

School Quality Review
Report for Capitol Hill Magnet School
in Saint Paul, Minnesota

January 2004



Saint Paul
PUBLIC SCHOOLS

Conducted by the
Saint Paul Public Schools
Office of Accountability and Support Services
School Quality Reviews and Support Services Department
Margo Baines, Chief Accountability Officer
Mary Chorewycz, Director of School Quality Reviews and Support Services
Phil Moye, Assistant Director of School Quality Reviews
and Support Services

CAPITOL HILL MAGNET
SCHOOL QUALITY REVIEW REPORT

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Attachments:

- Identification of Gifted and Talented Students Over 5 Years,
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- Results of Staff Survey
- Results of Parent Survey
- Financial Review

Introduction to the School Quality Review Report

On January 27-30, 2004, a team of professional staff comprised of employees of the Saint Paul Public Schools with expertise in school administration, budget and finance, gifted and talented education, school choice - student placement, human resources, family and community involvement, special education, student wellness, school facility planning, student transportation and research, evaluation and assessment visited Capitol Hill Magnet to conduct a School Quality Review.

Following the district's practice for conducting a School Quality Review, the Office of Accountability's School Quality reviews and Support Services Department developed a web-based survey to seek input from staff members and parents about the school's program. The results of the web-based survey were used to tailor questions raised within the on-site review. While at the school, the School Quality Review Team interviewed and observed students and school staff, interviewed parents and community partners, reviewed documents and analyzed data. Parents could also respond to the web-based survey during these days.

At the conclusion of the data collection phase, the team members met to share their data, observations and perceptions about Capitol Hill Magnet School. The team's data, observations and perceptions were organized by the following four areas:

1. Environment for Learning and Raising Student Achievement
2. Curriculum Content and Instructional Programs Linked to Students' Assessed Needs and Strengths
3. Staff Development
4. Parent/Family Involvement

For each of these areas, the Review Team's findings were identified as "Observed and/or Reported Strengths/Successes" or "Observed and/or Reported Challenges/Concerns." The team then provided "Suggestions for Continuous School Improvement" based on the collective findings. A draft of this report was prepared, and the Review Team reconvened to validate the report prior to presenting it to school stakeholders.

What follows is a description of the unique patterns and trends of Capitol Hill Magnet School that emerged during the School Quality Review visit.

Note:

When reading this report you will notice that the following terms are used interchangeably:

- *Native American and Indian,*
- *Asian and Asian Pacific Islander,*
- *Hispanic and Latino,*
- *African American and Black, not Hispanic, and*
- *Caucasian and White, not Hispanic.*

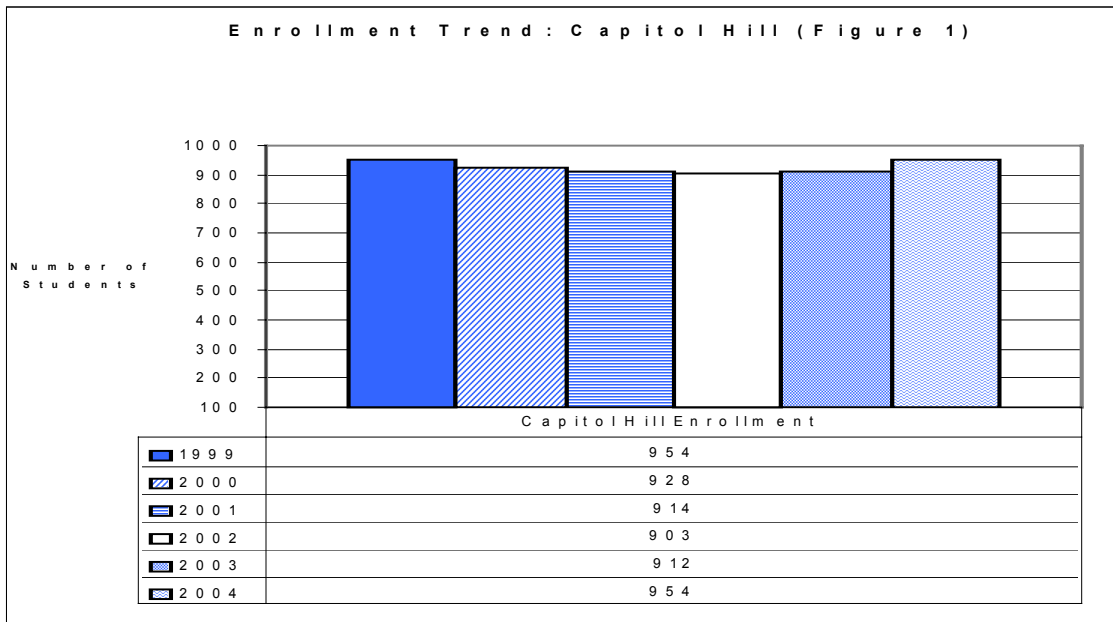
The varying use of these descriptive terms is related to the terminology used by the original data source.

Overview of Student and Staff Demographics and Student Achievement

Capitol Hill Magnet School is located at 560 Concordia Avenue. It lies in the central section of the Saint Paul Public School District. Capitol Hill Magnet School enrolls first through eighth grade students.

Student Demographics

As of October 1, 2003, Capitol Hill Magnet School's total enrollment was 954. The previous years' enrollments were 912 (2002-03), 903 (2001-02), 914 (2000-01), 928 (1999-2000), and 954 (1998-99). The enrollment decreased each year during the five year period beginning 1999-2000 and concluding in 2002-03; then it rebounded. This year's enrollment of 954 is identical to the school's enrollment in the 1998-99 school year. Figure 1 presents this data in graphic form.



The ethnic and racial numbers and overall racial/ethnic composition of Capitol Hill's students have changed during this six-year period. The enrollments of Black (+17), Hispanic (+5) and White (+46) students have increased while the enrollments of American Indian/Native Alaskan (-3) and Asian/Pacific Island (-65) students have decreased. Figure 2 as displayed on the next page depicts the respective number of students enrolled each year.

Figure 3 uses percentages to compare Capitol Hill's and the Saint Paul Public Schools' student racial/ethnic group enrollments. Generally speaking, Capitol Hill serves a smaller proportion of Native American/Alaskan Native, Asian/Pacific Island, Black and Hispanic students and a greater proportion of White students than does the district as a whole. Forty-three (43) percent are students of color.

Figure 2 as previously referenced.

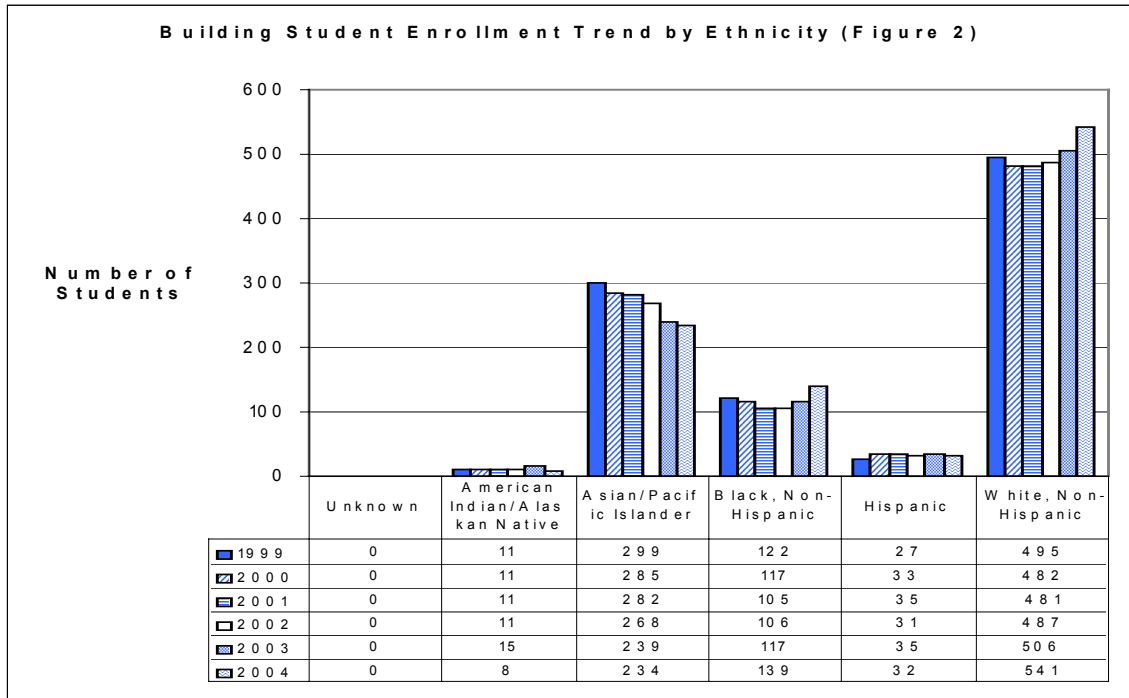
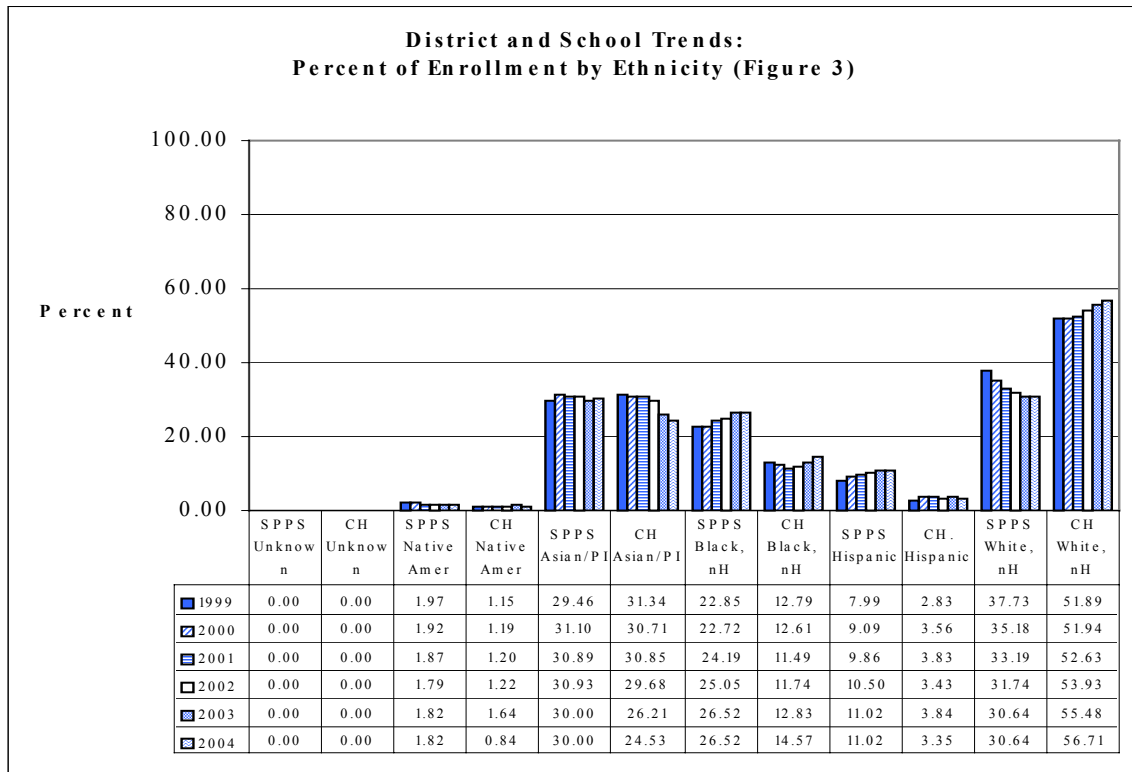
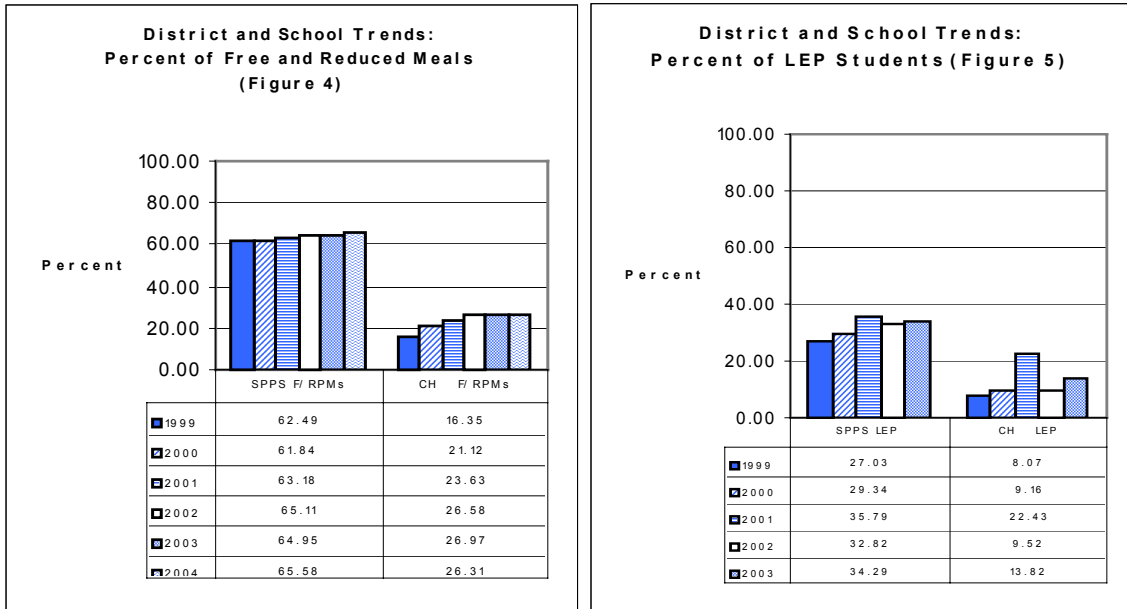


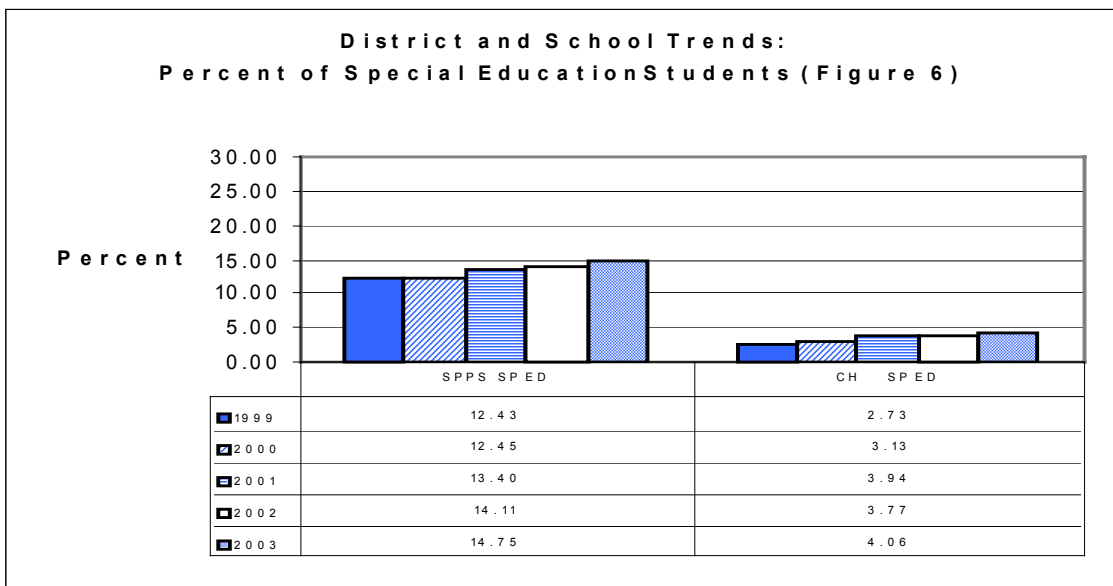
Figure 3 as previously described.



