



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

DIAGNOSTIC TOOL FOR SCHOOL AND DISTRICT EFFECTIVENESS (DTSDE)



BEDS Code	421800010052
School Name	Dr. Edwin E. Weeks Elementary School
School Address	710 Hawley Street, Syracuse, New York 13203
District Name	Syracuse City School District
School Leader	Dr. Joshua Bornstein
Dates of Review	June 4-5, 2014
School Accountability Status	Priority School
Type of Review	SED Integrated Intervention Team (IIT)

School Information Sheet												
Grade Configuration	P-5		Total Enrollment	769		Title 1 Population	84%		Attendance Rate	85%		
Free Lunch	79%	Reduced Lunch	5%	Student Sustainability	89%	Limited English Proficient	17.8%		Students with Disabilities	15.3%		
Types and Number of English Language Learner Classes												
#Transitional Bilingual	0		#Dual Language	0		#Self-Contained English as a Second Language	0					
Types and Number of Special Education Classes												
#Special Classes	2		#Consultant Teaching	7		#Integrated Collaborative Teaching	10					
# Resource Room	0											
Types and Number Special Classes												
#Visual Arts	1	#Music	2	#Drama	0	# Foreign Language	0	# Dance	0	CTE	0	
Racial/Ethnic Origin												
American Indian or Alaska Native	2.2 %	Black or African American	54.7%	Hispanic or Latino	13.8%	Asian or Native Hawaiian/Other Pacific Islander	8.1%	White	20.8 %	Multi-racial	0.4%	
Personnel												
Years Principal Assigned to School	1		# of Assistant Principals	1		# of Deans	1 Admin Intern	# of Counselors / Social Workers	2			
% of Teachers with No Valid Teaching Certificate	0		% Teaching Out of Certification	0		% Teaching with Fewer Than 3 Yrs. of Exp.	2%	Average Teacher Absences	2.0			
Overall State Accountability Status (Mark applicable box with an X)												
School in Good Standing			Priority School	X	Focus District			Focus School Identified by a Focus District			SIG Recipient	
ELA Performance at levels 3 & 4	4.0%	Mathematics Performance at levels 3 & 4	2.3%	Science Performance at levels 3 & 4	52%	4 Year Graduation Rate (HS Only)	N/A					
Credit Accumulation (High School Only)												
% of 1 st yr. students who earned 10+ credits	N/A	% of 2 nd yr. students who earned 10+ credits	N/A	% of 3 rd yr. students who earned 10+ credits	N/A	6 Year Graduation Rate	N/A					

Did Not Meet Adequate Yearly Progress (AYP) in ELA			
	American Indian or Alaska Native	X	Black or African American
X	Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander
	White		Multi-racial
X	Students with Disabilities	X	Limited English Proficient
X	Economically Disadvantaged		
Did Not Meet Adequate Yearly Progress (AYP) in Mathematics			
	American Indian or Alaska Native	X	Black or African American
X	Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander
X	White		Multi-racial
X	Students with Disabilities		Limited English Proficient
X	Economically Disadvantaged		
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		
Did Not Meet Adequate Yearly Progress (AYP) for Effective Annual Measurable Achievement Objective			
N/A	Limited English Proficiency		

Describe the school's top priorities (no more than 5) based on the school's comprehensive plans (SCEP, SIG, DIP, etc.):

1. Revise, disseminate, and inculcate new school vision.
2. Identify high-leverage data points to drive lesson planning.
3. Consistent use of high-level questioning techniques to promote student reasoning and discourse.

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.

Mark an "X" in the box below the appropriate designation for each Statement of Practice. Provide the letter rating in the OVERALL RATING row as the final overall tenet rating.

#	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: INEFFECTIVE					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.			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: INEFFECTIVE					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.				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: INEFFECTIVE					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.				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:					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.				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	I
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Debriefing Statement: The School Comprehensive Education Plan (SCEP) was developed without representation from the entire school community, who were generally unable to speak to the plan in detail. The SCEP contained some goals that are not measurable. The school’s implementation of the formal evaluation system, the Annual Professional Performance Review, (APPR) is not effective means in improving teacher performance, and resources were not used in ways that have been proven to promote the school vision and mission effectively. Additionally, the school lacks the systems to effectively monitor, evaluate, and modify its new initiatives. As a result, there is no common understanding in the school community that links the school vision, mission, and goals to the activities of its stakeholders.

Areas for Improvement:

2.2 **The school has received a rating of *Ineffective* 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 majority of school stakeholders did not understand the SCEP, and the SCEP did not drive school activities in a systematic manner.

