



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

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



<b>BEDS Code</b>	280208030009
<b>School Name</b>	Roosevelt Middle School
<b>School Address</b>	335 East Clinton Avenue, Roosevelt, New York 11575
<b>District Name</b>	Roosevelt Union Free School District
<b>School Leader</b>	Nateasha McVea
<b>Dates of Review</b>	March 11-12, 2014
<b>School Accountability Status</b>	Priority School
<b>Type of Review</b>	SED Integrated Intervention Team (IIT)

School Information Sheet											
Grade Configuration	7 - 8	Total Enrollment	431	Title 1 Population	81.4%	Attendance Rate	97%				
Free Lunch	71.9%	Reduced Lunch	9.5%	Student Sustainability	98%	Limited English Proficient	9.6%	Students with Disabilities	16.7%		
Types and Number of English Language Learner Classes											
#Transitional Bilingual	0	#Dual Language	0	#Self-Contained English as a Second Language				0			
Types and Number of Special Education Classes											
#Special Classes	8	#Consultant Teaching	16	#Integrated Collaborative Teaching				0			
# Resource Room	2										
Types and Number Special Classes											
#Visual Arts	40	#Music	40	#Drama	0	# Foreign Language	17	# Dance	0	CTE	#0
Racial/Ethnic Origin											
American Indian or Alaska Native	0%	Black or African American	54%	Hispanic or Latino	45%	Asian or Native Hawaiian/Other Pacific Islander	0%	White	0%	Multi-racial	1%
Personnel											
Years Principal Assigned to School	8 months	# of Assistant Principals	2	# of Deans	0	# of Counselors / Social Workers		4			
% of Teachers with No Valid Teaching Certificate	0	% Teaching Out of Certification	0	% Teaching with Fewer Than 3 Yrs. of Exp.		4	Average Teacher Absences	N/A			
Overall State Accountability Status (Mark applicable box with an X)											
School in Good Standing		Priority School	X	Focus District		Focus School Identified by a Focus District			SIG Recipient		
ELA Performance at levels 3 & 4	11%	Mathematics Performance at levels 3 & 4	3%	Science Performance at levels 3 & 4	75%	4 Year Graduation Rate (HS Only)		N/A			
Credit Accumulation (High School Only)											
% of 1 <sup>st</sup> yr. students who earned 10+ credits	N/A	% of 2 <sup>nd</sup> yr. students who earned 10+ credits	N/A	% of 3 <sup>rd</sup> yr. students who earned 10+ credits	N/A	6 Year Graduation Rate		N/A			

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

**SCHOOL PRIORITIES AS DESCRIBED BY THE SCHOOL:**

1. Provide consistent communication of the school mission and goals.
2. Implement the Common Core Learning Standards to increase academic rigor and higher-order thinking skills through inquiry based instruction.
3. Provide expanded learning time.
4. Develop systems for student social and emotional developmental health support.
5. Create a partnership with parents to support student achievement.

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

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

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

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

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

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

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

#	Statement of Practice	H	E	D	I
6.2	The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.			X	
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.			X	
6.4	The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.			X	
6.5	The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.			X	
<b>OVERALL RATING FOR TENET 6:</b>				<b>D</b>	

**School Review – Findings, Evidence, Impact and Recommendations:**

<b>Tenet 2 - School Leader Practices and Decisions:</b> 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.	<b>Tenet Rating</b>	<b>D</b>
---	---------------------	----------

**Debriefing Statement:** Though the school has identified priorities in its School Comprehensive Education Plan (SCEP), the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals are too numerous and vague to provide the school community with a road map that can be communicated to advance the school's mission and vision. The SCEP acts as a mechanism to promote school advancement in the areas of the Common Core Learning Standards (CCLS) and instructional shifts using some forms of targeted stakeholder engagement to support these activities. The school leader effectively utilizes available resources, and implements the district Annual Professional Performance Review (APPR) evaluation system, providing staff with regular formative feedback. However, the lack of evaluation systems to measure school initiatives limits the school's ability to monitor whether these actions are leading to success.

**Strengths:**

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

**Overall Finding:**

The school leader makes decisions to use resources in ways that address the needs of the school community and encourage school improvement.

