**network Midyear audit report**

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| **School:** | | **Grades Served:** | | **Cohort:** | | | | **Date of Site Visit:** | |
| Lincoln Bassett Community School | | PreK-6 | | **III** | | | | February 11, 2016 | |
| **District:** | | **Principal:** | | | | | | | |
| New Haven | | Janet Brown-Clayton | | | | | | | |
| **School Profile** | | | | | | | | | |
| Grades Served | PreK-6 | Student Enrollment: | | | | 341 | | | |
| 2015 SPI | N/A | Classification: | | | | Review | | | |
| Student Demographics | | | | | | | | | |
| % Black: | 67 | %IEP: | | | | 8 | | | |
| % Hispanic: | 17 | %ELL: | | | | 5 | | | |
| %White | 1.3 | % Eligible for F/R Lunch: | | | | 62 | | | |
| Climate Data: | | | 2014 | | 2015 | | 2016YTD | | 2016 TARG |
| Average Daily Student Attendance: | | | 92 | | 93 | | 94.4 | | 93.3 |
| Student Chronic Absenteeism: | | | 30 | | 27 | | 17.4 | | 23.2 |
| Number of In-School Suspension (ISS): | | | 1 | | 66 | | 3 | |  |
| Number of Out-of-School Suspensions (OSS): | | | 128 | | 66 | | 11 | |  |
| Number of Expulsions: | | | 0 | | 0 | | 0 | |  |

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| **Part I: Talent** | | | | | |
| **Indicator:** | | **1** | **2** | **3** | **4** |
| * 1. Instructional practice | |  | x |  |  |
| * 1. Leadership effectiveness | |  |  |  | x |
| * 1. Instructional leadership | |  |  | x |  |
| **Summary of Strengths:** | **Summary of Growth Areas:** | | | | |
| * 1. Instructional Practice:   Recruitment and retention of high quality teachers has been a primary focus, this year, for the Principal. Leadership Team is discussing and working to identify what supports will retain teachers. Lincoln-Bassett has a culturally diverse staff that are committed to the success of each student. They are open to professional learning opportunities and feedback. | 1.1 Instructional Practice  The school has shown significant improvement in the climate and culture of the building. The Leadership Team should continue to sustain their positive efforts in this area while focusing on improved instructional practice. | | | | |
| 1.2 Leadership Effectiveness  After entering the Network the Principal formed a Leadership Team to help oversee, coordinate, and support the overall operations of the school. This Leadership Team includes a: director of operations, math coach, director of climate, data and Technology Coach, a Literacy Coach, and an assistant principal who meet every Friday morning. Roles and responsibilities have been clearly defined for the leadership team, teachers, and all staff. Staff and parents alike praised the Principal and Leadership Team for effectively communicating the school’s mission and strategic direction. An optional staff meeting for morning reflection/mediation is offered each morning to start the day on a positive, united community front. | 1.2 Leadership Effectiveness | | | | |
| * 1. Instructional Leadership   The Principal and Leadership Team work to ensure that there is a common understanding of what quality instruction looks like. They show a strong commitment to improving instructional practice school-wide. Walkthroughs generate Professional development topics and leadership team discussion around supporting instruction. Professional development is driven by needs of students and teachers. It is delivered in the morning an hour before students arrive, Monday-Thursday. | * 1. Instructional Leadership   Continued work in the areas of higher order questioning, academic rigor, instructional time, authentic student work, and student engagement. | | | | |

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| **Part II: Academics** | | | | | |
| **Indicator:** | | 1 | 2 | 3 | 4 |
| * 1. Academic rigor | |  | x |  |  |
| * 1. Student engagement | |  |  | x |  |
| * 1. Supports for special populations | |  | x |  |  |
| **Summary of Strengths:** | **Summary of Growth Areas:** | | | | |
| 2.1 Academic Rigor  Higher order questioning is currently a focus of improved instructional practice, and staff have been provided with professional development and feedback, after classroom observations. | 2.1 Academic Rigor  During classroom walkthroughs there was variable evidence of rigorous instruction and authentic student work. Most classroom observed, students were completing worksheets in pairs. | | | | |
| 2.2.Student Engagement  During their respective focus groups, students and parents mentioned the various before and after school programs and activities that are available. Students spoke enthusiastically about the play The Wiz which will be performed in April. | 2.2.Student Engagement  During classroom walkthroughs, in some classrooms, students were reading and working together in pairs or threes. Off task behavior was noted in classrooms, with minimal teacher circulation. | | | | |
| 2.3.Supports for Special Populations  The special education staff has been directed to provide more services to students in their regular classrooms. The school has a relatively small EL .population that are supported by a part time EL teacher. | 2.3.Supports for Special Populations | | | | |

