



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

DIAGNOSTIC TOOL FOR SCHOOL AND DISTRICT EFFECTIVENESS (DTSDE)



BEDS Code	022601060004
School Name	Wellsville High School
School Address	126 West State Street, Wellsville, NY
District Name	Wellsville Central School District
School Leader	Jeffrey D. White
Dates of Review	May 13-14, 2014
School Accountability Status	Focus School
Type of Review	SED Integrated Intervention Team (IIT)

School Information Sheet																	
Grade Configuration	9-12	Total Enrollment	384	SIG Recipient	<input type="checkbox"/>	Title 1 Population	8%	Attendance Rate	94.24%								
Free Lunch	23%	Reduced Lunch	7%				Limited English Proficient	0%	Students with Disabilities	18.75%							
Number of English Language Learner Classes																	
#Transitional Bilingual	0		#Dual Language	0													
Number of Special Education Classes																	
#Self-Contained	1		#Consultant Teaching	15		#Integrated Collaborative Teaching	0										
#Resource Room	8																
Number of Special Classes																	
#Visual Arts	7		#Music	4		#Drama	0		#Foreign Language	9		#Dance	0		#CTE		
Racial/Ethnic Origin																	
American Indian or Alaska Native	0.3%		Black or African American	0%		Hispanic or Latino	0.5%		Asian or Native Hawaiian/Other Pacific Islander	1.8%		White	96.9%		Multi-racial	0.8%	
Personnel																	
Years Principal Assigned to School	1		# of Assistant Principals	.5 FTE		# 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.	32%		Average Teacher Absences	93%							
Credit Accumulation (High School Only) and Performance Rates																	
% of 1 st yr. students who earned 10+ credits	0% (2012)		% of 2 nd yr. students who earned 10+ credits	85% (2011)		% of 3 rd yr. students who earned 10+ credits	86% (2010)		4 Year Graduation Rate	78.07%							
ELA Performance at levels 3 & 4			Mathematics Performance at levels 3 & 4			Science Performance at levels 3 & 4			6 Year Graduation Rate	82%							

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

SCHOOL PRIORITIES AS DESCRIBED BY THE SCHOOL:

1. **CCLS Implementation:** Align curriculum to Common Core State Standards.
 - a. Implementation of Math and ELA Modules in Mathematics and ELA courses.
 - i. ELA and Math teachers, and curriculum coordinator, have participated in regional BOCES and State Education lead (Network Team) trainings centered on Module implementation.
 - ii. Special Education providers have participated in professional development to further instructional practices to best serve at-risk and identified students toward attaining on grade level CCLS standards.
 - b. Implementation of data driven assessment systems to improve formative and summative assessment practices in the classroom (ex. eDoctrina).
 - i. Curriculum Coordinator has provided in-service training for selected high school teachers.
2. **Technology Integration:** Integration of technology to improve teaching and learning –resources and classroom support and training for teachers provided (ex: 1 to 1 implementation of iPads, Learning Management System- My Big Campus, e-doctrina)
3. **Improving Teaching and Learning:**
 - a. Using the 2011 Danielson “Framework for Teaching” the school community will continue to improve observational practices and professional development to advance teacher practice around the four domains of teaching and learning.
 - b. All faculty and staff have been provided on-going professional development to build knowledge of CCLS. Detailed and specific strategies to address close reading, student engagement, differentiation, and student voice have been provided for all teachers.
4. **Enrichment Opportunities:**
 - a. Building leaders have researched the inclusion of distance learning and credit recovery courses to expand current curricular offerings.

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

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

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

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

	OVERALL RATING FOR TENET 3:			D	
Tenet 4 - Teacher Practices and Decisions: Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn, so that all students and pertinent subgroups experience consistent high levels of engagement, thinking, and achievement.					
#	Statement of Practice	H	E	D	I
4.2	School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.			X	
4.3	Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.			X	
4.4	Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students' varied experiences and tailored to the strengths and needs of all students.			X	
4.5	Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).			X	
	OVERALL RATING FOR TENET 4:			D	
Tenet 5 - Student Social and Emotional Developmental Health: The school community identifies, promotes, and supports social and emotional development by designing systems and experiences that lead to healthy relationships and a safe, respectful environment that is conducive to learning for all constituents.					
#	Statement of Practice	H	E	D	I
5.2	The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.				X
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.				X
5.4	All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school's vision.			X	
5.5	The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.				X
	OVERALL RATING FOR TENET 5:				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	D
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Debriefing Statement: SMART goals are articulated in the SCEP, but not widely known by members of the school community. The school leader has focused his attention on several priorities that have been shared with staff, including CCLS implementation, technology integration, improving teaching and learning, and providing increased enrichment opportunities for students. The school leader and staff are in the process of collecting and analyzing data from a variety of sources to address continuous student improvement. While creating effective systems and addressing school culture are part of the focus of the school leader, continuous school improvement has not yet been achieved.