**Evidence/Information that Lead to this Finding:**

- Reviewers found that the school leader had been able to schedule Academic Intervention Services (AIS) during the school day because of the additions of English language arts (ELA) and mathematics teacher to the staff. This decision increased student access to targeted instruction based on academic need. As the vast majority of students performed at Levels One and Two on both interim and state assessments, most students now receive an additional 40 minutes of ELA or mathematics instruction daily. A two-year comparison of teacher generated grade reports between 2012 and 2014 showed a 76 percent average grade in ELA, and an increase in mathematics scores from 56 to 84 percent.
- The school leader reported that because of increased student social and emotional needs, a full-time social worker was hired to support the social and emotional vision for the school. The school leader reviewed school data related to student behavior, and determined that this staff addition would increase student support and potentially promote a decrease in negative student behaviors. Additionally, although the school does not have a formalized behavioral management system in place, pieces of a Positive Behavioral Interventions and Supports (PBIS) program are functioning; the school leader reported that staff participated in professional development (PD) related to PBIS during the prior school year and summer. Many stakeholders were able to speak to this program. As a result of these school leader decisions, the number of disciplinary incidents has decreased from 85 in the first

six months of the 2012-13 school year to 28 during the same time period of the 2013-14 school year.

- The school leader modified the schedule for the 2013-14 school year to allow teachers to meet with not only their own grade-level teams, but with subject area counterparts on other teams. This modification provided an opportunity for teachers to benefit from other content area specialists and discuss student strategies with other team members. Teachers reported having more opportunities to discuss specific strategies aligned to their content area, while also being provided time to discuss specific students concerns within their team.

**Impact Statement:**

The school leader organizes resources to ensure that the social, emotional, and academic needs of school stakeholders are met.

2.4 **The school has received a rating of *Effective* 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 implement the district-approved APPR teacher evaluation plan, and provide regular, ongoing feedback based on formal and informal observations.

**Evidence/Information that Lead to this Finding:**

- During Integrated Intervention Team (IIT) interviews, the school leader and teachers were able to describe the staff evaluation process; staff reported that school leaders conduct two annual formal observations, and five “mini” observations, which last from 10 to 15 minutes. In the case of formal staff observations, the school leader and teacher meet prior to a classroom visitation to discuss the upcoming lesson using Kim Marshall’s six domains of effective instruction as a context for their conversation. Following the visit, the school leader and teacher discuss the successful teacher practices observed during the visitation, and areas that need improvement. During “mini” classroom visits, verbal feedback is typically first provided to the teacher shortly after the lesson is concluded, with written feedback entered in the district’s online observation and appraisal data management system (OASYS) later. Teachers all cited this process as productive and noted that a main area of school-wide focus has been classroom engagement. Most teachers noted, and documentary evidence supported, that because of targeted teacher feedback, instructional strategies have been implemented to engage students, which has resulted in decreased classroom disruptions, and greater time spent in teaching and learning.
- School leaders meet regularly to discuss what they are observing in classrooms and note instructional trends; leaders use this information to drive the bi-weekly PD provided to teachers, which is generally aligned with Marshall’s domains. For example, school leaders trained staff in the use of Webb’s Depth of Knowledge, a framework for higher-level questioning, due to a lack of questioning skill noted during observations. The school leader noted that the number of teachers using higher-level questioning techniques has increased since the training, and teachers confirmed that they use Depth Of

Knowledge regularly to plan and implement lessons.

**Impact Statement:**

The school leader provides feedback to teachers, which encourages better instructional practices and improves student engagement.

**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:**

The school's SMART goals are not specific or measurable, and the activities detailed in support of the goals are too numerous to track to monitor school improvement.

**Evidence/Information that Lead to this Finding:**

- The school leader reported that a team of district administrators and school stakeholders constructed the SCEP; stakeholders included the school leader, parents, and teachers. The school developed multiple non-specific goals with several embedded corresponding activities. One SCEP goal was to, "Provide Roosevelt Middle School students with a rigorous CCLS-aligned curriculum that will provide a coherent, appropriate CCLS instructional program for all students during the 2013-14 school year." A supporting activity for this goal was, "English and mathematics curricula will maintain vertical alignment, ensuring that students learn the skills needed for the next level." Reviewers found that a lack of specificity in each area made it difficult to ascertain whether a goal had been met, or if progress toward a goal was on track, which limited the ability of school stakeholders to monitor progress of the school's programs, initiatives and student achievement.
- While the school leader stated that data is used to monitor school-wide systems, neither she nor the school's stakeholders were able to describe the specific academic achievement goals that needed to be met by the end of the school year to attain success. The school leader stated a goal of students performing at Levels One or Two moving up one level on the school's interim assessments, which are administered four times a year; however, she was not able to quantify the percentage of students that this goal applied to.
- Parents could describe the district and school mission, "Educate the whole child to excel, thereby ensuring achievement for all. Failure is not an option." However, none were able to provide positive examples of how the school exemplifies this vision.
- Prior year assessment results required the school to put additional supports in place for ELA and mathematics. Two of the school's reading teachers were redeployed to another school, and the funds used to hire additional ELA and mathematics teachers; these new staff were used to expand class time

for ELA and mathematics by 40 minutes a day. However, reviewers found that the school leader is not yet able to demonstrate the impact these decisions have made on student achievement.

