



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

**DIAGNOSTIC TOOL FOR SCHOOL AND DISTRICT EFFECTIVENESS (DTSDE)**



<b>BEDS Code</b>	421800010040
<b>School Name</b>	Henninger High School
<b>School Address</b>	600 Robinson Street
<b>District Name</b>	Syracuse City School District
<b>School Leader</b>	Robert A. DiFlorio
<b>Dates of Review</b>	October 7 – 8, 2014
<b>School Accountability Status</b>	Priority School
<b>Type of Review</b>	SED Integrated Intervention Team (IIT)

## School Information Sheet

School Configuration (2014-15 data)			
Grade Configuration	9-12	Total Enrollment	1624
SIG Recipient			
Types and Number of English Language Learner Classes (2014-15)			
# Transitional Bilingual	0	# Dual Language	0
# Self-Contained English as a Second Language		0	
Types and Number of Special Education Classes (2014-15)			
# Special Classes	18	# SETSS	NP
# Integrated Collaborative Teaching		0	
Types and Number of Special Classes (2014-15)			
# Visual Arts	3	# Music	1
# Drama		0	
# Foreign Language	4	# Dance	0
# CTE		11	
School Composition (most recent data)			
% Title I Population		NP	% Attendance Rate
			90.0%
% Free Lunch		74.0%	% Reduced Lunch
			8.1%
% Limited English Proficient		11.7%	% Students with Disabilities
			20.0%
Racial/Ethnic Origin (most recent data)			
% American Indian or Alaska Native		1.6%	% Black or African American
			39.3%
% Hispanic or Latino		11.8%	% Asian or Native Hawaiian/Pacific Islander
			9.4%
% White		34%	% Multi-Racial
			4.1%
Personnel (most recent data)			
Years Principal Assigned to School		3	# of Assistant Principals
			5
# of Deans		0	# of Counselors/Social Workers
			13
% of Teachers with No Valid Teaching Certificate		0	% Teaching Out of Certification
			1%
% Teaching with Fewer Than 3 Years of Experience		6%	Average Teacher Absences
			11.6%
Student Performance for Elementary and Middle Schools (2013-14)			
ELA Performance at levels 3 & 4		61%	Mathematics Performance at levels 3 & 4
			59%
Science Performance at levels 3 & 4 (4th Grade)		63%	Science Performance at levels 3 & 4 (8th Grade)
			45%
Student Performance for High Schools (2013-14)			
ELA Performance at levels 3 & 4		56%	Mathematics Performance at levels 3 & 4
			49%
Credit Accumulation High Schools Only (2013-14)			
% of 1st year students who earned 10+ credits		3.3%	% of 2nd year students who earned 10+ credits
			58.1%
% of 3rd year students who earned 10+ credits		83.5%	4 Year Graduation Rate
			53.0%
6 Year Graduation Rate		59.5%	
Overall NYSED Accountability Status (2013-14)			
Reward		Recognition	
In Good Standing		Local Assistance Plan	
Focus District	X	Focus School Identified by a Focus District	
Priority School	X		

Met Adequate Yearly Progress (AYP) in ELA (2012-13)			
American Indian or Alaska Native		Black or African American	
Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander	
White		Multi-Racial	
Students with Disabilities		Limited English Proficient	
Economically Disadvantaged			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)			
American Indian or Alaska Native		Black or African American	
Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander	
White		Multi-Racial	
Students with Disabilities		Limited English Proficient	
Economically Disadvantaged			
Met Adequate Yearly Progress (AYP) in Science (2012-13)			
American Indian or Alaska Native		Black or African American	
Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander	
White		Multi-Racial	
Students with Disabilities		Limited English Proficient	
Economically Disadvantaged			

NP = Not Provided

**SCHOOL PRIORITIES AS WRITTEN BY THE SCHOOL:**

1. The Henninger High School is community is committed to collaborating to achieve individual excellence and academic growth for all students.
2. We will strive to become a National Blue Ribbon School.
3. Henninger is a strong academic community where students build confidence to be college and career ready.
4. All students are active learners engaged in meaningful learning experiences that promote mutual respect, trust and character.

**Information about the review**

- The review was co-led by an Outside Educational Expert (OEE) and a representative from the New York State Education Department. The team included a district representative, a district-selected OEE, and a Special Education School Improvement Specialist (SEIS) representative
- The review team visited a total of 52 classrooms during the two-day review.
- Reviewers conducted focus groups with students, staff, and parents.
- Reviewers examined documents provided by the school, including curriculum maps, lesson plans, school-wide data, teacher feedback, and student work.
- The school did not conduct a staff or student survey.