Strengths:

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:

The APPR process is systematized and followed to ensure all teachers' practices are evaluated.

Evidence/Information that Lead to this Finding:

- The school leaders have a plan that is aligned with the APPR process which is systematic and well-communicated to staff. A calendar has been developed listing the observation schedule so all staff are aware of when observations will take place. A system is in place so the school leaders can track classroom visits, including walk-throughs, for each teacher and use the information gathered to monitor improvements and areas of weakness that need attention. Teachers have the opportunity to discuss their lessons in pre- and post-conferences with the school leaders.
- Discussions with teachers indicate that they receive feedback from the observations. They describe this feedback as timely and developmental. Teachers state that the observations and feedback are directly aligned to established criteria and so they know exactly what school leaders will be looking for in their instruction and student learning.
- The district ensures that school leaders have the opportunity to receive professional development (PD) and participate in Professional Learning Communities (PLC), during which they increase their knowledge of best practices and effective instructional strategies, thus making their observations and evaluations more targeted for teachers.

Impact Statement:

Through the implementation of a systematic plan for teacher observation/evaluation, staff is held accountable for continuous improvement.

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 has a vision for school improvement as outlined in the SCEP, although knowledge of the vision is not widespread through the school community.

Evidence/Information that Lead to this Finding:

- The SCEP was developed to align with the District Comprehensive Improvement Plan (DCIP) with limited input from staff. Priorities have been identified; however, they are not SMART goals with specific targets for achievement. The priorities include: CCLS implementation, integration of technology, improving teaching and learning, and increasing enrichment opportunities such as distance learning and credit recovery courses. The vision and priorities are in the process of being communicated to stakeholders although when asked, many parents in the focus group told the review team they did not know the goals of the school. In the “Wellsville School Performance Scan,” a survey of school staff completed in April 2013, only about a third of the high school teachers said they used a school-based plan with goals to guide their work. Evidence also indicates that staff has not contributed to the drawing up of school goals.
- The school leader understands the value of data to drive improvement in the school and has an expectation that staff will increase their use of data in their instruction and in their support of students. During discussions with the vertical teacher group, the review team learned that teacher perform item analyses on Regents exams. Special education teachers engage in progress monitoring and keep charts on the students to track growth in reading, writing, and spelling. The use of data on a continuous basis is a work in progress. According to the Teacher Survey, 65 percent of the respondents indicated that they use data in their content area, but the review team found that this was not reflected in the classrooms visited during the review.

Impact Statement:

Not all teachers are using the school’s vision and goals to guide their instruction. Therefore, these goals are not yet achieved.

Recommendation:

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

- Ensure that all staff have input into the goals and priorities for the school. School leaders should rigorously monitor progress towards achieving the goals.

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 leaders take staff and student needs into account when allocating resources. New staff members are hired in a systematic way, but school leaders cannot demonstrate the impact of their actions on improving student outcomes.

Evidence/Information that Lead to this Finding:

- School needs are communicated to the district office in a number of ways including administrative council meetings and during informal conversations with the District Fiscal Manager. A cost benefit analysis is conducted with the focus on student needs. Discretionary district funds are requested by the school leaders based on staff and student needs. School Improvement Grant (SIG) funds, Title I funds, and district resources are aligned to the school-wide goals.
- The school and district work in collaboration when recruiting and hiring staff. Currently, hiring practices are aligned with the Danielson Framework for Teaching in an effort to ensure that new hires will have the qualifications that the school and district value. School leaders attend local and regional recruitment fairs to meet potential candidates. During the interview process school leaders are on the interview committees, along with teachers, parents, and other stakeholders, depending on the position.
- The school leader is in the process of offering expanded learning time to students in two ways: online college courses to enable them to gain college credits prior to high school graduation and a new credit recovery program for students who have dropped out of school and now wish to gain a high school diploma and for students who are in danger of not graduating. The school leader is also carrying out audits regarding the availability and utilization of all available human and fiscal resources. However, protocols are not in place to evaluate the impact of decision making on improvements to instruction and student achievement and so evidence is not compelling in demonstrating the effectiveness of resource acquisition and distribution.

