



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

DIAGNOSTIC TOOL FOR SCHOOL AND DISTRICT EFFECTIVENESS (DTSDE)



BEDS Code	14260130026
School Name	Kenmore West Senior High School
School Address	3 Highland Parkway, Buffalo, NY 14223
District Name	Kenmore Tonawanda UFSD
School Leader	Dean Johnson
Dates of Review	13 -15 May 2014
School Accountability Status	Focus School
Type of Review	SED Integrated Intervention Team (IIT)

School Information Sheet												
Grade Configuration	9-12	Total Enrollment	1310	SIG Recipient	<input type="checkbox"/>	Title 1 Population	NP	Attendance Rate	92.47 %			
Free Lunch	28%	Reduced Lunch	11 %				Limited English Proficient	1%	Students with Disabilities	18%		
Number of English Language Learner Classes												
#Transitional Bilingual	18		#Dual Language									
Number of Special Education Classes												
#Self-Contained	20		#Consultant Teaching			#Integrated Collaborative Teaching				70		
#Resource Room	43											
Number of Special Classes												
#Visual Arts	11	#Music	6	#Drama	5	#Foreign Language	21	#Dance	0	#CTE		
Racial/Ethnic Origin												
American Indian or Alaska Native	1.0%	Black or African American	6.0%	Hispanic or Latino	5.0%	Asian or Native Hawaiian/Other Pacific Islander	1.0%	White	85%	Multi-racial	2%	
Personnel												
Years Principal Assigned to School	3		# of Assistant Principals	2		# of Deans	7		# of Counselors / Social Workers		6/0	
Teachers with No Valid Teaching Certificate	0%		Teaching Out of Certification	0%		Teaching with Fewer Than 3 Yrs. of Exp.	2%		Average Teacher Absences		8%	
Credit Accumulation (High School Only) and Performance Rates												
% of 1 st yr. students who earned 10+ credits	NP		% of 2 nd yr. students who earned 10+ credits	NP		% of 3 rd yr. students who earned 10+ credits	NP		4 Year Graduation Rate		NP	
ELA Performance at levels 3 & 4			Mathematics Performance at levels 3 & 4			Science Performance at levels 3 & 4			6 Year Graduation Rate		NP	

NP = Not Provided

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
	White		Multi-racial
	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:			
<ol style="list-style-type: none"> 1. Observable student learning objectives 2. Higher-order thinking skills 3. Charlotte Danielson's Look Fors 4. Common Core Instructional Shifts 5. Positive student and community relationships. 			

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:				D	

Tenet 5 - Student Social and Emotional Developmental Health: The school community identifies, promotes, and supports social and emotional development by designing systems and experiences that lead to healthy relationships and a safe, respectful environment that is conducive to learning for all constituents.

#	Statement of Practice	H	E	D	I
5.2	The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.			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
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6.2	The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.			X	
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.			X	
6.4	The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.			X	
6.5	The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.			X	
OVERALL RATING FOR TENET 6:				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 vision for academic improvement is articulated through the School Comprehensive Education Plan (SCEP) and the document entitled the Big 5 Priorities. The school leader promotes and encourages the school staff to apply systems and structures based on analysis of school-wide practices; however, the SMART goals are not successfully shared with all members of the school community. Consequently, not all stakeholders are aware of the priorities for school improvement.

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 leaders collaborate with the district leaders to recruit qualified personnel for all positions. The specific emphasis of the school leaders is aligning all school resources to support programs that will improve the academic achievement of all subgroups. In line with anticipated outcomes, graduation rate increased during the last academic year.

Evidence/Information that Lead to this Finding:

- Discussions with the school leader indicate that he collaborates with the district staff to recruit personnel. The school leader, for example, focuses on distinguishing characteristics necessary for the position. Then, district staff follows through by advertising the vacancies. Positions are filled when the school leader conducts the interviews and selects the staff that is the best match for the school. Along with the district leaders, who ultimately make the fiscal decisions, the school leader focuses highly on the impact all resources make on student achievement.
- The extended-learning program enables students from all ability levels to focus on improving their learning and achievement. During this time, any student can work with teachers or use the period to do homework in a quiet situation. In addition, students are able to focus on an on-line electronic program called Credit Recovery, which allows them to develop specific skills, knowledge and understanding in all subjects and has a home-school link so they can work wherever they are. A summer school, held annually, focuses positively on those students who are graduating. As a result, graduation rates improved for students during the last academic year, particularly for those of Black or African American origin.

Impact Statement:

The school leader sets clear direction with teachers and other administrators to develop a shared understanding about the school vision. The teachers know and work together with students to improve their academic achievement. As a result, the school leaders and staff promote a culture of success for all students.

Areas for Improvement:

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

Although the school's SMART goals have been developed with input from stakeholders, they have not been successfully shared so that they are known by all staff, students and parents.

