



The University of the State of New York
The State Education Department

DIAGNOSTIC TOOL FOR SCHOOL AND DISTRICT EFFECTIVENESS (DTSDE)



BEDS Code	170500010009
School Name	Gloversville High School
School Address	199 Lincoln St., Gloversville, NY 12078
District Name	Gloversville Enlarged School District
School Leader	Dr. Richard DeMallie
Dates of Review	March 4-6, 2014
School Accountability Status	Focus School
Type of Review	SED Integrated Intervention Team (IIT)

School Information Sheet											
Grade Configuration	9-12	Total Enrollment	846	SIG Recipient	<input type="checkbox"/>	Title 1 Population	100%	Attendance Rate	89%		
Free Lunch	49%	Reduced Lunch	8 %			Limited English Proficient	.1%	Students with Disabilities	19%		
Number of English Language Learner Classes											
#Transitional Bilingual			#Dual Language								
Number of Special Education Classes											
#Self-Contained	38		#Consultant Teaching	11		#Integrated Collaborative Teaching			7		
#Resource Room	17										
Number of Special Classes											
#Visual Arts	10	#Music	7	#Drama	0	#Foreign Language	12	#Dance	0	#CTE	15
Racial/Ethnic Origin											
American Indian or Alaska Native	0%	Black or African American	6%	Hispanic or Latino	3%	Asian or Native Hawaiian/Other Pacific Islander	1%	White	89%	Multi-racial	.1%
Personnel											
Years Principal Assigned to School	6		# of Assistant Principals	1		# of Deans	6		# of Counselors / Social Workers	4	
Teachers with No Valid Teaching Certificate	0%		Teaching Out of Certification	1%		Teaching with Fewer Than 3 Yrs. of Exp.	2%		Average Teacher Absences	8%	
Credit Accumulation (High School Only) and Performance Rates											
% of 1 st yr. students who earned 10+ credits	2%		% of 2 nd yr. students who earned 10+ credits	87%		% of 3 rd yr. students who earned 10+ credits	98%		4 Year Graduation Rate	49%	
ELA Performance at levels 3 & 4	69%		Mathematics Performance at levels 3 & 4	73%		Science Performance at levels 3 & 4	74%		6 Year Graduation Rate	65.8%	
Did Not Meet Adequate Yearly Progress (AYP) in ELA											
	American Indian or Alaska Native						Black or African American				
	Hispanic or Latino						Asian or Native Hawaiian/Other Pacific Islander				
	White						Multi-racial				
	Students with Disabilities						Limited English Proficient				
X	Economically Disadvantaged						All Students				
Did Not Meet Adequate Yearly Progress (AYP) in Math											
	American Indian or Alaska Native						Black or African American				
	Hispanic or Latino						Asian or Native Hawaiian/Other Pacific Islander				
X	White						Multi-racial				
	Students with Disabilities						Limited English Proficient				
X	Economically Disadvantaged						All Students				
Did Not Meet Adequate Yearly Progress (AYP) in Science											
	American Indian or Alaska Native						Black or African American				
	Hispanic or Latino						Asian or Native Hawaiian/Other Pacific Islander				
	White						Multi-racial				
	Students with Disabilities						Limited English Proficient				
	Economically Disadvantaged						All Students				
Did Not Meet Adequate Yearly Progress (AYP) for Effective Annual Measurable Achievement Objective											
	Limited English Proficiency										

SCHOOL PRIORITIES AS DESCRIBED BY THE SCHOOL:

1. Address Literacy deficiencies
2. Address attendance issues
3. Increase student engagement
4. Increase Parent-Teacher communication
5. Increase data driven instruction

Tenet 2 - School Leader Practices and Decisions: Visionary leaders create a school community and culture that lead to success, well-being and high academic outcomes for all students via systems of continuous and sustainable school improvement.

#	Statement of Practice	H	E	D	I
2.2	The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission, and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (SCEP).			X	
2.3	Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.			X	
2.4	The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.			X	
2.5	Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the SCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).				X
OVERALL RATING FOR TENET 2:				D	

Tenet 3 - Curriculum Development and Support: The school has rigorous and coherent curricula and assessments that are appropriately aligned to the Common Core Learning Standards (CCLS) for all students and are modified for identified subgroups in order to maximize teacher instructional practices and student-learning outcomes.

#	Statement of Practice	H	E	D	I
3.2	The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.			X	
3.3	Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.				X
3.4	The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.			X	
3.5	Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.			X	
OVERALL RATING FOR TENET 3:				D	

Tenet 4 - Teacher Practices and Decisions: Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn, so that all students and pertinent subgroups experience consistent high levels of engagement, thinking, and achievement.

#	Statement of Practice	H	E	D	I
4.2	School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.			X	
4.3	Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.				X
4.4	Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students' varied experiences and tailored to the strengths and needs of all students.			X	
4.5	Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).			X	
OVERALL RATING FOR TENET 4:				D	

Tenet 5 - Student Social and Emotional Developmental Health: The school community identifies, promotes, and supports social and emotional development by designing systems and experiences that lead to healthy relationships and a safe, respectful environment that is conducive to learning for all constituents.

#	Statement of Practice	H	E	D	I
5.2	The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.			X	
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.			X	
5.4	All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school's vision.			X	
5.5	The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.			X	
OVERALL RATING FOR TENET 5:				D	

Tenet 6 - Family and Community Engagement: The school creates a culture of partnership where families, community members, and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being.

