

SchoolWorks Renewal Site Visit Report

**LEARN 10 Charter School
December 1-2, 2020**



Table of Contents

About the Renewal Site Visit Process	1
Domains and Key Questions	2
Domain 1: Instruction	3
Domain 2: Students' Opportunities to Learn	6
Domain 3: Educators' Opportunities to Learn	9
Domain 4: Leadership and Governance	11
Appendix A: Site Visit Team Members	16
Appendix B: Implementation Rubric	17
Appendix C: Summary of Classroom Observation Data	18

About the Renewal Site Visit Process

The SchoolWorks Renewal Site Visit (RSV) protocol and review process provides a third-party perspective on current school quality for all students. The process includes two days of collecting evidence on site through interviews, classroom visits, and document review. While on site, the site visit team meets to discuss, sort, and analyze evidence it is collecting. The site visit team uses evidence collected through these events to determine ratings in relation to the protocol's criteria and indicators. The report documents the site visit team's ratings for key questions within each of the four domains identified in the RSV protocol: *Instruction*, *Students' Opportunities to Learn*, *Educators' Opportunities to Learn*, and *Leadership and Governance*.

Due to COVID-19, the LEARN 10 RSV was conducted remotely over two days, with team members conducting online focus groups, reviewing documents, and observing classrooms via synchronous and asynchronous instruction.

Domains and Key Questions

Based on trends found in the collected evidence, the site visit team assigns a rating to each key question.

Domains	Rating			
	Level 1: Not Effective	Level 2: Developing	Level 3: Effective	Level 4: Highly Effective
Domain 1: Instruction				
1. <i>Classroom interactions and organization ensure a classroom climate conducive to learning.</i>		Level 2: Developing		
2. <i>Classroom instruction is intentional, engaging, and challenging for all students.</i>	Level 1: Not Effective			
3. <i>Teachers regularly assess students' progress toward mastery of key skills and concepts and use assessment data to make adjustments to instruction and to provide feedback to students during the lesson.</i>	Level 1: Not Effective			
Domain 2: Students' Opportunities to Learn				
4. <i>The school identifies and supports special education students, English learners, and students who are struggling or at risk.</i>		Level 2: Developing		
5. <i>The school's culture reflects a safe learning environment that holds high academic expectations.</i>			Level 3: Effective	
Domain 3: Educators' Opportunities to Learn				
6. <i>The school designs professional development and collaborative supports to sustain a focus on instructional improvement.</i>		Level 2: Developing		
7. <i>The school's culture indicates high levels of collective responsibility, trust, and efficacy.</i>			Level 3: Effective	
Domain 4: Leadership and Governance				
8. <i>School leaders guide and participate with instructional staff in the central processes of improving teaching and learning.</i>		Level 2: Developing		
9. <i>School leaders effectively orchestrate the school's operations.</i>		Level 2: Developing		
10. <i>The Board provides competent stewardship and oversight of the school.</i>	Level 1: Not Effective			

Domain 1: Instruction

1. *Classroom interactions and organization ensure a classroom climate conducive to learning.*

**Level 2:
Developing**

Structured Learning Environment	
Observed	Not Observed
10	9
53%	47%

Learning environment is partially structured; however, learning time is inconsistently maximized.

- The site visit team observed that in 53% of classrooms (n=19), there were clear structures and maximized learning time. For example, in these classrooms, teachers implemented strategies to support pacing for students during instruction or transitions, provided clear directions, and also had a posted agenda or structured activities list. However, in 47% of classrooms, the site visit team did not observe a structured learning environment or maximization of learning time. In these classrooms, the learning environment did not have routines to which students adhered, directions were unclear, and technology was not appropriately prepared, so students sat passively for the majority of the lesson. Also, in these classrooms, teachers did not use strategies to maximize learning time, including timers, adequate allotments for activities and lessons, call-and-response statements with students, and countdowns during transitions. In some cases, instructional time was often compromised by minor behavior management issues such as students socially engaging in the chat or turning their cameras off. Consequently, teachers were observed losing pace and students' cognitive attention to the lesson.

Supportive Learning Environment	
Observed	Not Observed
8	5
61%	38%

The majority of classroom interactions are cooperative and conducive to learning.

