

INTRODUCTION

The purpose of this document is to summarize the data collected through classroom observations, school building walkthroughs and teacher interviews. School review data are categorized by the following systemic change domains:

- 1) Climate
- 2) Environment and Resources
- 3) Leadership and Governance
- 4) Continuous Improvement and Inquiry
- 5) Instruction and Assessment
- 6) Student Engagement and Outcomes
- 7) Family and Community Partnerships

All items rated as “Observed” indicate the degree to which respondents reported the standard domain is demonstrated in the district. The percentage score for each domain is calculated by dividing the total actual score for the domain by the total possible score for the domain. Additionally, some data were analyzed on question-by-question basis to give the reader more information for evaluating the district’s policies and practices in relation to the specific domains addressed above.

School site visits occurred between January 21st, 2020 and February 13th, 2020. A total of 43 classroom observations were completed for a total of 660 minutes of observation time across classrooms in the school. There were 24 school building walkthroughs completed and classroom interviews with 24 teachers were completed. Relevant demographic and summary information is included in this report below. Teacher interview data included throughout the report where relevant to evaluation of a particular domain.

Additionally, the following research bases were mapped to each item to produce summary scores based on research areas present: 1) Positive Behavior Intervention and Supports (PBIS), 2) Student-centered Learning (ST), 3) Culturally Responsive Teaching, and 4) Universal Design for Learning (UDL).

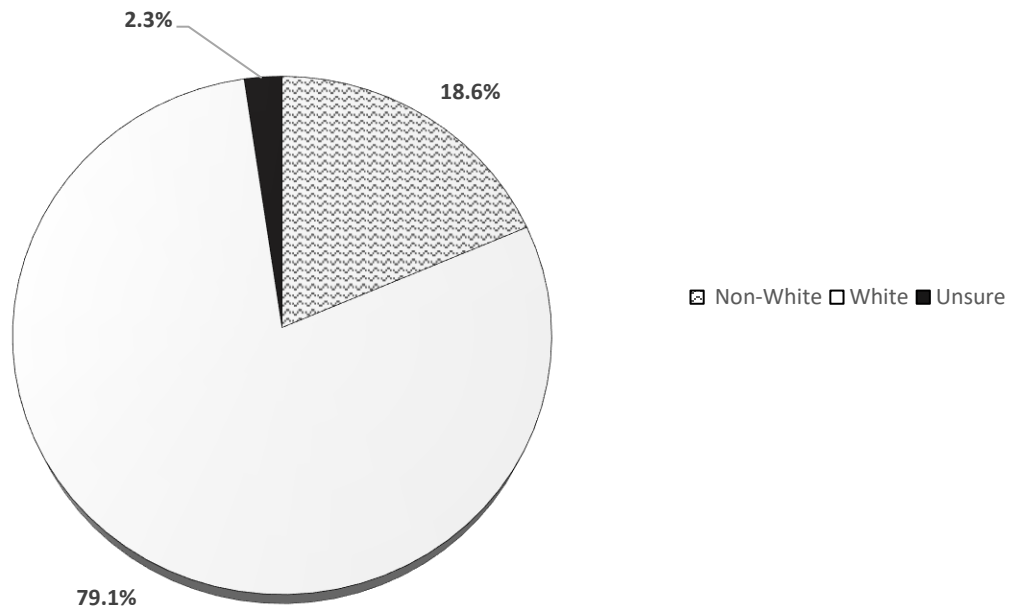
SUMMARY INFORMATION

Locations and numbers of times a location was observed during the School Building Walkthroughs, n=155 observations

Location	Times Observed	Percent
Cafeteria	5	3%
Classrooms	6	4%
Gymnasium	6	4%
Hallways	7	5%
Locker Room	5	3%
library/IRC	4	3%
TV Pit	6	4%
Senior U-Bench	7	5%
Science Atrium	3	2%
Residential Halls	5	3%
Hub	7	5%
Student Life	6	4%
Student Study Areas	5	3%
Old cafeteria	7	5%
In2	5	3%
IRC	5	3%
Math Study	7	5%
Science Study ITMIC	6	4%
1508	2	1%
The loft	6	4%
Student Union	4	3%
CTL (Formerly PFS)	3	2%
Library	2	1%
Principal's office	3	2%
Fitness center	2	1%
Common areas	4	3%
O1+O4 B-Ball Court	4	3%
Restrooms	2	1%
Sports Fields	4	3%
Pool	3	2%
Swings behind O2, O2+O5 slabs	4	3%
Admissions	3	2%
Other	7	5%
Total Areas Observed	155	100%

