



Massachusetts Department of
ELEMENTARY & SECONDARY
EDUCATION

Marcus Kiley Middle School
Springfield Public Schools
SCHOOL REVIEW

September 2009

Massachusetts Department of Elementary and Secondary Education
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Overview

To meet state accountability requirements,¹ schools in restructuring are being reviewed for the purpose of providing a progress report to the Board of Elementary and Secondary Education. These schools will be visited for two days to ensure that the review team has sufficient time to be able to describe improvement efforts (including district supports) and conditions at the school.

This report, by a review team of contracted Department of Elementary and Secondary Education consultants, profiles the trends in student achievement at the Marcus Kiley Middle School over the last three years and responds to two overarching key questions based on evidence collected while on site.

Key Question 1: To what extent have the school and the district demonstrated the capacity to improve student achievement?

Key Question 2: Are the conditions in place to continue to support student achievement?

The visit to the Marcus Kiley Middle School is also part of the District Plan for School Intervention (DPSI) review for the Springfield Public Schools. The purpose of the DPSI review, being conducted in certain urban school districts, is to assess district efforts to support school intervention, including strategic decisions made to support ongoing school improvement. It also seeks to assess the impact of support given by the Massachusetts Department of Elementary and Secondary Education (ESE) for improvement efforts. DPSI reviews also carry out requirements for state audits of districts.²

The visit to Kiley Middle School was conducted from June 4-5, 2009. Further information about the review and the schedule can be found in Appendix B; information about the members of the review team can be found in Appendix A.

¹ Under 603 CMR 2.00.

² See Mass. Gen. Laws c. 15, § 55A, as amended by St. 2008, c. 311, § 3, effective August 14, 2008.

Marcus Kiley Middle School

School Profile

Marcus Kiley Middle School serves students in grades 6, 7, and 8. In the 2008-2009 academic year, the school enrolled 850 students. Student enrollment at the school has decreased from the 2004-2005 academic year, when 1,069 students were enrolled. Student demographic and subgroup information for the 2008-2009 academic year is displayed in the following table.

Table 1: Kiley MS Enrollment by Race/Ethnicity and Selected Populations 2008-2009

Enrollment by Race/Ethnicity	Percent of Total	Selected Populations	Percent of Total
African American	23.1%	First Language not English	28.7%
Asian	1.2%	Limited English Proficient	13.1%
Hispanic or Latino	54.0%	From low-income families	82.5%
Native American	0.1%	Special Education	28.1%
White	18.2%	Free-lunch	76.6%
Multi-Race, Non-Hispanic	0.0%	Reduced-price lunch	5.9%

