



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

DIAGNOSTIC TOOL FOR SCHOOL AND DISTRICT EFFECTIVENESS (DTSDE)



BEDS Code	261600010003
School Name	Nathaniel Rochester Community School #3
School Address	85 Adams St. Rochester, N.Y.
District Name	Rochester City School District
School Leader	Rodney Moore
Dates of Review	March 11 & 13, 2014
School Accountability Status	Priority School
Type of Review	SED Integrated Intervention Team (IIT)

School Information Sheet											
Grade Configuration	K-8	Total Enrollment	646	SIG Recipient	<input type="checkbox"/>	Title 1 Population	100%	Attendance Rate	92 %		
Free Lunch	82%	Reduced Lunch	3 %			Limited English Proficient	4%	Students with Disabilities	16%		
Number of English Language Learner Classes											
#Transitional Bilingual	NP		#Dual Language		NP						
Number of Special Education Classes											
#Self-Contained	NP		#Consultant Teaching		NP		#Integrated Collaborative Teaching			NP	
#Resource Room	NP										
Number of Special Classes											
#Visual Arts	4	#Music	7	#Drama	0	#Foreign Language	4	#Dance	0	#CTE	0
Racial/Ethnic Origin											
American Indian or Alaska Native	0%	Black or African American	85%	Hispanic or Latino	9%	Asian or Native Hawaiian/Other Pacific Islander	2%	White	4%	Multi-racial	0%
Personnel											
Years Principal Assigned to School	7 months		# of Assistant Principals	2	# of Deans	0		# of Counselors / Social Workers		2	
Teachers with No Valid Teaching Certificate	0%		Teaching Out of Certification	0%	Teaching with Fewer Than 3 Yrs. of Exp.		0%		Average Teacher Absences	4 days	
Credit Accumulation (High School Only) and Performance Rates											
% of 1 st yr. students who earned 10+ credits	0%	% of 2 nd yr. students who earned 10+ credits	0%	% of 3 rd yr. students who earned 10+ credits	0%	4 Year Graduation Rate		0%			
ELA Performance at levels 3 & 4	5%	Mathematics Performance at levels 3 & 4	3%	Science Performance at levels 3 & 4	44%	6 Year Graduation Rate		0%			

NP = Not Provided

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

SCHOOL PRIORITIES AS DESCRIBED BY THE SCHOOL:

1. The school community will provide a robust vision by holding the community accountable for specific measurable goals found in the SCEP.
2. The school leader and teachers will actively identify/develop multiple assessments for students that immerse school teams in an in-depth analysis of assessment results that lead to the adaptations of instruction.
3. Teachers will make full use of pacing calendars that ensure work meets the needs of all groups of students.
4. The school will offer families the opportunities for engaging with the school.

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

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

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

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

	OVERALL RATING FOR TENET 3:				I
Tenet 4 - Teacher Practices and Decisions: Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn, so that all students and pertinent subgroups experience consistent high levels of engagement, thinking, and achievement.					
#	Statement of Practice	H	E	D	I
4.2	School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.				X
4.3	Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.			X	
4.4	Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students' varied experiences and tailored to the strengths and needs of all students.				X
4.5	Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).				X
	OVERALL RATING FOR TENET 4:				I
Tenet 5 - Student Social and Emotional Developmental Health: The school community identifies, promotes, and supports social and emotional development by designing systems and experiences that lead to healthy relationships and a safe, respectful environment that is conducive to learning for all constituents.					
#	Statement of Practice	H	E	D	I
5.2	The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.				X
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.				X
5.4	All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school's vision.				X
5.5	The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.				X
	OVERALL RATING FOR TENET 5:				I
Tenet 6 - Family and Community Engagement: The school creates a culture of partnership where families, community members, and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being.					

#	Statement of Practice	H	E	D	I
6.2	The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.			X	
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.			X	
6.4	The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.				X
6.5	The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.				X
	OVERALL RATING FOR TENET 6:			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	I
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Debriefing Statement: The school leader has established plans to revise the current vision and mission statements, which are largely unknown by all stakeholders. Similarly, plans are in place to revise the School Comprehensive Education Plan (SCEP). The school leader and key staff members recognize that there are few organized and systematic approaches in place to ensure that their day-to-day work in improving instructional practice, using data, developing the curriculum and instruction, and ensuring the well-being of all students is carried forward in a consistent and efficient way.