#	Statement of Practice	H	E	D	I
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6.2	The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.				X
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.			X	
6.4	The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.				X
6.5	The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.			X	
OVERALL RATING FOR TENET 6:					I

School Review – Findings, Evidence, Impact and Recommendations:

Tenet 2 - School Leader Practices and Decisions: Visionary leaders create a school community and culture that lead to success, well-being, and high academic outcomes for all students via systems of continuous and sustainable school improvement.	Tenet Rating	D
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Debriefing Statement: The school leader is implementing district-driven goals and vision. Although the SCEP has been developed, there has not been a sustained effort to monitor and ensure progress towards meeting the goals. The school leader has taken some actions to use programmatic, human and fiscal resources to meet the academic and social needs of students. However, decisions are not strategic, prioritized, or based on data. Without a system to analyze school wide practices that inform strategic decision-making, continuous academic growth for all students is limited.

Areas for Improvement:

2.2 **The school has received a rating of *Developing* for this Statement of Practice:** The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission, and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (SCEP).

Overall Finding:

The SMART goals for the school were derived from the goals for the district by the superintendent’s administrative cabinet, of which the high school leader is a member. School stakeholders have a limited idea what the goals and vision are for the school and lack in depth knowledge as to the school’s specific priorities for improvement.

Evidence/Information that Lead to this Finding:

- The SMART goals are available on the district’s website, including target areas for the school. The school leader shared that achieving the goals is part of the discussion at the monthly faculty meetings. In addition, he has designed a template for department meetings that contains an area for data discussions. Reading and math boards with student assessment data are on display in the principal’s conference room. However, when members of the various focus groups (parents, teachers, and student support staff) were asked to state the vision and/or SMART goals their answers were vague and unfocused such as: “we’re asked to do high level questioning but are not provided with directions,” “it’s the district’s statement somewhere on the website and letterhead,” “help a child be as successful as the child can be.” The 2013 Principal Evaluation Survey administered by the district reveals that of fifty-eight teacher respondents, slightly more than one-third said, “I am not aware of our school’s improvement plan.” Discussions with the school leader also indicated that rigorous systems are not securely in place for monitoring progress towards stated academic goals. Over half of the parents responding to the survey disagreed that the school leader keeps parents aware of how the goals for the school are being met throughout the year. Twelve percent more answered that they did not know if he did or not.

Impact Statement:

Without fully understanding the SMART goals, the baseline data from which they were established, and their implications, stakeholders are not focusing all attention on achievement of the goals.

Recommendation:

In order for the school's strategy and practices to align with the Effective rating on the DTSDE rubric, the school should:

- Make sure that all stakeholders have a good understanding and awareness of the school's goals and regularly review these goals with the entire staff, monitor progress, and hold all staff accountable for achievement of each goal.

2.3 **The school has received a rating of *Developing* for this Statement of Practice:** Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.

Overall Finding:

The school leader makes some programmatic decisions based on data. Budgetary and personnel decisions are made in collaboration with the district and with department heads but it is the district that often makes the final decision.

Evidence/Information that Lead to this Finding:

- Currently the school leader is reviewing data for ninth grade algebra and global history, two areas that are problematic for many students. He would like to implement two blocks of time for those courses, which will provide additional instructional time and will necessitate hiring another teacher. In addition, he is looking to change the schedule next year to extend English Language Arts (ELA) and mathematics into longer periods in the middle of the day. These types of changes would require district and board of education approval. The school leader participates in budget committee meetings at the district level where school needs are presented. Department budgets and staffing needs are discussed at the school level. Although there have been few teacher openings in recent years when new staff are required, the school leader uses the online system, OLAS, through the Board of Cooperative Educational Services (BOCES) to identify potential candidates. Department heads screen the applications, an interview committee is set up, and two or three potential candidates are recommended to the superintendent who makes the final decision. Despite these efforts, discussions with the school leader and other stakeholders and school improvement documentation indicate that resource decisions are not always strategic and fully targeted on the specific needs of the school. In addition, the school leader does not always provide to the district detailed programmatic information centered on student data to enable resource decisions to be made that fully meet the needs of the school community.

Impact Statement:

When school leaders wait for district approval on many decisions, the immediate needs of the school go unmet.

Recommendation:

In order for the school's strategy and practices to align with the Effective rating on the DTSDE rubric, the school should:

- Collect and analyze data from multiple sources to present strong, well-articulated needs to district personnel to advocate for the school's needs; ensure that proposed expenditures are well aligned with school-wide goals.

2.4 **The school has received a rating of *Developing* for this Statement of Practice:** The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.

Overall Finding:

The school leaders conduct required observations of staff but the information gained from these observations is not used to best effect to bring about sustained improvements in instruction. In addition, feedback is not always actionable and designed to raise student achievement.

Evidence/Information that Lead to this Finding:

- School leaders share responsibilities, by department, for teacher observations. Each tenured teacher receives one formal and one informal observation each year. Non-tenured teachers are observed four times per year. Using the Danielson 2011 rubric teachers have a pre-observation meeting and a post-observation conference with the school leader at which time the domains are reviewed and feedback is given. Discussions with teachers indicate that this feedback is not always specific enough on the areas of instruction that are in most in need of improvement or targeted guidance provided as to strategies that could be used to enhance the quality of student learning. The school leader also shared, confirmed by teachers, that at the beginning of the school year he conducted more walkthroughs than he is currently doing and so teachers are currently provided with less feedback than was previously the case earlier in the academic year. Evidence from discussions with school leaders and supporting documentation indicate that although school leaders are tracking student assessment data there was limited evidence available that data are used to hold teachers accountable for student performance. In addition, evidence was limited as to how school leaders use test and assessment data and information from classroom observations to identify the areas of instruction in which teachers need further professional development (PD) in order to improve student achievement.