**Impact Statement:**

A lack of specific goals, and evidence-based systems used to monitor and adjust school-wide goals, limits the school's ability to determine if actions are leading the school toward improvement.

**Recommendations:**

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

- Create a school vision in which specific and measurable school goals drive all school activities.
- Write all goals in a SMART goal format, providing a vivid account of the desired results and a timeline for accomplishment.
- Create fewer goals, making it more manageable for the school leader and stakeholders to monitor and measure for progress. Post goals so all school stakeholders are aware of them; provide regular progress updates to all stakeholders; and perform a quarterly review of progress with the school's site-based management team to evaluate and adjust goals, as necessary.

2.5 **The school has received a rating of *Ineffective* for this Statement of Practice:** Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the SCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).

**Overall Finding:**

The school leader does not have a formalized process or system in place to evaluate program or organizational effectiveness.

**Evidence/Information that Lead to this Finding:**

- The school leader was unable to present data to address many of the academic initiatives introduced in the 2013-14 school year; and reviewers found little evidence demonstrating that new programs were having the impact the school leader intended. The school leader implemented a system of Professional Learning Communities (PLCs) at each grade level, with teachers often acting as group leaders to support pedagogical conversations surrounding student learning, but was unable to provide more than anecdotal evidence to support the effectiveness of this system.
- While the school leader, and most teachers, reported that the school's PLCs positively influence student learning, school interim assessment results did not show student progress in mathematics or ELA during the fall and winter of 2013. The school leader stated that the assessments measure different areas in each testing cycle, and that the second set of test data would not necessarily note progress, even if it were made. This data gap makes it difficult for the school leader to ascertain the value of these decisions, as related to student achievement.

**Impact Statement:**

A lack of evaluation systems limits the school leader’s ability to determine if efforts are successful in promoting the vision and mission of the school.

**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 structures and systems that use data to determine if school-wide activities are in alignment with desired outcomes.

**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:** School leaders and teachers are beginning to work collaboratively to support the implementation of coherent curricula aligned to the CCLS; however, the use of instructional modifications and scaffolding based on student needs is limited. There is an incomplete implementation of shifts in practices and strategies, with few interdisciplinary opportunities for learning occurring. There is also little opportunity for student reflection, monitoring, and ownership of learning embedded in teacher assessment systems. The lack of alignment between the curricula and assessments, and limited opportunity for cross-curricular student engagement leads to slower than expected student growth in meeting the demands of CCLS, and little improvement in student achievement.

**Strengths:**

3.2 **The school has received a rating of *Effective* 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 has provided the plan, framework, and protocols for staff to align their instructional activities with the CCLS and shifts.

**Evidence/Information that Lead to this Finding:**

- Reviewers found that the school leader has a plan that supports the implementation of CCLS-aligned curricula. Teachers were able to describe the main goals of the SCEP, which include the design and implementation of the CCLS and instructional shifts. Though the school leader and staff admitted that more time would be needed to see the full effect of these initiatives in the classroom, IIT review of lesson plans confirmed that the plan is driving the school actions.

- IIT reviewers found that the school PD calendar contained several job-embedded, teacher-directed workshops, and incentivized PD, related to the implementation of the CCLS; PLCs and grade-level curriculum meetings support the horizontal and vertical alignment of curriculum and instruction supporting the CCLS, and lessons are often collaboratively developed. Reviewers observed a PLC discussion “linking teacher support to student engagement and achievement,” that included a brainstorming of instructional strategies. IIT document review showed that PLCs have daily schedules with targeted activities; some of the activities included the use of visual tools, such as Thinking Maps; data analysis; student social and emotional needs; and collaborative planning. Staff stated that the school leader also brought in outside consultants to provide support in staff use of Thinking Maps. Reviewers found that staff has been provided tools in support of the implementation of the CCLS and New York State (NYS) standards across all areas of study.

**Impact Statement:**

The school leader has put structures and protocols in place to support teachers in the implementation of the CCLS and instructional shifts.

**Areas for Improvement:**

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:**

Data use to drive pedagogical decision making is limited, in both the analysis and application stages.