Impact Statement:

Resources are being targeted to the needs of the school community but procedures are not in place to evaluate the impact of resource allocation on school improvement.

Recommendation:

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

- Review staff and program effectiveness to ensure that resource allocation is leading to sustained school improvement.

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

Overall Finding:

School leaders are in the process of implementing evidence-based systems to monitor activities in the school.

Evidence/Information that Lead to this Finding:

- The school leader is establishing processes and protocols to monitor progress towards the goals as outlined in the SCEP. For example, he has established a database to house the results of formal and informal observations of staff as benchmarks to monitor progress towards more effective teaching. Another example is the monitoring of the honor roll list, the merit roll list, and the list of failures. Those students failing more than one subject are called in for a personal conversation with the school leader. Well-functioning systems are not all in place. The school leader, for example, must wait for the failure list to be compiled before he has knowledge of at-risk students. He is in the process of working with the technology department so he can receive copies of the progress reports before they are sent to parents. Another frustration is the attendance office does not generate a report of student attendance. Since truancy is an issue at the school, it is important to have reports generated regularly. The school leader is attending to this situation.
- The school is committed to creating a data driven culture but at the present time not all teachers are meeting this aspiration. The school leader provides support for the effective implementation of CCLS but this is not uniformly in evidence in all classrooms. Procedures for monitoring that CCLS implementation and data driven instruction are embedded across the school are not rigorous enough in improving school wide and individual practices. Hence, progress towards stated goals slows.

Impact Statement:

The school leader has identified many areas in need of progress monitoring. Protocols are being established; however, currently, progress towards the school goals is slow.

Recommendation:

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

- Prioritize those areas in need of progress monitoring and identify effective and efficient ways to gather evidence to track and ensure improvement.

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

Tenet Rating

D

Debriefing Statement: The school has begun the process of implementing CCLS into their instruction. There are interconnected levels of CCLS implementation among classrooms, grade levels and departments. There is inconsistent use of timely feedback, collection, analysis and monitoring of student progress data which limits the process of informing planning, differentiating instruction and making curricular decisions. As a result, not all students have access to a rigorous, engaging curriculum and are unable to achieve at high levels.

Areas for Improvement:

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

Overall Finding:

The school leader is supporting staff as they implement curricula aligned with the CCLS and other content areas but these efforts are not reflected in successful implementation in all classrooms.

Evidence/Information that Lead to this Finding:

- The PD plan is aligned to the SCEP and provides PD focused on pedagogical supports to implement effective instructional strategies. ELA, math, and special education teachers have had PD opportunities, including on-going coaching from outside consultants, to unpack CCLS modules in ELA and math. The English department has been piloting *EngageNY* modules and the grade nine English teachers have fully implemented the CCLS module curriculum for that grade. In algebra, the teacher is implementing the Algebra 1 *EngageNY* modules and the geometry teacher is bridging the current New York State geometry curriculum with the anticipated 2014-15 geometry CCLS modules. Since all teachers have received PD on the CCLS, other content area teachers are beginning to incorporate CCLS literacy standards into their curricula as well.
- The school leader believes that teachers working together vertically to produce curriculum maps would be beneficial in strengthen collaboration across the grades. However, at the moment, there is not a comprehensive approach toward monitoring the implementation of the curriculum. This has resulted in inconsistencies across classrooms, in addition to instructional practices that do not incorporate higher-order thinking strategies and other components of the CCLS instructional shifts, as evidenced during reviewers' visits to classrooms.

Impact Statement:

Some progress has been made in implementation of the CCLS modules in math and ELA. However, full implementation of the CCLS and the instructional shifts has yet to be realized.

Recommendation:

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

- Review any existing curricula and curriculum maps to determine the degree to which they align with the CCLS; develop a plan to revise curricula within and across grades and content areas to ensure that students become college and career ready; monitor planning and instruction to ensure that the plan is fully implemented in all grades and in all subjects.