Evidence/Information that Lead to this Finding:

- School development planning shows that although a representative of stakeholders are involved in the identification of SMART goals, discussions with students and parents and some staff indicate that not all are familiar with what the school is working towards.
- School development planning, including the SCEP and the Big 5 Priorities document, focuses in detail on using data to improve student achievement, instructional practices and aligning the curricula to the Common Core Learning Standards (CCLS). However, progress towards these goals is hindered, at times, due to inconsistencies in the delivery of instructional practices.
- Discussions with the school leader show that there are regular opportunities for the school leaders and stakeholders to monitor and evaluate progress towards the school's SMART goals. The school leader acknowledges that progress is more rapid towards some than others.

Impact Statement:

Despite the school leader sharing with stakeholders SMART goals which focus on school improvement, not all of them fully understand what the school is working towards or the progress the school is making towards meeting its SMART goals. This hinders the school's progress towards reaching said goals.

Recommendation:

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

- Improve the system in which stakeholders are informed of the progress the school is making towards reaching its goals so that all stakeholders are aware of what the SMART goals are and then can assist in helping to reach them.

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 leaders create an observation plan/template that has been carefully aligned to the district's APPR plan. Teachers are regularly observed formally with periodic walkthroughs by school leaders and specialist consultants. All teachers are given feedback and some receive actionable feedback to provide an opportunity for improvement.

Evidence/Information that Lead to this Finding:

- A document review and discussions with the school leader and teachers shows that the school works to a plan that is aligned to the district's APPR plan and that all teachers receive formal and informal observations. The school leaders use an electronic program to record written feedback and teachers, if they wish, can then attach an electronic comment. In addition, all teachers are said to receive verbal feedback.
- Documentation shows that feedback is aligned to established criteria, and gives some teachers information on what they need to do to improve. However, feedback is not always timely and does not make clear on how long leaders expect teachers to take to address the issues identified to improve their practices. In addition, school leaders show too little focus on improving the effective and highly effectively teachers
- The school provides a comprehensive plan that includes an array of PD to support the needs of all teachers. Through monitoring this plan, by looking at information from teacher observations, whole-school data and teachers' comments on previous PD they have taken part in, leaders in school and the district are guided to develop further relevant and supportive PD topics and opportunities for staff.

Impact Statement:

All teachers do not receive credible actionable feedback with examples and accurate data focusing on the practice they need to continue or change. As a result some teacher does not know how to improve their classroom practices to increase 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 all teachers receive timely, actionable feedback to enable them to improve their instructional practices.
- Ensure that the highly effective/effective teachers feel appreciated and rewarded by supporting their efforts. Create opportunities for them to use their skills to support their peers and build rapport with less effective teachers.

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

There are currently limited and developing evidenced-based systems to consistently examine the extent to which the school is making progress toward its school-wide goals outlined in the SCEP.

Evidence/Information that Lead to this Finding:

- Discussions with the school leader and staff and a document review, particularly of those relating to school improvement, indicate that the school leader and specialist consultants are monitoring and evaluating instructional practices as they focus on student achievement. For example, a consistent format for planning has been adopted by all teachers and a “Look For” sheet has been devised which gives teachers pointers on what to focus on when planning and delivering lessons. However, although the “Look For” sheet identifies the need to focus on differentiation during instruction, this is not always transferred to teachers’ planning or their instructional practices. In some lessons, the lack of a focus on activities to meet the needs of all students impacts negatively on the achievement of some students.
- School leaders and specialist consultants do not have an evidenced-based system to examine and consistently modify the curriculum to address the needs of all students. Classroom visits indicate that some students, including those with disabilities, are visibly distressed when they are given the same activities as their classmates because they are too challenging for them and the support they receive is not always adequate.
- The monitoring of issues relating to student social and emotional developmental health has weaknesses, at times. A few students spoke of teachers dismissing their questions because they are more concerned with getting through the planned lesson than developing student skills, knowledge and understanding. Others spoke of some students not really having a good time at school because they are bullied. Teacher and member of the support staff did not make mention of these issues in the school. The monitoring of whether the learning environment is completely intellectually and physically safe has weaknesses.

Impact Statement:

There are no evidenced-based systems to make assessments and interventions into school practices so that school leaders and staff can work together to monitor the work of the school. Some attempts are being made to monitor instructional practices, but the strategies are not consistent with teacher planning and decision making. As a result the school is not making measurable progress toward meeting all school-wide goals to improve the academic achievement of all students.

Recommendation:

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

- Improve the way leaders monitor and evaluate through, for example, rigorous observation procedures, how well the school is performing especially with regard to the quality of instruction offered, and

whether the learning environment is intellectually and physically safe or whether the students learn in a safe and healthy school community.

- Empower the school leadership team to conduct walkthroughs and develop the SCEP for school improvement by critically looking at the evidence and sharing findings with the school community.
- Involve the school community in identifying solutions and creating an action plan for every need and continually work with the plan and share progress with all stakeholders.
- Monitor the progress through periodic assessments and reflections and share step by step development with the school community.
- Create a data inquiring team with an assigned data specialist who collects interdisciplinary data, analyses and shares information with the school on types of school data collected, and data trends.

