

New Jersey Department of Education, Office of Charter Schools

TEAM CHARTER SCHOOLS

Collection of Best Practices

Name of Charter School: TEAM Charter Schools (KIPP New Jersey)

About the Charter School (Mission / Key Design Elements):

TEAM Charter Schools strives to instill in our students the desire and ability to succeed in college in order to change the world. TEAM is committed to supporting our students to and through college and careers. We believe our promises to students and families are sacred and we do whatever it takes to empower our students to achieve successful academic and life outcomes.

Best Practice Topic(s) / Performance Area within Organizational Framework: School Culture and Climate

Summary:

A few years ago, TEAM set out to formalize the definition of a great school. Reflecting on how great schools are usually defined - either 100% based on test scores, or entirely on proficiency – a group of TEAM staff set out to use the metrics available (and find some not available) that would best describe the health of a school and help us answer the question: "What would we want in a school for our own kids?" We landed on something called the School Performance Index (SPI).

The goal of the SPI is to: (1) put a stake in the ground about what constitutes a great TEAM school, (2) help manage growth, and (3) help improve our schools.

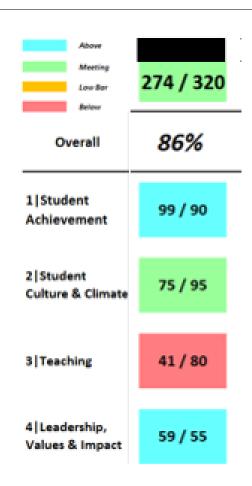
In its current form, the SPI is a measure that rolls up all of the available data about school performance, weight it according to importance, and produce a single number by which to evaluate our schools. The measure looks at four domains: (1) Student Achievement, (2) Student Culture and Climate, (3) Teaching, and (4) Leadership Values and Impact.

More specifically, each domain is broken out into specific indicators.

Ψ -Strands	Indicators -			
1) Student Achievement	MAP	NJASK Median SGP, %	GPA/Academic Slanding	Work Hat
(Description	goals, equity/IEP	proficient	Track	extracur leader
2) Student Culture and Climate (Description	Student & Parent Satisfaction Student/Parent surveys, interviews	School Environment School inspections	Student Attrition	Well-rou offerings (e etc Variety and participa
3) Teaching	Strong instruction	Instructional Culture	Strong relationships/ advisory	
(Description	Classroom observations aligned to KIPP f/w	Using TNTP Insight survey		
4) Leadership, Values, and Impact	Kids who need us	Great place to work	Mission/impact in Newark	>
(Description	Attrition and demographics	Using Q12 and KIPP Surveys	Staff surveys and interviews	

An example of SPI results are below.

¹ In future years, NJASK will be replaced with PARCC. NJDOE, Office of Charter School Collection of Best Practices



One key feature of the performance index is an internal walk-through process designed specifically to evaluate School Climate and Instructional Delivery. Rather than conducting one summative end-of-year site inspection, walk-throughs are designed to be short (half-day) events occurring several (3-5) times each school year.

Walk-through teams are made up of members of school leadership teams (Principals, APs, Deans, Grade Level leads) and support staff from the shared service team. Similar to a "peer review," this structure gives principals the opportunity to both give and get feedback during the year.

The walk-through produces quantitative data (using a rubric for instructional delivery and a rubric for school climate), and qualitative data in the form of a memo summarizing the feedback and offering suggestions for school improvement.