Strengths:

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

Areas for Improvement:

2.2 **The school has received a rating of *Ineffective* for this Statement of Practice:** The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission, and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (SCEP).

Overall Finding:

- The SMART goals, school mission, and long-term vision are not understood or known by the wider school community.

Evidence that leads to this finding:

- Teachers, students, parents, and outside agency staff shared with the review team that they had no knowledge or awareness of the school’s goals, mission statement, or vision. The new school leader stated that he has begun the process of putting SMART goals, a mission, and a long-term vision in place, which include plans for collectively defining this new vision and mission with staff, but these plans are at the early stages of development and have not been shared with the majority of school stakeholders.
- While a review of the refined SCEP plan demonstrated the school leader’s focus on including all new initiatives, such as the STEM initiative, the main SCEP document is out of date and does not contain many of these new initiatives planned by the school leader and staff. Further, the overall goals for the school’s improvement, delineated in the SCEP, are insufficiently specific to show the school’s overall expectations for improvement. In addition, actions that are highlighted in the SCEP have not been completed in the timeframes set.

Impact Statement:

- The lack of awareness of the goals and vision by the wider school community hinders progress with

school improvement initiatives and the improvement 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:

- Finalize the establishment of long-term vision and mission statements, aligned to the school's SMART goals in the SCEP, and ensure full involvement and ownership of all stakeholders in its creation; revise the current SCEP and SMART goals to ensure the inclusion of all current improvement initiatives, such as the STEM initiative.

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

Overall Finding:

- The school leader has worked to utilize available fiscal resources to run programs across the school and to deploy staff to develop STEM plans for the next academic year. However, the work is not yet making an impact on improving standards. Overall, teachers received little training to support the development of their skills.

Evidence that leads to this finding:

- Documents provided and meetings attended showed that the school leader worked with some staff to establish the STEM initiative and to align it with the Common Core Learning Standards (CCLS). The senior leader, in hiring staff for the STEM program, selected individuals who were either familiar with the school or were from the district and had specific expertise in planning and implementing STEM programs.
- An order for 300 student tablets has been placed to support work with the STEM program and plans are in place to align the use of these tablets with the goals for student achievement.
- District changes to the school's schedule limited staff availability to participate in the expanded learning time program. As a result, expanded learning time staff are employed through outside partnerships and do not consistently have the skills required to work successfully with the students. Further, these changes to the school day have resulted in many teachers being unavailable to attend district training sessions. Therefore, teachers expressed concern that they do not receive enough professional development (PD) in areas, such as learning how to use data and the curriculum shifts.

Impact Statement:

- Although the school leader makes some effective decisions to use fiscal capital, organizational difficulties mean that the school leader does not maximize the use of all resources and activities to improve student achievement and personal development, especially during the expanded learning time program.

Recommendation:

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

- Strategically use the school's resources to ensure that staff is able to participate in the school's expanded learning time program and attend professional training sessions to help them improve their skills and working practices.

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

Overall Finding:

- School leaders use an informal schedule for observing teachers and providing them with feedback. This is not consistently rigorous and systematic to enable the leadership team to gain a clear picture about the weaknesses in instructional practice.

Evidence that leads to this finding:

- School leaders monitor teacher practices using the district's APPR, the Danielson Framework. However, the methods for providing teachers with feedback vary. For example, one school leader provides feedback immediately from an iPad, while another sets up an appointment for discussions with teachers at a later time. In addition, the records of feedback are not systematically recorded. The quality of feedback to staff is inconsistent and teachers say they are not clear about the strengths and weaknesses noted in their work from the observations made. This means that there is insufficient information from monitoring to inform the staff training programs and as a result, PD does not address specific weaknesses in instruction and learning.
- Teachers confirmed that feedback from walk-through observations did not give them sufficient information to help them improve their instructional practice. They stated that feedback is often generic and not focused on improving student learning and achievement. In addition, discussions with the school leader showed that senior staff does not make use of student performance data to support their work in monitoring and evaluating the quality of instructional practice across the school.