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 uses the ELA and math modules to implement curricula and instruction aligned to the Common Core Learning Standards (CCLS). There are a few examples of teachers delivering interdisciplinary curricula but these are more prominent in some programs than other. However, not all teachers adjust curricula to challenge all students or provide supportive feedback to their students. AS a result, the students do not experience rigorous and coherent curricula that prepare them for college and careers.

Strengths:

All ratings for this tenet are **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:

Teachers are given training and meeting time to discuss issues relating to the implementation of CCLS curricula and instructional shifts in their instruction. However, there are weaknesses in the monitoring of these systems because students do not always receive curricula, which address their specific achievement needs.

Evidence/Information that Lead to this Finding:

- Discussions with the school leader and staff indicate that everyone is working to develop their understanding of aligning the curriculum to CCLS and instructional shifts during their instructional

practices of teachers. There is a comprehensive calendar for PD, which is constantly being updated. All teachers are provided with access to PD training and support which focuses on the importance of aligning curricula to CCLS across all subjects. However, classroom visits show that although teachers are encouraged to develop curricula that are aligned to CCLS and the instructional shifts, practice is inconsistent throughout the school. The best practice is in English language arts (ELA) and math because, in these subject areas, teachers have started to use modules which are aligned to CCLS.

- Lesson planning is consistent in that it shows prompts to remind teachers what is expected in relation to aligning curricula to CCLS and to plan for instructional shifts. Classroom visits show that instructional shifts are evident in some ELA and math instruction and at times in social studies and science. In other classrooms, the reviewers saw evidence of best practices to tailor to the learning needs and abilities of all students, but this is inconsistent across the school. In some classes, every student, regardless of the ability level, is assigned the same activity and, as a result, some students find the activity too easy while others struggle to understand the learning. Discussions with teachers indicate that curriculum planning and implementation is not monitored on a regular basis by school leaders and this prevents weaknesses being identified and strategies for improvement put in place.
- Discussions with the senior leader and teachers indicate that long-term targeted goals are identified for students. However, students who spoke to the review team were unsure of any goals that they may have. Lesson plans contain learning objectives, which some teachers talk about as being goals during the lesson. The promotion of learning objectives during instruction is better in some classes than others. For example, in a grade eleven IB English class, the teacher promoted the learning objective continually and indicated to the students at the end of the lesson that they had achieved their goal. In some other lessons, students were confused with the focus of their learning because the learning objective, although written in the planning, was not promoted during the lesson.

Impact Statement:

Leaders are not successfully checking that curricula is adapted to meet the needs of students, and teachers are not maximizing the use of targeted goals for students in order to improve achievement. Consequently, the CCLS curricula are not fully implemented across the school to provide the optimal opportunities for students to be college- and career- ready.

Recommendation:

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

- Improve systems to monitor the curriculum to ensure that students receive curricula that are aligned to CCLS and to ensure that teachers meet the needs of all students by using specific and targeted goals to help match work more accurately to the stage students are at rather than their age.
- Continue to provide PD for all staff to increase understanding about aligning the curricula to CCLS standards and ensure that the practice of implementing CCLS curricula and integrating the CCLS instructional shifts are part of the instructional vision.
- Monitor classroom instruction to ensure that teachers are using CCLS aligned lesson plans and

providing for all ability levels, at every grade level and, in all subjects

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

Overall Finding:

The quality of instructional practices and protocols aligned to CCLS is variable. Although all teachers collect performance data on students, not all teachers use it to ensure that curricula addresses student achievement needs or promotes higher-order thinking skills. The necessary supports are not always provided for all groups of students across grades and core content areas.

Evidence/Information that Lead to this Finding:

- A document review and discussions with the school leader and teachers show that all teachers develop lesson plans collaboratively using a common template and collect performance data on their students from assessments which they undertake regularly during lessons. However, not all teachers use this performance data to plan or deliver instructional practices that focus on the achievement needs of all students. Except for ELA and math, the alignment of the curriculum to CCLS within grades and between subject areas is variable.
- Classroom visits indicate that teachers do not consistently expect students to develop their higher-order thinking skills. For example, the questions asked by teachers often require only one- or two-word answers and do not enable students to reflect, think and develop their understanding. When higher-order thinking questions are promoted well, students are given time to think and then articulate their answers referring to evidence to support their answers. In addition, planning does not consistently refer to the use of rubrics complex learning materials to challenge and engage students.
- Discussions with students and classroom visits show that monitoring of the curriculum is not thorough enough. Curricula are not always adjusted to meet student achievement needs. As a result, some students find the work they are given too difficult and struggle with it while others are not suitably challenged.

Impact Statement:

There is an inconsistent approach to using performance data, from assessments, to inform teachers' planning and delivery of instruction and to develop higher-order thinking skills. As a result, student growth in meeting the demands of CCLS leading to improvement in achievement is sometimes hindered.

