

CENTRAL HIGH SCHOOL: School Readiness Assessment Final Report

Kansas City Public Schools Secondary and Signature School Reviews

<p>Site Visit Date: January 29, 2020</p> <p>Principal: Anthony Madry</p> <p>Mass Insight Team: Eldrin Deas, Larry Stanton, & Julie Shepherd</p>	<p>Table of Contents:</p> <p>Part I: School Readiness Assessment Introduction2</p> <p>Part II: School Data Profile5</p> <p>Part III: Strengths and Challenges12</p> <p>Part IV: Recommendations.....14</p> <p>Appendix: School Readiness Assessment Tool.....15</p>
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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 <i>(December 2019)</i>	<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 <i>(January 2020)</i>	<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 <i>(January- February 2020)</i>	<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;

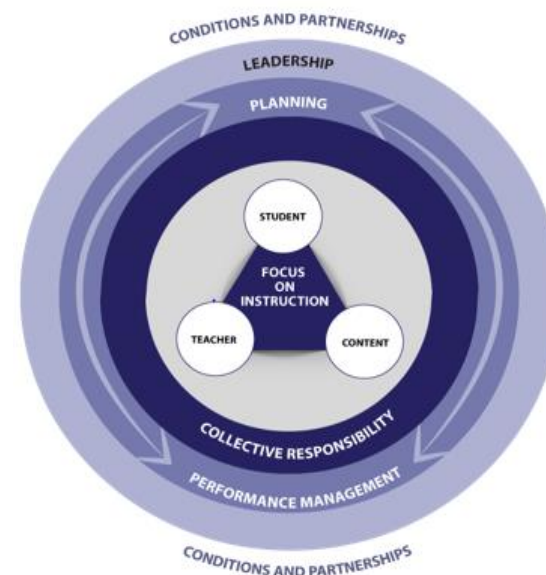
Leadership: A principal who can manage and communicate complexity while maintaining focus on the school's vision and key priorities;

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;

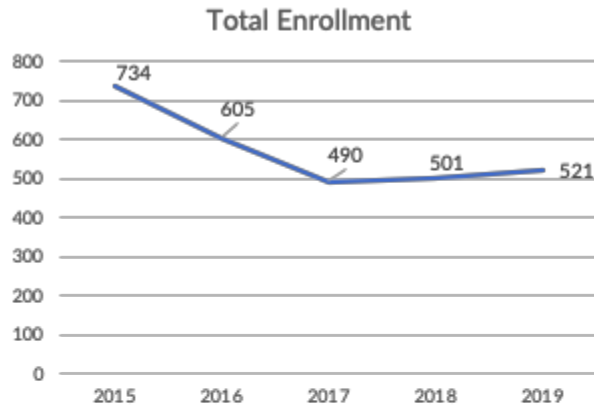
Performance Management: Consistent processes for using data to measure both implementation and outcomes to determine what's working and inform efforts to improve; and

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



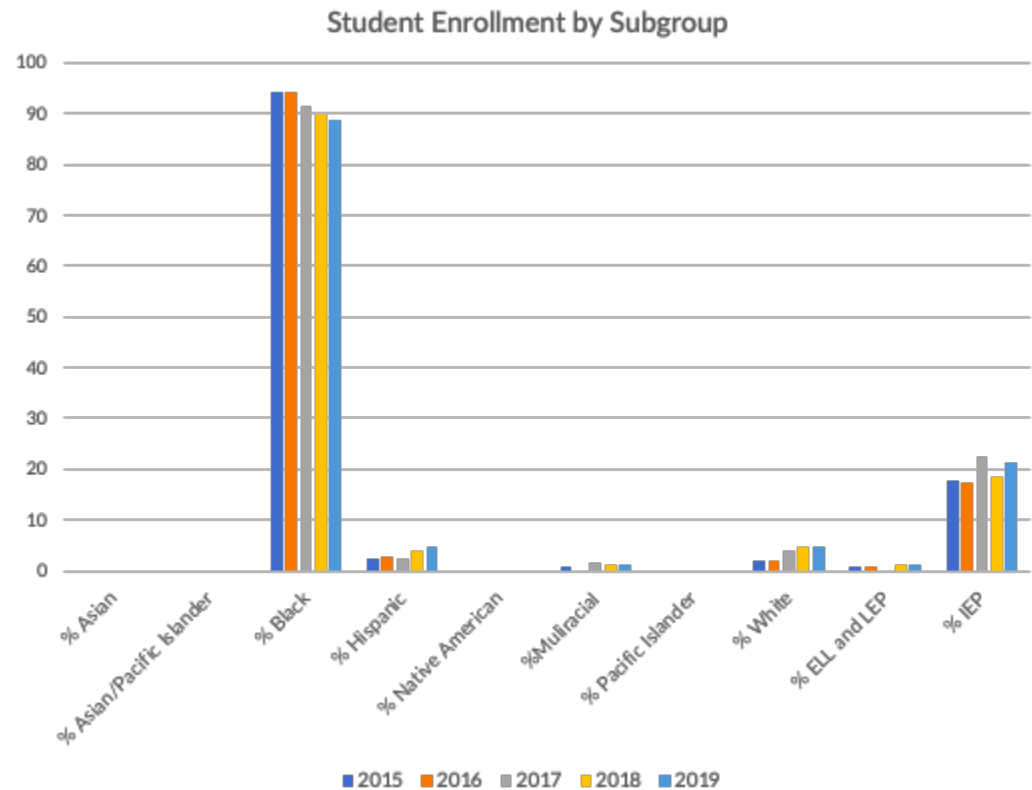
¹ Mass Insight Education and Research. Mass Insight Education and Research Institute, Inc., 2007, www.massinsight.org/resources/the-turnaround-challenge/

