boy Scouts, robotics, chess, dance, etc. ○ Mercato and Taste of Carver – school-wide family events to build cultural awareness (~ 400 people came this year) ○ 3rd grade class Mural – Done as part of a lesson on government (e.g., students did research, drew pictures, did advocacy/letter writing, voted on design, and painted mural). ● 34% of staff survey respondents strongly agree that “Programs and structures (such as looping, advisory, morning meetings) ensure each student has a strong relationship with an adult,” and 45% agree.
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<p>Focus on Instruction, continued.</p>	<p>Teacher Development & Feedback There are systems, structures, and practices that prioritize teacher development based on data and district priorities including trauma sensitive strategies. There are feedback cycles and follow-up. All teachers describe receiving frequent, consistent, coherent, and coordinated high-quality feedback on teaching that is grounded in an instructional vision and that will lead to accelerated learning for all students.</p>	<p>2: Mostly Meets</p>	<ul style="list-style-type: none"> ● Staff development at Carver includes regular time for staff PD and reviewing data on Wednesdays each week, as well as feedback and support from the Vice Principal, Principal, and 2 part time instructional coaches (mostly through PD and teacher collaboration time). ● It is unclear to what extent all teachers receive formal feedback cycles and follow up, but staff generally share positive perceptions of teacher feedback. 31% of staff survey respondents strongly agree that “I receive frequent, clear, and actionable feedback about my instructional practice that helps me improve;” 55% agree. 14% are not sure or disagree. ● Teachers share that the feedback they receive is usually helpful in informing their practice and they can go to instructional leaders for support. ● The school’s representative leadership team, the Guiding Coalition, plans PD. Staff share that teachers are empowered to lead professional development (PD) at Carver and that PD aligns with teacher needs. ● This year PD has focused on dual language unit planning (teaching for bi-literacy unit frameworks), data, oracy strategies, and modelling techniques. ● Staff articulate how PD and feedback align with school priorities; however, staff do not articulate how data consistently informs development opportunities and how development opportunities are coordinated. 69% of staff survey respondents strongly agree or agree that “All forms of professional development (coaching, PD, observation/feedback) are coordinated and of high quality to improve my professional practice,” while 24% disagree and 7% are not sure. ● Staff share that they have discussions and PD focused on trauma-informed instruction, but development is not always focused on actionable trauma-informed strategies. ● Some staff share that there is still some gap between district PD and the needs of a dual-language school (e.g., how to do RTI effectively in Spanish). Some staff also share that they sometimes have flexibility to do in-house PD that address the needs of dual-language.
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Focus on Instruction, continued.			<ul style="list-style-type: none"> Staff share a need for more time for teachers to come together and identify best practices for strategies that work in both languages.
	<p>Teacher Collaboration (PLCs) Teachers working in teams have time, systems and structures to maximize collaborative time in instructional teams (such as by grade level or content area). Teachers work towards commonly set and motivating goals that help all students progress towards the highest priority academic standards and improve critical thinking skills; these teams receive high-quality feedback and enjoy a trusting culture that includes open and constructive dialogue.</p>	2: Mostly Meets	<ul style="list-style-type: none"> Teachers meet in PLCs at least every other week during the school day by grade-level (k, 1st, 2nd, 3/4th) supported by administrators and instructional coaches. Some teams meet on their own outside of formal PLC time as well. Staff share that the focus of PLC time varies from week to week depending on grade-level priorities and needs (e.g., math, literacy, etc.), and that time is used to review data and plan for instruction (e.g., lesson planning, small groups, etc.). 28% of staff survey respondents strongly agree that “There is a clear vision and purpose for PLCs at my school,” and 59% agree. 38% of staff survey respondents strongly agree that “The work of my PLC directly connects to the standards my students must master to be proficient/on grade level,” and 52% agree. Staff share that teachers bring and share data/artifacts related to an instructional strategy they’ve tried as a shared accountability and collaboration structure during some PLCs. 28% of staff surveyed strongly agree that “My PLC is a collaborative environment where all members of my PLC attend and actively participate in our meetings;” 66% agree. ENCORE team meets as a PLC on Wednesdays with the counselor to discuss individual students’ social emotional needs and how they can further build relationships and support identified students. 31% of staff survey respondents agree that “My PLC has a clear leader who structures and facilitates each meeting to maximize our meeting time,” and 66% agree. Leadership shares this is the first year of PLC implementation and the hope is to build team leads over time. Staff believe that more time for teachers to collaborate and plan dual-language thematic units is needed. Some staff believe that daily PLC time should be required.