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

Overall Finding:

There was limited evidence that teachers were using data to consistently inform their lesson and unit planning to meet the needs of all students.

Evidence/Information that Lead to this Finding:

- Math and ELA teachers are using *EngageNY* modules aligned with the CCLS in their instruction. There has been on-going PD for staff to understand how to implement the instructional shifts in the CCLS, as well as monitor student progress in understanding the materials. In interviews, teachers shared with the review team that they felt the PD was unfocused because the two consultants used most frequently had different approaches and that was confusing. One consultant helped interpret the ELA modules; the other concentrated on learner engagement.
- Teachers said they had no common planning time to collaborate on lessons. During the grade level focus group, which was high school English teachers, it was noted that they had one common prep time each month and that was during their lunch period. During that meeting teachers spoke about their challenges implementing the ELA modules. A review of lesson plans by the review team revealed that there was limited use of data to inform the plans and varied levels of implementation of the CCLS and expertise in lesson preparation and planning. Further analyses of planning indicated that there was limited reference to the use of rubrics or higher order thinking skills. Lesson observations confirmed this. The only evidence of lesson and unit planning monitoring is through the observation and walk-through process.

Impact Statement:

The limited use of data and the inconsistency in teachers collaborating to develop lessons results in students not all showing growth in meeting the higher demands of the CCLS and other content area standards.

Recommendation:

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

- Develop processes, such as common planning time, curriculum development opportunities, and

lesson plan review, to ensure that all teachers are using data and higher order thinking skills to inform their planning as they align their plans to the CCLS and increase the rigor of learning for every student; ensure that lesson and unit planning is monitored on a regular and rigorous basis.

3.4 **The school has received a rating of *Ineffective* 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:

There has been some training for teachers to implement technology in the classroom, but limited planning time results in limited incorporation of the technology or other interdisciplinary work.

Evidence/Information that Lead to this Finding:

- Collaboration among and between departments is rare due to limited common planning time in the master schedule for the school. A few teachers have planned integrated lessons across subject areas as evidenced in physical education, chemistry, and art. This planning was done on an informal basis since there are no formal arrangements across departments that result in interdisciplinary curricula.
- The high school is implementing the district's technology plan, which includes providing students with an iPad and access to a wireless connection. Teachers have received PD on using the iPads as an instructional tool and some evidence of use was seen as the review team observed classes. However, infusion of technology in lessons was not widespread during the visitation.

Impact Statement:

Students have limited opportunities to engage in interdisciplinary learning resulting in decreased ability to be academically successful.

Recommendation:

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

- Develop expectations and protocols, including increased common planning time, for teachers to follow to plan and implement interdisciplinary units and lessons. These should especially target the arts, technology, and other enrichment areas so all students can become engaged.

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 are beginning to use multiple forms of assessments to inform their instruction.

Evidence/Information that Lead to this Finding:

- Teachers are in the beginning stages of using multiple forms of assessments in their instruction. However, there was limited evidence shared with the review team to show how these data were impacting curricular decisions in the long term. All teachers are required to submit pre- and post-assessment data based on their Student Learning Outcomes (SLOs). Teachers are also responsible for midterm assessments held in January and end of course final exams. Some teachers, especially in physical education, art, and music, are piloting performance-based assessments as part of their SLOs. The district is in the process of implementing a centralized assessment and data system called “eDoctrina” and a pilot group of teachers at the high school has received PD on that system.
- In their focus group, students shared with the review team that they can find out “where they stand” by visiting the student portal on the web. They say if they are struggling a teacher might have a talk with them. There was little evidence of students reflecting on their work or setting goals for their own growth. In most cases, the evidence they shared was that teachers would let them re-take tests for which they received a low or failing grade. By and large, the “goal” for each student was to achieve a good grade, but was not informed by constructive feedback on how to reach that goal.

Impact Statement:

Without a comprehensive system for aligning assessments to curriculum and including students in reflecting on their own learning, student achievement is compromised.

Recommendation:

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

- Review curricula to ensure that multiple forms of formative and summative assessment are included; provide guidance to staff on how to involve students in reflecting on their own learning and setting goals for growth.