Student Enrollment and Attendance



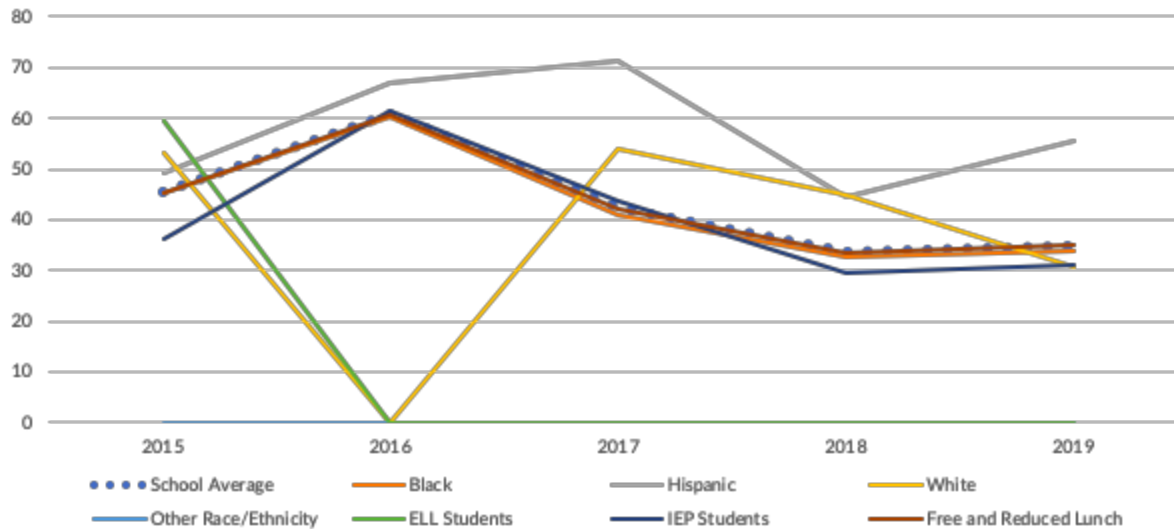
Student enrollment at Central High School over the last 5 years has decreased and was 213 students lower in 2019 than in 2015.

The majority of the student population is Black.



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 Central High School over the last 5 years has decreased around 10% to 35% in 2019. Hispanic student attendance is consistently higher than the school-wide average and other subgroup attendance rates.

The total proportional attendance rate for the last 3 school years at Central High School was:

- 2017 – 46.8%
- 2018 – 39.7%
- 2019 – 40.4%

which demonstrates a 6.4% decrease in student attendance over the last 3 years.

STUDENT MOBILITY	Fall Enrollment	Additional Enrollment	Transfers	Mobility Rate	Dropout Rate
2017	490	233	492	68.1	17.2
2018	501	106	317	52.2	18.1
2019	521	107	338	53.8	22.7

Student enrollment at Central High School has decreased by 213 students over the last 5 years. While additional students enroll throughout the year, the number of transfers is high, resulting in mobility rates between 50-70% for the last 3 years.

The dropout rate has increased 5.5% over the last 3 years, from 79 students in 2017 to 117 students in 2019. The dropout rates for Black, Hispanic, multiracial, and white students are all over 20%.

**Note: KCPS is still working to identify graduates from the SY19 cohort, so SY19 drop out/graduation numbers that are currently reported by DESE may be higher than actual. Updated data is submitted to DESE in June 2020.*

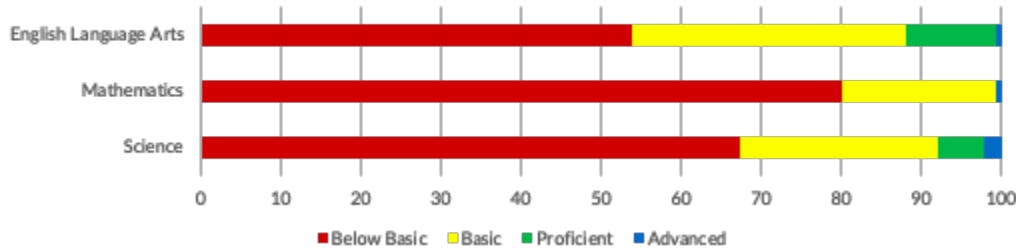
Student Discipline

DISCIPLINE RATES	2015	2016	2017	2018	2019
Enrollment	734	605	490	501	521
Total Number of Incidents	201	29	58	95	59
Incident Rate (per 100 students)	27.4	4.8	11.8	19	11.3
Type of Removal					
In-School Suspension (number rate)	0 0.0	1 0.2	0 0.0	8 1.6	0 0.0
Out of School Suspension (number rate)	201 27.4	28 4.6	55 11.2	87 17.4	59 11.3
Expulsion (number rate)	0 0.0	0 0.0	1 0.2	0 0.0	0 0.0
Length of Removal					
10 Consecutive Days (number rate)	163 22.2	25 4.1	50 10.2	90 18.0	55 10.6
More than 10 Consecutive Days (number rate)	38 5.2	4 0.7	8 1.6	5 1.0	4 0.8

The incident rate has decreased over the last 5 years and was 16.1% lower in 2019 than 2015. The out of school suspension rate has decreased in the last 5 years, as well as the rate of students removed for 10 or more days.