- The site visit team observed a supportive learning environment in 61% of classrooms (n=13). In these classes, teachers and students were respectful and supportive of each other. The site visit team observed many examples of positive encouragement and celebration of student success from teachers. For example, in one classroom, teachers praised students' efforts with frequent expressions of "Good Job!" and "Student X, that was very good." Furthermore, in these classrooms, teachers were also respectful of students' needs. For example, materials, links, and technology were accessible to students so students could use them as needed without having to ask an adult for help. In another instance, teachers supported students grappling with content by calmly suggesting that students "phone a friend." The site visit team did not observe a supportive learning environment in 38% of classes. In these classes, teachers may have been supportive and caring toward students, but did not consistently demonstrate an awareness of all students' needs. For example, in one class, several students were unclear about the task and the teacher did not provide them with additional directions or support. In another class, the teacher allowed students to remain idle and sleep on camera throughout the majority of the observation.

2. Classroom instruction is intentional, engaging, and challenging for all students.

**Level 1:
Not Effective**

Focused Instruction	
Observed	Not Observed
4	15
21%	79%

Teachers seldom provide students with clear learning goals and focused, purposeful instruction.

- In 21% of classrooms (n=19), the site visit team observed clear, focused instruction with clear objectives aligned to appropriate grade-level Common Core State Standards (CCSS). In these classes, teachers introduced the lesson and regularly referenced the skill that the lesson was fostering. For instance, in one classroom, the teacher communicated the focus question for the lesson in written and verbal form. Also, teachers made connections to previous lessons and supported students' attempts to make connections to the lessons. For instance, in another classroom, the teacher visually displayed representations of previous lesson content, while reminding students about previously discussed themes. However, in the majority of classrooms, (79%), clear objectives were not clearly communicated (verbally or in written form) by teachers. In these classrooms, teachers did not indicate or reference the expected lesson outcome or how the lesson connected to the broader learning purpose. For instance, in one classroom, the teacher reviewed the behavioral expectations, but not learning goals. In another classroom, the teacher provided a task-oriented checklist to students in written form.

Higher-Order Thinking Skills	
Observed	Not Observed
5	14
26%	74%

Instruction rarely requires all students to use and develop higher-order thinking skills.

- In 26% of classrooms (n=19), the site visit team observed higher-order thinking skill development. In these classrooms, teachers effectively provided students with opportunities and tasks that were challenging, asked students to apply their understanding, or justify their thinking or reasoning. In one classroom, the teacher required students to show their work graphically and demonstrate their thinking verbally. In another classroom, the teacher asked students to respond to a rubric to complete an open-ended prompt. However, in the majority of classrooms, (74%), teachers required only a few students to respond to higher-order questions, or assigned low-level tasks (i.e., recall, identification, summary tasks) to the whole-class. For instance, in one classroom, teachers asked short, closed questions, requiring students to give limited or no answers. In another classroom, students were asked to read without any reflection questions, writing prompts, or requirements for student discourse.

3. *Teachers regularly assess students' progress toward mastery of key skills and concepts, and to provide feedback to students during the lesson.*

**Level 1:
Not Effective**

Assessment Strategies	
Observed	Not Observed
3	10
23%	77%

In-class assessment strategies do not reveal students' thinking about learning goals.

- The site visit team observed the use of in-class assessment strategies in 23% of lessons (n=13). In these classes, the teacher asked probing questions of most students. For example, in one class, students presented answers on screen and students checked their answers against the model. In another instance, the teacher asked students to type in their responses in the chat to a prompt. However, in 77% of classrooms, teachers did not ask checking-for-understanding questions or give exit tickets to students. For example, in one classroom, students were asked to complete tasks, but the teacher did not check the student's thinking. In another classroom, the teacher asked students how they felt about the concept instead of probing about their conceptual understanding of the concept. In another classroom, a teacher requested students used chat for responses to questions, but the questions were off topic and not consistent with the lesson concepts or the learning goal.

Feedback	
Observed	Not Observed
2	17
11%	89%

Timely, frequent, specific feedback is not provided throughout the learning process.

- The site visit team observed teachers providing timely, frequent, and specific feedback in 11% of classrooms (n=19). In these classrooms, teachers provided feedback that students used to further their learning. For example, in one classroom, the teacher provided actionable feedback on independent work. As a result, students were able to correct their mistakes to get to the correct answer. However, in 89% of classrooms, the site visit team did not observe teachers providing timely, frequent, and specific feedback. In these classrooms, teachers provided feedback that neither clarified misunderstandings nor furthered the guidance related to the lesson. For example, in one classroom, the teacher responded to student answers and commented on each students' work, "Good Job!" or "Great!" In another example, the teacher observed students' actions and provided feedback regarding the directions and next steps within certain activities.