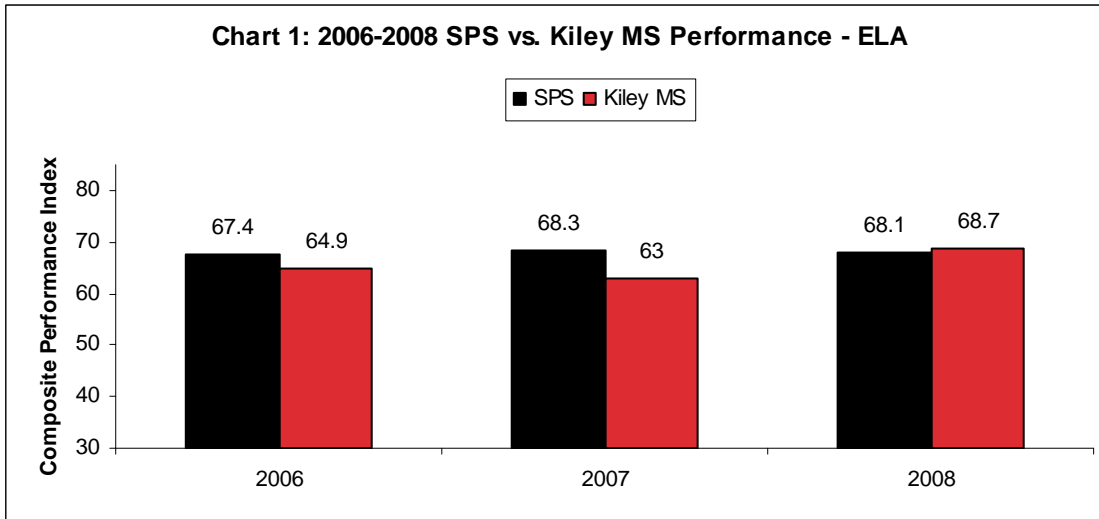
Student Performance

In 2008, Kiley Middle School made Adequate Yearly Progress (AYP) in both English language arts (ELA) and mathematics in the aggregate. This was the first year the school made AYP since 2003, when it made AYP in the aggregate in ELA. The school has an NCLB status of Restructuring Year 2 in the aggregate for both ELA and mathematics.

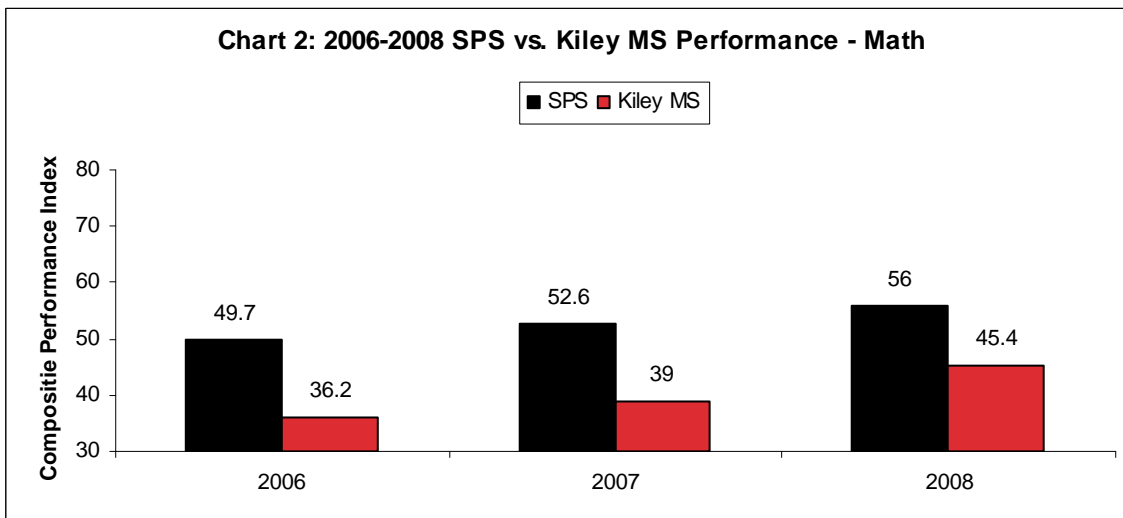
Table 2: Kiley MS Adequate Yearly Progress History

		2003	2004	2005	2006	2007	2008	NCLB Accountability Status
ELA	Aggregate	Yes	No	No	No	No	Yes	Restructuring Year 2
	All Subgroups	No	No	No	No	No	No	
Math	Aggregate	No	No	No	No	No	Yes	Restructuring Year 2
	All Subgroups	No	No	No	No	No	No	

From 2006 to 2007, Kiley student performance on the ELA MCAS decreased slightly. Kiley’s ELA composite performance index (CPI) increased 5.7 points from 2007 to 2008, when it surpassed the district’s. The performance of Springfield Public Schools’ students has remained stable, showing little improvement from 2006 to 2008.



In mathematics, the CPI at Kiley has increased each year from 2006 to 2008. The total CPI increase for Kiley Middle School from 2006 to 2008 was 9.2 points. The performance of students districtwide has also increased in mathematics each year, totaling 6.3 points from 2006 to 2008. Kiley Middle School has shown a greater increase in performance than the district; however, performance has remained significantly below the district’s.