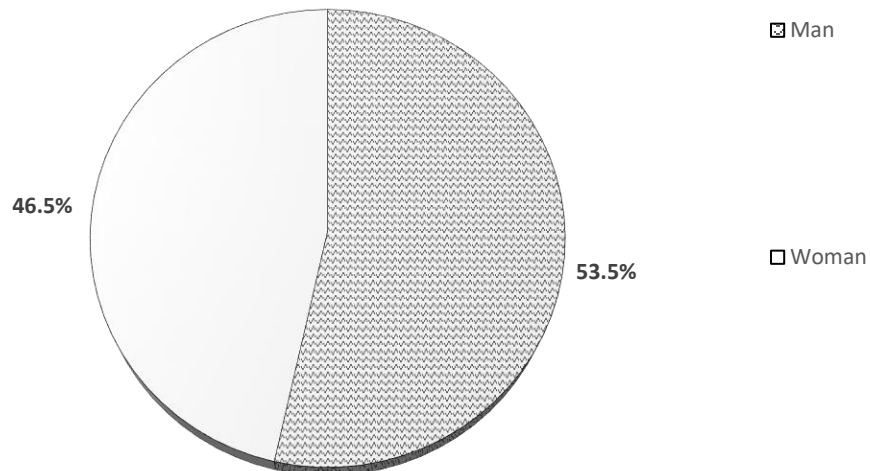
Observed Teacher Race

Classroom Observations, n=43

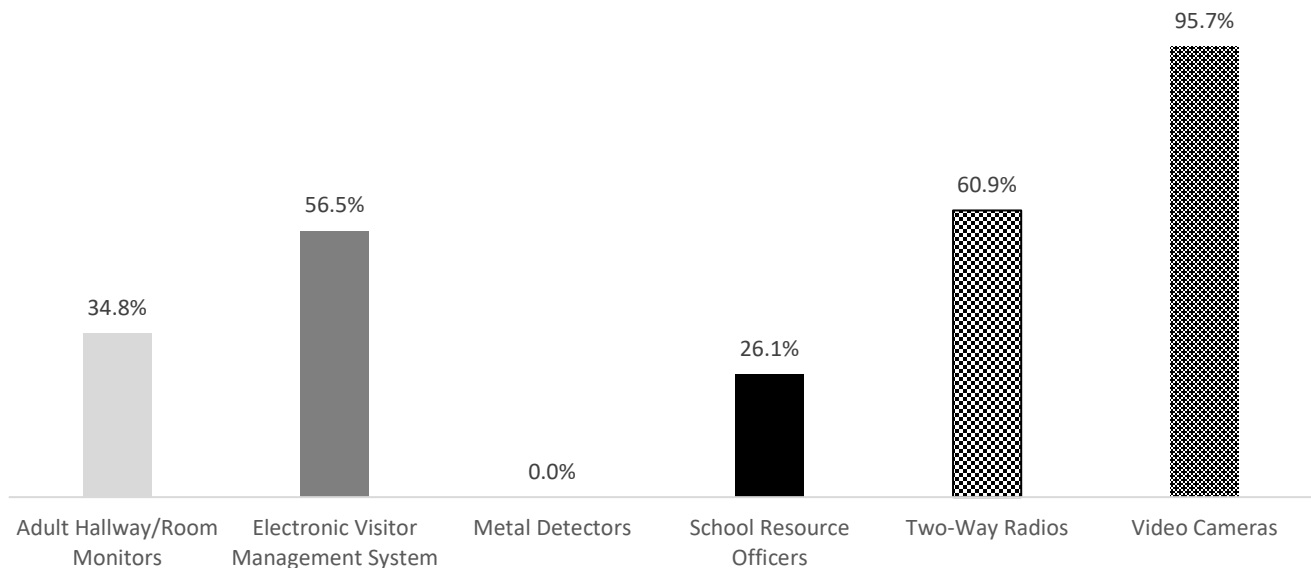


Observed Teacher Gender

Classroom Observations, n=43



Monitoring Systems Observed during School Building Walkthroughs
School Building Walkthrough, n=24

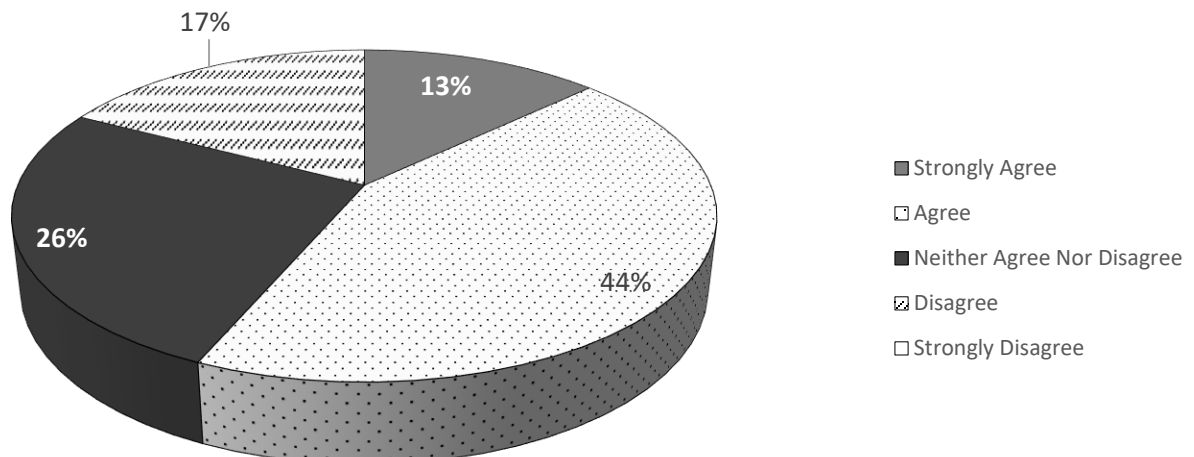


A. CLIMATE

All members of the learning community experience safe, supportive, and inclusive learning environments, where there is a recognition and valuing of students' differences and the creation of spaces for families and students to participate in decisions that affect their learning trajectories (Waitoller & Artiles, 2013; Waitoller & Kozleski, 2013).

A.The building climate is student- and family-centered, and facilitates a safe and inclusive learning environment.

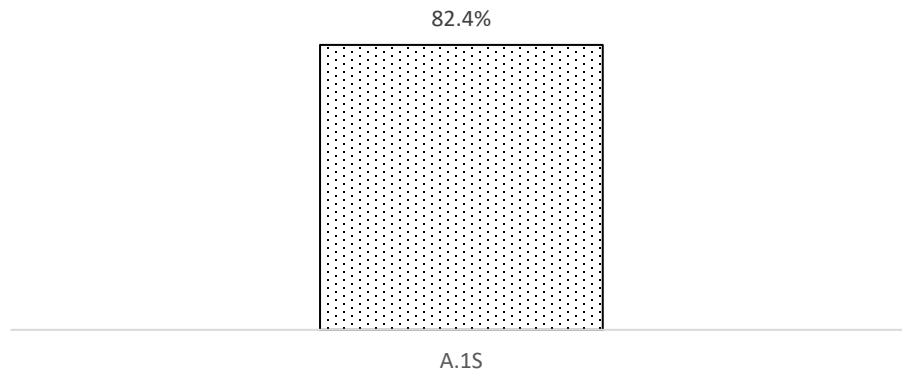
School Building Walkthrough, n=24



A.1. The district cultivates respectful and supportive learning environments through asset-based perspectives such that every member enjoys a safe, positive, and affirming climate in which deficit thinking is appropriately reframed (Access).

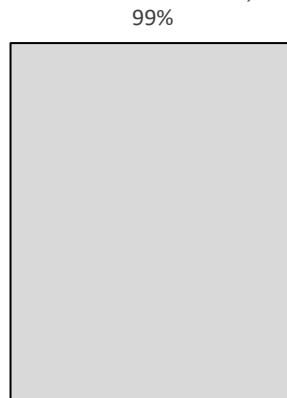
Percent of A.1 Observed

School Building Walkthrough, n =24



Percent of A.1 Observed

Classroom Observations, n=43



A.1 from Teacher Interview

In response to the question, “How do you ensure educational equity for all students in your classroom, several themes emerged from teacher responses,” educators generally seemed to demonstrate a lack of understanding between equity and equality such as a teacher responded that they can tell students they “can write anything they want.” This indicated that all students were given the same opportunities in their written expression which signals equality. Additionally, some educators discussed their level of “helpfulness to the student” positioning themselves as the “nice” teacher such as the response of one teacher who said that she was, “taking care of students for class” and “for life.” Most of the educators seemed to have an underlining belief that educational equity happens organically such as in the response of one

teacher who stated that he/she does nothing to explicitly address educational equity saying that, "I don't do this explicitly. I do it implicitly -- they become validated."

