



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

DIAGNOSTIC TOOL FOR SCHOOL AND DISTRICT EFFECTIVENESS (DTSDE)



BEDS Code	421800010039
School Name	William A. Nottingham High School
School Address	3100 East Genesee Street, Syracuse, NY 13224
District Name	Syracuse City School District
School Leader	David Maynard
Dates of Review	September 30, 2014 - October 1, 2014
School Accountability Status	Priority School
Type of Review	SED Integrated Intervention Team (IIT)

School Information Sheet

School Configuration (2014-15 data)					
Grade Configuration	9 - 12	Total Enrollment	1,270	SIG Recipient	Yes
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	11
Types and Number of Special Education Classes (2014-15)					
# Special Classes	32	# SETSS	0	# Integrated Collaborative Teaching	21
Types and Number of Special Classes (2014-15)					
# Visual Arts	15	# Music	9	# Drama	2
# Foreign Language	20	# Dance	5	# CTE	4
School Composition (most recent data)					
% Title I Population	70	% Attendance Rate		91	
% Free Lunch	61	% Reduced Lunch		4	
% Limited English Proficient	20	% Students with Disabilities		18	
Racial/Ethnic Origin (most recent data)					
% American Indian or Alaska Native	0	% Black or African American		58	
% Hispanic or Latino	8	% Asian or Native Hawaiian/Pacific Islander		11	
% White	21	% Multi-Racial		2	
Personnel (most recent data)					
Years Principal Assigned to School	3	# of Assistant Principals		3	
# of Deans		# of Counselors/Social Workers			
% of Teachers with No Valid Teaching Certificate	0	% Teaching Out of Certification		0	
% Teaching with Fewer Than 3 Years of Experience	2	Average Teacher Absences		7.4	
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4		Mathematics Performance at levels 3 & 4			
Science Performance at levels 3 & 4 (4th Grade)		Science Performance at levels 3 & 4 (8th Grade)			
Student Performance for High Schools (2013-14)					
ELA Performance at levels 3 & 4	63.3%	Mathematics Performance at levels 3 & 4		68.0%	
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	8.4%	% of 2nd year students who earned 10+ credits		55.6%	
% of 3rd year students who earned 10+ credits	23.2%	4 Year Graduation Rate		40.2%	
6 Year Graduation Rate	43.5%				
Overall NYSED Accountability Status (2013-14)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District		Focus School Identified by a Focus District		No	
Priority School	Yes				

Accountability Status

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

SCHOOL PRIORITIES AS WRITTEN BY THE SCHOOL:

1. Continued improvement of civility throughout the building-
 - a. Implementation of the Code of Conduct plan.
2. Continued improvement toward student centered inquiry based learning environments.
3. Formalize the collection and the use of data to drive planning and practice.

4. Create a welcoming environment for all stakeholders (Students, employees, parents, community members and service providers).

Information about the review

- The review was co-led by an Outside Educational Expert (OEE) and a representative from the New York State Education Department. The team also included a district representative, a district-selected OEE, a Special Education School Improvement Specialist (SEIS) representative, and a representative from the Regional Bilingual Education Resource Network (RBERN).
- The review team visited a total of 57 classrooms during the two-day review.
- Reviewers conducted focus groups with students, staff, and parents.
- Reviewers examined documents provided by the school, including curriculum maps, lesson plans, school-wide data, teacher feedback, and student work.

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

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

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

#	Statement of Practice	H	E	D	I
3.2	The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.			X	
3.3	Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.			X	

3.4	The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.			X	
3.5	Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.			X	
OVERALL RATING FOR TENET 3:				D	

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

#	Statement of Practice	H	E	D	I
4.2	School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.			X	
4.3	Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.			X	
4.4	Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students' varied experiences and tailored to the strengths and needs of all students.			X	
4.5	Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).			X	
OVERALL RATING FOR TENET 4:				D	

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

#	Statement of Practice	H	E	D	I
5.2	The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.			X	
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.			X	
5.4	All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school's vision.			X	
5.5	The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.			X	
OVERALL RATING FOR TENET 5:				D	

Tenet 6 - Family and Community Engagement: The school creates a culture of partnership where families, community members, and school staff work together to share in the responsibility for student academic

progress and social-emotional growth and well-being.