Impact Statement:

The lack of continuous and actionable feedback to teachers on their instructional practices hinders student academic growth.

Recommendation:

In order for the school's strategy and practices to align with the Effective rating on the DTSDE rubric, the school should:

- Establish and implement a rigorous schedule for classroom walkthroughs to assess instructional

practices and provide on-going and actionable feedback to staff on their instructional practices.

- Use data gained from student academic progress and observing instructional practices to provide targeted professional development (PD) for all staff.

2.5 **The school has received a rating of *Ineffective* for this Statement of Practice:** Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the SCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).

Overall Finding:

School leaders convened a Building Leadership Team (BLT) to develop the SCEP. The BLT has not met since September 2013 so on-going monitoring of the SCEP is not taking place.

Evidence/Information that Lead to this Finding:

- Some activities as outlined in the SCEP are taking place, for example, “all students will be administered the STAR assessment in ELA and mathematics as a benchmark three times a year,” “implementation of the Capital District Writing Project,” “convene a high school literacy team to identify and implement agreed upon literacy strategies to be used across the content areas.” Other activities such as “use parent room to hold student led meetings with and for parents” are not occurring. In fact, none of the parents in the focus group could tell the review team where the parent room was located. Discussions with school leaders and other stakeholders indicate that structures are not in place for progress towards the school’s stated goals to be monitored and evaluated. Although lesson observations take place, best use is not made of the information to improve student learning and achievement. These shortcomings mean that school leaders do not have an in depth understanding or awareness of the school’s strengths or weaknesses and are not able to highlight successes, challenges, or any revisions necessary. The situation is not aided by the fact that the BLT is not meeting regularly and that no on-going, evidence-based examination of the SCEP or the individual or school-wide practices as outlined in the SCEP is taking place.

Impact Statement:

Without continuous monitoring of schoolwide practice and the SCEP, progress towards the school’s goals is significantly hindered.

Recommendation:

In order for the school's strategy and practices to align with the Effective rating on the DTSDE rubric, the school should:

- Reconvene the BLT to continually review and monitor the progress made towards addressing goals outlined in the SCEP and put in place strategies to address weaknesses that are identified.

Tenet 3 - Curriculum Development and Support: The school has rigorous and coherent curricula and assessments that are appropriately aligned to the Common Core Learning Standards (CCLS) for all students and are modified for identified subgroups in order to maximize teacher instructional practices and student-learning outcomes.

Tenet Rating

D

Debriefing Statement: The school and department leaders are in the process of developing a plan that includes targeted goals for the implementation of the CCLS and NYS curricula across all content areas. However, teachers do not use data-driven instruction protocols to inform curricular decisions, plan for, or deliver lessons that use complex materials that incorporate a progression of sequenced and scaffolded skills. Limited adjustments have been made to curricula to align with CCLS and to address the needs of all groups of students. Without rigorous and coherent curricula and assessments that are appropriately aligned to CCLS for all students, teacher instructional practices and student-learning outcomes are not maximized.

Areas for Improvement:

3.2 **The school has received a rating of *Developing* for this Statement of Practice:** The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.

Overall Finding:

The school leader and some staff/departments are beginning to support CCLS-aligned curricula across and among grade levels. As yet, student needs are not consistently taken into account when implementing curriculum.

Evidence/Information that Lead to this Finding:

- Although curricula are available on the Atlas software system, there is little evidence that the curricula are monitored by the building leaders nor is there a written plan that includes goals to address student needs through periodic revision of curricular materials. The school leader has directed staff to post the lesson objective and state standards in their classrooms every day. However, during classroom visits, it was rare for the review team to see the objective posted. The math department has contacted BOCES for PD around the math modules. The ELA department is planning on attending a constructivist conference to unpack ELA modules. While these are two examples of how plans have been made for PD activities in various departments, teachers stated during their focus group meeting that they are frustrated currently because they do not have adequate guidance to implement, monitor, or revise curricula in their areas. They do, however, receive pedagogical training monthly through a professional learning community (PLC) provided by the special education school improvement specialist (SEIS) from the Hamilton, Fulton, Montgomery Board of Cooperative Educational Services (BOCES). When asked if they noticed implementation of the CCLS and its instructional shifts, parents in the focus group responded that they see changes at the elementary school but not at the high school. "I am not seeing any changes in my child's work."

Impact Statement:

Without access to an appropriately aligned CCLS curriculum across grade/subject areas, not all students are

introduced to complex lessons leading to college and career readiness.

Recommendation:

In order for the school's strategy and practices to align with the Effective rating on the DTSDE rubric, the school should:

- Create a systematic plan to develop, monitor, and revise curricula to meet the needs of all students.
- Provide PD for teachers in curriculum development and instructional support which targets identifying and addressing the needs of all sub-groups of students.
- Monitor the use of CCLS-aligned curricula across all content areas.

3.3 **The school has received a rating of *Ineffective* for this Statement of Practice:** Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.

Overall Finding:

Teachers participate in department meetings to informally discuss curricula and data, but there are no protocols or guidelines to structure meaningful dialogue and CCLS alignment. Therefore, unit and lesson plans, where they exist, are not consistently driven by decisions based on data.