Key Question 1: To what extent have the school and the district demonstrated the capacity to improve student achievement?

The school improvement plan (SIP) is being implemented at Kiley Middle School and is aligned to district initiatives. These initiatives include the development of an instructional leadership team, as well as a focus on reading comprehension, vocabulary, and open response questions. The school is also using district-supported programs and personnel to augment improvement efforts.

A new administrative team was established two years ago, headed by a veteran principal who described “choosing to come to Kiley.” The new team has established a positive, team-oriented staff, has significantly improved the climate for students, and has increased the focus on teaching and learning. The Kiley Middle School leadership team—the principal and four assistant principals—recognizes that the cultural changes that have been instituted are significant and have helped to improve MCAS performance, but that these are the first steps in significantly improving student achievement.

Findings

The school improvement plan (SIP) guides major initiatives to raise student achievement and improve school performance.

Kiley Middle School uses the SIP to organize and facilitate improvement strategies and procedures. Since the implementation of the SIP in the 2007-2008 school year, the school has strengthened teacher recruitment and retention efforts, increased the focus on standards-based instruction, introduced the practice of regularly reviewing student data, and developed academic interventions to increase support to students. In focus groups, school stakeholders reported that SIP strategies have sparked a cultural shift in the school and have increased student achievement.

School leaders indicated that creating a fully certified teacher staff has been a priority. From the beginning of the 2008-2009 school year to the time of the review, Kiley Middle School leadership increased the number of highly qualified teachers from 40 percent to 70 percent. School leaders attributed this to the efforts of one assistant principal who was given responsibility for human resource oversight. In addition, leaders credited coordination with district human resource personnel and district programs both to recruit certified teachers and to help current teachers become certified.

In focus groups, instructional coaches and school leaders reported that a common instructional framework has been designed and implemented at the school. This aligns with one of the school’s goals, to provide standards-based instruction. In their focus groups, teachers confirmed that they are expected to use this framework, which incorporates integrated standards, activators (e.g., “do nows”), and rubrics to assess student learning outcomes across lessons. During classroom visits, the review team noted the framework being implemented in a majority of classrooms.

The school has also increased its focus on data. SIP goals include increasing students’ capacity to answer open-response questions. The staff has been working on this initiative over the past two

school years. In focus groups, teachers reported giving students a monthly open-response question in each subject. The results of this assessment are reviewed by each grade-level team during their common planning time. A new academic schedule incorporates a longer block of common planning time for teachers in each grade level. This time is used to review student achievement data, such as the results of the monthly open-response assessments.

There are a variety of academic interventions at the school to enhance student achievement. For additional support in reading comprehension and writing, the school uses district-funded programs such as Sunday, Fast Forward, Fluency Theater, and Rev-it-up! Currently, the school does not have targeted interventions in mathematics. The school has an additional skills block where students are grouped by need and provided additional support.

The SIP has led to increased emphasis on improving student performance. Recruitment efforts have begun to increase the capacity and experience of teachers; school leaders described their continued efforts to stabilize and invest in the staff at Kiley Middle School. The SIP has also provided leaders and staff a common focus on activities central to teaching and learning, such as the use of a standards-based instructional framework and the practice of looking at student achievement data.

Over the past two years, the administrative team has modeled a team approach, strengthened the school culture, and created an environment of collaboration.

Multiple leadership and teacher teams function as vehicles for school improvement at Kiley Middle School. Schedules and staff meetings have been strategically designed to increase inclusive decision-making, as well as staff communication and collegiality. In focus groups, school stakeholders indicated that school culture and climate have improved as a result of these team-based efforts. Teachers and school administrators described a previously shattered or toxic culture before the arrival of the new principal and the new administrative team.