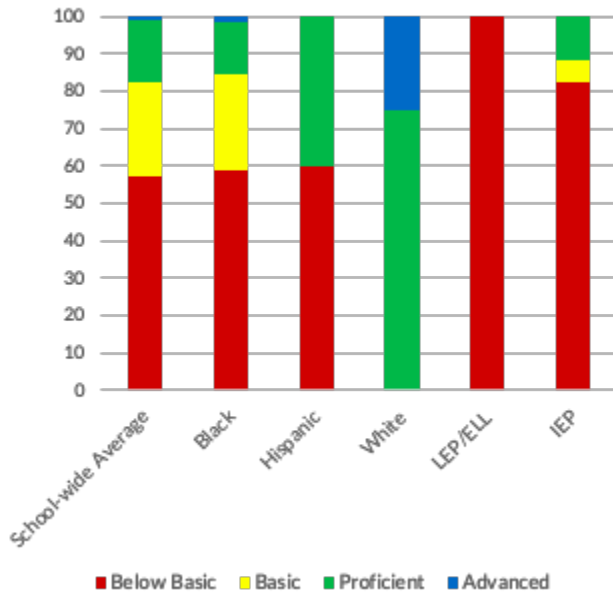
Student Academic Performance

2019 School-wide MAP EOC Results



School-wide performance on EOC tests in 2019 showed 12.2% of students were proficient/advanced in English Language Arts, 0.6% of students were proficient/advanced in Mathematics, and 7.9% were advanced/proficient in Science.

2019 English 1 EOC MAP Proficiency Rates

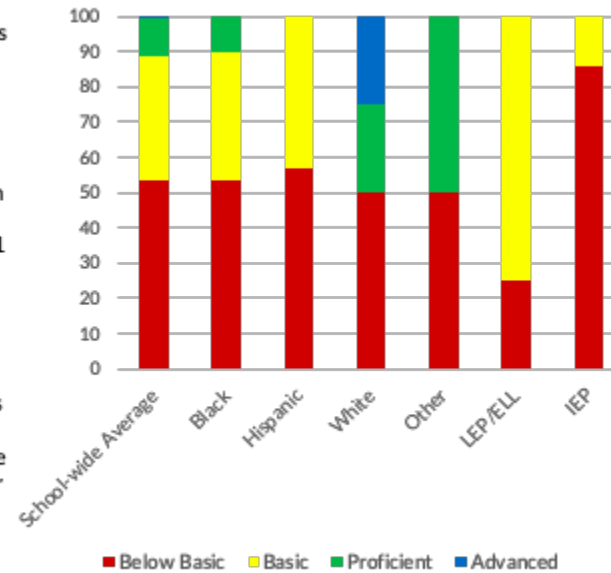


English 1 and 2 EOC exams in 2019 showed 17.8% of English 1 students and 11.3% of English 2 students were proficient/advanced.

15.7% of Black students, 40% of Hispanic students, 100% of White students, and 11.8% of students with IEPs demonstrated proficiency on the English 1 EOC, while no LEP/ELL students demonstrated proficiency.

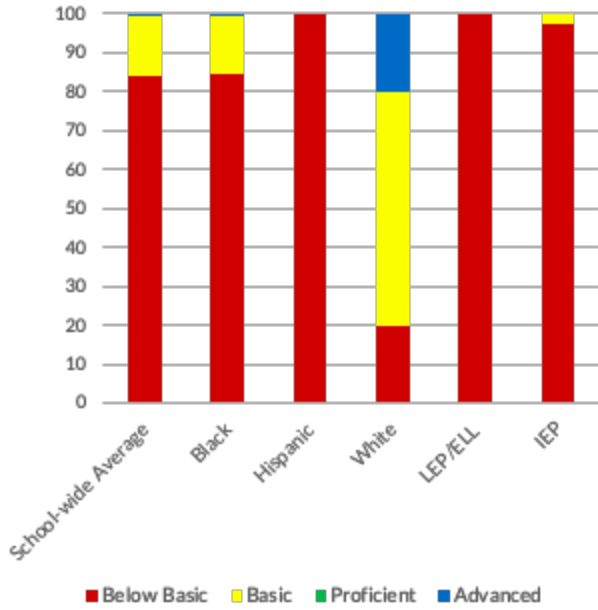
10.1% of Black students and 50% of White students demonstrated proficiency on the English 2 EOC, while no Hispanic students, other students, LEP/ELL, or students with IEPs demonstrated proficiency.