<p>Focus on Instruction, continued.</p>	<p>Curriculum, Standards & Assessment Instructional work is guided by curricula and instructional resources (including technology) aligned to standards and aligned across and between grade levels. It is responsive to students' cultures, experiences, needs, and interests. Formative and externally-developed summative assessments are aligned with both standards and the sequence of instruction. These assessments yield frequent, accurate, and actionable data about student progress towards the highest priority standards.</p>	<p>2: Mostly Meets</p>	<ul style="list-style-type: none"> ● Staff organize instruction around district developed priority standards, and content is taught in Spanish and/or English. ● Carver staff have access to existing district curricular resources and assessments, but as a dual-language school, there is a need for resources in Spanish and aligned to a dual-language model. For example, the district has some curricular resources for ELA, but staff have to translate and pull/create their own resources (e.g., Reading Street). Staff feel they are "creating everything." ● This year, staff are creating bi-literacy thematic units (BUTH) that incorporate standards into thematic units. Many staff express that this is meaningful work to continue next year. ● Some staff share that district scope and sequence is not always ordered (e.g., science concepts) in a way that makes sense to kids. ● 17% of staff survey respondents strongly agree that "Our curriculum is responsive to the needs, identities, and backgrounds of our students," while 59% agree, 7% are not sure, and 17% strongly disagree/disagree. ● Staff at Carver use district-provided and teacher developed assessments, as well as additional assessments; including: <ul style="list-style-type: none"> ○ Achievement Series ○ iReady ○ Logramos Spanish Assessment ○ Running Records in English and Spanish ○ WIDA ○ State language screeners ● Students share that they use technology in class to do research, reading, iReady, and computer-based tests. ● Students discuss having regular quizzes, tests, and quarterly pretests and post-tests that help them understand what they need help on. ● Staff share that scope and sequence of units does not always match the district tests (e.g., Achievement Series). ● Only 14% of staff survey respondents strongly agree that "Summative/interim assessments yield accurate and actionable data about student progress toward standard
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Focus on Instruction, continued.			mastery.” 59% agree, 14% are not sure, and 14% strongly disagree/disagree.
	Data-Driven Decision-Making for Classroom Instruction The academic progress of all students is monitored by teachers and students. Systems, structures, and processes support teachers—individually and in teams (such as the Problem Solving Team (PST))—to frequently and routinely use a variety of student data, including disaggregated academic data, to pinpoint class and student needs. Data inquiry cycles drive on-going instructional decisions, including grouping, differentiation, enrichment, intervention, and personalized plans for meeting graduation requirements.	3: Meets	<ul style="list-style-type: none"> Teachers discuss monitoring students’ academic progress during Wednesday PD and PLC data meetings, as well as by using shared drives and charts to track data. Progress monitoring informs small group differentiation, interventions, and referrals to the Problem Solving Team. Students share that they learn how they are doing in class through quizzes, pre and post-tests, and homework. They also share that teachers will talk to them about their progress and post graphs in class. 100% of staff survey respondents strongly agree or agree that “I routinely use student academic data to drive ongoing instructional decisions, including grouping, differentiation, intervention, and enrichment.” 35% of staff survey respondents strongly agree, and 50% agree, “My school’s systems, structures, and processes support me and my team to frequently and routinely use student academic data to pinpoint class and student needs.”. Staff share that RTI to close gaps for tier 2 and 3 students is a priority this year. Many staff share that early intervention, especially with Spanish literacy, is a continued area of need. The school has implemented RTI blocks and all teachers, the Vice Principal, Instructional Coaches, Literacy Coaches, and Counselors lead RTI groups. The focus and student groupings for RTI differ each cycle (~6-8 week cycles).