Domain 2: Students' Opportunities to Learn

4. *The school identifies and supports special education students, English learners, and students who are struggling or at risk.*

**Level 2:
Developing**

The school has an established process for identifying struggling and at-risk students, and monitors student progress; however, program effectiveness is not systematically monitored.

- School leaders reported, and Multi-Tiered Support System (MTSS) documents confirmed, that the school has a MTSS to monitor students' academic and behavioral progress. School leaders and teachers reported that the MTSS team meets monthly to review student cases. Staff reported that meetings are typically requested by teachers. School leaders reported that the MTSS team includes the principal, assistant principal, diverse learner case manager, English Learners (EL) coordinator, referring and associated teachers, social worker, or related instructional assistant. School leaders added that the interventions typically extend six weeks, allowing proper implementation time for interventions and an opportunity for student progress. Additionally, teachers reported that the process begins by a teacher observation of a student's lack of progress toward skill mastery. Teachers noted that they typically try Tier I, classroom level interventions, first before referring students to MTSS. Teachers added that they refer students who are not adequately progressing to the MTSS coordinator to initiate the process, seeking the input of parents and the diverse learner coordinator along the way. Staff consistently described the process in accordance with the sample MTSS documents. However, school leaders stated that the school is still formalizing the monitoring and program effectiveness framework, including tracking for equity among special populations within the system.

The school inconsistently implements appropriate supports for diverse learners.

- School leaders and teachers reported that school staff conduct frequent progress monitoring to collect and review data to best support students. Teachers characterized the process in terms of high levels of communication and collaboration among general education teachers, EL, diverse learner staff, and school leaders to ensure that the leveled supports are appropriate and targeted for the student's needs. Additionally, school leaders reported that the leadership team is working to ensure that intervention programs are research-based. However, the site visit team observed that the supports are not consistently aligned to all students' diverse learning needs. For instance, the school demonstrated that they have consistent supports for students who are struggling, below grade level, and receive special education services. Teachers and support staff indicated that the school provided a range of interventions, in accordance with the LEARN Network MTSS documents, that were appropriate for students who are below grade level, students who present behavioral or social-emotional challenges, or students who are using diverse learner strategies. Also, a review of the LEARN 10 MTSS Student Intervention Plan tracker shows that students were given the following interventions: small group support in math and reading; behavior tracking form; attendance support; Leveled Literacy Intervention (LLI); Reading A-Z; differentiated small groups; and iReady programming. The site visit team observed that identified interventions assigned to students aligned with the network guidance. Additionally, when asked in focus groups, teachers and staff gave variations of these interventions. Similarly, school leaders and teachers reported, and teacher

schedules confirmed, that the school appropriately allocated minutes for diverse learners based on the Individualized Education Program (IEP). Teachers reported that minutes are strictly followed. However, the site visit team observed that the EL interventions were not consistently aligned to students' needs. Staff inconsistently reported how EL services are assigned to students. When asked about the EL services instructional model, school staff stated the EL Service Delivery Model includes bilingual instruction for students with Spanish language background and English Learners (EL) instruction for other languages. A review of EL schedules did not clearly indicate the time allotments for EL instruction, including bilingual and native-speaker instruction.

5. *The school's culture reflects a safe learning environment that holds high academic expectations.*

**Level 3:
Effective**

The school holds high expectations for academic learning.

- School leaders reported that the principal presents high expectations for academic learning by regularly emphasizing the school's mission and LEARN 10's academic-related values. School leaders stated, and teachers confirmed, that the focus on mastery of the Common Core Standards during professional development sessions, weekly internalization meetings, and observation/feedback sessions demonstrates the principal's high value on student learning. School leaders reported, and some teachers confirmed, that the school has aimed to provide rigorous experiences (i.e., objectives in the lesson, explicit teaching and thinking, cognitive engagement and struggle, modeling task, report, feedback, consistency) for students and to advance executive functioning skills as part of developing the whole student. Also, parents reported that students engage in academic goal setting and are aware of when they meet their goals. School leaders also explained that they have employed standard-based progress reports and tracking sheets that identify students' progress in terms of mastery, approaching, and struggling. School leaders added that the school has employed three new structures this year including rubrics, criteria for success frameworks, and electronic portfolios to support student's autonomy, executive functioning, and support mastery. Further, school leaders reported, and students confirmed, that the school conducts monthly celebrations of student success. Staff gave examples of the type of recognitions that students receive. For instance, students were celebrated for gaining 12 points toward their performance target on their personalized learning goals.

The school engages families in support of students' learning.

