



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

DIAGNOSTIC TOOL FOR SCHOOL AND DISTRICT EFFECTIVENESS (DTSDE)



BEDS Code	022601060005
School Name	Wellsville Elementary School
School Address	50-98 School Street, Wellsville, NY 14895
District Name	Wellsville Central School District
School Leader	Dean Giopulos
Dates of Review	May 12-13, 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)			
Grade Configuration	PK-5	Total Enrollment	598
SIG Recipient		SIG-A	
Types and Number of English Language Learner Classes (2014-15)			
# Transitional Bilingual	2	# Dual Language	
# Self-Contained English as a Second Language			
Types and Number of Special Education Classes (2014-15)			
# Special Classes	0	# SETSS	
# Integrated Collaborative Teaching		6	
Types and Number of Special Classes (2014-15)			
# Visual Arts	26	# Music	26
# Foreign Language		# Dance	
# Drama			
# CTE			
School Composition (most recent data)			
% Title I Population	100%	% Attendance Rate	95.34%
% Free Lunch	8.7%	% Reduced Lunch	50.6%
% Limited English Proficient	<1%	% Students with Disabilities	13.7%
Racial/Ethnic Origin (most recent data)			
% American Indian or Alaska Native	0.5%	% Black or African American	1.8%
% Hispanic or Latino	1.2%	% Asian or Native Hawaiian/Pacific Islander	0.8%
% White	93.6%	% Multi-Racial	2.1%
Personnel (most recent data)			
Years Principal Assigned to School	5	# of Assistant Principals	1
# of Deans	0	# of Counselors/Social Workers	1/1
% of Teachers with No Valid Teaching Certificate	0	% Teaching Out of Certification	0
% Teaching with Fewer Than 3 Years of Experience	14%	Average Teacher Absences	2.3% per day
Student Performance for Elementary and Middle Schools (2013-14)			
ELA Performance at levels 3 & 4	23%	Mathematics Performance at levels 3 & 4	35%
Science Performance at levels 3 & 4 (4th Grade)	88%	Science Performance at levels 3 & 4 (8th Grade)	
Student Performance for High Schools (2013-14)			
ELA Performance at levels 3 & 4		Mathematics Performance at levels 3 & 4	
Credit Accumulation High Schools Only (2013-14)			
% of 1st year students who earned 10+ credits		% of 2nd year students who earned 10+ credits	
% of 3rd year students who earned 10+ credits		4 Year Graduation Rate	
6 Year Graduation Rate			
Overall NYSED Accountability Status (2013-14)			
Reward		Recognition	
In Good Standing		Local Assistance Plan	
Focus District		Focus School Identified by a Focus District	
Priority School	X		

Accountability Status – Elementary and Middle Schools

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	No	Multi-Racial	
Students with Disabilities	No	Limited English Proficient	
Economically Disadvantaged	Yes		
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	YES	Multi-Racial	
Students with Disabilities	YES	Limited English Proficient	
Economically Disadvantaged	YES		
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	YES	Multi-Racial	
Students with Disabilities		Limited English Proficient	
Economically Disadvantaged	YES		
SCHOOL PRIORITIES AS WRITTEN BY THE SCHOOL:			
<ol style="list-style-type: none"> 1. Ensuring teachers are following a consistent, common curriculum in ELA and math across grade levels, 2. Making sure instruction is aligned to CCLS and learning targets 3. Using reliable data to drive reading instruction (Fountas and Pinnell) 4. Providing professional development in guided reading, developing teacher leaders with an emphasis on promoting academic growth in ELA and math. 			

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, a district-selected Outside Educational Expert, and a Special Education School Improvement Specialist (SESIS) representative.
- The review team visited a total of 40 classrooms 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 264 (44 percent) completed.
- The school provided results of a staff survey that 35 (85 percent) completed.

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

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.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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 checked="" type="checkbox"/>	<input 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 checked="" type="checkbox"/>	<input type="checkbox"/>
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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 checked="" type="checkbox"/>	<input 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 supports tied to the school's vision.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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 checked="" type="checkbox"/>	<input type="checkbox"/>
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
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 checked="" type="checkbox"/>	<input 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 checked="" type="checkbox"/>	<input 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 checked="" type="checkbox"/>	<input 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	D
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The school has received a rating of ***Developing*** for Tenet 2 – School Leader Practices and Decisions.