Impact Statement:

- The lack of a systematic and rigorous approach to teacher observations means that the improvement of instructional practice is hindered and the PD of teachers is insufficiently focused on improving 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:

- Put formal and systematic plans and procedures in place to monitor and evaluate the instructional practice of teachers across the school; ensure that feedback is given to teachers in a consistent way following observations, to enable teachers to improve their practice and to inform any targeted PD.

2.5 **The school has received a rating of *Ineffective* for this Statement of Practice:** Leaders effectively use

evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the SCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).

Overall Finding:

- Evidence-based systems are not used consistently in the school to inform the development of school-wide practices. Communication is weak with regard to the use of data across the school.

Evidence that leads to this finding:

- The lack of rigorous procedures to analyze the work of the school restricts the capacity to drive improvement. In particular, systems are not in place to monitor, evaluate, and improve the quality of instruction, learning, and student achievement.
- Discussions with the school leader and with teachers at the grade level meeting showed that teachers make little use of data to drive instruction. Teachers and other support staff are not provided with current data pertaining to the achievement or the social-emotional development of students. The school leader has displayed some performance data in the school hallways. However, the review team found little evidence that this data is used to inform or improve instructional plans and strategies.
- Discussions with the school leader and staff showed that little time is scheduled for discussion around student performance data, and staff does not have opportunities to attend training to improve their work in this area. Discussions with teachers indicated that most do not understand how to use data systems to gain a picture of how well different groups of students achieve. At a grade level meeting, teachers confirmed they needed more training in this aspect of their work.
- The school’s overall annual assessment scores showed that many students perform at levels one and two. However, teachers do not use data to analyze the growth of students. Parents are unaware of the monitoring and evaluation of student progress. Some parents stated that they did not remember ever receiving the reports of state assessment results for their children.

Impact Statement:

- The lack of evidence-based systems to measure the school’s progress toward critical goals hinders student achievement.

Recommendation:

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

- Monitor the academic performance of the school and the quality of instruction; provide training for staff in connection with how to use data to inform their instructional practice; schedule time for staff to meet to discuss and compare student performance data.

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

Tenet Rating	I
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Debriefing Statement: The school does not use formative assessments. There are few modifications made to planning in classrooms to ensure student needs are met. The implementation of CCLS curricula is inconsistently rigorous and coherent across the school, and students do not always have sufficiently challenging tasks. While the school leader and staff have established plans to rectify these weaknesses, actions have not yet made an impact on raising student achievement.

Strengths:

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

Areas for Improvement:

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

Overall Finding:

- The school leader does not ensure that teachers implement a rigorous and coherent curricula aligned to the CCLS that is adapted to meet the needs of students.

Evidence that leads to this finding:

- While some components of a STEM initiative plan exist, teachers are unaware of goals targeted to address the needs of all students. While, the curriculum mainly aligns to the CCLS, teachers do not consistently plan to implement this curriculum across the school.
- During some classroom visits, teachers used downloaded planning material, which they annotated to indicate additional areas of work that they intended to cover. However, this was not consistent practice across the school, and most lesson plans did not differentiate work for students. While some lesson plans reviewed included ideas for differentiating student work, teachers did not differentiate instruction during classroom visits. Students spoken to told the review team that in most of lessons all students have the same work.
- There are limited scheduled opportunities for teachers to work together to share aspects of their planning. Teacher meetings visited by the team were short with little opportunity for extended discussion about how planning could be adapted to match student needs more closely. Classroom visits demonstrated that while some lesson plans align to the CCLS, this is inconsistent across the school.
- Effective work is underway by staff deployed to introduce the STEM initiative across the school. A grade seven and eight teacher meeting demonstrated useful planning and discussion around

developing interesting themes and activities to increase student interest and motivation.