- Parents reported, and teachers confirmed, that the school uses many ways to communicate with families including the weekly newsletter, Class Dojo for quick blasts, and Instant Message Systems. Parents explained that school staff respond quickly to parents. Parents added that in cases where staff may not know the answer, they would acknowledge the call and follow-up at a specified time period. Also, teachers reported a strong desire to communicate with parents through various means, such as Class Dojo (group and individual messages), progress reports, mini conferences with EL department staff, and emails/phone calls. Teachers also reported there is a great effort to provide all communication in the families' home languages. A review of Collaboration Team Meeting Minutes revealed that there is a dedicated section to discuss and identify action steps, engaging parents as part of interventions for students who are struggling. For example, in one sample, the school leader offered to visit the home to help parents set up work areas for students. Parents celebrated how

accessible the teachers and school staff are to them. Further, school leaders and teachers reported, and parent orientation documents confirmed, that parents were trained on remote learning platforms, how to support students, and engagement expectations during online classes.

Domain 3: Educators' Opportunities to Learn

6. *The school designs professional development and collaborative supports to sustain a focus on instructional improvement.*

**Level 2:
Developing**

Professional development is designed to address school improvement priorities.

- School leaders reported, and the school-based 80-20 Strategic plan confirmed, that the school has three school-based priorities: increase high-quality teaching; manage change efforts; and develop high-functioning teams. School leaders indicated that the school provides robust professional development to fulfill the school's priorities. School leaders stated, and the professional development calendar confirmed, that the four-week summer network/school-based sessions prepared staff for the remote learning environment, special education strategies, and new curriculum implementation. School leaders added, and teachers confirmed, that the network provides four all-day professional development sessions during the year. School leaders reported, and teachers confirmed, that the school conducts weekly professional development sessions on Wednesdays. School leaders and teachers reported that topics during weekly professional development sessions include remote classroom management, behavior management, norm development, engagement strategies, and data analysis. When asked, teachers characterized that the professional development sessions have been helpful, efficient, and beneficial.

Professional development is mostly active, intensive, and sustained.

- School leaders reported that they provide professional development on new skills and ideas during Wednesday professional development sessions. School leaders described, and teachers confirmed, that school leaders model instructional skills, explicitly demonstrating strategy and discussing applications with staff. School leaders noted that other important elements of the Wednesday professional development sessions are the practice portions with teachers and subsequent coaching sessions with teachers on new skills. Teachers reported that the Wednesday professional development sessions are consistent and effective. Also, school leaders reported that the professional development sessions this year were unusually intense, occurring two weeks longer than last year, in order to ensure that teachers were adequately prepared for the new remote learning format. Additionally, teachers reported that the coaching sessions from the reading and/or math coach were helpful. Some teachers reported that new teachers reported receiving additional support and coaching with curriculum implementation and instructional practices. However, some teachers indicated that the coaching sessions did not follow a consistent schedule. Teachers noted that coaches tended to randomly observe classrooms, and then set-up a debriefing session with teachers. Teachers added that the inconsistency of these coaching sessions did not sustain their development as well as it could if there was more planning involved.

7. *The school's culture indicates high levels of collective responsibility, trust, and efficacy.*

**Level 3:
Effective**

Educators' mindsets and beliefs reflect shared commitments to students' learning.

- Various stakeholders shared examples of how staff demonstrate their commitment to student learning. Students reported that when teachers notice that students are incorrectly answering a series

of questions during mini-lessons, teachers ask students to participate in breakout rooms with small groups. Students recognized this additional support was intended to improve student outcomes. Some students also explained that exit slips that are flagged by teachers in math or science classes require a review session with teachers during study hall to ensure students' understanding of the concepts. Also, teachers reported, and support staff confirmed, that instructional assistants support student learning by participating in weekly planning meetings with teachers and attending professional development sessions. Additionally, teachers indicated, and support staff confirmed, that the school has established an attendance committee that meets weekly to ensure that students who struggle with online attendance (10% of the population) are consistently attending online classes. According to school leaders and teachers, the committee monitors their attendance, calls parents to inform of student's progress and problem-solve challenges, and lends appropriate support to the students. Further, staff reported that the EL department conducts mini-conferences with parents to discuss students' progress. Teachers indicated that the school has begun to implement student electronic portfolio to advance student mastery.

School leaders create conditions that support educators' learning culture.

