

Panel Report
Candidate Compass School Review
Thompson Elementary School
Arlington Public Schools

INTRODUCTION

The Program

The Commonwealth Compass Schools Program is one part of the Massachusetts School and District Accountability System. The purpose of the Compass Schools Program is to recognize and celebrate improvement in Massachusetts' schools, and to disseminate information and encourage networking and sharing of ideas, effective practices, and models for success. The program is intended to provide a means for the schools to share their expertise with other schools in the state.

In 2005, 197 schools that made Adequate Yearly Progress (AYP) during the last two years and exceeded their improvement targets for both English language arts (ELA) and mathematics in the aggregate and/or for all reported subgroups were invited to apply to the program. Eighty of those schools chose to apply by submitting completed applications. The applications provided written responses to three questions on the initiatives undertaken to improve student performance that school leaders and staff think have had the most positive impact on their students' performance. Six high schools, six elementary schools, one middle school, one kindergarten through grade 8, one grade 7 through 12 regional school, and one charter school were selected as finalists. Those 16 schools were scheduled for a panel review to learn more about their highlighted programs and to determine their willingness and capacity to serve in the program. Data and information gathered from the applications and reviews of these schools will be published in a report this fall.

The Commissioner will designate up to 16 schools to serve as 2005 Commonwealth Compass Schools. Compass Schools receive special recognition and a \$10,000 grant to support the participation of their administrators and staff in information sharing and dissemination activities over the next year.

The Report

This report summarizes the findings and analyses of a small team of education professionals during a one-day visit to Thompson Elementary School on May 31, 2005. The report will assist the Commissioner in determining which schools from among those visited will be designated to serve as 2005 Commonwealth Compass Schools.

The panel evaluated data and written information on the school's performance and improvement efforts, including the school's Compass School application. Panelists then visited the school to meet with school leaders, staff, parents, and students, and to visit classrooms in order to answer the following two key questions:

1. Is this school using effective improvement initiatives that could be replicated in other similarly profiled schools?
2. Are the conditions in place for this school to serve as a model of effective practices and successful improvement initiatives?

The panel's responses to these two questions frame the report. In the process of answering these questions, the report focuses primarily on the initiatives that the school identified in its application as having had the most positive impact on student performance.

The findings and conclusions presented here are the products of analysis, discussion, and observation, and are based on the evidence made available to the panel before and during its visit. A list of panel members who participated in the school panel review is provided in Appendix A. A detailed schedule of the panel's activities is provided in Appendix B.

School Profile

Thompson Elementary School, with a total enrollment of 321 students in Grades K through 5, serves a student population that is 70% White, 16% Asian, 12% Black, 2% Hispanic, and 0% Native American. Of the total student population, 11% receive Special Education services, 28% are identified as having a First Language Not English, 34% are Low Income, and 21% are Limited English Proficient.

The school's 2004 student attendance rate was 96.2%, which is 2.0% better than the state average for the same year. In 2004, 0.6% of the student population was retained, compared to 1.8% in 2003; 0.6% of students received out-of-school suspensions.

The town of Arlington has seven public elementary schools, one middle school, and one high school. Three of the other elementary schools in Arlington have larger student populations. However, Thompson's percentages of Low Income, First Language Not English, and Limited English Proficient students surpass those of other Arlington schools, including the high school.

Staffing

Thompson Elementary School is led by one principal who has a total of 21 years of administrative experience, along with early childhood teaching experience. The principal holds a master's degree and a certificate of advanced graduate study in education. Aside from a guidance counselor, a librarian, and a nurse, each with a master's degree, all staff have full-time teaching responsibilities.

Almost half of the school's 25 teachers have taught for over ten years. Seven of these teachers are long-tenured, with more than 20 years of experience.

MCAS Results

The school has made Adequate Yearly Progress for the past six years and attained Cycle III Performance Ratings of *Very High* in both English language arts (ELA) and mathematics, scoring 18.8 points above the State Performance Target in ELA and 29.5 points above the State Performance Target in math. The school achieved Performance Index (CPI) gains of 10.0 points in ELA and 11.2 points in mathematics for students in the aggregate. In Cycle III, the school made substantial gains for all of its reported subgroups; these gains included a 14.2-point ELA gain for Special Education students, a 6.9-point ELA gain for Low Income students, and a 7.0-point math gain for Low Income students.