**Evidence/Information that Lead to this Finding:**

- Reviewers found limited evidence of data-driven instruction (DDI) protocols to drive curricular or instructional modifications. Teachers use lesson plans aligned to the CCLS, but do not uniformly use a variety of complex materials that incorporate sequenced and scaffolded skills. In 74 percent of the lessons viewed by the review team, teachers aligned their lesson plans to the CCLS; however, in only 29 percent of classrooms was there demonstrated evidence of CCLS shift implementation. Only seven percent of the classes visited showed evidence of DDI.
- During reviewer observation of a PLC, opportunities to connect the practice of student engagement to building student skills were missed. Only a few teachers could describe how to use lexiles to inform a choice of materials aligned to student ability.
- An IIT review of lesson plans showed that teachers are beginning to use CCLS modules for instructional planning, although most plans did not demonstrate an inclusion of materials providing multiple points of entry for students, scaffolded activities, and a consistent use of formative assessments.
- Through document review and interview, reviewers found that teachers are in the process of

developing protocols to monitor and adjust curricula in support of the CCLS instructional shifts and NYS content standards. However, reviewers noted disconnect between teacher preparation and the actual implementation of the CCLS in classrooms.

**Impact Statement:**

A lack of data protocols to inform instructional and curricular decisions limits the school's ability to create learning opportunities addressing individual achievement needs 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:

- Provide teacher training on how to use student performance data, both formative and summative, to determine appropriate resources and strategies to engage all learners at their own levels.
- Monitor and adjust the curriculum regularly to meet consistently the needs of all 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 lacks a detailed and formalized plan to implement interdisciplinary lessons within and across grades and subjects.

**Evidence/Information that Lead to this Finding:**

- Reviewers found limited evidence that the school uses interdisciplinary curricula to promote cross-curricular opportunities for learning. The school leader and teachers stated that they are developing a plan to create interdisciplinary curricula and partnerships across grades and subjects, however, only 11 percent of lessons viewed by the IIT contained elements reflecting this.
- Reviewers noted that staff meeting and PLC agendas included time to discuss the incorporation of art, music, and technology into core subject areas. Reviewers listened to a PLC discussion concerning math-science and social studies-ELA collaborations; however, reviewers found little evidence that discussions have led to consistent cross-curricular opportunities or a regular incorporation of technology in classrooms.

**Impact Statement:**

The lack of interdisciplinary connections limits student engagement and connections to the real world.

**Recommendation:**

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

- Create time for cross-curricular planning, and PLC time that allows for collaboration between core and

non-core teachers.

- Provide training for all teachers in interdisciplinary lesson planning.

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

**Overall Finding:**

Teachers do not regularly use assessments to provide formative feedback to students, or to engage most students in the reflection or tracking of their own learning.

**Evidence/Information that Lead to this Finding:**

- Teachers stated that they were beginning to formalize their understanding of formative assessment strategies. Reviewers found that teachers provide limited data-based feedback to students to encourage student ownership of learning. In the PLC observed by reviewers, no student work was shared or analyzed by teachers, nor did teachers describe a plan for addressing the particular skill being discussed.
- When asked how they get information about their progress and goals, most students replied that it depended on the teacher and was usually a private conversation. According to students, feedback was limited to statements such as, “you are doing good” or “keep going.” When asked how feedback to improve was provided to them, students stated that they were directed to “come for extra help after school Tuesday and Thursday.” A review of student work showed that most work was checked for accuracy, but few rubrics or specific feedback on next steps were noted. The lack of feedback limits student opportunities to improve their skill sets or knowledge base.
- Reviewers noted that teachers are beginning to develop a system to use data to make curricular decisions. During the PLC, teachers discussed their use of the standardized interim online assessment tool, RightPath, to provide disaggregated data to identify skill areas to focus on. Teachers stated that they could also create assessments with RightPath, which they have begun to do. However, at the time of the review, reviewers found little evidence that this budding process was accelerating student achievement.

**Impact Statement:**

The lack of specific, ongoing student feedback limits students’ ability to know what knowledge or skills they need to learn to advance, or to take ownership of their learning.

**Recommendations:**

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

- Train teachers in the development of rubrics tied to school and NYS curricula and standards; train teachers in the facilitation of student developed rubrics.

- Use rubrics to illustrate how expectations are related to the quality of work, and how this relates to grades.
- Tie rubrics into student feedback to show specific skills and knowledge that students need to gain to improve their work and grades.

**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:** Most instructional practices lack rigor and differentiation, despite lesson plans that often address the CCLS and reflect the CCLS shifts. While the school leadership team engages teachers in PD and provides support for aligning instruction to data, there is limited student feedback provided, and no plan in place for teaching and rewarding acceptable and safe student behaviors. As a result, learning time is not maximized and student ownership of learning is not a school-wide norm.

**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 *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:**

A lack of differentiated lessons based on data does not allow all students to be taught at their own learning levels.