2019 English 2 EOC MAP Proficiency Rates



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

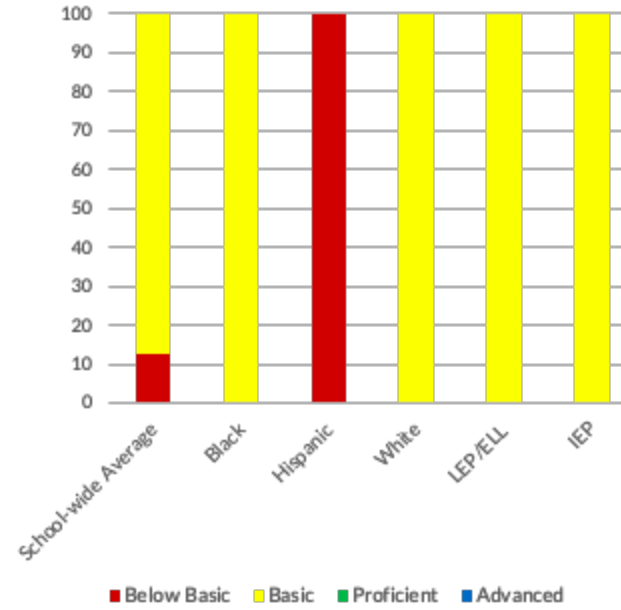
2019 Algebra 1 EOC MAP Proficiency Rates



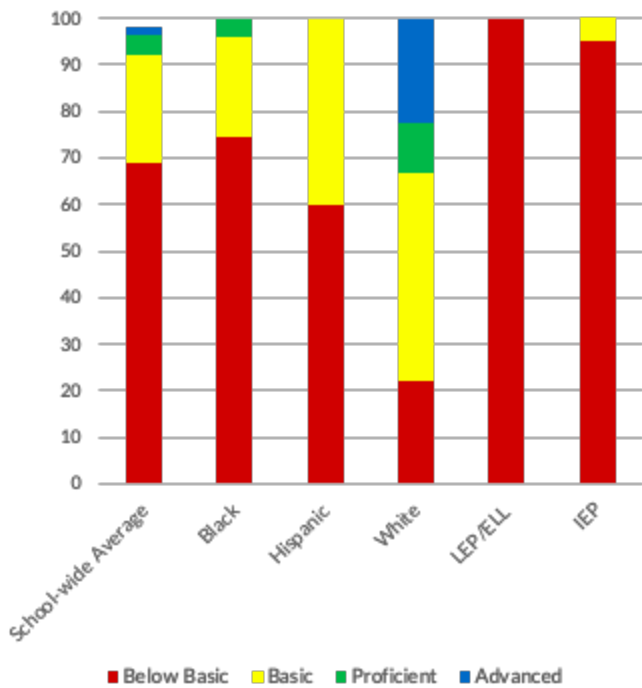
The Algebra 1 EOC exam in 2019 showed 0.7% of students were proficient/advanced, and 0% were proficient on the Algebra 2 EOC exam.

0.7% of Black students and 20% of White students were proficient on the Algebra 1 EOC.

2019 Algebra 2 EOC MAP Proficiency Rates

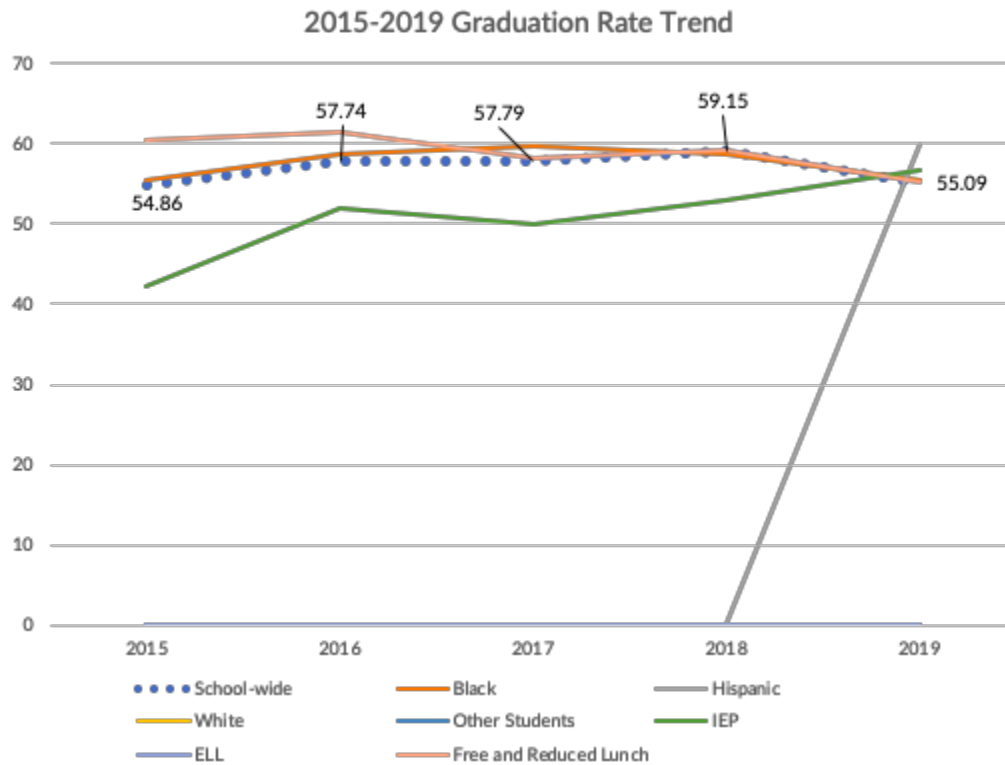


2019 Biology EOC MAP Proficiency Rates



The Biology EOC in 2019 showed 6.0% of biology students were proficient/advanced. 4.1% of Black students, 33.3% of White students were proficient, while no Hispanic students, LEP/ELL students, or students with IEPs demonstrated proficiency.