<p>Focus on Instruction, continued.</p>	<p>Rigorous Classroom Practice All students describe, and are observed, learning high-level and grade-level appropriate knowledge and skills in classrooms where each student is challenged; teachers are observed bringing the school's instructional vision to life in their classrooms. All students demonstrate progress toward stated learning objectives through their work or responses.</p>	<p>3: Meets</p>	<ul style="list-style-type: none"> ● Staff and leadership share that test scores have been improving every year, and there is confidence in the direction the school is heading to strengthen instruction. However, 2019 MAP test results still show that a majority of students are not yet meeting levels of proficiency and staff acknowledge there is still room to improve. ● In all observed classrooms, a majority of students (75-100%) are engaged with the learning process, tasks, and materials. Additionally, students are observed interacting with their teachers and their peers. ● In all observed classrooms, student learning objectives and tasks are clear, grade-level appropriate, and standards aligned. ● Observed teachers presented intentionally and fully-planned lessons to meet their students' current learning needs, help them activate prior knowledge, and pushed their learning of concepts forward. ● The dual-language model was observed during instruction. ● Students share that class is usually challenging and engaging when they work with new people, work in small groups, and learn new topics. ● Students also share that they appreciate learning about ancient cultures, their own cultures, and other places in America. Students share they do many classroom activities in Spanish.
	<p>Supports for Special Populations There is a strategy in action for ensuring that special populations of students—including students with disabilities and ELLs— are accurately identified, and receive integrated, inclusive, and high-quality instructional support. Students' progress is monitored to ensure that they are moving expediently towards success in an inclusion environment. A variety of models and supports, including interventions, ensure students are adequately challenged and ultimately successful.</p>	<p>2: Mostly Meets</p>	<p><i>Supports for English-language learners</i></p> <ul style="list-style-type: none"> ● Over 70% of Carver students are English language learners or limited English proficient, and there are minimal to no gaps in state academic data by subgroup. ● Carver has 3 full time ESL/ELL teachers and 2 para-professionals that provide push-in and co-teaching support (divided by grade-bands, e.g., 3/4 and 5/6). These staff also provide pull-out support for newcomer students. ● Students are identified for ESL support through state screeners and language assessments. Staff share they measure language development through regular literacy

<p><i>Focus on Instruction, continued.</i></p>			<p>assessments and through RTI time, when they help support intervention groups across classes and grades.</p> <ul style="list-style-type: none"> ● 89% of surveyed staff strongly agree/agree that “English learners receive integrated, inclusive, and high-quality instructional support throughout the school,” while 4% disagree, and 7% are unsure. ● Staff share that many classroom teachers are also ELL certified and that the general mindset is everyone is language teacher, regardless of content area or grade-level. <p><i>Supports for students with special education needs</i></p> <ul style="list-style-type: none"> ● About 7% of students at Carver have special education needs. ● There is one SPED teacher at Carver that provides half push-in and half pull-out support to students based on IEP goals and needs for all grade levels. ● Staff share that pull out support can give students more time to progress towards their IEP goals (45 minutes) than push-in support which can last about 20 minutes since SPED teachers support multiple students in a class. ● 14% of surveyed staff strongly agree that “Students with disabilities receive integrated, inclusive, and high-quality instructional support throughout the school,” and another 50% agree. 29% are unsure or disagree, and 7% indicated “does not apply.” <p><i>Overall</i></p> <ul style="list-style-type: none"> ● Staff share that it can be difficult to find time for general education teachers and ELL and SPED teachers to collaborate and align, outside of Wednesday PD and PLCs. ● Staff share that ELL and SPED supports and training from the district are not always as helpful because of the school’s dual-language model.
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Element	At Highest Performing Schools	Rating	Discussion of Evidence
Collective Responsibility: <i>The school faculty and staff ensure there is collective responsibility for both the quality of instruction and student learning and success.</i>	Systems and Structures for School-wide Continuous Improvement Leadership effectively implements systems and structures to cultivate shared ownership for school-wide continuous improvement for both the quality of instruction and each students' learning. A representative group of building leaders, teachers, and staff (e.g., ILT) takes ownership for implementation and progress monitoring of school improvement.	2: Mostly Meets	<ul style="list-style-type: none"> Carver's Guiding Coalition serves as a representative school leadership team, including 8 staff members (teachers across grade-levels, instructional coaches, counselor, vice principal). The Guiding Coalition meets monthly to "steer the ship" and set up systems and structures that keep Carver moving forward, including discussions around testing, RTI, planning PD, etc. Staff share there used to be a dual-language team, but since it has become a schoolwide priority, the team has been disbanded. Staff describe teacher ownership of PD and overall staff culture as strengths at Carver. Staff, at large, did not talk about the Guiding Coalition or how they learn about progress towards school improvement goals. 25% of staff survey respondents strongly agree, and 46% agree, "A representative group (e.g. ILT) takes ownership for implementation and progress monitoring of school improvement; however, 21% indicate they are not sure. The principal, vice principal and two instructional coaches meet weekly as an instructional leadership team to talk about school progress towards priorities.