**Evidence/Information that Lead to this Finding:**

- Although the school leader and staff reported that using student achievement data to drive instruction was a school-wide initiative, reviewers noted that only seven percent of the classrooms visited applied this practice. Teachers reported being aware of the importance of data use; however, most admitted that they have not yet converted this knowledge into the action necessary to create differentiated long- and short-term goals for students.
- One teacher stated, “I have never had a discussion with my students about specific goals.” While some teachers reported that they have discussed improvement goals with students, most of the students interviewed did not know their own learning goals, and to a large extent, what specific skills they needed to work on to have greater academic success.

- A review of student work provided limited evidence of teachers routinely evaluating student work as data to inform future instruction. Reviewers noted few references in teacher plans to summative or formative data used to modify lessons for subgroups of students. Only 26 percent of classrooms visited by reviewers contained elements of student differentiation; as a result, lessons are not always responsive to the needs of all students.

**Impact Statement:**

Teachers do not routinely use data to inform decisions and differentiate instruction; as a result, the pedagogical needs of all students and subgroups are not being met.

**Recommendation:**

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

- Provide PD on the implementation of data to drive instructional strategies to meet student needs; provide a greater focus on using data to inform instruction during PLCs.

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:**

While many teachers delivered CCLS-aligned lessons, only a few were observed providing multiple points of access for all learners.

**Evidence/Information that Lead to this Finding:**

- 52 percent of classes visited by IIT reviewers contained no elements of rigorous instruction, higher-order questioning, or higher-level activities, despite several teachers stating that they used Webb's Depth Of Knowledge to plan lessons. Reviewers found only 30 percent of classes showed students engaged in close reading, citing textual evidence, or performing extended writing. In two classrooms, the teacher asked for textual evidence, but read the evidence to the class after a very short wait period; in another, the "bell ringer" activity, intended as a brief introduction to the lesson, covered the entire period.
- Most reviewed lesson plans contained no scaffolding strategies or multiple points of access activities as part of the intended lesson.
- In eight of the English language learner (ELL) classrooms visited, reviewers witnessed a wide range of instructional practices reflecting CCLS shifts, such as the use of informational text and text-based analysis. However, in most ELL classrooms, reviewers noted a dominance of lower-level questioning.

**Impact Statement:**

A lack of specific planning that ensures CCLS-aligned plans with pathways to higher-order thinking and multiple

points of access diminish the instructional program for all learners.

**Recommendation:**

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

- Provide support to teachers in the development and delivery of lessons that include higher-order thinking skills, and differentiation based on student ability.

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:**

A learning environment promoting a culture of responsiveness to the needs and strengths of all learners is inconsistent from classroom to classroom.

**Evidence/Information that Lead to this Finding:**

- In the large student group interview, all students expressed that they felt safe at school; but most stated that negative student conduct disrupts classroom instruction regularly. Students estimated that the majority of their peers are not serious about learning and that this negative classroom environment prohibits others from joining in classroom activities.
- Reviewers found that strategies used by teachers to set behavioral classroom expectations were inconsistent. In four classrooms visited by the IIT, it took several minutes for all students to turn their full attention to the teacher so that class could begin; in each instance, the teacher remained silent until all students quieted down, and then gently admonished students for delaying class. In another classroom visit, when the noise level rose, the teacher's voice rose with it throughout the lesson.
- Reviewers observed a PLC meeting focused on achieving student engagement. During this meeting, there was a strong consensus expressed among teachers that, in general, Roosevelt Middle School students have a poor self-image, and when confronted with academic rigor, their stress level rises, and they become disengaged. Most students interviewed by the IIT countered this view and expressed that they were not challenged in most classes; a few students noted two teachers as exceptions, and stated that they promote a rigorous learning environment.

**Impact Statement:**

Teacher expectations for student conduct and academic acumen often underestimate the ability of many students, resulting in low rigor and behavior projections in many classrooms.

**Recommendation:**

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

- Develop and implement a program to promote a common understanding of classroom expectations and strategies to create an intellectually safe classroom environment.

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:**

While teachers are aware of the need to use formative data to adjust instruction and provide students with timely feedback, there is limited evidence that teachers act on that awareness.

**Evidence/Information that Lead to this Finding:**

- Reviewers found that most teachers do not use assessments to inform instruction. Reviewers noted only 26 percent of classes visited used formative assessments to inform instruction. Teachers acknowledged awareness of the importance of using formative data to improve instruction, but only one teacher reported its use. Teachers also reported having response to intervention (RTI) data results for their students, but stated that as the test questions were not available for their review, they did not know the specific areas their students struggled with most.
- An IIT review of student work showed few examples of teacher evaluations or comments that provided useful feedback. While reviewers examined some examples that plotted a path of improvement for the student, too much of the feedback was either a grade or a short comment not related to a standard or scoring rubric. Four of the eight students interviewed stated that their teachers have used rubrics in class. One student detailed recent feedback from a mathematics teacher about ways to improve. According to the student, the teacher stated, “You are doing bad and should come after school to get your test grades up.” In only 26 percent of classrooms visited were formative assessments used to inform instruction.
- When asked about quarterly interim assessments, some students stated that depending on the teacher, they might receive feedback about their score and ways to improve their grade.

