



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

DIAGNOSTIC TOOL FOR SCHOOL AND DISTRICT EFFECTIVENESS (DTSDE)



BEDS Code	461300010008
School Name	Oswego High School
School Address	2 Buccaneer Boulevard, Oswego NY 13126
District Name	Oswego City School District
School Leader	Erin Noto
Dates of Review	April 28-29, 2015
School Accountability Status	<input checked="" type="checkbox"/> Focus School
Type of Review	<input checked="" type="checkbox"/> SED Integrated Intervention Team (IIT)

School Information Sheet

School Configuration (2014-15 data)- given					
Grade Configuration	9-12	Total Enrollment	1206	SIG Recipient	Yes
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	0	# Dual Language	0	# Self-Contained English as a Second Language	0
Types and Number of Special Education Classes (2014-15)					
# Special Classes	11	# SETSS	15	# Integrated Collaborative Teaching	24
Types and Number of Special Classes (2014-15)					
# Visual Arts	20	# Music	12	# Drama	1
# Foreign Language	18	# Dance	0	# CTE	24
School Composition (most recent data)					
% Title I Population	41%	% Attendance Rate		92%	
% Free Lunch	32%	% Reduced Lunch		7%	
% Limited English Proficient	1%	% Students with Disabilities		11%	
Racial/Ethnic Origin (most recent data)					
% American Indian or Alaska Native	0%	% Black or African American		2%	
% Hispanic or Latino	5%	% Asian or Native Hawaiian/Pacific Islander		1%	
% White	92%	% Multi-Racial		0%	
Personnel (most recent data)					
Years Principal Assigned to School	5 mo	# of Assistant Principals		2	
# of Deans	1	# of Counselors/Social Workers		6	
% of Teachers with No Valid Teaching Certificate	0%	% Teaching Out of Certification		0	
% Teaching with Fewer Than 3 Years of Experience	4%	Average Teacher Absences		7.2%	
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	23%	Mathematics Performance at levels 3 & 4		29%	
Science Performance at levels 3 & 4 (4th Grade)	79%	Science Performance at levels 3 & 4 (8th Grade)		66%	
Student Performance for High Schools (2013-14)					
ELA Performance at levels 3 & 4	78%	Mathematics Performance at levels 3 & 4		86%	
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	9.6%	% of 2nd year students who earned 10+ credits		78%	
% of 3rd year students who earned 10+ credits	89.7%	4 Year Graduation Rate		76%	
6 Year Graduation Rate	76.5%?				
Overall NYSED Accountability Status (2013-14)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District		X	
Priority School					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
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					
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
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					
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
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					
SCHOOL PRIORITIES AS WRITTEN BY THE SCHOOL:					
<ul style="list-style-type: none"> • Improve graduation rate • Support and implement the CCLS • Improve student and family engagement • Improve student support services • More effective utilization of data 					

Information about the review

- The review was co-led by an Outside Educational Expert (OEE) and a representative from the New York State Education Department. The team also included a district representative and a district-selected Outside Educational Expert.
- The review team visited a total of 46 classes during the two-day review.
- Reviewers conducted focus groups with students, staff, and parents
- Reviewers examined documents provided by the school, including curriculum maps, lesson plans, school-wide data, teacher feedback, and student work.
- The school provided results of a student survey that 932 students (**INSERT PERCENT HERE** %) completed.
- The school provided results of a staff survey that 109 staff (**INSERT PERCENT HERE** %) completed.
- The school provided results of a parent survey that 63 people (**INSERT PERCENT HERE** %) completed.
- The school leader was appointed to the school in November 2014.

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).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2.3	Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
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).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
OVERALL RATING FOR TENET 2:					I

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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
OVERALL RATING FOR TENET 3:					I

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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
OVERALL RATING FOR TENET 4:					I

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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
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	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

	supports tied to the school's vision.				
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
OVERALL RATING FOR TENET 5:					I
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
6.2	The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
OVERALL RATING FOR TENET 6:				D	

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	I
---	---------------------	----------

The school has received a rating of *ineffective* for Tenet 2 – School Leader Practices and Decisions.