Evidence/Information that Lead to this Finding:

- Parents were not represented during the development of the SCEP. According to both the school leader and the parents interviewed, there was no parental input concerning the current SCEP. Additionally, only one parent could speak to it, because she served on the current school leadership team. None of the parents interviewed could cite what the school vision and mission, or what the school goals were, as written in the SCEP. This limits the ability of the stakeholders to support the school vision and mission.
- The SCEP contents, how it drives the school’s activities, and its development process, was unfamiliar to stakeholders interviewed. None of the teachers in the vertical team group was able to cite the school vision, mission, and goals for the current school year, as presented in the SCEP. According to one teacher, “I have been here for seven years, and we have had seven different visions and missions.” The lack of understanding concerning the SCEP limits the staff in connecting their activities with the school vision, mission, and goals.
- Many of the SCEP goals were not measurable, and not in alignment with the specific, measurable, ambitious, results-oriented, and timely (SMART) format. For example, one SCEP goal stated, “By June 1, 2014, the school leaders communicate specific schools goals in a timely, transparent, and widely accessible fashion to all stakeholders.” This goal, does not state the specific goals to be communicated, to what extent each stakeholder will understand them, and how the results of both the communication

and understanding will be measured. The lack of specific and measurable goals prohibits the school from determining if it has achieved its goals, as outlined in the SCEP.

- The school leader does not have a systematic means to determine progress toward meeting SCEP goals. The school leader stated that, although the SCEP does drive some school activities, such as initiatives to infuse more high-level questioning and the citation of textual evidence, he has not tracked progress toward attaining these goals. In addition, the school community is unaware of progress made toward these goals. The lack of a process to measure progress made toward SCEP goals limits the school community's ability to determine if its activities are having the desired results in achieving the school vision and mission.

Impact Statement:

The lack of a well known SCEP, vision, mission, and goals limits the school stakeholders in their ability to support the organization's vision and mission.

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 communication plan around the SCEP development, vision, mission, and goals to gain input and support from its entire community; educate stakeholders how their actions will align to support the school's well-understood vision and mission.

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

Overall Finding:

The school leader has not used available resources in a manner that has effectively promoted the school vision and mission.

Evidence/Information that Lead to this Finding:

- The school leader acknowledged that the school's Response to Intervention (RTI) plan to provide additional support to students, who are below grade-level in mathematics and English language arts (ELA), "...is not targeting improvements in student achievement as well as it could." Teachers interviewed during the vertical teacher group meeting stated that RTI looks "just like any other class." The use of data to identify students for this program, inform how and with what resources they are instructed, and if adequate progress is being made with students—individually and as a cohort, is absent. This does not allow the school to determine if the current RTI program is effective.
- The school leader did not have systems for programming students and teachers that are aligned to student achievement, and there were no plans to create programs. Evidence from discussions indicate that systems were not in place to allocate equitable resources to meet the social and emotional developmental health needs of students, and clear evidence was not provided to demonstrate how the school leader communicate with the district about hiring needs.
- The school had two instructional coaches, who reported they were not supported to implement the initiatives of the school leader. According to both instructional coaches, there is a lack of

communication between the instructional coaches and the school leader. They reported this lack of communication hindered them in supporting teachers to implement pedagogical initiatives. The coaches indicated the school leader did not review the anecdotal evidence they collected during their classroom visitations. This did not allow the school leader to have a complete picture of how the professional development (PD) was progressing during the common planning meetings, what the content of that PD was, and if the PD was having the desired impact at the classroom level.

Impact Statement:

The ineffective manner in which school leader uses available resources does not address the immediate needs of the school community.

Recommendation:

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

- Ensure the school leader identifies all available resources, and develops a plan that effectively designates how these resources are deployed and monitored to achieve SCEP goals.
- Ensure the school leader communicates with all stakeholders the resources being used to drive the school vision and mission, how these resources will be used to achieve school goals, and what each stakeholder's role will be in to achieve the goals.

2.4 **The school has received a rating of *Ineffective* 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 leader does not effectively use the school's formal and informal teacher feedback protocols to improve teacher effectiveness.

Evidence/Information that Lead to this Finding:

- The school leader does not effectively implement the district APPR process to positively impact teacher effectiveness. Of the 12 teachers interviewed during the vertical teacher group, none believed that the feedback provided by the school leader assisted them to improve their instructional practice. Additionally, teachers interviewed noted a lack of follow up by the school leader to determine if the feedback he provided was being implemented effectively or with fidelity in their classrooms. The school leader also reported that the formal APPR process was difficult to manage. This lack of strategic follow up limits the quality feedback and support offered to teachers.
- Seven of the 12 teachers interviewed in the vertical teacher group stated that though they were observed in the winter, none has held the post—conference meeting with the school leader to go over what was observed or to receive his verbal feedback. Additionally, several teachers stated that even without this post-observation conference to conclude the APPR protocol, the school leader entered their observation evidence and data into *Teachscape*, the district online reporting system, without their contributions. The school leader acknowledged that he had missed deadlines with regard to completing post-observation conferences. The lack of adherence to the APPR communication protocol limits both

the quality and timeliness of feedback provided to teachers.

- While the school leader has implemented two types of informal feedback mechanisms based on classroom visitations, teacher-led instructional team walk-throughs, and instructional rounds led by the school leadership team, there was no data to show how the school was tracking practices, or collecting and analyzing data to inform progress toward achieving school-wide goals. The feedback mechanisms did not inform PD plans on a systematic basis. The lack of data collection to inform school practices limits the information used to improve teacher effectiveness.