Partner(s): N/A

Dates: 2013 to present
School Contact:
Laura Mendelsohn, mailto:lmendelsohn@kippnj.org
Resources:
School Culture Rubric
Classroom Rubric

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	TIME:														
Class/Teac	her Observables	1	2	3	4	5	6	7	8	9	10	11	12	Υ	Ν
-	for each classroom. If in doubt, use NA. Mark Y+ if this classroom is an outstanding example														
When you ente	r the room:												_		
Environment	Visibly celebrates student progress and growth via display of student work, goal trackers, and/or interactive displays.														
Objective/ Aim Agenda	/ Posts objective/Aim/Agenda for lesson prominently. (ES - mark Y if objective is not posted but is abundantly clear.)														
If you see the st	art of a lesson:														
Key Messages	Framing / interactions reinforce growth mindset / Saphier's key messages 1) This is important 2) You can do it with hard work 3) I will not give up on you 4) We will help each other														
Goals Connected	Connects long-term learning goals to current lesson's activities, making them relevant.														
Listen for the te	eacher's tone and delivery:														
Warm Demanding	Utilizes a warm and demanding tone, and consistently sets high expectations for students.														
J-factor	Exudes 'J-factor' (joy) in teacher/student interactions, e.g. "Vegas," sparkle, etc. strategies														
Note how the to	eacher tells students what to do:														
Directions & expectations	States behavioral and academic expectations that are specific, observable, concrete and sequential.														
Think about cla	ssroom management:														
Awareness	Shows high awareness/"with-it-ness" for student behavior, misbehavior, and academic engagement by noticeably circulating, scanning, and "being seen looking."														
Effective Redirections	Employs a variety of techniques to engage/redirect students (narration, proximity, pre-alerting, public praise, etc.), balancing the ratio of winning and desisting techniques.														
School/grade systems	Effectively uses grade- or school-wide systems to reinforce students doing the right thing to create/maintain consistency across classrooms.														
Did you see any	changes between activities?														
Transitions	Transitions between activities are efficient & maintain momentum (< 45 sec).														
Classroom systems	Establishes clear systems for frequently used in-class transitions, e.g. student movement, groupwork, check-out, entry, dismissal, materials distribution, etc.														
Did you see any	new material/instruction?														
Flow/Pacing	Uses time effectively to maximize time-on-task and create a sense of urgency.														
Ratio	Uses a variety of ratio strategies to increase thinking and talking done by students. Everybody thinks. Everybody writes. Everybody speaks.														
Discourse	A range of students engage in task-related, accountable discourse with one another multiple times over the course of the lesson.														
Formative CFU	Uses informal and formal whole-class objective-driven CFU techniques to adjust pacing, clarify misconceptions, and/or reteach as needed.														
Whole-Class Feedback	Verbal feedback is specific and responsive to formative data, celebrating both wins and woes in student mastery thus far (moves past, "Everyone did a great job.").														
<u></u>															

		1	2	3	4	5	6	7	8	9	10	11	12	Υ	N
If you saw new	material/instruction, think about the questioning strategies used.														
Cold Calls	Brings all students into the activity by cold calling. Does not take raised hands.														
Evidence	Demands evidence from text and other source data and/or encourages students to justify thinking. Uses how or why questions. Students do the heavy lifting.														
Question Quality	Starts with open-ended, high-level questions, and scaffolds as needed.														
Follow-up and Response	Listens and responds to student responses with appropriate follow-up questions and comments.														
	ded practice or independent practice?		1	<u> </u>			l			<u> </u>		<u> </u>			
Grade Level Expectations	Utilizes demanding independent practice that positions students for mastery of grade-level standards.														
Criteria for Success	Establishes and communicates clear criteria for success to students mastery expectations are explicit, above and beyond mere completion of the task.														
Individual	Collects and provides feedback during paired and independent work (verbal or written), when assessing student mastery during the lesson.														
Did you see the	close of the lesson?														
Daily Mastery	Teacher assesses mastery on an exit ticket or some other form of end-of-lesson assessment in order to inform past and future instruction.														
Were you able t	to ask a student about the lesson/class?														
Goal/ Objective	Student knows exactly what the class is working on, and can explain how it fits into yearly goals.														
Mastery Awareness	Students can articulate their level of mastery on today's objective, and how they know what mastery looks like.														
	oservables students, "8" for most (70-90%), "5" for half, "3" for some (10-40%), "0" for no students, "NA" for can't tell. It to see who is on-task. Note levels of engagement/interest.	1	2	3	4	5	6	7	8	9	10	11	12		
			Т	<u> </u>				Ι				<u> </u>			
On Task	Students are visibly on task (completing work, thinking, responding, asking questions).														
Students Engaged	Students are visibly engaged, interested, or curious in their behaviors and/or affect. "Do kids want to be here?"														
Think about cla	ssroom management:														
100%	Students meet 100% of stated and implicit behavioral expectations.														
Quiet for Adults	Students are quiet for staff during instruction/when directions are given.														
Speed & urgency	Students get to work "right away, all the way," without reminders or additional redirection from the teacher.														
Effective Redirections	Estimate the share of class time devoted to instruction (vs. behavior management). 10 = 100% instruction.														
Small-group/ blended	Students are cognitively engaged, productive, and on-task when teacher is working with small groups. Blended learning, when utilized, is strategic and content-related.														
	y students interact with each other:		-		-		-	•		-				ı	
Peer Interactions	Students engage in productive, positive interactions with one another. Students help and encourage each other.														