Recommendation:

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

- Monitor the curricula more thoroughly to ensure that teachers use data from assessments to adjust curricula to address student achievement needs and promote higher-order thinking skills, for all

students during lessons.

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:

Some programs, which students follow, such as the IB have built in collaboration components and promote cross-curricular activities. The school leader is developing a plan to expand this model in other areas. Currently, lesson planning does not focus on interdisciplinary curricula. Opportunities are frequently missed during lessons to promote and develop interdisciplinary curricula.

Evidence/Information that Lead to this Finding:

- Curriculum documentation shows that some programs which students follow such as The International Baccalaureate (IB) have many opportunities to allow students to link subjects such as ELA, social studies and science together to increase their ability to be academically successful. Visits to classrooms show that teachers, do not generally plan or deliver interdisciplinary curricula, which target the arts, technology and other enrichment activities when teaching many classes including Regents and co-teaching lessons.
- Teachers say that there is some discussion taking place among some teachers to develop interdisciplinary curricula across grades and subjects, but there were only one or two isolated examples observed during the review of teachers linking subjects together in lessons. For example, in a science lesson, there were links between literacy and science when students read a text to learn more about the different characteristics between a human and sheep's brain, before dissecting a sheep's skull.

Impact Statement:

Missed opportunities for some students to engage in cross-curricular activities that are clearly identified in teachers' planning and delivery of instruction, limit students' ability to link and consolidate learning and to practice skills across a range of subjects. This in turn limits their ability to be academically successful.

Recommendation:

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

- Ensure that the school leader and staff work together to develop interdisciplinary curricula which partners the arts, technology and other enrichment activities and then ensure that opportunities for all students are documented in lesson planning and followed through during instruction.

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, throughout the school, are beginning to use data to place students into smaller groups to aid learning. However, teachers do not consistently use assessment data to devise ability groups within their classes, adjust curricula to improve student achievement or involve students in their own learning.

Evidence/Information that Lead to this Finding:

- Leaders and some teachers analyze data that they gain from assessment information. Visits to classrooms indicated that in the most successful lessons, information from assessments is used to plan and deliver instruction and activities which are matched to the different needs and abilities of the students. This leads to improved student achievement. However, when all students are given the same task, learning is limited for some students who either find the task too easy or too challenging.
- Teachers do not always use the knowledge they have gained from previous assessments to support the delivery of differentiated instruction. Students themselves say that they often want to ask questions but are told to wait until the end of the lesson and then are told that there is no time left.
- Classroom visits show that data is used to make some curricular decisions such as when students with disabilities are taught together in a small group. They all have Individual Education Plans (IEPs) which contain targets specific to their needs, which have been devised from analyzing data. However, this analysis is not maximized because staff, do not always promotes these targets during instruction. In addition, when students with disabilities are being co-taught, in a mixed ability class with an extra teacher, they are generally given the same work as the other students. A few, then, find the activities too difficult and work at frustration level despite the support being given.
- The feedback which students receive from their teachers is variable. Classroom observations and discussions with students indicate that individual students receive supportive and informative feedback and whole class feedback gives clear advice on what is needed to improve. However, this is inconsistent from class to class and on-going feedback during instruction is often brief and not informative. There is some evidence of students taking ownership of their own learning when students are working within the IB program. Generally students have limited opportunities to be involved in their own learning.

Impact Statement:

Due to inconsistencies across subjects and grades of how data is used to inform curricula decisions and of how assessment data is used to plan and deliver learning that supports students, the alignment between the curriculum and assessment does not always lead to improved 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 leaders check that when the curriculum is adjusted it improves individual and subgroup achievement and that teachers' feedback focuses clearly on informing students what they need to

do to improve and so give students more ownership of their learning.

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

Tenet Rating

D

Debriefing Statement: Teachers collect performance data but do not consistently use this data to create a learning environment that is tailored to the needs and abilities of all students. Instructional practices are not consistently informed by assessment data to create strategies that engage all students and challenge higher levels of learning. Teachers do not consistently create goals to identify what students need to do to improve and develop their skills, knowledge, and understanding. As a result, instructional practices do not always lead to high levels of student engagement and student achievement.

Strengths:

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

Areas for Improvement:

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

Data is collected through assessments but neither teachers' planning nor the delivery of instruction consistently addresses the needs of individuals or subgroups. Teachers' do not refer to student goals in their planning, although the lessons plans contain learning objectives which some teachers claim to target the student goals.

Evidence/Information that Lead to this Finding:

- Observation of some teachers' lesson plans shows alignment with the CCLS and instructional shifts; however, not all teacher planning consistently focusing on the individual needs of students or subgroups. For example, there is no evidence of accommodations in teachers' planning, for students with IEPs, who have specific targets for learning. These needs are not promoted during lessons.
- Data is used effectively to group students for some classes such as IB, Honors and Advanced Placement (AP) classes. Data is not consistently used to group students or cater for specific individual needs in lessons. As a result, some tasks are not pitched at the correct level of challenge for all learners to succeed.
- All students have long-term targets. Student learning plans (SLPs) are created for students who are identified as off track to reach their long-term targets. Students have the option to focus on these

plans during the remedial period at the end of the day after school finishes. Discussions with staff and students suggest that there is some confusion between teachers' and students' understanding of targets and the difference between short- and long-term goals for groups of students based on grade-level benchmarks.