	School-wide Beliefs and Trust Staff have, and inculcate in students, the belief that all students can and will learn. This motivates all to continuously improve teaching and learning. Staff demonstrate individual and collective responsibility for student learning and behavior that extends beyond individual classrooms or departments and permeates the school. Staff intentionally promote the success for all students, which results in all students feeling valued, supported, and challenged to learn in and out of school. Interactions between adults in the building are positive and supportive, resulting in a	3: Meets	<ul style="list-style-type: none"> Students and staff express a strong sense of community and belonging. Students share they feel valued, supported, and challenged at school. Staff feel empowered to be leaders and take initiative to identify solutions to meet student and classroom needs. 43% of survey respondents strongly agree, and 54% agree, "All staff at my school believe that all students can and will learn." Similarly, 40% strongly agree, and 57% agree, "All staff at my school develop in all students the belief that they can and will learn." Staff describe working to prepare students for the next grade-level, and share that staff are highly collaborative within and across grade-level teams. ENCORE teachers also work to incorporate some Spanish into their classes (even though not required).

Collective Responsibility, continued.	sense of trust and partnership among staff. Staff own the success of all students. And there is a shared culture of continuous improvement for all students, staff, and schoolwide success.		<ul style="list-style-type: none"> • 46% strongly agree, and 36% agree, "All staff at my school demonstrate a responsibility for all students' learning and behaviors, beyond just the students in their classroom or grade level," while 11% disagree and 7% are not sure. • 15% strongly agree, and 70% agree, "There is trust amongst all staff at my school;" 4% strongly disagree and 11% are not sure.
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Element	At Highest Performing Schools	Rating	Discussion of Evidence
Planning: <i>Evidence-based, actionable improvement plans that address the root causes of low performance, informed by a review of existing conditions with input from school, district, and community stakeholders.</i>	Planning Processes School stakeholders are actively engaged in evidence-based processes to identify and analyze root causes of low performance. These processes include honest conversations about how the school works and an examination of data, including disaggregated data. The processes produce no more than four major improvement strategies that planning participants believe can be implemented and will lead to substantial improvement.	3: Meets	<ul style="list-style-type: none"> • The school develops an annual improvement plan using the Schoolwide Title 1 Improvement Plan template to set goals in five categories. • The Guiding Coalition (which includes representation of instructional leaders, teachers, counselor, LINC coordinator, parent liaison, and PTA president) leads plan development. • The plan development process includes a review of data, including MAP scores, Logramos Spanish literacy data, and attendance, by grade-level and MAP tiers (below basic, top two). However, it is not clear how data is disaggregated by subgroups as part of the review process. • Leaders share that there are opportunities to get family and staff input to the process. However, while the Guiding Coalition members discuss their role in the planning process, families and broader staff do not. • Staff articulate school priorities and express a belief in the direction of the school.
	The School Improvement Plan The school has one evidence-based, equity-focused actionable school improvement plan that addresses the root causes of low performance. The school plan focuses the school's energy and resources on no more than four strategies that will impact the instructional core and increase student learning. The plan	3: Meets	<ul style="list-style-type: none"> • The school has one school improvement plan that includes identified needs, SMART goals and supporting rationale, research-based strategies for each goal, measurable adult behaviors, and action plans. The action plans identify timelines, owners for each step, and needed resources. • The plan includes goals in 5 categories of: <ul style="list-style-type: none"> ○ Leadership, ○ Collaborative Cultures, ○ Curriculum, Instruction, Assessment,

	identifies a set of action steps for each strategy, and, for each action step, assigns responsibility, provides a timeline, and identifies critical milestones. Teachers in the school can describe the school improvement strategies and explain how they expect the strategies to lead to improvement.		<ul style="list-style-type: none"> ○ School Culture, and ○ Student Attendance. ● Staff may not refer to the school improvement plan by name, but a majority articulate school improvement priorities outlined in the plan (e.g., bi-literacy frameworks, oracy strategies, intervention/RTI, attendance above 90%). ● Staff express strong support for and belief in the priorities. ● 36% of survey respondents strongly agree, and 61% agree, “I know my school’s top priorities for improvement.”