Evidence/Information that Lead to this Finding:

- Teachers are not required to develop lesson plans and to submit them for review. For those teachers who wish to use formal lesson plans, there is a “Common Core Aligned Lesson Plan Template.” However, the template does not include protocols to ensure that decisions are made based on data. The high school is following a district directive to post “reading boards,” “math boards,” and charts showing students at-risk for failure. These boards are prominently displayed and updated quarterly although members of the vertical teacher focus group as well as the student support focus group said the boards were not 100 percent accurate, especially the charts depicting at-risk students. Some teachers said they had so much content to cover each year that they concentrated on getting through the material and did not have the time to devote to adjusting their lessons or planning based on analysis of data. With the exception of teachers in the “Project Lead The Way” engineering program, who were addressing higher level thinking opportunities for their students to develop a deep understanding of the material, most classes visited did not benefit from planning that incorporated the use of complex materials or higher order thinking strategies to align with CCLS and raise student achievement.

Impact Statement:

Many teachers do not plan and deliver effective lessons that are aligned to the CCLS instructional shifts and are based on data-driven instruction. Therefore students are not meeting the increased demands of the CCLS and are not raising their levels of achievement.

Recommendation:

In order for the school's strategy and practices to align with the Effective rating on the DTSDE rubric, the school

should:

- Monitor the existing protocols for discussions at department meetings to ensure that teachers are understanding and using data from a variety of sources to inform their planning.
- Ensure that teachers use a progression of sequenced and scaffolded skills that target the needs of all groups of students while addressing the CCLS and other NYS content standards.

3.4 **The school has received a rating of *Developing* for this Statement of Practice:** The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.

Overall Finding:

The school leader creates some opportunities for specific teams of teachers to work horizontally across grades or subjects. However, there is no formal plan with goals, objectives, and measureable outcomes for this to occur. Fewer opportunities are provided for students to fully benefit from the arts, technology, and other enrichment areas.

Evidence/Information that Lead to this Finding:

- Teachers in the vertical focus group say their cross-curricular planning happens “informally.” The social studies and ELA teachers are planning a joint meeting to discuss how they can support each other with writing. However, that meeting has not yet taken place. Departments share a list of words each month with the expectation that teachers in other content areas will use those words during their lessons. For example, March is the month for math words. However, teachers shared that the strategy has “fallen apart” along the way. One program that is on going is the Capital District Writing Project, which is in collaboration with The University at Albany. A recent meeting of teachers led by a facilitator focused on three ways of looking at student work. Although no comprehensive plan yet exists, individual teachers are attempting to create interdisciplinary opportunities for their students such as art teachers incorporating literacy into their lessons and the Latin teacher using laptops with his students to access the writing of ancient Romans. However, this lack of a formalized approach to interdisciplinary curricula learning means that students’ academic experiences rely too heavily on the efforts of individual teachers rather than a whole school concerted and consistent effort.

Impact Statement:

Students receive inconsistent opportunities to access a robust curriculum that incorporates the arts, technology and other enrichment areas thus limiting their ability to discover, create, and communicate information aligned to the curriculum and to become academically successful.

Recommendation:

In order for the school's strategy and practices to align with the Effective rating on the DTSDE rubric, the school should:

- Develop a comprehensive plan for teachers to collaborate across curricula areas; implement the

plan by outlining expectations and monitoring the use of the planning time already built into the teachers' schedules.

3.5 **The school has received a rating of *Developing* for this Statement of Practice:** Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.

Overall Finding:

Some teachers use limited data to inform instructional levels and student groupings but this practice is inconsistent. Summative and formative assessments are beginning to be used in some of the classes/departments to inform instruction. However, there is not a comprehensive system, used by all staff, to obtain data that will inform curricular and instructional decisions.

Evidence/Information that Lead to this Finding:

- There was limited evidence that teachers were using a comprehensive system for assessing their students. In several classrooms visited by the review team teachers were using exit tickets to assess students on what they had learned that day. In other classes, teachers began the day with a "Please Do Now." However, it was not clear that instruction was modified based on the information received in either of those two forms of formative assessment. In the vertical teacher focus group teachers said they have access to STAR data from the testing program. A few teachers said they could judge how well their students were doing without relying on data from standardized tests. Teachers have access to their curricula via the Atlas system but they say the quality of the curricula posted varies. There was little indication that there was an on-going process of updating and revising Atlas to reflect information gained from a series of assessments. When the students were asked if they received feedback on how they were doing in class they said they often find out that they are missing work just one week before the marking period closes. Evaluations of student work carried out by the review team indicate that few teachers provide quality feedback to students based on test and assessment results that provides students with clear indicators of the aspects of their work that are most in need of improvement or the strategies they could use to address these weaknesses. Although interim reports as well as quarterly report cards are sent home, students said they were not normally part of tracking their own progress on a regular basis.

Impact Statement:

Without rigorous, coherent, and aligned curricula and assessments, teachers' instructional practices and student achievement are not maximized.

Recommendation:

In order for the school's strategy and practices to align with the Effective rating on the DTSDE rubric, the school should:

- Provide PD for staff to explore a wide range of formative and summative assessments to be used in their content areas.
- Develop a comprehensive system whereby staff gather data from assessments and use that information to address short- and long-range curriculum planning.

- Develop a system to provide opportunities for students to conference with teachers on a regular basis to allow reflection and ways for students to take ownership of their learning.

Tenet 4 - Teacher Practices and Decisions: Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn, so that all students and pertinent subgroups experience consistent high levels of engagement, thinking, and achievement.

