



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

DIAGNOSTIC TOOL FOR SCHOOL AND DISTRICT EFFECTIVENESS (DTSDE)



BEDS Code	130801060007
School Name	Franklin D. Roosevelt Senior High School
School Address	156 South Cross Road, PO Box 2032, Hyde Park, NY 12538
District Name	Hyde Park CSD
School Leader	Barbara Marrine
Dates of Review	March 11-12, 2014
School Accountability Status	Focus School
Type of Review	SED Integrated Intervention Team (IIT)

School Information Sheet

Grade Configuration	9-12	Total Enrollment	1256	SIG Recipient	<input type="checkbox"/>	Title 1 Population	0%	Attendance Rate	91.35 %		
Free Lunch	30%	Reduced Lunch	10 %			Limited English Proficient	1%	Students with Disabilities	16%		
Number of English Language Learner Classes											
#Transitional Bilingual		#Dual Language									
Number of Special Education Classes											
#Self-Contained	40	#Consultant Teaching		#Integrated Collaborative Teaching					22		
#Resource Room	4										
Number of Special Classes											
#Visual Arts	17	#Music	11	#Drama	0	#Foreign Language	9	#Dance	0	#CTE	16
Racial/Ethnic Origin											
American Indian or Alaska Native	0%	Black or African American	12%	Hispanic or Latino	10%	Asian or Native Hawaiian/Other Pacific Islander	2%	White	74%	Multi-racial	1%
Personnel											
Years Principal Assigned to School	8	# of Assistant Principals	2	# of Deans	1	# of Counselors / Social Workers				7	
Teachers with No Valid Teaching Certificate	0%	Teaching Out of Certification	1%	Teaching with Fewer Than 3 Yrs. of Exp.	4%	Average Teacher Absences				95%	
Credit Accumulation (High School Only) and Performance Rates											
% of 1 st yr. students who earned 10+ credits		% of 2 nd yr. students who earned 10+ credits		% of 3 rd yr. students who earned 10+ credits		4 Year Graduation Rate				79	
ELA Performance at levels 3 & 4	88%	Mathematics Performance at levels 3 & 4	89%	Science Performance at levels 3 & 4	N/A	6 Year Graduation Rate				85%	

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

SCHOOL PRIORITIES AS DESCRIBED BY THE SCHOOL:

1. The building administrative team will work with district leaders to develop CCLS curriculum and instructional strategies that support such curriculum. This will be communicated to faculty, staff, students, and parents.
2. Ongoing professional development will be presented that is focused on the process of data collection and analysis to support differentiated instruction.
3. The building and district administration team will provide differentiated professional development follow up, specific to individual faculty needs, to embed learning through walkthrough and APPR post-observation conferences.
4. The building team will work to develop a system of data analysis for all aspects of the school and instructional program.
5. Parent education and collaboration will be an area of focus for our school.

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

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

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

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

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

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

	achievement.				
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:			D	

School Review – Findings, Evidence, Impact and Recommendations:

Tenet 2 - School Leader Practices and Decisions: Visionary leaders create a school community and culture that lead to success, well-being, and high academic outcomes for all students via systems of continuous and sustainable school improvement.	Tenet Rating	D
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Debriefing Statement: The school leader has adopted the district’s vision and mission statements. School leaders have shared some goals for improvement with staff through faculty meetings. However, the goals are not measurable, and not all stakeholders know what they are. Although systems and procedures are in place to monitor teaching and learning, they are having little impact on improving instructional practices. There is limited collection, analysis, and use of data to monitor progress, or to set goals for school improvement. The school has not set goals that are strategic, specific, measurable, ambitious, results-orientated, and timely (SMART), and is unable to demonstrate progress toward goals that are set. As a result, the school lacks their own unified vision, and a sense of urgency, in working toward high academic outcomes for all students.

Strengths:

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

Overall Finding:

The school leader works with the district, and other partnerships, to use resources strategically to improve staff, and to raise the graduation rate.

Evidence/Information that Lead to this Finding:

- A document review, and school leader interviews, demonstrated that the school has a limited budget, and that the district makes most budget decisions. The school leader shared that she meets with district leaders monthly, and acts based on those meetings. For example, the school leader introduced new systems to improve student achievement and graduation rates, such as setting up Positive Behavioral Interventions and Supports (PBIS) and Advancement Via Individual Determination (AVID), a system to ensure that students are college-ready.
- The school leader has allocated fiscal resources to increase student achievement on Regents examinations through providing after-school programs for musicians and athletes who miss instruction due to practice, by funding a book study on poverty to raise teacher awareness of how to improve the achievement of students from economically disadvantaged families, and by running a summer Regents program.
- The school leader stated that she is working with the district to recruit staff to strengthen identified areas for improvement, such as recruiting for the Building Leadership Team (BLT).