**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	
<b>OVERALL RATING FOR TENET 2:</b>				<b>D</b>	

**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
<b>OVERALL RATING FOR TENET 3:</b>				<b>D</b>	

**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
<b>OVERALL RATING FOR TENET 4:</b>				<b>D</b>	

**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	
<b>OVERALL RATING FOR TENET 5:</b>				<b>D</b>	

**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	
<b>OVERALL RATING FOR TENET 6:</b>				<b>D</b>	

**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**

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

- The school leader has worked collaboratively with representatives of students, parents, and staff to review and develop a school-wide mission. Priorities include improving student graduation rates, Regents exam results, and becoming a National Blue Ribbon School. While posted in student books, classrooms, common areas, and the school's website, the goals are not written as Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals and do not show how the school will take action and measure their progress towards achieving the outcomes. While staff and students state they are clear about the goals, the review team found that parents were not able to articulate the goals and stated that they are unclear how families can support sustained improvement.
- The school leader has made strategic decisions to bring about school improvement, such as creating teams to oversee and guide the school's work. For example, the school leader created Professional Learning Communities (PLCs) focused on developing teacher instructional planning aligned with the Common Core Learning Standards (CCLS), a school discipline/climate team to create and implement the school's discipline plan and promote positive behavior, and a school intervention team to review data and identify students in need of interventions. The school leader has also introduced various programs, such as the Hillside Scholarship, Liberty Partnership, and an extended day Learning Project, to increase student success. However, rigorous school-wide systems are not in place to monitor the effectiveness and impact of these teams and initiatives.
- Although the school leader has implemented a classroom observation schedule aligned to the district's Annual Professional Performance Review (APPR), the review team found that instruction aligned the CCLS and modified to meet the needs of students was not consistent across classrooms. While feedback to teachers is documented and identifies weak areas and Professional Development (PD) is provided, discussions with school leaders, teachers, classroom visits, and a review of lesson plans demonstrated that teachers do not consistently implement recommendations for improvement into instructional practice. In addition, the review team found that while the school leader stated that he made the strategic decision to assign instructional coaches to work with individual teachers, there is limited evidence of the impact this decision is having on instructional practices.
- The school leader has introduced new initiatives, systems, and structures to examine and improve school-wide practices. As a result, the school collects student data, including benchmark assessments, Regents exams, graduation, attendance, and suspension rates, which demonstrate that assessment levels, graduation, and attendance rates have increased over the past three years. However, the different groups and systems for collecting data are not cohesive, which limits the school's ability to identify and monitor areas for improvement consistently across the school. In addition, the school leader does not consistently monitor improvement efforts toward school goals.

**Recommendation:**

- Assign clear responsibilities and lines of accountability to leaders, coaches, and teams to devise, implement, and evaluate strategies put in place to improve achievement, instruction, and other key

aspects of the school's performance.

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

**Tenet Rating**

**D**

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

- The school leader reported that teachers administer benchmark assessments and use the data to adjust their unit plans. However, the Integrated Intervention Team (IIT) found little evidence that teachers use data from assessments to adapt planning or share formative assessments with students and their families. Documents reviewed, such as unit and lesson plans, did not demonstrate modified curriculum or specific intervention for students. In most cases, teachers shared that they reteach the same lesson using the same material with students that struggled with understanding concepts. Students and parents stated that teachers do not consistently grade student work and the review team found limited evidence of teacher feedback to students based on data.
- The school leader is developing a plan to support the implementation of a curriculum aligned to the CCLS, but the implementation across the school is inconsistent. Teachers have access to data and assessments aligned to the CCLS to inform their planning, but the review team found limited evidence of teachers using data to inform curricular decisions. While the leader shared the four critical non-negotiable questions that he expects all staff to use when planning instruction, the review team found inconsistent evidence of unit and lesson plans that addressed these questions or aligned to the CCLS.
- The school leader reported that teachers meet in their PLCs every fourth day to discuss student data and progress; however, during a math PLC the review team found that teachers discussed what they had taught and what they would teach next, but did not analyze student data or discuss student progress. Teachers shared that school leaders encourage them to attend PD, review minutes from PLCs, Vertical Teaching Groups, and lesson plans, and encourage teachers to share best practices in regard to differentiated instruction. However, the review team found inconsistent evidence of differentiated instruction, the use of complex materials, or higher-order questioning are across classrooms.
- Although teachers are provided with opportunities to collaborate and plan interdisciplinary curricula, the IIT found inconsistent evidence of interdisciplinary planning that targets the arts, technology, and other enrichment opportunities across the school. There is an after-school program for 100 students to catch up on work and gain college credits.

**Recommendation:**

- Develop, implement, and monitor a plan geared to improve curriculum planning to meet the needs of all students.
- Ensure teachers consistently implement unit and lesson plans aligned to the CCLS across the school that is data-based.
- Ensure teachers ask students higher-order questions and provide students with data-based feedback.

<b>Tenet 4 - Teacher Practices and Decisions:</b> 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.	<b>Tenet Rating</b>	<b>D</b>
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The school has received a rating of ***Developing*** for Tenet 4 – Teacher Practices and Decisions.