Tenet Rating

D

Debriefing Statement: Although, the school and department leaders and teachers are beginning to engage in conversation about data and strategic practices, they are not consistently aligning plans to meet the needs of all students. Some teachers are beginning to use CCLS-aligned lessons with formative and summative assessments but do not provide purposeful and timely feedback based on data to students. In some classes, teachers create an intellectually safe learning environment that acknowledges diverse groups of students. However, teachers inconsistently engage all groups of students in higher order thinking or use complex materials that reflect the instructional shifts. Without strategic practices and decision making regarding what students know and need to learn high levels of engagement, thinking, and achievement are not realized.

Areas for Improvement:

4.2 **The school has received a rating of *Developing* for this Statement of Practice:** School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.

Overall Finding:

Teachers are not required to share lesson plans with the school leader. The school leader encourages discussions about data to be held at department meetings. However, the majority of classes are teacher directed without significant efforts to address the needs of all students.

Evidence/Information that Lead to this Finding:

- Although teachers do not submit lesson plans to the school leader, they are encouraged by him to post standards and/or objectives for the daily lesson on the board for students to see. During classroom visits, reviewers found this practice to be inconsistent. In many classes, students sat in rows and took notes from teacher lecture or PowerPoint slides. The review team observed and the large student focus group confirmed that instruction is more about receiving information in preparation for state exams than meeting individual student needs. Discussions with school leaders and teachers indicate that although more discussions are taking place about the use of data to guide and inform instruction this is not reflected in all classrooms as lesson observations indicate that data is not yet used well enough to ensure work is always matched to the abilities and needs of different groups of students. A similar picture emerges with regard to goal setting for groups of students. Teachers state that they are in the developing phase of setting goals for students and that they are not yet confident in setting challenging but achievable goals for the students they teach.

Impact Statement:

Instructional practices and strategies are not consistently organized around data or goal setting and this

contributes to students not experiencing high levels of achievement.

Recommendation:

In order for the school's strategy and practices to align with the Effective rating on the DTSDE rubric, the school should:

- Ensure that lessons are aligned to standards and informed by data so that the needs of different groups of students are met; set challenging goals for students that outline the learning path they need to follow in order to achieve well.

4.3 **The school has received a rating of *Ineffective* for this Statement of Practice:** Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.

Overall Finding:

Although teachers are aware of the CCLS, few teachers have lessons aligned to the standards or are incorporating the instructional shifts. Little differentiation of instruction is taking place to allow students to access the material from multiple points.

Evidence/Information that Lead to this Finding:

- During classroom visits, there was limited evidence that some teachers were beginning to make instructional shifts as outlined in the CCLS including introducing complex texts. In one math class, for example, the shifts towards more focused work and creating a deeper understanding of math concepts was observed. However, this was the exception rather than the norm as in other classes, there were no objectives posted on the board or around the room and no reference to the CCLS was made. With the exception of the “Project Lead The Way” classes and the science classes visited, almost all questions were low level and required only basic knowledge of the subject matter. Most classes were teacher directed. Occasionally students were seated in small groups and shared information while the teacher circulated around the room. However, these were not cooperative learning groups with specific tasks assigned to various members of the group. Social studies classes, particularly Global History, consisted of teachers going through PowerPoint slides and students taking notes from the screen. When questioning did occur it was very low level, such as “What is the name of the river?” In both the small and the large student focus groups, students said they would be interested in doing projects in social studies classes but were told that there is no time for anything other than taking notes. Lesson observations also indicated that few instructional materials contained high levels of text and content complexity to engage and challenge students of differing abilities.

Impact Statement:

Instructional practices are not consistently aligned with CCLS and do not promote deep understanding and high levels of engagement for all students. These shortcomings prevent increased achievement.

Recommendation:

In order for the school's strategy and practices to align with the Effective rating on the DTSDE rubric, the school

should:

- Provide PD to expand teachers' knowledge of various instructional practices that are aligned to the CCLS and engaging for all students; rigorously monitor the use of teachers' instructional strategies, including higher order questioning.

4.4 **The school has received a rating of *Developing* for this Statement of Practice:** Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students' varied experiences and tailored to the strengths and needs of all students.

Overall Finding:

The school is in the beginning stages of implementing Positive Behaviors and Intervention Supports (PBIS). Currently, there are individuals who address students' strengths and needs but no comprehensive program/plan exists that is responsive to students' varied experiences.

Evidence/Information that Lead to this Finding:

- Some teachers have behavioral expectations posted in their classrooms (one reviewer noted postings in two of the twelve classrooms visited.) However, no teachers explicitly referred to those expectations or rules. There was no evidence that students and teachers worked together to establish the rules. In fact, none of the classrooms visited by the SESIS had structured accommodations for students with behavioral difficulties to manage their participation. No behavioral issues were observed during the review teams' other classroom visits. Teachers and students, in their respective focus groups, shared that when students misbehave they are sent to the dean. A behavior specialist works with chronic offenders and their teachers to craft a behavior plan. However, this plan is on an individual basis and does not affect all students within a particular class or learning environment. The school and district are hopeful that the implementation of PBIS and the accompanying PD proposed will have a large impact on the learning environment, the attendance rate, and student achievement. More than half of the students in this school are economically disadvantaged (57 percent free or reduced price lunch). While staff referenced a PD session on poverty that was offered some time ago, they acknowledged that teachers do not fully understand the implications of poverty on student learning and, therefore, do not actively address this issue in their planning or their instruction.

Impact Statement:

Teachers do not consistently work with students to plan and implement a learning environment that takes into account varied student experiences.