- The school leader informed the review team that she was recently appointed. As a result, evidence from discussions with the school leader and teachers, and an evaluation of school improvement documents demonstrated for the review team that the school has no articulated school-wide goals, inefficient resource allocations, and an absence of evidenced based evaluation systems. School leaders shared that they have not yet collaborated with the school community to devise or share specific, measurable, ambitious, results-oriented, and timely (SMART) goals for school improvement. Although the recently resubmitted school comprehensive education plan (SCEP) included some limited and generic targets for 2014-15, such as participation in the Explicit Direct Instruction (EDI) initiative, lesson planning, and student attendance, none of the intended outcomes had specific quantifiable success criteria by which to measure progress toward intended goals. During focus group meetings, no teachers, students, or parents could state the main priority areas denoted in the SCEP or how priorities were to be achieved. School and teacher leaders reported that they are to convene a volunteer group in May 2015 to begin a data team, but currently the school does not have formal structures or protocols to collect, analyze, or address evidence about school-wide practices. Documents demonstrate that student performance has declined in English language arts (ELA), math, social studies, and science for every student subgroup between 2012-13 and 2013-14.
- The school leader stated that she has examined existing budgets, staff assignments, and programs and has made some early decisions to try and better meet the needs of students and the school community. These have included providing professional development (PD) for the guidance department to deploy SchoolTool, a scheduling and student management system, PD for teachers to better understand the instructional shifts of the Common Core Learning Standards (CCLS), and reassigning a science teacher to a dean position to better support behavior management of students. However, the school leader shared that these decisions are reactive and not strategic based on concrete evidence to allocate resources to where the need is greatest. In addition, systems are not in place to evaluate the impact and effectiveness of these decisions on student achievement.
- Documents demonstrate that although school leaders conduct formal and informal observations aligned to the district’s APPR, discussions with the school leader and teachers demonstrate that the classroom observation system is ineffective in bringing about sustained improvements in instructional practices or student achievement. The school leader states that the electronic system for recording observations does not allow her access to observations carried out by other school leaders. Teachers state that feedback is not always timely and does not provide specific guidance on how to improve their practice. Further, the school leader states that student data is not used to inform individual or school-wide PD needs.

Recommendation:

- The school leader should immediately convene the SCEP team to identify three school-wide SMART goals for improving student performance that should be:
 - articulated for one each in English language arts (ELA), math, and social emotional developmental health and accomplished by the end of June 2015;
 - shared with the entire school community; and
 - monitored by the school leaders on a bi-weekly basis.

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

I

The school has received a rating of *ineffective* for Tenet 3 – Curriculum Development and Support.

- The school leader confirmed that she has begun to provide appropriate access to CCLS pedagogical support, materials, and training for teachers. For example, ELA teachers attended a district led training institute, a consultant provided limited PD for some math, science, and social studies teachers on the CCLS shifts, and several staff received PD in the district-sponsored initiative of EDI. However, the school leader stated that no evaluations have been carried out to evaluate the quality, effectiveness, or impact of the PD or support provided. The school leader also reported that there is no written comprehensive plan for the alignment of curricula with the CCLS across grades and content areas and few opportunities for teachers to work collaboratively to plan and deliver an effective curriculum.
- School leaders and teachers reported that most teachers do not develop written lesson plans and many classes visited by review team demonstrated the lack of a data-driven instruction (DDI) culture. The review team found from class visits and a review of lesson plans that many ELA teachers provide lessons that reflect some of the literacy instructional shifts, such as text based answers and writing from sources, as well as the use of complex materials to lead instruction. However, classroom visits and a review of lesson plans in other core subjects, such as math and science demonstrated that most lessons reflect few of the literacy or math pedagogical shifts. Review of the master schedule and interviews with leaders and teachers confirmed that teachers are not provided with common planning opportunities to review formative or summative data or reflect on the effectiveness of the current curricula and make necessary adjustments.
- Interviews with teachers demonstrated that while a few teachers collaborate informally to provide interdisciplinary learning opportunities for students, such as English and social studies teachers working with the Library Media Specialists, this is not consistent across the school. There is no formalized plan for such collaborations and the school leader stated that this is not a current school priority. During classroom visits, the review team found few examples of students or teachers using technology in a purposeful manner to enhance or extend the quality of learning.
- Teachers stated that some teachers have participated in department meetings during three district PD days to discuss and review an item analysis of New York State assessments and consider curricular revisions. However, teachers stated that information from this PD has not yet translated into