In response to the question, "How are students acknowledged for demonstrating desirable social behaviors?," educators generally expressed that they used praise as a form of acknowledging desirable social behavior. One teacher stated, "I get enthusiastic -- "right!", or "you're going in the right direction but..." Another teacher reported, "I listen carefully to students. [I may say] "excellent insights. "You stole my thunder!" I treat them as intellectual equals and have a conversation with them."

A.2. Students, families, and staff members are empowered to express emotions, desires, opinions, and critiques constructively without fear of retaliation (Meaningful Participation).

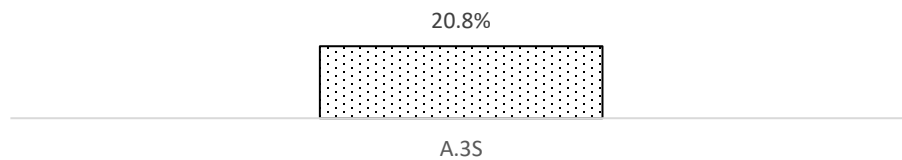
Percent of A.2 Observed
Classroom Observations, n=43
95.3%



A.3. Behavior expectations are clearly defined and communicated to every member of the learning community (Access).

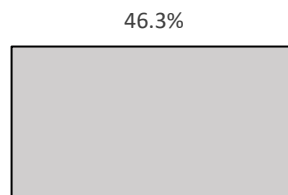
Percent of A.3 Observed

School Building Walkthrough, n =24



Percent of A.3 Observed

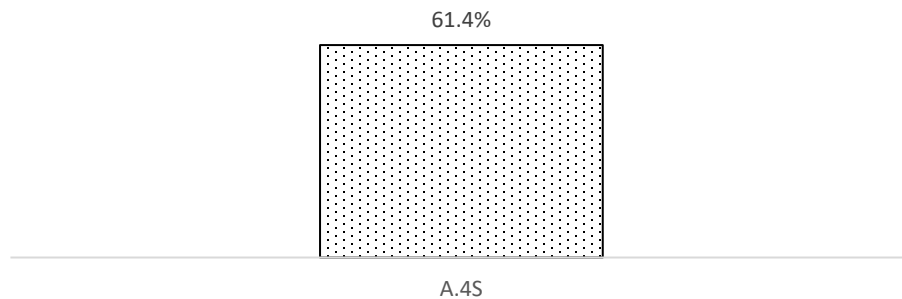
Classroom Observations, n=43



A.4. Voice and perspective from all members of the learning community is valued, treated with dignity, and used to inform school and classroom norms, rules, and expectations (Representation).

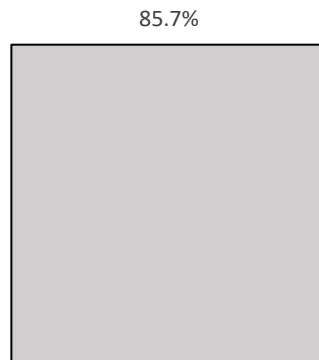
Percent A.4 Observed

School Building Walkthrough, n =24



Percent of A.4 Observed

Classroom Observations, n=43



A.4 from Teacher Interview

In response to the questions, **“How did you develop and establish classroom norms, rules, and behavior expectations?”** and **“Were students involved in that process? If so, how?”** none of the teachers discussed the co-construction of classroom norms, rules, or behaviors. Rather, the focus was teacher driven as students were provided with pre-prepared set of rules and norms. For example, one teacher stated, “Expectations are in my syllabus.” Another teacher stated that, “I make clear in documents [syllabus] the ground rules.” Teachers also talked about the use of various ways of presenting students with the rules such as, “All are in my syllabus. I give a quiz to be sure they've read my syllabus. Unit specific goals I give verbally.” Another

teacher said, “I share these verbally on their first day of class --Put phones away, participate, come prepared having read the assignment and be prepared to discuss. I give guiding and open ended questions.” Finally, many teacher emphasized the need for respect from students and discussed respect frequently. For example one entry stated “teacher and her department expect respectfulness, especially when working in small groups.” Another stated, “I expect attendance, participation, respectful engagement, commitment to the process...and honesty – their own work.”

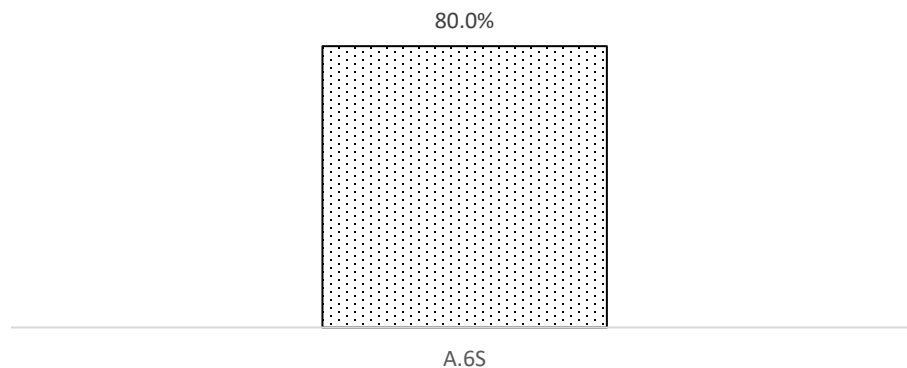
A.5. Discipline practices limit the removal of students from the learning environment and exclusion from classroom instruction such that no student group/s is over-represented in any category of disciplinary action (Positive Outcomes).

N/A See School Data Profile (SDP) (Figure 9)

A.6. The mission and/or vision of the school is posted prominently for all to see and reflects a valuing of equity and appreciation of difference.

Percent of A.6 Observed

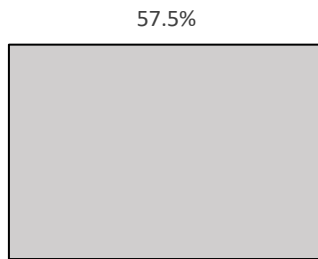
School Building Walkthrough, n =24



A.7. School personnel use age/ developmentally appropriate measures to intervene, deescalate, and prevent inappropriate referrals to law enforcement. Positive behavior reinforcement is provided. (Meaningful Participation).