#	Statement of Practice	H	E	D	I
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	

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

Tenet Rating

D

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

- While the school leader has created a mission with the school community to promote improvement, this mission lacks SMART goals. The mission is understood by most, but not all stakeholders. The student, parent, and staff focus groups reported that the school's mission was to prepare students to become “college and career ready and to become productive members of society.” However, parents of students who are English language learners (ELL) stated that it is unclear how the school intends to achieve this, as the school does not communicate with parents in their native languages, which limits their input. Consequently, the relationship between home and school does not fully support student achievement and social growth. While the student graduation and attendance rates have improved and suspension rates have been reduced, the use of data-driven analysis is developing. The lack of SMART goals, and shared information systems reduce the school's ability to rigorously monitor and evaluate its progress and bring about sustained improvement.
- The school leader has placed additional teachers in specific classes to ensure student to teacher ratios are met. The school leader has created three academies that allow the teachers, school leaders, and guidance counselors to maintain consistent contact with students as they move through the school. Although this provides opportunities for students to be supported by staff who know them well, staff reported to the Integrated Intervention Team (IIT) that they have limited access to key data about student achievement and social and emotional growth, and as a result their work is reactive rather than proactive in supporting student needs. The school leader has increased technology resources and purchased laptop carts for each department, but the review team did not find evidence of laptops in use in classrooms. While steps to strategically allocate and organize resources that address the needs of students and the school community have been taken, their impact is developing and not yet leading to sustained improvement in student learning.
- The school leader has introduced a Professional Development (PD) schedule. Teachers can attend external and internal courses to improve their instructional practices, but leaders do not rigorously monitor the impact of PD on classroom practice. Professional Learning Communities (PLCs) enable staff to discuss and plan for the Common Core Learning Standards (CCLS). However, practices observed during the review demonstrated little evidence of the implementation of the CCLS and data-driven instruction. The leadership team conducts informal monitoring of teaching and learning, but until recently, these observations have not focused on school priorities for improvement and teachers reported that they needed to seek feedback on areas for improvement in their instructional practices, as school leaders do not consistently provide them with this feedback.
- The leader is developing systems to track and monitor individual and school-wide practices related to improvements in key areas, such as student achievement, behavior, instruction, and the curriculum. As part of this strategy the school leader has started to collect, analyze, and use data. However, a document review and interviews with school leaders demonstrated that systems are not connected or aligned to the school's vision, and the information is not used consistently to identify the aspects of the school's performance that are most in need of improvement, such as how well groups of students are performing. Strategies for monitoring and evaluating the effectiveness of school-wide initiatives and

student performance are beginning.

Recommendation:

- Prioritize and work toward specific, measurable, and data-related goals connected to the school's mission and school-wide initiatives.
- Monitor and evaluate goals, and share the outcomes with stakeholders to secure sustainable school improvements.
- Develop effective data-based systems to track, measure, and evaluate school initiatives, including student academic and social emotional growth.
- Ensure that key personnel access and use data to adapt practices to meet student needs and school priorities.
- Formalize protocols for observations and actionable teacher feedback to improve instruction, provide teachers with PD, and hold teachers accountable for continuous 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