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| **Part III: Culture and Climate** | | | | | |
| **Indicator:** | | 1 | 2 | 3 | 4 |
| * 1. School environment | |  |  |  | x |
| * 1. Student attendance | |  | x |  |  |
| * 1. Student behavior | |  |  | x |  |
| * 1. Family and community engagement | |  |  |  | x |
| **Summary of Strengths:** | **Summary of Growth Areas:** | | | | |
| 3.1.School Environment  The school’s warm and welcoming environment is evident when entering the front door. Students are greeted each morning by a line of staff, including the Principal, who are waiting to provide greetings, smiles, hugs, and words of improvement to start the day. Photos of students, staff, and family members adorn the walls. Classrooms contain bright, bulletin boards that are changed regularly. | 3.1.School Environment  Improved quality of student work that is displayed, not just worksheets. | | | | |
| 3.2.Student Attendance  Student attendance continues to improve, while chronic absenteeism decreased in Q2 from \_29% last year to \_17.4 this year. During SOAR assemblies, the Principal acknowledges the classroom with the highest average daily attendance for the preceding month. Leadership team monitors student enrollment, attendance, and chronic absenteeism on a monthly basis. | 3.2.Student Attendance  Continue to “drill down” to focus on students who are chronically absent. | | | | |

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| 3.4.Family and Community Engagement  In the past two years, the community perception of Lincoln-Bassett has changed for the better. Previously, parents did not want to send their children to Lincoln Bassett and now parents from across the city wish to have their children attend. There are frequent community events and outreach to families. Families noted the open door policy of the Principal as well as the frequent and open communication with teachers and staff. Families feel respected and comfortable here and feel confident that their children are cared for and receiving a quality education. | 3.4.Family and Community Engagement  The school was previously K-8 and many in the community wish to see grades 7 and 8 added next year. The principal’s proposal to add the grades gradually over a two year period is prudent. |

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| **Part IV: Operations** | | | | | |
| **Indicator:** | | **1** | **2** | **3** | **4** |
| * 1. Adequate instructional time | |  |  | x |  |
| * 1. Use of instructional time | |  | x |  |  |
| * 1. Financial management | |  |  | x |  |
| **Summary of Strengths:** | **Summary of Growth Areas:** | | | | |
| 4.1. Adequate instructional time  Extended day for both teachers and students. Leadership Team has revised the daily schedule to provide additional interventions and academic supports. | 4.1. Adequate Instructional Time | | | | |
| 4.2. Use of Instructional Time  An area of focus, along with higher order questioning and academic rigor. Paraeducators come in early to help with teacher preparation and collaboration in the morning hour before the school day with students starts. | 4.2. Use of Instructional Time  Continue to assist teachers with effective lesson planning to improve utilization of instructional time. | | | | |
| * 1. Financial Management   The Director of Operations and director of Technology are working together to increase students hands on experience with technology within the classroom. Eno Boards are now in all classrooms, and Chromebooks have been ordered. Budget is prioritized by the impact of direct instruction. Through the use of bond funding repairs have been made to the building including HVAC, bathrooms, resource center, technology update, window screens and back doors. | 4.3 Financial Management | | | | |

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| **Part V: Recommendations** | **Priority Level:** | **Resource Requirement:** | **Timeline:** |
| 1. Continue to work on culture, climate, and attendance. | Medium |  | Ongoing |
| 1. Continue to work on initial lesson design that incorporates rigor, differentiation, and student engagement. | High |  | Ongoing |
| 1. Coaches continue to provide specific and actionable feedback to teachers after walkthroughs. | High |  | Ongoing |
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| **Cohort Network School Status Recommendation:** | | | |
| ☐ Develop a transition plan, in consultation with the CSDE, to exit the Network and return to full control by the local board of education. The State Board of Education shall consider such plan for approval no later than June 2016.  ☒ Develop a plan, in consultation with the CSDE, to continue in the Network for at least one more year. The State Board of Education shall consider such plan for approval no later than June 2016. | | | |
| **Rationale and Local Capacity Assessment: N/A** | | | |
| The audits concludes that SCHOOL’s participation in the Network should be extended for a third year for the following reasons:   * Lincoln Bassett continues to utilize Network resources well to improve school climate, culture, and quality of instruction. | | | |