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Element	At Highest Performing Schools	Rating	Discussion of Evidence
Performance Management: <i>Consistent processes for using data to measure both implementation and outcomes to determine what’s working and inform efforts to improve.</i>	Plan Implementation & Management A team of school leaders meets frequently and regularly to manage plan implementation and impact with a focus on the following questions: <ul style="list-style-type: none"> ● <i>Have we done what we said we would do in the plan? If not, why not?</i> ● <i>Is it making a difference? What’s the evidence?</i> ● <i>What do we have to do differently?</i> 	3: Meets	<ul style="list-style-type: none"> ● The Guiding Coalitions meets monthly to discuss school improvement goals and progress and put the systems in place to support school needs, related to the plan and overall. For example, staff shared that they ensure coaches are meeting with grade-level teams to plan bi-literacy unit frameworks. Teachers also express that this is happening. ● A smaller instructional leadership team (principal, VP, and 2 part-time instructional coaches) also meets weekly to talk about where the school is going next in relation to their goals. ● Staff and leaders did not share examples of how they have adjusted their plans based on plan management conversations and data. ● Many staff share that the school has been consistent in its improvement efforts over the past few years and believe that “consistency and investing in people are key.” ● Some staff note that three years ago the dual-language model was not fully present, but since it has been a focus of improvement efforts, the school has been able to disband the dual-language team, because it is a schoolwide priority. ● 29% of survey respondents strongly agree, and 54% agree, “I know how well my school is doing with implementation and progress of our improvement priorities,” while 14% disagree and 4% are not sure.

<p>Performance Management, continued.</p>	<p>Monitors Key Indicators to Inform Decisions and Actions The school identifies and monitors a limited number of leading and lagging indicators to measure schoolwide progress, early warning signs, and/or plan next steps. Data is relevant, timely, accessible, accurate, and disaggregated by subgroup. There are clear roles and responsibilities for data collection and reporting. Teams regularly analyze data to identify disproportionality, identify root causes, establish key actions, and track progress of action items for continuous improvement.</p>	<p>1: Somewhat Meets</p>	<ul style="list-style-type: none"> ● 29% of survey respondents strongly agree, and 57% agree “Teams routinely monitor key data points to measure schoolwide progress and at-risk student indicators,” while the remaining 14% are not sure. ● Staff at Carver monitor academic, attendance, and behavior indicators: <ul style="list-style-type: none"> ○ Language acquisition and literacy development (e.g., through regular Spanish Assessment and biliteracy unit frameworks) ○ Proficiency on district-wide assessments, including iReady and iStation and Achievement Series ○ Attendance - Staff share that attendance is at 96% this year, with 28 kids below 90% attendance. There are gaps for African American students’ attendance, but staff don’t regularly break out data by subgroup. ○ Behavior- Staff share that they monitor referrals and suspension days. ○ Administration also does regular walkthroughs to look for instructional rigor in practice. ● Staff share that the school does not do its own culture survey, and although the district did one, the data was not available by school. ● Additionally, some staff shared that referral and processes to the Problem-Solving Team and to the district for supports is not always clear, and that it is not clear how referrals are consistently followed up on and communicated back to the referring adult. ● Staff frequently discuss data monitoring for individual students, but share less about how data is viewed holistically and schoolwide to identify subgroup trends and early warning signs. ● Staff did not discuss specific roles and responsibilities for data collection and reporting. ● Schoolwide progress monitoring seems to happen somewhat informally, or remains at the administrative level only.
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Element	At Highest Performing Schools	Rating	Discussion of Evidence
Partnering: <i>Partnerships that help the school meet the multiple needs of teachers and students.</i>	Family and Community Engagement The school operates with the understanding that students' most important influencer and advocate are their families. The school intentionally builds community and family partnerships that honor and recognize families' existing knowledge and skills. The school connects with and engages families through intentional programming (e.g., series of family nights), regular two-way dialogue in family accessible languages, and capacity building (e.g. Parent Liaisons and Parents-as-Teachers program) designed to strengthen family-school partnership and further student learning including in the creation of student academic, college, and career plans. Staff have respect and knowledge of cultural norms and act in ways that are welcoming and responsive to students and their families.	3: Meets	<ul style="list-style-type: none"> Families express feeling welcome and involved at Carver. Staff express doing "our best to give customer service to parents." 46% of staff survey respondents strongly agree and 43% agree "The school is welcoming and responsive to students and their families." Many staff believe a strength at Carver is a school culture driven by students, families, and staff who speak the same languages, share the same codes, and have similar cultural identities. 54% of staff survey respondents strongly agree and 36% agree "Staff demonstrate knowledge of and respect for students' and families' cultural norms in communication and interactions." Additionally, families share that the school involves them as advocates for students through parent teacher conferences, Remind App, weekly and monthly newsletters about what students should be learning, as well as guidance for parents (in English and Spanish). There is a sense that staff are accommodating and go above and beyond to engage families (e.g., meet parents before/after school, share resources for parents to support students' instructional needs). Staff and families share that there is a strong PTA that has been developing over the past three years that it has been in place, and they are still working on communicating with families who may not know about it. Carver offers intentional programming to strengthen family-school partnerships including the PTA and cultural community events, including: <ul style="list-style-type: none"> Taste of Carver – families bring recipes and food representing their culture Cultura - showcasing dances from different countries Mercato – each class sets up a booth and sell something they made to teach kids about culture of other countries Staff and family focus groups did not share about creation of formal academic, college and career plans.