- Discussions with the school leader and teachers indicated that the school leader, along with the Building Leadership Team (BLT), has developed a school mission to produce students who are motivated problem solvers and who will become lifelong learners. The school leader and BLT did not generate this mission in collaboration with the school community. While the School Comprehensive Educational Plan (SCEP) outlines the mission goals, individual teachers, parents, and students could not articulate them to the Integrated Intervention Team (IIT or review team). In addition, stated goals are not specific, measurable, ambitious, results-oriented, and timely (SMART) and, as a result, monitoring of the goals to evaluate success is limited.
- The school leader reported that he has sought to use financial, staff, and time resources strategically to address student improvement but has not initiated formal procedures to assess the impact of decisions on student achievement. The review team saw no evidence of a structured approach to aligning spending priorities to initiatives designed to increase student performance or improve professional practice. While grade-three reading performance improved after the implementation of initiatives such as the use of outside consultants and literacy coaches and an afterschool-reading program, reading performance in other grades has not improved.
- School leaders and district staff reported following an explicit process for classroom observations. Along with formal evaluations, school leaders conduct informal walkthroughs. Leaders provide feedback to teachers individually as well as collectively at staff meetings to highlight overall strengths and areas needing improvement. However, school leaders confirmed that they do not rigorously conduct subsequent observations to check that teachers have implemented recommended practices and are improving student achievement. Teachers and school leaders stated that the observation process does not include achievement data to align teacher effectiveness ratings with student academic growth.
- In discussions with the school leaders and BLT, the review team learned that some systems are in place to monitor student progress, such as weekly grade-level meetings to review assessment data, especially for English language arts (ELA). According to the school leader, because a majority of students did not reach proficiency on the State assessments in ELA and math, staff is concentrating on improving the curricula in these areas to better support the Common Core Learning Standards (CCLS). They have not yet identified the student groups that are most in need of improvement. In interviews, teachers reported that they do not understand how to analyze data to identify needed instructional and curricula adjustments. The problem solving team (PST) is learning to connect academic and behavioral data to develop intervention plans for at-risk students. The school leader acknowledged to the IIT that staff has not yet established a data-driven school culture to drive school improvement.

Recommendation:

- The school leaders, together with the BLT should support grade level teams in the development of SMART goals for school year 2015-16 to align with the school vision.
- Grade-level teams should share progress towards their goals with other grade-level teams on a monthly basis.
- Progress towards the SMART goals should be monitored by the BLT bi-monthly to ensure meeting them by June 2016.

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

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

- To support the implementation of CCLS the school leader reported providing ELA and math modules from *EngageNY*; materials, such as additional leveled readers; in-house literacy coaches; and outside consultants. However, observations by the review team indicated that these supports have not resulted in the effective implementation of CCLS in all classrooms. The majority of teachers have not implemented an engaging and challenging curriculum that meets the needs of all students. In IIT interviews with the school leader, he indicated that school leaders do not rigorously monitor curriculum planning and implementation and do not always identify and address weaknesses.
- The review team observed a grade-level meeting where teachers discussed some assessments, such as running records, and shared some ideas about ways to organize data, but teachers confirmed that they do not regularly analyze data to modify curricula. The school leaders reported to the review team that teachers have various levels of experience in collecting and analyzing data to adjust instruction. Accordingly, the review team observed that, in some classes, lesson plans did not reflect differing student abilities. Not all lesson plans reviewed by the IIT included higher-order questions or use of complex materials. Too often, plans included questions requiring only recall of facts and the use of worksheets rather than close reading of complex text to promote thinking beyond the literal level.
- Discussions with school leaders and teachers indicated that they have not developed and implemented interdisciplinary curricula. Teachers stated that school leaders encourage them to work together to develop an integrated approach to learning, but doing so is at the discretion of individual teachers. The review team observed very few examples of integrated learning. The review of lesson plans, however, showed that the art teacher has supported math modules by teaching students about perspective using geometric shapes. Observations by the review team also indicated inconsistent use of technology to support and enhance student learning. Although many students were seen using iPads, their activities were predominantly for drill and practice rather than for research or developing study skills.
- During the review of documents, the team saw examples of spreadsheets where teachers tracked student growth three times each year using benchmarking assessments. Teachers also use running records and a web-based solution for universal screening, progress monitoring, and data management to monitor student achievement. However, there was little evidence that teachers used data to inform

curricular decisions. During interviews with the IIT, teachers and students provided little evidence to indicate that students receive feedback based on tests to understand their next steps to achieve at a higher level. However, a few students did share with the review team that they knew their reading levels and some knew their year-end reading-level goal.