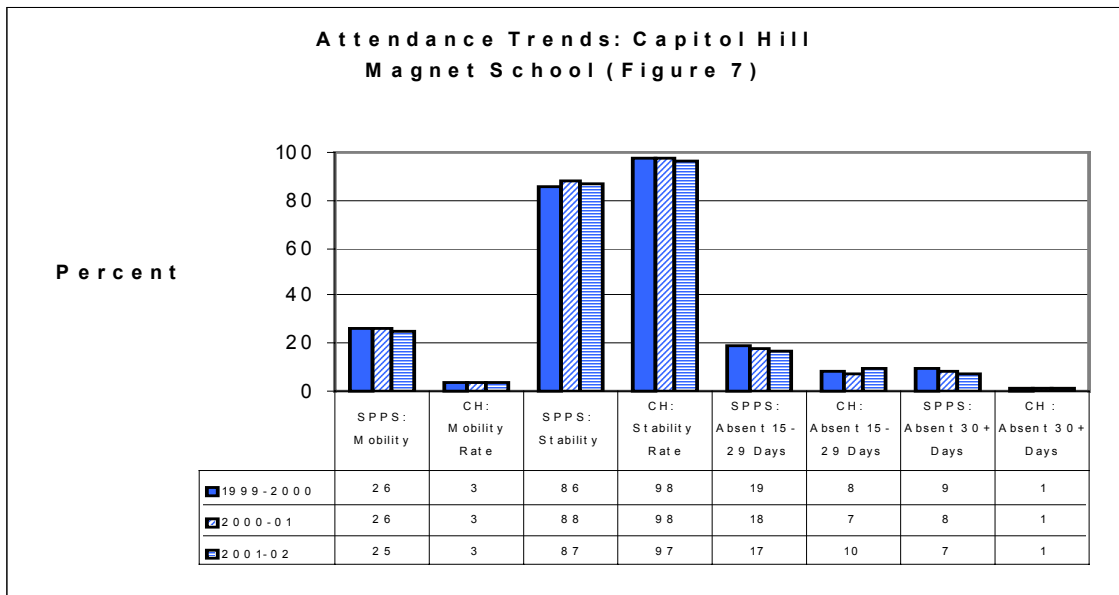
Figures 4, 5, and 6 present comparisons of the percentages of students who are eligible for Free and Reduced Price Meals (F/RPMs), Limited English Proficient (LEP), and receiving special education services (SPED).



The percentage of Capitol Hill’s students eligible for free and reduced price meals has ranged from about 16% to 27% over the past six years. The proportion of Limited English Proficient (LEP) students has varied from a low of about 8% to a high of 14%. Both of these proportional levels are substantially lower than the district’s average levels. The most recent level of special education needs was approximately 4%. This level of special education is much lower than the district’s level that has been increasing over the past five years and is currently at 15%.

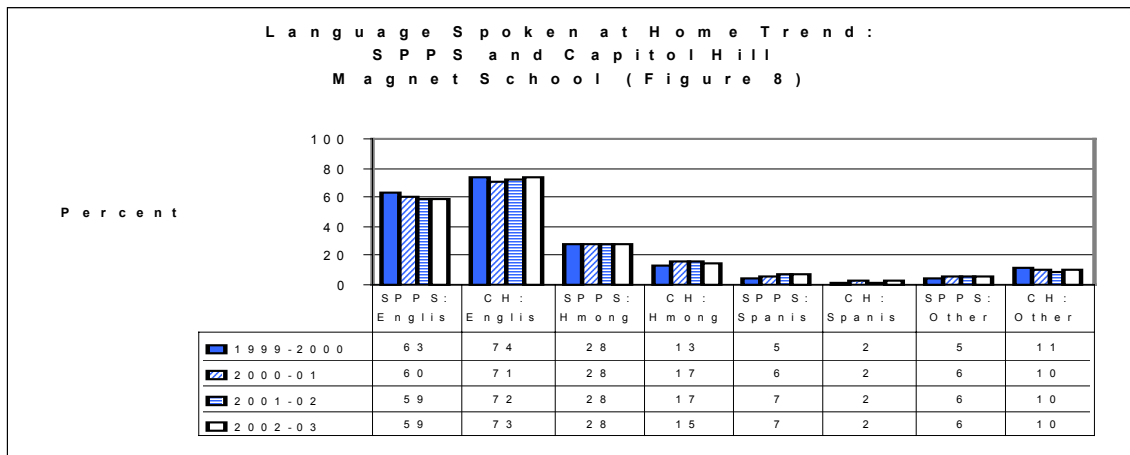


Capitol Hill’s attendance trends consisting of mobility, stability, students’ absences of 15 to 29 days, and absences of greater than 30 days are presented in Figure 7.



Capitol Hill’s student enrollment is considerably less mobile and somewhat more stable when compared with the district’s measurements. Capitol Hill’s 15-29 day absence measure has been fluctuating between 8% and 10% while the 30+ absence categories have remained at the 1% level. Both measures are lower than the district averages.

Figure 8 presents information about the language spoken in the homes of Capitol Hill’s students.



When compared to most Saint Paul Public Schools, a higher percentage of the students attending Capitol Hill come from homes that speak English or other world languages (particularly Chinese and Vietnamese), and a lower proportion of students come from homes where Hmong or Spanish are reported to be the home language.

Staff Demographics

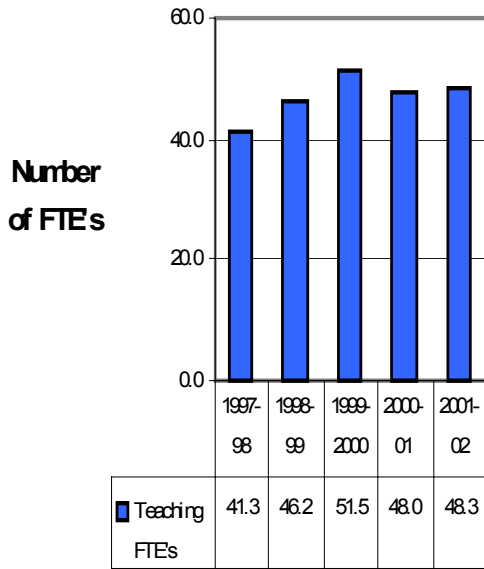
Louis Mariucci has served as principal of Capitol Hill Gifted and Talented School since August, 2001, and has served as a principal in the Saint Paul Public Schools since 1992. Prior to that, he was a teacher and principal in the St. Louis County School system beginning his career there in 1972. He has successfully established new programs, effectively implemented education initiatives, and a school wide reform model. Mr. Mariucci has served in other leadership capacities such as president of the Iron Range Gifted and Talented Parent Association, board member, treasurer of the Thomas-Dale Block Club, president of the St. Paul Elementary Principal's Association to name a few. Mr. Mariucci received his Masters and Specialist Degree in Educational Administration from the University of Wisconsin Superior.

The Capitol Hill staff in 2003-04 consists of 55 licensed professionals and 6 paraprofessionals. When administrative and support staff are included Capitol Hill's staff totals 65 persons, not all of whom work solely at Capitol Hill; hence, the full-time equivalent (FTE) is fewer. The instructional staff's composition by gender is 76% female and 24% male. Eighty-four (84) percent are classroom teachers and 16% of the teachers provide support services. The average length of teaching service is 10 years. Six licensed staff members are not tenured. At this time 82% of the teachers have earned an advanced degree. One staff member holds National Board Certification.

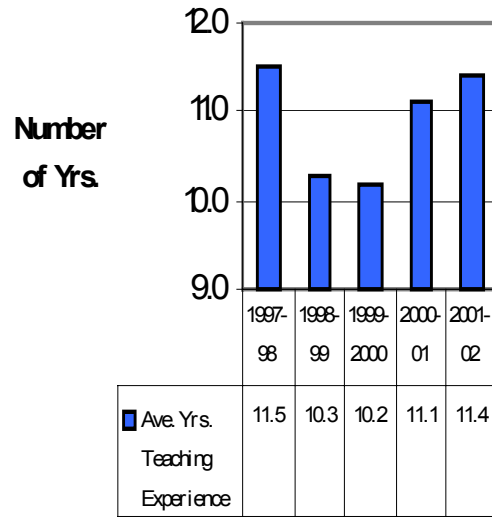
The data presented graphically on the following page are from the Minnesota Department of Education's CLASS website and portray Capitol Hill's staffing trends for the five year period of time beginning with the 1997-98 school year and concluding with the 2001-02 school year. Figures 9, 10, 11 and 12 depict the number of full time equivalent (FTE) teachers, average years of teaching experience, teachers' level of education, and the overall ethnic/racial composition of the building staff.

The data indicate that the number of instructional staff is paralleling its student enrollment trend. Simultaneously, it appears that after declining through 1999-2000, the average years of teaching experience increased in 2000-01 (11.1 years) and 2001-02 (11.4 years) before declining to its present level. The percentage of instructional staff with advanced degrees has varied from a low of 44% in 1997-98 to a high of 82% at the present time. Capitol Hill's staff is predominantly White, although approximately 18% of the licensed staff members are Asian/Pacific Island (6%), Black non-Hispanic (9%), or Hispanic (3%).

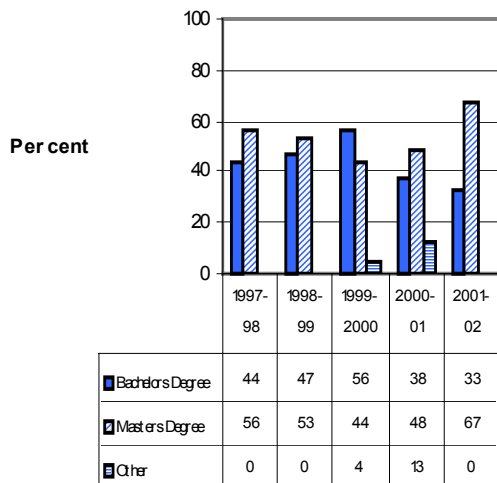
**Teaching FTE's
(Figure 9)**



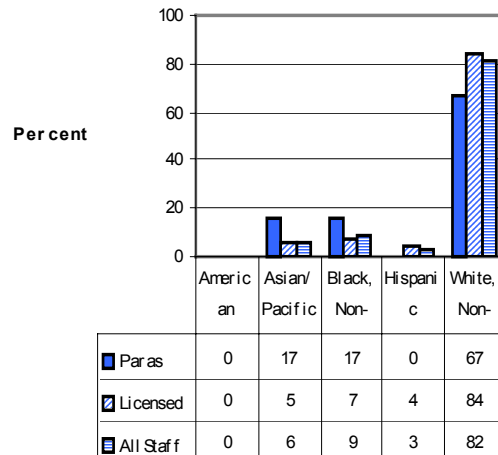
**Ave. Yrs. Teaching Experience
(Figure 10)**



Teachers' Level of Education (Figure 11)



**Building Staffing % by Ethnicity:
Capitol Hill Magnet School
(Figure 12)**



Student Achievement Data

Disclaimer #1: Disclaimer for 2003 MCA Results for Grades 3 & 5
In March 2004, after Minnesota school districts had received their 2002-03 Minnesota Comprehensive Assessment results, the Minnesota Department of Education reported that their staff had made a technical error which resulted in the 2002-03 results for third and fifth grade statewide being inflated by approximately 3% in math and 6% in reading. The following MCA report presents the uncorrected data. Corrected results are not currently available. Please contact Katherine Seiden at Katherine.Seiden@spps.org, or at 651-793-5572 if you have further questions. Disclaimer #1 applies to Figures 13 through 26 in this report.