**School Turnaround Rubric**

| **TALENT** | | | | |
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| **Indicator** | **Below Standard** | **Developing** | **Proficient** | **Exemplary** |
| * 1. **Instructional Practice** | Teacher effectiveness is inconsistent and highly variable from classroom to classroom. There are significant concerns about instruction. Staffing decisions do not reflect teacher effectiveness and student needs. | Instructional quality is moderate; however, teacher effectiveness is variable from classroom to classroom. Staffing decisions do not always reflect teacher effectiveness and student needs. | Most classes are led by effective educators, and instructional quality is strong. There are some systems in place to promote and develop teacher effectiveness and make appropriate staffing decisions. | 100% of classes are led by deeply passionate and highly effective educators. There are strong systems in place to promote staff efficacy and make staffing decisions driven exclusively by student needs. |
| * 1. **Leadership Effectiveness** | Leadership fails to convey a school mission or strategic direction. The school team is stuck in a fire-fighting or reactive mode, lacks school goals, and/or suffers from initiative fatigue. The school community questions whether the school can/will improve. | The mission and strategic direction are not well communicated. A school improvement plan does not consistently guide daily activities and decision-making. The community generally understands the need for change, however actions are more often governed by the status quo. | Leadership focuses on school mission and strategic direction with staff, students, and families. The school is implementing a solid improvement plan and has a clear set of measurable goals. The plan may lack coherence and a strategy for sustainability. Leadership conveys urgency. | Leadership focuses on school mission and strategic direction with staff, students, and families. The school has a manageable set of goals and a clear set of strategies to achieve those goals. The plan is being implemented and monitored with fidelity. Leadership conveys deep urgency. |
| * 1. **Instructional Leadership** | Few staff can articulate a common understanding of what excellent instruction looks like. School norms and expectations are not clear. Instructional leaders do not demonstrate a commitment to developing consistent and high-quality instructional practice school-wide. | Some staff can articulate a common understanding of what effective instruction looks like. School norms and expectations are enforced with limited consistency. Instructional leaders demonstrate some commitment to improving instructional practice school-wide. | Most staff articulates a common understanding of what effective instruction looks like. School norms and expectations are consistently enforced. Instructional leaders consistently demonstrate a commitment to improving instructional practice school-wide. | All staff articulates a common understanding of what effective instruction looks like. Educators relentlessly pursue excellent pedagogy. Instructional leaders have communicated and enforced high expectations school-wide. |

| **ACADEMICS** | | | | |
| --- | --- | --- | --- | --- |
| **Indicator** | **Below Standard** | **Developing** | **Proficient** | **Exemplary** |
| **2.1. Academic Rigor** | Most observed lessons are teacher- led and whole group. Teachers rarely engage students in higher-order thinking. Most students demonstrate a surface-level understanding of concepts. Observed lessons are indicative of low expectations and little sense of urgency. | Some observed lessons are somewhat student-centered, challenging and engaging. Teachers engage students in some higher-order thinking. Many students demonstrate only a surface-level understanding of concepts. Teachers demonstrate moderate expectations and some urgency. | Observed lessons are appropriately accessible and challenging for most students. Teachers engage students in higher-order thinking, and students are pushed toward content mastery. Lessons begin to engage students as self-directed learners. Teachers communicate solid expectations. | All observed lessons are appropriately accessible and challenging. Teachers push students, promoting academic risk-taking. Students are developing the capacity to engage in complex content and pose higher-level questions to the teacher and peers. Teachers promote high expectations. |
| * 1. **Student Engagement** | Few students are actively engaged and excited about their work. The majority of students are engaged in off-task behaviors and some are disruptive to their classmates. Observed lessons primarily appeal to one learning style. Few students are truly involved in the lessons. | Some students exhibit moderate engagement, but many are engaged in off-task behaviors. Some observed lessons appeal to multiple learning styles. Students are involved in the lessons, but participation is more passive than active. Students are easily distracted from assigned tasks. | Most students are engaged and exhibit on-task behaviors. The observed lessons appeal to multiple learning styles. Students are involved in the lesson, but participation is, at times, more passive than active. A handful of students are easily distracted from the task at hand. | All students are visibly engaged, ready to learn, and on task. Students are clearly focused on learning in all classrooms. The lessons appeal to and seem to support all learning styles. Students are actively engaged in the lessons and excited to participate in classroom dialogue and instruction. |
| * 1. **Support for Special Populations** | The school is inadequately meeting the needs of its high-needs students. IEP goals are not regularly met. Least Restrictive Environment (LRE) is not fully considered when making placements. The school lacks appropriate interventions and supports for ELLs. There are significant achievement gaps between subgroups and non-identified students as measured by state assessments, and no evidence of progress. | The school typically meets the needs of its high-needs students. Most special education students meet their IEP goals, but LRE is not always considered when making placement determinations. The school typically meets the needs of its ELLs, and attempts to track progress and set content and language mastery goals. There are significant gaps between subgroups and non-identified students as measured by state assessments and marginal progress over time. | The school consistently meets the needs of its high-needs students. Special education students regularly meet their IEP goals and LRE is a critical factor in placement determinations. The school meets the needs, tracks progress, and sets content and language mastery goals for all ELLs. There are small gaps between subgroups and non-identified students as measured by state assessments, and some signs of progress toward closing the gaps. | The school is successfully closing the achievement gap for its high-needs students. General and special education teachers work collaboratively to support students. The school tracks the effectiveness of language acquisition instructional strategies and adjusts programming accordingly. There is no achievement gap between subgroups and non-identified students as measured by state assessments. |