Partnering, continued.			<ul style="list-style-type: none"> ● 21% of staff survey respondents strongly agree, and 50% agree, “Families are intentionally engaged as partners in student learning,” while 18% are not sure and 11% disagree or strongly disagree. ● 21% strongly agree, and 54% agree, “The school communicates with families about student academic data,” while 18% are not sure and 7% disagree.
	Strategic Partnerships The school has a limited number of community and business partnerships that support specific school and student needs, such as providing students with real-world application opportunities, college and career exploration, and rewards for positive student behavior. Students have equitable access to resources and partnerships. The school regularly reviews the effectiveness of partnership programs and makes changes as needed to meet student needs. Partnerships are actively managed to streamline efforts and impact.	2: Mostly Meets	<ul style="list-style-type: none"> ● Carver has a limited number of strategic partnerships to support school and student needs, including: <ul style="list-style-type: none"> ○ Local Investment Coalition (LINC) - biggest daily partner supporting after school care programs for about 120 kids ○ Local church – 20 volunteers that tutor kids weekly, and provides financial support ○ Yoga during the school day ○ Caring for Kids (district initiative) - brought hats and gloves for students ● Staff and leadership share that most partnerships have been long standing and have good relationships with teachers; they haven’t had to end a partnership that was ineffective/not working; and staff meet with volunteers before they come in and let them know what support is needed. For example, the yoga partnership was adjusted to provide yoga during the school day after before school was a challenge. ● 21% of staff survey respondents strongly agree and 50% agree “I am aware of the partnerships my school has and the resources I can access through them to support students,” while 25% are not sure and 4% disagree. ● Some staff share a continued need for mental health and social emotional support and partnerships.

Element	At Highest Performing Schools	Rating	Discussion of Evidence
Conditions: <i>Sufficient school-level control over people, time, money and program to address the root causes of low performance to ensure all students can succeed.</i>	Larger systems, structures, and practices (e.g. district, union, state, etc.) enable school-level control of conditions necessary to implement the plan and address the root causes of low performance <ul style="list-style-type: none"> • People • Time • Money • Program <p>The district recognizes that the school is the unit of improvement and allows for flexibility in the use of people, time, funding, and program so that the school can meet the needs of all students. Systems and structures are clear and aligned so that principals can focus on the success of all students. The district provides school leaders with the necessary support and ongoing capacity-building to achieve school priorities.</p>	1: Somewhat Meets	<ul style="list-style-type: none"> • The district allocates signature schools a signature funds budget, which principals have flexibility to use to implement their model. • Staff share that the school has worked with the district to meet specific needs this year, including working with the Deputy Superintendent to find additional funds for a position. Staff also share that the district ELL department is great to work with. • Staff and leaders have required district trainings and meetings, which some believe could be further differentiated by experience. • Staff share that the district requires a certain number of formal walkthroughs and write ups for all teachers, regardless of need and experience, which they believe inhibits the principal's ability to differentiate support. • Some staff share that there is still some gap between district PD and the needs of a dual-language school (e.g., how to do RTI effectively in Spanish). • There is a need for resources in Spanish and aligned to a dual-language model. For example, the district has some curricular resources for ELA, but staff have to translate and pull/create their own resources (e.g., Reading Street). Staff feel they are "creating everything." • Staff believe Carver could benefit from additional flexibility (e.g., curricular resources, assessments, scope and sequence, walkthrough process) to focus more on school priorities/needs.