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: Staff is in the beginning stages of implementing CCLS and incorporating the instructional shifts throughout all content areas. On-going professional development for all staff is currently addressing strategic practices aligned with CCLS, enhancing student engagement, and increasing student voice. While some staff provides multiple points of access for all students and tailors instruction for students with disabilities, this is not a fully developed practice. Inconsistencies in high levels of effective instruction and engagement limit the learning opportunities for many students.

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:

School and teacher leaders are at the beginning stages of ensuring unit and lesson plans include instructional strategies and are addressing student goals and needs.

Evidence/Information that Lead to this Finding:

- The school leader and department chairs, during their respective focus groups, shared with the review team that they are beginning to engage teachers in conversation about using data to inform their plans and practices. Through the use of data, it is the intention that teachers will establish learning goals and provide interventions when necessary for their students. In addition to internal staff, teachers are beginning to have conversations and receive support from the external consultants around unpacking the modules aligned with the CCLS as well as learning effective strategies to engage all students. However, it is evident from school leaders and teachers that these strategies are at an early stage and are not reflected in classroom practices. Lesson observations indicate that instructional practices and strategies are not consistently data-based or data-driven that provide interventions or extensions provided that ensure the needs and abilities of different groups of students are met.
- Teachers are having conversations with school leaders and external consultants about the necessity of setting long and short-term goals for students. It is the intention that these goals will be based on identified needs and aspirations but evidence from discussions with students and lesson observations indicate that these practices are not established and learning trajectories for individual students not yet in place.

Impact Statement:

Since school and teacher leader conversations with teachers are at the beginning stages, not all students are highly engaged in their learning. Therefore, student achievement is not increasing across the entire school.

Recommendation:

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

- Monitor and hold teachers accountable for using data to inform their instruction, especially with regard to planning and implementing interventions for students when needed; ensure that all students are provided with academic goals to which they should aspire.

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 beginning stages of incorporating higher-order questions and more rigorous work into their CCLS-aligned instruction.

Evidence/Information that Lead to this Finding:

- ELA and math classes, particularly grade nine ELA and Algebra 1 are using modules from *EngageNY* which are aligned with the CCLS and have higher order questioning and complex text passages incorporated into them. During class visits, the review team saw evidence of more rigorous work by students in approximately one-third of the rooms visited. Examples included using Socratic essays and analyzing data. In one integrated co-teaching (ICT) class students were using a text analysis rubric. There was also some evidence of insuring multiple points of access for students such as differentiating the material, scaffolding questions, and peer instruction within a group setting. However, these practices are not consistent across the school and as a result, academic progress is uneven across grades and subjects. In addition, learning materials used do not always contain high levels of text and content complexity and as a result students are not always actively challenged or engaged.
- During the interview with the school leader, he shared that he is beginning to see more CCLS-aligned lesson plans during the pre-observation conversations he has with teachers. However, even with sustained PD around this topic during this school year, not all lesson plans submitted to him reflect instruction that will result in high levels of engagement for all students.

Impact Statement:

Not all teachers are providing engaging, CCLS-aligned lessons so not all students are experiencing high levels of engagement in their lessons leading to higher levels of achievement.

Recommendation:

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

- Hold teachers accountable for developing lesson plans that are CCLS-aligned and include the instructional shifts to higher order thinking.

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:

Students feel physically safe at school but there is little evidence of recognition of varied learning experiences they might bring to class.

Evidence/Information that Lead to this Finding:

- Students in the focus group told the review team that they feel safe at school. They shared that last year there were many fights but this year there have been very few. They spoke about favorite teachers who mentor them and how some of their teachers “come to their [athletic] games.” When asked about their classroom environment they had different answers. The classroom environment depended on the teacher. In some, the teacher did most of the talking and students just listened. In others, particularly English, students had “talking time” to discuss the work they were doing. Some teachers, they said, “get an idea of your learning style and then give you choices like make a movie, do some hands-on work, or some research about a topic.” In some classes they are made to think, in others there is little discussion. The level of engagement and responsiveness to students’ varied backgrounds depended on the teacher.
- This group of students wanted “to get pushed more” in grade nine. The seniors felt they would have had a better chance for scholarships to college if they had been encouraged to work harder. They said they enjoyed working in groups on projects. The teachers, on the other hand, said students do not like collaborative learning and would prefer to be seated in rows and work independently. There was little evidence that discussions between teachers and students about the best way to learn happen consistently or across all staff.