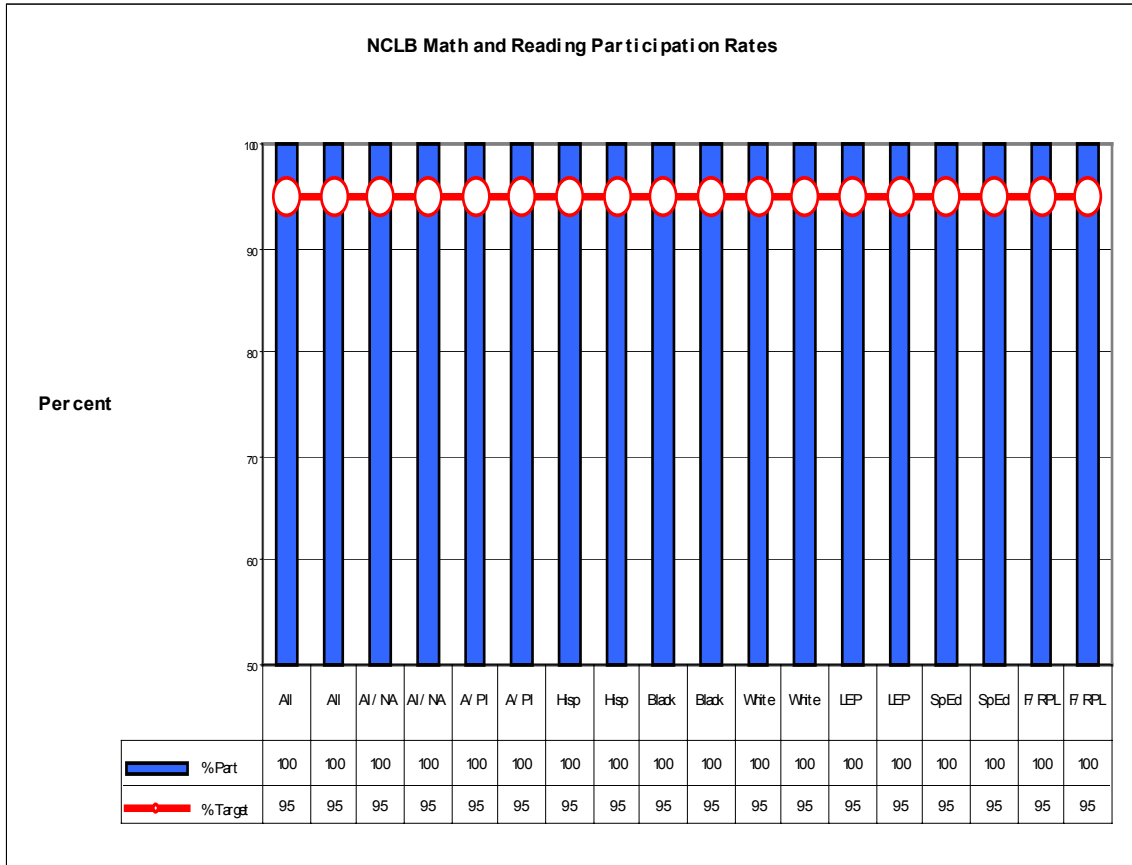
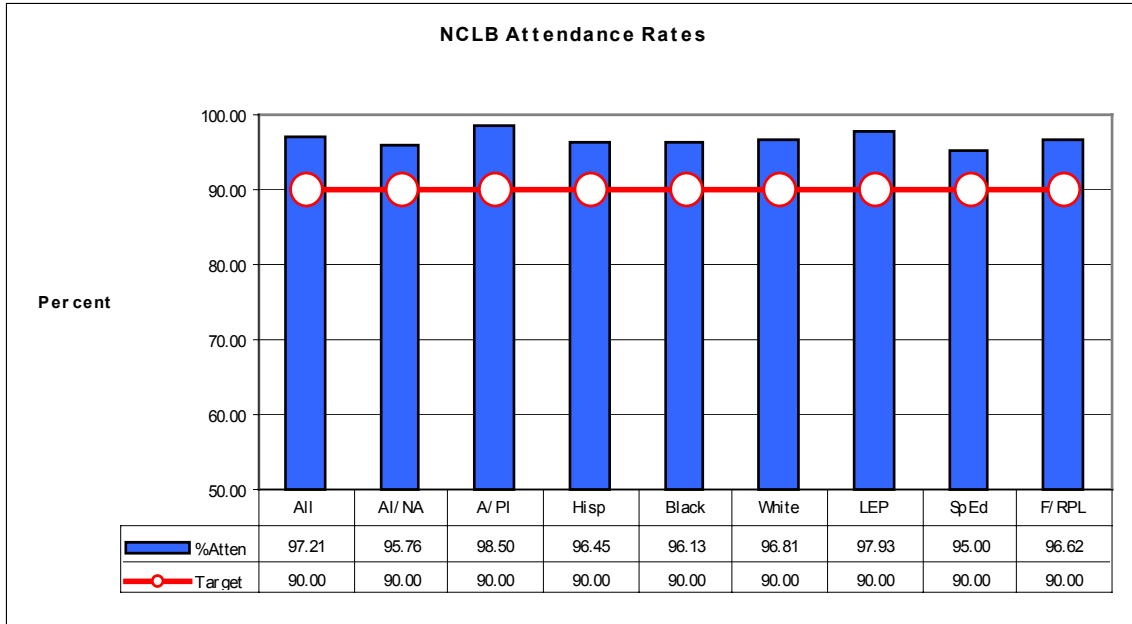
Disclaimer #2: This School Quality Review report includes participation and proficiency percentages and rates even when the number of students of the subgroup who participated is less than the required number. It is recommended that this information be corroborated by other measures if it is being used to establish SCIP goals.

Figures 13 and 14 present performance data for Capitol Hill Magnet School on the Minnesota Comprehensive Assessments (MCA). They are intended to provide visual cues related to No Child Left Behind (NCLB) requirements while drawing the user's attention to the performance of all students at the school and the performance of subgroups of students statutorily defined by NCLB. Measurement elements include attendance rates, participation rates of students taking the state tests (MCAs), math proficiency, and reading proficiency. The school's or subgroup's target is represented as a line graph with open circles, the school's and subgroup's performance as a bar graph.

Figure 13 graphically depicts the attendance rates of Capitol Hill's students by subgroups. The attendance rates of all student subgroups are at the NCLB target of 90% or higher. In the second graph within Figure 13, the participation rate of students taking the MCA math test is represented by the left bar of each pair, while the participation rate of students taking the MCA in reading is represented by the right bar of each pair. The NCLB participation target is 95%. The participation rates for all subgroups of students at Capitol Hill magnet are 100% for both the math and reading Minnesota Comprehensive Assessments.

The entire school and each of the composite student subgroups achieved their specific targets in both math and reading. "Safe harbor" status for academic progress did not apply for 2003 assessment results at Capitol Hill. All subgroups performed well above the 2003 targets in math. In both math and reading, proficiency rates ranged from a low of 88.46 for special education students to a high of 100 for American Indian/Alaskan Native students.

Capitol Hill NCLB Data (Figure 13)



Capitol Hill NCLB Data (Figure 14)

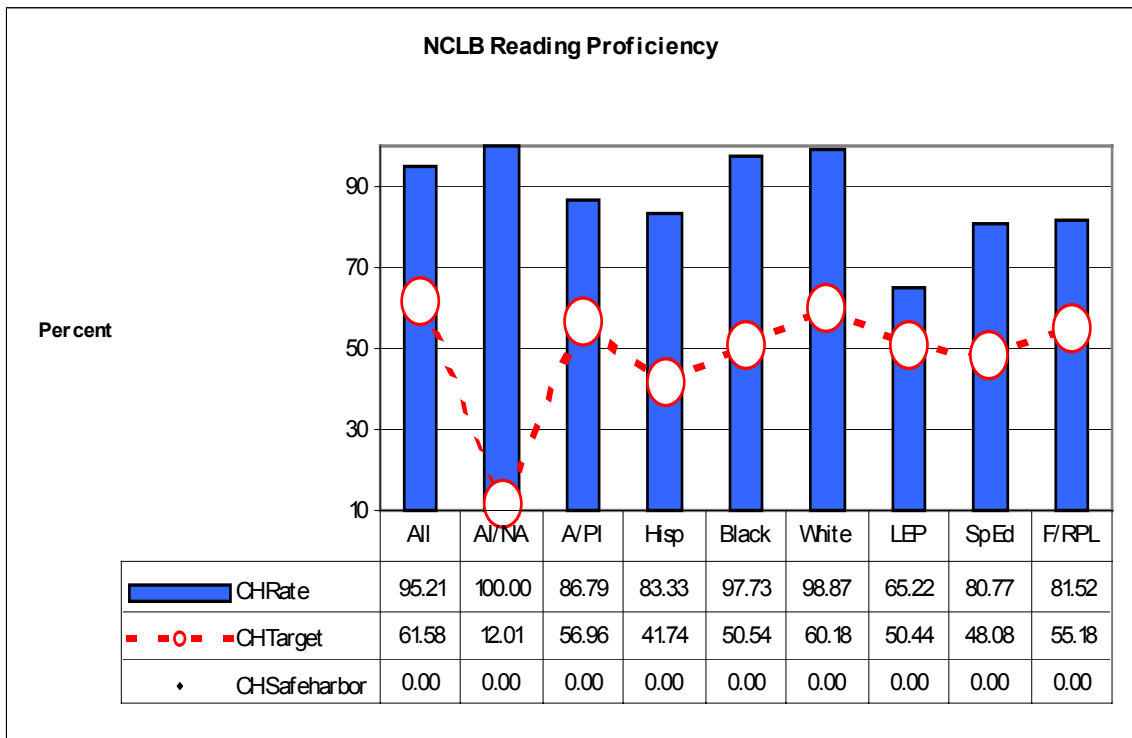
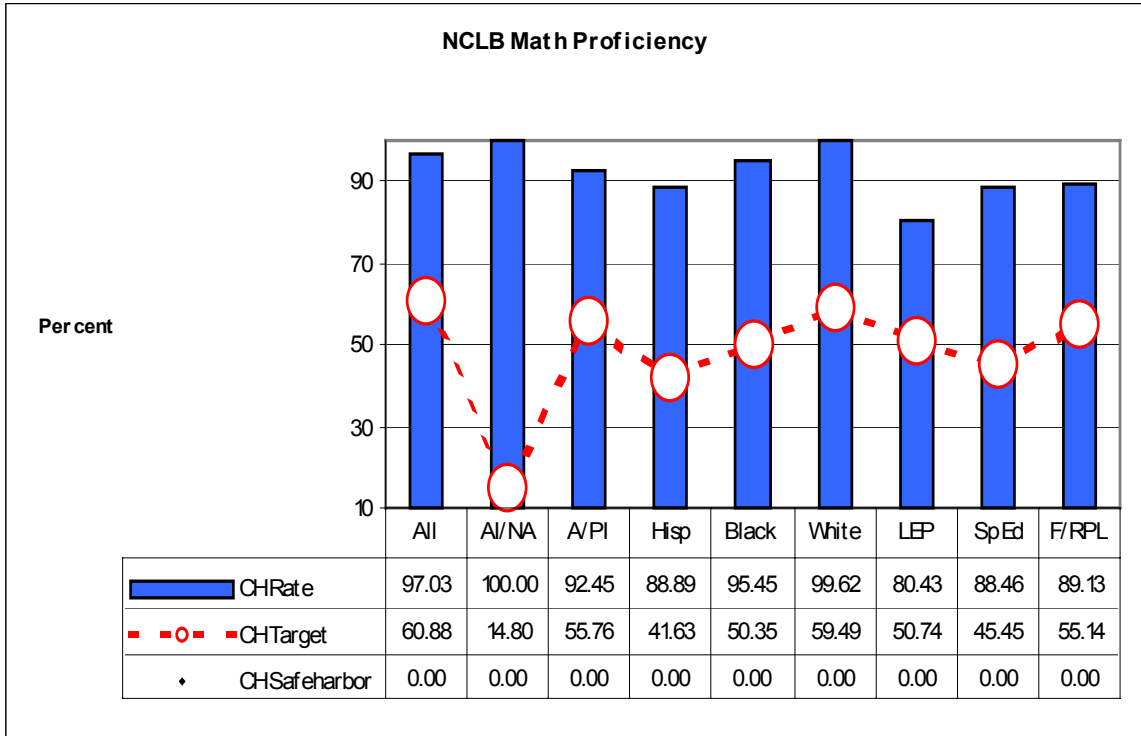


Figure 15 displays information about the percentage of Minnesota, St. Paul, and Capitol Hill Magnet School third grade students scoring below and above the state’s designated proficiency target of 1420 on the most recent Minnesota Comprehensive Assessment (MCA) in reading. A score of 1420 indicates that a student continuing at the same rate of progress has approximately a 90% probability of passing the BST when taken in eighth grade. The percentage of Capitol Hill third grade students scoring at or above 1420 in reading is greater than both the district’s and Minnesota’s averages.

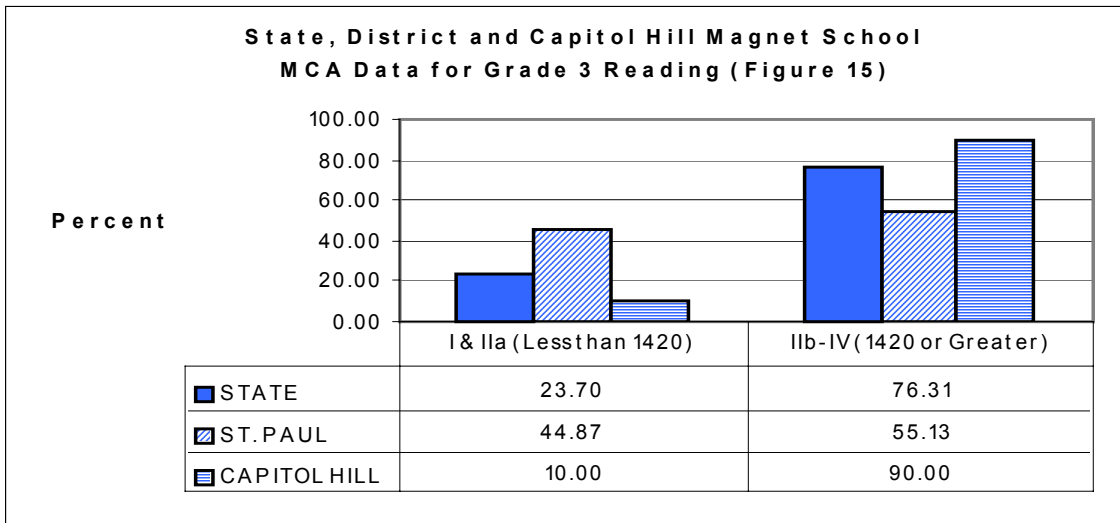


Figure 16 presents information about the percentage of Minnesota, St. Paul, and Capitol Hill Magnet School third grade students scoring below and above the state’s designated proficiency target of 1420 on the most recent Minnesota Comprehensive Assessment (MCA) in mathematics. A score of 1420 indicates that a student continuing at the same rate of progress has approximately a 90% probability of passing the BST. The percentage of Capitol Hill’s third grade students scoring at or above 1420 in reading is greater than both the district’s and Minnesota’s averages.

