

Tool 50

Final Report Template

The on-site school review provides schools with an in-depth analysis of areas strongly tied to increasing student learning and achievement. The review team extends its appreciation to _____
school district
and _____
school administrators, staff members, students, and parents for the opportunity to work together on this on-site school review, which took place _____
date.

Section I: The Process

Effectiveness Indicators

The center of the school review process is the Effectiveness Indicators. These research-based indicators provide the organizational structure for the on-site school review. A synthesis of this research is found in *The High-Performing School: Benchmarking the 10 Indicators of Effectiveness*, (2009). The effectiveness indicators that _____
school selected to be reviewed were:

- _____
- _____
- _____
- _____
- _____

Tools and Processes

The effectiveness indicators are used to compare current school performance to that which is found in effective schools. Each effectiveness indicator is broken down into components called “characteristics” and “traits.” To determine where on the effectiveness continuum a school is currently performing, the review team collects evidence from various sources, including surveys, documents, and observations conducted during the on-site review. The different sources yield information about different characteristics and traits of the effectiveness indicators. For example, each question on a survey is tied to a specific trait.

Document Review

Documents from which data were drawn include:

- _____
- _____
- _____
- _____
- _____

Student Work

Student work provides valuable insights into the school's instructional program. Teachers were asked to collect all student work from their classes for a _____-week period. As part of the on-site review, this work was analyzed to determine its level of cognitive demand and its rigor in relation to state standards. Work was received from _____ teachers in the following content areas/classes: _____.

The Visit

Central to the review is the time the school review team spends at the school site. At _____, _____ team members spent _____ full days on-site and _____ additional day(s) while writing the final report. The team has an extensive background in _____, coupled with a deep knowledge of the effectiveness indicators and on-site review processes.

During the on-site portion of the review, the review team:

- Collected and analyzed surveys from:
 - _____ classified staff members
 - _____ parents
 - _____ teachers/administrators
 - _____ students
- Conducted structured interviews with:
 - _____ teachers, administrators, and classified staff members
 - _____ students during classroom observations
 - _____ district administrators
- Conducted _____ classroom observations, allowing a member of the review team to be present for at least one class taught by every teacher at _____, including _____ full-period observations in _____.
- Met with _____ students in _____ focus groups
- Held _____ evening parent focus groups attended by _____ parents

Section II: What We Found

The findings from our review are organized as follows:

Highlights From the Data: In this section, highlights from state assessments are displayed, and highlights from student work are discussed. The data packet that accompanies this report includes the detailed information from which the highlights were drawn.

Mapping of Effectiveness Indicators: Based on our analyses of assessment data, survey data, and student work, as well as information drawn from interviews, reviews of documents, and classroom observations, we determined the school’s position on the effectiveness continuum for each trait. This process is referred to as “mapping” the effectiveness indicators. Examples, evidence, and comments help in understanding these placements.

Highlights of State Assessment Data

The detailed analysis of state assessment data from which these highlights are drawn is included as Section 1 of the data packet that accompanies this report. Below are highlights from the _____ school year state assessment results:

- _____
- _____
- _____
- _____
- _____

Highlights of Student Work Analysis

Prior to the visit, all teachers were asked to collect and score student work from every class for _____ weeks. Student work was received from _____ teachers. A total of _____ unique assignments were reviewed. A “unique assignment” is one that is given in one or more classes. Thus an identical assignment given in three classes counts as a single unique assignment. The detailed analysis of the student work from which these highlights are drawn is included as Section 2 of the data packet that accompanies this report.