Impact Statement:

Acknowledgement of student voice and perspectives resulting in an intellectually safe environment does not happen with all teachers. Therefore the environment is not consistently tailored to the strengths and needs of all students.

Recommendation:

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

- Provide opportunities for staff to recognize the diverse needs of the school community and develop a program/plan to recognize the variety of strengths and needs students possess.

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

Overall Finding:

Teachers are beginning to use formative and summative assessments to plan instruction and include students in their own instructional decisions but practices are too inconsistent.

Evidence/Information that Lead to this Finding:

- Several teachers are piloting “eDoctrina” the online assessment and data management system, which will be available for all teachers next school year. This system allows teachers to input their assessments, scan the test papers, and provide and receive student data, assuming the assessment

questions are aligned with the standards. This pilot group of teachers has received PD on this program. Regardless of whether they are taking part in the pilot, the school leader has shared with the review team that some teachers are establishing their own protocols and systems to administer and analyze results from standards-aligned assessments. During the vertical teacher focus group and visits to the general education classrooms, reviewers saw little evidence of formative assessments apart for an occasional request for “exit tickets.” Lesson observations and planning documentation indicate that teachers do not consistently use data to inform student groupings or to make adjustments to instructional planning. In addition, on-going assessments in the classroom were not used productively to modify instruction if students were learning at a faster or slower rate than expected.

- During visits to special education classrooms, reviewers found that fewer than half of the teachers visited were collecting data through formative assessments. In all these classes, students received timely, specific feedback about their work. Collecting feedback in this way helps inform students’ Individual Education Plan (IEP) goals. However, discussions with students and analyses of student work indicate that developmental feedback is not always provided and this means that students are not always clear on the steps they need to take to improve their work and achieve at a higher level.

Impact Statement:

The inconsistent use of formative and summative assessment data to inform instruction diminishes the chances for high levels of student achievement.

Recommendation:

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

- Require and monitor the inclusion of formative and summative assessments in lesson plans and instruction to better meet the needs of students; provide quality feedback for students that includes clear, concise steps for improvement.

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: Although the school staff engages in informal practices that attempt to meet the SEDH needs of the students, there are not fully developed school-wide structures for internal communication of data-driven identification, interventions and program monitoring. While the school provides a safe and respectful environment, the uneven use of formal practices does not fully promote a system of proactive interventions for healthy relationships that are conducive to learning for all constituents.

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 student support team attempts to address students' social and emotional developmental health needs. However, there is no overarching system of referral and support for students.

Evidence/Information that Lead to this Finding:

- In conversations with the school leader and the student support staff, the reviewers were told that there is no overarching system to address the social and emotional developmental health needs of students. Referral teams that had been in place in previous years have been disbanded. The support staff and guidance staff feel their work is limited to crisis intervention.
- The student support services team believes students' social-emotional well-being is not valued as a priority by the current administration. Overall problems include a lack of vision and communication. The team could not identify policies, protocols, or procedures that are currently in effect. Services and interventions have been minimal for the last four years. No referral process or formal record of students sent to or visiting counselors is being practiced. The counselors and psychologist confer frequently on an informal basis without agenda or format. The most prevalent concern in the school was reported to be bullying and is addressed on a case-by-case basis. Initiatives for interventions and prevention programs have been presented for administrative approval (for example, a suicide prevention program) without data to support the need or complete planning that supports a vision. Pull-outs (from class) for student needs are for emergency cases only.
- Several students in the student focus group stated the administrators are frequently visible in the halls and shared that the school leader always greets the students. Teachers are available before and after school as well as on breaks if students need help with academics and students state that there is someone available if they have concerns; however, these structures are not formalized.

Impact Statement:

The lack of systems to address student social and emotional developmental health needs results in continuation of barriers to students' 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:

- Establish systems and protocols for referrals and interventions to address student needs and monitor the implementation of these systems.

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 curriculum or program that specifically addresses the social and emotional developmental health needs of students.