Impact Statement:

As a result of inconsistencies in the application of DDI strategies and the use of student data to set short- and long-term goals, students do not progress at accelerated rates of learning corresponding to their abilities, and higher levels of academic achievement is delayed.

Recommendation:

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

- Clarify and develop procedures for planning for different abilities and the use of short- and long-term goals for students based on grade-level benchmarks, so that all teachers understand the importance of planning for different student subgroups and can measure the impact that teaching and goals have on guiding students' increased achievement.

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

Overall Finding:

Teachers are using modules, which are aligned to CCLS in ELA and math. Although planning promotes instructional shifts the use of them is variable from class to class. In addition, while some teachers ask higher-order questions which promote higher-order thinking skills, this is inconsistent across the school.

Evidence/Information that Lead to this Finding:

- Classroom visits show that in IB, Honors and AP classes teachers promote higher-order thinking through their questioning, and materials contain high levels of text and content complexity. The promotion of higher-order thinking skills and use of content complexity are inconsistently applied in other classes within the school.
- Not all teachers deliver instruction that leads to multiple points of access for all students. Consequently, instructional practices do not always lead to high levels of engagement and achievement. This was seen in all grades in ELA but particularly in math lessons, where engagement was not high enough and students were frustrated because the activity was far too challenging for them and the support they received was inadequate.

Impact Statement:

Many students are not receiving work that is at the correct level for difficulty to challenge their abilities and Instruction does not include the use to questions that promote higher-order thinking skills and rigor. As a result, learning experiences do not consistently lead to high levels of student engagement and achievement.

Recommendation:

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

- Develop monitoring procedures to ensure that all teachers deliver curricula that is aligned to CCLS, that teachers plan for the different ability groups within their classes and that higher-order thinking skills are consistently promoted in all 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:

The school has a code of behavior that is known to staff and students. Some teachers enforce the expectations for acceptable classroom behavior to a greater extent than other teachers do. This gives mixed messages to some students. Teachers do not always create a learning environment that is tailored to the strengths and needs of all students.

Evidence/Information that Lead to this Finding:

- During discussion, students and staff show they are aware of the school's behavior code and the expectations relating to it. Staff says that they promote a learning environment that is physically and intellectually safe. However, some students disagree and say that expectations regarding behavior are inconsistently applied in some classes. They suggest that teacher expectation regarding what constitutes good and poor behavior is too variable from teacher to teacher. No incidents of anti-social behavior were noted during the review.
- Classroom visits show that teachers acknowledge diverse groups of students and gain this information from collecting and analyzing assessment and test information and getting to know the students in their classes. However, when planning and delivering instruction, teachers do not always create a learning environment that is responsive to diversity.
- Leaders and staff are currently discussing the fact that their school population is changing. For example, although most students are from predominantly White backgrounds, more students are entering the school from minority ethnic groups. The school leader and staff identified that the graduation rate for Black and/or African Americans was not as high as other students. The most recent results show that this is now being successfully addressed. Discussions with a few students from a number of different cultures and backgrounds show that almost all of these students feel that they get a fair deal although one or two students are not happy and talked about minor racist incidents that occasionally occur.

Impact Statement:

The learning environment is not always responsive to the diverse needs of all student needs. Expectations for student behavior are not clear and are inconsistently applied across the school so that instruction does not take place in intellectually and physically safe classrooms. As a result the learning environment is not

responsive to students' cultural, social and emotional needs.

Recommendation:

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

- Provide opportunities to facilitate discussion on "values clarification" strategies among constituents of staff, students and parents.
- Revisit the school's vision with both senior staff and newer staff so that they have an opportunity to have shared expectations so that everyone has ownership.
- Create programs that send a clear message that the key focus of the school leaders and staff is to make the school a place where students achieve and becoming true learners.
- Monitor the cultural programs more carefully to ensure that diversity is respected and all students learn in an environment that is physically and intellectually safe.

4.5 **The school has received a rating of *Developing* for this Statement of Practice:** Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).

Overall Finding:

The way teachers use assessment to inform their planning and delivery of instructional practices is inconsistent from class to class and affects student achievement in all grades. Students do not consistently receive feedback that tells them what they need to do next to progress further.