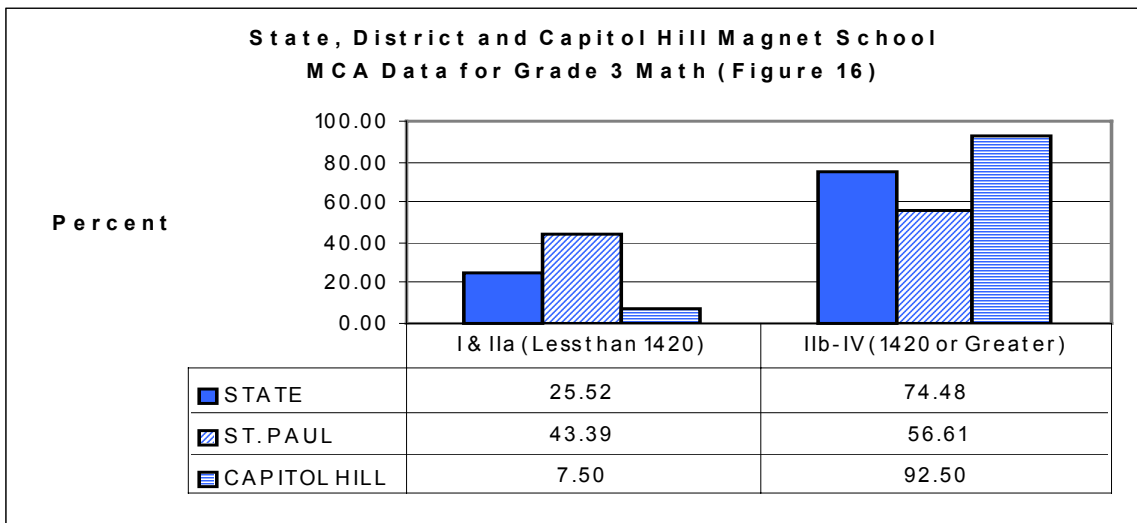


Figure 17 displays information about the percentage of Minnesota, St. Paul, and Capitol Hill Magnet School fifth grade students scoring below and above the state’s designated proficiency target of 1420 on the most recent Minnesota Comprehensive Assessment (MCA) in reading. A score of 1420 indicates that a student continuing at the same rate of progress has approximately a 90% probability of passing the BST when taken in eighth grade. The percentage of Capitol Hill fifth grade students scoring at or above 1420 in reading is greater than both the district’s and Minnesota’s averages.

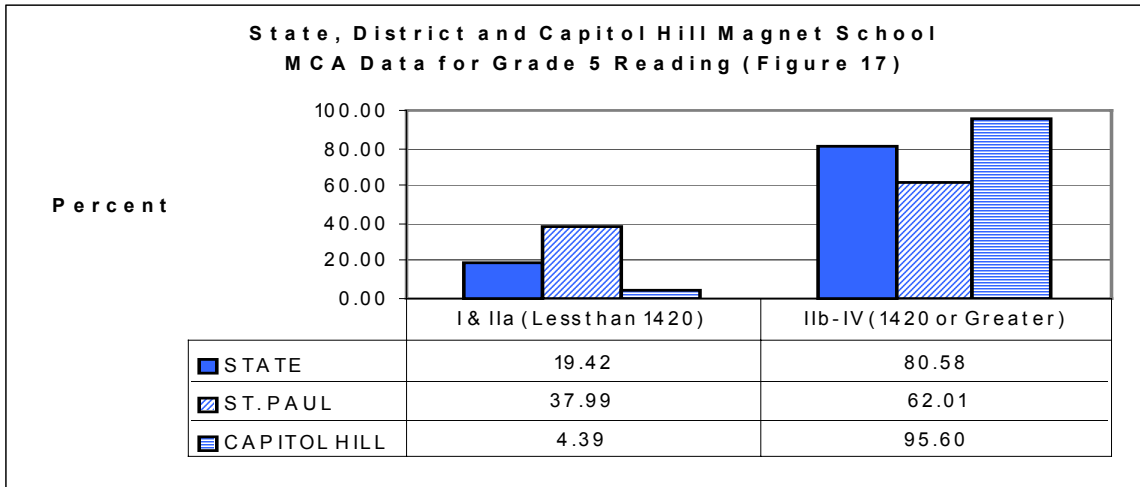


Figure 18 presents information about the percentage of Minnesota, St. Paul, and Capitol Hill Magnet School fifth grade students scoring below and above the state’s designated proficiency target of 1420 on the most recent Minnesota Comprehensive Assessment (MCA) in mathematics. A score of 1420 indicates that a student continuing at the same rate of progress has approximately a 90% probability of passing the BST. The percentage of Capitol Hill fifth grade students scoring at or above 1420 in mathematics is greater than both the district’s and Minnesota’s averages.

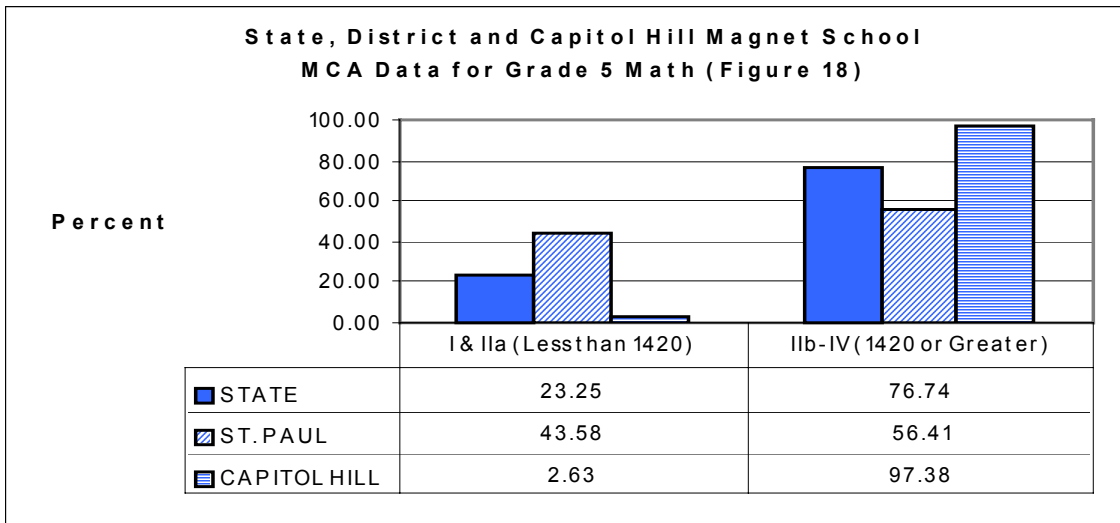


Figure 19 shows information about the 5-year trend of Capitol Hill Magnet School third grade students scoring below and above 1420 on the Minnesota Comprehensive Assessment (MCA) in reading. The trend was very gradually improving each year until 2002 when a decrease occurred. Last year's gains seem to be in line with the earlier trend.

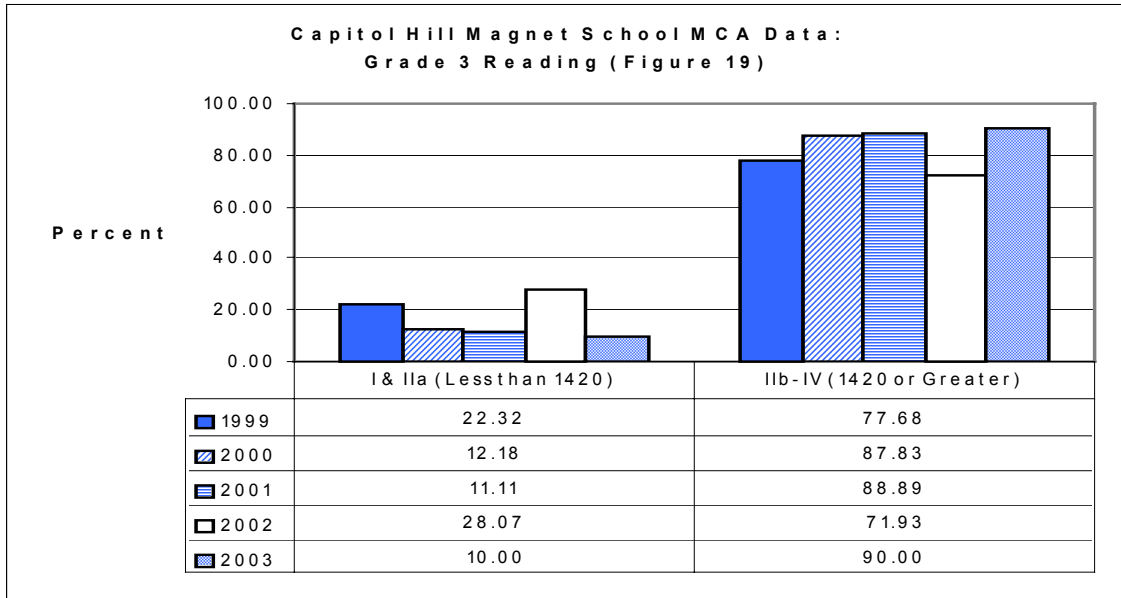


Figure 20 provides information about the 5-year trend of Capitol Hill Magnet School third grade students scoring below and above 1420 on the Minnesota Comprehensive Assessment (MCA) in mathematics. The performance has varied between a low of 76% in 2002 to a high of 93% in 2000. Last year's performance was similar to 2000.

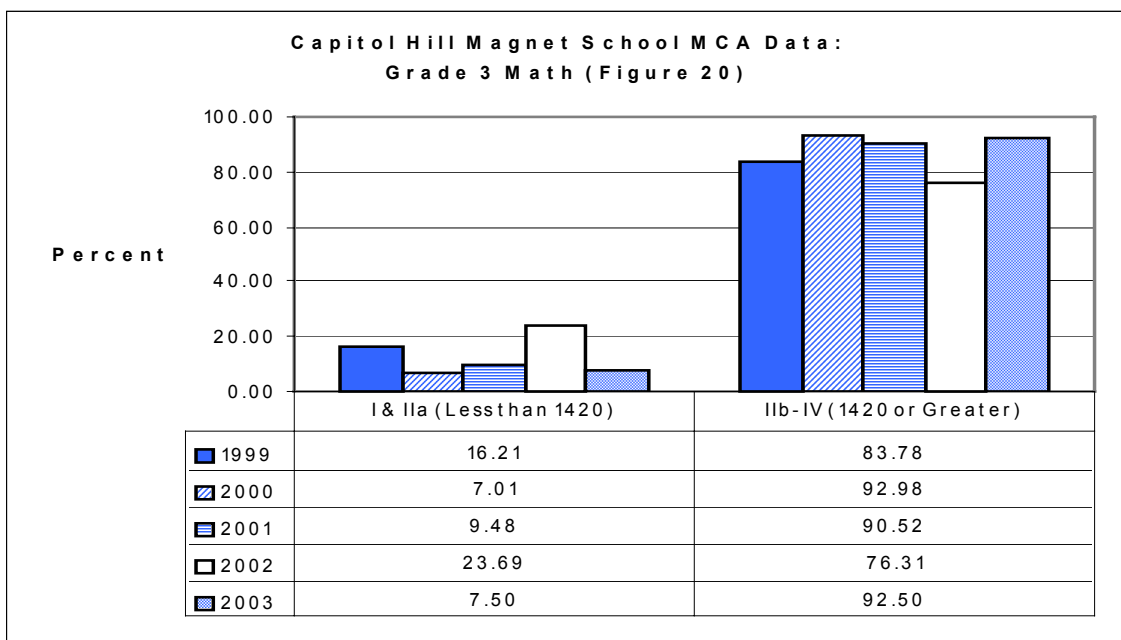


Figure 21 shares information about the 5-year trend of Capitol Hill Magnet School fifth grade students scoring below and above 1420 on the Minnesota Comprehensive Assessment (MCA) in reading. The overall performance is very high and the trend is improving.

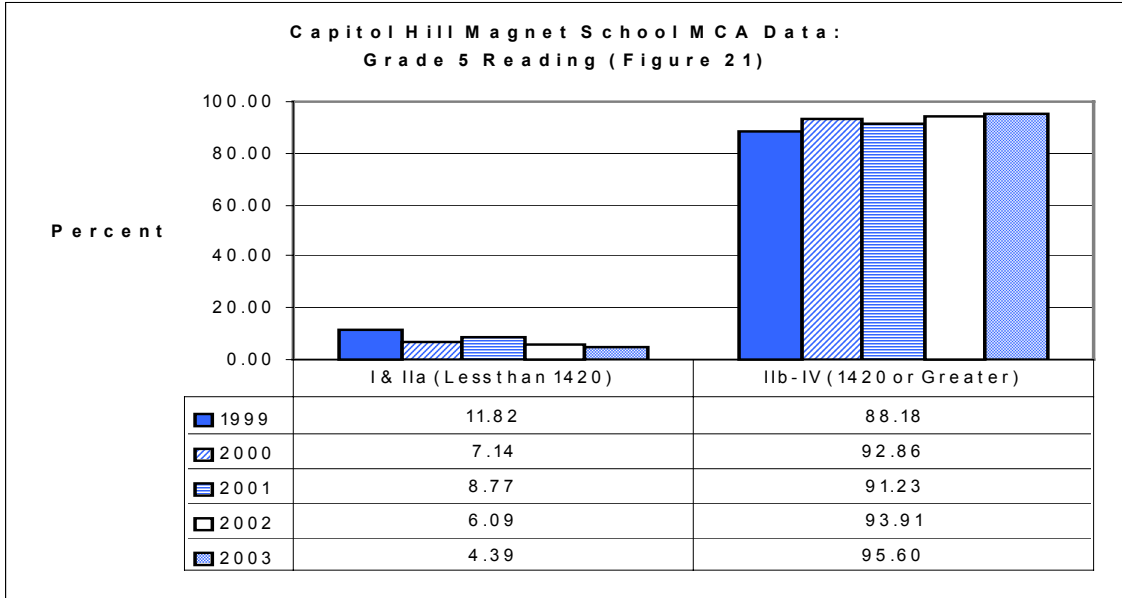


Figure 22 shares information about the 5-year trend of Capitol Hill Magnet School fifth grade students scoring below and above 1420 on the Minnesota Comprehensive Assessment (MCA) in reading. The overall performance is very high and the trend has continued to improve over each of the past five years.