The administrative team—composed of the principal and four assistant principals—purposefully divides its key duties: the principal is charged with oversight of SIP implementation; one assistant principal oversees attendance and student behavior; the second assistant principal manages student placement, assessment, and English language learner services; the third assistant principal oversees special education students, as well as overall school hiring; and the fourth assistant principal supervises the instructional leadership team (ILT) and professional development. School administrators believe that this distributed approach enhances the school’s educational program and intervention services. In a focus group, one school leader stated, “We are a real solid team, all with the responsibility and authority to direct [our] daily energies to different [areas of school improvement].”

School meetings are planned with the purpose of building a spirit of cooperation among the staff. School leaders reported that weekly grade-level and department meetings expand opportunities for teacher input, empower teachers, and increase staff unity behind school improvement efforts. The school planned to focus summer professional development on continuing to develop a

professional learning community at the school. One school leader emphasized, “We all work with a unified purpose to change the culture of Kiley and make it a place where kids can learn.”

Over the past academic year, the principal and assistant principals developed an informal check-in process with teachers. This process was initiated to understand staff’s perceptions and concerns about the school. During a focus group, school leaders reported that this process has been beneficial in providing an interactive forum of open communication, as well as generating ideas for further school improvements. In focus groups, teachers confirmed that these check-ins have paved the way (as reported by one teacher) “for a more supportive and responsive environment at the school.”

A distributed leadership approach has clarified individual responsibilities and been used to promote collaboration throughout the school. This has improved the culture and established a foundation on which strong teaching and learning practices can be built.

A key function of the instructional leadership team is to increase the focus on teaching and learning.

Marcus Kiley Middle School has instituted and sustained an instructional leadership team (ILT) as an extension of the administrative team. The ILT comprises instructional leadership specialists (ILSs) and collaborative professional development teachers (CPDTs). The ILT has solidly established its function and position within the school and spearheads major data discussions and embedded professional development, which have increased the focus on teaching and learning.

The ILT is designed to operate as a team with individual roles, but with collective responsibility for school improvement. The ILT is composed of three ILSs in the areas of ELA, mathematics, and science, as well as a CPDT in ELA and a CPDT in mathematics. The ILT meets weekly as a team, leads weekly content-based meetings with teachers, and schedules formal meetings with individual teachers on an as-needed basis. During a focus group, ILT members reported that they have co-created and overseen major revisions to the SIP. Moreover, the ILT assists the school in planning and executing actionable steps toward school improvement.

The responsibilities of the ILSs and CPDTs include helping teachers understand and use the state standards, create coherent lesson plans, appropriately develop rubrics, and follow the district-provided pacing guides. The coaches also spend 20 percent of their time directly teaching a group of advanced students. In focus groups, teachers reported that the ILT has had a positive impact on the school and their own teaching practices. “The coaches are very flexible and always available,” one teacher informed the review team, “They help me strengthen my content knowledge, provide me with informative websites, and notify me of available teacher grants.” Several teachers with fewer than three years of experience reported that they frequently ask for assistance from the ILSs and that they find it helpful. One teacher said, “The ILS models specific practices so that I can see how it should be done.”

The ILT is also involved in collecting, disseminating, and developing strategies around data. The coaches are responsible for interpreting the district benchmark assessments and for providing teachers with the annual MCAS data. They are also responsible for gathering and interpreting

monthly open-response data for their respective departments. These coaches regularly participate in the school's learning walks. Since arriving at the school, they have identified some schoolwide instructional weaknesses (e.g., low-level teacher questioning) and cooperatively developed interventions and procedures (e.g., a professional development session on Bloom's Taxonomy). During focus groups, the ILT reported that they see their role as multifaceted: as both building a collaborative and thoughtful culture with the staff and enhancing student achievement. One instructional coach stated, "We all really care about the culture here. But we also understand our bottom line: to raise MCAS and CPI scores."

The team of coaches is responsible for planning embedded weekly professional development for the staff. They have also presented different forms of student data to the teachers over the course of the year. Teachers reported that they have received help from the coaches. The coaches acknowledged that they were particularly helpful to new teachers who struggled with classroom management. Coaches also acknowledged that, while they were helpful in individual cases and with several short professional development initiatives (such as introducing Bloom's Taxonomy), the school needs a tighter focus on key instructional practices in the future.