- Teachers reported that the school has a warm and caring environment, noting high trust and well-established, positive relationships among staff and the school leadership team. School leaders explained that they established trust-building protocols such as Morning Huddle, evaluating individual needs (i.e., sharing roses and thrones), and regular teacher/staff celebrations. Teachers reported a climate and culture that is conducive to improving their crafts. Teachers gave several examples including: working closely (daily) with their co-teacher and consistently partnering to improve their instruction; brainstorming; and lesson planning. School leaders added that they notice teachers' spontaneous and unprompted collaborations before meetings, teachers calling each other, and frequently sharing strategies. School leaders noted that teachers hold their own professional development session with teams, train with each other, going beyond required tasks. Also, teachers and staff explained, and school leaders confirmed, that school leaders support teacher growth by conducting weekly walkthroughs with academic coaches and consistently providing supportive feedback. Additionally, school leaders noted that teachers' development is emphasized during weekly observations and evaluations. School leaders indicated that the school is using Danielson's Rubric to evaluate teachers and a school-based rubric, complete with goals and frequent coaching with non-instructional staff. Further, teachers reported that new teachers have daily access to a mentor to brainstorm ideas, lesson plan, and receive guidance and feedback to improve instruction.

Domain 4: Leadership and Governance

8. School leaders guide and participate with instructional staff in the central processes of improving teaching and learning.

**Level 2:
Developing**

School leaders ensure that the school has a coherent, comprehensive, and aligned curriculum.

- School and network leaders reported, and the SY21 Instructional LEARN Network playbook (student handbook) confirmed, that the school uses the network approved curriculum. School leaders indicated, and teachers confirmed, that the school uses the Amplify Series for primary and middle ELA courses, Ready Classroom for K-8 math courses, Second Step for morning meeting courses, and Amplify Science for K-8 courses. Teachers explained that faculty have been given pacing guides and curricular material to ensure that Common Core standards are appropriately covered. Teachers added that they are expected to be within a day of the pacing guide; their plans are submitted weekly to school leaders to demonstrate their alignment to the pacing guide. A review of sample lesson plans revealed that teachers are required to provide content area standards, learning objectives, and homework. The site visit team noted that some teachers provide a schedule or agenda for the day, as well as key questions. Also, school leaders indicated that LEARN 10 has adopted a new math curriculum and ELA curriculum this year, after looking at student mastery outcomes last year. School leaders explained that while the previous curriculum developed fluency in ELA and math, there were foundational comprehension and critical thinking skills missing which the new curriculum fosters during instruction. School leaders explained, and teachers confirmed, that the curriculum has also been enhanced with exit ticket requirements, aiming to support mastery. Teachers reported that tertiary subjects such as physical education, health, and visual arts are not as well-organized as the core subjects.

While school leaders provide structures that monitor instruction, they do not yet ensure that teachers deliver high-quality instruction.

- School leaders reported that members of the leadership team are expected to observe classes frequently as part of their strategy to build high-quality teaching and high-performing teams. Teachers reported weekly classroom visits from the administration or academic coach. Teachers explained that the principal is very visible and provides support for tacit knowledge and instructional skills. Teachers added that school leaders have in-depth knowledge of the standards and provide accurate and actionable feedback to teachers. While teachers characterized observations as frequent and consistent, teachers indicated that observations varied depending on need of teacher. For instance, some teachers indicated that observations occurred weekly. Other teachers indicated that observations occurred over three days consecutively. When asked about the frequency of the subsequent feedback, teachers were not clear on how often feedback was given. A review of sample feedback revealed that school leaders have begun informal observation protocols with a set structure of documenting strengths, areas of improvement, and action steps. However, the site visit team observed that the areas of improvement and action steps did not consistently challenge teachers to leverage high-quality teacher moves or ensure student mastery – a focus of the school this year. For example, in one mini-observation report, school leaders observed that teacher-to-student talk ratio was disproportionate, suggesting a remedy of student read-alouds and cold-calling instead of

suggesting more opportunities for student discourse (i.e., student justification word stems, Socratic questioning, or turn-n-talks). In other examples, school leader feedback suggested low-level engagement strategies to include more students rather than address observed issues of student mastery and cognitive engagement. Moreover, when asked about outcomes from feedback, staff could not present specific skills on which they were currently working. Further, a review of teacher evaluation samples revealed that summative ratings are not consistent with teacher practice, including student outcomes. For instance, teachers with low test score growth and student achievement metrics are rated as “proficient” on most of Danielson’s Evaluation domains.

School leaders do not provide consistent conditions that support a school-wide data culture focused on college-preparation.