- While teachers received some training for the CCLS, there is no clear plan to provide supplementary in-depth training, such as on helping teachers embed the instructional shifts into their planning. Teachers reported that they do not fully understand how to adapt the work to match the needs of students.
- Discussions with the school leader and teachers demonstrated that there are limited systems in place to monitor the implementation of the curricula. The school leader shared that he is aware of the inconsistent implementation of the CCLS across the school and is developing a plan to address this issue.

Impact Statement:

- The inconsistent implementation of curricula that meets student needs limits student academic achievement.

Recommendation:

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

- Schedule time for teachers to review the curriculum planning; establish systems to monitor the implementation of the curriculum across the school to ensure consistent practice by all teachers; provide training for all staff on how to adapt curriculum to meet the needs of students.

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

Overall Finding:

- Teachers do not ensure that unit and lesson plans include DDI protocols and align to the CCLS to address student needs.

Evidence that leads to this finding:

- Discussions with the school leader and teachers demonstrated that most teachers do not analyze assessment results to identify student strengths and weaknesses in order to modify curricula. For example, in the grade-level meetings visited, teachers did not analyze student achievement data or discuss how materials, resources, or instruction could be adapted to meet student needs.
- The review team found limited evidence of teachers using student performance data or DDI protocols to differentiate planning to meet the needs of different groups of students.
- Teachers reported that the school leader does not provide them with sufficient resources or training on introducing the instructional shifts. Further, teachers stated that they were not using pacing calendars to guide instruction and do not receive support from the district or the school in this area.

Impact Statement:

- The lack of DDI protocols used to plan instruction limits student achievement.

Recommendation:

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

- Schedule time for teachers to meet, discuss, and receive training on the use of DDI protocols in order to adapt planning and align work to the CCLS to meet the needs of students.

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:

- The school leader is developing a plan for teachers to partner within and across grades and subjects to create interdisciplinary curricula.

Evidence that leads to this finding:

- The school leader shared that the school is developing the STEM initiative and plans for interdisciplinary learning, but that the current school day structure limits a consistent school-wide approach.
- The review team found during a grade seven and eight teacher meeting that teachers were developing plans for introducing cross-curricula instruction. However, this was not consistent across the school.
- The specialist staff is working to introduce the STEM systems and familiarize teachers with the STEM approach; however, there is limited time during the school week for meetings to support this introduction.
- The school leader shared plans for a four-week summer training before the start of the next academic year to focus on the introduction of STEM and the use of tablets to support the STEM work. Teachers confirmed that they are enthusiastic about introducing STEM next year.
- The SCEP does not contain any information about the school's plan to implement the STEM initiative and the review team found limited evidence of an action plan with clearly defined goals in regard to the initiative.

Impact Statement:

- Students do not consistently have opportunities to engage in thoughtful cross-curricula activities and this limits student academic success.

Recommendation:

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

- Ensure that the SCEP contains full details about the current initiatives to introduce STEM-based work and that an action plan and goals for implementation are established; ensure that time is

scheduled for all staff to meet to plan interdisciplinary instruction.

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

Overall Finding:

- Teachers do not use assessments for curriculum planning that involves students in the ownership of their learning.

Evidence that leads to this finding:

- Discussions with students showed that they do not have opportunities to reflect on their learning or progress, as they are unaware of their achievement results. During classroom visits, the review team found few opportunities for students to review or take ownership of their learning, as students rarely received written or verbal feedback to help them improve their work.
- Discussions with the school leader and teachers demonstrated that teachers do not analyze assessment data or discuss how to adapt instruction based on this information.
- While a small number of teachers post assessment data on their classroom walls, this practice was limited across the school. Teachers shared with the review team that they need more training on the analysis of performance data.

Impact Statement:

- A lack of strategic use of data to inform curricular decisions or to provide feedback to students significantly hinders student achievement and progress.

Recommendation:

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

- Provide training for teachers on using student performance data to inform curricular and instructional decisions and to provide feedback to students to help them improve their work.

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

Tenet Rating

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Debriefing Statement: Instructional practice is inconsistent across the school. Teachers are not provided with sufficient time to plan collaboratively. Formative and summative assessments are not consistently used to monitor student progress and inform lesson planning. There is little acknowledgement of student learning strengths and needs in many classes, which leads to inconsistent student engagement and low academic achievement.