	Sufficient school leader authority over conditions to implement the plan and address the root causes of low performance <ul style="list-style-type: none"> • People • Time • Money • Program <p>The principal has the authority to create staff configurations and work assignments in alignment with the school's instructional model, design the right positions, and fill</p>	2: Mostly Meets	<ul style="list-style-type: none"> • Staff share that the school has some flexibility with the daily school schedule, but not with the annual calendar. Additionally, while the district requires a specific amount of time to be spent on reading and math each day, school staff believe there is some flexibility to cover these requirements over a few days because of dual-language. • When it comes to programming, there are required district assessments, which are only given in English. Staff share that this is a challenge for a dual-language school. • Overall, there is a sense that the school has somewhat more flexibility, especially over the teaching approach (e.g., ability to develop thematic units), because it is a signature school.

Conditions, continued.	positions with the right people to do their most effective work. The principal has the authority to make changes to the school schedule such as PLCs, interventions, and/or other school-based professional development activities so that the school can meet the needs of all students. The principal has the authority to align the school's financial resources with school plan priorities. The principal has sufficient authority to shape teaching approaches and related services around the school's mission and the needs of all students.		<ul style="list-style-type: none"> • The school gets a staffing allocation each year, but the principal has flexibility to hire teachers and move teachers around (e.g., from one grade to another, moving the Vice Principal from part-time to full-time, etc.). • The district places Vice Principals, SPED teachers places, and ELL teachers, but the principal can also interview some teachers. • Staff share that the school was able to use the budget and flexible funds to keep the Librarian at Carver for 4 days/week to provide more time for students to learn literacy skills and give teachers extra collaboration time. • Carver has authority over signature funds as well as its flexible title funds. • The school does have flexibility to create and offer its own professional development.
	Enrollment and Configuration School configuration and/or application and student enrollment processes enable equitable access to a complete feeder. Families have data and access to make informed choices regarding the school/program that best meets their students' needs and interests. Principals have the ability to recruit students to their school and recruitment processes are equitable. The district and school principal cultivate a distinct, consistent brand presence for the school, resulting in positive stakeholder perceptions.	3: Meets	<ul style="list-style-type: none"> • The principal actively recruits students in Kindergarten by going out into the community and through word of mouth. • Carver has a school-based recruiting team and some connections and support from the district (e.g., put billboard up, commercial). Leadership shared positive feedback on district support. • School leadership shares that enrollment drops off after Kindergarten (e.g., 1st grade class size is only 30 students), so one of the school's improvement plan goals was to recruit 65 kindergarten students to boost culture by increasing the number of students who begin in the program. They surpassed their goal and enrolled 80 new kindergartners as a result of recruitment efforts. • Many staff share that the school is working to offer preschool, which they believe will help boost and sustain enrollment. • Families share that they like the dual-language model, the diversity of staff, and that staff can communicate in families' native languages, • Additionally, families like the K-6 grade configuration, which gives kids one more year of language immersion before secondary levels. • After Carver students often apply to FLA (for 6-8th grades) to continue language studies, but there are no dual-language high school options.

Conditions, continued.			<ul style="list-style-type: none"> ● Staff and families express a need to strengthen opportunities for students to continue their language education at the secondary level (e.g., at Paseo). ● Families apply to Carver through the district's online application and applications are approved on a first come first served basis. ● Kindergarten and first grade have no language requirement for students to enroll and is open to anyone who wants to come, unless the school can't staff it. However, after second grade, all students must pass the Spanish entrance exam, which can limit access to the school. ● Some staff believe that hosting registration and open houses at the school will increase enrollment.
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Element	At Highest Performing Schools	Rating	Discussion of Evidence
Leadership: <i>Principal who can manage and communicate complexity while maintaining focus on the school's vision and key priorities.</i>	Stakeholder Investment and Mobilization Principal effectively constructs and adapts communication and actions to inspire and invest diverse stakeholders in a clear, compelling, and inclusive vision for change. Staff receive timely and transparent updates on progress toward the vision. Staff understand the vision, their role in the vision, and rationale for changes. Principal builds a culture of collective responsibility for the success of every student by mobilizing and empowering teams that support and sustain the vision over time.	2: Mostly Meets	<ul style="list-style-type: none"> ● 54% of staff survey respondents strongly agree, and 43% agree, "I understand and am invested in our school leader's vision for change/improvement." ● Staff believe that leadership empowers them to try new things and provides space for teachers to take on leadership. Staff also share that leadership encourages staff to seek out grants and resources. ● The principal sends out a one page newsletter every Sunday to share major updates and preview what to expect each week. Many staff share that staff communications are consistent. ● 43% strongly agree, and another 43% agree, "School communication is clear, consistent, and includes the why/what/how of changes," while 14% are not sure or disagree. ● Some staff attribute positive building culture to staff relationships with their peers and other leaders, and that trust and relationship strength between staff and principal varies. ● Staff share that the principal is more flexible than in the past and tries to listen to staff. ● Staff believe they can always connect with one of the administrators if they need support or have a question.