Impact Statement:

The lack of a systematic approach to providing teacher feedback in a way that is timely, formative, and reciprocal and used to inform PD limits the school's ability to ensure continuous improvement of instructional practices.

Recommendation:

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

- Provide regular and on-going feedback and support to teachers based on the APPR evidence and data, as well as through the school's informal walk through protocols. In addition, use academic achievement data, walk-through data, and anecdotal data to inform school-wide PD plans.

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:

The school leader does not use systems to effectively monitor and modify school-wide practices.

Evidence/Information that Lead to this Finding:

- The evidence from discussions and school documentation indicates that systems to evaluate the performance of the school are not rigorous or effective. The protocols for monitoring teaching and learning, the implementation of CCLS and data driven instruction and the use of data to identify the academic and social needs of students are not robust enough to garner information to help drive school improvement. The school leader does not have a strategic overview of how the school is operating or performing and has not used his influence to improve school-wide and individual practices. The school leader admitted the lack of systems to effectively monitor and modify areas related to a number of school practices including social, emotional, pedagogical, and parental initiatives. This limits the school's ability to monitor progress towards improvement in areas of the school community.
- The school leader did not discuss the main SCEP goals in depth during interviews or provide the review team with information on the progress towards these goals during the review. This limits the school leader's ability to ensure the current school activities were linked to the successful attainment of school-wide goals.
- The school leader did not discuss student achievement data in depth during interviews, and did not describe to the review team how this data linked to school-wide goals. This limits the school leader's

ability to cite qualitative evidence in support of progress, or lack thereof, made towards school-wide goals.

- The school leader acknowledged that he sought initiatives first, and then began planning the goals and systems for monitoring “on the back end.” This practice limits the school leader’s ability to find resources that are linked to school goals and performance measures. As such, the school does not begin with the result in mind, leading to decisions that are not linked to school wide goals or school-wide data.

Impact Statement:

The lack of systems to effectively monitor and modify school-wide practices limits the school’s ability to measure progress towards critical school-wide goals.

Recommendation:

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

- Continually link school data to the evaluation of school-wide programs and resources; ensure that protocols for monitoring the performance of the school and staff are used to bring sustained school improvements.

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

Debriefing Statement: Though the school leader has provided staff with multiple supports related to the Common Core Learning Standards (CCLS), the implementation of strategies and interventions related to these resources has been limited. Data Driven Instruction (DDI) is not evident in most written lesson plans and interdisciplinary curriculum planning is not part of an overall plan or process. Assessments and processes to modify curriculum and instruction based on data are not being done systematically, which limits the supports and extensions for all groups of learners to promote student achievement.

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:

Though the school provides resources for the implementation of the CCLS and its shifts, the curricula are not monitored effectively nor does it meet the needs of all learners.

Evidence/Information that Lead to this Finding:

- Although resources, instructional support, and planning time have been provided to teachers, the impact is not reflected in the classroom where lesson observations and evaluations of planning documentation indicated an uneven implementation of CCLS. As a result, the needs of students are not

being consistently met.

- Though the school leader provides two instructional coaches to meet during common planning time and provide PD to the teachers several times a week, it is not evident that what the teachers are trained in is having an impact at the classroom level. The instructional coaches stated that ‘it is a challenge to get everyone to meet’ during the school day, and as it is optional, the attendance for these meetings is inconsistent. These inconsistent practices lead to an uneven application of the CCLS from classroom to classroom.
- Aside from two areas which the school leader has proposed instructional initiatives- higher level questions and the citation of textual evidence- he is not regularly involved in directing what is covered during common planning time, nor is he regularly updated on the translation of the trainings into classroom practice. In addition, according to the instructional coaches, “He [the school leader] never asked how things were going instructionally in classes or [during] planning times.” According to both instructional coaches, they used to meet once a week with the school leader to discuss common planning time planning and corresponding notes, as a way to update him on progress towards the implementation of the CCLS. The instructional coaches stated that they have not met with him in over a month and they now cite a “communication gap” between what the school leader is aware of and what is actually taking place, instructionally, in the school. The lack of communication between the school leader and the school’s instructional coaches limits the school leader’s ability to effectively monitor and assess the school’s instructional program.
- The school leader has implemented two classroom walk-through protocols. Although either members of the school leadership team or fellow teachers walk through classrooms and gauge curriculum implementation, the school leader conceded that he does not collect data from these walks in a systematic way. The school leader reported he did not gather or analyze walk-through data to help determine what practices are robust in supporting student achievement, and what is lacking, and use this evidence to drive PD or to provide additional training. As a result, there is a lack of strategic follow-through to collect and analyze the information gathered to improve teacher practice and curriculum implementation systematically.

Impact Statement:

The limited implementation of the instructional shifts supported by the CCLS hinders the school’s ability to meet the needs of all learners.