The school had 100% participation on the 2004 Massachusetts Comprehensive Assessment System. On the 2004 Grade 4 ELA test, 37% of all students scored in the Advanced category; 46% scored Proficient; 17%, Needs Improvement; and 0%, Failing. On the 2004 Grade 4 math test, 30% scored Advanced; 42% scored Proficient; 28%, Needs Improvement; and 0%, Failing. Of the school's Regular Education students, 46% scored Advanced and another 46% scored Proficient on the Grade 4 ELA test, while 38% scored Advanced and 43% scored Proficient in math; none of these students scored in the Failing range on either assessment. For Special Education students, 9% scored Advanced and 55% scored Proficient on the Grade 4 ELA test, while 9% scored Advanced and 45% scored Proficient on the math assessment.

PANEL RESPONSES TO THE KEY QUESTIONS

Key Question 1: Is this school using effective improvement initiatives that could be replicated in other similarly profiled schools?

Yes. Answers to sub-questions A through C, presented next, support this response.

A. Which improvement initiatives have had the greatest positive impact on student performance results?

Based on input from school leadership, faculty, and district-level support personnel, the panel determined that the improvement initiatives that have had the greatest positive impact on student achievement at Thompson Elementary School are as follows:

- ❖ ***Data gathering/analysis*** that allows the school to track the progress of every student and provide appropriate services for them. Data analysis informs scheduling so that classes are balanced with diverse learners. It also guides curriculum;
- ❖ ***Collaboration*** that is fostered through common planning time scheduled for teachers of Grades 3 through 5. This collaboration is enhanced by faculty meetings that are teacher-led. It involves all personnel and even some parents who have been trained by teachers to fill support roles in the school;
- ❖ ***Consistent curricular programs, K/1-5***, which provide students with a common language for talking about specific knowledge and skills, including social skills, throughout the grades.

Data Gathering/Analysis

Data analysis is part of regular practice at Thompson Elementary School because it is facilitated by an established data-collection system, as well as technology that makes that system user-friendly. Each year, a standard spreadsheet is produced for every teacher. The spreadsheet contains the names of all students in class, followed by the performance scores of those students on MCAS, formative assessments, and summative assessments. At the start of each school year, teachers receive the preliminary data on their students. Teachers then add to this data as they administer formative assessments throughout the year. With a standard format for collecting data, with key test scores collected by all teachers at a grade level for all students, and with school-wide computer access to this data (past, present, and for all grade levels), school staff are able to identify students' strengths and weaknesses over the course of their years at Thompson. The spreadsheets also allow staff members to review data on a class or a grade as a whole, enabling them to note curricular gaps. Because the data is available to all staff members, teachers can easily see how their colleagues' students are performing in specific aspects of the curriculum. This standard and accessible data leads to improved curriculum and pedagogy by prompting collegial discussions about effective teaching methods for specific topics.

The process for reviewing data on the school's standard spreadsheet is as established as the sheet itself. At the beginning of the school year, teachers meet individually with the principal and key specialists to discuss each student in detail. The principal, Title I director, reading teacher, Special Education teacher, social workers — all who are involved in children's academic and emotional lives — are present at these beginning-of-year meetings. With discussions prompted by the data, these personnel work to determine the services and strategies that will be needed to best serve each student during the school year.

Technology enhances the data work that is done at Thompson Elementary. Each teacher has a networked classroom computer that is dedicated for entering and working with student performance data. To answer questions and to provide training, a district-level technical support team is accessible to all teachers via a hotline. A school-based "Technology Link" is also available to provide teachers with technical assistance on site.

In summary, the existence of a standard tool and process for gathering and reviewing student-performance data, coupled with technical support for gathering and formatting that data, makes Thompson Elementary School's data gathering and analysis a key improvement initiative.

Collaboration

A culture of collaboration has been established at Thompson Elementary School. Collegiality is one of Thompson School's core values: "We believe strongly in the power of teachers working together to create a climate and culture of sharing, growth and continual renewal" (Core Values Statement, March 2005). To enhance this, common planning time is scheduled into the workweek for teachers of Grades 3 through 5. For teachers of Grades K through 2, common planning time is not scheduled, as the coordination of special subjects such as Art and Music does not allow for it; however, many teachers in these early grades designate their own grade-level planning time before or after the school day and meet, without compensation, to plan their

lessons as professional teams. This collaboration has resulted in teacher-developed curriculum guides for all grade levels, in a focus on curriculum pacing, and in peer-to-peer sharing of pedagogical strategies. Even the data spreadsheets that are kept for each student are influenced by teams of teachers, as teachers agree on the test scores that will be gathered in a given grade, evaluate the usefulness of this data each year, and refine the spreadsheets with colleagues at their level. While the spreadsheet stays standard in format, it is adjusted in terms of content based on specific grade-level needs.