Percent of A.7 Observed

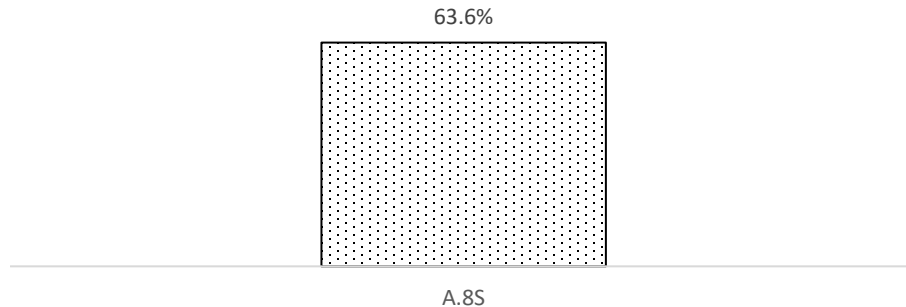
Classroom Observations, n=43



A.8. Sufficient structures are in place to ensure cultural, socio-emotional, physical, and intellectual safety in the learning community (Access).

Percent A.8 Observed

School Building Walkthrough, n =24



Equity Context Analysis Process School Review Report (SRR) The Illinois Math and Science Academy

SRR

Percent of A.8 Observed

Classroom Observations, n=43

86.3%



Reported Incidence of Teacher using stereotypical language in class:

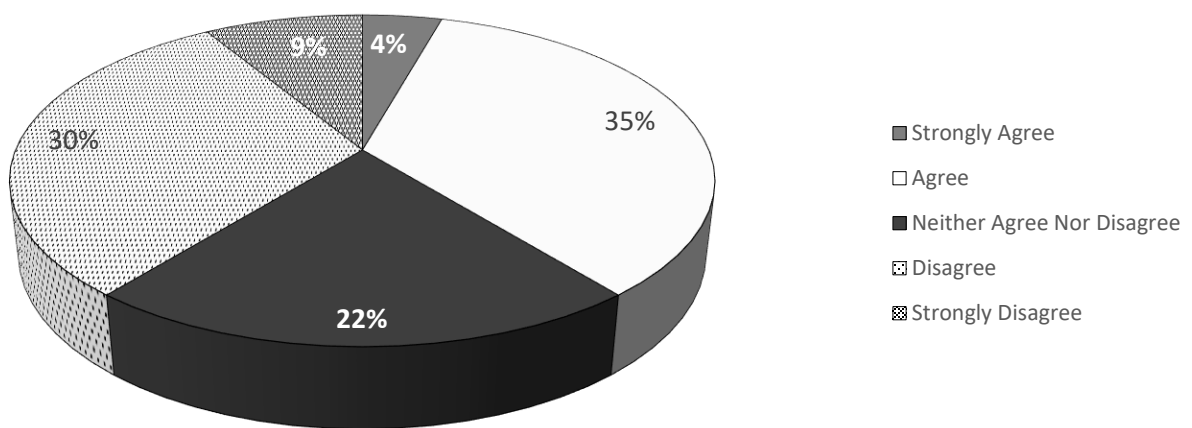
One reviewer reported a teacher gave an example in which they used the example of a man attempting to impress a woman, rather than using gender neutral language.

B. ENVIRONMENT & RESOURCES

Resources are distributed equitably and care is taken to ensure authentic representation of diverse people are present in learning spaces and in learning materials, so that students are provided with what they need to benefit from high quality, culturally responsive education opportunities.

B.The physical environment of the school is high-quality, well-resourced, and reflects an appreciation of difference.

School Building Walkthrough, n=24



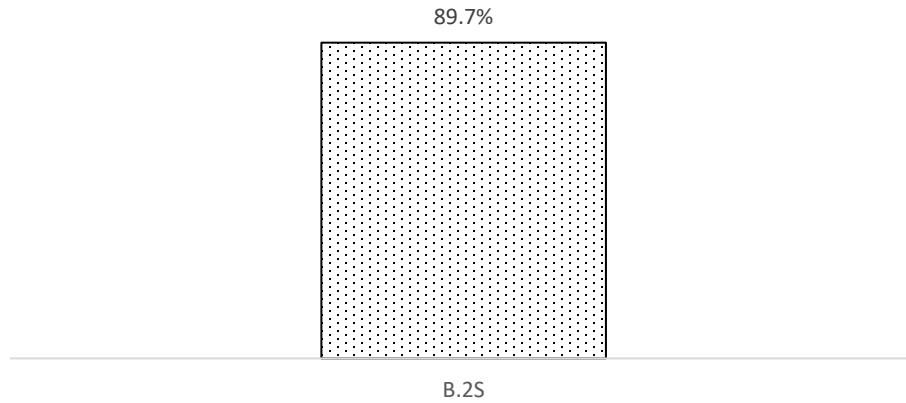
**B.1. District staff members reflect a broad range of diverse personal identities and lived experiences (e.g., race, gender identity, sexual orientation, and dis/ability).
(Representation)**

N/A -- See Student Data Profile (SDP) and Stakeholder Survey Report (SDR)

B.2 There is a sufficient number of resources available to support instruction in the classroom. Each and every student present has access to the same quality of materials, manipulatives, technology, and/or resources.