Recommendation:

In order for the school's strategy and practices to align with the Effective rating on the DTSDE rubric, the school should:

- Offer additional training on best instructional strategies to use with economically disadvantaged students.
- Ensure that teachers are working with students to recognize and acknowledge diverse groups within

each classroom.

- Monitor and evaluate the implementation of PBIS with fidelity across all grades and subject areas within the school.

4.5 **The school has received a rating of *Developing* for this Statement of Practice:** Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).

Overall Finding:

School leaders and teachers are collecting data on individual students but there was limited evidence that those data are used to adjust student groupings or inform instruction.

Evidence/Information that Lead to this Finding:

- ELA and math teachers are using the STAR system (standardized testing three times each year) to monitor student progress. However, during classroom visits the review team saw whole group instruction the majority of the time with limited differentiation of materials, products expected, or the process by which students would access the content. Teachers state that there is a greater expectation from school leaders that data is used to drive instruction but recognize that they need further PD to help them become effective in this important aspect of instruction. In addition, teachers state that while there is an increasing emphasis on item analyses from Regents exams they are not using the information to best effect to revise curriculum planning or instructional delivery. At present, the use of multiple data resources to inform instructional decision-making is too inconsistent to ensure that all groups of students make consistently good progress. When speaking with both the large and small student focus groups reviewers were told that students do not conference with their teachers nor do they consistently set challenging goals to strive for. Discussions with students and a review of student work indicated that too few teachers provide quality feedback to students on what and why they have achieved well or the areas of work that need to be improved. This hinders student achievement and prevents students from taking more responsibility for their own learning.

Impact Statement:

When teachers do not consistently use formative and summative assessment data to group students and adjust instructional strategies, high levels of student achievement are not realized.

Recommendation:

In order for the school's strategy and practices to align with the Effective rating on the DTSDE rubric, the school should:

- Provide additional guidance on how to use formative and summative assessment data to inform instruction.
- Monitor when and how teachers are providing on-going feedback to students that result in student ownership of their learning.

Tenet 5 - Student Social and Emotional Developmental Health: The school community identifies, promotes, and supports social and emotional development by designing systems and experiences that lead to healthy relationships and a safe, respectful environment that is conducive to learning for all constituents.	Tenet Rating	D
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Debriefing Statement: The school has multiple efforts and stand-alone programs that are not yet coordinated or structured to fully support social and emotional developmental health of all students. However, members of the school staff are in the planning stages of developing a district-selected system of positive behavioral interventions and support (PBIS). While some data are being collected, they are not being used to inform the appropriate delivery of support. Without a well-defined school-wide system that is based on data and is consistently implemented, the opportunity for all students to be academically and socially successful is minimized.

Areas for Improvement:

5.2 **The school has received a rating of *Developing* for this Statement of Practice:** The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.

Overall Finding:

The school is developing a system to address the social and emotional developmental health needs of its students.

Evidence/Information that Lead to this Finding:

- There are several activities happening concurrently that address the social and emotional developmental health needs of students and help to ensure that each student is well-known by a designated adult. For example, there are weekly meetings of the school leader and student support team to address the mental health and academic needs of students, discipline referrals are handled by the deans and when a student receives five referrals, the behavior specialist is notified, and a family and community educator is in place to provide a bridge between families and the school. The school is currently in the process of implementing PBIS. A team exists which meets monthly and is tasked with organizing training for all staff to become knowledgeable about the principles of PBIS. There are plans to systematically share information with the staff about this district initiative but this is at an early stage. The student support staff focus group confirmed they were aware of the district goals to increase graduation rate, attendance, and the number of students enrolled in college credit bearing classes. When asked if they played a role in monitoring these goals in any way they said, “Administration looks at that. They report to the superintendent.” Although systems and structures are in place to support the social and emotional needs of students, they are not yet unified in a concerted manner where all stakeholders know their specific roles and where data is used in a way that identifies and meets student need.

Impact Statement:

Without a well-defined, school-wide system to address students’ social and emotional developmental health,

the opportunity for all students to be academically and socially successful is minimized.

Recommendation:

In order for the school's strategy and practices to align with the Effective rating on the DTSDE rubric, the school should:

- Review and revise the goals, procedures, responsibilities, and progress of individuals and programs addressing the social and emotional developmental health needs of all students in an effort to increase the efficiency and effectiveness of the services offered to students and their families.

5.3 **The school has received a rating of *Developing* for this Statement of Practice:** The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.

Overall Finding:

The school has instituted several programs dealing with social and emotional health issues although the programs are yet to be interconnected in a comprehensive plan. It is beginning to implement a curriculum/program, PBIS, but this is yet to fully impact on ensuring that the needs of all students are met.

Evidence/Information that Lead to this Finding:

- Programs adopted by the school that address social and emotional needs of students include “Point Break” which is a program addressing anti-bullying and self-awareness attended by all incoming ninth graders, “Sources of Strength” which is a suicide prevention program, and “Rachel’s Challenge” which is another anti-bullying/tolerance program. Nearly half of the staff has been trained in “Handle With Care” which is a therapeutic crisis intervention program. There was little evidence of the interconnectedness of these programs. In addition to these stand-alone programs, the PBIS team meets monthly to discuss the progress of implementation and opportunities for PD for staff to learn about the curriculum. The high school PBIS team has worked in conjunction with the team at the middle school to develop a PD matrix, which will be shared with staff. After official PBIS banners are bought for all schools and the teams have been trained at BOCES, information will be systematically shared with staff. It is too early to tell how PBIS lessons and strategies will be embedded into various courses.