Because the assessment scores that are gathered on Thompson's student spreadsheets are kept online, teachers can not only refer to students' scores from past grades, but also compare their current class scores with those of their colleagues. Staff members report that this prompts discussions about effective strategies to use with particular students and lessons. Starting with the beginning-of-the-year data meeting, which includes all who are involved in serving children at school, and continuing with subsequent data-analysis meetings to review scores and target students who need supplemental instruction, teachers collaborate to gain a true understanding of each student and to meet student needs through appropriate curriculum, instruction, and services.

Results of an anonymous Instructional Staff Survey that was presented to teachers at Thompson Elementary School by the Massachusetts Department of Education reveal that 48% of respondents meet more than once per week to plan lessons, 52% meet with the same frequency to discuss student work, and 62% meet more than once per week to discuss strategies and services for individual students. Staff members work collaboratively to plan and improve their teaching in an effort to reach all students. One school-based staff member reported, "Teachers [are] working together and giving each other support, in order to help all children to understand, learn, and retain academic and social knowledge" (Survey, May 31, 2005).

Because the school has only one administrator, collaboration is vital not only around curriculum and teaching but also around leadership and administrative activities. During the panel's visit, the principal commented on the importance of developing leadership capacity throughout the school: "If you don't have a team... you can't make the continuous growth you need to have" (Principal Interview, May 31, 2005). One teacher noted that there is "decision-making power throughout the chain" (Teacher Interview, May 31, 2005). Teachers participate in hiring decisions at the school by reviewing candidates' resumes, by sitting in on interviews, and by making recommendations. They suggest program additions and refinements, and their suggestions result in meaningful school changes. Teachers are empowered by the principal to share in the leadership of the school, and they come forward to address issues and make improvements.

The collaboration that is a regular part of practice at Thompson extends to students' families. Collaboration with parents is part of Thompson's motto: "Improving Student Achievement Through Celebrating Diversity and Parent Involvement" (Core Values, March 2005). The school reaches out in many ways so that parents have the opportunity to participate in their children's education. One example of this is the kindergarten teachers' training of a cadre of parent volunteers who assist with reading and other activities in the classroom. Thompson teachers develop and provide this training on their own time; in return, they benefit from having parent

volunteers who are prepared to enter their classrooms with specific training, ready to collaborate with them in educating their children.

For all parents, not just those of kindergarten students, there is a yearly orientation at which parent volunteers are sought out, there is a grade-level curriculum guide that is prepared by teachers and is sent home to communicate curriculum information and responsibilities, there are newsletters that are sent to parents by the principal and by teachers, there are special events such as an International Night planned for families, and there are school calendars and a regularly updated website to inform parents of those events.

Thompson staff members even draw in those outside the school to help students. For example, the school's At-Risk Team meets once per week for approximately 45 minutes to focus on the well-being of the whole child by discussing students who have been referred to the Team for non-academic reasons and by seeking out services from within and outside the school to address the needs of those students. This Team also focuses on all students who score in the Needs Improvement or Failing categories on MCAS; it serves them through a "multi-level systems approach" that links together "family, school, community," (At-Risk Team Interview, May 31, 2005) and the student. By having groups of professionals such as the At-Risk Team ready to intervene in students' lives, "teachers teach" (At-Risk Team Interview, May 31, 2005) while students receive support from ancillary personnel and agencies that can help address non-academic needs.

Consistent Curricular Programs, K/1-5

Thompson Elementary has made an effort to adopt curricular programs that can be used throughout students' six years at the school. Examples of such programs are Open Circle, a social-skills curriculum that has been in place for approximately three years in grades K through 5, and Six Traits, a writing program that was adopted more recently for grades 1 through 5.

The Open Circle program is used to provide students with a common language and known set of expectations surrounding behavior. As a way of teaching conflict resolution and self-respect, this curriculum is used throughout Arlington and was put in place through a Safe Schools grant that was received by the district. While the program is used in all of the town's public schools, district-level staff members who spoke to the panelists during Thompson's Commonwealth Compass Candidate Review noted that, as it does with all district initiatives, Thompson has embraced the Open Circle program with "enthusiasm... [and] depth" (District Team Interview, May 31, 2005). One Thompson teacher pointed out that, because the social-skills knowledge builds from year to year through a common program, students are often able to solve their own social problems and improve their own behavior by referring to lessons that they learned in previous grades. Over the course of time, weekly lessons on specific social-skills topics become deeply ingrained. With take-home components, this program enables social-skills language and understandings to be reinforced at home. This translates into a social climate at the school that appears conducive to learning.