- School leaders reported, and the Board and network confirmed, that the LEARN network has established a college-preparatory, career-ready academic vision. The SY21 Instructional LEARN playbook (student handbook) indicated that the network’s mission is “to provide children with the academic foundation and ambition to earn a college degree.” Board members added that the network has set a goal that 50% of LEARN alumni will earn a college degree. School leaders indicated, and network staff confirmed, that schools within the network are required to define student achievement goals and student growth goals to progress toward LEARN’s academic vision. A review of the 80-20 Strategic Plan identified two student achievement goals (i.e., 32% of students achieve meets/exceeds rating on the ELA Illinois Assessment of Readiness [IAR] and 17% of students achieve meets/exceeds on the Math IAR, and two student growth goals (i.e., 70% of students at/above the 50th percentile on MAP and 65% of students meet growth projection). However, when asked, teachers and parents were not clear on the performance targets or school priorities. When asked, school leaders could not identify specific performance target expectations, but defined the plan’s priorities. Additionally, the site visit team observed that while the school and network have created structures to meet the Plan’s goals, the current conditions are not consistently supporting teachers use of data or resulting in consistent data-driven instruction and reteaching efforts. Network and school leaders reported that regular analysis and use of data to inform actions are expectations of network, school leaders, and teachers. Network leaders stated that they have provided structures (i.e., Illuminate dashboard) and training on how to analyze data. Network leaders added that school leaders have autonomy on how to develop teacher and staff data analysis skills. School leaders explained that school leaders conduct a monthly school-wide data review (summative assessments, daily exit tickets) during leadership team meetings to evaluate student mastery of standards and determine how to adjust school leader practice (i.e., coaching, observations, and feedback support) to improve instruction. School leaders noted that teachers are expected to conduct similar class-level reviews of student benchmark and daily assessments. However, teachers’ responses varied when asked about their data analysis practices. For instance, some teachers indicated that their team consistently meets to analyze student data and identify students that need additional support. Other teachers emphasized monitoring learning goals based on various assessment data. Other teachers reported using exit slips to assign a grade and give feedback within a day or a week. Some teachers noted that they need more direction

on how to use the data. Moreover, teachers reported inconsistent use of exit tickets or regular data to inform instruction or reteaching efforts.

9. School leaders effectively orchestrate the school's operations.

**Level 2:
Developing**

School leaders are taking steps to lead intentional, strategic efforts to ensure the effectiveness of the school's program and the sustainability of the organization.

- School leaders indicated that the principal has established a leadership team with articulated roles and responsibilities. School leaders reported, and school staff confirmed, that members of the leadership team include the principal, vice principal, instructional coach, diverse learner director, and the EL director. A review of the 80-20 Strategic Plan revealed that the principal, leadership team members, and teachers have specific roles assigned for each objective. However, stakeholders in focus groups did not consistently describe their roles as outlined in the plan but, instead, offered general duties. Additionally, school leaders reported that the principal and leadership team are guided the 80-20 Strategic Plan that defines three areas of focus: high quality teaching; change management; and high-performing teams. School leaders described, and the L10 Leadership Team Tactical Meeting Agendas confirmed, that the site visit team meets weekly to review progress on their strategic plan, discuss and problem-solve issues, and engage in team development exercises. School leaders explained that this semester is focused on developing high-performing teams, noting that they have presented the objectives of the focus area (i.e., establish roles, responsibilities, expectations, onboarding, and ongoing development of staff that fosters buy-in and trust) and have set structures such as weekly staff and professional development meetings, regular observation of practice, and feedback practices. When asked, teachers confirmed that these practices do occur, but are not fully implemented with targeted outcomes. For instance, teachers noted that various leaders observe classes, but do not give specific feedback on their practice consistently. In another instance, school leaders mentioned that structures such as collaboration time is expected but is not given dedicated time or monitored for consistent group outcomes. Moreover, school leaders and network leaders reported that school leaders are expected to use the network's strategic plan. When asked, school leaders were not able to describe how the strategic plans merged or how the network plan guided the school leaders' work.

School leaders do not yet ensure effective communication and inclusive, transparent decision-making across the organization.