The school uses many district supports and programs to build leadership and staff capacity.

In order to enhance the capacity of school leaders and staff, Marcus Kiley Middle School has made use of additional personnel provided by the district and attended professional development workshops. Leadership and teaching staff described multiple initiatives that focused on many different areas of school improvement.

Twice a month the principal receives specialized training and coaching from his mentor, a district-approved retired principal. In a focus group, school leaders reported that the principal's mentor has been an invaluable contributor to school improvement efforts. They reported that the retired principal has influenced their decisions about academic interventions, professional development offerings, and data-analyzing processes.

Furthermore, the district approved funding for a fourth assistant principal as part of the school leadership team, which has allowed the administrative team to sharpen its focus on improvement by having three of the four focused on academic priorities (English language learners, special education, and instructional leadership) and the fourth focused on discipline.

The principal has participated in the National Institute for School Leadership (NISL) program, an initiative sponsored and supported by the district and Department of Elementary and Secondary Education (ESE). Two of the four assistant principals have also been active participants in the program. In a focus group, school leaders reported that the monthly NISL meetings have been helpful in connecting with other school leaders across the district and understanding the school's organizational state, as well as its position within the district. In a focus group, a school leader stated, "From a survey I obtained from NISL, I learned that our teachers are too dependent upon school leadership to make decisions. I would have never have guessed that."

The NISL trainings, however, have also been somewhat disruptive to the school. The school leadership team stated that district trainings held during the day have disrupted its ability to manage the school efficiently and caused shortages among school staff.

The school has taken advantage of the expanded human resources support provided by the district. In particular, school leaders and teachers reported that they are in constant contact with a district human resources representative who provides helpful suggestions about teacher recruitment, as well as suggesting potential candidates. The district also provides highly qualified candidates to the school via organized career fairs and active databases. To ensure that uncertified teachers within the school become appropriately credentialed and highly qualified, the district also orchestrates trainings, tutoring sessions, and content knowledge courses for teachers before the MTEL (Massachusetts Tests for Educator Licensure).

The school has gained access to a variety of professional development offerings through the district. Teachers and school leaders reported that district-offered professional development opportunities are abundant. Teachers reported that they are able to choose to receive training on core programs and interventions (e.g., CMP, Read 180) and that the general professional development offerings are good and support instruction (e.g., Research for Better Teaching). Teachers said that they can opt to take the same training multiple times. They described many offerings; it is unclear, however, how the offerings are chosen or if they are related to the school's improvement efforts.

Key Question 2: Are the conditions in place to continue to support student achievement?

From 2006 to 2008, Marcus Kiley Middle School's MCAS scores increased in both ELA and mathematics. In 2008 the school made AYP in the aggregate in both subject areas for the first time in five years. As detailed in Key Question 1, the school has implemented several initiatives that could lead to further improvement of student achievement over time. These include an instructional leadership team, a culture of professional collaboration, and common instructional protocols and assessment practices.

There is, however, a wide range of instructional effectiveness across classrooms and it is unclear whether conditions are in place to improve classroom practice. The school's administrative team recognizes that they have set up the initial conditions for success and that they now have to create an effective system to improve instructional rigor.

Findings

Classroom instruction lacks sufficient rigor to continue to improve student achievement.

The review team observed 26 classrooms and found evidence of a common, standards-based format across classrooms, although the quality of practices varied in some classrooms. Evidence of rigorous instruction was apparent in only one-third of the classrooms. In two-thirds of classrooms observed by the review team, instruction was less rigorous, student engagement was limited, and there was a lack of higher-order questioning and thinking practice.

Rigor was defined by the following indicators: (1) questions requiring students to engage in a process of application, analysis, synthesis, and evaluation; (2) opportunities for students to apply new knowledge and content; (3) students articulating their thinking and reasoning; and (4) teachers pacing the lesson to ensure active student engagement.