Graduation



The school-wide 4-year graduation rate at Central High School has increased 0.23% over the last 5 years to 55.09% in 2019. The district-wide graduation rate in 2019 was 71.21%.

100% of Central High School graduates took the ACT in 2019. Their average composite score was 14.6

Of 2017 Central High School graduates, 13.5% attended a 4-year college, 11.5% attended a 2-year college, 1.0% were non-college, 59.6% sought employment, and 2.9% were military.

**Note: KCPS is still working to identify graduates from the SY19 cohort, so SY19 drop out/graduation numbers that are currently reported by DESE may be higher than actual. Updated data is submitted to DESE in June 2020.*

Strengths

- **The principal and administrative team have made an intentional effort to build a positive culture in support of students.** Introduction of the AVID program, teachers in the hallways during transitions, and end-of-day staff lobby check-ins are examples of practices and structures that are recognized by teachers as contributing to an improved school culture that focuses on support for students. There is evidence that the changes are having a positive impact on student behavior and attitudes. Teachers report improved student behavior and that students are beginning to hold each other responsible for their actions. Increasing numbers of students are participating in extracurricular activities, attending homecoming, and showing school spirit. Most teachers reported that they feel supported by the school administration and like teaching at CHS.
- **The principal has built a strong and cohesive administrative team that is respected by teachers and students and recognized as providing valued support.** Respective responsibilities of the team members are clear. Weekly Monday morning meetings review the previous week by reflecting on what worked and what didn't and identifying priorities for the coming week. Teachers report that the leadership team is effective and "has their backs." Students report that members of the team are available, trusted, and understand where they are coming from. Observations demonstrated a culture of personal responsibility and support among students and staff. Relationships have been developed intentionally among staff, administration, and students so that when conflict arises, it is handled appropriately.
- **A school-developed Algebra I initiative provides 60 freshmen who enter CHS far below grade level in math with additional time, tutoring, and support in Algebra.** The intensive Algebra course is taught by two teachers who have smaller classes, additional planning time, and City Year tutors who provide daily tutoring. The school has proposed other initiatives, such as basic math courses, to address the remediation needs of students who enter the school below grade level, but they have been turned down by the district.

Challenges

- **There is no common vision or priorities for instruction at the school.** While substantial time is spent on student assessments, analyzing data in PLCs, and classroom observations, the school does not have a developed or shared understanding of effective instruction. The problem is compounded by regular changes to the curriculum, textbooks, and online support.
- **The school does not have a strategy for meeting the academic needs of students who come to CHS far below grade level.** The Algebra I initiative is an example of the kind of effort that will be needed to help students catch-up in core subjects. The school has been able to provide students with additional time, tutoring, and support. The initiative needs to be monitored and evaluated so that the school and district can learn from it so it can be improved and replicated for other subjects.
- **Despite their geographic proximity and the fact that they share most of their students, there is no coordination, alignment, or communication between Central Middle and Central High School.** District reports indicated that CMS has an attendance rate of 49%, with

60% of 8th grade students below basic in ELA and 80% below basic in math. There have been no formal opportunities for CHS staff to talk with CMS staff about alignment of curriculum, or academic and behavioral expectations. Students from CMS arrive at CHS unaware of expectations for behavior and academics, then struggle to make the adjustment to high school.

- **Teachers across subject areas believe that the Achievement Series (AS) pre- and post-tests are not aligned with the curriculum, are not internally consistent between pre- and post-tests, and provide little useful information for instruction.** Although the school focuses PLC time on AS data, teachers' general lack of confidence in the assessments substantially reduces the impact of the investment in PLCs.
- **Despite active recruitment by school administration, the district's student assignment system results in CHS enrolling nearly all low-performing students.** Teachers also report that a large number of students transfer into the school throughout the school year. Teachers report that the large numbers of transfers disrupt both instruction and the development of consistent behavioral expectations. Teachers and administrators report that some of the transfers result from other high schools pushing out students who are underperforming.

Recommendations

1. There is a consensus among students, teachers and administrators that CHS has made progress creating a school culture that supports student needs. The school's commitments to the AVID program, increased teacher presence in the hallways during transitions, end-of-day staff lobby check-ins, and other changes have created a common understanding that "this is the way we do things" to support students at CHS. **There is an opportunity to build on these cultural improvements and focus on increasing rigorous instruction.** As a first step, the school can form an instructional leadership team made up of administration and faculty who agree on one or two common instructional practices that can be used across all content areas and grade levels. Once the common practices are understood and agreed upon, their implementation should be discussed in PLCs, and highlighted in walkthrough reports and faculty meetings.
2. Most freshmen enter CHS well below grade level without the skills necessary for learning. Unless the school can quickly provide them with the skills and attitudes required for high school success, substantial numbers of CHS students will continue to fail to graduate, and many of those who do graduate will be unprepared for success in college or careers. **There is an opportunity for CHS to work with the district and CMS to plan a freshman experience that prepares the students who enroll at CHS for high school, graduation, and college and career success.** This will require the district to provide CHS with the flexibility necessary to meet the needs of students who are well below grade level, and the additional time provided for the intensive Algebra I course can serve as a model. It will also require strong coordination from the district office to ensure the productive engagement of CMS. The district should also provide CHS with the flexibility regarding time, course offerings, and staffing needed to address the acclimation needs of freshman students. In addition to developing an academic program that meets students where they are, a freshman experience needs to address expectations for attendance, behavior, and study habits.