**Impact Statement:**

Without teachers using assessment data as a valuable tool, the instructional program is diminished, which limits opportunities for improved 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:

- Provide PD to teachers on how to use assessments, both formative and summative, to adjust planning and instruction to meet the needs of all learners.
- Teachers should provide regular, ongoing feedback to students to help them improve in targeted

academic areas.

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

**Tenet Rating**

**D**

**Debriefing Statement:** The school’s system does not standardize the roles and contributions of all stakeholders in meeting the social and emotional developmental health needs of all students. The school leader is in the process of developing overarching systems and supports to sustain social-emotional health needs and academic success. The school has begun to infuse curricula reflecting the district vision of educating the “whole child,” but the lack of systematic collaboration informed by relevant data, has limited the contributions made by school stakeholders to meet the social and emotional health needs of all students.

**Strengths:**

All ratings for this Tenet are **Developing** 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:**

At the time of the review, the school lacked well-known processes and overarching systems to support and sustain the social and emotional health needs and academic success of all students.

**Evidence/Information that Lead to this Finding:**

- According to the school leader, aside from the student support team, no PD is provided for staff in the area of the social and emotional developmental health needs of students. Each group of stakeholders substantiated this, and as a result, only the student support team was able to describe the student referral process. The support team was trained on some areas related to the referral process, such as developing a functional behavioral assessment, although they stated they have not received a related training since. As a result of the training void, the vast majority of school staff does not understand the referral system, which may result in some students not receiving needed supports.
- According to the school leader, a document detailing the school’s RTI program has not been developed. The school leader stated that while special education teachers and members of the school support team are aware of the process and strategies, general education teachers are not, and need training in the use of the referral process. Additionally, members of the student support team reported that student disciplinary data is not shared with all staff involved in the referral process; only academic data is shared in this way. A lack of pertinent data for staff may result in some students not receiving the needed supports.

- All interviewed students stated they had an adult at the school they could talk to for help. Many cited the school counselors as adults with whom they felt comfortable.

**Impact Statement:**

The lack of a system, understood by all stakeholders, that supports the social and emotional needs of all students limits the school's ability to identify and support students in need of social and emotional developmental health supports.

**Recommendation:**

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

- Develop a document detailing the support systems in place to address the social and emotional needs of students; provide ongoing training for all staff members in system application.

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

**Overall Finding:**

The lack of a commonly understood behavior management system limits the school's ability to create a stable learning environment for all students.

**Evidence/Information that Lead to this Finding:**

- The school does not have a behavior management system in place, although some staff reported receiving PBIS training, and reviewers noted remnants of this training in some classrooms. While the school leader stated that establishing a behavioral system before the end of the school year was a priority, reviewers found no formal plans to accomplish this. As a result, there is a limited understanding of a school-wide philosophy or protocol for student conduct and interventions, which results in some classrooms not having a positive learning environment. For example, 13 percent of the classrooms visited by reviewers had a culture that was not conducive to teaching and learning.
- When asked what happens when a student breaks a rule, some students stated that it depends on what happened, and that for small infractions there may be no consequences. One student said that, "some teachers just give warnings and no consequences." Teachers also reported that not all staff are consistent in the outcomes for negative student behaviors. Reviewers also found that many interviewed students believed that positive behaviors were not regularly recognized. Aside from some members of the school's student support team, staff had not received PD in providing social and emotional supports to students this school year.
- The school leader created a "Dignity Team," which investigates bullying allegations. Reviewers found

no formal system in place, and no written protocol; staff reported that investigations and referrals occurred through an informal process. The school leader reported that over the past two years, disciplinary referrals have decreased 88 percent; documentation provided confirmed this figure. Of eight students interviewed, none reported being bullied, but most agreed that bullying occurs at the school. Students stated that, “students who are bullied are likely to say nothing, as they don’t want it to get worse.”

**Impact Statement:**

The absence of known systems that support positive student conduct and safety creates an uneven application of good practices, which leads to learning time not being maximized.

**Recommendation:**

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

- Implement a system for student behavioral supports, and provide PD for all staff in its concept and application.