| **CULTURE AND CLIMATE** | | | | |
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| **Indicator** | **Below Standard** | **Developing** | **Proficient** | **Exemplary** |
| * 1. **School Environment** | The school fails to create a welcoming and stimulating learning environment. Communal spaces and classrooms may be unkempt, rundown, unsafe, or sterile. Many classrooms are neither warm nor inviting and lack intellectual stimulation. Little to no student work or data is displayed to help convey a sense of pride and high expectations. | The school struggles to provide a welcoming environment conducive to high-quality teaching and learning. Large sections of the school are not clean, bright, welcoming, or reflective of student work. Though the school has some data and student work displayed, efforts to brand the school and convey high expectations are very minimal. Sections of the school need significant attention. | The school generally provides a welcoming learning environment. Most of the facility is in good repair and conducive to teaching and learning. Most classrooms and common spaces are bright and clean, displaying data and student work; however, some sections lack visual stimulation. The school has made an effort to foster school identity through branding and consistent messaging in classrooms and communal spaces. | The school provides a welcoming and stimulating learning environment. Common spaces and classrooms are bright, clean, welcoming, and conducive to high-quality teaching and learning. Data and student work are visible and present throughout the school, inspiring students and teachers to do their best work. There is clear branding and consistent messaging throughout the school, promoting school identity and pride. |
| * 1. **Student Attendance** | The school has few, if any, strategies to increase attendance. Average daily attendance is ≤ 88% and/or chronic absenteeism is > 20%. | The school has some strategies to increase attendance. Average daily attendance is between 89% and 93% and/or chronic absenteeism is between 16% and 20%. | The school has multiple, effective strategies to increase attendance*.* Average daily attendance is between 94% and 97% and/or chronic absenteeism is between 11% and 15%. | The school implements effective strategies to increase attendance and on-time arrival. Average daily attendance is > 97% and chronic absenteeism is ≤ 10%. |
| * 1. **Student Behavior** | A school-wide behavior management plan may exist, but there is little evidence of implementation. Student misbehavior is a significant challenge and creates regular distractions. Disciplinary approaches appear to be inconsistent; students and staff do not have a common understanding of behavioral expectations. Discipline is mostly punitive. The rate of suspensions/expulsions as a proportion of student enrollment is greater than 20% (total # 2012-13 incidents/total enrollment). | A school-wide behavior management plan is in place, and there are some signs of implementation. Student misbehavior is a challenge and creates frequent disruptions. There may be confusion among students and staff regarding behavioral expectations. Discipline is primarily punitive, and there is inconsistent reinforcement of desired behaviors. The rate of suspensions/expulsions as a proportion of student enrollment is between 15% and 20%. | A school-wide behavior management plan is in place and effectively implemented most of the time. Student behavior is under control. Misbehavior is infrequent, with periodic distractions to instruction. Most students behave in a calm and respectful manner. Students and staff have a common understanding of the behavior policy. There is positive reinforcement of desired behaviors. The suspension/expulsion rate is between 10% and 14%. | A school-wide behavior management plan is consistently and effectively implemented. All students behave in a calm, orderly, and respectful manner throughout the school day. Classroom distractions are minimal, and immediately and appropriately addressed. Rewards and consequences are clear and appropriate, and are consistently applied across the school. The suspension/expulsion rate is < 10%. |
| * 1. **Family and Community Engagement** | The school offers infrequent opportunities to involve parents in the school community. Family involvement is minimal. Teachers rarely reach out to families regarding their child’s academic progress. | The school offers several family events throughout the year. Roughly half of families participate in school activities. More than half of all teachers reach out to families regarding their child’s academic progress. | The school offers periodic, meaningful opportunities for parents/families to engage in student’s education. Most families participate in school activities. Most educators communicate regularly with families. | The school frequently engages parents/family as partners in student’s education. Almost all families participate in school activities. Nearly all educators communicate with families on a regular basis. |