Common Space/School Culture Rubric

10=Yes/100%, 8=Most/70-80%, 5=Somewhat/50%

Physica	l Surroundings
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3=Some/30%, 0=No/0% Notes Hallways Hallways are well maintained, clean, and uncluttered. **Bathrooms** Bathrooms are well maintained and clean. **Student Engagement** Main office is well maintained, uncluttered, and welcoming to Main Office parents/guests. Students are treated with respect by adults, using 'warm/demanding' Respect tone. Staff do not yell/raise their voice at students. Uses start of the day/non instructional time to name, model and Character reinforce character excellence. Students are treated warmly by adults - 'J-Factor' visible in tone, J-Factor adult/student interactions. Students seem happy to be here. Evidence of genuine relationships Engaged between students/staff. Recognition Current (~past 30 days) student work is consistently visible in Student Work common spaces. Mission/Vision School mission/vision is prominently posted and visible. Celebrations, recognitions or shoutouts are prominently posted and Celebrations **Expectations/Rules** Common spaces are, on the whole, calm and orderly; students are **Common Spaces** respectful to staff and one another. **Dress Code** Student dress code is followed in common spaces. **Quiet for Adults** Students are quiet for adults when directions are given. Food/Gum/Candy No food, gum or candy visible in common spaces. **Cell Phones** No student cell phones visible in common spaces. [ES: Mark NA] **Transitions Transition Time** Transition/passing time is, on the whole, calm and orderly. Arrival to/dismissal from the building is, on the whole, calm and Arrival/Dismissal

Classroom

Definition/Description # No # NA Element # Yes

Physical Surroundings

Clean Classroom is well maintained, clean, and uncluttered.

Expectations/Rules

Cell Phones No Cell Phones are visible.

Engagement

Sense of 'warm demanding' evident, 'J-factor' visible in Warm Demanding

teacher/student interactions.

Investment

Goals Present

Long-term classroom learning goals ("Big Goals") are

present and visible.

Long-term classroom learning goals ("Big Goals") are **Goals Connected** connected/made relevant to the day's activities.

Rituals and Routines

Objective/Aim Objective/Aim for lesson is posted and prominent.

Day's homework is posted and prominent [ES - mark as Homework

Directions are specific, observable, concrete and Directions

sequential.

Instruction

Checks for Understanding

Frequent and effective checks for understanding observed.

Frequent, variend and effective questioning strategies Questioning

observed.

Criteria for Criteria for success for lesson's activities are established Success

and clear.

Uses a variety of ratio strategies to increase thinking and Ratio

talking done by students.

Student Observables

Element Definition/Description

Expectations/Rules

Dress Code Student dress code is followed in classroom.

Adults

Students Quiet for Students are quiet for staff during instruction or when

directions are given.

100% Students meet stated and implicit behavioral expectations (*100%*).

Work Fast Students get to work fast.

Engagement

Students Engaged Students are visibly engaged in the class's activity.

Yes

NA

No

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