Strengths:

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

Areas for Improvement:

4.2 **The school has received a rating of *Ineffective* for this Statement of Practice:** School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.

Overall Finding:

- Teachers do not consistently ensure that instructional practices and strategies are organized around plans that address all student needs.

Evidence that leads to this finding:

- In some lessons observed, teachers did not have lesson plans available. Some teachers had plans on their computers that guided the activities structured for the lessons. The plans viewed in general education classes showed limited differentiation of activities to meet the needs of students. For example, in one kindergarten phonics lesson, all of the children did the same work, and the students who found the work easy spent time distracting other children.
- Discussions with teachers individually and at grade-level meetings showed that teachers make little use of performance data to guide instructional practice or to adapt activities to meet the needs of all students. In most lessons seen, the work was mostly teacher-led with few opportunities for extended interaction with or between the students.
- School leaders have not set up effective systems to ensure support for teachers in identifying and implementing instructional practices or interventions matched to the differing needs and abilities of students. In addition, teacher leaders are at an early stage of working with teachers to establish challenging short- and long-term goals for different groups of students.

Impact Statement:

- Teachers' instructional practices and goal-setting strategies do not promote high levels of student engagement, inquiry, or 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 teachers use performance data to inform their instructional practice and to provide students with activities that match their needs and goals.

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 at the early stages of developing lesson plans aligned to the CCLS and instructional shifts that lead to multiple points of access for all students.

Evidence that leads to this finding:

- The review team found that teachers have inconsistent knowledge of the CCLS instructional shifts. For example, in one grade five ELA and science lesson, the teacher asked students to interpret the ways animals adapt to their environment, which fostered students' ability to articulate ideas. However, in most ELA lessons, teachers dominated the discussions and did not give students opportunities to explore and interpret for themselves.
- While teachers asked many questions to assess student learning, most questions were low level. Further, activities and student work was not challenging and often all students did the same task.
- Teachers do not consistently use resources to engage students in learning. For example, in one grade three-math lesson, the teacher made use of electronic tablets that enabled students to work on activities at different levels appropriate to their needs. However, this approach was not consistent across the school and most students all do the same work and have little chance to use and apply their skills in a practical everyday context.

Impact Statement:

- The lack of variety and interest that teachers provide students during instruction limits 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:

- Ensure that teachers tailor their questioning in lessons to target the needs of all students and enable the students to expand on their ideas and articulate their thinking clearly; ensure that teachers improve the range and levels of texts presented to students to ensure all students are challenged at the appropriate level.

4.4 **The school has received a rating of *Ineffective* for this Statement of Practice:** Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students' varied experiences and tailored to the strengths and needs of all students.

Overall Finding:

- Teachers do not prepare their lessons with built in expectations that students will demonstrate acceptable behavior. They do not tailor work provided to match the needs and interests of the students.

Evidence that leads to this finding:

- Most students spoken to said they do not enjoy lessons and stated that teachers are mainly focused on controlling behavior, rather than providing interesting work that helps them progress rapidly.

Senior leaders are often called to classes to remove students who are displaying unacceptable behavior.

- During classroom visits, many students were passive and did not engage in question and answer sessions, or make any effort beyond following basic instructions. In a few of instances, students did not follow lesson instructions properly. For example, in some of the small group lessons, students were completely disengaged, slumped in their chairs, or had their feet up on the furniture. Similarly, students were disengaged in a number of classrooms where the teachers used a whole class lecture approach. Teachers do not provide a wide range of strategies and resources to engage students and do not give students an opportunity to discuss their work and extend their understanding through practical activities.
- The school encounters specific problems within the classroom environment during the expanded learning time. The classes at this time are partly staffed by some of the school's full-time teachers and they usually manage student behavior appropriately. However, many of the staff members for these sessions come from partnership organizations and the review team found that most are unable to manage the behavior of the students.

Impact Statement:

- The learning environment is not responsive to student needs and hinders student achievement.