Evidence/Information that Lead to this Finding:

- Currently, attention to academic needs outweighs the attention placed on creating systems to address the social and emotional developmental health of students. There was no evidence of a curriculum or lessons that teachers are using across the school to address these needs. The school leader shared some examples of PD topics that were discussed at a faculty meeting such as school safety (physical and emotional) within part of the School Safety Plan, including lock-downs. Additionally, the guidance department and administration attended the Southern Tier Multidisciplinary Team Trauma Educational Summit focusing on effective school and agency collaborative response to childhood trauma. Members of the guidance staff and administration also attended “How to Engage Families in a Child’s Education” sponsored by BOCES. However, there was little evidence of any additional PD provided for teachers in the school to consistently meet the needs of students.
- Although no formal programs exist, the students named several events or programs that provide opportunities to make friends, become comfortable in the school environment, or increase success in transitioning from high school to post-secondary life (Freshman Orientation, College Fair assemblies for careers, college preparation/scholarships, school clubs, sports). Guidance counselors meet one-on-one with students to prepare schedules and connect coursework to anticipated careers.

Impact Statement:

Without a formal program or plan in place to support student social and emotional developmental health, including on-going PD for teachers on this topic, students are limited in their 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:

- Provide and monitor research-based PD to staff in order to address the social and emotional developmental health needs of their students.

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:

School stakeholders work informally among themselves and have partnerships with some community

agencies. However, there is no strategic plan in place to address student needs.

Evidence/Information that Lead to this Finding:

- The lack of school vision or common understanding regarding students’ social and emotional developmental health needs results in well-meaning stakeholders working informally to support the students but not being aware of the precise role each is expected to play. There is no formal referral process in place and no system for monitoring and responding to student needs. The student support focus group shared with reviewers that every student is dealt with individually. While in previous years they kept tallies of students and their needs and supports, this is no longer the case. Parents have the option to complete a form if they want to refer their child for additional services or attention.
- Students in the focus group were positive about their school, several rating it “4” out of 4 when asked if they were proud of their school. They said that last year there were many fights but this year it is much better, with few bullies and a student code of conduct. They shared that they “haven’t seen a lot of mean kids” but they did mention, several times, that there are some “anti-social” students who the students in the group tried to make friends with but had no success.

Impact Statement:

When stakeholders do not share a common vision or can articulate how they contribute to the system, some students’ social and emotional developmental health needs go unmet.

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 with processes and protocols that all stakeholders are aware of and take part in to address, collectively, the social and emotional developmental health needs of all students.

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:

Currently, there is no plan in place to collect, analyze and utilize data to meet the social and emotional developmental health needs of all students.

Evidence/Information that Lead to this Finding:

- The school leader shared with the review team that there are procedures in place to track and communicate student data via the district’s online system, *eSchool*. The student support staff focus group, however, shared that while that system exists, they are too busy with day-to-day work to update student records. They say they keep a personal log of the students they have seen but

do not share that information on a systematic basis. With regard to the Dignity for All Students Act (DASA), when students violate the tenets of that act, for example, by bullying another student, the information also is entered into a folder but not into *eSchool*. Consequently, a student’s behavioral or social/emotional history is not always available to the rest of the staff to aid in decision-making regarding the best course of action for that student.

- Because the Shared Decision Making (SDM) team was dissolved, as was the pre-referral team, more students are referred directly the Committee on Special Education (CSE), according to the student support staff. Statements from staff such as “I think we might have a truancy problem” or, when describing parent attendance at a planning meeting, “I bet it was around 50 percent” are evidence that data are not used for identifying, tracking, or decision-making with regard to student needs.

Impact Statement:

Without a strategic plan to collect and use data about students’ social and emotional developmental health needs, students’ opportunities to be socially and academically successful are diminished.

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/or revise strategic processes and protocols for the school community to use data to identify and address students’ social and emotional developmental health needs. Monitor the progress and usage of the system and revise as necessary.

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 leader has the necessary tools in place to communicate and implement school-wide expectations for academic achievement and student social and emotional growth. The school provides access to a wide array of internal resources and connections to community partners that provide services for students and their families. However, parent engagement in school is limited. The school communicates and shares data with families but has not been completely successful in establishing a strong culture of partnerships with all families. This lack of home-to-school connection, for some students, hinders their ability to achieve at a high level.

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 uses many mechanisms to communicate with parents.