formal, explicit, or timely modifications to the curricula to meet the diverse needs of the students. Teachers have access to state and school assessment data but shared that there has been no expectation for teachers to use the data to make or inform curricular decisions. Discussions with teachers and students demonstrated that teachers do not use available assessment results to provide feedback to students on the areas of their academic performance that need to be addressed in order to improve achievement.

Recommendation:

- The school leader should facilitate a planning workshop for the school leaders and teacher leaders to devise a formal written curricular work plan by the end of June 2015. This plan should:
 - outline a process for completing the curricular consensus maps and units for all Regents level curricula in ELA, math, science, and social studies that align to the CCLS, as measured by the Tri-State Quality Review Rubric for Lessons & Units; and
 - include clearly articulated roles, responsibilities, timelines, success criteria, and products for each course and grade.

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

I

The school has received a rating of *ineffective* for Tenet 4 – Teacher Practices and Decisions.

- Discussions with school leaders and teachers demonstrate that there has been little discussion or few expectations that teachers use data in an effective and rigorous manner to guide, inform, or drive instruction. The school leader confirmed that there is no formalized plan in place to facilitate the effective use of data to drive improvements in instruction and student achievement. Although some teachers have attended PD on data usage, this is not part of a coherent and cohesive PD plan. The school leader and teachers also stated that teachers are not adequately supported in how to provide strategic instructional interventions for students based on data or how to create challenging goals for different groups of students.
- School leaders reported that some staff has received PD and participated in the district-wide initiative to implement the methodologies of EDI, an instructional tool. However, there was little evidence of EDI strategies being implemented in classrooms during the review. Most class visits by the review team reflected teacher-directed whole group instruction, with a singular point of access that is not targeted to support diverse student needs. Further, classroom instruction consisted mostly of lectures, worksheets, and quizzes, with few teachers asking higher-order questions and engaging students in learning.
- Most teachers post expectations for acceptable student behavior, and procedures are in place for orderly, well-mannered classes. Discussions with students indicated that they feel safe in classes, but less so around the school. Students stated that they generally feel comfortable asking or answering questions, without fear of ridicule from their classmates. However, students also stated that there are few opportunities for them to engage in open-ended discussions where differing views and opinions

can be shared and explored.

- The review team observed some individual teachers using formative assessment strategies to monitor student learning, such as exit tickets and thumbs up and down, but there was little evidence of teachers using this information to adapt instruction to meet student needs. All students take the standardized test of assessment in reading (STAR) three times each year. Access to other assessment data is available to all teachers. However, teachers shared that school leaders have not made clear to them how this data should be used to adapt instruction or the curricula. Discussions with students and teachers indicated that students are not provided with adequate feedback on their work to help them improve and take ownership of their learning.

Recommendation:

- The school leaders should immediately identify a short-term instructional focus by selecting 3-5 EDI practices related to student engagement. School leaders should follow up with the staff to:
 - clearly communicate the instructional focus to all staff with an expectation for immediate implementation; and
 - implement routines and procedures for regular monitoring of the implementation of the instructional focus and provide written actionable feedback to all staff.

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

I

The school has received a rating of **Ineffective** for Tenet 5 – Student Social and Emotional Developmental Health.