Recommendation:

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

- Actively monitor the school instructional and curriculum implementation program, and the corresponding PD plans to ensure the training provided meets the needs of the teachers to implement the CCLS instructional shifts and regularly informs teacher practices. Systematically gather data and evidence from all classroom visits to inform the school leader and the instructional staff on how specific strategies and CCLS shifts are being implemented and what next steps need to take place to effectively support all learners.

3.3 **The school has received a rating of *Developing* 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:

The school lacks a systematic approach to the use data to inform its curricular, instructional, and programmatic decisions.

Evidence/Information that Lead to this Finding:

- Of the 17 lesson plans randomly examined by the review team, none contained any evidence of DDI as part of the planning process to modify curriculum and instruction, or to meet the needs of all learners. The instructional coaches estimated, based on the anecdotal evidence they gathered, that they observed the use of DDI to inform planning less than 50 percent of the time. The lack of documented DDI in lesson plans demonstrated the lack of planning to use data to modify lessons to meet the needs of all learners.
- Both instructional coaches stated that they that they were not part of the lesson planning process. The coaches reported the teachers did not provide them with any modifications to the modules unless the coaches offered to review the lessons with teachers. The lack of feedback teachers received on their lesson plans limited the school’s ability to monitor the lesson planning process effectively to ensure that expectations were met consistently.
- Although both instructional coaches described how the PD prepared teachers to use a DDI cycle for every grade. However, DDI was noted in only 28 percent of the classes the review team visited.
- The coaches stated that the teachers found the new modules ‘overwhelming’ and said that teachers had difficulty going back to re-teach. The coaches also noted an inconsistency in some teacher practices. While coaches observed that some teachers kept “great records and [used data to] identify kids for re-teaching, there also some teachers who “did not do too much” In terms of data gathered and analyzed to inform instruction. The lack of consistency in the adoption of DDI limits the school’s ability to provide effective data driven lessons to all learners. In addition, evidence from reviewed lesson plans and lesson observations made by the review team indicate that few teachers planned for the inclusion of higher-order thinking skills.

Impact Statement:

The school lacks a systematic approach to the use of data to inform its curricular, instructional, and programmatic decisions this limits student growth and does not meet the demands of the CCLS standards.

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 the expectations and monitoring of lessons plans, including documenting DDI, are communicated clearly for all instructional staff. Ensure the corresponding training supports these expectations and that higher-order thinking skills are an integral component of planning.

3.4 **The school has received a rating of *Ineffective* 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 has no plan regarding the implementation of interdisciplinary planning and curricula development.

Evidence/Information that Lead to this Finding:

- The teachers interviewed in the vertical teacher group stated, “No interdisciplinary planning takes place.” The instructional coaches stated that they have not observed any interdisciplinary lessons in the classrooms this school year and that there is currently no plan in place to create interdisciplinary lessons. Of the 17 lesson plans checked by the review team, none contained any evidence of interdisciplinary planning. Of the review team’s 40 classroom visits, there were only two examples of interdisciplinary lessons conducted, and these were because of individual teacher preference and initiative.
- Very few examples were observed during the review of teachers making effective use of technology to support student learning.

Impact Statement:

The lack of interdisciplinary lessons limits opportunities for students to engage in cross-curricular activities that increase their ability to be 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 plan to foster both the development and implementation of interdisciplinary units for classroom instruction

3.5 **The school has received a rating of *Ineffective* 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:

The school does not routinely use assessment data to inform planning and instruction.

Evidence/Information that Lead to this Finding:

- Both the school leader and instructional coaches noted that data derived from one of the school’s ELA assessments, the *aimsweb*, and an on-line program for screening, progress monitoring and data management, “had very little impact on classroom instruction.” The school leader stated that while they reviewed this data, it was not acted upon or analyzed. Discussions with teachers and school leaders indicated that there is no protocol for ensuring consistent use of data to inform curricular decisions or to make curricular adjustments. This was observed in lessons where the review team noted that work was not matched to the abilities of students and classroom-based assessment data was not used to adjust instructional strategies or future planning.
- The lack of regular and on-going feedback limits the students’ ability to learn skills or knowledge to progress to the next level. Discussions with teachers and students indicate that information from test

and assessments was not used to highlight to inform students what aspects of their work were incorrect, and what was needed to address mistakes. Of the 20 pieces of student work presented to the review team, only one contained formative comments by the teacher tied to specific skills the student needed to learn. Only one of the pieces of student work was tied to a rubric or exemplar and 12 of the pieces of work contained no teacher comments or grades at all. Of the five students interviewed in the small student focus group, all stated that they receive most of their teacher feedback verbally and not in writing. The lack of specific feedback tied to specific standards and exemplars limits the ability of students to take ownership of their learning process.

Impact Statement:

The lack of a robust assessment system limits the school’s ability to consistently measure student progress, provide formative feedback, or allow for student ownership of their learning.

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 common and well-understood assessment and feedback system to create expectations for all staff in regards to the use of assessments. Provide re-teaching opportunities and formative feedback to students; use exemplars and rubrics to set common expectations and to create opportunities for students to take ownership of their own work.