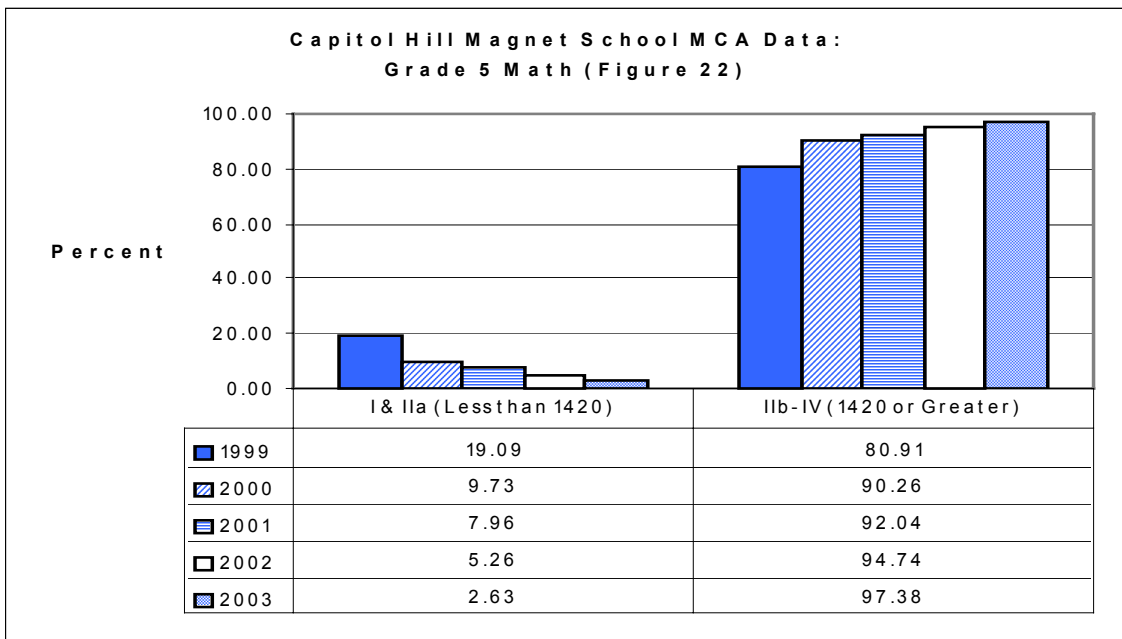
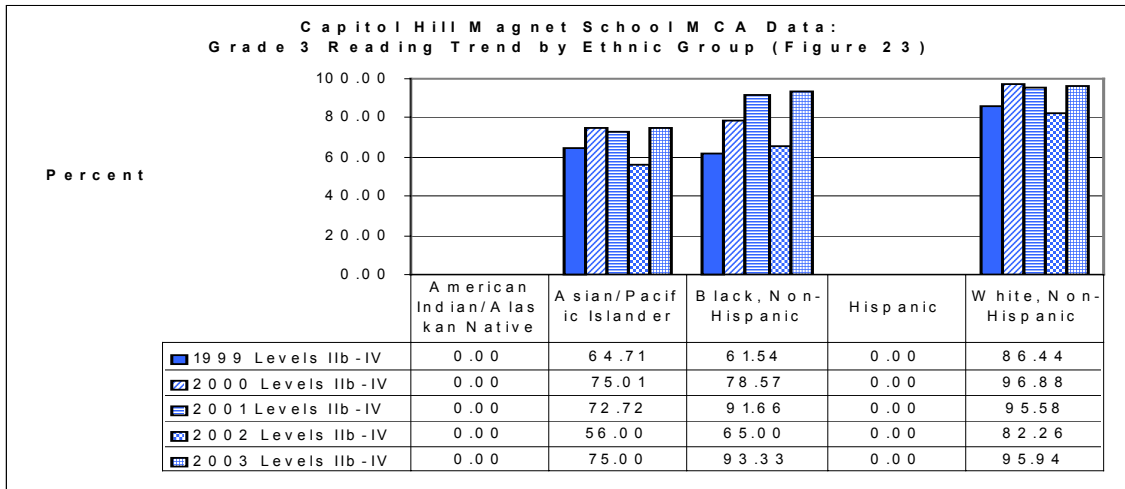
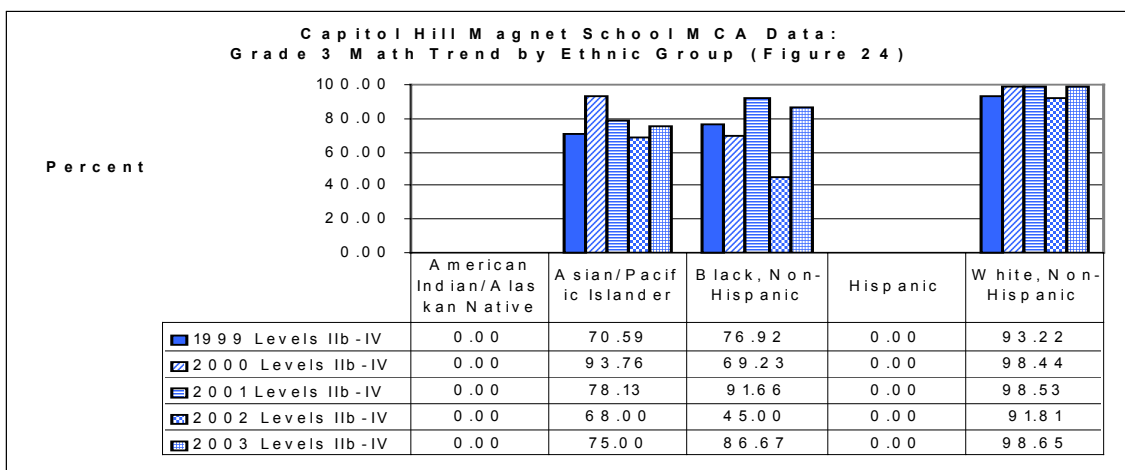


Figure 23 shares information about the five-year trend of Capitol Hill Magnet School third grade students scoring at or above 1420 on the Minnesota Comprehensive Assessment (MCA) in reading by ethnic group.



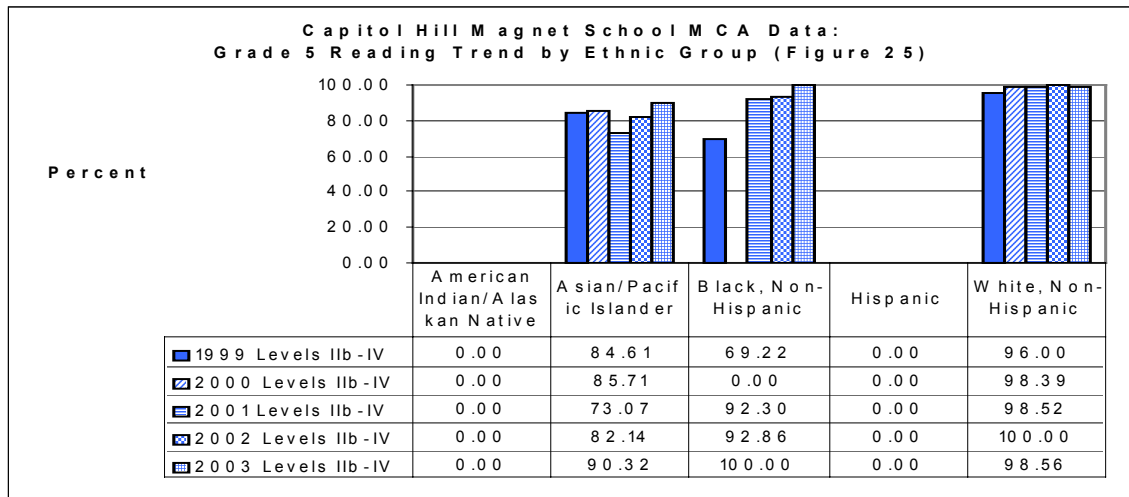
During this five-year time period there were not enough Native American or Hispanic students enrolled at Capitol Hill to report trends for those subgroups of students. The trend for Asian students was increasing until 2002 when it decreased before returning to the 2001 level in 2003. The performance of Black students was improving rapidly before declining in 2002 and then returning to the 2001 level. The performance of White students also improved between 1999 and 2001 before declining in 2002 and then returning to the previous years' level. In 1999, the greatest gap was a 25 point difference between the performance of Black and White students. In 2003, the greatest gap was the 20 point difference in performance between Asian and White students.

Figure 24 depicts information about the five-year trend of Capitol Hill Magnet School third grade students scoring at or above 1420 on the Minnesota Comprehensive Assessment (MCA) in math by ethnic group.



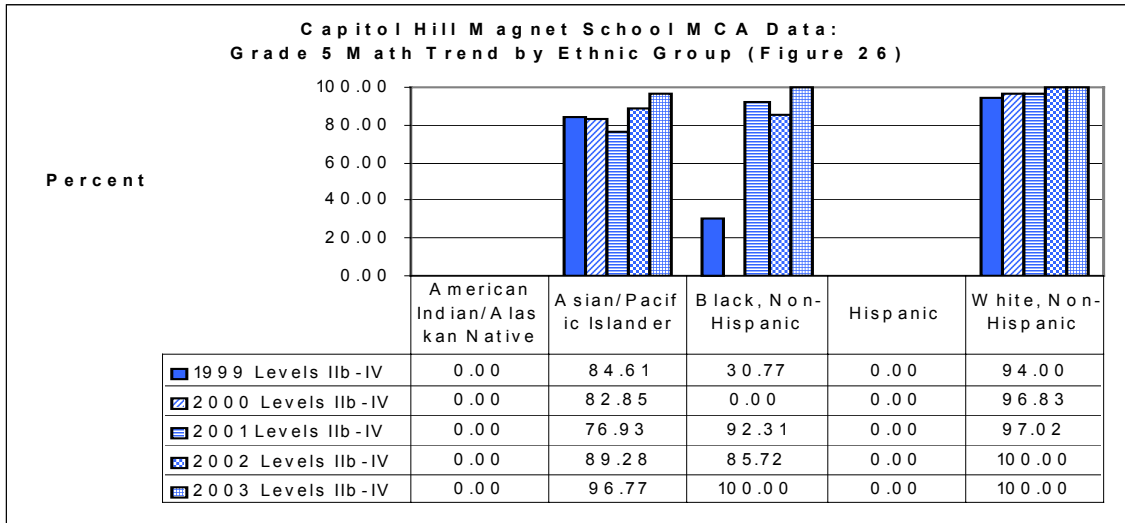
During this five-year time period there were not enough Native American and Hispanic students enrolled at Capitol Hill to report a trend for these subgroups of students. The trend for Asian students is fluctuating and is characterized by marked improvements in 2000 (23 points) followed by three years of performance in the 68% to 78% range. The trend for African American students has also been characterized by both decreasing and increasing percentages of students who score at the proficient level. The 2002 proficiency level declined substantially before returning to within 5 points of its highest level which was achieved in 2001. The trend for White students has been positive with consistently high performance. The greatest gap is a 25 point difference between Asian and White students.

Figure 25 shows information about the five-year trend of Capitol Hill Magnet School fifth grade students scoring at or above 1420 on the Minnesota Comprehensive Assessment (MCA) in reading by ethnic group.



During this five-year time period there were not enough Native American and Hispanic students enrolled at Capitol Hill to report a trend for these subgroups of students. The trend for Asian students has been continually increasing except for the decrease observed in 2001. The trend for African American students has been increasing dramatically from 69% in 1999 to 100% in 2003. The trend for White students has been stable as evidenced by its 4 point range from 96% to 100%. In 1999 the greatest gap was the 27 point difference between White and Black students. In 2003 the greatest gap was the 10 point difference between Black and Asian students.

Figure 26 portrays information about the five-year trend of Capital Hill Magnet School fifth grade students scoring at or above 1420 on the Minnesota Comprehensive Assessment (MCA) in math by ethnic group.



During this five-year time period there were not enough Native American and Hispanic students enrolled at Capital Hill to report a trend for these subgroups of students. The trend for Asian students was decreasing from 1999 through 2001 and was then followed by 13 and 10 point gains in the 2002 and 2003 testing cycles. The trend for African American students has increased dramatically from 1999 through 2003. The greatest gain occurred between the 1999 and 2001 testing cycles (62 points). Since then performance has varied slightly while remaining high. The trend for White students is very positive and is exemplified by continuing improvement and very high levels of proficiency.

The following page contains Metropolitan Achievement Test-Version 7 (MAT7) to Stanford Achievement Test-Version 10 (SAT10) School Growth data for Capitol Hill as generated by the Research, Evaluation and Assessment (REA) Department of the Saint Paul Public Schools. This information may be used to compare reading and math gains achieved by students when comparing them with other students in the district at the same achievement level and grade level.

Over a three-year period, 11 out of 18 (62%) of the Reading grade level subgroups demonstrated high growth when compared to students at the same grade levels in other Saint Paul schools on these standardized tests. During these three years, 14 out of 18 (78%) of the Math grade level subgroups demonstrated high growth when compared to students at the same grade levels in other Saint Paul schools on these standardized tests.

CAPITOL HILL MAGNET MAT7 to SAT10 School Growth Report

Scaled Score Improvement (SSI) is the reading and math gain achieved by students when comparing them to other students in the district at the same achievement level and grade level. A score of zero indicates that students are making the same amount of gain as students district wide at the same level of achievement. SSI is reported for students in grades 3-8. Grade levels and student groups are reported if there were at least 20 students tested.