- School leaders and teachers reported, and documents confirmed, that the principal distributes a weekly newsletter for staff and for parents. Teachers and support staff indicated, and sample newsletters confirmed, that the newsletter reminds staff about upcoming due dates, tasks, and module updates. Parents also confirmed that the school sends weekly newsletters to families. A review of sample weekly newsletters revealed that newsletters inform families about upcoming events, provide parenting tips, and important contact information. School leaders and teachers reported, and parents confirmed, that the school notifies parents about daily behavioral progress of students via Class Dojo and sends reminders via the instant message text system. Additionally, school

leaders reported that the school's strategic plan is informed by teachers and parents. School leaders described that the principal creates the initial plan and presents it to teachers in staff meetings for their input. However, when asked about their role in providing input into the plan, teachers and staff indicated that they did not have a role informing the plan and that the plan was only presented to them at a staff meeting at the beginning of the year. Also, teachers, staff, and parents, when asked in focus groups, were not clear on the goals or specifics of the plan. Moreover, school leaders reported, and teachers confirmed, that the faculty and staff do not have an organized, formal body that communicates concerns to administration or supports change efforts in the school. Parents and school leaders reported, and parent newsletter confirmed, that the school's parent-teacher organization has three teachers as members and is soliciting parent volunteers to serve in the organization.

10. *The Board provides competent stewardship and oversight of the school.*

**Level 1:
Not Effective**

The Board does not yet ensure compliance with all local, state, federal laws, and reporting requirements.

- Board members reported that network staff ensure that Board meetings are publicly posted and that the Board complies with Open Meeting Laws. Board members stated, and network staff confirmed, that the Board includes eight members with three committees (i.e., academic, financial, governance) that meet monthly. However, a review of public facing documents and communication methods revealed that communication from the Board is inconsistent. For instance, the school's website does not inform the school community of upcoming Board meeting as indicated by the Board. A review of Board meeting minutes revealed that minutes contain limited detail of discussions, votes taken, and Board decisions. The site visit team observed that minutes did not specifically communicate the progress of LEARN 10, its outcomes, and that its specific needs were rarely discussed. Further, when asked, various stakeholders (i.e., teachers, parents) were not aware of when Board meetings occurred or current agenda items. Also, the Board reported that they were unaware of LEARN 10's non-compliance with language instruction, despite multiple low rating from previous reports. According to the December 2017 Annual Charter Review Report, LEARN 10 was rated "Low" for services to English Learners and students who have an IEP. According to the December 2017 Annual Charter Review Report specifically stated that "Consistent and pervasive violations of federal law and best practice were found at LEARN 10. The current services provided to English learners are not satisfactory." A review of the 2019 Annual Charter Review revealed that LEARN 10 continued to struggle with compliance, noting the specific comment that "materials and instruction observed do not provide evidence that native language instruction is occurring as required, and instruction is being performed by paraprofessionals rather than teachers." The SY2020 Final Charter Review Report indicated that LEARN 10 rated "Low" on English Learner compliance, noting that LEARN 10 violated "All state laws and regulations applicable to public schools that pertain to the instruction of English learners." The SY2020 Final Charter Review Report also indicated that regulations related to students with IEPs were inconsistently executed. Moreover, the site visit team observed that the LEARN 10 is not in compliance with English Learner regulations. A North Chicago Team review of school schedules,

Assessing Comprehension and Communication in English State-to-State (ACCESS) test scores, and home language surveys revealed that eligible students are not receiving native language instruction. Staff further confirmed that the school does not currently offer bilingual classes or native language classes.

The Board does not yet provide strong oversight of the effectiveness of the academic program.

- Board members reported, and network staff confirmed, that the Academic Committee holds monthly meetings with network staff (i.e., head of learning, head of personnel). Board members indicated that the agenda typically includes reports on student assessment data, talent retention, progress, and curriculum implementation. However, notation of the Board's Academic Achievement committee is limited to three of the eight SY20 Board meeting minutes and the minutes do not provide additional content or further information about what was shared by the committee during those three meetings. Also, a review of the SY21 Board minutes, LEARN 10's academic program is rarely discussed. Board members explained that the academic committee reviews MAP data, IAR data, student grade data, and math performance data. Board members and network staff indicated that outcomes from the meetings have included purchasing a new math curriculum and an awareness of network issues related to limited retention and increased needs of talent development. However, when asked, Board members were not able to discuss LEARN 10's specific academic progress. Board members also indicated, and Board minutes confirmed, limited engagement with LEARN 10 staff this year. For instance, SY21 Board minutes indicated that the school-based visit with LEARN 10 was cancelled without a follow-up visit. Board members and network staff also indicated that the Board's focus has been on the network progress and mission. Board members added, and the network staff confirmed, that their communication is primarily with the Chief Executive Officer (CEO) and network staff and not LEARN 10 personnel. Also, when asked, school leaders indicated that they did not know when Board meetings occurred. Board members indicated, and network staff confirmed, that school-specific performance discussions occur between the network staff and principals. Board members indicated that they do not regularly review school-level academic performance data of LEARN 10. For instance, Board members reported that the LEARN 10 five-year strategic plan is developed by school-based staff without Board input. Board members indicated that the plan is developed by school leaders, network staff, and CEO. Then the plan is shared with the Board but is not discussed with the principals or further scrutinized by the Board.