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

Debriefing Statement: The school leadership team engages teachers in PD and provides support for aligning instruction to data, although this is not done regularly or systematically. Instructional practices lack both rigor and differentiation. Feedback provided to students to help them improve their performance is limited and the lack of written feedback inhibits students from taking ownership of their own learning. In addition, there is not a clear, well-understood system in place to manage classroom expectations. As a result, there are few opportunities for consistent levels of student engagement, thinking, and achievement.

Areas for Improvement:

4.2 **The school has received a rating of *Ineffective* 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:

School and teacher leaders do not consistently ensure that instructional practices and strategies are aligned to support all student goals and meet student needs.

Evidence/Information that Lead to this Finding:

- Of the 17 lesson plans reviewed, none contained any elements of DDI, or learning suitable for every student’s needs or instructional/curricular modifications for students with disabilities or English

language learners (ELL). This lack of planning for all levels of students or differentiation does not allow all students' needs to be met. Discussions with teachers indicate that there are few opportunities for teachers to collaborate to ensure that lesson plans are aligned to data.

- Only 20 percent of classrooms visited by the review team contained some forms of differentiation. The instructional coaches stated that the classes were a mixture of both lecture and small group work. However, during the small group sessions, the review team did not note the groups doing different activities or working with different resources based on their ability levels or learning needs. The lack of differentiation limits the school's ability to create multiple points of access for all learners.
- Instructional differentiation was noted in only two of the five inclusion classes visited by the review team as well as three of the five ELL classes visited.
- Discussions with teachers and students indicate that protocols were not in place for setting long- and short-term goals for students. As a result, students did not understand clearly the learning pathway they need to follow to reach higher academic levels.

Impact Statement:

The lack of regular and on-going differentiation in general education classrooms limits the school's ability to create learning environments to meet the needs of 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:

- Ensure all teachers align their instructional planning to data and set specific goals for students to which to aspire.

4.3 **The school has received a rating of *Developing* 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:

Though the school uses resources that support the CCLS, they did not use them to promote a challenging and rigorous learning environment for all students.

Evidence/Information that Lead to this Finding:

- Only 28 percent of the classes visited by the review team were deemed rigorous, that is, lessons presented questions and strategies that engaged the learners through discussions and activities that promoted analysis, synthesis or creation, and evaluation. The majority of lessons were fact and comprehension based, with few question extensions or student ownership of learning to engage the students in higher-level discussion and thinking. Only 25 percent of parents interviewed believed that their child was challenged intellectually in school, and the same percentage believed that their child was being prepared for college or career. The lack of rigorous instruction or higher-level strategies in the majority of classrooms limits the school's ability to challenge all students, preparing them for college and career readiness.
- Despite the school leader supporting the use of textual evidence to support student responses as a

major initiative, the review team observed this strategy in use in only 20 percent of the classes visited. In many lessons, students were asked to complete low-level worksheet types of activities rather than being presented with instructional materials containing high levels of text and content complexity.

Impact Statement:

The school's lack of highly engaging, rigorous lessons which regularly incorporate the CCLS shifts, limits high academic 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 on the use of the CCLS shifts, such as the citation of textual evidence and higher level questioning to increase the level of student engagement, literacy, and rigor during instruction.

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 lacks a standardized approach to managing behaviors and expectations related to classroom conduct and climate.

Evidence/Information that Lead to this Finding:

- The school leader, vertical teacher group, school support team, and the large student focus group all cited that there is no school-wide system in place to manage classroom behavior or expectations. Though the school assembled a Positive Behavioral Intervention and Supports (PBIS) team over the summer, the school stakeholders all agreed that it had not standardized roles, responsibilities, or expectations across the school. According to the school support team, every teacher has his or her own system, such as red, green, and yellow light, pull cards, or sticker charts. Members of the school support team preferred to see a standardized system so that students would be held accountable by consistent expectations across the school. Additionally, the SST believed that student discipline had declined this year. One SST member said, "I think kids have gotten mixed messages on how to behave based on this inconsistency. Kids do not see some negative behaviors as bad, because they are not punished."
- All members of the vertical teacher group, school support team, and large student focus group stated that that negative classroom conduct regularly interfered with classroom instruction. Six of the 40, or 15 percent of classrooms visited by the review team, noted negative behavior interrupting classroom instruction. The lack of a formal classroom management system prevents teachers and students from maximizing classroom instruction/learning time.
- Though all six students stated that classroom behavior interferes with instruction, the six students also stated that if a child misbehaves, a teacher would address the behavior immediately. Additionally, all students interviewed stated that, they feel comfortable expressing themselves in class, and are 'not made fun of' if they get an answer incorrect.

Impact Statement:

The school does not maximize teaching and learning time in a large percentage of its classes, causing it to lose its impact on academic success.

Recommendation:

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

- The school should communicate to all stakeholders its plan for providing a safe and orderly school classroom for all learners; the school should provide training in behavior management outlining roles, responsibilities, and expectations for all stakeholders.