Recommendation:

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

- Develop instructional practice in all classes that ensures work is designed to meet the needs and interests of students; ensure that the expanded learning time program is staffed with individuals with the necessary skills to work with the students and the ability to manage their behavior.

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

Overall Finding:

- Teachers do not use data to inform planning or to foster student participation in their own learning process.

Evidence that leads to this finding:

- While a small number of teachers designed systems to chart student progress and displayed the results on the classroom walls, they are working in isolation and have not had the opportunity to share their approach with other staff.
- Teachers shared that they do not feel they have sufficient guidance and support from school leaders or coaches in the use of data to plan and adjust instructional strategies. Teachers do not regularly record information from ongoing assessments in a systematic way that informs lesson planning. Further, the review team found little evidence that teachers create student goals that are

informed by data. Additionally, there are no meetings scheduled for teachers to discuss data or to confer together to identify strengths and weaknesses in student performance.

- Most teachers give students positive verbal feedback in lessons. However, with a few exceptions most feedback to students is weak. In many classes, student notebooks have not been marked at all this year. School leaders do not monitor and address this aspect of teacher practice sufficiently.
- There are no formalized systems set up to ensure teachers establish short- and long-term goals for students based on assessment data. While a few teachers make lesson objectives clear to students, this is not a common practice across the school.

Impact Statement:

- Data-based instruction and feedback to students are limited, which hinders student achievement.

Recommendation:

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

- Provide training for staff on how to use data to guide lesson planning; provide staff with regular times to meet to analyze data and to discuss strengths and weaknesses in student performance; set up systems for teachers to provide feedback to students about how well they are progressing and how they can improve their work.

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

I

Debriefing Statement: There is no overall formalized vision for establishing high quality social and emotional developmental health. The school leadership has not established robust systems to ensure that the school meets student social and emotional needs. Many key staff spend time in crisis management in connection with supporting the students and their families, instead of working to proactively make the school environment one in which students are happy and motivated to come to school. For many students, school is not a positive place that supports their academic success.

Strengths:

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

Areas for Improvement:

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

Overall Finding:

- The school leader does not establish systems to support and sustain student social and emotional

developmental health.

Evidence that leads to this finding:

- Discussions with the student support team demonstrated that most of the team's work is reactive, such as dealing with situations involving student behavior in classrooms or with parents coming in to school with particular family issues that affect their children's work. Further, the review team found that the school does not have systems in place that allow each student to be known by a designated adult.
- Discussions with the school leaders and staff demonstrated that teachers do not consistently deal with behavior issues across classrooms. For example, some teachers inform and involve parents whenever problems occur; however, in many instances, teachers maintain little or no contact with parents when situations arise.
- The student support team reported that teachers refer students with particular needs to them in an inconsistent manner, as there are no formal systems to screen students for any social and emotional developmental health needs.

Impact Statement:

- The lack of rigor, communication, and organizational practices mean that the social and emotional developmental health needs of students are not met, which hinders student success.

Recommendation:

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

- Establish systems to ensure that each student is known by a designated adult; ensure that consistent practice is established, so that all teachers refer students when needed; ensure that robust, consistent, and school-wide systems are put in place to monitor student social and emotional developmental health.

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

Overall Finding:

- The school does not have a designated curriculum or program that facilitates the teaching of student social and emotional developmental health. PD is limited for staff in relation to student social and emotional developmental health needs.

Evidence that leads to this finding:

- The school does not have a curriculum or program to support the teaching of student social and emotional developmental health. Although the student support team is aware of the Positive Behavioral Interventions and Supports (PBIS) program, this has not been introduced in the school. Teachers have not been trained in the skills necessary to deliver either the PBIS program, or any

other social and emotional developmental health curriculum or program.