The Six Traits writing program was selected when the school determined through data analysis that writing was being taught quite differently from grade to grade and class to class. To

improve consistency of instruction, this program was put in place. It includes standard materials for teaching writing, and it prompts students in grades 1 through 5 to be thoughtful about the vocabulary they choose. With weekly topics and focal skills, consistent lessons at each grade level, and rubrics that are used by all teachers, this program enables the school to teach writing in a consistent manner. Staff members report that this is a great benefit to student performance on short-answer and long-composition MCAS questions. On a handout produced for teachers, the Data Team noted that “of [nine] students continuously enrolled at Thompson who did not meet proficiency [on the ELA MCAS], [o]nly [four] students scored lower than 14 [70%] on Long Composition; the majority of students who met the proficiency standard scored at least 10/16 [63%] on Open Response” (Grade 4 ELA MCAS Proficiency Levels Handout, 2004). The effectiveness of the Six Traits program is evidenced by this data.

Open Circle, Six Traits, and other curriculum programs such as TERC Investigations for mathematics are put in place at Thompson so that students can build on their knowledge from year to year. This focus on using common programs throughout the grades, to the extent possible, has benefited students through improved vertical alignment, a solid knowledge base, and clear curricular expectations.

Does the available data support the school’s reported impact in the area intended?

The available data supports the school’s reported impact in intended areas; the school’s improving scores on MCAS are all that is needed to confirm this. The school started with baseline MCAS performance scores that were quite high. Despite the somewhat solid ground on which it stood, the school continued to make improvements that are evidenced by its *Above Target Cycle III* performance ratings in ELA and mathematics. It is able to link these improvements to the initiatives detailed in this report.

B. How did the school plan its improvement initiatives and put them into practice?

The school’s initiatives have evolved over the last several years at the urging of the district, of in-school leadership teams such as the At-Risk Team, Literacy Team, and Math Team, and of teachers. As noted earlier, the Open Circle initiative originated at the district level; however, a district team that met with panelists during Thompson’s Commonwealth Compass Candidate Review commented that district initiatives such as Open Circle are always taken “one step further” (District Team Interview, May 31, 2005) by Thompson School. Thompson has piloted several of the district initiatives, and in at least one case, it opted out of a district improvement effort in order to pursue an alternative that better suited the school’s students. Specifically, Thompson once participated in an eight-week after-school MCAS preparation program with other schools in the district, but then determined that embedding intensive MCAS practice into regular class lessons was more effective at preparing Thompson students for the assessments. With *Very High Cycle III* Performance Ratings and *Above Target Improvement Ratings* to support this, the school was allowed by the district to chart its own course in terms of MCAS preparation. As is evidenced by this example, Thompson knows its students, through performance data and through its collaborative focus on the whole child, and it establishes and refines initiatives to meet the specific needs of those students. The school’s data analysis initiative emerged from its participation in a literacy collaborative that required the use of data to

provide a fine screen for “sifting” (Principal Interview, May 31, 2005) out students’ needs before providing them with services. Refining that early work with data over the past five years, the school has developed the system it uses today for data collection and analysis. Its adoption of the Six Traits writing program was prompted by data that highlighted a wide range of practices surrounding the teaching of writing and the need to make instruction more consistent.

Through in-depth knowledge of students, which is gained through analyzing performance on a regular basis and discussing it collegially, and through peer-to-peer lesson planning and discussions about strategies and programs, the school establishes and refines initiatives to meet its needs.

C. Does the school think these initiatives can be successfully used in similar schools? Why?

Yes. A version of each of these initiatives can be put into place at little or no cost.

The school is aware of the fact that its data initiative is enhanced by funding: Each teacher is provided with up-to-date computer equipment and technological support, and these come at a cost. Furthermore, funds have been allocated to networking the computers to ensure that the data that is collected is easily accessible to all Thompson staff. However, although these aspects of the initiative enhance staff members’ ability to collect and analyze data, they are not vital. Schools could use Thompson’s spreadsheets as a model but could record data manually and store it in accessible hard copies in a central location. This could be done at virtually no monetary cost.