Evidence/Information that Lead to this Finding:

- Classroom visits show that although teachers collect assessment data on students, not all use it to inform their planning and ultimately their instructional practices. Students across most grades, in ELA and math, were observed in classes where information on students' previous performance was not fully taken into consideration. The reviewers saw that the lessons were not differentiated for students with disabilities, even though they were assigned to ability groupings and in classes with cooperating teachers. Further, teachers did not always give students the additional support they needed to enable them to develop an appropriate understanding of what they were doing. This was seen in a math class when specific mathematical vocabulary, needed to complete the task, was not focused on adequately.
- Classroom visits show that teachers, who teach the IB program, use assessment data more accurately to plan and deliver instructional practices. For example, there was a buzz of learning in a grade eleven IB class as students worked independently and then collaboratively in groups on a particular assignment. Students focused well as they discussed one of the main characters in the text they were reading. In classrooms where students spoke of enjoying the course engagement and achievement was high. The school's first set of IB results in 2013 showed that all IB students gained credit hours and 85 percent earned the full diploma which is slightly higher than the

international average.

- Staff is developing their understanding of sharing more sophisticated data relating to student performance from class-to-class and subject-to subject with each other. For example, a meeting was observed where social studies teachers looked at the Regents grades of students across different classes and noticed that some classes did better than others. The discussion did not lead to investigating the discrepancies in student performance on the previous year's examination.
- The quality and quantity of data-based feedback is variable and limited in some classes. In one class, students received transcript data that showed their grades over time in the school. However, students did not receive feedback to help them take ownership of their learning and to plan how to improve future grades.

Impact Statement:

Not all teachers use data to inform their lesson planning and instruction. The feedback that students receive is variable both during lessons and when teachers add written comments on their work. As a result, data-based instruction is not established and does not consistently lead to high levels of student achievement.

Recommendation:

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

- Provide support for teachers to understand the meaning of DDI and its impact on student outcomes. Monitor the quality of instruction to ensure that data is used to drive student grouping, assessment and feedback strategies.

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 whole school is in the early stages of developing the Positive Behavior Intervention Supports (PBIS) program as a system to monitor and respond to all students' social and emotional developmental health needs. The support team works with staff, paying particular attention to the social and emotional needs of individuals to overcome barriers to learning. However, data is inconsistently used to promote student social and emotional developmental health. As a result, student opportunities to become academically and socially successful are, at times, hindered.

Strengths:

All ratings for this tenet are **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:

Systems that collect data are in place but there are some inconsistencies regarding their use and in checking that they are working effectively.

Evidence/Information that Lead to this Finding:

- Discussions with the student support staff indicate that the counselors in the school are each allocated a group of students for whom they are responsible and with whom they work. Discussions with parents and students show that not all parents and students are convinced that every student is well known by a counselor, suggesting that some counselor support is better quality than others.
- Systems, some data-driven, are in place but not all are consistently applied by all staff. For example, there is a system of referral and support but discussions with staff, parents and students indicate that it is inconsistently used. As a result, there is evidence of some students slipping through the net. Parents, during discussion, were concerned that student social and emotional developmental health and academic needs were not always identified quickly enough through the referral and support system.
- Support staff and teachers spoke of a code of behavior that is known by everyone within the school. However, students spoke of it being inconsistently, and sometimes unfairly, used by teachers. Reviewers identified that the use of some systems was not regularly monitored and evaluated.
- At the time of the review, information on all students is collected and recorded electronically to include student attendance, discipline and the grade levels they reach. In addition, students and parents have opportunities to log into and receive information about students' grade electronically.

Impact Statement:

Systems are developing to support the social and emotional needs of students but not all staff members apply them consistently. Consequently, the school is not always effectively addressing barriers to social and emotional developmental health and academic issues.

Recommendation:

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

- Ensure that all procedures, including data-driven systems, especially those relating to referral and behavior, are consistently applied by all staff. Ensure that all barriers to social and emotional developmental health and academic needs are successfully addressed and that all students are well known by a designated adult.

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:

Over the last year, staff has all been trained in the PBIS program and systems and structures are in place for the program to begin next academic year. The school leader and staff are relying on this program to promote the vision for social and emotional developmental health. One or two parents and students did not speak convincingly that the school community was healthy and safe.

Evidence/Information that Lead to this Finding:

- Discussions with the school leader indicate that there has been much training of staff in order for the PBIS program to be implemented at the start of the next academic year. Every member of staff spoken to is enthusiastic to start this program.
- Some staff members use skills and behaviors to address the social and emotional developmental health needs of students. For example, the student support staff is suitably trained and qualified and is involved in using data to identify and support students. However, discussions with students show that incidents happen but are not always reported to the appropriate staff.
- Not all stakeholders are successfully working together to make the school a safe place for everyone and ensuring that student and parent voices are heard. A few students say that they know that not all students are safe from incidents of bullying and that a few students certainly do not have a good time while in school. Another small group of students spoke about minor racist issues that have not been reported and so have not been addressed but nevertheless are upsetting to individuals. One or two parents had minor concerns about the safety of their children when they are in the school building.
- There is an on-going plan to monitor and develop PD for staff that supports student social and emotional developmental health needs. Student support staff spoke enthusiastically of the courses they had been on and how interesting they were. There was little evidence of support staff receiving recent PD relating to bullying and racism.