4.5 **The school has received a rating of *Ineffective* 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:

The school does not provide regular and on-going feedback to students to help them improve their academic performance.

Evidence/Information that Lead to this Finding:

- Formative assessments were used in only 30 percent of classrooms visited, though in most cases, the results from the assessments did not lead to a differentiated approach to re-teaching. In only one of the 17 lesson plans reviewed, was there a reference to a formative assessment. The lack of formative assessments to drive instructional modifications limits the impact which instruction has on the academic achievement for all learners. Aside from data gathered to determine student reading levels, there is a lack of data used to inform curricular and instructional decisions. Lesson observations indicated that teachers do not use data to inform or adjust student groupings.
- The instructional coaches stated that there is no school-wide practice used to provide feedback to students. Additionally, there was no training offered to teachers on how to provide effective feedback. Both coaches conceded that this skill set needed to improve. Consequently, there was minimal teacher feedback provided to students on written work. Students interviewed stated that they typically receive verbal feedback from their teacher tied to their work. The use of rubrics or scoring scales to set high expectations for all learners was minimal, with only one instance of a rubric used to help determine the quality of student work. However, in the instance noted, although the feedback from the student's peers was positive, with most giving her 'threes and fours,' out of four, there was no feedback offered to indicate why her work was high quality and qualified for high grades. The lack of specific formative feedback hinders the school's ability to use student work to positively impact on student achievement.

Impact Statement:

The lack of a formalized feedback system limits both the schools and students ability to positively impact on student 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 on the use of formative student feedback to promote student ownership of learning, increase student engagement, and improve student academic performance.
- Provide PD in the use of formative and summative assessments to inform instructional decisions.

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

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Debriefing Statement: The current student support system, based on limited use of data, does not standardize the roles and contributions of all stakeholders in meeting the social and emotional developmental health needs of all students. Additionally, the lack of systematic collaboration has limited the contributions made by school stakeholders as well as their understanding of what the school’s vision pertaining to this is. As a result, the school does not maximize opportunities to provide social and emotional developmental health supports that provide a safe and respectful environment for the entire school community.

Areas for Improvement:

5.2 **The school has received a rating of *Ineffective* 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 lacks systems to inform stakeholders of progress in addressing the social and emotional needs of its students.

Evidence/Information that Lead to this Finding:

- The school leader, student support team, and vertical teacher group stated that there is no written protocol that explains the system in that members are to identify students with social or emotional needs, or the process that is used to determine appropriate levels of intervention for identified students. Members of the vertical teacher group cited a referral form that they fill out and a member of the SST to whom they would address in regards to a student who may be in need of additional supports. The lack of a written, well-understood protocol limits each stakeholder’s ability to provide the proper social and emotional support and resources for every child.
- Behavioral data is not collected or tracked by the student support team or PBIS team to cite progress in student behavior. The school leader cited that there have been decreases in both out of school suspensions and disciplinary referrals from last year to this year. However, members of both the vertical teacher group and student support team provided ample anecdotal evidence to suggest that negative student conduct is increasing and many believe that it is as ‘bad as ever.’ Additionally, many vertical teacher group and SST members suggested that the reason that the suspension and referral numbers have decreased is that the district has restricted schools from suspending students, and that many staff do not complete disciplinary referrals, as they do not believe that the school leadership will take action on them. There is a lack of comprehensive and well-known data systems to drive school actions and

understandings of progress in meeting the social and emotional needs of all learners. This limits the school's ability to make decisions based on quantifiable evidence and provide a strong system of support to all learners as a result.

- Discussions with students indicate they are unclear as to protocols relating who they should consult if they have a worry or concern.

Impact Statement:

The school lacks systems, which limits its ability to address barriers to the social and emotional health needs of students effectively.

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 written protocol pertaining to the identification of students who may have social and emotional needs and the corresponding process to determine proper levels of intervention and support. Ensure a system is developed in which all data related to student social, emotional and behavioral activity is captured, analyzed and acted upon to improve the social and emotional points of access and experiences for all learners. Ensure each student is well known by a designated adult.

5.3 **The school has received a rating of *Ineffective* 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:

School programs aligned to student safety are not understood by the entire school community or implemented with fidelity or success.

Evidence/Information that Lead to this Finding:

- The school does not have a curriculum or program in place to support the teaching of social and emotional developmental health or to support and address the behavioral challenges that some students present.
- All members of the vertical teacher group and large student focus group stated that negative student conduct at times disrupts classroom instruction. In 15 percent of the review team's classroom visits, the review team noted that student misconduct interfered with classroom instruction and learning time. The lack of well-understood systems for student behavioral expectations and consequences limits the school's ability to provide a safe environment for all students.
- Though the PBIS team assembled over the summer to write a new PBIS plan for the school, there was no communication plan or follow-up training to support it with teachers, staff, or students. This lack of communication limits the ability of its stakeholders to support the school's plan to provide a school that is safe and supportive. Members of the school's vertical teacher group stated that each teacher has their own system for classroom management. Though the school uses PBIS, the school leader, members of the vertical teacher group and SST interviewed stated that there is no school-wide system in place to

manage classroom expectations. The lack of standardized and well-understood systems for classroom safety and expectations limits the school's ability to provide a safe, standardized classroom environment for all learners.