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

- The school leader is developing a plan to ensure that teachers align the CCLS instructional shifts to English language arts (ELA), math, and science curricula. The school leader has scheduled collaborative planning time for teachers and has built in support, resources, and training in order to implement CCLS aligned curricula. However, a review of planning documents and classroom visits demonstrated that the CCLS shifts and interdisciplinary curricula are not consistently implemented across grades and subjects, as there is limited evidence of curricular adaptations based on data in order to meet student needs.
- Lesson and unit plans list teaching points, the content to be covered, and include a common planning structure, but teaching is not consistently aligned to the different learning needs of students. While English as a Second Language (ESL) intervention classes demonstrate evidence of scaffolding and different strategies to meet the diverse needs of students, this is not consistent across the school. During most classroom visits, the IIT found limited evidence of modified units and lesson plans based on data to meet student needs. Classroom visits demonstrated that while students engaged in independent and paired reading, text complexity was not consistently matched to the learners. Further, while some teachers asked higher-order questions, most questioning was low level.
- Discussions with the school leader and staff demonstrated that teachers are starting to collaborate to plan interdisciplinary CCLS units that include the arts, technology, and enrichment to increase student engagement and promote student success. However, lesson plans and classroom instruction inconsistently include interdisciplinary opportunities. During classroom visits, students were not consistently encouraged to research using technology and most teachers did not use SMARTBoards as a media resource.
- Assessments used to guide and inform curriculum planning mostly include summative data, such as Regents exams and benchmark assessments. Both the large and small student groups shared that

teachers do not consistently set student goals or use of data to provide students with feedback that includes next steps to improve their learning. Students reported that they could discuss their academic progress with teachers and follow up on completed assignments, but that they rarely had opportunities to self-assess or set goals.

Recommendation:

- Provide support to teachers on how to create lesson plans that reflect the CCLS instructional shifts and include enrichment opportunities in the arts and technology.
- Develop exemplar units and lesson plans aligned to the CCLS that are differentiated and emphasize higher-order thinking skills.
- Provide teachers with access to guidance, support, and expertise to enable them to give students actionable and data-driven feedback and opportunities to take ownership of their learning.

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

Tenet Rating

D

The school has received a rating of **Developing** for Tenet 4 – Teacher Practices and Decisions.

- The school leader shared that academy, vertical focus group, common planning time, and PLC meetings help ensure that teacher instructional plans and practices are adaptive and informed by data to reflect student needs. However, the school leader stated that only 75 percent of teachers participate in these opportunities. Classroom visits demonstrated that the alignment between lesson planning and instructional delivery was inconsistent. Although teachers stated they had collaborated to develop unit plans that were CCLS aligned, an observation of a PLC meeting demonstrated little evidence of teachers exploring interdisciplinary connections or developing strategies to promote higher-order thinking skills. Further, classroom visits demonstrated that teachers do not consistently challenge students or help them develop skills and strategies that lead to increased achievement.
- While during classroom visits, some students were engaged in learning and teachers provided some opportunities for students to share their viewpoints, this was not consistent across the school. Classroom visits demonstrated limited evidence of instruction that is adapted to the different learning styles of students or few opportunities for students to carry out research and share ideas in pairs or groups. Teacher questioning was often low level and on occasion teachers asked and answered their own questions. The use of technology was mostly by the teacher and differentiation was limited, as all students were asked to work on the same materials at the same level.
- Students, parents, and teachers stated that the school is an intellectually and physically safe learning environment, but that teachers do not consistently address student behavior. The review team found during classroom visits that while some students were engaged in learning, other students had their heads down, earphones on, or were eating in the classroom. On one occasion, the teacher was also eating while delivering instruction. There were limited evidence of student misbehavior during classroom visits and relationships between teachers and students were positive; however, instruction was not differentiated to meet the needs of all students.
- Teachers are beginning to use data to inform and adjust their instructional strategies. The school

leader reported that teachers discuss student data with the school leader, but systems to check that this information is used to adapt planning and instruction are not established. The school leader has appointed a data manager to begin to evaluate and analyze student performance levels, goals, strengths, and needs. Classroom visits demonstrated that teachers do not consistently use data to create student groupings, and most instruction was whole group across the school. Teacher feedback to students was limited and included general phrases, such as “good job” or “nice try.”

Recommendation:

- Ensure teachers consistently plan for and implement differentiated learning strategies that are informed by data to meet student needs.
- Provide more opportunities in academy meetings for teachers to discuss how best to develop student-centered learning activities that are engaging and include higher-order questioning and checks for student understanding.
- Use the learning team meetings to monitor the impact of school-wide initiatives and developments to address the gaps in learning and the diverse needs of all students.