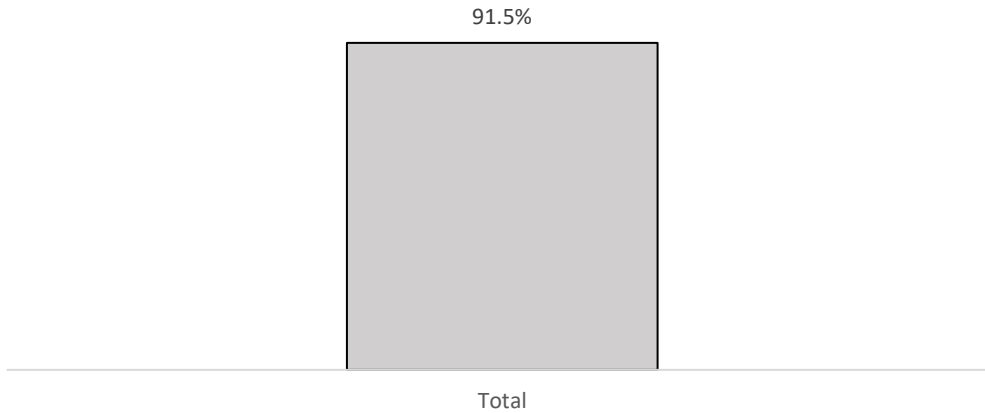
Percent B.2 Observed

School Building Walkthrough, n =24



Percent of B.2 Observed

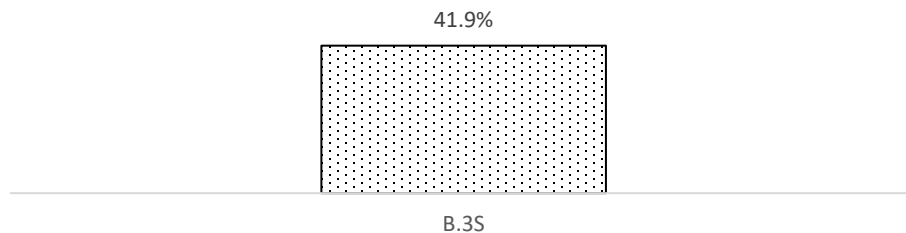
Classroom Observations, n=43



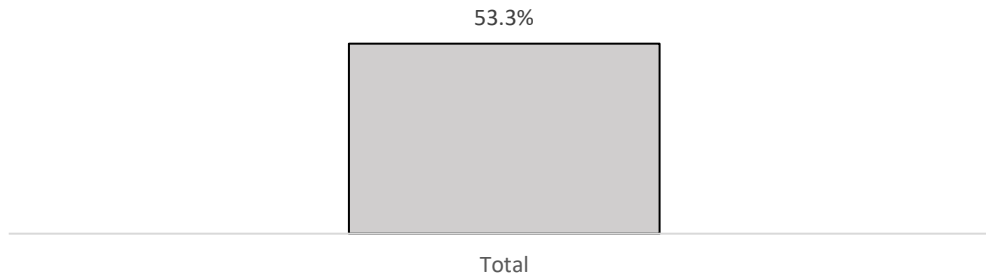
B.3. Positive representations of diverse peoples (e.g., lived experiences, personal identities, and world views) are present throughout the district in texts, displays, and materials, and experiences of historically marginalized groups are represented accurately (Representation).

Percent B.3 Observed

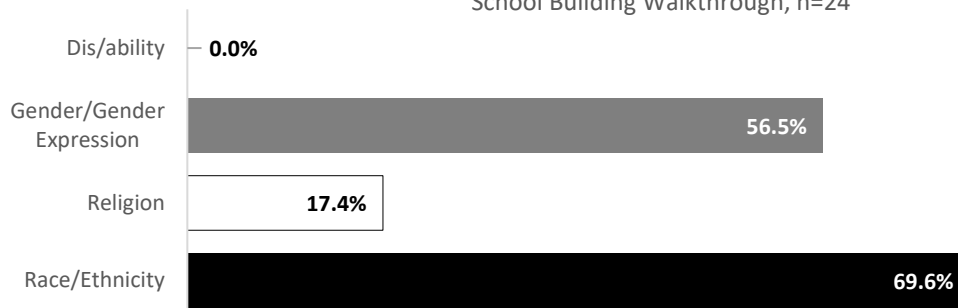
School Building Walkthrough, n =24



Percent of B.3 Observed Classroom Observations, n=43



B.3 Observation of Forms of Diversity in Non-Stereotypical Ways School Building Walkthrough, n=24

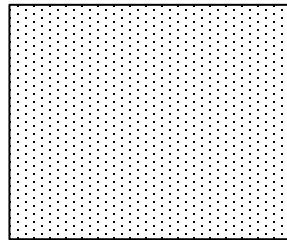


B.4. Learning environments ensure that all students and families meaningfully participate in the learning environment and process regardless of individual linguistic, physical, intellectual, and/or sensory differences (Access).

Percent B.4 Observed

School Building Walkthrough, n =24

66.7%



Percent of B.4 Observed

Classroom Observations, n=43

88.9%



B.5. Content standards, learning objectives and language objectives are posted and visible in classrooms.

Percent of B.5 Observed

Classroom Observations, n=43

41.1%



C. LEADERSHIP AND GOVERNANCE

Shared leadership and decision-making structures are present at multiple levels of the district and are organized to ensure participation of diverse stakeholders. There is an expressed and demonstrated focus on addressing systemic inequities.

N/A -- No questions on this domain are included in the school review.

D. CONTINUOUS IMPROVEMENT AND INQUIRY

The district engages in inquiry using multiple types of data to make explicit the links between student outcomes, policy and adult practice. Data-informed inquiry and continuous improvement processes are used to determine who is not benefiting from current policies, practices and structures, and on improving learning opportunities and outcomes for all students, with particular attention to addressing inequities faced by historically marginalized students (Friere, 1970; Kozleski & Thorius, 2013; Thorius, 2014).

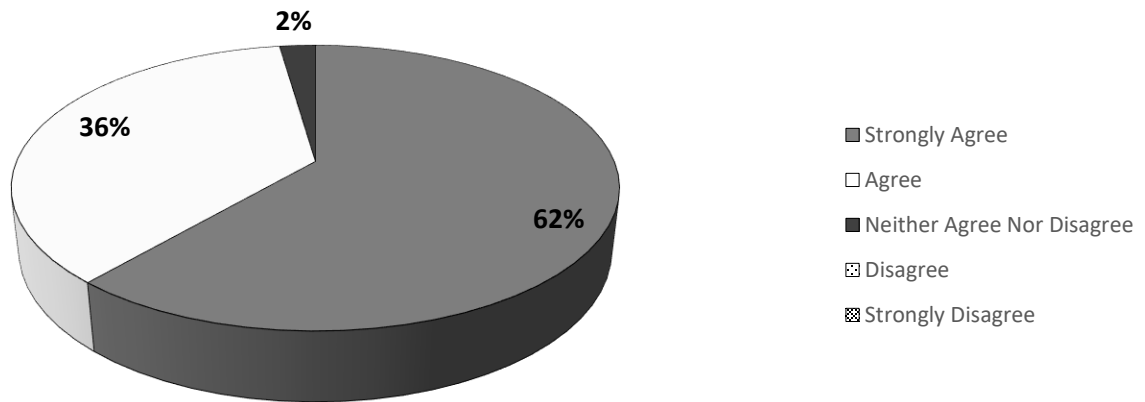
N/A -- No questions on this domain are included in the school review.