- There was no PD this year on the identification of students with social or emotional needs or on the referral process for these students. As a result, members of the student support team believed that the regular education staff does not understand their full role in providing social and emotional support to all students. The vertical teacher group members interviewed stated that while they could cite who to contact if a child had a mental health need, they were generally unaware of the process set up to identify specific areas of need or what process referred children went through to determine appropriate interventions. The lack of specific training in the areas of identification, referral and intervention processes for students who may have social and emotional health needs limits each stakeholder's ability to properly provide supports necessary to meet their individual needs.

Impact Statement:

The lack of standardized and well-understood processes limits the school's ability to provide all students with a safe and healthy school community in which to learn.

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 a program is established as soon as possible to meet the behavioral, social and emotional developmental health needs of all students; provide corresponding training so that all understand common expectations for its implementation and that there is the adult capacity to meet the needs of students.

5.4 **The school has received a rating of *Ineffective* 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 roles and responsibilities of school stakeholder in contributing to the social and emotional developmental health of students are unclear and not well understood.

Evidence/Information that Lead to this Finding:

- Members of both the student support team and vertical teacher group stated that their roles in contributing to the social and emotional well-being of students are not clearly defined, leading to reactive responses as opposed to proactive measures. Additionally, the school leader conceded that he has not 'gone through the PBIS piece enough' so that staff understand their roles in the process. Members of the SST student support team that the teachers need help supporting kids, and more strategies to assist students to "calm down." The SST members believe that some teachers are more comfortable with this than others.' The student support team members also believe that the teachers rely heavily on the social workers for support in de-escalating student misconduct and adverse behavior. One student support team member said, "There seems to be a belief that 'you're the social worker, help me.'" All members of the vertical teacher group interviewed agreed that their roles were not defined

clearly in terms of how to handle student disciplinary issues. One member of this team stated that, "There are so many mixed messages about what to do and what not to do. No one knows what to do." The lack of clear roles in managing student disciplinary issues limits the school's ability to manage both these situations effectively as they arise, as well the expectations it has for each staff members.

- While all five of the parents interviewed are 'happy' with the social and emotional support provided through the school's Promise Zone designation, none of the five were aware of the social and emotional and developmental health support provided through the school, "unless you ask for it." The majority of parents interviewed also classified the social and emotional developmental health supports as reactive and without consistent followed up. The school leader conceded that behavioral expectations and supports were not made sufficiently clear to parents. Students indicated they did not have a clear understanding for how unclear they might contribute to the school community. As some students pointed out, "We are not expected to take responsibility for our behavior or actions." The lack of an effective plan that communicates the school's social and emotional developmental health limits families in seeking resources that may benefit their child.

Impact Statement:

The lack of clearly understood roles and responsibilities limits school stakeholders' ability to carry forth the school's plan for providing students with social and emotional developmental health support.

Recommendation:

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

- Develop, communicate, and provide training in detailed plans, outlining the school social and emotional developmental health system, corresponding resources, as well as each stakeholder's role in its implementation.

5.5 **The school has received a rating of *Ineffective* 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 does not effectively use data to inform decisions surrounding social and emotional developmental health programs and student needs.

Evidence/Information that Lead to this Finding:

- While the school leader has implemented programs such as PBIS, Circle of Courage, and Restorative Justice to provide social and emotional developmental health support for all students, he confirmed that he has no specific data to show the success of these programs. He believed that it would be beneficial to use the PBIS system to gather more data, to engage in data analysis, and to show measures that monitor for the desired impact. While the school leader said that last year's suspension data was used to determine which social and emotional developmental health programs would be adopted, he reported that the school had little data to cite to determine the current effectiveness of the PBIS. The lack of data to evaluate the school's practices and progress towards school-wide goals limits its ability to

provide appropriate social and emotional developmental health support for all learners.

- The team’s document review revealed that while the PBIS external coach did complete a midyear review of the PBIS program, it was not shared with the staff nor were the recommendations from the review implemented. The lack of communication in regards to the school behavioral system limits its stakeholder’s ability to carry forth the plan, as intended.
- While the school leader and members of the student support team stated that while PBIS was supposed to be used to track monthly in regards to student behavior, this is not being done. Additionally, the SST stated that while they look at data as it pertains to individual students, the SST did not examine data from the entire student body. The lack of a systematic approach for the use of data to track and act on student behavior and corresponding interventions limits the school’s ability to provide consistent social and emotional developmental health care to all learners.

Impact Statement:

The lack of data tracking and usage to evaluate and monitor systems affiliated with student social and emotional developmental health hinders the school’s ability to provide students with increased opportunity to become academically and socially successful.

Recommendation:

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

- Set up data-based evaluation systems to monitor the effectiveness of their social and emotional developmental health program and to ensure that all students have the opportunity to receive maximum benefit from these social and emotional developmental health programs.