<ul style="list-style-type: none"> • 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. 	<p>Tenet Rating</p>	<p>D</p>
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The school has received a rating of **Developing** for Tenet 5 – Student Social and Emotional Developmental Health.

- The school leader is developing systems to support the social and emotional developmental health needs of students, such as the adopt a senior program that connects an adult with a student that may be at risk of falling behind, but there is no curriculum aligned to a vision. Students and parents described the school as safe and that it embraces diversity, but stated that the needs of students are not consistently met. All students are known by a designated adult. The student support and pupil services team representatives reported that there is a referral system for interventions and support. Staff has been trained in the district's code of conduct, but stated that the code was not used consistently across the school.
- The school is developing enrichment programs and materials to support student social and emotional developmental health, but has no cohesive training program to develop adult capacity in this area. A staff climate team, designed to collect and use data to identify the academic and social needs of students, has been recently formed, but its role is not formalized and its impact is limited as not all staff consistently use data to meet student needs. Students shared that they welcome opportunities to participate in programs, such as the Student Assistant Program that provides mental health and substance abuse support, as well as the Syracuse University Project Advance (SUPA) that allows students to gain college credits. Extra-curricular groups, such as Spotlighting Justice are offered, but student enrollment is limited due to registration restrictions.
- The school is starting to work with stakeholders to connect them with community services that support student social and emotional health. However, representatives of the Family, Alumni, Community

Educators, and Students (FACES) group reported that parent involvement is limited and communication is an issue, as families may not be aware of the school’s on-site partners that include Hillside and Huntington Family Support center.

- The school has not developed and implemented a plan to collect, analyze, and use data to identify and meet student social and emotional developmental health needs. Attendance and suspension data is collected, which demonstrates increased attendance and reduced suspension rates. Despite the setting up of a team to use data to improve learning and the school climate, data is not consistently shared or analyzed across the school. Students reported that they lose instructional time due to some student behavior.

Recommendation:

- Work with stakeholders to develop, implement, and monitor a vision for student social and emotional developmental health.
- Equip staff with the skills to engage with parents in identifying and supporting student social and emotional and developmental health needs.
- Use data to identify and meet the social-emotional needs of students and monitor the impact of interventions on bringing about improvements to student outcomes.

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

Tenet Rating

D

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

- The school leader partners with FACES to share the school's vision for academic achievement and high expectations, but there is inconsistent evidence that the school is working with parents to ensure that families support student success. Parents shared that they use the school's website to access student progress, but stated that the website was confusing, as they did not always understand the data or student goals. Regular newsletters go out to keep parents and families informed of initiatives and developments, but the newsletters do not consistently emphasize the school’s high academic expectations and are not always in the relevant languages, which excludes some parents from supporting their children's achievement.
- The school leader reported there are many different languages represented by families at the school and that as a result, when appointing new staff the school leader has been strategic in using their linguistic skills. However, parents who are not English speakers report that they are not able to consistently support school initiatives and contribute fully to support student needs and academic success.
- The school encourages parents to attend Parent University, which offers free classes and workshops. However, parents shared that the school does not consistently inform families of other opportunities and resources. As the school does not conduct parent surveys, FACES sent letters to parents asking which topics they would like to learn more about and suggestions for future activities. The school leader has held some events to develop partnerships with parents, such as an open house where 500 parents attended; however, the school leader reported that less than 20 parents attend most events.

Staff reported that the school has not provided PD to help them develop partnerships with families or the community, or PD on how to develop reciprocal communication.

- The school leader stated that graduation rates, Regents exam information, and attendance data was shared at a recent parent meeting. The parent group reported that families can access the parent portal and that student report cards indicate current levels of student performance. However, parents stated that the information teachers provide them is not consistent, as teachers do not include student goals or how parents can help their children improve their learning outcomes.

Recommendation:

- Improve the home-school connection through information, resources, and data so that parents can better support their children's academic and social-emotional growth.
- Develop individual student goals with parents, teachers, support staff, and students, and provide staff and parent training to improve reciprocal communication.
- Address barriers to parent participation, such as translation in all relevant languages.