The collaboration that is key to Thompson’s improvement efforts does not come at a monetary cost, considering the fact that teachers in the lower grades meet beyond the regular school day without extra pay to discuss students’ progress and to plan their work. What is vital to this initiative, however, is that teachers who use their personal time to collaborate are empowered to test out strategies, suggest programs, and make changes to not only their own classroom practice but to school-wide practices and programs. Thompson’s staff members contend that, if those who collaborate are given the power to see their teamwork turn into meaningful changes at the school, collaboration is clearly beneficial and is worth the expenditure of personal time. They believe that, as long as collaboration is accompanied by empowerment, similar schools could begin to build the same culture of collaboration as that which exists at Thompson.

Finally, schools could easily replicate Thompson’s initiative to establish consistent programs for all grade levels. Open Circle and Six Traits, as well as other programs, can be sought from publishers, and schools can establish a plan for training teachers in those programs. For Open Circle, Thompson’s teacher-training effort started in the lowest grades and is progressing upward, as the school determined that it was vital to provide the youngest students with a solid understanding of how to reflect on behavior. While all teachers are implementing this common program, training in this program is more gradual. Because the program is used throughout the grades, however, teachers can informally train one another in its use. Other schools could follow the same model.

Key Question 2: Are the conditions in place for this school to serve as a model of effective practices and successful improvement initiatives?

Yes. Answers to the questions that follow support this response.

A. Do leadership and staff have a shared understanding and use a common language to describe the changes/initiatives that have led to improvements in teaching and learning?

The student is at the center of all changes and initiatives at Thompson Elementary. This is evidenced in the school's efforts and even in the school's organizational chart, which places the student above all others and shows all services and personnel linked to the student. Not only are academic services part of the mix, but support services for families are also considered.

Thompson has the largest subgroups of Low Income, First Language Not English, and Limited English Proficient students in Arlington, and perhaps because of this diversity, it focuses on serving the needs of the whole child. There is a unified focus on the student, and the student is one who is known through performance data and through collegial discussions among staff members. An entire group of staff members have "ownership" of each child, and this is clear in the beginning-of-school data meetings in which all support personnel join with the classroom teacher and principal to determine how best to serve each child's specific needs. All initiatives are student-centered, and staff members and leadership alike describe them as such.

Interviews with staff members and the school's principal indicate that the three initiatives highlighted in this report are those that have had the greatest positive impact on the school. However, school personnel cite many additional initiatives as contributing to improved student achievement. The panel recommends that, if chosen to serve as a Commonwealth Compass School, Thompson Elementary limit its focus to the three major initiatives so that schools that wish to use Thompson as a model of effective practice will key in on these areas of greatest importance.

B. How effectively do leadership and staff articulate the connections between the specific changes and improvement initiatives they have implemented, and the gains made in student achievement?

Leadership and staff make connections between improvement initiatives and the student-achievement gains that stem from them. Because the school's baseline scores on MCAS were quite high, the school appears to consider its key initiatives to be part of good practice rather than simply part of a concerted effort to improve performance scores. However, the principal noted that refining the school's focus, fine-tuning its initiatives over time, and adding new initiatives are necessary so that the school continues to make improvements rather than simply plateau. Because the school's data analysis and collaboration impact learning in general rather than students' math or English language arts performance, specifically, the performance improvements that leadership and staff refer to are rather broad gains, as measured by MCAS and other assessments. They also link their initiatives to positive school climate, as evidenced by teachers' willingness to invest time beyond the school day in collaborative planning, by parents' participation in the life of the school, and by students' good behavior.

C. Is there a school-wide focus on, and sufficient staff investment in, continued improvement of student performance?

The school-wide focus on continuing to improve services, on targeting students who need assistance, on improving teaching, and on establishing a common curriculum throughout the grades is clear. On a regular basis during the week, teachers invest a great deal of time to work together to review students' progress and to fine-tune their teaching to meet students' needs. They prepare grade-level curriculum guides to send home to parents so that all can play a role in helping to educate children at the school. This giving of time is part of the school's culture. The principal is similarly invested in improvement efforts. He plays an important role in the regular analysis of student performance data, he serves on teams that target at-risk students and specific content areas in the curriculum, and he empowers teachers to lead improvement efforts. The district is also supportive of the school, providing professional development opportunities, establishing some key initiatives, and allowing the school to tailor its practice to the needs of its student population. The school's investment in continued improvement is significant.