- Staff, students, and parents during focus groups shared that the school does not prioritize or attend to the social and emotional developmental health of students. Students and parents described many instances of bullying and stated they have little understanding of the resources or intervention supports available in the school. Although students and parents did state that some individual teachers and support services staff have provided some students with mentoring, school leaders, teachers, students, and staff reported there is no formal system in place for each student to be known well by an adult. Support staff, students, and school leaders reported that although some short-term events have been held, such as an anti-bullying week, there are currently no curricula or programs in place to proactively teach social and emotional developmental health skills. Discussions with teachers and support staff, and an evaluation of the PD calendar demonstrate that no PD has been provided to equip staff with the skills to identify and meet the social and emotional needs of students.
- In their role as intervention support providers, the social workers, psychologists, and some counseling staff use their individual skills to address the needs of identified at-risk students. Although staff stated there is no formal referral process in place, the counselors or dean will meet with struggling students that have attendance and report card concerns. Students, staff, and teachers reported that once student needs are evident to any adult in the school, intervention supports are available, such as counseling, transportation, and referral to community agencies, but these are dependent on student initiation or timely detection by the adults, and there is no cohesive system to identify, teach, and

monitor student social and emotional developmental health.

- The school leader is in the process of establishing a school vision to support student social and emotional developmental health. However, efforts have not yet taken place to invite the school community to contribute to the creation of such a vision or to identify the roles of all stakeholders in meeting student social-emotional needs.
- The review team was informed that student intervention and support staff has overly full caseloads and use assorted data, such as attendance, discipline, and report card grades to develop some student action plans for those with acute social-emotional or academic needs. However, the school leader and support staff stated that this process is not strategic and based on need. Instead it is limited to reactive intervention efforts, as the school has not conducted PD, established a specific plan or a formal comprehensive system to use data, or integrated communication and sharing protocols, which hinders student success.

Recommendation:

- The school leader should convene an ad-hoc team of representative school and district leaders, teacher leaders, support staff, parents, and students the by the end of June 2015, to:
 - articulate the research-based characteristics of social and emotional developmental health for students at each developmental level for grades 9-12; and
 - identify any relevant data points currently available in the school or district for determining the extent to which these characteristics are demonstrated within the student population.

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

D

The school has received a rating of **Developing** for Tenet 6 – Family and Community Engagement.

- The school leader reported that the school has not implemented a comprehensive plan for equipping families to understand and support high academic expectations, and has not assessed the effectiveness of current strategies for evaluating how well the school communicates its expectations. While parents stated the phone blast message from the school leader says that all students are expected to “achieve academically, behave appropriately, and contribute positively,” specific achievement goals, desired behaviors, or success criteria are not specified. Parents, students, and teachers reported that some teachers hold high expectations and support students in reaching them, but this is not consistent across departments and teachers.
- The support services staff, students, and parents reported that some teachers and staff have established reciprocal communication with families, but parents stated that there is no opportunity for families and staff to formally partner on school-wide improvement planning. Although staff uses tools, such as email, electronic messaging, phone blasts, paper letters, and Jupiter, an online grading portal, students and parents reported in interviews that few positive phone calls or letters about student successes are received. The school has a small percentage of parents who speak a language other than English, but documents demonstrated that communication with these parents and families is

appropriate. The school leader is planning to evaluate the strategies the school uses for communicating with parents.

- Parents reported that they have not been offered training opportunities to learn how to partner with the school to better understand and support the progress their children are making. In the school survey administered in March 2015, only 20 percent of responding parents agreed that they feel connected to the school, while 57 percent disagreed. Although documents show that a focus on increasing parent engagement has been a goal of the SCEP for two years, teachers and support staff reported that they have not been offered PD to increase their capacity to partner with parents, families, or community agencies.
- The community-wide parent survey demonstrated that the school shares appropriate and adequate student progress data with families in the form of parent conferences, report cards, and online tracking tools. Most parents interviewed stated that they are able to access and understand this data. Students, parents, and teachers stated that the information on Jupiter is not consistently current across classrooms and departments.

Recommendation:

- The school leader should immediately disseminate:
 - an expectation to all teachers that they will provide timely, relevant, and curriculum based feedback regarding student mastery of the learning standards, to all students and families in the Jupiter grading system. The school leaders should implement routines and procedures to monitor the implementation of the expectations across all grades and courses; and
 - communications in multiple modalities to the families of all students with directions and procedures to access their student-specific information in the current Jupiter system.