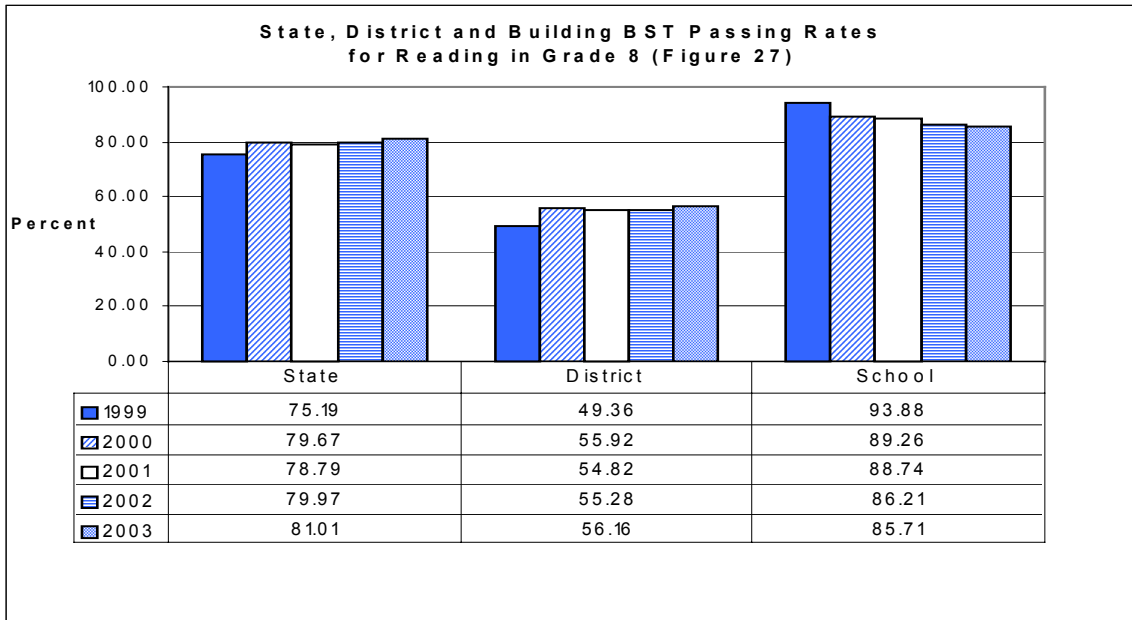
2000-2001 and 2001-2002	lo = lowest 25% of schools	av = middle 50% of schools	hi = highest 25% of schools
2002-2003	lo = significantly less growth than district	av = average growth in district	hi = significantly higher growth than district

Grade Levels	Reading SSI			Math SSI		
	MAT7 2000 to 2001	MAT7 2001 to 2002	MAT7 to SAT10 2002 to 2003	MAT7 2000 to 2001	MAT7 2001 to 2002	MAT7 to SAT10 2002 to 2003
Grade 3	av	av	av	hi	av	av
Grade 4	hi	hi	hi	hi	av	hi
Grade 5	hi	hi	hi	av	hi	hi
Grade 6	hi	hi	av	hi	hi	hi
Grade 7	lo	hi	av	hi	hi	hi
Grade 8	hi	hi	av	hi	hi	hi
Student Groups						
American Indian			lo			lo
Asian American	av	av	av	hi	hi	hi
Hispanic	av	av	hi	av	av	av
African American	hi	hi	hi	av	av	hi
Caucasian	hi	hi	hi	hi	hi	hi
Poverty	av	av	av	av	av	av
ELL	hi	av	av	av	av	av
Spec Ed	hi	hi	av	hi	av	hi
Male	hi	av	av	hi	hi	hi
Female	hi	hi	hi	hi	hi	hi

Note: Blank cells indicate areas where data are unavailable, or where the number of students was too small for reporting.

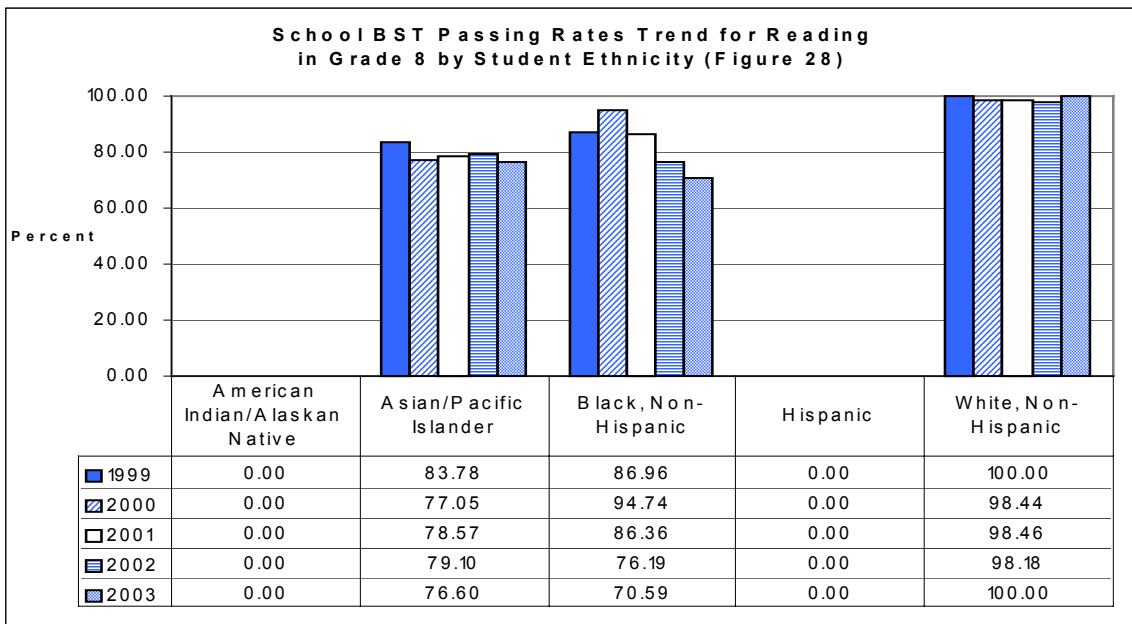
*If you have questions concerning this report, please contact Tom Watkins at Tom.Watkins@spps.org or at 767-8384.

Figure 27 displays information about the BST reading passing rates for the state, the district, and Capitol Hill Magnet School.



Although Capitol Hill Magnet School’s passing rates are higher than those of both the district and the state, Capitol Hill’s trend appears to be decreasing while the state and district trends are gradually increasing.

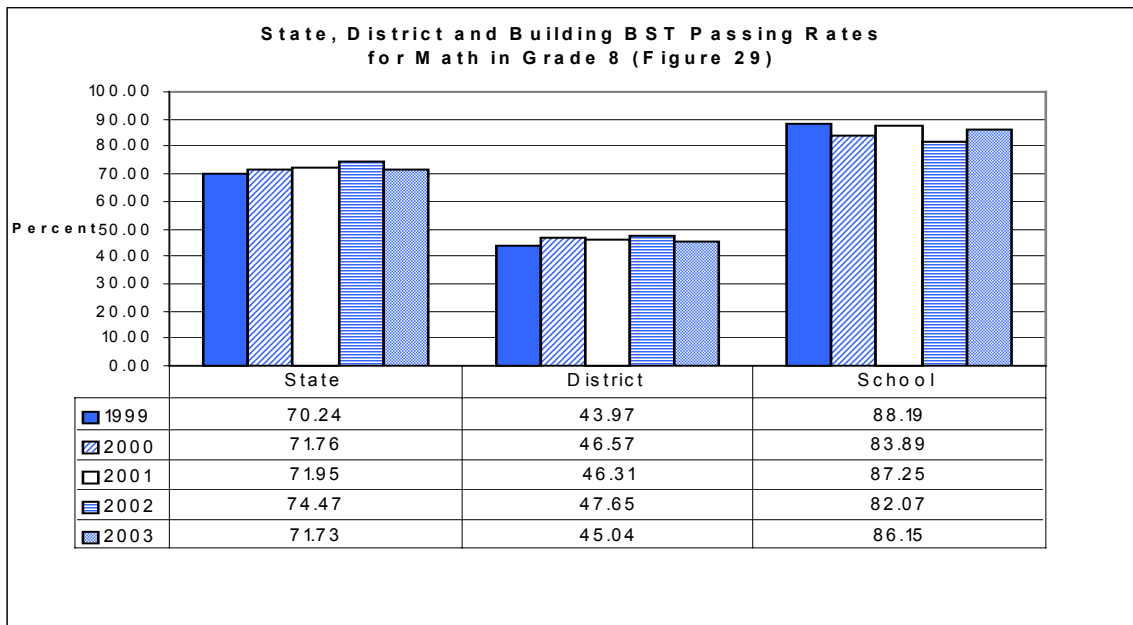
Figure 28 displays the disaggregated 8th grade reading passing rate data for Capitol Hill Magnet School’s ethnic groups.



During this five-year time period there were not enough Native American and Hispanic students enrolled at Capital Hill to report a trend for these subgroups of students. During this five year period the highest percentage passing rate for Asian students (83.78) occurred in 1999. Since then the passing rate has been gradually decreasing. The overall trend for African American students also appears to be declining. The trend for White students is very positive and is exemplified by very high levels of proficiency.

In 1999, the range or gap between sub-group passing rates was about 17 points with the greatest difference between Asian and White students. The current range or gap of 30 points is between the Black and White students. The district goal is to reduce or “close” the gap between the achievement rates of student subgroups.

The following figure displays information about the BST math passing rates for the state, the district, and Capitol Hill Magnet School. Student performance at the state, district and school levels has been fluctuating slightly.



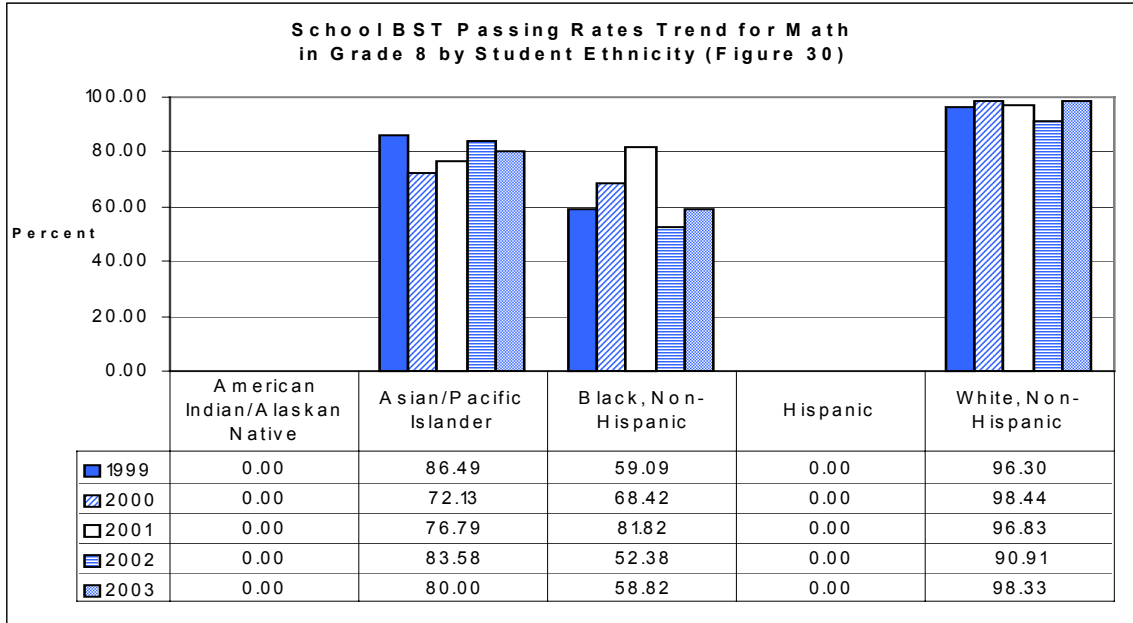
Capitol Hill Magnet School’s passing rates are higher than both those of the district and the state.

Figure 30 on the following page displays the disaggregated 8th grade math passing rate data for Capitol Hill Magnet School’s ethnic groups.

During this five-year time period there were not enough Native American and Hispanic students enrolled at Capital Hill to report a trend for these subgroups of students. During this five-year period the highest percentage passing rate for Asian students (86.49) was in 1999. Since then the passing rate has been fluctuating between a low of 72% and a high of 84%. It currently stands at 80%. The overall trend for African American students also appears to be fluctuating as evidenced by the 1999 passing rates of 59% which increased

to 82% in 2001 and were followed by rates of 52% and 59% in 2002 and 2003 respectively. The trend for White students has also fluctuated between a low of 91% in 2002 to a high of 98% in 2000. The current level is also 98%.

In 1999, the range or gap between sub-group passing rates was about 37 points with the greatest difference between Black and White students. The current range or gap of 40 points is between Black and White students. The district goal is to reduce or “close” the gap between the achievement rates of student subgroups.



CAPITOL HILL MAGNET SCHOOL QUALITY REVIEW

Environment for Learning and Raising Student Achievement

Observed and/or Reported Strengths and Successes

Shared leadership

- Capitol Hill has many staff members (administrators and teachers) who are willing to assume differentiated leadership roles.
- Capitol Hill has a committee structure that provides opportunities for each staff member to be involved in shaping the school's environment and culture for learning and teaching.
- The school's committee structure is designed to allow everyone to gain an understanding of "the big picture" (i.e. the scope and sequence) of the school.
- Capitol Hill's various committees meet on a regularly scheduled basis. Each focuses on carrying-out its responsibilities to the organization.
- Often, ideas for improvements or activities begin in committees or are assigned to committees for further study. The typical flow of a recommendation is reported to be from committee to staff meeting discussion to the administrators' advisory committee.

Administration

- The school's administration is viewed as approachable. They listen and follow through. They are committed to improving the school.
- The administration trusts the school staff. They don't micromanage.
- The principal is visible and approachable. Students reported that he cares about them and expressed appreciation that he takes the time to get to know them.
- The assistant principal gets high marks throughout the school for her ability to handle the more serious behavior problems.
- The assistant principal is very supportive of the Child/Student Study Team.