Impact Statement:

The school leader’s strategic allocation of human and fiscal resources, in key areas, such as behavior support and college readiness, have positively impacted the graduation rates of all students, including students from economically disadvantaged backgrounds, which improves student success.

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 school leader has not ensured that the school community shares SMART goals aligned to a vision and outlined in the school's SCEP.

Evidence/Information that Lead to this Finding:

- The review team found no evidence in the documents provided, or in the discussions with school leaders and teachers, that the school is fulfilling the district's requirement for having two SMART goals that the school shares with the staff.
- The school leader stated that she has adopted the district's mission and vision statements, but has not developed her own clear vision for the school, or shared the district's vision with the school community. Further, the review team found that the school leader has not articulated goals tied to school improvement, particularly in relation to student achievement and the quality of instruction.
- While the school leader stated that the goals for the school were graduation for all, and a safe and supportive environment, a document review showed that the SCEP does not clearly state these key priorities for improvement. Further, a document review demonstrated that the school does not have goals that are SMART. Additionally, there is limited evidence that the school has used data to determine the priorities for improvement, or to monitor progress toward goals.
- The review team did not find evidence that all stakeholders know and understand the school's mission and vision. While there is limited evidence that the mission and vision have been shared with school staff in monthly faculty meetings, interviews with staff and parents demonstrated for the review team that stakeholders are not clear on what the school vision and mission are.

Impact Statement:

The lack of SMART goals, aligned to a vision that all stakeholders know, limits the school leader's ability to improve achievement.

Recommendation:

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

- Work with district leaders to develop SMART goals to address key priorities in order to improve instructional practices. Improve the graduation rate for all students. Collect, use, and analyze data to inform planning. Monitor progress toward school goals.
- Ensure that all stakeholders, including families, understand and adopt the mission, vision and

SMART goals.

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

Overall Finding:

The school leader has systems in place aligned to the district's APPR to conduct teacher observations; however, the quality of feedback, and its effectiveness in improving instructional practices, is inconsistent.

Evidence/Information that Lead to this Finding:

- The school leader stated, and a review of documents confirmed, that the school leader has a schedule for formal and informal teacher observations aligned to the district's APPR, which includes feedback to teachers. The school leader shared that she also conducts informal walkthroughs with district leaders and directors. Additionally, the school leader stated that teachers rated developing or ineffective receive additional observations. However, a document review showed that the quality of the feedback given to teachers is inconsistent, does not focus on student outcomes, and does not provide teachers with specific information on how to improve their instructional practices.
- A review of lessons plans, and classroom visits, demonstrated that teachers do not put into practice the recommendations school leaders make based on classroom observations.
- The school leader shared that a district mentor program is in place to support newly appointed teachers. However, the review team did not find evidence on how this program is improving teacher practice.
- The review team found limited evidence that the school leader uses observation data to inform the professional development (PD) opportunities she provides for teachers.
- A document review, and interviews with school leaders, demonstrated that schools leaders are not analyzing student performance data to evaluate the quality of instruction, or using it to determine if instruction is improving over time.

Impact Statement:

An inconsistent system for providing teachers with observation feedback aligned to the district APPR, limits staff accountability for continuous improvement, and hinders 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:

- Ensure that observation feedback provides teachers with clear steps to improve their instructional practice.

- Monitor teacher practice for improvement based on school leader recommendations.
- Connect individual teacher PD opportunities to areas for improvement identified in their observations.
- Analyze student performance data to determine teacher effectiveness.

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 leaders do not effectively use evidence-based systems and structures to examine and improve critical school-wide practices.