Impact Statement:

Due to the lack of a fully implemented and understood system/structure that addresses student social and emotional development health, the needs of students are not consistently met.

Recommendation:

In order for the school's strategy and practices to align with the Effective rating on the DTSDE rubric, the school should:

- Establish school-wide goals for student social and emotional developmental health.
- Review existing programs to ensure alignment with established goals.
- Monitor and evaluate the implementation and use of PBIS to provide a safe and health school

community.

5.4 **The school has received a rating of *Developing* for this Statement of Practice:** All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school's vision.

Overall Finding:

The school community has a process for school stakeholders to discuss student needs and is developing a system to create an environment that is safe, conducive to learning, and fosters a sense of ownership for providing social and emotional developmental health supports tied to the school's vision.

Evidence/Information that Lead to this Finding:

- The School Based Support Team (SBST) consisting of the guidance counselors, social worker, school psychologist, behavior specialist, family and community liaison, school nurse, and school leader meet weekly to discuss social/emotional and academic needs of individual students. Much attention is focused on attendance issues as evidenced by discussions with the mayor to provide bus transportation at a reduced rate, a truancy sweep with the local police at the start of the school year, and one-on-one plans with the social worker (for example, going to a student's home to wake him in the morning). The student support team focus group shared that often they are unable to carry out routines, such as addressing career and college counseling, due to the immediacy of other student needs including mental health issues. The group said, for example, there are many dysfunctional family situations they are addressing with students as well as frequent suicide attempts or ideation. The school works with the local Family Counseling Center as well as counselors on-site from St. Mary's Hospital. The team shared that previously they had guest speakers attend their weekly meetings to discuss current mental health issues; however, that has not taken place this school year. Discussions with stakeholders including support staff, teachers, students and parents indicate that there is not a clear enough understanding of the school vision pertaining to the social and emotional needs of students or the role each is expected to play in identifying and meeting the needs of all students. While structures and programs are in place they are not yet unified and strategically utilized to ensure that students benefit from the support that potentially is available.

Impact Statement:

Without a clear, unified and cohesive culture of support for social and emotional developmental health, meaningful student outcomes are diminished.

Recommendation:

In order for the school's strategy and practices to align with the Effective rating on the DTSDE rubric, the school should:

- Develop and monitor a comprehensive plan that unifies processes, programs and protocols, to support the needs of all groups of students.
- Instigate discussions to deepen stakeholders' understanding of the roles they play in supporting

social/emotional needs of all students.

- Implement PBIS with fidelity.

5.5 **The school has received a rating of *Developing* for this Statement of Practice:** The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.

Overall Finding:

The school leader is developing support systems to address social and emotional developmental health needs, but has not prioritized the need for the use of data.

Evidence/Information that Lead to this Finding:

- Some data are collected regarding students’ social and emotional needs. For example, during the 2012-13 school year, some ninth graders, special education students, and other students in one study hall were surveyed to determine their medical and social needs. However, discussions with school leaders and support staff indicate that effective use has not been made of this information to target support for students. Additionally, there has been a survey of teachers regarding behavioral issues in preparation for the implementation of PBIS but again limited evidence is available to demonstrate how this information has been used to help ensure the successful implementation of PBIS.

Impact Statement:

The inconsistent use of data to identify and address the social and emotional developmental health needs inhibits students’ ability to become academically and socially/emotionally successful to their greatest potential.

Recommendation:

In order for the school's strategy and practices to align with the Effective rating on the DTSDE rubric, the school should:

- Establish a plan, in collaboration with student support staff, to use data from a variety of sources including time, space, and human and fiscal resources, to address students’ needs; triangulate the data from several sources to prevent gaps in or duplication of services and monitor and revise the plan regularly.

Tenet 6 - Family and Community Engagement: The school creates a culture of partnership where families, community members, and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being.

Tenet Rating

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Debriefing Statement: While the school provides families some opportunities to engage with staff during select times throughout the year, there is no strategic plan to communicate with families about high expectations and student academic achievement. The communication that does exist does not promote or support reciprocal relationships between the entire school community and limits parent engagement. Without a culture of partnership in which students, families, community members, and school staff work together and share responsibility, student academic progress and social-emotional growth and well-being for all students is

limited.

Areas for Improvement:

6.2 **The school has received a rating of *Ineffective* for this Statement of Practice:** The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement

Overall Finding:

The school provides very limited communication with families regarding high expectations.

Evidence/Information that Lead to this Finding:

- While there is some communication with families, it is not on a regular or a consistent basis and there is very limited evidence of how the school articulates its expectations for academic excellence to parents and families. General information about the school can be obtained on the district website, but there is no area on the high school site that is a personal message from the school leader that articulates clearly the school's academic expectations or how these are to be achieved. Two departments, math and second language distribute monthly newsletters to families and reference is made to the departments' expectations. However, other departments do not follow this practice, and as a result, parents and families are unaware of the academic expectations of different departments across the school. With regard to fostering a sense of vision for high expectations, the parents in the focus group said the vision was printed on the school letterhead but they were not sure what it was. Evidence indicates that the school has yet to evaluate the strategies it uses for building effective relationships with parents and families and so is unable to demonstrate the success or failure of its efforts or to put in place adjustments to address areas of weakness.

Impact Statement:

Without a culture of partnership in which families, community members, and school staff communicate, work together and share responsibility, student academic progress and college and career readiness is not consistently realized for all students.