E. INSTRUCTION AND ASSESSMENT

Curriculum, instruction, and assessment practices support all students in identifying and using tools and knowledge resources from multiple communities for critiquing the status quo and empowering students to make decisions that will lead to social change towards more just communities in and out of school (Stovall, 2006; Gay, 2010; Aronson & Laughter 2015). Instruction is differentiated to facilitate use of various modalities for acquisition and generation of knowledge or skills through experience and study.

E. The quality of the classroom fosters a respectful learning environment, with high expectations for all students and caring peer and adult relationships.

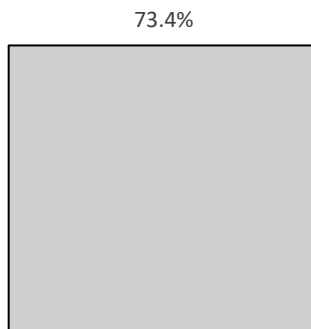
Classroom Observations, n=43



E.1. Instruction and assessments are differentiated and adjusted to address a continuum of student learning rates, interests, funds of knowledge, and assets (Access).

Percent of E.1 Observed

Classroom Observations, n=43

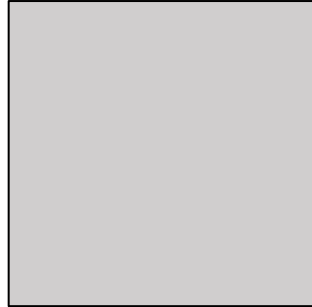


E.2. Instruction is relevant to and representative of students' lived experiences and personal identities, and builds upon students' prior knowledge (Representation).

Percent of E.2 Observed

Classroom Observations, n=43

78.5%



E.3. High expectations for learning are evident for every student; instruction is rigorous and promotes critical thinking (Meaningful Participation).

Percent of E.3 Observed

Classroom Observations, n=43

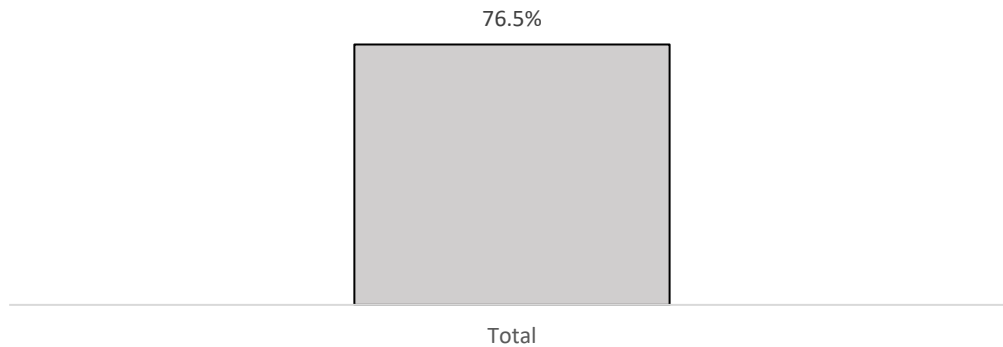
88.9%



E.4. Formative and summative assessments guide adjustments to instruction (Access).

Percent of E.4 Observed

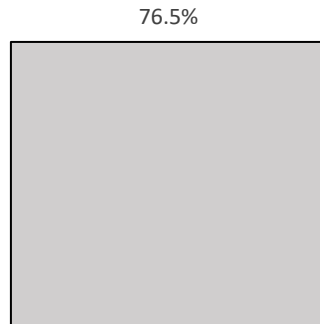
Classroom Observations, n=43



E.5. Formative and summative assessment results are shared with parents and students (Meaningful Participation).

Percent of E.5 Observed

Classroom Observations, n=43



E.6. Curricular materials foster an understanding and appreciation of students own cultural histories and practices, as well as those of groups different from themselves (i.e., cultural pluralism) (Representation).

Percent of E.6 Observed

Classroom Observations, n=43

18.6%



E.6 from Teacher Interview

In response to the question, “What information and materials do you use in your lesson planning,” the responses focused on general materials rather than materials to assist in promoting educational equity. While most teachers discussed books and documents in all in general terms suggesting that all books and documents were of high quality and would meet the needs of all students, teachers also discussed using real world examples and leveraging the students themselves as resources. For instance, a teacher said, “Mainly I use students -- the bodies and brains in the room -- what they're responsive to. But there are differences across groups. I might pull in an exemplar piece -- maybe only 4 or 5 to show different genres. I want them to see they can be exemplars.” This example speaks to the authentic engagement of all students using their own real life situations as a tool for writing.

E.7. Lessons are co-planned with special education and English language teachers, and other specialists in order to design instruction for students with dis/abilities, English learners, and students who could benefit from specific learning supports (Access).

E.7 from Teacher Interview

In response to several questions about if and how instruction is designed to accommodate the needs of diverse learners such as students with an Individualized Education Plan (IEP), emergent bilingual and multilingual learners and students who could benefit from specific learning supports, teachers generally reported that they had very few students with IEPs in their classes. When asked how often they reviewed the IEPs of students with dis/abilities in their classes, the responses demonstrated a lack of understanding of responsive and inclusive teaching for students with IEPs. One teacher said that they had meeting for students with a, “wrist injury, and for allergies.” Another teacher stated that they, “I have a few students with

issues, including two with concussion protocols, and one that is terrorized by writing.” In some instances there seemed to be a perceived hostility concerning IEP’s and the mandate to review them such as when one teacher said, ““No.” It’s their responsibility to contact me; to seek me out.”

In response to the question, “To what extent do you co-plan lessons with the special education teacher or specialists to design instruction for students with dis/abilities, emergent bilingual learners/multilingual learners and students who could benefit from specific learning supports in your class,” the majority of the teacher’s answers focus on what they do rather than working with someone else despite the fact that the question is about co-planning. For instance, one teacher reported, “students who fall behind --I take it upon myself. I have a relationship with my students in that we can work things out together.” Additionally, rather than discussing co-planning teachers talked about sending the students elsewhere for assistance. For example, one teacher said, “I refer students to the Writing Center, to Erin [colleague and Writing Center Coordinator] and the Writing Tutors, and the CAC’s. [College and Academic Counselors] I don’t feel I need to track them down. Singling out students makes them feel bad.”

E.8. Educators are provided real-time feedback, oversight, and support on lesson plans, assessments, and classroom instruction (Access).

N/A – See Stakeholder Survey Report (SSR).