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: The school does not have an effective means to share academic data or information in regards to its curricula and school resources with families. In addition, information regarding community agency resources is not shared systematically with all school stakeholders. Correspondence to families in multiple pertinent languages is very limited. The lack of ongoing reciprocal communication and clear links between the home and school limits a shared understanding of both high expectations for student academic achievement as well as opportunities provided by the school and community for supporting the social and emotional developmental health needs of students.

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 does not provide regular communication with families to promote high expectations for student achievement.

Evidence/Information that Lead to this Finding:

- The school does not provide workshops or training to parents on core academic areas such as ELA or mathematics, and no information was provided to parents concerning the CCLS. Both the parent group interviewed, as well as the school leader, stated that parents were not provided training to understand the core subject in relation to the CCLS. As a result, at home, families are limited in helping their child academically.
- Although, according to the school leader, the district has tried to get him to meet regularly with parents, he admitted that he has not done so. There were no protocols, or a system in place, that facilitated this process or expectations toward this outcome. Though he sends computer-generated phone calls home every week, and uses Facebook to communicate the week's events, there is no newsletter or other communications sent home that informed or reinforced parents in supporting the school commitment to high academic expectations. There were no regular scheduled parent meetings in which to communicate the school's expectations or how parents can support the school's efforts.
- The school has not sought to reach out to parents to ascertain how it may build better relationships between school and families.

Impact Statement:

The relationship between the families and the school limits both the contributions of stakeholders to student needs being met and appropriate pedagogical support provided relating to academic achievement and 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:

- Develop and implement a communication plan that provides regular and on-going reciprocal communication opportunities for the families and school and which states and reinforces the school's drive for better academic achievement; survey the views of parents on how the school can build more robust and productive relationships between home and school.

6.3 **The school has received a rating of *Ineffective* 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 lacks reciprocal communication systems to engage families in support of their child's, academic achievement and social and emotional growth.

Evidence/Information that Lead to this Finding:

- The school has only sent home one translated document this school year, and does not provide translators at the school for parents of English Language Learners on a regular basis. This limits the

school's ability to engage stakeholders who do not speak English as a first language.

- The school does not reflect on its strategies for communicating with parents.

Impact Statement:

The lack of communication between the school and homes limits the support families can provide towards their child's, academic achievement and social and 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:

- Ensure that all communication between school and home is translated into home languages. Explore best practices for improving communication with families, canvass the views of parents, and put together a more robust strategy for ensuring that communication with families is effective and reciprocal.

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 has created very limited opportunities for families to collaborate with school and community organizations in the areas of academic, social, and emotional support for their child.

Evidence/Information that Lead to this Finding:

- There was no systematic means to communicate the resources available to families in the school or community. The school does not provide training to parents in the areas of academic, social, or emotional wellness to support their child's social, emotional, and developmental health needs in the school. Additionally, there was no training or sessions provided for parents in which they are educated on community agencies and school resources available to them pertaining to academic, social, and emotional supports. The lack of communication relating to the social, emotional, and academic supports available to families in the district limits their ability to benefit from these resources.
- There is no formalized plan or evidence of PD that has been, or is intended to be, provided for school staff on how to build and sustain productive partnerships between school and home.

Impact Statement:

Weak partnerships between school and families hinder student chances for academic success.

Recommendation:

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

- Provide support for parents and training for staff that together will enable school and families to work in unison to provide support and services for students and their families that increase the chances of academic and social success.

6.5 **The school has received a rating of *Ineffective* 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 does not systematically share data in a way which promotes dialogue surrounding student achievement, or which promotes families' advocacy on their child's behalf.

Evidence/Information that Lead to this Finding:

- There is no systematic way in which the school communicates student performance data to families. Aside from quarterly grades, parents have very limited access to the data from the interim assessments given to their child during the school year. During the parent interview, parents were unable to speak to this data, or knew what it meant, or how it influenced the supports their child was provided at school, or potentially, at home. According to the school leader and parents interviewed, assessments data is not mailed home and student grades are not available online.
- The school provided no training or expectations to staff pertaining to either communicating or collaborating with families to help them understand their child's strengths and needs. Though some teachers send home regular communications to families, there was no system in place to ensure what is expected to be sent home. There are no expectations surrounding follow-up communication to families to support their child's academic, social, and emotional growth.
- Parents interviewed stated that the school did not train families understanding the data related to their child's academic progress. Parents also reported they were unsure how to use the data to provide academic support at home. The lack of systems to educate parents on how to interpret their child's achievement data limits their ability to understand what the data means, and how they can use it to advance their child's academic progress.

Impact Statement:

The school's lack of a systematic approach to sharing student data with families limits their ability to fully understand their child's progress or advocate on their behalf.

Recommendation:

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

- Offer multiple opportunities to share student data with families, as well as to train families on the meaning of the data and how it correlates with their child's academic and social progress and how it may give a wider insight into how to tap into resources available in the school and community.