- The IIT found inconsistent evidence of teachers adjusting their lesson plans or instructional practices to meet student needs based on data. Student work demonstrated limited evidence of clear and concise teacher feedback that included specific comments and guidance to help students improve their work. Parents and students reported that progress reports mainly focused on student grades, participation, homework, and test scores, but did not provide specific academic goals.
- The school leader has conversations with teachers about using data to inform lesson plans, but classroom visits and a review of lesson plans demonstrated that teachers do not consistently use data to meet the needs of students across classrooms. Most instruction during classroom visits was whole class with few opportunities for students to work in small groups or partnerships. While teachers shared learning objectives with students, they did not consistently check student understanding throughout instruction. While a few teachers asked students higher-order questions, most questions required single word responses and there was limited evidence of differentiation or scaffolding of instruction to meet student needs.
- The school is working toward developing an intellectually safe learning environment, but this environment does not consistently meet the needs of all students. There was little evidence of teachers modifying instruction to meet the different learning styles of students or to actively engage students in learning. Students shared that some students are comfortable answering questions in class while others are concerned with being laughed at if they get the wrong answer. The review team found limited evidence of opportunities for students to share their views and perspectives.
- The review team found that some additional support is provided for students, such as a peer-tutoring program for English language learners (ELL) and co-teaching classrooms. However, the review team found that while self-contained special education classrooms demonstrated evidence of teachers using student goals to modify instruction, this was not consistent in other classrooms across the school.

**Recommendation:**

- Ensure teachers adapt planning and differentiate instruction to meet the needs of all students and provide students actionable and timely feedback to help students take ownership of their learning.

<b>Tenet 5 - Student Social and Emotional Developmental Health:</b> 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.	<b>Tenet Rating</b>	<b>D</b>
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The school has received a rating of ***Developing*** for Tenet 5 – Student Social and Emotional Developmental Health.

- The school leader is developing structures, such as the discipline/climate team, to address the barriers

to student social and emotional developmental health. While the discipline/climate team is beginning to create a school-wide plan to identify student needs and gather evidence on referrals, behavior, and interventions, the review team found inconsistent evidence for how the school leader is monitoring systems to ensure that all student needs are met. Data is collected to track student attendance, which demonstrates improvement over the last three years. While the school has recently switched from a Positive Behavioral Intervention System (PBIS) to the new district code of conduct, the review team found that staff does not consistently monitor student behavior across the school. For example, during classroom visits, some students used inappropriate language, cellphones, headphones, and were sleeping during class; however, teachers did not consistently address this behavior, and sometimes ignored these actions. Students reported that while they do not have a designated adult to go to, they could talk to an adult if they had any concerns.

- The school leader has introduced programs to support student social and emotional developmental health. For example, an accredited online course focused on improving student skills and after-school classes to help students earn credits toward graduation. Students shared that both programs allow students to catch up on work and to build their self-esteem within a small group setting. The school leader recently implemented a program where upper classmen peer-mentor freshmen and students shared that they developed a website and YouTube videos. However, the student service support team (SSST) did not provide data to demonstrate the impact of these programs in meeting student needs.
- Although guidance counselors work with students and families, the SSST reported that there is no formal standardized process for student referrals in place. Parents stated that some families are unaware of available services to support student needs.
- The SSST meets with school leaders bi-weekly to review individual student attendance, referrals, and progress data. However, the SSST shared they do not consistently work with teachers to use data to support student social and emotional developmental health needs. The school leader shared that through an analysis of data he discovered that the school predominately provided support for senior students and subsequently used this information to make adjustments to meet the needs of more students.

**Recommendation:**

- Develop and articulate a vision for supporting the social and emotional needs of all students and address the barriers students face in achieving academic and social success.
- Develop a system of referral and ensure that programs are evaluated based on data to ensure student needs are met.

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

**Tenet Rating**

**D**

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

- The school leader communicates with parents through parent-teacher conferences, monthly newsletters, robo calls, e-school, the website, and home visits. Although parents stated the school's

academic expectations were shared during the open house, they reported that families did not always understand these expectations, which limits their ability to support student achievement.

- Parents reported that written communication is not consistently translated, although translators are provided at school meetings. Further, parents stated that teachers do not consistently engage in reciprocal communication with families and this limits the ability of parents to support student success.
- Parents shared that they feel welcome in the school, but that few parents participate in school events and meetings. The Parent Teacher Association asked parents to suggest what they would like to learn more about in order to support their children. The school encourages parents to attend a Saturday academy to develop technology skills and to attend Parent University to develop skills to support their children. Parents and teachers shared that there are few opportunities offered to strengthen home-school partnerships, such as formal training, or guidance for parents to develop strategies to support student success.
- While parents can access grades, attendance, and behavior data using e-school, the parent group reported that the information on e-school is not consistently updated. Events, such as student conferences, parent-teacher conferences, and senior certification dinners help keep parents informed about what is happening in school and about their children's progress. However, parents reported that not all families understand the school's referral process or understand how to request intervention services for their children. The school leader shared that the school is developing its methods for providing information to parents to empower families to access appropriate support services for their children.

**Recommendation:**

- Ensure information on e-school is consistently updated.
- Ensure the school shares data with parents in a way that empowers families to support student success.
- Develop initiatives for parents and staff to work together to support student growth.