F. STUDENT ENGAGEMENT & OUTCOMES

All members of the learning community experience safe, supportive, and inclusive learning environments, where there is a recognition and valuing of students' differences and the creation of spaces for families and students to participate in decisions that affect their learning trajectories (Waitoller & Artiles, 2013; Waitoller & Kozleski, 2013).

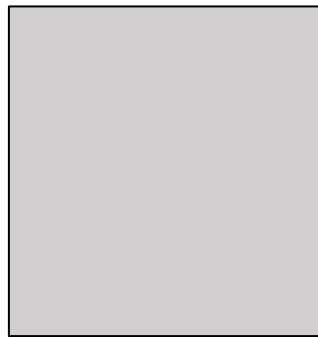
F.1. Participation in higher level coursework by student group is proportional to overall enrollment (Representation).

N/A – See Student Data Profile (SDP).

F.2. All students appear to engage meaningfully in learning experiences and regularly participate in academic dialogue (i.e., adults do not dominate discussions) (Meaningful Participation).

Percent of F.2 Observed
Classroom Observations, n=43

88.4%



F.3. All students appear to reach appropriate levels of conceptual development about subject matter content and make real-world applications (Positive Outcomes).

Percent Observed of F.3

Classroom Observations, n=43

95.2%

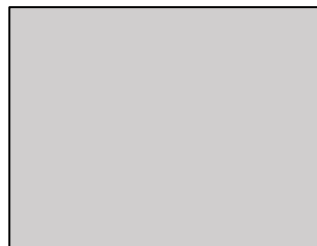


F.4. Students are encouraged and given opportunities to participate in activities that facilitate social critique (Meaningful Participation).

Percent Observed of F.4

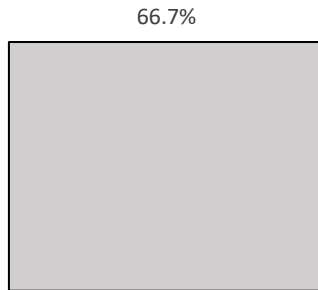
Classroom Observations, n=43

64.7%



F.5. Students critically reflect on and connect to their personal histories, identities and cultures as part of meaning making (Meaningful Participation).

Pecent Observed of F.5
Classroom Observations, n=43



G. FAMILY AND COMMUNITY PARTNERSHIPS

The district cultivates and maintains mutually beneficial relationships with community members, parents/caregivers and community-based organizations, specifically those representing historically marginalized groups to ensure that district and school decisions represent and incorporate the knowledge and resources of all those they serve (Kozleski & Thorius, 2013; Thorius, 2014).

G.1. Community-based locations are utilized for classroom projects, presentations, and instruction (Representation).

N/A See the Stakeholder Survey Report (SSR)

G.2. Information about students' families and communities is routinely gathered and used to make learning experiences more relevant (Representation).

N/A See the Stakeholder Survey Report (SSR)

N/A See the Stakeholder Survey Report (SSR)

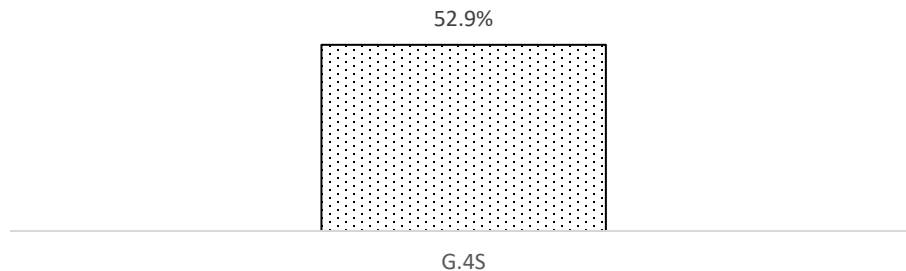
G.3. Opportunities are provided to intentionally connect parents/caregivers and educators in the community (Representation).

N/A See the Stakeholder Survey Report (SSR)

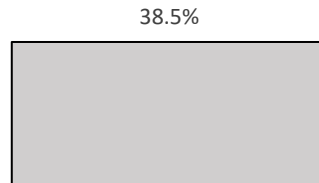
G.4. Accurate connections to and about local community histories are incorporated into school events and environment. (Representation).

Percent G.4 Observed

School Building Walkthrough, n =24



Percent Observed of G.4
Classroom Observations, n=43



G.5. School and district educators are consistently involved in community activities and events (Meaningful Participation).

N/A See the Stakeholder Survey Report (SSR)

G.6. Structures, supports, and systems are in place to facilitate, support and sustain the participation of family and community members in district activities, with a particular emphasis on those who face the most significant barriers to active participation (Meaningful Participation).

N/A See the Stakeholder Survey Report (SSR)

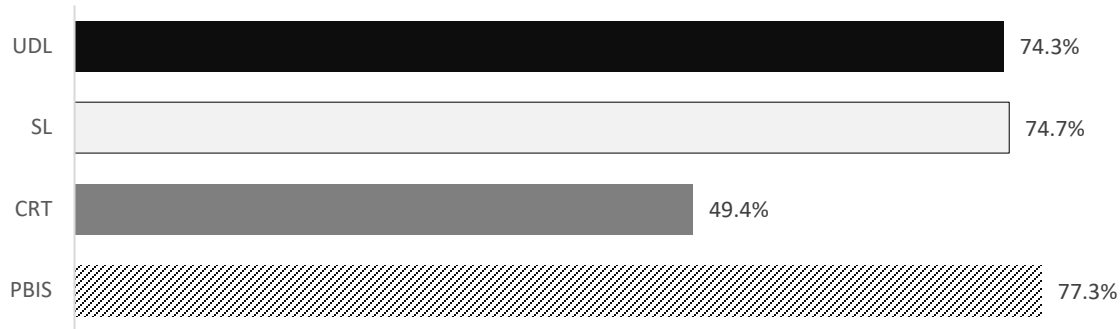
G.7. Community members from historically marginalized groups routinely participate in district opportunities to support learning. (Positive Outcomes)

N/A See the Stakeholder Survey Report (SSR)