Impact Statement:

Staff is not recognizing weaknesses in the support mechanisms for students' social and emotional developmental health. As a result, the school community is not always safe and healthy for all students.

Recommendation:

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

- Remind staff and students of the current procedures for reporting bullying. Conduct a needs assessment to identify why bullying is being underreported. Ensure that students are able to report bullying anonymously, and make sure that they are aware of the opportunity to do so. Work with support staff and students to identify ways to reduce bullying in 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:

There are protocols and processes in place and programs, such as PBIS, are developing. However, student support staff and senior staff are not identifying weaknesses because they are not adequately monitoring and evaluating how successful the school is in supporting student social and emotional developmental health needs.

Evidence/Information that Lead to this Finding:

- The school community is working together to established protocols and processes to provide support systems for all groups of students. While the vision for the social, emotional and developmental health needs are unclear, the school community is learning about the PBIS program to provide some structure to guide the students, parents and teachers expectations for behavior. Parents, including those with children with disabilities, spoke appreciably about meetings with student support staff when they had concerns about their children. However, not all parents feel that they and their children have always been well supported by all staff in school, especially during the referral system for students with disabilities.
- Currently, the system for monitoring and responding to student social and emotional developmental health needs is not convincingly reliable. The student support staff and teachers feel that the school community is a safe learning environment and did not identify any particular area in need of improvement. Not all parents and students agree on their roles in making the school a consistently safe place in which to learn and thrive.

Impact Statement:

As a result of not all students and parents agreeing that the school is a safe learning environment, stakeholders do not always work together to ensure that the learning environment is safe for all students.

Recommendation:

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

- Ensure that stakeholders introduce a system for monitoring and responding to all aspects of social and emotional developmental needs, with particular reference to parent and student concerns about issues related to bullying and racism; ensure that all stakeholders are made aware of the role they can play in helping to make the school safe for all that learn, work and visit there.

5.5 **The school has received a rating of *Developing* 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 and teachers collect and use data in a number of ways to respond to student academic and social and emotional developmental health needs. However, evidence from the

review shows that this data is not always analyzed thoroughly enough to respond to all student social and emotional developmental health needs.

Evidence/Information that Lead to this Finding:

- The student support staff reviews data on attendance, discipline and academic grades for all students and use the data to identify and address student academic, social and emotional developmental health needs. In addition, they are all familiar with using data to identify students who are not on track in meeting their long-term academic goals. The use of an early warning system triggers the introduction of student learning plans in response to their increasing underachievement; however, this data needs to be analyzed further to throw some light on factors that lead to the high rate of student underachievement.
- Data is not always analyzed deeply enough to support all students. All staff use data when working with students with disabilities as they move through the referral system. Data is used to develop IEPs for all students with disabilities. However, not all teachers, or those staff who work with identified students with disabilities, analyze the targets alongside teachers’ planning to see which targets can be reinforced and developed in everyday instruction. During the review, there was little evidence of teachers and additional staff conscientiously using the targets on the IEPs when working with the students in the classrooms.

Impact Statement:

Data is used superficially to give staff information relating to attendance, discipline, and grade levels but there is little evidence of staff drilling down to gain a deeper understanding and more information about students’ social and emotional developmental health needs. Barriers to learning that have not consequently been identified limit the opportunities for some students to become academically and socially successful.

Recommendation:

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

- Ensure that all staff develops a better understanding of the data that is available to them. Assist all staff in understanding how student data can be used to identify barriers to learning and help to support students social and emotional developmental health needs.

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: The school provides parents with information about the school. Few parents attend meetings held at the school and while some parents have a relationship with the school, the school leaders acknowledge that there is a need to improve the reciprocal communication with parents and families. In the absence of parents working with the school leaders and teachers, as partners in their children’s education, the opportunities to improve student achievement are limited.

Strengths:

All ratings for this tenet are **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:

Although the school regularly communicates with families, staff is often disappointed at the number of parents who come to events which they plan. Low levels of engagement limit parents' involvement in their children's education.

Evidence/Information that Lead to this Finding:

- Discussions with the school leader and teachers show that staff uses many routes to send information to parents and students especially by using technology. The school uses the parent portal and collects e-mails for all students and parents so that they can liaise with them. Some parents say they receive personal e-mails; however, a few parents interviewed stated that the parent portal is not always kept up to date and so communication is often out of date.
- An electronic program is in place for parents and students to communicate directly with members of the school staff. Since using this program, staff reports that they have had an increased number of college applications that met the deadline and an increased number of family participation in post-secondary planning.
- Parents say that they are encouraged to get in touch with the school if they have a problem about their children's progress. They regularly receive data related to their children's progress through the post and state that staff informs them if their children need additional academic support in their learning. Parents say they have had no training about understanding school data.
- Newsletters are sent out regularly which include- school information about progress and processes. School staff states that they understand that regular communication fosters the high expectations for student academic achievement, and feels they work hard to involve parents. They say they are often disappointed by the lack of parental responses when they try to get parents to come into school. The school is making progress toward developing procedures to improve communication between home and school.