Appendix: School Readiness Assessment Tool

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Element	At Highest Performing Schools	Rating	Discussion of Evidence
<p>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.</p>	<p>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.</p> <p><i>Secondary schools:</i> The school implements clear pathways for student progression through high school to college and careers.</p> <p>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</p>	<p>0: Not Meeting</p>	<ul style="list-style-type: none"> ● There is no clear instructional vision at Central High School. ● Although most students are substantially below grade level and need remediation, neither the district nor the school provide teachers with instructional strategies or support needed to help students close the gap between where they are and the standards. The only exception is the intensive Algebra I course for 60 students who are well below grade level. ● Assessments, rather than standards, seem to drive instruction in the school. Teachers report that analyzing the results of Achievement Series (AS) pre- and post-tests are the major focus of the district. ● The school provides college tours and ACT preparation and 1-on-1 student counselor meetings to prepare students for the transition to college.

Focus on Instruction, continued.	administrators can describe how their work moves the school closer to meeting the vision.		
	<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"> ● Teachers, students and administrators report substantial improvement in managing student behavior. Teachers share that the administration encourages them to build relationships with students. ● Teachers and students report that the school administrative team intentionally identifies, addresses, and monitors the social emotional needs of students. ● Students report that there are multiple adults in the building that they can talk with. Teachers reported that over the past four years, the school climate is better, the number of fights has declined, and anger issues are not as frequent. ● Students also reported that they feel safe, valued, and cared for by school staff. ● The school has a large number of students who suffer from trauma. School staff report that the school social worker, who is shared with another school, effectively addresses the needs of many of those students. ● Teachers and students report that the number and quality of extra curricular activities has improved and that students are increasingly engaged. ● Staff report that the school's Student Concern Form allows students to immediately surface problems with the administration; students report that the administration addresses student concerns. ● Teachers consistently reported that lack of a cell phone policy contributes to a lack of student attention and focus in class.. ● Teachers reported that the AVID program has helped to improve student learning skills, e.g., note taking. ● Grad lab coach supports students needing credit recovery.
	<p>Teacher Development & Feedback There are systems, structures, and practices that prioritize teacher development based on data and district priorities including trauma</p>	1: Somewhat Meets	<ul style="list-style-type: none"> ● Teachers report that they feel supported: "Administrators have our backs. I don't feel like I'm on my own."

<p>Focus on Instruction, continued.</p>	<p>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>		<ul style="list-style-type: none"> ● The school has an instructional coach, yet there is no clear strategy for allocating instructional coaching resources to the highest needs. ● Although 12 of the 31 teachers are new this year, several of the new teachers reported that they received little support. ● The instructional coach works with all teachers; teachers suggested that coaching time should be reallocated based on need. ● Teachers report that there is little school-wide professional development. ● Administrators regularly observe classrooms during walkthroughs. Each teacher is observed at least once each month by a member of the administrative team. ● Teachers report that the goal setting, observation, and feedback process is useful.
	<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>	<p>1: Somewhat Meets</p>	<ul style="list-style-type: none"> ● Although PLC time is built into the schedule, teachers report that the time is not productive because the required process focuses on pre- and post-AS data that is not useful. ● Teachers share that collaboration on instruction is rare because available time is used looking at assessment data.

Focus on Instruction, continued.	<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>	1: Somewhat Meets	<ul style="list-style-type: none"> ● The school has access to district curricular resources and the AS assessments. However, teachers report that the district-provided curricula is not appropriate for the majority of students who are well below grade level. ● It is unclear the extent to which the curriculum is responsive to students’ cultures, experiences, needs, and interests. ● Teachers report that curricula is “changing all the time,” and that access to textbooks and aligned online support is inconsistent. ● Teachers report that some of the AS assessments are not aligned with the curricula and materials. ● It is unclear the extent to which Central HS teachers create their own common formative assessments.
	<p>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.</p>	1: Somewhat meets	<ul style="list-style-type: none"> ● Substantial teacher and class time is dedicated to monitoring student performance using the AS assessments. ● Teachers report that AS assessments are not providing useful information because they are not aligned with the curriculum. They also find that the pretest data does not provide useful information in many subjects. ● PLCs spend substantial time reviewing assessment data, but teachers share there is not yet a system for making ongoing instructional decisions from assessment data. ● Teachers also report inconsistencies between the pre- and post- tests and a lack of alignment of the assessments with the scope and sequence of the curriculum. These issues result in assessment scores that “break the trust” with students because low assessment scores are not necessarily reflective of a lack of student learning. ● CHS has developed an intensive Algebra I course that provides 120 minutes per day of Algebra for enrolled students, who are all identified by their below grade-level mathematics performance. ● The school would like to offer additional basic math courses for students entering 9th grade far below grade level. ● It is unclear if Central HS has an active PST.