In the majority of classrooms, the review team observed posted objectives/agendas, scaled rubrics, exemplars of student work, activators, summarizers, and word walls—all elements of the instructional framework that has been a focus of the school's improvement efforts (see page 4). Posted student work was scored with a rubric and often accompanied by written feedback from teachers. The level of feedback varied from simple comments (such as, "Great Job" or "Nice work") to more complex feedback designed to explain to students why they received a particular rubric score. All classrooms contained posted lesson activators and summarizers. These varied in quality, however. In one mathematics classroom, an activator asked students to describe a time in their life when they were shopping for something on sale, which led to a lesson on discounted value. This was a strong activator linking lesson concepts with student experience. In another classroom, an activator asked students to "think about what we learned yesterday," which did not provide a specific focus to promote student learning. In most classrooms, the review team observed content-specific word walls that varied in their design. Some classrooms had word walls that were well organized and contained a range of basic and sophisticated words. In other classrooms, word walls were less structured, contained few words, and were less sophisticated.

The review team noted minimal evidence of higher-order questioning and of lessons structured for students to express their thinking and reasoning. In only 19 percent (n=26) of classrooms

visited did teachers ask questions and present lessons that required students to engage in more complex thought (e.g., processes of application, analysis, synthesis, and evaluation). In only 19 percent, again, of classrooms observed did students articulate their problem-solving rationales and strategies. In these classrooms, students participated in a hands-on activity where they classified several galaxies, identified their criteria for classification, and explained their thinking to the class. In another instance, students selected and explained strategies for solving systems of algebraic equations. In the majority of classrooms, however, students were not asked to engage in higher-order thinking (e.g., explain responses, justify reasoning, provide alternate analysis). In these classrooms, teachers primarily checked for student understanding of the learned material.

The review team noted that a third of lessons were well-paced and moved fluidly from one activity to the next. In these classrooms, students were actively engaged in learning for the duration of the classroom visit. For instance, teachers moved seamlessly through an activator activity, mini-lesson, student exercise, and wrap-up activity. Students participated actively and enthusiastically—for example, by answering and asking questions or offering relevant experiences—throughout these lessons. In contrast, 65 percent of observed classrooms did not fully maximize time. Pacing was slow, with the result that students were not fully engaged in learning. Within these classrooms, students fluctuated from on-task to off-task behavior and discussed topics unrelated to the learning task. Student behavioral disruptions were also more frequent. In some classrooms, students walked around during class periods without participating or completing work. In other classrooms, students wandered in and out of classrooms, often causing interruptions. Throughout the two-day visit, the review team noted students lingering in the school halls during scheduled class periods.

A focus in the current year has been the establishment of an instructional framework, which most teachers incorporate into their classrooms. This has been recognized by coaches and administrators as an important first step in improving classroom instruction. The administrative team recognized that the next step toward rigorous instruction “is harder than realized” and, at the same time, is keenly aware of the strengths now to be found in classrooms and the improvement that has been achieved there.

The school analyzes data and uses it to design student interventions. Analysis of data does not yet lead to changes in classroom practice.

The school has designed and implemented processes to analyze student performance data. During weekly team meetings, teachers engage in discussions about the data, which is used to understand student performance. These meetings are guided primarily by the instructional leadership team. Data from both external and internal assessments is examined primarily during content-based meetings, in which the ILT facilitates major data reviews and discussions. In focus groups, instructional coaches reported that they examine data from MCAS and the district benchmark assessments (DBA). They stated that the global data trends are shared with teachers in a variety of formats, e.g., by question type or standard. In this forum, teachers also learn how to access data through the district-based program, Galileo. Grade-level meetings review data particular to their grade and individual teachers inspect data particular to their student cohorts.

While teachers are trained in the use of Galileo, they reported that it is primarily the coaches who gather, collate, and interpret the student achievement data.