Recommendation:

In order for the school's strategy and practices to align with the Effective rating on the DTSDE rubric, the school should:

- Establish and implement a yearlong calendar for regular communication with parents, including general information as well as specific attention to holding high expectations for all students.
- Ensure that communication contains information from all departments so parents receive news about programs and expectations from each content area
- Monitor the effectiveness of each form of communication to determine the effectiveness of each. Revise methods as necessary.

6.3 **The school has received a rating of *Developing* for this Statement of Practice:** The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.

Overall Finding:

The school is aware of the diverse culture it serves and is developing a plan to disseminate information to families about students during select times and in a variety of ways but this is work in progress.

Evidence/Information that Lead to this Finding:

- During the parent focus group parents mentioned they felt communication is a “one-way street” and the only real communication they receive is about fundraisers and general announcements. The family and community educator is attempting to broaden communication with families and is in the process of setting up several evening meetings for parents on such topics as social media, internet safety, and cyber etiquette. Communication with parents and families is usually in the home language of families. Earlier this year there was a “telethon” during which teachers called ten parents each to share positive feedback about individual students. According to the school leader, approximately twenty of the seventy teachers on staff participated. This project was declared a success and there are thoughts about repeating it this school year. The school is developing protocols to evaluate the quality of its communication strategies with parents. However, these have not yet been implemented. During interviews by the review team the parent portal, part of the online student management system was referred to several times. In fact, several focus groups (vertical teachers, student support team, school leader, parents, and student groups) mentioned the parent portal, as a way for parents to access their child’s grades, assignments, and other information about academics. The reviewers learned that many parents were enthusiastic about this method of obtaining information about their child when they learned about it at the start of school. However, reviewers were also told that not all teachers actually post this information on the portal so some parents have become discouraged and no longer bother to check. A requirement for all teachers to use the portal will take effect next school year. Parents stated that they wish there were more outreach from the school. When they initiate the conversation, they are not sure to whom they should direct their questions and are usually sent to various people/departments before they receive an answer. They have not been informed as to who is responsible for various areas of the school.

Impact Statement:

Although the school has created some opportunities for communication with parents and families, widespread, reciprocal communication with families and community stakeholders is currently limited. This lack of communication limits opportunities for family support of student learning and social emotional growth.

Recommendation:

In order for the school's strategy and practices to align with the Effective rating on the DTSDE rubric, the school should:

- Develop and implement a plan to ensure two-way conversation between families and school staff.

- Update the parent portal so that parents are able to access current information.
- Monitor the success of the plan and revise where necessary if traditional methods of communication are not successful with parts of the school community.

6.4 **The school has received a rating of *Ineffective* for this Statement of Practice:** The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.

Overall Finding:

The school is only beginning to share information with families and community agencies to promote and provide professional development to various stakeholders to support student success. However, apart from occasional information sessions for parents, no plan for regular training for parents exists.

Evidence/Information that Lead to this Finding:

- Over time, there have not been concerted efforts to provide training and support for parents on how best to help their child’s learning or training for staff on building and sustaining strong partnerships between home and school. Some steps are now being taken but these are too recent are only in the planning stage and have yet to impact on the establishment of robust partnerships between school and the home. The family and community educator has planned several parent nights in the area of internet use and cyber-bullying and is currently collaborating with the Gloversville district attorney and the Hamilton, Fulton, Montgomery County Prevention Council to provide four training sessions to discuss parent apathy with regard to attendance. Some parenting classes are scheduled to begin in April 2014 and notifications had just been sent. There was little evidence that teachers were involved in planning or delivering sessions for parents on how to support their child’s academic success. There was also no evidence to indicate that teachers and other staff have benefited from PD on strategies to help build effective working partnerships between school staff and families with the intention of better securing student success.

Impact Statement:

Although the school shares some information to support student learning and growth, meaningful and robust home-school connections with parent training sessions have not been developed.

Recommendation:

In order for the school's strategy and practices to align with the Effective rating on the DTSDE rubric, the school should:

- Develop and deliver training and support packages for parents, families, and staff that lead to strong partnerships between home and school and improve student learning and achievement.

6.5 **The school has received a rating of *Developing* for this Statement of Practice:** The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.

Overall Finding:

The school community provides some opportunities to dialogue for families who actively seek to understand student data related to their child's learning needs and successes.

Evidence/Information that Lead to this Finding:

- The school community uses School Tools, an online management system to collect data on grades, state test scores, attendance, and discipline referrals. The student support team has access to all these data and they make use of the information when meeting with parents of at-risk students or those who have been referred to the behavior specialist for disciplinary reasons. The parents in the focus group explained that, apart from report cards and five-week interim reports for each marking period, academic data is not shared with parents unless they actively seek out that information. Both the parents and the members of the student support team focus group agreed that the parent portal would be a useful way for families to monitor their child's progress. However, few teachers are inputting the necessary data into student records. School staff says the use of the parent portal by teachers is "being strongly encouraged" but as yet it is not a requirement.

Impact Statement:

Although the school provides some data to families, not all families are encouraged or empowered to understand data or engage in dialogue that is centered on student learning and success.

Recommendation:

In order for the school's strategy and practices to align with the Effective rating on the DTSDE rubric, the school should:

- Ensure that data are shared with all families on a regular basis. Ensure that data available to parents are accurate and updated on the parent portal.
- Provide training to families on what data mean, how to easily understand the information, and steps to take to support students based on the on-going data they are receiving