Focus on Instruction, continued.	<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>	1: Somewhat Meets	<ul style="list-style-type: none"> ● Classroom observations showed relatively high levels of student engagement with students interacting with the material, their teachers, and each other. ● Learning objectives were clear and grade appropriate. ● There is no shared instructional vision or school-wide definition of rigorous instruction. Staff report that rigor means, "keep them [students] busy." ● Teachers and students report that the wide range of student readiness in many classes makes it difficult for teachers to engage all students. ● It is unclear the extent to which teachers differentiate instruction to ensure all students are challenged and able to demonstrate progress toward standard mastery. ● Teachers report that instructional time is often used for non-instructional purposes -- e.g., picture day, laptop day, ACT paperwork, Accuplacer -- that could be accommodated at other times.
	<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>	1: Somewhat meets	<ul style="list-style-type: none"> ● Many students with IEPs are in inclusion classes that are co-taught by content-area and SPED teachers. Other students with IEPs are in direct instruction classes taught by SPED teachers. ● Teachers report that the system for developing and monitoring IEPs is not strong. ● Teachers reported that the school clinician effectively supports students with social/emotional needs. ● School has almost no ELL students. The extent to which their learning needs are being met is unknown.

Element	At Highest Performing Schools	Rating	Discussion of Evidence
<p>Collective Responsibility: The school faculty and staff ensure there is collective responsibility for both the quality of instruction and student learning and success.</p>	<p>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.</p>	<p>1: Somewhat Meets</p>	<ul style="list-style-type: none"> • The school administrative team is composed of the principal, 3 vice principals, the instructional coach, and school clinician. This team has clear responsibilities and meets weekly at 6 am on Monday to review the prior week and plan for the upcoming week. • The team does not use the school improvement plan to prioritize, organize or evaluate progress. • All staff meets at the end of each day in the lobby to review the day and address schedule, challenges, and priorities for the next day; e.g, anticipated teacher absences, students who need attention. • There is no joint faculty/administrative team that monitors progress on the school improvement plan.
	<p>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.</p> <p>Interactions between adults in the building are positive and supportive, resulting in a 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.</p>	<p>2: Mostly Meets</p>	<ul style="list-style-type: none"> • The principal has prioritized the creation of a culture that supports students. Teachers, students and administrators all agree that support for students has improved. • Mi team observed the principal and other administrators intervene to de-escalate student behavior problems before they became serious. Teachers said that administrators “play an active role in addressing behavior” and “are the first ones to step up and help teachers.” • Students report that staff “understand where they live” and provide whatever support is needed. • Teachers and students report that students are taking greater responsibility for their learning and getting more involved in school activities. They also said that students are putting pressure on their peers to get to class and pay attention. • Students, teachers and administrators reported that teachers have positive relationships with students. • While there is substantial trust and commitment to building a safe and supportive culture among teachers, administrators and students, the school has had less success building systems that encourage shared responsibility for student learning and success.

<p>Collective Responsibility, continued.</p>			<ul style="list-style-type: none"> Teachers report that in spite of the time allocated analyzing assessment data in PLCs, they have little time to work together to plan lessons. There are no common, school-wide, instructional commitments or practices.
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Element	At Highest Performing Schools	Rating	Discussion of Evidence
<p>Planning: 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.</p>	<p>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.</p>	<p>1: Somewhat meets</p>	<ul style="list-style-type: none"> While the school has a state-required improvement plan, it is unclear the extent to which it was developed through a process that engaged stakeholders, identified root causes, or was intended to guide school improvement efforts.
	<p>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 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.</p>	<p>2: Mostly meets</p>	<ul style="list-style-type: none"> The school has a state-required School Improvement Plan that describes instructional goals and strategies for the 2019-20 school year. Three plan strategies address instruction and seem to address the root causes of low performance. The administrative leadership team is monitoring plan progress but there is little evidence of teacher input on the progress monitoring process. Teachers are neither familiar with the plan or efforts to track implementation progress

Element	At Highest Performing Schools	Rating	Discussion of Evidence
<p>Performance Management: Consistent processes for using data to measure both implementation and outcomes to determine what's working and inform efforts to improve.</p>	<p>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:</p> <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> 	<p>1: Somewhat meets</p>	<ul style="list-style-type: none"> • To the extent that the plan allows, the administrative team uses the plan as a high level guide for its actions. • While the school's executive team meets weekly, they do not specifically monitor progress on plan implementation or impact.
	<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"> • While some staff report that improving school climate, reducing negative student behavior, increasing participation in extracurricular activities, and building relationships with students are all priorities, there is no consistent time or process for reviewing progress on these measures with school staff. • The vice-principal of programming takes the lead for the administrative team on data collection and analysis. • The instructional coach is responsible for sharing academic data with each teacher. • Other than PLC meetings, there is no schedule for data review or analysis about non-academic data that is shared with the school staff.