Leadership, continued.	Sustained Focus on Results Principal models and sets clear expectations for all staff, creating a culture of accountability for the learning of all students. Principal prioritizes efforts that advance progress of all students and school goals. Principal effectively advocates for the school needs with the district and reaches beyond the building to pursue needed resources and bring in best practices in order to meet the needs of all students.	3: Meets	<ul style="list-style-type: none"> ● 46% of staff survey respondents strongly agree, and 43% agree, “My principal models and sets high expectations for staff.” Additionally, 46% strongly agree and 50% agree that “The school maintains a focus on our goals and improvement efforts.” ● The principal intentionally aligns school funds and efforts to the strategic priorities, such as using flexible funds to purchase Spanish assessments and ensuring that PD and PLC time focus on bi-literacy unit frameworks. ● As a result, staff share they believe in and support the school’s model and priorities. ● The principal is proactive in working with the district to communicate about the school model, advocate for needs, and recruit students. ● Staff share that the school had a goal last year to inform the community about the dual-language model, including the central office. The school has done presentations to the district curriculum department, business office, and school leadership team (and even got invited to the cabinet), which staff believe are helpful for the district to understand the school’s model and needs.
	Talent Management Principal works with the district to forecast staffing needs and recruit quality, diverse candidates. Principal implements formal and rigorous staff selection, hiring, and induction processes. Hiring and assignment processes match staff to specific positions based on skill. Positions have clear roles, responsibilities, and performance expectations that align with the school’s mission and plan, and hold staff to the success of all students. All teachers receive accurate and specific feedback through the evaluation process. Principal is intentional about retaining high-performing staff and designing and implementing staff succession plans.	2: Mostly Meets	<ul style="list-style-type: none"> ● Staff share that retention is high at Carver, which they attribute to a culture that values them and their students. ● The principal works with the district to understand teacher openings and available positions, but due to late hiring timelines, the school is often looking for bi-lingual teachers late in the year. ● In some instances, the principal has been able to collaborate with HR to post a position early when they knew someone was retiring. ● The principal actively recruits Spanish-speaking staff, by going out of the country (e.g., Puerto Rico) and out of the state; although staff share it is hard to recruit from Florida and Texas, the school is looking at Chicago for dual-language candidates. ● The school interviews candidates in team interviews (if during school year, not summer), which involve bringing in native Spanish speakers to test language skills and ensure candidates understand what dual-language immersion is. The teams conduct Skype interviews for out of state candidates as needed.

Leadership, continued.			<ul style="list-style-type: none"> • Placements are determined, with some input from staff, based on a consideration of which teams work well together, language need, grade-level, and class size. Some staff share a need for smaller class sizes and more teachers. • Staff shares that ideally the school would have multiple English teachers that can also teach Spanish to allow for more flexible staff placements and caseloads. • 36% of staff survey respondents strongly agree, and 57% agree, "Roles and responsibilities of staff members are clear." • 29% of survey respondents strongly agree, and 54% agree, "I receive accurate and specific feedback through the evaluation process," while 10% are not sure or disagree (7% indicated does not apply). • The principal shares that there is an opportunity to think more about succession planning and developing leaders in-house.
	Resource Maximization Principal is adept at maximizing resources to meet the needs of all students and accomplish school goals. Principal demonstrates persistence, ingenuity, and resourcefulness in identifying untapped resources in the areas of time, money, programs, and partnerships. Those resources advance outcomes for every student.	3: Meets	<ul style="list-style-type: none"> • The principal works to maximize resources to meet school needs, including using signature funds to support strategic priorities for dual-language. • The principal seeks grants that align with school needs and has turned down grants that do not align. He is looking into a multi-year grant to support school improvement. • The principal also proactively advocates for additional funds and needs with the district, including staffing the Vice Principal full-time and the Librarian 4 days per week (which allows for more teacher collaboration time). • 33% of staff survey respondents strongly agree, and 48% agree, "Leadership is adept and creative at maximizing resources to meet the needs of all students and accomplish school goals," while 11% are not sure and 7% disagree or strongly disagree.