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:**

A lack of systematic collaboration has limited stakeholder contributions toward meeting student social and emotional health needs.

**Evidence/Information that Lead to this Finding:**

- Staff and parents reported only a limited understanding of their roles in providing social and emotional health supports for students. Reviewers found that, aside from the school’s student support staff, there were no defined, documented roles for school staff or families. In the parent meeting, it was stated, “there is a lack of communication from the school and district” with regard to available programs and services, and little guidance from the school on parental support roles. The parents interviewed believed that they did not have a person at the school with whom to seek counsel in regard to their child’s needs, nor did they seem to understand the school’s staffing in terms of social and emotional support at the school. Parents stated, “We need to actively seek out programs outside the district.”
- One student said that negative student conduct was difficult, as she takes school seriously, and not all other students do. The student stated that some students make fun of her, while others try hard. She estimated that in a class of 20 students, “maybe five to seven students try hard.” Six of the eight students interviewed stated that they feel safe at school and “adults are always around.” They also cited that there is a security guard at the door to make sure students are safe. Many noted recent

school shootings, which has had an impact on them, although none believed that it could happen at their school.

- Some teachers highlighted the need for students to be “reasonable.” However, teachers pointed out that although there is an understanding of what the term “reasonable” means, implementation and follow through by the staff is not always consistent.

**Impact Statement:**

The lack of distinct roles and responsibilities for the majority of school stakeholders has resulted in an underutilization of human capital in support of student social and emotional 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:

- Develop a social and emotional support plan, in which each stakeholder has a defined role within the school's overall plan; provide associated training so that each person may effectively carry out their roles and responsibilities.

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's use of data to address student social and emotional health needs is limited, with no uniform system for tracking student behavior and identifying support interventions.

**Evidence/Information that Lead to this Finding:**

- Members of the student support team stated, “RTI is known about, but that’s about it.” While staff reported using PLCs to discuss the referral process for students in need of social and emotional supports, reviewers found that AIS and RTI had not been addressed, and members of the student support team stated they had not trained all instructional staff in the referral process. This contradicted the school leader’s assertion that all staff had been trained in these areas. The lack of processes known to all teachers results in a lack of advocacy for students who need additional social and emotional health services.
- The school leader stated, “Teachers use anecdotal data to support individual students,” and that while special education teachers are well aware of RTI, general education teachers are in need of assistance through “in house training.”

**Impact Statement:**

A standardized data system to identify student supports is absent, which creates a muddled understanding of the processes and programs available for students who need supports.

**Recommendation:**

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

- Develop an understanding among all school stakeholders on how to use data to identify students who need supports, and create a data system to correlate the vision to application.
- Provide PD opportunities for all school stakeholders on how to use data to trigger academic and social-emotional referrals.

**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 lack of ongoing reciprocal communication and clear links between home and school limits a shared understanding of high expectations for student academic achievement. While there is a plan to share data to identify family needs, the intervention plan is not known to or followed by all staff. The school ensures that bilingual staff is available for parents, and some community partnerships support students and their families. However, not all parents are aware of or benefiting from these efforts.

**Strengths:**

All ratings for this Tenet are **Developing** 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:**

A mutual understanding of high academic expectations is not regularly communicated between the school and families.

**Evidence/Information that Lead to this Finding:**

- During an IIT interview, some parents questioned the extent to which their children are prepared for high school. Four of the six parents present shared that their honor roll children received state test scores that were much lower than their classroom grade, prompting them to question the district grading policy. In one case, a parent stated that her daughter has over a 90 average, yet did not pass the state assessment; another parent echoed the situation. Parents stated that they needed additional support on understanding the CCLS expectations, and advocating for their child’s academic development.
- Reviewer discussions with school stakeholders revealed that there is no cohesive, concerted approach

to making parents aware of school expectations for student academic achievement. The school leader stated that she was developing a plan to communicate better school expectations to parents through more focused correspondence. According to the school leader, plans are also being developed to evaluate the quality of communications with parents and make adjustments where necessary.

- All of the teachers interviewed by reviewers stated that they use the online reporting system to post student grades, and stated that many parents and some students use the Parent Portal regularly to access student academic information. Staff shared concerns about the level of parent engagement, citing that typically, very few parents come to parent conferences to meet and discuss their child's grades and ways they can improve. Middle school teams typically teach approximately 125 students, and each homeroom teacher estimated the number of parent attendees at conferences ranged from 10-20 parents, or 10 percent; the school leader estimated this number to be "about 50 percent."
- The school leader stated that new parents are asked to come to the school to discuss school expectations, however, most students come to the meeting by themselves. Caseworkers meet with administrators to ensure that new foster students are identified and supported appropriately. A member of the student support staff stated that during the fall school open house, families were introduced to use of the Parent Portal, and guidance counselors delivered a presentation on how to access the Parent Portal on mobile devices and in the library, if internet access was not available at home.