The school has used data analysis to develop targeted student interventions. In focus groups, instructional coaches and teachers described how they had noticed an alarming number of zeros and low scores on student MCAS open-response questions. To solve these challenges, ILSs and teachers analyzed student open-response answers and discussed MCAS scores with individual students. Data analysis and discussions with students revealed that students lacked the preparation, strategies, or motivation to respond to open-response questions. School leaders made open responses a school priority and now require all teachers to create, administer, and grade open response questions weekly. Teachers also implemented the ROAR (Read, Organize, Answer, Review) protocol to provide additional student strategies for open-response questions.

In focus groups, school leaders reported that students are placed in or exposed to intervention programs, such as Read 180, Sonday, FastForward, and Fluency Theater. Using external and internal assessment data, teachers have developed targeted enrichment and remedial after-school tutoring sessions for particular student populations. For instance, students scoring in the proficient or advanced categories on MCAS receive accelerated test-taking courses once a week.

During focus groups, school stakeholders reported that recent strategies and interventions have been beneficial and have had an impact on student achievement. In particular, the coaches stated that they have seen increases in student DBA scores over the past year. The school has also tracked student's open-response results, noting improvements from some students and other results that have remained stable or declined.

Kiley Middle School has implemented systems for tracking and reviewing formative and summative data at various levels in the school. Data has been used to develop targeted interventions. Analysis of student performance data, however, does not yet influence classroom practice. For example, there is an awareness that student improvement on open-response questions has varied, but there have been no resulting changes to instructional practice. Use of data at the classroom level is central to improving student learning and is also likely to improve the quality and rigor of instructional practices.

Formal and informal learning walks provide general feedback on classroom instruction. There is no mechanism for tracking or monitoring improvements in the classroom.

Learning walks are the primary mechanism to monitor and provide feedback on instructional practices. School administrators and instructional coaches frequently conduct formal and informal learning walks in all content areas, as well as in ELL and special education classes. Over the course of the year, different kinds of learning walks are used to gather data. A system to use this data to change classroom practices and create a cycle of ongoing improvement has not been established.

The review team reviewed documentation indicating that formal learning walks have been performed, on average, twice a month. Members of the learning walk team visit three to five classrooms in 20-minute intervals. Team members then collectively debrief, highlight

challenging instructional areas, and provide recommendations and expectations for improvements. The purpose of these learning walks has varied from month to month. Past learning walks have focused on environmental set-up of the classroom, teacher questioning techniques, alignment of learning activities to standards, and levels of student engagement. In focus groups, school leaders, teachers, and coaches reported that they devoted the beginning of the year to environmental learning walks—monitoring classroom arrangement and lesson design—and the second half of the year to instructional learning walks in the content areas.

In focus groups, teachers reported that they receive general feedback from learning walks at the next faculty meeting, in which members of the school leadership team and instructional leadership specialists provide an overview of school trends and performance. School leaders afford individual teacher feedback only when requested.

Learning walks have provided the school with data around instructional practices, which coaches have followed up with embedded professional development. In focus groups, coaches reported that these structured visits have revealed schoolwide weaknesses in classroom rigor and differentiated instruction (areas of weakness also noted by the review team). As a result, instructional coaches held a professional development session on Bloom’s Taxonomy, as well as providing demonstrations of higher-order questioning techniques for teachers.

Beyond the formal learning walks, coaches conduct informal classroom observations, or practice learning walks. The primary focuses of these observations are the set-up of the environment and the organization of the daily lesson. Coaches ensure that teachers are implementing the common instructional scheme of the school, which entails lesson activators and summarizers, standards-based lessons, and rubric-centered student assignments. Coaches provide structured guidance to teachers if they ask for help with developing certain elements of a lesson. In a focus group, coaches reported that they also provide assistance (e.g., co-teaching and modeling) around increasing instructional rigor, differentiating instruction, and providing opportunities for higher-order thinking.