Evidence/Information that Lead to this Finding:

- The school leader acknowledged to the review team that the use of data to drive school improvement was an area of weakness where significant development was required. She stated that data was a “black hole” for her, and that she has begun attending the Data Administrator’s Institute on a monthly basis to improve her skills in this area.
- While some data is collected, the review team did not find evidence that the school uses this data to make instructional decisions, or to monitor improvement. For example, a school leader stated that the school does not analyze attendance data to monitor student subgroups with low graduation rates. As a result, the school is not able to say whether poor attendance is a factor in the low graduation rates of students, or to put strategies in place to address it. Additionally, the school leaders do not analyze classroom data to check the performance of subgroups of students, or to compare performance across grades or subjects.
- While the school leader shared that she has a system to monitor and evaluate the quality of instruction, the review team did not find evidence of how this information is analyzed or tracked. Therefore, there was no clear evidence to demonstrate how teacher observations are improving instruction or student academic performance.
- While the data team meeting agendas and minutes included information regarding students who are failing one or more classes, there was no evidence of data analysis or interventions put in place to meet the needs and abilities of these students.

Impact Statement:

The lack of a data-driven culture and evidence-based systems limits the school’s ability to make measurable progress toward achieving school-wide goals, and this hinders student growth.

Recommendation:

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

should:

- Work closely with district leaders, and the Data Administrator Institute, to develop expertise in collecting, analyzing, and using data, and in establishing a data-driven school culture to monitor and improve all aspects of school performance, including student achievement.

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

Tenet Rating

D

Debriefing Statement: The school and district leaders have begun to create plans for implementing the Common Core Learning Standards (CCLS). Although some CCLS units have been developed collaboratively, teachers are not developing data-driven lesson plans that are routinely shared with administrators, nor is there consistent monitoring and adjustment of curricula to support the CCLS shifts. There is no school-wide plan to develop interdisciplinary partnerships. Due to inconsistent curricula, and a lack of data-driven lesson planning, there is limited improvement in student outcomes, or a reduction in the achievement gap.

Strengths:

All ratings for this Tenet are either **Developing** or **Ineffective** and, therefore, comments are listed under **Areas for Improvement**.

Areas for Improvement:

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

Overall Finding:

The school leader is beginning to implement a plan of coherent curricula aligned to the CCLS; however, this implementation does not consistently meet the needs of students.

Evidence/Information that Lead to this Finding:

- A review of documents demonstrated that school leaders are introducing the CCLS in all departments. Additionally, the school leader shared that teachers have received training in implementing the instructional shifts. However, the amount of time allocated for collaboration on the CCLS varies across departments. While the school leader has allocated time for the integrated algebra teachers to meet daily to plan and create resources and materials, this is not yet happening in other subjects. For example, the ELA teachers told the review team that they were not meeting each day.
- An analysis of curriculum materials and lesson plans demonstrated that the English language arts (ELA) and integrated algebra curricula align to the CCLS. Additionally, the ELA curriculum includes

specific accommodations and modifications for students with disabilities and students at different ability levels. However, the curricula in science and social studies are not yet aligned to the CCLS, and do not include differentiated instruction.

- Discussions with the school leader and staff demonstrated that the school is at an early stage of introducing new programs to promote college- and career-readiness, including AVID and the Naviance programs.

Impact Statement:

The school's implementation of curricula does not consistently meet the needs of students, and therefore limits student 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:

- Ensure that there are clear expectations for implementing the curriculum and providing differentiated instruction within CCLS aligned units and lessons.
- Ensure that walkthroughs and lesson observations place on the quality of implementation of the CCLS.
- Introduce strategies across the school to share the best practices for implementing the CCLS that are evident in the integrated algebra team.

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

Overall Finding:

Most teachers do not use lesson plans that include DDI protocols and align to the CCLS.

Evidence/Information that Lead to this Finding:

- Teachers had lesson plans in only four of 22 classrooms visited. Furthermore, the school leader and district leaders reported that it is rare for teachers to provide plans when asked to do so. While the integrated algebra team meets daily to write plans aligned to the CCLS, and three social studies teachers used plans that included CCLS strategies, there is little evidence in most subject areas that teachers are developing unit and lesson plans aligned to the CCLS.
- In almost all classrooms visited by the review team, there was no evidence of teachers using data to plan for different groups of students. ELA teachers stated that they have begun to work together to develop scaffolded materials. In a few co-teaching classrooms, teachers incorporated scaffolded skills when working with students with disabilities; however, this work was not seen in most classrooms across the school.
- During a teacher meeting, the integrated algebra team used student data to guide and modify

instructional plans based on student performance. However, there was no evidence that this work is happening across the school.