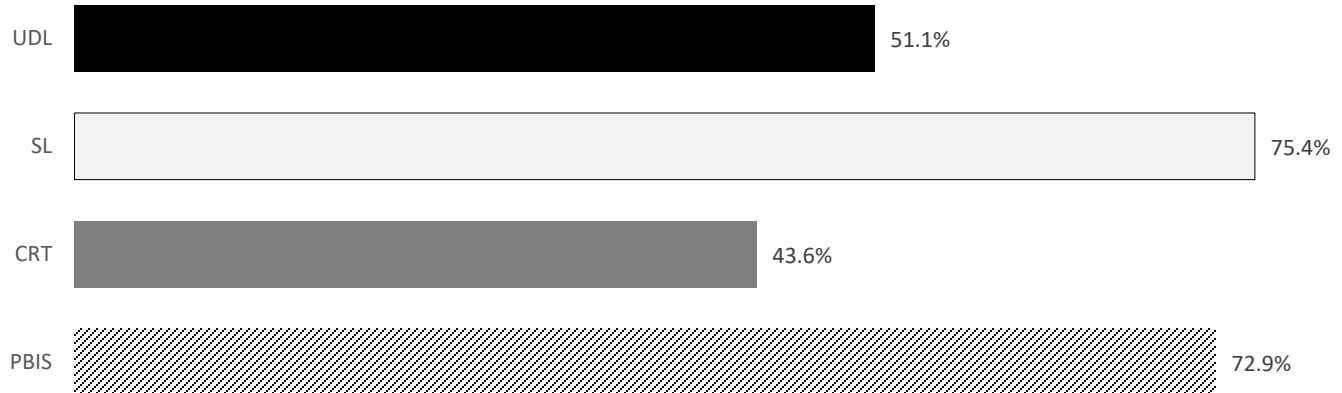
FREQUENCY AND PERCENTAGE OF MAPPED RESEARCH BASES

School Review Equity Dimensions by Percent

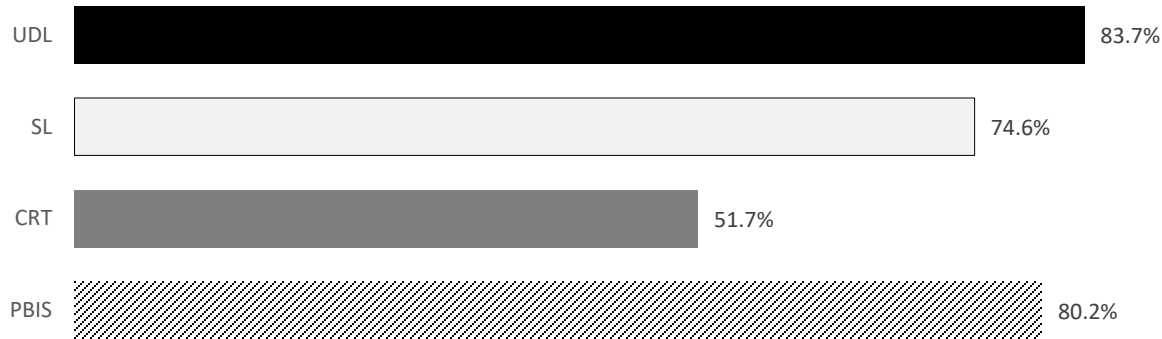
(Includes both Classroom Observations and the School Building Walkthrough)



School Building Walkthrough Equity Dimensions by Percent

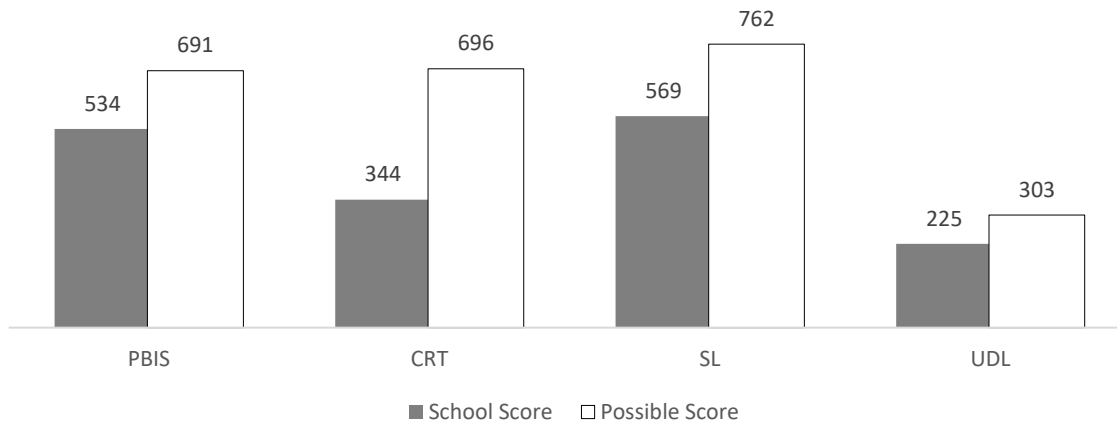


Classroom Observation Equity Dimensions by Percent

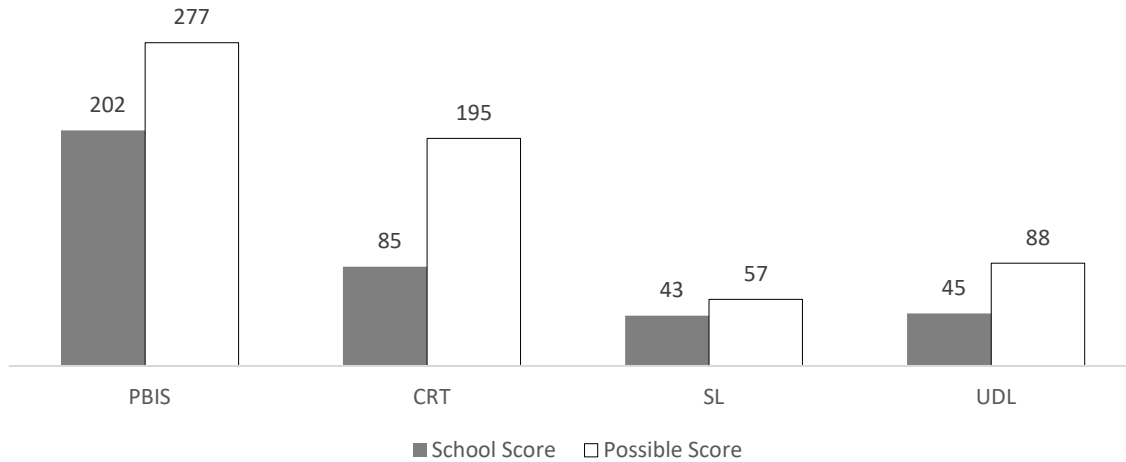


School Review Total Equity Dimensions, Count

(Includes both Classroom Observations and the School Building Walkthrough)



School Building Walkthrough Equity Dimensions, Count



Classroom Observation, Total Equity Dimensions, Count