Staff's perceptions of the teaching - learning environment

- Many teachers reported that they often talk with each other to share ideas and are supportive of each other on a grade level basis.
- Common prep and lunch times allow time for grade-level team communication.
- Many staff members were able to state the school's mission statement as it is written and show/talk about lesson plans and student products that focus on high expectations and student achievement levels.
- Staff members have high expectations of each other to work hard so that students may achieve at high levels.
- The teachers at Capitol Hill are reported and observed to be dedicated, caring and enthusiastic teachers.

Students' perceptions of the learning environment

- Many students reported that they are enrolled in a gifted and talented program. They said they understand they are expected to attain high levels of academic achievement.
- Many students who were interviewed stated that they like the school and they feel it is safe.
- During interviews, students seemed proud to be students at Capitol Hill.
- Students reported that they benefit from being in a community of intellectual peers.

Shared accountability for learning

- The school has high standards for student achievement.
- Students and parents are held accountable.
- The Student Support Group meets when a student is struggling to meet the expectations held for him/her. Review Team members observed this team meeting with a student and developing a plan which focused on interventions and accommodations after listening to the student describe his challenges and frustrations.

Respect and discipline

- Students respect the staff and staff members respect the students.
- The Character Counts program is described as containing many positive attributes.
- Teachers talked about the monthly assembly related to the Character Counts program and some teachers reported that they try to work Character Counts ideas into their classroom meetings when they can.
- Student discipline data reveal that the junior high environment at Capitol Hill is “safer” than that found at other junior high schools in the district. A good number of neighborhood parents select Capitol Hill for their junior-high aged child because they perceive it is safer than other junior high schools.

Student wellness

- The health office is a good resource for education and support (e.g. Diabetic and Asthma Club).
- The Site Council wanted a 1.0 FTE nursing position and it was added.
- The school has budgeted for additional school social worker time in order to better meet the social-emotional needs of the students.

Physical environment

- Capitol Hill is a warm, inviting place that is well-organized in terms of space and is visually appealing.
- Review Team members observed student artwork displayed throughout the building.
- Atriums provide a “get-away” classroom for students to bring changes into their daily routine.
- Individual classrooms provide a warm and welcoming environment upon entering.

Observed and/or Reported Challenges and Concerns

Differentiation

- It is reported that some teachers have declared, “This student does not belong here.” Often this leads to counseling families out of Capitol Hill.
- Some staff seem too quick to give up on struggling students (including but not limited to “twice exceptional”/special education students) and/or wish they weren’t accepted to Capitol Hill in the first place.
- Seventh and eighth grade teachers struggle to keep expectations high while supporting students with skill gaps.
- When addressing the topic of students’ special needs, interview responses reflected the attitude that it was someone else’s problem (such as the social worker, TA, parent, Discovery Club, Project Kofi, etc.).
- There is some concern that students don’t have contact with the “real world”, which includes underachievers, and that, “They will only know nerds.”

Respect and discipline

- There is no schoolwide discipline and behavioral intervention model.
- Some teachers reported that while they think the idea of the Character Counts program is good and worthwhile, it often feels like “one more thing we have to do within the limited amount of available time.”
- Staff members report that they need more curriculum support and preparation time in order to fully implement Character Counts.
- Bullying is reported to be a concern at Capitol Hill. A number of the students think of clever, covert ways to manipulate others.

Student wellness

- The nurse is still working straight through without lunch, although this has improved from the past.
- A number of students and some staff reported that many students are under a lot of pressure to perform well in school and suffer from stress-related problems.

Cafeteria concerns

- Many stakeholders feel that the volume in the lunchroom is too loud and detrimental to adequate discipline. Others believe the lunchroom policies pertaining to volume are too strict. The later group believes that students need the freedom to socialize at lunch, which will create some volume.
- Students must spend their entire 30-minute lunch in the cafeteria because there are no paraprofessional or professional staff members available to bring them to the playground.

Safety

- Review Team members observed a number of staff not wearing identification (ID) badges, which makes it difficult to know who belongs in the school and who doesn’t.

- Currently, there is only one greeter located at the blue door which is the main entrance for Capitol Hill. As a result, there is unmanaged access into the building which poses a safety concern.
- While the situation is reported to have improved, some family vehicles are still hurriedly dodging into the student drop-off and pick-up area. Some are also parking their cars in this no parking zone, creating obstructions.

Physical environment

- Review Team members observed a lack of both interior and exterior signage. This produces an environment in which it is difficult to move through without confusion.
- Emergency exit procedures are not posted in many classrooms.
- Gym floors were slippery and the smaller gym was lacking protection pads on the walls.
- Review Team members observed messy hallways, perhaps related to the fact that lockers are too small to hold students' items. The "lost and found" area was also reported looking as if a tornado had hit it.
- Because there are 11 custodian engineers for the entire Rondo Complex, the building's environment is not adequately cleaned. This is further exacerbated by the number of permits the school holds for each day.
- The hallways near teachers' classrooms contain many examples of student work, while the hallways that are farther away are not decorated and are not very welcoming.
- Parents expressed frustration with the parking situation at Capitol Hill. They mentioned that there is not enough parking, especially when you need to drop off or pick up students or attend conferences.

Suggestions for Continuous School Improvement, Some Phrased as Questions

Differentiation

- Some staff members need to better accept the academic diversity among Capitol Hill's current students and agree to differentiate in order to serve the students enrolled at the school. Once these staff members have accepted this responsibility, they may need the opportunity to enroll in appropriate professional development.
- Could student service workers be used to tutor elementary students rather than to provide office clerical support?
- Could after-school tutoring services be expanded?
- The school needs to be more accepting and inclusive of its "twice exceptional" special education students.
- The school needs a counselor at the junior high level.
- Take advantage of employment openings to create a more diverse staff and send a message of inclusiveness to students by selecting more teachers of color and additional male faculty.

Respect and discipline

- Consider doing a follow-up study/analysis of Character Counts. Is it working? Is it serving its intended purpose?

Student wellness

- Provide staff with an in-service regarding best use of the nurse's time and expertise; for example, utilizing the nurse to lead health clubs/classes/support groups rather than dispensing Band-Aids.
- Boundaries need to be established for better use of the health office. Use nursing services for appropriate reasons; students need to be ill or have a medical reason to leave class to see the nurse.
- Are students seeking relief from the pressures of high expectations by going to the health office? Is some other support or counseling service more appropriate to meet this need?

Cafeteria concerns

- Continue your efforts to bring down the noise level.

Safety

- Emphasize the message of, "Safety first in the pick-up/drop-off zone," within your parent newsletters.
- Contact the Transportation Department to explore signage options for this zone.
- Provide protective padding for the walls in the small gymnasium.

Physical environment

- Provide better exterior and interior signage.
- Provide better managed entries into the building.
- Acquire protective wall padding for the smaller gym.

Curriculum Content and Instructional Programs Linked to Students' Assessed Needs and Strengths

Observed and/or Reported Strengths and Successes

Gifted and talented programming

- Staff members clearly identified Capitol Hill as a magnet school for gifted and talented students.
- Many staff members listed Bloom's taxonomy and Williams' ideas as key components/elements of their teaching practice.
- There appears to be a school-wide effort among staff and parents to further define Capitol Hill's gifted and talented model or "brand" in order to establish a clear and "marketable" identity.
- Expectations are high at Capitol Hill and the curriculum moves at a fast pace.
- Top achievers at Capitol Hill are challenged by opportunities such as the math team and other academic competitions.

Implementation of best practices

- At the elementary level, Capitol Hill utilizes a cross-disciplinary approach to the curriculum that integrates science, social studies and preparation for the MCA's.
- Meetings take place among "same grade" teachers to address curriculum, student needs, teacher practices and concerns.
- The school uses a variety of resources and real-life applications.
- Capitol Hill offers many enrichment activities such as the medieval and colonial feasts.
- A number of teachers in grades 1-6 post student work products both inside and outside of their classrooms.
- Capitol Hill holds "fairs" of various types (e.g. Science Fair, History Fair) where students' products are displayed and students have opportunities to discuss their work with judges so they may receive external feedback about their efforts.
- There seems to be an expectation of "performing" at Capitol Hill. During classroom observations, many students were expected or asked to stand up and perform. Afterward, there were opportunities to ask questions of the presenter.
- Students were observed working individually, in pairs and in groups of up to six students to complete instructional activities.
- The entire school has math at the same time and students are in flexible groups.
- Teachers are available to students for tutoring/assistance.

Observed and/or Reported Challenges and Concerns

Confusion related to the school's mission

- There seems to a number of people that there is a disconnect between the school's stated mission to serve "academically gifted" students and the district's admissions policies for the school which are based on a test that measures general ability through a non-verbal assessment.

- Some observers express concern that Capitol Hill has become a school for high achievers, not fully serving its stated mission to be a school for students who are academically gifted.
- Despite the ongoing efforts of the district and the school to expand the ethnic diversity of the student population at Capitol Hill, this remains a challenge that has not been resolved solely through the use of different admission criteria. In fact, the ethnic diversity at Capitol Hill is decreasing. (See Figure 3 on page 3 of this report.) Other factors must be causing the increase in the percentage of White students over the past six years.
- While admittance is based on an ability measurement at the elementary level, the Naglieri Nonverbal Ability Test (NNAT), it is “open” at the junior high level.
- Related to the junior high program at Capitol Hill, the comment was made that, “This model sends non-readers to an academically challenging school where they are set up to fail, or at least to struggle.”
- Attracting and retaining diverse learners from the local community is a challenge.
- Some parents and staff expressed concerns about what they described as an anti-Capitol Hill sentiment in the community, in which the school is viewed as being “elitist.”
- In the past 12 years, there have been six principals at Capitol Hill which has resulted in multiple stops and starts rather than a consistent and continuous improvement process.

Gifted and talented programming

- The school has spent the last 1 to 2 years attempting to clearly delineate the school-wide gifted and talented program/GT model. The present staff members have been trained in a variety of models or none at all.
- The junior high staff is concerned that the defined/selected school-wide model will not be appropriate for use with junior high age students.
- There is a “disconnect” between the current NNAT eligibility measures and the school’s current curriculum. Capitol Hill’s program emphasizes academic giftedness. The NNAT identifies students who have strong general ability, not necessarily those who have demonstrated strong academic performance. This disconnect creates a serious problem for some students.
- Too many teachers at Capitol Hill have achievement expectations that are not well matched to the skills and knowledge of their students. Some students are falling behind; other students should be accelerated.
- Struggling students do not get the support they need, either due to the view that this would detract from the school’s mission of providing a challenging academic curriculum for the high performing students, the lack of resources, or both.
- At 7th and 8th grade, students enter Capitol Hill without testing in on an assessment of their academic talent and preparedness. How are these students expected to keep up with the accelerated curriculum?
- The accelerated curriculum and high standards at Capitol Hill put pressure on students, as evidenced by the following comment a first grader made, “I am not special here. In another school I would be special. I have nothing to offer.” He was obviously sad when talking about this. This is reportedly not an unusual statement for

gifted students who transfer from a more heterogeneous setting to an environment such as Capitol Hill.

- A number of students commented that the curriculum and homework are too heavy. Some parents also commented that students are assigned too much homework.
- The DISCOVER assessment is viewed as having caused a “disaster.” The current 5th grade class, which was identified using the DISCOVER assessment, is viewed as distinctly “different” and less skilled than other classes as a result.

Implementation of best practices

- Student work is at a high level; but in a number of classrooms, all students are doing the same assignment in these classrooms; there is very little differentiation.
- While it was reported that differentiation was taking place, Review Team members did not see evidence or student work artifacts that would demonstrate that this is being done consistently.
- On the web-based survey, a number of teachers expressed concern that students who did not meet standards for promotion to the next grade were not provided opportunities to accelerate their learning.
- Instruction in basic skills is needed for some 7th and 8th grade students.
- The school needs to be more consistent in supporting and open to making accommodations for special education students.
- Some teachers follow the same curriculum every year without considering long-term trends or changing student needs.
- As a whole, the faculty use data at the beginning of the year to group students, but not on an ongoing basis. Student groups become set/tracked groups rather than flexible groups.
- Too often grade levels are “islands” separated from each other.
- When special projects are assigned as homework, adequate consideration is not given to whether families have the material resources and the English language skills needed to support the student to complete the assignment
- It was reported by both students and parents that there are too many big projects that involve what they describe as busy work.
- Academic competitions are in many cases a component of classwork, not extended day opportunities.

Financial constraints

- The school has insufficient funding to hire or acquire additional staff who could support student learning and aid in school operations such as, but not limited to:
 - a junior high counselor,
 - paraprofessionals for the lunchroom-playground,
 - more time from a school psychologist,
 - more time from a school social worker, and/or
 - an on-site trainer in gifted and talented education.

Suggestions for Continuous School Improvement, Some Phrased as Questions

Determination of school's mission

- The school and the school district need to confirm to stakeholders and others who are interested in this magnet school that Capitol Hill will serve academically gifted students.
- Continued attention should be given to the identification of one or several appropriate admissions assessment instruments and/or strategies that will identify academically gifted students.
- The current admission process employed with the intent of creating a more ethnically diverse student population at Capitol Hill has failed to do so and, therefore, should be reassessed. (See attachment.)
- Given that Capitol Hill is to be a magnet school designed to challenge gifted/talented students, there should be admissions criteria for 7th and 8th grades related to academic talent or recognized academic potential. It is unfair to students to admit them into a program for which they are not prepared.
- The message that Capitol Hill is one of many options within the Saint Paul Public Schools for gifted and talented students and may not be right for everyone needs to be emphasized. Parents of gifted and talented students should be encouraged to find a school that is a good fit for their children.

Gifted and talented programming

- Given that Capitol Hill is to be a school for academically gifted and talented students, the staff needs to commit to well-documented best-practice instructional strategies within a gifted and talented curriculum.
- Capitol Hill needs to adopt on a schoolwide basis a set of instructional strategies/ a “model” and hold all faculty members accountable to adhere to this adopted model. This will provide students with a more coherent and consistent instructional program.
- The new gifted and talented program/model should incorporate current thinking related to best practices in gifted and talented education.
- To be a stronger school for gifted and talented students, Capitol Hill needs a curriculum coordinator who can offer best-practice training in gifted and talented education and support the faculty in implementation of these practices.
- To truly accelerate the curriculum, Capitol Hill staff should work with the high schools to align the 7th and 8th grade courses to 9th and 10th grade courses and deliver instruction to that standard. In this way, Capitol Hill students might be able to obtain high school credit based on their junior high transcripts or would, at the least, be better prepared to excel at the high school level.