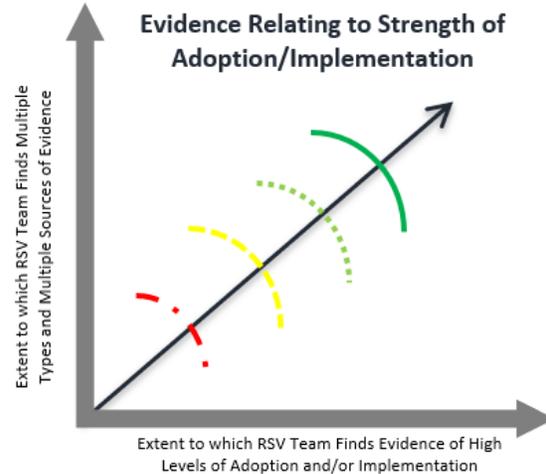
Appendix A: Site Visit Team Members

The Renewal Site Visit to LEARN 10 Charter School was conducted on December 1-2, 2020 by a team of educators from the North Chicago School District 187 and SchoolWorks, LLC.

Dave Hartman , Team Leader	SchoolWorks, LLC
Kara Dunn , Team Writer	SchoolWorks, LLC
John Price , Team Member	North Chicago School District 187
Yesenia Sánchez , Team Member	North Chicago School District 187
Yamilette Sosa , Team Member	North Chicago School District 187
Monique Auxila , Team Member	North Chicago School District 187

Appendix B: Implementation Rubric

The RSV team will use the following guidance to select a performance level for each key question. Note that the quality standard for each implementation level is based upon the extent to which the RSV team finds multiple types¹ and multiple sources² of evidence related to the adoption and/or implementation of a practice or system AND the extent to which the RSV team finds evidence of high levels of adoption and/or implementation of a practice or system.



Rating	Implementation Level	Quality Standard
1	Not Effective	Evidence indicates that the key question is not a practice or system that has been adopted and/or implemented at the school, or that the level of adoption/implementation does not improve the school's effectiveness.
2	Developing	Evidence indicates that the key question is a practice or system that is developing at the school, but that it has not yet been implemented at a level that has begun to improve the school's effectiveness, OR that the impact of the key action on the effectiveness of the school cannot yet be determined.
3	Effective	Evidence indicates that the key question is a practice or system that has been adopted at the school, and is implemented at a level that has begun to improve the school's effectiveness.
4	Highly Effective	Evidence indicates that the key question is a practice or system that has been fully adopted at the school, and is implemented at a level that has had a demonstrably positive impact on the school's effectiveness.

¹ "Multiple types of evidence" is defined as evidence collected from two or more of the following: document review, stakeholder focus groups and/or interviews; and classroom observations.

² "Multiple sources of evidence" is defined as evidence collected from three or more stakeholder focus groups and/or interviews; two or more documents; and/or evidence that a descriptor was documented in 75% or more of lessons observed at the time of the visit.

Appendix C: Summary of Classroom Observation Data

During the site visit, the site visit team conducted 19 observations, representing a range of grade levels and subject areas. Indicators 1, 3, 6, 8 were not observable in the asynchronous setting, so the total numbers of classrooms is 13 for these indicators. The following table presents the compiled data from those observations. *Note: Due to rounding, the percentages for a particular indicator may not appear to total to 100%.*

	Indicator	Distribution of Scores (%)	
		Observed	Not Observed
Classroom Climate	1. Behavioral Expectations Student behavior Clear expectations Consistent rewards and/or consequences Anticipation and redirection of misbehavior	69	31
	2. Structured Learning Environment Teacher preparation Clear agenda Learning time maximized	53	47
	3. Supportive Learning Environment Caring relationships Teacher responsiveness to students' needs	61	38
Purposeful Teaching	4. Focused Instruction Learning objectives High expectations Effective communication of academic content	21	79
	5. Instructional Strategies Multi-sensory modalities and materials Varied groupings Student choice and leadership	47	53
	6. Cognitive Engagement Active student participation Perseverance	46	54
	7. Higher-order Thinking Mental rigor Student questions Application to new problems and situations Student analysis and synthesis	26	74
In-Class Assessment & Adjustment	8. Assessment Strategies Use of formative assessments	23	77
	9. Feedback Feedback to students Student use of feedback	11	89