Impact Statement:

Lack of teacher lesson planning that uses DDI protocols and aligns to the CCLS across classrooms limits student 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:

- Work with district leaders to communicate and implement a clear system of expectations for the development and sharing of lesson plans that are data-driven and align to the CCLS.
- Develop and communicate clear expectations for the use of student data in all departments to modify instructional practices.

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

Overall Finding:

Teachers do not consistently provide interdisciplinary curricula for students in the arts, technology, and other enrichment opportunities.

Evidence/Information that Lead to this Finding:

- The school leader shared that opportunities for teachers to create interdisciplinary curricula that engages students are limited; however, she is developing a plan to address this.
- The school leader stated that there are two interdisciplinary classes taught each year, which include visual storytelling and American studies. However, these classes are the result of informal collaboration between particular teachers, rather than a planned approach. Although, staff and students informed the review team that both courses are popular, the school has not evaluated whether these classes are raising student achievement.
- The master schedule reflects common planning time for the integrated algebra team, who are working with the district math director. However, this practice is not consistent across the school. The school leader stated that the current eight-period school day makes it difficult to identify time for teachers to work together. Although the school leader stated she has begun working on a new schedule to provide common planning time, the new schedule will not be fully in place until next year.

Impact Statement:

Students have limited opportunities to engage in thoughtful cross-curricula activities, and this hinders student

success.

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 comprehensive plan to promote cross-curricula partnerships across departments. Revise the master schedule to provide teachers with more common planning time.

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

Overall Finding:

Teachers do not consistently implement a system for using formative and summative assessments to inform planning or involve students in ownership of their learning.

Evidence/Information that Lead to this Finding:

- While staff provided the review team with summative assessments, the school leader stated that it is difficult to check teacher use of formative assessments, as the district's teacher observation rubric only includes a focus on assessments for the announced observation. Classroom visits conducted by the review team demonstrated that teachers use limited formative assessment during instruction, such as quizzes to check for learning.
- The school leader stated that teachers give students a vocabulary test at the end of each year to assess vocabulary. Additionally, the school leader shared that the school is in the second year of using Measures of Academic Progress (MAPS) to measure the progress of students up to grade 10 in literacy and math. However, the school leader stated that teachers do not consistently use assessment data to inform their instructional plans. In the vertical teacher meeting, some teachers said that they had attended training to help them to use the MAP data. However, others stated that they had not received training and did not receive student achievement data from the prior year to help inform their planning. Further, one teacher stated, "We focus a lot on curriculum writing, but often lose track of students. By grade 11 we are not tracking."
- The school leader stated that a grading procedure document is in place. A document review showed that the procedure describes expectations for grading books, examination procedures, and grade reporting. However, the review team did not find evidence regarding the type of feedback students should receive, other than grades. Most student work reviewed was graded, but did not contain feedback or information regarding why the student had received the given grade. Further, a student reported that the type and quality of feedback they receive from teachers, "depends on which teacher you are with". As a result, feedback does not help students determine their next steps for improvement.

Impact Statement:

A lack of alignment between the curriculum and assessments, as well as feedback that does not provide students with opportunities to improve and take ownership of their learning, hinders 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:

- Work with district leaders and teachers to develop a system for providing feedback to students based on data, which facilitates student ownership of their learning and provides clear guidance about how to improve their work.
- Ensure that all teachers consistently use assessment data to inform their curricular planning.

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
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Debriefing Statement: Instructional practices are inconsistent, and there is little evidence that teachers plan, scaffold learning, provide students with multiple access points, and differentiate to support the academic achievement of all students. Teachers are using formative and summative data inconsistently to inform their instruction and address the gap between what students know and need to know. Teacher practices that promote deep analysis, higher-order thinking, and student engagement are not consistently in place. As a result, the school is not providing high levels of academic instruction, or individualized support, to all subgroups of students.

Strengths:

All ratings for this Tenet are either **Developing** or **Ineffective** and, therefore, comments are listed under **Areas for Improvement**.

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 ensure that instructional practices are organized around lesson plans that address student goals and needs.

Evidence/Information that Lead to this Finding:

- The review team found that while the district and school leaders have provided PD for teachers on differentiated instruction, using data to inform teaching, and instructional strategies for planning to meet the needs of different groups of learners, leaders have not ensured that teachers put these practices into place in their classrooms. Lesson plans were only available for the review team in four out of the 22 classrooms visited, while most teachers stated that they did not have lesson plans. In the two instances where teachers provided a planning book, the lesson plan consisted of a few brief

notes, such as “movie; reading guide (1); reading guide (2).” In 22 classroom visits, the review team did not observe any differentiated planning in general education classrooms. However, the review team did find that the teacher in the 8:1:2 special education classroom differentiated lesson planning and instruction, in order to meet the needs of students. In almost all classrooms visited, teachers assigned students the same task or worksheets, and asked students the same questions. As a result, many students found the work too easy, or too difficult, and were not engaged in learning.