Implementation of best practices

- Use student achievement data on a regular basis to plan instruction and to help students chart their own progress. Consider whether to incorporate a student goal-setting practice into this analysis of progress.
- Work closely with the Office of Instructional Services for such assistance as coaching for staff in best practices within gifted and talented instruction and ongoing professional development options.

- What strategies could and should you put in place to differentiate instruction to meet the needs of students who are not at grade level?
- How can you use flexible groups to better accommodate students' different learning needs, instead of just grouping at the beginning of the year?
- Provide more flexibility/accommodations for special needs students and regular education students who need help.
- Tune into students' self-esteem issues related to the high standards of teachers and parents.
- There are character curricula developed by educators of the gifted and talented that would perhaps be a better fit for the school.
- Could you conduct exit interviews with families who transfer their children out of Capitol Hill in order to find out why they are leaving the school? The information gained may be helpful in your improvement efforts.

Review the attached analysis of the Staff Survey for further information on your school.

Staff Development

Observed and/or Reported Strengths and Successes

- Many staff members go above and beyond what is expected of them when it comes to staff development. They are eager and dedicated learners. They attend staff development trainings/workshops in the summer and in the evening or on weekends as well as participating in book clubs and other staff development opportunities made available by the district or the school within the school day or on professional days.
- A committee of staff members (teachers and administrators) attended the Gifted and Talented (GT) National Conference in Indianapolis. They reported that this was a good experience for them individually and collectively, as they saw new ideas, had opportunities to interact with other GT teachers/leaders and brought ideas back to Capitol Hill.
- Newer teacher reported being mentored and supported by other members of the faculty.
- Staff members at each grade level have common prep times. This enables collaboration.
- Committees are formed in science, language arts, math and global studies with representatives from each grade level on these committees.
- The language arts committee brought in a speaker to teach the “Six Traits of Writing.” This was a part of the Literacy Initiative identified in Capitol Hill’s SCIP.
- Staff members have the opportunity to use staff meetings as a venue for sharing information with each other and instructing each other.

Observed and/or Reported Challenges and Concerns

- Most of Capitol Hill’s staff members are substantially under-trained in coursework or graduate education related to GT instruction.
- When the district’s gifted and talented magnet school began, on-site and schoolwide staff training was ongoing. Now staff training and backgrounds are more uneven.
- Capitol Hill’s current staff consists of teachers who vary widely in their experience background with gifted and talented students, knowledge, theory, common vocabulary and use of best practices in working with gifted and talented students.
- It appears that the staff, as a whole, has not received training related to using gifted and talented strategies such as Inquiry, Multiple Intelligences, Differentiation, etc. that have been prominent since the 1990’s. Instead, many, but not all, are using strategies such as Bloom’s and Williams’ ideas without incorporating more current models.
- Some staff members are reported and/or observed to have little awareness of the social/emotional needs of gifted students among the staff at Capitol Hill.
- Do the school’s administrators have sufficient coursework and/or experience in gifted and talented education to provide strong instructional leadership in this specific area?

- Some staff reported that it is taking too long to decide on a GT model. Does this reflect uncertainty on the part of leadership or a sound understanding of the logistical and political issues surrounding the selection of a specific model for Capitol Hill?
- With the school's large staff, it is difficult to achieve "buy-in" or to come to agreement on a shared vision for the school. Staff members' current levels of expertise and interest in new training impact this "buy-in."
- Some staff members are adverse or resistant to change.
- While the district offers many good training opportunities, these trainings do not always meet the needs of Capitol Hill teachers whose responsibility/ focus is particularly on gifted and talented education.
- In one instance, staff development was described as "pretty much by grade level" with some grade levels doing more than others because not all grade levels have "veteran" teachers to provide the perspective and training.
- The junior high staff reported feeling isolated, disconnected and ignored. They don't have common meeting/prep times. Their specific needs for staff development have not always been considered.
- On the web-based Staff Survey the following percentages of teachers rated their personal skill level as high in the five major subject areas:
 - Reading 39%
 - Writing 39%
 - Mathematics 39%
 - Science 28%
 - Social studies 39%
- On the web-based survey a number of teachers expressed concern that their professional development activities did not include effective strategies for teaching students with diverse needs.
- Capitol Hill's staff development budget/resources are more limited than in the past.

Suggestions for Continuous School Improvement, Some Phrased as Questions

- Once a specific model for gifted and talented instruction has been identified for Capitol Hill, staff should all participate in comprehensive professional development aligned with this model. Some training should include all staff in order to design and implement a schoolwide model. Some training should be differentiated to meet the diverse, specific needs of staff members.
- Include all grade levels in staff development discussions.
- All teachers assigned/selected to work at Capitol Hill must, at a minimum, hold a certificate in gifted and talented education (4 courses). Current faculty members who do not hold this certificate should be required to complete it within a specified period of time in order to remain at Capitol Hill.
- Training in differentiation of curriculum will be offered through the Office of Instructional Services this summer and could possibly be made available on-site at Capitol Hill year-long. Staff should be encouraged to participate.

- Provide curriculum writing time. Any model must be adapted for:
 - “highly gifted” students,
 - “twice-exceptional” students,
 - gifted students of color,
 - underachieving gifted students and
 - recognizing, accommodating and building upon various learning styles.
- Provide staff development for the social/emotional needs of GT students.
- Require staff to become familiar with research of Donna Ford, Mary Frazier and Alexinia Baldwin on the needs of minority culture gifted students and Paul Slocumb’s conceptual framework related to gifted students living in poverty.
- Offer/require a three-day “introductory institute” for any new hires so that the gifted and talented model selected for Capitol Hill is efficiently, effectively and consistently implemented.
- Develop partnerships with local college teacher training programs to provide course work and experiential practice so teachers may acquire a Gifted and Talented teaching certificate or endorsement.
- Require that the curriculum coordinator/leader have a master’s degree in gifted and talented education. Employ this person to work full-time on curriculum and instruction, providing direct services, on-site training and coaching for teachers.
- Once a specific model has been selected, the advisory/leadership committee may find it helpful to designate a particular “charge” for monthly curriculum development or implementation work related to the model. Staff development funds could be used to provide substitute teachers while teachers are involved in this endeavor.

Parent/Family Involvement

Observed and/or Reported Strengths and Successes

Parent perceptions

- Parents reported that they like having their children at Capitol Hill. They described the environment as academically challenging.
- Parents of students at Capitol Hill Magnet School were eager to share their perceptions of the school as a part of this School Quality Review. A total of 189 responded to the web-based Parent Survey.
- Of the parents who completed the web-based survey, 97% indicated that they were “satisfied” or “very satisfied” with the school.

Parent involvement

- The school has many very active parents which is usually a great strength for students, the school and other parents.
- Many parents have access to and use electronic communication as a means to communicate with the school and with each other related to school issues.
- Many parents are involved in the Parent Teacher Organization (PTO) and fundraising.
- Parents are described as very generous, often donating supplies for those students who may have fewer “resources” at home.
- Parents who volunteer in the classrooms are reliable and provide tutorial help to their children as well as other students.
- Various family involvement activities during and after school bring families together for fun, enrichment and information.
- During the period of this School Quality Review, the Review Team observed good attendance at the Cougar Awards for Citizenship reception which was followed by an all-school assembly that included awards, as well as choir and band performances.

Parent – school communication

- The school sends a monthly newsletter to parents.
- There is a lot of communication between the school and the students’ homes, such as information sent home, the school’s website, e-mails, phone calls, etc.
- The Parent Information Night at the start of the school year is well attended (although lower at the junior high level) and helps to outline the school’s expectations.

Observed and/or Reported Challenges and Concerns

- While many parents of students at Capitol Hill Magnet School were eager to share their perceptions of the school as a part of this School Quality Review, only 3 % of the 189 who responded to the web-based Parent Survey identified that they usually speak a language other than English. Language is a barrier.

- Within the web-based Parent Survey, parents expressed relative concern in response to the following items:
 - “The school encourages communication.”
 - “Between report cards, I receive information about my child’s progress from teachers.”
 - “The PTO/PTA at the school deals with issues that are important to me.”
- The school’s very active parents can cause distraction from crucial school activities and improvement efforts if they are not united to assist the school and/or are not organized in a strategic manner.
- Difficulties sometimes develop between volunteers and teachers when volunteers focus on their expectations and needs rather than those of the teachers and students.
- Language barriers prevent some second-language parents from helping their children with their homework, especially in classes that involve a highly specialized/technical vocabulary.
- There is a perception by some members of the African American community that students of color are not supported at Capitol Hill.
- The school is seen/perceived as:
 - being disconnected from its geographic community
 - not meeting the needs of families of color or less educated parents.
- While ELL and Hmong parents are very involved with their children at home, language barriers prevent some from being actively involved at the school.
- Interpreters have not been available for evening activities at the school.
- Students have many big projects that require parent involvement both at home and at school.
- It was reported that parents are not always respectful of staff time.
- It was reported that there are no time limits for parent/teacher conferences at the junior high level. Teachers reported that parents get angry when they must wait for another conference to conclude.
- Some parents reported that they don’t attend conferences because they have to wait 20 minutes for each subject in order to have just a couple minutes of conversation.

Suggestions for Continuous School Improvement, Some Phrased as Questions

- Seek a grant that would allow the school to do more outreach and recruitment with families of color and families in poverty.
- Translate the school newsletter into the home languages of the students enrolled at Capitol Hill.
- How can the Cultural Specialist at the building do more outreach to the community (i.e. community agencies, churches, local newspapers, local gatherings such as Rondo Days, etc.)?
- Since it appears that many parents are highly involved with their students’ learning and projects, can you target deliberate school outreach efforts towards those parents who may need your support and training so that they may be more directly involved with and supportive of their children’s efforts?

- Provide transportation, childcare, interpreters and food to attract / remove barriers for low socio-economic status (SES) families to meetings and school events. Could PTO funds be designated for this purpose?
- The school's Hmong bilingual EA should be authorized to work on an "adjusted" schedule in order to be available as an interpreter and a "contact" at parent and family events. The bilingual EA could be utilized to promote and inform parents about the importance of family involvement in the school.
- The volunteer coordinator may need assistance to reach out to a broader group of parents that is more representative of and inclusive of students' families.
- Change the junior high conference system and create a more organized schedule.

Review the attached analysis of the Parent Survey for further information on your school.

Feedback Related to SCIP Initiatives/Implementation

- Regarding Initiative Q1: “Investigate a specific GT model for use school-wide.”
 - ⇒ Make a decision and then realize the task has just begun.
 - ⇒ Consider providing extensive training in all strategies of GT best practices. Then, market the school as one which uses all best practices in GT education within a community of intellectual peers.
- Regarding Initiative Q2: “Continue to increase student achievement through effective and efficient G/T instruction.”
 - ⇒ The SCIP states, “We have no schoolwide statistics on students performing above grade level in reading or math.” In response to this statement, the suggestion would be to use/find tests without ceilings to show real level and progress made.
- Regarding Initiative SD1: “Provide staff development to support identified program initiatives”
 - ⇒ Require graduate level work in GT education.
- Regarding Initiative FC2: “Utilize parents’ input, time and talents to support the initiatives in the plan.”
 - ⇒ The SCIP states that “Parents are not informed of the child study process.” As part of a Professional Development Plan (PDP), the special education teacher should write a letter to be sent to parents introducing them to the special education staff and explaining the child study process.
 - ⇒ It seems a small group of parents is protecting the status quo, which is a good program for bright, achieving students. However, the status quo does not address the needs of highly gifted or underachieving gifted students, nor does it address the needs of gifted students of color and gifted students in poverty.
- Make use of assistance available from the School Quality Reviews and Support Services Department to condense the best components of your comprehensive 2003-04 SCIP into your new, strategic SCIP.

Concluding Comments

School Quality Review Team members wish to thank the principal, staff, community members, students and parents whom we interviewed and/or observed for their openness during this review. The desire among the staff and parents at Capitol Hill Magnet School to address problems and make improvements is clearly evident.

It is readily apparent that there are multiple decision-makers for this magnet school: those directly affiliated with the school, district-level personnel, and the broader community which wants this type of school to be available within the Saint Paul Public Schools school choice options. It is important that a thoughtful conversation, involving the school's Leadership Committee, the district's Gifted and Talented Advisory Council, the Office of Instructional Services – Center for Academic Excellence, and the Area Superintendent, be initiated to delineate the specific mission of Capitol Hill Magnet School within the continuum of services offered to gifted and talented students within the district. When this has been clarified, Capitol Hill's administrators and staff will be able to move forward with coherent continuous improvement efforts in an efficient manner.

While this conversation and decision-making process is in progress, the staff at Capitol Hill can move forward in implementing some, but not all, of the suggestions contained within this School Quality Review Report.

We hope that the observations and recommendations made within this report, along with the student achievement data, will provide all decision-makers with a solid base for their deliberations related to the continuous improvement process. Certainly, the school cannot and should not try to immediately address all of the suggestions and questions contained in this report. The leadership of the school needs to work closely with staff and parents, as well as district officials, to identify priorities and strategically determine in what order these priorities should be addressed over a period of several years. Members of the Review Team will remain available to assist you in your deliberations following receipt of this report.

Collaborative leadership to develop a common vision and a cooperative organization; a clear and inclusive data-driven decision-making process focused on the diverse needs of students; identification and selection of research-based best practices which will enhance Capitol Hill's curriculum and the instructional strategies; a well-coordinated staff development program; and greater diversity and inclusiveness in parent involvement will significantly and positively impact student success.

This report is based on:

- 87 adult interviews (including staff and parents/community members)**
- 91 student interviews**
- 32 classroom observations**
- 30 non-classroom observations**
- 12 document reviews**
- 8 SCIP reviews**