- There is no vision for promoting the social and emotional developmental health of all students across the school. Parent volunteers who work in the school stated that they are unaware of the school's vision for social-emotional health and that frequent incidents and problems between students often go undetected by the teachers.
- Teachers spoken to stated that the current school day schedule restricts opportunities for them to attend PD that addresses how they can support the social and emotional developmental health needs of students.
- Discussions with the student support team and school leaders demonstrated that staff members with the responsibility of supporting student needs often respond to situations in classrooms due to the inconsistency of teacher practices in managing student behavior and needs. The review team found that there were no plans to adopt a strategic and proactive school-wide approach towards developing the skills needed to support students. Staff, parents, and students reported that the school does not sufficiently recognize, praise, and encourage students who do well in terms of the way they behave and perform. In addition, parents spoken to said they are unaware of any training being planned to build their capacity to support student social and emotional developmental health.

Impact Statement:

- The lack of clear and comprehensive plans and strategies to support student social and emotional developmental health limits student success.

Recommendation:

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

- Establish a school-wide vision in regard to student social and emotional development health needs; provide training for staff in implementing and delivering a curriculum or program that meets student needs.

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

Overall Finding:

- All stakeholders do not work together to develop a common understanding of their contributions in creating a school community that fosters student success.

Evidence that leads to this finding:

- Discussions with staff, parents, and school leaders demonstrated that systems to establish clear roles for stakeholders to show how they can support student social and emotional development have not been developed.
- The assistant principals (AP) spoken to support student social and emotional health development and behavior; however, they do not have clear job descriptions to specify their roles concerning this

aspect of their work. Similarly, the parent volunteers who work in the school are not clear about their roles.

- A significant number of students spoken to said they worry about bullying and are not confident that they are safe at all times in school. Some students said that they would resolve problems themselves or seek help from friends and families, rather than approach staff for help.
- Discussions with the student support staff showed that they do much work on a day-to-day basis to support individual students. However, they shared that much of their work is devoted to reacting to incidents rather than establishing clear systems to help improve the overall development of students, as the school community has not implemented a clear system for monitoring and responding to student social and developmental health needs.

Impact Statement:

- The unclear and fragmented way in which all stakeholders work to support student social and emotional development health needs means support is limited and does not foster student academic achievement and personal development.

Recommendation:

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

- Establish a clear plan to develop and implement roles and responsibilities for all stakeholders in regard to the work they do in supporting student social and emotional developmental health.

5.5 **The school has received a rating of *Ineffective* for this Statement of Practice:** The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.

Overall Finding:

- The school leader and student support staff do not work with teachers to establish structures to support the use of data to respond to student needs.

Evidence that leads to this finding:

- The school leader reported that the school currently uses little data to address student social and emotional developmental needs. Discussions with the student support team and with parents showed that the school community has not worked together to devise a clear plan to use data to support students.
- The student support team noted that while data is available, there are no protocols or processes in place to analyze and discuss the data in order to meet student needs.
- While the school makes use of external support services where needed, the collaboration with those contracted to do the work is very limited and efforts are poorly coordinated.

Impact Statement:

- The lack of structures to support the use of data to meet student needs limits student academic and

social-emotional success.

Recommendation:

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

- Establish a plan to use data to monitor student social and emotional developmental health and to identify student needs; ensure that the student support staff meet together and communicate with other staff and outside support services, as needed, to develop a team approach to supporting student 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 is working to partner with families, volunteers, and community agencies; however, few parents participate in school activities. The school works to manage and strengthen community and volunteer partnerships; however, there is a lack of coordination of these initiatives and the school does not consistently foster the home-school partnership to engage parents in their children’s learning.

Strengths:

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

Areas for Improvement:

6.2 **The school has received a rating of *Developing* for this Statement of Practice:** The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement

Overall Finding:

- The school leader does not consistently ensure that regular communication with students and families fosters high expectations for student achievement.

Evidence that leads to this finding:

- The school leader shared that the school communicates with families through various means, such as newsletters; however, discussions with senior leaders, teachers, and members of the parent-teacher organization showed that the communication is inconsistent and does not focus on the expectations for student academic achievement. Further, the school does not evaluate its communication strategies with parents and make modifications where necessary.
- While the school uses a robo-call system for sharing information with parents, some parents shared that this is not always effective, as many families change their phone numbers.
- The school leader uses key staff to organize parent events and workshops on topics, such as the CCLS, ELA, math, and social-emotional developmental health targeted at building parent knowledge of the school’s academic expectations. However, the review team found that these workshops are

not held regularly and parent attendance at these events is low.