- _____ unique assignments were reviewed:
 - _____ from grade _____
 - _____ from grade _____
 - _____ from combined grade levels
 - _____ for which the grade level was not specified (reviewed as _____)

- The cognitive demand of each assignment was determined based on Bloom’s Taxonomy. Of the _____ assignments, _____ were targeted to higher-order thinking skills, and _____ were targeted to lower-order thinking skills:
 - _____ assignments were at the evaluation level.
 - _____ assignments were at the analysis level.
 - _____ assignment was at the synthesis level.
 - _____ assignments were at the application level.
 - _____ assignments were at the comprehension level.
 - _____ assignments were at the recall level.
- The rigor of each assignment was calculated based on the degree of academic challenge present in the assignment in relation to grade-level expectations:
 - _____ assignments were higher than the state standard/benchmark.
 - _____ assignments matched the state standard/benchmark.
 - _____ assignments were below the state standard/benchmark.

Mapping of Effectiveness Indicators and Commentary

The review team uses rubrics to assess the school’s performance on each of the effectiveness indicators. Each indicator is broken down into the components most closely associated with increased student performance, which are referred to as “characteristics.” Each characteristic is further broken down into “traits.”

Based on effective schools research, the rubrics display a continuum of school effectiveness and describe each trait as it would appear at three different points along that continuum. The review team shades the box containing the trait description that most closely matches current practice at the school. A shaded box in the middle (“effective”) column of the effectiveness continuum indicates that observed school practices are in line with practices found in schools in which nearly all students are meeting state standards. A shaded box in the left-hand (“low-performing”) column indicates that the school’s practices—many of which in the past might have been acceptable—will not result in the increases in student learning that would be necessary for nearly all students to reach standards. A shaded box in the right-hand (“high-performing”) column indicates that the school’s practices correspond to those found in schools that are the most effective learning environments.

To determine which box on the continuum would be shaded, we collected evidence of the school’s performance from various sources. Every characteristic and trait is linked to specific sources of evidence that

will yield information about it: questions asked in surveys, focus groups, and interviews; our review of student work; our analysis of documents; and observations conducted during the on-site review. We collected evidence by the following methods:

- Teacher interviews
- Guidance counselor interviews
- School administrator interviews
- District administrator interviews
- Student interviews
- Teacher surveys
- Classified staff surveys
- Parent surveys
- Student surveys
- Classified staff focus groups
- Parent/Community focus group
- Student focus groups
- Classroom observations
- Analysis of student work
- Review of documents

Mapping of Effectiveness Indicator _____ : _____
number name

Effectiveness indicator description:

Mapped effectiveness indicator:

Effectiveness Indicator _____ : _____ —Evidence and Commentary
number name

Section III: Conclusions and Recommendations

In this section, we identify the school’s strengths and offer our recommendations. The recommendations focus on actions that have the promise to result in the greatest gains in student learning and achievement, or that will need to be in place before other improvement efforts can be successfully undertaken.

Prior to the on-site portion of the review, the review team analyzed student achievement data and other documents. Following the _____-day on-site portion of the review, the team sifted through the data, reviewed evidence from interviews and observations, and followed up on data collection in the preparation of this report.

The meticulous evidence-gathering and -corroboration processes give us confidence in the validity of both the findings we reported in the previous section and the conclusions and recommendations we will offer in this section. We have made _____ recommendations for implementation by _____ and _____ recommendations for implementation by _____.

Strengths Identified at _____

- _____
- _____
- _____
- _____
- _____

Recommendations for _____

1. _____, including the following components:
 - _____
 - _____
2. _____, including the following components:
 - _____
 - _____
3. _____, including the following components:
 - _____
 - _____
4. _____, including the following components:
 - _____
 - _____
5. _____, including the following components:
 - _____
 - _____

Recommendations for _____
district

1. _____, including the following components:
recommendation

- _____
- _____

2. _____, including the following components:
recommendation

- _____
- _____

Acknowledgments

The members of the review team extend their sincere thanks to the district administrators and the school administrators, faculty, staff, students, and parents at _____ for generously giving
school of their time to answer our sometimes difficult questions; graciously inviting us into their offices and classrooms; and cheerfully attending meetings, completing surveys, and collecting and providing student work for our review.