Element	At Highest Performing Schools	Rating	Discussion of Evidence
<p>Partnering: <i>Partnerships that help the school meet the multiple needs of teachers and students.</i></p>	<p>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.</p>	1: Somewhat Meets	<ul style="list-style-type: none"> ● Students and teachers report that the school engages families but because the review team did not have an opportunity to speak with family members, there is little evidence on the subject. ● Students report that the school administration calls their families when they are absent, encourages families to use the parent portal, and encourages family involvement. ● It is unclear what modes of communication school staff use to connect with and engage families beyond calls and the parent portal. ● Teachers report that most families are interested in helping their students and welcome communication from teachers. ● Students report that teachers understand “where they are coming from” and the challenges they face in the community. ● It is unclear if the school provides any intentional programming to encourage family participation.
	<p>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.</p>	1: Somewhat Meets	<ul style="list-style-type: none"> ● Students, teachers, and administrators all believe that City Year tutors are very effective in supporting student learning through tutoring and mentoring . ● The principal has strong relationships with area churches that help with student recruiting and community issues. ● CHS has a strong alumni group that advocates for the school and provides some financial support. ● The school partners with a new city-wide Urban Tech program to expand technology opportunities. ● It is unclear if there is a process for reviewing partnerships based on school need and impact.

Element	At Highest Performing Schools	Rating	Discussion of Evidence
<p>Conditions: Sufficient school-level control over people, time, money and program to address the root causes of low performance to ensure all students can succeed.</p>	<p>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: 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>	<p>1: Somewhat Meets</p>	<ul style="list-style-type: none"> ● The district provides the school with pools of candidates for open positions. The staff report that the school is able to hire teachers and staff who meet the needs of the school. This school year, 12 of 31 teachers are new. ● Teachers report that the district assessment strategy is based on availability of 1-to-1 technology. Teachers report that the school doesn't have sufficient working computers "so assessments sometimes take weeks to complete." ● The lack of 1-to-1 computers limits the effectiveness of Discovery curricula that relies on access to technology. ● School leaders are provided limited professional development opportunities and direct support to achieve unique school priorities; district supports are often standardized. ● School staff report that the school has little flexibility in the use of funds to address student needs.
	<p>Sufficient school leader authority over conditions to implement the plan and address the root causes of low performance: 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 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.</p>	<p>1: Somewhat Meets</p>	<ul style="list-style-type: none"> ● The principal can staff the school to meet identified needs. Positions are filled based on need and by individuals identified as equipped to do the job effectively. ● The principal is not able to utilize PLC time in a manner that would be most beneficial to his staff. The district defines how PLC time must be used, dictating the questions to be addressed in each PLC meeting. Staff report that the process is not useful but cannot be modified by the school. ● CHS developed an Algebra I course for freshmen who were behind that required extra time. The school has not been approved to create similar other courses to support students who are performing below grade level. ● It's reported that limited discretionary funding is available to meet school needs.

Conditions, continued.	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.	1: Somewhat Meets	<ul style="list-style-type: none"> ● The principal actively recruits students for Central High School by speaking at local churches and working with the alumni association and local businesses. ● School staff report that the district enrollment system and old perceptions of Central High School discourage high performing students from enrolling. ● Although most of the school's students come from Central Middle School, staff share that there are no collaboration opportunities between the two schools. ● Staff report that student mobility is a substantial challenge. CHS staff claim students who have been removed from signature school programs are sent to CHS.
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Element	At Highest Performing Schools	Rating	Discussion of Evidence
<p>Leadership: <i>Principal who can manage and communicate complexity while maintaining focus on the school's vision and key priorities.</i></p>	<p>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.</p>	2: Mostly Meets	<ul style="list-style-type: none"> ● The principal has assembled a team of administrators and teachers who are committed to making Central HS a place where students want to be because they get the support and relationships that they need. ● Everyone at the school understands the principal's school culture priorities. They also recognize the improvements that have taken place over the past two years. ● The staff appreciates the direction, support, and freedom that the principal provides staff and believe that the approach is working for students. ● Students, teachers and administrators support the principal and believe that he is moving the school in the right direction. ● It is unclear when or if staff receive updates on progress toward the vision.
	<p>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</p>	1: Somewhat Meets	<ul style="list-style-type: none"> ● The principal and administrative team demonstrate expectations for supporting students and teachers through their actions. ● The principal has been less successful advocating for school needs with the district. Requests for additional flexibility on

<p>Leadership, continued.</p>	<p>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.</p>		<p>course offerings for students who are well below grade level have been denied.</p> <ul style="list-style-type: none"> ● The school does have a .5 school clinician who plays a major role in addressing the needs of students who suffer from trauma. ● Clear instructional priorities focused on all students' learning have not yet been developed.
	<p>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.</p>	<p>1: Somewhat Meets</p>	<ul style="list-style-type: none"> ● The district provides multiple candidates for each staff vacancy. The staff report being happy with the pools and were able to hire good people. ● The principal allows the administrative team, with input from academic departments, to take the lead on hiring. Staff report that the process works well. ● It is unclear if roles and responsibilities are well defined for all staff and how staff are held accountable to the success of all students. ● Although many teachers are new this year, some new teachers share they received little support. ● Teachers report that the evaluation process is fair and consistent. ● The principal is intentional about retaining high-performing staff by offering encouragement, recognition, and opportunities for growth when possible.
	<p>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.</p>	<p>1: Somewhat Meets</p>	<ul style="list-style-type: none"> ● The principal is a strong advocate for the needs of CHS students and staff. The extent to which his advocacy has gained or maximized resources for student and school goals is unclear.