**Impact Statement:**

The school does not maximize the benefits of a robust and reciprocated home-school connection to promote a common vision leading to high academic achievement.

**Recommendation:**

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

- Conduct regularly scheduled school-family events that promote mutually understood academic expectations and support systems for all students.
- Provide regular and ongoing written communication to parents stating the school's expectations for high student achievement, and strategies that may be used to support this effort.

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:**

Reciprocal communication leading to the identification and support of student needs is not implemented with fidelity.

**Evidence/Information that Lead to this Finding:**

- The school had no formal plan for communicating with families about school and student issues, and although the school leader reported being in the process of creating such a plan, at the time of the review, the school used only informal processes to communicate with parents about their children. Examples of these communications included messages from the school leader and letters sent home by some teachers. Intermittent communications with families limit the school’s ability to both put out beneficial information to families, as well as receive information about family and student concerns and issues.
- The school delivers most communications to parents in the home languages of the families the school serves. The school has a dedicated Spanish translator, and a member of the student support team discussed the need for a Haitian-Creole translator who can confidentially translate information. Most parents stated satisfaction with the manner in which the school communicates with them in different languages. However, the school is only beginning to have conversations about the effectiveness of its strategies for communicating with parents, and had limited information on strategies that work and those in need of improvement.

**Impact Statement:**

The lack of regular, ongoing, and reciprocal communication between the school and families limits the support the child may receive at school and home.

**Recommendation:**

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

- Develop a plan to regularly communicate with families about student issues and concerns; set up a system to evaluate school-wide communication methods to deem if practices are effective.

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:**

While the school has created partnerships that support the academic and social-emotional developmental health of students and their families, not all parents are aware of or benefiting from these resources.

**Evidence/Information that Lead to this Finding:**

- Some parents stated they have not had the school “reach out to them,” and that the school only offers limited community organization information to help facilitate support for their child. One parent stated that, “We need to be tenacious to get services.” Several parents also reported that they seek services outside of the school “on their own.” All parents agreed that the level of “parent

involvement was not high in this school.” Two parents stated that there needs to be a “point person” in the school to “link parents to school and community organizations.”

- IIT parent discussions and document review showed that the school was in the preliminary stages of developing a plan to provide parents with training and support to enhance student learning and growth. Reviewers found that parents were not cognizant of community organizations that could offer family support, and the school had not provided parents with in-house training on how to support school efforts in enabling students to be academically successful.
- IIT reviewers found that teacher training in establishing and sustaining successful methods of family communication had been limited. Although some teachers stated that they could identify a child displaying atypical behavior, they did not know the process for referral, nor community agencies that could support the child’s social or emotional needs. A lack of staff training in building strong parental relationship and developing an understanding of student social and emotional issues hinders the school’s ability to support both the child and family.

**Impact Statement:**

The lack of a formalized communication plan and training for parents and staff limits the quality and impact of relationships between home and school.

**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 training plan for parents to learn ways to support their child’s education at home; ensure staff is trained in methods and strategies to build strong and sustainable links and partnerships with parents.

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:**

The school lacks systems that promote a consistent use of data to encourage parental support and advocacy on the child’s behalf.

**Evidence/Information that Lead to this Finding:**

- According to the school leader, the district expects that teachers communicate with families via the Parent Portal, which offers real time grades. Evidence showed that teachers also reach out via phone or email, if there are issues that need to be addressed. One teacher reported balancing every “negative” call with a positive call home; the teacher stated that this practice has strengthened

relationships with families and students. Some parents stated that the Parent Portal only shows numbers and no strategies that parents could use to help their child be successful.

- Reviewers found inconsistencies in how student achievement data was shared with parents, and in how the school enables parents to best understand the data. Parents stated that they receive some correspondence about their child’s achievement, but are not always able to understand it. All interviewed parents agreed that there is no data training for parents. A parent stated, “We just get a sheet of paper stating their scores.” One parent reported not receiving progress reports from the school, while another parent said that she receives “about one every quarter.” Four of six parents stated they use the online Parent Portal to gain information on their child’s academic progress, but there was little guidance on the role that parents could play in improving and supporting their child’s performance.

**Impact Statement:**

A lack of consistency in the ways student achievement data is provided to parents negatively affects their ability to understand their child’s academic abilities and provide appropriate supports.

**Recommendation:**

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

- Provide families with a handbook and training detailing the school’s grading and assessment programs and policies, so families understand the data and can advocate for their child’s academic success.