Impact Statement:

- Inconsistent communication limits the relationship between the home and school and hinders student success.

Recommendation:

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

- Create and implement a plan to communicate school-wide expectations for student success; ensure that the plan incorporates systems to enable the school to monitor parent communication; adapt the current policies, processes, and approaches as needed.

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 does not consistently engage in reciprocal communication with families and community stakeholders to support student learning.

Evidence that leads to this finding:

- The STEM team is beginning to communicate via the school website, surveys, newsletters, and hands-on activities at parent events, and articulated plans to use displays of student work to engage parents. However, the review team found that presently parents are unaware of these new developments.
- Students and parents reported that some teachers communicate with them via email, phone, backpacks, and robo-calls, but that the level, type, and effectiveness of communication vary from teacher to teacher.
- Several students in the middle school have daily conduct reports signed by teachers in each period that are sent home to keep families informed; however, this practice is not consistently used by all teachers.
- Senior leaders reported that communication about student academic progress is limited, other than progress reports and report cards, but that they are developing plans, such as home-school agendas, to address this area in the future.
- District-provided translators are used, but school staff reported that the limited availability of this service impedes the school's ability to communicate with the families for whom English is a second language, and limits the consistency for all parents to receive up-to-date information about school events and their children's progress.
- The school offers parents leadership opportunities through the School-based Planning Team, the Parent Teacher Community Organization, and the Expanded Learning Team. However, discussions with parents showed that only a small number of parents are involved in these teams. Strategies, such as varying the time of meetings and personalizing the invitations, have been tried, and the school is actively looking for new ways to meet parent needs and increase parent participation.

Impact Statement:

- The lack of school-wide expectations for home-school communication results in many families not having information they need to support 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:

- Establish and implement a home-school communication plan that reaches all families, including those for whom English is a second language.

6.4 **The school has received a rating of *Ineffective* for this Statement of Practice:** The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.

Overall Finding:

- The school does not partner with families and community agencies to provide training across all areas to support student success.

Evidence that leads to this finding:

- Some posters were seen displayed around the school showing planned initiatives to bring community agencies into the school to work with parents and help them understand the resources available to them. However, these opportunities are limited and the information is not sufficiently communicated to the wider parent community. For example, the school provides a general education workshop for parents; however, only five parents have enrolled in this program.
- Although the leadership team talked about ideas for involving more parents in training events, the review team did not find evidence of a plan to support such initiatives. Discussions with school leaders and teachers showed that staff does not receive any training to foster more parent engagement. Further, parents stated that they are unaware of any training events to help them learn how to better support their children's learning.
- Representatives from outside agencies work with students in the extended learning time program. However, the review team found that staff members were unable to manage student behavior.

Impact Statement:

- The lack of a coordinated and systematic approach toward partnering with families and community stakeholders limits student success.

Recommendation:

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

- Establish and implement a plan to create and sustain family and community partnerships to support student learning.

6.5 **The school has received a rating of *Ineffective* for this Statement of Practice:** The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.

Overall Finding:

- The school does not share data in a way that promotes dialogue among stakeholders and empowers families to support student success.

Evidence that leads to this finding:

- The student support team and the school leader reported that while the school collects data, such as referrals, parent attendance at events, home visits, and student attendance, this information is not analyzed or used to identify and support individual needs.
- The staff stated that there is no time scheduled for analyzing data in relation to student achievement or personal development. Additionally staff does not use or analyze data to identify and address family needs.
- The review team found that little data is made available to parents in regard to how their children are progressing. Parents were unaware of how they could access data through the school or internet. Further, there are no training sessions organized to help parents better understand data. Additionally, discussions with teachers and school leaders showed that little communication is shared with parents about student data or student goals beyond report cards.

Impact Statement:

The school community does not empower families to use data to support student success.

Recommendation:

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

- Set up clear systems to help staff use data to identify family needs and to target strategies that address these needs; ensure that all data is communicated to families in a way that they can fully understand and that will encourage them to partner with the school in supporting their children's social and academic success.