Recommendation:

To increase rigor in classroom instruction, each teacher should start immediately to include at least three higher-level questions in their daily lesson planning; school leaders should monitor the implementation of this practice during classroom observations and walkthroughs.

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

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

- The school leader reported organizing the schedule to allow teachers to meet weekly by grade level to analyze student data, review student work, and discuss teaching strategies. Based on teacher interviews and meeting minutes, the review team confirmed that the expected conversations are held at these meetings. The school leader shared with the review team that he receives copies of the agendas and minutes from these meetings, but that he does not hold teachers accountable for implementing instructional strategies discussed or decisions made during the meetings. Teachers also confirmed that they are at an early stage of setting academic goals for students.
- In many of the 40 classrooms visited by the review team, instruction was teacher centered and all students completed the same worksheets. The team observed little differentiation of learning with the exception of reading groups. When students were working in small groups or independently, they had many of the same assignments as their peers. Each grade level has one integrated collaborative teaching (co-taught) classroom. In these classrooms, the team observed little evidence that the special education teacher was working with the special education students to achieve both their Individualized Education Plan (IEP) goals as well as the learning targets expected for that grade. The school leader reported that this year professional development (PD) has focused on understanding the CCLS and analyzing the modules. Nevertheless, the review team observed minimal evidence of teachers asking questions that required evidence-based answers or providing activities that required deep thinking about complex texts. Some, but not all teachers, provided students with manipulative materials for use in math lessons.
- The school has a code of conduct, which is posted on the district’s website. It elaborates the expectations for behavior of all partners, including school leaders, teachers, parents, and students. Teachers post classroom rules and the review team did not witness any behavioral issues while visiting classrooms. In their focus group, students shared that teachers have different rules for behavior and teachers confirmed that behavioral expectations of students should be uniform. Students stated that they feel comfortable asking and answering questions in class, but the review team noted that teachers provide too few opportunities for students to discuss different viewpoints, opinions, and values.

- Teachers reported having access to a wide variety of formative assessments and administering benchmark assessments three times each year to guide the formation of reading and writing groups. However, the review team observed little evidence across all content areas of data analysis to modify instruction or of assessments used to amend instruction within a lesson. Teachers recognized that they lack the confidence and skills to use assessment data to better inform instruction. Students told the review team that some teachers give them a lot of feedback on their written work, including highlighting areas where they did very well and giving suggestions for ways they could do better. However, students confirmed that not all teachers employ this practice and there are times when they are unclear what they should do to improve, even when they clearly want to do better.

Recommendation:

Teachers should immediately increase efforts to differentiate learning opportunities for all students based on individual student data. Progress towards this goal, especially for special education students, should be accomplished by

- practicing specially designed instruction (SDI) in co-taught classrooms, where special education teachers are instructing special education students, to ensure that IEP goals and grade-level expectation goals are met; and
- general education and special education teachers addressing core instruction by using explicit and systematic instruction strategies to reach learning targets.

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

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

- The school leader reported that he is in the process of establishing systems to address the social and emotional developmental health of students. One such system is the PST’s referral process for teachers requesting assistance. There was a lapse of meetings and referrals for several months due to the vacancy of the school psychologist position. Since January, when the position was filled and the PST became operational again, teachers are trying to follow the established referral process. Although statistics show that most staff members have been at the school for more than ten years, and teachers know parents and siblings well, there is no protocol designating an adult to whom each student can go for support.
- The school does not provide an overarching program that ensures that all students are taught social and emotional developmental health in a systematic manner. The school has some programs to address student needs: the Second Step program, which includes lessons on managing emotions, empathy, and problem solving, and the Allegany Council on Alcoholism and Substance Abuse (ACASA) course, which provides grade-appropriate whole-class instruction. School leaders reported believing that the decrease in disciplinary referrals, moving from 136 last year to 63 this year, could be

attributed, in part, to the Second Step program, but they could not provide evidence to support this assertion. In addition, discussions with the school leader and an evaluation of the PD calendar indicated that there is no coordinated strategy for systematically equipping adults with the necessary skills to identify and meet the social and emotional needs of students.