As part of the school improvement efforts, school leaders and instructional coaches observe and monitor instruction through a variety of mechanisms. The school uses learning walks as a common practice to investigate the instructional strengths and weaknesses of the school and then to align professional development with the results of the investigation. A foundation for providing teachers with feedback on instructional practice has been established. However, there is no clear system to ensure teachers are implementing learned strategies, track improvements in instructional practice, or to reflect on the impact of professional development provided. While school-based coaches are providing some embedded support, there is not yet a formalized system to ensure ongoing and targeted improvement in Kiley Middle School classrooms.

Appendix A: Marcus Kiley Middle School Review Team Members

The review of the Marcus Kiley Middle School in the Springfield Public Schools was conducted from June 4-5, 2009 by a team of educators from SchoolWorks on behalf of the Massachusetts Department of Elementary and Secondary Education.

Spencer Blasdale, Team Leader, Chief Executive Officer, SchoolWorks

Candice Carpenter, Team Writer, Project Consultant, SchoolWorks

Janet Williams, Team Member, Consultant, SchoolWorks

Appendix B: Review Activities and Schedule

Activities conducted at the Marcus Kiley Middle School

The following activities were conducted as part of the review of the Marcus Kiley Middle School, Springfield Public Schools.

- The team conducted interviews and focus groups with the following representatives from the Marcus Kiley Middle School:
 - The school leadership team, which included the principal and four assistant principals
 - 6th, 7th, and 8th grade teachers in all of the content areas
 - The instructional leadership team, which consisted of the instructional leadership specialists and collaborative professional development teachers
 - The guidance counselors for 6th, 7th, and 8th grades
- The review team conducted 26 classroom visits at the school for all grade levels (6th-8th) and subjects (ELA, mathematics, science, technology, social studies, READ 180, ELL, special education).
- The DPSI review team reviewed the following documents at the district and school levels:
 - The school improvement plan (SIP) for Marcus Kiley Middle School
 - The District Plan for School Improvement (DPSI) for Marcus Kiley Middle School
 - School performance data (e.g., MCAS 2006-2008, CPI scores)
 - Learning walk protocol and learning walk feedback in science, mathematics, social studies, ELA, special education, and ELL
 - Extended day/professional development plan for 2008-2009 school year
 - Quarterly review documentation

Schedule for review of Marcus Kiley Middle School

Marcus Kiley Middle School Site Visit Schedule		
June 4, 2009		
Time	Team member 1	Team member 2
8:00 – 9:00	Team arrives at school; morning meeting	
9:00 – 9:40	Focus group with school leadership	
9:45 – 11:00	Classroom visits - 7 th & 8 th grades	Teacher focus group - 7 th grade teachers
11:15- 12:15	Focus group with representatives of the school leadership team and instructional leadership team – ILSs & CPDTs	
12:15 – 1:15	Lunch; mid-day meeting and team debrief	
1:25 – 2:00	Teacher focus groups – 8 th grade teachers	Classroom visits - 6 th & 7 th grade classrooms
2:10 – 2:40	Focus group: school-based coaches	Classroom visits
2:45 – 4:00	Team debrief; evidence sorting	
4:00	Team departs	

Marcus Kiley Middle School Site Visit Schedule		
June 5, 2009		
Time	Team member 1	Team member 2
8:00 – 9:00	Team arrives at school; morning meeting	
9:00 – 10:00	Follow-up with school leadership	
10:10 – 11:45	Teacher Focus group - 6 th grade teachers	Classroom visits - 7 th & 8 th grade classrooms
11:50 – 12:20	Document review/follow-up as needed	
12:20 – 1:20	Lunch; mid-day meeting and team debrief	
1:30 – 2:00	Classroom visits - 6 th & 7 th grade classes	Focus group – guidance counselors
2:00 – 3:00	Team debrief; evidence sorting	
3:00 – 3:30	Team report of evidence and key learnings	
4:00	Team departs	