- The review team found little evidence that teachers are lesson planning intervention strategies to ensure that they meet the needs of different groups of students. In addition, teachers are not goal setting for students. Teachers stated that they have not received support and guidance from school leaders in setting long- and short-term goals for students.
- Although school leaders conduct regular observations with feedback to teachers, the review team found that teachers are not putting the recommendations into practice. For example, the school leader stated that teachers do not produce or share lesson plans.

Impact Statement:

The lack of teacher lesson planning limits instructional practices that promote high levels of student engagement and inquiry, which hinders student academic growth.

Recommendation:

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

- Work with district leaders and teachers to ensure that all teachers understand the clear expectations for lesson planning, and ensure that teachers implement the training on instructional practices provided by the district into their classrooms.
- Ensure that teachers develop student goals that provide a blueprint for improvement.
- Engage in conversations with district leaders and teachers to resolve issues around lesson planning so that all teachers plan and use data to inform their planning.
- Improve feedback to teachers after lesson observations, and ensure that teachers implement recommendations to improve instruction.

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

Overall Finding:

Teachers do not provide coherent instruction aligned to the CCLS that leads to multiple points of access for all students.

Evidence/Information that Lead to this Finding:

- During the classroom visits, the review team found that teachers do not ask students higher-order thinking questions. In almost all classrooms, teachers asked low-level questions to the whole class that required a single response and did not ask follow up questions to push student thinking. Additionally, in each classroom a small group of students repeatedly answered questions, while other students sat disengaged from the learning.
- The review team found during the classroom visits that teachers do not provide instructional materials that contain high levels of text complexity. Further, teachers predominately used work sheets and did not differentiate instruction for different learners. Worksheet activities were either low-level, which required student to fill in missing words, or were not scaffolded for students who needed additional support. In co-teaching classes, students with disabilities generally completed tasks with teacher input, but were not provided opportunities to think for themselves or to develop their skills.

Impact Statement:

Low-level instructional practices do not lead to high levels of student engagement and limit student academic growth.

Recommendation:

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

- Provide additional training for teachers on differentiated instruction, higher-order questioning, and adjusting text complexity to meet the needs of different learners.
- Ensure that teachers are implementing this training and are delivering engaging CCLS-aligned lessons.

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:

Teachers do not consistently work together to create a learning environment that is responsive to student needs.

Evidence/Information that Lead to this Finding:

- All students informed the review team that they feel physically safe in school; however, some students stated that they sometimes feel embarrassed to answer questions, or give their views in class, because they feel that teachers and other students judge them.
- The school leader informed the review team that the school is developing systems, such as AVID and PBIS, to provide social and emotional support for some students. In the vertical meeting, teachers

described how behavior support plans are in place for students in the 8:1:2 class, which includes a highly structured classroom environment and positive behavior supports, along with a teacher trained in Therapeutic Crisis Intervention (TCI).

- The review team found that teachers do not consistently create a school environment that is conducive to learning due to their varied responses to student behavior. For example, in the classrooms visited, the review team observed students eating in class, speaking to each other during instruction, and participating in inappropriate displays of affection in both corridors and hallways, which many teachers did not address at all, while others did. The review team found that teacher inconsistency in expectations for behavior results in a lack of clarity for students regarding the boundaries for an appropriate school environment.
- The school leader shared that the school has recently introduced book study groups for teachers to discuss strategies for working with economically disadvantaged students. The school leader stated that the intention of the group is to develop teacher understanding regarding barriers to learning in order to help them adjust their teaching and improve the school's low graduation rate. However, although the book group is in place for teachers, the review team did not find evidence of opportunities for students to share their views, values, and experiences in school.

Impact Statement:

While the school learning environment is physically safe, teachers do not intellectually challenge all students, and inconsistently address behavior, which limits student 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:

- Review and adjust school-wide instructional practice so that students feel intellectually safe and are confident to answer questions and join in discussions.
- Share with all students clear expectations for behavior to ensure that their behavior is conducive to learning.
- Collect and analyze data to evaluate the impact of the new systems to support student behavior in class, and use this information to adjust strategies to meet the particular needs of the students and the school.