- The school community speaks positively about caring for students. However, discussions with parents and staff indicated that not all community members understand the school’s vision as it relates to the social and emotional developmental health of students, what the specific goals are, and how and who will make sure that stated goals are met. While parents concurred, during the focus group, that this school is a welcoming and supportive place for their children, discussions with both parents and students indicated that neither were sure to whom they should direct specific concerns or questions about social, emotional, or behavioral issues.
- The school leader indicated that the school is developing systems and formats for collecting data to identify and meet student social and emotional needs and to align these data with student academic data. The school leader recognized that there is a way to go in this process. The PST has created a referral form for teachers to use that outlines the data needed to plan appropriate behavioral and/or academic interventions for students. The referral form requests such information as behavioral/emotional concerns, educational history including academic intervention services, vision/hearing screening, and accommodations and interventions used in the past. According to the PST, the school has just initiated this form and evidence is not yet available to demonstrate its effectiveness in meeting the holistic needs of students.

Recommendation:

School leaders should create a plan to familiarize students and parents with the student support staff and the services available to them at school. The plan should include:

- a schedule of quarterly classroom visitations by school leaders, counselor, school psychologist, social worker and/or school nurse during which the roles of student support staff are explained;
- ways in which students can access the services; and
- development of a flyer or some other communication mechanism to alert parents to the visitation program and to outline the same information the students are receiving.

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 leaders reported having ensured that each grade level has exit expectations for students, although they recognized that the expectations at the end of kindergarten are not high enough. School leaders and teachers said that they share these expectations with parents during parent-teacher conferences. In interviews, parents indicated, however, that they do not always understand what their child is expected to learn, especially in math. Parents also stated that the school has not clarified for them how meeting the CCLS would better equip students with the skills to be college and career ready.

- Parents stated that the school provides many opportunities for parents to communicate with the teachers and staff. Parents agreed that they are able to communicate with teachers in many ways, including phone calls, emails, and texts, and through agendas and Friday folders in which they write notes back and forth to the teacher. In addition, staff reported that the school publishes a newsletter and many teachers have their own newsletter containing information about their class. Staff provides services for English Language Learners (ELLs) and translations of newsletters and informational letters for their parents. The school held two literacy nights where parents came with their children to read together and receive books to bring home. The event for primary parents saw 50 families participate and the event for intermediate families had 80 families in attendance.
- The Community Schools grant supported Camp Read-A-Lot, a local program, which provided activities to help parents learn how to incorporate reading into their daily lives. However, the school leader stated that attendance at this program is extremely low and, sometimes, no one attends at all. The school has not yet done enough to examine the reasons for this low attendance. The school website also has many links to help parents support their children. These links include parent and student resources from the New York State Education Department, information about Internet safety, and The Parent Institute website, which supports parent involvement. The review team found no evidence on the PD calendar or in discussions with the school leaders or teachers that the school has provided PD for teachers on strategies to build partnerships with parents or to increase parent involvement.
- Parents said they could contact teachers at any time to learn how their children are progressing in class. In addition, some teachers provide daily notes to parents in the students' agenda books, notebooks, or folders that go home. This practice, according to teachers and students, is more common in the lower grades. In grades four and five, parents stated that the amount of teacher-parent conversation varies among teachers. Parents receive quarterly report cards with their child's grades, including reading levels. They told the review team that they do not always understand what the guided reading levels mean, since they are reported on the Fountas and Pinnell scale.

Recommendation:

The school leader should start immediately to strengthen and expand a culture of high expectations across the school. Actions towards this end should include:

- having teachers revisit and raise the level of exit expectations for all grade levels, and
- making clearer to parents how well their child is progressing.