Evidence/Information that Lead to this Finding:

- The school leader shared with the review team methods used to communicate with parents, families, and the wider community. Some examples are direct mailings to the home, quarterly report cards and progress reports (which are online but paper copies can be obtained if parents request), and the Parent Portal which is an online system through which parents can track their child's academic progress. The district website also contains information about individual schools. During the parent focus group meeting, parents shared with the review team that many families do not have internet access. Some live in geographic areas that do not have cable service.
- Parents and families attend transition programs for students moving from grade eight to the high school where general information is presented and high expectations are explained. There are also opportunities for parents to attend "Open Houses" where they receive information about the next grade level their child will enter and the program and expectations there. The parent focus group shared that while events are planned, participation is often very low. The school has not yet established procedures to gauge its effectiveness in establishing strong and effective relationships with parents and families.

Impact Statement:

Although the school leader communicates with parents and plans events to encourage parents to learn about the school, low participation results in students' academic success being limited.

Recommendation:

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

- Research and develop more successful methods to engage parents and families so everyone understands the necessity for higher expectations for all students. Monitor the level of participation and revise as necessary.

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 communicates with the parents and families. However, much of this communication appears to be from school to home and much less from home to school.

Evidence/Information that Lead to this Finding:

- The school uses the parent portal, social media, district website, and Global Connect (the district automated phone call system to communicate with parents. The student support staff says they

send emails and make home visits to discuss individual students. Students in their focus group said their parents checked the parent portal frequently. However, other groups shared that they estimated 50 percent of the parents did not use the site (there is little evidence of tracking being done to monitor usage.) Parents, students, and teachers did share that they send and receive emails about individual students. The school has not evaluated how well its strategies for communicating with home are valued and known by parents.

- The guidance department invites parents to be part of developing their child's schedule as well as the college application process. There was little evidence, apart from some parents knowledgeable about the Career and Technical Education (CTE) program at the Board of Cooperative Educational Services (BOCES) program, of parent participation in planning for students who were going to enter the workforce directly from high school.
- Since there are no families within the district for whom English is not their first language, there is no need for translations of communications into other languages.

Impact Statement:

Without effective planning and two-way communication with parents, not all students are receiving the family support they need to be successful.

Recommendation:

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

- Provide multiple opportunities for the school and families to engage in reciprocal communication to ensure that students' needs are met. Monitor the process and revise where necessary.

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:

There is no training taking place for parents and/or staff to strengthen their relationship to support student success.

Evidence/Information that Lead to this Finding:

- Many stakeholders throughout the school shared with the review team members that the focus of the district and the school is on academics. Thus, student social and emotional developmental needs are not the priority just now. There is no plan in place to offer training to the parents on how best to meet the social and academic needs of their children or to the staff to foster home-school partnerships. Although the school does partner with several community agencies, there is no plan to provide PD to staff about their services or how to develop stronger partnerships.

Impact Statement:

When strong home-school connections are not evident, students are at a disadvantage.

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 ensure that school and community stakeholders understand the importance of creating robust home-school connections; provide PD where necessary to train staff how to develop and sustain these partnerships; provide parents with guidance on how best to support their child's learning; monitor the progress and impact of these initiatives.

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 is beginning to collect data and share it with stakeholders in order to secure appropriate services for students but more work needs to be done to have the best impact on creating strong home-school partnerships.

Evidence/Information that Lead to this Finding:

- Several forms of data including state assessment data and attendance data are collected and shared with parents through the parent portal. One-on-one conversations between parents and school staff also provide parents an opportunity to learn about their student's progress. There are also times during the year where the school leader presents assessment data, Advanced Placement (AP) results, and attendance at college credit-bearing courses in high school, in public forums. School staff is in the process of developing procedures to track these data and analyze successes, challenges, and trends over time.
- The school works with several community agencies, although staff says the rural nature of the district means that there is not a wealth of community services available. These agencies include Department of Social Services, the police department, probation services, Child Protective Services, and a group called "Single Point of Access" which is a consortium of mental health services. There was little evidence that there is a system in place within the school that compiles data, shares it with families, and offers support in how to advocate for services for students.

Impact Statement:

Families are not consistently empowered to advocate for their children, thus not all students are achieving at high levels of success.

Recommendation:

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

school should:

- Develop a plan to share and integrate data systems with families so they can advocate for the services their children need in order to be successful socially and academically.