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:

Teachers do not use summative and formative data sources to inform their planning or foster student participation in their own learning process.

Evidence/Information that Lead to this Finding:

- The review team did not find evidence to show that teachers use assessment data to group students, differentiate work, or adjust instructional strategies based on data.
- While teachers have been introduced to MAPS for tracking progress in literacy and math up to grade 10, some teachers in the English department stated that they had not received training on how to use it, and did not have access to prior year data. Additionally, the review team found that the MAPS data available is limited and only consists of math and special education information. Further, the review team did not find evidence of teachers using this data to inform grouping, lesson planning, or instructional practices.
- Although teachers gave quizzes in the classrooms visited, there was no evidence of how teachers were using this information to inform instructional practices.
- While teachers collect student work and mark it, the review team did not find evidence that teachers provide students with feedback on their work to foster participation in their own learning process.

Impact Statement:

The lack of timely and purposeful data-based instruction hinders 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:

- Work with district leaders to establish a data-driven culture.
- Provide training for teachers on using data to promote student achievement.
- Closely monitor instruction to ensure that teachers use data to adjust student work and groups.
- Use data to monitor the progress of all subgroups, particularly those with low graduation rates.

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

Debriefing Statement: The school community has developed a culture that is safe and welcoming. The staff is working toward providing additional support for the social and emotional developmental health for some groups of students. However, the school is in the early stages of developing formal systems for addressing the needs of all students. The analysis and use of data to evaluate the impact of interventions is limited. While the school has offered professional development to a select group of staff, and is developing systems to improve student social and emotional developmental health, the needs of all students are not consistently addressed.

Strengths:

All ratings for this Tenet are either **Developing** or **Ineffective** and, therefore, comments are listed under **Areas for Improvement**.

Areas for Improvement:

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

Overall Finding:

The school leader is developing systems to support and sustain student social and emotional developmental health; however, presently these systems do ensure the success of all students.

Evidence/Information that Lead to this Finding:

- The school leader shared that she has recently worked with the district to allocate funds to improve student social and emotional developmental health in order to support some students. For example, the school leader established an 8:1:2 class with an assigned social worker and a teacher trained in therapeutic crisis intervention. Additionally, the school leader was able to allocate funds to invest in setting up PBIS.
- The school leader stated that the school support team meets weekly and supports students and families both in school and through home visits. However, the review team found the support team does not track the referral process to both identify and meet student needs. Parents reported that they find the support team's interventions to manage student behavior reactive. Several students stated that the specialist supports, such as functional behavior analysis, and antecedent behavior consequence charts, helped them manage their behavior in school. However, there was little evidence that staff use data, such as attendance and discipline records, to monitor the effectiveness of these interventions.

Impact Statement:

The school's systems do not consistently address barriers to social and emotional developmental health for all students and hinders student 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:

- Set up clear and consistent systems across the school to manage, and monitor student referrals.
- Establish systems to ensure that data collected is analyzed regularly to determine trends and highlight issues, and use this information for strategic planning and the allocation of resources.

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

families, teachers, and students.

Overall Finding:

The school is developing a vision for social and emotional developmental health aligned to a curriculum and programs to provide students with a safe and healthy school environment.

Evidence/Information that Lead to this Finding:

- The school leader informed the review team that she is developing programs and curricula, such as Prepare and TCI, to support student social and emotional developmental health. Additionally, the school leader stated that some specialist staff, such as the counselor, is working to develop instruction to support social-emotional health. However, not all teachers have received training on these programs. Similarly, while the school leader informed the review team that she has assigned staff to introduce and train teachers on PBIS, this training has not yet taken place.
- The review team found, from discussions with school leaders, and staff, that the school does not consistently ensure that all stakeholders work together to establish an over-arching system of support for students that enables students to articulate a sense of belonging and ownership in their school community.

Impact Statement:

Systems that align to the school's vision for student social emotional health are developing; however, inconsistent training for teachers school-wide, limits student success.

Recommendation:

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

- Evaluate the effectiveness of PD that staff has attended on student social and emotional developmental health, and determine what further training is needed to build capacity.
- Engage the whole school community in establishing and embedding PBIS throughout the school.