D. Does the school appear to have the capacity to host site visits and to participate in various activities to share effective strategies and practices with other schools in the state? Do the school leader and involved staff communicate effectively both orally and in writing how and why the school carried out its strategies for improvement?

Yes. Thompson Elementary School's leadership and staff are capable hosts who share information about their school and its initiatives with enthusiasm. The principal, teachers, and district- and school-level support personnel share a unified message about the school's improvement efforts, about how key initiatives were established, and about how those initiatives have been undertaken and refined to ensure effectiveness.

The school provided each Commonwealth Compass Candidate Review panelist with a binder of information that included samples of the classroom spreadsheets, the school improvement plan, the school's mission statement and core values, descriptive data and test results, an MCAS action plan, and more. Complete with a Table of Contents, this binder proved useful to panelists in learning about the school. This information was gathered and presented with care. The school's written communication about initiatives is effective, although it may need to be streamlined a bit to focus strictly on the three key initiatives highlighted in this report. This may be done by developing a small guide that is broken out into three sections, one per initiative, with supporting documentation included in appendices. By streamlining its focus, Thompson may be better able to share key aspects of these initiatives with other schools and to determine ways to help those schools implement the initiatives in their own settings.

E. Does the panel recommend that this school be designated to serve as a Commonwealth Compass School?

Yes. The panel recommends that this school be designated to serve as a Commonwealth Compass School.

CONCLUSION

Thompson Elementary School has three key initiatives to share with similar schools. As detailed in this report, Thompson's data gathering/analysis initiative, its focus on collaboration, and its efforts to establish common curricular programs throughout the grades have had a positive impact on student achievement at Thompson and can be replicated in other schools at little or no monetary cost. Thompson's enthusiastic leader, staff members, and district support personnel appear eager to share what they have learned about these three initiatives. Because collaboration is key at Thompson, all personnel would work to develop presentations for other schools. These presentations would detail manageable, no- or low-cost initiatives that have helped Thompson to make gains; information about these initiatives stands to be a great benefit to other schools in the Commonwealth. With this in mind, the panel recommends that Thompson Elementary School be designated a 2005 Commonwealth Compass School.

Appendix A Team Members

Eve Laubner, Ed.D., Chair/Writer, School Performance Evaluation, Massachusetts Department of Education

Salvatore Cammarata, Principal, Garfield School, Revere, Massachusetts

Ronald Fernandes, Assistant Principal, Jackson Mann School, Allston, Massachusetts

Deborah Juusela, Ed.D., School and District Improvement, Massachusetts Department of Education

Appendix B Schedule of Site Visit

7:15—8:00 a.m. Panelists met to prepare for the day.

8:00—8:30 a.m. Panelists met with the principal and Data Team in principal's office.

8:30—9:00 a.m. Panelists met with focus groups.

Panelist A	Panelist B	Panelist C	Panelist D Chair
District Team Focus Group		Parent Focus Group	School Council Focus Group

9:00—11:00 a.m. Panelists conducted classroom observations and teacher interviews.

	Panelist A	Panelist B	Panelist C	Panelist D
9:00-9:30	Observe Teacher 1.	Observe Teacher 3.	Observe Teacher 5.	Observe Teacher 7.
9:30-10:00	Observe Teacher 2.	Observe Teacher 4	Observe Teacher 6.	Observe Teacher 8.
10:00-10:30	Interview Teacher 1 individually.	Interview Teacher 3 individually.	Interview Teacher 5 individually.	Interview Teacher 7 individually.
10:30-11:00	Interview Teacher 2 individually.	Interview Teacher 4 individually.	Interview Teacher 6 individually.	Interview Teacher 8 individually.

11:00 a.m.—12:30 p.m.

Panelists met to discuss findings. (Working Lunch)

12:30—1:00 p.m.

Panelists posed follow-up questions to the principal.

1:00—2:00 p.m.

Panelists met with teachers in focus groups.

	Panelist A	Panelist B	Panelist C	Panelist D
1:00-1:30	Teacher Focus Group 1		Teacher Focus Group 3	
1:30-2:00	Teacher Focus Group 2		Teacher Focus Group 4	

2:00—2:30 p.m.

Panel met briefly with the principal for exit meeting to outline next steps.
Panelists organized and collated notes from focus groups.

2:30—5:00 p.m.

Panelists deliberated, documented evidence, and formed
conclusion/recommendation.