| **OPERATIONS** | | | | |
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| **Indicator** | **Below Standard** | **Developing** | **Proficient** | **Exemplary** |
| * 1. **Adequate Instructional Time** | There is not enough time in the school schedule to appropriately meet students’ academic needs. There is a significant amount of wasted time in the school calendar and daily schedule. The schedule includes ≤ 5 hours of instruction per day, and ≤ 60 minutes of ELA time.[[1]](#footnote-1) | Students would benefit from increased instructional and/or intervention time. The school calendar and daily schedule could be improved to increase time on task. The schedule includes > 5 and ≤ 5.5 hours of instruction per day, and > 60 and ≤ 90 minutes of ELA time. | The school has taken steps to increase instructional time on task through extended learning opportunities. The school calendar and daily schedule are well constructed. The schedule includes > 5.5 and ≤ 6 hours of instruction per day, and > 90 and ≤ 120 minutes of ELA time. | The school has multiple extended learning opportunities available to students. The school implements a thoughtful and strategic school calendar and daily schedule. The schedule includes > 6 hours of instruction per day, and > 120 minutes of ELA time. |
| * 1. **Use of Instructional Time** | Staff and students use time ineffectively. Misused instructional time results from misbehavior, poor scheduling, and inefficient transitions. There are missed opportunities to maximize time on task. Observed teachers struggle with pacing and fail to use class time in a constructive manner. | Staff and student use of time is somewhat effective. Some students are off task and there are missed opportunities to maximize instructional time. Lesson schedules are moderately well planned, paced, and executed. Teachers could be more skilled and/or methodical in the use of class time. | Most staff and students use time well. A handful of students require redirection; however, the majority of students transition quickly to academic work when prompted by the teacher. There is minimal downtime. Lessons are well planned, paced, and executed. Teachers are adept at managing and using class time. | Staff and students maximize their use of time. There is no downtime. Transitions are smooth and efficient. Students transition promptly to academic work with minimal cues and reminders from teachers. Teachers meticulously use every moment of class time to prioritize instructional time on task. |
| * 1. **Financial Management** | The school and/or district do not make sound budgetary decisions based on student need and projected impact. Budget decisions are largely governed by past practice and do not account for sustainability. There is little to no evidence around school and/or district leaders successfully advocating for school resource needs. | Budget decisions are sometimes focused on factors unrelated to student needs and school goals. A number of expenditures and initiatives lack a plan for sustainability beyond the current school year. School and/or district leaders do not effectively advocate for school needs or pursue additional resources. | The school and/or district have emerging strategic budgeting practices. The school and/or district have begun to repurpose funds to align expenditures more closely with school goals and student needs. Sustainability may pose a concern. School/district leaders effectively advocate for school needs and pursue additional resources. | The school and district engage in strategic budgeting. The school and district invest in high-yield, research-based initiatives aligned to student needs and school goals. There is a clear sustainability plan for all major expenditures. School/district leaders effectively advocate for school needs, and build strategic relationships to pursue needed resources. |

1. The total amount of ELA instructional time per day at the secondary level can include reading- and/or writing-intensive coursework.

   **Note:** The rubrics draw from the CSDE’s School Quality Review and Network Walkthrough Tool, and Mass Insight Education’s School Readiness Assessment. [↑](#footnote-ref-1)