Impact Statement:

Home and school relationships are not reciprocal enough for parents to be full partners in their children's education. High expectations for student achievement are not mutually shared between parents and school staff to foster high levels of parent engagement in the school. As a result, the school staff, parents and community members do not share the responsibility for student academic progress.

Recommendation:

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

- Organize informative meetings for parents to enable them to become more involved in their children's academic achievement.

6.3 **The school has received a rating of *Developing* 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 leader and teachers acknowledge that there is a need to involve more parents in the school. They are in the early stages of improving the reciprocal communication with parents and families. The recent parent survey was relatively positive although the response rate was low.

Evidence/Information that Lead to this Finding:

- School staff is at the early stages of talking about what they could do to improve their engagement with families. The school has developed some ways families can gain information about how well their children are doing through the use of technology. Teachers, during discussion, spoke about parents being able to go on-line and check their children's attendance and grades so they are able to become informed about their children's academic success. Staff does not maximize the use of this on-line facility by deeply analyzing information to find the frequency of use of the on-line system by families.
- Parents have recently been surveyed for the first time and responses were relatively positive although a relatively small percentage of the total families in the school responded. School documentation shows that a significant number of families successfully link with the Family Support Center.
- For the few families who speak an additional language other than English, assistance is available from either translators from the local university or family members. Some students are fluent enough to act as translators. The school's most pertinent language is Arabic. Although the newsletters are not translated for parents, provision is in place for Google translator which helps to translate documents placed on the school web-site.
- Although there are a number of different ways families can communicate with school staff, discussions with staff indicate that expectation is not high enough regarding parent participation. Too often, staff says it is difficult to get parents to come into the school. To a certain extent, there is a lack of understanding of how to develop and sustain the engagement of parents, so that they want to become involved and support their children's education. In addition, although staff gains much information that identifies the families who do engage with them, there is not enough deep analysis of this information at each grade level to determine who rarely responds or who never responds so that those families can be targeted.

Impact Statement:

As the school staff does not engage in effective reciprocal communication with families, not all families are able to support their children's academic and social and emotional and developmental health needs.

Recommendation:

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

- Increase family engagement with the school in order to allow all parents to become better equipped to support their children's education. Identify parents who rarely or never come into school and plan new strategies to involve them in school programs and events.

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 leader and staff are aware that parent involvement is not high enough and are working on a plan to rectify this. Staff has not received professional development on how to develop and sustain partnerships with families.

Evidence/Information that Lead to this Finding:

- The school leader and staff have begun to engage more families by inviting them into school to attend "Cafés". These gatherings that set an agenda on arrival attract approximately thirty parents. Staff has been successful in creating energy and excitement in the ones that have already taken place. For example, a focus on Black and or African American families has resulted in them developing their own after-school club which students said they enjoyed. The school recognized the need to provide more support for parents in how they can help their children to be academically successful.
- Professional development to give school staff more understanding on how to improve and sustain family participation is not yet fully in place. Staff feels they work hard to get families into school but that the numbers engaging remain low. Discussions with staff indicate that their expectation for increasing parental involvement is not high enough and they do not evaluate, for example, which parents participate regularly in school events and which do not and subsequently identify parents with low participation rates.

Impact Statement:

The school leader has not enabled staff to develop an understanding of how to develop and sustain partnerships with parents through good quality PD. As a result, not all students benefit from a robust and focused home-school partnership.

Recommendation:

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

- Ensure that all staff receive PD on how to develop and sustain partnerships, particularly, with those parents who do not regularly engage with the school; provide guidance to parents on strategies that will enable them to better support their child's learning.

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

Processes where data is shared is developing within the school but some procedures such as identifying the grades student reach are more established than others. Staff are beginning to interpret student performance data more deeply but there is little evidence of families being included in discussions about data.

Evidence/Information that Lead to this Finding:

- During discussion, parents who represent the Parent Teacher and Student Association (PTSA) say they have discussed data on occasions. This only represents a small number of parents. In addition, parents have access to a data management system. Review evidence suggests that its usage is not adequately managed to identify who is actually using it and who never uses it. Currently, parents are invited to two parent-teacher conferences each year and receive regular information of the grades their children are reaching.
- Staff shares students' grades with parents. There is little evidence of staff setting up information-gathering sessions so that parents can learn more about student learning and how data can be then used to ask for appropriate support services for their children. A few parents, during discussion, said that they would welcome more information about the data used by the school relating to their children.

Impact Statement:

As a result of families not gaining a clear understanding of how school leaders and staff use data to plan for the social, emotional and developmental health needs, they are unable to work with the school to fully support their children's learning thus limiting higher 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:

- Develop procedures that allow parents, students and all school community members to understand the link between the data used in school and student learning, leading to higher student achievement.