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

Overall Finding:

Stakeholders do not consistently work together to develop a common understanding of their contributions in creating a school community that is safe and supports student social and emotional developmental health.

Evidence/Information that Lead to this Finding:

- Parents, staff, and students all articulated clearly to the review team that the school leader has achieved her goal of creating a safe and secure school environment. Teachers in the vertical teacher

meeting said that the safety team and the school leader are responsive and work with teachers when needed. Parents said that their children felt safe and welcome in school. Additionally, they stated that they like the photographic ID checks that the school enforces for all visitors. Similarly, students said they felt safe in school. However, a few students said that they would like to have more teacher visibility in the crowded hallways.

- Some parents praised the support they receive from the school in meeting the needs of their children, while other parents highlighted that teachers do not meet the needs of students with disabilities. Further, parents stated that while the school is responsive if they call, the staff is not pro-active in contacting parent if there are problems.
- The head of the school's parent- teacher association (PTA) stated that the PBIS system was put in place due to a focus group, in which she is involved. She described how the group meets monthly, and is presently working to improve the school's systems to promote student social and emotional developmental health. However, several parents at the meeting stated that it was always the same small group of parents involved in these initiatives, and that few parents outside this group choose to attend.
- Teachers in the vertical teacher meeting stated that they have concerns about the school's strategies for improving attendance, and about whether parents support these strategies. One teacher said, "policies on attendance are weak and follow through is weak. Parent follow up about attendance is poor." The teachers said that there were no consistent classroom rules and that there were inconsistent expectations regarding behavior. Students also shared that teachers manage behavior in different ways across classrooms.

Impact Statement:

Not all school constituents articulate how the school community is a safe learning environment that meets the social and emotional developmental health needs of students, which hinders student success.

Recommendation:

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

- Work with the PTA to develop a plan to involve all parents in supporting the school's procedures to promote student social and emotional developmental health.
- Work with students to draw up class and school rules, and post these around the school. Revisit those rules regularly to ensure that all staff enforces the rules consistently.

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 leader and student support staff do not work together with teachers to use data to respond to student social and emotional developmental health needs.

Evidence/Information that Lead to this Finding:

- The review team did not find evidence of a plan to use data to address student social and emotional developmental health. A review of documents demonstrated that while the school collects data, such as behavior charts, referral data, disciplinary records, and attendance records, there was no analysis of this information or evidence of its use to plan strategies to meet the needs of students.
- While the support staff told the review team that they check the progress of the students they are working with every five weeks by using paper records and quarterly report cards, they do not analyze or use relevant electronic student data that is available. Further, they stated that while they are aware of student discipline information, they do not track or analyze these discipline records. As a result, they are not aware of the relationship between discipline data and student subgroups, and are unable to respond to student needs based on this information.

Impact Statement:

Lack of structures to support the use of data to respond to student social and emotional developmental health needs limits student success.

Recommendation:

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

- Work with district leaders to determine what student social and emotional developmental health data needs to be collected, how to analyze this data, and who will conduct the analysis.
- Create and implement a strategic plan to analyze and use data to organize services and supports to address student social and emotional developmental health, and to track the progress students make in relation to interventions.

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

Debriefing Statement: Families have participated in a number of comprehensive surveys to express their needs and thoughts regarding the district and school. However, the school has not analyzed or used the data from these surveys to inform school improvement. The lack of data-based conversations with all school community stakeholders, including those for whom English is not their first language, hinders a shared responsibility for academic progress and student social and emotional development.

Strengths:

All ratings for this Tenet are either **Developing** or **Ineffective** and, therefore, comments are listed under **Areas for Improvement**.

Areas for Improvement:

6.2 **The school has received a rating of *Developing* 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 leader and staff do not consistently communicate with students and families their high expectations for student academic achievement.

Evidence/Information that Lead to this Finding:

- While 81 percent of parents said that they supported the school's mission in the 2013 parent survey, most parents in the parent meeting were unclear what the mission and vision were, and said that the school did not share the mission and vision with them. Additionally, many parents stated that they were not familiar with the school's priorities for improvement, and many stated that they did not feel that the school supported them in fostering high academic expectations. This was supported in the parent survey, where approximately half of parents indicated that teachers did not tell them regularly how well their children were doing, and approximately one third indicated that teachers did not set high expectations for learning.
- Parents stated that the level of home-school communication is inconsistent among teachers. Additionally, they informed the review team that if parents contact the school with concerns regarding their children's progress, then the school is responsive; however, they stated that parents generally initiate contact, not the school. Further, some parents in the parent meeting stated that teachers do not provide their children with work that is academically challenging.
- The school leader told the review team that there are monthly parent newsletters, bi-annual parent teacher conferences, open house meetings, and a freshmen orientation night for parents. However, in the parent survey, 68 percent were not satisfied with the opportunities for parent participation that the school provides, and 39 percent of parents disagreed that school leaders seek parent input on how best to meet student needs.

Impact Statement:

The relationship between families and the school does not consistently contribute to the needs of all students, which hinders student 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:

- Work with parents to establish better systems of communication between the home and school.
- Establish opportunities to share the school's expectations for students with parents, and to equip them to support their children in reaching those expectations.

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 does not engage in effective planning and reciprocal communication with families and community stakeholders to support student needs.

Evidence/Information that Lead to this Finding:

- The school leader and staff shared that the school uses its website and emails to share information with parents. However, parents told the review team that a large number of families do not have access to the internet. Additionally, the review team found that the school does not translate the information on the website and emails into any languages other than English. This means that parents who are unable to communicate in English have restricted access to communication from the school. Further, parents reported that they have difficulties contacting teachers by telephone, as there are delays in teachers picking up their messages and responding.
- The school leader stated that the school could arrange Spanish translation for IEP meetings, but that the school does not provide translation services for open house or parent-teacher meetings. A document review showed that while the school translates attendance letters into Spanish, the school does not translate any other documents. Further, the review team found that the school has not determined which other languages are spoken by families apart from Spanish.

Impact Statement:

A lack of reciprocal communication limits parent's ability to support their children's progress, which hinders student 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:

- Conduct a parent survey to ascertain which families require translated communication, and to determine the languages spoken.
- Work with district leaders to ensure that the school can access appropriate translation services.
- Ensure that all written communication is translated into pertinent languages, and that translation is provided for meetings with parents who are unable to communicate in English.
- Review procedures to ensure that teachers are able to receive, and respond to, telephone messages from parents quickly.

6.4 **The school has received a rating of *Developing* 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 community has limited partnerships with families and community agencies to provide training to support student success.

Evidence/Information that Lead to this Finding:

- The school leader shared that there has been no training to support and develop teacher capacity in building home-school partnerships, but is in the process of developing a plan to address this need. While the school leader shared that counselors participated in the Dutchess County Building Bridges initiative to strengthen partnerships between schools, families, and community agencies, the review team found limited evidence that the school is using this initiative to develop home-school and community partnerships.
- Parents stated that the school has organized some meetings to help them understand the CCLS; however, they stated that they are unclear of the school's strategies for improving student achievement using these standards. Additionally, parents shared that the school newsletter contains brief guidance to help them to understand the CCLS. The school leader stated that she recognizes the need to offer more support to parents to enable them to support their children's academic achievement.
- Parents shared that the school is providing them with limited information and guidance on the college application process, that the information provided is too late, and that they often have to find the information themselves.

Impact Statement:

The lack of partnerships between the school, families, and community agencies to provide training to support student success, hinders student academic growth.

Recommendation:

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

- Develop the Building Bridges initiative to ensure that all staff has the skills to develop partnerships with parents.
- Ensure that parents are provided with training and necessary information in a timely manner, to enable them to support their children's achievement and college preparation.

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 share data in a way that promotes dialogue with parents in order to empower families to advocate for appropriate services for their children.

Evidence/Information that Lead to this Finding:

- The school leader shared that she has difficulty using data. As a result, the review team found limited evidence regarding what data the school collects and analyzes, and how they share this information with parents.
- In the support team meeting, counselors stated that they look at discipline data, but do not track discipline records or have systems to share this data with parents. One school support staff stated, "I am not a computer person. I have handwritten notes and review past grades."
- Parents shared that they are concerned that the school does not provide them with their children's mid-term grades, and that they need to contact school in order to receive test results. Further, 51 percent of parents in the parent survey indicated that they do not feel that the school regularly informs them about how their children are doing, 73 percent disagreed that their child's grades were a good indicator of progress at school, and 85 percent said that they did not understand how the school assigns grades.

Impact Statement:

The school community does not empower families to take action to support their children's learning, which limits 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:

- Collect and analyze data in relation to student academic achievement, and social emotional health, and share it with parents in a way that enables parents to understand the data, and use it to advocate for services for their children.